



January 2, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for the Lyle A. Tarrant Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Amy Rogers, Principal, Lyle A. Tarrant Center, for assistance.

The AER is available for you to review electronically by visiting the following web site www.jcisd.org, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

The Lyle A. Tarrant Center has not been given one of these labels.

The link to the Combined Report for the Lyle A. Tarrant Center can be found at the following link: [AnnualEducationReport Combined Report 2019.pdf](#) . Additionally, the School Index can be found on the Mi School Data website: <https://www.mischooldata.org/SchoolIndex2/SchoolOverview.aspx> .

The Tarrant Center has achieved an overall Index Score of 75.72. Several factors are considered in this calculation, including the following: Graduation Rate; Lyle A. Tarrant Center, an ISD-operated program, does not issue high school diplomas. The indicator of School Quality and Student Success, accounting for 54.06 includes items such as Chronic Absenteeism, Advanced Coursework, Postsecondary Enrollment, Access to Arts/Physical Education, and Access to a Librarian/Media Specialist.

The Lyle A. Tarrant Center continues to develop best practices in curriculum delivery in core content areas (ELA, Math, Science, and Social Studies). We have, and will continue to provide professional learning for the Tarrant teaching and teaching assistant staff in the areas of Language/ CORE Vocabulary and Literacy, Math, Movement Opportunities Via Education and Experiences, Science, Social Studies, and Positive Behavior Supports; in addition to providing an enriching and engaging environment for students with Significant Disabilities.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Lyle A. Tarrant Center collaborates with the Local Education Agencies of Jackson County to provide center-based programs and services to the students with Severe Cognitive Impairments, Severe Multiple Impairments, Autism, and Early Childhood Developmental Delays. These programs and services are determined through a Multi-Disciplinary Evaluation Team and then determined through the Individualized Education Planning (IEP) Process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Tarrant Center staff and stakeholders continue to work toward progress on the district and school improvement goals. During the 2015-2016 school year, the Tarrant Center created and monitored CCEE implementation through pacing guides, and developed grade-level assessments, which were administered twice during the school year, this practice continued through the 2016-2017, 2017-2018, and 2018-2019 school years. The Tarrant Center staff, in collaboration with parents, continues to implement a team-approach to addressing behaviors; named the Paw Pride Intervention Team. The Paw Pride Intervention Team is a collaborative, systematic, and data-driven process for

creating and monitoring individualized behavior plans for students with challenging behaviors. The Lyle Tarrant Center has also focused on Communication. During the 2015 school year, CORE Vocabulary was implemented at the Lyle Tarrant Center, school-wide. During the 2018-2019 School year, 98.2% of all students improved vocabulary/communication, as measured by the Communication Matrix.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Lyle A. Tarrant Center provides specialized education/instruction to students with severe disabilities. The programs provided by the LTC includes instruction in the following areas: personal care, leisure and recreation, travel/mobility, basic life skills, personal relationships, prevocational skills/transition Skills, CORE Vocabulary/communication skills, and instruction in the Common Core Essential Elements (Literacy, Math, Social Studies, and Science).

Students are placed at the Tarrant Center as a result of an Individualized Education Plan through the IEP process. The IEP members include parents/guardians, ancillary service providers, (School Psychologist, Occupational Therapists, Physical Therapists, Speech Therapists, Visually Impaired Teacher Consultants, Mobility Specialists, Nursing, Assistive Technology Coordinator, etc.) students, and special education teachers. Throughout the IEP process, the Least Restrictive Environment and IEP services are considered and determined.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

To access a copy of the core curriculum, please contact Amy E. Rogers, Principal of the Lyle A. Tarrant Center. The Tarrant Center utilizes state-aligned curriculum and assesses students through curriculum-based measures in the areas of personal care, leisure and recreation, travel/mobility, basic life skills, personal relationships, prevocational skills, and CORE Vocabulary/communication skills. Additionally, English/Language Arts, Mathematics, Science are assessed through curriculum-based measures. The MI-Access statewide assessment is administered as required by the Michigan Department of Education.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The students of the Lyle A Tarrant Center do not participate in nationally normed achievement assessments. Bi-annually, students participate in the Tarrant Grade Level Common Assessment, a locally developed assessment that measures the students' current functioning level, as demonstrated on grade-level specific standards. Additionally, K-Transition-aged students participate in Unique Learning System's Adapted Curriculum monthly pre and post assessments.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2015-2016 school year, 77% participated in the November parent-teacher conferences. During the 2016-2017 school year, 90.7% of parents/guardians attended/participated in the November parent-teacher conferences. During the 2017-2018 school year, 90%, during the 2018-2019 school year, 92% of parents/guardians attended/participated in the November parent-Teacher conferences.

I would like to congratulate the students and staff of the Lyle A. Tarrant Center for a successful school year. During the 2018-2019 school year, the staff, students, and parents of the Lyle A. Tarrant Center have sustained and implemented strategies and programs, which support the unique and individual needs of students with significant disabilities. The 2018-2019 has been a successful year as we work together to meet the challenges and celebrate the success of our students.

Sincerely,

Amy Eileen-Mierzwa Rogers
Principal
Lyle A. Tarrant Center

