



Jackson County ISD

an Educational Service Agency

December 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for the Lyle A. Torrant 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. Torrant Center, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3m73LES> , by visiting **www.jcisd.org**, or you may review a copy in the main office at your child's school.

For the 2021-22 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 in 2017-18. 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% in 2016-2017. Some schools are not identified with any of these labels. In these cases, no label is given.

The Lyle A. Torrant Center has not been given one of these designations.

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 instructional 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. Our focus on our school improvement goals and the continuous improvement process drives our instructional decisions for our students. The Tarrant Center staff, in collaboration with parents, continue to implement a team-approach to addressing the challenging behaviors displayed by some Tarrant Center students. Through the Tarrant School Improvement Process, PBIS has long been identified as a School Improvement goal. The Paw Pride Intervention Team is a collaborative, systematic, and data-driven process for creating and monitoring individualized behavior plans. The Paw Pride Intervention Team was developed in 2015, and is continued to date. The Tarrant Center School Improvement plan has also focused on Communication, beginning with the 2015 school year. CORE Vocabulary was implemented at the Lyle

Tarrant Center, school-wide. During the 2020-2021 School year, 80% of all students improved vocabulary/communication, as measured by the Communication Matrix. During the 2020-2021 school year, CORE Vocabulary teaching and experiences were a key component of the Tarrant Center's School Improvement efforts. MOVE (Movement Opportunities via Education and Experience), a systematic program and philosophy for students with motor impairments is an individualized progress monitored school improvement goal for students with motor impairments, and is implemented with fidelity within the Tarrant SXI classrooms. Additionally, all classroom teachers write standards-based IEP goals, and provide students with Common Core Essential Element-aligned curriculum/ instruction through the use of Unique Learning Systems.

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 Torrant Center do not participate in nationally normed achievement assessments. 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 2021-2022 School Year, 86% of enrolled student's parents attended parent-teacher conferences. During the 2020-2021 school year, 89% of parents participated in the November parent-teacher conferences. During the 2019-2020 School Year, 89% of parents/guardians attended/participated in the November parent-teacher conferences.

I would like to congratulate the students and staff of the Lyle A. Torrant Center for a successful school year. During the 2020-2021 school year, the staff, students, and parents of the Lyle A. Torrant Center have sustained and implemented strategies and programs, which support the unique and individual needs of students with significant disabilities. While the past two school years have been challenging due to COVID-19, the LTC staff have been incredibly creative, had grit, and are committed to making this challenging time in education incredibly successful as we worked together to meet the challenges and celebrate the success of our students.

Sincerely,

Amy Eileen-Mierzwa Rogers
Principal
Lyle A. Torrant Center