



2021-22
School Annual Education Report (AER) Cover Letter

02/16/2022

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 Marquette-Alger Administrative Unit. 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 the Associate Superintendent for Special Education, Tammy Nyen, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3n7VOO6> or you may obtain a copy from the Marquette-Alger Regional Educational Service Agency. The AER does not include student assessment data since 2019-20 state assessments were canceled in the spring of 2020 due to the pandemic.

For the 2021-2022 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.

Our school has not been given one of these labels.

The Marquette-Alger Administrative Unit serves students in grades 3-12 in a residential center classrooms program. Students enrolled in the classrooms are typically court-placed or agency-placed students facing a variety of personal, academic, and other challenges. The lengths of stay vary widely, with some students in the classrooms for as little as a few days while others remain for a few months. Students registered in the classrooms program are assessed using local tools and State assessments when in residence during the assessment windows.

Student achievement scores are used to support individual student growth and acceleration plans with the goal of maintaining academic progress toward graduation with their scheduled cohort upon return to their home district.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are placed in the residential center by court systems or community agencies. Enrollment into the classroom setting occurs when students physically arrive at the residential center.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Beginning with the 2020-21 school year the Marquette-Alger Administrative Unit staff and stakeholders began engaging in the new MDE Michigan Integrated Continuous Improvement Process (MICIP) and developed a continuous improvement plan in the new MICIP Platform. The plan will include the continued integration of social emotional learning into the disciplinary curriculum.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Marquette-Alger Administrative Unit serves students in grades 3-12 in a residential center classrooms program.

THE CORE CURRICULUM

The Marquette-Alger Administrative Unit instruction is aligned to the Common Core State Standards, State Content Standards and the Michigan Merit Curriculum (MMC) graduation requirements. You can find the standards and the MMC on the Department of Education website, or you may obtain a copy from the Marquette-Alger Regional Educational Service Agency.

The Marquette-Alger Administrative Unit integrates social emotional learning into core disciplinary thinking and performance tasks and throughout daily practice to capitalize on real-life situations. This creates a safe and caring learning classroom environment to ensure that students residing in a temporary setting can gain the maximum amount of academic achievement during their residence.

Sincerely,

Tammy Nyen, Associate Superintendent for Special Education