



October 7, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Progress Park. 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 Cheri Vannatter, Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting the following website [MI School Data](#) or you may review a copy in the main office at your child's school.

For the 2023 - 24 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023 - 24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67%. In these cases, no label is given.

State Law requirements:

- Progress Park serves students with severe behavioral, emotional, and/or mental health needs. A formal referral process is used by local districts, Progress Park, and the WISD when considering whether Progress Park is an appropriate placement for each student. Any initial referral must be the result of the IEP process in the student's local district wherein decisions are made to review appropriate placement options.
- Progress Park's staff to student ratio includes classroom teachers, teaching assistants, a behavior specialist, and a school social worker, allowing staff to analyze, plan for, implement, and monitor behavior improvement plans for maximum student success. In addition, Progress Park provides speech therapy, occupational therapy, and physical therapy as appropriate and necessary. Our students participate in Art and Physical Education classes as scheduled throughout each week.
- A highly structured team approach is in place to address and support students learning and emotional needs, behavioral management, and other issues as necessary and appropriate. Our approach is based upon the internationally accepted tenets of Positive Behavior Intervention Supports (PBIS), a set of beliefs and methods designed to protect student dignity, promote respect, and document and encourage progress.

- All credits earned by a student are recommended by the school staff to the local district in which the student belongs while attending Progress Park. Credits may only be granted by the local district based upon the local district board-approved standards. Progress Park does not graduate students or issue diplomas. Local districts provide diplomas when the necessary credits have been attained. Progress Park staff remain in contact with local districts about students served at Progress Park on topics such as progress, transition planning, and other activities.

We are thankful for the continued support of parents, staff, and our community, and hope you find this year's Annual Education Report helpful and informative. Our team is dedicated to ensuring students have robust educational experiences and opportunities. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Tracye Johnson
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