

Cooke School

2018-19 Annual Education Report



April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the [Cooke Annual Education Report](#) (AER) which provides key information on the 2017-18 educational progress for Cooke School. 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 Cooke Supervisor Jennifer Bugar for assistance at 248-344-3550.

The Cooke AER is available for you to review electronically on the MI School Data website, by clicking [Cooke Annual Education Report](#), or you may review a copy in our school office.

For the 2017-18 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Cooke School has not been identified with any of these labels for the 2017-2018 school year. Cooke School has received a 78.2 MDE Proficiency Index Value (out of 100).

Cooke School continues to work to identify gaps in instruction and to accurately reflect our students' growth using the Cooke Common Assessment tool created by our educators to address the varied levels of instruction and difficulty in gathering student data. The Cooke Common Assessment allows us to measure not only our students' performance on the Essential Elements for the Common Core, but also the incremental growth of our students, which gives us a good picture of the ways our students grow in their communication and response system. Our school continues to seek accurate assessment of what each of our students can do and to have reliable data to reflect their individual growth. We achieve this with common assessment strategies and instruction for our students with severe cognitive impairments.

Additionally, our students with severe multiple impairments often have health issues which interfere with regular attendance at school, impacting performance on learning assessments. The medically fragile nature of the Cooke student population often makes testing all students difficult. To this end, we are working on adding reliable data points and aligning our instruction to increase student independence and measure student growth.

Finally, we continue to work to align our instruction with the literacy and math goals contained in the Essential Elements for Common Core with report cards and ongoing assessment. Our grade level teams and school improvement work is focused on positive behavior in the classroom and strategies that allow our students to participate and engage with the curriculum. Our School Improvement Team has been working on common strategies for these grade levels, implementation of a core vocabulary, and common social

studies and science curriculum. Our Cooke common assessment report measures for engagement, decreasing of prompts, student response, and combined skills, as well as correct answer in the areas of English Language Arts (ELA) and math. This year we continued to measure behavior across all departments within the school wide common assessment tool and also began working towards students' understanding of our Cooke Motto: I CAN communicate, I CAN learn, and I CAN work.

State law requires that we report additional information. Cooke School is a special education center program that services students from 12 local school districts in Western Wayne County. Our population includes students aged 2 1/2 through 26, who are severely cognitively impaired, severely multiply impaired, and students dual-diagnosed with both a cognitive and emotional impairment. The special education center program is funded by the Wayne County Regional Educational Service Agency and operated by Northville Public Schools. If you have questions about the enrollment process, please contact me at 248-344-3550 or bugarje@northvilleschools.org.

Cooke School, as part of Northville Public Schools, is accredited by AdvancED and is committed to a continuous improvement process. District accreditation supports Northville's ongoing, overarching goal for student learning and provides a nationally recognized mark of quality for our district and all the schools within the district. Our students and families are the ultimate beneficiaries of this rigorous process. When an entire school community is aligned and focused on a shared vision for learning, students thrive.

Cooke School teachers, staff and families continue to work collaboratively on the Cooke School Improvement Plan with specific goals in the areas of reading, mathematics, and increasing positive student behavior.

Student performance on the Cooke mathematics assessment demonstrated an average increase of 2% for 2013-14; an average 6% increase for 2014-15; an average 5% increase in 2015-16; and an average increase of 15% in 2016-17. Within the 2017-2018 school year, student performance on the Cooke mathematics assessment demonstrated an average increase of 7%.

Students' scores on our school ELA assessment demonstrated an average increase of 3%, which met the target set for 2013-2014; a 9% average increase for the 2014-15 school year; and a 12% average increase for 2015-16 – again exceeding the targets. Student scores showed an average increase of 12% in ELA for 2016 and a 7% increase in 2017-18.

In addition, we are continually increasing our expectations for our students in the area of positive behavior, meeting the target for reducing aggressive behaviors in the 2014-15 school year, and just missing the target for the 2015-2016 year. Within the 2016-2017 school year we showed an increase in teaching positive behaviors across the program and a decrease in aggressive behaviors. Finally, in the 2017-2018 school year, students showed a 9% average increase in positive behaviors across all programs.

School improvement efforts this year continue to focus on reading, mathematics, and increasing the proactive strategies for teaching positive student behavior. In accordance with the K-3 Reading law, and in conjunction with members from other center based programs across Wayne County, Cooke staff again implemented Individualized Reading Intervention Plans. We continue to work toward increasing resources for our students and staff in the areas identified and to embed strategies within our ELA instruction in order to increase our students' knowledge of science and social studies through aligned instruction,

as the numbers of students assessed in these areas are minimal. Cooke continues to focus on academics for our students, with an emphasis on communication in all areas. Our school improvement plan is available for review on our district website at [District School Improvement Plans](#).

The school's curriculum is aligned with the [MDE Essential Elements for Common Core](#) for students with cognitive impairments in the areas of literacy and math. Additionally, our science and social studies curriculum is aligned with the [MDE Extended Grade Level Content Standards](#) created in 2007 for students with cognitive impairments. Cooke aligns student Individualized Educational Plans and assessments with these standards. The Cooke School Improvement Team continues to study how the Common Core aligns to our current practices and reporting to families, improving our aligned report cards this year. Curriculum may be reviewed by contacting the Cooke main office at 248-344-3550. MDE provides a detailed overview of the [Michigan State Standards](#) on its website.

Cooke students in grades 3 through 8, and grade 11, are assessed annually using MI-Access, an alternate statewide assessment. In the Spring 2016 MI-Access assessment, 86% of Cooke students surpassed or achieved the grade level standards in math; 24% of students surpassed or achieved the grade level standards in ELA; 75% of students surpassed or achieved the grade level standards in science; and 100% of our students surpassed or achieved the grade level standards in social studies; while the remainder of Cooke students showed progress toward these standards. In the Spring 2017 MI-Access assessment, 35% of Cooke students surpassed or achieved the grade level standards in math; 42% of our students surpassed or achieved the grade level standards in ELA. In the Spring of 2018, 52% of Cooke students tested on the MI-Access were proficient in standards in ELA and 33% of students tested were proficient in standards in math; in support of this need, our school improvement team focused on math curriculum and assessment supports this year with aligned professional development for teachers.

Twenty-nine percent of Cooke families attended Parent-Teacher Conferences in 2015-16, 33% attended in 2016-17, 53% attended in 2017-2018, and 45% in the fall of 2018, with a second conference in spring expected to bring more families. Additionally, the majority of Cooke parents attend their student's Individualized Educational Planning Team meeting each year, and most families are in daily communication with Cooke teachers and staff due to the nature and severity of their child's impairments.

It is an honor and privilege to be the supervisor of such a fine center program school. We are committed to our efforts and strive for continuous improvement, while always taking time to celebrate individual achievement. I would be happy to discuss this report in further detail. I can be reached by phone at 248-344-3550, or via email at bugarje@northvilleschools.org.

Sincerely,

Jennifer Bugar

Jennifer Bugar
Supervisor
Cooke School