



Wyandotte Public Schools

“Educate – Inspire - Empower”

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January 14, 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 Jo Brighton Skills 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 Adrienne Kubicki for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2u23nvP>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. 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 2017-18. 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 2016-17. 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.

At Josephine Brighton Skill Center, we are a Professional Learning Community (PLC). We have grade level teams that meet multiple times a month to create a collaborative culture, create common assessments, and to continue to learn and grow as educators. All staff comes together to increase student achievement. Our staff has collaboratively created our guaranteed and viable curriculum, what students must learn to move on and be successful in their future. Additionally, staff has been working diligently on making daily decisions that move our mission and vision forward for our students. Grade level teams continue to fine tune our guaranteed and viable curriculum and to create meaningful assessments. Prior to the pandemic, we have used MI Access data to measure growth. Currently, we are using classroom informal and formal assessments to show growth on IEP goals and objectives.

State law requires that we also report additional information.

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It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

1. Student assignment: Jo Brighton Skills Center serves students from the seventeen downriver school districts. Students are referred by their resident district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability). When resident districts begin to consider a referral to a center program, Wayne County center program procedures are followed and decisions are made by individualized education plan teams.
2. School improvement process: The School Improvement Leadership Team meets frequently throughout the school year to move our school forward. Additionally, our leadership team meets regularly in grade level professional learning communities to make decisions centered around our mission and vision. Our School improvement plan (SIP) incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. Additionally, it addresses our curriculum for our vocational and community based classrooms. Jo Brighton skills center continued the school wide curriculum, Unique Learning System, which addresses the state standards. A school-wide Positive Behavior Intervention Support program was integrated into the SIP.
3. Specialized school: Jo Brighton Skills Center is a center-based program for students with moderate cognitive impairments. The focus of the school's curriculum is on academic skills, social skills, vocational skills, community skills, and adult daily living skills. Our high school and middle school classroom's curriculum is centered around the CCEE (Common Core Essential Elements). We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related post-secondary training and adult life. Jo Brighton staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals. We have an extensive work site based learning program that helps students with disabilities receive job training and eventual paid employment.
4. Curriculum: The District and County has transitioned to the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found at https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html. Our Vocational and Community classrooms have created their own guaranteed and viable curriculum to give students the necessary skills to become employable when they leave our program.
5. Student achievement: Student achievement is measured in many ways by the Jo Brighton Skills Center Staff. All of our 5th-8th and 11th grade students participate in the MI-Access assessment. Our 5th grade students are assessed in the areas of ELA, math, and social studies; our 6th grades are assessed in the areas of ELA, and math; our 7th graders are assessed in the areas of ELA, math, and science; our 8th graders are assessed in the areas of ELA, math, and social studies. Our 11th grade students are assessed in all subject areas: reading, math, science and social studies. Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, vocational/functional, affective, speech and language, speaking and mobility.



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6. Parent involvement: For the past three school years, 90-95% of parents attended the annual IEPT meetings. There is constant communication between school staff and parents through phone, email, IEPT meetings, tours and communication folders. Due to the pandemic, our parent participation data is a bit inaccurate and unavailable. During the initial school closure, it was difficult for parents to attend IEP's due to family needs and dynamics.

Jo Brighton continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are continuously reviewed and taught to students through various teacher-developed lesson plans. Students are rewarded and recognized for positive behavior on consistent bases. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. These interventions include check-in/check-out, mentoring, functional behavior assessments, behavior intervention plans, etc.

The implementation of the PBIS plan has led to a much more consistent approach to handling student behavior throughout the school. The expectations are made very clear to students in all of their classes.

Another notable achievement at Jo Brighton in the last three years is our growth in the area of academic instruction. In the past, students spent a great deal of time developing work skills exclusively. Today, students continue to work on their vocational skills, but also receive targeted instruction in the areas of math and language arts. Jo Brighton will strive to further develop an academic curriculum that is aligned to the Common Core. We are striving to help our students improve in the areas of reading and math. We also plan to continue to improve student behavior through the use of our PBIS plan.

Sincerely,

Adrienne M. Kubicki

Jo Brighton Skills Center
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Wyandotte, MI 48192
734-759-6300

Annual Education Report Jo Brighton Skills Center (00008)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2020)	Interim Objective (2020)	Interim Objective (2021)	Long-Term Target (2025)
All Students	79.79%	0.00%	86.30%	87.93%	94.44%
Black or African American	67.31%	<10	79.37%	82.38%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	84.50%	94.44%
White	83.48%	<10	88.35%	89.57%	94.44%
Economically Disadvantaged	67.48%	0.00%	79.46%	82.46%	94.44%
English Learners	72.14%	<10	82.05%	84.53%	94.44%
Students With Disabilities	57.12%	0.00%	73.71%	77.86%	94.44%

Annual Education Report Jo Brighton Skills Center (00008)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Jo Brighton Skills Center (00008)	1	15	9	0

Professional qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Jo Brighton Skills Center (00008)	24.50	0.00	0.0%	0.00	0.0%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Jo Brighton Skills Center (00008)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Jo Brighton Skills Center (00008)	24.50	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Jo Brighton Skills Center (00008)	24.50	0.00	0.0%	0.00	0.0%	N/A	N/A

Annual Education Report Jo Brighton Skills Center (00008)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Jo Brighton Skills Center (00008)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Jo Brighton Skills Center (00008)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Jo Brighton Skills Center (00008)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Jo Brighton Skills Center (00008)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Jo Brighton Skills Center (00008)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display