



Nah Tah Wahsh Public School Academy

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Nah Tah Wahsh PSA Annual Education Report (AER) Cover Letter

January 1st, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Nah Tah Wahsh PSA/Hannahville Indian 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 Seth Miller at 906-723-2718 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Its24K>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 was identified as a Targeted Support and Improvement school meaning one or more student groups are performing in the bottom 25% within each applicable component. This is being addressed our 2019-20 School Improvement Plan with the assistance of services provided by the Delta Intermediate School District (DSISD).

We are continuing to develop our Multi-Tiered System of Supports (MTSS) to support student growth. Our Intense Student Support Network (ISSN) has been a critical component in our efforts to improve the Social and Emotional Learning (SEL) supports we provide for our students. Now that our SEL supports are in place we can focus on improving our curriculum and instructional practices. This is also addressed in the SIP and utilizes the resources available from the DSISD.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
 - a. Nah Tah Wahsh is a Public School Academy. Enrollment is open, with transportation provided within a 25-mile radius. All Nah Tah Wahsh teachers and paraprofessionals are Highly Qualified.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**
 - a. The School Improvement Plan is updated annually and posted on the website. It is also available in the Principal's office and with every teacher. Annual goals are set based on data analysis of the previous year, with an action plan describing how the goals will be achieved and how the plan will be evaluated.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**
 - a. The Learning Center is operated by the Delta-Schoolcraft Intermediate School District and serves preschool level through age 26 students with disabilities. The school age students attending the Learning Center have moderate to severe degrees of disability. The DSISD Career Technical Education courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors at the ISD. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the work force.
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**
 - a. The curriculum is continually being updated, with Pacing Guides and Curriculum Maps showing what is taught at each grade level to meet the Michigan Academic Standards for all subjects. Alignment with the Michigan Academic Standards has been ongoing and will continue.
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**
 - a. 2018-19 Fall to Spring NWEA MAP scores for students in grades K-10 show that 83.2% of students made Math RIT score gains and 74.0% of students made Reading RIT score gains. The results also showed that 45.8% of students met their projected Math growth target and 50.4% of students met their projected Reading growth target.
 - b. 2017-18 Fall to Spring NWEA MAP scores for students in grades K-10 show that 81.6% of students made Math RIT score gains and 78.2% of students made Reading RIT score gains. The results also showed that

39.7% of students met their projected Math growth target and 46.1% of students met their projected Reading growth target.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- a. In 2018-19 Nah Tah Wahsh PSA had 24 students represented by 16 parents attend our Parent-Teacher Conferences. This was 13% of our total student population.
- b. In 2017-18 Nah Tah Wahsh PSA had more than 40% of our parents discuss their child(ren)'s education with their teachers.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

- i. Nah Tah Wahsh PSA had 3 (6%) dual enrolled students in 2018-19 and 6 (13%) dual enrolled students in 2017-18.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

- i. Nah Tah Wahsh PSA does not offer College Equivalent Courses at this time.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

- i. Nah Tah Wahsh PSA does not have any students enrolled in College Equivalent Courses at this time.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

- i. Nah Tah Wahsh PSA had 3 (6%) dual enrolled students receiving college credit in 2018-19 and 6 (13%) dual enrolled students receiving college credit in 2017-18.

The Nah Tah Wahsh PSA has committed to a rigorous improvement plan to meet the unique needs of our students, most of whom live on a very rural Indian Reservation. With this in mind, we have built a strong social / emotional foundation with strong supports from the community. We are now working intensely on improving our curriculum with the support of our local ISD, with a focus on math and early literacy. Leading this campaign is our newly formed Instructional Leadership Team. Structurally we have made considerable changes to our building with over two million dollars' worth of renovations. We are fortunate to have an outstanding, caring faculty. We are thankful for the progressive oversight from our school board and from Northern Michigan University's Charter School Office that continues to be instrumental in our success. We continue to grow as a facility that fosters the growth of the entire student.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Miller". The signature is written in a cursive style with a prominent "T" and "M".

Tom Miller
Superintendent