



LENAWEE INTERMEDIATE SCHOOL DISTRICT

K-Age 26 Program for Students with Moderate Cognitive Impairments 2009-2010

Overview of Classroom Programs

The Lenawee Intermediate School District (LISD) is located in Southeast Michigan. Lenawee County is a rural area with several small communities located throughout the county. The majority of the county residents are working class people that have strong family traditions.

The Lenawee Intermediate School District is committed to providing quality education and services for all students in Lenawee County Schools. The LISD services 12 local school districts whose total student population is **17,680**. The districts served are Addison, Adrian, Blissfield, Britton, Clinton, Deerfield, Hudson, Madison, Morenci, Onsted, Sand Creek, and Tecumseh. The number of students who receive special education services in Lenawee County is **2,510**. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated services!

The Lenawee Intermediate School District operates six K-Age 26 Moderately Cognitive Impaired (MoCI) Classrooms at a variety of locations in Lenawee County. This includes two post high school programs; Work Support Services (WSS) at LISD TECH Center and a classroom at the HOPE Community Center in Adrian. This report focuses on the LISD K-Age 26 MoCI programs.

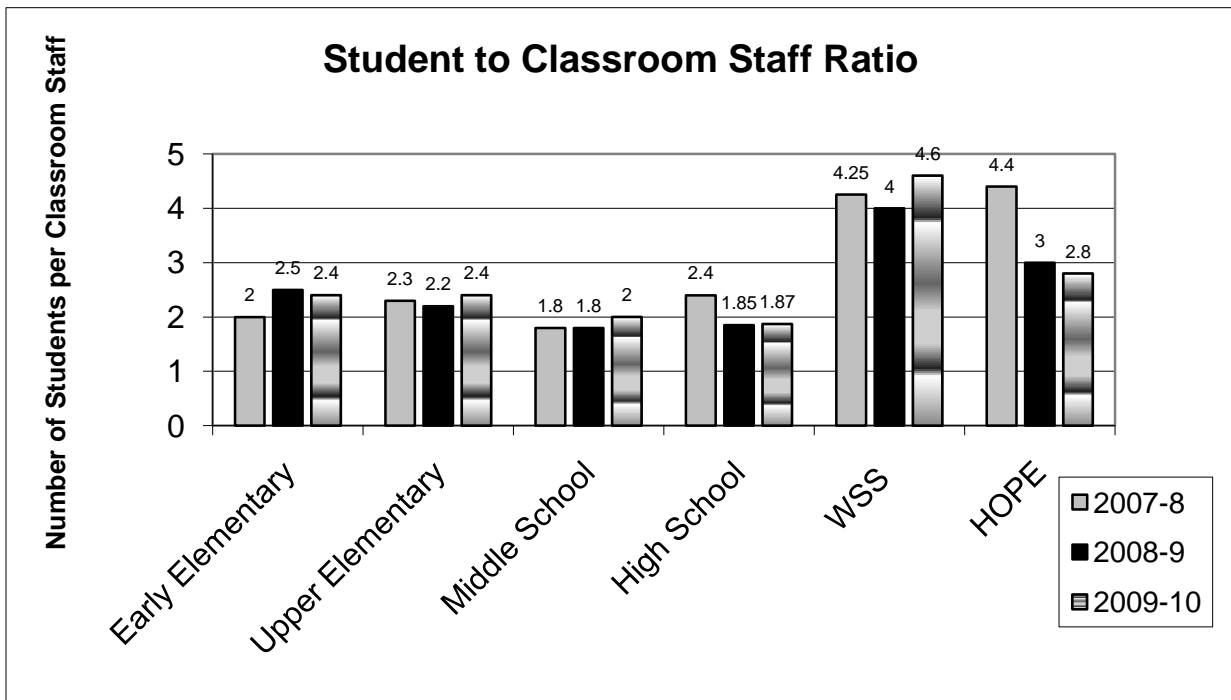
School Process Data

The LISD has a long history of providing educational opportunities in the student's least restrictive environment (LRE). Five of the six classroom programs for students with moderate cognitive impairments (MoCI) are currently located in general education buildings. The early and later

elementary classrooms are located at Tecumseh’s Sutton Elementary School. The middle school program is located at Adrian 7-8 and the high school program is located at Adrian High School. Work Support Services (WSS) is located at the LISD TECH Center and the post high school classroom is located at the HOPE Community Center in Adrian. The data used in the 2009-2010 profile included all student information from September 1, 2009 – June 14, 2010. This change in reporting dates allowed us to better report on all student activity throughout the school year.

Student to Staff Ratio

Table #1



The LISD K-Age 26 MoCI continuum is designed based on IDEA and the Michigan Department of Education Revised Administrative Special Education Rules (2005).

The classrooms follow Program rule § 340.1739. These classrooms shall operate within the following standards:

K-8 classrooms

- (a) There shall be 1 teacher and 1 teacher aide for a maximum of 15 students

Grade 9 – age 26

- (b) There shall be 1 lead teacher and a maximum of 3 instructional aides for a maximum of 30 students with not more than 10 students for each aide

The LISD significantly exceeds the staff to student ratio required by law due to the needs of the students. One special education teacher is located within each of the six LISD K-Age 26 MoCI programs. Table #1 above shows the balance of staffing in the six classrooms. Classroom staffing and itinerant staffing fluctuates each year to align with the student enrollment and individual student needs.

Student Achievement

MI Access - Michigan's Alternate Assessment Program

The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities be assessed at the state level. If the state's general assessment (MEAP) is not appropriate, the IEP Team must determine how the student will be assessed.

MI-Access is an alternative assessment designed for students 3rd grade through 11th grade who the IEP Team has determined that the MEAP assessments, even with accommodations, are not appropriate for the student.

MI-Access assesses English Language Arts (ELA), Mathematics and Science. Students participate in one of three skill levels – Participation, Supported Independence or Functional Independence.

During the 2009-2010 school year 21 students in the LISD K-Age 26 MoCI continuum programs participated in the MI Access - Participation (Part.) and Supported Independence (SI) assessments. Data listed in Tables #2 and #3 is rounded to the nearest whole number.

Table #2

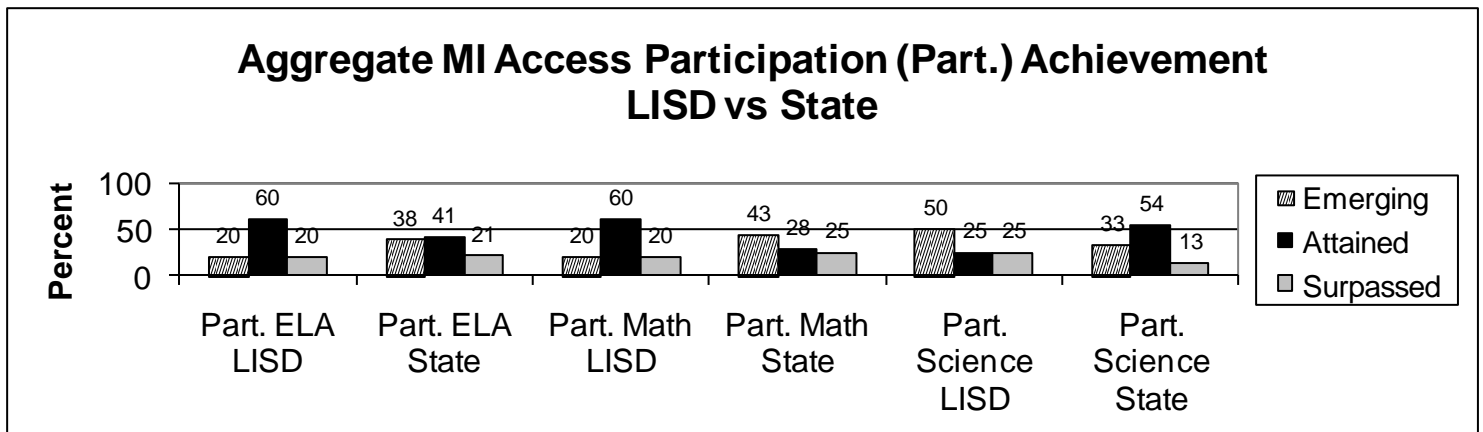
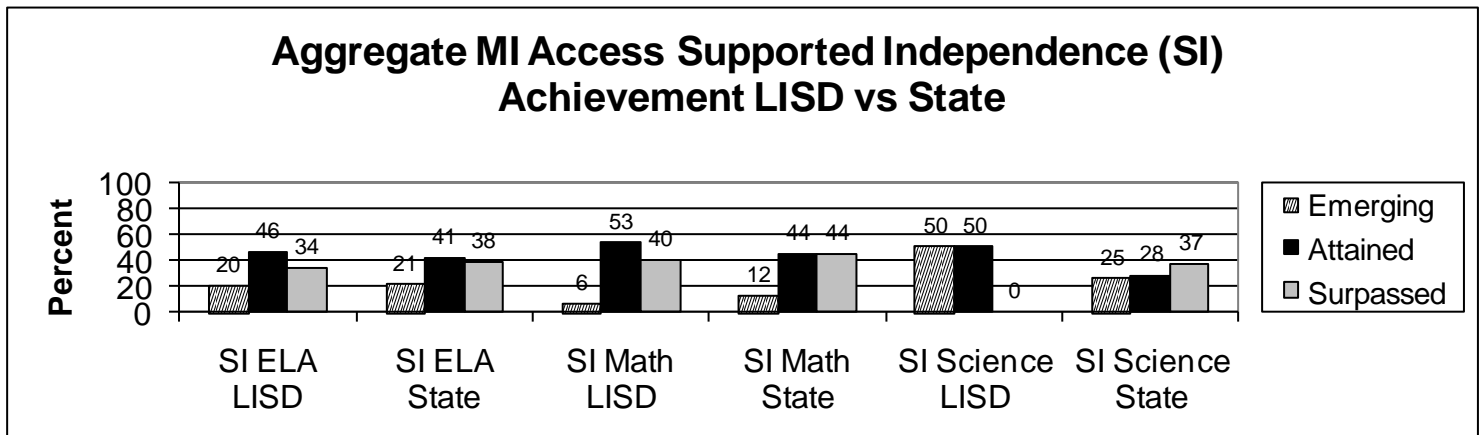


Table #3



The School Improvement Team recognized there was a trend in the deficiency in math skills in the district compared to the State. This is attributed to the lack of alignment in past years and a consistent curriculum plan between classrooms k-12. It is anticipated through the new curriculum alignment, new implemented math strategies, and a greater focus in this deficiency the numbers will improve in the next year.

Student IEP Goals

Student’s individual goals are derived from the LISD Supportive Independence and Participation Curriculums.

Instructional areas include:

- Complete personal care, health, and fitness activities
- Complete domestic activities in personal living environments
- Manage personal work assignments
- Complete activities requiring transactions in the community
- Participate effectively in group situations
- Respond effectively to unexpected events and potentially harmful situations
- Manage unstructured time
- Proceed appropriately toward the fulfillment of personal desires
- Complete general education core curriculum – Modified for students with cognitive impairments

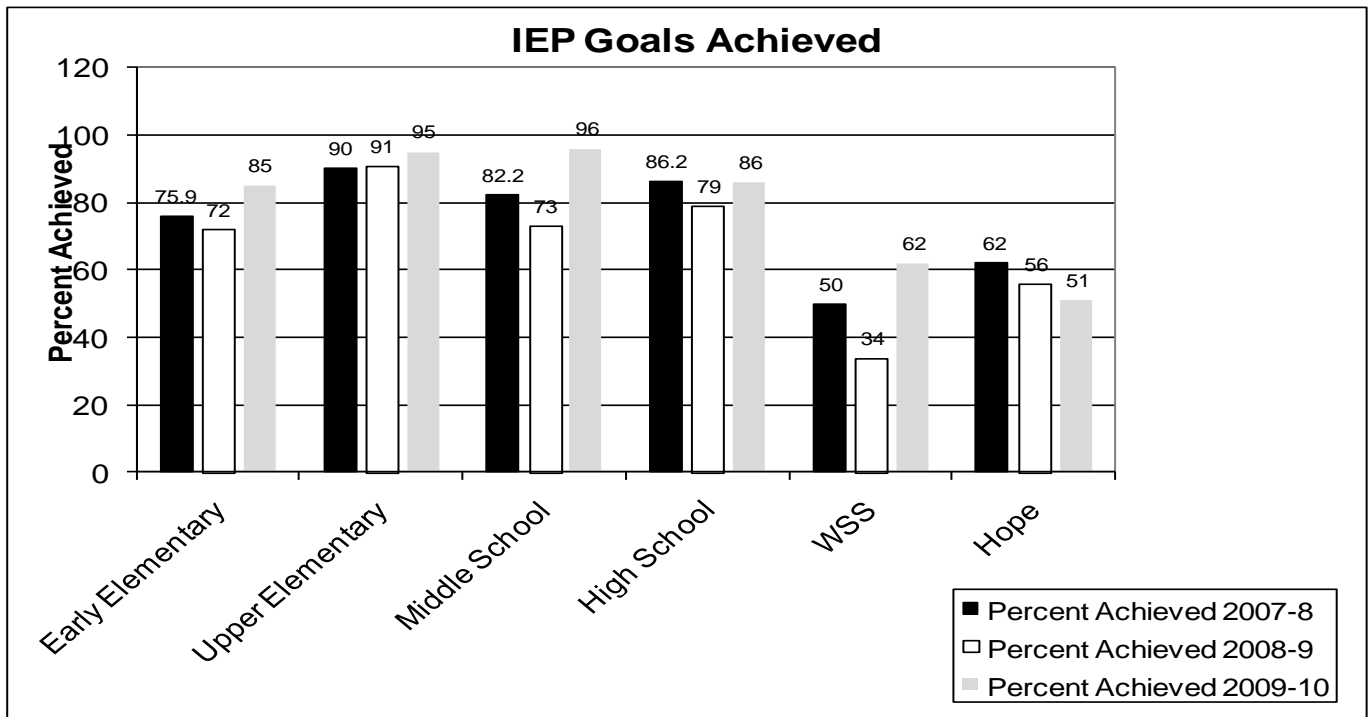
Student Progress

Students in most of the LISD K-Age 26 MoCI programs have shown an increase in the achievement of IEP goals in the 2009-2010 school year. The results are as follows:

- The early elementary classroom had an increase of 13%
- The later elementary classroom had an increase of 4%
- The middle school had an increase of 23%
- The high school had an increase of 7%
- WSS had an increase of 28%
- Hope classroom had a decrease of 5%

The increases are attributed to the professional development teachers had completed on writing appropriate goals and objectives that would be more effective for student achievement.

Table #4



Employability Achievement Levels

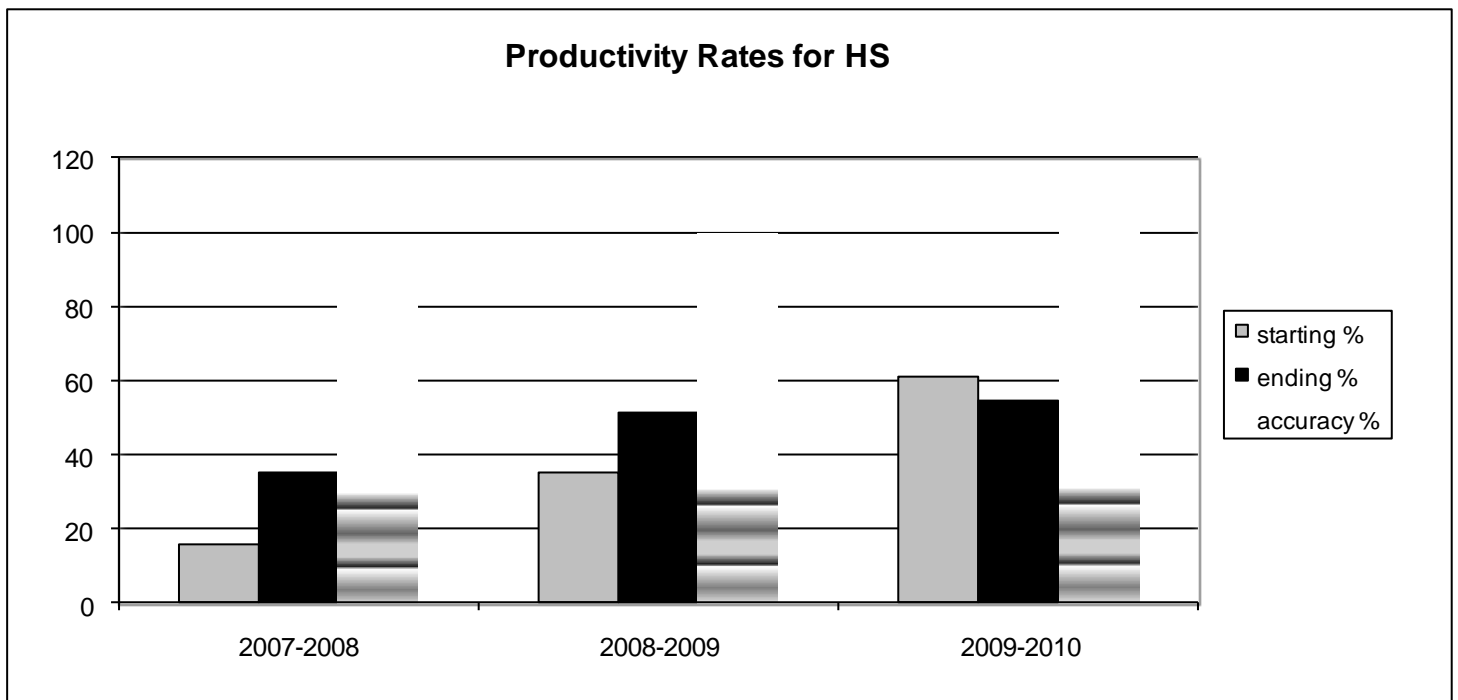
LISD MoCI High School Classroom

In the LISD MoCI High School Classroom work skills are introduced and practiced through Pre-vocational work stations (piece work). The students are assessed on productivity and accuracy through timed skill sets. The table below indicates the starting and ending productivity rates. The students in the High School classroom have been working on these pre-vocational work stations for two years. The workstation tasks are 1-4 step activities. The increase in productivity and accuracy from 2007-2008 to 2008-2009 is indicative of the group’s increased familiarity with the job tasks.

(Table #5)

Productivity and Accuracy

Table #5



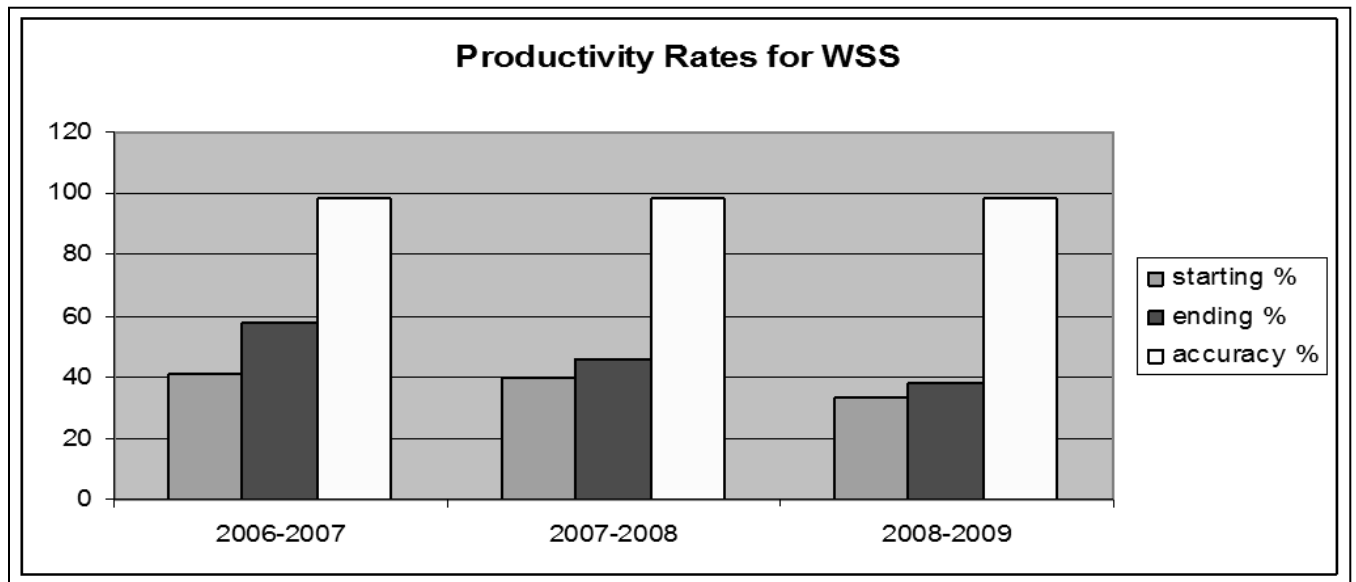
Work Support Students

Work Support Services offers varying programs based on current student achievement levels in order to improve their employability potential. Work Support Services maintains data regarding student employability achievement with an emphasis on production, accuracy, and soft employability skills. The table below indicates the starting and ending productivity rates. As students become proficient with each 1-4 step Pre-vocational work station they progress to a higher level work station that includes 8 or more steps to each work task. This increase in higher level work activities is indicated in the table below. As the difficulty level of the work stations increases, the productivity rate often will decrease. However, accuracy has continued to be maintained throughout each year. (Table #6)

(Table #6)

Productivity and Accuracy

Table #6

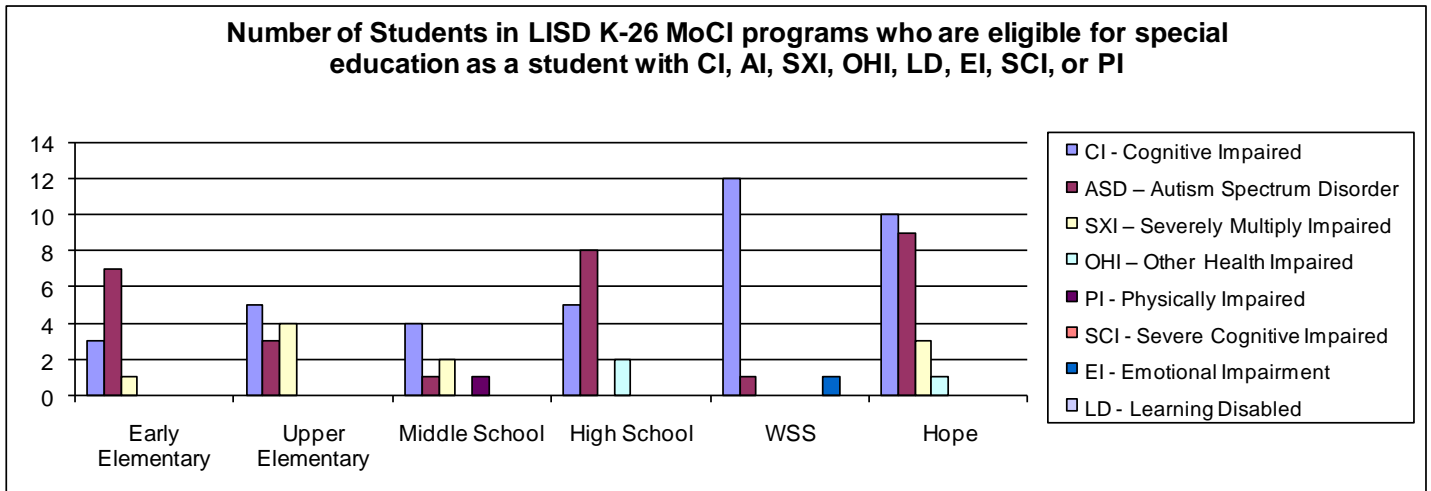


Demographic Information

Special Education Eligibility Data

Although 46% of students enrolled in the LISD K-Age 26 MoCI programs were eligible under CI (cognitive impairment), the LISD K-Age 26 MoCI continuum supports students with other eligibilities. The LISD K-Age 26 MoCI programs supported 25 students with Autism Spectrum Disorder, 12 students with severe multiple impairments, 2 students with other health impairments, 1 student with a physical impairment, 1 student with an emotional impairment, and 1 student with a severe cognitive impairment. The total number of students served within the LISD K-Age 26 MoCI program continuum for the 2008 - 09 school year was 80. (Table #7)

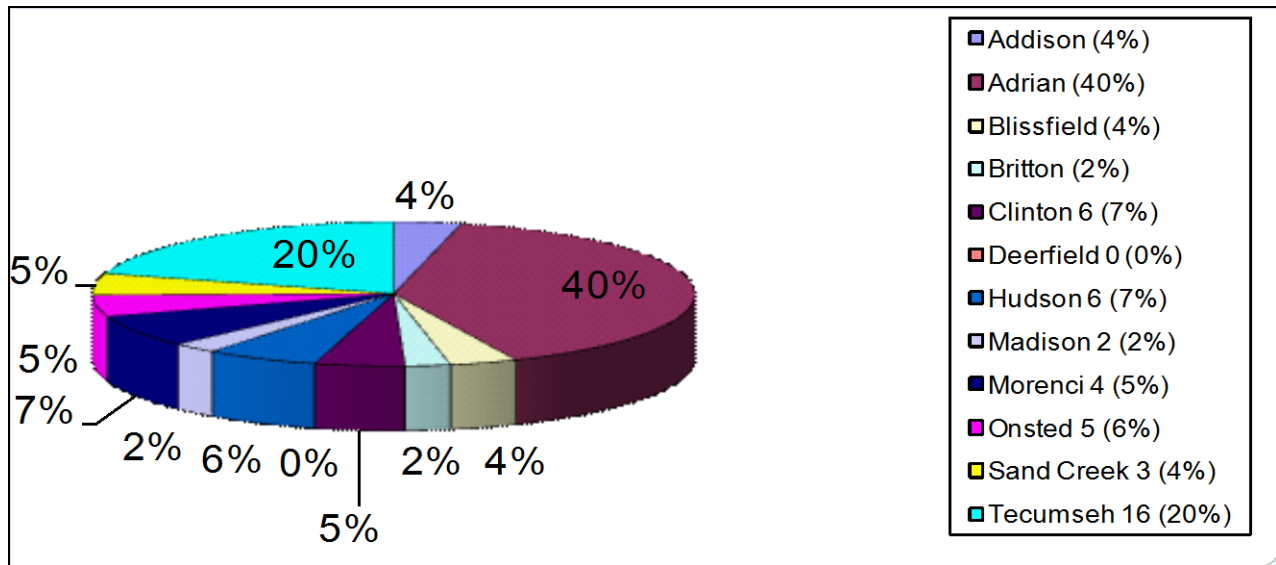
Table #7



Resident District Data

The majority of students who attended the LISD K-Age 26 MoCI programs are from the resident districts of Adrian and Tecumseh. (38% Adrian/20% Tecumseh) There were no students from the resident district Deerfield in the 2007-08 school year. Percentages in the pie graph are rounded. (Table #8)

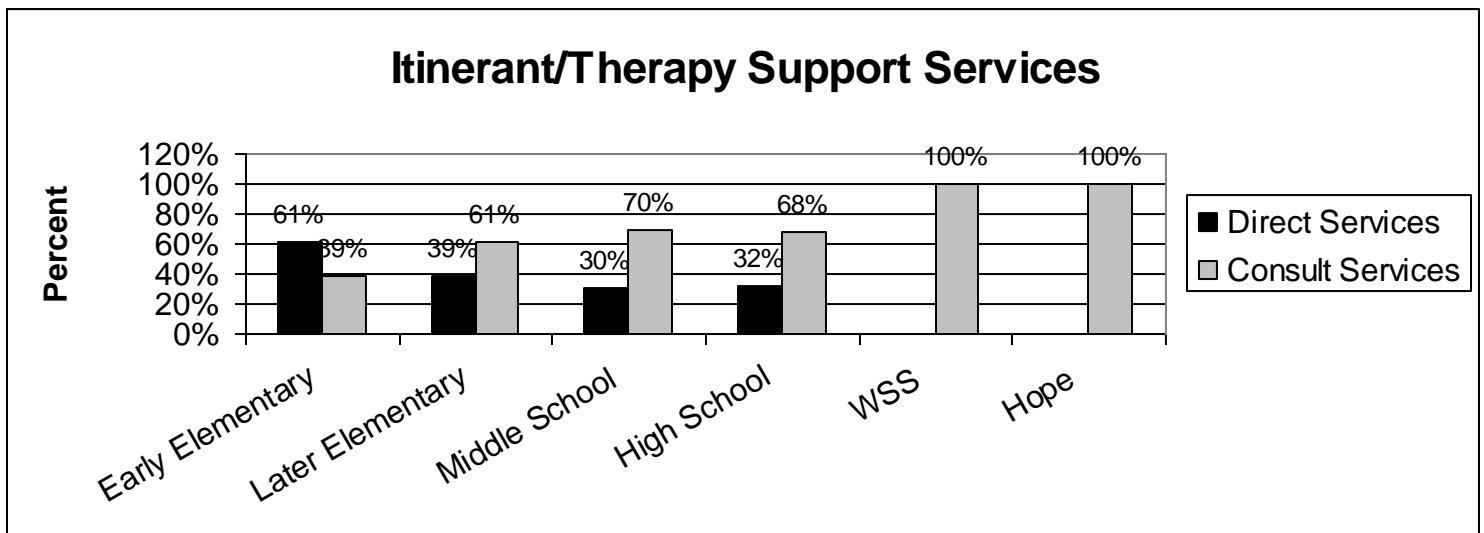
Table #8



Itinerant / Therapy Support Services

Table #9 shows the number of students per classroom receiving therapy services in all areas. It further delineates those who receive services on a direct or consultative basis. Therapy services are available to eligible students in all of the LISD K-Age 26 MoCI Classrooms. Therapies available to eligible students include Occupational Therapy (OT), Physical Therapy (PT), Speech and Language (SLP), Vision Services (VI), Orientation and Mobility (O&M), Social Work (SSW), Autism Spectrum Disorder Support (ASD), and Consultants for Students with Hearing Impairments (HI). In the early elementary level of the LISD K-Age 26 MoCI classrooms the focus of student therapies are a more direct approach. As students move to the later elementary, middle school and high school programs within the LISD K-Age 26 MoCI continuum, the focus at each class level moves to a more consultative approach. Direct services are provided directly to the students within the class or school building by the therapists. Consultation services are provided to the classroom staff and families to assist them to better assist the student.

Table #9



Enrollment Trends

Table #10

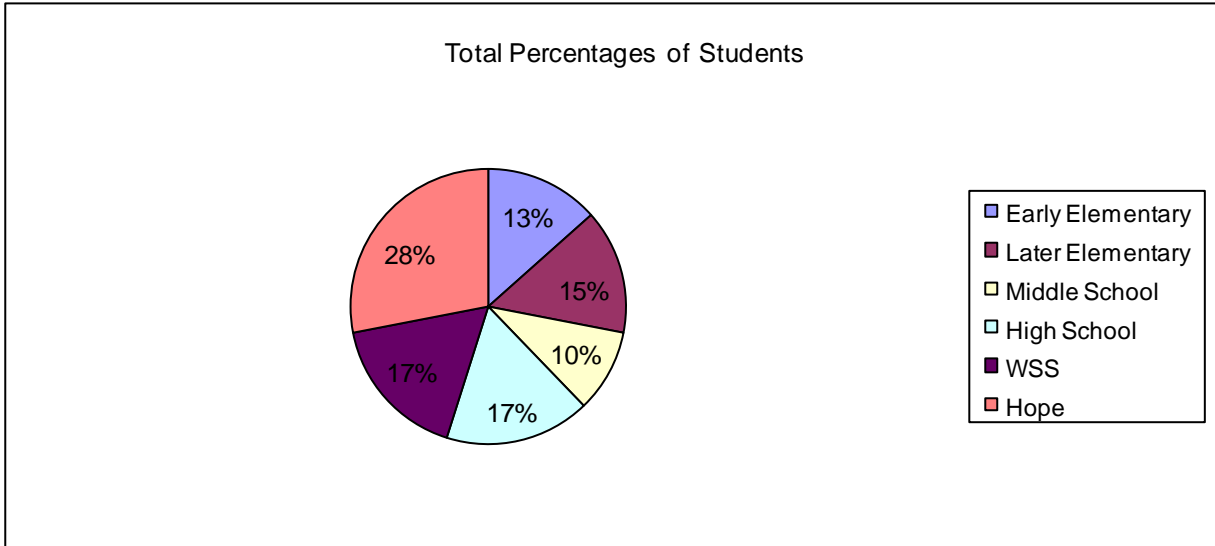


Table #10 identifies where and how students are entering and leaving the Moderate Cognitive Impairment classrooms. Throughout the continuum students enter and leave the MoCI programs based on their current levels of Academic and Functional Performance. Occasionally a student will move out of MoCI Program in the Early or Later Elementary grade levels and then return to the MoCI program to attend Work Support Services or the MoCI classroom at Hope. This trend is reflected in the increased total percentage for the High School, WSS and Hope MoCI classrooms.

Perceptual Data

Parent Information Series

The Parent Information Series is entering its third year of implementation. The committee has continued to evaluate interest for particular topics when making the yearly schedule.

Transition Survey

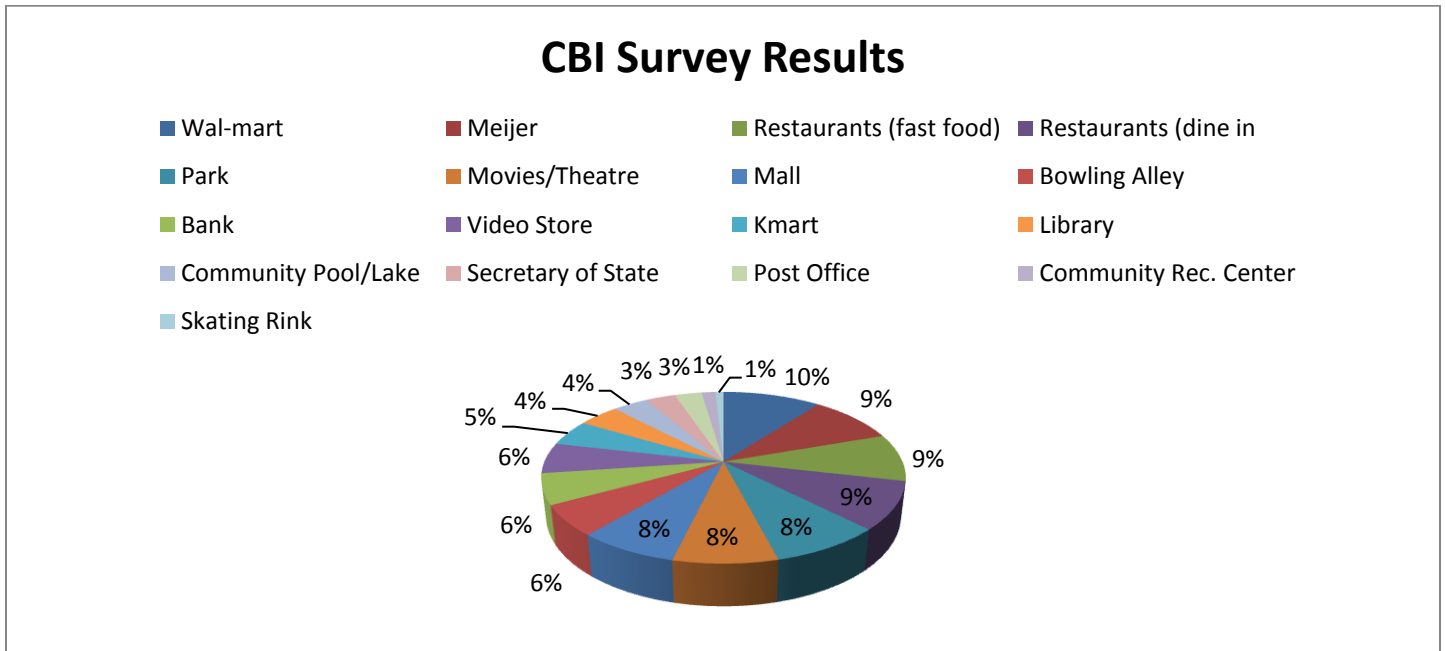
A transition survey was given to all parents of students that had transitioned to the next level program within the MoCI continuum. The purpose of the survey was to assist in the planning and development of our process for transition between classrooms as the student ages.

All parents had indicated they had the opportunity to visit the classroom to meet the receiving teacher. Most had indicated they felt their child participated in an adequate number of visitations to promote a smooth transition.

Community Based Instruction/Transportation Survey

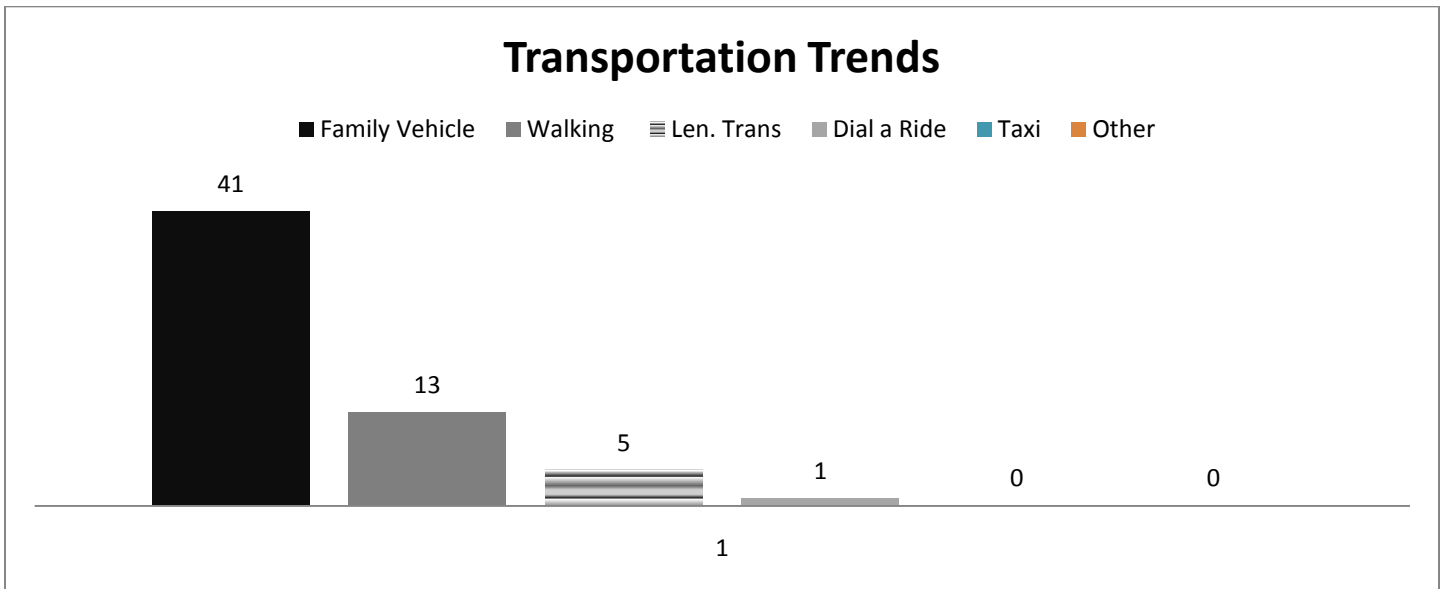
A survey was sent to families in order to gain a better understanding of the access our students were getting to the community when not in school. The purpose was to have families indicate the areas in the community in which they went to as a family. This information will be used as a part of a tool that will drive instructional decisions for future community based instruction opportunities.

Table #11



The second part of the CBI survey was transportation. We wanted to know what types of transportation was utilized by our students beyond the school day. The purpose of this information was to gain a better understanding of the experiences of our students and the needs of the families around transportation. This information will help guide instruction in the area of transportation.

Table #12



The final part of the survey asked parents to rate the areas in which they felt were most important for their child to learn. The survey asked for parents to number the listed items from 1-4 with 1 being the most important. Surprisingly, transportation was the most important component for our families (39%). The second most important component was making transactions within the community (30%). From the information obtained from families rubrics were designed to scaffold instruction from k-26 to address the 4 areas (transportation, transactions, safety, and social behavior) that were indicators on the P/SI curriculum for community based instruction.

Table #13

