

LENAWEE INTERMEDIATE SCHOOL DISTRICT

Maurice Spear Campus 2009 - 2010

Overview of Classroom Programs

The Lenawee Intermediate School District (LISD) is located in Southeast Michigan. Lenawee County is a rural community with a few small cities sporadically 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 16,905. The districts served are Addison, Adrian, Blissfield, Britton, Clinton, Deerfield, Hudson, Madison, Morenci, Onsted, Sand Creek, and Tecumseh. County-wide special education student numbers are 2,510. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated services!

The Maurice Spear Campus (MSC) educational programs and services are part of an agreement between the Lenawee Intermediate School District and the Lenawee County Juvenile Court System. The students who are placed at the Maurice Spear Campus are adjudicated and typically between the ages of 12 to 17 years old. Residents are primarily from Lenawee County, but some come from other counties throughout the state. The campus consists of a residential unit, detention unit, school building, gymnasium and a chapel.

The LISD operates two separate school programs at MSC, detention unit and the open unit. The educational program at MSC follows the Special Education Administrative Rules for Juvenile Detention facilities. Therefore all of the teachers are special education certified as teachers of students with emotional impairments, as well as highly qualified in the core subject areas.

The detention unit is a short term holding facility with a capacity of 26. Juvenile stays vary at the court's discretion. Students attend school daily following a typical

school calendar. Two teachers are assigned to teach the core subject areas. All open unit residents are placed in the detention unit prior to entering the treatment program.

The open unit program is a long term residential treatment facility with the capacity for twenty boys and twenty girls. Students attend class in the William Austin Educational Building. Four teachers, as well as a grant supported Literacy Specialist, provide all academic programming.

All students are provided with report cards at the end of each grading period. In addition, special education students are provided with IEP progress reports. Credits are suggested to the local school districts based on students' proficiency level on the individual benchmarks and grade level content expectations of the Michigan Merit Curriculum. Some credits may not match the required courses of a local school district but more appropriately may meet the standards for an elective class. Each local school district determines the number of credits needed to graduate and the number of days of attendance needed to fulfill hours required for credit.

Title One is a federally funded program that assists students who are having difficulty in the area of reading, language, and math. Maurice Spear campus has identified reading as the subject area in which qualifying students receive additional individual or small group assistance. A highly-qualified Reading Specialist gives direct Literacy instruction to the qualifying students. Qualification for Title One assistance utilizes the NWEA assessment. Based on the output of the assessment, if a student scores one or more grade levels below his/her chronological grade, then he/she qualifies for services from the Literacy Lab. A ratio of no more than four students per one adult is maintained in order to ensure appropriate one-to-one interaction.

The Literacy Lab (funded by Title One) at Maurice Spear Campus involves students in a reading program that is based on diagnosis, prescription, and ongoing assessment. Individual objective-based prescriptions and activities used in the lab, correlate with a hierarchy of reading development. It is designed for students to achieve success on a daily basis; therefore, increasing self-concept and leading to potential success. (Table #1)

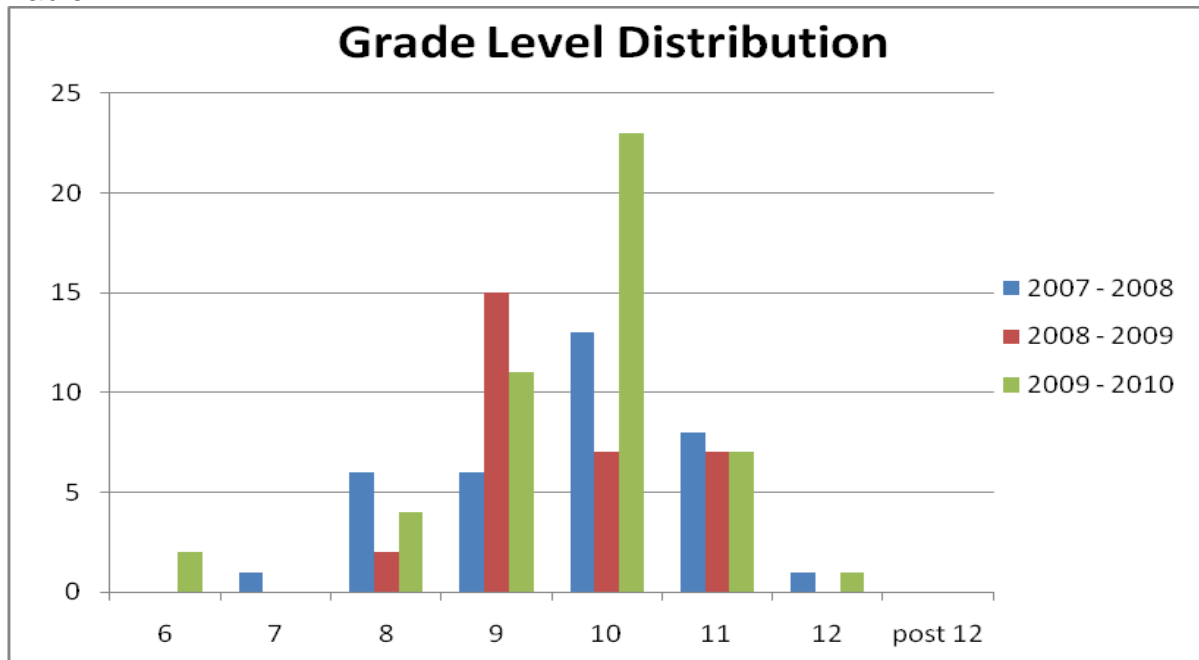
Title One (ARRA) funding has also allowed the implementation of a new position; Juvenile Justice Liaison Specialist. The goal of this position is increase supports to those students transitioning to and from the Maurice Spear Campus facility.

Demographics

Grade Level Distribution

Maurice Spear Campus is licensed to service youth 8 – 17 years of age and provides educational programming 4 – 12th grade. The data below is reflective of the grade level distribution of long term youth (students housed for 90 days or more).

Table #1

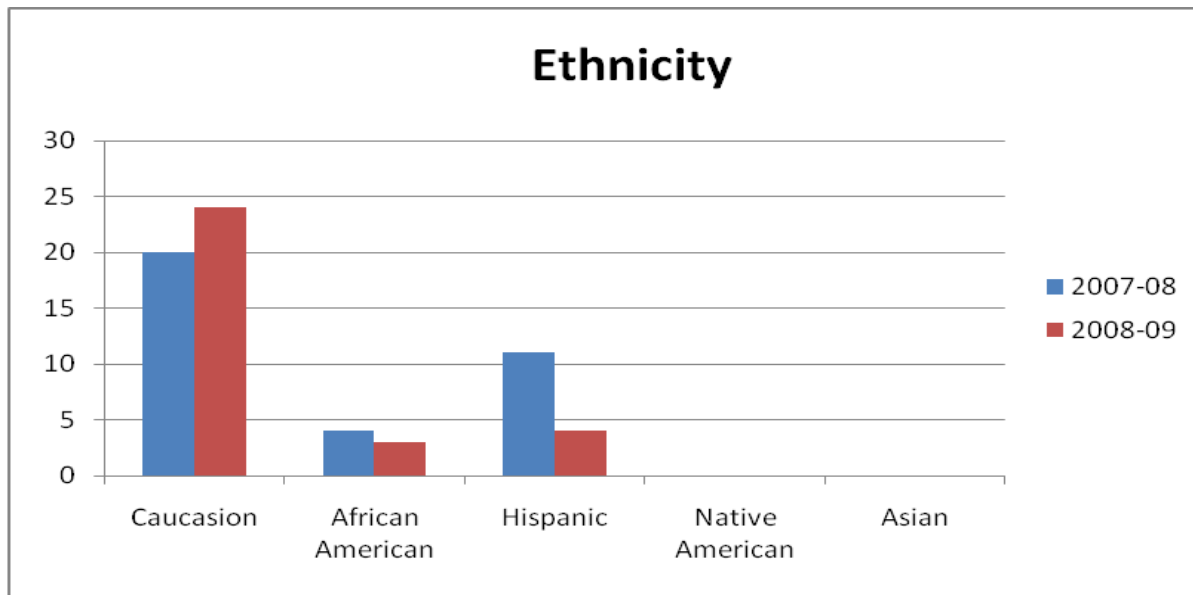


MSC Ethnicity Distribution

Three ethnicities made up the MSC student body last school year. This was consistent with the profile from 2008 – 2009. Based on 2009 – 2010 count, 24 of the students at MSC were Caucasian. This represents approximately 77% of the total

population. There were four students at MSC of Hispanic origin last year making up 13% of the student body. The smallest student population represented was African American. We served three students of African American descent and they made up just 1% of the total population at MSC. (Table #2)

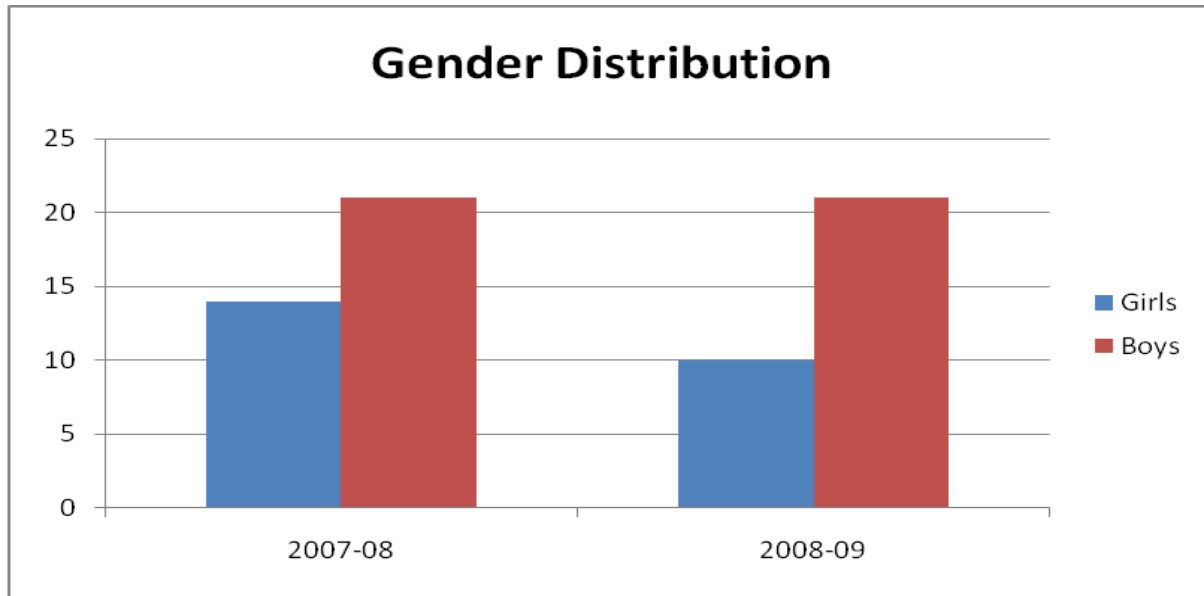
Table #2



Gender Distribution

Among the 31 students receiving educational services in the open unit treatment program, 10 were females and 21 were males. Although the number of male residents is typically at full capacity, the number of female residents is rarely at capacity. However, the numbers of female residents is increasing due to out of county placements.

Table #3

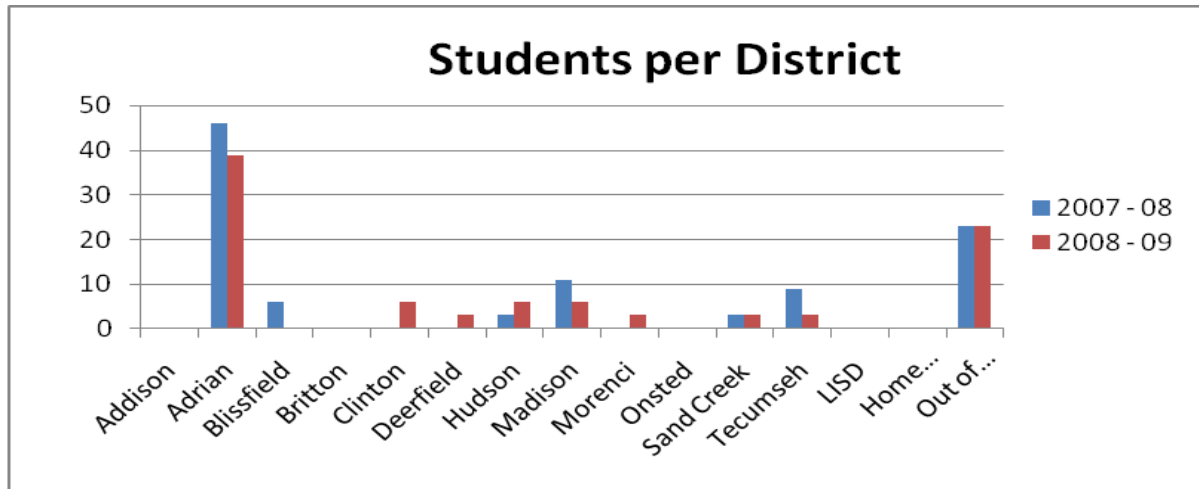


Resident Districts

The Maurice Spear Campus educational program serves students primarily from districts within Lenawee County. However, due to the lack of residential treatment programs for females in the state of Michigan, we do have a significant number of female students from out of county. Almost a quarter of our students come from other counties.

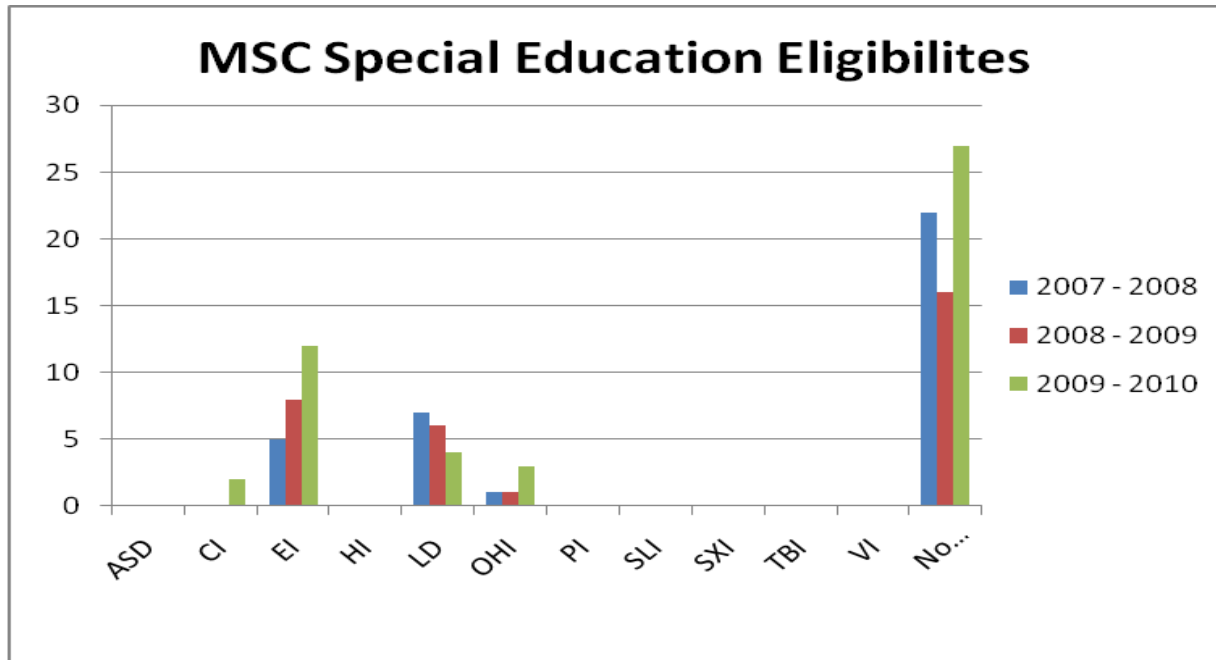
Our largest percent of students come from Adrian Public Schools. Adrian is the largest city in Lenawee County and has the greatest number of students attending their schools. Other county districts vary, but are generally close to the percentages revealed. (Table #4)

Table #4



Special Education Eligibilities

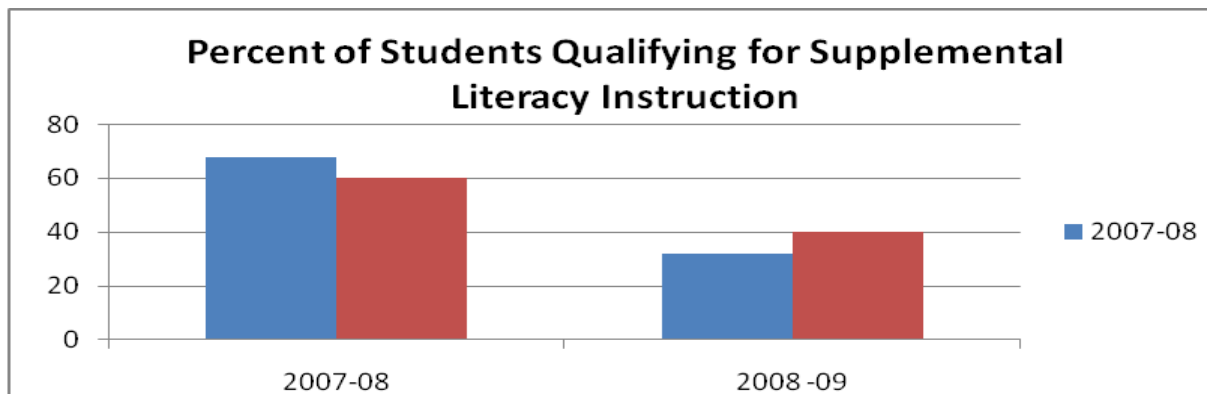
In the 2009/2010 school year, 48% of the student population was eligible for special education services. This is an increase from the previous years. The current trend indicates that our rate of identified special education students is continuing to grow. Of the students who were eligible, 19% were students with a learning disability; 26% were students with an emotional impairment; and one student was otherwise health impaired. (Table #5)



Supplemental Literacy Instruction/Literacy Lab

During the 2009/2010 school year 43% of the students qualified for the Title 1 funded literacy services in the Open Unit, while three students were serviced in the Detention Unit. This allows students to receive supplemental literacy instruction. Students in this program will receive ongoing assessment, individual objective-based prescriptions which correlate with a hierarchy of reading development. (Table #6)

Table #6



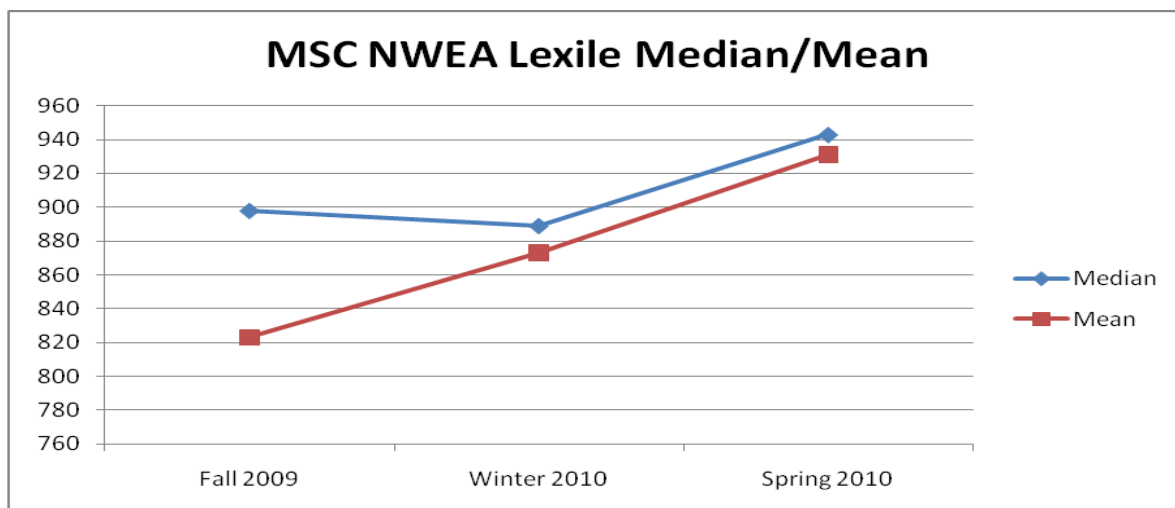
Student Achievement

Northwest Evaluation Association (NWEA)

NWEA is an adaptive testing program in which students are assessed using computers and receive immediate feedback on their performance. This data can be used to modify instruction to improve student achievement. Typically NWEA testing is used to show the amount of growth a student makes over a period of time (three times each school year). At Maurice Spear the students tested are transient so it is difficult to make generalizations about the population. Maurice Spear Campus uses NWEA testing to improve instruction and to determine eligibility for Title 1 services from the reading specialist. When using NWEA data in the classroom, median scores are more useful than mean scores because they give a more accurate picture of classroom performance. One difficulty in comparing scores from one testing window to another is low student motivation.

Lexile

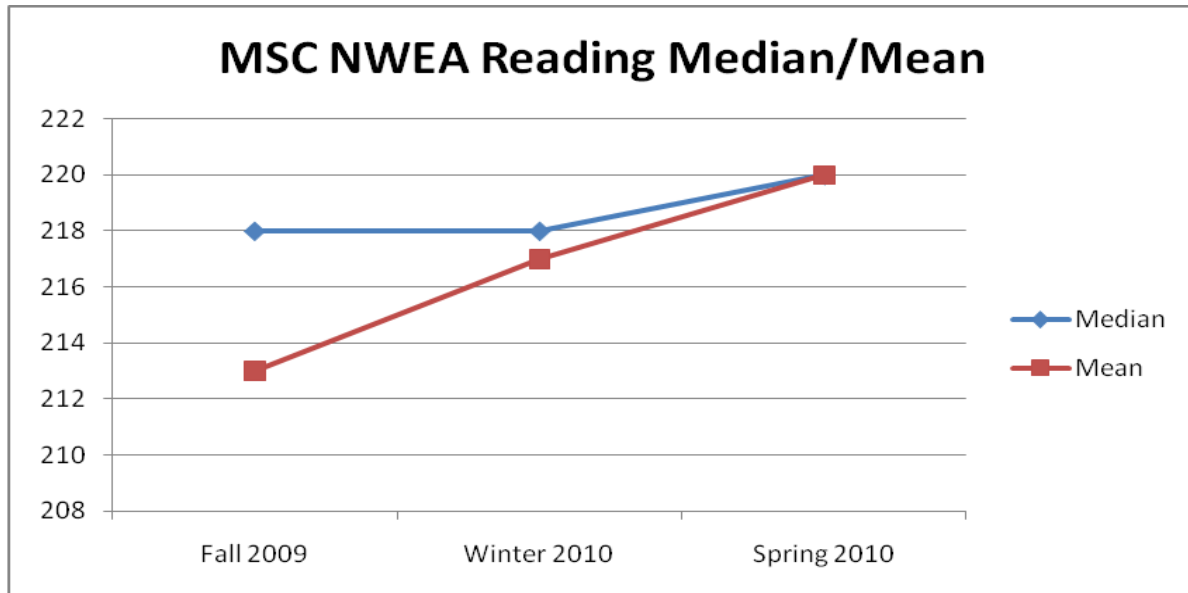
Lexile is a measure of a student's reading ability based on comprehension. The scale runs from 200L for beginning readers to 1700L for advanced text. Students at Maurice Spear Campus have shown a steady increase in Lexile scores over three testing windows. (Table #7)



NWEA Reading

The NWEA Reading test has four strands: Word Recognition/Word Study, Narrative Text, Informational Text, and Comprehension/Metacognition. Students' mean achievement has grown by 7 RIT (Rausch Units) points through three testing windows. (Table #8)

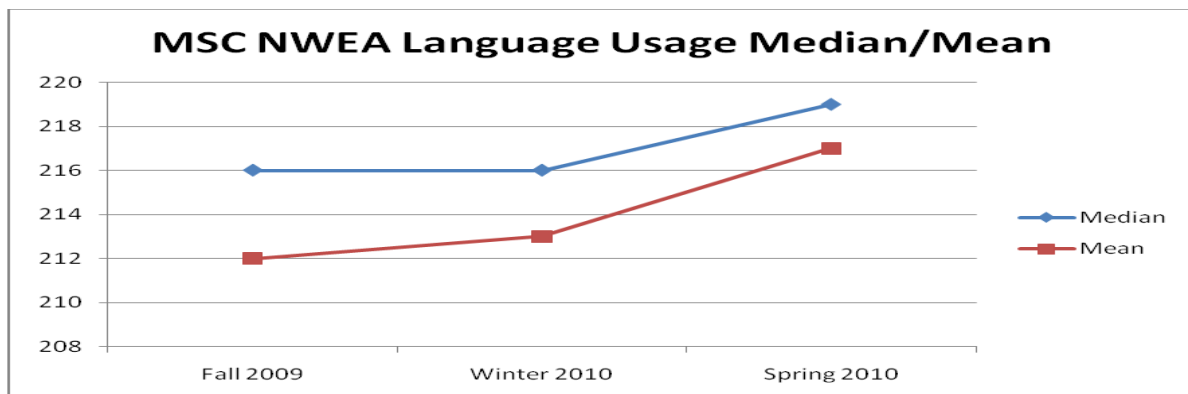
Table #8



NWEA Language Usage

The NWEA Language Usage test has five strands: Writing Genre, Writing Process, Grammatical Structures, Spelling, and Punctuation/Capitalization. Students' mean achievement has grown by 5 RIT (Rausch Units) points through three testing windows. (Table #9)

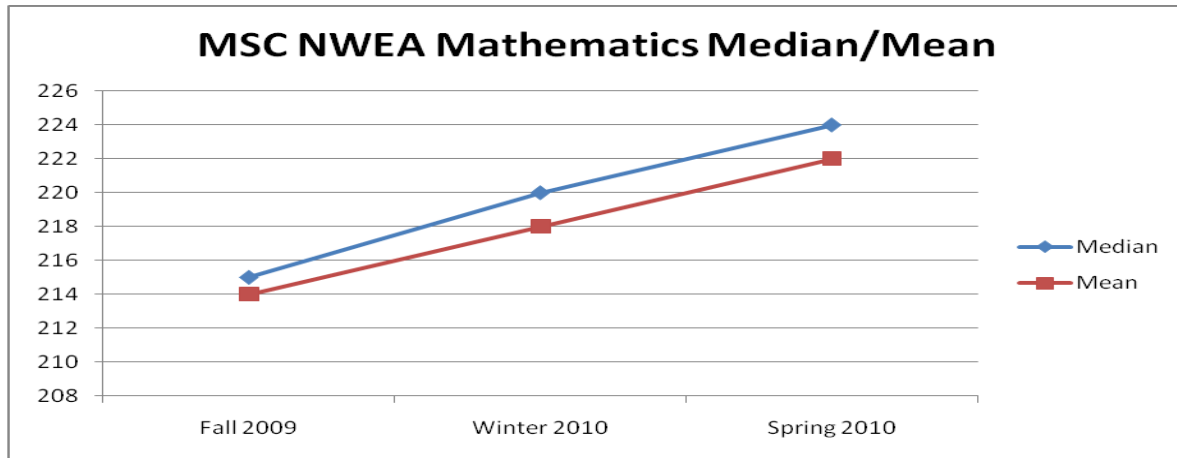
Table #9



NWEA Math

The NWEA Math test has five strands: Number/Operations, Algebra, Measurement, Geometry, and Data/Probability. Students' mean achievement has grown by 8 RIT (Raush Units) points through three testing windows. (Table #10)

Table #10



NWEA Science

The NWEA Science test has two parts. Test 1 is Concepts and Processes and has two strands: Constructing Scientific Knowledge and Reflecting on Scientific Knowledge. Students' mean achievement has grown by 6 RIT (Raush Units) points through three testing windows. Test 2 is General Science and has three strands: Life Science, Physical Science and Earth Science. Students' mean achievement has grown by 7 RIT (Raush Units) points through three testing windows. (Table #11 and #12)

Table #11

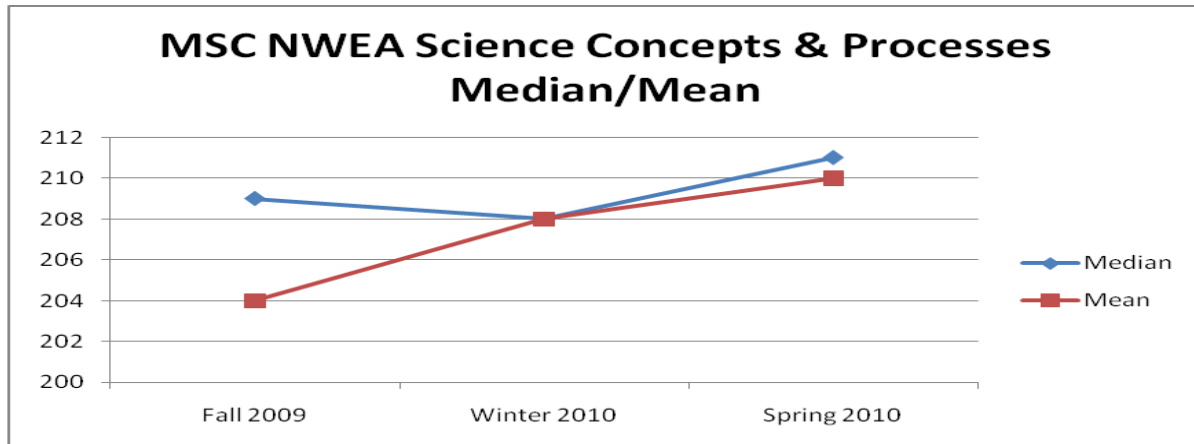
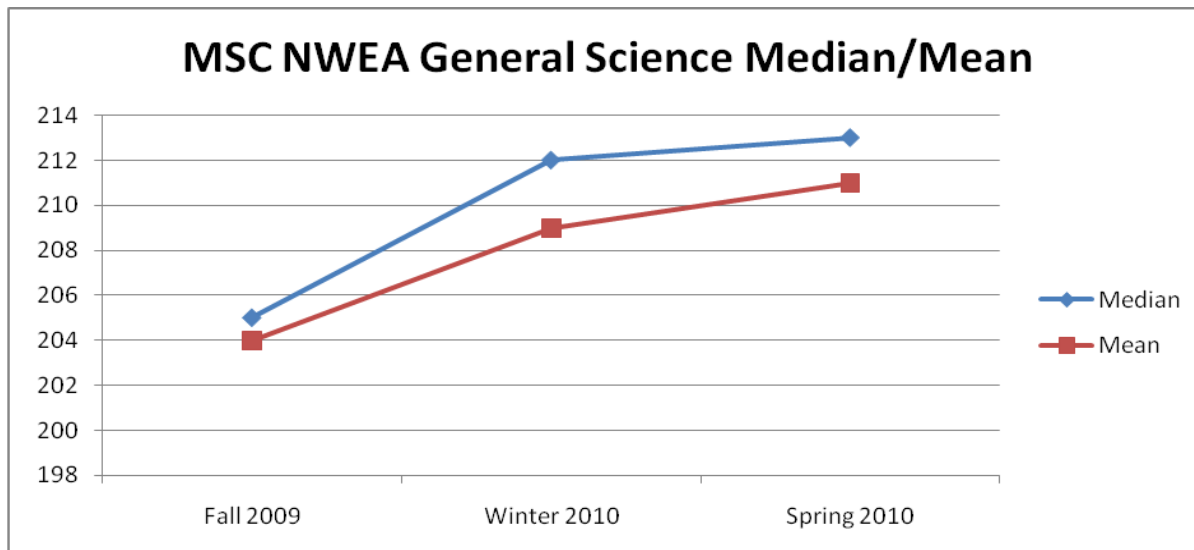


Table #12



School Process Data

Daily Student Schedule

Students begin their day in the open unit dormitory. Students are under constant supervision by childcare workers. Students are escorted to the William H. Austin School at 8 am. Throughout the day there are five 50 minute classes with a 15 minute break in the morning and a 50 minute lunch. In addition, students also rotate between a physical education/health and symposium. Symposium is used as a study hall that includes

individualized support from the teaching staff. School concludes at 3:15 pm and students are escorted back to open unit.