School Annual Education Report (AER) Cover Letter

1/21/2020

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 Milton C. Porter 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 Brian Jones (517-266-6988 / brian.jones@lisd.us) for assistance.

The AER is available for you to review electronically, 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 has not been given any of these labels.

The majority of our students participate in statewide assessment through the MI-Access program, an alternative test for students with disabilities. Under the definitions used by the federal government, students who take these tests and score proficient on these tests are not able to have their scores count for the purposes of accountability. Through our School Improvement process however, steps have been taken during the 2018-2019 school year to improve achievement.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL - All students who receive education services through the LISD Milton C. Porter Education

Center are residents of Lenawee County and one of the eleven (11) local school districts. All students have a significant disability which interferes with their learning full time within the general education setting. It is through the Individual Education Planning (IEP) Process where the student's individual education team has determined that the student's education needs can best be met in one of the following LISD classrooms:

Severe Multiple Impairments (SXI)
Severe Cognitive Impairments (SCI)
Moderate Cognitive Impairments (MoCI)
Deaf and Hard of Hearing (DHH)

These classrooms are arranged elementary through high school for students' ages 5 to 18 years old. All except three classrooms are located in local district elementary, middle, and high school buildings in our county.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN - The Milton C. Porter Education Center uses a School Improvement Process focused on student progress and achievement. The school improvement action plan is developed annually and reviewed for progress throughout the school year. The School Improvement Plan development for Porter Center programs involves a process of gathering and analyzing data to establish and refine the program profile, studying and analyzing data to establish specific and measureable goals and objectives based on student performance. From the goals and objectives action plans are developed. Action plan strategies are implemented throughout the school year by teaching and support staff. Throughout the school year the School Improvement Team evaluates student and program data, monitors for implementation of the plan and recommends revisions as needed.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL-
The Milton C. Porter Education Center is a specialized school that provides educational services to students from birth through age 26 who have severe disabilities. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the Milton C. Porter Education Center. Students attended the Milton C. Porter Education Center specialized school during the 2019-20 school year.

The Milton C. Porter Education Center is a specialized school that provides services for elementary, middle and high school students with severe physical, mental, emotional or sensory impairments. Students attended the Milton C. Porter Education Center specialized school during the 2019-20 school year.

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 - The Milton C. Porter Education Center follows the guidelines set in the Common Core Essential Elements and Mi-Access Participation and Supported Independence Guides. These can be accessed at:
   Essential Elements for Mathematics
   Essential Elements for English Language Arts

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS - THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS - Because the Milton C. Porter Center is a specialized school, there are too few students at each grade level to provide aggregate student achievement data.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES - The staff at the Milton C. Porter Education Center recognized that parental involvement and support are critical for student's achievement and progress towards their IEP goals. Parent-Teacher conferences are held each fall and spring. For Fall conferences we had a total of 56% of parents attending conferences for our students enrolled at that time. For Spring Conferences we had 76% of parents attending for our students enrolled. In addition to Parent-Teacher conferences we hold IEP meetings annually for every student where progress is discussed.
   FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING: Milton C. Porter Education Center is a specialized school no high school students participated in the following:

   a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
   b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
   c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

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

On behalf of all of the staff, we would like to commend the efforts to the students and am extremely pleased with the progress each student continues to make.

Sincerely,

Edith Hong
Lisa Meszaros
LaShawn Lomax
Alena York

Special Education Supervisors
Lenawee Intermediate School District