



## MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

Special Education Department  
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Monroe Intermediate School District LBSE classroom program. 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 Melissa Morton, Regional Director of Special Education for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/xQ6BFZ>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not having a label due to the uniqueness of the program and that the student scores were reported at the district in which the student resides.

The LBSE program staff has completed multiple data conversations with special education teachers to identify areas that needed to be addressed through the school improvement plan. The teachers participated in Professional Learning Communities for Math and English Language Arts and developed Student Learning Objectives to target the student's deficit areas. A curriculum alignment was created to ensure students within the LBSE programs would have consistency with instruction and materials.

State law requires that we also report additional information.

1. Students are assigned to the Local Based Special Education based on the student need for specially designed instruction through the IEP process.
2. The School Improvement plan is in the implementation phase. The plan addresses an increase in the proficiency of skills in Math and English Language Arts, increase in parent contact/participation, increase in the integration of technology in lessons, and align the curriculum with the MAS.
3. The Local Based Special Education Program is a self- contained classroom setting where students are enrolled through an IEP process. The students that receive special education services in this setting are integrated into the general education setting as appropriate per their individualized plan.
4. All students are instructed utilizing the Michigan Academic Standards unless there is a personal curriculum on file or there is a modification using the Essential Elements through the IEP process.
5. The students within the LBSE program participate in the NWEA district assessment. This assessments is given three times per year to monitor student progress. The students were able to increase their ability to demonstrate growth using the measure as evidenced by an overall 8% growth.
6. Parents had an opportunity to participate in parent teacher conferences at a minimum of two scheduled times and each parent had the opportunity to participate in an annual IEP. Parents of students that are assigned to the LBSE programs are invited to participate in any event the district is sponsoring. Many parents attend student award ceremonies, special assemblies, parent nights, PTO meetings, and classroom field trips.

Students have been participating in a new rigorous curriculum for ELA this school year. The positive student outcomes from this school year are an indication the students are on a positive trend for increased academic achievement. Please join me in celebrating in their successes.

Sincerely,

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