



January 2021

Dear Parents, Community Members and Community Partners:

We are pleased to present the Annual Education Report (AER) which provides key information on the 2019-2020 education progress for the Ingham ISD Transition Programs. 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 Sarah Winslow at 517.244.1210.

The AER is available for your review electronically by visiting the [Ingham ISD website \(www.inghamisd.org\)](http://www.inghamisd.org), or you may review a copy in Sarah Winslow's office at Ingham Intermediate School District in Mason, MI.

For the 2019-20 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 programs have not been given one of these labels.

The students served in all Ingham ISD Transition Programs have specific transition-related educational goals as identified in their Individualized Education Program (IEP.) The program focuses on work readiness, social skills, employability skills and work experience. The program teachers are highly trained and skilled at providing the best educational experience possible to help students achieve the skills needed to become productive and independent citizens in their communities.

Process for Assigning Pupils to the Programs:

The programs work with local Ingham county member districts and community partners to provide evidenced-based services to students as determined through the IEP process. We do not enroll students independent of local involvement. Any individual interested in the program would first contact the local special education director of their resident district.

Status of the School Improvement Plan:

The Transition Program's School Improvement Plan focuses on collaboration among professionals to ensure appropriate instruction on academic, functional, safety and vocational skill development.

Brief Description of the Specialized Programs:

The students served in all Ingham ISD Transition Programs have specific transition-related educational goals as identified in their Individualized Education Program (IEP.) The programs focus on work readiness, social skills, employability skills and work experience. The program teachers are highly trained and skilled at providing the best educational experience possible to help students achieve the skills needed to become productive and independent citizens in their communities.

The multiple transition programs are operated by Ingham Intermediate School District (IISD) and are located on the ISD campus in Mason, Michigan and within the community. These programs serve students 18-26 years old and are focused on post-secondary transition and employability skills. Please see the attached flyer outlining the different stages of transition programs that we provide and what each program addresses.

Core Curriculum Description, Implementation & Explanation:

Individual student core curriculum can be accessed through your student's teacher or by contacting Sarah Winslow. Additionally, please visit the [Core Standards](http://www.corestandards.com) website (www.corestandards.com). The transition programs may implement Essential Elements of the Core Curriculum, which varies from the state's model in that these elements focus on the critical components of the Core Curriculum, bringing the learning targets within reach of our students. The [Essential Elements](https://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html) (https://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html) can be accessed on the Michigan Department of Education website.



The Aggregate Student Achievement Results:
Please see the attached achievement reports.

Number and Percent of Students Represented by Parents at Parent-Teacher Conferences:
During the 2019-2020 school year, over 98% of parents attended a virtual or in person conference.

Ingham ISD Transition Programs

Mission Statement:

Ingham ISD Transition Programs will prepare students to successfully transition into post-secondary life, including skills for employment.

Vision Statement:

All students will be able to live and work within their community as independently as possible.

Belief Statement:

All students can increase their individual skills to be active members of their communities.

Ingham ISD is pleased to have the opportunity to work local students and look forward to continued growth and educational success.

Kindly,

Sarah Winslow

Director, Transition Services
Ingham Intermediate School District



Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
SAIL (Skills for Adult Independent Living) (02795)	0	0	1	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

No Data to Display

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)
 NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	†	†	†	†	†
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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 NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)
 NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
		85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
		83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Project SEARCH (01722)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Project SEARCH (01722)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Project SEARCH (01722)	0	0	2	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

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Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Project SEARCH (01722)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
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Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
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Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
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Annual Education Report Project SEARCH (01722)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
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National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
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American Indian or Alaska Native	‡	‡	‡	‡	‡
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Native Hawaiian or Other Pacific Islander					
Two or More Races					
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Annual Education Report Project SEARCH (01722)

NAEP Participation Data

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Annual Education Report Project SEARCH (01722)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display