

ASD Programs 2025-26 Annual Education Report

February 11, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for the Ingham ISD ASD Programs. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact [Beth Longshore](#) for assistance.

The AER is available for you to review electronically by the following website: [Ingham ISD ASD Programs](#) or you may review a copy in the main office at the Ingham Intermediate School District Thorburn Education Center.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

Due to the small number of students in the ASD Program, some data in the combined report regarding student achievement is not reportable as it would compromise student confidentiality.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Ingham Intermediate School District (ISD) autism spectrum disorder (ASD) Programs enrolls students from local school districts in the ISD service area, as determined through the Individual Education Plan (IEP) process. We do not enroll students independent of local district placement by an IEP team. If an individual is interested in the program, their first contact should be with the special education director in their resident local school district.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our school efforts are focused on the following goals:

- **Communication Opportunities:** Students will increase their two-way communication interactions using total communication including verbal, visual, and assistive and augmentative communication (AAC).
- **Integration with Typical Peers:** Students in the ASD program will increase the time they spend with neuro-typical peers in the educational setting

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The ASD Program consists of three classrooms for students in preschool through eighth grade with no more than seven students in each classroom. The classrooms are located within local district elementary buildings which provides the opportunity to integrate students with non-disabled peers. The students served in the ASD program have been placed in this specialized program through the IEP process. The program provides an elevated level of structure and support centered on evidence-based practices to meet academic, communication, and social emotional needs for students with Autism and similar needs. The programs provide a high ratio of staff to support students with increased opportunities to access the general education setting and interactions with non-disabled peers.

4. CORE CURRICULUM

Students access the general education curriculum through a core curriculum based on the Michigan Academic Standards, or a modified core curriculum based on Michigan's Alternate Content Expectation as determined by the IEP. Based on their students, they receive instruction in the general education setting from a general education teacher and/or in the special education setting from the program's special education teacher. Curriculum may be modified to meet the individual needs of the student. A copy of the curriculum is available from the Principal or Program Director.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Students in the Ingham ISD ASD Program participate in a combination of the M-STEP and MI-Access Assessments as determined by their IEP.



- In the 2024-2025 School Year, 100% of students participated in the state assessment with proficiency rate of 44.44% in English Language Arts and 55.56% in Mathematics.
- In the 2023-2024 School Year, 100% of students participated in the state assessment with proficiency rate of 30.00% in English Language Arts and Mathematics.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

One hundred percent of students were represented by parents at Parent-Teacher conferences either in-person or virtually. We value parental input and make every effort to meet with parents in a manner that is most accessible for them.

Ingham ISD is pleased to have the opportunity to work with our constituent districts to serve students and look forward to continued growth and educational success.

Sincerely,

A handwritten signature in cursive script that reads "Beth Longshore".

Beth Longshore
Director, Student Support Services & ASD Programs
Ingham Intermediate School District