



School Annual Education Report (AER) Cover Letter

January, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the JW Sexton High School. 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 Daniel Boggan III for assistance.

The AER is available for you to review electronically by visiting the following web site [Annual Education Report](#) (SEE Q.7 AND Q.8 OF THE 2020-21 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a: Targeted Support and Improvement Underperforming Group, All Components (25th%ile).

The COVID19 pandemic has been our largest challenge. We have provided learning in a virtual screen-to-screen option giving our 1100 or more students a way to learn. This posed challenges in the way of high absenteeism, internet challenges, program challenges, following the

curriculum as best as staff can. We challenge with state and district proficiency rates in English Language Arts and Mathematics. We are actively working to address the school issue by implementing our State Partnership Agreement, Culturally Responsible Positive Behavior Intervention Supports and Reading Apprenticeship on an ongoing basis.

State law requires that we also report additional information.

1. The Lansing School District has district boundaries that identifies what schools students attend based on their home address. Also, students have the option of School of Choice and through an approval process by the Director of High Schools, Delsa Chapman.
2. Sexton High School is currently working in conjunction with the Central Administration, the Ingham Intermediate School District and the Michigan Department of Education on a working Partnership Agreement. Targets have been identified and we are currently on track to hit the 18-Month checkpoint in January 2020. Our four school improvement goals are the following:
 1. SIP Goal #1 - Students will improve English Language Arts skills.
 2. SIPGoal #2 - Students will improve Mathematics skills
 3. SIP Goal #3 - Sexton will provide a positive and supportive school culture and climate
 4. SIP Goal #4 - Student learning experiences at Sexton will culminate in College & Career Readiness partnerships.

Four school task force groups (composed of all administrators, school teachers, and support staff serving in one of the tasks force groups) which are: Technology Task Force, Instructional Task Force, Social Emotional Task Force, and Attendance Task Force. Task Force groups have been created to encourage a culture of collaboration among teachers to improve learning for students. These determine and assess school-wide goals. Develop effective structures and processes to focus on teaching and learning. Gather ongoing data, and continually assess the team's effectiveness in meeting its goals. Models and supports a strengths-based culture of continuous improvement.

3. Sexton High School STEM2 Early College magnet is a 7th-12th grade.

Sexton's **STEM2** education incorporates **Science, Technology, Engineering, Mathematics and Manufacturing** throughout its curriculum.

The **Early College** program allows students to graduate from high school and earn a college certificate for up to 30 college credits or even an associate's degree, for free! Classes are held with college instructors at the high school and/or at partnering colleges and universities. Students in Early College have this opportunity all before leaving high school.

Additionally, in grades 11 and 12, student's gain opportunities with dual university enrollment, internships, job shadowing and a capstone project.

What makes Sexton STEM2 Early College Magnet Special?

- [Project Lead the Way Gateway](#) and [Engineering](#) Programs
- [MSU Vex Robotics Team](#)
- [Dual Enrollment](#)
- [2+2+2 Engineering Program](#)
- [Future Nurses Club](#)
- [Business & Risk Management Program](#)

- [MSU NSF STEM-FEE Academy](#)

4. Sexton High Schools curriculum pacing guides can be accessed through the website [district pacing guides](#). Additionally, our entire instructional staff is continuously implementing our core curriculum. Sexton High School follows the State of Michigan's model for curriculum. <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>
5. See the Growth Overview Report and Parent Dashboard Link- [Growth Overview Link](#) & [Parent Dashboard](#)

The growth component aggregates the percent of students that are on track to reach or maintain proficiency within three years across the content areas of English language arts (ELA) and mathematics. Scores are included from M- STEP, SAT, and MI-Access assessments.

The overall growth index value is calculated by averaging the "All Subjects Growth % Target Met" values found on the "Combined" tab for all student groups with at least 30 students (excluding the Bottom 30% group).

6. ELA (Target 57.92) Math (Target 50.70) Sexton High School's parent-teacher conference attendance rate for 2015- 2016 school year was 164 (20%), for the 2016-2017 school year was 108 (13%), for the 2017-2018 school year was (64.1%), and for 2018-2019 school year was about (30%), and 2019-2020 school year was about (40%).

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- For the 2019-2020 school year Sexton High School had 8 students enrolled in dual enrollment.
- For the 2019-2020 school year Sexton High School had 5 AP classes.
- For the 2018-2019 school year Sexton High School had 33% of students who enrolled and passed advanced courses at the school
- For the 2018-2019 school year Sexton High School had 58% who have enrolled in a two- or four-year college after attending this school, similar school, and the state in each of the most recent three years.

Sexton High School recognizes that school improvement is a dynamic process. Our school improvement will focus on many elements of the school community, the climate and culture to create a positive change moving into 21st century learning. Please join us in this partnership.

Sincerely,
Daniel Boggan III, Principal