



J.W. Sexton High School
School Annual Education Report (AER) Cover Letter

February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for 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 Dan Boggan for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Yj4hjW> or you may review a copy in the main office at your child's school. For the 2024-2025 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 subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a Comprehensive Support and Improvement school.

Academic - the proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-Sep, SAT, and MI-Access assessments.

23-24 ELA Proficiency % Target Met - 42.41 (+6.09 from 22-23)

23-24 Math Proficiency % Target Met - 12.40 (+2.64 from 22-23)

Instructional - Sexton High School is in the second year of fully utilizing the Workshop Model - Teachers are implementing the Workshop Model as students are acclimating to a more consistent school-wide classroom structure. Teachers are supported by Weekly Instructional Minute emails from our district administration and periodic district walk-thru's to assess fidelity.

Behavioral - We continue to enhance our Culturally Responsive Positive Behavior Interventions and Supports while embracing a schoolwide emphasis on Restorative Justice practices. Returning to our High School roots of only having 9th - 12th graders and utilizing community partnerships, we have been able to provide additional behavioral intervention support to our students. Because of this, we have seen a decrease in the number of Office Discipline Referrals.

State law requires that we also report additional information:

The Lansing School District has district boundaries that identify 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, Mitch Foster.

Our four school improvement goals are the following:

- SIP Goal #1 - Students will improve English Language Arts skills.
- SIP Goal #2 - Students will improve Mathematics skills
- SIP Goal #3 - Improve and provide a positive and supportive school culture and climate
- SIP Goal #4 - Student learning experiences at Sexton will culminate in College & Career Readiness partnerships.

Sexton High School STEM2 Early College magnet is a 9th-12th grade school. 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 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 before leaving high school. Additionally, in grades 11 and 12, students gain opportunities with dual university enrollment, internships, job shadowing and a capstone project.

A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at www.lansingschools.net. The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning.

Aggregate Test Scores:

- a. Winter NWEA Reading 22-23: 13.31%
- b. Winter NWEA Reading 23-24: 16%
- c. Winter NWEA Math 22-23: 6.85%
- d. Winter NWEA Math 23-24: 14%

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

21-22: 111 Parents of 1019 Students for a total of 10.89%
22-23: 97 Parents of 725 Students for a total of 13.38%
23-24: 125 Parents of 604 Students for a total of 20.70%

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) = 0
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) 6 Current AP courses
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) 114 students are enrolled in AP courses making it 18.8%
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT > = 0

Sexton High School recognizes that school improvement is a dynamic process. From 2022 to 2023 we saw an increase in our graduation rate of 4.66% while reducing our dropout rate by 4.45%. Our staff continues professional development in an effort to streamline effective teaching practices. Our community partnerships help enhance the student experience. Our school improvement will continue to focus on essential elements such as the school community, creating a positive climate and culture, and moving into 21st-century learning. Please join us in this partnership.

Sincerely,

Dan Boggan

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