

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Lewton Elementary. 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 Daniel Gowell for assistance.

The AER is available for you to review electronically by visiting the following website: [Lewton Annual Education Report](#) or you may review a copy in the main office at your child's school.

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 was identified for: No Label

The Annual Education Report data indicate that the school continues to face significant challenges in overall student proficiency, with current M-STEP results showing 24.4 percent proficiency in mathematics and 19.4 percent proficiency in English Language Arts, alongside an average attendance rate of 91 percent. While these proficiency levels remain below desired targets, the data also reflect encouraging indicators of stabilization and forward momentum following several years of staff turnover, particularly in improved instructional consistency and steady attendance. The primary area of growth moving forward is increasing proficiency outcomes across content areas during the current school year. To address this need, the school is implementing targeted, data-driven initiatives focused on accelerating achievement for students closest to proficiency. Each classroom team has identified seven "bubble" students and is developing intensive, individualized instructional strategies designed to close persistent achievement gaps, maximize instructional impact, and move a greater percentage of students to proficiency.

To meet state reporting requirements, the school provides the following summary based on the two most recent years of data and implementation. Student assignment to the school is determined primarily by proximity, with an additional

language proficiency assessment administered to students entering after first grade to ensure they can successfully access instruction in either Spanish or English at their current level. The school is currently in the second year of its 3–5 Year School Improvement Plan, which was established following a leadership transition. Key benchmarks related to organizational stability have been met, including sustained attendance rates of 91 percent and staff retention of 97 percent over the past two years. While academic proficiency remains an area for continued growth, progress is evident, with projected M-STEP proficiency rates of 33 percent in mathematics and 26 percent in English Language Arts for the 2025–2026 school year, supported by ongoing efforts to accelerate student achievement. The school operates as a Spanish Immersion program, implementing a 100 percent Spanish instructional model through grade two, transitioning to a balanced 50/50 Spanish-English model thereafter. Current enrollment stands at 349 students, with projected growth to 379 students for the 2026–2027 school year. Core curriculum materials and information regarding implementation and alignment to state models are publicly accessible through [the Lansing School District website](#). Academic performance data from Spring 2025 NWEA assessments indicate proficiency rates of approximately 48.1 percent in mathematics and 39.9 percent in reading, reinforcing the continued focus on instructional improvement. Family engagement remains a strength of the school, with 100 percent participation in parent-teacher conferences, offered in both in-person and virtual formats to ensure full accessibility.

The school community is encouraged by the progress made to date and remains committed to continued growth and improvement. Reaching key milestones in attendance, staff retention, and instructional stability reflects the collective effort and dedication of students, staff, and families. While important work remains, particularly in strengthening academic proficiency, the foundation now in place positions the school well for sustained improvement. With a clear focus on data-driven instruction, targeted support for students, and strong family partnerships, the school looks ahead with confidence and optimism as it continues working toward higher levels of achievement for all learners.

Sincerely,

*Daniel Gowell*

Principal, Lewton Elementary