



# JACKSON PREPARATORY & EARLY COLLEGE

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April 2019

Dear Falcon Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Jackson Preparatory & Early College. 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 Shane Malmquist for assistance by email ([shane.malmquist@jacksonpec.org](mailto:shane.malmquist@jacksonpec.org)) or phone (517.888.4160).

The AER is available for you to review electronically by visiting the following web site [JPEC AER](#), or you may review a copy in our main office at JPEC.

For the 2017-18 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 three or more underperforming student subgroups. 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 has not been given a label.

Key areas of focus for JPEC are in our ELA end of College Prep student performance and our 2<sup>nd</sup> and 3<sup>rd</sup> College Prep years students' math performance with pre-algebra and algebra. While we are seeing students' ELA skill performance increase during their first two years in College Prep:

- 6<sup>th</sup> grade
  - 2016-2017 30.8% of students proficient
  - 2017-2018 45.2% of students proficient
- 7<sup>th</sup> grade
  - 2016-2017 24% of students proficient
  - 2017-2018 43.5% of students proficient
- 8<sup>th</sup> grade
  - 2016-2017 59.2% of students proficient
  - 2017-2018 36.4% of students proficient

We see students' final year in College Prep ELA as an area of focus for improvement. We are also focusing on



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students' performance in Math:

- 7<sup>th</sup> grade
  - 2016-2017 30.4% of students proficient
  - 2017-2018 29.5% of students proficient
- 8<sup>th</sup> grade
  - 2016-2017 59.2% of students proficient
  - 2017-2018 36.4% of students proficient

We will continue to focus on offering math every day for our students and utilizing the Illustrative mathematics platform. We will be offering intervention sections of mathematics each term and utilizing Khan Academy as an additional tool for math practice and skill mastery.

With ELA, we will be integrating literacy specific skill development in all curricular areas. We will also be providing literacy intervention each term specifically for our Tier 3 students. We will be providing a bridge reading course for our 8<sup>th</sup> grade students as a primer for their early college transition.

State law requires that we also report additional information.

### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. Intent to Return collected from current students (Feb)
- b. CP/EC Heads of school make cohort-level cap suggestions based on returning students and school growth plan
- c. JPEC Board of Governors approves cohort Level Caps and Admission calendar (Jan/Feb)
- d. Open Enrollment runs for approximately 45 days (mid-March - April)
- e. At the end of Open Enrollment we determine if a lottery is needed at each grade level based on whether applicants exceed the number of available seats
  - i. Lottery Occurs approximately 7 days after Open Enrollment ends to allow time for communication, public posting, and set up. Lottery is based on a randomization of applications received during open enrollment and random number generated selection of the randomized applications. Meeting is held publicly when necessary and applicants may attend.
  - ii. Seat offer Letters are sent approximately 14 days after Open Enrollment Ends
  - iii. All applications received after Open Enrollment are admitted on a rolling basis based on seats available in cohorts
- f. Students have 10 days from the date of the letter to confirm their intent to enroll and bring completed Enrollment packet to Pre-enrollment meeting
- g. Students schedule a Pre-enrollment meeting with their school leadership to discuss academic successes, challenges, and academic goals .[Early College Provost or College Preparatory Principal, with support from Admissions Development Coordinator and head of school, JPEC President] Meeting is used to determine appropriate scheduling for each student.
  - i. If behavioral concerns exist from the Student Log and Transcript from previous school, student may be admitted with a behavior contract
- h. Applicants who apply during rolling admissions may be admitted mid-term and the application/enrollment process may be adjusted to reflect the shorter timeline to get student on-



boarded to decrease loss of instructional time-- student may receive verbal communication rather than formal letter of admissions and be given enrollment packet.

- i. Maintenance and notification regarding admissions and waitlist is done by the Development Coordinator who manages the admissions process.

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

- a. JPEC's 3-5 year improvement plan is in an interim evaluation phase. A review of the district's charter is underway, as well as a review of the district's vision, mission, and values.
- b. Strategic goals are being discussed with the board of governors and the leadership team and will be fully developed July 2019.
- c. Primary focus is being placed on
  - i. Social/Emotional curriculum
  - ii. College and career readiness grade level curriculum
  - iii. Trauma training and having trauma informed classrooms
  - iv. Communication protocols with our Multi-Tiered System of Supports (MTSS)
  - v. Development and use of student learning objectives (SLOs) as part of our MTSS
- d. Each of these initiatives will be in on-going phases over the next three to five years.

## 3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

- a. The district's core curriculum can be requested and accessed at our main office.
- b. State standards, Common Core, and National Standards are all used in forming JPEC's Essential Academic Practices (EAPs) as our foundation.
- c. Each department designs Essential Course Competencies (ECCs) aligned to their specific discipline, content, and application of EAPs.
- d. Each course contains seven to ten ECCs.

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

- a. College Prep NWEA-Measures of Academic Progress
  - i. 6<sup>th</sup> grade | Math - Mean RIT 222.6 / ELA Mean RIT 216.0
  - ii. 7<sup>th</sup> grade | Math - Mean RIT 227.9 / ELA Mean RIT 215.4
  - iii. 8<sup>th</sup> grade | Math - Mean RIT 224.9 / ELA Mean RIT 221.9
  - iv. 9<sup>th</sup> grade | Math - Mean RIT 238.3 / ELA Mean RIT 222.5
  - v. 10<sup>th</sup> grade | Math - Mean RIT 237.9 / ELA Mean RIT 217.6
- b. NWEA-Map testing ends in 10<sup>th</sup> grade as students have begun to enroll in college courses based on demonstrated readiness. Additionally, students who are advancing into dual enrollment early are not required to take the NWEA-Map exams which skew data and should be taken into consideration.



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5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
  - a. Fall conferences – average of 250 students or 60% of our population are represented.
  - b. Winter conferences – average of 192 students or 50% of our population are represented
  - c. Spring/Summer conferences – average of 115 students or 30% of our population are represented
  
6. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
    - i. 51% of early college students take college courses each term
    - ii. 98% of early college students have taken a college course by the time they have graduated
    - iii. Average college GPA for JPEC students is a 3.00

While we have specific areas of focus primarily in our ELA and Math performance with our College Prep students, we are very excited to see that our overall growth, engagement in dual enrollment, and performance of our students with post-secondary courses is representing great success. We are truly seeing the vision of JPEC and the heart of our program become reality. We are eager to see how our Falcons continue to soar!

Sincerely,

Shane A. Malmquist  
*President*  
*Jackson Preparatory & Early College*