



# Jackson Preparatory & Early College

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## District Annual Education Report (AER) Cover Letter

January 2020

Dear Falcon Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Jackson Preparatory & Early College. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact President Shane Malmquist by email ([shane.malmquist@jacksonpec.org](mailto:shane.malmquist@jacksonpec.org)) or phone (517-888-4160) for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site [LINK](#), or you may review a copy in the main office at your child's school.

These reports contain the following information:

**Student Assessment Data** – Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.



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## Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

## NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

## Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2018-19 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
College Preparatory	No Label Status	<p>Literacy and Reading Specialist support to increase our students' reading proficiency in 6<sup>th</sup> – 8<sup>th</sup> grades, and cross-curricular implementation of literacy skills.</p> <p><b><i>District Percent Proficient</i></b></p> <p>English Language Arts   M-STEP</p> <ul style="list-style-type: none"><li>• 6<sup>th</sup> Grade – State Percent Proficient   41.4%<ul style="list-style-type: none"><li>○ 2017-2018 – 45.2%</li><li>○ 2018-2019 – 37.5%</li></ul></li><li>• 7<sup>th</sup> Grade – State Percent Proficient   43.4%<ul style="list-style-type: none"><li>○ 2017-2018 – 43.5%</li><li>○ 2018-2019 – 22.7%</li></ul></li><li>• 8<sup>th</sup> Grade – State Percent Proficient   42.8%<ul style="list-style-type: none"><li>○ 2017-2018 – 36.4%</li></ul></li></ul>



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School Name	Status Label	Key Initiative to Accelerate Achievement
College Preparatory	No Label Status	<p>Increased mathematics instruction and intervention through our Illustrative Mathematics initiative, use of modeling videos on Schoology, and creating increased time with math instruction starting with our Tier 3 students.</p> <p><b><i>District Percent Proficient</i></b> Mathematics   M-STEP</p> <ul style="list-style-type: none"><li>• 6<sup>th</sup> Grade – State Percent Proficient   34.6%<ul style="list-style-type: none"><li>○ 2017-2018 – 25%</li><li>○ 2018-2019 – 33.3%</li></ul></li><li>• 7<sup>th</sup> Grade – State Percent Proficient   35.7%<ul style="list-style-type: none"><li>○ 2017-2018 – 29.5%</li><li>○ 2018-2019 – 26.7%</li></ul></li><li>• 8<sup>th</sup> Grade – State Percent Proficient   33.6%<ul style="list-style-type: none"><li>○ 2017-2018 – 18.6%</li></ul></li></ul>
College Preparatory	No Label Status	<p>Target PSAT practice through Focus Group and Khan Academy personalized practice in both English and Mathematics</p> <p><b><i>District Percent Proficient</i></b> English   PSAT 8/9</p> <ul style="list-style-type: none"><li>• 8<sup>th</sup> Grade – State Percent Proficient   61.9%<ul style="list-style-type: none"><li>○ 2018-2019 – 58.1%</li></ul></li></ul> <p>Mathematics   PSAT 8/9</p> <ul style="list-style-type: none"><li>• 8<sup>th</sup> Grade – State Percent Proficient   41.4%<ul style="list-style-type: none"><li>○ 2018-2019 – 30.2%</li></ul></li></ul>



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Early College	No Label Status	<p>Increase SAT prep through Focus Group and through the required SAT Prep course for all 11<sup>th</sup> grade students in order to increase the percentage of students meeting proficiency.</p> <p><b><i>District Performance and Percent Proficient</i></b></p> <ul style="list-style-type: none"><li>• 2017-2018 Mean SAT Score – 1012.7<ul style="list-style-type: none"><li>○ Met or Exceeded Proficiency – 28.9%</li><li>○ Evidence-Based Reading and Writing – 529.1</li><li>○ Mathematics – 483.6</li></ul></li><li>• 2018-2019 Mean SAT Score – 998.4<ul style="list-style-type: none"><li>○ Met or Exceeded Proficiency – 28.6%</li><li>○ Evidence-Based Reading and Writing – 514.1</li><li>○ Mathematics – 484.3</li></ul></li></ul>
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We also wanted to provide transparency on a few central items to JPEC's operations and performance.

## 1. Process for assigning pupils to the school

- Intent to Return collected from current students (Feb)
- CP/EC Heads of school make cohort-level cap suggestions based on returning students and school growth plan
- JPEC Board of Governors approves cohort Level Caps and Admission calendar (Jan/Feb)
- Open Enrollment runs for approximately 45 days (mid-March - April)
- 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
  - 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.
  - Seat offer Letters are sent approximately 14 days after Open Enrollment Ends
  - All applications received after Open Enrollment are admitted on a rolling basis based on seats available in cohorts
- 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
- Students schedule a Pre-enrollment meeting with their school leadership to discuss academic successes, challenges, and academic goals .[Early College Provost or College Preparatory



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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 strategic plan**

- a. JPEC's 3-5 year strategic 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, and Board Policies
- b. Strategic goals are being discussed with the board of governors and the leadership team and will be fully developed July 2020.
- 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. 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 NWEA – Measures of Academic Progress**

- a. College Prep NWEA-Measures of Academic Progress
  - i. 6<sup>th</sup> grade | Math - Mean RIT 217.8 / ELA Mean RIT 213.6
  - ii. 7<sup>th</sup> grade | Math - Mean RIT 227.3 / ELA Mean RIT 209.4
  - iii. 8<sup>th</sup> grade | Math - Mean RIT 224.3 / ELA Mean RIT 218.2
  - iv. 9<sup>th</sup> grade | Math - Mean RIT 232.6
  - v. 10<sup>th</sup> grade | Math - Mean RIT 231.4



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- b. NWEA-Map Reading testing ends in 8<sup>th</sup> grade as students move into the Early College and begin their Early College English work. NWEA-Map Math 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.

**5. 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. The number and percent of postsecondary enrollments (dual enrollment)**

- a. 68% of early college students take college courses each term
- b. 98% of early college students have taken a college course by the time they have graduated
- c. 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 students' progression, engagement in dual enrollment, and performance with post-secondary courses is representing great success. We continue to see the vision of JPEC and the heart of our program become reality especially as we further expand our partnerships to include Albion College. We are excited for the future of JPEC and the opportunities that will be available through upcoming partnerships with Wayne State University and Michigan State University. We are eager to see how our Falcons continue to soar!

Sincerely,

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