School Annual Education Report (AER) Cover Letter

February 28, 2019

Dear Parents 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 Howell 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 principal Jason Schrock for assistance.

The AER is available for you to review electronically by visiting the following web site Howellschools.com - Howell High School - About Us - Annual Report, or you may review a copy in the main office at your child's school.

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 ONE OF THESE LABELS.

Across multiple assessments and subjects assessed, the students at Howell High School consistently perform higher than state averages. Within the school data, it is clear that our students who are Economically Disadvantaged as well as those students with a Learning Disability underperform in comparison to their school aged peers. This gap is most prevalent in the subject area of Mathematics with our students with disabilities. While the state averages also reflect a performance gap, this is an area of concern at Howell High School.

State law requires that we also report additional information.

1. Howell Public School students have been assigned to schools for the past two years based on their residency. If the school reaches capacity at the student's assigned grade level, the student is assigned to attend the nearest school with availability. Transportation is provided via a transfer bus. The family is given the opportunity to return to the child's home school as seats become available.
3. The School Improvement Plans for Howell High School may be found on the website at: http://howellhighschool.ss12.sharpschool.com/about_us/school_improvement

4. Howell Public Schools has had no specialized schools for the past two years but did launch a separate alternative education program this school year. Our ELL programming is within our various school buildings.

5. Parents may access the core curriculum at www.howellschools.com/academics/curriculum_subjects and are available on paper by request from the Instructional Services office (Suite A) at the District's Board Offices, 411 N. Highlander Way in Howell. Our implementation model is based on the 5D+ Instructional Framework - a comprehensive, research-based program that focuses on the essential elements of effective classroom practice. We use the 5D+ Instructional Framework in close alignment with the 5D+ Teacher Evaluation Rubric to ensure successful implementation of high-quality instructional practices in the delivery of our curriculum.

6. Our student achievement on the following state assessments indicate while our overall performance remains steady with slight gains over time, our under resourced students continue to struggle academically on state assessments. Our combined report is available at http://bit.ly/2tJ5MLL or on Mischooldata.org - Combined report

7. We have approximately 25% of parents attend parent-teacher conferences.

8. For High Schools only:
   1. The number and percentage of postsecondary enrollment (Dual Enrollment): approximately 80 students (3.6%)
   2. The number of college equivalent courses offered (AP/IB): 16
   3. The number and percentage of students enrolled in college equivalent courses (AP/IB): approximately 350 (15%)
   4. The number and percentage of students receiving a score leading to college credit: 323 (13%)

The students and staff of Howell High School have worked purposely to increase student achievement. We will continue to offer quality instruction and improve upon our practices in order to best prepare our students for the future.

Sincerely,

Mr. Jason Schrock, Ed. S.
Howell High School