



# Jefferson Middle School

## Home of the Bears

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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 Jefferson Middle 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 Mrs. Griffin for assistance.

The AER is available for you to review electronically by visiting the following web site **[www.jeffersonschools.org](http://www.jeffersonschools.org)**, or you may review a copy in the main office at Jefferson Middle 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 was not identified to be given one of these labels by the State of Michigan.

We are proud to announce that due to the effort of our students and staff to close the achievement gap, Jefferson Middle School is no longer identified as a Focus School. In order to bridge this gap, the school implemented several key initiatives that also accelerated student achievement. These initiatives include:

- Response to Intervention/Multi-Tiered Systems of Support to focus on the gap in math and reading fluency and comprehension.
- Intervention Teachers
- Continuous progress monitoring of student achievement.
- Small Group classes.
- Positive Behavior System to address additional gaps in attendance, behavior, and academics.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. 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
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Jefferson Middle School will continue to dedicate efforts to close the achievement gap and strive to see all students excel. The staff is pleased to see that the interventions put in place have contributed to increased student achievement over the past school year and hope to see continued academic success in the years to come. We commend the students, staff and community in their efforts to help our students grow.

Sincerely,



Sara E. Griffin,  
Principal