



Midland Public Schools

Inspiring Excellence

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District Annual Education Report 2021-2022 (2020-2021 Data)

February 1, 2022

Dear Parents, Families, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Midland Public Schools and our schools. 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 Penny Miller-Nelson, Associate Superintendent of Curriculum, Instruction, and Assessment, at MillerPM@midlandps.org or 989-923-5081 if you need assistance.

The Midland Public Schools AER is available for you to review electronically by visiting the following website, <https://bit.ly/3oUVfaO>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- 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.

Educator 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 2021-22 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 subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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
Adams Elementary School	No label	
Central Park Elementary School	No label	
Chestnut Hill Elementary School	No label	
Jefferson Middle School	No label	
H.H. Dow High School	No label	
Midland High School	No label	
Northeast Middle School	No label	
Plymouth Elementary School	No label	
Siebert Elementary School	No label	
Woodcrest Elementary School	No label	

The 2020-2021 school year included unique challenges for students, staff, and families as the community continued to navigate the COVID-19 pandemic and recover from the May 2020 historic 500-year Midland flood. Throughout the school year, the district continued to prioritize the wellbeing of students and staff by increasing social-emotional services and ensuring basic needs were met in partnership with many community agencies.

Staff worked intentionally and in partnership with families to assess student learning and develop strategies to accelerate academic learning and growth while providing the most equitable learning opportunities possible. The district advanced the development of the Multi-Tiered System of Supports framework, centering equity, to meet this challenge. Robust supplemental learning experiences were provided, which included an intensive summer learning program for students in grades K-12.

While the district remains committed to academic excellence, there is great pride in how we continue to prioritize people and their wellbeing during this time of ongoing challenges. Our entire district team is to be commended for the passion, tenacity, responsiveness, flexibility, and wholeheartedness expressed during the 2020-2021 school year.

Below are a few noteworthy points for the school year:

- The district is committed to supporting student wellbeing as evidenced by the addition of Student Support Specialist roles, partnering more closely with community agencies, and the development of a wellbeing plan for students and staff.
- Spring 2021 M-STEP Results:
 - MPS students in grades 3-11 who took the English Language Arts M-STEP scored an average of 15% higher than their peers across the State.
 - MPS students in grades 3-11 who took the Mathematics M-STEP scored an average of 14.4% higher than their peers across the State.
 - MPS students in grades 5, 8, 11 who took the Science M-STEP scored an average of 11.7% higher than their peers across the State.
 - MPS students in grades 5, 8, 11 who took the Social Studies M-STEP scored an average of 17% higher than their peers across the State.
- International Baccalaureate Diploma Programme: During the 2020-2021 school year, 205 MPS students took 331 IB exams in 24 subject areas. 97% of the examinations taken by MPS students received a score of 4 or higher. 27 MPS students earned the full IB Diploma.
- Advanced Placement Assessment: During the 2020-2021 school year, 247 MPS students took 453 Advanced Placement (AP) exams in 25 subject areas. 85% of the MPS students taking an AP exam achieved a qualified score of 3 or higher. This compares to 65% amongst Michigan schools and 60% globally. 77 MPS students achieved the distinction of being named an AP Scholar, meaning that they earned a score of 3 or higher on a minimum of three AP subject area assessments.
- SAT: MPS students who took the SAT in 2021 scored an average of 16% over their peers across the State.
- The International Baccalaureate (IB) Primary Years Programme (PYP) is thriving at all six elementary schools as well as our PrePrimary Center. In fact, 23% of the IB PYP authorized elementary schools in the State of Michigan are MPS elementary schools.
- There are numerous rigorous and engaging student learning experiences in art, career & technical education, music, physical education, STEM, and world language throughout the district.
- High school students have access to over 82 co-curricular and extra-curricular student clubs and organizations to support and extend learning.
- The district is in the early implementation phase of the Diversity, Equity, and Inclusion strategy with the Board of Education adopting a [Resolution to Change the System, Eliminate Racism and Create More Equitable and Inclusive Schools for All](#).

- Families and community members provide hundreds of service hours to schools in a variety of ways: reading in elementary classrooms, mentoring student clubs and organizations, providing expert content in classrooms, serving on PTOs and Booster groups, and monitoring hallways.
- *US News 2021 Best High School Rankings* ranked
 - HH Dow High among the top 4% of high schools in the State of Michigan and among the top 7% of high schools in the country.
 - Midland High among the top 9% of high schools in the State of Michigan and among the top 13% of high schools in the country.
- *2021 Niche Rankings* ranked
 - Midland Public Schools among the top 7% of Districts in the State and among the top 8% of Districts in the country with an overall Niche grade of "A"
 - HH Dow High among the top 4% and Midland High among the top 10% in the State of Michigan
 - Jefferson Middle among the top 7% and Northeast among the top 11% of middle schools in the State of Michigan
- In 2021, GreatSchools.org awarded HH Dow High & Midland High Schools the College Success Award–Gold. This award recognizes and celebrates public high schools from across the country that excel at helping students enroll and succeed in college.

We recognize the need to continue implementing evidence-based strategies that will accelerate the growth and learning of students, particularly those who were most negatively impacted by the pandemic. District teams are actively working to improve educational outcomes by aligning programs and services to meet individual student needs from a whole-child perspective, which includes social-emotional, physical, and overall health and safety needs to ensure student wellbeing and academic success. Our district has a concentrated focus on diversity, equity, and inclusion to ensure the most inclusive and equitable culture possible, with the ultimate goal of every student feeling valued, included, and able to achieve success.

Our schools continue their transition to the new Michigan Department of Education Continuous Improvement framework to address the academic and whole-child needs of our students and maximize the use of resources. In partnership with our school community, we look forward to continually innovating and improving to provide Midland Public Schools' students with a dynamic, world-class education as they seek to gain the skills, knowledge, and attributes necessary to be successful and achieve their post-secondary education and career goals in our ever-evolving and changing world and competitive global workplace.

Educationally yours,



Michael E. Sharrow, Superintendent