



# Midland Public Schools

*Inspiring Excellence*

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## Jefferson Middle School School 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 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 Shannon Blasy, Principal, at 923-5580 or email [BlasySM@midlandps.org](mailto:BlasySM@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website, <https://bit.ly/3qY4wQB>, or you may review a copy in the main office at your child's school.

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 label is given.

Our school was not given one of these labels.

Jefferson Middle School is committed to meeting the needs of each student. The Covid-19 pandemic continues to present challenges for students academically and social emotionally. We are particularly focused on providing support and interventions for students who have not yet achieved proficiency on the state standardized assessment, MSTEP, and those who need additional social emotional

support. Academically, our data indicate the need to continue a strong focus on math and English language arts to maximize learning and growth for each student. We will continue to use the NWEA benchmark assessment as a way to monitor student learning and provide targeted service and support. Professional Learning Communities will continue to identify and develop essential standards and begin to create common formative assessments that align to standards and curriculum. In addition, teachers will provide enrichment opportunities for students who need additional challenges.

To support the social emotional needs of students, we have increased mental health services through additional staff and programming. Collaboratively, we meet student needs through a Whole-Child approach, incorporate Restorative Practices and trauma informed practices. We are committed to providing the most equitable learning experiences for students in a safe, collaborative, and inclusive culture.

State law requires that we also report the additional information listed below.

1) PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

2) THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our Continuous Improvement Plan for 2020-2021 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office.

3) A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

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

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

5) THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

<b>M-STEP %-Proficient</b>			
	M-STEP		M-STEP PSAT 8
<b>Spring 2021</b>			
	Gr 6	Gr 7	Gr 8
Mathematics	47.4%	51.4%	58.5%
ELA	63.2%	69.3%	83.8%
Science			41.0%
Social Studies			54.3%
<b>Spring 2019</b>			
	Gr 6	Gr 7	Gr 8
Mathematics	56.7%	54.3%	69.3%
ELA	64.4%	66.2%	84.1%
Science*			-
Social Studies			62.2%
<i>*Pilot test - no science scores</i>			

<b>% Passing 2020-2021</b>				
	English	Mathematics	Science	Social Studies
Semester 1	96.26%	96.74%	97.03%	94.74%
Semester 2	95.66%	96.37%	96.48%	93.72%
Total	95.94%	96.53%	96.73%	94.19%

6) IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCE

	Fall	Spring
2019-2020	(720) (79.12%)	Canceled due to COVID-19
2020-2021	(638), 71%	(7), .78%

Each year, Jefferson students overall score exceptionally high on both state and national assessments. This success is a reflection of students' commitment to excellence, a hardworking and innovative staff, and a supportive community.

Each day, we strive to support and educate the whole-child, maintaining a rigorous academic curriculum as well as meeting the social-emotional needs of all students. In addition to maintaining high academic standards, we aim to cultivate competencies for lifelong learning: resilience, coping with emotions, problem-solving and goal setting.

Sincerely,

Shannon Blasy, Principal