



# Midland Public Schools

*Inspiring Excellence*

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## Midland High 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 Midland 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 Tiela Schurman, Principal, at 923-5187, or email [SchurmanTA@midlandps.org](mailto:SchurmanTA@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website, <https://bit.ly/3nAfYAu>, 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.

The COVID-19 pandemic continues to present challenges for students, staff, and the entire school community. We are proud of how the Chemic team has responded to these challenges, keeping wellbeing as a central focus and implementing additional academic supports for students. Midland High School will continue to implement strategies to increase student engagement, use evidence based instructional practices, and ensure that every student has the support necessary for success. In addition to incorporating SEL competencies throughout instruction, we have had the opportunity to hire new staff that is certified to support our students' mental health.

The academic data indicate the need for continued focus and intentional improvement, specifically with students who are receiving special education services and those who are economically disadvantaged, which aligns with the district and state data. Math and English language arts growth and proficiency will continue to be closely monitored through the NWEA benchmark assessments, local assessments, and state assessments. The data will be used to drive instruction and interventions.

Committed to providing the most inclusive and equitable learning environment, Midland High staff and students have collaborated on key strategies to ensure that everyone feels a sense of belonging and safety at school. Students and staff have formed diversity, equity, and inclusion work teams and continue to implement activities to enhance school culture and make Midland High a great place.

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

Midland Public Schools administered state and local assessments in spring 2021. Due to the COVID-19 pandemic, state assessments were not administered in spring 2020.

Grad Year	N Test Takers	Evidence-Based	
		Reading and Writing	Mathematics
2020	293	533	533
2021	262	542	528

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

	Fall	Spring
2019-2020	(789), 60%	Canceled due to COVID-19
2020-2021	(783), 63%	(502), 40%

- 7) FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:  
 a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

For the 2019-2020 school year, Midland High had 33 students utilizing dual enrollment opportunities at colleges around the United States. This was equivalent to approximately 2.7% of our student population. In the 2020-2021 school year, Midland High had 28 students enrolled in dual enrollment classes. This was approximately 2.2 % of our student population.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

During the 2019-2020 and 2020-2021 school years, Midland High had 21 college equivalent course offerings. Students enrolled in these International Baccalaureate and Advanced Placement courses had the opportunity to take a year end summative assessment with the potential of gaining college level credit.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

<b>School Year</b>	<b>IB/AP Students Enrolled</b>	<b>IB/AP Percentage of Students</b>
<b>2019-2020</b>	343 / 1302	26%
<b>2020-2021</b>	302 / 1068	28%

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

In 2019-2020, 100 students out of 1306 took IB/AP exams. Of these exams, 199 (90%) received college credit.

In 2020-2021, 140 students took 228 IB/ AP exams. Of these exams, 185 (81%) received college credit.

Midland High School is proud of the variety of opportunities available to support student success. We intend to continue growing our IB Diploma Programme, Career and Technical Education programs, and our co-curricular offerings to ensure that every student has a meaningful academic experience. 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. We aim to cultivate a safe learning environment where we ensure an equitable, collaborative and inclusive culture is achieved.

Sincerely,

Tiela Schurman, Principal