



Midland Public Schools

Inspiring Excellence

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Northeast 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 Northeast 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 Dirk DeBoer, Principal, at 923-5776 or DeBoerDR@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website, <https://bit.ly/34Cvdo2>, 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.

Until 2020-2021, we were encouraged by our growth across grade levels in the areas of Mathematics and ELA. Comparison data between 2017-2018 and 2018-2019 showed growth in M-STEP/PSAT proficiency in each of the three grades and subjects. Further, we were pleased to see growth in our two main subgroups, Low SES and Special Education. These groups saw gains from one year to the next in overall proficiency and lower percentages of students designated as "Not Proficient." Unfortunately, data for the 2019-2020 school year was not collected due to the pandemic. Our 2020-2021 data showed a downturn in the aforementioned results. As hard as our school community tried to offset high student absenteeism, online learning, and economic and psychological stress on our families, we regressed in achievement outcomes. Northeast is making concerted efforts to better differentiate our instruction while expanding our social/emotional learning practices to holistically reach every student. We still have a long way to go to be where we want to be. To continue to improve our outcomes, we will maintain our quest to become a High Reliability School as designated by the Marzano Research Institute.

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

M-STEP %-Proficient			
	M-STEP		M-STEP PSAT 8
Spring 2021			
	Gr 6	Gr 7	Gr 8
Mathematics	34.1%	38.9%	45.1%
ELA	58.1%	46.9%	78.5%
Science			28.0%
Social Studies			33.6%
Spring 2019			
	Gr 6	Gr 7	Gr 8
Mathematics	43.4%	46.8%	63.2%
ELA	61.3%	55.8%	77.7%
Science*			-
Social Studies			44.6%
<i>*Pilot test - no science scores</i>			

% Passing 2020-2021				
	English	Mathematics	Science	Social Studies
Semester 1	99.51%	99.51%	99.17%	98.00%
Semester 2	99.79%	98.02%	98.73%	96.89%
Total	99.66%	98.71%	98.93%	97.40%

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

	Fall	Spring
2019-2020	(152), 17%	Canceled due to COVID-19
2020-2021	(629), 72%	(136), 16%

The entire Northeast Middle School Community works together to provide the best educational opportunities for our students. Seven years ago, we embarked on the journey to become a High Reliability School (HRS), as recognized by the Marzano Research Institute. We were able to attain Level 1 status (Safe and Collaborative Culture) by April of 2016, Level 2 (Effective Teaching in Every Classroom) in April of 2017, Level 3 (Guaranteed and Viable Curriculum) in June of 2018, and were the first secondary school in the United States to achieve Level 4 (Standards-Referenced Reporting) in March of 2020. This is a credit to our teachers, students and parents for working collaboratively to improve academic and behavioral outcomes. This year, we are working to solidify our practices for improved student outcomes through differentiation. We are enhancing Professional Learning Communities for our teachers as a vehicle for expanding pedagogical practices and analyzing and improving our curriculum. As we implement more and more elements of the HRS framework at a high level, we expect our student outcomes to continually improve and our achievement gap to be significantly reduced.

Sincerely,
Dirk R. DeBoer, Principal