
2024-2025
Jefferson Middle School
Annual Education Report (AER)

February 12, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 989-923-5580 or email blasysm@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website, <https://tinyurl.com/mvj2tvfs> or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified by the State as needing targeted, additional targeted or comprehensive improvement support.

Jefferson Middle School is committed to meeting the needs of each student. The Covid-19 pandemic continues to present challenges for students academically, socially, and emotionally. We are particularly focused on providing support and interventions for students who have not yet achieved proficiency on the state standardized assessment, M-STEP, and those who need additional social-emotional support. Academically, our data indicates 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 are continuing to develop common formative assessments that align with standards and curriculum. In addition, teachers will provide enrichment opportunities for students who need academic extension.

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, incorporating our Student Support Teams, 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 additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

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 2023-2024 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 well-being 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 and online at the district website.

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 2023 and 2024.

2023-2024 M-STEP Data # Advanced & Proficient				
	ELA	Math	Science	Social Studies
6th grade	62.2%	49.7%		
7th grade	65.2%	57.6%		
8th grade	87.6%	65%	64.21%	49.67%

2022-2023 M-STEP Data # Advanced & Proficient				
	ELA	Math	Science	Social Studies
6th grade	41.34%	49.47%		
7th grade	72.04%	59.80%		
8th grade	81.13%	64.57%	64.21%	49.67%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Fall
2022-2023	(774/903) - 85%
2021-2022	(819/899) - 91%

Jefferson students consistently achieve exceptional scores on state and national assessments each year. This success reflects their dedication to excellence, the hard work and innovation of our staff, and the unwavering support of our community.

Every day, we focus on educating and supporting the whole child by upholding a rigorous academic curriculum while addressing the social-emotional needs of all students. Beyond academic excellence, we strive to foster essential lifelong skills, including resilience, emotional regulation, problem-solving, and goal setting.

Sincerely,

Shannon Blasy