



Midland Public Schools

Inspiring Excellence

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2025-2026
Siebert Elementary School
Annual Education Report (AER)

February 10, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Siebert Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Ms. Katie Rinke, Principal at 923-7840 or email rinkekm@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/44EQj1h>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

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

Data from the Annual Education Report indicates that while many students are making steady progress, achievement gaps remain, particularly in literacy and mathematics. In response, Siebert has prioritized a systems-based approach focused on improving instructional practice and ensuring timely, targeted support for students. Professional Learning Teams (PLTs) meet weekly to engage in strong inquiry cycles that analyze student data, identify instructional needs, implement evidence-based strategies, and

monitor impact on learning. These collaborative structures strengthen consistency of practice across classrooms and support continuous improvement. To further accelerate achievement, the school has implemented layered supports including targeted math and reading interventions, a retired tutors program to provide additional small-group and individualized instruction. Siebert is also a Partner School working with literacy consultants to strengthen literacy practices and implementation of the Units of Study. Through intentional use of data, aligned instructional strategies, and a focus on both intervention and enrichment, the school is working to close achievement gaps and ensure equitable outcomes for all learners.

During the 2024–2025 school year, staff and students maintained a strong focus on reading and writing through the continued implementation of the Units of Study curriculum.

State law requires that we also report additional information.

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 2024-2025 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 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 2024 and 2025.

NWEA Data

Siebert 2024-2025 Summary

MATHEMATICS				LITERACY				
				Reading Comprehension			Writing	
	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std % Mtg Std
K	107	77	72.0%	#DIV/0!			106	73 68.9%
1	107	77	72.0%	102	60	58.8%	106	68 64.2%
2	116	85	73.3%	112	92	82.1%	116	57 49.1%
3	109	73	67.0%	108	29	26.9%	110	31 28.2%
4	113	96	85.0%	110	39	35.5%	111	51 45.9%
5	98	63	64.3%	98	39	39.8%	98	36 36.7%
TOTAL	543	394	72.6%	530	259	48.9%	541	243 44.9%

**Due to the distinct nature of early literacy and numeracy assessments, Kindergarten scores are not included in building totals.*

Siebert 2023-2024 Summary

MATHEMATICS				LITERACY					
				Reading Comprehension			Writing		
	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std
K	100	87	87.0%	107	53	49.5%	107	76	71.0%
1	121	92	76.0%	121	89	73.6%	129	66	51.2%
2	104	72	69.2%	105	68	64.8%	109	37	33.9%
3	113	92	81.4%	112	86	76.8%	117	31	26.5%
4	97	86	88.7%	96	79	82.3%	100	24	24.0%
5	102	69	67.6%	103	68	66.0%	106	43	40.6%
TOTAL	537	411	76.5%	537	390	72.6%	561	201	35.8%

**Due to the distinct nature of early literacy and numeracy assessments, Kindergarten scores are not included in building totals.*

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

	Fall
2024-2025	(601/645) - 93%
2023-2024	(619/653) - 95%

At Siebert Elementary, we take great pride in our students, staff, and educators. Through strong partnerships and a shared commitment to excellence, we continue to provide a

high-quality educational experience for every child. We celebrate the academic growth and accomplishments of our students and staff, and we remain dedicated to ensuring all students develop the skills needed to become caring, curious, and successful lifelong learners. The success of our school community reflects a true team effort among students, staff, and families, and we are proud of the progress we continue to make together.

Sincerely,

Mrs. Katie Rinke

Principal
Siebert Elementary