



# Midland Public Schools

*Inspiring Excellence*

Administration Center  
600 East Carpenter Street  
Midland, MI 48640

Website: [midlandps.org](http://midlandps.org)  
Phone: 989-923-5001  
Fax: 989-923-5003

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## **District Annual Education Report 2022-2023 (2021-2022 Data)**

February 6, 2023

Dear Parents 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 Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Penny Miller-Nelson, Associate Superintendent of Curriculum, Instruction, and Assessment, at [MillerPM@midlandps.org](mailto:MillerPM@midlandps.org) or 989-923-5081 for help if you need assistance.

The Midland Public Schools AER is available for you to review electronically by visiting the following website <https://tinyurl.com/t4fdx6k9>, or you may review a copy in the main office at your child's school. Each school will also be communicating its own AER to parents directly.

These reports contain the following information:

### **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students

### **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

### **Educator Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

### **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### **Civil Rights Data**

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2022-23 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Adams Elementary	No Label	
Central Park Elementary	No Label	
Chestnut Hill Elementary	No Label	
Jefferson Middle School	No Label	
H.H. Dow High School	No Label	

School Name	Status Label	Key Initiative to Accelerate Achievement
Midland High School	No Label	
Northeast Middle School	No Label	
Plymouth Elementary School	No Label	
Siebert Elementary School	No Label	
Woodcrest Elementary School	No Label	

During the 2021-2022 school year, Midland Public Schools prioritized social emotional wellbeing and academic growth as students, staff, and families continued to rebound from the impact of the COVID-19 pandemic. Various strategies and interventions were implemented through the multi-tiered systems of support framework with the intention of increasing equitable access to evidence-based academic and social-emotional programming aligned with student needs. These activities ranged from robust district-wide summer learning programs to supplemental elementary literacy tutoring to social-emotional support within each school.

Midland Public Schools celebrates and honors the diversity of our students, schools, and community. The district completed a formal equity audit through an independent third-party agency and began implementing activities to increase equity and inclusion throughout the system.

Below are a few noteworthy points of pride for the 2021-2022 school year:

- The district continues to be committed to supporting student wellbeing as evidenced by the addition of Student Support Specialists and SEL Facilitators throughout the district. Partnerships throughout the community enhance our programming and services for students and families.
- MPS launched the MPS Connections Podcast to share staff and student updates along with messages from administrators highlighting the latest district news.
- Spring 2022 M-STEP Results:
  - MPS students in grades 3-11 who took the English Language Arts M-STEP scored an average of 17% higher than their peers across the State.
  - MPS students in grades 3-11 who took the Mathematics M-STEP scored an average of 19% higher than their peers across the State.

- MPS students in grades 5, 8, 11 who took the Science M-STEP scored an average of 12% higher than their peers across the State.
  - MPS students in grades 5, 8, 11 who took the Social Studies M-STEP scored an average of 17% higher than their peers across the State.
  - 66% of MPS students had average to high growth in Math in 2022.
  - 71% of MPS students had average to high growth in ELA in 2022.
- International Baccalaureate Diploma Programme: During the 2021-2022 school year, 217 students took 383 IB exams in 22 subject areas. 94.5% of the examinations taken by MPS students received a score of 4 or higher. 20 students earned the full IB Diploma.
  - Advanced Placement Assessment: During the 2021-2022 school year, 256 MPS students took 444 Advanced Placement exams in 24 subject areas. 73% of the MPS students taking an AP exam achieved a qualified score of 3 or higher. 31 MPS students achieved the distinction of being named an AP Scholar, meaning that they earned a score of 3 or higher on a minimum of 3 AP subject area assessments.
  - SAT: MPS students who took the SAT in 2022 scored an average of 11% over their peers across the State.
  - The International Baccalaureate (IB) Primary Years Programme is thriving at all six elementary schools as well as our PrePrimary Center. MPS elementary schools represent 21% of the IB PYP authorized elementary schools in the State of Michigan.
  - MPS offers countless rigorous and engaging student learning experiences in art, career & technical education, music, physical education, STEM, and world languages throughout the district.
  - High School students have access to over 82 co-curricular and extracurricular student clubs and organizations to support and enhance learning.
  - Families and community members volunteer hundreds of service hours to schools in various ways such as: reading in elementary classrooms, mentoring student clubs and organizations, providing expert content in classrooms, serving on PTOs and Booster groups, and student safety by monitoring hallways.

- *2022 Niche Rankings ranked*
  - *#845 of 10,772 Best School Districts in America*
  - *#33 of 562 Districts with the Best Teachers in Michigan*
  - *#39 of 556 Best School Districts in Michigan*
  - *#52 of 552 Best Places to Teach in Michigan*
  - *#68 of 578 Safest School Districts in Michigan*
  - *#1 of 22 Best School Districts in Saginaw Area*
  - *#1 of 21 Best Places to Teach in Saginaw Area*
- Greatschools.org awarded H.H. Dow High School the College Success Award - Gold. This award recognizes and celebrates public high schools from across the country that excel at helping students enroll and succeed in college.

It should be noted that we realize the need to continue implementing evidence-based strategies that accelerate student achievement, especially for those who were most adversely affected by the pandemic. School and district teams are committed to improving educational outcomes by aligning programs and services to support student needs from a whole-child perspective, which includes social-emotional, physical, and overall health and safety aspects, to ensure individual wellbeing and academic success. Through the lens of diversity, equity and inclusion, MPS is determined to ensure every student is valued, included and able to be successful.

These efforts are embedded in the district's Continuous Improvement framework that addresses the academic and whole-child needs of our students, and leverages the use of resources across the district. In partnership with our school community, we look forward to continually innovating and improving to afford Midland Public Schools' students with a vigorous, world-class education to gain the skills, knowledge, and attributes associated with success to achieve postsecondary education and career goals in our ever-evolving and changing world and competitive workplace.

Educationally yours,



Michael E. Sharrow, Superintendent