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School Annual Education Report (AER) Cover Letter

January 19, 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 Onsted Middle 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 Alaina Ellison, Onsted Middle School Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: [OMS ANNUAL EDUCATION REPORT](#), 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 has not been given one of these labels.

Onsted Middle School continues to face persistent academic challenges, particularly in grade-level proficiency in mathematics and ELA, as reflected in state assessment results. While our overall ranking places the school near the middle of Michigan schools, proficiency in core areas such as math remains below state averages, and reading/language arts proficiency, though closer to state norms, still highlights opportunities for growth among learners across grades 6–8. For example, recent data show math proficiency rates that lag the state average and reading scores that, while improving, still indicate gaps for subgroups of learners. Additionally, attendance and chronic absenteeism trends continue to impact our ability to accelerate achievement for all students, particularly those from historically underserved groups. To address these challenges, OMS has implemented targeted instructional initiatives, including data-driven intervention blocks, extended learning opportunities, and regular progress monitoring through formative assessments. We are also strengthening our multi-tiered systems of support (MTSS) to provide leveled

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interventions in mathematics and literacy, bolstering professional learning for teachers focused on differentiated instruction, and expanding family engagement strategies to support consistent school attendance. These coordinated efforts are designed to accelerate student achievement and close persistent gaps, ensuring that all learners make meaningful growth toward grade-level proficiency.

State law requires that we also report additional information.

Onsted Middle School is a grade 6-8 building. Students are assigned to the building based on the successful completion of 5th grade at Onsted Elementary School. We also accept school-of-choice students from other districts.

Our school improvement plan is centered around the process of MiMTSS. Our goal is to improve our systems of support, as evidenced by RTFI scores, to 80% for each tier by May 30, 2026. As of February 21, 2024, we are at 86%. As of September 22, 2025, we were at 97%.

The students of Onsted Middle School receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training, and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional, or sensory impairments may receive their educational program in a classroom operated by the LISD. No students from Onsted Middle School attended LISD classroom programs during the 2024-25 school year.

The LISD operates the Laura Haviland Program for early elementary, elementary, middle, and high school students with severe emotional and behavioral impairments. Some students from Onsted Middle School attended Laura Haviland during the 2024-25 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts, including classrooms for students with physical or other health impairments and hearing impairments in Madison, and classrooms for students with cognitive impairments in Tecumseh and Adrian. Some

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students from Onsted Middle School attended these programs during the 2024-25 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. No students from Onsted Middle School attended the LISD PREP Academy during the 2024-25 school year.

Local districts operate special education classrooms open to students from other districts. There are two MiCI classrooms in the county that other districts can send students to. Examples include the MS and HS MiCI classrooms at Addison. Beyond that, districts do individual agreements to allow students to attend a classroom in another district. Onsted Middle School placed no students with (Name of Receiving School District) during the 2024-25 school year.

A copy of our core curriculum can be located at [Middle School - Our Schools - Onsted Community Schools](#). Our curriculum is implemented and reviewed as part of our processes, determined by our Building Implementation Team. This does not deviate from the state model.

Aggregate student achievement results from locally administered, nationally normed assessments (NWEA MAP) indicate overall typical growth trends in reading and inconsistent growth patterns in mathematics across recent testing cycles.

Reading data show relatively stable average RIT scores from fall to spring administrations between 2022-23 and 2024-25, with student performance consistently clustering near the national average percentile range (approximately the 48th-52nd percentile), suggesting that most students are demonstrating typical annual growth, though limited acceleration is evident for students performing below grade level.

In mathematics, aggregate results reveal greater variability in both achievement and growth, with percentile rankings fluctuating from the mid-40s to low-50s range, indicating that while some students demonstrate typical or high growth, a significant portion experience low or inconsistent growth, contributing to persistent achievement gaps.

In response, Onsted Middle School utilizes a Multi-Tiered System of Supports (MTSS) framework to address these trends, including universal screening, ongoing progress monitoring, and data-driven instructional adjustments. Tier 1 efforts focus on

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strengthening core instruction and alignment, while Tier 2 and Tier 3 interventions provide targeted, skill-based support for students demonstrating low growth. These MTSS-aligned strategies are designed to promote accelerated learning, improve growth outcomes, and close achievement gaps identified through assessment data.

Parent-Teacher Conference Data

2017-2018 Percent Parents Attending Fall 69% Winter 48%
2018-2019 Percent Parents Attending Fall 69% Winter 53%
2019-2020 Percent Parents Attending Fall 68% Winter 50%
2020-2021 Percent Parents Attending Fall 75% Winter 64%
2021-2022 Percent Parents Attending Fall 61% Winter 42%
2022-2023 Percent Parents Attending Fall 71% Winter 46%
2023-2024 Percent Parents Attending Fall 73% Winter 43%
2024-2025 Percent Parents Attending Fall 47% Winter (canceled- snow day)

As Principal of Onsted Middle School, I am proud of the collective commitment shown by our students, staff, and families, as reflected in this year's Annual Education Report. Our data highlight both areas of growth and ongoing challenges, reinforcing the importance of staying focused on strong instruction, intentional supports, and consistent expectations for all learners. While progress is not uniform across all areas, the systems we have in place and the dedication of our staff position us well to continue accelerating achievement and closing gaps. I am grateful for the partnership of our Wildcat community and the resilience shown throughout the year. Together, we will continue to build on our progress and ensure every student has the opportunity to grow, succeed, and thrive.

Sincerely,

Alaina Ellison, Ed.S.
Principal
Onsted Middle School
