

School Annual Education Report (AER) Cover Letter

May 25, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Madison 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 Brad Anschuetz at 517.263.0743 x 128 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/i7EGaF>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified and as such was not given one of these labels.

Madison Middle School has identified key challenges in the upcoming year through its school improvement process. Our School Improvement Team monitors the progress of subgroups in the areas of reading, writing, mathematics, social studies, and science. Subgroups with numbers of significance are the Hispanic of Any Race, Economically Disadvantaged, Male and Female, two or more races, and students with special needs. All subgroups performed consistently above state averages except for eighth grade male students in mathematics. This subgroup lagged behind state level proficiency by seven percentage points for two years in a row. Students with Disabilities and Hispanic of Any Race subgroups fall below state levels of proficiency one year, but always overcome the gap the following year.

This year we will focus on planning units collaboratively using the Understanding by Design (UbD) model. In addition, we will focus on formative assessments as we gradually release students and move them towards independent, critical thinking. Explicit vocabulary instruction, Evidence Based Literacy Instruction (EBLI), response to text, and questioning strategies are all key initiatives being undertaken throughout our entire district. Furthermore, a review of the Positive Behavior Intervention Program is being undertaken by the educational leaders of Madison Middle School. For upcoming years, the concept of personalized instruction will be studied. To promote such customization, the learning management system *Canvas* has been adopted by the Madison School District and is currently being utilized in a growing number of classrooms.

1. Process for assigning pupils to the school:

Madison School District accepts School of Choice students in addition to students who live in the district. Non-resident students, wishing to enroll, may pick up an application for School of Choice from the District Central Office. Applications for the 2017 – 2018 school year were accepted through September 7, 2017. For the 2016 – 2017 school year the deadline was September 9, 2016. Where numbers allow, some grade levels are also open under School of Choice for the beginning of the second trimester. Students new to the Madison School District may pick up an enrollment packet from the District Central Office.

All students are placed in the least restrictive environment in the core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Several instructional assistants work with students in their classrooms. Accommodations are made so that all students can be successful.

2. School Improvement Planning (Four Year Study)

For the 2013 – 2014 school year, the Madison Middle School Improvement Team identified goals to improve upon in the areas of reading

comprehension, writing proficiency, science processes, and mathematical aptitude. To address these goals our faculty embarked on a year-long study of "Close and Critical Reading" techniques. In 2014 – 2015 these goals continued and a goal for social studies was added. Each of these goals required similar strategies to improve student achievement. The strategies were Understanding by Design, Gradual Release of Responsibility, Response to Text and Level 3 Depth of Knowledge tasks. Our faculty engaged in, embedded professional development as we implemented these strategies. Principals monitored the practice of these strategies and coached faculty throughout the year. In addition to this coaching, our professional development, including our bi-weekly grade level meetings, and our staff meetings focused on the advancement of our school improvement goals.

For the 2015-2016 year, our school-wide strategies included a continued emphasis on the development of a well-documented curriculum. We built on last year's professional development series titled "Understanding by Design". This series progressed to include the gradual release process and in-depth questioning strategies. To this end, our curriculum now includes a multitude of opportunities for performance based assessment. In the years 2016-2019, the emphasis on performance based assessments will support the idea of mass customized learning and the use of management systems.

Data shows that Madison Middle School target goals for student performance on the English Language Arts, Mathematics, Science, and Social Studies assessments are being met consistently. English Language Arts scores tend to be in the top quartile of the state year-in and year-out. In addition, Science and Social Studies goals continue to trend upwards for the second year in a row. It is our hope that scores from this coming year's assessments will indicate a four year positive trend. For 2016-2017, we set the goal to once again meet our state determined proficiency targets as measured by the M-Step assessment this spring.

3. Specialized Schools Annual Report

2017-2018 Specialized Schools Annual Report

The students of Madison School District 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 at a classroom operated by the LISD. Seven (7) students from Madison School District attended LISD classroom programs during the 2016-17 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. No students from Madison School District attended Laura Haviland during the 2016-17 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. Five (5) students from Madison School District attended these programs during the 2016-17 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. Two (2) students from Madison School District attended the LISD PREP Academy during the 2016-17 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred twenty-six (126) students from Madison School District attended the LISD TECH Center or participated in the co-op/work experience program during 2016-17. This equals 63% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2017 study of 2016 graduates) showed 67.5% were continuing their education. Of those continuing their education, 86.0% were continuing in a field related to their LISD TECH Center program. In addition, 98.6% were working (full-time or part-time) with 1.7% reporting they were unemployed/seeking employment. Of those working full-time, 72.7% were in a field related to their LISD TECH Center program.

Local districts operate special education classrooms open to students from other districts. Sand Creek School District placed one (1) student with Madison School District during the 2015-16 school year.

4. Madison Middle School Core Curriculum

Prior to the 2011 – 2012 academic year the Madison Middle School (MMS) curriculum was based on the Michigan Grade Level Content Expectations. These expectations can be accessed at the Michigan Department of Education website:

http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html .

The State of Michigan Board of Education has adopted the national Common Core Content standards. These standards can be found at

<http://www.corestandards.org/>. MMS strongly believes that this curriculum along with the Next Generation Science Standards meets the needs of the 21st Century learner. Teachers incorporate the content expectations of the Common Core Standards into Units of Study, scope and sequence documents, and pacing guides. Where possible an integrated approach between disciplines is encouraged. Student schedules include courses in English Language Arts, Science, Mathematics, Social Studies, Academic Writing, Physical Education, Music,

5. Aggregate Student Data

The following tables represent students making adequate yearly growth as measured by NWEA. The data represents students who met their target growth or achieved above the 65% tile.

2017 Overall Data

This data represents students who met their target growth or achieved above the 65%

6th grade Reading	94/122	77.0%
7th grade Reading	79/120	65.8%
8th grade Reading	77/119	64.7%
	250/361	69.3%

6th grade Math	94/120	78.3%
7th grade Math	85/117	72.6%
8th grade Math	76/117	65.0%
	255/354	72.00%

6th grade Science	92/118	78.0%
7th grade Science	106/117	90.6%
8th grade Science	74/116	63.8%
	272/351	77.5%

Overall 2016-17: 777/1066 72.90%

2016 Overall Data

This data represents students who met their target growth or achieved above the 65%

6th grade Reading	88/128	69%
7th grade Reading	70/120	58%
8th grade Reading	88/113	78%
	246/361	68%

6th grade Math	92/126	73%
7th grade Math	65/117	56%
8th grade Math	74/115	64%
	231/358	64.50%

6th grade Science	101/127	80%
7th grade Science	108/120	90%
8th grade Science	68/108	63%
	277/355	78%

Overall 2015-16: 754/1074 70.20%

2015 Overall Data

2014-15 NO MEAP DATA just NWEA

This data represents students who met their target growth or achieved above the 65%

6th grade Reading	76/118	64.00%
7th grade Reading	100/130	77%
8th grade Reading	84/110	76%

	260/358	72.60%
6th grade Math	59/116	51.00%
7th grade Math	69/125	55.00%
8th grade Math	47/112	42.00%
	175/353	49.50%
6th grade Science	86/114	75.00%
7th grade Science	102/120	85%
8th grade Science	73/112	65%
	261/346	75.40%
Overall 2014-15:	696/1057	65.80%

6. Parent-Teacher Conferences

% of students represented by parents at Parent-Teacher Conferences

Fall 2016	71%	Fall 2015	72%
Spring 2017	62%	Spring 2016	60%

SPECIAL PROGRAMS

Math Equations

Each year there are three or more middle school teams that take part in the county Math Equations program. The teams are comprised of 25 plus students. Students practice on a regular basis throughout the year and compete in monthly county tournaments. The middle school has been involved in formal competition since its inception the past fourteen years.

Quiz Bowl

Our sixth, seventh, and eighth grade students competed in the county quiz bowl. Both the sixth-grade team and the seventh-eighth-grade team earned a spot in the championship round to be held at the Lenawee County fair this summer.

Pay Back for Education

Twenty (22) of our eighth-grade students attended the Pay-Back for Education program. Each student is paired with a business in the community that matches their career pathway interests. The students spent a day with their business partner learning about the inner workings of the career.

Art Program

Our middle school Art students had the opportunity to submit their work in several art shows. Students received local, regional, and state recognition awards. Several of our students had artwork published in the local newspaper. Each year five students are chosen to showcase their work at the MAEA Region 3 Art Show. The artwork of one student received special recognition, Top 100 in the state, at the Michigan Art Educators Association State Competition last year. The year prior, 2016, we had 2 students win Top 100 honors at State as well. Madison Middle School students also participate in our community's Art Festival in the fall every year, Artalicious, where typically thirty plus painted banners fly above the streets of downtown Adrian to showcase our students hard work and talent. Over the years, art students have been awarded a partial scholarship to attend the Blue Lakes Fine Arts Summer Camp.

Band Program

In addition to performing locally, our middle school band program competes in the state sponsored Michigan School Band and Orchestra Association events throughout the school year. Our 7th & 8th grade Band routinely earns an overall rating of one (1) or two (2) each year. This overall rating is comprised of a score for Prepared Pieces and a Sight reading Score. Several (12) of our MS Band students performed at the Lenawee County Middle School Honors Band program.

Strings Program

Our strings program dates back to the 2011-2012 academic year, when our current ninth-grade students were in fourth-grade. Each year the program grew by one grade level until the class of 2021 made it to eighth-grade in 2016-2017. Last year was the third year the 7th & 8th grade Orchestra competed at the Michigan School Band and Orchestra Association event. The middle level Orchestra averages 28–32 members

Vocal Music

In addition to a sixth, seventh and eighth grade vocal music courses, a spring musical titled *James and the Giant Peach Jr.*, was performed. The cast featured Madison students in grades sixth through eighth.

Girls on Track

This past year was the fifth season Girls on Track was offered. For the past two years twelve (12) young ladies participated in the Girls on Track program. This program creates a positive, structured space for middle school girls to learn about themselves, explore new ideas, cultivate empathy, strengthen connections and develop life skills that will help them as they move through adolescence and beyond.

Fall Frenzy

Students at Madison Middle School participate in a fall event titled Fall Frenzy. The focus of Fall Frenzy is to put teams of students in a position to compete against each other in healthy and fun events that require teamwork to be successful. There is a design competition for the event logo. The winner's logo goes on all 375 team/staff t-shirts. Each of the 24 teams has a different shirt color. Team leaders must apply for the position. Often those who have yet to show leadership skills blossom in this situation as a team leader. Each year there are several examples of students showing compassion and encouragement towards teammates. This is the student leadership we hope to foster at Madison Middle School.

The mission of the Madison School District is to develop a student's full potential in order to be successful in an ever changing world. To accomplish this we must act in partnership with all of our stakeholders. We strive to develop individual excellence through rigorous academics, innovative technology and personal attention. We are extremely proud of our school, faculty, and student accomplishments.

Throughout the past twenty years, Madison School District has experienced tremendous growth. Adding areas to the facility has significantly increased the physical size of the school, and at the same time, provided new and expanded educational opportunities for students. We are extremely grateful that the residents of the Madison School District have supported the school and its students over the years. We thank those within the Madison family who put forth effort empowering each student to reach his or her greatest potential.

There has been, and will continue to be, a focus on academic achievement, the performing arts, and the opportunity to strengthen student leadership through athletics and other extra-curricular activities. Students at Madison enjoy an educational environment that aligns well with the high level of academic achievement attained over the years. Members of the Madison family are committed to sustaining the extraordinary standard of excellence that Madison students expect and deserve.

Madison families continue to participate with their children's educational process in numerous ways. Parents are able to access Home Access Center (HAC) to view their child's academic progress throughout the school year. Madison School District takes pride with utilizing various means to communicate with families through use of social media, e-mail, phone calls, face-to-face meetings, learning management systems such as Canvas, and the alert system, to name a few.

Congratulations to the Madison Family for another wonderful year! We look forward to another successful year.

Sincerely,

Brad Anschuetz