



MADISON HIGH SCHOOL ANNUAL EDUCATION REPORT

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Madison High 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 Mrs. Kristin Thomas for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/kSK9eh> or you may review a copy in the main office at your child's school.

For the 2017-2018 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 with any of the aforementioned labels.

Madison High School has identified key challenges in the upcoming year through its School Improvement Process. As a School Improvement Team, goals in the area of Reading, Mathematics, Science, Social Studies, and Writing have been written. While our goals are written to improve performance of all students, specific strategies have been developed to address our lowest performing sub-groups. Those sub groups are students who are Economically Disadvantaged and Students with Disabilities, as well as, students whose performance is in the bottom 30% of all students. The sub-groups that present the greatest challenges are our students in the Bottom 30% in Mathematics, Science, Social Studies, and Writing.

Strategies to accelerate student achievement and close persistent gaps of achievement at the high school level include a focus on curriculum development and alignment, literacy and writing in the core-content areas, as well as, strengthening problem solving and inquiry skills in Science and Mathematics.

During the 2017-2018 school year our focus was on planning units collaboratively using the Understanding by Design (UbD) model. In addition, we are working on strengthening our formative assessments and continuing to be intentional about implementing the gradual release of responsibility model within every classroom to enable students to become independent learners. Explicit vocabulary instruction, quality questioning techniques, response to text, and level 3 Depth of Knowledge tasks are all key initiatives being undertaken throughout our entire district. For next year, UbD units will continue to include questioning and differentiation strategies with special emphasis on student engagement.

In addition to the curriculum development goals in the core-content areas, Madison High School is very committed to providing students with quality instruction around career exploration and post-secondary planning. Extensive work has gone into the development of a series of three specific courses offered to every student in their 10th, 11th, & 12th grade year. These courses (Sophomore, Junior, and Senior Seminar) are designed to ensure that all Madison High School graduates are college and career ready.

State law requires that we also report additional information. This information is outlined below.

Process for assigning pupils to the school

Madison Schools 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 8th, 2017. All students are placed in the least restrictive environment in the Michigan Merit Core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Accommodations are made so that all students can be successful.

School Improvement

In 2017-2018, the HS School Improvement Team identified goals to improve upon in the areas Science, Social Studies, Reading, Writing, and Mathematics. Within each goal area, strategies that target Planning and Preparation, Instruction and Learning, Monitoring, Assessment, & Follow-Up have been developed. Each goal will have similar strategies. The strategies are Understanding by Design, Gradual Release of Responsibility, Response to Text and Level 3 Depth of Knowledge tasks. Our faculty will have ongoing,

embedded professional development as we implement these strategies. Principals will monitor the implementation and coach faculty throughout the year. In addition to this coaching, our professional development, including our bi-weekly department level meetings, and our staff meetings will all focus on the advancement of our school improvement goals. The goals were continued into the 2018-2019 school year.

For this current academic 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. Furthermore, the High School applied for and received Innovative Secondary Schools Initiative Grant money to provide additional resources for content teams of teachers to work on curriculum units written under the principles of Understanding by Design.

In 2017-18, Madison High School's Project Lead the Way Biomedical Sciences Program became CTE accredited. As a result, students enrolled in any of the PLTW Biomedical Science courses are eligible to take advantage of the opportunities unique to students enrolled in a CTE program such as access to CollegeNow and participation in hands-on experiences in a clinical setting. The series of courses students may enroll in include, Intro to Biomedical Sciences. In 2014-2015, the 2nd course in the Biomedical Science Curriculum, *Human Body Systems and Anatomy*, was offered. The 3rd course, Medical Interventions, was offered to students beginning in the 2015-2016 school year. Students in high school that enroll in Biomedical courses have the opportunity to link these experiences to opportunities at the LISD Tech Center.

2017-18 Specialized Schools Annual Report

The students of Madison High 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 at a classroom operated by the LISD. Students from Madison High School attended LISD classroom programs during the 2017-2018 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 High School attended Laura Haviland during the 2017-2018 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. Students from Madison High School attended these programs during the 2017-2018 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. Students from Madison High School attended the LISD PREP Academy during the 2017-2018 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 103 students from Madison High School attended the LISD TECH Center or participated in the co-op/work experience program during 2017-18. This equals 53% of the junior and senior population for our 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. Adrian Public Schools placed students with Madison School District during the 2017-18 school year.

Core Curriculum

In 2017-2018, the High School curriculum was based on the Michigan Merit Curriculum, the High School Content Expectations, as well as, the Common Core Standards and Benchmarks.

These expectations can be accessed at the Michigan Department of Education website:

<http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

Local Assessments

In addition to the Michigan Merit Exam, Madison High School students were assessed with the following assessment tools in the 2017-2018 school year:

PSAT 8/9 and PSAT 10– All ninth grade students took the PSAT 8/9 in April 2018. Likewise, all tenth grade students took the PSAT 10 in April 2018. The PSAT 8/9 and PSAT 10 test results are used to predict student performance on the SAT, as well as, identify student performance in relation to the College and Career Readiness Benchmarks in the areas of Evidence Based Reading and Writing (EBRW) and Mathematics. PSAT 8/9 and PSAT 10 scores and data are below.

9th Grade

Subject Area Tested	National Average 2018	State Average 2018	2015-16 Avg	2015-16 Avg	2017-18 Avg
Evidence-Based Reading & Writing (EBRW)	445	442	445 (66% met EBRW CCR Benchmark)	466 (75% met EBRW CCR Benchmark)	445 (67% met EBRW CCR Benchmark)
Mathematics	440	434	435 (42% met Math CCR Benchmark)	445 (51% met Math CCR Benchmark)	441 (46% met Math CCR Benchmark)
Composite	885	876	879 (38% met both CCR Benchmarks)	911 (50% met both CCR Benchmarks)	886 (42% met both CCR Benchmarks)

10th Grade

Subject Area Tested	National Average 2018	State Average 2018	2015-16 Avg	2016-17 Avg	2017-18 Avg
Evidence-Based Reading & Writing (EBRW)	470	466	460 (61% met EBRW CCR Benchmark)	490 (75% met EBRW CCR Benchmark)	479 (73% met EBRW CCR Benchmark)
Mathematics	460	453	450 (39% met Math CCR Benchmark)	458 (49% met EBRW CCR Benchmark)	466 (41% met Math CCR Benchmark)
Composite	930	919	909 (34% met both CCR Benchmarks)	962 (46% met both CCR Benchmark)	945 (39% met both CCR Benchmarks)

Parent – Teacher Conferences

At the high school, 55% of students were represented by a parent at the Fall 2017 Parent-Teacher Conferences and 46% of students were represented by a parent at the Spring 2018 Parent-Teacher Conferences.

Dual-Enrollment

Number of Students enrolled in Extended Learning Opportunities and Information about Educational Development Plans (EDP)

Year: 2017-2018

Number of Students in Building by grade	# of Advanced Placement Courses taken	# of Students in Dual Enrollment	# of Students who earned credit through Dual-Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
9	0	0	0	0	100%
10	11	0	0	2	100%
11	38	3	3	62	100%
12	27	0	0	41	100%
Total	104	4	4	103	100%

Advanced Placement

Breakdown of Advanced Placement Scores: 2017-2018

**Students scoring a 4 or 5 are awarded college credit. Students scoring a 3 may earn college credit.*

AP Biology

Score	5	4	3	2	1	Average Score 2017-2018 2.4
Total Students	0	0	8	6	2	<i>(3.0 in 16-17 2.8 in 15-16 3.1 in 14-15 2.7 in 13-14 2.9 in 12-13 1.83 in 11-12 1.7 in 10-11 1.889 in 09-10 1.722 in 08-09)</i>

AP Calculus

Score	5	4	3	2	1	Average Score 2017-2018 2.5
Total Students	2	0	5	8	2	<i>(3.11 in 16-17 2.18 in 15-16 1.5 in 14-15 1.9 in 13-14 2.33 in 12-13 2.64 in 11-12 1.444 in 10-11 2.182 in 09-10 1.611 in 08-09)</i>

AP English Literature & Composition

Score	5	4	3	2	1	Average Score 2017-2018 2.2
Total Students	0	1	6	8	4	<i>(3.0 in 16-17 2.6 in 15-16 2.7 in 14-15 3.3 in 13-14 2.7 in 12-13 3.00 in 11-12 2.467 in 10-11 2.7 in 09-10 3.4 in 08-09)</i>

AP World History

Score	5	4	3	2	1	Average Score 2017-2018 3.9
Total Students	2	3	1	1		<i>(2.14 in 16-17 4.3 in 15-16 2.8 in 14-15 3.4 in 13-14 3.17 in 12-13 2.17 in 11-12 3.0 in 10-11)</i>

AP US History

Score	5	4	3	2	1	Average Score 2017-2018 2.7
Total Students	0	3	3	4	1	<i>(1.86 in 16-17 2.4 in 15-16 2.7 in 14-15 2.1 in 13-14 2.47 in 12-13)</i>

AP Language and Composition

Score	5	4	3	2	1	Average Score 2017-2018 2.8
Total Students	1	8	9	12	2	<i>(2.22 in 16-17)</i>

The mission of Madison Schools 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, innovation and personal attention. We are extremely proud of our school, faculty, and student accomplishments.

Sincerely,

Kristin Thomas
Principal
Madison High School