

School Annual Education Report (AER) Cover Letter

April 4, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 <http://bit.ly/2ulQIDW>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Madison Middle 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 all students, as well as subgroups in the areas of reading, writing, mathematics, social studies, and science. Subgroups with statistical numbers of significance for Madison Middle School are Hispanic of Any Race, Economically Disadvantaged, Male and Female, two or more races, and students with special needs. In 2016-2017 and 2017-2018, all students of Madison Middle School scored above the State average (often much higher) in every assessment for each grade level. Furthermore, all subgroups performed consistently above state averages except for the eighth grade economically disadvantaged students in 2017-2018.

This subgroup lagged behind state level proficiency by three percentage points in 2017-2018.

The Madison Middle School Improvement Team also monitors any gap of achievement between subgroups with a discrepancy of 10% or higher. Where such gaps occur an analysis is done to support action steps for closing the gap.

	Sub-Groups with Gaps of Achievement			
	ELA	Math	Science	Social Studies
6th Grade 2016-2017	Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged, Students with Disabilities		
6th Grade 2017-2018	Hispanic of Any Race, Males, Economically Disadvantaged, Students with Disabilities	Males, Economically Disadvantaged, Students with Disabilities		
7th Grade 2016-2017	Hispanic of Any Race, Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged, Students with Disabilities	
7th Grade 2017-2018	Hispanic of Any Race, Students with Disabilities	Economically Disadvantaged, Students with Disabilities		
8th Grade 2016-2017	Hispanic of Any Race, Students with Disabilities	Males, Students with Disabilities		Males, Economically Disadvantaged
8th Grade 2017-2018	Students with Disabilities	Economically Disadvantaged, Students with Disabilities		Economically Disadvantaged, Students with Disabilities

Since the spring of 2015 Madison School District embarked on a curriculum development process using the Understanding by Design (UbD) model to update its documented curriculum. Instructional strategies were then woven into the fabric of these working documents over the past four years for each unit. These strategies included, but were not limited to, formative and summative assessment practices and the gradual release of responsibility to assist students in becoming independent, critical thinkers.

With international standards regarding computer technology and computer science as a guide, Madison School District is continuously exploring ways to utilize educational technology to support and enhance student learning. Using the learning management system CANVAS, teachers are in the process of moving the documented curriculum to the internet so it is accessible to students at all times. We believe the use of a learning management system will allow us to further explore concepts such as personalized curriculums and customized learning opportunities.

Explicit vocabulary instruction, response to text, and questioning strategies are all key initiatives constantly being studied and honed as a practice throughout our entire district. Beginning the summer of 2018, secondary English language teachers embarked on a two year study with the National Writing Institute and their Career, College, and Community Writing Project (C3WP). Teachers in grades 4th – 6th will join the study next year. Through the C3WP process students will improve their argumentative writing skills in particular, as well as the ability to analyze text, and synthesize the difference between good and great evidence.

In 2017-2018, Madison Middle School re-launched its Positive Behavioral Intervention and Supports Program (PBIS) after a yearlong review by the educational leaders of Madison Middle School. A PBIS program has been a part of Madison Middle School culture for the past nine year. The new re-launch reinvigorated stakeholder commitment to the process of developing well-rounded students. This commitment includes developing a social and emotional learning program for our students. Madison Middle School is in its second year of providing an SEL program that is based upon the Collaborative for Academic, Social, and Emotional Learning (CASEL).

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. Except in grade levels where there are a limited number of seats available, applications for the first trimester are accepted through the first Friday in September. For the 2018 – 2019 school year applications were accepted through September 14, 2018. When the number of new students for a grade level is limited, the deadline for applications is set for the last week in July or first week in August so as to allow parents time to make informed decisions regarding their child’s education for the start of the school year. 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. One-third of all ELA classes utilize the co-teaching model. Several instructional assistants work with students in

their classrooms. Accommodations and modifications are made so that all students can be successful. Every attempt is made to provide equal access to the curriculum for all students.

2. School Improvement Planning (Five 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 2016-2017, the emphasis on performance based assessments was a focal point to support the idea of mass customized learning and the use of learning management systems. Madison School District, in conjunction with the Lenawee Intermediate School District, purchased the learning management system CANVAS. As teachers continued to work on Units of Study, using the UbD process, many of our teachers began to systematically upload their curriculum to CANVAS.

In 2016-2017, work with Understanding by Design and CANVAS continued to grow. Madison Middle School began to develop its own experts internally who in turn became lead instructors and practitioners for their colleagues. The Madison School District also set out to become a trauma informed community. The School Improvement Team embarked on a year-long study of our Positive Behavioral

Intervention System with the vision to re-launch the campaign with a renewed commitment and focus. This study lead us to dive into the concept of Social and Emotional Learning (SEL) in 2017-2018. We used the work from CASEL to frame lessons around SEL and surveyed our student body twice a year regarding school climate. This work continues in 2018-2019.

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 third year in a row. It is our hope that scores from this coming year's assessments will indicate a four year positive trend. For 2018-2019, 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. One (1) student from Madison School District attended LISD classroom programs during the 2017-18 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 2017-18 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. Three (3) students from Madison School District attended these programs during the 2017-18 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. One (1) student from Madison School District attended the LISD PREP Academy during the 2017-18 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred twenty-four (124) students from Madison School District attended the LISD TECH Center or participated in the co-op/work experience program during 2017-18. This equals 64% 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. Outside of the School-of-Choice process, the Madison School District did not accept a non-resident student in a special education classroom during the 2017-18 school year.

4. Madison Middle School Core Curriculum

In 2011-2012, the State of Michigan Board of Education 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, Communications, Computer Science, Physical Education, Music, and Art.

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.

2018 Overall Data

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

6th grade Reading	83/126	65.873%
7th grade Reading	96/121	79.338%
8th grade Reading	74/109	67.890%
	253/356	71.067%

6th grade Math	83/129	64.341%
7th grade Math	78/118	66.101%
8th grade Math	74/108	68.518%
	235/355	66.197%

6th grade Science	92/121	76.033%
7th grade Science	109/118	92.372%
8th grade Science	76/106	71.698%
	277/345	80.289%

Overall 2017-18: 765/1056 72.443%

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 2017	68%	Fall 2016	71%
Spring 2018	63%	Spring 2017	62%

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 fifteen years.

Quiz Bowl

Our sixth, seventh, and eighth grade students compete in the county quiz bowl. Both the sixth-grade team and the seventh/eighth-grade team earned a spot in the 2017-2018 championship round held at the Lenawee County summer fair. The sixth-grade team finished first while the combined seventh/eighth grade team finished second.

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. For 2018, the artwork of two (2) students received special recognition, Top 100 in the state, at the Michigan Art Educators Association State Competition last year. In 2017 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 students showcase their 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 (10 -14) of our MS Band students perform at the Lenawee County Middle School Honors Band program each year.

Strings Program

Our strings program dates back to the 2011-2012 academic year, when our current tenth-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 fourth 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 *Shrek the Musical Jr*, was performed. The cast featured Madison students in grades sixth through eighth.

Girls on Track

From 2013-2017, a Girls on Track program was offered for three out of the four years. On average, 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. We hope to bring this program back in the near future.

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. This event is held early in the fall in order to build student-to-student and student-to-teacher relationships which help define our school climate.

This past year, Madison Middle School attended the Adventures Park of Bloomfield Hills in Michigan to foster teamwork and collaboration. In years prior, there was a design competition for the event logo. The winner's logo appeared on all 400 plus team/staff t-shirts. Each of the 24 teams had a different shirt color. Team leaders applied for their 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.

Summary Statement

The mission of the Madison School District is to develop each 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.

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 to empower 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 which aligns well with 21st Century learning standards. The high level of academic achievement attained over the years and recognition for excellence speaks to this success. 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