



## **MADISON HIGH SCHOOL ANNUAL EDUCATION REPORT**

January 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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 2019-2020 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 2019-2020 school year our focus was on continuing to plan units collaboratively using the Understanding by Design (UbD) model with a new emphasis placed on developing common summative assessments in all courses. While strengthening our formative assessments we continued 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. Prior to the pandemic, our plan was to focus our development of UbD units of study that continued 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 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> grade year. These courses (Sophomore, Junior, and Senior Seminar) are designed to ensure that all Madison High School graduates are college and career ready. Recognizing that student performance in 9<sup>th</sup> grade plays a pivotal role in ensuring students graduate on-time and are able to achieve success post-graduation, we are establishing a Freshman Seminar Course for the 2020-2021 school year. Freshman Seminar will be provided to all incoming 9<sup>th</sup> graders during the 1<sup>st</sup> trimester to provide students additional support as they transition to high school.

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 2019-2020 school year were accepted through September 6th. 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 2019-2020, 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 2020-2021 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.

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 now 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, Human Body Systems and Anatomy and Medical Interventions. Students in high school that enroll in Biomedical courses have the opportunity to link these experiences to opportunities at the LISD Tech Center, as well.

## **2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 147 students from Madison High School attended the LISD TECH Center or participated in the co-op/work experience program during 2019-2020. This equals 77% 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.

### **Core Curriculum**

In 2019-2020, 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**

As a result of the Covid-19 Pandemic, no spring assessments were administered to high school students during the 2019-2020 school year. The data below, reflects assessment data prior to the 2019-2020 school year.

PSAT 8/9 and PSAT 10– All ninth grade students took the PSAT 8/9 in April 2019. Likewise, all tenth grade students took the PSAT 10 in April 2019. 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.

### **9<sup>th</sup> Grade**

<b>Subject Area Tested</b>	<b>Nat'l Avg 2019</b>	<b>State Avg 2019</b>	<b>2015-16 Avg</b>	<b>2016-17 Avg</b>	<b>2017-18 Avg</b>	<b>2018-19 Avg</b>
<b>Evidence-Based Reading &amp; Writing (EBRW)</b>	449	444	445 (66% met EBRW CCR Benchmark)	466 (75% met EBRW CCR Benchmark)	445 (67% met EBRW CCR Benchmark)	449 (64% met EBRW CCR Benchmark)
<b>Mathematics</b>	440	434	435 (42% met Math CCR Benchmark)	445 (51% met Math CCR Benchmark)	441 (46% met Math CCR Benchmark)	452 (55% met Math CCR Benchmark)
<b>Composite</b>	885	876	879 (38% met both CCR Benchmarks)	911 (50% met both CCR Benchmarks)	886 (42% met both CCR Benchmarks)	901 (46% met both CCR Benchmarks)

### **10<sup>th</sup> Grade**

<b>Subject Area Tested</b>	<b>Nat'l Avg 2019</b>	<b>State Avg 2019</b>	<b>2015-16 Avg</b>	<b>2016-17 Avg</b>	<b>2017-18 Avg</b>	<b>2018-19 Avg</b>
<b>Evidence-Based Reading &amp; Writing (EBRW)</b>	468	461	460 (61% met EBRW CCR Benchmark)	490 (75% met EBRW CCR Benchmark)	479 (73% met EBRW CCR Benchmark)	451 (54% met EBRW CCR Benchmark)
<b>Mathematics</b>	457	450	450 (39% met Math CCR Benchmark)	458 (49% met EBRW CCR Benchmark)	466 (41% met Math CCR Benchmark)	440 (33% met Math CCR Benchmark)
<b>Composite</b>	925	911	909 (34% met both CCR Benchmarks)	962 (46% met both CCR Benchmark)	945 (39% met both CCR Benchmarks)	891 (29% met both CCR Benchmarks)

### **Parent – Teacher Conferences**

At the high school, 50% of students were represented by a parent at the Fall 2019 Parent-Teacher Conferences and 42% of students were represented by a parent at the Spring 2020 Parent-Teacher Conferences.

### **Dual-Enrollment**

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

**Year: 2019-2020**

<b>Number of Students in Building by grade</b>	<b># of Advanced Placement Courses taken</b>	<b># of Students in Dual Enrollment</b>	<b># of Students who earned credit through Dual-Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file*</b>
<b>9</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>100%</b>
<b>10</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100%</b>
<b>11</b>	<b>43</b>	<b>2</b>	<b>2</b>	<b>77</b>	<b>100%</b>
<b>12</b>	<b>45</b>	<b>6</b>	<b>6</b>	<b>66</b>	<b>100%</b>
<b>Total</b>	<b>100</b>	<b>9</b>	<b>9</b>	<b>147</b>	<b>100%</b>

### **Advanced Placement**

#### **Breakdown of Advanced Placement Scores: 2019-2020**

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

#### **AP Biology**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020</b>
						<b>3.1</b>
<b>Total Students</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>	<i>(2.5 in 18-19 2.4 in 17-18 3.0 in 16-17 2.8 in 15-16)</i>

#### **AP Calculus**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020</b>
						<b>2.8</b>
<b>Total Students</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<i>(3.17 in 18-19 2.5 in 17-18 3.11 in 16-17 2.18 in 15-16)</i>

**AP English Literature & Composition**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020 2.7</b>
<b>Total Students</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>15</b>	<b>1</b>	<i>(2.5 in 18-19 2.2 in 17-18 3.0 in 16-17 2.6 in 15-16)</i>

**AP World History**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020 3.0</b>
<b>Total Students</b>	<b>1</b>	<b>3</b>	<b>2</b>			<i>(3.9 in 17-18 2.14 in 16-17 4.3 in 15-16 2.8 in 14-15)</i>

**AP US History**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020 3.1</b>
<b>Total Students</b>	<b>1</b>	<b>3</b>	<b>2</b>			<i>(3.0 in 18-19 2.7 in 17-18 1.86 in 16-17 2.4 in 15-16)</i>

**AP Language and Composition**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2019-2020 2.9</b>
<b>Total Students</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>1</b>	<i>(2.9 in 18-19 2.8 in 17-18 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