



Madison Elementary School Annual Education Report (AER)

February 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Madison Elementary 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 Nate Pechaitis at 517.263.0744 x 130 for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3qjGFe0>, or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 Elementary School was not identified with any of these aforementioned labels.

The data in the Combined AER Reports from the last few years suggests that Madison Elementary School has learning gaps between different subgroups of students. For instance, non-economically disadvantaged outperformed economically disadvantaged students on the mathematics portion of the M-STEP in grades 3-5 during this time. There were persistent gaps in mathematics between Hispanic and non-Hispanic students, as well as female and male students. These subgroups had similar challenges in other subjects, as well.

In order to accelerate student achievement and close these gaps, we are in the process of implementing a research based curriculum, along with common assessments in mathematics, ELA, writing, and social studies. Although learning was interrupted at the end of the 2019-20 school year, we are hoping to identify learning gaps in a more timely way so we may adjust our instruction and provide better, more prescriptive interventions to students. We believe by developing a schoolwide scope and sequence, we will be able to provide more continuity between classrooms and between grade levels, so we may have a more collective and supportive approach.

In addition, we are in our third year of implementing a comprehensive Social Emotional Learning continuum in line with the CASEL framework's core competencies: Self-Awareness, Self- Management, Social-Awareness, and Responsible Decision Making. Again, by developing a school-wide scope and sequence for this learning, it promotes a collective and supportive approach. We will continue to look at ways to improve our systems and process, and the way we structure our school, in order to close the gaps and accelerate student achievement.

In addition, in 2019, all 4th grade and 5th grade teachers embarked on a study with the National Writing Institute and their Career, College, and Community Writing Project (C3WP). Through the C3WP process students will improve their argumentative writing skills, as well as their ability to analyze text, and synthesize the difference between good and great evidence. Explicit vocabulary instruction, response to text, and questioning strategies are all key initiatives continually being studied and refined as a practice throughout our entire district.

In order to meet the needs of every child, in 2019 - 2020, Madison School District partnered with the Lenawee Intermediate School District (LISD) along with the START Project through Grand Valley State University. Embracing nationally recognized evidence-based practices, these instructional strategies will support all students in the classroom (tier one instruction). The next step is to take a closer look at all programming regarding the development of our Multi-Tier System of Supports to address student needs, both academically and behaviorally.

Systems of supports, especially our SEL programming around anxiety, proved to be critical for the 2020 - 2021 academic year during a pandemic, particularly for our virtual students. The majority of our time has been spent on developing practices for fostering student engagement within the virtual classroom. In addition to ramping up student and educator capacity for learning virtually, teachers grappled with the idea of becoming a one-to-one school with minimal time to transition.

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

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 2019 - 2020 school year applications were accepted through September 6, 2019. 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. This is to allow parents the 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 or building office.

All students are placed in the least restrictive environment for the core academic

curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. A minimum of one-third of all ELA and math 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 (Long-term Study)

At the end of the 2017-18 school year, Madison Elementary School shifted the school improvement focus. Continuity and consistency in the delivery of our core curriculum has become the overarching focus. This includes the development of a yearlong map and scope & sequence for our curriculum. In addition, common assessments in each grade level in each subject, along with a yearlong assessment calendar are being developed. A new health related goal was also added for the 2018-19 school year based on need. The goal focuses on social-emotional health, physical activity, and nutrition.

This year we have been forced to focus on a different type of learning due to COVID-19. The school improvement process is also changing. Based on circumstances and district needs, we will be creating new goals for the next 3-5 years.

3. Specialized Schools Annual Report

2019-20 Specialized Schools Annual Report

The students of Madison 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 LISD 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. No students from Madison Middle School attended LISD classroom programs 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. Some students from Madison Middle 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. No students from Madison Middle School attended the LISD PREP Academy during the 2019 - 2020 school year.

Local districts operate special education classrooms open to students from other districts. Madison Middle School did not place students with another school district during the 2019 - 2020 school year.

4. Madison Elementary School Core Curriculum

Madison Elementary School uses Michigan’s state academic standards as a framework for curriculum development. Using the framework, we work with all stakeholders, along with research based and evidence based strategies to formulate our plan to deliver the curriculum. This framework can be accessed by clicking on the following: [Michigan Academic Standards Framework](#).

5. Aggregate Student Data

Madison Students in grades 3-5 participated in the M-STEP in the spring of the 2018-19 School Year. Due to COVID-19 they did not participate in the spring of 2020. Students in grades 3-5 are assessed in English Language Arts (ELA) and Mathematics. 5th graders were assessed in Social Studies and Science, as well. The tables below include the percentage of students who scored proficiently over the past three years.

3 rd grade	16-17	17-18	18-19
ELA	50%	54.1%	51.9%
Mathematics	56.9%	51.9%	50.9%

4th grade	16-17	17-18	18-19
ELA	49.3%	48%	51.5%
Mathematics	46.3%	42.7%	41.7%
Science	6.7%	N/A	N/A

5 th grade	16-17	17-18	18-19
ELA	50.4%	51.5%	47.2%
Mathematics	37.8%	42.7%	41.6%
Social Studies	14.7%	22.2%	15.9%
Science	N/A	20%	N/A

6. Parent-Teacher Conferences

In 2017-18 school year, parents of 93% of elementary students attended parent-teacher conferences. 91% of students had parents attend parent-teacher conferences in the spring of 2017.

Throughout the past twenty years, Madison School District has experienced tremendous growth. Since 1994, at least one project took place almost every year to accommodate enrollment and to further educational and extra-curricular opportunities for students attending Madison Schools.

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 e-mail, phone calls, texting face-to-face meetings, and the county-wide phone/e-mail alert system, to name a few.

We look forward to another exciting and engaging school year. Please let us know if you have questions and thank you for being part of the Madison family!

Sincerely,

Nate Pechaitis and Abby Miller