



Madison Middle School Annual Education Report (AER)

January 29, 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 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://bit.ly/3q0u71e> , 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 Middle School was not identified with any of these aforementioned labels.

Madison Middle School scored at or above the State average in every assessment for each grade level during the 2015-2016, 2017-2018, and 2018-2019 school years. Often, our school scored much higher. In 2016-2017, the scores continued to be at or above the State average in every assessment for each grade level, except in eighth-grade math and English Language Arts. In both these instances the scores were 1-2% below the State average. State assessments were not administered in 2019-2020 due to the pandemic. In regards to this data, key challenges have been identified through our continuous school improvement process. The School Improvement Team monitors the progress of all students, as well as subgroups in the areas of reading, writing, mathematics, social studies, and science.

At Madison Middle School, these subgroups are Hispanic of Any Race, Economically Disadvantaged, Male, Female, and Students with Disabilities.

The School Improvement Team monitors any gap of achievement between subgroups with a discrepancy of 10% or higher (see the chart below). Where such gaps occur an analysis is done to support action steps for closing the gaps. Three subgroups at Madison Middle School - Hispanic of Any Race, Economically Disadvantaged and Students with Disabilities - scored below their counterparts consistently between 2016 and 2019. It is worth noting that Madison Middle School met the interim objectives set by the State for each of these subgroups.

Several school improvement initiatives have been implemented to close these persistent gaps of achievement. Since the spring of 2015, Madison School District has embarked on a curriculum development process using the Understanding by Design (UbD) model to update its documented curriculum. Over the past four years, instructional strategies have been woven into the fabric of these working documents. These strategies included, but were not limited to, formative and summative assessment practices and the gradual release of responsibility model to assist students in becoming independent, critical thinkers.

Continuing with the above mentioned strategies, Madison School District is continuously exploring ways to utilize educational technology to support and enhance student learning. For guidance and vision, we reference the [International Society for Technology in Education \(ISTE\)](#) standards regarding computer technology and computer science. Educational material should be accessible to all students at all times. To this end, our teachers are using the Canvas learning management system to upload resources, videos, and assignments. This system allows teachers to systematically move documented curriculum to the internet making it accessible anywhere at any time. We believe the use of a learning management system will allow us to further explore concepts such as personalized curriculums and customized learning opportunities.

Beginning in the summer of 2018, secondary English Language Arts teachers embarked on a two year 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. Teachers in grades 4th–6th joined the study for the 2019 - 2020 academic year. 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.

After a yearlong review, in 2017 - 2018, Madison Middle School re-launched its Positive Behavioral Intervention and Supports Program (PBIS). This re-launch revitalized stakeholder commitment to the process of developing well-rounded students. Part of this commitment includes developing a social and emotional learning program for all students. Madison Middle School is in its fourth year of providing an SEL program that is based upon the Collaborative for Academic, Social, and Emotional Learning (CASEL). A PBIS program has been a part of the Madison Middle School culture for the past eleven years. This only cements our commitment to teach and develop the whole child.

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.

Sub-Groups with Gaps of Achievement on State Assessments – Percentage of Students Proficient (Percentage of GAP)

**State assessments were not administered for the 2019-2020 academic year.

	ELA	Math	Science	Social Studies
6 th Grade 2016-2017	Hispanic of Any Race (11.6%), Economically Disadvantaged (33.7%), Students with Disabilities (50.5%)	Hispanic of Any Race (24.9%), Economically Disadvantaged (35.7%), Students with Disabilities (35.3%)	n/a	n/a
6 th Grade 2017-2018	Hispanic of Any Race (20.1%), Economically Disadvantaged (11.7%), Students with Disabilities (45.4%), Males (17%)	Hispanic of Any Race (14.9%), Economically Disadvantaged (22.5%), Students with Disabilities (27%), Males (13.4%)	n/a	n/a
6 th grade 2018-2019	Hispanic of Any Race (17.2%), Economically Disadvantaged (13.3%), Students with Disabilities (37.7%)	Economically Disadvantaged (15.3%), Students with Disabilities (38.3%)	n/a	n/a
7 th grade 2016-2017	Hispanic of Any Race (16.5%), Economically Disadvantaged (36.3%), Students with Disabilities (40.1%)	Hispanic of Any Race (12.9%), Economically Disadvantaged (20.7%), Students with Disabilities (29.6%)	Hispanic of Any Race (11.9%), Economically Disadvantaged (35%), Students With Disabilities (27%)	n/a
7 th Grade 2017-2018	Hispanic of Any Race (20.4%), Economically Disadvantaged (14.7%), Students with Disabilities (53.9%)	Hispanic of Any Race (18%), Economically Disadvantaged (29.3%), Students with Disabilities (41.8%), Males (10%)	n/a	n/a
7 th Grade 2018-2019	Hispanic of Any Race (18.7%), Economically Disadvantaged (24.6%), Students with Disabilities (38.3%), Males (18.1%)	Economically Disadvantaged (16.4%), Students with Disabilities (41.6%), Males (12.4%)	n/a	n/a
8 th Grade 2016-2017	Hispanic of Any Race (25.2%), Economically Disadvantaged (14.8%), Males (24.6%), Students with Disabilities (40.5%)	Hispanic of Any Race (26.9%), Economically Disadvantaged (12.2%), Students with Disabilities (34.9%), Males (17.8%)	n/a	Hispanic of Any Race (12.3%), Students with Disabilities (12.7%)
8 th Grade 2017-2018	Economically Disadvantaged (12.4%), Students with	Hispanic of Any Race (19.1%), Economically Disadvantaged	n/a	Hispanic of Any Race (13.2%), Economically Disadvantaged (28.1%),

	Disabilities (53.7%), Males (12.7%)	(18.7%), Students with Disabilities (40.2%)		Students with Disabilities (39.2%)
8 TH Grade 2018-2019	Hispanic of Any Race (17.9%), Economically Disadvantaged (11%), Males (11.9%)	Hispanic of Any Race (15.9%), Economically Disadvantaged (24.1%)	n/a	Hispanic of Any Race (29.1%), Economically Disadvantaged (21.2%), Students with Disabilities (42.5%)

- Students with Disabilities represent 10 – 13 students per grade level or approximately 10-12% of the grade level population

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)

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 (UbD), 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 professional development from the prior year's series titled "Understanding by Design". This series progressed to underscore the gradual release model and in-depth questioning strategies. To this end, our curriculum now includes a multitude of opportunities for performance based assessments. 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 a learning management system. 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, curriculum development utilizing the UbD model and its subsequent uploading to Canvas continued to progress. Madison Middle School began to develop internal experts 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 The Collaborative for Academic, Social, and Emotional Learning (CASEL) to frame lessons around SEL and surveyed our student body twice a year regarding school climate. This work continued in 2018 - 2019 with analysis of Panorama assessment data regarding the CASEL competencies. In addition to our work in Social and Emotional Learning, for 2018 - 2019 we looked at ways wherein technology helps students be learners as well as formatively assess and progress monitor student understanding. This included the use of master pathways in Canvas as a way to customize learning.

School improvement goals for the 2019 - 2020 focused on advancing our positive school culture initiatives, providing students with knowledge on how to regulate emotions, expanding opportunities for parent involvement, developing and revising Units of Study, increasing our use of technology to enhance student learning - including Canvas and the use of Master

Pathways, forming strategies to assist students in trauma, auditing our response to text strategies, expanding our formative assessment tools, and working with the National Writing Project on the College, Career, and Community Writing Project (C3WP) argumentative writing initiative. A year-long commitment was made between the LISD and the Madison School District to pursue a study of the Multi-Tier System of Supports (MTSS) process and, in particular, evidence-based practices around the five essential interventions for all students. We especially looked at these strategies as it pertained to students with Autism and Executive Functioning deficiencies very closely. Our focus on SEL and Canvas in years prior provided us with a foundation to address challenges brought on by the pandemic.

Prior to the pandemic, data showed that Madison Middle School consistently met target goals for student performance on the English Language Arts, Mathematics, Science, and Social Studies state assessments. English Language Arts scores tend to be in the top quartile of the state year-in and year-out. In addition, Mathematics and Social Studies goals continue to trend upwards. It is our hope that scores from future assessments will indicate a four year positive trend. For 2020 - 2021, we set the goal to once again meet our state determined proficiency targets as measured by the M-Step and PSAT assessments this spring.

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 Middle School Core Curriculum

Curriculum at Madison Middle School is based on the standards framework that has been adopted and established by the Michigan Department of Education (MDE) found at ([MDE - Academic Standards \(michigan.gov\)](http://michigan.gov)). In 2011 - 2012, MDE derived the framework for current academic standards from the national Common Core Content standards ([Home | Common Core State Standards Initiative \(corestandards.org\)](http://corestandards.org)). Current MDE Science standards stem from the Next Generation Science Standards found at [Next Generation Science Standards \(nextgenscience.org\)](http://nextgenscience.org). Madison Middle School strongly believes that this curriculum meets the needs of the 21st Century learner. In addition to these standards, we pay close attention to the current research. The General Education Leadership Network found at [General Education Leadership Network \(GELN\) - Organizations - MAISA \(gomaisa.org\)](http://gomaisa.org) is but one key source of information.

Teachers incorporate the content expectations of the Michigan Academic 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 (includes Project Lead the Way), Mathematics, Social Studies, Academic Writing, Communications, Computer Science, Physical Education, Music (Band, Choir, Orchestra) 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.

There is no 2020 Aggregate NWEA Student Data due to the pandemic.

2019 Overall Data

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

6th grade Reading	103/138	74.640%
7th grade Reading	91/131	69.470%
8th grade Reading	86/111	77.470%
	280/380	73.680%

6th grade Math	95/140	67.860%
7th grade Math	91/129	70.540%
8th grade Math	70/105	66.670%
	256/374	68.450%

6th grade Science	109/137	79.560%
7th grade Science	111/130	85.380%
8th grade Science	79/110	71.820%
	299/377	79.310%

Overall 2018-19: 835/1131 73.830%

2018 Overall Data

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

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%-tile on the NWEA.

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%

6. Parent-Teacher Conferences

% of students represented by parents at Parent-Teacher Conferences

Fall 2019	59.4%	Fall 2018	65%
Spring 2020	55%	Winter 2019	61%

Special Programs

Math Equations

Madison Middle School has been involved in formal Math Equations competition for the past seventeen years. Each year there is a middle school Math Equations team comprised of sixth, seventh, and eighth grade students. The sixth-grade students compete in the fifth/sixth-grade division while the seventh-grade and eighth-grade students compete in the seventh/eighth-grade division. The 2019 - 2020 middle school Math Equations team was comprised of 32 players. Students practice on a regular basis throughout the year and compete in five monthly practice tournaments. The team then competes at the Super Tournament in April.

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 2018 - 2019 championship round. The combined seventh/eighth-grade team finished first while the combined sixth-grade team finished second. Unfortunately, the Quiz Bowl was unable to finish for the 2019 - 2020 academic year due to the pandemic.

Pay Back for Education

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

Art Program

Our middle school Art students submit their work in several art shows. Students annually receive local, regional, and state recognition awards. Several of our students had artwork published in the local newspaper. Each year five (5) students are chosen to showcase their work at the MAEA Region 3 Art Show. In 2019, all five (5) students who entered at the Regional level won and went on to the state level for competition. At the state level the artwork of one (1) student received highest recognition, Top 15 in the state. Her piece was included in a traveling art show for the year, while three (3) other students received special recognition, Top 100 in the state at the Michigan Art Educators Association State Competition. For 2018, three (3) students who entered at the Regional level won and went on to the state level for competition. At the state level the artwork of two (2) students received special recognition, Top 100 in the state, at the Michigan Art Educators Association State Competition last year. Madison Middle School students also participate in our community's Artalicious Art Festival, in the fall every year 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 and/or full scholarships to attend art camp through the Adrian Center for the Arts here in Lenawee County.

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 eleventh-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 fifth year the 7th & 8th grade Orchestra competed at the Michigan School Band and Orchestra Association event (*cancelled during 2020 pandemic). The middle level Orchestra averages 28–32 members. The Orchestra also routinely earns a one (1) or (2) rating at district festival.

Vocal Music

In addition to a sixth, seventh and eighth-grade vocal music courses, a spring musical titled *The Pirates of Penzance*, was performed in 2020. 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. Fall Frenzy is held early in the school year in order to build student-to-student and student-to-teacher relationships which help define our school climate.

In prior years, there was a design competition for the event logo. The winner's logo appeared on all 420 plus team/staff shirts. 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. This past year, Madison Middle School attended the Adventures Park of Bloomfield Hills in Michigan to foster teamwork and collaboration.

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. There has been, and will continue to be, a focus on academic achievement, the performing arts, and opportunities to strengthen student leadership through athletics and extra-curricular activities.

Students at Madison School District enjoy an educational environment which aligns well with 21st Century learning standards. Members of the Madison family are committed to sustaining the extraordinary standard of excellence that Madison students expect and deserve. The high level of academic achievement attained over the years, as recognized at the state and national level, speaks to this success. We are extremely proud of our school, faculty, and student accomplishments.

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

Sincerely,

Brad Anschuetz