



## Madison Academy 2020-2021 Annual Education Report (AER) Cover Letter

1/26/2021

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 the Madison Academy. 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 Tricia Osborne, Elementary/Middle School Principal for assistance.

The District AER is available for you to review electronically by visiting the following web site <https://bit.ly/3t23F3g> or you may review a copy in the main office at your child's school.

The Elem/MS School AER is available for you to review electronically by visiting the following web site <https://bit.ly/3ce8b8H> 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 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 Academy Elementary and Middle School HAS NOT BEEN GIVEN ONE OF THESE LABELS.**

The data from the Combined Report from the past two available school years 2017-2018 and 2018-2019 shows that Madison is performing below the state average in reading, math, science, and social studies. There is no data available for the 2019-2020 school year. The staff and administration are working diligently to decrease the achievement gap of all subgroups and raise achievement scores of all subgroups.

Madison Academy strategically focuses on individual growth. Each student is assessed on the NWEA (MAP) in the fall to provide a baseline. Once the student receives an initial RIT score they are given a growth target for the year. After a student's academic baseline (RIT Score) is determined, the students receive daily intervention for a half an hour in both math and reading. The intervention is based on the learning continuum, which provides the objectives that each child is ready to learn. The students are assessed again in the winter and the spring. After each testing cycle the data is analyzed to establish if students are making individual growth and to determine the new learning continuum objectives. Madison has implemented many school-wide

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*Madison Academy will instill academic excellence, character development, a love for lifelong learning and service to others*

interventions in order to better prepare the student population for the assessment. The many interventions for improving NWEA scores and individual student growth include:

- Daily Intervention- Every k-8 student gets ½ hour Intervention every day in both Math and Reading.
- Goal Setting- Each student has an individual growth target for the year. Every student has a goal card on their desk to reflect on daily and remind them what they are working toward. In addition, every classroom has a Data Wall indicating which students made their goals and which did not.
- Analyze Classroom Data- The overall classroom data is analyzed to determine the greatest areas of weakness for each classroom. Once the greatest area of weakness is determined the intervention teachers will work on the objectives from that section. Rewards- Students and classrooms are rewarded for hitting personal growth targets and classes are rewarded for achieving the 80% goal for the class.

Madison Academy continues to outperform our peer composite on the State M-Step assessment, but continues to fall below the average proficiency levels of the state. Madison is continuously striving to reach a higher proficiency level and has implemented many school-wide interventions in order to better prepare the student population for the assessment. The many interventions include:

- Pacing Guides- Each teacher follows a district provided pacing guide. The pacing guide provides an outline of the required objectives that need to be instructed on throughout the month.
- Monthly Assessments- Each month the students are required to take an assessment in both math and reading to determine mastery of the required pacing guide objectives.
- Re-teaching lessons and quizzes- After the students take the required monthly assessment, the teachers are required to analyze the data and determine the two objectives that the students struggled and had the lowest achievement on. Once the teachers determine the objectives that need to be re-taught, they are then required to go back and re-teach the selected standards and give a post quiz at the end of the month in order to show that there was growth from the first assessment to the assessment that was given after they had received re-teaching.
- Math focus- Our Math Action Plan includes: Kagan Cooperative Learning Professional Development for the staff in order to enhance engagement, Patient problem solving practice, teaching strategies for problem solving and how to self question to get “unstuck” incorporating illuminate and Khan Academy math problems. Each student’s individual student report from the 18-19 MSTEP was analyzed to determine each individual child’s greatest area for attention. The data was compiled to determine each grade levels area of focus. Madison designated specific academic focus areas after analyzing 18-19 data. This year the emphasis for each grade level is detailed below: A pattern was discovered that the students had the greatest area for attention in problem solving/Modeling and data analysis for all grades 3, 4, 5, 6, and 7.
- M-Step Focus- Each week the teachers are required to plan and instruct on a specific area that directly helps prepare our students for the M-Step. The selected plan is required to be logged in the weekly M-Step journal. The focus areas include, working on test taking strategies, reviewing concepts from previous years, working on multi-step problems, practicing in the lab on the MDE released practice assessments, and working on released M-Step vocabulary list.

State law requires that we also report the additional information below:

1. **Admission into Madison:** Parents interested in enrolling their child at Madison Academy first complete an application during the open enrollment period. If spaces are available in the desired grade level, students are then accepted. If there are not open spaces, students that have a sibling currently attending Madison will be given preference. All other applicants are placed into a lottery. Those students not selected during the lottery process are placed at the beginning of the waiting list. Any application after the open enrollment period is either accepted, if there are openings, or placed on a waiting list. Parents are notified as soon as there is an opening.
2. **SCHOOL IMPROVEMENT PLAN**  
The school Improvement team has developed six goals to improve the achievement at Madison. Measurement will be based on M-Step and NWEA results for students in grades 3-8 and NWEA for all students’ enrolled in kindergarten through eighth grade.

*Goal 1: \*All students will increase proficiency in Reading*

Measurable Objective 1: 80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by meeting or exceeding their student growth target in Reading by 06/30/2021 as measured by NWEA (NorthWest Evaluation Association).

Measurable Objective 2: A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate proficiency on the Spring M-Step in Reading by 06/30/2021 as measured by MSTEP.

*Goal 2: \*All Students will show increased classroom productivity*

Measurable Objective 1: 75% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior of time on task and productivity in Reading and in Mathematics by 06/30/2021 as measured by student engagement and PowerSchool entries.

*Goal 3: \*All students will increase proficiency in writing*

Measurable Objective 1: 35% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing and English Language Arts in Writing by 06/30/2021 as measured by either a score of a 3 or 4 on the school-wide writing rubrics .

*Goal 4: \* All students will increase proficiency in math*

Measurable Objective 1: 80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by meeting and exceeding their student growth target in Mathematics by 06/30/2021 as measured by NWEA (Northwest Evaluation Association).

Measurable Objective 2: A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate proficiency on the Spring M-Step in Mathematics by 06/30/2021 as measured by MSTEP.

*Goal 5: \*All students will increase proficiency in Social Studies*

Measurable Objective 1: 100% of Fifth and Eighth grade students will collaborate to increase proficiency by 3% in Social Studies by 06/30/2021 as measured by 2018 Spring M-Step.

*Goal 6: \*All students will increase proficiency in Science*

Measurable Objective 1: 100% of Fifth and Eighth grade students will collaborate to increase proficiency by 3% in Science by 06/30/2021 as measured by MStep.

### **3. Overview of Madison Academy**

Madison Academy successfully completed its first year of school operation during the 2004-2005 academic school year and serviced students in grades K-5. Additional grade levels were added each year with high school being added in 2009 Grades K-12 were achieved in 2011-2012. Madison Academy prides itself in having a strong academic program. The Academy promotes academic excellence for all students in mathematics, reading, language arts, social studies, and science. In addition, all students are provided experiences in computers, art, music, Spanish, and physical education. Furthermore Madison, through its various events, embraces the cultural diversity of its student body.

At Madison Academy, educators are obsessed with extraordinary education. We continuously seek best practices, including through “Select Standards” we all share. Below are some select standards:

Goal Standard 1: Vision

The select standard schools will create a culture generating ownership, commitment, and energy toward making the school vision become a reality. Striving for excellence is a given. Beyond that, each school advances chosen concepts such as character, value, artistry, diversity, etc.

Goal Standard 3: High Quality Staff

Madison Academy employs highly qualified teaching staff.

Goal Standard 4: Curriculum Framework

All students are provided a guaranteed, viable, and rigorous curriculum focused on student growth through the Habits of Mind 21<sup>st</sup> Century skills. We review and update objectives for every lesson, so everything we do is relevant in tomorrow’s world.

Goal Standard 5: Assessments

Are children making progress? What specific concepts have they mastered ... or not? If they’re not “getting it,” why not? We measure. Evaluate. Adapt. Then we start the process again.

Goal Standard 6: Instructional Practices

The select standards schools will implement proven research based best practices to structure teaching and learning to focus on mastery of learning targets for all students.

Goal Standard 7: Remediation and Enrichment

The select standards schools will implement a remediation and enrichment program focused on progression of learning and success for ALL students. Every student should have an individualized learning plan tailored to his or her strengths and challenges. Our lessons, assistance and programs proactively take all children forward.

Goal Standard 8: Special Education

The select standard schools will have high expectations and measurable goals for students with disabilities, and will use these goals and expectations to drive instruction and determine educational programming.

Goal Standard 9: Professional Development

The select standard schools will create a high quality professional learning community. Educational practices evolve swiftly, so we make high-quality professional development a priority. The teams study with some of the greatest, most energized, most inspiring leaders in education.

#### Characteristics of Madison Academy

The administration, faculty, and staff endeavor to apply the following principles in carrying out their responsibilities of leading students to develop positive character in each of these areas:

To Maintain a High Academic Standard:

- through a thorough mastery of the skills of communication and other academic disciplines so that the students will be prepared to acquire further knowledge.
- through the desire to work and to acquire knowledge at maximum ability.
- through the ability to discern fact from fiction

To Instill Morals

- Through the development of an appreciation for the values accrued from our past cultural heritage.
- through encouragement of the desire to choose right over wrong and to hold to one's convictions under pressure.

To Generate Patriotism

- through the teaching of loyalty to our country and a recognition of the actions, which undermine our country's foundation.
- through development of a desire to become involved citizens of this nation.
- through the teaching of Core Democratic Values provided by The Michigan Department of Education.

To Live A Disciplined Life

- through the exercising of self-restraint and consideration of others.
- through cooperation and consideration for administrators, staff, parents, and peers.

This is the foundation and model of Madison Academy, which makes the school stand out from others in the surrounding area.

#### **4. Core Curriculum**

Madison Academy utilizes the following process to develop and align its curriculum to ensure that all Common Core objectives are met.

- Research appropriate development levels for academic skills
- Research Common Core Standards
- Research other state and school curriculum frameworks
- Consideration of M-Step and other performance indicators including NWEA
- Consider modes of instruction, i.e. Experiential, Multiple Intelligences, small group and large group
- Consider assessments
- Work in reverse (twelfth grade to kindergarten) to set exit skill criteria for each grade level based on research finding
- Integration of Career Pathways into core curriculum
- Review forward (K to twelfth) and backward for easy transition
- Receive approval from authorizer, Bay Mills Community College
- Choose necessary materials

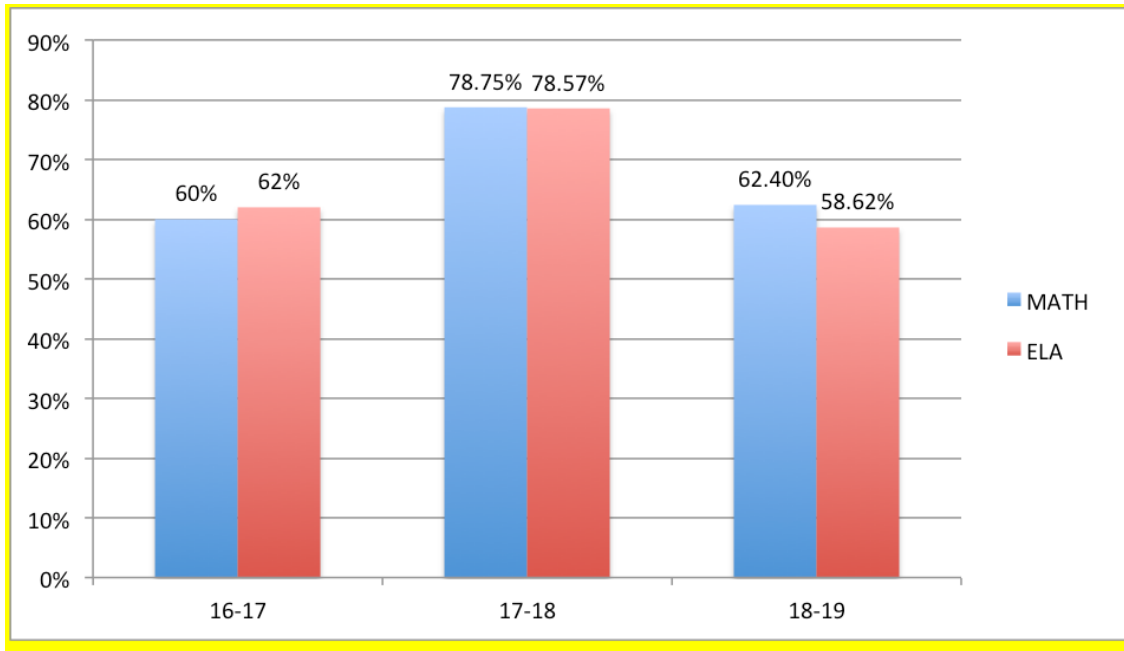
Madison uses multiple modes of instruction to ensure all students have the same opportunity to learn the core curriculum, including a strong focus on Multiple Intelligences, individual developmental readiness, and small group instruction. Parents can access a copy of the core curriculum in the school office.

#### **5. Achievement Tests**

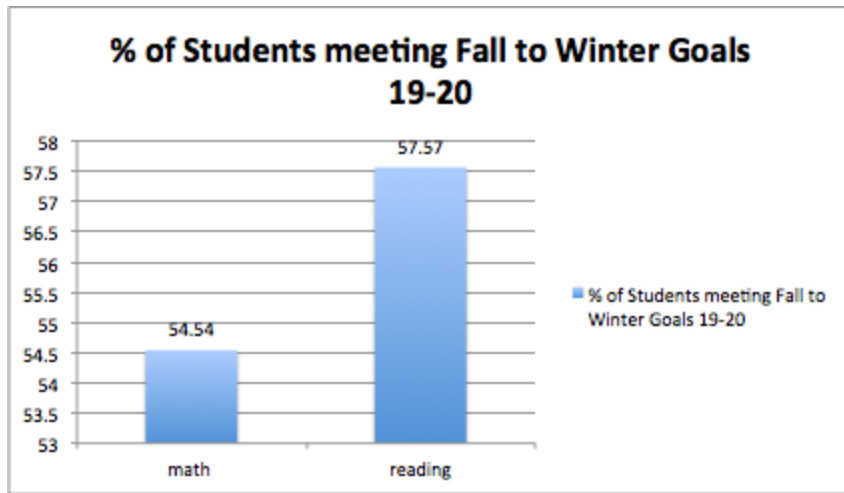
Madison Academy Elementary/Middle School conducted NWEA assessments in kindergarten- 8<sup>th</sup> grade in the fall of 2019, winter of 2020 and ***intended to in the spring of 2020, however the spring testing wasn't conducted due to the pandemic.*** This district assessment is designed to show a student's achievement growth during the school year. Results by subject and grade are presented in the graph below:

***NWEA Student Growth GOAL: 80% of Madison Academy Students will obtain their Growth Target as set and measured by Scantron Performance Series/NWEA (2019-2020).***

NWEA Growth Data: *At the conclusion of the winter testing cycle 2019-2020 school year, Madison Academy had 54.54% of the student population meet their personal growth goal in math and 57.57% in ELA.*



**Fall NWEA 2019 to Winter NWEA 2020 Goals met:**



**MSTEP:**

Madison Academy Elementary/Middle School conducted the MSTEP assessments in 3<sup>rd</sup>- 8<sup>th</sup> grade in the spring of 2017. This state assessment is designed to show a student’s proficiency level. Results by subject and grade are presented in the chart below:

Spring 2017-2018, 2018-2019, 2019-2020 MSTEP % proficient Data:

Grade Level	ELA 2017-2018	ELA 2018-2019	ELA 2019-2020	Math 2017-2018	Math 2018-2019	Math 2019-2020	Science 2017-2018	Science 2018-2019	Science 2019-2020	S.Studies 2017-2018	S.Studies 2018-2019	S. studies 2019-2020
3	31.6%	43.5%	data not available	38.9%	30.4%	data not available	data not available	data not available	data not available			data not available
4	20%	32%	data not available	20%	20%	data not available			data not available			data not available
5	29.2%	40%	data not available	25%	20%	data not available			data not available	20%	20%	data not available
6	40.7%	45.8%	data not available	29.6%	20%	data not available			data not available			data not available
7	32.4%	35.9%	data not available	11.8%	17.9%	data not available			data not available			data not available
8	30.8%	PSAT	data not available	23.7%	PSAT	data not available			data not available	13.2%	10%	data not available

**6. Parent Teacher Conferences**

In 2019-2020 the percent of parents attending at least one conference was 60.15% this compares to 64% of parents attending the Elementary/Middle School conferences during the 2018-2019 school year.

**7. High School Information does not apply to Madison Academy Elementary/Middle School.**

The Administration and faculty of Madison Academy Elementary/Middle School encourage all parents and community members to review the information provided in this cover letter and the attached data report. Administrators, staff and students are encouraged by the positive results contained within and look forward to continued success in the future.

Sincerely,

# Tricia M. Osborne

Tricia M. Osborne

Elementary/Middle School Principal

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