



School Annual Education Report (AER) Cover Letter

January 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 Christel Drew, High 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 High 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.

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 High School HAS NOT BEEN GIVEN ONE OF THESE LABELS.

The data from the Combined Report for the past two available school years 2017-2018 and 2018-2019 shows that Madison is steadily increasing performance as scores have over doubled in all subject areas combined, social studies, and math subjects. *Data for the 2019-20 School year is unavailable due to global pandemic.* Madison has also shown an increase in English Language Arts in the 2018-2019 school year. While these increases are significant, they still reflect as being under the state average. In a continued effort to decrease the achievement gap of all students and raise achievement scores of all subgroups, Madison Academy strategically focuses on individual intervention for all students including reading and math, PSAT and SAT Prep, and social emotional learning for greater student success. Additionally, teachers participate in professional development workshops monthly, utilizing research-based



instructional strategies. Currently, teachers utilize a cross-curricular focus across all subject matters.

The Intervention hour, which focuses on reading and math intervention, SAT/ACT Preparation, goal setting, study skills, and social-emotional learning. Each student is assessed on the PSAT/NMSQT in the fall to provide a baseline. Once the student receives an initial score, they are given a growth target for the areas of math and reading for the year. After a student's academic baseline is determined, the students are placed in 52-minute intervention classes that include MTSS, SAT/ACT Prep, and study skills curriculum.

The 7th hour intervention classes are determined based on the PSAT/NMSQT scores in both math and reading. Students are assessed in the fall, winter, and spring and after each testing cycle the data is assessed to determine which objectives have been met. Students have the opportunity to receive direct instruction as well as blended instruction on computer-based educational programs, utilizing their test scores on Khan Academy, in order to increase both math and reading reading skills.

Teachers follow a district-provided pacing guide, implement monthly assessments, and re-teach lessons in order to ensure objectives are met. The pacing guide provides an outline of the required objectives that need to be instructed on throughout the month. Each month the students are required to take an assessment in both math and reading to determine mastery of the required pacing guide objectives. 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

Admission into Madison

For the 2018-2019 and 2019-2020 school years, 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.

School Improvement Plan

The school Improvement team has developed goals to improve the achievement at Madison. The plan was reviewed in 2018-2019 and again in 2019-2020. Measurement will be based on SAT, MSTEP, and NMSQT results for students in grades 9-12



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

Measurable Objective 1: A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) by meeting or exceeding the grade

level benchmark scores in Reading by 06/30/2021 as measured by Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT/SAT).

Measurable Objective 2: Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT) Assessments - Students will take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Assessments in the fall and winter and take the PSAT/SAT in the spring. This assessment will display where our students are currently performing (not proficient, limited proficiency, or proficient) based on the college readiness standards.

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

Measurable Objective 1: 75% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of time on tasks and productivity in Reading and in Mathematics by 06/30/2021 as measured by student engagement and Powerschool discipline entries.

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

Measurable Objective 1: A 5% increase of Eleventh grade students will demonstrate a proficiency at or above grade level in writing in English Language Arts by 06/30/2021 as measured by PSAT/SAT.

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

Measurable Objective 1: A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) by meeting or exceeding the grade level bench mark scores in Mathematics by 06/30/2021 as measured by Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Measurable Objective 2: 100% of Eleventh grade students will collaborate to increase the average SAT score by 5% in Mathematics by 06/30/2021 as measured by SAT.



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

Measurable Objective 1: 100% of Eleventh grade students will collaborate to increase proficiency by 3% in Social Studies by 06/30/2021 as measured by M-STEP.

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

Measurable Objective 1: A 100% increase of Eleventh grade students will collaborate to increase proficiency by 3% in Science by 06/30/2021 as measured by M-STEP

Overview of Madison Academy

Madison Academy is not a specialized school. 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 21st 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.

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 (12-K) 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. For the 2016-2017 and 2017-2018 school years, parents can access a copy of the core curriculum in the school office.

Achievement Tests

No data available for 2019-20 school year due to pandemic and cancelling of state testing.

PSAT/SAT & MSTEP.SAT Data: Madison Academy High School conducted SAT Assessments in 11th grade in the spring of 2019. This national assessment attempts to measure college readiness and predict future academic success. While the ACT test measures what a student already knows. ... The **SAT** test is used more as a predictor of what a student is capable of learning. Results by subject and grade are presented in the graph below. Madison Academy High School has met the student growth goal for 2018-2019.

Student Growth: MAHS GOAL- 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) by meeting or exceeding the grade level bench mark scores in Mathematics by 06/30/2020 as measured by Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT).

11th grade Spring 2018 & Spring 2019 MSTEP % proficient Data:

Madison Academy High School conducted the MSTEP assessments in 11th grade in the area of social studies in the spring of 2018 and 2019. This state assessment is designed to show a student's proficiency level. Results by subject are presented in the chart below:



2018-2019 Social Studies	2019-2020 Social Studies
10.5%	21%

Parent Teacher Conferences

In 2019-2020 the percent of parents attending at least one conference was approximately 49 parents or 30%, a slight decrease from the previous year's 38% of parents attending the High School conferences during the 2018-2019 school year.

Postsecondary Enrollments and College Equivalent Courses

No Data Available or 2019-20 School Year due to Global Pandemic

There were 40% of students enrolled in postsecondary courses in 2018-2019, which compares to 53% of students who were enrolled in postsecondary courses in the 2017-2018 school year. For the 2018-2019 school year there were 0 AP/IB courses offered and 0 students were enrolled in the courses, although dual enrollment was offered. 1 student participated in dual enrollment for the 2018-2019 school year in comparison with 0 students for the 2017-2018 school year. There were no scores leading to college credit.

The Administration and faculty of Madison Academy High 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,

Christel Drew

Christel Drew
High School Principal