



## **2023-2024 MADISON ACADEMY ELEMENTARY/MIDDLE SCHOOL Annual Education Report (AER) Cover Letter**

February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for 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 [mischooldata](#) or you may review a copy in the main office at your child's school.

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For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. 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. Madison was identified for Universal Support as its performance was above the criteria used to identify the other support categories.

The data from the Combined Report from the past two available school years 2021-22 and 2022-23 shows that Madison is performing below the state average in reading, math, science, and social studies.

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 using Northwest Educational Assessment (NWEA) in the fall to provide baseline data. 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 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 a 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 M-Step is analyzed to determine each individual child's greatest area for attention. T
- 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 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 the released M-Step vocabulary list.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

As a charter school in the state of Michigan, Madison Academy Elementary/Middle School was open to all pupils in grades Pre-K-8th in 2022-2023, who qualified for admission to a public school under the laws of the State of Michigan, and who reside within the state of Michigan with the only limit being the number of available seats the school has to offer. Also, in accordance with the law in the state of Michigan, Madison Academy Elementary/Middle School may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The Academy will have an open enrollment period starting after March of each year with a duration of 2 weeks (14 consecutive days). In the weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to required laws.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Madison Academy Elementary/Middle School's MiCIP (School Improvement Plan) team serves to monitor and address areas of concern within the academy. The team consists of teachers, administrators, parents, volunteers and board members that have the best interest of the school, our students and families in mind. The plan was reviewed in 2022-2023 and updated for the 2024 school year.

#### **MiCIP Goals and Noted Progress:**

##### **Goal 1: All students will become proficient in math.**

The median Student Conditional Growth Percentile for students in grades K-8 will be at or above the 50th percentile on the math Northwest Evaluation Association (NWEA's) Measure of Academic Progress for fall-to-spring 2024.

80% of all 9th-12th grade students will demonstrate at least 60% proficiency on Math HMH Module tests February-June 2024.

Our strategies include: 1) Hands-on activities and technology-based learning (MATH4Flint, Waggle, HMH) and 2) Using NWEA data, Title I teachers implement instructional practices in small groups and or push-services to accelerate at-risk students with grade level performance in Math. Title I Teachers grades K-8 rotate math groups every 2-3 weeks working with groups based on needs, and continuously monitor progress.

All teachers, K-6<sup>th</sup> grade, are provided with manipulative kits based on the HMH Math resource that we implement into our curriculum. 7<sup>th</sup>-8<sup>th</sup> grade teachers are provided with online materials and subscriptions to aid in the implementation of technology into the HMH math online resource while 9<sup>th</sup>-12<sup>th</sup> utilize HMH Algebra I & II and Geometry. In addition, kindergarten through eighth grade utilizes HMH, Waggle and Math4Flint to supplement math instruction.

##### **Goal 2: All students will increase in proficiency in reading.**

The median Student Conditional Growth Percentile for students in grades K-8 will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-spring 2024.

80% of all 9th-12th grade students will demonstrate at least 60% proficiency on ELA HMH Module tests February-June 2024.

Our strategies include: 1) Daily 90 minute ELA block to incorporate researched based strategies. Within those ELA blocks, teachers also use AMIRA, to check for fluency in reading and also screens for dyslexia. 2) Using NWEA data, Title I teachers implement instructional practices to accelerate at-risk students to grade level performance in reading. Title 1 teachers also use AMIRA, Leveled Library, and HMH as a resource for assessment, lesson delivery, and practice. Grades K-8 intervention utilizes MStep to tailor the academic experience for their students. Data from Module Assessments provide opportunities for remediation and a deeper understanding of standards.

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

Measurable Objective 1: 5% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in ELA in Writing by 06/30/2024 as measured by either a score of a B or A on the school-wide writing rubrics.

Teachers are using the rubric designed for the writing portion of M-Step to guide classroom-writing performances. Grade levels have implemented writing projects and had students complete grade level appropriate performances and projects to demonstrate their growing knowledge of writing proficiency. Writing quality continues to increase across grade levels.

**Goal 4: Students in 5th and 8th grade will demonstrate growth in science skills.**

Measurable Objective 1: A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency on science skills in Science by 06/30/2024 as measured by MStep.

Teachers are utilizing methods of hands-on learning to increase rigor and relate science concepts to real-world experiences. Mystery Science and laboratory kits have been purchased for all grade levels.

**Goal 5: Students in 5th and 8th grade will demonstrate growth in social studies skills.**

Measurable Objective 1: A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency of concepts in Social Studies by 06/30/2024 as measured by MStep.

Project-Based Learning - Project based learning and team teaching have been used to help students understand social studies concepts.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

For 2022-2023, Madison Academy Elementary/Middle School was not a specialized school. The Academy provides the Flint and surrounding area with alternatives to a traditional education. We offer an extended school day and summer programming to meet the educational needs of our students and community. We also provide an afterschool program complete with tutoring, mentoring, civic responsibilities, athletics, introduction to the arts, fitness, snacks and free transportation.

**CORE CURRICULUM ACCESS**

Madison Academy Elementary/Middle School remains in compliance with the Michigan Core Curriculum for the school 2022-2023. A copy of the Michigan core curriculum and academic standards can be accessed by visiting: <https://www.michigan.gov/mde/services/academic-standards>. By using the core curriculum framework and best practice resources, The Romine Group (TNS Management Company) has implemented an educator dashboard <https://launchpad.classlink.com/trg>, which is the hub for the school data system, educational applications, curriculum maps, lesson plans and pacing guides in which allows teachers to follow state requirements and cover standards timely to provide the best education to our students throughout the year. Madison Academy Elementary/Middle School varies in ways to deliver the curriculum by basing the deliverance on individual student goals and implementing differentiation into the school day. The core curriculum is delivered in the vital subjects of ELA, Social Studies, Science and Math within separate blocks throughout the school day allowing for the introduction of new information, as well as remediation within Math and ELA as shown by the HMH module assessments. Madison students also participate in a variety of elective courses designed to offer additional access to support in deficit areas and meet the interest needs of students. Elective courses include: Spanish, PE, technology, and art.

### AGGREGATE STUDENT ACHIEVEMENT RESULTS

#### Figure 1 NWEA Data: Fall 17'-Spring 23' Percentage of Students who Met Growth

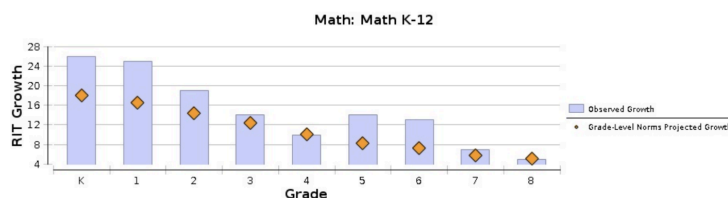
The chart below shows the average number of students who met their personal growth goals. With the exception of 20-21 data, which shows fall to winter, the data represents the full year cycle fall to Spring average number.

NWEA % Goals Met	Math	ELA
17-18	81.22	78.66
18-19	66.55	65.88
19-20	55.6	58.11
20-21 Fall -winter (pandemic)	22.7	29
21-22	61.6	57.5
22-23	70.4	65.6

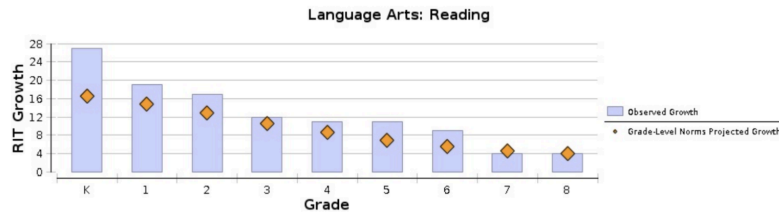
#### Figure 2 NWEA Data: Fall 22'- Spring 23' Observed Growth

Even though our goals met percentage is not at the 80 % goal we are making strides and on an upward trajectory. The charts below show that the majority of our grade levels are growing at or above the grade level norm.

#### Fall 2022-Spring 2023

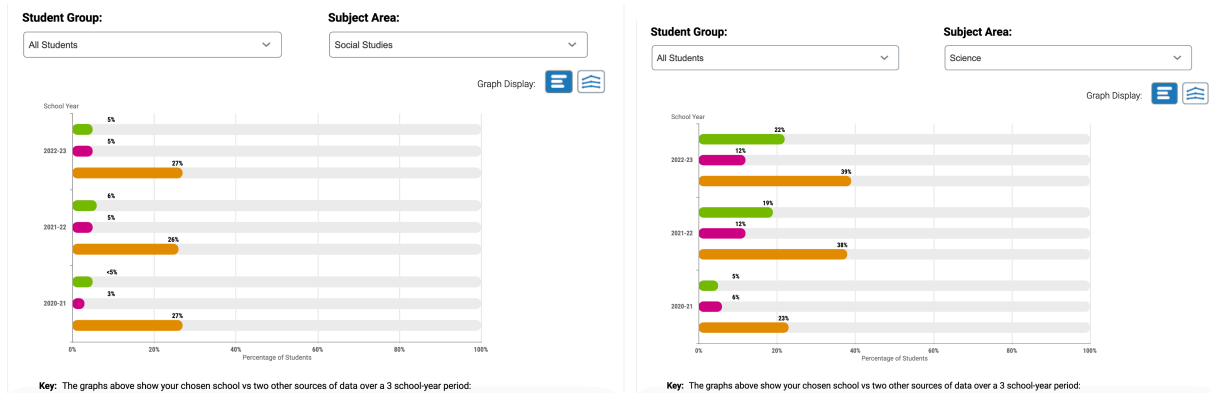
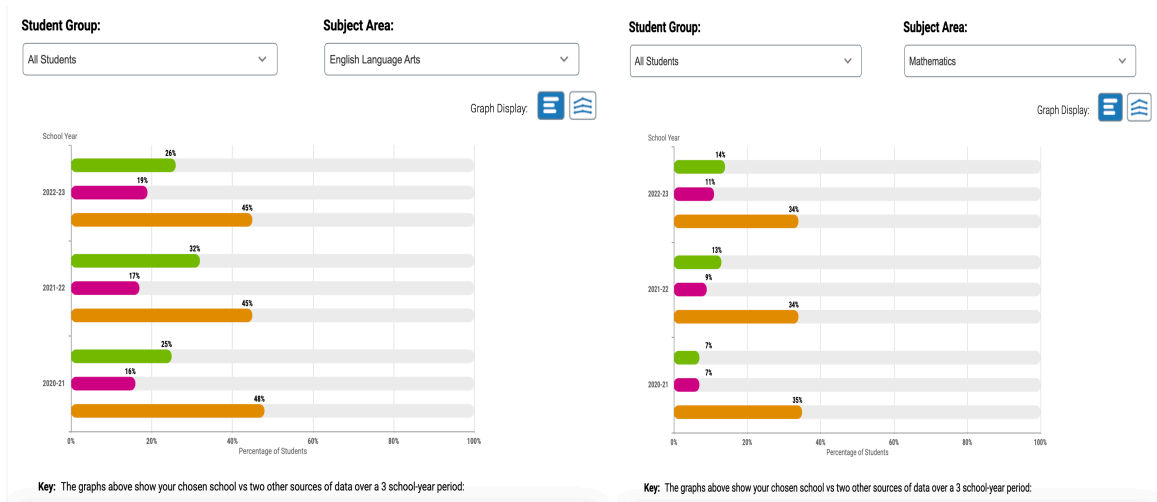


# Fall 2022-Spring 2023



**MStep Data:** Madison Academy Elementary/Middle School conducted the MSTEP assessments in 3<sup>rd</sup>- 8<sup>th</sup> grade in the spring of 2023. This state assessment is designed to show a student’s proficiency level. Results by subject are presented in the chart below:

2020-2021, 2021-2022, & 2022-2023 M-Step Performance Data:



## 2020-2021, 2021-2022, 2022-2023 M-Step Progress Data:



## PARENT-TEACHER CONFERENCES

In 2022-2023 the percent of students attending at least one conference was 67.7% which is a slight decrease from the 2021-2022 school year when the percent of parents attending at least one conference was 70.1%. We value the relationship and participation with our parents, so we also offer resources during conferences such as dinner, food to take home, raffles, clothing, school supplies and a resource table for outside agencies like United Way, Food Bank and health services.

### ***A NOTE FROM THE PRINCIPAL***

*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