



REVISED 2021-22

District Annual Education Report (AER) Cover Letter

2/15/22:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Madison Academy and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Jenna Badgley, Assistant Superintendent for help if you need 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. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials

- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name <LIST ALL SCHOOLS>	Status Label <IDENTIFY TSI, ATS, CSI AND NO LABEL SCHOOLS>	Key Initiative to Accelerate Achievement <IDENTIFY THE KEY INITIATIVE>
Madison Academy Elementary/Middle School	No label	
Madison Academy High School	No label	

Parent partnership is extremely important for both of the Madison campuses. We welcome parents to support and encourage the academic growth of their children. Parent meetings are offered to help strengthen the home/school partnership

The school improvement teams are working diligently to decrease the achievement gap of all subgroups. Much effort and energy has been placed on interventions and teaching core skills to students as an individual approach. The high school has incorporated 52 minutes per day into the bell schedule that is dedicated to math and reading intervention as well as PSAT/ SAT Preparation. Students are grouped according to individual need and receive additional intervention in these core subjects. Staff attend training and strategic professional development to work on improving instructional delivery and design. Building positive school cultures and training students in social-emotional learning are key priorities as well, as we continue to build the future leaders of tomorrow.

The administration and staff of Madison Academy encourage all parents and community members to review the information provided in this cover letter and the attached AER report

documents. Administrators, staff, and students are encouraged by the positive results contained within and look forward to continued success in the future.

Sincerely,

Ms. Jenna Badgley

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Assistant Superintendent