



Madison Elementary School Annual Education Report (AER)

February 18, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Madison Elementary 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 Nate Pechaitis at 517.263.0744 x 130 for assistance.

The AER is available for you to review electronically by visiting the following website:

https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,9073,1326,92.

Or, you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Madison Elementary School was not identified with any of these aforementioned labels.

M-STEP performance data from 2021-22, 2022-23, and 2023-24 can be found in the AER. As evidenced by our M-STEP data, there are still significant deficiencies in their foundational skills in both Math and ELA. Each student who is performing beneath grade level expectations has a specific intervention plan that is in addition to their Tier 1 instructional plan. There is a specific adult who is responsible for carrying out this plan. The specific intervention being used for each student is directly tied to his or her specific deficiencies. We have assigned paraprofessionals to each grade level team to help our teachers facilitate this initiative. Each of these students is progress monitored either weekly or bi-weekly through our assessment system. Each grade level team meets with administration to check progress and adjust instructional plans as needed.

To tackle the deficiencies identified across our school, we are working together, concentrating on three key areas:

1. Guaranteed and Viable Curriculum

We continue to work on more clearly defining our curriculum with a consistent scope and sequence that all classrooms will adhere to. A significant portion of our Instructional Coaches' time is dedicated to helping teachers and students effectively utilize available resources. This includes training on planning and facilitating small group and differentiated instruction. We are specifically targeting foundational skills in math and reading, such as phonemic awareness, phonics, number sense, and fact fluency. Our ongoing expectation is that all students receive the support they need. We have two instructional coaches, who are now focused on guiding teachers to implement the Tier 1 more effectively, but also to implement more suitable, explicit, and effective Tier 2 interventions based on student performance data.

2. Positive Behavioral Interventions and Supports (PBIS) system

We are actively providing professional development aimed at enhancing our teachers' abilities to engage students by

implementing classroom Positive Behavioral Interventions and Supports (PBIS) systems. After relaunching PBIS, we have continued to dedicate professional development time to improve the effectiveness of the system. We are attempting to make the shift from a punitive mindset to a preventative mindset. Our data is telling us that defiance and disruption are our challenging problem behaviors. Our work has been developing and improving our systems to better prevent these behaviors. And when they do occur, how we respond and reteach students, rather than simply assign punitive consequences.

3. Balanced Assessment System

We are in the process of developing a comprehensive assessment system that integrates various assessment types. As part of this initiative, we are actively identifying gaps and inconsistencies within our current assessment system. We emphasize the critical role of assessment data in informing and enhancing our instructional practices. To support this, professional development and coaching sessions will continue to prioritize improving data literacy among our faculty, ensuring they are equipped to analyze and utilize assessment data effectively.

Additionally, we have observed an increase in chronic absenteeism. Almost 24% of students in the district are considered chronically absent. That means they have been absent for more than 10% of the school year. Our District Implementation Team is working to promote this as a district-wide initiative.

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 apply as School of Choice students. 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. Except in grade levels where there are a limited number of seats available, applications for the first trimester are accepted through the first Friday of the school year. Applications for school of choice students are also accepted for the second trimester during the last two weeks of the first trimester. Notification of the application windows is made two weeks prior to the window opening. Students can register for enrollment here: <https://www.madisonk12.us/elementary-registration/>

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. 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)

The **2023-24 Madison School District MICIP goal** centered on the implementation of the **Multi-Tiered System of Supports (MTSS)**. Research indicates that organizations with well-developed systems and processes are more effective in adopting innovative practices. To this end, the district is creating a **comprehensive communication plan** for all stakeholders and is actively researching a vendor to manage and maintain the district's website.

A significant outcome of our commitment to MTSS is the development of a **K-12 Positive Behavioral Interventions and Supports (PBIS)** program. The school improvement team participated in three days of training aimed at revamping and enhancing our PBIS framework. Additionally, elementary faculty and staff

engaged in a classroom-based PBIS professional development session. The K-12 PBIS program officially launched in **Fall 2024**.

The **2024-25 Madison School District MICIP goal** continues the focus on MTSS implementation. The district successfully rolled out the comprehensive communication plan and launched the new website. Furthermore, the K-12 PBIS program was implemented as scheduled in Fall 2024.

Notably, **Madison Elementary School** has significantly improved its **Tiered Fidelity Inventory** for the PBIS program, increasing its implementation score from **23% in Spring 2024** to **67% in Fall 2024**. This improvement indicates a successful rollout of the program. Moving forward, Madison Elementary School will continue to enhance Tier I PBIS across all classrooms and begin developing Tier II PBIS interventions.

3. Specialized Schools Annual Report

The students of Madison School District 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 Lenawee Intermediate School District 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 in a classroom operated by the LISD. Students from Madison attended LISD classroom programs during the 2023-24 school year.

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. Students from Madison Elementary School attended these programs during the 2023-24 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 173 students from Madison attended the LISD TECH Center or participated in the co-op/work experience program during 2023-24. This equals approximately 83% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2023 study of 2022 graduates) showed 56.6% were continuing their education. Of those continuing their education, 76.7% were continuing in a field related to their LISD TECH Center program. In addition, 91.4% were working (full-time or part-time) with 5.0% reporting they were unemployed/seeking employment. Of those working full-time, 75.4% were in a field related to their LISD TECH Center program.

4. Madison Elementary School Core Curriculum

Madison Elementary School uses Michigan's state academic standards as a framework for curriculum development. Using the framework, we work with all stakeholders, along with research based and evidence based strategies to formulate our plan to deliver the curriculum. This framework can be accessed by clicking on the following:

<https://www.michigan.gov/mde/services/academic-standards>

5. Aggregate Student Data

Madison Students in grades 3-5 participated in the M-STEP in the spring of the 23-24 School Year.

Students in grades 3-5 are assessed in English Language Arts (ELA) and Mathematics. 5th graders were assessed in Social Studies and Science, as well. The tables below include the percentage of students who scored proficiently over the past three years.

3 rd grade	21-22	22-23	23-24
ELA	39.5%	40.7%	33.9%
Mathematics	40.3%	44.9%	31.9%

4th grade	21-22	22-23	23-24
ELA	44.9%	36.7%	35%
Mathematics	44.1%	36.7%	43.3%

5 th grade	21-22	22-23	23-24
ELA	51.8%	45%	41.6%
Mathematics	35.1%	38.9%	26.5%
Social Studies	28.9%	21.4%	41.9%
Science	51.8%	36.6%	23.7%

6. Parent-Teacher Conferences

Parent-Teacher conferences for all students are held at the end of the first and second trimesters.

In Summary

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,

Nate Pechaitis and Abby Miller