

# FERNDALE PUBLIC SCHOOLS EXECUTIVE SUMMARY 2008-09 MEAP Report

This report provides a comprehensive review of the district’s 2005-2008 Michigan Educational Assessment Program results. The report begins by providing background information, which is needed to understand the complexities of the MEAP testing program. The second section addresses scoring. This section describes the methods used to score individual tests and how scores are used to determine Adequate Yearly Progress and EdYES!, the State’s accountability system. The third section of this report addresses the 2005-2008 results. It looks at the scores of all students as well as two subgroups – Economically Disadvantaged and African American students. A third subgroup, Special Education, will be reviewed in a separate report at a later date.

October 30, 2008 marked the last day of MEAP testing for the 2008-2009 school year. April 2, 2009, the scores were released to the public. With approximately six weeks remaining in the 2008-2009 school year, both district and building-level teams are engaged in the MEAP review process. The process addresses building and district results along with longitudinal trends and curricular implications. This report is written from a district perspective, leaving individual buildings to address building and individual students’ educational needs.

## BACKGROUND INFORMATION

### Grades Assessed

All students in grades three through nine are required to complete the MEAP tests assigned to their grade level. In addition to the MEAP, MI-ACCESS is an alternative assessment available to eligible special education students. The Individual Educational Planning Team determines eligibility. Below is a chart identifying the tests administered at each grade level.

<b>Grade Level MEAP Assessment Chart</b>					
<b>Grade Level</b>	<b>English Language Arts</b>		<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
	<b>Reading</b>	<b>Writing</b>			
<b>3</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>4</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>5</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>6</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>7</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>8</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>9</b>					<b>X</b>

**Special Education students take either the MEAP or Mi-Access.**

<p><b><u>Three Levels of Mi-Access</u></b>  <b>Functional Independence</b>  <b>Supported Independence</b>  <b>Participation</b></p>	<p>All MI-Access tests measure Extended Grade Level Content Expectations for reading, writing, mathematics and science</p>
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## **Test Construct**

The majority of the MEAP tests consist of multiple choice items. The grade 3 multiple choice questions have three possible answers to choose from, while grades 4-9 have four distracters for each question. Grade 3 students write their answers in the test booklet; grades 4-9 record responses on separate answer folders.

In addition to multiple choice items, students are required to provide written responses to questions; these are known as constructed response items. Constructed responses are required in the Writing, Mathematics and Science tests. Using a scoring rubric, scorers review individual student responses and assign a point value to each student's written response. The scores from the multiple choice and constructed response items are combined to yield a total score.

## **Test Administration**

There were several changes to the 2008-2009 Grades 3-9 MEAP. The test administration window was no longer three weeks in length providing districts with the latitude to set up unique testing schedules. Instead, each MEAP test was assigned a specific administration date. Students were required to complete the entire subject area test in one session. As an example, all students in grades 3-8 were required to complete the mathematics test on Tuesday, October 14. Previously, the mathematics test was administered in two sessions within a three week testing window. The English Language Arts test was administered on October 16 and October 21. Each of the tests was extremely long and students found the tests to be exhausting. After the MEAP testing window closed, the Michigan Department of Education surveyed administrators and teachers throughout the State. Based on the feedback received, test administration will change again next year.

The MEAP continues to be untimed; however students are expected to finish each section during the testing session. Students who become tired often stop concentrating thereby either failing to complete the test or randomly recording answers, which lowers the score. Students who became ill or were required to leave school during the test administration were required to retake the entire subject area test using an alternate form. Students were not allowed to go back to previous sections to finish or review their completed work.

To accommodate the change in test administration, the construct of the content area tests changed this year. The mathematics test was shortened having only two sections instead of three. The English Language Arts and Social Studies tests no longer required students to construct written responses to test questions. Additional multiple choice items and short answer written responses replaced the eliminated constructed response items. Eliminating the constructed response items resulted in shortening the tests and served as a cost savings to the Michigan Department of Education.

## **Grade Level of Instruction vs. Grade Level of MEAP Test**

When looking at the results of grade-level assessments, it is important to remember tests are designed to measure mastery of the previous year's Grade Level Content Expectations (GLCEs). The third grade test measures the second grade curriculum and the fourth grade test measures the third grade GLCEs. The chart below graphically represents this concept.

<b>Correlation of MEAP Content Tested with Grade Level Instructed</b>									
<b>Grade Level</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	
English Language Arts - Reading and Writing		← X	← X	← X	← X	← X	← X	← X	
Mathematics		← X	← X	← X	← X	← X	← X	← X	
Science				← X			← X		
Social Studies					← X			← X	

## **Less Than One Full Year of Attendance**

MEAP scores indicate the percentage of students in Ferndale Public Schools at each grade level and within each school building scoring above, at, or below State standards. These results include all tested students, without regard to how long students have been enrolled in Ferndale Public Schools. The State of Michigan will extract the scores of all less-than-one-full-year students prior to calculating Michigan School Report Card grades and Adequate Yearly Progress. This year the district experienced an increase in its elementary and middle school enrollment, which increased the less-than-one full-year population. The net result of these students being removed from Ferndale's scores is yet to be determined. This adjustment in the scores has not taken place and is therefore not reflected in this report. What follows is a report of all students tested, which includes those new to Ferndale Public Schools.

<b>October 2008 Pupil Accounting Report</b>								
<b>Number and Percentage of</b>								
<b>Students New to Ferndale Public Schools by School and Grade Level</b>								
	<b>Roosevelt</b>		<b>Coolidge</b>		<b>Kennedy</b>		<b>Ferndale Middle School</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>3</b>	20	22%			0	0		
<b>4</b>			34	28%	0	0		
<b>5</b>			29	29%	0	0		
<b>6</b>			39	27%	0	0		
<b>7</b>							42	23%
<b>8</b>							42	21%

## Scoring the MEAP

The English Language Arts (ELA) test is comprised of two separate tests – reading and writing. Students receive a reading, writing and an ELA score. The ELA score is a combined reading and writing score with reading representing two-thirds of the ELA score and writing representing one-third.

For all subjects except writing there is a one-to-one relationship between the number correct and the total score. Writing, however, uses a more sophisticated scoring model, which assigns points based on the level of difficulty of the questions, thereby eliminating the one-to-one correlation between number of questions correct and the total score.

### Levels of Performance

The MEAP tests are criterion-referenced tests, which means test evaluators review State results and then determine the passing. This is the cut score for each test at each grade level. Students scoring above the cut score are reported to have passed, while those scoring below have not passed. The chart below identifies the performance levels and descriptors.

Level 1: Advanced	The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts as defined for Michigan students. The student needs support to continue to excel.
Level 2: Proficient	The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and increase proficiency.
Level 3: Partially Proficient	The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.
Level 4: Not Proficient	The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations as defined for Michigan students.

## **Student Growth Model**

In addition to receiving a level of proficiency, students in grades 4-8 receive a reported growth score for Reading, English Language Arts and Mathematics. The writing assessment does not have a sufficient number of items to statistically support the growth model. Simply stated, the growth model is designed to calculate each student's year-to-year growth as measured by the MEAP. Psychometricians developed a mathematical model to accomplish the task of measuring year-to-year growth. The model accommodates separate scoring scales in each grade, breaks the four levels of achievement, Levels 1-4, into sub-levels small enough to capture progress within a proficiency level. For example Level 3, Partially Proficient - High, represents a student who is not proficient, but whose score puts him/her very close to Level 2, which is considered proficient. This model has the ability to compare movement between sub-ranges from one school year to the next, thereby measuring individual student's growth from year-to-year.

Student growth is reported using one of the 5 following descriptors:

**N = No Change** which indicates the student made 1 year of growth.

**I = Improvement** indicates growth of slightly more than 1 year.

**SI = Significant Improvement** indicates growth of much more than 1 year.

**D = Decline** indicates growth of slightly less than 1 year.

**SD= Significant Decline** indicates growth of much less than 1 year.

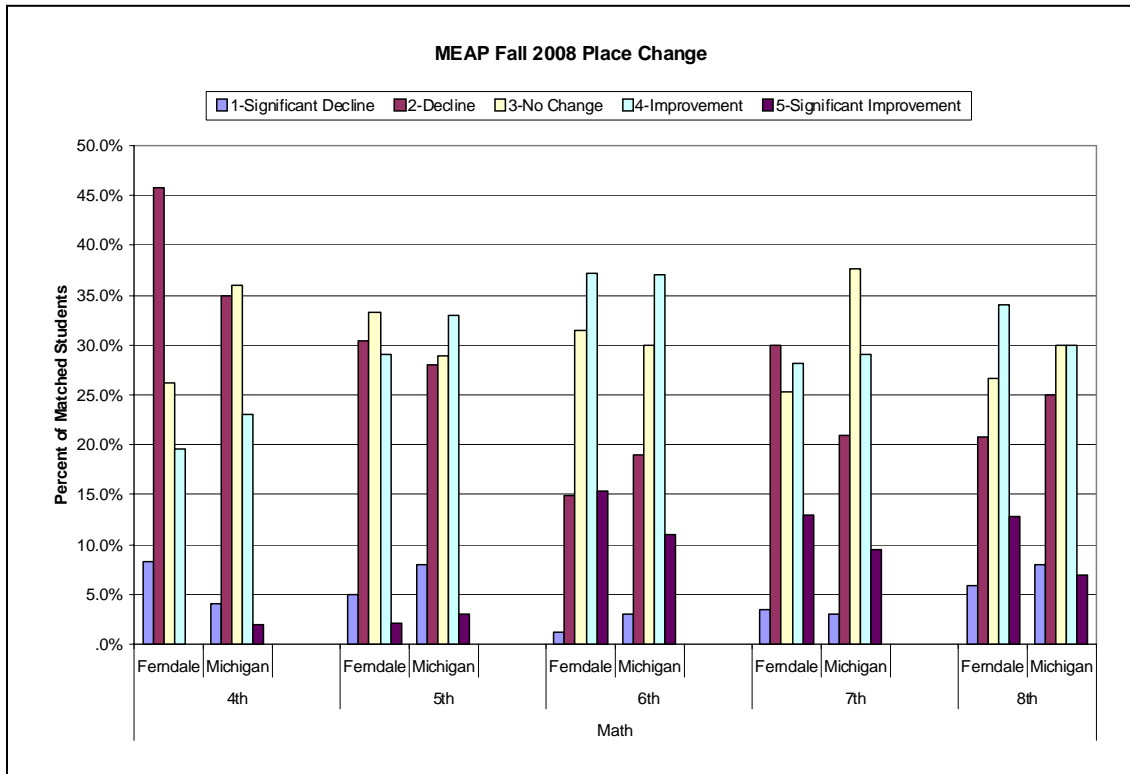
The specific descriptor is associated with the degree of improvement or decline demonstrated by individual students from one year to the next. The chart below illustrates a student who demonstrated improvement in mathematics.

<b>Illustration of Improvement</b>													
	<b>Level 4 Not Proficient</b>			<b>Level 3 Partially Proficient</b>			<b>Level 2 Proficient</b>			<b>Level 1 Advanced</b>			
	L	M	H	L	M	H	L	M	H	L	M	H	
<b>Fall 2007 Reading</b>						<b>X</b>							<b>Score:</b> Partially Proficient – Range: High
<b>Fall 2008 Reading</b>							<b>X</b>						<b>Score:</b> Proficient – Range: Low

The reported level of growth is *Improvement*

From a district and building perspective, the goal is to reduce and/or eliminate the number of students in Levels 3 and 4, thereby increasing Levels 1 and 2, which are considered passing. To accomplish this goal, students who are proficient, scoring a Levels 1 or 2, must make a minimum of one-year's growth every year that they are in school. Students who are not yet proficient, Levels 3 and 4, must demonstrate more than one year's growth each school year.

The 2008 Place Change graph below is an example of the growth model.



This graph presents district and State mathematics place change data for grades 4-8. Grade 3 MEAP results are viewed as each student's baseline, thereby measuring growth with the grade 4 MEAP. Grade four MEAP results show the district experienced an increase in both Significant Decline and Decline with 57% of the students making less than one year's growth in third grade mathematics. Twenty-six percent of the students made one year's growth, and 20% grew more than one year. To find the cause of this decline, in achievement at the third grade level, Roosevelt and Kennedy must examine individual student results as well as the third grade mathematics program.

Grade 6 place changes, which reflect students' growth in fifth grade mathematics, indicate a 1% Significantly Declined, 15% Declined, 31% No Change, 37% Improved, 15% Significantly Improved. The State of Michigan experienced a 3% Significantly Declined, 19% Decline, 30% demonstrated one year's growth, 37% Improved, and 11% Significantly Improved. This shows Ferndale's sixth grade students experienced 5% less decline and greater numbers of students demonstrated more than one-year's growth; 4% more than the State of Michigan. In other words, Ferndale's fifth grade mathematics program out-performed the State.

MEAP mathematics at grade 8 is another example of the district out-performing the State. Using the place change chart on page 6, 47% of Ferndale Middle School's students made more than one year's growth during their seventh grade year, while only 37% of the State of Michigan demonstrated the same growth.

<b>Place Change</b>	<b>Ferndale</b>	<b>Michigan</b>
Significantly Decline	6%	8%
Decline	21%	25%
No Change – One Year's Growth	27%	30%
Improved	34%	30%
Significantly Improved	13%	7%

## **Scoring Summary**

To summarize scoring, MEAP achievement is measured in three ways.

### **1. Individual Student Scores**

Every student receives a level of performance and a place change score.

### **2. Adequate Yearly Progress**

Under No Child Left Behind, the federal government determines building and district Adequate Yearly Progress. Adequate Yearly Progress uses a predetermined minimum proficiency level for all students and all federally recognized subgroups. This executive summary uses raw scores, which are not reliable for determining AYP. Prior to determining AYP the Michigan Department of Education removes the scores of all-less-than one-full-year students, reattaches students who moved out of Ferndale less than one full year ago, include the MI-ACCESS students' scores, and applies a mathematical formula to determine Conditional Proficient; a means of ensuring reliability of the scores. The results of this process often increase building and district percent of students demonstrating proficiency.

### **3. Growth Model**

Beginning spring 2010, the State will use place change data as the major determinate of each school's and district's accreditation status for EdYES! In anticipation of this change, the district is studying and applying the model this school year.

## **DISTRICT RESULTS**

This section of the Executive Summary provides an analysis the 2005-2008 MEAP results. It begins with a review of the category entitled *All Students*, which is reported from a district perspective by grade level and subject. This analysis compares the district to the State's overall growth. Following the review of the overall performance of all students is a comprehensive look at two subgroups – Economically Disadvantaged and African American. This data is reviewed by content area and grade level. The Special Education subgroup will be addressed in a separate report devoted solely to that subgroup. This section will conclude with a glance at achievement of individual buildings.

Attached is a table of district scores, **Attachment B.1**, from 2005-2008. The scores highlighted in orange indicate a two-to-three year positive trend in the number of students scoring at the proficient level. Yellow highlighted areas indicate a one year increase of percent of students scoring proficient, or passing. The table is designed to provide a quick overview of the results by grade level, content area, subgroup, and school building.

### **Overall Performance of All Students**

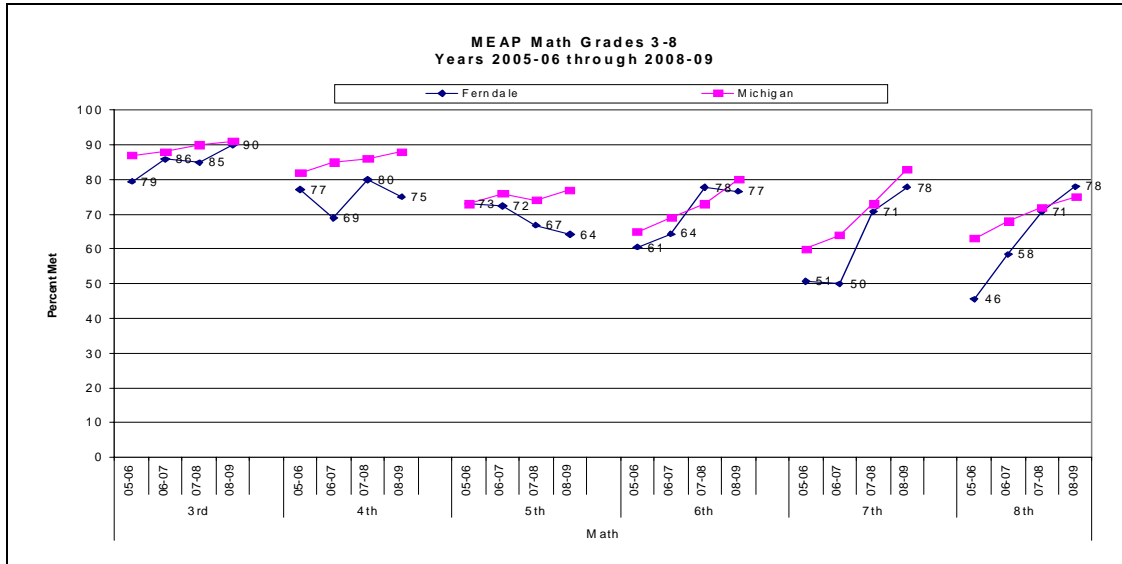
This section focuses on achievement of all of the district's students. This group of students is referred to as *All Students*. District results will be compared year-to-year over the last four years. To assess lasting growth, rather than year-to-year fluctuations, concentrating on multi-year results is most advantageous.

In addition to looking at the district's results for *All Students* over the last four years, a comparison to the State's results will be presented. Analysis of the State and district results will begin with the fall 2005 results. Fall 2005 is significant for three reasons. It was the first year the tests were administered in the fall of the year. It was the first year grade 3 was assessed. The English Language Arts test was new, having undergone major revisions. Prior to 2005 the tests were administered in the spring of the year before students were promoted to the next grade level.

Generally, the district's *All Students* overall performance shows outstanding growth in grades three, seven and eight. Next year will provide more information on sixth grade as to whether this year's decline will continue or was an isolated circumstance. In these grades the district is outperforming-the State of Michigan. Fourth and fifth grade MEAP results, which reflect instruction in grades three and four, are an area of concern. The district's improvement plan must address instruction and curriculum at grades three and four. The district's improvement plan is presented in the last section of this report. The remainder of this report outlines specific details of our results.

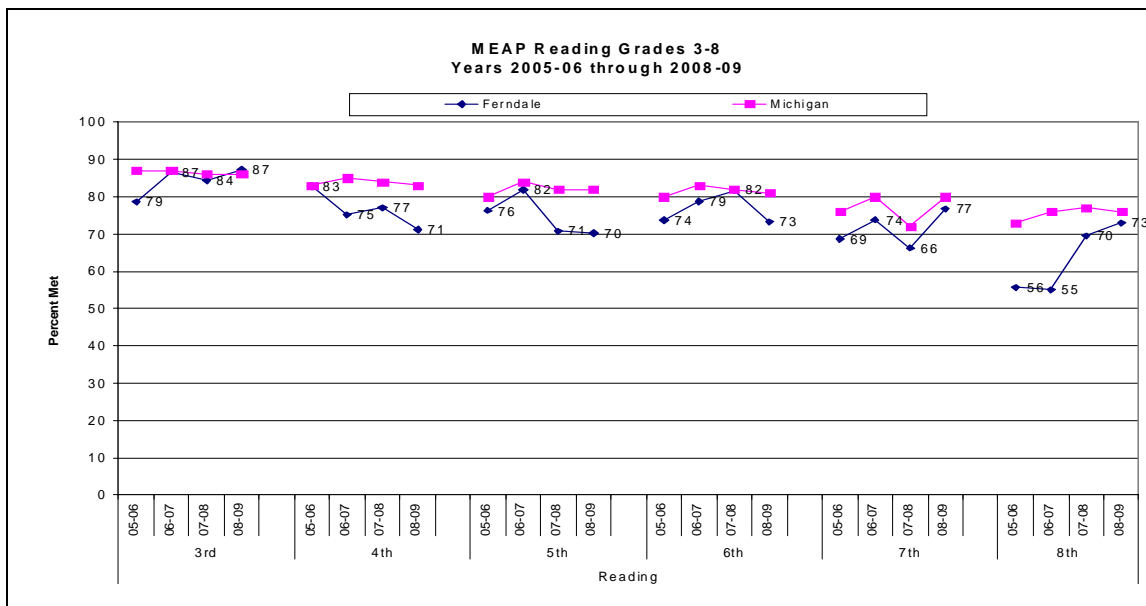
## Mathematics

Mathematics shows the greatest improvement at grade three with an overall decline in grades four and five. Grade six improved in 2005, 2006, 2007 and declined in 2008. The 2009 results will establish if grade 6 was a one-year drop or the start of a new trend. Achievement increases in grades seven and eight. Looking at the amount of growth Ferndale has demonstrated in grades three, seven and eight, it is clear the district is closing its achievement gap.



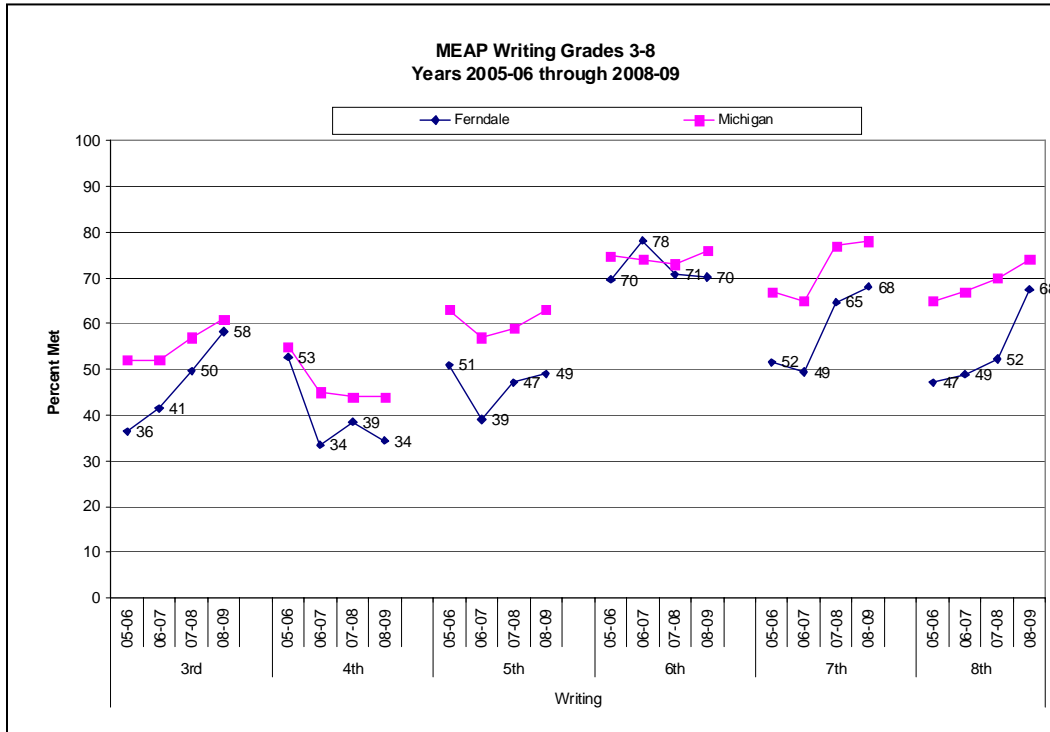
## Reading

Reading mirrors mathematics with student achievement in grades three, seven and eight exceeding growth of *All Students* in the State. Grade three demonstrated increased achievement three out of the last four years. In 2005 third grade lagged behind the State by 8% and in 2008 was 1% ahead of the State. Eighth grade reading was 17% behind the State in 2005 however at this time Ferndale Middle School is only 3% shy of the State. Sixth grade dropped in 2008 after increasing in 2005, 2006, and 2007. The 2009 results will show if 2008 was an anomaly or the beginning of a new pattern.



## Writing

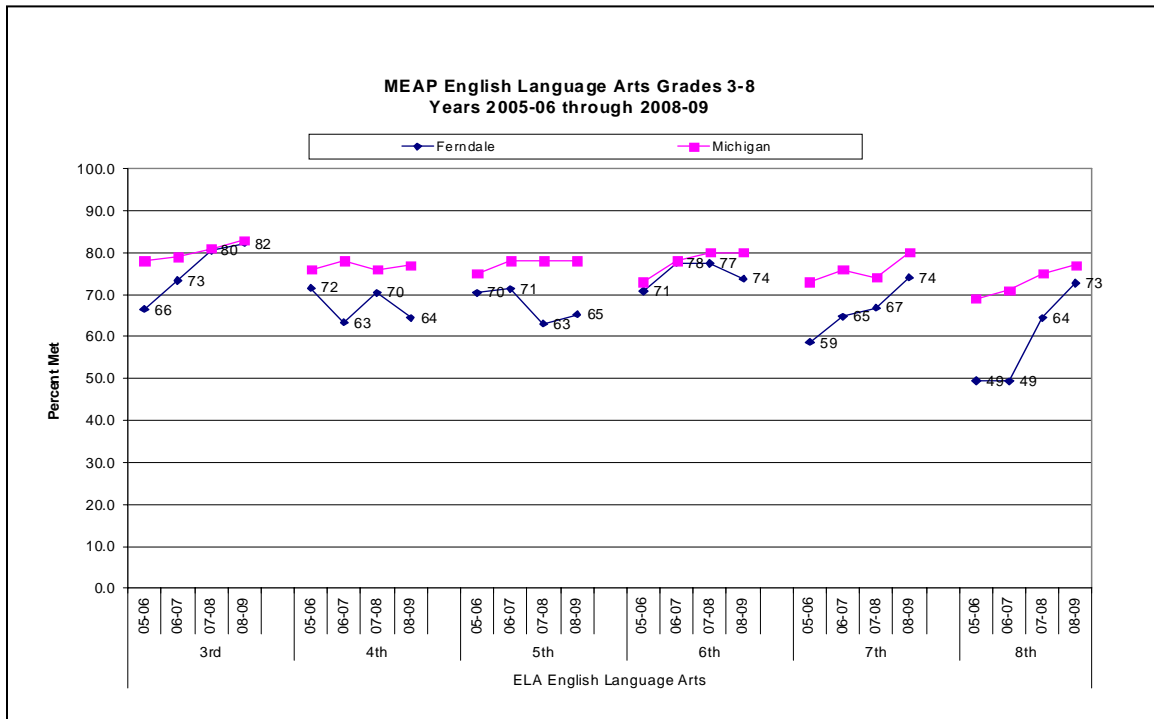
The grade level patterns of achievement continue in the area of writing with third grade closing the achievement gap. Fourth and fifth grades are under-performing, while grades seven and eight are increasing achievement each year. Sixth grade dropped one point this year. It is interesting to note the State declined at grades four.



The above graph does not show how the district is closing the gap between the State and the district's achievement. Ferndale's third and eighth grades improved writing scores every year for the last four years. In 2005, grade 3 was 16% lower than the State. Today, grade 3 is only 3% behind. Grade eight went from 18% to only 6% behind the State.

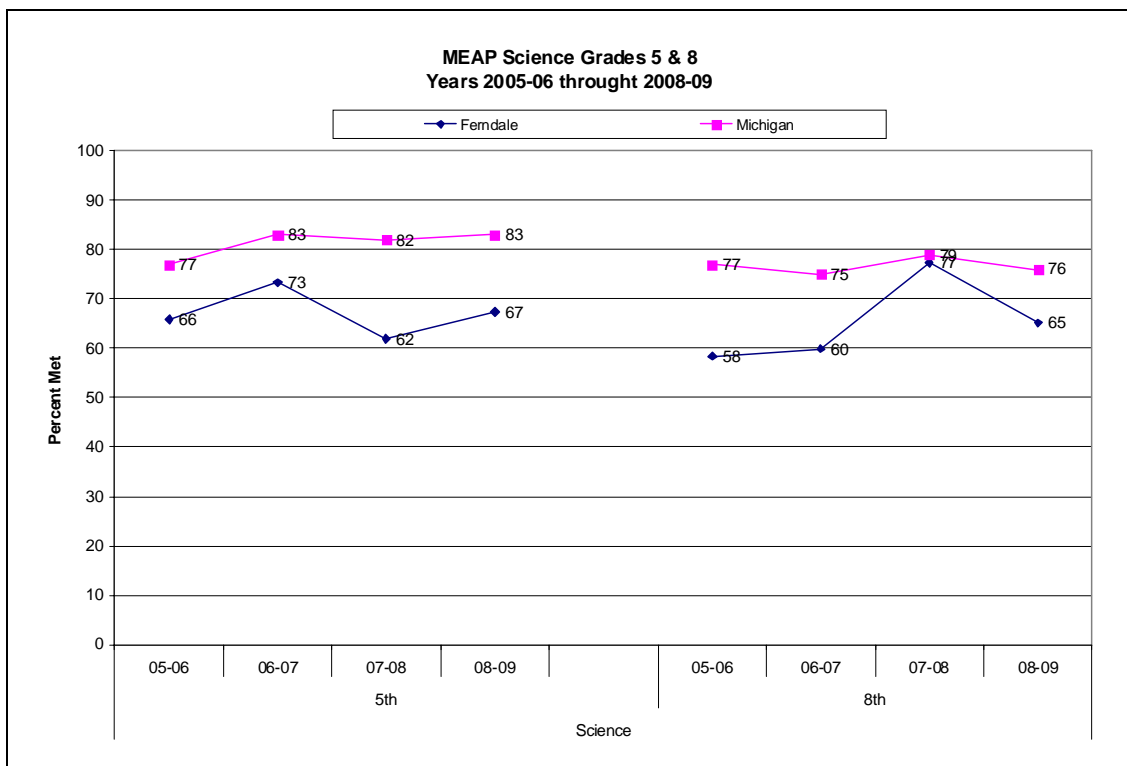
## English Language Arts

The English Language Arts score is comprised of the reading and writing scores, so the positive trends continue in grades three, seven and eight. Third grade scores have increased every year since 2005 narrowing the gap between the district and the State from 12% to only 1%. Grade seven improved all four years, and grade eight improved in 2006, 2007, and 2008, reducing the gap from 20% to only 4%.



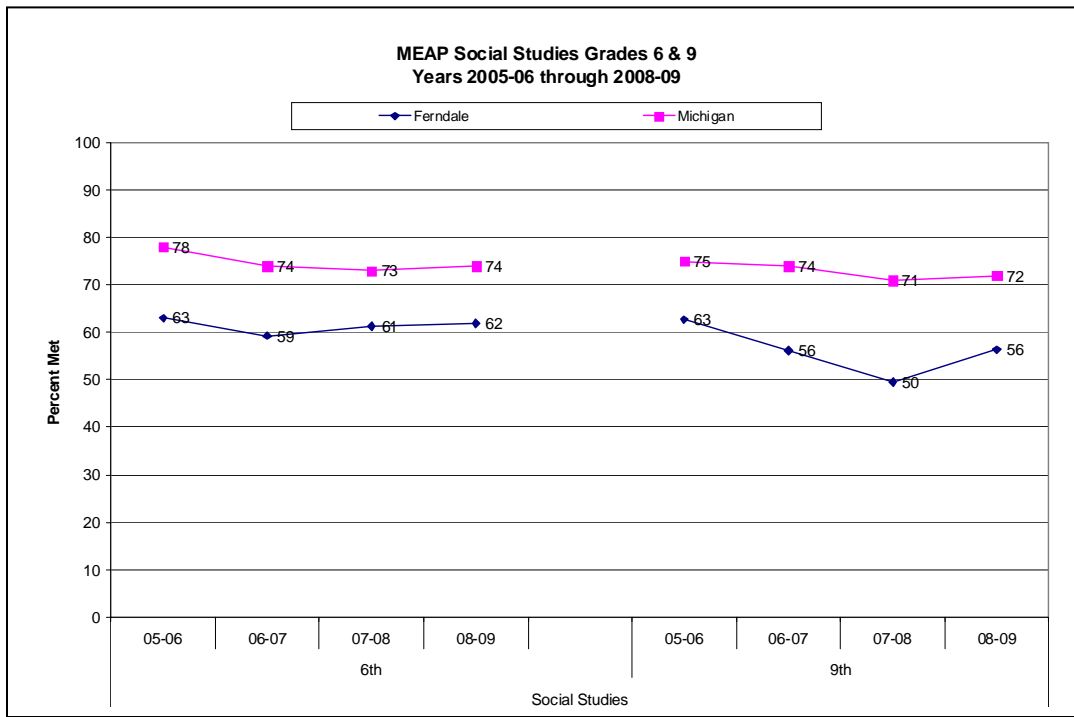
### Science

The chart below represents the gap analysis between Ferndale Public Schools and the State of Michigan in science. At grade five students are showing some growth, but not keeping up with the State. Looking at 2005-2007, eighth grade was increasing at a greater rate than the State. The 2008 decline may be a one-year blip or a true decline. The 2009 results will provide additional information.



## Social Studies

Social Studies results are interesting. The State is showing a slight decline in achievement, as is the district. The district results include Alternative Education, University High School and Ferndale High School. With only Ferndale High School scores included the district score would be slightly increased to 69%.



## Performance of Subgroups

The United States set a national goal of narrowing the achievement gap between lower income and middle-class students, and between racial and ethnic groups. This is the key purpose of the No Child Left Behind act, which relies primarily on assessment to promote changes within schools to accomplish the goal. Like most districts, Ferndale's concern is not with the overall test results or with the *All Student* scores. It is with increasing achievement of the subgroups.

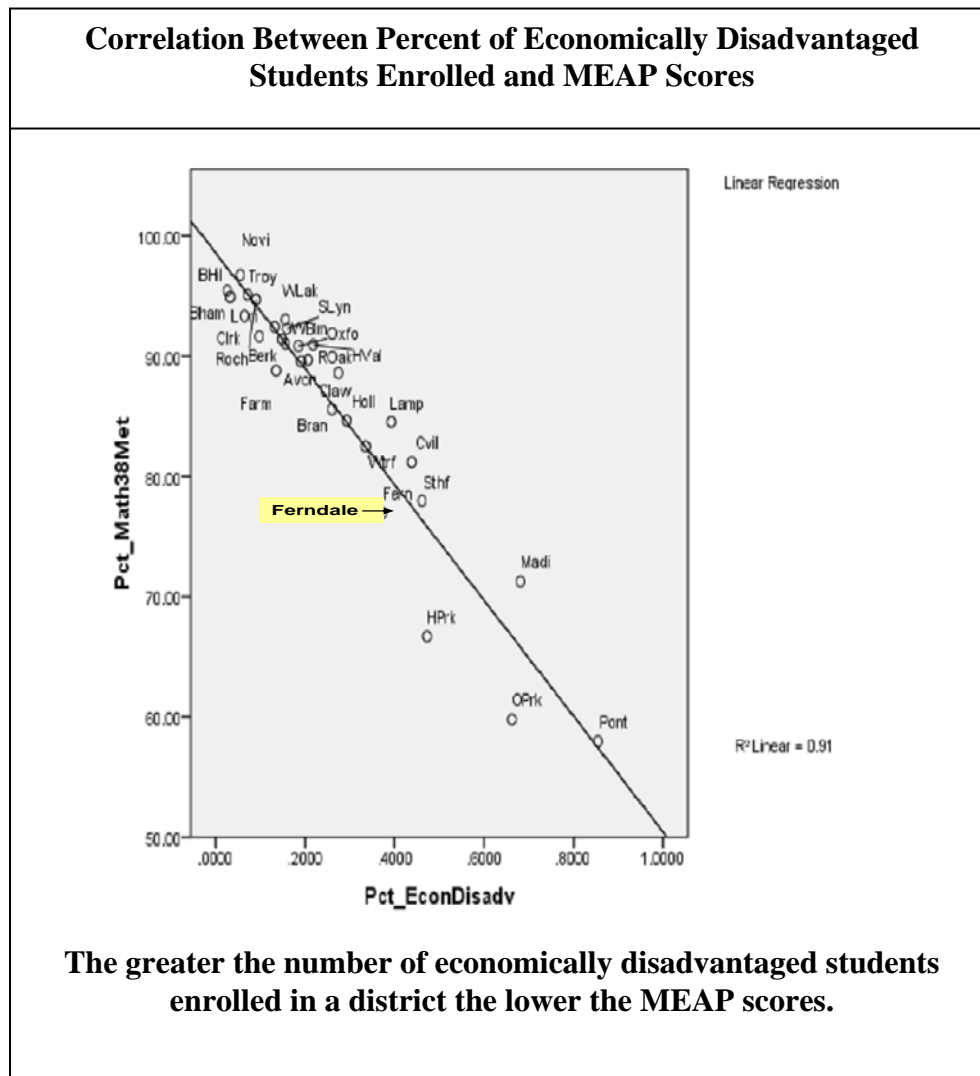
One subgroup failing to achieve Adequate Yearly Progress threshold scores will result in the school and perhaps the district not making Adequate Yearly Progress. It is important to remember, the authors of No Child Left Behind wrote the act in such a manner so as to require districts to focus attention and resources on groups of students who have traditionally fallen behind. The message is clear, as a nation, State, school district, school, and teacher; we must reach those children who were never reached before.

## **Economically Disadvantaged**

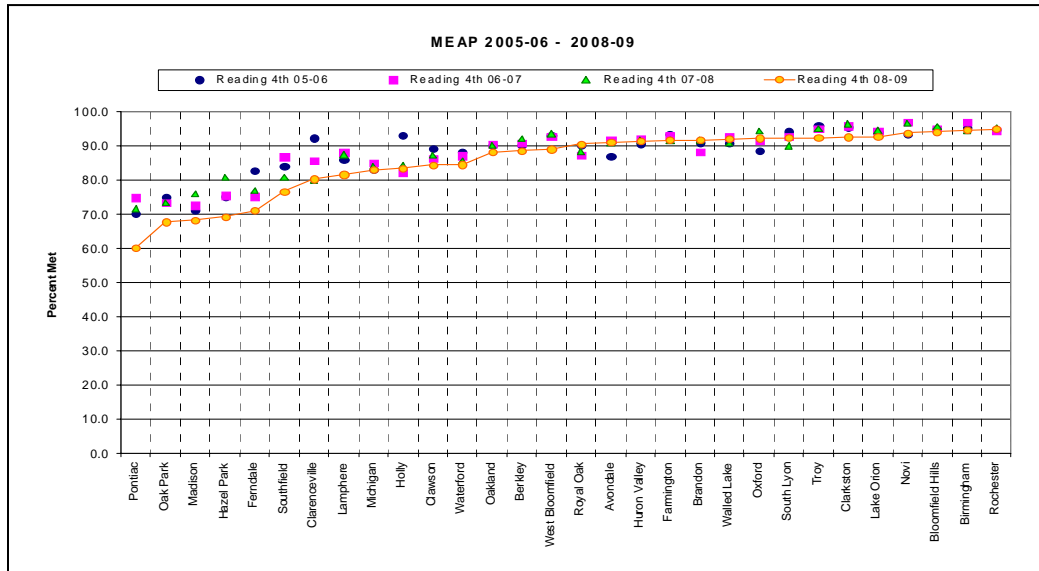
Factors associated with poverty are difficult for schools and districts to overcome. Out-of-school factors common among those living in poverty are low birth-weight and lack of prenatal care; inadequate medical, dental, and vision care; poor or inadequate nutrition; family stress; and neighborhood characteristics. Any one of these factors has the potential of negatively impacting student achievement.

Dr. Ernie Bauer, Director of Research, Evaluation and Assessment Programs, at Oakland Intermediate School District conducted a research study to determine if a correlation exists between individual district's MEAP results and the percent of economically disadvantaged students enrolled in the district. The study revealed that there is a direct correlation between MEAP scores and the number of economically disadvantaged students enrolled in the district.

The chart on the next page is the correlation between the number of economically disadvantaged students enrolled in a district and the district's MEAP mathematics results.



Below is a graph ranking the fourth grade reading scores of the 28 school districts in Oakland County. As in the previous chart the districts' scores increase in districts, which enroll smaller numbers of economically disadvantaged students.

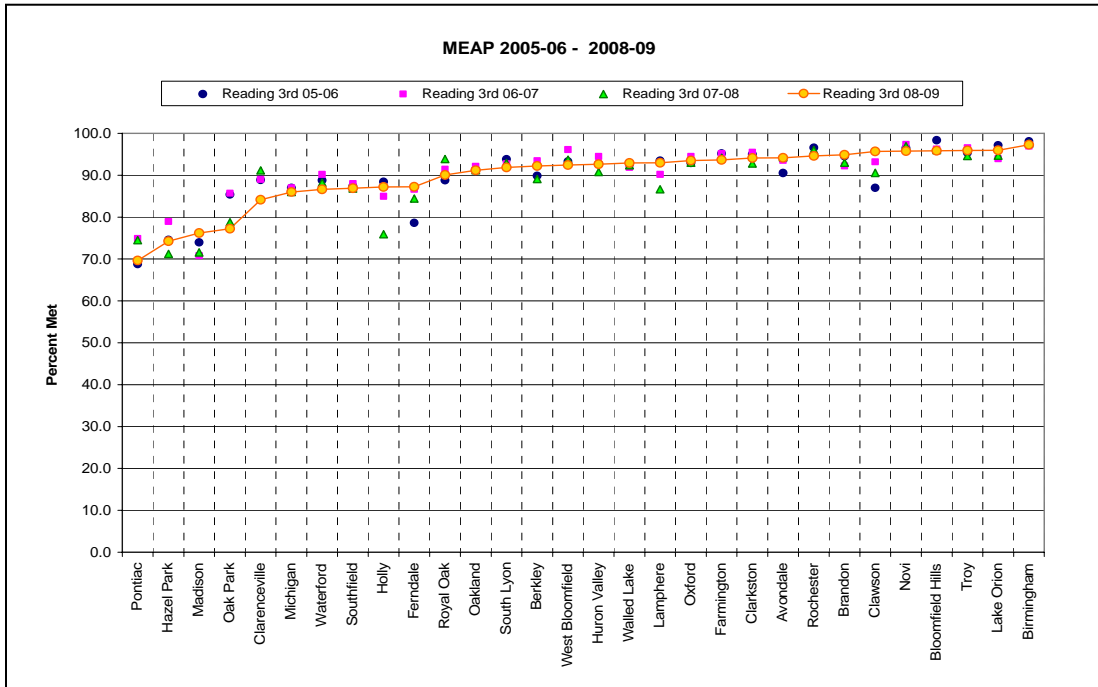


Understanding the impact poverty has on student achievement, the district examined its fall 2008 enrollment to determine the percent of economically disadvantaged students tested by the MEAP. The results are significant.

Grade Level	School	Number of Economically Disadvantaged Students Tested	Percent of Tested Students Who Were Economically Disadvantaged	Percent of Economically Disadvantaged Passing 2008	
				Reading	Math
3	Roosevelt	66	72%	77%	86%
3	Kennedy	17	25%	91%	73%
4	Kennedy	23	36%	71%	71%
5	Kennedy	19	33%	75%	63%
6	Kennedy	27	46%	68%	75%
4	Coolidge	86	72%	63%	68%
5	Coolidge	67	64%	52%	43%
6	Coolidge	97	69%	62%	73%
7	FMS	118	63%	70%	74%
8	FMS	120	59%	68%	73%

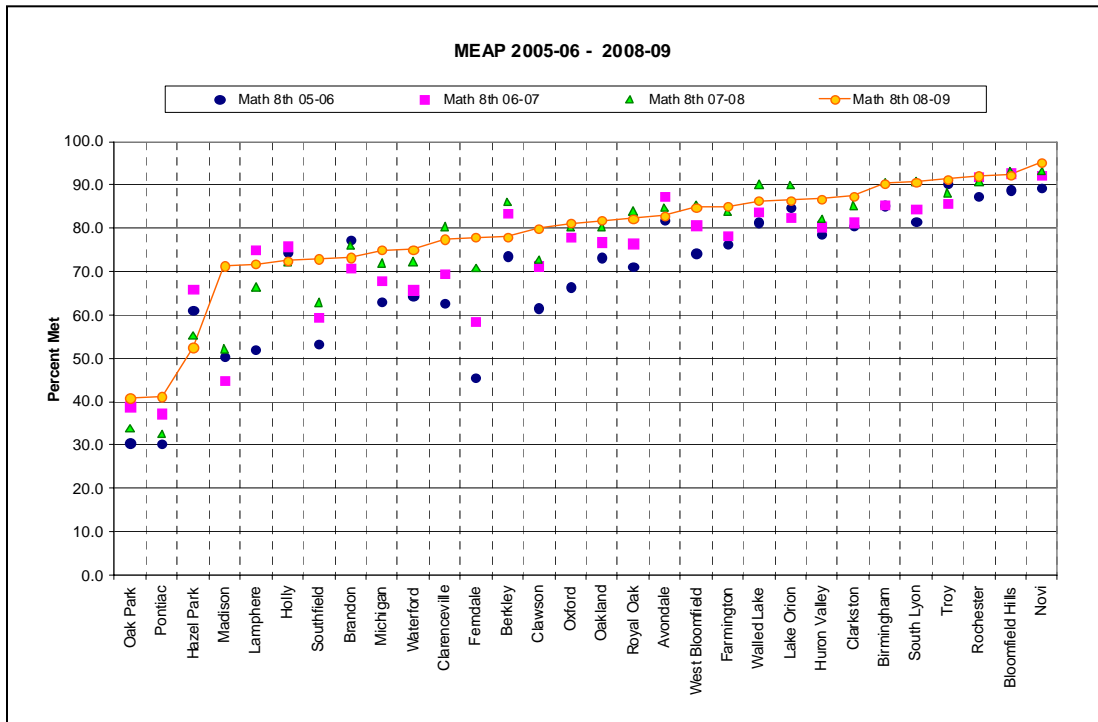
The elevated percentage of economically disadvantaged students at Roosevelt, Coolidge and Ferndale Middle School is expected to depress the overall MEAP results. In some cases this did not hold true. Below is a graph representing Oakland County third grade reading scores. Ferndale outperformed districts with higher socioeconomic levels.

### Grade 3 Reading Results by District 2005-2008



Eighth grade mathematics is another example of Ferndale performing at a higher rate than was predicted.

### Grade 8 Mathematics Results by District 2005-2008



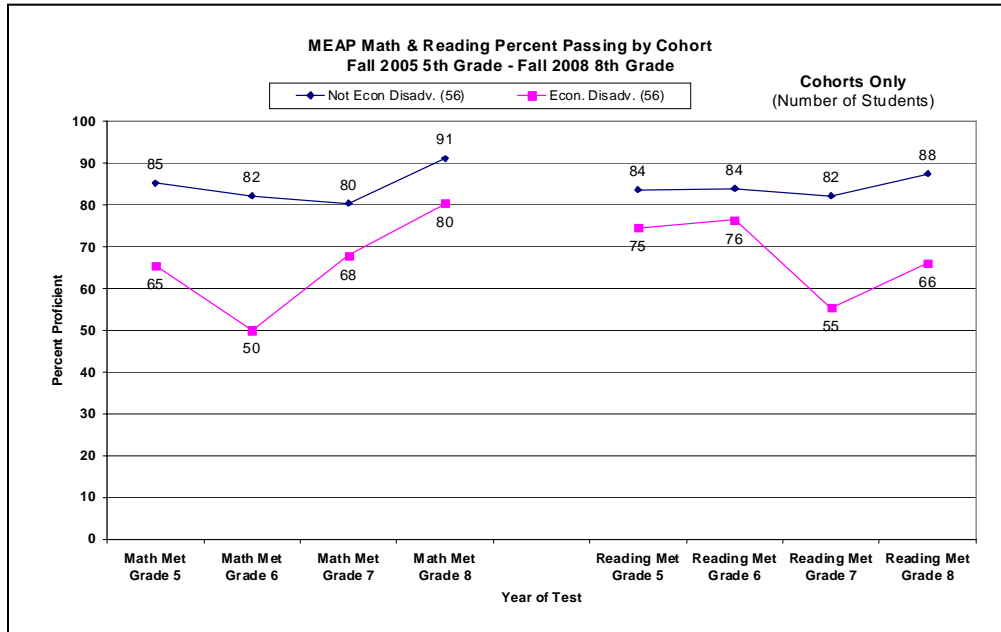
To add perspective, the following charts were created to compare Ferndale’s economically disadvantaged students’ growth to the State’s economically disadvantaged students’ growth over a four-year period of time. The calculations used an average of the four-year growth rate, subtracted from the starting point, which was 2005. The results mirror the district’s *All Students* overall performance with the economically disadvantaged students in grades three, six, seven and eight outperforming the State.

<b>Growth From 2005-2008 for Economically Disadvantaged Students English Language Arts</b>			
<b>Grade Level Tested</b>	<b>State of Michigan Percent of Gain/Loss</b>	<b>Ferndale Public Schools' Percent of Gain/Loss</b>	<b>Reflects Grade Level of Instruction</b>
3	+3.75	+12.00	2
4	+0.75	-7.5	3
5	+3.25	-6.25	4
6	+2.75	+11.50	5
7	+4.50	+10.00	6
8	+5.00	+12.00	7

Mathematics follows the pattern, which has been visible throughout this report.

<b>Growth From 2005-2008 for Economically Disadvantaged Students Math</b>			
<b>Grade Level Tested</b>	<b>State of Michigan Percent of Gain/Loss</b>	<b>Ferndale Public Schools' Percent of Gain/Loss</b>	<b>Reflects Grade Level of Instruction</b>
3	+3.25	+6.25	2
4	+5.50	-7.50	3
5	+2.25	-9.25	4
6	+9.75	+13.75	5
7	+14.00	+11.50	6
8	+8.50	+23.50	7

Each year a different group of students takes the MEAP test and each year the group changes. This leads to year-to-year fluctuations in the scores. To eliminate some of the variables, the district extracted a group of students who attended Ferndale Public Schools for four consecutive years. This group, known as a cohort, was disaggregated into two groups – economically disadvantaged and non-economically disadvantaged. Below is a graph representing the data obtained from this project.



The data confirms economically disadvantaged students lag behind the non-economically disadvantaged. The district was successful in reducing the achievement gap in mathematics; however the increased demands of middle school reading widened that gap in grades seven and eight. The non-economically disadvantaged students outperformed the State’s *All Students*, while the economically disadvantaged students under performed. Data such as this will be used with teachers and administrators to evaluate and improve programs.

To conclude, factors impacting those who live in low socioeconomic conditions hold the potential of profoundly impacting learning. Overcoming the affect of poverty is an arduous task. However, Ferndale is demonstrating it is not insurmountable. To continue to improve the achievement levels of the economically disadvantaged, the district must focus on the subgroup by providing focused, strategic instruction and additional resources to support the children in overcoming the barriers of poverty.

## **African American**

Analysis of the African American student's achievement was conducted in the same manner as the economically disadvantaged students' data. The overall perspective was extracted from **Attachment B.1**, followed by an examination of Ferndale's students in comparison to the State's African American population. Looking at each building's test scores concluded the study. This was done because the subgroup's performance may in certain subjects and at specific grade levels not meet the Adequate Yearly Progress threshold score.

Using district data, a year-to-year comparison is possible. Reviewing year-to-year progress of African American students, the greatest growth occurs in grades three, six, seven and eight. Reading shows the most improvement in grades six with three out of four years of improvement, and grade eight with four out of four years improvement. Sixth and seventh grade writing scores improved three out of the last four years; and eighth grade writing demonstrated improvement in all four years. English Language Arts at grade three and eight demonstrated continuous growth for all four years, while grade six improved three out of four years. Mathematics reflects the same pattern with four years of growth at grade three, and three out of four years growth at grades six, seven and eight.

The next step in the analytical process was to compare the district to the State's achievement in English language arts and mathematics.

<b>Growth From 2005-2008 for African American Students English Language Arts</b>			
<b>Grade Level Tested</b>	<b>State of Michigan Percent of Gain/Loss</b>	<b>Ferndale Public Schools' Percent of Gain/Loss</b>	<b>Reflects Grade Level of Instruction</b>
3	+3.75	+5.50	2
4	-1.00	-9.75	3
5	+2.00	-8.00	4
6	+2.00	+15.75	5
7	+3.25	+3.00	6
8	+4.00	+15.5	7

<b>Growth From 2005-2008 for African American Students Math</b>			
<b>Grade Level Tested</b>	<b>State of Michigan Percent of Gain/Loss</b>	<b>Ferndale Public Schools' Percent of Gain/Loss</b>	<b>Reflects Grade Level of Instruction</b>
3	+3.75	+3.25	2
4	+7.5	-6.00	3
5	+3.5	-1.25	4
6	+11.25	+13.75	5
7	+15.50	+12.25	6
8	+10.25	+25.00	7

The achievement pattern continues as is present in *All Students* and the subgroup - economically disadvantaged. Ferndale Public Schools' African American students outperform other African American students in the State at grades kindergarten-second, fifth, sixth and seventh. They under perform at grades three and four, as measured on grades four and five of the MEAP.

Within the district the number and percentage of African Americans tested are as follows:

Grade Level	School	Number of African American Students Tested	Percent of All Tested Students Who Were African American	Percent of African Americans Passing Reading 2008	Percent of African Americans Passing Mathematics 2008
3	Roosevelt	52	59%	75%	79%
3	Kennedy	13	21%	92%	77%
4	Kennedy	17	29%	76%	76%
5	Kennedy	NA*	NA*	NA*	NA*
6	Kennedy	17	35%	76%	83%
4	Coolidge	76	64%	57%	62%
5	Coolidge	60	61%	43%	42%
6	Coolidge	86	62%	60%	69%
7	FMS	105	57%	72%	74%
8	FMS	115	59%	65%	68%

\* Tested less than 10 students

### **Adequate Yearly Progress**

Adequate Yearly Progress requires *All Students* as well as all subgroups to score at or above the following:

- 64% - Elementary Mathematics
- 59% - Elementary English Language Arts
- 54% - Middle School Mathematics
- 54% - Middle School English Language Arts

At this time it is too early to determine Adequate Yearly Progress for any school. Until the State removes the less-than-one-full-year students, returns the scores of the students who moved out of Ferndale since fall 2008, inserts the Mi-Access scores, and applies the mathematical formula to determine the Provisionally Proficient students, we cannot predict with any certainty any school's 2008-2009 AYP status.

Noting the African American scores at Coolidge are deficient emphasizes the need to target the district's improvement program in that area.

## **District Improvement Plan**

Based on four years of MEAP data, a clear pattern of declined achievement in grades four and five is visible. Looking at grade four Reading, Writing and English Language Arts results, both Roosevelt and Kennedy along with the State show an overall drop and/or stagnation of the scores since 2005. One well-documented factor is the extreme difficulty of the fourth grade MEAP test. Regardless of this, the district will focus its attention and resources on these two grade levels.

While doing this work, the district will develop a consciousness of students who are economically disadvantaged and/or African American, closely monitoring their achievement. The district will increase the use of Pearson Inform by placing additional assessments into the data management system. This will allow teachers and administrators to easily view student achievement by individual student and/or subgroup.

For the remainder of the 2008-2009 school year, building administrators will work with staff to identify individual students who scored in the Partially Proficient and Not Proficient range. Building level teams will review identified student's Item Analysis Report categorizing errors based on grade level content standards. Once this process is complete, an individual education plan will be written and implemented for each child. The plan will remain in effect through September 2009. These actions are targeted and student specific.

Moving from the individual student to the building level, school improvement teams will review the Building Item Analysis Reports and identify programmatic deficiencies. Identified deficiencies will be incorporated into the building's school improvement plan. Items may be Grade Level Content specific and/or specific to a subgroup at risk of not making Adequate Yearly Progress. As an example Roosevelt Primary School identified reading comprehension as an area of need. After reviewing the MEAP results, it is clear students are not demonstrating mastery on two grade level content standards. To address this area, the staff selected a book, which will be read and discussed by all staff members. Collaborative conversations will occur each month for the remainder of the school year.

Moving from the building to the district level, the district incorporated the results of the 2005-2008 MEAP Executive Summary into its 2009-2010 professional development goals.

A summary of the plan is as follows:

- Writing – 2009-2010 will be year two in a multi-year professional development plan focused on supporting teachers in learning how to teach process writing. During the 2008-2009 school year, teachers of grades three-six attended four days of training. Next

year, the focus will be on implementation and fine-tuning individual teachers' skills. Under the direction of Laura Schiller, Literacy Curriculum and Instruction Consultant, teachers will observe their colleagues instructing writing as well as having Ms. Schiller observing them. The observations will be ongoing next year and will conclude each time with small group discuss of the observations.

- Reading –  
This year teachers at Coolidge Intermediate School were trained to administer the Directed Reading Assessment (DRA). During the 2009-2010 school year, training will be extended beyond test administration. Teachers will learn to incorporate test results into classroom instruction. This will include adjusting instructional practices and using small group instruction.

Although many of Kennedy's teachers administer the DRA, upper elementary teachers will receive training on test administration and using the results to impact instruction.

As referenced earlier, Roosevelt's staff determined reading comprehension to be an area of need for their school. The staff agreed to begin a book study on *The 7 Keys to Comprehension*. March, April and May after school collaborative literacy meetings will focus professional development around the area of comprehension strategy instruction. The work will continue throughout the 2009-2010 school year.

At the middle school level, a Reading Lab Class, will be developed and offered to both seventh and eighth grade students. This class will be in addition to the student's regularly scheduled English language arts class.

- Mathematics -  
Quarterly data workshops will continue next school year. Staff will use Pearson Inform to access the data, disaggregate it and plan recovery lessons. In addition, instructors will work together to develop pacing guides so as to ensure all content expectations are taught.

At the middle school, the Mathematics Lab class will continue. It is a mathematics support class available to students who need additional instruction and practice. Students take this class in addition to their regularly scheduled mathematics class. Next school year the district will organize its professional development days to coincide with the math quarterly results being available. Each building will engage in a quarterly review of the results, followed by planning and training in conducting recovery teaching sessions for students failing to demonstrate mastery of content standards taught during the quarter.

- Cultural Awareness -  
Ferndale Middle School will embark on a study of the effects of cultural differences on schools and learning. Through this work the staff will deepen their understanding of how cultural differences affect learning. During the 2009-2010 school year Robert Martin, Oakland Schools Learning Services Consultant, will lead the training using a program entitled *Courageous Conversations*.

## **Conclusion**

The district continues to improve. Its greatest areas of pride are grades three, seven and eight. Increasing student achievement at the middle school is outstanding; for it is at the middle school level where most districts start to falter. Considering the district's transiency rate and the increased number of students living at the poverty level, the district is doing well; with some levels demonstrating growth at a greater rate than the State.

The mission is clear; increase student achievement for every child. The target is set; concentrate on grades four and five and the African American children. Our path is determined by the district and building improvement plans.

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

Yellow Highlighted areas indicate a one year increase of percent of students proficient.

Orange Highlighted areas indicate a positive trend of students scoring proficient.

**Reading Grade 3– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	86	87	78	79	67	82	95
Fall 2007	86	84	73	80	63	79	93
Fall 2006	87	87	78	80	80	88	85
Fall 2005	87	79	70	73	61	73	89

**Reading Grade 4– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	83	71	60	65	46	65	83
Fall 2007	84	77	65	65	45	73	84
Fall 2006	85	75	71	70	39	71	83
Fall 2005	83	83	82	80	50	79	92

**Reading Grade 5 – District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	82	70	46	57	42	61	90
Fall 2007	82	71	59	62	41	63	88
Fall 2006	84	82	75	77	53	80	86
Fall 2005	80	76	68	70	47	72	88

**Reading, Grade 6– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	81	73	63	63	46	69	86
Fall 2007	82	82	76	78	66	79	89
Fall 2006	83	79	70	76	45	73	95
Fall 2005	80	74	65	69	39	68	90

**Grade Seven Reading- % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	80	77	72	70	35
Fall 2007	72	66	53	56	33
Fall 2006	80	74	64	68	42
Fall 2005	76	69	68	60	40

**Grade Eight Reading- % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	76	73	65	68	NA
Fall 2007	77	70	63	62	50
Fall 2006	76	55	51	45	33
Fall 2005	73	56	42	47	22

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

**Writing Grade 3– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	61	58	35	43	25	42	80
Fall 2007	57	50	35	38	37	38	68
Fall 2006	52	41	28	28	20	38	46
Fall 2005	52	36	32	26	17	31	47

**Writing Grade 4– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	44	34	24	26	15	27	49
Fall 2007	44	39	18	26	15	33	47
Fall 2006	45	34	30	32	9	25	49
Fall 2005	55	53	51	48	20	48	63

**Writing Grade 5– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	63	49	29	36	5	42	63
Fall 2007	59	47	33	33	29	41	60
Fall 2006	57	39	30	34	28	36	47
Fall 2005	63	51	44	44	33	45	67

**Writing, Grade 6– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	76	70	61	61	50	66	82
Fall 2007	73	71	67	63	73	71	69
Fall 2006	74	78	72	74	45	73	93
Fall 2005	75	70	47	48	45	60	94

**Grade Seven Writing % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	78	68	63	62	35
Fall 2007	77	65	58	57	35
Fall 2006	65	49	42	49	5
Fall 2005	67	52	47	45	14

**Grade Eight Writing % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	74	68	57	59	NA
Fall 2007	70	52	40	45	44
Fall 2006	67	49	41	37	14
Fall 2005	65	47	37	35	17

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

**ELA Grade 3– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	83	82	71	73	67	75	92
Fall 2007	81	80	66	74	63	72	94
Fall 2006	79	73	59	66	47	69	80
Fall 2005	78	66	58	55	39	59	81

**ELA Grade 4 – District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	77	64	53	56	38	57	80
Fall 2007	76	70	51	56	40	64	80
Fall 2006	78	63	58	56	17	54	80
Fall 2005	76	72	67	66	30	67	84

**ELA Grade 5 – District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	78	65	41	50	21	55	86
Fall 2007	78	63	46	51	35	53	84
Fall 2006	78	71	64	66	39	68	80
Fall 2005	75	70	61	64	33	64	85

**ELA, Grade 6– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	80	74	63	64	50	70	86
Fall 2007	80	77	71	71	78	75	84
Fall 2006	78	78	70	73	27	72	93
Fall 2005	77	71	47	54	36	64	90

**Grade Seven ELA -% Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	80	74	70	68	35
Fall 2007	74	67	55	56	32
Fall 2006	76	65	55	63	26
Fall 2005	73	58	56	49	14

**Grade Eight ELA -% Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	77	73	63	67	NA
Fall 2007	75	64	56	54	41
Fall 2006	71	49	45	37	14
Fall 2005	69	49	34	36	11

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

**Mathematics Grade 3– District Results % Satisfactory**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	91	90	78	84	86	87	95
Fall 2007	90	85	73	80	83	81	92
Fall 2006	88	86	72	80	87	85	87
Fall 2005	87	79	70	73	47	75	87

**Mathematics Grade 4 – District Results**

Year	State	District	District	District	District	Roosevelt	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	88	75	65	69	56	68	90
Fall 2007	86	80	67	69	50	76	86
Fall 2006	85	69	57	60	36	64	78
Fall 2005	82	77	71	76	63	75	82

**Mathematics Grade 5 – District Results**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	77	64	43	47	32	55	84
Fall 2007	74	67	55	53	41	59	82
Fall 2006	76	72	59	67	50	67	86
Fall 2005	73	73	54	68	53	67	87

**Math, Grade 6– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	80	77	70	74	52	73	86
Fall 2007	73	78	74	72	67	74	87
Fall 2006	69	64	49	53	36	58	85
Fall 2005	65	61	46	48	30	50	86

**Grade Seven Math % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	83	78	74	74	45
Fall 2007	73	71	58	63	30
Fall 2006	64	50	40	44	12
Fall 2005	60	51	41	45	14

**Grade Eight Math % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	75	78	68	73	NA
Fall 2007	72	71	69	71	44
Fall 2006	68	58	53	49	31
Fall 2005	63	46	30	33	18

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

**Science Grade 5 – District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	83	67	44	59	47	60	82
Fall 2007	82	62	49	51	52	52	62
Fall 2006	83	73	63	67	60	70	80
Fall 2005	77	66	43	53	64	61	79

**Grade Eight Science % Satisfactory**

Year	State	District	District	District	District
	All Students	All Students	African American	Econ. Disadvantaged	Special Education
Fall 2008	76	65	53	58	NA
Fall 2007	79	77	69	71	64
Fall 2006	75	60	48	49	21
Fall 2005	77	58	42	50	44

**FERNDALE PUBLIC SCHOOLS  
2005-2008 MEAP Results**

**Attachment B.1**

**Social Studies, Grade 6– District Results % Satisfactory**

Year	State	District	District	District	District	Coolidge	Kennedy
	All Students	All Students	African American	Econ. Disadvantaged	Special Education	All Students	All Students
Fall 2008	74	62	54	52	36	55	82
Fall 2007	73	61	33	31	33	57	74
Fall 2006	74	59	45	49	23	58	64
Fall 2005	78	63	44	53	44	54	86

**Grade Nine Social Studies % Satisfactory**

Year	State	District	FHS	Alt Ed	UHS
	All Students	All Students	All Students	All Students	All Students
Fall 2008	72	56	69	32	65
Fall 2007	70	50	58	27	58
Fall 2006	75	56	68	29	61
Fall 2005	74	63	67	24	77