

FERNDALE'S ALTERNATIVE EDUCATION

ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 23, 2011

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Ferndale's Alternative Education. This Annual Education Report addresses the reporting requirements identified by the United States Office of Education and the Michigan Department of Education.

Included in the report are Ferndale's Alternative Education's points of pride, school improvement plan, parent involvement data, student assessment results, Adequate Yearly Progress data and status information, and teacher qualification data. The format of the report was provided by the Michigan Department of Education. For your convenience, the report may be viewed in its entirety or by selecting individual chapters. To review the report by chapter, click on the chapter heading you wish to review.

For 2010-2011, Ferndale's Alternative Education did not make Adequate Yearly progress (AYP) in English language arts and mathematics. We are continuously working to improve our test scores and number of students tested. We appreciate the continued support of parents, staff and our community in this effort.

The report is available for review electronically at www.ferndaleschools.org/publicationsreports.html or you may contact, Jessica Stilger at (248) 586-8677 to obtain a printed copy.

If you have questions regarding this report contact me at (248) 586-8615.

Sincerely,

Gary Sophiea, Director



FERNDALE ADULT EDUCATION 2010-2011 ANNUAL REPORT

AUGUST 2011

GARY SOPHIEA, DIRECTOR

FERNDALE PUBLIC SCHOOLS

Introduction to Adult & Alternative Education Programs

Adult Education

The Adult and Alternative Education program offers adult educational opportunities to anyone over the age of 20 years who is interested in completing their high school diploma, preparing to take the GED, improving their basic skills of reading or math, or learning English as a second language.

Classes in GED preparation or to complete a high school diploma are offered daytime at our Southfield location and two evenings a week at the Taft Education Center in Ferndale. Scheduling can be flexible and online learning classes are available.

Adult Basic Education classes are offered five mornings a week at the Southfield location in the Crossroads Office building. These classes are designed to help improve the literacy skills of adult learners. The classes are small with personalized instruction.

A tutor is available for extra support. Computerized learning is part of the instruction to enhance skills, build confidence, and accelerate the learning.

English as a Second Language (ESL)

English as a Second Language classes are offered four mornings a week at the Jewish Community Center in Oak Park and four evenings a week at JVS in Southfield. Classes are taught by veteran English as second language teachers who structure the instruction to be relevant for the learners by using thematic lessons that focus on acculturation and citizenship. Free transportation is offered for the evening program.

Alternative Education

Alternative Education classes are for students 14 to 19 years of age who are no longer attending high school and want to complete their education and earn a diploma. The new Freshman Academy was opened at the Jefferson Center in Oak Park to accommodate our youngest students. In addition, Taft Education Center in Ferndale and the Southfield Campus in the Crossroads office building offer classes. Classes are scheduled daytime, Monday through Friday, as well as Monday and Tuesday evenings for students who want flexible scheduling or need to take an evening class. Online learning is available to offer additional flexibility for students. All teachers are certificated and highly qualified in their content area.

Childcare is available for children ages six months to three years at the Taft Education Center. Though this service is used primarily by teen parents who attend the alternative education program, many adult students value the childcare support, too.

Mission Statement

Our mission is to provide all our students with a stable learning environment that encourages academic and personal growth.

Vision Statement

Ferndale's Adult and Alternative Education will be a positive partnership between staff and students that fosters a community of lifelong learners.

School Assignments

Enrollment is open to alternative education students 14 to 19 years of

age from any community. Registration takes place twice a year in August and January. Students must bring a copy of their transcripts, immunization records, picture ID, and birth certificate. Students under the age of 18 years must be accompanied by a parent or guardian. After completing paperwork, students meet with a counselor or advisor to review the program and receive a schedule.

Adult students from any community have the opportunity to register three times a year in the high school completion program; August, January and March. The English as Second Language and Adult Basic Education programs offer open enrollment when space is available. Adults need to bring picture ID, birth certificate and any transcripts available. Adults are assessed upon entry with the CASAS test to help determine correct placement. Counselors meet with students to complete an Adult Learning Plan and a class schedule.

Specialized Program

Ferndale's Adult and Alternative Education specializes in offering education to students who have not been successful in a traditional high school environment. Students often start attending after they have completed one or more years in a traditional grade 9-12 setting. Flexible scheduling, various learning strategies and staff who are accustomed to non-traditional learners increase the success for students.

Points of Pride

Career/College Fair was held March 9, 2011. Over 200 students and 32 representatives for colleges, universities, the military and businesses attended.

Alternative Education basketball team finished second in the State for the third year in a row.

Ferndale Adult and Alternative Education held the commencement ceremonies for the first time at Cobo Center, graduating 198 students.

The Grad Coach program continued to successfully target seniors who were at-risk of dropping out. Continuing the grant through Oakland Schools our Grad Coach cohort group participated in targeted services and support to better leverage their chances of graduating on schedule.

Baker College continued to place interns from the College of Human Services in our Taft Education Center to further their perspective on possible future occupations. The interns extend the Grad Coach initiative connection through tutoring, mentoring, and general support the efforts of the counseling center.

Ferndale Adult Education is in partnership with Oakland Community College, Oakland County Michigan Works, other adult education programs in the county and several service agencies forming the Oakland Adult Learning Collaborative (OALC). The goal of the grant is to create appropriate processes so as to smooth the transition for adults from secondary education to post secondary education and employment.

Ferndale Adult and Alternative Education continued the partnership with St. Paul Lutheran in Royal Oak to offer a shared time program to St. Paul students.

The second annual Student Recognition awarded over 250 certificates for student achievements across the three campuses. Over 70 families enjoyed watching their student receive certificates of recognition.

The Adult and Alternative Relay for Life team exceeded its goal of raising \$3,000 for cancer research.

Quarterly student art exhibits highlighted the success of our growing arts program.

Coffee and Conversation evenings hosted at the Taft Education Center allow the community an opportunity to visit the school and share their perspective on our programming.

Parent Involvement

The Alternative Education program offers basketball as an extra curricular activity. Many parents attend basketball games, conferences and communicate regularly with student advisors and counselors about their students' progress. This year the parent/guardian turnout for our Recognition event offered additional proof of the interest families have in their students' education.

Student/Parent/Teacher Conference Attendance

Alternative Education programs schedule conferences in both the fall and the winter of the school year. Letters are sent home to the parents of 14 through 17 year old students and follow-up phone calls are made by staff to encourage attendance. Older students meet with their teachers before and after school. Eighty parents/guardians attended fall and spring conferences; this was a combined total of 41% of the parents/guardians of 14-17 year olds.

Core Curriculum

Steady progress has been made on aligning and writing the core curriculum to meet the high school reform initiative and the needs of alternative education students. The ELA department completed the curriculum for 9th through 12th grade and it was implemented in the fall of 2009. The staff is developing common assessments.

The Social Studies department completed the curriculum for US History and Geography I and II, World History and Geography I and II, Civics, and Economics in 2010. The two remaining

courses Practical Law and The Survey of Social Studies will be completed by the end of 2011.

The math department has analyzed the break down of the Algebra I and Geometry curriculum to align better within a quarterly delivery system. The creation of common unit assessments was implemented during this school year. A process of developing module units for mathematic remediation should be completed in the 2011-12 school year.

The science teachers started using Ferndale High School's foundational curriculum, "Physics First" as the foundational science class for our program. They will use the next school year to continue the realignment of the science course sequencing to match Ferndale High School's.

As anticipated, this was the first year that the majority of the students entering our alternative education program were subject to the new high school reform. The preparedness of these students reflected their earlier exposure to the more rigorous curriculum of the State's expectations. District aligned curriculum will continue to be used in all core subjects until all of the curriculum revisions are complete.

School Improvement Plan

Ferndale Adult and Alternative Education set high expectations for school improvement. Because over 90% of the students begin our program with a deficit in skills, credits or both, it is the goal of the staff to rewrite the curriculum to meet the new high school expectations as well as the needs of the students.

Our department goal for the 2010-2011 year was to improve writing across the curriculum by 43%. Our school community continued using the skills developed utilizing the Six Traits of Writing and the common five point rubric scale. To continue our ef-

forts to improve writing for all students we have used the ACT Prep practice test as a quarterly common assessment combined with classroom writing samples to help monitor the gap in student achievement.

A math goal of improving student scores by 30% measured with the common math assessment was completed during the fourth quarter. The students who were consistently tested increased their scores 18 to 26 percentage points. The fundamental transient attendance of our at-risk population creates a barrier to both persistence and consistency of testing.

The support classroom program which is designed to assist students who need remediation or credit recovery continued this year through specific the core content areas of mathematics and English. Several on-line tools are available to individualize instruction and support the instructor in the classroom.

As indicated previously, the Grad Coach program, a mentoring program for seniors in danger of dropping out before graduation, continued to prove its fundamental value. The graduation rate for participants in the program is 97%.

The school improvement plan has been developed by the staff with the assistance of the district secondary curriculum coordinator, the program director and the program supervisors.

Student Achievement Report

Standardized tests present a series of challenges in the alternative education setting. This is due in part to a variety of social as well as academic challenges that exist for the students. Our goal is to build on foundation skills that will make our students successful in this area. These skills include attendance, practice with common assessments, confidence and a belief that they are able to succeed.

Adequate Yearly Progress

Ferndale's Adult and Alternative Education did not make AYP for the 2010-2011 school year. It received an Ed YES report card grade of D-Alert. During the 2010-2011 school year, the staff continued a concentrated effort to improve writing and math skills. A common rubric was used to help students identify their own strengths and weaknesses in writing and clearly delineate what is good writing. A standardized skills assessment, CASAS, was used to identify specific grade level competencies in both English and math. We will be working to increase the proficiency rates as measured by the Michigan Merit Exam and these common assessments.

Looking at a comparison of the state average to our scores, we have a great deal of work to do to reach AYP. Though we saw incremental improvement in social studies, science, writing and reading scores have not improved as we had hoped. Contributing to the lack of improvement was the increase in the number of students participating in MME testing. There was 16% increase in the number of students completing one or more days of testing. This impacted the overall scores.

Looking ahead to 2011-2012, we will continue to concentrate on writing across the curriculum, which will include discussion and analysis, and we will implement additional math strategies to help raise achievement levels in the next year.

Teacher Quality Data

All of the teachers meet the standards for highly qualified as dictated by the state of Michigan. Three positions completed the year with substitutes when teachers left during the school year and no replacements could be found.

Achievement Data

To view the Alternative High School achievement data for 2010-2011, visit www.mischooldata.org and search Ferndale Adult Education in the Dashboard, or [click here](#) for the complete report.