



FERNDALE ADULT EDUCATION 2008-2009 ANNUAL REPORT

SEPTEMBER 2009

FRAN FOOTE, 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 Jefferson Center in Oak Park and the Taft Education Center in Ferndale and two evenings a week at our Crossroads Campus in Southfield. Scheduling can be flexible and online learning classes are available.

Ferndale Adult and Alternative Education also have a partnership with Superior Medical Education which allows students to earn certification in several medical careers while completing their credits for a high school diploma. Certification can be earned in Phlebotomy, Certified Medical Assistant, Emergency Medical Technician, and Paramedic.

Adult Basic Education classes are offered five mornings a week at the Taft Education Center. 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 and accelerate the learning.

English as a Second Language

English as a Second Language classes are offered five mornings a week at the Jewish Community Center in Oak Park and five 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 16 to 19 years of age who are no longer attending high school and want to complete their education and earn a high school diploma. Classes are available at the Jefferson Center in Oak Park, Taft Education Center in Ferndale and the Crossroads Campus in Southfield. 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 in their content area and highly qualified.

Childcare is available for the children ages 6 months to three years at the Jefferson Center. Though this service is used primarily by the teen parents attending the program, many adult students value the childcare support.

School Assignments

Enrollment is open to alternative education students 16 to 19 years of age from any community. Registration takes place twice a year, in August and January. After completing paperwork, students meet with

a counselor or advisor to receive a schedule and review the program.

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. Counselors meet with students to complete an Adult Learning Plan and a 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.

Mission Statement

Our mission is to provide all our students with quality educational programs while promoting the values of diversity and responsible citizenship.

Points of Pride

Career/College Fair was held March 18, 2009. Over 300 students and 30 representatives for colleges, universities, the military and businesses attended.

Alternative Education Basketball team finished second in the state and captured first place in a Christmas Tournament.

The Ferndale Adult and Alternative Education program was recognized

as District of the Year by the Oakland County Community and Adult Education Association.

English Language Arts teachers completed the 9th-12th grade curriculum to meet the new high school reform and the needs of the alternative education students.

Social Studies teachers created the curriculum for grades 9-12, U.S. History and Geography I and II, and World History and Geography I and II.

Ferndale Adult and Alternative Education had one of the largest graduating classes in five years with 298 graduates.

A graduate coach program was piloted with the support of Oakland Schools that targeted seniors at risk of dropping out to have additional support through a mentor.

Ferndale Adult Education entered into a partnership with Oakland Community College, Oakland County Michigan Works, other adult education programs in the county and several service agencies to form the Oakland Adult Learning Collaborative (OALC). The OALC received a grant to create a process that will 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.

Parent Involvement

Many parents attend basketball games, conferences and communicate regularly with student advisors and counselors about their student's progress. This year in an effort to increase parent involvement a Student Success Meeting was held in March to share information with parents on the new Michigan Merit Curriculum and college financial aid. Though the

number of parents in attendance was small, it was thought to be worthwhile and will be offered again.

Parent/Teacher Conference Attendance

Alternative Education programs schedule conferences in both the fall and the winter of the school year. Letters are sent to the parents of 16 and 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. Sixty-nine parents/guardians attended fall conferences and 31 came to spring conferences. This was a 31% and 13% of the parents/guardians of 16-17 year olds respectively for the two conferences.

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 English Language Arts (ELA) department has completed the curriculum for 9th through 12th grade and it will be implemented in Fall 2009.

The Social Studies department has completed work on US History and Geography I and II, and World History and Geography I and II. They hope to review and rewrite Civics and Economics in 2009-2010.

The math department has begun their curriculum work and has concentrated on writing an entrance assessment for placement of new students. The science teachers started the work of reviewing their course offerings.

It is anticipated that next year, 2009-2010, will be the first year that many of the entering alternative education students will be subject to the new high school reform. District aligned curriculum will continue to be used in all core subjects until all of the cur-

riculum revisions are completed.

School Improvement Action 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 2008-2009 year, was to improve writing across the curriculum to 43% by 2010. Our school community engaged in professional development this year on the Six Plus One Traits of Writing and created a common rubric, a student profile and a pacing chart. The 2009-2010 school year will see a continuation of these efforts. A revised writing goal has been developed: to improve writing scores by one level on a five point rubric by 20%. A math goal has been added: to improve student scores by 30% on the Alternative Education Mathematics Assessment. Professional development will center on implementation strategies to help reach our goals.

A support program was implemented this year to assist students who need remediation or credit recovery. Several online tools are available to individualize instruction and support the instructor in the classroom. Next fall the support program will be refined to be more subject specific and primarily targeted to math.

This year, a graduate coach program was piloted to mentor seniors who are considering dropping out of school before graduation. It was very successful and plans are being formulated to expand the program for next fall.

The school improvement plan has been developed by the staff with the assistance of the district's Coordinator

of Secondary Instruction, the program director and the program supervisors.

Student Achievement Report

Alternative education students have not been very successful on standardized tests. MME/MEAP results have been very low. This is due in part to several factors. Students see little value in standardized tests and give up before completion. They also have a history of poor attendance and have missed many of the foundation skills that would make them successful. Many alternative education students have become disinterested learners. They do not believe they can learn, so they don't. Our goal is to give them enough success with common assessments to change both the skills and the mind set.

Adequate Yearly Progress

Ferndale Adult and Alternative Education did not make AYP for the 2007-08 school year. It received an EdYES report card grade of D-Alert. Though we did not improve that rating in the 2008-09 school year, we did show some growth in proficiency and the number of students who actually took the test. During the 2009-10 school year, the staff will concentrate on improvement of writing and mathematics skills. A common rubric will be used to help students identify their own strengths and weaknesses in writing and clearly delineate what is good writing. An entrance assessment has been developed by the mathematics department to identify skill sets individual students are lacking. 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. Our ELA proficiency level was 0% in 2007 and 6% in 2008 and our math was 3% in 2007 but went down to 0% in 2008.

Though we also saw incremental improvement in social studies, science, writing and reading scores, we have not seen the changes we had hoped to achieve. In addition, we increased the number of students testing by over 12%, which impacted the overall scores.

We will continue to concentrate on writing across the curriculum, which will include discussion and analysis,

and will implement additional math strategies to help raise achievement levels in the next year.

Teacher Quality Data

All of the teachers meet the standards of highly qualified as dictated by the State of Michigan. A few positions were filled with substitutes when teachers left during the year and no replacements could be found.

Michigan Merit Examination (MME)

The Michigan Merit Examination is the state assessment administered to all students enrolled in Grade 11 in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

MME | Reading

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
All Students	2007-08	0%	27%	32%	41%	14%
	2008-09	0%	9%	38%	53%	22%
African American	2007-08	0%	26%	31%	44%	14%
	2008-09	0%	10%	37%	53%	22%
Males	2007-08	0%	12%	18%	71%	9%
	2008-09	0%	10%	33%	56%	14%
Females	2007-08	0%	38%	42%	21%	14%
	2008-09	0%	8%	44%	48%	9%

MME | Language Arts

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
All Students	2007-08	0%	6%	54%	40%	14%
	2008-09	0%	3%	30%	67%	22%
African American	2007-08	0%	6%	52%	42%	14%
	2008-09	0%	3%	31%	66%	22%
Males	2007-08	0%	7%	21%	71%	9%
	2008-09	0%	3%	24%	74%	14%
Females	2007-08	0%	5%	76%	19%	14%
	2008-09	0%	4%	40%	56%	9%

MME | Mathematics

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
All Students	2007-08	0%	0%	7%	93%	14%
	2008-09	0%	4%	4%	93%	22%
African American	2007-08	0%	0%	5%	95%	14%
	2008-09	0%	4%	4%	93%	22%
Males	2007-08	0%	0%	6%	94%	9%
	2008-09	0%	3%	3%	94%	14%
Females	2007-08	0%	0%	8%	92%	14%
	2008-09	0%	5%	5%	91%	9%

*Less than 30 students tested for the following categories in 2007-08 and 2008-09: White, Students with Disabilities, Limited Proficient English and Economically Disadvantaged