

MONITORING REPORT: Policy R-2.5 (Academic Achievement: Social Studies)

PHASE ONE: Interpretation, Benchmark Data, and Goals

DATE: August 2018

Policy

All students will master the skills and demonstrate proficiency in each required discipline and electives:

Discipline: Social Studies

Interpretation

We understand this policy expresses the School Board’s expectation that all students in each grade band will demonstrate mastery of state-defined Social Studies content, concepts, and practices as measured by state and classroom-based assessments – or we will provide evidence they are making reasonable progress toward such mastery.

Explanation of Social Studies State Requirements and their Implementation in the Ferndale School District

The assessment of the state-defined content area of Social Studies is handled differently than other core content areas like Math, Science, and Language Arts. While the State has articulated K-12 learning standards for Social Studies – as they have Math, Science, and Language Arts – they have not imposed a State standardized test for Social Studies. Unlike student learning in Math, Science, and Language Arts – all of which are measured by the SBA -- Social Studies assessment is classroom-based, in some cases teacher-designed, and always teacher-scored.

The state offers a selection of Social Studies assessment tasks for all grade levels which teachers may choose to use. Or an individual teacher may generate his/her own Social Studies assessment task. All Social Studies assessments created by the state are grouped by the following content areas regardless of the grade level:

- Civics
- Economics
- Geography
- History
- International Perspectives (high school level only)

Formal reporting to the Office of the Superintendent of Public Instruction (OSPI) that the assessments have been administered is required in grades 4 or 5, 7 or 8, and 11 or 12. There is no requirement, however, to report how well students performed on the classroom-based Social Studies assessment, only that they completed it.

Regarding Social Studies content, the following table shows the state requirements and the way those requirements are being implemented in the Ferndale School District:

State Social Studies Requirements	Ferndale School District Practices
In grades 1-6 combined (but not at each grade level), the state requires school districts to offer a one-semester course (i.e. 90 hours of instruction) or its equivalent in Washington State History and Government.	In Ferndale, Washington State History at the elementary level is taught in grade 3 (Native Americans in Washington State) and grade 4 (Regional Economy and Resources of Washington State) using a textbook called <i>The Washington Adventure</i> .
The same requirement (a one semester course or its equivalent in Washington State History and Government) also applies in grades 7-12. However, at the secondary level instruction must also include a study of the Washington State Constitution.	All Ferndale students in grades 6-8 take a full year of Social Studies every year. Social Studies content in our middle schools is combined with English/Language Arts in an Integrated Studies program (which we refer to as IS).
Completion of a secondary-level Washington State History course (referenced in the cell above) is a graduation requirement that students must fulfill some time during grades 7-12.	In Ferndale, students fulfill the Washington State History graduation requirement through their grade 7 Integrated Studies (IS) class. When they pass 7 th grade IS, the requirement is “checked off” on their transcript as being completed, even though no credit is recorded on the high school transcript. When students fail to pass 7 th grade IS, we give them an online option for making it up. Generally they complete the online course during the summer.
Beginning in the 2008-2009 school year, school districts have been required to provide instruction in Civics education to students in grade 7 or 8.	Social Studies content covered in Ferndale middle schools through the Integrated Studies (IS) curriculum includes Washington State History, Government, History, and Civics.
Beginning in the 2008-2009 school year, school districts have been required to provide instruction in Civics education to students in grade 11 or 12.	All Ferndale students in grades 9-12 are required to take three (3) credits (which is equal to six semesters) of Social Studies. The credits break out as follows: <ul style="list-style-type: none"> ➤ US History – 1.0 Credit ➤ Contemporary World Problems – 1.0 Credit ➤ Civics – 0.5 Credits ➤ Social Studies Elective – 0.5 Credits

	<p>In addition, students at Ferndale High School have the opportunity to self-select into a number of Advanced Placement or Honors Social Studies courses. These more rigorous courses include AP US Government, AP Psychology, Honors US History, and Honors World History. The results of the Advanced Placement tests our students took in Spring 2018 will be available in in late August 2018.</p>
<p>Beginning in the 2010-2011 school year, school districts have been required to provide instruction in Civics education to students in grade 4 or 5 as well.</p>	<p>In Ferndale, Civics at the elementary level is taught in grade 5 using a textbook called <i>US and Its Neighbors</i>. Our students also explore applied Civics through school-based student government programs.</p>
<p>In 2017, the State Legislature passed RCW 28A.230.094 which says “beginning with or before the 2020-2021 school year, each school district that operates a high school must provide a mandatory one-half (0.5) credit stand-alone course in civics for each high school student.” Their reasoning is that “when the one-half civics credit is embedded in other courses rather than taught in a stand-alone civics course, the required content is easily diluted or ignored altogether,” and “pressure to emphasize other areas of the curriculum can relegate civics education to a lesser role.”</p>	<p>Regarding the mandate for a stand-alone Civics class by 2020-2021, we have been requiring such a class at Ferndale High School for more than a decade. While other school districts are now scrambling to figure out how they can change their master schedules to incorporate this new requirement, our eight-period schedule has made a stand-alone Civics class possible for years.</p>
<p>The State also mandates the inclusion in all grade bands of lessons from the tribal sovereignty curriculum called <i>Since Time Immemorial</i>.</p>	<p>Regarding the <i>Since Time Immemorial</i> curriculum, members of the Ferndale School District staff are currently engaged in a working group with members of the Lummi Nation to determine the most effective and respectful way to incorporate the teaching of the history, culture, and government of the Lummi tribe in all of our schools.</p>

Social Studies Classroom-Based Assessment Data for 2018

Reported Elementary Classroom-Based Assessment Data

(Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
5	30	27	Global Warming
5	12	12	You Decide
5	22	21	Democratic Ideals
5	21	21	You Decide
5	24	21	You Decide
5	29	28	You Decide
5	29	25	You Decide
5	31	27	You Decide
Total	198	182	

Reported Middle School Classroom-Based Assessment Data

(Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
7	54	54	Child Labor/Dig Deep
7	56	55	Child Labor/Dig Deep
7	58	58	Child Labor/Dig Deep
8	52	47	Checks & Balances
8	58	56	Checks & Balances
8	53	50	Checks & Balances
8	23	23	Constitutional Issues
8	58	57	Government Essay
8	51	49	Checks & Balances
8	59	59	Checks & Balances
Total	354	341	

Reported High School Classroom-Based Assessment Data

(Not all teachers reported.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
11	206	206	Law Clerk Essay
11	5	5	Checks & Balances
11	19	19	Checks & Balances
Total	230	230	

Improvement Goals

Creating this report has made us realize we do not currently have good benchmark data for Social Studies. Therefore we have established the following goals related to Social Studies for the year ahead:

1. Continue to develop (in conjunction with our Lummi partners) and implement *Since Time Immemorial* curriculum district-wide at all grade bands. By the end of the year, we need to be able to document the extent to which the curriculum is being taught.
2. Increase accountability across all grades for the State-required classroom-based assessments and the subsequent reporting. Currently we do not have 100% of our teachers reporting on these assessments. By the end of the year, we need to improve this statistic.
3. Conduct an audit of our social studies curriculum to determine alignment of our current curriculum to the State standards. By the end of the year, we need to be able to show evidence of alignment.
4. Collect end of course grade data to determine success rates of our students in all of our secondary Social Studies classes. By the end of the year, we need to be able to show the pass rate of students in Social Studies so we can set numerical improvement goals, if needed.
5. Analyze data from Advanced Placement courses to determine what percentage of students who take an AP course (a) take the AP exam, and (b) pass the AP exam. By the end of the year, we need to be able to show the number of AP test attempts and AP test pass rates so we can set a numerical improvement goals, if needed.
6. Conduct an equity audit of the enrollment status in all of our Honors and Advanced Placement Social Studies courses at Ferndale High School to determine whether students from all categories are accessing these more rigorous courses at the same rates. By the end of the year, we need to be able to show the student make-up of our advanced courses so we can set a numerical improvement goals, if needed.