

To: School Board, Ferndale School District (WA)
From: Linda Quinn, Superintendent
Date: September 24, 2019
Subject: 2019 Monitoring Report
Results Policy 2.5 (R-2.5)
Academic Achievement: Social Studies

School Board's Monitoring Notes

(To be completed by each member individually prior to discussion by the whole Board)

Board Member: _____

Total Number of Improvement Goals = 6

Number Demonstrating Reasonable Progress = _____

Number Not Demonstrating Reasonable Progress = _____

Commendations

Recommendations

Other Notes

Overall Rating: _____ Reasonable Progress _____ Not Reasonable Progress

Superintendent's Introduction

When we submitted our first report on Policy R-2.5 to you a year ago, we told you that creating it had made us realize we did not have good benchmark data related to our students' performance/achievement in Social Studies. In response to your expectation that we are able to show how our students are faring in this content area -- which we all agree is important, even though it is not measured by any standardized State

assessment -- we established six goals for the year ahead. Those six goals were more focused on collecting and analyzing data related to our current state than on employing strategies for moving the needle in a positive direction. However, as is often the case, setting the goals, communicating our intent, and collecting the data did move the needle in several places.

The report that follows is framed by the six goals we set last year. As a result, this year two report is partially aimed at filling the gaps we discovered when we wrote our year one report. In it, we have reported benchmark data against which we can more easily measure progress in subsequent years. We have also included some information about the planning tools and implementation strategies we will use to make sure we achieve adequate progress.

Before launching into the content of this report, I want to share a note about its format and organization: We have included the interpretations and monitoring indicators you approved a year ago (September 2018) in our Phase One Report for Policy OE-2.5, so that you do not have to look back and forth between two documents. All of the language from the Phase One Report is written in blue. All of the new information regarding each of the six goals is written in black.

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
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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

<input type="checkbox"/> Has made reasonable progress <input type="checkbox"/> Has not made reasonable progress
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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.

→Progress

Members of the District Teaching & Learning Team have worked together with building leaders and grade level teams to develop a Ferndale School District *Since Time Immemorial* (STI) matrix/curriculum map. This matrix outlines the *Since Time Immemorial* content that fits best with the learning standards for each grade level. Our goal is to create alignment between STI and the current Ferndale School District curriculum, so that STI becomes a fully integrated part of that curriculum.

Below we have included both the key STI content and the matrix/curriculum map.

Since Time Immemorial (STI): Tribal Sovereignty Implementation Plan for High School Students

<p>STI Essential Questions</p> <ol style="list-style-type: none"> 1. How does physical geography affect the distribution, culture, and economic life of Tribes? 2. What is the legal status of Tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands? 3. What were the political, economic and cultural forces consequential to the treaties that led to the movement of Tribes from long established homelands to reservations? 4. What are ways in which Tribes respond to threats and outside pressure to extinguish their cultures and independence? 5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities? 	<p>STI Outcomes</p> <ul style="list-style-type: none"> • Recognize landmark court decisions • Understand how Tribal sovereignty protects Tribes • Understand how Tribes, States, and Federal agencies work together • Understand the governmental structure of the Lummi Tribal Community • Recognize Federal and Non-Federally-Recognized Tribes
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High School Matrix/Curriculum Map

High School Grades 9-12	Question 1 Physical Geography: effects on distribution, culture & economic life	Question 2 Legal Status of Tribes: negotiated settlements for sovereign homelands	Question 3 Tribal Treaties: political, economic & cultural forces	Question 4 Tribal Culture: threats & outside pressure	Question 5 Sovereign Nation: challenges of reservation life
English				Oral Traditions (11 th grade) Personal stories/struggles	
Social Studies			Landmark court decisions		Government to government relationships Government structure
Science	Salmon cycle Native plants				
Civics	500 independent Tribal Nations				Tribal Sovereignty
US History	Identification of names & locations				
Math				Geometric relationships	
Art & Music				Lummi Nation songs, art & dance	
PE				Team sports	

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**Since Time Immemorial (STI): Tribal Sovereignty
Implementation Plan for Middle School Students**

<p>STI Essential Questions</p> <ol style="list-style-type: none"> 1. How does physical geography affect the distribution, culture, and economic life of Tribes? 2. What is the legal status of Tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands? 3. What were the political, economic and cultural forces consequential to the treaties that led to the movement of Tribes from long established homelands to reservations? 4. What are ways in which Tribes respond to threats and outside pressure to extinguish their cultures and independence? 5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities? 	<p>STI Outcomes</p> <ul style="list-style-type: none"> • Understand Treaties are “the Supreme Law of the Land” under the Constitution • Be able to explain that Tribal Sovereignty has a cultural & political basis • Understand Tribes are subject to Federal law, taxes & some State regulations • Understand the government of Tribal Sovereignty is ever evolving • Understand there are threats to Tribal Sovereignty that are resolved through the court system
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Middle School Matrix/Curriculum Map

High School Grades 9-12	Question 1 Physical Geography: effects on distribution, culture & economic life	Question 2 Legal Status of Tribes: negotiated settlements for sovereign homelands	Question 3 Tribal Treaties: political, economic & cultural forces	Question 4 Tribal Culture: threats & outside pressure	Question 5 Sovereign Nation: challenges of reservation life
6th Grade	Climate change Effects on fishing & Tribal lands as the sea level rises				
7th Grade			Treaty of Point Elliott Salmon cycle		
8th Grade		Signing & negotiating treaties			Tribal governments

At the elementary level, a specific plan for integrating STI lessons is less well-defined. We have included below the Social Studies themes for each grade that we feel will best support such integration.

Grade	Textbook/ Edition Year	Year Adopted	CCSS/NGSS Aligned	SPED Consideration	ELL Consideration
Kindergarten	Learning About Myself and My Classroom Community	2016	Some	No	No
1 st Grade	People and Neighborhoods: Families in our Communities & Families in Other Places	2016	Some	No	
2 nd Grade	World Around Us: Ferndale Then and Now & Communities	2016	Some	No	No
3 rd Grade	Discovering Washington: Coastal & Plateau Indians	2016	Yes	No	No
4 th Grade	Washington Adventure	Unknown	No	No	No
5 th Grade	United States and Its Neighbors	Unknown	No	No	No

In addition to this STI curriculum mapping work, we have made progress in other areas related to *Since Time Immemorial*. Our efforts during the past year (2018-2019) include:

Working with our Lummi partners to more fully implement the STI plan, especially with regards to infusing it with local history, culture, and language.

We sent a representative (Heather Leighton) to every LIBC Curriculum Meeting. At those meetings, participants focused on developing an implementation timeline. We also collaborated with the LIBC Vice Chairman and summer interns, which was the team charged with: (1) gathering resources and materials; (2) submitting that information back to the LIBC *Since Time Immemorial* Committee for review, approval, and subsequent use in our schools; and (3) upload and publish the approved resources on a webpage managed by LIBC. This webpage is intended to be a place public school teachers can access material for their classrooms. However, it has not yet been developed. (**Note:** The Lummi Nation hosted the 2019 Canoe Journey. The planning of this cultural event took precedence over *Since Time Immemorial* planning and implementation. As a result, the LIBC Curriculum Committee was unable to complete the curriculum work it hope to accomplish this past year. Now that Canoe Journey is over, the *Since Time Immemorial* work is a priority for the team.)

Expanding our teaching of Lummi language

Beginning in 2018-2019, we have offered Lummi language classes in all three of our middle schools. At the high school level, these classes meet world language entrance requirements for most colleges and universities.

Hosting an assembly at Vista Middle School

In March 2019, Chief Tsilixw, W'totlihem (Chairman Julius), Si'alheleq (Councilman Solomon) and the Blackhawk Singers were invited to Vista to speak with middle school students to connect them with the Lummi people and their culture. The purpose of this assembly was also to inform the students about the Lhaq'temish people. (Next year we plan to combine the student bodies of our two middle schools for this key program.)

Taking elementary students to the First Salmon Ceremony

We provided buses to take third graders from Skyline and Eagleridge to the Lummi Nation School to witness and participate in this important celebration supporting the culture of the Lummi People. Teachers provided pre and post classroom lessons related to the First Salmon Ceremony

Implementing new procedures

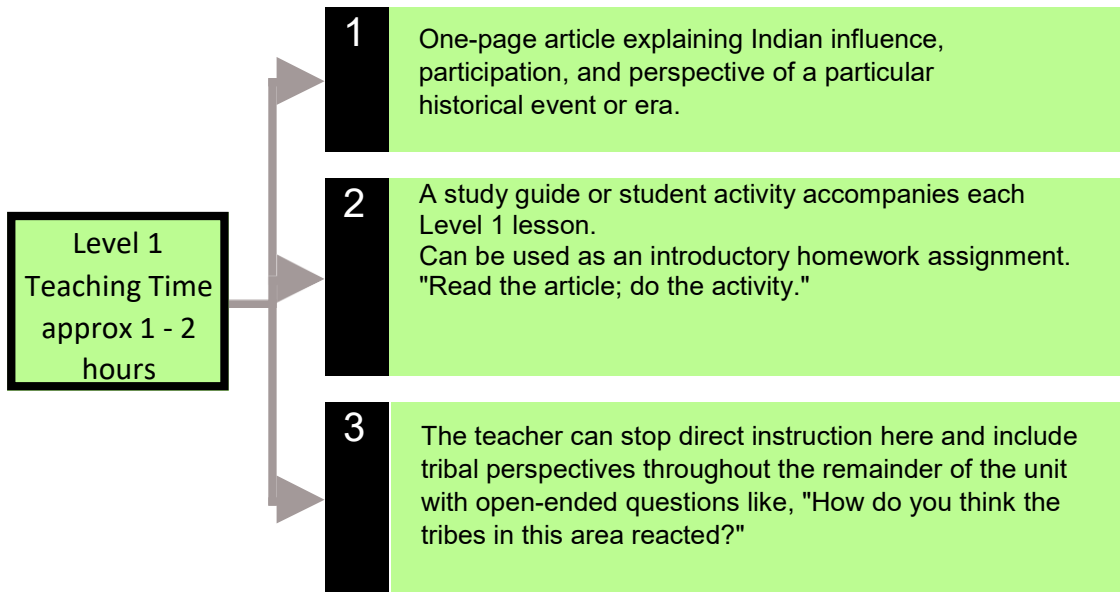
To ensure we are respecting the nature of the Lummi culture, we are requiring any Ferndale School District teacher or principal who wants to bring a guest speaker or guest teacher into his or her building or school to make sure that person has been cleared and approved by Lummi Culture Department.

NEXT STEPS: Since Time Immemorial (STI) Tribal Sovereignty

We are not where we want to be with implementing the STI curriculum. However, we have made a conscious decision to collaborate closely with our Lummi colleagues in rolling it out, which means that we need to respect their timelines and schedules. We believe this collaborative approach will lead to a better outcome in the long run, even if it takes a little more time to achieve.

While we continue to work with the LIBC Curriculum Committee to figure out the local elements of our approach to STI, we are working to move forward with implementing the OSPI developed Curriculum Flow Chart for *Since Time Immemorial: Tribal Sovereignty*, which provides lessons and materials that are generic to all of our State's Sovereign Tribes. During the next two years (2019-2021), we expect each of our schools to achieve a minimum of Level 1 on the Washington State STI Curriculum Flow Chart, which we have copied below.

Since Time Immemorial: Tribal Sovereignty in Washington State (STI) Curriculum Flow Chart



___ Has made reasonable progress
 ___ Has not made reasonable progress

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.

→Progress

The charts below containing data from Spring 2018 are similar to the ones on pages 4-5 -- which we provided you as part of our Phase One Monitoring Report. We have included them again here for two reasons: (1) First, because we have added data you told us was missing from the earlier charts, which is the total number of students at each grade level and the percentage of participation in the assessments; (2) Second, we have reprinted the 2018 charts here to make it easier for you to compare them to the 2019 charts that directly follow.

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	
Total in District	359 (5th Graders)	51% of all 5th Graders Participated	

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	
Total in District	365 (8th Graders)	93% of 8th Graders Participated	

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	
Total in District	299 (11th Graders)	77% of 11th Graders Participated	

For the purpose of comparison, on the next page we have recreated these same charts updated with this year’s data. As we explained in our Phase One Report, there has been no teeth (at either the State or District level) in the requirement to administer and report on Social Studies assessments, we were not achieving the level of participation we desire. By reiterating our expectations and letting teachers and principals know in advance that we would be collecting information about their administration of Social Studies classroom-based assessments, participation improved significantly this year at both the 5th grade and the 11th grade levels. The 8th grade participation level, which was already high, stayed high.

Social Studies Classroom-Based Assessment Data for 2019

Reported Elementary Classroom-Based Assessment Data

(Not all teachers reported. 265 of 366 students accounted for.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
5	44	44	You decide
5	9	9	You Decide
5	26	24	You Decide
5	19	19	You Decide
5	25	25	You Decide
5	22	20	Perspectives of Patriots and Loyalists
5	28	28	Whose Rules?
5	28	28	Whose Rules?
5	10	10	Whose Rules?
5	24	21	You be the Judge

5	22	21	You be the Judge
5	8	8	Plastics
Total	265	257	
Total 5th Graders in District	371 (5th Graders)	69% 5th Graders Participated	

Reported Middle School Classroom-Based Assessment Data

(333 of 349 students accounted for.)

Grade	# of Students Enrolled	# of Students Participating	Assessment Used
8	52	52	Checks & Balances
8	22	22	Checks & Balances
8	48	46	Checks & Balances
8	97	97	Government Essay
8	46	45	Checks & Balances
8	47	39	Checks & Balances
8	21	21	Constitutional Issues
Total	333	322	
Total 8th Graders in District	349 (8th Graders)	92% of 8th Graders Participated	

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
Total	206	206	
Total 11th Graders in District	231 (11th Graders)	89% of 11th Graders Participated	

Changes from 2017-2018 to 2018-2019

5th Grade...51% to 69% Participation
 8th Grade...93% to 92% Participation
 11th Grade...77% to 89% Participation

NEXT STEPS: Social Studies Classroom-Based Assessments

Our goal is to achieve 100% participation in Social Studies assessments at each grade band. During the year ahead, the District Teaching & Learning Team will work with each building leader to create a comprehensive assessment calendar for his or her school in an effort to schedule each assessment and to develop an expectation and social studies learning culture for students and staff. Beyond simply completing the required assessments, we want to be able to use the information they yield about our students' knowledge and skills to inform our instruction. In short, our desired outcome is that all buildings have a coordinated and more effective assessment program for student learning and classroom instruction in Social Studies.

<input type="checkbox"/> Has made reasonable progress <input type="checkbox"/> Has not made reasonable progress
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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.

→Progress

The K-12 Social Studies Learning Standards consist of Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) that describe what students should know and be able to do in Civics, Economics, Geography, History, and Social Studies Skills. Washington State K-12 Social Studies Learning Standards Version 1.2 provides updates to Version 1, which was published in 2008. The updates were made as a result of the changes in 2009 that modified the graduation credit requirements in Social Studies for the class of 2016. Districts were directed to have the new stand-alone Civics graduation requirement in place during or before the 2020-2021 school year. Ferndale High School implemented the 0.5 credit Civics requirement for the 2019-2020 school year.

Regarding Social Studies curriculum, any material adopted prior to 2008 would not be considered “aligned” to the new standards. All Advanced Placement courses need to have resources that have been published within the past 10 years. In some cases, a specific AP course may require the most recent Teacher Edition be made available to satisfy the AP Audit.

The chart below shows results of the curriculum audit we conducted to address Goal 3.

Class	Textbook/Edition Year	Year Adopted	CCSS/NGSS Aligned	SPED Consideration	ELL Consideration	Department Chair Comments
World History	Modern World History: Patterns of Interaction (Holt-McDougal) 2012	2012	Yes	In-depth resources for all chapters	In-depth resources for all chapters	Online edition available for students and staff
Economics	Principles of Economics (Thomson South-Western) 3 rd ed. 2004	1998	No	No	No	Used for AP as well as general classes
U.S. History	The Americans: Reconstruction to the 21 st Century (McDougal-Little) 2003	2003	No	Resources available	Resources available	ELL resources not used
AP U.S. History	The American Pageant, 16 th ed., AP Ed (Cengage Learning) 2015	2015	Yes	No	No	
Psychology	Psychology and You, 2 nd ed. (West Publishing Company) 1995	2000	No	No	No	
AP Psychology	Myers' Psychology for AP (Worth Publishers) 2012	2012	Yes	No	No	
Government	American Government (Prentice-Hall) 2002	2002	No	No	No	
AP Government	American Government: Institutions and Policies, 13 th ed. AP (Wadsworth-Cengage Learning) 2009	2009	Yes	No	No	

8 th Grade Social Studies	History Alive! The United States Through Industrialism (Prentice Hall)	2003	No	No	No	
8 th Grade Magnet Social Studies	The American Nation (Prentice Hall)	2003	No	No	No	
7 th Grade Social Studies	The Washington Journey 1 st Edition (Gibbs and Smith)	2010	Yes	Yes	No	
7 th Grade Magnet Social Studies	Washington: A state of Contrasts 2 nd Edition (Lambert Clark)	2008	Yes	Yes	No	
6 th Grade Social Studies	History Alive! The Ancient World	2011	Yes	Yes	No	
5 th Grade Social Studies	United States and Its Neighbors	Unknown	No	No	No	
4 th Grade Social Studies	Washington Adventure	Unknown	No	No	No	
3 rd Grade Social Studies	Discovering Washington: Coastal & Plateau Indians	2016	Yes	No	No	
2 nd Grade Social Studies	World Around Us: Ferndale Then and Now & Communities	2016	Some	No	No	
1 st Grade Social Studies	People and Neighborhood: Families in our Communities & Families in Other Places	2016	Some	No	No	
Kindergarten	Learning About Myself & My Classroom Community	2016	Some	No	No	

NEXT STEPS: Social Studies Curriculum Alignment

The Ferndale School District has not published, maintained, or followed a K-12 curriculum adoption schedule for a number of years. During the 2018-2019 school year, we developed such a schedule in order to ensure we are refreshing our curricular materials on a ten-year cycle, which is consistent with best practice and budgetary limitations.

We have included our Curriculum Review/Adoption Cycle below as evidence of the progress we are making in the area of assuring our Social Studies curriculum is up-to-date and aligned to State standards.

Ferndale School District Curriculum Review/Adoption Cycle

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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Year 1-2 Stage 1 Plan, Develop and Pilot	Elem ELA		Elem Science	K-12 Health& PE Elem Math	K-12 Health& PE	K-12 Art	K-12 Art		
	MS Science	MS Science	MS Tech	MS Soc Studies	MS Soc Studies		MS ELA	MS ELA MS Math	MS Math
	HS Algebra HS Biology	HS Geometry HS Chemistry	HS ELA HS Alg II HS Physics	HS ELA	HS World Language HS Soc Studies	HS Soc Studies			
Year 3/4 Prof Dev for Program Implement ation and/or purchase		Elem ELA		Elem Science	Elem Science, Math	K-12 Health& PE	K-12 Art	K-12 Art	
				MS Tech MS Science			MS Soc Studies, Science		MS ELA
		HS Algebra HS Biology	HS Geo HS Alg II HS Chemistry	HS Physics	HS ELA	HS World Language HS Soc Studies	HS Soc Studies		
Year 4 Implement ation and Purchase			Elem ELA			Elem Science, Math	K-12 Health& PE	K-12 Art	K-12 Art
					MS Tech			MS Soc Studies MS Science	MS Science
		HS Algebra	HS Alg/Geo HS Biology	HS Alg II HS Chemistry	HS Physics	HS ELA	HS World Language HS Soc Studies	HS Soc Studies	

Has made reasonable progress
 Has not made reasonable progress

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.

→Progress

We have collected course grade data for 2018-2019 at the high school level only. We The confined our data collection to the high school for two reasons:

1. Social studies at the two middle schools is delivered in an Integrated Studies program. As such, much of the grading is also an integration or combination of two content areas. While the staff work to meet the learning standards for both Social Studies and Language Arts, the grades they currently assign are a blend of the two.
2. The second reason is that crediting begins at the high school level. While some courses at the middle school level may qualify for high school credit, they are very few. Consequently issues related to grades and crediting are handled differently at the middle level. Since we do not currently have a standards-based approach to grading at our middle schools, the grades given often reflect such things as study skills and timeliness, or lack thereof, mixed in with mastery of the content standards.

Our review of Social Studies grade data for the 2018-2019 has provided the following information:

Class of 2019 (483 Courses taken by Seniors)

- 48 Senior Social Studies course grades issued were a “D” or lower in the first semester (20% of all first semester course grades issued to Seniors)
- 69 Seniors Social Studies course grades issued were a “D” or lower grade in the second semester (29% of all second semester course grades issued to Seniors)
- 6% of these grades issued as a “D” or below were associated with Native American Students and 16% of course grades issued at a “D” or below were associated with Hispanic students, compared to 20% of the grades “D” or below associated with White students.

Class of 2020 (409 Courses taken by Juniors)

- 61 Junior Social Studies course grades issued were a “D” or lower in the first semester (26% of all first semester social studies course grade issued to Juniors)
- 47 Junior Social Studies course grades issued were a “D” or lower in the second semester (27% of all second semester social studies course grades issued to Juniors)
- 4.3% of these grades with “D” or below were associated with Native American Students and 6.2% of the course grades issued as a “D” or below were associated with Hispanic students, compared to 23% of the grades issued as a “D” or below associated with White students.

Class of 2021 (785 grades issued to Sophomores)

- 84 Sophomore Social Studies course grades issued were a “D” or lower in the first semester (22% of all first semester social studies course grades issued to Sophomores)
- 79 Sophomore Social Studies course grades issued were a “D” or lower in the second semester (21% of all second semester social studies course grades issued to Sophomores)
- 4.3% of these grades with “D” or below were associated with Native American Students and 8.1% of the course grades issued as a “D” or below were associated with Hispanic students, compared to 16% of the grades issued as a “D” or below associated with White students.

Class of 2022 (764 grades issued to Freshmen)

- 79 Freshmen Social Studies Grades issued were a “D” or lower in the first semester (20.5% of all first semester social studies grades issued to Freshmen)
- 57 Freshmen Social Studies grades issued were a “D” or lower in the second semester (15% of all second semester social studies grades issued to Freshmen)
- 3.0% of these course grades with “D” or below were associated with Native American Students and 5.6% of the course grades with a “D” or below were associated with Hispanic students, compared to 14% of the course grades with “D” or below associated with White students

NEXT STEPS: Social Studies Course Grades

Collecting and presenting this data has raised several issues for us, the first of them being that we do not currently have a consistent grading rubric. An A in one teacher’s class is not necessarily an A in another teacher’s class. And the same is true of Ds and Fs. To understand what these grades are telling us, we need to dig deeper into grading policies, which we are confident will reveal the need to talk about how we can make our grading practices (a) more consistent and (b) more clearly aligned to learning standards.

To create this kind of consistency, we will need to develop course frameworks with identified standards-based learning targets for each Social Studies class we teach. This is the work we plan to take on over the course of the next two years -- no small task!

Once we are able to verify within an acceptable margin that the curriculum being taught in one classroom is similar to that being taught in another classroom with the same title, and that a grade from one teacher is substantially equal to a grade from another, we will have an easier time achieving our second goal, which is to get at least 80% of all students at a C course-grade level without remediation beyond the classroom. The primary strategies we will use to achieve this goal are the use of more formative assessments and differentiated instructional strategies within our regular Social Studies classes.

- 5. Analyze data from Social Studies 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.**

____ Has made reasonable progress
____ Has not made reasonable progress

→Progress

We have collected 2018-2019 data about the number of students taking Advanced Placement courses in our high school, the number taking the AP exam at the conclusion of the course, and the scores the test takers achieved:

AP US Government and Politics: (2018-2019)

- 67 Students in the class in spring semester
- 25 test takers
- 2.4 mean score
- 40% of scores 3 or higher (what most colleges accept as credit) = (10 total)

AP Psychology: (2018-2019)

- 44 Students in the class in spring semester
- 14 test takers
- 3.71 mean score
- 92.9% of scores 3 or higher = (13 total)

US History Honors (not an AP class, but the test was offered to them)(2018-2019)

- 95 Students in the class in spring semester
- 5 test takers
- 2.6 mean score
- 40% of scores 3 or higher = (2 total)

NEXT STEPS: Social Studies Advanced Placement Course Results

We know college credits earned in high school are a powerful indicator of post-high success in both college and careers -- which is one of the reason the State has chosen to keep data on this indicator as part of their School Report Cards. By looking at these statistics from our AP Social Studies courses, we have recognized a need to increase the percentage of students who take the AP test once they have completed an AP course. During the next year, we plan to do a study to determine why students are not taking the AP exams. Once we have identified the obstacles, we will be able to develop plans to address them.

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.

<input type="checkbox"/> Has made reasonable progress
<input type="checkbox"/> Has not made reasonable progress

→Progress

We used our definition of equity to conduct an equity audit of participation in Advanced Placement courses at Ferndale High School.

Equity is defined as the condition that would be achieved if one's racial identity, gender, or socio-economic status no longer predicted in any statistical sense how one fares.

In the charts below, we have displayed the results of our equity audit.

FHS Advanced Placement U.S. History/Total Enrollment: 16 students (2017-2018)

AP US Program Enrollment Data (% is Based on 16 Students in Program)		OPSI Report Card School Demographics (% is Based on 1470 Total Students in School)	
Male	5 of 16 (31%)	Male	756 of 1470 (51.4%)
Female	11 of 16 (69%)	Female	714 of 1470 (48.6%)
Native American	0 of 16 (0%)	Native American	96 of 1470 (6.5%)
Asian	1 of 16 (6.3%)	Asian	64 of 1470 (4.4%)
Hispanic / Latino	1 of 16 (6.3%)	Hispanic / Latino	315 of 1470 (21.4%)
White	13 of 16 (81%)	White	888 of 1470 (60.4%)
ELL Status	1 of 16 (6.3%)	ELL Status	82 of 1470 (5.6%)
Students with 504	2 of 16 (12.5%)	Students with 504 plans	109 of 1470 (7.4%)
Students with IEPs	0 of 16 (0%)	Students with IEPs	213 of 1470 (14.5%)

FHS Advanced Placement Government/Total Enrollment: 70 students (2017-2018)

AP Government Program Enrollment Data (% is Based on 16 Students in Program)		OPSI Report Card School Demographics (% is Based on 1470 Total Students in School)	
Male	23 of 70 (33%)	Male	756 of 1470 (51.4%)
Female	47 of 70 (67%)	Female	714 of 1470 (48.6%)
Native American	2 of 70 (2.9%)	Native American	96 of 1470 (6.5%)
Asian	5 of 70 (7.1%)	Asian	64 of 1470 (4.4%)
Hispanic / Latino	5 of 70 (7.1%)	Hispanic / Latino	315 of 1470 (21.4%)
White	58 of 70 (83%)	White	888 of 1470 (60.4%)
ELL Status	1 of 70 (1.4%)	ELL Status	82 of 1470 (5.6%)
Students with 504 plans	2 of 16 (12.5%)	Students with 504 plans	109 of 1470 (7.4%)
Students with IEPs	0 of 16 (0%)	Students with IEPs	213 of 1470 (14.5%)

FHS Advanced Placement Government/Total Enrollment: 54 students (2017-2018)

AP Government Program Enrollment Data (% is Based on 54 Students in Program)		OPSI Report Card School Demographics (% is Based on 1470 Total Students in School)	
Male	43 of 54 (79%)	Male	756 of 1470 (51.4%)
Female	11 of 54 (21%)	Female	714 of 1470 (48.6%)
Native American	3 of 54 (5.6%)	Native American	96 of 1470 (6.5%)

Asian	7 of 54 (13%)	Asian	64 of 1470 (4.4%)
Hispanic / Latino	13 of 54 (24.1%)	Hispanic / Latino	315 of 1470 (21.4%)
White	31 of 54 (57.4%)	White	888 of 1470 (60.4%)
ELL Status	0 of 54 (0%)	ELL Status	82 of 1470 (5.6%)
Students with 504 plans	4 of 54 (7.4%)	Students with 504 plans	109 of 1470 (7.4%)
Students with IEPs	1 of 54 (1.8%)	Students with IEPs	213 of 1470 (14.5%)

NEXT STEPS: Social Studies Advanced Placement Equity Goals

The Advanced Placement program Ferndale High School operates according to a “self select” model. This means students and their families make the decision whether students will choose to take Advanced Placement courses. In most cases, our Social Studies AP programs do not have prerequisites which we preclude students from any categorical subgroup from “self-selecting” into them. However, the data shows they are not doing so in numbers that reflect the make-up of the student body as a whole. During the year ahead, we need to reconsider how we are recruiting students into our AP Social Studies classes. As part of that process, we need to identify any invisible barriers or implicit biases that may be discouraging some students from applying. Once in an AP program, for the most part students perform equitably across all subgroups.

Superintendent’s Final Remarks

As I said in my introduction, we all agree that Social Studies is important. In fact, it is perhaps more important than ever before as our world becomes more interdependent and our democracy more fragile. Social Studies provides young people with an awareness of the world beyond their own communities or friend groups, whether real or virtual. Social Studies introduces them to enduring ideas and eminent personalities that have created an impact on the lives of people locally and globally. Social Studies helps students understand how different societies are structured, managed, and governed, which, in turn, helps them discover their place in the world. Social Studies develops critical thinking abilities. Social Studies reinforces the importance of democracy, rights, and freedoms, along with the need to coexist peacefully with people who have various opinions, values, attitudes, lifestyles, cultures, and ideologies. Social Studies prepares and encourages students to become active, responsible, and reflective members of society.

We all agree that Social Studies is important.

The process of completing this report has provided us with a deeper understanding of the Social Studies programs in our School District. It has identified places we need to improve the data we know. To an even greater extent, it has raised questions and identified places where we need to know more.

I cannot end this report without issuing one caveat: It would be unfair to the teachers who work so diligently across our District to suggest that gaps in our knowing about Social Studies instruction and outcomes are an accurate reflection of gaps in their doing. We need to continue to dig deeper, and we will.

Time-consuming as it has been to produce, the process of completing this report has made us better equipped to do the work ahead. We are committed to continuing to make progress.