

Frost Middle School

<http://frost.livoniapublicschools.org>



2019-2020 Annual Education Report



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Anthony Abbate, Principal
Kevin English, Assistant Principal



January 29, 2020

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Frost Middle School students based on 2018-2019 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me, Anthony Abbate, Principal of Frost Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://frost.livoniapublicschools.org> or you may review a copy in the main office of our school.

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-2019 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate of at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

Frost Middle School houses Livonia Public Schools magnet program for the academically talented, MACAT (Middle Alternative Classroom for the Academically Talented). MACAT students comprise more than half of the students in Frost's top 30% on the state assessment. Frost's enrollment has declined over several years, causing the MACAT students to comprise a higher percentage of the overall school population, which in turn raises the achievement threshold of the top 30% and contributes to the achievement gap between the top and bottom 30%. Other factors contributing to the achievement gap include attendance and student mobility.

We are actively working to address these issues by:

- Providing co-taught mathematics and ELA classes for struggling students, as well as opportunities for additional math assistance during Falcon Time.
- Providing Academic Support classes to assist students with a range of essential skills for success in school, support assignment completion, offer reteaching of core subject concepts, etc.

- Increasing emphasis on improving student attendance by partnering with LPD liaison officer, student support personnel, and Wayne County to offer support services for students/families and uphold accountability for school attendance.
- Enhancing implementation of a school-wide Positive Behavior Intervention and Support program, involving all staff, students, and PTSA in the process.
- Providing on-going professional development for staff to meet student learning needs.
- Increasing PTSA involvement as partners to promote student success.
- Continuing to build an inclusive culture of community and unity between building programs/populations (i.e. all-school Open House for incoming 7th graders, etc.).
- Creating collaborative experiences between all 3 LPS middle schools (i.e. all-school Activity Nights, 8th grade annual Cedar Point trip, Young Inventors Program, etc.).
- Creating collaborative experiences for staff between our feeder building (Johnson Upper Elementary) and Frost.
- Continually refining Frost's School Improvement Plan to meet the needs of all Frost students.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's bottom 30%, who are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages.

Our collaborative efforts positively impact our school's success and student achievement. We remain focused on continuous improvement, often rolling objectives into the following school years to refine our work, pursue the marks we have set for ourselves, and design new goals based on our learning from these processes. Our staff is a dedicated, hard-working group, and we believe every student can achieve! We will continue to follow our vision and support students in every way we can.

Sincerely,

Anthony Abbate
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

Home of the Falcons

Preparing for Tomorrow's Challenges

Frost Middle School works with our community to provide a safe, supportive educational environment; promote self-discipline, motivation and excellence; and to prepare independent learners who contribute responsibly in a global society.

SCHOOL PROFILE

Frost Middle School currently serves 641 students in grades 7 and 8. The principal of Frost Middle School is Anthony Abbate, and the assistant principal is Kevin English. There are 41 professional teaching staff members, a media specialist, and 2 counselors.

In addition, there is the following full or part-time professional support staff: school psychologists, school social workers, speech and language therapists, a teacher for the visually impaired, gifted facilitator, resource and center classroom teachers, student assistance program specialist, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping our school operating in a safe and organized manner, maintaining the building, serving nutritious food, and helping teachers and students are custodians, secretaries, paraprofessionals, Blueline security guards, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Frost Middle School based upon attendance within the geographic boundaries of the school as well as students who transfers in based upon seats available. Additionally, many students are bussed in from other attendance areas to participate in the MACAT gifted and talented program, as well as the Middle School Center Special Education Program and the County Autistically Impaired and Visually Impaired Programs.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Frost Goals for 2019-2020:

1. All students at Frost Middle School will be proficient in mathematics, specifically fractional operations.
2. All students at Frost Middle School will be proficient in reading (English Language Arts Goal), specifically identifying main idea in non-fictional text.
3. All students at Frost Middle School will be proficient in writing (Social Studies and Science Goal), specifically utilizing the “claim, evidence, reasoning” model.
4. All students at Frost Middle School will experience PBIS/Community with Character activities designed to improve school climate and students’ connection to each other, the staff, and the school in general.

___ * Year 2 continuation of goals/focus areas for continuous improvement.

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2. All students at Frost Middle School will be proficient in reading (English Language Arts Goal), specifically identifying theme in text.
3. All students at Frost Middle School will be proficient in writing (Social Studies and Science Goal), specifically utilizing the “claim, evidence, reasoning” model.
4. All students at Frost Middle School will experience activities designed to close the achievement gap by improving school climate and students’ connection to each other, the staff and the school.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost as alternatives to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Frost Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.

- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district’s Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

The middle school ELA teachers administered a seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

ELA Common Assessment – ELA Reading Objective Grades 7 and 8 Percent Met						
	Grade 7			Grade 8		
Spring 2019	Multiple Choice	Short Response	Essay	Multiple Choice	Short Response	Essay
Frost	80.3%	86.7%	75.9%	84.6%	80.3%	70.9%
District	81.6%	77.9%	64.6%	86.5%	76.5%	64.9%

ELA Common Assessment – ELA Reading Objective Percent Met		
Spring 2018	Grade 7	Grade 8
Frost	41.0%	68.4%
MACAT	82.7%*	-
District	66.8%	77.5%

*8th grade MACAT took the 7th grade ELA assessment.

Beginning in 2018-19 all students in grades 7 and 8 were assessed on their attainment of grade-level reading skills three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY READING Percent of Students At or Above Grade Level		
2018-2019	Grade 7	Grade 8
Frost	40.0%	34.0%
District	37.0%	30.0%

DISTRICT MATHEMATICS ASSESSMENT

Students in grades 7 and 8 were assessed on their attainment of grade level mathematics skills three times during the 2018-2019 school year using the i-Ready Math Diagnostic Assessment.

The following chart shows the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS Percent of Students At or Above Grade Level		
2018-2019	Grade 7	Grade 8
Frost	31.0%	33.0%
District	28.0%	25.0%

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth assessment was administered this school year. Seventh grade students demonstrated achievement on a multiple-choice assessment that included a written response. Eighth grade students were administered a performance-based assessment that measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2018-2019	Grade 7* % Mastery/Proficient	Grade 8 DBQ % Mastery
Frost	77.4%	97.7%
MACAT	-	100%
District	74.7%	99.4%
2017-2018	Grade 7	Grade 8**
Frost	85.7%	94.5%
MACAT	99.1%*	-
District	84.0%	90.7%

*7th grade MACAT took the 8th grade DBQ

*8th grade MACAT took the 7th grade DBQ.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2018-2019	Verbal	Quantitative	Nonverbal	Composite
Frost	50	49	62	54
MACAT	96	97	95	98
District	58	59	67	63
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Frost	50	55	60	57
MACAT	95	97	96	98
District	60	61	66	64

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Frost has a high degree of parental involvement, as evidenced by PTSA membership, open house attendance, and concert and sporting event attendance.

During 2017-2018, 300 families (48%) participated in the fall parent-teacher conferences and 166 families (27%) participated in the spring conferences. Over 450 parent contacts were made during open house. In addition, staff logged over 200,000 parent contacts by phone, mail, email, and in school meetings with parents and guardians.

During 2018-2019, 241 families (41.2%) participated in the fall parent-teacher conferences and 139 families (24%) participated in the spring conferences. Over 450 parent contacts were made during open house. In addition, staff logged over 200,000 parent contacts by phone, mail, email, and in school meetings with parents and guardians.

For the fall session of conferences in 2019-2020, 282 families (44%) participated in conferences.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM PARENT INVOLVEMENT

JUNE 20, 2011
Reviewed 5/2014

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

The link <http://bit.ly/2HgC8VZ> will take you to the reports provided by the Michigan Department of Education for Frost Middle School.