



## Agenda Item Details

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Meeting	Oct 12, 2017 - Board of Directors Regular Meeting
Category	2. Full Governance Process Monitoring
Subject	A. Board Policy 2020: Fundamental 1 - Personalized Learning
Access	Public
Type	Action
Recommended Action	Determine compliance with Board Policy 2020, Fundamental 1
Goals	Fundamental 1 - Ends Monitoring

## Public Content

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As part of the Board's annual planning calendar found in Policy 1008P, this monitoring report focuses on Board Policy 2020, Fundamental 1, which states: "Create a more personalized learning environment where differentiated instruction and student-centered education are responsive to students' strengths and learning styles, interests and passions."

This report and the attached data describe the work in our schools to meet Fundamental 1. The instructional team considered the superintendent's interpretation of Fundamental 1, which was approved by the Board on October 16, 2014 and reaffirmed on October 27, 2016. The superintendent's interpretation is attached for reference.

The Board selected indicators from the Educational Effectiveness Survey (EES) administered by the Center for Collaborative Support (CCS) to monitor Personalized Learning, which resulted in the attached Fundamental 1 Indicators. This monitoring has occurred annually since January, 2011.

### Mean Scores

Based on the 2016-17 school year EES data, collected in March, students, parents, and staff continued to share a collective and positive perspective of the District, inclusive of the students, staff, and administrators. Of the indicators selected to monitor Fundamental 1, the range of mean scores spanned from a low of 3.29 to a high of 4.32 (1 and 5 represented the possible low and high). The fact that all data-points cluster within 1.03 points of one another and fall within favorable ranges indicate consistency and effectiveness in our district. Interestingly, the minimum in 2015-2016 was 3.35 and the maximum 4.32, which netted a spread of 0.97, a mere difference of 0.06 from 2015-2016 to 2016-2017.

### Variance

The table below (Table 1) provides a historical overview of variance when comparing means. This is helpful when interpreting the data given the changes in the total number of respondents to the EES survey. The data is reported at the 95% confidence interval. The margin of error is largest in the middle of the bell curve and smallest at the ends of the curve. The margin of error is largest when 50% of respondents are favorable on an item and 50% are unfavorable. The margin of error is smallest where 1% or 99% are favorable/unfavorable in their responses. This has been reported as the worst case view, a more relevant view for our data set in MISD where 75% of the respondents are favorable.

Table 1- Mercer Island School District Educational Effectiveness Survey Margin of Error Data

Year	Population (enrollment estimate)	Count of Responses (sample size)	Ratio of Responses to Population	Worst case Margin of Error (50% favorable responses)	Margin of Error at 75% favorable responses
2016-17	4342	441	10.2%	+/- 4.42 percentage points	+/- 3.83 percentage points
2015-16	4290	327	7.6%	+/- 5.21 percentage points	+/- 4.51 percentage points
2014-15	4195	678	16.2%	+/-	+/-

<b>15</b>				<b>3.45 percentage points</b>	<b>2.98 percentage points</b>
<b>2013-14</b>	<b>4103</b>	<b>573</b>	<b>13.9%</b>	<b>+/-</b>	<b>+/-</b>
				<b>3.80 percentage points</b>	<b>3.29 percentage points</b>

**Positive indicators for reflection on personalization:**

- **Student responses:**
  - **Mean score of students who report “they get help from teachers, counselors, or other adults when they need it” is still above 4.0**
  - **Students continue to positively perceive, mean score above 4.0, the challenge provided by lessons and activities**
- **Parent responses:**
  - **Though not reflected by students, parents perceive the schools to be doing a better job celebrating the success of students**
  - **Both measures of family and community engagement slightly increased from 2016 to 2017**
- **Staff responses:**
  - **The staff feels positive about the systems for celebrating student successes**
  - **Staff perception of student engagement continues to exceed a mean score of 4.0**
  - **The perception of accountability for student learning exceeded a mean score of 4.0 for the first time**

**Further considerations for reflection on personalization:**

- **Student responses:**
  - **Overall less positive in 2017 than 2016 as measured by these indicators**
  - **The perception that the work students do is useful and interesting declined in relationship to the four-year average**
- **Parent responses:**
  - **Parents’ perceptions of how the schools are doing with respect to preparing students for the future has diminished over time and dropped again from 2016 to 2017**
  - **Indicators that focus on Tier II and Tier III learners is relatively static or slightly declining over time**
- **Staff responses:**
  - **After a fairly stable period, staff perception of the curriculum provided them has decreased**

We continue to provide educational experiences that support the vision and mission of the District and our teachers’ focus on creating a more personalized learning environment. This continues to be a work-in-progress and an important focus for our work at district, school, and classroom levels.

The superintendent recommends that should additional data and/or indicators be requested for monitoring, such additional information or identification of new indicators be a Board decision and not a request of an individual or two.

[Fundamental 1 Interpretation.pdf \(335 KB\)](#)

[Fundamental 1 Essential Dashboard-2017.pdf \(635 KB\)](#)

## **Administrative Content**

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## **Executive Content**

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Mercer Island Schools will deliver a 21st century education that prepares students to convert information into knowledge and create innovative solutions demanded by tomorrow’s world.