



Agenda Item Details

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| Meeting | Oct 27, 2016 - Board of Directors Regular Meeting |
| Category | 2. Full Governance Process Monitoring and Language Review |
| Subject | A. Board Policy 2020 Fundamental 1 - Personalized Learning |
| Access | Public |
| Type | Action |
| Recommended Action | Determine compliance with Board Policy 2020, Fundamental 1; Reaffirm Superintendent's Interpretation |
| Goals |  Fundamental 1 - Ends Monitoring |

Public Content

As part of the Board's annual planning calendar found in 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. 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 results in the attached Fundamental 1 Indicators. This monitoring has occurred annually since January 2011.

Based on the 2015-16 EES data, students, parents, and staff continue to share a collective and positive perspective of the Mercer Island School District inclusive of the students, teachers, principals and staff. Of the indicators selected to monitor Fundamental 1, the range of mean scores spanned from a low of 3.30 to a high of 4.32 (1 and 5 represented the possible low and high). The fact that all data-points cluster within 1.0 points of one another and fall within favorable ranges indicate consistency and effectiveness in our district.

Variance

At the last board meeting, there was some board conversation around the notion of variance when comparing means, especially given the changes in the total number of respondents.

| Year | Enrollment | Estimated Total Unique Households | Number of Parent Responses | Margin of Error Using Enrollment | Margin of Error Using Estimated Households |
|---------|------------|-----------------------------------|----------------------------|----------------------------------|--|
| 2015-16 | 4490 | 2641 | 327 | +/- 4.2% | +/- 4.0% |
| 2014-15 | 4450 | 2618 | 678 | +/- 2.8% | +/- 2.6% |
| 2013-14 | 4357 | 2563 | 573 | +/- 3.1% | +/- 2.9% |
| 2012-13 | 4350 | 2559 | 609 | +/- 3.0% | +/- 2.8% |
| 2011-12 | 4300 | 2529 | 771 | +/- 2.6% | +/- 2.4% |

Considering the margin of error has increased over time, a few conclusions about the results and considerations will

be discussed at the board meeting. Nonetheless, here are a few high-level summaries of the data:

Positive indicators of personalization:

- Student response to "My teacher(s) provide lessons and activities that challenge me to learn."
- Staff response to "We reflect upon instructional practice to inform our conversations about improvement."
- Parent response to "The school believes and expects that all students can meet state standards."
- Student response to "I get help from teachers, counselors, or other adults in this school when I need it."
- Parent response to "This school is doing a good job of preparing students for a successful future."

Further considerations for personalization:

- Parent perception decreased with respect to "My child is challenged with a rigorous, ambitious course of study."
- Staff and parents view the learning as useful, interesting, and engaging, but the students have a less favorable opinion of the work they are doing in the classroom
- Parent perception decreased with respect to "The school communicates with me about my child's progress."

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. In other words, three or more of the Board need to determine what additional information/indicators, if any, are needed.

 [MISD-Vision Essential-V3-2016-MISD.pdf \(143 KB\)](#)

 [Fund 1 Interpretation 10 3 14 rev.pdf \(335 KB\)](#)

 [Fund 1 Interpretation 10 3 14.pdf \(316 KB\)](#)

Administrative Content

Executive Content

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.