



Agenda Item Details

Meeting	Oct 12, 2017 - Board of Directors Regular Meeting
Category	2. Full Governance Process Monitoring
Subject	B. Board Policy 2020: Fundamental 2 - High Academic Standards
Access	Public
Type	Action
Recommended Action	Determine compliance with Board Policy 2020, Fundamental 2
Goals	Fundamental 2 - 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 2, which states: *"Maintain the highest standards in the areas of fine arts; health/fitness; literacy - reading, writing and communications; mathematics; science; social studies, and world languages."*

This report and the attached data describe the work in our schools to meet Fundamental 2. The instructional team considered the superintendent's interpretation of Fundamental 2, which was approved by the Board on November 10, 2011. The superintendent's interpretation is attached for reference.

The Fundamental 2 Profile (often called the District Profile) reflects Board-selected indicators to monitor Fundamental 2. The Advanced Placement (AP) Addendum of AP test participation shows the students' and educators' progress towards meeting the Board-approved interpretation of Fundamental 2. This AP Addendum, including certain score results, was first created in 2013, following board approval. In 2016, a Smarter Balanced Assessment (SBA) Comparison Addendum was created that compares our performance on both the English Language Arts (ELA) and Math SBA against a league of comparable school districts and the state. All three profiles are attached below.

In the 2014-2015 school year, the new SBA was introduced as the statewide annual test for all students in grades 3-8 and 11. Assessments in ELA and mathematics replaced the MSP/HSPE in Reading, Writing and Mathematics in 2015. The Mathematics End of Course (EOC) assessment has now been replaced with SBA Mathematics. The MSP/EOC will be discontinued in 2017-2018 school year, replaced with the Washington Comprehensive Assessment of Science (WCAS) to be used in grades 5, 8 and 11. The WCAS will become a graduation requirement for the class of 2021 and beyond.

The English Language Learner (ELL) assessment changed in 2015-2016. The previous assessment was called the Washington English Proficiency Assessment (WELPA). Beginning in 2015-2016, Washington joined a consortium of states and began using the ELPA 21 (English Language Proficiency Assessment for the 21st Century). Students are now scored in four domains: listening, speaking, reading, and writing. Within each domain a student can earn a score ranging from one (lowest) to five (highest). Students who score a one or two in each of the domains is considered "emerging;" students are considered "progressing" if they hover in the two, three, four range; and students who score four and five are considered "proficient." The percentage of students at these levels is reflected in the indicators on the Profile. The ELPA 21 is more rigorous and demands greater mastery of language than was the previous assessment.

New indicators were not added to the Profiles in 2017. One indicator was not assessed, the 6th grade R-CBM for spring. With the pilot, and now adoption, of the new language arts curriculum, there are imbedded assessments available that better monitor students. R-CBM testing did continue for any 6th grade student enrolled in a tier II intervention.

The Board requested for the this Fundamental 2 monitoring an update of the Computer Science offerings available to students at the secondary level. Currently all 6th grade students are enrolled in a one trimester Tech Block that includes a coding unit for all students. Seventh and eight grade students have access to trimester courses in Introduction to Programming, Intermediate Programming, and Robotics. High School students have access at MIHS to Apps for Mobile Devices, Advance Apps for Mobile Devices, Introduction to Robotics, Advanced Robotics, UWHS Computer Science Principles CS 120, AP Computer Science A, Computer Programming and Game Design; and through Washington

Network for Innovative Careers (WANIC) they have access to CISCO Networking Academy and DigiPen Video Game Programming AP.

Analysis of the indicators suggests that we continue to maintain high academic standards in all content areas. More detailed analysis includes the following observations:

- The percent of 11th grade students who met SBA ELA standards for graduation continues to be high. This is particularly impressive since most students take the exam as 10th graders and “banked” their score for reporting in 11th grade.
- The percent of 11th and 12th grade students enrolled in an honors and AP course increased.
- Students were again actively encouraged to take the exam in AP courses and there were continued increases in participation with the AP English Literature and Composition, Environmental Science, Mandarin Chinese, Physics C-Mechanics, and US History exams. Even as the number of students taking the exam increased, students who “scored 3 or higher” increased in AP English Literature and Composition, Environmental Science and Physics C-Mechanics.
- Percentage of ELL students making progress in learning English continues to suggest our students make excellent progress.
- The District continues to compare favorably with the regional league of school districts on the SBA ELA and Math assessments at all grade levels.

There were several areas for reflection noted:

- The percent of 4th grade students meeting R-CBM spring target decreased, as did the percent of Learning Support identified 4th grade students.
- The rates of students enrolled in AP Biology, Comparative Government and Politics, Mandarin Chinese, and Physics C Mechanics taking the exam decreased.
- Student level of satisfaction with their preparation for “life” continued to decrease (% of students who agree that “This school is doing a good job of preparing me to succeed in my life.”) Interestingly, parents agreement with the statement continues to decrease over time.

The successes as well as the areas of concern have been shared with principals and are being addressed in the schools. More information will be shared with the Board as part of the School Improvement Plan (SIP) review process. We continue to provide programs that focus on maintaining high academic standards in all areas and support the vision and mission of the District as described in Board Policy 2020.

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.

[Superintendent Interpretation of Fundamental 2.pdf \(435 KB\)](#)

[2017 Profile 10-1-17.pdf \(691 KB\)](#)

[2017 Profile AP Addendum 10-1-17.pdf \(741 KB\)](#)

[2017 Profile Comparison Addendum 10-3-17.pdf \(662 KB\)](#)

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.