



## Agenda Item Details

---

Meeting	Sep 22, 2016 - Board of Directors Regular Meeting
Category	3. Full Governance Process Monitoring
Subject	A. Board Policy 2020: Fundamental 2 - High Academic Standards
Access	Public
Type	Action
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."*

As background to the monitoring of Fundamental 2 under Board Policy 2020, the Board conducted a study session in December, 2015, and provided the superintendent with additional direction regarding desired indicators for compliance. Those indicators are included in this report. Since new data points have been added to the report, HSPE and MSP data have been removed as those tests are no longer required and no new data points have been added for the past two years.

As evidenced in the elementary School Improvement Plans (SIPs) presented at this meeting, as well as the secondary SIPs which will be presented on October 13, the instructional teams are fully committed to the implementation of the 2020 Vision and the seven (7) fundamentals as stated in Board Policy 2020.

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 those board--selected indicators used 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 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 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 Smarter Balanced Assessment (SBA) was introduced as the statewide annual test for all students in grades 3-8 and 11. Assessments in English language arts and mathematics replaced the MSP/HSPE in Reading, Writing and Mathematics in 2015. The Mathematics End of Course (EOC) assessment will be replaced with SBA Mathematics for the Class of 2019. The MSP/EOC continues to be used in grades 5 and 8 Science and High School Biology, until the new science assessment aligned to the Next Generation Science Standards is available, anticipated in spring 2018.

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 State joined a consortium of states and began using the ELPA 21 (English Language Proficiency Assessment for the 21<sup>st</sup> 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 more 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.

The following *new* indicators were also added to the report as a result of several conversations regarding additional appropriate indicators, including the board presentation on December 10, 2015:

- Percentage of ELL designated students in grades 4, 7 and 11 meeting or exceeding the SBA ELA standard.
- Percentage of Special Education designated students in grades 4, 7 and 11 meeting or exceeding the SBA ELA standard.
- Percentage of Low Income designated students in grades 4, 7 and 11 meeting or exceeding the SBA ELA standard.
- Percent of Learning Support students in grades 2-5 meeting or exceeding the benchmark R-CBM Spring target.
- Percent of 6<sup>th</sup> grade Focus Block and ELA Focus ExCore students meeting or exceeding the benchmark R-CBM Spring target.
- Percentage of ELL designated students in grades 4 and 7 meeting or exceeding the SBA Math standard.
- Percentage of Special Education designated students in grades 4 and 7 meeting or exceeding the SBA Math standard.
- College graduation rates over time.

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 11<sup>th</sup> grade students who met SBA ELA standards for graduation is high. This is particularly impressive since most students took the exam as 10<sup>th</sup> graders and “banked” their score for reporting in 11<sup>th</sup> grade.
- Students were again actively encouraged to take the exam in AP courses and there were continued increases of participation with the AP Chemistry, English Literature and Composition, French Language and Culture, Physics 2 (formerly Physics B), and Statistics. Even with increased participation, AP Chemistry and Statistics saw a marked increase in percentage of students who “scored 3 or higher”.
- Percentage of ELL students making progress in learning English continues to suggest our students make excellent progress and do not stay in the program beyond three years.
- The percent of middle school students meeting ELA SBA standard significantly increased at all grade levels.
- Student level of satisfaction with their preparation for “life” increase significantly in 2015-2016 (% 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 has decreased over time.
- Mercer Island continues to compare favorably with the regional league of school districts on SBA ELA and Math at all grade levels.

There were several areas for reflection noted:

- While the percent change is not large, the percent of grade 3 and 4 students meeting the ELA SBA standard decreased.
- The percent of 5<sup>th</sup> grade students meeting Math SBA standards decreased.
- Decreased in participation rates of students enrolled in AP Biology, Comparative Government and Politics, Mandarin Chinese, and Physics C Mechanics.

The successes as well as the areas of concern have been shared with principals and are being addressed in the schools. They have been or will be shared with the Board as part of the SIP 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.

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 you need to determine what additional information/indicators, if any, are needed.

 [2016 Profile 9-13-16.pdf \(338 KB\)](#)

 [2016 Profile AP Addendum 9-8-16.pdf \(411 KB\)](#)

 [2016 Profile Comparison Addendum 9-13-16.pdf \(305 KB\)](#)

 [Interp of Fund 2 final.pdf \(94 KB\)](#)

---

## 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.