

Mercer Island School District #400

Board of Directors Meeting

January 24, 2019

Full Governance Process Monitoring - Board Policy 2020 | Fundamental 4

Fundamental 4: Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.

As part of the Board's annual planning calendar found in 1008P, this monitoring report focuses on Board Policy 2020, Fundamental 4, which states: *“Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.”*

This report describes the work in our schools and district to meet Fundamental 4. The instructional leadership team considered the superintendent’s interpretation of Fundamental 4, which was approved by the Board on February 24, 2015. The superintendent's interpretation is stated in the agenda for reference.

For a Level One (L-1) monitoring, this report includes quantitative indicators from the Developmental Asset Survey and the Educational Effectiveness Survey. These indicators show the school district is meeting Fundamental 4. Fundamental 4 will receive a Level Two (L-2) monitoring in 2019-2020; therefore, qualitative data will be submitted at that time.

QUANTITATIVE INDICATORS

Quantitative factors from the Asset Survey (administered in the spring of 2012, 2014, and 2016) and the Educational Effectiveness Survey (administered each spring) were considered and previously approved by the Board for monitoring Fundamental 4. Note, the next administration of the Asset Survey will be spring, 2018.

		SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Developmental Asset Survey Results – given to MIHS students in alternate years	Total number of Developmental Assets (40 possible) reported by MIHS students	21.1		22.3		19.9
	% of students reporting the Asset of “Youth Programs.”	80		80		76
Educational Effectiveness Survey Results – given to students in grades 3 through 12	% of students who agree, “My teacher(s) provide lessons and activities that challenge me to learn.”	79	77	79	74	75
	% of students who agree, “My teacher(s) listen to my	72	70	73	69	69

	ideas and/or concerns.”					
	% of students who agree, “My teacher(s) help us learn in more ways than just talking in front of the class.”	69	70	69	70	74
	% of students who agree, “Work I do in this school is useful and interesting to me.”	48	51	50	47	48
	% of students who agree, “My teacher(s) help me learn by challenging me with interesting activities in class.”	57	60	60	57	57
	% of students who agree, “My teacher(s) find other ways for me to learn things I find difficult.”	57	58	59	57	58
	% of students who agree, “Setbacks don’t discourage me.”	68	67	72	67	67
	% of students who agree, “I try things even if I might fail.”	76	74	76	75	75
	% of students who agree, “I like to imagine new ways to do things.”	77	76	70	76	78

The overall *Developmental Asset* number remained had been fairly constant, fluctuating by roughly one asset from year to year. However, the District notes that the spring 2018 administration revealed a more significant negative change from 22.3 to 19.9 assets (-2.4 assets). The total number of assets is forty, so our students are, on average, exhibiting about half of the assets. This information certainly has caught our attention and will be a concern if the negative trend continues.

The asset of *Youth Programs* (students who spend three or more hours per week in sports, clubs, or organizations at school and/or in community organizations) also remained high at 76%. This number indicates that 76% of our MIHS students report *youth programs* as an asset in their lives. This program is our most prevalent asset of all forty. Again, we will monitor this to see if the negative trend continues.

The District hopes to use the opportunity to partner with MIYFS to bring Dr. Suniya Luthar to Mercer Island in February and April as an avenue to make even better sense of our Asset and Healthy Youth data. Dr. Luthar’s work has focused primarily with youth in affluent communities. Student responses will be compared to a more similar demographic and help our community and school district with current and future decision-making.

The Educational Effectiveness Survey (EES) data provides a broader student perspective, surveying students in elementary, middle, and high school. This data set reveals both areas of success in making strides towards the objectives in Fundamental 4 as well as areas to question.

EES Data Calculations

As a reminder to the Board, The Center for Educational Effectiveness (CEE) made a significant change to the EES data calculations for the spring 2018 survey administration. Prior to 2017-18, CEE treated "No Responses/Not Applicable" as the missing group. These responses were calculated (as percentages) on the entire N count. Using a new production environment, CEE now calculates the percentages based on those respondents who actually submitted an answer per item. This provides the data in a more authentic view of the perceptions of those who actually responded to each item rather than who could have participated in the survey as a whole.

Example:

- A teacher wants to formatively assess students on 3-digit division and reports to a PLC on the effectiveness of their lessons.
- 30 students in the class
- 20 students in class on the day of the assessment (10 absent)
- 10 students meet standard on the teacher’s assessment
- Given this scenario, 10 of 20 students (50%) met that standard for division based on this assessment given that day. A calculation of 10 of 30 (entire class) would be 33%, but this is misleading because 10 students were absent and did not participate.

EES 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 using the worst case view (50% favorable responses), and a more relevant view where 75% of the respondents are favorable.

Table 1- Mercer Island School District Educational Effectiveness Survey Margin of Error Data- Parent Survey (2018)

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
2017-18	4405	353	8.01%	+/- 5.0 percentage points	+/- 4.33 percentage points
2016-17	4342	441	10.20%	+/- 4.42 percentage points	+/- 3.83 percentage points
2015-16	4290	327	7.60%	+/- 5.21 percentage points	+/- 4.51 percentage points
2014-15	4195	678	16.20%	+/- 3.45 percentage points	+/- 2.98 percentage points
2013-14	4103	573	13.90%	+/- 3.80 percentage points	+/- 3.29 percentage points

Positive Indicators

- Consistent over four/five years
 - Data over a four or five-year period of time has largely remained constant.
 - All data points monitored in this Fundamental stayed the same or increased.
 - Slight increase in students reporting, “My teacher(s) help us learn in more ways than just talking in front of the class.”

Areas to Question

- Consistent over four/five years
 - Less than half of students report, “Work I do in this school is useful and interesting to me.”
 - Only two-thirds of students feel, ““Setbacks don’t discourage me.”
 - Roughly 30% of students feel teachers do not listen to their ideas or concerns.

QUALITATIVE INDICATORS (Not reported in 2018-2019; will be next reported in 2019-2020.)