

Mercer Island School District #400

Board of Directors Meeting

February 13, 2020

**Full Governance Process Monitoring – Board Policy 1800 Operational Expectation 1|
Fundamental 4- Level 1**

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 1800 OE-1, 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 the schools and district to meet and/or make reasonable progress toward the objectives in 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 attached for reference.

This report includes quantitative indicators from the Developmental Asset Survey (DAS), and the Educational Effectiveness Survey (EES). These indicators show the school district is meeting and/or making reasonable progress toward Fundamental 4. Fundamental 4 receives Level One monitoring in 2019-2020; therefore, a qualitative report was not prepared for this report.

QUANTITATIVE INDICATORS

Quantitative factors from the EES are used to provide quantitative evidence to monitor Fundamental 4. The DAS has typically been given every other spring. However, this year, MIHS and the District decided to move the survey administration date to the fall. Therefore, the survey was administered to high school students in the fall of 2019. Whereas data from the DAS was collected in the current school year, the EES data are from 2018-2019. This survey is administered to fifth through twelfth graders each year in March. The Board will see the 19-20 data in the 2021 Fundamental 4 report.

Survey or Assessment Instrument	Descriptor	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Developmental Asset Survey Results – given to MIHS students in alternate years	Total number of Developmental Assets (40 possible) reported by MIHS students	22.3	N/A	19.9	N/A	20.9
	% of students reporting	80	N/A	76	N/A	78

	the Asset of “Youth Programs.”					
Educational Effectiveness Survey Results – given to student in grades 3 through 12	% of students who agree, “My teacher(s) provide lessons and activities that challenge me to learn.”	79	74	75	78	N/A
	% of students who agree, “My teacher(s) listen to my ideas and/or concerns.”	73	69	69	72	N/A
	% of students who agree, “My teacher(s) help us learn in more ways than just talking in front of the class.”	69	70	74	75	N/A
	% of students who agree, “Work I do in this school is useful and interesting to me.”	50	47	48	53	N/A
	% of students who agree, “My teacher(s) help me learn by challenging me with interesting activities in class.”	60	57	57	61	N/A
	% of students who agree, “My teacher(s) find other ways for me to learn things I find difficult.”	59	57	58	61	N/A
	% of students who agree, “Setbacks don’t discourage me.”	72	67	67	67	N/A
	% of students who agree, “I try things even if I might fail.”	76	75	75	77	N/A
	% of students who agree, “I like to imagine new ways to do things.”	70	76	78	79	N/A

Compared to the prior administration of both the DAS and EES, each area of inquiry either increased (positive) or stayed the same. The gains appear small, but the trend positive is encouraging. Staff feels particularly encouraged by the following:

- Percent of students who affirmed that work they do is useful and interesting rose by 5%
- Percent of students who perceive teachers help them learn in more ways than standing in front of them reached a four-year high
- Nearly 8 in 10 students like to imagine new ways to do things

The District also looks for areas to grow and continuously improve; therefore, staff looked at data from both the DAS and EES and identified opportunities:

- Students reporting that setbacks do not discourage stagnated
- Roughly one in four students do not feel that teachers listen to their ideas or concerns

The District remains more committed than ever to supporting students to acquire as many assets as possible to be well-rounded students and graduates while also considering whether some assets are more valued than others. MIHS students, on average, report having just over half of all assets (20.9), which represents a negligible increase from spring 2018.

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 three-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

Table 1- Mercer Island School District Educational Effectiveness Survey Margin of Error Data- Parent Survey (2019)

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.

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
2018-19	4522	888	19.6%	+ / - 2.95 percentage points	+ / - 2.55 percentage points
2017-18	4405	353	8.01%	+ / - 5.0 percentage points	+ / - 4.33 percentage points
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%	+/- 3.45 percentage points	+/- 2.98 percentage points
2013-14	4103	573	13.9%	+/- 3.80 percentage points	+/- 3.29 percentage point

QUALITATIVE INDICATORS (Not required; this is a L-1 monitoring)