

## Monitoring of Board Policy 2020 – Fundamental 5

May 23, 2019

*Fundamental 5: Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, leadership, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.*

This is the sixth annual full governance monitoring of Fundamental 5. The 2018-2019 administrative report incorporates the Superintendent’s Interpretation of Fundamental 5, approved by the Board on January 26, 2012. The Fundamental was subsequently amended on June 6, 2017 to include *Leadership* as an aspect of thinking and process skills. The Superintendent’s Interpretation was updated to reflect the change. Under the direction of the Board, this is a Level 1 monitoring report. As such, only quantitative data was collected and updated.

### QUANTITATIVE INDICATORS

Quantitative data from the Educational Effectiveness Survey (EES) were considered to highlight implementation of and progress toward the aspirations of Fundamental 5. Changes to the EES as well as amendments to the Fundamental itself have resulted in continuous refinement of the monitoring report over time. Staff would like to remind the Board of a critical change to the EES reports.

The Center for Educational Effectiveness (CEE) made a significant change to the EES data calculations for the 2018 survey administration. (A dark line separating 16-17 and 17-18 provides a visual indicator.) Prior to the 2017-2018 year, CEE treated *No Responses/Not Applicable* as the missing group. These responses were calculated (percentages) on the entire N count. Until now, CEE did not have a way to show, at the item level, the number of respondents who did not answer the question.

Using a new tool, CEE can now calculate 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 participated in the survey as a whole.

Example: A teacher wants to formatively assess students on 3 digit division and report 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. However, If you calculated 10 of 30 (entire class) you'd get 33% which would be misleading since 10 students were absent and did not participate.

Finally, data from specific components of the Danielson rubric are included as indicators to further illustrate progress toward Fundamental 5.

<b>Theme</b>	<b>Indicator</b>	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>	<b>SY 18-19</b>
<b>Theme 1 – Analytical and Critical Thinking, Cross-Discipline Thinking and Problem Solving</b>	% 4th-5th grade students who agree that “I am good at figuring out the best solution to problems I’m facing.”	74	80	78	83	83
	% secondary students who agree that “I am good at figuring out the best solution to problems I’m facing.”	74	77	76	74	75
	% 4th-5th grade students who agree that “I solve problems by first breaking them into smaller steps.”	57	64	57	64	65
	% secondary students who agree that “I solve problems by first breaking them into smaller steps.”	56	58	60	56	61
	% 4th-5th grade student who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”	81	88	86	88	86
	% secondary student who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”	78	81	80	80	82
	% elementary staff who agree that “Students are	69	73	72	91	92

	provided tasks that require higher-level thinking skills.”					
	% secondary staff who agree that “Students are provided tasks that require higher-level thinking skills.”	66	67	59	86	87
	% of teachers rated proficient or distinguished in Danielson’s component 3c “Engaging Students in Learning”	83	93	93	88	N/A
<b>Theme 2 – Creativity and Innovation</b>	% 4th-5th grade students who agree “I try to think of many solutions when I have a problem”	77	84	87	86	80
	% secondary students who agree “I try to think of many solutions when I have a problem”	73	80	76	71	74
	% 4th-5th grade students who agree that “I am a creative person.”	89	91	89	91	91
	% secondary students who agree that “I am a creative person.”	78	78	77	77	79
	% 4th-5th grade students who agree that “I can come up with new ideas.”	86	94	89	90	90
	% secondary students who agree that “I can come up with new ideas.”	84	85	84	84	83
	% 4th-5th grade students who agree that “I like to imagine new ways to do things.”	81	87	84	88	89

	% secondary students who agree that “I like to imagine new ways to do things.”	74	78	74	75	75
	% of teachers rated proficient or distinguished in Danielson’s component 3e “Demonstrating Flexibility and Responsiveness”	94	93	93	93	N/A
<b>Theme 3 – Communication, Collaboration, and Leadership</b>	% 4th-5th grade students who agree that “My teacher(s) help us learn in more ways than just talking in front of class.”	83	85	80	89	88
	% secondary students who agree that “My teacher(s) help us learn in more ways than just talking in front of class.”	67	66	63	68	70
	% 4th-5th grade students who agree “Students are involved in decisions about things that affect them in this school.”	N/R	N/R	N/R	57	57
	% of secondary students who agree “Students are involved in decisions about things that affect them in this school.”	N/R	N/R	N/R	38	44
	% 4th-5th grade students who agree “In class we often work with other students to solve a problem.”	N/R	N/R	N/R	64	69
	% of secondary students who agree “In class we often work with other students to solve a problem.”	N/R	N/R	N/R	63	66
	% of teachers rated proficient or distinguished in Danielson’s component 3b	74	83	83	78	N/A

	“Communicating Clearly and Accurately”					
--	--	--	--	--	--	--

NA – Not Available - Data not yet available for current school year

N/R- Not Reported until 2017-2018

The quantitative student data from the 2018-2019 EES survey used to monitor Fundamental 5 suggests that responses analyzed over time have remained consistent. Data are generally high and indicate a positive perception of thinking skills, creativity, innovation, leadership, collaboration, communication, and problem solving. The movement in responses tended to increase slightly rather than regressing, but one might argue that the changes are within the standard error.

- +5% (elementary) and +6% (secondary) of students who agree “In class we often work with other students to solve a problem.”
- +5% secondary students who agree that “I solve problems by first breaking them into smaller steps.”
- On average, 84 % of secondary students agree or strongly agree that they can come up with new ideas.

Through the year-end reflection process and school improvement plan development, school teams will continue examining areas for growth:

- -6% 4th-5th grade students who agree “I try to think of many solutions when I have a problem”
- Relatively low percentages related to the questions which are indicators of leadership.