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## (F-6) Accreditation Recommendation Report

DATE: 3/25/2022
SCHOOL NAME: Mercer Island High School
SCHOOL DISTRICT: Mercer Island School District

MEMBERS OF ESD TEAM:

Name: Mike Hagadone	ESD Team Leader:
Name: Bill Gaines	Title: Consultant
Name: Andy McGrath	Title: Consultant
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DATE OF ESD ACCREDITATION SITE VISIT: 3/25/2022
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Northwest Educational Service District 189 (NWESD) recommends that **Mercer Island High School** be accredited by the Association of Educational Service Districts (AESD) for six years based on the following verification of the **Mercer Island High School's** School Improvement Plan (SIP) and the process used to develop it.

The AESD accreditation process includes a comprehensive evaluation of the SIP, and a companion evaluation of the school improvement planning process used to develop the plan. **Mercer Island High School** used the School Improvement Plan/Planning Process Review (SIPPR) Tool to self-evaluate its SIP and process. The ESD team then used the SIPPR Tool for a second-level review of the SIP and school self-evaluation and verified their findings with an accreditation site visit. The ESD team conducted focus groups, structured and informal interviews with certificated and classified staff, parents, and students.

# Process Summary Verification

## School Improvement Planning Process

*(Reference SIPPR **Process Indicators** and supportive evidence to establish framework for summary. Incorporate verification evidence from Initial Planning Meeting, Review of School Self-evaluation, and Accreditation Site Visit.)*

### Getting Ready:

- The SIP is communicated and monitored by multiple teams to include building leadership, staff, student and parent groups.
- There is a K-12 system philosophy regarding school improvement in Mercer Island. The high school SIP relates to the district mission and vision. The guiding principles of the process help to inform the building decision making process.
- Teams meet regularly to monitor progress toward meeting the stated SIP goals. Agendas and meeting minutes provide evidence that the SIP is a living document at Mercer Island HS.
- SIP Teams review multiple data sets to determine evidence of student progress as evidenced by the AESD Data Sets document.
- The school's MTSS Model is detailed and communicated to all staff members at the school. The SST Team is broad based with clear definitions and expectations for Tier 1, 2, and 3 supports.

### Identifying Issues and Collecting Data:

- Building Leadership and staff meet regularly. Data is used to identify trends and issues as well as to determine needs for improvement.
- A variety of data sets are monitored to support the school's work in reaching the identified SMART Goals.
- The school monitors multiple data sets. There is an intentional focus on using the data to inform decision making and seek alternative solutions.
- The Student Support Team (SST) monitors individual student data as well as trends. This team supports student social-emotional needs as well as monitoring the school's progress over time. There has been an intentional and relentless process to reconnect students who have experienced significant difficulties because of the pandemic. Administration has made this a priority for the 2021-2022 school year.
- Regular staff meeting time, administrative walkthroughs, and staff professional development provide the support that staff need for continual professional growth.
- The school uses CEE survey results annually to get student, staff and parent perspective as well as to inform decisions.

#### Analyzing Data, Determining Needs and Setting Goals:

- The evidence presented in this review clearly shows that the administration and staff at Mercer Island High School are data driven. There are many examples of how the staff and administration are trained in data collection and analysis.
- Data collection occurs in multiple academic and nonacademic areas. These data sets provide the evidence toward meeting the school's SMART Goals in Teaching and Learning, Safety and Security, and Culture.
- The SIP is a living document and is publicly shared in a variety of ways such as posted to the school's website and in the main entry of the school.
- The SIP and school goals are shared with multiple stakeholder groups to include staff, students and parents through meetings and school publications.
- The District Improvement Plan is coordinated to the school's SIP which serves to create a meaningful process for school improvement by focusing on building and district wide initiatives.

#### Reviewing Research Base and Determining Realistic Solutions:

- Mercer Island is invested in Universal Design for Learning (UDL) as the primary driver in classroom instruction. Through various training opportunities the school continues to provide professional development opportunities for staff that address increasing the variety of instructional strategies, assessment and curricular offerings.
- UDL is a school wide practice that bridges all curricular areas and has a multi-year implementation process. The ongoing collection of the relevant data supports growth as well as determines areas for improvement.
- There is ongoing communication with parents regarding the UDL process which serve to provide information about UDL as well as how it supports teacher growth and increased levels of student learning.
- There has been a concerted and extensive effort to support staff in learning and implementing UDL practices in the school. The Instructional Leadership Team (ITL) reviews and determines research-based practices to be implemented. Instructional coaches support PLC teams with implementation and teacher reflection of best practices.

#### Creating a Data-Informed and Achievement-Focused Plan:

- MIHS administrators participate in the development of the district learning improvement plan (DIP). This serves to create a systematic approach to school improvement in which the school's SIP is aligned to the core values and mission/vision of the district. As a result, the school is naturally held accountable for progress and is responsible for meeting and/or exceeding the district goals for the year.
- Multiple stakeholder groups have met to develop and monitor the SIP throughout the school year. There is ongoing communication with parents throughout the school year.

through the monthly Principal Advisory Committee. Student communication occurs through ASB and other student leadership groups. Staff are engaged through their PLC teams and staff meetings.

- The school reviews multiple sources of achievement data to inform decision making, including state assessment data, AP results, and TPEP growth goal data.
- Staff receive ongoing and job embedded professional development based on their needs as well as district and school initiatives.

#### Continuous Monitoring and Adjusting:

- Ongoing training has occurred throughout this year for Technology Instructional Coaches and the Information Systems Coordinator for the purpose of providing meaningful and relevant data in the following areas:
  - Grades
  - Attendance
  - Discipline
  - SEL Data
  - Healthy Youth Survey
  - EES Data
  - Sports Participation
  - Fine Arts Participation
  - SST Data
  - CARES Data
  - Annual Nurse Visits
- School Administration and data teams monitor the above data sets regularly to assess program effectiveness and whether adjustments are necessary.
- SIP Goal Workgroups are led by school administration and meet monthly to review and monitor progress.
- There is an intentional process for celebration of progress and attainment of goals. Students and staff are recognized for their growth and accomplishments.

#### Recommendations:

- Continue the work that has been done by staff regarding providing multiple options for students to demonstrate their knowledge for learning, engagement, as well as innovative instructional practices.

- Continue to identify best practices and serving students with mental health needs because of a return to full time in-person learning by examining quality and timely data as well as intervention for student wellness and support.

#### Commendations:

- Mercer Island High School is a data driven organization. The administration and staff pay attention to academic, social-emotional, and nonacademic data to drive the decision-making process. There are a variety of stakeholder groups that analyze and communicate the things that the school values. It is through this process that the school continues to improve and support high levels of learning for all the students they serve.
- The intentional use of data impacts programmatic decisions as well as supporting individual student needs.
- While overall data trends place Mercer Island High School among the top schools in Washington State, the school reviews discrepancies by program and demographic groups to monitor and provide intervention for all students.
  
- All three Focus Groups valued the small town feel of the school while consistently speaking about the multiple choices that students have in academics and extracurricular activities. There is an appreciation for the opportunities that are afforded students.
  
- All three Focus Groups value the ability of the school's administration to listen and value divergent opinions. There is evidence of a solutions-based model of problem solving in place.
  
- All three Focus Groups value the opportunities afforded to students academically and in extracurricular activities.