

Monitoring of Fundamental 7 March 22, 2016

Fundamental 7: Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

This is the first full governance monitoring of Fundamental 7. The board approved the Superintendent's Interpretation of Fundamental 7 on December 10, 2015. This report used the Mixed Method Assessment, noting both qualitative and quantitative indicators of measurement.

The leadership team used the Superintendent's Interpretation of Fundamental 7 to prepare the following monitoring report and is organized into the same themes as described in the Interpretation.

QUANTITATIVE INDICATORS

Numerous quantitative factors were considered to highlight implementation of Fundamental 7.

First considered were the changing demographics of the Mercer Island School District. Below is a chart of the student population by race over the last 10 years.

District Race/Ethnicity Breakdown	06-07	11-12	12-13	13-14	14-15	15-16
Hispanic/Latino	1.9%	3.4%	3.6%	3.9%	4.2%	4.1%
American Indian/Alaskan Native	0.4%	0.4%	0.3%	0.3%	0.2%	0.2%
Asian	*	19.0%	18.6%	18.5%	19.4%	19.4%
Black/African American	1.0%	1.2%	1.2%	1.4%	1.2%	1.0%
Native Hawaiian/Other Pacific Islander	*	0.3%	0.2%	0.3%	0.2%	0.2%
White	78.2%	72.4%	71.5%	69.8%	67.9%	67.2%
Two or More Races	*	3.3%	4.6%	5.8%	6.9%	7.9%

* In 2006-2007 the Asian, Native Hawaiian/Other Pacific Islander, and Two or More Races were not reported in the demographics on the state report card. Their total percentages for 2006-2007 was 18.5%. School districts were not required until the 2009-2010 school year to collect and submit race/ethnicity data on our students.

Mercer Island School District is becoming more diverse in many ways, including the racial diversity of the students and their families. This is further exemplified by comparing the race/ethnicity of the current K and Grade 1 students with the race/ethnicity of the current Grade 11 and 12 students.

2015-2016

District Race/Ethnicity Breakdown	Current Grade K and 1	Current Grade 11 and 12
Hispanic/Latino	5.9%	3.4%
American Indian/Alaskan Native	0.0%	0.4%
Asian	16.3%	21.0%
Black/African American	0.8%	1.9%
Native Hawaiian/Other Pacific Islander	0.0%	0.1%
White	62.0%	70.4%
Two or More Races	15.9%	2.7%

2015-2016 English Language Learner (ELL) Parent Survey

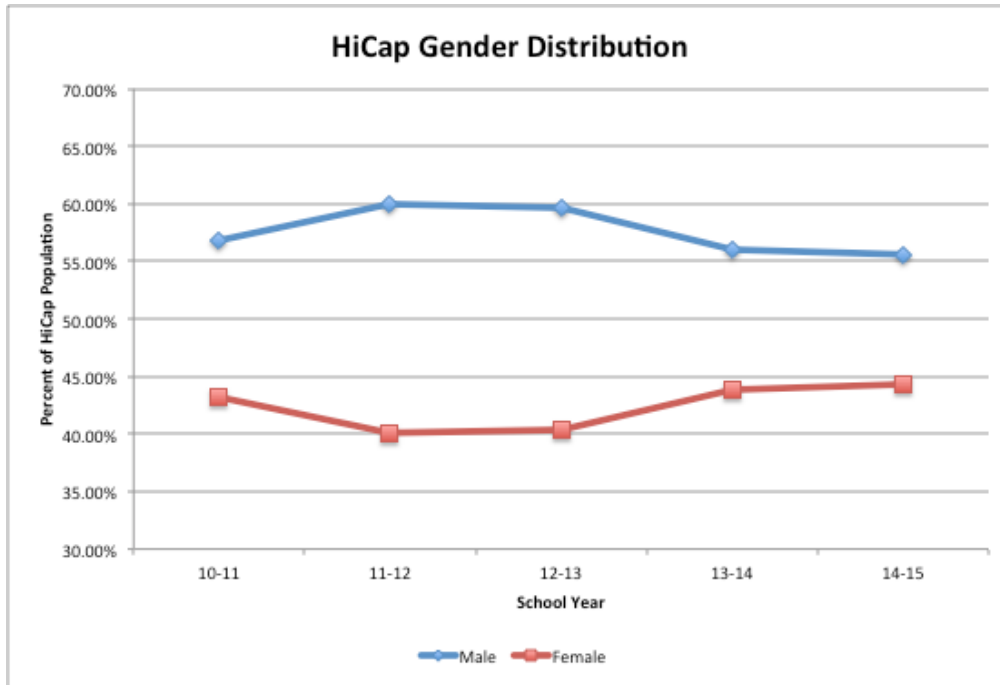
Each ELL family was asked to participate in a survey (January 2016) to provide feedback about their experience as a family in the Mercer Island School District as well as the supports afforded to their child(ren). The survey was provided both in their home language as well as English. Nearly all of the families responded during the January window.

		SY 15-16	SY 16-17	SY 17-18
ELL Parent Survey Data	% of parents who agree "I feel welcome when I visit the school."	89		
	% of parents who agree "I know what language development services my child is receiving."	89		
	% of parents who agree "I understand how the English language support is helping my child."	93		
	% of parents who agree "My child is learning the skills and knowledge necessary for success."	93		
	% of parents who agree "School staff provide extra help when my child needs it."	89		
	% of parents who agree "School staff recognize my child's academic and personal accomplishments."	89		
	% of parents who agree "The school's language development program helps my child learn our native language."	58		
	% of parents who agree "I understand the importance of helping my child learn our native language."	87		
	% of parents who agree "School staff value my family's culture."	80		
	% of parents who agree "My child's school makes it easy for me to participate in my child's education."	82		
	% of parents who agree "School staff use my ideas to improve the school's language development program."	56		
	% of parents who agree "School staff use the personal and academic information that I provide to help my child."	56		
	% of parents who agree "Teachers communicate with me about my child's progress in language development and academic subjects."	93		

The results from the survey returned by 45 parents indicate a favorable perception of the school district and ELL programming. Families were invited to a parent night in February where the results of the survey were shared and families were asked for further input about ways the district can continue to improve.

Highly Capable Gender Distribution

Mercer Island School District has been monitoring the gender and race/ethnicity distribution within the Highly Capable Program over the past several years. Aligned to Fundamental 7, the district is presently and has been committed to ensuring equitable access to this district program.



The data from last year indicates that the gap between boys and girls in the HiCap program have diminished and become more proportionate to the actual gender breakdown for the entire population. The district is committed to identifying the most highly capable students in the district and recognizes that a perfect proportion is not the goal.

2014-2015 HiCap Race and Ethnicity Demographics

Ethnicity	Highly Capable Breakdown	District Breakdown	Difference (HiCap-District)
All other races*	11.0%	12.7%	-1.7%
Asian	24.1%	19.4%	+4.7%
White	64.9%	67.8%	-2.9%

* Data are combined because of small numbers of students and represent Hispanic/Latino; American Indian/Alaskan Native; Black/African American; Native Hawaiian/Other Pacific Islander; Two or More Races students

When analyzing the ethnic/race demographics, the 2014-2015 data reveals that Asian students are slightly overrepresented while the other categories are within less than three (3%) percent of the overall percent across the district. The percentage of Hispanic/Latino, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Other Pacific Islander, and two or more races have been combined because of OSPI suppression rules.

Boys and Girls Athletic Participation

Mercer Island School District actively monitors participation in athletics at the school and district level. The Title IX Committee meets regularly throughout the year to review the sports and activities offered to the students as well as students taking advantage of these opportunities.

2014-2015 Number of Sports by Gender

	MIHS	IMS
Boys	13	3
Girls	14	4
Total	27	7

2014-2015 Student Participation in Athletics by Gender

Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	627	53.6%	205	51.4%
Girls Participating	542	46.4%	194	48.6%
Total	1,169	100%	399	

2014-2015 Additional MIHS Activities not Considered Part of WIAA

Activity	Participants
Drill	28
Cheer (Girls)	40
Cheer/Stuntmen (Boys)	7

While boys still outnumber girls in WIAA recognized sports, when Drill and Cheer are taken into consideration the gap is nearly closed. Drill and cheer are non-competitive sports, therefore, WIAA does not recognize these when the district reports for Title IX compliance. The district believes that drill and cheer are activities that should be included in reports for internal monitoring and reporting to local stakeholders.

Discipline Composition Index Comparison - Out of school suspensions in 2014-2015

The composition index looks at groupings of students and measures whether they are suspended at a rate proportional to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions than their representation in the population generally.

District Race/Ethnicity Breakdown	MISD 2014-2015	State 2014-2015
Hispanic/Latino	1.25	1.12
American Indian/Alaskan Native	0.00	2.01
Asian	0.72	0.23
Black/African American	1.46	2.42
Native Hawaiian/Other Pacific Islander	0.00	1.34
White	1.01	1.44
Two or More Races	1.53	0.84

In 2014-2015 there was a total of 57 out of school suspensions. The district data show that schools suspend at rates proportional to the specific race/ethnicity proportion in the district when small “N” sizes are taken into consideration.

Educational Effectiveness Annual Survey

The Instructional Leadership team also considered the annual Educational Effectiveness Survey of staff, parents and students.

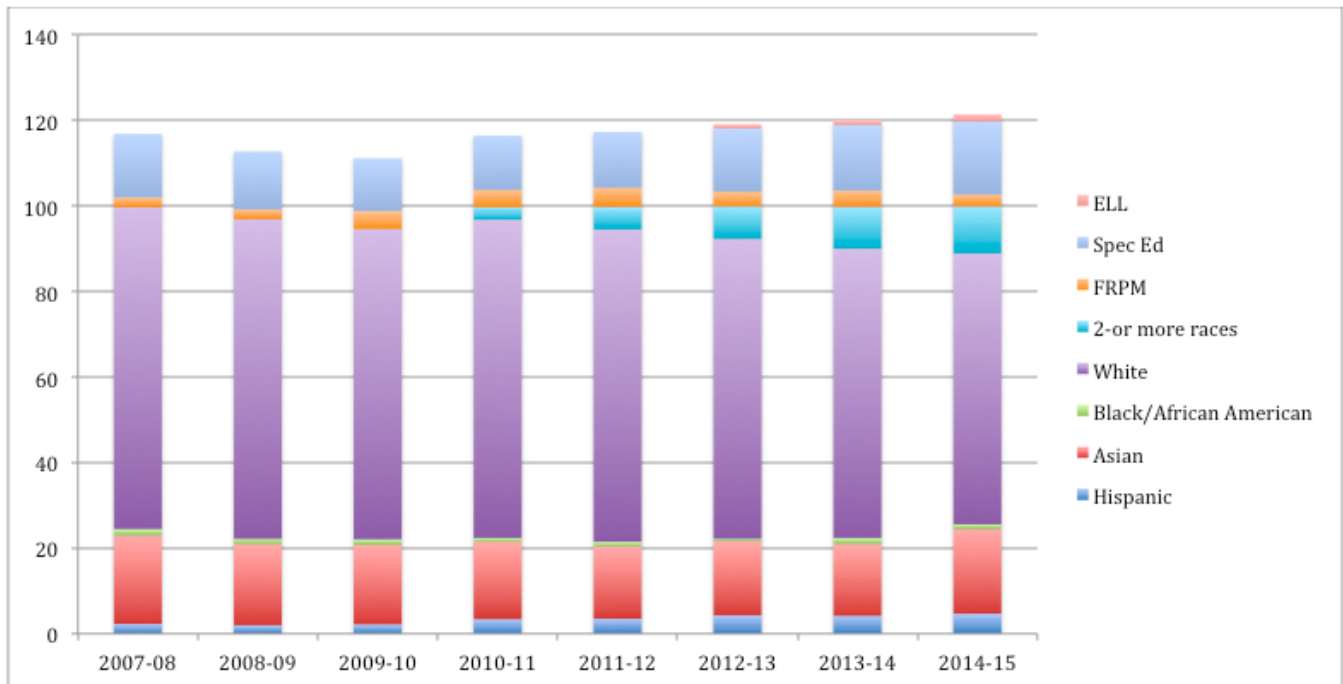
		SY 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	49	55	52	49	45
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	67	71	64	51	46
	% of staff who agree “This school has activities to celebrate the diversity of this community.”	50	58	54	52	55
	% of students who agree “This school has activities to celebrate (culture) student differences.”	47	53	55	50	50
	% of students who agree “The school respects student differences (different cultures) in our community.”	70	71	80	80	79
	% of staff who agree “We have opportunities to learn effective teaching strategies for the diversity represented in our school.”	25	27	45	41	38
	% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”			40	32	37
	% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	29	29	53	46	50

These data show that while students generally respect student differences, there is work to be done regarding celebrating different cultures, updating curricula to address our changing demographics, and providing professional development for teachers around these issues. However, there are great strides made in addressing the issues of cultural issues at our schools.

Individual School Data

Individual schools have also been examining diversity data within their specific school. Following is an example from West Mercer.

West Mercer Elementary
Demographics SY 2007-08 to SY 2014-15



These data were examined by the WM Diversity Advisory Team at a recent meeting, noting the same trends as the district with increased Hispanic population, increased Two or More Races population, increase in ELL population, and decrease in White population. These data were then share with the entire staff, the school advisory council and the PTA to build awareness around the changing demographics at West.

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 7 - *Foster and embrace diversity, inclusiveness and equity*. Several but not all will be highlighted at the March 22, 2016 board meeting.

Theme 1 - Diversity

District Diversity Advisory Committee: In the late spring of 2014, Mercer Island School District Superintendent Dr. Gary Plano launched the Diversity Advisory Committee, comprised of parent and community representatives who will advise him on matters of diversity and equity. Recent changes in the demographics of the Mercer Island community show fewer students identified as Caucasian and growing numbers of families from Africa, Asia, the Middle East, Island Nations, Europe, Australia, and Central and South America. Students who identify as Caucasians, Asians, Latinos, African-Americans, Native Americans, and a new category called multiethnic and multiracial are studying and growing up together. These changes have encouraged an “adaptive need” to ensure educational equity within the Mercer Island School District.

The Diversity Advisory Committee is charged with reviewing the district's continued efforts to provide all students, irrespective of racial and ethnic differences, with access to the following: equity of educational opportunity; individual empowerment; and, equal and fair treatment. The district also seeks to provide educational programs, which focus on critical thinking and personal narratives that are emotionally connecting, together with school environments that are inclusive, celebratory and respectful of our racial differences. There are other aspects of diversity that will be added as the District makes progress with its embrace of racial and ethnic diversity.

MIHS Diversity Team: The Mercer Island High School Diversity Action Team (DAT) has led several professional development sessions for our entire staff and has created and implemented BRIDGES lessons for all students. All staff and students at MIHS have taken the "Privilege" survey to reflect on the degree to which we are all privileged. This self-reflective tool provided a springboard for powerful conversations about the biases we each have. In March the DAT prepared a lesson for staff and students titled "Dropped Out or Pushed Out" which examined prejudice at both the individual and system level. The DAT will lead one additional professional development training and one more Bridges lesson this school year. The MIHS DAT is comprised of two administrators, five teachers, two counselors, two classified staff members, two parents, and seven students from a variety of grade levels.

IMS Diversity Team: In following the lead of the District Advisory Committee, Islander Middle School created a site-based Diversity Advisory Team for the 15/16 school year. The team was comprised of IMS teachers, administrators and parent. After some initial meetings, the team decided to create four subgroups to promote equity, inclusion and diversity at Islander. The four groups are daily diversity announcements, student focus group planning, staff engagement group planning, and the parent involvement group. Each of these groups created an action plan for the Spring of 2016. The upcoming results from the efforts will provide data about the current state of diversity, equity, and inclusion at IMS as well as guide future efforts at Islander in these areas.

Island Park Diversity Team: Island Park Elementary School created a site-based diversity team consisting of certificated and classified staff (additional parent and student members will be included in the future). The team adopted a Commitment to Diversity, Equity and Inclusion statement that included commitments to:

- Rich Curriculum and classroom activities that reflect our diverse student population
- School events that celebrate and honor our diverse student body and community
- Staff development that enhances skill sets to meet the diverse needs of our learning community
- Staff, student and parent involvement in committees and activities that study, suggest and support diversity initiatives

The team meets monthly to participate in diversity-related book/article studies and monitor diversity initiatives in the areas of staff development, data collection, community and school-wide events, classroom activities, and curriculum. A link to a complete list of diversity initiatives was posted on the school's website and sent to school families.

Lakeridge Diversity Team: Lakeridge Elementary School created a site-based diversity team consisting of certificated and classified staff (additional parent and student members will be included in the future). The team adopted a Commitment to Diversity, Equity and Inclusion statement. The team's objective is to create a school climate that fosters respect, belonging, and value for all, while encouraging participation and connection throughout the organization. The team meets monthly to participate in diversity-related book/article studies and monitor diversity initiatives in the areas of staff development, data collection, community and school-wide events, classroom activities, and curriculum. A link to a complete list of diversity initiatives was posted on the school's website and sent to school families.

West Mercer Diversity Team: West Mercer Elementary School created a site-based diversity team that consists of certificated and classified staff. During monthly meetings the team focuses on questions and activities to build awareness, knowledge, and skills for both staff and students. One of the first areas that the West Mercer DAT focused on was the question of “who are we serving?”. Through a review of demographic data from 2007-2015 it was discovered that the percent of our white student population has decreased by 12% while the percent of our 2 or more races category increased by this same amount. When this trend analysis was shared with staff some of their comments were “Keep eyes and ears open for students who share that they feel different in any way. Find dimensions on which everyone can be included”, “Be more aware of student differences to provide more appropriate instruction”, and “Great--bring on the world”. In the area of knowledge, the team developed a plan for staff training. In the area of skills, the Diversity Committee developed classroom and building level requirements for welcoming students once the school year has begun. Many of the students who enter West Mercer after the beginning of the year have been ELL students. West Mercer wants to make sure that students get off to a solid and happy start each year.

Northwood Core Team: While Northwood doesn't yet have a school Diversity Team, the Core Team of teacher leaders and the planning principal have been engaged in work to develop an equitable, inclusive, and caring community. Their recent work has led to the creation of the following mission statement: At Northwood, our mission is to provide all students access and opportunity to learn and grow academically, socially, and emotionally through meaningful relationships and relevant and engaging learning opportunities, supporting all members of our community to be better than we think we can be, and preparing to embrace the challenges of a changing world.

In addition, the Core team has examined the projected enrollment demographics to look at gender, race/ethnicity, and free/reduced lunch status. These are preliminary data that the team will use to look at equity and access in future programming.

As work on the Northwood facility itself continues, the staff is working with the architect to create multilingual graphics to designate shared areas of the building: music, library, gymnasium, and a welcome at the main office. The graphics will include translations into multiple languages. Data from district student enrollment was pulled in an effort to include the many languages that are currently represented in our diverse district community.

IP Diversity Poems and reflections: Fifth grade students at Island Park have been incorporating activities from Teaching Tolerance, lessons created by the Southern Poverty Law Center. While they were learning about overlooked African American contributions during the Revolutionary War, students wrote "Just Because" poems where they shared a little known or misunderstood aspect of themselves. In the activity, they were asked to think deeply about what makes them unique and misconceptions others might harbor based on that uniqueness (e.g. ethnicity, race, gender, skill sets, etc.). They read their very personal poems to each other and discussed the feelings embodied in the pieces. Discussion was rich in that it revealed similar/diverse feelings, apprehensions, joys, pride and wonderings felt by their peers. Students also wrote “I Have a Dream Poems.”

7th Grade Culture projects: Every year, all IMS 7th grade students develop a culture project that highlights the culture of the student and their family. These projects involve students researching a self-selected component of their family's culture and its impact on the local, regional, and/or global communities. Students, through this project, interact with their culture and present their findings to the rest of the class to enhance cultural awareness and understanding for all.

IMS MLK Recognition Efforts: MLK Day recognition (January 2016): On January 11th in recognition of MLK day, IMS students attended a presentation in the library by Mr. Carl Brown. Mr. Brown, a presenter from Mobile Ed Productions, discussed how MLK transformed American society through his actions and ideas. In addition, all staff members were directed to find a connection to MLK in their lessons for the day. We wanted our students to experience the mission and goals of MLK in every class period they attended and to see that there can be a connection from his message and actions into every fiber of today's society. We provided some support resources that teachers could consider using in their lesson planning. Teachers were to do more than just mention MLK, but to truly focus on his legacy. We were very proud of our teachers and the events from this day. A parent, through email, responded that: *"I wanted to let you all know that our son really enjoyed the curriculum you and your staff put together for Monday's reflection on Martin Luther King. He came home very excited and shared how each of his seven classes reflected on the day. I don't remember him talking about this last year in 6th grade, so I highly recommend doing something similar again."* In addition on January 20, 2016 students had the opportunity to contribute their "dreams" in honor of MLK's dream. This project was facilitated by the IMS leadership students and created posters in recognition of our students' dreams.

MIHS Chemistry 1 Global Scientist Awareness Project: All students in Chemistry 1 classes at MIHS choose a non-white and/or female scientist and enter him/her in a bracket. Each week students discuss scientific achievements and obstacles faced by each of the chosen scientists before voting on match-ups within the bracket. By the end of the course, students research and learn about 25+ scientists and their contributions to the field and world.

MIHS August Wilson Monologue Competition: For the past few years MIHS Drama Teacher, Daniela Melgar has partnered with the Seattle Repertory Theatre to provide students with the opportunity to participate in the National August Wilson Monologue Competition. A representative from the theatre attends Melgar's drama class to share with students some history of August Wilson's work and to explain the importance of having students of all races read and perform his work. Students learn that Wilson's characters were intended to be portrayed by black actors and they discuss the value of studying his work and characters as actors have studied the likes of Shakespeare's work for centuries which was written almost exclusively for white actors. Students learn the importance of embracing a character and his/her unique qualities and traits so they can attempt to accurately portray them on stage - regardless of their race. This year four MIHS students participated in the local competition. There were sixty-three (63) competitors from the state and ten of them moved on to the state finals, two of whom are MIHS students.

Theme 2 - Inclusiveness

IMS Student Mentor Program: One of the most popular elective courses as Islander is the student mentor program. Student mentors help peers with special needs by participating in electives, working on academic skills and assisting in social settings. The student mentors explore issues involving diversity and learning leadership skills. Assignments include student goal setting and a final reflective essay. Motivation, compassion, initiative and responsibility are characteristics needed by student mentors. Over 40 students participate in this program each year as mentors.

MIHS Unified Sports Teams & Unified Club: The MIHS unified basketball and soccer teams continue to thrive in their second year. Students with disabilities play basketball and soccer competitively with their peers in the Unified League. There has been so much enthusiasm for the unified teams that students have also created a Unified Club to provide additional opportunities for students of all abilities to connect, socialize, and support each other.

Theme 3 - Equity

Ben Ibale Events: Ben Ibale led a Cultural Competency training in October 2015 for the district's school based Diversity Action Teams. Ben will visit all elementary schools this spring to meet with each staff on diversity topics as part of ongoing professional development for our staff and parents.

Dr. Pedro Noguera Events: Dr. Noguera will join the Mercer island staff and community on March 23 for a series of events. In the afternoon, all staff will attend a workshop that will discuss strategies and principles of courageous leadership to guide achievement for every student. That evening, the Mercer Island School District, the City of Mercer Island and the Mercer Island PTA Council are co-hosting a community discussion with Dr. Noguera as he shares his vision for educational excellence through equity. Dr. Noguera is a Distinguished Professor of Education in the Graduate School of Education and Information Sciences at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts.

***I Am Malala* Book Pilot at MIHS:** Students in Daniela Melgar's English 10 class are participating in a pilot of the memoir written by the youngest Nobel Peace Prize Recipient, Malala Yousafzai. *I Am Malala* tells the story of a Pakistani family uprooted by global terrorism and of one brave girl's fight for girls' education and the education of all children. Melgar discusses race and gender stereotypes in nearly every text she teaches her sophomores - from the epithets that Iago uses to describe Othello in *Othello* to how female characters support or defy the notions of gender during a particular time period, Melgar provides a multitude of lenses and opportunities for her students to explore issues of equity. *I Am Malala* enhances the 10th grade canon with a contemporary text that provides students with another opportunity to explore equity on a global scale.

RECOMMENDATION:

The superintendent recommends the board achieve a strong majority or unanimous decision on the monitoring of Fundamental 7. To that end, he further recommends that should additional data and/or indicators be requested, 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.