

Monitoring Response Document
B/SR 3.1.1

Policy Monitored: [Ends 2.1, part 1, Student Competence](#) Date Report submitted: 12-10-15

Date of Board's Monitoring Response: 1-14-16

The Board has received and reviewed the Superintendent's [Monitoring Report](#), including the [Data Set](#), referenced above. Following the Board's review and discussions with the Superintendent and his representatives, the Board makes the following conclusions:

Ends Reports:	Executive Limitations Reports
<p>1. The Board finds that the Superintendent:</p> <ul style="list-style-type: none">a. has achieved the goals established in the policy.b. is making reasonable progress towards achieving the goals.c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.d. is <i>not</i> making reasonable progress in achieving the goals established.e. cannot be determined	<p>1. The Board finds that the Superintendent:</p> <ul style="list-style-type: none">a. is in compliance.b. is in compliance, except for items(s) noted.c. is making reasonable progress toward complianced. is <i>not</i> in compliance <u>or</u> is <i>not</i> making reasonable progress toward compliance.*e. cannot be determined

2. Please note commendable progress over the last year.

- Whatcom Middle School met standards in math and science. This was higher than the rest of the comparison group schools.
- Whatcom Middle School exceeded standard in the areas of ELA and science. This was higher than two of the three comparison group schools.
- Good progress since 2010 as shown by the increase in percentile toward comparison districts.
- The report shows that our district consistently outperforms the state benchmarks. This is a key standard in the policy.
- The attention given to poverty, English as a Second Language (ESL) and racial ethnicity in determining comparison groups shows a strong eye toward equity (*commendable*).
- Using some national comparison is useful (and encouraging).
- The successes at Whatcom Middle School are commendable. (A follow up on how the lessons learned there could be shared beyond their school might be helpful as a future story.)
- Bellingham Public Schools closes the gap relative to comparables over the grade level cohort.
- Bellingham Public Schools has increased its standing relative to comparables from 2010 to 2015.

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3. Please note areas for additional improvement.
 - Hopefully there will be further analysis next year to better understand the achievement gaps shown on pages 10 and 11 of the [data set](#).
 - Bellingham Public Schools starts out lower than its comparable districts (3rd grade). With the emphasis on early education, closing this early gap is important. In addition, closing the 3rd grade gap may help to eliminate the gap in the later grades. Would reporting earlier grade data help to identify areas for improvement?
 - Based on the report distributed, there is a slowing of Bellingham Public Schools student performance relative to our comparable districts in 6th grade. What are these other districts (particularly Olympia) doing to avoid the decline? What do blue ribbon programs do to ease the transition from elementary to middle school?
 - Additional progress for English Language Learners (ELL), low income and special education students needs to be made.
 - Currently the policy does not call out Highly Capable Learners (HCL) student performance, even though it does call out progress for all students. To encourage the reporting of this data, it might be useful to specifically call out the HCL students in the ends policy.

4. Comments on the report itself.
 - Good data/different data with the addition of Smarter Balanced Assessment.
 - Continuing to figure out how to do a better job with our ELL, special education students and those who come from poverty.
 - Whatcom Middle School results and methods used there were a good addition to this year's report.
 - The clear, conversational style of the narrative part of the report is appreciated. It is very helpful in understanding and interpreting the numbers.
 - Overall, the amount of thought and work that went into this report is impressive.
 - The report includes data and information showing where more work is needed (page 7 of the [report](#) and pages 11-12 of the [data set](#).) This is helpful.
 - Using high-performing districts as our comparables is commendable.
 - The report contains a lot of data and very detailed explanation. However, in some cases the data seems limited and is difficult to use to really tell the whole story; i.e., it only looks at grades 3-8, which is just half of our students. Hopefully, future reports can include cohort data. It is difficult to determine if we're closer to where we want to be because of the new test.
 - In future reports, it would be useful to see data on outliers at both ends of the spectrum. Are students who exceed standards showing significant growth over time as well as are students who are below standard showing significant growth?
 - It is apparent a lot of time was put into gathering and analyzing the data and thinking about what to "highlight;" i.e., the Whatcom Middle School closing-the-gap story.
 - Comparing ELL, low income, and special education performance relative to comparables is difficult without year-over-year data. (See the [data](#) presented on pages 7-8.)
 - The cohort analysis provided in the prior year 2014 report provided additional information beyond the presentation of those meeting standard – the 2015 presentation format. While the 2015 test changed, which does limit some year-over-year comparisons, the test changed for

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Bellingham Public Schools and the comparables in exactly the same manner, and comparison between the groups should be relatively similar.

5. Possible changes to the policy.
 - None recommended at this time.