

Board Members: All

Policy Monitored: *Ends 2.1, part 3, Student Competence*

Date Report submitted: 3-24-16

Date of Board’s Monitoring Response: 4/21/16

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:

<b>Ends Reports:</b>	<b>Executive Limitations Reports</b>
<ol style="list-style-type: none"> <li>1. The Board finds that the Superintendent:                             <ol style="list-style-type: none"> <li>a. has achieved the goals established in the policy.</li> <li>b. is making reasonable progress towards achieving the goals.</li> <li>c. <b><u>is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.</u></b></li> <li>d. is <i>not</i> making reasonable progress in achieving the goals established.</li> <li>e. cannot be determined*</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The Board finds that the Superintendent:                             <ol style="list-style-type: none"> <li>a. is in compliance.</li> <li>b. is in compliance, except for items(s) noted.*</li> <li>c. is making reasonable progress toward compliance.*</li> <li>d. is <i>not</i> in compliance <b>or</b> is <i>not</i> making reasonable progress toward compliance.*</li> <li>e. cannot be determined*</li> </ol> </li> </ol>
<p><i>*see comments below (No. 3)</i></p>	

2. Please note commendable progress over the last year.
  - Student engagement data is useful and interesting to help better understand the whole picture.
  - Graduation rates up 3 points, students with IEP's engaged after high school at a higher rate than state graduates.
  - It is commendable that some students are encouraged to take longer to complete the coursework needed to graduate. It doesn't help the numbers, but it helps the community in general.
  - There is evidence of continual progress toward goals, even if modest.
  - Overall trends showing increase in graduation rates over time.
  - Positive story about the GRADS program.
  
3. Please note areas for additional improvement.
  - While slightly trending up, graduation rates are below the median for 50 comparable districts.
  - Graduation rates are below our comparable districts and BSD does not appear to be closing this gap.
  - The graduation rates for identified student groups does show some improvement over the years reported. Nonetheless, the graduation rate differences between BSD and its comparables are noticeably lower. In some instances (ELL/non-ELL) the identified groups in other districts are performing at a higher level than the baseline group in BSD. Within this same area, special education and low income appear to be two areas that are problematic.
  - As these areas continue to be problematic, it may be helpful for the board to see some additional information along with the data; this might include: (1) initiatives and programs and resources expended over the past several years; (2) a comparative overview of district practices, practices at high performing comparables, and blue-ribbon practices, and projected

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resources needed to close the gap; (3) specific demographic data on why students are dropping out, who is dropping out, and where these students are going; and (4) plans or initiatives to begin closing the gap.

- ELL graduation rates are a concern as are those for low-income students with IEPs.
  - There is room for improvement in graduation rates for low-income students and students with IEPs.
  - The report helps outline just how complex graduation rates, and the factors that contribute to them, can be. It's instructive. This work seems to stage us to delve even deeper to understand Bellingham student dynamics and to target even more specifically areas that will keep us moving toward improvement. We very much look forward to that information.
  - The board would like to see more information about how specific programs/initiatives are positively impacting graduation rates for larger groups of students; i.e., is there a correlation between AVID and higher graduation rates? Does increasing counseling support or adding a Student Success Coordinator at the high schools increase graduation rates? What system-wide supports are offered that are helping to increase graduation rates and why? Is there a positive correlation between student mentors and graduation rates?
  - What supports are in place for non-college bound students that can increase their perceptions of the value of a high school diploma?
  - How are we helping students feel okay about taking more than four years to graduate?
  - What role does the *High School and Beyond Plan* play into supporting increased graduation rates? If students are intentional in their goals, and if they received consistent support, from middle school forward, would this reflect in higher graduation rates?
4. Comments on the report itself.
- The report is clear and easy to follow.
  - All the previous reports have drilled down and compared one of BSD's schools to a comparable high school in the comparable districts. Such analysis has been useful in drilling down on the issues, programs, and challenges. This report does not include that analysis, but it would be helpful.
  - This is a good report but this question remains: how do we tell the story of all of the great work BSD does? Change does not happen quickly, and eventually we will hopefully start to see changes in our graduation rates as a result of the implementation of Promise K and the focus on increased counselors at our schools. Poverty/ACES do impact our graduation rates and sometimes change does not take place until the next generation, but hopefully we can figure it out before the next generation.
  - The report reflects a high level of measurement and data analysis done by the superintendent and staff in an attempt to understand the dynamic factors that contribute to our graduation rates. Very commendable.

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- Post-secondary college-going data was not available at the time of this report. Would it be beneficial to move the reporting period to later in the spring to ensure data is available?
5. Possible changes to the policy.
- None recommended