

Monitoring Response Document – FINAL SUMMARY
 Policy Monitored: Ends 2.1 (Part 2), Student Competence

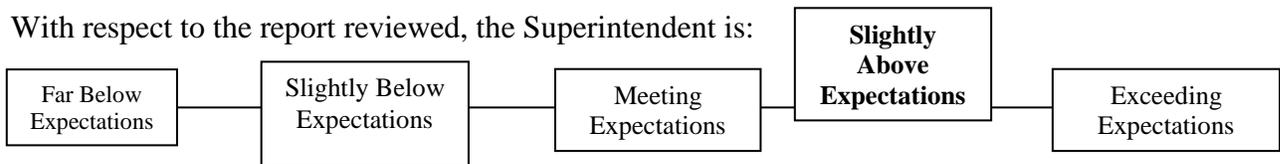
B/SR 5.1.1

Date Report submitted: 2/12/15
 Date of Board’s Monitoring Response: 3/19/15

The Board has received and reviewed the Superintendent’s Monitoring [Report](#) and [Data Set](#) for [Ends 2.1 – Part 2](#). Following the Board’s review and discussions with the Superintendent and his representatives, the Board makes the following conclusions:

| Ends Reports: | <u>Executive Limitations Reports</u> |
|---|---|
| 1. The Board finds that the Superintendent: <ol style="list-style-type: none"> has achieved the goals established in the policy. is making reasonable progress towards achieving the goals. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas. is <i>not</i> making reasonable progress in achieving the goals established. * cannot be determined* | 1. The Board find that the Superintendent: <ol style="list-style-type: none"> is in compliance. is in compliance, except for items(s) noted.* is making reasonable progress toward compliance.* is <i>not</i> in compliance <u>or</u> is <i>not</i> making reasonable progress toward compliance.* cannot be determined* |
| *see comments below (No. 4 and/or 5) | |

2. With respect to the report reviewed, the Superintendent is:



3. Please note commendable developments since the last report.

- The 2015 report on student participation in college and career ready classes is the clearest and most comprehensive since E-2.1 was first adopted.*
- While the End specifies increased participation, it does not refer to a level of performance. Nonetheless, it is heartening to see that increases in participation are not associated with declining student averages as measured by the AP and SAT outcomes.*
- Having individual student stories and examples helps us see what the various programs and district efforts look like in action. Including these student examples in both the written and live presentations is a very nice addition to previous reports.*
- High school credits in middle school is a commendable development.*
- More students taking AP courses in our district is a commendable development.*
- The report displays the power of disaggregated data to display areas of solid progress towards our student competence goals, while directing attention to students needing more support, specifically Hispanic, Low Income and Special Ed. By focusing on one component of the Student Competence Ends and further focusing on one school with an exceptional program, Squalicum, the report provides the District leadership and the*

board clear evidence of what is working and a path forward for greater student success in rigorous college-level and career prep courses. Ends 2.1 sets very challenging goals for the District by calling for all students to be successful compared to peers in comparable high-performing districts. This report brings the analytic detail and the honest assessment that will insure continued progress toward the goal that “All students will succeed and grow...”

g. Inviting the students from Squalicum High School to the board meeting during the presentation of the report was highly commendable; including biographies of students in the report was a nice touch.

4. Please note areas for additional improvement.

a. There are scaling issues that make the report hard to interpret and compare to other school data presented. A clearer discussion of the scaling choices would help to make the report easier for the reader.

b. Increased participation of ELL and Special Ed students in dual credit programs is desirable.

c. While this is the first year under the new reporting model, we look forward to seeing more years of data to clearly show student trends and the results from more of our high schools.