

**Monitoring Response Document – FINAL SUMMARY**  
**Policy Monitored: Ends 2, Academic Achievement**

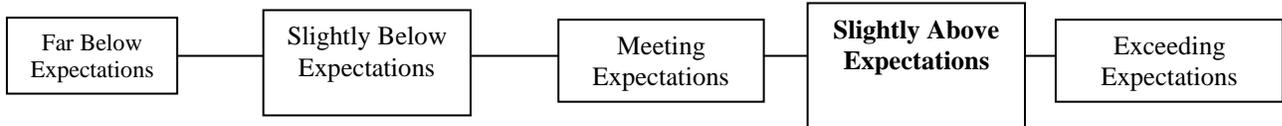
**B/SR 3.1.1**

**Date Report submitted: 6/18 /15**  
**Date of Board’s Monitoring Response: 7/16/15**

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

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

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



3. Please note commendable developments since the last report.

- The portfolio approach of incorporating E-2 throughout the district and individual schools provides a compelling story. The Promise provides a uniform framework for every school to pursue the same end goals and yet provides flexibility for each school to pursue its own path in achieving the goals.
- The visit to Whatcom Middle School, where teachers show have they have embraced Common Core literacy standards and cooperatively developed robust methods and rubrics was a standout example of Ends 2.
- Great progress in rebuilding music and arts programs.
- Materials adoptions-Benchmark Literacy, and the implementation of the Lucy Calkins units of study in writing.
- Focusing separate reports on Ends 2 and 2.1, with further break down of 2.1 into three reports, has significantly increased the depth of information and analysis and has enhanced teaching and learning as well as board understanding.

- The intentional work district-wide to level the technology playing field for all students by providing resources for our more needy students through our Tech Levy and Project Connect.
- The honest appraisal of curricular and instructional areas needing improvement, displayed in the report narrative, as well as in the Department of Teaching and Learning survey, specifically science and math; social studies; health and fitness; world languages; and technology.
- Using the Promise web site to spotlight examples of best instructional practices and student learning opportunities.
- Amplifying and employing the district's power to identify areas of instructional need and address the need by building depth and skills in the Department of Teaching and Learning; using task forces to evaluate current and best practices and recommend action; providing teachers time for self-reflection and collaborative learning; and employing TOSAs, consultants, and DT&L directors to support strong professional development.
- The board appreciates the use of specific examples in the report, especially: the second grade unit of inquiry at Wade King; the National Endowment for the Arts Challenge America grant that provided for artists from Guinea to visit Birchwood Elementary; and the Bellingham High tech lab making prosthetics for children.

4. Please note areas for additional improvement.

- Continue to strive for evidence that approaches cited support a wide cross section of the student body. A longitudinal or cross-section sample of students / parents?
- As noted in the report, Ends Policies 2 and 3 do not line up exactly with The Promise after leadership made important changes. Should we consider revising the policy for better alignment? (This would be the Board's task.)
- Provide evidence next year of progress in spreading examples of best practices of teaching and learning in "bright spot" K-12 classrooms to the whole district; e.g., visual and performing arts, world languages, inquiry-based learning and STEM.
- Provide evidence that the five recognized curricular and instructional areas needing improvement are being addressed.

5. Additional comments:

- Should the board and Executive Team revisit E-2 & E-3 for possible editing and alignment with the themes of knowledge, character and action?
- Continued revision of standards and standardized tests imposed externally make achieving or exceeding these ends a very challenging and difficult task.
- The plans "looking forward" are smart and nice to see in the report.
- It seems that the TOSA program was integral in the adoption of the new math curriculum.
- Strive for continued growth in our visual and performing arts programs.
- The board would like to see more students taking the World Language Credit for Proficiency Assessment.

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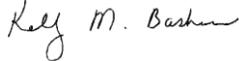
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- In the *Skilled Users of Technology and Information* section, it is great to see elementary, middle and high school students using the 3D technology.
- Consider bringing back the “*Evidence and Artifacts*” matrix from last year as a graphical presentation of progress and gaps in the K-12 knowledge outcomes areas.
- Investigate and employ ways to demonstrate the desired end of developing “graduates” who embody the Ends 2 knowledge and skill areas.
- Showcase the excellent STEM-infused FIRST Robotics program begun at Sehome High School and now developed into a grade level sequence of project-based robotics instruction involving all three academic high schools, the middle schools and elementary schools, and student self-direction.
- Addressing financial literacy K – 12 has been frequently mentioned by community members as a concern. The widely replicated K – 12 College Savings Account (CSA) program, shown to support first-generation college attendees, has a financial literacy component. Might CSA be implemented as a community – district collaborative as called out in the Bellingham Promise?

Signed:



President

Date Reviewed/Approved: 7/16/15

Signed:



Superintendent

Date Reviewed/Approved: 7/16/15