

**Monitoring Response Document – FINAL SUMMARY**  
**Policy Monitored: Ends 3, Skills and Attributes**

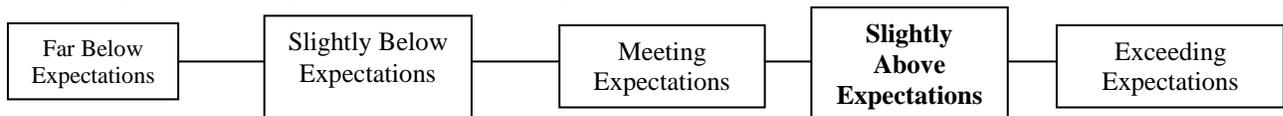
**B/SR 3.1.1**

**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 3, Skills and Attributes](#). 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>
<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-3 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.
- In spite of the initial qualifying remarks in the report regarding the lack of standard or proven methods for tying these attributes directly to a particular practice, the evidence presented is very compelling. These critical areas, though “soft” or difficult to measure, are what sets our district apart and ahead of many others. It’s what we mean by “way more than test scores.”
- This is a very in-depth report. The links to the Promise website are very much appreciated.
- Last year, groundwork was laid through the “*Understanding Our Promise*” project in the Department of Teaching and Learning to show how the grade level expectations

are aligned to the Ends 3 student expectations and to build a district-wide monitoring system. These efforts have shown fruit this year in the growing richness of data in the Promise website.

- It is understood these outcomes can be harder to measure than others. However, progress is evident through the examples provided. Board members are impressed with the level of participation in the Future Problem Solvers program; the new menu at Carl Cozier; and the presentation by students and their advisors that led to the creation of gender neutral bathrooms.

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 Policy 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 a Board task.)
- Document that the Promise website examples of student success in the Ends 3 Skill and Attributes are spreading to all schools and for all federally-defined student groups. There will always be uniquely successful teachers, yet best pedagogical practices should be replicable or adaptable.
- The current and two previous year's Ends 3 Reports have each taken a different approach to documenting progress toward developing graduates with hard-to-measure human skills and attributes (S&As). While the report appropriately indicates that there are no proven quantifiable measures for these S&As, it would help the board, community and district to know that efforts are being well-directed if reasonable proxy measures can be tracked year-to-year by grade levels and for individual students. For example:
  - Student portfolios (ideally digital) with evidence for each of the nine S&As maintained annually, using an agreed-upon rubric of evidence by grade level, which may include teacher comments on achievement of grade level expectations aligned to the S&As.
  - Aggregated student data by grade level and by federally-defined groups in each grade, for example:
    - Unexcused absences and tardiness
    - Suspension and expulsions
    - Participation (and success) in WIAA activities, clubs, enrichment programs, etc.
    - Volunteer hours and service learning projects
  - In the same recording process, indicate S&A areas where there is less evidence for student success overall or for identified groups and where different programs or approaches are needed.

5. Additional comments:

- Should the board and executive committee revisit Ends-2 & Ends-3 for possible editing and alignment with the themes of knowledge, character and action?

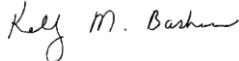
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- Even though it is difficult to measure “grit,” “integrity,” and “perseverance,” BSD is having some great outcomes. Examples include the Carl Cozier students using what they have learned from the Lucy Calkins Units of Study to write a letter to the Food Services Department asking for some menu changes, and the Crew Jobs Club at Cordata. During the Board visit to Cordata, the evidence heard by the board made it clear that the program is making a difference.
- As evidenced in our QSA groups at Sehome and Squalicum, our students have a voice and the administration is listening. It is hoped that in the near future Bellingham will also have a QSA group.
- The board supports continuation of the great work that BSD has started in regards to restorative justice. It was exciting to hear how suspensions and expulsions have dropped since taking a closer look at our practices.
- Consideration should be given to shifting “Healthy, active individuals” out of Ends 2 and into Ends 3 and re-categorizing the elements of Ends 2 and Ends 3 as in the Bellingham Promise Outcomes under “knowledge”, “character” and “action.”
- The board should consider how the Superintendent’s Report schedule in the board’s annual calendar (GP 7.1, Annual Board Agenda) could be moved back one meeting to allow this large report to be presented earlier. The move would facilitate the board’s annual summative evaluation of the Superintendent (B/SR 3.1) which is due by the end of June and includes the board responses to all of the Executive Limitations and Ends Reports.

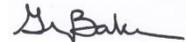
Signed:



President

Date Reviewed/Approved: 7/16/15

Signed:



Superintendent

Date Reviewed/Approved: 7/16/15

