

Monitoring Response Document

Board Members: All
 Policy Monitored: [Ends 2.1](#), part 1, Student Competence
 Date of Board’s Monitoring Response: 12-15-16

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

<u>Ends Reports:</u>	<u>Executive Limitations Reports</u>
<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. (1) c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas. (3) d. is <i>not</i> making reasonable progress in achieving the goals established. (1) 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 compliance d. is <i>not</i> in compliance or is <i>not</i> making reasonable progress toward compliance.* e. cannot be determined

2. Please note commendable progress over the last year.

- For “all students”, BSD has demonstrated that student achievement exceeds WA State benchmarks in all subject areas and grades reported.
- For students with IEPs, the district has demonstrated that student achievement exceeds WA State benchmarks in all areas. Except for Science, grades 3-5, BSD had higher progress than WA state achievement.
- For low income students, the district has demonstrated that student achievement exceeds WA State benchmarks.
- Student growth data is a bright spot in the report. Bellingham’s proficiency is overall higher than many of the identified 50 comparables and student adjusted growth is higher. This data helps to lessen some of the concerns noted below (No. 3) regarding widening achievement gaps.
- Science scores increased for Hispanic/Latino students, low income and Special Education students across the middle level.
- BSD fourth graders grew more than those across the state.
- It is encouraging to see the Student Growth Percentile (SGP) trends especially in some of more changed student groups (Hispanic/ELA), and in comparison to similar high performing districts; this is commendable progress.
- It appears the data supports the value of targeted intervention strategies such as those we see at Shuksan Middle School.

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3. Please note areas for additional improvement.

- The difference between BSD scores and state scores has narrowed across all subject areas and grade levels reported over the past year. The data indicates that BSD student achievement is not progressing as fast as the overall state achievement.
- For Hispanic students, the district has not demonstrated that student achievement in English Language Arts (ELA) and Math, grades 3-5, exceed WA State benchmarks, and more progress is expected. In addition, the difference between BSD scores and state scores has narrowed across all subject areas and grade levels reported upon. The data indicates that BSD student achievement is not progressing as fast as overall WA state achievement.
- With three exceptions across 24 data tables, (i.e. “all students” Hispanic students, students with IEPs, and low income students), BSD has not demonstrated that student achievement exceeds the comparables in any subject area and grades reported. With a few exceptions, the general overall trend is that the difference between BSD scores and the comparables scores has widened across all subject areas and grade levels reported over the past year. The data indicates that BSD student achievement is not progressing as fast as the comparables achievement.
- It is difficult to determine any clear trend between the achievement gaps in BSD and our comparables. However, in looking at low income to non-low income and white to Hispanic (i.e. 12 data tables in total for three content areas and two grade level bands) with the exception of two areas, BSD’s achievement gap exceeds that of the state reported achievement gap, and the overall state level of free and reduced lunch is higher than that in Bellingham.
- Regarding racial and economic inequities – great work so far, but there is more to be accomplished.
- Our three comparable districts are still achieving at a higher rate.
- Higher incomes are driving proficiency.
- Larger gaps in regards to income compared to state averages are evident.
- BSD seventh graders are significantly lower than our comparison districts in both ELA and math but on par for Hispanic and limited English.

4. Comments on the report itself.

- For ELL students, the data presented seems to indicate some data issues, which makes it difficult to determine any clear trends and draw any clear conclusions.
- As defined in the report, at the encouragement of a prior board, the chosen comparable schools do not represent good comparables with similar student populations to BSD. The comparables chosen represent districts with student populations that are expected to outperform BSD based on socioeconomics.
- Generally, the achievement gap data indicates no change in the student achievement gap year-over-year in Bellingham. The one notable exception is students with IEPs, a segment which showed improvement. The results for BSD students with IEPs to our comparables is mixed with no discernable trend. Even though the achievement gap for students with IEPs did come down year-over-year, in all cases, the gap in BSD remains higher than the state achievement gap.

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- It should be noted that analyzing achievement gap data is a bit problematic. It is never quite clear that the achievement gap is closing because the targeted group is increasing in performance or the benchmark group is declining in performance. This may be driving some of the differences shown between BSD and the state and why the achievement gaps in Bellevue are so high.
- It is very helpful to dive into the relationship between proficiency scores and income, and how that impacts our district in comparison to other districts. This not only provides useful context and a fairer comparison, but hopefully direction for interventions.
- The data on HCL as requested last year is noted.
- Addition of HCL data.
- Additional data included in the report that compares BSD student performance to that of districts that are closer to us in terms of low income households.
- All of the work that went into the preparation of this report and all of the accompanying data is commendable and appreciated.

5. **Possible changes to the policy:** none