

Monitoring Response Document  
 Board Members: All – initial compilation  
[Policy](#) Monitored: *Ends 2.1, part 2, Student Competence*  
 Date [Report](#) and [Data Set](#) submitted: 3-9-17

Date of Board’s Monitoring Response: 3-23-17

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:

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

2. Please note commendable progress over the last year.

- Raw numbers of dual credit attempts are increasing.
- Preparation for post-secondary offerings continue to climb.
- AP course participation and enrollment in career and technical courses increased slightly.
- Running Start enrollment increased slightly.
- Squalicum High School continues to reflect well in comparison to the other high schools profiled in the report.
- Efforts focused in increasing CTE opportunities appear to be working; completers up slightly from last year.
- Increasing AVID enrollment.

3. Please note areas for additional improvement.

- Participation is up over 2012 & 2013, but is generally flat over the past 3 years.
- More participation by ELL and Special Ed students is needed.
- Special Education numbers enrolled in dual credit representation very low compared to Bellevue School District.
- Percentages of Hispanic and low-income students attempting dual credit remained flat.
- Is College in the High School worth offering if students cannot cover the cost of tuition? Fees seem high - the report mentions fees up to \$350 for one class.
- The number of Bellingham students taking AP courses and exams, and scoring at a level three or higher has fallen compared to our three comparable high-performing districts.
- The board would like to see better performance by our students on college-entry exams and AP exams, especially as compared to our three comparable high-performing districts.

- While concerted efforts have been made to ensure most students do not move beyond grade level in math, it does not appear any advanced learning opportunities exist for students in other academic areas in middle school (other than 8th grade world language). This does not support Ends 2.1 Part 2.

4. Comments on the report itself.

- Please provide a one sentence bullet-pointed executive summary at the beginning to note specific highlights.
- In addition to examining the percent of AP exam scores 3-5, it might be also useful to include a line indicating the percent of the population taking AP exams.
- The school level data is more useful since the demographics are more comparable. As discussed previously, using more comparable districts would result in more useful data.
- Appreciate the data that is captured.
- Including the information re: AVID and FAFSA completion is interesting to consider as an indicator of college-readiness/preparation for post-secondary enrollment.
- It is interesting that Human Geography was listed among the most popular AP courses for Bellingham students in 2016, since only two of our high schools offered this class that year.

5. Possible changes to the [policy](#).

- What is the point of item 4 of E-2.1? *“Student participation in post-secondary and career-ready courses shall increase and exceed participation in comparable high-performing districts. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, and other advanced learning opportunities”*

Is the goal merely participation? Is the goal to get college credits? Is the goal to increase rigor in the high school? Is the goal to increase number of students who go on to college? What is the real objective?

Based on the answers to the questions above, the policy should be rewritten to coincide with the goal. Input from the superintendent and the Executive Team is appreciated.

- There is a concern that Part 2 of Ends 2.1 is not necessarily consistent with the values, goals and direction of the district's administration. The board would like to discuss this idea to either better define what the board would like to see or further explore how we can move forward in achieving these ends.
- The policy calls for an outcome of “participation.” We could think beyond this and articulate a policy that calls for more specific outcomes that are more closely aligned with characteristics in the Promise and/or benchmarks more closely related to “why” we want students to participate in post-secondary activities, e.g., “high academic achievement,” “skills,” etc.