

ATTACHMENT A
Feb. 7, 2018 Board Meeting Minutes

Policy Monitored: *Ends 2.1, part 1, Student Competence*
Date Report submitted: **1/10/18**

Date of Board’s Monitoring Response: **2/7/18**

The board has received and reviewed the superintendent’s monitoring report including the data set. 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. <i>is making reasonable progress towards achieving the goals. (1)</i>c. <i>is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas. (3)</i>d. <i>is not making reasonable progress in achieving the goals established. (1)</i>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 complianced. is <i>not</i> in compliance <i>or</i> is <i>not</i> making reasonable progress toward compliance.*e. cannot be determined

2. Please note commendable progress over the last year.
- Our district’s students tend to outperform our state average, and in fact outperform many of the other states that administer the Smarter Balanced Assessment (SBA).
 - The fact that our compatible districts are of higher socio-economic status isn’t necessarily a reason for us to perform less favorably in comparison, but sets the bar high consistent with policy -- “will exceed.”
 - While we still have work to do in closing achievement gaps in key populations (as the report notes), there is evidence of good progress.
 - How we stand in the national growth comparisons is very encouraging - thanks for including this new data.
 - Grades 5, 6, 7 and 8 for ELA above the state average.
 - Grades 4 ,6, 7 and 8 for Math above state average.
 - Students with IEPs in grades 3-5 cohort out-performed their peers in grades 6-8
 - BSD outperformed all of our comparable districts in science in the non-low to low-income category for grades 6-8.
 - BSD outperformed all comparable districts in ELA category in the white and Hispanic category for grades 6-8.
 - Great to see progress in closing gaps between students with IEPs and those without.
 - District excellence demonstrated through the five-year national growth comparison.
 - The results of the Stanford study were impressive – showing six year’s of growth in five year’s time.

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- Bellingham students scored above the average in Washington state on all dimensions of the SBAC test, with the exception of third-grade English language arts and math.
 - High school biology and ELA test results show increased progress.
 - Showing progress in reducing achievement gaps for students who qualify for special education services.
3. Please note areas for additional improvement.
- The noted decreases in year-to-year comparisons should be of concern and need to be watched carefully and better understood. The report raises some good questions.
 - The exception in outperforming state standards was third-grade English language arts and math. As noted, it is difficult to determine the reason for the downward trend of the third grade scores. Hopefully we can learn more about this anomaly.
 - ELA and math for all third grade below comparable districts but on par with the state average.
 - ELA, math and science scores dropped for Hispanic students in grades 3-8.
 - Comparable high-achieving districts performing at higher rate on many measures.
 - Districts with higher-incomes are still outperforming BSD.
 - Gap between Hispanic and non-Hispanic students overall higher than comparable districts and state overall.
 - It seems like more progress could be made with our Hispanic and ELL students.
 - The board would like to see proficiency percentiles of Bellingham students closer to that of high-performing comparables.
 - We need to better understand and reverse the trend of decreasing test scores.
 - Persisting achievement gaps show there is still significant work to be done in this area.
4. Comments on the report itself.
- As we have come to expect, the report is extremely well presented with a great narrative that is just right in length and nice data sets.
 - There seems to be issues with the data for ELL students. It is hard to determine trends.
 - Downward trend for all students with IEPs.
 - More resources needed for our Hispanic students.
 - Does there need to be more preparation for our third graders to prepare to take the test online? (How much time are they spending on the computer during the test-taking window and should they have more days to test?)
 - No HCL data included this year.
 - Appreciate the deeper look into the third-grade data and the potential for results to be skewed by the test itself.
 - Putting testing in context in the report was important, noting that the district has not heavily pushed test prep, which would have its own set of challenges. Good reminder.
 - Hard to address growth with information embargoed, will be interesting to delve in.
 - The board appreciates all the hard work that went into this report and the accompanying data set.
 - Comparison of test data to teacher report card marks is interesting.
 - Five-year National Growth comparison data is helpful to see where Bellingham sits on a national scale

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- The board looks forward to revisiting the continuous growth data when it is available.
5. Possible changes to the policy.
- Given that the formal assessments (e.g. SBA) used may not be a reliable measure of achievement, a discussion of its use in E-2.1 might be appropriate.
 - Consider removing Bellevue as a comparable district. In looking at Bellevue's demographics and especially their free/reduced numbers and population, they do not even come close to BSD. If we know that poverty is the biggest predictor of success, it makes sense that Bellevue will outperform BSD. If there is also a test prep component added in to what Bellevue does to prepare students for SBA, then how will BSD ever come close or much less catch up?