Board Member: all (final compilation)

Policy Monitored: *Ends 2.1, part 3, Student Competence*
Date Report & Data Set submitted: 3-14-18

Date of Board's Monitoring Response: **4/18/18 discussion**

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:

| <mark>Ends Reports:</mark> | Executive Limitations Reports |
|---|---|
| 1. The board finds that the superintendent:<br>  a. has achieved the goals established in the policy.<br>  **b. is making reasonable progress towards achieving the goals.**<br>  c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.<br>  d. is *not* making reasonable progress in achieving the goals established.<br>  e. cannot be determined | 1. The board finds that the superintendent:<br>  a. is in compliance.<br>  b. is in compliance, except for items(s) noted.<br>  c. is making reasonable progress toward compliance<br>  d. is *not* in compliance **or** is *not* making reasonable progress toward compliance.*<br>  e. cannot be determined |

2. **Please note commendable progress over the last year.**
   - District is doing good work to prepare students for college courses for those enrolling in four-year institutions
   - CTE STEM courses:
     - The development of CTE options is encouraging for the future.
     - So much work done on CTE participation and completion, due to great district staff and leadership.
     - Female participations in courses for the STEM fields is increasing, especially in computer programming as well as video game and webpage design.
   - Post secondary enrollment:
     - Three-quarters of BSD graduates are enrolling in either two or four-year institutions within two years.
     - Post secondary enrollment is well above state averages, particularly for ELL students (66% vs. 41%)
     - Enrollment rates are above national averages for similar urban schools.
     - All sub-groups are enrolling at a higher percentage than the state average.
     - The data shows while we are not exceeding our high-performing comparables, we are making gains over the last seven or eight years. We are on par with respect to pre-college courses after enrollment.

- Increase in Industry Certificates in Sports Medicine and Culinary Arts.

3. **Please note areas for additional improvement.**
   - More work in closing the gap of number of students enrolling in two-year options taking pre-college courses (compared to four-year).
   - Even though some gains have been made, the board would like to help and support our students with IEPs after graduation, since students with IEPs who do not graduate are left unengaged. More work is needed to address this issue.
   - The board would be interested to know of the remaining fifty-two percent of students that are taking a "gap" year, are these for reasons such as not securing funding to move on to a two- or four-year institution? A little deeper dive into this might be looking into BSD's FAFSA/WASFA completion numbers. BSD does a good job of assisting students with this but there are still a good number of students that begin the FAFSA/WASFA that do not complete either the form or the additional paperwork required. A lot of times this falls on our counselors with yet one more thing on top of everything else.
   - For students enrolling in college, reduce the need for them to take "pre-college courses" after graduating from Bellingham Public Schools.

4. **Comments on the report itself.**
   - The board appreciates the detailed information on CTE courses and completion, including gender breakdowns.
   - The report did not include IEP comparisons to our usual high-performing districts, as in previous reports.
   - Having the national student clearinghouse data is such a game changer in being able to get the information needed for these reports.
   - Great report; thank you for all the work that went into this report.

5. **Possible changes to the policy.**
   - Current policy measures performance against our usual comparable high-performing districts (as opposed to others such as state or national, for example). This keeps the bar quite high and makes it more difficult to determine if we are still in "increase" mode, and if it's reasonable to think we can/should "exceed" our comparables.
   - Would like to see the policy reflect data that shows how we are preparing students for post-graduation success. The CTE data can help with this, along with other college-prep courses such as AP, CHS, Running Start. The policy was revised last year to remove this reference, but the board would like to consider re-inserting this excerpt.
   - If it is not the district's intent or desire to exceed college participation rates of the listed comparable high-performing districts, then it is worth discussing changing this measure.