

BELLINGHAM SCHOOL DISTRICT
Bellingham, Washington

MEMORANDUM

TO: Board of Directors

FROM: Dr. Greg Baker, Superintendent

DATE: May 3, 2018

SUBJECT: Ends 1.0, 2.0, and 3.0 Monitoring Report 2017-18

I am pleased to submit this Ends monitoring report to the school district's board of directors. This report includes a representation of our progress this year in Ends 1.0, 2.0 and 3.0. Building on last year's report, we have embedded opportunities for board review of examples that highlight different *Promise* outcomes observed throughout regular 2017-18 meetings, school visits and linkages, using both qualitative and quantitative evidence of progress. Archived examples of the district's work in each of the outcome areas highlighted through featured stories on the *Promise* website tell part of the story of our work this year. As well, new and more robust forms of quantitative evidence gathered through systematic surveying of families, staff members and students help support the qualitative work with quantitative data elements where appropriate and available. The report attempts to paint a balanced picture for the board, showing examples of where we know we have strengths, but also highlighting areas where we need to continue to grow to make our school system work better for students. While the work of improving schools is never fully finished, we believe this report demonstrates a continuation of the learning and improvement trajectory we are on as a school system. The report closes with a look ahead and outlines some future work for focus.

By way of reminder, this Ends monitoring report serves as both an analytic and evaluative tool that allows us to:

- Demonstrate a reasonable interpretation of Ends 1.0, 2.0 and 3.0, focusing specifically on evidence of progress;
- Identify areas where our interpretation does not align with our mission and outcomes;
- Use evidence of various kinds to demonstrate progress toward achievement of these Ends; and,
- Review our Ends to ensure they remain relevant and inspire meaningful work throughout the organization and community.

Brief Summary of the Report Highlights

- The strategic vision and mission of the *Bellingham Promise* continues to provide guidance for the work in the school district, and is a strong focus of our ongoing communication to the community.
- Four- and five-year graduation rates for Bellingham students continue to improve, and improvements are particularly striking for Hispanic and ELL student populations. Dropout rates continue to decline, most dramatically so for Hispanic students.
- Bellingham students' performance on Smarter Balanced assessments generally outperforms the state in both ELA and Math. ELA and Math scores dipped over each of the past two years for those youngest students tested, and that has us working hard to figure out solutions, particularly with students in the early grades leading up to the third grade exam.
- A curriculum and materials recommendation for middle school science grades 6-8 is in preparation. Materials are available for public review at present.
- Implementation of the new high school schedule included some significant increases in high school course offerings. The new schedule also introduced some anticipated tensions associated with this change that continue to be a focus for surveys and focus groups with staff, parents and students as we implement.
- Career and Technical Education courses continue to expand opportunities for students, and evidence suggests more female students are accessing CTE coursework in fields that have traditionally been male-dominated.
- Access to courses in the visual and performing arts increased proportionally for Hispanic students, bilingual students, students receiving free/reduced price meals and students with IEPs.
- A systematic approach to deeper programmatic work around social-emotional learning (SEL) is underway. P-8 curriculum materials are under review and poised for recommendation at the time of the writing of this report.
- Large increases in the percentage of students accessing physical education opportunities at the high school are another positive byproduct of the implementation of the new schedule. Proportional participation in afterschool athletics and activities improved for high school students eligible for free/reduced price meals.
- Student 1:1 computing devices are in use in three schools (Kulshan, Squalicum and Options). Staff professional learning continues in the remainder of the secondary schools and the first two elementary schools building teachers' skills in the integration of technology into instructional practice.
- Data suggest the need for continued work to improve chronic student absences, and particularly for some of our targeted subgroups.
- Baseline data gathered on a number of Ends 3.0 outcomes appear quite positive; also raised some additional questions in a number of areas for us to continue to track over time.

Introduction

The report details evidence on Ends 1.0, Ends 2.0 and Ends 3.0. To review, the Ends policies are as follows:

Ends 1.0: Strategic Vision and Mission

Vision: We, as a community, make a collective commitment to Bellingham’s children. We will empower every child to discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life.

Mission: We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

Ends 2.0: Outcomes Focused on Knowledge

Bellingham Public Schools is committed to developing students and graduates who are:

- Readers and writers,
- Scientists and mathematicians,
- Historians and global thinkers,
- Artists, and performers,
- Artisans and technicians,
- Multilingual readers and speakers, and
- Skilled users of technology and information.

Ends 3.0: Outcomes Focused on Character and Action

Bellingham Public Schools is committed to developing students and graduates who are:

- Display Character
 - Leaders, collaborators and team players
 - Dependable and responsible people
 - Confident individuals who continually challenge themselves
 - Respectful and compassionate humans
 - Honest and ethical citizens who act with integrity
- Take Action
 - Healthy active individuals
 - Critical thinkers and problem solvers
 - Effective communicators
 - Innovators and creators
 - Well-rounded community members engaged in the broader world

In the paragraphs that follow, the report details the sources of evidence used, how that evidence was compiled and analyzed, and provides examples culled from that analysis to highlight the school district’s work on Ends 1.0, 2.0 and 3.0 in separate sections.

Data Sources and Analytic Process

Data sources supporting this year’s report include examples of outcomes noted in in regular school board business meetings, board linkages, board visits to schools, Promise website stories, as well as information from other individual accounts that came through emails or direct

observation. We also have relied on additional quantitative data sources available via the Panorama school culture and climate surveys given at all of our schools this past fall.

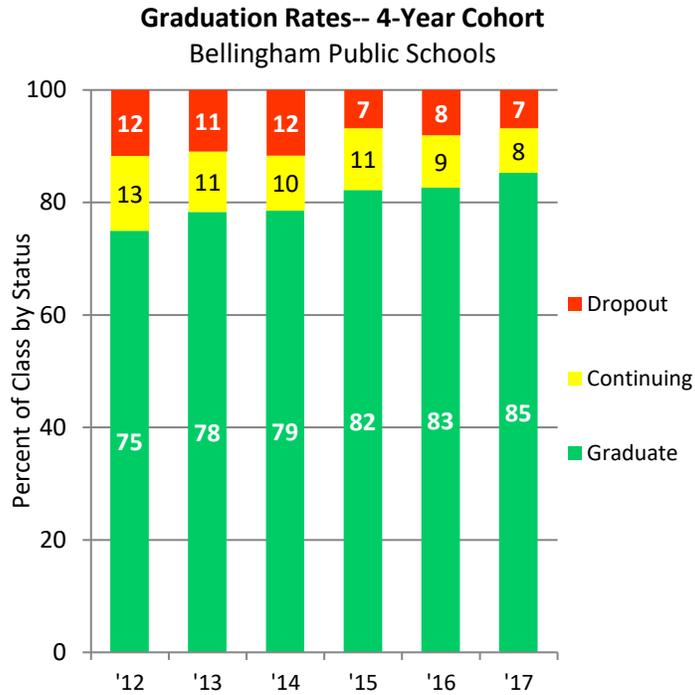
Ends 1.0: Focus on the *Bellingham Promise* Vision and Mission

The vision and mission of the *Bellingham Promise* continues to be alive in our school district community. Efforts to ensure students “discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life” are evident in daily conversations in our schools. Examples of this for 2017-18 include the fact that our community reads and references our work. Unique page views of the *Promise* website totaled nearly 31,000 this year, up from just over 28,000 last year. The strategic plan provides a real touchstone for our work and continues to prove instrumental in the dialogue of decision-making at both school and district levels.

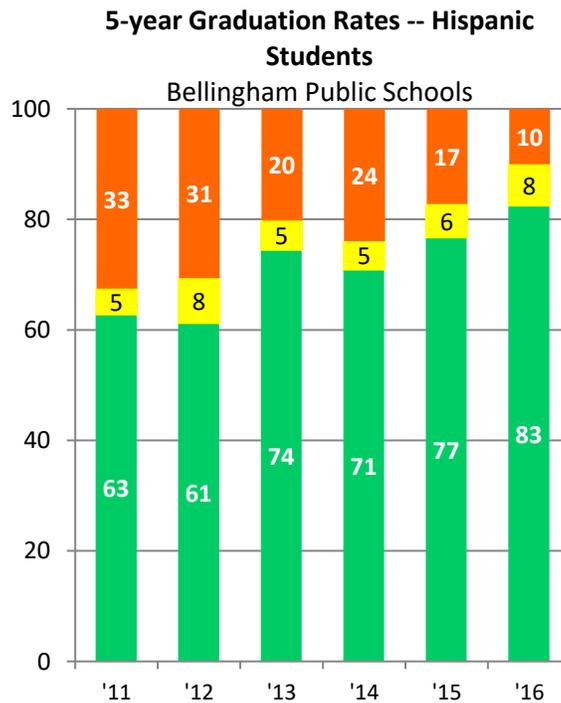
The vision and mission that begins the *Promise* is a constant focus in our hiring and onboarding of new employees. We ask all applicants to respond to a prompt that ensures they have read the plan. In our opening new employee orientation, the superintendent and members of the superintendent’s leadership team make a special effort to reinforce the collective commitment that “our students are cared for and respected and that they will graduate from our schools prepared for success.” New employees are encouraged to join this district mission, and to share the responsibility for making these words a reality in their daily work with students, regardless of the role they play.

The *Promise* continues to be the focus of community conversations through structured school board linkages that seek feedback from different community groups about how the *Promise* resonates with their beliefs and aspirations for students who attend our school district. The board’s own dialogue about the *Promise* resulted in the addition of a seventeenth outcome focused on artisans and technicians this past year. Perhaps most importantly, the dialogue rooted in the *Promise* propels efforts to create positive change in our school system. This includes changes such as the recent shift in the high school schedule that has created more possibilities for students to engage in elective course opportunities that may develop into areas of passion and the reinstatement of driver’s education that will provide students with free traffic safety and financial literacy training in our high schools. It also includes changes like the development of new opportunities for career and technical education that support all students’ pathways to success post-high school. We see this trend as evidence that our district’s vision and mission are known, embraced and compelling to others both here in Bellingham and across the region.

With regard to our vision and mission to graduate students prepared for success, we were pleased to note that our overall graduation rates rose once again this year. Bellingham students’ graduation rates exceeded the State in terms of overall graduation percentage for both four-year and five-year cohorts and, in addition, our four-year graduation numbers increased, with a 2% increase (83% to 85%) in this most recent year-to-year comparison (see graphic below). We were also pleased to see that dropout rates have decreased by 5% (four-year) and 7% (five-year) since 2012. Bellingham students who are English language learners, Hispanic, eligible for free/reduced priced meals and those receiving special education services have all realized dramatic increases in graduation rates since 2011. Since that time, the



dropout rate for English language learners has decreased from 27% to 10%. For Hispanics, dropout rates have fallen from 33% to 10% (see graphic below), and five-year graduation rates are up a full 20%. Dropout rates for low-income students have fallen from 26% to 17% over this time period, and for students with IEPs the rate has fallen from 27% to 21%.



Finally, with regard to the clause in the *Promise* mission that students leave us “prepared for success” we earlier presented data to the board that shows Bellingham graduates’ persistence in post-secondary education opportunities continues to be quite strong. Of particular note this year are the increases in industry certifications students earned through participation in various career and technical education (CTE) course opportunities, and the fact that our four-year college persistence rate held constant above 90%. Overall, we are pleased that about three-quarters of Bellingham graduates are enrolling in two- or four-year institutions within two years of graduation, and with the persistence data suggesting that most of these graduates continue in higher education once they start. Data also suggest we can do a better job preparing a significant percentage of our graduates who are matriculating to a two-year institution with the readiness to engage immediately with college-level work.

Ends 2.0: Knowledge Outcomes

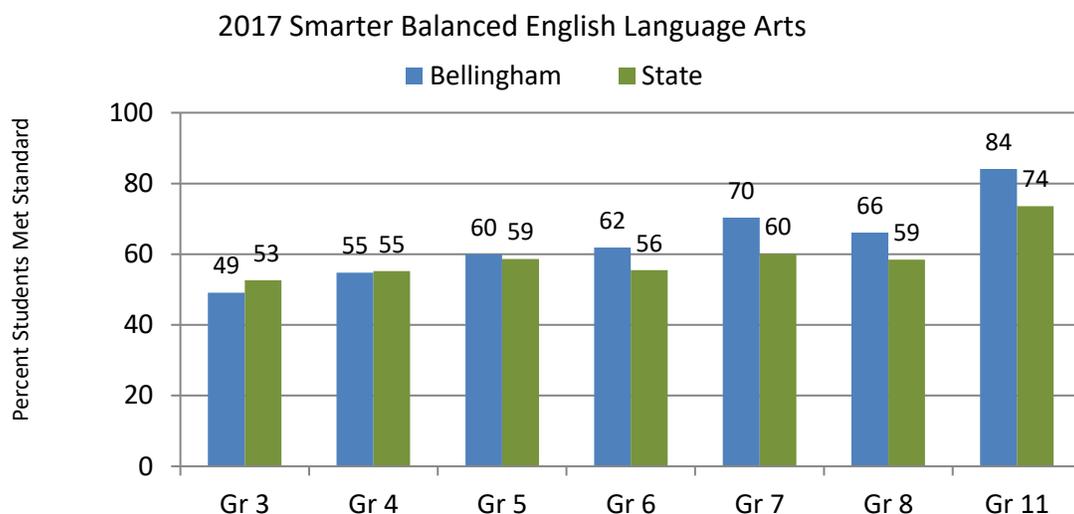
Ends 2.0 focuses on seven outcomes centered on achievement. In the sections that follow, we offer an example or two of our work toward each of these outcomes. As in past years’ reports, many sections conclude with a link to specific pages on the *Promise* website, where we continue to archive many examples of student success across the district.

- **Readers and Writers**

Core to our work in teaching and learning is ongoing support to develop students as readers and writers. Examples from this past year of new work in service of this outcome include:

- Collaboration among high school English teachers across our schools to help with calibrating expectations and instructional practices across English 9 and English 10.
- Supported implementation of the Lucy Calkins reading units of study in several of our elementary schools.
- Improved access to assistive technologies for students with special learning needs with support from Linda Schleef, a new employee to our district, but a long time recognized expert in this field within the region. This work incorporates new technologies into our 1:1 initiative, such as speech-to-text programs like Learning Ally.
- Continuation of work underway to focus on support for students with dyslexia.

Efforts to support student learning in the areas of reading and writing continues to be at the heart of our academic work as a school district. As the graphic below reveals, our students in grades five through eleven outperformed the state on the Smarter Balanced ELA test once again this year, with the gap between the state average and our scores widening as the grade levels ascend. That said, we have continuing work to do, particularly with our earliest readers and writers. Third grade scores dipped below the state average for a second year in a row, and fourth graders scored on par with the state average. While we continue to recognize that the SBA is but one of a myriad of important measures, we view this performance as unacceptable for our students in Bellingham. We continue to explore what factors may be contributing to this phenomenon. The nature of the test (given on a computer) and analysis of student responses, suggests that the way the test is given may be contributing to our youngest students’ struggles to meet standard. That



said, we also believe that continued efforts to improve teachers’ understanding of standards in elementary literacy teaching and learning are crucial to improving this picture.

Since the budgetary low point during the recession of nine or ten years ago, we have increased our staffing levels for elementary library media specialists, and have nearly realized the goal of a full-time librarian in each school. A *Promise* story from earlier this year highlighted an aspect of their work to challenge students to read books from a variety of genres and to work together as a team. The librarians met in the spring to select thirteen award-winning books to be the subjects of the You’ll Enjoy These Incredible (YETI) books competition. Over the summer, fourth and fifth grade students read the books and many teachers chose several of the YETI books to read aloud to their classes during the school year.

After months of preparation, students formed teams with some choosing to divide the reading list or re-read books. From there, a winning team from each school-level competition went on to compete in the district finals with a fun and challenging set of quizzes designed to test students’ knowledge of the books. Questions tested students’ ability to recall details in the books, such as, “In which book does seeing an umbrella make a character think he/she is going crazy?”

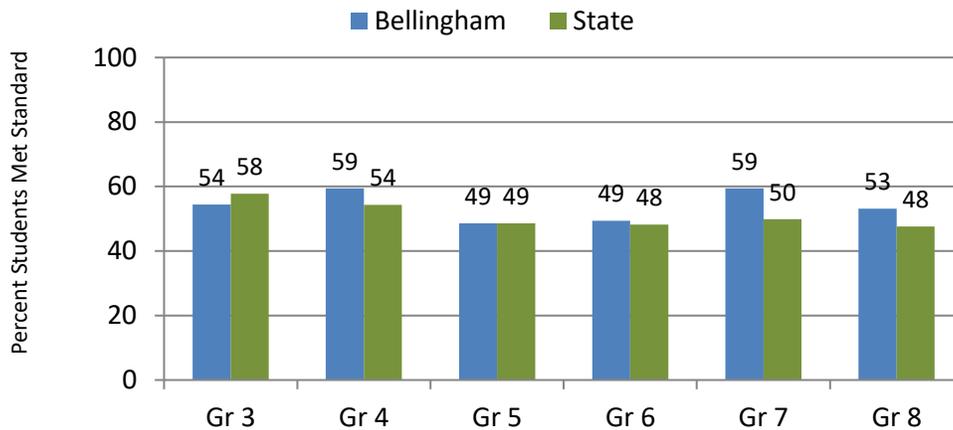
The competition receives support from the community as well. The Whatcom County Library purchases extra copies of the chosen books, and makes them available in eBook and audio book format. Read the entire story at:

<https://promise.bellinghamschools.org/2018/03/07/competition-encourages-elementary-students-read-books-normally-wouldnt>

- **Scientists and Mathematicians**

Our efforts to improve and document learning in math and science continued in various ways this year. Mathematics achievement as measured by the Smarter Balanced state assessment suggests that our Bellingham students achieved at levels at or above the state in all grade levels except for grade 3. As noted in an earlier Ends report this year, some slight dips in year-over-year performance were noted in the area of math for the second year in a row. This two-year

2017 Smarter Balanced Mathematics



decrease has us delving into questions about math teaching and learning, and continuing to explore and learn from teachers' use of the curriculum that was adopted and implemented over the last four years. As reported in an earlier Ends 2.1 report, we also took a deeper look into the third grade data, as it was unusual to see our students' performance drop below state averages in that specific cohort. Specifically, we compared SBA scores for third graders to the marks given by their teachers to see if there was a discrepancy. Interesting, and somewhat surprisingly, teacher marks in some but not all schools tended to be slightly lower than what SBA scores would have predicted. We continue to explore this set of issues to try to figure out what is underneath the student scores that are represented by SBA.

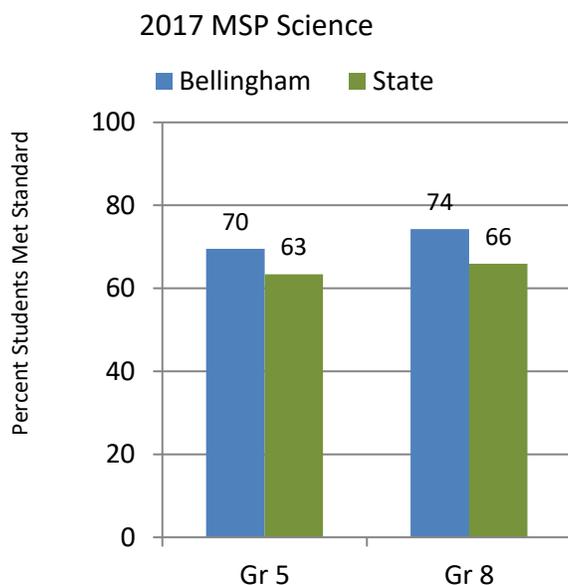
A success story related to the progress of a subgroup of our ELL student population focuses on an aspect of developing "scientists and mathematicians." Over the past three years, Bellingham has had an influx of ELL students who enter our schools with an additional learning disadvantage: They have significant gaps in the education they received in their home countries. A majority of these students with interrupted formal education, or SIFEs, are recent arrivals from Central America, and political conflict, lack of access and poverty are among the reasons they stopped going to school. Incoming SIFE students enroll at the school appropriate for their age, even if they come in with no formal schooling whatsoever.

Some newcomers who are of high school age struggle not only to learn the English language, but with simple addition and multiplication on entrance exams. Yet our high schools don't offer a formal math course below Algebra I. "You put a kid like this into algebra with no support, and they just can't do it," according to ELL specialist Lindsay MacDonald, "They don't have the background." With about two dozen students in this predicament entering the 2015-16 year, we devised a solution. The students were placed in math classes tailored for them and taught by MacDonald, who divided her time between Bellingham and Squalicum high schools. Students took the "pre-algebra" class as an elective because it could not count as a math credit toward graduation.

This year, those from the original cohort who remained in Bellingham schools are enrolled in regular Algebra I classes alongside non-ELL students at Bellingham and Squalicum. These students, now totaling 22, also take four additional periods per week of math. This extra class gives the students more time to practice the concepts they are learning from their general

education math teachers. Entering spring break, 20 out of the 22 targeted SIFE students were passing ‘regular’ Algebra I. “It’s a wonderful cohort, where they really help each other,” MacDonald said. “There’s a spirit of collective achievement.” Read the entire story at: <http://promise.bellinghamschools.org/2017/04/25/ell-students-thrive-algebra-class/>

Science achievement outpaced the state at both grades 5 and 8 again this year, as measured by the MSP test in science again this year (see the graphic below). These results are consistent with



trends observed over the past few years, with a slight drop in the overall year-to-year scoring averages this year versus last year.

At the high school level, as we have reported in previous years, we have less data because of changes in state tests and graduation requirements. Less than one-fourth of our eleventh grade students took the Smarter Balanced math test in 2017, instead opting to use other assessments to satisfy their graduation requirement. The results of the Grade 10 Biology End-of-Course exam, and the Grade 11 English language arts Smarter Balanced test for 2017 show proficiency levels for Bellingham students well above state averages and rising overall on both tests, as well as for Hispanic and low-income subgroups. Biology results put Bellingham students’ performance higher than either Shoreline or Olympia in 2017 for all students, as well as for subgroups of Hispanic students and low-income students. Hispanic and low-income subgroups of Bellingham students also scored higher proficiency levels on the English language arts exam than did those same subgroups in Bellevue.

We have continued to expand our community field trip opportunities for students, many of which touch on aspects of Pacific Northwest environment and contribute to science learning. For example, with support from Project Free Education, we have fully funded the Mountain School field trip for all fifth grade students that involves an overnight experience at the North Cascades Institute. With support from the Bellingham Public Schools Foundation, we are ensuring the

Snow Goose trip on Puget Sound is a guaranteed experience for all sixth graders. We are also in the process of planning for a re-envisioned third grade field experience at the Gordon Carter Site.

Another new recent example, supported by the Bellingham Public Schools Foundation, occurred for 30 sixth grade students from Kulshan Middle School who learned about the science of snow in March of 2018 at the Mount Baker Ski Area. Environmental educators from the North Cascades Institute and Western Washington University led the students through hands-on experiences to study snowpack, snow stability, watershed and climate issues, as well as map reading. After snowshoeing to mountain areas, students measured and weighed snow samples, oriented themselves according to the mountainous surroundings, learned about snow algae and avalanches, and made their own three-dimensional maps of the Mount Baker watershed. KMS Counselor Kevin Terpstra, who helped lead the trip, likes the big picture such a field experience gives of our environment in the Pacific Northwest. “The students learn about the connections between snowpack, climate, science and recreation in our community,” he says. “By measuring snowpack density, students now understand why avalanches occur. They also see more clearly how snow influences our quality of life in Bellingham through the watershed that makes its way down the Nooksack River and out to the bay; and ultimately it teaches how everything is connected and why we need to protect our local environment.” Read this entire story at: <http://promise.bellinghamschools.org/2018/03/27/learning-science-snow/>

- **Historians and Global Thinkers**

As noted last year, the most acute curricular needs in the area of social studies have been at the secondary level, and over the course of the spring of 2017, we convened a committee of middle school teachers who recommended the adoption of new curriculum materials for middle school grades 6-8. Those new curricular materials found their way into teachers’ hands this past summer, who began implementation across the system. Teachers from across schools designed a collaborative ‘choice course’ professional development experience focused on implementation and alignment of practices associated with the new resources. With the inclusion of the student devices connected with our 1:1 initiative in the first middle school, Kulshan, teachers received digital licenses for the curriculum resources so students have digital access to materials. The remaining middle schools will implement the 1:1 initiative next fall with students, and we are planning to roll out digital versions of the social studies curricula to all sites at that time.

In need of attention in the near future are aspects of the high school history/social studies and science curricula. The planning, development and implementation of the new high school 4x8 schedule did enable the expansion of course offerings in the areas of history, social studies and social science. New Criminology courses, for example, have been of high interest to students. That said, we recognize the need for a review of curriculum, course sequencing and instructional approaches in these high school content areas. These content area emphases are factored into system-wide planning efforts to review and replenish or replace curricular materials on a regular cycle.

At the elementary level, we continue to support the expanded reach of the International Baccalaureate Primary Years Program (PYP). The program began at Wade King a number of years ago, and has now spread to five of the fourteen elementary schools. Additional elementary

schools are exploring interest in this programmatic approach that is rooted in units of inquiry, learner-centered problems and the incorporation of global perspectives that help students to see themselves in relation to the broader world.

Evidence of the impact of some of the global connections established between Bellingham students and rest of the world included a visit from students and adults from Shandong Normal University this past fall. The visitors traveled to Bellingham to learn with students from Happy Valley and Wade King elementary schools. The Shandong Normal University is located in Jinan, Shandong, China. The students from China participated in regular classroom lessons with fifth graders at the two schools. During their visits, the students listened to presentations about Bellingham and the schools they were visiting, performed for the fifth grade classrooms and joined students at recess.

During music class at Happy Valley, music specialist Katie Tully chose the song “Haida” for the lesson because it would be a world language and style for both groups. The song is a repetition of the word “haida” and easy to learn. Ms. Tully noted, “I had the students mixed together, hand in hand, singing in round. Singing together is a great way to bond and build community, even across language and culture barriers.” Read this entire story at:

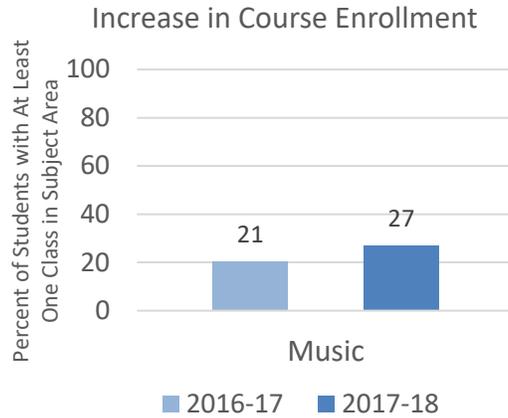
<http://promise.bellinghamschools.org/2017/09/29/global-thinkers-wade-king-happy-valley-chinese-students-learn-together/>

- **Artists and Performers**

Our students demonstrated many accomplishments in the area of visual and performing arts (VPA) again this year. For example, based on their competitive auditions, more than thirty high school music students were chosen for participation in the all-state music groups held in conjunction with the music educators’ state conference during February in Yakima. Students representing all three comprehensive high schools received this honor, including those who are singers and instrumentalists. Read this entire story at:

<https://promise.bellinghamschools.org/2018/02/21/student-musicians-singers-invited-wmea-state-conference/>

An anticipated outcome from the change in the high school schedule was greater access to arts courses for all students. For comparison purposes, in the area of music, the overall percentage of our high school students accessing at least one music course increased in this current year (2017-18) compared with the prior year. The bar chart below shows the overall percentage increase in students accessing a music course from 21% in 2016-17 to 27% in 2017-18. As we move into next year, our hope is to continue planning for the implementation of a new middle school schedule that will also increase students’ flexibility for pursuing elective opportunities in visual and performing arts in the middle grades.



Art students’ accomplished work has also been on display this spring. The halls of the district office currently showcase art pieces from students across our schools as a part of the Children’s Art Walk (held May 4, 2018) sponsored annually by Allied Arts of Whatcom County. In addition, artwork from all Bellingham high schools is on display at the Jansen Art Center in Lynden from May 3 through May 30 as part of the *Promising Futures: Whatcom County High School Student Art* showcase.

Our access and engagement with community partners in the arts continues to expand. As one example, Whatcom Museum partners with our schools on a variety of programming which supports arts in education. During the winter/spring exhibition of *Images of Resilience: Chicano Art and its Mexican Roots* at the Whatcom Museum’s Lightcatcher building, nearly 400 Bellingham Public Schools students participated in the “Art FUNdamentals” program. The program was a three-part educational series which included a pre-tour visit to classrooms, an interactive gallery tour and a hands-on studio experience at the museum.

We also continue to examine data related to issues of equity and access in our visual and

2015-16 VPA Proportionality Report

Student Sub Groups

ETHNICITY / RACE	Students	Proportions		Composition Index			
Hispanic		15.36%	13.57%	0.0000	0.88	3.0000	Mild
White		67.99%	70.09%	0.0000	1.03	3.0000	Mild

PROGRAM	Students	Proportions		Composition Index			
Bilingual Education		4.64%	4.02%	0.0000	0.87	3.0000	Mild
Free/Reduced Lunch		39.06%	32.43%	0.0000	0.83	3.0000	Significant
Special Education		12.61%	9.66%	0.0000	0.77	3.0000	Significant

2017-18 VPA Proportionality Report

Student Sub Groups

ETHNICITY / RACE	Students	Proportions		Composition Index			
		2015-16	2017-18	2015-16	2017-18		
Hispanic		15.62%	15.29%	0.0000	0.98	3.0000	Good
White		67.06%	68.06%	0.0000	1.01	3.0000	Good

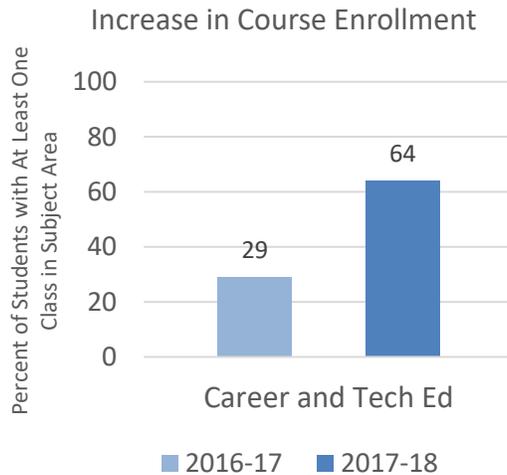
PROGRAM	Students	Proportions		Composition Index			
		2015-16	2017-18	2015-16	2017-18		
Bilingual Education		4.9%	4.66%	0.0000	0.95	3.0000	Mild
Free/Reduced Lunch		34.66%	32.35%	0.0000	0.93	3.0000	Mild
Special Education		12.48%	10.89%	0.0000	0.87	3.0000	Mild

performing arts programs. As the board may remember, trends we observed over the past two years suggested some inequities in access for Hispanic students, as well as for those students receiving special education services. We were pleased to see that the proportional representation of our students’ participation in this important area of our overall program was strengthened this year. The proportionality graphs above show a comparison between 2015-16 and the current year in terms of the proportional representation in VPA courses.

Recognizing that a perfect representative proportion yields a score of 1.0, the data show that the proportion of Hispanic students, bilingual students, students eligible for free/reduced price meals and students receiving special education services all improved and moved closer to proportional participation during this school year, compared with the 2015-16 numbers. We attribute this to the inclusion of new courses like guitar, drawing, painting and additional offerings in drama.

• **Artisans and Technicians**

A leading story line related to this *Promise* outcome is the significant increase in overall student access to CTE courses this year versus previous years. As the graph below reveals,



the percentage of students accessing at least one CTE course jumped from 29% a year ago to 64% during this school year. Exciting new opportunities for students this year included the implementation of a program focused on aerospace technology housed in the new Options High School that has drawn participants from across the whole district, as well as courses such as ‘Living on Your Own’ that are designed to promote success post-high school.

We also continue to look at issues of equity and access in our career and technical education programs. We were pleased to see that the proportional representation of our students’ participation in the overall program was strengthened this year. The proportionality graphs below show a comparison between 2015-16 and the current year in terms of the proportional representation in CTE courses.

2015-16 CTE Proportionality Report

Student Sub Groups

ETHNICITY / RACE	Students	Proportions		Composition Index			
Hispanic		15.36%	17.79%	0.0000	1.16	3.0000	Significant
White		67.99%	66.4%	0.0000	0.98	3.0000	Good

PROGRAM	Students	Proportions		Composition Index			
Bilingual Education		4.64%	4.44%	0.0000	0.96	3.0000	Mild
Free/Reduced Lunch		39.06%	34.26%	0.0000	0.88	3.0000	Mild
Special Education		12.61%	8.23%	0.0000	0.65	3.0000	Significant

2017-18 CTE Proportionality Report

Student Sub Groups

ETHNICITY / RACE	Students	Proportions		Composition Index			
Hispanic		15.62%	15.59%	0.0000	1	3.0000	Good
White		67.06%	66.94%	0.0000	1	3.0000	Good

PROGRAM	Students	Proportions		Composition Index			
Bilingual Education		4.9%	5.25%	0.0000	1.07	3.0000	Mild
Free/Reduced Lunch		34.66%	33.4%	0.0000	0.96	3.0000	Mild
Special Education		12.48%	11.4%	0.0000	0.91	3.0000	Mild

The data show that the proportion of Hispanic students, bilingual students, students eligible for free/reduced price meals and students receiving special education services all improved and

moved closer to proportional participation during this school year, compared with the 2015-16 numbers. Participation for both white and Hispanic students was in near perfect proportion to the overall populations for both groups.

Finally, we continue to work on closing the gender gap that historically has existed between males and females in STEM-related coursework. In an earlier report to the board (Ends 2.1, part 3) we referenced that gender gaps in STEM-related CTE courses appear to be shrinking in some cases. Female student participation in computer programming, for example, increased from 12% in 2013-14 to 25% in 2016-17. Course enrollments for females in video game design jumped from 0% to 19% over this same period. These are trends we intend to continue to grow through greater access for all students in the area of CTE.

- **Multilingual Readers and Speakers**

Our efforts to ensure that all Bellingham students become multilingual readers and speakers continues to be a work in progress. We have continued efforts to support increases in world language instruction in the elementary schools. These efforts have included more schools seeking an association with the International Baccalaureate PYP, with its requirement for a world language and cultural studies focus. At Wade King, for example, the 2018 Year of the Dog was celebrated in mid-February as part of the Chinese culture and language offerings associated with the PYP program. For the month of February, the school's Monday morning meetings focused on learning about Chinese New Year. Students learned about the Chinese zodiac and the symbolic importance of dragon dancing. Other schools have pursued Chinese connections, with both Happy Valley and Geneva hosting native Chinese teachers again this year.

With the turn of the calendar next year, nearly all elementary schools will have staffing support available in the area of world language, and we expect over the next couple of years that we will realize 100% participation in elementary schools offering world language across the district. At the middle level, we are hopeful that the pending work on a new schedule will enhance all middle schools' abilities to offer a world language elective across all grade levels. This is a goal for future years. An important new development at the high school level is the increase in students accessing instruction in American Sign Language (ASL). With the change to a 4 x 8 high school schedule, course enrollment jumped 36% from 176 students in 2016-17 to 239 students in 2017-18.

- **Skilled Users of Technology and Information**

Our continuing work to implement the 1:1 initiative with students began in three pilot schools this year (Kulshan, Squalicum and Options). This has been an enormous undertaking that involves all aspects of our school system; the tentacles attached to this effort could literally constitute a report unto themselves. Under the leadership of Executive Director Kurt Gazow and Director of Teaching and Learning Bill Palmer we have engaged in a year of learning as student devices came into the first classrooms in the three pilot sites. Some of the highlights of this pilot year include:

- Hiring of the remaining educational technology coaches for all schools; ongoing professional development for coaches who are in place this year around integration of technology into instructional practice;
- Development of technology learning teams at the secondary sites;
- Ongoing training for the entire staff, including teachers and all others who work inside the instructional program;
- Implementation of new software for productivity and communication (One Note, See Saw, etc.);
- Ongoing efforts to communicate with families and our community about the work including parent nights, Parent Advisory Committee presentations, blogs, video shorts regarding the role of families in digital citizenship, access and use;
- Figuring out district policies and procedures around breakage/device damage;
- Support for new technology literacy skills coursework for students. A big part of CTE course participation increases noted above is explained by inclusion of a freshman year required course in technology literacy that enrolled 885 students across the system this year;
- Development of new assistive technology supports.

All other secondary schools are engaged in a planning year during 2017-18, along with the first two elementary schools. Planning efforts that included the hiring of educational technology coaches in each of the schools (as noted above) who are actively working to support staff and student learning have continued in all schools throughout this year.

With the work in technology well underway, we have continued to keep the focus on improving teaching and learning and how technology must be integrated into instructional practice, not just keeping the focus on the technology tool itself. One interesting interaction toward this end occurred for Kulshan students who had the opportunity to engage earlier in the year with Dylan Cox, a former engineer at Tesla. One of Mr. Cox's key messages was reinforcing how students can learn through struggle if they keep at it and embrace the learning process. Mr. Cox shared some of his experiences working at the cutting-edge electric car company and about how he got there. One of the recurring themes in his talk was how struggling and failing is important in any learning process, but especially important in the engineering world.

Cox talked the students through automobile parts he had a hand in designing for the Model S and Model X Tesla cars. These were designed as 3D models in much the same way the student projects in middle school technology classes are currently designed. He also shared some of the innovation around radar and autonomous driving of the future. Read the entire story at:

<http://promise.bellinghamschools.org/2017/11/16/former-tesla-engineer-students-ok-struggle-thats-learn/>

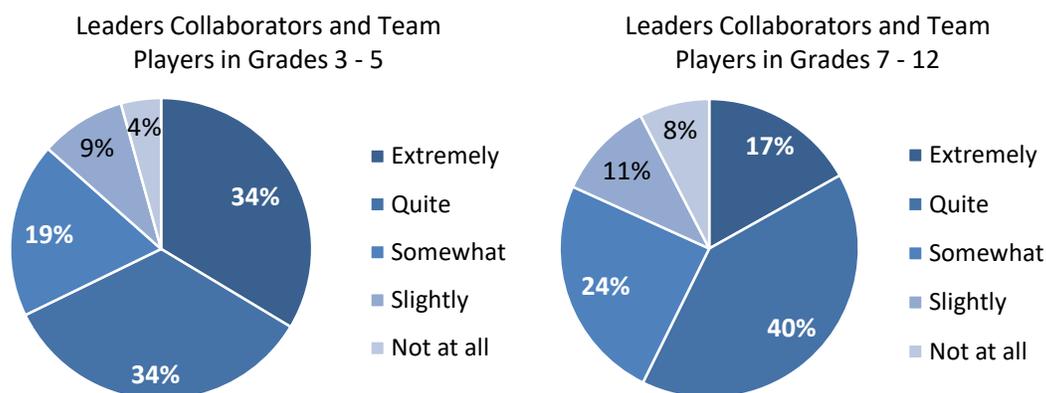
Ends 3.0 – Character and Action Outcomes

This section of the report delves into the character and action outcomes from the Promise. As a preamble, we have included data from the district-wide Panorama survey this past fall that reveal students' self-perception related to character and action outcomes in the data appendix included with this report (page 1). We expanded the survey to include all schools this year, and as a result we have data representing 1293 students in grades 3-5, 532 students in grade 7, and 973 students

in grades 9-12. The graphs included on page 1 of the data set represent a district-wide baseline for future year comparisons. The baseline data revealed positive self-perceptions in most grades and most outcomes areas that were at or above 50% of responses. Of note are strengths in the area of “dependable, responsible people” across all grade bands, and at the elementary and middle level the area of “leaders, collaborators and team players.” More details on these data are presented in the subsections below.

- **Leaders, collaborators and team players**

A key data source for reporting on Ends 3.0 outcomes is the information gathered through our district-wide Panorama survey. This survey will be given annually to classes on the alternate years that the state’s healthy youth survey is given. With regard to leaders, collaborators and team players, the Panorama data suggest that a high percentage of our students see themselves as either extremely or quite comfortable taking leadership roles in their schools, and either extremely or quite involved in collaborative work at school. The circle graphs below show



the overall percentages for students in grades 3-5 (left hand side) and students in grades 7-12 (right hand side). We have worked hard to build consistent questions asked across levels for the means of comparison, and with this area the questions associated are listed in the table below. Percent favorable refers to the responses in the top two categories of “extremely” or “quite”. A third question was added for the 7-12 survey that was not used with younger students.

Fall 2017 Panorama Student Survey - Percent of Favorable Responses	Gr 3-5	Gr 7-12
Leaders Collaborators and Team Players	68	57
How comfortable are you taking a leadership role in your school?	60	42
How much do you actively participate in group activities/projects?	75	68
When working on group projects, how much do other's ideas help lead to success?		62

While generally a positive picture, of particular note in our analysis is the drop off from elementary school to secondary school in favorable responses to these questions. We focused specifically on the drop from 60% favorable answers on the leadership question among elementary school students to 42% favorable answers among those in secondary. Part of this

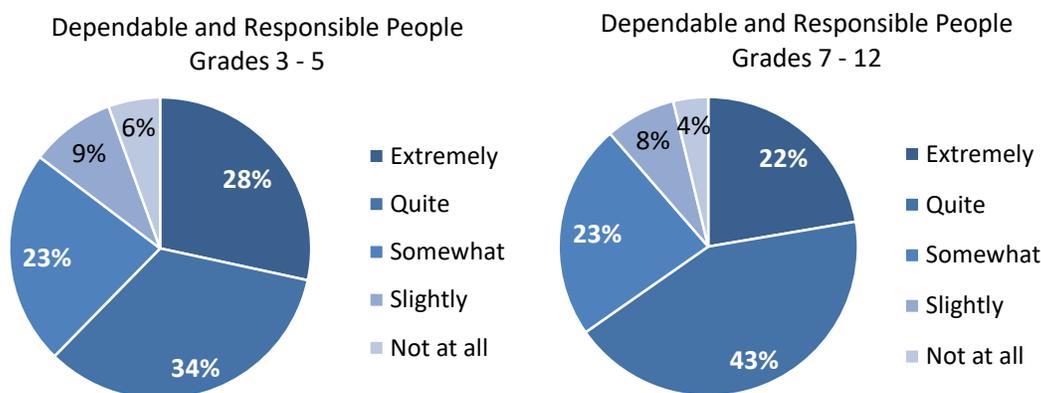
drop may be attributed to the heightened social anxiety that many students feel as they get into their middle school years, including feelings of “not wanting to stick out in a crowd” that often accompany the onset of adolescence. That said, it is an area we will want to stay focused on in subsequent years.

A particularly unique and interesting story about leadership, collaboration and team players occurred for our girls combined wrestling team this year. Girls wrestling made Bellingham history when Lynette Samano won the state championship for the 120 weight division for girl wrestlers. This is the first year that girls from all three high schools competed under a combined team, Bellingham United, and captured their first state win. Girls haven’t always had their own team. Until about seven years ago they practiced with the boys teams and didn’t have their own coach or infrastructure. That changed when Squaticum High School Athletics Coordinator Patrick Brown worked to create a “co-op” for all girls wrestlers across Bellingham’s high schools. This season, under the direction of Coach Brian Porteous, the team became a “combine,” which allows the girls to score points as a team (as opposed to for their school) and place in tournaments. They also received a boost from the Bellingham Public Schools Foundation, supported by team fundraising, which allowed them to buy new “Bellingham United” singlets, jackets, shorts and bags. Read the entire story at:

<https://promise.bellinghamschools.org/2018/04/11/girls-wrestling-creates-community-wins-state-championship/>

• **Dependable and Responsible People**

As a part of our surveying work this past fall, we also asked some questions of students related to dependability and responsibility. The two circle graphs below show the grades 3-5 (left hand side) and grades 7-12 (right hand side) results, respectively. As the graphs reveal, percentages of students answering favorably (“extremely” or “quite”) are above 60% for each group.



Specific sub-questions and favorable response percentages are included in the table below. Again, a third question was added for the older students that was not given to younger students. We were pleased to see the high favorable responses to the question “How often can other people depend on you to do the right thing” amongst both the elementary and secondary students. We think this is consistent with what teachers see in classrooms -- the high majority of our

Fall 2017 Panorama Student Survey - Percent of Favorable Responses	Gr 3-5	Gr 7-12
Dependable and Responsible People	63	65
How often can other people depend on you to do the right thing?	70	73
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	55	59
How focused are you on the activities in your classes?		64

students are very dependable and responsible. The question about response to distractions strikes us as predictably lower by comparison. Probably a lot of us would say it is harder to stay focused on projects when we have many distractions. It is certainly true in the writing of Ends reports!

In our report last spring, we noted a need to maintain focused work on improving attendance under the Promise outcome of ‘dependable and responsible people.’ Last year, we were able to share district data from OSPI’s new performance indicator tool, including attendance data with a breakdown by demographics. OSPI’s work on the new accountability data system for ESSA this year has delayed their 2017 reporting of district attendance data analytics, so at the writing of this report we are unable to share those comparisons. We are happy to update the board with that information once it becomes available from the state.

What we do have available in terms of a focus on attendance is a look at the 2016-17 disproportionality data that shines an equity light on the attendance data from last year. The graphic below displays the chronic absence proportionality numbers for some of our targeted subgroups. Chronic absence as reported here is defined as eighteen (18) or more excused, unexcused or other daily absences. As you can see from the data, Hispanic students were absent from school at proportionally higher levels than their white counterparts. As well, students eligible for free/reduced price meals as well as those receiving special education services were

2016-17 Attendance Proportionality Report

Student Sub Groups

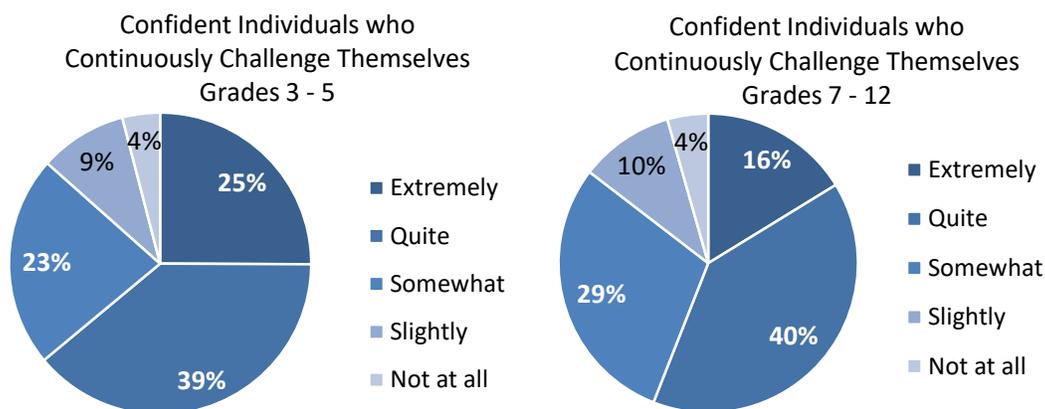
ETHNICITY / RACE	Students	Proportions		Composition Index			
Hispanic		16.69 %	21.44 %	0.0000	1.28	3.0000	Significant
White		66.39 %	62.58 %	0.0000	0.94	3.0000	Mild

PROGRAM	Students	Proportions		Composition Index			
Bilingual Education		8.02 %	7.85 %	0.0000	0.98	3.0000	Mild
Free/Reduced Lunch		40.9 %	57.37 %	0.0000	1.4	3.0000	Significant
Special Education		13.99 %	20.66 %	0.0000	1.48	3.0000	Significant

also absent from school at significantly higher rates, proportionally speaking. These data are of particular concern given what we know about the additional challenges to learning typically faced by these sub-populations of students. Adding chronic absence compounds these challenges.

- **Confident Individuals Who Continuously Challenge Themselves**

This *Promise* outcome was also a focus of our surveying work this past fall. The two circle graphs below show the grades 3-5 (left hand side) and grades 7-12 (right hand side) results, respectively. As the graphs reveal, percentages of students answering favorably (“extremely” or “quite”) are above 60% for grades 3-5, and above 55% for grades 7-12. Overall, again these



levels of favorable responses seem positive, and when considered alongside the more fine-grained responses to questions below also point to some areas where student perceptions are more favorable, and others less so. We viewed the response to the question “If you fail at an important goal, how likely are you to try again” as a strong indicator of persistence and perseverance through challenges; 70% of students in grades 3-5 and 66% of those in secondary schools responded favorably. The question about “trying a different way of learning” raised a further question for us about what is underneath the drop between the younger students’

Fall 2017 Panorama Student Survey - Percent of Favorable Responses	Gr 3-5	Gr 7-12
Confident Individuals who Continuously Challenge Themselves	64	56
How sure are you that you can figure out a good way to get your schoolwork done well?	68	56
If you fail at an important goal, how likely are you to try again?	70	66
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	54	46

perceptions and those of older students. This is another area where we envision a need for more focus over time.

Earlier in the year, the *Promise* website featured a story that truly embodies the idea of continuous challenge and overcoming obstacles. Fredi Funes came to Bellingham from

Guatemala as a teenager in 2013. He didn't know English and had a long road ahead, but he was thoughtful and willing to work hard. In December of this past year, as Fredi's wife Ashley Santiago and his almost one-year-old son Jeffery watched, I presented Fredi with his diploma and declared him an official graduate of Bellingham Public Schools.

Reflecting on Fredi's accomplishment, Jared Ibarra Del Bosque, family liaison for the Department of Family Engagement, said, "Like many of our older newcomers, there were many times that Fredi thought about dropping out of school so he could work full-time and send money back to his family. But he got a lot of support from the teachers and staff at Bellingham and Sehome high schools, and he decided to stick with it" During his time in Bellingham Public Schools, Fredi was enrolled in the district's GRADS program, committed to supporting pregnant and parenting teens. Read the entire story at:

<http://promise.bellinghamschools.org/2017/12/06/fine-day-graduation/>

- **Respectful and Compassionate Humans**

The *Promise* outcome of 'respectful and compassionate humans' was identified in last year's report as an area in need of continued work. This year, we have supported the continuation of work begun at the end of last year to develop our district's approach to students' social emotional learning and have begun the effort to connect this strongly to professional learning for teachers and other staff. This is significant new district work in 2017-18, led by Director of Teaching and Learning Trina Hall, including the review and recommendation for adoption of social emotional learning curriculum grades P-8. The curriculum under consideration is currently under review by the public and, following that review period, a formal recommendation for adoption and implementation is forthcoming.

As in previous reports, we have interpreted that one means of reporting on respectfulness and compassion is through an examination of our student discipline data. Recall from last year's report that the number of students expelled or suspended from our schools had been in relatively sharp decline over the past several years. Page 2 of the data appendix shows a comparison of discipline rates for Bellingham students with those from across the state. As the data reveal, our students are excluded from school at a rate that is about half that of the state average. Even though the rate bumped up slightly in our local data this past year, we feel very confident that the work to keep students included in school whenever possible has taken strong hold in the system and will continue. Also on Page 2 are subgroup data for suspensions and expulsions over the past five years. Our numbers were up slightly overall, as shown by that chart, and up for subgroups of Hispanic students, students eligible for free/reduced meals and students with an IEP. The rate for ELL students dropped slightly this past year.

Digging into this information a bit deeper, we wanted to explore the apparent slight rise in exclusionary discipline rates. Another piece of data helps to explain what is underneath the data in the bar chart. The table below displays the data on student exclusion rates in terms of number of students excluded, total exclusion days and length of exclusion in days for all students as well as for the subgroup of students of color. As the data reveal, beginning with the 2012-13 school year, we have experienced a significant drop in the number of days students were excluded from school for disciplinary reasons. That said, we have realized an increase over the past two years

in the number of incidents, number of students excluded and the total number of excluded days. However, the average length of those exclusionary events has continued to shrink overall, and,

BPS Discipline Data: Student Exclusion Trends from 2012-13 through 2016-17

School Year	Number of Students Excluded	Incidents Resulting in Exclusion	Total Exclusion Days	Ave Length of Exclusion in Days (All Students)	Ave Length of Exclusion (Students of Color)
2012-13	230	274	1985	7.2	9.9
2013-14	171	198	1352	6.8	7.8
2014-15	140	174	660	3.8	3.7
2015-16	164	232	779	3.4	3.9
2016-17	209	368	847	2.3	2.2

importantly, for our population of students of color. Why is this important? Longer suspensions and expulsions have the compounding negative effect of putting students that much further behind in their studies upon return to school, post-exclusion. Part of our efforts in the area of student discipline have included a different, “less exclusionary” approach to exclusion, so to speak. There are likely to continue to be reasons to exclude students from school every year, but to the extent we can work to ensure a more expedient re-entry that minimizes the compounding effects of lost class time, we help to make for a better chance at success for those students.

Data from the Panorama survey on items related to respect and compassion for others proved to be highly interesting. To provide a better window into this data, we have included an expanded view of this data as page 3 in the data appendix. *(Note: The board may wish to weigh in on the provision of data in this format, versus the simpler inclusion of data tables in the narrative report. We can provide data for future reports in either format.)* As that information reveals, the responses to the three different questions varied rather widely. On the extremes are questions two and three. Question three asked “how often are students disrespectful to others at your school?” The results struck us initially as disheartening. A majority of our students at all three levels responded that disrespectful behavior is ‘sometimes’, ‘frequently’ or ‘almost always’ happening. At the high school level, the percent of students answering this way was well above 70%. Conversely, what provided a little ray of sunshine into our analysis, were students’ responses to question two. Responses there showed that the high majority of our students at all three levels responded in the top two categories (‘try a tremendous amount’ and ‘try quite a bit’) to the question “how much do you try to understand how other people feel and think?” This provided an interesting contrast for us as we take on the deeper work of social emotional learning, suggesting that while many students perceive themselves as highly compassionate, and working to understand and respect the feelings of others, they perceive that much less of that is coming back at them.

- **Honest and Ethical Citizens Who Act with Integrity**

Among the more difficult outcomes in the *Promise* to measure in any systematic way is the focus on developing honest and ethical citizens. That said, our recent work in implementing the 1:1

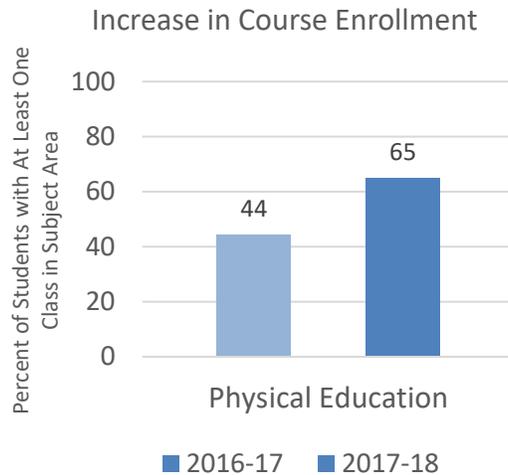
initiative has offered a new window of sorts. Issues of digital citizenship connected to the 1:1 are of high concern both to those of us working in the school district, and also to families who are looking to us for guidance around how to support responsible, ethical use of internet resources that are now available to their children. This is a tall order for sure but we have embraced the important need and the focus. Work to connect with families both for the purpose of providing education about safeguards, as well as advice for how they can provide guidance and limits for their children in the home are happening now and will continue to be a focus as we continue to implement. Our forethought about ways to provide fences around the use of internet resources for students using our 1:1 devices has been appreciated by families, but we continue to hear and respond to questions and concerns about the use of 1:1 technology in school and in the home. This will likely be a necessary and ongoing focus, particularly around issues of the development of students' ethical behavior regarding the use of computing devices and in terms of the system's response, where and how to place limits on access to internet resources.

Each year we find examples across the school district of groups of students who have taken on a project rooted in an ethical frame that aims to support others in the community. This year we highlighted an effort that took place amongst our cheer squad at Sehome High School. Before a state cheer leadership camp in July, cheer squads across the state of Washington were encouraged to collect items for "cheer up" bags to be distributed in the community. The Sehome High School cheer team collected items throughout the summer and filled a large box with soap, toothbrushes, toothpaste, floss, lip balm, granola bars and fruit snacks, and other items. The team brought these back to Bellingham and discussed who in our community might benefit from receiving these comfort bags, and the team decided to give them to families who are homeless in Bellingham schools.

The team reached out to the Homeless Support Program in our district and presented the bags to Roxana Parise and Sarah Simpson, our homeless support coordinators. Parise and Simpson shared that at the end of last school year the district had 559 students who were living without a home, and that nearly 200 of them were unaccompanied youth — students living on their own without parents/guardians. The comfort/cheer bags were distributed to particular students who live on their own and need such supplies. Read the entire story at: <http://promise.bellinghamschools.org/2017/09/28/sehome-cheer-team-lends-support-in-service-project/>

- **Healthy, Active Individuals**

Another major shift resulting from the high school schedule change is the level of students' access to high school physical education courses. As the bar chart below reveals, the percent of students enrolled in physical education courses this year versus last has increased by over 20%.



Part of this picture, we think, is that a number of new physical education options have been put into place inside the new schedule. New activities built into physical education offerings include biking, walking and hiking, and movement and dance.

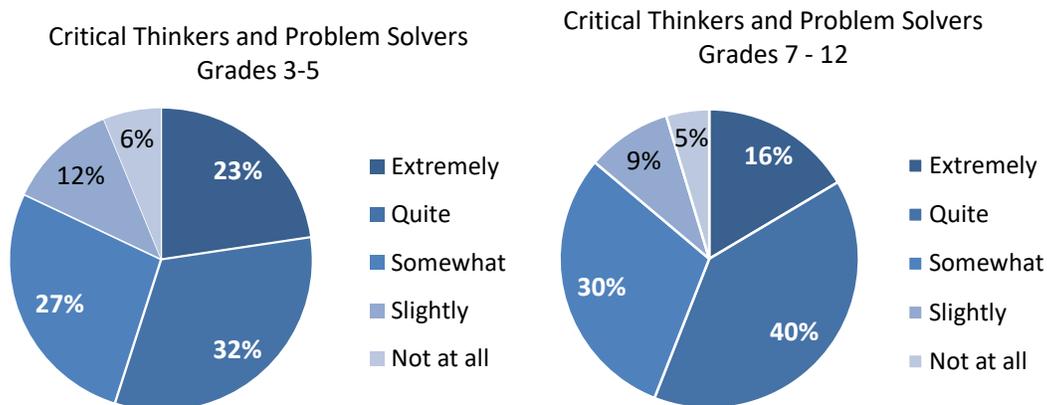
We have once again examined participation levels in afterschool athletics and activities through an equity lens. Contributing to more equitable participation is the virtual elimination of the fees associated with participation in middle level athletics this past year. We know anecdotally that participation has increased significantly, and in particular at Shuksan Middle School which has the highest percentage of students eligible for free/reduced price meals of all our middle schools. Because we have not had a reliable means of tracking actual participation numbers in the middle schools, we are not able to back this claim with quantitative data, but we’re working to put more supports in place for the middle school program that could allow for such data to be systematically collected and reported.

Finally, we have also included another look at the data on participation in high school athletics and activities (page 4 of the data set). We were pleased to see that participation of our students eligible for free/reduced price meals has increased in year-over-year comparisons in a number of sports including track, slow pitch, baseball, football, dance, bowling and wrestling. Several of these sports met or exceeded proportional representation for students eligible for free/reduced price meals. We want to see these trends toward more equitable participation continue, and feel that we are on the right path toward that end.

- **Critical Thinkers and Problem Solvers**

As another focus for our surveying work this past fall, we also asked some questions of students related to the *Promise* outcome of critical thinking and problem solving. This is another one of the *Promise* outcomes that proves hard to quantify, so this is an initial effort to work on a system-wide measure that attempts to capture our students’ perspectives on how we are doing in this easy to love, but hard to measure outcome. The two circle graphs below show results for grades 3-5 (left hand side) and 7-12 (right hand side), respectively. As the graphs reveal, percentages of students answering favorably (“extremely” or “quite”) are at or above 55% favorable for each group. At a minimum, given this is the first year we have been able to survey

the whole system, this data provides us with a great baseline measure to compare against in subsequent years.



The sub-questions that were part of assessing this outcome provide additional insight into students’ perceptions of where they feel they are in relation to the goals of critical thinking and

Fall 2017 Panorama Student Survey - Percent of Favorable Responses	Gr 3-5	Gr 7-12
Critical Thinkers and Problem Solvers	55	56
Before you start on a challenging project, how often do you think about the best way to do it?	60	61
How comfortable are you working on problems that take a long time to solve?	51	52
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	54	54
How confident are you that that you know how to determine when information is trustworthy?		57

problem-solving. Favorable response percentages from across the elementary and secondary levels are noted in the table above. Interestingly, and in contrast with some of the other Ends 3.0 outcome data, student responses across the levels were in close agreement on this measure. Around 60% of students across levels responded favorably (top two response categories) to the question “before you start on a challenging project, how often do you think about the best way to do it?” Fewer, but still a majority of students, responded favorably to the question “how comfortable are you working on problems that take a long time to solve?” We are pleased to finally have good baseline data for the whole system on some of these harder to measure outcomes, that will give us the ability to establish comparisons in years to come.

- **Effective Communicators**

Developing effective communication abilities in students is at once a ubiquitous and prevalent focus in classrooms and, in another sense, a challenging and fleeting outcome to measure. There are myriad and many ways that teachers focus on developing communication skills in classrooms from early learning opportunities to read aloud with teachers and peers, to collaboration

opportunities in the upper grades around projects or problems that involve group work opportunities that are chock-full of communication needs and practices. How these add up to something that says how we are doing as a system poses another challenging measurement problem. Efforts to help students develop as effective communicators are prevalent in small ways in everything our teachers do every day, and simultaneously virtually invisible in terms of measures that add up to a picture that is quantifiable. Over time, one of our aims is to continue to build out more defined ways of understanding and measuring outcomes such as this one, and we are actively working on a series of rubrics we are calling “*Promise Learning Progressions.*” Our intent is that over time these learning progressions will provide better guidance and agreement about what constitutes progress on some of our hardest to measure outcomes.

Where that leaves us for purposes of this report is to turn to stories that provide anecdotal evidence of progress. One of the stories from this year that is certainly worth reporting is the tale of the Bellingham United Debate Club, who swept the public forum debate at Sedro-Woolley High School’s District 1 debate tournament on November 3 and 4 this past fall, and who also scored trophies in policy and Lincoln/Douglas debates. Students from all three comprehensive high schools were active participants in the debates and placed in the competition. Read the entire story at: <http://promise.bellinghamschools.org/2017/11/08/bellingham-united-debate-club-starts-off-strong/>

- **Innovators and Creators**

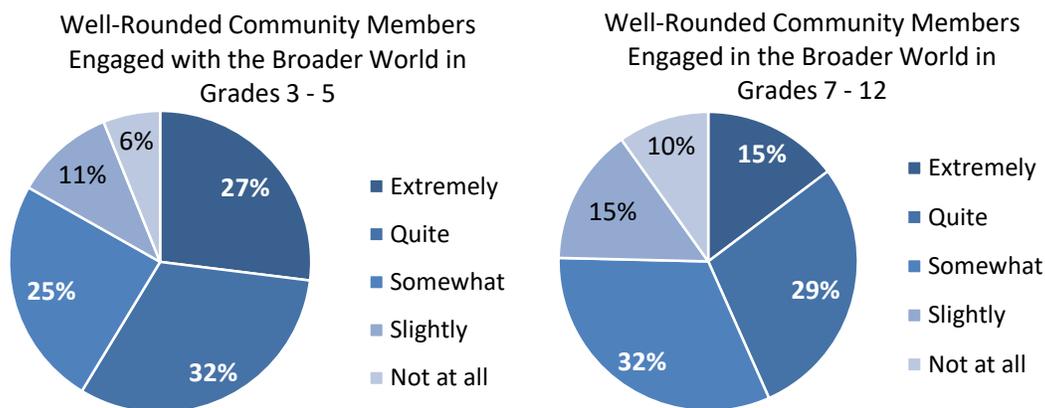
Evidence of improvements and progress in our programs that help students develop as innovators and creators are abundant throughout the previous pages of this report. Increases in career and technical course participation with the strong emphasis on hands-on learning is evident; similarly, increases in student participation in the visual and performing arts through new course opportunities suggest that we are on the right track in supporting students’ abilities to grow as innovators and creators in arts fields. Perhaps most striking in terms of new developments this year is the completion and opening of the new Options High School which embodies much of the spirit of this focus on innovation and creativity. Walk the halls of that beautiful new school on any given day; listen to the young people who are finding their passions there; observe what they are producing---there is palpable evidence that innovation and creativity are alive and growing in our school district.

We were also pleased to be able to highlight the story of one of our graduates, Jack Jensen, who recently returned post-2017 graduation to showcase one of the three recycling/compost bins that he created for our schools. Last year, in his senior year in AP environmental science, Jack was required to work on a project that would help the environment. Jack said he heard the environmental club at Sehome High School was trying to figure out a better way to recycle and compost. Because welding is a hobby for him, he decided to put his skills to use by building a recycling and compost bin for his school. After research and construction last June, the bins were placed at Sehome and Jack says he’s been told there has already been a noticeable reduction in landfill waste. Jack branded the bins with *Jenco* which is how he identifies the products he makes. He said it isn’t an official business, but he hopes that it will be someday. Jack headed off to Central Washington University this past fall with plans to study construction management.

Read the entire story at: <http://promise.bellinghamschools.org/2017/09/07/sehome-student-welds-recyclingcompost-bin/>

• **Well-rounded Community Members Engaged with the Broader World**

A final emphasis for our analysis of the Panorama district student survey data focuses on this Promise outcome. The percentages reflecting student perceptions of themselves in relation to the questions posed suggest an overall positive picture at grades 3-5 with 59% of students answering favorably (top two categories of responses), and slightly less so at the secondary level with about 43% answering favorably. The drop in perception scores between elementary and secondary



poses both a concern and a wonder in terms of our analyses. The responses to the questions “how much do you believe you can make a difference in your community and in the world?” and “how often do you actively try to make a difference in your community and in the world?” both

Fall 2017 Panorama Student Survey - Percent of Favorable Responses	Gr 3-5	Gr 7-12
Well-Rounded Community Members Engaged with the Broader World	59	43
How much do you believe you can make a difference in your community and in the world?	64	46
How often do you actively try to make a difference in your community and in the world?	53	40

showed a significant drop in favorable responses comparing elementary students’ response data with secondary students’ responses. We need to continue to explore what is underneath this drop as students grow, and figure out how to factor what we learn into areas of the curriculum, such as history/social studies, that might result in changes that provide students with a feeling of greater efficacy regarding their ability to contribute to society.

Our Ends 1, 2 and 3 report last spring highlighted an identified need to make better efforts to track the success of our district’s graduates post-high school. Toward this end, we were pleased to feature a story on a couple of our graduates who had gone on to realize significant success at

our local four-year university, Western Washington University (WWU). Back in August of 2017, WWU announced that Hope Midgley, a graduate from Bellingham High School, was recognized as a 2016-17 WWU Outstanding Graduate in Special Education. In addition, BPS graduate Katherine Mullen from Sehome High School, was recognized by the University as a Presidential Scholar for the College of Fine and Performing Arts. We lack more robust and systematic ways at present to tell an overarching story about the accomplishments of our graduates once they leave us. We know how they persevere in their efforts to achieve higher education, but the ability to highlight stories such as these adds to the richness of understanding of the ways our graduates contribute to the broader good in society once they move on from our doors. Read the entire story at: <http://promise.bellinghamschools.org/2017/08/07/bellingham-schools-alums-receive-recognition-from-wwu/>

Finally, evidence from our Bellingham students' activism around the Parkland shootings this year cannot be left out of this report, and particularly in response to gauging how our students are connecting with the broader world. Bellingham students' efforts to peacefully organize and stage multiple actions in response to the school shootings in Florida and elsewhere showed a willingness to engage with issues that matter to them and to so many of us. Their work made the national news as an example of students taking action in response to issues that directly affect their lives, our lives and the future. Our response as a district was to view this first as a crucial learning opportunity for our students, and second to ensure students were safe in their actions and not intervene to stop this concerted effort in ways that would create a no-win power struggle between students and staff. The result was a major opportunity for students to engage in the democratic process as American citizens in demonstrations that featured perspectives on all sides of the issue—truly a civics class in action. Recently you members of our school board put your stake in the ground in developing and sharing a resolution around gun violence in schools. This came on the heels of the actions that our students took first. What better evidence of citizenship in action could there be?

Areas of Focus for 2018-19 and Beyond: What Have We Learned?

In reviewing evidence connected to Ends 1.0, 2.0 and 3.0, we see again this year that there are many positive outcomes occurring for children and young people in the Bellingham Public Schools. Our *Bellingham Promise* continues to be a relevant, useful guide for our work and is noted by students, staff and community as a recognized focus for the work done across the district, in schools and in individual classrooms. That said, it is important each year to step back and assess areas that may be in particular need of greater effort and attention for the district next year and on into the future that enable us to focus our system-wide efforts, and reassess in these annual reports. Looking forward, areas we noted above include:

- **Readers and Writers** – Continue to work to build consistency in the teaching and learning of English at the secondary school level. Work to ensure the results we are seeing on the SBA over the past two years are not a trend that continues, particularly for our youngest test takers.
- **Scientists and Mathematicians**—Take a deeper dive into secondary science curriculum, with the potential for a science curriculum review, revision and adoption in some content

areas. Work similarly to ensure that SBA score decreases in the lower grades in math are not a continuing downward trend, but rather a blip on the radar.

- **Dependable and Responsible Workers** –Develop a greater focus within schools and our community for getting chronically absent kids to school on much more regular basis, with a particular emphasis on students from identified subgroups.
- **Respectful and Compassionate Humans** – Support the continuation of work begun this year to develop our district’s approach to students’ social emotional learning and connect this strongly to the professional learning for teachers and other staff. This will be a significant continuing district effort for 2018-19 as we adopt and begin to implement curriculum in grades P-8 in this area.
- **Historians and Global Thinkers**—Build on the curriculum and materials review and adoption put into place this year for middle school implementation and then move toward a potential set of recommendations for curriculum and materials needs for areas of high school social studies.
- **Skilled Users of Technology**—Implement the student technology 1:1 roll out in the remaining secondary schools next year, and the first two elementary schools. We will need to stay the course in continued efforts to provide professional development to those schools as well as support the staff learning year in the next wave of 1:1 schools.

Concluding Statement

We believe that this *Bellingham Promise Ends* 1.0, 2.0 and 3.0 monitoring report, in combination with the ongoing exploration of outcomes that occurred during the course of board meetings, school visits and linkages this year, serves as evidence of a reasonable interpretation of these Ends and is supported by data that demonstrates progress toward achievement of these Ends. Further, we hope this report serves as a useful tool in support of the school board’s ability to regularly review our *Promise Ends* to ensure they remain relevant and inspire meaningful work throughout the organization and community.