

Monitoring Response Document

Policy Monitored: Ends 2.1, Part 1 – Student Competence

Date Report submitted: 1/29/20

Date of Board’s Monitoring Response: 2/19/20

The Board has received and reviewed the Superintendent’s Monitoring Report referenced above. Following the Board’s review and discussions with the Superintendent and his representatives, the Board makes the following conclusions:

Ends Reports:	Executive Limitations Reports
<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. <u>is making reasonable progress towards achieving the goals.</u> c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.* d. is <i>not</i> making reasonable progress in achieving the goals established. * e. cannot be determined* 	<p>1. The Board finds that the Superintendent:</p> <ul style="list-style-type: none"> a. is in compliance. b. is in compliance, except for items(s) noted.* c. is making reasonable progress toward compliance.* d. is <i>not</i> in compliance <u>or</u> is <i>not</i> making reasonable progress toward compliance.* e. cannot be determined*
<p><i>*see comments below (No. 3)</i></p>	

2. Please note commendable progress over the last year.

- Overall, Bellingham above the state average for ELA and science.
- Positive trends in narrowing achievement gaps for students with and without IEPs, especially when compared to our highest-performing comparable district.
- Achievement gap in low-income and non-low-income students was narrowing at 10th grade levels and smaller than our highest-performing comparable district.
- The board is heartened to see a narrowing of the achievement gap with 10th grade ELA students.
- Alderwood had an increase in ELA and Birchwood in the area of math. It would be interesting to know if there have been any changes that have occurred in knowing what might account for this.
- Appreciate discussion of pedagogy and how teachers are being supported and taught at the elementary levels.
- Continued trend of narrowing the proficiency gap between students with and without an IEP in elementary math and science and middle school math.
- Demonstrating consistent growth of students across all subgroups, despite high variance in proficiency.
- Increasing emphasis on helping teachers make pedagogical shifts, especially at lower grades.

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3. Please note areas for additional improvement.

This year's report shows a trend of decreasing student test performance, most notably in math. The board is concerned and appreciates the acknowledgement of this trend by the superintendent and his team. The report indicates possible areas to investigate which will hopefully lead to efforts to turn this trend around. The board looks forward to hearing what is discovered further and what steps are being taken to gain improvement in these areas.

4. Comments on the report itself.

We are appreciative of all of the work that goes into our Ends reports. Our hope is that in preparing these reports for the board that staff might be seeing what is working and where there is room for improvement or what we might need to do differently. We have seen a trend in increasingly detailed data and appreciate the thought and work that has gone into its formulation, particularly the detailed analysis around declining math scores and the data highlighting notable trends. We appreciate the willingness to discuss challenges and next steps and are curious to see the results of the classroom level investigation and impact of professional development goals.

5. Possible changes to the policy.

None.