

Monitoring Response Document

Policy Monitored: Ends 2.1, Part 2, Student Competence

Date Report Submitted: 3/16/2022

Date of Board's Monitoring Response: 4/20/2022

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. is making reasonable progress towards achieving the goals.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 or is <i>not</i> making reasonable progress toward compliance.*e. cannot be determined*
<i>*see comments below (No. 3)</i>	

2. Please note commendable progress over the last year.

Students involved in CTE had a 90% graduation rate. The difference between low income and non-low-income students who are in the Asian and Hispanic/Latinx group vary greatly at 98% above their low-income peers.

There is evidence that overall graduation rates continue to improve, the impact of the pandemic notwithstanding. Greater progress has been made with Latinx, free and reduced lunch and IEP students.

It is encouraging to see the rate of students with an IEP engage in post-secondary opportunities, particularly compared to others across the State.

Despite being a small cohort, 100% of Black/African American students graduated from the class of 2020.

3. Please note areas for additional improvement.

Continue to work with our partners to increase FAFSA/WASFA completion rates.

As noted in the report, we still have more to accomplish in compensating for the impacts of race, language and socio-economic factors on graduation.

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Continued improvement to close gaps in graduation rates, particularly for students with low incomes, while also recognizing the significant work that has happened in this area, with success.

4. Comments on the report itself.

The report has a remarkable depth of data, clearly a great deal of work has gone into the analysis.

Appreciated seeing the individual student comments, this gives a nuance statistical data cannot.

COVID has had such an impact, in ways we don't completely understand yet; appreciate pointing out where there looks to be a trend vs. acute shift.

5. Possible changes to the policy.

"All students will succeed and grow regardless of ethnicity, socio-economic status, English language proficiency or disabilities."

In light of more recent EDI efforts and the broadening of inclusion, should this language be expanded to include other identified groups such as LGBTQ+ for example?

Is there a grammatical problem with 4? Or a missing word?