

Monitoring Response Document INITIAL COMPILATION

Policy Monitored: Ends 2.1, Part 2 – Student Competence
 Date Report Submitted: Feb. 19, 2020
 Date Due to Board President: March 11, 2020
 Board Member: Bashaw, Benjamin, Diaz Hackler, Mason

Below are my responses in connection with the report:

<u>Ends Reports:</u>	<u>Executive Limitations Reports</u>
1. The Board finds that the Superintendent: <ol style="list-style-type: none"> a. has achieved the goals established in the policy. b. is making reasonable progress towards achieving the goals. KB DB CDH JM 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* 	1. The Board finds that the Superintendent: <ol 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*
<i>*see comments below (No. 3)</i>	

2. Please note commendable progress over the last year.

KB:

Five-year graduation rates for students with IEPs up 15 points from 2012.
 Dropout rates for students with IEPs dropped from 28% to 14%.
 Five-year graduation rates up.

DB:

Graduation rate gap is shrinking between Bellingham and peer districts, showing a year-over-year improvement, particularly with targeted subgroups, shows progress.
 Calling out the impact of being low-

3. Please note areas for additional improvement.

KB:

Concerned about the data set that shows our students that are free/reduced are far behind our low and non-low-income students. This is good data to show when working with partners regarding programs that support our students and their families to make sure they have a good healthy start.

DB:

The report does a good job of pointing at the impact of socioeconomic factors and having an IEP and ties these to challenges to be addressed further.

CDH:

4-year graduation rates are flat.

JM:

Income level continues to play a considerable role in graduation rates, particularly when intersecting with other intersectionalities. Appreciate the focus on this area and looking forward to even more success in addressing these inequities.

4. Comments on the report itself.