



**MEMORANDUM**

**TO:** Board of Directors  
**FROM:** Dr. Greg Baker, Superintendent  
**DATE:** February 19, 2026  
**SUBJECT:** Ends Monitoring Report 2.1, Part 1

I certify that the following is accurate as of February 19, 2026.

**Policy Type:** Ends  
**Policy:** Ends 2.1  
**Last Updated:** 5/18/2022

**Introduction**

I am pleased to submit this Ends monitoring report (End 2.1 - Student Competence, Part 1) to the school district’s board of directors. This annual report typically focuses on student testing performance and growth in English language arts (ELA), math and science and compares our students’ Smarter Balanced Assessment (SBA) test performance to comparable and higher-performing districts.

The remaining Ends reports for this school year will be presented on the following schedule:

- We will present Ends 2.1, Part 2 at the March 19, 2026, school board meeting focused on graduation rates and students’ participation in post-secondary education and career preparation in comparison with peer districts.
- The combined reports on Ends 1, 2 and 3 on evaluating the vision, mission and all 17 outcomes in The Bellingham Promise will be presented at the May 14, 2026, school board meeting.

The Ends 2.1 policy language focuses us on comparing progress to districts that are demographically similar to Bellingham, as well as to districts whose students typically outperform our students on the standardized test. The Ends 2.1 policy language follows:

*Ends 2.1 STUDENT COMPETENCE*

*Consistent with the district Vision and Mission, all children of the Bellingham Public Schools community will attain high academic achievement, develop essential skills and attributes necessary for continuous growth in learning and graduate from high school ready for participation in post-secondary education and career opportunities. All students will*

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

1. Every student’s achievement, skills and attributes will show continuous significant growth, and measures will exceed the Washington state benchmarks and be high performing relative to similar students in demographically comparable districts, as measured by state assessments and other available data, as appropriate.
2. Gaps in achievement, skills and attributes between groups of students will close. For state or federally identified student populations, any gap in achievement will be eliminated, and annual achievement will be greater than that of similar students in demographically comparable districts.
3. Every student will make continuous advancement toward graduation. Measures of on-time and extended graduation attainment will be high performing relative to similar students in demographically comparable districts.
4. After graduation, student participation in post-secondary education and career preparation shall increase and exceed participation in comparison to demographically comparable districts.

While being held accountable to our demographically comparable districts, we also continue to compare our progress to other district and state data that offer a more comprehensive view of student competence.

In this Part 1 report, we focus on numbers one and two above. In our Ends 2.1 Part 2 report presented next month, we focus on indicators three and four.

### I. Bellingham and Comparable District Proficiency Comparisons

We first focus on Bellingham’s student assessment results in comparison to the group of 38 most comparable districts in Washington state. As we do every year, we reviewed whether re-evaluating the comparable district criteria for school year 2024-25 would uncover significant changes or additional districts to add to the list of 38 comparable districts. Table A displays the parameters for the selection of the districts most comparable to Bellingham.

**Table A: Parameters for Comparable Districts Selection with 2024-25 Demographics**

Criteria	Parameters	Low	BPS	High
Enrollment	75% above and below	2,847	11,388	19,929
% Low Income	50% above and below	20.9	41.7	62.6
% Asian and White	25% above and below	51.2	68.2	85.3
% Multilingual Learner	75% above and below	2.5	9.8	17.2
% Special Education	25% above and below	14.6	19.5	24.4

Our comparable group of districts remains at 38. For 2025 we added Orting School District, Goldendale School District and West Valley (Spokane) School District, all of which fall within the parameters in Table A. We eliminated Port Angeles School District whose 1.6% multilingual learner student population is below 2.5% benchmark above. We also

eliminated University Place School District with 11% of students identified as eligible for special education and Omak School District whose population of students eligible for free and reduced meals is above 75%, both outside the ranges in Table A.

As we reported last year, the state has begun to publish “foundational grade level knowledge” scores that include data on students scoring at level 2 on the state assessment. We have typically reported on student proficiency levels including only those scoring at a level 3 or 4, out of a four-point scale, on the state test. These students meet (represented by a score of 3) or exceed (represented by a score of 4) state standards. The continued publication of additional data on foundational grade level knowledge is the state’s attempt to capture those students who are approaching standard, scoring at a level 2 but not yet at a level 3.

We did a bit more digging to see what sort of results follow for students who scored a level 2 on their 10<sup>th</sup> grade SBA in Bellingham. What we learned may be of interest to the board. Of the BPS students who took the 2023 SBA in tenth grade and graduated in 2025:

- 53% of those scoring at Level 2 in ELA were enrolled in post-secondary within a year after graduating high school.
- 60% of those scoring at Level 2 in Math were enrolled in post-secondary within a year after graduating high school.

This new information did elevate our thinking about what it means for our students to score at level 2 and reinforces the challenging nature of the state test.

That said, for purposes of our local reporting, we plan to continue to use percentages of students meeting or exceeding standards as our benchmark for comparing Bellingham’s test proficiency with other school districts. We will include references to the percentage of Bellingham students performing at level 2, and the impact of the inclusion of this data on scores. However, we have not included level 2 test score data in building our comparisons with other districts. If the board desires a different direction on this issue, please advise.

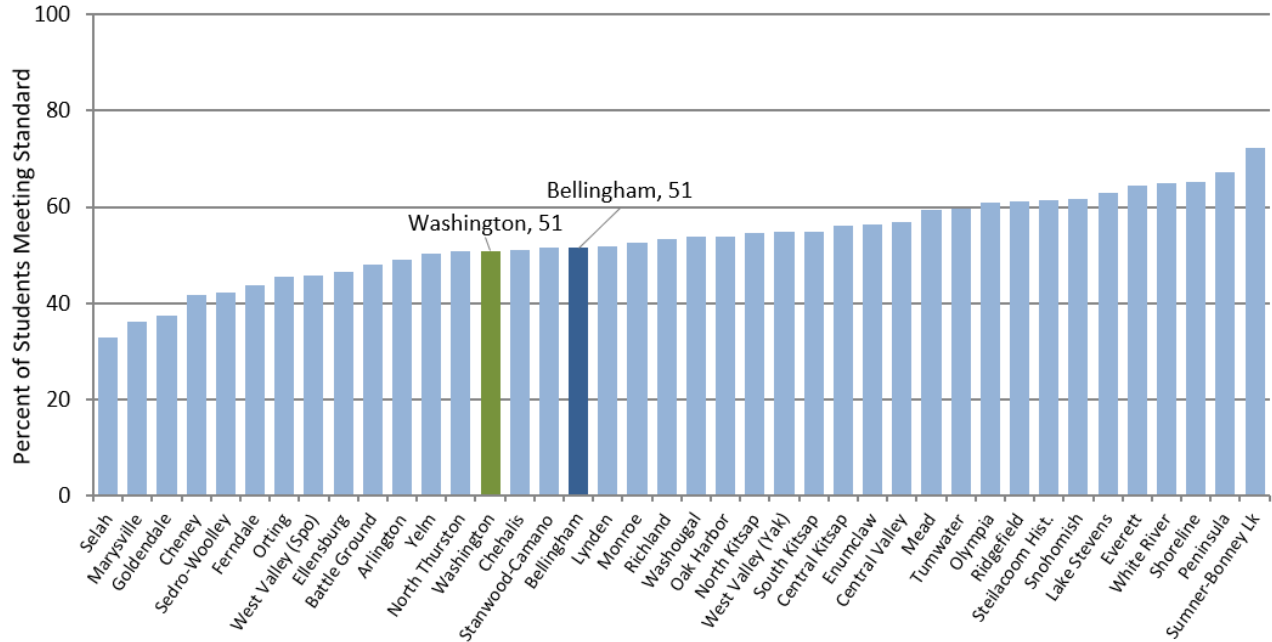
## **A. English Language Arts (ELA) Proficiency Comparisons**

We first compare the SBA ELA scores of those 38 comparable districts along with Bellingham and the state for the current year. Specifically, Figure 1 shows, on average, 51 percent of Bellingham students in grades 3-8 and 10 met or exceeded standard in ELA in 2025, putting our scores slightly above the state average, and near the middle of the group of 38 comparable districts. This data is similar to comparisons from the prior two years (2023 and 2024) in terms of Bellingham students’ ELA test proficiency versus the state and our comparison group of 38 districts.

While not shown here in a chart, adding in the percentage of Bellingham students who scored at level 2 in ELA (referenced earlier as “foundational knowledge”) for 2025 increases the overall percentage by about 20 points to just above 70 percent. This is nearly identical to

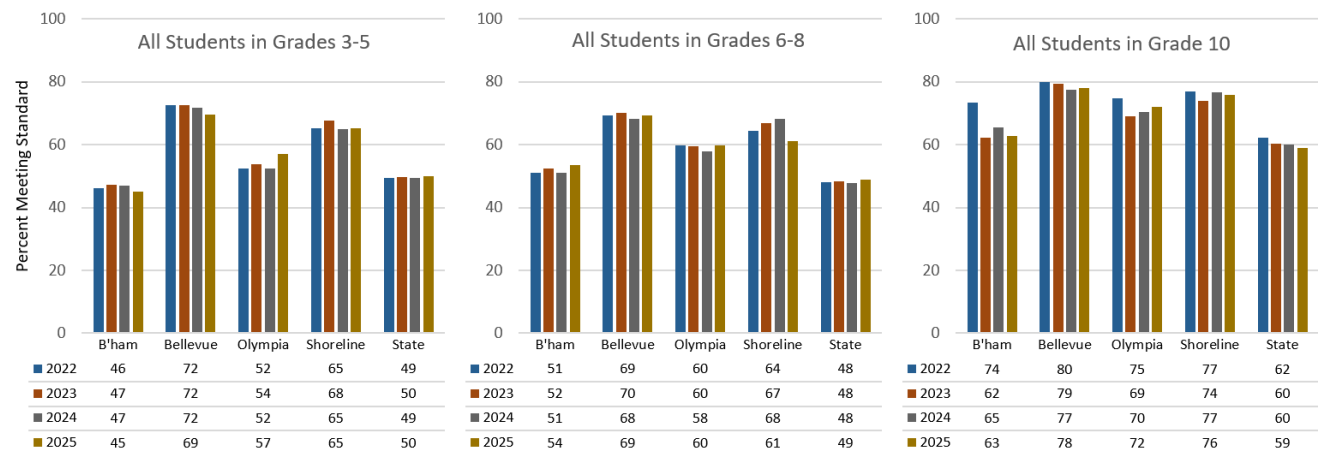
the average overall increase in the percentage across the state when level 2 scores are included; overall state average for this time period including the level 2 ELA scores is 71%.

**Figure 1. 2025 English Language Arts – Percent Meeting Standards in Grades 3-8 and 10**



As in prior years, we compared ELA score trends with three of our “high bar” comparable districts. The districts in this group, included specifically because their student scores tend to be higher than those of our students in Bellingham, are Shoreline, Olympia and Bellevue, Figure 2 displays ELA data for Bellingham, Washington state and our three “high bar” districts over the years 2022 through 2025.

**Figure 2. English Language Arts – High Bar Comparison Trends in Grades 3-8 and 10**

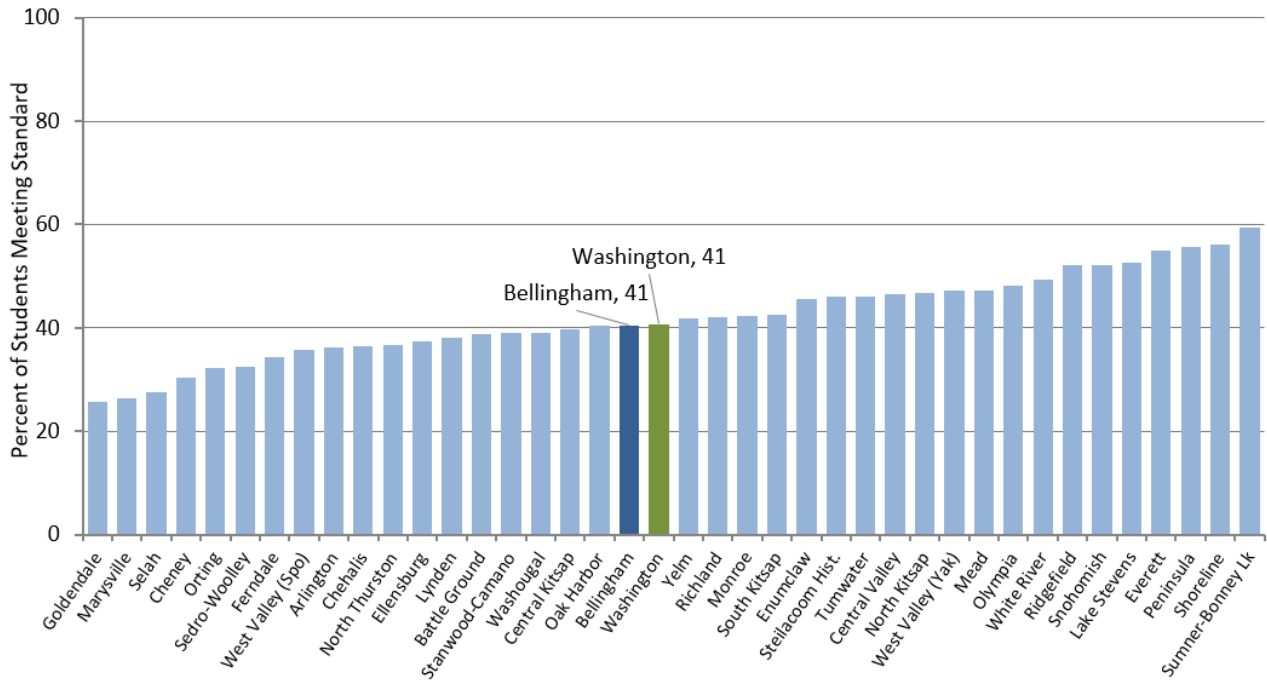


Four-year trends are shown in ELA scores for students in grades 3-5 (left chart), grades 6-8 (middle chart), and grade 10 (right chart). Bellingham’s percentage of students meeting standard in grades 3-5 decreased by two points from 2024 to 2025 from 47 percent to 45 percent meeting standard. This places our results below high bar comparison districts and five points below the state average proficiency rate in ELA. By comparison, elementary grade band scores increased for students in Olympia, decreased slightly for students in Bellevue and held steady for students in Shoreline. The percentage of Bellingham students meeting standard in grades 6-8 increased from 51 to 54 percent, below high bar comparables, and approximately five points above the state. Scores for this grade band in Bellevue and Olympia showed a slight increase, while Shoreline’s scores decreased. The percentage of grade 10-tested Bellingham students meeting standard positioned us five percentage points above the state average but decreased slightly from 65 percent in 2024 to 63 percent. Shoreline also experienced a slight decrease in their Grade 10 scores, while Olympia and Bellevue’s 10<sup>th</sup> grade scores each increased slightly year-over-year. Important to note that as Bellingham students age up, we tend to see overall increases in ELA proficiency rates on the SBA, and that trend continues.

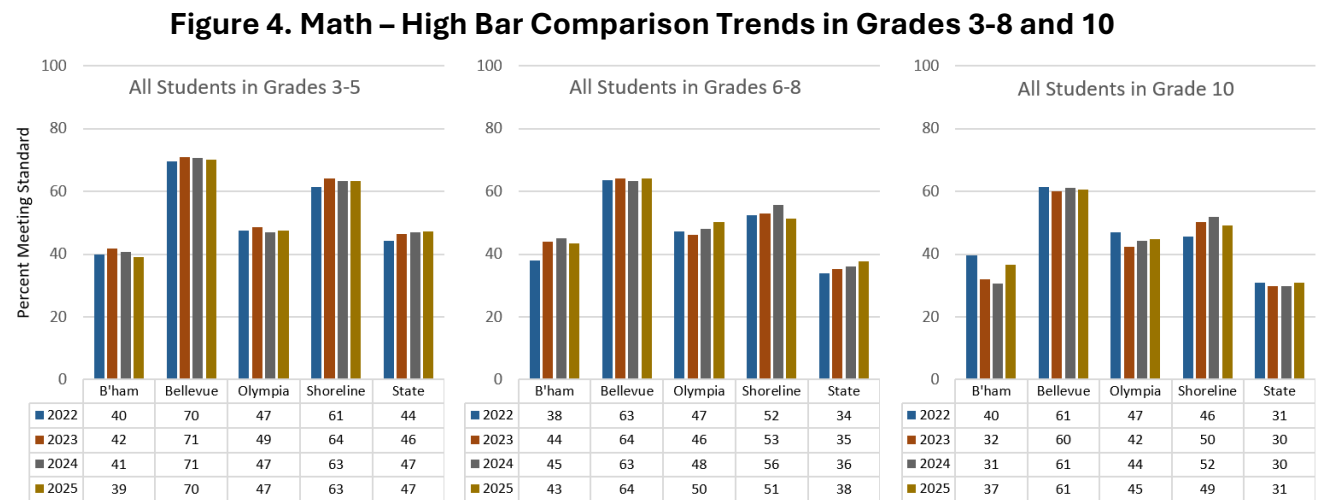
**B. Math Proficiency Comparisons**

Figure 3 displays the 2025 percent meeting or exceeding standard in math for Bellingham, Washington state and among the 38 comparable districts in our comparison group. Bellingham students’ scores held steady in math in year-over-year comparison, slightly above the state average and about in the middle of the group of comparison

**Figure 3. 2025 Math – Percent Meeting Standards in Grades 3-8 and 10**



districts. For reference, the overall proficiency scores in math for Bellingham students overall held steady from 2023 to 2025 at approximately 41% meeting or exceeding standard. When we add in the level 2 scores for 2025, the percentage increases to just under 63%, indicating a sizeable percentage of students who are in the group approaching standard. This is about on par with the overall state picture with just over 63% at level 2 and above. The three charts in Figure 4 display trends in math assessment scores by grade level bands for students in grades 3-5 (far left), grades 6-8 (middle) and grade 10 (far right) from Bellingham, Washington state and the three “high bar” comparable districts noted earlier. Scores for grades 3-5 and 6-8 dropped slightly for Bellingham, while grade 10 scores

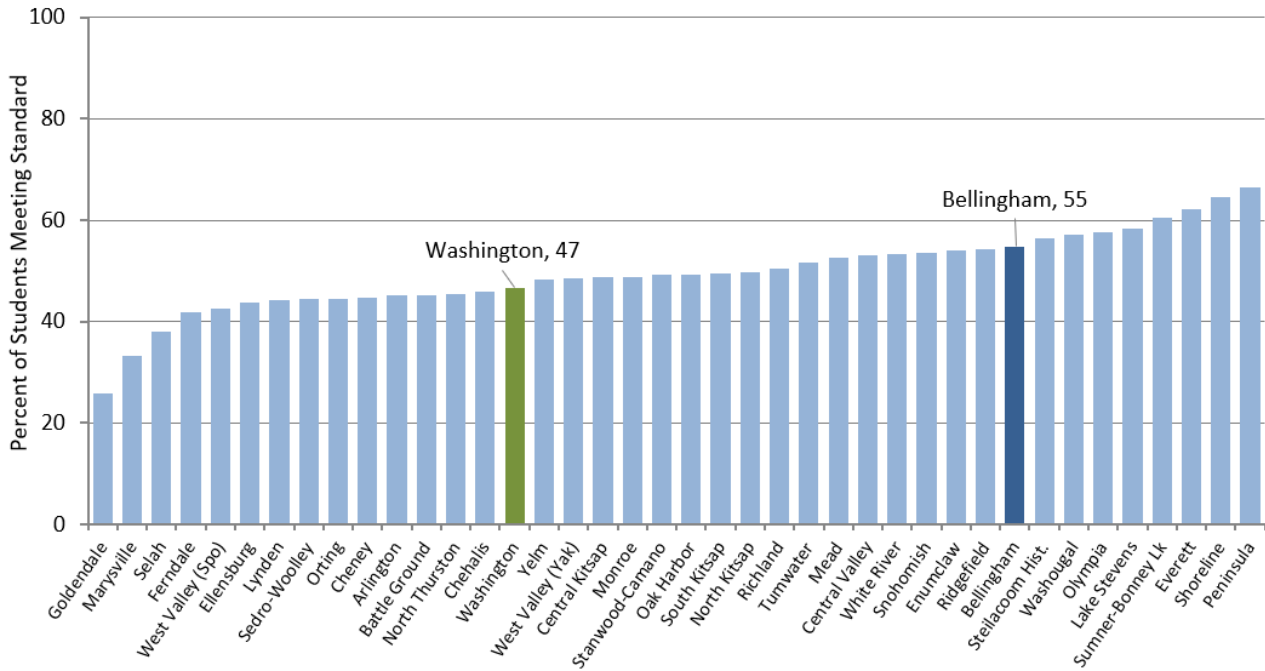


improved from 31 to 37% meeting standard. Bellingham students scored below the state average in elementary, and above in both middle level and grade 10. Shoreline’s scores held steady in the elementary band and dropped in middle school and grade 10. Bellevue and Olympia’s elementary scores held steady and increased slightly in middle school. Bellevue’s grade 10 scores dropped in 2025, while grade 10 scores in Olympia increased slightly in year-over-year comparisons with those from 2024.

### C. Science Proficiency Comparisons

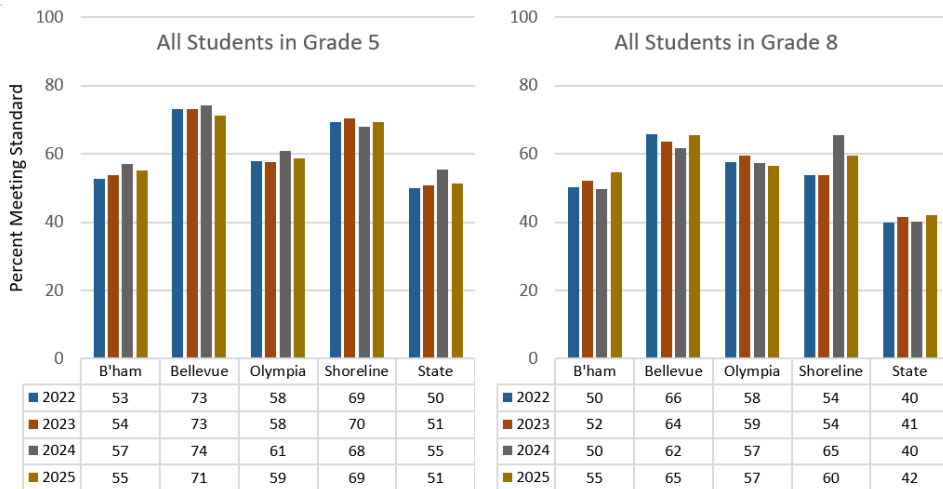
Figure 5 shows the percentage of students meeting standard in science in grades 5 and 8. 55 percent of Bellingham students in grades 5 and 8 met or exceeded the science standards in 2025; this percentage is up from 53 percent meeting or exceeding in 2024. Bellingham students’ scores positioned our district above the state by five percentage points. Students’ proficiency scores in science continue to position us well above the middle of the comparison group of 38 comparable districts. While not shown in a chart, students’ scores in science including level 2 scores revealed 71% of Bellingham students scoring at level 2 or higher, about two percent higher than last year and five points higher than the Washington state average of 66%.

**Figure 5. 2025 Science– Percent Meeting Standards in Grades 5 and 8**



High bar district comparison trends (Figure 6) revealed a slight decrease overall at fifth grade. Fifth grade science scores also dipped in Bellevue, Olympia and across the state overall, while Shoreline’s scores increased slightly. At eighth grade, the percentage of Bellingham students meeting or exceeding standard on the science exam increased from 50% in 2024 to 55% in 2025. By comparison, Bellevue’s eighth grade science scores also increased slightly as did the overall state average meeting or exceeding standard in science. Both Olympia’s and Shoreline’s eighth grade scores dropped slightly in year-over-year comparisons.

**Figure 6. Science – High Bar Comparison Trends in Grades 5 and 8**



In summary, Bellingham students' proficiency rates remained relatively steady in year-over-year comparisons to the 2024 data. Grade level bands/subjects with increases in proficiency rates included middle school ELA, eighth grade science and math, and grade 10 math. Other 2025 grade bands/subject areas held constant or decreased slightly compared to last year. In general, Bellingham's proficiency scores for 2025 positioned us below high bar comparable districts, and above the state averages except in grades 3-5 ELA and math.

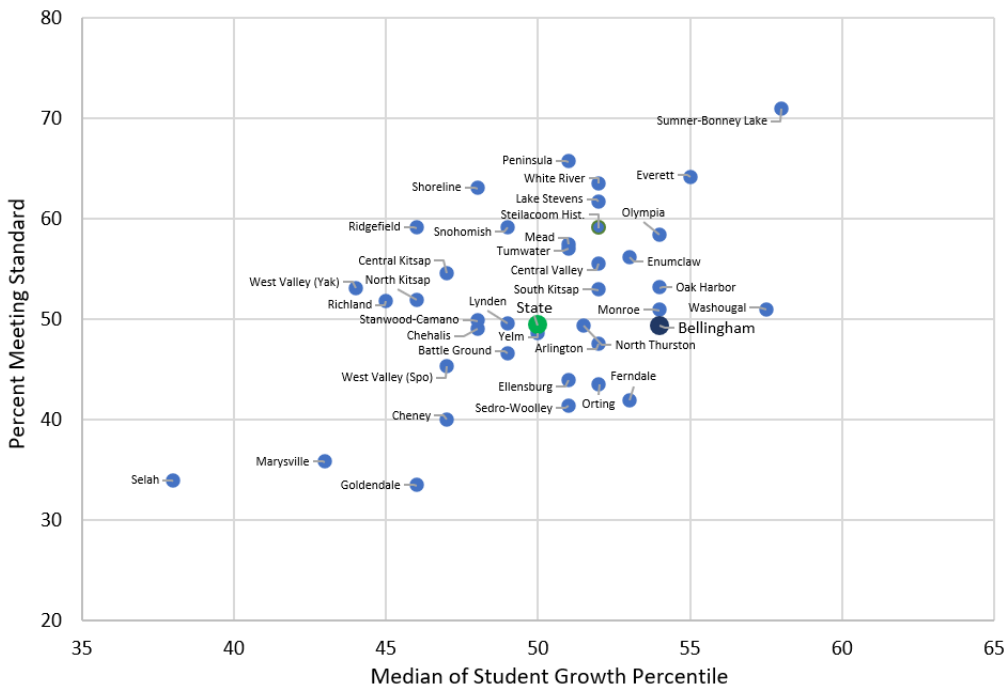
## II. Bellingham and Comparable Districts Student Growth Percentile Comparisons

The next section reports on Bellingham's student growth percentiles compared to other districts and the state overall. These measures estimate how a given population of students grew compared with the expected growth overall from the state. By way of reminder, the median state growth score for the entire population of students in the state sits precisely at the 50th percentile; this represents the overall midpoint of growth scores across all districts in Washington. So, when we compare our students' growth, percentile scores above the 50th percentile would suggest our students are doing better growth-wise than the state; scores below the 50th percentile, not as well as the state in growth. In addition, we compare these growth percentile scores to our group of 38 comparable district peers.

### A. English Language Arts Growth Percentile Comparisons

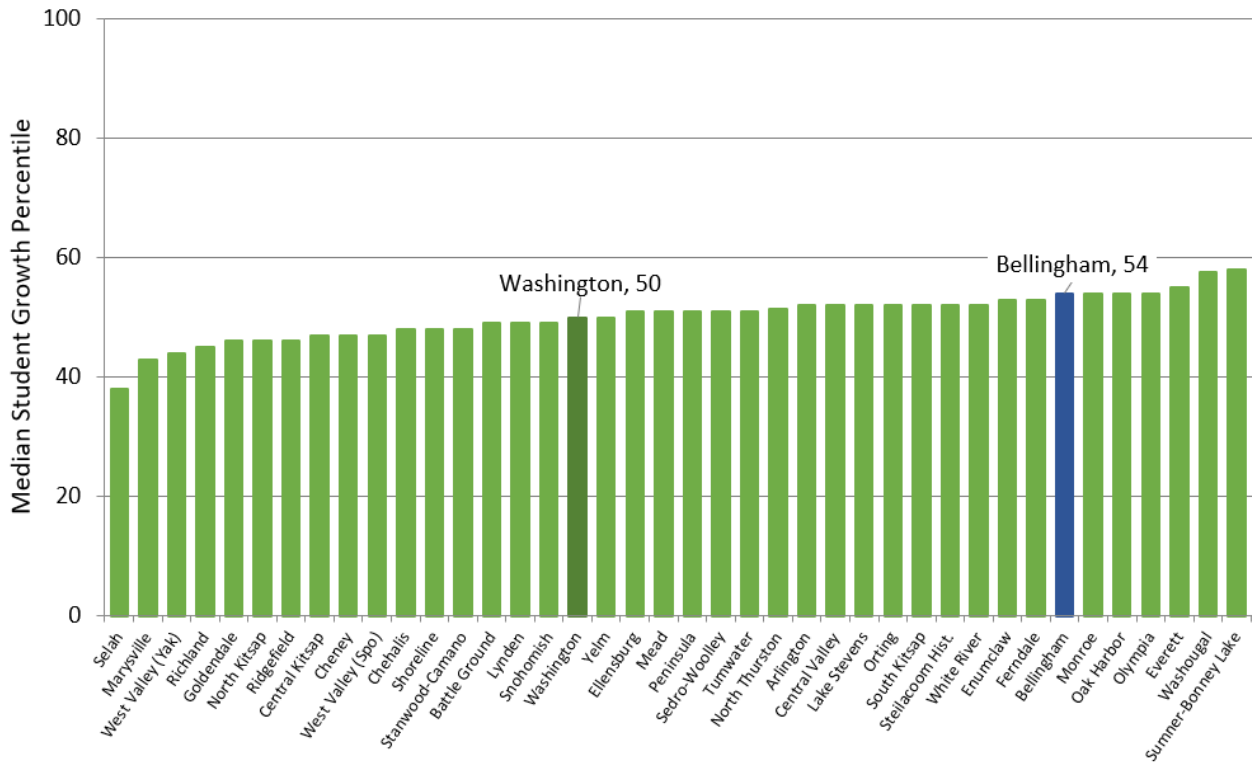
Figure 7 arrays the group of 38 comparable districts on a scatterplot showing growth versus percent meeting standard in ELA. Each district's dot represents its relative placement to the

**Figure 7. ELA – 2025 Percent Meeting Standard by Median Growth Percentile, Grades 4-8**



other districts on the 2025 percentage of grade 4-8 students meeting standard in ELA (vertical axis) and median student growth percentile (horizontal axis). Bellingham student growth in grades 4-8 is above the median, and percent meeting standard at approximately 54 percent, which is slightly higher than 2024. Figure 8 shows the districts in the group of 38 arrayed by student growth percentile, which provides a different way to see how our district compares to others in the group.

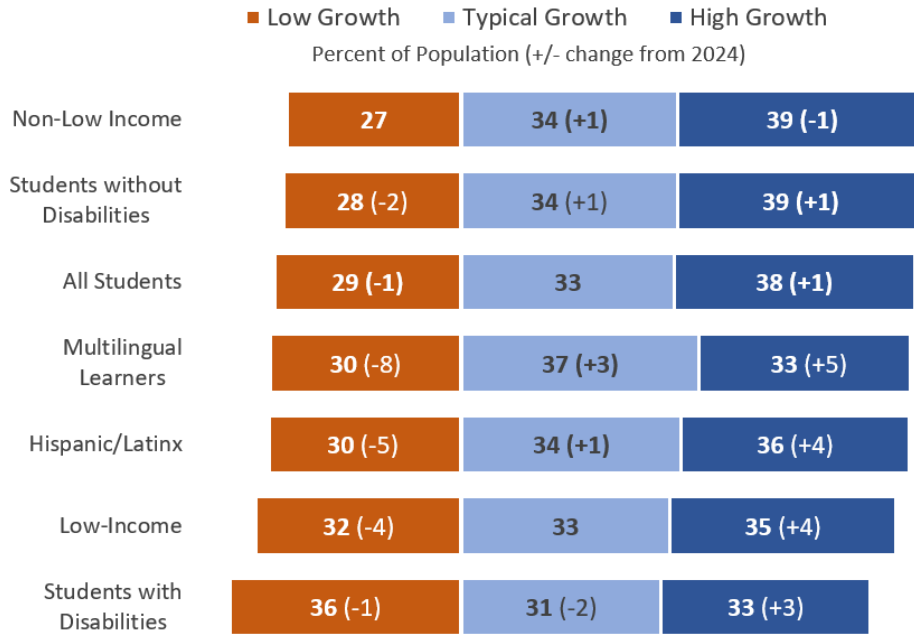
**Figure 8. ELA – 2025 Median Student Growth Percentile in Grades 4-8**



As is evident from this second chart, Bellingham’s average student growth percentile in ELA positioned our district near the top of the comparable group of 38.

We also examined 2025 growth in ELA for different student subgroups internal to Bellingham (see Figure 9). Student subgroups include non-low income, students without disabilities, all students, Hispanic/Latinx, low income, students with disabilities and multilingual learners. The groups are ranked by percentage into categories of low growth, typical group and high growth. The numbers in parentheses show the change in each category for each group compared with 2024 data. Multilingual learners showed an overall eight percent increase in the percentage of that population achieving typical or high growth. In addition, a greater percentage of high growth in ELA was observed in Hispanic students,

**Figure 9. Bellingham SD 2025 ELA Growth by Student Group**

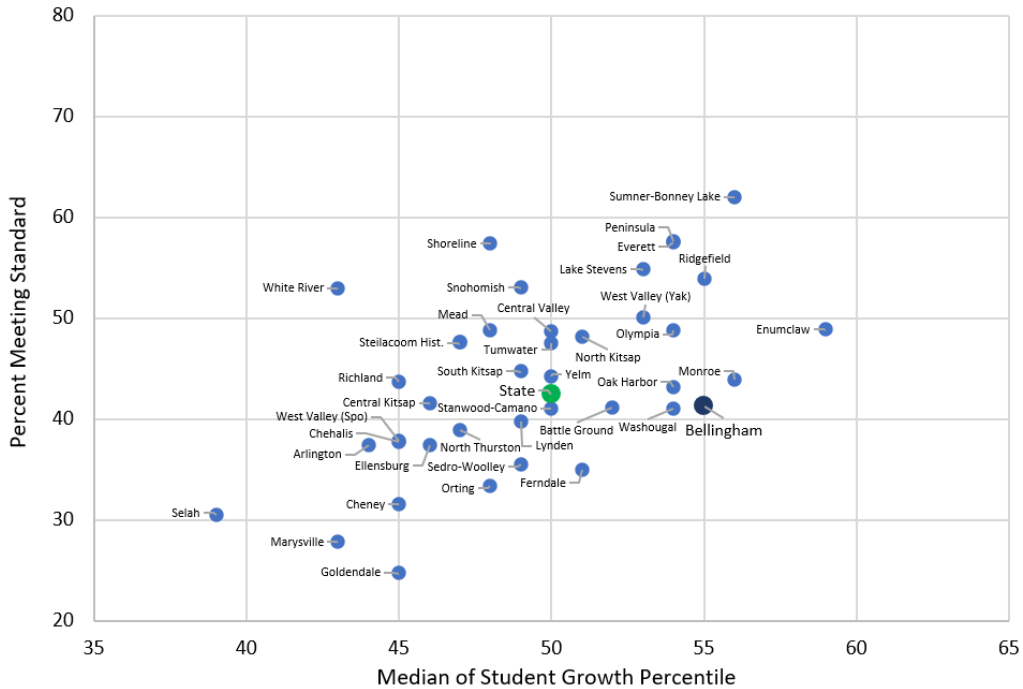


students identified as low-income, and students identified with disabilities. The percentage of these populations experiencing low growth decreased in year-over-year comparisons.

**B. Math Growth Percentile Comparisons**

We also examined growth percentiles in math. Figure 10 displays the 38 comparable districts on a scatterplot. As with the ELA scatterplot above, each district's dot represents

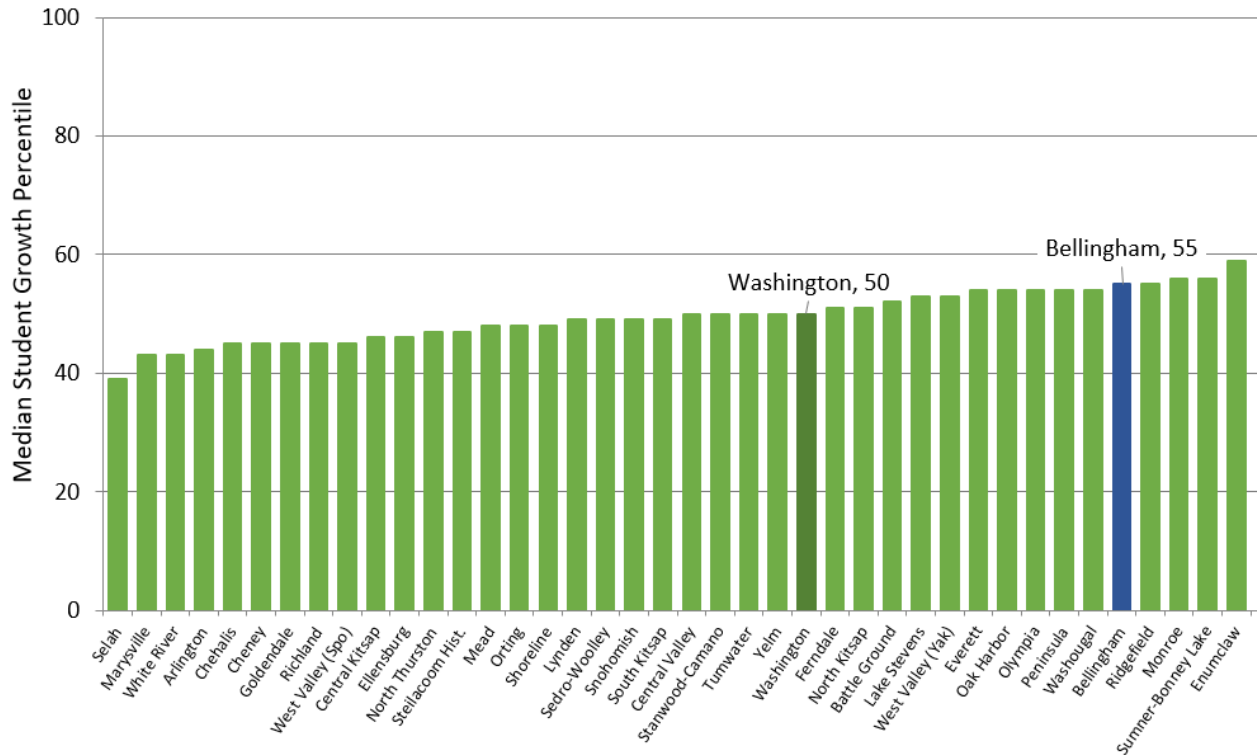
**Figure 10. Math Scatterplot 2025 Growth by Percent Meeting Standard, Grades 4-8**



its relative placement to the other districts in 2025 percentage of grade 4-8 students meeting standard in math (vertical axis) and median student growth percentile (horizontal axis). We were pleased to see again this year that Bellingham student growth in grades 4-8 was among the highest in this group of comparable districts.

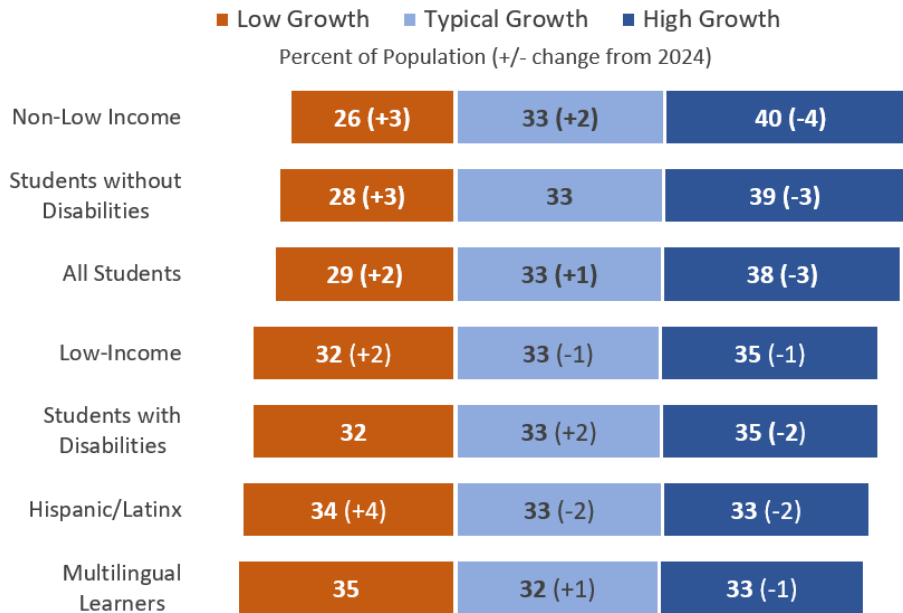
Figure 11 shows the districts in the group of 38 arrayed by student growth percentile, which shows Bellingham students’ growth percentile rank at the high end of this spectrum of 38 comparable districts.

**Figure 11. Math – 2025 Median Student Growth Percentile in Grades 4-8**



We also examined 2025 growth in math for different student subgroups internal to Bellingham (see Figure 12). The overall trend for 2025 showed all students experienced slightly lower growth in math than in the prior year. The numbers in parentheses show the change in each category for each group compared with 2024 data. Sixty-eight percent of students with identified disabilities experienced typical or high growth, which was exactly on par with 2024. Hispanic/Latinx students experience slightly lower growth than in the prior, while 65% of multi-lingual learners experienced typical or high growth similar to the 2024 data.

**Figure 12. Bellingham SD 2025 Math Growth by Student Group**



In summary, overall student growth in ELA increased slightly compared to 2024. Math growth again was among the highest of all comparable districts we use in this analysis, but percentages of students experiencing high growth decreased slightly in general. Finally, a higher percentage of students who are low-income, Hispanic, multi-lingual or who are identified as having a disability experienced higher growth in ELA this year compared to 2024, while math growth for these groups either held steady or decreased slightly.

### III. Closing Achievement Gaps

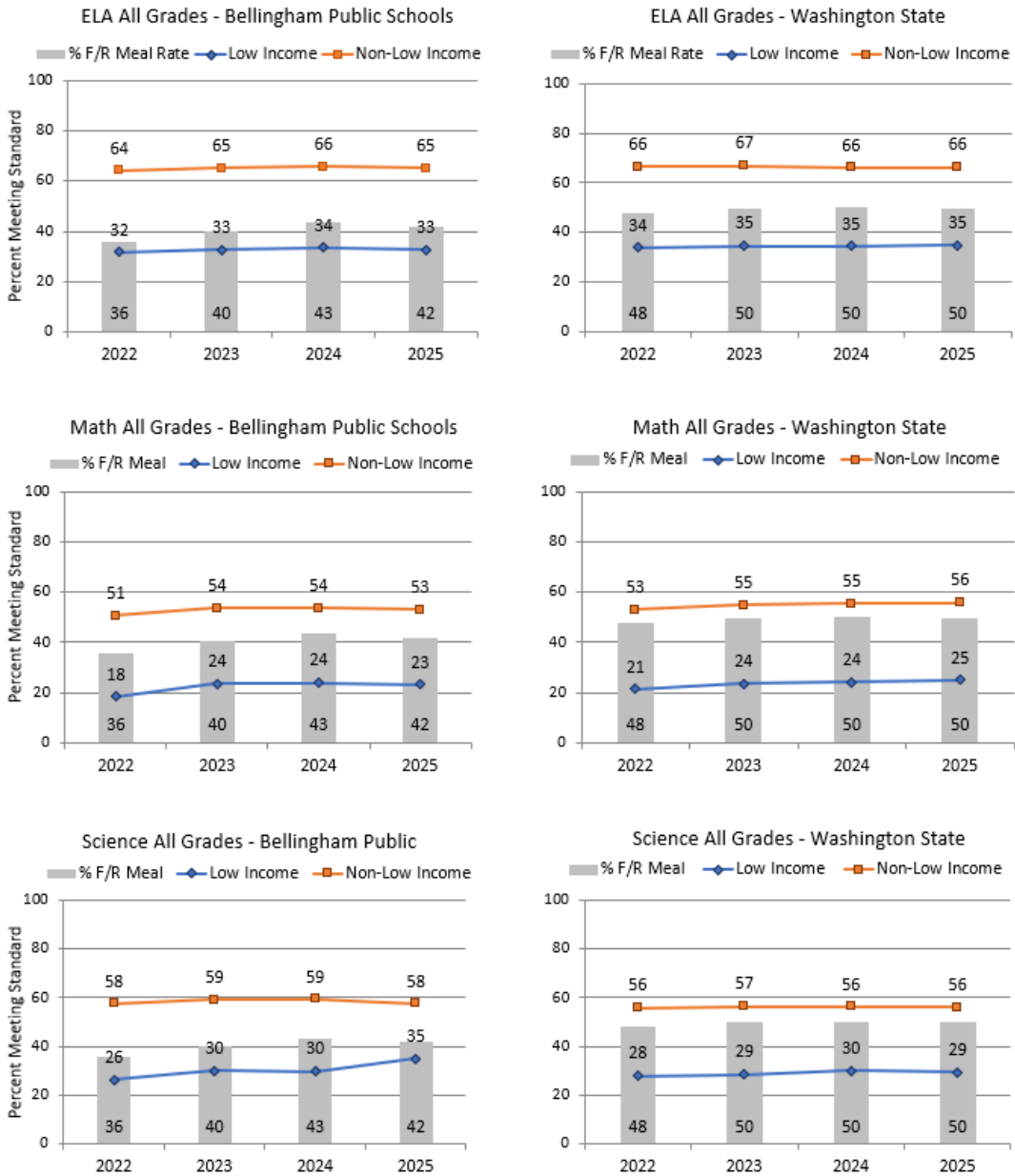
We now turn to an examination of proficiency gaps comparing various student subgroup trends within our district and with the state. We delve into differences in student performance on the standardized test in comparisons by race, socio-economic status and disability status. Subgroups included in this part of the analysis include a comparison between students who are low income and those who are nonlow-income, Hispanic/Latinx students and White students, and students with disabilities and those without disabilities.

#### A. Gap Analysis: Low income vs. Non-low income

First, we compare trends between students from low-income households as compared to their cohorts from non low-income households. Income determinations are made based on free and reduced lunch eligibility. The charts included below show gap trends in ELA, math and science proficiency between students from non low-income and low-income households across all grades. Included for comparison with each picture is the overall change in the gaps at the state level within those grade bands and content areas.

In ELA (top graph, Figure 13), the proficiency levels for low income and non low-income student groups in Bellingham remained flat compared with 2024; the gap remained constant

**Figure 13. Proficiency Gap Trends—Low vs. Non-low Income, All Grades**



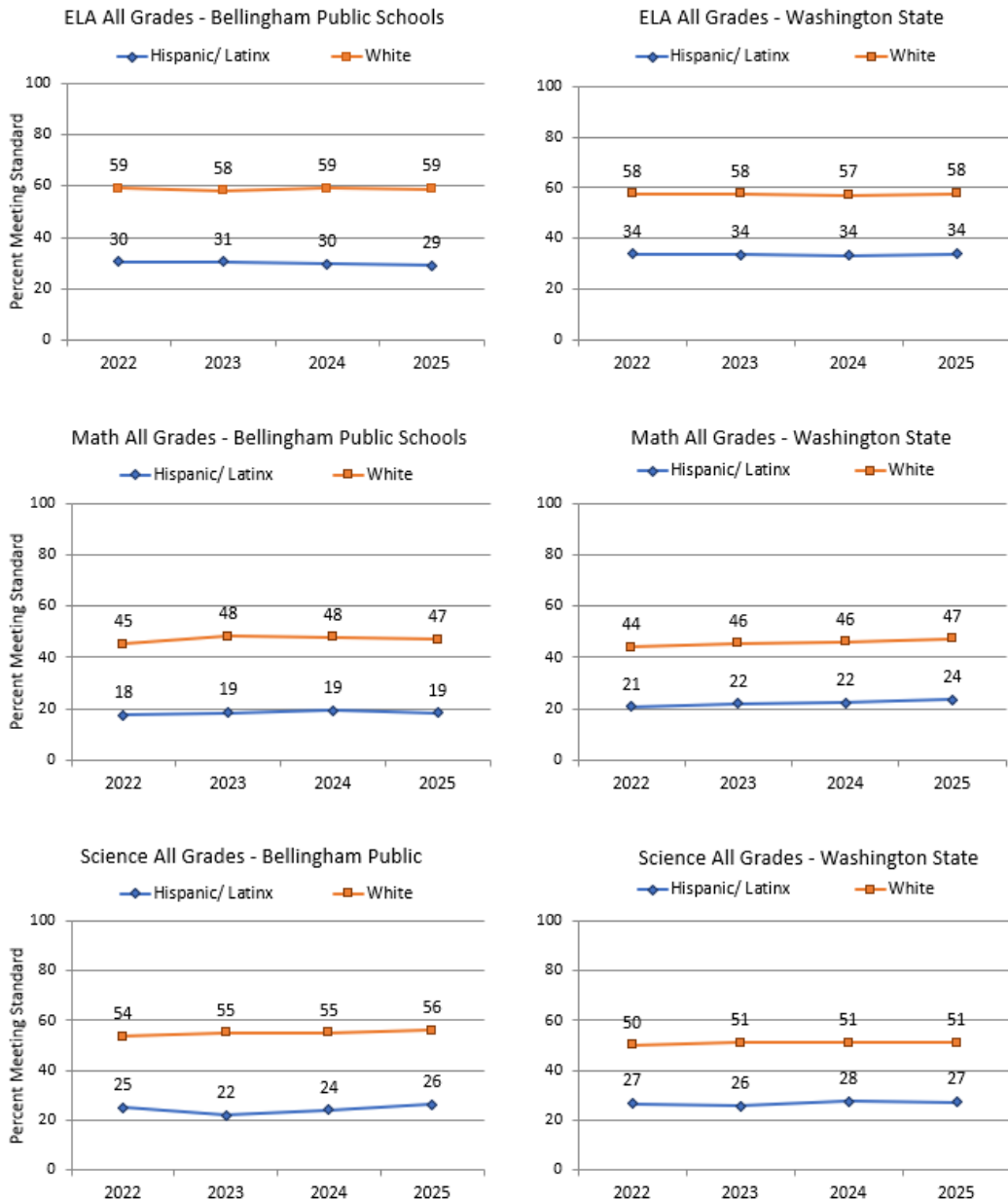
in year-over-year comparisons. Review of the overall state data shows a similar pattern. The percentile gap in Bellingham students' math score gap between student groups identified as low-income and non low-income (middle graph, Figure 13) was the same from 2024 to 2025, at 30%. In science, (lower graph, Figure 13) the gap decreased with the average proficiency rate for students identified as low income improving from 30 percent in 2024 to 35% in 2025, while the overall proficiency rate in science for students identified as non low-income decreased by one percentage point. The gap between low income and non low-income student groups across the State held steady at a 31 percent difference.

In summary, the proficiency gaps between Bellingham students who are low income and those who are non low-income held relatively steady in ELA and math on average and decreased in science from 2024 to 2025. Average state proficiency gaps between income groups remained relatively constant during this same period.

**B. Gap Analysis: Hispanic/Latinx vs. White**

Next, we compare trends between groups of students who identify as Hispanic or Latinx and their cohorts who identify as White. The charts included below show gap trends in ELA and

**Figure 14. Proficiency Gap Trends – Hispanic/Latinx vs. White, All Grades**



math proficiency between Hispanic/Latinx students and White students across all grades (Figure 14). Included for comparison with each picture is the overall change in the gaps at the state level within each content area.

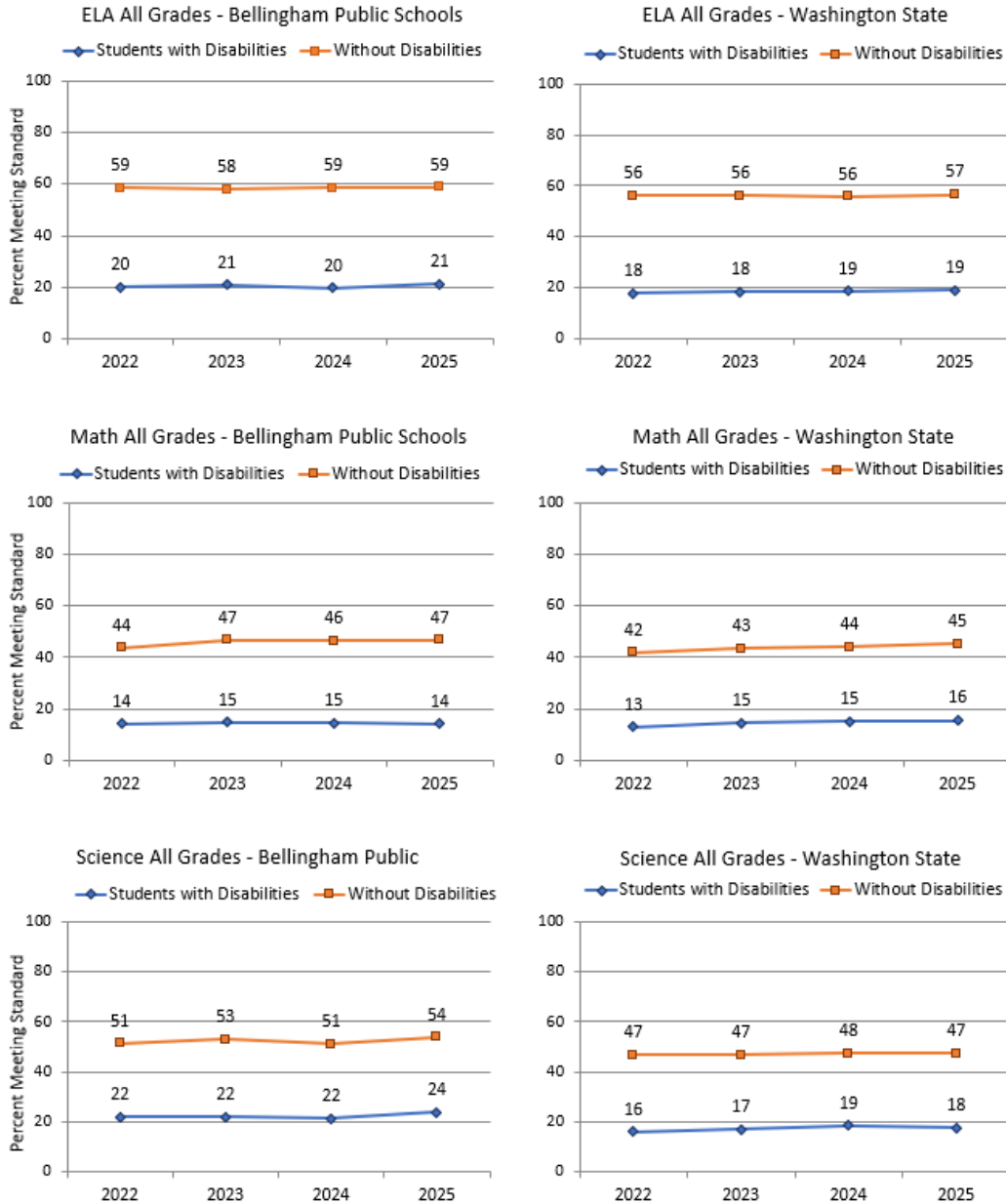
In ELA (top graph, Figure 14), the gap in proficiency levels between Hispanic/Latinx and White student groups in Bellingham increased by 1% compared with 2024. Review of the overall state data shows a similar pattern. The percentile gap in Bellingham math scores between students who are Hispanic/Latinx and White (middle graph, Figure 14) decreased by 1 percent from 2024 to 2025 to 30 percent. In science (lower graph, Figure 14), the gap also decreased by 1 percent with the average proficiency rate for Bellingham students identified as Hispanic/Latinx improved from 24 percent in 2024 to 26 percent in 2025. The gap between Hispanic/Latinx and White student groups across the state decreased slightly in math and increased slightly in ELA and science.

In summary, proficiency gaps between Bellingham Hispanic/Latinx and White students' performance fluctuated very little from 2024 to 2025. The ELA gap increased very slightly, while the gaps in math and science decreased very slightly. These results were similar to those observed across the state with gaps remaining relatively constant, only fluctuating by a percent in either direction.

### **C. Gap Analysis: Students With Disabilities vs. Students Without Disabilities**

In this next section, we compare trends between groups of students with identified disabilities and students without identified disabilities. The charts included below show gap trends in ELA and math proficiency between these groups across all grades (Figure 15). Included for comparison with each picture is the overall change in the gaps at the state level within each content area.

**Figure 15. Proficiency Gap – Students With Disabilities vs. Without Disabilities, All Grades**



In ELA (top graphs, Figure 15), the 2025 proficiency level for students with identified disabilities increased by one percent to 21 percent and held steady for students without disabilities at 59 percent, slightly narrowing the gap between subgroups compared to 2024. Across the state, this gap increased by one percent in ELA.

In math (middle graphs, Figure 15) the proficiency gap for students with and without disabilities increased by two percent from 2024 to 2025 among Bellingham students assessed, while the statewide gap between groups remained constant in year-over-year comparisons.

In science (bottom graphs, Figure 15) the 2025 proficiency level for students with identified disabilities increased by two percent from 22 to 24 percent proficient, while the science proficiency rate of students without disabilities increased by three percent in the same time period, effectively widening the gap between subgroups by a percentage point. The state gap between these subgroups remained the same with both groups dropping by one percentage point in their proficiency rates.

In summary, gaps in proficiency levels largely continue to persist between students with identified disabilities and non-disabled peers. Depending on the content area, results are mixed. In science, students from both subgroups scored at a higher proficiency rate, but the gap between subgroups still increased slightly. In ELA the gap between subgroups narrowed just slightly compared to 2024, while in math the gap increased slightly. Across the state, the 2025 gap between subgroups remained relatively similar to the 2024 data with ELA increasing by a percentage point, while math and science gaps both remained constant.

#### **D. Gap Analysis: Multilingual vs. Nonmultilingual Students**

In this next section, we compare trends between groups of students identified as multilingual learners with cohorts not identified multilingual. Important to note that students included in the multilingual group are those who by definition are learning to read, write and speak English at school. Given that English is the language of the SBA we would expect there to be gaps between this subgroup and those who are nonmultilingual English speakers, readers and writers. The charts included in Figure 16 show gap trends in ELA, math and science proficiency between students identified as multilingual and nonmultilingual students averaged across all grade levels. Included for comparison with each picture is the overall change in the gaps at the state level within those content areas.

In ELA for all grades (top graphs, Figure 16), the 2025 proficiency gap for Bellingham students identified multilingual compared to nonmultilingual students increased by 1 percent compared to 2024. Across the state, this gap increased by 2 percent.

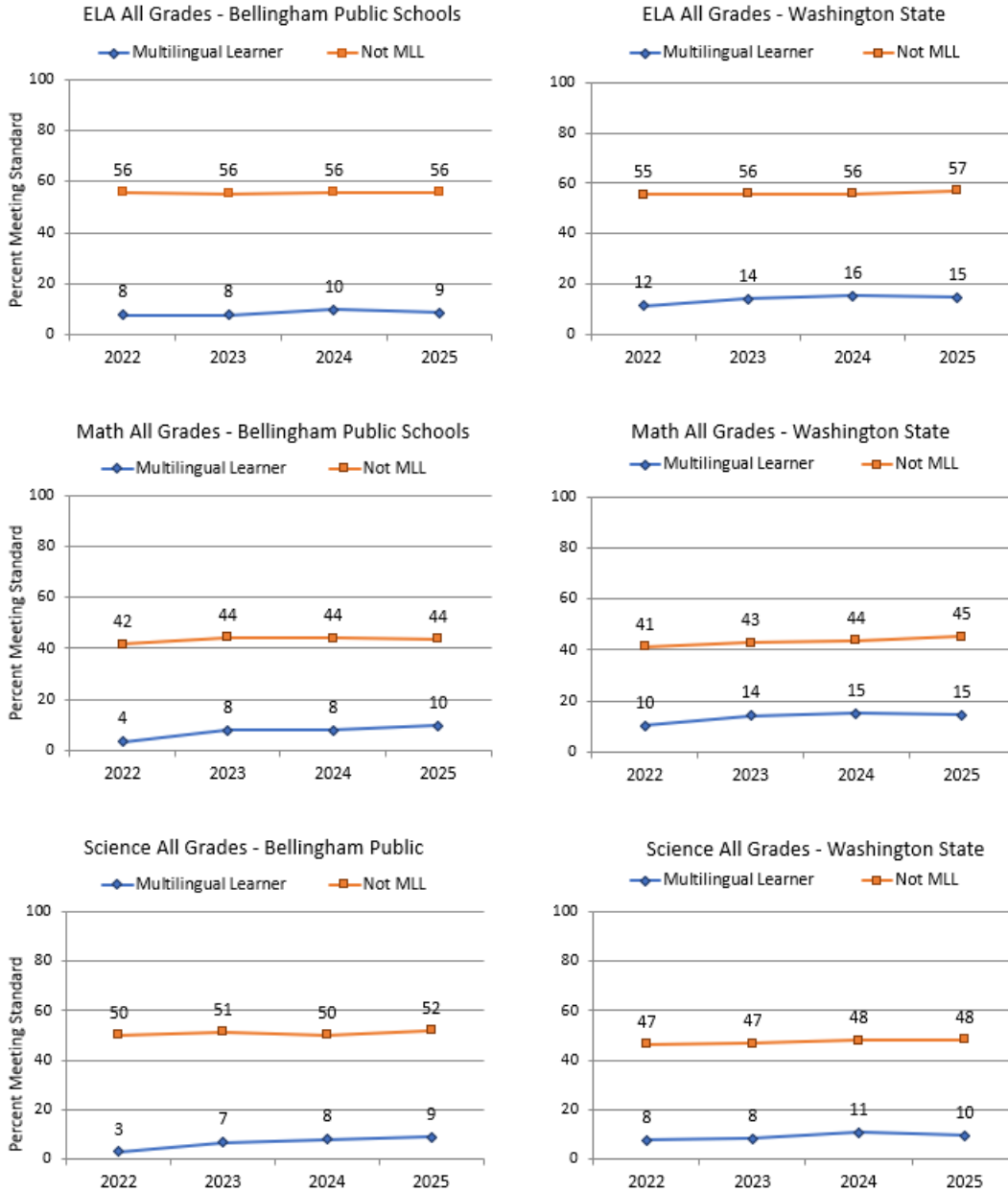
The percentile gap between Bellingham's students identified as multilingual and those who are nonmultilingual across all grades in math (middle graphs, Figure 16) by contrast narrowed two percent in year-over-year comparison. The average gap between these subgroups increased slightly across Washington State.

In science (bottom graphs, Figure 16) the 2025 proficiency level for students identified as multilingual increased by one percent from 8 to 9 percent proficient, while the science proficiency rate of nonmultilingual students increased by two percent in the same time period, effectively widening the gap between subgroups by a percentage point. The state gap in proficiency rates between these subgroups increased by one percent.

In summary, we observed the proficiency gaps between students identified multilingual compared to nonmultilingual students remained relatively constant when comparing 2024

data to 2025 data, depending on subject area. These gaps also remain significant. In ELA the overall gap between Bellingham’s subgroups increased by one percent compared to

**Figure 16. Proficiency Gap– Multilingual vs. Non-multilingual students, All Grades**



2024, while the statewide gap increased even more. In math, by contrast, the gap for Bellingham’s subgroups got smaller by 2 percent in year-over-year comparison, while the overall average gap in the state increased slightly. While the science scores of Bellingham’s students identified as multilingual improved slightly, scores of nonmultilingual students improved slightly, effectively widening the gap between subgroups. The gap in science scores across the state between subgroups widened slightly overall.

## Concluding Statement

As the foregoing information suggests, proficiency rates in SBA scores for Bellingham students mostly held at or near 2024 levels in this year's data. Bellingham students' proficiency rates are generally above the state average, particularly in middle school ELA/math and science. Consistent high growth was observed in Bellingham students' test results, especially in math and ELA. While there is still a long way to go, some notable progress was observed for Bellingham's historically underserved groups in growth metrics. By contrast, Bellingham remains below high-performing comparison districts in nearly all tested areas. Achievement gaps between subgroups included in the analysis show limited or inconsistent progress and remain significant. In addition, some declines or stagnation in key grade-level proficiency rates were observed. Below is a summary of some of the trends we saw, starting with some challenges, and concluding with some areas of comparative strength.

### Noted challenges:

- Overall elementary proficiency for Bellingham students in ELA and math on the 2025 assessment lags the state.
  - ELA grades 3–5 dropped from 47% to 45% and are now five points below the state average.
  - Math grades 3–5 declined slightly and remain below the state average.
- Bellingham falls below high-bar comparable districts (Bellevue, Olympia, Shoreline):
  - Bellingham consistently trails these higher-performing peers in ELA, math and science across most grade levels.
- Mixed trends across subjects and grade bands:
  - Several grade bands saw slight declines or remained flat, signaling stagnation rather than improvement.
- Achievement gaps persist:
  - Gaps by income, race/ethnicity, disability status and multilingual status changed only marginally and remain significant.
  - Students with disabilities and multilingual learners, in particular, continue to show substantially lower proficiency levels.
- Math growth decreased slightly overall compared to the prior year, even though it remains high relative to other districts.
- Subgroup variability in growth:
  - Some groups (e.g., Hispanic/Latinx students and multilingual learners) saw slight decreases in math growth.
  - Overall growth improvements are not yet translating into closing proficiency gaps.

## **Noted Strengths/Positive Trends:**

- Overall stability or slight increases in several areas:
  - Middle school ELA proficiency increased from 51% to 54%.
  - Grade 10 math proficiency increased from 31% to 37%.
  - Grade 8 science proficiency increased from 50% to 55%.
  - Overall science proficiency (grades 5 & 8 combined) rose from 53% to 55%.
- Consistent performance above the state average in most subjects and grade levels, particularly:
  - Middle school ELA and math
  - High school math and ELA
  - Science proficiency across the board
- Positioning relative to comparable districts:
  - Proficiency results place Bellingham near the middle of the 38-district comparison group and above the midpoint in science.
- Meaningful proportion of students at Level 2 (“approaching standard”):
  - In both ELA and math, including Level 2 students raises total performance by approximately 20 percentage points, showing many students are close to proficiency benchmarks.
- High student growth relative to comparable districts:
  - ELA growth in grades 4–8 is above the state median and places Bellingham near the top of the 38 comparable districts.
  - Math growth in grades 4–8 is again among the highest in the comparison group, continuing a multi-year trend.
- Positive subgroup growth trends in ELA:
  - Multilingual learners saw an 8-point increase in typical/high growth.-point increase in typical/high growth.
  - Hispanic/Latinx students, students with disabilities, and low-income students saw reductions in low-growth percentages.
  - These trends indicate that targeted supports may be accelerating growth even when proficiency remains lower.

We offer this Ends 2.1 Part 1 monitoring report, in combination with the remaining parts of the report that will follow, as evidence of a reasonable interpretation of Ends 2.1 that aligns with our vision, mission and outcomes, 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 board’s ability to regularly review our ends to ensure they remain relevant and inspire meaningful work throughout the organization and community.