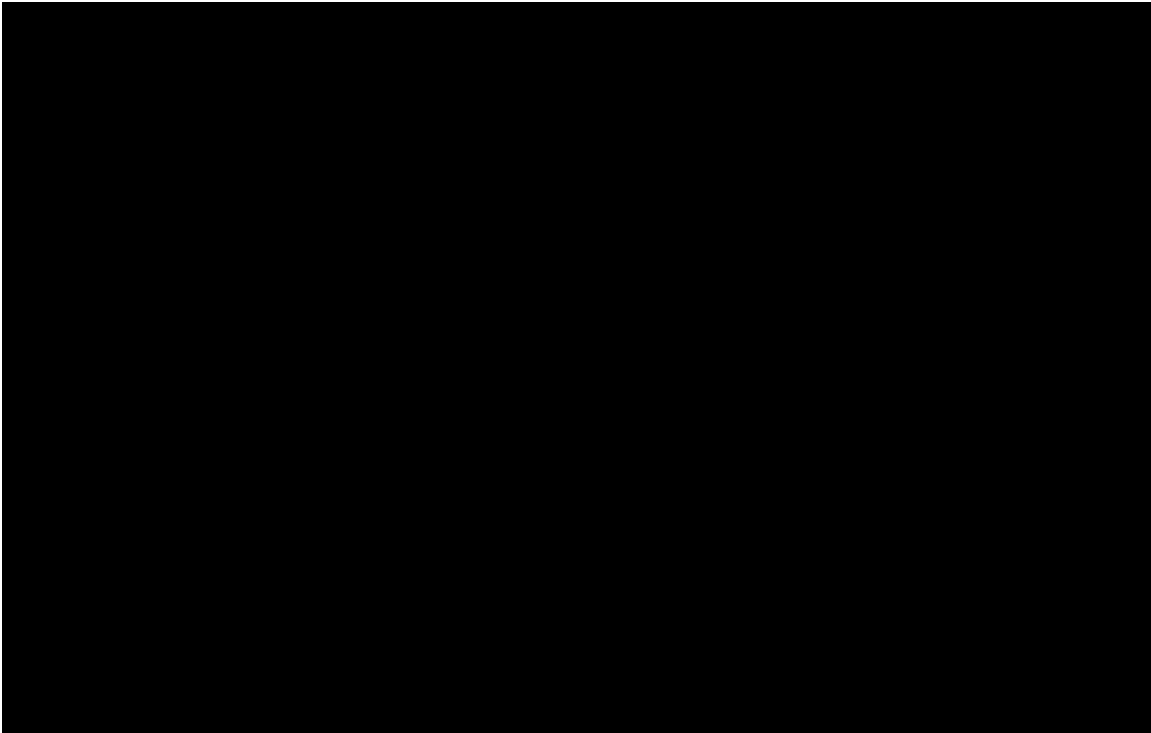
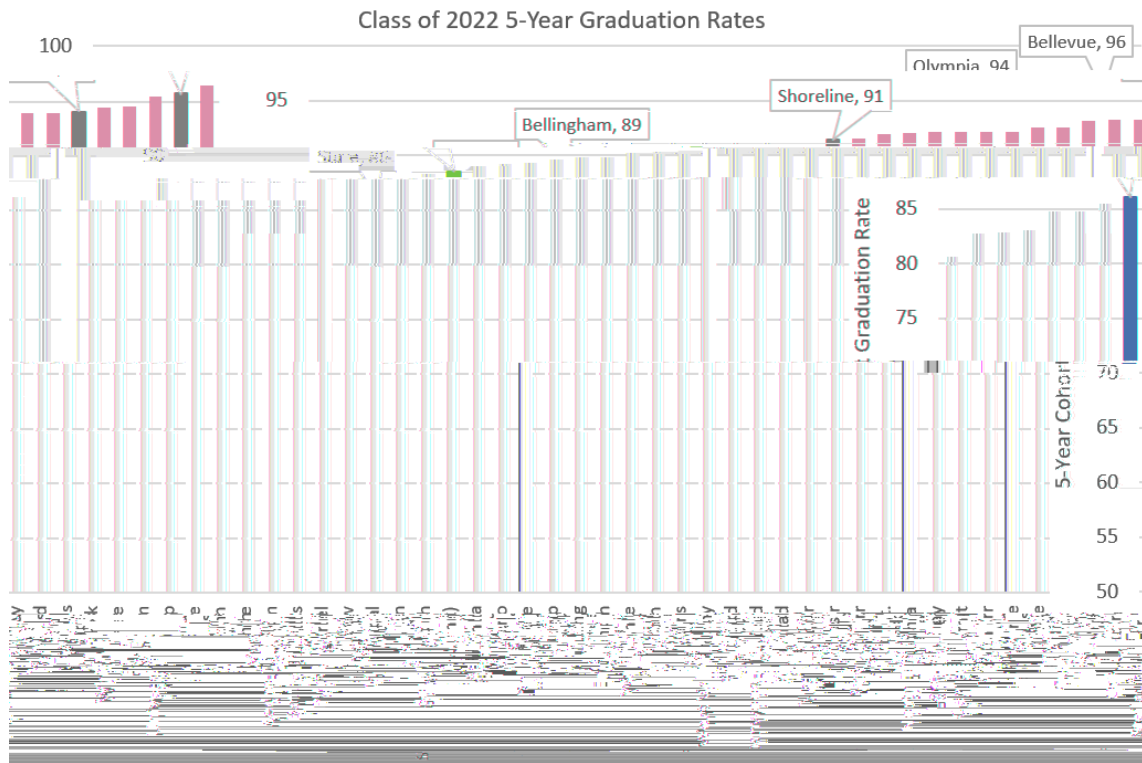






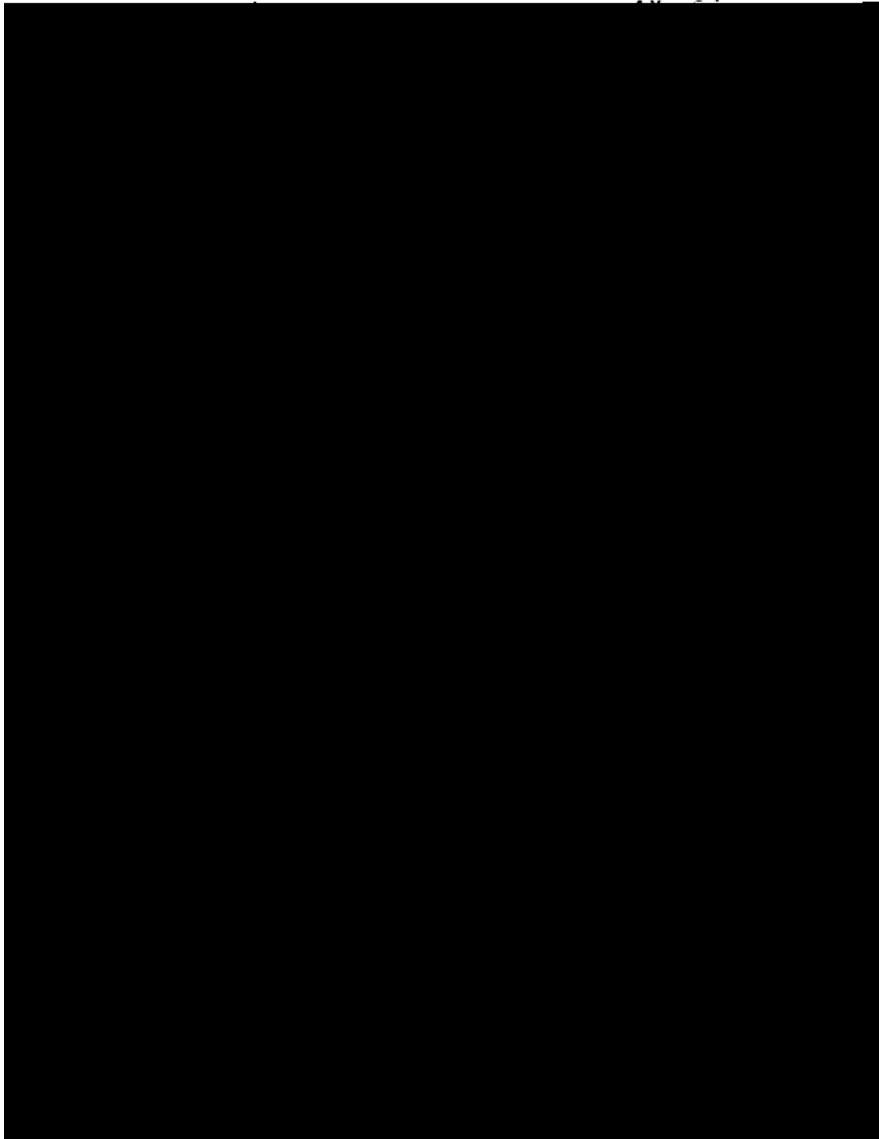
**Figure 1. 5-Year Adjusted Graduation Rates for 2012 and 2022**



We continue to track graduation rates for each cohort of students out into the seventh year of high school to assess the progress toward ensuring graduation for all students, regardless of timeline. Figure 2 displays the four-year and extended graduation rates for Bellingham, three high-bar peer districts and Washington state. The data highlights the continued progress to graduate more students

into the seventh year. Bellingham graduates a higher percentage of students in the seventh year than any of our high bar comparison districts, with the most recent seven-year cohort (class of 2020) attaining a 93 percent

**Figure 3. Graduation and Dropout Rate Trends for BPS and Washington State**



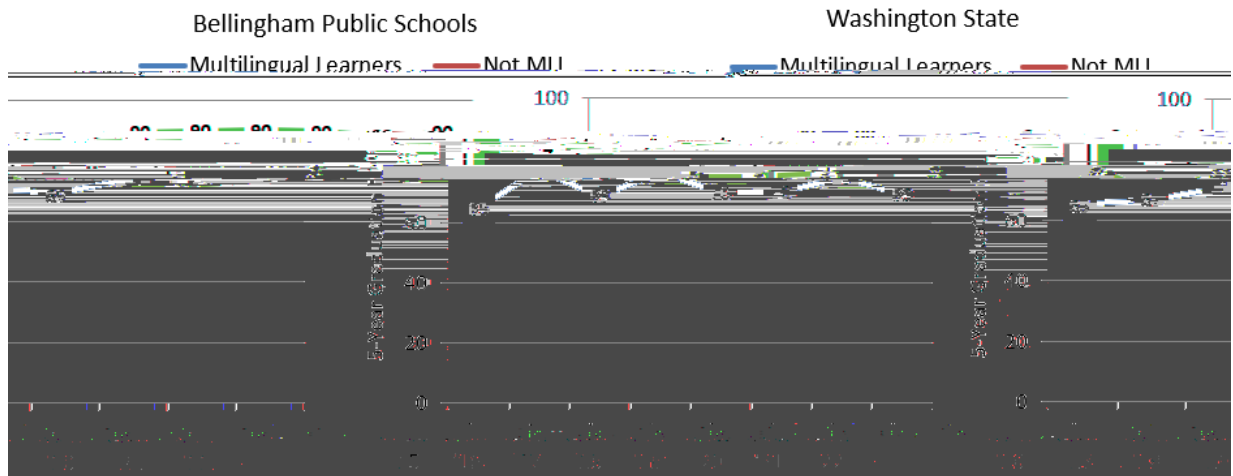
We also continue to examine the extended graduation trends for four major subgroups of Bellingham students. Figure 4 displays extended graduation rate trends over the past 11 years for Bellingham's multilingual learners (MLL), students identifying as Hispanic/Latinx, students with individualized education plans (IEPs) and students from low-income households. Four-year and six-year rates for multilingual students hit new highs this year. The rate for students with IEPs held constant at 90 percent with the most recent seventh-year cohort; the seventh-year rate for students identified as low income also held steady at 88 percent with the most recent cohort (class of 2020). Five-year rates (class of 2022) were up slightly for students who are Hispanic/Latinx (84 percent), student with IEPs (63 percent) and students from low-income households (84 percent).

**Figure 4. Extended Graduation Rates Trends for Bellingham Student Subgroups**



In addition to the internal comparisons over time, we also examined gaps between contrasting subgroups of students compared with the overall statewide picture. After narrowing significantly in multilingual and non-multilingual students increased in year-over-year comparisons, while the gap across the state closed slightly. Because of the smaller in

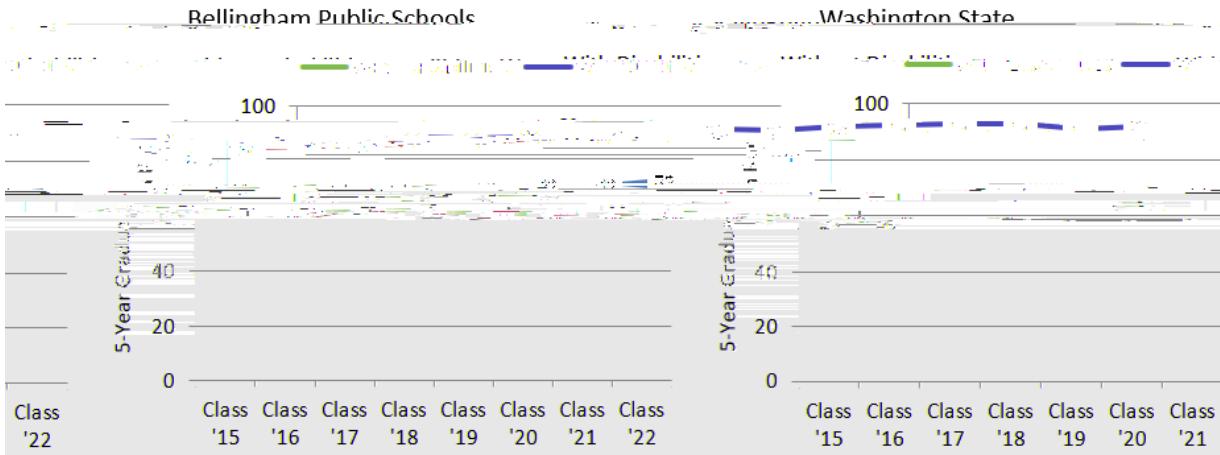
**Figure 5. Gap Trends in 5-Year Graduation Rates Multilingual vs. Non-Multilingual Students**



rate has tended to fluctuate more widely at the local level than the overall state rate. So, while an increase in the gap between multilingual learners and non-multilingual graduation rates has our attention, we recognize that this gap has varied in year-over-year comparisons over the time

Figure 8 shows the graduation gap between students with disabilities and those without held steady for our students, while statewide, this gap narrowed slightly. While our five-year graduation rate for this subgroup is lower by comparison with the state, recall that our seven-year rate shows that 90 percent of this subgroup of students eventually graduated in our district in each of those last two seven-year cohorts.

**Figure 8. Gap Trends in 5-Year Graduation Rates With and Without Disabilities**



Over the years we have observed the correlation between income levels and graduation rates, and Figure 9 once again displays five-year graduation rates for all Bellingham students (upper left) and subgroups identifying as Asian, Hispanic/Latinx, two or more races, White, students with disabilities, students without disabilities and multilingual students each broken down by low-income and non-low-income household identification. Data reveal that income gaps in graduation rates exist for all subgroups; if a student is from a low-income household, that factor alone has a tangible negative impact on graduation chances. As noted in Figure 9, overall, 93 percent of students identified as non-low income and 84 percent of students identified as low income graduated in 2022 in our district.

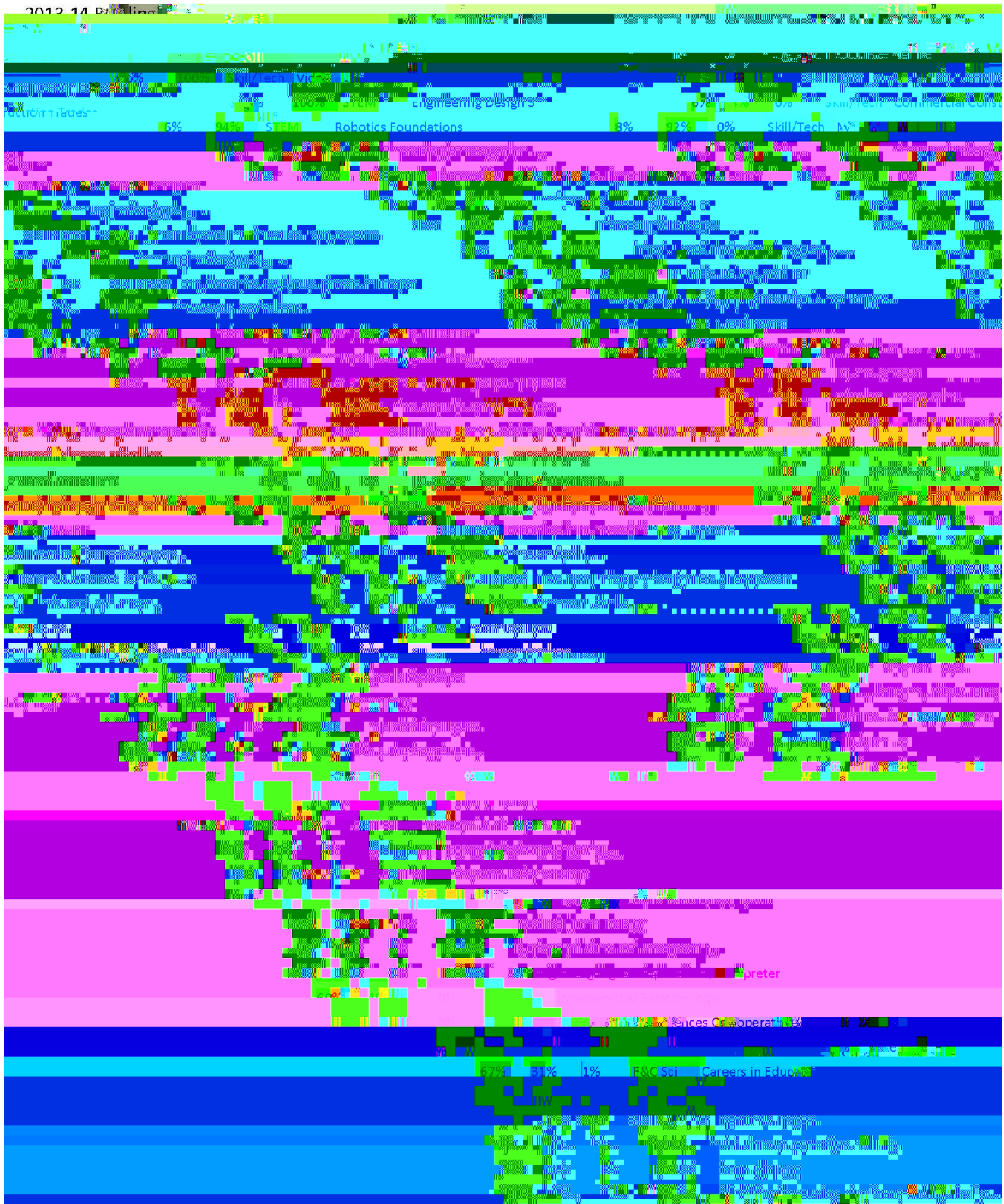




## **Figure 10. Percent Completing Dual Credit by Course Type**

Given the sizeable increase in CTE course completion over the past several years, we have continued to examine the gender breakdown in CTE courses as one means of determining who is accessing these courses. Figure 11 shows the percentage of Bellingham students enrolled in CTE courses by gender for school years 2013

**Figure 11. BPS CTE Course Enrollments 2013-14 and 2022-23**



As the board is likely aware in 2019 the Washington state legislature passed House Bill 1599 into law, which essentially decoupled statewide assessments from graduation requirements. In order to

graduate from high school in Washington state, students must complete: 1) a High School and Beyond Plan (HSBP);

on the decline in the high school Smarter Balance Assessment (SBA) proficiency data we presented in the first Ends report (2.1, part 1). Particularly in the case of students identified as low income, there appear to be fewer students accessing an ELA or Math pathway (which can be satisfied by a proficient score on the SBA), more choosing to demonstrate their readiness for graduation by completing a CTE pathway and more in the category of having made no pathway choice.

Another marker we track each year that helps to predict college-going rates is the percentage of students who complete the Free Application for Federal Student Aid (FAFSA) application for student aid. Completion of the FAFSA is predictive of college attendance, and for some students this is a critical hurdle that jumpstarts their thinking about post-secondary options. Nationally, FAFSA completion dropped significantly over the pandemic and has not recovered to prior levels. Figure 13 shows the percentage of expected high school graduates from Bellingham, select districts and Washington state who completed a FAFSA application each year. Year-over-year comparisons held relatively steady for Bellingham, Lynden, Shoreline and Olympia, while participation bumped up by 5 percent in Bellevue.

**Figure 13. FAFSA Completion Rate for Districts and Washington State**



### **Section 3: College Attendance and Perseverance**

The final section of our report tracks the experiences of students once they leave our system and head into post-secondary institutions. Figure 14<sup>1</sup> displays a graphic representation of the 10-year trend in the percent of Bellingham students enrolled in two- and four-year post-secondary institutions during their first year after graduation. Enrollment in four-year institutions has held relatively steady over this period and trended a bit higher over the past two years (39 percent attending four-year schools in 2020 and 45 percent in 2022).

**Figure 14.**

**-Secondary Enrollment by Institution Type**

**Figure 15.**

**College at Any Time During the First Two Years After  
High School by Institution Type**

We also track the extent to which our graduates who enroll in either two-

schooling decreased overall and at both two-year and four-year schools. 84 percent of our graduates from 2021 who enrolled in either two-year or four-year colleges persisted into a second year. Consistent with the observed drop in two-year college enrollment, the biggest decrease in persistence came in the population of our graduates who enrolled in two-year colleges.

Given the continuing decrease in enrollment of our graduates into community college over the past couple of years, we were curious to see where students were heading for college and how that looks now compared to a few years ago. Figure 17 displays the top 10 most attended two- or four-year schools by



**Figure 18. Trends in Engagement in the First Year After High School for BPS and Washington State Students with IEPs**

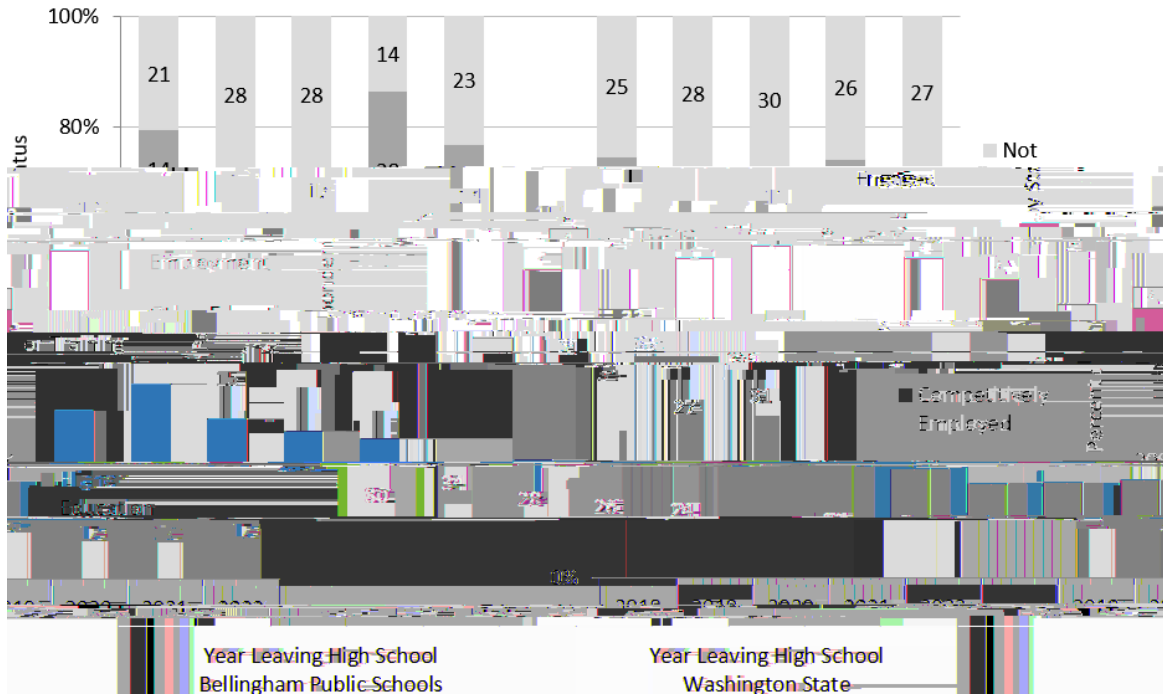
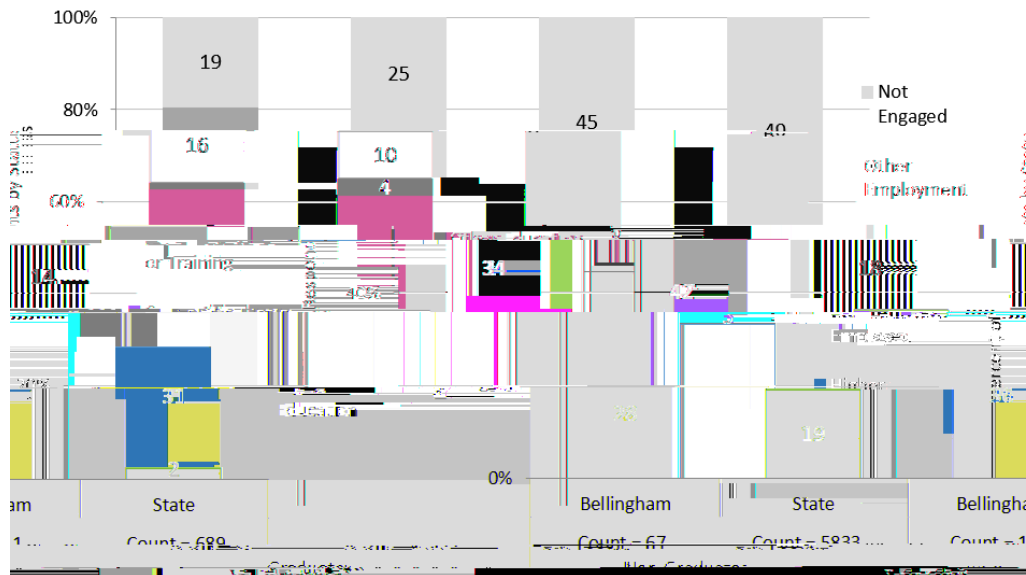


Figure 19 displays the district and state data for graduates and non-graduates with IEPs; notably non-graduates included in the Bellingham sample numbered only 11 in the 2022 cohort. A higher percentage of our graduates with IEPs entered higher education settings than the state average, and a smaller percentage of our Bellingham graduates entered the workforce than the state average.

**Figure 19 Graduates and Non-Graduates with IEPs Engagement in First Year After Leaving School in 2022 in BPS and Washington State**



## **Summary Discussion**

Ensuring that students graduate from our schools continues to be a foundational goal, and over the decade from 2012-2022, graduation rates for Bellingham students increased from 79 percent to 89 percent. Below are some summary challenges from our Ends 2.1, part 2 analysis, along with some of the positive highlights:

y Discussion

This second installment of the Ends 2.1 monitoring report, in combination with the earlier Part 1 report, is offered 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. I appreciate and value the direction provided by the school board to focus on the development of exceptional students with strong character, a passion for learning and graduates who are ready for the widest range of educational and vocational options to support a diversity of life choices.