Ashland SD 5 - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy
1	**Outcome Early Lit**	**Increase proficiency in 3rd grade reading for all students and students in focal groups to 68% by 2028.**
2	Strategy Early Lit 1	Provide research based literacy instruction to all students K-3
3	Strategy Early Lit 2	Fully implement newly adopted K-3 ELA curriculum
4	Strategy Early Lit 3	Implement a K–12 multi-tiered system of support in academics and attendance using a reliable assessment data system to measure student progress.
5	**Outcome A**	**Increase graduation rates for all students and students in focal groups to 95% by 2028.**
6	A1	Provide equitable access to academic instruction for all students and particularly those in focal groups in grades K-12
7	A2	Provide equitable access to social, behavioral, and mental health supports for students in grades K-12
8	A3	Provide high-quality, research-based professional development for staff to better understand and support all students, with particular attention to students who have currently and historically been underserved.
9	A4	Create systems to measure the degree to which staff implement the professional development received and its impact on student achievement
10	A5	Implement a K–12 multi-tiered system of support in academics, behavior, mental health, and attendance using a reliable assessment data system to measure student progress.
11	**Outcome B**	**Increase the number of students prepared for postsecondary success**
12	B1	Provide training and support to staff on removing barriers to enrollment in courses and pathways, with particular attention to students who have currently and historically been underserved.
13	B2	Increase student, family, and community awareness of educational opportunities and programs offered within ASD.
14	B3	Remove financial barriers to programs for students especially focal group students
15	B4	Strengthen collaboration with regional partners who represent or serve underserved populations through partnerships, trainings, and college and career exploration
16	**Outcome C**	**Increase the rate that students, staff, and families report experiencing a safe, welcoming, supportive, and inclusive environment**
17	C1	Develop a system to analyze yearly climate surveys, bias incidents reports, attendance, and discipline data, with particular attention to focal groups, to establish goals and draft plans
18	C2	Provide interpretation and translation services for families and staff who communicate in a language in other than English
19	C3	Reduce barriers for stakeholders to increase access and participation to the Superintendent's Advisory Council.

2025-27 Application Response
New for 2025-27
New for 2025-27
New for 2025-27
New for 2025-27

Ashland SD 5 - Budget Integrated Prog 25-27

Prepopulation Response	Activity ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	Early Literacy Success Activity Budget 26-27
			Total Allocation										$157,438.20	$7,594.83	$756,061.83	$2,507,495.33	$3,428,590.19		$163,864.25
			Unbudgeted (Autocalculate)										$0.00	$0.00	$0.00	$0.00	$0.00		$0.00
			Total Budgeted Amounts (Autosum)										$157,438.20	$7,594.83	$756,061.83	$2,507,495.33	$3,428,590.19		$163,864.25
	1		Indirect/Administration								690		7872		30242.47	125374.77	$163,489.24		$8,193.21
	2	A2	Retain .5 behavioral health specialists		1	Supports: Behavioral Specialist				H&S	111	0.5				45000	$45,000.00	0.5	
	5	A2, A5	Retain Elementary Child Development Specialists		4	Supports: School Counselor/School Social				H&S	111	2				261201.9	$261,201.90	2	
	6	A2, A5, B1, D1	Retain secondary counselors		4	Supports: School Counselor/School Social			DP STA	H&S	111	2			48508.41	$202,219.36	$250,727.77	2	
	7	A2	Retain Youth Advocates		7	Supports: Social Emotional Learning (SEL)				H&S	112	3.5				172391.48	$172,391.48	3.5	
	8	A1, A5	Maintain the increased FTE to Support English Language Learners		2.2	Language: English Language				WRE	111	1.1				112495.92	$112,495.92	1.1	
	9	A3, A4, A5, B1,	Retain 1 instructional and data coach		2	Supports: Other				RCS	111	1				121000	$121,000.00	1	
	10	A1, A5	Retain intervention teachers		4.306	Supports: Intervention Specialist				RCS	111	2.153				225076.53	$225,076.53	2.153	
	12	A1	Retain Instructional Supports		15.6	Supports: Intervention Specialist				RCS	111	7.8				770175.55	$770,175.55	7.8	
	17	B1, B2,B3	Retain expanded opportunities for student participation		3.33		Arts (Applied): CTE (Approved Program of		CTE STA *Start Up/Approved		111	3.33			430000		$430,000.00		
	19	B3	Provide financial assitance for any associated costs for students						CLO OCG *Must lead to college		640				15000		$15,000.00		
	20	B4	Continue partnership with Project Youth+						DP OCG		31X				12000		$12,000.00		
	21	D1	Retain middle school counseling support		2	Supports: School Counselor/School Social			DP MS8	H&S	111	1			27500	110000	$137,500.00	1	
	22	A1	Continue purchasing credit recovery curriculum opportunites for high						DP CUR		640				16000		$16,000.00		
	23	A1	Retaining Ashland Connect and GOA Instructional Staff		2.4	Supports: Other			DP CUR		111	1.2			152000		$152,000.00	1.2	
	24	A1	Retain Grant Implementation Specialist		0.4	Supports: Other			DP STA	WRE	113	0.2				37035	$37,035.00	0.2	
	25	A1, A5	Staff time to develop or purchase curriculum for online program				CTPD		DP ESF						23100	46900	$70,000.00		
	26	A1	Purchase Intervention and Instructional Materials				CRCM			IIT							10000	$10,000.00		
	27	EL1, EL3	Purchase Supplemental Instructional Materials for K-5 ELA				CRCM							50000				$50,000.00		10000
	28	EL1, EL2, EL3	Provide Professional Development				CTPD			WRE				14566.2			15443.77	$30,009.97		54767.65
	29	EL3, EL1	Pay for Summer Learning for K-3				ELPSS							20000				$20,000.00		25903.39
	30	EL1, EL3	Hiring Staff to Provide High Dosage Tutoring for K-3		4	Qualified Tutor (Early Literacy)	SGHDT					2	65000				$65,000.00	2	65000
	31	B3, B4	Purchase Consumables						CTE ESF *Start Up/Approved	WRE							10000	$10,000.00		
	32	A1, A5	Hire Attendance Advocate		2	Other: Other staff position not listed			DP STA	IIT		1				60000	$60,000.00	1	
	33	A1, A5	Hire Secondary Instructional Coach		2	Other: Other staff position not listed				WRE		1				131892	$131,892.00	1	
	34	C1	Pay Staff to meet in MTSS Teams					TRN		WRE					7594.83			$7,594.83		
	35	A1,A5	Provide Instructional Staff for Small Group Instruction for Middle School		2					IIT		1				45000	$45,000.00	1	
	36	C3	Provide Childcare, staff time, food and materials for Superintendent's							OCG						8000	$8,000.00		

EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget	Last Updated
$7,594.83	$786,921.50	$2,609,842.08	$3,568,222.66	$6,996,812.85	03/19/25 4:55 PM
$0.00	$0.00	$0.00	$0.00	$0.00	04/09/25 8:27 AM
$7,594.83	$786,921.50	$2,609,842.08	$3,568,222.66	$6,996,812.85	04/09/25 8:27 AM
	$31,476.86	$130,492.10	$170,162.17	$333,651.41	04/08/25 9:53 AM
		47000	$47,000.00	$92,000.00	04/08/25 9:58 AM
		280000	$280,000.00	$541,201.90	04/08/25 10:40 AM
	215000	52000	$267,000.00	$517,727.77	04/08/25 10:04 AM
		184720.13	$184,720.13	$357,111.61	04/08/25 10:10 AM
		117000	$117,000.00	$229,495.92	04/08/25 10:40 AM
		126000	$126,000.00	$247,000.00	04/08/25 10:20 AM
		250000	$250,000.00	$475,076.53	04/08/25 10:13 AM
		790000	$790,000.00	$1,560,175.55	04/08/25 4:38 PM
	437344.64		$437,344.64	$867,344.64	04/09/25 9:17 AM
	15000		$15,000.00	$30,000.00	04/08/25 9:37 AM
	12000		$12,000.00	$24,000.00	04/07/25 10:26 AM
	27000	115000	$142,000.00	$279,500.00	04/08/25 10:20 AM
	16000		$16,000.00	$32,000.00	04/07/25 10:53 AM
		160000	$160,000.00	$312,000.00	04/08/25 10:40 AM
		40000	$40,000.00	$77,035.00	04/08/25 9:37 AM
	23100	46900	$70,000.00	$140,000.00	04/09/25 10:44 AM
		9838.72	$9,838.72	$19,838.72	04/09/25 8:19 AM
			$10,000.00	$60,000.00	04/08/25 8:41 AM
		12863.13	$67,630.78	$97,640.75	04/09/25 8:27 AM
			$25,903.39	$45,903.39	04/08/25 10:28 AM
			$65,000.00	$130,000.00	04/09/25 11:14 AM
	10000		$10,000.00	$20,000.00	04/09/25 11:14 AM
			$0.00	$60,000.00	04/09/25 11:14 AM
		135028	$135,028.00	$266,920.00	04/09/25 11:14 AM
7594.83		60000	$67,594.83	$75,189.66	04/09/25 11:14 AM
		45000	$45,000.00	$90,000.00	04/09/25 11:14 AM
		8000	$8,000.00	$16,000.00	04/09/25 11:14 AM

Ashland SD 5 - Tiered Planning 25-27

	Outcome and Strategy	Activity	Partnership	FTE	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FSI (CSI/TSI) Activity Budget	Perkins Activity Budget	Early Literacy Success Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget (autosum)	Last Updated (Autogenerated)
1		Total Budgeted Amounts (Autosum)										$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	07/27/24 4:15 PM
2		Provide Training for staff for meeting the needs of diverse								WRE		$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	04/08/25 12:14 PM
3		Hire Instructional Support for Additional and Intensified								IIT		$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00	$60,000.00	04/08/25 12:29 PM
4		Provide Staffing and Materials for Student Affinity Groups								WRE		$0.00	$0.00	$0.00	$0.00	$0.00	$15,000.00	$15,000.00	04/08/25 12:55 PM
5		Paid Time for District-Wide MTSS Committee								OCG		$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	04/08/25 12:29 PM
6		Training for Science of Reading for Secondary								WRE		$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00	$20,000.00	04/08/25 12:29 PM
7		Childcare, staff time, food Superintendent's Advisory Council								OCG		$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	04/08/25 12:55 PM
8		Maintain Intervention Supports								IIT		$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00	$100,000.00	04/08/25 12:29 PM
9		Support Outdoor Education Programs and Activities								WRE		$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00	$20,000.00	04/08/25 12:29 PM
10		Purchase Additional ELA Core Curriculum								WRE		$0.00	$0.00	$25,000.00	$0.00	$0.00		$25,000.00	04/08/25 12:29 PM
11		Maintain Staffing for ExtraCurricular Activities to Engage								WRE		$0.00	$0.00		$0.00	$0.00	$50,000.00	$50,000.00	04/09/25 10:53 AM
12		Staff to support online education								IIT		$0.00	$0.00		$0.00	$100,000.00		$100,000.00	04/09/25 10:53 AM
13		Purchase technology for online program								WRE		$0.00	$0.00			$0.00	$20,000.00	$20,000.00	04/09/25 10:53 AM

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Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

The Integrated Plan Leadership Team conducted a thorough needs assessment to guide the district's strategic goals and budget decisions. This process involved the district leadership team, including department heads and administrators, who reviewed and analyzed data from various sources to identify themes, trends, and priorities.

The data sources included student information such as graduation rates, 9th-grade on-track rates, participation in Career and Technical Education (CTE), Dual Credit completion, SBAC performance, local formative measures (like iReady), attendance records, and data from the YouthTruth student climate survey. Additionally, focus group listening sessions were conducted with students from affinity groups representing historically marginalized populations, feedback from the Superintendent Advisory Council, Tribal Consultation, and Family Youth-Truth surveys. Staff data was collected from the YouthTruth and Integrated Application Priority surveys, as well as feedback from staff exit interviews. An ORIS Needs Assessment Review was also conducted, involving community members, teachers, parents, administrators, and district leadership.

Several trends were identified through the review of state and local data. There is a need to improve proficiency in 3rd-grade reading and graduation rates for all students, especially those in focal groups. Enhanced support for attendance and coordinated attendance strategies across the district are necessary. The data indicated that maintaining school-based mental health services continued to be a priority for supporting student well-being. Sustaining and expanding educational opportunities, such as CTE, online learning, and dual-credit programs, is crucial. Ongoing professional development for staff, particularly in math and English Language Arts (ELA), is vital for building instructional capacity.

The needs assessment underscored the importance of prioritizing mental health services, instructional supports, attendance strategies, and educational opportunities. These priorities are reflected in the district's plan and budget decisions, ensuring a comprehensive approach to improving student outcomes. We will continue to maintain and improve our Multiple Tiered Systems of Supports for all students in our district and ensure equitable access to a wide variety of educational pathways.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.
   For all decisions made by our district and school administrators, we consider the potential disparate impact on our community by reviewing key questions in our equity lens tool. We are going to review this practice with our Leadership staff to ensure that this practice is still happening with fidelity across the district. Intentionally focusing on improving equitable outcomes is essential for all three of our district strategic goals. At individual school sites, we will ensure that equity lens questions are posted in meeting rooms and referred to during school-based decision making. By policy and in practice, we use disaggregated group data in all data-based decision making with an equity lens. Finally, the questions help ensure that the district's actions are in keeping with the intent of the ASD Equity Policy. Important questions around purpose, inequities, negative effects, positive effects, root causes, sustainability, and evaluation provide a framework for basing decisions on removing barriers and ensuring all focal groups have equitable access. For example, we will explore how a decision would reduce disparities and advance equity. How will it affect different groups? Who are our focal groups? Is or can it be adequately funded? How do we measure the effectiveness and share information with all stakeholders? Are there reasons disparities may have occurred, and how can we ensure positive outcomes?
   Having the questions posted on Site Council, Board Meeting, Leadership Team agendas will help keep these questions at the forefront of all of our decision-making processes. These questions will also be used in determining the budget items as we do our budgeting process and determining tiered items. One of our outcomes is focused on reducing barriers for stakeholders to increase access and participation to the Superintendent's Advisory Council. Throughout several of our outcomes we

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have strategies that focus on providing equitable access to academic instruction for all students and particularly those in focal groups in grades K-12. These strategies and activities will be focused on core content areas. One of the activities will be focused on small group instruction for students to accelerate their academic success in the core areas. Professional learning for staff in standards-based instruction, differentiation, scaffolding, and acceleration versus remediation will be supported throughout the district.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?
All teachers and instructional support staff in the Ashland School District will participate in Science of Reading professional learning throughout the 25-27 biennium. Elementary teachers gained foundational knowledge in the Science of Reading this year and will continue their learning throughout the biennium. Additionally, secondary teachers will gain knowledge in the Science of Reading and how to support students who are reading below grade level.
We will continue our work implementing Universal Design for Learning districtwide, ensuring equitable support and access to grade level learning for all learners. Administrators provide consistent feedback on ensuring that our standards are high for all students.
During the 25-27 biennium the Ashland School District will implement a MTSS structure K-12. We have successful MTSS implementation in our elementary schools and are developing the data team and intervention structure at the secondary level. We will implement a K-12 assessment system next year with all students completing diagnostic assessments three times/year in both Language Arts and Math. Data teams and PLCs will analyze student data from these assessments and other formative measures to reflect on instructional practices and determine appropriate supports for students performing below expectations. Teams will review disaggregated data to ensure a focus on supporting students in focal groups.
For teacher-focused professional development, the district has a committee of teacher representatives from each site who support the implementation of all district-led professional development in alignment with the strategic plan. Representatives from this committee administer surveys prior to planning professional development to assess needs and generate ideas to support effective implementation. At the conclusion of any professional development opportunity, data is collected on the success of the professional development and reviewed by this same team. They then use this feedback to improve any future offerings.
All professional development is aligned with the district strategic plan. This was developed by reviewing extensive student outcome data, perception data, and

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feedback from multiple focus groups. This was used to identify the needs we needed to address through professional development. Building-based professional development is also aligned to the district strategic plan and is tailored for each building based on their data and needs. These are developed by building site councils.

For district leaders, all new administrators are provided with mentorship and specific training. As administrators progress in their careers, professional development plans are developed individually with their evaluator based on the needs identified. When there is a need identified for all administrators, districtwide training for administrators is done.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

We want to support any students navigating homelessness without any stigma or isolation. We collaborate closely with the Maslow Project and Options of Southern Oregon to provide for personal, family, medical, lodging, and transportation needs. We provide specialized training to our Child Development Specialists (CDS), office managers, and Student Advocates so that they are better able to support these students. We also engage with this constituent group so that we can hear directly from them about their needs and involve them in decision making. We conduct annual trainings with school-level staff to ensure we provide the best wrap-around support for our students experiencing homelessness. We are also part of the McKinney Vento (MKV) consortia in our region, and we meet regularly as a consortium to collaborate on serving students across district boundaries so as to minimize the impact on their academic and social, and emotional well-being. The Director of Student Services monitors the implementation of our policies. Furthermore, we support all staff in the implementation of appropriate accommodations and universal supports for students experiencing homelessness who also have an IEP. The links below are for two school board policies about students experiencing houselessness.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

   Using a systematic approach to creating the Master Schedule of classes helps ensure required and elective access for all students. Course Fees are waived for any student.

   CTE teachers have access to IEP accommodation/modification specifics for each student in special education. They also work with our ELD teacher to provide access to instruction while meeting language needs.

   We emphasize the importance of providing a variety of experiences and opportunities to students as they make decisions and explore their interests. AHS

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Manufacturing POS is working with the Medford School District to enroll interested students in the "pre-apprenticeship" program that the Medford School District and the Rogue WorkForce partnership have created in support of exposing students to careers in the Manufacturing and Construction Trades. AHS Academic advising works with the SOESD (CTE/SOCTEC and STEM) to ensure that AHS students take advantage of the tours of RCC's programs (Manufacturing/Health Sciences and Electronics). AHS Pre-Apprenticeship class is offered for students interested in careers associated with Construction & Manufacturing. Students in 12th Grade CCR (College & Career Readiness) receive foundational information about potential careers. The results of individual YouScience Career Inventory is examined by each student with their counselors, health teachers, and CTE professionals. Counselors monitor students and maintain close contact with them to ensure each student will be successful and have access to a variety of activities. As counselors continue to work with students, they pay close attention to what barriers may be inhibiting a student from accessing work-based learning experiences and work to eliminate barriers. (2.13)

Teachers incorporate language, math & basic employability skills where applicable for all students looking to enter any employment opportunity. Data on students registered for CTE POS continue to balance Male/Female ratios and other focal groups in courses related to nontraditional professions. Each of Ashland's CTE POS offers integrated projects that allow for hands-on learning and applied learning.   CTE POS courses increase in difficulty and complexity at the higher levels preparing students for specific skills and strategies needed to succeed in nontraditional fields.   Another way AHS Manufacturing POS is preparing CTE participants for non-traditional fields is by working with the Medford School District to enroll interested students in the "pre-apprenticeship" program that the MSD and the Rogue WorkForce partnership is creating in support of exposing students to careers in the Manufacturing and Construction Trades. The AHS Academic advising works with the SOESD (CTE/SOCTEC and STEM) to ensure that AHS students take advantage of the tours of RCC's programs (Manufacturing/Health Sciences and Electronics). AHS Pre-Apprenticeship class is offered for students interested in careers associated with Construction & Manufacturing. These opportunities ensure CTE participants understand the fields they want to enter after graduation and help them to prepare to be successful.

Well-Rounded Education (250 words or less per question)

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1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

   PRT1 – The district is implementing Wayfinder along with Sources of Strength.

   PRT2 – The district is piloting IXL which has similar features to iReady. The district is determining the most effective tool for the district to implement for the 25-26 school year. The district with support from SOESD provided SOR professional learning in August for Instructional Assistants, SPED Teachers, K-5 Elementary Teachers, and Elementary Student Teachers. The district is adopting Core EL and 95% Group as their K-5 ELA Instructional Materials. In August, staff will recieve professional learning on both curriculum from the publishers. In the classroom, ECRI and UFLI will be replaced by 95% Group. UFLI will continue to be used by Interventionists.

   PRT3 – The new ELA curriculum has more robust oral language, phonological and morphology now goes through fifth grade which it did not in the previous adoption.

   PRT5 – The district provided professional learning through fifth grade.

   PRT7 – The district will continue using Easy CBM for fluency since other tools don't have a way to score fluency easily. The district will use the curriculum's formative assessments. DIBELS will only be used for nonsense word fluency in kindergarten and first grade as part of the dyslexia screening.

   PRT8 – No longer using SEEKS. The curriculum has specific routines for student interactions that emphasize oral language. The early grades will have more oral language instruction from the curriculum. The district will continue to work with SOESD to support SOR professional learning.

2. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

   The school board has adopted an administrative rule on instructional materials selection (see link below). In summary, a curriculum committee is formed which examines available curriculum options recommended by ODE and makes a recommendation to the school board as to which ones should be adopted for each grade span. It is the duty of that committee to ensure that all adopted curriculum is aligned with state and national standards and has a clearly stated scope and sequence. The district instructional coaches play a lead role in this work. Furthermore, the district is now also using its equity lens when examining curriculum options. This lens was used in the recent math curriculum adoption, and it is currently being used in the ELA adoption. In addition, staff has been trained in a two-part series about using the equity lens to evaluate their existing resources and any

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new supplemental resources that they want to add. Additionally, all K-5 staff have been through training in the Science of Reading. The adoption team based its selections on guidance from ODE and rubrics from The Reading League, an independent organization that supports tools and materials aligned to the science of reading.

3. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

   We are fortunate to have access to a number of programs that support well-rounded education at all levels.

   At the elementary level, this includes music and PE classes for every elementary student, a robust after-school choir program for 3rd-5th graders, an extra-curricular strings program for 5th graders, very active Oregon Battle of the Books teams, K-12 student affinity groups, and a variety of enrichment programs.

   At the middle school level, students participate in a variety of electives, including video production, leadership, art and others. Of course, they also have PE, as well as both orchestra and band. There are a number of intramural athletic opportunities, student clubs, and what we refer to as an Individual Needs Class (INC) class that provides course offerings ranging from intervention to enrichment.

   At the high school, we have robust drama, band, and orchestra offerings. We also have a number of both OSAA and club sports available to students. We have a competitive robotics team and an extensive list of clubs to choose from. We offer yoga and a wellness space to all students. The elective offerings are robust and cover a variety of interests and passions, with everything from business to interior design.

   All students (K-12) have access to the district's Ashland Online options for students/families that prefer an online learning option. (2.1)

   Ashland's professional development roadmap focuses on Universal Design for Learning, ensuring access for all learners to explicit, research–based literacy instruction as well as continued support in implementing evidence-based math habits of mind to increase equity in every math classroom. This includes teacher leadership cohorts, expert training, and an instructional focus.

   Ashland uses a multitude of data points to ensure that all students are receiving the appropriate level of challenge. This is reviewed by teachers utilizing our data dashboard and by school-level data teams. We also administer universal screeners at specific grade levels to identify students who may be intellectually gifted. If a student is in the need of an additional challenge, TAG plans may be developed as appropriate or the universal support of flexible grouping and flex plans at the high school are available to all students, and teachers ensure that those students who require the challenge are engaged with those plans.

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4. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

We believe that everyone engaged with our schools—students, staff, parents, volunteers, or community members—should feel safe and welcome. The school board adopted the Every Student Belongs policy to set guidelines for creating welcoming educational environments. This policy specifically states that visitors to campus should be free from bias incidents. Interpreters and translation services are available in person or via Linguava for anyone who prefers to communicate in a language other than English. Furthermore, 99% of our staff have been trained in Foundations of Equity, reflecting our district's core value. Equity work is ongoing to fine-tune our responses to the needs of our constituents, ensuring staff are better prepared to welcome community members and partners from diverse backgrounds.

To enhance safety across the district, we've added a School Resource Officer (SRO) based at Ashland High School. Youth advocates at all sites play an instrumental role in ensuring all students are known, supported, and making safe choices. We partner with La Clinica to provide access to mental and physical health supports, addressing the well-being of our students comprehensively.

Our social-emotional and health curriculums focus on core teachings such as purpose, avoiding risky behaviors, and making healthy choices. We have student advocates at every campus, counseling and child development specialists, and most of our campuses have been redesigned with state-of-the-art security systems to ensure a safe environment free from drug use, gangs, and violence.

5. ☒ How do you ensure students have access to strong school library programs? ☒ Our elementary libraries are staffed by highly skilled and trained educational assistants and overseen by our district elementary media specialist. Students have scheduled time to go to the library in order to address library media standards at the elementary level. They can also access the library during lunch and recess times. At the secondary level, we have staff designated to each library to ensure full-day access for students. Staff is supported by a contracted media specialist.

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6. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

7. Schools are running regular attendance reports and meeting with counselors and staff to analyze and make any adjustments necessary to meet identified student needs in their intervention plan. Counselors and staff meet regularly to discuss interventions, data tracking and make recommendations to ensure fidelity of implementation. Staff includes a behavioral specialist, behavior analyst, SRO, youth advocates, and mental health & physical health professionals who all work together supporting students. In addition to regular attendance reports and meetings, there could be additional meetings to discuss a behavior plan in place under the direction of a behavioral specialist who works with k-12 students. Some of the additional monitoring systems include a check in/out process set up by student advocates, and mental health interns who work under the supervision of staff supporting students. The district also works with the Care Coordinator in SOESD to help families get connected to community resources.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

Ashland has developed a Multi-Tiered System of Support to ensure that we are meeting the needs of students who are not yet meeting or exceeding the state and national standards. We utilize universal screenings that are reviewed by school-based data teams. This data is desegregated by focal student groups so that patterns can be identified.

We have a wide variety of interventions provided, depending on the instructional need. Classroom teachers are trained to provide specific interventions within their class to address learning gaps. We also have reading and math interventionists who support students with small group, targeted instruction when needed. We have significant support from child development specialists and behavioral specialists to support social-emotional learning and help build support plans when needed. In grades 6-8, all students engage in an individual needs class. This class is targeted to individual students' needs, whether that be instructional intervention or extension opportunities. In grades 9-12, there are specific classes designed to build skills such as Math Lab and Grizzly Academy. There are opportunities for credit retrieval, classes for targeted study skills support, and individual planning to ensure each student is getting what they need. Counselors at the high school run weekly grade reports to ensure students who are failing classes are provided with timely supports.

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We also administer universal screeners at specific grade levels to identify students who may be intellectually gifted. If a student is in the need of an additional challenge, TAG plans may be developed as appropriate, or the universal support of flexible grouping and flex plans at the high school are available to all students, and teachers ensure that those students who require the challenge are engaged with those plans. We employ clustering, single-subject promotion, individualized planning, flex plans, interest-based independent study, acceleration, and a variety of extension opportunities for students who require additional challenges.

In grades K-8, students all participate in an individual needs block. During this time, individual student needs are addressed, whether that be instructional intervention or extension opportunities. For students who are exceeding grade-level standards, this time is used for specific extension opportunities.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.
AHS has created and is currently offering courses in Cinema and Digital Video Production for the 2024-25 school year.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒
We emphasize the importance of providing a variety of experiences and opportunities to students as they make decisions and explore their interests. AHS Manufacturing POS is working with the Medford School District to enroll interested students in the "pre-apprenticeship" program that the MSD and the Rogue WorkForce partnership are creating in support of exposing students to careers in the Manufacturing and Construction Trades. AHS Academic advising works with the SOESD (CTE/SOCTEC and STEM) to ensure that AHS students take advantage of the tours of RCC's programs (Manufacturing/Health Sciences and Electronics). AHS Pre-Apprenticeship class is offered for students interested in careers associated with Construction & Manufacturing. Students in 12th Grade CCR (College & Career Readiness) receive foundational information about potential careers. The results of individual YouScience Career Inventory is examined by each student with their counselors, health teachers, and CTE professionals. Counselors monitor students and maintain close contact with them to ensure each student will be successful and have access to a variety of activities. As counselors continue to work with

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students, they pay close attention to what barriers may be inhibiting a student from accessing work-based learning experiences and work to eliminate barriers.
The Rogue Workforce Partnerships (Director Heather Stafford) met with our school district Superintendents for feedback on how districts would like to engage with Industry as part of their Community Engagement" (10-17-22). Rogue Workforce/CCL will be offering Career Area Sector Partner Zoom meetings, where district planning teams may ask questions and receive feedback from Industry Leaders. Each district is using Industry Sector Partnership Panel Q&A sessions, Superintendent/Sector Partnership discussions at Superintendent meetings, Community Tours of CTE labs, and a strong Advisory Board for each CTE POS. SOESD and SOREDI have created and are holding an ongoing series of CTE Programs of Study classroom tours by members from Industry that are from the Career Areas that match the CTE Programs' focus area. The first tour of Ashland High School's CTE Manufacturing labs was held on 2-23-23, where students and CTE teachers were introduced to 28 Industry members from regional manufacturing companies. Future tours will include Digital Media and Culinary CTE Program.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒
Each of Ashland's CTE POS offers integrated projects that allow for hands-on learning and applied learning.   CTE POS courses increase in difficulty at the next level. Many times CTE teachers work closely to create articulation and alignment of the CTE POS with local Community College Partners. There are dual credit agreements with our culinary courses, digital photography, business & entrepreneurship and our video production teacher is developing an articulation agreement to offer dual credit in that pathway as well.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?
We strongly believe in the importance of meaningful, authentic, and ongoing community engagement. We have had success in engaging with our community through meetings with constituent groups and general surveys. We created and distributed a family survey for nuanced feedback and rely on regular family nights at

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schools. We have expanded our capacity to provide targeted support for families through Child Development Specialists and student advocates. We use the Smore e-newsletter platform K-12 to reach many families quickly, with features for language and visual accessibility.

We encountered barriers that we will address by making family nights more accessible with food, childcare, and interpretation. For families whose preferred language is not English or Spanish, we will find better communication options. We can share information via social media, as some families don't use technology as much and may miss digital surveys or newsletters. Upon registration, we ask families if they prefer digital or print communication and accommodate their preferences.

This year, we implemented community listening sessions to discuss the district's budget crisis and gain feedback. We launched a Superintendent's Advisory Council with approximately 35 caregivers for direct engagement and feedback on district issues. Our School Board includes four student leaders, and the Superintendent regularly engages with them to understand Ashland High School students' priorities.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

District leaders met in person with various focal student groups to share a presentation about the grant's purpose and goal as well as the current positions/programs being funded by these sources. Students asked questions during the presentation and then had the opportunity to share which programs were the highest priority for them as well as suggest which programs should be funded at a lower rate to divert funds to a higher priority. They also made suggestions of possible new activities that could be funded with the grants. In collaboration with the student union advisors, we chose to engage with students in their affinity groups during their regular meeting times in order to meet them in their space of comfort and to give them an opportunity to engage in a personal way with the topic in a setting where they were the majority of those present. Even though these activities still fall under the "Consult" level of the community engagement spectrum, we planned the times thoughtfully in order to get robust, meaningful, and authentic feedback. We met with focal student groups in smaller settings in their meeting rooms and on their schedules so that we could make the time more interactive to really hear their questions, provide responses, and get more direction from them based on their lived experiences which may be different than what district leaders assume they need.

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4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

> District leaders conducted budget listening sessions with staff to share information about the grants' goals and current programs/positions supported by the funds. These sessions provided an opportunity for staff to share their priorities and suggest new options. The feedback from these sessions was analyzed and used to inform the district's strategic goals. This strategy falls under the "Involve" level on the spectrum of community engagement, as it maintains regular meetings and ongoing dialogue with staff.
>
> An ORIS assessment was conducted, which included staff representation along with community members and school district representatives. Additionally, the district administered the Integrated Plan Survey to staff, allowing them to provide input on current programs/positions supported by grant funds, prioritize them, and suggest new spending options. The survey was a flexible yet efficient way to gather staff input, providing insightful results. This type of data collection falls under the "Consult" level of the community engagement spectrum.

Outcome of Engagement

> 11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning. Complete this response when done with the data party/data analysis during leadership.

Through our comprehensive Community Engagement process, we gathered valuable insights from both the community and staff. The high-level results from our Needs Assessment highlighted several key areas that require attention. Firstly, we learned the importance of retaining mental and behavioral health supports, which was a significant concern raised by both staff and community members. Additionally, retaining instructional supports is paramount to address unfinished learning. We also identified the need to increase attendance district-wide. This feedback underscored the importance of equity and inclusion in our planning. Sustaining and increasing educational opportunities, such as Career and Technical Education (CTE), online learning, and dual-credit programs, is crucial. Sustaining opportunities for community engagement was another critical area highlighted by the community. Continued professional learning for staff, particularly in the use of an equity lens, universal design, Science of Reading, engagement strategies, and social-emotional curriculum, is on the list of high needs. Improving communication with all groups about how the school is performing and the resources available to ensure student

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success was another critical area highlighted by the community. Educators expressed the need for more support in using data to inform instruction and continuous improvement.

By incorporating these insights, we have tailored our strategic goals and budget decisions to address these priorities. This holistic approach ensures that we are meeting the needs of our students, staff, and community effectively.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?
One of our three strategic goals for the district is to identify and implement effective strategies to recruit and retain quality, diverse, and culturally proficient staff. To achieve this goal, we have been partnering with organizations with expertise in this area to evaluate our current practices and make changes where needed. The HR Director has collaborated with the Southern Oregon ESD HR Director to examine each step of the hiring process through our equity lens to find potential barriers to meeting our strategic goals. Some changes have already been implemented. We developed and offer onboarding training with new certified staff and classified staff. We have a robust mentoring program for new teachers that includes a SOESD mentor, a building mentor, and instructional coach. We conduct exit surveys and analyze staff retention data to assess areas of strength and areas needing improvement, including strategies to reduce turnover. We are asking staff to take the Panorama and YouthTruth survey in an effort to get data and feedback that will help us enhance the positive work environment needed to support staff retention.

2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒
It is very important for us to have our focal group students receive strong classroom instruction. To that end, we limit the use of teachers teaching subjects that are out of their field. Also, we provide a robust new teacher orientation that includes ongoing mentoring and support. New teachers have three tiers of mentoring support available to them. They have a new teacher mentor from the Southern Oregon ESD, a school mentor at their school site, and access to the district instructional coaches. We want new teachers to feel supported and to have resources to get their questions answered. Instructional coaches can collaborate on lesson planning and problem-solving and even demo a new instructional

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strategy in the teacher's classroom. Even with all of the support we provide new teachers, we try to place more experienced teachers with our students who need the most instructional support.

Furthermore, each school has data teams that look at overall results, results by focal student groups, as well progress of individual students. We have an MTSS (Multi-tiered System of Support) to help teams determine the root causes of any barriers to learning of individual students. It is important for the school to know if attendance or achievement are being affected by issues such as houselessness or whether a student may have an unidentified special education need so that the right type of support can be provided. In this way, students from focal groups who may be struggling will be identified early and can receive on-time support.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

Ashland data teams meet monthly which includes looking at discipline data. Student advocates are actively engaged in these teams along with counselors, child development specialists and the SRO at the HS level. Most of Ashland's schools are PBIS schools which means ongoing data informed practices while decision making to promote school safety and positive behavior. District leadership has looked at data at the beginning of year which included disciplinary data. This opened a robust question session which led to discussions about restorative practices becoming more system wide. The focus was on tying the data to graduation rates and 9th graders being on track. If a specific focal group population is elevating in these data discussions, a district wide review/discussion is done to determine contributing factors and address any changes that need to be made.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

There are several working parts in our system for supporting students transitioning back into the school setting. Schools hold transition meetings for students and families together with school staff including the counselor, SPED teacher, administrator, youth advocate, etc. At the high school level, the SRO is also involved. A support plan is developed with touch points and consistent, ongoing support. The school will make a referral to the Care Coordinator who collaborates with the family and school team. There are important considerations and decisions made in preplanning the student's individual schedule or special location required, clear communication with teachers about academic supports, and connecting families and

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students   with resources as part of the system for smooth transitions. Often these students are on an IEP   or a 504 who need all the support we can provide.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

Ashland partners with early learning preschool programs through professional development and scheduled transition activities to ensure a smooth transition for incoming kindergarten students. There are multiple open houses and orientation activities for kindergarten students and their families each spring. For students requiring special education services, transition meetings are held to develop individualized plans. We have a soft start for all kindergarten students, allowing individual time with the teacher to build relationships and comfort prior to the first day of school.

Elementary to Middle School: All fifth graders visit the middle school to meet with student leaders and staff, tour the AMS campus, and learn about connection opportunities. AMS staff and fifth-grade teachers share knowledge of the incoming 6th-grade cohort. Multiple events such as orientation, open house, and onboarding opportunities occur for students and families.

Middle School to High School: Transition activities begin in kindergarten with lessons on careers and continue up to graduation. Beginning in the spring of 8th grade, there are high school tours, a parent orientation night, and Fresh Start, an overnight community-building opportunity for incoming 9th graders. All 8th-grade classes visit AHS for forecasting and personalized education planning. Joint CST meetings support students during the transition.

High to Post-Secondary: Our Grizz Academy provides support for career interests and career-related learning. We develop an individual four-year plan. ASPIRE, Project Youth, and College Dreams are part of our system. Students develop a 4-year relationship with their school counselor. We host an annual career day, offer dual-credit and advanced courses, and provide assistance with college

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applications, scholarships, and awards. We have a full-time college-career counselor and provide a College-Career Readiness class for seniors.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

AHS students participate in "Project Impact", exploring Pre-Apprenticeships with the Medford School District. 28 AHS students visited ten different Industry jobsites this year, learning about Manufacturing and Construction trades. The Ashland Theatre Arts CTE Program offers internships with Industry professionals from the Oregon Shakespearean Festival. The Ashland High School "student bank", in partnership with Rogue Federal Credit Union, provides CTE Business/Marketing students the opportunity to "earn and learn" about the banking industry. The CTE Digital Design and Media Program designs, creates, and sells products for school staff, community members, and local businesses. Rogue Community College supports AHS students in career guidance, degree options, and Dual Credits within the AHS CTE Programs.

Students self-select courses based on their interests and strengths, shared with families to ensure focal groups are well informed. Incoming 9th Grade Students and parents receive Parent Campus & Program Tours, and the CTE specific Video is presented to all incoming 9th grade students. In 2023, we added the Elective Showcase at Ashland Middle School with a focus on representation from focal groups. All teachers completed a 3 Day SCIP Training during August In-service. We have an in-house Spanish interpreter/translator for parent meetings and access to Language Line for other languages. Written communication is done via Smore, allowing recipients to select their preferred language.

7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that

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all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

We try to train all teachers in SB13 (Tribal History Shared History) as a district wide requirement. We are working with SOESD to identify teachers who have not been trained. We offer EDI training during district wide EDI day (certified and classified). There are other ongoing offerings as well. Our intention is for more involvement with NASUs across sites building connections and relationships. SOESD offers a Canvas course on the Tribal Consultation Toolkit.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Provide adequate funds to ESD's. The support they offer districts in our region is critical.

Find ways to streamline/reduce application and reporting requirements for the Integrated Programs Plan.

Email responses from ODE are helpful, but having a chance to zoom with ODE staff is even better.

Create a virtual onboarding avenue for people new to the Integrated Programs Plan process; it's a lot.

Continue to host regional work/informational sessions to hear from ODE staff directly and connect with people from nearby school districts.

Provide additional funding within the IPP funding streams to support all of the application drafting and reporting requirements which could include using these additional funds to pay for some FTE to do the IPP reporting work.

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Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Recognizing the importance of ongoing monitoring and communication of progress toward outcomes and Longitudinal Performance Growth Targets, we have established robust processes to ensure continuous evaluation and adjustment of our strategies and activities. We will continue providing behavioral/mental health supports at school while focusing on expanding equitable access to educational opportunities. We are excited about ELA curriculum adoption/work/development providing top-tier instruction in Reading/ELA which will support reaching our 3rd grade ELA proficiency target. Our data indicated more support is needed for chronically absent students; thus we created an addition to the student advocate team supporting positive attendance and help the district meet our regular attenders growth target. We recognize the importance of adults in classrooms serving students; thus we continue funding instructional positions ensuring students are served by highly qualified/trained adults providing timely/relevant instruction supporting progress/acceleration for those needing intervention.

Monitoring progress toward these outcomes and targets will be accomplished through common strategies/activities across all outcomes: tools assisting educators/school leaders interpreting data making informed decisions; partnering with families supporting student learning/providing regular feedback; updating administrator evaluation system; investing in professional learning improving practices related to specific strategies. Monitoring will also take place in the Board Room as we regularly report on progress related to outcomes and Longitudinal Performance Growth Targets. We will continue maintaining/improving Multiple Tiered Systems of Supports for all students ensuring equitable access to a wide variety of educational pathways.

Links

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1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026 and 2026-2027)
3. Tiered Planning
4. ☒ Early Literacy Inventory ☒
5. Early Literacy Allowable Use Descriptions

Attachments

1. [Equity lens utilized](#)
2. ~~Community engagement artifacts~~
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. ~~Optional - Perkins Needs Assessment Documentation~~
5. ~~Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)~~
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. ~~District Charter Program Agreement (DCPA), if applicable~~
9. Memorandum of Understanding (MOU), if applicable

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

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4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

6. Each of the SSA plans were reviewed as part of your strategic planning.

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.

14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

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