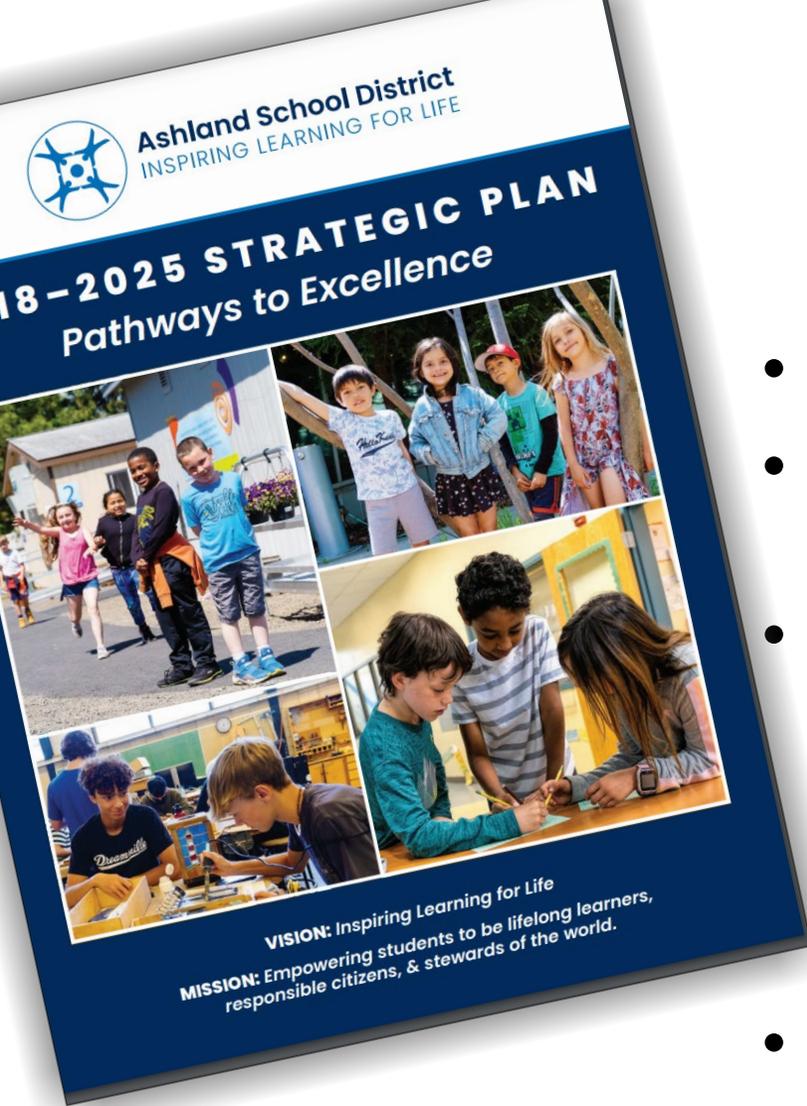




Pathways to Excellence

Progress Report March 16, 2024



ASD Strategic Plan

- Last developed in 2018, extended in 2021
- Comprehensive review of student, family, staff and district metrics
- Three-day facilitated data review with multiple constituents
 - Aligned with Mission and Vision – do these need updating?
 - Identified Core Values
- Lead to the Pathways to Excellence Roadmap
- [Web Link](#)

Professional Development

- Aligned to strategic plan
- Measurable student outcomes
- Core of school improvement
- Equity and access focused

Ashland School District
INSPIRING LEARNING FOR LIFE



PATHWAYS TO EXCELLENCE ROAD MAP

Goal 1: 93% Graduation Rate



Goal 2: Cultural Diversity of Staff Matches Cultural Diversity of Students



Equity

Goal 3: Students and Staff Report a Safe, Inclusive, and Welcoming Environment



2024-2025

Instructional Materials:

- Language Arts Adoption Process Begins

Wellness:

- Differentiated E.D.I. PD for all staff
- Comprehensive Counseling Plan Updated

Instructional Practice:

- Universal Design for Learning: Multiple Means of Action and Expression
- Science of Reading Instruction
- Technology Super Users Deployed

2023-2024

Instructional Materials:

- Implement Math Adoption

Wellness:

- Foundations of Equity for all new staff
- Differentiated E.D.I. PD for all staff

Instructional Practice:

- Science of Math Instruction
- SB 13 Tribal History/Shared History
- Universal Design for Learning: Multiple Means of Representation

2022-2023

Instructional Materials:

- Implement Social Studies Adoption
- Math adoption process begins

Wellness:

- EDI Foundations for all staff
- Full implementation of core ESL curriculum k-8

Instructional Practice:

- Universal Design for Learning: Multiple Means of Engagement
- Science of Math Instruction

Equity



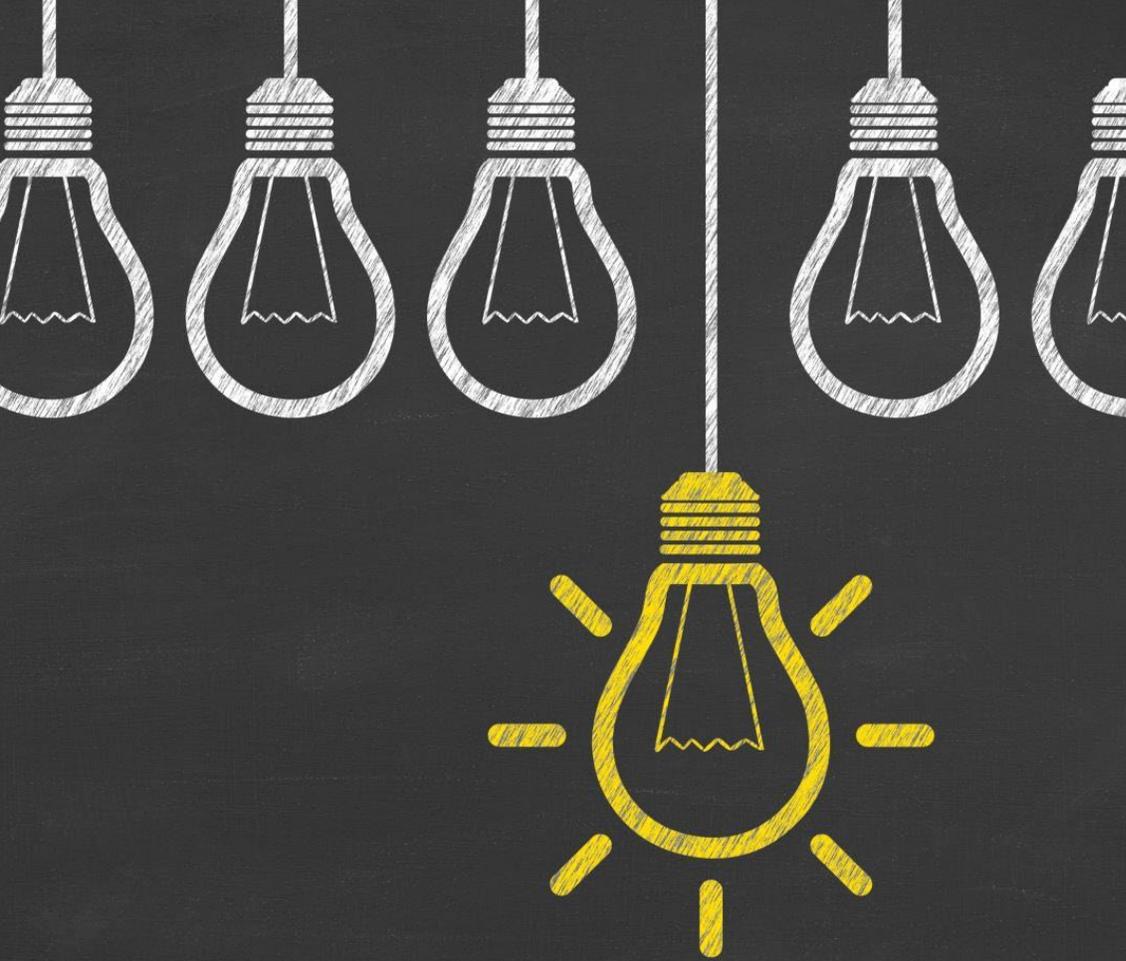
MTSS



Goal One

Improve Student
Achievement

Smart Goal: 93%
graduation rate by 2025



Strategy Implementation Progress

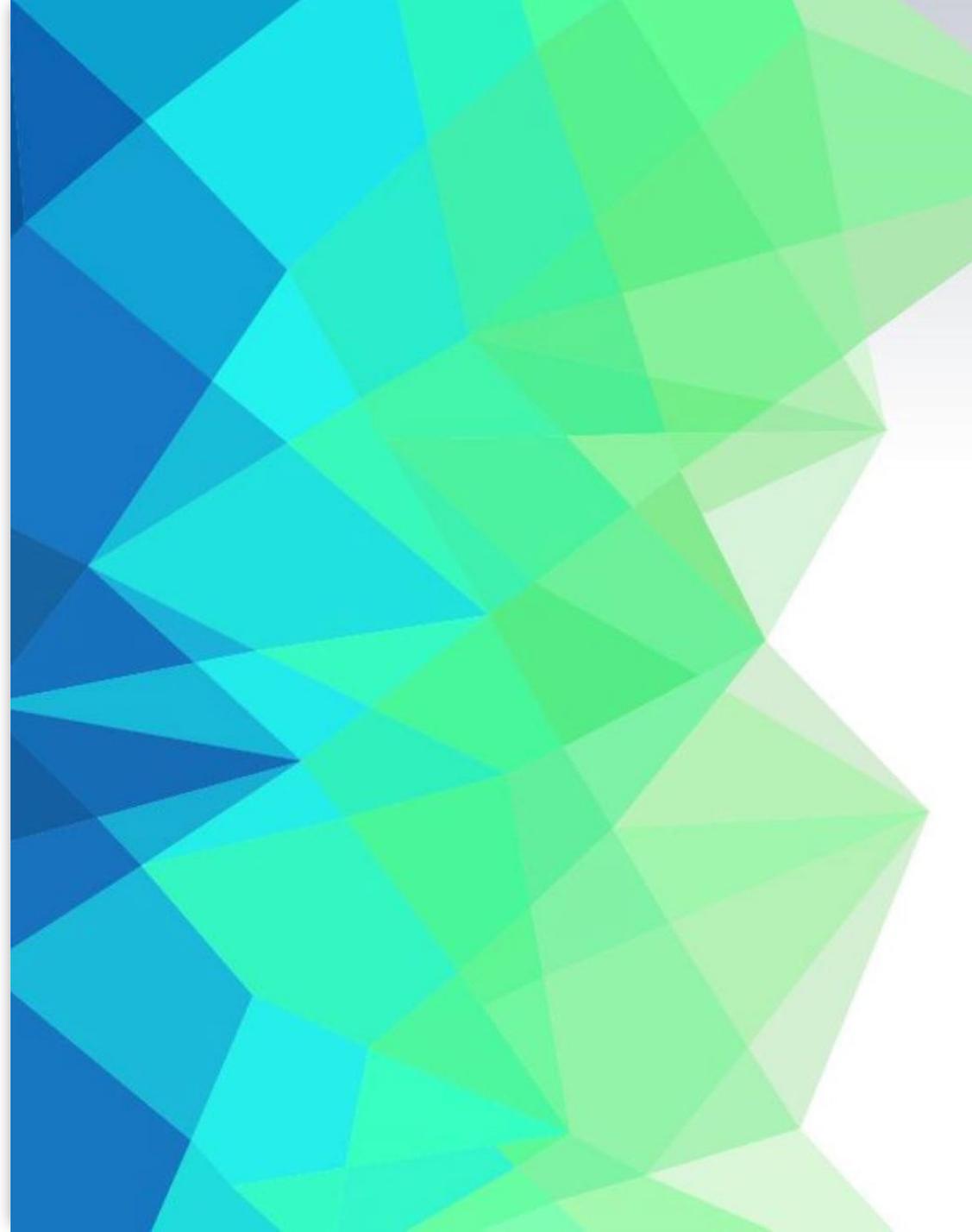
Develop a Pre-K through third grade readiness partnership:

- Added pre-schools to Helman and Walker
- Looking to expand this with future Pre-School Promise partnership

Strategy Implementation Progress

Implement a K-12 Multi-Tiered System of Support:

- This is in place K-8 for academics and behavior
- This is in progress 9-12





Strategy
Implementation
Progress

Provide Professional Development to staff in Math and Reading

All teachers received training through Math Studio, a gold standard for best practices in math and professional development.

All primary teachers were trained in ECRI, and all reading specialists were trained in LETRS. Much is planned in this area for 2024-2025





Strategy Implementation Progress

Communicate with parents/guardians and students about how to succeed in school

- Consistent newsletters from schools, classrooms and the district.
- Math nights and literacy nights at elementary schools.
- Parent Education series at secondary.



Strategy
Implementation
Progress

Provide authentic curricula for relevant and rigorous learning opportunities for all students

ASD has adopted new curriculums in Science, Social Studies and math with this lens. We look forward to adopting Language Arts curriculum in 2024-2025.





Strategy
Implementation
Progress

Align lessons/curricula to Common Core State Standards

Elementary schools engaged in curriculum mapping and backwards design training. Administrators observe for grade level targets being posted in every room for every lesson.





Strategy Implementation Progress

Develop and implement reliable assessment data systems to measure student performance:
We now have a robust data management system called “Data Agents.” We are currently developing a plan to train all educators how to better leverage and use this system.

Goal 1 Indicators

Kindergarten Readiness

3rd Grade Reading

5th Grade Math

9th Grade On-Track

Dual Credit Classes Completed

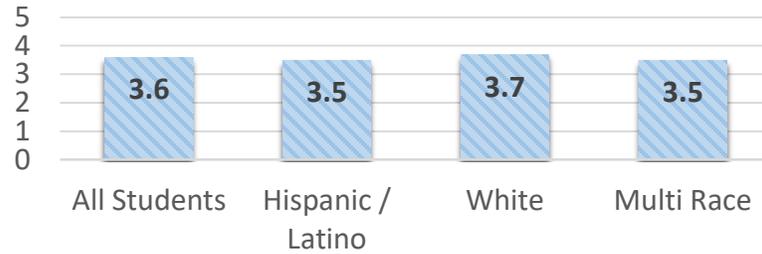
Graduation Rate

Closing the Achievement Gap on State Assessments

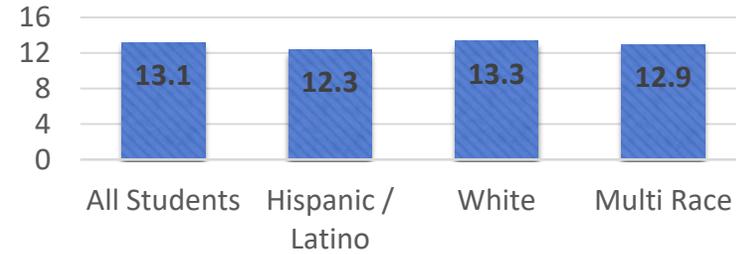
Kindergarten Readiness Kindergarten Assessment 2017-18

(Suspended beginning in 2019-20)

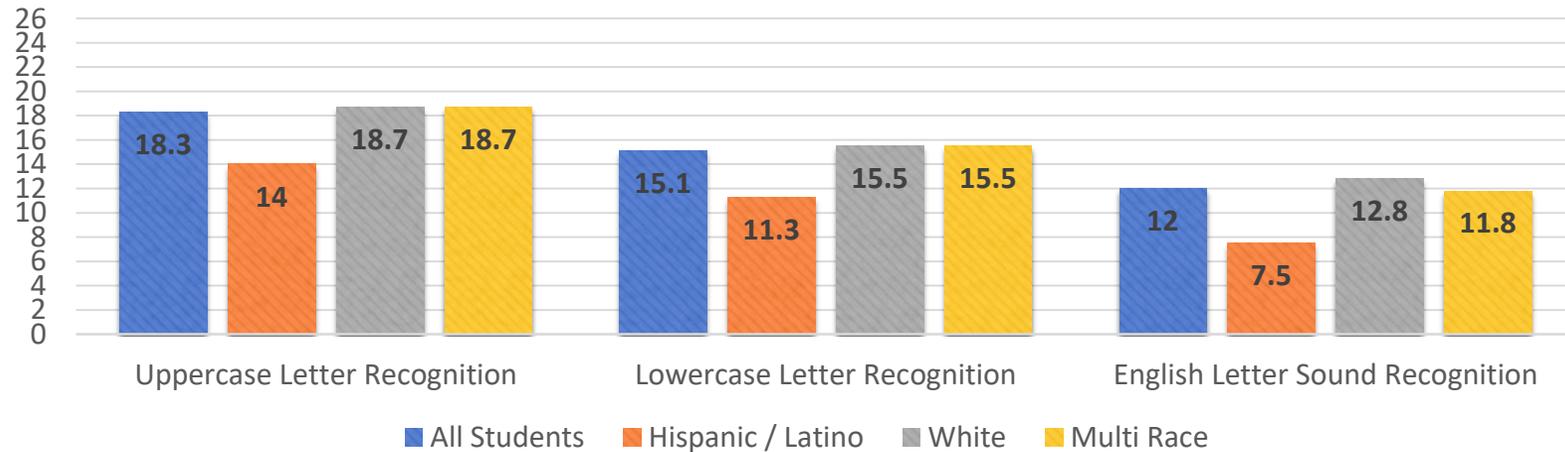
Approaches to Learning



Early Mathematics

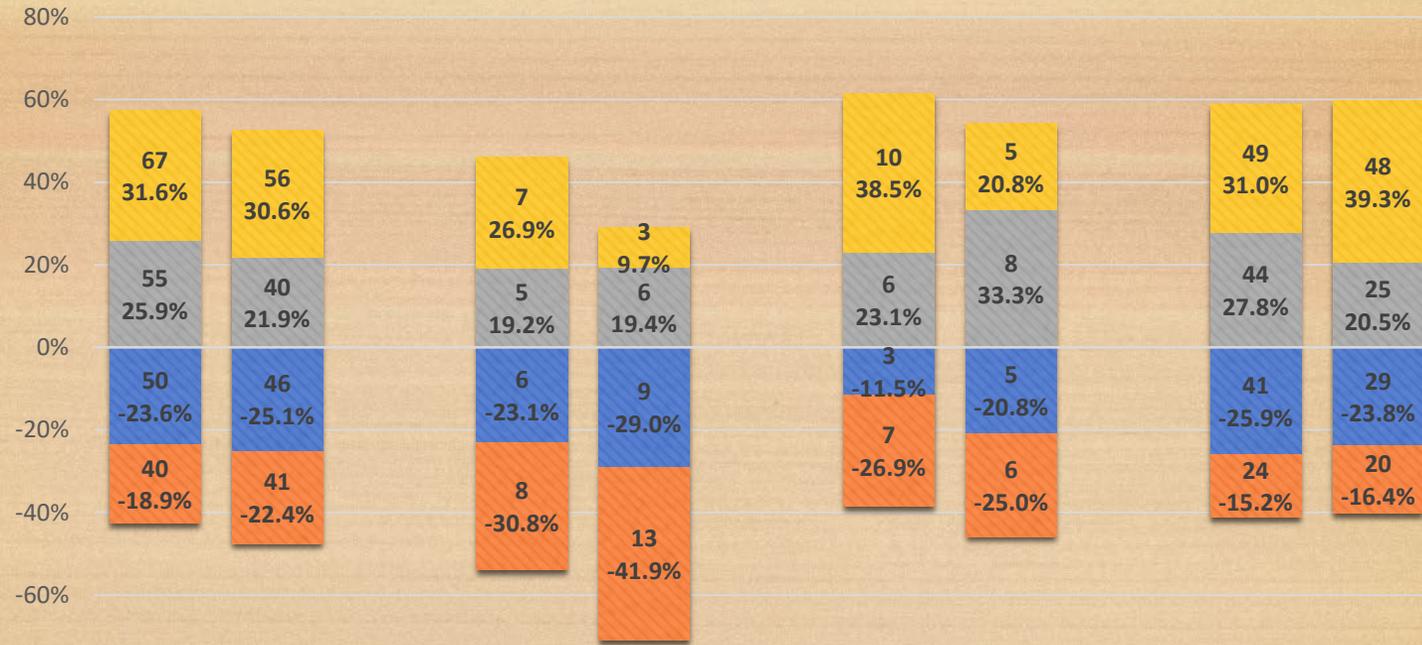


Early Literacy



Source: Oregon Department of Education Kindergarten Assessment Media File
Asian, Black/African American, Native American/Alaska Native, and Native Hawaiian / Other Pac. Islander data suppressed due to size of student population.

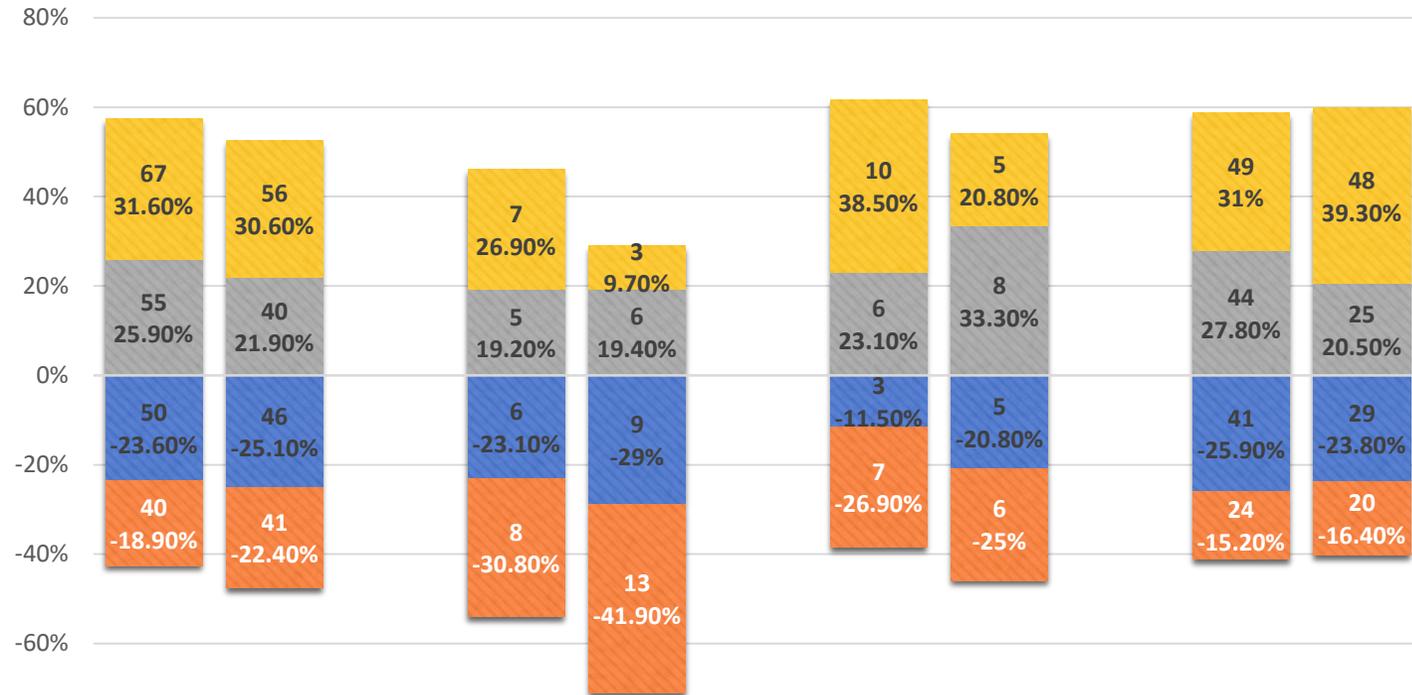
3rd Grade Reading – SBAC Results



	2017-2018	2022-2023		2017-2018	2022-2023		2017-2018	2022-2023		2017-2018	2022-2023
	All Students			Hispanic/Latino			Multi-Racial			White	
■ Percent Level 4	31.6%	30.6%		26.9%	9.7%		38.5%	20.8%		31.0%	39.3%
■ Percent Level 3	25.9%	21.9%		19.2%	19.4%		23.1%	33.3%		27.8%	20.5%
■ Percent Level 1	-18.9%	-22.4%		-30.8%	-41.9%		-26.9%	-25.0%		-15.2%	-16.4%
■ Percent Level 2	-23.6%	-25.1%		-23.1%	-29.0%		-11.5%	-20.8%		-25.9%	-23.8%

Source: Oregon Department of Education Assessment Media File for English Language Arts
 Asian, Black/African American, Native American/Alaska Native, and Native Hawaiian / Other Pac. Islander data suppressed due to size of student population.

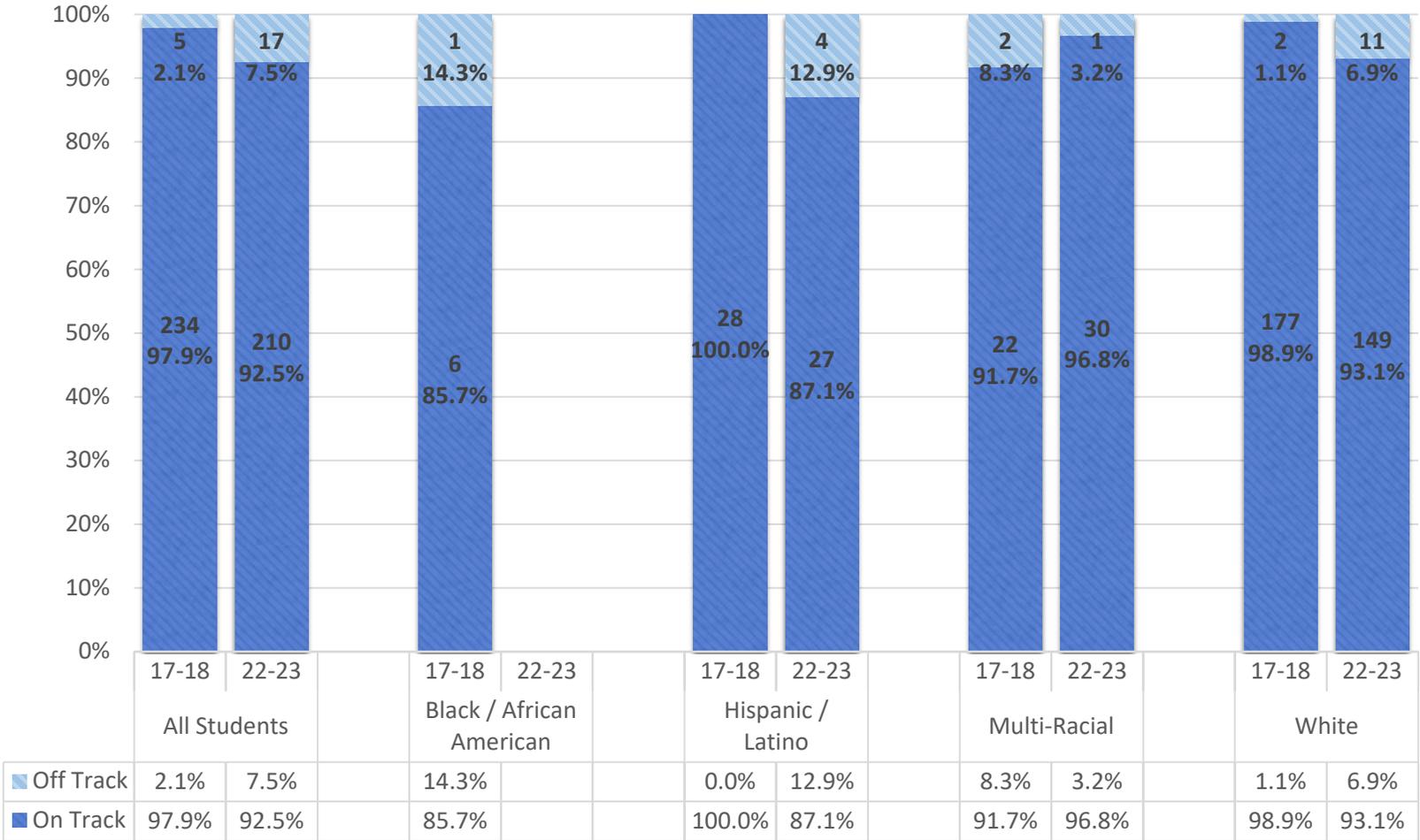
5th Grade Mathematics – SBAC Results



	2017-2018	2022-2023		2017-2018	2022-2023		2017-2018	2022-2023		2017-2018	2022-2023
	All Students			Hispanic/Latino			Multi-Racial			White	
■ Percent Level 4	31.60%	30.60%		26.90%	9.70%		38.50%	20.80%		31%	39.30%
■ Percent Level 3	25.90%	21.90%		19.20%	19.40%		23.10%	33.30%		27.80%	20.50%
■ Percent Level 1	-18.90%	-22.40%		-30.80%	-41.90%		-26.90%	-25%		-15.20%	-16.40%
■ Percent Level 2	-23.60%	-25.10%		-23.10%	-29%		-11.50%	-20.80%		-25.90%	-23.80%

Source: Oregon Department of Education Assessment Media File for Mathematics
 Asian, Black/African American, Native American/Alaska Native, and Native Hawaiian / Other Pac. Islander data suppressed due to size of student population.

9th Grade On-Track



Source: Oregon Department of Education Achievement Data Insight: Ninth Grade On-Track
 2017-18 Zero students in Native American/Alaska Native & Native Hawaiian/Other Pac.Islander. Asian data suppressed due to size of student population.
 2022-23 Black/African American ,Native American/Alaska Native, Asian, and Native Hawaiian/Other Pac.Islander data suppressed due to size of student population.

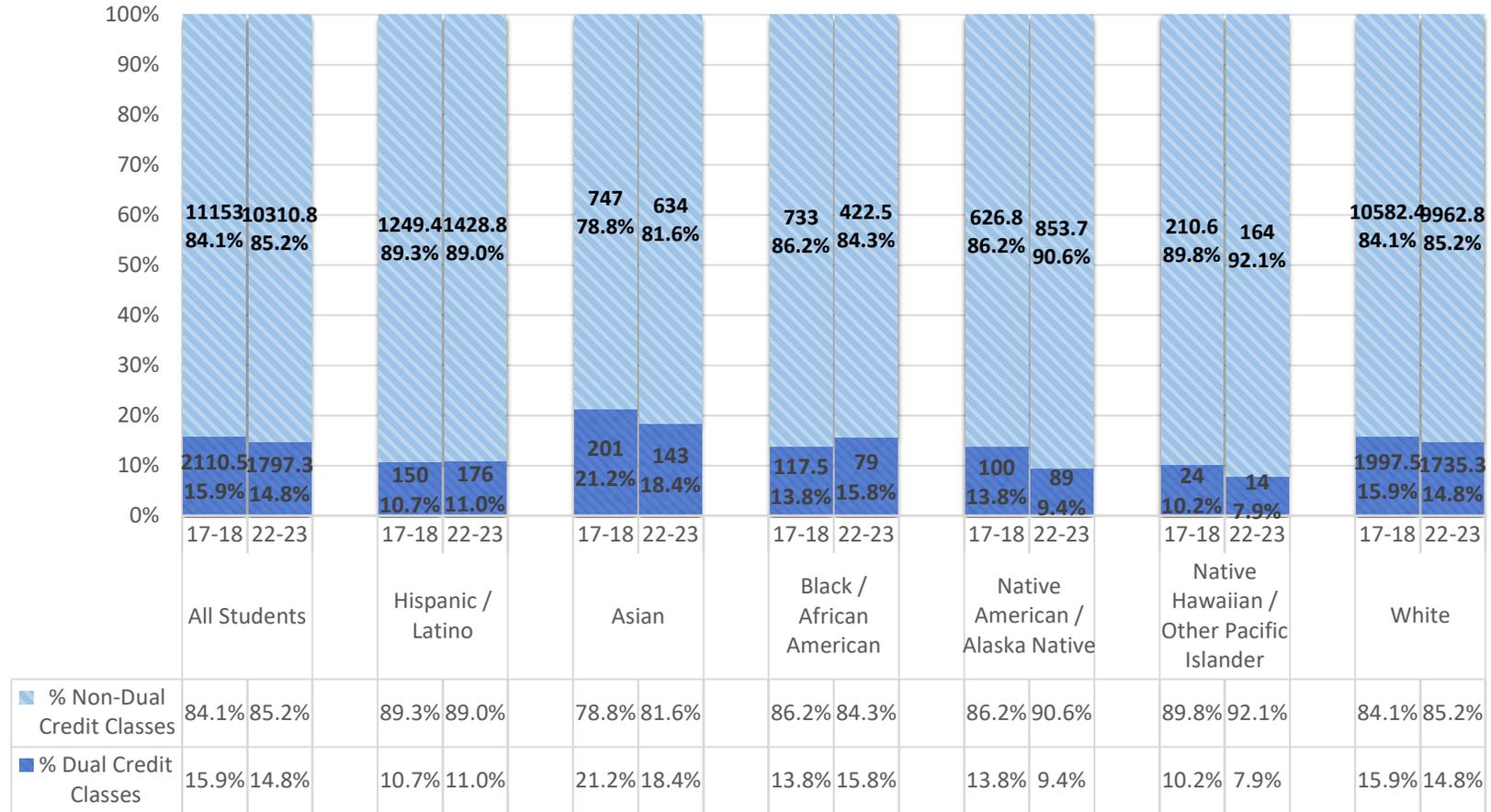
2017-2018 School Year
2,110.5 Credits Earned
 in Dual Credit Courses
1,104 Semester 1 & **1,006.5** Semester
 2

- 3D CAD & Design
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP English Composition
- AP English Literature
- AP Environmental Sci (*if offered*)
- AP Government
- AP Physics(*if offered*)
- AP Psychology
- AP US History
- Applied Technical Math
- Child Psychology & Development
- Child Development 2
- French 3/4/AP French (*SOU Proficiency Testing in Grade 12*)
- Government
- Human Anatomy & Physiology
- Intro. to Foods/ Foods II/Culinary Arts
- Mechanics 2/3
- Metal Fab 2
- Physics
- Pre-Calculus: Functions & Trigonometry
- Spanish 3/4/5 (*SOU Proficiency Testing in Grade 12*)
- Speech & Debate
- Statistics
- Technical Drafting & CAD Design
- Virtual Enterprise (*if offered*)

2022-2023 School Year
1,797.25 Credits Earned
 in Dual Credit Courses
924 Semester 1 & **873.25** Semester 2

- Advanced Art: Graphics Studio
- AP Biology
- AP Calculus AB
- AP Calculus BC (*if offered*)
- AP English Composition
- AP English Literature
- AP Environmental Science
- AP Government
- AP Macroeconomics
- AP Physics (*if offered*)
- AP US History
- Applied Technical Math
- Culinary 1-3
- Dig. Photography 1
- Graphic Foundations
- Human Anatomy & Physiology
- Intermediate Graphics
- Mechanics 2-3
- Politics & Literature
- Pre-Calculus: Functions & Trigonometry
- Intro to Sociology AND
- Understanding Race, Class & Gender in US
- Stage Management / Honors Tech
- Statistics

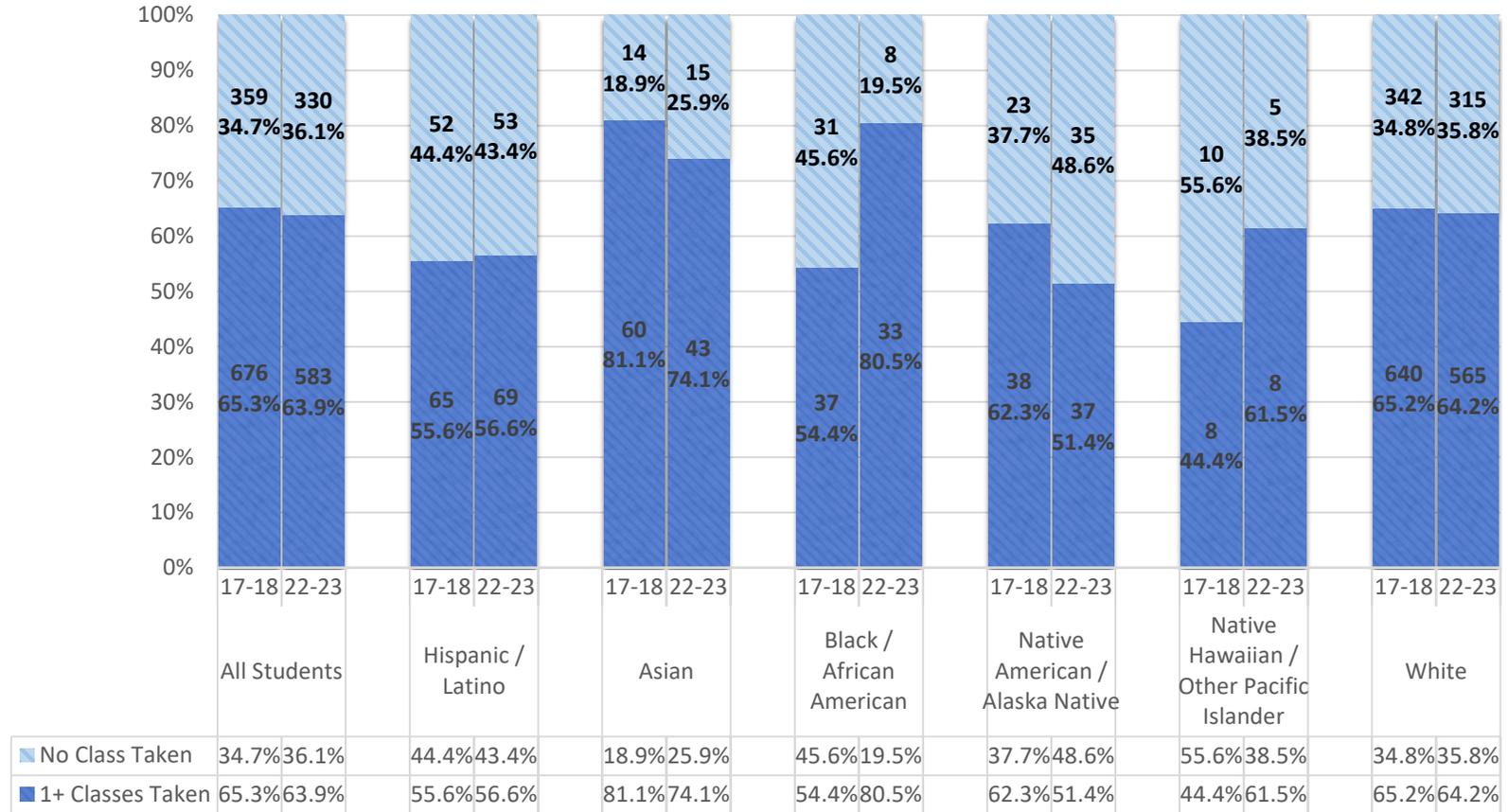
Percentage of Dual Credits Earned by Race/Ethnicity 2017-18 and 2022-23 School Years



Source: Local Student Information System (PowerSchool). Students with more than one race or ethnicity selected are represented in each of their selected categories.

Totals based on stored grades earned on the Ashland High School campus. Does not include transfer credits from other districts or courses taken through other organizations while attending Ashland High School.

Student Participation in Dual Credit Classes 2017-18 & 2022-23 School Years

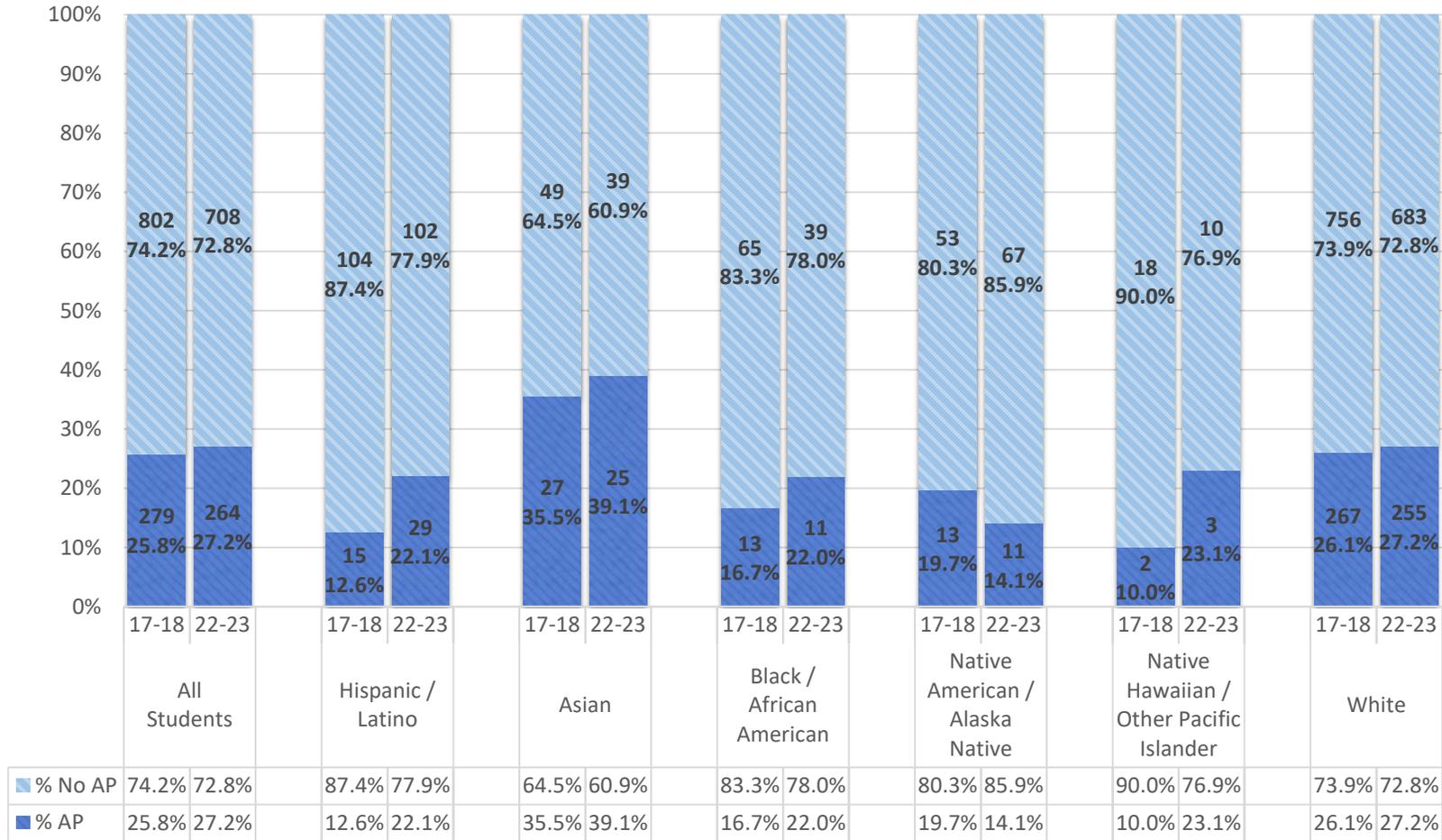


Source: Local Student Information System (PowerSchool). Students with more than one race or ethnicity selected are represented in each of their selected categories.

Totals based on stored grades earned on the Ashland High School campus. Does not include transfer credits from other districts or courses taken through other organizations while attending Ashland High School.

Student Participation in Advanced Placement Classes

2017-18 & 2022-23 School Years

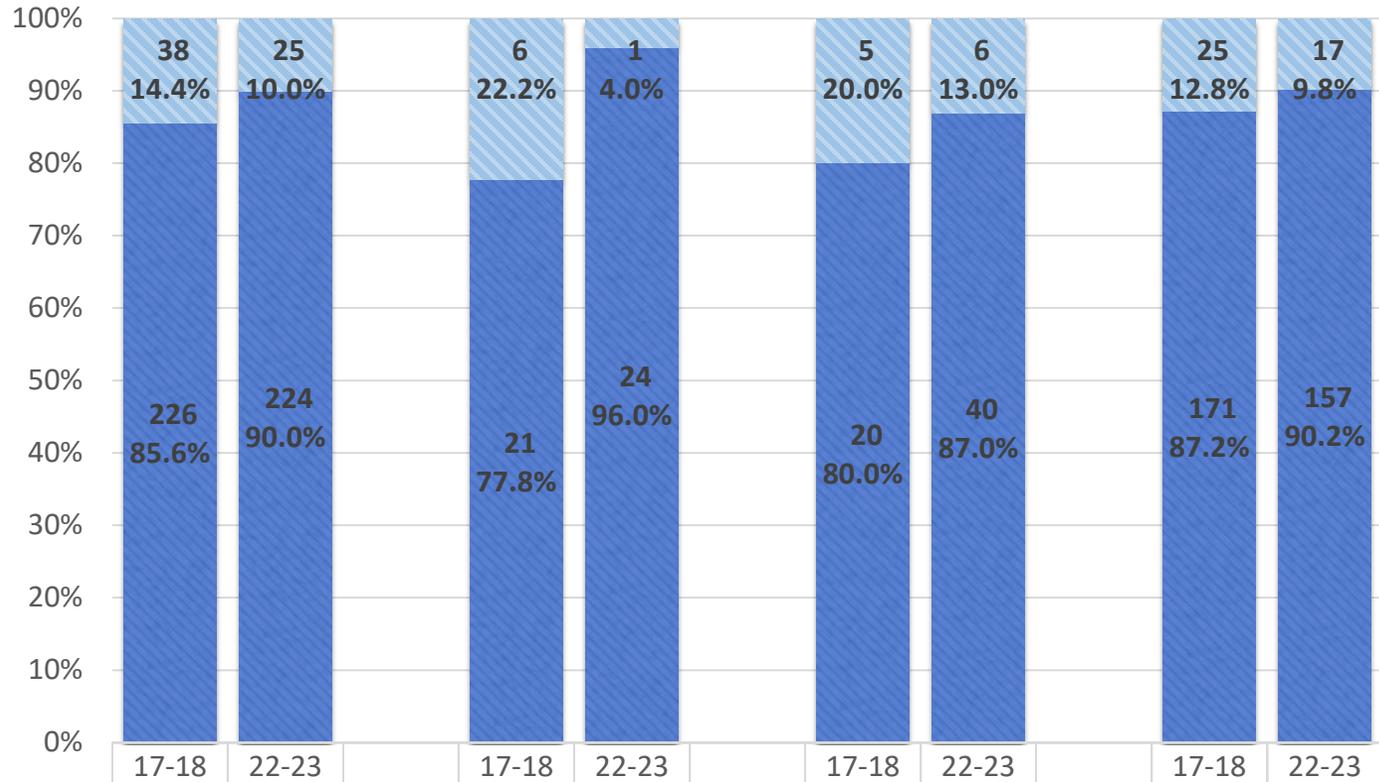


Source: Local Student Information System (PowerSchool). Students with more than one race or ethnicity selected are represented in each of their selected categories.

Totals based on stored grades earned on the Ashland High School campus. Does not include transfer credits from other districts.

4-Year Graduation Rate

Students graduating with either a Regular or Modified Diploma

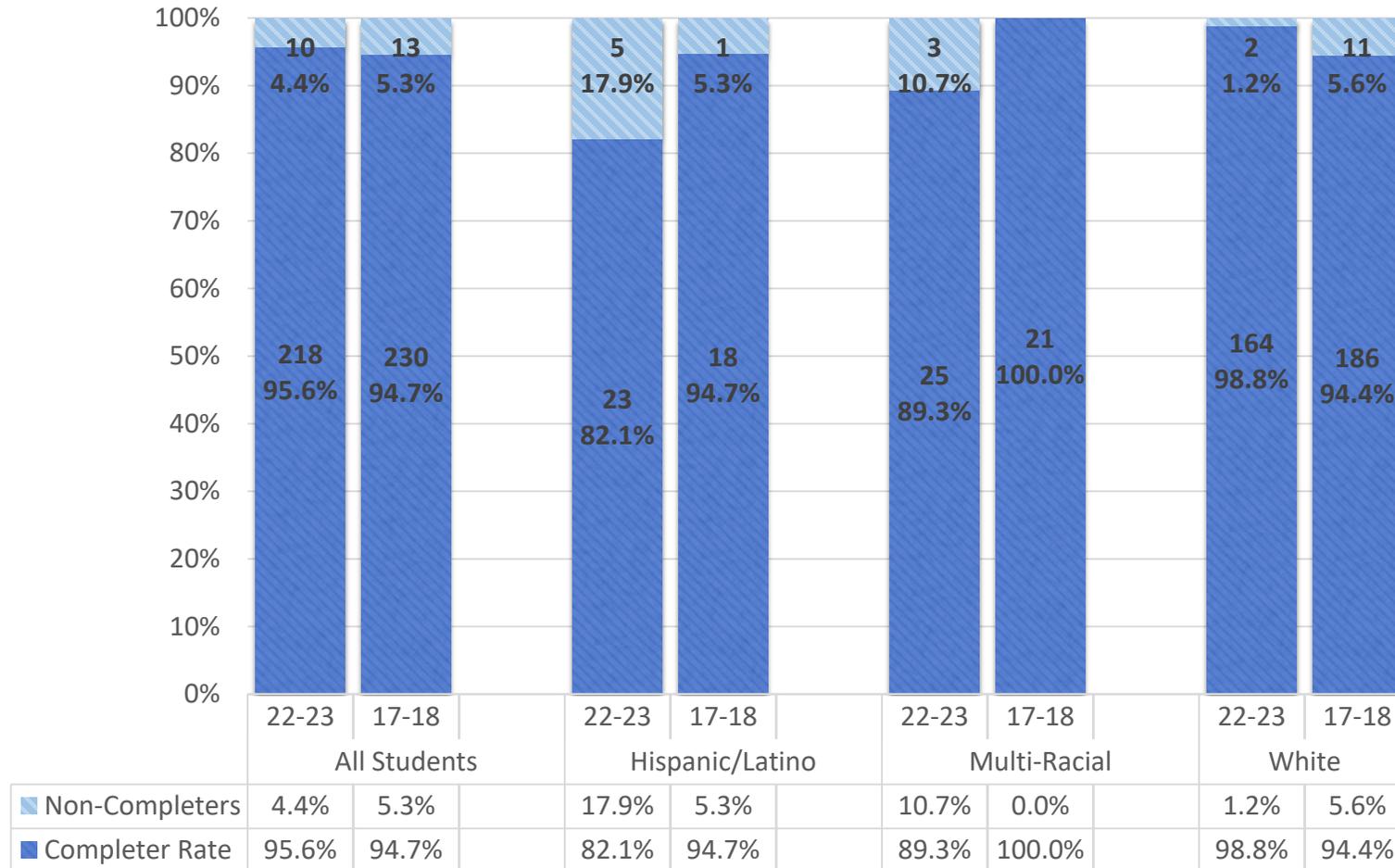


■ Non-Graduates	14.4%	10.0%	22.2%	4.0%	20.0%	13.0%	12.8%	9.8%
■ Graduation Rate	85.6%	90.0%	77.8%	96.0%	80.0%	87.0%	87.2%	90.2%

Source: Oregon Department of Education Achievement Data Insight: 4-Year Cohort Summary
 Asian, Black/African American, Native American/Alaska Native, and Native Hawaiian/Other Pac. Islander data suppressed due to size of student population.

5-Year Completer Rate

Students completing with a Regular/Modified Diploma or earning a GED

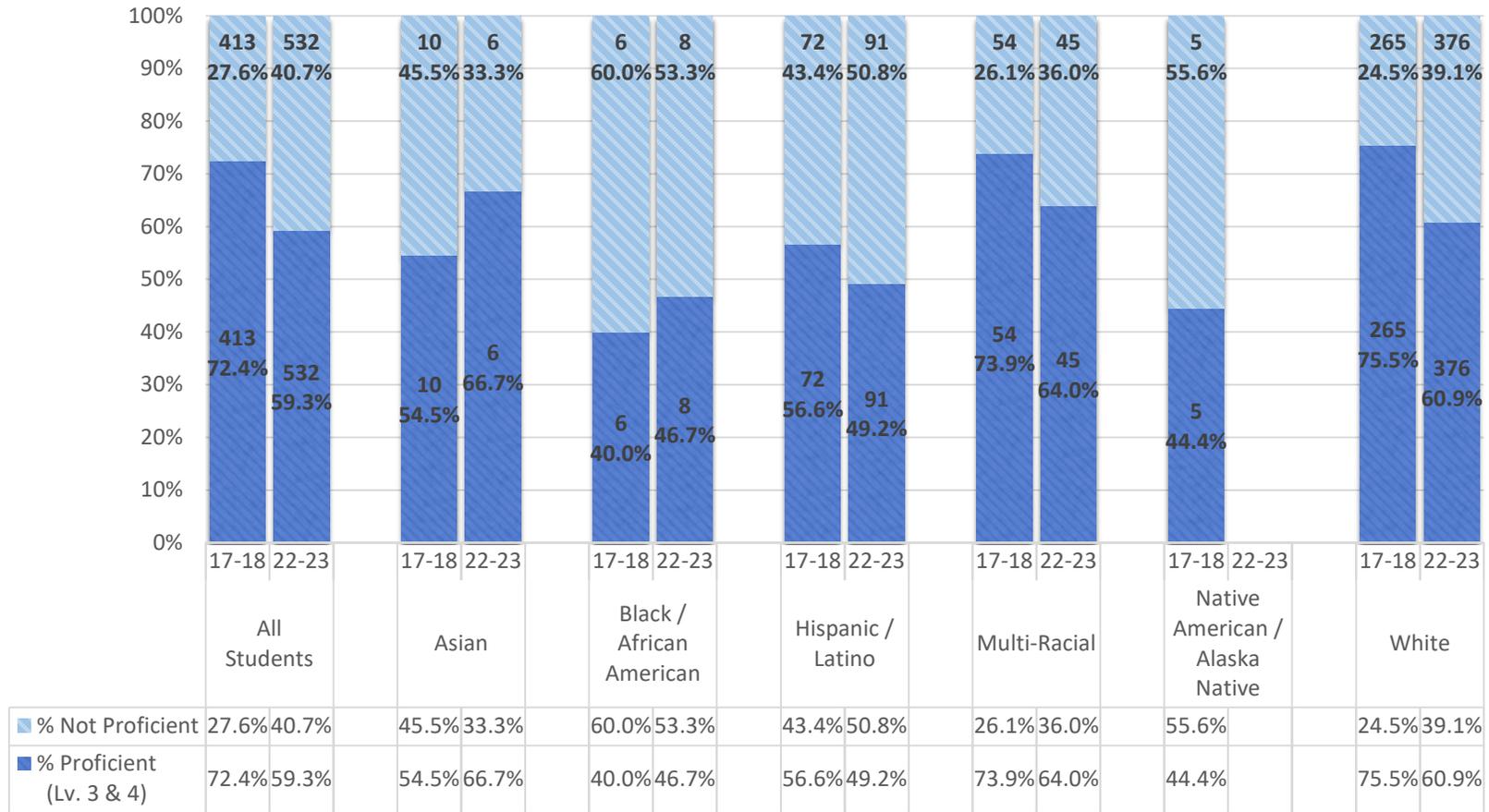


Source: Oregon Department of Education Achievement Data Insight: 4-Year Cohort Summary
 Asian, Black/African American, Native American/Alaska Native, and Native Hawaiian/Other Pac. Islander data suppressed due to size of student population.

Closing the Achievement Gap on State Assessments

English Language Arts

(All SBAC-Assessed Grade Levels)

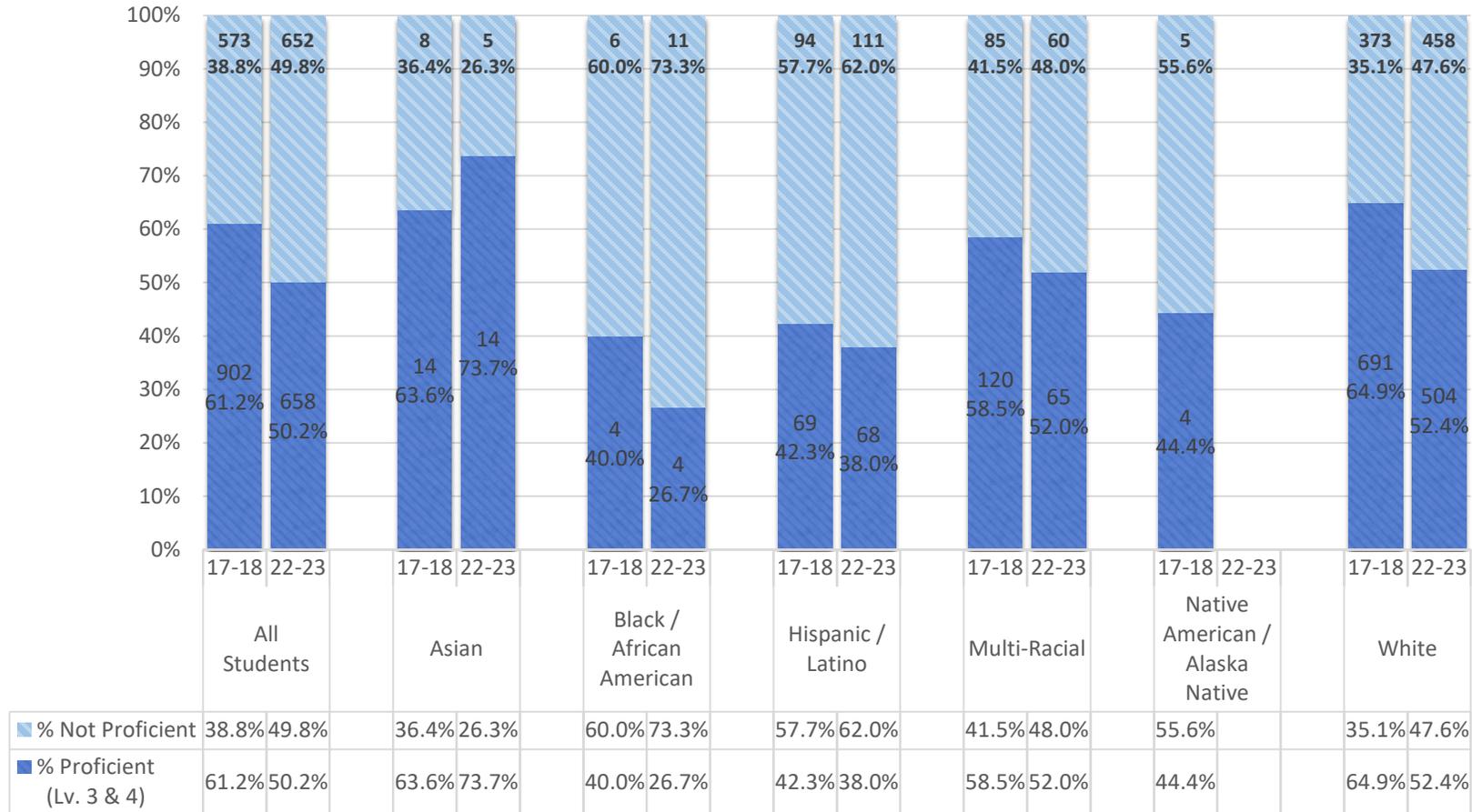


Source: Oregon Department of Education Assessment Media File for English Language Arts
 22-23 Native American / Alaska Native and 17-18 & 22-23 Native Hawaiian / Other Pacific Islander data suppressed due to size of student population.

Closing the Achievement Gap on State Assessments

Mathematics

(All SBAC-Assessed Grade Levels)



Source: Oregon Department of Education Assessment Media File for Mathematics

22-23 Native American / Alaska Native and 17-18 & 22-23 Native Hawaiian / Other Pacific Islander data suppressed due to size of student population.

Goal 3

Create a safe, welcoming, supportive, and inclusive environment for all students and staff.

Smart Goal: Students and staff will report a welcome, supportive, and inclusive environment by 2025.

Strategy Implementation Progress

Refine and implement a district-wide equity, diversity, inclusion, and access policy: We adopted an equity policy in 2019, [JBB](#).

Strategy Implementation Progress

Create and administer climate surveys for students, staff, and parents: We now administer the YouthTruth Survey to students, staff, and parents.

Strategy Implementation Progress

Provide professional learning opportunities on equity, diversity, and inclusion for staff:

- Articulated training plan for all staff that beginning with **The Foundations of Equity** developed and implemented. 99% of staff trained two years in a row.
- Administrators and key staff participate in **Taking it Up** and **CFEE**.
- Annual differentiated EDI training day for all staff.

Strategy Implementation Progress

Work with community partnerships to ensure we support the basic needs of our students.

We have established backpack programs, a strong partnership with Maslow, as well as La Clinica Health Center.

We have entered a partnership with Kolpia and work closely with Options and Care Coordinators to ensure families get the support they need.

Ongoing relationship with Ashland Rotary.

Added two pre-school programs through partnership with YMCA and working towards adding Pre-School Promise programs post-bond.

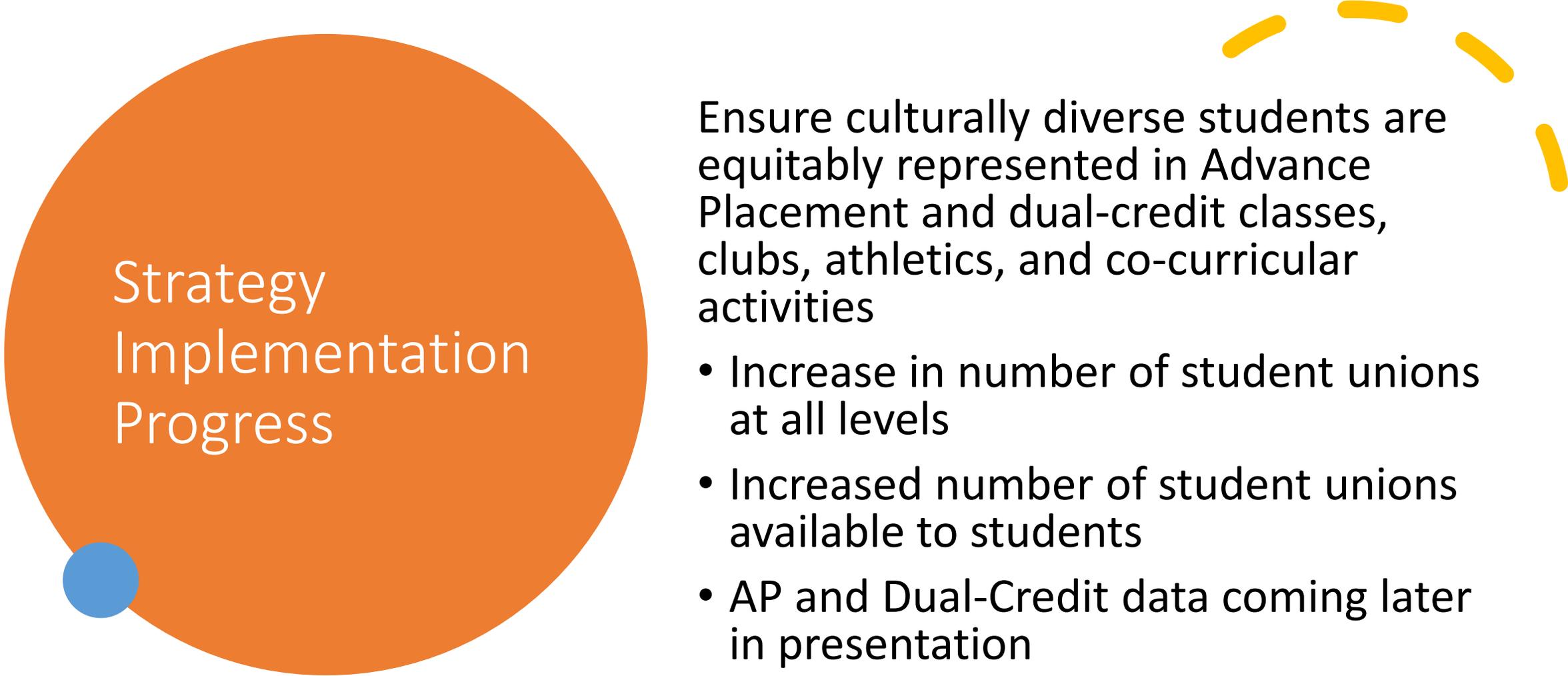
Strategy Implementation Progress

Grow school-based health supports such as school nursing, trauma-informed practices, mental health services, and drug/alcohol treatment.

- Our Nursing program has expanded with the addition of a part time nurse assigned to AHS.
- Our La Clinca partnership has been invaluable in bringing mental health as well as drug/alcohol supports to ASD.
- We have also partnered with Kolpia for additional Drug and Alcohol supports.
- Established new partnership with Providence for provision of athletic trainer.

Strategy Implementation Progress

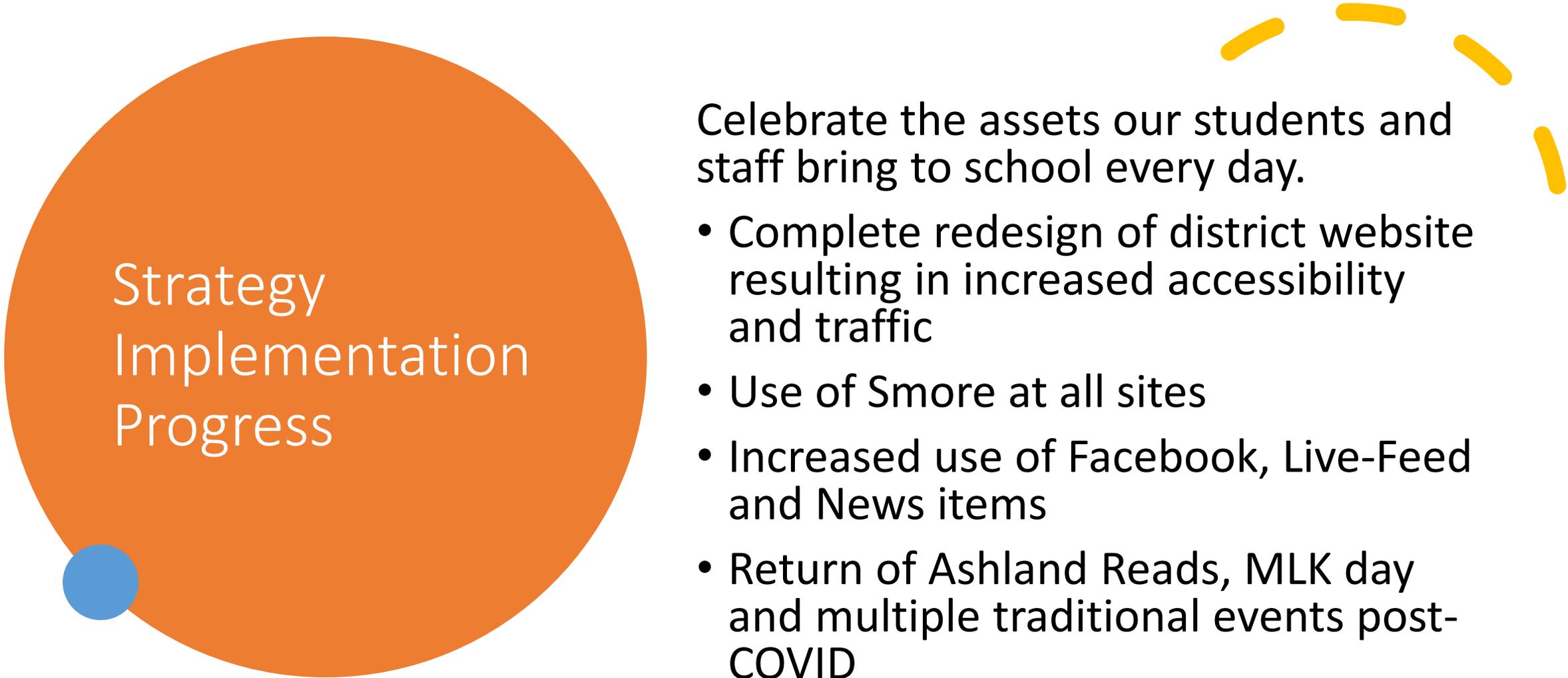
Adopt and implement culturally and linguistically responsive curriculum and instructional strategies. We have adopted curriculums in Science, Social Studies and Math since 2018, and have utilized an equity lens in each adoption. We have also provided training to all teachers on how to evaluate their own materials through a culturally responsive lens.



Strategy Implementation Progress

Ensure culturally diverse students are equitably represented in Advance Placement and dual-credit classes, clubs, athletics, and co-curricular activities

- Increase in number of student unions at all levels
- Increased number of student unions available to students
- AP and Dual-Credit data coming later in presentation



Strategy Implementation Progress

Celebrate the assets our students and staff bring to school every day.

- Complete redesign of district website resulting in increased accessibility and traffic
- Use of Smore at all sites
- Increased use of Facebook, Live-Feed and News items
- Return of Ashland Reads, MLK day and multiple traditional events post-COVID

Goal 3 Indicators

Improved Climate according to survey results

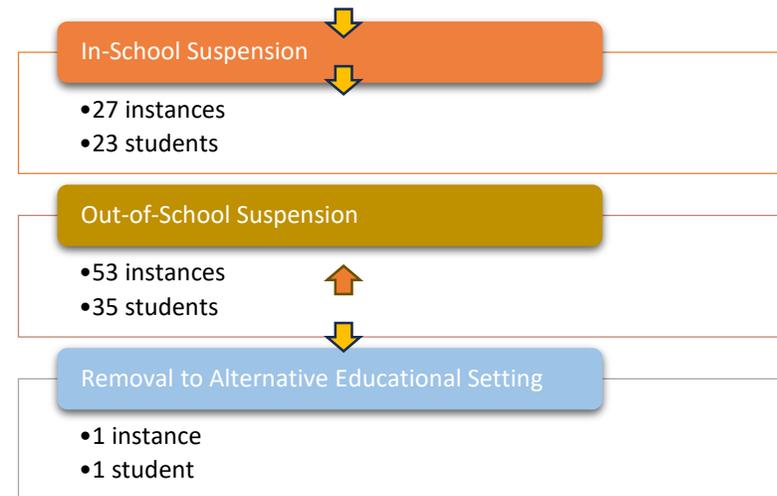
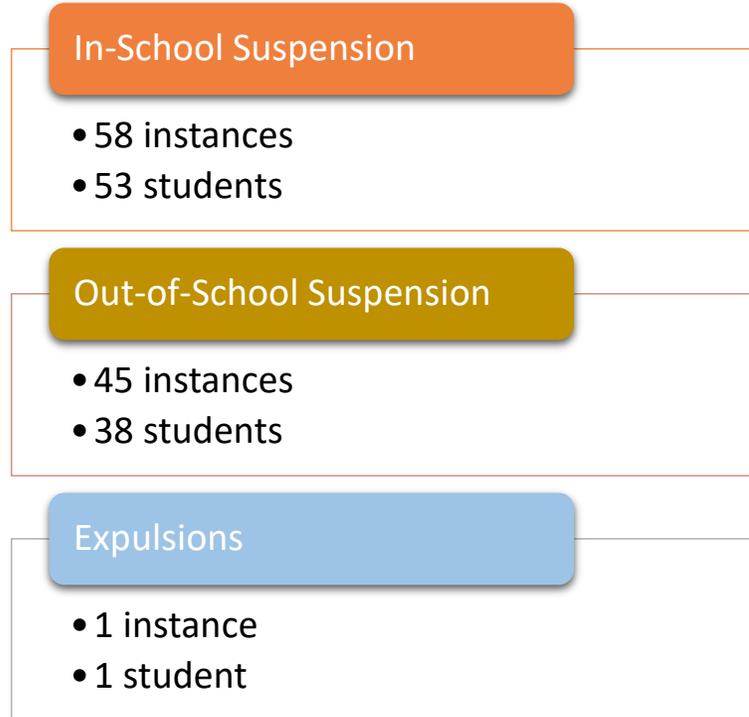
Decreased Suspensions

Increased Attendance

Decreased Gap in Achievement

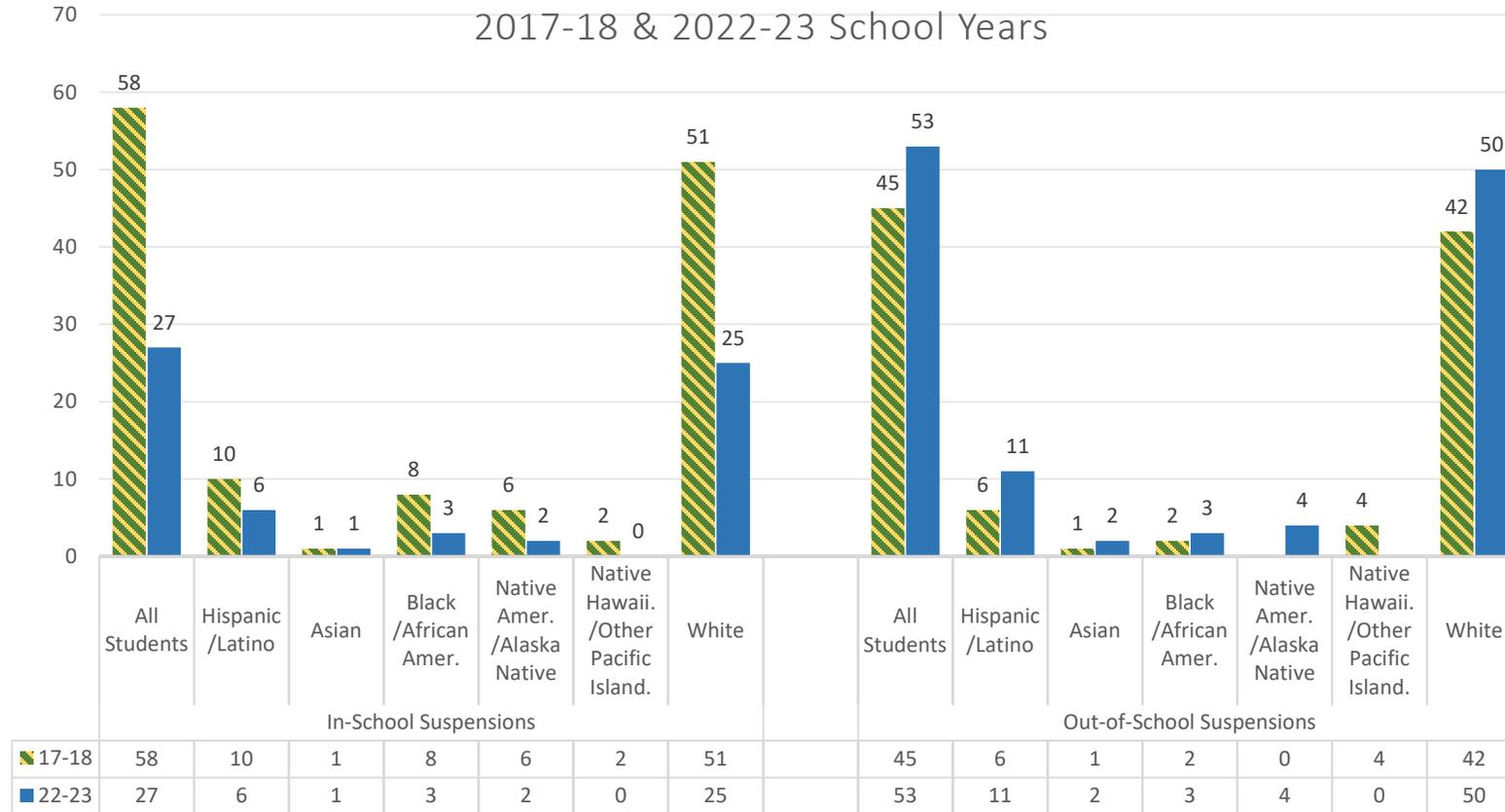
2017-18 School Year
104 State Reportable Incidents
from 89 total students

2022-23 School Year
81 State Reportable Incidents
from 56 total students



Decreased Suspensions In-School & Out-of-School Suspension Incidents by Race and Ethnicity

2017-18 & 2022-23 School Years



Source: Oregon Department of Education Discipline Report Submission

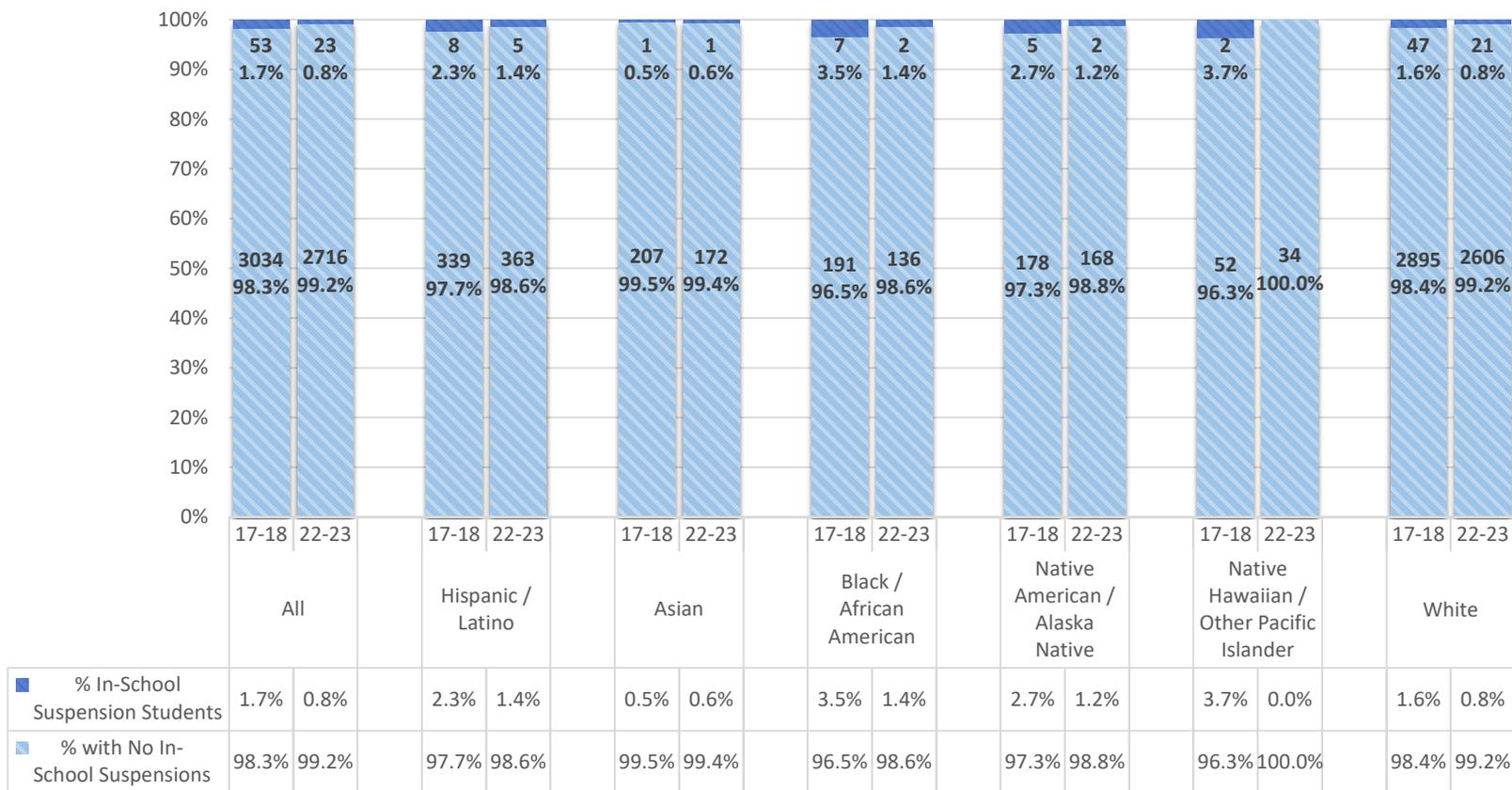
Students with more than one race or ethnicity selected are represented in each of their selected categories.

Expulsion & Removal to Alternative Educational Setting data suppressed as there were < 5 instances of each (1).

Decreased Suspensions

Students with 1 or More In-School Suspensions

2017-18 & 2022-23 School Years

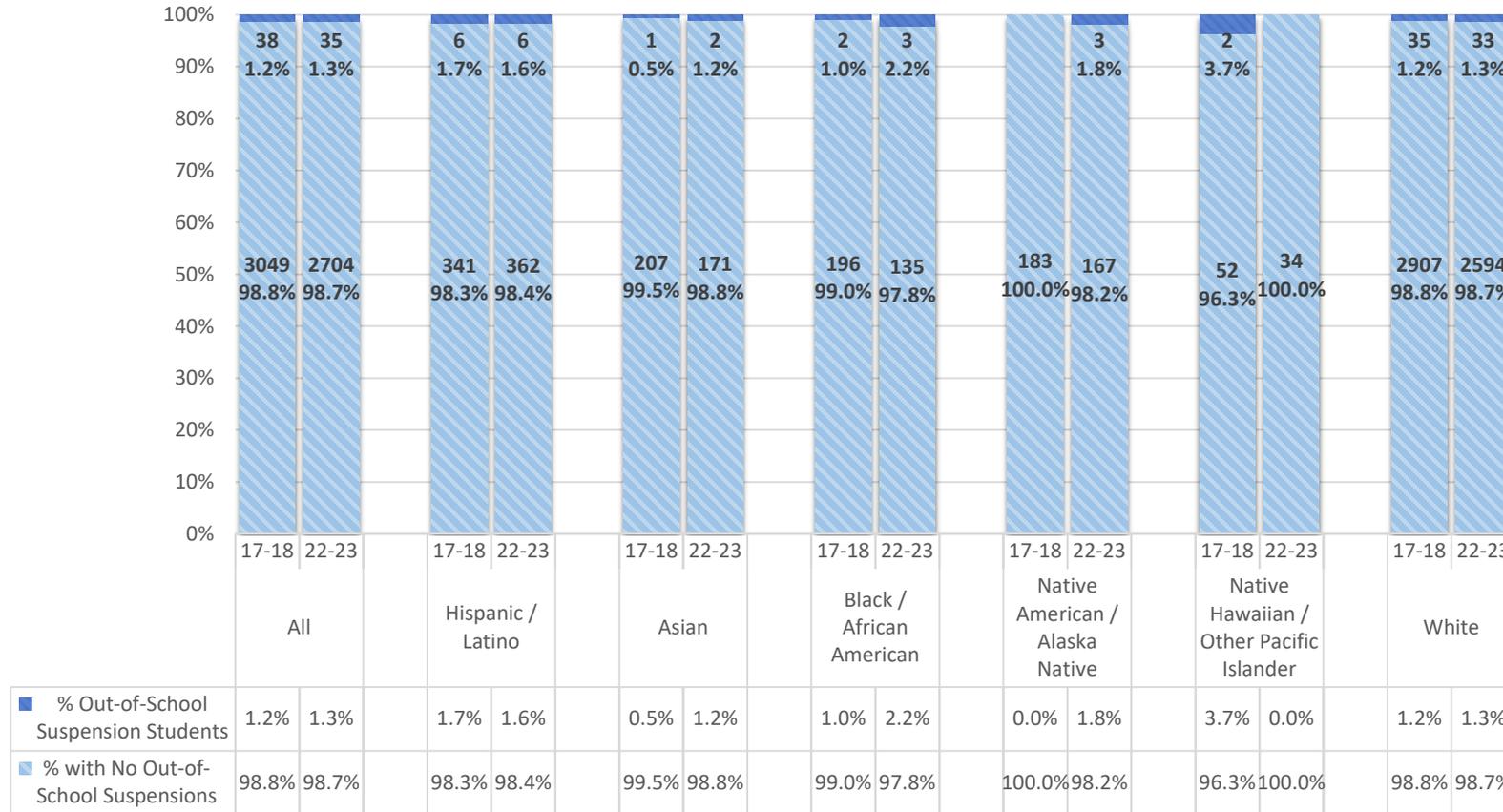


Source: Oregon Department of Education Discipline Report Submission
 Students with more than one race or ethnicity selected are represented in each of their selected categories

Decreased Suspensions

Students with 1 or More Out-of-School Suspensions

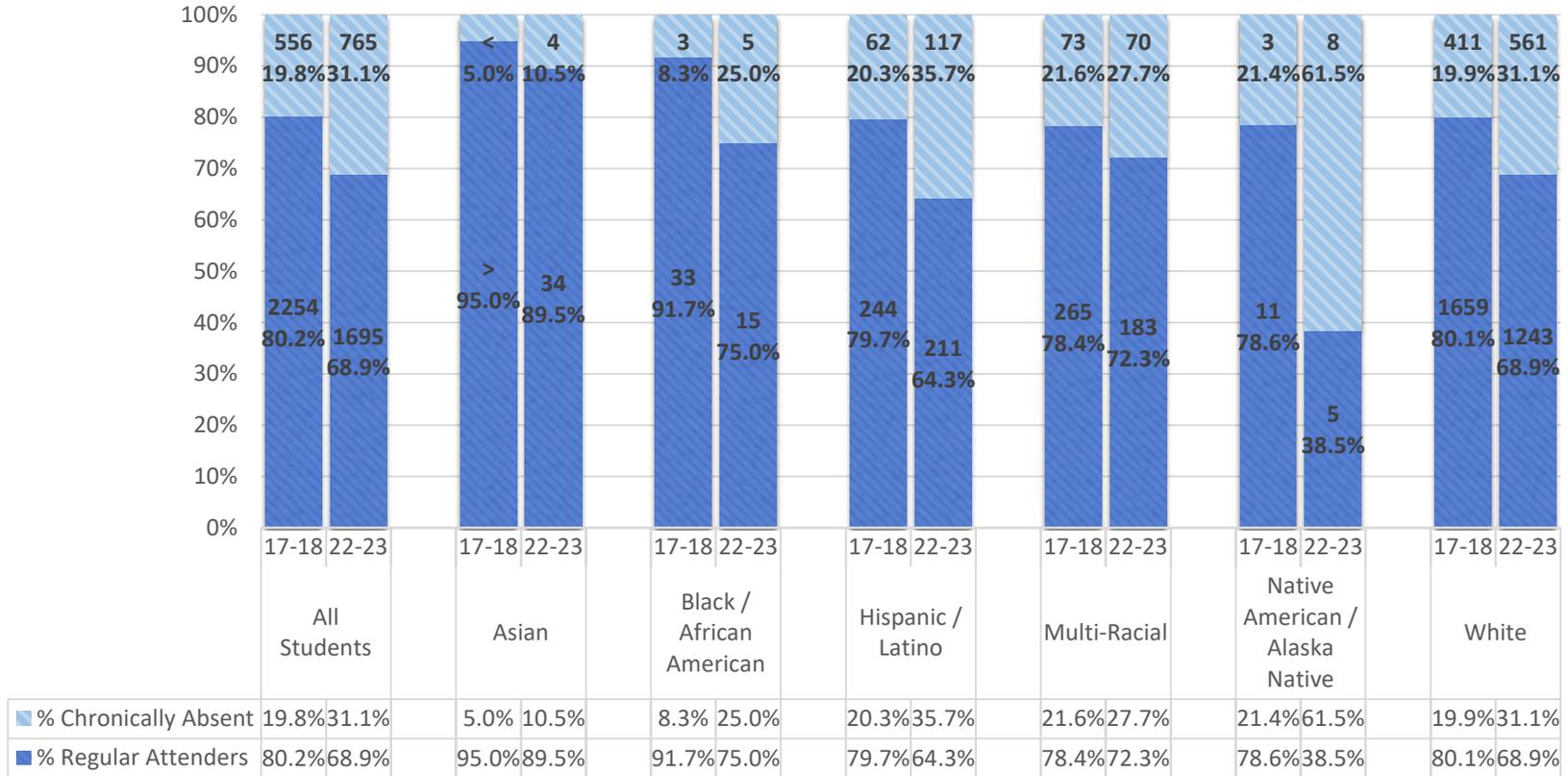
2017-18 & 2022-23 School Years



Source: Oregon Department of Education Discipline Report Submission
 Students with more than one race or ethnicity selected are represented in each of their selected categories
 Expulsion & Removal to Alternative Educational Setting data suppressed as there were < 5 instances of each (1).

Increased Attendance: Regular Attenders

Regular Attenders are students who attended more than 90% of their enrolled days



Source: Oregon Department of Education Media File: Regular Attenders

17-18 Asian category's exact data suppressed as > 95% of the students were regular attenders.

Native Hawaiian/Other Pac. Islander data suppressed in both 17-18 and 22-23 due to size of student population.