



ASD Board Winter Retreat
Assessments, Graduation, and Actions
February 3, 2023

Agenda

- Review 21-22 SBAC data by all and focus groups
- Review preliminary cohort fall/winter growth data in iReady in reading and mathematics
- Review newly released graduation data
- What are we doing to meet students' academic, behavioral, and social emotional needs?

ASD Strategic Plan



Goal 1: Improve Student Achievement

SMART GOAL: *93% student graduation by 2025*

Goal 2: Increase the recruitment and retention of high-quality and culturally diverse staff

SMART GOAL: *The cultural diversity of our staff will match the cultural diversity of our students by 2025.*

Goal 3: Create and maintain a safe, welcoming, supportive, and inclusive environment for all students and staff.

SMART GOAL: *Students and staff will report a “welcoming, supportive, and inclusive environment” by 2025.*

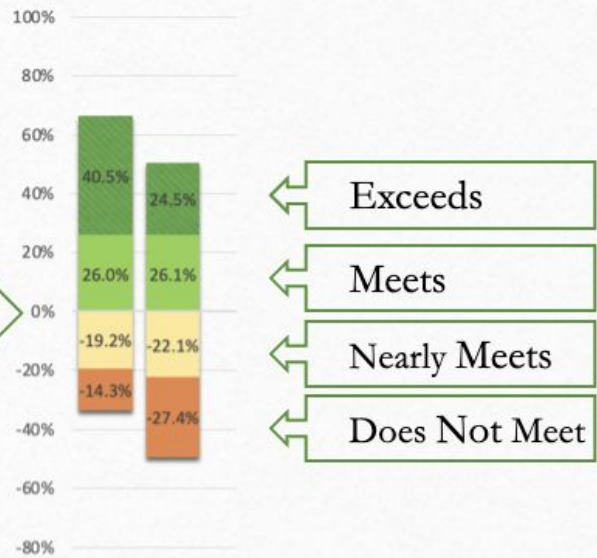


21-22 SBAC Assessments

Overview of how the slides are organized



The line separating those who meet/exceed and those who did not meet the SBAC assessment.



Exceeds

Meets

Nearly Meets

Does Not Meet

	Ashland 2017	Oregon 2018
Level 4	40.5%	24.5%
Level 3	26.0%	26.1%
Level 1	-14.3%	-27.4%
Level 2	-19.2%	-22.1%

Results for the State of Oregon

Results for Ashland SD



All Grades 21-22 SBAC Assessments

Three-Year Trend
Ashland vs State of Oregon
in Reading and Mathematics



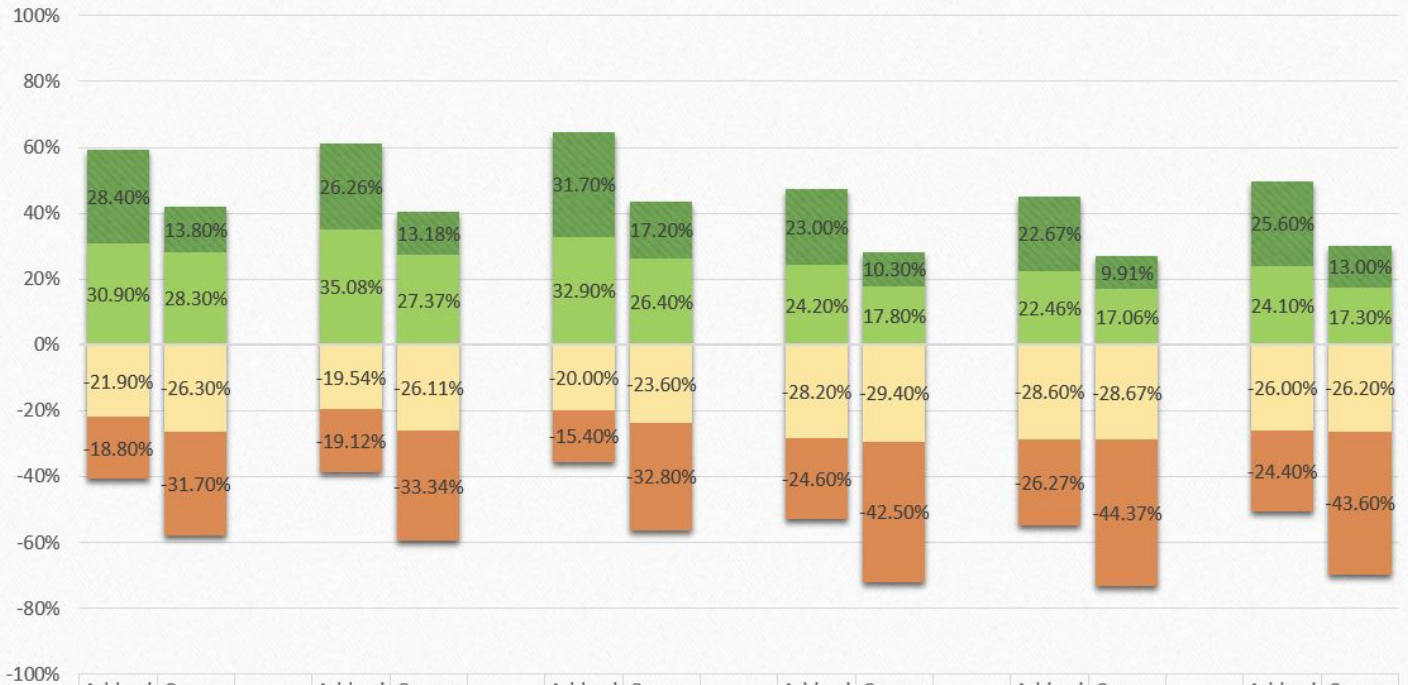
Smarter Balanced Assessment Results - All Grades - Three Year Trend



	Ashland 2017-2018	Oregon 2017-2018	Ashland 2018-2019	Oregon 2018-2019	Ashland 2021-2022	Oregon 2021-2022	Ashland 2018-2019	Oregon 2018-2019	Ashland 2018-2019	Oregon 2018-2019	Ashland 2021-2022	Oregon 2021-2022
English Language Arts						Mathematics						
Level 4	38.40%	21.60%	36.90%	22.76%	31.70%	17.20%	36.20%	19%	33.06%	19%	25.60%	13%
Level 3	33.70%	31.30%	35.69%	30.66%	32.90%	26.40%	27.50%	21.50%	25.72%	20.83%	24.10%	17.30%
Level 1	-11.20%	-22.90%	-11.69%	-24.13%	-15.40%	-32.80%	-15.80%	-32.20%	-16.84%	-33.62%	-24.40%	-43.50%
Level 2	-16.40%	-22.20%	-15.73%	-22.45%	-20.00%	-23.60%	-23.10%	-27.30%	-24.38%	-26.96%	-26.00%	-26.10%

Smarter Balanced Assessment Results - All Grades - Three Year Trend

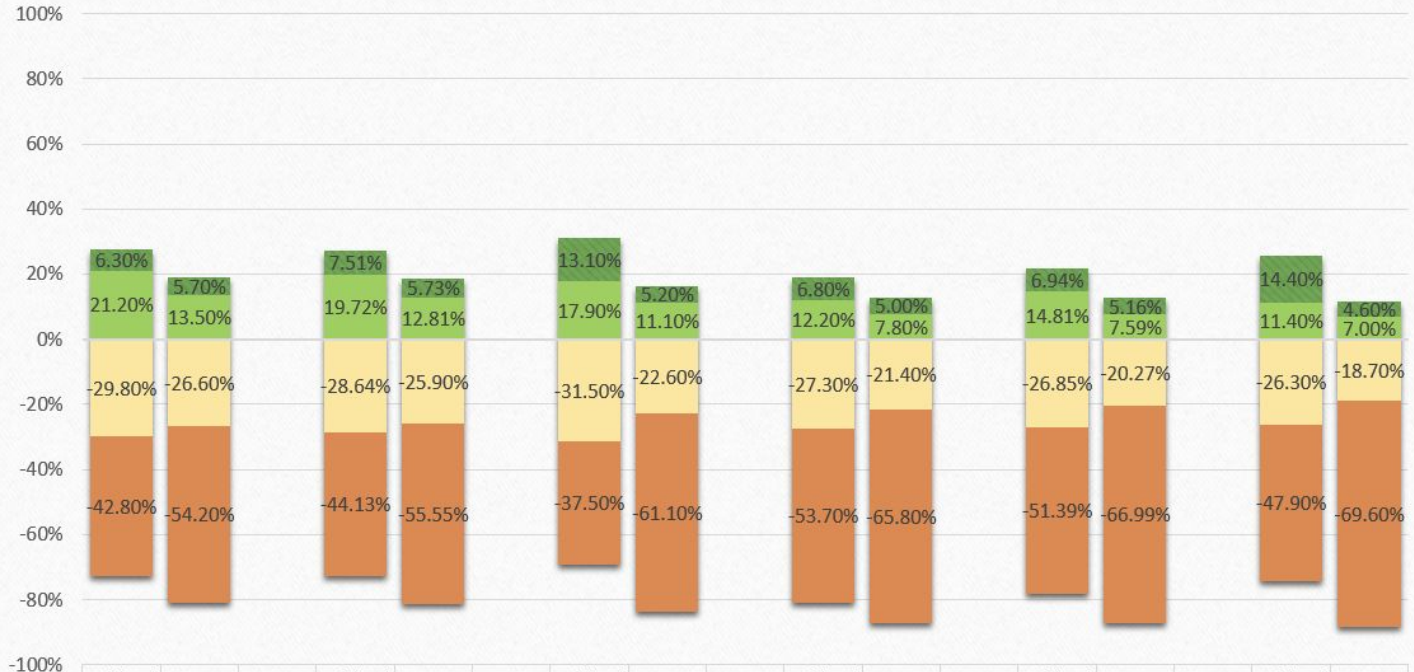
Economically Disadvantaged Category



	Ashland 2017-2018	Oregon 2017-2018	Ashland 2018-2019	Oregon 2018-2019	Ashland 2021-2022	Oregon 2021-2022	Ashland 2017-2018	Oregon 2017-2018	Ashland 2018-2019	Oregon 2018-2019	Ashland 2021-2022	Oregon 2021-2022
English Language Arts						Mathematics						
Level 4	28.40%	13.80%	26.26%	13.18%	31.70%	17.20%	23.00%	10.30%	22.67%	9.91%	25.60%	13.00%
Level 3	30.90%	28.30%	35.08%	27.37%	32.90%	26.40%	24.20%	17.80%	22.46%	17.06%	24.10%	17.30%
Level 1	-18.80%	-31.70%	-19.12%	-33.34%	-15.40%	-32.80%	-24.60%	-42.50%	-26.27%	-44.37%	-24.40%	-43.60%
Level 2	-21.90%	-26.30%	-19.54%	-26.11%	-20.00%	-23.60%	-28.20%	-29.40%	-28.60%	-28.67%	-26.00%	-26.20%

Smarter Balanced Assessment Results - All Grades - Three Year Trend

Students with Disabilities Category



	English Language Arts		Mathematics	
	Ashland	Oregon	Ashland	Oregon
Level 4	6.30%	5.70%	7.51%	5.73%
Level 3	21.20%	13.50%	19.72%	12.81%
Level 1	-42.80%	-54.20%	-44.13%	-55.55%
Level 2	-29.80%	-26.60%	-28.64%	-25.90%



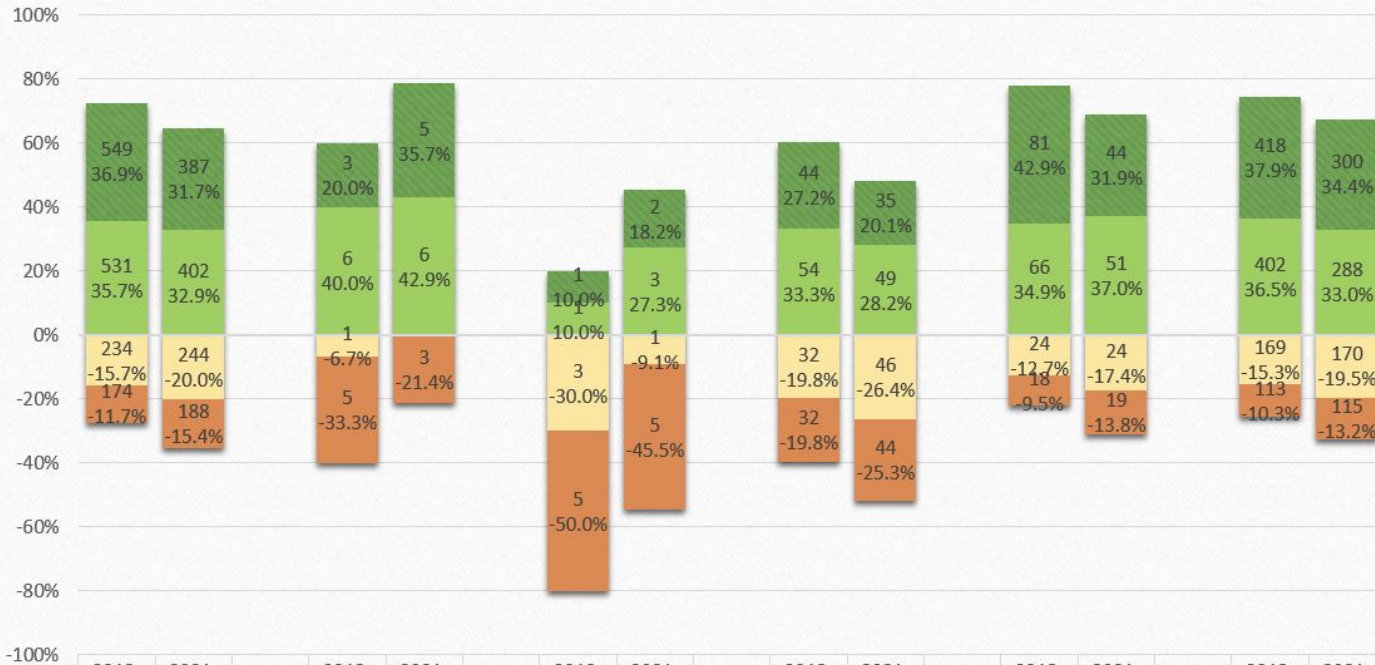
All Grades 21-22 SBAC Assessments

Two-Year Comparison
Ashland Results by Race and Ethnicity
in Reading and Mathematics



Smarter Balanced English Language Arts Assessment Results - All Grades

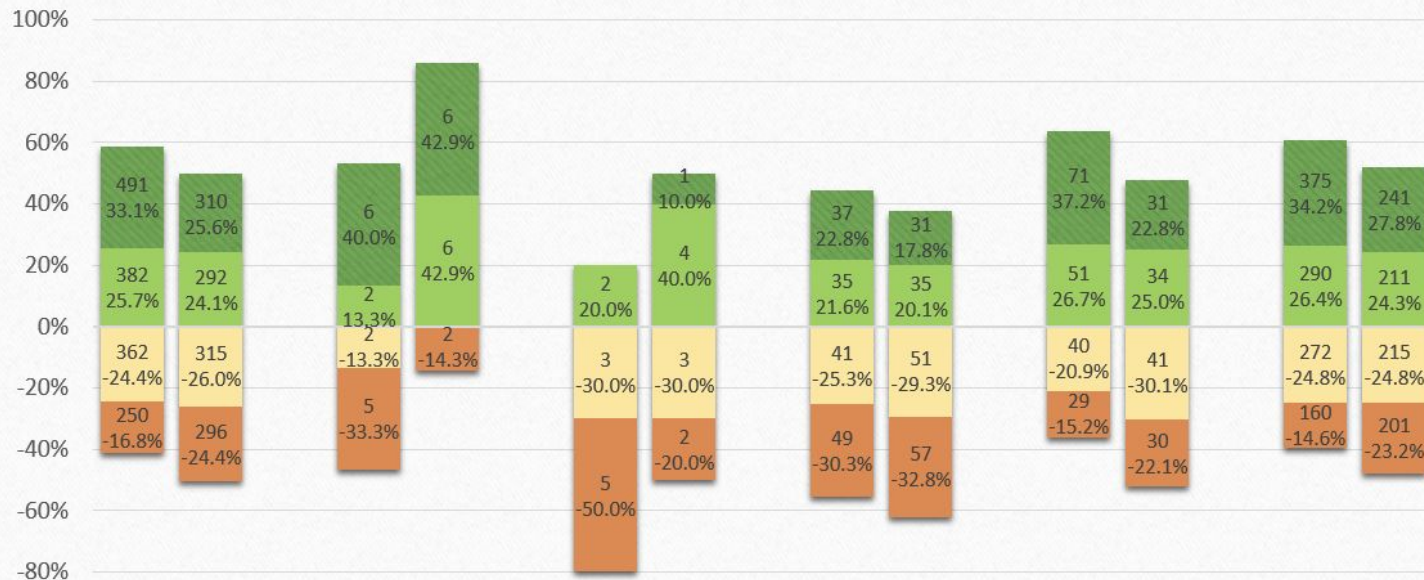
Two Year Comparison by Race and Ethnicity – Includes student counts & percentages



	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022
	All Students		Asian		Black / African American		Hispanic / Latino		Multi-Racial		White	
Level 4	36.9%	31.7%	20.0%	35.7%	10.0%	18.2%	27.2%	20.1%	42.9%	31.9%	37.9%	34.4%
Level 3	35.7%	32.9%	40.0%	42.9%	10.0%	27.3%	33.3%	28.2%	34.9%	37.0%	36.5%	33.0%
Level 1	-11.7%	-15.4%	-33.3%	-21.4%	-50.0%	-45.5%	-19.8%	-25.3%	-9.5%	-13.8%	-10.3%	-13.2%
Level 2	-15.7%	-20.0%	-6.7%	0.0%	-30.0%	-9.1%	-19.8%	-26.4%	-12.7%	-17.4%	-15.3%	-19.5%

Smarter Balanced Math Assessment Results – All Grades

Two Year Comparison by Race and Ethnicity – Includes student counts & percentages



	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022
	All Students		Asian		Black / African American		Hispanic / Latino		Multi-Racial		White	
■ Level 4	33.1%	25.6%	40.0%	42.9%	0.0%	10.0%	22.8%	17.8%	37.2%	22.8%	34.2%	27.8%
■ Level 3	25.7%	24.1%	13.3%	42.9%	20.0%	40.0%	21.6%	20.1%	26.7%	25.0%	26.4%	24.3%
■ Level 1	-16.8%	-24.4%	-33.3%	-14.3%	-50.0%	-20.0%	-30.3%	-32.8%	-15.2%	-22.1%	-14.6%	-23.2%
■ Level 2	-24.4%	-26.0%	-13.3%	0.0%	-30.0%	-30.0%	-25.3%	-29.3%	-20.9%	-30.1%	-24.8%	-24.8%



iReady Data

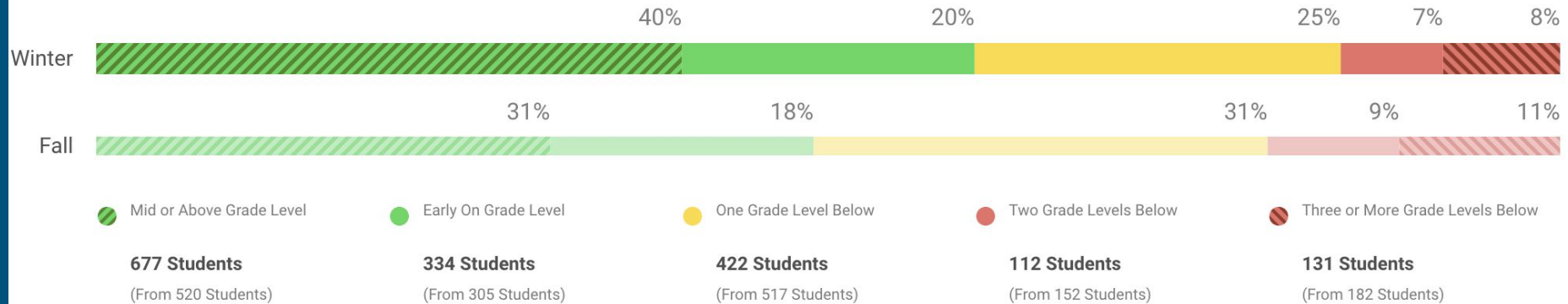
Preliminary Fall to Winter Growth Data
Winter Window closes on 2.17.23



Preliminary Cohort Growth iReady Data Reading - All Students

Overall Placement

Students Assessed/Total: 1,676/2,533



* This report shows students who have taken both the fall and winter benchmarks so far. Please note that in grades K-10 , all students must participate. For grades 11th-12th, only students in reading support take iReady.

Preliminary Cohort Growth iReady Reading Data - By Econ. Disadvantaged and Disability

Economically Disadvantaged		Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged	Winter		24%	20%	33%	11%	13%	492/781
	Fall		17%	14%	36%	14%	18%	
No - Economically Disadvantaged	Winter		47%	20%	22%	5%	6%	1,184/1,752
	Fall		37%	20%	29%	7%	8%	

Special Education		Overall Grade-Level Placement						Students Assessed/Total
Yes - Special Education	Winter		22%	13%	29%	10%	25%	241/368
	Fall		16%	12%	27%	15%	30%	
No - Special Education	Winter		43%	21%	24%	6%	5%	1,435/2,165
	Fall		34%	19%	32%	8%	8%	

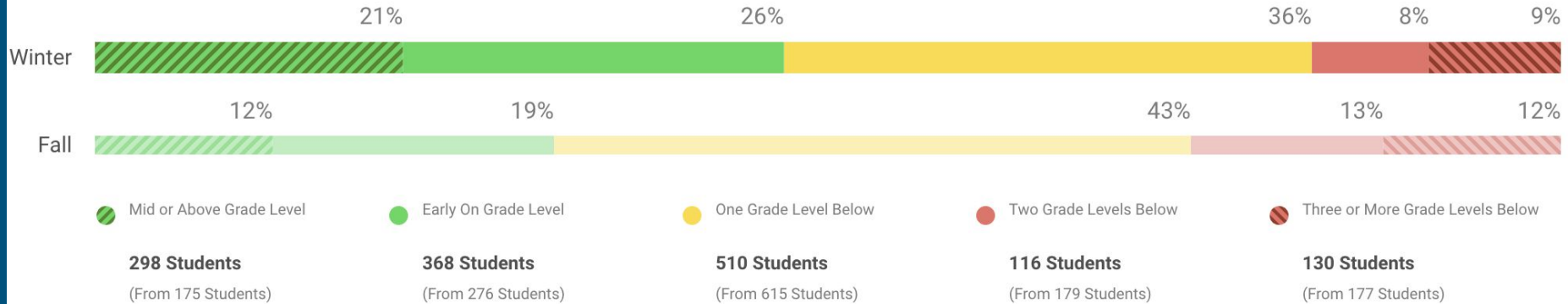
Preliminary Cohort Growth iReady Reading Data - By Race and Ethnicity

Race		Overall Grade-Level Placement						Students Assessed/Total
American Indian or Alaska Native	Winter		8%	0%	67%	17%	8%	12/18
	Fall		0%	0%	50%	25%	25%	
Asian	Winter		38%	12%	31%	4%	15%	26/39
	Fall		35%	23%	23%	8%	12%	
Black or African American	Winter		31%	19%	25%	6%	19%	16/20
	Fall		19%	13%	31%	25%	13%	
Native Hawaiian or Other Pacific Islander	Winter		25%	0%	75%	0%	0%	4/6
	Fall		25%	0%	75%	0%	0%	
Two or More Races	Winter		43%	21%	22%	6%	7%	162/252
	Fall		35%	20%	26%	7%	13%	
White	Winter		41%	20%	25%	7%	8%	1,454/2,192
	Fall		31%	18%	31%	9%	10%	
Yes - Hispanic or Latino	Winter		26%	17%	33%	12%	11%	221/343
	Fall		22%	14%	33%	13%	18%	

Preliminary Cohort Growth iReady Data Math - All Students

Overall Placement

Students Assessed/Total: 1,422/2,540



* This report shows students who have taken both the fall and winter benchmarks so far. Please note that in grades K-9 , all students must participate. For grades 10-12th, only students in math support take iReady.

Preliminary Cohort Growth iReady Mathematics Data - By Econ. Disadvantaged and Disability

Economically Disadvantaged		Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged	Winter		9%	19%	44%	13%	15%	439/780
	Fall		3%	12%	45%	17%	23%	
No - Economically Disadvantaged	Winter		26%	29%	32%	6%	6%	983/1,760
	Fall		16%	23%	43%	10%	8%	

Special Education		Overall Grade-Level Placement						Students Assessed/Total
Yes - Special Education	Winter		13%	19%	30%	13%	25%	216/367
	Fall		5%	13%	36%	14%	33%	
No - Special Education	Winter		22%	27%	37%	7%	6%	1,206/2,173
	Fall		14%	21%	45%	12%	9%	

Preliminary Cohort Growth iReady Mathematics Data - By Race and Ethnicity

Race		Overall Grade-Level Placement						Students Assessed/Total
American Indian or Alaska Native	Winter		0%	10%	40%	30%	20%	10/19
	Fall		0%	0%	50%	10%	40%	
Asian	Winter		35%	20%	30%	15%	0%	20/40
	Fall		20%	20%	30%	25%	5%	
Black or African American	Winter		7%	14%	57%	14%	7%	14/20
	Fall		0%	7%	50%	14%	29%	
Native Hawaiian or Other Pacific Islander	Winter		0%	50%	50%	0%	0%	4/6
	Fall		0%	25%	50%	25%	0%	
Two or More Races	Winter		23%	28%	33%	9%	8%	132/251
	Fall		11%	25%	44%	10%	10%	
White	Winter		21%	26%	36%	8%	9%	1,239/2,198
	Fall		13%	19%	43%	13%	12%	

Yes - Hispanic or Latino	Winter		8%	24%	42%	11%	15%	197/340
	Fall		6%	17%	38%	19%	20%	

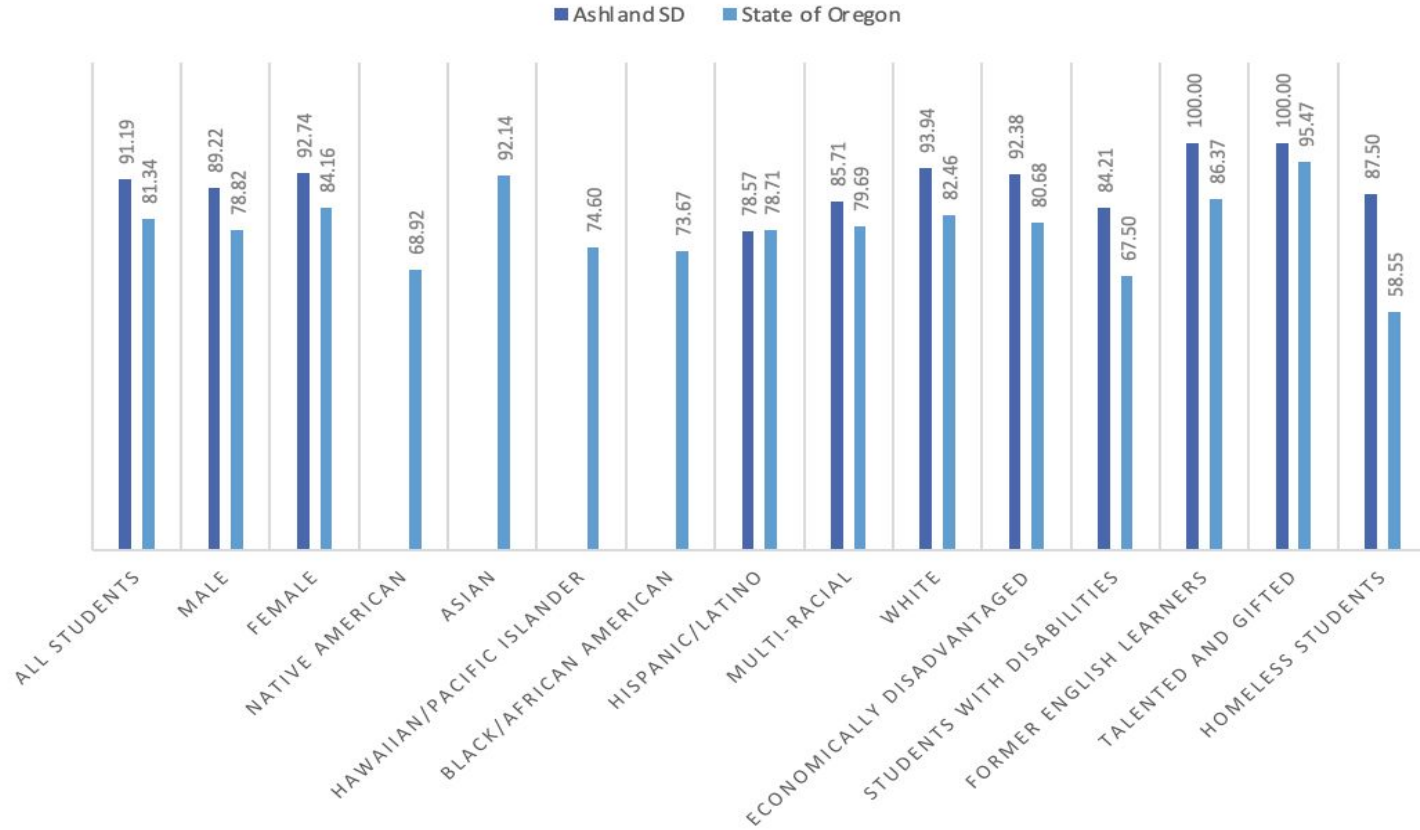


Graduation Data

Publicly Released on 1.26.23

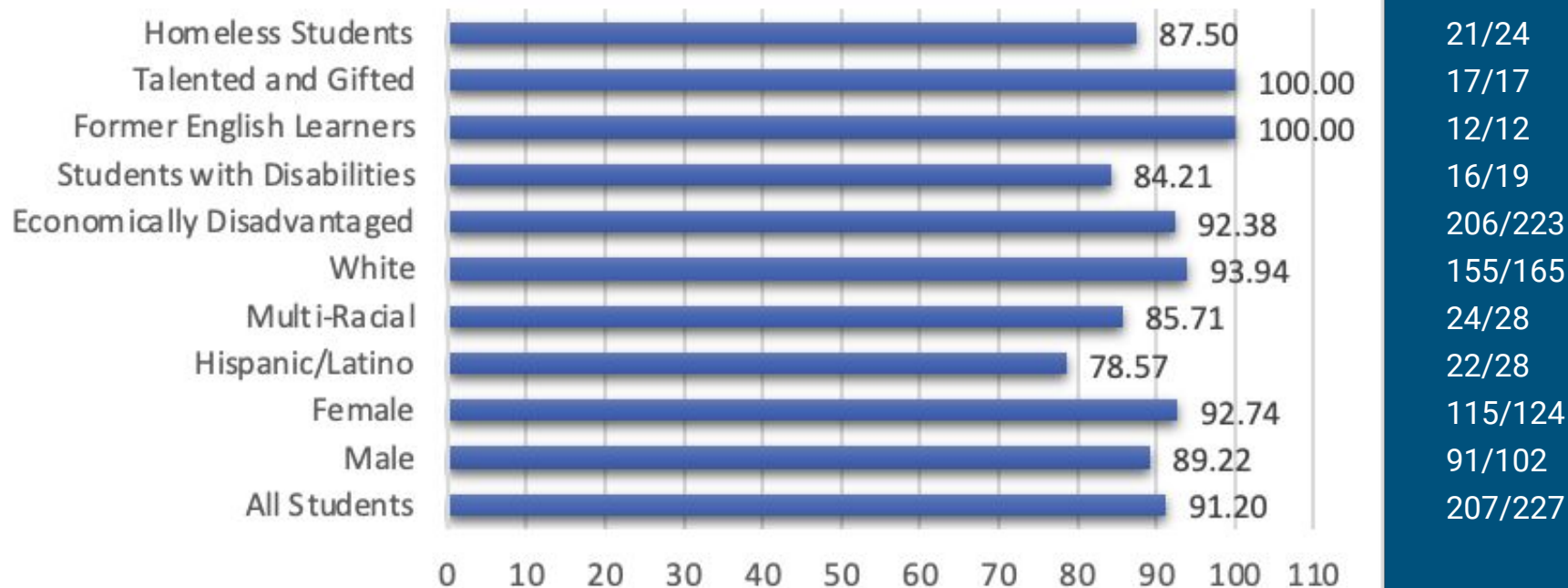


21-22 GRADUATION RATES




* 10 students is the minimum n-size needed to show in ODE's public report. Four ASD groups do not meet n-size requirements.

21-22 Ashland Graduation Percentage Rate by Group



* 10 students is the minimum n-size needed to show in ODE's public report. Four ASD groups do not meet n-size requirements.



What are we doing to support students?

Examples, not a comprehensive list



Cross-Department Supports

- ❖ Strengthening our Multi-tiered Systems of Support (MTSS) with collaboration between classroom teachers and specialists
- ❖ Establishment and continuation of data teams at each site
- ❖ Child Study Teams at each site
- ❖ Making Data Agents user-friendly for teachers
- ❖ Foundations of Equity Training for all staff

Academic Supports

❖ Professional development for teachers

- in math through the Teachers Development Group
- in reading through Enhanced Core Reading Instruction (ECRI) for K-2 students
- in student engagement for Universal Design for Learning (UDL) through SEE-KS.
- in Equity Lens in instructional equity and instructional material evaluations

❖ Intervention classes across grade levels based on data-based criteria

❖ Change in the INC class structure (differentiation period) at AMS

- data-based differentiated instruction
 - filling in gaps using pre-teaching, iReady My Path lessons, informational text reading
 - enrichment for those already meeting grade-level standards

❖ Advanced coursework for middle and high school students

❖ Individual college and career support and whole class presentations

❖ Instructional coaches support teachers in planning, instruction, and reflections

❖ English Language Development

- we have more new-to-English students across all levels than ever before
 - ASF financial support with iPads for each student for language access supports

Behavioral Supports

- ❖ Attendance committees, student advocates implement individualized plans, offer tier-2 supports, and attendance specialist conducts home visits
- ❖ Behavioral health specialists serve tier 2 and 3 students who have barriers in accessing quick clinical mental health supports.
- ❖ Our behavior and MTSS specialist has been busy!
 - presenting to general education staff about differences between behavior interventions vs. accommodations/ modifications in the classroom
 - drafting safety plans, functional behavior assessments, and behavior interventions plans for individual students
 - modeling to staff how to take both anecdotal behavior data as well as frequency, duration and intensity data, and then creating graphs and meeting with teams on how to move forward and make plans for next steps based on data-driven decisions
 - setting up high and low tech communication systems for students who struggle to communicate verbally/vocally and trained staff on how to implement them

Social Emotional Supports

- ❖ Child Development Specialists teach SEL lessons and /or coach and co-facilitate lessons with teachers across grade levels.
 - Emotion management and problem solving are explicitly taught.
- ❖ SEL surveys at AMS
 - Hillary and Tito were able to create a teacher-friendly dashboard to access the data
 - Coaches built a reflection tool for teachers to use when analyzing data
 - Second Step curriculum being implemented. Looking into Sources of Strength for MS.
- ❖ Establishment and continuation of student unions and affinity groups across grade levels

“

Individual behaviors can shape
the success of individuals.

*But policies determine
the success of groups.*

IBRAM X. KENDI

HOW TO BE AN ANTIRACIST

Thank You!

