

Ashland School Board
School Board Retreat 1
Tuesday, August 18, 2026 8:30 AM

District Office
885 Siskiyou Blvd
Ashland, Oregon 97520

Agenda

1. Call to Order / Roll Check 9:00 am

Presenter: Board Chair Russell Hatch

2. Review and Approve Agenda

Presenter: Board Chair Russell Hatch

3. ASD Academic Review and Goals

2

Presenter: Assistant Superintendent Michelle Cuddeback

4. Board Self-Evaluation Summary of Results

Presenter: Board Chair Russell Hatch

5. Lunch Break (Recess)

Presenter: All

6. Board Operations

Presenter: Board Chair Russell Hatch

7. District Goals

Presenter: Superintendent Joseph Hattrick

8. Adjourn

Presenter: Board Chair Russell Hatch

Oregon's New Accountability System

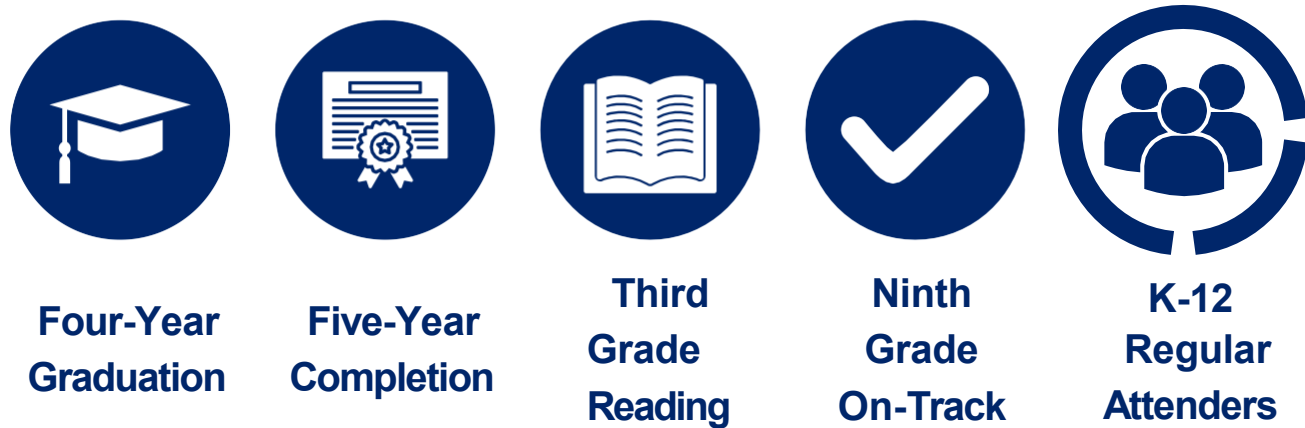
Understanding SB 141 & Performance Growth Targets

Borrowed and adapted from Dr. Aisha McBride - Superintendent Vale School District

From LPGTs to PGTs: What Changed?

Previous SIA Accountability Model

Longitudinal Performance Growth Targets (LPGTs) included:

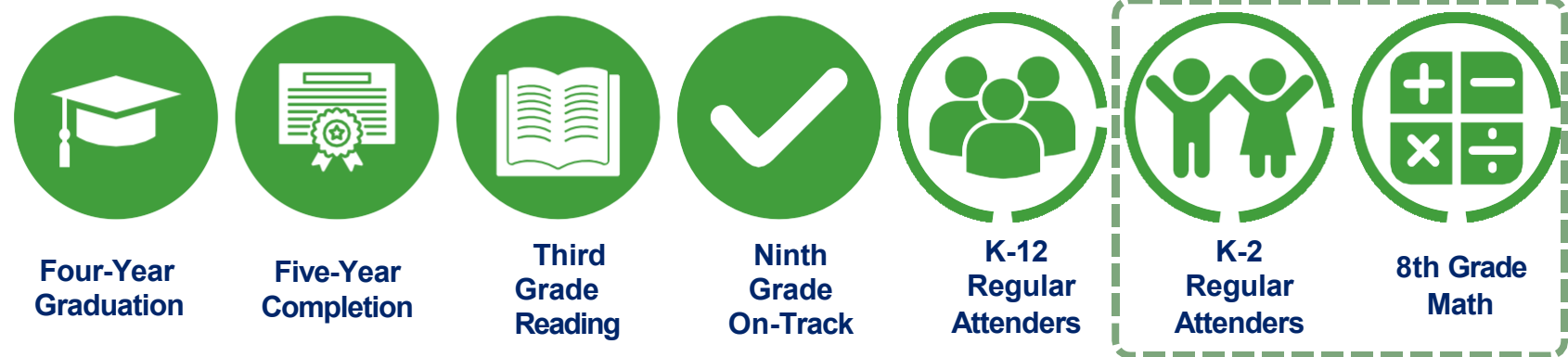


Districts could also select a Local Optional Metric (LOM).

After 2025-2026, previously established LPGTs will no longer apply as the state transitions to the new accountability model in 2026-2027.

New SB 141 Accountability Model

Senate Bill 141 —the Education Accountability Act —maintained the original SIA metrics, added K-2 Regular Attenders and 8th Grade Math, and rebranded the metrics as **Performance Growth Targets (PGTs)**.



Districts must also select one Local Performance Growth Target from:



Sources:

- ♦ [Integrated Guidance Appendix P: Detailed Guidance on Longitudinal Performance Growth Targets \(LPGT\)](#)
- ♦ [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Defining SB 141 Common Metrics

COMMON METRICS

K-2 REGULAR ATTENDANCE	1	The percentage of students in grades K-2 attending more than 90% of their enrolled school days.
K-12 REGULAR ATTENDANCE	2	The percentage of students in grades K-12 attending more than 90% of their enrolled school days.
3RD GRADE ELA PROFICIENCY	3	The percentage of students proficient on statewide English Language Arts (ELA) assessments in third grade.
8TH GRADE MATH PROFICIENCY	4	The percentage of students proficient on statewide mathematics assessments in eighth grade.
9TH GRADE ON-TRACK	5	The percentage of students earning at least one quarter of their graduation credits by the end of the summer following their ninth-grade year.
4-YEAR GRADUATION RATE	6	The percentage of students earning a regular or modified diploma within four years of entering high school.
5-YEAR COMPLETION RATE	7	The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.

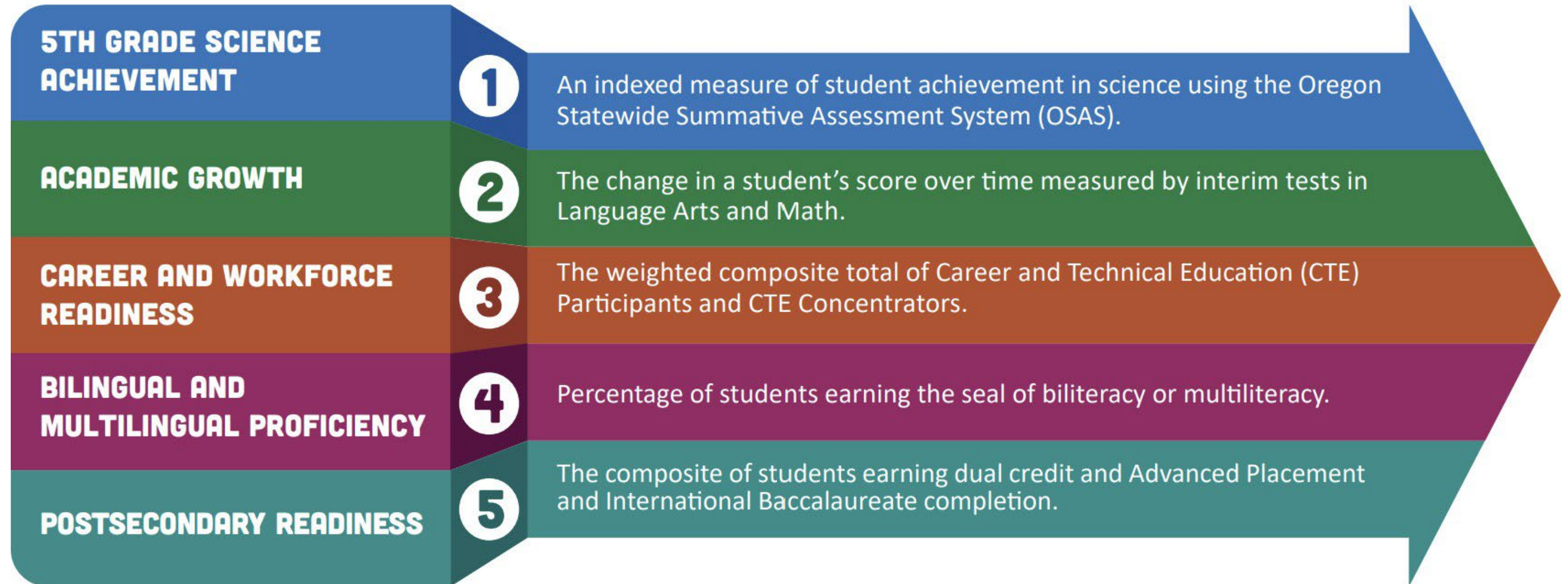


Source:

- [The Education Accountability Act's Performance Growth Targets 2026](#)

Defining SB 141 Local Metrics

LOCAL METRICS



Source:

- ♦ [The Education Accountability Act's Performance Growth Targets 2026](#)

Types of Performance Growth Targets (PGTs)

Statewide Performance Growth Targets

“Ambitious and attainable goals to improve student outcomes across Oregon. These are developed by ODE and adopted by the State Board of Education.”



Similar District Performance Growth Targets

“Used as an input to help school districts and charter schools set their local targets, these are a set of targets provided by the state that show what progress looks like among districts with similar characteristics.”



Local Performance Growth Targets

“School districts and charter schools co-develop with ODE in order to ensure each district or charter school will contribute to statewide progress.”



Source:

- [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Statewide Targets

The State Board of Education adopted statewide targets for the common metrics on April 28, 2026:

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
K-2 Attendance	70.7%	82.0%
K-12 Attendance	66.5%	78.3%
3rd Grade English Language Arts	40.3%	52.6%
8th Grade Math	28.9%	52.0%
9th Grade On-Track	86.6%	94.9%
4-year Graduation	83.0%	92.3%
5-year Completion	87.4%	95.4%

ODE developed the following following statewide targets for local metrics to support development of PGTs:

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
5th Grade Science Achievement (Index 0-150) ¹	50.2	68.1
Academic Growth	N/A	TBD*
Career and Workforce Readiness (Index 0-400) ²	120.7	167.2
Multilingual Proficiency	7.4%	14.4%
Postsecondary Readiness	45.6%	58.1%



Source:

- ♦ [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Similar District Performance Growth Targets

“The 2025 Education Accountability Act (Senate Bill 141) requires the Oregon Department of Education (ODE) to set metric targets for ‘similar school districts’ and requires school districts to use these metric targets when setting performance growth targets for:

- K-2 Regular Attenders
- K-12 Regular Attenders
- 3rd Grade ELA
- 8th Grade Math
- 9th Grade On Track
- Four-year Graduation
- Five-year Completion
- Local Metrics”



Source:

- [Determining Similar Districts \(SB 141\)](#)

Similar District Performance Growth Targets

Assigning Similar District Groups and Clusters

- ODE engaged district leaders in the development of similar districts.
- Preliminary groupings were released in December of 2025 and districts had an opportunity to appeal their group assignment. Cluster assignment was not appealable.
- Methodology has been published for the processes that were utilized to assign districts to groups and clusters.

Setting Similar District Performance Growth Targets

- ODE announced the release of the Similar District Performance Growth Targets on May 27, 2026.
- Performance growth targets and growth expectations vary greatly between groups and clusters.
- Methodology used to establish targets for groups and clusters has been requested from ODE.



Sources:

- Determining Similar Districts (SB 141)
- Education Accountability Act (SB 141) Similar Districts Technical Manual

District Name	InstID	Institution Name	Group and Cluster	Total Students (2024-25)
Ashland SD 5	2041	Ashland SD 5	Group 2, Cluster 1	2,458
Corvallis SD 509J	1901	Corvallis SD 509J	Group 2, Cluster 1	5,813
Grants Pass SD 7	2054	Grants Pass SD 7	Group 2, Cluster 1	5,519
Lake Oswego SD 7J	1923	Lake Oswego SD 7J	Group 2, Cluster 1	6,860
Philomath SD 17J	1900	Philomath SD 17J	Group 2, Cluster 1	1,424
Riverdale SD 51J	2188	Riverdale SD 51J	Group 2, Cluster 1	561
Sherwood SD 88J	2244	Sherwood SD 88J	Group 2, Cluster 1	4,551

Group and Clusters	Metric	2024-25 All Students Rate	2029-30 PGT All Students (Target Performance)	2024-25 Gap Size between All Students and Combined Focal Group Students	2029-30 Gap-closing PGT (Target Gap Size)
Group 2, Cluster 1	K-2 Attendance	79.6	89.9	6.7	5.0
Group 2, Cluster 1	K-12 Attendance	74.2	83.6	5.6	4.2
Group 2, Cluster 1	3rd Grade ELA	57.5	74.6	11.8	8.9
Group 2, Cluster 1	8th Grade Math	45.9	84.0	10.7	8.0
Group 2, Cluster 1	9th Grade On-Track	92.7	>95	5.4	4.1
Group 2, Cluster 1	4-year Graduation	91.2	>95	5.3	4.0
Group 2, Cluster 1	5-year Completion	95.1	>95	4.1	3.1
Group 2, Cluster 1	5th Grade Science Achievement (Index)	69.0	89.7	13.0	9.8
Group 2, Cluster 1	Career and Workforce Readiness (Index)	103.8	129.2	9.1	6.8
Group 2, Cluster 1	Multilingual Proficiency	7.8	15.5	-2.1	0.0
Group 2, Cluster 1	Postsecondary Readiness	60.0	70.7	12.7	9.5



Source:

- Similar District Performance Growth Targets

Setting Local Performance Growth Targets

Guidance regarding the role that Similar District Performance Growth Targets play in the Local Performance Growth Target development process and drastically different outcome expectations for groups/clusters has led to confusion.

“The 2025 Education Accountability Act (Senate Bill 141) requires the Oregon Department of Education (ODE) to set metric targets for “similar school districts” and **requires school districts to use these metric targets when setting performance growth targets...**” -

Determining Similar Districts (SB 141, ODE)

“Districts and charter schools will set their targets based on local context and historical data, **informed by Similar District Targets set by ODE.**” - Education Accountability Act: State and Local Performance Growth Targets

“Do baseline targets have to reach their similar district target?

No. School districts and charter schools must show progress toward the Similar District Performance Growth Targets for their Similar District Cluster.” -

Performance Growth Targets (PGTs) FAQs

“Districts and charter schools, especially those with rates below their Similar District Performance Growth Targets, should **strive towards matching or exceeding the progress of their Similar District Cluster.**” -

The Education Accountability Act's Performance Growth Targets 2026

“...ODE will check that the submitted targets demonstrate the following:...Progress toward Similar District Performance Growth Targets, such that **by 2029-30 the targets meet or are near meeting the Similar District Performance Growth Targets**, taking into account how far below the starting point is relative to those targets.” -

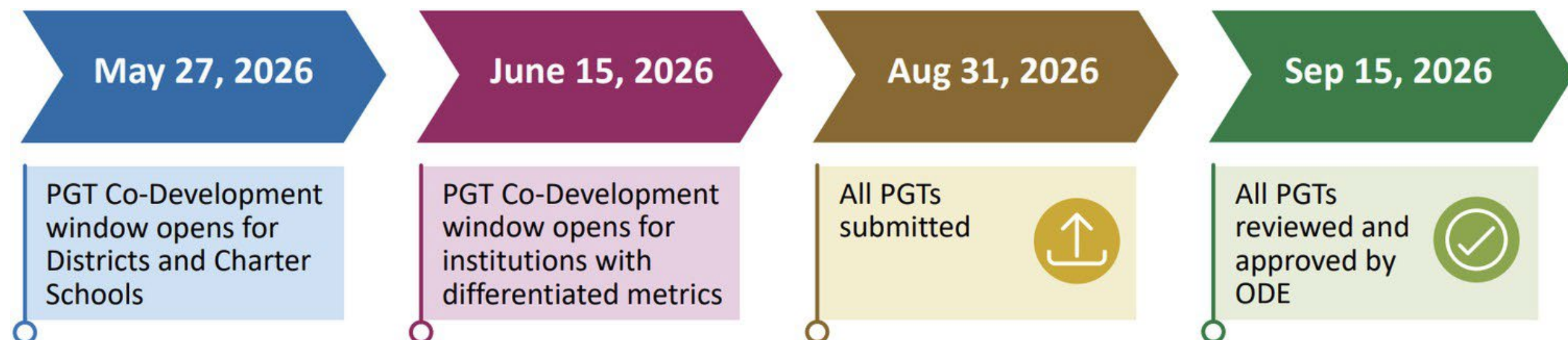
The Education Accountability Act's Performance Growth Targets 2026

Setting Local Performance Growth Targets

“As part of this review, ODE will check that the submitted targets demonstrate the following:

- Growth for both the "All Student" group and the "Combined Focal Student Group" in each of the four years of the target period;
- A reduction in the gap between the "All Students" group and the "Combined Focal Student Group" each year ; and
- Progress toward Similar District Performance Growth Targets, such that by 2029-30 the targets meet or are near meeting the Similar District Performance Growth targets, taking into account how far below the starting point is relative to those targets.

If submitted targets do not meet one or more of these criteria, ODE staff will follow up to discuss specific metrics and resolve questions or concerns.”

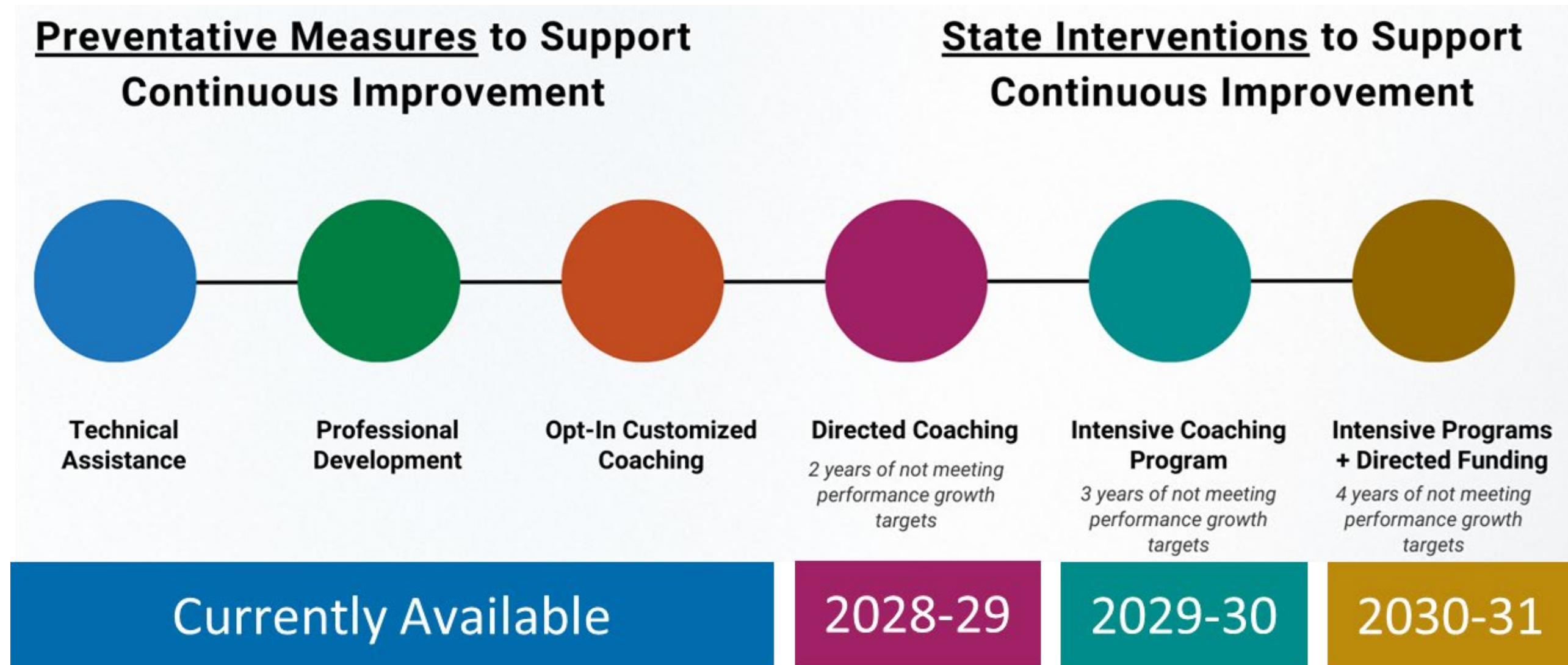


Sources:

- [The Education Accountability Act's Performance Growth Targets 2026](#)

Why Local Performance Growth Targets Matter

“ODE will conduct annual performance reviews of each school district’s outcome data, based on seven Performance Growth Targets and locally defined metrics.”



Sources:

- [District Performance & Continuum of Supports](#)

When is a Local Performance Growth Target Considered Met?

A district will be considered to have met a single metric when any **ONE** of the following is true:

Pathway 1



Baseline target is met **AND**
gap-closing target is met.

Pathway 2



Baseline target is met **AND**
progress toward the gap-
closing target has been made.

Pathway 3



Gap-closing target is met **AND**
progress toward the baseline
target has been made.



If none of these conditions are met, the metric is considered **NOT MET**.



Source:

- [OAR 581-003-0040](#)

Directed Coaching

Metric	2026-2027	2027-2028
K-2 Regular Attenders	Met	Met
K-12 Regular Attenders	Met	Met
3 rd Grade Reading	Met	Met
8 th Grade Math	Met	Met
9 th Grade On-Track	Met	Met
4-Year Graduation	Not Met	Not Met
5-Year Completion	Met	Met
Local Metric	Met	Met

Directed Coaching

“Districts must accept directed coaching when the department has determined that the school district has not met performance growth targets for the same metric for two consecutive years.”

“Districts must accept directed coaching for a minimum of two years.”



Source:

♦ [OAR 581-003-0045](#)

Intensive Coaching

School districts will be required to participate in the Intensive Coaching Program when:

Pathway 1

The district has not met performance growth targets for two or more metrics for three or more consecutive years.

Pathway 2

The school district has participated in Directed Coaching and did not meet performance growth targets.

If EITHER of the above are true, the district will be required to participate in Intensive Coaching.

Districts must participate in the Intensive Coaching Program for a minimum of two years.



Source:
• [OAR 581-003-0050](#)

Direct State School Fund and SLA Funds



After four or more years of a school district not meeting the performance growth targets, the department shall require the school district to authorize the department to prescribe the uses of up to 25% of the district's State School Funds and Student Investment Account Funds.



Source:
♦ [OAR 581-003-0055](#)

Ashland Goal Setting

1. Small team participated in co-development meeting hosted by SOESD
2. Lead Team considered historical growth, statewide targets, similar district targets, and Ashland context/capacity in drafting PGTs.
3. Joseph and Michelle to review and finalize PGTs
4. Refinement meeting with ODE
5. Submit by August 31

PGT Planning Tool



Reporting Requirements

- ❖ Administer Interim Assessments 3x/year during designated “windows”
 - ❖ Ashland windows:
 - ❖ Fall Benchmarking = September
 - ❖ Winter Benchmarking = January
 - ❖ Spring Benchmarking = May
- ❖ Report K-8 Results in Math and Reading to the Board during an open meeting shortly after the testing window.
- ❖ Publicly track and report progress on mandated student performance metrics (such as third-grade reading, eighth-grade math, graduation rates, and attendance) disaggregated by student groups.



Reminder



- School Districts are still required to complete an annual report on the Integrated Guidance LPGTs.
 - The annual report must be posted to the grantee's webpage.
 - The annual report must be presented to the governing board at an open meeting with the opportunity for public comment.
 - Cannot be a consent agenda item.
 - Does not require Board action.
 - The annual report must be submitted to ODE by September 30, 2026



Source:

- ♦ [Aligning for Student Success: Integrated Guidance Update 2025-27](#)
- ♦ [Informational Update: August 2026 Aligned Message](#)

EXECUTIVE BRIEFING

Artificial Intelligence in K-12 Education



National Landscape, Oregon Framework, and Future Outlook for District
Leadership

School Board Presentation & Review

PART I

Executive Summary & High-Level Context

From reactive bans to proactive, human-centered integration: Navigating the shift toward responsible, equity-driven AI adoption in public K-12 education.

The National Landscape: Reactive to Proactive

Over 35 state departments of education across the United States have published formal AI guidance, shifting the national narrative from prohibition to human-centered empowerment.

- ✓ **Human-in-the-Loop Pedagogy:** U.S. Dept. of Education guidelines emphasize AI as a tool to augment educator judgment, not replace it.
- ✓ **Responsible Use Policies (RUPs):** Transitioning from blanket bans to clear, graded assessment frameworks and ethical guidelines.
- ✓ **Teacher Efficiency:** Leveraging AI for lesson design, text leveling, automated rubrics, and administrative streamlining.
- ✓ **Data Governance Focus:** Stringent compliance enforcement under FERPA, COPPA, and CIPA for enterprise vendor safety.



Navigating the Three Digital Divides in AI



1. Digital Access Divide

Inequitable distribution of high-speed connectivity, modern devices, and district-funded enterprise AI tools across diverse socioeconomic student groups.



2. Digital Use Divide

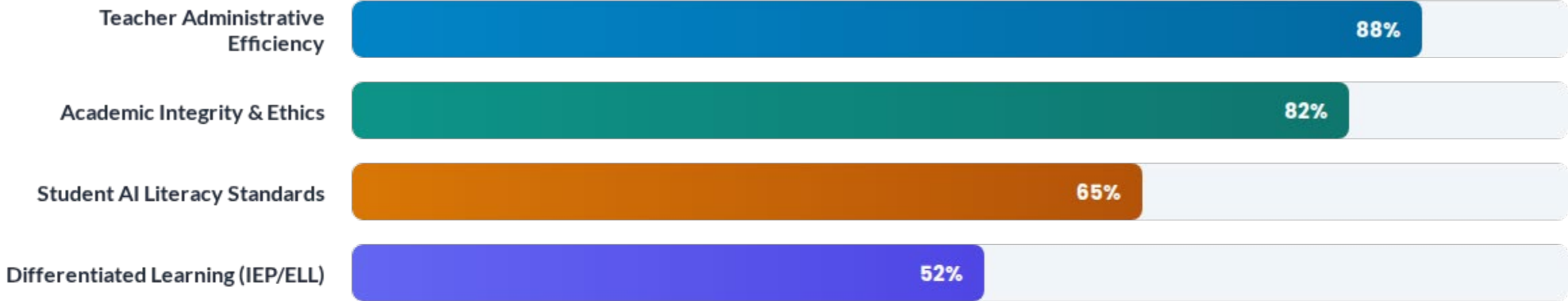
The gap between students using AI to critique, build, and innovate versus those restricted to automated drill-and-practice or basic search tasks.



3. Digital Design Divide

Disparities in dedicated professional development time for educators to build capacity in designing meaningful AI-assisted learning experiences.

Primary Focus Areas in District AI Adoption



Data indicates that administrative workload reduction and ethical guidelines remain top implementation priorities before full instructional integration.

PART II

Oregon Focus: Guidance & Local Practices

Examining the Oregon Department of Education (ODE) framework, student privacy laws, and district implementation models across the state.

Oregon Policy Framework

ODE Generative AI Guidelines

The Oregon Department of Education published comprehensive guidance titled *Generative Artificial Intelligence (AI) in K-12 Classrooms* to ground district policies in human-centered values.

Key Pillars for Oregon Schools:

- **Human-Centered Relationships:** AI must support, never supplant, genuine student-teacher interaction.
- **Protection of Student Data:** Strict adherence to the Oregon Student Information Protection Act (OSIPA).
- **Informed Civic Preparation:** Developing critical evaluation skills for Oregon's future workforce.

ODE Core Guiding Principles



Human-Centered

Focuses on authentic human connection, critical thinking, and student voice rather than automated reliance.



Equity & Access

Ensures AI tools serve multilingual learners, students with disabilities, and historically underserved groups.



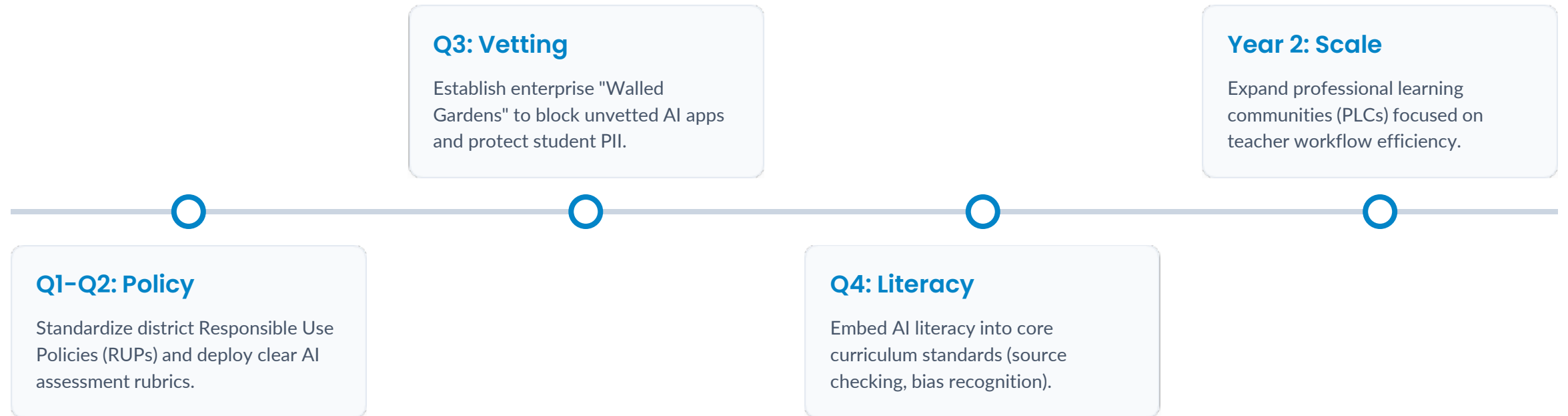
Ethical Practice

Teaches students to identify algorithmic bias, verify hallucinated data, and maintain academic integrity.

Oregon Compliance & Data Privacy

Regulation	Scope & Core Requirement	District Responsibility	Status
OSIPA (Oregon State Law)	Restricts operators from selling, targeted advertising, or building student profiles.	Mandate signed vendor privacy agreements for all software.	MANDATORY
FERPA (Federal Law)	Protects student Personally Identifiable Information (PII) from non-consensual disclosure.	Ensure AI tools do not retain student data to train public models.	MANDATORY
COPPA & CIPA (Federal Law)	Regulates parental consent for under-13 tool usage and web content filtering.	Verify COPPA compliance for classroom web applications.	REQUIRED
Local RUP (District Level)	Outlines transparent assignment expectations and acceptable AI citation.	Deploy 5-level AI usage scale across school rubrics.	IN PROGRESS

Near-Term Outlook (1–2 Years)



Mid-Term Outlook (3–5 Years)

Transforming Assessment & Learning

As generative AI capabilities mature, educational structures will undergo systemic evolution:

- **Process-Oriented Evaluation:** Shifting from final written products to live oral defenses, reflection logs, and live problem-solving.
- **Multimodal Learning Assistants:** AI tutors customized to individual IEP/504 goals providing real-time audio and visual scaffolding.
- **Prioritizing Durable Human Skills:** Heightened curriculum emphasis on critical thinking, ethical reasoning, empathy, and collaboration.



Questions & Strategic Discussion

Recommended Next Steps for Board Action:

- ✓ Form a Cross-Functional District AI Steering Committee
- ✓ Review & Approve Updated Student Privacy & Software Vetting Protocols
- ✓ Allocate Budget for Staff Professional Development & Safe Enterprise Tools



Image Sources



<https://wpvip.edutopia.org/wp-content/uploads/2022/10/stock-photo-male-teacher-helping-boys-programming-at-laptops-in-classroom-232908071.jpg>

Source: www.edutopia.org



https://lookaside.fbssbx.com/lookaside/crawler/media/?media_id=1343011727858975

Source: www.facebook.com



<https://inmaculadajaco.com/wp-content/uploads/2025/03/pupils-doing-task-laptops-focused-teacher-monitoring-them-1024x683.jpg>

Source: inmaculadajaco.com