

History Log

Old Rochester (0740) Public School District - FY 2026 - SOA Plan Progress Report - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
3/20/2026 10:46:40 AM	Michael Nelson	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
3/20/2026 9:59:57 AM	Sharlene Fedorowicz	Status changed to 'Application Supplement Completed'.	S
3/13/2026 2:00:36 PM	Lucy Fuller	Status changed to 'Application Supplement Started'.	S
2/5/2026 2:33:45 PM	Karen Johnston	Status changed to 'Not Started'.	S

Key Evidence-based Programs in District's SOA Plan

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Your district's SOA Plan (FY25-FY27) indicates that the evidence-based programs listed below are being prioritized and implemented in ways designed to reduce disparities in learning experiences and outcomes for those student groups experiencing them.

EBP 2.3B High-Quality Pathways and Programs

EBP 2.4B Extended Learning Time

Section 1: Summary of Progress to Date (Academic Year 2025-2026)

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In this section, you will summarize:

- steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;
- early evidence of change related to your implementation; and
- evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Plan

*** Implementation Activities:** During academic year 2025-2026, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan?

During the 2025 to 2026 academic year, our district continued to build on prior efforts and made measurable progress in launching, expanding, and deepening the implementation of the evidence based practices outlined in our SOA Plan. While SOA funding remains limited, we have maximized available resources and leveraged state grant opportunities to sustain and enhance high impact programming. Our focus remains on closing achievement gaps, strengthening student engagement, and expanding access to rigorous and relevant learning experiences for all students.

Expanding Extended Learning Opportunities

We continued to expand and refine our **Academic Learning Academies** to better serve students most in need of additional support, particularly at the secondary level. Based on data from the previous year, we improved both access and program design to increase student participation and outcomes. Academies were offered during school breaks, after school, and over the summer, with stronger alignment to curriculum and district priorities.

Junior High Advisory & Bulldog Block

- The Extended Learning and Academic Support Program provides students with multiple opportunities to receive academic assistance beyond the school day. After school, students can work with teachers for additional support, access the library for a structured study environment, and connect with National

Honor Society tutors for peer learning. Some athletic teams also offer study halls, and select teachers provide evening sessions to help students prepare for major exams. This coordinated approach ensures students have consistent access to the resources they need to succeed.

Junior High Winter Academic Recovery Academy

- The Winter Academic Recovery Academy provides after-school support for students at risk of failing. Over several weeks, students work with designated staff to complete assignments, strengthen skills, and improve their grades in a structured, supportive environment.

Expanded Credit Recovery and Acceleration Opportunities:

- In addition to maintaining credit recovery options, we introduced more flexible pathways that allow students not only to recover credits but also to accelerate learning when appropriate. This has helped more students stay on track for graduation while also challenging those ready for advanced work.
- **Enhanced Data Driven Instruction and Progress Monitoring:**
We strengthened our use of common assessments and real time data to inform instruction within extended learning programs. Staff engaged in ongoing progress monitoring and adjusted instruction more frequently to meet student needs, resulting in more targeted and effective interventions in literacy and mathematics.
- **Increased Student Engagement and Attendance:**
We implemented more intentional outreach and family communication strategies to improve participation in extended learning opportunities. As a result, we saw increased enrollment and more consistent attendance, particularly among students who had previously been difficult to engage.

Continued Focus on Underserved Student Groups

We deepened supports for multilingual learners, students with disabilities, and economically disadvantaged students by providing more specialized instruction and scaffolding within academies. Collaboration between general education teachers, specialists, and support staff improved the consistency and quality of services.

Strengthening High Quality Pathways and Career Readiness:

Our district continued to expand college and career readiness programming with a stronger emphasis on aligning student interests with post secondary opportunities. We built on existing programs to increase both access and student participation.

Expanded Dual Enrollment and Early College Access:

More students participated in dual enrollment and early college opportunities, supported by improved advising and clearer communication about program benefits. We also worked to remove barriers to participation, including scheduling and awareness.

Growth in Career Pathways and Experiential Learning:

We expanded career exploration opportunities through additional partnerships with local organizations and employers. Students had increased access to internships, job shadowing, and hands on learning experiences that connect academic content to real world applications.

Continued Expansion of STEM and Innovation Opportunities:

We enhanced STEM offerings by increasing access to courses and integrating more project based learning experiences. Students engaged in problem solving and critical thinking tasks that prepare them for high demand fields.

Increased Access to Rigorous Coursework:

We continued to expand access to Advanced Placement and other rigorous coursework, while also strengthening academic supports to help more students succeed in these classes. Efforts to encourage broader participation have resulted in more equitable enrollment.

Through these continued and expanded efforts, the district is demonstrating steady progress toward the goals outlined in our SOA Plan. Our work this year reflects a stronger alignment between data, instruction, and student support, ensuring that all students have meaningful opportunities to achieve academic success and prepare for their future.

* **Early evidence of change:** Please describe and reflect upon the extent to which progress monitoring data reflects early evidence of change (e.g., changes in actions, discourse, beliefs, expectations, and instructional practice) that you anticipate will ultimately lead to improved outcomes and smaller disparities in outcomes for student groups targeted in your SOA Plan?

EPB 2.3B High Quality Pathways and Programs

Progress monitoring data for the 2025 to 2026 school year shows continued and strengthening evidence of change in student engagement, instructional practice, and equitable access to career connected learning. Compared to last year, we are seeing growth not only in participation but also in the depth of student experience and staff implementation.

Business and Finance Pathway**Early evidence of change includes:**

Increased enrollment, stronger instructional alignment, and more consistent exposure to real world applications. Student enrollment has grown beyond the initial cohort, with more students across grades 9 to 12 electing to participate. Interest remains especially high in financial literacy, entrepreneurship, and personal finance, and students are demonstrating increased confidence in applying these skills in authentic contexts.

Instructionally, staff are making more intentional use of Edgenuity coursework to supplement core instruction and differentiate learning. Teachers are integrating financial literacy concepts into classroom discussions more regularly, and students are engaging in more applied tasks such as budgeting simulations and business planning activities. The need for additional licenses remains, as course demand continues to increase.

Partnerships with local financial institutions and MassHire have become more embedded in the program. Students are participating in more frequent career talks and interactive sessions, and there is early evidence of a shift in student expectations about postsecondary options, particularly related to careers in finance and business. These experiences are helping to build a clearer connection between academic content and future pathways.

Equity data shows that participation is becoming more representative of the overall student population. We are seeing increased access for students who may not have previously engaged in career pathway programming, suggesting progress toward reducing disparities in access to financial literacy and career

exploration opportunities.

Manufacturing and Architecture Pathway

Progress monitoring indicates continued expansion in student exposure, instructional practice, and cross program collaboration. Student participation in architecture and design related experiences has increased, including greater involvement during Bulldog Block and expanded access to enrichment opportunities.

Our partnership with Boston Architectural College continues to be a key driver of change. More students are participating in visits, virtual sessions, and mini modules, and staff are increasingly incorporating these resources into classroom instruction. This reflects a shift in instructional practice toward more project based and design focused learning. Students are demonstrating greater engagement and curiosity about careers in architecture, construction, and urban planning.

There is also early evidence of stronger alignment with postsecondary pathways. Students are asking more informed questions about college programs and careers, and staff are reporting higher levels of student participation during pathway related activities. Planning is underway to expand access to summer programming and work based learning experiences, which will further strengthen this connection.

Equity remains a focus area, and participation data shows broader inclusion of students across grade levels and backgrounds. These changes suggest that barriers to access are being reduced and that more students are benefiting from exposure to high quality pathway experiences.

EPB 2.4B Extended Learning Time

Progress monitoring data for extended learning time initiatives shows more consistent participation, stronger academic support structures, and increased student engagement. Compared to last year, these opportunities are more intentionally aligned to student needs and schoolwide priorities.

Peer Tutoring and Mentoring

The peer tutoring program has expanded in both structure and impact. More students are participating as both tutors and mentees, and sessions are more consistently scheduled and supported. Teachers are referring students more intentionally, and there is early evidence of improved academic confidence and organization among participating students.

Mentoring relationships are contributing to a more supportive school climate, particularly for students in transition grades. Staff report that students involved in mentoring are more likely to seek help and remain engaged in their learning.

Experiential Learning and Field Based Opportunities

Students continue to participate in a wide range of field based learning experiences, including career exploration events, college visits, and industry aligned activities. Participation has increased, and there is stronger alignment between these experiences and pathway programming.

Students are demonstrating increased awareness of career options and postsecondary pathways. Reflection activities and classroom follow up discussions indicate that students are making clearer connections between these experiences and their academic goals.

Clubs Activities and Bulldog Block

Student participation in clubs and activities continues to grow, with a wider range of offerings and more consistent attendance. These opportunities are supporting the development of leadership skills, collaboration, and content specific interests.

Bulldog Block presentations have become more structured and aligned with college and career readiness goals. Financial literacy, workforce readiness, and postsecondary planning topics are being delivered more consistently, and student feedback indicates increased relevance and engagement.

Flexible Learning and Credit Recovery

Use of Edgenuity for credit recovery and enrichment has increased, with more students successfully completing coursework and staying on track for graduation. Staff are using progress monitoring data more effectively to identify students in need of support and to adjust instruction accordingly.

Winter and summer programming continues to provide critical support for students who need additional time and flexibility. Early data suggests improved course completion rates and reduced instances of students falling behind.

Overall Reflection

Across both pathway programming and extended learning time, we are seeing early but meaningful shifts in student engagement, staff practice, and student expectations for the future. Instruction is becoming more connected to real world applications, students are more actively participating in their learning, and access to opportunities is expanding for targeted student groups.

These changes, while still developing, indicate that our strategies are beginning to influence the conditions that lead to improved academic outcomes and reduced disparities. Continued focus on expanding access, strengthening partnerships, and refining progress monitoring will be critical as we build on this momentum.

*** Progress in closing disparities for student groups in your district:**

Please describe and reflect upon the extent to which progress monitoring data on interim and longer-term student outcomes reflects the following:

- improvement for the student groups targeted in your SOA Plan;
- reduced disparities for student groups targeted in your SOA Plan;
- progress towards meeting targets for the lowest performing students group

Old Rochester Regional School District is a 7-12 district along the South Coast of Massachusetts consisting of 2 schools: Old Rochester Regional Junior High School, 7-8, and Old Rochester Regional High School, 9-12. Old Rochester Regional Junior High School serves 420 while Old Rochester Regional High School serves 606 students. The student population at Old Rochester Regional School District is as follows: 1.7% African American, 1.1% Asian, 4.7% Hispanic, 4.5% American Indian, 92.8% White and Multi-Race Non-Hispanic.

For our High Needs students, including Low-Income students, Students with Disabilities, and English Language Learners, our focus remains on reducing disparities through targeted instruction and evidence-based interventions as well as equitable opportunities for college and career readiness. All of our subgroups are included in all job fairs, events, and opportunities, as are all students in both our high quality pathways and programs along with our extended learning time.

In terms of data, our High Needs students, including Low-Income students, Students with Disabilities, and English Language Learners, our focus remains on reducing disparities through targeted instruction and evidence-based interventions, through extended learning opportunities and career and college exploration. While individual subgroup data is limited due to sample size constraints, our High Needs group, Low Income, and Students with Disabilities achieved moderate progress toward targets at both the Jr. High School and High School showing improvement in our groups

While disparities still exist, these early indicators suggest that our evidence-based approach is yielding positive outcomes. Our extended learning time provides the added time and benefits for academic performance by providing additional, targeted time on learning. The college and career readiness provides clarity, engagement and momentum in striving to their best to be ready for the next steps after secondary school

Section 2: Key Changes to Your Plan and Next Steps in Implementation

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In this section, you will:

- describe any key changes or amendments to your district's SOA Plan (if applicable); and
- briefly describe implementation plans for academic year 2026-27 to expand, deepen, and/or strengthen your implementation of the EBPs in your SOA plan (required)

If applicable, please describe any key changes to your district's SOA plan that your stakeholders should be aware of (e.g., *substantial shifts in your approach to EBPs in your SOA plan, significant changes to 3-year budget; dropping or adding an evidence-based program.*)

For the 2025 to 2026 school year, the district has not made any major changes or substantial shifts to its Student Opportunity Act plan. We will continue to build on the work already in progress and remain focused on providing targeted support for students through expanded learning opportunities and strengthened pathways for college and career readiness.

Our evidence based programs will remain consistent, reflecting our commitment to strategies that have already demonstrated positive impact. Over the past year, we have focused on refining implementation, strengthening alignment across grade levels, and using data to better target student needs. These efforts have allowed us to deepen the effectiveness of our current approach rather than introduce new initiatives.

The district has also prioritized improving access to extended learning time and increasing student participation in programs that support academic growth and postsecondary planning. Continued investment in these areas ensures that students who need additional support are able to access meaningful opportunities that promote both achievement and long term success.

Overall, the plan remains stable, with an emphasis on continuous improvement, thoughtful use of resources, and sustained implementation of evidence based practices that support all learners.

* What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2026-2027 school year?

During the 2026 to 2027 school year, the district will continue to expand and strengthen the implementation of its evidence based practices by building on the progress made in the current year. We will maintain a strong focus on extended learning opportunities, including summer programming, tutoring, and targeted

academic supports, to ensure students continue to receive the additional time and support needed for success.

The district will further deepen implementation of our career pathways by refining and expanding the Business and Finance Innovation Pathway and the Architecture and Manufacturing Pathway. In Business and Finance, we will continue to grow access to industry recognized certifications and strengthen the integration of financial literacy and real world applications through project based learning. Partnerships with local businesses and financial institutions will be expanded to provide more consistent access to internships, mentorships, and work based learning experiences. We will also continue to review and update curriculum to ensure alignment with current industry expectations and state standards while increasing equitable access for all student groups.

In the Architecture and Manufacturing Pathway, we will build on our partnership with Boston Architectural College by increasing student participation in dual enrollment opportunities and early college experiences. Students will have expanded access to hands on learning through job site visits, mentorships, and capstone projects that connect classroom learning to real world applications. Continued exposure to industry standard technology, including digital design and modeling tools, will strengthen student skill development. We will also focus on increasing student awareness and enrollment through outreach efforts, school based presentations, and community engagement.

Across all initiatives, the district will place an emphasis on improving implementation quality through ongoing staff collaboration, use of student data to guide decision making, and alignment of resources to areas of greatest need. These steps will ensure that our evidence based practices are not only sustained but continue to grow in impact, supporting improved student outcomes and readiness for college and careers.

Section 3: Engaging Families/Caregivers and Other Stakeholders

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In this section, you will describe:

- new activities implemented in 2025-2026 that engage families/caregivers, particularly those representing student groups experiencing the greatest disparities, about how to best address their students' needs;
- evidence of progress to date in improving family/caregiver engagement, using the metrics in your SOA Plan (FY25-FY27);
- the ways in which your district engaged with different stakeholder groups, particularly those representing student groups experiencing disparities, throughout the 2025-2026 school year.

* Please briefly describe any new efforts introduced in academic year 25-26 to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.*

During the 2025 to 2026 school year, ORRSD Public Schools expanded and strengthened family and caregiver engagement efforts to better support the needs of our targeted student groups. Building on the foundation established through Vision2028, the district refined its communication plan to be more responsive, accessible, and inclusive, with an increased focus on two way communication and timely outreach.

This year, the district introduced additional opportunities for families to engage in their students' learning through more targeted family workshops and curriculum based events, particularly in literacy and mathematics. These sessions were designed to provide caregivers with practical strategies and resources to support learning at home, with specific attention to the needs of Low Income students, Students with Disabilities, and English Language Learners. Translation and interpretation services were expanded to ensure greater access for multilingual families.

* Please share evidence of increased or improved engagement with families/caregivers, particularly those representing the student groups targeted in your SOA plan, during academic year 2025-26. *(Districts may use the metrics described in their SOA Plans, or other relevant metrics)*

During the 2025 to 2026 school year, ORRSD Public Schools continued to build on prior efforts to strengthen family and caregiver engagement, with a particular focus on the student groups identified in our SOA plan. Our work this year reflects a deeper commitment to two way communication, relationship building, and increasing access for all families.

We expanded opportunities for families to engage in meaningful ways by offering both in person and virtual events, increasing flexibility and participation across grade levels and student groups. Communication practices were refined to ensure information is clear, timely, and accessible, including translated materials and more consistent outreach to families who have been historically underrepresented in school engagement efforts.

This year we saw measurable growth in family participation and responsiveness. Attendance at family events, including curriculum nights, Title I family engagement events, and transition programming for Grade 8 to Grade 9, increased compared to the previous year. Participation in monthly SEPAC and School Council meetings remained strong, with more families contributing feedback and engaging in discussion. PTO groups across schools also reported higher attendance and more diverse representation. In addition we updated our CTE policy at the Jr. High School in compliance with new state information to ensure all students have access to college and career readiness.

Key evidence of improved engagement includes:

- Annual district wide family survey data indicating increased satisfaction with communication and greater awareness of academic supports and resources.
- Continued use and increased engagement with weekly SMORE newsletters and the ORRConnect app, with higher open rates and more consistent interaction from families.
- Ongoing monthly SEPAC meetings with increased attendance and expanded outreach to families of students with disabilities.
- Monthly School Council meetings with steady participation and more consistent caregiver input into school based decision making.
- Expanded Title I family and caregiver events with increased attendance from High Needs families and more targeted supports provided.
- Enhanced transition programming, including Grade 9 orientation and family information sessions, with higher participation rates and positive feedback from caregivers.
- Increased outreach by school staff, including counselors and family liaisons, resulting in stronger relationships with families who require additional support.
- Vision of the Graduate (VoG) community feedback ad forums.

These efforts demonstrate continued progress in building strong partnerships with families and caregivers and ensuring they are actively engaged in supporting student learning and success.

* Please briefly describe the following types of stakeholder engagement during the 2025-2026 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

1. how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
2. the ways in which your district collected input and feedback from different stakeholder groups;
3. the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation

During the 2025 to 2026 school year, ORRS Public Schools continued to strengthen stakeholder engagement as part of our Student Opportunity Act implementation, with an increased focus on transparency, access, and inclusion of families representing targeted student groups.

Question 1 & 2: Sharing Updates and Collecting Input

The district expanded how it shared updates on SOA plan implementation and early evidence of changes in student outcomes. In addition to posting the SOA plan, updated District Report Cards, and progress summaries on the district website, we provided more frequent and accessible updates during School Committee meetings, SEPAC meetings, and School Council meetings. These updates included information on student growth, attendance trends, and targeted supports for student groups identified in our SOA plan, including students with disabilities, multilingual learners, and students from low income backgrounds.

We also increased outreach to families through school based newsletters, email communications, and family information nights. These efforts were designed to ensure that families who may not regularly attend meetings still had access to information and opportunities to engage. Translation supports and flexible meeting options helped improve participation from multilingual families.

To collect input and feedback, the district continued to use public meetings as well as more targeted strategies such as family surveys, small group discussions, and direct outreach from school staff. These approaches allowed us to hear from a broader range of stakeholders, including those representing student groups prioritized in our SOA plan.

Question 3: Substantive Input and Impact on SOA Plan

Feedback during the 2025 to 2026 school year remained both individual and increasingly programmatic. Families and caregivers continued to share student specific concerns related to academic progress, social emotional needs, and access to supports. In addition, we received more consistent feedback about the need for clear communication around available services, especially for multilingual learners and students receiving specialized supports.

This input has led to adjustments in how we communicate with families, including clearer messaging about interventions, expanded opportunities for family engagement, and more proactive outreach from schools. While the overall structure and priorities of the SOA plan have remained consistent, stakeholder feedback has informed how we implement key strategies, particularly in strengthening family communication, increasing access to supports, and monitoring student progress more closely.

Overall, engagement this year reflects continued progress in building stronger partnerships with families and ensuring that stakeholder voices help guide ongoing implementation of the SOA plan.

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Overview: The *Mass Leads Act*, enacted November 20, 2024, requires districts to develop and submit to DESE plans for strengthening workforce diversity. DESE's Office of Strategic Initiatives, which is leading this initiative, is working collaboratively with the SOA Team and other stakeholders as it develops guidance for these plans. Data collection for the FY26 SOA Plan Progress Reports is being leveraged to gather baseline data from districts on strategies fostering workplace diversity that are already underway or that are in the planning stages. will be used. Your responses to the items below will inform this planning process.

* What systemic barriers to hiring a diverse workforce does your district encounter? What steps is your district currently taking to address and eliminate those barriers?

Our district recognizes that school systems often face systemic barriers when working to diversify the educator workforce. These barriers can include limited candidate pools in certain licensure areas and traditional hiring practices that may unintentionally introduce bias. To address these challenges, our district has implemented blind interview practices by removing identifying information such as candidate names during the screening process to reduce the potential for unconscious bias. We also use a structured interview process in which all candidates are asked the same set of questions to ensure fairness and consistency in evaluation. In addition, our district participates in professional learning through the Teacher Diversity Professional Learning Community (TDPLC), which supports districts in examining hiring practices and implementing strategies that promote a more inclusive and equitable workforce.

* What steps does your district currently take to identify, recruit, and hire employees who are members of groups underrepresented in the educator workforce?

Our district is actively engaged in identifying and strengthening strategies to recruit and hire educators who are members of groups underrepresented in the educator workforce. District leaders participate in the Teacher Diversity Professional Learning Community (TDPLC), which provides guidance and resources focused on building a more diverse and effective educator pipeline. Through this work, we examine student and community needs, analyze the local talent landscape, and implement research-informed strategies to broaden recruitment efforts and reach a wider range of candidates. In addition, our district uses tools introduced through the Superintendent Leadership Conference at William James College, including the Diversity Data Diagnostic Tool and the DESE Roadmap to Teacher Diversification, to review workforce data and inform recruitment planning.

* What strategies does your district currently use to develop, promote, and retain employees who are members of groups underrepresented in the educator workforce?

Our district focuses on creating a supportive and inclusive professional environment that promotes the development and retention of all educators, including those from groups underrepresented in the workforce. Through our participation in the Teacher Diversity Professional Learning Community, district leaders engage in professional learning that highlights strategies for fostering inclusive workplace cultures, supporting educator development, and strengthening retention. We also use the Diversity Data Diagnostic Tool and the DESE Roadmap to Teacher Diversification to analyze workforce data and identify

opportunities to improve professional growth pathways and leadership opportunities. These efforts help guide our ongoing work to ensure that educators feel supported and valued within our district. We also provide New Teacher Induction and professional development to keep our workforce.

* What steps does your district currently take to promote equal opportunity in employment for educators?

Our district promotes equal opportunity in employment by implementing equitable hiring practices and engaging in continuous professional learning focused on fair and inclusive workforce development. We use structured interview protocols so that all candidates are asked the same questions and evaluated using consistent criteria. Blind screening practices are also used to reduce the potential for bias during the initial stages of the hiring process. In addition, district leaders participate in professional learning through the Teacher Diversity Professional Learning Community and utilize resources such as the Diversity Data Diagnostic Tool and the DESE Roadmap to Teacher Diversification to review hiring data and strengthen equitable practices. These efforts support our commitment to ensuring that all qualified candidates have fair access to employment opportunities within our district.

FY26 Plan Progress Report Checklist

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General Checklist Comment		
No comments have been made at this time		
Checklist Description (Collapse All) (Expand All)		
☐	1. The progress report is responsive to items in the progress report template and guidance.	Not Reviewed ▼
	1.01 The progress report is responsive to items in the progress report template and guidance.	
☐	2. The progress report centers on student groups identified as experiencing disparities.	Not Reviewed ▼
	2.01 The progress report centers on student groups identified as experiencing disparities.	
☐	3. Narrative throughout the progress report is asset-based and free of deficit language about students, staff, and families.	Not Reviewed ▼
	3.01 Narrative throughout the progress report is asset-based and free of deficit language about students, staff, and families.	
☐	4. Section 1: Summary of Progress to Date utilizes data disaggregated by targeted student groups to report on and meaningfully reflect upon implementation, early evidence of change, and/or outcomes.	Not Reviewed ▼
	4.01 The Summary of Progress to Date (Section 1) utilizes data disaggregated by targeted student groups to report on and meaningfully reflect upon implementation, early evidence of change, and/or outcomes.	
	4.02 Data are included in the narrative to highlight and illustrate the progress described.	