



FRSD BOARD GOALS

**June
2025–2026 SY**

LONGITUDINAL PERFORMANCE GROWTH TARGETS – JUNE PRESENTATION



BOARD GOALS 25-26

Goal 1: The Fern Ridge School District Board will commit to continuous board professional development, with a focus on the culture and climate on the board and the roles and responsibilities of the board.

Goal 2: The Fern Ridge School District Board will use data to identify and prioritize student needs and hold themselves accountable for meeting all student learning expectations by monitoring the progress of the district goals.

Goal 3: The Fern Ridge School District Board will continue to engage and receive input from stakeholders to help the board make informed decisions.



Relationship

Rigor

Relevance



LONGITUDINAL PERFORMANCE GROWTH TARGETS – AKA “LPGTs”... Soon to be “PGTs”

Target Areas:

- **Regular Attenders**
- **3rd Grade Proficiency**
- **9th Grade On-Track**
- **4 Year Cohort Graduation**
- **5 Year Cohort Completion**

Additional Metrics Being Added 26–27:

- **K–2 Attendance**
- **8th Grade Math**
- **Local Metric– Academic Growth in Math/ELA K–8 (will be measured by Student Growth Percentile)**



K-12 REGULAR ATTENDERS

REGULAR ATTENDERS:

THE PERCENTAGE OF STUDENTS ATTENDING MORE THAN 90 PERCENT OF THEIR ENROLLED SCHOOL DAYS.

BY THE END OF THE YEAR, STUDENTS WHO HAVE BEEN ENROLLED ALL YEAR AND MISSED 17 OR MORE DAYS ARE CHRONICALLY ABSENT

Metric	Target Type	23-24	24-25	25-26 Projected
Regular Attender	Baseline: All Students	69.9%	71.01%	70%
Regular Attender	Stretch: All Students	69.9%	71.01%	70%
Regular Attender	Gap-Closing: All Focal Group Students	68%	68.26 %	TBD

Aligned Support Activities:

- Admin. messaging focused on attendance
- Magnets with school year calendar sent home with every student/family at registration
- School counselors
- Student-based health center
- School, classroom, student incentives

Regular Attenders (as of 6/1/26)	
EES	73%
VES	71%
FRMS	69%
EHS	66%
K-12 District	69%
K-2 District	74%



3RD GRADE ELA

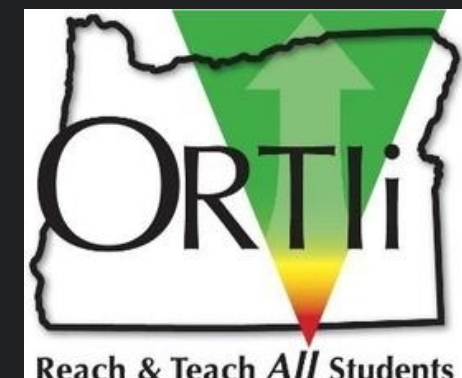
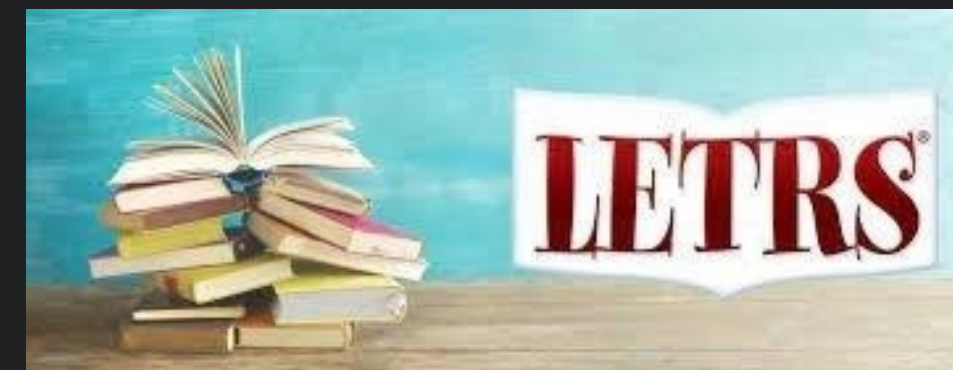
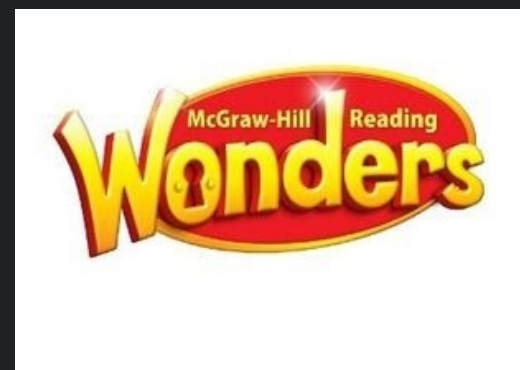
3RD GRADE READING:

THE PERCENTAGE OF STUDENTS PROFICIENT ON STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS IN 3RD GRADE

Metric	Target Type	23-24	24-25	25-26 Projected
3RD ELA	Baseline: All Students	40.6%	41.11%	39%
3RD ELA	Stretch: All Students	40.6%	41.1%	39%
3RD ELA	Gap-Closing: All Focal Group Students	28%	35.48 %	TBD

Aligned Support Activities:

- ORTli Support and Professional Learning
- High Dosage Tutoring K-3
- Afterschool Programs
- STAR Renaissance
- Data Teams, PLCs
- LETRS training for K-2 Teachers
- K-2 Enhanced Core Reading Instruction (ECRI)





3RD GRADE ELA- STAR CAT

FRSD uses a research based, state approved, English Language Arts Curriculum. In addition to our core curriculum, the district uses STAR Renaissance Assessments. STAR assessments are given 3x/year along with additional Progress Monitoring (2x/year). This data allows staff to reflect on both program and student level

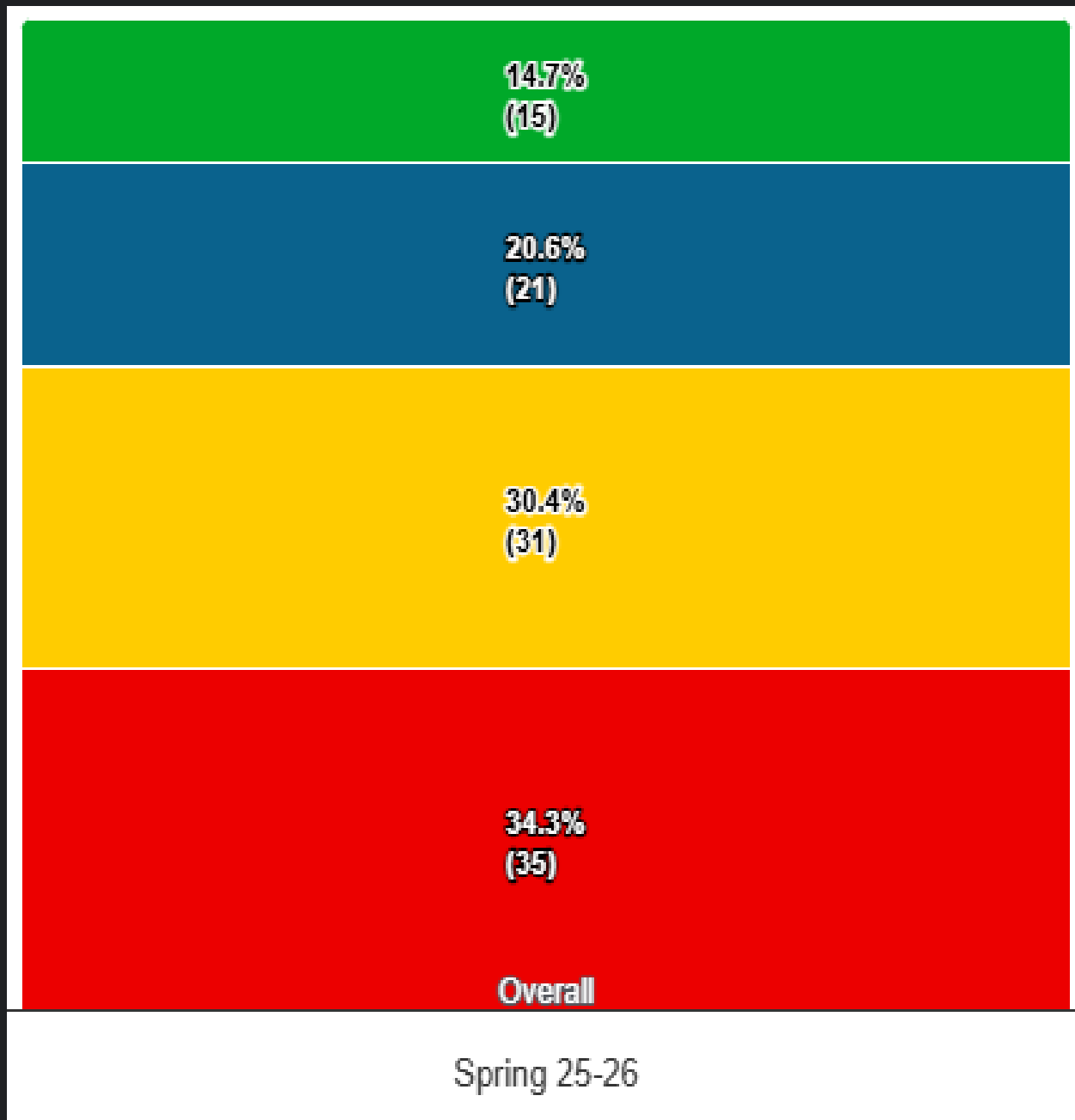
needs.

Targeted Strategies

- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
- Focus on Priority Standards
- Freckle/Lalilo

Quick Facts

- STAR Reading- Computer Adaptive Test
 - Taken in Sept./Dec./May
 - Teachers may choose to give more frequently
- STAR Reading will analyze and correlate score in order to predict “meeting or exceeding” on OSAS



● Level 4 ● Level 3 ● Level 2 ● Level 1



3RD GRADE ELA- STAR CBM

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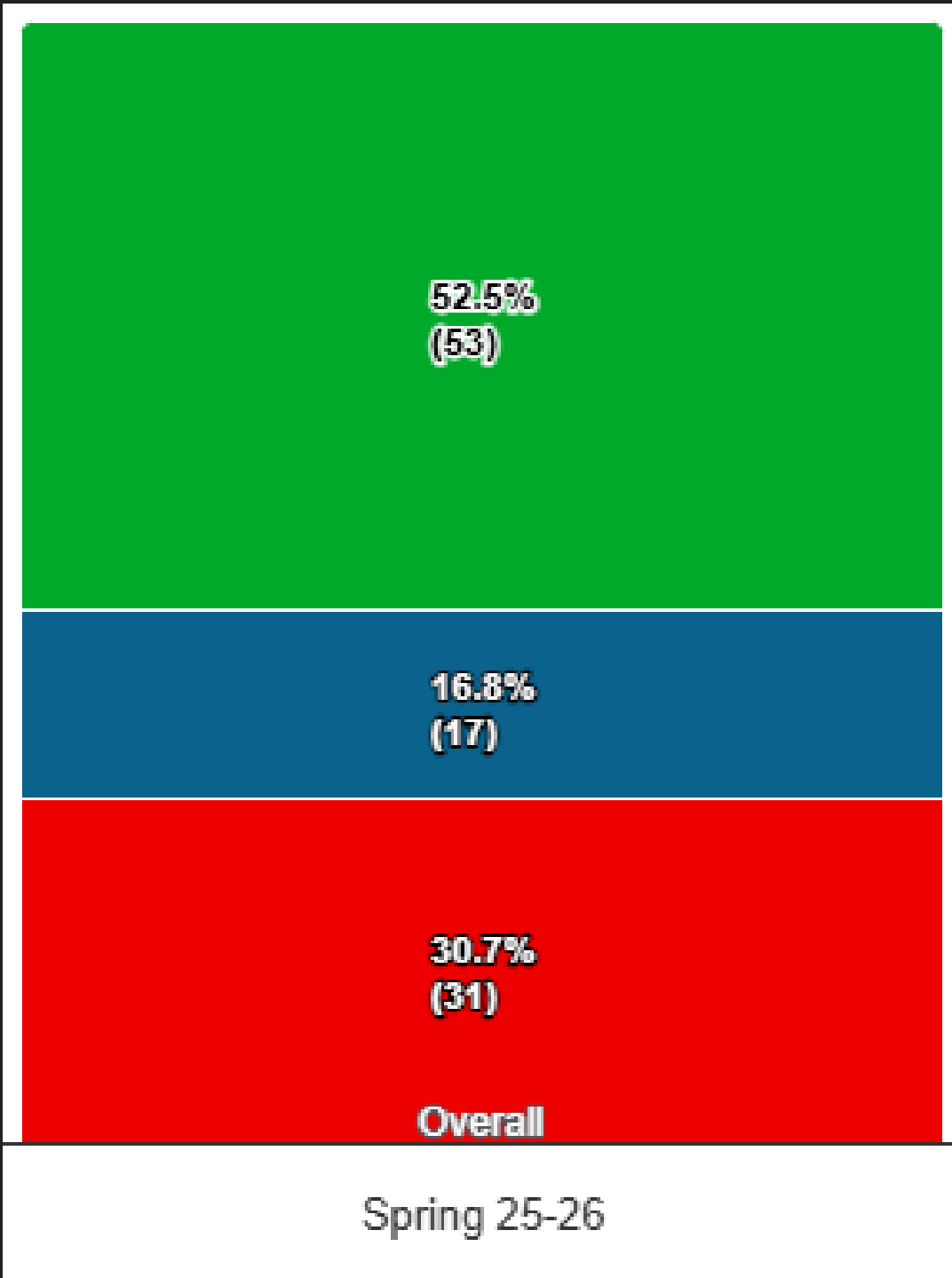
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Targeted Strategies

- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
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Quick Facts

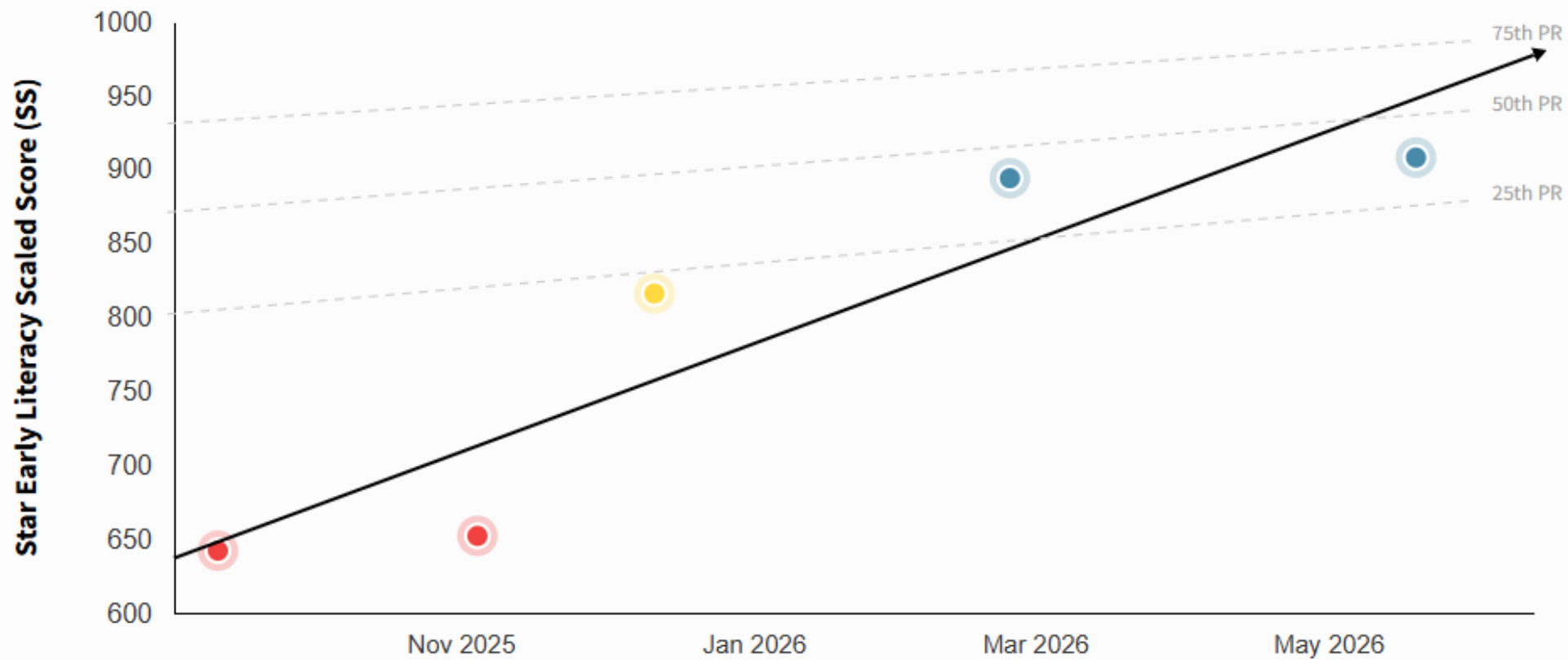
- STAR Reading- Curriculum Based Measures (ex. Passage Reading Fluency)
- Benchmark taken in Sept./Dec./May
- Students receiving intervention or being monitored will have progress assessed more frequently



● At/Above Benchmark ● On Watch ● Intervention



Student Example- 2nd Grade



Star Early Literacy Test Scores

● At/Above Benchmark ● On Watch ● Intervention ● Urgent Intervention

→ **Trend line** is statistically calculated after four or more tests to show the direction the scores are moving.

-- **PR lines** represent the 25th, 50th, and 75th percentile ranks (PR) for this grade

Test	Test Date	SS	GE	PR	PR Range	NCE	IRL	ZPD
5	9/11/25	642	<PK	3	3 - 3	10.4	0.0	0.0 - 0.0
4	11/4/25	652	<PK	3	1 - 3	10.4	0.0	0.0 - 0.0
3	12/11/25	816	1.3	21	12 - 32	33	0.0	0.0 - 0.0
2	2/23/26	894	2.3	40	23 - 61	44.7	0.0	0.0 - 0.0
1	5/19/26	908	2.5	35	23 - 51	41.9	0.0	0.0 - 0.0

Supporting Students

- **Benchmark testing (happens in F/W/S)**
- **Data Teams – Team comes together to discuss concerns, place in intervention**
- **Progress Monitoring – assessments that happen between benchmarking to track progress and make adjustments to interventions as needed (time, group size, curriculum, etc.)**
- **Continued supports in classroom and intervention**
- **On-track to meet the goal?**

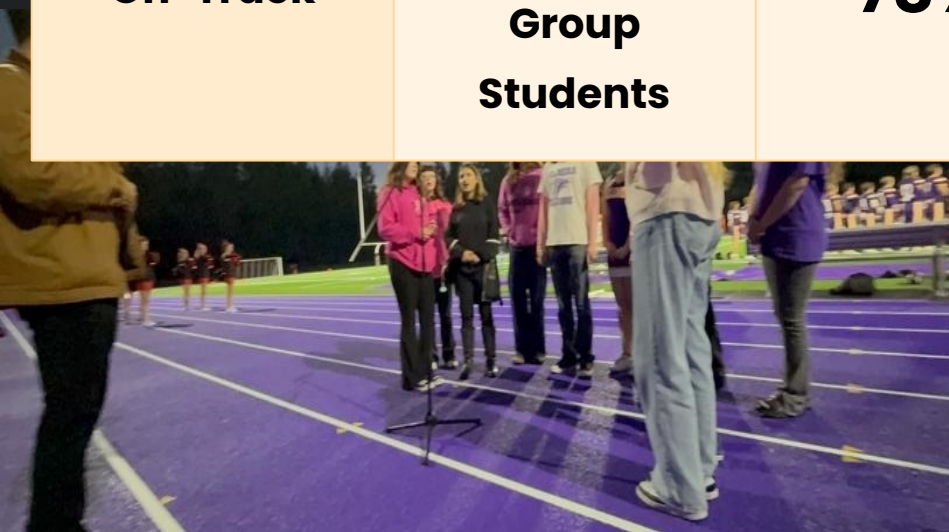


9TH GRADE ON-TRACK

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

Metric	Target Type	23-24	24-25	25-26 Goal	25-26 Actual
9th Grade On-Track	Baseline: All Students	81%	82.9%	82.8%	
9th Grade On-Track	Stretch: All Students	81%	82.9%	86.2%	
9th Grade On-Track	Gap-Closing: All Focal Group Students	78%	84.6%	79%	





9TH GRADE ON-TRACK

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

3rd Quarter Grades

- 2023-24 36 Students, 77 Total Failures
- 2024-25 23 Students, 50 Total Failures
- 2025-26 25 Students, 54 Total Failures

- **9th Grade Success Team – Meets monthly**
- **Focused Future Success Classes**
- **1-1 Meetings with CTE/School Success Coordinator**





9TH GRADE ON-TRACK

85% On-Track

- 99 9th Grade Students
- 13 Not On-Track
- 10 More - Can Not Fail Anymore this Semester

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

- **9th Grade Success Team – Meets monthly**
- **Focused Future Success Classes**
- **1-1 Meetings with CTE/School Success Coordinator**





4 - YEAR GRADUATION

Four-year Graduation:

The percentage of students earning a regular or modified diploma within four years of entering high school.

- **2 Counselors to support EHS Students**
- **Credit Recovery**
- **Graduation Committee**

Metric	Target Type	23-24	24-25	25-26 Goal
4 Year Cohort Graduation	Baseline: All Students	77.6%	88.78%	87%
4 Year Cohort Graduation	Stretch: All Students	77.6%	88.78%	93.7%
4 Year Cohort Graduation	Gap-Closing: All Focal Group Students	63.83%	85.96%	86%





5 - YEAR COMPLETION

Five-year Completion:

The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.

- **2 Counselors to support EHS Students**
- **Credit Recovery**
- **Graduation Committee**

Metric	Target Type	23-24	24-25	25-26 Goal
5 Year Completion	Baseline: All Students	93.02%	85.29%	93.25%
5 Year Completion	Stretch: All Students	93.02%	85.9%	94.4%
5 Year Completion	Gap-Closing: All Focal Group Students	87.5%	78.85%	90.8%





FRSD NEXT STEPS

OSAS Deep-Dive

- **July School Board Meeting**
- **Provide Board with OSAS Background**
- **Look closely at a few grade levels over time (Longitudinal)**
- **Discuss academic impacts – strengths – weaknesses – possible solutions**



FRSD NEXT STEPS

- **Continue to focus work around PGTs**
- **Support buildings in creating a Student Support Team Handbook that breaks down the process and steps for their Multi-Tiered Systems of Support (MTSS)**
- **Be intentional with professional development and learning**
- **Engage families and community members (ex. attendance messaging)**
- **Interim Assessments 3rd-11th**

QUESTIONS?

