



FRSD

BOARD GOALS

April
2025-2026 SY

LONGITUDINAL PERFORMANCE GROWTH TARGETS – APRIL 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



FOCUS GOAL

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.

Action Plan:

1. The board, collaboratively with the superintendent and key stakeholders, will create a monitoring plan that will present data in regards to the district Longitudinal Performance Growth Targets (LPGTs).
2. The board will calendar at the minimum three monitoring plan sessions (during board meetings) to review and discuss the progress of the district goals and review the data from LPGTs.

December

April

June





FRSD

THE NUMBERS

● **District Wide:** All students enrolled K-12: 1,235

● **Focal Groups Include:**

- Students of color and tribal/indigenous students: 244
- Students who experience disabilities: 285
- Emerging bilingual students: 16
- Students navigating poverty, homelessness, and foster care: 292
- Other student groups that have historically experienced academic disparities

523 of our 1,235 students fall into one of the above focal groups.

This equates to 42.3%





LONGITUDINAL PERFORMANCE GROWTH TARGETS – AKA “LPGTS”

Target Areas:

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

Additional Metrics Being Added

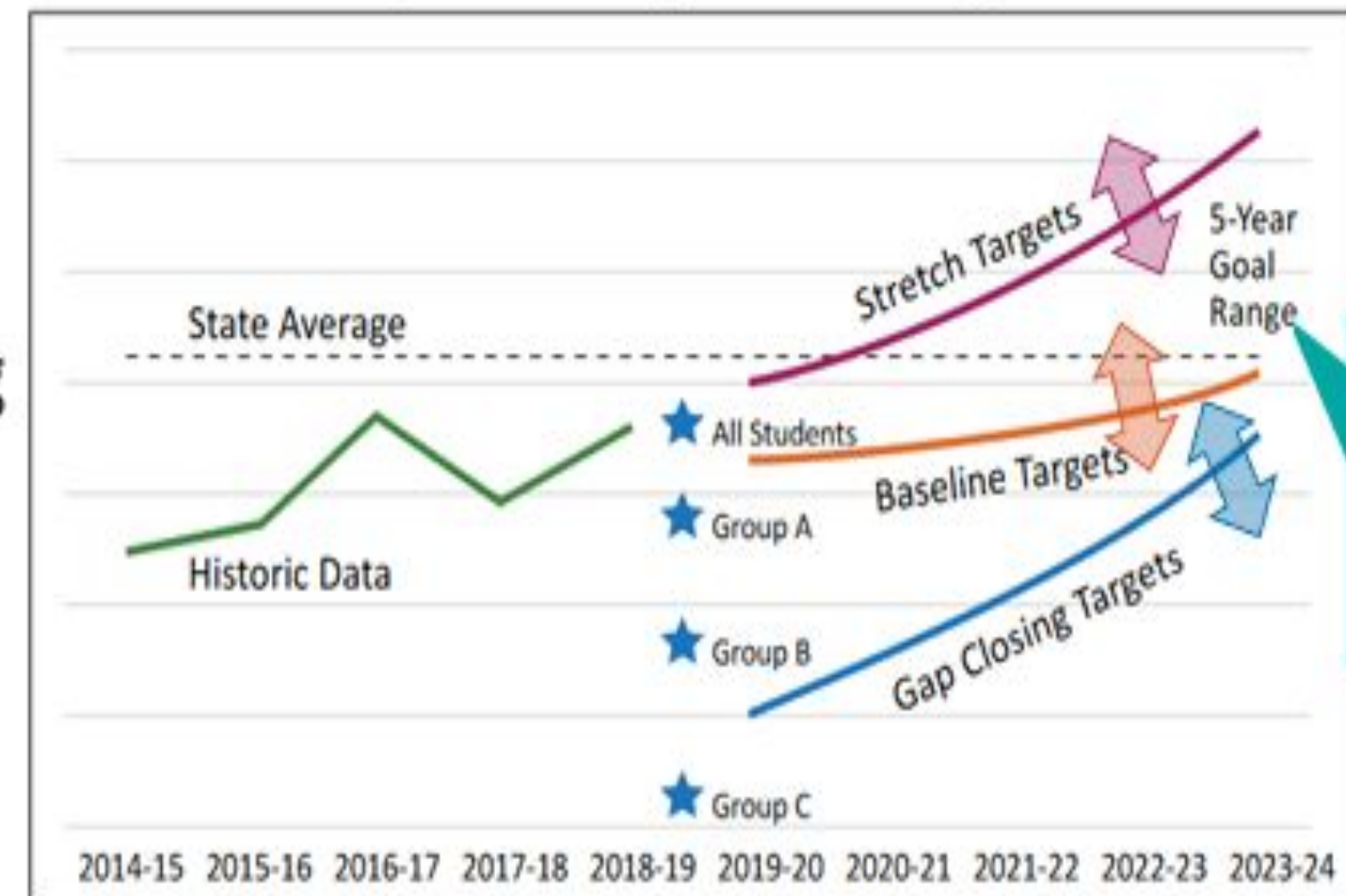
26-27:

- K-2 Attendance
- 8th Grade Math
- Local Metric (from ODE list)

Types of Targets

For the five common metrics, three types of targets need to be set:

- Baseline
- Stretch
- Gap-Closing





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 Goal
Regular Attender	Baseline: All Students	69.9%	71.01%	75%
Regular Attender	Stretch: All Students	69.9%	71.01%	78%
Regular Attender	Gap-Closing: All Focal Group Students	68%	68.26%	70%

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

3rd Quarter Regular Attenders (as of 4/1/26)

EES	73.25%
VES	69.81%
FRMS	68.46%
EHS	68.64%
K-12 District	70.04% <small>Does NOT include OPTIONS</small>
K-2 District	73.94%



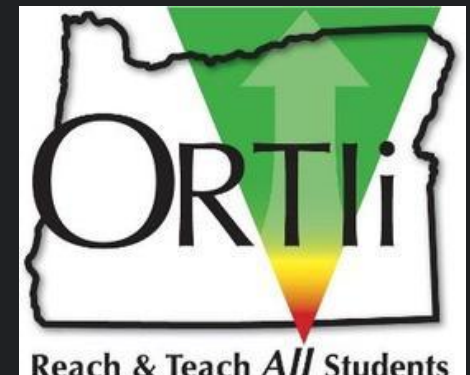
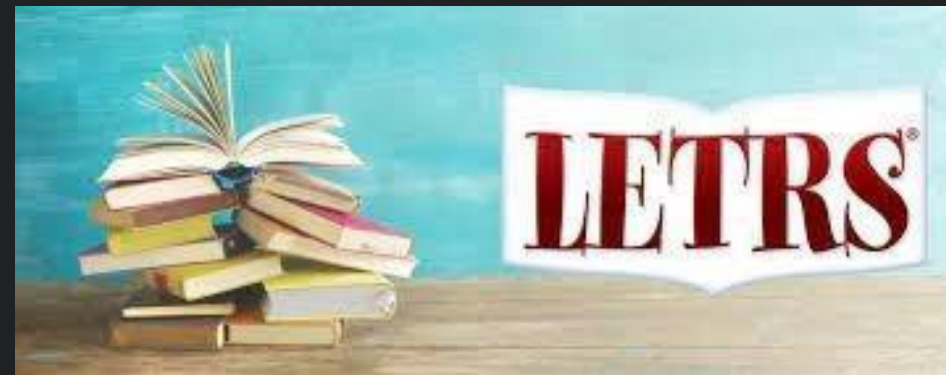
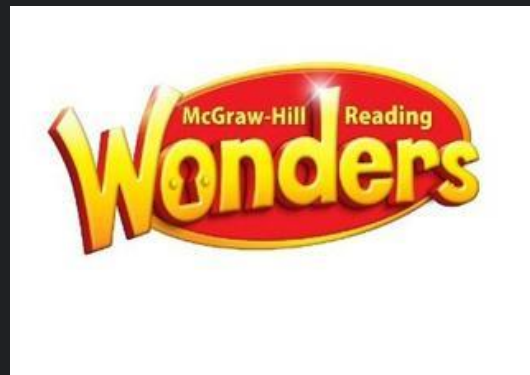
3RD GRADE ELA

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 Goal
3RD ELA	Baseline: All Students	40.6%	41.11%	44%
3RD ELA	Stretch: All Students	40.6%	41.1%	56%
3RD ELA	Gap-Closing: All Focal Group Students	28%	35.48%	33.5%

Aligned Support Activities:

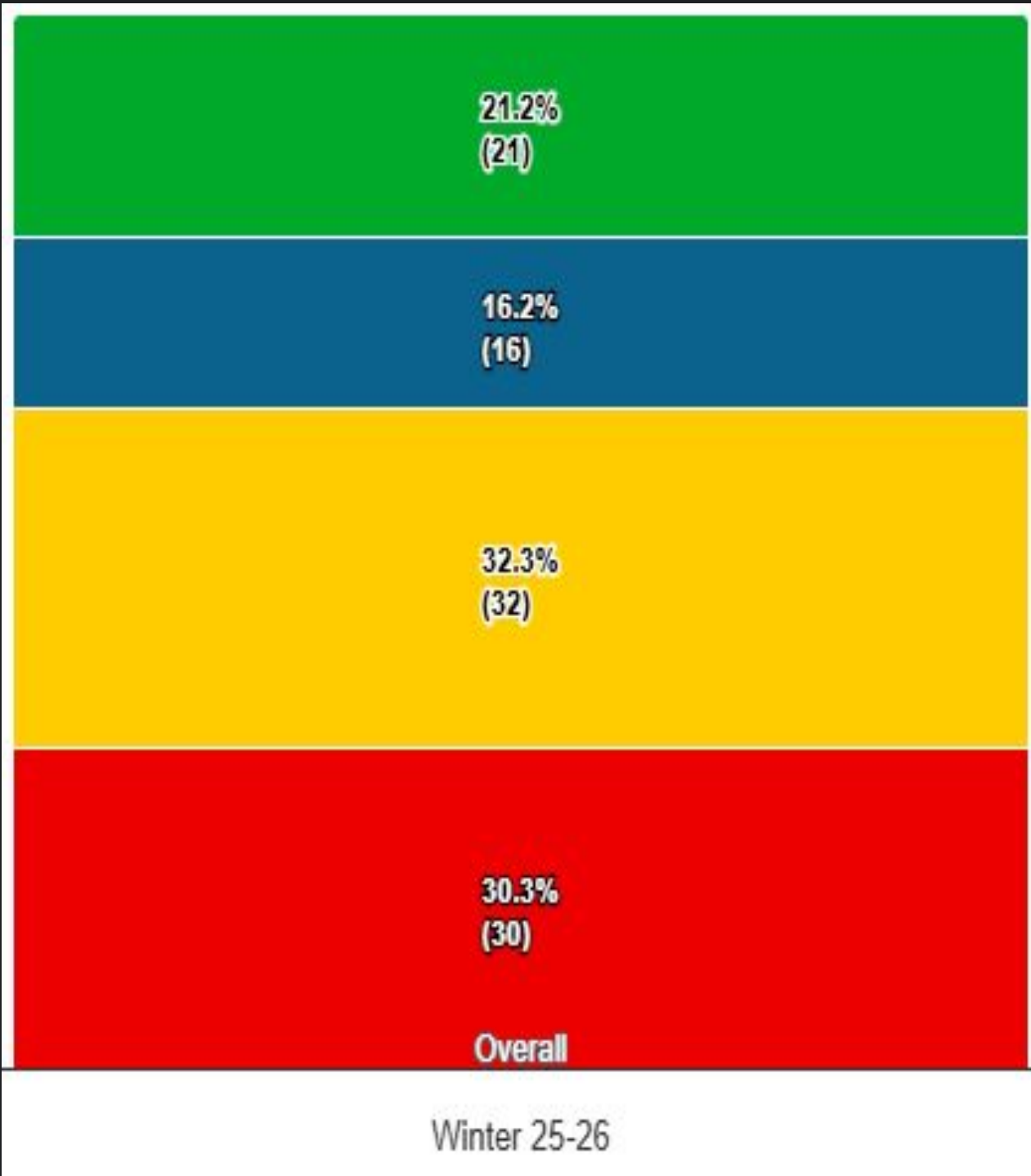
- ORTI Support and Professional Learning
- High Dosage Tutoring K-3
- Afterschool Programs
- STAR Renaissance
- Data Teams, PLCs
- LETRS training for K-2 Teachers
- K-2 ENHANCED CORE READING INSTRUCTION (ECRI) TRAINING AND COACHING





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

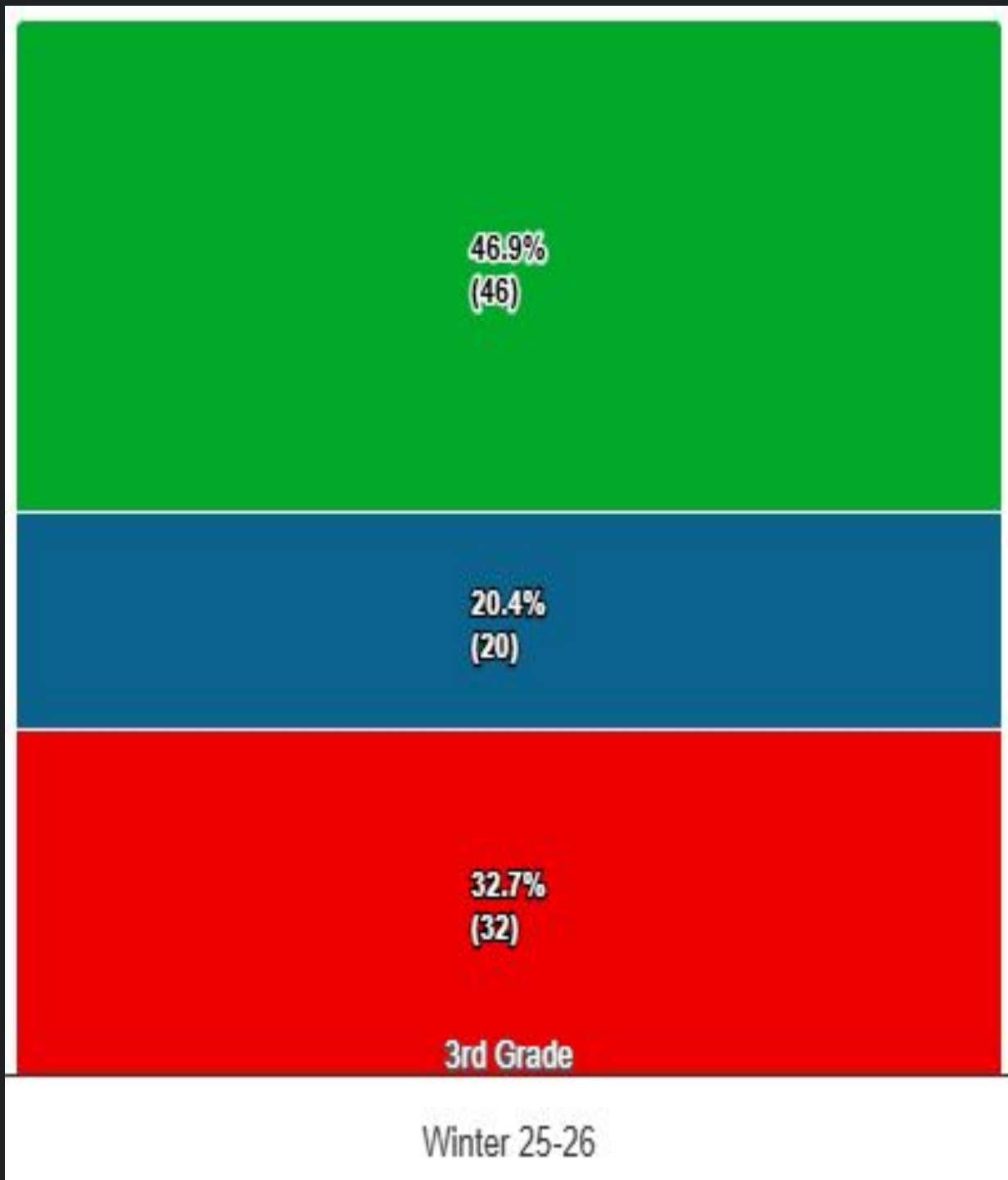
Quick Facts

- 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



3RD GRADE ELA-STAR CBM

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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
- Focus on Priority Standards
- Freckle/Lalilo

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



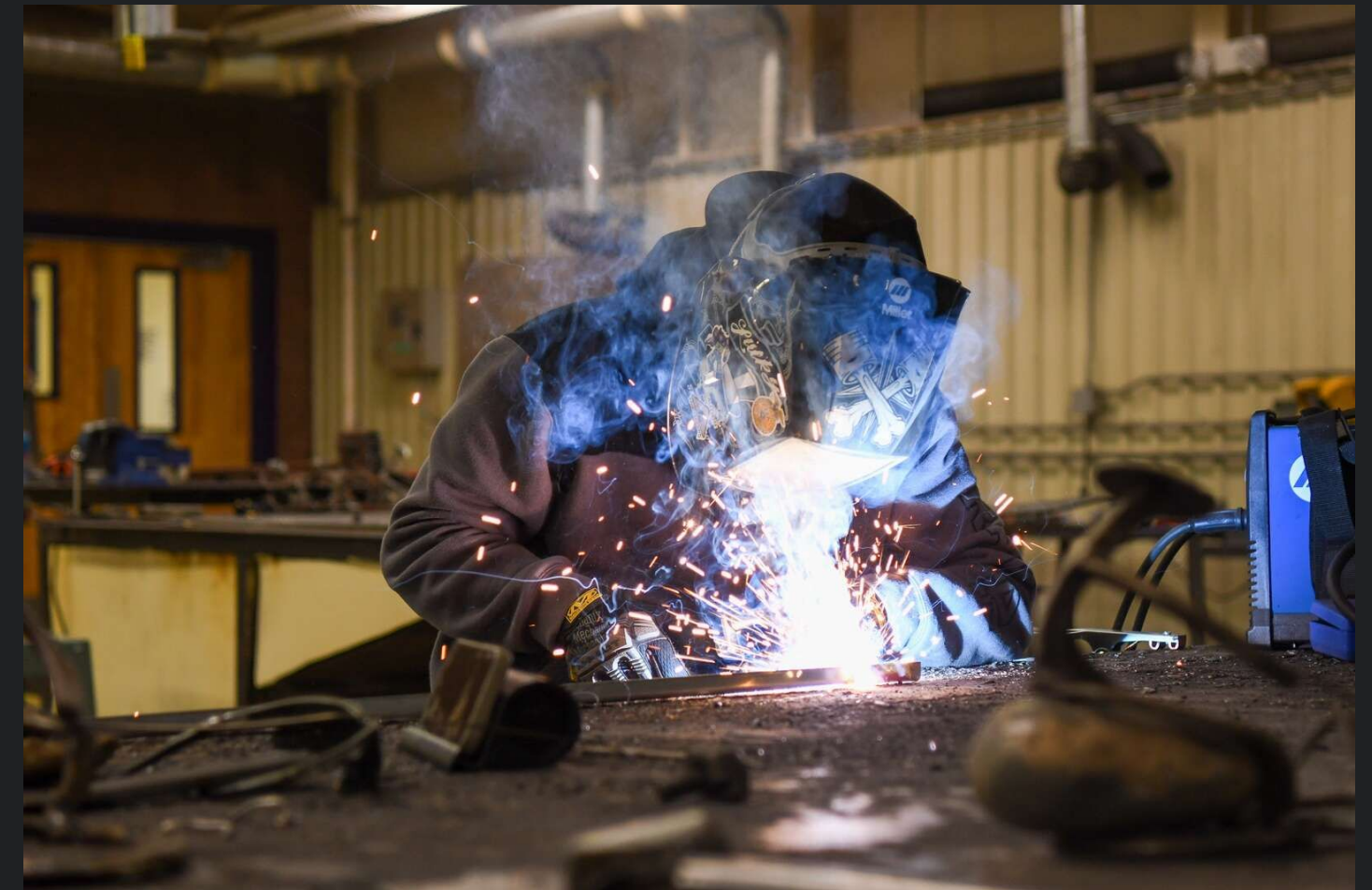


9TH GRADE ON-TRACK

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
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

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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





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.

- 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%





Input Surveys

(Staff - Parent - Community)

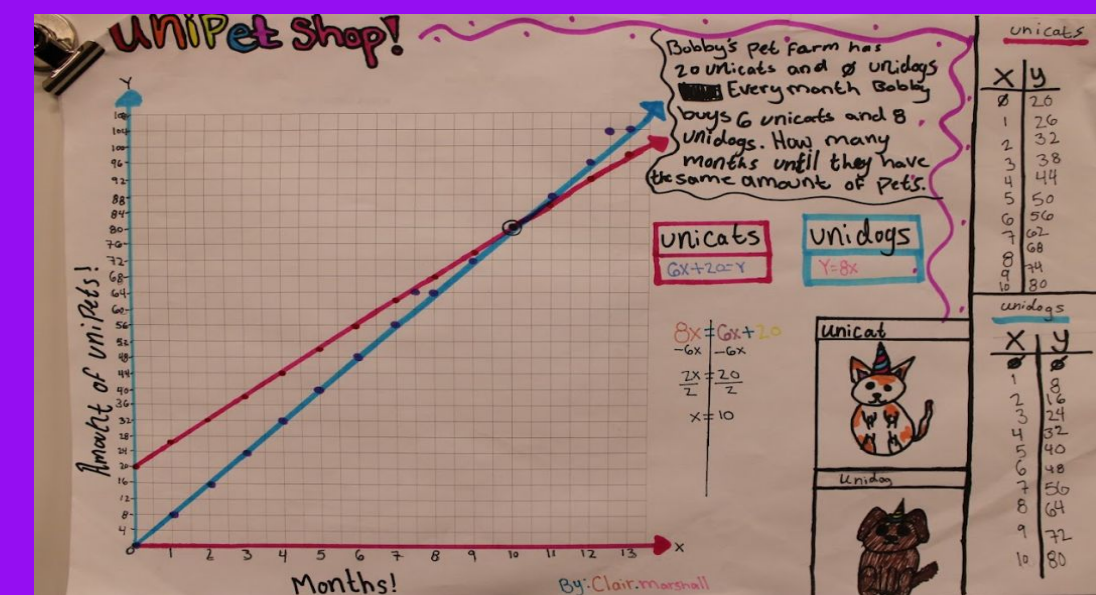


Question	Neutral to Strongly Agree 165 Responses 22-23	Neutral to Strongly Agree 201 Responses 23-24	Neutral to Strongly Agree 214 Responses 24-25	Neutral to Strongly Agree 158 Responses 25-26
FRSD provides a supportive and safe school environment.	86%	93.53%	94.86%	99.36%
FRSD values diversity	85.5%	91.55%	94.86%	96.2%
Students and adults feel welcomed and respected in FRSD.	78.8%	88.06%	96.26%	94.94%
I am able to communicate easily and consistently with staff in FRSD.	81.4%	93.03%	97.66%	93.67%
FRSD maintains high expectations and promotes academic excellence.	74.6%	86.07%	91.59%	92.4%
FRSD provides instruction that builds critical thinking skills.	78.8%	85.58%	94.86%	93.68%
FRSD students are provided the opportunity to connect and apply their education to the world around them.	72%	85.57%	92.53%	90.51%
FRSD students are provided with multiple and varied enrichment opportunities.	67.9%	79.61%	88.32%	84.8%



Input Surveys (FRMS)

Question	22-23 Response Data (232) Neutral to Strongly Agree	23-24 Response Data (238) Neutral to Strongly Agree	24-25 Response Data (257) 12/13/24 Neutral to Strongly Agree	25-26 Response Data (254) 12/12/25 Neutral to Strongly Agree
I feel accepted at this school for who I am	87.1	88.7	87.1	89
I care about other students at my school and want to see them succeed	95.7	93.7	93	95.6
I have the power to make a difference in how things are done in my school	69	74.8	72.3	70.4
I have at least one adult in this school I can go to for help	88.8	84.8	90.3	88.2
I feel confident I can complete difficult school work if I don't give up.	90.6	90.3	91	89.8
My teachers have high expectations and want me to succeed.	94.8	91.6	94.2	95.2
At school, I am provided instruction that builds critical thinking skills.	93.1	85.4	91.9	91.7
I understand how school will impact my future.	91.8	94.1	95.8	93.8
I am provided with multiple varied enrichment opportunities.	93.1	84.5	90.7	91
School staff help me to learn about and understand opportunities for my future.	84.5	79.4	83.3	86.2





Input Surveys (EHS)

Question	'22-23 Response Data (247) Neutral to Strongly Agree	'23-24 Response Data (246) Neutral to Strongly Agree	'24-25 Response Data (297) Neutral to Strongly Agree	'25-26 Response Data (266) Neutral to Strongly Agree
I feel accepted at this school for who I am	87.1	85.7	88.5	92.8
I care about other students at my school and want to see them succeed	92.3	92.3	89.9	94.8
I have the power to make a difference in how things are done in my school	81.4	66.7	75.1	79.3
I have at least one adult in this school I can go to for help	90.6	90.3	89.5	95.5
I feel confident I can complete difficult school work if I don't give up.	91	91.1	87.9	92.1
My teachers have high expectations and want me to succeed.	93.9	92.3	92.9	95.4
At school, I am provided instruction that builds critical thinking skills.	87.1	87.8	84.1	89.8
I understand how school will impact my future.	94.4	92.3	92.2	95.5
I am provided with multiple varied enrichment opportunities.	86.3	87.4	86.5	91
School staff help me to learn about and understand opportunities for my future.	84.6	83.8	83.8	91.3





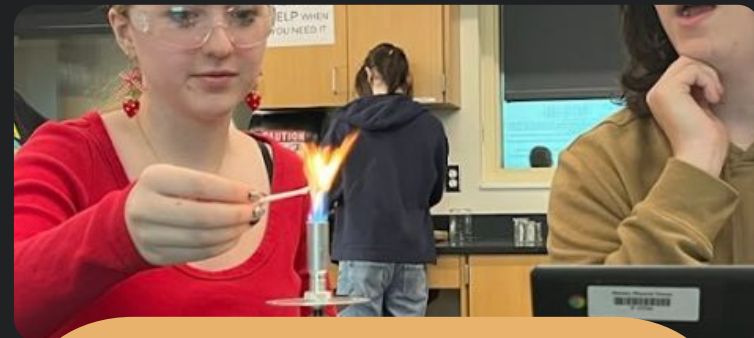
Relationship

FRSD will provide a supportive and safe school environment that values diversity, in which all students feel welcomed and respected.



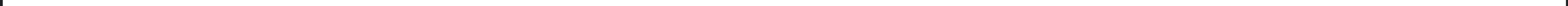
Rigor

FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that build critical thinking skills.



Relevance

FRSD students will connect and apply their education to the world of today and tomorrow.



Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.

Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.

Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.

Create an ongoing process and system to encourage and utilize stakeholder feedback.

Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.



FRSD NEXT

STEPS

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

QUESTIONS

