



24-25 Integrated Programs Annual Report Presentation

Fern Ridge School District
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2025

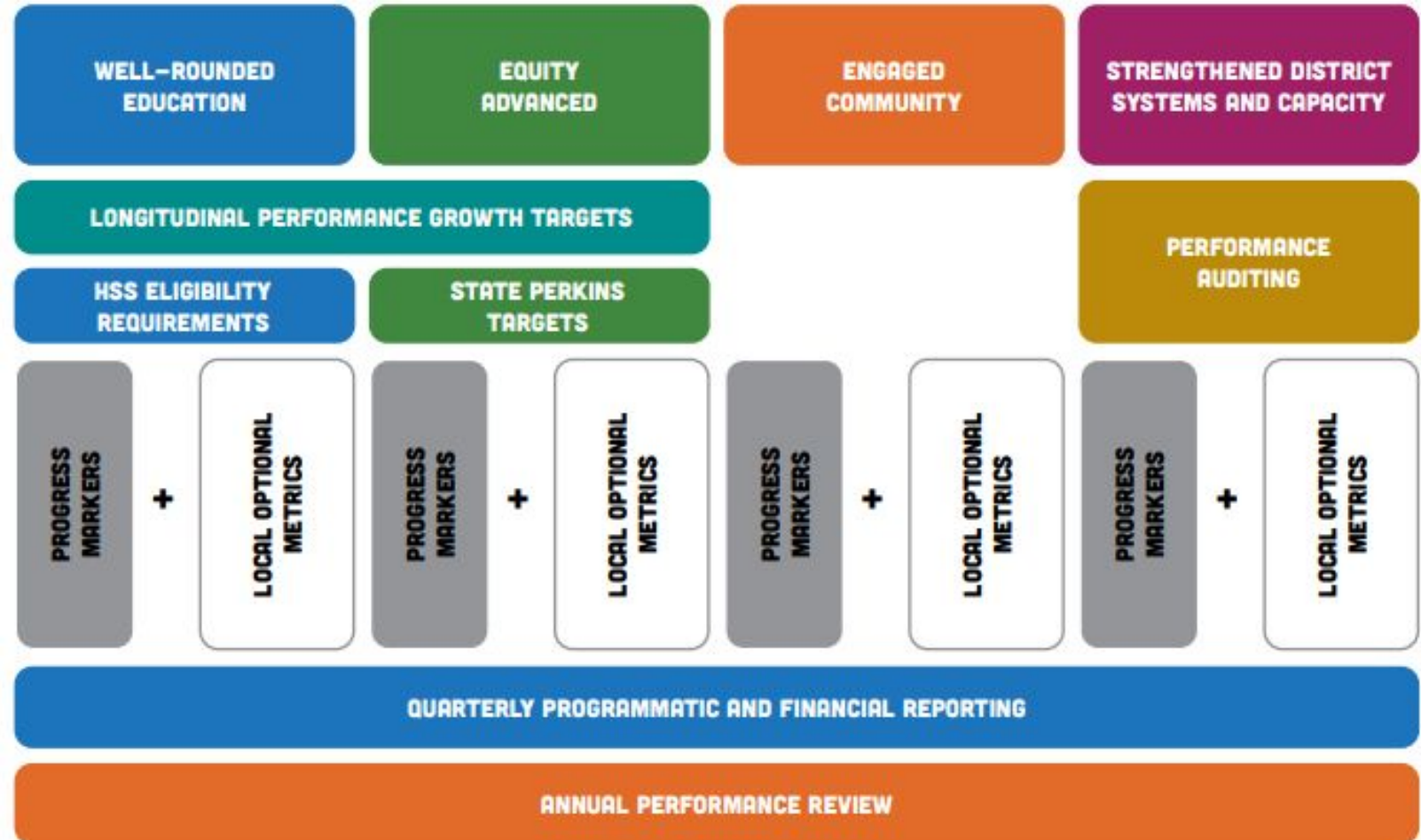
Annual Reporting Requirements

- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

Summary of Integrated Programs Performance Measures

LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) KEY

3GR: 3rd Grade Reading
9GOT: 9th Grade On Track
4YG: 4 Year Graduation
5YC: 5 Year Completion
RA: Regular Attenders



SIA Annual Report Requirements

- SIA recipients are required by statute to:
 - review their own progress on an annual basis through an annual progress report and financial audit
 - present their annual report to their governing board at an open meeting with opportunity for public comment,
 - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
 - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
 - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

FRSD is making steady progress toward a cohesive K–12 Multi-Tiered System of Supports (MTSS) framework, ensuring consistent, data-driven academic and behavioral supports for all students. Strong community partnerships continue to expand access to enrichment opportunities, mentoring, and essential services that address the whole child.

Communication among stakeholders has been strengthened through regular updates, accessible channels, and opportunities for feedback, fostering transparency, trust, and shared ownership in achieving district goals.

Examples in Practice



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

K-5

- LETRS Training
- Team of 10 participating in Oregon Response to Instruction & Intervention
- K-5 Data Teams
- High-Dosage Tutoring
- Afterschool Programs
- K-12 MTSS
- Updated website

6-8

- STAR Math & Reading
- New Health Curriculum
- Data Teams
- Afterschool Programs
- OSAS Interim Assessments
- Ongoing professional learning
- Intervention/Enrichment in master schedule
- K-12 MTSS
- Updated website

9-12

- 9th Grade on-track Committee
- Targeted supports for on time graduation
- College Now Courses
- AP Courses
- Test Day
- CTE classes
- Student Input Surveys
- K-12 MTSS
- Updated website

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

One significant barrier to progress has been the lack of funding to fully support high-quality, ongoing professional learning for staff. Without consistent resources, it is challenging to provide the depth and frequency of training needed to sustain instructional improvements. Limited time within the school year for ongoing professional development further impacts our ability to build capacity across all grade levels.

We also continue to face challenges in closing the achievement gap for our focal student groups. Addressing these disparities requires both targeted interventions and long-term systemic change, which can take considerable time to design, implement, and refine. The pace of organizational change—while necessary for lasting improvement—can slow the ability to see immediate impact in student outcomes.

In addition, meeting the basic needs of students remains a foundational challenge. Factors such as food security, access to mental health supports, and stable housing directly affect attendance, engagement, and academic performance. Until these needs are consistently met, progress toward our academic outcomes and strategies will remain uneven. Targeted funding, increased time for training, and enhanced community partnerships would strengthen our ability to address these barriers.

Annual Report Narrative #3



2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

Progress:

- **Five-Year Cohort Completion** slightly exceeded the baseline (93.0% vs. 92.75%), with minimal gaps between groups, supported by credit recovery, counselor check-ins, and graduation planning.
- **9th Grade On-Track** exceeded targets (81.2% vs. 79.2%), reflecting effective transition supports and data-driven monitoring.
- **3rd Grade ELA Proficiency** surpassed the baseline (42.3% vs. 40.0%), indicating early literacy interventions and K–3 alignment are taking effect.

Challenges:

- **Four-Year Cohort Graduation** remains below all targets (77.6% vs. 84.0% baseline), especially for focal groups, highlighting attendance and engagement barriers.
- **Achievement Gaps** persist across multiple metrics, demonstrating ongoing disparities for focal students.
- **Regular Attenders** fell short (70.2% vs. 74.0%), showing the link between chronic absenteeism and lower performance.

Moving Forward 25-26 & Beyond

Supportive Activities & Future Shifts:

- Current strategies include expanding MTSS, targeted literacy/math interventions, OSAS assessments, and family engagement.
- Planned shifts focus on:
 - Expanding graduation supports for focal students and post-secondary connections.
 - Continue to strengthen community partnerships to address basic needs.
 - Enhancing teacher professional learning in instruction and engagement.
 - Refining early warning systems to intervene earlier, especially in middle-to-high school transitions.