



FRSD BOARD GOALS

**December
2025–2026**

LONGITUDINAL PERFORMANCE GROWTH TARGETS – DECEMBER 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.

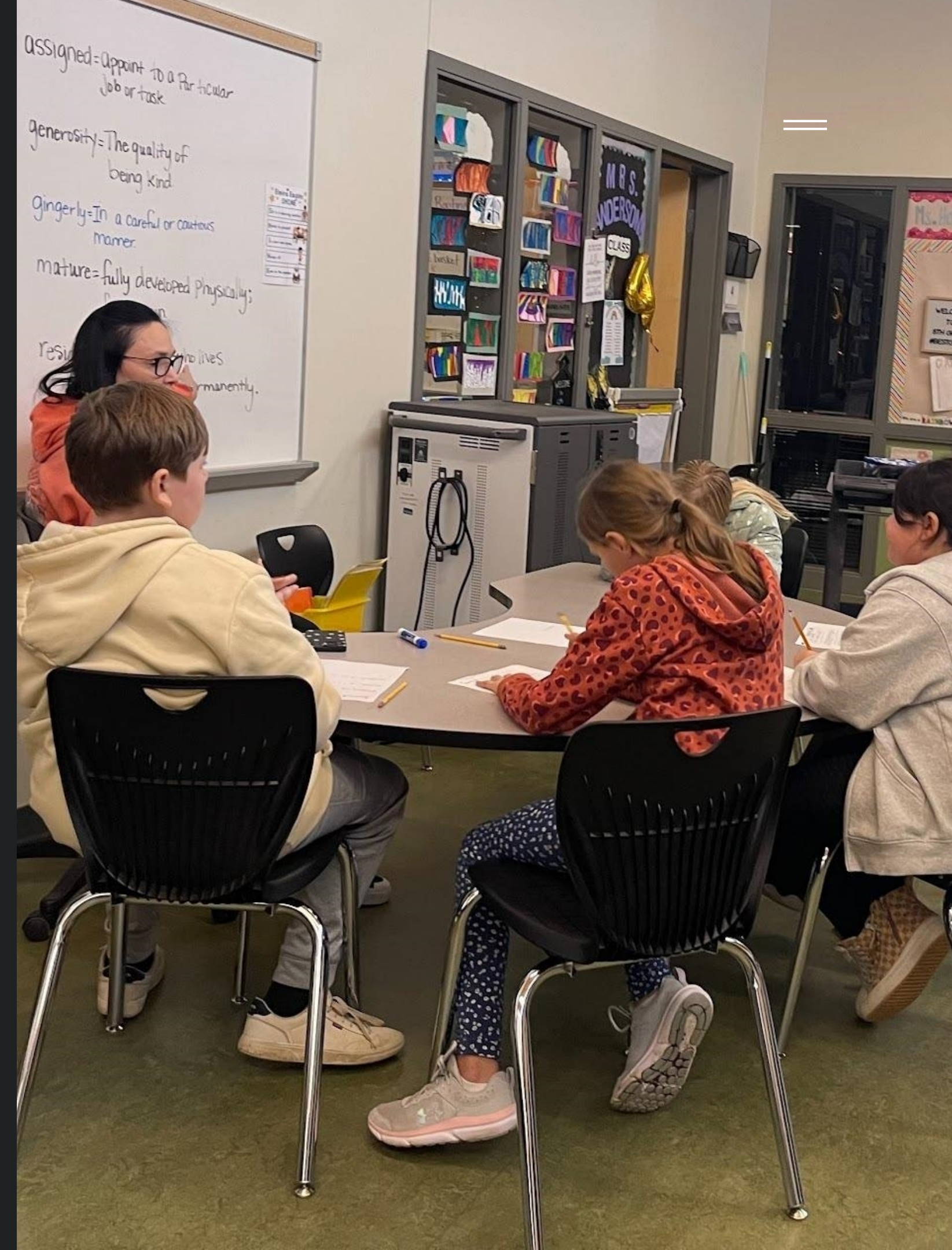
Action Plan:

- 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

March

June





FRSD THE NUMBERS

● **District Wide: All students enrolled K-12: 1,259**

● **Focal Groups Include:**

- **Students of color and tribal/indigenous students: 258**
- **Students who experience disabilities: 283**
- **Emerging bilingual students: 16**
- **Students navigating poverty, homelessness, and foster care: 269**
- **Other student groups that have historically experienced academic disparities**

535 of our 1,259 students fall into one of the above focal groups.

This equates to 42.5%





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

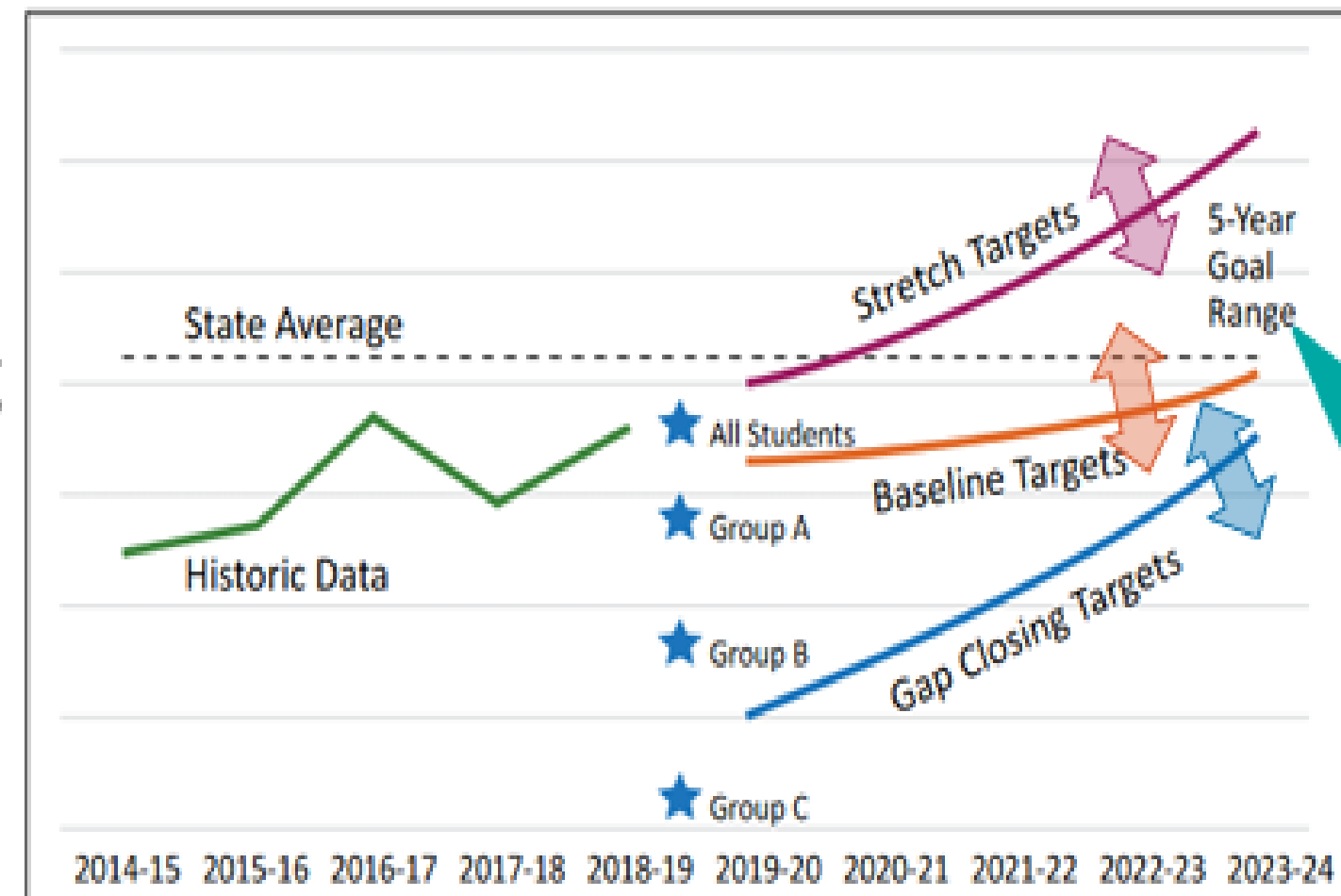
26–27:

- 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



Context can
alter the
trajectories of
all



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

1st Quarter Regular Attenders (as of 11/21/25)	
EES	78.43%
VES	77.34%
FRMS	81.68%
EHS	71.28%
K-12 District	77.18% <small>Does NOT include OPTIONS</small>
K-2 District	82.32%



3RD GRADE ELA

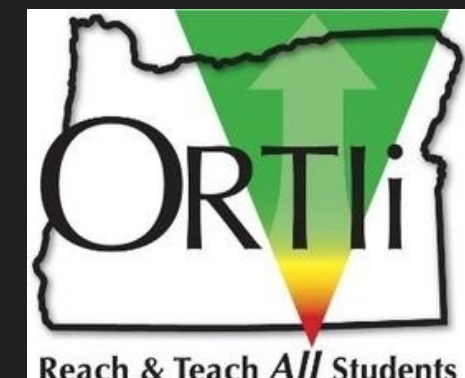
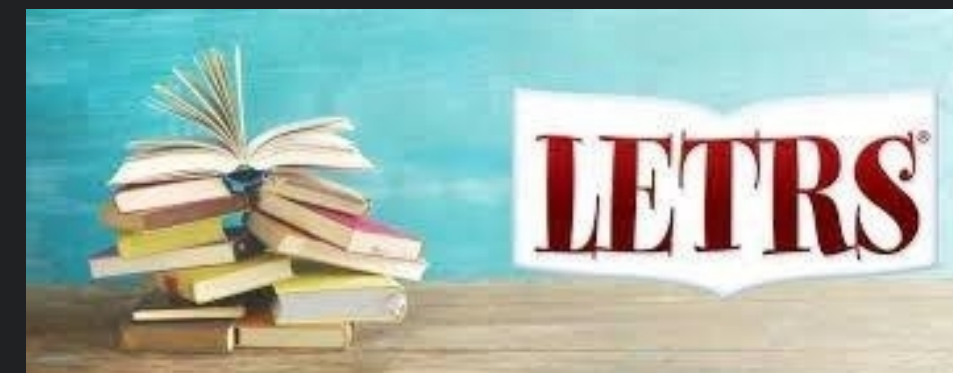
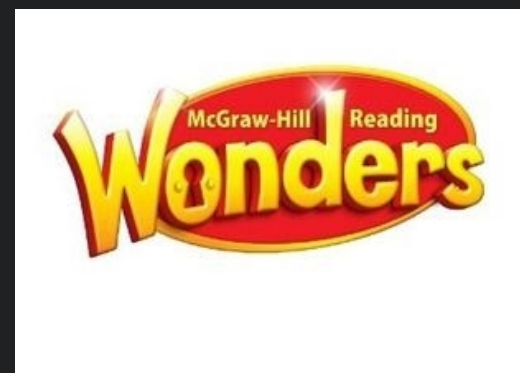
3RD GRADE READING:

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:

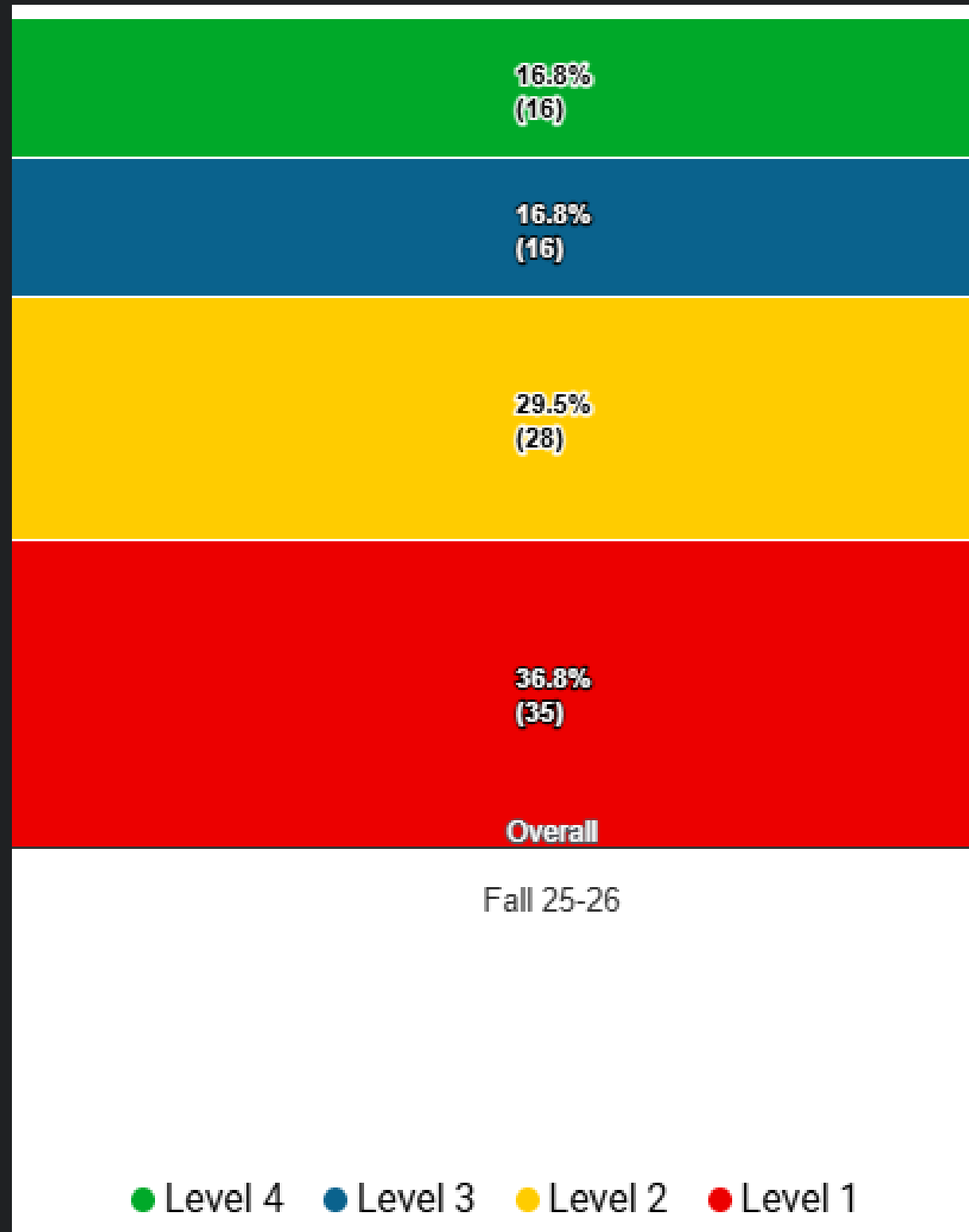
- ORTli Support and Professional Learning
- High Dosage Tutoring K-3
- Afterschool Programs
- STAR Renaissance
- Data Teams, PLCs
- LETRS training for K-2 Teachers
- K-2 ENHANCED CORE READING INSTRUCTION (ECRI) TRAINING AND COACHING





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

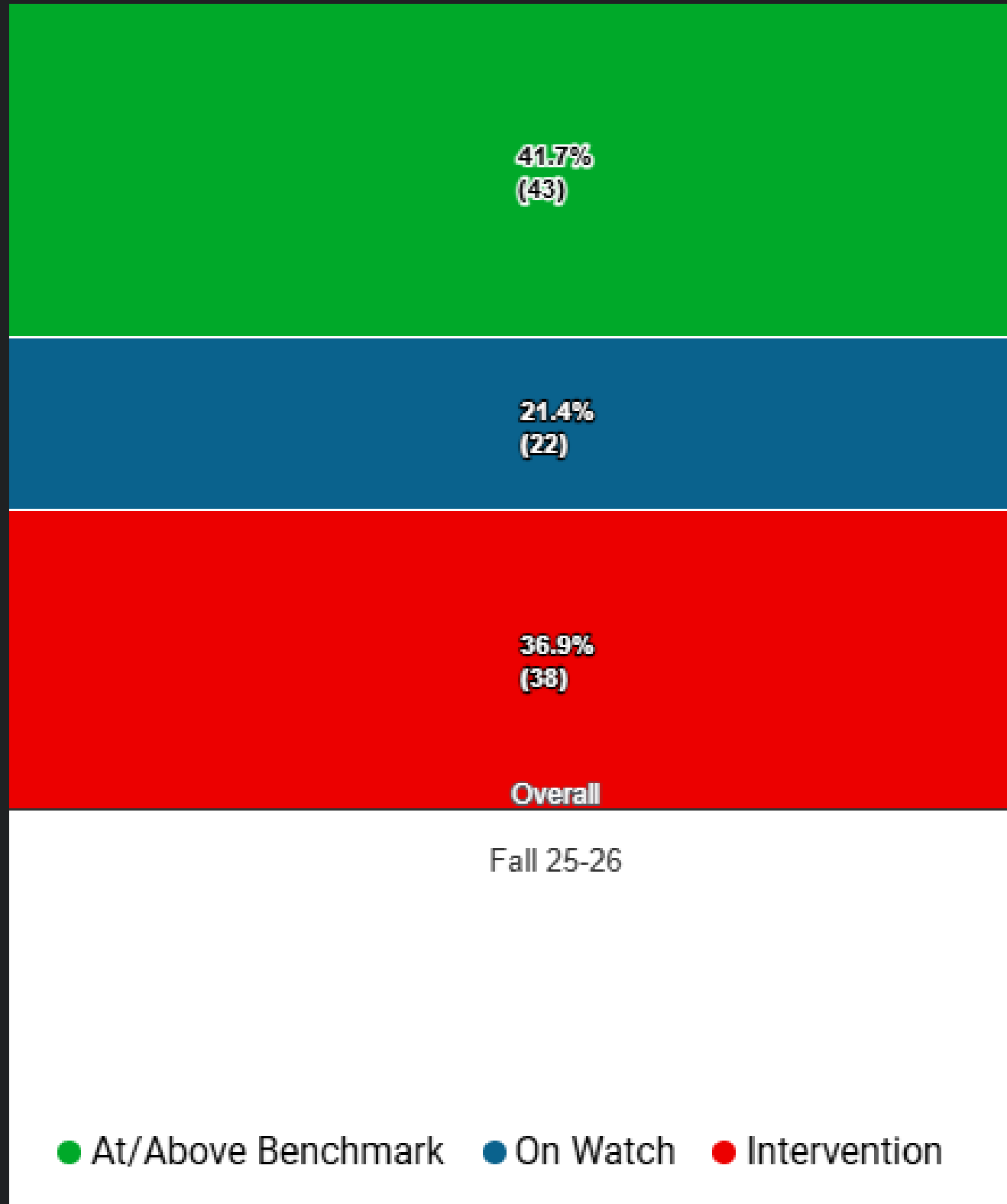
Quick Facts

- 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
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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



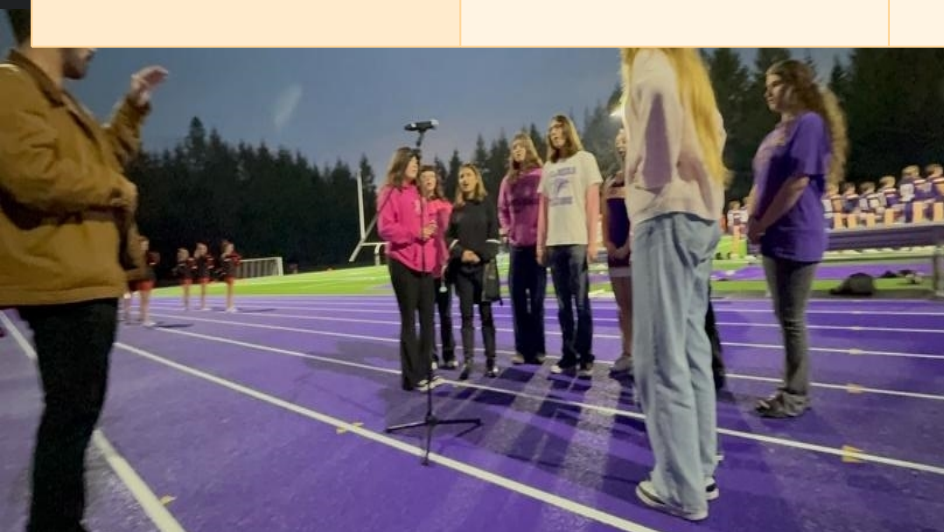
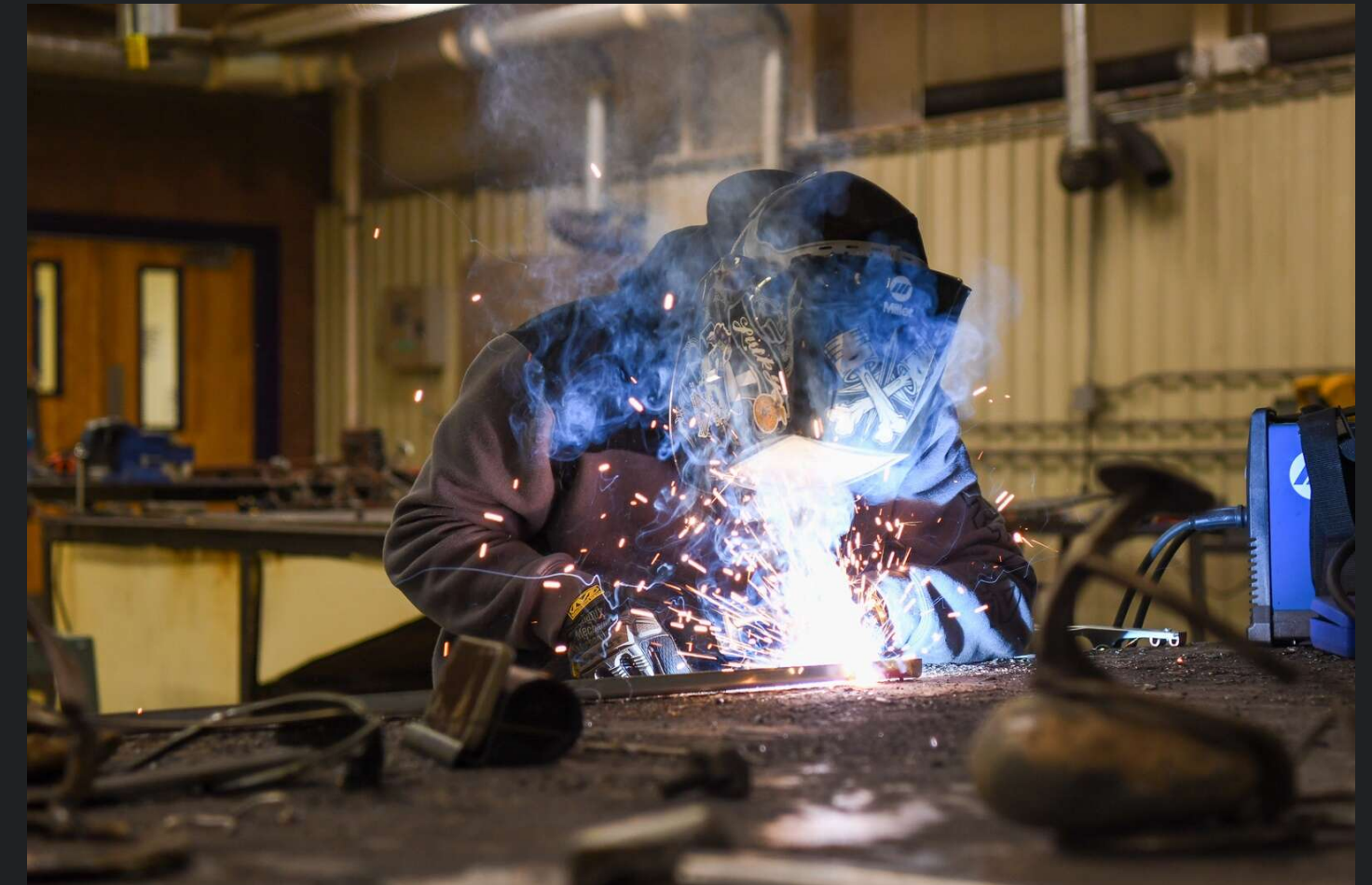


9TH GRADE ON-TRACK

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%



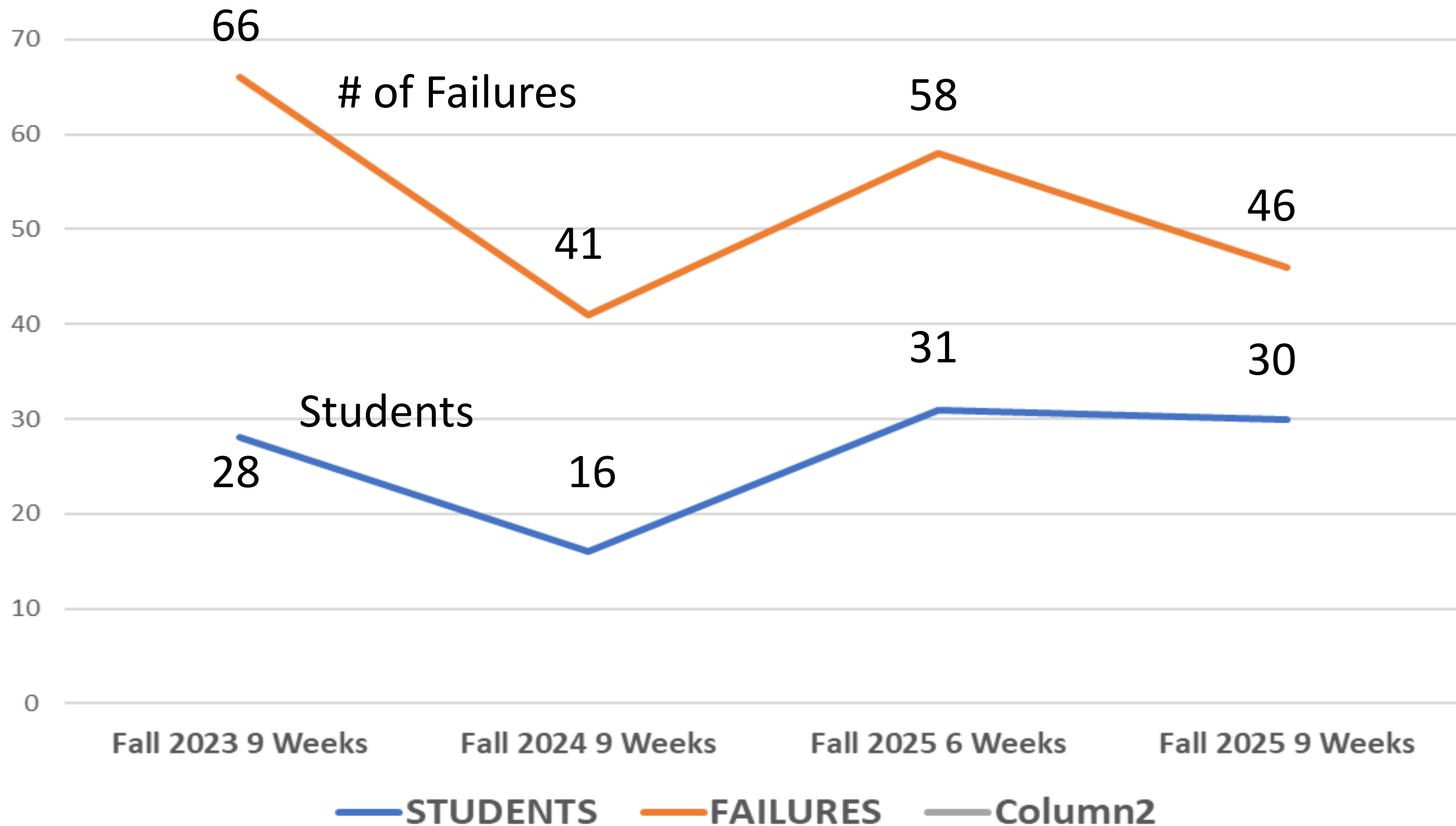


9TH GRADE ON-TRACK

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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 On-Track



- **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 Meeting Agenda

Date: October 8, 2025

Members: Jon, Conrad, Chris, Shannon, Ken, Jennifer, Rob, Johnny, Mikaylah, Tessa

TOPICS	ACADEMIC ISSUES	BEHAVIORAL ISSUES	ATTENDANCE TRENDS	TEACHER NOTES
Check Ins	Look at the Data Fall '25 6 Weeks Shared Doc		Joel should have Oregon Suite Data	
Focus of Meeting	What have we done in the classroom to help these students	What have we done in the classroom to help these students	I am working on it	Seating Charts Check in talk - motivation Individual talks parent phone calls directly handed the assignment More time in class to get work done
Review of Previous Students	Any positives of turnarounds	- advocating for himself English - English / PE		Re-established grading scale retakes prioritize tasks/quizzes over daily low grade dropped - formative
Strategies To Help	Share with Others	Share with Others	Working with attendance committee to improve numbers	
New Students	Make a connection with anyone new	Make a connection with anyone new	Make a connection with anyone new	We have two new 9th graders and seem to be fitting in well so far
Homework For Us	Continue to work with those yellow labeled students	Continue to work with those yellow labeled students	Continue to work with those yellow labeled students	What are you doing in the classroom to help these students be successful

- 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%





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?

