

District Fall Data 2026-2027

Inspire and Empower Each Student

November 4, 2026

Agenda

01
Literacy Data



02
Math Data

Gresham-Barlow Board Conditions 2026-2027

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	



01

Literacy

- Fall iReady & STAR Reading data
- Reading data by EML Status, Sped Status, & Race/Ethnicity
- Research partnership with UofP

Comparison of iReady and STAR measures

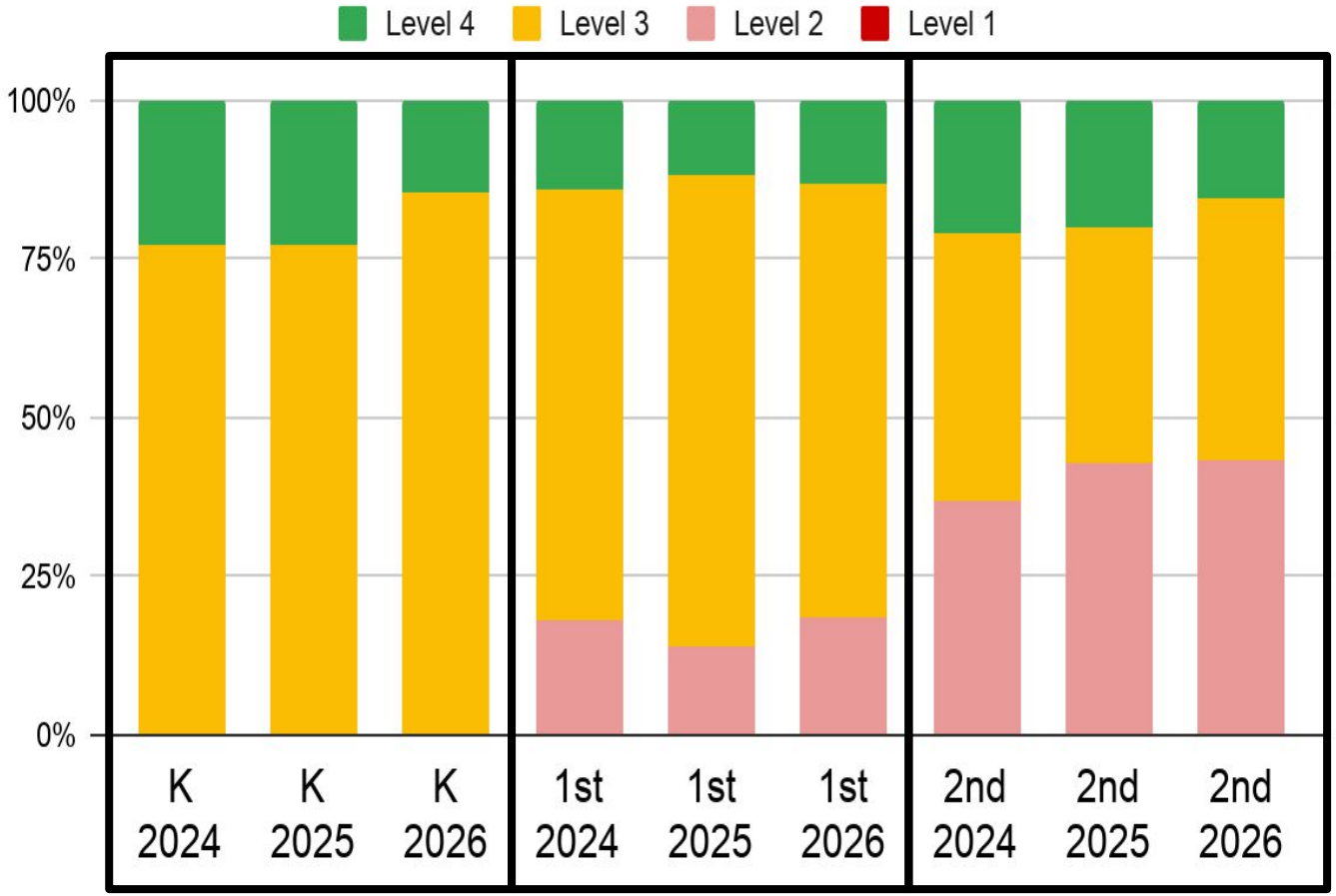
iReady

iReady shows how a student is performing relative to grade level standards.

STAR

STAR data shows how a student is forecasted to perform on an end of year test. This predicted score takes into consideration the date the STAR assessment was taken and typical student growth patterns.

iReady Reading Fall Diagnostic (Grades K - 2)

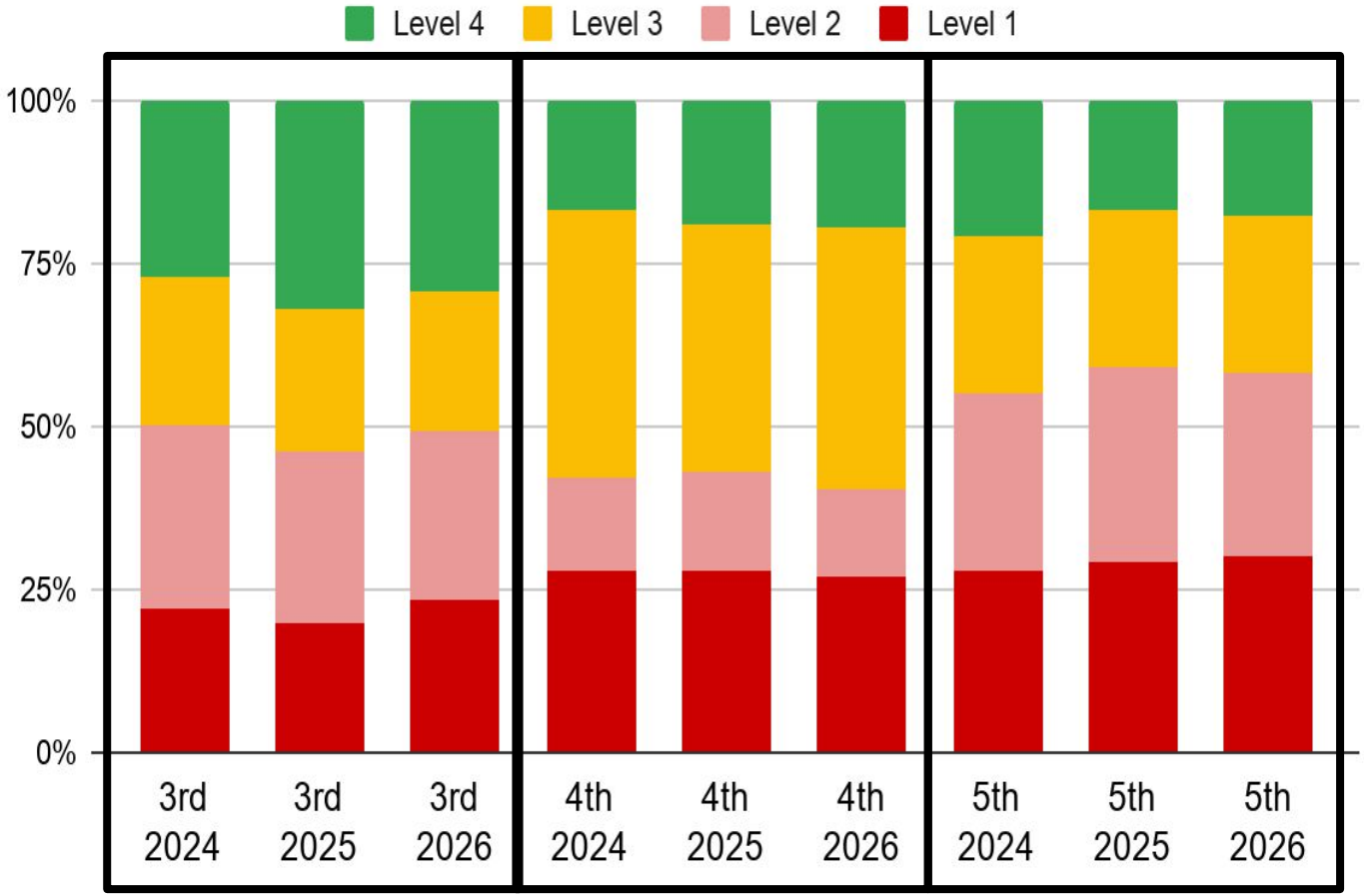


Our kindergarteners are coming in with greater needs.

The 2025 first grade cohort has grown in number of student early on or above grade level to start the year.

Level 4	Early on & Above Grade Level
Level 3	One Grade Level Below
Level 2	Two Grade Levels Below
Level 1	Three or more Grade Levels Below

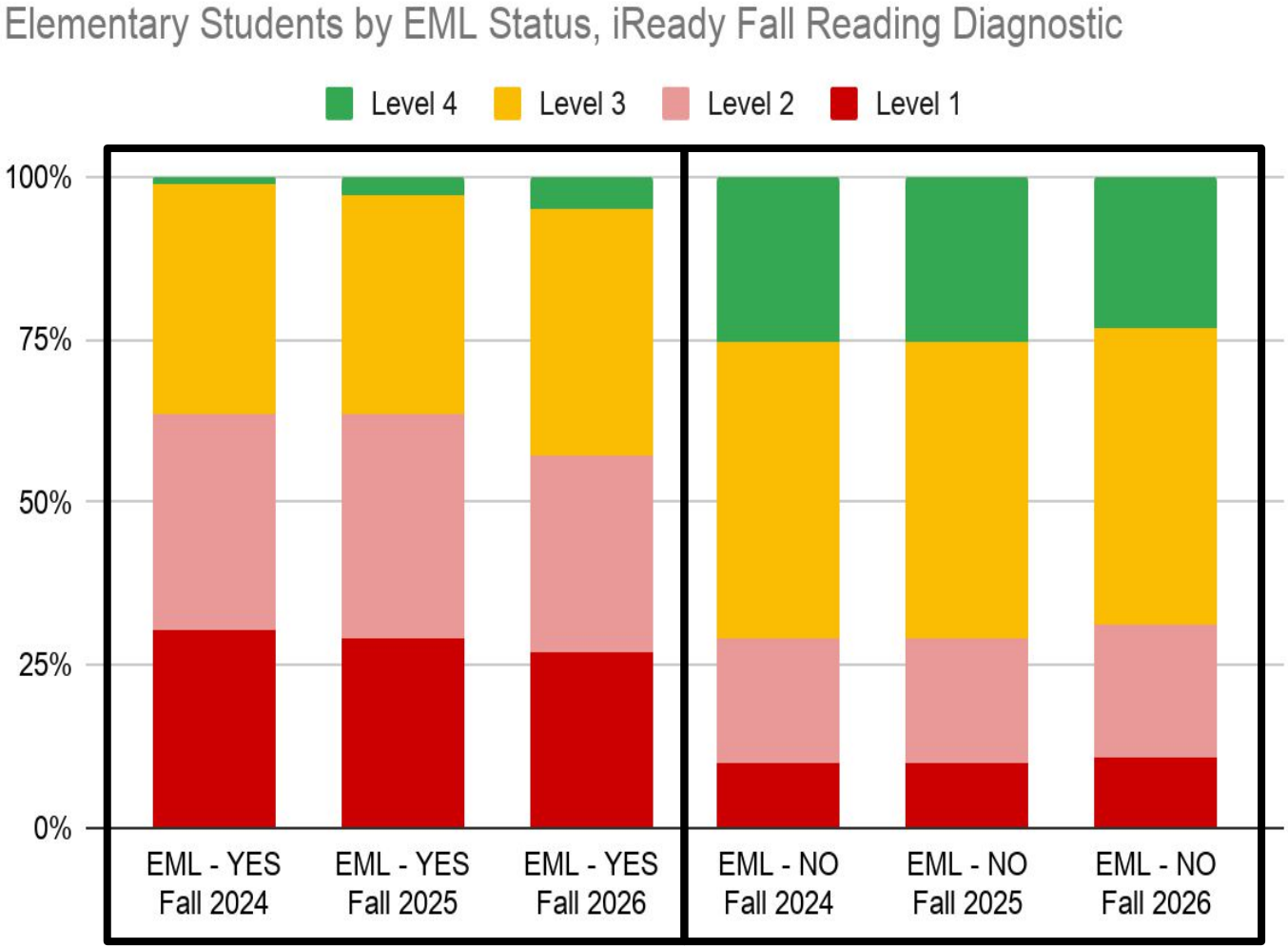
iReady Reading Fall Diagnostic (Grades 3 - 5)



There is a slight increase in the number of 3rd & 4th graders measuring early on & above grade level over time.

There is a slight decrease in 4th grade students measuring below grade level.

Level 4	Early on & Above Grade Level
Level 3	One Grade Level Below
Level 2	Two Grade Levels Below
Level 1	Three or more Grade Levels Below

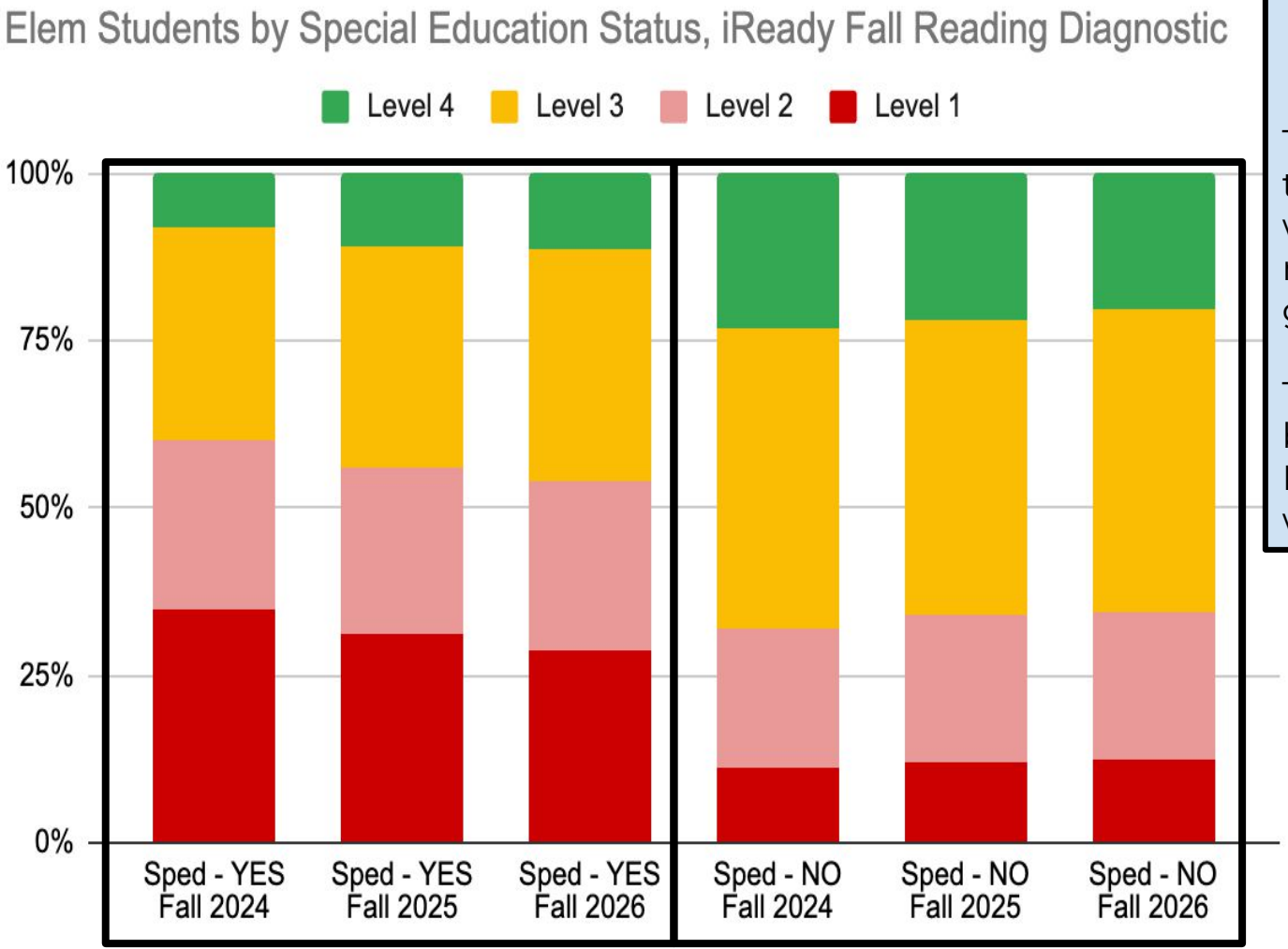


iReady Reading by EML Status

There is an increase in EMLs who are measuring at and above grade level.

There is still a gap between EMLs and none EML students.

Level 4	Early on & Above Grade Level
Level 3	One Grade Level Below
Level 2	Two Grade Levels Below
Level 1	Three or more Grade Levels Below



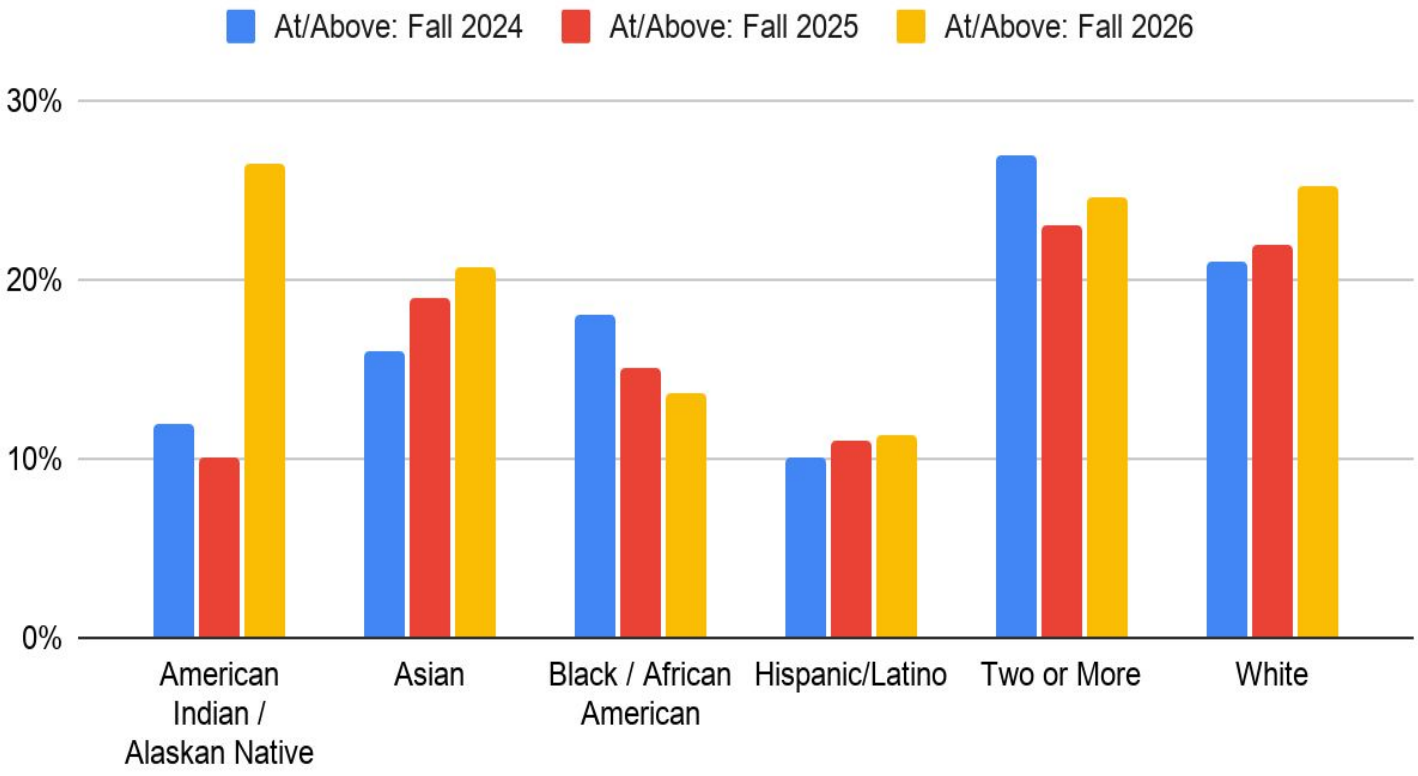
iReady Reading by Special Education Status

There is an increase in the number of students with IEPs who are measuring at and above grade level.

There is still a gap between students with IEPs and students without IEPs.

Level 4	Early on & Above Grade Level
Level 3	One Grade Level Below
Level 2	Two Grade Levels Below
Level 1	Three or more Grade Levels Below

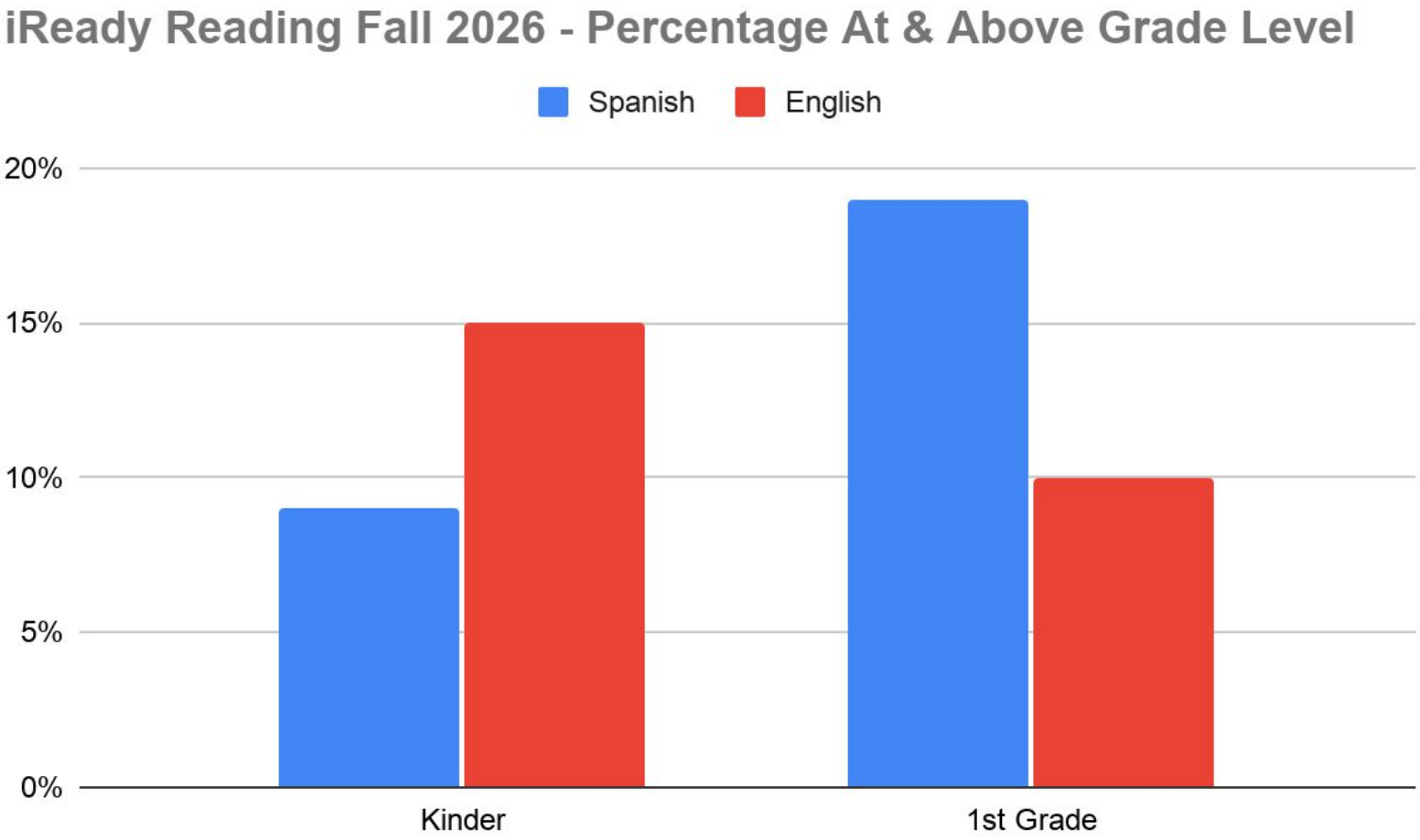
Students Measuring At/Above Grade Level by Race/Ethnicity, iReady Reading

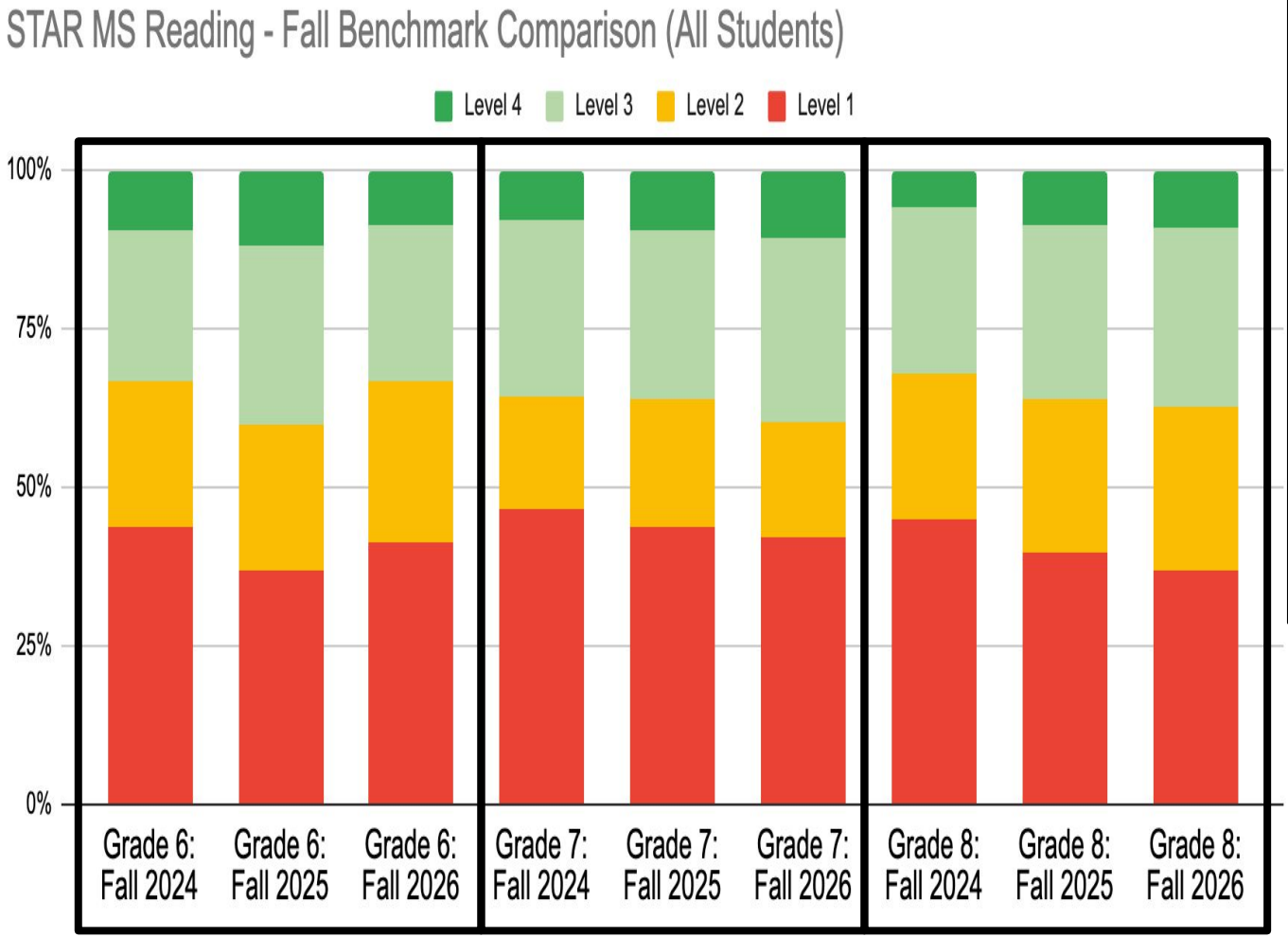


<u>iReady Reading by Race/Ethnicity</u>

Four of the six race/ethnicity groups are showing growth over time.

There is a decrease over time in scores for Black/African American students.


iReady Reading Fall 2026 - Percentage At & Above Grade Level
Spanish
English
20%
15%
10%
5%
0%
Kinder
1st Grade

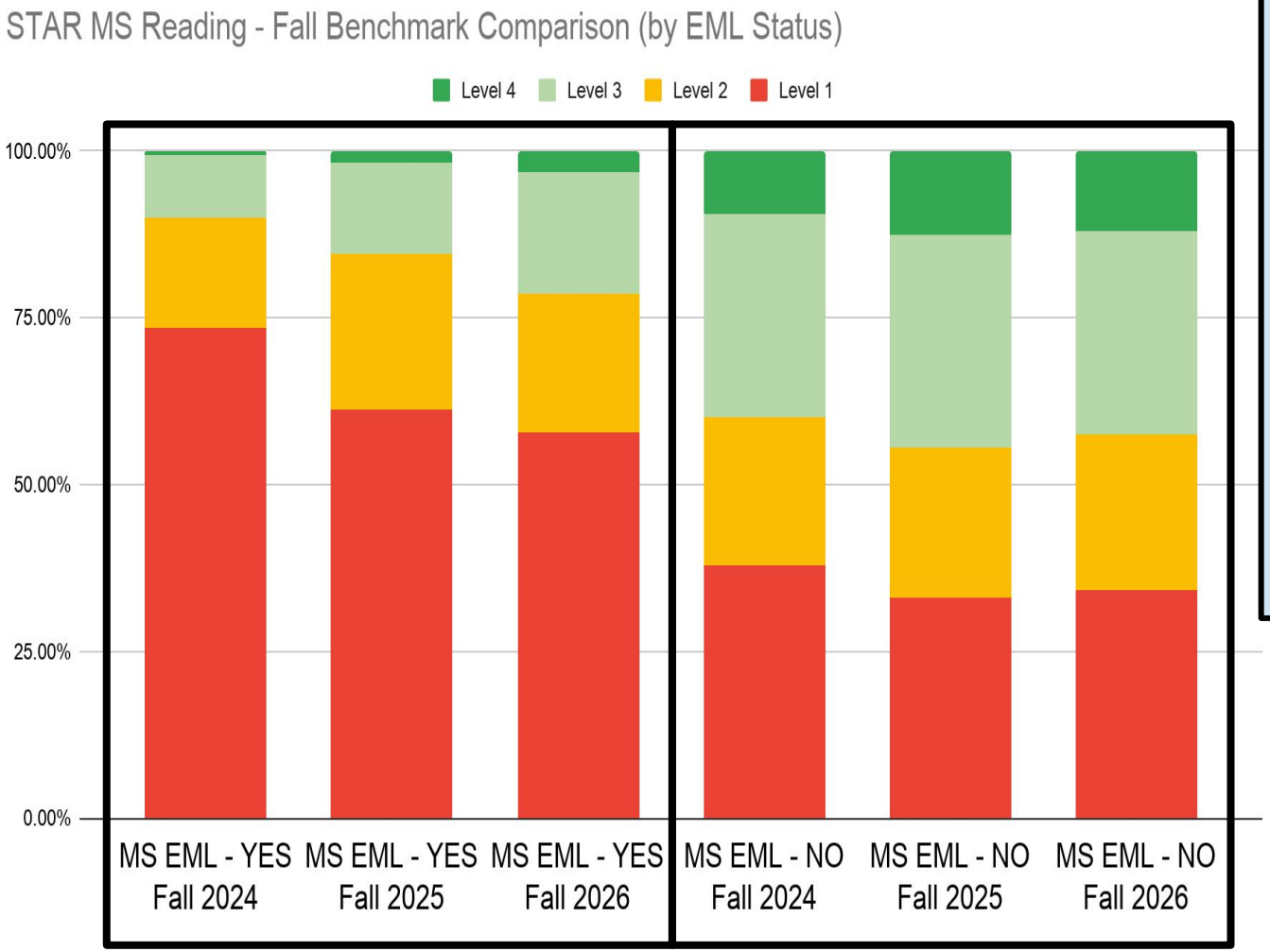


STAR Reading Fall Comparison

More 7th and 8th grade students are predicted to demonstrate grade-level proficiency in reading than previous years.

The “cohort” group shows improvement in the number of students predicted to demonstrate proficiency in reading.

Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

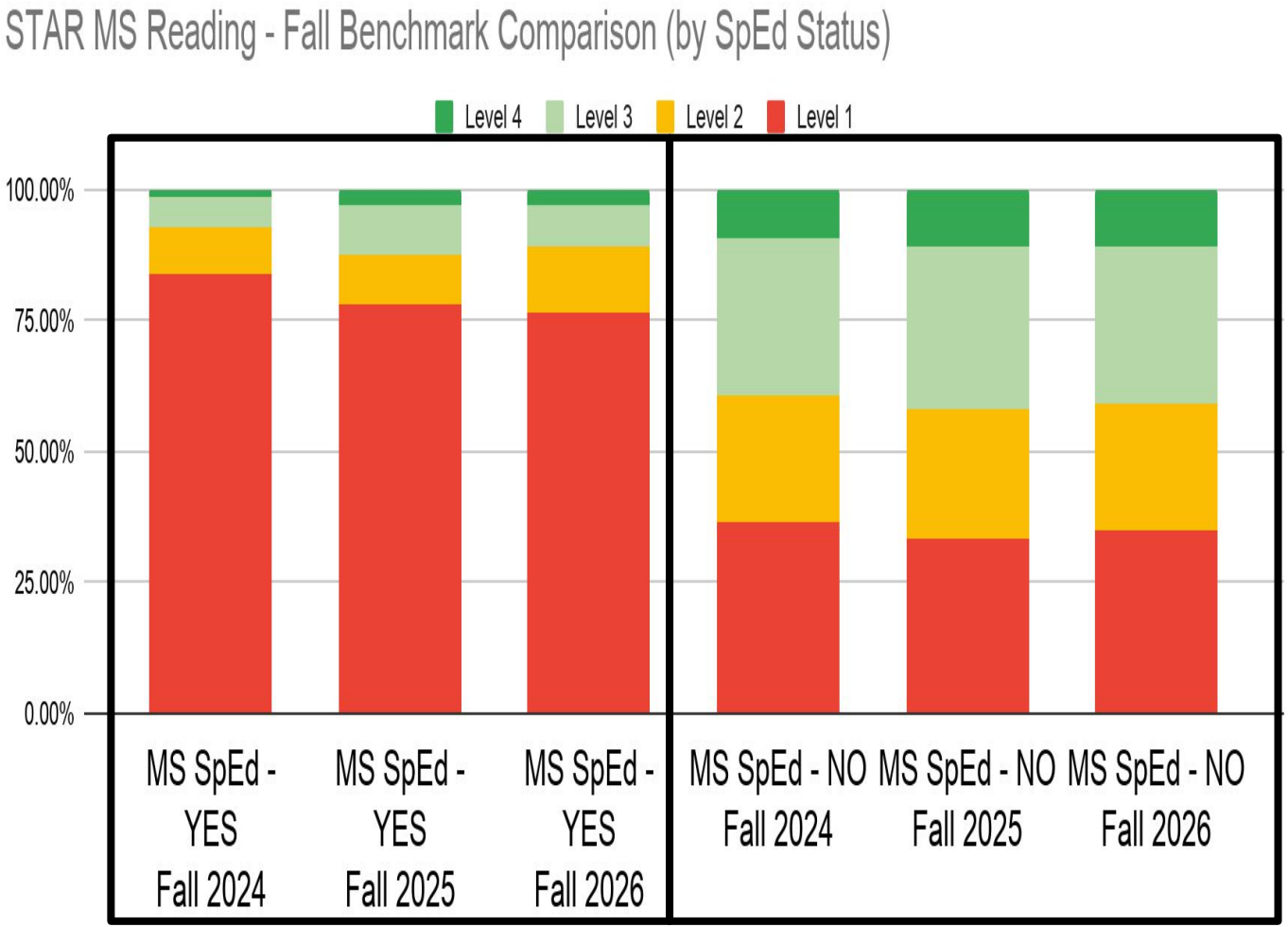


STAR Reading Fall Comparison by EML Status

More EML students are predicted to demonstrate grade-level proficiency in reading when compared to previous years.

There is still a gap in predicted proficiency levels between EML and non-EML students.

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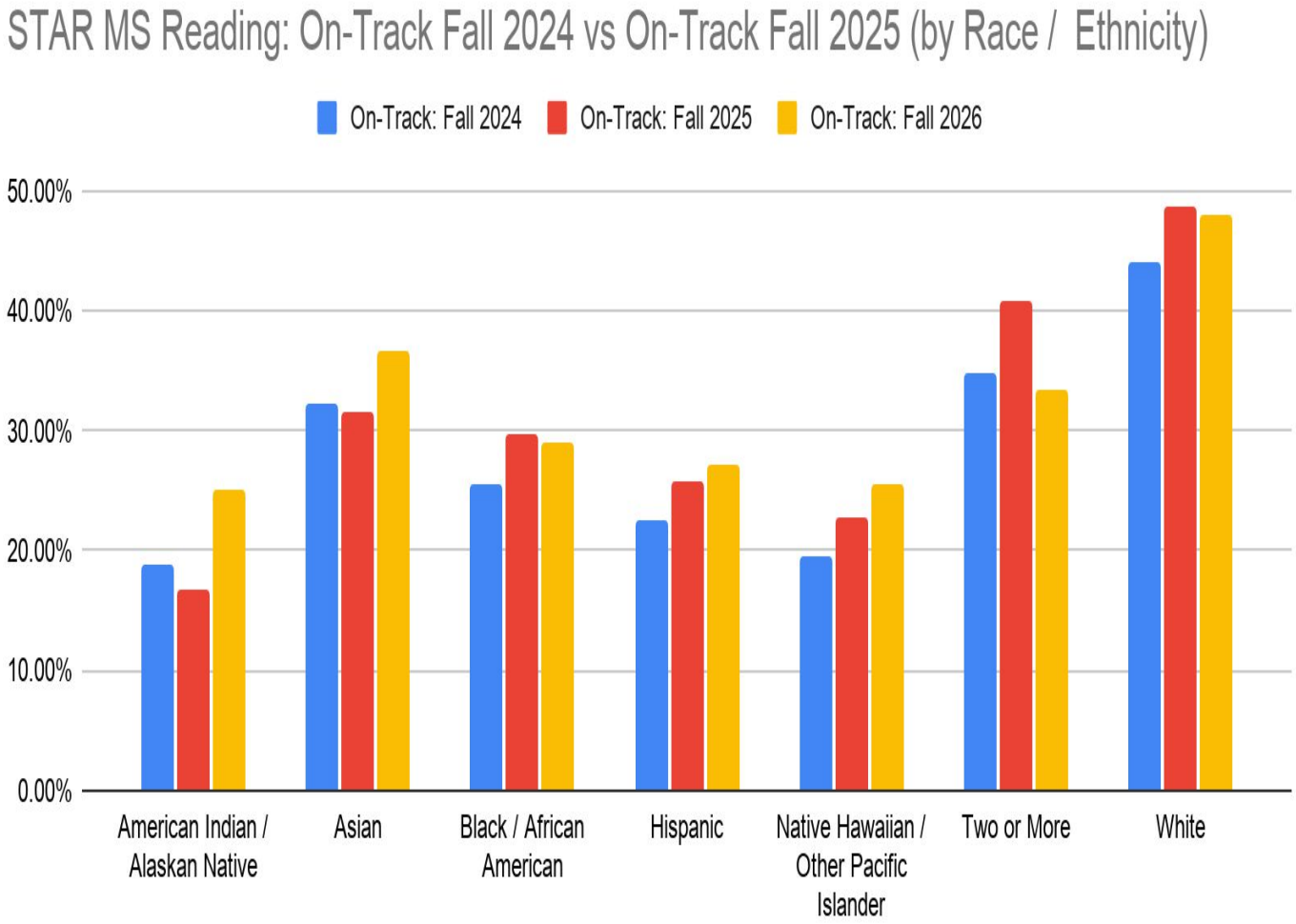


STAR Reading Fall Comparison by SpEd Status

More SpEd students are predicted to demonstrate grade-level proficiency in reading than previous years.

There is still a gap in predicted proficiency levels between between SpEd and non-SpEd students.

Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level



STAR Reading Fall Comparison by Race / Ethnicity Status

Most student groups are predicted to see an increase in the number of students meeting grade-level standards in reading than previous years. Students who identify as Two or More races are an exception to this trend.

On-Track	At or above grade level

University of Portland Research - Elementary

Research partnership with UoP Doctoral program

Pedagogy of Writing: Year One Results

First-year evaluation | OSAS Writing, Grades 3–5 | Hollydale & North Gresham Elementary | 2025–26

+65 pts

Grade 5 Writing growth accelerated at North Gresham while comparison growth slowed; the difference narrows after adjusting for starting scores.

+44 pts

Grade 4 Writing at Hollydale rose 44 points from 2025 to 2026, against a district-wide rise of 25 in a strong Writing year, narrowing a 29-point gap to 10

Kept pace

After accounting for starting scores, Writing growth at both schools matched comparison schools, the expected year-one result for schoolwide reforms.

+26 pts

Within dual language immersion, North Gresham outgained Highland, its matched immersion comparison

On track for year one. Achievement effects of schoolwide reforms build over years of implementation. Keeping pace with comparison schools while showing bright spots is the expected first-year result (Borman et al., 2003).

Full methods and results: Writing Instruction and Student Outcomes (MCPER, August 2026).

Recommendations

1. **Continue into year two**
   Hold adoption and expansion decisions until effects have time to emerge.
2. **Measure classroom implementation**
   Pair next year's outcomes with teacher surveys, walkthroughs, or instructional artifacts.
3. **Learn from the Grade 5 bright spot**
   Talk with the North Gresham Grade 5 team about what drove accelerated growth.
4. **Flag dual language participation**
   Add a student-level immersion flag to district data systems.
5. **Extend local writing evidence**
   Repeat the matched comparison after year two and add a curriculum-embedded writing measure.

University of Portland Research Partnership Middle School

Research partnership with UoP Doctoral program

Adolescent Literacy at a Glance

Secondary Reading Achievement and Growth, 2024-2026

Key findings from the MCPER evaluation of Star Reading and OSAS results

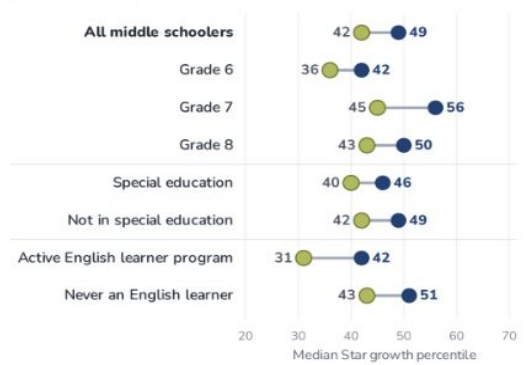
Middle School Highlights

34% → 38%
of middle schoolers at Level 3 or above on Star Reading, spring 2025 to spring 2026

29% → 34%
of 6th and 7th graders proficient on the OSAS ELA test, 2024-25 to 2025-26

42nd → 49th
median Star growth percentile for middle schoolers, 2024-25 to 2025-26

Middle School Star Reading Growth



Median fall-to-spring Student Growth Percentile on Star Reading, which compares each student's growth with that of students who started at a similar score.

Worth a Closer Look

- **Gaps in achievement remain.** In spring 2026 on Star, middle schoolers in special education scored at the 20th percentile on average, compared with the 46th for their peers. Students in active English learner programs averaged the 13th percentile.
- **Across racial and ethnic groups**, middle school growth was similar in 2025-26, with median growth percentiles from 44 to 52. Average Star percentile ranks ranged from the 34th for Hispanic students to the 50th for White students.
- **Grade 6.** Following the same students, OSAS proficiency fell from 42% in 5th grade to 37% in 6th.
- **Grade 8.** Star results held steady, while OSAS proficiency fell from 30% to 23%.
- **High school.** Participation was uneven, so results describe the students who tested and not the high school population as a whole.

Secondary Literacy Recommendations

Considerations for the District

District and school leaders know their students and current work best, and some of these may already be underway.

- Continue professional learning on **explicit vocabulary and comprehension instruction** across content areas.
- Where not already in place, pair **decoding and fluency intervention** with grade-level text.
- Build on 2025-26 gains in **high school Star participation**, especially in grades 11 and 12.
- Explore ways to **intensify support** for students in special education and active English learner programs.
- Look closely at **the move into 6th grade**, where Star growth was lowest in both years.
- Watch how **Star and OSAS results align**, especially in grade 8 and high school.

University of Portland SCHOOL OF EDUCATION

Prepared by the Multnomah County Partnership for Education Research (MCPER), University of Portland, for Gresham-Barlow School District, 2026. Data are Renaissance Star Reading results from fall 2024 to spring 2026 and Oregon Statewide Assessment System (OSAS) ELA results from 2024-25 and 2025-26. See the full report for methods and limitations.

K-12 Aligned Literacy Initiatives

Vocabulary Routine

Evidence-based routine for introducing new words.

Reading Complex Words

Learning skills to read unknown words in elementary school and continuing to apply the skills in middle school classrooms.

Multiple Reads

Rereading classroom text with a purpose to increase students' speed and accuracy.

Reading with a partner.

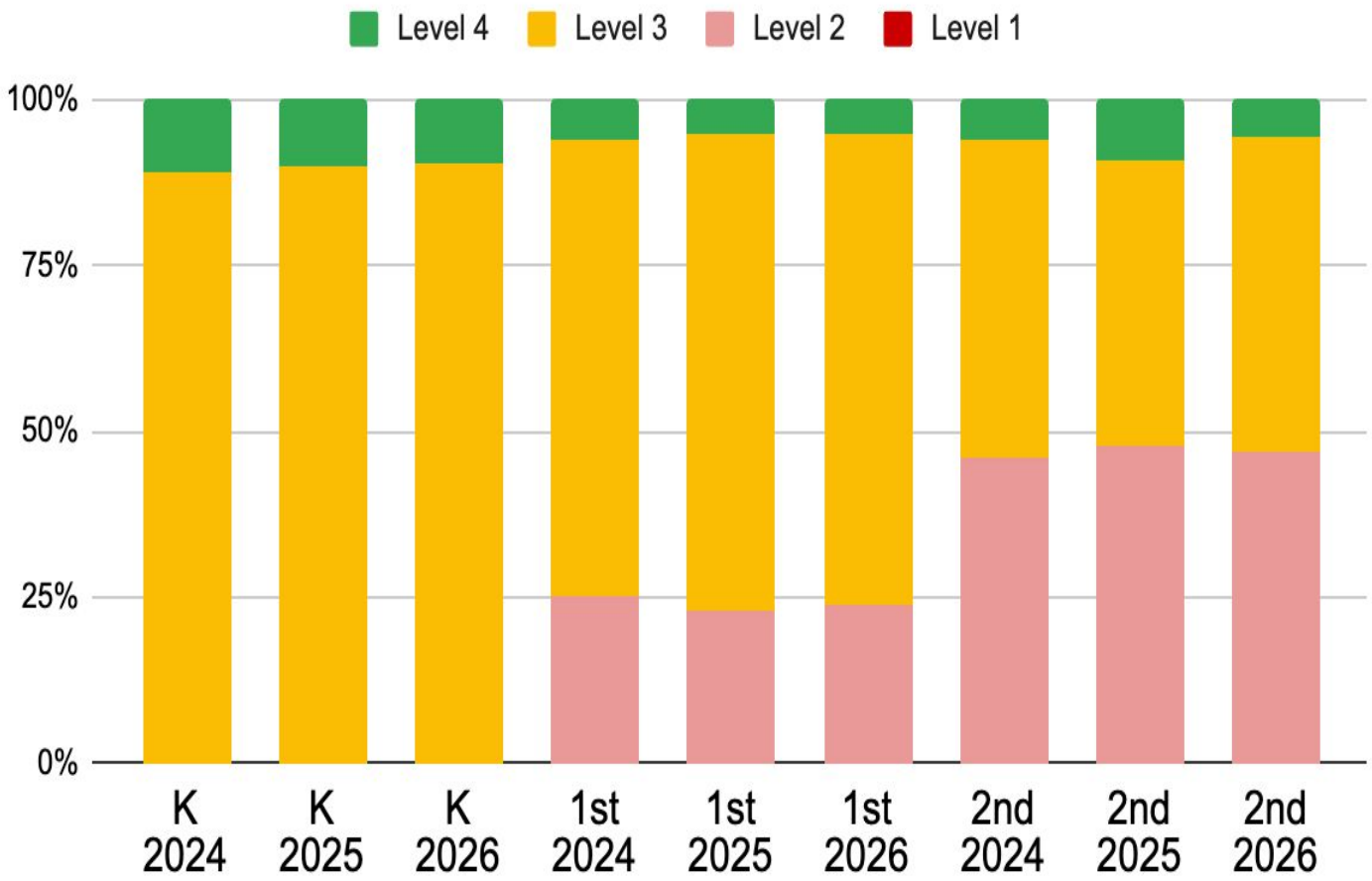


02

Math

- Fall iReady & STAR Math data
- Math data by EML Status, Sped Status, & Race/Ethnicity
- Math Achievement Improvement Strategies

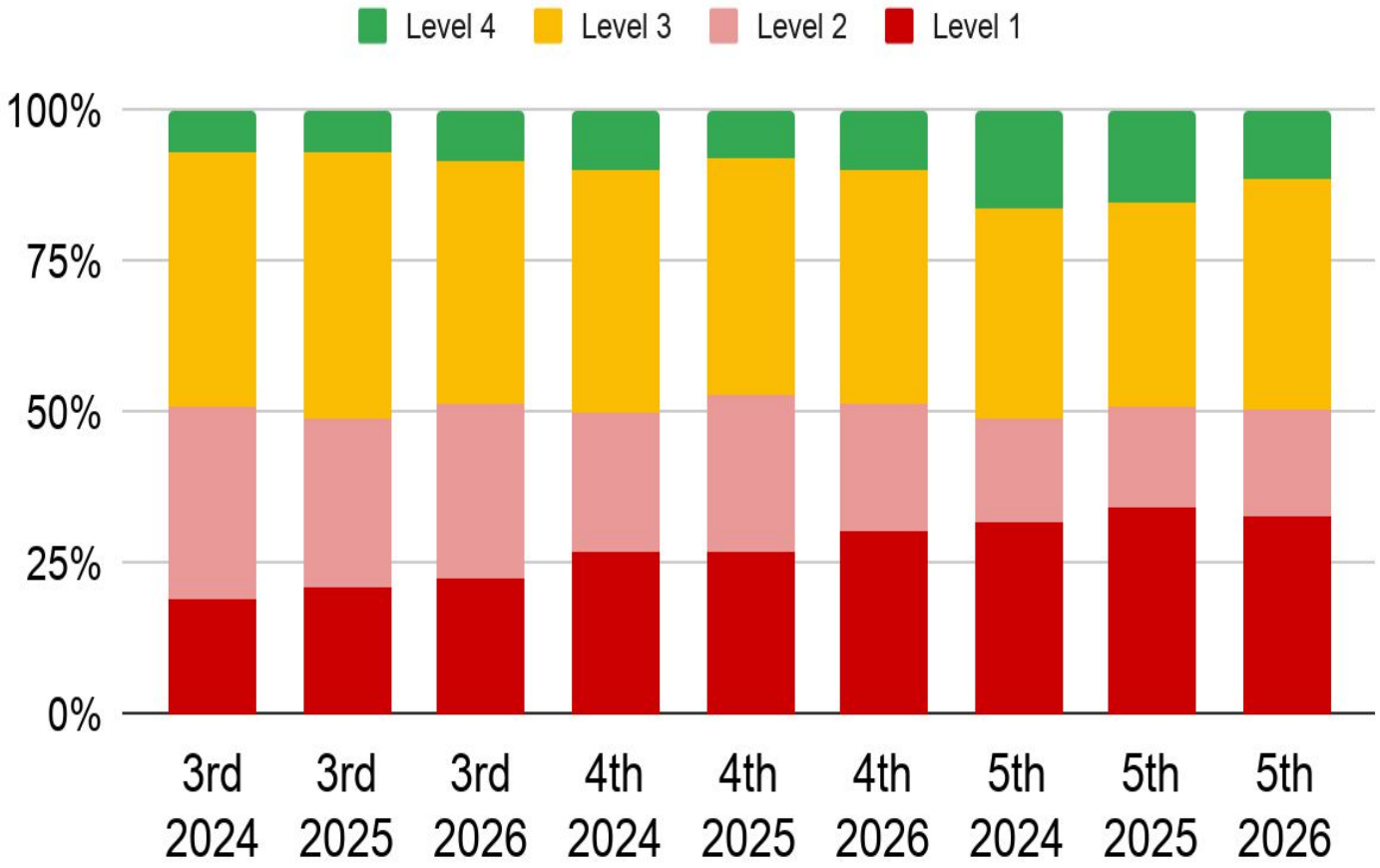
iReady Math Fall Diagnostic (Grades K - 2)



Our beginning of year iReady data shows students are starting the year will similar sets of skills.

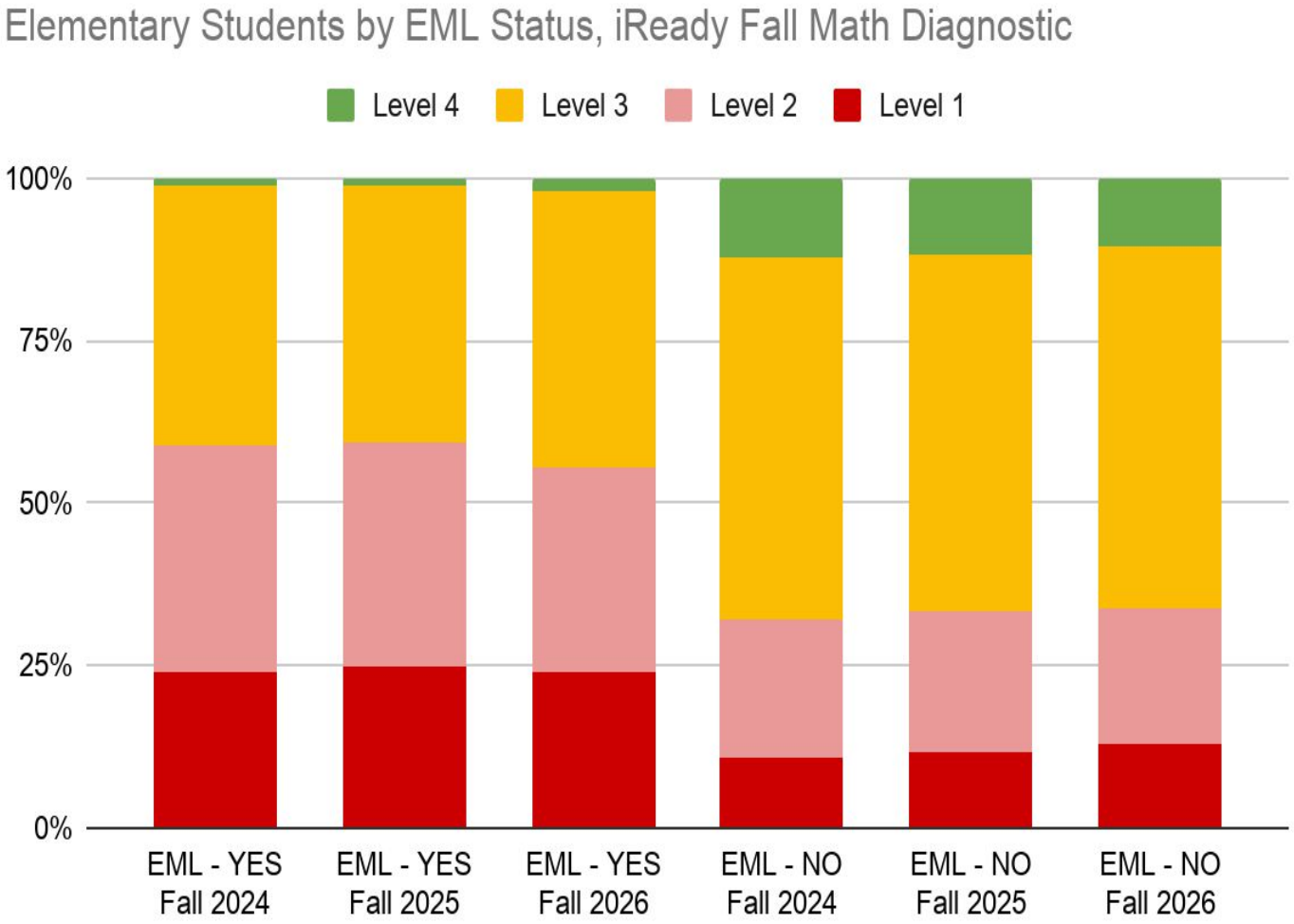
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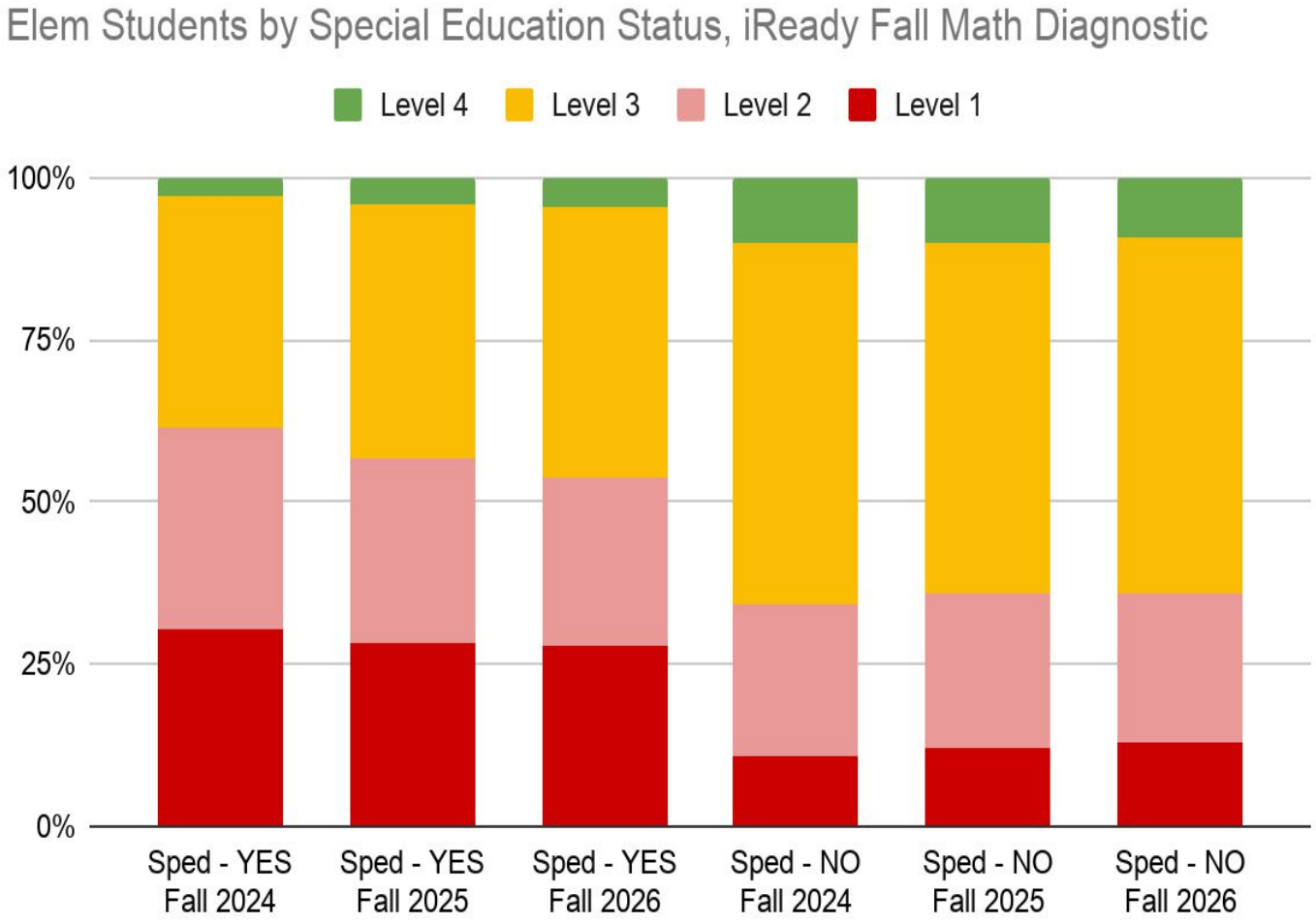
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iReady Math by EML Status

There is slight positive trend for EMLs.

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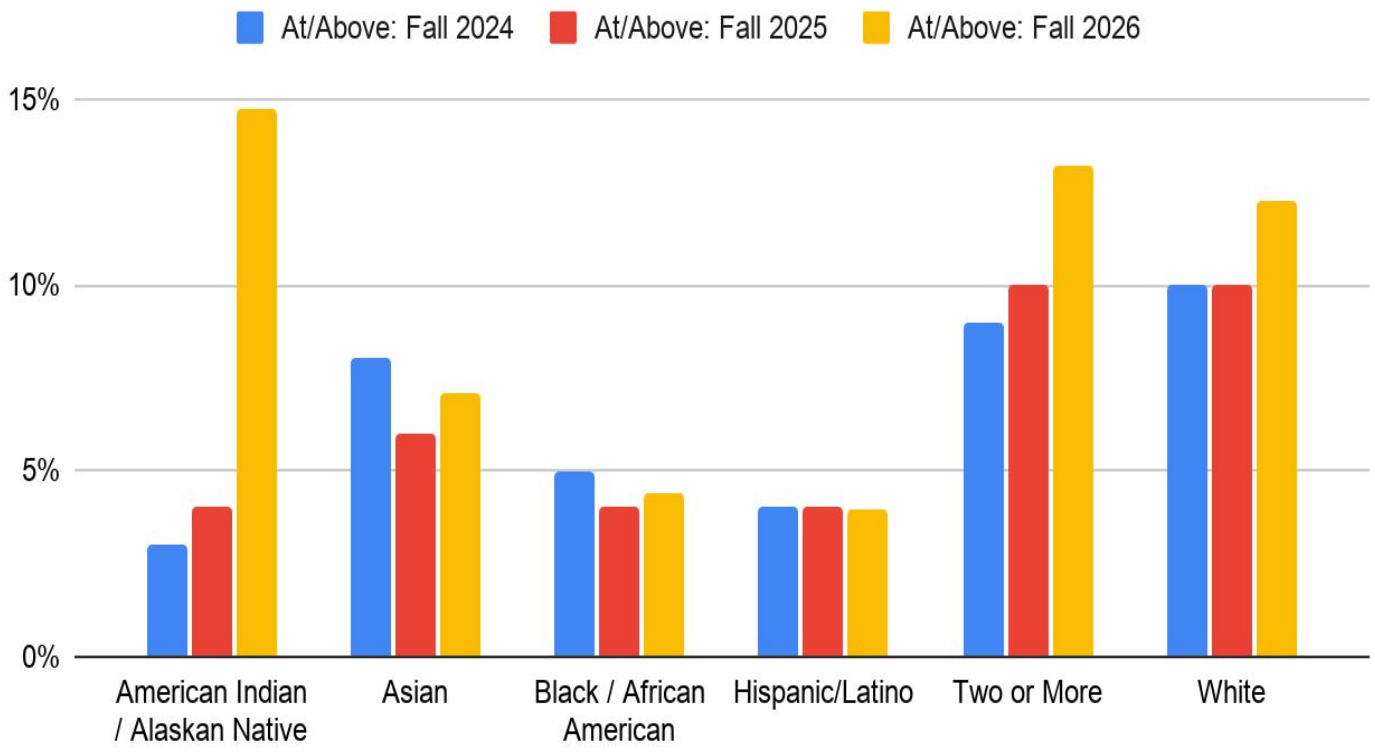


iReady Math by Special Education Status

There is a slight positive trend for Students with IEPs.

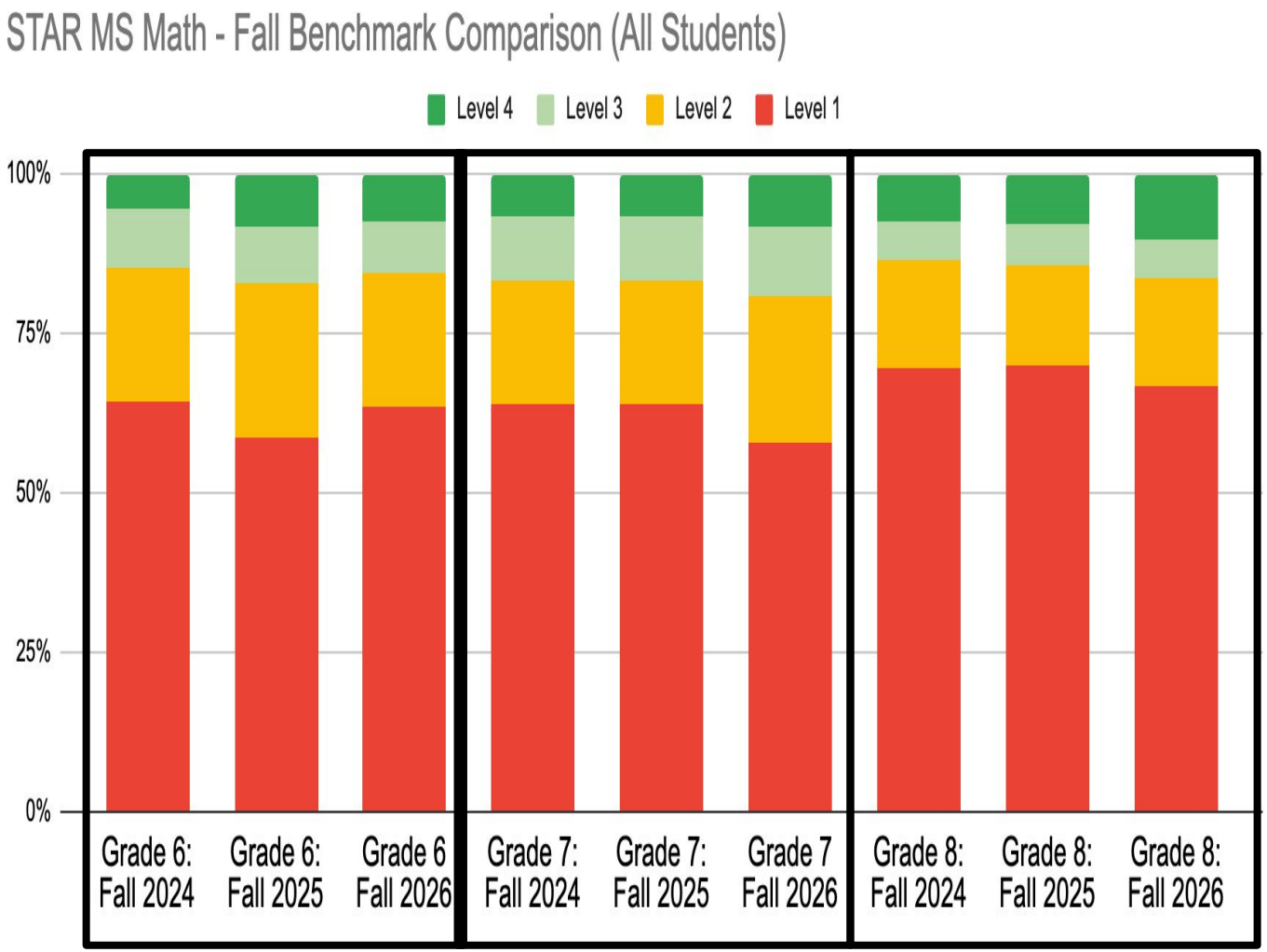
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Elementary Students Measuring At/Above Grade Level by Race/Ethnicity, iReady Math



iReady Math by Race/Ethnicity

Three focal groups have increased over a three year period of time.

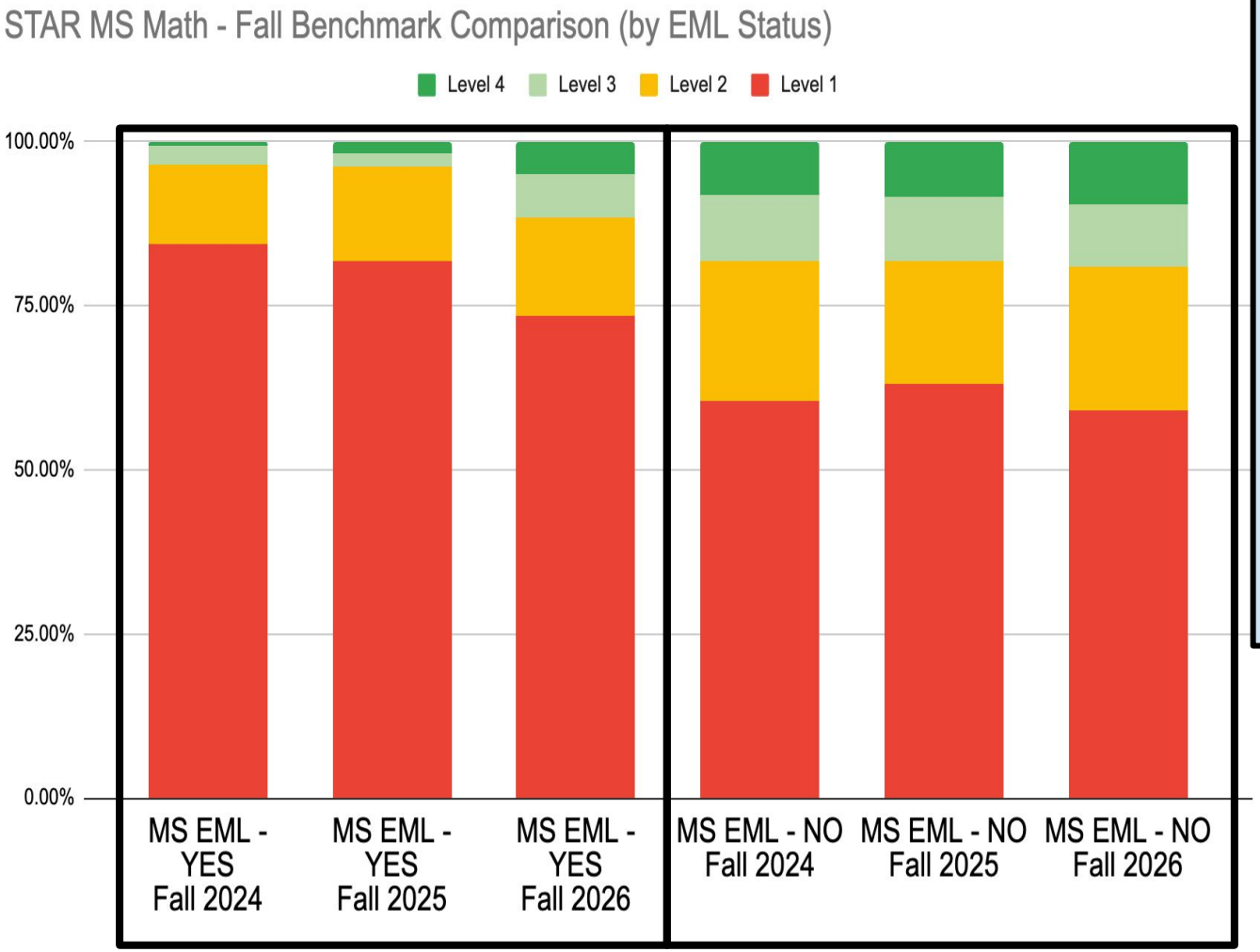


STAR Math Fall Comparison

More 7th and 8th grade students are predicted to demonstrate grade-level proficiency in math than previous years.

There is no consistent pattern in the group "cohort" data in terms of predicted grade-level proficiency in math.

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Level 1	Well Below Grade Level

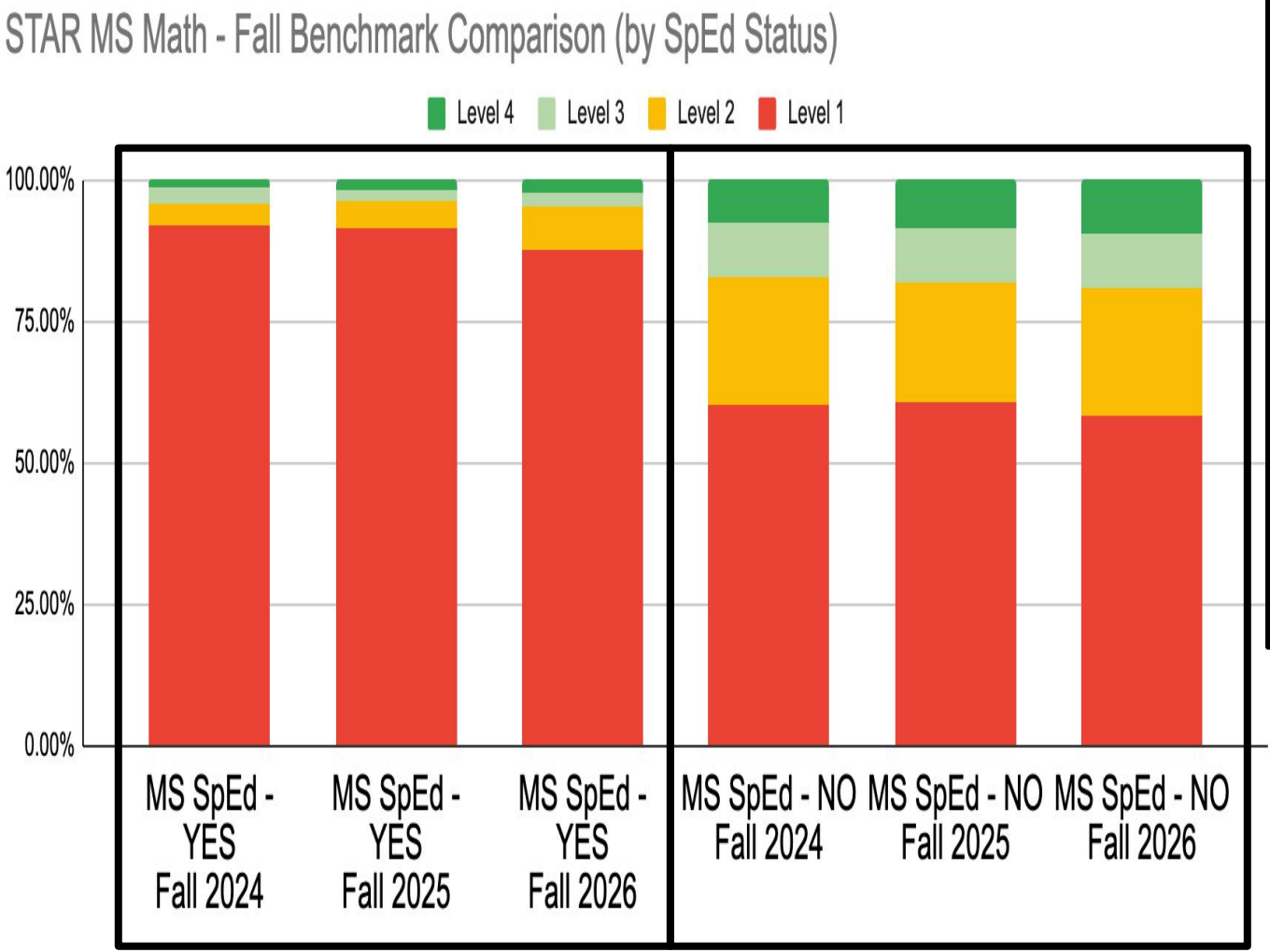


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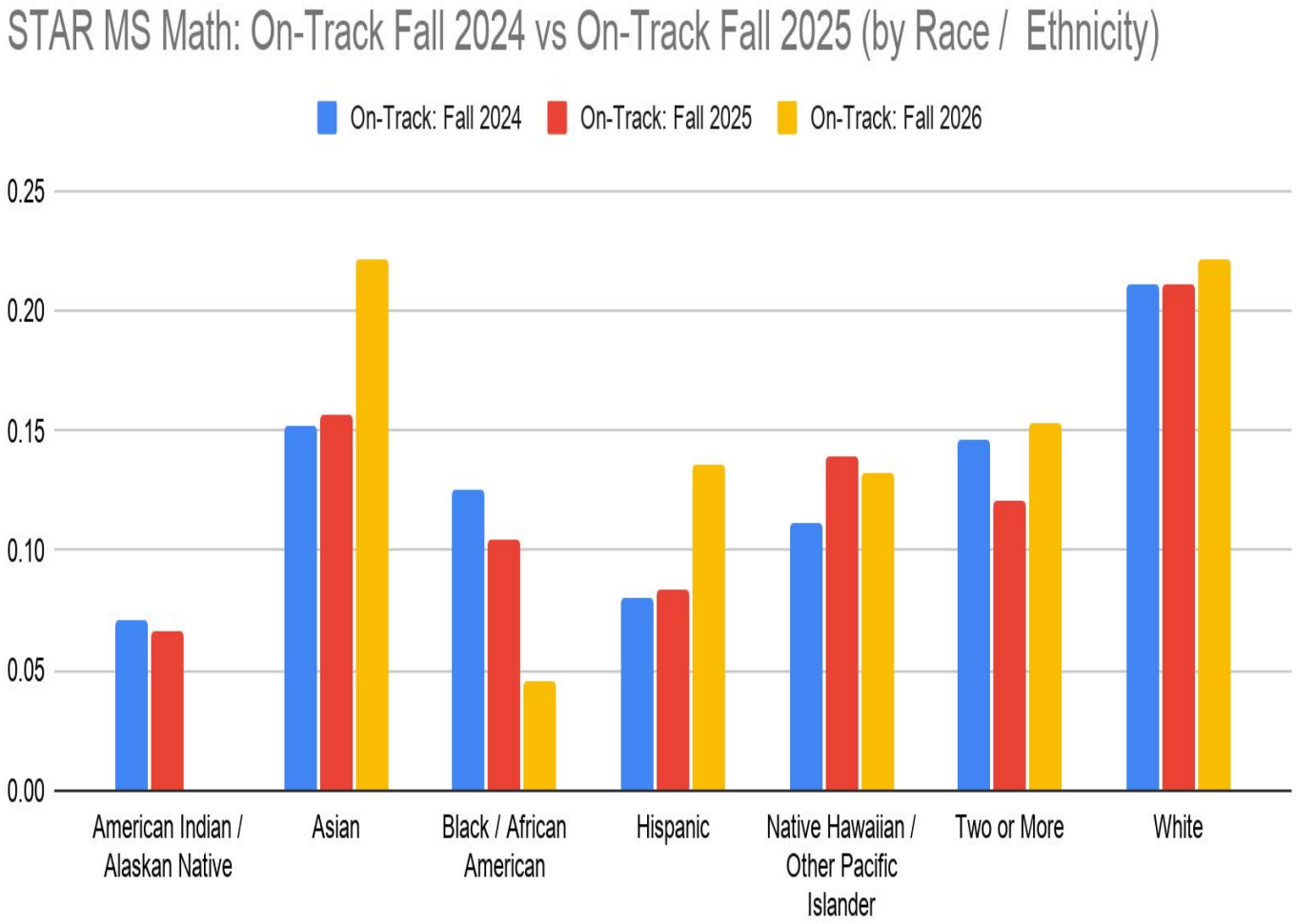


STAR Math Fall Comparison by SpEd Status

Slightly more SpEd students are predicted to demonstrate grade-level proficiency in math than previous years.

There is still a gap in predicted proficiency levels between between SpEd and non-SpEd students.

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STAR Math Fall Comparison by Race / Ethnicity Status

Most student groups are predicted to see an increase in the number of students meeting grade-level standards in math than previous years. Students who identify as Black / African American and American Indian / Alaskan Native are an exception to this trend.

On-Track	At or above grade level

School Report Cards
Comprehensive School Improvement

- In 2023, we had 10 schools identified as schools in improvement.
- In 2026, we currently have 5 schools in improvement.
- Focal groups targeted for improvement include: Emerging Multilingual Learners and Students with IEPs
- Three of our schools in improvement were under review this Fall by ODE to be removed from improvement status due to measured growth.

Thank you!

Inspire, Empower, THRIVE