BEAVERTON SCHOOL DISTRICT

Beaverton Interim Assessment Fall Update

School Board Presentation

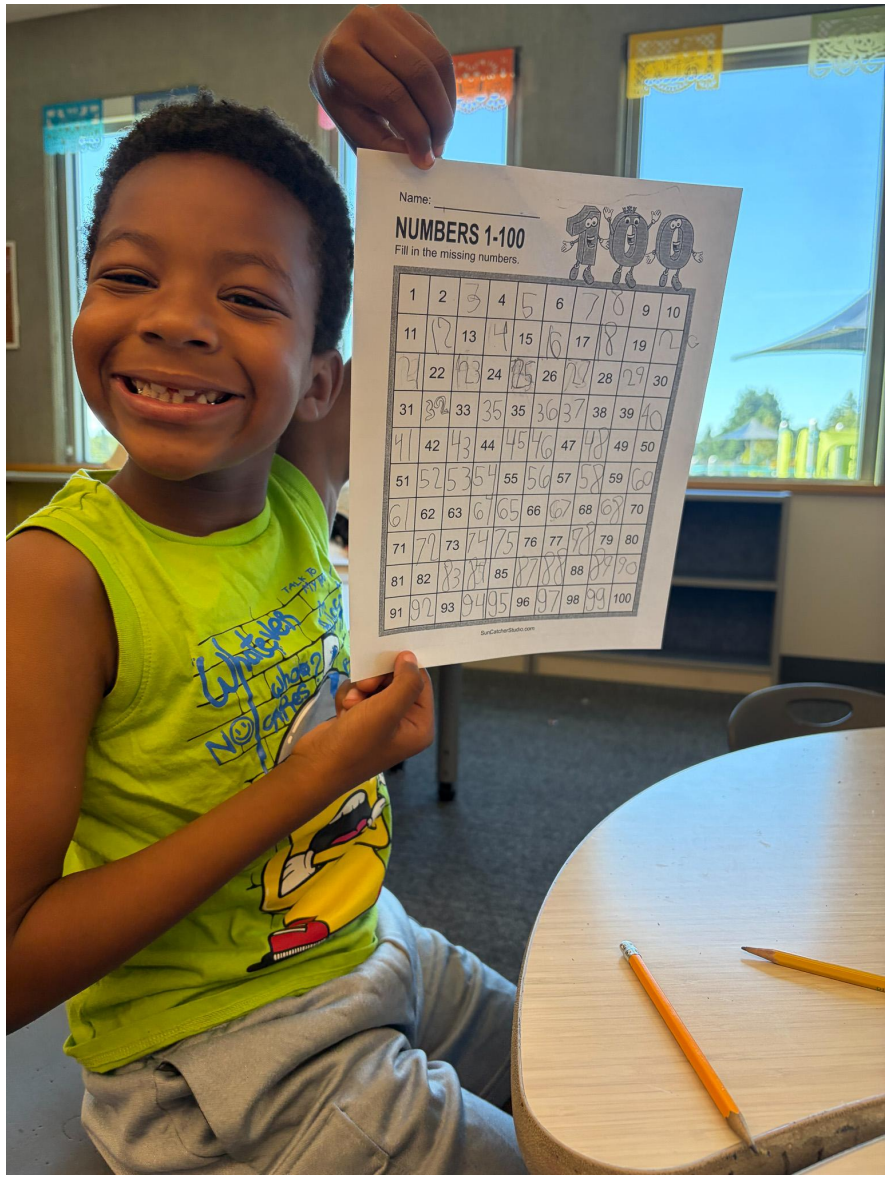
Dr. Shelly Reggiani
Associate Superintendent, Teaching & Learning

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MTSS TOSA, Teaching & Learning

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November 10, 2026



THREE CHECKPOINTS.

ONE PURPOSE.

Using interim assessments to keep students moving toward grade-level standards



A year of feedback, not a single score.

As we make decisions to support our work, we consider the following:

Equity Lens



When **making decisions and taking action**, utilize the following questions:

- **Whose voice** is and isn't represented in this decision?
- Whom does this decision **benefit or burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close or widen** the access, opportunity, and expectation gaps?

Additional considerations:

- What **systemic barriers** might be at play in this situation?
- What **other possibilities** were explored?
- Is the decision/outcome **sustainable**?

BEAVERTON SCHOOL DISTRICT

Interim Assessments vs. OSAS State Assessments

Feature	Interim Assessments (Universal Screener)	End-of-Year State Assessments
Primary Purpose	Track individual student growth over time toward state standards; identify students who are at risk for reading and math difficulties	Evaluate student achievement against state standards at the end of the school year — systems level, not individual student level
Timing	3 times a year (fall, winter, spring)	1 time in spring
Measurement Type	Universal screener: focused on growth towards grade level standards	Summative: focused on meeting state grade-level standards
Instructional Focus	Identifies strengths, gaps, and learning needs for individual students while there is still time to adjust instruction	Provides confirmation of year-end learning at a grade level, school level, and district level
How the Data Is Used	Evaluate the health of Tier 1 core instruction towards standards and set goals to strengthen where there are gaps	Identifying trends of achievement in large groups over time is used for accountability
Stakes	Low stakes for students; instructional focus	Higher stakes for school accountability purposes

Why interim assessments are on the board agenda

Senate Bill 141 (2025) establishes a common statewide expectation for K–8 math and language arts.

3× Per Year

Administer an approved interim assessment in math and language arts at least three times each school year.

ELA & Math

The requirement applies to students in kindergarten through Grade 8.

PUBLIC REVIEW

Review the data at least three times each year with school administrators and during a public board meeting.

The Purpose: Get useful information while there is still time to adjust instruction, not simply add another test

What can an interim assessment tell us?

A useful checkpoint answers more than “What was the score?”

WHERE ARE WE NOW?

A snapshot of current performance relative to grade-level standards

ARE WE MOVING?

Fall-to-winter-to-spring results help show growth towards standards during the year.

WHAT NEEDS ATTENTION?

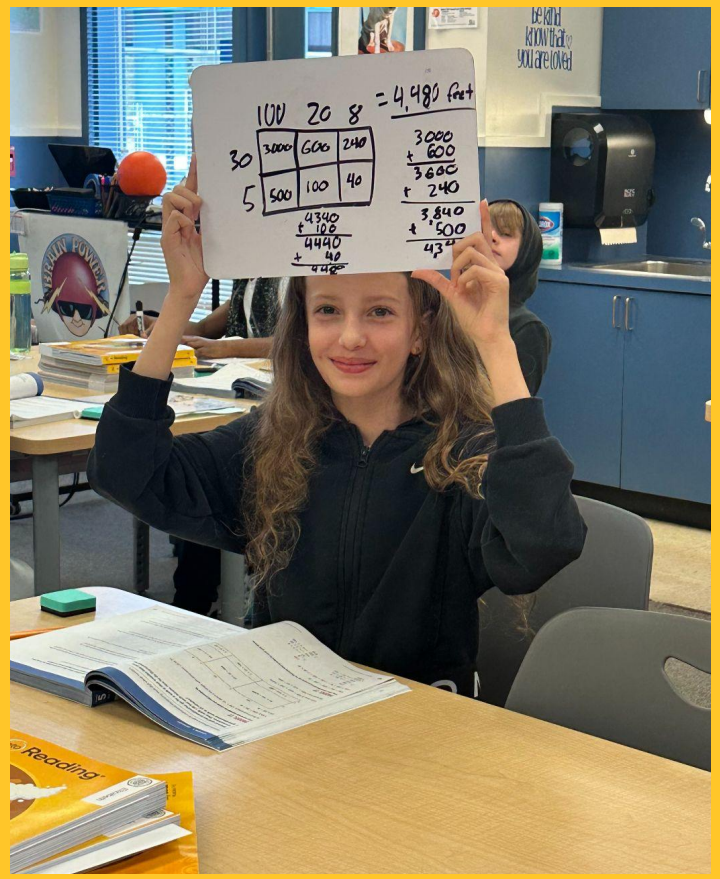
Reporting domains can point teachers toward standards needing additional instruction.

ARE WE ON TRACK?

Interim assessments can also provide a predictive signal about likely year-end performance on OSAS and state standards.

Prediction is a signal, not a destiny. Teachers use it alongside classroom evidence and other data.

BSD Interim Assessments: Star Reading & Math



GRADES

ELA K-10
Math K-8
HS students taking Algebra and Geometry

WHEN

Fall: Sept 8 – Oct. 2
Winter: Jan 11 – Feb 5
Spring: Apr 12 – Apr 30

HOW WE USE DATA

- Identify strengths
- Target instruction
- Monitor growth
- Check on-track status

Who participated in our benchmark season?

Participation shows how well the benchmark results represent the students we serve.

Elementary

Early Literacy
K-1

Star Reading
2-5

Star Math
K-5

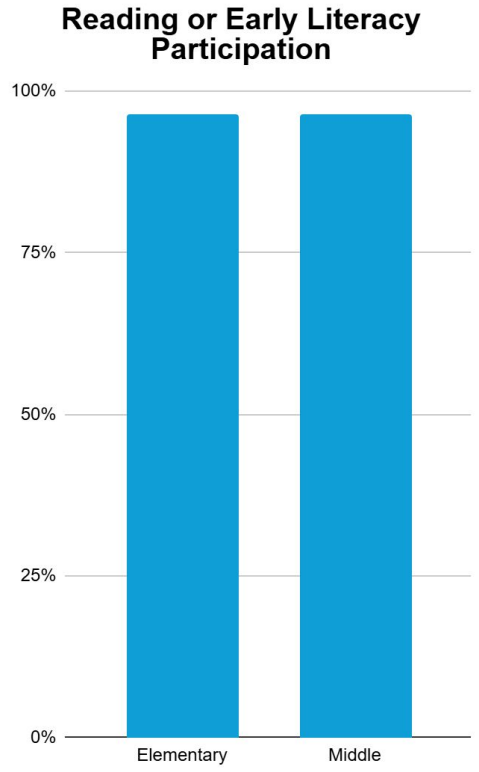
Middle

Star Reading
6-8

Star Math
6-8

Strong participation gives schools a clearer picture of student learning and progress.

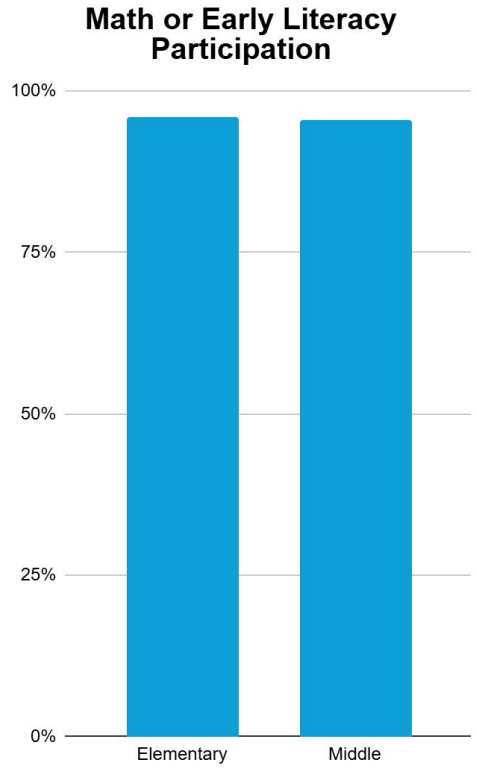
Star Interim (English) Participation



	Elementary	Middle
Enrollment	14,762	8,467
Percent Tested	96.2%	96.0%

Reading participation

Greater than 95% across all assessed grades



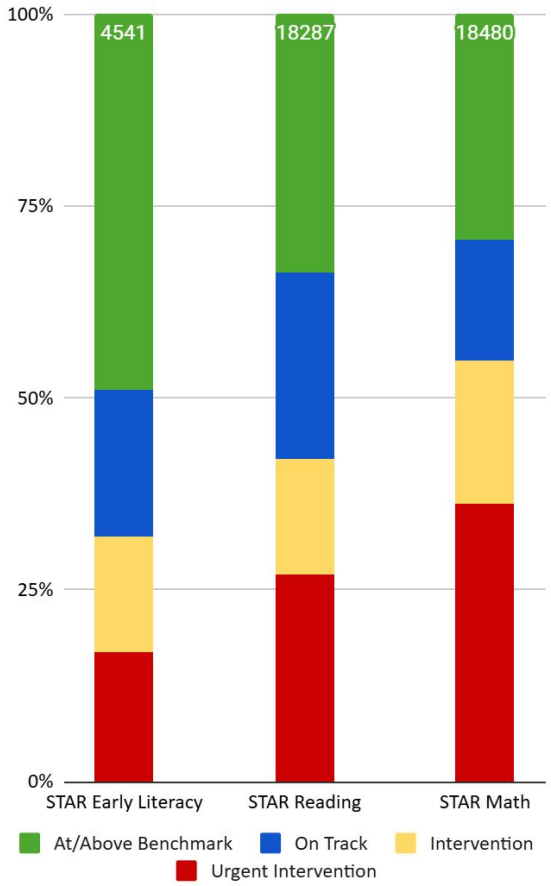
	Elementary	Middle
Enrollment	14,762	8,467
Percent Tested	95.9%	94.5%

Math participation

Greater than 94% across all assessed grades



Overall Star Interim Results

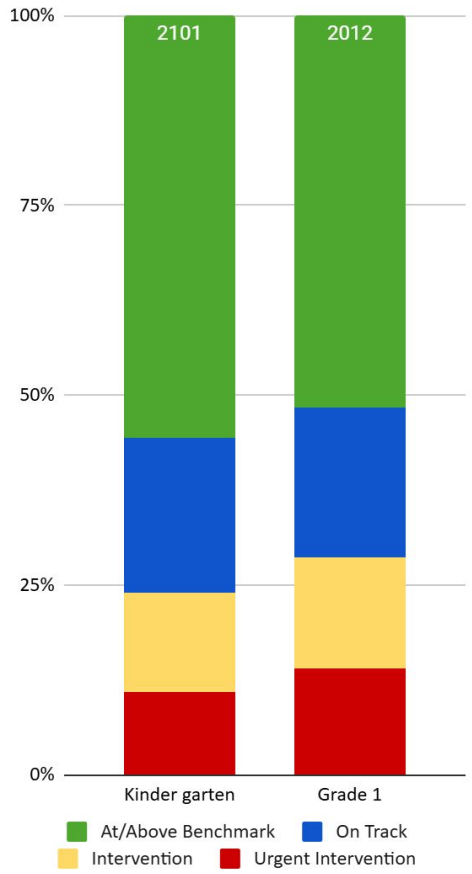


	STAR Early Literacy	STAR Reading	STAR Math
At/Above Benchmark	48.9%	33.5%	29.5%
On Track	19.3%	24.4%	15.5%
Intervention	14.9%	15.0%	18.7%
Urgent Intervention	16.9%	27.1%	36.3%
Total Tested Students	4541	18287	18480

Early Literacy
68.2% students
On Track To Meet Benchmark or Above

Reading
57.9% students
On Track to Meet Benchmark or Above

Math
45.0% students
On Track to Meet Benchmark or Above



	Kinder garten	Grade 1
At/Above Benchmark	55.6%	51.6%
On Track	20.3%	19.8%
Intervention	13.1%	14.8%
Urgent Intervention	10.9%	13.9%
Total Tested Students	2101	2012

Star Early Literacy (English, Grades K-1) by Grade Level

Kindergarten

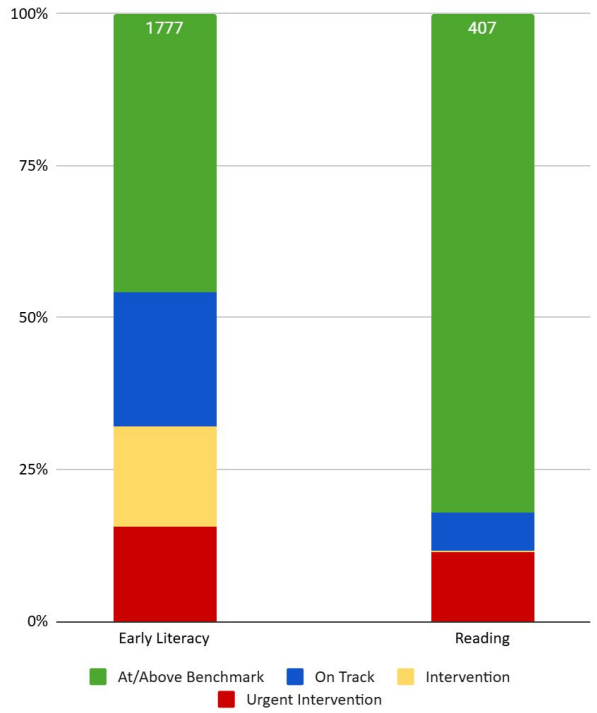
75.9% students
On Track To Meet Benchmark or Above

Grade 1

71.4% students
On Track to Meet Benchmark or Above

Star Early Literacy is measuring early foundational skills in reading and math

Star Early Literacy (English)



	Early Literacy	Reading
At/Above Benchmark	45.8%	82.1%
On Track	22.0%	6.4%
Intervention	16.6%	0.2%
Urgent Intervention	15.6%	11.3%
Total Tested Students	1777	407

In the fall of 1st grade, students take Star Early Literacy. If they score at 852 or above, they are moved to Star Reading.

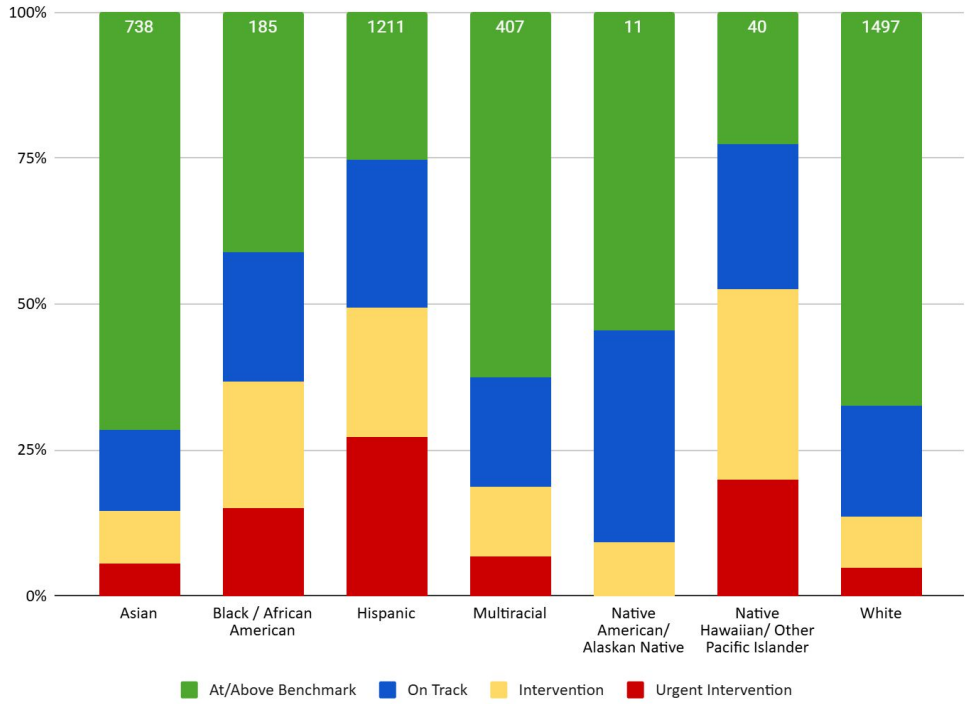
Grade 1 - Early Literacy

- 81.4% of students measured using Early Literacy
- 67.8% of these On Track To Meet Benchmark or Above

Grade 1 - Star Reading

- 18.6% of students measured using Star Reading
- 88.5% of these On Track To Meet Benchmark or Above

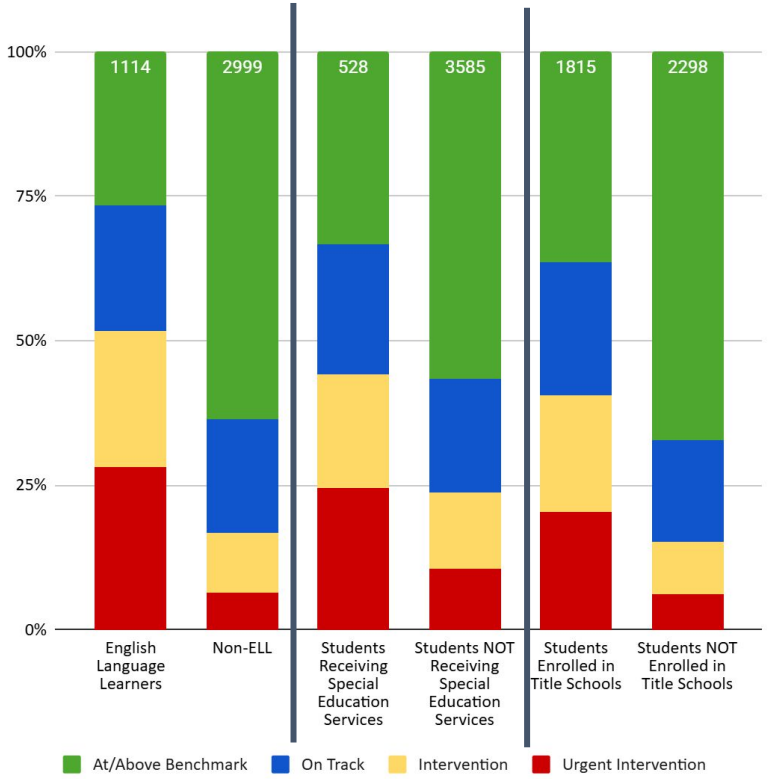
Star Early Literacy (English, Grades K-1) by Race/Ethnicity



- Our Equity Lens must be at the center of how we review data and how we determine next steps

	Asian	Black / African American	Hispanic	Multiracial	Native American/ Alaskan Native	Native Hawaiian/ Other Pacific Islander	White
At/Above Benchmark	71.7%	41.1%	25.3%	62.7%	54.5%	22.5%	67.5%
On Track	13.7%	22.2%	25.3%	18.7%	36.4%	25.0%	18.8%
Intervention	9.2%	21.6%	22.2%	11.8%	9.1%	32.5%	8.8%
Urgent Intervention	5.4%	15.1%	27.3%	6.9%	0.0%	20.0%	4.9%
Total Tested Students	738	185	1211	407	11	40	1497

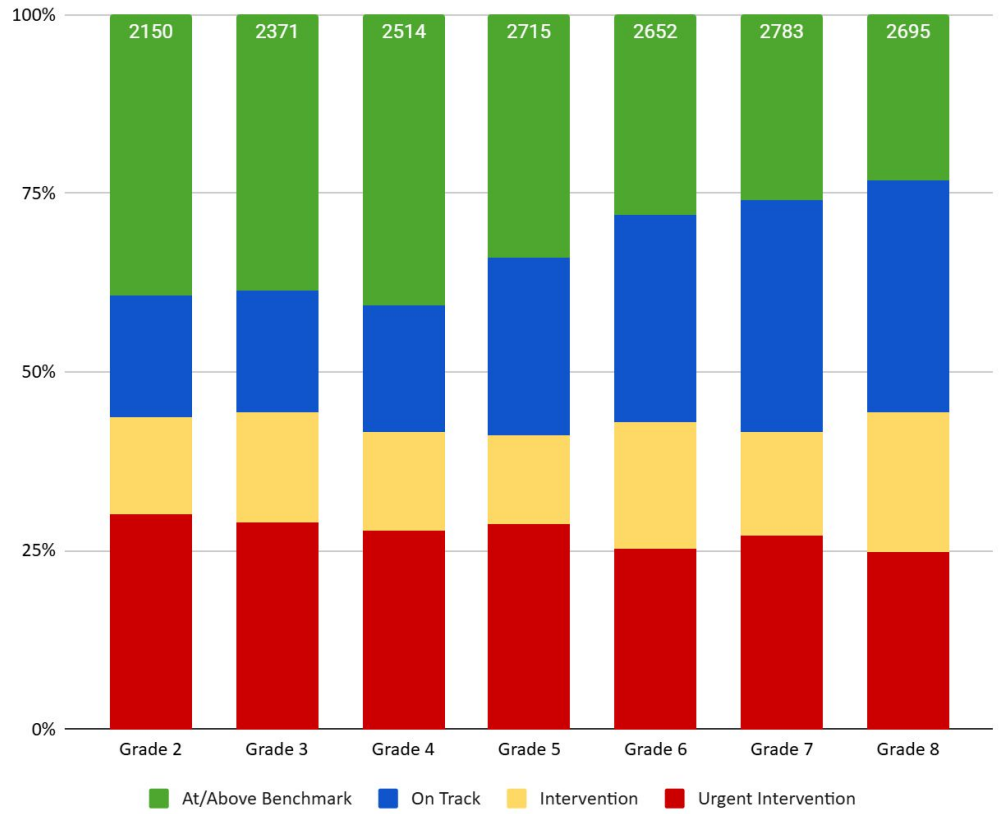
Star Early Literacy (English, Grades K-1) by Student Group



	English Language Learners	Non-ELL	Students Receiving Special Education Services	Students NOT Receiving Special Education Services	Students Enrolled in Title Schools	Students NOT Enrolled in Title Schools
At/Above Benchmark	26.6%	63.7%	33.3%	56.7%	36.4%	67.3%
On Track	21.6%	19.5%	22.5%	19.7%	23.2%	17.6%
Intervention	23.6%	10.3%	19.7%	13.1%	20.2%	9.0%
Urgent Intervention	28.2%	6.5%	24.4%	10.6%	20.3%	6.1%
Total Tested Students	1114	2999	528	3585	1815	2298

- Nearly half of active English Learners (48.2%) are At/Above Benchmark or On Track in English early literacy, demonstrating a strong foundation during early language acquisition
- 59.6% of students in Title I schools are At/Above or On Track and 84.9% in non-Title I schools

Star Reading (English, Grades 2-8) by Grade Level

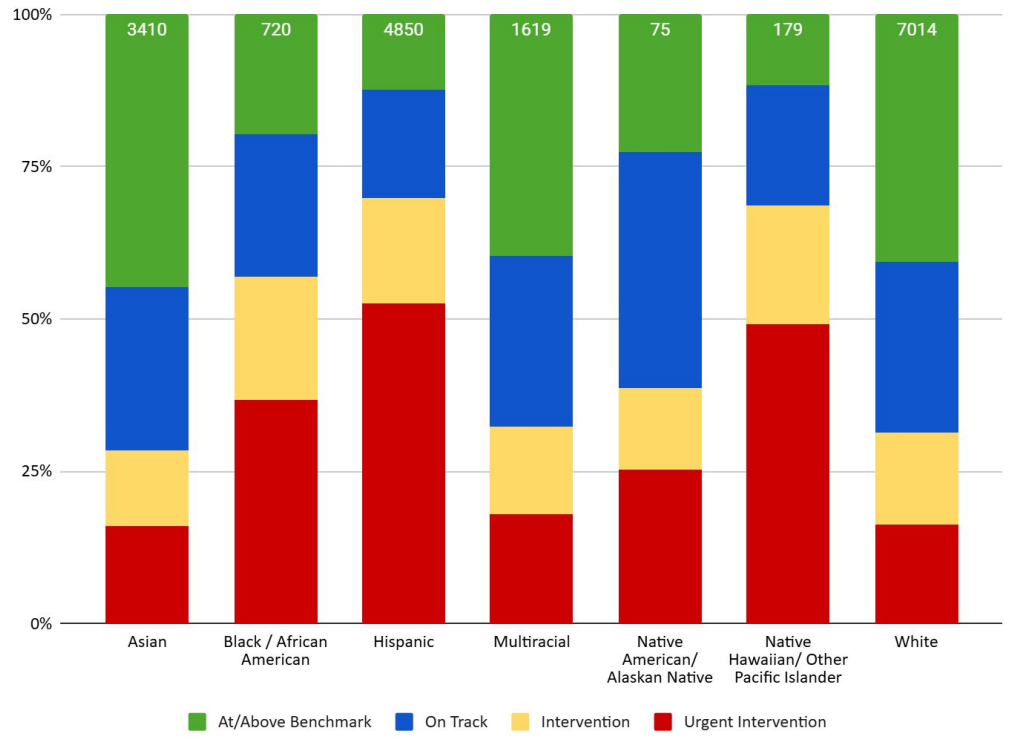


	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
At/Above Benchmark	39.4%	38.7%	40.6%	34.0%	27.9%	26.0%	23.2%
On Track	16.9%	17.0%	17.7%	24.8%	29.0%	32.5%	32.4%
Intervention	13.6%	15.4%	13.8%	12.4%	17.8%	14.4%	19.5%
Urgent Intervention	30.1%	28.9%	27.9%	28.8%	25.3%	27.1%	24.8%
Total Tested Students	2150	2371	2514	2715	2652	2783	2695

Elementary School (Grades 2-5)
57.4% students
On Track To Meet Benchmark or Above

Middle School (Grades 6-8)
57.1% students
On Track to Meet Benchmark or Above

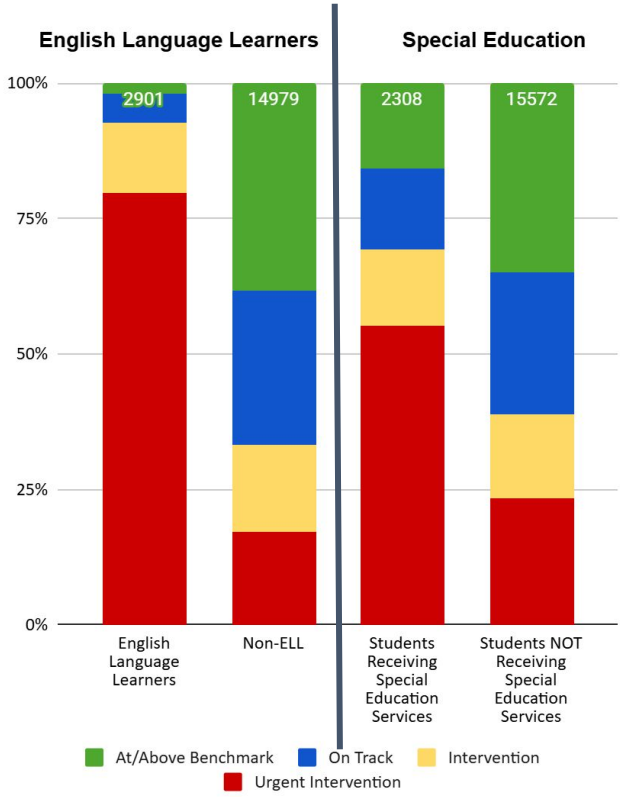
Star Reading (English, Grades 2-8) by Race/Ethnicity

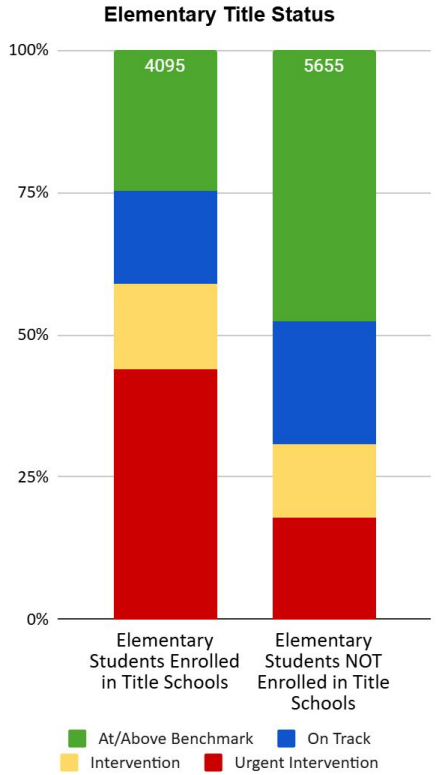


	Asian	Black / African American	Hispanic	Multiracial	Native American/ Alaskan Native	Native Hawaiian/ Other Pacific Islander	White
At/Above Benchmark	44.8%	19.7%	12.4%	39.8%	22.7%	11.7%	40.5%
On Track	26.7%	23.3%	17.9%	27.9%	38.7%	19.6%	28.1%
Intervention	12.5%	20.1%	17.2%	14.5%	13.3%	19.6%	15.0%
Urgent Intervention	16.0%	36.8%	52.6%	17.9%	25.3%	49.2%	16.3%
Total Tested Students	3410	720	4850	1619	75	179	7014

- A range of baseline data for students by race/ ethnicity groups
- Need to continue culturally relevant instructional practices across all groups
- Big swings in percentages with small numbers of students in groups can be seen over time

Star Reading (English, Grades 2-8) by Student Group

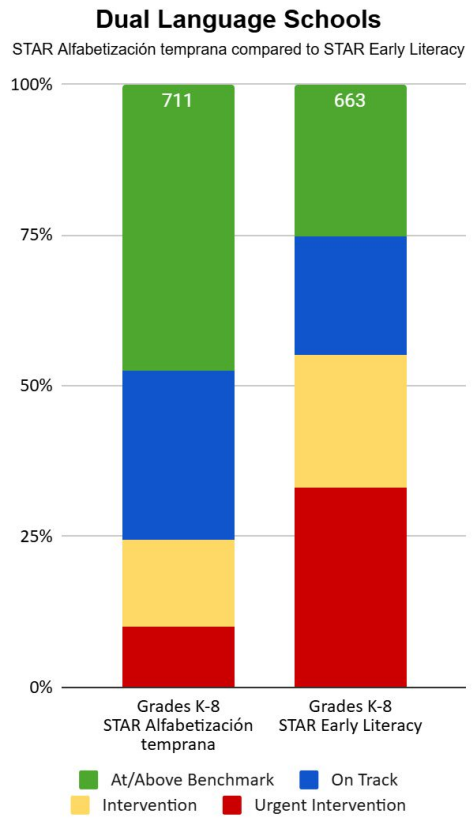


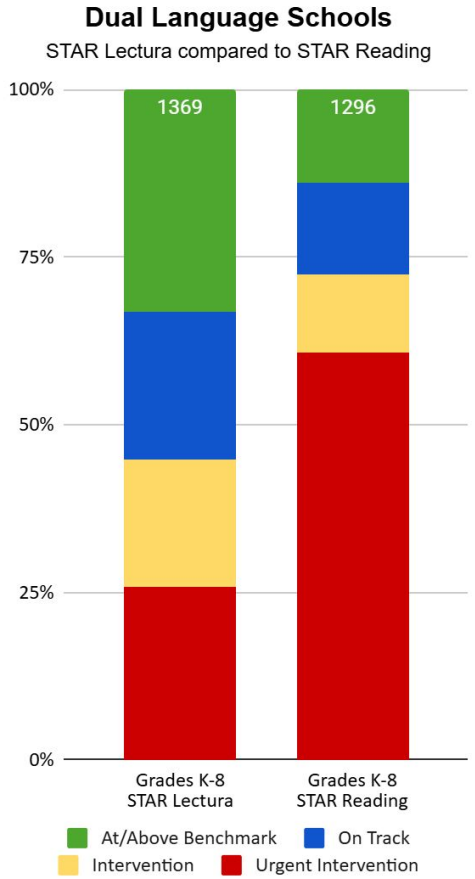


- This data only includes students who are receiving English language Development services, not those who exited in 2025-2026 who are in monitoring status

	English Language Learners	Non-ELL	Students Receiving Special Education Services	Students NOT Receiving Special Education Services	Elementary Students Enrolled in Title Schools	Elementary Students NOT Enrolled in Title Schools
At/Above Benchmark	2.0%	38.3%	15.7%	34.9%	24.6%	47.7%
On Track	5.3%	28.6%	14.9%	26.3%	16.6%	21.4%
Intervention	12.9%	15.8%	14.2%	15.5%	14.8%	13.0%
Urgent Intervention	79.9%	17.3%	55.2%	23.3%	44.0%	17.9%
Total Tested Students	2901	14979	2308	15572	4095	5655

Star Tests in Spanish at Dual Language Schools



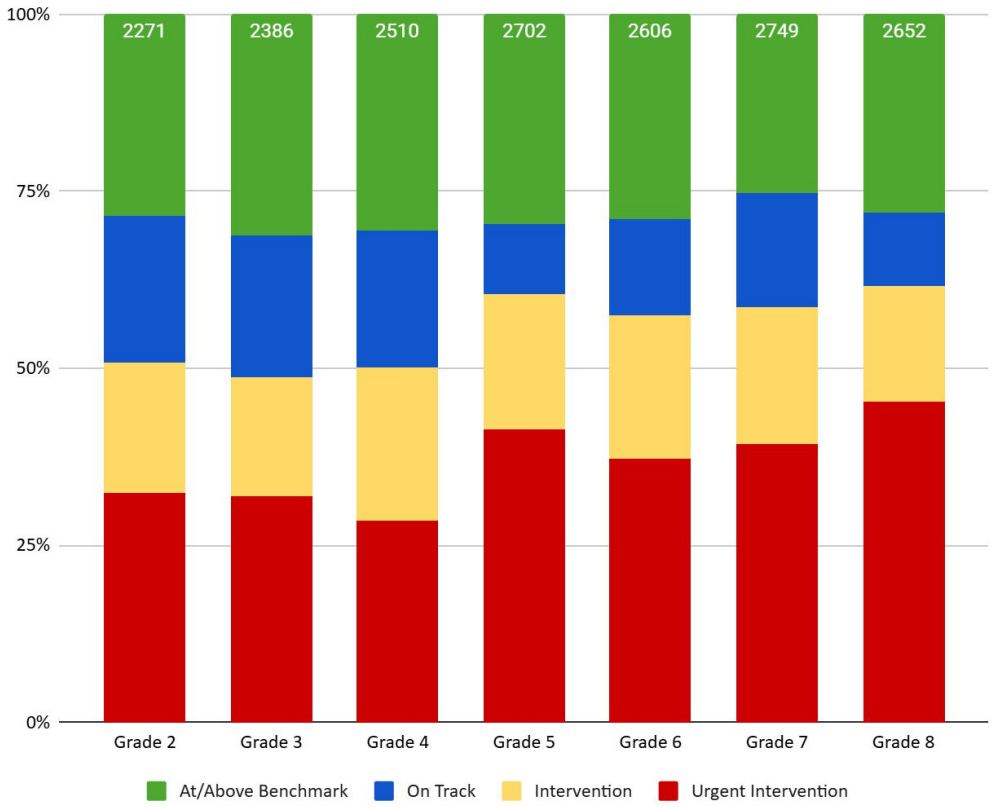


	Grades K-8 STAR Alfabetización temprana	Grades K-8 STAR Early Literacy
At/Above Benchmark	47.5%	25.2%
On Track	28.1%	19.8%
Intervention	14.2%	22.0%
Urgent Intervention	10.1%	33.0%
Total Tested Students	711	663

	Grades K-8 STAR Lectura	Grades K-8 STAR Reading
At/Above Benchmark	33.2%	13.8%
On Track	22.0%	13.9%
Intervention	18.9%	11.5%
Urgent Intervention	25.9%	60.8%
Total Tested Students	1369	1296

- Star Lectura is taken by all students in our Spanish/English Dual Language Program
- This data includes English speakers who are learning Spanish
- English and Spanish scores can be viewed on a “Biliteracy” report that evaluates the intersection of literacy development for our DL students

Star Math (English, Grades 2-8) by Grade Level

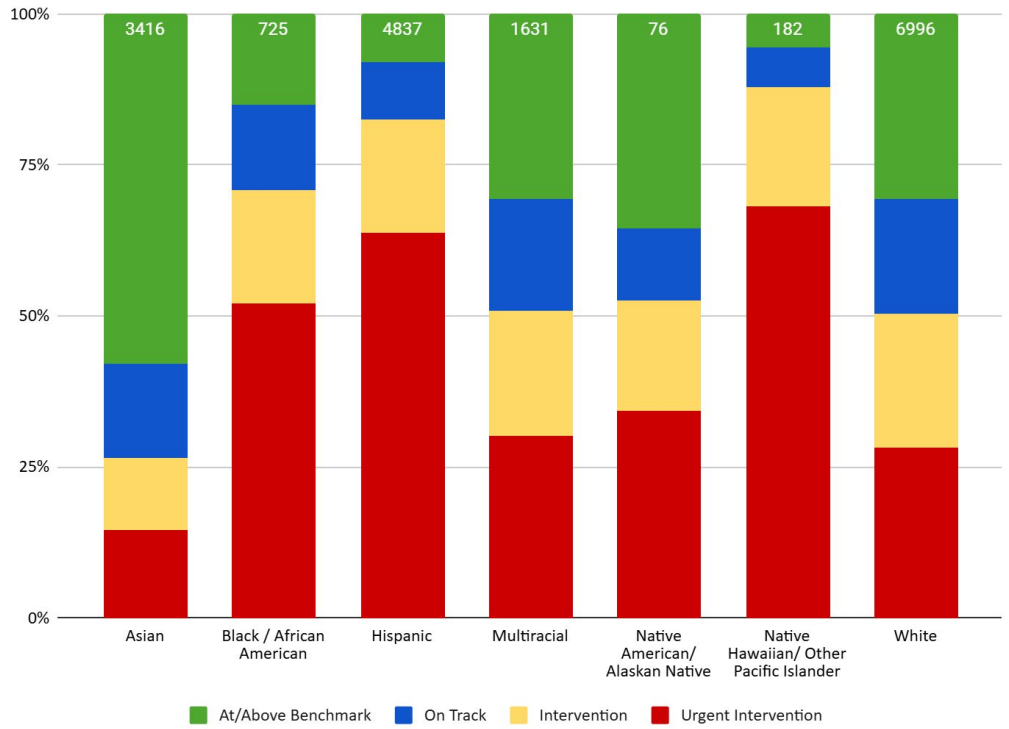


Elementary School (Grades 2-5)
47.2% students
On Track To Meet Benchmark or Above

Middle School (Grades 6-8)
40.7% students
On Track to Meet Benchmark or Above

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
At/Above Benchmark	28.5%	31.3%	30.5%	29.6%	29.0%	25.3%	28.1%
On Track	20.7%	19.9%	19.4%	9.9%	13.4%	16.0%	10.2%
Intervention	18.6%	17.0%	21.7%	19.1%	20.3%	19.4%	16.4%
Urgent Intervention	32.3%	31.9%	28.4%	41.4%	37.2%	39.4%	45.2%
Total Tested Students	2271	2386	2510	2702	2606	2749	2652

Star Math (English, Grades 2-8) by Race/Ethnicity

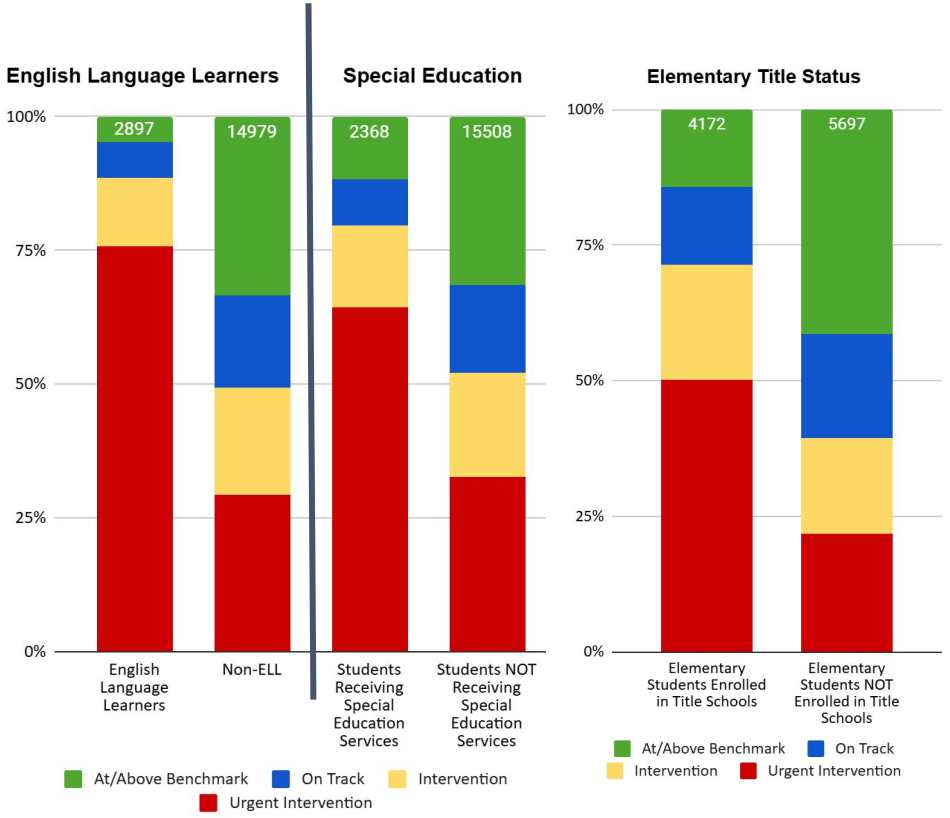


	Asian	Black / African American	Hispanic	Multiracial	Native American/ Alaskan Native	Native Hawaiian/ Other Pacific Islander	White
At/Above Benchmark	57.9%	15.0%	7.9%	30.7%	35.5%	5.5%	30.7%
On Track	15.5%	14.2%	9.7%	18.4%	11.8%	6.6%	19.1%
Intervention	12.1%	18.8%	18.6%	20.8%	18.4%	19.8%	22.1%
Urgent Intervention	14.4%	52.0%	63.8%	30.1%	34.2%	68.1%	28.2%
Total Tested Students	3416	725	4837	1631	76	182	6996

What we notice:

- A range of baseline data for students by race/ ethnicity groups
- Need to continue culturally relevant instructional practices across all groups
- Big swings in percentages with small numbers of students in groups can be seen over time

Star Math (English, Grades 2-8) by Student Group



	English Language Learners	Non-ELL	Students Receiving Special Education Services	Students NOT Receiving Special Education Services	Students Enrolled in Title Schools	Students NOT Enrolled in Title Schools
At/Above Benchmark	4.7%	33.5%	11.7%	31.5%	14.4%	41.4%
On Track	6.8%	17.1%	8.7%	16.4%	14.3%	19.3%
Intervention	12.7%	20.1%	15.3%	19.5%	21.3%	17.5%
Urgent Intervention	75.7%	29.3%	64.3%	32.6%	50.0%	21.7%
Total Tested Students	2897	14979	2368	15508	4172	5697

What we notice:

- This data only includes students who are receiving English language Development services, not those who exited in 2025-2026 who are in monitoring status
- New math curriculum has language supports through math language routines to make math more accessible for ELs. This is an area for growth

Each checkpoint should lead to a short, consistent conversation about progress and response.

- ✓ What are students showing us?
- ✓ Where are we seeing growth, or a need for more support?
- ✓ What will educators do before the next checkpoint?



The goal is not a better testing system. It is a better feedback loop for teaching and learning.

How Do Teachers and Schools Use the Star Data?

- ✓ Grade level teams meet within three weeks of the screening window. The meetings, called “Core Review,” also include instructional coaches, ELD teachers, and administrators.
- ✓ During the Core Review Meetings, grade level teams assess the health of Tier 1 core instruction across the grade level. Grade level teams set goals for the winter and spring focused on grade level standards and set an action plan that includes instructional strategies.
- ✓ Grade level teams monitor progress on these goals through classroom based assessments. Instructional coaches and Language Acquisition Specialists coach teachers in these action plans.

How does Star data inform Tier 2 (WIN Time)?

- ✓ For students at a Level 1 or 2 in reading or math in the fall, further diagnostic assessments are completed to better understand the specific gaps and pinpoint skill areas that need to be addressed

- ✓ During WIN (What I Need) time in the instructional day, students receive instruction on the specific skill areas needed. Progress monitoring tools are used to measure progress towards the specific skill areas.

- ✓ For students at a Level 3 or 4 in the fall, this indicates they are on track to meet end of year standards at the grade level. Diagnostic assessments may be used to identify targeted skill areas for practice and enrichment.

Thank You

