Literacy Update

Teaching & Learning
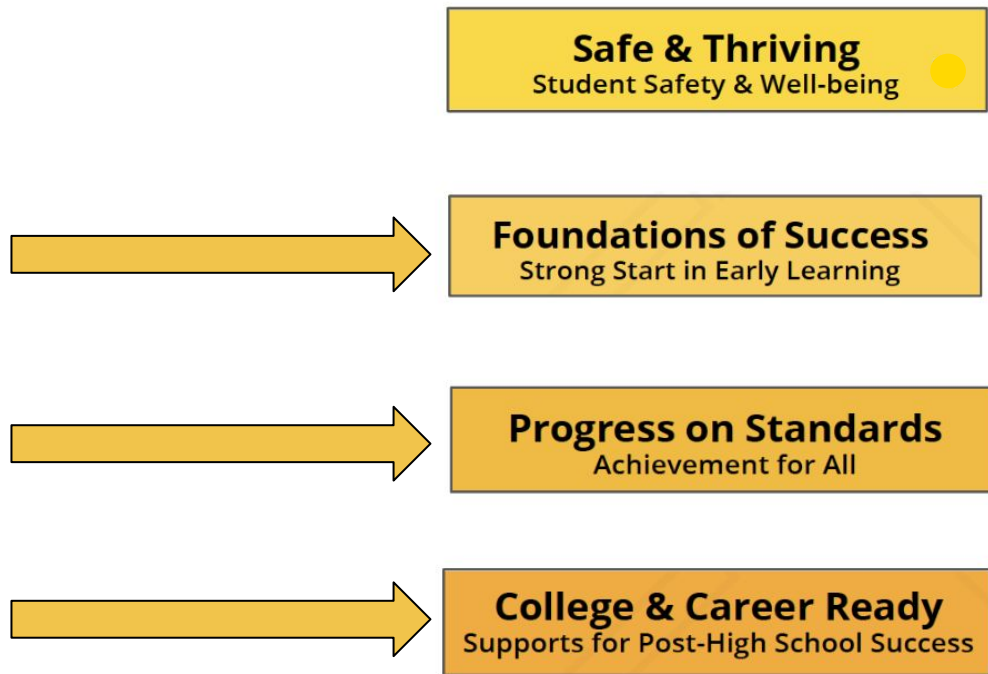
School Board Work Session
January 13, 2026

Presenters:
Dr. Shelly Reggiani, *Associate Superintendent*
Robin Kobrowski, *Executive Administrator*
Dra. Perla Rodriguez, *Executive Administrator*

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District Strategic Plan Goal Areas

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

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Beaverton School District Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who 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?

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K-12 Literacy Achievement

Spring 2025 ELA OSAS:

Assessment	22-23	23-24	24-25	24-25 Ore Average
6th Grade LA	48.2%	48.8%	50.7%	41.7%
8th Grade LA	50.1%	46.1%	49.8%	41.6%
11th Grade LA	52.4%	46.6%	53.2%	44.4%

English Learners ELA OSAS:

Assessment	22-23	23-24	24-25	24-25 Ore Average
6th Grade LA	2.2%	4.0%	4.9%	4.5%
8th Grade LA	1.9%	1.0%	5.0%	4.3%
11th Grade LA	3.8%	3.8%	6.6%	4.9%

Grade 3
ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.

Decrease from previous year
1%

51%

Oregon average
41%

3rd Grade EL's: 11% meeting
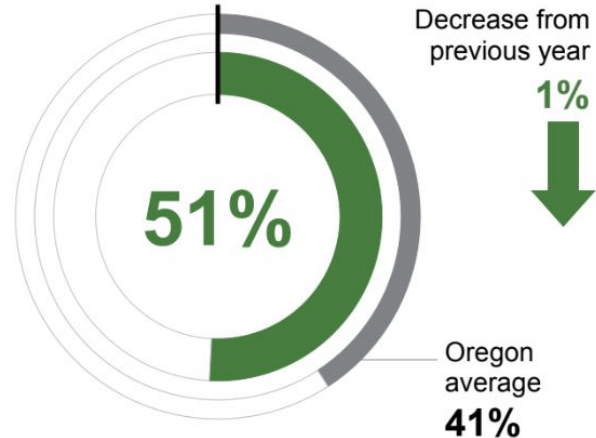
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Universal Screener - STAR

- Beaverton administers Renaissance STAR Screeners in reading, math and SEL as a universal screener three times each year (fall/winter/spring).

- Screening data is used to identify students' risk level, which helps determine who needs additional support and who is likely to succeed with Tier 1. We also use screening data to evaluate the overall effectiveness of Tier 1.
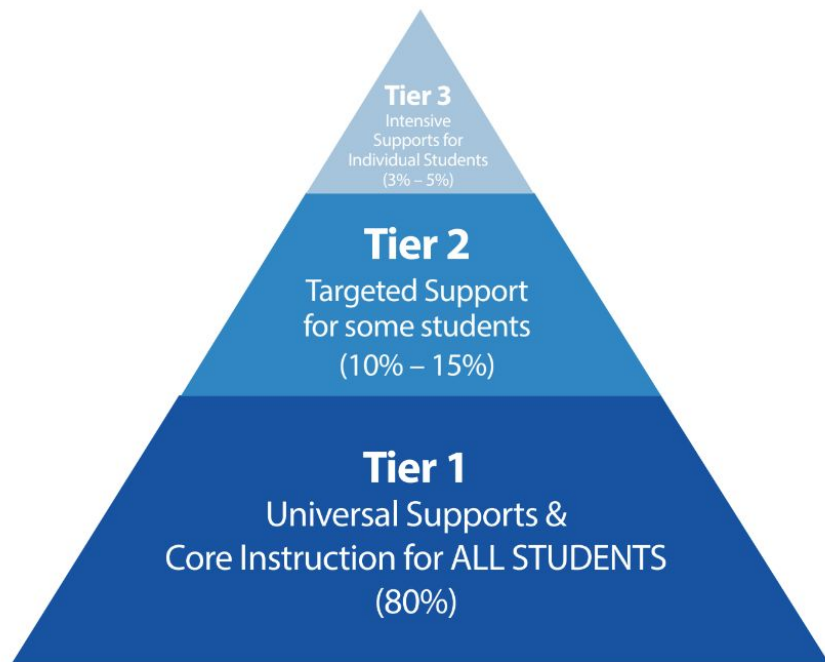
Tier 3
Intensive
Supports for
Individual Students
(3% – 5%)

Tier 2
Targeted Support
for some students
(10% – 15%)

Tier 1
Universal Supports &
Core Instruction for ALL STUDENTS
(80%)

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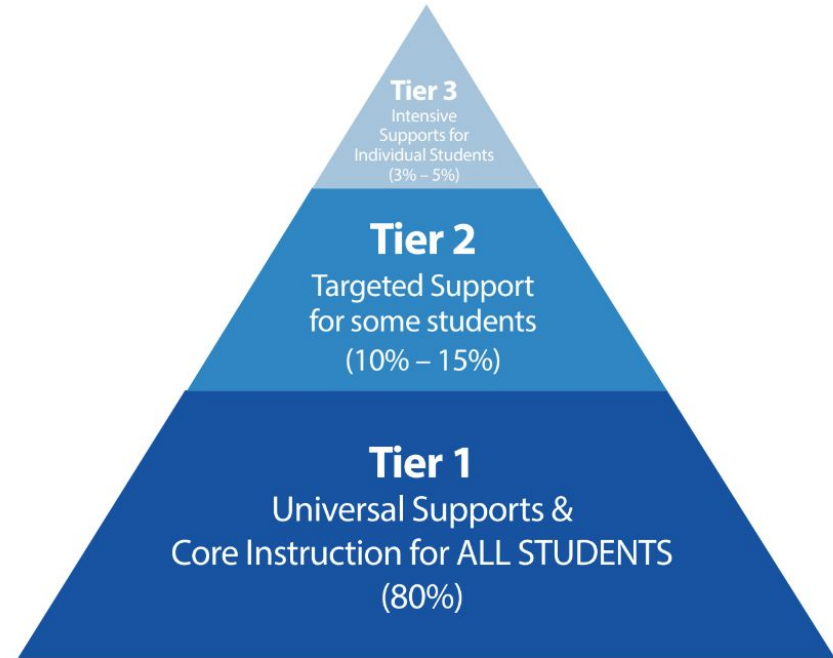
STAR Literacy Screener (Fall 2025)

Fall Screening Data:

- STAR Early Literacy
- STAR Reading
- STAR Lectura

The expectation is that schools screen all students with a screening goal of at least 95% in order to compile accurate and holistic schoolwide data. In Year 2, we screened 91.3% in the fall, an increase from 77.9% in fall 2024.
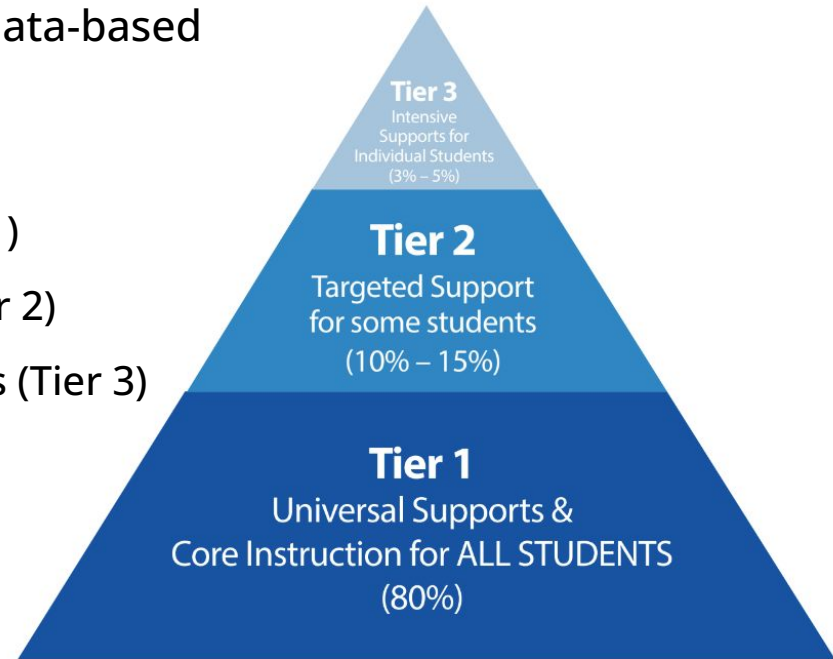

Tier 3
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MTSS & Reading Improvement

"A multi-tiered system of supports (MTSS) offers a framework for implementing science-aligned reading instruction in a way that fits and even improves the system in which every student is learning to read . . . It provides the vehicle to drive systemwide improved reading instruction that takes the science behind system change into account."

MTSS for Reading Improvement, Sarah Brown and Stephanie Stollar, page 3

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Multi-Tiered System of Support (MTSS) Framework

- MTSS provides a continuum of supports using data-based decision making

- BSD literacy data indicates the need to:
  - strengthen core instruction for all students (Tier 1)
  - provide targeted supports for some students (Tier 2)
  - provide intensive supports for individual students (Tier 3)

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The essential elements of MTSS are the five levers for system change that school leaders can use to improve reading outcomes:

1. An impactful assessment system

2. Effective and equitable tiered supports
   - *Research based practices and high quality materials within core instruction*

3. Targeted professional learning (coaching)

4. Strategic leadership and teaming (coaching)

5. Collaborative improvement cycle (coaching)

MTSS for Reading Improvement, Sarah Brown and Stephanie Stollar, page 50

A LEADER'S TOOL KIT for Schoolwide Success

MTSS for Reading Improvement

SARAH BROWN STEPHANIE STOLLAR

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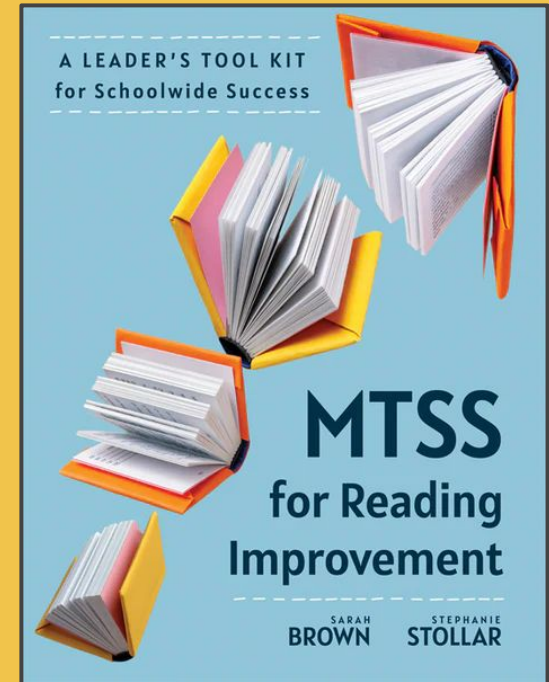
BSD's Coaching Framework & MTSS

- Coaching supports the work necessary to ensure implementation of practices that guarantee all students are served equitably

- Elena Aguilar/Transformational Coaching Model
  - August 2-day workshop with building leaders and coaches
  - Monthly meetings with building coaches and administrators in coaching pedagogy (skill sessions)

- BSD Coaching Framework
  - Collaborative design and drafting of district wide coaching framework with administrators and coaches

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Literacy Grants: Early Literacy & CLSD

Two key literacy grants help support the literacy work in BSD:

- **Early Literacy Success Grant**
  - State grant from House Bill 3198 (Early Literacy Success Initiative) in 2023
  - Focused on increasing literacy outcomes from birth to grade 3

- **Comprehensive Literacy State Development Grant (CLSD)**
  - Competitive federal grant awarded to BSD in August 2025
  - Focused on increasing literacy outcomes from birth to grade 12

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Early Literacy Success Grant

House Bill 3198 established the **Early Literacy Success Initiative** which is funded by the **Early Literacy Success Grant**

Purpose:
- Increase early literacy for children from birth to grade 3

- Reduce early literacy academic disparities for student groups that have historically experienced disparities

- Increase support to parents and guardians to enable them to be partners in their children's literacy skills & knowledge

- Increase access to early literacy support that is research-aligned, culturally responsive, and student and family centered

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Early Literacy Success Grant in BSD

- Purchased **high-quality instructional materials (HQIM)** from ODE approved list of instructional materials (HMH *Into Reading* and *Arriba la Lectura*), plus supports for multilingual students

- **Professional development** for teachers in evidence-based practices including:

  - HQIM training in spring 2024

  - K-5 grade-level planning PLCs for HMH in 2024-2025

  - Teaching foundational skills and using decodable texts (K-2) in 2025-2026

  - Teaching literacy through a multilingual lens (OSU course)

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Early Literacy Success Grant in BSD

- **Instructional coaches** in all 34 elementary schools are partially funded through the Early Literacy Success Grant. Instructional coaches support and coach classroom teachers in:

  - Tier I instruction (practices & curriculum) for all students in the literacy block
  - Tier II instruction for students who need targeted support

- **Instructional coaches** also support the collaborative inquiry cycle as part of the MTSS framework and assessment literacy for classroom teachers.

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Early Literacy Success Grant in BSD

High-Dosage Tutoring:

- Implemented in 15 Title I schools this year (grades 1-5)
  - Note: 4th & 5th grade seats funded by CLSD Grant
- One vendor: Ignite Reading
- Schools selected based on spring 2025 3rd grade OSAS data and students selected using STAR screener and other diagnostic reading assessments
- Student growth measured using STAR screeners

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Comprehensive Literacy State Development Grant

The **Comprehensive Literacy State Development (CLSD) Grant** is a federal initiative providing funding to some Oregon school districts.

Purpose:

- Improve literacy outcomes for underserved students birth to grade 12

- Specific allocations and must do/may do activities for early childhood (birth–age 5), elementary (grades K-5), and secondary (grades 6-12) students

- Focus is on research-aligned strategies, science of reading and culturally responsive practices, especially for students in poverty, multilingual learners and students with disabilities

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CLSD Grant in BSD

Birth–Pre-K Activities:

- **Professional Development:** *Early Literacy Series* by University of Oregon for pre-K teachers and paraeducators; *Creative Curriculum Literacy* PD for pre-K teachers and paraeducators

- **Literacy Walks:** Opportunity for pre-K teachers and administrators to observe and calibrate implementation of consistent literacy practices

- **Family Outreach:** Birth–age 4 bilingual books for families to build home libraries; after-school/evening literacy events for pre-K families

- **Literacy Assessment:** Support to complete STAR Preschool Screener twice a year; implementation of HighScope Child Observation Record Assessment

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CLSD Grant in BSD

K-5 Activities:

- **Assessment Literacy:** Professional development for teachers on reading assessment tools and in analyzing assessment data to guide instruction and determine targeted interventions within MTSS Framework

- **Core Review Team Meetings:** Grade-level teams meet three times after fall/winter/spring screener windows to identify areas for targeted improvement within core instruction, ensuring instructional practices effectively address the grade-level system as a whole

- **High-Dosage Tutoring (grades 4-5):** Tier 3 reading intervention for individual students with Ignite Reading

CLSD Grant in BSD

6-12 Activities:

- **Professional Development:**

  - **Curriculum-Based PD:** For middle and high school language arts and ELD teachers specific to secondary language arts core adoption materials (Savvas *myPerspectives*) and instructional practices

  - **Grade Level Planning PLCs:** For all middle and high school language arts and ELD teachers supporting Savvas implementation

  - **Cross Content Literacy PD:** For MS/HS science, social science and math teachers

  - **Administrator and Literacy Leadership PD:** Specific to MTSS and data literacy to support meeting the needs of adolescent readers
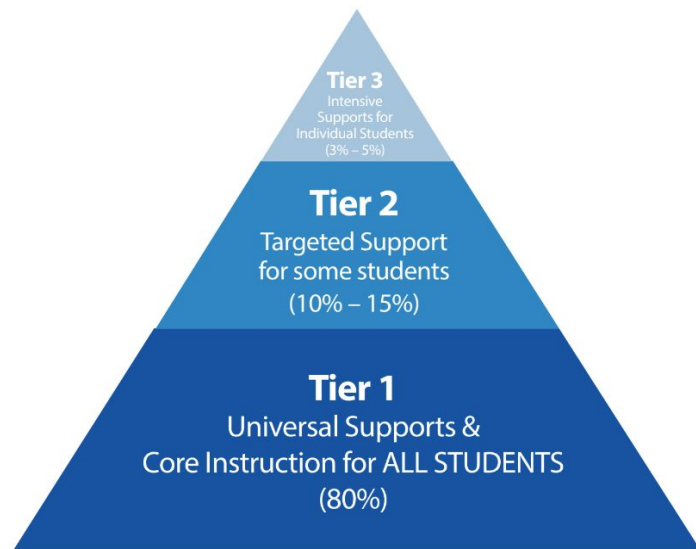
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CLSD Grant in BSD

6-12 Activities:

- **Evidence-Based Intervention Materials:** Purchase of intervention materials for foundational literacy work with adolescent readers at all secondary schools (Year 1 research/planning and Years 2-4 implementation)

- **High-Dosage Tutoring:** Staffing for high-dosage literacy tutoring at the middle and high school level for Tier 3 students (6th and 9th grades), scale-up model from Year 1 to Year 4

- **Training for Teachers:** PD on evidence-based intervention practices and materials

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MTSS & Reading Improvement

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What questions do you have?

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