# Beaverton School Board Work Session

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, November 10, 2026 5:45 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

## AGENDA


I. **OPEN MEETING**
  A. Call to Order
  B. Attendance
II. **STRONG & SUSTAINABLE BEAVERTON** 2
III. **INTERIM ASSESSMENT REPORT** 12
IV. **CLOSE MEETING**
  A. Adjourn





*The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.*

**WORK SESSION — ITEM FOR INFORMATION**

**STRONG & SUSTAINABLE BEAVERTON**

**SUMMARY**
The superintendent will present an overview of the "Strong & Sustainable Beaverton" comprehensive 14-month planning initiative designed to address the district's ongoing structural budget deficit and long-term enrollment decline. The initiative outlines a two-phased approach — focusing first on multiyear financial sustainability and subsequently on facility, boundary and program alignment — supported by robust community engagement.

**BACKGROUND**
BSD faces two connected but distinct challenges: an ongoing structural budget deficit and a long-term alignment of school facilities, programs and staffing with a changing student population.

*Enrollment Trends:* BSD student enrollment has been declining for seven consecutive years. Since the pre-pandemic peak of 40,629 students (excluding charter schools) in fall 2019, the district's K–12 enrollment has dropped by 5,278 students (13%), driven primarily by falling birth rates in Oregon and the U.S. Projections indicate a further decrease of 3,000 to 7,000 students over the next decade.

*Structural Financial Imbalance:* Ongoing district expenditures continue to outpace recurring revenues. Projected general fund budget deficits under current assumptions are:

- 2026–27: $17.3 million
- 2027–28: $42.1 million
- 2028–29: $46.3 million
- 2029–30: $60.1 million

Although BSD possesses substantial reserve funds resulting from past fiscal discipline, allowing the district to phase in cost reductions thoughtfully, reserves cannot permanently cover recurring operating shortfalls and would be fully depleted within a few years without action.

*Two-Phased Sustainability Framework:* Expanding upon the 2021 Long-Range Facility Plan and the 2024–2026 Long-Range Facility Planning Committee guidelines, the district has established a comprehensive 14-month planning process with two distinct phases. Authentic community engagement is central to both phases.

- Phase 1: Sustainable Budget (October 2026 – March 2027)
- Phase 2: Strong Schools (March 2027 – December 2027)

**RECOMMENDATION**
The superintendent will review the plan for community engagement and decision-making regarding budget and infrastructure over the coming year. This presentation is provided for information and direction-setting; no school board action is required at this time.



*Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.*

# Sustainable Budget

October 2026 – March 2027

## Understand

October 2026

- Establish financial & enrollment baseline.
- Identify major drivers of structural deficit.

WE ARE HERE

## Listen

October–November 2026

- Engage staff, students, families & community members to provide open-ended input.

## Reflect

November–December 2026

- Synthesize engagement & report back to community.
- Apply community voice to development of potential options for budget changes.

## Design

December – January 2027

- Develop and model options across staffing, schools, programs, central services and operations, including seeking efficiencies and potential revenue strategies.

## Test & Refine

February 2027

- Engage community to provide feedback on actual proposals. Consider community voice and make revisions where appropriate.

## Recommend

March 2027

- Bring forward a multiyear financial sustainability strategy that guides the development of the 2027–28 budget and future financial planning.

## Adopt

May–June 2027

- Present the superintendent's recommended budget for consideration and action by the budget committee in May and adoption by the school board in June.

# Strong Schools

March 2027 – December 2027

## Understand

March–April 2027

- Develop school-level profiles incorporating enrollment, projections, capacity, utilization, facility condition, programs, staffing, costs, geography, transportation, demographics, boundaries and equity considerations.

## Listen

May–June 2027

- Engage community around the future student experience, educate about factors that impact school offerings and ask the community to affirm the criteria that should guide potential changes.
- Report back to community about what we heard.

## Design

July–September 2027

- Plan a public process and clear criteria for decisions.
- Apply the criteria and develop proposed high-level scenarios for consideration.

## Review

September–October 2027

- Present proposed high-level scenarios and gather community imput.

## Refine & Reflect

November 2027

- Complete education, equity, operational and financial analyses of potential options, and bring forward a superintendent recommendation of specific structural changes to best meet community values and operational realities.

## Listen & Consider

November–December 2027

- Engage community feedback on proposed structural changes.

## Decide

December 2027

- Deliberate and take board governance action on structural changes.

## Implement

Fall 2028

- Implement approved structural changes beginning in the 2028-29 school year, allowing sufficient time to support staff, students and families through transitions.

**Dr. Tony Smith**
Superintendent
**Superintendent's Office**
1260 NW Waterhouse Avenue | Beaverton, Oregon 97006
503-356-4500 | anthony_smith@beaverton.k12.or.us
www.beaverton.k12.or.us

# MEMORANDUM

**To:** Beaverton School Board
**From:** Dr. Tony Smith, Superintendent
**Date:** October 2026
**Subject:** Strong & Sustainable Beaverton: Framework for a Sustainable Budget & Strong Schools

**Purpose:** Information, board participation and direction-setting for future work

This memo introduces a proposed two-part process to strengthen Beaverton School District's long-term educational and financial sustainability. The goal is to build a Strong & Sustainable Beaverton — a district that is educationally excellent, equitable, financially responsible, operationally coherent and positioned to serve students well for years to come.

This document is informational and is intended to invite board participation in shaping the framework, decision criteria, community engagement and future governance decisions.

The board *is not* being asked to establish budget reduction targets, approve school closures, or endorse a specific future configuration of the district at this time. The board *is* asked to give direction on moving forward with the proposed timeline, and commit to participation in shaping and engaging with the public process and making future governance decisions informed by the process.

**Identifying the Problem**

BSD is serving materially fewer students while facing an ongoing structural financial imbalance.

The district's enrollment peaked at 40,629 students (not including charter schools) in fall 2019, shortly before the start of the COVID-19 pandemic. In fall 2026, enrollment is 35,351 students — a decrease of 5,278 students or 13% over the past 7 years.

In that time span, two new schools have opened (Tumwater Middle School and Flex Online School) and one very small elementary school has closed (McKay Elementary School).

Enrollment is projected to decline by another 3,000 to 7,000 students over the next decade.

At the same time, the September 1, 2026 financial projection shows annual deficits of approximately:



*Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.*

- $17.3 million in 2026–27
- $42.1 million in 2027–28
- $46.3 million in 2028–29
- $60.1 million in 2029–30

The district is fortunate to have reserve funds – currently totaling nearly $168 million – to help mitigate the need to make sudden drastic budget cuts to align expenditures with incoming resources. In recent years, BSD has used budget reserves to phase in spending reductions over time, rather than making larger immediate cuts to fully align ongoing revenues and expenditures.

However, the district cannot indefinitely continue drawing down reserves to fund recurring expenditures. The growing structural budget deficit and continued enrollment decline mean that important decisions must be made to rightsize the district in the near future.

**Establishing the Question**

The first responsibility of the process should be to establish a common understanding of the size and causes of the structural imbalance, distinguish recurring challenges from temporary conditions, and understand the educational and operational implications of potential solutions.

Consequently, our focus extends far beyond determining which budget areas to reduce and how many schools we can sustain.

Instead, we must ask:

> *How do we design an educational system that ensures outstanding outcomes for every student while establishing long-term alignment across student enrollment, staffing models, academic offerings, facility operations and fiscal resources?*

**Considering Previous Planning**

Our efforts do not begin in a vacuum. The strong schools planning strategy expands upon and updates the district's 2021 Long-Range Facility Plan (LRFP). That foundational document identified educational programming, student enrollment, building capacity and facility conditions as core components of long-term operational planning. Furthermore, it embedded an equity lens while explicitly establishing the alignment of school capacity with projected student demographics as a key district priority.  Additionally, the 2021 LRFP acknowledged that shifting demographics and reduced enrollment might lead to surplus facility capacity, proposing remedies including boundary realignments and, where conditions warrant, school consolidation.

The Long-Range Facility Planning Committee in 2024–2026 furthered this work and led to the development of guidelines for long-range planning, including school enrollment parameters to consider where solutions for enrollment balancing should be considered.

However, the contemporary challenges facing BSD compel us to broaden our approach beyond this initial scope.

While the previous endeavor functioned primarily as a capital-planning and facilities model, our current initiative must evolve into a comprehensive districtwide sustainability framework. This expanded vision systematically integrates:

- instructional excellence

- student enrollment trends
- staffing allocations
- academic programming
- attendance boundaries
- facility usage
- student transportation
- educational equity
- operational efficacy
- and multiyear fiscal health

**Considering Recent Examples**

We can gain valuable insights from other school districts that have successfully navigated comparable circumstances.

Our review of **Bellevue School District** reinforces the value of engaging the community before developing a specific financial proposal, presenting actual recommendations and alternatives, seeking *another* round of community feedback on those recommendations, and then explaining what changed as a result of that feedback.

**Boulder Valley School District** provides another useful lesson: When declining enrollment affects multiple schools and communities, engagement should begin with the values the community wants to protect *before* specific consolidation or closure recommendations are developed. Its experience also demonstrates the importance of looking at schools within a broader regional and system context rather than considering individual buildings in isolation.

**Fulton County Schools' G.L.I.D.E. financial sustainability process** offers a complementary model. Fulton treats financial sustainability as a districtwide responsibility involving cross-functional teams, stakeholder engagement, financial modeling, cost efficiencies, revenue strategies, board parameters and long-term sustainability tests.

We should learn from each without attempting to replicate any one district's approach. Beaverton's process must reflect our students, community, financial conditions, educational priorities and governance structure.

**Maintaining What We Value**

Financial sustainability is not separate from instructional improvement. A district that continually uses reserves to support recurring expenditures eventually has fewer choices about where resources can be invested. Similarly, maintaining programs, staffing models and facilities that are no longer appropriately aligned with enrollment can make it more difficult to concentrate resources on strong instruction and equitable student opportunities.

This work directly advances the superintendent priorities of:

- system coherence
- stronger Tier 1 instruction
- leadership development
- continuous improvement
- equity
- long-term sustainability

This work also represents an important transition in my 100-Day Plan and Look, Listen, Learn, Lead approach. One hundred days is a meaningful period of time, nearly half of a school year, and yet it is still a relatively short period in which to fully know and understand a community as large, diverse and complex as Beaverton.

The next phase should therefore not be a rush from learning to predetermined solutions. It should continue learning while moving toward action through a deliberate process designed to:

- restore trust
- make difficult tradeoffs transparent
- collaborate authentically with our community
- foster collective ownership of both the challenges we face and the future we create

**Strong & Sustainable Beaverton: A Two-Phased Approach**

I recommend two connected but distinct workstreams:

**Sustainable Budget | October 2026 – March 2027**

**October 2026**
**Understand:** Establish the financial and enrollment baseline and identify the major drivers of the structural deficit. Educate the community about current conditions and decisions to be made.

**October–November 2026**
**Listen:** Engage staff, students, families, school leaders and community members to provide open-ended input regarding educational priorities, services to protect, opportunities to work differently, and potential tradeoffs.

**November–December 2026**
**Reflect:** Synthesize engagement and report back to the community what we've heard. Apply community voice to development of potential options for budget changes.

**December–January 2027**
**Design:** Develop and model options across staffing, schools, programs, central services and operations, including seeking efficiencies and potential revenue strategies.

**February 2027**
**Test & Refine:** Engage the community to provide feedback on actual proposals and impacts. Consider community voice and make revisions where appropriate.

**March 2027**
**Recommend:** Bring forward a multiyear financial sustainability strategy that guides development of the 2027–28 budget and future financial planning.

**May–June 2027**
**Adopt:** Present the superintendent's recommended budget for consideration and action by the budget committee in May and adoption by the school board in June.

**Strong Schools | March 2027 – December 2027**

**March–April 2027**
**Understand:** Develop school-level profiles incorporating enrollment, projections, capacity,

utilization, facility condition, programs, staffing, costs, geography, transportation, demographics, boundaries and equity considerations.

**May–June 2027**
**Listen:** Engage community around the future student experience, educate about factors that impact school offerings, and ask the community to affirm the criteria that should guide potential changes. Report back to community about what we've heard.

**July–September 2027**
**Design:** Plan a public process and clear criteria for decisions. Apply the criteria and develop proposed high-level scenarios for consideration.

**September–October 2027**
**Review:** Present proposed high-level scenarios and gather community input.

**November 2027**
**Refine & Recommend:** Complete educational, equity, operational and financial analyses of potential options, and bring forward a superintendent recommendation of specific structural changes to best meet community values and operational realities.

**November–December 2027**
**Listen & Consider:** Engage community feedback on proposed structural changes.

**December 2027**
**Decide:** Deliberate and take board governance action on structural changes.

**Fall 2028**
**Implement:** Implement approved structural changes beginning in the 2028–29 school year, allowing sufficient time to support staff, students and families, including receiving school communities, through transitions.

**How We Make Decisions**

Community voice is critical to these processes. Before developing proposals and plans, we will seek input from our community about their ideas and values for the future of our schools. Before determining proposals, we will ask for community feedback on the possibilities. Before identifying recommended structural changes impacting specific schools, we will hear input on the potential impacts of such changes.

The strong schools planning process may examine boundary changes, program relocation, grade reconfiguration, facility repurposing, and school closure and consolidation. While the district cannot continue to provide a full and rich educational experience with the same configuration of schools in the face of a substantial decline in the number of students attending them, no individual school and no specific number of schools are predetermined for closure.

Before moving toward decisions, I recommend that we develop a proposed set of clear criteria for decision-making and invite the board and community to affirm and refine them. Potential criteria should include educational quality; equity; enrollment projections; capacity and utilization; facility condition; geography and feeder coherence; program access; staffing and class size; transportation; community impact; net recurring financial impact; and implementation feasibility. However, no single metric should determine the future of a school.

Similarly, community engagement will be meaningful, but it should not be represented as a referendum. The community has a critical role in identifying values, consequences, priorities and perspectives. The administration has a responsibility to conduct the analysis and develop options. The superintendent has a responsibility to make a well-considered recommendation. Where board action is required, the board has the governance responsibility to deliberate and decide.

**What We Expect**

At the conclusion of this work, we should expect more than a balanced budget or a different configuration of buildings. We should have:

1. **A transparent and collaborative decision-making process** that strengthens trust and creates greater collective ownership of BSD's future.
2. **A sustainable multiyear financial model** that aligns recurring revenues and expenditures and maintains responsible reserves.
3. **A school system appropriately aligned with current and projected enrollment**, rather than enrollment patterns of the past.
4. **Resources increasingly concentrated on strong Tier 1 instruction**, student supports and equitable educational opportunities.
5. **Greater coherence** among enrollment, staffing, programs, boundaries, facilities, transportation and financial planning.
6. **A deliberate 2028–29 implementation strategy** that supports students, employees, families and communities affected by change.

**Making Our Plan**

At this stage, I am not asking the board to approve school closures, establish a predetermined reduction target, or endorse a particular future configuration of the district.

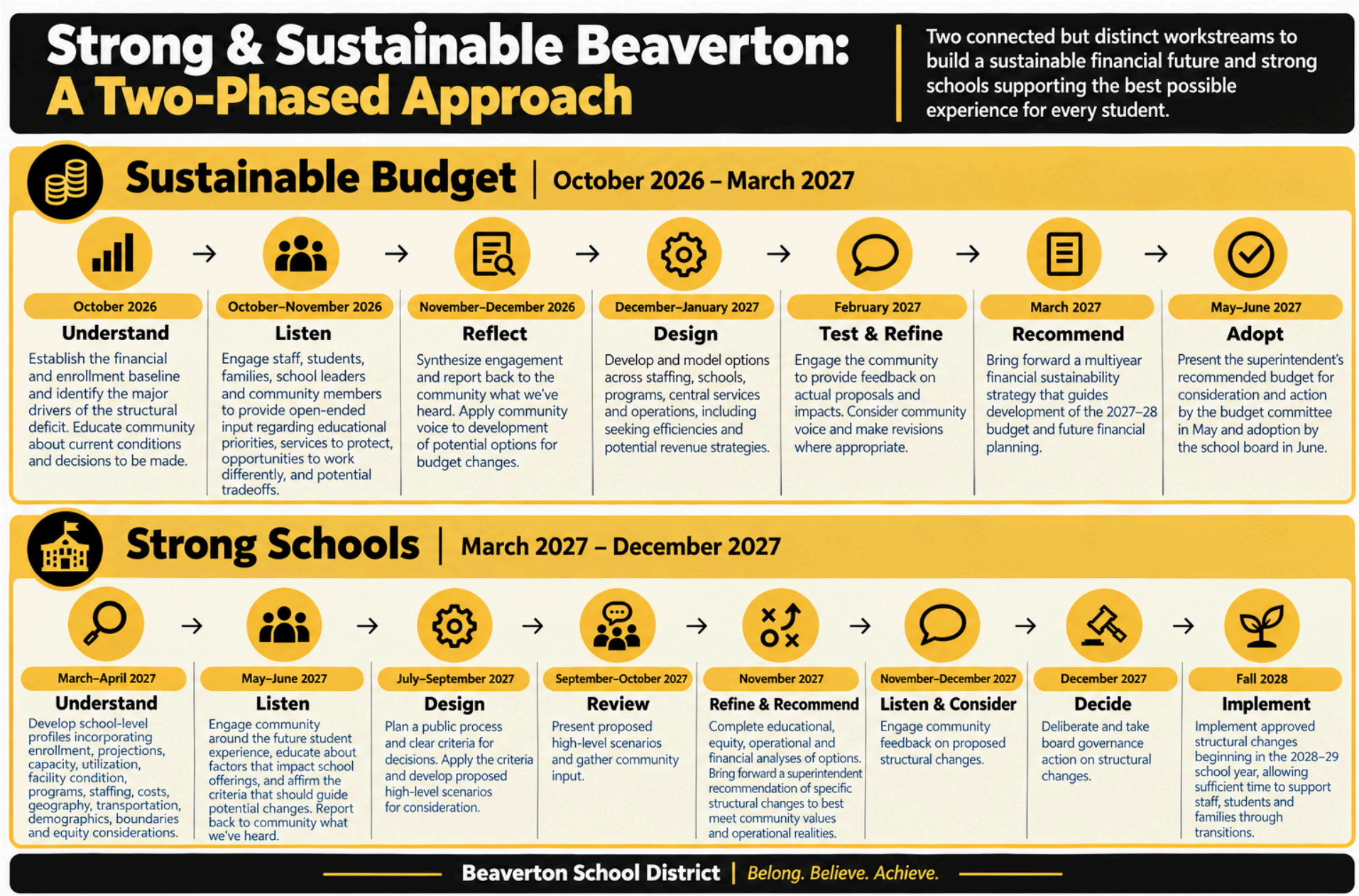
I am inviting the board to participate with me in shaping the process. That includes helping establish the questions we should answer, participating in community engagement, affirming the criteria and governance guardrails that will guide our analysis, examining the tradeoffs that emerge, and receiving regular public updates as the work progresses.

The decisions ahead will not all be easy. But our responsibility is larger than solving an immediate budget problem. It is to build a Strong & Sustainable Beaverton — one capable of delivering on our commitment to Belong, Believe, Achieve while creating the educational, organizational and financial conditions necessary for students to thrive for years to come.

The work ahead should therefore be grounded in a simple commitment:

- Understand our current reality.
- Listen to our community.
- Define what we value.
- Design the system our students need.
- Make responsible decisions.
- Build a Beaverton School District that is strong and sustainable for the future.

** Memo presented to school board on Oct. 13, 2026; revised Oct. 14 to update process titles following discussion with the board.*




*This infographic visualizing the proposed timeline was produced by generative artificial intelligence using human-provided text.*

**WORK SESSION — ITEM FOR INFORMATION**

**FALL INTERIM ASSESSMENT REPORT**

**SUMMARY**
Under the Education Accountability Act (Senate Bill 141), Oregon school districts must administer a state-approved interim assessment and report the results to the school board in a public meeting three times each year. This is the first such report.

**BACKGROUND**
Interim assessment screeners for reading and math are administered three times each year to students in grades K–8, meeting the Interim assessment requirement established by the Education Accountability Act (Senate Bill 141) passed in 2025.

The law requires all Oregon school districts to choose one of four state-approved interim assessments (i-Ready, MAP, STAR or Smarter Balanced) to measure and track student growth in reading and math for grades K-8, and report to the board after each interim assessment window. BSD chose STAR Reading, STAR Early Literacy and STAR Math, which had already been established as the district's interim assessments.

Fall assessments have been completed, and staff will present information on the results.

**RECOMMENDATION**
Staff will present information on the interim assessments administered in fall 2026. No action is needed.



*Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.*

BEAVERTON SCHOOL DISTRICT

# Beaverton Interim Assessment Fall Update

## School Board Presentation

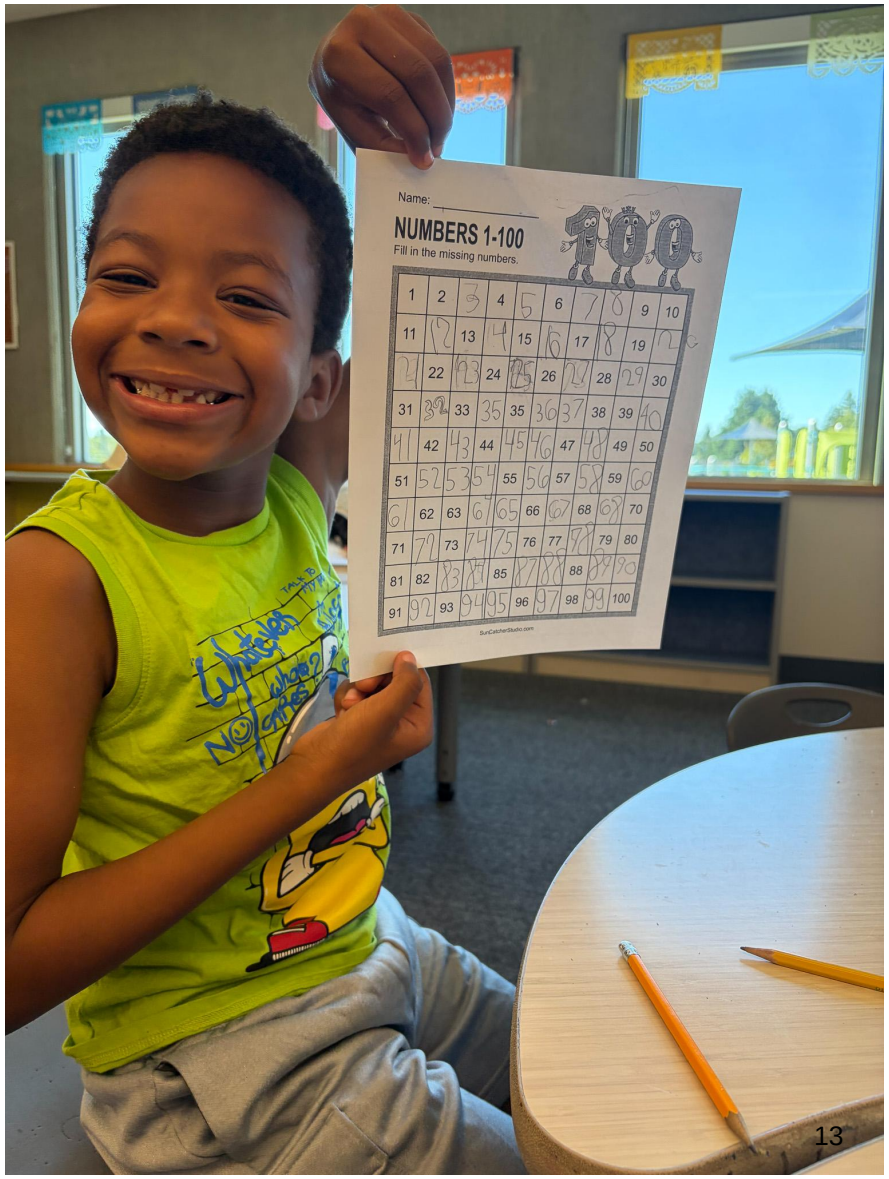

Dr. Shelly Reggiani
*Associate Superintendent, Teaching & Learning*

Robin Kobrowski
*Elementary Executive Director, Teaching & Learning*

Katy Rubenstein
*MTSS TOSA, Teaching & Learning*

Elise Lee
*Multilingual and Dual Language Programs TOSA, Teaching & Learning*


**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?

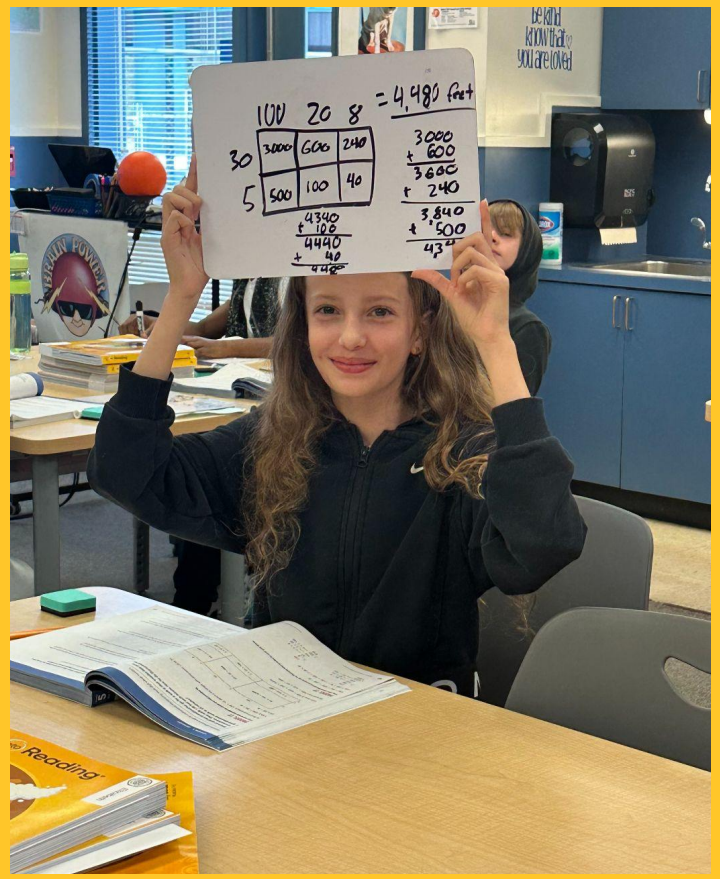
Reporting domains can point teachers toward standards needing additional instruction.

## 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

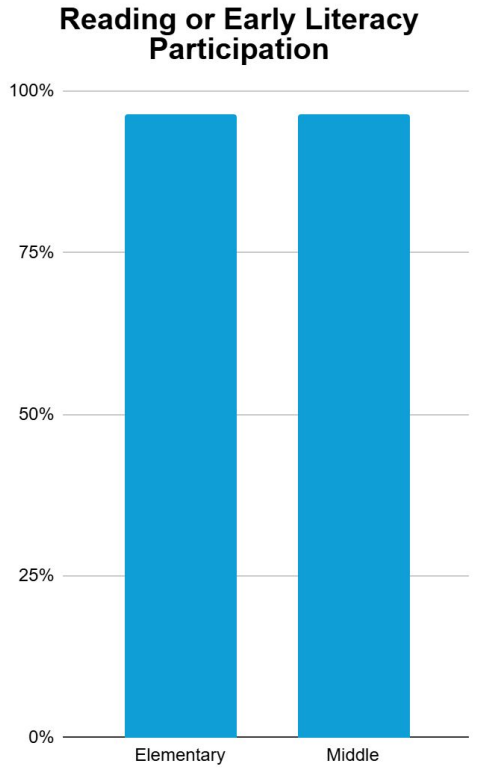
# Who participated in our benchmark season?

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

| Elementary | Middle |
| --- | --- |
| **Early Literacy**<br>**K-1** | **Star Reading**<br>**6-8** |
| **Star Reading**<br>**2-5** | **Star Math**<br>**6-8** |
| **Star Math**<br>**K-5** | |

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

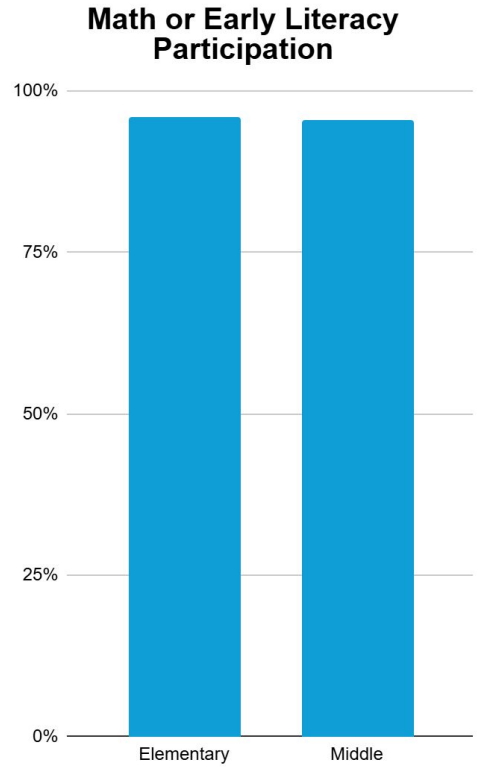
# Star Interim (English) Participation




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

## Reading participation

Greater than 95% across all assessed grades



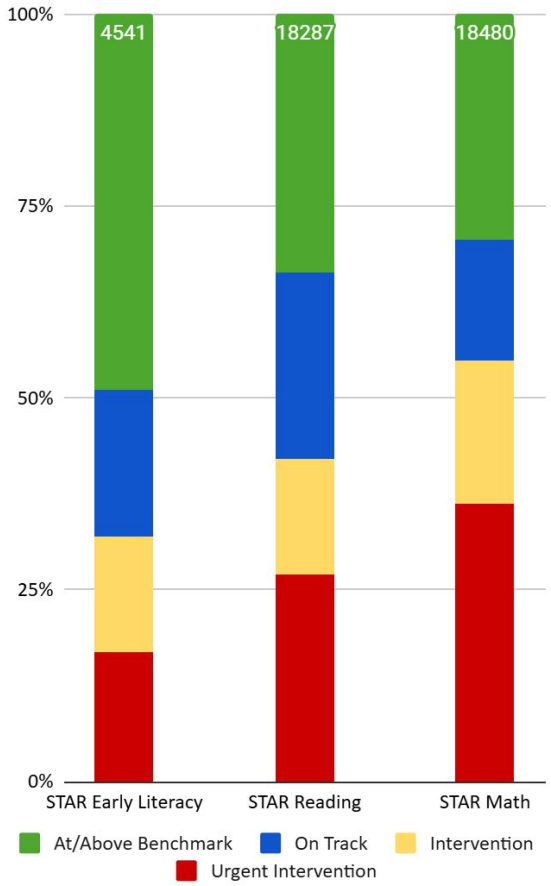

| | Elementary | Middle |
|---|---|---|
| Enrollment | 14,762 | 8,467 |
| Percent Tested | 95.9% | 94.5% |

## Math participation

Greater than 94% across all assessed grades



# Overall Star Interim Results



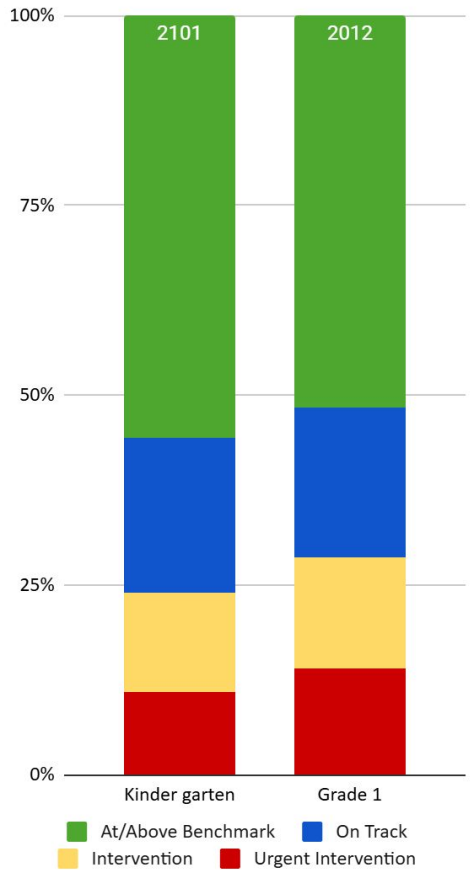

| | STAR Early Literacy | STAR Reading | STAR Math |
|---|---|---|---|
| At/Above Benchmark | 48.9% | 33.5% | 29.5% |
| On Track | 19.3% | 24.4% | 15.5% |
| Intervention | 14.9% | 15.0% | 18.7% |
| Urgent Intervention | 16.9% | 27.1% | 36.3% |
| Total Tested Students | 4541 | 18287 | 18480 |

**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

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




| | 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 |

## Kindergarten

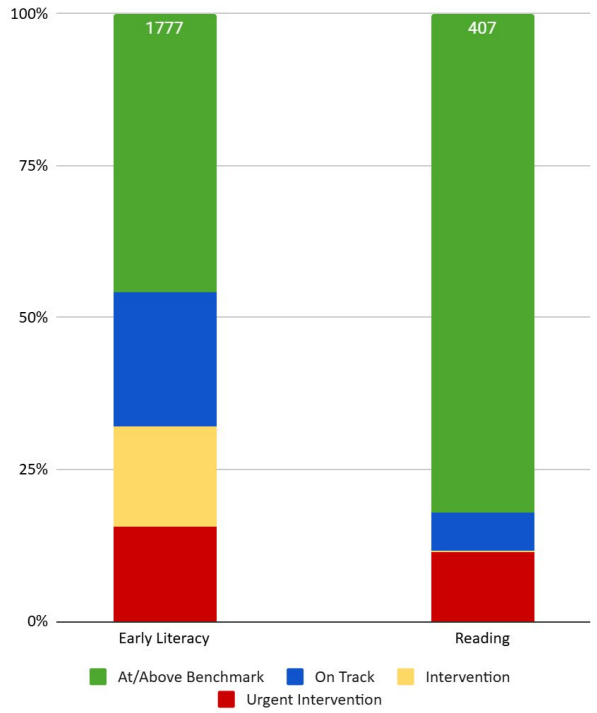
75.9% students
On Track To Meet Benchmark or Above

## 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.**

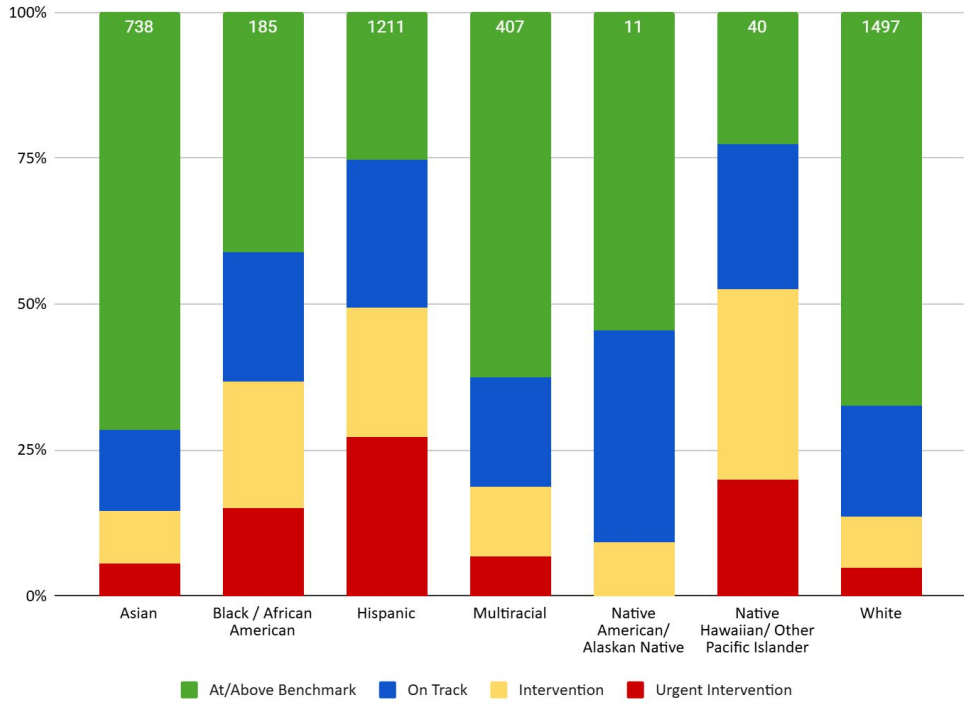
## Grade 1 - Early Literacy

- 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

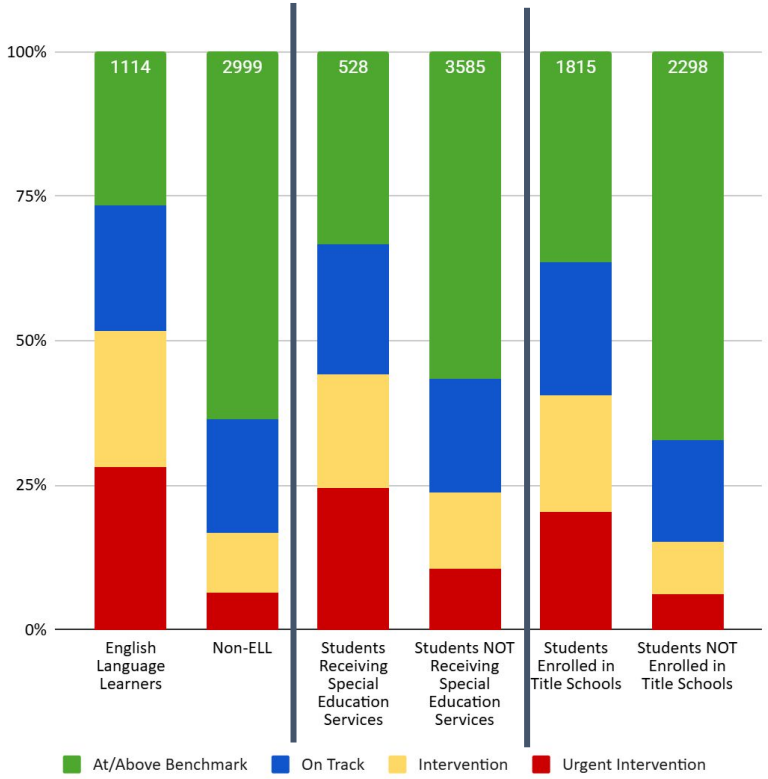
# Star Early Literacy (English, Grades K-1) by Race/Ethnicity




- 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 |

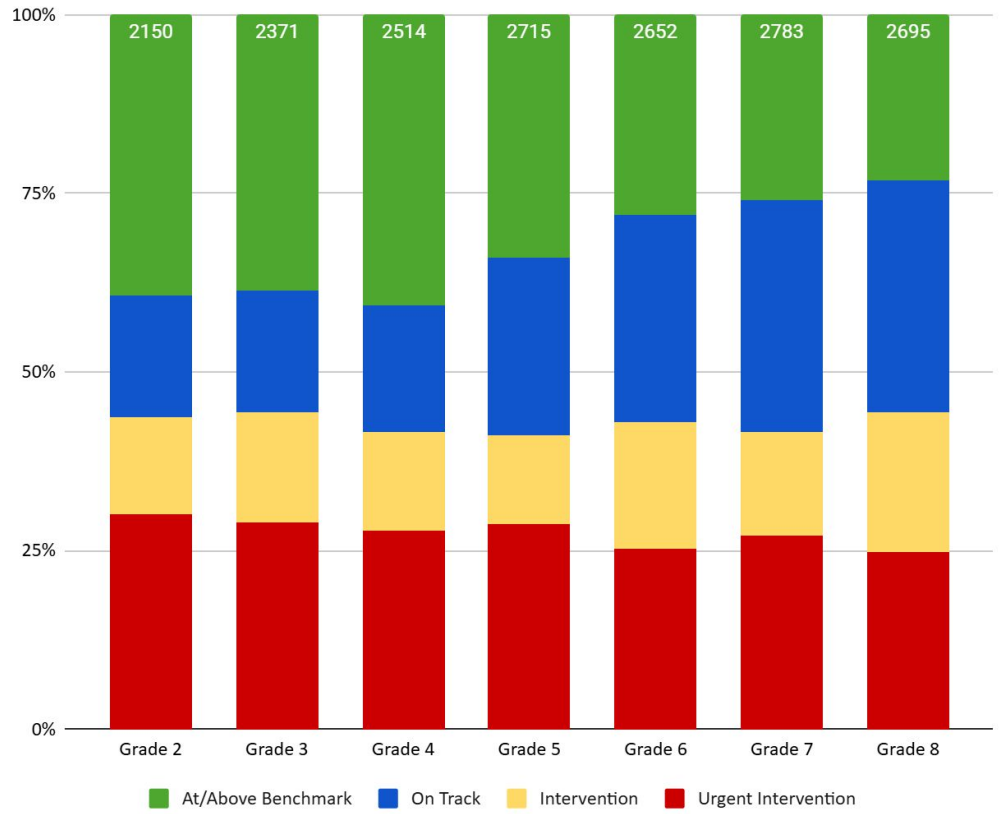
# Star Early Literacy (English, Grades K-1) by Student Group




| | 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

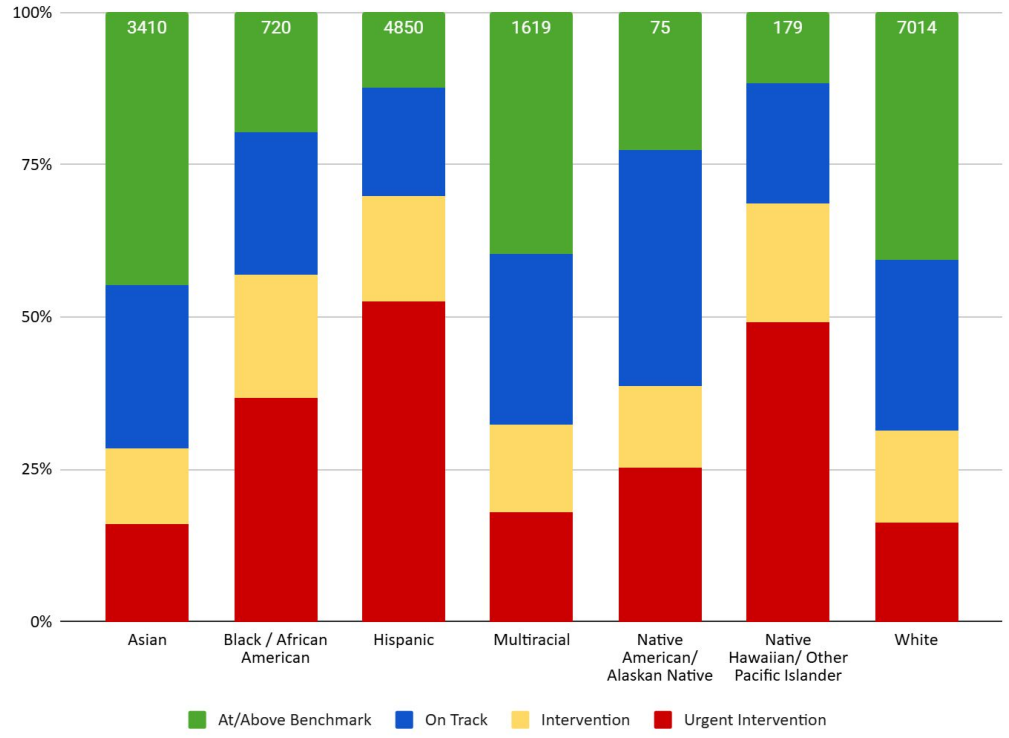



| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|
| At/Above Benchmark | 39.4% | 38.7% | 40.6% | 34.0% | 27.9% | 26.0% | 23.2% |
| On Track | 16.9% | 17.0% | 17.7% | 24.8% | 29.0% | 32.5% | 32.4% |
| Intervention | 13.6% | 15.4% | 13.8% | 12.4% | 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

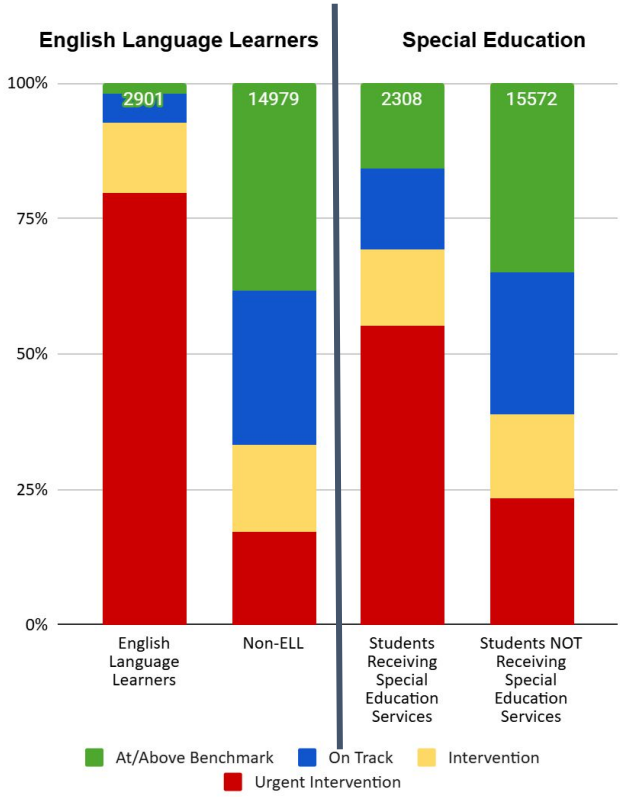
# Star Reading (English, Grades 2-8) by Race/Ethnicity

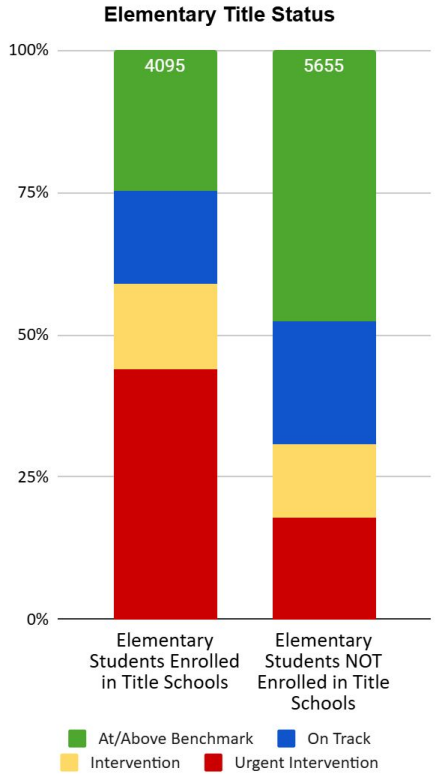



| | Asian | Black / African American | Hispanic | Multiracial | Native American/ Alaskan Native | Native Hawaiian/ Other Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| At/Above Benchmark | 44.8% | 19.7% | 12.4% | 39.8% | 22.7% | 11.7% | 40.5% |
| On Track | 26.7% | 23.3% | 17.9% | 27.9% | 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

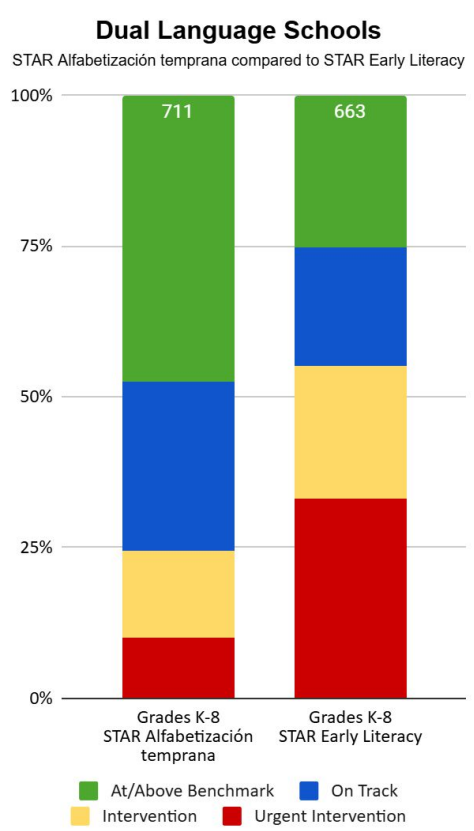


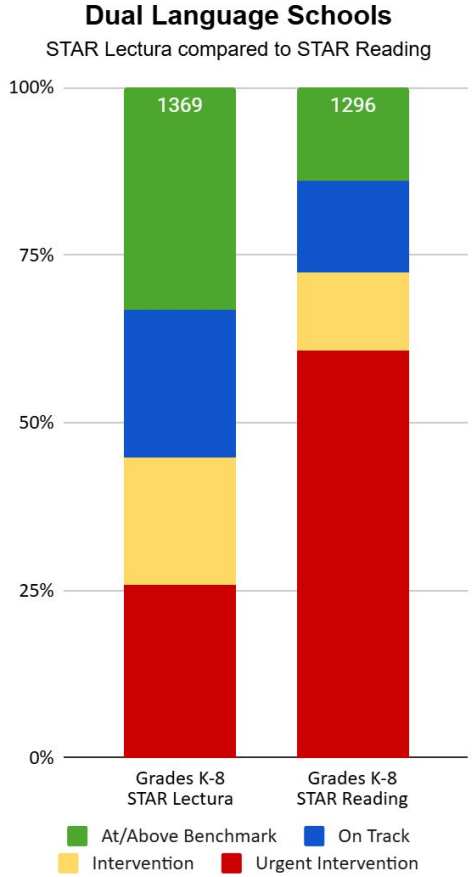




- This data only includes students who are receiving English language Development services, not those who exited in 2025-2026 who are in monitoring status

| | 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



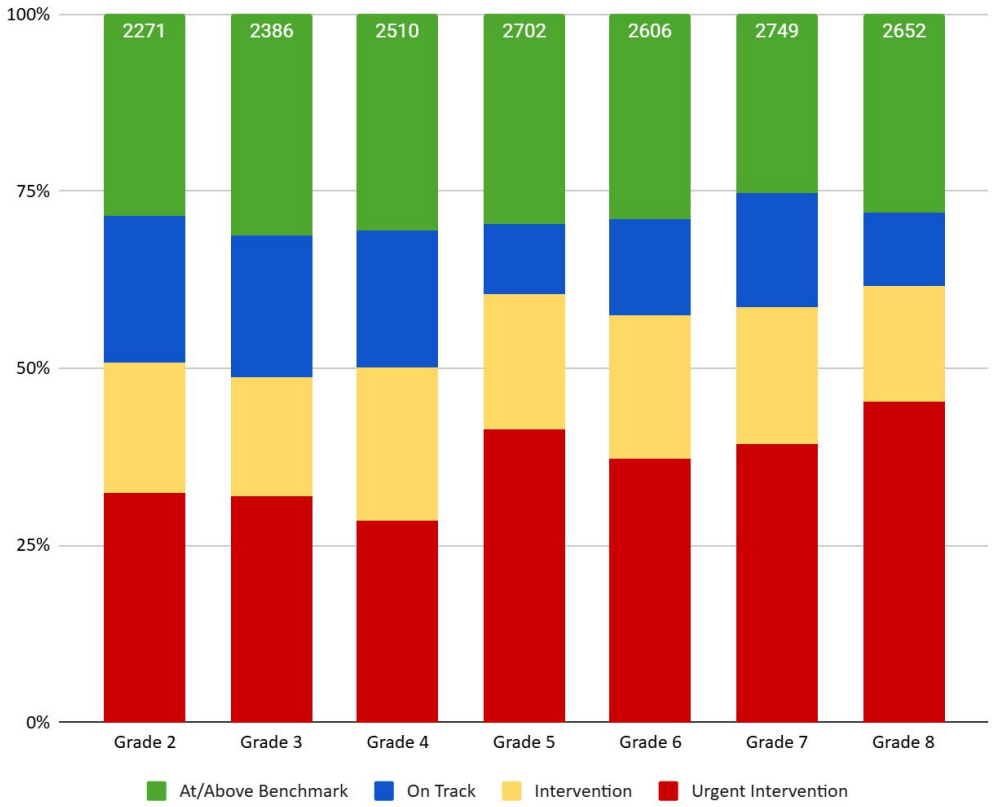




| | Grades K-8 STAR Alfabetización temprana | Grades K-8 STAR Early Literacy |
|---|---|---|
| At/Above Benchmark | 47.5% | 25.2% |
| On Track | 28.1% | 19.8% |
| Intervention | 14.2% | 22.0% |
| Urgent Intervention | 10.1% | 33.0% |
| Total Tested Students | 711 | 663 |

| | 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

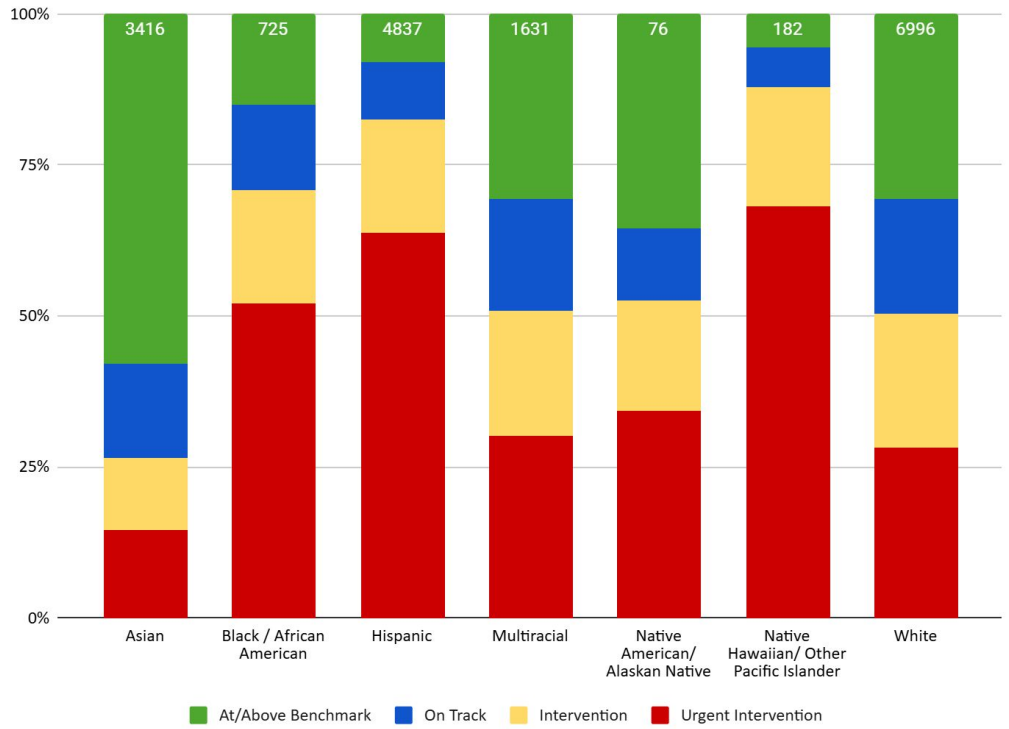



**Elementary School (Grades 2-5)**
47.2% students
On Track To Meet Benchmark or Above

**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

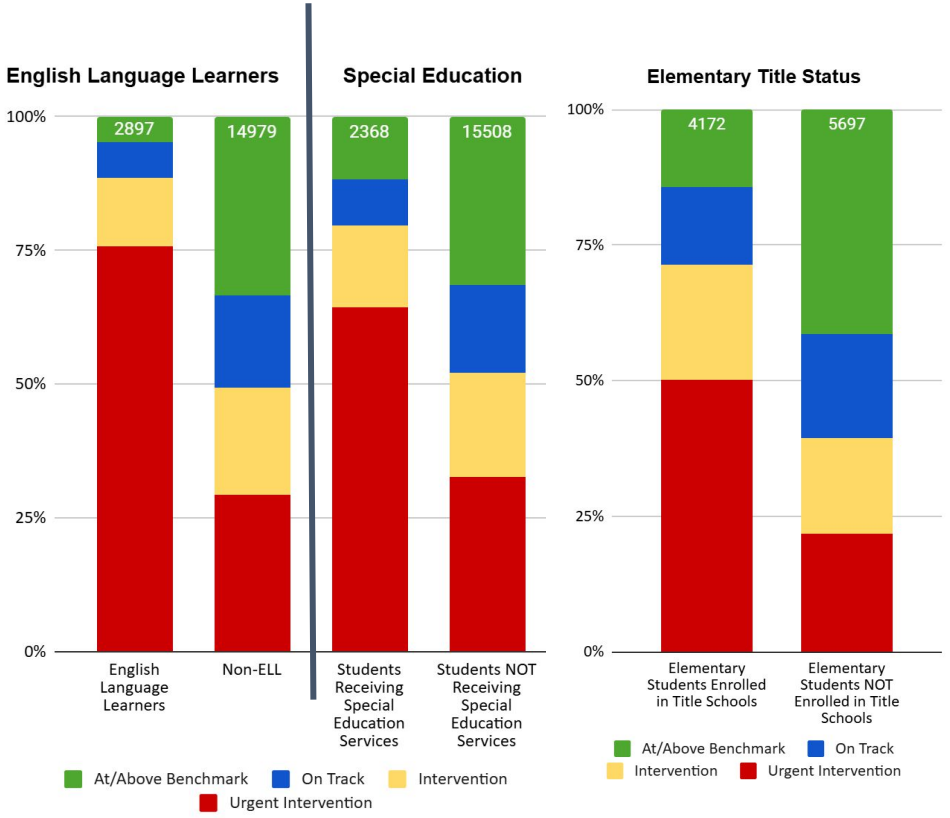



| | Asian | Black / African American | Hispanic | Multiracial | Native American/ Alaskan Native | Native Hawaiian/ Other Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| At/Above Benchmark | 57.9% | 15.0% | 7.9% | 30.7% | 35.5% | 5.5% | 30.7% |
| On Track | 15.5% | 14.2% | 9.7% | 18.4% | 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

