



## Beaverton School Board Work Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, January 13, 2026 5:45 PM

Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)

Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

## AGENDA

---

### I. OPEN MEETING

A. Call to Order

B. Attendance

### II. SUPERINTENDENT SEARCH

### III. EARLY LITERACY

### IV. CLOSE MEETING

A. Adjourn

2

4

<b>Beaverton School District Superintendent Search Draft Timeline 2025-2026</b>	
<b>Search Activities</b>	<b>Proposed Date(s)</b>
Board Individual Interviews (“3:1”s)	October 8-16
Board Planning Meeting	October 14
Focus Group Meetings Online Survey Window	November 3 – November 19
Pre-Announcement Marketing e-Blast	November 30
Presentation and Adoption of Beaverton’s Next <i>Superintendent Criteria</i>	December 3 worksession; December 9 approval
Recruitment Window	December 12 – January 14
Preliminary Interviews with consultants	January 19-24
Presentation of Slate	January 29
Semi-Finalist Interview	February 5
Selection of Finalists	February 6*
Confidential Community Panel	February 13
Finalist Interview Week	Week of February 16
Selection and Announcement	Early March
Superintendent assumes responsibilities	July 1 or sooner if agreeable

\* This executive session will only take place if selection does not take place in the February 5 executive session.

**Confidential Community Interview Panel  
 Panel Composition**
**Panel Schedule:**

**February 13, 2025**  
**7 a.m. - 4:30 p.m.**  
**Virtually via Zoom**

	<b>Panel A</b>	<b>Panel B</b>
1	*Parent (lottery)	*Parent (lottery)
2	BEA President (invite)	OSEA President (invite)
3	Elected Leader/Agency Leader (invite)	Elected Leader/Agency Leader (invite)
4	Former BSD Board Member (invite)	Beaverton Ed Foundation (invite)
5	*Student (student advisory lottery)	*Student (student advisory lottery)
6	*Licensed Staff (lottery)	*Licensed Staff (lottery)
7	*Classified Staff (lottery)	*Classified Staff (lottery)
8	*School Admin (lottery)	*School Admin (lottery)
9	*Central Office Admin (lottery)	*Central Office Admin (lottery)
10	*Cabinet Leader (lottery)	*Cabinet Leader (lottery)
11	Community-Based Organization Leader (lottery)	Community-Based Organization Leader (lottery)
12	Business (Chamber of Commerce)	*Community Member (lottery)

*\*Ensure representation from all regions in the district among the lottery-based groups.*

**WORK SESSION****K-12 LITERACY INSTRUCTION UPDATE****SUMMARY**

Beaverton School District is currently in Year 2 of implementing a new elementary (K-5) language arts and English language proficiency adoption approved by the school board in May 2024. Additionally, a new secondary (6-12) language arts and English language proficiency adoption approved by the board in May 2025 is being implemented in our middle and high schools. Reading improvement efforts are focused on evidence-based instructional practices, high-quality materials and professional learning for educators, and supported by the Early Literacy Success Grant and Comprehensive Literacy State Development (CLSD) Grant. Additionally, a multi-tiered system of support (MTSS) will ensure implementation of practices that guarantee all students are served equitably.

**BACKGROUND**

The Oregon State Board of Education adopted language arts and literacy standards in June 2019, and instructional materials were adopted in October 2021. Additionally, the Council of Chief State School Officers (CCSSO), in collaboration with West Ed, developed new English language proficiency standards which were adopted by the Oregon State Board of Education in 2013.

An updated Oregon Department of Education Division 22 action plan for instructional materials adoption was approved by the school board in November 2023. As part of the updated plan, the district was directed to complete its adoption of instructional materials for language arts (LA) and English language proficiency (ELP) for grades K-5 in the 2023-2024 school year for implementation in the fall of 2024. The district was also directed to complete its adoption for 6-12 LA/ELP in the 2024-2025 school year for implementation in the fall of 2025.

The K-5 LA/ELP adoption committee recommended adoption of Houghton Mifflin Harcourt *Into Reading* and *Arriba la Lectura!*, and the board approved this adoption in May 2024. All 34 elementary schools are now in Year 2 of implementation. The 6-12 LA/ELP adoption committee recommended adoption of Savvas *myPerspectives*, and the board approved this adoption in May 2025. All middle schools, high schools and option schools are in Year 1 of implementation. Two key state and federal literacy grants are supporting curriculum implementation and professional learning on evidence-based practices and assessment literacy.

**RECOMMENDATION**

Staff will present information on the district's current work in K-12 literacy specific to curriculum, instruction and assessment within an MTSS system.

**Belong. Believe. Achieve.**

# Literacy Update

## Teaching & Learning

School Board Work Session  
January 13, 2026

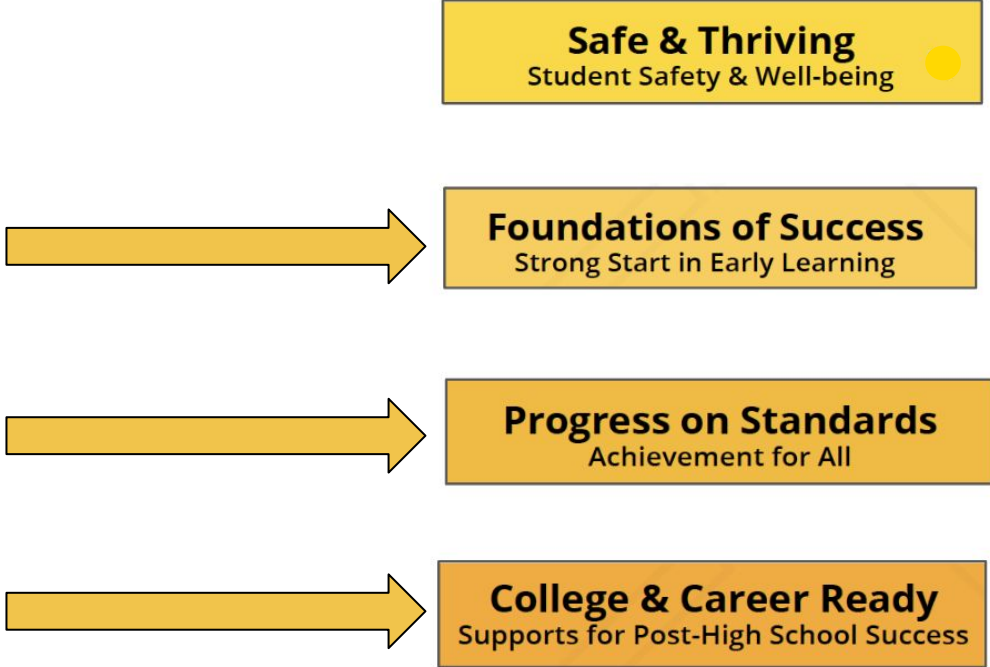
Presenters:

Dr. Shelly Reggiani, *Associate Superintendent*

Robin Kobrowski, *Executive Administrator*

Dra. Perla Rodriguez, *Executive Administrator*

# District Strategic Plan Goal Areas



# 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? <sub>7</sub>

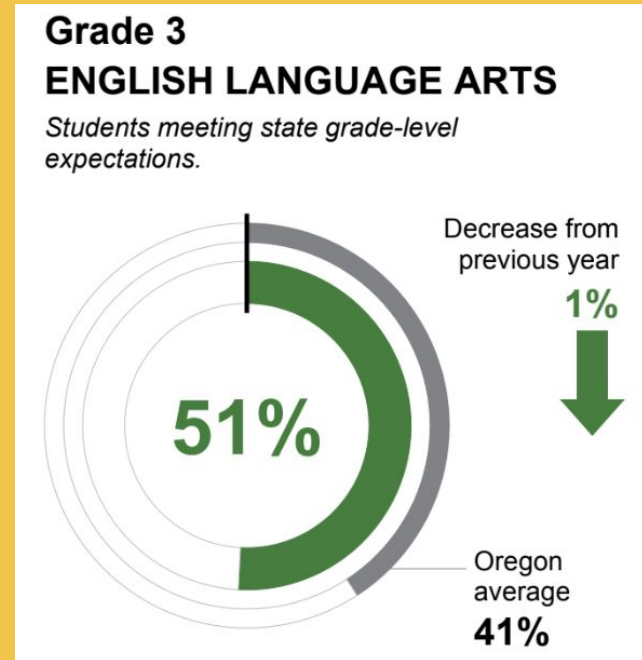
# K-12 Literacy Achievement

## 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:

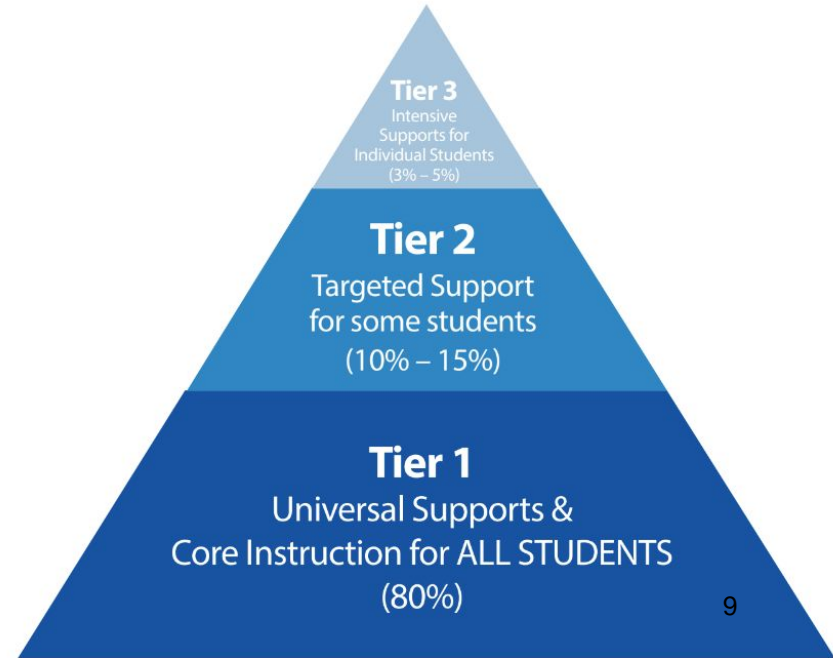
Assessment	22-23	23-24	24-25	24-25 Ore Average
6th Grade LA	2.2%	4.0%	4.9%	4.5%
8th Grade LA	1.9%	1.0%	5.0%	4.3%
11th Grade LA	3.8%	3.8%	6.6%	4.9%



3rd Grade EL's: 11% meeting

# 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.

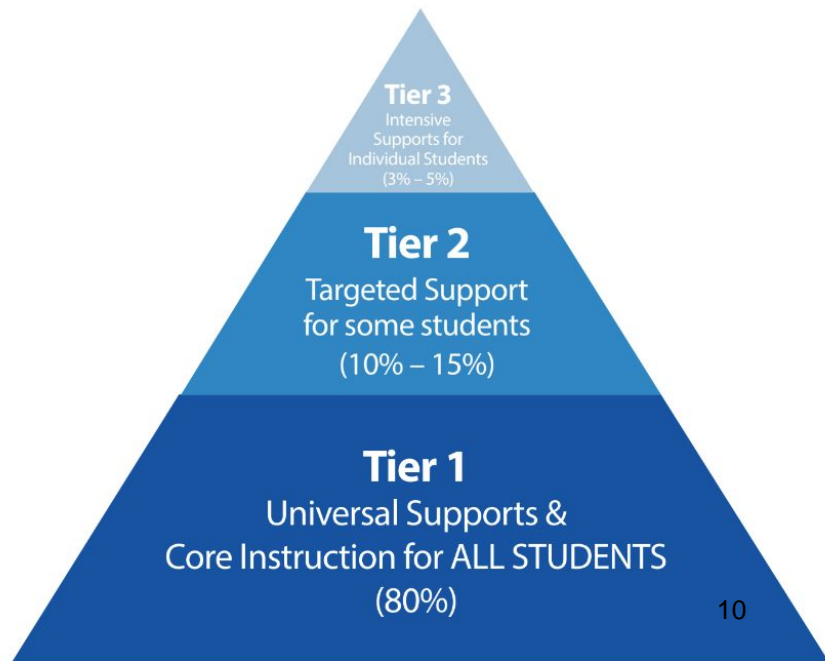


# STAR Literacy Screener (Fall 2025)

## 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.



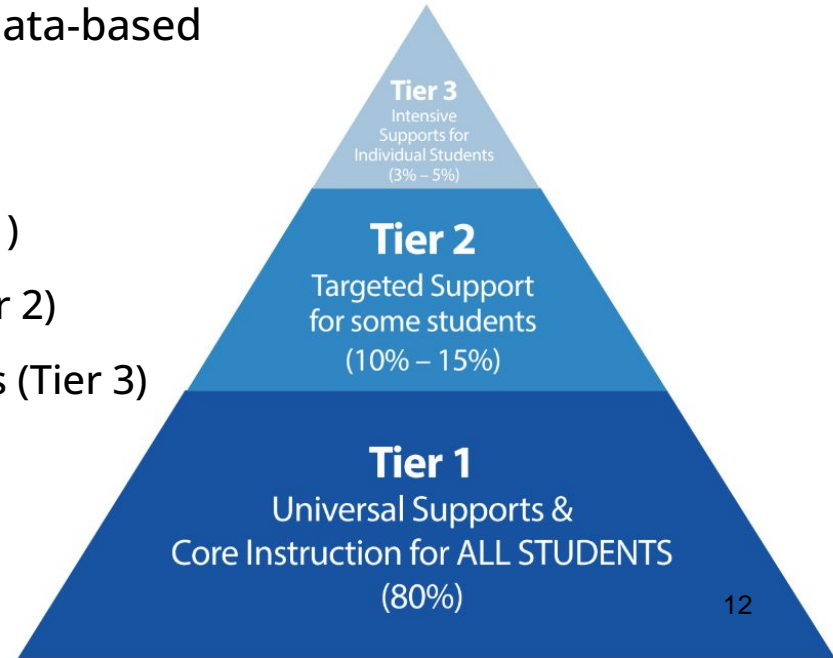
# MTSS & Reading Improvement

“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 13*

# Multi-Tiered System of Support (MTSS) Framework

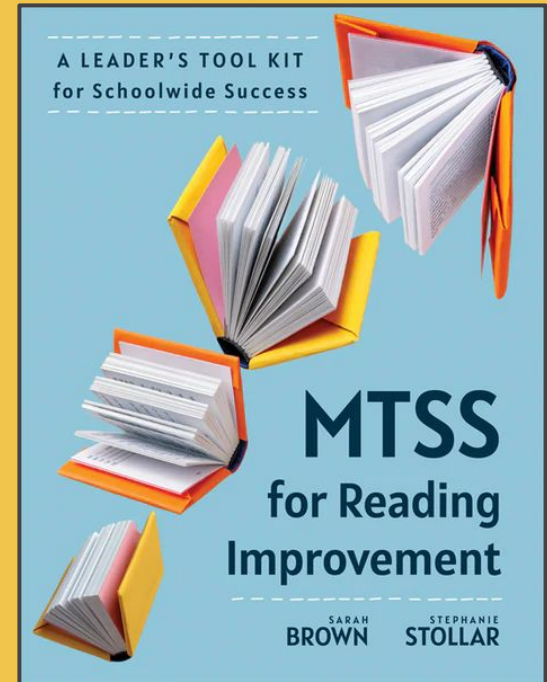
- MTSS provides a continuum of supports using data-based decision making
- BSD literacy data indicates the need to:
  - strengthen core instruction for all students (Tier 1)
  - provide targeted supports for some students (Tier 2)
  - provide intensive supports for individual students (Tier 3)



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*



# 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

# 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

# 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

# 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)

# 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.

# 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

# 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

# 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

# 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

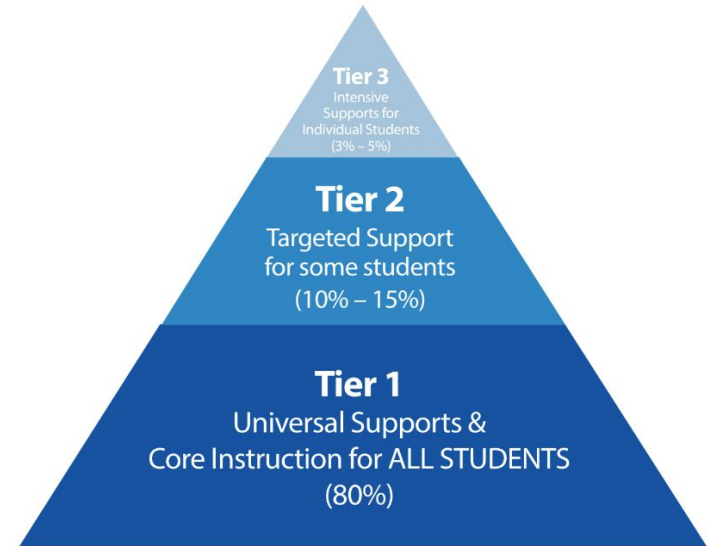
# CLSD Grant in BSD

## 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

# MTSS & Reading Improvement

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)



**What questions do you have?**