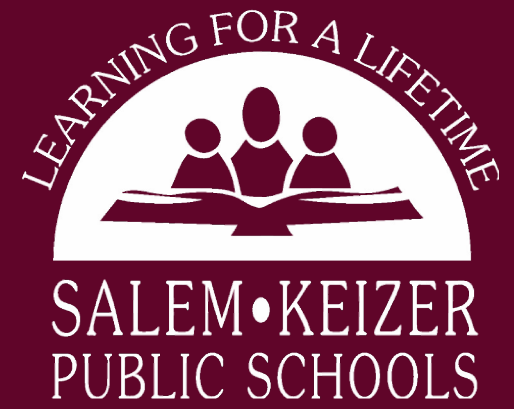


Board Meeting Work Session

October 28, 2025





Results Policy Report

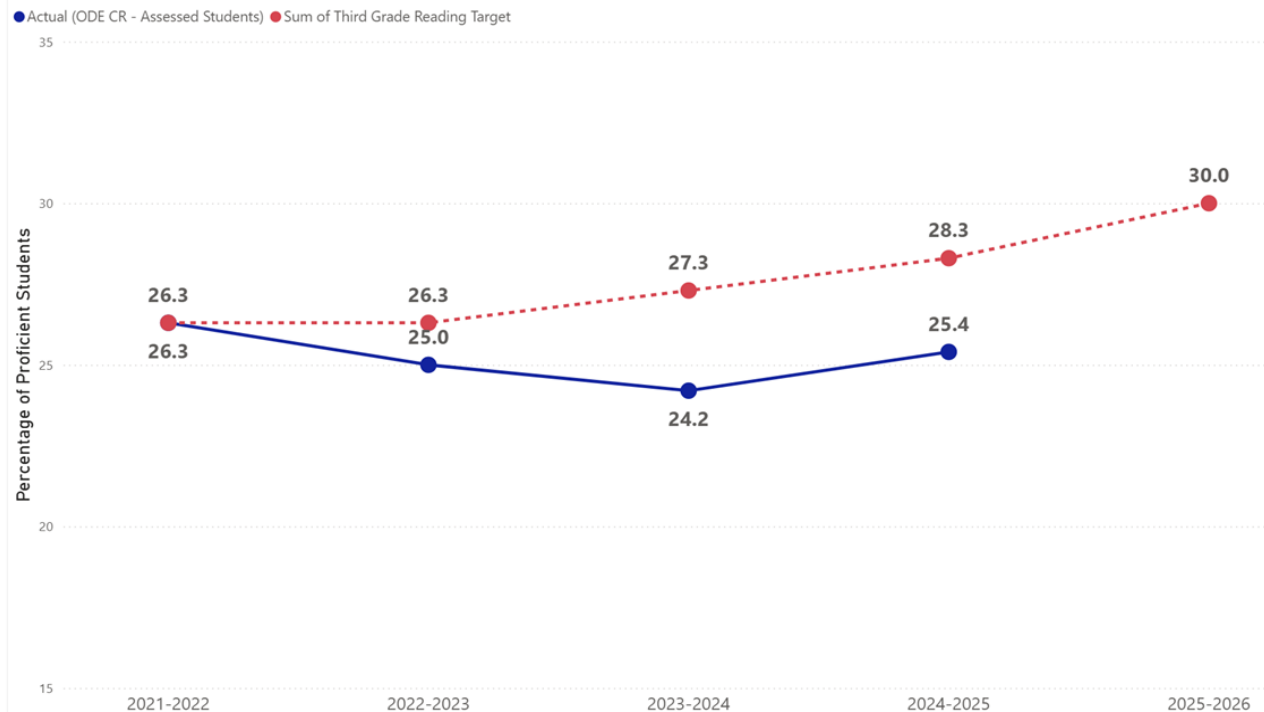
Third Grade Reading Proficiency



Third Grade English Language Arts

Status: Improved, but Did Not Meet Annual Target

Percentage of Third Grade Students Meeting ELA Requirements



Data Source: ODE CR summary

Who are included in these data: All students who tested on the third grade English Language Arts assessment and are included in Salem-Keizer's state accountability report. Students are considered proficient if they score in the top two out of four achievement levels of meeting or exceeding grade level standards. The assessment includes both reading and writing components.

For 24-25, 2,698 third grade students were assessed. This represents 97.9% of our students.



Third Grade English Language Arts Highlights

- 25.4% of third graders met or exceeded the level of proficiency. This is our highest rate since the 21-22 school year.
- 17 schools met or exceeded our performance target of 28.3%, an improvement from the previous year.
- Female students, who consistently outperform males, had the highest rate of proficiency yet.
- However, overall Salem-Keizer 3rd grade students are still 2.9% below our annual goal for proficiency.

Category	2021-2022	2022-2023	2023-2024	2024-2025
All Students	26.30	25.00	24.20	25.40
ELL Status				
English Learner	7.00	10.50	8.60	9.70
Ethnicity				
American Indian/Alaska Native	21.40	11.10	16.70	36.80
Asian	43.60	34.60	48.60	32.60
Black/African American	30.60	22.20	7.70	27.30
Hispanic/Latino	14.70	15.10	13.50	14.50
Multi-Racial	33.70	35.00	38.20	34.80
Native Hawaiian/Pacific Islander	7.30	8.20	8.60	14.30
Underserved Races/Ethnicities	14.60	15.00	13.10	15.10
White	38.70	36.40	36.10	38.20
Gender				
Female	28.80	26.50	28.10	29.00
Male	24.00	23.60	20.60	22.10



Key Data Highlights

Percent Increase in OSAS Outcomes from Previous Year

SCHOOL	SY24	SY25	
Liberty Elementary School	18.4	39.3	20.9
Clear Lake Elementary School	34	53.7	19.7
Candalaria Elementary School	47.8	65.7	17.9
Scott Elementary School	3.6	21	17.4
Highland Elementary School	8.3	25	16.7
Sumpter Elementary School	27.5	42.1	14.6
Miller Elementary School	14	28.2	14.2
Chapman Hill Elementary School	39.6	52.1	12.5
Schirle Elementary School	36	48.1	12.1



STAR Results, All Students

Status: Mixed

Fall Grade 2 Early Lit English

	2024-2025	2025-2026
▲ At/Above Benchmark	37%	32%
On Watch	20%	20%
Intervention	19%	20%
Urgent Intervention	24%	29%

Fall Grade 2 Early Lit Spanish

	2024-2025	2025-2026
▲ At/Above Benchmark	52%	75%
On Watch	18%	11%
Intervention	14%	7%
Urgent Intervention	16%	7%

Fall Grade 3 Reading English

	2024-2025	2025-2026
▲ At/Above Benchmark	45%	43%
On Watch	16%	16%
Intervention	18%	19%
Urgent Intervention	21%	22%

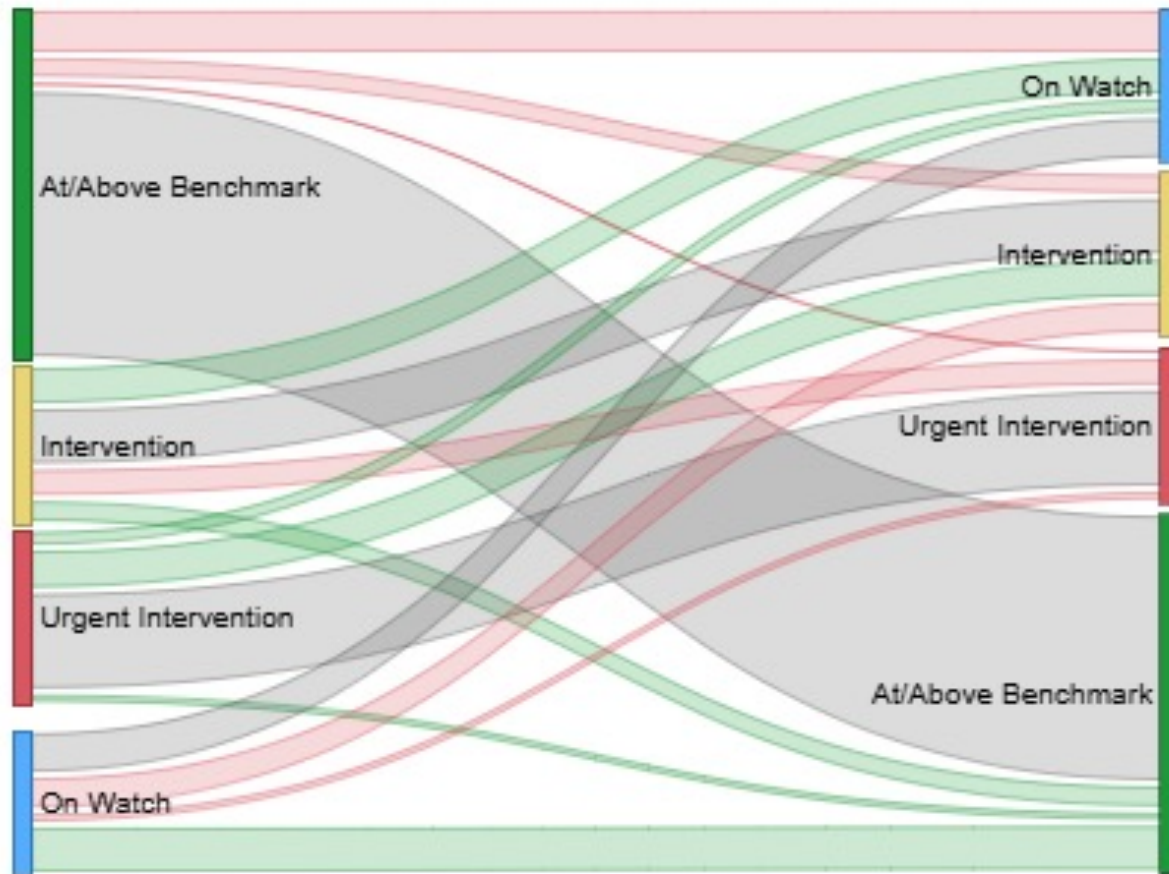
Fall Grade 3 Reading Spanish

	2024-2025	2025-2026
▲ At/Above Benchmark	43%	43%
On Watch	13%	14%
Intervention	20%	20%
Urgent Intervention	24%	23%

While we saw significant improvement in Early Lit Spanish and Reading Spanish held steady, we saw drops in Early Lit English and Reading English.

STAR Reading Fall to Fall Cohort Comparison

Third graders
in Fall 24



Fourth graders
in Fall 25

Data: Current district benchmark scores for 4th grade students compared to the same students' 3rd grade scores in the fall of 2024.

While many improved (green lines) or stayed at the same level (gray lines), some got lower scores (red lines).



Strategy 3

Progress & Next Steps

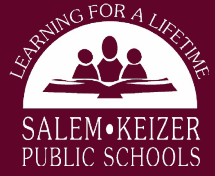
Initiative	Current Progress	Next Steps
Initiative One: High-quality instructional materials and aligned instructional frameworks	- Currently piloting HMH and McGraw Hill. - Sept. 2025–Feb. 2026: Implement both pilots, gather teacher and community feedback, and present the final curriculum adoption recommendation for approval. - Classroom walkthroughs for the 70 classrooms piloting new materials.	- Design curriculum maps aligned with science of reading research and new curriculum. - Professional learning in May, June, and August on new materials. - Ongoing implementation support that includes instructional walkthroughs, feedback focused on the three core actions of using the curriculum as designed, ensuring grade level instruction, and assurances of student ownership.
Initiative Two: Comprehensive and useful classroom assessments	- Use Early Literacy Star Assessment and Star Reading Assessment. - Expansion of interim assessment for reading, writing, and math in grades 3-5. - Intentional use of teacher collaboration time to focus on instructional practices and analysis of student data.	- Continue use of STAR assessment and all its components. (benchmarks and progress monitoring tools) - Integration of the new curriculum-based assessments and interim assessments. - Continue improving systems to communicate students' academic progress transparently to parents and guardians.



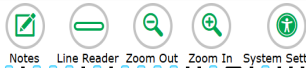
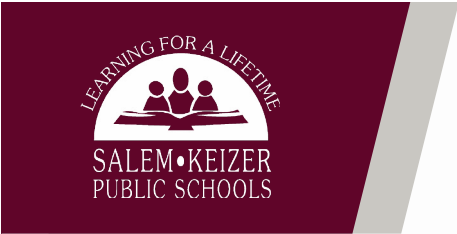
Strategy 3

Progress & Next Steps

Initiative	Current Progress	Next Steps
Initiative Three: Meaningful professional development at every level of the system	• Foundational Skills training Jan 28-30 • 4/5th teachers • Principals professional learning sequence. • Continued focus on Professional Development for foundational skills specialists and school leaders.	1. Walkthroughs in classrooms to help calibrate the state of literacy instruction. 2. Continue to support writing instruction. 3. PreK-12 alignment – learning progressions and expectations from grade level to grade level.



OSAS QUESTION SAMPLE



Student Directions

Astronauts Informational Performance Task

Task:
Your class has been learning about different types of jobs to prepare for your school's job week. Your teacher has asked each person to learn about a different job. You think being an astronaut must be an interesting job so you decide to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the

1



Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: What is an Astronaut?	Source #2: Life in Space
Astronauts feel weak when they come back from space.	☐	☐
Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.	☐	☐
Astronauts have a special view of Earth from space.	☐	☐

Life in Space

by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the body when it floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads so their faces get puffy and their necks get bigger. At the same time, less blood flows to their legs, making them skinny. They call this condition "bird legs."

2

Part 2

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

2

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.

• develops ideas clearly.