STAR SPRING BENCHMARK

By: Stephanie Lovdokken
K-12 Instructional Coach
District Testing & TAG Coordinator

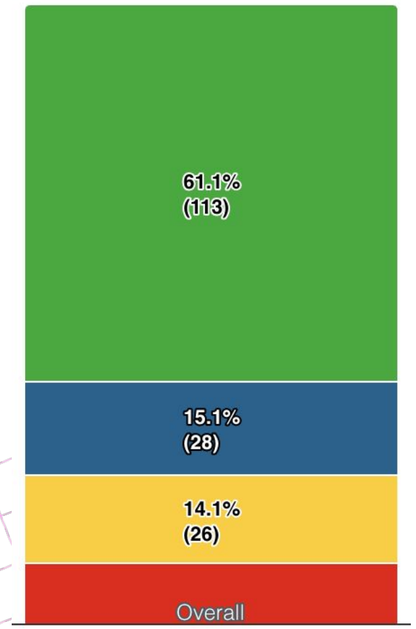
YEARLY EARLY LIT. PERCENT PROFICIENCY

Level 1 - Below

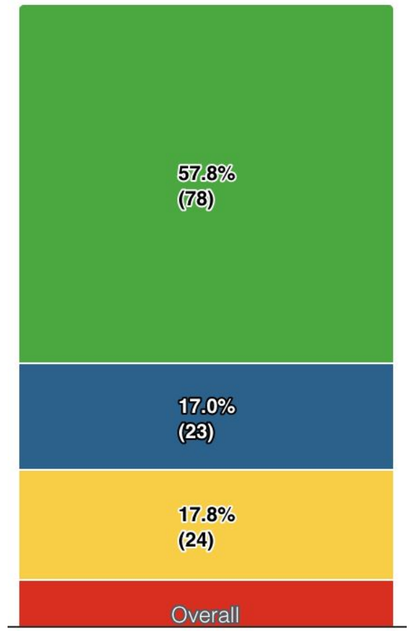
Level 2 - Approaching

Level 3 - Meeting

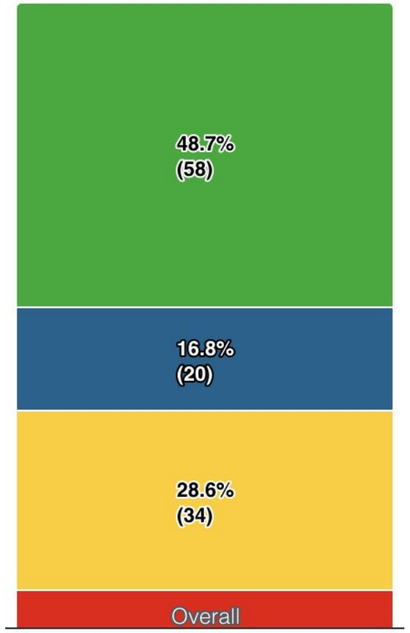
Level 4 - Above

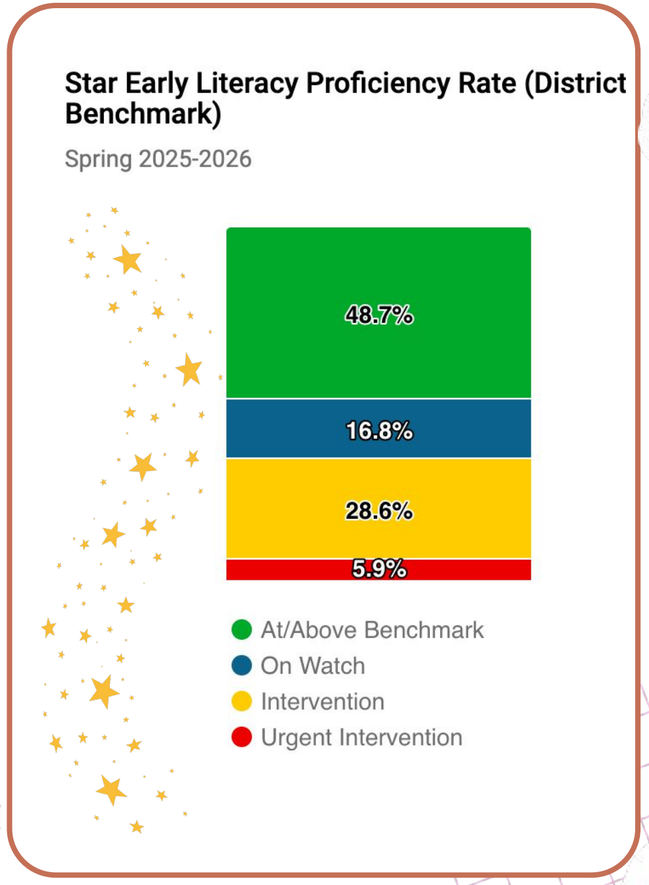


Fall 25-26



Winter 25-26



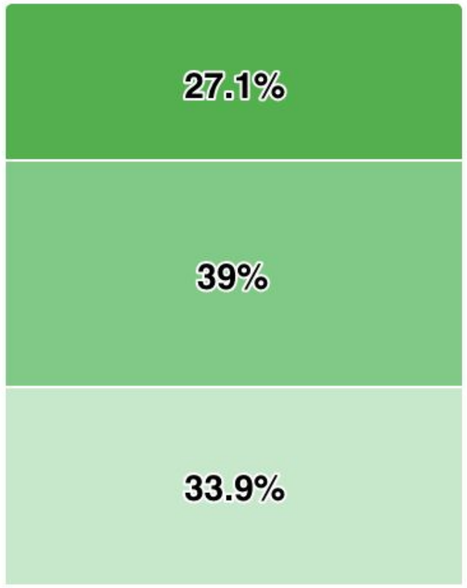


District Overall, 49% of students are at or above the district benchmark on Star Early Literacy in Spring 2025-2026, down from 61% in Fall and 58% in Winter of the same school year.

About 35% of students fall in the Intervention or Urgent Intervention ranges, signaling a need for added support.

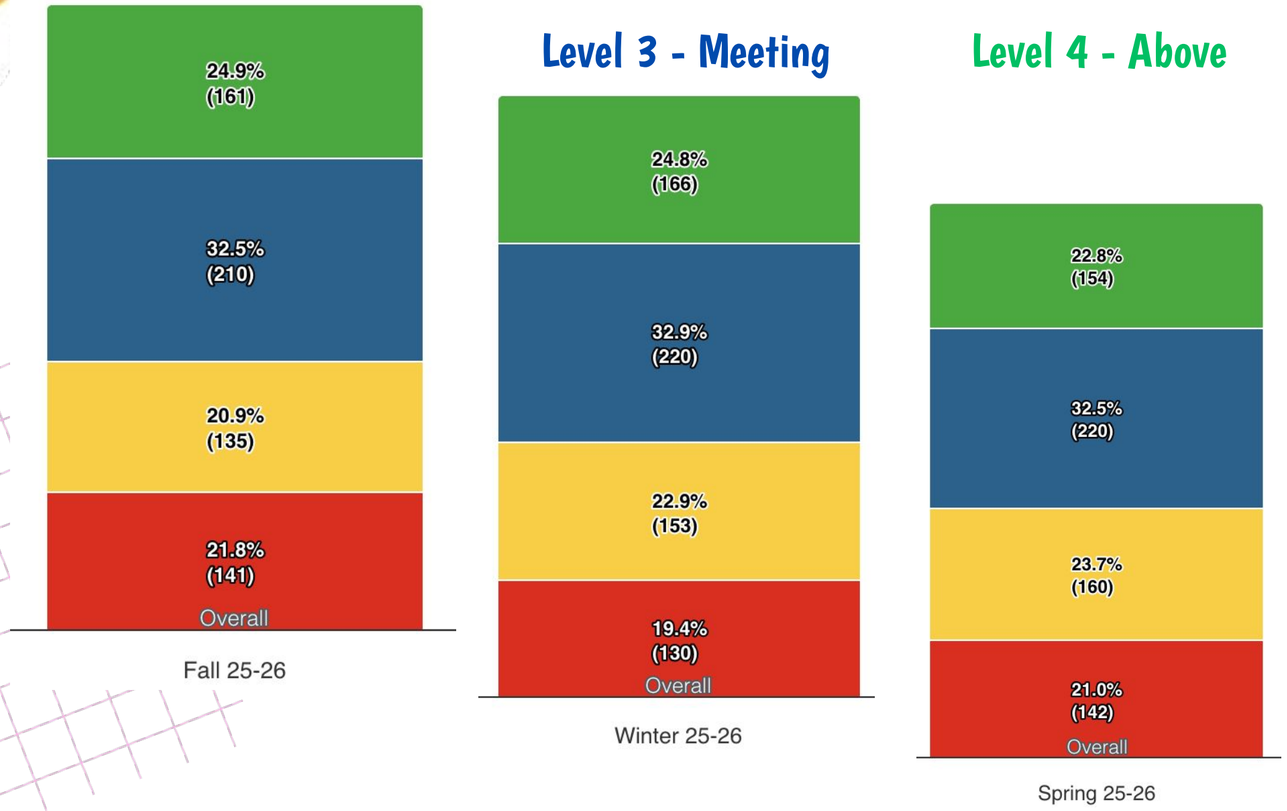
Focus areas: Examine what is driving the decline across all three 2025-2026 screening windows.

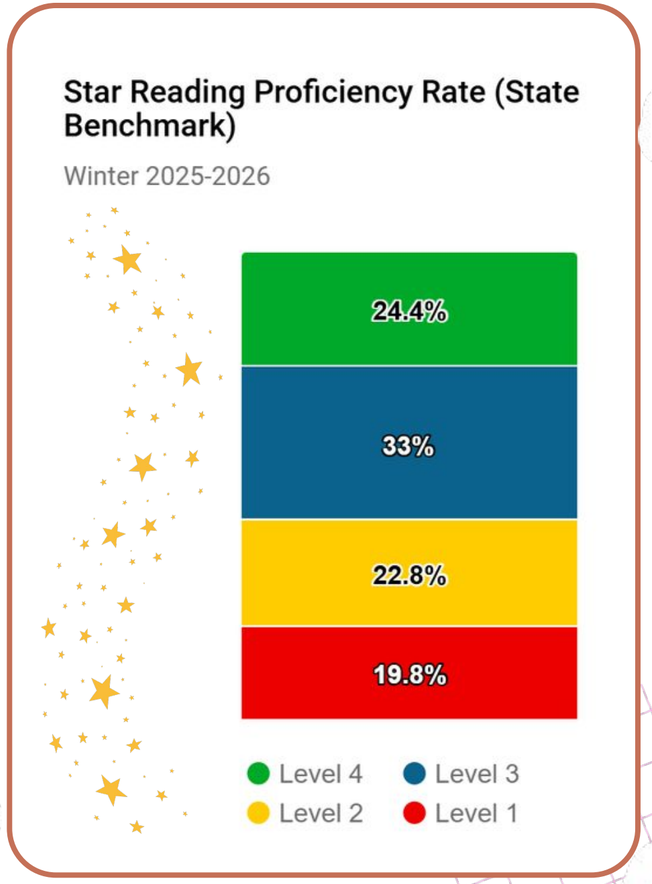
EARLY LITERACY GROWTH PERCENTILE



- 66.1% of students district-wide showed typical or better growth from Fall to Spring 2025-2026, up from 60.9% in Fall to Winter. This improvement across the year is a positive sign.
- Kindergarten students showed the highest percent of students making typical or better growth at 80.4%, which stands out as a clear bright spot.
- 33.9% of students district-wide showed low growth from Fall to Spring, meaning about 1 in 3 students needs additional support.
- **Focus areas:** Review what is working in Kindergarten and apply those practices to 1st and 2nd grade.

YEARLY READING PERCENT PROFICIENCY





Early grades are a strength: 84% of 1st graders and 77% of 2nd graders are projected to meet the benchmark, compared to 44-47% in grades 6-8.

Grades 6, 7, and 8 show the lowest projected rates (44-47%), pointing to a gap as students move into middle school.

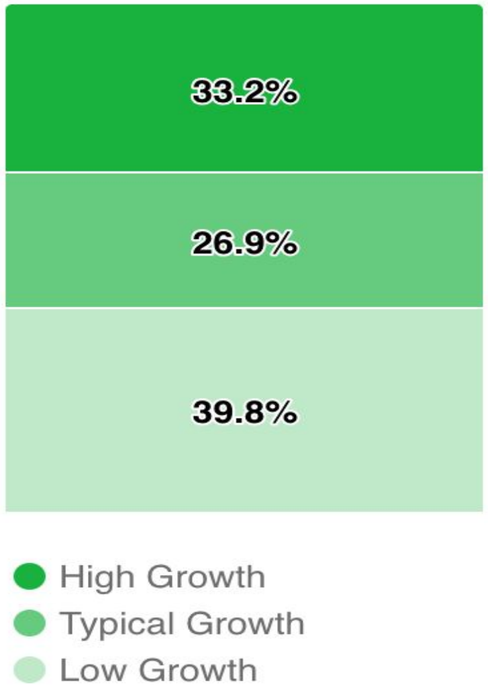
Pleasant Hill Elementary (62%) is projected higher than Pleasant Hill MS/HS (51%) in Spring 2025-2026.

Focus Areas: Support for middle school reading, particularly grades 6-8, and sustaining early elementary gains to reduce the drop-off as students advance.

READING YEARLY GROWTH PERCENTILE

60.2%

400 of 665 students scored at or above typical growth (35th current SGP) from Fall to the given test period



- 60.2% of students district-wide showed typical or better growth, which is down from 68.3 % from Fall to Winter.
- Pleasant Hill Elementary had 70.5% of students making typical or better growth compared to Pleasant Hill MS/HS at 52.6%
- <u>Focus Areas:</u> Monitoring the drop in the Spring growth district-wide; focusing on MS/HS growth.

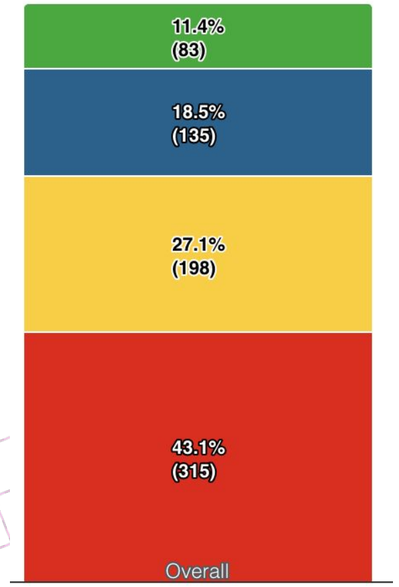
YEARLY MATHEMATICS PERCENT PROFICIENCY

Level 1 - Below

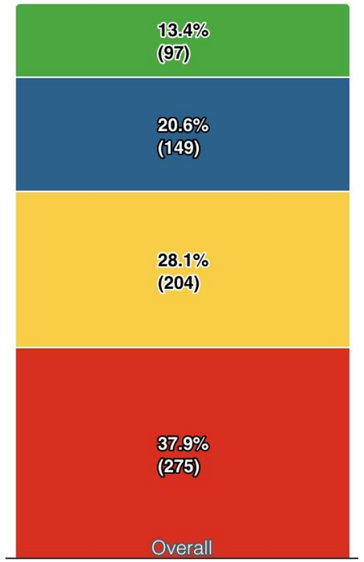
Level 2 - Approaching

Level 3 - Meeting

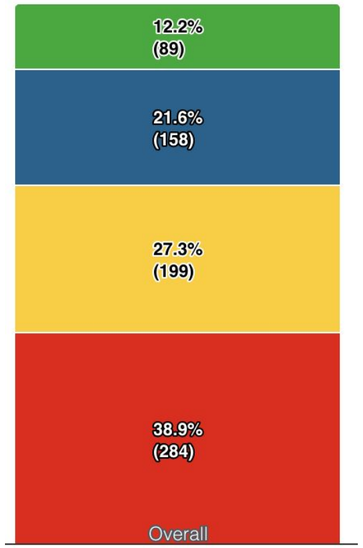
Level 4 - Above



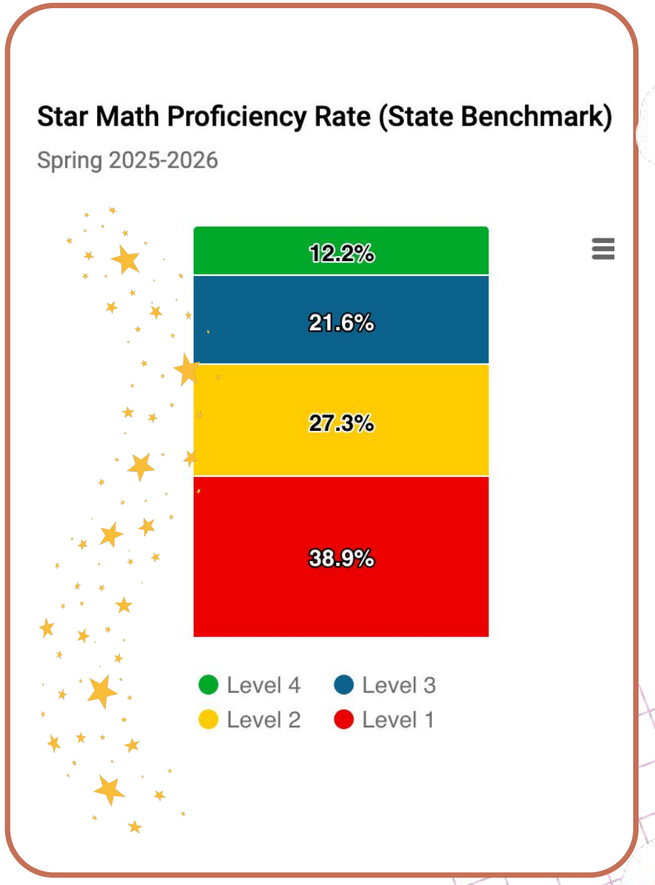
Fall 25-26



Winter 25-26



Spring 25-26



District-wide in Spring 2025-2026, about 34% of students are projected to score at or above the state benchmark in math, up from 30% in Fall 2025-2026.

Elementary grades show the strongest projected proficiency, with 1st grade at 51% and 3rd grade at 49%, compared to high school grades where 9th grade is at 14% and 10th grade at 11%.

Pleasant Hill Elementary projects 44% of students at or above the benchmark, while Pleasant Hill MS/HS projects 25%.

Focus Areas: Middle and high school math, where projected proficiency drops sharply starting in 7th grade. Pleasant Hill MS/HS, which is 20 percentage points below Pleasant Hill Elementary.

MATHEMATICS GROWTH PERCENTILE

68.3%

493 of 722 students scored at or above typical growth (35th current SGP) from Fall to the given test period



- 68.3% of students in the district showed typical or better growth in math, a slight dip from 69.5%
- 3rd - 6th grade students showed the highest percent of students making typical or better growth at 78.3%
- Focus Area: 9th Grade where fewer than 54% of student made typical or better growth

THANK YOU

slovdokken@pleasanthill.k12.or.us

PHSD Scorecard Report
Pleasant Hill Elementary School
June 2026



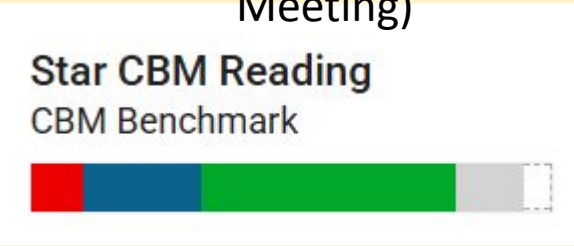
Pillar 1: ACADEMIC EQUITY AND VIABLE CURRICULUM

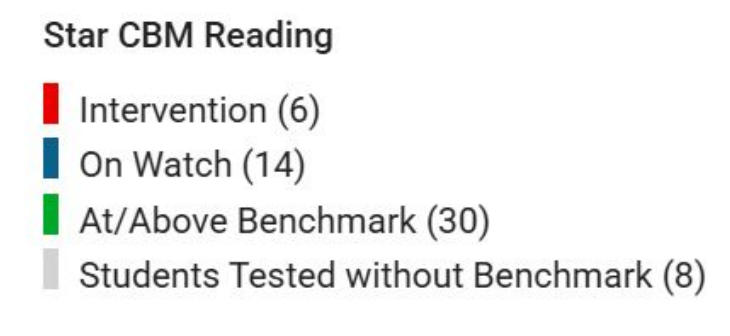
Progress Measure- 70% of K-3 students meet grade-level reading benchmarks.

December

Kindergarten

30/58 students (52% Currently Meeting)





February

Kindergarten

Letter Naming

Currently meeting Winter Benchmark:

10 students (10/63- 6.3%)

Currently meeting Spring Benchmark:

25 students (25/63- 40%)

June

Kindergarten

Letter Naming

We ended the year with 39/58 students meeting the end of the year benchmark. 67.2% just shy of our 70% goal.

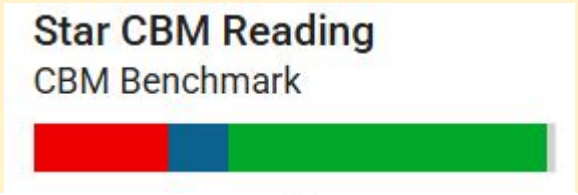


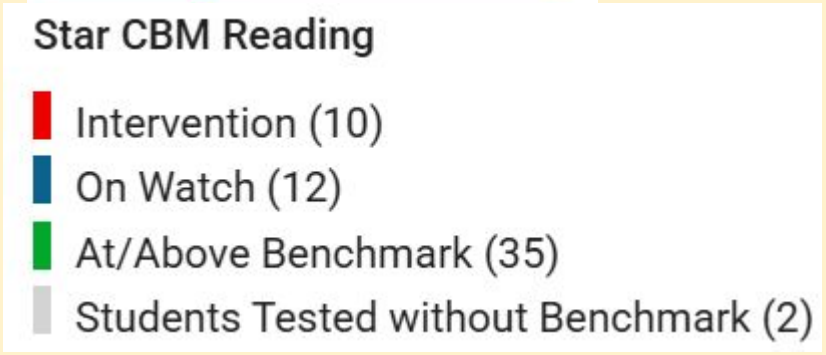
December

First Grade

35/59 students (59%

Currently Meeting)





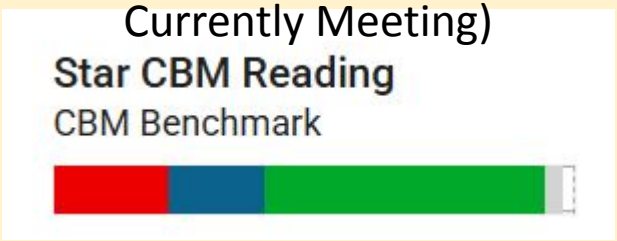
15 students served in WIN (What I Need) Intervention Groups

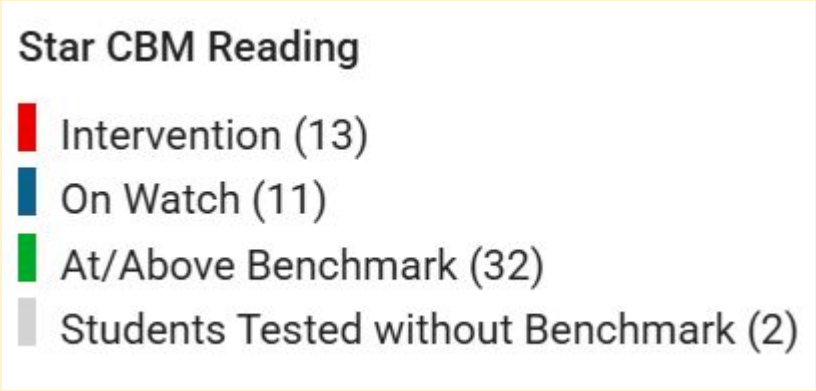
February

First Grade

32/59 students (54%

Currently Meeting)





June

First Grade

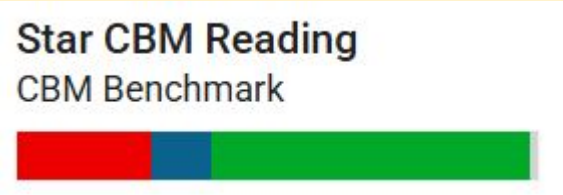
Oral Reading Fluency

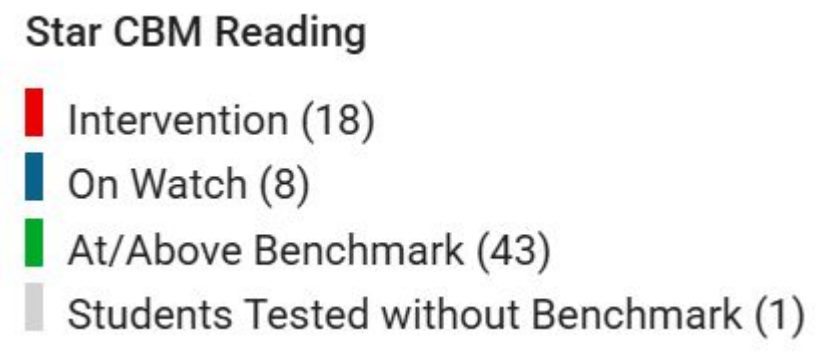
We ended the year with 38/59 students meeting end of year benchmark at 64.4%.



December

Second Grade
43/70 (61% Currently Meeting)

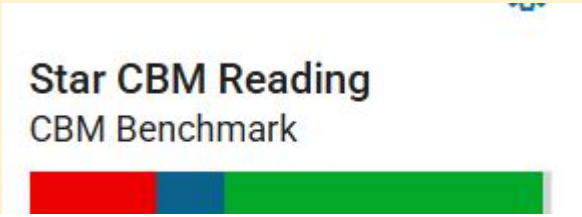


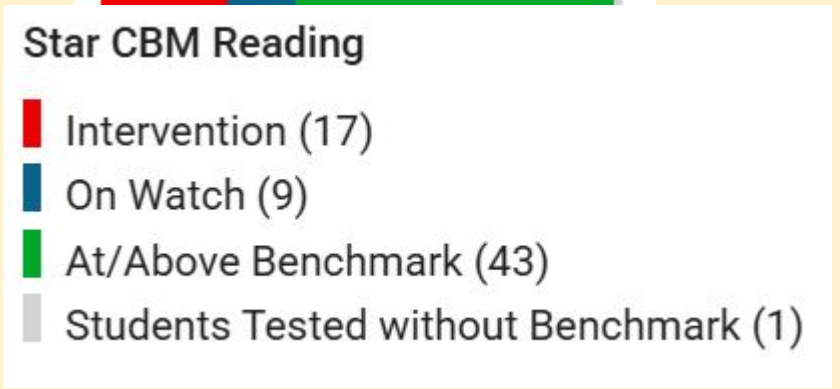


15 students served in WIN (What I Need) Intervention Groups

February

Second Grade
43/70 (61% Currently Meeting)





16 students served in WIN (What I Need) Intervention Groups

June

Second Grade

Oral Reading Fluency

We ended the year with 43/70 students meeting end of year benchmark at 61.43%

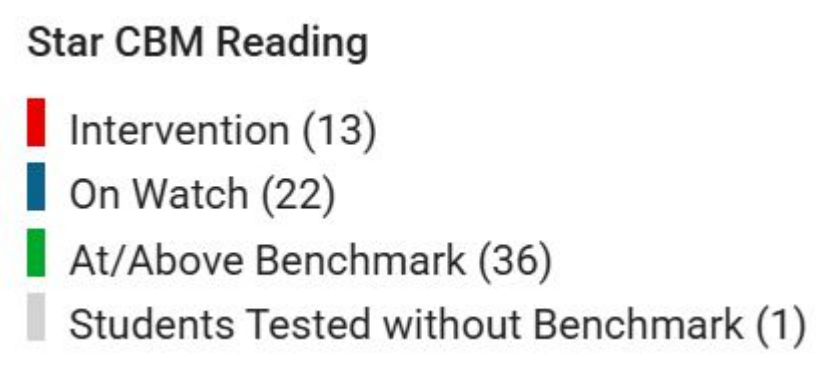


December

Third Grade

36/72 (50% Currently Meeting)



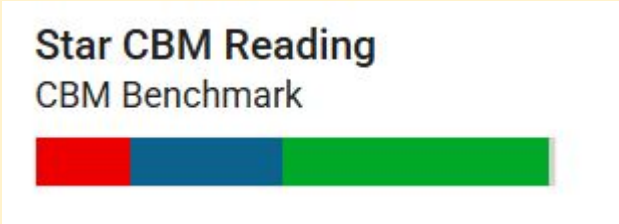


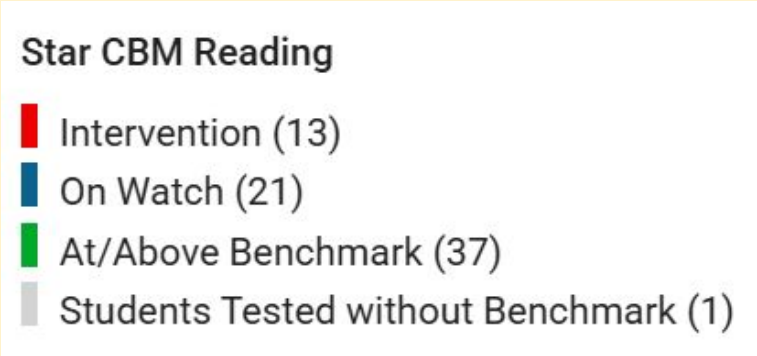
16 students served in WIN (What I Need) Intervention Groups

February

Third Grade

37/74 (50% Currently Meeting)





16 students served in WIN (What I Need) Intervention Groups

June

Third Grade

Oral Reading Fluency

We ended the year with 41/73 students meeting end of year benchmark at 56.16%



Progress Measure- Disaggregate academic performance by student groups

December

Elementary School Action-To Be Completed

In order for the elementary school to regularly disaggregate student performance data we need to sync STAR Data with our Oregon Data Suite. We are in the process of completing a data sharing agreement between Renaissance (STAR) and Oregon Data Suite.

February

Update

The Data Sharing Agreement between Renaissance (STAR) and Oregon Data Suite has been completed. Oregon Data Suite is in the process of building our district-wide dashboard for this data.

June



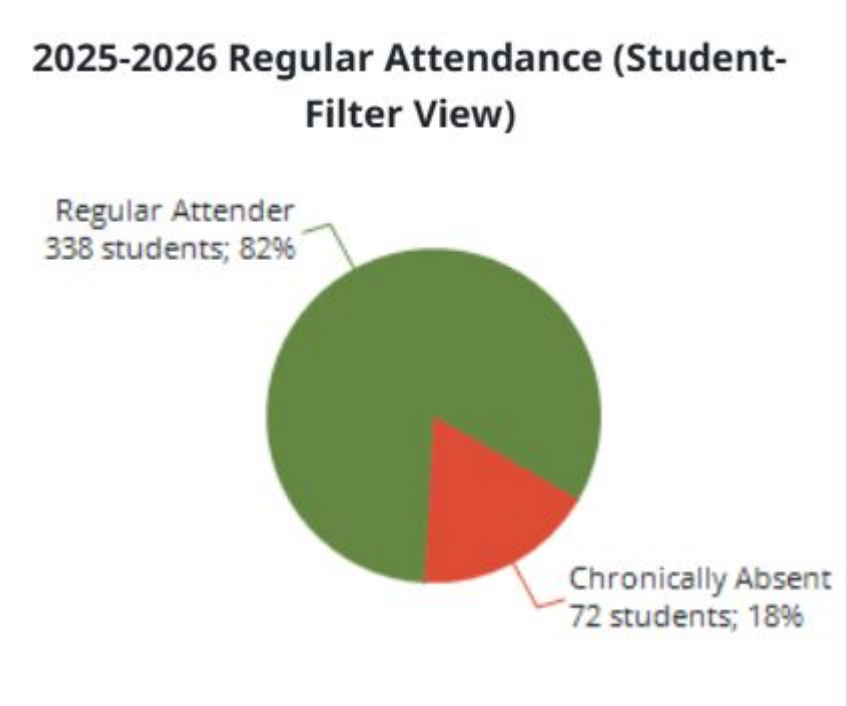
Update

Administrators have a training with ODS to ensure our STAR Data Suite is synced with Oregon Data Suite (ODS) and that this is fully functional to disaggregate data for the 2026-27 school year.

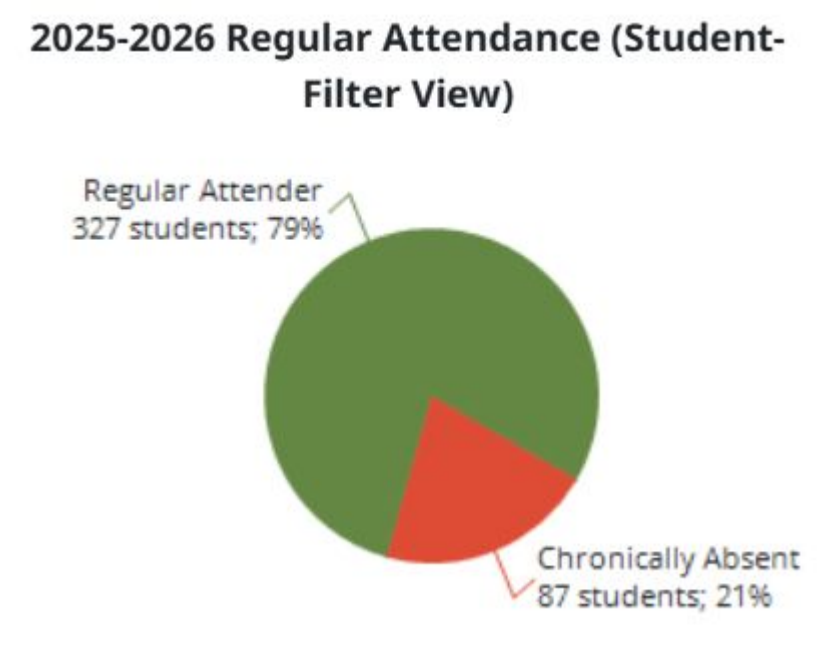
Pillar 2: STUDENT WELL BEING & EMOTIONAL SUPPORT

Attendance Data

December

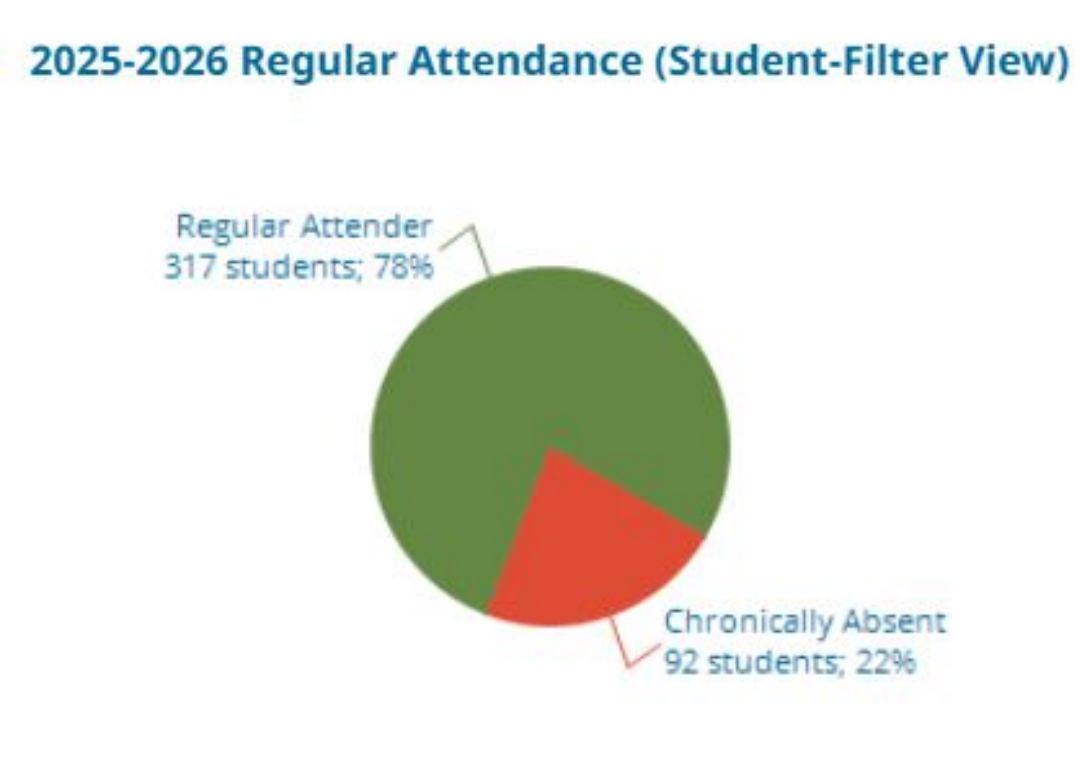


February



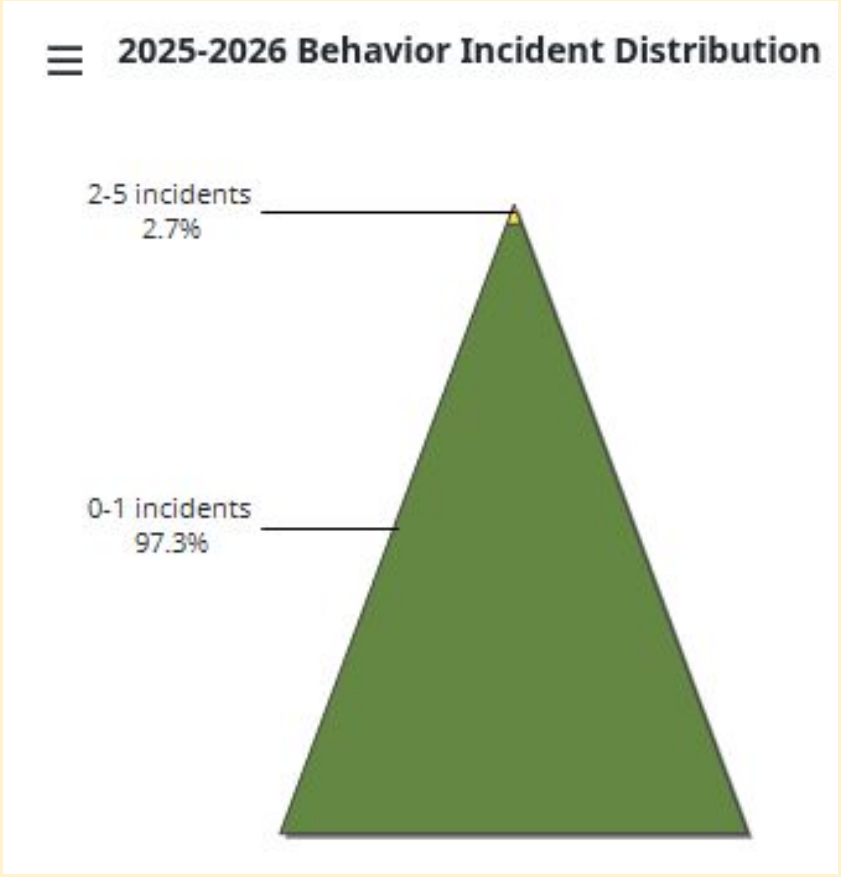
Attendance Data

June

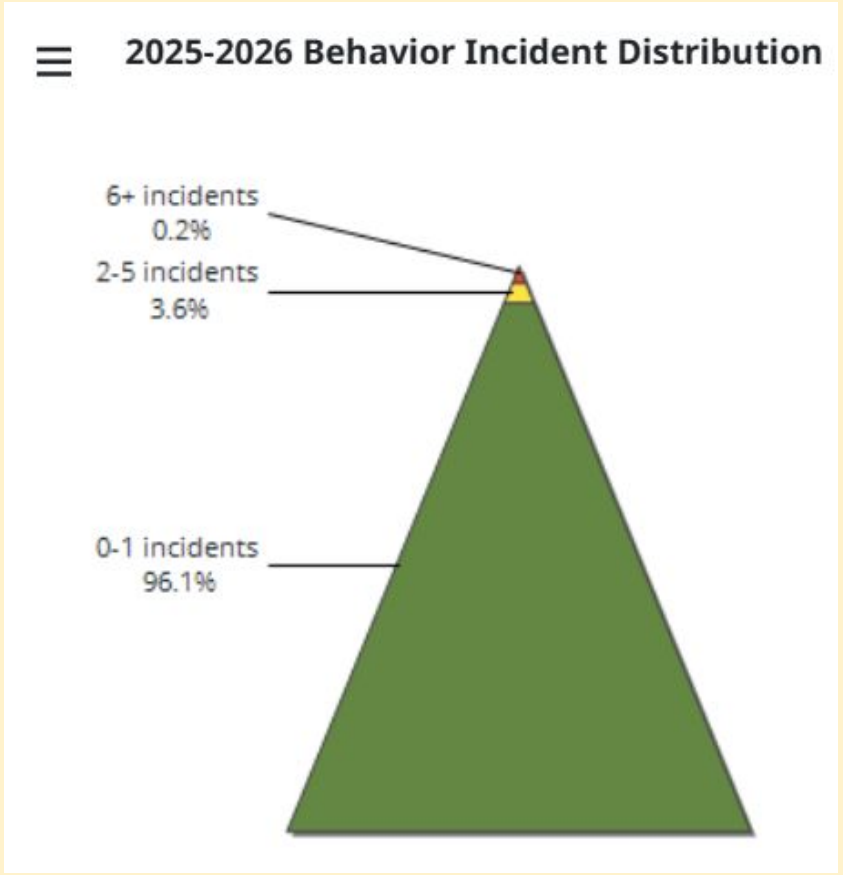


Behavior Data

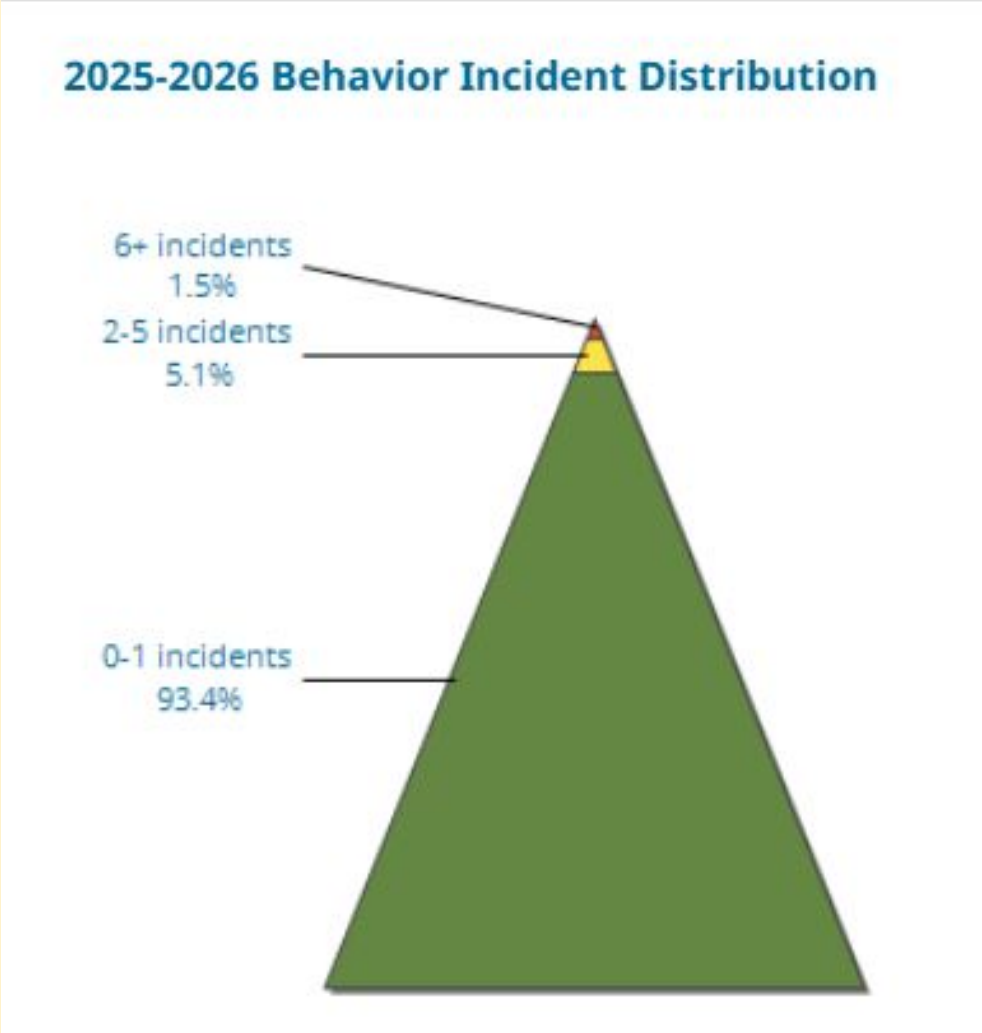
December



February



June


2025-2026 Behavior Incident Distribution
6+ incidents
1.5%
2-5 incidents
5.1%
0-1 incidents
93.4%

December

Elementary School Action-To Be Completed

-Create a more formal way of tracking SPED & behavior referrals- **in progress**

-Continue to maintain current regular attenders percentage through attendance recognition & incentives-**in progress**

-Track progress monitoring growth at the next round of Data Teams post mid-year assessments (mid to late January). **-Completed**

-Share highlights from UPBEAT Survey with staff at the December 17th staff meeting. Look at top strengths and areas for improvement. **-Completed**

February

Update

Studer Parent Survey results will be reviewed at our next leadership team meeting. 83 parents participated.

June

Update

Upbeat staff survey was completed and results have been reviewed. Actionable steps have been created based on feedback.

Pillar 3: DATA DRIVEN DECISION MAKING

Elementary School Progress Measures

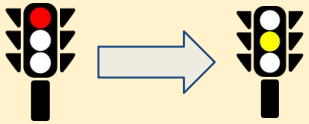
90% of students with progress monitoring plans showing improved academic / behavior outcomes. 69 out of 76 students being served in Title showed improved academic outcomes. 90.7% showed improvement.



Pillar 4: FUTURE READY

Elementary School Progress Measures

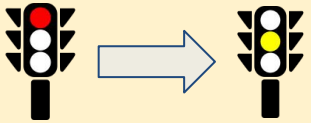
-Document and align where student centered principles and learner profile attributes are already happening in our building. Identify strengths and gaps.



-5th grade students self assessing quarterly

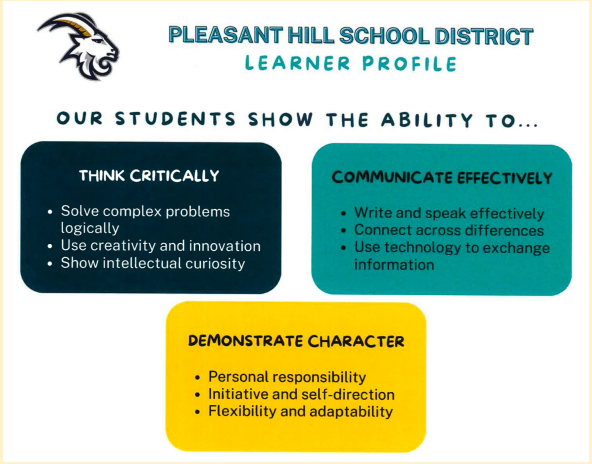


-Create a list of opportunities where the learner profile is already embedded into instruction and authentic opportunities they have to demonstrate these attributes



-5th grade students goal setting and reflecting- feedback includes responsibility & integrity





December

Elementary School Action-To Be Completed

We will work as a staff to create a comprehensive list of where the learner profile attributes are already embedded into teaching and learning at the elementary school. Through this process we will identify which attributes we are strong in addressing and which we could provide more teaching and learning opportunities. We will work with our 5th grade students on self-reflection and responsibility and integrity (and identify where this is already happening) to help prepare them for middle school.

February

Update

Elementary teachers worked to identify where learner profile attributes were currently in action. We are currently compiling a comprehensive document of all the experiences that elementary students receive that align directly with the attributes of the learner profile.

June

Update

Work for this will continue in the fall!


THANK
YOU!

PHSD Scorecard Report

Pleasant Hill Middle School

The Four Strategic Pillars



Academic Equity

Cultivating student growth, critical thinking, and character through a collaborative, aligned curriculum.



Student Well-Being

Fostering an inclusive, safe culture supporting holistic growth through trusted relationships, resources, and social-emotional skills.



Data Driven

Using collaborative data practices to adjust instruction, support students, and build shared ownership for continuous improvement.



Future Ready

Empowering future-ready students through career pathways, digital literacy, and critical thinking for lifelong success.

Scorecard Methodology

Green

Completed: Strategic actions that are completed and achieved the outcome. Can we scale our success?

Yellow

In Progress: Strategic actions are in progress and being monitored for wins or adjustments.

Red

Stuck / Barrier: Can't complete this at this time or we are stuck. Why? What is the barrier?

Pillar 1: Academic Equity & Curriculum

Learning Targets

IN PROGRESS

Goal: 60% of secondary courses will have clearly articulated learning targets.

Middle school teachers collaborated with high school colleagues to vertically align targets, success criteria, and understanding checks. We will continue this preparatory work mapped to the Learner Profile next year.

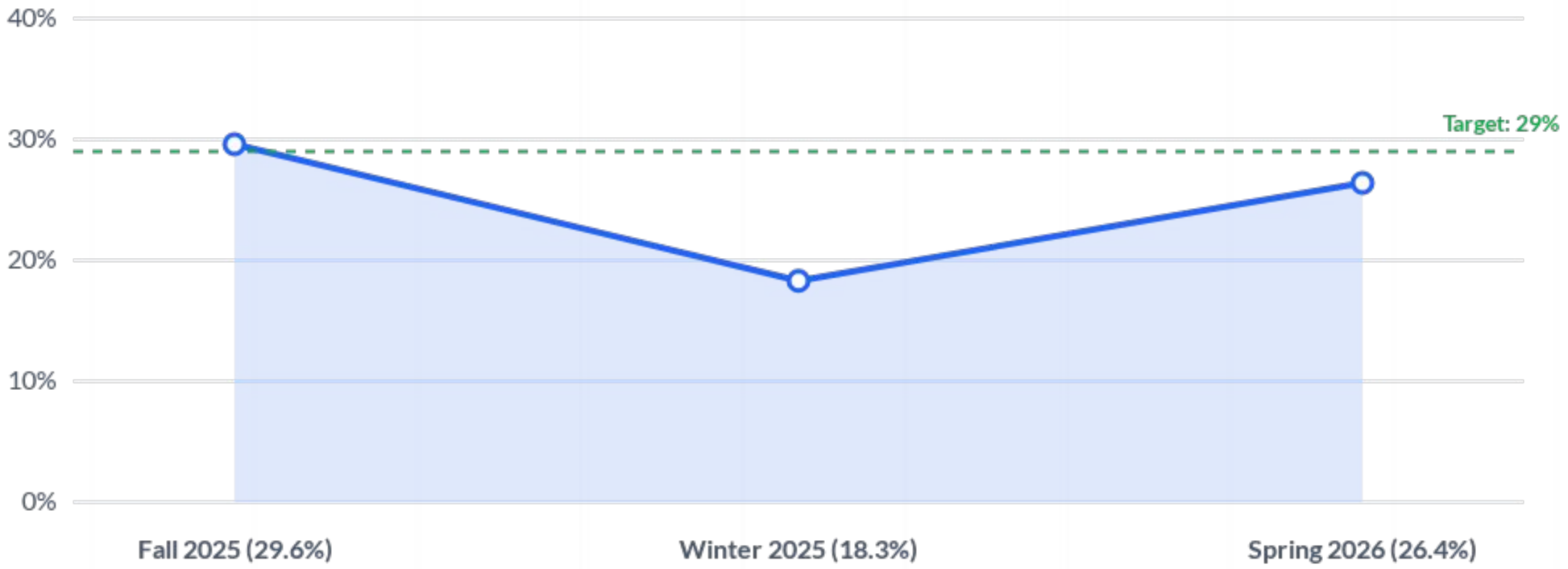
Data Disaggregation

COMPLETED

Goal: Disaggregate performance by demographic groups to monitor gaps.

Data teams are actively reviewing subgroup performance. To systemize this, the district joins the **ORTII Cadre 13** four-year partnership in Fall 2026 for coaching on data-based MTSS decision-making.

Pillar 1: 8th Grade Math Proficiency



Status: In Progress. The 8th-grade STAR math cohort experienced proficiency fluctuations, missing the 29% state average target by 2.6%. The primary barrier is a stagnant sub-cohort remaining at Level 1 (52.8% in Spring).

Pillar 2: Student Well Being Interventions

165

CARE SOLACE COMMUNICATIONS

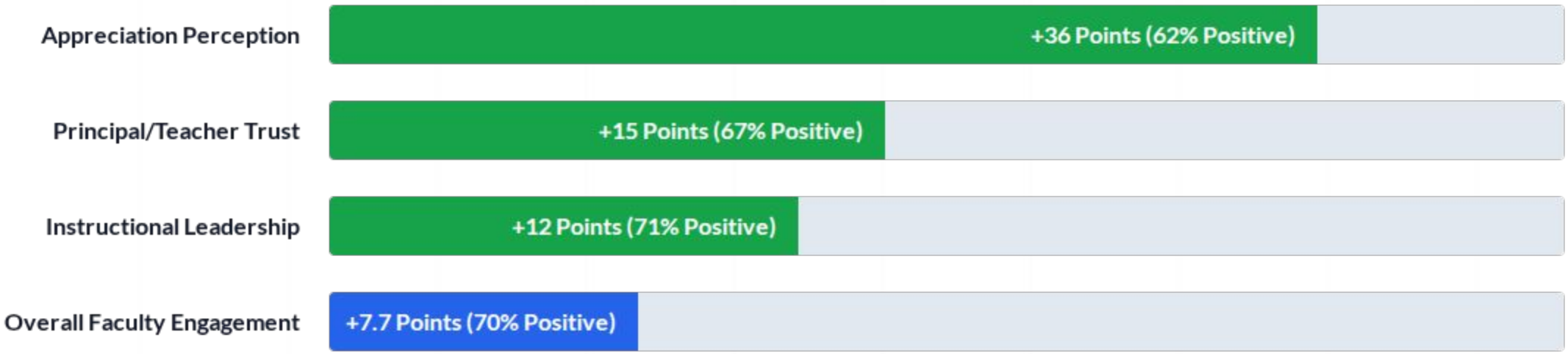
30

PROCESSED COUNSELING REFERRALS

COMPLETED & ACHIEVED

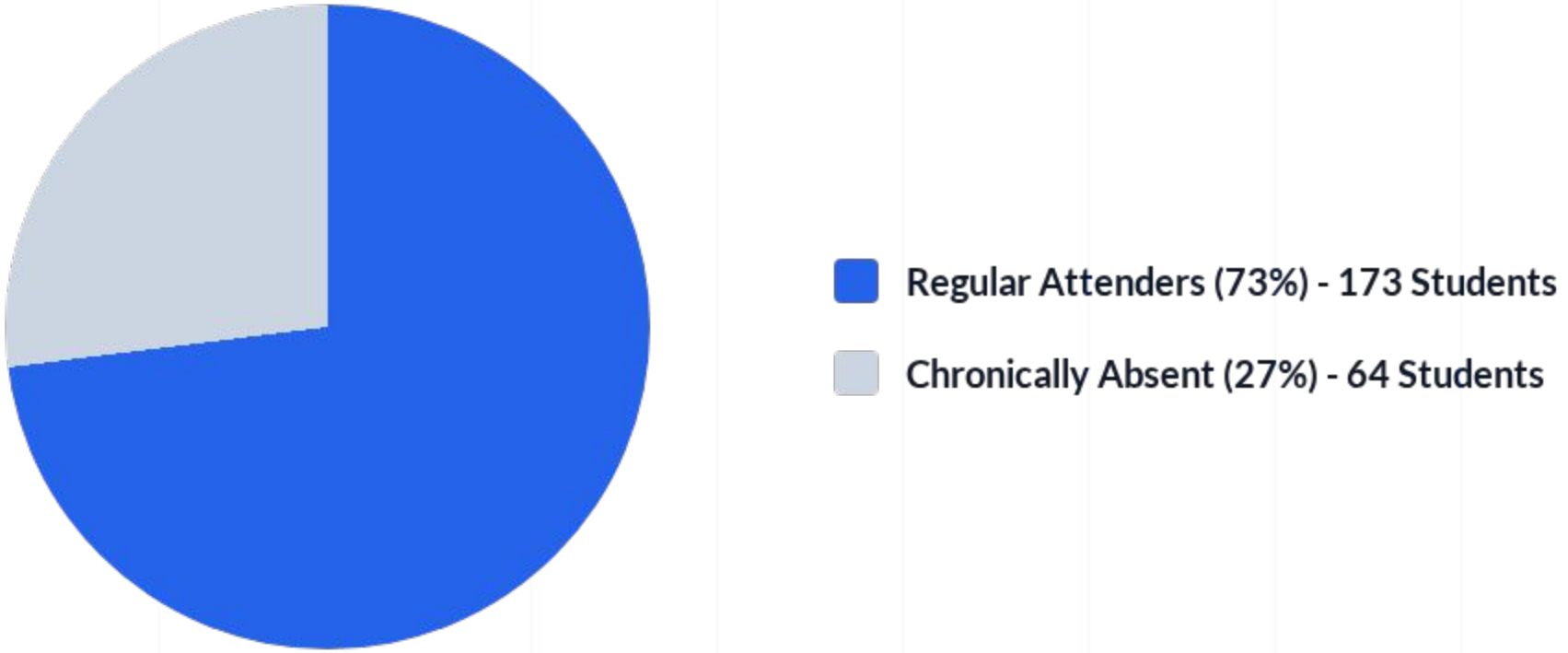
Care Solace Partnership: Managed 4 complex cases regarding depression, anxiety, and suicide ideation, bridging multiple insurance types and saving district personnel 3.8 hours of coordination time.
Academic & Behavioral Support: 30 Counseling referrals were processed (40% in 6th grade, 33% in 7th, 27% in 8th). Primary drivers included attendance (7), emotional needs (6), and peer relationships (8).

Pillar 2: Staff Climate (UpBeat Survey)



88% Staff Response Rate: The survey indicates significant positive momentum in school leadership. Metrics tied to equity and support are exceptionally strong (100% positive). Note: Compensation remains the lowest-rated category at 43% positive.

Pillar 2: Attendance Baseline & Strategy



To mitigate school avoidance and re-engage chronically absent students, we are adopting **Sources of Strength**. This peer-driven SEL framework focuses on positive, strength-based messaging and is proven to improve campus culture and reduce behavioral incidents.

Pillar 3: Data Driven Decision Making

Progress Measure	Status	Explanation & Next Steps
Use of Differentiated Instruction	YELLOW	Staff report active use. Will refine systematically via ORTII partnership.
Data Teams Operational	YELLOW	Teams are actively disaggregating data. Partnering with ORTII Cadre 13 to scale high-fidelity protocols across all campuses.
Educators Trained in Data Literacy	YELLOW	Foundational focus for 2026. Coaching will expand beyond leadership teams to equip 100% of teaching staff.
Progress Monitoring Plans	RED	System is not yet operational. Establishing this individualized tracking infrastructure is an immediate priority for MTSS.

Pillar 4: Future Ready (Foundations)

Student-Centered Principles

Training rollouts have begun. Full implementation is underway to seamlessly integrate learner profile attributes into daily instructional practices.

Student Self-Assessment

Successfully executed via student-led conferences in the fall. The focus is now on scaling these practices to guarantee systematic, quarter-by-quarter tracking.

Instructional Coaching

Moved from Red to Yellow. Targeted instructional coaching cycles are establishing a strong foundation for the collaborative review of student work.

Pillar 4: Addressing Structural Barriers

Overcoming "Red Light" Progress Measures

- **Planning & Observation Tools:** Current systems lack emphasis on flexible tasks (Critical Thinking, Communication).
- **Feedback & Reflection:** Goal-setting mechanisms have not achieved the desired implementation depth this cycle.
- **The Solution - TalentEd Perform:** Our upcoming transition to this platform next year will provide the structural alignment needed to integrate these competencies.
- **Digital Citizenship:** Integrating responsible AI use and plagiarism prevention remains a critical curriculum planning focus for the upcoming school year.



THANK YOU!

PHSD Strategic Scorecard Report 2026

Pleasant Hill High School

ROUND 3: FINAL BOARD PRESENTATION

SCORECARD METHODOLOGY KEY

🟢 Green

Completed / On Track: Strategic actions achieved or progressing as planned to hit the annual milestone target within established timelines.

🟡 Yellow

In Progress: Strategic actions are actively underway. Progress is being monitored closely with tactical support deployed to maintain baseline trajectories.

🔴 Red

Stuck / Barrier: Action is stalled or tracking significantly below baseline targets. Requires identifying internal roadblocks and implementing structural adaptations.

Pillar 1

Academic Equity and Viable Curriculum

PILLAR 1: ALIGNMENT

Guaranteed & Viable Curriculum

IN PROGRESS

Annual Metric: 60% of secondary courses have clearly articulated, student-facing learning targets.

- Teacher development time, Incorporated in Formal Observation. Future step is walkthroughs to track data to measure goal.

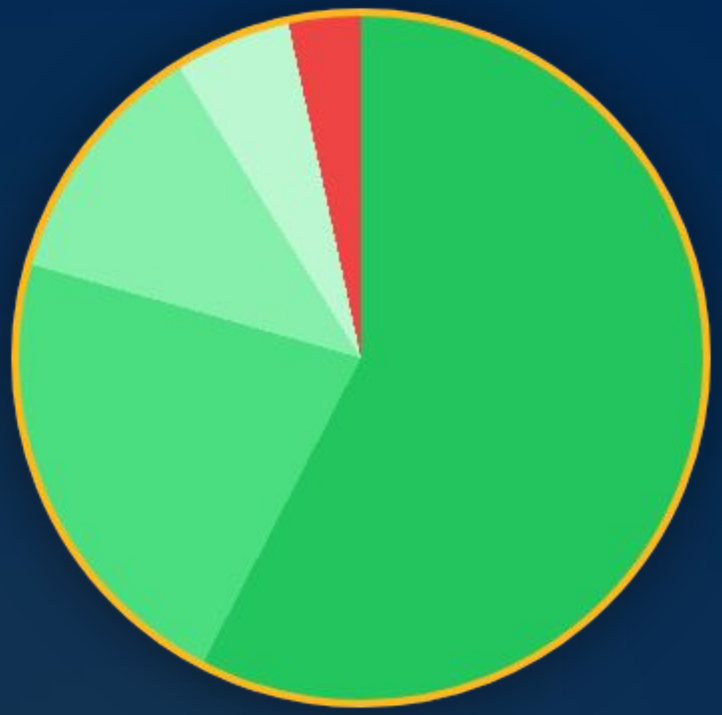
Instructional Equity Data

ON TRACK

Annual Metric: Regular data disaggregation during quarterly administrative review sessions.

- School wide monitoring of grades and credits along with student subgroup performance (SPED, ELL. etc.)

PILLAR 1: S2 GRADE DISTRIBUTION DATA HIGHLIGHT



96.6% COMBINED PASSING RATE (A-D)

Total Grades Issued: **1,748**

- A: **1,006** (57.6%)
- B: **381** (21.8%)
- C: **204** (11.7%)
- D: **96** (5.5%)
- F: **60** (3.4%)

Credit Accrual Success: *Visualizing passing marks (A-D) in unified green highlights highlights that 96.6% of semester grades successfully advanced student credit standing, keeping the vast majority on trajectory.*

Pillar 2

Student Well-Being & Emotional Support

PILLAR 2: OPERATIONAL ALIGNMENT

Access to Mental Health Resources

IN PROGRESS

Annual Metric: Share clear info about available resources via website, school materials, advisory, and class referrals..

- Partnered with Care Solace to streamline behavioral and mental health service navigation for families.

School Climate & Culture Systems

✓ ON TRACK

Annual Metric: Deliver regular SEL lessons and track progress through annual student, staff, and family surveys.

- Monitored engagement trends against the 2025-26 Regular Attender target baseline (79%).

Student Progress Monitoring Plans

✓ ON TRACK

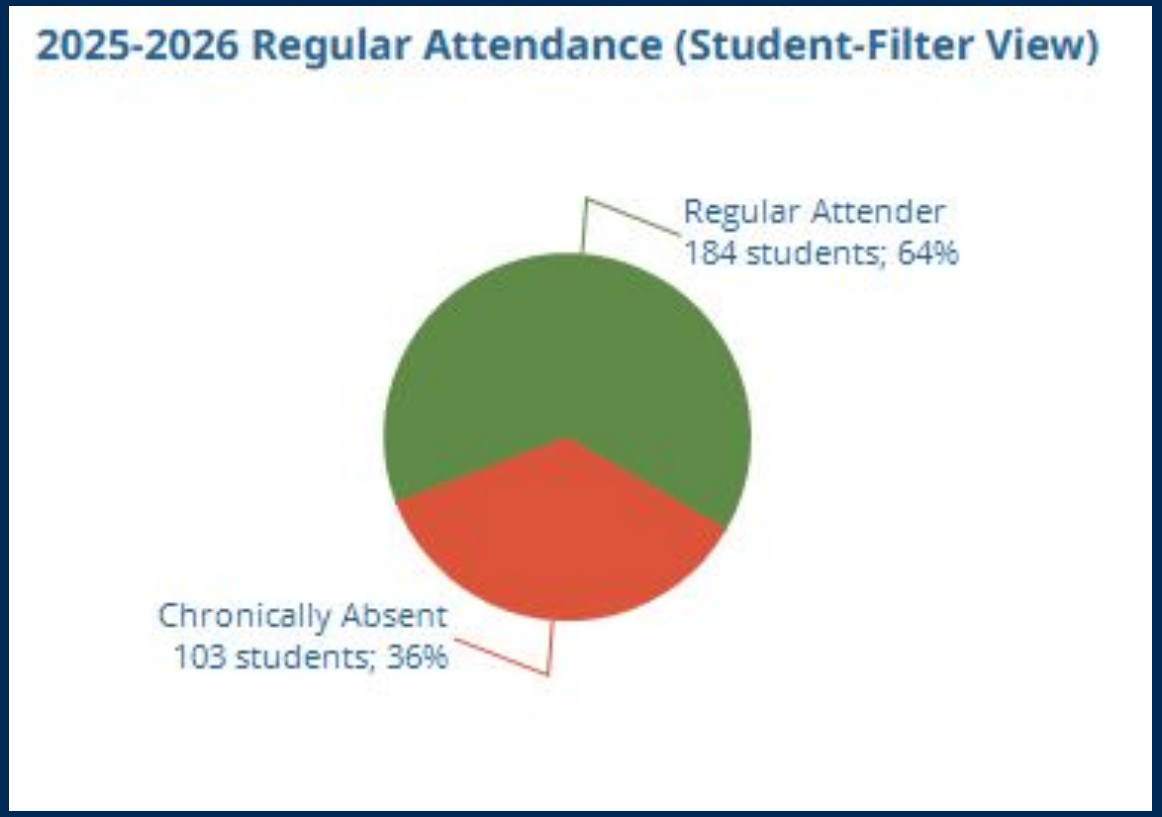
Annual Metric: Reduce exclusionary discipline while tracking improved academic and behavior outcomes for monitored students.

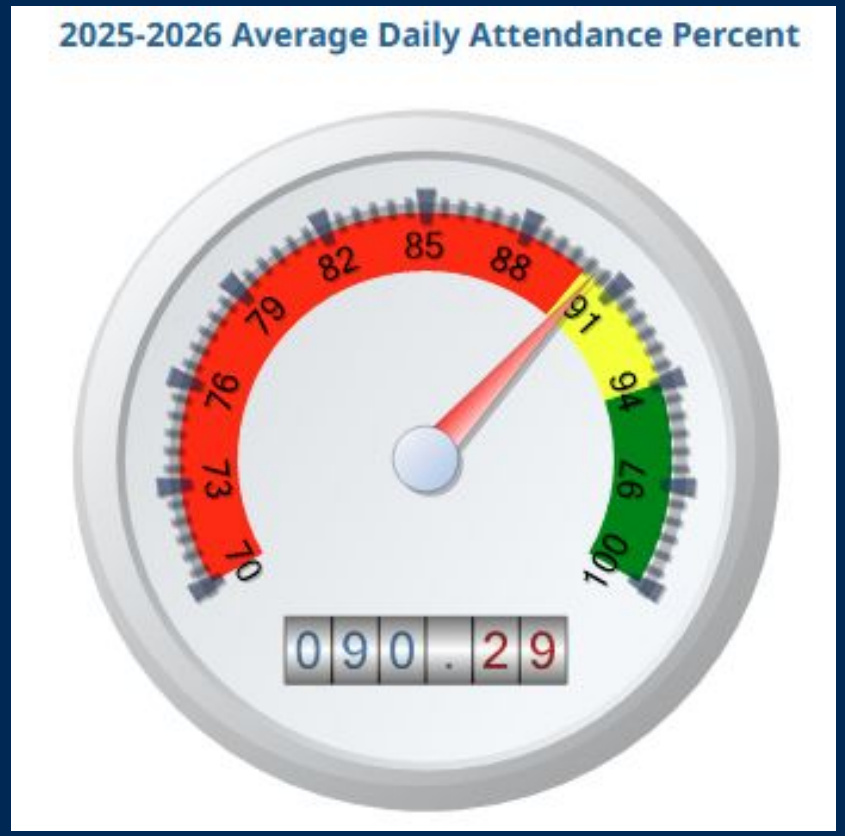
- Disaggregated data by student subgroups quarterly during administrative reviews to ensure equitable interventions.

PILLAR 2: UP Beat

Survey Category	Score	Insight & Administrative Action Plan
Care & Commitment	91% Pos.	96% care for student well-being. Increased 7% from Fall. Admin anchoring community initiatives here.
Staff Self-Efficacy	93% Pos.	High success perception in academic support (96%) and SEL (91%). Top indicator for staff retention.
Leadership Trust	83% Pos.	87% trust baseline. Action: Elevating Voice & Leadership Opportunities for 2026-27 sign up
Professional Dev.	48% Pos.	**Action:** PD readjustment: Both building capacity for the strategic objectives and offering recommendations for staff need.
Prof. Autonomy	81% Pos.	**Action:** Leveraging internal teacher expertise to acknowledge and publicly highlight specialized knowledge. Increasing staff shout outs and staff schedule recommendations

PILLAR 2: Attendance





Pillar 3

Data Driven Decision Making

PILLAR 3: OPERATIONAL ALIGNMENT

School Data Teams

IN PROGRESS

Annual Metric: 100% of schools maintain operational data teams with monthly logs.

- Monthly data team meetings track local student data dashboards (attendance, behavior, academic growth).

  Next step is for classroom staff

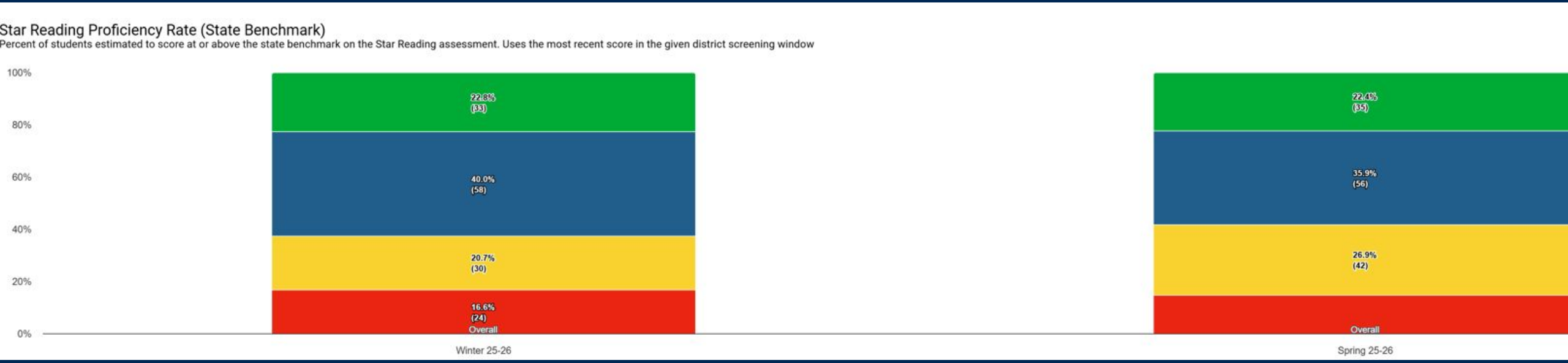
High School On-Track Graduation Benchmarks

ON TRACK

Annual Metric: >95% of 9th graders on track; ≥89.5% 4-year grad rate

Data trends are cross-checked via MTSS tracking tools monthly by high school administrative teams.

PILLAR 3: Star Reading



PILLAR 3: Star Math



PILLAR 3: CELEBRATING ON-TRACK SUCCESS!

Targeted data-driven interventions are yielding historic high school graduation trajectories.

Cohort	Total Enrollment	Succeeding On-Track	Off-Track Support	Current Success Rate
Grade 9	81 Students	77 Students	4 Tracker Logs	95.1%
Grade 10	76 Students	70 Students	6 Tracker Logs	92.1%
Grade 11	65 Students	63 Students	2 Tracker Logs	96.9%
Grade 12 (Seniors)	66 Students	66 Students	0 Left Behind	100.0%

GOAL ACHIEVED

Grade 9 satisfies the annual scorecard baseline of **>95%** freshman on-track.

MTSS WRAPAROUND

Just **12 total students** targeted for recovery logs by Data Hubs.

Pillar 4

Future Ready

PILLAR 4: ALIGNMENT

Student Centered Principles

IN PROGRESS

Annual Metric: Staff training and follow up walkthrough feedback reinforcing Student Center Principles.

- Next steps is to expand the to allow student self assessment and reflection both in class and advisory. Working in conjunction with Sources and CIS.

Learner Profile Integration

IN PROGRESS

Annual Metric: Walkthrough metrics tracking student-centered practices and durable skill designs.

Focusing on core transferable attributes: Think Critically, Communicate Effectively, Demonstrate Character.

Next step is having students identify and work with in the classroom

Student Responsibility

ON TRACK

Annual Metric: Grades tied to proficiency to demonstrate learning and focusing on 5th year plan.

Building off Extended Semester reflection and centering reflection and action planning at the center of our MTSS off track work

PILLAR 4: ALIGNMENT

Learner Profile Integration

✓ ON TRACK

Annual Metric: Walkthrough metrics tracking student-centered practices and durable skill designs.

- Focusing on core transferable attributes: Think Critically, Communicate Effectively, Demonstrate Character.
- Curriculum leaders deployed departmental presentations; launched Student of the Month "Breakfast of Champions".

Durable Systems & Student Reflection

✓ ON TRACK

Annual Metric: 100% of students (5-12) complete personal self-reflections on responsibility and integrity.

- Grades 9-11 utilized CIS Advisory periods for personal transcript reviews and 4-year forecasting plans.

Questions & Discussion

Pleasant Hill High School Strategic Scorecard Report

ROOTED IN LEGACY. BUILT FOR TOMORROW.