

# Impact Report: Summer Boost

Report to Donors | November 2025

Beaverton Education Foundation is thrilled to share this update on the 2025 **Summer Boost Program**, made possible in part by your generous support. Your investment helped ensure that academically vulnerable students maintained—and many grew their reading and math skills, setting them up for success.

Summer Boost is an **at-home summer learning experience** for elementary school students who struggle with reading. Goals are for students to:

- discover a love of reading
- become independent and confident readers
- maintain or increase reading skills



Thanks to you, 375 students went home with bags full of books to keep and read all summer so they could return to school in the fall more prepared to learn! All of us pulling together purchased 3,343 high interest books so that students could choose books that would keep them engaged all summer.



4 Elementary Schools



375 Students



3,343 Books

# Investing in Core Academics

**BEF focuses on high-result programming that helps students get a good start in education.** Providing summer learning opportunities for vulnerable students is a key strategy. Here's why:

1. **Combat the "Summer Slide."** All students experience some degree of learning loss over a long summer break, but vulnerable students are disproportionately impacted and fall further behind better off peers. Summer Boost targets elementary school students who needed reading intervention support in the spring semester and who didn't have access to other learning opportunities.
2. **Stop Compounding Losses.** Reading and math skills are cumulative, so without consistent learning opportunities, students can get further and further behind and find it harder and harder to catch up. Summer Boost provides a year-round learning opportunity for students who are working hard to get to grade level in reading.
3. **Respond with Urgency:** Oregon remains near the bottom of all U.S. states for reading, math, and science and as recently as last year, state officials noted a continuing and "dispiriting regression in reading and writing for the third straight year [since the pandemic]." BEF focuses on serving the most vulnerable students, specifically those attending Title I schools with high rates of poverty and/or high rates of English Language Learners.
4. **Work with Educators to Experiment and Find What Works.** Supporting summer learning has been a centerpiece of BEF investments for more than two decades. Summer Boost has and continues to be an experiment that is refined to find what works best. This year included three new approaches that educators were excited to try to better meet their students' needs.

"I've noticed a real boost in his confidence and interest in writing and a great amount of growth in my son's reading skills as well — he's now able to read much bigger and more complex words with confidence." **Parent Feedback**

## Accomplishments

Anticipated results were for all Summer Boost students to **maintain or increase their reading skills** when comparing reading levels from the spring with the fall results.

### Results:

At **Montclair Elementary**, of the participating students who returned to school in the fall, **not one child regressed** in their reading level over the summer! Many students showed measurable growth in reading levels, particularly in the lower grades: Kindergarten: **100% increased** their reading level with 60% of first graders and 40% of second graders. Teachers reported loving the results they saw in their students when they returned in the fall. The

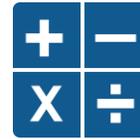
Instructional Coach for Montclair shared that third-grade student raved about the new series of books



Montclair found 0% regression and measurable growth in reading in the lower grades

they found thanks to their choices through Summer Boost books. A fifth grader emailed: "THANK YOU for the Summer Boost books. It made my summer more fun having good books to read."

At **Fir Grove Elementary**, 133 students who were below grade level in reading, math, or both subjects participated in Summer Boost. Each student took home **10 high-interest, self-selected books** to build their home library, and Mid-summer meet-ups encouraged reading, allowed students to swap books, and teachers could help parents with one-on-one coaching. Results were more mixed, but still illustrative: while 88% of students felt they had become "better readers" thanks to Summer Boost, test results only showed that 46% maintained or increased reading levels. With the largest number of total and poorest students, Fir Grove reported this as a success and shared ideas for improving the program next year. Fir Grove, however, also experimented with a **summer math program**, sending students home with dice, card decks, and instructions on playing math games. Results were impressive with 88% of students maintaining or increasing math skills.



88% of Fir Grove students maintained or increased math skills

**Springville Elementary** took a dual approach to summer learning: a take-home book program for 118 students and trying a month-long targeted intervention program that brought 26 students into school for in-person, small-group instruction, mirroring the model used during the school year. Of these students, 71% showed at or above average rates of growth in reading and 52% no longer needed reading intervention in the fall. For the Books-Only student population, 78% continued to show at or above average growth in reading, and also no longer needed reading intervention.



"By graduating students from reading intervention programs thanks to Summer Boost, our school is now able to serve more students than we previously had capacity to serve."

**Springville Instructional Coach**



*Volunteers from the Rotary Club of Beaverton and First Tech Federal Credit Union made packing book bags easy.*

Finally, at **Chehalem Elementary**, yet another approach is being tried: using family engagement in reading to boost literacy. We don't have results from the summer because the program continues over the whole year. It kicked off with 25 families coming last spring and 75 students getting book bags. Another 50 families came this fall, and another 50 book bags went home. Parents learn strategies to help their kids read at home and the children have a fun night out, reading. We're excited to see how the whole school improves at the end of the school year



## Reflections

Across all participating schools, students received high-interest, self-selected books. Students expressed overwhelming excitement, saying, **"My bag is SO heavy. This is awesome!"** and **"Do I get to keep them?!?"**

Most families in Summer Boost do not have books in the home. Developing a home library that siblings and friends can return to repeatedly is a key component that makes Summer Boost so powerful. We have already seen so many positive outcomes: from **zero reading regression** at Montclair to **massive strides in math proficiency** at Fir Grove and **reduction in intervention needs** at Springville.

Every dollar donated to BEF has a true and lasting impact far greater than the amount of the gift. By supporting Summer Boost, you are closing the academic achievement gap, provide critical reading support, and fostering a love of learning that will benefit students throughout their academic careers. Your partnership ensures that academically vulnerable students have the materials and support they need to reach their brightest future.

## BEF Investment

BEF invested \$42,000 in summer reading and family literacy nights this year, thanks to your generosity. Funders of the Summer Boost included the **Rotary Club of Beaverton, Autzen Foundation, The Anne Kelly Ofstun Tubby Fund, Joseph E. Weston Foundation–Oregon Community Foundation**, and individuals.



**The Beaverton Education Foundation has been supporting students and teachers in BSD since 1988.**

We raise money to provide hands-on, innovative, academic programs and projects. These innovations go beyond normal school funding to ensure students have an opportunity to learn, thrive, and reach their highest potential.

[www.BeavertonEdFoundation.org](http://www.BeavertonEdFoundation.org)