

Understanding Oregon's Assessment System in BSD

And a Closer Look at Multi-Tiered Systems of Support

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THE BLUEPRINT

For a Balanced Assessment System



No single assessment tells the whole story. ODE emphasizes that effective schools use all their layers together.



Summative

Assessment OF Learning. Standardized end-of-year evaluations confirm achievement for accountability.

Interim / Benchmark

Assessment DURING learning. Periodic checks across the year to monitor growth.

Formative

Assessment FOR learning. Ongoing, daily/ weekly. The foundation of classroom practice.



Two Distinct Purposes, Two Different Tools

	Formative	Summative
Question Answered	How is learning going?	Did students meet the standard?
Primary Purpose	Monitor progress & inform instruction	Evaluate achievement against state standards
Timing	Ongoing (daily/weekly)	Once per year (Spring)
Stakes	Low stakes (instructional)	Higher stakes (accountability)
Feedback	Timely & actionable	Delayed (arrives 5–6 months later)
Growth Measure	Tracks window-to-window growth	Static snapshot; does not track within-year growth

Not competing—complementary. Each answers a fundamentally different question about student learning.



The Classroom Engine: Formative and Interim Practices

Formative Practices

Assessment **FOR** Learning



Locally determined, teacher-driven, continuous adjustment.



Not a single test event, but ongoing observation, drafts, and checks for understanding.

Interim / Benchmark (STAR)

Assessment **DURING** Learning

The Universal Screener



District-selected (STAR Reading & Math). Administered three times a year (Fall/Winter/Spring).



Measures Student Growth Percentiles (SGPs) to show growth relative to peers.



Actionable immediately to allocate intervention support before year-end.



The Middle Layer: Bridging Daily Practice and Annual Accountability



Multiple Windows: Fall, winter, and spring screening provides three comparable data points.

Measures Growth: Provides Student Growth Percentiles (SGPs)—showing growth relative to peers, which state summatives cannot do within a single year.

Actionable Timing: Data is available immediately to allocate MTSS intervention support before year-end.





The Summative Framework: Oregon Statewide Assessment System (OSAS)

Standardized, spring administration, ESSA-aligned evaluations used for accountability, not day-to-day instruction.

ELA

Grades 3–8, 11.

Built on Smarter
Balanced.

Adaptive +
performance tasks.

Mathematics

Grades 3–8, 11.

Science

Grades 5, 8, 11.

Aligned to Next
Generation Science
Standards (NGSS).

ELPA21

Grades K–12.

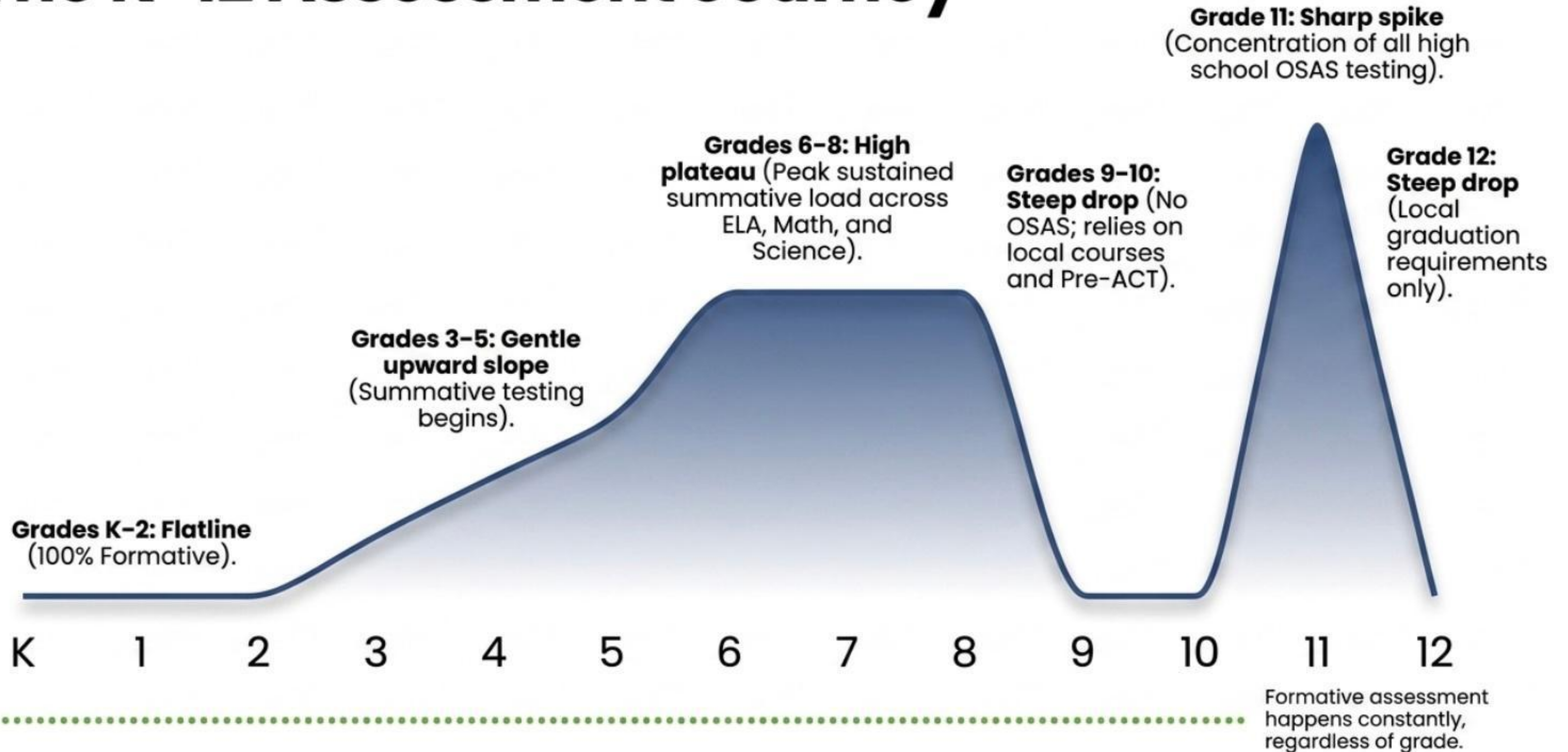
Administered
annually to eligible
English Learners.

Local Performance Assessments (LPAs)

A hybrid requirement.
Summative in purpose
(evaluates final
application), but
locally designed,
administered, and
scored (focusing on
Writing/Speaking).

Required annually
3–8, once in HS.

The K-12 Assessment Journey





Elementary Milestones: From Observation to State Standards

Grades K-2 (100% Formative)

Focus on building teacher knowledge of child development.



Kindergarten: Early Learning Transition Check-In (ELTC). Relationship-based family conversation, replacing the suspended Kindergarten Assessment.

Grades 1-2: Screeners, progress monitoring, STAR interim. No state summative required.

Grades 3-5 (Summative Begins)



Grade 3: OSAS ELA, OSAS Math, LPA (ELA) begin.



Grade 4: Continues OSAS ELA, OSAS Math, LPA.



Grade 5: Adds OSAS Science.

Note: Formative practices and STAR interim continue seamlessly.

Secondary Milestones: Sustained Load and the 11th Grade Spike

Middle School (Grades 6–8)

Peak sustained concentration.

Grades 6 & 7: Annual OSAS ELA, OSAS Math, and LPAs.



Grade 8: Adds OSAS Science alongside ELA, Math, and LPAs.



High School (Grades 9–12)

Grades 9 & 10: No statewide OSAS. Rely on local district course assessments. Grade 10 requires Pre-ACT (college and career readiness).



Grade 11: Concentrated OSAS load. Takes full suite (ELA, Math, Science, and HS LPA).



Grade 12: Capstones, portfolios, local graduation requirements (Assessment of Essential Skills suspended through 2027–28).



Statewide Assessments for Specialized Populations



ELPA21 (English Learners K–12)

- Administered annually to all eligible English Learners.
- Measures language development in four domains: reading, writing, listening, and speaking.
- Used to track proficiency growth and determine reclassification eligibility.



Oregon Extended Assessments

- An alternate pathway to OSAS for students with significant cognitive disabilities.
- Utilizes IEP-modified standards.
- Available in ELA, Mathematics, and Science where applicable.

Interpreting the Data: Best Practices and Common Pitfalls

Best Practices

- ✓ Triangulate multiple data sources.
- ✓ Disaggregate data to identify equity gaps.
- ✓ Use within-year growth metrics (STAR), not just static snapshots.
- ✓ Contextualize data with qualitative teacher observations.

Pitfalls to Avoid

- ⚠ **Mismatched Timelines:** Correlating spring OSAS scores with fall behavior incidents.
- ⚠ **Correlation vs. Causation:** Assuming test scores dictate attendance, ignoring underlying variables (housing, health).
- ⚠ **Opt-Out Bias:** Failing to account for skewed data when specific demographic groups opt out of OSAS.
- ⚠ **Aggregation Bias:** Using district averages to mask individual student realities (Oregon suppresses data for groups under 10).



Measuring Success: The Snapshot vs. The Journey



The Snapshot: 11th Grade OSAS

- Captures performance on specific subjects on a single day.
- Strict, standardized metric of academic content.
- Heavily impacted by localized opt-out rates.



The Journey: Graduation Rates

- Culmination of a 13-year educational journey (K-12).
- Reflects a broader skill set: perseverance, attendance, coursework completion, and life skills.
- The ultimate long-term indicator of post-secondary readiness.

A System Designed for Every Student

“Effective schools use formative, interim, and summative assessments together as part of a balanced system.” — Oregon Department of Education

For Teachers

Focus: Instruction.

Formative and interim data are daily tools. Use them early and often to guide student interventions.

For Leaders

Focus: Systems.

Summative data informs structural and curriculum-level decisions. Act on multi-year trends, not isolated individual snapshots.

For Families

Focus: Partnership.

Track ongoing student progress and growth by engaging with all three layers alongside educators.



MTSS

**MULTI-TIERED
SYSTEMS OF
SUPPORT**



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** ?

Critical Inquiry Questions & Strategic Considerations



MTSS

MULTI-TIERED SYSTEMS OF SUPPORT

“MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement, well-being, and engagement from a strength based perspective.”

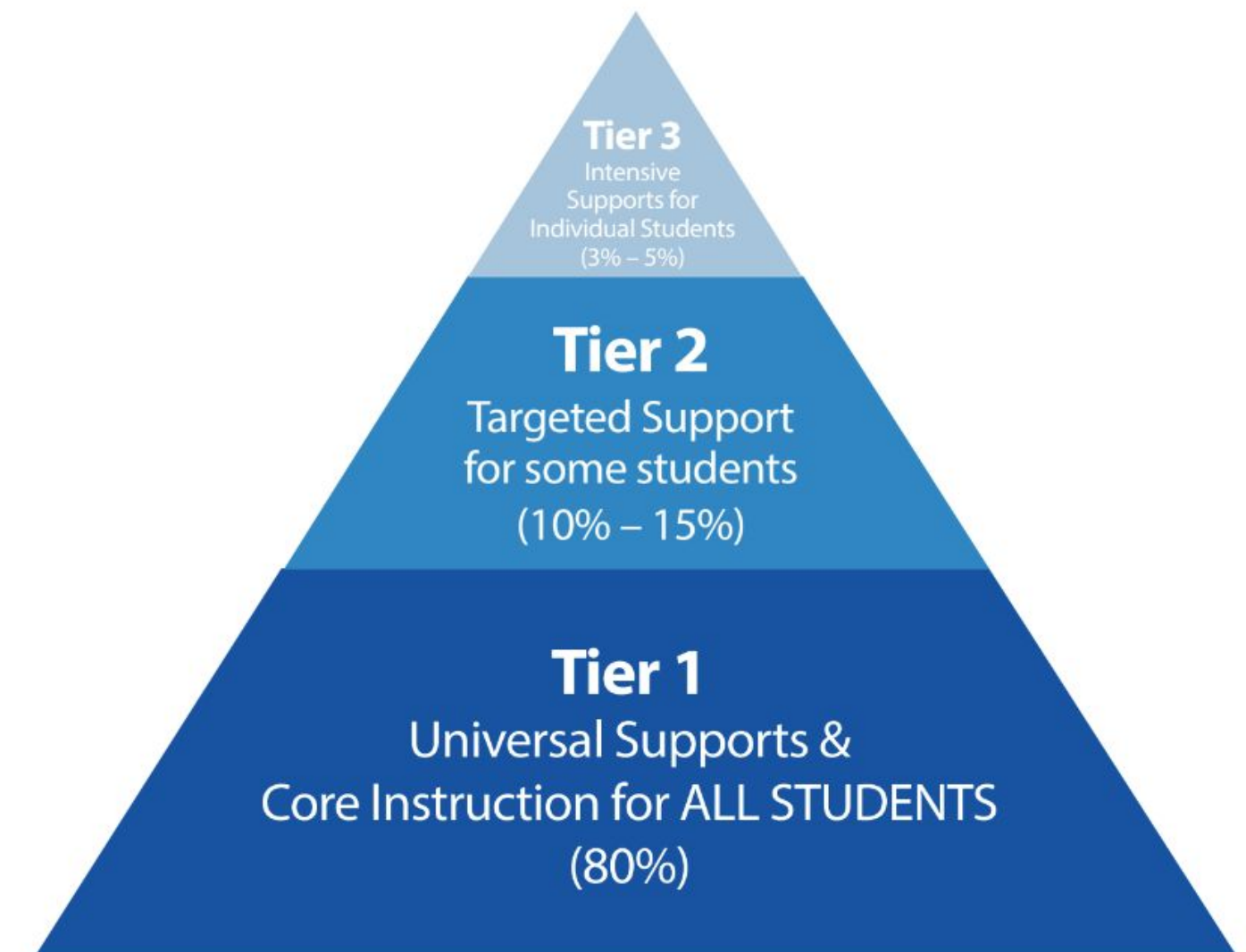
~AIR MTSS



MTSS & Academic Improvement

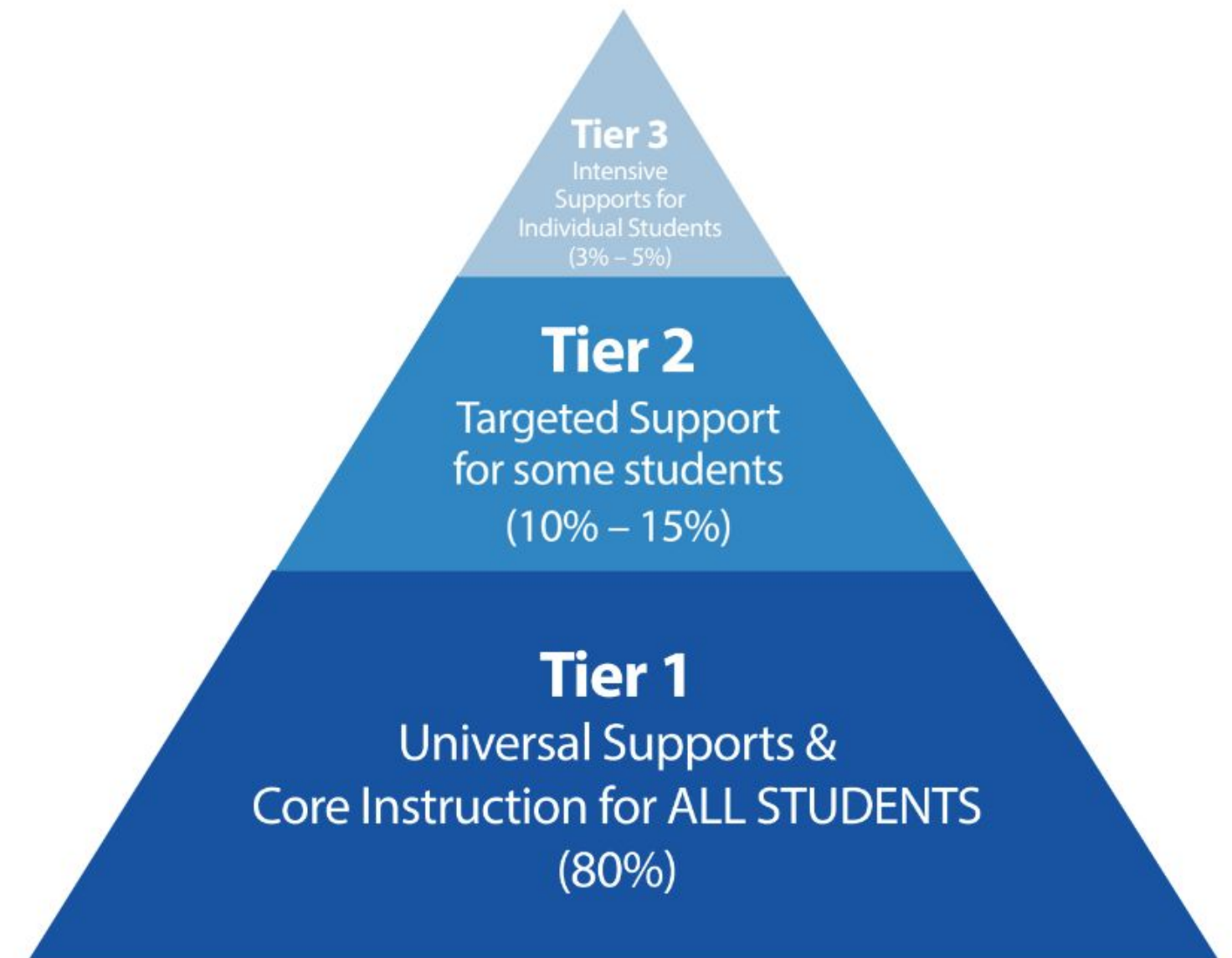
The essential elements of MTSS are the five levers for system change that school leaders can use to improve academic outcomes:

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
5. Collaborative improvement cycle



Multi-Tiered System of Support (MTSS) Framework

- MTSS provides a continuum of supports using data-based decision making
- A Multi-Tiered System of Support Framework:
 - **Tier 1:** strengthen core instruction for all students
 - **Tier 2:** provide targeted supports for some students
 - **Tier 3:** provide intensive supports for individual students



Core Beliefs that Underlie the MTSS Model

- “All children can learn—if they haven’t learned it, we haven’t taught it the right way for them to learn it.”
- “Students are learning in schools, which are complex host environments.”
- “All educators should make decisions through shared ownership and leadership.”
- “Research Based Evidence should guide decisions.”
- “Outcomes are priorities over ideology and beliefs.”

Implementation of MTSS in the Beaverton School District



MTSS SYSTEM ROAD MAP

BUILDING
SUCCESS
TOGETHER →

STRONGER
TOGETHER.
BETTER
OUTCOMES.

2024-2025 SCHOOL YEAR

WHAT HAS BEEN DONE



- Universal Screener for all students K-12



- WIN at all middle school

2025-2026 SCHOOL YEAR

WHAT HAS BEEN DONE / NEXT STEPS



- BILT and Core Review teams created at each elementary school to review data



- Strengthening Tier 1 core instruction in literacy



- Initial implementation of WIN at some elementary schools



- Group of eight schools doing Tier 2 early implementation



- District MTSS committee

2026-2027 SCHOOL YEAR

FUTURE STEPS



- Continuing strengthening of Tier 1 core instruction in literacy and incorporating math



- Implementation of WIN at all elementary schools



- Roll out of Tier 2 structures and instruction

CONTINUOUS IMPROVEMENT • DATA-DRIVEN DECISIONS • POSITIVE STUDENT OUTCOMES



2024-2025 School Year

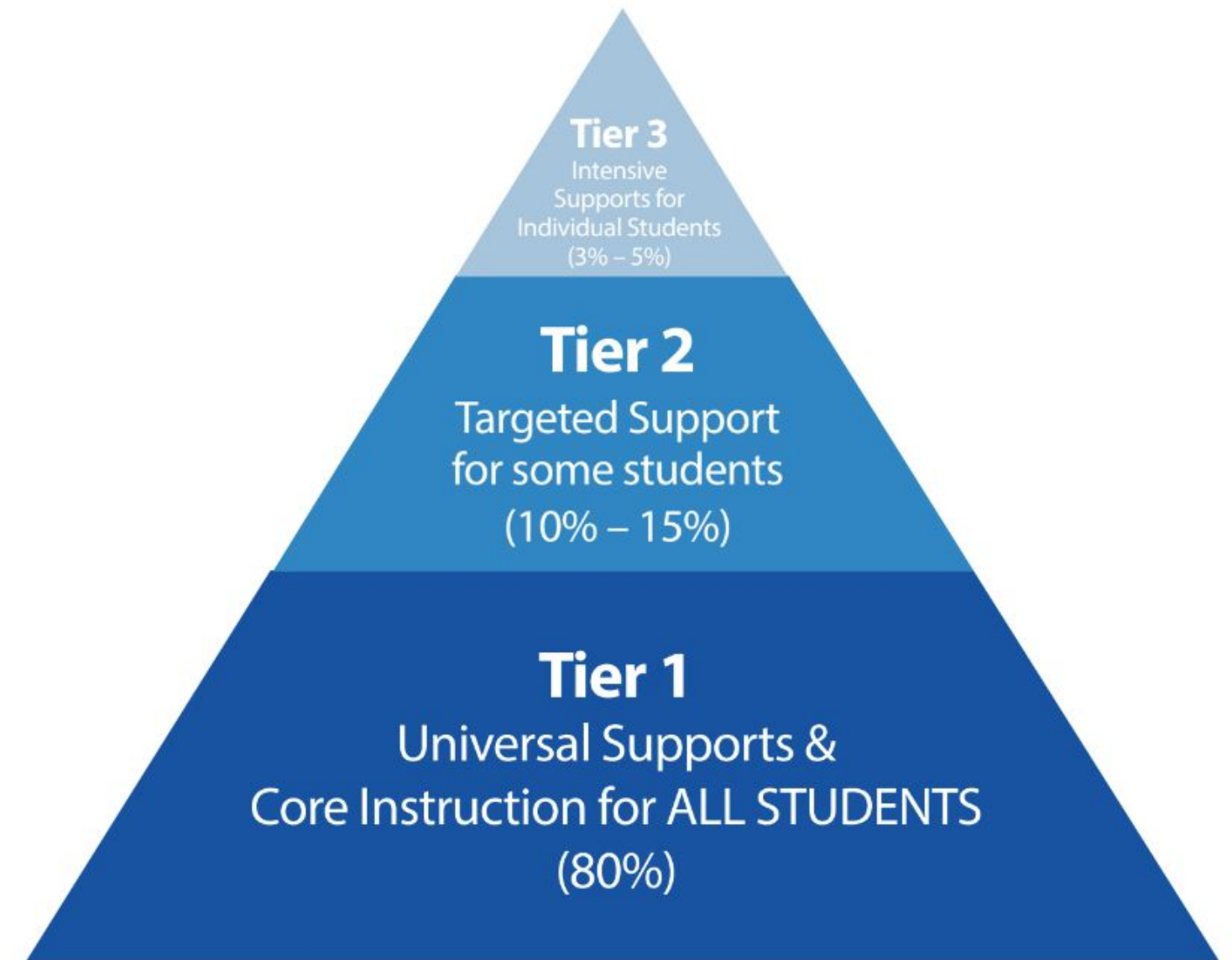


What is the Purpose of a Universal Screener?

- Proactive framework that identifies students needing additional support
- Preventative data collection to provide early support
- Guides instructional steps for educators based on data
- Provides a system-wide assessment that evaluates the effectiveness of core curriculum and instruction
- Provides predictive data for learning outcomes for students

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.






WIN

What

I

Need

The WIN Block is a dedicated daily period designed to accelerate student learning by targeting instruction to each student's specific, data-informed needs.





2025-2026 School Year



One Coherent MTSS Framework

Beginning with a focus on elementary literacy, administrators, coaches and teachers are working together to build a strong system of support for all students.

This will only work if all work together to build a strong core in BSD.

MTSS Teams Within Elementary Schools

Building Implementation Leadership Team (BILT)

- Made up of school administrator(s), Instructional Coach, Language Acquisition Specialist (LAS), and/or a BH&W team member
- The purpose of this team is to look at MTSS *systems* in the school and to analyze the health of the system.

Core Review Teams

- Made up of grade level teachers, administrators, Instructional Coach, LAS/ELD, and a BH&W team member
**DL - Include staff with DL expertise*
- The purpose of this team is to identify areas for improvement within Core Instruction, ensuring that instructional practices effectively address the grade level system as a whole.

BSD MTSS Committees

District MTSS Literacy Team

- Made up of district administrators, school principals, school and district TOSAs
- Monthly meetings to align, calibrate, learn, and develop plans for MTSS structures for elementary literacy

Tier 2 Early Implementers

- Eight elementary schools with an early focus on Tier 2 implementation
- To learn more about Tier 2 protocols, resources, practices in order to build a district-wide Tier 2 structure

2026-2027 School Year

Looking Ahead

- Continue strengthening Tier 1 Core Instruction
- WIN in all elementary schools
- Tier 2 roll out

THANK YOU

