



## Beaverton School Board Work Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, May 12, 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

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### I. Open Meeting

A. Call to Order

B. Attendance

### II. Student Assessment & Multi-Tiered System of Supports

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### III. Close Meeting

A. Adjourn

**WORK SESSION – ITEM FOR INFORMATION****UNDERSTANDING OREGON’S ASSESSMENT SYSTEM IN BSD  
AND MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)****SUMMARY**

Assessment for K-12 schools in the Beaverton School District includes formative assessment (assessment for learning), interim benchmark assessments (assessment during learning), and summative assessments (assessment of learning). The Oregon Department of Education requires schools to use interim benchmark assessments in reading and math in grades K–8 and the Oregon Statewide Assessment System (OSAS) summative assessments measuring student mastery of state standards in English language arts, math and science, administered annually in grades 3–8 and 11.

Multi-Tiered Systems of Support (MTSS) is a proactive, comprehensive framework used in the Beaverton School District to provide academic, behavioral, and social-emotional support to all students, aiming to improve outcomes through universal screening, data-based decision-making, and tiered interventions. It focuses on early identification of needs, providing increasing levels of support (Tiers 1-3) to ensure equitable access to high-quality instruction and interventions. This presentation will focus on the academic portion of MTSS.

**BACKGROUND**

Schools in the Beaverton School District use formative, interim and summative assessments. Each assessment type has a purpose. MTSS for reading and math is in place in each school. Core instruction is informed by regular formative assessments given by teachers and by interim benchmark assessments administered in the fall, winter and spring.

Teaching & Learning supports schools and teachers with understanding how the data informs instruction at the school and classroom level, and the trends that inform at the district level.

**RECOMMENDATION**

Staff will present information on the assessments used in the Beaverton School District and provide updates on the progress of MTSS in schools. No action is needed.

**Belong. Believe. Achieve.**

# Understanding Oregon's Assessment System in BSD

## And a Closer Look at Multi-Tiered Systems of Support

**Dr. Shelly Reggiani** - *Associate Superintendent*

**Robin Kobrowski** - *Executive Administrator*

**Janet Maza** - *Principal, Hiteon Elementary*

**Katy Rubenstein** - *MTSS TOSA*

# 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                                          |
|--------------------------|---------------------------------------|----------------------------------------------------|
| <b>Question Answered</b> | How is learning going?                | Did students meet the standard?                    |
| <b>Primary Purpose</b>   | Monitor progress & inform instruction | Evaluate achievement against state standards       |
| <b>Timing</b>            | Ongoing (daily/weekly)                | Once per year (Spring)                             |
| <b>Stakes</b>            | Low stakes (instructional)            | Higher stakes (accountability)                     |
| <b>Feedback</b>          | Timely & actionable                   | Delayed (arrives 5–6 months later)                 |
| <b>Growth Measure</b>    | 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.

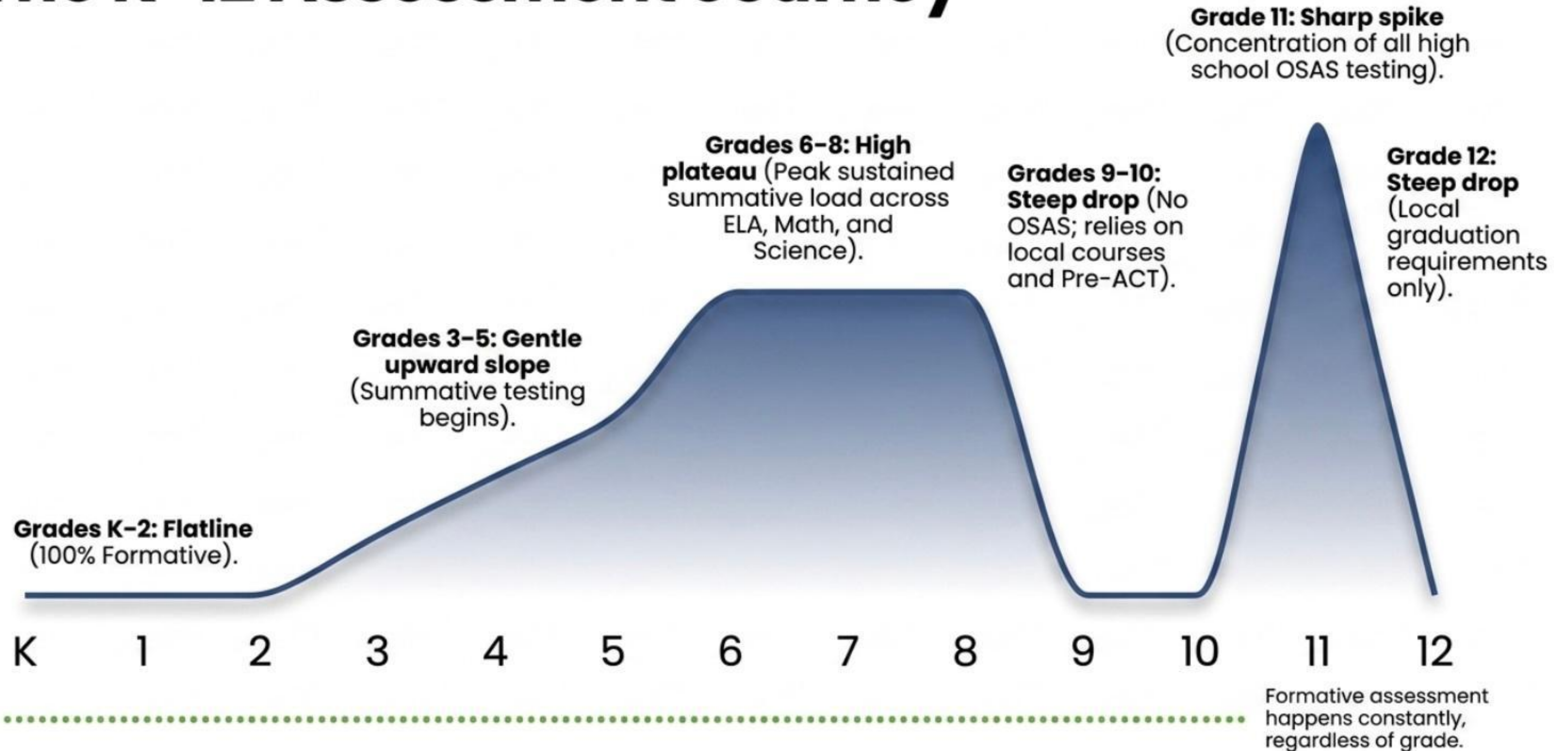
## Local Performance Assessments (LPAs)

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.”**

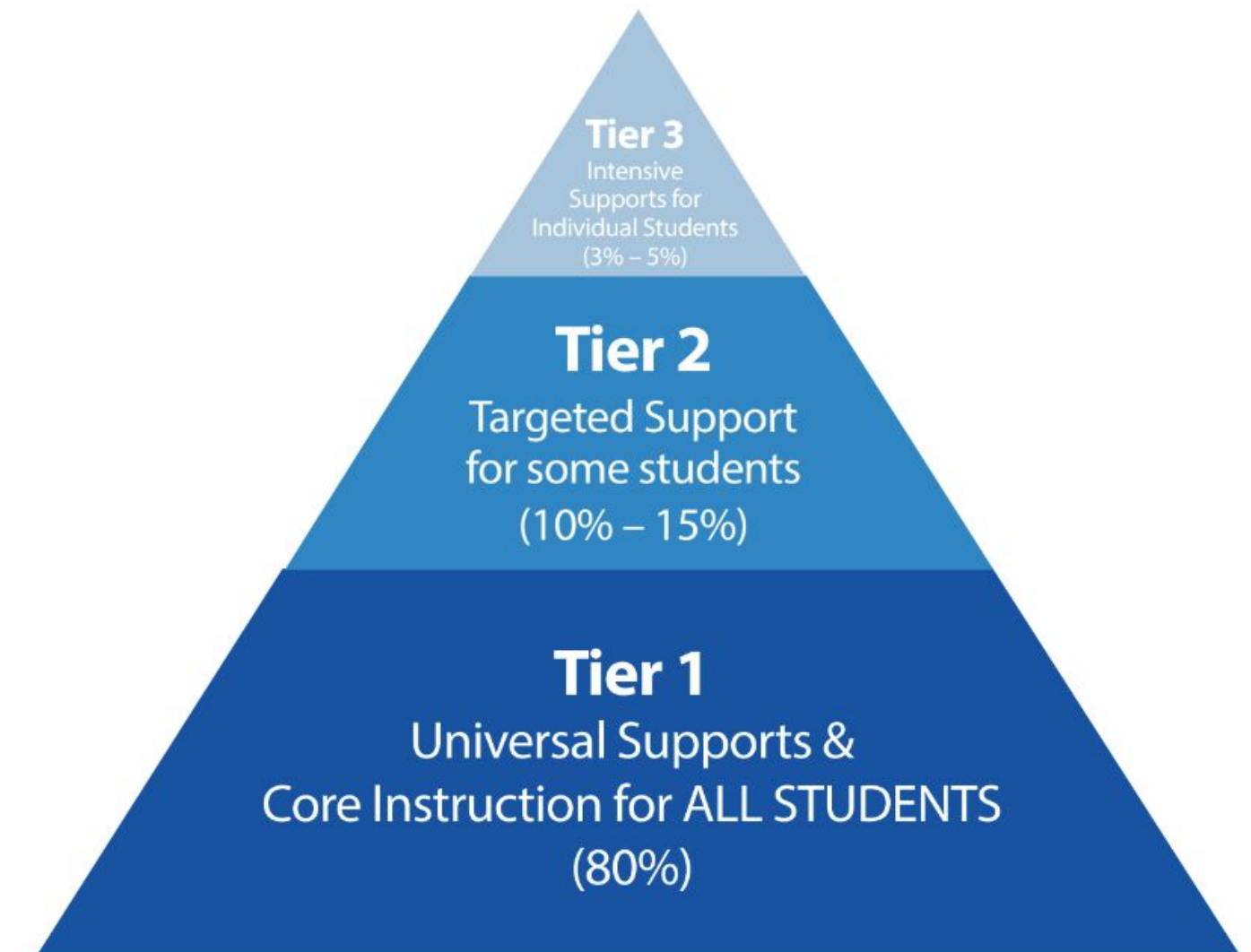
**~AIR MTSS**



# MTSS & Academic Improvement

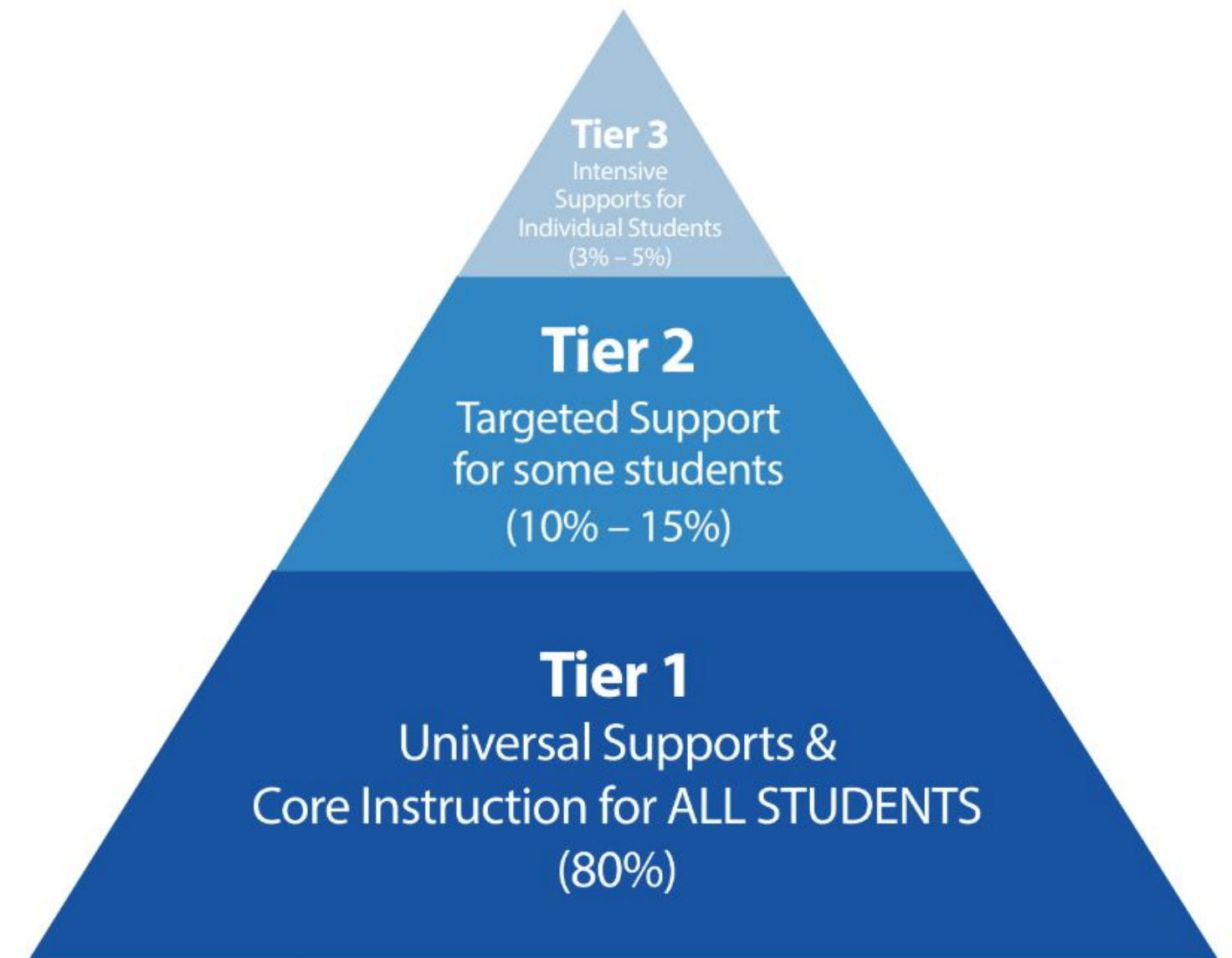
The essential elements of MTSS are the five levers for system change that school leaders can use to improve academic outcomes:

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





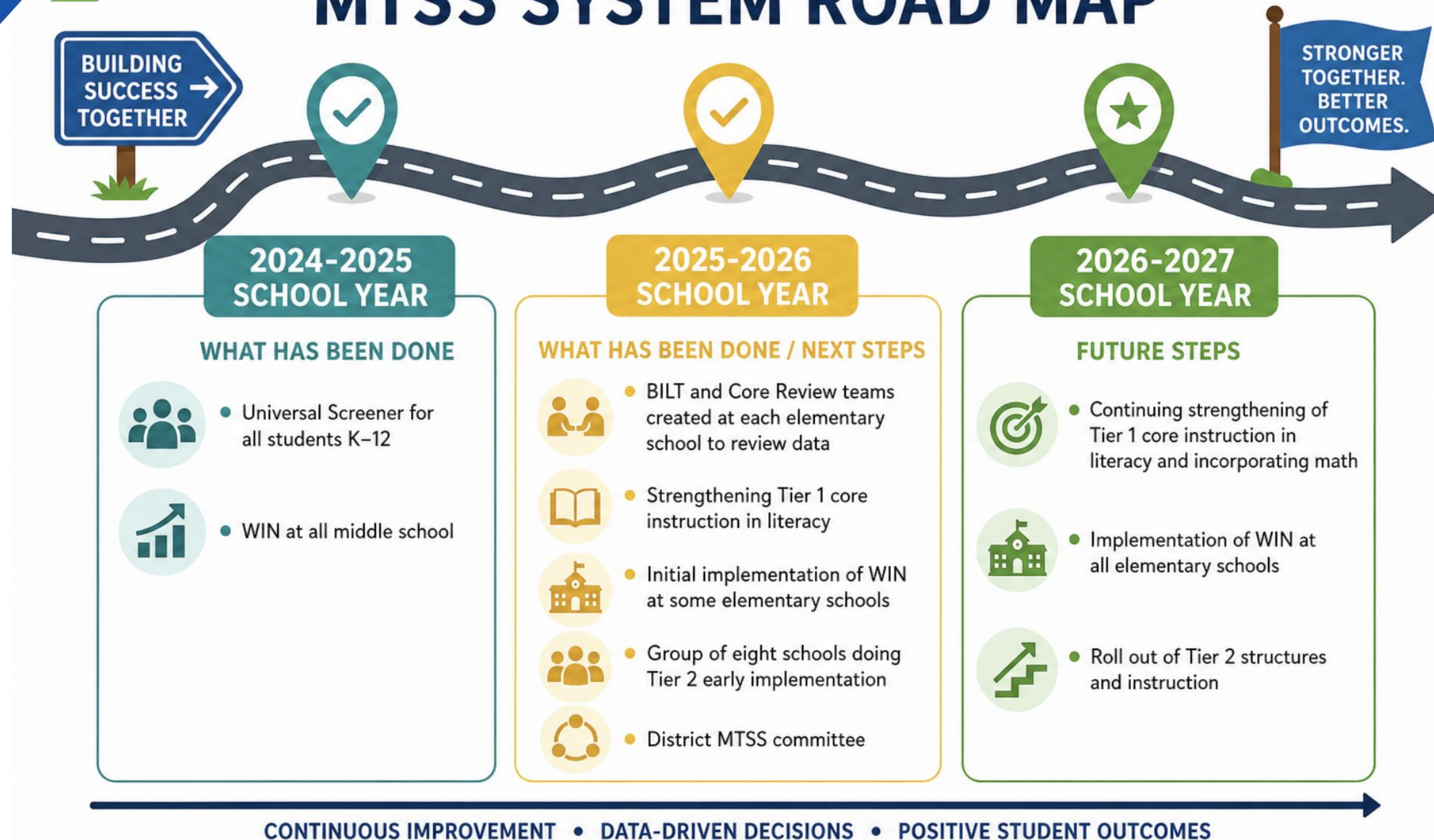
# Core Beliefs that Underlie the MTSS Model

- “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





# 2024-2025 School Year

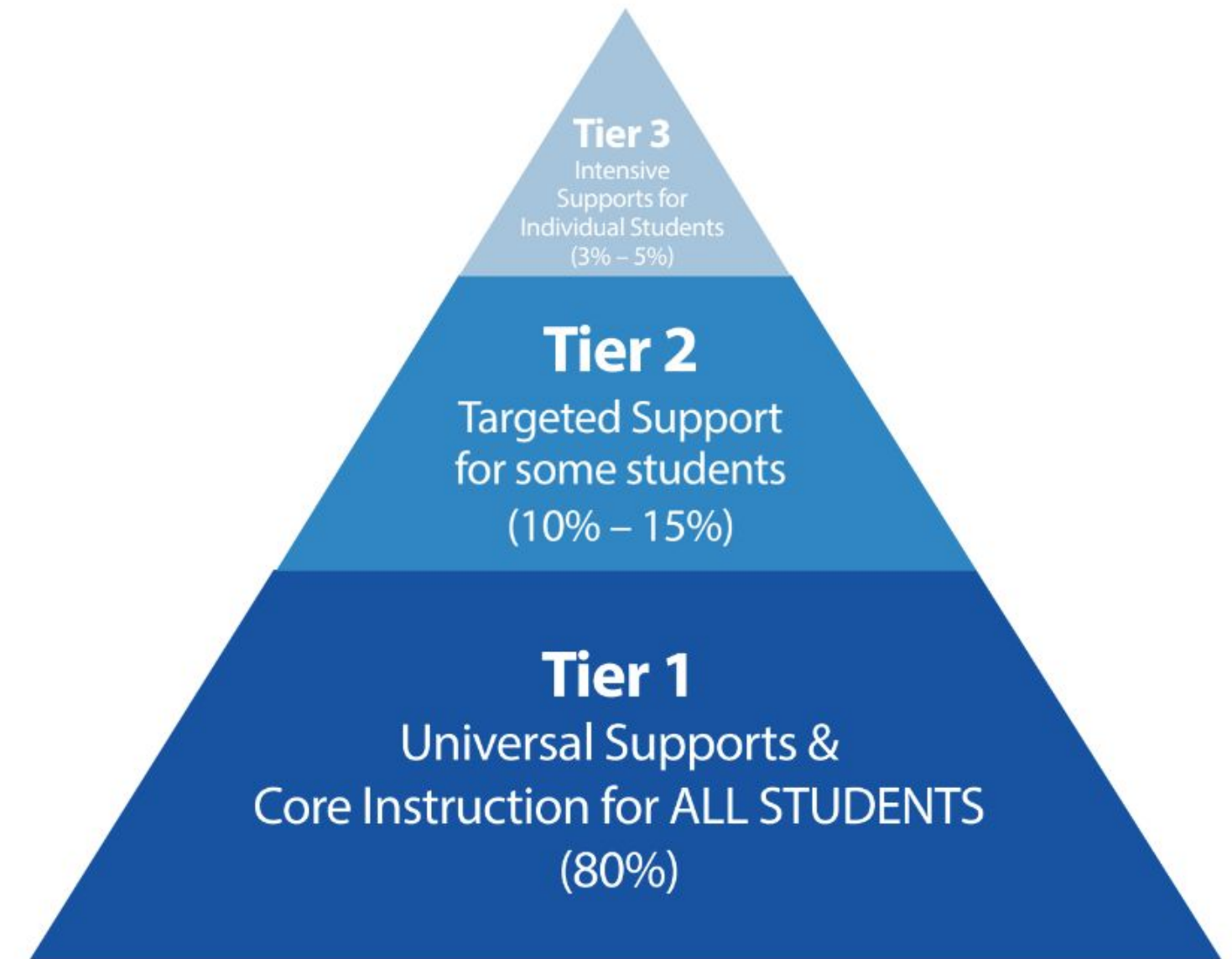


# What is the Purpose of a Universal Screener?

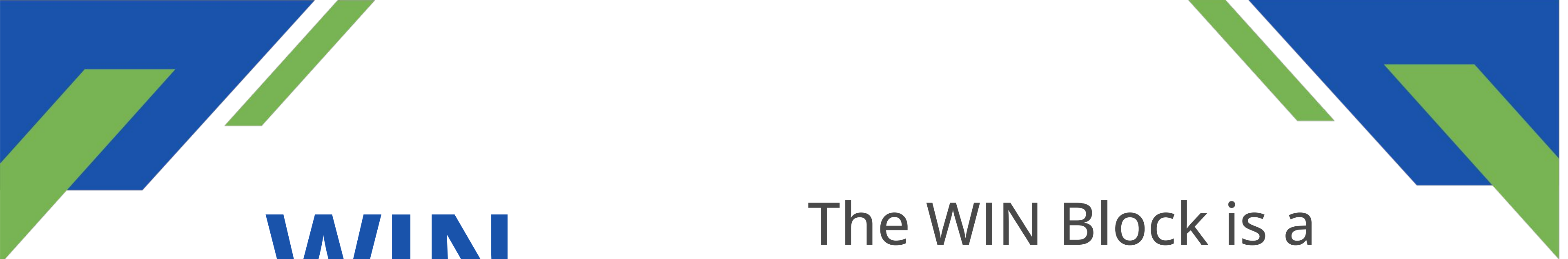
- Proactive framework that identifies students needing additional support
- Preventative data collection to provide early support
- Guides instructional steps for educators based on data
- Provides a system-wide assessment that evaluates the effectiveness of core curriculum and instruction
- Provides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