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Media Advisory

Statewide Testing Results Released

Hillsboro students perform largely as expected; results provide insight for how our system can be strengthened to better support students moving forward

September 17, 2015, Hillsboro, OR – Today, the Oregon Department of Education (ODE) released standardized test results from spring 2015. Students in grades 3-8 and 11 took these tests, which consisted of Smarter Balanced Assessment Consortium (SBAC) assessments for English language arts and math, and the Oregon Assessment of Knowledge and Skills (OAKS) assessment for science. This was the first year of SBAC testing, and due to the tests' increased difficulty, it was widely anticipated that scores would be low across the state.

Those predictions largely held true; however, statewide results were slightly better than projected in all categories except 11th grade math.

In Hillsboro, our results were better than the state average in 11 out of 20 categories. This was perhaps most notable in 6th and 7th grade math. Compared to other districts with similar demographics, we are quite similar in our results and share similar concerns around how to best support students who are highly mobile, who are living in poverty, and whose first language is not English.

In general, students performed better in English language arts than they did in math; however, writing continues to be an area in which students struggle.

The SBAC tests are designed to measure students' knowledge and abilities around the Common Core State Standards (CCSS), a set of rigorous educational standards that ODE adopted back in 2010. These standards are designed to promote higher-level thinking, reasoning, and problem-solving skills that will better prepare students for college and career.

As we analyze the results and prepare for the year ahead, we are focusing on how we can best support teachers in their delivery of strong instruction and in using the data from interim and formative assessments (tests that check learning through the course of the year) to intervene earlier and ensure students are truly grasping the material they're learning.

We have a strong model in place, which focuses on delivering high quality instruction, developing students' language abilities, and using professional learning communities to analyze data and engage staff in professional development. By furthering this model and continuously reviewing and improving our ability to support and engage students in their learning, we are confident that we will see improvements over this baseline data in next year's test results.

Click [here](#) for District, state, and school-level data.

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Engage and challenge all learners to ensure academic excellence

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