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Media Release

Statewide Testing Results Released

Results show modest yet noteworthy gains and provide insight for how our system can continue to be strengthened

September 8, 2016, Hillsboro, OR –Today, the Oregon Department of Education (ODE) released standardized test results from spring 2016. Students in grades 3-8 and 11 took these tests, which consisted of Smarter Balanced Assessment Consortium (SBAC) assessments for English language arts (ELA) and math, and the Oregon Assessment of Knowledge and Skills (OAKS) assessment for science. This was the second year of SBAC testing and so was the district’s first opportunity to compare student performance and growth on identical tests from one year to the next.

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 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.

In Hillsboro, results were better than the state average in both math and ELA for the combined grades 3-5 and 6-8. Hillsboro students showed improved scores in ELA for grades 3, 4, 5, 7, 8 and 11 compared to the previous year. In math, student performance improved from the previous year in grades 4, 5, 8 and 11. While we are proud of these gains in achievement, we realize there still is much work to be done to ensure all students are fully career and college-ready when they exit our system. This two-year comparison in both achievement and student growth will greatly help us refine and focus our efforts to improve as we move forward.

As we continue to transition from the previous state science standards to the new Next Generation Science Standards (NGSS), we are experiencing moderately reduced performance on the current state science assessment. Once the Oregon Department of Education implements a new state test that is aligned to the current NGSS standards being taught in our classrooms (anticipated for the 2017-2018 school year), we should have improved performance results and more reliable data regarding student performance in science.

As we analyze the results of this year’s and last year’s assessment results, and prepare for the year ahead, we are continuing to refine our focus on how we can best support teachers in their delivery of strong instruction and in using the student growth data from state assessments, as well as “just-in-time” 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 continue to see improvements in student achievement and growth as measured by statewide tests.

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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