



Beaverton School Board Work Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, October 13, 2026 5:45 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

A. Call to Order

B. Attendance

II. ASSESSMENT & ACCOUNTABILITY

2

III. CLOSE MEETING

A. Adjourn

Belong. Believe. Achieve.

ITEM FOR INFORMATION**2025-26 OREGON STATEWIDE ASSESSMENT SYSTEM RESULTS****SUMMARY**

The Oregon Department of Education has released the Oregon Statewide Assessment System (OSAS) results from summative assessments completed in spring 2026. The annual state tests measure student proficiency in language arts, math and science for grades 3–8 and grade 11.

For the 2025-26 school year, a higher percentage of Beaverton School District students met or exceeded proficiency targets than the statewide student average in all subjects, all grades, and most student groups. However, the performance gap by which BSD exceeded the state average narrowed across all subjects, as there was greater growth statewide than locally.

Testing data for 2025-26 demonstrates small year-to-year gains in language arts and math proficiency compared to 2024-25 and a dip in science.

RECOMMENDATION

Staff will present information on the 2025-26 school year state assessment results for the Beaverton School District. No action is needed.

Belong. Believe. Achieve.



2025 – 2026 Oregon State Assessment System (OSAS) Results

School Board Presentation

Dr. Shelly Reggiani
Associate Superintendent, Teaching & Learning

Jill O'Neill
Executive Director, Teaching & Learning / Option Schools

Kristie Hauss
Student Progress, Assessment, Reporting and Key Indicators Team Lead

October 13, 2026



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** ?

What are Oregon State Assessments?

- Administered annually in spring to students in grades 3–8 and 11
- Measures achievement in English Language Arts, Mathematics, and Science
- Provides a snapshot of student learning and progress
- Consistent administration and scoring allows for comparisons
- Results reported in Levels 1–4
 - » Levels 3 and 4 are considered proficient



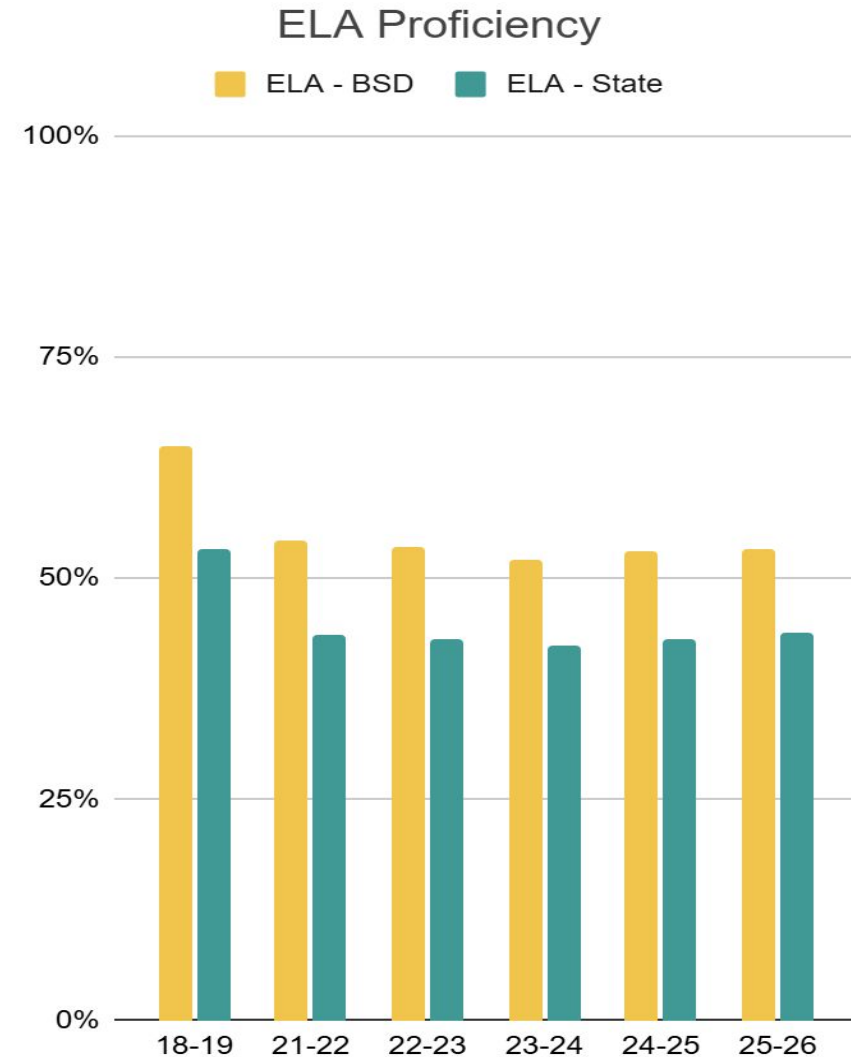
English Language Arts

Comparison to State

BSD Average 53.4% proficient

↑ +0.3% increase from 2024-25
2025-26 (53.4%) from 2024-25 (53.1%)

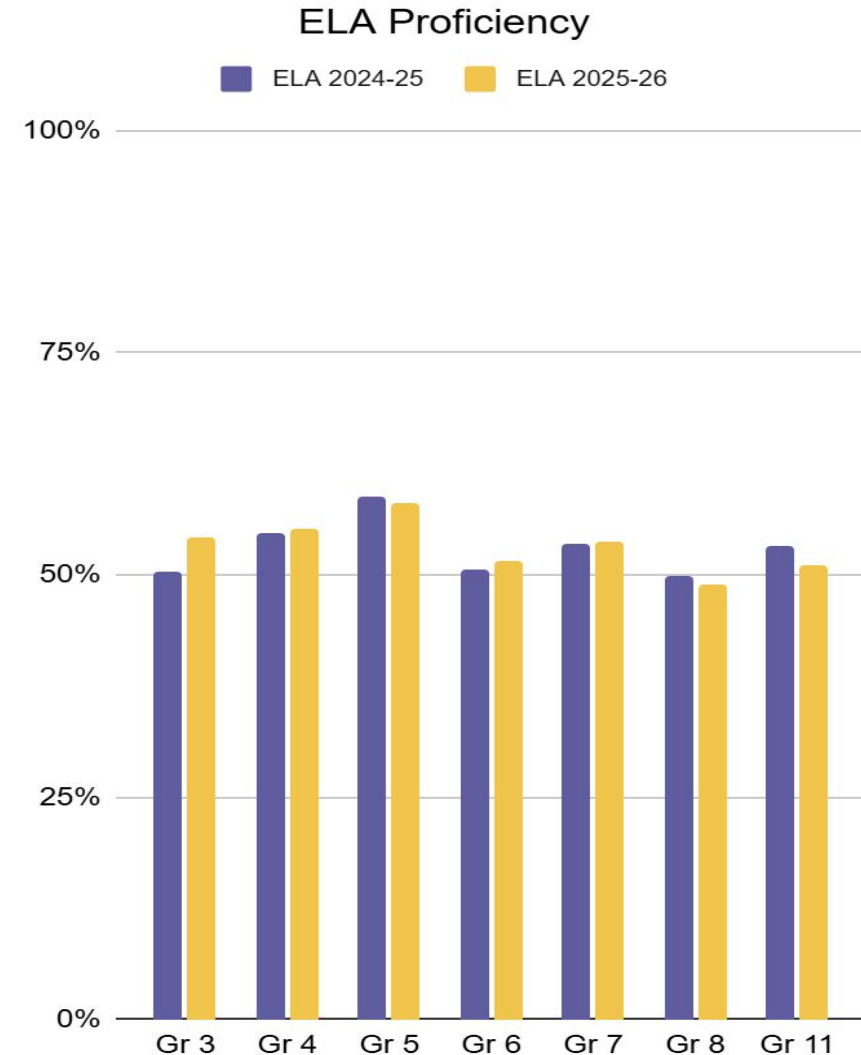
↑ 9.6% above state average
BSD (53.4%) to State (43.8%)
Gap narrowing over time



English Language Arts

Comparison by Grade Level

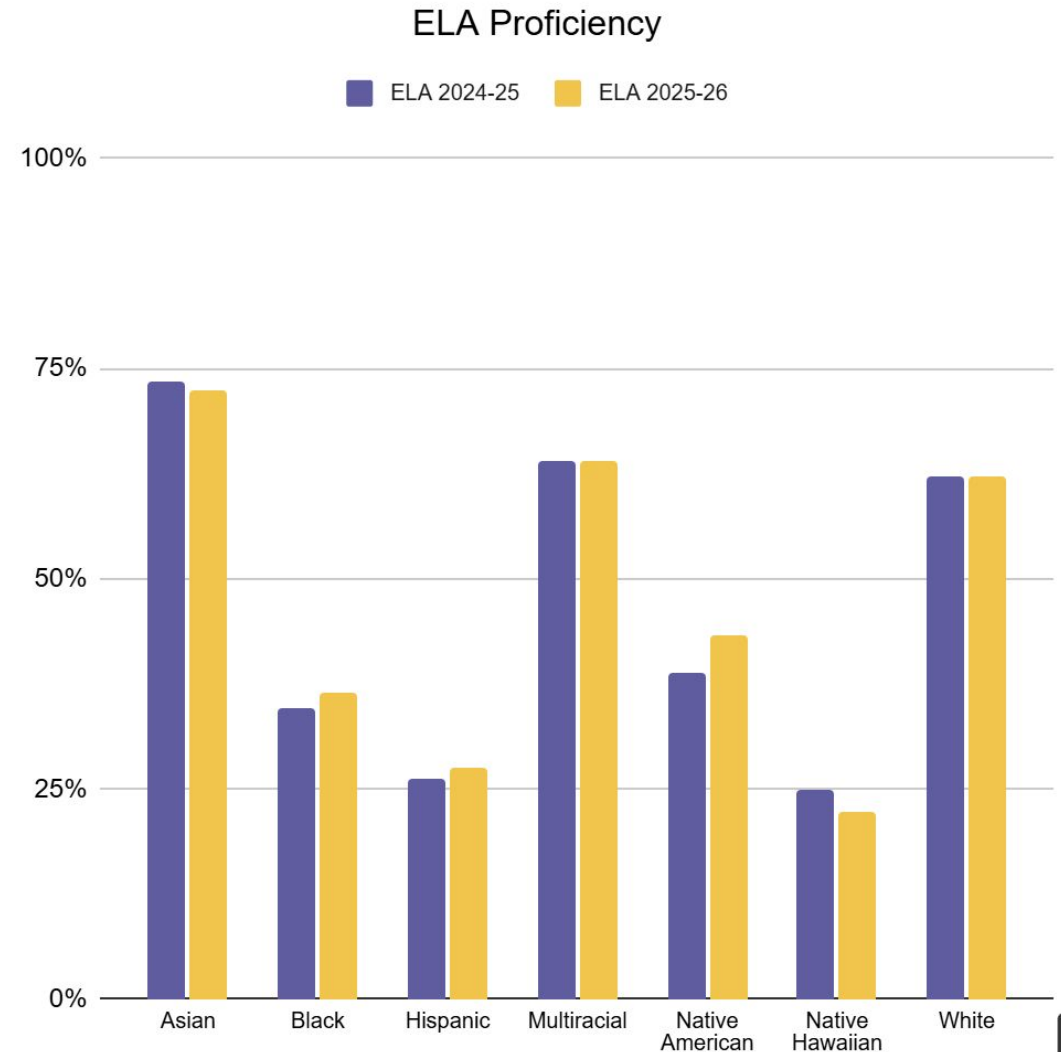
- Largest increase in proficiency
Grade 3: +3.8% increase from 2024-25
2025-26 (54.2%) from 2024-25 (50.4%)
- Highest proficiency
Grade 5: 58.2% proficiency
- Declines in Grades 5, 8, 11



English Language Arts

Comparison by Race/Ethnicity

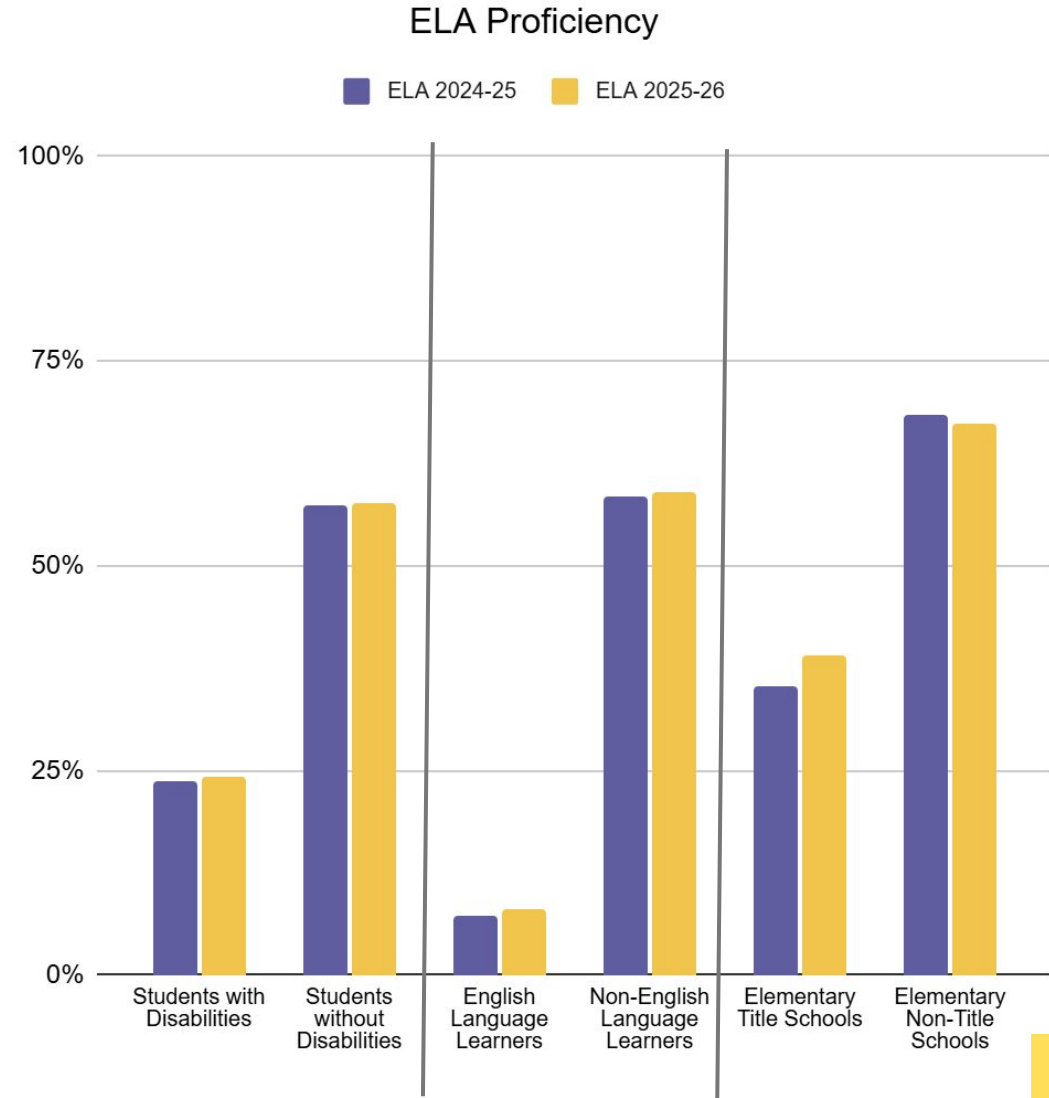
- Largest increase in proficiency
Native American/Alaskan Native:
+4.5% increase from 2024-25
2025-26 (43.4%) from 2024-25 (38.9%)
- Highest proficiency
Asian: 72.3% proficiency
- Declines in Asian and
Native Hawaiian/Pacific Islander



English Language Arts

Comparison by Student Group

- Increase in proficiency across all groups from 2024-25 to 2025-26 except non-Title schools
- The gap between students inside and outside the focal groups narrowed, and work to close the gap remains



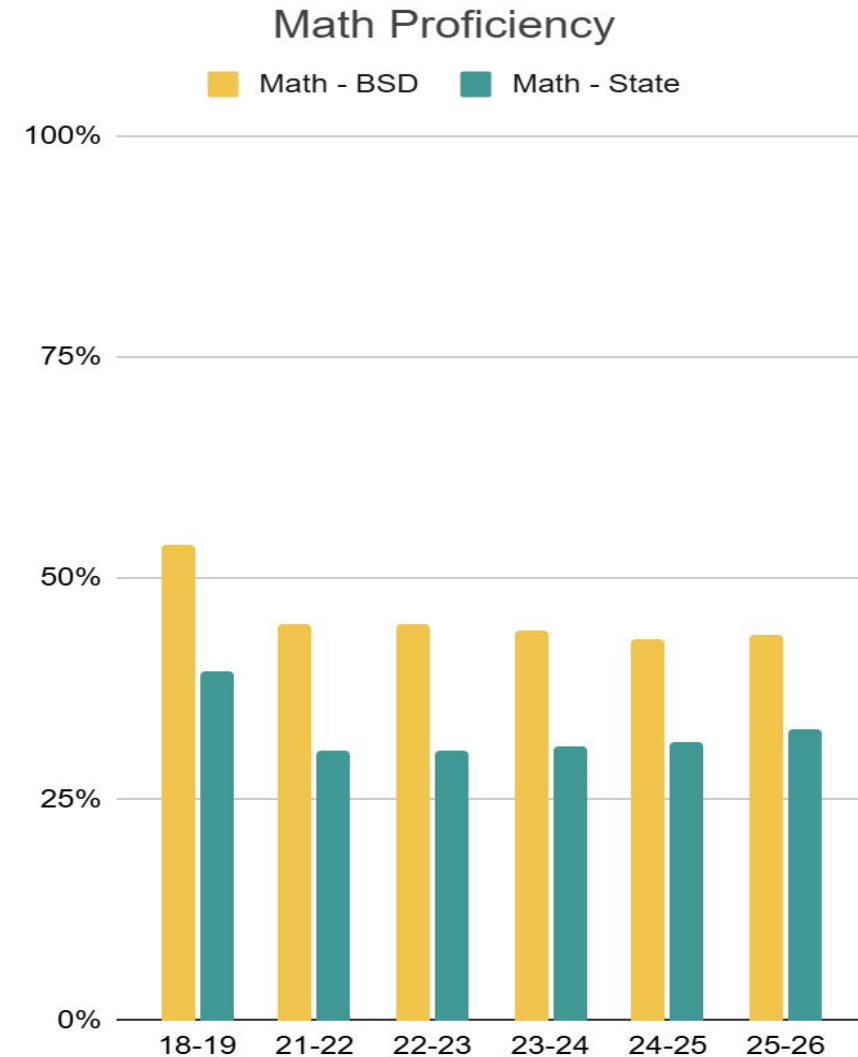
Mathematics

Comparison to State

BSD Average 43.7% proficient

↑ +0.7% increase from 2024-25
2025-26 (43.7%) from 2024-25 (43.0%)

↑ 10.8% above state average
BSD (43.7%) to State (32.9%)
Gap narrowing over time



Mathematics

Comparison by Grade Level

- Notable increase in proficiency

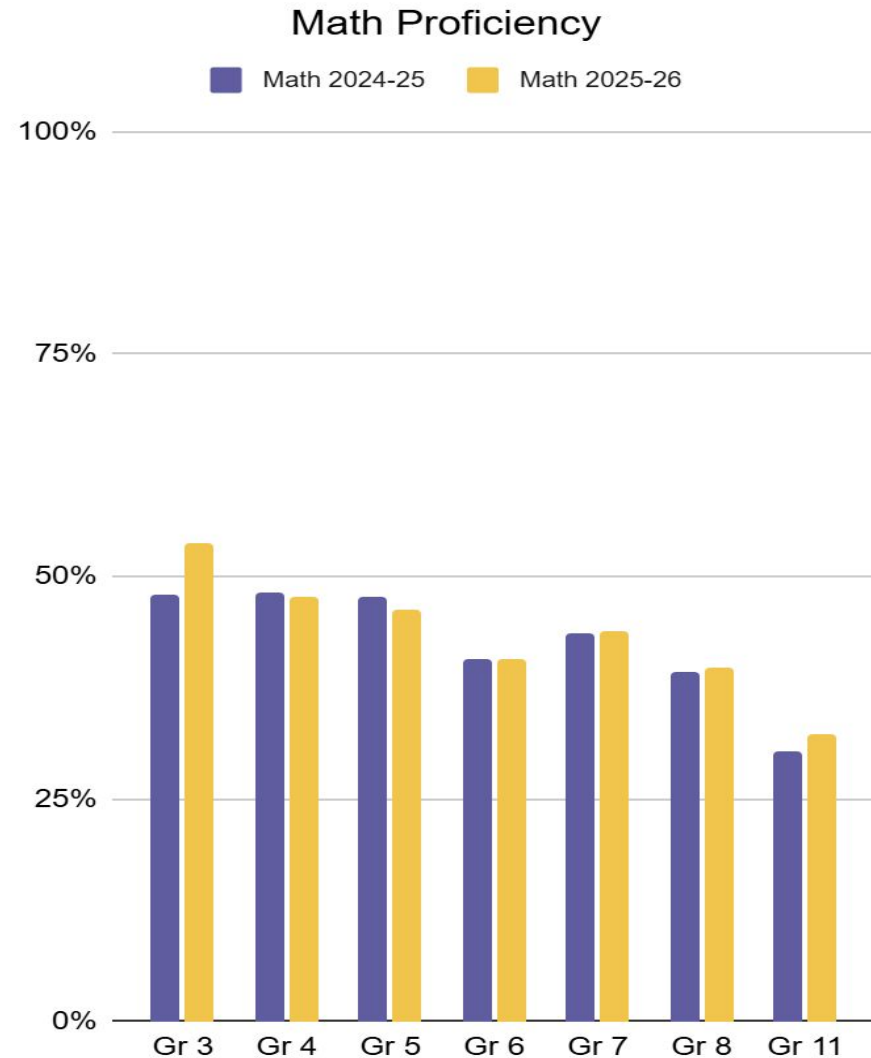
Grade 3: +5.7% increase from 2024-25
2025-26 (53.7%) from 2024-25 (48.0%)

Grade 11: +2.0% increase from 2024-25
2025-26 (32.3%) from 2024-25 (30.3%)

- Highest proficiency

Grade 3: 53.7% proficiency

- Declines in Grades 4, 5



Mathematics

Comparison by Race/Ethnicity

- Largest gains in proficiency

Native American/Alaskan Native:

+9.6% increase from 2024-25

2025-26 (36.4%) from 2024-25 (26.8%)

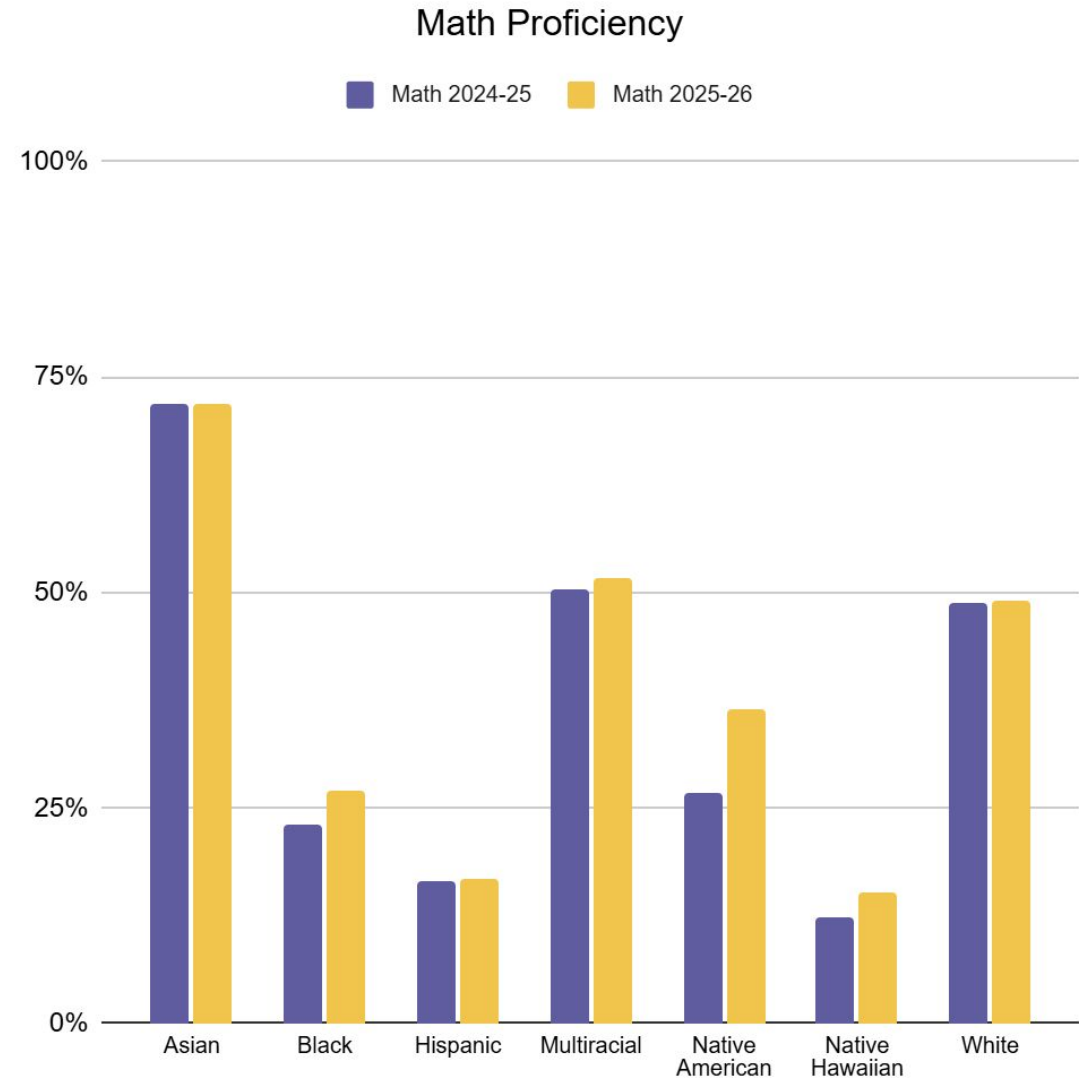
Black/African American:

+3.9% increase from 2024-25

2025-26 (26.9%) from 2024-25 (23.0%)

- Highest proficiency

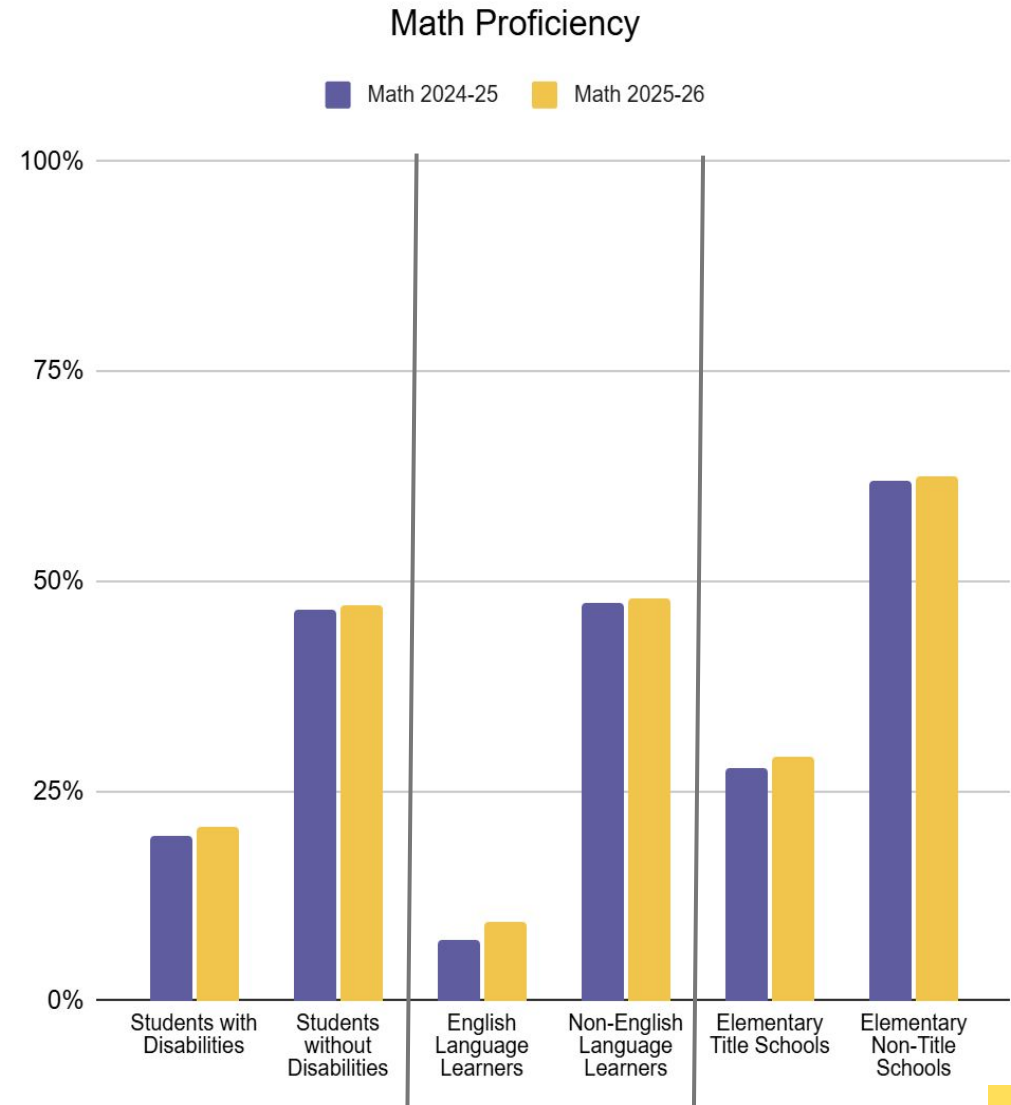
Asian: 71.8% proficiency



Mathematics

Comparison by Student Group

- Increase in proficiency across all groups from 2024-25 to 2025-26
- The gap between students inside and outside the focal groups narrowed, and work to close the gap remains



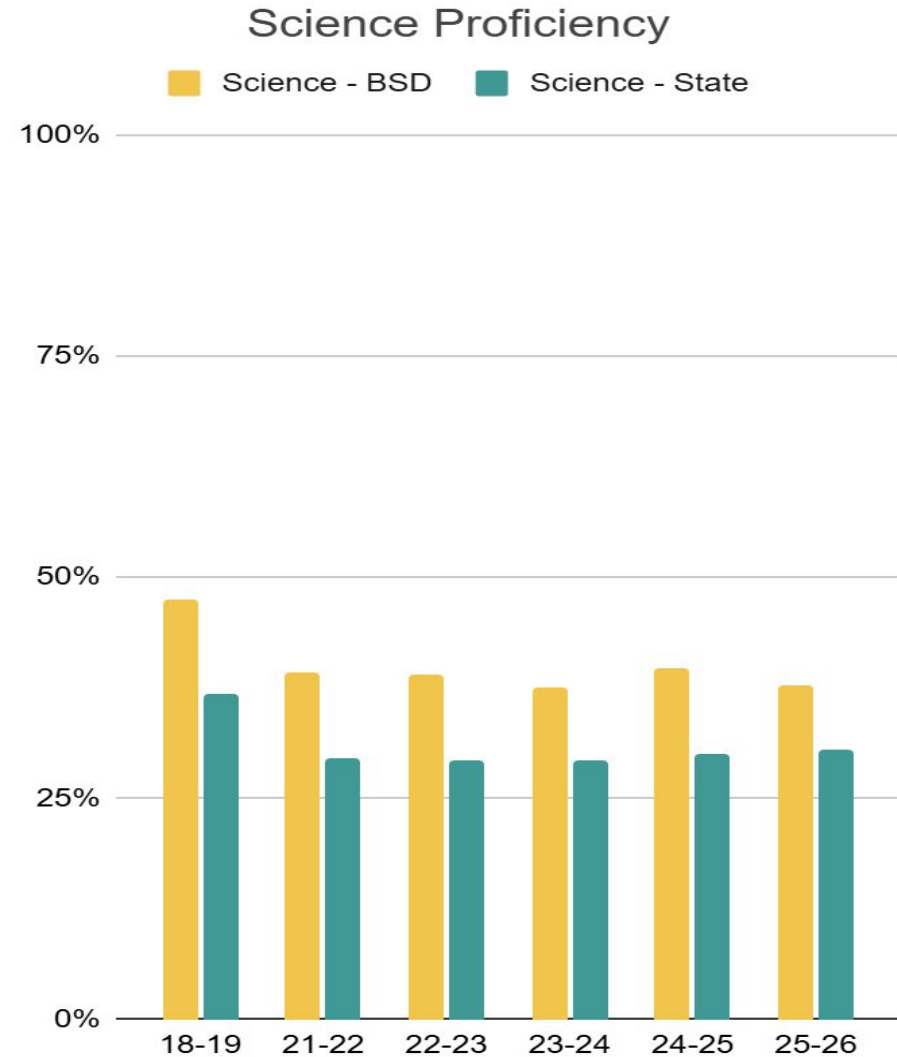
Science

Comparison to State

BSD Average 37.7% proficient

↓ -2.1% decrease from 2024-25
2025-26 (37.7%) from 2024-25 (39.8%)

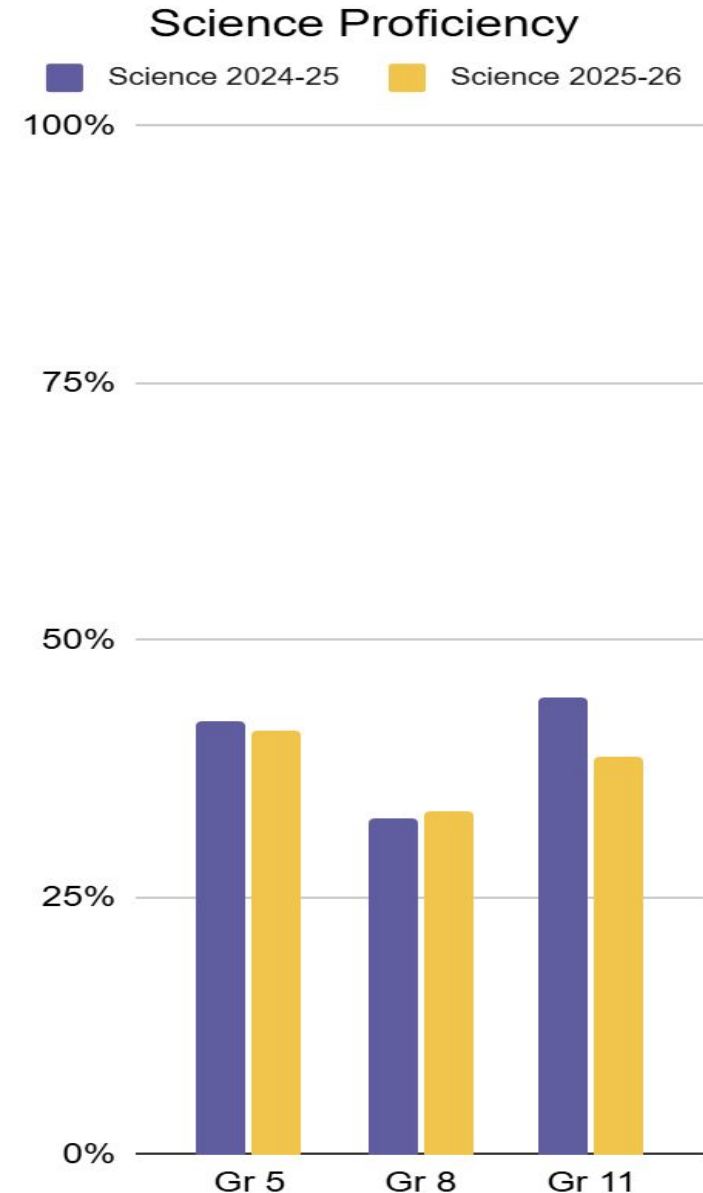
↑ 7.1% above state average
BSD (37.7%) to State (30.6%)
Gap narrowing over time



Science

Comparison by Grade Level

- Largest increase in proficiency
Grade 8: +0.7% increase from 2024-25
2025-26 (33.3%) from 2024-25 (32.6%)
- Highest proficiency
Grade 5: 41.2% proficiency
- Declines in Grades 5, 11



Science

Comparison by Race/Ethnicity

- Largest increase in proficiency

Native American/Alaskan Native:

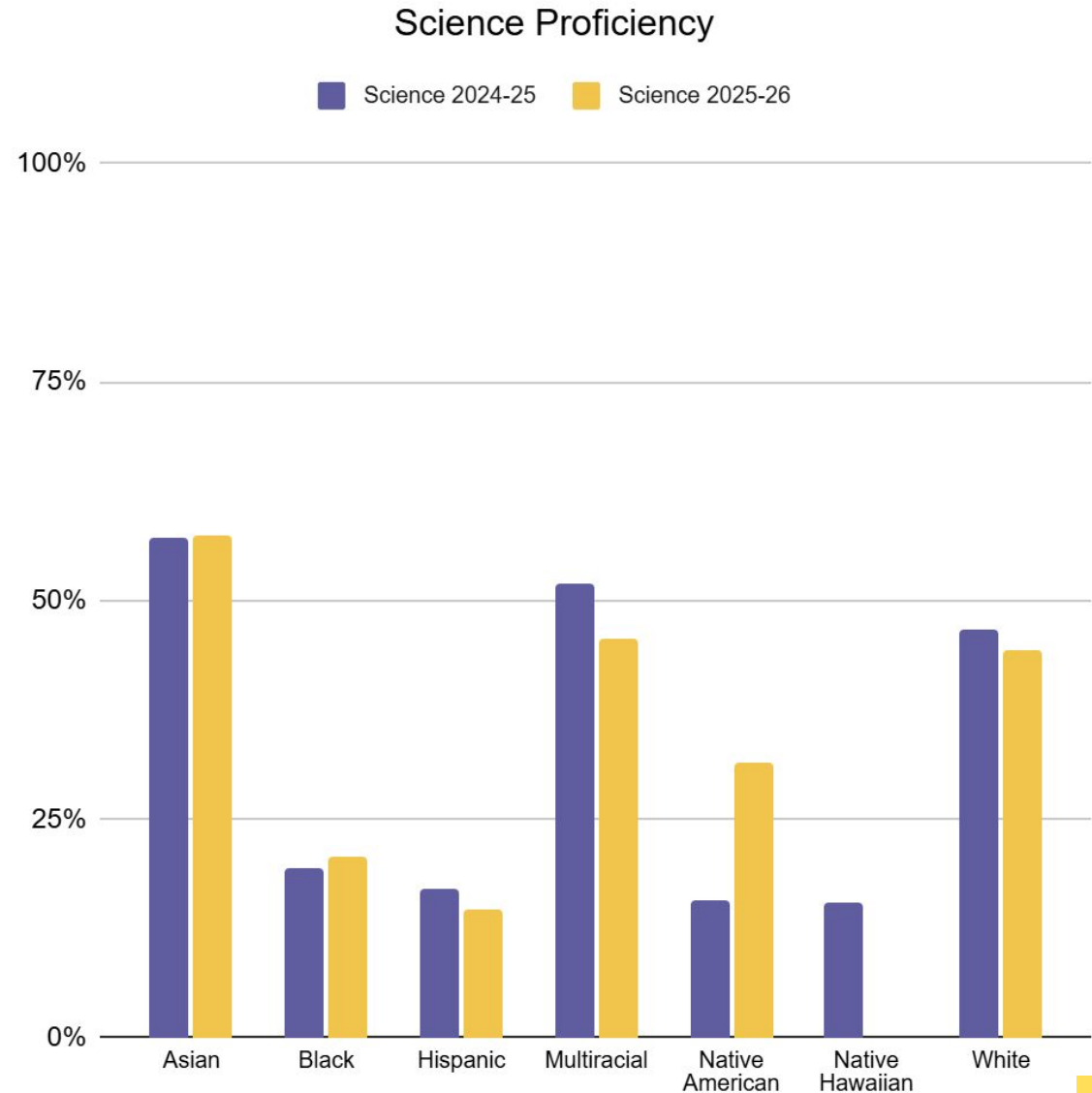
+15.8% increase from 2024-25

2025-26 (31.6%) from 2024-25 (15.8%)

- Highest proficiency

Asian: 57.5% proficiency

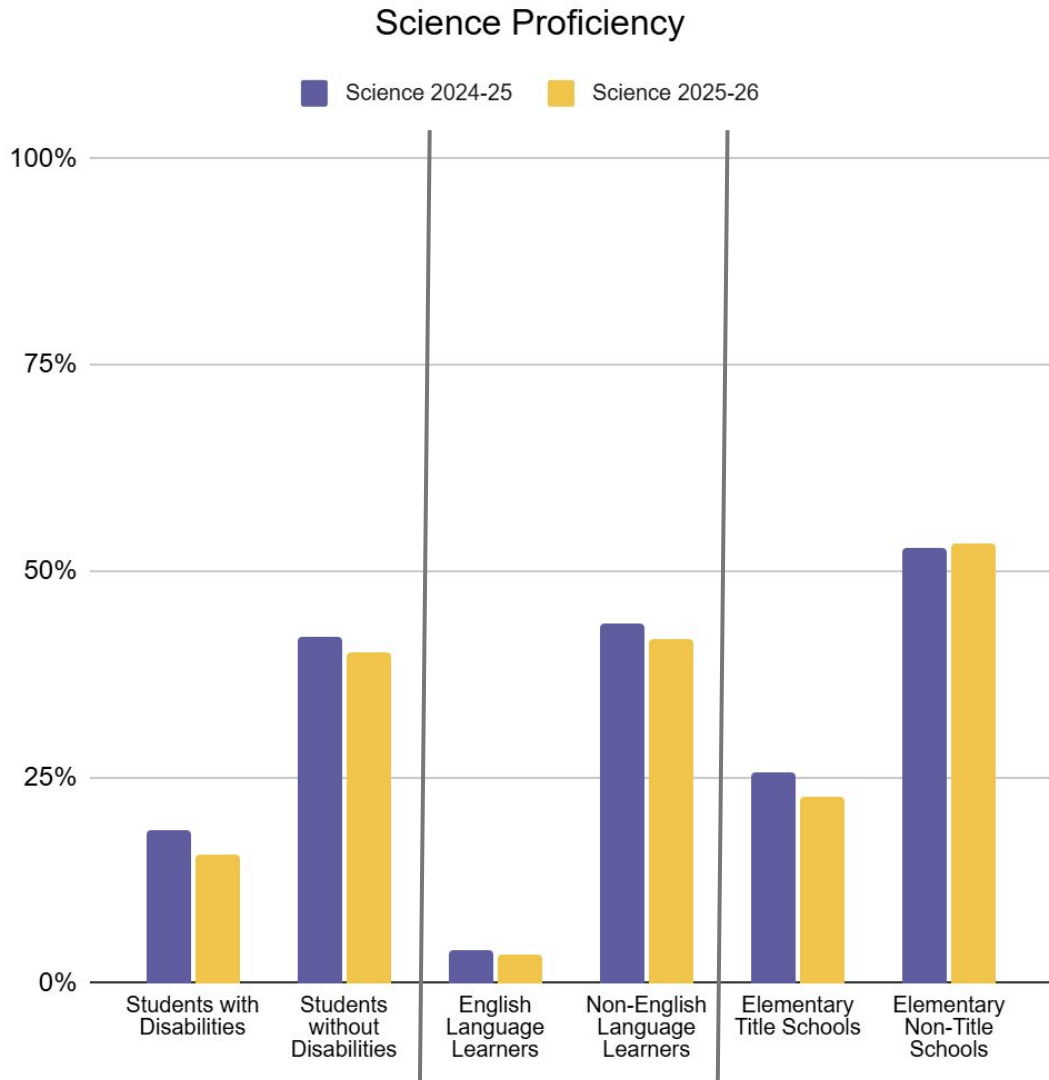
- Declines in Multiracial, White, and Hispanic/Latino/Latine



Science

Comparison by Student Group

- Decrease in proficiency across all groups from 2024-25 to 2025-26 except non-Title schools
- The gap between students inside and outside the focal groups narrowed, and work to close the gap remains.



Data Trends & Student Needs

What the data shows

- Most racial and ethnic groups exceeded statewide counterparts in most subjects.
- Hispanic/Latine students were slightly above the state in ELA and slightly below the state in Math and Science.
- State assessment results indicate a need to strengthen district supports and instructional strategies for English learners, students experiencing homelessness, and students enrolled in migrant education.



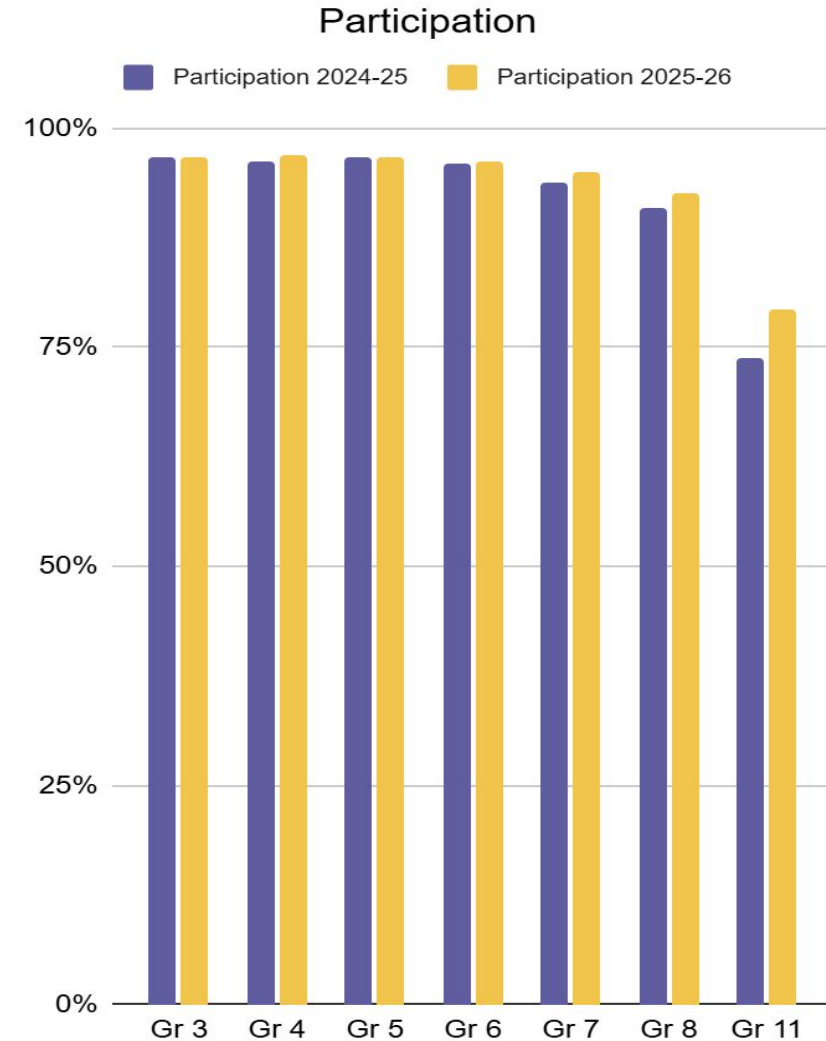
Participation

BSD Average 93.3% participation

↑ +1.3% increase from 2024-25
2025-26 (93.3%) to 2024-25 (92.0%)

↑ 4.8% above state average
BSD (93.3%) to State (88.5%)
Gap narrowing over time

Participation lowest in Grade 11



Interim Assessments vs. OSAS State Assessments

Feature	Interim Assessments	End-of-Year State Assessments
Primary Purpose	Monitor individual student learning progress and inform instructional decisions	Evaluate student achievement against state standards at the end of the school year
Timing	Fall, Winter, Spring	1 time in Spring
Measurement Type	Formative: focused on growth and skill development	Summative: focused on meeting state grade-level standards
Instructional Focus	Identifies strengths, gaps, and learning needs for individual students while there is still time to adjust instruction	Provides confirmation of year-end learning at a grade level, school level, and district level
How the Data Is Used	Adjust classroom instruction in real time and support individual student growth	Identifying trends of achievement in large groups over time is used for accountability
Stakes	Low stakes for students; instructional focus	Higher stakes for school accountability purposes

Interim Assessment Windows

Fall

- Mid September through mid October, 2026
- Shared with the board in November

Winter

- Mid January through mid February, 2027
- Shared with the board in March

Spring

- Mid April through mid May, 2027
- Shared with the board in June

Performance Growth Targets

- Key measures determined as part of Education Accountability Act (Senate Bill 141):

K-2 Regular Attenders	9th Grade On Track
K-12 Regular Attenders	4-Year Graduation
3rd Grade ELA	5-Year Completion
8th Grade Math	
- One additional metric selected by district:
Multilingual Proficiency
- Districts develop Local Performance Growth Targets (PGTs) based on local data, priorities, and context

Performance Growth Targets

Metric	Target Type	2024-2025 Actual	2026-2027 Target	2027-2028 Target	2028-2029 Target	2029-2030 Target
K-2 Regular Attendance	Baseline	74.3%	75.5%	77.0%	78.5%	80.0%
	Gap Closing	69.3%	71.0%	73.0%	75.0%	77.0%
K-12 Regular Attendance	Baseline	70.9%	72.0%	73.0%	74.0%	75.0%
	Gap Closing	67.8%	69.0%	70.5%	72.0%	73.5%
3rd Grade ELA	Baseline	50.0%	54.0%	55.0%	55.5%	56.0%
	Gap Closing	30.9%	35.0%	36.5%	39.0%	41.5%
8th Grade Math	Baseline	39.1%	41.0%	42.5%	44.0%	45.5%
	Gap Closing	34.1%	36.5%	38.5%	40.5%	42.5%

Performance Growth Targets

Metric	Target Type	2024-2025 Actual	2026-2027 Target	2027-2028 Target	2028-2029 Target	2029-2030 Target
9th Grade On-Track	Baseline	91.4%	92.0%	92.33%	92.67%	93.0%
	Gap Closing	88.6%	89.5%	90.0%	90.5%	91.0%
4-Year Graduation	Baseline	88.9%	89.25%	89.5%	89.75%	90.0%
	Gap Closing	85.9%	86.5%	87.0%	87.5%	88.0%
5-Year Completion	Baseline	93.0%	93.25%	93.5%	93.75%	94.0%
	Gap Closing	90.6%	91.0%	91.5%	92.0%	92.5%
Multilingual Proficiency	Baseline	14.0%	14.4%	14.75%	15.1%	15.5%
	Gap Closing	15.0%	15.25%	15.5%	15.75%	16.0%

Improvement Cycles

PDSA: PLAN, DO, STUDY, ACT

1

PLAN

- Analyze data
- Attention to gaps between student focal group
- Attention to growth targets

2

DO

- Set SMART Goals (Specific, Measurable, Attainable, Relevant and Time-bound)

3

STUDY

- Gather data and analyze
- Compare results against predictions

4

ACT

- Adjust instruction based on the data and what was learned

Thank You

