



THE EDUCATION ACCOUNTABILITY ACT'S PERFORMANCE GROWTH TARGETS

2026



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Dr. Charlene Williams

Director of the Department of Education

Dear Superintendents and Public Charter School Leaders,

At the heart of Oregon's education system is our unwavering commitment to equity, belonging, and the belief that every scholar can achieve at high levels when they have the right tools and supports. The Education Accountability Act (Senate Bill 141) reinforces these values by calling us to focus on clear, measurable progress and to partner intentionally in closing opportunity gaps. This work is not just about compliance; it is about honoring our responsibility to students, families, and communities by ensuring their success is reflected in the data, year after year.

Statewide Performance Growth Targets set a clear, common direction for Oregon. They represent our collective commitment to improved student outcomes across the state. Local Performance Growth Targets are co-developed in partnership to reflect local context, data, and starting points, while still contributing to statewide aims. These targets are designed to work together: Statewide Performance Growth Targets define where we are headed, and Local Performance Growth Targets describe how progress toward that destination will occur across communities.

Co-development is central to this approach. Local Performance Growth Targets are not assigned or imposed; they are established through dialogue, shared analysis, and mutual understanding of both opportunity and need. This process is intended to support goal-setting that is grounded in evidence and informed by district systems, capacity, and trends over time.

Each district and charter school's progress contributes to statewide progress, and statewide goals depend on the cumulative impact of locally meaningful progress. Through co-development, we align expectations, strengthen shared responsibility, and ensure that accountability is focused on learning, improvement, and outcomes for students.

I appreciate the care and partnership you all are bringing to this work and look forward to continued collaboration as we refine and use these targets to guide improvement across the state.

Sincerely,

Dr. Charlene Williams

Director, Oregon Department of Education

EXECUTIVE SUMMARY

LOCAL PERFORMANCE GROWTH TARGETS

Oregon’s accountability system uses Performance Growth Targets (PGTs) to support shared responsibility for student outcomes. There are three types of targets in Oregon’s system:

- **Statewide Performance Growth Targets** – ambitious and attainable goals to improve student outcomes across Oregon. These are developed by ODE and adopted by the State Board of Education.
- **Similar District Performance Growth Targets** – used as an input to help school districts and charter schools set their local targets, these are a set of targets provided by the state that show what progress looks like among districts with similar characteristics.
- **Local Performance Growth Targets** – school districts and charter schools co-develop with ODE in order to ensure each district or charter school will contribute to statewide progress.

PGTs are designed to balance statewide direction with local context and to focus accountability on continuous improvement.

WHAT LOCAL PERFORMANCE GROWTH TARGETS INCLUDE

Local Performance Growth Targets are to be set for all seven Common Metrics and one Local Metric over a four-year period, beginning in 2026-27.¹

Local PGTs include:

- Baseline Targets that define overall intended progress, and
- Gap-Closing Targets that focus on reducing disparities for the Combined Focal Student Group.

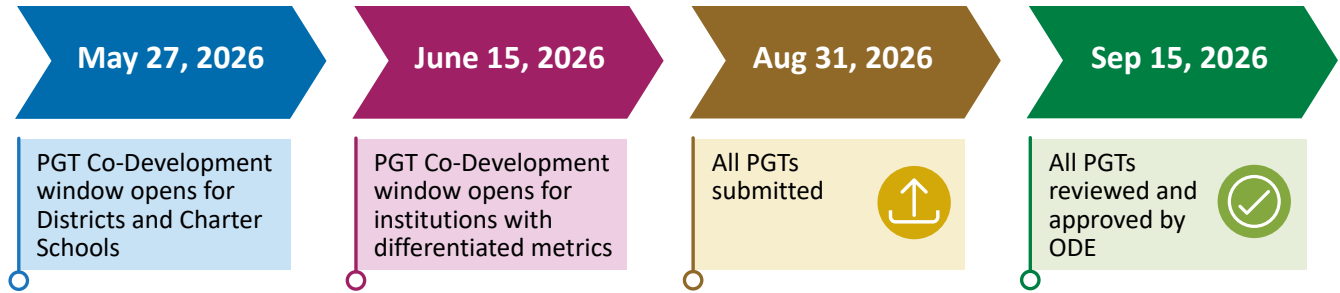
PREPARING AND CO-DEVELOPING TARGETS

Target setting is primarily self-guided, supported by ODE tools and resources. Preparation includes reviewing historical and disaggregated data, considering Similar District Performance Growth Targets and reflecting on local systems and investments.

Co-Development meetings with ODE are required for specialized entities and when proposed targets do not meet required criteria.

FINALIZATION AND ACCOUNTABILITY

All targets are reviewed by ODE to ensure annual growth, gap reduction, and progress toward meeting Local Performance Growth Targets. Once approved, PGTs become formal accountability measures that cannot be changed.



¹ A PGT is required when the student population (N-size) is ten or greater in each of the preceding four consecutive years for that metric.

COMMON METRICS

K-2 REGULAR ATTENDANCE	1	The percentage of students in grades K-2 attending more than 90% of their enrolled school days.
K-12 REGULAR ATTENDANCE	2	The percentage of students in grades K-12 attending more than 90% of their enrolled school days.
3RD GRADE ELA PROFICIENCY	3	The percentage of students proficient on statewide English Language Arts (ELA) assessments in third grade.
8TH GRADE MATH PROFICIENCY	4	The percentage of students proficient on statewide mathematics assessments in eighth grade.
9TH GRADE ON-TRACK	5	The percentage of students earning at least one quarter of their graduation credits by the end of the summer following their ninth-grade year.
4-YEAR GRADUATION RATE	6	The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.
5-YEAR COMPLETION RATE	7	The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.

LOCAL METRICS

5TH GRADE SCIENCE ACHIEVEMENT	1	An indexed measure of student achievement in science using the Oregon Statewide Summative Assessment System (OSAS).
ACADEMIC GROWTH	2	The change in a student's score over time measured by interim tests in Language Arts and Math.
CAREER AND WORKFORCE READINESS	3	The weighted composite total of Career and Technical Education (CTE) Participants and CTE Concentrators.
BILINGUAL AND MULTILINGUAL PROFICIENCY	4	Percentage of students earning the seal of biliteracy or multiliteracy.
POSTSECONDARY READINESS	5	The composite of students earning dual credit and Advanced Placement and International Baccalaureate completion.

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CO-DEVELOPMENT PROCESS

The Education Accountability Act established a collaborative approach between ODE and districts and charter schools in developing Performance Growth Targets. Although target setting is primarily self-guided, ODE supports this work by providing tools to inform analysis and discussion, including online dashboards with historical data, data sheets, informational videos, and a Target Planning Tool.

Please reach out with any questions to ODE.EII@ode.oregon.gov.

STEP 1: SELF-GUIDED TARGET DEVELOPMENT WITH ODE TOOLS

Target development begins with districts and charter schools drafting proposed Performance Growth Targets using ODE-provided tools and resources. These tools are intended to support analysis, reflection, and informed decision-making and include:

- Online dashboards displaying historical data, including suppressed data for All Students and the Combined Focal Student Group
- Data sheets showing suppressed and unsuppressed data
- Informational videos
- A Target Planning Tool

This step allows districts and charter schools to develop draft targets prior to any direct engagement with ODE staff.

STEP 2: CO-DEVELOPMENT MEETING WITH ODE (WHEN REQUIRED OR REQUESTED)

A co-development meeting with ODE staff is a second component of the collaborative process.

Co-development meetings are required for:

- Specialized entities

- Districts and charter schools whose proposed target do not meet required criteria and for whom the ODE reviewer concerns cannot be resolved through other forms of communication

Co-development meetings may be requested by any school district or charter school who wishes to discuss specific questions or challenges encountered during target development. Requests are submitted through a Smartsheet form.

These meetings provide an opportunity to:

- Review drafted targets
- Discuss academic disparities across focal student groups
- Clarify expectations and requirements
- Discuss practices, programs, and policies intended to support progress toward targets

STEP 3: FINALIZING AND SUBMITTING PERFORMANCE GROWTH TARGETS

All Performance Growth Targets are submitted to ODE through the Smartsheet WorkApp². Once submitted, ODE staff review the proposed targets to ensure they meet required criteria and align with the intent of the Education Accountability Act.

² Targets must be submitted by the district or charter's; no other entities may submit targets on a district or charter's behalf.

As part of this review, ODE will check that the submitted targets demonstrate the following:

- Growth for both the All Student group and the Combined Focal Student Group in each of the four years of the target period;
- A reduction in the gap between the All Students group and the Combined Focal Student Group each year³; and
- Progress toward Similar District Performance Growth Targets, such that by 2029-30 the targets meet or are near meeting the Similar District Performance Growth targets, taking into account how far below the starting point is relative to those targets.

If submitted targets do not meet one or more of these criteria, ODE staff will follow up to discuss specific metrics and resolve questions or concerns. This follow-up may occur through written communication or, when needed, through a co-development meeting.

Once all questions are resolved, targets are finalized in the Smartsheet WorkApp and approved by ODE. Districts and charter schools will be notified upon approval and will receive a summary of finalized Performance Growth Targets.

CO-DEVELOPMENT PROCESS FOR SPECIALIZED ENTITIES

Specialized entities participate in the co-development process described above, with additional requirements related to metric development. Because the number and type of metrics vary across programs, a co-development meeting is required.

Co-development meetings involving both metric and target development are expected to last at least one hour and may require multiple meetings. The format and scheduling of these sessions will be determined based on need.

AFTER FINALIZATION OF PERFORMANCE GROWTH TARGETS

Once Performance Growth Targets are finalized and approved, they become formal accountability measures. The Education Accountability Act does not allow for changes to Performance Growth Targets once they have been set.

Districts and charter schools are required to:

- Present information regarding Performance Growth Targets to their governing board
 - Board approval is not required
- Provide annual progress updates to their governing board



³ Very small gaps, of a few percentage points (e.g. 2 or less) may not close in four years, depending on n-size, metric fluctuations or other statistical factors, this will be reviewed in a case-by-case basis.

PERFORMANCE GROWTH TARGET SYSTEM

Statewide Performance Growth Targets are a key step in aligning our improvement efforts across the state. These targets provide the benchmarks that will help us measure progress and stay focused on outcomes. They will give us a clear picture of where we are, where we're going, and how we know if we're making meaningful gains.

Importantly, these targets set high expectations while remaining grounded in what is achievable. They are informed by research, by evidence, and by what we are already seeing in districts across Oregon. This is about accelerating progress in a way that is both realistic and sustainable.

Additional information on Statewide Targets and Local Metrics can be found on our PGT Resources page at oregon.gov/ode/accountability/Pages/PGTResources.aspx.

STATEWIDE PERFORMANCE GROWTH TARGETS

Statewide Performance Growth Targets establish a common direction for Oregon. They represent the level of improvement needed to meaningfully change outcomes for students, and they're grounded in research, data, and what we already see is possible in districts across Oregon. These targets reflect a collective commitment to improving outcomes for students and provide a consistent frame of reference for all districts.

Districts and charter schools are not held accountable for meeting the Statewide Performance Growth Targets. Rather, they are accountable for setting, and meeting, local targets that are strong enough that when added together, will meet the Statewide Performance Growth Targets.

SIMILAR DISTRICT PERFORMANCE GROWTH TARGETS

Similar District Performance Growth Targets support contextual understanding by grouping districts with similar characteristics. These targets help illustrate what progress may look like across different starting points and system conditions. These targets are set by looking at how districts are performing within each Similar District cluster and identifying the performance level (percentile) that would allow the state to meet the Statewide PGTs.

LOCAL PERFORMANCE GROWTH TARGETS

Local Performance Growth Targets are co-developed between districts, charter schools, specialized entities, and ODE. They reflect local data, capacity, trends, and priorities while contributing meaningfully to statewide progress.

These targets describe how each district will contribute to Oregon's shared Statewide Performance Growth Targets. They are intentionally developed in partnership, grounded in evidence, and designed to support continuous improvement over time. Local Performance Growth Targets are set as Baseline Targets using All Student data, and Gap-Closing Targets using the combined focal student group.

HOW THE TARGETS WORK TOGETHER

These targets are designed to function as a single, aligned system:

- Statewide Performance Growth Targets set the shared direction.
- Similar District Performance Growth Targets provide context and calibration.
- Local Performance Growth Targets translate statewide goals into locally meaningful commitments.

Progress toward statewide outcomes depends on the cumulative impact of locally developed growth. Through this shared structure, accountability is collective, transparent, and focused on improvement rather than comparison or compliance.

TABLE 1. STATEWIDE PERFORMANCE GROWTH TARGETS

Metric	Statewide Target
K-2 Regular Attendance	82.0%
K-12 Regular Attendance	78.3%
Third Grade English Language Arts	52.6%
Eighth Grade Math	52.0%
Ninth Grade On-Track	94.9%
Four Year Graduation	92.3%
Five Year Completer	95.4%
Fifth Grade Science Achievement ⁴	68.1*
Academic Growth	TBD
Career and Workforce Readiness ⁵	167.2*
Multilingual Proficiency	14.4%*
Postsecondary Readiness	58.1%*

*Draft target not yet approved by the State Board of Education.



⁴ Fifth Grade Science Achievement is an index that can range from 0 to 150.

⁵ Career and Workforce Readiness is an index that can range from 0 to 400.

UNDERSTANDING TARGETS AND METRICS

Performance Growth Targets will be set for all required metrics over a four-year period, beginning with the 2026-27 school year.

Performance Growth Targets must:

- be based on historical data available for analysis
- be based on Similar District Performance Growth Targets,
- include overall rates, and
- be disaggregated by focal student groups.

Target development should be informed by how systems and schools allocate resources and investments to support improvement over time. While the metrics used to establish Performance Growth Targets are primarily lagging indicators, they allow for consistent disaggregation by student group and provide important snapshots of the K-12 system at key points in student progress.

BASELINE & GAP-CLOSING TARGETS

BASELINE TARGETS

Baseline Targets will be set using historical **All Student** data for each metric, in combination with Similar District PGTs. These targets represent the total intended progress across the four-year target period.

Baseline Target-setting should be informed by local data and by how systems braid and blend funding from different state and federal programs to implement strategies and achieve planned outcomes. **There is no single formula for setting baseline targets, as investments, programs, and interventions will vary based on local context, priorities, and capacity.**

Four-year Baseline Targets should be based on:

- The school district or charter school's historical data for that metric
- An evaluation of the likely impact of funding and investment on that metric
- Similar District Performance Growth Targets

Baseline Targets reflect a commitment to delivering a high-quality education for every student in the community.

GAP-CLOSING TARGETS

Gap-Closing Targets will be set using the **Combined Focal Student Group**. Although each student group has

different assets and needs, the use of a combined group intentionally centers the work on reducing academic disparity, rather than tracking individual achievement in isolation. In instances where the Combined Focal Student Group demonstrates rates that exceed those of the total student population, Gap-Closing Targets should be set to maintain performance aligned with Baseline Targets.

The Combined Focal Student group includes the following student groups:

- Students experiencing poverty
- Students in foster care
- Students who are Homeless
- Students with disabilities
- English language learner students
- Migrant or recently arrived students
- Justice involved youth
- Pregnant/Parenting students, or students experiencing a pregnancy or parenting-related condition
- American Indian/Alaska Native students
- Asian students
- Black/African American students
- Hispanic or Latino/a/e students
- Native Hawaiian/Pacific Islander students
- Multiracial students

FIGURE 1: EXAMPLE OF BASELINE AND GAP-CLOSING TARGETS

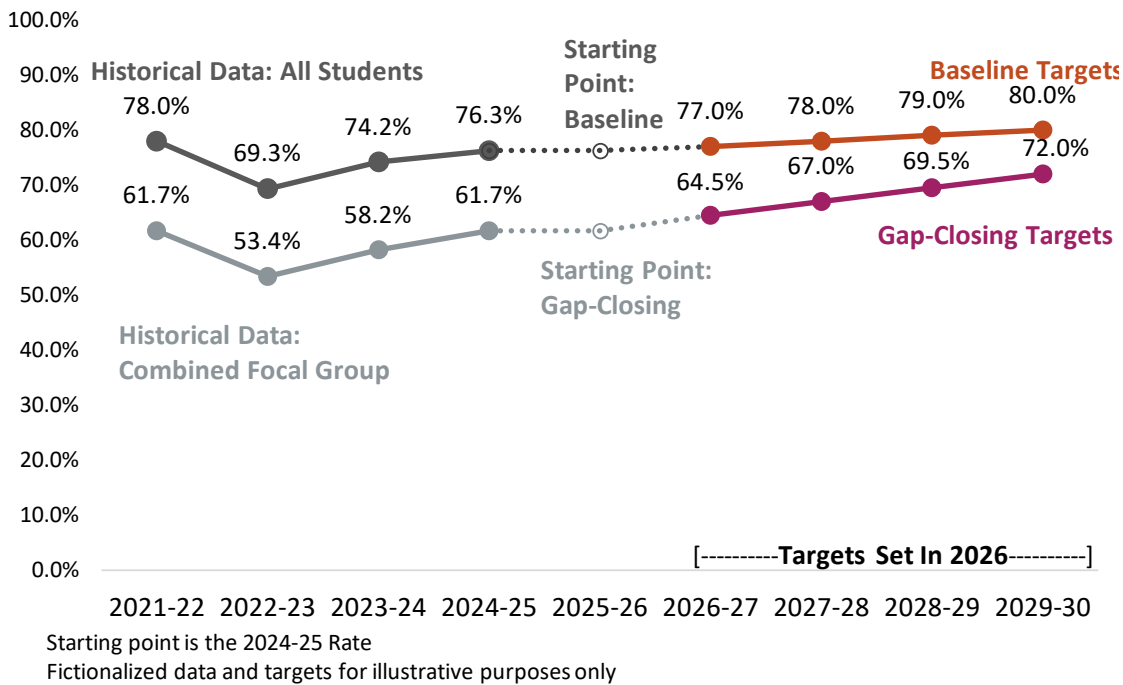


Figure 1 illustrates how historical data can inform target setting. The 2029-30 Baseline Target exceeds the historical All Student rate, while the Gap-Closing Target reduces the gap between the combined student focal group and all students in each year and exceeds prior years of historical data.

TYPES OF METRICS

COMMON METRICS

The Education Accountability Act expands the Common Metrics framework to include seven Common Metrics, building on the foundation established through the Student Success Act (2019):

1. **K-2 Regular Attendance:** The percentage of students in grades K-2 attending more than 90% of their enrolled school days.
2. **K-12 Regular Attendance:** The percentage of students in grades K-12 attending more than 90% of their enrolled school days.
3. **3rd Grade English Language Arts:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in third grade.
4. **8th Grade Math:** The percentage of students proficient on statewide mathematics assessments in eighth grade.

5. **9th Grade On-Track:** The percentage of students earning at least one quarter of their graduation credits by the end of the summer following their ninth-grade year.
6. **4-Year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
7. **5-Year Completion:** The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.

LOCAL METRICS

Local Metrics provide an opportunity for school districts and charter schools to incorporate a measure that aligns with their current strategies and approaches to improving student outcomes. The State Board of Education has adopted a list of five Local Metrics, from which school districts and charter schools must select one to include in their Performance Growth Targets:

1. **Fifth Grade Science Achievement:** An indexed measure of student achievement in science using the Oregon Statewide Summative Assessment System (OSAS).
2. **Academic Growth⁶:** The change in a student’s score over time measured by [interim tests](#) in Language Arts and Math.
3. **Career and Workforce Readiness:** The weighted composite total of Career and Technical Education (CTE) Participants and CTE Concentrators.
4. **Multilingual Proficiency:** Percentage of students earning the seal of biliteracy or multiliteracy.
5. **Postsecondary Readiness:** The composite of students earning dual credit and Advanced Placement and International Baccalaureate completion.

- The ESD commits to continue data collection using consistent definitions for the duration of the Performance Growth Target.
- The ESD commits to provide aggregate data for the metric to ODE in annual reporting.
- The ESD will make student-level data underlying the selected metric(s) available to ODE when requested.

DIFFERENTIATED METRICS

The State Board of Education has also adopted a list of Differentiated Metrics for specialized entities where the seven Common Metrics may not fully reflect student experiences or outcomes. These metrics provide an appropriate and aligned way to measure performance growth within specific educational contexts.

Education Service Districts that have Enrolled Students for Specialized Services

Each Education Service District (ESD) that enrolls students in any grade from kindergarten through grade 12 for specialized services must identify at least one, but up to five, metrics co-developed with ODE that meet each of the following criteria:

- The metric must be a measure of student performance outcomes.
- The metric must have at least two years of historical data with at least ten students per year (data provided by the ESD).
- The data must be disaggregated by focal student groups.

Approved Recovery Schools⁷

1. K-12 Regular Attendance
2. Three years of the Combined 4-Year Graduation Rate
3. Three years of the Combined 5-Year Completion Rate

The Youth Corrections Education Program (YCEP)

1. Dropout rate
2. Percentage of students who earned high school course credits in facility
3. Percentage of students enrolled in their local school district within 90 days of exit from the program
4. 5-Year Completion
5. K-12 Regular Attendance

The Juvenile Detention Education Program (JDEP)⁸

1. Dropout rate
2. Percentage of students who earned high school course credits while in facility
3. Percentage of students enrolled in their local school district within 90 days of exit from the program

Oregon School for the Deaf (OSD)

1. K-12 Regular Attendance
2. Three years of the Combined 4-Year Graduation rate
3. Three years of the Combined 5-Year Completion rate

⁶ Business rules of the Academic Growth Metric are still under development, and more information is to come regarding how these targets will be set.

⁷ Each newly established Approved Recovery School and Long Term Care and Treatment Center has two school years to establish historical data prior to the creation of Performance Growth Targets.

⁸ JDEP and YCEPs will set targets as an overall program, not individually.

Long Term Care and Treatment Education programs (LTCTs)

Long Term Care and Treatment Programs (LTCTs) provide educational services for students in eligible day and residential treatment facilities. Eligible day treatment programs and eligible residential treatment programs for education services to children who are in treatment programs as described in [ORS 343.961](#) must select two metrics⁹ from the list below:

1. Percentage of students enrolled in their local school district within 90 days of exit from the program
2. Percentage of students who earned high school course credits in day or residential treatment facility
3. Dropout rate
4. 5-Year Completion
5. K-12 Regular Attendance
6. K-2 Regular Attendance

In addition, LTCTs must also identify at least one, but up to three, additional metrics co-developed with ODE that meet each of the following criteria:

- The metric must be a measure of student performance outcomes.
- The metric must have at least two years of historical data with at least ten students per year (data provided by the ESD).
- The data must be disaggregated by focal student groups.
- The LTCT commits to continue data collection using consistent definitions for the duration of the Performance Growth Target.
- The LTCT commits to provide aggregate data for the metric to ODE in annual reporting.
- The LTCT will make student-level data underlying the selected metric(s) available to ODE when requested.

OPTIONAL METRICS

Optional Metrics provide an opportunity to prioritize metrics that reflect locally significant strategies and conditions, and to demonstrate progress beyond the required metrics. Although the selection of an Optional Metric is not required, any Optional Metrics that are chosen will be reviewed as part of the co-development process with ODE and once finalized, included in the overall set of accountability targets. Local Metrics can also be used as Optional Metrics in addition to the required Local Metric.

When individual focal student groups meet the minimum N-size requirement, optional metric targets may also be established for focal student groups.



⁹ Metric options for LTCTs are still undergoing the business rules making process and how they are calculated is not final.

DEVELOPING LOCAL PERFORMANCE GROWTH TARGETS

Preparing to develop Local Performance Growth Targets is a critical step in ensuring targets are ambitious, realistic, and grounded in local context. Effective preparation helps establish a shared understanding of current performance, trends over time, and the conditions that will support improvement.

PREPARING FOR CREATING TARGETS

REFLECT ON SYSTEM CONDITIONS AND CAPACITY

Target development is strongest when it reflects an honest assessment of local systems and capacity. Preparation may include reflecting on:

- Current instructional and support strategies
- Planned programmatic changes
- Staffing, professional learning, and leadership structures
- Use of state, federal, and local resources to support improvement

This reflection helps ensure targets are aligned with how improvement efforts are intended to be implemented over the four-year period.

IDENTIFY PRIORITY AREAS FOR GROWTH

Based on data review and system reflection, preparation should include identifying priority areas where growth is most needed or most likely to occur. This may include determining whether Optional Metrics may add value to reflect local priorities.

PREPARE FOR CO-DEVELOPMENT

Finally, preparation should support a productive co-development process with ODE. This includes organizing relevant data, clarifying local assumptions about improvement, and identifying questions or areas where additional dialogue may be helpful. Strong preparation allows co-development discussions (where

needed) to focus on alignment, coherence, and shared understanding of growth expectations.

REVIEWING DATA

In preparation for setting targets, districts and charter schools should review their own data and consider which metrics they anticipate will be most impacted by their strategic efforts and investments.

LOCAL DATA

Start by reflecting on local understanding, recent and historical data, student performance, and how planned investments will impact students and their outcomes. The following questions can be used to guide your reflection:

- What can be learned or observed from the data? What questions or gaps arise?
- What principles can and should guide the setting of PGTs?
- How does historical metric data relate to the Similar District Performance Growth Target and Statewide Performance Growth Target?
- What progress has been made towards previously established targets, and how does that inform current target setting?
- Are there any factors potentially impacting these metrics in the next four years (opening new schools, changes to policies, creation of new support methods, new curriculum, etc.)?
- What is the timing of these impacts? Immediate? Slow change over three years, then steady progress? Steady progress over the next three years?

EXAMINE DISAGGREGATED DATA

ODE will provide suppressed and unsuppressed data to support target setting. These data will include up to four years of the most recent data available for each metric including disaggregated data for each of the focal groups and the Combined Focal Student group. Examine this data, along with internal data, for consideration in setting growth targets.

A Note on Suppressed Data

Where the number of students (N) is fewer than ten in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. Additionally, percentages above 95% or below 5% will be reported as >95% and <5%, respectively.

Data for students experiencing poverty **will only be shared as suppressed data** and never as unsuppressed data. The combined focal student group that includes students experiencing poverty will also never be shared as unsuppressed data.

To protect the privacy of students, unsuppressed information will only be shared with the school district or charter school and is intended for internal use only.

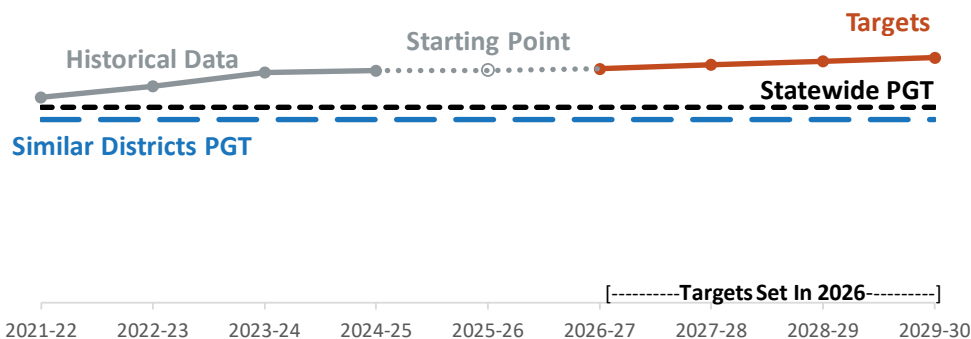
Please keep in mind that only suppressed information should be used when presenting this information in any public setting.

TARGET SETTING USING SIMILAR DISTRICT PGTS

ODE has established unique Similar District Performance Growth Targets for all Similar District Clusters. These clusters are likely to be the best indicator of realistic targets and trends. Consider the following guidelines:

- Districts and charter schools, especially those with rates below their Similar District Performance Growth Targets, should strive towards matching or exceeding the progress of their Similar District Cluster.
- Those at the very high end of achievement might expect less or slower growth, or perhaps to hold steady and see maintenance at these levels as a signal of excellence.
- New programs or investments do not always impact metrics immediately. Growth may accelerate over time or take a few years to take place.

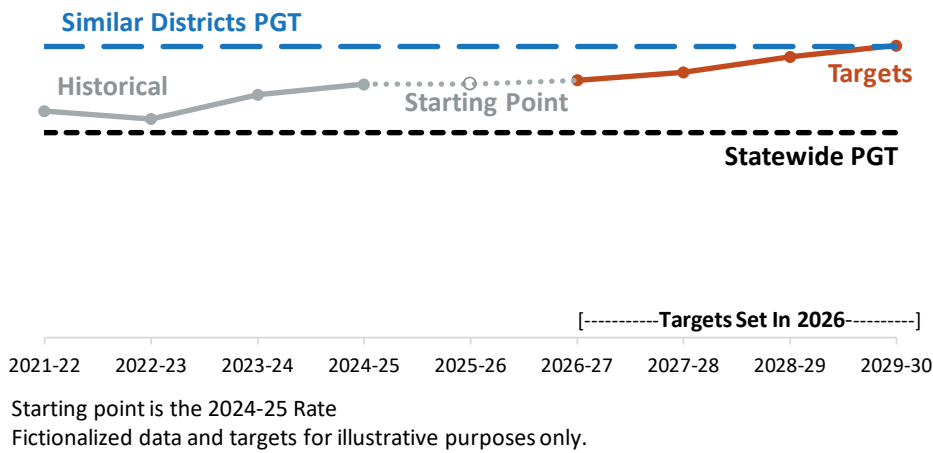
FIGURE 2: EXAMPLE OF TARGETS FOCUSED ON CONTINUOUS IMPROVEMENT



Starting point is the 2024-25 Rate
Fictionalized data and targets for illustrative purposes only.

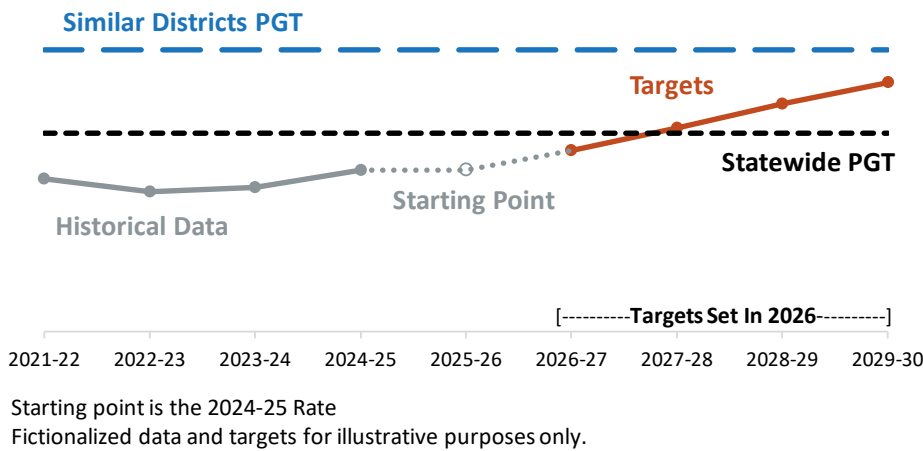
The example in Figure 2 has historical data and the 2024-25 metric rate, which is used as the starting point, above both the Similar District PGT and the Statewide PGT. These targets are examples of continuous growth in this metric to assure student outcomes. Assuming the targets in the example are Baseline Targets, then the Gap-Closing Targets will need to be set so that the gaps close each year.

FIGURE 3: EXAMPLE OF TARGETS PLANNING FOR MODERATE GROWTH.



In Figure 3, the entity has historical data and starting point above the Statewide PGT, but below the Similar District Performance Growth Target for their similar district. In this example, the entity needs to set targets that allow them to meet or exceed their Similar District PGT. Assuming the targets in the example are Baseline Targets, then the Gap-Closing Targets will need to be set so that the gaps close each year.

FIGURE 4: EXAMPLE OF TARGET SETTING WITH HISTORICAL DATA BELOW THE SIMILAR DISTRICT PGT



The example in Figure 4 shows a situation in which the historical data and the Similar District Performance Growth Target have a substantial gap. The Similar District PGT represents what other entities in this Similar District Cluster are able to achieve. In this example, this district or charter needs to set a target trajectory that will eventually allow them to catch up with their Similar District Cluster.

SELECTING A LOCAL METRIC

In addition to the seven Common Metrics, districts and charter schools must select one Local Metric to include in their suite of Performance Growth Targets. Districts and charter schools should consider the following when selecting a Local Metric:

- Which metric aligns with planned investments and strategies?
- Which metric reflects the needs of students and input from the community?
- Which metric shows the most room for progress?

MINIMUM N-SIZE

A Performance Growth Target is required when the student population (N-size) is ten or greater in each of the preceding four consecutive years for that metric. Districts and charter schools in which the population for

a metric is less than ten students in any of the prior four years are exempt from setting targets *for that metric*. There are two exceptions:

1. Newly Approved Recovery Schools will have two years to collect data before setting targets. For each metric, an N-size of at least ten students is required in each of those years to set targets.
2. ESDs with K-12 students in specialized services and LTCTs develop their own metrics, which must have at least two years of historical data with an N-size of ten students.

Metrics with less than four years of historical data available will still need to meet the minimum N-size of ten in the years of available data to set targets. This also applies to Gap-Closing Targets when the Combined Focal Group N-size is less than ten. Entities who have do not have any metrics that meet the minimum N-size will not set any targets.



TOOLS

HISTORICAL DATA

ODE will provide historical metric data for the 2021-22 through 2024-25 school year to support the development of Performance Growth Targets.

For each district and charter school, ODE will provide:

- Data sheets containing aggregate data for All Students and the Combined Focal Student Group, as well as disaggregated data for individual student groups
- Online dashboards displaying historical data, including suppressed data for public reporting.

Both suppressed and unsuppressed data will be shared securely with districts and charter schools, while suppressed data will be accessible in the data dashboard embedded in the Smartsheet WorkApp.

INFORMATIONAL MATERIALS

ODE has developed an [informational video](#) to support districts and charter schools through the Performance Growth Target co-development process.

Additional Performance Growth Target resources and reference materials can be found on the [PGT Resources page](#).

TARGET PLANNING TOOL

ODE has developed a [Target Planning Tool](#) to support target development and review.

The tool allows users to enter draft targets for each of the four years and view those targets charted over time in relation to:

- Starting point the 2024-25 rate for each metric,
- Statewide Performance Growth Targets, and
- Similar District Performance Growth Targets.

The tool also indicates whether drafted targets meet basic criteria used during the review process. This [video](#) was developed to illustrate how to use the tool.

SMARTSHEET TECHNICAL GUIDANCE

ODE has developed guidance for submitting targets in the [Smartsheet WorkApp](#) and an [instructional video](#) outlining the process.

If you have any questions please reach out to ODE.EI@ode.oregon.gov for additional support.



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