

# Performance Growth Targets (PGTs) FAQs

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## **Are Performance Growth Targets required to be based on historical data?**

Yes, statutorily (SB 141), PGTs are required to be based on historical data. In order to support this, ODE provided data sheets and a Data Visualization Dashboard to each school district and charter school with their localized data.

## **What does a Minimum N-Size of 10 students in each of the past 4 years mean?**

A minimum N-Size (denominator) of 10 students means that a metric will only be required when there are at least 10 students included in the total student population for that specific metric for each of the last four years of data. In this context, the denominator refers to the full group of students who are eligible to be included in the metric calculation, not just the students who met the outcome or performance measure (numerator). If there are fewer than 10 total students in the population (included in the denominator for a metric), school districts and charter schools are not required to set a PGT for that metric. If there are less than four years of available data, the minimum N-Size will apply to each year of available data.

## **Does each district or charter school need to set a baseline *and* gap closing target for each metric?**

Generally yes; however, some entities may have metrics below the N-size requirement and won't set targets for those metrics.

## **Who is in the Combined Focal Student Group for gap-closing targets?**

Per [OAR 581-003-0001](#) the focal student group is comprised of the following students:

- Students experiencing poverty
- Students in foster care
- Students who are homeless
- Students with disabilities
- Emerging bilingual 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

### **Who can submit targets for a school district or charter school?**

School Districts and charter schools must submit their own targets. Neither ODE nor an ESD can submit Performance Growth Targets on behalf of a school district or charter school.

### **What is the expected role of school boards throughout the PGT co-development process?**

PGTs do not require adoption or approval by the school board. School Districts and charter schools *should* present their targets to the board and are **required** to report to their board annually on progress towards meeting their targets.

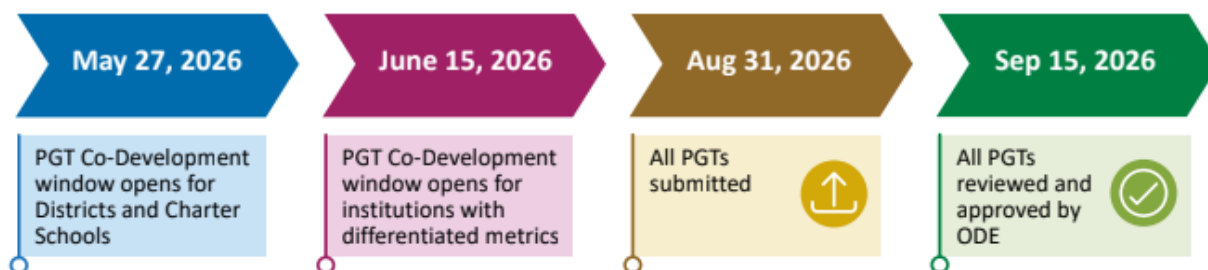
### **What data will ODE provide, and in what formats will it be available for districts and charters schools as well as partners to analyze and use.**

ODE will provide suppressed and unsuppressed data sheets, as well as a data dashboard to show historic data. This information will be provided directly to school districts and charter schools. As a reminder, it is OK for suppressed data to be shared publicly but unsuppressed data must be treated as confidential and only shared using data security protocols.

### **How will entities submit performance growth targets?**

Performance Growth Targets will be submitted to ODE via the [Smartsheet WorkApp](#).

## What is the timeline to submit performance growth targets to ODE?



## What if the Combined Focal Student Group gap is really small? Does it still have to close?

Very small gaps of a few percentage points may not close in four years, depending on n-size, metric fluctuations or other statistical factors. This will be reviewed in conversation with school district and charter school leaders as part of the annual performance review.

## Will ODE provide data for additional and optional metrics? Are school districts and charter schools required to set gap-closing targets for any additional and optional metrics?

ODE will not be providing data for additional and optional metrics that school districts or charter schools opt to include in addition to the seven common metrics and their selected local metric. Any additional and optional metrics chosen by the school district or charter school will be expected to include both baseline and gap-closing targets.

## Do baseline targets have to reach their similar district target?

No. School districts and charter schools must show progress toward the Similar District Performance Growth Targets for their Similar District Cluster. Targets that do not meet the Similar District Performance Growth Targets will be reviewed in conversation with school district and charter school leaders as part of the annual performance review.

## What are the Similar District Clusters?

ODE utilized a clustering method to calculate the statistical “nearest neighbor” of districts based on student demographic and community attributes. Similar District Clusters were [determined through an intentional and research-based methodology](#).

The [Similar District Clusters](#) are available to download on the [ODE Accountability](#) page.

## What are the Similar District Performance Growth Targets

Similar District Performance Growth Targets are available to download on the [ODE PGT Resources page](#).

## What does Performance Growth Targets offer that existing information doesn't provide?

Performance Growth Targets create a more coherent and improvement-focused accountability structure across Oregon. Existing accountability systems often emphasize compliance, isolated metrics, or point-in-time performance. This approach is designed to:

- Connect accountability to long-term improvement planning
- Align local strategy with statewide outcomes
- Focus attention on both overall performance and disparities
- Encourage districts to intentionally connect investments and outcomes
- Establish shared responsibility for statewide progress

## How will Performance Growth Targets improve student outcomes?

PGTs can improve outcomes when districts and charters use the targets as part of ongoing strategic planning and continuous improvement. The intent is for districts to:

- Align funding and staffing decisions to target areas
- Monitor implementation and outcomes over time
- Use data to adjust strategies
- Focus on long-term improvement rather than annual compliance activities

The targets themselves do not improve outcomes. The improvement comes from the quality of the strategies, implementation, and monitoring connected to the targets.

### **How should districts and charters align Performance Growth Targets with existing improvement plans and strategic priorities?**

PGTs should not be treated as a separate initiative. Instead, they should be used to help bring alignment to:

- Strategic plans
- School improvement efforts
- Federal program planning
- Budget priorities
- Continuous improvement systems

A strong implementation integrates these efforts into one coherent strategy.

### **How will ODE distinguish between ambitious targets and unrealistic targets?**

ODE will consider:

- Historical trends
- Similar District Performance Growth Targets
- Local conditions and starting points
- Planned investments and implementation capacity
- Expected timing of improvement efforts

Targets should demonstrate meaningful progress while remaining grounded in evidence and realistic implementation assumptions.

### **How should districts and charters account for initiatives whose impact may not appear immediately in lagging indicators?**

Districts should recognize that many meaningful improvement efforts require time before measurable outcomes are achieved. For example:

- Early literacy investments may take years before statewide improvements become visible
- Attendance interventions may improve engagement before academic outcomes shift
- Professional learning may strengthen instructional practice before student performance changes.

Because many of the required metrics are lagging indicators, districts and charters should consider:

- Realistic timelines
- Communication of expected implementation phases, and
- Monitoring leading indicators alongside accountability metrics
- Staying the course with strong strategies to improve outcomes, when outcomes changes are not immediately visible.

### **How should districts and charters use leading indicators when the required metrics are primarily lagging indicators?**

Leading indicators are critical for successful implementation. Lagging indicators show whether outcomes improved after the fact. Leading indicators help districts determine whether implementation is moving in the right direction before final results are available.

Examples of leading indicators may include:

- Interim assessment growth,
- Student engagement measures,
- Attendance intervention participation,
- Early warning system data,
- Course completion trends,
- Professional learning participation,
- Instructional implementation evidence,
- Family engagement participation, or
- School climate indicators.

Strong implementation requires districts to monitor both: outcomes and the conditions and practices that influence those outcomes.

## **How should districts and charters balance overall improvement with gap-closing expectations?**

School districts and charter schools should pursue strategies that improve outcomes for all students while intentionally supporting historically underserved groups. Effective approaches expand access to high-quality instruction, strengthen support systems, and address barriers to success, so progress is shared broadly. The goal is to advance both overall outcomes and equity together, ensuring all students experience meaningful growth.

## **What does successful statewide implementation look like after four years?**

After four years, success would include stronger student outcomes, reduced disparities, better alignment between investments and results, and more effective use of data across Oregon. It would also reflect a more coherent improvement system and greater public understanding of progress.

At the district level, success means PGTs are fully integrated into ongoing work, informing strategic planning, guiding decisions, and aligning improvement efforts. Over time, accountability shifts from a compliance exercise to a tool for continuous learning, implementation and results.