



STATEWIDE PERFORMANCE GROWTH TARGETS UNDER THE EDUCATION ACCOUNTABILITY ACT

MAY 2026

BACKGROUND

As part of the state’s new accountability system under the Education Accountability Act ([SB 141](#)), the State Board of Education is required to set clear, measurable statewide goals for improvement across key student outcomes. These statewide Performance Growth Targets (PGTs) serve as the long-term benchmarks that define what meaningful progress looks like for Oregon’s education system as a whole.

These targets are important because they:

- Set a shared direction for improvement across the state
- Anchor accountability decisions under SB 141
- Provide clear, measurable indicators to the public about where Oregon’s education system is headed and whether we are making progress.

ADOPTED PERFORMANCE GROWTH TARGETS

These targets were adopted by the State Board of Education on April 28, 2026.

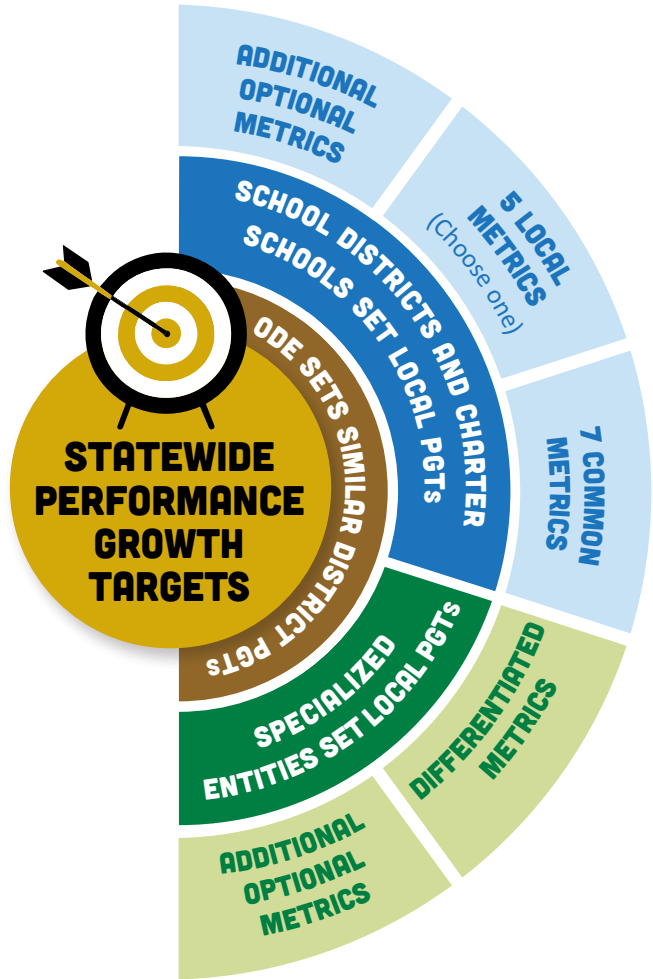


TABLE 1: Statewide Performance Growth for the Common Metrics

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
K-2 Attendance	70.7%	82.0%
K-12 Attendance	66.5%	78.3%
3rd Grade English Language Arts	40.3%	52.6%
8th Grade Math	28.9%	52.0%
9th Grade On-Track	86.6%	94.9%
4-year Graduation	83.0%	92.3%
5-year Completion	87.4%	95.4%

DRAFT PERFORMANCE GROWTH TARGETS

These targets have not yet been adopted, and are subject to change, but are provided here to support co-development of local PGTs.

TABLE 2: Statewide Performance Growth for the Local Metrics

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
5th Grade Science Achievement (Index 0-150) ¹	50.2	68.1
Academic Growth	N/A	TBD*
Career and Workforce Readiness (Index 0-400) ²	120.7	167.2
Multilingual Proficiency	7.4%	14.4%
Postsecondary Readiness	45.6%	58.1%

*Targets will be set following the first administration of interim assessments under the Education Accountability Act.

APPENDIX: METHODOLOGY AND TECHNICAL BASIS

ODE used an [Effect size](#) based target-setting methodology, specifically Cohen’s *h*, to determine an appropriate amount of annual improvement for each statewide metric. Effect size is a commonly used research measure that describes the magnitude of change between two proportions and is intended to capture change that is not only statistically detectable but educationally meaningful.

Based on a review of historical performance in Oregon, Similar District performance, and outcomes in other states, ODE selected an annual effect size of 0.05 for most metrics. A higher annual effect size of 0.10 was selected for 8th grade math due to its comparatively low current performance.

In plain terms, this approach answers a simple question: *how much improvement each year would represent meaningful and attainable progress for students if sustained over time?*

Rather than setting arbitrary benchmarks, the targets reflect steady, meaningful gains that, if achieved year over year, would result in strong statewide outcomes by 2029-30. The more ambitious target for 8th grade math reflects the urgency of improving outcomes in a subject area where current performance is especially low.

1 The 5th Grade Science Achievement Index can range from 0 (all students score at level 1 in the science assessment) to 150 (all students score at level 4 in the science assessment). See the Local Metrics Technical Manual for full details and calculation.
2 Career and Workforce Readiness Index can range from 0 (no students participate in CTE) to 400 (all students are CTE concentrators). See the Local Metrics Technical Manual for full details and calculation.

