



THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon’s Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA
Special Meeting
Zoom
Tuesday, April 28, 2026

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. Call to Order

A. Roll Call

Time: 8:00 AM

2. Public Comment

Time: 8:05 AM

A. The State Board of Education will hold space for **virtual** public comment. 2
Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook.

3. Adoptions

A. Senate Bill 141 (2025) Implementation: Statewide Performance Growth Targets: 13
OAR 581-003-0025

Time: 8:30 AM

Cassie Medina, Office of Education Innovation and Improvement

4. Adjourn

Time: 9:30 AM

From: [Beth Szczepanski](#)
To: [StateBoard Public Email](#)
Subject: Economics Graduation Requirement Comment
Date: Wednesday, April 22, 2026 12:58:33 PM

You don't often get email from bszczepanski@ttsd.k12.or.us. [Learn why this is important](#)

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

To whom it may concern:

I have been an Oregon high school teacher for the past eight years. I am writing with a concern about the state's recently-implemented graduation requirements. Economics is no longer required for graduation, and this harms Oregon's youth.

Unemployment, inflation, and economic instability are vital issues for youth to understand. According to the Bureau of Labor Statistics, the unemployment rate in Oregon is above five percent. Youth unemployment surpasses twelve percent. Inflation has driven the cost of housing, utilities, transportation, and food to unsustainable heights. Markets swing wildly as global conflict and unclear tariff policies reshape the economic landscape. Oregon's graduates need a firm grasp of how fiscal policy, national trends, technological shifts, and global events impact their own economic outlook in order to make educated decisions regarding careers to pursue, places to live, policies to support, and ways to prepare for the future. Economics should be part of every Oregonian's high school education.

I understand that Economics was removed in part to make space for the new Personal Finance requirement. Budgeting, saving, and investing are also important topics for young people to understand. For many, however, there will be little income to budget if they are unable to make life choices based on a clear comprehension of economic indicators. Oregon graduates need to understand both personal finance and economic concepts to have the best shot at making sound decisions regarding life and career in today's unstable economy.

It is our responsibility as educators to prepare Oregon's students to succeed in the current economy. Please restore Economics as a graduation requirement for Oregon high schools. Thank you for your time.

Sincerely,

Beth Szczepanski

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Pronouns: She, her, hers

Social Studies and English Language Arts Teacher
Cordero School
Tigard-Tualatin School District

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Pronouns: She, her, hers
Social Studies and English Language Arts Teacher
Cordero School
Tigard-Tualatin School District

OREGON PARTNERS *for* EDUCATION JUSTICE



To: Oregon State Board of Education
From: Oregon Partners for Education Justice
Date: April 13, 2026
Re: Statewide Targets for Equitable Improvement

Dear Chair Scurlock, Vice-Chair Montgomery, Second Vice-Chair Richardson, and members of the State Board of Education,

We are [Oregon Partners for Education Justice](#) (OPEJ), a cross-cultural network of community-based organizations, culturally specific service providers, and education advocates working together to advance a high-quality, racially just, and community-centered public education system for Oregon.

As you consider administrative rules for Senate Bill 141, we urge you to uphold a strong commitment to equitable improvement within Oregon’s new public education accountability framework. To successfully reach new statewide targets to improve outcomes for all students, we believe it is vital to establish a corresponding set of statewide targets to close academic achievement gaps and accelerate outcomes for historically underserved students.

Under Senate Bill 141, the State Board of Education is charged with adopting *statewide* performance growth targets . These targets represent key milestones for improving overall K-12 system quality and raising overall student achievement across multiple academic metrics.

School districts, however, are required to establish *both* overall improvement targets and gap-closing targets. Gap-closing targets aim to accelerate progress for historically underserved students and close achievement gaps that are too often predicted by a student’s racial or ethnic identity, family income, disability, home language, or housing security. Identifying gap-closing targets ensures school districts cannot declare victory for reaching overall improvement targets while achievement gaps persist or even widen on any given metric.

To uphold shared accountability, the same rationale and standard applied to school districts should also apply to the state. While Senate Bill 141 does not require the adoption of statewide gap-closing targets, the legislation’s commitment to closing achievement gaps is clear, and nothing in the legislation prevents the State Board from doing so. **We therefore urge you to request, consider, and adopt statewide gap-closing targets alongside overall statewide performance growth targets.**

More than numbers on a page, Oregon’s targets are a statement of our values and a guideline for our actions and investments. Now is not the time to soften our focus on systemic inequity or backslide on progress for historically underserved students. Every Oregon child has boundless potential and it is more important than ever to use every tool at our disposal to measurably close achievement gaps and expand opportunity for all.

Sincerely,

Oregon Partners for Education Justice

Adelante Mujeres

APANO

Arts in Education of the Gorge

Center for Black Excellence

Central Oregon Disability Support Network

Children’s Institute

Consejo Hispano

EUVALCREE

FACT Oregon

Foundations for a Better Oregon

KairosPDX

Latino Network

NAYA Action Fund

Open School

Oregon Business Council

Oregon Coalition of Community

Charter Schools

Oregon MESA

Project LEDO
REAP, Inc.
Salem/Keizer Coalition for
Equality

Self Enhancement, Inc.
Stand for Children Oregon
Urban League of Portland

CONTACT:

Nate Waas Shull
Advocacy Director
Foundations for a Better Oregon
nate@betteroregon.org

Statewide Performance Growth Targets



Testimony at the State Board of Education

April 28, 2026

Dear Chair Scurlock, Vice Chair Montgomery, Second Vice Chair Richardson, and Members of the State Board of Education,

On behalf of Oregon PTA, the state's largest and oldest child advocacy organization and the thousands of families across the state whom we represent, we respectfully submit testimony to you in regard to the adoption of new Statewide Performance Growth Targets.

PTA supports ambitious targets. We want every child to achieve their full potential.

But we also must share with you that families are concerned about the proposed performance growth targets. Parents are worried that these goals are **yet another iteration of goals that aim high and implementation that falls short.**

Tangible building blocks will need to be developed quickly for families to believe these goals can and will be achieved over the next 48 months.

For ODE and the State Board to build that confidence with our school communities, we ask that these three interconnected steps be part of the work in the coming months:

- 1. ODE provides a public, on-the-record analysis of previous targets, where we succeeded and where we failed, and most importantly - why?**

Why did we not reach the 40-40-20 goal in 2025? Why are we very likely to fail Governor Kotek's current goal of a 90% graduation rate for all student groups by 2027? **Why have we fallen so far behind in national comparisons?** What roles did policies, funding, leadership and implementation play? We need to identify mistakes of the past to avoid them in the future.

- 2. ODE's upcoming agency requested budget (ARB) reflects the ambition of these goals and includes most of the policies and programs necessary to achieve them including a full accounting of the funding required.**

Most of the work necessary for achieving the 2029-30 goals will be done in the 2027-29 biennium. If we don't have the necessary systems in place at the end of the 2027-28 school year, we will have very little time left to bring students to proficiency in ELA or math or for them to earn the necessary credits for graduating on time in 2030.

The ARB could also clearly connect changes in agency staffing, programming or funding to quantified impacts on our performance targets, so that the public can clearly connect which parts of the budget will lead us closer to achieving our goals and the research these expectations are based on.

3. **The efforts to achieve these ambitious goals receive consistent advocacy support of ODE staff, and you, the State Board of Education.**

We can accomplish our goals only with the support of the legislature. Oregon PTA and our members are willing to advocate for the legislative changes and funding necessary, but **our advocates will need the visible and behind-the-scenes support** of our state's experts, you and ODE's staff.

We know these asks are bold, but so are the proposed performance targets. To achieve them we need to disrupt the status quo, and these are important steps in that direction.

We need to convince families that these ambitious goals deserve their support and that they aren't just empty declarations in an election year. And we need families at the table to collaborate with our schools or districts and ODE if we want to reach what we are aiming for. Without the collaboration of Oregon's families, the gaps between what is and what could be will be hard to bridge.

We have about 4,000 instructional hours between today and our goal line. We need ODE to move quickly and decisively over the summer in presenting both lessons learned and in putting together an ARB that matches the ambition of the goals you are set to approve today.

Thank you,

Robin Roemer
VP for Legislative Advocacy
Oregon PTA



ANDREA CASTAÑEDA, Superintendent
2450 Lancaster Drive NE • PO Box 12024
Salem, Oregon 97309-0024
503-399-3001

April 28, 2026

Public Comment on State Performance Growth Targets OAR 581-003-0025

Chair Scurlock and Members of the Board,

We have shared values.

Oregon needs a higher bar for student outcomes. We need an accountability system that is rigorous, attainable, equitable, and student-centered. The intent behind these proposed performance growth targets reflects values that are widely held across this state — by districts, educators, advocacy organizations, and families.

We support that direction. Many of us have said so, repeatedly and in good faith, in comments before this Board.

What we are asking the Board to hear is this: broad agreement on purpose does not equal confidence in the current design. And at this moment, those two things are not aligned.

Ambitious targets require sequenced support systems to match.

Across most metrics, the proposed annual growth rate, compounded over five years, outstrips every national proof point. We embrace ambition, but we caution against targets that predetermine failure. The few national proof points emerged from conditions that do not yet exist in Oregon: tightly aligned, multi-year statewide implementation efforts with coherent instruction, targeted investment, and sustained technical assistance.

The most compelling examples of statewide improvement are stories of *coherence*, *long-term implementation*, not bold, stand-alone demands for academic improvement. The states achieving these results paired clear expectations, aligned resources, consistent technical assistance, implementation time, and a theory of action. Oregon's proposal sets high performance expectations along with accountability triggers but lacks the coherence necessary for success.

This is not a minor sequencing issue. It is a rapidly escalating credibility problem.

Districts are being asked — late in this school year, after budgets and plans are largely set — to establish rigorous but attainable goals for next year. Districts are being asked to select and define local metrics that largely do not yet exist, with limited guidance on what those metrics should look like, how they will be validated, or how they will factor into accountability determinations. Districts are being asked to participate in a future, unspecified target-setting without an accessible explanation of how the measures or the system will function.

The predictable result:

- Goals will be set inconsistently, shaped more by uncertainty than by evidence
- Local metrics will vary widely in quality and comparability
- Districts will be held accountable to commitments made without adequate time, guidance, or planning
- Trust in the system will erode before it has a chance to work

At the very moment Oregon is trying to build coherence, the current sequence risks producing more fragmentation.

Clarity first, then commitment.

We all want Oregon to have high expectations for learners, and that is why we need a system that makes performance expectations explicable, transparent, and credible.

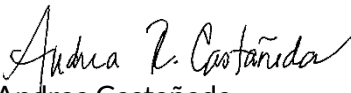
Rigorous goals require that districts understand what they are committing to. High-stakes determinations require that the rules for measurement – the most basic building blocks of any accountability system - be defined before target setting, planning, and accountability. Local metrics require common standards and validation before they carry weight in accountability decisions.

We urge the Board to demand a reasonable and sequential Oregon Department of Education- led plan that includes:

- Clear ODE drafts of determination rules, metric definitions, timing, and consequences for missing goals;
- Visually accessible data modeling that compares current performance and proposed goals at the state and district levels
- Clear and actionable information about the measurement, role, and goal setting for local metrics *before* district planning cycles begin
- A timeline that allows district goals and commitments to be meaningful and contextualized, not forced guesses within an ambiguous, underdeveloped system.

Oregon's shared destination is clear: better outcomes for students, stronger accountability for the system, and a higher bar statewide. Let's build the coherent, transparent, ambitious, and achievable accountability system that Oregon students deserve.

Respectfully submitted,


Andrea Castañeda
Superintendent, Salem-Keizer Public Schools

From: [Jessica Cobian](#)
To: [StateBoard Public Email](#)
Subject: Public Comment (Statewide Performance Growth Targets)
Date: Tuesday, April 28, 2026 7:55:35 AM

You don't often get email from jcobian@stand.org. [Learn why this is important](#)

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Dear Members of the State Board of Education,

I want to speak today about the statewide performance targets, specifically as they relate to attendance.

The state's current growth targets for attendance are not ambitious enough. Chronic absenteeism remains one of the most urgent challenges facing our schools. With the national average around 22% in 2025, setting a goal at or near that level by 2030 does not reflect the level of urgency this issue demands. We should be aiming to cut absenteeism rates in half. Without stronger targets, we risk normalizing the status quo rather than driving meaningful improvement.

At its core, this is an issue of time. When students are chronically absent, they are missing significant amounts of instructional time. In Oregon, one in three students is missing critical time in the classroom; that is the nation's 3rd highest rate. And, we have had this high rate since before 2020. Signaling a prevalent problem before the pandemic that has strained our educators and let down our students. The effects are felt by all.

Teachers are put in a difficult position. Research shows they are often hesitant to move forward with new material when students are absent, which can slow the pace of instruction. They are asked to balance competing needs—whether to move ahead and risk leaving students behind, or slow down and adjust pacing in ways that can limit what is ultimately covered. Neither option is easy.

At the same time, this impacts the students who are consistently present. They may experience a slower pace of learning as teachers work to ensure that classmates who were absent can catch up. Over time, this can affect engagement and the overall learning experience.

I want to be clear that this is not about placing blame. This is a complex challenge that affects students, families, and educators alike. It is hard for everyone involved. But that is exactly why it is so important that our goals reflect the scale of the challenge. Setting more ambitious targets is about acknowledging the reality on the ground and committing to meaningful improvement.

Thank you for your time and for your continued work on behalf of Oregon's students.

Jessica Cobian | Oregon Policy & Government Affairs Manager | she/her | **Stand for Children** | Jcobian@stand.org

Below, you will find the proposed changes to the Oregon Department of Education's rules related to Statewide Performance Targets. Proposed new text is in bold.

Current Rule Link: Oregon Administrative Rule ([OAR](#)) [581-003-0025](#)

Rule Number: 581-003-0025

Rule Title: Statewide Performance Targets

Rule Text

For Statewide Performance Targets, the targets for the 2029-30 school year are as follows:

(1) Common Metric targets:

- (a) On-time graduation rate of **92.3%**
- (b) Five-year completion rate of **95.4%**
- (c) Ninth-grade on-track rate of **94.9%**
- (d) Eighth-grade mathematics proficiency rate of **52.0%**
- (e) Third-grade reading proficiency rate of **52.6%**
- (f) Regular attendance rate of **78.3%**
- (g) Regular early-grade attendance rate of **82.0%**

(2) Local Metric targets:

- (a) Fifth Grade Science Achievement
- (b) Academic Growth
- (c) Career and Workforce Readiness
- (d) Multilingual Proficiency
- (e) Postsecondary Readiness

Summary

Meeting Date: 4/28/2026

Title: Education Accountability Act: Statewide Performance Targets

Status: Second Reading/Adoption (no changes)

Presentation: Yes

Key Staff: Cassie Medina, Office of Education Innovation and Improvement

Topic Summary: The 2025 Education Accountability Act requires the State Board of Education to adopt, in rule, Statewide Performance Targets.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

As part of the state’s new accountability system under SB 141, the Oregon Department of Education (ODE) is required to set clear, measurable statewide goals for improvement across key student outcomes. These Statewide Performance Targets 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.

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- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

The 2025 Education Accountability Act (SB 141) directs the State Board of Education to adopt, in rule, Statewide Performance Targets for all Seven Common Metrics and the Five Local Metrics.

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

Yes. The initial rules were brought before the Board in December, and then again on April 16th for a First Read of the Statewide Performance Growth Targets themselves. The Board adopted the Definitions and Local Metrics, and Differentiated Metrics. Now that the Local Metrics have been adopted, we are bringing before the Board the Statewide Performance Targets for the Seven Common Metrics and Five Local Metrics.

- 4. Why is this item coming before the Board now?**

We are coming to the Board after continued and ongoing engagement to refine the Statewide Performance Targets. This is a second reading of the proposed targets.

- 5. Who requested or brought about the need for this item? (Select all that apply.)**

- ODE Staff
- Students
- Families
- Community-Based Organizations
- Culturally Specific Organizations
- School Districts
- Education Service Districts
- Charter Schools
- Oregon State Legislature
- Educational Associations
- Racial Justice Council
- Federal Government
- One or more of Oregon’s nine federally recognized tribes: _____
- Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section

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should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

Statewide Performance Growth Targets will directly affect districts across the state. We have intentionally engaged with, and continue to engage with, a diverse range of partners across the state in formalizing these Statewide Performance Growth Targets.

7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)

- No
- Yes – Both Consultation and Communication.
- Yes – Only Communication.

8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.

- N/A; this item does not intersect with other state entities.
- Oregon Health Authority (OHA)
- Department of Early Learning and Care (DELIC; formerly ELD)
- Educator Advancement Council (EAC)
- Higher Education Coordinating Commission (HECC)
- Youth Development Oregon (YDO)
- Teacher Standards and Practices Commission (TSPC)
- Oregon Housing and Community Services (OHCS)
- Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

Please enter your answer here

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?

- Northeast Oregon
- Central and Southeast Oregon
- Southwest Oregon
- Willamette Valley and Central Coast

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- Northwest Oregon
- Tribal lands
- Other: _____

Why did your office/team focus on the above geographical perspective(s)?

The work of the Education Accountability Act has impacts across the state.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

During the initial engagement process, we proposed a variety of methodologies in consideration for setting Statewide Performance Growth Targets. Through all engagement efforts, there was very little feedback, however, many partners expressed interest in setting ambitious and attainable Statewide Performance Growth Targets.

As we have released the proposed Statewide Performance Growth Targets, we've heard feedback around the methodology (Effect size based target-setting methodology), as well as interest in understanding how the Department of Education will support school districts across the state in achieving these Statewide Performance Growth Targets.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

No further engagement opportunities as this is a second read.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

- No
- Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

These rules will not create additional fiscal or administrative burden on those named above.

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

These rules will not create additional fiscal or administrative burden on those named above.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

- 15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Administrative Rules implemented under the 2025 Education Accountability Act present a significant opportunity to advance racial equity in Oregon’s education system by making disparities more visible, setting growth targets, and providing support to districts in order to close gaps. The rules build on the work started with the Student Success Act and Student Investment Account in centering equity at the core of the improving outcomes.

- 16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

N/A

- 17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon’s school systems?**

In the short term, Board action will support the Department’s work to continue developing Statewide Performance Growth Targets and provide districts with guidance to begin planning their Performance Growth Targets. This action creates clarity and momentum for implementation. In the long term, it allows districts more time to prepare, align local systems, and build capacity for meaningful engagement with the new accountability framework. It also enables the Department to offer more comprehensive and responsive guidance, ultimately supporting smoother implementation of the Education Accountability Act. Over time, this will contribute to greater system stability and more consistent, equitable outcomes for students across Oregon.

- 18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

If the Board does not take action on this item, it will delay the Department’s ability to implement key components of the Education Accountability Act, including the timely development of Statewide Performance Growth Targets and the co-development of Performance Growth Targets with districts. This delay would impact the Department’s capacity to provide clear, actionable guidance to districts, potentially creating confusion. Ultimately, inaction could disrupt the timeline established in the Act, reduce system readiness, and hinder efforts to build a stable and equitable accountability framework that supports improved outcomes for students across Oregon.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student’s academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department’s recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

OAR 581-003-0025 establishes the metrics that will be used for setting Statewide Performance Targets for the 2029-2030 school year.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board’s Mission, Vision, and Values](#)?

The rule language has been developed and refined through internal conversations with ODE staff, the Oregon Rules Community Advisory (ORCA), the Technical Advisory Committee, engagement with external partners, and more.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department’s commitment to academic excellence, belonging and wellness, and reimagining accountability.

ODE recommends setting Statewide Performance Growth targets that reflect ambitious, steady improvement from current statewide performance levels through the 2029–30 school year. Targets are calculated using an effect size (Cohen’s *h*) of 0.5 for all measures, except 8th Grade Mathematics, which would use an effect size of 1.0 to reflect the urgency and greater need for improvement in mathematics outcomes.

This results in the following 2029-30 targets for the seven common metrics:

	2024-25 Statewide Actual Rate	2029-30 Statewide Performance Target
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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%

These targets describe where Oregon aims to be as a state by the end of the 2029-30 academic year.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- N/A; this item does not require any additional support.
- Communications plan
- Technical assistance, professional development, and/or coaching
- Direct or differentiated support for small, rural, or remote school districts
- Corrective Action Processes
- Safety measures
- Organizational culture or practice changes (change management)
- Materials and/or supplies
- Guidance and/or supplemental resources
- Other: _____

23. Has this item changed since the last Board meeting?

- N/A; this item has not previously been before the Board
- No; please review Appendix A: Second Reading below.
- Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if “yes” is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?

We listened to public comment and read written comments that were offered on this topic. Additionally, we engaged with partners in conversations to hear and understand their perspectives and recommendations.

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2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

No.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

There is broad support for these Statewide Performance Growth Targets with the exception of 8th Grade Math. Many partners are concerned about the accelerated path, without a clear math framework and dedicated funding.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

While we appreciated the feedback and recommendations, no changes were made to the draft rules.



Statewide Performance Growth Targets²²

**Cassie Medina, Assistant Superintendent
Office of Education Innovation and Improvement
April 28, 2026**

A Long-Term Commitment to Better Outcomes for Every Student

- Clear, measurable goals for the K-12 system to drive student success
- Shared accountability across the system
- Steady, meaningful progress year over year
- A path to becoming a top-performing state in education



Understanding Growth Target Categories



Performance Growth Target Metrics

Common Metrics

- 1 K-2 Regular Attendance
- 2 K-12 Regular Attendance
- 3 3rd Grade ELA
- 4 8th Grade Math
- 5 9th Grade on-Track
- 6 4-Year Graduation
- 7 5-Year Completion

Local Metrics

- 1 5th Grade Science Achievement
- 2 Academic Growth
- 3 Career & Workforce Readiness
- 4 Multilingual Proficiency
- 5 Postsecondary Readiness

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Proposed Statewide Performance Growth Targets (PGT)

Common Metrics	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%

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Statewide Growth – 12-Year Vision

Common Metrics	Current	4-Year Targets	8-Year Targets	12-Year Targets
	2024-25	2029-30	2033-34	2037-38
K-2 Attendance	70.7%	82.0%	91.0%	>95%
K-12 Attendance	66.5%	78.3%	87.7%	97.2%
3rd Grade ELA	40.3%	52.6%	62.4%	72.3%
8th Grade Math	28.9%	52.0%	61.2%	70.4%
9th Grade On-Track	86.6%	94.9%	>95%	>95%
4-Year Graduation	83.0%	92.3%	>95%	>95%
5-Year Completion	87.4%	95.4%	>95%	>95%

Discussion



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