



## EXECUTIVE SUMMARY

Meeting Date:	February 19, 2026
Agenda Item:	Education Accountability Act (SB 141)
Item Type:	Informational
Administrator:	Todd Bloomquist, Interim Senior Executive Director
Objective:	Provide an overview of what the Act entails and what it means for our district

### Background

The 2025 Education Accountability Act (Senate Bill 141) is the state's most recent legislation for school accountability. The focus of the Act is of course accountability for school districts, but it also attempts to address student outcomes, equity, transparency, and streamline state oversight. There are five priorities of the Act:

1. Meaningful Relationships: prioritizing supportive, caring connections as foundational to student success;
2. Reciprocal and Shared Accountability: commitment to collective responsibility across all levels (state, district, community);
3. Systems-Level Continuous Improvement: working to remove systemic inequities and close gaps;
4. Multiple Measures that Matter: defining success through various metrics reflecting full growth; and
5. Sufficient & Responsive Resources: ensuring schools have the capacity and resources needed to support every child.

### What It Means

The Act should simplify district reporting for the accountability measures and it does provide a progress monitoring element for student performance through the Performance Growth Targets. In the event that a school does not meet these targets, it could mean state involvement over operations in the form of a coach or by directing district funds. This Act has four accountability components:

1. District performance measures and student supports;
2. Transparency of district outcomes and increased access of those outcomes for families;
3. Streamlined reports and grant consolidations; and
4. Strengthening of the Oregon Department of Education's internal systems to support school and standardized processes.

Performance measures are somewhat different from what schools currently are used to. The measures include (any new requirements are noted):

- Regular Attenders
- K-2 Regular Attenders (new requirement)
- 3rd Grade Reading
- 8th Grade Math (new requirement)
- 9th Grade On Track
- 4-Year Graduation Rates

- 5-Year Completion
- Local Metric (new requirement) Districts will choose one local metric from five options that the State Board of Education adopts.

**What We Are Doing**

Most importantly, we are learning. We are investigating what elements of the Act schools are responsible for. We already know that the required interim assessments include iReady, which is good news for our school teams. The Act requires that each student have Performance Growth Targets and students need to make progress towards these goals.

**When It Begins**

This school year (2025-26) is a planning year for the state office. In 2026-27, the state will pilot programs (in about 35 schools) and begin initial implementation of the accountability measures. During that year, the state will determine requirements for the performance targets for students. Statewide performance targets are set in 2026, with districts expected to meet targets by the end of the 2029–30 school year, following phased rule adoption and reporting system rollout.

**When State Involvement Could Begin**

Performance reviews begin with the 2026-27 student data. Two years of missed targets will require that the school be assigned a state coach. Three years of missed goals will require intensive support. At four or more years of missed targets, ODE could direct up to 25 percent of the district's State School Fund.

**Suggested Motion:** Informational purposes only. No action necessary at this time.