

# MEASURES OF INTERIM PROGRESS

FOR 2016-17 THROUGH 2024-25

## WHAT ARE MEASURES OF INTERIM PROGRESS?

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The MIP for English language arts (ELA) and mathematics achievement, English language progress (ELP), and graduation are ESSA requirements; however, Oregon intends to establish MIP for the other indicators (e.g., chronic absenteeism, 9<sup>th</sup> grade on track, etc.) that comprise Oregon's new school accountability system which the Oregon Department of Education (ODE) will implement in the 2017-18 school year.

The ODE does not expect revisions to the baseline values, MIP, or long-term goals for achievement and graduation; however, the ODE intends to review the number of years to attain the long-term goal and may revise if appropriate. The 2016-17 MIP for the 'All Students' student group is the target for all student groups on the 2016-17 Report Card Rating Details report. In 2017-18 and later years, the targets will be diversified by student group.

## ACHIEVEMENT

The following table displays the MIP for ELA by reporting year and student group:

Student Groups	2015-16 <sup>1</sup>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 <sup>2</sup>
All Students	54	57	60	63	66	68	71	74	77	80
Economically Disadvantaged	42	46	50	55	59	63	67	72	76	80
English Learners	23	29	36	42	48	55	61	67	74	80
Students with Disabilities	22	28	35	41	48	54	61	67	74	80
American Indian/Alaska Native	37	42	47	51	56	61	66	70	75	80
Black/African American	32	37	43	48	53	59	64	69	75	80
Hispanic/Latino	36	41	46	51	56	60	65	70	75	80
Native Hawaiian/Pacific Islander	41	45	50	54	58	63	67	71	76	80
Asian	73	74	75	75	76	77	78	78	79	80
White	60	62	64	67	69	71	73	76	78	80
Multi-Racial	58	60	63	65	68	70	73	75	78	80

<sup>1</sup>This is the baseline value.

<sup>2</sup>This is the long-term goal.

The following table displays the MIP for Mathematics by reporting year and student group:

Student Groups	2015-16 <sup>1</sup>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 <sup>2</sup>
All Students	43	47	51	55	59	64	68	72	76	80
Economically Disadvantaged	31	36	42	47	53	58	64	69	75	80
English Learners	17	24	31	38	45	52	59	66	73	80
Students with Disabilities	18	25	32	39	46	52	59	66	73	80
American Indian/Alaska Native	26	32	38	44	50	56	62	68	74	80
Black/African American	21	28	34	41	47	54	60	67	73	80
Hispanic/Latino	26	32	38	44	50	56	62	68	74	80
Native Hawaiian/Pacific Islander	29	35	40	46	52	57	63	69	74	80
Asian	69	70	71	73	74	75	76	78	79	80
White	50	53	57	60	63	67	70	73	77	80
Multi-Racial	47	51	54	58	62	65	69	73	76	80

<sup>1</sup>This is the baseline value.

<sup>2</sup>This is the long-term goal.

## GRADUATION

The following table displays the MIP for the four-year adjusted cohort graduation rate by reporting year<sup>1</sup> and student group:

Student Groups	2015-16 <sup>2</sup>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 <sup>3</sup>
All Students	74	76	78	79	80	82	85	86	88	90
Economically Disadvantaged	66	69	71	74	77	79	82	85	87	90
English Learners	51	55	60	64	68	73	77	81	86	90
Students with Disabilities	53	57	61	65	69	74	78	82	86	90
American Indian/Alaska Native	55	59	63	67	71	74	78	82	86	90
Black/African American	63	66	69	72	75	78	81	84	87	90
Hispanic/Latino	67	70	72	75	77	80	82	85	87	90
Native Hawaiian/Pacific Islander	63	66	69	72	75	78	81	84	87	90
Asian	87	87	88	88	88	89	89	89	90	90
White	76	78	79	81	82	84	85	87	88	90
Multi-Racial	73	75	77	79	80	82	84	86	88	90

<sup>1</sup>The ODE reports the adjusted cohort graduation rates on a one-year delay.

<sup>2</sup>This is the baseline value.

<sup>3</sup>This is the long-term goal.

The following table displays the MIP for the five-year adjusted cohort graduation rate by reporting year<sup>1</sup> and student group:

Student Groups	2015-16 <sup>2</sup>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 <sup>3</sup>
All Students	76	78	80	82	84	85	87	89	91	93
Economically Disadvantaged	70	73	75	78	80	83	85	88	90	93
English Learners	61	65	68	72	75	79	82	86	89	93
Students with Disabilities	58	62	66	70	74	77	81	85	89	93
American Indian/Alaska Native	59	63	67	70	74	78	82	85	89	93
Black/African American	67	70	73	76	79	81	84	87	90	93
Hispanic/Latino	71	73	76	78	81	83	86	88	91	93
Native Hawaiian/Pacific Islander	72	74	77	79	81	84	86	88	91	93
Asian	90	90	91	91	91	92	92	92	93	93
White	78	80	81	83	85	86	88	90	91	93
Multi-Racial	74	76	78	80	82	85	87	89	91	93

<sup>1</sup>The ODE reports the adjusted cohort graduation rates on a one-year delay.

<sup>2</sup>This is the baseline value.

<sup>3</sup>This is the long-term goal.

## OTHER INDICATORS

Oregon's school accountability system under ESSA will include several indicators in addition to achievement and graduation. These indicators include academic growth, ELP, chronic absenteeism, freshmen on track, and high school completion. The baseline values, MIP, and long-term goals for ELP and the five-year cohort completion rate are found on pages 136-137 in Appendix A of [Oregon's consolidated state plan under ESSA](#). The ODE intends to establish the baseline values, MIP, and long-term goals for the remaining indicators during the 2017-18 school year.

## ASSESSMENT PARTICIPATION

Assessment participation does not have a MIP; however, it does have an annual goal of 94.5%, which applies to all student groups.

## FOR MORE INFORMATION

Contact: Jon Wiens at [jon.wiens@state.or.us](mailto:jon.wiens@state.or.us)  
 Joshua Rew at [josh.rew@state.or.us](mailto:josh.rew@state.or.us)