

MEASURES OF INTERIM PROGRESS: 2016-17 THROUGH 2026-27

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) Achievement, Mathematics Achievement and Four-Year Graduation are ESSA requirements. In response to the impact of the COVID-19 pandemic, the long-term goal year and annual targets for each indicator were shifted out by two years through the U.S. Department of Education's [ESSA Addendum](#).

ENGLISH LANGUAGE ARTS ACHIEVEMENT

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

Student Groups	2015-16 ¹	2016-17	2017-18	2018-19	2021-22 ²	2022-23	2023-24	2024-25	2025-26	2026-27 ³
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

¹This is the baseline value.

²MIP Year shifted out through the ESSA Addendum.

³This is the long-term goal.

MATHEMATICS ACHIEVEMENT

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

Student Groups	2015-16 ¹	2016-17	2017-18	2018-19	2021-22 ²	2022-23	2023-24	2024-25	2025-26	2026-27 ³
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

¹This is the baseline value.

²MIP Year shifted out through the ESSA Addendum

³This is the long-term goal.

FOUR-YEAR GRADUATION

The following table displays the MIP for the four-year adjusted cohort graduation rate by reporting year¹ and student group:

Student Groups	2015-16 ²	2016-17	2017-18	2018-19	2021-22 ³	2022-23	2023-24	2024-25	2025-26	2026-27 ⁴
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

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

²This is the baseline value.

³MIP Year shifted out through the ESSA Addendum.

⁴This is the long-term goal.

FIVE-YEAR COMPLETION

The following table displays the MIP for the five-year adjusted cohort completion rate by reporting year¹ and student group:

Student Groups	2015-16 ²	2016-17	2017-18	2018-19	2021-22 ³	2022-23	2023-24	2024-25	2025-26	2026-27 ⁴
All Students	82	84	85	87	89	90	92	94	95	97
Economically Disadvantaged	76	78	81	83	85	88	90	92	95	97
English Learners	63	67	71	74	78	82	86	89	93	97
Students with Disabilities	64	68	71	75	79	82	86	90	93	97
American Indian/Alaska Native	67	70	74	77	80	84	87	90	94	97
Black/African American	73	76	78	81	84	86	89	92	94	97
Hispanic/Latino	75	77	80	82	85	87	90	92	95	97
Native Hawaiian/Pacific Islander	77	79	81	84	86	88	90	93	95	97
Asian	91	92	92	93	94	94	95	96	96	97
White	84	85	87	88	90	91	93	94	96	97
Multi-Racial	79	81	83	85	87	89	91	93	95	97

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

²This is the baseline value.

³MIP Year shifted out through the ESSA Addendum.

⁴This is the long-term goal.

OTHER INDICATORS

Oregon's school accountability system under ESSA includes several indicators in addition to achievement, graduation and completion. These indicators include ELA and Math Academic Growth, On-Track to English Language Proficiency, Regular Attendance, and 9th Grade On-Track to Graduate. The baseline values, MIP, and long-term goals for ELP and the are found on pages 136-137 in Appendix A of [Oregon's consolidated state plan under ESSA](#).

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](#).