

2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19 under the Elementary and Secondary Education Act of 1965

Maine



U.S. Department of Education

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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an

important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

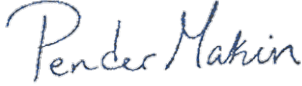
Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

Cover Page

Authorized SEA Representative (Printed Name) Pender Makin, Commissioner	
Signature of Authorized SEA Representative 	Date: January 12 th , 2023

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

One Year

Two Years

Maine is not proposing on shifting the timeline forward by one or two years. Instead, to accommodate for the transitions in the state assessments, Maine is proposing the establishment of a temporary one (1) year measure of interim progress. This temporary measure will support the comparison of student and school performance between the 2022 and 2023 administrations of the reading and mathematics statewide assessments and support required public reporting. Maine will utilize the average student performance of students meeting state expectations for each student population. This will provide a baseline for each student population.

The table below provides the average percentage of students meeting expectations in ELA and Math. This serves as the baseline. Maine utilized a gap to goal model. A 10% gap to goal calculation was determined and used to establish a 2023 interim goal for all student populations.

Methodology:

Goal – student population performance = gap	90-54.23 =35.77
Calculate 10% of gap to goal	10% of gap 3.577
Divide 10% gap by 7 (years to 2030 goal)	0.511 increase per year
2023 student goal determined	54.23 + 0.511= 54.71%

For economically disadvantaged, students with disabilities and English language learners, Maine has identified accelerated goals. For these student populations demonstrating performance of ten percent (10%) above the student population will be deemed as demonstrating accelerated growth.

School level	Student group	ELA		ELA Goal	Math		Math Goal
		Average % Prof. ELA	10% Above ELA	10% gap to goal 2023	Average % Prof Math	10% Above Math	10% gap to goal 2023
Elementary/Middle	All	84.58%		85.12%	81.59%		81.71%
Elementary/Middle	Asian	90.45%		90.60%	87.57%		87.60%
Elementary/Middle	Black	66.44%		66.78%	55.74%		56.22%
Elementary/Middle	EL	52.33%	57.56%	52.87%	42.15%	46.37%	42.83%
Elementary/Middle	EconDis	75.38%	82.92%	75.59%	70.42%	77.46%	70.69%
Elementary/Middle	HWPI	90.41%		90.43%	84.93%		85%
Elementary/Middle	Hispanic	80.62%		80.75%	74.76%		74.98%
Elementary/Middle	Native	80.86%		80.99%	77.89%		78.06%
Elementary/Middle	SPED	54.71%	60.18%	55.21%	47.57%	52.33%	48.17%
Elementary/Middle	White	85.45%		85.52%	82.98%		83.08%
High School	All	82.77%		82.87%	86.99%		87.03%
High School	Asian	87.29%		87.32%	91.67%		91.67%
High School	Black	63.59%		63.97%	62.27%		62.67%
High School	EL	38.05%	41.86%	38.79%	39.49%	43.43%	40.21%
High School	EconDis	76.23%	83.85%	76.43%	77.89%	85.68%	78.06%
High School	HWPI	77.78%		77.95%	77.78%		77.95%
High School	Hispanic	76.98%		77.17%	80.23%		80.37%
High School	Native	74.63%		74.85%	86.11%		86.17%
High School	SPED	55.09%	60.60%	55.59%	52.98%	58.28%	53.50%
High School	White	83.69%		83.78%	88.09%		88.11%

2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
- Two Years

3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
- Two Years

b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

Maine, at the height of the COVID-19 pandemic, transitioned from the eMPowerME English Language Arts and mathematics assessments to the NWEA MAP Growth reading and mathematics assessments in the fall of 2020 to ensure Maine educators had immediate access to student assessment data that directly impacts educational instruction. As a result, Maine, will be using spring 2022 NWEA assessment data to derive the average student performance for students meeting state expectations in both mathematics and reading, for each student population including the all-student population. The percentage goals for each student population are provided below. For economically disadvantaged, students with disabilities and English language learners, Maine has identified accelerated performance thresholds. Student populations demonstrating performance of ten percent (10%) above the student population will be deemed as demonstrating accelerated growth.

School Level	Student Group	ELA		Mathematics	
		Average % Prof ELA	10% Above ELA	Average % Prof Math	10% Above Math
Elementary/Middle	ALL	84.58%		81.59%	
Elementary/Middle	Asian	90.46%		87.57%	
Elementary/Middle	Black	66.44%		55.74%	
Elementary/Middle	EL	52.33%	57.56%	42.15%	46.37%
Elementary/Middle	EconDis	75.38%	82.92%	70.42%	77.46%
Elementary/Middle	HWPI	90.41%		84.93%	
Elementary/Middle	Hispanic	80.62%		74.76%	
Elementary/Middle	Native	80.86%		77.89%	
Elementary/Middle	SPED	54.71%	60.18%	47.57%	52.33%
Elementary/Middle	White	85.45%		82.98%	
High School	ALL	82.77%		86.99%	
High School	Asian	87.29%		91.67%	
High School	Black	63.59%		62.27%	
High School	EL	38.05%	41.86%	39.49%	43.43%
High School	EconDis	76.23%	83.85%	77.89%	85.68%
High School	HWPI	77.78%		77.78%	
High School	Hispanic	76.98%		80.23%	
High School	Native	74.63%		86.11%	
High School	SPED	55.09%	60.60%	52.98%	58.28%
High School	White	83.69%		88.09%	

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

Maine, at the height of the COVID-19 pandemic, transitioned from the eMPowerME English Language Arts and mathematics assessments to the NWEA MAP Growth reading and mathematics assessments in the fall of 2020 to ensure Maine educators had immediate access to student assessment data that directly impacts educational instruction. As a result, Maine, will be using spring 2022 assessment data for academic achievement and the other academic indicator.

As the former assessment data cannot be compared with the current assessment data, Maine will examine through-year growth for students who participated in a fall 2021 and spring 2022 administration of the NWEA MAP growth assessment. Maine will implement a revised transition table (attached) to assign growth values. This methodology reinforces Maine’s commitment to focus on the upward trajectory and academic growth of students. Data will be aggregated at the school and student population levels. The data from the NWEA MAP growth transition table will be merged with data from the alternate assessment (MSAA) transition table to ensure all students are equitably represented in the model.

To establish the NWEA transition table the Maine DOE followed a similar methodology of identifying the mid-point between performance levels. By doing so, the performance level is divided into an A & B classification.

Transition table for NWEA is below. There are no changes to the transition table for the alternate (MSAA) assessment.

Grad	Mean	SD	2B	3A	3B	4A	4B	Term	Subject	Course
3	186.62	16.65	153.32	169.97	186.62	203.27	219.92	Fall	Language Arts	Reading
4	196.67	16.78	163.11	179.89	196.67	213.45	230.23	Fall	Language Arts	Reading
5	204.48	16.38	171.72	188.1	204.48	220.86	237.24	Fall	Language Arts	Reading
6	210.17	16.46	177.25	193.71	210.17	226.63	243.09	Fall	Language Arts	Reading
7	214.2	16.51	181.18	197.69	214.2	230.71	247.22	Fall	Language Arts	Reading
8	218.01	17.04	183.93	200.97	218.01	235.05	252.09	Fall	Language Arts	Reading
9	218.9	19.02	180.86	199.88	218.9	237.92	256.94	Fall	Language Arts	Reading
10	221.47	17.92	185.63	203.55	221.47	239.39	257.31	Fall	Language Arts	Reading
11	223.53	17.73	188.07	205.8	223.53	241.26	258.99	Fall	Language Arts	Reading
12	223.8	19.32	185.16	204.48	223.8	243.12	262.44	Fall	Language Arts	Reading
3	197.12	16.27	164.58	180.85	197.12	213.39	229.66	Spring	Language Arts	Reading
4	204.83	16.31	172.21	188.52	204.83	221.14	237.45	Spring	Language Arts	Reading
5	210.98	15.97	179.04	195.01	210.98	226.95	242.92	Spring	Language Arts	Reading
6	215.36	16.03	183.3	199.33	215.36	231.39	247.42	Spring	Language Arts	Reading
7	218.36	16.38	185.6	201.98	218.36	234.74	251.12	Spring	Language Arts	Reading
8	221.66	16.87	187.92	204.79	221.66	238.53	255.4	Spring	Language Arts	Reading
9	221.4	19.03	183.34	202.37	221.4	240.43	259.46	Spring	Language Arts	Reading
10	223.51	18.2	187.11	205.31	223.51	241.71	259.91	Spring	Language Arts	Reading
11	224.71	18.5	187.71	206.21	224.71	243.21	261.71	Spring	Language Arts	Reading
12	224.33	23.08	178.17	201.25	224.33	247.41	270.49	Spring	Language Arts	Reading

3	188.48	13.45	161.58	175.03	188.48	201.93	215.38	Fall	Mathematics	Math K-12
4	199.55	14.4	170.75	185.15	199.55	213.95	228.35	Fall	Mathematics	Math K-12
5	209.13	15.19	178.75	193.94	209.13	224.32	239.51	Fall	Mathematics	Math K-12
6	214.75	16.12	182.51	198.63	214.75	230.87	246.99	Fall	Mathematics	Math K-12
7	220.21	17.41	185.39	202.8	220.21	237.62	255.03	Fall	Mathematics	Math K-12
8	224.92	18.94	187.04	205.98	224.92	243.86	262.8	Fall	Mathematics	Math K-12
9	226.43	19.83	186.77	206.6	226.43	246.26	269.09	Fall	Mathematics	Math K-12
10	229.07	20.23	188.61	208.84	229.07	249.3	269.53	Fall	Mathematics	Math K-12
11	231.72	20.61	190.5	211.11	231.72	252.33	272.94	Fall	Mathematics	Math K-12
12	233.02	21.6	189.82	211.42	233.02	254.62	276.22	Fall	Mathematics	Math K-12
3	201.08	14.11	172.86	186.97	201.08	215.19	229.3	Spring	Mathematics	Math K-12
4	210.51	15.56	179.39	194.95	210.51	226.07	241.63	Spring	Mathematics	Math K-12
5	218.75	16.7	185.35	202.05	218.75	235.45	252.15	Spring	Mathematics	Math K-12
6	222.88	17.47	187.94	205.41	222.88	240.35	257.82	Spring	Mathematics	Math K-12
7	226.73	18.6	189.53	208.13	226.73	245.33	263.93	Spring	Mathematics	Math K-12
8	230.3	19.95	190.4	210.35	230.3	250.25	270.2	Spring	Mathematics	Math K-12
9	230.03	20.63	188.77	209.4	230.03	250.66	271.29	Spring	Mathematics	Math K-12
10	232.42	21.25	189.92	211.17	232.42	253.67	274.92	Spring	Mathematics	Math K-12
11	234.25	21.65	190.95	212.6	234.25	255.9	277.55	Spring	Mathematics	Math K-12
12	234.19	24.63	184.93	209.56	234.19	258.82	283.45	Spring	Mathematics	Math K-12

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

NA

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

NA

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

Maine has reviewed and conducted impact analysis on chronic absenteeism data for the 2021-2022 school year. The pandemic directly impacted student absence data because of the 5-10-day student quarantine requirements. Upon analysis however, it was determined that although the team did note an impact related to COVID-19, it was not statistically significant enough to warrant further changes. Therefore, the same ~~and~~ unchanged methodology contained within Maine's approved plan will be utilized.

c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

Maine, at the height of the COVID-19 pandemic, transitioned from the eMPowerME English Language Arts and mathematics assessments to the NWEA MAP Growth reading and mathematics assessments in the fall of 2020 to ensure Maine educators had immediate access to student assessment data that directly impacts educational instruction. As a result, Maine, will be using spring 2022 assessment data for academic achievement.

Maine plans on utilizing similar methodology to identify schools for support however, Maine will, unlike in the previous accountability model, identify the statutorily required 5% of Title I schools for comprehensive supports and improvement (Tier III). The percentage of schools identified is the only revision to Maine's approved plan. Additional decision rules ~~that~~ have been implemented to ensure the minimum threshold of 5% are included below. Maine will continue to utilize all indicators in the same manner as currently approved.

Interim identification methodology

- *All indicators, academic achievement, academic progress, graduation rate, chronic absenteeism have been utilized in the same manner as the previously run model.*
- *The model provided a list of schools experiencing challenges across all student populations AND across all indicators.*
 - *This resulted in a total of 19 Title I schools identified for Tier III (CSI) supports.*

As this addendum is for a single year only, Maine has prioritized for support, those schools identified for Tier III support within the last identification cycle (2018/19) AND identified within this identification cycle (2021/22).

- *A total of 19 schools have preliminarily been reidentified for Tier III supports.*
 - *This currently equates to 5.5% of schools being identified for Tier III supports.*
 - *Reidentified schools will have access to increased funding/resources to support sustainable school improvement efforts.*

*Maine will continue to support **all** currently-identified schools through the remainder of the 2022/23 school year as they move towards sustainability measures. This is 72 schools in totality.*

2. Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

Maine will not be amending its methodology to include weighting of indicators for identifying schools. Maine will incorporate all four (4) indicators, where applicable, to identify the statutorily required 5% of Title I schools. See above changes to decision rules.

3. Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

NA

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

1. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- Comprehensive Support and Improvement Schools: Low Performing
- Comprehensive Support and Improvement Schools: Low Graduation Rate
- Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
- Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

Maine applied for and received a waiver from accountability and reporting for the 2021-2022 school year.

	<i>As Defined in Approved State Plan</i>		
<i>A. Type of Identification</i>	<i>B. Most Recent Year of Identification (e.g. identified in 2018-19 based on data from the 2017-2018 school year.)</i>	<i>C. Next Year of Identification as described in the current ESEA consolidated State plan</i>	<i>D. Revised Next Year of Identification (i.e. one year forward from column C)</i>
<i>Comprehensive support and improvement : Low Performing ESEA Section 1111(c)(4)(D)(i)(I)</i>	<i>2018-19 school year</i>	<i>2021-22 school year</i>	<i>2022-23 school year</i>
<i>Comprehensive support and improvement : Low graduation rate ESEA section 1111(c)(4)(D)(i)(II)</i>	<i>2018-19 school year</i>	<i>2021-22 school year</i>	<i>2022-23 school year</i>
<i>Comprehensive support and improvement: Not exiting Additional targeted support and improvement status ESEA section 1111(c)(4)(D)(i)(III)</i>	<i>Not Identified Yet</i>	<i>2024-25 school year (p. 53 of approved plan)</i>	<i>2024-25 school year</i>
<i>Additional targeted support and improvement ESEA section 1111(d)(2)(C)</i>	<i>2018-19 school year</i>	<i>2021-22 school year</i>	<i>2022-23 school year</i>

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

- A. Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Maine, at the height of the COVID-19 pandemic, transitioned from the eMPowerME English Language Arts and mathematics assessments to the NWEA MAP Growth reading and mathematics assessments in the fall of 2020 to ensure Maine educators had immediate access to student assessment data that directly impacts educational instruction. As a result, Maine, will be using spring 2022 assessment data for academic achievement.

Maine plans on utilizing similar methodology to identify schools for support however, Maine will, unlike in the previous accountability model, identify the statutorily required 5% of Title I schools for comprehensive supports and improvement (Tier III). The percentage of schools identified is the only revision to Maine's approved plan. Additional decision rules that have been implemented to ensure the minimum threshold of 5% is included below. Maine will continue to utilize all indicators in the same manner as currently approved with an additional step added to the methodology.

Interim identification methodology

- *Step 1:*
 - *Utilize all indicators: academic achievement, academic progress, graduation rate, chronic absenteeism in the same manner as the previously run model. A list of schools is then generated.*
- *Step 2:*
 - *As this addendum is for a single year only, Maine has prioritized support, those schools identified for Tier III support within the last identification cycle (2018/19) AND identified within this identification cycle (2021/22).*
 - *A total of 19 schools have preliminarily been reidentified for Tier III supports.*
 - *This currently equates to 5.5% of schools being identified for Tier III supports.*
 - *Reidentified schools will have access to increased funding/resources to support sustainable continuous school improvement efforts.*

- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

Maine will utilize prior methodologies.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA

section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

Maine will utilize prior methodologies

- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Maine will review any school with one or more student groups that experienced challenges (i.e., emerging classifications) in 2018-2019 and experienced challenges (i.e., emerging classifications) for the same student group and indicators in 2021-2022 would be identified for TSI. Maine will define TSI schools using its methodology for identifying ATSI schools for 2022-2023

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

Maine will utilize prior methodologies.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

NA

- iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

NA

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

Maine continues to support all previously identified schools through the 2022/2023 school year.

- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

NA

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

NA

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

NA