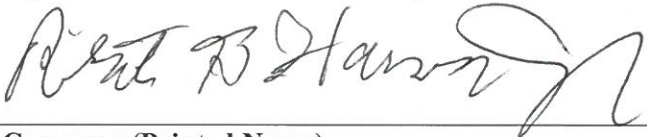


**The Maine
Consolidated State Plan
Under the Every Student Succeeds Act**



**Maine Alternate Template March 27, 2017
August 2017**

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Janette Kirk, ESEA Director	Telephone 207-624-6707
Mailing Address: State House Station 23, Augusta, Maine 04333-0023	Email Address: Janette.kirk@maine.gov
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Robert G. Hasson Jr, Ed.D, Commissioner	Telephone: 207-624-6620
Signature of Authorized SEA Representative 	Date: 8/28/2017
Governor (Printed Name)	Date SEA provided plan to the Governor under SEA section 8541: March 31, 2017
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Maine’s State Plan Table of Contents for Maine’s Alternate Template

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine’s State Plan Section and Page Reference
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	Citation to ESEA, as amended by the ESSA, and Part 200 regulations		
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A p. 29
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B p.29-32
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B p. 41
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C p. 41-43
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C p.6 -19
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A p.33-40
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D p. 43-46 4.1.G p. 47
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B p. 47
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E p.46-52
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii p. 49 4.2.B.iii p 51-52 4.3.B-D p. 53-54
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C p. 63-70
School Conditions	1111(g)(1)(C)	A.6	p.28
School Transitions	1111(g)(1)(D)	A.7	p.28
Title I, Part C: Education of Migratory Children			
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii-iii and vi p. 93-95
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv p. 94
Use of Funds	1304(b)(4)	B.3	6.2.B.viii p.95
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk			
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i p. 99-100
Program Objectives and	1414(a)(2)(A)	C.2	6.2.C.ii p. 100-101

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine's State Plan Section and Page Reference
Outcomes			
Title II, Part A: Supporting Effective Instruction			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A p. 61-63
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A p. 61-63 5.3.E p. 70-74
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A p. 55-61
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B p. 63-64
Data and Consultation	2101(d)(2)(K)	D.5	5.2.A p. 61-63
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.2 p. 55-56
Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement			
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i p. 101-103
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	4.1.A. p. 33-40 and 6.2.D p. 101-103
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B p. 24 2.2.D p. 25-28 6.2.D. p. 101-103
Title IV, Part A: Student Support and Academic Enrichment Grants			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E p. 77-91
Awarding Sub grants	4103(c)(2)(B)	F.2	6.1 p 91
Title IV, Part B: 21st Century Community Learning Centers			
Use of Funds	4203(a)(2)	G.1	6.2.E.i p. 103-104
Awarding Sub grants	4203(a)(4)	G.2	6.2.E.ii p. 104-107
Title V, Part B, Subpart 2: Rural and Low-Income School Program			
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i p. 107-108
Technical Assistance	5223(b)(3)	H.2	2.2.D p.25-28
Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	McKinney-Vento Citation		
Student Identification	722(g)(1)(B)	I.1	6.2.G.i p. 108
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii p. 109-110
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii p. 108-109
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1, 2 p.110-111 6.2.G.iv p. 110
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi p.112-113
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi p. 112-113
Assistance from Counselors	722(g)(1)(K)	I.7	6.2.G.vii p. 113

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

Historical Context for Maine's ESSA Plan from *Education Evolving, Maine's Plan for Putting Learners First* (Strategic Plan, January 2012)

Exciting things are happening today in schools across Maine. Teachers are using new instructional models that build educational experiences around the needs of the learner. Schools are moving away from grouping students by physical age and are instead developing proficiency-based systems that ensure all students have met learning outcomes at individualized paces. Schools are more fully integrating technology into the classroom, are engaging the broader community in teaching and learning, are using data on student performance to improve student outcomes, and are providing their students with more educational options and approaches. This ESSA state plan is based on prioritized needs identified in Maine's existing strategic plan that was stakeholder informed and driven. The commissioner spent three months on a listening tour throughout the state before articulating the strategic plan. The core priorities have driven state statutory enhancements over the past four years. The state initiated a shift from a Carnegie credits-based diploma to proficiency-based, recognizing multiple pathways to graduation. Nine school administrative units (SAUs) anticipate issuing proficiency-based diplomas beginning with the class of 2018, with the remaining SAUs phasing in over the next eight years. Educator effectiveness systems are in place in all of Maine's SAUs.

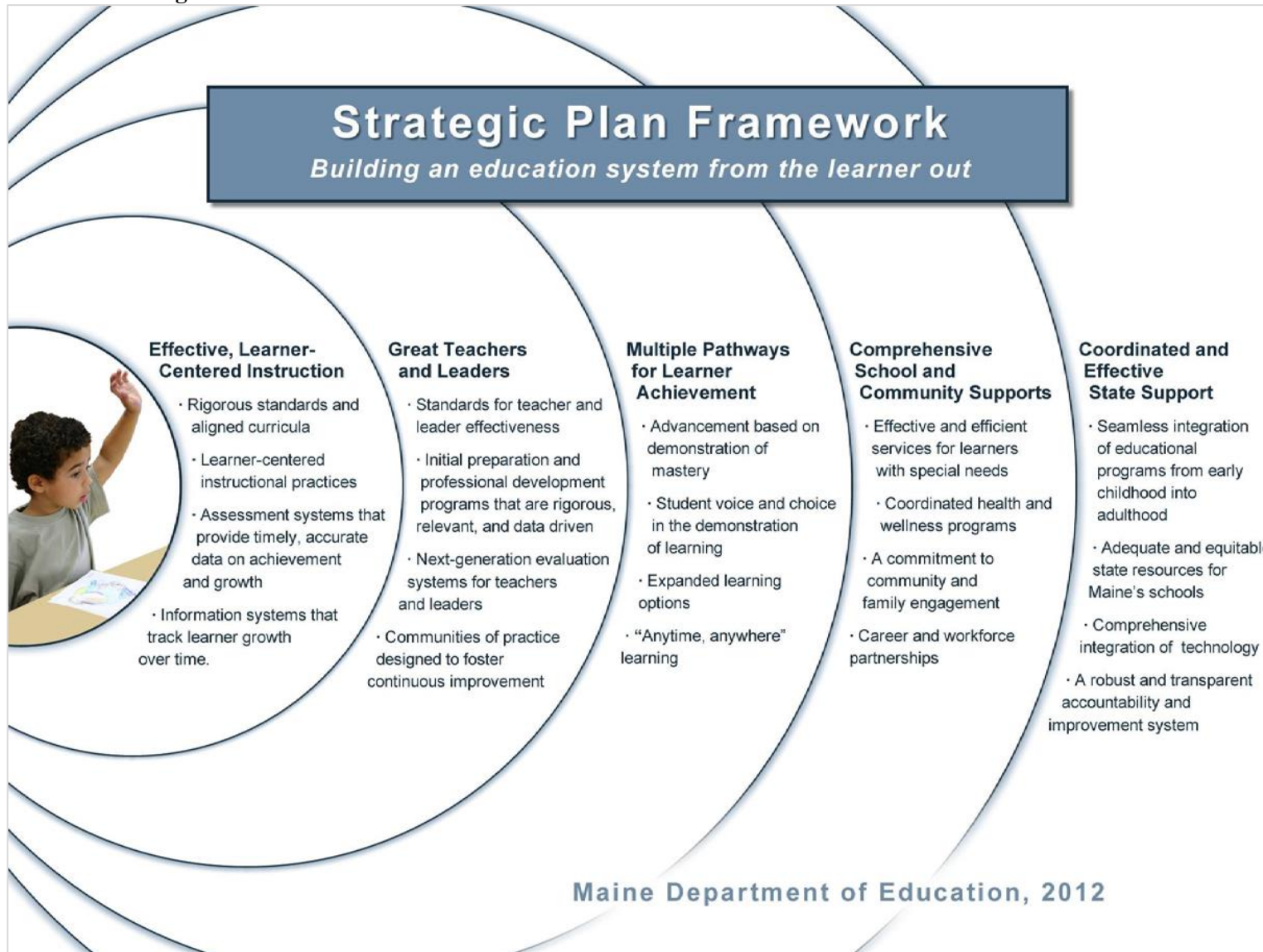
Maine is building on the great work being done in schools today moving from a century-old model of schooling to a more effective, learner-centered approach. This continues to require a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

The plan that follows is arranged into five core priority areas that are organized from the learner out, as Exhibit 1 illustrates.

- *Closest to the learners are the **instructional practices** used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and the use of data to inform decision making.*
- *Effective instructional practices cannot be applied without **effective teachers and school leaders**, the second core priority area. Ensuring that every student is surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.*

- *Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating **multiple pathways for student achievement** must be a central focus of our efforts.*
- *For learners to be successful, a **comprehensive network of school and community supports** is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.*
- *Every effort must also be made to **carefully align the entire educational system** so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and system wide, and we must put a new accountability structure into place.*

Exhibit 1. Strategic Plan Framework



Each of Maine's core priority areas is further divided into subcategories, with specific goals, objectives, and action steps developed for each. The result is a broad set of specific, measurable steps that will move Maine to a new model of schooling. Such a move will not take place through the imposition of heavy-handed mandates or one-size-fits-all approaches from state government but by building on the innovative work being done in schools across Maine already and by employing strategies to increase collaboration and sharing of best practices that are substantiated in a continuous improvement process. Maine's SAUs are scaling up and sustaining effective practices that have proven to have an impact.

Indeed, we are fortunate in Maine to have a number of schools and districts that have taken promising steps toward making the five core priority areas central to all that they do. We are beginning to see the profound, positive impact this laser-like focus on core priorities can have on individual students. Students in these early-adopting schools and districts are taking an active role in directing their own education.

Their education is taking place in classrooms intentionally designed to foster student engagement and empowerment. Their learning is facilitated by teachers trained in practices that make expectations transparent. The learning opportunities they are provided meet them where they are and support, encourage, and challenge them.

Making learning experiences like this available to every student in Maine must be our goal. In an era of fiscal challenges, the only way to make that goal a reality is to focus, at both the state and local levels, on those core practices that have the greatest impact on student success.

Additional Context from Maine's Blueprint for Future Generations Drafted Following a Survey of Stakeholders During the Summer and Early Fall of 2016

Overarching goal: By 2030, 90% of Maine's students will graduate college and career ready.

Where to begin?

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and replaced the No Child Left Behind Act of 2001 (NCLB). The reauthorization of ESEA provides Maine an opportunity to develop and implement an accountability and support system for Maine schools and to ensure that all Maine students have access to an equitable education and that Maine students graduate college and career ready.

The current system

Maine's current system meets the needs of NCLB and ensures that Maine is in compliance with all necessary federal regulations governing the implementation of federal funds. The current accountability system ensures that Title I schools receive additional supports for disadvantaged students.

A new vision

In order to enhance the supports provided to schools, a cohesive model of school and district supports is required. Rather than the available funding streams determining how schools and districts implement and

drive programming, the needs of the schools and the students must be at the forefront of the work driving school improvement and ultimately student achievement for all students in Maine.

All districts and schools, according to Maine Department of Education Regulation, Chapter 125, Section 4 (in effect since 1983), are required to undergo a comprehensive needs assessment directly related to the core priorities of the strategic plan and to then develop a Comprehensive Education Plan that outlines primary needs forming the cornerstone of the school improvement work. All schools have improvements that can be made to enhance and improve instructional support to students, and all Maine schools must strive to improve. The zip code of a school should not be a determining factor regarding the implementation of school improvement supports.

A comprehensive, cohesive system of support

As a result of the Comprehensive Education Plan and housed within Dirigo Star (a dynamic, electronic platform), Maine's school improvement management tool, each school will have clearly identified goals for the upcoming school year. The Maine DOE is leveraging the Dirigo Star platform for all SAUs, which has been used by seventy-nine (79) SAUs effectively and efficiently over the past five (5) years. Each school will develop a plan as to how it will address the identified needs and move toward achievement of the outlined goals. The SAU consolidated application will be reviewed and approved by the Maine DOE. The SAU plan will include a continuous improvement plan grounded in the core priorities of the strategic plan, including data analysis on the SEA and SAU levels. Once the needs of the school have been determined, the school leadership team will work to evaluate how available funding streams can be best used to supplement state and local funding to support SAU plans to address identified needs and prioritized principles. This results in all state, local, and federal funds working together to support the educational goals of students, educators, and schools.

A. Academic Achievement.

- i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals*

The Maine DOE established its overarching framework for accountability as the result of a survey (See Appendix D for survey results) undertaken during the spring and summer of 2016, which explored the following:

- prioritizing simplicity (focusing on a few key measures) or prioritizing robustness;
- prioritizing inputs, e.g., educator licensure, educator experience, or prioritizing outcomes, e.g., student academic performance, graduation rates;
- prioritizing student achievement when identifying schools and districts for support or prioritizing student growth or improvement when identifying schools and districts for support;
- identifying schools and districts that perform the lowest as compared to others or identifying schools and districts performing below a certain standard;
- identifying school districts based solely on its lowest performing school or identifying a school district based on the overall performance of its students;
- determining student performance by incorporating both achievement and growth;

- identifying schools focusing on the lowest overall student performance or other measures;
- identifying schools and districts with the largest achievement gaps between student subgroups or through other means;
- identifying and recognizing schools and districts with the best student outcomes versus just those with the lowest performance; and finally
- determining if the system should take into account student’s college and career readiness outcomes as an accountability measure for districts and schools.

The Maine DOE has established “ambitious state designed long term goals” with measures of interim progress for all students and subgroups of students as required by the US Department of Education. With a commitment “By 2030, 90% of Maine’s students will graduate college and career ready” the Maine DOE recognizes that it is critical to focus energy to close the gaps and ensure that every learner is able to transition to post-secondary. The non-proficient 50% reduction is calculated by first identifying the 2016 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long term goal. For example,

Subgroup: All Students

Step 1: 2016 Baseline Proficiency = 50.59%

Step 2: $100\% - 50.59\% = 49.41\%$

Step 3: Reduction goal of 50% of 49.41% = 24.7%

Step 4: Add reduction goal to baseline proficiency to determine the long term goal (increase in proficiency) for All Students subgroup $24.7\% + 50.59\% = 75.20\%$

Under ESSA the Maine DOE has an opportunity to revisit this approach.

ii. Provide the baseline and long-term goals in the table below.

The table below provides the starting point (2016) for academic achievement by subgroup in English Language Arts and Mathematics. This is the first year (2016) of the EmPowerME (Maine’s 3-8 state level assessment) and SAT assessments. The second year is 2017.

The long term goals will increase achievement for all students from 50.59% to 75.20% for ELA and from 38.31% to 69.15% for mathematics an increase of 24.61% and 30.24% respectively. For Maine’s lowest performing subgroups, students with disabilities and English learners, the ELA proficiency goal is an increase of 42.23% and 42.07% respectively, and the mathematics proficiency goal is an increase of 44.05% and 43.65% respectively. To reach these goals for the lowest performing subgroups it requires approximately a 3 percentage point increase in proficiency year over year, which is extremely ambitious for our SAUs/LEAs. The rate of growth for the lowest performing subgroups is much greater than the 1.75 percentage point annual growth needed for All Students subgroup.

Exhibit 2. Summary Table

Subgroups	Reading/ Language Arts: Baseline Data and Year 2016	Reading/ Language Arts: Long- term Goal 2030	Mathematics: Baseline Data and Year 2016	Mathematics: Long-term Goal 2030
All students	50.59% 2016	75.20%	38.31% 2016	69.15%
Economically disadvantaged students	36.6% 2016	68.30%	24.26% 2016	62.13%
Children with disabilities	15.51% 2016	57.75%	11.9% 2016	55.95%
English learners	15.86% 2016	57.93%	12.67% 2016	56.32%
African Amer.	27.26% 2016	63.63%	16.63% 2016	58.31%
American Ind.	34.42% 2016	65.58%	23.11% 2016	61.56%
Asian	59.6% 2016	79.80%	49.92% 2016	74.86%
Hawaiian	49.47% 2016	74.73%	47.37% 2016	73.68%
White	51.62% 2016	75.81%	39.33% 2016	69.67%
Hispanic	43.01% 2016	71.51%	28.11% 2016	64.05%

The interim performance measures are contained in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.

B. Graduation Rate.

- i. Description. Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

Since December 2011, Maine has engaged in a statewide discussion leading to establishment of a system for meaningfully measuring student and school growth. Through these discussions, core principles of Maine’s plan for a differentiated recognition, accountability, and support system were established and will continue to be employed as the Maine DOE moves into ESSA. These principles include a commitment to:

1. Establish rigorous learning standards and expectations in reading and mathematics;
2. Identify and provide targeted and specialized support for Maine’s lowest performing schools;
3. Identify and provide targeted and specialized support for Maine schools with the greatest achievement gaps;

4. Provide schools and districts with annual accountability reports with ambitious long-term and interim goals that require every school and district to improve academic success for every student subgroup;
5. Ensure that every Maine school benefits from the instructional practices, organizational design, leadership approaches, and successful parent and community partnerships in place; and
6. Develop a system of statewide and regional supports, including vibrant networks that nurture and grow the capacity for educational excellence envisioned for the state of Maine. These networks and supports will be made available to all schools, regardless of their Title I status and their performance.

With these principles established, Maine DOE and education stakeholders worked to establish a goal for the state to achieve a graduation rate of 90% for each publicly supported secondary school, in addition to calculating the four-year adjusted cohort graduation rate including five- and six-year cohorts extended rates. Maine's graduation rate is articulated in state statute 20-A MRS §5031. The statute implemented in 2011 states the following:

§5031. High school graduation rate

- 1. Goal.** It is the goal of the State to achieve a graduation rate of 90% by the end of the 2015-2016 school year for each publicly supported secondary school. In addition to calculating the 4-year adjusted cohort graduation rate following the procedures outlined in 34 Code of Federal Regulations, Section 200.19, the department shall also calculate and record for each publicly supported secondary school:
- A. Beginning with the graduation rate reported for school year 2011-2012 and for each school year thereafter, the 5-year adjusted cohort graduation rate; [2011, c. 614, §12 (NEW).]
 - B. Beginning with the graduation rate reported for school year 2012-2013 and for each school year thereafter, the 6-year adjusted cohort graduation rate; and [2011, c. 614, §12 (NEW).]

As written the statute has the same percentage for the four year and extended year cohorts. In addition Maine began the shift from a Carnegie unit framework with a threshold of passing courses to a diploma based on proficiency in all eight of Maine's College and Career Ready Standards with a threshold of proficiency based on student understanding and demonstration of level and rigor of the standards. The graduation standard has been made more rigorous and ambitious.

In order to address the ESSA statutory requirement that the extended year cohort rate be greater than the four year cohort, the rate for extended cohort is 92%, which is Maine's current rate for the extended cohort on the state level.

The Maine DOE has established ambitious long term goals with measurements of interim progress for all students and subgroups for the four year adjusted cohort graduations rates and for extended year Cohort Graduations Rates. The details of the individual goals and interim measurements of progress are in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.

Ambitious long term goals were developed to reduce the percentage of non-graduating students in a five step process to result in the subgroups all meeting the goal of 90% by 2030. The calculation process, for example, is as follows:

Subgroup: All Students

Step 1: 2016 Graduation Rate = 86.83%

Step 2: $90\% - 86.83\% = 3.17\%$

Step 3: Differential for each 3 year step is 3.17 divided by 5 = .61%

Step 4: Add to the baseline .61 % and add the .61% to each subsequent step to reach the goal of 90% by 2030.

This calculation methodology is used for each of the subgroups with the five step differential based on the difference between 90% and the baseline % divided by 5 and added to the baseline and each subsequent step.

Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Exhibit 3. Goals for the Four-year Adjusted Cohort Graduation Rate

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
All students	86.83% 2016	90% or maintain current 2016, whichever is greater, graduation percentages by 2030
Economically disadvantaged students	77.77% 2016	
Children with disabilities	72.19% 2016	
English learners	78.14% 2016	
Race – Hispanic/Latino	83.46% 2016	
Race – American Indian	84.91% 2016	
Race – Asian	90.68 % 2016	
Race – Black or African American	76.77% 2016	
Race – Native Hawaiian or Other Pacific Islander	88.24% 2016	
Race – White	87.29% 2016	

- ii. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

The same methodology used above for the four year cohort is used for the Extended Year Cohort Rate to include the interim progress measures which are contained in Appendix A.

Ambitious long term goals were developed to reduce the percentage of non-graduating students in a four step process to result in all subgroups meeting the goal of 92% by 2030. The calculation process, for example, is as follows:

Subgroup: All Students

Step 1: 2016 Graduation Rate = 88.61%

Step 2: 92% - 88.61% = 3.39%

Step 3: Differential for each 3 year step is 3.39 divided by 5 =.678%

Step 4: Add to the baseline.678 % and add the.678% to each subsequent step to reach the goal of 92% by 2030.

This calculation methodology is used for each of the subgroups with the five step differential based on the difference between 92% and the baseline % divided by 5 and added to the baseline and each subsequent step.

Exhibit 4. Goals for Extended-year Cohort Graduation Rates

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
All students	88.61% 2016	92% or maintain current 2016, whichever is greater, graduation percentages by 2030
Economically disadvantaged students	80.82% 2016	
Children with disabilities	77.27% 2016	
English learners	86.12% 2016	
Asian	94.27% 2016	
American Indian	83.49% 2016	
Black	83.47% 2016	
Hispanic	84.13% 2016	
Native Hawaiian	93.33% 2016	
White	88.84% 2016	
Multiple Races	86.62% 2016	

C. English Language Proficiency.

- i. **Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

A uniform procedure is applied to all students in Maine upon enrollment for the first time to any school in order to identify students for whom English is not their first language. A screening assessment is administered within 30 days of a student's enrollment in the district to those students who have a language other than English documented in the Home Language Survey. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment are eligible for language instructional services. School districts in Maine must annually assess the English language proficiency of all ELs in kindergarten through 12 using ACCESS for ELLs for the purpose of determining the continuing need and eligibility of individual students for language program services.

The state of Maine considers the student's initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition.

The ESSA Advisory Workgroup established by the Maine DOE will be reviewing the English Language Proficiency assessment, ACCESS 2.0, trend data to determine long-term goals and interim measures of progress by June 30, 2017.

- ii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

Maine's Progress in English Language Proficiency (ELP) Methodology

Feedback from USED

Section A.4.iii.c.1: Long-term goals

In the absence of actual data, a more detailed description of the methodology is needed, including ambitious progress goals. The state must provide appropriate data – simulated or otherwise – for the percent of students making progress in EL proficiency. The state must also explain how it derives that data for purposes of meeting this requirement. The state needs to align the text on page 16 with Exhibit 5, and must meet the requirement of the statute, which requires SEAs to set long-term goals for the percent of students making progress towards EL proficiency. This plan includes a goal for proficiency, not progress towards proficiency, which is insufficient to meet the statute

A.4.iii.c.2: Measurements of interim progress

The state needs to set interim goals for EL students demonstrating progress towards proficiency, rather than proficiency alone.

Maine's Response

With guidance from WIDA researchers, including Dr. Gary Cook, and technical assistance sponsored by the Council of Chief State School Officers (CCSSO) from English learner (EL) experts, Dr. Peter Goldschmidt of California State University North Ridge, and Kenji Hakuta of Stanford University, and

analyses of Maine’s EL performance on state ELA and math content assessments, Maine determined that a composite proficiency level (PL) of 5.0 on ACCESS for ELLs 2.0 would serve as the state’s definition of English language proficiency (ELP) and therefore its exit criteria.

Additionally, Maine conducted a statewide survey and an intensive statewide listening tour to gather stakeholder input on the reclassification of English learners. Stakeholder input and years of WIDA ACCESS data were presented to the state’s English Learner Advisory Council (ELAC). Based on historical performance data on ACCESS, the recent change in cut scores, and WIDA’s recommendation that 2015-2016 ACCESS scores not be compared to 2016-2017 scores¹, it was determined overwhelmingly that the composite proficiency level of 5.0 on ACCESS for ELLs would remain the definition of ELP until more consistent data on ACCESS scores and state academic assessments are available.

Maine has set ambitious goals for its ELs with an expectation that every EL make yearly progress. MDOE’s progress in ELP model takes both the grade level and English language proficiency level of each EL into account, recognizing that not every EL is alike. These allowances ensure that the expected progress or growth targets match varying types of ELs, providing a more differentiated approach of evaluating schools’ performance given their diverse EL population sizes and demographics. Previously, Maine’s targets under Title III Annual Measurable Achievement Objectives (AMAO) were applied as a one-size-fits-all model that was considered unfair to high schools with large EL populations. Moreover, former targets did not allow for progress variances in newcomers, ELs with interrupted formal education, or older ELs with no formal education.

Discussions with stakeholders, the ELAC, and the accountability stakeholders group emphasized the need to recognize research on the heterogeneity of English learners. English language proficiency level and grade level at the time of entry factor into Maine’s definition of progress towards ELP. Accordingly, the following assumptions about the expected number of years for ELs to reach ELP underlie Maine’s model for measuring progress towards ELP:

- ELs in kindergarten to grade 2 (K-2) are expected to take up to *3 years* to reach ELP
- ELs in grades 3 to 5 are expected to take up to *4 years* to reach ELP
- ELs in grades 6 to 8 are expected to take up to *5 years* to reach ELP
- ELs in grades 9 to 12 are expected to take up to *6 years* to reach ELP

These assumptions reflect Dr. Gary Cook’s premise that progress occurs more quickly for ELs who enroll at lower grade levels and more slowly for ELs who enroll at higher grade levels. Using research and empirical data from ELs in the state, Maine is confident in its approach to measuring progress towards ELP, which is described next.

Measuring Progress towards ELP in Maine

Maine’s model for measuring the progress of its ELs towards English language proficiency (ELP) includes two components. The first component is a method for establishing annual thresholds or *growth targets* for determining whether an EL has made progress in ELP. The second component is a system of awarding points or *growth index scores* for ELs who make progress towards ELP.

¹ According to a memo WIDA sent to SEAs of 39 states that administer ACCESS for ELLs: “Do not use score comparisons from last year (2015-16) for growth analysis or high-stakes decision-making. Rather, consider this year (2016-17) a full reset and plan to resume analyses in the future using 2017 scores as a new baseline for growth. Neither the scale scores nor the proficiency levels are comparable from 2016 to 2017.”

Growth Targets for Determining Progress in ELP

The growth targets are based on the yearly change expected in each ELs composite proficiency level (PL) on the annual ACCESS for ELLs assessment. Based on feedback from Maine’s EL stakeholder groups and supported by research on second language acquisition, Maine has moved away from the one-size-fits-all approach under our Title III AMAO plan for determining growth targets. The growth targets are instead determined by each ELs grade level and composite proficiency level (PL) in the previous school year. The tables below show the growth targets for all grade clusters and starting PLs.

Starting Grade Cluster <i>Student’s Previous Year</i> Grade Cluster	Starting PL <i>Previous Year ELP</i> Performance Level (PL)	Growth Target <i>Minimum Increase in PL to be considered as</i> Making Progress in ELP
K-2	1.0-1.9	2
K-2	2.0-2.9	1.5
K-2	3.0-3.9	1
K-2	4.0-4.9	0.5
K-2	5.0 or Higher	Does not apply – student is considered ELP

Starting Grade Cluster <i>Student’s Previous Year</i> Grade Cluster	Starting PL <i>Previous Year ELP</i> Performance Level (PL)	Growth Target <i>Minimum Increase in PL to be considered as</i> Making Progress in ELP
3-5	1.0-1.9	1.33
3-5	2.0-2.9	1
3-5	3.0-3.9	0.67
3-5	4.0-4.9	0.33
3-5	5.0 or Higher	Does not apply – student is considered ELP

Starting Grade Cluster <i>Student’s Previous Year</i> Grade Cluster	Starting PL <i>Previous Year ELP</i> Performance Level (PL)	Growth Target <i>Minimum Increase in PL to be considered as</i> Making Progress in ELP
6-8	1.0-1.9	1
6-8	2.0-2.9	.75
6-8	3.0-3.9	.5
6-8	4.0-4.9	0.25
6-8	5.0 or Higher	Does not apply – student is considered ELP

Starting Grade Cluster <i>Student’s Previous Year</i> Grade Cluster	Starting PL <i>Previous Year ELP</i> Performance Level (PL)	Growth Target <i>Minimum Increase in PL to be considered as</i> Making Progress in ELP
9-12	1.0-1.9	0.8
9-12	2.0-2.9	0.6
9-12	3.0-3.9	0.4
9-12	4.0-4.9	0.2
9-12	5.0 or Higher	Does not apply – student is considered ELP

The key assumptions underlying the computation of the growth targets are a) the exit proficiency level of 5.0; and b) the expected number of years it takes for ELs to reach ELP, as described in the previous section. The formula for calculating the growth target for a given starting grade cluster and PL is therefore:

$$\text{Growth Target} = (5.0 - \text{lower bound of starting PL}) / (\text{Expected number of years to reach ELP} - 1)$$

For example, the growth target for a K-2 student with a starting PL in 1.0-1.9 is computed as $(5.0 - 1.0) / (3 - 1) = 2$.

ELP Growth Index Scores

The second component of Maine’s model is a system of awarding growth index scores to ELs who make progress towards ELP. ELs are awarded points based on the degree to which they meet their growth targets as follows:

Case #	Description	ELP Growth Index Score
1	Student did not take ACCESS for ELLs in current year	0
2	Student did not meet at least 50% of his or her growth target	0
3	Student who met at least 50% of his or her growth target	$(\text{Change in PL}) / (\text{PL Change Target})$, capped at 1.4
4	Student took ACCESS for ELLs for the first time in current year and received PL < 5.0	0
5	Student took ACCESS for ELLs for the first time in current year and received PL \geq 5.0	1.0

This system gives ELs credit for making progress towards ELP even if they do not meet their growth target, as long as they have an annual increase in PL of at least 50% of their growth target. Note that the growth index score is capped at 1.4 to be consistent with the maximum growth score a student can receive under the growth model under Maine’s proposed Academic Progress indicator (please refer to our response under section A.4.iv.b for more details).

To illustrate this system, consider a K-2 student who achieved a composite proficiency level (PL) of 1.0 on ACCESS for ELLs in the previous year. This means her growth target is 2.

- Suppose this student takes ACCESS for ELLs in the current year and attains a PL of 1.5, which represents an increase in PL of $(1.5 - 1.0) = 0.5$, which is only $0.5/2 = 0.25$ or 25% of her growth target. This puts the student in case #2, which means her ELP growth index score is 0.
- Suppose this student takes ACCESS for ELLs in the current year and attains a PL of 2.5, which represents an increase in PL of $(2.5 - 1.0) = 1.5$. This is $1.5/2 = 0.50$ or 50% of her growth target, which puts her in case #3, and her ELP growth index score is 0.5.
- Suppose this student takes ACCESS for ELLs in the current year and attains a PL of 3.5, which represents an increase in PL of $(3.5 - 1.0) = 2.5$. This is $2.5/2 = 1.25$ or 125% of her growth target, which also puts her in case #3, and her ELP growth index score is 1.25.

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan. The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor’s office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** *Provide evidence that the SEA met the public notice requirements relating to the SEA’s processes and procedures for developing and adopting its consolidated State plan.*

In late October 2016, Maine DOE established an ESSA Advisory Workgroup. This workgroup was composed of twenty-two (22) individuals (Appendix E), representing all 16 counties of the state, including rural and urban areas. The workgroup represents a broad range of stakeholders, including teachers, principals, curriculum coordinators, English language teachers, parents, school board members, superintendents, and State Board of Education representatives. The workgroup held four convening’s: November 2, 2016; November 30, 2016; January 11, 2017; and January 31, 2017. After the first initial meeting, the workgroup was expanded by eighteen (18) additional stakeholders who volunteered to work on one of three specific sub workgroups: (1) school review; (2) school supports; and (3) consolidated application. The workgroup membership and notes with the embedded agendas are in Appendix E. All meetings were open to the public. Each sub workgroup examined the components of the consolidated application pertinent to its

content area and discussed potential recommendations. As a result, each sub workgroup developed (1) possible accountability indicators; (2) tiers of support for schools based on determinations of need and the types of technical assistance to be provided; and (3) interventions for consideration at each tier on the basis of individual SAU needs. In addition, the workgroup reviewed and discussed the educator equity strategies most pertinent going forward and developed the state guidance for the definition of “ineffective teacher.” All documents with specific recommendations were shared with the ESSA Advisory Workgroup and sub workgroups and were made available to the public via the Maine DOE ESSA [webpage](#) following each meeting. The ESSA Advisory Workgroup reviewed the draft ESSA Plan on February 14, 2017. All ESSA Advisory Workgroup and sub workgroup members are committed to continue active advisory roles in plan development and implementation ranging from U.S. Department of Education Peer Review and approval into implementation and continual improvement at the state and local levels. The Maine DOE will convene the ESSA Advisory Workgroup and sub workgroups on a quarterly basis to ensure continued communication, reflection, feedback, and improvement cycles. The ESSA [webpage](#) also will be updated on a regular basis. The Maine Consolidated State Plan was posted on the department website from March 1-30, 2017 for public comment.

B. Outreach and Input. *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

- i. *Conducted outreach to and solicited input from the individuals and entities listed above during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

Immediately following the passage of the federal law, the Maine DOE developed an internal ESSA Team, composed of the chief academic officer, federal state legislative liaison, Title I coordinator, English language learner consultant, data team leader, director of special services, higher education consultant, educator effectiveness coordinator, and director of certification. The team began early conceptual discussions about how Maine would approach the new ESSA framework. In an effort to gather an unfettered conceptual framework from the stakeholders in the field, this internal team developed a short survey (Appendix E) with a Likert scale to explore stakeholder input concerning emphasis and prioritization on inputs versus outcomes, student growth versus student achievement, identification of schools for improvement and recognition, identification of schools on the basis of achievement and achievement gap, and college and career readiness as an additional indicator. The Maine DOE circulated the survey via a Commissioner’s [Update](#), verbal communication at every face-to-face meeting of stakeholders with internal team members, and [posting](#) on the Maine DOE webpage. The survey was live for nearly four months, from early June to late September 2016. In total, 496 individuals responded to the survey. Their responses gave the Maine DOE a clear, proactive framework for Maine’s system, which led to the drafting of Maine’s Blueprint for Future Generations. The key themes that emerged from the survey were recommendations to (1) focus on improvements and achievements of all students; (2) provide differentiated support for all

schools; and (3) emphasize college- and career-readiness outcomes. In addition, department staff were visible and engaged to attend pre-existing stakeholder convening's to share the new requirements and opportunities within ESSA. For example, department staff presented at Committees of Practitioners, Maine Principals Association, Maine School Management Association, ESEA Coordinators and Title I Coordinators, Maine Title I Educators Network, Maine Association of Special Education Directors, the Superintendents' Conference, the English Language Coordinators from across the state, and the Joint Committee on Education and Cultural Affairs of the Legislature. Early and ongoing feedback from these stakeholders reinforced the developing conceptual framework of Maine's plan. The Maine DOE State Plan was posted March 1, 2017, for 30 days, and after that time the plan was revised according to stakeholder comments and feedback.

- ii. *Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

Three sub workgroups made up of ESSA Advisory Workgroup members and other interested stakeholders convened on November 30th and January 11th and 31st for full-day meetings to develop recommendations to the department for sections of the Maine Consolidated State Plan.

On February 14, 2017, the acting commissioner of education, the governor's senior policy advisor, and four department leadership staff met with the governor to discuss the framework of Maine's developing state plan.

The internal ESSA Team met weekly to process the comments after the state plan was posted for 30 days.

The ESSA Team remained cognizant of all feedback received through surveys and presentations as mentioned and outlined in section B(i) above when developing Maine's ESSA plan. The survey results lead to the differentiated technical assistance model in 2.2D below. The Maine DOE worked with a statistician to review the viability of the accountability indicator models the subgroup suggested.

- C. ***Governor's consultation.*** *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

The Maine DOE received input directly from Governor Paul R. LePage and his senior policy adviser for education.

Date SEA provided the plan to the Governor: March 31, 2017

Check one:

The Governor signed this consolidated State plan.

- The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The Maine DOE intends to implement an LEA consolidated application in a phased process, which will begin during the SEA consolidated application review by the U.S. Department of Education during the spring and early summer of 2017. Our comprehensive system under ESSA contains all the components of Maine's integrated strategic plan on the state level and each SAU's comprehensive educational plan that they review on a yearly basis as required by Maine regulations for more than 20 years.

Exhibit 5. SAU Training and Plan Development

<i>Phase</i>	<i>Timeline</i>	<i>Action</i>	<i>DOE Support</i>
Phase I: Comprehensive Needs Assessment Training	Summer 2017	SAUs will be offered training on the implementation of a comprehensive needs assessment to identify and prioritize needs.	Training The Maine DOE will provide a template.
Phase II: Root Cause Analysis Training	Fall 2017	Training root cause analysis which would lead to aligned strategy development will be offered	Training
Phase III: SAU Plan Development	By the end of March 2018	SAUs will have completed a comprehensive needs assessment, root cause analysis and assets and challenges analysis which will lead to the development of a consolidated SAU plan	Template to be provided
Phase IV: Completion of a Funding Application	July 2018	Completion of a cross Title/Federal programs, integrated budget of the projects to be undertaken. The integrated budget will reflect federal, state, local and any regional resources dedicated to the projected work	Training in the Spring of 2018 Template to be provided
Phase V Differentiated Supports	School year 2018-2019	Once the consolidated applications are approved the SEA and SAU will determine how the SAU needs will be aligned with the system of supports	Differentiated supports

The comprehensive needs assessment will reveal the specific needs of the SAU and will allow for a prioritization of the core principles. The Assets and Challenges Analysis will lead to the determination of evidenced-based practices needed and targeted supports. Phase IV will be examined for alignment with the State Plan. Based on the needs of the SAUs the Maine DOE will determine what types of state level activities should be provided in which regions of the state.

The Maine DOE intends to use the DirigoStar electronic platform currently used by 79 of our SAUs as a part of the current school improvement protocol. DirigoStar, Maine's variation of Indistar®, guides a leadership team through effective practices, specific indicators, and Wise Ways® that focus the team on the principles of effective schools. Wise Ways® provides technology links to indicators forming a succinct synthesis of related research, examples, and resources. The ESSA subworkgroup on the consolidated application supported the continued use of the electronic platform as an efficient vehicle for all SAUs. The desire is to use a simple yet multifaceted platform that is dynamic and does not require repeated entry of the SAU information.

- B. *Monitoring.*** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The Maine DOE undertakes a consolidated monitoring process for all federal programs. This consolidated monitoring will involve all federal titles under ESSA. The Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports (see D below). Increased access to data will provide impetus for change on both the SEA and SAU levels. The DirigoStar electronic, dynamic platform will allow the comprehensive education plan and improvement plan for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes.

A regional support network of twelve coaches and mentors who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The mentors and coaches will provide tiered, differentiated supports on the basis of the individual needs of the schools. The superintendents in their nine cluster regions routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes.

- C. *Continuous Improvement.*** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Monitoring is undertaken as outlined in B above. The ESEA Team currently meets monthly to discuss implementation of individual Federal programs and collective implementation and

monitoring of all Federal programs. The school improvement team meets bi-monthly to calibrate their work, discuss challenges and successes in addition to how to move the work forward.

In addition to this system of monitoring, the school improvement team and ESEA Team will continue to meet on a monthly or bi-monthly basis (team specific) in order to review current initiatives, successes, and challenges in addition to evaluating current supports and making any necessary revisions moving forward.

Each SAU will complete a comprehensive needs assessment prior to the development of the comprehensive educational plan. The Maine DOE will review all of the needs assessment results on an annual basis and consult with the ESSA Advisory in order to update and improve the activities supported under Title II A. (*Revised Template, Section D.5*)

D. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other sub grantee strategies.

The Maine DOE’s approach to providing differentiated assistance to SAUs and schools to support effective implementation of SEA and SAU strategies is articulated in the 2016 *Maine’s Blueprint for Future Generations*. The Maine DOE differentiated technical assistance will apply to Title I, IIA, IIIA and V and where necessary will involve an integrated approach. (*Revised Template D.5,E.3.i-ii, and H.2*) This blueprint was developed as a result of the review of the results of the survey and describes the Maine DOE differentiated system of supports as follows:

Maine’s proposed statewide system of support is designed to provide implementation of a unified state system directly focused on improving the academic achievement of all students. Similar to the intervention process implemented in Maine’s schools, Maine’s framework for supporting all schools—including schools experiencing challenges—will enlist a differentiated approach, targeted interventions, and supports aligned to the level of need.

Maine will establish standards for schools that serve as the context for school improvement. School success will be measured using data from the proposed primary indicators below from which will inform the level of necessary support.

Grades 3-8

High School

(1) State Assessment eMPowerME

(1) State assessment

(2) Student Progress

(2) Graduation rate

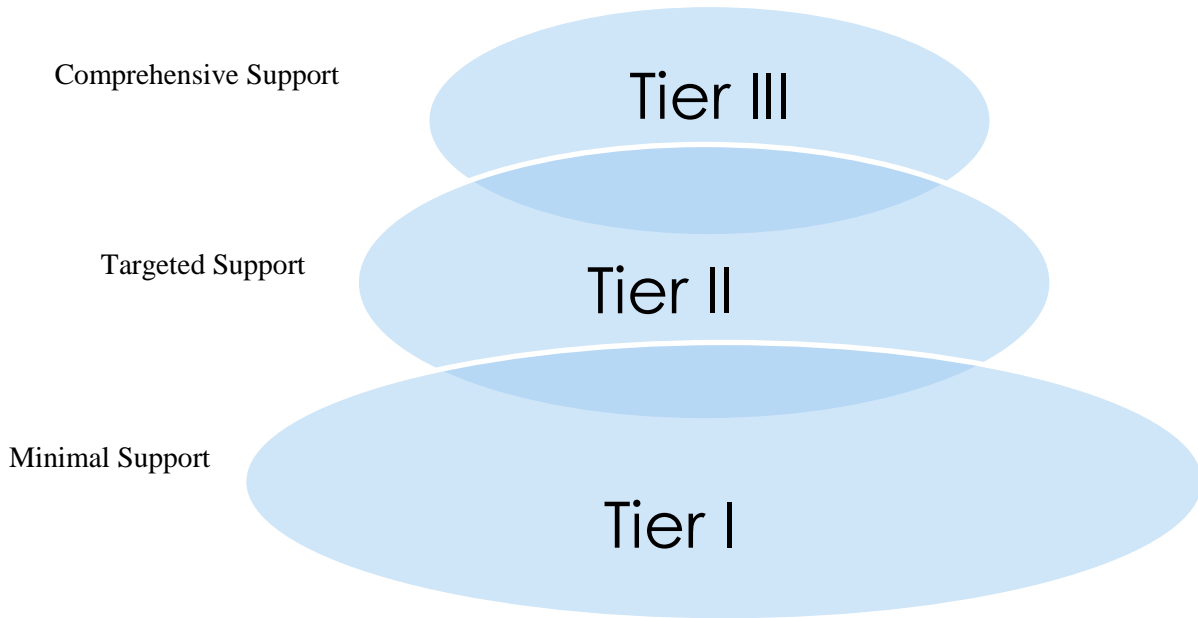
(3) English proficiency for English learners

(3) English proficiency for English learners

(4) Consistent attendance

(4) Consistent attendance

Exhibit 6. Levels of Support for Tiers I, II, and III



Maine’s statewide system of support includes Maine DOE personnel who serve as content-area specialists and regional representatives, as well as contracted school improvement coaches. School improvement coaches provide direct support and coaching for assigned schools and districts by facilitating the needs assessment and planning process. The school improvement coaches support the school improvement process by engaging the entire staff in analyzing the data and making solid data-driven decisions to improve student achievement.

After the identification of schools on the basis of the identified indicators within Maine’s accountability system, a school improvement coach will be assigned to each Level II and Level III school. Additional school data will be reviewed to further determine the level of support needed. As all schools will be required to develop school improvement plans, increased differentiated supports will be provided as necessary to Level II and III schools.

School improvement plan components:

1. School leadership teams: membership includes principal, district leadership, staff representing content and student groups, parents, and students when appropriate or possible.
2. Improvement plan elements are differentiated to align with the school’s level of challenge and priority of needs. The DirigoStar electronic platform contains recommended evidenced-based practices to be employed.
3. Improvement plans will demonstrate and assist in the assessment and implementation of key principles of school success:
 - a. Strong leadership
 - b. Staff evaluation and professional development
 - c. Expanded time for student learning and teacher collaboration

- d. Rigorous, aligned instruction
 - e. Use of data for school improvement and instruction
 - f. Positive school and classroom culture
 - g. Family and community engagement
4. All school improvement plans will demonstrate and assist in the assessment and implementation assess of the following improvement indicators:
 - a. The school will use an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for all students experiencing challenges and currently unsuccessful or in need of targeted interventions.
 - b. The school uses a **tiered, differentiated intervention process** to assign research and evidence-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
 - c. The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.
 5. The school leadership team, with assistance from district staff responsible for the areas of need and any other specialists, will begin developing tasks to address challenge areas. Each task must include measureable objectives. DirigoStar is available to schools in order to monitor and document necessary interventions and tasks in addition to providing essential on demand access to Wise Ways® which provides research and videos demonstrating the success of said interventions and best practices.
 6. Plans and tasks will be reviewed for effectiveness by school improvement coaches and Maine DOE staff.
 7. Plans will be monitored quarterly and on an annual basis by SEA staff.

Exhibit 7. Maine DOE’s Comprehensive System of Support

Level of Support	Identified Schools	Types of DOE Support
Level III: Comprehensive directed support Schools with identified comprehensive challenges to be met with comprehensive and intensive supports	Schools below state expectations across multiple required accountability indicators	Increased supports to assist with the implementation of the Comprehensive Education Plan Utilization of the mentors and coaches for focused support and models of effective strategies
Level II: Targeted directed support Schools with identified specific challenges to	Schools below state expectations in specific, targeted accountability indicators with consistently	Increased supports to assist with the implementation of the Comprehensive Education Plan

be met with targeted supports	underperforming subgroups	Utilization of the mentors and coaches for focused support and models of effective strategies
Level I: General, statewide support	Schools meeting expectations State-level professional development Availability of DirigoStar Regionalized supports and professional development	Comprehensive Education Plan in place State & Regional professional development supports

The Maine Department of Education has developed a template for the Comprehensive Needs Assessment/SAU Consolidated Plan across all the titles of ESSA with all the necessary components of the SAU/LEA Consolidated Plan (Comprehensive Educational plan referenced in the chart above).

School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

As part of the Comprehensive Needs Assessment/SAU (LEA) Consolidated Plan, SAUs (LEAs) will be required to provide and review school conditions data including but not limited to incidences of bullying and harassment, discipline practices, and behavior intervention strategies. As part of Maine’s differentiated model of support, LEAs receiving Title I, Part A funds will receive supports around school conditions as part of the Tier I interventions and supports. Comprehensive Needs Assessment/SAU (LEA) Consolidated Plans will be reviewed by the SEA to develop a statewide needs assessment primarily driven by the needs of Title I, Part A schools but will assist in providing necessary Tier I supports to all schools.

School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Maine has embedded within both the ESEA Consolidated Application for Federal funds Title I, Part A assurances and within the Comprehensive Needs Assessment/SAU(LEA) Consolidated Plan opportunities for SEAs/LEAs to describe how the SAU/LEA will implement strategies to facilitate effective transitions for student from pre-school to Elementary if applicable; middle grades to high school and from high school to post-secondary education including a) coordination with institutions of higher education, employers, and other local partners; and b) through increased student access to early college, dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. Upon review by the SEA a statewide needs assessment will be developed to develop Tier I support to all schools.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State’s academic assessments in the text boxes below.

“Maine’s Strategic Plan Core Priority 1: Effective, Learner-Centered Instruction focuses on an assessment system that provides timely, accurate data on achievement and growth over time that will continue to drive Maine’s ESSA work.”

Assessment

The Maine DOE mathematics specialists support the development of the state assessment with item review, test form review, and data review for Grades 3 through 8 and high school. They also conducted statewide regional training on how to access and use the data around the SAT results in collaboration with the College Board. The Maine DOE began using the SAT as the Grade 11 assessment in 2006 to allow all students to aspire to being college and career ready. There was a year’s hiatus when Maine DOE moved to the Smarter Balanced test. Many parents were concerned about the Smarter Balanced test, as their preference was for their students to take the SAT, which Maine DOE reinstated as the Grade 11 assessment. The Maine DOE mathematics specialists created probes from released items and are in the process of gathering student work to use during professional development with teachers (helping to support implementation of formative assessment through the use of summative assessment released items to inform instruction and best practices).

(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support—NOTE: Core priorities of the strategic plan addressed in this section)

A. Advanced Mathematics Coursework. *Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?*

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C).

No.

B. Languages other than English. *Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA in languages other than English.*

i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Maine has historically had very few English learners in our student population, but these numbers are growing each year. In order to determine “languages other than English that are present to a significant extent in the participating student population,” Maine uses the threshold of 3% of the tested student population. The data in the exhibit below show the numbers for the four most common first-language groups in spring 2016. Although none of the first-language groups in Maine has yet reached the 3% threshold, we are designating the most populous first language, Somali, as “present to a significant extent.”

Exhibit 8. The Most Common First-Language Groups as of spring 2016

First Language	No. of English Learners Statewide	No. of English Learners in Testing Grades	Percentage of All Students Tested in Mathematics
Somali*	1,728	1,060	$(1,060/91,541) * 100 = 1.16\%$
Arabic	775	452	$(452/91,541) * 100 = 0.5\%$
French	531	344	$(344/91,541) * 100 = 0.4\%$
Spanish	442	323	$(323/91,541) * 100 = 0.4\%$

Note. As Maine’s most populous language other than English, Somali is considered “present to a significant extent.”

- ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

The Maine DOE does not currently provide any of our required state assessments in a language other than English. In 2014–15, Maine used the Smarter Balanced assessment, and did provide the Spanish translation of the mathematics assessment for the small number of students for whom that was beneficial. For 2015–16, Maine adopted new assessments (i.e., eMPowerME from Measured Progress and SAT from the College Board), which had never been administered anywhere prior to 2015–16. These new assessments are not currently available in any languages other than English.

- iii. *Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.*

Maine’s academic assessments are not available for students whose first language is Somali, the only language designated as “present to a significant extent” according to Maine’s definition. We need to offer our assessments in mathematics and science to students translated (trans adapted) into Somali.

- iv. *Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:*

1. *The State’s plan and timeline for developing such assessments, including a description of how it met the requirements;*

The Maine DOE has begun planning for the development of Somali trans-adaptations of mathematics (Grades 3–8 and high school) and science (grades 5 and 8 and high school) assessments. Test trans-adaptations involve both the translation and adaptation of items, originally written in the source language and the replacement of items unfit for translation/trans-adaptation with items written in the target language. The Maine DOE has done initial research on best practices and challenges associated with trans-adapted assessments and reached out for support. We have had initial conversations with our testing companies (i.e.,

Measured Progress and College Board) about processes and cost. The Maine DOE has also consulted with the National Center for the Improvement of Educational Assessment (NCIEA) and been briefed on current research and practice. The topic of test trans-adaptation is also on the agenda for Maine's Spring 2016 meeting with our Technical Advisory Committee (TAC). The Maine DOE will work with stakeholders to determine whether families access the written word in Somali, which will help the Maine DOE determine whether a trans-adaptation is necessary.

The Maine DOE knows that this needs to be a thoughtful process in order to produce valid results that are comparable to results for the English versions. The target is to be able to provide a mathematics assessment in Somali in spring 2018 should it be warranted. The Maine DOE will consider a trans-adapted version of our science assessment in a few years, once the Maine DOE has revisited our science content standards and know the resulting impact on our science assessments.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

Development of assessments in languages other than English is new territory for the Maine DOE, and we know we will need good advisers. The Maine DOE will rely on external technical expertise (e.g., TAC, NCIEA, Wisconsin Center for Educational Research, Council of Chief State School Officers). The Maine DOE will also require the guidance of Maine's Somali community (i.e., educators, parents, students) to help inform the process and also to review the text and art of trans-adapted items to check the language style, cultural sensitivity, and idiomatic expressions.

It is critical that we develop a process to determine the optimal language for testing any individual student. The Maine DOE certainly cannot assume that students whose first language is Somali will be best able to access the assessment in Somali. Many of Maine's immigrant students have not acquired the literacy (reading and writing) skills in their first language that would enable them to access the assessment. Moreover, with much instruction of the assessed content having been delivered in English, content-specific language may be more familiar in English. The Maine DOE will rely on Maine's Somali students, their families and the educators who know them well to determine the language that will make the assessment most accessible for them.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

The tests Maine used in 2015–16 were brand-new assessments, never previously used in Maine or elsewhere. We, and our testing companies, have been working

through the first-year challenges with the English versions of the tests and associated processes. The 2016–17 administrations in English will benefit from those lessons.

Also, testing in a language other than English is a new and significant step for Maine, the Maine DOE, and the education community. We need to learn and proceed carefully as we develop assessments in Somali for 2017–18.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

Maine's Core Priority of Coordinated and Effective State Support within Maine's Strategic Plan focuses on coordinated and equitable resources for Maine's schools and a robust and transparent accountability and improvement system to serve as the supportive framework for the ESSA plans in this section.

4.1 Accountability System.

An important caveat to this section of Maine's plan is that we have shifted from the New England Comprehensive Assessment Program for grades 3-8 and the SAT for grade 11 used in 2006-14, to Smarter Balance in 2015, to eMPowerME in 2016. We will not have a second year of student performance under eMPowerME until later this spring. Until Maine has data and can conduct simulations for combining multiple indicators to generate the summary measures of school performance, we present this section as a conceptual framework for the accountability system which we will launch at the end of the 2017-18 school year. Maine will be able to run simulations with two years of data by June 30, 2017 in order to finalize the actual weights.

- A. Indicators.** *Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in section 1111(c)(4)(B) of the ESEA.*
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State,*
 - Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. Revised Template A.4.iv.(b)*

Maine's progress measure is a combination of achievement and progress on assessments which creates a unique measure that informs schools progress and identifies long term goals and interim measures. This progress measure is sensitive to different performance levels and provides adjustments for high performing versus low performing schools.
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.*
 - the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State.*

Indicators must be researched based, must have state-level data and definitions available, and must not be corruptible.

Exhibit 9. Measures Included in Indicators

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency rate as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 3–8 and SAT for Grade 11 (eMPowerME is Maine’s 3-8 grade assessment name)	Percentage of students who are proficient in the annual statewide assessments
ii. Academic Progress	Progress as measured on the annual statewide assessments in English language arts, mathematics, using eMPowerME for Grades 4–8	Specific measures to be calculated as described below.
iii. Graduation Rate	Adjusted cohort graduation rates (four-year rate, as well as five- and six-year rates)	Use of weighted sum of 4 year and extended year graduation rates for each school
iv. Progress in Achieving English Language Proficiency	English Learner Progress	Specific measures to be calculated as described below.
v. School Quality or Student Success	K-12: Chronic Absenteeism	Percentage of students who are chronically absent (Explanation described below)

Maine’s Academic Progress Indicator Methodology

Feedback from USED (on section A.4.iv.b)

The SEA needs to describe the Other Academic indicator used in its statewide accountability system for public elementary and secondary schools that are not high schools, including how the SEA uses the same indicator and calculates it in the same way for all elementary and secondary schools that are not high schools, in all LEAs, across the State, except where the indicator may vary by each grade span. The state needs to provide more detail on the use of the quartiles, and on the application of the indicator to the subgroups. The indicator needs to be disaggregated for each subgroup of students.

Targets for Performance Level Change

Maine’s Academic Progress measure is computed based on a blended approach that incorporates both measures of academic proficiency and growth for the school. This approach was recommended by Maine’s Accountability Advisory Working Group and is based on the Student Learning Index (SLI) presented by AdvancED at the ESSA Symposium in September 2016. Key reasoning from the Accountability Advisory Working Group included the balance the blended approach provides in calculating the Academic Progress indicator for each school. This approach places more emphasis on proficiency for higher-achieving schools (who have less room to grow in terms of academic proficiency) and emphasizes growth for lower-achieving schools (who have more room to grow because of their lower academic proficiency). Maine is using a transition table for growth using data from both the current year and the previous year (see paragraph below for more information). This results in a potential ceiling effect as students improve along the continuum of performance and move beyond proficiency. While the highest performing-schools will still have an incentive to encourage student growth, this approach recognizes that schools are expected to prioritize progress toward proficiency. Therefore, Maine determined a distinction between higher- and lower-achieving schools and their capacity for growth is a valid concern and one which should be addressed.

One key reason that the Accountability Advisory Working Group recommended this approach is the balance it provides in calculating the Academic Progress indicator for each school. The approach places more emphasis on proficiency for higher achieving districts (who have less room to grow in terms of proficiency) and emphasizing growth for lower achieving districts (who have more room to grow because of their lower proficiency).

Under this approach, schools are divided into quartiles based on their proficiency in the content area (i.e., <sub> = ELA or mathematics). The quartile to which a school is assigned determines the weighting scheme for the proficiency and growth measures that are used in the Academic Progress calculation. The table below provides an example of the weighting scheme by quartile.

Example of Weighting Scheme for Maine’s Academic Progress Indicator

Proficiency Quartile	Weight for Academic Proficiency	Weight for Academic Growth
Top (76 th to 100 th percentile)	75%	25%
2nd (51 th to 75 th percentile)	55%	45%
3rd (26 th to 50 th percentile)	45%	55%
4th (1 st to 25 th percentile)	25%	75%

To calculate the Academic Progress indicator for a school, content area-specific progress measures (ProgressELA and ProgressMath) are first computed as follows:

$$ProgressELA = ProfELA \times w_{ELA_prof} + GrowELA \times w_{ELA_grow} \quad (1)$$

$$ProgressMath = ProfMath \times w_{Math_prof} + GrowMath \times w_{Math_grow} \quad (2)$$

where ProfELA and ProfMath are the proficiency rates (% at Level 3 or higher) for the school in the current year for ELA and mathematics respectively; and GrowELA and GrowMath are the growth scores for the school in ELA and mathematics respectively; $w_{ELA_proficiency}$ and $w_{Math_proficiency}$ are the weights assigned to the academic proficiency measure for ELA and math respectively (i.e., second column in Table above); and, w_{ELA_growth} and w_{Math_growth} are the weights assigned to the academic growth measure for ELA and math respectively (i.e., third column in Table above).

The overall Academic Progress indicator for the school is then computed as a weighted average of the content area-specific progress measures.

$$Academic\ Progress = (NELA \times ProgressELA + NMath \times ProgressMath) / (NELA + NMath) \quad (3)$$

where NELA and NMath are the number of full academic year (FAY) students in the school with academic growth scores in ELA and math respectively; while $Progress_{ELA}$ and $Progress_{Math}$ are the Academic Progress indicator scores for ELA and math respectively computed based on formulas (1) and (2).

Please note that, for all FAY elementary and middle school in Maine, the Academic Progress indicator is computed for all FAY students in the school (Total Student group) and also separately for each subgroup (i.e., Economically Disadvantaged, Students with Disabilities, English learners, Hispanic/Latino, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander, Black/African, and White) that meet the minimum n-count of 10 based on FAY criteria (see Section 4.C.i.) In other words, for every elementary and middle school in the state, an Academic Progress indicator is calculated based on the Total student group as well as for each of the subgroups for which there are more than 10 students with academic growth measures in both ELA and mathematics. The minimum n-count of 10 is used to support the reliability of the academic achievement and growth scores, and therefore, the computed Academic Progress indicator.

As noted earlier, the academic growth measure is computed based on a transition table approach, using data from both the current year and the previous year. A complete description of the academic growth measure can be found on Maine's school report cards web page:

<http://www.maine.gov/doe/schoolreportcards/resources/methodology.html>. Districts and schools are familiar with this growth measure because it was implemented as part of Maine's School Performance Grading System in 2014.

As an example of how a school's Academic Progress indicator is computed, suppose that for the current year, School A has an ELA proficiency rate (% of students at or above Level 3) of 84% and a math proficiency rate of 67%. Further suppose that its ELA proficiency rate puts School A in the 91st percentile (i.e. top quartile) and its math proficiency rate puts School A in the 70th percentile (i.e., 2nd quartile). Finally, suppose School A has academic growth scores of 55 for ELA and 72 for math with n-

counts of 120 for ELA and 100 for math. School A’s content-area Progress measures would therefore be computed based on formulas (1) and (2) as:

- $Progress_{ELA} = 84 \times 0.75 + 55 \times 0.25 = 63 + 13.75 = 76.75$ (4)

- $Progress_{Math} = 67 \times 0.55 + 72 \times 0.45 = 36.85 + 32.4 = 69.25$ (5)

Note that the weights assigned to academic proficiency and growth measures for ELA in equation (4) are taken from the “top quartile” row in the Weight Table; while the weights assigned to the measures for math in equation (5) are taken from the “2nd quartile” row in the Weight Table. The overall Academic Progress indicator for School A is then calculated based on formula (3) and the content-area progress scores in equations (4) and (5) as:

- $Academic\ Progress = (120 \times 76.75 + 100 \times 69.25) / (120 + 100) = 73.34$

The Academic Progress indicator is also computed for each subgroup in School A with at least 10 students. The weights assigned to academic proficiency and growth measures are the same ones for each content area in the Total Student group. That is, for ELA, the weights for the “top quartile” group (75% for academic proficiency and 25% for academic growth) are used for all subgroups in School A; while for math, the weights for the “2nd quartile” group (55% for proficiency and 45% for growth) are used for all subgroups in School A. The reason for this rule is because for several subgroups, such as English learners, American Indian/Alaskan Native, Asian, and Native Hawaiian/Other Pacific Islander, very few elementary and middle schools have at least 10 students. Percentiles and quartiles that are determined based on a very small number of schools tend to be volatile and are therefore less reliable. As such, the content-area percentile ranks and quartiles for the Total Student group (which are based on all elementary and middle schools in the state) are used to determine the weights in the progress measure computation for each subgroup.

Please note that the weights in Table are illustrative. Maine DOE has been modeling its proposed accountability system, including the Academic Progress Indicator, with legacy data from the previous testing programs (i.e., NECAP and MHSA) as a proof of concept. Maine DOE is currently testing the system with data from its new assessments (i.e., eMPowerME, SAT and MSAA), using real data from the 2015-16 and 2016-17 administrations. The weights used in the Academic Progress computation will be finalized after results from the data modeling are validated for reasonableness and will be submitted to ED as part of an amendment to our Consolidated Plan.

Maine DOE will explore other college- and career-ready indicators and the necessary data sources and data definitions needed on the SEA level to measure those in a valid and reliable manner within the next year or so. In addition the Maine DOE will explore the viability of including science assessment and a social emotional measure for the 2018-19 school year to allow more robust indicators.

Feedback from USED

A.4.iii.c.2: Measurements of interim progress

The state needs to set interim goals for EL students demonstrating progress towards proficiency, rather than proficiency alone.

Progress in ELP Indicator for School Accountability

A school’s score on the Progress in ELP indicator in the accountability system is calculated by aggregating the growth index scores of all ELs who took ACCESS for ELLs in the current year and dividing by the total number of ELs. That is, the formula for computing a school Progress in ELP indicator is:

$$\text{Progress in ELP} = (\text{Sum of ELP growth index scores for all students}) / (\text{Total number of students}) \times 100$$

For example, suppose School A has 15 ELs who took ACCESS for ELLs this year. The table below shows the ELP growth index scores each student has attained based on Maine’s progress in ELP model described above.

Student	1	2	3	4	5	6	7	8
ELP Growth Index Score	0	0	0.50	0.67	0.82	0.95	1.00	1.00

Student	9	10	11	12	13	14	15
ELP Growth Index Score	1.02	1.05	1.17	1.28	1.33	1.4	1.4

Note how, per the rules for assigning ELP growth index scores, the minimum obtainable non-zero value is 0.50 (for ELs who met 50% of their growth target) and the maximum obtainable value is capped at 1.4. School A’s Progress in ELP indicator score is computed by summing up the ELP growth index scores for all ELs (i.e., 13.59), dividing by the total number of ELs (i.e., 15) and multiplying by 100, which yield 90.6.

MDOE conducted data modeling using historical performance on the ACCESS for ELLs for Maine ELs to evaluate the validity of this approach for measuring progress towards ELP. The tables below summarize the descriptive statistics of the school-level ELP rates (i.e., % of ELs in the school who met the ACCESS exit criteria for ELP), the school-level progress towards ELP rates (i.e., % of ELs in the school who met their growth targets for making progress towards ELP), and the school-level Progress in ELP indicator scores (i.e., aggregate of the ELP growth index scores of all ELs in the school) across five academic years. Note that only schools with at least 10 ELs who took ACCESS for ELLs² are included in these summaries.

School-Level ELP Rates

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Schools	52	52	52	52	52
Minimum	0.0	0.0	0.0	0.0	0.0

² The school-level English language proficiency (ELP) rates are provided for informational purposes. Note, however, that the ELP rates are not used in Maine’s model for measuring progress in ELP.

³Version 1.0 of ACCESS for ELLs was administered prior to the 2015-16 school year, which had an exit composite PL of 6.0. Proportional adjustments were made to the growth target computations to account for this difference. Version 2.0 of ACCESS for ELLs was administered in the 2015-2016 school year. Given the caution provided by WIDA, even though data from 2015-16 were included in the modeling and statistics are shown in the summary table (in blue), the 2015-16 results were not used in the determination of the state’s baseline and long-term goal for progress towards ELP.

Maximum	47.4	47.4	46.2	42.9	53.8
Average	9.3	8.4	9.1	9.7	8.8
Standard Deviation	9.1	10.4	7.8	9.1	12.8

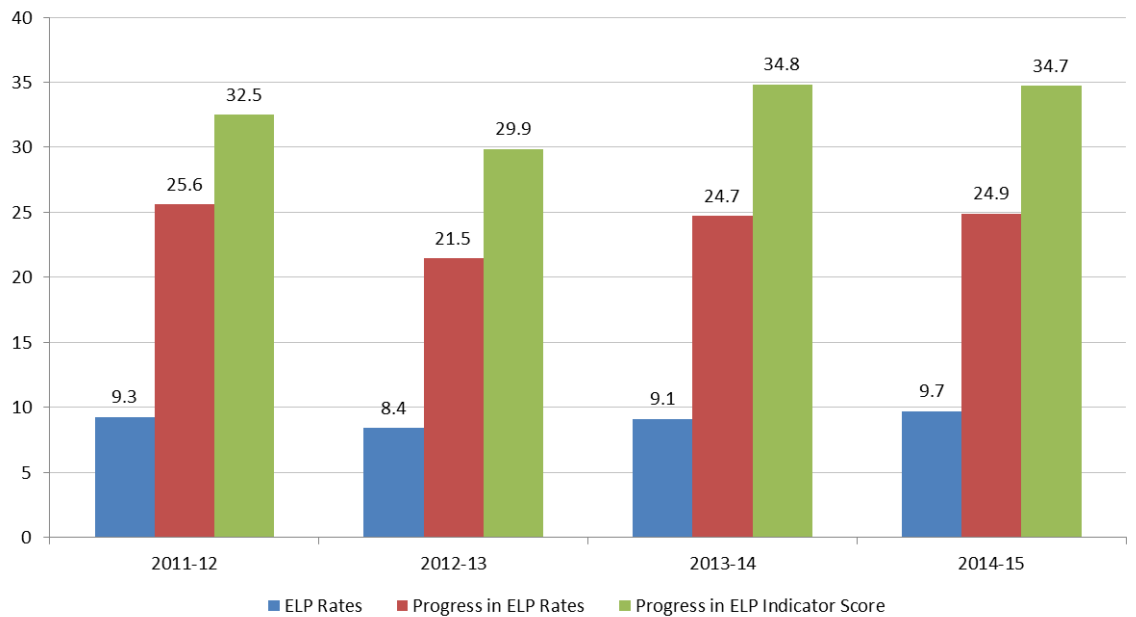
School-Level Progress towards ELP Rates

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Schools	52	52	52	52	52
Minimum	0.0	0.0	0.0	0.0	0.0
Maximum	47.4	47.4	46.2	42.9	53.8
Average	9.3	8.4	9.1	9.7	8.8
Standard Deviation	9.1	10.4	7.8	9.1	12.8

School-Level Progress in ELP Indicator Scores

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Schools	52	52	52	52	52
Minimum	2.6	1.2	3.0	2.2	0.8
Maximum	154.3	136.8	154.3	157.3	105.2
Average	32.5	29.9	34.8	34.7	28.7
Standard Deviation	34.7	32.4	34.2	36.2	25.3

The figure below compares the average school-level ELP rates, progress towards ELP rates, and progress in ELP indicator scores for the 2011-12 to 2014-15 academic years.



School Accountability Weighting Scheme

For schools that do not have at least 10 ELs take ACCESS for ELLs, their overall accountability rating is computed based on the other accountability indicators, proportionally adjusting the weight of these indicators without the assigned weight of the Progress in ELP indicator. The tables below illustrate the weighting schemes for Grades 3-8 schools with and without at least 10 ELs taking ACCESS for ELLs.

Schools with at least 10 ELs taking ACCESS 2.0

Indicator	Weight
Academic Achievement	42%
Academic Progress	38%
Consistent Attendance	10%
Progress in ELP	10%

Schools with less than 10 ELs taking ACCESS 2.0

Indicator	Weight
Academic Achievement	47% (=42%/90%)
Academic Progress	42% (=38%/90%)
Consistent Attendance	11% (=10%/90%)

School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students.

Chronic absenteeism as defined in Maine is being absent from school for more than 10% of the school year. Research indicates significant student absence is associated with lower reading proficiency in the early grades, higher rates of failing middle school classes and increased risk of student dropout in high school. Beginning in 2016, Maine will track chronic absenteeism at the student level by school and by percentage of absenteeism. This data will not only identify students and schools with a higher preponderance of chronic absenteeism but will assist the SEA in providing early intervention strategies and differentiated supports to schools approaching the ten (10) percent threshold. This measure will be applicable to all students and subgroups across all grade levels.

B. Subgroups.

- i. *List the subgroups of students from each major and racial ethnic group in the State,) (2), and, as applicable, describe any additional subgroups of students used in the accountability system.*

White
Economically disadvantaged
Children with disabilities
English learners
Hispanic/Latino
American Indian/Alaskan Native
Asian
Native Hawaiian/Other Pacific Islander
Black/African

- ii. *If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former children with disabilities.*
- iii. *If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA, including the number of years the State includes the results of former English learners.*

Maine intends to use “Current and Former English Learners” as a subgroup and will incorporate or combine Former English Learners of up to two years and their performance. Former English Learner students will be coded so that the Maine DOE can include them in the achievement measures.

- iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Maine will allow the exemption of one administration of the reading and language arts portion of the Maine Educational Assessment during the first twelve months of the English learner’s attendance in school in the United States.

C. Minimum Number of Students.

- i. *Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students*

The minimum “n” size is 10. The minimum number of students is the same number for all students and for each subgroup of students (economically disadvantaged students,

students from each major racial and ethnic group, children with disabilities, and English learners) and is the same number for all purposes of the statewide accountability system, including measuring school performance for each indicator. The “n” size of 10 was researched as part of the ESEA Waiver for Maine. The ESSA Advisory Workgroup recommended that the Maine DOE maintain the research based decision to have an “n” size of 10. The ESSA Advisory is made up of teachers, principals, superintendents, school board members, parents, EL teachers, curriculum coordinators, and a state board of education member. (*Revised Template section A.4.ii.c*)

- ii. *If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number..*

Maine’s minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability as Maine’s minimum “n” size is 10. Due to the rural nature of a proportion of Maine schools, Maine has determined the lower “n” size of 10 would be required in order glean necessary data while achieving statistical reliability.

Using an “n” size of 10 allows Maine, to the maximum extent practicable, to include each student subgroup, including economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners, at the school level for annual meaningful differentiation and identification and to include them in school-level accountability identifications.

- iii. *Describe how other components of the statewide accountability system, such as the State’s uniform procedure for averaging data , interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students .;*

The Maine DOE is not doing any data averaging. Actual data will be used. Other factors such as the chronic absenteeism will combine individual student data to inform an aggregate measure.

- iv. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

The Maine DOE and the SAUs will follow the federal FERPA and HIPPA requirements regarding student privacy.

- v. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State’s system for annual meaningful differentiation of schools.*

Small rural, isolated schools would not have enough students in the “n” size for whole school.

- vi. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.*

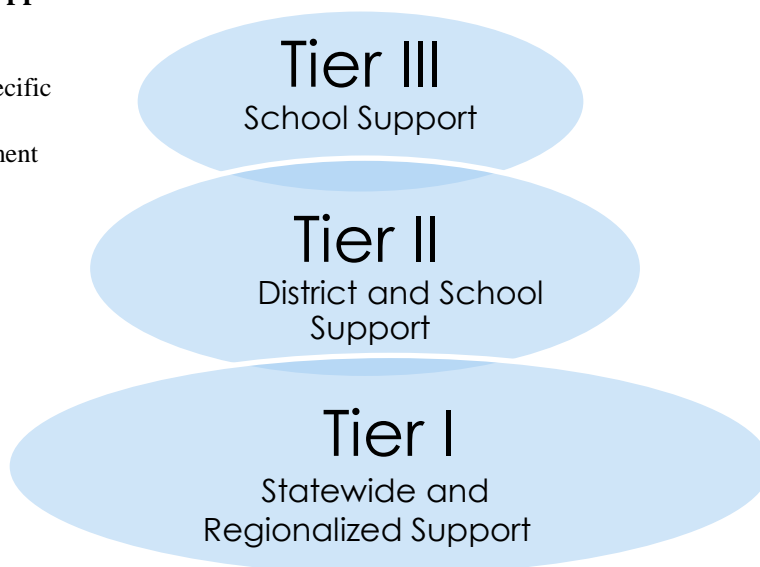
Maine's "n" size is 10, therefore no justification is provided.

D. *Annual Meaningful Differentiation.* *Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA .*

On an annual basis, Maine will meaningfully differentiate all public schools in the state on the basis of all indicators contained within the state's accountability system. All students, in addition to subgroups of students, are included in the accountability system to ensure Maine's accountability system benefits all students regardless of geographical location, ethnicity, gender, or race. As outlined in Maine's accountability system, considerable consideration was given to the necessary weights of each indicator to ensure the correct schools experiencing challenges are identified. Maine has determined, with significant input from stakeholders, that regionalized supports such as professional development and coaching opportunities are required. After outlined accountability indicators are reviewed, schools for comprehensive and targeted supports will be identified and differentiated supports provided. The determination codes will be done annually and will be similar to our assessment codes: Exceeds expectations, Meets expectations, Below expectations, or Requires review for support. The differentiated model of support would provide schools and school districts a menu of available supports that both the district and school(s) could tailor to meet their individual needs and have the greatest impact. Such a support model with initial examples is provided below.

Exhibit 10. Differentiated Model of Support

- Face-to-face school improvement coach
- Increased financial support for school- specific PD
- Principal meetings & leadership development
 - District-wide or school based PD
 - Targeted summer PD
 - Increased financial support
 - Flexible face-to-face school improvement coach support
- Professional development
- Access to Dirigo Star
- Collective resource bank
- On-call school improvement coach
- Innovation summits
- Self-assessment tool
- Curriculum and instructional support



Describe the following information with respect to the State’s system of annual meaningful differentiation:

- i. *The distinct and discrete levels of school performance, and how they are calculated on each indicator in the statewide accountability system;*

Maine’s newly developed accountability (school review) system provides a review of key indicators (as indicated above) that statewide stakeholders and Maine DOE staff have determined will identify schools most in need of supports across the state and will ensure that, by 2030, 90% of Maine students graduate college and career ready. In order to reach this realistic and achievable long-term goal, necessary three (3) year interim measures have been developed. Unlike with the previous accountability model, stakeholders have indicated that the accountability system (school review) process should encompass all schools within the state, not simply those that accept federal Title I funds. As a result, it is Maine’s intention for all schools, including charter schools to be included in the review of data and identification of schools in order to ensure Maine is able to meaningfully and purposefully provide necessary differentiated supports to schools experiencing the most challenges. Maine will continue to build upon and enhance current elements, including the performance of all students on the eMPowerME assessment in ELA and math, with necessary accountability system weighting as outlined in this plan.

- ii. *The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate*

An important caveat to this section of Maine’s plan is that we have shifted from the New England Comprehensive Assessment Program for grades 3-8 and the SAT used in 2006-14, to Smarter Balance in 2015, to eMPowerME for 3-8 and the SAT in 2016.

Maine ESSA Accountability Workgroup recognized the importance of the academic proficiency and academic progress as needing a substantial weight. Therefore the workgroup recommended the following weights for the 3-8 grade level and high school:

<u>3-8</u>	<u>High School</u>
Academic achievement – 42%	Academic achievement – 40%
Academic progress – 38%	Graduation rate – 40%
ELP Progress – 10%	ELP Progress – 10%
Consistent attendance – 10%	Consistent attendance – 10%

With the proposed weighted measures outlined above, the Maine DOE’s accountability system will contain an aggregate of 80% academic metrics. Data experts at the Maine DOE will model and vet the final weighting of the metrics when Maine has the 2017 assessment results to examine in combination with the 2016 results. Revisions if necessary will be completed at that time.

- iii. *The summative determinations, including how they are calculated, that are provided to schools).*

As a result of statewide assessment data and additional indicators as outlined in Maine’s accountability system, each school will receive a single summative determination in order to meaningfully and purposefully differentiate necessary school and/or district supports. Maine has identified four summative determinations: Exceeds state expectations, Meets state expectations, Below state expectations, Requires review for supports. Maine determined that in order to provide increased transparency and in order to communicate better with stakeholders, including educators, families, public officials, and school leaders, using terms with which they were already familiar simplified the process. Schools determined below and significantly below state expectations will receive comprehensive and targeted support. The identified accountability indicators in addition to indicators contained in Maine’s school review dashboard will provide determinants for identification and necessary differentiated supports. Maine firmly believes that, although a school and/or district may be identified for comprehensive supports, there may be elements in which a more targeted intervention is required, hence the overlap in Maine’s differentiated tiered support model.

- iv. *How the system for meaningful differentiation and the methodology for identifying schools will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement.*

As clearly identified in Maine’s accountability system, schools with low performance on substantially weighted indicators (i.e., Academic Achievement, Academic Progress, Graduation Rate, and Progress in Achieving ELP) will be identified for comprehensive support and improvement or targeted support and improvement. Schools identified for targeted support and improvement because of a consistently underperforming subgroup

of students will receive a lower summative determination than it otherwise would have received if it had not had any consistently underperforming subgroups of students. This will then translate to a summative determination that reflects the challenges the school is experiencing. Should a district have multiple schools receive a lower summative rating because of consistently underperforming subgroups, differentiated supports will be provided to the district to ensure a systemic approach to further support and provide interventions to both the district and the individual schools. Maine has experienced recent success regarding the 95% participation rate by taking a proactive approach and will continue to build on the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application to provide assurances regarding the implementation of Title I federal programs of which 95% participation in the state assessment is included. Should a school have a participation rate of between 76% and 94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. The 95% participation rate will not factor into the accountability system as part of the summative rating but will be included in the school review dashboard in order to provide a holistic review of the school.

E. *Participation Rate.* Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools.

Maine has experienced recent success regarding the 95% participation rate for both schools and subgroups by taking a proactive approach and will continue to build upon the foundation currently in place. SAUs will continue as part of their Annual ESEA Consolidated Application provide assurances regarding the implementation of Title I Federal programs of which, 95% participation in the state assessment is included. Should a school have a participation rate of between 76-94% participation, the school will be required to submit to the Maine DOE an action plan outlining the necessary steps the school and/or district will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and district will be required to submit evidence of necessary steps the school or district has taken or will take to increase participation levels moving forward. Non-Title I schools, as part of their assurances in receiving supports and interventions from the SEA, will provide the same documentation as outlined above. This information will be contained within the Comprehensive Education Plan. Maine will factor in the 95% participation requirement in the computation of our academic achievement indicator for all assessments (eMPower, SAT, and MSSA) and for all students and subgroups in each content area (math and ELA). In computing a school's academic achievement indicator for an assessment in a content area (math or ELA), the denominator will be the greater of: 95% of all students in the grades assessed who are enrolled in the school; or, the number of all such students who participated in the content area assessment.

F. *Data Procedures.* Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school.

The Maine DOE will not do any data averaging. Actual data will be used.

G. Including All Public Schools in a State's Accountability System. *If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included:*

- i. *Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;*

Public preschool–2 schools for which there are no state assessment data available currently receive the same identification as the school to which their students feed. It is Maine's intention to continue with this methodology, ensuring Public preschool–2 schools are able to receive necessary supports and interventions in order to assist with increasing student achievement and engagement.

- ii. *Schools with variant grade configurations (e.g., P-12 schools);*

Because of the rural nature of Maine, there are varying grade configurations across the state. All schools, regardless of grade configuration, will be included in Maine's accountability system according to the indicators and decision rules that will be in place.

- iii. *Small schools in which the total number of students who can be included in any indicator is less than the minimum number of students established by the State, consistent with a State's uniform procedures for averaging data, if applicable;*

Maine's "n" size was determined to be 10 to ensure small schools were included in the accountability system and to ensure Maine was correctly identifying schools that were experiencing the most significant or targeted challenges. As anything below 10 would allow for students to be possibly identified, Maine previously used the super subgroup to ensure all schools were held to the same standard.

- iv. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*
- v. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data, if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. *Describe:*

- i. *The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA, including: 1) lowest-performing schools; 2) schools with low high school graduation*

rates; and 3) schools with chronically low-performing subgroups.

Maine’s intention is to identify the initial cohort of (1) lowest performing schools; (2) schools with low high school graduation rates; and (3) schools with chronically low-performing subgroups in the summer of 2018, as tentatively outlined below.

Low high school four year graduation rates in Maine is defined as below 86%. Even with the subgroups there are no graduation rates lower than 76%.

Exhibit 11. Identification of Schools

Timeline	Identification	Currently Identified Schools	Supports	Progress Towards Long-term Goals
Summer 2017	None	Transitional Exit Criteria will be used; schools will demonstrate they have met transitional exit criteria	Schools currently identified that meet transitional exit criteria have the option to continue receiving supports	Baseline data: 86.83% of Maine students graduating college and career ready
Summer 2018 and each of the following years: 2021 2024 2027	Data from Maine’s accountability system will be utilized will provide a summative score for each school , which will be ranked to identify the 5% lowest performing Title I schools	New schools will be identified for comprehensive supports and interventions	Schools will be provided supports as outlined in Tier III	Goal of 88% of Maine students graduating college and career ready achieved
Summer 2030				Long Term Goal of 90% of Maine’s students graduating college and career ready achieved

Year of identification pursuant to Revised template Section A.4.vi(d)

After applying the accountability formula for each Title I school the summative ratings will be rank ordered and the lowest 5% will be determined. *(Revised Template Section A.4.vi(c))*

Maine’s intention to exit currently identified schools under the previous accountability system includes the following:

1. Developing transitional exit criteria to include at a minimum:
 - a. Evidence of sustainability of school improvement work
 - i. Development and submission of a school improvement sustainability plan
 - ii. Necessary funding set aside to continue embedded professional development
 - iii. Increased flexibility regarding the implementation of district-level early-release professional development days to focus on school-level goals and indicators.
 - b. Continued use of dynamic school improvement tool—DirigoStar
 - c. Demonstration of growth toward meeting goals that originally identified the school for supports and interventions
 - i. Assessment data demonstrating necessary growth toward identified targets
2. Normed local data demonstrating an upward trajectory of ELA and/or math growth for students
3. Local data demonstration the closing of the achievement gap between identified subgroups (if applicable)

ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA .

ESSA requires the state to establish uniform statewide exit criteria for schools implementing a Comprehensive Support and Improvement (CSI) plan. At a minimum, exit criteria must require that within a state-determined number of years (not to exceed four years), the school: 1) improves student outcomes; and 2) no longer meets the criteria for identification as a CSI school (suggesting that exit criteria need to be aligned to the state’s accountability framework).

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. The Maine DOE feels that the exit criteria for schools identified for CSI status should be the same as the criteria for which the school was identified. Following identification as a CSI school and year one of their improvement plan implementation, schools must maintain performance goals which are above the identification criteria for two years consecutively in order to be eligible to exit. Similarly, the Maine DOE feels that schools should have up to four years to exit CSI status.

Schools identified for CSI status will be identified every three years. SAUs will have up to one year for improvement planning and up to three years to exit CSI status (not exceeding four years in total). The Maine DOE will identify the first cohort of CSI schools by the end of November 2018, using 2017-2018 data for the determination of required progress toward interim goals. The subsequent cohorts of CSI schools will be identified in November for each identification cycle.

The circumstances and factors contributing to the status of each school vary. This will require the Maine DOE to provide individualized differentiated support to schools and SAUs. During the “Needs Analysis” phase, the Maine DOE will work with the SAU and

school to examine previous school improvement efforts. This will include examining evidence of effectiveness and implementation of programs, systems, strategies, initiatives, assessments, staffing, and other factors that were intended to drive improvement.

The Maine DOE will collaborate with SAUs to establish statewide exit criteria and ambitious but achievable improvement goals that will improve outcomes for students. The intent is to set goals that are relevant and appropriate to the needs of the individual school communities. (*Revised Template Section A.4.viii(a)*)

B. Targeted Support and Improvement Schools. Describe:

- i. *The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance,*

All schools with identified subgroups that have not met the Targeted support and intervention threshold will be eligible for Tier I supports. A consistently underperforming subgroup of students will be defined as any subgroup for whom three years of accountability data beginning with 2015-2016 demonstrates a performance level below the state average and in the bottom 25% for that subgroup. Therefore, upon review of 2015-2016, 2016-2017 and 2017-2018 data, any school with a subgroup of students achieving less than the state average for that subgroup and in the bottom 25% will be identified for targeted supports and interventions due to consistent underperformance. Title I schools with a subgroup of students achieving less than the state average and in the bottom 25% for that subgroup for an additional period of three years, will be provided more rigorous supports and interventions unless the subgroup falls into the bottom 5% resulting in the school being identified for Tier II: Additional Targeted support and interventions. If a Title I school falls into the bottom 5% of lowest performing Title I schools across the state, the school would be identified for Tier III Comprehensive Supports and Intervention. (*Revised Template Section A.4.vi (e)*)

- ii. *The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

All schools in Maine will be eligible to receive additional targeted supports through Maine’s tiered model of intervention and support. Schools will be identified by identifying the schools in which any subgroup of students, on its own, would lead to identification for comprehensive supports. These will be categorized as Tier II within Maine’s differentiated model of support and intervention. Progress will be monitored on an annual basis for improvement within three years.

Title I schools identified for Tier II additional targeted supports and interventions for a period of three years in which any subgroup of students, on its own, would lead to identification for comprehensive supports will be re-identified as schools requiring Tier III Comprehensive supports. Non-Title I schools identified for additional targeted support and improvement for a period of three years and in which any subgroup of students, on

its own, would lead to identification for comprehensive supports will be provide more rigorous supports and interventions.

Supports as outlined in Maine’s tiered model of differentiated support and intervention will be provided. . (Revised Template Section A.4.vi(f))

Exhibit 12. Comprehensive and Targeted Support and Intervention



- iii. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria.*

Schools with low performing sub-groups identified for Targeted Support and Improvement (TSI-1) status will be identified every three years. SAUs will have up to one year for improvement planning and up to three years following the first year of improvement plan implementation to exit TSI-1 status (not exceeding four years in total). The Maine DOE will identify the first cohort of TSI schools by November 2018. SAUs and schools will then conduct a comprehensive needs assessment and planning prior to implementation of the improvement plan by the beginning of the 2019-2020 school year. Subsequent cohorts of TSI-1 schools will be identified by November each identification cycle. Schools and SAUs will conduct needs assessments between November and May, and begin implementation prior to the following school year.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. The Maine DOE feels that the exit criteria for schools identified for TSI-1 status should be the same as the criteria for which the school was identified. Following identification as a TSI-1 school and year one of their improvement plan implementation, schools must maintain performance goals which are above the identification criteria for two years consecutively in order to be eligible to exit. Similarly, the Maine DOE feels that schools should have up to four years to exit TSI-1 status. Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI.

The Maine DOE will collaborate with SAUs to establish statewide exit criteria and ambitious but achievable improvement goals that will improve outcomes for students. The intent is to set goals that are relevant and appropriate to the needs of the individual school communities. (*Revised Template Section A.4.viii (b)*).

4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** *Describe how the SEA will meet its responsibilities under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.*

Maine has determined that the combination of 1003(a) and 1003(g) as opposed to setting aside 7% of its Title IA allocation will yield the greater amount for school improvement supports. Maine has determined that an award of less than the minimum amount of \$50,000 for each identified school (based on each school's enrollment, identified needs, and selected evidence-based interventions, in addition to other relevant factors described in the SAU's Comprehensive Long-range Education Plan) that a lesser amount, determined by the SAU, will be sufficient to support the effective implementation of such a plan. As part of the SAUs Comprehensive Education Plan and the Annual ESEA Consolidated Application, the SAU will identify, based upon accountability indicators and a school-based needs assessment, key areas for support. The SEA will provide human capital supports in the form of school improvement coaches, needed financial supports as identified and requested within the SAU Comprehensive Education Plan and ESEA Consolidated Application, and identified regionalized professional development. The SEA will monitor the implementation of the long-range Comprehensive Education Plan and Annual Consolidated Plan through review and approval of projects and identified tasks in addition to the submission of annual and quarterly progress reports submitted by assigned school improvement coaches. The SAU within the annual ESEA Consolidated Application will describe the evidence-

based interventions they will be implementing to address the needs of the students and schools as identified in the completed comprehensive needs assessment. SEA staff, when reviewing projects and evidence-based interventions, will ensure that the interventions identified meet the top three levels of evidence under the ESEA demonstrating strong evidence, moderate evidence, or promising evidence. In addition, the SAUs can describe how the teacher effectiveness evaluation work is measuring changes in teacher practice. The DirigoStar electronic platform provides for collection of data as part of the continuous improvement process. In addition, as Tiered supports are provided there will be an emphasis on supporting continued reflection and improvement. The Maine Department of Education will monitor and evaluate the usage of resources by all the CSI and TSI schools on an annual basis. *(Revised Template Section A.4.viii(d))*

- B. *Technical Assistance Regarding Evidence-Based Interventions.*** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, , and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans .

In order to take full advantage of the opportunities that the reauthorization of the ESEA brings, Maine recognizes that a great many of our districts will require technical assistance in the implementation of evidence-based interventions. As Maine’s Comprehensive Education Plan calls for a completed comprehensive needs assessment, district and school leaders will be provided with a 12-month professional development and technical assistance schedule that walks them through the entire comprehensive needs assessment process. The Maine DOE will provide technical assistance in evidence based approaches to the SAUs. An element of this process will be specific sessions related to evidence-based interventions within the school improvement process. As outlined in Maine’s differentiated supports earlier in the consolidated application, this will be achieved through statewide and regionalized professional development and technical assistance opportunities, in addition to more intimate settings such as the Transformational Leaders Network, which provides more focused professional development for principals of schools identified for comprehensive supports. *(Revised Template Section A.4.viii(e))*

- C. *More Rigorous Interventions.*** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA .

Maine plans to increase necessary supports to schools identified for comprehensive support and improvement that fail to meet the state’s exit criteria within three (3) years through increased face-to-face school improvement coaching support, increased district support in relation to targeted professional development, and increased financial resources. *(Revised Template Section A.4.viii (c))*

- D. *Periodic Resource Review.*** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA.

All identified schools will be provided the same equitable access to a menu of school supports that best meet the identified needs of the school and the students it serves. LEAs with multiple schools identified (more than 50%) for comprehensive or targeted supports and interventions will be provided both school and district supports in order to ensure a systemic approach across the district and a consistent and equitable approach regardless of geographical location and school of attendance. One (1) school improvement coach will be assigned to both the district and the schools to ensure a single voice and point of contact for district and school representatives and staff. It is hoped this will allow for increased collaboration between the school improvement coach, central office, and school building staff.

Section 5: Supporting Excellent Educators

“Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.” - *Education Evolving, Maine’s Plan for Putting Learners First, 2012*

Since its approval by the U.S. Department of Education in July 2015, Maine’s Equity Plan has driven the Maine DOE’s educator effectiveness focus and support.

The Maine DOE recognizes that equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving teacher and leader equity goals will require an integrated and coherent approach to human capital management. This means that all district human capital work, including educator preparation and certification, recruitment and selection, induction and mentoring, evaluation and professional growth, compensation and career advancement, and so on should be clearly aligned to one another and structured using common standards that reinforce effective practice and student learning.

Maine’s human capital work, which is based on the Talent Management Framework developed by the Center for Great Teachers and Leaders (see Exhibit 13), will be leveraged to improve instructional practice as identified in the local plans and within the tiered systems of support provided through Maine DOE.

Exhibit 13. Talent Development Framework



5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- 1. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

Yes. If yes, provide a description of the systems for certification and licensure below.

No.

- 2. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

The Department intends to use Title II, Part A funds as well as funds from other programs to support the States

Putting an effective leader in every school and an effective teacher in front of every student, particularly those in high-needs schools, requires close partnership with the state’s educator preparation programs. The Maine DOE has established an Educator Preparation and Employment PK–16 Leadership Council (described in more detail in Section C, below) charged with examining the career continuum of teachers and school leaders and proposing solutions that support closer connections between educator preservice and graduate programs and PK–12 classrooms. Furthermore, to address the focused and increasing need for quality special education services, the Maine DOE has proposed statutory revisions to support special education teachers. These teachers, while employed and teaching in the classroom, will receive high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on teaching and learning. In addition, special education teachers in a mentoring program will receive intensive supervision by the university system that consists of structured guidance and regular ongoing support.

3. ***Educator Growth and Development Systems.*** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

Yes. If yes, provide a description of the educator growth and development systems below.

No.

The Maine DOE intends to use Title II, Part A funds and/or allowable funds from other programs to support districts with the implementation of their teacher and principal performance evaluation and professional growth (PEPG) programs as well as related professional development intended to promote continuous improvement and increase student learning.

Maine has made significant progress over the past few years in developing an overarching strategy for educator effectiveness as well as structures to support these plans. Among these key advancements has been the development of a strategic education plan, legislative reform to guide statewide practices, enhanced state-level data warehousing and reporting, and myriad human capital management tools and resources developed by early adopter districts participating in a federal Teacher Incentive Fund (TIF) grant.

Strategic Plan: Maine’s Plan for Putting Learners First

Core Priority Two of Maine’s Strategic Plan recognizes that effective instructional practices cannot be applied without effective teachers and leaders. “Ensuring that every student is

surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the State’s teachers and leaders.”

The sub priorities in this section focus on common standards for teacher and leader effectiveness; rigorous, data-driven preparation and professional development programs; next generation evaluation systems for teachers and leaders; and communities of practice designed to foster continuous improvement.

Legislative Reform: An Act to Ensure Effective Teaching and School Leadership

In 2012, with the passage of LD 1858: An Act to Ensure Effective Teaching and School Leadership, Maine joined the ranks of states with new educator evaluation legislation. Maine is a local control state, and this comprehensive law directs individual districts to develop an educator effectiveness steering committee that includes teachers as the majority in its membership structure; this committee is charged with working collaboratively on decisions related to the development of evaluation and professional growth systems for teachers and principals. The law requires that these systems include:

- **Professional Practice Standards:** Locally designed professional practice standards may be submitted for approval, or districts may choose from one of four preapproved frameworks or rubrics for teachers: the Maine Schools for Excellence (MSFE)/National Board Model, Marzano, Danielson, or Marshall. Models based on the MSFE/National Board, Marzano, Marshall, and ISLLC are also available for districts to choose with regard to principal evaluation.
- **A 4-point rating scale:** Designed to differentiate educator performance across each professional practice standard, the scale must include two levels (3 and 4) representing educator practice that is at the effective level or higher.
- **Multiple Measures of Effectiveness:** In addition to professional practice measures, student growth must be used as a significant factor in the assessment of an educator’s effectiveness, which is accomplished through the use of available standardized achievement measures and Student Learning Objectives.
- **Observations of Practice:** Used along with artifacts of teacher and leader practice, observations must be conducted regularly and used to gather evidence and provide feedback to educators as well as drive action planning that is used to determine individual and organizational priorities for professional development and continuous improvement. Evaluators must receive training in how to apply the rubric in a reliable manner when determining educator effectiveness ratings.
- **Summative Ratings to Inform Human Capital Decision-Making:** The law states that “a superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.” By the 2016–17 school year, all districts in Maine will have completed the planning and piloting phases of their teacher and principal performance evaluation and

professional growth programs, with full implementation of the system and application to human capital decision making an expectation for all districts in Fall 2017.

Statewide Longitudinal Data Warehouse: Leadership and Integration

Maine’s educator effectiveness systems, as described above, rely on measurement as the cornerstone of creating and maintaining a high-performing organization. Maine has been a leader in its data system efforts, and Maine’s Education Commissioner has been a strong proponent continuing to leverage the work of the Maine DOE’s two previous statewide longitudinal data system grants to build on and enhance its data warehousing and reporting functionality and capacity to store and analyze crucial teacher, school, and student improvement data.

Strategic Human Capital Management: Leveraging ‘Teacher Incentive Fund’ Initiative Resources

Improving student learning and educator effectiveness is at the heart of Maine’s TIF-funded, Maine Schools for Excellence (MSFE) project. MSFE is the umbrella initiative for two five-year TIF grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF grant emphasizes a multifaceted human capital approach to recruiting, supporting, and retaining effective educators that mirrors Maine’s strategy for addressing these critical interrelated issues. The Maine DOE has committed to a human capital management systems approach (based on the Talent Management Framework developed by the Center on Great Teachers and Leaders) to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw on common language and data. Since 2010, MSFE together with lead technical support provider, American Institutes for Research, has developed resources that address the five areas of human capital management shown in the graphic to the right. Specific human capital management system resources developed through the grant can be found in Appendix D.

Exhibit 14. Five Areas of Human Capital Management



Creating Systems of Supports to Advance Equity Through Educator Effectiveness

In addressing the priorities of the State Equity plan to attract, grow, and retain effective teachers and principals, the department will work with SAUs in areas identified in their local plans and within the tiered systems of supports to improve organizational effectiveness, leadership, and

instructional practices, and student learning. The resources and supports that will be available to districts in their efforts to advance equity are described in the exhibit below.

Exhibit 15: Maine DOE Resources and Supports by Human Capital Component

Human Capital Component	Maine DOE Resources and Supports
<p>Educator Preparation and Employment</p>	<p>The department will build on its Educator Preparation and Employment PK–16 Leadership Council with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, the business community, and the State Board of Education. This group, along with the Teach-to-Lead Maine Committee, is charged with providing recommendations and resources to the department that improve educational outcomes for students (detailed in Appendix C) and will continue to work alongside the department to expand direct statewide efforts including:</p> <ul style="list-style-type: none"> • Creating and supporting effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions. Available tools include, for example, an automated human resource planning tool; job descriptions, advertisements, and interview protocols aligned to district professional practice standards; and entry and exit surveys and interview protocols. • Improving connections between pre-service programs and PK–12 organizations as they look to support the changing needs of students and the skills and knowledge new educators must have to address these needs in schools. • Updating Maine’s approach to induction and mentoring through revisions to Chapter 118 and exploring new resources and structures such as centralized, department-led mentor training and support systems for teachers in their probationary years by using virtual formats and other technologies to reach educators in Maine’s many rural environments. • Addressing opportunities for career pathways for teachers that do not involve leaving the classroom, including identifying teacher leader standards, exploring alternate career ladder or lattice approaches within district organizational structures for teachers performing at the effective and distinguished levels of practice, providing training for teachers in leadership skills through the department and partnerships with higher education programs, and supporting teachers to lead improvement efforts in their districts through teacher leadership summits.
<p>Evaluation and</p>	<p>The department will look to realize the potential of educator effectiveness</p>

Professional Growth	<p>systems to differentiate educator performance accurately; provide meaningful, improvement-focused feedback to educators; identify priorities for continuous improvement; and provide targeted professional development in the interest of student learning. The areas the department will address include the following:</p> <ul style="list-style-type: none"> • PEPG Evaluator Training and Ongoing Calibration Structures and Support: This is currently available only through participation in MSFE’s TIF grant work and local district contracts with outside vendors, so the department is exploring structures that will work to support local districts with the initial training and ongoing calibration of observers and evaluators of both teachers and principals, including centralized and site-based evaluator training and coaching, as well as the expansion of video calibration tools such as the Frontline video calibration system designed through the Maine Schools for Excellence project. • Educator Professional Practice Improvement: The department will build off of its current professional development priorities, programs, and structures and explore new options and delivery methods and micro credentialing opportunities for professional development offerings aligned to professional practice standards and high-leverage, research-based practices. Key to this effort will be the use of the expertise of department educator effectiveness staff, content specialists, and technology integrationists, as well as that of effective and distinguished educators in schools throughout Maine, to design and deliver the content to educators in the field through both virtual and face-to-face environments on a wide range of topics related to instructional and leadership practice. • Student Growth and Achievement: The department will draw on current and evolving tools, templates, and training on quality assessment development and the development and approval of student learning objectives to support district efforts at ensuring quality measurement and monitoring of student growth and achievement.
School Environment	<p>As part of the tiered system of comprehensive support, the Maine DOE will leverage school environment measurement tools and action planning resources developed through its MSFE School Culture and Climate Committee to support districts in identifying ways in which they can improve the conditions in their schools to maximize the engagement and success of students and educators. These include:</p> <ul style="list-style-type: none"> • Classroom Climate: Student perception surveys, developed and used throughout the MSFE grant programs, are available to provide teachers and schools with data related to how aspects of their instructional decision making and relationships with students are perceived by students to be supportive to their learning. The department will explore

	<p>opportunities to expand the use of such measurement tools; provide guidance to districts in aligning survey items to the district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to improve student engagement and learning conditions in the classroom.</p> <ul style="list-style-type: none"> • School Climate: Similar to the student perception surveys, existing tools can be used and refined by the department to help districts collect school climate data from students and school and district staff to identify how districts are supporting the creation of safe and positive environments conducive to student learning, as well as providing programs and professional development designed to reduce bullying and improve student engagement and experiences at school • Professional Culture: A professional culture that offers teachers the opportunities for leadership, collaboration, and growth contribute directly to educator retention and the ability to create a positive climate for students. The department will assist schools in measuring staff perceptions of the extent to which factors that contribute to a strong professional culture are present and operating in their work environment, as well as assistance and support to analyze data and identify priorities and resources for improvement.
Recognition and Reward	The department will leverage its internal and external expertise and resources, as well as its extensive experience working with teachers and school leaders on innovative pay practices through the TIF grant, to support districts interested in exploring alternatives to the conventional, fixed-cost pay program.
Best Practice Clearinghouse	To promote collaboration, sharing, learning, and continuous improvement of teaching and learning conditions across the state, districts are encouraged to submit their own best practice tools and resources to the department so they can be added to an online inventory of school-improvement tools and resources, accessible for use by all districts.

5.2 Supports for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- Increase student achievement consistent with the challenging State academic standards;

- ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
- iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
- iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.*

Consistent with the priorities of Maine’s Equity and Strategic Plans, the department intends to support district efforts to create the conditions that allow them to attract, grow, and retain a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering high-quality instruction to all students.

In its effort to create these conditions, and address the priorities outlined in 5.2.A.i-iii, the department has been working steadily on the implementation of a number of initiatives that will be supported through the programs and resources described in Section 5.1c above:

i. In 2012, Maine established the guidelines and associated timelines to move its graduation requirements from a credit-based Carnegie system to a proficiency-based diploma system, requiring all Maine schools to advance and graduate its students on the basis of evidence that each has met or exceeded expectations for the skills and knowledge outlined in the Common Core State Standards and Maine’s Learning Results. SAUs must award diplomas on the basis of these expectations, beginning with the graduating class of 2021.

ii and iii. The state, in tandem with its Maine Schools for Excellence project, has worked collaboratively with SAUs, higher education institutions and state education and leadership associations since 2010 to address the most critical lever for increasing student outcomes, comprehensive educator effectiveness and human capital management systems. The state-level strategies aligned to these priorities are outlined in great detail in Section 5.1 above.

The department recognizes that measurement is the key to implementing, monitoring, and improving the systems, resources, and strategies in place to support increased student outcomes. Therefore, in addition to the programs and resource support described in Section 5.1c, and as part of each SAU’s Comprehensive Needs Analysis, the department will collect and analyze school-level performance data to identify areas in which districts are doing well and those in which additional support is needed. The department, in collaboration with districts, will use these data to identify professional development priorities and available supports.

- Educator-effectiveness data analysis. Analysis of school-level-educator-effectiveness data are disaggregated by professional practice standards will assist the department in determining specific areas for professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate teacher effectiveness data signal a need for strategies to enhance student engagement, the department, in collaboration with districts and other organizations, will facilitate the delivery - through differentiated formats – including face to face, virtual and local facilitation-ready professional development models for delivery by SAU personnel – of content that focuses on strategies to communicate expectations for student involvement in learning processes, motivate students and capture their interest, create authentic tasks that make connections to real-life situations, and employing a variety of group learning structures that enable students to engage with the content and with one another. If the data indicate a need for improvement in the area of

assessment, professional development opportunities and resources might address on developing or strengthening educators' skill and knowledge to use of formative assessment strategies to adjust instruction to meet student needs, engage students in peer and self-assessment, and provide specific and timely feedback to students.

- Climate data analysis. Analysis of school-level-climate data are disaggregated by domain (e.g., engagement, safety, and environment), allowing the department to determine professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs. For example, if aggregate school climate data signal a need for strategies to enhance student safety, the department, in collaboration with districts and other organizations, will facilitate delivery of professional development that focuses on strategies that ensure that students and staff are free of violence, bullying, harassment, that control substance use and ensure that schools identify action plans and supports that allow them to be prepared in the event of a school emergency. If the data indicate a need for improvement in the area of environment, professional development opportunities and resources might focus on employing strategies that ensure the provision of appropriate learning settings, well-managed classrooms, available school-based physical and mental health support, and clear disciplinary policies and practices.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

As part of Maine's comprehensive system of supports available to all districts, the Maine DOE will continue its efforts (especially between the Standards, Instruction and Supports Team and Special Education Team) to ensure educators in all districts have the requisite knowledge, skills and abilities to identify students with specific learning needs, English learners, students that are gifted and talented, and students with low literacy skills, and more importantly, deliver instruction based on those needs. Department sponsored professional development support for special education educators include, for example:

- **Math4ME**
The Maine DOE Mathematics Specialists developed and facilitated professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (*Effective, Learner-Centered Instruction, Great Teachers and Leaders*).
- **Connecting Mathematics Instruction: Digging Deep Into the Content**
The Maine DOE Mathematics Specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within a K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (*Effective, Learner-Centered Instruction, Great Teachers and Leaders*).

- Maine Community of Teacher Leaders (MCTL)**
 The Maine DOE Mathematics Specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed the Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction. This is year two of the work. (*Learner-Centered Instruction; Great Teachers and Leaders*).

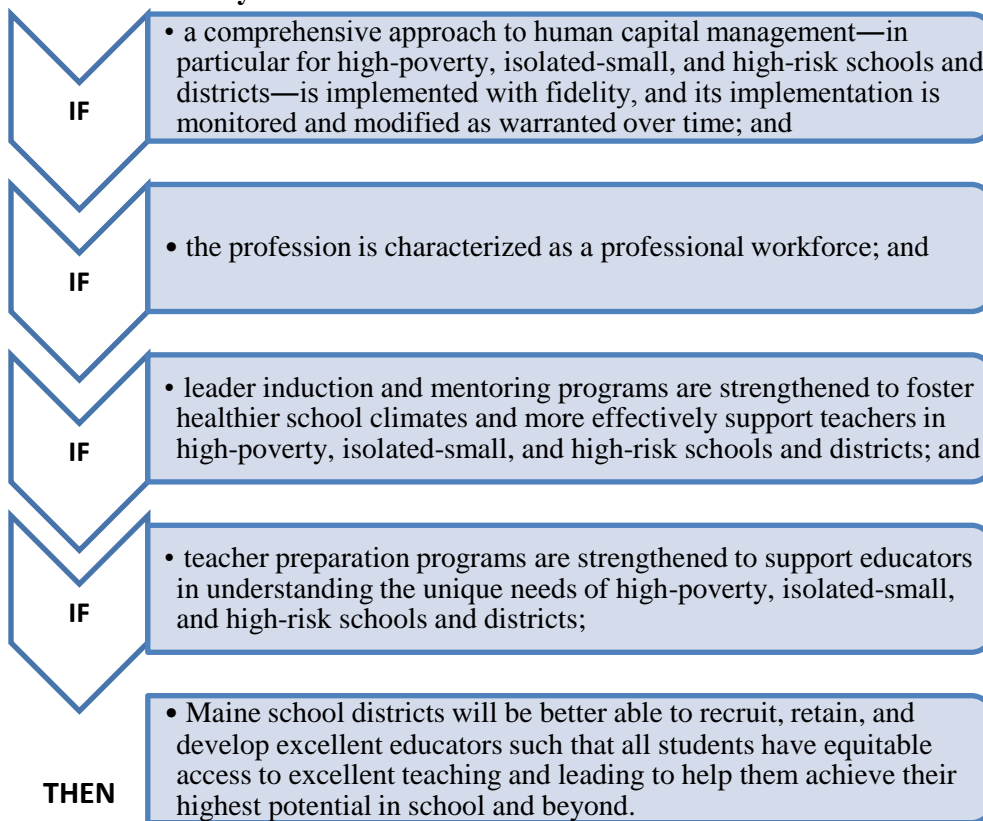
More detail on department goals, strategies, and successes supporting students with specific learning needs can be found in Section 6.1. (*Revised Template Section D.4*)

5.3 Educator Equity.

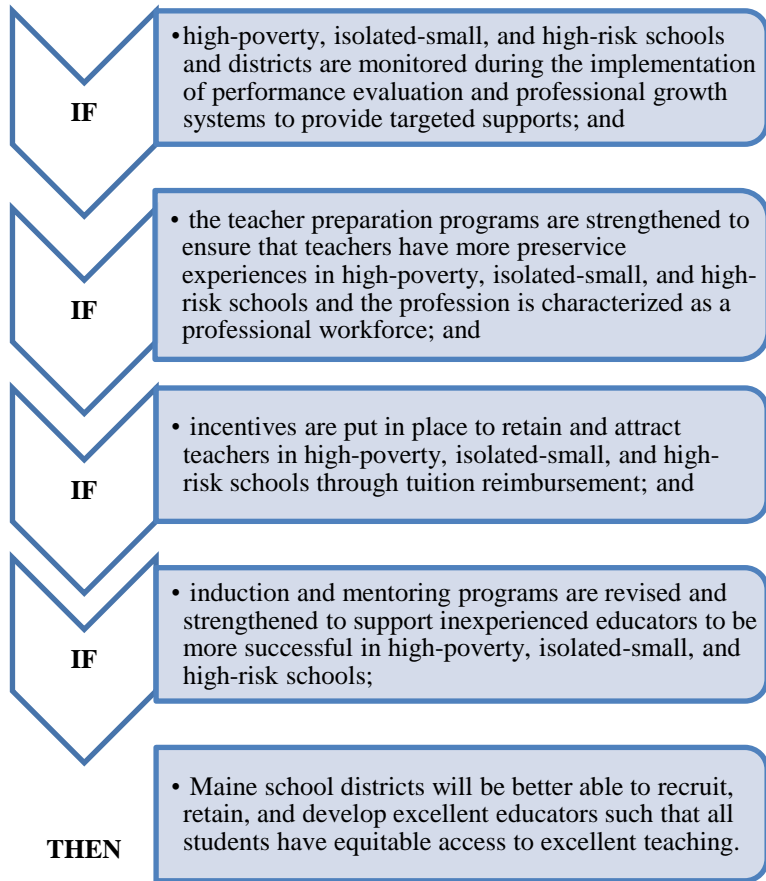
Maine’s Plan to Ensure Equitable Access to Excellent Educators relies on a general theory of action and two focused theories of action specific to the identified gaps for equitable access. Maine’s theories of action to address gaps in equitable access to effective teachers and leaders are premised on the Talent Management Framework developed by the Center on Great Teachers and Leaders described in Section 5.1.

The following exhibit provides a holistic theory of action that guides Maine’s overall thinking about improving equitable access.

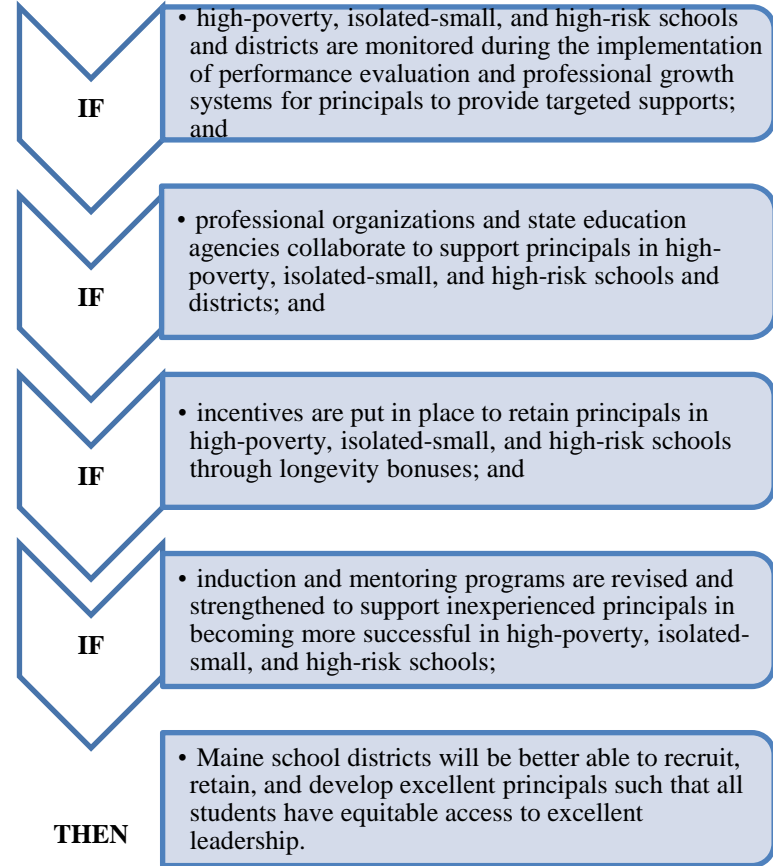
Exhibit 16. Overall Theory of Action



**Focused Theory of Action:
Out-of-licensure, inexperienced, high-turnover teachers**



**Focused Theory of Action:
High-turnover principals**



A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Exhibit 17. Statewide Definitions of Key Terms

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	<p>SEA Guidance for the development of a definition of ineffective teachers recommended by the ESSA Advisory Workgroup.</p> <p>Ineffective Teacher. Ineffective teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:</p> <ul style="list-style-type: none"> • A limited or inconsistent repertoire of effectively demonstrating strategies in a professional practice model • A limited understanding of student development • A limited ability to collaborate with peers and community appropriately • An inconsistent or low positive impact on student learning and growth <p>Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.</p>
Inexperienced teacher*	<p>Inexperienced Teachers. Inexperienced is defined as a teacher with only Conditional, Provisional, or Provisional Extended certifications. This definition will identify teachers who have zero to three years’ teaching experience in Maine, as well as teachers from out of state before obtaining professional certification in Maine. The number of out-of-state teachers is minimal.</p>
Low-income student	<p>Poverty. Students eligible for free or reduced-price lunch. High-poverty schools are defined as schools with 53% or more students receiving free or reduced-price lunch.</p>
Minority student	<p>Minority. Students with a federally defined race other than White. High-minority schools are defined as schools with 7% of the students of a race other than White.</p>
Out-of-field teacher*	<p>Out-of-Field Teachers. Out-of-field is defined as a teacher with professional certification who has no endorsement for the subject or course he or she is assigned to teach or who is teaching outside his or her certified grade level.</p>

*Definitions of these terms must provide useful information about educator equity.

Each school administrative unit (SAU) has developed a definition of ineffective teacher as part of their SAU Performance Evaluation and Professional Growth Plan which has been submitted to the Maine Department of Education during the 2016-2017 school year. The SAU definitions have followed the SEA guidance in the chart above. During the 2017-2018 school year the Maine Department of Education will collect in the aggregate the numbers of ineffective teachers in the state of Maine. In addition the SAUs applying for ESEA Consolidated funds are completing the following: “Describe how the SAU will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.” All schools

receiving Title I funds are required to describe how they will address disparities for the above within the annual application. This is reviewed by Title I staff prior to approval and the awarding of funds.

Exhibit 18. Statewide Definitions of Other Key Terms (Optional)

Other Key Terms (optional)	Statewide Definition
Average teacher salaries	Data on salaries is based on full-time teachers and do not include benefits.
Elementary school	Grade range K–8 or a subset within the range (e.g., K–3, 7–8).
High risk elementary school	A high-risk elementary school is defined as a school that reflects one or more of the following criteria: schools with 20% or more special education, 30% or more minority, or 10% or more limited English proficiency (LEP).
High risk high school	A high-risk high school is defined as a school that reflects one or more of the following criteria: 20% or more special education, 30% or more minority, or 10% or more LEP.
High school	A high school is defined as a school with a grade span of 7 to 12. Maine has schools with grade ranges up to K–12. The high school grade range was expanded from the typical 9–12 to 7–12 to avoid eliminating 13 small combined schools from the equity plan.
High Minority School	High minority schools are defined as schools with 7% of the students as a race other than White.
High Poverty School	High poverty schools are defined as schools with 53% or more students receiving FRL
Isolated small schools	<p>Isolated-Small Elementary School Qualifications:</p> <ul style="list-style-type: none"> • K–8 schools: Fewer than 15 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away • Non-K–8 schools: Fewer than 29 students per grade level; number of school options available fewer than five; nearest school is more than eight miles away <p>Isolated-Small Secondary Schools Qualifications:</p> <ul style="list-style-type: none"> • Fewer than 200 students per school; distance from furthest point in the district to nearest high school is at least 18.5 miles; distance between the high school and nearest high school is more than 10 miles <p>Island School Qualifications:</p> <ul style="list-style-type: none"> • Islands operating schools
Principal turnover	Principal turnover is defined as the three-year average of the number of principals per school who are not at the same school the next year relative to the number of principals at the school each year.
Teacher	Maine includes the following positions based on collection of SAU staff data: Classroom Teacher, Literacy Specialist and Special Education Teacher.
Teacher turnover	Teacher turnover is defined as the three-year average of the number of teachers per school who are not teaching at the same school the next year relative to the number of teachers at the school.

Other Key Terms (<i>optional</i>)	Statewide Definition
Unqualified teachers	Unqualified is defined as a teacher with no certification or no endorsement as a literacy specialist. This definition may warrant reconsideration in the future.

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the Maine DOE identified three key equity gaps:

1. Students from high-poverty, isolated-small, and high-risk schools are served by inexperienced and out-of-field teachers more often than are students in other settings.
2. Students in high-risk, isolated-small schools and high-poverty schools are served by teachers who work in the school for shorter periods of time (higher turnover) than are students in other settings.
3. Students in high school are served by principals who work in the school for shorter periods of time (higher turnover) more often than are students in elementary schools and, overall, principal turnover is higher than teacher turnover.

This exhibit below demonstrates that teacher and principal turnover is highest in high-poverty, isolated-small and high-risk schools AND that students in high-poverty and isolated-small schools are disproportionately served by inexperienced and out-of-field teachers. The charts below reflect the data used for the Educator Equity Plan in 2015. The definition of “Unqualified Teacher” was ‘Unqualified is defined as a teacher with no certification or no endorsement as a literacy specialist.’ This definition was only used as part of the 2015 submission. Going forward the State is using “ineffective teacher”. Any charts prepared on the State level will be done on the basis of Title I.

Exhibit 19. Title I Maine Elementary School Equity Gaps in School Year 2013–14

Elementary Schools ¹	School Count ¹	Inexperienced Teachers ²	Out of Field Teachers ²	Unqualified Teachers ²	Average Salary ³	Teacher Turnover ³	Principal Turnover ³
All Schools	358	9.32%	3.10%	0.41%	\$46,511	14.99%	16.27%
High-Poverty Quartile (63% or more FRL)	108/358	10.72%	4.56%	0.36%	\$45,516	15.68%	17.67%
Low-Poverty Quartile (37% or less FRL)	53/358	8.01%	2.09%	0.35%	\$50,571	13.73%	14.65%
High-Minority	89/358	10.15%	3.35%	0.38%	\$48,117	15.72%	14.21%

Elementary Schools ¹	School Count ¹	Inexperienced Teachers ²	Out of Field Teachers ²	Unqualified Teachers ²	Average Salary ³	Teacher Turnover ³	Principal Turnover ³
Quartile (8.3% or more)							
Low-Minority Quartile (3.5% or less)	93/358	8.69%	3.32%	0.40%	\$46,048	14.40%	15.54%
High Risk- Y	90/358	10.85%	3.13%	0.83%	\$47,466	15.27%	16.48%
High Risk – N	268/358	8.77%	2.91%	0.38%	\$46,190	14.90%	16.21%
Isolated-Small Schools – Y	48/358	15.59%	5.47%	0.83%	\$44,489	17.63%	23.26%
Isolated-Small Schools – N	310/358	8.81%	2.91%	0.38%	\$46,824	14.59%	15.19%

¹ Sources: MEDMS Infrastructure and Infinite Campus State Edition

² Sources: MEDMS Staff System and Educator Credentialing System

³ Source: MEDMS Staff System

The next exhibit shows that students in high-risk and high-poverty schools experience higher rates of teacher and principal turnover than those in high-poverty and not high-risk schools. Teacher turnover is significantly higher in isolated-small schools but there is little difference in principal turnover. Students in high-poverty, isolated-small schools and high-risk schools are more frequently disproportionately served by inexperienced and out-of-field teachers than students in other settings. Principal turnover is overall higher than teacher turnover in high schools.

Exhibit 20. Maine High School Equity Gaps in School Year 2013–14 - Title 1 Programs

High Schools ¹	School Count ¹	Inexperienced Teachers ²	Out of Field Teachers ²	Unqualified Teachers ²	Average Salary ³	Teacher Turnover ³	Principal Turnover ³
All Schools	7	13.96%	9.46%	0.45%	\$43,296	20.28%	23.81%
High-Poverty Quartile (53% or more FRL)	2/7	23.68%	0%	0%	\$40,303	32.66%	33.33%
Low-Poverty Quartile (30% or less FRL)	2/7	4.67%	16.82%	0%	\$52,628	7.28%	16.67%
High-Minority Quartile (7.0% or more)	3/7	24.19%	1.61%	1.61%	\$38,171	27.85%	22.22%
Low-Minority	1/7	16.0%	8.0%	0%	\$42,922	16.46%	33.33%

Quartile (4.0% or less)							
High Risk - Y	1/7	22.22%	11.11%	11.11%	\$34,487	18.42%	0%
High Risk - N	6/7	13.62%	9.39%	0%	\$44,764	20.59%	27.78%
Isolated- Small Schools – Y	2/7	21.05%	5.26%	5.26%	\$37,356	28.18%	16.67%
Isolated- Small Schools – N	5/7	13.30%	9.85%	0%	\$45,672	17.12%	26.66%

¹ Sources: MEDMS Infrastructure and Infinite Campus State Edition

² Sources: MEDMS Staff System and Educator Credentialing System

³ Source: MEDMS Staff System

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update,):

- i. The rates and differences in rates calculated in 5.3.B;
- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers ; and
- iv. The percentage of teachers categorized as inexperienced teachers.

The Maine DOE is in the process of developing a presence on its website (<http://www.maine.gov/doe/index.html>) where it will publish and annually update the status of its equity goals reflected above. Unqualified teacher will be replaced by ineffective teacher as required by federal statute. Maine will report the Title 1 data for items i-iv beginning in the fall of 2018 for the school year 2017-2018 and annually thereafter.

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

On the basis of data generated by the Maine DOE, stakeholder input, and additional DOE working group analysis, the department identified three primary causes of the equity gaps described in 5.3.B:

- **Inexperienced and out-of-field teachers**
- **High turnover of teachers** working in high-needs schools
- **High turnover of principals** working in high-needs schools

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:

- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and

- ii. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement that are contributing to those differences in rates.*

Once root causes were identified, the department and its Equity working group brainstormed potential strategies and landed on three key strategic areas that the state would initially pursue. The Maine DOE intends to use Title II funds and/or allowable funds from other programs to fully execute the following key strategies, sub strategies and associated root causes as determined by the Maine DOE Equity Working Group.

Three strategies areas were identified:

- Strategic Area 1. Recruitment and Retention
- Strategic Area 2. State Policies Driven Incentives
- Strategic Area 3. Educator Preparation Enhancements

Exhibit 21. Likely Causes and Strategies

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p>Strategic Area 1: Recruitment and Retention</p> <p>We believe that the data and root cause analyses call for the adoption and coordination of policies for recruitment, hiring, and retention. The substrategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p>Sub strategy: Identify and Develop Recruitment Strategies. Maine will identify and share recruitment strategies and tools developed by the TIF/MSFE human capital management system (HCMS) workgroups to help SAUs attract and retain current and potential high-quality educators (principals and teachers) to high-poverty, isolated-small, and high-risk schools. The Maine DOE will recommend that institutions of higher education in the state include recruitment events with hard-to-staff schools through local educator preparation programs. Research shows that teachers and leaders often prefer to work close to where they grew up (Boyd, et al 2008). With this information in mind, we will ensure that these campaigns take into account the geographic location of targeted schools. Recruitment incentives may include scholarships to work in targeted schools, loan forgiveness, and longevity bonuses in these settings. The PK–16 Leadership Council, which includes representatives from higher education, K–12 teachers and leaders, the Maine Principal Association, the Maine Education Association, business, and other organizations, will continue their work together to promote strategies that improve educational outcomes for all students.</p> <p>Sub strategy: Longevity Incentives for Educators. Recognizing the insufficiency of teacher and principal salaries to attract and retain excellent educators in high-poverty, isolated-small, and high-risk schools, the Maine DOE will recommend that districts adopt longevity incentives. The Maine DOE will engage the Maine Education Policy Research Institute (MEPRI) to identify successful</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>strategies used in other rural states and seek funding from the legislature to pilot longevity incentives with a small group of high-poverty schools. The incentives for teaching in high-poverty schools are particularly important to our equitable access planning because such incentives help to counteract the tendency of experienced educators (both principals and teachers) to move to lower poverty schools, and they provide appropriate additional compensation to teachers willing to work in the most challenging schools. To enable these districts to retain talent, the department will encourage districts to work with business leaders and community organizations to generate funding to support longevity pay as a way to attract talented college students and career changers to the profession. Careful consideration must be given to the strategies related to funding. This plan recognizes the need for stakeholder engagement in the development of potential funding strategies, in addition to drawing on the innovative pay practices, resources, and lessons learned generated through TIF/MSFE, specifically as they relate to ways in which performance-based reward and/or leadership and growth recognition can be structured to align with and drive district goals and priorities.</p> <p>Sub strategy: Provide Educator Career Advancement Opportunities in High-Poverty Schools. In recognition of the relative lack of career advancement opportunities available to educators in high-poverty schools, the Maine DOE will strongly encourage SAUs to create teacher leader programs, particularly in high-poverty schools, and expand opportunities for teacher-led schools. Supporting the success of teacher leadership has been a high priority of Maine’s Teach-to-Lead Committee, whose mission is to promote and expand teacher leadership in all Maine schools by advocating for and supporting teacher leadership as a means to promote school improvement, preparing and developing potential and current teacher leaders, and sharing best practices for teacher leadership statewide through a presence on the department website (http://www.maine.gov/doe/teacher-leadership/index.html).</p> <p>Sub strategy: Strengthen Principal Leadership. Stakeholders were clear in expressing that effective principal leadership is fundamental to school climate and teacher satisfaction and longevity. Toward this end, strengthening principal leadership is a significant component of retaining and recruiting teachers. The Maine DOE will recommend that the State Board of Education consider tiered certifications for principals in the revision of the certification statutes and regulations. The Maine DOE will also recommend that the</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	<p>Maine DOE, MEA, and the Maine Principals Association collaborate on recruitment strategies to identify teachers who would make strong candidates for the position of principal.</p> <p>The Maine DOE will continue to expand supports for school leadership offered through our system of ESEA supports for struggling schools to include high-poverty, isolated-small, and high-risk schools. Currently, school improvement specialists provide coaching in the use of Dirigo Star, a resource with demonstrated effectiveness in high-poverty and isolated-small schools.</p>
<p>Strategic Area 2: State Policy–Driven Incentives</p> <p>We believe that a key strategy for decreasing gaps in access to excellent educators is for the Maine DOE to shape policy incentives within its control to minimize obstacles to teachers and principals. The sub strategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p>Sub strategy: Collect Data to Better Understand Attendance Issues. Stakeholders reported that educators who work with chronically absent students often face greater obstacles in their teaching than do educators whose students attend school regularly. Stakeholders identified poor attendance as a significant challenge and root cause for turnover for teachers in high-poverty schools. The Maine DOE will recommend that the Joint Committee on Education and Cultural Affairs and MEPRI, which serves as the research arm for the Joint Committee on Education and Cultural Affairs, conduct research on attendance in high-poverty, isolated-small, and high-risk schools to verify that poor attendance is a root cause of turnover. In the meantime, the Maine DOE will also encourage SAUs to collaborate with Count ME In to improve strategies for increasing student attendance.</p> <p>Sub strategy: Expansion of Certification Areas. The Maine DOE will work with the State Board of Education to expand certification areas to create new certifications and endorsements that address current needs, while adequately preparing educators, to provide greater flexibility to schools. For example, the Maine DOE is currently engaged in conversation about the addition of a STEM certification earned through matriculation in a prescribed undergraduate degree. The proposed course of study could provide the basis for a 7–12 STEM certification in physical science, engineering, mathematics, and computer science. This certification, which has been a long-standing need, would also provide increased flexibility in recruitment in schools disproportionately served by out-of-licensure educators in mathematics and science.</p>
<p>Strategic Area 3: Educator Preparation Enhancements</p> <p>We believe that a key</p>	<p>Sub strategy: Reassess and Strengthen Teacher Preparation Programs. The Maine DOE will convene teacher preparation program leadership to reassess the preparation provided to educators entering high-poverty and isolated-small schools and high-risk school settings. The</p>

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
<p>strategy for decreasing gaps in access to excellent educators is to strengthen the teacher and principal preparation. The sub strategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.</p>	<p>department will work with teacher preparation programs to evaluate course requirements and additional placement strategies for ensuring that new teachers have student teaching experiences in high-poverty and isolated-small schools and high-risk school settings by offering housing for teachers in these settings and providing online mentoring. In addition, the Maine DOE will encourage the institutions of higher education to consider policies that support loan forgiveness programs for educators who teach in these settings.</p> <p>To drive this work and strengthen the partnership between PK–12 districts and higher education, the department will build on its current Educator Preparation and Employment PK–16 Leadership Council, with membership from higher education institutions; PK–12 superintendents, principals, and teachers; as well as members of the Maine Teachers of the Year Network, Maine National Board Certified Teachers Network, business community, and State Board of Education.</p> <p>Sub strategy: Certification Requirements. The Maine DOE will work with the Maine Principals Association and State Board of Education to consider changes to the certification requirements to include coursework or mentorships that will give principals experiences and strategies related to changing economics and demographics in rural Maine communities and development of community champions and partnerships to support student success.</p>

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.

During the 2017–18 school year, the Maine DOE intends to revisit equity data to determine the status of any gaps and to reaffirm and/or refine strategies to ensure each Strategic Area is being addressed with fidelity.

Section 6: Supporting All Students

Since the legislative adoption in 1997 of the Maine Learning Results, Maine has been committed to providing equitable opportunities for students to learn and demonstrate understanding at a level of competency that supports continued learning and preparedness for productive citizenship.

Since January 2012, the Maine DOE's strategic plan has been focused on building on the great work under way in Maine schools and working to move from a century-old model of schooling to a more effective, learner-centered approach through a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

- **Effective, Learner-Centered Instruction**
Closest to the learners are the instructional practices used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and use of data to inform decision making.
- **Great Teachers and Leaders**
Effective instructional practices cannot be applied without effective teachers and school leaders, the second core priority area. Ensuring that every student is surrounded by great teachers means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.
- **Multiple Pathways for Learner Achievement**
Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating multiple pathways for student achievement must be a central focus of our efforts.
- **Comprehensive School and Community Supports**
For learners to be successful, a comprehensive network of school and community supports is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.
- **Coordinated and Effective State Support**
Every effort must also be made to align the entire educational system carefully so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and system wide and we must put a new accountability structure into place.

In May 2012, the Maine legislature adopted requirements for a proficiency-based diploma, setting a vision that every student in Maine will graduate prepared for postsecondary career and college choices.

Maine's proficiency system is based on successful student demonstration of skills in the content areas of Maine's College and Career Ready standards **and** the Guiding Principles. This proficiency system is Maine DOE's means of defining "well-rounded education for Maine's students", which involves a system of opportunities all the way through the education continuum in order for students to be college and career ready.

The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication according to the audience
- Uses a variety of modes of expression (spoken, written, and visual and performing, including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility, including the ability to learn, unlearn, and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems
- Frames questions, makes predictions, and designs data and information collection and analysis strategies
- Identifies patterns, trends, and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response, and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources, and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

- Gains and applies knowledge across disciplines and learning contexts and in real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

- A. *The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;*

The priorities articulated in the content areas below, which are aligned with our Maine Strategic Plan, are Maine’s priorities for uses of state level funds from Title IV A. If the Maine State Legislature allocates funds through current and future legislative sessions, we may realign our priorities for funds. Maine is a minimum receiver which can impact our determination of priorities.

Note: The italics that are reflected at the end of each of the paragraphs in this section provide the core priority of the Maine Strategic Plan that is addresses by the activity described.

Over the years, the Maine DOE has learned from our successes and our mistakes and have continually refined our efforts to build a well-rounded and supportive educational system informed by the ever-growing body of research on human growth and development and teaching and learning. We continue to improve in our use of data on teaching and learning as we build a seamless system Pre-K-Adult. The myriad of funded initiatives in this section can and will continue to be leveraged to support the tiered system of comprehensive support. Examples of our current efforts, which will continue, follow:

ESSA and Early Childhood Education

The Maine DOE has a number of key initiatives in high-quality public preschool programming and linkages from Prek-3rd grade. They align with the Strategic Plan framework adopted by the department in 2012. The framework consists of the following areas: *Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; and Coordinated and Effective State Support.*

Chapter 124 Public Preschool Program Standards

In 2015–16, program standards for new and expanded public preschools were adopted as a Maine DOE regulation. In the 2017–18 school year, all district preschools will need to meet these high-quality standards. Among the standards are class size maximum of 16, 1:8, teacher-child ratio, and research-based screening, assessments, and curricula.

The Maine DOE has begun intensive work supporting the implementation of these standards with Preschool Expansion Grant (PEG) classrooms, specifically focusing on training and coaching on high-quality instructional strategies and measuring the impact using the Classroom Assessment Scoring System (CLASS). The goal is to offer and to encourage these kinds of supports to all public preschools in the state (*Coordinated and Effective State Support*).

The Maine DOE staff has begun monitoring all preschool classrooms by using a protocol that follows the standards in Chapter 124. Each preschool classroom will receive a CLASS observation by a certified CLASS observer. A district receives a report after the visit, which includes “Strengths, Recommendations and /or Findings”.

Every district must complete an online annual report at the end of each school year.

Maine’s Early Learning and Development Standards (MELDS) and Maine’s K–12 Learning Results

Maine revised their early learning standards—what children should know and be able to do by kindergarten entry—in 2015. They were aligned with infant and toddler standards at 36 months and end-of-kindergarten standards so that teachers see a continuum of development across all developmental and learning domains. The Maine DOE is using funds from the PEG to begin the creation of a website with resources and video clips of high-quality instructional practices that demonstrate activities that cross multiple domains (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Early Childhood Professional Learning Communities (PLCs)

Eleven districts in Maine’s PEG have begun PLCs that consist of a preschool teacher, kindergarten teacher, principal, district-level person responsible for curriculum decisions, and Head Start partner. The goal of the PLCs in 2016–17 is to align curriculum and assessment or family engagement between preschool and kindergarten. Each district will create a “product” that can be used as a model or template to be shared statewide. In the 2017–18 school year, the PLCs will include a Grade 1 and a Grade 2 teacher and a representative from the birth-to-age-three group (*Comprehensive School and Community Supports*).

Curriculum Alignment

The preschool programs in the Preschool Expansion Grant districts are using an evidence-based curriculum that addresses all the domains. The Maine DOE is working on plans to support kindergarten teachers who want to use a curriculum that aligns with and continues the focus on all domains in a more intentional way. Staff at the Maine DOE has been working with Boston Public Schools and their trainers and coaches to adapt their kindergarten curriculum in Maine. The Maine DOE would like to have model kindergarten programs that are evidence based and achieve Maine’s Learning Results with attention to whole child development and learning. The state will encourage use of district funds to support these efforts (*Effective, Learner-Centered Instruction*).

Kindergarten Entry Assessment (KEA) and K–3 Formative Assessment

Maine has been part of a 10-state consortium on an Enhanced Assessment Grant (EAG) with the North Carolina DOE. Over the past three years, kindergarten and Grades 1, 2, and 3 teachers have piloted and are currently field testing a whole child formative assessment. The Maine DOE's goal is to train some of these teachers to become trainers and begin to build capacity at the local level. The KEA has steered kindergarten teachers to look at developmental indicators that they may not have focused on previously (e.g., social-emotional and fine motor development). This has led them to consider the curriculum implications for these domains (*Multiple Pathways for Learner Achievement*).

Principal Leadership in Early Childhood Education

The Maine DOE staff are planning to develop a webinars and online courses to help elementary principals support high-quality preschool and kindergarten programming (*Great Teachers and Leaders*).

Literacy for ME

Since 2012, the Maine DOE has been implementing a statewide literacy plan, Literacy for ME. This initiative guides literacy education efforts provided by the Maine DOE and supports community literacy team efforts in local Maine communities. The Literacy for ME initiative is advised by a State Literacy Team composed of stakeholders with literacy education expertise across the spectrum from birth to adulthood. Numerous resources related to literacy education have been produced and shared as a result of the initiative. Partnerships have been formed with a variety of organizations that support literacy education. In addition, approximately 30 Maine communities have formed literacy teams to bolster literacy education efforts at the local level, with additional teams being formed in the 2016–17 school year. The Literacy for ME initiative supports a variety of literacy education efforts related to early childhood education, including the development of a tool kit for parental involvement (*Comprehensive School and Community Supports, Coordinated and Effective State Support*).

Family Engagement

Family engagement efforts have been an ongoing part of early childhood education efforts supported by the Maine DOE. Schools receiving Title I funding are required to include family involvement activities as part of their programming, and Maine's Title I office provides guidance for accomplishing this task. In addition, through Adult Education efforts, many Maine communities have family literacy programs that provide intergenerational literacy education designed to support parents and children from birth to age 8 in bolstering their literacy abilities. Innovative models for family literacy exist in Maine, including the Chippy Center in Fort Kent and an online model serving the highly rural and geographically large Regional School Unit #3 communities. These programs can serve as models for enhancing and extending family involvement efforts (*Comprehensive School and Community Supports*).

Middle School through High School Teaching and Learning Supports

English Language Arts

English Language Arts Professional Learning

The ELA and Literacy content specialists provide ongoing professional learning related to Maine's ELA standards through statewide, regional, and district-level workshops, including coordination with Institutions of Higher Education. Professional learning is conducted through in-person workshops and summer institutes, as well as through online platforms. The content of the

workshops focuses on building understanding of the ELA standards, instructional strategies and shifts needed to implement the standards, and methods of assessment for determining proficiency with the standards. Topics of focus often involve state-level data examination to determine student learning needs (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

Working Smarter, Not Harder Formative Assessment Network

A Title II project, the Formative Assessment Network (FAN), builds educator knowledge and skill at employing formative assessment strategies in ELA to boost student proficiency. This is a statewide effort led by the Maine DOE ELA and Literacy content specialists, as well as teacher leaders from across Maine. The FAN meets three times a year in four different regions of the state (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

College Board and DOE Collaboration for Professional Support

The Maine DOE ELA and math specialists are supporting Maine teachers as they evaluate state high school assessment results and access the suite of tools from College Board and Khan Academy to better understand Maine’s content standards and encourage student progress toward college and career readiness. This is ongoing work between content area specialists and College Board providing support for teachers in supporting students prepare for the SAT (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*).

Literacy Faculty Group and Celebrating Children’s Literature Conference

The Maine DOE Literacy Specialist annually collaborates with faculty who teach literacy-related courses for pre-service educators at Maine’s institutions of higher education. This relationship includes quarterly networking meetings during which the group engages in study of ELA standards and related instructional strategies. Annually, the Literacy Faculty Group sponsors a daylong conference for pre-service educators focused on key ELA topics to build pre-service teacher knowledge (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

MoMEntum K–3 Literacy Pilot

This pilot project is designed to support teachers and students in high-poverty schools with low literacy achievement. The pilot provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning for teachers in how to use this technology to boost student literacy achievement (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Support; Coordinated and Effective State Support*).

CTE and ELA intersections

The Maine DOE has collaborated with CTE program teachers and ELA teachers to identify intersections where students naturally demonstrate application of literacy skills aligned to Maine’s ELA content standards, and they will continue to refine the intersections. This work has benefited both content and program teachers as they better understand the well-rounded development of students (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

Collaborate Support for Professional Learning

The Maine DOE and the Maine Council of English Language Arts work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. Recent and planned areas of focus include instruction of grammar usage and mechanics, strategies to improve close analysis of complex and varied texts, and various methods of using technology to improve literacy skills (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Mathematics

Early Mathematical Diagnostic and Intervention

The Maine DOE mathematics specialist is working with a group of classroom teachers to revise the Early Mathematical Thinking program to align to our current state standards and expand the program to include prekindergarten through Grade 5. Once the program is revised and piloted, large-scale training is planned (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Math4ME

The Maine DOE mathematics specialists develop and facilitate professional development training for special educators and classroom teachers and support the Math4ME coach to create and revise the fidelity check instrument and review completed fidelity checks (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Connecting Mathematics Instruction: Digging Deep Into the Content

The Maine DOE mathematics specialists developed this two-part professional development to support teachers in developing an understanding of the progression of student learning and understanding within the K–12 domain. Professional development is offered in three locations in the state, and 230 participants are registered to attend, representing K–12 educators, curriculum coordinators, and higher education staff (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Maine Community of Teacher Leaders (MCTL)

The Maine DOE mathematics specialists collaborated with the Association of Teachers of Mathematics in Maine (ATOMIM) and developed these Title II 18 teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction. This is year two of the work (<https://atomim.wildapricot.org/dinediscuss>; *Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Certificate in Math Leadership: University of Maine in Farmington

The Maine DOE mathematics specialists collaborated with University of Maine in Farmington to develop a four-course series certificate in math leadership—math coaching, math interventionist, RTI coordinator, Title I math teacher, or a grade-level teacher leader (<http://www2.umf.maine.edu/gradstudies/certificate/math/> (*Great Teachers and Leaders*)).

Maine Mathematics Coaching Project: University of Maine in Farmington

The Maine DOE mathematics specialists collaborated to develop this project, which is designed to support PK–8 teachers transitioning to the role of elementary mathematics coaching.

<http://www2.umf.maine.edu/gradstudies/maine-mathematics-coaching-project/> (*Great Teachers and Leaders*).

Focus/Priority School

The Maine DOE mathematics specialists collaborate with school improvement specialists to develop administrators' capacity to support effective mathematics instructional practices (*Great Teachers and Leaders*).

CTE Intersection Workshops

The Maine DOE mathematics specialist will continue to facilitate trainings with CTE instructors and academic high school mathematics teachers to look for intersections between program (industry) standards from the CTE courses and Maine's college- and career-readiness standards (mathematics content and practice standards) and the career education standards and guiding principles. The intersections work is articulating the multiple pathways that students can use to reflect their proficiency in Maine college- and career-readiness standards (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement*).

Development of a New Certification: Mathematics Instructional Leaders

Currently in rulemaking, this certification would be for K–12 mathematics leaders who could be math coaches (supporting teachers) and/or math interventionists (supporting struggling students) (*Great Teachers and Leaders*).

Science and Technology

Formative Assessment and Three-Dimensional Instruction in Science

The Maine DOE Science Specialist designed this Title II–funded project to build the capacity of teacher leaders in formative assessment and three-dimensional instruction in science so that they may in turn facilitate their students' conceptual understanding and deep learning of science (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Supporting the Development of Pedagogical and Content Knowledge of Teachers

The Maine DOE Science Specialist collaborates with several professional organizations across Maine to support the continued development of teacher capacity (e.g., Advisory Board Research in Science Education (RiSE), Maine Science Teachers Association, STEM Collaborative, and Advisory Board E in STEM—a grant to get more engineering in classrooms).

Examples of opportunities include using a “train the trainer” model to build teacher leaders' capacity before they work within a PLC back in their own districts and using a Dine & Discuss model to raise awareness of content and pedagogy with classroom teachers (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

Health Education and Physical Education

Health education (HE) and physical education (PE) have been key content areas since Maine's Educational Reform Act of 1984 and in the college- and career-ready standards since the inception of the Maine Learning Results (MLRs) in 1997. These build on the guiding principles of the MLRs, also known as Maine College- and Career-Ready Standards as well. HE and PE contribute to 21st century skills other than academic skills, while also recognizing the components of social, emotional, and physical health to further academic success. Being

proficient in HE and PE means students graduate ready to engage in physically active lifestyles and are able to successfully practice behaviors that protect and promote health and avoid or reduce health risks.

Health Education and Physical Education Professional Learning

The HE and PE content specialists support preschool through Grade 12 HE and PE curriculum, instruction, and assessment in the following ways:

- Identify, plan, deliver, and evaluate statewide and regional professional development for classroom teachers, content specialists, special education teachers, and administrators, as well as agency personnel and partners who also support student and school health
- Provide resources for teachers, administrators, students, parents, and agency personnel through e-mail sharing, website pages, and trainings
- Provide supports to school personnel through individualized technical assistance to district, regional, and statewide trainings; webinars; and an electronic newsletter
- Provide professional development on HE and PE curriculum, instructional strategies, and assessment for teachers of all students, as well as targeted trainings on research-based programs for at-risk students (e.g., LBGTQ, children with disabilities, and homeless)
- Provide school HE- and/or PE-related trainings for intra-agency, interagency, and nongovernmental partners who work with schools, as well as targeted trainings on research-based programs for at-risk students (e.g., LBGTQ, children with disabilities, and homeless)
- Provide expertise and best practices in developing, implementing, and evaluating policy, guidance documents, and programs related to HE, PE, and school health (suicide prevention, substance use prevention, bullying and child abuse prevention, comprehensive sexuality education, and so on) (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports*)

School Health Profiles

The HE and PE consultants are responsible for the School Health Profiles, which gather data from principals and lead health education teachers (in even years) on most components of the Whole School, Whole Child, Whole Community model, including HE and PE curriculum content and training, practices related to bullying and sexual harassment, school health policies including tobacco and nutrition, school-based health services, family engagement and community involvement, and school health coordination. Consultants are also responsible for the department's role in the planning, administration, and reporting of student self-reported health risk behaviors and protective factors through the Maine Integrated Youth Health Survey (in odd years and including the federal Youth Risk Behavior Survey).

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education. All of the work of the HE and PE program intentionally aligns to the core priorities of Education Evolving (*Comprehensive School and Community Supports*).

Teacher Leadership Development

To ensure high-quality proficiency-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide preschool through high school and higher education (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support*).

Visual and Performing Arts (VPA)

Creative Assessment Webinar Series

This is an archived four-part series on creative assessment strategies for the VPA classroom. They are run live and then archived on the VPA professional development page. We have completed three of the four, and the remaining webinar is scheduled for April 12. Each webinar has averaged 80 participants (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Creative Assessment Cohorts (Northern and Southern)

There are two cohorts of teachers, one that meets at UMO and the other at MECA in Portland. The Maine DOE VPA specialist meets with the two cohorts three times during the year to explore the concepts from the webinars more in depth and also using their own lessons and units. They have met twice and will meet again in March for the final in-person meeting. At the conclusion, each member will have implemented creative assessment in at least one unit of their teaching this year and documented the experience in what they are calling a learning story. Sixty teachers are involved in these cohorts (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Fresh Chapters Book Study

This is a virtual book study with 30 teachers. They have read and are discussing Ken Robinson's *Creative Schools* book. The discussion was completed in February, and another book study is planned to begin in early March (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Arts Integration Resource Project Fellows

Building off the success of the Arts Integration Resource Project, where teams of teachers met to create arts integrated units, the VPA specialist has designed a project that follows two teams as they actually implement arts integration into their classes. These teams have been integrating all year and will continue throughout this school year. The teams are documenting and reflecting on the process throughout the project. The Maine DOE's VPA specialist meets with the teams regularly and also does periodic visits to support the work and offer an outside evaluation of the unit (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Creating Artful Early Childhood Classrooms

The Maine DOE VPA specialist and the Maine DOE Early Childhood Specialist Sue Reed are collaborating to offer this professional development to teams of visual art teachers and early childhood teachers with the goal of helping them to develop strategies to more regularly and with more fidelity offer visual art opportunities to early childhood students. These teams meet for in-person professional development three times throughout the school year, with online meetings in-between. They have met in person once and met for the second time on Friday, January 27 (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Visual and Performing Arts Assessment Conference, June 26-28 at USM

This summer VPA teachers will have the opportunity to work with national arts assessment experts to create their own summative assessment for demonstrating proficiency in the VPAs. This summer conference will kick off a piloting and benchmarking project that will take place during the 2017–18 school year; VPA teachers will pilot these assessments, and teams of VPA teachers will benchmark the results for proficiency to attempt to create a resource of what proficiency in VPA actually looks like in Maine (*Effective, Learner-Centered Instruction; Great Teachers and Leaders*).

Proficiency-Based Learning and Proficiency-Based Diploma System Support

This provides education leadership and expertise to organizations and educators statewide on a variety of systemic change topics involving standards, curriculum, instruction, and assessment for the purpose of supporting educators as they build systems to support student learning and demonstration of proficiency in order for students to graduate prepared for career and college choices.

This support designs structures and supports such as collaborative coaching visits and a peer review process so educators may refine their structures, policies, practices, patterns of actions, and principles to increase the opportunity for each student to learn and demonstrate growth and proficiency in the standards of the system of learning results (*Effective, Learner-Centered Instruction; Great Teachers and Leaders, Coordinated and Effective State Support; Comprehensive School and Community Supports*).

Regional Education Support Services

Primary responsibilities include developing ongoing interaction with school personnel and community representatives; serving as a Maine DOE representative and key contact for requests, information, and questions regionally and statewide; providing or brokering professional development opportunities, technical assistance, and other services to enhance teacher effectiveness and student and school performance; assisting districts with the implementation of the state education standards and associated assessments; promoting the commissioner's education initiatives regionally; and serving as a commissioner's representative to a superintendent region of the state and/or statewide specialist in a particular content area or area of expertise such as proficiency-based education. In a recent survey, Maine superintendents indicated the importance of the roles of the regional representatives for their regions and often described the regional representative role as the face of the Maine DOE (*Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Comprehensive School and Community Supports; Coordinated and Effective State Support*).

School Transitions: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease risk of students dropping out.

The SEA's Office of Truancy, Dropout Prevention, and Alternative Education will review and make available to SAUs data regarding academic and attendance trends at educational transition points. The Office will provide technical assistance to LEAs to address transition issues that may contribute to students' dropping out. Maine LEAs are mandated to appoint Dropout Prevention Committees with broad community, youth, and school participation at every individual school

unit. The SEA can support local districts in revising their dropout prevention plans to specifically address transition issues.

- B. *The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

In addition to the ongoing work articulated in Section 6.1A, the Maine DOE will review the results of each SAU’s comprehensive needs assessment in relationship to Maine’s strategic plan core priorities and will refine the Maine DOE’s technical assistance, resources, and professional development learning modules to promote equitable access. Building on the superintendents’ regional framework, the department will use peer supports and enhance the proficiency-based educational system begun with statutory revisions in 2012. Maine is undergoing educational reform with equitable student outcomes at the center of teacher and leaders’ work regardless of where students are located in Maine. There is recognition that multiple pathways will allow student engagement and success. The Maine DOE’s multiple pathways are articulated in statute and are as follows:

- Career and technical education
- Alternative education programs
- Career academies
- Advanced placements
- Online courses
- Adult education
- Dual enrollment
- Gifted and talented programs
- Independent study
- Internships

Refinements to Maine’s state statutes (reflected below) during spring 2016 expanded the proficiency-based diploma framework to include career and technical education and an expanded timeline for implementation.

“§4722-A. Proficiency-based diploma standards and transcripts

Beginning January 1, 2017, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency as described in this section. The commissioner may permit a school administrative unit to award diplomas under this section prior to January 1, 2017, if the commissioner finds that the unit's plan for awarding diplomas meets the criteria for proficiency-based graduation under this section. [2011, c. 669, §7 (NEW).]

1. Requirements for award of diploma. In order to award to a student a diploma indicating graduation from secondary school, a school subject to the system of learning results established under section 6209 must:

- A. [2015, c. 489, §2 (RP).]

A-1. Certify that the student has met all requirements specified by the governing body of the school administrative unit attended by the student; [2015, c. 489, §2 (NEW).]

B. Certify that the student has demonstrated proficiency in meeting state standards in all content areas of the system of learning results established under section 6209; [2015, c. 489, §2 (AMD).]

B-1. Phase in the following diploma requirements from the 2020–21 school year to the 2024–25 school year:

(1) For a student graduating in the graduating class of 2020–21, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, and social studies;

(2) For a student graduating in the graduating class of 2021–22, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least one additional content area of the student’s choice;

(3) For a student graduating in the graduating class of 2022–23, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least two additional content areas of the student’s choice;

(4) For a student graduating in the graduating class of 2023–24, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least three additional content areas of the student’s choice; and

(5) For a student graduating in the graduating class of 2024–25 and for each subsequent graduating class, certify that the student has demonstrated proficiency in meeting the state standards in all content areas.

C. Certify that the student has demonstrated proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and [2015, c. 489, §2 (AMD).]

D. [2015, c. 489, §2 (RP).]

E. Certify that the student has engaged in educational experiences relating to English language arts, mathematics, and science and technology in each year of the student’s secondary schooling. [2015, c. 489, §2 (NEW).]

[2015, c. 489, §2 (AMD).]

2. Method of gaining and demonstrating proficiency. Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to

teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects, and community service.

[2013, c. 176, §2 (AMD).]

3. Exceptions. Notwithstanding subsection 1, a student may be awarded a diploma indicating graduation from a secondary school in the following circumstances.

A. A student who is a child with a disability, as defined in section 7001, subsection 1-B, may meet the requirements of subsection 1 and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's individualized education program team pursuant to the requirements of chapter 301. [2015, c. 489, §2 (AMD).]

B. A student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education is eligible to receive a high school diploma from the secondary school the student last attended. [2015, c. 489, §2 (AMD).]

B-1. [2015, c. 489, §2 (RP).]

B-2. For the graduating class of 2020–21 and each subsequent graduating class, a student who has satisfactorily completed a state-approved career and technical education program of study and either met third-party-verified national or state industry standards set forth in department rules established pursuant to section 8306-B or earned six credits in a dual-enrollment career and technical education program formed pursuant to chapter 229 from a regionally accredited institution of higher education and who has successfully demonstrated proficiency in meeting state standards in the content areas and the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209 is eligible to receive a high school diploma from the secondary school the student last attended. A student may be awarded a high school diploma from the secondary school the student last attended in accordance with the phase-in of the following diploma requirements for the graduating class of 2020–21 to the graduating class of 2023–24:

(1) For a student graduating in the graduating class of 2020–21, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, and social studies;

(2) For a student graduating in the graduating class of 2021–22, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least one additional content area of the student's choosing;

(3) For a student graduating in the graduating class of 2022–23, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least two additional content areas of the student's choosing; and

(4) For a student graduating in the graduating class of 2023–24 and in each subsequent graduating class, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies, and at least three additional content areas of the student's choosing.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209. [2015, c. 489, §2 (NEW).]

C. [2013, c. 439, §4 (RP).]

D. A school administrative unit may award a high school diploma to a student who has met the standards set forth in a waiver request that was approved by the commissioner pursuant to section 4502, subsection 8. [2011, c. 669, §7 (NEW).]

The Maine DOE engaged a group of school administrative units last spring who were approaching the ability to provide proficiency-based diplomas within the next few years for a daylong peer review process. This led to significant discussions regarding comparability of expectations across the state. The department intends to continue these peer interactions in order to support the school administrative units in fine-tuning their proficiency-based expectations as they move closer to the statutory implementation dates.

Maine has had early college and dual enrollment between CTE and community colleges for a significant period of time, recognizing that students benefit from integrated learning opportunities. Maine has also had early college and dual enrollment of high school students with community colleges and institutions of higher education.

The Department will encourage the school administrative units (SAUs) to provide joint professional development with other SAUs whose staff have like areas of concentration. This will increase the mentoring and support across districts and communities of practice while braiding and blending the fiscal supports, providing efficiencies of scale.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*
- i. *Incidents of bullying and harassment;*
 - ii. *The overuse of discipline practices that remove students from the classroom; and*
 - iii. *The use of aversive behavioral interventions that compromise student health and safety?*

Yes. If yes, provide a description below.

No.

Technical Assistance, Training

The Maine DOE will continue its current strategies for supporting LEAs in their efforts to improve school conditions for student learning. This work may include regionalized and local training as well as providing ongoing technical assistance to LEAs. Such supports will be determined based upon a combination of (1) requests of LEAs, (2) needs of LEAs evidenced through the monitoring of LEA activities, and (3) the state's capacity. Additionally, the Maine DOE shall work to coordinate state activities within this content area with other projects and initiatives already underway. The intent of the Maine DOE, consistent with Section 4103(c), is to not duplicate, but expand upon and enhance the quality work already underway within our state. (*Comprehensive School and Community Support; Coordinated and Effective State Support*).

Monitoring

A portion of Maine's state activities funds under this new program shall be used to support the inclusion of Title IV, Part A into the state's consolidated ESEA program monitoring process. Specifically, these funds shall be used to support the costs associated with having staff monitor LEA activities funded through Title IV, Part A to ensure LEAs are meeting the necessary expectations and requirements set forth in both state and federal law.

- D.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

Yes. If yes, provide a description below.

No.

Technical Assistance & Training

The Maine DOE will continue its current strategies for supporting LEAs in their efforts effectively use technology to improve academic achievement and digital literacy for all students. This work may include regionalized and local training as well as providing ongoing technical assistance to LEAs. Such supports will be determined based upon a combination of (1) requests of LEAs, (2) needs of LEAs evidenced through the monitoring of LEA activities, and (3) the state's capacity. Additionally, the Maine DOE shall work to coordinate state activities within this content area with other projects and initiatives already underway. The intent of the Maine DOE, consistent with Section 4103(c), is to not duplicate, but expand upon and enhance the quality work already underway within our state.

(Great Teachers and Leaders; Coordinated and Effective State Support).

MoMENTum K–3 Literacy Pilot

The Maine DOE recently launched the MoMENTum K-3 Literacy Pilot, which is a project designed to support teachers and students in high-poverty schools with low-literacy achievement. This pilot project provides ongoing literacy-related professional learning, including in-class coaching, to K–3 teachers in nine Maine schools (one per superintendent region). In addition, the pilot provides one-to-one iPad technology for students and professional learning, delivered by trained literacy and technology integration specialists, to strengthen literacy instruction. Pending preliminary results of the effectiveness of the pilot, the Maine DOE may elect to utilize Title IV, Part A state activities funds to help scale this project to better support the English language and digital literacy of students.

(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Coordinated and Effective State Support).

Early Numeracy Pilot

The Maine DOE is in the early stages of launching a new Early Numeracy Pilot, which has been designed to provide high-quality professional learning in math instruction for teachers. The pilot will target K-4 students and teachers in two Maine counties, with high levels of poverty and low levels of math achievement. The technology integration for this pilot has not yet been finalized. However, should there be a technology integration component and positive findings following the pilot, the Maine DOE may elect to utilize Title IV, Part A funds to help scale this project to support a greater number of teachers and students across the state.

(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement; Coordinated and Effective State Support).

Monitoring

A portion of Maine's state activities funds under this new program shall be used to support the inclusion of Title IV; Part A into the state's consolidated ESEA program monitoring process. Specifically, these funds shall be used to support the costs associated with having staff monitor LEA activities funded through Title IV, Part A to ensure LEAs are meeting the necessary expectations and requirements set forth in both state and federal law.

- E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

Yes. If yes, provide a description below.

No.

Technical Assistance & Training

The Maine DOE will continue its current strategies for supporting LEAs in their efforts to engage parents, families, and communities in ways that support students both during and beyond the school day. This work may include regionalized and local training as well as providing ongoing technical assistance to LEAs. Such supports will be determined based upon a combination of (1) requests of LEAs, (2) needs of LEAs evidenced through the monitoring of LEA activities, and (3) the state's capacity. Additionally, the Maine DOE shall work to coordinate state activities within this content area with other projects and initiatives already underway. The intent of the Maine DOE, consistent with Section 4103(c), is to not duplicate, but expand upon and enhance the quality work already underway within our state.

(Great Teachers and Leaders; Comprehensive School and Community Support; Coordinated and Effective State Support).

Monitoring

A portion of Maine's state activities funds under this new program shall be used to support the inclusion of Title IV, Part A into the state's consolidated ESEA program monitoring process. Specifically, these funds shall be used to support the costs associated with having staff monitor LEA activities funded through Title IV, Part A to ensure LEAs are meeting the necessary expectations and requirements set forth in both state and federal law.

Awarding Sub grants;

The Maine DOE shall award funds to Local Education Agencies (LEAs) by way of formula, in compliance with Section 4105, and as part of an online Consolidated ESEA Program Application. Awarding funds in this manner will allow for a more streamlined approach to LEAs utilizing ESEA program funding, based upon a comprehensive assessment of the needs of students, families, and staff. This approach bridges multiple ESEA programs and allows for the braiding of funds and resources toward shared goals and positive student, school, and community outcomes.

On an annual basis, the Maine DOE shall determine an appropriate allocation for each eligible LEA, based upon the percentage of funding each LEA received under subpart 2 of part A of Title I in the preceding fiscal year. Allocations shall also take into account the need to ratably reduce award amounts, as outlined in Section 4105(b). This will be particularly evident for as long as Maine receives an insufficient allocation to award each eligible LEA within the state with the minimum \$10,000 award, as described in Section 4105(a)(2).

(Revised Template, Section F.2)

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Each SAU designates the program type and poverty measure within its Comprehensive Education Plan and for each school it expects to serve with Title I funds. If an SAU requests to serve a school with less than 40% poverty with a schoolwide model, the SAU will be required to submit a written request within the Maine Title I Schoolwide application to waive the 40% threshold. The SAU will be expected include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest achieving students.

The criteria for approval include (1) the description of how the decision for a schoolwide program was made, including data from the school's Comprehensive Needs Assessment, and (2) a description how the choice of a schoolwide program will meet the needs of all students, including the lowest achieving students.

B. Title I, Part C: Education of Migratory Children.

- i. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

Identification and Recruitment (ID&R) activities are conducted through the Identification Team and State Director in accordance with the state ID&R Plan to identify all migrant, seasonal, and temporary work in the state. Seasonal work activities that have been identified in the past and will continue to be actively monitored and recruited are picking blueberries (Maine's largest seasonal crop, bringing the most migrant workers to the state), broccoli, and apples and tree tipping. Temporary work that has been identified in the past and will continue to be actively monitored and recruited includes seafood (fish, sea urchins, lobster) processing. ID&R will take place through coordinated efforts and outreach with employers, landowners, leaseholders, community organizations, community leaders, and schools during the calendar year. Research will also be conducted for key industries that have not had qualifying activities and/or eligible migrant families in the past to ensure a comprehensive and thorough review.

Recruitment is conducted by means of in-field research and identification at business sites, community organizations, and school sites. Recruiters work year-round to ensure that children from birth to two years, pre-kindergarteners, and out-of-school youth are identified.

To verify the accuracy of the number of students in the state, the Maine DOE verifies the enrollment count of students around the state. The SEA has a formal comprehensive quality control process, beyond the recruiter's determination, for reviewing and ensuring

the accuracy of written eligibility information: Once a recruiter has determined eligibility and entered the information, it would be assigned a pending status; the ID&R coordinator reviews the record; and, lastly, the director or approval authority reviews the Certificate of Eligibility (COE) for verification. The data become visible once this approval takes place. Only at that point are the data populated into the system of record, Migrant Information System (MIS) 2000. Any cases with questions, inconsistencies, or missing data would be returned to the previous reviewer for additional clarifications. The system would alert reviewers and the recruiter that the COE has been rejected. If the reviewers lack sufficient information to clarify questions or inconsistencies, the COE will be returned to the original recruiter, who may have to interview the family again.

- ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.*

Differentiated plans and activities to meet individual student needs will be designed through a needs assessment process that includes a school needs assessment (where appropriate), home needs assessment, and subsequent service plan. Students will also be evaluated for Priority for Service (PFS) status in accordance with state protocol. PFS students receive distinct service attention in order to immediately address discontinuity due to educational disruption and the failing or at-risk-of-failing status. All service plans will be unique to each student by considering a number of factors such as age, length of stay in Maine, anticipated mobility, academic needs, support service needs, and goals.

- iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.*

The service plan process includes connecting students with existing school and community resources that may benefit them and contribute to goals. Staff will regularly monitor progress and adjust plans accordingly. The following are examples of general service types.

- Birth to two years old: Early oral language and pre-literacy skill building through family literacy model instruction, i.e., reading to children, phonemic awareness games and activities, will be the focus. Tutors will engage children in developmentally appropriate activities that extend language and literacy learning; model for parents and caregivers; and then provide extended activities to be used in the home. Tutors will guide and engage parents and caregivers by providing information on developmental benchmarks, instructional strategies, and activities and materials.
- Preschool: Kindergarten readiness will be the focus for preschool-age children, with priority on language, literacy, math, and social-emotional development. Well-rounded, interdisciplinary supplemental instruction will incorporate approaches to

learning, cognitive and executive function skills, and fine and gross motor skills. Most preschool services will be delivered in the home by Migrant Education Program (MEP) staff.

- **In School Children/Youth:** School-age children and youth will receive instructional and support services designed to enhance their school success. Those services may include homework help, specially designed supplemental instruction in specific courses, tutor-designed lessons for specific concept and skill building, high school student transcript reviews and graduation planning, credit recovery course support, and access to educational resources and experiences, i.e., technology, museums, libraries, etc.. Summer services will also be provided to prevent summer learning loss; aid language and literacy development; enhance hands-on, project-based learning; and support leadership development. Educationally sound field trips and experiences will also be provided when appropriate. Services for in-school children and youth may be delivered at home, at community locations, or before or after school.
 - **Out of School Children/Youth (OSY):** OSY services will be divided into two service categories based on their needs and goals: here-to-work and recovery youth. Here-to-work OSY students will receive instruction designed to build their capacity to advocate successfully for themselves and to participate fully and meaningfully in work and community events. Topics may include English language and literacy development, health and welfare, and special topics identified by the youth (budgeting, parenting, etc.). Recovery OSY students will receive support with the following academic areas as needed: transcript reviews, credit recovery, grade and course placement, course tutoring, and/or referrals to agencies providing the High School Equivalency Test (HiSET) or other high school equivalency degree such as New England High school Equivalency Program (HEP). In order to meet the challenges presented by work schedules, OSY services will be delivered in a variety of ways, such as weekly face-to-face lessons, workshops, synchronous and asynchronous virtual learning platforms, specially designed outreach sessions, and educationally sound field trips.
- iv. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

The Maine MEP fully implements the MSIX initiatives and MSIX program to ensure students' educational disruptions are lessened across state lines. When migrant students leave Maine, MSIX notifications are used to alert the receiving MEP of a student's arrival and enabling services in that MEP to start promptly.

- v. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

Maine's most recent comprehensive needs assessment called for our unique population to achieve standards at similar levels as their peers. Maine's MEP students are consistently scoring low on state math and reading exams. The Comprehensive Needs Assessment (CAN) to assist this disadvantaged population discusses the need for individual school needs assessments to gauge the students' needs and tutoring year-round.

- vi. *Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.*

The unique needs of migrant students are determined within each state through a data-driven CNA and Service Delivery Plan (SDP) process. Maine is scheduled for a new cycle of CNA and SDP development which is scheduled to be completed in 2017 to continue making decisions based on our program's data, key stakeholders, and Parent Advisory Councils (PAC).

- vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

The Maine MEP will conduct regional PACs and a State PAC in order to make sure that parents take part in the planning and operation of programs at both the State and local operating levels.

- viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*
 1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
 2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

The Maine DOE has a Priority for Service (PFS) Recommendation document where MEP staff sends recommendations to the department for students who should receive supplemental funds. The criterion used in Maine and the overall document is included in the exhibit below.

How do the priorities relate to the needs assessment?

Priority for Service (PFS) students are mandated to receive migrant-funded services before other MEP eligible students. In response to this question, the Maine MEP attached our PFS checklist form that ensures each student is verified for PFS status. Serving PFS students before non-PFS students is part of every Migrant Education Program's mandate nationwide. This priority is part of the needs assessment in the form of the PFS checklist.

1. *Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:*

- i. *The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;*
- ii. *Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;*
- iii. *The integration of services available under Title I, Part C with services provided by those other programs; and*
- iv. *Measurable program objectives and outcomes. Revised Template*

The unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school will be addressed through a needs assessment process that includes a school needs assessment (where appropriate), home needs assessment, and subsequent service plan designed to meet the individual needs. Students will also be evaluated for PFS status in accordance with state protocol. PFS students receive distinct service attention in order to immediately address discontinuity due to educational disruption and the failing/at risk of failing status. All service plans will be unique to each student by considering a number of factors such as: age, length of stay in Maine, anticipated mobility, academic needs, support service needs, and goals.

The service plan process includes connecting students with existing school and community resources that may benefit them and contribute to goals. Title IC Migrant services are supplemental to Title III, Part A services and Maine Migrant Education Program (MEP) staff ensure that migrant services do not supplant other services available in school such as services for English Learners and Title III funded support. Staff will regularly monitor progress and adjust plans accordingly. The following are examples of general service types: Birth-2 years old: Early oral language and pre-literacy skill-building through family literacy model instruction (i.e. reading to children, phonemic awareness games/activities). Tutors will engage kids in developmentally appropriate activities that extend language and literacy learning; model for parents/caretakers; and then provide extended activities to be used in the home. Tutors will guide and engage parents/caregivers by providing information on developmental benchmarks, instructional strategies and activities and materials.

Preschool: Kindergarten readiness will be the focus for preschool age children with priority on language, literacy, math, and socioemotional development. Well-rounded, interdisciplinary supplemental instruction will incorporate: approaches to learning, cognitive and executive function skills, and fine/gross motor skills. Most preschool services will be delivered in the home by MEP staff.

In School Children/Youth: School-age children/youth will receive instructional and support services designed to enhance their school success. Those services may include: homework help; specially designed supplemental instruction in specific courses; tutor designed lessons for specific concept and skill building; high school student transcript reviews and graduation planning; credit recovery course support; and access to educational resources and experiences (i.e. technology, museums, libraries, etc.). Summer services will also be provided to prevent summer learning loss; aid language and literacy development; enhance hands-on, project based learning; and support leadership development. Educationally-sound field trips and experiences will also be provided when appropriate. Services for in-school children/youth may be delivered at home, at community locations, or before/after school.

Out of School Children/Youth: OSY will be divided into two service categories based on their needs and goals: here-to-work and recovery youth. Here-to-work OSY will receive instruction designed to build their capacity to successfully advocate for themselves and to fully and meaningfully participate in work and community events. Topics may include: English language and literacy development; health and welfare; and special topics identified by the youth (budgeting, parenting, etc.). Recovery OSY will receive support with the following academic areas as needed: transcript reviews, credit recovery, grade/course placement, course tutoring, and/or referrals to agencies providing HiSET or other high school equivalency degree such as New England HEP. In order to meet the challenges presented by work schedules, OSY services will be delivered in a variety of ways such as weekly face-to-face lessons, workshops, synchronous and asynchronous virtual learning platforms, specially designed outreach sessions, and educationally sound field trips

The unique needs of migrant students are determined within each state through a data-driven CNA and SDP Process. Maine is due for a new cycle of CNA and SDP development and is scheduled to complete these documents in 2017 to continue making decisions based on our program's data, key stakeholders, and Parent Advisory Councils.

Along with the description of services and collaboration that the Maine Migrant Education Program is involved in, the Maine MEP follows aims to meet certain metrics as part of its Service Delivery Plan including:

- Percentage of Eligible Migrant Students participating in summer services needs to be 75%
- 55% of Migrant students need to meet or exceed standards (Levels 3&4) on State reading test
- 50% of Migrant Students should meet or exceed standards (Levels 3&4) on the mathematics test-NECAP, grades 3-8.
- Percentage of Migrant students graduating from High School needs to be 80%
- Percentage of OSY receiving services needs to be 50%
- Percentage of Migrant families reporting increased parent engagement in supporting the home/school connection needs to be 50%
- 50% of preschool children ages 3-5 need to participate in supplemental services.

These Service Delivery Plan metrics were created from a full evaluation cycle including a MEP Comprehensive Needs Assessment and input from Maine's Parent Advisory Council and local stakeholders. The metrics are evaluated on an annual basis with a thorough data analysis of service provision, identification, recruitment, joint planning activities with statewide agencies and school districts and family feedback including feedback on the needs of preschool and out of school youth population. The needs of preschool migratory children and migratory children who have dropped out of school is also included in the 2017 Comprehensive Needs Assessment and Service Delivery Plan evaluation cycle.

Joint Planning

The Maine Migrant Education Program conducts joint planning with local, State, and Federal education programs on a year round basis to conduct more efficient ID&R and in turn, provide greater services. Examples of joint planning include:

- Membership on the Farmworker Resource Council (a consortium of statewide agencies dedicated to providing services to Maine's farmworkers). The agencies

include the Maine Mobile Health Program, WIC, Maine Department of Labor, National Farmworkers Jobs Program, New England High School Equivalency Program, Immigrant Legal Advocacy Project (ILAP), Pine Tree Legal, and Mano en Mano

- Collaboration with the Maine Department of Labor and National Farmworkers Jobs Program for updated information on H-2A and H-2B Visa housing locations and any agricultural changes
- Seasonal meetings with the University of Maine Cooperative Extension
- Monthly ESSA Team meetings at the Maine Department of Education to review Title III, Part A plans and coordinate supplemental migrant services

2. *Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.*

The Maine MEP fully implements the Migrant Student Information Exchange (MSIX) initiative and MSIX program to ensure students' educational disruption are lessened across state lines. When migrant students leave Maine, MSIX notifications are used to alert the receiving MEP of a student's arrival and enabling services in that MEP to start promptly. As part of the MSIX initiative's Minimum Data Elements, the Maine MEP uploads health records as well to the national platform such as the Medical Alert indicator.

Maine's Migrant student database MIS 2000 has a direct connection to the national MSIX portal. Within 48 hours of academic and health information being entered into Maine's local database, it syncs with MSIX and can be accessible anywhere in the nation for other MEPs to effectively address the instructional, support, and health needs of the student.

The Maine Migrant Education operates at the state-level with contracts to non-profit service providers and ID&R staff to ensure that the small program is efficiently and effectively meeting the needs of our migratory population when they move outside of Maine or across school district lines within the state. The statewide model ensures that regional coordinators cover multiple school districts in their area and they communicate student moves to other schools as part of their responsibilities.

Exhibit 22. Maine MEP Priority for Services Recommendations



Maine Migrant Education Program - Priority for Services: Eligibility Checklist Regular School Year, 2016-2017

Priority for Services: Eligibility Checklist

The federal definition of Priority for Service (PFS) for all migrant education programs is: ESEA/NCLB Sect. 1304(d). PRIORITY FOR SERVICES- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

The Priority for Services: Eligibility Checklist aims to help Maine MEP staff recommend migrant students for PFS designation. A student with a PFS tag should receive migrant services before non-PFS students. A student with a PFS designation is considered PFS until s/he becomes proficient in the struggling subject.

Student Information

Student Name		MIS2000#		Address	
School		Grade		Tutor	

Part One: Educational Interruption

Check one (required)	Qualifying Interruptions: moves during the regular school year (August 15 – June 15) within the past 12 months	Date of Move
	Approved COE with Qualifying Arrival Date (QAD) during RSY	
	Non-qualifying move during the regular school year as a result of the migrant lifestyle (e.g. returning home after a harvest)	

Part Two: Risk Factors for Failing or At-risk of Failing State's Academic Content

Check all that apply (two or more required)	Risk Factors—Assessments/grades must be from previous 12 months	Explanation/Grades
	English Language Learner Status (ELL) as determined by the ACCESS test score	
	Failed to score proficient or above/meet state standards on ME Educational Assessment (MEA)	
	Failed to score proficient or above/meet state standards on ME High School Assessment (MHSA)	
	Failed to score proficient or above/meet state standards on SAT (used for all Maine 11 th graders in 13-14 school year)	
	Failed to score proficient or above on State Assessments outside of ME	
	Qualifies for Special Education Services. Date of IEP _____	
	Receipt of a D or F in a math, language arts, sciences, or social studies course at middle school or high school levels	
	Receipt of below average grades at elementary school level	
	Eligible or enrolled in preschool with a documented or suspected developmental delay	
	Multiple moves during the same school year	
	Is behind in accruing credits toward graduation requirements	

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Background: Consider adding a section to describe Maine's Title I, Part D (Part D) program and the number and type of students it serves to give context for the information below. You can use available data (e.g., [CSPR data](#), quantitative and qualitative evaluation data on the effectiveness of previous Part D efforts, [monitoring findings](#)) and describe priorities for the SEA before delving into specific goals and objectives.

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Project Impact provides services to support the transition of students from correctional facilities to local school districts to ensure a planned and smooth transition. In addition, Project Impact also facilitates the transition of the students' local school district academic program to the detained academic program at the facility. This enables students to continue their local academic programming until they are released or committed to the facility. Partnerships and coordination with adult education programs and postsecondary institutions are supported and encouraged through regional meetings, staff development opportunities, and phone consultation. The Maine DOE will work closely with correctional school-level staff through regular meetings to ensure appropriate options for transition services.

- ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

Goals:

1. Improve educational services for children and youth in local and state institutions for students identified as neglected or delinquent to ensure the Maine Learning Results are achieved;
2. Provide children and youth in local and state institutions for neglected or delinquent children and youth with services to make a successful transition from institutionalization to further schooling or employment;
3. Prevent at-risk youth from dropping out of school and provide dropouts, and those children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Objectives:

- 1.1. Decrease the dropout rate by 10% for male and female children and youth in local and state institutions for neglected or delinquent children and youth over a three-year period;
- 2.1. Increase by 5% the number of children and youth obtaining a secondary school diploma or its equivalent after being released from a neglected or delinquent facility or institution over a three-year period;
- 2.2. Increase by 5% the number of children and youth returning to school after being released from a neglected or delinquent facility or institution over a three-year period;
- 2.3. Increase by 5% the number of children and youth obtaining employment after such children and youth are released from a neglected or delinquent facility or institution over a three-year period;
- 3.1. Increase by 10% the number of children and youth reaching "Meets the Standard" as determined by the Maine Educational Assessment (MEA) over a three year period.

Performance Measures:

- 1.1.1 Aligning the curriculum to the Maine Learning Results and integrating proficiency-based projects to assist in the students' readiness to transition to local schools, postsecondary education, or employment;
- 2.1.1 Providing equitable materials and technology so comparable services are offered;
- 2.1.2 Forming partnerships with adult education programs to provide services tailored to the needs of youth coming from these facilities;
- 3.1.1 Providing additional guidance or social work programs to address the unique needs of students in these institutions and reintegration into other local programs, school, or work.

Provisions and Assurances: *Describe the SEA's plan for: (1) sub grantee monitoring (for both Subparts), (2) plan for program evaluation, and (3) any other relevant information here under the category of "provisions and assurances". Per Section F-1 of the Title I, Part D nonregulatory guidance, state plans must "provide assurances that the agency will both monitor and evaluate sub grantees" (http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa_plan). You can describe your monitoring cycle, the tools you use for sub grantee monitoring, and your upcoming monitoring schedule, as well as describe the cycle, tools, and schedule used for local program evaluation.*

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*
 1. *Include a score of proficient on the State's annual English language proficiency assessment;*
 2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
 3. *Not include performance on an academic content assessment.*

Since 2004, the Maine DOE has required that every SAU have a Lau Plan that states that Maine's Home Language Survey (HLS) is administered to every newly enrolled student. The HLS information is reviewed by the SAU and investigated, if needed, for clarification. When a language other than English is indicated on the HLS, the WIDA ACCESS Placement Test (W-APT) is administered. Maine defines English language proficiency as attaining a Composite Score of Level 6 on the ACCESS for ELs. Therefore, to align identification with Maine's exit criteria, to identify a student as an English learner (EL), Maine uses a WIDA Level on the W-APT of less than Composite Level 6. Maine has used the W-APT since 2004, which is aligned with the WIDA English language development standards and the WIDA ACCESS for ELs English language proficiency assessment. Maine will begin using the new WIDA online screener for school year 2017–18, which was recently developed to be better aligned with the new ACCESS for ELLs 2.0.

Maine has never required academic performance as an exit criterion and monitors SAUs annually to ensure that only English language proficiency is used to exit a student from EL status.

Maine's policies and procedures to identify and exit ELs are annually disseminated to LEAs, have been posted on the Maine DOE webpage since 2006, and have been written as Maine DOE policy through Administrative [Letter #56](#) :Legal Requirements to Provide English as a Second Language Services to English Learners.

The HLS has been disseminated and available online since 2006.

ELs are identified through the [Home Language Survey](#) and administration of the WIDA ACCESS Placement Test (W-APT) or MODEL.

Standardized entrance and exit procedures are available at:

[Serving Maine's English Learners](#)
<http://www.maine.gov/doe/el/index.html>

Monitoring of Title III.

The Maine DOE undertakes a consolidated monitoring process for all federal programs. This consolidated monitoring will involve all of the titles under ESSA. The Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports. Increased access to data will provide impetus for change on both the Maine DOE and SAU levels. The DirigoStar electronic, dynamic platform will allow the consolidated application, report card data, and improvement plans for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes.

A regional support network of twelve coaches and mentors who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The mentors and coaches will provide tiered, differentiated supports on the basis of the individual needs of the schools. The superintendents in their nine cluster regions routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes.

The SEA provides assistance to eligible entities through several means. An ESOL Consultant is responsible for collecting stakeholder data, conducting research, and analyzing data regarding EL policies and SEA supports to be provided. The English Learner Advisory Council brings expertise and feedback from the field to the SEA to guide the creation of resources to help ELs meet Maine's challenging academic standards. A variety of resources will be developed, such as videos for newcomer student orientation and home language survey administration, a guide to serving ELs, and monthly digests highlighting recent news and research regarding ELs. To support family engagement for families of ELs, the SEA has partnered with TransACT to provide ESSA parent notifications in Maine's top ten languages. The SEA provides professional development for ESOL teachers, such as summer retreats and webinars. The ESOL Consultant collaborates with other departments within the SEA to ensure that the needs of

ELs are integrated into professional development for content area teachers. An ongoing review of data will guide the SEA in creation of additional supports.
(Revised Template, Section E.3.i-ii)

E. Title IV, Part B: 21st Century Community Learning Centers.

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The Maine DOE intends to use its Title IV, Part B: 21st Century Community Learning Center (21st CCLC) federal program funds under ESSA to support Maine's disadvantaged student populations and eliminate barriers to success in school and in life. All funds will be used consistent with the final requirements of ESSA and the department's strategic plan. Specifically, funding under the 21st CCLC program will help support the Maine DOE's priority areas of (1) *Multiple Pathways for Learner Achievement* and (2) *Comprehensive School and Community Supports*, both of which align with providing a well-rounded and supportive education for students in Maine

The 21st CCLC program provides many schools and communities within in the state with an alternative learning environment for students beyond that of their traditional school day. These additional resources truly allow for *Multiple Pathways for Learner Achievement*, as students are often able to gain school-day credit for the learning that takes place in the these extended-learning environments.

In addition, the Maine DOE intends to use these funds to ensure that 21st CCLC programs provide supplemental support services, especially for low-performing and at-risk student populations, so that underserved groups of students are able to meet challenging state academic standards. In addition to the 21st CCLC program's academic focus, there is an equal emphasis on coordinated and *Comprehensive School and Community Supports*.

The Maine DOE intends to use funds to ensure that each 21st CCLC program within the state also supports the nonacademic needs of students, thus employing a whole child approach. There are many factors outside of school that may impact a student's ability to learn and grow. It will be a primary focus of Maine's 21st CCLC programs to ensure that these nonacademic barriers to success are addressed.

Section 4202(c) of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, outlines requirements related to the reservation of funds for subgrants and administration. To address these expectations, The Maine DOE anticipates hosting 21st CCLC grant competition annually, as funding allows and will use available administrative funds to provide staffing needed for effective grant administration, including state-level activities that support the ongoing monitoring of and technical assistance provided to subgrantees, and for conducting a periodic statewide evaluation of the program.

Each application for 21st CCLC program funding in Maine must be submitted by an eligible entity, as defined in Section 4201(c) (3). Applicants must present a sound proposal on the needs of students and families within their community, how those needs will be met in a comprehensive way through 21st CCLC programming, and what

the outcomes of providing such a program will be on student academic and non-academic indicators.

In accordance with U.S. DOE's 21 Annual Performance Report (APR) Data Collection System, the Maine DOE has worked with a vendor to develop a state-specific data-collection tool that allows the state to collect the required Government Performance and Results Act (GPRA) measures from each grant recipient. This allows the state to collect additional information, such as local assessment data for use in the state's periodic evaluation of the program as required under Section 4205(b)(2).

- ii. *Describe the SEA's processes, procedures, and priorities used to award sub grants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

Maine DOE will have two separate yet equally important processes for awarding sub grants under the 21st CCLC program.

The first of these processes deals with the **award renewal process** for sub grantees who currently receive funding to implement programs (Exhibit 22). In these scenarios, the department reviews both grantee performance data and compliance with state and federal laws in the preceding year of implementation. The results of this review will determine whether a subsequent award for a second, third, fourth, or fifth year of funding is appropriate, as applicable, up to the end date of that particular award's renewal periods. This process is outlined at a high level in the diagram below and described in greater detail in the following three paragraphs.

On an annual basis, the Maine DOE renews previously issued grant awards, as appropriate, through a 3-step process. Every recipient of 21st CCLC program funds within the State undergoes an annual State-level performance evaluation and overall review of compliance with state and federal law. This review informs an annual risk assessment for all recipients of 21st CCLC program funds.

Maine's process for actually issuing grant awards under the 21st CCLC program is uniform and is not significantly impacted by whether or not the state is issuing an initial or renewal award. Due to the competitive nature of the 21st CCLC program, the Maine DOE uses a two-step process for issuing grant awards. The first step is the development of a formal contract between each successful applicant and the State of Maine, which outlines key information, including, but not limited to: financial data, important dates, required assurances, and performance goals for each awarded agency.

The second step deals primarily with the initial application and **process** of issuing initial awards for (1) new programs, (2) expanded programs, and/or (3) the continuation of programs that have reached the end of their prior award's renewal periods. Inclusive of this second process are phases of application development, application review, award decisions, the appeal process, and finally the issuing of awards. This process is outlined at a high level in Exhibit 23.

Exhibit 23. Renewing Grant Awards

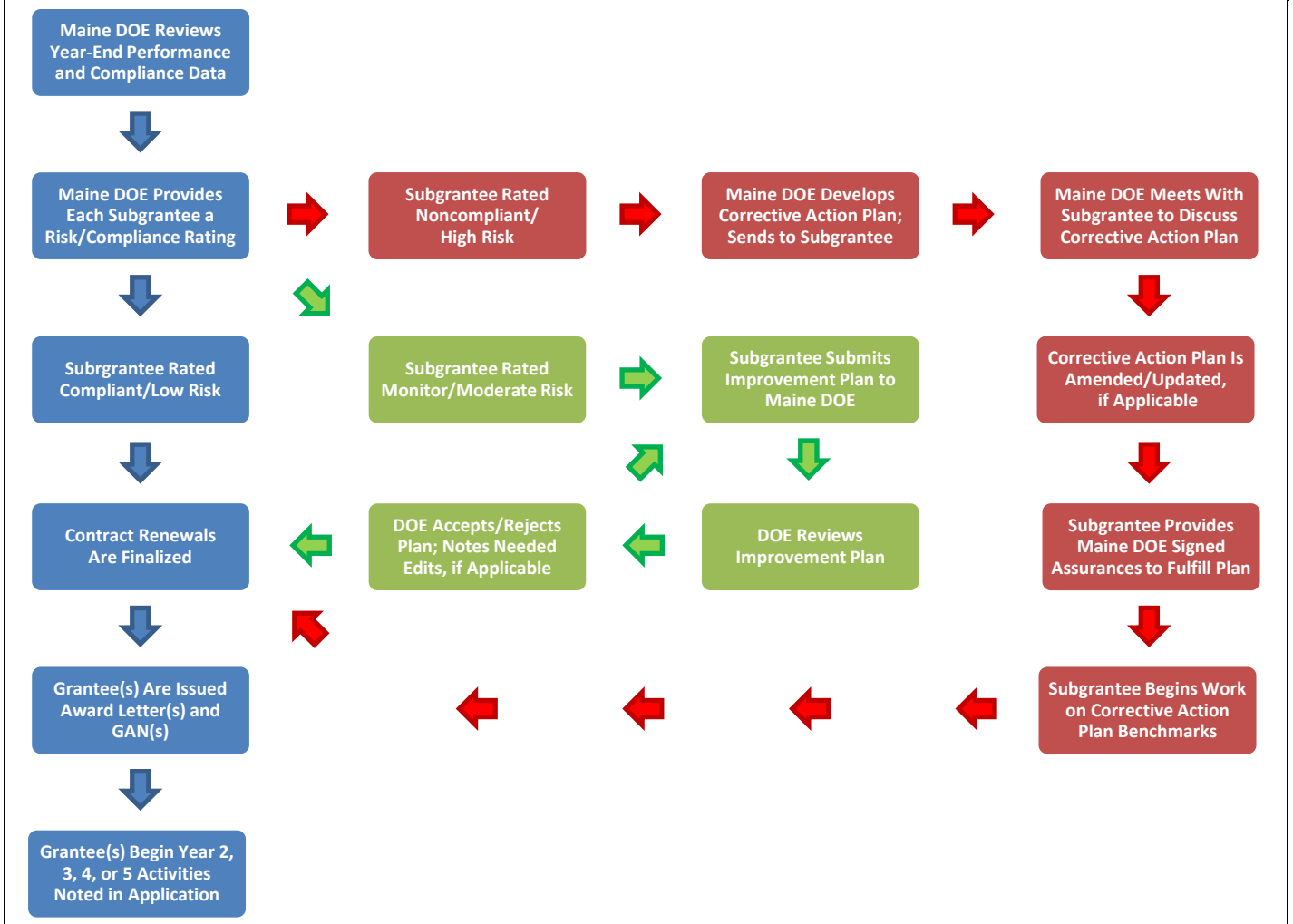
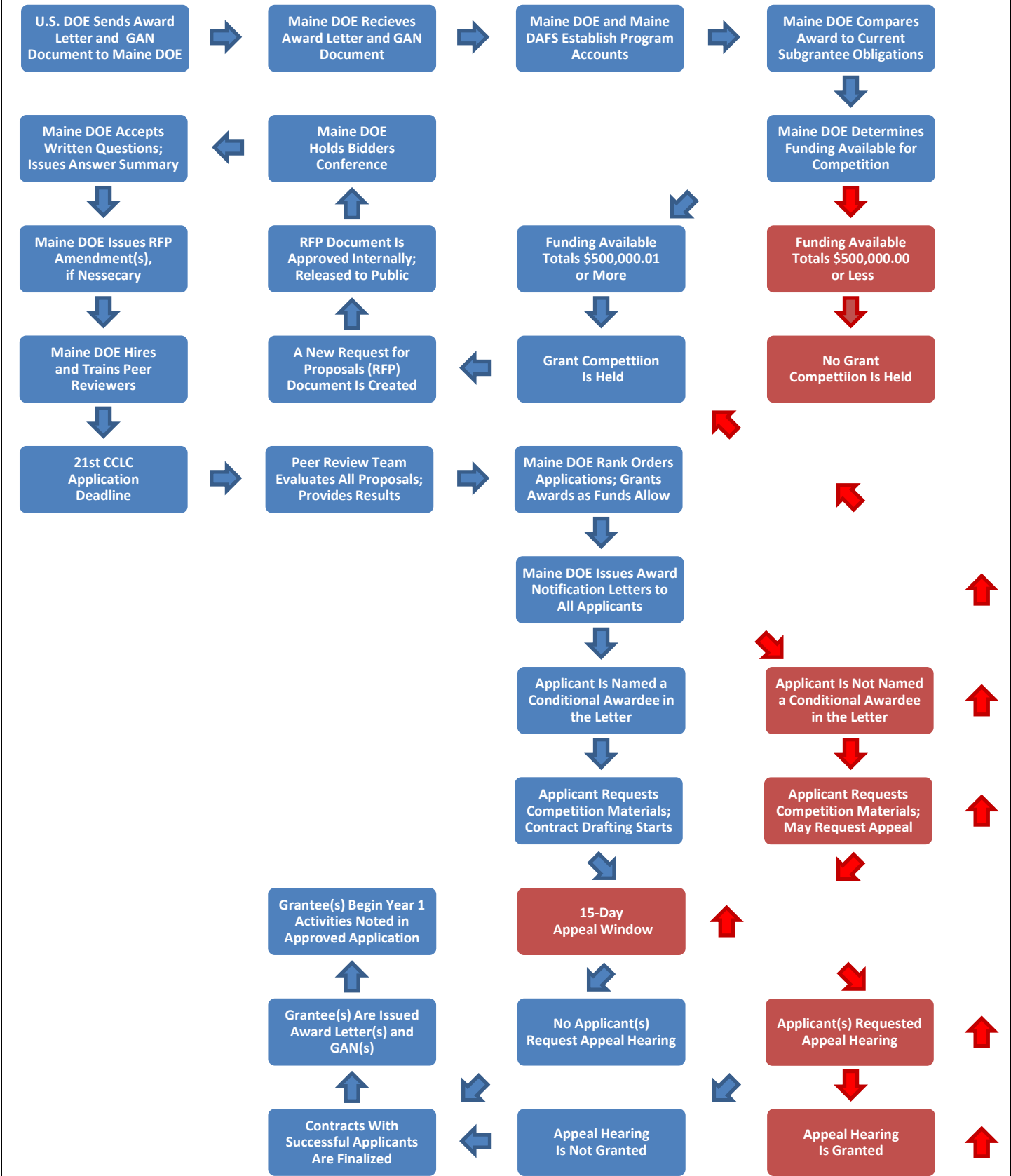
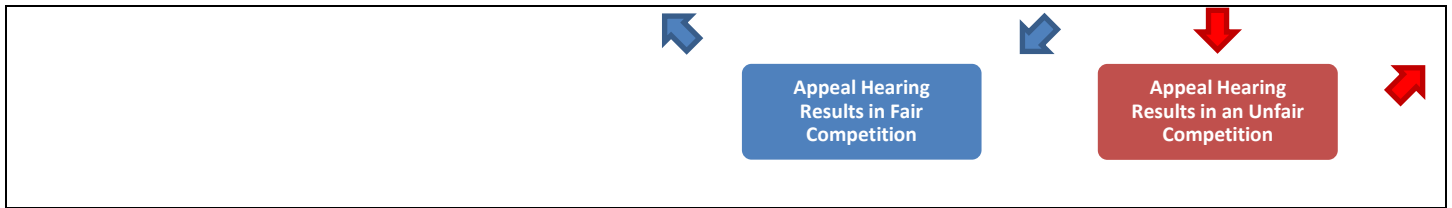


Exhibit 24. New Grant Awards





As stated previously, the process for actually awarding funds is uniform within the state, once the pre-award activities, such as developing the RFP and reviewing applications, have been completed. The state shall implement a rigorous peer review process, as outlined in Section 4201(c) (5). In the event that an appeal hearing is either not requested, or deemed unwarranted by the State of Maine Division of Purchases, the State Coordinator would move forward with issuing grant awards so that successful applicants might begin their work as sub grantees.

As part of the evaluation process for proposals submitted in response to a 21st CCLC RFP issued by the State of Maine, the Maine DOE will use certain criteria to prioritize applications for funding. This will be accomplished by awarding competitive priority points to applicants based upon the following considerations which may include poverty level and ESEA school accountability status.

Additionally, and in compliance with Sections 4203(a)(3)(b) and 4204(i) of the ESSA, the Maine DOE will prioritize applicants based on the level of school and student needs, and also propose to target services to the families of students who attend the types of schools outlined above. The justification for selection of these priority criteria is that Maine wishes to ensure that its limited 21st CCLC program funds are made available to the most at-risk and in-need student populations and families across the state.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i. *Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Maine DOE intends to use its Title V, Part B, Subpart 2 federal program funds under ESSA to support Maine’s disadvantaged student populations and eliminate barriers to success in school and in life. All funds will be used consistent with the statute requirements of ESSA and the department’s strategic plan. The specific measurable program objectives and outcomes for each eligible and participating SAU related to the Title V, Part B program will be driven by each SAU’s comprehensive educational plan. These federal funds support districts in their efforts to provide: professional development for their staff in order to stay current with best practices, technology used to supplement classroom instruction, parent involvement activities, supplemental math and literacy programming. SAU’s have demonstrated through their performance reports whether they had met their objectives and what the outcomes were for individual projects.

Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Title V Coordinator will provide assistance to the eligible SAUs as needed. Assistance will come in the following forms: webinars, regional meetings, phone calls, emails, and on-site visits, driven by the individual needs of the SAUs.

G. McKinney-Vento Act.

- i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the SAUs. The SEA supports identification and needs assessment by: (1) enrolling all local liaisons in the web-based McKinney-Vento liaison training and certification program developed by the Michigan Dept. of Education and monitoring liaison mastery of certification elements related to identification and eligibility; (2) including a detailed homeless student needs assessment section in the Maine DOE comprehensive needs assessment required of all SAUs and analyzing data from those documents to determine needs that require state-level attention; (3) having the SEA Coordinator participate on the technical assistance team for the comprehensive needs assessment to better assist SAUs in recognizing and addressing issues of identification and needs assessment (4) conducting regional meetings for local liaisons focused on the implementation of policies and regular processes for identification of homeless students and assessment of their needs; (5) providing model identification and needs assessment tools on the SEA website, along with links to National Center for Homeless Education resources; and (6) assuring that the SEA Coordinator is a regular participant on Maine's homeless Continuum of Care and State Homeless Advisory Council so that identification and needs assessment issues that emerge in non-school contexts are appropriately addressed. The State Coordinator provides consultative support to local liaisons, other school personnel, and families, and unaccompanied youth in any situations where eligibility and appropriately addressing needs are in question. The State Coordinator contacts the National Center for Homeless Education whenever an eligibility question requires additional consultation.

- ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

The Maine DOE Student Support team and McKinney-Vento program staff will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness, including runaway and other unaccompanied homeless youth.

The SEA's provision of a web-based, anytime/anywhere training and certification course for local liaisons will enable the State Coordinator to assure that local liaisons are aware of the specific needs of runaway and other unaccompanied homeless youth. This

program, which will be required of all Maine local liaisons, includes a specialized module and assessment on runaway and unaccompanied youth as well as a unit on human trafficking.

The State Coordinator will create an abridged training course, based on the certification course for local liaisons and including lessons on the needs of runaways, to assure that local liaisons have appropriate resources to train other school personnel in this area.

In addition to monitoring mastery of the runaway/unaccompanied youth module in the web-based training program, the State Coordinator reviews queries from local liaisons on a quarterly basis and will hold topical regional trainings on issues – including homelessness among runaway and other unaccompanied youth, if call volume or liaison requests indicate a need to do so.

Through regular participation on Maine’s Continuum of Care and Statewide Homelessness Advisory Board, the State Coordinator maintains monthly communication with non-school homeless youth service providers who regularly encounter runaway youth. These meetings allow the Coordinator to be aware of issues impacting runaways that might not be reported by school based liaisons, to respond to providers’ questions and concerns related to this subpopulation, and to provide training to shelter staff on McKinney-Vento requirements. Maine’s McKinney-Vento sub-grant program has geographically expanded to include partnerships with most teen shelters and drop in centers across the state. Grantee monitoring includes a thrice yearly review of outreach to and connection with runaway youth in these programs.

- iii. *Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

The SEA has initiated a revision of the Maine rules on the education of homeless children and youth, in large part to assure that the SEA can assure a prompt resolution to disputes over eligibility and best interest placement.

The proposed revision contains detailed guidelines for the development of local dispute resolution processes and commits the SEA to providing a model local dispute procedure on the Department’s website. The guidelines emphasize the requirement that SAUs respond promptly to disputed eligibility and best interest determinations, charges the local liaison with assisting families and unaccompanied youth through all aspects of the local and state dispute resolution procedures, and requires schools to immediately and continuously serve homeless youth and children in the school preferred by the family throughout the entire dispute resolution process.

The proposed revision also clarifies a straightforward, expeditious state dispute resolution process. If a homeless family completes the local dispute resolution process and remains dissatisfied with the outcome, the local liaison helps the family compile all documentation from the local process, along with a simple cover sheet, and forwards these materials to the State Coordinator. The State Coordinator may undertake additional information gathering but is required to issue a written response within ten days of receiving a request for State-level resolution. Disputants have 7 days from receipt of the Coordinator’s decision to inform the SEA that they wish to appeal that decision. The

Coordinator then provides the school district and the disputant the opportunity to include additional comment and conveys the final appeal dispute resolution packet to the Commissioner of Education. The Commissioner may choose to conduct a hearing and has 20 days from the time the appeal packet is received to issue a final decision.

A description of the state level process, along with forms required in that process, will be posted on the SEA website. Training in the process will be part of the regional liaison training process and will become part of the web-based training and certification program for local liaisons.

- iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

Maine's school attendance statute includes an explicit provision that youth who experience educational disruption due to homelessness cannot be subject to truancy proceedings. High schools are required to develop an education completion work plan for students experiencing educational disruption that creates a way to accrue full and partial coursework and outlines a pathway to graduation. The SEA website highlights this requirement, and the State Coordinator (who is also the department's attendance, truancy and dropout prevention consultant) will include training for local liaisons on the implementation of this statute. Information on this requirement will be posted on the homeless education web page.

The State Coordinator and McKinney-Vento sub-grantees work closely with the state's youth homeless shelters and drop in centers to assure that out-of-school youth who use these resources are connected to local liaisons and have access to all educational and support services to which they are entitled. Alternative learning environments, credit recovery opportunities, and adult education pathways are available across the state, and SEA training for local liaisons includes strategies for locating, re-engaging and minimizing barriers to re-enrollment.

- v. *Describe the SEA's procedures to ensure that homeless children and youths:*
 - 1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
 - 2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, an charter school programs, if such programs are available at the State and local levels.; and*
 - 3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

Maine does not have a universal public preschool program; however web-based and regional training provided to local liaisons by the SEA will emphasize the need to ensure that any homeless preschool aged child whose district of origin or residence does offer

public preschool is able to attend. The State Coordinator directs local liaisons to query families and their data systems when doing an eligibility determination for a school aged youth to see if there are preschool aged children in the household. Local liaisons are instructed that they are responsible for implementing all provisions of the McKinney-Vento Act for preschool aged children if a public program is administered and for connecting younger children with other community resources even if there is no public preschool.

All McKinney-Vento sub-grantees will be required to adopt an NCHE accountability indicator that addresses pre-school access.

The proposed revision to Maine's homeless education rule includes an expanded list of covered entities that will henceforth include the state's regional Child Development Service offices. CDS is the agency charged with providing early intervention services to preschool aged children with disabilities. The regional programs will appoint local homeless education liaisons who will participate in all trainings provided to school district liaisons and will abide by all provisions of the McKinney-Vento Act. This includes assuring that homeless preschool aged children in their programs are automatically able to participate in federal, state, and local nutrition programs and the removal of barriers to participation in academic and extracurricular activities.

All charter and magnet schools in Maine are designated as their own school administrative units and are therefore required to appoint local homeless education liaisons. This includes the state's two online charter schools. Charter and magnet school liaisons are required to participate in the same SEA training, mastery assessment, and certification program as other homeless liaisons, and this program includes a complete unit on charter, magnet, and online learning enrollment and strategies for success. The State Coordinator will conduct enrollment reviews for charter, magnet, career technical, and online learning, and advanced placement programs twice a year (when the state receives enrollment information from schools) to determine whether there are unusually low homeless student enrollments in these programs and initiate additional investigations and trainings if there are indications of enrollment barriers.

Charter schools and the state's sole magnet school are also explicitly named in the state's revised homeless education rule list of covered entities. The revised rule includes a section on access to comparable services that mandates full access for homeless students to all choice options and supplemental/enrichment programs. These include charter and magnet programs, career technical education, online learning, summer school, and advanced placement.

The SEA Coordinator's regional trainings for local liaisons include explicit directives to assure homeless students experience no barriers to participation in magnet, summer school, career and technical education, advanced placement, online learning, and charter programs, with a discussion of transportation provision so that these opportunities are fully accessible. The SEA Coordinator has established a mini-grant program for McKinney-Vento sub-grantees to support summer school programming and access if this is not a component of the initial grants.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The Maine DOE provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education statutes and ESSA requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records, and other documentation.

Policies to Remove Barriers: Demonstrate that the SEA and LEAs in the State have developed and shall review and revise policies to remove barriers to the identification and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Maine's attendance statute contains the explicit provision that educational disruptions due to homelessness are excused absences. The Maine DOE has conducted extensive training with SAUs to assure that students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status, unless an official withdrawal or record transfer request from the parent/guardian or receiving school district.

The Maine DOE Coordinator conducts regular trainings for SAU liaisons and other school personnel regarding the provisions of the McKinney-Vento Homeless Education Act, including provisions that address minimizing barriers to enrollment and retention related to outstanding fees, fines, or absences. The Maine DOE Coordinator reviews statutes and rules to ensure that they reflect changes in McKinney-Vento. *(Revised Template, Section I.6)*

7. Assistance from Counselors: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Maine DOE Coordinator provides regular trainings and technical assistance for SAU liaisons and other school personnel regarding the provisions of the McKinney-Vento Homeless Education Act, including the provision that homeless youth receive assistance to improve college readiness. The SEA Coordinator works closely with the State Student Services Coordinator and is disseminating this requirement through the SEA's Guidance Advisory Committee. *(Revised Template, Section I.7)*

This question from the revised template was not included in the plan we submitted and was highlighted as an area that needed to be addressed.

Strategies to address other problems: (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by –

- i. Requirements of immunization and other required health records;*

- ii. *Residency requirements*
- iii. *Lack of birth certificates, school records, or other documentation*
- iv. *Guardianship issues*
- v. *Uniform or dress code requirements*

The State McKinney Vento and Title I Coordinators will collaborate on annual regional training to instruct district personnel on the process for reserving Title I funds to assist schools in obtaining birth certificates and helping homeless families comply with dress code requirements. Local liaison trainings provided by the SEA will consistently emphasize the requirement that identified students be immediately enrolled in school, regardless of whether they can present immunization/health records, certification of residency or guardianship, or other records that are generally required as part of the enrollment process. The SEA will post information on the right of homeless students to immediate enrollment, regardless of the ability to provide documentation, on its website in language that is accessible to families and will provide homeless rights posters to all school districts. The SEA Coordinator will provide local liaisons with a training module on the enrollment of homeless children and youth geared to school level administrators and front office staff to assure that the requirement for barrier-free, immediate enrollment is well known to individuals who are likely to be involved in the enrollment process. The State Coordinator serves on a community advisory board for informal kinship guardians and is able to intervene in cases where lack of guardianship documentation stands in the way of a homeless student's enrollment.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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APPENDIX TABLE OF CONTENTS

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APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement - 2016-2030 EmPowerME and SAT Statewide Intermittent and Long Term Goals with 50% Reduction Model

Content Area	Subgroup	2016	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
ELA	All Students	50.59	49.41	24.7	50.59	55.51	60.43	65.35	70.27	75.20
ELA	Eco Disadv.	36.6	63.4	31.7	36.6	42.74	49.28	55.62	61.96	68.30
ELA	Child Disabilities	15.51	84.49	42.24	15.51	23.95	32.4	40.84	49.28	57.75
ELA	EL	15.86	84.14	42.07	15.86	24.27	32.68	40.09	49.50	57.93
ELA	African	27.26	72.74	36.37	27.26	34.53	41.80	49.07	56.34	63.63
ELA	American Ind.	34.42	65.58	32.79	34.42	40.65	46.88	53.11	59.34	65.58
ELA	Asian	59.6	40.4	20.2	59.6	63.64	67.68	71.72	75.76	79.80
ELA	Hawaiian	49.47	50.53	25.26	49.47	54.52	59.57	64.62	69.67	74.73
ELA	White	51.62	48.38	24.19	51.62	56.42	61.22	66.02	70.82	75.81
ELA	Hispanic	43.01	56.99	28.5	43.01	48.71	54.41	60.11	65.81	71.51
Math	All students	38.31	61.69	30.84	38.31	44.48	50.65	56.82	62.99	69.15
Math	Eco. Dis	24.26	75.74	37.87	24.26	31.83	39.4	46.97	54.54	62.13
Math	Child Disabilities	11.9	88.1	44.05	11.9	20.71	29.52	38.33	47.14	55.95
Math	EL	12.67	87.33	43.66	12.67	21.4	30.14	38.86	47.59	56.32
Math	African	16.63	83.37	41.68	16.63	24.98	33.32	41.66	50	58.31
Math	Am Ind.	23.11	76.86	38.45	23.11	30.8	38.49	46.18	53.87	61.56
Math	Asian	49.72	50.28	25.14	49.72	54.75	59.78	64.81	69.84	74.86
Math	Hawaiian	47.37	52.63	26.31	47.37	52.63	57.89	63.15	68.41	73.68
Math	White	39.33	60.69	30.34	39.33	45.40	51.47	57.54	63.61	69.67
Math	Hispanic	28.11	71.89	35.94	28.11	35.30	42.49	49.68	56.87	64.05

The interim performance measures are contained in Appendix A. The measurements of interim progress are based on progressive increases in the percentage of all learners in Maine who make progress toward the long term goals on a three year basis.

B. Graduation Rates

Graduation Rates with Interim Progress Measures 4 Year Cohort

Subgroup	Baseline	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
All students	86.83	3.17	3.17	86.83	87.47	88.11	88.75	89.59	90
Eco Dis.	77.77	12.23	12.23	77.77	80.22	82.67	85.12	87.57	90
Child Dis.	72.19	17.81	17.81	72.19	75.75	79.31	82.87	86.43	90
EL	78.14	11.86	11.86	78.14	80.51	82.88	85.25	87.62	90
Hispanic	83.46	6.54	6.54	83.46	84.77	86.08	87.39	88.7	90
Amer. Ind.	84.91	5.09	5.09	84.91	85.93	86.95	87.97	88.99	90
Asian	90.68	0	0	90.68	90.68	90.68	90.68	90.68	90.68
Black	76.77	13.23	13.23	76.77	79.42	82.07	84.92	87.37	90
Hawaiian	88.24	1.76	1.76	88.24	88.59	88.94	89.29	89.64	90
White	87.29	2.71	2.71	87.29	87.83	88.37	89.45	90	
		Extended	Year	Cohort	Grad	Rates			
All Students	88.61	3.39	3.39	88.61	89.29	89.96	90.64	91.32	92
Eco. Dis.	80.82	11.18	11.18	80.82	83.05	85.28	87.51	89.74	92
Child Dis.	77.27	14.73	14.73	77.27	80.21	83.15	86.09	89.03	92
EL	86.12	5.88	5.88	86.12	87.29	88.46	89.63	90.8	92
Asian	94.27	0	0	94.27	94.27	94.27	94.27	94.27	94.27
Am Ind.	83.49	8.51	8.51	83.49	85.19	86.9	88.59	90.29	92
Black	83.47	8.53	8.53	83.47	85.17	86.9	88.6	90.3	92
Hispanic	84.13								
Native Hawaiian	93.33	0	0	93.33	93.33	93.33	93.33	93.33	93.33
White	88.84	3.16	3.16	88.84	89.47	90.1	90.73	91.36	92
Multiple Races	86.62	5.38	5.38	86.62	87.69	88.76	89.83	90.9	92

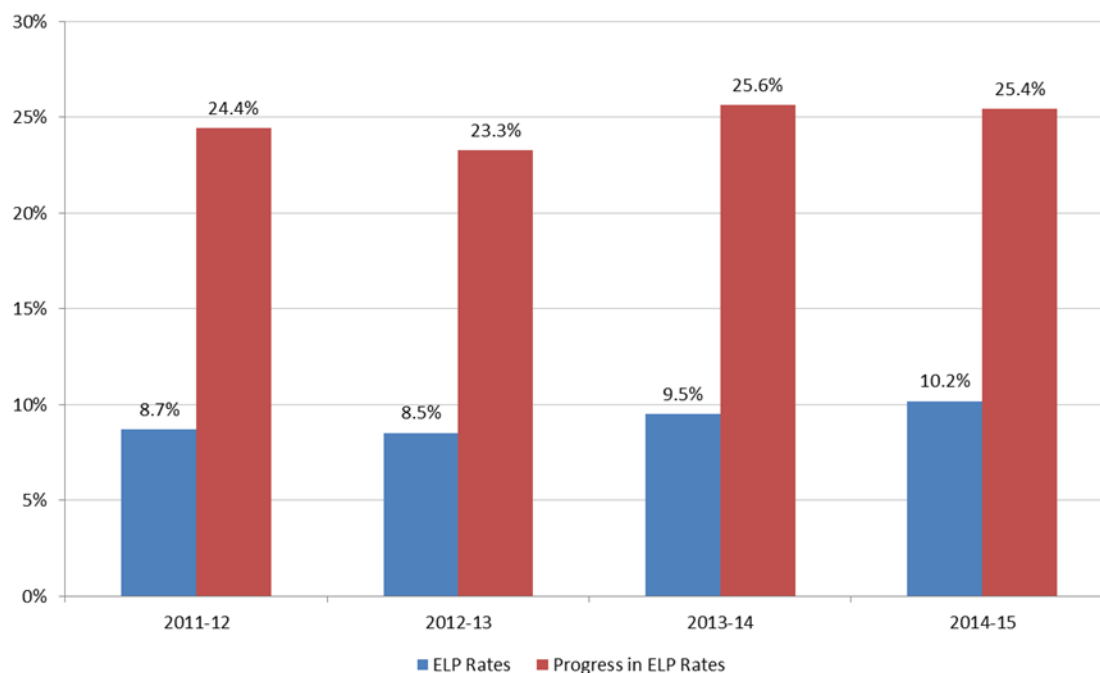
C. English Language Proficiency

Maine's Long-Term for Progress towards ELP

To establish ambitious state long-term goals for progress towards ELP, MDOE examined the historical ELP rates and progress towards ELP rates (based on the proposed model) for all ELs in the state. The table and figure below summarize the average ELP rates and progress towards ELP rates from 2011-12 to 2014-15.

Year	Number of ELs	ELP Rate	Progress in ELP Rate
2011-12	4,866	8.7%	24.4%
2012-13	5,042	8.5%	23.3%
2013-14	5,151	9.5%	25.6%

2014-15	4,962	10.2%	25.4%
2015-16	5,133	7.8%	22.8%



Maine’s baseline percentage for progress towards ELP is computed by averaging the percentage of ELs who made progress towards ELP across the four academic years (2011-12 to 2014-15), which yielded 24.7%.

To determine the state’s long-term goal for progress towards ELP, MDOE examined the year-over-year change in percentage of ELs who made progress in ELP across the same academic years for schools with at least 10 ELs taking ACCESS for ELLs. The annual changes in progress in ELP rates were computed as an average across all schools and for schools at the 50th (median), 70th and 75th percentiles. The graph below summarizes the result of this analysis.

School-Level Annual Change in ELP Progress Rates (2011-12 to 2014-15)



To set ambitious goals, the average change in ELP progress rates across the three academic years (2012-13 to 2014-15) for schools at the 70th percentile was used as the expected annual increase in percentage of ELs making progress towards ELP. This value was used to determine the annual interim progress targets and projected out to the target year of 2030 to set the state’s long-term goal for progress towards ELP. The interim progress targets and the long-term goals are summarized in the tables below.

Year	2017	2018	2019	2020	2021	2022	2023
ELP Progress Target	24.7%	29.4%	34.1%	38.8%	43.5%	48.2%	53.0%

Year	2024	2025	2026	2027	2028	2029	2030
ELP Progress Target	57.7%	62.4%	67.1%	71.8%	76.5%	81.2%	85.9%

MDOE plans to revisit and potentially adjust the parameters in the ELP progress model, the baseline percentage and long-term goals for progress towards ELP based on results from the 2016-17 and 2017-2018 administrations of ACCESS for ELLs 2.0. The model and goals will be finalized after results from the data modeling are validated for reasonableness.

APPENDIX B: SECTION 427 GEPA

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), Maine DOE and all participating SAU plan to review existing policies and procedures to ensure that every aspect of the ESSA Consolidated State Plan fully aligns with the requirements of Section 427. This review of Maine DOE and SAU policies will occur prior to beginning of the project. Upon completion of the reviews, steps will be taken, as needed to revise, modify or develop new policies and procedures for complete alignment and compliance with Section 427 to ensure equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services provided by the ESSA Programs.

Professional development programs are offered by the staff for all participants and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment and other needed accommodations will also be made available for those who request it.

The State has a comprehensive Affirmative Action Plan (AAP) committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. It is the policy of the state to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

APPENDIX C: HUMAN CAPITAL MANAGEMENT SYSTEM RESOURCES

Improving student learning and educator effectiveness is the primary objective of Maine Schools for Excellence (MSFE), a school improvement initiative managed by the Maine Department of Education that was launched in 2010 and funded by two federal Teacher Incentive Fund (TIF) grants. Premised on the belief that “the quality of a school cannot exceed the quality of educators, and the quality of educators cannot exceed the quality of the systems in place to attract, motivate and retain those educators,” (Aspen Institute, 2011) MSFE, together with lead technical support provider, American Institutes for Research, supported the development of a suite of human capital system resources that



address each of the areas in the graphic to the right. By engaging collaboratively with key stakeholders, districts are encouraged to adapt these resources to their unique needs with the ultimate aim of creating and sustaining a workforce of high-performing teachers and leaders who are aligned in purpose, teamed in their efforts, and motivated to advance and excel in delivering highest quality instruction to all students.

Educator Preparation

Resource	Description
<p>New Teacher Mentoring Materials (Created and revised by Anita Stewart McCafferty, 2016) http://maine.gov/doe/effectiveness/mentorin g.html</p>	<p>Updated new teacher mentoring materials that cover:</p> <ul style="list-style-type: none"> • Module 1 - Needs of Beginning Educators, Confidentiality and Need for Induction and Mentoring • Module 2- Maine’s Initial Teaching Standards & Evidence-based Instructional Strategies • Module 3 - Effective Communication Strategies & Listening Skills • Module 4- Mentoring Approaches, Coaching Cycle & Observation Practice • Module 5- Review, Stress Management & Conflict Resolution
<p>Teacher Leadership Profiles and Resources http://www.maine.gov/doe/teacher-leadership/index.html</p>	<p>Resources aimed at building awareness of teacher leader standards, opportunities, and profiles of local and national teacher leader models.</p>

Employment

Resource	Description
HR Planning Tool	Automated tool and guidance document for engaging key stakeholders in the development and communication of a district-wide human resource plan
Job Description for Classroom Teacher http://maine.gov/doi/excellence/resources/16-4943-v04-Teacher-job-description-ed-final.docx	Sample job descriptions for classroom teacher position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Job Description for Principal http://maine.gov/doi/excellence/resources/16-4943-v01-Principal-job-description-ed-final.docx	Sample job descriptions for principal position that are aligned with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Employment Advertisements for Classroom Teachers Sample A: http://maine.gov/doi/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx Sample B: http://maine.gov/doi/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx Sample C: http://maine.gov/doi/excellence/resources/16-4943c-v03-SAMPLE-AD-Teacher.docx	Sample employment advertisements for classroom teacher position that that can be tailored to district needs and priorities
Employment Advertisements for Principals Sample A: http://maine.gov/doi/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx Sample B: http://maine.gov/doi/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx Sample C: http://maine.gov/doi/excellence/resources/16-4943c-v03-SAMPLE-AD-Principal.docx	Sample employment advertisements for principal position that that can be tailored to district needs and priorities
Interview Protocol for Classroom Teachers http://maine.gov/doi/excellence/resources/16-4943-v01-Interview-Protocol-Teacher-final.docx	Sample interview protocol and questions for classroom teacher position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Interview Protocol for Principals http://maine.gov/doi/excellence/resources/16-4943-v01-Interview-Protocol-Principal-final.docx	Sample interview protocol and questions for principal position that align with State PEPG Professional Practice Standards and can be tailored to district needs and priorities
Entry Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand the factors that

	influence a staff member’s decision to accept the position he/she has been offered. Understanding these factors can direct schools or school districts to identify policies, supports, and resources that can support successful recruitment and retention efforts.
Exit Interview Protocol and Survey	Sample interview protocol and survey questions to help school districts and administrators gain information to better understand why staff choose to leave their positions. Understanding the factors that influence an educator’s decision to leave an organization can direct districts to identify policies, supports, and resources that can support successful retention efforts.

Evaluation and Professional Growth

Resource		Description
TEPG	Model TEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their teacher evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine’s Chapter 180
	TEPG Rubric and Companion Guide <i>(Currently undergoing revision/ refinement for release of version 3.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards’ Five Core Propositions and related standards, the TEPG rubric describes the criteria for evaluating teacher practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The TEPG Rubric Companion Guide offers practitioners an extended guide to interpreting and applying the rubric and includes narrative descriptions of each standard, as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	TEPG Goal Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	TEPG Professional Development Modules	Best suited for use in a PLC-type of environment, the MSFE TEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the

		TEPG rubric. Modules are used in concert with the TEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, discussion protocols, observation scenarios, as well as facilitator notes and related participant handouts.
	Video Peer-Review Protocol	Protocol for use by practitioners as they provide feedback to one another using videos of classroom practice for the purpose of reflecting upon and improving instructional practice
	Student Work Analysis Protocol	Protocol for use by practitioners as they collaboratively examine student work for the purpose of reflecting upon and improving instructional practice
	Peer Observation Protocol	Provides guidance to classroom teachers as they engage in formative observation and improvement-focused feedback conversations with colleagues
LEPG	Model LEPG Evaluation and Professional Growth Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when building their principal evaluation and professional growth program. The document includes guidance on designing local system components and selecting of multiple measures of effectiveness in order to meet the requirements of Maine's Chapter 180
	LEPG Rubric and Companion Guide <i>(Currently undergoing revision/refinement for release of version 2.0 in Summer of 2017)</i>	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the LEPG rubric describes the criteria for evaluating principal/leader practice against four levels of performance (Ineffective, Developing, Effective and Distinguished). The LEPG Rubric Companion Guide offers practitioners an extended guide to interpreting, reflecting upon and applying the rubric, and includes narrative descriptions of each standard (in version 2.0, currently in development), as well as Key Elements, Questions for Reflection and Planning, Critical Attributes, Possible Examples and Implications for Professional learning for each level of performance within a standard.
	LEPG Goal-Setting Template	Template designed for use by individual practitioners as they self-reflect and set measurable professional growth goals for use as a measure of effectiveness
	LEPG Professional Development Modules <i>(Currently in pilot use in TIF 4)</i>	Best suited for use in a PLC-type of environment, the MSFE LEPG Modules are designed to build/deepen practitioner understanding of the instructional practices and performance levels related to each standard indicator in the

	<i>districts; public release in Summer of 2017)</i>	TEPG rubric. Modules are used in concert with the LEPG Rubric Companion Guide and feature a guiding PowerPoint with videos, articles, discussion protocols, reflection activities, as well as facilitator notes and related participant handouts.
	Leadership 360° Survey	Feedback tool with items aligned to each standard in the LEPG that offers the opportunity for staff to provide input as to their perceptions of the leader’s performance. Results can be included as part of the multiple measures of effectiveness in the LEPG rating, as well as for individual leader reflection and goal-setting.
SLO	Model SLO Program Handbook	Annotated model district handbook designed to provide an editable template for districts to use when developing their local Student Learning Objectives process for measuring student growth in the PEPG systems. The document features detailed steps and considerations to assure that each aspect of the SLO process including the selection/ design of assessments and student growth targets, timelines for completion, approval and ongoing monitoring is approached with fidelity and attention to the needs of the local district.
	SLO Professional Development Modules	A set of videos and accompanying materials that guide practitioners through each step of the SLO process from assessment development, to approval, monitoring and scoring, and include opportunities for discussion and decision-making with regard to the local SLO design and expectations.
	SLO Assessment Checklist	An annotated, editable checklist addressing each component of a quality assessment for practitioners to use when developing/approving assessments for use as the basis of an SLO measuring student growth
	SLO Template	An annotated, editable template that provides a model for consistent documentation of information related to each SLO, including the student needs assessment, as well as the content standards, growth targets, progress monitoring and formative/summative assessments included as part of an individual practitioner’s SLO
	SLO Approval Checklist	An annotated, editable checklist addressing each component of a quality SLO for practitioners to use when developing/approving SLOs for use as a measure of student growth

	Quality Assessment Development and Approval Professional Development Modules	Materials including PowerPoint presentations, discussion protocols and feedback scenarios designed to build practitioner skills and knowledge related to the design of quality assessments, as well as build local capacity for peer and administrator review and feedback of assessments before use/administration as part of the SLO process
	Sample Teacher Created Assessments	An ongoing collection of quality teacher-created assessments that can be used as models for local practitioners when designing classroom based measures of student growth
	Data Analysis Protocol	Protocol document providing guidance for districts/schools/teams to use when examining data related to educator effectiveness as a means to reflect and engage in decision-making, planning and goal-setting processes

Recognition and Reward

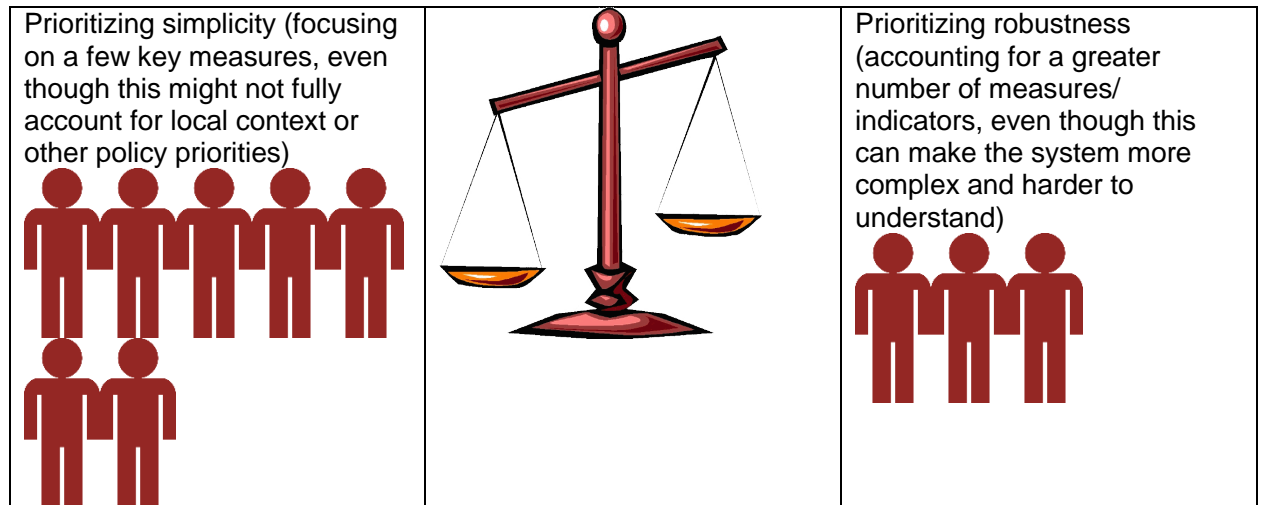
Resource	Description
Model R&R Framework and Guidelines	Describes MSFE’s approach to district-wide recognition and reward for teachers and leaders, that can be tailored to district needs and priorities
R&R Generator	Automated tool and guidance document designed to assist districts in calculating and reporting staff member performance-based pay. The software program assists with data entry, data validation, computation of payment calculations, and report generation.

School Environment

Resource	Description	
School Climate Resources http://maine.gov/doe/excellence/documents/School%20Culture%20and%20Climate%20Resources.docx	Inventory of school environment related resources and technical support providers	
Learner Perception Surveys	Student Perception Survey – Early Elementary (K-2)	Interview protocol for use with k-2 students with eight discussion prompts; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Survey – Elementary (3-5) Short and Long Versions	Surveys with twenty-nine or forty-six multiple choice items (no, sometimes, yes, or I don’t know) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection,

		and/or professional goal writing
	Student Perception Survey – Secondary (6-12) Short and Long Versions	Surveys with thirty-seven or sixty-six multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure) and one open-ended optional prompt for additional feedback; provides data to inform professional practice ratings, teacher self-reflection, and/or professional goal writing
	Student Perception Surveys TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
Staff Perception Surveys	Staff Perception Surveys	MSFE version: Survey with seventy-two multiple choice items (strongly disagree, disagree, agree, strongly agree, and not sure); provides data to inform professional practice ratings, leader self-reflection, and/or professional goal writing EDCSL version: xxx
	Staff Perception Survey TEPG and LEPG Alignment Guides	Provides tables with suggested areas of alignment between each survey item/prompt with TEPG or LEPG rubric standard indicators
	School Climate Professional Development Modules	Set of six school climate improvement online modules released through the USDOE to support users of EDCSL (USDOE school climate surveys; or any valid and reliable climate surveys)
	Parent and Family Focus Group Protocol	Protocol for leading focus group discussions related to parent and family perception of school social and academic climate
	Parent and Family Focus Group LEPG Alignment Guide	Provides tables with suggested areas of alignment between each discussion item/prompt with LEPG rubric standard indicators
	Incorporating School Environment Data Into Educator Evaluation Growth http://maine.gov/doe/excellence/resources/TEPGandEnvironmentDataAnalysisProtocol-FINAL-06-21-16.pdf	Six-step protocol for end of the year TEPG data review; includes predicting, observing, and interpreting data followed by connecting to professional development and support; identifying implications, and process reflection
	School Climate Data Analysis Protocol	Seven-step protocol for data analysis that includes predicting, understanding and observing data followed by identifying findings, developing key findings, connecting key findings to professional development, practices and policies, and implications

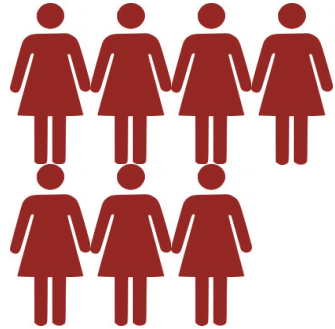
APPENDIX D: MAINE ESSA SURVEY GRAPHS



Identifying schools and districts that perform the lowest as compared to others



Identifying schools and districts performing below a certain standard



Identifying school districts based solely on its lowest performing school ("a district is only as strong as its weakest school")

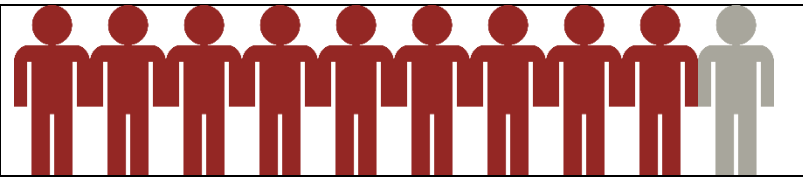
15%



Identifying a school district based on the overall performance of its students

85%

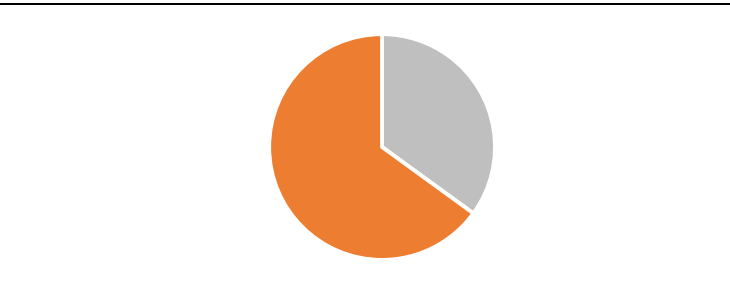
Nearly nine out of ten respondents agree the measure of student performance should incorporate both achievement and growth.



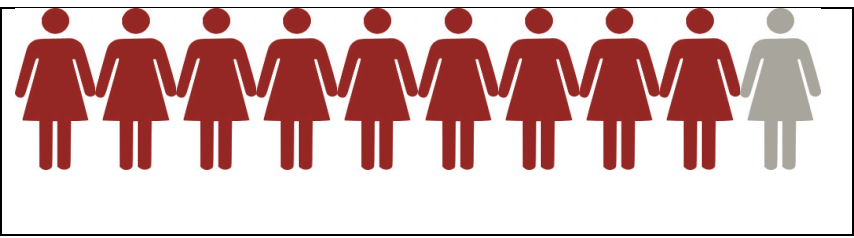
Nearly three-fifths of the respondents think the system should identify the schools and districts with the lowest overall student performance.



65% of the respondents believe the system should identify the schools and districts with the largest achievement gaps between student subgroups.



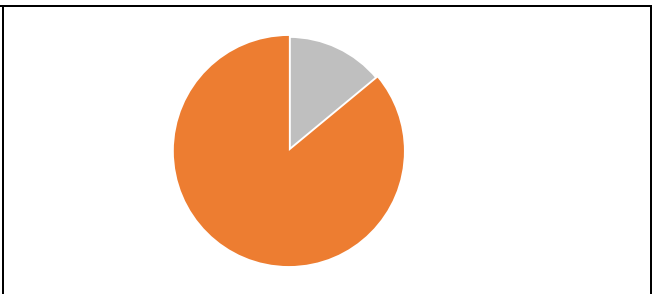
Nearly 9 of 10 respondents believe the system should identify and recognize schools and districts with the best student outcomes, not just those with the lowest performance.



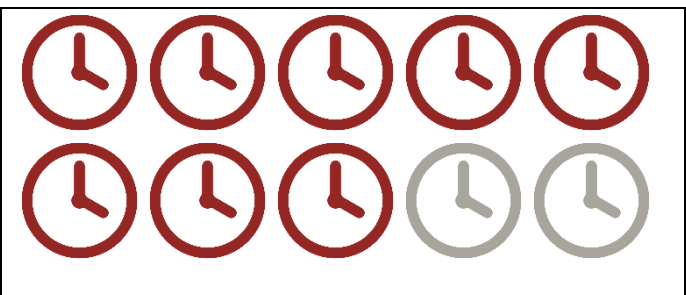
Three-fourths of the respondents agree that schools and districts with the lowest student performance should get the most support (fiscal / technical assistance) from the State.



86% of the respondents believe that the system should take into account indicators of the college and/or career readiness of students in the district or school (e.g., participation in advanced coursework / CTE completion of a college preparatory curriculum, participation in career planning and preparation activities).



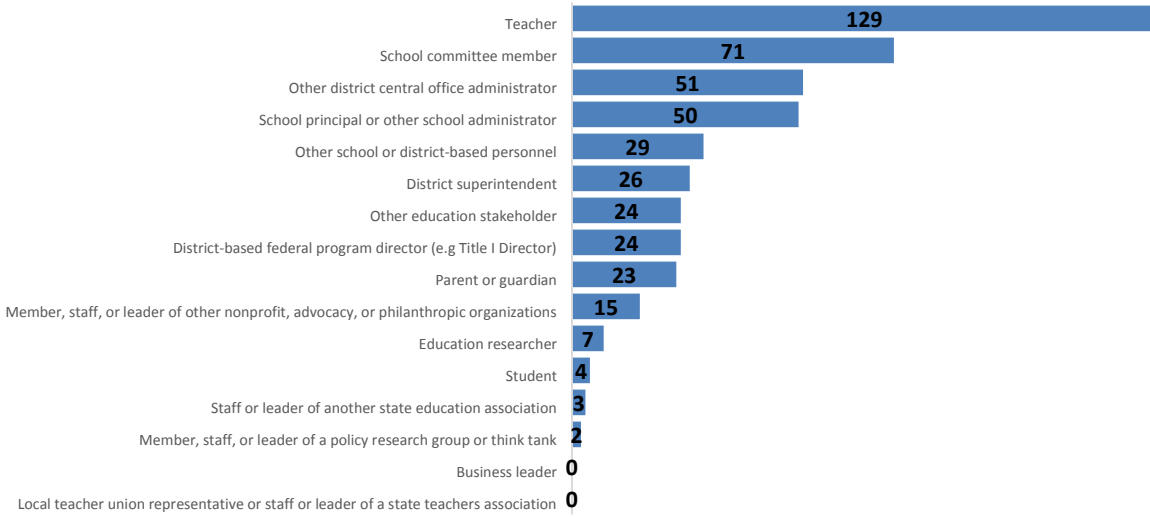
Nearly eight out of ten respondents agree that the system should take into account the college and/or career outcomes of students who graduate from the district or school (e.g., enrollment in post-secondary schooling, employment).



Characteristic of the Respondents

Nearly eight out of ten respondents are frontline educators at the district- and school levels (e.g., superintendents, principals, teachers), and key stakeholders (e.g., parents, students). The figure below shows the number of respondents by role.

Role of the Respondents



APPENDIX E: ESSA ADVISORY WORKGROUP AND MEETING NOTES

**ESSA Advisory Work Group
Membership**

Name and Title	LD 1253 Membership Role
Betsy Webb, Superintendent Bangor Public Schools 73 Harlow Street Bangor ME 04401 bwebb@bangorschools.net	I. Superintendent
Heather Blanchard Director of Instructional Support Lewiston Public Schools Dingley Building, 36 Oak Street, Lewiston, ME 04240 hblanchard@lewistonpublicschools.org	K. Curriculum Leaders
Heather Perry Superintendent Gorham Public School 75 South St Suite 2 Gorham ME 04038 Heather.perry@gorhamschools.org	I. Superintendent
Mary Nadeau Principal, Nokomis HS RSU 19 266 Williams Road Newport, ME 04953 mnadeau@rsu19.org	D. Principals
Jodi McGuire Director of Instructional Support Yarmouth Schools 101 McCartney Street, Yarmouth, Maine 04096 Jodi_mcguire@yarmouthschools.org	K. Curriculum Leaders
David Bridgham Business Officer RSU 24 2165 US Highway 1 Sullivan ME 04664 dbridgham@rsu24.org	

Ray Poulin Retired rpoulin@maine.edu	
Robert Kahler Principal, Lisbon Community School 28 Dumas Street, Lisbon Falls, Maine 04252 rkahler@lisbonschoolsme.org	D. Principals
Terry Wood Curriculum Director SAD 1/RSU 79 79 Blake St Ste 1 PO Box 1118 Presque Isle ME 04769 woodt@sad1.org	K. Curriculum Leaders
Fern Desjardins Superintendent RSU 33 PO Box 9 Frenchville ME 04745 fdesjardins@msad33.org	I. Superintendents
Prof, Jon Reisman UM System Washington County jreisman@maine.edu	
Doug Larlee Teacher Carrabec Community School RSU 74 56 No. Main Street North Anson, Me 04958 dlarlee@carrabec.org	K. Curriculum Leaders
Jessica E. Sturges 207.749.6558 District ESL teacher, K-12 RSU 5 - Durham, Freeport, Pownal sturgesj@rsu5.org ESL website	C. Teachers
Gail Cressey, NCLB Coordinator Portland Public Schools 353 Cumberland Ave Portland ME 04101 cressg@portlandschools.org	
Guy Bourrie	

211 West Washington Road, Washington, Maine 04574 guybo211@gmail.com	H. School Boards
Debbie Levesque Principal Millinocket Public School Granite Street School 191 Granite Street Millinocket ME dlevesque@millinocketschools.org	D. Principals
Lee Jackson RSU 34 School Board Leejackson633@gmail.com	H. School Board G. Student
Ande Smith Ande-sbe@outlook.com	B. State Board of Education
Amy Johnson MEPRI 140 School Street Gorham, ME 04038 amyj@maine.edu	F. Education Research Institute
Betsy Chapman Former School Board member RSU 22 Bpchapman37@gmail.com	E. Parent
Candace Crane Principal Houlton Elementary School 60 South Street Houlton, ME Candace.crane@rsu29.org	D. Principal
Jennifer Michaelis Jenred823@gmail.com	C. Teachers
Bob Kautz Maine Charter Commission Bob.kautz@maine.gov	
Internal ESSA Team Rachelle Tome, Jaci Holmes, Janette Kirk, Angel, Nancy Mullins, Beth Lorigan, Charlotte Ellis, Chuck Lomonte	A. Department of Education



ESSA Advisory Group

November 2, 2016

9AM – 3PM

Cross State Office Building

Type of Meeting: Initial Convening of the ESSA Advisory Group

Facilitator: Bob Hasson

Attendance: Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, Janette Kirk, Nancy Kirk, Ande Smith, Ray Poulin, Heather Blanchard, Gail Cressey, Robert Kahler, Jim Sloan, Bob Kautz, Robert McDonald, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson

Maine DOE: Jaci Holmes, Angel Laredo, Bob Hasson, Beth Lorigan, JanetteTarr, Bill Beardsley, Nancy Mullins, Bob Hasson, Janette Kirk, Nancy Kirk, Chuck Lomonte, Debra Plowman, Sherry Wyman

Public: Dan Allen & Paul Hamilton, MEA, Vicki Wallack, MSSA, Phil McCarthy, Brian Hubbell, Legislative Education Committee, Scott Reynolds, Northeast Comprehensive Center

9:00 AM: Welcome

Deputy Commissioner Bill Beardsley welcomed the group and thanked them for their involvement in the ESSA work ahead. He shared that he believes that the ESSA is a good bill to move education forward in Maine.

A. Purpose and Goals

B. Introductions

Jaci also welcomed the group and explained how the membership represents educational interests in Maine. She told the membership that their collaboration with the Maine DOE in the application process is critical. Members of the Advisory Panel, visitors and Maine DOE staff introduced themselves. Jaci introduced the internal Maine DOE ESSA team. She explained that the internal team has been planning for this advisory panel meeting. There are three focus areas in the application, so subgroups looking at each area will be established today for accountability, school improvement and the consolidated application. Panel members will choose a sub-group, or sub-groups to participate in.

Jaci commented on ESSA and believes it to be a significant shift from the federal government to the state.

9:30 AM: Overview and Update – Where are we now?

A. Key Elements of the Vision

- 1. Six key areas of ESSA**
- 2. Maine's Blueprint for Future Generations**
- 3. State Funding**

Janette Kirk provided an overview of the seven “buckets” which encompass the primary areas of the ESSA and the State Consolidated Application. There will be some changes for this next application to the U.S. Department of Education due requirements under ESSA needing to be addressed; the DOE team has decided that innovative assessment pilots will not be part of this new work as the Maine DOE does not have the necessary capacity to implement this element. The accountability system will be revised in incorporate all required 5 elements. We will change the terms for identifying schools for support to comprehensive supports and intervention and targeted supports and intervention. There will continue to be separate federal funding streams. It is perceived Maine will not be receiving more funding through the new ESSA, but there will be shifts in how funds are used and the funding streams to which they apply.

The primary seven elements feed into an accountability system that will provide data for a district and/or school review. Janette shared the 9 titles that encompass ESSA. All titles will focus on equity. Title 5 has been moved to be Title 6. The McKinney-Vento act was also reauthorized outside of ESSA with those changes being implemented in the coming months.

Janette shared that the DOE is looking at the ESSA application in three key areas; accountability, school improvement and the consolidated application. She shared current thinking around a single consolidated application and school improvement process for all districts to complete including options gleaned from stakeholder engagement indicating accountability should apply to all schools not only those receiving Title I funds. The team is looking to change the “improvement” mindset from a negative to a positive process that all schools engage in. She said that we are exploring making available DirigoStar to all schools within the state to support their school improvement work.

She explained the “consolidated” application process. Presently the DOE has a consolidated application encompassing a Title I, Title II, Title III, and Title V applications which seem to be in individual silos. The Maine DOE is exploring how this application can truly become a consolidated application in to braid federal funds in order to meet the school and student needs.

She explained the idea using a differentiated tiered system of support (DTSS) for Maine schools, providing schools with an appropriate level of support based on their needs. Jaci said that the terms targeted and comprehensive supports are ESSA terms. She said that there are opportunities for making overarching changes across the state. The Maine DOE would like to move away from a negative approach to school improvement.

Heather Perry remarked that the goals described by Janette are laudable. David Bridgham said that the NCLB approach to shaming schools and districts is not positive and does not look well when the media reports the information about school in a negative light.

Jaci said that the team will be looking at a variety of data points that will help a school to decide where it needs to improve. Betsey Chapman said that she thinks that it makes sense to have a baseline of school information available to the media that would help communities to understand how things are going in their schools.

Heather Perry asked about the involvement of the stakeholder groups. Jaci explained that the Maine DOE has been on top of the work being done on the federal regulations. She shared that there will be some changes in the final regulations after the public comment period and that the date for implementation is

Fall 2017. She said that Maine’s application target is March 1st and the DOE is anxious to move the sub-groups ahead so that the application will be submitted by that date. The Maine DOE internal team is beginning prepare overarching elements within the draft application. The Maine DOE has developed a Google folder to house this information. Heather Perry asked if the sub-groups should be working between now and the end of December to inform the work. She asked if the group could decide to move the application out until July, if the stakeholders feel that it needs more work. There was discussion about the March vs. July date for submission of the application.

Bob Hasson reported that other states have used their strategic plans to inform the application. He said that the application is open to changes in the timeline if the stakeholders feel that is necessary. He wants to be sure that we have a plan that is credible and supported by Maine schools.

Ray Poulin asked which schools will be covered under ESSA Title application. Until now, the law has applied only to public schools. Presently private schools have the option to participate. Janette shared the proposed changes regarding equitable access to federal funds for private schools and indicated that districts may see an increase in participation due to the changes regulating how they receive that equitable share. Private school equitable share as currently proposed will be determined from the total district allocation as opposed to the funds remaining from the allocation once district needs have been met.

Jaci mentioned that ESSA requirements changed the certification expectations for special education teachers. Jaci explained that the DOE has opened Chapter 115 for public comment regarding these changes and other adjustments to certification in general. Jaci said that she welcomes public comments. The Maine DOE needs to be in compliance with OSEP by July 1, 2017.

Ande Smith would like to be able to review the application components framework of the application before the DOE begins to put pieces into it. Jaci explained that the application is available in Google Docs and members of the Advisory Panel will have access to it.

B. Clarification of Broad Questions – Survey Results

Jaci Holmes talked about the ESSA survey that was offered to schools for comment. She reviewed the data on how educators would prefer our system of improvement for schools to look like. One of the important elements found is that respondents want the data to be collected on “all” students.

The survey results informed the crafting of MTSS (Multi-tiered system of supports) for schools. She said that the consolidated application will allow for the use of various funds to support the work. There will be a focus on building college and career ready systems.

Heather Perry said that the number of respondents in the survey was low in general particularly with parents and suggested an additional survey. Jaci said that the internal team has discussed developing a new survey to broaden our responses. Janette shared the Maine DOE had reached out to the Maine PTA which resulted in two webinars being conducted – one during the afternoon and one during the evening to accommodate parent schedules, in order to glean input.

There was discussion about how private schools will be using funds and how this may impact the funds in the local school system.

C. Overview of the Workgroups and the Work Ahead

- 1. Accountability**
- 2. School Improvement**
- 3. Consolidated Application**

Jaci Holmes explained what the work ahead may look like in each group. The internal team will be keeping notes from the various groups working on ESSA. The main driver in our overarching vision for the work will be “supporting all students”. The focus needs to be on keeping the work positive and supporting our excellent teachers in a positive manner. We are examining the braiding of federal of federal funds to make this work happen. For schools currently operating with school wide approval and flexibility, the spending of federal funds is a little more flexible. If targeted assistance Title I schools would like to operate within a school wide model, a comprehensive assessment remains to be a requirement under ESSA.

Jaci walked the group through the Chart of the ESSA Consolidated Application Components.

Section 3 of the chart is accountability and school improvement. Jaci explained that many states are looking at chronic absenteeism, but Maine will want to look at it from a more positive angle, possibly using the term “consistent attendance”. Maine DOE will be looking at an array of data elements that will assist individual schools. The weights for each type of assessment will be determined by the state, not the federal government.

Section 4 is supporting excellent educators. Maine has a plan for teacher effectiveness and schools will no longer be held to the previous highly qualified requirements from NCLB. Educator development, advancement will need to be addressed. Maine has already has a fully developed Educator Equity Plan which will be embedded in the consolidated application.

Section 5 is about supporting all students. Jaci talked about the continuum of supports pre-K through grade 12. We are looking at equitable access to a well-rounded education.

There was discussion about the direction of the stakeholder work. There was a question about whether this is the most powerful motivating force for moving school improvement in Maine. There was discussion about all of the motivating factors in the Maine DOE for moving student achievement and school improvement.

11:30 AM: Working Lunch – Review of State Samples

There was discussion about the impression that each group had on the state sample that they reviewed. There was discussion about definitions of what “high performing” definition looks like in Maine. There may be high achieving schools, but can they show growth? How do we look at the unique characteristics in all school in Maine?

Fern Desjardins said that her group appreciated the framework used in North Carolina’s application. She noted that Maine could use a similar framework. There was a question about the 120 days to approve a state plan. Jaci said that she will check on the actual required timeframe.

Group 2 looked at Illinois. There was discussion about how specific Maine’s plan needs to be. Jaci said that some of the states have pulled together a draft that has a number of areas that are open ended and can be added to as the writing goes forward. She said that we need to provide specific criteria for how to define the various levels.

The group that reviewed Delaware found that there was one point of data with too much emphasis on high stakes testing. Delaware used the standards as part of their criteria. The group thought that tracking grade level proficiencies might be difficult. The state focused on the college and career ready work and they

included “context measures” that gave the plan clear context. They thought that the plan was over written, but had a good framework. They started with the definition of a good school and they liked that aspect.

Jaci said that we could set up a call with any state if a sub-group would like to do that. Heather Perry said that she thought that we should include an additional array of data to base our plan on. Betsey Chapman would like to have data about community colleges regarding the number of remedial courses that students are taking to be able to make it in college.

1:00 PM: Looking Ahead for Workgroups and Overview of Where We are Now

- A. Accountability**
- B. School Improvement**
- C. Consolidated Application**
 - 1. Educator Equity/ Educator Effectiveness**
 - a. Defining an ineffective teacher or build guidelines**
 - b. Monitoring**
 - c. Human capital management**
- D. English Language Learners**
- E. Federal Funding**
- F. Assessment**

Jaci walked the group through the areas above that the DOE is working on and how the advisory group will be asked to assist.

Chuck Lamonte reported on the teacher growth and evaluation pieces of ESSA. There needs to be a state definition of what an “ineffective teacher” looks like. 87% of our schools have submitted the TEPG systems and they have been approved. The ESSA plan needs to honor the plans that schools have presented.

Evaluation system is based on two pillars:

1. Professional performance
2. Student Growth

States are going to be held accountable to be sure that the most “at risk” students are also not be served by ineffective teachers. Chuck said that the ineffective teacher definition must include the two pillars listed above. He shared the research that he found on ineffective teachers.

Jaci said that we can provide a definition or a guide to schools whether they have already defined “ineffective teachers” in their TEPG. The state is going to have to report out on the number of ineffective teachers in the state. The districts have already defined what an ineffective teacher looks like and the Maine DOE will honor that. The steering committee will continue to be part of the process for TEPG in schools.

The law allows that schools can terminate teachers who have two years of being rated as ineffective. There are no federal sanctions for states for dealing with ineffective teachers. There continues to be guidance coming to states on how to manage this piece of the plan.

Timeline Going Forward

Item	By whom?	By when?
# of remedial classes taken by freshmen		
Stakeholder feedback survey	ESSA team	
Private school clarification	Janette Kirk	Nov. 30?
Attendance data		
Purpose of assessments		
Delaware plan – full version	Chuck Lomonte	Completed at conclusion of meeting
Language 1253/MSSA Resolution		

Developing workgroups

The group went around the room with Jaci capturing the workgroup request from the advisory group. This will allow for additional stakeholders to be added to areas of need within the three work groups. It was observed that the accountability workgroup had plenty of representation from the advisory group. Jaci will be contacting additional stakeholders for workgroup involvement.

Plus /+ - Delta/Δ feedback

Bob requested feedback from the group regarding the initial advisory group meeting. Feedback should be in the form of an appreciation (*plus* or *+*) makes any subsequent suggestion for change (*delta* or Δ)

What worked? (plus or +)

- Anyone who wanted to share could share.
- Looking at examples of other state plans helped.
- The right level of detail...
- Well-planned and organized, the framework is set.
- Working lunch was a good amount of time to work.
- Those who eat quickly enjoyed the lunch.
- Good cross section of people in the group from north to south. Good job reaching out to people.

What could have been better? (*Delta* or Δ)

- The space was cramped.
- There could have been some more structure in place to be sure that everyone could have a chance to talk.
- More questions leaving than when he came in. Provide more information ahead of time.

Next Meetings:

- **November 30, 2016 9AM-3PM, Three Specific Topic Workgroups Rooms 500 and 541 of the Cross Office Bldg.**
- **January 2017 Advisory Workgroup**



ESSA Advisory Workgroup

And additional specific workgroup members

November 30, 2016

9AM – 3PM

Room 202 Cross State Office Building

(Joint Education Committee Room)

Attendance: Heather Perry, Fern Desjardins, Jon Riesman, David Bridgham, Betsey Chapman, RayPoulin, Heather Blanchard, Robert Kahler, Bob Kautz, Robert Kahler, Doug Larlee, Jennifer Michaels, Jessica Sturges, Amy Johnson, Betsey Webb, Mary Nadeau, Candace Crane, Terry Wood, Guy Bourrie, Dan Chuhta, Kathy Germani, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Patrick Phillips, Chris Inforf, Jennifer Stanbro, Casey Beaudoin, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor

Maine DOE: Jaci Holmes, Rachelle Tome, Angel Laredo, Bob Hasson, Beth Lorigan, Nancy Mullins, Bob Hasson, Janette Kirk, Chuck Lamonte, Debra Plowman

Public: Dan Allen and Lois Kilby-Chesley, MEA, Vicki Wallack, MSSA, Brian Hubbell, Legislative Education Committee, Scott Reynolds and Steve Hamilton, Northeast Comprehensive Center

9:00-10:00: Full group meeting

- **Workgroup for LD 1253-Overview of Expectations**
- **Data System Capacity-Charlotte Ellis**
- **Remedial course data in Post-secondary**

Jaci also welcomed the group and explained how the day will look. She remarked on the final ESSA regulations which came out last week. She reviewed the six key areas of ESSA requirements. Maine will not be addressing additional innovative area, keeping the focus on our six key areas at this time. She discussed the timeline for Maine's application and the work expected from the three workgroups. There will be a peer review process in Washington, DC in January 2017 which Maine will utilize. The workgroups will be providing ongoing review of Maine's components for each key area.

There can be up to seven years now for the graduation cohorts. Post-secondary completion will be an important topic to consider. ESSA has changed the summative assessment requirements from one specific assessment to a variety of, or multiple elements in the assessment. The data elements could be part of a data dashboard. The first year of ESSA implementation will be 2017-18. Flexibility has been provided to the states in these regulations. Reporting of determinations will start in 2018-19.

Jaci reviewed the variety of data that Maine will have to report on, many of which are similar to the NCLB Report Cards on both the State Educational Agency (SEA) and school administrative unit (SAU) level. The Maine DOE is trying to provide a number and variety of public forums to get information about the ESSA out to the people of Maine.

Jaci walked through the components of LD 1253 which required a task force. The ESSA Advisory Workgroup will meet the requirement of both LD 1253 and ESSA requirements. There are some elements of LD 1253 that go beyond the ESSA statutory required elements. The workgroups will need to be thoughtful in the consideration of the elements that go beyond ESSA at this time.

Heather Perry talked about the work MSSA is doing to define college and Career readiness. She shared a cross walk that connects elements in ESSA, in LD453 and PBL. She said that LD 123 looks to proficiency in all eight content areas. Redefining “ready” is defined in the crosswalk. She said that you could use this type of system as a “growth” system. Student need to demonstrate a 2.8 in a 4.0 grade scale. They are working to define multiple measures that should be included. They are considering graduation requirements based on meeting standards. LD 1253 looks at data from attendance and that from a variety of diverse subgroups of students. The guiding principles are part of the definition of “ready”. MSSA is continuing to work on “Redefining ready” in Maine.

Charlotte Ellis provided the group with a list of data that is collected by the Maine DOE. This year we will be collecting attendance data at the student level (not just the school). The DOE has truancy data, ELL, race, ethnicity, migrant status, foster care status, military, homeless, 504 and special education data at the student level. We do not presently have homeschool data. They are starting to collect more information about CTE students. We collect some post-secondary education data that comes from the National Clearinghouse.

Restraint and seclusion, bomb threat data are at the school level. Other data is collected at the school level. Assessment data is collected at the student level. Candace Crane asked about how the state will use the data that we are able to collect. Jaci explained that the accountability will consider this today.

Charlotte said that there is data that we haven’t collected and we will need to determine what we need to consider for the future and how these fit with the states long term goals. There are a number of elements required by the CRDC. She shared the new requirements from ESSA on what data needs to be collected. Jaci said that we will be working with people from other states on how to do The fiscal reporting by school building.

Amy Johnson spoke about the remedial data that we have on this topic. She said that there is some data. The remedial rates for students right out of high school is 28% overall; in 12% for English and 24% for Math. The totals are higher in the community colleges than in the universities. There are differences in what these courses are, but the similar factor is that they do not get credit for the course. To determine the needs for remedial courses, SAT scores are often used as the pre-screen for the need of remedial courses. Some of the community colleges use Accuplacer exams.

Jaci gave each workgroup some direction on what they are tasked with doing during their work time. The application will be written in one voice, with common threads running through it.

10:00-12:00: Specific Workgroups Convened

- **School Supports-Room 202**
- **School Review Accountability-Room 541**
- **Consolidated Application-Room 500**

Workgroup report outs:

Accountability:

Heather Perry reported that her groups looked at previous accountability systems and considered systems that other states were looking at. They brainstormed about what the indicators Small groups will meet to look at the indicators and how they might fit into the new Maine plan. They did feel that indicators should connect with the school improvement work. They talked about the extra option and they want to consider redefining “ready”, which MSSA is working on. Teacher and leader retention rate is another

“Keep it Simple” is the theme!

School support group:

Candace Crane reported out on school improvement in the three tiers. They talked about what Tier One should look like in a proactive model. They talked about professional development at Tier two and three. They talked about online and regional professional development.

Janette said that they concluded that district approach is requires central office support. They talked about how to manage school support and how regional supports might look. As a collective group, they see regional support makes sense for reaching schools and districts. She talked about using the dashboard to provide tier one support.

Consolidated application:

Growth and a learned centered child approach. They want to look at all aspects of child development including the social and emotional growth. They would like to see emphasis on the Maine Guiding Principles. Could we use federal funds to improve salaries? Can we use train the trainer models? Could we use teacher education camps? They were considering multiple options for provision of professional development. What combination of activities would be accommodate our needs?

There was discussion on recruitment and retention of teachers/leaders throughout the state especially in those isolated areas in the state. There was discussion about mentors for teacher on things like classroom management, confidence building. .

They discussed what local applications may look like.

Jaci said that we will need to schedule two meetings in January before they go to the application review meeting, if possible. We will send out possible dates in the next several days.

Jaci said that we could send out a survey to get some more feedback from the field.

Next Meetings

- **January 11 and 31,2017 ESSA Advisory Workgroups**



**ESSA Advisory Workgroup
Notes
January 11, 2017**

Attendance: Heather Perry, Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Kate Hersom, Phillip Potenziano, Deb Taylor , Gail Cressey, Ande Smith , Deb Levesque

Maine DOE: Jaci Holmes, Rachele Tome, Angel Laredo, Bob Hasson, Janette Kirk, Chuck Lomonte,

Public; Vicky Wollock, MSMA

9-10 AM Whole Group Overview

- **New Federal Administration Transition Implications**
 - Federal ESSA Accountability regulations may be rescinded by the new Administration. They are on a list for consideration
 - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
 - Newest Guidance on the Application received 1/6/2017 has regulatory provisions which may not stay in place.
 - Maine staff have begun inputting known pieces into the Consolidated Application in areas on Collaboration and Coordination with Stakeholders and Educator Equity Plan approved by the US DOE two years ago.
- **New ESSA Clarification**
 - Use of ESSA funds for non-Title I students in schools identified for comprehensive and targeted supports particularly in middle and high school
 - Will allow us to look at serving ALL students in identified schools
 - Seeking clarification from USED for supporting ALL schools as a pro-active measure in 2017/18
 - Regional implications by consortiums of SAUs
- **LD 1253**
 - As we look at ESSA implementation will look at elements that will be considered in an ongoing fashion.

Data

- Charlotte reviewed some of the demographic changes over the last 10-11 years

- As we look at ESSA indicators we will need to look at what data elements we have available on the State level, when making our decisions.

2:15 PM **Wrap Up and Report Outs**

Accountability Workgroup

Goals for Today

- Identify priorities for accountability review system
- Propose weights for key elements
- Identify and prioritize specific measures
- Consider implications on different structures
- Transition to 2017-2018
- Long- and short-term goals

Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

Superintendents’ Recommendation of an Accountability

- Why is academic achievement 30% and growth 15%? High achieving districts are harder to grow and we captured schools we shouldn’t have under previous the previous approach.
- Stakeholder survey said growth is more desired; caution about use of survey from “lay people”
- Maybe missing one factor (or getting low scores in one factor) gets you knocked down a little, missing more could knock you down more
- Caution in dismissing lay persons’ input; this draft was built by a few bright people; goal is stakeholder input to be reflected

Other Discussion

- If 95% participation is not achieved, it could be minimized in the point structure, it could also require a specific plan on the part of districts to improve participation. Can we distinguish when it is chronic versus episodic? Could we build in accountability on the test producers to advertise and message their product? (Could build it into their contract)
- Maine DOE is working with psychometricians January 17th and will provide insight at the January 31st meeting to the workgroup.
- In terms of data available, the State has SAT scores. We also have chronic absenteeism.
- 2017-2018 Is the year data is generated so schools are identified before going into the 2018-2019 school year.
- Has the Hope Survey been discussed as a measure? It is something we would have to add.

- Some say “Regular attendance” is not missing more than 10 days, where chronic absenteeism is where 18 days (about 10%) or more are missed.
- Resources for addressing chronic absenteeism would be helpful. A strategy “Count Me In” at use was shared and could be helpful. United Way and Boys and Girls Clubs have also helped.
- Maine is exploring the use of data dashboards to help monitor student learning.
- Attendance versus truancy is what will be reported. Whether absences are due to medical, academic, personal, truant, or other reasons, attendance means being present during instructional time. This might be a factor in the accountability model.
- A sample breakdown of measures was shared from Michigan. They redistribute percentages if a category is not reportable. It was stated only three options could be used if it’s missing: Giving that measure a zero, giving that measure all possible points, or dropping that measure and averaging. Michigan’s approach is not uncommon.
- A super-subgroup may help get more accurate measures...it helped in the past with very small schools.
- On the high school front sample, State collects SAT (reading and math), science, graduation rates, and ELL results.

Confirming Consensus on Measures

- Academic Achievement
 - 3-8: ELA and Math (is it based on proficiency rates, average scale score, etc.)
 - HS: ELA and Math
- Academic Progress
 - 3-8: ELA and Math
 - HS: No
- Graduation Rate
 - HS: Combined 4-year, 5-year, 6-year rates (remember PBD)
- Other Academic Indicator
 - 3-8: Chronic Absenteeism? (10% of enrolled days)
 - HS: No
- Progress in Achieving EL Proficiency
 - 3-8: Yes
 - HS: Yes
- Non-Academic Indicator
 - 3-8: Chronic Absenteeism? (10% of enrolled days)
 - HS: CCR Iterative (33 states are pushing for CCR, how are they not getting a double-whammy)

Discussing Weights

- This was postponed until greater consensus/confirmation could be provided on the measures themselves.

School Supports

Comments at start of session...

- Keep identification of new schools ‘positive’ or at least not negative

- Keep language of system simple... (parent on school committee) can't understand what is expected... but things like 'Academic Language' are not understood by non-educators
- Keep system of supports and what schools are expected to do reasonable and not 'overwhelming' which can be the case especially for rural districts with limited resources.
- We have a diverse group but not an 'expert' group.. for example no Elementary principals in the group right now.... (Bob Kahler is an Elementary Principal and was unable to attend and sent his apologies)
- Need to keep it simple and at a level that others understand....
- One member reminded the group "that we are Advisory only..... And that the SEA needs to put in a good plan for Maine in place that meets the requirements of the law... and we also need to target the 'right' schools.... We don't want to target already high performing schools that can't show much gain..."

Then full group split up into two smaller groups, to discuss and develop a theory of action... One focused on Progress Monitoring and the other on Leadership Supports.

Janette has copies of the notes and developed Theory of Action (ToA) for the Progress Monitoring and Leadership Support Groups.

The Professional Development ToA was completed by whole group and follows....

Brainstormed List of PD ToA (As a whole group).

SEA Provides....

- 1) Professional development resources (guidance, etc)
- 2) Peer to peer (like me) regionalized supports/resources
- 3) Increased partnerships and collaboration between prof. organizations/ agencies and institutes of higher Ed.
- 4) Innovative strategies and opportunities (common workshop days) from outside PD providers e.g. AIR, ASSED,etc.

Districts Learn to:

- 1) Understand, support and value and the value of PD engagements...
- 2) Provide focused, "needs, and evidenced" based PD relevant to district/school improvement
- 3) Implement PD that is economical and efficient (best bang for the buck).

Which Leads to:

- 1) Meaningful education & training that addresses real issues/challenges
 - 2) Fully engaged teachers & Admin. With necessary tools -> academic progress
 - 3) Confident and competent teachers (content) able to effectively communicate (who are competent in their content and practice)
 - 4) Improved professional practice (role educator plays within system)
 - 5) Increased repertoire of educator skills
-

What was worked on today.....

Three key areas of supports.... Developed Theory of Actions (ToA)

Progress Monitoring

Leadership Supports and

Professional Development

And then breakout groups aligned Tiered Supports brainstormed on the earlier (1st) session to the various areas and ToAs.

At the end, the group found areas (whole child and more detail for leadership) where further discussion potentially at the next meeting was suggested.

Three agenda items for the 31st..

- 1) Whole child – systems needed, what does it mean
- 2) Leadership – more detail
- 3) Revisit District School Considerations

Consolidated Workgroup

Goal for today is to reach some consensus on items under our purview so that Jaci can have a working draft so that it can be provided to the commissioner this weekend.

1. Review and final consideration of the Guidance on Determining "Ineffective Educator" for the State of Maine

ESSA requires that we define or establish guidelines for defining an "ineffective educator" and to monitor and report an aggregate number of ineffective educators as to the USDOE as required by ESSA.

The review of the guidelines were completed and consensus was reached that the following definition of an ineffective teacher is acceptable:

Ineffective Teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following:

- *a limited or inconsistent repertoire of effectively demonstrating strategies in professional practice model.*
- ***Change: a limited understanding of student development***
- *A limited ability to collaborate with peers and community appropriately.*
- *An inconsistent or low positive impact on student learning and growth.*

Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.

Jaci made the suggestion to supply examples of ineffective teachers:

Team suggested that DOE look at some additional data points as part of the ineffective teachers and that this be done as part of monitoring. Sampling of SAUs was suggested by members.

This definition allows for flexibility but also will guide the SAU to use different data points.

2. Consolidated Application Status - Jaci reviewed the Application as it stood by LCD projection for the Workgroup to visually review.
3. If there are changes (data requirements) in the application that is approved by US DOE MEDOE should reflect when those changes are applicable.
4. The Workgroup reviewed the Chapter 125 Comprehensive educational plan components required to be completed by SAUs on a regular basis as compared to the ESSA LEA application components. They were decidedly similar with the ESSA components a bit more detailed. Members recognize that the new ESSA application is not a new lift. Consideration was raised to use the Dirigo Star electronic platform that 79 SAUs are utilizing for school improvement.

Next Meeting January 31, 2017 – Similar Format for the Day 9-3PM



**ESSA Advisory Workgroup
Notes
January 31, 2017**

Attendance: Fern Desjardins, David Bridgham, Betsey Chapman, Ray Poulin, Heather Blanchard, Doug Larlee, Jennifer Michaels, Amy Johnson, Betsey Webb, Mary Nadeau, Terry Wood, Dan Chuhta, Victoria Bucklin, Pender Makin, Mary Ann Spearin, Lora Travers Moncure, Jennifer Stanbro, Matt Drewette-Card, Jim Boothby, Phillip Potenziano, Deb Taylor, Gail Cressey, Ande Smith, Candace Crane, Jodi McGuire, Kathy Germani, Bob Kahler

Maine DOE: Jaci Holmes, Rachelle Tome, Janette Kirk, Chuck Lomonte, Sherry Wyman

Public; Vicky Wollock, MSMA; Heidi McGinley, MCLA; Mike Roy, Asst Superintendent, SAD 6

9-10:45 AM Whole Group Overview

- **New Federal Administration Transition Implications**
 - Federal ESSA regulations have been frozen
 - Implications for the Consolidated Application. We will base the Maine Application on the statutory provisions of the application
- **Strategic Plan Intersections with ESSA** – Walked through the Powerpoint
- **Feedback on the Plan from the Peer Reviewers**

Chris Minnich Opening remarks:

 - Patience
 - Leadership from the states – Push the envelope
 - Opportunity to get services to children – Share what you will do to help our schools get better
 - Think “Excellence and Opportunities for Equity”

Strengths of our draft plan

Competency based component
Honoring the Maine Strategic Plan
Comprehensive concept
Personalized learning
Preamble – personalization – as you refine look at ways to incorporate in the remainder of the State plan
Students, all schools, comprehensive system – building a bond, message was good
Educator effectiveness and Teacher Incentive Fund work
Intersection with equity work

Things to think about adding:

Share learnings from intensive work- move to across schools

Priority areas – things that worked, such as human capital management and leadership which can be built up, scaled up

Consider indicators for accountability and some for improvement

Consider expansion to next generation of CTE

- **Vision** – Consolidated application Section 1 requires us to develop long range goals and interim progress measures. Critical Friends suggested that we look at Maine data and trends and then back map the interim progress measures
- **Portraits of our Graduates** – South Carolina and Virginia have developed these. We might want to consider framing some for Maine.
- **Accountability – “Measure What You Treasure”**
Critical Friend Feedback
 - Indicators should be easily understood, be for improvement and for systemic change
 - Intent of indicators for identification, should be research based, make sure it is not corruptible
 - Other data elements can be for intervention determination
 - Redefining ready, if it is used could build up to, State needs to define its components, take two years to do so. Be careful if the only high school data point on state level is the SAT which is already used in the academic indicator, you should not have an item that has two weights
 - Be mindful of what do we want to evaluate.
 - What is good to know about a school/district?
 - What learning environments do we want to encourage/schools creating?
 - How are we evaluating our effort?
 - In thinking about new accountability elements:
 - Must be statewide
 - Must be researched based
 - Can't be manipulated
- **School Supports**
Critical Friends Feedback
 - Method for exiting during the 2017-2018 school year –
 - Development of transitional exit criteria as opposed to the original waiver exit criteria
 - Examine the critical elements in turnaround.
 - Share effective improvement practices – Innovative Summits which showcases effective practices and builds other educators as supports
 - Tiered support model was considered a great model in Maine's plan

- Consider funds to focus on what tiers
- What does it mean to be TSI or CSI if not receiving funds & how does that impact the identification
 - Clear process to resources and a single framework used for all schools
 - Title I requirements utilized as evidence.
 - Needs based cohorts of schools/districts
 - Differentiated way of allocating funds.
- Allows evidence of populations as to how they moved
- Ohio has three tiers and is concerned that tier 2 Targeted will have 50-80% in that category
- Consider naming all three tiers with “Supports”
- A “Continuous Improvement” model – all schools engaged in continuous improvement and sets the expectation that all schools are aiming to improve
- **Consolidated Application**
 - Continue to write based on the ESSA statute
 - Still targeting April 1,2, 2017 submission
 - Will review the completed draft on February 15, 2017 with ESSA Advisory and will send to other specific workgroups simultaneously
 - Plan to post on or around February 26, 27 for 30 days of public comment. Internal ESSA Team will review the comments on a weekly basis and edit the plan accordingly.
 - The intent is to write a proactive plan articulating the relationship of Maine’s Strategic Plan, Maine’s existing statutory provisions that the ESSA components of the plan will allow enhancements
 - To our work as Maine moves forward. In essence we will show the integrations of these factors.

2:15 PM Wrap Up and Report Outs

Accountability Workgroup

Goals for Today

- Ed Committee: February 9th 3:00PM
- Recommend elements for accountability review (K-2, 3-8, HS, FAY, SWD/EL, 2 years former high needs group)
- Propose weights for elements
- Propose measure for summative review (points?)
- Propose communication of whole school performance
- Propose communication of student group performance
- Discuss/recommend long- and short-term goals

Meeting Norms

- Thoughtfully consider evidence
- Listen with attention and respect
- Share ideas and insight (no “war stories”)
- Take time to think, imagine, and consider before speaking
- Recognize and suspend assumptions
- Remain open-minded and possibility-focused
- Ask thoughtful and clarifying questions

School Quality Requirements

- Allows for meaningful differentiation in school performance
- Must be valid and reliable
- Same indicator(s) must be used within each grade span
- Must be comparable and applicable statewide
- Must be measured and reported annually for all and disaggregated by student groups

Reactions to Other States’ Approaches for Accountability

- Saw value in Delaware’s middle section (pink in color) though it would be tough to measure
- Adding more measures could add complications with commitments
- A number of states are separating achievement from growth, often weighting achievement higher—maybe not the best idea
- Tennessee has a K-3 literacy goal, which could be one of Maine’s additional indicators
- A challenge exists in making decisions/direction without data; we could focus the plan more on the second phase of implementation
- Keep it simple—just go with the absolute minimum
- The [accountability] formula is the most important part of making determinations
- Create a formula where resources match identified level of support
- Connect LD 1253

Suggested Accountability Indicators and Weightings

- Proposal One
 - 3-8
 - Achievement/Proficiency 42%
 - Growth (based on cohort) 38%
 - EL 10%
 - Non-Academic (chronic absenteeism for now) 10%
 - 9-12
 - Achievement/Proficiency 40%
 - Graduation Rate 40%
 - EL 10%
 - Non-Academic 10%
 - Other Thoughts
 - If EL was not present for a school, the 10% would be split equally, with 5% going to growth and 5% to proficiency
 - 9-12 Non-Academic generality presumes that we can’t do a CCR measure yet

- Proposal Two
 - K-8
 - Achievement: ELA and Math 30%
 - Growth: ELA and Math Cohort (Student A to Student A) 40%
 - Graduation Rate: n/a
 - Non-Academic Student Success: Science 3, 5, 8 20%
 - EL: 10%
 - 9-12
 - ELA and Math 30%
 - PSAT ELA and Math 9th 30%
 - Graduation Rate: 4-, 5-, and 6-year cohorts 10%
 - Non-Academic Student Success: CCR-SAT, AP, IB, CTE, ASUAB, Accuplacer, Dual Enrollment 20%
 - EL: 10%
 - Other Thoughts
 - The growth and proficiency blend approach (where a balance is for high achieving districts to have more emphasis on proficiency, and a low achieving districts to have more emphasis on growth) would count for the progress measure...sample weightings follow

	Achievement	Growth
<i>High</i>	75%	25%
<i>Meeting</i>	55%	45%
<i>Partial</i>	45%	55%
<i>Low</i>	25%	75%

- Proposal Three
 - K-8 (weightings undecided)
 - Achievement (growth and status weighted system)
 - Proficiency by Grade 3
 - EL
 - Attendance
 - 9-12
 - SAT 30%
 - HS Graduation Rate 5%
 - CCR-TBA 40% (Attendance for the first round)
 - Other Thoughts
 - The group shares the idea of using the balance from Proposal Two for proficiency and growth)
 - Would advocate for a much lesser weighting than 70-80% be attributed for student achievement and proficiency
- Further Discussion
 - For K-2, a measure will be needed; it may be that back-mapping Grade 3 learning would be used.
 - Deciding on summative designations/labels

- Meeting expectations, not meeting expectations, etc. might work as terms
- Superintendents' suggestion: Exceeding expectations, meeting expectations, progressing towards expectations, requires assistance
- State expectations are more broad than just the indicators in accountability/review; this should be kept in mind to prevent mis-messaging
- Deciding on consistently low performing subgroups
 - Perhaps compare them to the State average of that group or the whole
 - A preference was expressed for avoiding the term subgroup
- N-Size discussion: percent proficient or average scale scores. A preference was expressed for using average scale scores. It helps with the N=10 and with the students on the bubble. Further discussion was planned on this topic.

Thoughts/Parking Lot - Revisited

- Explore 95% participation options, ramifications, etc. Any district that has either a whole school or student group that is below 95%, we ask the plan. If it's below 75% that raised concerns. (This plan development is in lieu of working into the formula)
- Explore implications of accountability frameworks for different types of schools School-wide support seems like a way to address this. A challenge is finding a way to differentiate schools without identifying a majority of schools
- Use growth for ELA and Math This is a trend across plans
- Consider looking at student subgroups as another indicator of growth We must be looking at student subgroups. The idea was looking at Tier 2 students.
- Which subgroups are required to be reported under ESSA?
- Consider emphasis on schools/students at-risk Running analyses based on various models will help with this.
- Graduation rate could be used at high school without an academic progress measure Lots of states are not reporting progress for high schools.
- What will DOE report related to chronic absenteeism?
- Will academic achievement be reported by proficiency levels, average scale score, etc.? Proficiency levels are recommended to use as they are better understood by the public.
- Consider extend waiting period beyond one year to test ELs Maine DOE is looking at this a bit more closely. Initial looks suggest going two years.
- Consider testing ELs in native language This is a requirement that we are working on. We may ask for a waiver. Somali came up as the highest. Is it reasonable and effective to do this? This assumes students come to school with educational experience in their home language. Gathering information from the communities could help frame a waiver. Maine set at least 3% as the threshold and Somali is even under that.
- Consider writing until a threshold on ACCESS (e.g., level 3) No positive feedback about waiting; continues to be a part of the national conversation
- Check how other states are using SAT and CCR scores without a "double whammy" Peers felt it would be a "double whammy" without another measure.

- How many states use SAT scores in accountability system [More and more are. Michigan is an example like Maine that used a college exam in the past. Jury seems to be out whether ACT is aligned to Maine’s College and Career Readiness Standads.](#)
- Check to see about having different weightings for different accountability structures [Connecticut had different point values. Each component results in a number of points which varies based on school type \(ES, MS, HS, etc.\)](#)
- A sentiment was expressed for the minimizing of state testing metrics and maximizing of other academic/non-academic metrics
- Mobility data? Mobile kids
- Talking about combining funds among/between districts/schools, we can monitor mobile kids who go among a particular circuit of schools, to pool resources to reach these kids? (For example, kids who loop around Lewiston/Auburn/Poland/Oxford Hills—those kids can be identified as being “in that circuit” and flagged for combined support.)

School Supports

The School Support group agenda and goals were reviewed for the day along with highlights from previous session.

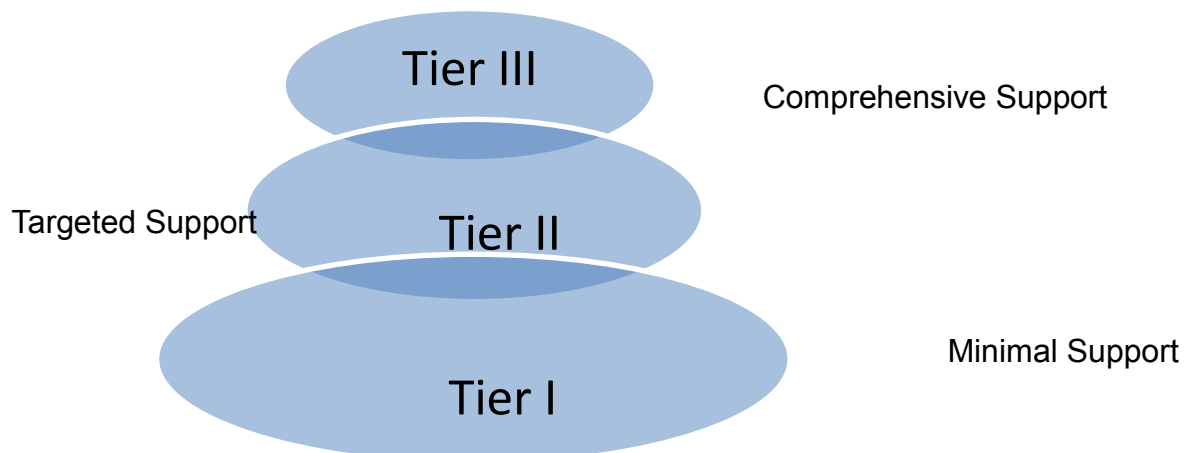
Goals for the day

To have a tentative framework for the support of identified schools to include: differentiated professional and regional support to meet the unique needs of schools experiencing challenges.

An overview of current practice was provided along with graphic model

SEA and Regional Supports

District and School Supports



Questions for consideration

- What are unintended consequences when funding ends and Coaches can no longer be provided?
 - What funding can best help initiate positive change that can continue as funds disappear or reduce after 1-3 years?
 - Should being provided school supports at various levels be optional or mandated for consistently underperforming schools or sub groups (targeted supports)?
 - If a school feels they are already on track and do not need the money or additional supports, should supports and funding be flexible and possibly shifted to others more in need?
 - Can schools become dependent on funding and does this inadvertently become a challenge regarding the sustainability of the work.
-

At this point the large group broke up into two discussion groups, School and District Supports and Regional and State Supports. Both groups fleshed out possible supports at each of the intervention and support levels understanding that some supports may be provided at more than one level of tiered/differentiated support.

Some notes from School and District discussion group.

Discussion around **exit criteria and support** included.....

One possibility was to require the use or continued use of Dirigo Star or a like tool after being identified...

The group suggested that... “once TARGETS are met then that should be an element of exit criteria

The group pondered, “Should some supports be mandated and others a choice?”
Some members of the group felt that it might be best not ‘mandate’ but rather provide options and stay with a MENU of options.

Group started by looking at **Tier 1** supports reviewing the original brainstormed list from the first School Support group meeting.

- Menu of available supports (for all Tiers)
- Collective Resource Bank (Standards Based Report Cards, etc.)
- Technology provided PD (On-line, asynchronous, etc)

- Can Dirigo Star be modified to be used as self-assessment tool... or are there other tools that would support self-assessment processes
- Availability and training for Dirigo Star
- Need to focus on Curriculum and Instructional supports
- Data or Data Use training...

The group thought that Tier 1 supports might be accessed more remotely, on-line, and be more broad based and less costly in the delivery model to be able to meet the largest group. Additional Tiers might be more intensive where more supports are needed. Regional support might also be 'virtual' in addition to the traditional face-to-face model.

Tier 2 - Building on the Tier 1 foundation

- Administrative Assistance in utilizing funds and identifying priority supports
- Creation of Leadership teams focused on school improvement efforts with supportive PD (building and/or district) (Optional?)
- Some District support is critical (in house or guided by state supports)
- Beginning supports of direct coaching.... (Single identified coach with district? But also have the ability to match coaching expertise to specific needs as they arise.... HS issues versus K-2 expertise for example)
- All of the Tier 1 plus.... Expanded 'menu' of Tier 2 more intensive listed supports
- For these schools, possibility to pick a number of elements from Tier 2 list beyond Tier 1
- Move training of local coaches which is in Tier 3 to tier 2.

"we liked everything on here..." comment from one of this breakout participants.

Tier 3 - Building on Tiers 1 & 2

- Flexibility of state supports (coaches can spend more or less time dependent on need.
- Increased collaborative relationship between school/district and state
- The group seemed to agree with other items in the Tier 3 brainstormed list.

Other thoughts

School and District group

Idea of a menu of options to best meet the schools need is "liked"

Agreed with the list of items listed in earlier meeting

Wanted choices to match school needs

Digital or online professional development

And state supports

Tier 2

Leadership team as an option rather than requirement (this based on the feeling that some schools simply cannot provide a viable leadership team due to small school size or lack of qualified or interested staff.

More on-site PD (embedded) and light coaching rather than just on-line

Tier 3

Increase in direct coaching

State and Regional Group Report Out

Lots of constructive conversation before lunch

Hard time making 'concrete' suggestions

Mandatory –Dirigo star for Tiers 2 and 3 (optional at Tier 1)

At regional level

PD, Things in Dirigo star that might help to drive the PD

Summer institutes - Job embedded PD

Train the trainers

Data supports

State support – Dirigo star(available and optional)

Tier 2

Transformation Leadership networks...

Awareness of programs that exist..... (e.g. - instructional practices)

Tier 3

Resource availability

Resource bank

Curriculum

Instructional support

After reporting out the whole group focused on...

How could schools exit the identifications of

1. Targeted Support
2. Comprehensive Support?

Remember:

1. Must be consistent data over time
2. What other measures or mechanisms could inform a schools progress?

Part of the discussion focused on wanting to be able to watch a cohort of students over time....
2nd – 3rd – 4th – 5th rather than 3rd, 3rd, 3rd

Some suggested elements relative to 'exiting'...

Require the development of a Sustainability Plan

Include an Assessment piece (could be state or local... multiple measures and growth)

Use of possible 'Portfolio' of Success and Growth

Plan should show evidence of sustainability (e.g. funds in school or district budget to support continued PD, PLC efforts, etc.)

Still to be resolved... (is this for the accountability group?)

What would be an acceptable amount of growth?

Could growth be defined jointly by a school and Coach?

Is there a path that does not require growth from a state assessment?

Possible use of Action plan with local evidence of performance data, e.g. -NWEA

What about working out a plan with the coach.... Outline an improvement plan with the coach and then demonstrate at the end of the year the plan elements or outcomes have been met.

Comment from one group member: There needs to be some measure of accelerated growth to close gaps..... a way to outpace average growth.

What evidence can be asked for..... Growth criteria....

Should it be required that there is continued use of Dirigo star after exit?

Whatever caused schools to be identified... needs to be addressed...

Exit must have sustainability plan in place...

Sustainability plan should include multiple measures that can inform continued progress and the school's plan has to be designed to support continued growth.

Some examples of elements that might represent or show evidence supporting an exit plan that demonstrates positive sustainability

School or district budget that shows hiring of an instructional coach

Other budget items that show continued support for identified improvement efforts

When state data does not, or is not able to show growth, consider Local assessment data that shows growth and student progress

If internal data is showing growth, than this is option as an additional measure... (Goal of state wanting to see that the school is using data to inform practice)

Continued Non-negotiable state support through continued review of applications.....

Consolidated Workgroup

Consolidated Application Group reviewed the minutes from the last meeting and there were no additions.

Feedback from peer reviewers:

- Appreciated specific strategies for rural schools.
- Consider a mobility survey which may provide data on teacher movement. Members thought consideration could be given to this as a data indicator on the dashboard.
- Potential to discuss with Holly C. from MPA regarding the development of a teacher mobility.
*(Kentucky may have a mobility survey that was used).
- Kentucky has a student engagement survey that they use it is called Elliot. Members would like to review the document.
- Data (Student Mobility & Staff Mobility)
- Consider which teachers to target for section 5. You could consider supporting public preschool to 3rd grade. Members felt this did not need to be considered at this time.
- Effectiveness ratings are part of the reporting mechanism.
- Using Title II teacher leadership academies. Members felt instructional coaching and instructional leadership should both be considered for Leadership professional development.

Members also liked the concept of the Innovative Summits, which is similar to some of the Ed camps that have been done in Maine.

Question - What is in NEO to determine what positions (Instructional Coaches) – Workgroup would like to see what the breakouts are for the positions that are listed in the NEO system.

Picking up on the Profiles concept articulated in the whole group session, discussion about how to make a profile of a Maine Graduate. Members suggested the Guiding Principles could very well be the profile of a Maine High School Graduate

(How do we measure these?) How are these measured?

Future Ready was also discussed (SEE FUTURE READY) Perhaps the two could be collapsed, integrated.

Workgroup reviewed the draft State Plan by section and provided some areas to refine.

Next Meeting of the ESSA Advisory February 15, 2017 – Room 500