



ESEA FLEXIBILITY
JOINT AMO/SUPPORT & INTERVENTIONS GROUP MEETING #1
TUESDAY MAY 22, 2012; 1-5 PM; CROSS BLDG. ROOM #103

Outcomes

1. Review charge, membership, and scope of the work expected of the Annual Measurement Objectives (AMO) Working Group and the Support & Interventions Working Group
2. Review the current accountability system in place;
3. Understand the criteria of the ESEA Flexibility application program, especially as it relates to Principle II, AMOs and support and interventions;
4. Determine specific next steps related to the AMO Group and develop initial timeline
5. Determine dates for future meetings

Agenda

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|---------|---|
| 1 PM | Welcome, introductions, and overview of the agenda |
| 1:15 PM | Review the charge of the AMO and Support & Interventions Work Groups and the overall strategy for completing and submitting an ESEA Flexibility application |
| 1:35 PM | Develop norms and decision-making processes for the group |
| 1:45 PM | Overview of the current state accountability system and its inherent challenges |
| 2:15 PM | Description of the vision of state accountability and framework for Maine's ESEA Flexibility submission |
| 2:40 PM | Overview of the ESEA Flexibility program and application requirements, |
| 3 PM | Break |
| 3:15 PM | Brief overview of the Smarter Balanced Assessment Consortium |
| 3:30 PM | Break into two groups: AMO & Support/Interventions (See list of attached questions to guide the work of each group) |
| 4:30 PM | Return to large group for brief reports |
| 4:45 PM | Closure: next steps and meeting schedule |

***Next Meeting: TBA**

Additional materials

1. Maine DOE ESEA Flexibility Application Work Group Overview
2. Maine ESEA Waiver Request Checklist
3. USED ESEA Flexibility Overview
4. Evolving education – Maine DOE Strategic Plan
5. USED ESEA Flexibility Application
6. USED ESEA Flexibility Review Guidance
7. Overview of CCSSO Accountability Principles
8. CCSSO Roadmap
9. NESSC Rethinking ESEA concept paper

Guiding Questions for AMO Working Group

1. What questions do you have at this point?
2. What do you need to do this work well?
3. What preliminary ideas do you have?
4. *For which content areas and grade levels should AMOs be set?*
5. *What role should – if any – growth play? If so, how should growth be measured?*
6. *In a student-centered proficiency-based system, how should student learning (achievement and attainment) be assessed and reported?*
7. *What are the specific needs/requirement of the state data system to ensure the comprehensive collection, organization, and reporting required?*
8. ...

Guiding Questions for Support & Interventions Working Group

1. What questions do you have at this point?
2. What do you need to do this work well?
3. What preliminary ideas do you have?
4. *What is the 'Theory of Action' that should inform and support the improvement (i.e. Turnaround) of schools identified as either focus or priority status*
5. *In what ways should the support/interventions be customized for school identified (i.e. grade levels, content area, demographics of students identified, length of time with status, etc.)*
6. *What are the non-negotiables for identified schools? What is negotiable?*
7. *How many different levels of overall school performance should be measured (i.e. should there be more than the three prescribed by the ESEA Flexibility application?) What language should be used to characterize these different levels*
8. *How should a school 'exit' its designated performance status?*
9. *What incentives and rewards should be provided to 'reward' schools?*
10. ...

SUGGESTED STARTER MEETING & COMMUNICATION NORMS

The following are offered merely as a means to begin the conversation around developing norms:

In order to undertake the highly complex work of collaboratively developing a successful ESEA Flexibility application, we are committed to:

- Building on and supporting one another's efforts
- Acknowledging and encouraging different approaches as we collaborate
- Trusting in the integrity of one another
- Monitoring our air time in group gatherings
- Communicating openly, clearly, and directly
- Acknowledging and honoring different perspectives
- Assuming positive intentions of all members
- Make use of 'Parking Lot' to list and keep track of ideas and questions not directly related to the meeting's agenda that will need to be addressed at a later date

Additional considerations and questions:

1. What do you need from fellow group members in order to do your best work and bring your best thinking to the group?
2. From the suggested list above, what – if anything – should be added, deleted, and/or modified?
3. How does the group wish to make decisions?
4. How does the group wish to handle members absences?

ACCOUNTABILITY IN A LEARNER-CENTERED EDUCATION SYSTEM: CONSTRUCTING AN ACCOUNTABILITY SYSTEM THAT WORKS FOR MAINE

Context

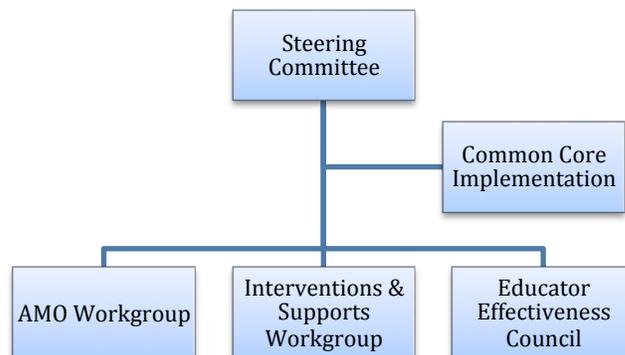
On September 23, 2011, President Obama and Secretary Duncan announced an opportunity for states to revise their school accountability systems in exchange for flexibility and relief from some of the provisions of the *Elementary and Secondary Education Act* (ESEA). On February 13, 2012, Commissioner Stephen Bowen informed Secretary Duncan of Maine's plans to hold the 2011-2012 Annual Measurement Objectives (AMOs) at the same level as the 2010-2011 school year (as permitted by USDE) and take the time necessary to continue to construct an accountability system that works for Maine schools.

To this end, the Commissioner is charging a steering committee and three working groups with the task of developing the key elements that will constitute this new system. Regardless of whether ESEA is reauthorized, the critical core elements proposed by these groups will be used to formulate the state's accountability program – either as part of the flexibility program or as part of an officially reauthorized federal program.

The expectation is that membership in the steering committee and the working groups will be finalized by the end of March and that the work of these groups begins in earnest by the beginning of April. These groups will work through the spring and into the summer so that the Commissioner, through guidance provided by the steering committee, can make a determination by late summer regarding the state's overall readiness to consider submitting a complete application to the United States Education Department in time for the ESEA Flexibility Round III deadline of September 8th.

Structure

A total of four groups will work in concert to propose the core elements of the accountability system – one group will be responsible for providing oversight and coordinating the effort, two working groups will investigate and develop specific recommendations in key areas, and a the work of a fourth group, the Educator Effectiveness Council developed pursuant to LD 1858, will inform development of the waiver as well. Common Core implementation is another element of the ESEA waiver application, but one for which an implementation plan is already in development.



Accountability System Steering Committee

Charge:

1. Finalize membership in the working groups;
2. Provide overview, guidance, and support to each of the working groups;
3. Receive the reports of the working groups and craft the core components of a statewide accountability system to recommend to the Commissioner;
4. Support the engagement of key stakeholder groups, including members of representing all official student subgroups

Deliverables	Proposed Membership	Notes:
<ol style="list-style-type: none"> 1. Clarified charge for each of the working groups 2. List of recommended individuals to serve in the working groups 3. List of individuals and/or organizations representing students from various subgroups 4. Input and feedback from individuals and/or organizations representing students from various subgroups 5. Recommended elements of statewide accountability system that meet the requirements of the current ESEA Flexibility program and, if applicable, any future guidance resulting from a reauthorized ESEA 6. Formal presentation(s) of the statewide accountability model to education stakeholders across the state 	<ol style="list-style-type: none"> 1. Stephen Bowen 2. Deborah Friedman 3. Rachelle Tome 4. Dan Hupp 5. David Connerty-Marin 6. Jaci Holmes 7. Mark Kostin 8. MSMA 9. MPA 10. MADSEC 11. MEA 12. Rep. from ELL community 	

Working Group #1. AMOs

Charge:

1. Identify the student assessments that will be used to determine the level of proficiency of students (all and subgroups) in a school
2. Determine additional student learning measures, if applicable, to be used
3. Determine specific proficiency benchmarks to be used to determine a school's accountability status
4. Propose at least four different levels of school performance commensurate with the ESEA flexibility guidelines (i.e. priority, focus, and reward)
5. Work with the Interventions & Support Working Group to determine the manner in which schools and/or districts can exit any identified status associated with poor performance

Deliverables	Proposed Membership	Notes:
<ol style="list-style-type: none"> 1. List of student learning assessments 2. List of other measures of student learning 3. List of AMO targets by year 4. List of school and/or district performance designations 5. Process by which schools and/or districts deemed poor performance leave their status 	<ol style="list-style-type: none"> 1. Dan Hupp 2. Bill Hurwitch 3. Brian Snow 4. Rachelle Tome 5. George Tucker 6. Mark Kostin 7. Representative from MEA 8. Representative from MSMA 9. Representative from MPA 10. Representative from MADSEC 	

Working Group #2. Interventions and Supports

Charge:

1. Determine and name at least four levels of overall student and/or district performance compared to the established AMOs.
2. These performance levels must meet the stated requirements of the current ESEA flexibility opportunity (i.e. priority, focus, and reward) and any other guidance resulting from reauthorization of ESEA
3. Determine the support to be provided and the interventions to be implemented for schools and/or districts that have been identified, commensurate with the specific areas of need
4. Determine the process by which schools and/or districts identified as needing support will be identified and apply for funds
5. Develop the system by which the DOE will provide ongoing support for schools and/or districts in this category
6. Develop the manner in which reward schools will be recognized along with any other possible relief and/or compensation
7. Determine the manner in which schools and/or districts can exit their stated status
8. Work in conjunction with the AMO Working Group when necessary

Deliverables	Proposed Membership	Notes:
<ol style="list-style-type: none"> 1. List and description of status categories 2. Document outlining the differentiated support and interventions based on performance categories 3. Process for accessing and monitoring the use of targeted resources 4. Description of DOE intervention and support model 5. List of recognitions, relief, and/or compensation for reward schools 6. Description of steps for exiting status 	<ol style="list-style-type: none"> 1. Rachelle Tome 2. Steve Vose 3. Dan Hupp 4. Bill Hurwitch 5. Brian Snow 6. George Tucker 7. Mark Kostin 8. Representative from MEA 9. Representative from MSMA 10. Representative from MPA 11. Representative from MADSEC 	

MAINE ESEA WAIVER REQUEST CHECKLIST

As of May 11, 2012

I. Application components and process

1. **A table of contents and a list of attachments**, using forms on pages 1 and 2.
2. **The cover sheet** (p.3)
3. **Waivers requested** (pp.4-6), and
4. **Assurances** (pp. 7-8).

Responsible party(ies)	Draft due	Notes
<i>Commissioner</i>		

5. **A description of how the SEA has met the consultation requirements** (p. 9): An SEA must meaningfully engage and solicit input from diverse stakeholders and communities - such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes - in the development of its request. *Evidence of how the Waiver Request was modified during the consultation process must be provided.*

Responsible party(ies)	Draft due	Notes
<i>Steering Committee</i>		

6. **An overview of the SEA's request for the ESEA flexibility** (p. 9). This overview (~500 words) is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. It must describe how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Responsible party(ies)	Draft due	Notes
<i>Commissioner</i>		

II. Evidence and plans to meet Principle 1: College- and career-ready expectations for all students

- 7. **1A: Adopt College and career-ready standards (CCSSI) - Option A** (p. 10)
- 8. **1B: Transition to College- and career-ready standards (Common Core implementation plan)** (p. 10)
- 9. **1C: Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth (SBAC) - Option A** (p. 11)

Responsible party(ies)	Draft due	Notes
Steering Committee Dan Hupp AMO Group (?)		

III. Evidence and plans to meet the principles: Principle 2: State-developed differentiated recognition, accountability, and support

- 10. **2A: Develop and implement state-based system of differentiated recognition, accountability, and support** (p. 12). description includes all the components listed in Principle 2, the SEA's plan for implementation no later than the 2013-2014 (?) school year, and an explanation of how the SEA's system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Responsible party(ies)	Draft due	Notes
Support/Interventions Group AMO Group		

- 11. **2B: Set ambitious but achievable annual measurable objectives (accountability)** (p. 13). Select the method the SEA will use to set new ambitious but achievable annual measurable objectives in at least reading/language arts and mathematics for the State and all LEAs, schools and subgroups.

Responsible party(ies)	Draft due	Notes
AMO Group		

12. **2C: Reward schools (recognition):** Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools (p. 14)
13. **2D: Priority schools (recognition).** Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools (pp. 14-15)
14. **2E: Focus Schools (recognition).** Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” (p. 15)

Responsible party(ies)	Draft due	Notes
AMO Group		

15. **2F: Provide incentives and supports for other Title I schools (support).** Describe how the SEA’s system will provide incentives and supports to ensure continuous improvement in other Title I schools that...are not making progress in improving student achievement. (p. 17)
16. **2G: Build SEA, LEA, and school capacity to improve student learning (support).** Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. (p. 17)

Responsible party(ies)	Draft due	Notes
Support/Interventions Group		

IV. Evidence and plans to meet the principles: Principle 3: Supporting effective instruction and leadership

17. **3A: Develop and adopt guidelines for local teacher and principal evaluation and support systems (Option A)** (p. 18). The SEA’s plan is to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012-2013 school year (?). Includes a description of the process the SEA will use to involve teachers and principals in the development of these guidelines.
18. **3B: Ensure LEA’s implement teacher and principal evaluation and support systems** (pp. 18-19). Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements...high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines

Responsible party(ies)	Draft due	Notes
Maine Educator Effectiveness Council		