



DEPARTMENT OF

Education

STATE OF MAINE



State Performance Plan and Annual Performance Report

April 2007



Purpose

- Get more accurate, more valid data
- Reminder on determinations
- Share current report card design
- Technical assistance



DEPARTMENT OF

Education

STATE OF MAINE

Remember December

- Report card structure introduced
- 2004-2005 data in report card format
- Data accuracy confirmation requested

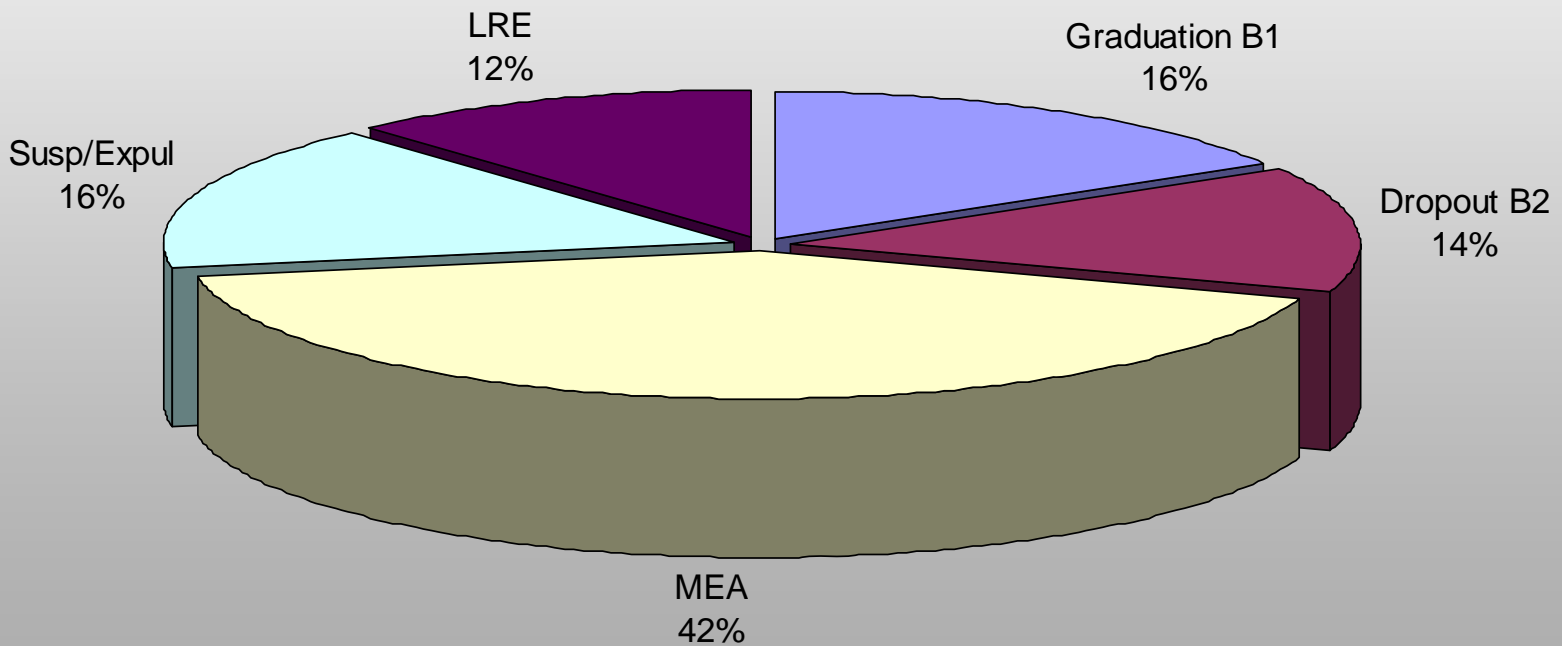


Results/Changes

- Districts provided data accuracy responses
- Most accuracy issues/concerns were with MEA data
- Corrections are in progress for all data discrepancies



Accuracy Responses





Data Accuracy

- **MEDMS student information**
 - used for MEA and post-secondary survey
- **MEDMS incident reporting**
 - used to report both the Office of Substance Abuse requirements and IDEA suspensions/expulsions
- **MEDMS enrollment**
 - used to determine attending enrollment
- **MEDMS exits**
 - used to develop graduation and dropout rates



DEPARTMENT OF

Education

STATE OF MAINE



Since December

- First annual performance report submitted
- Update to SPP submitted
- Public reporting consideration
- Determination consideration



DEPARTMENT OF

Education

STATE OF MAINE



Questions?



DEPARTMENT OF

Education

STATE OF MAINE



SPP and APR

<http://www.maine.gov/education/speced/spp/index.html>

- Original version of the State Performance Plan (SPP) dated December 2, 2005
- The initial Annual Performance Report (APR) dated February 1, 2007
- The update to the SPP dated February 1, 2007



Summary Reports

Summary Report format for Part B

- Includes the indicator that must be included for consideration this year
 - Part B – 12
- Shows the student or system results indicators that may be considered
 - Part B – 1, 2, 3, 4a, 5, and 6

Please refer to the color handout →

April 2007

Federal Fiscal Year 2005 Part B Annual Performance Report
Summary of Progress toward Maine's State Performance Plan

SPP Indicator	Baseline	FFY 2005 Target	FFY 2005 Performance
1. Graduation Rate	74%	76%	66.1%
2. Dropout Rate	4.6%	4.6%	8.6%
3. Assessment	AYP Reading 96.4%	AYP Reading 97%	AYP Reading 96.2%
	AYP Math 98.7%	AYP Math 98.8%	AYP Math 98.2%
	Participation Reading	Participation Reading	Participation Reading
	99% 99% 98%	98% 98% 90%	98.9% 98.9% 87.8%
	Participation Math	Participation Math	Participation Math
	99% 99% 98%	98% 98% 90%	97.9% 97.8% 87.9%
	Proficiency Reading	Proficiency Reading	Proficiency Reading
	24% 13% 11%	41% 42% 50%	32% 16% 11%
	Proficiency Math	Proficiency Math	Proficiency Math
	21% 10% 6%	21% 22% 22%	34% 12% 10%
4. Discipline	0.65%, New	Reset	0.65%, 0%
5. LRE (6-21)	Regular Class 56%	Regular Class 60%	Regular Class 57.1%
	Self-Contained 12%	Self-Contained 12%	Self-Contained 11.2%
	Separate 4%	Separate 4%	Separate 3.5%
6. LRE (3-5)	79%	81%	79%
7. Developmental Outcomes (3-5)	-	New indicator	Entry = 29%, 42%, 63%
8. Parental Involvement	-	New indicator	Baseline = 85%
9. Disproportionality in Special Education	-	New indicator - 0%	Baseline = 0.6%
10. Disproportionality in Disability	-	New indicator - 0%	Baseline = 0.6%
11. Timeliness	100%	New indicator - 100%	Baseline = 85%
12. Transition, age 3	96%	100%	97%
13. Transition, age 16	90%	New indicator - 100%	Baseline = 83%
14. Post-school outcomes	-	New indicator	Baseline not required this year, but 64.5% by current measure
15. Compliance Monitoring	Monitoring 100%	Monitoring 100%	Monitoring 100%
	Non-monitoring 100%	Non-monitoring 100%	Non-monitoring 100%
	Due Process 100%	Due Process 100%	Due Process 100%
16. Complaints	83%	100%	81.3%
17. Hearings	94%	100%	100%
18. Resolution Sessions	-	New indicator	Baseline = 57%
19. Mediations	66%	76%	83.3%
20. Reporting	100%	100%	100%

Met ■ Mostly met ■ Near miss ■ Far miss ■ Failed ■ New ■
 P = Performance indicator C = Compliance indicator



Performance Indicators

SPP Indicator		Baseline			FFY 2005 Target			FFY 2005 Performance		
1. Graduation Rate	P	74%			76%			66.1%		
2. Dropout Rate	P	4.6%			4.6%			8.6%		
3. Assessment	P	AYP Reading		96.4%	AYP Reading		97%	AYP Reading		96.2%
	P	AYP Math		98.7%	AYP Math		98.8%	AYP Math		98.2%
	P	Participation Reading			Participation Reading			Participation Reading		
		4 th	8 th	11 th	4 th	8 th	11 th	4 th	8 th	11 th
		99%	99%	98%	98%	98%	90%	98.9%	98.9%	87.9%
	P	Participation Math			Participation Math			Participation Math		
		4 th	8 th	11 th	4 th	8 th	11 th	4 th	8 th	11 th
		99%	99%	98%	98%	98%	90%	97.9%	97.8%	87.9%
	P	Proficiency Reading			Proficiency Reading			Proficiency Reading		
		4 th	8 th	11 th	4 th	8 th	11 th	4 th	8 th	11 th
24%		13%	11%	41%	42%	50%	32%	16%	11%	
P	Proficiency Math			Proficiency Math			Proficiency Math			
	4 th	8 th	11 th	4 th	8 th	11 th	4 th	8 th	11 th	
	21%	10%	6%	21%	22%	22%	34%	12%	10%	
4. Discipline	P P	0.65%, New			Reset			0.65%, 0%		
5. LRE (6-21)	P	Regular Class		56%	Regular Class		60%	Regular Class		57.1%
		Self-Contained		12%	Self-Contained		12%	Self-Contained		11.2%
		Separate		4%	Separate		4%	Separate		3.5%
6. LRE (3-5)	P	79%			81%			79%		



Compliance Indicators

- Indicator 12 - reported publicly this year

11. Timeliness	C	100%	New indicator – 100%	Baseline = 85%
12. Transition, age 3	C	96%	100%	97%
13. Transition, age 16	C	90%	New indicator – 100%	Baseline = 83%

- Freedom of information act requires the data to be accessible if requested.



DEPARTMENT OF

Education

STATE OF MAINE



Questions?



DEPARTMENT OF

Education

STATE OF MAINE



Determination

Assignment of levels to LEAs
based upon compliance and
performance to the SPP targets



OSEP Requirements of States

- Pursuant to 616(a)(1)(C)(i) and 300.600(a) [for Part B]
 - States are required to make “Determinations” annually under 616(d) on the performance of LEAs/EIS programs.
- IDEA does not require States to report Determination decisions to the Department or to the public.
- States, of course, *must* inform each LEA or EIS Program of the State’s Determination.



Determinations and Enforcement

- States must use the same four categories as OSEP in making Determinations of the status of local programs. Categories and enforcement actions include:
 - Meets Requirements
 - Needs Assistance – 300.604
 - (a)(1): Advise programs of available sources of technical assistance to address areas on which the program needs assistance.
 - (a)(3): Identify programs as high risk grantee and imposing conditions on use of funds.



Determinations and Enforcement (cont.)

– Needs Intervention – 300.604

- (b)(2)(i): Require the program to prepare or implement a corrective action plan to correct the identified area(s).
- (b)(2)(v): Withhold, in whole or in part, further payments to programs.

– Needs Substantial Intervention – 300.604

- (c)(2): Withhold, in whole or in part, any Part B funds.



Determinations and Enforcement

- States are required to implement the timeline in section 616(e) for enforcement for local programs. For example,
 - After *two* consecutive years of a Determination of “needs assistance” the state must take enforcement action.
 - After *three* consecutive years of a Determination of “needs intervention” the state must take enforcement action.
 - If an LEA or EIS program is determined to be in the category “Needs substantial intervention” immediate enforcement action must be taken.



Maine's Four Levels of Determination

- Level 1 – Meeting or Exceeding Target
 - May need technical assistance to sustain performance
- Level 2 – Above State Average, but below Target
 - Needs technical assistance to support improvement
- Level 3 – Below Target, but Above Lower Control Limit
 - Needs intervention to improve performance
- Level 4 – Below Lower Control Limit
 - Needs significant intervention to correct deficiency

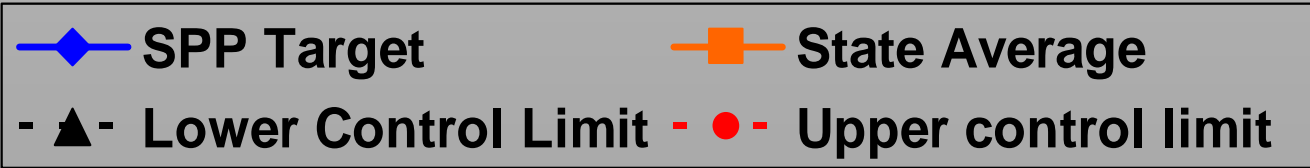
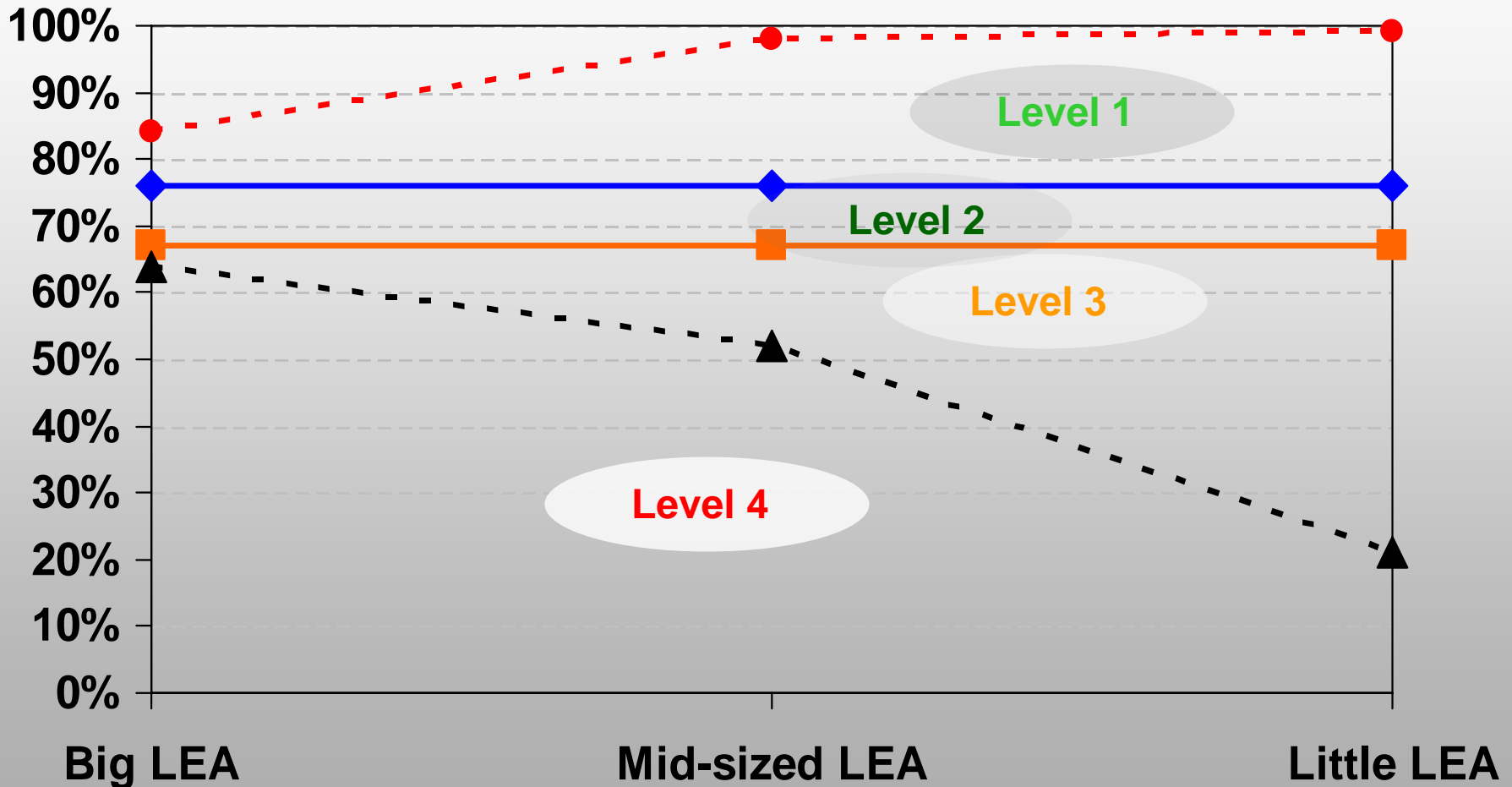


Analysis of Means (ANOM) Procedure

- The Analysis of Means test was invented by Ellis Ott at Rutgers University in the 1950's.
- ANOM is more conservative than other measures in that it minimizes the probability of saying an LEA is different when it is not.
- Does not assume a normal distribution. Instead a vertical band of common cause variation is calculated for each LEA and placed around the overall average.
- The width of the common cause band is determined by the "n" size of the district.

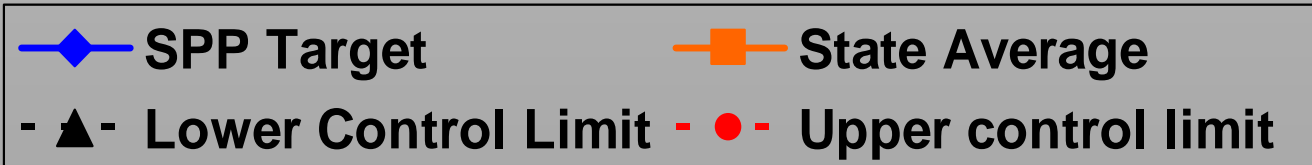
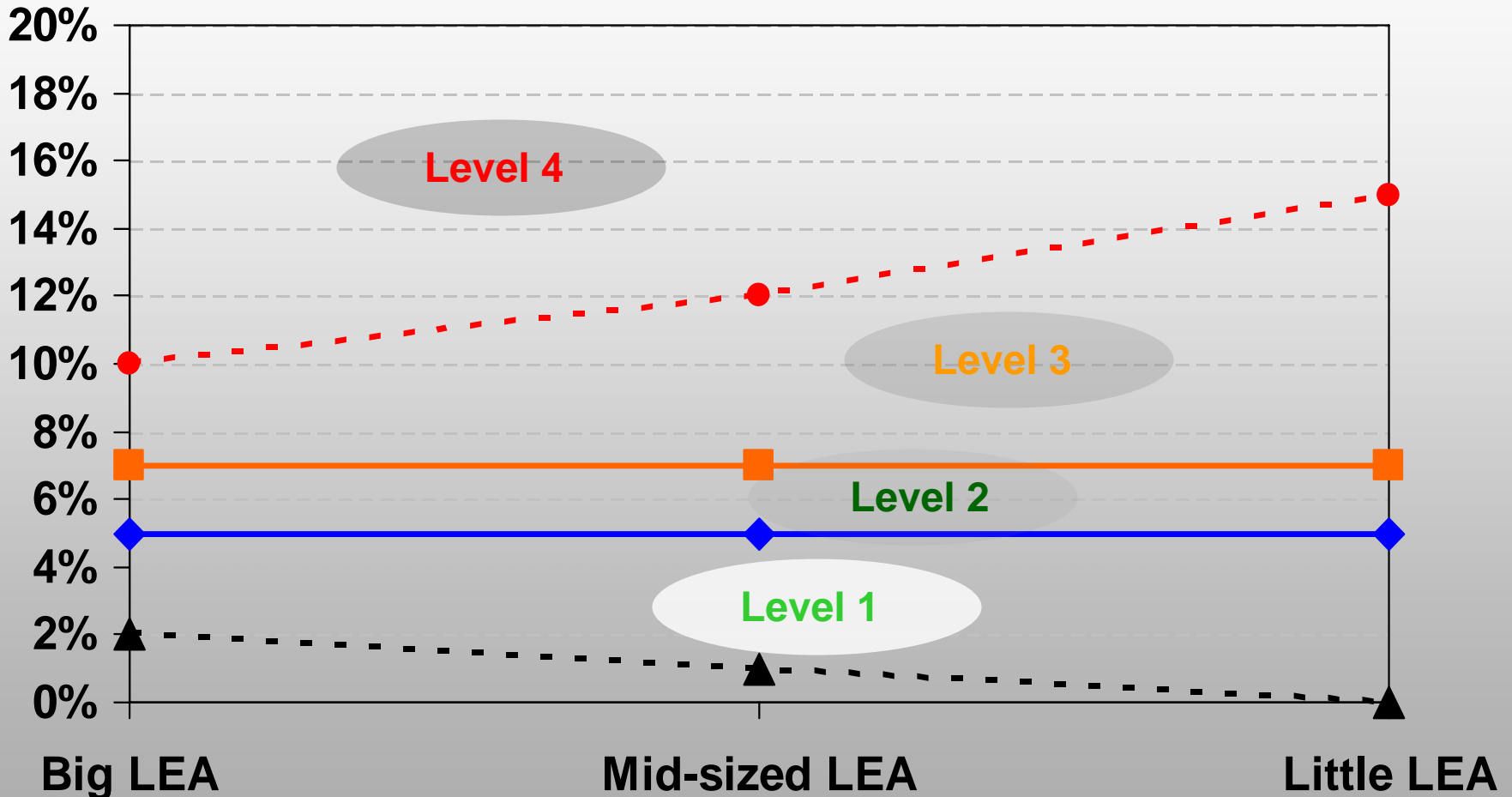


Ranking and Rating – Target to Increase





Ranking and Rating – Target to Decrease





DEPARTMENT OF

Education

STATE OF MAINE



Questions?



Report Cards

- Each LEA gets one
- They don't have to be public, but...
- They will be the basis for determination assignment
- Three important considerations
 - State average
 - SPP target
 - Three (or more) year performance average

SAU Name

All Maine School Districts

ATTENDING ENROLLMENT (a.)

	03-04	04-05	05-06	3 yr Avg.
Number of students	199003	195895	190218	195098

RESIDENT ENROLLMENT (b.)

	02-03	03-04	04-05	05-06	3 yr Avg.
Number Enrolled	207727	205514	202753	200056	202774
Number Special Ed	36856	34102	33747	33153	33667
Percent Special Ed	17.7%	16.6%	16.6%	16.6%	16.6%

SPP Indicator 1. GRADUATION (c.)

	02-03	03-04	04-05	3 yr Avg.	Target	St. Avg.
Number of Graduates	17847	18344	17767	17986		
Secondary Enrollment (c.)	20440	21055	20472	20656		
Graduation Rate (g.)	81.1%	83.0%	82.4%	82.2%	78.0%	87.4%

SPP Indicator 2. DROPOUTS

	02-03	03-04	04-05	05-06	SAU Avg.	Target	St. Avg.
Total Dropouts	2211	2408	2579		2399		
Total Dropout Percent (c.)	2.7%	7.4%	3.1%		4.4%	4.0%	2.8%
Special Ed Exits (d.)	8252	8238	8619	8982	8573		
Exit by Dropout Special Ed (e.)	554	502	559	547	541		
Exit by Dropout Special Ed Percent (e./b.)	6.7%	6.1%	6.3%	6.1%	6.3%	4.0%	6.1%

SPP Indicator 4. SUSPENSION EXPULSION (e.)

	03-04	04-05	05-06	3 yr Avg.	Target	St. Avg.
Total GenEd Suspended/Expelled	335	429	552	439	(f.)	304
Suspension/Expulsion Rate	0.1%	0.1%	0.0%	0.1%	(f.)	0.3%
Total Special Ed Suspended/Expelled	199	218	304	240	(f.)	608
Special Ed Suspension/Expulsion Rate	0.00%	0.00%	0.03%	0.01%	(f.)	0.20%

SPP Indicator 5. CLASSROOM PLACEMENT (LRE)

	03-04	04-05	05-06	06-07	4 yr Avg.	Target	St. Avg.
# in Regular Classroom	18677	19002	19256	18600	18884		
% in Regular Classroom	54.8%	56.3%	58.1%	N/A	56.1%	61.0%	58.1%
# in Self Contained Classroom	3995	3971	3699	3765	3858		
% in Self Contained Classroom	11.7%	11.8%	11.2%	N/A	11.5%	11.0%	11.1%
# of Out-of-District Placements	1198	1217	862	1137	1104		
% of Out-of-District Placements	3.5%	3.6%	2.6%	N/A	3.3%	4.0%	2.7%

SPP Indicator 3a.

AYP - STUDENTS w/IEPs?

	Reading	Math	Science
--	---------	------	---------

SAU on AYP List?	No	No	NA
------------------	----	----	----

- a. EF-M-40 Fall Report - Number based on where students attend school
 b. EF-M-11 October 1 Report - Number based on where students reside
 c. EF-M-40 Fall Report
 d. EF-S-05 December 1 Childcount
 e. Office of Substance Abuse (OSA) Incidence of Prohibitive Behavior

- f. Suspension Expulsion target currently being revised.
 g. Only public schools are counted. Academies, private and special purpose privates not included.
 h. Ninety-two of 153 reported at least 1 susp or exp

SPP Indicators 3b, 3c. PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATEWIDE ASSESSMENTS:

		PARTICIPATION							PERFORMANCE						
		3rd	4th	5th	6th	7th	8th	11th	3rd	4th	5th	6th	7th	8th	11th
2003-04	Reading		99.3%				98.6%	98.9%		16.4%				3.7%	8.1%
	Math		99.4%				98.3%	98.8%		12.5%				2.3%	2.7%
	Science														
2004-05	Reading		99.3%				99.1%	98.6%		18.2%				8.0%	7.4%
	Math		99.5%				99.1%	98.2%		15.1%				6.1%	2.3%
	Science														
2005-06	Reading	97.7%	98.4%	93.5%	98.3%	100.0%	92.5%	91.9%	31.6%	31.3%	21.6%	19.2%	19.6%	15.0%	11.5%
	Math	95.5%	98.4%	93.5%	98.3%	97.7%	91.0%	91.9%	35.1%	33.5%	24.5%	15.4%	13.0%	12.4%	9.5%
	Science/Wrtng		98.4%				91.0%	91.9%		30.0%				30.1%	8.0%
Reading	SAU 3 YR Avg.		99.0%				96.7%	96.5%		22.0%				8.9%	9.0%
	State Avg.	96.9%	98.9%	97.3%	96.7%	96.8%	97.9%	87.9%	31.8%	31.4%	22.3%	20.1%	18.8%	16.4%	10.6%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	41.0%					42.0%	50.0%
Math	SAU 3 YR Avg.		99.1%				96.2%	96.3%		20.4%				6.9%	4.8%
	State Avg.	96.9%	98.9%	97.3%	96.7%	96.7%	97.8%	87.9%	35.4%	34.7%	27.3%	17.3%	13.4%	12.4%	10.6%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	21.0%					22.0%	22.0%
Science Writing	SAU 3 YR Avg.														
	State Avg.		98.7%				97.4%	88.0%		35.5%				30.0%	8.7%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%							

SPP Indicator 8: Facilitation of Parent Involvement

Teachers treat me as a team member	Never	Rarely	Often	Always	Blank	Total	% Alw.
State	31008	90288	263112	655424	17936	1057768	62.0%
SAU	386	1135	3348	8301	232	13402	61.9%

Notes:

1. State Average figures based on most current year reported.
2. "Exit by Death (29)," "Maximum Age for Services (17)," "Transferred to Postsecondary (6)," "Completed - Other Cred (50)" not included in 05-06 Graduates
3. Empty cells indicate no data available.



Enrollment Detail

	ATTENDING ENROLLMENT (a.)			
	03-04	04-05	05-06	3 yr Avg.
Number of students	199003	195895	190218	195098

	RESIDENT ENROLLMENT (b.)				
	02-03	03-04	04-05	05-06	3 yr Avg.
Number Enrolled	207727	205514	202753	200056	202774
Number Special Ed	36856	34102	33747	33153	33667
Percent Special Ed	17.7%	16.6%	16.6%	16.6%	16.6%

<http://www.maine.gov/education/enroll/enrlfacts.htm>



Notes

- Data Sources:

- a. EF-M-40 Fall Report - Number based on where students attend school
- b. EF-M-11 October 1 Report - Number based on where students reside
- c. EF-M-40 Fall Report
- d. EF-S-05 December 1 Childcount
- e. Office of Substance Abuse (OSA) Incidence of Prohibitive Behavior

- Additionally:

- f. Suspension Expulsion target currently being revised.
- g. Only public schools are counted. Academies, private and special purpose privates not included.
- h. Ninety-two of 153 reported at least 1 susp or exp



Graduation Rate

	SPP Indicator 1. GRADUATION (c.)					
	02-03	03-04	04-05	3 yr Avg.	Target	St. Avg.
Number of Graduates	17847	18344	17767	17986		
Secondary Enrollment (c.)	20440	21055	20472	20656		
Graduation Rate (g.)	81.1%	83.0%	82.4%	82.2%	78.0%	87.4%

<http://www.maine.gov/education/enroll/grads/comprate/comprate.htm>



Dropout Rate

	SPP Indicator 2. DROPOUTS						
	02-03	03-04	04-05	05-06	SAU Avg.	Target	St. Avg.
Total Dropouts	2211	2408	2579		2399		
Total Dropout Percent (c.)	2.7%	7.4%	3.1%		4.4%	4.0%	2.8%
Special Ed Exits (d.)	8252	8238	8819	8982	8573		
Exit by Dropout Special Ed (e.)	554	502	559	547	541		
Exit by Dropout Special Ed Percent (e./b.)	6.7%	6.1%	6.3%	6.1%	6.3%	4.0%	6.1%

<http://www.maine.gov/education/enroll/dropouts/dropbyyear.htm>



Adequate Yearly Progress (AYP)

	SPP Indicator 3a. AYP - STUDENTS w/IEPs?		
	Reading	Math	Science
SAU on AYP List?	No	No	NA

<http://www.maine.gov/education/pressreleases/ayp/ayplistmenu.htm>



Assessment Participation

		SPP Indicators 3b, 3c. PARTICIPATION AND PERFORMANCE						
		PARTICIPATION						
		3rd	4th	5th	6th	7th	8th	11th
2003-04	Reading		99.3%				98.6%	98.9%
	Math		99.4%				98.3%	98.8%
	Science							
2004-05	Reading		99.3%				99.1%	98.6%
	Math		99.5%				99.1%	98.2%
	Science							
2005-06	Reading	97.7%	98.4%	93.5%	98.3%	100.0%	92.5%	91.9%
	Math	95.5%	98.4%	93.5%	98.3%	97.7%	91.0%	91.9%
	Science/Wrtng		98.4%				91.0%	91.9%
Reading	SAU 3 YR Avg.		99.0%				96.7%	96.5%
	State Avg.	96.9%	98.9%	97.3%	96.7%	96.8%	97.9%	87.9%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Math	SAU 3 YR Avg.		99.1%				96.2%	96.3%
	State Avg.	96.9%	98.9%	97.3%	96.7%	96.7%	97.8%	87.9%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Science Writing	SAU 3 YR Avg.							
	State Avg.		98.7%				97.4%	88.0%
	Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%



Assessment Performance

		SPP Indicators 3b, 3c. PARTICIPATION AND PERFORMANCE						
		PERFORMANCE						
		3rd	4th	5th	6th	7th	8th	11th
2003-04	Reading		16.4%				3.7%	8.1%
	Math		12.5%				2.3%	2.7%
	Science							
2004-05	Reading		18.2%				8.0%	7.4%
	Math		15.1%				6.1%	2.3%
	Science							
2005-06	Reading	31.6%	31.3%	21.6%	19.2%	19.6%	15.0%	11.5%
	Math	35.1%	33.5%	24.5%	15.4%	13.0%	12.4%	9.5%
	Science/Wrtng		30.0%				30.1%	8.0%
Reading	SAU 3 YR Avg.		22.0%				8.9%	9.0%
	State Avg.	31.8%	31.4%	22.3%	20.1%	18.8%	16.4%	10.6%
	Target		41.0%				42.0%	50.0%
Math	SAU 3 YR Avg.		20.4%				6.9%	4.8%
	State Avg.	35.4%	34.7%	27.3%	17.3%	13.4%	12.4%	10.6%
	Target		21.0%				22.0%	22.0%
Science Writing	SAU 3 YR Avg.							
	State Avg.		35.5%				30.0%	8.7%
	Target							



Suspensions and Expulsions

	SPP Indicator 4. SUSPENSION EXPULSION (e.)					
	03-04	04-05	05-06	3 yr Avg.	Target	St. Avg.
Total GenEd Suspended/Expelled	335	429	552	439	(f.)	304
Suspension/Expulsion Rate	0.1%	0.1%	0.0%	0.1%	(f.)	0.3%
Total Special Ed Suspended/Expelled	199	218	304	240	(f.)	608
Special Ed Suspension/Expulsion Rate	0.00%	0.00%	0.03%	0.01%	(f.)	0.20%

<http://www.mainesdfsca.org/information.html>



Classroom Placement

	SPP Indicator 5. CLASSROOM PLACEMENT (LRE)						
	03-04	04-05	05-06	06-07	4 yr Avg.	Target	St. Avg.
# in Regular Classroom	18677	19002	19256	18600	18884		
% in Regular Classroom	54.8%	56.3%	58.1%	N/A	56.1%	61.0%	58.1%
# in Self Contained Classroom	3995	3971	3699	3765	3858		
% in Self Contained Classroom	11.7%	11.8%	11.2%	N/A	11.5%	11.0%	11.1%
# of Out-of-District Placements	1198	1217	862	1137	1104		
% of Out-of-District Placements	3.5%	3.6%	2.6%	N/A	3.3%	4.0%	2.7%

http://portalx.bisoex.state.me.us/pls/doe/eddev.efs05_public_reports.select_unit?v_source=edplace



Parent Survey

<i>Teachers treat me as a team member</i>		SPP Indicator 8: Facilitation of Parent Involvement						
		Never	Rarely	Often	Always	Blank	Total	% Alw.
State		31008	90288	263112	655424	17936	1057768	62.0%
SAU		386	1135	3348	8301	232	13402	61.9%



DEPARTMENT OF

Education

STATE OF MAINE



Feedback

- Questions
- T/A discussions

George Smith smithphd@fairpoint.net

Dana Duncan dana.duncan@maine.gov