



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 5, 2023

The Honorable Pender Makin  
Commissioner of Education  
Maine Department of Education  
23 State House Station  
Augusta, ME 04333-0023

Dear Commissioner Makin:

I am writing in response to Maine's request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA) using the COVID-19 State Plan Addendum (Addendum). Maine's Addendum was initially submitted on January 12, 2023, with a final revised version submitted on April 5, 2023. Maine requested these amendments to account for short-term changes to its system of annual meaningful differentiation for the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Maine from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Maine requested the amendments to:

- Establish temporary, one-year measurements of interim progress (MIPs) for its academic achievement long-term goals, which are based on closing by 10 percent the gap between the school's prior-year proficiency rate and the goal of 90 percent in seven years. For economically disadvantaged students, students with disabilities, and English learners, Maine established MIPs that are 10 percent above the statewide average in order for these subgroups to make significant progress in closing achievement gaps. Note that MDE will establish new long-term goals and MIPs for academic achievement in reading/language arts and mathematics assessments following the 2022-2023 school year, due to the State's administration of revised assessments this year.
- Revise its academic achievement indicator to measure the student proficiency rate on Maine's new Statewide assessments in English language arts and mathematics using MDE's revised MIPs as targets.
- Revise its other academic indicator for elementary and secondary schools that are not high schools to measure within-school-year academic growth based on the administration of Maine's statewide assessments in reading/language arts and mathematics in fall 2021 and spring 2022.
- Revise its methodology for identifying the lowest performing five percent of schools for comprehensive support and improvement (CSI) using two years of data from 2018-2019 and 2021-2022. Under this amendment, MDE will continue to support all schools

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identified for CSI, in the 2022-2023 school year data or in earlier years (i.e., 2018-2019), until they meet CSI exit criteria.

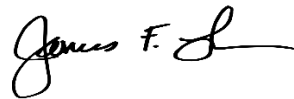
- Revise its methodology for identifying schools for targeted support and improvement due to consistently underperforming subgroups to identify schools using the same methodology MDE is using to identify additional targeted support and improvement (ATSI) schools in the 2022-2023 school year.
- Not include the 2019-2020 school year towards the number of years in which a school must meet criteria in order to exit CSI or ATSI status.

I am approving Maine’s short-term changes to its ESEA consolidated State plan. This letter and Maine’s approved Addendum for the 2021-2022 school year will be posted on the Department’s website along with the currently approved version of Maine’s ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because it is close to the end of the 2022-2023 school year, and the MDE consolidated State plan and Addendum must be used by the State to identify schools for CSI, TSI, and ATSI based on data from the 2021-2022 school year, MDE must provide documentation to the Department within 10 business days that it has run its accountability system and notified local educational agencies and schools of the results of that system, including notification to schools if they have been identified for CSI, TSI, or ATSI. That notification must indicate that the schools are required to begin implementing support and improvement activities at the beginning of the 2023-2024 school year (*i.e.*, these schools may not use the 2023-2024 school year as a planning year).

Please be aware that approval of this amendment to Maine’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Maine’s responsibility to comply with these civil rights requirements.

Thank you for your work on behalf of Maine’s students. If you have any questions, please contact my staff at [OESE.Title-i-a@ed.gov](mailto:OESE.Title-i-a@ed.gov).

Sincerely,



James F. Lane, Ed.D.  
Principal Deputy Assistant Secretary  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

cc: Janette Kirk, Chief of Federal Programs

