The Maine
Consolidated State Plan
Under the Every Student Succeeds Act

Maine Alternate Template

Amendment February 23, 2024

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Janette Kirk, Chief Federal Programs Office of Federal Programs	Telephone 207-624-6707
Mailing Address: State House Station 23, Augusta, Maine 04333-0023	Email Address: Janette.Kirk@maine.gov
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.	
Authorized SEA Representative (Printed Name) **Pender Makin, Commissioner**	Telephone: 207-624-6620
Signature of Authorized SEA Representative	Date: February 23, 2024
Governor (Printed Name)	Date SEA provided original plan to the Governor under SEA section 8541: March 31, 2017
Signature of Governor (If Applicable): NA	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 a 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 <u>all</u> 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. 33
Native Language Assessment*s*	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B p.33-35
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups (Student populations)	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. 42-43
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C p.10- 22
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A p.36-41
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D p. 43-49 4.1.G p. 50-51
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. 51-56
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E p.49
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii p. 53-54 4.2.B.iii p 55-56 4.3.B-D p. 56 - 57
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C p 72-75
School Conditions	1111(g)(1)(C)	A.6	p.31-32
School Transitions	1111(g)(1)(D)	A.7	p.32
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. 98-99
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv p. 99
Use of Funds	1304(b)(4)	B.3	6.2.B.viii p101
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. 109

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine's State Plan Section and Page Reference
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii p. 109-110
Title II, Part A: Supporting Effective Instruction			
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A p. 66-67
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. 66-67 5.3.E p. 77-81
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A p. 59-66
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B p. 67-68
Data and Consultation	2101(d)(2)(K)	D.5	5.2.A p. 66-67
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.2 p. 59-60
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. 110-112
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	4.1.A. p. 36-41 and 6.2.D p. 110-112
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B p. 28 2.2.D p. 29-32 6.2.D. p. 110-112
Title IV, Part A: Student Support and Academic Enrichment Grants			
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E p. 83-97
Awarding Subgrants	4103(c)(2)(B)	F.2	6.1 p 82
Title IV, Part B: 21st Century Community Learning Centers			
Use of Funds	4203(a)(2)	G.1	6.2.E.i p. 112-113
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii p. 113-117
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. 117-118
Technical Assistance	5223(b)(3)	H.2	2.2.D p.29-32
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. 118
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii p. 119-120
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii p. 118-119
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1, 2 p.120-121 6.2.G.iv p. 120
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi p.122
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi p. 122

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Maine's State Plan Section and Page Reference
Assistance from Counselors	722(g)(1)(K)	I.7	6.2.G.vii p. 122-123

Definitions:

Term	Definition
Experiencing challenges	Student population not meeting articulated school specific goals for indicators.
SAU	School Administrative Unit (SAU) is used in lieu of the term LEA.
Maine's Model of School Support	Maine's accountability model applied to all public PK-12 schools across the state of Maine.
MTYA	Maine Through Year Assessment. Math and reading assessments administered in grades 3 –8 and 2nd year of high school.
Student populations	Subgroups of students

Maine, as part of a strategic and meaningful approach to refining and revising Maine's Model of School Support, will be submitting amendments in a phased approach. The timeline for these submissions and areas of focus are provided below.

Phase	Timeline	Details/Rationale

1	Summer 2023	Recognizing the Maine DOE must identify schools during the 2023/24 school year and the time constraints associated with the thoughtful planning, creation, and subsequent approval of a state plan amendment, Maine DOE will focus on the immediate requirements outlining changes necessary to key indicators within Maine's Model of School Support. These include:
		
		• Revisions to the academic achievement indicator
		    ○ Establishment of school and student population baselines in relation to the Maine Through Year Assessment (MTYA).
		    ○ Establishment of interim goals for math and reading.
		• Revisions to the "other academic indicator"
		    ○ Methodology related to the calculation of student growth in relation to the MTYA and inclusion of 2nd year of high school students.

		o Methodology related to the marrying of Multi-State Alternate Assessment (MSAA) data with the MTYA data. • Methodology changes and integration of revised indicator into Maine's Model of School Support. Updates to the calculation of full academic year (FAY)
2	Tentative February, 2024	Submission of Phase 2 of revisions to Maine's Model of School Support. This phase will continue to build upon changes to Maine's State ESSA plan and subsequent Model of School Support. These include: • Updates to Maine's School Quality and Student Success (SQSS) indicator o Inclusion of graduation rate: adjusted cohort graduation rates for 4-year and combined 5/6 -year adjusted cohort rates. • Revisions to school identification methodologies because of changes to indicator components.

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, a 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.

Spring 2023 data establishes a new baseline for interim measures of progress for academic achievement. Maine is not changing measures of interim progress for graduation rates or English language proficiency. Original long-term goals were established through 2030.

Standard setting for the general math and reading assessment has transpired during the summer of 2023 to establish cut scores and performance expectations related to the Maine Through-Year Assessment (MTYA). These data became available late September 2023. Maine has calculated updated interim measures of progress for all student populations.

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 that perform the lowest as compared to others or identifying schools and districts performing below a certain standard.
   - determining student performance by incorporating both achievement and growth.
   - identifying schools focusing on the lowest overall student performance or other measures.
   - identifying schools with the largest achievement gaps between student populations or through other means.
   - identifying and recognizing schools with the best student outcomes versus just those with the lowest performance; and finally
   - determining if the system should take into account students' college and career readiness outcomes as an accountability measure for districts and schools.

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. Due the global pandemic of COVID-19 and subsequent interruptions to learning, Maine will continue to use the -established goal for all student populations and all required individual student populations, ensuring that 90% of students in Maine are college and career ready by 2030. Maine has established the same long-term timeframe for all student populations and targets based on the current performance of each student population at the school level. Maine's individualized school level goal setting process continues to be more meaningful to Maine educators and communities. As Maine has transitioned to a through-year assessment model, embedded standard setting transpired over the summer of 2023 and as a result, finalized data was not provided to the State until the end of September 2023. As part of this data validation, Maine has verified the goals are rigorous, realistic, and achievable. Maine's preliminary average achievement gap across all grades in math is 48.66% and in literacy is 64.44%. In order to demonstrate a gap closure approach, Maine is adjusting the annual flat target to a percentage of the gap per year for all student populations and an accelerated target of the gap closure for the historically underperforming student populations (Children with Disabilities, Economically Disadvantaged, and English Learners). Prior approved targets spanned a period of fourteen (14) years. As Maine is halfway through the 14-year timespan, Maine is proposing a gap closure of 10% (and an accelerating closure of 20%) over the remaining 7 years. This is proportional to the timeframe of the original goal and equates to half of the original goals of the 20% and 40% respectively. Maine will reset the goals every three (3) years to align with reidentification of Tier III (CSI) eligibility for support.

As Maine has transitioned to a through-year assessment model, embedded standard setting transpired over the summer of 2023, and as a result, finalized data was not provided to the State until the end of September. Maine has provided the above methodology of the academic achievement indicator and has conducted all data quality checks to incorporate into the existing model of school supports.

Indicator Descriptors are provided at the end of the document.

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

Due to the transition from the eMPowerME administered in the spring of 2020 in English language arts and mathematics assessments in the fall of 2020 to a through year approach beginning fall 2020, the operational Maine Through Year Assessment, administered in the spring of 2023, will serve as the new baseline year. This baseline will be utilized for identifications to be made within the 2023-2024 school year. The average of student performance for each individual student population will be utilized to set a threshold for meeting state expectations for 2023-2024. Subsequent identifications beyond the 2023-2024 school year will utilize school and student population specific interim measures of achievement.

As noted above, Maine is exploring submitting a subsequent amendment in February 2024 to incorporate additional measures within the School Quality and Student Success (SQSS) indicator.

The long-term goals will close the achievement gap for all student populations, including the all-student populations, by 10%. for Maine's historically underperforming, student populations, students with disabilities, economically disadvantaged, and English learners, the gap closure for academic achievement in ELA and Math are equitably applied. Determination of the annual gap closure by percentage points follows the same methodology as in prior years however, rather than a 20% gap to goal closure, as Maine is halfway through the original fourteen (14) year timeline, Maine will utilize a 10% gap to goal closure. Maine will use the percentage of students who are meeting state expectations in the annual statewide assessments as the measure of academic achievements. Measures of interim performance will be developed for each individual student population. Maine has taken the baselines from the 2022/2023 data and determined what 10% of the gap (to 90%) is for each student population. This is divided by 7 to determine an annual target for each student population. This then provides the goal each student population is expected to achieve by 2030. As outlined in Maine's plan, this is not the ultimate goal, but rather, a mechanism to demonstrate continued upward trajectory to the goal.

As evidenced by the table below for the all-student population for example, the targets would be as follows:

"All students" population

10% of gap – 2.56% / 7 = 0.366% increase annually. This same methodology is repeated for each student population.

2023 Baseline	2024	2025	2026	2027	2028	2029	2030
64.40%	64.77%	65.13%	65.50%	65.87%	66.23%	66.60%	66.96%

It should be noted the percentages outlined regarding the percentage of the population meeting state expectations are not the ultimate goal, rather, demonstrate the population within the school is making gains in the positive direction and closing the gap.

Exhibit 1: Summary Data and Interim Goals

Student Group	Assessment	2023 Baseline	GAP	10% of GAP	2030 Goal	2030 Accelerating Goal (20%)
All Students	ELA	64.40%	25.60%	2.56%	66.96%	
American Indian or Alaska Native	ELA	52.78%	37.22%	3.72%	56.50%	
Asian	ELA	71.72%	18.28%	1.83%	73.55%	
Black or African American	ELA	41.35%	48.65%	4.87%	46.22%	
Economically Disadvantaged	ELA	51.25%	38.75%	3.88%	55.13%	59.00%
Hispanic/Latino	ELA	58.03%	31.97%	3.20%	61.23%	
Multilingual Learners	ELA	37.16%	52.84%	5.28%	42.44%	47.73%
Native Hawaiian or Other Pacific Islander	ELA	63.21%	26.79%	2.68%	65.89%	
Students with Disabilities	ELA	31.01%	58.99%	5.90%	36.91%	42.81%
Two or more races	ELA	63.54%	26.46%	2.65%	66.19%	
White	ELA	65.79%	24.21%	2.42%	68.21%	

Student Group	Assessment	2023 Baseline	GAP	10% of GAP	2030 Goal	2030 Accelerating Goal (20%)
All Students	MAT	48.66%	41.34%	4.13%	52.79%	
American Indian or Alaska Native	MAT	33.90%	56.10%	5.61%	39.51%	
Asian	MAT	62.89%	27.11%	2.71%	65.60%	
Black or African American	MAT	22.52%	67.48%	6.75%	29.27%	
Economically Disadvantaged	MAT	33.85%	56.15%	5.62%	39.47%	45.08%
Hispanic/Latino	MAT	40.59%	49.41%	4.94%	45.53%	
Multilingual Learners	MAT	22.92%	67.08%	6.71%	29.63%	36.34%
Native Hawaiian or Other Pacific Islander	MAT	57.69%	32.31%	3.23%	60.92%	
Students with Disabilities	MAT	18.80%	71.20%	7.12%	25.92%	33.04%
Two or more races	MAT	46.48%	43.52%	4.35%	50.83%	
White	MAT	50.32%	39.68%	3.97%	54.29%	

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 population.

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 Maine has included five- and six-year cohorts extended rates. Maine's graduation rate is articulated in state statute 20-A MRS §5031.

As written, the statute has the same percentage for the four year and extended year cohorts.

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 at the state level.

The Maine DOE has established ambitious long-term goals with measurements of interim progress for all students and student populations 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 student populations) 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 student populations 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 2: 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% by 2030
Economically disadvantaged students	77.77% 2016	
Students 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	
Race – Two or more races	79.87% 2016	

* Long term goal is to increase graduation rates over the baseline data for the student population to ensure continuous improvement.

> ii. *If applicable, provide the baseline and long-term goals for each <u>extended-year cohort graduation rate(s)</u> 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 student populations s meeting the goal of 92% by 2030. The calculation process, for example, is as follows:

> <u>Subgroup: All Students</u>
>
> 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 student populations 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 3: Goals for Extended-year Cohort Graduation Rates

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year) 2030
All students	89.11% 2016	
Economically disadvantaged students	81.55% 2016	
Students with disabilities	78.96% 2016	
English learners	86.81% 2016	
Asian	94.03% 2016*	
American Indian	86.27% 2016	92% by 2030
Black	83.99% 2016	
Hispanic	84.75% 2016	
Native Hawaiian	91.67% 2016*	
White	89.43% 2016	
Two or more races	83.82% 2016	

* Long term goal is to increase graduation rates over the baseline data for the student population to ensure continuous improvement.

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.*

This methodology remains unchanged.

A uniform procedure is applied to all students in Maine upon enrollment for the first time in any district in order to identify students with a primary/home language other than English. A screening assessment is administered within 30 days of a student's enrollment in the district at the beginning of the school year (or within two weeks when enrolling during the school year) to those students who have a language other than English as documented in the statewide Language Use Survey. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment are eligible for English language acquisition services. School districts in Maine must annually assess the English language proficiency of all ELs in kindergarten through grade 12 using ACCESS for ELLs for the purpose of

determining the continuing need and eligibility of individual students for language program services, as well as to inform the design of a customized program to meet each student's individual needs.

English learners are expected to reach English language proficiency in 3-6 years, depending on their initial levels of proficiency. The six-year maximum is based on Maine's definition of a long-term English learner, which is an English learner who has been identified for more than five years.

Each English learner's annual target for progress in English language proficiency is calculated according to his/her initial level of proficiency and the number of years within which he/she is expected to exit English learner status. Annual targets are recalculated each year depending on the actual amount of progress achieved, allowing for variable growth trajectories.

> 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.*

Each English learner's annual target for progress in English language proficiency is calculated according to his/her initial level of proficiency and the number of years within which he/she is expected to exit English learner status. Annual targets are recalculated each year depending on the actual amount of progress achieved, allowing for variable growth trajectories. Maine's long-term goal for English Learners is an increase in proficiency of 20%. The actual goal for each school would be determined by the school's own student data.

Maine's goals for ELs are ambitious in that in order for a school to meet state expectations on average ELs within a given school must make at least 80% of their annual growth targets. (Note that this is not a true average given that no negative points are assigned for regression and up to 120% credit may be awarded when a student exceeds his/her annual growth target.) Meeting state expectations essentially means that ELs have made sufficient progress to remain on-track to exit within the anticipated number of years, bearing in mind that some ELs may need to compensate for slower years of growth in order to exit on time.

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 in 2017 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 scores[1], it was determined overwhelmingly that the composite proficiency level of 5.0 on ACCESS for ELLs would remain the definition of ELP until at least one more year of data was available.

In 2018, Maine conducted an additional analysis to verify the appropriateness of its definition of English language proficiency before implementing it within our ESSA accountability system. Assessment data from 2017 and 2018 were analyzed by Leslie Keng, psychometrician from the Center for Assessment, and the findings were presented to the Maine English Learner Advisory Council. (Only assessment data from 2017 and 2018 were examined, given the standard setting process that changed the scoring system of ACCESS for ELLs as of 2017.) The resulting determination was that Maine's definition of English language proficiency would now be a composite proficiency level of 4.5 on ACCESS for ELLs, and this definition will be incorporated into our ESSA accountability system.

Measuring Progress in ELP in Maine

Maine's model for measuring the progress of its ELs in English language proficiency (ELP) includes two components. The first component is a method for establishing annual thresholds or *growth targets* for determining the amount of progress towards ELP that an EL needs to make in order to be on-track to exit within the anticipated number of years. The second component is a system of awarding points or *growth index scores*, which are then aggregated to the school level to calculate the school's progress in ELP score.

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[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."
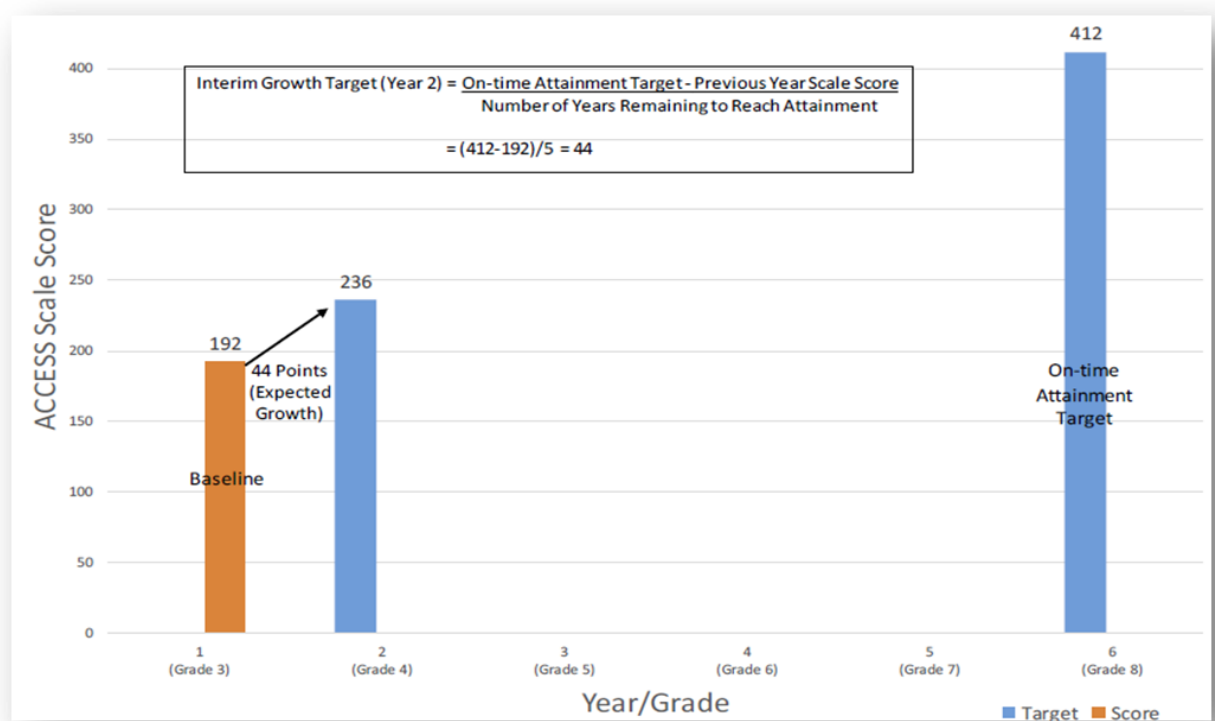
Exhibit 4: Annual Growth Targets

Year 1 Baseline PL	Year 2	Year 3	Year 4	Year 5	Year 6
4.5 or higher	Attained ELP (Met EL growth target)				
4.0-4.4	Year 1 SS + (Distance to ET) / 2	SS for 4.5 two grades out (ET)			
3.0-3.9	Year 1 SS + (Distance to ET) / 3	Year 2 SS + (Distance to ET) / 2	SS for 4.5 three grades out (ET)		
2.0-2.9	Year 1 SS + (Distance to ET) / 4	Year 2 SS + (Distance to ET) / 3	Year 3 SS + (Distance to ET) / 2	SS for 4.5 four grades out (ET)	
1.0-1.9	Year 1 SS + (Distance to ET) / 5	Year 2 SS + (Distance to ET) / 4	Year 3 SS + (Distance to ET) / 3	Year 4 SS + (Distance to ET) / 2	SS for 4.5 five grades out (ET)

As Exhibit 4 above describes, a student's annual growth targets are calculated based on his/her baseline year proficiency level and the scale score (SS) that equates to 4.5 in the projected year of exit. To establish the growth target for year two, the distance to the exit target (ET) is divided evenly by the number of years until project year of exit. Depending on the student's actual performance in year two, the subsequent year's target will be calculated by subtracting the student's year two SS from the ET and dividing the difference by the remaining number of years until the projected year of exit.

The following example further clarifies how a student's individual annual growth targets are determined. Since a student's subsequent annual growth targets are recalculated based on his/her actual performance, this model allows for variable growth trajectories while maintaining appropriate targets to encourage on-time exit.

Exhibit 5: Interim Growth Target Calculations

$$\text{Interim Growth Target (Year 2)} = \frac{\text{On-time Attainment Target - Previous Year Scale Score}}{\text{Number of Years Remaining to Reach Attainment}}$$

$$= (412-192)/5 = 44$$

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:

Exhibit 6: Growth Index Scores

Year	Non-Participant	No progress towards grade-level ET	Progress towards grade-level ET but not met	Grade-level ET met or exceeded
Before designated ET year	0.0	0.0	0.01 – 1.20 Actual/Expected Growth	1.20
In designated ET year	0.0	0.0	0.01 – 0.99 Actual/Expected Growth	1.00 – 1.20 Actual/Expected Growth

This system gives ELs credit for any amount of progress they make towards their annual growth targets. Note that a student who regresses is not penalized with a negative score but rather is given zero credit. Student who exceed their annual growth targets may earn a maximum of 120% credit. If a student does not reach his/her ET in the projected year of exit, the student's proficiency level that year becomes his/her new baseline year, and a new ET is established. This was a deliberate choice of the Maine DOE in order to place continued value on serving long-term ELs and enabling them to exit as quickly as possible, especially for students with limited or interrupted formal education and/or special needs. Maine's school-level goals are based on the aggregate percentage of progress students achieve towards their individualized annual targets. However, the long-term state goals are based on the percent of students fully achieving those individualized annual targets. In other words, a given school's score on the Progress in Achieving English Language Proficiency indicator is derived by its own students' annual progress. Schools' scores are not based on how they perform relative to the long-term state goals.

Individualized student annual targets are set based on their initial proficiency level as measured by ACCESS. The baseline year for all students is 2017 or the first year the student takes the assessment after that point. From that benchmark the state identifies, based on the performance level of the student, how many years they would be expected to take to reach English Language Proficiency (ELP). Because ACCESS has a vertical scale, Maine is able to set an end target based on the expected exit year and the performance level (overall composite proficiency level of 4.5) needed to exit. The end target is then subtracted from the baseline score to determine how many points the student would need to acquire to reach ELP. That number is then divided out by the number of expected years to come up with how many points the student would need to grow in order to be 'on track' towards making ELP in the expected amount of time. Each year the annual target is adjusted based on a student's actual performance from the prior year. The end target remains the same, but the number of points needed to reach ELP would change. The number of points needed would then be divided out among the remaining years to set the next annual target for students. The school-level indicator is calculated by looking at the percent of progress towards each student's annual target from a minimum of 0% to a maximum of 120%. The resulting aggregated number is the school's score, which then translates into a rating based on the rubric Maine has created. This process was developed in tandem with the English Language Advisory Council (ELAC), which is made up of expert EL educators from across the state.

Long-Term State-Level Targets for ELP Growth

Given the standard setting process conducted by WIDA, as mentioned previously, the Maine DOE has established its long-term state-level goals for progress in ELP based on scores from 2017 and 2018 only. Both the long-term and interim goals described in the chart below will be revisited in 2020 and may be revised if necessary.

Maine has set an ambitious goal of 81.18% of ELs reaching at least 80% of their annual growth targets, on average, each year. (Note that this is not a true average given that no negative points are assigned for regression and up to 120% credit may be awarded when a student exceeds his/her annual growth target.) The ambitious goal of 81.18% represents a 20% increase in the current percentage of ELs making at least 80% of their annual growth targets, which mirrors our state goals for academic achievement by student population. Beyond 2030, Maine will continue to enhance and refine its programs for ELs with the ultimate goal that 100% ELs will meet or exceed their individual annual growth targets.

Exhibit 7: Interim ELP Goals

2017	2018	2019	2020	2021	2022	2023
Baseline	61.18	62.85	64.51	66.18	67.84	69.51

2024	2025	2026	2027	2028	2029	2030
71.18	72.84	74.51	76.17	77.84	79.51	81.18

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. The Maine DOE has continued collaborative efforts with the ESSA advisory Workgroup conducting meetings in December 2017, February, April, June, and September 2018.

In 2021 the Department met with stakeholders as part of an assessment and accountability redesign process. These meetings focused on the overarching elements of the model and allowed stakeholders an opportunity to propose changes to indicators for consideration in the future. Smaller workgroups were convened in the summer of 2023 focusing on refining elements proposed in 2021 and considering what may be possible in the next iteration of Maine's Model of School Support, in addition to the feasibility and timeline for implementation, where applicable. Public notices are provided via the DOE newsroom with an invitation to all Maine educators interested in engaging in these very important conversations. These conversations resulted in recommendations for revisions to Maine's indicators in future iterations. Many of these recommendations are either incorporated or in the process of being incorporated in Maine's Model of School Support.

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 convenings 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.

More recently the Department has implemented a cross-team approach, ensuring the work related to the ESSA state plan is integrated, embedded, and aligned with Maine's strategic priorities and the whole student approach. This weekly meeting includes team members from each office within the Maine Department of Education. Much of this work is focused on phase 2 of the amendment process (tentatively scheduled to be submitted February 2024) which involves a comprehensive review of and revision to the currently-approved plan..

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.

Over the course of the past 18 months, ESSA workgroups have been convened with representation from educators from across the state of Maine. Workgroup members responded to a public notice requesting participation in the review and reimagination of Maine's Model of School Support. Despite specific outreach including direct outreach to non-public schools and notices through the newsroom, the workgroups do not include representatives from community members or non-public schools.

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 Janet Mills and her senior policy adviser for education.

Date SEA provided the plan to the Governor:

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.*

Maine's Model of School Support provides a level of increased guidance, support, and access to additional resources for all schools based on level of identified support and improvement needs on the continuous improvement pathway for student growth and achievement. In order for an SAU to access additional funds that have been awarded to Tier III identified schools, the Maine DOE utilizes an SAU consolidated application that requires the completion of the comprehensive needs assessment (CNA), root-cause analysis, and a logic model that guides schools to specific areas of focus with intentionality 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 8: Maine's Continuum of Support for All Schools

All SAUs and Schools	Tier I – Additional Targeted Supports and Improvement (ATSI)	Tier II – Targeted Supports and Improvement (TSI)	Tier III – Comprehensive Supports and Improvement (CSI)
All SAUs and schools receiving Title I funds.	Any school with one or more student population/s experiencing challenges across all indicators	Any school with one or more of the same student population/s consistently experiencing challenges (over 3 years) in the same indicators.	Any Title I school with all student population/s experiencing challenges across all indicators. OR Any Title I school that was identified in the previous identification cycle and had growth but was not able to exit due to not meeting all Tier III exit criteria. OR Any Title I school that was identified in previous identification cycle and did not have significant growth and is not close to meeting exit criteria. OR Any Title I school that did not make sufficient progress to no longer be identified as a Tier I school in the next

			identification cycle (See p. 68) OR Any High School that has a 4-year AGCR or 5/6-year ACGR of less than 67%.
No additional funding at the school level Access to best practices - Videos - Newsletters - Virtual Office Hours Opportunities to collaborate with Maine DOE teams (add links) - MTSS - OSSIE - O3S - RREV - Interdisciplinary Instruction - Higher Education & Supports	No additional funding at the school level Access to best practices - Videos - Newsletters - Virtual Office Hours Access to professional learning opportunities offered by the Maine DOE at no cost to SAU's (link calendar) Opportunities to collaborate with Maine DOE teams (add links) - MTSS - OSSIE - O3S - RREV - Interdisciplinary Instruction - Higher Education & Supports	Additional funding at the school level Maine DOE School Leadership Coach available by request Regional Maine DOE School Leadership Coach and principal meetings lead by the Maine DOE Access to best practices - Videos - Newsletters - Virtual Office Hours Access to professional learning opportunities offered by the Maine DOE at no cost to SAU's (link calendar) Opportunities to collaborate with Maine DOE teams (add links) - MTSS - OSSIE - O3S - RREV - Interdisciplinary Instruction - Higher Education & Supports	Additional funding at the school level Maine DOE School Leadership Coach assigned to the school. Maine DOE School Leadership Coach attends monthly school leadership team meetings to support the team in strategic planning and implementing interventions to reach its continuous school improvement goals. Access to best practices - Videos - Newsletters - Virtual Office Hours Access to professional learning opportunities offered by the Maine DOE at no cost to SAU's (link calendar) Opportunities to collaborate with Maine DOE teams (add links) - MTSS - OSSIE - O3S - RREV

		Strategic Planning to include at least 1 evidence-based intervention, activity, or strategy	• Interdisciplinary Instruction • Higher Education & Supports Strategic Planning to include at least 1 evidence-based intervention, activity, or strategy

Exhibit 9: Sample SAU Training, Resources and Guidance

Maine Department of Education

Continuous School Improvement Guidance, Supports, and Resources

TIMELINE	STATE LEADERSHIP	MDOE LEADERSHIP COACHES	SCHOOL PRINCIPAL	SCHOOL LEADERSHIP TEAM (SLT)	NEEDED RESOURCES
AUGUST	• Set up a problem of practice (POP) calendar and protocol	• Provide training on Navigating the MDOE Website, Resources, PD Calendar & the use of DirigoStar for Transparent Communications • Create Principal meeting calendar • Plan Leadership meeting to discuss 2022/23 Protocols (including "Who's at the Table?) • Review LEAD model with a partner	• Review CNA with Coach • Review MOU with Coach • Create SLT calendar • Confirm SLT members with intentional stakeholder representation	• Review expectations of the leadership team. • Commit to a calendar created by the Principal. • Send SLT Meeting Calendar to DOE	• CNA Training from DOE • Leadership Team Self-Assessment Rubric in Indistar • Training for Strategic Plan for Principals • MDOE Professional Calendar • Who's at the Table?
SEPTEMBER	• Host POP 2 times (2x a month) One of these meetings focused on start of year routines including Indistar free resources?	• Participate in training to support the completion of the Strategic Plan/Application • Begin to explore PD to support work with SLT	• Participate in training to support the completion of the Strategic Plan/Application	• Update SLT and other info on DirigoStar • Share Strategic Plan • Begin to explore PD to support work and align with specific indicators	• LEAD Model Training to work with principals and LT • Bring updated CNA to SLT to review. • DirigoStar Training for Process Mgr.
OCTOBER	• Hold POP 2 times	• Participate in training on Data Mining, Triangulation, and Analysis	• Submit Strategic Plan for [Grant] approval for SLT and any upcoming PD	• Review and update CNA • Work with Coach on PD on Data mining, triangulation and analysis • Update Strategic Plan	• MDOE Professional Calendar • What resources might be helpful for the PD on data mining, triangulation, and analysis?
NOVEMBER	• Hold POP 2		• ATTEND MTG	• On-going Review	• MDOE

With the previous model, the Maine DOE utilized the DirigoStar electronic platform as a part of the school improvement protocol. DirigoStar, Maine's variation of Indistar ®, guided a school's 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 on-going desire is to use a simple yet multifaceted platform that is dynamic and does not require repeated entry of the SAU information. This allows the focused attention to be on the utilization of best practices on the pathway to continuous school improvement.

The Maine DOE has since upgraded its grant management platform to Grants4ME. This is the platform that schools and districts complete their application for federal funding. The application for school improvement funds has been created following the strategic planning process of logic-model design. Therefore, the platform will also be utilized as a repository for the resources and guidance that we provide our schools as well as a repository for our schools to store documentation such as updated CNAs, policies and procedures, leadership team meeting agendas and related documentation, and student data.

The comprehensive needs assessment will reveal the specific needs of the SAU and will allow for a prioritization of the core principles. The Root-Cause Analysis will lead to the determination of specific and targeted areas of need that a solutions-oriented approach would highlight possible solutions to apply research- and evidenced-based practice supports. Based on the needs of the SAUs the Maine DOE will determine what types of state level activities, trainings, and guidance should be provided to support schools along this pathway to continuous school improvement.

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 Grants4ME 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 12-15 leadership coaches who are the current infrastructure for school improvement will continue to be part of the dynamic continuous improvement process. The school leadership 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.

Due to the delayed timeframe in which Maine receives data from assessment vendors, Maine will publicly release data via the ESSA Data Dashboard (Report Card) upon completion of data

review and validation by the Department and Maine SAUs. Maine will release accountability related data upon approval of plan amendments.

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 continuous 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 continuous 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 the needs assessment results and will coordinate with other teams/offices within the Maine DOE to ensure cohesion and non-duplication of supports and resources.

Due to the delayed timeframe in which Maine receives data from assessment vendors, Maine will publicly release data via the ESSA Data Dashboard (Report Card) upon completion of data review and validation by the Department and Maine SAUs. Maine will release accountability related data upon approval of plan amendments.

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 subgrantee strategies.*

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.

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 continuous school improvement. School success will be measured using data from the primary indicators which will inform the level of necessary support.

This is Maine's first amendment within the 2023-2024 school year with a potential of second later in the school year.

Phase 1 – Initiated August 2023

Although there are no changes to the indicators themselves for the upcoming 2023 identifications, the methodology by which indicators are calculated will see some change as a direct result of recent embedded standard setting due to the 2021 and subsequent 2023 transition to a through-year general assessment.

Exhibit 10: Indicators for Phase 1

Grades 3 -8	High School
Academic Achievement: Maine Through Year (MTYA)/Multi-State Alternate Assessment (MSAA)	Academic Achievement: Maine Through Year (MTYA)/Multi-State Alternate Assessment (MSAA)
Other Academic Indicator: Student progress/growth	Other Academic Indicator: Graduation rate
English proficiency for English learners	English proficiency for English learners
School Quality & Student Success: Chronic Absenteeism	School Quality & Student Success: Chronic Absenteeism

Phase 2 – Tentative February 2024

Stakeholder feedback has been invaluable to providing additional insights and recommendations regarding areas of Maine's Model of School Support that could be enhanced and expanded further. As a result of this feedback, Maine is proposing the following changes to the structure of Maine's Model of School Support and indicators.

Exhibit 11: Proposed Indicators for Phase 2

Grades 3 -8	High School
Academic Achievement: Maine Through Year (MTYA)/Multi-State Alternate Assessment (MSAA)	Academic Achievement: Maine Through Year (MTYA)/Multi-State Alternate Assessment (MSAA)
Other Academic Indicator: Student progress/growth	Other Academic Indicator: Student progress/growth
English proficiency for English learners	English proficiency for English learners
School Quality & Student Success: Chronic Absenteeism	School Quality & Student Success: Chronic Absenteeism Graduation Rate Additional indicators being considered include but are not limited to: * CTE participation

Maine's statewide system of support includes Maine DOE personnel who serve as interdisciplinary specialists and contracted school leadership and instructional coaches. School leadership and instructional coaches provide direct support and coaching for assigned schools and Tier III (CSI) schools by facilitating the needs assessment and planning process. The school leadership and instructional 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 Tier III (CSI) schools on the basis of the identified indicators within Maine's accountability system, a school leadership and instructional coach will be assigned to each Tier III/CSI school.

School improvement plan components:

1. School leadership teams: membership includes principal, district leadership, staff representing content and student populations, 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. Schools can access links to Academic Development Institute (ADI) Resources, What Works Clearing House, Comprehensive Center Network (CCNetwork), and The USDOE's *Using Evidence to Strengthen Education Investments* directly through the strategic plan application in Grants4ME to support schools on their continuous school improvement journey. Schools also have access to a repository of Wise Ways Indicators through DirigoStar (ADI), which offer research- and evidence-based best practices.
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 measurable 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 12: Maine's Model of School Support

Level of Support	Identified Schools	Types of DOE Support
Tier III: Comprehensive Support and Improvement 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 Continuous School Improvement Plan Utilization of the mentors and coaches for focused support and models of effective strategies
Tier II: Targeted Support and Improvement Schools with identified specific challenges to be met with targeted supports	Schools below state expectations in specific, targeted accountability indicators with consistently underperforming student populations.	Increased supports to assist with the implementation of the Continuous School Improvement Plan Utilization of the mentors and regional leadership coaches for focused support and models of effective strategies
Tier I: Additional Targeted Support and Improvement	Schools with at least one student population that would be identified for CSI support by itself. School will be identified from the existing pool of TSI schools.	Continuous School Improvement Plan in place State & Regional professional development supports. Availability of DirigoStar Regionalized supports and professional development

All additional details regarding accountability measures can be found in Section 4.

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 (Continuous School Improvement 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, SAUs (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._

Over the course of the past three years, the Department has made the gradual transition to the MTYA with initial implementation during the spring of 2023. The MYTA is administered to all students in grades 3 -8 including the 2nd year of high school. As a result of legislation ([LD 277: An Act to Discontinue the Use of the SAT in Maine Schools](#)), enacted in July of 2021, Maine is not permitted to administer the SAT as a state administered assessment. As such, the Department administers the MTYA to all students including those in high school.

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 multilingual learners (MLs) in our student population, with the total student population of multilingual learners in 2021/22 at 3.2%. 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 assessed student population. The data in the exhibit below show the numbers for the three most common home language groups in Spring 2023. Given that no home language group has reached the 3% threshold, Maine will not be pursuing the development of state academic assessments in another language at this time.

Exhibit 13: The Most Common First-Language Groups as of Spring 2023

First Language	No. of English Learners Statewide	No. of English Learners in Assessment Grades	Percentage of All Students Assessed in Mathematics
Somali*	1,543	523	(523/86,611) *100=0.60%
Portuguese	1,510	646	(646/86,611) *100=0.75%
Arabic	1,092	369	(369/86,611) *100=0.43%

   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.

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 has not identified a need for student academic assessments in another language at this time.

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 explored the possibility of developing previous assessments in Somali in the past, but there are no existing timelines in place to develop assessments in other languages at this time. Should any student population increase to at least 3% of the entire student population, a threshold that it does not yet nearly approach, we will revisit this possibility.

　　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*

　　　　The Maine DOE has not pursued the collection of stakeholder input on the subject of state academic assessments in a language other than English given that there is no home language other than English present to a significant extent in the state at this time. Should any language other than English begin to rise towards the 3% threshold, Maine will revisit engaging further with stakeholders such as the English Language Advisory Committee (ELAC) regarding the provision of assessments in languages other than English.

　　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.*

　　　　Not applicable

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.

4.1 Accountability System.

An important caveat to this section of Maine's plan is that we have shifted from the eMPowerME (general) assessment for grades 3-8 and the SAT for grade 11 used in 2006-14, to Maine's Through Year Assessment (MTYA) in school year 2022-2023. Although there will be comparable student level data in the form of RIT scores, Maine will not have a second year of MTYA student performance until spring 2024. Until Maine has received the data from our vendor and can conduct necessary simulations for combining multiple data points within indicators to generate the summary measures of school performance, we present this section as a conceptual framework for the accountability system which we will use to identify schools during the 2023-2024 school year, as applicable.

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)*

- *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 14: 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 MTYA for Grades 3–8 and 2nd year of HS.	Percentage of students who are meeting state expectations in the annual statewide assessments within their student population.
ii. Academic Progress	Progress as measured on the annual statewide assessments in reading/English language arts, mathematics, using the MTYA for Grades 3-8.	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 combined rates)	Use of 4 year and extended (five- and six-year) graduation rates for each school. The extended graduation rate for a school is computed as the weighted average of the five-and six-year graduation rates.
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 Achievement Indicator Methodology

Maine Through Year Assessment: Achievement Indicator

Maine transitioned to a through-year assessment during the 2022-2023 school year with embedded standard setting transpiring during the summer of 2023. Student and school performance level data was provided from the vendor at the end of September 2023. Maine will establish baseline school and student population specific interim measures of progress towards increased academic achievement. In the interim and to meet requirements to identify schools in during the 2023-2024 school year, Maine will use the percentage of students who are meeting state expectations in the annual statewide assessments as the measure of academic achievements. Measures of interim performance will be developed for each individual student population. The long-term goals will close the achievement gap for all student populations, including the all-student populations, by 10% for Maine's historically underperforming, student populations, students with disabilities, economically disadvantaged, and English learners, the gap closure for academic achievement in ELA and Math are equitably applied. The goal remains to increase the percentage of students meeting state expectations, year over year. It should be noted the percentages outlined regarding the percentage of the population meeting state expectations are not the ultimate goal,

rather, demonstrate the population within the school is making gains in the positive direction and closing the gap.

Multi-State Alternate Assessment: Achievement Indicator

There is no change to the alternate assessment which remains the Multi-State Alternate Assessment (MSAA). Maine's achievement indicator combines both general and alternate assessment data at the student level to determine the percentage of students at each school within each student population meeting state performance expectations. Once determined, Maine establishes baseline school and student population specific interim measure of progress towards increased academic achievement. As only MSAA data is available at this time due to the general assessment undergoing a standard setting process in the summer of 2023, these data sets have not yet been combined to produce an overall school and student population performance level.

Maine's Academic Progress Indicator Methodology

Maine Through Year Assessment: Growth Targets for Progress Indicator

Due to Maine's recent transition to the Maine Through Year Assessment (MYTA) Maine is revising its approach to calculating student growth.

Fall-to-spring growth targets are aligned to the 2020 NWEA MAP Growth Normative Data fall-to-spring growth norms highlighted for grades 3-8 and 10 in the tables below. Maine will utilize growth targets for grades 3 – 8 only. NWEA publishes updated normative data approximately every four years. Growth targets are grade-level and content specific.

Exhibit 15: NWEA MAP Growth Normative Data

2020 Mathematics Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

2020 Reading Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

The second component is a system of awarding growth index scores to students who make progress towards their growth target. Students are awarded points based on the degree to which they meet their growth targets as follows.

Exhibit 16: Growth index scores range from 0.00 to 2.00 points.

Criterion	Students who did not make RIT score gains from fall-to-spring	Students whose growth equaled the expected growth	Students whose growth was twice or more the expected growth
Growth Index Score	0.00	1.00	2.00

Exact growth index scores for students ranging from 0.01-1.99 points are calculated accordingly:

student growth ÷ growth target

This system gives students credit for any amount of progress they make towards their fall-to-spring growth targets. Note that a student whose spring score is less than their fall score is not penalized with a negative score but rather is given zero credit. This decision was made to account for the effect of large standard deviations on the distribution of student scores at the upper grade levels. Student who exceed their annual growth targets may earn a maximum of 200% credit, or 2.00 points.

Baseline fall-to-spring growth data was calculated for the 2022-23 academic year for Maine's population of students and for each subpopulation. With the goal of reaching average expected growth, or 1.00, for every group by 2030, measures of interim progress were calculated over the next 7 years.

Exhibit 17: Growth Index Measures of Interim Progress

MATH: AVERAGE GROWTH INDEX - STATEWIDE

Grades	AY23	2024	2025	2026	2027	2028	2029	2030
3-8	0.80	0.83	0.86	0.89	0.92	0.95	0.97	1.00

MATH: AVERAGE GROWTH INDEX AY 23 - STATEWIDE, BY SUBPOPULATION

Student population	AY23	2024	2025	2026	2027	2028	2029	2030
Economically Disadvantaged	0.77	0.80	0.84	0.87	0.90	0.93	0.97	1.00
Students with Disabilities	0.73	0.77	0.81	0.85	0.88	0.92	0.96	1.00
English Learners	0.93	0.94	0.95	0.96	0.97	0.98	0.99	1.00
Asian	0.95	0.96	0.96	0.97	0.98	0.99	0.99	1.00
American Indian	0.73	0.77	0.81	0.85	0.88	0.92	0.96	1.00
Black	0.87	0.89	0.91	0.93	0.94	0.96	0.98	1.00
Hispanic	0.83	0.85	0.88	0.90	0.93	0.95	0.98	1.00
Native Hawaiian	0.82	0.85	0.87	0.90	0.92	0.95	0.97	1.00
White	0.79	0.82	0.85	0.88	0.91	0.94	0.97	1.00
Two or More Races	0.81	0.84	0.86	0.89	0.92	0.95	0.97	1.00
ALL	0.80							

READING: AVERAGE GROWTH INDEX - STATEWIDE

Grades	AY23	2024	2025	2026	2027	2028	2029	2030
3-8	0.75	0.78	0.81	0.84	0.87	0.9	0.92	1.00

READING: AVERAGE GROWTH INDEX AY 23 - STATEWIDE, BY SUBPOPULATION

Student population	AY23	2024	2025	2026	2027	2028	2029	2030
Economically Disadvantaged	0.83	0.85	0.88	0.90	0.93	0.95	0.98	1.00
Students with Disabilities	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
English Learners	1.14	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Asian	0.74	0.78	0.81	0.85	0.89	0.93	0.96	1.00
American Indian	0.82	0.85	0.87	0.90	0.92	0.95	0.97	1.00
Black	0.92	0.93	0.94	0.95	0.97	0.98	0.99	1.00
Hispanic	0.79	0.82	0.85	0.88	0.91	0.94	0.97	1.00
Native Hawaiian	0.62	0.67	0.73	0.78	0.84	0.89	0.95	1.00
White	0.74	0.78	0.81	0.85	0.89	0.93	0.96	1.00
Two or More Races	0.74	0.78	0.81	0.85	0.89	0.93	0.96	1.00
ALL	0.75							

Reasoning for a Maximum Limit of 2.00 Points

Setting a maximum limit of 2.00 points for student who attain twice or more the expected growth points, allows for a balancing of score points with those students who did not make RIT score gains.
Academic Progress is calculated separately for Mathematics and Reading and are defined for each school based upon Maine's 'School Level Indicator Descriptors,' shown below.

Exhibit 18: Academic Progress Performance Indicators

Academic Progress: Math and Reading

Emerging	Developing	Meeting	Excelling
No eligible student population made expected annual growth targets	At least one eligible student population made expected annual growth targets.	All eligible student populations met expected annual growth targets	All eligible and historically underperforming student populations made annual "accelerating" growth targets and all other eligible student populations either met or exceeded expected annual growth targets.

Multi-State Alternate Assessment (MSAA): Targets for Performance Level Change

Whereas Maine Through Year Assessment RIT score results are reported on a vertical scale, MSAA results are reported on grade-specific scales.

To measure student growth over time, spring-to-spring comparisons will continue to be made for MSAA, and students are awarded a growth index score according to the achievement level transition table, shown below. In the achievement level transition table, labels 1-4 correspond with the achievement levels (Level 1, Level 2, Level 3, and Level 4) reported by MSAA for each student. To create each A and B sublevel (e.g., 1A and 1B) Maine DOE divided the scaled score range of the achievement level by two.

Students can earn a growth index score of 0.0-4.5 based on their growth according to the achievement level transition table, with 1.0 representing a student's advancement by one sublevel (e.g., 1B to 2A) or, for students who met expectations in the previous year, maintaining at least Level 3A.

Previous Year	Current Year Growth Performance Level						
	1A	1B	2A	2B	3A	3B	4
1A	0.5	1	1.5	2	2.5	3.5	4.5
1B	0	0.5	1	1.5	2	3	4
2A	0	0	0.5	1	1.5	2.5	3.5
2B	0	0	0.5	1	1.5	2.5	3.5
3A	0	0	0	0.5	1	2	3
3B	0	0	0	0.5	1	1.5	2.5
4	0	0	0	0.5	1	1.5	2

Measuring Academic Growth for Student Populations

A student population's score for Academic Growth in the accountability system is calculated by aggregating the growth index scores of all students who took the NWEA assessments (MAP Growth in fall 2022 and Maine Through Year in spring 2023) in the current year and all students who took the alternate assessment in Spring 2022 and Spring 2023. Once the sum has been determined, the sum is divided by the total number of students. That is, the formula for computing a student population Academic Growth indicator is:

Student population Academic Growth =
(Sum of student growth index scores for all students) ÷ (Total number of students)

For example, suppose a student population has 16 students, with 15 students who took the NWEA assessments in fall 2022 and spring 2023 and 1 student who took the MSAA in spring 2022 and spring 2023. The table below shows the growth index scores each student has attained based on Maine's academic growth model.

Exhibit 19: Student Growth Index Score Examples

Student	1	2	3	4	5	6	7	8 (MSAA)
Student Growth Index Score	0	0.01	0.34	0.67	0.82	0.95	1.00	1.00

Student	9	10	11	12	13	14	15	16
Student Growth Index Score	1.02	1.05	1.08	1.15	1.17	1.20	1.79	2.00

The academic growth indicator score for this student population is computed by summing up the growth index scores for all students (i.e., 15.25), dividing by the total number of students (i.e., 16) to come up with the average percentage of growth towards the target. In this case it would be 95.3%.

Because student growth index scores for the Maine Through Year Assessment are standardized on a 0.00-2.00 scale, aggregated student growth can be calculated with students across varying grade levels even though the growth mean and standard deviation for each of those grade levels are different. This methodology can be extended to MSAA due to a growth index score of 1.0 (described in previous section) corresponding with a student's meeting expectations; similar to student growth indices for MTYA, student growth indices for MSAA cannot be below 0.00.

Each eligible student population (i.e., All Student Group, Economically Disadvantaged, Students with Disabilities, English learners, Hispanic/Latino, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander, Black/African, and White) that meets the required n-count (10 or more) Full Academic Year (FAY) students that remain in the same school receives an Academic Progress score based upon the average progress score from all FAY students in the population. 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.

Maine includes all eligible students in the progress calculation.

Maine DOE continues to 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.

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:

Progress in ELP = (Sum of ELP growth index scores for all students)/(Total number of students)

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	0.01	0.34	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	1.08	1.15	1.17	1.2	1.2

Note how, per the rules for assigning ELP growth index scores, the minimum obtainable non-zero value is 0.01 (for ELs who met 1% of their growth target) and the maximum obtainable value is capped at 1.2. 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) to come up with the average percentage of growth towards the annual target. In this case it would be 84.4%

> *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 initiated tracking chronic absenteeism at the student level by school and by percentage of absenteeism. This data not only identifies students and schools with a higher preponderance of chronic absenteeism but assists 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 student populations across all grade levels.

B. Subgroups (Student populations)

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

  All Students
  White
  Economically disadvantaged
  Children with disabilities
  English learners
  Hispanic/Latino
  American Indian/Alaskan Native
  Asian
  Native Hawaiian/Other Pacific Islander
  Black/African
  Two or more races

  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 student population and will incorporate or combine Former English Learners of up to four 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(student groups) 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 student populations 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. Maine has developed three Tiers of Support that provide various levels of facilitated assistance from the Maine DOE. Tier III (CSI) supports are designated specifically for schools experiencing the most significant challenges, and have been otherwise been identified to recieve Title I funding.* Tiers I (ATSI) and II (TSI) are designed to support all public schools, which includes schools receiving Title I funding, and those that are not. The eligilibitly of schools for Tier III (CSI) supports is based upon the performance of all eligible student populations, including the all student group, while the eligibility of schools for support in Tiers I (ATSI) and II (TSI) is based upon the performance of each individual student population, including the all student group, comprised of at least ten (10) students. ATSI schools will be identfied from within the TSI identification group. Student populations with fewer than 10 students are not included as part of the accountability indicators for the school, this is consistent with federal FERPA regulations. Below is a detailed summary that describes how a school's eligibility is determined, and the various supports that are available at each Tier.

Exhibit 20: Maine's Tiers of School Supports

Tier I Additional Targeted Supports and Instruction	Tier II Targeted Supports and Instruction	Tier III Comprehensive Supports and Instruction
Any school with one or more student population/s is experiencing challenges across all indicators	Any school with one or more student population/s consistently experiencing challenges (over 3 years)	Title I schools where all student population/s are experiencing challenges across all indicators
Professional development will be available regionally and statewide at no cost.	With access to a regional school leadership coach, schools will be responsible for developing and implementing a school level plan, in partnership with stakeholders, to include at least one evidence-based intervention. Eligibility for Tier II support will not be identified in Maine until the 2019-2020 school year, when three years of progress data will be available for analysis.	With the support of a school leadership coach, schools will be responsible for developing and implementing a school level plan, in partnership with stakeholders, to include at least one evidence-based intervention. Schools will also have access to additional federal funds to support the implementation of a school leadership team and the school plan. Professional development will be available at no cost and driven by the needs of school staff and students.

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 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. 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 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 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 to subsequently the Maine Through-Year Assessment (MTYA) in 2023.

Maine ESSA Accountability Workgroup recognized the importance of the academic proficiency and academic progress as needing a substantial weight. Therefore, the workgroup recommended the academic achievement and academic progress indicators be content specific and that graduation be broken into 4-year and then the combined 5/6-year rates to give more substantial weight to the academic indicators for the 3-8 grade level and high school:

3-8
Academic achievement – Math
Academic achievement – ELA/Reading
Academic progress – Math
Academic progress – ELA
ELP Progress
Chronic Absenteeism

High School
Academic achievement – Math
Academic achievement – ELA/Reading
Graduation rate – 4-year
Extended Graduation rate – Combined 5/6-year*
ELP Progress
Chronic Absenteeism

*Extended graduation rate =

$$\frac{Size\ of\ 5\ yr\ cohort}{Total\ size\ of\ 5\ and\ 6\ yr\ cohort} \times (5\ yr\ grad\ rate) + \frac{Size\ of\ 6\ yr\ cohort}{Total\ size\ of\ 5\ and\ 6\ yr\ cohort} \times (6\ yr\ grad\ rate)$$

Each school has all eligible student populations, including the all student group (an n-count of at least 10 FAY students) evaluated by each of the applicable indicators. Based upon how all student populations including the all student group perform, schools receive a tier of supports as indicated by the chart below.

Exhibit 21: Maine's Model of School Supports (updated)

Tier I (ATSI)		Tier II (TSI)		Tier III (CSI)	
Description:		**Description:**		**Description:**	
Any school with one or more student populations experiencing challenges across all indicators.		Any school with one or more student populations consistently underperforming in the same indicator for 3 consecutive years.		Title I schools where all student populations are experiencing challenges across all indicators.	
Chronic Absenteeism		**Chronic Absenteeism**		**Chronic Absenteeism**	
Any individual eligible student population with a chronic absenteeism rate of 10% or higher		Any individual eligible student populations with a chronic absenteeism rate of 10% or higher and one or more additional indicators.		All eligible student populations have a chronic absenteeism rate of 10% or higher.	
AND		**OR**		**AND**	
Progress In ELP		**Progress In ELP**		**Progress In ELP**	
The average progress towards the student's annual target is less than 65%.		The average progress towards the student's annual target is less than 80%.		The average progress towards the student's annual target is less than 65%	
AND		**OR**		**AND**	
Academic Progress in ELA	**Academic Progress in Math**	**Academic Progress in ELA**	**Academic Progress in Math**	**Academic Progress in ELA**	**Academic Progress in Math**
No eligible student population made expected annual growth targets.	No eligible student population made expected annual growth targets.	An individual eligible student population that did not make their annual growth target	An individual eligible student population that did not make their annual growth target	No eligible student group made their annual growth target.	No eligible student population made their annual growth target.
AND	**AND**	**OR**	**OR**	**AND**	**AND**
Academic Achievement in ELA	**Academic Achievement in Math**	**Academic Achievement in ELA**	**Academic Achievement in Math**	**Academic Achievement in ELA**	**Academic Achievement in Math**
No eligible student population made their annual target	No eligible student population made their annual target	An individual eligible student population that did not make their annual target	An individual eligible student population that did not make their annual target	No eligible student group made their annual target	No eligible student population made their annual target

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

Each school will receive determinations for each of the indicators to differentiate necessary school supports meaningfully and purposefully. Maine has identified four indicator determinations: ***Emerging***

toward state expectations, *Developing* toward state expectations, *Meeting* state expectations and *Excelling* state expectations. Maine determined that to provide increased transparency and to communicate better with stakeholders, including educators, families, public officials, and school leaders, using the terms outlined above was a more positive approach to supporting schools requiring additional supports. Schools with all indicators for student in the *emerging* or *developing* categories will receive comprehensive (Tier III) or targeted (Tier II) support as defined in Exhibit 17. An indicator identification of *emerging* would demonstrate that all eligible student populations within the school are experiencing challenges in the applicable indicator. An indicator identification of *developing* would demonstrate that at least one student population is experiencing a challenge in the applicable indicator. Tier III (CSI) supports are designated specifically for schools receiving Title I funding and experiencing the most significant challenges across all eligible individual student population. Tier III (CSI) identified schools are Maine public school receiving Title I funding where all eligible individual student populations have not met state expectations in all indicators. Tiers I (ATSI) and II (TSI) supports are determined based on one or more but not all individual student populations. identified accountability indicators contained in Maine's ESEA Data Dashboard will acknowledge schools that are eligible for supports.

Please note that to classify each indicator for a given school into one of the four levels (emerging, developing, meeting or excelling), the performance of each student population is evaluated against and indicator-specific target and classified as *met*, *not met* or *not applicable*. The table below summarizes how each student population is classified for each indicator.

Exhibit 22: Student-Group Indicator Classification Categories and Rules

Indicator\Classification	Met	Not Met	Not Applicable
Chronic Absenteeism	n ≥ 10 *and* chronic absenteeism rate < 10%	n ≥ 10 *and* chronic absenteeism rate ≥ 10%	n < 10
Academic Progress (ELA or Math)	n ≥ 10 *and* academic progress ≥ student population growth target	n ≥ 10 *and* academic progress < student population growth target	n < 10
Progress in ELP	n ≥ 10 *and* progress in ELP score ≥ 65%	n ≥ 10 *and* progress in ELP score < 65%	n < 10
Academic Achievement (ELA or Math)	n ≥ 10 *and* academic achievement score ≥ individual school student population-specific percentage of students who are meeting state expectations in the annual statewide assessments	n ≥ 10 *and* academic achievement score < individual school student population-specific percentage of students who are meeting state expectations in the annual statewide assessments	n < 10
Graduation Rate (4-year or Extended)	n ≥ 10 *and* graduation rate ≥ individual school student population-specific target	n ≥ 10 *and* graduation rate < individual school student population-specific target	n < 10

An indicator will be classified for an individual student population as "met" if the individual school student population-specific target is met or exceeded. Individual school student population-specific targets are set using individual school data. Although the methodology is consistent across the state, the targets are reflective of the school's individual student population performance to set realistic and achievable individual school student population-specific targets.

If a Maine school has 3 consecutive years emerging within a given indicator for a specific student population they will be identified as Tier II (TSI). For example, a school has one student population emerging in math academic progress and achievement for three consecutive years and are meeting in chronic absenteeism, the school will be identified as a Tier II (TSI) school. If those specific indicators remain at the emerging level for the student population, and the school is a Title I school, it will then receive more rigorous supports. All struggling Maine schools will be acknowledged and supported once Maine's Model of Support is fully implemented. Maine will ensure a minimum of 5% of Title I schools are identified for Comprehensive Supports and Interventions (CSI).

> 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.*

Maine's Model of Support will identify schools with low performance, ***emerging (or developing*** for Chronic Absenteeism only), on all indicators for all student populations including the all-student group, (i.e., Academic Achievement in Math and/or ELA, Academic Progress, Graduation Rate, Progress in Achieving ELP, and Chronic Absenteeism) as eligible for Tier III/comprehensive support and improvement (CSI). Maine will identify at least 5% of Title I schools for Tier III (CSI) supports. Note that the school-level indicator determinations based on how each student population in the school, including the "All Students" group, performed against its indicator-specific targets (see Exhibit 18). Maine will identify at least 5% of Title I schools for Tier III (CSI) supports.

The identification of 5% of Title I schools in Maine equates to approximately 20 Title I schools. As part of Maine's addendum, Maine for 2022/23 identifications included additional methodology to only identify 5% of Title I schools. Maine will continue to utilize this methodology in subsequent Tier III (CSI) identification years. Maine has prioritized support, those schools identified for Tier III support within the last identification cycle **AND** identified within the current cycle. The content areas of math and ELA are examined within the model separately. This results in schools being identified to receive Tier III supports due to either math **or** ELA producing a higher rate of Tier III identifications. Had Maine utilized a combined achievement index methodology, a lower number of schools would be identified as the school would need to satisfy not meeting both math and ELA expectations. Maine was concerned that meeting expectations for some student populations in ELA would mask the underperformance of student populations in math resulting in schools not identified to receive supports in the content area in which they are experiencing challenges. Again, given the rural nature of Maine, this approach is purposeful and meaningful ensuring the schools most in need of support actually receive the support.

Maine has taken an intentional approach to seek out and honor stakeholder feedback regarding Maine's Model of School Support (accountability model) to ensure said stakeholders have a clear understanding of

the model and related expectations. To include an additional business rule at this stage of the process requiring a higher performance on a specific indicator should 5% of schools not be identified does not honor this process and seems disingenuous to the work and relationships built with the field to date and will not assist the Maine DOE in continuing to build trust with educators and district leadership. Given the methodology in place, Maine is confident 5% of schools will be identified for Tier III (CSI) supports without additional parameters being added to the decision logic. Maine will continue to monitor the identification percentages and will reevaluate should it be necessary to ensure at least 5% of Title I schools are identified to receive Tier III (CSI) supports.

Schools with one or more student populations, not including the "All Students" groups, not meeting their targets on all indicators will be eligible for Tier I/ additional targeted support and improvement (ATSI) every six years.

Schools that have one or more student populations not meeting their targets for a given indicator for three consecutive years will be identified for Tier II / targeted support and improvement (TSI).

Maine has updated the Chronic Absenteeism (SQSS) indicator in the accountability model to show lesser weight by expanding the criteria for Tier III (CSI) supports from the most restrictive level of '*emerging'* to now include the next level of '*developing*'. Maine also reviews he academic related (i.e., Academic Achievement, Academic Progress/ Graduation Rate and Progress in ELP) indicators prior to examining the Chronic Absenteeism indicator. Schools classified as *emerging* in all academic related indicators and as *emerging or developing* for Chronic Absenteeism are identified to receive Tier III (CSI) support.

For example, a school that had previously not been identified as Tier III (CSI) because its Chronic Absenteeism was rated as *'developing'* even though its academic related indicators were all 'emerging' would now be eligible for Tier III (CSI) supports.

Maine has also updated the achievement goals to a 'Gap to Goal' model that would close the gap of each student population by 10% over the 7-year period towards our long-term goal date of 2030. Additional (accelerating) goals will be established for the Children with Disabilities, Economically Disadvantaged, and English Learner student populations that would allow them to demonstrate accelerated gap closure for Maine's historically underperforming student populations.

Maine will look to reset the gap targets based on the progress made following the Tier III identification cycle (every three years).

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 continues to focus and support schools in meeting 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 steps outlining the necessary actions the school and/or SAU will take in order to increase participation levels. Should a school have a participation rate of less than 75%, the school and SAU will be required to submit evidence of necessary steps the school or SAU 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 consolidated application for ESEA funds. The 95% participation rate will not factor into the accountability system as part of a summative rating as Maine shifts from a summative rating approach. Maine will factor in the 95% participation requirement in the computation of the academic achievement indicator for all assessments (MTYA and MSSA) and for all students and student populations in each content area (math and Reading/ELA). In computing a school's academic achievement indicator for an assessment in a content area (math or reading/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. This information will be included in the ESSA data dashboard in order to provide a holistic review of the school. Appendix A contains definitions for Maine's indicators of school success.

Additionally, the Maine DOE assessment team has gradually released assessment technical assistance which as part of an observation of assessment administration, provides support and guidance regarding best practices and strategies in relation to assessment administration and participation. The Department's Office of Special Services and Inclusive Education is also strategically collaborating with the assessment team to support the implementation of the alternate assessment. Elements around participation and identification have been added to the Office of Special Services and Inclusive Education monitoring tool.

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).*

Schools must have three years of data to make Tier III and I identifications and four years of data to make Tier II identifications. Maine DOE has opted to utilize three years of data to inform identifications. A three-year data set allows for a defined, consistent, and reliable trend line to be established in order to comprehensively meet school needs. In order to maintain a cohesive approach to school identifications, Maine has elected to use the same time frame within the academic progress indicators. To ensure three years of data related to progress, four years of data are required.

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 (student groups).*

As shown in Exhibit 21, Maine's identified the initial cohort of (1) lowest performing schools and (2) schools with low high school graduation rates in January 2019 for Tier III (CSI). Subsequently, the Tier III schools will be identified every three years, (that is, in January 2022, 2025, 2028 etc.) based upon criteria (1) and (2), as well as for; (3) schools with at least one chronically low-performing student populations defined as any student population in the school that has not met the criteria for Tier I identification (ATSI), as defined in Exhibits 11 and 16) for six consecutive years. Existing Tier III schools that do not meet any of the three criteria would not be allowed to exit and remain in Tier III status. The opportunity to exit is available to Tier III schools every three years after the year in which they are identified.

Please note that for criterion (2), *low high school four-year and five/six-year graduation rates* in Maine are defined as a graduation rate below 67%. Maine has no student populations with graduation rates lower than 76%.

Exhibit 23: Identification of Schools Tiers III and II.

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
January 2019 and each of the following years: 2022 2025 2028	Data from Maine's accountability system will be utilized will provide supports to identified schools eligible for Tier III supports.	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
Winter 2020	Data from Maine's accountability system will be utilized to provide supports to schools eligible to for Tier II supports.	New schools will be identified for targeted supports and interventions.	Schools will be provided supports as outlined in Tier II.	
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 any school emerging (or developing for Chronic Absenteeism) across all indicators will be identified for Tier III (CSI) supports. (*Revised Template Section A.4.vi(c))* Tier III (CSI) supports are designated specifically for schools receiving Title I funding and experiencing the most significant challenges across all eligible individual student populations. Tier III (CSI) identified schools are Maine public school receiving Title I funding where all eligible individual student populations have not met state expectations in all indicators; these include

chronic absenteeism and English Language Proficiency (when applicable) and in one or more content areas for both academic progress and achievement. Schools are identified for a period of three years. Support levels are determined based on individual student populations that have ten or more students representing that student population. Maine will identify at least 5% of Title I schools as Tier III (CSI). Tier III (CSI) supports are determined based on the performance of *all* eligible individual student populations, while Tiers I (ATSI) and II (TSI) supports are determined based on one or more but not all individual student populations. Student populations with fewer than ten students are not included as part of the indicators for the school; this is consistent with FERPA regulations. Maine DOE will inform schools of their identification using the ESEA Data Dashboard and through personal calls to district superintendents. All schools at this level will receive leadership coaching, regional professional development, and additional federal funds in order to meet the targeted needs of the school. CSI schools will be identified every three (3) years.

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 student populations (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 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 has solicited feedback from the ESSA Advisory group which incorporated the utilization of local assessment data and a portfolio of evidence. Given the varying levels of implementation of a local assessment system in combination with the levels of portfolio evidence suggested, the Maine DOE has determined that such evidence may be acceptable provided the school can provide an alignment with state achievement standards for the applicable grade level of students. Further feedback received from the USDOE has determined that this methodology may not be consistent across the state and as a result, Maine will pause regarding the utilization of local assessment data and a portfolio of evidence in conjunction with a triangulation of state assessment data, to exit status as this time. Maine will continue to explore how feedback from stakeholders can be honored within the exit process.

In order to exit Tier III (CSI) supports, at least one student population (for example the all-student group) must not be emerging across all indicators at the next identification cycle. This would ensure students have made necessary consistent progress over a period of three (3) years.

(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 student populations that have not met the Targeted support and intervention threshold will be eligible for Tier II supports. A consistently underperforming student population will be defined as any student population for whom three years of accountability data beginning with 2015-2016 demonstrates a performance level of emerging in one or more indicators. A school cannot be identified for TSI supports solely based on chronic absenteeism, rather a student population would need to be consistently underperforming in chronic absenteeism and one other indicator (such as academic achievement in either content area) in order to demonstrate the lesser weight of the SQSS indicator.

Title I schools with a student population of emerging in one or more indicators for additional period of three years, will be provided more rigorous supports and interventions. If a Title I school has all student populations experiencing challenges (emerging performance measure) across all indicators for an additional period of three years, the school would be identified for Tier III/ Comprehensive Supports and Intervention. Maine DOE will inform schools annually of their identification using the ESEA Data Dashboard. All Schools at this level will receive free, regional professional development with the availability of regional coaching support upon request. Maine will identify schools eligible to receive TSI supports on an annual basis. *(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.*

Tier I /ATSI schools will be schools in which any population of students, on its own, would lead to identification for Tier III/CSI. Maine DOE will inform schools of their identification using the ESSA Data Dashboard (ESEA Report Card). All Schools at this level will receive free, regional professional development. ATSI schools will be identified from the pool of TSI schools and identified every six years. In the event a school did not make sufficient progress to no longer be identified as a Tier I school by the next identification cycle; the school would have their supports ramped up to more intensive level (Tier III if they are a Title I school).

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

Schools with low performing student populations identified for Targeted Support and Improvement status will be identified every 3 years. The Maine DOE will publicly identify the first cohort of TSI schools by May 2023. SAUs and schools will then conduct a comprehensive needs assessment and planning prior to implementation of the improvement plan by the beginning of the 2023-2024 school year. Subsequent cohorts of TSI schools will be identified by December each identification cycle every 3 years. Schools and SAUs will conduct needs assessments between December 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. Tier I Schools (ATSI): At least one student population that is emerging across all indicators. Maine DOE will inform schools of their identification via the ESEA Data Dashboard. All Schools at this level will receive free, regional professional development. ATSI schools will be identified every six years.

Maine will require schools to show three consecutive years of progress using the federal accountability model to exit Tier I (ATSI) identification. In order to exit, the identified student population would not be emerging across all indicators over the three-year period.

An example of this would be a school is identified for Tier I support in SY 2018/19 for two student populations who are underperforming. A single student population continues to make progress during SY 2019/20, SY 2020/2021 SY 2021/22. The school would be ineligible to exit Tier I (ATSI) status until both student populations were meeting performance expectations.

While a school may exit from Tier I status, they could be identified for Tier II supports due to a different student population that is consistently underperforming on a given indicator.

Tier II (TSI): Any student population consistently underperforming (emerging) for three years on one or more indicators.

In order to exit Tier II (TSI) supports, the identified student populations would no longer be consistently underperforming, as demonstrated by growth for a period of three (3) years. For elementary and middle schools this would be demonstrated by academic progress in the content area for which the school was identified. For High Schools, Maine would use academic achievement to determine the school is on an upward trajectory and is no longer consistently underperforming.

For example, if a school was identified for TSI supports as a result of its performance on the ELP indicator, then the school would need to show growth in the ELP indicator for three consecutive years in order to exit that status. A school cannot be identified for TSI supports solely based on chronic absenteeism, rather a student population would need to be consistently underperforming in chronic absenteeism and one other indicator (such as academic achievement in either content area) in order to demonstrate the lesser weight of the SQSS indicator.

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.

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 DOE believes all schools and SAUs are on a continuous journey of improvement and should be supported with resources, guidance, and training, as needed, in order to meet all of the necessary requirements in providing the most equitable learning opportunities for each one of their students. All SAUs that receive Title funding allocations are required to continually update a Comprehensive Needs Assessment (CNA) that guides their decision making relative to supplementing their core educational requirements. Schools that have been identified as ATSI (Tier I), have the opportunity to participate in professional learning opportunities offered by offices within the Maine DOE throughout the year. In addition, TSI schools may also request the support of a school leadership coach to help guide the implementation of a strategic plan, which includes the development of a school-based comprehensive needs assessment. If a school is identified as a CSI (Tier III) school, additional funding supports the continuous school improvement efforts with a baseline award of $20,000.00 for each CSI identified school, with additional funding awarded based on student enrollment, economically disadvantaged, students with disabilities, and small school (-100) size, to further supplement supporting schools in their continuous school improvement efforts. Based upon accountability indicators and a school-based comprehensive needs assessment, the school will identify key areas of need. In conjunction with the additional funding, the SEA will provide human capital supports in the form of continuous school improvement coaches to guide the school leadership team in completing a strategic planning application required to access these funds. This application requires them to conduct data analysis to identify strengths, areas of need, and resource inequities, which then leads to supporting them in conducting a root cause analysis. Applications are reviewed and monitored by the Department's Continuous School Improvement Coordinator. Throughout this process, coaches support the school principals in fostering the development of a leadership team that models best practices in areas such as creating regularly-scheduled meeting time, focused and intentional agendas, data collection and analysis, and the implementation of a well-thought-out plan. Research shows this strategic planning design process has a high impact likelihood (Strong, Moderate or Promising) of improving student learning opportunities because it directly focuses both the human capacity and the funding on root causes rather than many other areas of concern that may have initially been identified, which allows the root cause to be addressed rather than the problem(s) that may have been created by it. The goal is to strengthen sustainability in promoting academic growth and achievement by strategically directing the human and funding potential toward a change in practice in areas directly related to root problems.

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 (ICSI). The increased support will be provided by targeted professional development and school improvement coaching support, which will include their assistance in the creation of leadership team agendas that promote data analysis, root cause analysis, and strategic planning that encourages the school's continuous school improvement journey. *(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.

Exhibit 24: Talent Development Framework

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

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 State's strategies to improve educator preparation programs.

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, statutory revisions were made to Rule Chapter 180 to support special education teachers. New conditionally certified special education 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 and feedback from a qualified mentor.

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

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."

Priorities focus on common standards for teacher and leader effectiveness; rigorous, data-driven preparation and professional development programs; modern evaluation systems for teachers and leaders; statewide monitoring of evaluation systems to determine areas of need; 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.

- Peer support and mentoring: Starting in 2018, PEPG systems are required to provide opportunities for peer support and mentoring. This support is formative in nature and focused on professional growth and development. Peer support and mentoring is differentiated based on experience in the field and licensure. Conditionally certified educators and those new to a district are required to have a mentor for a minimum of one year. Mentors are responsible for providing ongoing feedback for improvement of practice and for completing two observations. Qualifications of peer mentors or coaches include professional certification and a minimum effectiveness rating of effective.

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 was at the heart of Maine's TIF-funded, Maine Schools for Excellence (MSFE) project. MSFE was the umbrella initiative for two five-year TIF grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF grant emphasized a multifaceted human capital approach to recruiting, supporting, and retaining effective educators that mirrors Maine's strategy for addressing these critical interrelated issues. Through the TIF grant, the Maine DOE 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

Exhibit 25: Five Areas of Human Capital Management

educators are inextricably linked and must draw on common language and data. While the federally funded program is no longer in place, the resources and information gathered from this grant continue to be valuable to the Maine Department of Education and SAU's across the state. Resources developed by the MSFE in collaboration with lead technical support provider, American Institutes for Research address the five human capital management components shown in Exhibit 24. Specific human capital management system resources developed through the grant can be found in Appendix D.

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 26: Maine DOE Resources and Supports by Human Capital Component

Human Capital Component	Maine DOE Resources and Supports
Educator Preparation and Employment	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: • 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. The Department will work with stakeholder groups to distribute these resources. • Improving **connections between preservice 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 180 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. In addition, Maine will leverage regional collaboratives to offer local trainings and bring together experienced mentors to highlight best practices. • 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.
Evaluation and Professional Growth	The department will look to realize the potential of educator effectiveness 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: • PEPG Evaluator Training and Ongoing Calibration Structures and Support: 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. • 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. The Maine DOE will continue to partner with the Northeast Comprehensive Center to offer

	Student Learning Objectives training and supports for the 2017-2018 school year. In addition, educator effectiveness staff will explore a platform to showcase exemplar SLO's from across the state. Partnerships with department content specialists will ensure alignment of lesson planning, instructional practices, and assessment to these Student Learning Objectives.
School Environment	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: • 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 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. • 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 contributes 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 to recognize and reward educators through the following:

	• Utilize expertise related to innovative pay practices to support districts interested in exploring alternatives to the conventional fixed-cost pay program. • Increase support for educator recognition programs including the Maine Teacher of the Year program, Educator Talent Pool, Maine History Teacher of the Year, and Presidential Awards for Excellence. • Promote programs and summits which actively celebrate the teaching profession including ECET 2 and Teach to Lead.
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 Support 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:*
       i. *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. Recent legislative changes removed the mandate of basing a diploma on proficiency. Districts may continue working towards proficiency-based diplomas or adopt a credit based Carnegie

system. The Maine Department of Education will continue to facilitate conversations to ensure equity across the state.

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.

- 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. The Maine Department of Education will continue to leverage this data in order to best support schools.

iv. In an effort to provide low income and minority students greater access to effective educators, the Maine DOE has established a work group. This group will focus on diversity issues related to Maine's educational systems with a focus on higher education topics like student and faculty recruitment and retention, campus and community climate, and partnerships. The work group will meet periodically over the next year to produce a report that would give the Department insight on how postsecondary institutions in Maine manage diversity and campus climate. The report should inventory and describe diversity programs and initiatives particularly identifying the various models in which multicultural and diversity centers function to educate the campus community and assist students with persistence in the institution. The Department hopes that the report will propose specific and strategic recommendations which take into consideration the different types of institutions and their retention methods while highlighting common threads found in the group's analysis. This is the first step in a multi-phased initiative which will then be applied to similar efforts in local identified SAU's.

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:

- **Math4Maine:**

The Office of Special Services & Inclusive Education's (OSSIE) state systemic improvement plan (SSIP) is focused on mathematics. Math4ME led by the the OSSIE's Mathematics Inclusion Specialist and Distinguished Educator, is grounded in the National Council of Teachers of Mathematics [(NCTM) Mathematics Teaching Practices](#). This project includes hands-on activities, resources, and interactive professional learning experiences which engage participants in deeper understanding of core mathematical concepts and strategies. Project content includes accessible and engaging math routines, diagnostic probes, assessment and formative feedback, all focusing on conceptual understanding, operations with whole numbers, connected representations, and problem-solving skills and processes.

Math4ME is a three-year, whole-school project designed to support all educators (classroom teachers, special educators, ed techs, and interventionists) to strengthen math proficiency for all learners with a specific focus on increased math proficiency for students with math IEP goals. Fall of 2023 an additional 10 SAUs and 13 schools will be engaged in the project.

- **Positive Behavior Interventions and Supports (PBIS)**

The Office of Special Services in collaboration with the University of Maine System developed and provides PBIS professional development and technical assistance to schools in participating SAUs. PBIS is school-wide framework for maximizing the selection and use of evidence-based prevention and intervention practices to improve student behavior, school safety, and school climate. PBIS specialists from the University of Maine and the University of Southern Maine provide school wide PBIS leadership teams with the training and support to develop a systems framework that is consistently used throughout a school and/or SAU. Currently the initiative is started its third cohort with more than 45 schools currently in the cohort. The state continues to build capacity and sustainability for this work including a train the trainer/coach program. Newly trained coaches will begin working with schools this fall. .

- **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 27: Overall Theory of Action

IF
- a comprehensive approach to human capital management—in particular for high-poverty, isolated-small, and high-risk schools and districts—is implemented with fidelity, and its implementation is monitored and modified as warranted over time; and

IF
- the profession is characterized as a professional workforce; and

IF
- leader induction and mentoring programs are strengthened to foster healthier school climates and more effectively support teachers in high-poverty, isolated-small, and high-risk schools and districts; and

IF
- teacher preparation programs are strengthened to support educators in understanding the unique needs of high-poverty, isolated-small, and high-risk schools and districts;

THEN
- Maine school districts will be better able to recruit, retain, and develop excellent educators such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.

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

IF • high-poverty, isolated-small, and high-risk schools and districts are monitored during the implementation of performance evaluation and professional growth systems to provide targeted supports; and

IF • the teacher preparation programs are strengthened to ensure that teachers have more preservice experiences in high-poverty, isolated-small, and high-risk schools and the profession is characterized as a professional workforce; and

IF • incentives are put in place to retain and attract teachers in high-poverty, isolated-small, and high-risk schools through tuition reimbursement; and

IF • induction and mentoring programs are revised and strengthened to support inexperienced educators to be more successful in high-poverty, isolated-small, and high-risk schools;

THEN • Maine school districts will be better able to recruit, retain, and develop excellent educators such that all students have equitable access to excellent teaching.

IF • high-poverty, isolated-small, and high-risk schools and districts are monitored during the implementation of performance evaluation and professional growth systems for principals to provide targeted supports; and

IF • professional organizations and state education agencies collaborate to support principals in high-poverty, isolated-small, and high-risk schools and districts; and

IF • incentives are put in place to retain principals in high-poverty, isolated-small, and high-risk schools through longevity bonuses; and

IF • induction and mentoring programs are revised and strengthened to support inexperienced principals in becoming more successful in high-poverty, isolated-small, and high-risk schools;

THEN • Maine school districts will be better able to recruit, retain, and develop excellent principals such that all students have equitable access to excellent leadership.

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

Exhibit 28: Statewide Definitions of Key Terms

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	SEA Guidance for the development of a definition of ineffective teachers recommended by the ESSA Advisory Workgroup. **Ineffective Teacher.** 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 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 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.
Inexperienced teacher*	**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.
Low-income student	**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.
Minority student	**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.
Out-of-field teacher*	**Out-of-Field Teachers.** Out-of-field is defined as a teacher holding a professional certification that is teaching in violation outside of those credentials.

*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. Following, 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

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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. The Maine DOE has recently engaged stakeholders to address the Maine's low income and minority children being educated at a disproportionate rate by new or inexperienced educators as part of Regional Think Tanks. These Think Tanks were open to all stakeholders across the State of Maine. The Maine DOE continues to review data from Maine's approved Equity Plan to ensure minority or high poverty students are not educated at a disproportionate rate by new or inexperienced educators. To support districts, the Department has established an Office of Educator Excellence, initiated the implementation of programming to support increased National Board Certification of Maine teachers, has extended the Transformational Leaders Network to all Maine Principals and has established the Maine Leadership Development Program (https://www.maine.gov/doe/educators/maineldp) and provide regional professional learning in the areas outlined by Maine educators during the Regional Think Tanks. Additionally, during the 2019 legislative sessions LD 1549 was passed by the Maine Legislature to provide a higher rate of financial incentive for National Board-Certified Teachers serving in less advantaged Maine schools. Maine continues to examine strategies using an evidence-based lens using the Institute of Educational Science and the National Center for Educational Evaluation and Regional Assistance resources (https://ies.ed.gov/ncee/pubs/evidence_based/evidence_based.asp). Maine has required that every district complete a comprehensive needs assessment. A large proportion of the CNA discusses the retention, recruitment and training of educators based on the individual needs of districts and schools. This CNA is required to be updated on an annual basis prior to applying for ESEA federal funds.

Exhibit 29: 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	Isolated-Small Elementary School Qualifications:

Other Key Terms (optional)	Statewide Definition
	• 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 Isolated-Small Secondary Schools Qualifications: • 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 Island School Qualifications: • 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.
Unqualified teachers	Unqualified is defined as a teacher without proper credentials and is teaching in violation of law.

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.' 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 30: 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 Quartile (8.3% or more)	89/358	10.15%	3.35%	0.38%	$48,117	15.72%	14.21%
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 31: 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 Quartile (4.0% or less)	1/7	16.0%	8.0%	0%	$42,922	16.46%	33.33%
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

Exhibit 32: Equity Gaps in Maine Schools 2017-2018

Category	School Count [1]	Inexperienced Teachers [2]	Average Salary [3]
All TA/SW Schools	351	6.27%	$50,689.86
TA/SW Schools (High Poverty Quartile)	154	7.57%	$48,235.98
TA/SW Schools (Low Poverty Quartile)	151	4.36%	$57,190.44
T1 Schools - Without Programs	160	5.76%	$55,295.52
T1 Schools - Without Programs (High Poverty Quartile)	19	4.93%	$53,579.50
T1 Schools - Without Programs (Low Poverty Quartile)	45	5.31%	$61,454.94

This exhibit above demonstrates that students in high-poverty are disproportionately served by inexperienced teachers. In addition, the chart above shows that the average salary in schools with low poverty quartiles is significantly higher than those teachers working in the high poverty quartiles. Strategies to address these gaps will be addressed in Exhibit 26.

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.*

Public Reporting: The Maine DOE is in the process of transitioning to a new website (www.maine.gov/doe) where it will publish and annually update the status of its equity goals reflected above.

In addition to publicly reporting the status of these goals, the Maine Department of Education anticipates a rollout of the ESSA Data Dashboard by June 30, 2019. This interactive visualization reporting tool will provide an overview from a state, district, and school level perspective. The staff tab on the report card will include teacher workforce elements with a breakdown of out-of-field, unqualified, and inexperienced teachers.

The Maine DOE has developed a reporting tool which will be used to collect summative effectiveness ratings for teachers and leaders. This Qualtrics survey will be sent to all SAUs and will require that districts report the number of educators evaluated during the current year of the review cycle in addition to providing a breakdown of the four categories of effectiveness. Statewide data will be published in the aggregate on the website in order to remain in compliance with privacy policies. A comparison between effectiveness ratings of schools receiving Title 1 funds, and those not receiving funds will be reported

annually. Starting in the Fall of 2018, Maine will collect effectiveness ratings in aggregate. 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, substrategies 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 33: Likely Causes and Strategies

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Strategic Area 1: Recruitment and Retention We believe that the data and root cause analyses call for the	**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-

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
adoption and coordination of policies for recruitment, hiring, and retention. The sub strategies in the next column were developed from the key ideas that emerged from the stakeholder focus groups.	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.

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 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.

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 |

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	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).

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 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.

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. In addition, the Maine DOE will explore opportunities to support instructional leadership in schools across the state. |

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Strategic Area 2: State Policy–Driven Incentives 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.	**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. Moving forward, Maine chronic absenteeism will be used as an indicator in Maine's Accountability system. Recognizing that chronic absenteeism may have negative consequences on student progress, the Maine DOE will provide resources to address challenges of attendance in identified schools. **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.
Strategic Area 3: Educator Preparation Enhancements We believe that a key 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.	**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 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.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
	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. **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.

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.*

In the Fall of 2018, the Maine DOE will be finalizing school year data collection. Once all of the requisite data has been collected, the Maine DOE will analyze the differences in rates and publish these to the new website. A committee will be convened to review this data and determine the status of any gaps. In addition, the committee will work to reaffirm 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 in moving from a century-old model of schooling to a more effective and relevant learner-centered approach. Recent legislation removed the mandate for a diploma based on student demonstration of proficiency in all eight content areas of the Maine Learning Results. The Proficiency-based diploma law explicitly required LEAs to ensure the opportunity and capacity for all students to achieve the learning standards throughout their educational experience. These requirements resulted in standards-based approaches to instruction and learning across the state, which came to be known as Proficiency Based Education. The new legislation retains the requirement that academic programing be based on Maine's Learning Results, but by removing all mandates for and associated with proficiency in the standards for the diploma it presents the conditions for widely varying approaches to instruction and expectations of schools and students. In this challenging environment, the Maine DOE is renewing its goals for maximizing a standards-based educational system:

- Students personally invested in their own learning as preparation for career and life
- Engaging learning experiences that develop aspirational mindsets
- Approaches to education that prioritize integrated, real-world contexts for learning and gaining career and life skills
- Early identification of learning gaps and timely, effective interventions
- Comprehensive assessment systems that provide timely, accurate evidence of student progress that can inform practice
- High quality integrated adult learner programs serving individuals and communities

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 (student groups) 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 have 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 have 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 2017–2018 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. Currently, a team within the Department has started the work with the Council of Chief State School Officers (CCSSO) to develop a Family and Community Engagement Framework that will highlight principles and strategies for Local Education Agencies (LEAs). This work will merge individual teams within the Department in order to support LEAs as they welcome every family, actively engaging them as partners in student learning and support improvement. As an example, 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)*.

MoMEntum K–3 Literacy Pilot
The Department 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. The 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 specialists, to strengthen literacy instruction. Pending preliminary results of the effectiveness of this pilot, the Department 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; Comprehensive School and Community Support; Coordinated and Effective State Support)*.

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)*.

Numeracy4ME
The Maine DOE launched Numeracy4ME, an early numeracy pilot, designed to improve the mathematics achievement by providing high-quality professional learning in math instruction for teachers. The pilot targets K-4 students and teachers in two (2) Maine counties, with high levels of poverty and low levels of math achievement. The technology integration for this pilot involves class sets of iPads and professional learning connected to utilizing technology for high-quality math instruction. Based on findings from the

pilot, the Department may elect to utilize Title IV, Part A, State Activities 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).*

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 achievement in 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).*

Assessment for Impactful Instruction and Learning Network
A Title II project, the Assessment for Impactful Instruction and Learning Network, continues the work from the Formative Assessment work to build educator knowledge and skill at formative assessment strategies in literacy as a guide to incorporate high impact Visible Learning strategies. This is a statewide effort led by the Department Elementary Literacy Content Specialist with teacher leaders from across Maine. The Network meets three (3) times per year in three (3) 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 as 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 preservice 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 preservice educators focused on key ELA topics to build preservice teacher knowledge *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

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 (MCELA) work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. MCELA provides an annual conference in the spring and other professional learning experiences as needed each year. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders)*.

Mathematics

Math4ME
The Maine DOE mathematic inclusion specialists develop and facilitate professional development training for special educators and classroom teachers and support the Math4ME coaches use of the fidelity check instrument and review completed fidelity checks *(Effective, Learner-Centered Instruction; Great Teachers and Leaders)*.

Connecting Mathematics Instruction to Support Student Understanding and Engagement
The Maine DOE mathematics specialists develop this annual two-part professional development series 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 multiple locations in the state, *(Effective, Learner-Centered Instruction; Great Teachers and Leaders)*.

Maine Community of Teacher Leaders (MCTL)
The Maine DOE mathematics specialists collaborate with the Association of Teachers of Mathematics in Maine (ATOMIM) to provide professional development support to Title II teacher leaders as they develop and deliver a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and visible learning. This is year three 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 to prepare educators for the challenges of being a math leader whether it be a Math Coach, a Math Interventionist, and RTI Coordinator, a Title I: Math Teacher or a grade level Team 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 secondary teachers transitioning to the role of secondary mathematics coaching. http://www2.umf.maine.edu/gradstudies/9-12-maine-mathematics-coaching-pilotproject/ *(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)*.

Elementary Lenses on Learning Project
The Maine DOE mathematics specialists collaborate with the Education Development Center (EDC) to revise and update the materials for the Elementary Lenses on Learning project to support elementary administrators deepen their mathematical content and pedagogy skills to better support effective mathematics instruction. *(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 Learning Results *(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 arranged this Title II–funded project to build the capacity of teacher leaders in three-dimensional instruction of science so that they may in turn facilitate their students' conceptual understanding and deep learning of science. The second phase of this project is to increase administrator understanding of the pedagogical changes in a three-dimensional classroom and what is expected of teachers and students in such a setting. Additional training is provided by the Science Specialist to teachers in smaller time increments that the week-long opportunity discussed above to further the understanding in the field for three-dimensional teaching/learning and assessment development. *(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. Such partnerships include Advisory Board Research in Science Education (RiSE), Maine Science Teachers Association board members, STEM Collaborative, and Advisory Board E in STEM—a grant to get more engineering into 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 Maine Learning Results since the inception of the Maine Learning Results (MLRs) in 1997. These build on the guiding principles of the MLRs. 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. Achieving the MLR standards 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 (HE) and Physical Education (PE) 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, and connecting to supporting health and fitness focused agencies/organizations.

- Provide supports to school personnel through individualized technical assistance through district, regional, and statewide trainings; webinars; and an electronic newsletter

- Provide professional development on HE and PE curriculum, instructional and assessment strategies 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 trainings on school-based HE and/or PE 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 (i.e. suicide prevention, substance use prevention, bullying and child abuse prevention, comprehensive sexuality education.-) *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports)*

School Health Profiles and Maine Integrated Youth Health Survey
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).

Teacher Leadership Development
To ensure high-quality skills-based HE and PE for all Maine students, a cadre of HE and PE teachers funded through Title IIA have been established. They were trained in leadership and presentation skills as well as teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues. These teacher leaders will assist the Department in providing regional professional development across the state, 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 were run live and then archived on the VPA professional development page. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

Fresh Chapters Book Study
This is a virtual book study with 20 teachers. They will read and discuss Spencer and Juliana's book, LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student. The discussion series will take place in November and two additional book studies are planned for the year, one in winter, and one in spring. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

Creating Artful/Musical Early Childhood Classrooms
The Maine DOE VPA specialist and the Maine DOE Early Childhood Specialist are collaborating to offer this professional development to teams of visual art, music, and early childhood teachers with the goal of helping them to develop strategies to more regularly and with more fidelity offer visual art and music opportunities to early childhood students. These teams will meet for in-person professional development three times throughout the school year, with online meetings in-between. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

Rural Arts Integration Model of Maine
Throughout the year, selected Maine arts educators in music, theatre, visual art, dance, and media arts will receive ongoing, intensive coaching from an arts integration expert, ultimately building their capacity as leaders, coaches, curriculum developers, collaborators, facilitators, arts specialists and pedagogues. Trainings will happen in-person and virtually throughout the year. Long-term, these educators will partner with individual school districts and be responsible for the development and delivery of arts integration related professional learning opportunities for educators and administrators throughout the state. *(Great Teachers and Leaders).*

Maine Kids Rock Initiative
The Maine Kids Rock Initiative is a program developed between the Maine DOE and Little Kids Rock, a national non-profit dedicated to providing all public-school children with high-quality, relevant, and innovative musical opportunities. To date, 32 schools have received $5,000 and all of the instruments and resources necessary to run modern band programs, while partner teachers have received extensive, direct, coaching through Little Kids Rock's training courses, *Modern Band 101 and Modern Band 102.* Teachers also attend a series of virtual professional learning sessions – offered monthly and covering a range of topics from hip-hop to singing in modern band – taught by expert staff from the Little Kids Rock organization. Additionally, all teachers receive free, unlimited access to the newest resources in Little Kids Rock's online hub, *Jam Zone.* Next spring, new partner schools will be featured in a public performance at the second annual "Concert at the Capitol." To be eligible for participation in the initiative, districts must agree to offer modern band – taught by a certified music teacher – during the 2018-2019 school year. Priority is given to schools who serve 50% or more free or reduced eligible students. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders.)*

Social Studies
Social Studies Professional Learning
The social studies content specialist provides ongoing professional learning related to Maine's social studies 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 social studies standards, instructional strategies and shifts needed to implement the standards, and methods of assessment for determining achievement in the standards. *(Effective, learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learner Achievement).*

Social Studies Community Teacher Leader Training
A Title II and Title IV project, the Social Studies Community Teacher Leader Training, builds educator knowledge and skill by working with resources and authors that provide background in research supported best practices in social studies. This is a statewide effort led by the Maine DOE social studies specialist to develop a group of teacher leaders from across Maine. This cohort meets three times a year and works with teachers from different regions of the state. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learning and Achievement).*

Social Studies Forum
The Maine DOE social studies specialist runs a yearly all day workshop that works to meet the changing needs of teachers based on research based next practices. Topics of the Forum have included Inquiry Frameworks, Disciplinary Literacy, and next year, Assessment in Social Studies. The workshops are helped at four (4) locations throughout Maine in August and some locations have two (2) separate days that focus on either elementary or secondary education. A follow-up session takes place in June at the end of the school year before the next Forum starts up. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Coordinated and Effective State Support; Comprehensive School and Community Supports).*

Collaborate Support for Professional Learning
The Maine DOE and the Maine Council of the Social Studies (MCSS) work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. MCSS provides an annual conference in the fall and other professional learning experiences as needed each year. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

World Language

World Language Professional Learning
The World Language content specialist provides ongoing professional learning related to Maine's World Language 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 World Languages standards, instructional strategies and shifts needed to implement the standards, methods of assessment for determining achievement in the standards, literacy, and use of authentic resources. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple Pathways for Learning and Achievement).*

World Language Regional Specialist Training
A Title II and Title IV project, the World Language Regional Specialist Training, builds educator knowledge and skill by working with resources and authors that provide background in research supported best practices in World Language. This is a statewide effort led by the Maine DOE World Language Specialist to develop a group of teacher leaders from across Maine. This cohort meets four (4)

times per year and works with teachers from different regions of the state. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

World Language Book Study
A Title II and Title IV project, the World Language Book Study, builds educator knowledge and skill by reaching, reflecting, and collaborating around two books on research supported best practices in World Language. This is a statewide effort led by the Maine DOE World Language Specialist to support teacher's incorporation of assessments and literacy strategies in classrooms across the state. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

World Language Content Coaching
This is a statewide effort led by the Maine DOE World Language specialist to support World Language teachers with 0-5 years of teaching experience in their development and retention in the profession. This project is in the pilot stage, with the intent to expand the number fo World Language content coaches so that every World Language teacher with 0-5 years of teaching experience will have a coach. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

World Language Virtual Professional Learning Community
A Title II and Title IV project, the World Language Virtual Professional Learning Community, supports teachers who teach in isolation or departments where there is only one teacher for each language. Participants connect virtually to: examine student work, conduct lesson studies, and maintain their proficiency in their language of instruction. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

World Language Memorandums of Understanding with Foreign Countries and Organizations
This is statewide effort led by the Maine DOE World Languages specialist to provide qualified teachers in French, Spanish, and mandarin for districts who are effected by the World Language teacher shortage or for districts who wish to grow their World Languages program. This program also provides opportunities for teacher development in French, Spanish, and Mandarin and opportunities for students to connect with global communities beyond their classroom. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple pathways for Learner Achievement).*

Maine Seal of Biliteracy
This is a statewide effort led by the Maine DOE World Language specialist and Director of ELL/Bilingual Programs to recognize those students who attain an intermediate-Mid proficiency in English and at least one other language by high school graduation. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders; Multiple pathways for Learner Achievement).*

Collaborate Support for Professional Learning
The Maine DOE and the Foreign Language Association of Maine (FLAME) work cooperatively to identify the current needs of teachers and provide timely opportunities and support for continued improvement. FLAME provides an annual conference in the spring and other professional learning experiences as needed each year. *(Effective, Learner-Centered Instruction; Great Teachers and Leaders).*

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 literacy. 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. The department continues to monitor and refine this service to ensure that it serves both the field and the department well. *(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 to highly engaging, integrated learning experiences that lead to transferable knowledge and skills. Building on the superintendents' regional framework, the department will use peer supports to enhance the standards-based educational system. Following a legislative rewind of the proficiency-based diploma law, 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 or the basis for the award of a diploma. There is recognition that multiple pathways will allow student engagement and success. In a stakeholder discussion about the Maine DOE Core Priorities and Goals conducted at the spring, 2018 Commissioner's Conference, school leaders expressly requested heightened need for guidance in the area of multiple pathways. The Maine DOE's multiple pathways are articulated in statute 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

This list of experiences qualifying as multiple pathways provides some foundations on which to build a system of pathways and portals for students and work is ongoing in these areas. Maine has had early college and dual enrollment between CTE and community colleges for a long 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. Most recently, the Maine DOE and the State Board initiated a statewide articulation agreement between CTE and higher education institutes to allow students who meet industry standards to earn program-specific credits across the system.

The list of multiple pathways does not represent the entire focus of the Department's work in the area of equitable access or to the large-scale reforms that are needed to redesign the educational system to provide students with timely interventions and supports; real-world, demanding contexts for applied learning; and seamless integration of high school and post-secondary options. One such large scale effort is the EMBRACE initiative (Enabling Maine students to Benefit from Regional and Coordinated Approaches to Education), which is a growing composite of funding and support opportunities that incentivize innovative programs and services.

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 utilized 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 harvesting blueberries (Maine's largest seasonal crop, bringing the most migrant workers to the state), broccoli, 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, prekindergartners, and out-of-school youth are identified. Focusing on community partnerships that serve the out-of-school population allows recruiters to better identify and recruit this group. Prioritizing organizations like Head Start, WIC, High School Equivalency Program, Maine Mobile Health Program, and Adult Education Programs encourages more referrals of preschool and OSY students.

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 and compares to previous student records. The data become visible as approved 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 annually, and updated as needed, 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 several 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 through referrals. 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 preliteracy 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. Vetted resources and training from the Migrant Preschool Consortium Incentive Grant ensure staff are using evidence-based strategies when engaging with families with preschool children.

- 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, college and career exploration, 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.

Interstate collaboration is a crucial part to any participation in the Migrant Education Consortium Incentive Grants (CIGs) and Maine has participated fully in interstate collaboration of sharing resources, strategies, protocols, and staff through the Identification and Recruitment Rapid Response Consortium and the Preschool Initiative.

   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 (CNA) to assist this disadvantaged population discusses the need for individual school needs assessments to gauge the students' needs and tutoring year-round. A priority concern from the Service Delivery Plan illustrates: To close the achievement gaps, migrant students need more learning time than is available during the regular school day; Maine MEP

funds should, therefore, continue to focus on supplemental academic services and advocacy services to ensure students are able to take advantage of existing resources available in their communities.

> 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 completed a new cycle of CNA and SDP development in 2017 which made decisions based on our program's data, key stakeholders, and Parent Advisory Councils (PAC). The measurable program objectives that arose from that process include (1) Beginning in Spring 2018, 50% of regular school year migrant students in grade 3-8 receiving supplemental academic instruction in reading will make Maine Educational Assessment English Language Arts/Literature gains of one proficiency level or more over the prior year Maine Educational Assessment results; (2) Beginning in Summer 2018, 65% of migrant students served in summer will demonstrate gains on Maine MEP-approved reading assessments administered pre- and post- during the summer; (3) Beginning in Spring 2018, 50% of migrant students in grades 3-8 receiving supplemental academic instruction in mathematics will make MEA Mathematics gains of one proficiency level or more over the prior year MEA results; (4) Beginning in Spring 2019, 70% of Regular School Year (RSY) migrant high school students will complete Algebra 1 by the end of grade 11; (5) By 2021, 65% of OSY who express an interest in ESL services will participate in two or more ESL services. Beginning in summer 2019, 50% of all preschool migrant students (ages 3-5 not in kindergarten) who have received 5+ instructional services from the MEP in the previous 12 months, will receive a score at or above the cutoff on the Ages & Stages Questionnaire. For any students who score below the cutoff, they will receive a timely referral and/or support service to address any issues raised.

> 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 regular regional PACs (Portland, Pleasant Point, Indian Township, Milbridge), an annual blueberry harvest PAC (August in Harrington) and an annual State PAC in Bangor 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 send 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 Tittle 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 Service Delivery Plan (SDP) process. Maine completed a new cycle of CNA and SDP development in 2017 which made decisions based on our program's data, key stakeholders, and Parent Advisory Councils (PAC). The measurable program objectives that arose from that process include (1) Beginning in Spring 2018, 50% of regular school year migrant students in grade 3-8 receiving supplemental academic instruction in reading will make Maine Educational Assessment English Language Arts/Literature gains of one proficiency level or more over the prior year Maine Educational Assessment results; (2) Beginning in Summer 2018, 65% of migrant students served in summer will demonstrate gains on Maine MEP-approved reading assessments administered pre- and post- during the summer; (3) Beginning in Spring 2018, 50% of migrant students in grades 3-8 receiving supplemental academic instruction in mathematics will make MEA Mathematics gains of one proficiency level or more over the prior year MEA results; (4) Beginning in Spring 2019, 70% of Regular School Year (RSY) migrant high school students will complete Algebra 1 by the end of grade 11; (5) By 2021, 65% of OSY who express an interest in ESL services will participate in two or more ESL services.

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 the state performance targets:
- 39% of migrant students in grades 3-8 should demonstrate proficiency in English Language Arts/Literature (ELA)
- 35% of migrant students in grades 3-8 and 11 should demonstrate proficiency in mathematics
- Percentage of migrant students graduating from high school should be 90%

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, school districts, and family feedback including 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, Anti-Trafficking Services, and Mano en Mano.
- Collaboration with the Maine Department of Labor and National Farmworker 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.
- Bi-weekly meetings between coordinator from the Office of Student and School Supports and the Office of Learning Systems (OLS). The OLS team encompasses ESEA Federal Programs and Standards and Instructional Support (content area specialists).
- Monthly meetings with the Latino Community Advocacy Coalition (a consortium of local agencies dedicated to providing services to Maine's Latinx population). The agencies involved include Sexual Response Services of Southern Maine, Portland Public Schools Multilingual and Multicultural Office, Maine Immigrant Rights Coalition, Through These Doors, United States Customs and Immigration Services, and others.

In addition to bi-monthly sub team meetings, the entire OLS team (CTE, ESEA Federal Programs, Standards & Instructional Support, Assessment and Student and School Supports) meets on a monthly basis to ensure a cohesive, collaborative and coordinated approach to meeting district and school needs while eliminating the tendency to work with a siloed approach. Further discussion specifically between the Student and School Supports and ESEA Federal Programs teams has resulted in the Title I, Part C State Director remaining engaged in the monthly ESEA Team meetings with other Federal Program State Directors in order to maintain joint planning opportunities with Title III, Part A.

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 34: 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 11th 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	

Maine Migrant Education Program
Priority for Services: Eligibility Checklist
September 1, 2018-August 31, 2019 Performance Period

<u>Federal Definition</u>
Section 1304(d) PRIORITY FOR SERVICES — Each recipient of MEP funds shall give priority to migratory children who have made a qualifying move within the previous one-year period and who—
(1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
(2) have dropped out of school.

<u>Timeline and Implementation</u>
- *Annual*: Each September, the MEP will evaluate *all* currently enrolled students (ages 3+) for PFS status based on meeting the criteria in the previous performance period. The previous period for qualifying moves shall be September 1, 2017-August 31, 2018 (or more recent). Students maintain PFS eligibility for the entire performance period (ending August 31, 2019).
- *Additional Moves*: Students without PFS status who have qualifying moves or turn 3 after the beginning of the performance period (September 1, 2018) will be evaluated for PFS status within 30 days. PFS status for these students will continue through the end of the current and next reporting period (August 31, 2019) because students would already meet PFS criteria upon the next annual evaluation. Staff shall ensure that summer students are evaluated for PFS.
- *Approval*: PFS students will be recommended by service providers and approved by the State Director. Documentation of this approval will be sent to the State Director for concurrent approval and entry into the Web Interface.
- *Services*: In accordance with Maine's consolidated state plan, PFS students will 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. In addition to having priority for services in general, PFS students will have priority for enrollment in tutoring and/or summer programs.

Part I: Student Information and Qualifying Move Eligibility	
Student's Name:	**MEP Primary Contact:**
MIS2000 Student ID#:	**Current Town:**
Grade: **Age (must be 3 or above):**	**School:**
Most recent QAD: (MM/DD/YYYY)	**Is the QAD on or after September 1, 2017?** ☐ No – the student is not PFS because he or she does not have a qualifying move in the previous period ☐ Yes – the student made a qualifying move in the previous one-year period. Complete Part II.

Part II: Specific Eligibility Factors
Migratory children/youth who are failing, or most at risk of failing,

to meet the State's challenging academic standards.

Primary Identification Method: State Assessment Data (2017-18 OR 2018-19 school years)
Check all that apply (only one category needs to be checked in order to meet criteria).

- ☐ Does not meet proficient or above Maine Educational Assessments (MEA), New England Common Assessment Program (NECAP), eMPowerME Assessment, in Grades 3-8 or 11 in either English language arts or mathematics. Student is partially proficient (2) or below proficient (1) standards in the previous or current school year **(according to Web Interface**)
- ☐ Does not meet proficient or above on other state assessment **(according to MSIX)**
- ☐ Failed to score proficient or above on SAT, Maine's High School Assessment **(according to WI)**

O **R**

Migratory youth who have dropped out of school.

Definition: Eligible migrant youth who are officially withdrawn from school for any reason and are not enrolled in a high school, credit-recovery, or equivalency program.

- ☐ Parent/Youth states that student is not currently enrolled in school and will not be returning to school in the next school term.
- ☐ State student database (MIS2000) indicates the student is not enrolled in a Maine school.

O **R**

Migratory children/youth who are most at risk of failing, **to meet the State's challenging academic standards.**

Secondary Identification Method: Proxy Risk Factors
When standardized assessment data is not available, staff may use the following additional risk factors.
Check all that apply (only one category needs to be checked in order to meet criteria).

- ☐ Retained/Over Age – student is enrolled in same grade level as the previous year or age does not match acceptable range for grade placement within two years **(provide comment)**
- ☐ Chronic Absenteeism – student has missed more than 10% of the school year (18 days) in either the 2018-19 or 2017-18 school years **(provide comment)**
- ☐ PreK Enrollment – student is not currently enrolled in an academically rigorous preschool program **(provide comment)**
- ☐ Homeless **(provide comment)**
- ☐ English Learner **(according to Web Interface)**
- ☐ Special Education **(according to Web Interface)**

Comments

Part III: Approval

1) **Communication**
   - ☐ MEP Primary Contact: _____
   - ☐ Date Staff Notified of PFS Status: _____
   - ☐ Date Parent Notified of PFS Status: _____

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 standards-based learning opportunities 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) subgrantee 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 subgrantees" (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 subgrantee 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 Leaners 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: 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 sub grants 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 sub grantees, 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 the following exhibits.

Exhibit 35: Renewing Grant Awards

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┌─────────────────────┐
│ Maine DOE Reviews   │
│ Year-End Performance│
│ and Compliance Data │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐
│ Maine DOE Provides  │  ───▶  │ Subgrantee Rated    │  ───▶  │ Maine DOE Develops  │  ───▶  │ Maine DOE Meets With│
│ Each Subgrantee a   │        │ Noncompliant/       │        │ Corrective Action   │        │ Subgrantee to       │
│ Risk/Compliance     │        │ High Risk           │        │ Plan; Sends to      │        │ Discuss Corrective  │
│ Rating              │        │                     │        │ Subgrantee          │        │ Action Plan         │
└─────────────────────┘        └─────────────────────┘        └─────────────────────┘        └─────────────────────┘
          │                                                                                             │
          ▼                                                                                             ▼
┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐
│ Subrgrantee Rated   │        │ Subgrantee Rated    │  ───▶  │ Subgrantee Submits  │        │ Corrective Action   │
│ Compliant/Low Risk  │        │ Monitor/Moderate    │        │ Improvement Plan to │        │ Plan Is Amended/    │
│                     │        │ Risk                │        │ Maine DOE           │        │ Updated, if         │
│                     │        │                     │        │                     │        │ Applicable          │
└─────────────────────┘        └─────────────────────┘        └─────────────────────┘        └─────────────────────┘
          │                                                              │                             │
          ▼                                                              ▼                             ▼
┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐
│ Contract Renewals   │  ◀───  │ DOE Accepts/Rejects │  ◀───  │ DOE Reviews         │        │ Subgrantee Provides │
│ Are Finalized       │        │ Plan; Notes Needed  │        │ Improvement Plan    │        │ Maine DOE Signed    │
│                     │        │ Edits, if Applicable│        │                     │        │ Assurances to       │
│                     │        │                     │        │                     │        │ Fulfill Plan        │
└─────────────────────┘        └─────────────────────┘        └─────────────────────┘        └─────────────────────┘
          │                                                                                             │
          ▼                                                                                             ▼
┌─────────────────────┐                                                                      ┌─────────────────────┐
│ Grantee(s) Are      │  ◀───────────────◀───────────────◀───────────────◀───────────────  │ Subgrantee Begins   │
│ Issued Award        │                                                                      │ Work on Corrective  │
│ Letter(s) and       │                                                                      │ Action Plan         │
│ GAN(s)              │                                                                      │ Benchmarks          │
└─────────────────────┘                                                                      └─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Grantee(s) Begin    │
│ Year 2, 3, 4, or 5  │
│ Activities Noted in │
│ Application         │
└─────────────────────┘
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Exhibit 36: New Grant Awards

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U.S. DOE Sends Award          Maine DOE Recieves          Maine DOE and Maine          Maine DOE Compares
Letter and GAN          →     Award Letter and GAN    →   DAFS Establish Program  →    Award to Current
Document to Maine DOE         Document                     Accounts                     Subgrantee Obligations
                                                                                             ↓
Maine DOE Accepts             Maine DOE                    Maine DOE Determines
Written Questions;      ←      Holds Bidders                                         ←     Funding Available for
Issues Answer Summary         Conference                                                  Competition
     ↓                            ↑                                                            ↓
Maine DOE Issues RFP          RFP Document Is              Funding Available            Funding Available
Amendment(s),                 Approved Internally;         Totals $500,000.01           Totals $500,000.00
if Nessecary                  Released to Public           or More                      or Less
     ↓                            ↑                             ↓                             ↓
Maine DOE Hires               A New Request for            Grant Compettiion            No Grant
and Trains Peer         ←     Proposals (RFP)        ←     Is Held                      Compettiion Is Held
Reviewers                     Document Is Created
     ↓
21st CCLC                     Peer Review Team             Maine DOE Rank Orders
Application             →      Evaluates All Proposals; →  Applications; Grants
Deadline                      Provides Results             Awards as Funds Allow
                                                               ↓
                                                           Maine DOE Issues Award
                                                           Notification Letters to
                                                           All Applicants
                                                               ↓
                                                           Applicant Is Named a        Applicant Is Not Named
                                                           Conditional Awardee in      a Conditional Awardee
                                                           the Letter                  in the Letter
                                                               ↓                            ↓
                                                           Applicant Requests          Applicant Requests
                                                           Competition Materials;      Competition Materials;
                                                           Contract Drafting Starts    May Request Appeal
                                                               ↓                            ↓
Grantee(s) Begin Year 1                                    15-Day
Activities Noted in                                        Appeal Window
Approved Application
     ↑                                                         ↓
Grantee(s) Are Issued                                      No Applicant(s)            Applicant(s) Requested
Award Letter(s) and                                        Request Appeal Hearing     Appeal Hearing
GAN(s)
     ↑                                                         ↓                            ↓
Contracts With                                             Appeal Hearing             Appeal Hearing
Successful Applicants   ←                             ←    Is Not Granted             Is Granted
Are Finalized
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112
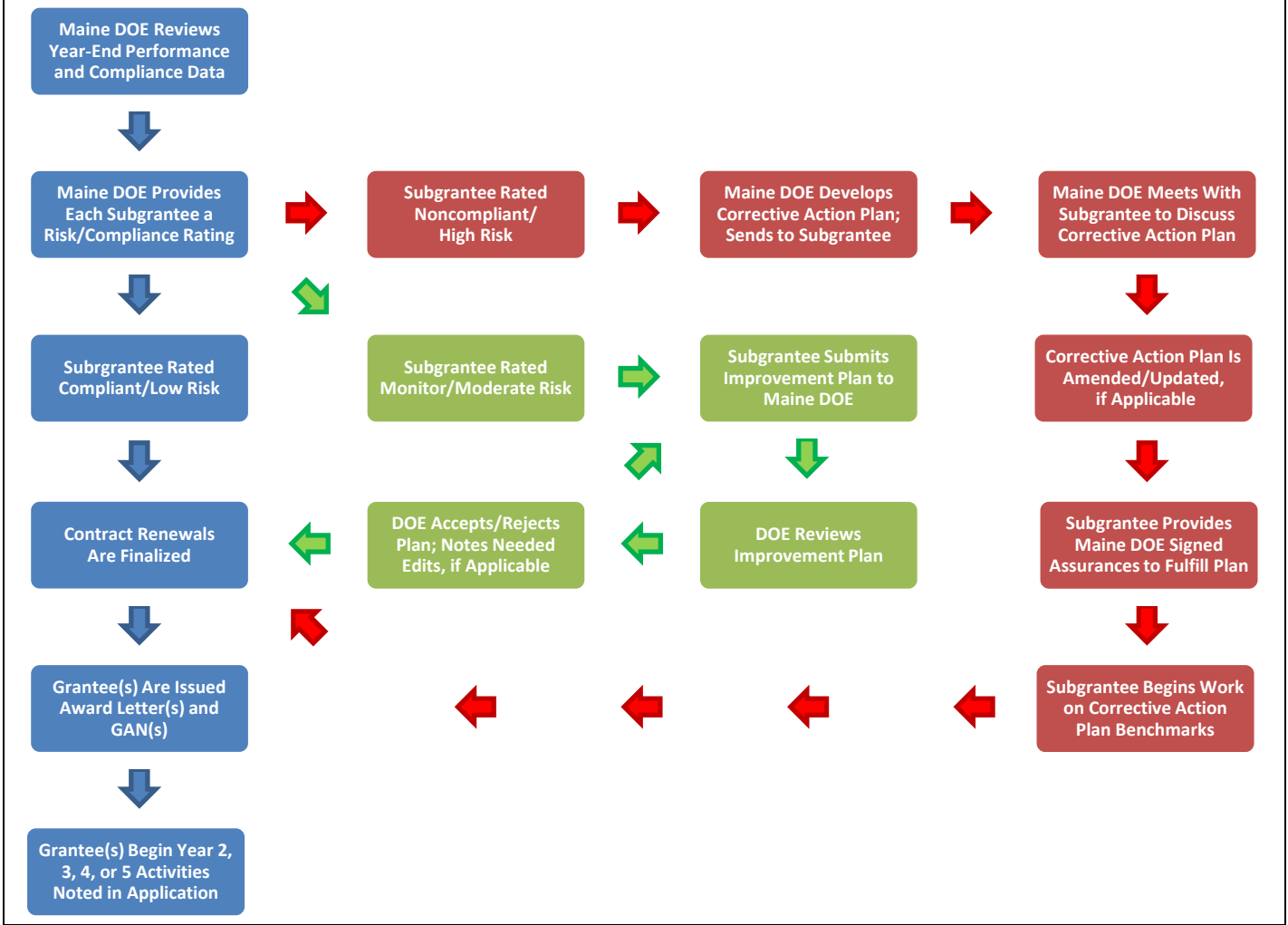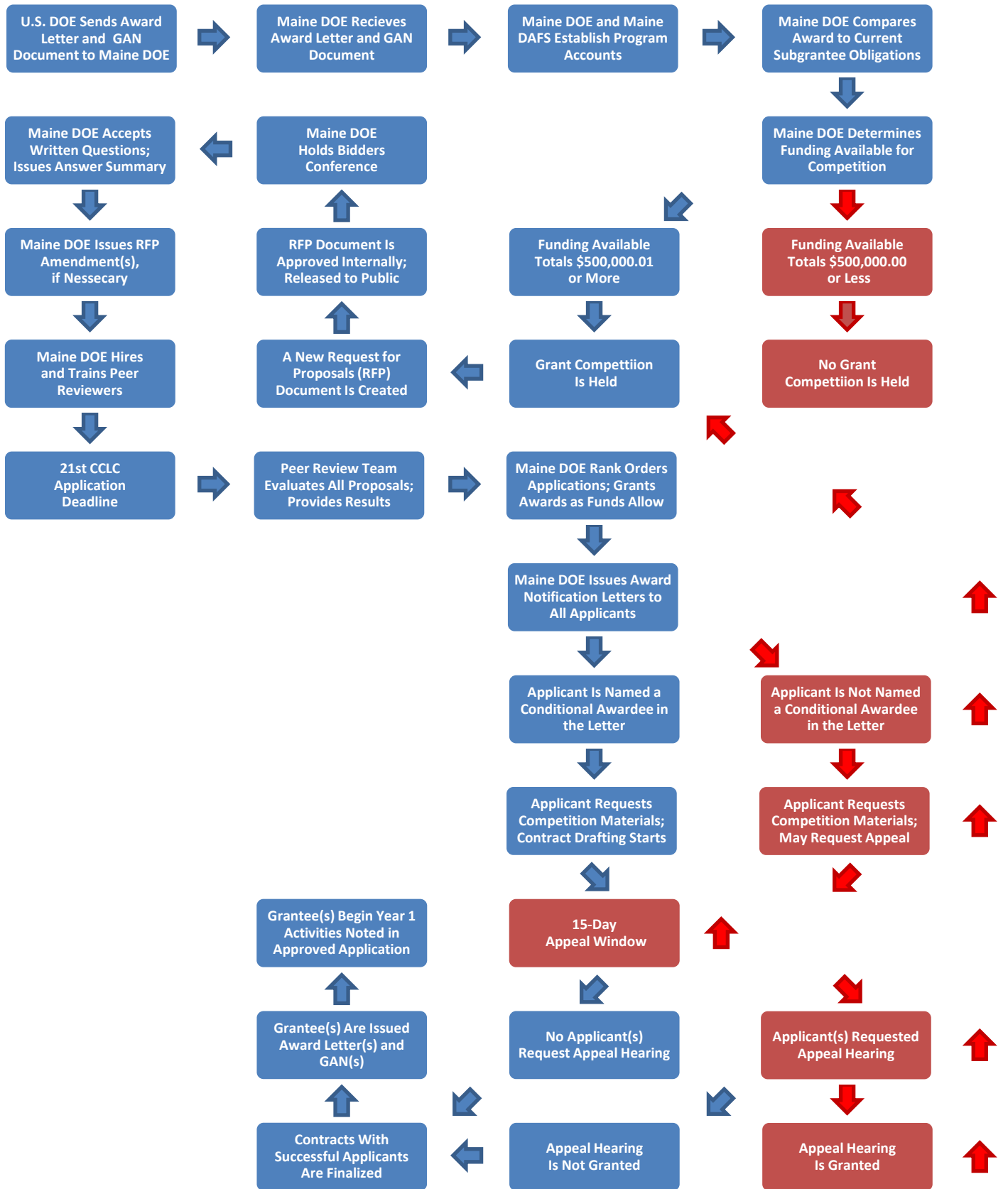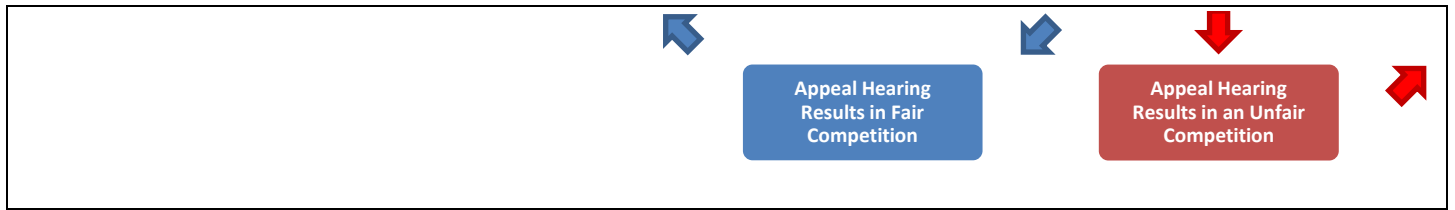
As stated previously, the process for actually awarding funds is uniform within the state, once the pre-award activities, such as developing the RFP and reviewing applications, have been completed. The state shall implement a rigorous peer review process, as outlined in Section 4201(c)(5). In the event 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 revised 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 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 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 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)*

> *vii. 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)(l)(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 cause 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). Click here to enter text.

APPENDIX TABLE OF CONTENTS

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 (student groups) of students that are lower-achieving or graduating at lower rates, respectively.

The interim measures of progress for all student groups will be dependent upon each individual student group baseline data (2016) within each public school. Each individual student group is expected to close the gap to proficiency by 1.43%, resulting in an overall gap closure of 20% by 2030. The Maine DOE is providing the performance level measures for each of Maine's indicators which outline state expectations.

A. School Level Indicator Descriptors

Chronic Absenteeism

Emerging	Developing	Meeting	Excelling
All eligible student populations have a chronic absenteeism rate of 10% or higher.	At least one eligible student population have a chronic absenteeism rate of less than 10%	All eligible student populations have a chronic absenteeism rate of less than 10%	All eligible student populations have a chronic absenteeism rate of 5% or less

Academic Progress - ELA

Emerging	Developing	Meeting	Excelling
No eligible student population made expected annual growth targets.	At least one eligible student population made their annual growth target	All eligible student populations made their annual growth targets	All eligible and historically underperforming student populations made annual "accelerating" growth targets and all other eligible student populations either met or exceeded expected annual growth targets.

Academic Progress - Math

Emerging	Developing	Meeting	Excelling
No eligible student population made expected annual growth targets.	At least one eligible student population made their annual growth target	All eligible student populations made their annual growth targets	All eligible and historically underperforming student populations made annual "accelerating" growth targets and all other eligible student populations either met or exceeded expected annual growth targets.

Progress in ELP

Emerging	Developing	Meeting	Excelling
The average progress towards the student's annual target is less than 65%	The average progress towards the student's annual target is greater than 65% and less than 80%	The average progress towards the student's annual target is greater than 80% and less than 95%	The average progress towards the student's annual target is greater than 95%

Academic Acheivement - ELA

Emerging	Developing	Meeting	Excelling
No eligible student populatoin made their annual target	At least one eligible student population made their annual target	All eligible student populations made their annual target	All eligible historically underperforming student populations have made their annual "accelerating" goal and all other eligible student populations met or exceeded their annual target

Academic Acheivement - Math

Emerging	Developing	Meeting	Excelling
No eligible student populatoin made their annual target	At least one eligible student population made their annual target	All eligible student populations made their annual target	All eligible historically underperforming student populations have made their annual "accelerating" goal and all other eligible student populations met or exceeded their annual target

Graduation - 4 year

Emerging	Developing	Meeting	Excelling
No eligible student population made their annual graduation target	At least one eligible student population made their annual graduation target	All eligble student populations made their annual graduation target	All eligible student groups met or exceeded the long-term goal of 90%

Graduation - combined 5/6 year

Emerging	Developing	Meeting	Excelling
No eligible student population made their annual graduation target	At least one eligible student population made their annual graduation target	All eligble student populations made their annual graduation target	All eligible student groups met or exceeded the long-term goal of 90%

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	90
Two or more races	79.87	10.13	10.13	79.87	81.90	83.92	84.95	87.97	90
Extended Year Cohort Grad Rates									
All Students	89.11	2.89	2.89	89.11	89.69	90.27	90.84	91.42	92
Eco. Dis.	81.55	10.45	10.45	81.55	83.64	85.73	87.82	89.91	92
Child Dis.	78.96	13.04	13.04	78.96	81.57	84.18	86.78	89.39	92
EL	86.81	5.19	5.19	86.81	87.85	88.89	89.92	90.96	92
Asian*	94.03	0	0	94.03	94.03	94.03	94.03	94.03	94.03
Am Ind.	86.27	5.73	5.73	86.27	87.42	88.56	89.71	90.85	92
Black	83.99	8.01	8.01	83.99	85.59	87.19	88.80	90.40	92
Hispanic	84.75	7.25	7.25	84.75	86.20	87.65	89.1	90.55	92
Native Hawaiian*	91.67	0.33	0.33	91.67	91.74	91.80	91.87	91.93	92
White	89.43	2.57	2.57	89.43	89.94	90.46	90.98	91.49	92
Two or More races	83.82	8.18	8.18	83.82	85.46	87.09	88.73	90.36	92

* long term goal is to increase graduation rates over the baseline data for the specific student population.

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

Resource	Description
New Teacher Mentoring Materials (Created and revised by Anita Stewart McCafferty, 2016) http://maine.gov/doe/effectiveness/mentoring.html	Updated new teacher mentoring materials that cover: • 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
Teacher Leadership Profiles and Resources http://www.maine.gov/doe/teacher-leadership/index.html	Resources aimed at building awareness of teacher leader standards, opportunities, and profiles of local and national teacher leader models.

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/doe/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/doe/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/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Teacher.docx Sample B: http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Teacher.docx Sample C: http://maine.gov/doe/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/doe/excellence/resources/16-4943a-v01-SAMPLE-AD-Principal.docx Sample B: http://maine.gov/doe/excellence/resources/16-4943b-v02-SAMPLE-AD-Principal.docx Sample C: http://maine.gov/doe/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/doe/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/doe/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 (Currently undergoing revision/ refinement for release of version 3.0 in Summer of 2017)	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	Anchored in the National Board for Professional Teaching Standards' Five Core Propositions and related standards, the LEPG rubric describes the criteria for evaluating

	(Currently undergoing revision/ refinement for release of version 2.0 in Summer of 2017)	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

(Currently in pilot use in TIF 4 districts; public release in Summer of 2017) | 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 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

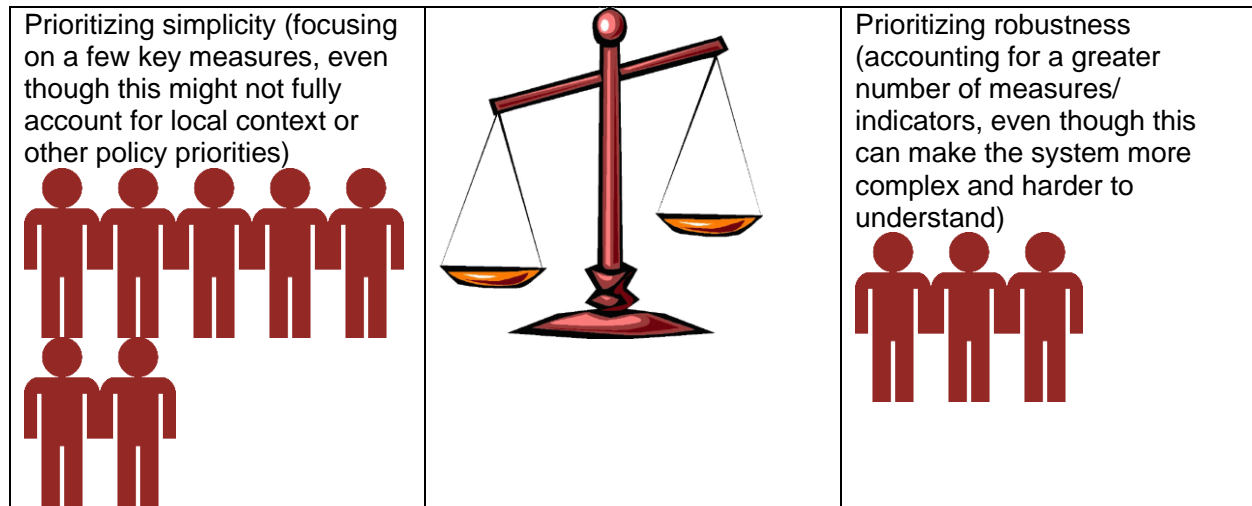|		decision-making with regard to the local SLO design and expectations.
	SLO Assessment Checklist	An annotated, editable checklist addressing each component of a quality assessment for practitioners to use when developing/approving assessments for use as the basis of an SLO measuring student growth
	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

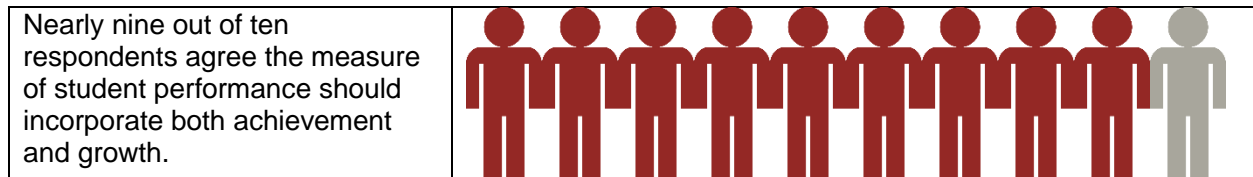| Resource	Description
Model R&R Framework and Guidelines	Describes MSFE's approach to district-wide recognition and reward for teachers and leaders, that can be tailored to district needs and priorities
R&R Generator	Automated tool and guidance document designed to assist districts in calculating and 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 EDSCLS (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

Prioritizing simplicity (focusing on a few key measures, even though this might not fully account for local context or other policy priorities)

Prioritizing robustness (accounting for a greater number of measures/ indicators, even though this can make the system more complex and harder to understand)

Prioritizing inputs (e.g., educator licensure, educator experience)

Prioritizing outputs (e.g., student academic performance, graduation rates)

Prioritizing student achievement when identifying schools and districts for support.

Prioritizing student growth or improvement when identifying schools and districts for support.

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 (student groups.)	

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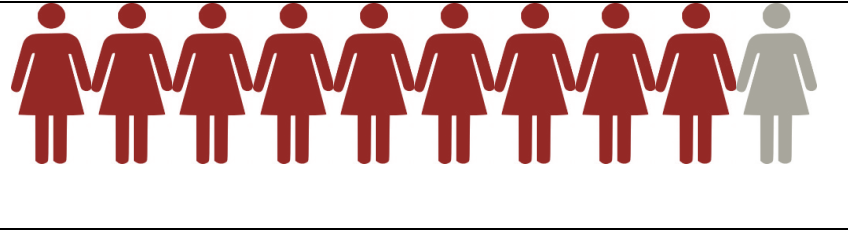
Three-fourths of the respondents agree that schools and districts with the lowest student performance should get the most support (fiscal / technical assistance) from the State.	

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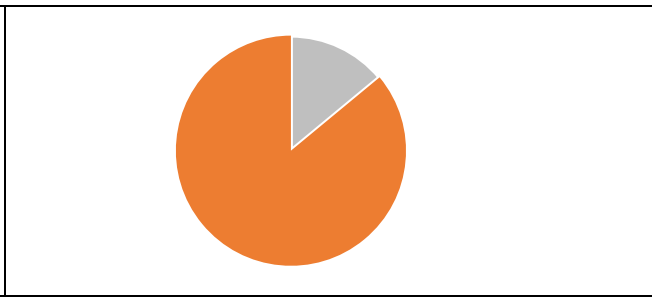
Nearly eight out of ten respondents agree that the system should take into account the college and/or career outcomes of students who graduate from the district or school (e.g., enrollment in post-secondary schooling, employment).	
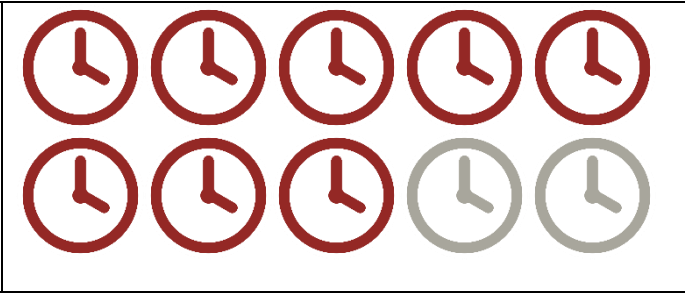
Characteristic of the Respondents

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

Role	Count
Teacher	129
School committee member	71
Other district central office administrator	51
School principal or other school administrator	50
Other school or district-based personnel	29
District superintendent	26
Other education stakeholder	24
District-based federal program director (e.g Title I Director)	24
Parent or guardian	23
Member, staff, or leader of other nonprofit, advocacy, or philanthropic organizations	15
Education researcher	7
Student	4
Staff or leader of another state education association	3
Member, staff, or leader of a policy research group or think tank	2
Business leader	0
Local teacher union representative or staff or leader of a state teachers association	0

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,	H. School Boards

Washington, Maine 04574 guybo211@gmail.com	
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 (student groups) 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 s 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 (student groups) 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 Convene
- **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 indictors
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, Rachelle 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

<u>Goals for Today</u>
- 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

<u>Meeting Norms</u>

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

<u>Superintendents' Recommendation of an Accountability</u>

- 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

<u>Other Discussion</u>

- 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, ASED,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
High	75%	25%
Meeting	55%	45%
Partial	45%	55%
Low	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 (student groups)
    - 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 (student groups) as another indicator of growth We must be looking at student subgroups (student groups.) The idea was looking at Tier 2 students.
- Which subgroups (student groups) 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

Tier III — Comprehensive Support

Targeted Support — Tier II

Tier I — Minimal Support
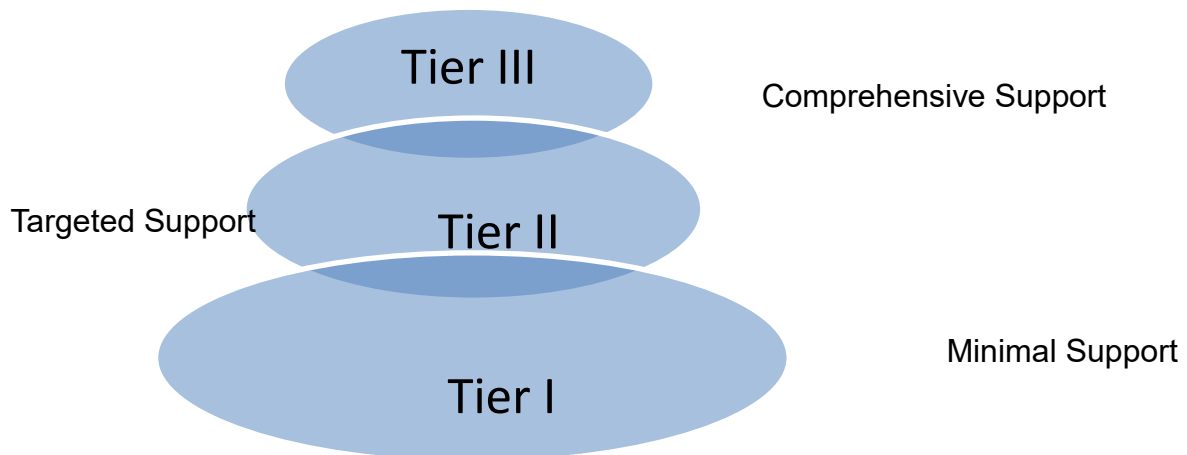
Questions for consideration

- 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 additional 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….

$2^{nd} - 3^{rd} - 4^{th} - 5^{th}$ 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 positons 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

Documentation demonstrating stakeholder engagement and feedback regarding amending Maine's approved ESSA Plan from meetings held:
December 2017, February 2018, April 2018, June 2018, September 2018.
Maine opted to forgo public comment but rather travel to meet individual stakeholder groups in their districts and regions of the state. Maine determined that feedback is far more meaningful when a personal approach is implemented. This personal approach assists with relationship building between Department, school and district staff, builds trust and engages with a broader group of stakeholders including professional and local groups of educators, community organizations, curriculum leaders, district administration, and public and private agencies or organizations invested in education.

ESSA Advisory Workgroup
December 14, 2017
Governor Hill Mansion
136 State Street
Augusta, Maine
9:00 am - 12:30 pm

Welcome

Overview of the Approval of Maine's Consolidated State Plan

Update of the Maine Accountability Indicators

Discussion at Tables 1-6 with Probes (40 minutes)

Report Back to Full Group

Overview of the K-12 Identification Process

Discussion at Tables 1-6 with Probes (40 minutes)

Report Back to Full Group

Discussion about the Draft Descriptions of the Rating Levels for Each Indicator

Stakeholder Discussion

Wrap-up

Graduation Data

- Graduation data is not finalized until December
- 40% of a high school's combined indicator
- Two (or three) Options:
  - Use preliminary graduation rates from June 30 to make identifications before school starts
  - Inform schools of tiered support identifications in January when the graduation data has been finalized
  - Use lagged graduation data (a year behind)

Identification Process

- Current data modeling has Grades 3-8 and High School indicators in separate systems
  - Should the accountability model include all five (5) indicators and if one doesn't apply, the weighting is redistributed?
  - Maintain Grades 3-8 and High Schools calculations separately or combine them to a single combined indicator value?
  - Should a K-12 school potentially receive two identifications? (a Grade 3 – 8 and a High School)

Update of the Maine Accountability Indicators

- Table Talks
  - TSI, ATSI, and CSI
  - Combined Indicator
  - Graduation Data: lagged, preliminary, finalized?
  - Support Identifications

Maine Department of Education

Agenda for the April ESSA Advisory Meeting

April 26, 2018

The Governor Hill Mansion
136 State Street
Augusta, ME 04330

Objectives:

- Provide stakeholders with updates on ME accountability indicators, reporting requirements, support structures and communication strategies and processes
- Solicit and compile stakeholder feedback about accountability indicators, reporting options and the support structure for tier 1 and 2 schools
- Identify next steps

Time	Item
9:00AM	**Welcome and Updates** • Introductions & recent general updates related to ESSA
9:15AM	**Indicator Level Descriptor Review** • Overview of Maine's Accountability Indicators, School Identifications and an opportunity to review the indicator language.
11:00AM	**Reporting on Maine's Schools** • An overview of reporting requirements, current thinking, and what Maine can and should report.
11:30AM	**Lunch**
12:00	**Reporting on Maine's Schools continued** • Indicators and areas of highlight. • Share out, questions, comments. **Support Structures** • Overview of Tier II supports to identified schools. • Impact data using 2016/17 data • Feedback on supports and information shared • Share out

NORTHEAST COMPREHENSIVE CENTER

Maine Department of Education

Agenda for the June ESSA Advisory Meeting

June 7, 2018

The Governor Hill Mansion
136 State Street
Augusta, ME 04330

Objectives:

- Provide stakeholders with updates for ESSA Report Card and build stakeholder understanding of and capacity to use report card features
- Solicit and compile stakeholder feedback about reporting and accountability model exit criteria
- Update participants on summer listening tours and identify next steps for fall stakeholder sessions

Time	Item
9:00AM	**Welcome and Updates** • Introductions & recent general updates related to ESSA o Process for amendment for fall 2018 • Top of the mind questions or concerns • Response to April 26 survey
9:15 AM	**ESEA Report Card Preview** Objective: Receive feedback regarding current content, readability and insight. • Overview of Maine's revised ESEA Report Card, required elements for reporting and opportunities for customization • Discussion and sense-making
10:30 AM	**Break**
10:45 AM	**School Supports and Exit Criteria** Objective: Review identification criteria in order to solicit feedback regarding exit criteria for schools receiving supports. • Indicators and identification process • Dirigo star & Coaching model • Feedback/questions of the panelists • Current narrative for exit

NORTHEAST COMPREHENSIVE CENTER

Maine Department of Education

ESSA Advisory Meeting

September 27, 2018

The Governor Hill Mansion
136 State Street
Augusta, ME 04330

Objectives:

- Provide stakeholders with updates on ME accountability indicators, reporting requirements, support structures and communication strategies and processes
- Solicit and compile stakeholder feedback about Maine's Model of School Support Executive Summary, FAQs and Report Card
- Solicit feedback on Maine's Model of School Support Communication plan
- Identify next steps

Time	Item
9:00	**Welcome and General Updates**
9:05	**Indicator Updates** • Academic Achievement • ELP
10:00	**Exit Criteria**
10:15	**Break**
10:30	**Work Groups – providing feedback** • Maine's Model of School Support Executive Summary • FAQs • Report Cards
12:00 PM	**Lunch**
12:45	**Work Group report out**
1:15	**Professional Development Plan**
1:30	**Communication Plan**
2:00	**Adjourn**

NORTHEAST COMPREHENSIVE CENTER

Maine Department of Education

Time	Item
	• Brainstorming and feedback via posters
12 Noon	**Lunch**
12:30 PM	**Continuation of School Supports and Exit Criteria** • Gallery walk • Table discussion and revision of feedback
1:00 PM	**Determining Levels of School Supports** - Impact data review Questions and Answers
1:45	**Break**
2:00 PM	**Question and Answer Session (parking lot/index cards)** Objective: To ensure there are no lingering questions or misconceptions of information shared. • Review note cards
2:30 PM	**Next Steps** Objective: To ensure transparency in next steps demonstrating the Advisory group feedback is valued and contributes to decision making. • Next steps the Maine DOE will take to continue the conversation and provide information. • Survey completion
3:00 PM	**Adjourn**

Work Group Report Out

What feedback can you provide regarding
- Maine's Model of School Support Executive Summary
- FAQs
- Report Cards

  o What are elements you like?
  o What are elements you feel are missing?
  o What are your concerns?

Maine Department of Education

Exit Criteria Feedback

If identified, what information and data must be taken into consideration in order for a school to exit supports?

Possible Options:
- Portfolio (school, classroom, student groups)
- Assessment data (both local and state)
- CNA/SAU Consolidated Plan
- Dirigo Star success markers

Maine Department of Education

Key decisions made:

The ESSA Advisory Committee confirmed the:
- **Implementation of a combined 5/6 year graduation rate indicator. (12/17)**
- **Reporting of graduation data initially on June 30 with revisions August 15 in order to utilize current graduation rate data. (12/14)**
- **High school and Elementary/Middle school models applying to K-12 schools. (12/14)**
- **Suggested performance ratings of Emerging, Developing, Meeting and Exceling to better align with a positive not punitive approach to Maine's Model of School Supports. (4/18)**
- **Structure, icons, and presentation of the report card (9/18).**
- **Exit criteria requirements (6/18)**

The ESSA Advisory Committee will reconvene February 2019.

Appendix F: ESSA SMALL STAKEHOLDER GROUP ENGAGEMENT CALENDAR

Presenter Assignments: (Janette/Chelsey), (Chelsey), (Janette)

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 DO NOT SCHEDULE	7	8
9	10	11 Supers Reg 8 RSU 18 CO, 8:30, 41 Heath St., Oakland Jim Anastasio 6262468 (Janette)	12 Supers Reg 3, Bluebird Restaurant, Machias,9:00,Ron Ramsay 483-2734 (Chelsey)	13 MPA exec council. Waiting to hear from Dick Durost (Janette/Chelsey)	14	15
16	17	18	19	20 MTEN Cony Tech at 9am (Janette)	21 DO NOT SCHEDULE	22
23	24	25 DOE Teams meeting 9 - 11 am (Chelsey/Janette)	26 Do Not Schedule PM	27 ESSA Advisory Governor Hill Mansion (Chelsey/Janete)	28	29
30						

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Overview with MEA Dan Allen & Grace Leavitt 10:30 - 11:30 AM Room 513 (Janette)	2 Charter School Commission 11 am (Janette)	3 Waban 2:30 Sanford, ME. Tiffany Haskell 324-7955 Ex656 (Chelsey)	4 Winthrop Admin Team 1- 2 pm Connie Brown (Janette)	5	6
7	8	9	10 Reg 6 Auburn School Dept. 3rd fl,9:30, Kim Brandt 225-1000 (Chelsey) Maine Math and Science Alliance (12 pm) (Chelsey)	11 Reg4, ,Ellsworth School Dept. Conference Rm, 9:30 Dan Higgins 664-7100 Ellsworth DEEP Leaders 1 pm (Chelsey)	12 SAD17 A team, Supers Office, 232 Main St Suite 2, South Paris, ME 04281, 1pm Rick Colpitts 743-8972 (Chelsey)	13 MEA All Committee Meeting 9:30-noonish Dan Allen 622-4418 (Chelsey/Janette)
14	15	16 Do Not Schedule	17 Do Not Schedule	18 Reg 2 UTC conference rm 2nd fl, Bangor, 9:15 Gary Gonyar 848-4000 (Janette)	19 Super Reg 7 & Curriculum Leaders Westbrook Vo/Tech Center, Culinary Arts Room, 8:30, Sandy Prince 892-1800 (Janette)	20
21	22	23	24 Maine Spark-Educate 4PM Rm 500 Cross Building Katie Leveille 653-8589 (Chelsey)	25 Reg 9, Sanford Tech Center, 8:30 Jeremy Ray 282-8280 (Janette)	26 MSMA Clinic (9:45 - 10:50 AM) (Chelsey)	27
28	29 Washington Co. principals (Chelsey) Sarah Woog- 214-1515	30	31			

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November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 MADSEC FALL CONFERENCE S. Portland, Double Tree 10-Noon break out session Jill Adams 626-3380 (Janette) Portland K-12 Admin Meeting 3:30 - 5:30 pm Gail Cressey King Middle School Library (Janette)	2	3
4	5	6	7	8	9 NOT HAPPENING LOOKING FOR NEW DATE *York Sped Dir meeting rescheduled from NOV 16* *(pending)*	10
11	12	13 Reg 1 Presque Isle school board meeting rm, 9:30 Ellen Halliday 532-6555 (Chelsey) Aroostook Co. Principals and Sped Dir 3:30 UMPI (Chelsey) Scott Harrison 592-0223 _____ MPF, 484 Maine Ave.,Farmingdale, 10am Carrie Woodcock 588-1933 (Janette)	14 State Board of Education Greely High School, Cumberland (Janette) (Chelsey)	15 Reg 5 Sch Union 40,1070 Heald Hwy, Union ME,9:00 Dianne Helprin 763-3818 (Chelsey)	16 MPA FALL CONFERENCE AT THE DOUBLE TREE IN SOUTH PORTLAND ESSA Presentation 8:45 am - 9:45 am Report Card 10 am - 11 am (Janette/Chelsey)/ Penny	17 CONFIRMED MPTA Freeport lib Ginny Mott (Chelsey)

18	19	20	21	22	23	24
25	26	27 Lewiston School Department Principal Presentation 2:30 - 4:30 pm (Janette/Chelsey)	28	29	30	

December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 Do Not Schedule	7 Do Not Schedule	8
9	10	11 Do Not Schedule	12 Do Not Schedule	13 Do Not Schedule	14 Do Not Schedule	15
16	17	18	19 CACE at UMPI 3:30-5:00pm Aroostook Principals and SPED Directors Contact person: Scott Harrison (Chelsey)	20	21 Tentative York Superintendent Region - combined with Cumberland.	22
23 Do Not Schedule	24 Do Not Schedule	25 Do Not Schedule	26 Do Not Schedule	27 Do Not Schedule	28 Do Not Schedule	29 Do Not Schedule
30 Do Not Schedule	31 Do Not Schedule					

January 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 Western Maine/Kennebec Valley Curriculum Leaders Room 500 10-11 am (Janette) Capitol Region Dir of Sped. Hallowell CO 7 Reed St. 1pm Lisa Smead 458-9812 (Janette)	12
13	14	15	16	17 Washington County Sped Dir. AOS#96 9-12 Denise Vose 483-2749 (pending)	18 Bridges Region Sped Dir SAD17 CO 8:45 Pat Menzel 935-2600 (Janette) Cumberland Sped Dir at Falmouth Country Club 1:00pm Kathy Hamblen 222-1000 (Janette)	19
20	21	22	23	24	25	26
27	28 Midcoast Rotary Noon Tina Chapman	29	30	31		
					February 8 York SPED Dir 12:00 Duffy's Restaurant Kennebunk Contact Tim O'Connor (Janette)	

APPENDIX G: AGES & STAGES QUESTIONNAIRE

ASQ-3 Ages & Stages Questionnaires®

48 Month Questionnaire
45 months 0 days through 50 months 30 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Child's information

Child's first name: _____ Middle initial: _____ Child's last name: _____

Child's gender: ◯ Male   ◯ Female

Child's date of birth: _____

Person filling out questionnaire

First name: _____ Middle initial: _____ Last name: _____

Relationship to child:
◯ Parent   ◯ Guardian   ◯ Teacher   ◯ Child care provider
◯ Grandparent or other relative   ◯ Foster parent   ◯ Other: _____

Street address: _____

City: _____ State/Province: _____ ZIP/Postal code: _____

Country: _____ Home telephone number: _____ Other telephone number: _____

E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program Information

Child ID #: _____

Program ID #: _____

Program name: _____

⚘ASQ·3™

48 Month Questionnaire
45 months 0 days through 50 months 30 days

On the following pages are questions about activities children may do. Your child may have already done some of the activities described here, and there may be some your child has not begun doing yet. For each item, please fill in the circle that indicates whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

Notes:

☑ Try each activity with your child before marking a response.

_____

☑ Make completing this questionnaire a game that is fun for you and your child.

_____

☑ Make sure your child is rested and fed.

_____

☑ Please return this questionnaire by _____.

_____

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. Does your child name at least three items from a common category? For example, if you say to your child, "Tell me some things that you can eat," does your child answer with something like "cookies, eggs, and cereal"? Or if you say, "Tell me the names of some animals," does your child answer with something like "cow, dog, and elephant"?	○	○	○	____
2. Does your child answer the following questions? *(Mark "sometimes" if your child answers only one question.)*	○	○	○	____

"What do you do when you are hungry?" *(Acceptable answers include "get food," "eat," "ask for something to eat," and "have a snack.")* Please write your child's response:

"What do you do when you are tired?" *(Acceptable answers include "take a nap," "rest," "go to sleep," "go to bed," "lie down," and "sit down.")* Please write your child's response:

	YES	SOMETIMES	NOT YET	
3. Does your child tell you at least two things about common objects? For example, if you say to your child, "Tell me about your ball," does she say something like, "It's round. I throw it. It's big"?	○	○	○	____
4. Does your child use endings of words, such as "-s," "-ed," and "-ing"? For example, does your child say things like, "I see two cats," "I am playing," or "I kicked the ball"?	○	○	○	____

COMMUNICATION   (continued)

	YES	SOMETIMES	NOT YET	

5. Without your giving help by pointing or repeating, does your child follow three directions that are *unrelated* to one another? Give all three directions before your child starts. For example, you may ask your child, "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up." ○ ○ ○ ____

6. Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences, such as "I am going to *the* park," or "*Is* there a toy to play with?" or "*Are* you coming, too?" ○ ○ ○ ____

COMMUNICATION TOTAL ____

GROSS MOTOR

	YES	SOMETIMES	NOT YET	

1. Does your child catch a large ball with both hands? *(You should stand about 5 feet away and give your child two or three tries before you mark the answer.)* ○ ○ ○ ____

2. Does your child climb the rungs of a ladder of a playground slide and slide down without help? ○ ○ ○ ____

3. While standing, does your child throw a ball *overhand* in the direction of a person standing at least 6 feet away? To throw overhand, your child must raise his arm to shoulder height and throw the ball forward. *(Dropping the ball or throwing the ball underhand should be scored as "not yet.")* ○ ○ ○ ____

4. Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling? ○ ○ ○ ____

5. Does your child jump forward a distance of 20 inches from a standing position, starting with his feet together? ○ ○ ○ ____

6. Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? *(You may give your child two or three tries before you mark the answer.)* ○ ○ ○ ____
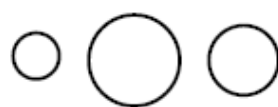
GROSS MOTOR TOTAL ____

FINE MOTOR

	YES	SOMETIMES	NOT YET	

1. Does your child put together a five- to seven-piece interlocking puzzle? *(If one is not available, take a full-page picture from a magazine or catalog and cut it into six pieces. Does your child put it back together correctly?)* ○ ○ ○ ____

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FINE MOTOR   (continued)

	YES	SOMETIMES	NOT YET	

2. Using child-safe scissors, does your child cut a paper in half on a more or less straight line, making the blades go up and down? *(Carefully watch your child's use of scissors for safety reasons.)*   ○   ○   ○   ____

3. Using the shapes below to look at, does your child copy at least three shapes onto a large piece of paper using a pencil, crayon, or pen, without tracing? *(Your child's drawings should look similar to the design of the shapes below, but they may be different in size.)*   ○   ○   ○   ____

L   +   I   O

4. Does your child unbutton one or more buttons? *(Your child may use his own clothing or a doll's clothing.)*   ○   ○   ○   ____

5. Does your child draw pictures of people that have at least three of the following features: head, eyes, nose, mouth, neck, hair, trunk, arms, hands, legs, or feet?   ○   ○   ○   ____

6. Does your child color mostly within the lines in a coloring book or within the lines of a 2-inch circle that you draw? *(Your child should not go more than $\frac{1}{4}$ inch outside the lines on most of the picture.)*   ○   ○   ○   ____

FINE MOTOR TOTAL   ____

PROBLEM SOLVING

	YES	SOMETIMES	NOT YET	

1. When you say, "Say 'five eight three,'" does your child repeat *just* the three numbers in the same order? *Do not repeat the numbers.* If necessary, try another series of numbers and say, "Say 'six nine two.'" *(Your child must repeat just one series of three numbers to answer "yes" to this question.)*   ○   ○   ○   ____

2. When asked, "Which circle is the smallest?" does your child point to the smallest circle? *(Ask this question without providing help by pointing, gesturing, or looking at the smallest circle.)*   ○   ○   ○   ____

○   ◯   ◯

3. Without your giving help by pointing, does your child follow three different directions using the words "under," "between," and "middle"? For example, ask your child to put the shoe *"under* the couch." Then ask her to put the ball *"between* the chairs" and the book "in the *middle* of the table."   ○   ○   ○   ____

4. When shown objects and asked, "What color is this?" does your child name five different colors, like red, blue, yellow, orange, black, white, or pink? *(Mark "yes" only if your child answers the question correctly using five colors.)*   ○   ○   ○   ____

PROBLEM SOLVING   (continued)

	YES	SOMETIMES	NOT YET	
5. Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother, or sister, or an imaginary animal or figure.	○	○	○	____
6. If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)	○	○	○	____

PROBLEM SOLVING TOTAL   ____

PERSONAL-SOCIAL

	YES	SOMETIMES	NOT YET	
1. Does your child serve herself, taking food from one container to another using utensils? For example, does your child use a large spoon to scoop applesauce from a jar into a bowl?	○	○	○	____
2. Does your child tell you at least four of the following? Please mark the items your child knows.	○	○	○	____

   ○ a. First name   ○ d. Last name

   ○ b. Age   ○ e. Boy or girl

   ○ c. City she lives in   ○ f. Telephone number

	YES	SOMETIMES	NOT YET	
3. Does your child wash his hands using soap and water and dry off with a towel without help?	○	○	○	____
4. Does your child tell you the names of two or more playmates, not including brothers and sisters? (Ask this question without providing help by suggesting names of playmates or friends.)	○	○	○	____
5. Does your child brush her teeth by putting toothpaste on the toothbrush and brushing all of her teeth without help? (You may still need to check and rebrush your child's teeth.)	○	○	○	____
6. Does your child dress or undress himself without help (except for snaps, buttons, and zippers)?	○	○	○	____

PERSONAL-SOCIAL TOTAL   ____

OVERALL

Parents and providers may use the space below for additional comments.

1. Do you think your child hears well? If no, explain: ○ YES   ○ NO

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OVERALL   (continued)

2. Do you think your child talks like other children her age? If no, explain: ○ YES   ○ NO

3. Can you understand most of what your child says? If no, explain: ○ YES   ○ NO

4. Can other people understand most of what your child says? If no, explain: ○ YES   ○ NO

5. Do you think your child walks, runs, and climbs like other children his age? If no, explain: ○ YES   ○ NO

6. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain: ○ YES   ○ NO

7. Do you have any concerns about your child's vision? If yes, explain: ○ YES   ○ NO

OVERALL   (continued)

8. Has your child had any medical problems in the last several months? If yes, explain: ○ YES   ○ NO

9. Do you have any concerns about your child's behavior? If yes, explain: ○ YES   ○ NO

10. Does anything about your child worry you? If yes, explain: ○ YES   ○ NO

APPENDIX H: DECISION RULE LOGIC FOR TIERED IDENTIFICATIONS

A. High School

Maine's Model of School Supports

Tier I (ATSI)			Tier II (TSI)			Tier III (CSI)		
Description:			**Description:**			**Description:**		
Any school with <u>one or more student populations</u> experiencing challenges across all indicators			Any schools with one or more student populations consistently underperforming in the same indicator (with the exception of chronic absenteeism) for <u>3 consecutive years</u>			Title I schools where <u>all student populations</u> are experiencing challenges across all indicators		
Chronic Absenteeism			**Chronic Absenteeism**			**Chronic Absenteeism**		
Has a chronic absenteeism rate of 10% or higher.			Any individual eligible student group populations with a chronic absenteeism rate of 10% or higher **AND** one or more additional indicators.			All eligible student group populations have a chronic absenteeism rate of 10% or higher.		
AND			**OR**			**AND**		
Progress in ELP			**Progress in ELP**			**Progress in ELP**		
The average progress towards the student's annual target is less than 65%			The average progress towards the student's annual target is less than 80%			The average progress towards the student's annual target is less than 65%		
AND			**OR**			**AND**		
Academic Achievement in ELA	**OR**	**Academic Achievement in Math**	**Academic Achievement in ELA**	**OR**	**Academic Achievement in Math**	**Academic Achievement in ELA**	**OR**	**Academic Achievement in Math**
Did not make their annual achievement target		Did not make their annual achievement target	An individual eligible student group that did not make their annual target		An individual eligible student group that did not make their annual target	No eligible student group made their annual target		No eligible student group made their annual target
AND			**OR**			**AND**		
4 Year Graduation			**4 Year Graduation**			**4 Year Graduation**		
Did not make their annual graduation target			An individual eligible student group that did not make their annual graduation target			No eligible student group made their annual graduation target		
AND			**OR**			**AND**		
Combined 5/6 Year Graduation			**Combined 5/6 Year Graduation**			**Combined 5/6 Year Graduation**		
Did not make their annual graduation target			An individual eligible student group that did not make their annual graduation target			No eligible student group made their annual graduation target		

B. Elementary/Middle School (Grades 3-8)

Tier I (ATSI)		Tier II (TSI)		Tier III (CSI)	
Description:		**Description:**		**Description:**	
Any school with one or more student populations experiencing challenges across all indicators.		Any school with one or more student populations consistently underperforming in the same indicator for 3 consecutive years.		Title I schools where all student populations are experiencing challenges across all indicators.	
Chronic Absenteeism		**Chronic Absenteeism**		**Chronic Absenteeism**	
Any individual eligible student population with a chronic absenteeism rate of 10% or higher		Any individual eligible student populations with a chronic absenteeism rate of 10% or higher and one or more additional indicators.		All eligible student populations have a chronic absenteeism rate of 10% or higher.	
AND		**OR**		**AND**	
Progress In ELP		**Progress In ELP**		**Progress In ELP**	
The average progress towards the student's annual target is less than 65%.		The average progress towards the student's annual target is less than 80%.		The average progress towards the student's annual target is less than 65%	
AND		**OR**		**AND**	
Academic Progress in ELA	**Academic Progress in Math**	**Academic Progress in ELA**	**Academic Progress in Math**	**Academic Progress in ELA**	**Academic Progress in Math**
No eligible student population made expected annual growth targets.	No eligible student population made expected annual growth targets.	An individual eligible student population that did not make their annual growth target	An individual eligible student population that did not make their annual growth target	No eligible student group made their annual growth target.	No eligible student population made their annual growth target.
AND (OR) **AND**		**OR** (OR) **OR**		**AND** (OR) **AND**	
Academic Achievement in ELA	**Academic Achievement in Math**	**Academic Achievement in ELA**	**Academic Achievement in Math**	**Academic Achievement in ELA**	**Academic Achievement in Math**
No eligible student population made their annual target	No eligible student population made their annual target	An individual eligible student population that did not make their annual target	An individual eligible student population that did not make their annual target	No eligible student group made their annual target	No eligible student population made their annual target

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Appendix I:

⟂T.W. KELLY DIRIGO MIDDLE SCHOOL
45 Middle School Drive
Dixfield, Maine 04224
207-562-7552

KATHRYN WILCOX	JASON LONG	LISA SANBORN
SCHOOL NURSE	PRINCIPAL	ADMINISTRATIVE ASSISTANT

October 20, 2023

To whom it may concern:

My name is Jason Long. I serve as a middle school principal in rural western Maine, as well as the curriculum coordinator for our small district. This is my 19th year in education, and my 9th year in administration. Thank you in advance for your consideration of my public comment regarding Maine's Model for School Support.

Part of the model's current calculation procedure is misleading, inequitable, and warrants revision.

When calculating the percentage of students "At or Above State Expectations" for a given student population, the denominator currently used is the number of students assessed and not the actual number of students required to complete the assessment. This is misleading because the data outcomes are described as reflecting "all students" in several publications, but they are not. The figure only represents the average score of students assessed.

Consider the chart below. Aside from the gray column, all data are directly from the 2022 Full Data Set available from the MDOE ESSA Data Dashboard.

Population	Assessment	Achievement Level	Numer of Students Required to Test	Total Students Tested	Percentage of Students Tested	Number of Students at Achievement Level	Percentage of Students at Achievement Level	ACTUAL Percentage of ALL Students at Achievement Level
All Students	ELA	At or Above State Expectations	88279	82534	93.49%	69189	83.83%	78.38%
All Students	Math	At or Above State Expectations	88673	83035	93.64%	67539	81.33%	76.17%

Notice the column title used in the state's records: "Percentage of Students at Achievement Level." That figure is not accurate, as the accurate percentage of students at a given achievement level would use the actual value for "Students," which is not the same thing as students assessed. The gray column provides the actual calculation of student achievement using the denominator of students required to test.

This inflated calculation is extremely consequential for traditionally low performing schools in Maine's Model for School Support because the figures were used to create the baselines for evaluating school performance.

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The 2021-2022 Addendum to Maine's Model for School Support states on page 5: "Maine will utilize the average student performance of students meeting state expectations for each student population. This will provide a baseline for each student population." The state then uses this baseline data to establish "Achievement Goals" for determining school population outcomes as "met" or "not met." The table provided in the Addendum refers to the data as: "average percentage of students meeting expectations in ELA and Math." But the figures provided are not the average percentage of students meeting expectations, because the figures ignore the existence of more than 5,600 Maine students who are not part of the data set.

This difference in figures is extremely consequential, because the inflated statewide average is the metric against which all schools are judged - including schools that assess a higher percentage of their students. For example, please consider the impact on my school. The data below are again collected from the 2022 Full Data Set available on the MDOE ESSA Data Dashboard with the addition of a gray column to present the actual calculations.

Population	Assessment	Achievement Level	Numer of Students Required to Test	Total Students Tested	Percentage of Students Tested	Number of Students at Achievement Level	Percentage of Students at Achievement Level	Percentage of ALL Students at Achievement Level
All Students	ELA	At or Above State Expectations	170	167	98.24%	139	83.23%	81.76%
All Students	Math	At or Above State Expectations	170	167	98.24%	130	77.84%	76.47%

We have worked very hard to ensure that we assess as many of our students as possible. We thought this was the state's expectation. This means extra make up sessions, calls home, and efforts to create a more positive assessment culture. For this reason, our percentage of students tested is consistently high. The state's average participation in 2022 was nearly five percentage points lower than ours. If the "baseline" had truly been a calculation of the percentage of all students in Maine at the desired achievement level, our Tier designation could be different.

Assessment	Population	Current "Percentage of Students at Achievement Level"	Actual "Percentage of Students at Achievement Level"
ELA	Statewide	83.83%	78.38%
ELA	TWKDMS	83.23% (Not Met)	81.76 (Met)
MATH	Statewide	81.33%	76.17%
MATH	TWKDMS	77.84% (Not Met)	76.47% (Met)

That final 5% of students that we worked hard to coax into taking the assessment were not our strongest performers. We do not expect a special reward for doing what is asked of us, but it is frustrating that the state's calculation method uses a denominator that ignores the existence of unassessed students statewide and mathematically punishes schools like us for our compliance. Frankly, the simplest way for TWKDMS student populations to quickly "meet" the model's expectations would be to simply stop assessing all our students - as have other schools.

I have used my school as an example because I am familiar with our data, but I know from regional meetings that there are many schools in interior Maine (including some nearly eligible for release from Tier III designations) that have student populations evaluated as "Not Met" because they test nearly all their students in a state that doesn't account for all students when establishing baselines and goals for performance. This is, in the end, an equity issue.

The current practice ignores the existence of thousands of Maine students by dismissing the significance of including their data when representing performance in Maine. The current practice misrepresents the mathematics behind performance calculations and inflates the state average. The current practice puts districts with high assessment participation rates at a disadvantage. Perhaps if the state actually expected <95% participation, then it would happen.

Thank you for considering my comments. Although I am writing this on school letterhead, this is not the official stance of my school district and I submit this for your consideration in my capacity as an individual administrator. Forgive my passion - our students have overcome a lot to improve their performance since before the pandemic and it is discouraging to see our "results" presented in this way.

Jason Long
Principal, T.W.Kelly Dirigo Middle School
Curriculum Coordinator and Distract Assessment Coordinator, RSU 56

Maine Curriculum Leaders Association
Championing Policies And Practices That Enhance Teaching And Learning

Nikki Chan, Ellsworth School Department, President
Jennifer Nickerson, RSU #22, Treasurer
Joanne Dowd, Kittery School District, Secretary
Debra McIntyre, Executive Director

Public Comment of Debra McIntyre, Executive Director, on behalf of the members of the Maine Curriculum Leaders Association

My name is Debra McIntyre, and I am the Executive Director of the Maine Curriculum Leaders Association. I am commenting on behalf of the public school districts across the state represented by our membership MCLA. While understanding the need for the revision of our state assessment system, we have many concerns regarding the changes. The field has a lack of confidence in the comparability of the assessment scores from Fall to Spring. As we understand it, the fall assessment closely mirrors the MAP Growth assessment and is adaptable while the spring assessment (MTYA) is not (restricted to two grade levels above/below). We believe fall to fall or spring to spring would be a better comparison to reflect the similarities in the test design.

The field also has no clarity regarding what the current data means for our students and how to clearly explain these results to our district stakeholders. There has been a lack of meaningful guidance from the state regarding data results and interpreting student scores. The meaning and purpose of the four digit state score vs. the three digit RIT score is confusing and unclear. Currently the data is not useful to improve instruction with the students who are in front of us. This has become a compliance exercise which is meaningless to the field. The discussion has not been about student learning nor instruction. Local districts are relying on their local assessments in order to reflect growth and areas of needs. If the state assessment is required it should also be useful not just a compliance measure.

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Maine DOE Seeks Public Comment on the Amendment to Maine's Model of School Support

The Maine Department of Education is requesting an approval by the U.S. Department of Education (USDOE) to revise its approved consolidated ESSA State Plan under the Elementary and Secondary Education Act of 1965 (ESEA). In this first phase, Maine is requesting the amendment to account for the transition to Maine's new state general assessment, the Maine Through Year Assessment.

As part of the statutory requirements for seeking an amendment, the Maine DOE must solicit and respond to public comment as well as provide evidence of the available comment period. The Maine DOE is accepting public comment on the amendment to Maine's Model of School Support beginning on **October 12, 2023** and will conclude on **October 20, 2023**. Public comments regarding the amendment may be sent to

ESSA.DOE@maine.gov. Any additional questions should be directed to Janette Kirk, Chief of the Office of Federal Programs at janette.kirk@maine.gov.

The **key updates** to the amendment to Maine's Model of School Support includes:

- The academic achievement will be measured by the annual statewide assessments in ELA/reading and mathematics using MTYA for grades 3-8 and 2nd year of high school. There is no change to Maine's Alternate Assessment.
- The academic progress will be measured by the annual statewide assessments in ELA/reading and mathematics using MTYA for grades 3-8. The fall to spring growth targets, which are grade-level and content specific, align with the **2020 NWEA MAP Growth Normative Data.**
  - Further information regarding **academic growth is located here.**

There are **no** updates or changes to:

- English Language Proficiency (ELP) indicator
- School Quality and Student Success (SQSS) indicator: Chronic Absenteeism

Maine plans to submit a second phase of amendment to its ESSA State Plan in February 2023. This submission phase will include additional revisions and changes to the SQSS indicator utilizing feedback from ESSA Stakeholder workgroup convenings.

The Maine DOE convened ESSA stakeholder workgroups after "all calls" for participants, most recently in the spring of 2021, with the specific goal of providing feedback regarding the development of updates to Maine's ESSA Plan.

Those opportunities were communicated and solicited through the DOE newsroom and priority notices (**2020**, **2021**, **2023**). Over the past 3 years, the ESSA stakeholder workgroups have continued to review and provide feedback as accountability and school support models evolve and as Maine has implemented the ESSA.

The group is geographically diverse with representation from key stakeholder groups including but not limited to Superintendents, Parents, School Teaching staff, Central Office staff, Principals, and Board Members. Each member of the workgroup advised, recommended, and provided input on elements included in Maine's Consolidated ESSA Plan including Accountability, School Improvement, and the ESEA Consolidated Application. This group met monthly May – August 2021, and again in June and July 2023. Further opportunities for engagement will be forthcoming.

Posted on **October 12, 2023**
Posted in **Assessment**, **Regular Newsroom Notice**

Hyperlink for public notice on October 12, 2023.
https://mainedoenews.net/2023/10/12/maine-doe-seeks-public-comment-on-the-amendment-to-maines-model-of-school-support/

Appendix J: Maine's Educator Effectiveness Rating Data Collection Analysis

Maine's Educator Effectiveness Rating Data Collection Analysis

In the fall of 2019, the Maine Department of Education distributed a survey to school administrative units in order to determine whether low income or minority students are served at a proportionate rate by effective teachers and administrators. The survey required school-level data of effectiveness ratings of teachers and administrators from school districts within the State of Maine.

In order to determine whether the rate was proportionate, Maine compared the effectiveness ratings of teachers and administrators between the highest poverty quartile (59%-100% of student population receiving free and reduced lunch) to the lowest poverty quartile (0%-31% receiving free and reduced lunch) illustrated in Figure 2 and the highest minority quartile (2%-34% of total student population) to the lowest minority quartile (0% of student population) illustrated in Figure 3.

Maine's educator effectiveness rule requires that educators be evaluated at a minimum of every three years. Statewide data collected in this analysis is comprised of 3,966 teachers and 397 administrators who received summative effectiveness ratings in the 2018-2019 school year. The following charts (Figures 1-6) indicate that there was not a significant difference with teachers or administrators rated as ineffective. After doing a deeper dive into the data, the Maine Department of Education reviewed those educators rated highly effective for each category. These data (Figure 1) did indicate an 11% gap for teachers rated highly effective in low poverty schools compared to high poverty schools. It is worth noting, the percentage of teachers rated effective in the high poverty quartile was higher than that of the low poverty quartile.

In order to fully address equity gaps specifically in Title I schools as required by section 1111(g)(1)(B) of the ESEA, Maine has provided an analysis of the rates for schools served by Title I, Part A. Figures 7-12 include the effectiveness ratings collected for both teachers and administrators in both the poverty and minority quartiles for Title I schools only. There was not a significant difference in the rates of ineffective teachers (Figure 7) or administrators (Figure 10) in either the poverty of minority quartiles. When comparing the rates of teachers receiving ratings of highly effective, in high poverty compared to low poverty schools (Figure 8), there was a difference. When combining the total number of teachers rated effective or highly effective, there is not a significant difference. The same can be said for those teachers working in the high minority quartiles as compared to the low minority quartiles (Figure 9). While there was a very small difference in administrators receiving ratings of ineffective, it is worth noting that there were more administrators receiving ineffective ratings in low minority schools than there were in high minority schools. The most significant gaps in Title I schools were associated with administrator effectiveness ratings (Figure 10). There are discrepancies (over 11%) in the highly effective ratings of administrators in both the poverty and minority quartiles. That being said, the percentage of administrators rated effective in the high poverty and high minority quartiles was higher than those in the low poverty and low minority quartiles.

Figure 1. Teachers Receiving a Summative Evaluation in the 2018-2019 SY (Title I and Non-Title I Schools)

Percentages	Ineffective	Somewhat	Effective	Highly Effective
High Poverty	0.89%	5.62%	74.11%	19.38%
Low Poverty	0.25%	2.29%	66.88%	30.58%
Difference	0.64%	3.33%	10.23%	11.2%
High Minority	0.00%	4.46%	74.32%	21.22%
Low Minority	0.59%	3.86%	67.50%	28.05%
Difference	0.59%	0.60%	6.82%	6.83%

Figure 2. Comparison of Summative Effectiveness Ratings For Teachers (Poverty Quartiles)

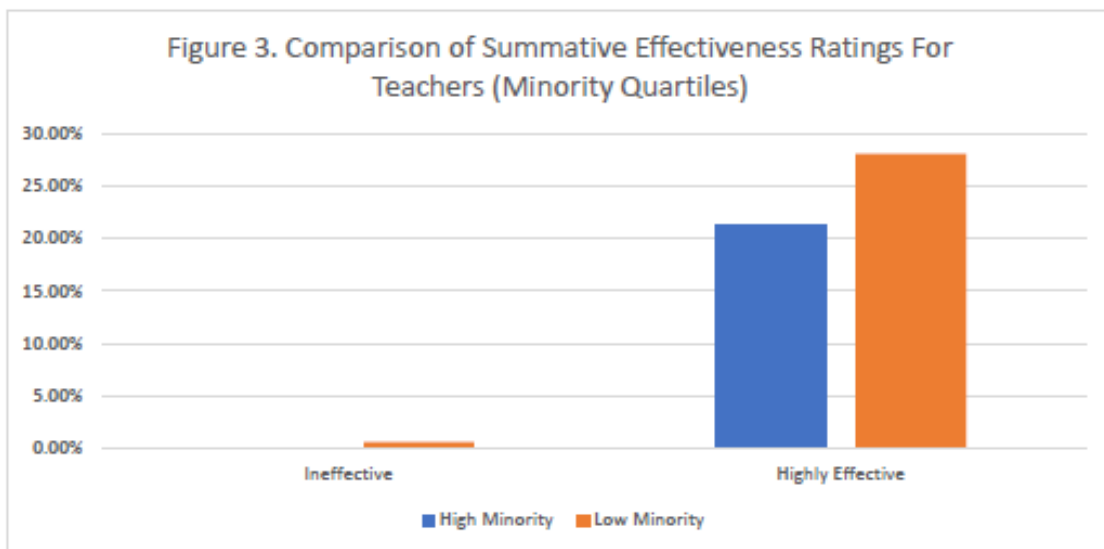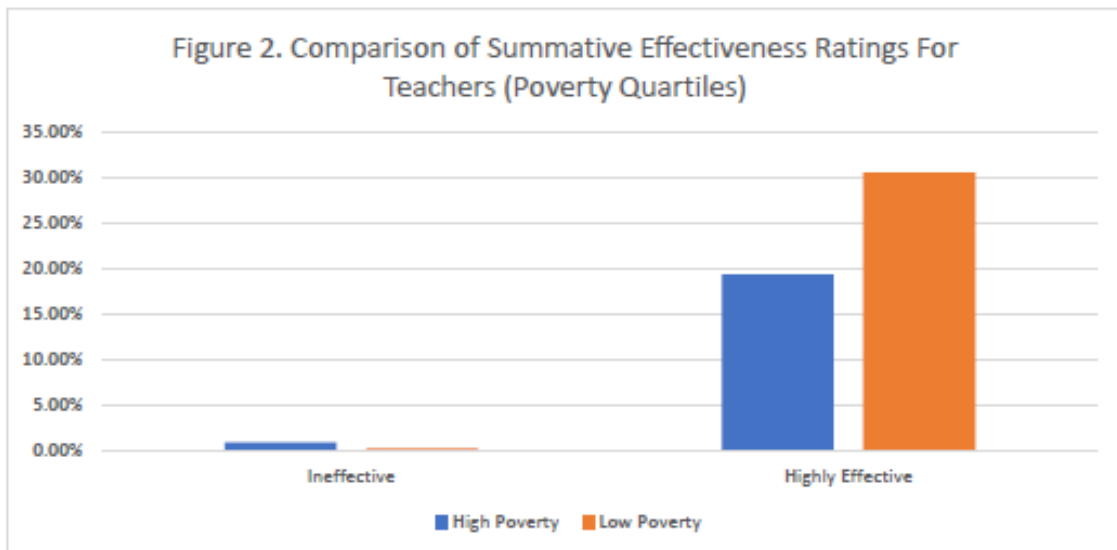Figure 3. Comparison of Summative Effectiveness Ratings For Teachers (Minority Quartiles)

Figure 4. Administrators Receiving a Summative Evaluation in the 2018-2019 SY

Percentages	Ineffective	Somewhat	Effective	Highly Effective
High Poverty	0.00%	6.17%	79.01%	14.81%
Low Poverty	0.00%	2.97%	78.22%	18.81%
Difference	0.00%	3.20%	0.79%	3.93%
High Minority	0.69%	13.79%	74.48%	11.03%
Low Minority	1.01%	5.05%	74.24%	19.70%
Difference	0.32%	8.74%	.24%	8.67%

Figure 5. Comparison of Summative Effectiveness Ratings For Administrators (Poverty Quartiles)

Figure 6. Comparison of Summative Effectiveness Ratings For Teachers (Minority Quartiles)
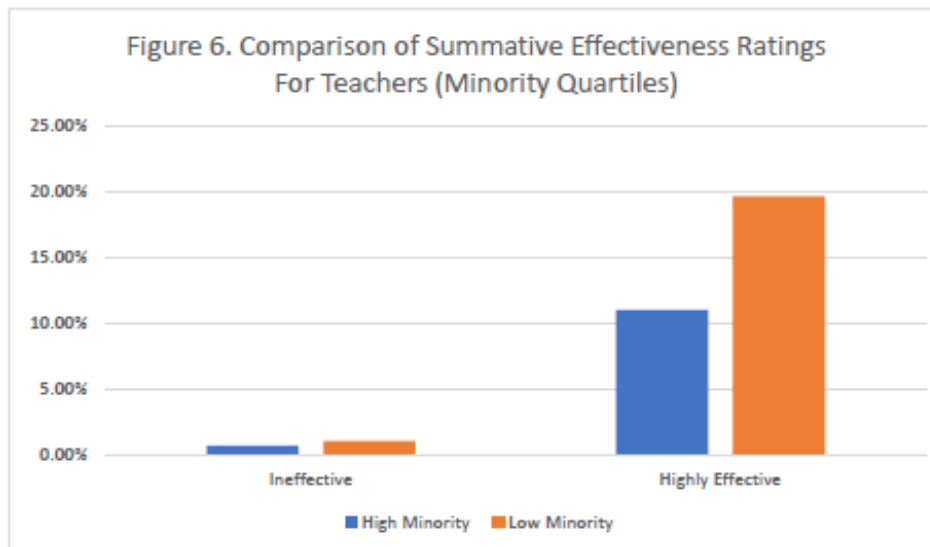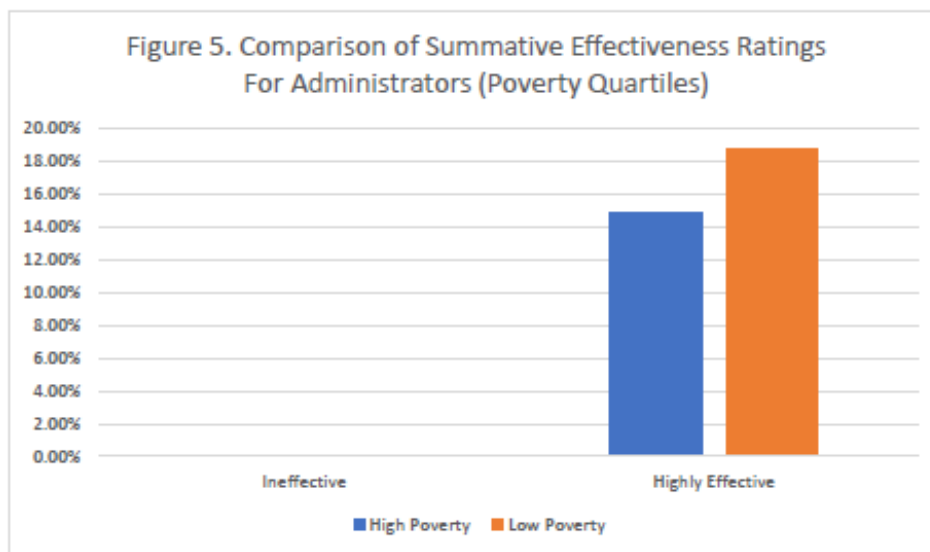
Figure 7. Teachers Receiving a Summative Evaluation in the 2018-2019 SY (Title I Schools)

Percentages	Ineffective	Somewhat	Effective	Highly Effective
High Poverty	0.86%	5.50%	74.23%	19.42%
Low Poverty	0.56%	2.82%	69.01%	27.61%
Difference	0.30%	2.68%	5.22%	8.19%
High Minority	0.60%	4.50%	75.41%	19.49%
Low Minority	0.38%	4.36%	69.38%	25.88%
Difference	0.22%	0.14%	6.03%	6.39%

Figure 8. Comparison of Summative Effectiveness Ratings For Teachers by Poverty Quartile in TItle I Schools

Figure 9. Comparison of Summative Effectiveness Ratings For Teachers by Minority Quartile in Title I Schools
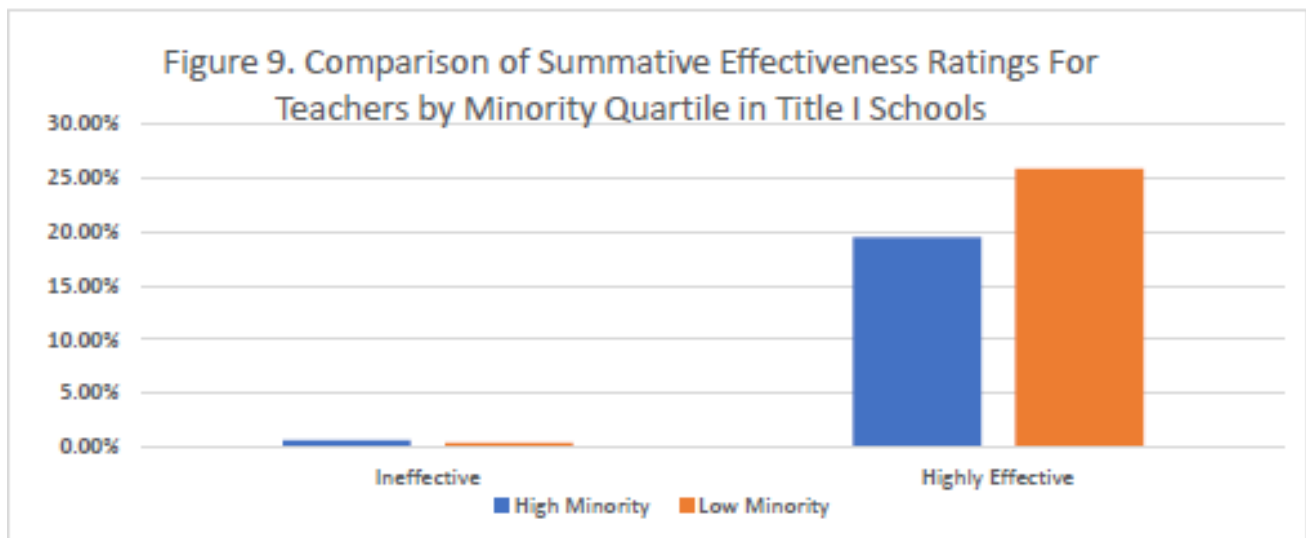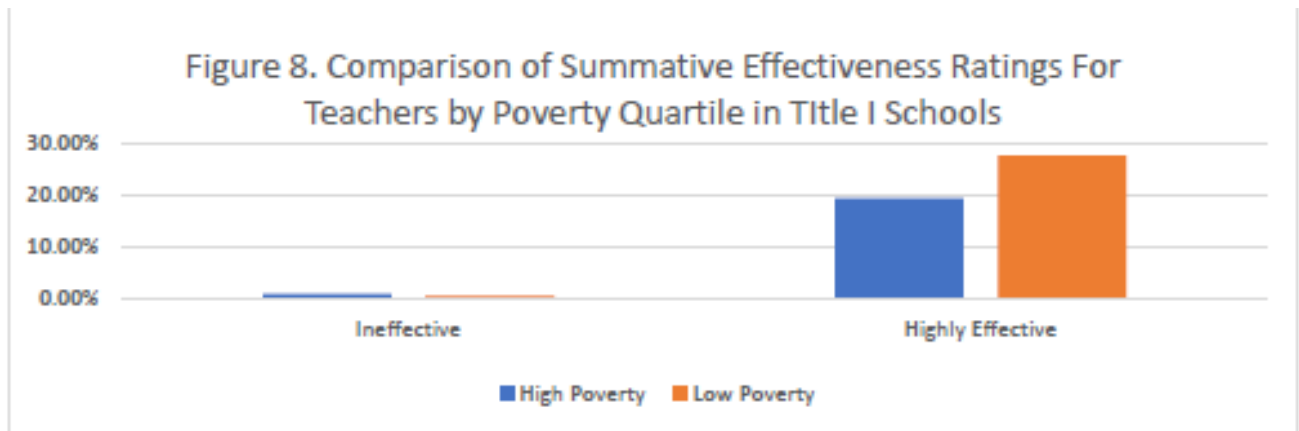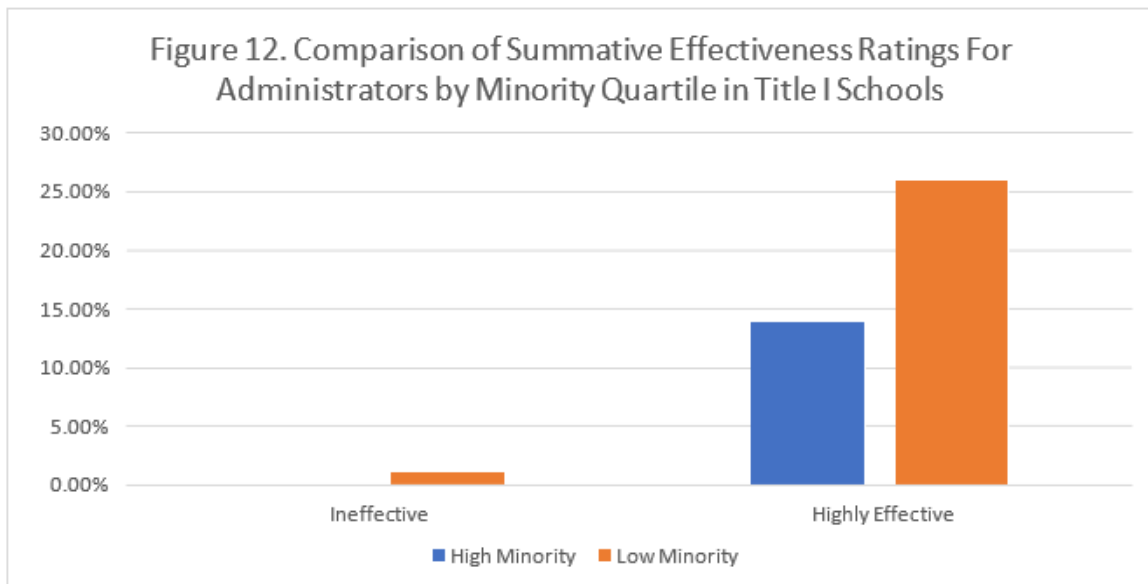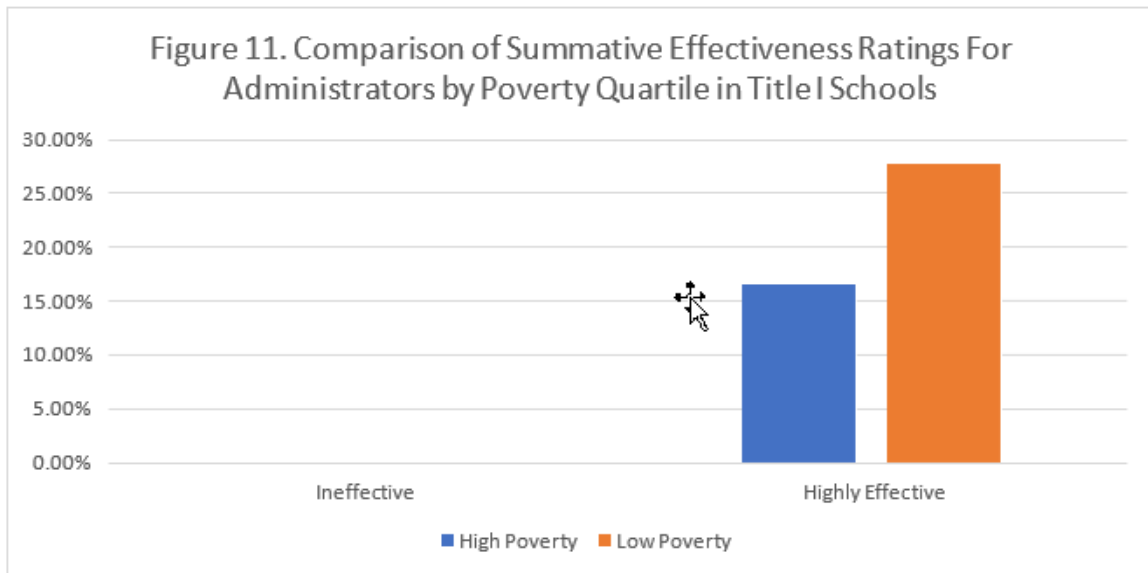
Figure 10. Administrators Receiving a Summative Evaluation in the 2018-2019 SY (Title I Schools)

Percentages	Ineffective	Somewhat	Effective	Highly Effective
High Poverty	0.00%	4.48%	79.10%	16.42%
Low Poverty	0.00 %	3.45%	68.97%	27.59%
Difference	0.00%	1.03%	10.13%	11.17%
High Minority	0.00%	12.07%	75.41%	13.79%
Low Minority	0.96%	3.85%	69.38%	25.00%
Difference	0.96%	8.22%	6.03%	11.21%

Figure 11. Comparison of Summative Effectiveness Ratings For Administrators by Poverty Quartile in Title I Schools

Figure 12. Comparison of Summative Effectiveness Ratings For Administrators by Minority Quartile in Title I Schools

Qualitative Data Collection

In addition to quantitative data collection, districts were asked a series of short response questions. A few of those questions and an analysis of trends in data have been provided.

1) How is educator effectiveness data being used to inform professional development for educators?
   Upon a review of district-level responses, trends emerged in ways that data being used to inform professional development. While some districts address needs at an individual level with growth goals and support, many districts have implemented or sought specific opportunities for growth in instruction, differentiation, assessment, and classroom management. In addition, an area of focus for many districts was better understanding and implementing the PEPG system itself. Training has been provided related to understanding the models, establishing growth plans, calibrating for evaluators, and reflection.

2) What is your district doing to ensure that all students are being taught by effective educators?
   Districts indicated that they are continuously monitoring effectiveness of educators, supporting teachers that need additional support, providing instructional coaches and mentors for new teachers, monitoring class size policies, and providing opportunities for career building.

3) What additional supports would be helpful as you move forward?
   Requested supports included management of time in complex systems, training on effective feedback to teachers, technical support as changes are being considered, opportunities for instructional rounds, and continued/strengthened communication regarding rule changes.

Statewide Next Steps and Potential Implications

Moving forward, several legislative changes may directly impact educator effectiveness in the next few years. Starting in the 2020-2021 school year, probationary teachers are required to be evaluated each year. In addition, Chaptered Law 27 removes the mandate that student learning and growth be used in summative evaluation ratings. As a result, there may be a shift in the way that districts measure effectiveness. The Maine Department of Education will be working closely with districts as they consider how student learning and growth will be used moving forward and what other measures will be used.

Maine will continue to collect and review data annually to determine areas of need or support. For the 2019-2020 SY an internal workgroup will meet to determine whether there are differences across geographic areas, poverty and minority quartiles. This may result in additional professional development, technical support, or any other support as needed.