



Guide to Maine's Model of School Support

An Overview of Maine's Model of School Support as part of the Every Student Succeeds Act (ESSA), and the Report Cards

2 | Guide to Maine’s Model of School Support

This guide has been developed to help Maine parents, teachers, school leaders, and community members better understand Maine’s Model of School Support that includes: the measurements used to track school progress and performance over time; how the state determines which level of support is provided to which schools; and the types of support that will be provided.

Maine’s Model of School Support is an accountability system authorized by the federal government through the [Every Student Succeeds Act \(ESSA\)](#). It was developed by the Maine Department of Education (DOE) through ongoing partnerships with key stakeholders from across Maine, and with guidance and approval from the U.S. Department of Education. Maine’s Model of School Support is designed to celebrate and share school and student success and to identify areas where additional support is needed, with the goal of increasing achievement for all Maine students.

Maine’s Model of School Support includes five indicators that focus on key areas of school and student success, that adhere to the requirements of ESSA, and that directly align to [Maine’s Priorities and Goals](#). Following is the list of indicators of school success:

1. **Chronic Absenteeism (K–12)**
2. **Academic Progress (Grades 3–8 Only)**
 - **Academic Progress in English Language Arts (ELA)**
 - **Academic Progress in math**
3. **Progress in English Language Proficiency (ELP) for English Learners (K–12)**
4. **Academic Achievement (Grades 3–8, 3rd year of high school)**
 - **Academic Achievement in ELA**
 - **Academic Achievement in math**
5. **Graduation Rate (high school only)**
 - **4-year graduation rate**
 - **5-/6-year graduation rate**

Individual student groups that have ten or more students representing that student group are assessed to identify where targeted support is needed. The assessed individual student groups are students who are *economically disadvantaged, students with disabilities, English learners, white, black, Asian, Native Hawaiian/other Pacific Islander, Native American, Hispanic, or two or more races*.

To determine each school’s performance on the listed indicators, Maine uses data collected from public schools on an annual basis to provide each school with a performance rating on each applicable indicator.

Performance on each of the indicators is reported on a range of four levels:

Emerging	Developing	Meeting	Excelling
All eligible individual student groups have not met state expectations.	At least one eligible individual student group has met or exceeded state expectations.	All eligible individual student groups have met or exceeded state expectations.	All eligible individual student groups have exceeded the state expectations.

Annually, Maine issues each public school with a [Report Card](#), which provides a summary of the applicable school accountability metrics, in addition to other available data about the school. This system of collection, reporting, and support works to inform both state and local decision-makers of the greatest needs that exist within Maine and its schools.

Individual School Accountability Indicators

Chronic Absenteeism (Kindergarten–Grade 12)

A student is defined as chronically absent if the student is enrolled for a minimum of ten (10) days and absent for 10% or more of the days enrolled. All absences (excused and unexcused) are used to make this determination. ESSA requires that “each state select an accountability indicator of school quality or student success.”⁽¹⁾ Research⁽²⁾ has indicated that there is a clear correlation between chronic absenteeism and achievement scores. Maine’s stakeholders reported that addressing chronic absenteeism is essential to ensuring student success. Therefore, establishing positive habits early regarding attendance is vital to long-term success and Maine has chosen student attendance as its indicator to fulfill this requirement.



How is Chronic Absenteeism calculated?

A school’s chronic absenteeism rate is defined as the percentage of students absent for 10% of their enrolled school days. A student must be enrolled for a minimum of ten (10) days. Chronic absenteeism data are aggregated at the school level for each individual eligible student group.

Academic Progress (Grades 3–8)

A school’s academic progress is defined as the comparison of individual student scores from one year to the next, aggregated at the school level for each individual eligible student group and calculated separately for ELA and mathematics. The school indicator level is determined based on the performance of all eligible individual student groups. ESSA requires that each state’s accountability system include “a measure of student growth”⁽³⁾ for its elementary and middle schools. Maine has chosen academic progress as its indicator to fulfill this requirement.



How is Academic Progress calculated?

Each year, students in grades 3 through 8 are administered statewide assessments in both ELA and mathematics. Student performance on the state assessment is scored on a scale of 1 to 4. A performance level of 3 or 4 indicates that a student is meeting or exceeding grade-level expectations. Each of performance levels 1 through 3 has been divided into the lower 50% (A) and the upper 50% (B), to allow students to demonstrate growth within a performance level. Every student who has been in the same school for two consecutive years will receive a progress score that represents a comparison of the student’s score to the previous year’s score. Individual students are assigned scores of 0 to 450. An individual eligible student group aggregated score of 100 indicates expected growth. A score of less than 100 indicates that the individual eligible student group, as a whole, has not made expected growth. Progress is calculated for both ELA and math for all eligible individual student groups. The school indicator level is determined based on the performance of all eligible individual student groups.

$$\frac{\text{Total of all progress scores from eligible students}}{\text{Total number of eligible students}} = \text{Progress Indicator Score}$$

Progress in English Language Proficiency (ELP) for English Learners (Kindergarten–Grade 12)

Maine defines English language proficiency (ELP) as sufficient skill in the English language to meaningfully access the curriculum. This indicator focuses on English learners and measures the progress that they make toward ELP each school year. ESSA requires that each state include an indicator that gauges “progress in achieving English language proficiency as defined by the State and measured by the assessments within a State-determined timeline for all English learners.”⁽⁴⁾ Maine is federally required to include this indicator in the accountability system.



How is progress in English Language Proficiency for English learners calculated?

English learners are students who have a primary or home language other than English and who are in the process of learning English. Around 3% of Maine's students are English learners, and their schools support them in learning English to succeed academically. They may receive English language support services inside or outside of their regular classes, through programs specifically for English language development, or through a variety of other support. It usually takes 4–7 years for an English learner to become proficient in English, but this can vary depending on many factors. Each year, English learners are administered ACCESS for English Language Learners (ELLs), a test that measures a student's ability to listen, speak, read, and write in English. Overall student scores range from 1.0 to 6.0. In Maine, ELP as measured by ACCESS for ELLs is defined as level 4.5, so this indicator measures how much progress a student makes, each year, toward reaching level 4.5. A school's score for progress in ELP is based on the average percentage made toward the annual target by factoring in all individual students' scores providing there are at least ten (10) English learners.

Academic Achievement (Grades 3–8 and 3rd Year of High School)

Within Maine's assessment system, this indicator is defined as the number of students scoring at a level of 3 or 4 on the Maine Education Assessments (MEAs). ESSA requires that each state's accountability system include “academic achievement as measured by proficiency on the annual assessments.”⁽⁵⁾ Maine is federally required to include this indicator in the accountability system.



How is Academic Achievement calculated?

Maine's strategic plan aims for students to graduate from high school workplace ready and academic achievement is a cornerstone of the state's accountability system. Maine administers the MEAs annually to measure student performance in ELA and math. Students earn a score ranging from 1 to 4, based on the performance level cut-scores that have been established for these assessments. The state has established the ambitious goal for each school to improve achievement in ELA and math by 20% for each individual eligible student group, using the 2016 assessment as the baseline year.



Graduation Rate (4-Year and Combined 5-/6-Year in High School Only)

ESSA requires that each state's accountability system include “the four-year adjusted cohort graduation rate” and “the extended-year adjusted cohort graduation rate.”⁽⁶⁾ This is a federally established formula and in Maine's accountability system the 4-year graduation rate is the number of students completing high school within a four-year period; and the 5-/6 year graduation rate











reflects those students progressing at a different rate and completing high school within five or six years. Maine is federally required to include this indicator in the accountability system.

How is Graduation Rate calculated?

Achieving a diploma is a major accomplishment and marks a significant turning point in a student's life. It is important to highlight the number of students achieving a diploma, whether these students take four years or five to six years to do so. The four-year rate is the number of students who graduate in four years with a high school diploma, divided by the number of students who form the adjusted cohort ⁽⁶⁾ for the graduating class. The combined five-/six-year rate reflects the number of graduating students who took five and six years, respectively, to graduate from high school.

School Indicators and Performance Levels

The following chart summarizes the indicators used in Maine’s Model of School Support for Maine’s public elementary, middle, and high schools. The chart also provides the criteria surrounding the performance levels for each indicator.

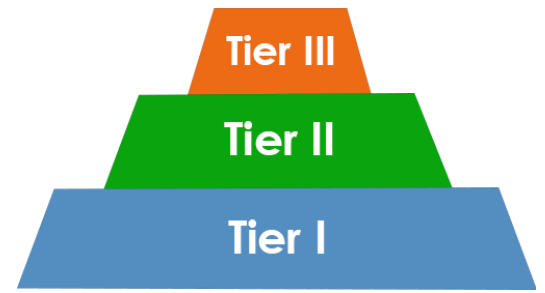
Indicators	Performance Level			
	Emerging	Developing	Meeting	Excelling
 1. Chronic Absenteeism	All eligible individual student groups have a chronic absenteeism rate of 10% or higher	At least one eligible student group has a chronic absenteeism rate of less than 10%	All eligible individual student groups have a chronic absenteeism rate of less than 10%	All eligible individual student groups have a chronic absenteeism rate of 5% or less
 2A. Academic Progress—ELA	All eligible individual student groups have a score of less than 100	At least one eligible student group has a score of at least 100	All eligible individual student groups have a score of at least 100	All eligible individual student groups have a score of at least 150
 2B. Academic Progress—Math	All eligible individual student groups have a score of less than 100	At least one eligible student group has a score of at least 100	All eligible individual student groups have a score of at least 100	All eligible individual student groups have a score of at least 150
 3. Progress in ELP ⁽⁴⁾	The average progress toward the student's annual target is less than 65%	The average progress toward the student's annual target is greater than 65% and less than 80%	The average progress toward the student's annual target is greater than 80% and less than 95%	The average progress toward the student's annual target is greater than 95%
 4A. Academic Achievement—ELA ⁽⁵⁾	All eligible individual student groups did not make annual targets	At least one eligible student group made its annual target	All eligible individual student groups made their annual targets	All eligible individual student groups exceeded their annual targets by at least 10%
 4B. Academic Achievement—Math ⁽⁵⁾	All eligible individual student groups did not make annual targets	At least one eligible student group made its annual target	All eligible individual student groups made their annual targets	All eligible individual student groups exceeded their annual targets by at least 10%
 5A. Graduation Rate—4-Yr.	All eligible individual student groups did not make annual targets	At least one eligible student group made its annual graduation target	All eligible individual student groups made their annual graduation targets	All eligible individual student groups have met or exceeded the long-term goal of 90%
 5B. Graduation Rate—5-/6-Yr.	All eligible individual student groups did not make annual targets	At least one eligible student group made its annual graduation target	All eligible individual student groups made their annual graduation targets	All eligible individual student groups have met or exceeded the long-term goal of 92%

Tiers of Support

Maine has developed three Tiers of Support designed to categorize levels of assistance provided by the Maine DOE.

Tier III supports are designated specifically for schools receiving Title I funding and experiencing the most significant challenges across all eligible individual student groups. ⁽⁷⁾

Tiers I and II are designed to support both Title I and non–Title I schools.



Support levels are determined based on individual student groups that have ten or more students representing that student population). Tier III supports are determined based on the performance of all eligible individual student groups, while Tiers I and II supports are determined based on individual student groups. Student groups with fewer than ten students are not included as part of the indicators for the school; this is consistent with [federal FERPA regulations](#).

The following chart provides a summary of how a school’s level of support is determined, and of the various supports available at each tier.

Tier of Support	Tier I Additional Targeted Supports and Intervention	Tier II Targeted Supports and Intervention	Tier III Comprehensive Supports and Intervention
How levels of support are determined	Any Maine public school where one or more eligible student group/s have not met state expectations across all indicators in one or more content areas. This is an annual determination.	Any Maine public school where one or more eligible student group/s that have not met state expectations in the same indicator for three (3) consecutive years. This is an annual determination.	Schools are identified for a period of three years. Tier III identified schools are Maine public schools receiving Title I funding where all eligible individual student groups have not met state expectations in all indicators.
Examples of support	Regional and statewide professional development will be available 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 . Professional development will be available at no cost and will be driven by the needs of school staff and students. <i>Tier II supports will become available during the 2019–2020 school year.</i>	With the support of an assigned 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. Professional development will be available at no cost and will be driven by the needs of school staff and students.

Tier III—Comprehensive Supports and Intervention

What qualifies a Maine school for Tier III support?

Tier III supports are provided to Maine public schools in which **all** of the following criteria are true:

- all student groups are performing at an Emerging level in all indicators in one or more content areas, and
- the school is the recipient of Title I funding. ⁽⁷⁾

Eligibility for these supports is evaluated once every three years.

The following two examples illustrate the Tier III identification process.

Legend	
★	Excelling
■	Meeting
●	Emerging
-	Not Applicable
*	Suppressed

Example 1: Elementary and Middle School

In this example, group A is Emerging across all indicators in math; group B is Emerging across all indicators in math and ELA; and group C is Emerging across all indicators in ELA. Group C does not have a performance measure for progress in math, as fewer than 10 students took the math assessment in both the current year and the prior year. This school is receiving Title I funding; therefore, the school will receive Tier III supports from the Maine DOE. The school does not have a population of English learners; therefore, the Progress in ELP indicator is not applicable.

Indicator	Student Group		
	A	B	C
Chronic Absenteeism	●	●	●
Academic Progress - ELA	★	●	●
Academic Progress - Math	●	●	*
Progress in ELP	-	-	-
Academic Achievement - ELA	■	●	●
Academic Achievement - Math	●	●	■

Example 2: High School

In this example, group A is Emerging across all applicable indicators (there are no English learners in group A), and group B is Emerging across all indicators except Academic Achievement for ELA. Since group C has fewer than 10 students, it is not included as part of the indicators for the school. Performance data for the remaining student groups, in combination with being a Title I school, determine that the school is eligible for Tier III supports from the Maine DOE.

Indicator	Student Group		
	A	B	C
Chronic Absenteeism	●	●	*
Progress in ELP	-	●	*
Academic Achievement - ELA	●	■	*
Academic Achievement - Math	●	●	*
Graduation Rate - 4 Year	●	●	*
Graduation Rate - 5-/6-Year	●	●	*

Tier II—Targeted Supports and Intervention

What qualifies a Maine school for Tier II supports?

Any Title I or non–Title I Maine public school where one or more eligible student group/s are not are meeting state expectations in the same indicator for three (3) consecutive years will be eligible for Tier II supports.

Eligibility for these supports is evaluated annually based upon the current and two prior years of school data. Because three consecutive years of data are not yet available for comparison, these supports will become available in 2019-2020.

Legend	
★	Excelling
■	Meeting
●	Emerging
-	Not Applicable
*	Suppressed

Example 3: Elementary and Middle School

In this example, several indicators fluctuate across performance levels for more than one student group over a three-year period. However, for student group B, Chronic Absenteeism and at least one other indicator (Academic Achievement -Math) remained Emerging across all three years of data. This school would be identified for Tier II supports from the Maine DOE.

Indicator	Student Group			Student Group			Student Group		
	Year 1			Year 2			Year 3		
	A	B	C	A	B	C	A	B	C
Chronic Absenteeism	●	●	●	■	●	●	●	●	■
Academic Progress - ELA	★	●	■	■	●	●	■	■	●
Academic Progress - Math	■	●	★	●	■	★	●	●	★
Progress in ELP	■	-	-	■	-	-	■	-	-
Academic Achievement - ELA	■	●	■	■	■	●	★	●	●
Academic Achievement - Math	●	●	★	●	●	■	■	●	■

Example 4: High School

In this example, several indicators fluctuate between performance levels for more than one student group over a three-year period. In addition, several indicators remained Emerging across all three years of data for both group A and group C. This school would be identified for Tier II supports from the Maine DOE.

Indicator	Student Group			Student Group			Student Group		
	Year 1			Year 2			Year 3		
	A	B	C	A	B	C	A	B	C
Chronic Absenteeism	●	●	●	●	●	●	●	■	●
Progress in ELP	-	-	-	-	-	-	-	-	-
Academic Achievement - ELA	■	■	■	●	■	★	●	■	●
Academic Achievement - Math	●	■	●	●	●	■	●	■	●
Graduation Rate - 4 Year	■	■	■	■	■	■	■	★	■
Graduation Rate - 5-/6- Year	●	■	●	■	■	●	●	■	●

Tier I—Additional Targeted Supports and Intervention
















What qualifies a Maine school for Tier I supports?

Any Maine public school where one or more eligible student group/s have not met state expectations across all indicators in one or more content areas qualifies for Tier I supports. This is an annual determination.

Legend	
	Excelling
	Meeting
	Emerging
-	Not Applicable
*	Suppressed

Example 5: Elementary and Middle School

In this example, groups A, B, and C all have varying levels of performance on each of the indicators. However, group B has a performance level of Emerging across all ELA indicators, and group C is Emerging across all math indicators. This school would be identified for Tier I supports from the Maine DOE.

Indicator	Student Group		
	A	B	C
Chronic Absenteeism			
Academic Progress - ELA			
Academic Progress - Math			
Progress in ELP	-	-	-
Academic Achievement - ELA			
Academic Achievement - Math			
















Example 6: High School

In this example, a majority (groups A and C) of the student groups within the school have a performance level of Emerging across each indicator in one or more content areas. This school would be identified for Tier I supports from the Maine DOE. Each of the student groups within this example assist in identifying the high school for Tier 1 supports.

Group A is identified due to chronic absenteeism, academic achievement – math, and both 4 year and combined 5-/6-year graduation rates having a performance level of emerging.

Group C is identified due to chronic absenteeism, academic achievement – ELA, and both 4 year and combined 5-/6-year graduation rates having a performance level of emerging.

Group B would impact this school being identified for Tier I supports as the combined 5-/6-year graduation rate is meeting state expectations.

Indicator	Student Group		
	A	B	C
Chronic Absenteeism			
Progress in ELP	-	-	-
Academic Achievement - ELA			
Academic Achievement - Math			
Graduation Rate - 4 Year			
Graduation Rate - 5-/6- Year			

- *Not Applicable:* This category indicates that the indicator is not applicable to the student group.

* *Suppressed:* This category indicates that the student group has fewer than 10 students and is not included as part of the indicators for the school; this is consistent with [federal FERPA regulations](#).

⁽¹⁾ ESSA Subsection 1111(c)(4)(B)(v)(I).

⁽²⁾ Pareja, A. S., Ehrlich, S. M., Gwynne, J. A., & Allensworth, E. M. (2013, September). Preschool attendance in Chicago public schools. Retrieved from <https://consortium.uchicago.edu/sites/default/files/publications/Pre-K%20Attendance%20Research%20Summary.pdf>

⁽³⁾ ESSA Section 1111(c)(4)(B)(ii)(I).

⁽⁴⁾ ESSA Section 1111(c)(4)(A)(ii).

Applicability: For accountability purposes, schools with at least ten (10) English learners will receive a score for the Progress in ELP indicator.

⁽⁵⁾ ESSA Section 1111(b)(2)(B)(v)(I).

Applicability: For accountability purposes, each student group must contain at least ten students to be included in the score for the Academic Achievement indicator.

⁽⁶⁾ State education agencies calculate the Adjusted Cohort Graduation Rate (ACGR) by identifying the "cohort" of first-time 9th-graders in a particular school year. The cohort is then adjusted by adding any students who transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die. The ACGR is the percentage of students in this adjusted cohort who graduate within 4 years with a regular high school diploma.

National Center for Education Statistics <https://nces.ed.gov/fastfacts/display.asp?id=805>

⁽⁷⁾ [Title I funding](#) refers to a federal grant program that provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families