



**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, Rachele 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 - Federal ESSA Accountability regulations may be rescinded by the new Administration.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

Goals for Today

- 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

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

Superintendents’ Recommendation of an Accountability

- 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

Other Discussion

- 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, ASSED, 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