

## Maine's ESSA Plan Draft – MCLA Key Components Summary

### Maine is applying for all programs:

- 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

**Context:** *Education Evolving, Maine's Plan for Putting Learners First* (Strategic Plan, January 2012) (p. 8)

**Maine DOE's Overarching Goal:** By 2030 90% of Maine's students will graduate college and career ready. "Maine's proficiency system is based on successful student demonstration of skills in the content areas of Maine's College and Career Ready standards and the Guiding Principles. This proficiency system is Maine DOE's means of defining "well-rounded education for Maine's students", which involves a system of opportunities all the way through the education continuum in order for students to be college and career ready." (p. 59)

### Key Components of Maine's Plan

1. **College and career indicators** data determine a single summative school score: exceeds expectations, meets expectations, below expectations, or requires review for support (Exec. Summary, p. 9; Plan, pgs. 29, 31). The school's tiered intervention status is determined from its performance on the indicators. Districts with more than half of their schools identified will receive support at both the school and district levels (pgs. 31, 37).
2. **Supports for school improvement** are organized in three tiers (Exec. Summary, p.11; Plan, pgs. 21, 22, 30):
  - Tier I -- Schools meeting expectations receive General, Statewide and Regionalized Support, determined by DOE through analysis of school improvement plans.
  - Tier II -- Schools below state expectations in specific, targeted accountability indicators receive Targeted, Directed District and School Support and a coach.
  - Tier III -- schools School is below expectations across multiple required accountability indicators and receive intensive support and a coach.
3. All schools, regardless of eligibility for Title I funding, complete a **school improvement plan** [using Dirigo Star] (Exec. Summary, p.10; Plan, pgs. 10, 18, 19, 21, 30). The plan includes an "integrated budget" that "will reflect federal, state, local and any regional resources dedicated to the projected work" (p. 18).
4. **Effective teacher data** will be reported to the DOE, but not included in a school's summative accountability score. Teacher status will be reported in three categories: ineffective teachers; inexperienced teachers; and out-of-field teachers (pgs. 49, p. 53).
5. The **95% participation rate** is retained as a requirement for all schools and reported in school improvement plans, but not included in the summative accountability score. Schools/districts with participation rates below 95% are required to submit a plan to increase participation (p. 31).

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Indicator	Measure(s)	Description
<b>Academic Achievement</b>	Proficiency rate on annual State assessments (eMPowerTMME for Grades 3-8 and SAT for Grade 11)	Percent of students who are proficient in the annual statewide assessments
<b>Academic Progress</b>	Progress on annual State assessments (eMPowerTMME for Grades 3-8 and SAT for Grade 11)	Specific measures to be determined following review of data trends
<b>Graduation Rate</b>	Adjusted cohort graduation rates (4-, 5-, and 6-year)	The percent of students who graduate on time (4 years) and extended periods (5 and 6 years)
<p><b>Governor’s suggested benchmarks</b> (p. 104): For Grade 3 – Proficiency in English language Arts and math should increase by 5% every year with a goal of reaching 65% by year 2022.            For Grade 8 - Proficiency in English language Arts and math should be 75% by year 2022            For Grade 11 – 90% graduation rate with 75% of the students proficient in English and Math and ready for life gaining experience in work, military, vocation or college.</p>		
<b>Progress in Achieving English Language Proficiency</b>	English Learner progress	Specific measures to be determined following review of data trends
<b>School Quality or Student Success</b>	K-12: Consistent attendance	The percent of students at a school who have regular attendance

*Weighting and three-year interim benchmarks are being determined based on analysis of current data.*

2. **Supports for school improvement** are organized in three tiers:

Level	Summative Accountability Score	Support
<b>Tier 1</b>	Meets expectations	<ul style="list-style-type: none"> <li>Professional development</li> <li>Access to Dirigo Star</li> <li>Collective resource bank</li> <li>On-call school improvement coach</li> <li>Innovation summits</li> <li>Self-assessment tool</li> <li>Curriculum and instructional support</li> </ul>
<b>Tier II</b>	Below expectations (in specific, targeted accountability indicators)	<ul style="list-style-type: none"> <li>District-wide or school based PD</li> <li>Targeted summer PD</li> <li>Increased financial support</li> <li>Flexible face-to-face school improvement coach support</li> </ul>
<b>Tier III</b>	Below expectations across multiple indicators (requires review for support)	<ul style="list-style-type: none"> <li>Face-to-face school improvement coach</li> <li>Increased financial support for school- specific PD</li> <li>Principal meetings &amp; leadership development</li> </ul>

- Coaches are assigned by DOE (12 are available) and assist with data analysis and comprehensive planning (pgs. 20, 21).

- Schools exit tiered status by providing evidence of improvement, using exit criteria to be identified by DOE (pgs. 34, 35).
  - “Maine has determined that an award of less than the minimum amount of \$50,000 for each identified school...will be sufficient to support the effective implementation of a plan” (p. 36).
3. All schools, regardless of eligibility for Title I funding, complete a **school improvement plan** [using Dirigo Star]. The plan includes an “integrated budget” that “will reflect federal, state, local and any regional resources dedicated to the projected work”. Each school’s plan will reflect these expectations (p. 21):
1. Establish a school leadership team including the principal, staff representing content and student groups, parents, students where appropriate/possible, and district leadership
  2. Differentiate the school’s improvement plan elements aligning to the school’s level of challenge and priority of needs
  3. Assess and implement key principles of school success:
    - Strong leadership
    - Staff evaluation and professional development (PD)
    - Expanded time for student learning and teacher collaboration
    - Rigorous, aligned instruction
    - Use of data for school improvement and instruction
    - Positive school and classroom culture
    - Family and community engagement
  4. Assess and implement key improvement indicators:
    - Identification process for all students at risk of failing or in need of targeted interventions
    - Tiered, differentiated intervention process to assign research-based interventions aligned to individual needs of identified students
    - Monitoring process for targeted intervention students to ensure fidelity and effectiveness
  5. Develop tasks to address challenge areas and measure progress—all schools may use Dirigo Star to help document and monitor interventions and tasks
  6. Have plans and tasks reviewed by school improvement coaches and the Maine Department of Education (DOE)
  7. Monitor plans quarterly (DOE will monitor plans at least annually)
4. **Effective teacher data** will be reported to the DOE and publicly available (p. 53), but not included in a school’s summative accountability score. Teacher status will be reported in three categories: ineffective teachers; inexperienced teachers; and out-of-field teachers. Definitions (p. 49):
- 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”
- Inexperienced teacher.** “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.”
- Out-of-Field Teachers.** “Out-of-field is defined as a teacher with professional certification who has no endorsement for the subject or course he or she is assigned to teach or who is teaching outside his or her certified grade level.”