



**Toward More Meaningful State
Accountability**

Maine's ESEA Flexibility Request

Stephen Bowen, Commissioner
August 20, 2012



Agenda

- Welcome & Introductions
- Rationale & Approach
- Overview of Maine's Request
- Questions & Answers
- Feedback
- Next Steps

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Rationale

- The current system is broken...
 - Uses a single ‘snapshot in time’ measure—test scores—to determine school effectiveness
 - Uniform school achievement targets increase every year, progress is not recognized
 - States have limited flexibility in implementing school improvement strategies
 - System lacks credibility, does not drive meaningful change



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ESEA Flexibility

- US DOE recognizes the system is broken, is providing states the opportunity to build a more meaningful accountability system



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ESEA Flexibility

- NOT a blank check – must follow fed guidelines:
 - Implement College & Career Ready Standards
 - Must assess and report
 - Reading and Math (3-8 & HS)
 - HS graduation
 - Must identify and support struggling schools
 - Must support effective instruction & leadership



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Maine's Process...

- Fall 2011: Webinars & Survey
- Closely reviewed Nov. 2011 & Feb. 2012 submissions by other states
- Put four workgroups in place to develop proposal
- Established DOE Website with materials



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Maine's Process

- Public Forums
- Meetings with student, parent, and community groups
- Sep. 6, 2012 Submission of waiver application



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Required Principles of ESEA Flexibility

Principle 1: College- and career-ready expectations for all students

Principle 2: State-developed differentiated recognition, accountability, and support

Principle 3: Supporting effective instruction and leadership



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Principle 1: College- and Career-Ready Standards

- Maine has adopted Common Core State Standards in ELA & math
- Smarter Balanced Assessment in development, will replace NECAP & SAT
- Maine DOE developing comprehensive resources and supports, working with Maine's Higher Education community on indicators of college readiness
- Next Generation Science Standards in development



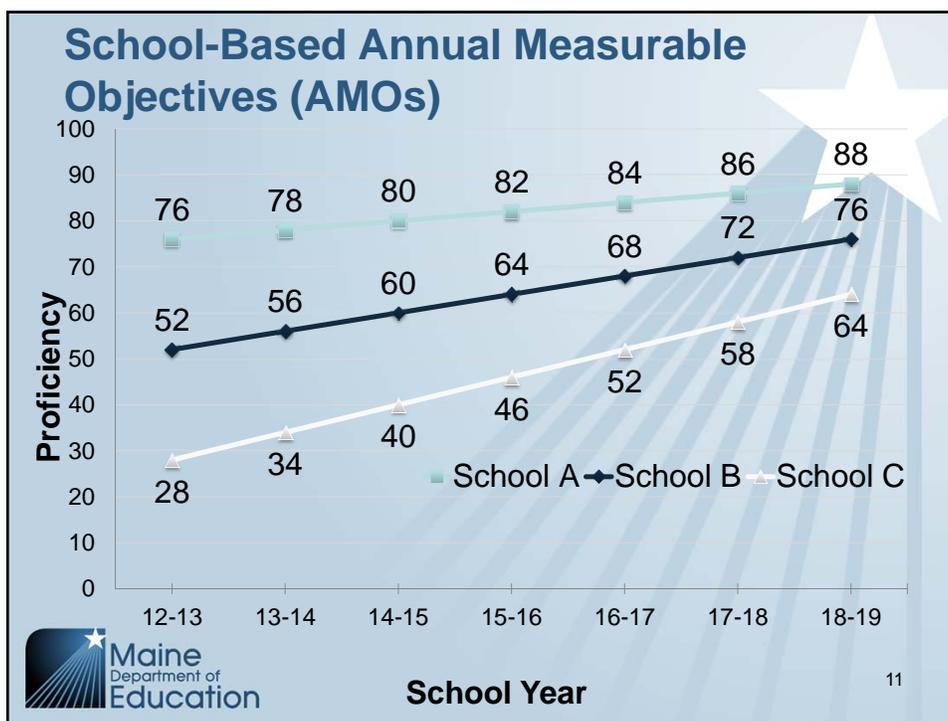
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Principle 2: Identifying, Recognizing & Supporting Schools

- Required to assess, measure, report on reading & math scores, HS graduation rate
 - (Writing and science will continue to be assessed, but not used in determination)
- Use scores to establish each school's performance and progress against school-based targets
- Goal is increase proficiency rates by 50% over 6 years



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School Accountability Index

- Absolute performance (against school target)
- Progress toward school target
- Student Growth Percentile (grades 4-8)
- 5-year graduation rate against 90% goal

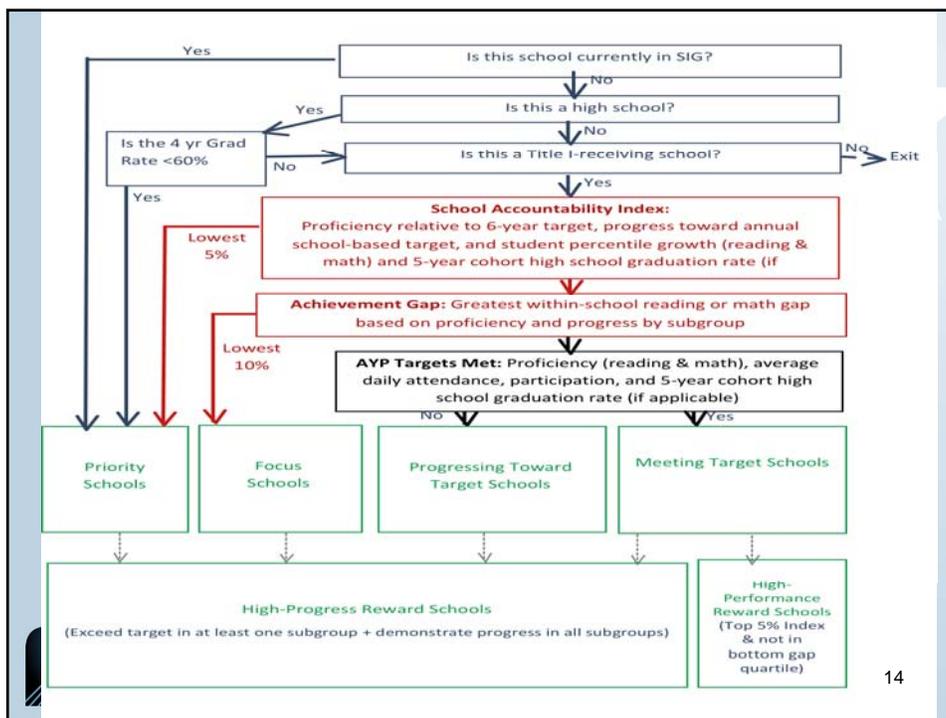
Within-School Accountability Gap Index

- Achievement and progress of student subgroups in math and reading using:
 - Absolute performance (against school target)
 - Progress toward school target
- Determine highest gap within school for all eligible subgroups

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Annual School Report Cards

| Federal Reporting Measures (All Public Schools) | Accountability Indicators (Title I Receiving Schools) |
|---|---|
| Student proficiency for applicable grade levels, content areas, and subgroups | School Accountability Index |
| Graduation rates | Within-School Achievement Gap Index |
| Average Daily Attendance | Accountability Designation (Priority, Focus, Progressing, Meeting, Reward) |
| Participation | |



Principle 2: Interventions & Supports*

- Self-Assessment
- Improvement Plan
- Alignment with 7 ESEA Turnaround Principles (P)
- Targeted Title I accountability / ESEA directed funds (P, F)
- Required 20% set-aside of Title I district allocation (applies only to P & F schools not exiting status in 2 years)



**Applies to Priority & Focus schools and available to all public schools, if not otherwise noted*

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Principle 2: Interventions & Supports*

- Convert to Schoolwide Title I program (P,F)
- School-based improvement team
- DOE Title I School Improvement Consultants (P, F, CIPS)



**Applies to Priority & Focus schools and available to all public schools, if not otherwise noted*

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Principle 2: Interventions & Supports*

- Specialized DOE support (RTI, SWD, ELL, Student Services (truants, dropouts, homeless, migrant students, content, etc,))
- Affinity / Special Issue Networks
- Regional Networks
- Transformational Leaders Network (P, F)

**Applies to Priority & Focus schools and available to all public schools, if not otherwise noted*



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Principle 2: Interventions & Supports*

- Quarterly/Continuous progress reports (P, F)
- Annual reporting (P, F)
- DOE-sponsored school improvement events
- DOE web-based improvement resources for best practices (instruction, leadership, community engagement)
- Online AMO, SAI, and Gap Index calculator

**Applies to Priority & Focus schools and available to all public schools, if not otherwise noted*



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Principle 2: Reward Schools

- High Performance
 - Top 5% on SAI
 - Meeting/Exceeding all AMOs
 - No significant achievement gap
- High Progress
 - Meet/Exceed at least one AMO
 - Progress Toward all AMOs
- Recognitions



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Old vs. Proposed System

- | | |
|---|---|
| <ul style="list-style-type: none"> • Single, snapshot measure • Uniform school achievement targets increase every year, progress is not recognized • States have limited flexibility in implementing school improvement strategies • System lacks credibility, does not drive meaningful change | <ul style="list-style-type: none"> • Student achievement + growth • School-based annual learning goals • Menu of supports & interventions available based on determined need • More credible system providing schools and districts with tools to succeed |
|---|---|



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Principle 3: Effective Instruction & Leadership

- Requires states to develop standards for teacher and principal evaluation systems
- LD 1858 passed unanimously last legislative session
- 16-member Educator Effectiveness Council put in place, meeting regularly
- Goal: Develop Performance Evaluation & Professional Growth System for Maine



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Effective Instruction & Leadership

Features of Performance Evaluation & Professional Growth System:

1. Professional practice standards;
2. Multiple measures of effectiveness including student learning and growth;
3. An overall rating scale consisting of four levels of effectiveness based on multiple measures;



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Effective Instruction & Leadership

Features of Performance Evaluation & Professional Growth System, continued:

4. A process for using information from the evaluation process to inform professional development;
5. Implementation standards including trained evaluators, regular evaluations, peer review, and a local steering committee to review and refine the local system; and
6. Opportunities for educators rated as “ineffective” to implement a professional improvement plan.



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Effective Instruction & Leadership

Timeline for development of educator effectiveness

- Nov. 1, 2012** - Preliminary report to Ed. Committee
- Nov. 2012-June 2013** - DOE Rulemaking & Legislative Review
- 2012-2013, at least** - MEEC continues
- June 2013** - Progress report to US DOE
- 2013-2014** - Districts develop systems
- 2014-2015** - Districts pilot systems
- 2015-2016** - Districts implement systems



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Overall goals of the waiver

- A system built around attainment of college and career-ready skills
- The use of multiple measures, including growth, in the determination of school accountability ratings
- Targeted, effective interventions for struggling schools
- A focus on improving instructional practices in the classroom.



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Questions, Answers, Feedback

- What's not clear?
- What do you like?
- What should be added or changed to strengthen Maine's proposed accountability system?



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Thank you.



Please share your feedback and encourage your
colleagues to do so as well.

maine.gov/doe/accountability/participate.html

