

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

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NOTE: OMB Control Number forthcoming.

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APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

<p>Legal Name of Applicant (Office of the Governor): <i>John E Baldacci, Governor .</i></p>	<p>Applicant's Mailing Address: State House Station #1, Augusta, Maine 04333</p>
<p>State Contact for the Education Stabilization Fund</p> <p>Name: Susan A. Gendron</p> <p>Position and Office: Commissioner of Education</p> <p>Contact's Mailing Address: Maine Department of Education State House Station #23 Augusta, Maine 04333 Telephone: 207-624-6620 Fax: 207-624-6601 E-mail address: Susan.Gendron@maine.gov</p>	
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): John E. Baldacci, Governor</p>	<p>Telephone: 207-287-3531</p>
<p>Signature of Governor or Authorized Representative of the Governor: <u>X</u></p>	<p>Date:</p>
<p>Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name): <u>Susan A. Gendron, Commissioner</u></p>	<p>Telephone: 207-624-6620</p>
<p>Signature of the Chief State School Officer: <u>X</u></p>	<p>Date:</p>

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Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

Enacted budget and Attachment I

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

x for elementary and secondary education.

x for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): John E. Baldacci, Governor	
Signature:	Date:

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>→ Provide the State website where the data are provided by the State to the public:⁵ https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind</p> <p>⁶ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
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Please respond (Yes or No): Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:³ <http://www.maine.gov/education/hqtp/equityplan030107.pdf>
The January 2009 version, posted on the Maine Department of Education "HQT" page on January 5, 2009, has been sent to the Office of Elementary and Secondary Education, Title II office for posting on the ed.gov site as of December 15, 2009.

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
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Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
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Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element</p>		

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
<p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
<p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p>¹X Yes, the status is correct.</p> <p>→ ²<input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴X The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public:⁵ http://www.maine.gov/education/lsalt/index.htm</p> <p>⁶<input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.</p>		

⁸ The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(2)**

Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the status is correct.

→ ² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:⁵ <http://www.maine.gov/education/lsalt/index.htm>

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	
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Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:⁵

<http://www.maine.gov/education/lsalt/index.htm>

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.
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Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- Yes, this has been completed within the last two years.
- No, this has been completed, but it occurred more than two years ago.
- No, this has never been completed.

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ *2008-09 Policies and Procedures for Accommodations and Alternate Assessment to the Maine High School Assessment* located at: <http://www.maine.gov/education/mhsa/policiesprocedure.htm> and *2008-09 Policies and Procedures for Accommodations and Alternate Assessment to the MEA Grades 3-8* located at <http://www.maine.gov/education/mea/admininfo.htm> .
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	
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Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

¹ Yes, the data are correct.

²X No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³**Enrolled: 16,800, Participating: 16,484, 98.1%**

Please respond (check one):

⁴X The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:⁵

This data is available in all school reports located at: http://www.maine.gov/education/mea/school_reports.htm and http://www.maine.gov/education/mhsa/school_reports.htm and <http://www.maine.gov/education/necap/results.html>

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ¹¹ **Enrolled: 16,798, Participation: 16,550, 98.6%**

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³

This data is available in all school reports located at: http://www.maine.gov/education/mea/school_reports.htm and http://www.maine.gov/education/mhsa/school_reports.htm and <http://www.maine.gov/education/necap/results.html>.

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
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Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

¹ Yes, this was completed within the last two years.

² No, this was completed more than two years ago.

³ No, this has never been completed.

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:⁵ *2008-09 Policies and Procedures for Accommodations and Alternate Assessment to the Maine High School Assessment* located at: <http://www.maine.gov/education/mhsa/policiesprocedure.htm> and *2008-09 Policies and Procedures for Accommodations and Alternate Assessment to the MEA Grades 3-8* located at <http://www.maine.gov/education/mea/admininfo.htm> .

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

- ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	 Confirm 
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p style="padding-left: 40px;">→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:</p> <p style="padding-left: 80px;">³ Click here to enter text.</p> <p>Please respond (check one): Is the State’s current status available on the State’s website?</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State website where the information is collected and publicly available:⁵ http://www.maine.gov/education/lsalt/index.htm</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	 Confirm 
<p>Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls, are correct?</p> <p>¹ <input type="checkbox"/> Yes, the data are correct.</p> <p>² <input checked="" type="checkbox"/> No, the data are not correct.</p> <p> ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:</p> <p> ³Enrolled: 2,450 Participation: 2,342 95.6%</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available and keeps it <i>up-to-date</i> on a website.</p> <p> ➔ Provide the State website where the data are collected and publicly available:⁵</p> <p> This data is available in all school reports located at: http://www.maine.gov/education/mea/school_reports.htm and http://www.maine.gov/education/mhsa/school_reports.htm and http://www.maine.gov/education/necap/results.html.</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website but <i>does not keep it up-to-date</i>.</p> <p> ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> ➔ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website.</p> <p> ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ **Enrolled: 2,450, Participation: 2,408, 98.3%**

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ This data is available in all school reports located at: http://www.maine.gov/education/mea/school_reports.htm and http://www.maine.gov/education/mhsa/school_reports.htm and <http://www.maine.gov/education/necap/results.html>

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
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Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

[See Attachment - StaSum.pdf](#)

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State’s plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

X The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.

Maine currently has an agreement with the National Student Clearinghouse (NSC) to supply data on students attending Institutions of Higher Education (IHE). Maine will be expanding its relationship with NSC to collect the needed data elements to satisfy this requirement and match them to data from its existing K-12 statewide student information system. Once the data elements and matching processes can be demonstrated and confirmed, Maine will create an appropriate data mart within its SLDS data warehouse to serve as a foundation for reporting this information.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:² [Click here to enter text.](#)

Maine defines “persistently lowest achieving schools” as those schools demonstrating a lack of acceptable progress simultaneously in student achievement, as indicated on annual state assessments, high school graduation rates and dropout rates.

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴ [Click here to enter text.](#)

⁵ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.maine.gov/education/pressreleases/ayp/index.html>.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 → Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

<http://www.maine.gov/education/pressreleases/ayp/index.html>

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public Reporting</u> (check if applies)
(c)(10) Maine will utilize the four year adjusted cohort graduation rate for 2009-10 AYP determinations (published in the fall of 2010). Implementation, notification to schools and data collection has already begun.	X	X
A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is		

<p>responsible for the collection of the data, conducting related webinars related to the four-year adjusted cohort graduation rate implementation, and running the calculations; and the state Accountability Director – responsible for coordinating reporting results for AYP.</p> <p>B. Agencies providing technical assistance: technical assistance regarding the four-year adjusted cohort graduation will be provided to the state by an independent outside consultant; this assistance will include guidance to policy directors and the information management team and replication and validation of AYP results; all other actions will be completed by the state OIT and state Accountability Director.</p> <p>C. Budget: the budget to calculate and report the adjusted cohort rate is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: The four-year adjusted cohort graduation rate data will be published as part of the AYP report card as the Other Academic Indicator (OAI) for high schools and reported to schools and districts accordingly. Results will also be made public on the Maine Department of Education’s website in the fall of 2010.</p>			
<p>(c)(11) Maine is building the capacity to collect and report the number and percentage of high school graduates who enroll in an institution of higher education within 16 months of receiving a high school diploma as a component of the Statewide Longitudinal Data System (SLDS). College enrollment data are currently available through a contract with the National Student Clearinghouse. Higher education enrollment data will be maintained and reported by subgroups for each LEA in the SLDS education data warehouse which is scheduled to go live in August 2010.</p> <p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Department of Education and the State Office of Information Technology.</p> <p>B. Agencies, institutions and organizations providing technical assistance: Technical assistance will be provided by the information technology resources of the Department of Education, OIT, and the National Student Clearinghouse (NSC). Additional assistance will be provided by partner states (CT, NH, RI and VT) in the New England Secondary School Consortium (NESSC) who are working together along with NSC to collect and report higher education data on a regional basis.</p>	X	X	

	<p>C: Budget: The initial budget from the 2007 SLDS grant funding for higher education data sharing is \$150,000. The budget includes research costs and National Student Clearinghouse fees. The education data warehouse is also funded under the 2007 SLDS grant. Additional funding for postsecondary linkage of \$194,000 has been requested under the SLDS Recovery Act Grants program. Oversight of the plan is provided by the SLDS steering committee in conjunction with NESSC.</p> <p>D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.</p>			
	<p>Descriptor (d)(1): Maine will make the definition of “persistently lowest-achieving schools” publically as part of the final update of 2009-10 AYP status reports (originally published in the fall of 2009). The data collection has already begun.</p> <p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is responsible for the collection of the data, and ensuring data quality; the state Assessment director, who is responsible for coordinating the assessment process and collection of assessment results from the state’s assessment vendor, and the state Accountability Director, who is responsible for coordinating the AYP reporting process and in coordination with other agencies, coordinates technical assistance (webinars /regional meetings) directed at assessment and AYP.</p> <p>B. Agencies providing technical assistance: Technical assistance will be provided by the resources of the Department of Education, SASA, OIT, and by an independent outside consultant. This assistance will include policy guidance for, Assessment and Accountability directors and the information management team and guidance related to policies and procedures ensuring quality standards for public reporting of assessment and accountability data. All other actions will be coordinated by the state OIT, Assessment and Accountability Directors.</p> <p>C. Budget: The budget to report assessment and accountability results is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: Public reporting will be</p>		X	

published no later than March 1, 2010, as part of Maine’s final update of 2009-10 AYP reporting.			
<p>Indicator (d)(1): Maine will collect and publically report the average statewide school gain in the “all students” category and for student subgroup on the State assessments in reading/language arts, the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress as part of the 2009-10 AYP determinations (published in the fall of 2010). The data collection has already begun.</p> <p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is responsible for the collection of the data, and ensuring data quality; the state Assessment director, who is responsible for coordinating the assessment process and collection of assessment results from the state’s assessment vendor, and the state Accountability Director, who is responsible for coordinating the AYP reporting process and in coordination with other agencies, coordinates technical assistance (webinars /regional meetings) directed at assessment and AYP.</p> <p>B. Agencies providing technical assistance: Technical assistance will be provided by the resources of the Department of Education, SASA, OIT, and by an independent outside consultant. This assistance will include policy guidance for, Assessment and Accountability directors and the information management team and guidance related to policies and procedures ensuring quality standards for public reporting of assessment and accountability data. All other actions will be coordinated by the state OIT, Assessment and Accountability Directors.</p> <p>C. Budget: The budget to report assessment and accountability results is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010. Any necessary supplemental reports will also be made public on the Maine Department of Education’s website in the fall of 2010.</p>	X	X	
Indicator (d)(2): Maine will collect and publically report the			

<p>average statewide school gain in the “all students” category and for student subgroup on the State assessments in mathematics, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress as part of the 2009-10 AYP determinations (published in the fall of 2010). The data collection has already begun.</p> <p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is responsible for the collection of the data, and ensuring data quality; the state Assessment director, who is responsible for coordinating the assessment process and collection of assessment results from the state’s assessment vendor, and the state Accountability Director, who is responsible for coordinating the AYP reporting process and in coordination with other agencies, coordinates technical assistance (webinars /regional meetings) directed at assessment and AYP.</p> <p>B. Agencies providing technical assistance: Technical assistance will be provided by the resources of the Department of Education, SASA, OIT, and by an independent outside consultant. This assistance will include policy guidance for, Assessment and Accountability directors and the information management team and guidance related to policies and procedures ensuring quality standards for public reporting of assessment and accountability data. All other actions will be coordinated by the state OIT, Assessment and Accountability Directors.</p> <p>C. Budget: The budget to report assessment and accountability results is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010. Any necessary supplemental reports will also be made public on the Maine Department of Education’s website in the fall of 2010.</p>			
<p>Indicator (d)(5): Maine will collect and publically report the number and identity of all schools that are persistently lowest-achieving, including secondary school that are eligible, but do not receive Title I fund, as part of the 2009-10 AYP determinations (published in the fall of 2010). The data collection has already begun.</p>	X	X	

<p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is responsible for the collection of the data, and ensuring data quality; the state Assessment director, who is responsible for coordinating the assessment process and collection of assessment results from the state’s assessment vendor, and the state Accountability Director, who is responsible for coordinating the reporting process and in coordination with other agencies, coordinates technical assistance (webinars /regional meetings) directed at assessment and accountability reporting.</p> <p>B. Agencies providing technical assistance: Technical assistance will be provided by the resources of the Department of Education, SASA, OIT, and by an independent outside consultant. This assistance will include policy guidance for, Assessment and Accountability directors and the information management team and guidance related to policies and procedures ensuring quality standards for public reporting of assessment and accountability data. All other actions will be coordinated by the state OIT, Assessment and Accountability Directors.</p> <p>C. Budget: The budget to report assessment and accountability results is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010. Any necessary supplemental reports will also be made public on the Maine Department of Education’s website in the fall of 2010.</p>			
<p><u>Indicator (d)(6):</u> Maine will collect and publically report the number and identity of secondary schools that are persistently lowest-achieving, that are eligible, but do not receive Title I funds, and have been turned around, restarted, closed, or transformed in the last year, as part of the 2009-10 AYP determinations (published in the fall of 2010). The data collection has already begun.</p> <p>A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Office of Information Technology that is responsible for the collection of the data, and ensuring data quality; the state Assessment director, who is responsible for coordinating the assessment process and collection of assessment results from the state’s assessment vendor, and the</p>			

<p>state Accountability Director, who is responsible for coordinating the reporting process and in coordination with other agencies, coordinates technical assistance (webinars /regional meetings) directed at assessment and accountability reporting.</p> <p>B. Agencies providing technical assistance: Technical assistance will be provided by the resources of the Department of Education, SASA, OIT, and by an independent outside consultant. This assistance will include policy guidance for, Assessment and Accountability directors and the information management team and guidance related to policies and procedures ensuring quality standards for public reporting of assessment and accountability data. All other actions will be coordinated by the state OIT, Assessment and Accountability Directors.</p> <p>C. Budget: The budget to report assessment and accountability results is operationalized for implementation this year (2009-10). No additional costs are anticipated beyond those already approved and forecasted to complete this plan.</p> <p>D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010. Any necessary supplemental reports will also be made public on the Maine Department of Education’s website in the fall of 2010.</p>			
<p><u>Indicator (d)(7), Indicator (d)(8), Indicator (d)(9), Indicator (d)(10), Indicator (d)(11), Indicator (d)(12),</u> Maine currently does not have Charter Schools, but has initiated legislative action to create <u>Innovative Schools.</u> This legislation would allow LEAs to create schools that are innovative and autonomous (as defined in Race to the Top), and are not in conflict with current school approval requirements.</p>			
<p style="text-align: center;"><u>Element</u></p>	<p style="text-align: center;"><u>Collection</u> (check if applies)</p>	<p style="text-align: center;"><u>Public Reporting</u> (check if applies)</p>	
<p>Descriptor (a) 1, 2; Indicators (a) 3-7: Maine has collected the required data metrics for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal. This data is being collated and analyzed as a "baseline" collection process and data set upon which to base final data collection processes and allow for comparative</p>		X	

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4	X	
5		X
6		X
7		X
8	X	
9	X	
10		X
11	X	
12	X	

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)		
Indicator (c)(12)		

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

Primary oversight for education data is the responsibility of the Data Management Team (DMT) under leadership of Brian Snow, the Education Data Manager. The DMT includes representatives from each of the key areas in the Department including: the Commissioner (Susan Gendron), Deputy Commissioner (Angela Faherty), School Finance and Operations (Suzan Beaudoin), Special Services (Dana Duncan), SLDS Project Director (Bill Hurwitch), SLDS Training (Dan Chuhta), Federal and State Reporting (Charlotte Ellis), School Nutrition (Walter Beesley), Career & Technology Education (Charlie Hartman), Child Development Services (Debra Hannigan), Education Technology (Jeff Mao), AYP (Rachelle Tome), Assessments (Susan Smith) as well as OIT (Mindy Parker) and a Director of Technology from a school district (Sharon Betts). The DMT meets monthly to review any issues related to education data collection and dissemination and to ensure that State and federal (i.e., FERPA) policies are properly implemented. The DMT closely monitors the development of the statewide longitudinal data system and other data related projects and initiatives. The SLDS Project Director gives status reports to the DMT including copies of the monthly updates provided to the IES SLDS Project Officer.

The DMT has been actively involved in the data sources inventory and data dictionary projects from the 2007 SLDS grant. Each member serves as the data steward for his/her program area and ensures that the required data are reviewed, verified and updated. Policy decisions or changes are overseen by the Leadership Team which includes all Department Policy Directors. The Leadership Team, under the direction of the Commissioner, is responsible for developing and executing a strategic plan for PreK-12 public education in the State of Maine, budgeting for the implementation of the plan, providing information to the Maine Legislature, the State Board of Education, and the people of Maine on the current status and future needs of Maine schools. Additional support will be provided by the Department's Education Compliance Coordinator and by Sarah Forster, Assistant Attorney General.

The Data Management Team will monitor the progress of education data systems in achieving the requirements of the indicators and descriptors as well as the Data Quality Campaign *Ten Essential Elements of Longitudinal Data Systems* and the *Ten State Actions to Ensure Effective Data Use*. Focus groups and surveys are planned with internal and external stakeholders to collect feedback on how well the State systems address their needs and how the data are being used to inform policy and program decisions and actions.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

Governance of the technical components and overall security of the longitudinal data system is the responsibility of the Office of Information Technology under the direction of the State Chief Information Officer. OIT maintains, supports, and evaluates the technical infrastructure, including data security, accessibility, application maintenance and network services. All Department of Education servers are hosted and maintained by OIT in a secure off-site environment that is monitored twenty-four hours a day seven days a week. The OIT Enterprise Security Officer works closely with the State Attorney General's Office and the Data Management Team to develop and implement security policies and procedures that meet or exceed all State and federal requirements including FERPA and HIPAA. The State IT security policy is posted at <http://www.maine.gov/oit/policies/ITSecurityPolicy2008.pdf>.

Maine's Educator Quality & Effectiveness Survey 2009 – 2010 Data Report

SAU	School	Teacher Evaluation System	Student Achievement Data Used	Number & % of Teachers at Each Level	Data Publicly Reported	Principal Evaluation System	Student Achievement Data Used	Number & % of Principals at Each Level By SAU Only
SAD #61	Songo Locks School	<i>Text here For each SAU</i>	Y or N	Level 1: 75/100 = 75% Level 2: 20/100 = 20% Level 1: 5/100 = 5%	Y or N Or N/A	<i>Text here For each SAU</i>	Y or N Or N/A	Level 1: 75/100 = 75% Level 2: 20/100 = 20% Level 1: 5/100 = 5%

Descriptor (a) (1) Describe, for your SAU and/or School, the system used to evaluate the performance of teachers and the use of results from that system in decisions regarding teacher development, compensation, promotion, retention, and removal;

Indicator (a) (3) Indicate, for your SAU and/or School, whether the system used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion;

Indicator (a) (4) Provide, for your SAU and/or School, whose teachers receive performance ratings or levels through an evaluation system, the number of teachers rated at each performance rating or level;

Indicator (a) (5) Indicate, for your SAU and/or School, whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the SAU;

Descriptor (a) (2) Describe, for your SAU and/or School, the system used to evaluate the performance of principals and the use of results from that system in decisions regarding principal development, compensation, promotion, retention, and removal;

Indicator (a) (6) Indicate, for your SAU and/or School, whether the system used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion; and

Indicator (a) (7) Provide, for your SAU, whose principals receive performance ratings or levels through an evaluation system, the number of principals rated at each performance rating or level.

INFORMATIONAL LETTER:
POLICY CODE:

TO: Superintendents of Schools, and School Principals

FROM: Susan A. Gendron, Commissioner

DATE: December 18, 2009

RE: State Fiscal Stabilization Fund (SFSF) *Educator Quality and Effectiveness Survey* 2009-2010 Data Collection

Data for the newly required 2009-2010 Educator Quality and Effectiveness Survey will be web-enabled through the MEDMS database. In order to facilitate the Department's submission of the Application for the Phase II State Fiscal Stabilization Fund to the U.S. Department of Education, I am asking that the data be submitted via MEDMS, no later than January 11, 2010. **The *Educator Quality and Effectiveness Survey* will be available on December 21, 2009. Specific directions for entering the data can be found at the end of this Letter and in the online survey itself.**

The purpose of this newly designed *Educator Quality and Effectiveness Survey* is to collect baseline data for ARRA "Assurance (a)" under the State Fiscal Stabilization Fund (SFSF):

Assurance (a): Achieving Equity in Teacher Distribution

"A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

To receive the remaining portion of a State's allocation under the Education Fund of the Stabilization program, a Governor must submit to the United States Department of Education an application that provides the State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the education reform assurance area."

This MEDMS online data survey collects "BASELINE DATA" for needs assessment and strategic planning purposes, not for online posting. The State of Maine Department of Education will be required to collect these data again, prior to September 30, 2011 in order to meet "Assurance (a)" of the State Fiscal Stabilization Fund and post the collected data online in some fashion.

The data for this school-based survey must be collected individually for each school and then electronically entered into the MEDMS database. The survey form can be accessed in MEDMS at the superintendent level.

Once logged into MEDMS choose "Educator Quality" under the "Application" drop down menu, and then "Add" under the "Action" drop down menu. Use the "Update" choice under "Action" only if it is necessary to go back and change data, or if necessary to add additional rows under "indicators" a (4) or a (7) at a later time.

For each *indicator and descriptor*, please follow the specific directions. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer).
- A **descriptor** asks for information that could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements.

Also, please submit a copy of your SAU/School Teacher and Principal Evaluation Systems, and its supporting documents, policies and procedures. We intend to use those collected as models upon which to begin research into existing systems in use in Maine. You may be asked at a later date for permission to share your Evaluation System(s) with the field as a sample. We ask that you submit these documents electronically to: dan.conley@maine.gov

For a "Frequently Asked Questions" document on this and other State Fiscal Stabilization Fund Assurances and their requirements please go to:
<http://www.maine.gov/education/recovery/index.html>

**We welcome your input on how to improve this data collection instrument and its use.
Thank you for completing this survey as accurately as is possible at present.**

If you have questions about how to answer any of these questions contact Daniel Conley at dan.conley@maine.gov, or call (207) 624-6639.

For technical help with this survey contact the MEDMS HELP Desk at (207) 624-6896.

DRAFT Notes for Invitation Letter re: New England Teacher Effectiveness Collaborative/Coalition (NETEC)

Purpose:

To create and maintain an enduring collaboration around teacher (educator?) effectiveness in New England. Through this collaboration, the New England states will leverage existing federal resources (i.e. NECC, NCCTQ, REL-NEI, NERRC) in order to accomplish several goals -- *for example:*

- Identify strategies to meet the teacher and principal effectiveness assurances;
- Reduce duplication of effort within states and across initiatives;
- Integrate state priorities through the lens of teacher effectiveness *e.g. state systems of support, RTI, high school redesign/dropout prevention, etc.;*
- Identify a well-designed, research-based set of models for evaluation of teacher effectiveness;
- Act as a multi-state advocacy and knowledge resource for state education leadership; and
- Create a community of practice across the spectrum of teacher development – *recruitment, preparation, induction, ongoing professional learning toward improved teacher effectiveness.*

Organization and structure:

Each state will identify and invite representatives from key state-wide organizations to participate in the NETEC. While each state will determine which organizations to invite, some of the likely candidates include the following: SEA leaders in Title I, Title II, Special Education, Teacher quality/effectiveness; Representatives from teacher associations, principals, superintendents, legislators; Governor's education liaisons; and faculty from colleges and universities.

The New England Comprehensive Center will serve as convener and facilitator of the NETEC. The National Content Center on Teacher Quality, the Regional Education Laboratory of the Northeast and Island, and the Northeast Regional Resource Center will serve as collaborative partners providing content expertise and access to research and resources.

The NETEC will convene through a combination of in-person, teleconference and virtual venues. A core advisory group will meet via teleconference in July/August 2009 to clarify the overall goals, objectives and outcomes of the NETEC. The first in-person meeting of the NETEC will occur in August/September 2009. A series of webinars have been proposed to support the teacher effectiveness work in New England. Some of the proposed topics are: Shifting from Teacher Quality to Teacher Effectiveness; Establishing Higher Education Collaboratives in New England; RTI; Equitable Distribution of Highly Qualified Teachers; Gen Y Teachers: Implications for Teacher Development; and INTASC Standards.

Maine Department of Education: PK – Adult Team Work Plan

OVERARCHING GOAL: Increasing Equitable Distribution of Highly Qualified and Effective Educators

<p>Goal #1: Meet the requirements of the ARRA, SFSF Assurance (a): Achieving equity in teacher distribution. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated; and the distribution of performance evaluation ratings or levels among teachers and principals. Specifically, a State must—</p>	Impact Area(s)				
<p>Objectives:</p> <p><u>Indicator (a)(1).</u> Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA);</p> <p><u>Indicator (a)(2).</u> Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA);</p> <p><u>Descriptor (a)(1).</u> Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal;</p> <p><u>Indicator (a)(3).</u> Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion;</p> <p><u>Indicator (a)(4).</u> Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level;</p> <p><u>Indicator (a)(5).</u> Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA;</p> <p><u>Descriptor (a)(2).</u> Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal;</p> <p><u>Indicator (a)(6).</u> Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion; and</p> <p><u>Indicator (a)(7).</u> Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</p>	MLR	IM	ASMT	ACCT	USDE
	Diagnostic Matrix				

Maine Department of Education: PK – Adult Team Work Plan

Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence
		S	M	F	Entity	Contact	Time	Labor	
% complete	Indicator (a) (1) - Confirm 2008 – 2009 HQT Data for CSPR submission - Update HQT website to include EQE data and docs	Nov 9, 09	Nov - Dec 09	Dec 09	-MDOE	-Daniel Conley* -Barbara Moody -MIS Staff "	1	-1 MDOE FTE	-Annual HQT Data summary - RIA "Validation" of Process/Data - Updated Website - CSPR submission and acceptance by USED
% complete	Indicator (a) (2). - Confirm State's Teacher Equity Plan is up to date - Identify "high need" schools/SAUs (HNS) - Notify/consult with HNS for needs assessment - Plan technical assistance to HNS	Nov 9, 09	Nov – Dec 09 Jan. 10	Jan 10	-MDOE	-Daniel Conley* -Barbara Moody -MIS Staff "	1	-1 MDOE FTE	- Stakeholder's meetings held -Data collection/analysis complete & reported - Updated Website
% complete	Descriptor (a) (1 -2), Indicators (a) (3 – 7) - Meet with Stakeholders to collaborate on assigned goals and activities, and seek input - Collect/analyze/report data using electronic "EQE" Survey - Update HQT website to include EQE data and docs	Nov 9, 09	Nov – Dec 09 Jan. 10	Jan 10	-MDOE -LEA -Educ. Partners	-Daniel Conley* -Barbara Moody -MIS Staff -LEA Staff -"Educ Partners"	123	-2 MDOE FTE -Outside Staff as needed	- Stakeholder's meetings held -Data collection/analysis complete & reported - Updated Website

Maine Department of Education: PK – Adult Team Work Plan

Goal # 2: Meet the requirements of SP0458, LD 1277, item 2, 124th Maine State Legislature , Amendment C "A", Filing Number S-268 ‘Resolve, To Encourage Alternative Compensation Models for Teachers and School Administrators’							Impact Area(s)				
	Objectives - The Maine Department of Education shall prepare and submit an application for federal grant funds from the federal Teacher Incentive Fund and any other applicable federal program to develop a state-based alternative compensation grant program for school administrative units; and be it further						MLR	IM	ASMT	ACCT	USDE
							Diagnostic Matrix				
Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence		
		S	M	F	Entity	Contact	Time	Labor			
100 % complete	2.1 the Department of Education shall review alternative compensation models established in other states and governmental or educational entities that allow for performance-based compensation, including bonuses for teachers and school administrators and the bases upon which the alternative compensation is determined;	Apr 09	Aug 09	Nov 09	-MDOE	-Daniel Conley*	120	-1 MDOE FTE	-reference materials, minutes, notes of meetings/conferences & communications		
60 % complete	2.2 the Department of Education shall review the requirements of the federal Teacher Incentive Fund program and any other federal grant program under which funds may be used for establishing alternative compensation models for educators.	Apr 09	Aug 09	Date of RFP on Fed Reg.	-MDOE	-Daniel Conley*	80	-1 MDOE FTE	-reference materials, minutes, notes of meetings/conferences & communications		
20 % complete	2.3 That the Department of Education shall establish an application process whereby school administrative units may apply to participate in the alternative compensation grant program	Date of RFP on Fed Reg.	Durat ion of RFP	Subm ission Deadl ine of RFP	-MDOE	-Daniel Conley*	60	-1 MDOE FTE	-reference materials, minutes, notes of meetings/conferences & communications - Application process and documentation		

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0 % complete	2.4 The department shall prepare and submit an application for federal grant funds from the federal Teacher Incentive Fund and any other applicable federal program to develop a state-based alternative compensation grant program for school administrative units	Date of RFP on Fed Reg.	Duration of RFP	Submission Deadline of RFP	-MDOE	-Daniel Conley*	160	-2 MDOE FTE Outside Staff as needed	-reference materials, minutes, notes of meetings/conferences & communications - Application process and documentation
50 % complete	2.5 The department shall seek outside funding and technical support for use in the development, implementation and evaluation of any alternative compensation models developed through the alternative compensation grant program.'	Date of RFP on Fed Reg.	Duration of RFP	Submission Deadline of RFP	-MDOE	-Daniel Conley*	80	-2 MDOE FTE Outside Staff as needed	-reference materials, minutes, notes of meetings/conferences & communications - Application process and documentation
0 % complete	2.6 the Department of Education shall submit annual reports to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs by January 15, 2011 and January 15, 2012 describing the progress of the school administrative units participating in the alternative compensation grant program under section 2 and report the results of any independent analysis conducted on the effects of alternative compensation systems, including but not limited to student outcomes, teacher recruitment and retention	Acceptance of App by USED	Beginning of first implementation year	January 15, 2011	-MDOE	-Daniel Conley*	40	-2 MDOE FTE Outside Staff as needed	-reference materials, minutes, notes of meetings/conferences & communications - Application process and documentation

Maine Department of Education: PK – Adult Team Work Plan

Goal # 3-Form a New England Collaborative for Educator Quality and Effectiveness (NECEQE)							Impact Area(s)				
	Objectives <ul style="list-style-type: none"> Get to standards-based continuum for teachers and administrators from pre-service – retirement Commonality among NE states – Common Market Better and differentiated support for teachers and leaders based on standards and evaluation practices – better accountability for student outcomes 					MLR	IM	ASMT	ACCT	USDE	
						Diagnostic Matrix					
Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence		
		S	M	F	Entity	Contact	Time	Labor			
75 % complete	3.1 Convene a group of SEA Teacher Quality/Certification staff from the 6 New England States to collaborate on ARRA SFSF “teacher and principal effectiveness Assurance” and related issues and initiatives.	Apr 09	Fall 09	No end date	CT, MA ME, NH, VT, RI SEAs	-Daniel Conley* -Barbara Moody -“Educ Partners”	120	-1 MDOE FTE	-minutes, notes of meetings & communications - NECEQE Workplan		
30 % complete	3.2 Develop a definition of teacher effectiveness	Apr 09	Fall 09	No end date	CT, MA ME, NH, VT, RI SEAs	-Daniel Conley* -Barbara Moody -“Educ Partners”	120	-1 MDOE FTE	-minutes, notes of meetings & communications - NECEQE Workplan		
30 % complete	3.3 Develop performance-based standards	Apr 09	Fall 09	No end date	CT, MA ME, NH, VT, RI SEAs	-Daniel Conley* -Barbara Moody -“Educ Partners”	120	-1 MDOE FTE	-minutes, notes of meetings & communications - NECEQE Workplan		
30 % complete	3.4 Identify and develop measurement tools	Apr 09	Fall 09	No end date	CT, MA ME, NH, VT, RI SEAs	-Daniel Conley* -Barbara Moody -“Educ Partners”	120	-1 MDOE FTE	-minutes, notes of meetings & communications - NECEQE Workplan		

Maine Department of Education: PK – Adult Team Work Plan

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

II. INDICATOR (b)(1)

Plan Element #4

Maine is building the capacity to communicate with higher education data systems as a component of the Statewide Longitudinal Data System (SLDS). The linkage of the secondary and postsecondary data systems includes two projects; aligning student identifiers with transcript data and collaboration with higher education institutions on sharing data for longitudinal studies.

Align student identifiers with higher education data systems - Maine high schools are in the process of adding the unique state student identifier field to their transcripts. Aligning the identification of students in the University of Maine System (UMS) with the SLDS data warehouse will require loading the unique state student identifier into Mainstreet, the PeopleSoft data system that serves Maine's seven four-year public universities. There are three milestones to this project:

- Add the Maine state student identifier field in the Mainstreet tables;
- Develop a one time project to receive data from the Maine Department of Education and match it to UMS students and then load the data into Mainstreet; and
- Establish an ongoing periodic process to catch up identifiers UMS has not received through the admissions process.

The three milestones are expected to be completed by September 2010.

The processes and policies for aligning high school and postsecondary students established with UMS will be the basis with expansion to other Maine public and private higher education institutions.

Collaboration with higher education institutions on sharing data for longitudinal studies. The alignment of the Unique State Student Identifier with higher education institutions will enable data sharing and research studies. Data sharing initiatives began with the 2007 SLDS grant project. Research studies will be conducted by the Maine Education Research Policy Institute (MEPRI). Initial studies are scheduled to be conducted in the summer of 2010.

Maine is participating in two consortiums; the Maine Higher Education Council (MHEC), a consortium of the public and private postsecondary institutions in the State of Maine; and the New England Secondary School Consortium (NESSC) which includes representatives from Connecticut, Maine, New Hampshire, Rhode Island and Vermont. The planned collaboration with MHEC is described below in Plan Elements #11 and #12.

A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the higher education data communication projects include the Department of Education, the University of Maine System and the State Office of

Information Technology (OIT). After the initial pilot the project will be expanded to include the Maine Community College System.

B. Agencies, institutions and organizations providing technical assistance:

Technical assistance will be provided by the information technology resources of the Department of Education, OIT, UMS and other participating higher education institutions as well as the Maine Education Policy Research Institute.

C. Budget: The initial budget from the 2007 SLDS grant funding for higher education data sharing is \$150,000. The budget covers technical costs for Mainstreet programming, research costs and National Student Clearinghouse fees. Additional funding for postsecondary linkage of \$194,000 has been requested under the SLDS Recovery Act Grants program. Oversight of the plan is provided by the SLDS steering committee in conjunction with MHEC and NESSC.

D: Plan for Public Reporting: Public reporting of the progress and results from research studies will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.

Plan Element #8

All employees of Maine schools, including teachers, are assigned a Unique State Staff Identifier. Teacher data currently collected by the Maine Education Data Management System includes: demographics, employment and job functions. While the system captures course and highly qualified teacher data it does not match teachers to individual students.

As part of the Statewide Longitudinal Data System work is currently under way to collect individual student course taking data from local student information systems. This will enable linkage student identifiers with teacher identifiers. The initial project involves synchronization of teacher/class/student data with schools that are using the Infinite Campus statewide student information system with the State data system. The statewide system currently serves 40% of the student population. Pilot synchronization projects are scheduled to take place during the 2010-2011 school year.

Maine is planning to replace the legacy credentialing system and add a teacher quality management system. This will provide core systems that educators can access for critical data they need to improve teacher effectiveness. The design of this component is based on Maine's involvement in the CCSSO Interstate New Teacher Assessment and Support Consortium (INTASC) and evaluating teacher support and data systems in other member states.

The teacher quality management system will include the following key functionality:

- Browser independent web-based secure access for teachers, superintendents and principals. Superintendents and principals will be able to monitor teacher progress and offer on-line mentoring programs;

- Self-service capabilities that assist teachers with managing their career development and helping them track their growth, build portfolios and create transcripts;
- Templates for educators to build individual learning plans aligned to SEA and LEA standards and perform self-assessments based on local, State and national standards;
- Access to professional development programs including catalogs for classroom-based and on-line courses;
- Integration with the SLDS data warehouse and education credentialing system for data collection, reporting and analysis; and
- Training for administrators and end-users.

The goal of the teacher quality management component is to provide a comprehensive on-boarding through retirement system that gives teachers a professional growth and learning community aligned to the needs of the State and LEAs. Together with the new credentialing system the proposed teacher quality management will help support the essential area of reform: *Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers*. Work on the new systems is expected to start in July 2010 with initial deployment by September 2011.

A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Department of Education and the State Office of Information Technology.

B. Agencies, institutions and organizations providing technical assistance:

Technical assistance will be provided by the information technology resources of the Department of Education, OIT, and third party vendors. Subject matter expertise will be provided by the certification and highly qualified teacher program areas.

C: Budget: The costs associated with synchronization of teacher/class/student data between local and State systems will be covered by General Fund allocations for the support and maintenance of the statewide student information system. Additional funding of \$2,200,000 for replacing the legacy credentialing system and adding a teacher quality management system has been requested under the SLDS Recovery Act Grants program..

D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.

Plan Element #9

Student-level transcript information is currently maintained by local school units. Work under the 2007 SLDS Grant project includes the development of a State standard electronic transcript that will facilitate exchange of student transcript data between K-12 schools, postsecondary institutions and the State data system.

Work performed under the 2007 SLDS grant includes development of an “official” high school transcript that will be generated by the statewide student information system. The State SIS vendor, Infinite Campus, plans to deliver the XML format based on PESC standards in early 2010. The system currently produces a PDF version. The University of Maine System (UMS) Shared Services Director will be involved in approving the data fields. The UMS technical staff will map the fields needed by the universities’ admissions departments to fields in Mainstreet to facilitate transcript XML upload process.

The project will initially focus on secondary school student records with the intention to expand the system to include middle and elementary school records in 2011. The project team will collaborate with LEAs and their local student information system vendors to extend the program to non-Infinite Campus school units.

Issues about the security of exchanging student data electronically will be reviewed and policies and memoranda of understanding will be developed. The SLDS Project Director will meet with the Maine Higher Education Council in early 2010 to discuss expanding the program with all twenty-seven public and private higher education institutions in Maine.

The contents of the student transcript record will include:

- Longitudinal history of course completion,
- Cumulative summary of credits earned,
- Certification of diplomas and degrees awarded,
- Documentation of historical dates of enrollment, grade levels assigned, and attendance,
- Participation in programs,
- Longitudinal performance on State assessments including SAT, and
- Additional data as recorded by the school (e.g., rewards, activities, etc.).

Deliverables from this component will include:

- A statewide specification for the contents and format for student transcripts,
- Publication of data standards for the elements within student transcripts,
- Documented security and permission policies including FERPA guidelines,
- A training program for schools for creating electronic transcripts, sending and receiving them, and interfacing with their local student information systems, and
- A training program for schools in creating longitudinal records, data quality, records management, and analysis of student data for educational programs.

The transcript component is scheduled to be in place in August 2010 and deployed in the LEAs during the 2010-2011 school year.

A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Department of Education, the University of Maine System and the State Office of Information.

B. Agencies, institutions and organizations providing technical assistance:

Technical assistance will be provided by the information technology resources of the Department of Education, OIT, LEAs and third party vendors.

C. Budget: The budget from the 2007 SLDS grant funding for electronic transcripts is \$280,000. The budget covers technical development, programming and training costs. Additional funding has been requested under the SLDS Recovery Act Grants program to expand the electronic transcript program to non-public institutions. Oversight of the plan is provided by the SLDS steering committee.

D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.

Plan Elements #11 and #12

There are three initiatives planned for collecting and analyzing longitudinal data concerning postsecondary education readiness and success:

1. A pilot program with the Maine Higher Education Council (MHEC) to share data for longitudinal studies.
2. Multi-state collaboration with the five members of the New England Secondary Schools Consortium (NESSC) to collect, share and analyze data about postsecondary matriculation, college readiness and college success.
3. Research utilizing resources from the Maine Education Policy Research Institute (MEPRI) with studies targeted at high school preparation for college, academic transitions in high school and student progress from high school through college.

MHEC is working with the Maine Department of Education on a pilot program to share data for longitudinal studies. Listed below is a sampling of what is being requested as part of the collaboration.

- *What Universities, Colleges or educational institutions are Maine high school graduates attending? How many students go on to postsecondary institutions? How many students actually enrolled in a postsecondary institution as compared to the students who said they were going on to a postsecondary institution? How successful are higher education institutions in getting students to attend postsecondary institutions?*
- *What remedial courses did students have to take upon admissions? This will help identify school districts having course content issues and/or teacher quality problems in a specific area so the State can provide assistance to those schools needing assistance to ensure that all students have the opportunity to meet the entrance standards required by postsecondary institutions.*
 - Enrollment by high school, town and county
 - Enrollment by remedial course
- *What courses are students taking while in college? This data will help school districts identify which high school preparatory courses have been most helpful in ensuring that students are prepared to enter postsecondary education not needing remediation.*

In the aggregate, the information can help to ensure that the content of the courses is rigorous and driven by the *Maine Learning Results*. Through this data, high schools and their students will see the connection between students' career goals and the high school and postsecondary course content. Postsecondary institutions will benefit from this information when planning their future course development and offerings.

- *What is the academic performance of students?* This would help school districts better understand the performance of their students in the postsecondary environment and allow them to make learning adjustments that improve the educational development of the students of that district. This information can help schools to know if the *Maine Learning Results* are effectively embedded in their course content and instruction.
- *How many teacher candidate students complete a postsecondary degree in education?* This data can allow the Department of Education to identify the institutions from which teachers have received their degrees and teaching certification. This data also allows school districts, the Department of Education and teacher preparation institutions to identify teacher candidate students who are successful in the classroom and those needing support.
- *How many students graduate within six years of entering college?* Information on how students are progressing in their postsecondary education and the number of students that complete their programs within six years.
- *How many students transfer from one higher education institution to another?* This is of value to the local PreK-12 institutions as well as the post secondary institutions. The PreK-12 schools can track what programs students are more likely to complete and which have the highest dropout rate, as well as rates of in-State and out of State transfers among higher education institutions.
- *The number of students who enroll in Maine higher education institutions having participated in the Aspirations Program and/or other early college options while in high school.* This information can be used to evaluate the effectiveness of these college readiness initiatives.
- *The number of GEAR UP students who enroll in Maine higher education institutions.* This information can be used to evaluate the effectiveness of the Gear Up program.
- *The number of enrolled students with one or more of the following: field study requirements; practicum requirements; internship requirements; and/or clinical practice requirements as an essential part of their area of study.* When combined with other student data, this can provide important information on the use and effectiveness of these program components.

The pilot program initially will involve four Maine public and private higher education institutions and is expected to deliver preliminary research data by December 2010.

The NESSC collaboration is developing a process for multi-state (CT, ME, NH, RI and VT) data sharing including tracking students who attend public higher education institutions in partner states. This will support research on college readiness and graduation rates. NESSC is working with the National Student Clearinghouse to provide additional data. The NESSC collaboration began in June 2009 and will start deliver

annual progress reports in 2010. The SLDS directors from the five partner states have been meeting to develop common measures in three areas:

1. Postsecondary Matriculation
 - Actual reported enrollments based on Nation Student Clearinghouse
 - One and two-years after high school graduation rates
2. College Readiness
 - Remedial classes in first year
 - Scores on placement tests
 - SAT/ACT scores
 - Freshman success/failure rate
3. College Success Rate
 - Number of students graduating within 6 years of entering college / Number of students entering college
 - Looking at a regional agreement with the National Student Clearinghouse on possible measurements

The Maine Education Policy Research Institute (MEPRI) will conduct a series of studies. MEPRI, a non-partisan research institute co-directed by two senior researchers from the University of Maine and the University of Southern Maine, is charged by the state Legislature to track the impacts of education programs and to conduct targeted research.

College Readiness. This set of research questions will use latent class/mixture modeling and latent transition analyses to examine student and school factors related to college readiness.

High School Preparation for College. Mixture modeling will examine whether there are subgroups of students who enroll in similar patterns of courses in high school (e.g., non-college prep, trade/professional, general college prep, college STEM prep, etc.). We will first identify student characteristics related to group membership. We will then identify school characteristics related to subgroups, for example whether some schools have more groups than others schools (e.g., general college prep, but no college STEM prep). Finally, we will examine whether school qualities interact with student characteristics to influence group membership. For example, do some schools pull a greater diversity of students into college prep courses than other schools?

Academic Transitions in High School. Latent transition analysis extends mixture modeling to longitudinal processes, examining how individuals move **across** groups over time. In other words, groups are defined at each time point, and an individual's movement from one group to another is examined longitudinally. For example, a high school freshman in the "non-college prep" subgroup may transition into the "college STEM prep" subgroup as a sophomore. Student and school characteristics related to such transitions will be examined.

Student Progress from High School through College. The previous models will then be extended in order to track student progress from high school graduation through college enrollment, persistence, and completion and ultimate placement in the workforce or further education. Special emphasis will be given to examining first generation college students. Factors associated with successful progression through college will be identified, including socio-economics, courses, college major, and individual high school and college effects.

MEPRI researchers will begin developing reports when the SLDS education data warehouse becomes operational in July 2010.

A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Department of Education, the University of Maine System, the Maine Community College System and the State Office of Information Technology.

B. Agencies, institutions and organizations providing technical assistance: Technical assistance will be provided by the information technology resources of the Department of Education, OIT, UMS and other participating higher education institutions. Additional assistance will be provided by the SLDS team from the five partner NESSC states and the Maine Education Policy Research Institute.

C. Budget: The initial budget from the 2007 SLDS grant funding for higher education data sharing is \$150,000. This includes the funding allocated for Plan Element #4 above. Additional funding of \$700,000 for postsecondary data sharing and research has been requested under the SLDS Recovery Act Grants program. The additional funding is primarily focused at developing the data collection and research studies over the three year grant period starting in July 2010. Oversight of the plan is provided by the SLDS steering committee in conjunction with MHEC and NESSC.

D: Plan for Public Reporting: Public reporting will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

III. INDICATOR (b)(2)

Maine is building the capacity to provide student growth data as a component of the Statewide Longitudinal Data System (SLDS). The education data warehouse, funded by the 2007 SLDS grant, includes a growth model data mart. This functionality will be in place by August 2010.

The SLDS reporting and analysis will provide Maine with the ability to design, develop, and support growth models based on student performance and will also allow growth models to be applied to classroom data sets. The SLDS views all data with a static, longitudinal, and predictive component. The traditional growth model is an application of predictive analysis to a particular cohort of students based on their common assessment scores. Any measure that is vertically scalable can be used to develop predictive cohorts, as long as there is at least two years of data. Maine will be able to create a cohort of students with like at risk indicators, apply growth model predictive analysis, and create the comparative benchmarks in order to see deviations from the predicted values.

The SLDS will support the Colorado Growth Model. Based on where each individual student begins, the Colorado Growth Model provides a common understanding of how individual students and groups of students progress from year to year toward state standards. The model focuses attention on maximizing student progress over time and reveals where, and among which students, the strongest growth is happening and where it is not. The model answers three essential questions about student performance:

- What is the growth rate of a student?
- What should be the growth rate for a student to reach a desired level of achievement within a period of time?
- What are the highest sustained growth rates that exist today and under what conditions could they improve?

A. Responsible state agencies: Agencies in the state responsible for the development, execution, and oversight of the plan include the Department of Education and the State Office of Information Technology.

B. Agencies, institutions and organizations providing technical assistance: Technical assistance will be provided by the information technology resources of the Department of Education, OIT and the education data warehouse implementation vendors NCS Pearson and Choice Solutions.

C. Budget: Funding for the growth model data mart is included in the 2007 SLDS grant budget. Additional funding for teacher training has been requested under the SLDS Recovery Act Grants program. Oversight of the plan is provided by the SLDS steering committee.

D: Plan for Public Reporting: Public reporting of progress reports will be published on the SLDS Education Portal. The portal is a component of the 2007 SLDS grant funding and is scheduled to go live in August 2010.