

STATE OF MAINE DEPARTMENT OF EDUCATION

**January 31, 2003
Susan A. Gendron, Commissioner**

**Revised
June 5, 2003**

**Revised
June 30, 2004
Incorporating August 20, 2003 Amendment and
April 1, 2004 Amendment**

**Revised
August 22, 2005
Incorporating 2005 Test Results Transition Flexibility Proxy**



Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.
Principle 5: Subgroup Accountability	
F	5.1 The accountability system <i>includes all the required student subgroups</i> .
F	5.2 The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3 The accountability system includes <i>students with disabilities</i> .
F	5.4 The accountability system includes <i>limited English proficient students</i> .
F	5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6 The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.
Principle 6: Based on Academic Assessments	
F	6.1 Accountability system is based <i>primarily on academic assessments</i> .

Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F P	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy

P – Proposed Policy, awaiting State approval

W – Working to formulate policy

PART II: STATE RESPONSE AND ACTIVITIES FOR MEETING STATE ACCOUNTABILITY SYSTEM REQUIREMENTS

VISION FOR EDUCATION IN MAINE:

SMART STUDENTS WHO ARE GOOD PEOPLE AND LEAD HEALTHY LIVES

Maine’s approach has led to great results in terms of student academic performance. These are results to be proud of, but they also show that we have a long way to go if we are to meet the full promise of *Learning Results* – high performance for each student.

In Maine, it is not enough for our students to show strong academic performance. As we prepare young people for the adult lives they will lead, it is critically important that they learn to be good people and practice healthy behaviors. “Taking Responsibility,” the report of Maine’s Commission on Ethical and Responsible Student Behavior, has become a guide for schools in developing character education programs. *NCLBA* supports the work in Maine to place this in the center of the learning environment, establishing safe and drug-free schools through proactive approaches instead of simply reacting once students are violent or involved with substance abuse. Maine’s mentoring programs, work with the National Center for Student Aspirations, and the federally funded Character Education grant program are all beginning to show positive results.

Reduced teen pregnancy rates, and a significant decrease in teen smoking indicate that students are applying what they know. There are many separate initiatives to promote healthy behaviors, like healthy

eating and physical activity, and linking these behaviors to students as learners. Maine's coordinated approach to all of these initiatives is showing promising results for our youth.

A summary of Maine's plan to implement the system of *Learning Results* in each public school and for each student was submitted with as part of the June 12, 2002 submission of the Consolidated Application. Since the June 12th submission, state leadership has held or presented at almost 30 meetings to aid in the development of the plan that follows. This includes presentations at board meetings of education and business organizations, internal Department informational meetings, forums broadcast using Maine's interactive distance learning system, workshops at the invitation of regional collaboratives or school administrative units, and an extended press conference.

OVERVIEW OF MAINE'S CONSOLIDATED ESEA PLAN

The linkage between Maine's plan to implement the system of *Learning Results* and the federal *No Child Left Behind Act* is clear. While the use of terms may differ, the intent of each is the same: setting high performance standards for each and every student, providing resources and supports to give each student access to these standards, delivering quality programs, measuring progress, and holding students and school administrative units accountable for results. Throughout, the focus is on the learning of each student. Each program, whether new or ongoing, must operate in a way that maximizes student opportunities to learn. When student performance indicates that outside assistance is needed, that assistance must focus on improving student performance rather than on distracting adults from this purpose by adding paperwork requirements. Both Maine and the federal plan have the same overarching goal: each child will meet high performance standards.

Over several months, Maine DOE engaged in dialogue with stakeholders throughout the state and with USDOE, from educators in the field, to members of the public and business sector, to USDOE to evaluate the best way to reconcile the methodologies implicit in the NCLB and Maine approaches to accountability. Thinking clearly about the purposes of assessment - to serve accountability or to inform teaching and learning - will guide our approach to meeting the federal law and honoring at the same time our Local Assessment Systems.

We have taken advantage of the time available before grade level assessment results must be reported to USDOE in 2005-2006 to continue to study and debate the extent to which we can merge these purposes without compromising the intent and integrity of our Local Assessment Systems. At the same time, we have been developing the supportive infrastructure needed for ensuring success. It will take time for us, LEAs and Maine DOE, to fully internalize the vision we have for our students, to turn words into actions. While we appreciate the need for timely decisions, we must be thoughtful and diligent in protecting the integrity of our work. The decisions we will make will drive policy decisions that will impact our children for many years to come. We are committed to achieving clarity on the important issues to complete our final accountability plan.

Maine has taken advantage of the substantial technical assistance provided by USDE and of the flexibility changes instituted over the past several months. Maine will incorporate those changes into our Plan and practice.

Maine's Standards: the System of *Learning Results*

The Maine Legislature has voted five times on the different stages of the implementation of the state's standards, known as the system of *Learning Results*. The system of *Learning Results* includes broad Guiding Principles and defines high levels of understanding and application of knowledge in eight Content Areas: English Language Arts, Mathematics, Science & Technology, Social Studies, Health & Physical Education, Visual & Performing Arts, Career Preparation, and Modern & Classical Languages. Following establishment of the Task Force to develop a system of standards in the early 1990's, the Legislature in 1997 adopted, for each Content Area, challenging Content Standards that are defined by

Performance Indicators grouped in four grade spans that cover the pre-kindergarten through twelfth grade education system. In 2001, Maine's education statutes were aligned with the system of *Learning Results* through passage of an Omnibus Bill for Learning Results Implementation. In the spring of 2002, rules governing educational programs and school approval were enacted. Throughout this process there was extensive public involvement. This is the only approach that can work in Maine, where a high value is placed on the principle of local control and on the worth of each individual in the establishment of policy. Several statewide commissions contributed to the implementation of the system of *Learning Results*.

Maine statute and rules require that the Commissioner conduct a review of the content standards and performance indicators by content area on a four-year cycle. If it is determined that any changes are to be made, the process must be that required for major substantive rulemaking, which concludes with action by the Legislature. The effective date of any changes will be included in the revised rule and will provide sufficient time for assessments to be adapted and fair notice to be given to students.

Other Aspects of NCLBA Requiring Response During USDOE Peer Review:

1. Development of Grade Level Expectations in Reading and in Math

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: The system of *Learning Results* differs from *NCLBA* regarding the development of grade level expectations. Maine, like many other states, has standards for grade spans and not for each grade level in reading and mathematics. This purposeful state policy was determined following extensive discussion by educators and citizens, and with scientifically based research that the learning of children proceeds at varying rates, so the educationally sound approach to standards and assessment for accountability purposes must be based on grade spans. However, to meet NCLB requirements, the Commissioner established grade level expectations for federal purposes only, as a subset of the required state comprehensive assessment system. Given the definition of grade spans and standards adopted by the Maine Legislature, this means that grade level expectations are needed for the grade span standards in reading and math for grades 3, 5, 6, and 7. Because these grade level expectations serve only a federal purpose, they will be adopted by the Maine Commissioner of Education in consultation with Maine educators using the same process as this ESEA Consolidated Application. This has been completed.

A. Development of Grade Level Expectations in Reading and Math:

Maine has completed the development of Grade Level Expectations (GLEs) that are consistent with achieving the full breadth of Maine's *Learning Results* content standards. The GLEs in reading and mathematics were developed with significant input from Maine Educators and were approved by the *Learning Results* Steering Committee in November of 2003 and the Technical Advisory Committee in December of 2003. The finalization for the GLEs was delayed by Maine's consideration of participation in the New England Compact joint assessment approach. Ultimately, Maine decided to proceed on its own in the development of GLEs as well as the grades 3 through 8 assessment. In developing the GLEs, Maine maintained the MLR content standards and performance indicators constant at grades 4 and 8, and backed down the GLEs performance indicators for grades 3, 5, 6, and 7. The suggestion of creating a separate single cluster representing a subset of the content standards (page 4, A) was rejected for an approach that is consistent with the full range of MLR content standards.

The Department is currently finalizing its assessment approach for annual assessment in grades 3 – 8. The design, which includes state level assessments in reading and mathematics, will be aligned with the grade level GLEs. At grades 3, 5, 6 and 7, the assessment will include 67% of the total score points for selected response items, and 33% student constructed response items. The assessment framework continues to be expanded at grades 4 and 8, with 50% of a student's score being derived from constructed response items, including both short and extended response items. A statewide pilot test of the assessment will occur in the 2004-05 school year. The assessment will become operational as required by NCLB in the 2005-06 school year. This new assessment design with consistent performance standards across grades 3 – 8 will become Maine's instrument for determination of school attainment of adequate yearly progress.

2. Other Decisions: Definition of a "Persistently Dangerous" School

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Title 4A personnel have worked with Maine principals, superintendents, State Police, and the Attorney General's Office to develop this definition, to be used for federal purposes. MEDMS will provide common statewide data collection for this purpose to ensure that the same standard is applied in every school.

3. Other Decisions: Assessment of Paraprofessionals

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: The Commissioner will provide assessment tools for paraprofessionals who do not hold an Associates Degree or two years of college. These assessment tools will be:

A. Achieving qualifying scores on the State Board of Education adopted "ParaPro" assessment, provided by Educational Testing Service (ETS)

-or-

B. An assessment of multiple types of reliable evidence provided by the paraprofessional candidate, including juried portfolio, college credits, course and professional development credits, and commercial assessments.

These Assessment tools will be:

1. A measure of knowledge of the teaching of reading or reading readiness, of the teaching of writing or writing readiness, and of the teaching of mathematics or mathematics readiness;
2. Available for access at the local school administrative unit level;
3. Incorporated into the appropriate educator certification rules of the State Board of Education (Maine Department of Education Regulations 013 and 118); and
4. Adopted and implemented in a timeframe for state and local implementation to meet the NCLBA deadline.

PRINCIPLE 1. A SINGLE STATEWIDE ACCOUNTABILITY SYSTEM APPLIED TO ALL PUBLIC SCHOOLS AND LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State?	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of "public school" and "LEA" for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.1 Accountability for every school and school administrative unit

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Maine's Accountability System includes every public school and LEA. The definition of public school and LEA for AYP accountability purposes is the same as for Basic School Approval as specified in Me. Dept. of Ed. Reg. 125.

"School administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district, or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools.

A school administrative unit that does not serve all of grades K-12 will be considered for the grades it serves. A school that does not serve all of grades K-12 will be considered for the grades that it serves. Maine's accountability system is based on holding a school administrative unit accountable for the performance of each school in the unit. If a school is identified based on performance of a grade level for one content area, the performance of the entire school administrative unit is reviewed. A school with no grades assessed under NCLBA, such as a K-2 school, is addressed as part of the review of a school administrative unit when a school in the school administrative unit is being considered for identification as a Priority School. To accomplish this, the Commissioner will back map from grade 4. Schools will be back mapped based on the school feeder pattern. In the absence of a distinct feeder pattern, students will be tracked back based upon the K-2 attendance site of the majority of the students. If a receiving school is identified as not having met AYP, but the sending school can demonstrate through the occurrence of data errors or extraordinary circumstances that warrant review that it has made adequate yearly progress, the sending school's identification as a school in need of improvement will be changed and recorded accordingly, since they are challenging the accuracy of the data.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination. If applicable, the AYP definition is integrated into the State Accountability System.	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.2 Definition of Adequate Yearly Progress Based on Local Assessment Systems
Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)
Completed: The criteria for adequate yearly progress, detailed in item 3.2, are applied uniformly to all public schools and school administrative units (defined in item 1.1), subject to subgroup size limitations detailed in item 5.5. Schools operated by local school boards, by the Department of Education in Maine’s Unorganized Territories, the Maine School of Science and Math, and the Baxter School for the Deaf are all subject to the same accountability system: all participate in the Maine Educational Assessment; all are required to adopt a local assessment system that meets the high technical standards of Me. Dept. of Ed. Reg. 127; all will be linked to the state using the Maine Education Data Management System; all are subject to state assistance if identified as a Priority School; and all have established improvement targets tailored to the performance of each school.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?	State has defined three levels of student achievement: <i>basic</i> , <i>proficient</i> and <i>advanced</i> . Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State’s academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.	Standards do not meet the legislated requirements.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 Number, Names, and Cut Scores of Performance Levels for MEA and Local Assessment System
Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)
Completed: The MEA is the first indicator that identifies the need for a review of a school administrative unit by the Commissioner. Since 1985, the MEA has measured the performance of each Maine student in grades 4, 8 and 11. As such, it is one of the longest-standing state assessments in the nation. Effective with the 1998-1999 administration, the MEA was re-written to be aligned with the content standards and performance indicators of the system of *Learning Results*. The MEA in the past has provided school performance data on selected content standards in six content areas, and individual student performance data on selected content standards in reading, mathematics, and science. Effective with the 2003-2004, the MEA will be administered only in March and will test only reading, writing, mathematics and science/technology at grades 4, 8, and 11.

For both state and federal purposes, Maine plans to use the 2001-2002 MEA results as the baseline to meet *NCLBA* assessment requirements for Reading and Mathematics in grades 4, 8, and 11, and to consider results beginning in 1999-2000 to provide sufficient information in accordance with the subgroup size criteria detailed in item 5.5.

There will be no change in the number or names of the performance levels for the MEA. After extensive discussion in 1999, it was decided that there would be four performance levels entitled “Does Not Meet the Standards,” “Partially Meets the Standards,” “Meets the Standards,” and “Exceeds the Standards.” The PAC has discussed this extensively. Maine’s MEA performance level names were established with extensive participation of educators and citizens. The decision in 1999 and at present is to compare performance to a standard rather than labeling students. The performance level descriptions that were the basis of these processes were developed following extensive discussions that deliberately rejected “Proficient” as a label since Maine’s goal was for better performance than proficiency. The cut scores selected were based on high expectations for all students, rather than on the minimum level of proficiency required for each student.

The cut score for federal “Proficient” for reading and mathematics, grades 4, 8, and 11 will be the cut score for federal Proficient for reading and mathematics will be the score that begins the range of scores that comprise Meets the Standards and Exceeds the Standards.

The Policy Advisory Committee will undertake a review of MEA Cut Scores for a recommendation to the Commissioner. Challenging statewide performance levels were established for the MEA in the fall of 1999. This was done by comparing the results of two standards-setting processes involving both of the Commissioner’s standing advisory committees on assessment (TAC and PAC).

The first standard-setting method, known as “Body of Work,” involved over 500 people. Groups of educators, higher education faculty, parents, and other Maine citizens gathered for three days to review scored student responses on the new MEA that had been developed in alignment with the system of *Learning Results*. Student work was placed in one of the four performance categories, which produced cut scores to divide the categories.

The second standard-setting method, known as “Contrasting Groups,” involved a sample of more than 1000 teachers. These teachers assigned their students to the four performance categories based on their usual quality of work, which also produced cut scores to divide the categories. In 1999, the PAC compared the results of these two methods in the context of NAEP performance levels and other assessment data and made recommendations to the Commissioner on cut scores for each of the content areas and grade spans assessed on the MEA. The Commissioner adopted the recommendations of the PAC.

Maine’s Policy Advisory Committee has begun a comprehensive review of the MEA performance standards. This includes an examination of instructional and demographic characteristics of schools and their student populations in relation to their progress in achieving the high academic expectations set forth in Maine’s *Learning Results*. This analysis will have a focus on opportunity to learn evidence in schools that are demonstrating progress or are consistent high performers. A second component of the analysis will be an independent review of the MEA tests as a performance measure of Maine’s *Learning Results*. A third component will be a review of the performance standards themselves. The Policy Advisory Committee has concurred with a Technical Advisory Committee recommendation to re-set performance levels because of changes in the MEA design and the creation of the annual grade 3 – 8 assessment program. This work should be completed by the summer of 2006, rather than 2008 as specified in the original plan.

The Policy Advisory Committee has recommended to the Commissioner of Education (February 2004) guidance on the use of the MEA in the local assessment system. While schools by legislative authority may determine their own method of MEA use in the local assessment system, the guidance presents a scenario allocating 15%-20% of the standards certification decision to MEA performance. It is a value added approach, and the student may replace the MEA with other evidence of academic achievement.

The Assessment Technical Advisory Committee will recommend to the Commissioner the criteria for “Comparability,” which each school administrative unit will apply as part of the adoption of a local assessment system.

Each school administrative unit must establish performance levels as part of its assessment system. One of the standards of a local assessment system, which must include the MEA as a component, is that the school administrative unit must conduct an analysis of how school performance using these performance levels compares to the unit’s MEA results, and must be able to explain the variance. This is known as comparability. The performance levels of the MEA are central to the local assessment system for each Maine school administrative unit, and the standard of comparability is essential to Maine’s system of *Learning Results*, which is based on the premise that students completing high school will have comparable high levels of knowledge across all required content areas. The Assessment Technical Advisory Committee will recommend to the Commissioner the criteria for “Comparability,” which each school administrative unit will apply as part of the adoption of a local assessment system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.4 Timeliness of AYP decisions

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Beginning with the 2003-2004 academic year, there will be one test administration that will take place from March 1-12, 2004. The MEA will no longer test social studies, health, and visual and performing arts. The assessment will consist of tests in reading, writing, mathematics, and science/technology. Parents will be informed of the status of their school and subgroup performance annually prior to the start of the school year, as detailed in item 1.5. Given the proposal for subgroup size detailed in item 5.5, this means that parents will know well in advance of the final determination that identification is possible.

For the 2002-2003 school year, AYP results will be reported as soon as available. For 2003-2004 and subsequent years, AYP will be determined and Priority Schools identified before the beginning of the next academic year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card?	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.5 Reporting on School and Subgroup Performance

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: In process of implementation: Currently the Maine School Profiles serve as the State of Maine Report Card, Maine LEA Report Cards, and Maine School Report Cards. We recognize that our information is not as accessible as is desirable and are working with personnel from Standard and Poor’s SIP initiative to create a significantly improved tool for this purpose.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6 Sanctions and Rewards in Maine’s Accountability System

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: The basis for application of sanctions of rewards is the analysis that each school is subject to for consideration as a Continuous Improvement Priority School, as detailed in item 2.1. This term is used because identified schools are the lowest performing and slowest improving schools in the state and therefore represent the highest priority for state intervention to improve student performance.

A. Sanctions:

1. Once a school is identified as a Continuous Improvement Priority School, as detailed in item 2.1, the school administrative unit will receive MDOE assistance in accordance with applicable NCLB and Me. Dept. of Ed. Reg. 125 and 127 requirements. Maine statute and rules require the Commissioner to provide assistance to school administrative units when warranted based on the performance of students in a school.
2. Once a school doesn’t make AYP for two years in reading or mathematics, it is identified as a Priority School and the timeline begins for federal sanctions.

B. Rewards:

The Commissioner will once each year publicly recognize schools that have the greatest rate of

improvement in performance as well as those that are consistently high achieving.

In addition, rewards for high performance are provided in Maine Department of Education Regulation 127, Section 10.1.C, which allows the Commissioner to waive any provision of this rule for any Maine public school “upon finding that student performance in the unit exceeds expectations and that there is a Personal Learning Plan developed in accordance with subsection 3.04 (B) of this rule for each student in the unit.”

PRINCIPLE 2. ALL STUDENTS ARE INCLUDED IN THE STATE ACCOUNTABILITY SYSTEM.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	All students in the State are included in the State Accountability System. The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.	Public school students exist in the State for whom the State Accountability System makes no provision.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.1 Inclusion of all students in accountability system

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: All students enrolled in schools and school administrative units, as defined in item 1.1, are included in the Maine’s Accountability system, as follows:

- Through school performance
- Through school subgroup performance
- Through school administrative unit performance, if the school is too small but the school administrative unit has enough students; or
- Through statewide subgroup performance, if the subgroup in a school is too small.

At this time, Maine identifies low-performing schools, known as “Continuous Improvement Priority Schools,” using MEA results. In the meantime, Maine is reviewing the possible role of Local Assessment results in determining AYP.

- A. Maine established trajectories for yearly student performance improvement (AYP) using the 20th percentile formula required by NCLB.
- B. The Technical Advisory Committee has considered the applicability of confidence intervals, as detailed in item 5.5 and has made a final recommendation to the Commissioner to use them. Each specified performance threshold is adjusted by a statistically determined confidence interval that varies with grade level enrollment, as recommended by the Technical Advisory Committee.
- C. Beginning in 2002-2003, if the performance of a school, or any of the school subgroups detailed in item 5.2, is below any performance threshold on the required annual assessments, the Commissioner will inform the school of its Priority status.
- D. There will be verifiable data on subgroups beginning with the 2002-2003 MEA, and it will be possible to aggregate and disaggregate data beginning with the 2003-2004 school year, when the Maine Education Data Management System (MEDMS) is implemented as detailed in item 2.3. Therefore, 2002-2003 is the baseline year for consideration of subgroup data, based on the implementation of MEDMS and clear guidance from the US Department of Education on racial and ethnic classification.
- E. While the MEA has been required for all public schools for 17 years, prior to 2002-2003 parents

could excuse students from participation without consequence for the student or the school. As of the 2002-2003 administration of the MEA, all schools must have 95 percent of the enrolled students taking the assessment, as detailed in items 10.1 and 10.2.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define "full academic year" for identifying students in AYP decisions?	The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP. The definition of full academic year is consistent and applied statewide.	LEAs have varying definitions of "full academic year." The State's definition excludes students who must transfer from one district to another as they advance to the next grade. The definition of full academic year is not applied consistently.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.2 Consistent Definition of Full Academic Year

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: A student is counted for performance in a school if the student has been enrolled for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date before October 1 in the academic year of testing, through the date of testing.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?	State holds public schools accountable for students who were enrolled at the same public school for a full academic year. State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.	State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability. State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability. State holds public schools accountable for students who have not attended the same public school for a full academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.3 Accountability for students enrolled part or all of a school year.

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Maine has addressed this need in the March 2004 Maine Educational Assessment (MEA) Operational Procedures Manual, effective with March 2004 test administration. This document has been disseminated through our state website and is attached to this document.

PRINCIPLE 3. STATE DEFINITION OF AYP IS BASED ON EXPECTATIONS FOR GROWTH IN STUDENT ACHIEVEMENT THAT IS CONTINUOUS AND SUBSTANTIAL, SUCH THAT ALL STUDENTS ARE PROFICIENT IN READING/LANGUAGE ARTS AND MATHEMATICS NO LATER THAN 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.1 AYP targets for all students.

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed : Maine's No Child Left Behind (NCLB) submission on January 31, 2003 included a proposal to use our Local Assessment Systems to provide the necessary data on student achievement in reading and math for annual Adequate Yearly Progress (AYP) calculations in grades 3, 5, 6, and 7. Under this plan, the Maine Educational Assessment will continue to provide test results for grades 4, 8, and 11 for AYP. No sooner had this proposal been submitted than differing points of view began to be expressed among educators across the State. The greatest concern of those who opposed the use of Local Assessment Systems for this purpose was the worry that the accountability features required under NCLB (annual testing, rigorous validity and reliability expectations, and cross district comparisons) would prove to be so intrusive that the *Learning Results* purposes would be overwhelmed and virtually lost in the annual federal assessment activity. Most observers taking this view suggested that, instead, the State develop a simple, common assessment for purposes of NCLB reporting and that it be one that could be easily administered at the local level, scored at the state level, and returned rapidly to local educators for maximum instructional application.

After seeking broad-based perspectives on this issue from superintendents and other district educational staff, university assessment specialists, Technical and Policy Advisory Committee members, and Department staff, it has become clear that placing the full burden of NCLB on our still-maturing Local Assessment Systems is premature at this time. A recent survey of local districts on the status of their Local Assessment Systems has confirmed what anecdotal evidence had already suggested: approximately 40% of districts across Maine report that key aspects of their assessment system work is characterized by either "No action taken" or "Planning in progress." The survey indicates that progress is being made, and that the commitment is strong, but that confidence levels about completing the work by the end of the coming school year (2003-04 as prescribed by State statute and Me. Dept. of Ed. Reg. Ch. 127) is not sufficient to expect that uniform levels of technical rigor—particularly in comparability across districts—could be achieved in time to support NCLB accountability expectations.

We have therefore decided to pursue the development of a State assessment tool to measure math and reading grade level expectations in grades 3,5,6, and 7 beginning in school year 2004-05. For federal reporting purposes, Maine must include these grades in calculating AYP in school year 2005-06; the AYP calculations must be based on two years of data, so the test must be administered for the first time in 2004-05. Over the next two years, we will be assessing the degree to which these systems could

eventually be used for AYP purposes. In time, data gathered from Local Assessment Systems will be factored into AYP calculations if it is feasible and once we are reasonably certain that local systems are capable of assuming this additional technical challenge.

The off-grade assessment will be developed with the following criteria and design elements in mind:

- The assessment will be based on Grade Level Expectations (GLEs) developed in a process that involves significant input from Maine educators. Draft GLEs in math are currently posted on the Department website for review and comparison with local curricula. Reading GLEs will be posted in the coming weeks, as well.
- The final set of Maine math and reading GLEs is intended to capture the essential math and reading skills at each grade level, leaving room for local flexibility and discretion in curriculum and instructional program decisions.
- The assessment will be a combination of selected response and constructed response items.
- The approximate time of testing will be two hours per subject per grade.
- The assessment will be administered in the spring, like the MEA, with results expected to be sent back to schools prior to the end of the school year.
- The assessment will provide a national comparison score for each subject, which could make it possible for local districts to rely less on, or eliminate, the use of national standardized achievement tests.
- The assessment will be developed and administered using federal NCLB assessment funds.

While exploring the development of such an assessment, Department staff investigated the possible benefits of collaborating with three other States (Vermont, Rhode Island, and New Hampshire) through the New England Compact, to develop an assessment based on a common set of Grade Level Expectations. However, after careful consideration, We have concluded that while certain benefits might be derived from such a collaborative effort, the changes that would be required to Maine’s well-developed system of standards and assessments are too numerous. Maine will continue to participate in several other aspects of the New England Compact, including the development of Limited English Proficiency assessments and other tasks related to assessing students with disabilities.

It is extremely important to understand that this shift to a State-developed assessment measure for NCLB purposes in no way diminishes our commitment to Local Assessment Systems. On the contrary, it is our intent to continue placing a high priority on developing supportive models and guidelines, and conducting regional training sessions to ensure local districts are provided with effective assistance from the State in completing work on their local systems. The Department is also committed to conducting a major implementation study of the feasibility, impacts, and local status of this critical work. Our goal is to strengthen Local Assessment Systems for *Learning Results* purposes while creating an efficient method of complying with NCLB.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?	For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic	State uses different method for calculating how public schools and LEAs make AYP.

	<p>indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2 Accountability of subgroups, schools, school administrative units

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: Provide for accountability for improvement for every subgroup of students statewide, while focusing state resources on the lowest performing and not improving schools and school administrative units.

A. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is at or above the state performance target for any year will be considered to be making adequate progress provided it meets the participation rate and the other academic indicator.

B. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is below the state performance target that improves by decreasing the percentage of students who did not meet or exceed the standard by 10% can be considered to have met AYP under Safe Harbor, provided the school has met applicable attendance and graduation rate requirements.

C. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is below the state performance target that improves by less than the amount specified for the year as detailed in item 3.2.b or as detailed in item 3.2.c will be labeled as not making adequate progress for the school or subgroup with the following consequences:

- 1) The school administrative unit must address this in the annual review of the Comprehensive Education Plan;
- 2) The school administrative unit will receive state assistance if the school also meets the criteria for a Priority School or if any school in the school administrative unit fails to make adequate yearly progress.
- 3) The school administrative unit and school will be subject to federal sanctions as specified in *NCLBA*.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement. Each starting point is based, at a minimum,	The State Accountability System uses a different method for calculating the starting point (or baseline data).

	<p>on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2 a. AYP starting points.
Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)
Completed Six starting points will be established: for reading and for mathematics for grade 4, grade 8, and grade 11. Using assessment data from the 2001-2003 academic years, the AYP starting points were determined using the method described in Section 1111 of NCLB. In determining the AYP status for individual schools, Maine will utilize confidence intervals at the 95% level and will apply the Safe Harbor provision as of the 2002-2003 academic year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2.b Statewide annual improvement objectives
Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)
Completed:

A. The annual goal for the state and for statewide subgroups will rise slowly at first to allow time for school improvements to be reflected in the grade-span scores for student achievement. Following this "start-up" period, the trajectory is a line up to 100% proficiency by 2014. Please see item 3.2.c.

B. Any statewide subgroup that is below the state performance target and that improves by less than the amount specified will be labeled as not making adequate progress. The Department of Education will undertake an improvement plan to address performance of students in the statewide subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	State has established intermediate goals that increase in equal increments over the period covered by the State timeline. <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	The State uses another method for calculating intermediate goals. The State does not include intermediate goals in its definition of adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>3.2.c. Three-year performance targets for reading and for mathematics. (See Appendix C)</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Completed:</u> The State has established intermediate goals that increase in equal increments over the period covered by the State timeline. For the three-year span 2001-2002, 2002-2003, 2003-2004, the anticipated increases will be conservatively defined to allow time for school improvements to be reflected in grade-span scores of student achievement.</p> <p>The first incremental increase takes effect not later than the 2004-2005 academic year.</p> <p>Each following incremental increase occurs within three years.</p>		

PRINCIPLE 4. STATE MAKES ANNUAL DECISIONS ABOUT THE ACHIEVEMENT OF ALL PUBLIC SCHOOLS AND LEAS.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually.	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>4.1 Annual accountability decisions</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Completed:</u> As with the Continuous Improvement Priority School identification detailed in item 2.1, the MEA will be the indicator of a school or school administrative unit's improvement. If MEA performance is below the improvement path for an LEA in whole group or an aggregated subgroup which meets the appropriate n size, at any grade span, the LEA will not have meet AYP for that year. Beginning with 2003-2004, the identification of an LEA for Improvement status will be based on missing AYP in the same subject in all three grades spans for two consecutive years.</p>		

PRINCIPLE 5. ALL PUBLIC SCHOOLS AND LEAs ARE HELD ACCOUNTABLE FOR THE ACHIEVEMENT OF INDIVIDUAL SUBGROUPS.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Provides definition and data source of subgroups for adequate yearly progress.	State does not disaggregate data by each required student subgroup.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.1 Subgroups Defined

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Before federal and state reporting requirements can be met, consistent application of definitions of the required subgroups must be established.

Aggregation and disaggregation requires consistent application of subgroup definitions. Many school administrative units have subgroups that are too small for results to be reported without violating student confidentiality. These so-called “invisible” students will be included in the statewide aggregated results for the subgroup. School performance for these subgroups will be addressed through the state accountability system detailed in item 3.2.b. The Commissioner will establish consistent student labels for the required subgroups as follows:

- 1) Students with Disabilities: each student who has been identified under IDEA and educated in accordance with an Individual Education Plan in accordance with Me. Dept. of Ed. Reg. 101; or
- 2) Low Income Students: each student who is eligible for free or reduced lunch;
- 3) Limited English Proficient Students: each student who is identified in accordance with *NCLBA* as a student with limited English proficiency;
- 4) Students in Racial or Ethnic Subgroups: each student identified in the required subgroups, which are * Black, Asian/ Pacific Islander, Hispanic, and *Alaskan/ Native American.

Student performance for each subgroup will be accurately tracked beginning with the 2002-2003 administration of the MEA.

***Used for AYP accountability**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.2 School and school administrative unit accountability for all required subgroups
Advisory Committee: Learning Results Steering Committee (LRSC)
Completed: As described in item 5.1 and earlier items, schools and school administrative units are held accountable for all of the required subgroups, subject to subgroup size limitations as detailed in item 5.5 and student privacy considerations as detailed in item 5.6.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.3 Inclusion of students with disabilities

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: Maine statute requires that each student enrolled in a public school or in a private school that educates 60% or more students at public expense must participate in the MEA. This may be accomplished through standard administration, administration with accommodations, or alternate assessment if the accommodations required would be so substantial that the content validity of the assessment would be compromised. The Maine Department of Education had planned to pilot its alternate assessment, the Personalized Alternate Assessment Portfolio (PAAP) in 2002-2003. However, upon notification from the United States Department of Education that piloting for 2002-2003 was not permissible, the Department counted the results of the 2002-2003 PAAP in the AYP calculations.

All students with disabilities participate in the assessment system and contribute to adequate yearly progress. If necessary, participation is with accommodations or involves alternate assessment as specified in the student's IEP or 504 Plan. Performance of this subgroup is judged by aggregated results of students assessed with and without accommodations and students assessed with alternate assessments. Maine appreciates and is incorporating the December 2003 flexibility granted in determining the appropriate assessment tools for students with disabilities and will take advantage of and honor the 1% cap provision.

For AYP determined based on 2005 testing only, Maine will implement the one year flexibility described in Transition Option I of Education Secretary Margaret Spellings' letter of May 10, 2005. This will be used only for schools not making AYP in the students with disabilities group in math and/or reading. The proxy value is determined by dividing 2.0 by the percentage of assessed students in the state with disabilities. This value is rounded to the nearest whole number. The number of assessed Maine students is 46755. The number of assessed special education students is 7092.

The percentage of special education students:

$$7092 / 46755 = 15.17 \%$$

The proxy = $2.0 / 15.17 = 13.2 = 13.0$. The proxy value is used when a content area decision is either "no" or "Pending Safe Harbor" and the only subgroup with a decision of "No" or "Pending Safe Harbor" is the Students with Disabilities.

The Students with Disabilities performance data are adjusted by adding the proxy value to the percentage that made AYP. This new percentage is compared to the AMO target value (without the use of a confidence interval).

If $\text{proxyP} \geq \text{Target}$ then

Subgroup decision = P (Yes with proxy), stored in decision table

Content decision = P, stored in AYP table

If $\text{proxyP} < \text{Target}$ then the subgroup decision and the content decision remain unchanged.

	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards. State demonstrates that LEP students are fully included in the State Accountability System.	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.4 Inclusion of students with limited English proficiency

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: All limited English proficient students will participate in the assessment system, with accommodations if necessary. Maine will incorporate the flexibility granted in February 2004 in assessing LEP students. A sheltered English version of the MEA is available if needed. The non-English proficient students, approximately one percent of LEP students, will require an alternate assessment in lieu of the Maine Education Assessment administered to children in grades 4, 8, and 11 annually. That alternate assessment, called the Personalized Alternate Assessment Portfolio (PAAP), is aligned with our content standards for reading, language arts, and mathematics, as well as social studies, science, and technology. Opportunities for LEP students to access accommodations are also used to minimize the use of a PAAP. In addition, Maine is the second state in the nation to provide a sheltered English (simplified English) version of the mathematics portion of the state test that is at the appropriate grade level and was administered in March 2003 for LEP students only.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5 Group/Subgroup Size with Statistically Sound Rationale

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Completed: Schools in Maine are much smaller than is typical nationally. The proposed determination of subgroup size allows for review of any school, no matter how small, as required by Maine law. For AYP, n size will be 20. For purposes of determining 95% participation, 41 is the minimum group size. For purposes of AYP including both participation and proficiency requirements, two years of data will be combined and the percentage of students meeting or exceeding the standards computed. If the sum of students tested in a grade over the two years is less than 20, three years of data will be combined. In the unusual circumstance that the grade aggregation for three years does not reach 20, the Commissioner will review the school's Comprehensive Education Plan and school data that could be used to extrapolate the school's achievement status. Because of the high stakes involved in AYP determination, confidence intervals at the 95% level will be used. Maine has many small schools and yearly variability in students can contribute to variability in scores. Using confidence intervals addresses this variability. If a school's score plus the confidence interval is below the AYP target, we can be confident that they are not meeting AYP. The formula used to compute the confidence interval is:

$$\pi_L = \frac{n}{n + 3.84} \left[P + \frac{1.92}{n} - 1.96 \sqrt{\frac{P(1-P)}{n} + \frac{.96}{n^2}} \right]$$

$$\pi_U = \frac{n}{n + 3.84} \left[P + \frac{1.92}{n} + 1.96 \sqrt{\frac{P(1-P)}{n} + \frac{.96}{n^2}} \right]$$

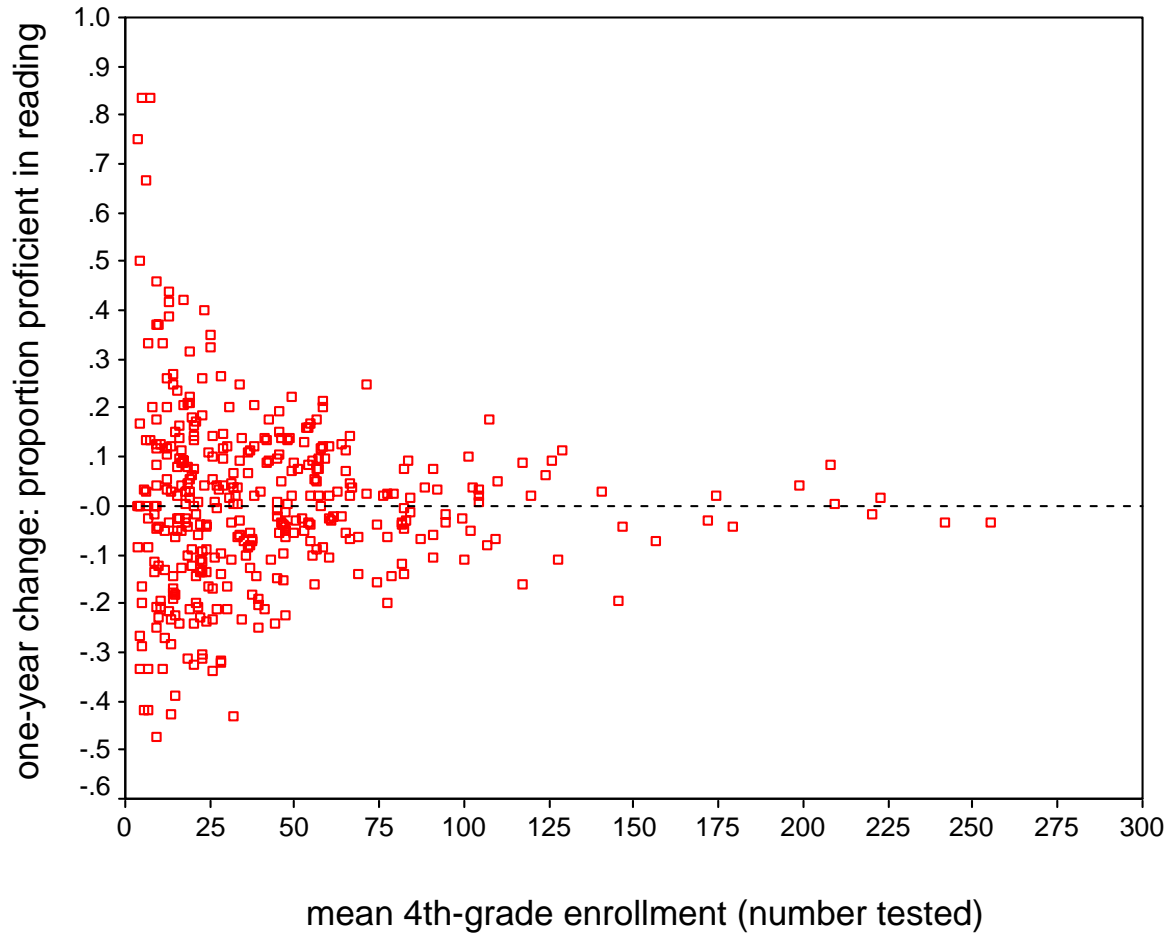
where π_L and π_U are the lower and upper limits, respectively.

Safe Harbor: If a school does not meet AYP targets, the Safe Harbor test will be made. This will allow the school to make AYP if it has reduced by 10% the number of students that did not meet or exceed the standards, from the previous year's assessment and provided the school or subgroup has also made progress on the other indicator. The difference is then computed.

Rationale for and Examples for the use of Confidence Interval of a Difference for Safe Harbor Calculations in Maine Schools

It is our belief that Adequate Yearly Progress is a measure of school effectiveness that is determined, not by measuring the program directly, but by measuring the achievement of its students from year to year. While student performance is the goal of school educational programs, it is not a perfect measure of school performance. Variability of student populations from year to year can be a confounding issue when trying to measure school program change from year to year. The graph below¹ demonstrates the volatility, especially for small schools, of scores from year to year across the state.

Variation of Scores from Year to Year on the MEA Grade 4 Reading Test



To allow for this variability in scores, caused by variation in populations rather than changes in program, we propose that confidence intervals for a difference be used in safe harbor calculations. This will increase the fairness of the process, allowing to some degree, for the variability in populations from year to year that is more pronounced for small schools.

We believe that since safe harbor is about comparing performance between years (with different populations) it is especially appropriate to use a confidence interval for the resulting difference.

The formula chosen² for this purpose is one that is appropriate for use with small populations, different numbers of students each year, and small proportions. The method also reduces aberrations in the behavior for small populations (common in Maine schools) and the propensity to “overshoot” common to other methods. The formula, although designed for absolute difference rather than directional differences, performs well in the given application. The change (delta) carries the sign of the direction and the upper bound calculation has a slightly lower value due to the percentages closer to zero. This further avoids the “overshoot issue” for the method. At the suggestion of the U.S. Department of Education, the formula is used at the 75% confidence interval.

Let

$$LB_y = \frac{2N_y P_y + z^2 - z\sqrt{z^2 + 4N_y P_y (1 - P_y)}}{2(N_y + z^2)}$$

and

$$UB_y = \frac{2N_y P_y + z^2 + z\sqrt{z^2 + 4N_y P_y (1 - P_y)}}{2(N_y + z^2)}$$

where $y = 02$ or 03 .

Thus, for $y = 03$, $N_{03} = XNTSafe03$ and $P_{03} = XPSafe03$. Similarly, for $y = 02$, $N_{02} = XNTSafe02$ and $P_{02} = XPSafe02$.

Let $\Delta = XPSafe02 - XPSafe03$. Then the bounds of the 75% confidence interval are

$$XLBsafe = \Delta - z\sqrt{\frac{UB_{02}(1-UB_{02})}{XNTSafe02} + \frac{UB_{03}(1-UB_{03})}{XNTSafe03}}$$

and

$$XURsafe = \Delta + z\sqrt{\frac{UB_{02}(1-UB_{02})}{XNTSafe02} + \frac{UB_{03}(1-UB_{03})}{XNTSafe03}}$$

where $z = 1.150349639$.

N stands for number of students and P stands for proportion of students. XNTSafe is the number of students tested that year. XPSafe is the proportion of students not proficient in that year.

In preliminary data analysis, the formula has produced satisfactory results. For large groups the confidence intervals are small. For small groups the confidence intervals are somewhat larger which matches the relative volatility of large and small schools. A few sample situations for small groups and one larger group follow. The data come from actual Grade 11 calculations.

	Number of Students 0102	Proportion Proficient 0102	Number of Students 0203	Proportion Proficient 0203	Difference	Target	Confidence Interval Upper Bound	Safe Harbor Decision
a	16	0%	40	2%	2%	10%	7.2%	F
b	23	13%	29	10%	-3%	8.7%	7.6%	F
c	12	0%	15	0%	0%	10%	8.1%	F
d	14	0%	11	0%	0%	10%	10.7%	P
e	11	0%	23	4%	4%	10%	12.2%	P
f	22	5%	17	12%	7%	9.5%	19.4%	P
g	92	36%	92	34%	-2%	6.4%	5.9%	F

In examples a and b, small gains and losses in medium-sized groups resulted in not making safe harbor. Example g shows a similar situation with a larger school. Examples e and f show situations where modest gains have confidence intervals exceeding the target difference so safe harbor is met.

Examples c and d illustrate the range where the group size becomes small enough so that “no difference” makes safe harbor because of the size of the confidence interval. While this seems to be a problem, the volatility of scores due to differences in population from year to year needs to be remembered. Example

g shows a case where, although the percentage of students at the proficient level is high, with a fairly large (by Maine standards) group, the small decrease in performance results in not making safe harbor.

It is also important to note that effective with the 2004-2005 test administration, safe harbor will be cumulative. Schools that are not progressing will not be able to “escape” through confidence intervals for long. If a school makes safe harbor in year 1 and does not make target in year 2, to make safe harbor in year 2 the school must have reduced the students in the NOT proficient group the equivalent of 10 percent per year for two years running. For example, a school that had 20% meeting standard in year 0, would need to have the upper bound of its confidence interval about the difference in scores from year 0 to year 1 equal or exceed 8%. In the second year of not making target, the safe harbor test would have a target of 15.2% ($.10 \cdot 80\% + .10 \cdot 72\%$). Even a small school, with a confidence interval width of 20% (half being 10%) would not be excluded from identification without making progress.

In summary, we believe that we need to be confident in our decisions that identify schools as not making AYP. We recognize that student population variability is a confounding issue, especially for small schools. We believe that the use of an appropriate formula to create confidence intervals about differences in performance within schools from year to year reduces the confounding effects of population variability in identifying schools and that the use of confidence intervals does not let schools “escape” accountability.

1. Coladarci, Theodore. “Gallup goes to school: The importance of confidence intervals for evaluating “Adequate Yearly Progress” in small schools,” in press (2003).

2. Newcombe, Robert G. "Interval Estimation for the Difference Between Independent Proportions: Comparison of Eleven Methods," *Statistics in Medicine*, **17**, 873-890 (1998).
Formula format by Luz Bay of Measured Progress.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information.	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.6 Protecting student privacy</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Technical Advisory Committee (TAC)</p> <p><u>Completed:</u> Privacy of students will be protected by the following:</p> <p>A. The performance of any school or of any subgroup of a public school with fewer than ten students at the grade being assessed will not be reported in a school profile.</p> <p>B. If the reporting of the performance of one subgroup results in information being provided about a different subgroup with fewer than 10 students, performance of the large subgroup will not be reported. For example, if a school with 50 8th grade students is below the performance threshold for the school but above the threshold for the 47 Caucasian students, the performance of Caucasian students cannot be reported since it reveals the low performance of 3 students who are not Caucasian.</p> <p>If a group or subgroup is so small that reporting the percentage of those students achieving or not achieving proficiency could disclose student identity, that information will be presented in a manner that does not disclose identity. For example, if the achievement is 100%, the school will be reported as achieving at greater than 95%. If the school's achievement is 0%, the school will be reported as achieving at less than 5%.</p>		

PRINCIPLE 6. STATE DEFINITION OF AYP IS BASED PRIMARILY ON THE STATE'S ACADEMIC ASSESSMENTS.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>6.1 Academic assessments as the basis for AYP</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy and Technical Advisory Committees (PAC & TAC)</p> <p><u>Completed:</u> By July 2005, Maine will have evaluated the potential use of Local Assessment System results as one component of AYP status. Maine is committed to the premise that multiple measures provide a more accurate picture of student learning than a single test. Over the years the MEA has evolved into a test that emphasizes performance over selecting the correct response from a list of choices, and emphasizes reflection and analysis over a recital of facts. This emphasis is weighed against factors such as the amount of time the test takes away from learning time, and the limitations of testing</p>		

children at the same point in time statewide rather than as they learn a concept. In short, while the MEA provides information that can readily be compared across school administrative units, it also provides a simplistic picture of the totality of student understanding and school performance. Low MEA results may obscure the success that a student demonstrates on a research project and presentation; while high MEA results may obscure a student's inability to perform in a way that is much more relevant to future challenges. The MEA is an essential part of Maine's assessment system – but neither the MEA nor any other state test can ever be sufficient to measure all of the system of *Learning Results*. By law, the MEA cannot be the sole determinant of promotion or graduation, or the basis for a teacher's evaluation.

- A. Because of Maine's commitment to multiple measures for each student, the Commissioner, during the current biennium, is providing assistance to school administrative units in developing local assessment systems that will measure each content standard in the four grade spans for five of the content areas: English Language Arts, Mathematics, Science & Technology, Social Studies, and Health & Physical Education. The technical aspects of assessments and assessment systems are being refined through a Cooperative Agreement between the Department of Education and the University of Maine with technical consultation from the National Center for Improvement of Education Assessment. The assessments that make up local assessment systems are being developed through a contract with the Maine Mathematics and Science Alliance.
- B. By the end of the 2003-2004 school year, each school board must adopt a combination of assessments as a "Comprehensive Local Assessment System," which will include consideration of MEA results. Each assessment adopted by a school board, and the board's assessment system as a whole, must meet high technical standards in accordance with Me. Dept. of Ed. Reg. 127. This comprehensive assessment system will provide students, parents, school board members, citizens and the Department of Education with accurate information about student learning throughout the pre-kindergarten through grade 12 educational system. In addition, high school diploma decisions must be based on students demonstrating that they meet the content standards. The standards-based diploma will be phased in over a five-year timeframe: English Language Arts and Mathematics for the Class of 2007; adding Science & Technology, Social Studies, and Health & Physical Education for the Class of 2008; and adding Visual & Performing Arts, Career Preparation, and Modern & Classical Languages for the Class of 2011 contingent upon funding.
- C. Comprehensive assessment systems such as are required in Maine depend on the availability of a wide array of technically sound assessments, with instructions for administration, scoring and interpretation on results. To assist school administrative units with this, the Department has a contract with the Maine Mathematics and Science Alliance to develop assessments in five content areas. By the middle of the 2003-2004 school year, the Department will make available a database of assessments from which school administrative units can choose in establishing a local assessment system. Each assessment will meet all of the technical requirements of Maine law and by *NCLBA* where applicable, and will include a full technical manual for administration, scoring, and interpretation of results.
- D. Any assessment and assessment system that is used by a school administrative unit or by the Maine Department of Education to make judgments about student performance will be specified in the local assessment system of the school administrative unit, including documentation that the assessment meets all of the technical requirements detailed in item 7.3. The Maine Commissioner of Education is prepared to certify to the Secretary of Education that any assessment that is used to provide evidence of student or school performance as required by *NCLBA* meets all required state and federal technical standards. This is the core premise of Maine's entire system of standards, assessment, and accountability, as has been acknowledged by the Secretary.

PRINCIPLE 7. STATE DEFINITION OF AYP INCLUDES GRADUATION RATES FOR PUBLIC HIGH SCHOOLS AND AN ADDITIONAL INDICATOR SELECTED BY THE STATE FOR PUBLIC MIDDLE AND PUBLIC ELEMENTARY SCHOOLS (SUCH AS ATTENDANCE RATES).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate?	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State definition of public high school graduation rate does not meet these criteria.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.1 Definition of high school graduation rate

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: The proposed definition of high school completion is to compare the number of students that entered ninth grade with the number that receive a high school diploma in accordance with Me. Dept. of Ed. Reg. 127 by the end of the fourth year after entering ninth grade. For students with an IEP or Personal Learning Plan that extends the time, up to five years can be allowed. Extending the timeframe for completion allows this federal accountability criterion to align with Maine's established accountability system. Chapter 127 Section 7.02.B states: "The intent of the system of Learning Results is to provide the time that students need in order to meet the content standards. This may involve more or less than the typical four years of secondary school." Students who receive a GED or Adult Education Diploma are not counted as having received a high school diploma under this category.

Maine will determine the graduation rate as follows:

1. The denominator will include all regular diploma recipients + all **dropouts + all certificate of attendance recipients.
2. The numerator will include only *regular diploma recipients.

*Regular diplomas include diplomas received by Special Education students granted five years by their IEP and Regular Education students granted five years as part of their documented Personal Learning Plans. In both of these cases the students will have met the requirements of the Maine Learning Results Standards.

The process that is used to determine graduation rate is to divide the number of students graduating in a given class by the number of graduates plus the number of dropouts from the 9th plus the 10th, plus the 11th, plus the 12th grade years for that class. Each of these four dropout counts includes students who dropped out during the school year, as well as students who dropped out during summer vacation.

The method used in this profile is the methodology recommended by a task force or representatives from the U.S Department of Education and several State Departments of Education.

A. For students who move within the state, the school they attended for the majority of time for that academic year will become the accountable school.

Maine will determine the graduation rate as follows:

1. The denominator will include all *regular diploma recipients + all dropouts + all certificate of attendance recipients.
2. The numerator will include only *regular diploma recipients.

*Regular diplomas include diplomas received by Special Education students granted five years by their IEP and Regular Education students granted five years as part of their documented Personal Learning Plans. In both of these cases the students will have met the requirement of the Maine Learning Results Standards.

**An individual student can be counted as a dropout only once within five years of enrolling in ninth grade in a specific school. Students who drop out should be encouraged in their attempts to complete a high school program, and supporting the student's efforts should not count against the school, provided that the student has the required personal learning plan, even if he or she subsequently withdraws from enrollment.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.2 Additional Performance Indicator for Elementary Schools and for Middle Schools

Advisory Committee: Learning Results Steering Committee (LRSC)

Completed: The additional academic indicator for grade 4 and 8 will be average daily attendance. Our goal is to achieve to 96% average daily attendance for all schools and subgroups at all grade levels. By July 1, 2004 we will set the yearly target intervals. Maine has collected data on average daily attendance for a number of years from all schools and there has shown to be a correlation between attendance and achievement. We will formalize the study of this correlation by using the new MEDMS data collection capacity.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.3 Technical Standards for assessments and assessment systems

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Completed: Maine statute and rule require that each school administrative unit adopt a comprehensive system of assessments, with the MEA as one element in the system, to measure student performance in each content area in each grade span. For each content area, there must be more than one assessment that measures each content standard. The types of assessments must vary so that there is evidence of student performance on more than just on-demand written tests. There must be the opportunity to be assessed at different times during the school year and to extend the normal student day or year if necessary for an individual student's learning needs.

Maine's technical standards for assessments and comprehensive assessment systems are specified in Me. Dept. of Ed. Reg. 127, which was adopted by the Legislature and signed into law by the Governor in May 2002. These standards meet the federal assessment requirements specified in *NCLBA*. The National Center is guiding Maine in the application of these technical standards. The principals in this firm have served as consultants with more than a dozen states as they develop assessment systems. They are directing technical development work in the areas of comparability, sufficiency, replacement, and aggregation, reviewing technical aspects of the Department's assessment development work, and determining whether additional tests for validity and reliability are needed. The work on technical standards for assessments and comprehensive assessment systems was completed in June 2003, earlier than the 2004 target date. The technical standards for assessments and assessment systems in Me. Dept. of Ed. Reg. 127 are as follows:

Section 4.02.C. The Local Assessment System adopted by the school board of an administrative unit shall meet the following standards:

- A. Each assessment in the Local Assessment System shall meet the standards specified in part D. of this section.
- B. There shall be multiple measures of student performance for each content area and for each grade span, sufficient to provide the results specified below, with criteria for selecting the type and range of measures, and for aligning the multiple measures with the content standards.
- C. The local assessment system shall include at least the following levels of assessments: classroom, school, school administrative unit, and state. The system may include regional and commercially produced assessments.
- D. The role of the Maine Education Assessment (MEA) in the local assessment system shall be explicitly stated. Neither the MEA nor a commercially produced test may be the only measure of student achievement.
- E. Alternate assessment shall be a component of the Local Assessment System, with clear guidelines

for participation in alternate assessment.

- F. The mechanism for managing data produced by the Local Assessment System shall be clearly described and well coordinated.
- G. The Local Assessment System shall be sufficient to determine student progress on the content standards of the system of Learning Results. This does not require assessment of each performance indicator specified in Me. Dept. of Ed. Reg. 131. This shall include an explanation on how results are aggregated up from specific assessments to a content standard and from the individual student to the school unit.
- H. Training and development of school personnel shall be adequate to develop, use, and adapt assessment data.
- I. A communications strategy shall provide for understanding of results by students, parents, and citizens, in addition to educators.

Section 4.02.D. Standards for Assessments

To meet technical standards, those assessments that are a part of a school administrative unit's Local Assessment System shall satisfy the following:

- A. The content standard(s), performance indicator(s), and grade span addressed in each assessment are accurately specified. For school administrative units that have developed local indicators to measure student performance on the content standards specified in Me. Dept. of Ed. Reg. 131, the administrative unit shall identify which of the state's performance indicators are addressed by the specified local indicators.
- B. The assessment is developmentally appropriate for the grade span and is part of a continuum for that standard across the grade spans.
- C. The assessment provides all students with fair opportunity to demonstrate knowledge and understanding.
- D. The assessment meets the requirements of validity:
 - 1. The assessment is aligned with the specified performance indicators of the Learning Results content standards;
 - 2. The assessment is fair to all students;
 - 3. The assessment specifies the method used to ensure validity, subject to the approval of the Commissioner;
 - 4. Accommodations are specified that maintain validity of the assessment, with clear guidelines for use of those accommodations; and
 - 5. The assessment meets the requirements of reliability, specifying the method used to ensure reliability, subject to the approval of the Commissioner.
- E. The assessment has established rigorous performance standards and specifies:
 - 1. The method used to establish performance standards, subject to the approval of the Commissioner;
 - 2. Who was involved in setting performance standards;
 - 3. How the percentage of students at each performance level compares to the school unit's MEA performance; and
 - 4. The process for revising performance standards.
- E. Presentation of data from a local assessment system shall permit interpretation to determine school and school administrative unit performance on specified content areas of the system of Learning Results, and to determine statewide performance.

F. The school board shall annually review and publish school and school administrative unit results on the local assessment system, and, if required based on these results, shall adjust the Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125 Section 4 (included as Appendix B).

Maine is committed to its Comprehensive Assessment system that contains both the MEA and a Local Assessment system that meets all requirements for validity and reliability. The Commissioner will continue to examine whether or not the MEA, along with MEA-like grades 3, 5, 6, and 7 assessment results should have a role in AYP accountability.

PRINCIPLE 8. AYP IS BASED ON READING/LANGUAGE ARTS AND MATHEMATICS ACHIEVEMENT OBJECTIVES.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

8.1 Separate indicators for reading and mathematics

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: Maine’s definition of AYP, as detailed in items 3, 4, and 5, provides for separate calculations for reading and mathematics for each school, school subgroup, and statewide subgroup. The definition of Continuous Improvement Priority School is the same for each school, school subgroup, and statewide subgroup. However, the improvement targets vary for 11 of the 12 years addressed by *NCLBA* since the starting points for each is different. The different indicators considered are included in Appendix B.

PRINCIPLE 9. STATE ACCOUNTABILITY SYSTEM IS STATISTICALLY VALID AND RELIABLE.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.1 How do AYP determinations meet the State’s standard for acceptable reliability?	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State’s evidence regarding accountability reliability (decision consistency) is not updated.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.1 Reliability of AYP determinations

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Completed: By August 2004, TAC will make a recommendation to the Commissioner on the reliability of decisions about student achievement based on local assessment systems. This is distinct from the recommendations TAC will make to the Commissioner on the method for assuring the reliability of AYP determinations. At this time, Maine’s system of standards and accountability can find no basis for the premise that successive third grades will perform better, in contrast to individual children improving in performance over the 12 years they are in grades 1-12 based on improvements in curriculum, instructional practice, quality of assessments, and use of assessment results. The MEA fully meets an acceptable level of reliability and validity. Maine has chosen to adopt grades 3, 5, 6, and 7 MEA-like assessments; those will meet the same standards for validity and reliability as the MEA already does.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.1 Validity of AYP determinations

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: School administrative units wishing to appeal the Commissioner’s identification of a school as a Continuous Improvement Priority School or the Commissioner’s determination that a school or subgroup did not make Adequate Yearly Progress, may do so by responding to the written notification in writing using a process that will be finalized by August 2003.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State’s transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.3 Changes in assessments

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Completed: Although the criteria for Continuous Improvement Priority Schools have been different each of the years that schools have been identified, for the purpose of determining which federal sanctions apply, schools that have been identified for three years will be considered to be at the same level of sanctions as if the definition had been the same for each of these years.

PRINCIPLE 10. IN ORDER FOR A PUBLIC SCHOOL OR LEA TO MAKE AYP, THE STATE ENSURES THAT IT ASSESSED AT LEAST 95% OF THE STUDENTS ENROLLED IN EACH SUBGROUP.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

10.1 95% Participation in Assessment System

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: Three factors are central to this point. First, 95% participation in the MEA and in local assessment systems is one of the indicators that will be used in identification of Continuous Improvement Priority Schools for each school, for each school subgroup, and for each statewide subgroup. Second, it is critically important to have a reliable data system, as detailed in item 2.3, to track students and performance before assessment participation rates can be considered. The timing of the MEA has been changed to one March administration for reading, mathematics, and science/technology. The numerator for determining participation rate will be the number of students taking the test; the denominator will be the number of students enrolled on that day.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

10.2 Application of 95% participation indicator

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Completed: As stated in item 10.1, 95% participation in reading and in mathematics for grades 4, 8, and 11 is a determinant of whether or not a school has made AYP. While Maine's participation rates have been high and are increasing, it is anticipated that subgroup analysis may provide a focus for improvement efforts for some schools. In AYP decisions, in order for a school or school subgroup to meet an AYP target, at least 95% of enrolled students must participate in the assessment. Maine will use the recently granted participation rate flexibility to allow use of the previous year or previous two years participation in calculating participation rate. Please see page 5, section 2.12 of the Maine Educational Assessment (MEA) Operational Procedures for March 2004 for Student Conditions Requiring Special Considerations on participation.

Appendix A. Advisory Committees

1. The Commissioner established the Learning Results Steering Committee (LRSC) to coordinate all aspects of the implementation of the system of *Learning Results*. This group is co-chaired by a school superintendent and the Deputy Commissioner of Education, and its members represent all Committees that address a specific aspect of *Learning Results* implementation as well as the constituencies that are impacted by the implementation of the *No Child Left Behind Act*. The Steering Committee serves as the advisory committee for the School Assistance Pilot Project and for the Integrated Data Management Project, and as the committee of practitioners for the *No Child Left Behind Act*.
2. The Commissioner established the Comprehensive Assessment System Technical Advisory Committee (TAC) as a standing committee to advise him on technical matters relating to the Maine Education Assessment and to the development of local assessment systems. TAC published “Measured Measures” as a technical guide for school systems in developing assessments. The value of this publication is recognized nation-wide. TAC now includes some of the nation’s leading assessment specialists, Maine assessment specialists from the university system, and Maine K-12 educators.
3. The Commissioner established the Comprehensive Assessment System Policy Advisory Committee (PAC) as a standing committee to advise him on policy matters relating to the Maine Education Assessment and to the development of local assessment systems. In the fall of 1999 the PAC reviewed the information prepared by the Department in consultation with TAC and recommended the scores on the Maine Education Assessment that would separate the performance levels in the six content areas assessed. PAC has been instrumental in identifying the standards for local assessments and assessment systems, and in identifying resources needed to develop local assessment systems. PAC is chaired by a school superintendent and includes teachers, administrators, and business leaders, as well as the Department’s assessment specialists.



MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES

MARCH 2004 ADMINISTRATION

This document is intended for use in conjunction with “Policies and Procedures for Accommodations and Alternate Assessment to the MEA,” and both the “MEA Principal/Test Coordinator’s Manual” and the “MEA Test Administrator’s Manual.” These documents will soon be available on the Maine Department of Education web page at <http://www.state.me.us/education/mea/meahome.htm>.

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**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

1.0 ENROLLMENT ISSUES

1.1 Participation of Enrolled Students

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Educational Assessment (MEA) in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP).

AYP Implications: A student continuously enrolled in a Maine public school from 10/1 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic year. The test data for this student would count for participation and for performance for AYP purposes. A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the full academic year definition. The data for this student would be counted for participation, but not for performance.

1.2 Students Attending an In-State Private Special Purpose School (approved by MDOE) or Public Regional Program

Students enrolled in a public school who attend an MDOE-approved in-state private special purpose school or public school regional program will participate in the MEA through the appropriate avenue in the school or program they are attending. The student's results on the MEA or MEA/PAAP will be included with the results for the sending school (the school in the district the student would ordinarily attend).

AYP Implications: Students' scores are counted as part of the sending school's AYP data.

1.3 Students in Out-of-State Schools/Programs

Students who receive their educational program outside the state of Maine during the school year, including the MEA testing window, will not participate in the assessment.

AYP Implications: These students will not be counted as part of AYP data.

1.4 Students Who Move During the Two-Week MEA Testing Window

1.4.1 Standard Administration and Administration with Accommodations

1.4.1.1 Out-of-State or Private School

A student who enrolls in a public school in Maine during the testing window from an out-of-state or private school must take any sections of the MEA administered in the receiving school on and after the date of enrollment.

AYP implications: The student's scores will count for AYP participation, but not for AYP performance.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

1.4 Students Who Move During the Two-Week MEA Testing Window (Cont'd.)

1.4.1 Standard Administration and Administration with Accommodations (Cont'd.)

1.4.1.2 In-State, Out-of-District Move

A student who enrolls in a public school during the testing window from a Maine school outside the district must take any sections of the MEA administered in the receiving school on and after the date of enrollment. MEA scores for the content area tests will be sent to the school where the sections were administered.

AYP Implications for Sending School: The student's scores on any section of the test administered while the student is enrolled in the sending school will count in the sending school for participation. The test will also count for performance if the student had the opportunity to take all sections of the content area test at that school.

AYP Implications for Receiving School: The student's scores on any section of the test administered while the student is enrolled in the receiving school will count in the receiving school for participation only.

1.4.1.3 In-State, In-District Move

If a student moves from one public school to another within the same district no more than two weeks prior to the start of the testing window, the student scores count for the sending school. The student's test materials should be sent to the receiving school for administration and returned to the sending school for shipping to the test contractor.

AYP Implications: The student's scores will count in the sending school for both participation and performance (provided the student meets Full Academic Year requirements for performance).

1.4.2 Alternate Assessment through a Personalized Alternate Assessment Portfolio (PAAP)

1.4.2.1 Out-of-State School (PAAP)

A student requiring a PAAP who moves into a Maine public school from an out-of-state school during the MEA testing window will not be required to complete a PAAP unless a decision-making team (e.g., Pupil Evaluation Team) in the receiving school determines and documents that using the PAAP process for the current year is the appropriate avenue for assessment. If it is decided that a student should complete a PAAP, the receiving school will submit the student's PAAP for those content areas in which the standard administration of the MEA took place on or after the student's enrollment. Decisions regarding the student's participation in the MEA through the appropriate avenue should be documented.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

**1.4.2 Alternate Assessment through a Personalized Alternate Assessment Portfolio (PAAP)
(Cont'd.)**

1.4.2.2 Out-of-State School (Cont'd.) (PAAP)

AYP Implications: Student scores for those required to complete a PAAP will count for participation only. Students not required to complete a PAAP will not be counted for participation or performance.

1.4.2.3 In-State, Out-of-District Move (PAAP)

When a student who is participating in alternate assessment through the PAAP in one public school within Maine, moves to another Maine public school outside the district during the testing window, the receiving and sending schools shall collaborate to ensure the student has the opportunity to complete the PAAP. The receiving school will submit the PAAP for scoring.

AYP Implications: The student's scores will count at the receiving school for AYP participation but not for performance.

1.4.2.4 In-State, In-District Move (PAAP)

A student participating in the PAAP who changes schools within the same district two weeks prior to or during the test window will have the PAAP submitted by the sending school.

AYP Implications: The student's scores will count in the sending school for both participation and performance (provided the student meets Full Academic Year requirements for performance).

1.5 Students Who Move After the Two-Week MEA Testing Window (Alternate Assessment only)

1.5.1 Out-of-State School (PAAP)

A student requiring a PAAP who moves into a Maine school from an out-of-state school after the MEA testing window will not be required to complete a PAAP.

AYP Implications: No impact - The student was not enrolled in school during the full academic year or the MEA testing window.

1.5.2 In-State: In-District or Out-of-District Move (PAAP)

For a Maine student who is participating in alternate assessment through the PAAP and who moves into a public school after the MEA testing window is closed, the receiving school does not need to submit a PAAP. The sending school is responsible for submitting that student's PAAP.

AYP Implications: The student's scores will count in the sending school for AYP participation but not performance.

1.6 Home Schooled Students/Exchange Students

Home schooled students and exchange students are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

2.0 PARTICIPATION ISSUES

2.1 Student Participation

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Education Assessment (MEA) in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP). Each student takes the MEA the first year he or she is in grade 4, 8 or 11. Every student takes the MEA only once for each grade level. (See section 2.3)

2.2 Retention

A student who has previously taken the assessment at the grade level being tested will not participate again at that grade level. There is no second opportunity to take the test, even on a voluntary basis. (Note: Refer to the MEA Test Coordinator's Manual for instructions on how to code this student on the Student Response Booklet.)

AYP Implications: The retained student will **not** be counted for participation or performance in the current year.

2.3 Students in High School or Ungraded, Multi-age Programs

At the high school level, students will take the MEA in their third year of high school regardless of accumulated credits, as per Informational Letter # 28 (11-22-02).

In ungraded, multi-age programs, it is a local decision to determine when a student is in the 4th and 8th grade.

AYP Implications: Students' scores count for AYP participation and performance in the year they are tested for that grade level.

2.4 Accelerated Students In Grades K-8

Accelerated learners who skip grade 4 or 8 will not participate in the MEA since they are never enrolled in that grade.

AYP Implications: These students will not count for AYP purposes in grades 4 and 8.

2.5 Students Not Present During Testing

Any student enrolled in a Maine school must take part in the MEA unless there are conditions requiring special considerations, as described in section 2.12 below.

AYP Implications: Students not present count as non-participants for AYP except for conditions requiring special considerations described herein.

2.6 Parent/Student Refusals

Federal and state laws state that all students will be tested.

AYP Implications: If a student does not take the MEA, the student will be counted as not participating. Schools should document these cases.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

2.7 Home-Schooled Students

Home-schooled students may take the test on an optional basis at the local school, if the local school agrees. Scores of home-schooled students are returned to the local school but are not included in the scores for the school.

AYP Implications: No impact - student scores are not included in AYP data.

2.8 Exchange Students

Exchange students are not permitted to participate in the MEA.

AYP Implications: No impact.

2.9 Newly Arrived Limited English Proficient (LEP) Students

Newly arrived LEP students must take part in the MEA through an appropriate avenue. (Note: There is an allowable accommodation that permits native language translation of the MEA for three years after a student's arrival in the United States.)

AYP Implications: Students will be counted for participation and performance (provided the student meets Full Academic Year requirements for performance).

2.10 Students in Private Schools with 60% or More Publicly Funded Students

Publicly funded students, who attend private schools in which 60% or more of their student population is publicly funded, are required to participate in the MEA. Schools have the option to test privately funded students, but these students will be reported separately.

AYP Implications: Publicly funded students only are included in AYP data.

2.11 Students Attending Other Private Non-Special Education Schools

There is no statute that applies to these students; therefore there is no basis to require them to take the MEA.

AYP Implications: No impact

2.12 Student Conditions Requiring Special Considerations:

A special consideration may be available when a student's long-term or emergency condition, physical or mental, prevents the student's participation in the MEA even with accommodations or through PAAP.

(Notes: (1.) Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. (2.) Emergencies are unforeseen events or situations which may include, but are not limited to, death in a student's immediate family, childbirth, accidents, injuries, and hospitalizations.) The Maine Department of Education should be contacted for further instructions regarding procedure and documentation.

AYP Implications: Students approved for special consideration are included in AYP data only for content area test(s) they complete. If these students complete no portion of the test, they are not counted in AYP data.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

3.0 ADMINISTRATION ISSUES

3.1 Students with Behavioral Issues

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions.

AYP Implications: Students will be counted for participation and performance. Performance scores will be based on the work completed or allowed.

3.2 Blank/Non-Scorable Student Responses

If there is a blank student response booklet or there are no scorable items (e.g., expletives, drawings), the student will not receive a score.

AYP Implications: The student will be considered a non-participant.

3.3 Incomplete Student Responses

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

AYP Implications: The student's score is included for both participation and performance.

NOTE: This is a change from the '02-'03 school year. Partially completed tests will no longer be labeled "TI" – testing incomplete.

3.4 Extensions to MEA Testing Window

Requests for an extension to the MEA testing window due to unforeseen circumstances will be handled on an individual basis by the Maine Department of Education.

3.5 Out-of-Level Assessments

Students at one grade level may not be assessed with material developed for a different grade level. Public schools are not encouraged to use off-grade MEA released items in developing PAAPs due to alignment and sufficiency issues.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

GLOSSARY

Adequate Yearly Progress (AYP) - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind Act*. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for math and reading in the grade(s), and meet attendance goals (K-8) or graduation rate targets.

Chapter 127 – “Instructional Program, Assessment, and Diploma Requirements”- a Maine Department of Education rule.

District (for AYP purposes) – A “district” refers to school administrative districts, municipal districts, and consolidated school districts for the purposes of this document. It does not refer to unions.

Full Academic Year (FAY) - A student is counted for performance in a school if the student has been present for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date before or on October 1 in the academic year of testing through the date of testing.

Limited English Proficient (LEP) – refers to a **subset of language minority students** whose proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. "Limited English Proficient" is a label based on the *assessment* of a student's English language proficiency.

Participation (for AYP purposes) - A student is determined to have participated in a content area test of the MEA if that student has submitted scorable work for that content test. The participation rate for a school in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled during the test for the tested grade. In general, to make AYP at least 95% of students enrolled must participate for the school and all groups in the school.

Performance (for AYP purposes) - The student’s score is that student’s performance on the MEA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring “meets” or “exceeds” on the MEA). The percentage of students who have MEA scores in these two categories compared to the number of students participating is used to compute the percentage proficient. The percentage proficient is compared to the established target to determine if a group has made AYP for performance.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and state laws require that all students be included in the Maine Educational Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, and Alternate Assessment). Maine’s Alternate Assessment is the PAAP. The PAAP was designed for students who would require accommodations that are not approved for the MEA because they would compromise the validity of the assessment.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
MARCH 2004 ADMINISTRATION**

GLOSSARY (Cont'd.)

Pupil Evaluation Team (PET) – A team of individuals, including parents, responsible for determining a student’s eligibility for special education and supportive services, including the student’s avenue of participation in the MEA. (Chapter 101, sec. 8)

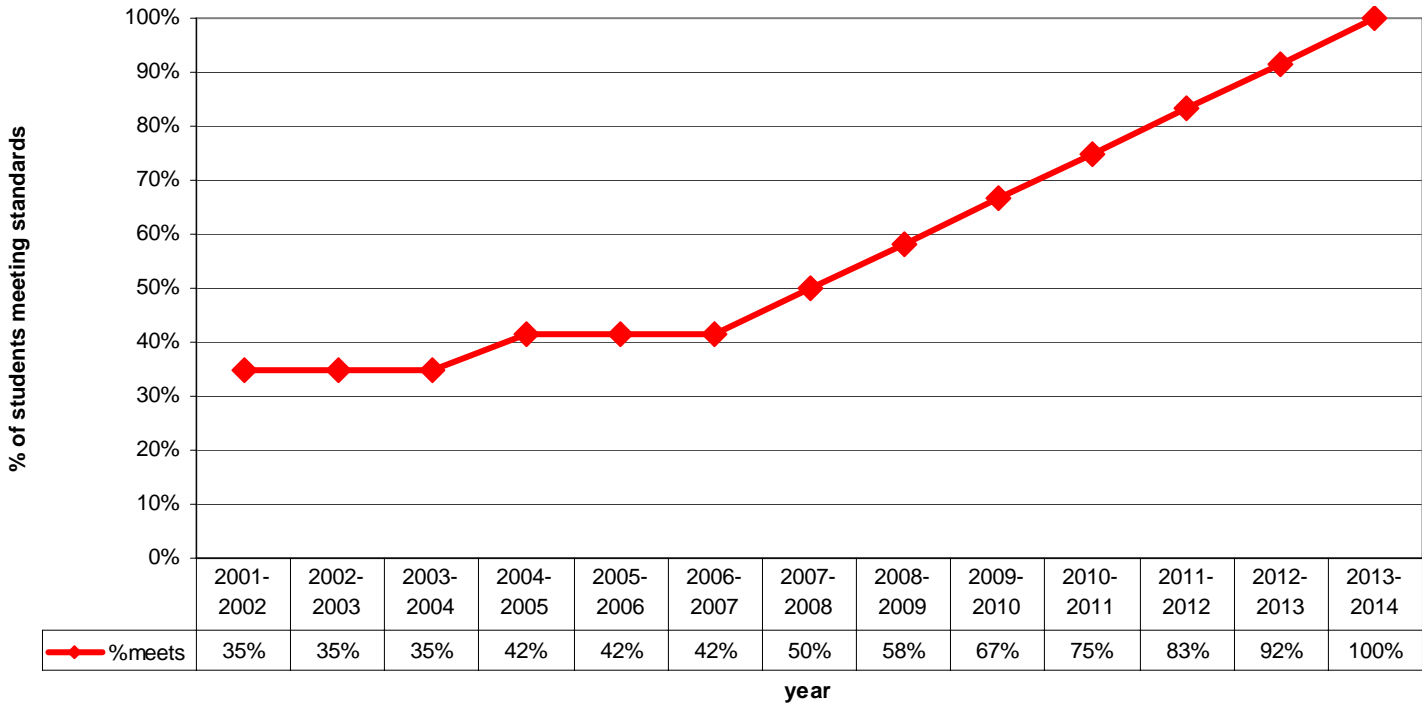
Receiving School - For the purposes of this document, a receiving school is the school to which a student moves.

Sending School – For the purposes of this document, a sending school is the school from which a student moves.

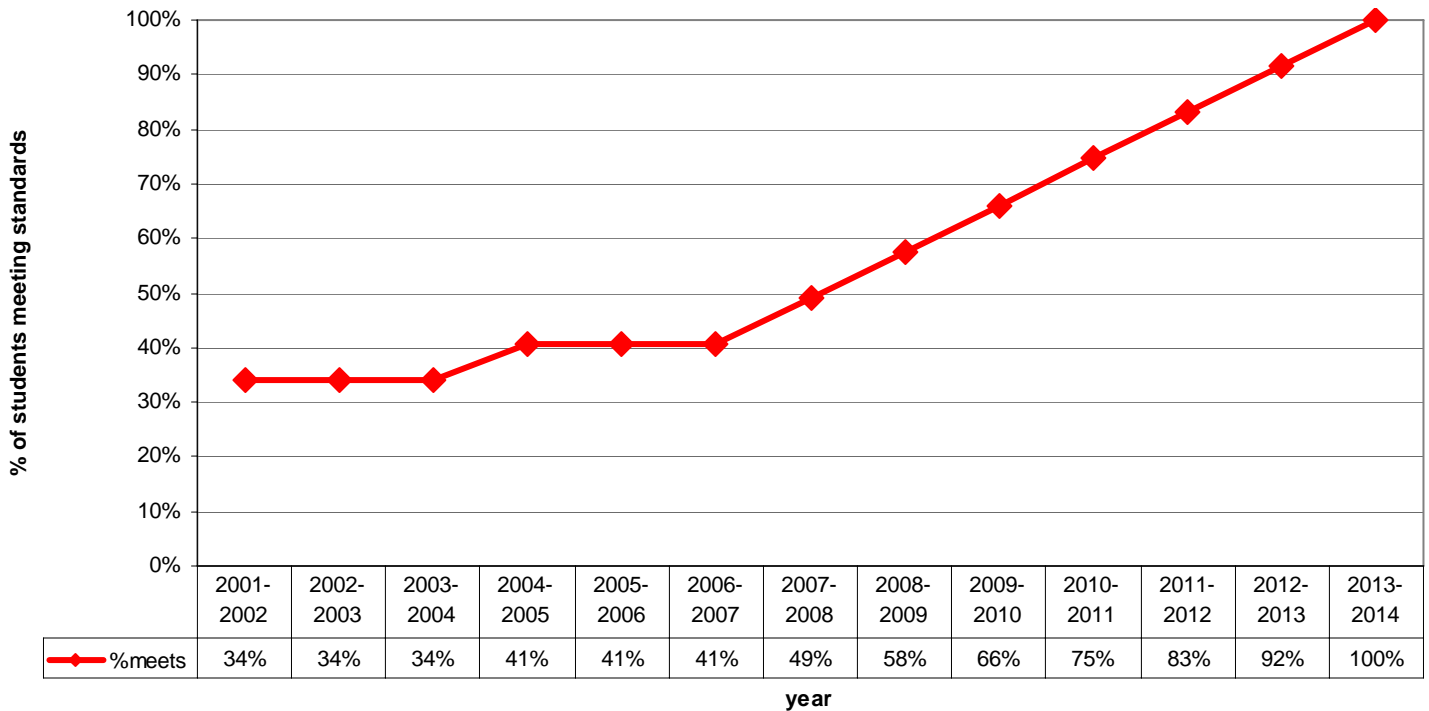
Testing Window – The testing window for the administration of the MEA, which should include all make-up testing, begins on the first day of testing March 1, 2004 and ends on March 12, 2004.

Appendix C. Sample AYP Trajectory

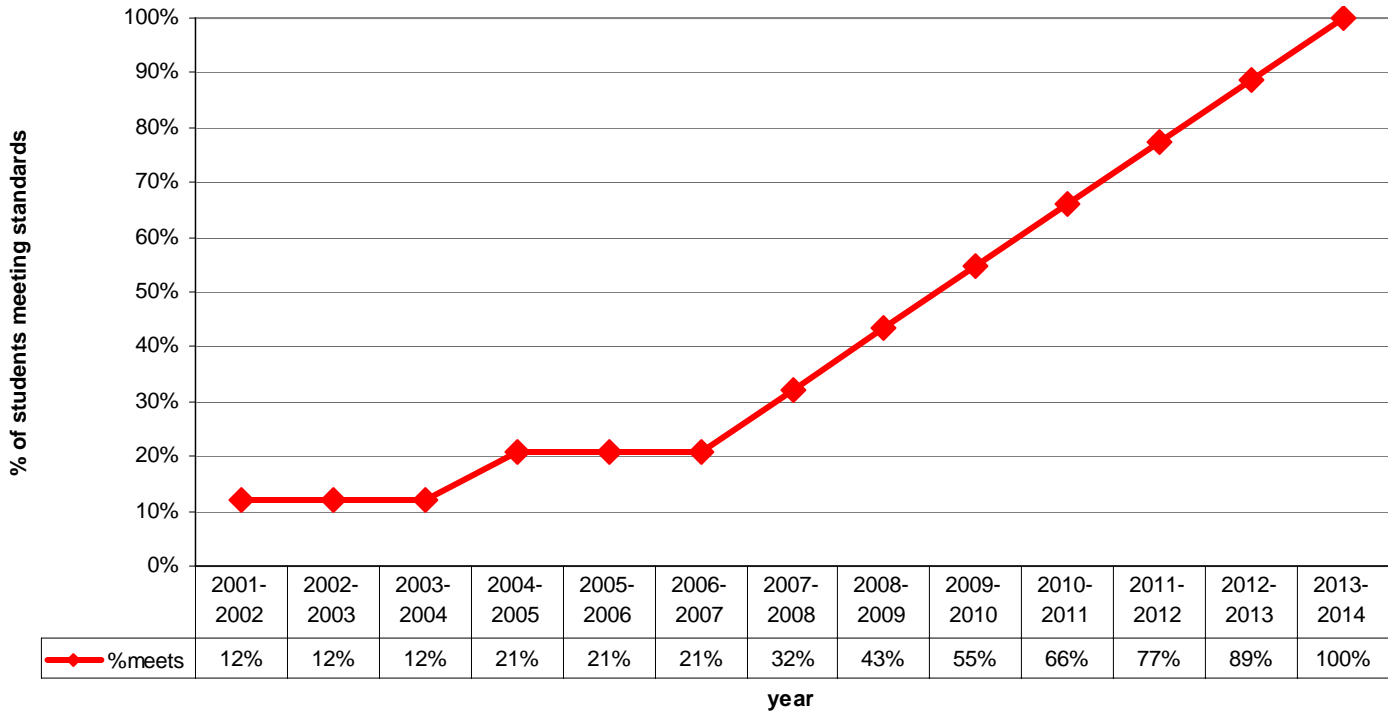
Grade 8 Reading % Meets Targets for AYP



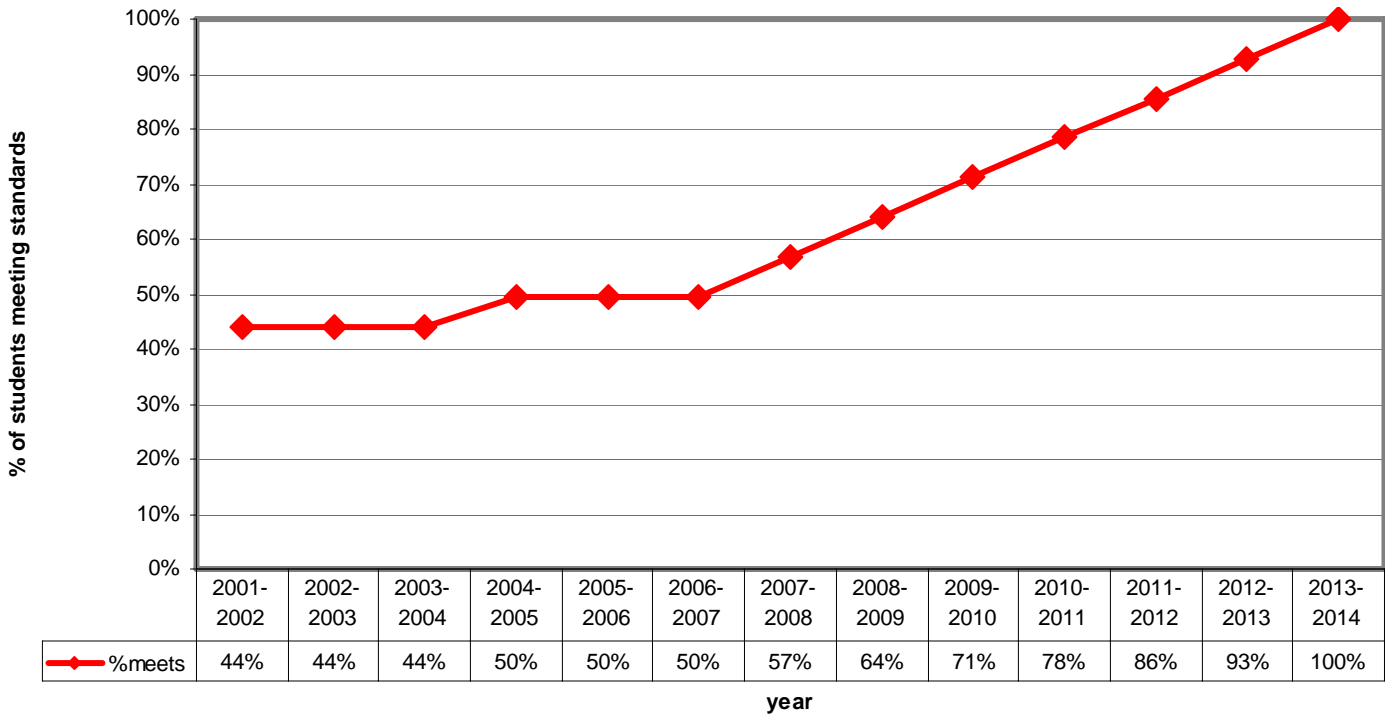
Grade 4 Reading % Meets Targets for AYP



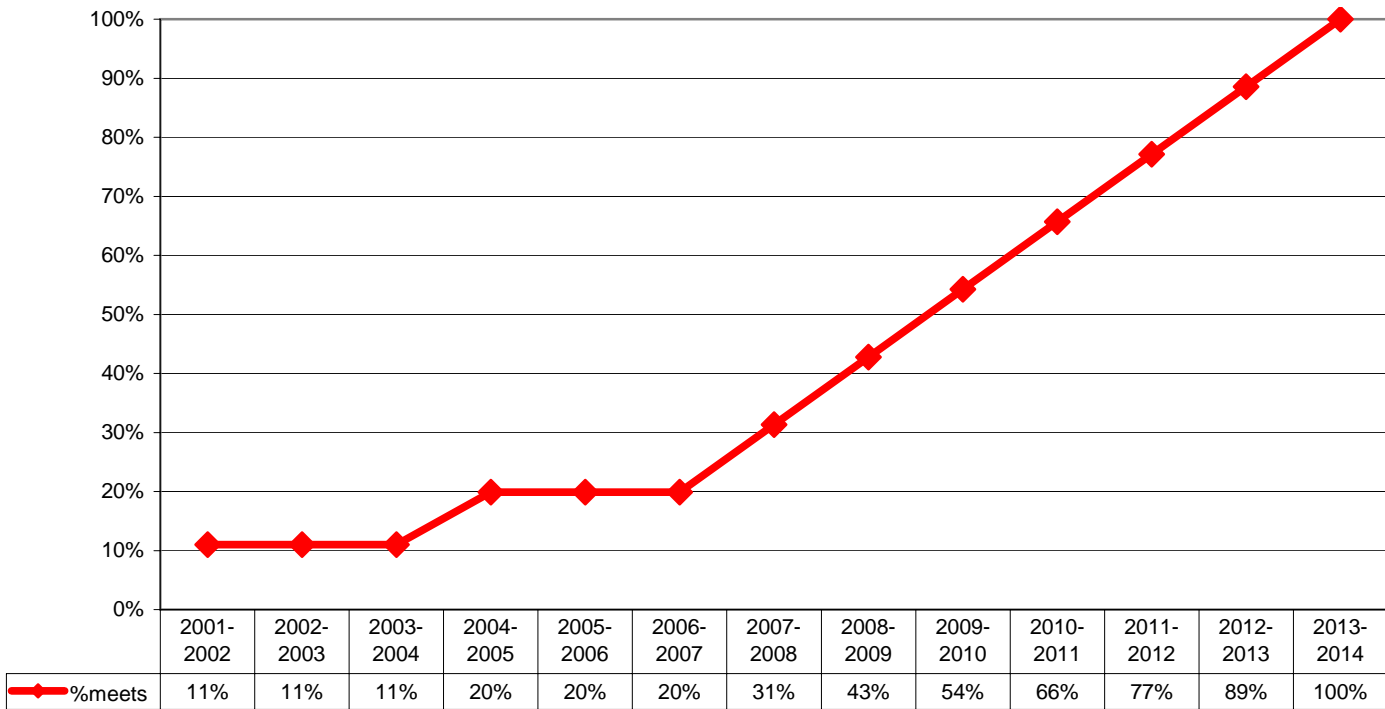
Grade 4 Math % Meets Targets for AYP



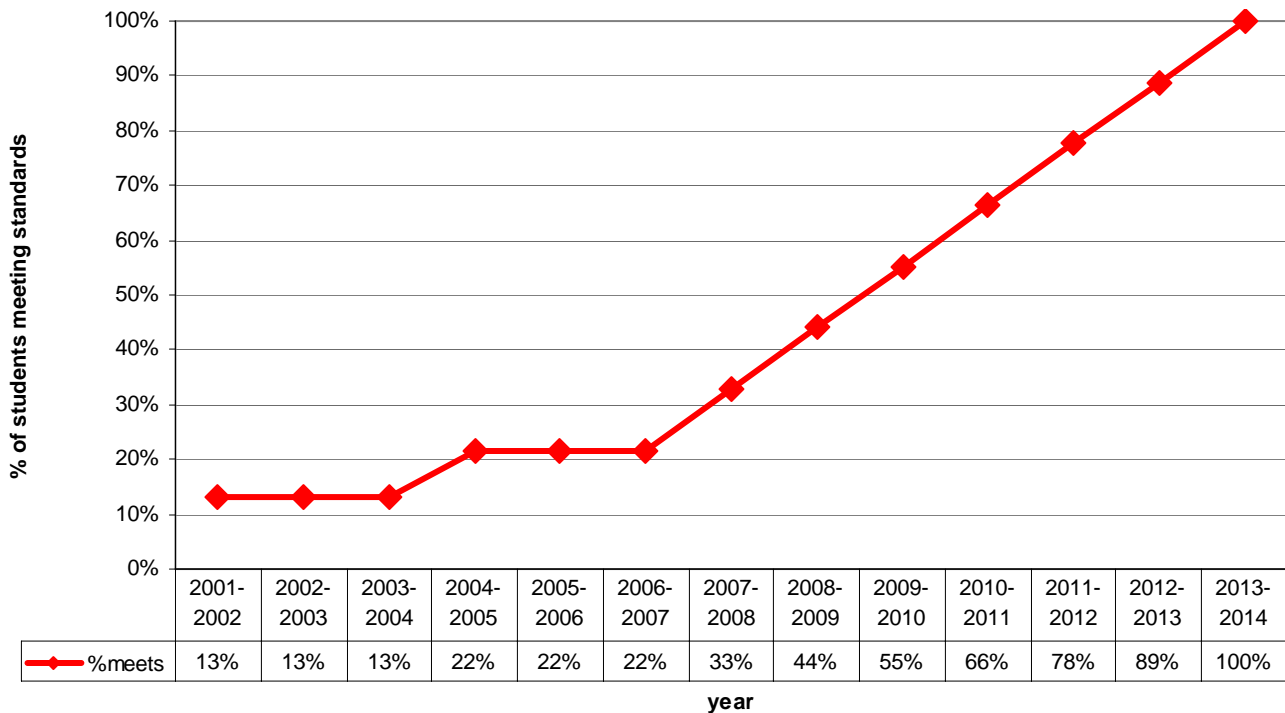
Grade 11 Reading % Meets Targets for AYP



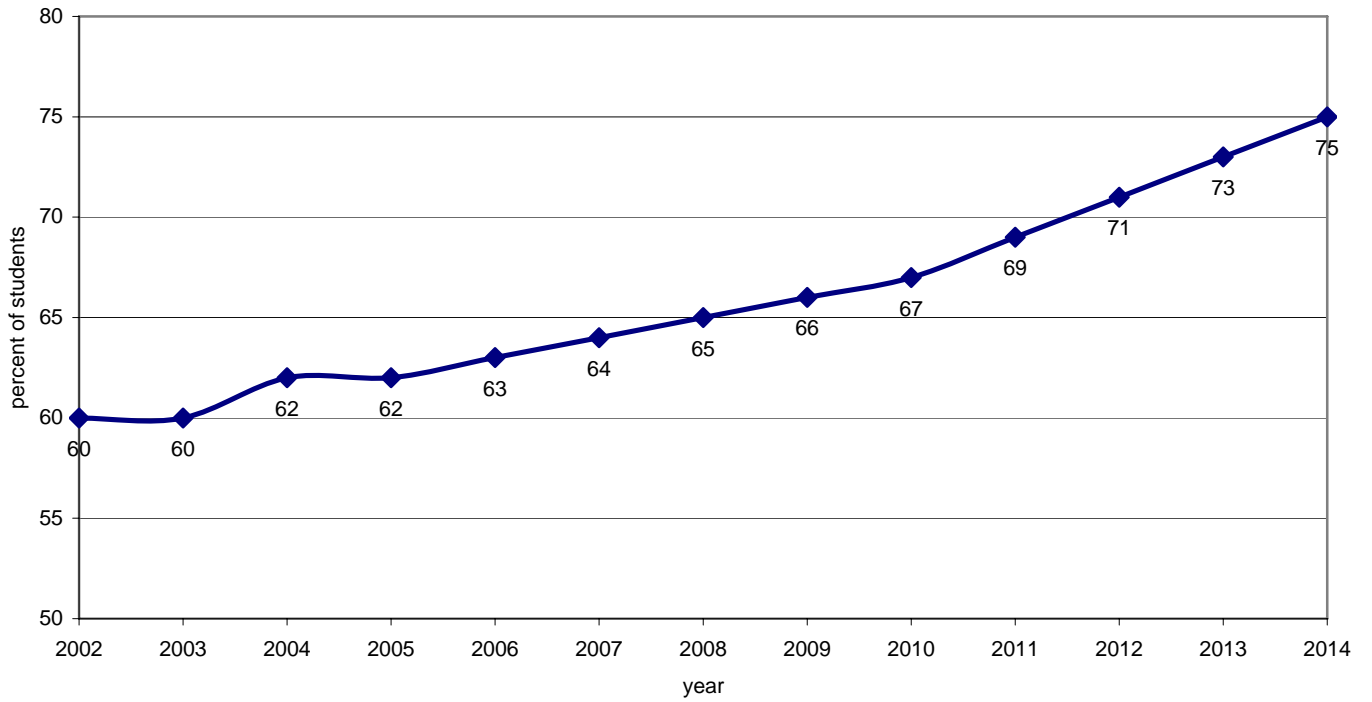
Grade 11 Math % Meets Targets for AYP



Grade 8 Math % Meets Targets for AYP



ME Graduation Rate Trajectory



ME ADA Trajectory

