



FACT SHEET

Maine Accountability

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TABLE 1
Maine school classification system

Design model	Performance index		
Summative classifications	Exceeds state expectations, meets state expectations, below state expectations, requires review for supports		
School classification indicators	Indicator weights		
		Elementary and middle schools	High schools
Academic achievement			
Subject(s)	Measure(s)		
English language arts and math	Percent proficient	42.0%	40.0%
Student growth			
Subject(s)	Measure(s)		
English language arts and math	Student learning index	38.0%	—
English learner progress			
Growth to target formula		10.0%	10.0%
Early warning			
Percentage of students who have regular attendance		10.0%	10.0%
Persistence			
Four-, five-, and six-year graduation rates		—	40.0%
College and career readiness			
		—	—
Enrichment and environment			
		—	—

Notes: Schools identified for targeted support and improvement because of a consistently underperforming subgroup of students will receive a lower summative determination. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 2
Maine timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	<ul style="list-style-type: none"> Notify schools of their identification as comprehensive or targeted support schools Review and approve applications for school improvement funds Launch district and school support system 	2021-22
2018-19	Continue operation of district and school support system	2022-23
2019-20	Continue operation of district and school support system	2023-24
2020-21	<ul style="list-style-type: none"> Determine if schools met improvement targets by end of school year Determine which schools subject to more intensive improvement strategies 	2024-25

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TABLE 3
Maine school improvement funding

Grant structure and amounts

Competitive grants	✓*
Formula grants	✗
Maximum amount, comprehensive schools	\$50,000
Maximum amount, targeted schools	\$50,000

Note: Some districts may receive planning grants prior to the 2017-18 school year. This analysis treats Maine's description of fund distribution as a competitive grant process even though Maine does not use this term.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
Maine school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	No criteria listed
Chronically low-performing subgroups	No criteria listed
Consistently underperforming subgroups*	No criteria listed and to be identified every three years
Low-performing subgroups	No criteria listed

*ESSA requires "consistently underperforming subgroup" schools to be identified annually.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

A selection of Maine's key school improvement strategies

- A 12-month, comprehensive needs-assessment process completed in collaboration with districts and schools
- Transformational Leaders' Network for principals in identified schools, providing intensive professional development
- Use of the state's educator evaluation and support system to measure changes in practice in identified schools

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