



SAU Review
Secondary Analysis of the
Review Evidence

Presented to
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Maine Department of Education
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A secondary analysis was conducted of the evidence collected in the SAU Reviews. Five questions guided the analysis.

These five questions were:

1. Where are SAUs in the development of their LR/LAS systems?
2. Have curriculum and instructional changes taken place? Type? Extent?
3. Have opportunities to learn the LR increased for children?
4. What challenges are SAUs facing in developing the LR/LAS system?
5. What type of assistance do SAUs need in developing their LR/LAS system?



Learning Results Implementation

Self-Assessment Tool for School Administrative Unit Review Process

Status Check
Fall 2005

Standards for Implementing the *Learning Results*

Primary Focus
Fall 2005

Core Standards:

Standard 1 – Student Focus

Standard 2 – Content and Instruction

Standard 3 – Accountability Through Assessment,
Reflection, and Action

Enabling Standards:

Standard 4 – Equity and Responsibility

Standard 5 – Learning and Continuous Improvement

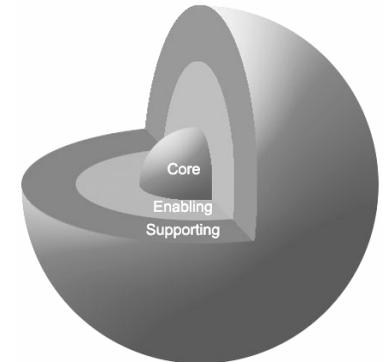
Standard 6 – Planning for Results

Standard 7 – Adaptable Organizational Structures

Standard 8 – Leadership

Supporting Standard:

Standard 9 – Public Involvement and Communication



Standard 1: Student Focus

1.1 Learning Results Alignment

All instructional staff can document alignment of actual curriculum, instruction and assessment with the Learning Results across all content areas to demonstrate that all students have the opportunity to learn.

1.2 Shared Understanding of Targets of Learning

Students know what will be assessed, know the standards of performance, and understand and value that which they are asked to do.

1.3 Student Work in Decision-Making

Student work and other student information is used to guide and inform decision-making about curriculum, instruction and assessment.

Standard 2: Content and Instruction

2.1 Opportunity to Learn and Achieve

All students have sufficient opportunity to practice and achieve the Learning Results through rich, challenging, interdisciplinary, applied and engaging learning activities.

2.2 Sound Instructional Strategies

Instructional strategies are research-based and include best practices.

2.3 Access to Technology

A full complement of multimedia technologies are available and used regularly by educators and students to enhance and deepen the learning process. Tools, for communication, collaboration and in-depth learning are available and easily accessible.

2.4 Instruction that is Responsive to Needs of Learners

To ensure all students receive appropriate instruction, teachers use a variety of instructional strategies to respond to the individual needs of learners.

Standard 3: Accountability Through Assessment, Reflection and Action

3.1 Data-Driven Accountability

A data-driven accountability system exists at all levels of the system – State, district, and school, including data collection and analysis leading to action. Technology is fully implemented as a tool in the collection and analysis of data to make decisions related to closing any achievement gap.

3.2 Purposes for LAS

The foundation of the local assessment system is a framework that identifies and aligns all individual, grade-level, district-wide, and large-scale assessments with the Learning Results. The system is designed to serve three purposes: informing and guiding teaching and learning, monitoring and holding units accountable, and certification of student achievement.

3.3 Focus on Informing Teaching and Learning

Assessment is an integral part of and is used to inform teaching and learning.

SAU Self-Assessment Continuum

Maintaining the Status Quo (M) – Stage 1

This point describes an SAU where the structures and organizations have not yet been responsive to new and changing expectations for improving the achievement of all students based on the implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System.

(M/E) – Stage 2

Evolving (E) – Stage 3

This point describes an SAU that is moving towards the implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System. There are significant elements of some of the components in place.

(E/T) – Stage 4

Transforming for Ongoing Improvement (T) – Stage 5

This point describes full and ongoing implementation of the Learning Results through the Comprehensive Education Plan and the Local Assessment System and demonstrates that the SAU is responding thoughtfully, appropriately, and in a systemic and timely way.

SAU Review Process

- Self-study by SAUs
- MDOE Review Teams conducted site visits
 - 165 site visits
 - 31 MDOE Review Teams
 - 66 staff members of MDOE
 - 107 external educational colleagues
 - One or more representatives from SAUs
 - Others including SBOE members, higher education representatives, outside service providers, etc.

Analysis Questions

1. Where are SAUs in the development of their LR/LAS systems?
2. Have curriculum and instructional changes taken place?
Type? Extent?
3. Have opportunities to learn the LR increased for children?
4. What challenges are SAUs facing in developing the LR/LAS system?
5. What type of assistance do SAUs need in developing their LR/LAS system?

Q1: Where are SAUs in the development of their LR/LAS systems?

SAU Self-Assessment

Standards and Indicators	Percent at Each Stage of Development				
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Maintaining	M/E	Evolving	E/T	Transforming
1.1 Learning Results Alignment	0	6	59	32	3
1.2 Shared Understanding of Targets of Learning	5	23	55	17	0
1.3 Student Work in Decisions-Making	3	27	55	13	2
2.1 Supportive Interventions for Students	2	10	64	20	4
2.2 Sound Instructional Strategies	1	7	67	20	5
2.3 Access to Technology	1	17	50	26	6
2.4 Instruction that is Responsive to Needs of Learners	2	12	65	16	5
3.1 Data-Driven Accountability	22	29	41	8	0
3.2 Purposes for LAS	3	17	57	22	1
3.3 Focus on Informing Teaching and Learning	3	22	46	22	7

Q1: Where are SAUs in the development of their LR/LAS systems?

1. Most SAUs report that they are midway or further in the development of a Learning Results system.
 - Approximately 50% - 60% of SAUs rate themselves at Stage 3 (Evolving Stage).
 - Two-thirds or more SAUs report themselves at Stage 3 or higher.
 - SAUs are at varying stages of development for different indicators.
2. Few SAUs report they are still in the beginning stages of developing a Learning Results system.
 - Less than 5% of SAUs report being at Stage 1 (Maintaining Stage).
 - Approximately 10% - 25% report themselves at Stage 2 (M/E Stage).

Q1: Where are SAUs in the development of their LR/LAS systems?

Continued

3. A few SAUs report they have substantially completed developing a Learning Results system.
 - 3%-5% of SAUs report being at Stage 5 (Transforming Stage) for several standards and indicators.
4. Most SAUs report having completed the alignment of their curriculum with the Learning Results and have started to translate the alignment into classroom instruction.
 - Over 80% of the SAUs report being at Stage 3 or higher for:
 - 1.1 Learning Results Alignment
 - 2.1 Supportive Interventions for Students
 - 2.2 Sound Instructional Strategies
 - 2.3 Access to Technology
 - 2.4 Instruction that is Responsive to Needs of Learners

Q1: Where are SAUs in the development of their LR/LAS systems?

Continued

5. The standards and indicators lagging behind the most in development by SAUs involve managing, interpreting, and using data to inform instruction, and provide an accountability system.
 - A quarter to a third are below Stage 3 in development of:
 - 1.2: Shared Understanding, Targets of Learning
 - 1.3: Student Work in Decision Making
 - 3.3: Focus on Informing Teaching and Learning
 - 51% of SAUs report not being at Stage 3 yet for 3.1: Data Driven Accountability.
6. There are no major differences in developmental levels of SAUs by superintendent regions.
 - Most percentages within regions at various developmental stages mirror the statewide profile. Some SAUs in different regions are further along in development than others, but there are no clear regional patterns.

Q1: Where are SAUs in the development of their LR/LAS systems?

Continued

7. There are no major differences in developmental levels for SAUs of different size.
 - Larger SAUs are generally somewhat further along in their development, but no consistent patterns exist.
8. Union SAUs and SAUs which include a 60% public/private school generally lag behind other type SAUs in the development of their Learning Results system.
 - More union SAUs and SAUs which include a 60% public/private school report that they are in the first two stages of development.

Q2: Have curriculum and instructional changes taken place? Type? Extent?

1. Substantial time and resources have been expended by SAUs in preparing for curriculum and instructional changes.
 - Most SAUs report providing considerable time and resources for workshops and meeting times for staff to align curriculum, and to develop, validate and incorporate assessments into the curriculum.
2. Instructional changes most often mentioned by SAUs involved customizing instruction for students or groups of students.
 - Many of those who listed changes, listed changes such as:
 - (1) Training and initial implementation of differentiated teaching and learning.
 - (2) Implementing student personal learning plans.
 - (3) Adding or expanding Honors, G/T and AP programs.

Q3: Have opportunities to learn the LR been increased for children?

1. There is evidence that some SAUs are increasing opportunities, but the extent, quality and effectiveness of increased opportunities are unknown.
 - For those SAUs who reported changes, the changes were most frequently of the type:
 - (1) New or expanded summer school programs;
 - (2) New or expanded after school options, camps, learning labs and tutoring programs;
 - (3) New or revised programs focusing on literacy/literacy support and math/numeracy support;
 - (4) Addition of all day kindergarten program.
2. Patterns of increased opportunities were not discernible among the SAUs.
 - Types of increased opportunities were not reflective of regional, SAU size, or SAU type of differences.

Q4: What challenges are SAUs facing in developing the LR/LAS system?

1. SAUs mentioned many challenges. Ones most often mentioned include:

- Too little time to develop, validate, and interpret assessments.
- Too little expertise in developing valid assessments and valid, equivalent replacement assessments.
- Too little expertise in understanding and applying the technical standards of assessments.
- Too many assessments to administer, score and use.
 - a. The median number of grade level assessments reported was in the 8-13 range.
 - b. Median number of school level assessments was in the 8-10 range.
 - c. 41 SAUs report having 16 or more assessments at one or more grade spans.
- Too little time, and expertise, in using assessment data in their instruction.
- Inadequate data management systems.
- Difficulty in keeping up with the multiple changes in guidance and requirements from DOE.
- Uncertainty of how changes in Ch. 125 and Ch. 127 will affect their work.
- Communicating standards-based system to parents and other stakeholders.

Q5: What type of assistance do SAUs need in developing their LR/LAS systems?

1. SAUs mentioned a wide array of types of needed assistance, most mirroring the challenges they report facing in developing an LR/LAS system. The most frequently mentioned areas of needed assistance were:
 - Professional development and/or technical assistance in:
 - (1) Developing data systems;
 - (2) Integrating assessments and assessment data into curriculum and instruction;
 - (3) Designing, validating, scoring, and interpreting assessments;
 - (4) Developing standards-based reporting systems.
 - Understanding and implementing clearer DOE requirements.
 - Assistance in communicating standards-based program to stakeholders.
 - Examples/models of SAUs with established, successful, and balanced local assessment systems.

Summary Assessment of SAU Review Evidence

- Commitment to the goal; concerns about the means.
- Substantial effort and solid progress.
 - Invested a great deal of time and resources.
 - Foundational development work substantially complete.
- “Hitting the assessment wall”
 - Formative assessment (assessment for learning).
 - Summative assessment (assessment of learning).
- Next steps; focus on depth vs. breadth.
 - Vertical progress vs. horizontal progress.