

Maine Department of Education



State Accountability Manual

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“Points of Intersection”

SY 2007-2008

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Commissioner of Education

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PREFACE

The focus on standards, assessment, and accountability over the past two decades has transformed the business of education. This transformation has been accelerated by the reauthorization of the *Elementary and Secondary Education Act of 1965*, now known as the *No Child Left Behind Act of 2001* (NCLB). The federal law's emphasis on accountability outlines a prescriptive method by which schools and school administrative units (SAUs) are evaluated. This statutory mandate occurred comprehensively throughout the country, regardless of those states who had already established well-defined accountability systems.

Maine's pre-NCLB accountability system was developed to reflect the unique context of the state. Stakeholder committees formulated the educational goals and objectives for students and schools, technical advisory boards assisted in design issues, and state department staff developed policy and support structures within the state. Maine's *Learning Results* (MLRs) were established to reflect the skills and knowledge that Maine's students needed to be productive citizens and participate in the democratic process. The Maine Educational Assessment (MEA) was the statewide assessment used to measure the MLRs. Once score production began, results were promulgated using a comprehensive reporting structure. These structures disseminated information about student achievement using printed reports, media reviews, informational brochures, Web-based technologies, and professional in-services. Parents and the general public further deepened their understanding about student achievement as schools began to receive yearly performance reports. School officials used assessment data to celebrate high performance and focus improvement efforts on areas of concern. Local accountability and assessment systems provided additional information about student learning and school performance.

ABOUT THIS DOCUMENT

This document's function is to describe the business rules, design logic, annual results, and quality assurance procedures of Maine's State Accountability System. The MDOE (Maine Department of Education) conceptualized an Integrated Technical Manual (ITM) that included detailed information explaining how the: (a) accountability system processed data into scores and ratings, (b) business rules and design logic were implemented, and (c) quality assurance mechanisms ensured accurate and credible results. In SY 2006-2007, the MDOE began collecting and organizing information about its accountability system. During this time, the MDOE began working on major revisions to its Title III framework. These revisions allowed the state to integrate Title I and Title III components into the state accountability system.

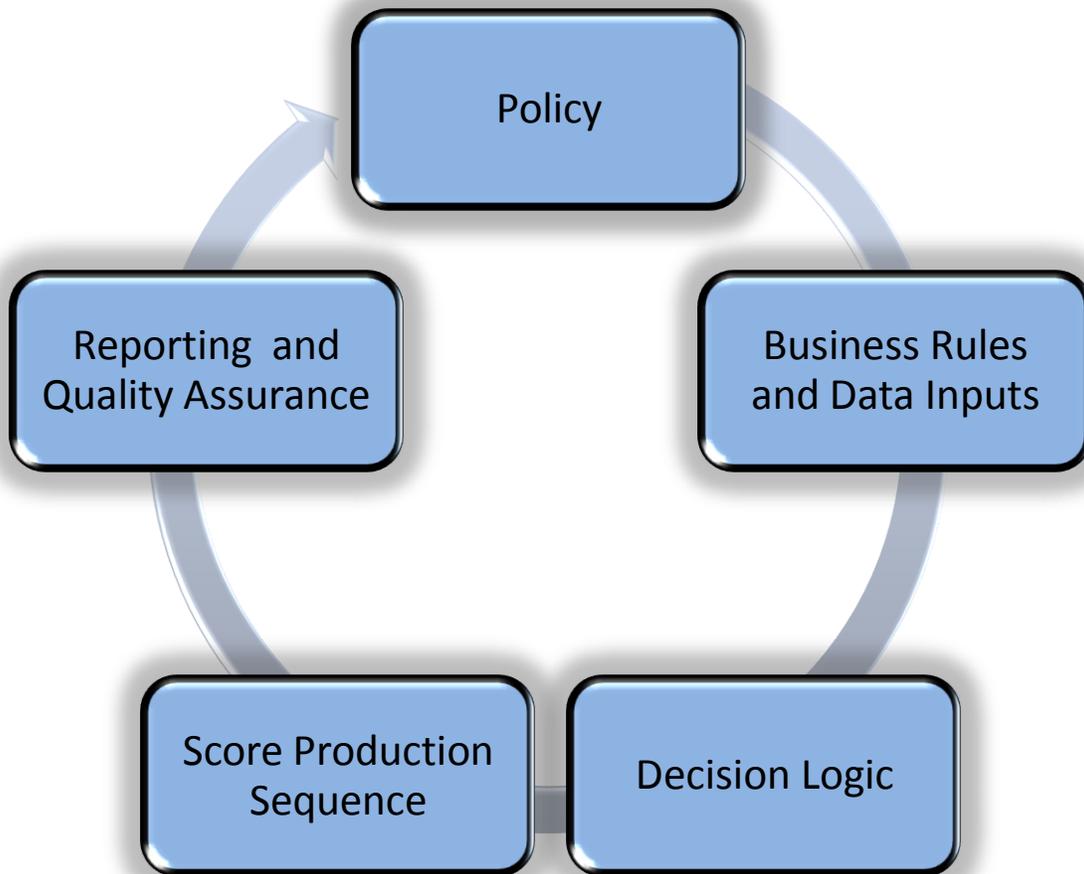
This initial ITM provides end-users with four basic functions:

1. A document which describes how Maine's state accountability system evolved into its current configuration;
2. A map detailing the alignment between statutory requirements, business rules, and score production;
3. A foundation for examining ways to improve the accountability system; and
4. A review of quality assurance practices used to produce credible accountability results.

In addition to the aforementioned functions, the ITM also provides a historical context for the state's accountability Theory of Action (ToA). The ToA governs the actions used to achieve the system's accountability goals. By documenting these actions in meticulous detail, interested parties have access to the technical information and procedures used when making accountability determinations.

First, the *Policy - Strategic Goals and Objectives* section answers the question "where" the state wants to be in the future. Then, the *Business Rules and Data Inputs* section provides information about "how" the state uses its accountability and assessment data and how policies are operationalized. Next, the *Decision Logic and Score Production Sequence* section describes the design logic and production sequences used to produce accountability scores and ratings. Specifically, this section answers the question of "what" metrics the state is using to evaluate the improved performance of schools and districts/SAUs. The last section, *Reporting and Quality Assurance*, answers the question "to what degree" are this year's scores a reflection of past performance. A series of analyticals are used to summarize the results around several themes for the expressed purpose of communicating to non-technical audiences. Also in this section, the reader can find procedural techniques, such as screening data, used by the MDOE to ensure both reliable and valid results. Taken in its totality, this first generation ITM provides information about Maine's State Accountability System to a wide range of readers. It should be noted that other accountability frameworks (e.g., school approval, highly qualified teachers) are not included at this time. As of the publication date, the State Accountability Manual focuses exclusively on Title I, Part A and Title III.

POLICY-TO-ACTION CYCLE



This document details the framework of the policy, business rules, data inputs, decision logic, score production sequence, reporting, and quality assurance measures used to make accountability determinations. Once policy makers have established goal-defining policies, it becomes the responsibility of the operational and technical staff to transform the language into a series of business rules, decision logic, and production activities necessary to measure each policy objective and report reliable results.

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LIST OF ACRONYMS

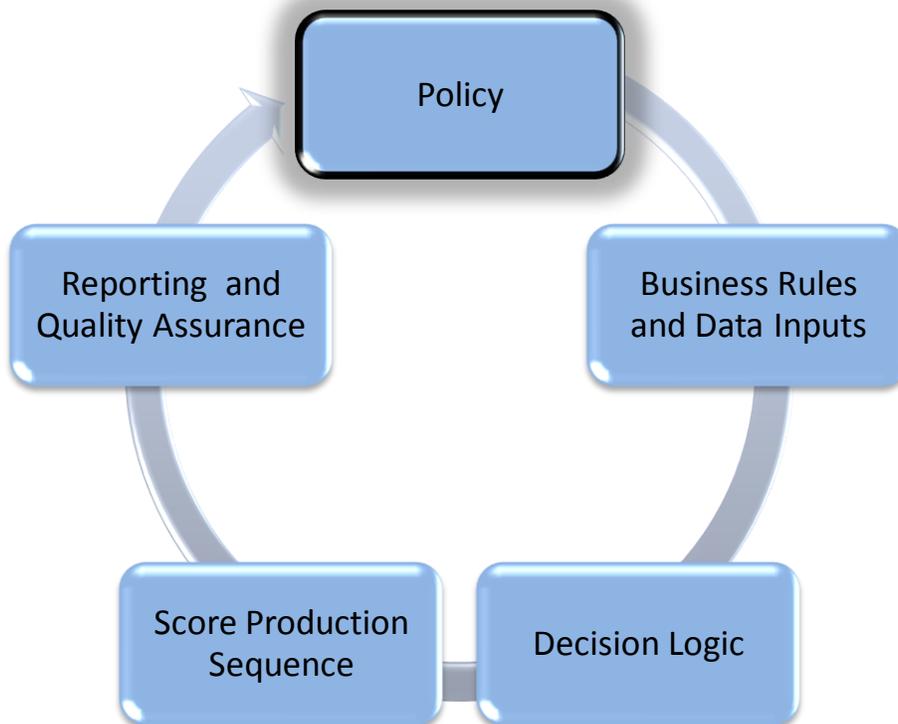
Acronym	Definition
ACCESS for ELLS [®]	Assessing Comprehension and Communication in English State-to-State for English Language Learners
ADA	Average Daily Attendance
ALDs	Achievement Level Descriptors
AMAOs	Annual Measurable Achievement Objectives
AMO	Annual Measurable Objective
ARC	Appeal Review Committee
AYP	Adequate Yearly Progress
BIG	Private schools receiving public funds
CCSSO	Council of Chief State School Officers
CCSSO-ASR –SCASS	Council of Chief State School Officers - Accountability Systems and Reporting Consortium State Collaborative on Assessments and Student Standards
CI	Confidence Interval
CIPS	Continuous Improvement Priority Schools
CONCAT	Concatenation
CSP	Charter Schools Program
DM	Diagnostic Matrix
DMAIC	Define, Measure, Analyze, Improve, Control
DQC	Data Quality Campaign
ED	Economically Disadvantaged
ELA	English Language-Arts
ELL	English Language Learners
EPS	Essential Programs and Services
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
FAY	Full Academic Year
GED	General Educational Development
GLEs	Grade Level Expectations
GR	Graduation Rate
HOM	Home School
IA	Internal Audit
IDEA	Individual with Disabilities Education Act of 1975
IEP	Individual Education Plan
ITM	Integrated Technical Manual
LB	Lower Bound (of the confidence interval)
LEA	Local Education Agency
LEP	Limited English Proficient
MDOE	Maine Department of Education
MEA	Maine Education Assessment
MeCAS	Maine Comprehensive Assessment System
MEDMS	Maine Education Data Management System
MHSA	Maine High School Assessment

Acronym	Definition
MLRs	Maine's <i>Learning Results</i>
MN	Minimum N-Count
MPO	Maine Purposes Only
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act of 2001
Nd	N-Count (denominator)
ND	No Data
NeCAP	New England Common Assessment Program
NGA	National Governors Association
Nn	N-Count (numerator)
NRT	Norm-Referenced Test
OAI	Other Academic Indicator
OELA	Office of English Language Acquisition
PAAP	Personalized Alternate Assessment Portfolio
PET	Pupil Evaluation Team
PL	Performance Level
PLP	Personal Learning Plan
PRI	Private Sectarian School
PSN	Private Special Purpose, Private Non-Sectarian School
PUB	Public School
QADM	Quality Assurance Diagnostic Matrix
QAP	Quality Assurance Plan
SAM	State Accountability Manual
SAT	Scholastic Aptitude Test
SAU	School Administrative Unit
SH	Safe Harbor
SOP	Standard Operating Procedures
SPED	Special Education (referring to the Students with Disabilities subgroup)
SS	Scaled Score
SSD	Services for Students with Disabilities
SWD	Students with Disabilities
TAC	Technical Advisory Committee
ToA	Theory of Action
UB	Upper Bound (of the confidence interval)
USDE	United States Department of Education
WAI	Weighted Average Index
WIDA	World Class Instructional Design and Assessment

SECTION 1

POLICY

STRATEGIC GOALS AND OBJECTIVES



Quick Guide to this Section

I need to know about the...

- **Policies that define the accountability strategy.**
- **Strategic goals and objectives.**
- **Purpose of Title I and III accountability.**
- **Annual goals for the federal accountability system.**
- **Current and future targets (objectives).**

1.0 Policy Overview

The goals and objectives articulated in Section 1 of this document provide the policy framework for the business rules used to make accountability determinations within the Policy-to-Action cycle (answering the question “where” the state wants to be in the future). Policy makers typically provide general guidelines necessary to develop long-term goals, organize bureaucratic structures, and establish performance measures by which to judge the impact of their decisions. Inferences about student learning and the effectiveness of educational reforms are often made with limited or no causal information. This phenomenon is due in part to the complexity and confounding variables associated with student learning. Reformers have examined effective and ineffective characteristics of schools (Purkey & Smith, 1983; Teddlie, Kirby, & Stringfield, 1989), the impact of student background characteristics (Coleman et al., 1966), wealth distributions (Hanushek, 1997), and accountability systems using statewide assessment measures to quantify student learning (Gong, 2002).

The dependence on statewide test data has burgeoned since the implementation of accountability systems during the late 1990s and reached an apex with the passage of P.L. 107-110, known as the No Child Left Behind Act of 2001 (NCLB). This prescriptive legislation details how schools, School Administrative Units (SAUs), and states are held accountable for improved learning results. Although additional fiscal resources were included in the reauthorization, most educational systems had to redirect scarce resources to meet federal compliance requirements. This produced a shift in priorities due in part to the fact that without meeting federal compliance requirements (Cowan & Mansevit, 2002), state agencies and subgrantees would lose critical fiscal resources needed to implement the law. Unlike earlier reauthorization, state agencies no longer had the flexibility to design a wide-range of performance-based accountability systems.

All major public organizations have some form of accountability. Two typical forms are fiscal accountability for expenditures funded by public dollars and performance-based accountability. Performance-based accountability requires the public entity to establish measures of services and/or goods produced for public consumption. Performance-based goals in education are generally defined as specific educational criteria that stakeholder groups have determined the system should strive to achieve. Accountability goals may be subject to multiple interpretations and may not be mutually exclusive. For example, an accountability system that has developed the performance-based goals of demonstrating continuous improvement and high academic performance for all schools may ask the following design questions: “*Does continuous mean every year?*”; “*What constitutes high performance?*”; and, “*Is it possible to demonstrate high performance, yet have scores that remain unchanged across several years?*”

Those developing the accountability system typically address these types of design questions; however, educators and the general public often misunderstand them. Compared to performance-based accountability goals, accountability objectives are often more readily understood by educators and the general public because they provide a specific, time-bound method to evaluate progress and goal attainment. Objectives are a logical extension of the goal-setting process because they are expressed in terms that stakeholders frequently use in other contexts, such as dieting and sports. Despite the commonly recognized importance of objectives to the goal-setting process, the process of developing short-term, intermediate, and long-term objectives can be particularly challenging, especially when conflicting goals and interests are represented. In addition to establishing a process to prioritize objectives (McConnell, 1987),

stakeholder groups and system designers must also work together to develop benchmarks, performance indicators, and appropriate metrics.

In Maine, this process was further complicated by the fact that the performance objectives for Maine's *Learning Results* (MLRs) are based on additional academic content standards besides those required by NCLB (i.e., reading/English language arts, science, and mathematics). The MLRs place importance on the aforementioned content areas; however, they also contain additional content standards that are deemed critical to developing students who are prepared for the 21st Century, such as writing and the arts. The goal of Maine's pre-NCLB accountability system was to establish a structure by which fair, consistent, and valid judgments about continuous improvement could be made about student performance. This system's design valued the role of local boards of education and communities to establish performance indicators, associated goals, and public reporting structures. State law required that data from the Maine Education Assessment (MEA) be the official measure of student achievement of the MLRs. Student achievement in grades 4, 8, and 11 in reading, writing, mathematics, and science was first reported to parents in the late 80s and continued until after the passage of NCLB. Prior to 2001, the MEA was the only state accountability system that evaluated school and SAU accountability. Thus, the state of Maine was considered a forerunner in the accountability movement.

1.1 Accountability

1.1.1 Basic Components for Title I

The current accountability system links Maine's implementation of the MLRs to NCLB. The intent of the system is to set high performance standards for each and every student; provide resources and supports to give students access to these standards; deliver quality programs; measure progress; and hold students and SAUs accountable for results. For accountability purposes, the assessment system's design and Adequate Yearly Progress (AYP) requirements ensure that comparable data can be aggregated to evaluate the performance of subgroups, schools, SAUs, and the state as a whole (see Figure 1). When accountability determinations suggest that student performance is below standards and not improving, the accountability system provides for targeted assistance to ensure that students have the opportunity to improve their performance. The accountability system is intended to provide data and support for improved educational services, while respecting individual rights and local governance.

In Maine, federal accountability decisions began in 2003 with the use of reading and mathematics data in grades 4, 8, and 11. State officials completed the consolidated Accountability Workbook (MDOE, 2003) on January 31, 2003, which articulated how the state would meet the regulatory requirements of NCLB. Following the United States Department of Education (USDE) Peer Review process, the state amended (June 5, 2003) its accountability design. As a result, 2006 assessment results from grades 3, 5, 6, and 7 were also included in the state's accountability design. Beyond reading and mathematics data, the Maine Department of Education (MDOE) selected average daily attendance (ADA) for the elementary grades and the graduation rate for high schools as the Other Academic Indicators (OAI). Per NCLB, the graduation rate was the required OAI for high schools.

Federal regulations detail the method each state must use to establish performance thresholds for reading and mathematics. These thresholds must be based on the state's definition of "proficient". In Maine, students having a performance rating of *Meets the Standard* or higher are classified as *proficient* for AYP determinations. NCLB also prescribes the formula used to

establish the starting point for each subgroup and school, which is to rank order all schools in the state by the percentage of students classified as *proficient*, and then select the 20th percentile enrollment school as the starting value (Forte-Fast & Hebbler, 2004; Marion et al., 2002). The subgroups are whole school, Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged (ED), and five ethnic groups.

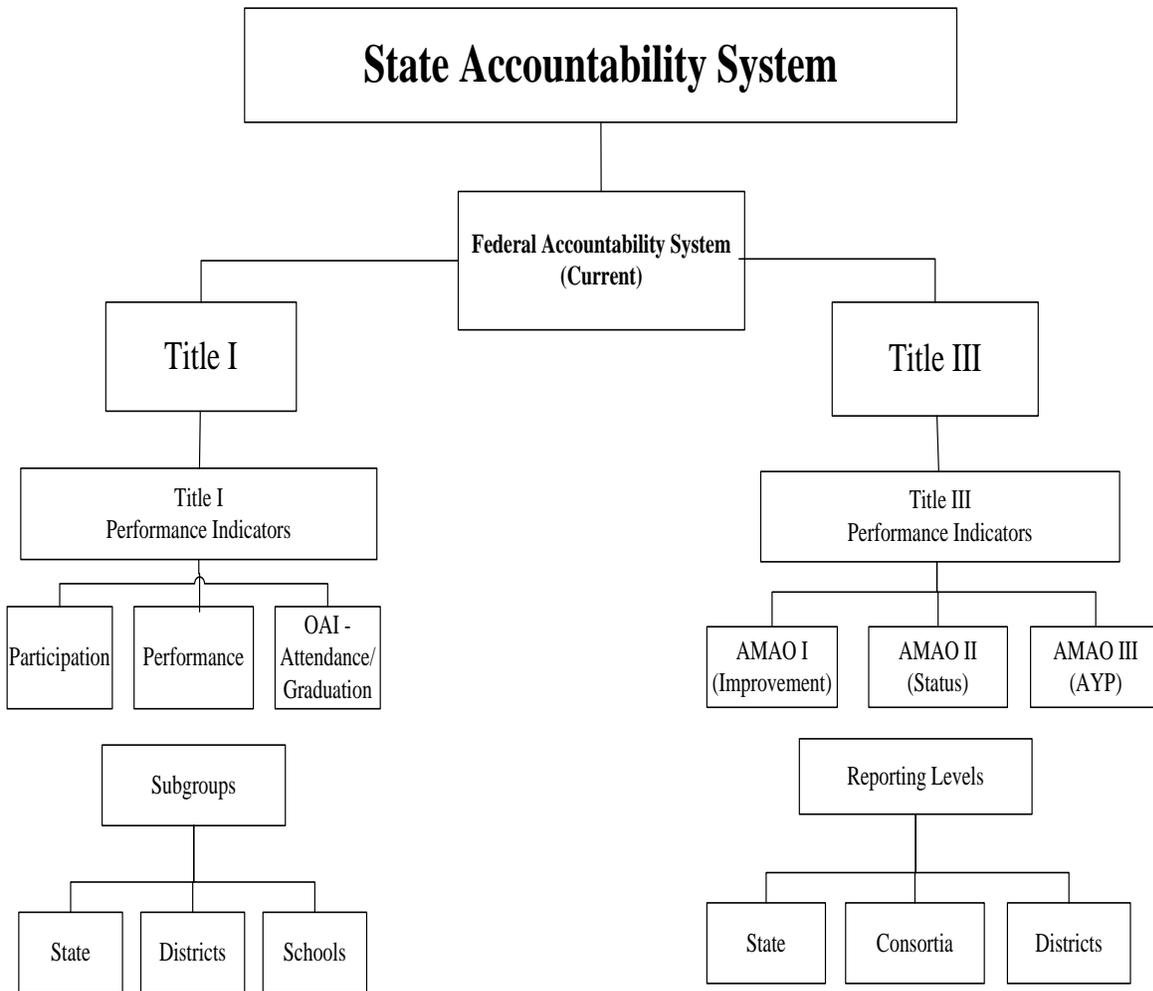


Figure 1. *State Accountability System-State of Maine*

Accountability determinations are first based upon the percentage of students who participated in the statewide assessment and maintained continuous enrollment from October 1st to the day of testing, which is known as the Full Academic Year (FAY) in NCLB parlance. Any subgroup failing to attain a 95% participation rate is deemed as missing AYP. Next, student performances on the MEA, Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) are used in making AYP determinations for reading and mathematics. The aforementioned assessments (along with ACCESS for ELLs[®]) are now

referred to collectively as the Maine Comprehensive Assessment System (MeCAS). The assessment data is manipulated by a series of business rules so that the percentage of *proficient* students can be determined for all schools. Schools missing any AYP target are deemed as missing AYP for the current year. Any Title I school failing to meet AYP for two consecutive years is required to implement NCLB sanctions prior to the upcoming school year. The state implements the business rules in order to reduce Type I errors and ensure that small rural schools are included in accountability decisions. These include requiring minimum cell sizes for performance ($n = 20$) and participation ($n = 41$), averaging data across years, and applying a 95% confidence interval to adjust for sampling error.

The state expects continuous improvement for those schools identified as missing their AYP targets under NCLB while remaining committed to supporting schools and SAUs. The MDOE places emphasis on developing innovative programs to allow all students to meet Maine's *Learning Results* using a continuous improvement model based on student performance data. Title I schools identified as Continuous Improvement Priority Schools (CIPS) are assigned a support team with expertise in the area(s) of need. The CIPS Team works with each identified school over the course of the year, depending on the nature and extent of identified issues, to assist in planning for improvement. Any Title I school failing to improve in subsequent years is assigned a series of consequences ranging from school choice to other more intrusive measures. Overall, the accountability system is designed to use information about student mastery of *Learning Results*, as measured by the MeCAS (less ACCESS for ELLs[®]), to identify schools needing improvement and support.

1.1.2 Design Changes for Title I

The accountability system has undergone several design changes since 2003. The MDOE amended the USDE Accountability Workbook several times (MDOE, 2004; MDOE, 2005; MDOE, 2006) prior to the production of accountability results. These amendments were discussed and agreed upon by the USDE before the agency's vendor implemented any changes in the business rules and/or decision logic. In June 2005, the MDOE submitted two amendments to its USDE Accountability Workbook. The accountability changes included the use of a 75% confidence interval ($p > .25$, one-tail) for *Safe Harbor* calculations and the 2% flexibility for inclusion of Students with Disabilities (SWD). Both of these changes were adopted prior to the release of the SY 2004-2005 accountability results. Impact data suggest that these business rule changes resulted in no noteworthy change in the AYP performance distributions.

In spring 2006, the MDOE submitted additional business rule changes to the USDE. The most significant change was the inclusion of additional data from grades 3, 5, 6, and 7 in order to comply with NCLB, which required assessments in reading and mathematics in grades 3-8. Thus, AYP determinations for the 2006-2007 school year were based on all required grades. The other major change was the implementation of College Board SAT in reading and mathematics. In April 2006, policy changes required all Maine high school juniors, including all students in their 3rd year of high school, to take SAT tests in critical reading, writing, and mathematics. This new policy encouraged Maine students to engage in instruction and assessment that was intended to raise expectations and to increase readiness for post-secondary opportunities. These policy changes were consistent with the high expectations for student achievement expressed in the MLRs and supported the emerging preK-16 College Ready Initiative already underway as a joint effort of the University System and the MDOE.

The MDOE's decision to use the SAT for federal accountability purposes required that the assessments meet the regulatory guidance promulgated by the USDE. As part of its

regulatory oversight, the USDE implemented a Peer Review process that used national assessment experts to evaluate the technical evidence of those state assessments that were used for AYP purposes. The evidence had to illustrate that each assessment used within the state's comprehensive assessment system was appropriate for making accountability determinations. For Maine, evidence for the MEA and PAAP moved through the review process with relative ease. However, the SAT faced both political and technical challenges unforeseen by the MDOE. Politically, the SAT threatened the "no Norm-Referenced Tests (NRT)" stand by the White House's education policy advisors. Political pressures were buoyed by the alignment findings of Norman Webb (Webb, 2006), which suggested that the mathematics SAT test did not fully measure Maine's high school content standards. In reading, however, the alignment met the minimal criteria established by Webb. As a result, the USDE determined that Maine was not approved to use the SAT for accountability determinations. Consequently, Maine's non-approval status resulted in a Title I audit exception, whereby a 10% withholding was applied to the administration dollars used by the MDOE to administer their assessment program. In response to Webb's findings, the MDOE, its vendors (Measured Progress and College Board), Research in Action, Inc., and its Technical Advisory Committee (TAC) members developed and implemented an augmented version of the SAT in mathematics. This version met the alignment characteristics needed to comply with federal regulations. The state received full approval in April 2008 (see Appendix A), after almost two years of continuous involvement in the Peer Review process. During the spring and summer of 2008, the MDOE conducted a comprehensive review of its USDE Accountability Workbook. This action was necessary to update antiquated narratives and link the document to each of the 10 USDE Workbook Principles. The draft language was triangulated with current USDE regulations before submitting the revision to the USDE. In addition, the 2% flexibility for the inclusion of SWD (granted in June 2005) was deemed unacceptable by the USDE, and as a result, was not used in SY 2007-2008 accountability determinations.

1.2 Quality Education Systems

Since the passage of NCLB, educational organizations have implemented complex assessment and accountability systems with limited infrastructure and time necessary to build either end-user or internal capacity. Even third party vendors have found themselves struggling with the increased demands placed on them by the federal law. The law's implementation timelines have produced many unwanted consequences in relation to data and information quality. Several groups, such as the Council of Chief State School Officers (CCSSO), the National Center for Education Statistics (NCES), and Data Quality Campaign (DQC) recognized that quality information about student backgrounds, educational opportunities, and academic achievement cannot be defined as having an end product (i.e., accountability score) with zero defects (Wheeler, 2003). In other words, any "snapshot in time" will contain some information that does not factually represent events in the field.

One way data quality can be improved is by understanding the magnitude and direction of non-random errors. This can be done by applying well-defined sets of process controls throughout the production cycle. To be effective, these control procedures must have standardized metrics and procedures focused on at least four production aspects: (a) input variability, (b) production techniques, (c) product tolerances, and (d) end-user satisfaction (Beaudoin, Auty, & Goldschmidt, 2006; Wheeler, 2003). Further, an organization's theory of action (Argyris & Schon, 1974; Simon, 1955) should outline how a particular production cycle relates (e.g., sequential dependency) to others within the system. The MDOE has goals that are

operationalized (objectives) into a sequence of nested action steps (activities) that produce targeted outcomes. Quality assurance practices are implemented to ensure that inferences about goal attainment and organizational improvement are credible.

Assessment and accountability programs as part of the greater educational system must ensure that scarce resources are being used in the public's best interest. In the absence of market forces, educators must focus on improving instructional practice so that school services promote consumer satisfaction. One approach used by the MDOE has been to develop a quality assurance plan for major components of its educational system, which includes its accountability system. This plan articulates the specific capacity building actions that are undertaken to improve organizational processes (Peters & Waterman, 1983) through resource leveraging, outsourcing, and streamlining activities. Because of the interdependency among subsystems within the agency, specifically information management and assessment programs, special consideration has been given to understanding how improvement efforts will create spillover effects (i.e., additional benefits without additional costs).

The initial step was to examine several key areas within Maine's educational system: information management (Maine Education Data Management System (MEDMS)), academic content standards (MLRs), statewide assessments (MEA, PAAP, MHSA, and ACCESS for ELLs[®]), and state accountability (AYP and Annual Measureable Achievement Objectives (AMAOs)). These areas were selected based upon the needs of the state and the work published by the CCSSO. In late 2005, the CCSSO – Accountability Systems and Reporting Consortium – State Collaborative on Assessments and Student Standards (CCSSO-ASR SCASS), of which Maine was a contributing member, developed the Quality Assurance Diagnostic Matrix (QADM) for the specific use of examining quality assurance capabilities of local and state agencies. The QADM was derived from the conceptual work found within the Systems Security Engineering Capability Maturity Model[®] (Carnegie-Mellon, 2003) and Six Sigma's DMAIC[®] process (Pyzdek, 2003). For Maine, the QADM was refined to more effectively address the state's needs, streamline performance indicators, and better reflect the DMAIC[®] process. In doing so, the state shortened the name to Diagnostic Matrix (DM) then applied several Six Sigma principles prior to developing its action plan. This action plan ensured the quality assurance infrastructure was established so that accountability determinations reflected both state policy and actual student/school performance.

1.3 Components of the Diagnostic Matrix-Accountability

The DM consists of performance indicators within each targeted subsystem. In general, these subsystems are: (a) academic content standards, (b) information management, (c) statewide assessment, and (d) state accountability, which comprise the horizontal axis. In this document, the DM's scope is narrowed to Information Management and Accountability. Within each indicator, a capacity continuum reflects the development of human resources and processes necessary to improve the quality of each indicator. These indicators allow state officials to quickly identify potential validity risks related to limited personnel, training, controls, and other mechanisms used to produce credible accountability results.

1.3.1 Quality Indicators-Abridged

1.3.1.1 Information Management

- a.** Validates and determines data quality needs with end-users and program staff
- b.** Trains data providers on error detection and other auditing functions

1.3.1.2 Accountability

- a. Operationalizes policy and coordinates design changes with other subsystems and end-users
- b. Validates data, scoring processes, and report production prior to public release
- c. Promotes credibility by using multiple and alternate measures
- d. Supports accurate interpretations using professional development models and other approaches
- e. Evaluates behavioral Theory of Action (ToA) changes and provides feedback to stakeholders

The aforementioned subsystem components were established by examining the selected operational functions within the MDOE. Although not an exhaustive list, these indicators are critical in establishing and maintaining high quality assurance practices, which provide validity evidence across the subsystems. The MDOE has focused on these key areas to develop, augment, and refine its quality assurance practices. These efforts strengthen inferences about inclusion, achievement, and school productivity by ensuring that they are based on the best available information. It should be noted that the quality indicators are more fully defined within the agency's Quality Assurance Plan-2008 (QAP 3rd Generation). The aforementioned document articulates the improvement actions (i.e., tasks) that the MDOE is implementing for each DM component.

1.3.2 Capacity Stages

As shown in Figure 2, the DM's y-axis provides a continuum of quality process characteristics ranging from quality practices not being addressed (Stage 0) to standardized procedures that result in improved efficiencies (Stage 4). This rating process requires end-users to evaluate each quality indicator found on the X-axis using the following capability scale reflected on the Y-axis:

1.3.2.1 Stage 0

0a-Omitting-Not currently being addressed

0b-Completing-Informal and random (*some part done somewhere*)

1.3.2.2 Stage 1

1a-Planning-Planned but undocumented (*done, but not in writing*)

1b-Reviewing-Monitored but undocumented (*done, the outcome of the review is in a written report, but not the process*)

1.3.2.3 Stage 2

2a-Standardizing-Mixed formality (*done, written reports, some documentation, and standardized procedures*)

2b-Documenting-Formal yet compartmentalized (*done, standardized, documented, subsystem specific*)

1.3.2.4 Stage 3

3a-Improving-Standardized and validated (*done, standardized, improved upon, checked, subsystem specific*)

3b-Streamlining-Systemic and dynamic (*done everywhere, continuously improved upon*)

1.3.2.5 Stage 4

4-Leading-Efficient and transparent (*how we do business, industry leading practices*)

Proactive	Stage 4	4. Leading	
Reactive	Stage 3	3b. Streamlining 3a. Improving	
Reactive	Stage 2	2b. Documenting 2a. Standardizing	
	Stage 1	1b. Reviewing 1a. Planning	
	Stage 0	0b. Completing 0a. Omitting	
<u>Educational Subsystems</u> <ul style="list-style-type: none"> • Information Management (2.1 & 2.2) • State Accountability (4.1 thru 4.5) 			
			2.1 -Validates and determines data quality needs with end-users and program staff.
			2.2 -Trains data providers on error detection and other auditing functions.
			4.1 -Operationalizes policy and coordinates design changes with other subsystems and end-users.
			4.2 -Validates data, scoring processes, and report production prior to public release.
			4.3 -Promotes credibility using multiple and/or alternative measures.
			4.4 -Supports accurate interpretations using professional development models and other approaches.
			4.5 -Evaluates (TOA) changes and provides feedback to stakeholders.

Figure 2. Abridged QADM-2008

1.4 Federal Accountability

The State of Maine recognizes that student cognitive and behavioral development does not “fit” into linear growth trajectories established by simple mathematical models. The academic content and achievement standards adopted by the state for grades 3-8 and high school are designed to reflect a continuum of achievement expectations. These expectations require students to utilize more complex problem solving and reading skills as they mature and spend additional time in school and in their local communities. By high school, students must be able to solve complex problems using the skills and metacognitive strategies developed in earlier grades in order to be competitive as adults in the workforce. This being understood, the MDOE has implemented an internationally renowned assessment (i.e., College Board’s SAT) to measure student achievement in reading and mathematics and to hold schools and SAUs accountable for the performance of all students. These data, when combined with those from the MEA and PAAP, provide a coherent data set by which accountability determinations can be made based on the status of student achievement within the state. As federal regulations become more accommodating to other AYP designs, the MDOE will continue to evaluate how these changes can support the state. Ongoing quality assurance efforts are continuously reviewed and augmented to meet the needs of the system while strengthening inferences about how schools and SAUs are meeting or exceeding accountability objectives.

1.4.1 Title I

Since 2006, Maine has administered assessments in grades 3-8 and 11 for use in AYP as required by NCLB. The current formula for determining AYP employs two years of data, except for small schools that may require three years of data to make AYP determinations. During the 2006 transition year, the state adhered to its established practice of utilizing two years of performance data as part of the AYP formula. As such, Maine determined AYP for grades 3-8 in the following manner:

1. Schools were required to meet the 95% participation target based on the combined total of students in grades 3-8.
2. The performance target was based on data from grades 4 and 8, using data from 2005 and 2006 MEA testing.
3. The *Safe Harbor* calculations were based on data from grades 4 and 8, using data from 2005 and 2006 MEA testing.
4. For schools with both grade 4 and 8 students, a single AYP determination was made based on a review of AYP for grade 4 and grade 8.

Maine’s current design for AYP determinations for elementary and middle schools uses the current year’s participation, performance, and attendance data. AYP is determined by comparing the current year’s performance with annual objectives. For high schools, two years of data are combined and compared to the current year objectives. Graduation rates are based on a four-year cohort proxy (authorized by the USDE) and are lagged a year.

1.4.2 Title III

Maine’s Title III accountability system was designed to meet federal requirements while making valid and reliable accountability determinations. Each accountability indicator requires a set of business rules that when applied, converts Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners and AYP results into an overall accountability decision for a given year. This conjunctive design is required by federal law. The connective decisions are complicated by the inclusion of AMAO III (AYP

determinations) because this AMAO is governed by unique business rules approved by the USDE in each state Accountability Workbook.

These design challenges, combined with the requirement to make Title III determinations for earlier years in which data did not exist, required a unique strategy. The strategy adopted by MDOE conceptualized three prongs (i.e., *Historical*, *Transitional*, and *Institutional*) that would ultimately lead to a single system for Title III accountability. The final system (*Institutional*) establishes the metrics and decision logic necessary to report trend information about SAU and consortia performance across the three required indicators. Each prong was strategically designed to address inherent data limitations while moving from compliance to coherency. The following framework provides additional information about the data and metric for each AMAO indicator:

1.4.2.1 Historical

a. SY 2003-2004: **AMAO III** (AYP) based on any SAU identified as not meeting AYP for the given year according to the Title I, federally approved business rules exclusively within ELL cells.

b. SY 2004-2005: **AMAO II** (Status) based on the percentage of students at or above the initial baseline value of 6.67%. **AMAO III** (AYP) based on any SAU identified as not meeting AYP for the given year according to the Title I, federally approved business rules exclusively within ELL cells.

1.4.2.2 Transitional

a. SY 2005-2006: **AMAO I** (Improvement) based upon a change rate of 9.17 points in the average composite index from the prior year. **AMAO II** (Status) based on the percentage of students at or above the targeted threshold of 9.54%. **AMAO III** (AYP) based on any SAU identified as not meeting AYP for the given year according to the Title I, federally approved business rules exclusively within ELL cells.

b. SY 2006-2007: **AMAO I** (Improvement) based upon a change rate of 9.17 points in the average composite index from the prior year. **AMAO II** (Status) based on the percentage of students at or above the targeted threshold of 12.41%. **AMAO III** (AYP) based on any SAU identified as not meeting AYP for the given year according to the Title I business rules exclusively within ELL cells.

1.4.2.3 Institutional

a. SY 2007-2008 and beyond: The MDOE, technical accountability experts, and stakeholder representatives reviewed AMAO I (Improvement) during the spring of 2008. The current design is based upon successive cohorts, but could eventually be replaced by a student-level growth model; however, a change to AMAO I would require re-establishing the baseline and annual targets (values).

b. SY 2007-2008 and beyond: **AMAO III** (AYP) is currently based on a SAU's AYP status. However, the ELL subgroup must have been the only subgroup that caused the SAU to miss AYP for the given year. For subgrantees participating in Title III consortia, all AMAO I and II results are assigned to cohort members. AMAO III is only determined at the SAU level, which is consistent with Title I regulations.

The Title III production is divided into four, sequentially dependent phases: (a) screening data inputs, (b) creating variables, (c) applying aggregation and logic algorithms, and (d) validating results. Each of the aforementioned phases applies a series of tasks (i.e., (SOP)

Standard Operating Procedures) developed by the MDOE’s contractor. Standard operating procedures are used as one type of control procedure to reduce unwanted error entering into the cycle, and subsequently, the final product. One spillover benefit to the MDOE is that the entire accountability process has become readily available to local officials.

1.5 State and Federal Strategic Goals and Objectives

The Commissioner of Education articulated five overarching accountability goals for the State of Maine, which were designed to:

1. Drive educational improvement efforts;
2. Promote the 3 Cs (College, Career, and Citizen) readiness;
3. Ensure adherence to state and federal regulations;
4. Inform stakeholders on the condition of public education; and
5. Integrate and capture efficiencies through streamlining organizational structures.

These five goals are integrated into a multi-level accountability system, which has specific programs within each sub-system. These components operate in a manner that aligns to one or more macro-level goals, but also has unique short-term and long-term objectives within it. As mentioned previously, objectives are time-bound, impartial performance measures that use performance indicators and associated metrics to determine the organization’s accountability status. Taken in their totality, the performance objectives’ status allows policy-makers to judge if the system’s goals have: (a) been attained, (b) demonstrated positive management, or (c) failed to achieve the targeted standard.

1.5.1 State Accountability Objectives

As of the fall of 2008, no objectives had been established for state accountability, and the MDOE began the preliminary framework necessary to create and institute state accountability goals and targets. This framework would be defined during the transition planning process and fully operationalized in SY 2008-2009.

1.5.2 Federal Accountability Goals and Objectives

NCLB has established several long-term goals within the actual language of the statute for several programs (e.g., Title I and Title III). In other areas, states have the flexibility to establish short- and long-term goals based on their current performance and future expectations for schools and SAUs. In Title III, however, neither short- nor long-term goals are found within P.L. 107-110, Title III, Part A, Subpart 2, § 3122 (a)(b). Given the absence of regulatory guidance, the MDOE has established goals and objectives based on empirical models, professional judgment, and stakeholder input. A summary of long-term goals for Title I and Title III are listed in Table 1.

Table 1. Federal Accountability Long-Term Goals

Performance Indicators	Program	Long-Term Goal - SY 2013-2014
Participation Rates	Title I and III	95%
Proficiency Rates-Reading	Title I	100%
Proficiency Rates-Mathematics	Title I	100%
Proficiency Rates-AMAO II	Title III	32.5%
Proficiency Progress Index-AMAO I	Title III	200 points
Average Daily Attendance Rates-OAI	Title I	96%
Cohort Graduation Rate-OAI	Title I	90%
AYP ELL Status-AMAO III	Title III	100%

1.5.2.1 Title I Indicators

The NCLB statutory language prescribes the method by which all states establish AYP baselines for reading/ELA and mathematics performance. States were required to use data from SY 2001-2002 to compute the percentage of students who were proficient on the state's standards-based assessment. States were mandated to use the higher of either the lowest percent proficient NCLB subgroup or the percent proficient at the 20th percentile, "enrollment school" (Cowan & Manasevit, 2002).

For Maine, the AYP baseline values were established using MEA data. Initial test-taker data extracted from SY 2001-2002 in the content areas of reading and mathematics established baseline values for each grade span. For reading, the baseline values for grades 4, 8, and 11 were 34%, 35%, and 44% respectively. For mathematics, the baseline values for grades 4, 8, and 11 were 12%, 13%, and 11% respectively. The aforementioned baseline values were used to develop short-term, intermediate, and long-range AYP objectives. In SY 2002-2003, school and SAU short-term AYP objectives required each unit of analysis (i.e., subgroups, schools, and SAUs) to either meet or exceed the first-year AYP objectives.

(a) Performance Indicators - The AYP short-term performance metric is dichotomous (i.e., *pass* or *fail*), and all schools and SAUs are rated using this simplistic measuring system. The short-term objective for every eligible subgroup within a school is evaluated against the annual target. Any subgroup with a performance indicator that is less than the annual target is deemed as not having achieved its short-term objective. When the subgroup meets the annual target, with or without the assistance of a confidence interval, it is considered to have met the annual target. Performance indicators are derived from student achievement in reading and mathematics. Other indicators (i.e., participation rates, high school graduation rates, and the OAI for middle/elementary schools) are also evaluated each year. As required by law, the short-term performance thresholds increase over time.

Schools are now evaluated across five indicators for up to nine eligible subgroups. The mandated subgroups are: All students, American Indian, Asian American, African American, Hispanic, White, Economically Disadvantaged (ED), Special Education (SWD), and Limited English Proficient (LEP), also referred to as English Language Learners (ELL). Neither the indicators nor the subgroups within each indicator are mutually exclusive, which means that the same students may be reported in several subgroups. For instance, every eligible student is reported in no less than two mathematics performance subgroups (*All students* and an ethnic category). In many cases, three or four subgroups apply. For example, many students who are considered academically "at-risk" contribute data to no less than three subgroups (e.g., *All students*, an ethnic category, and ED). Thus, NCLB's statutorily mandated design creates a type of weighing system because a single student influences multiple subgroup categories, which are evaluated against the same short-term objective. This design logic ensures that most academically at-risk students have a significant influence on AYP determinations. Although the conjunctive design reduces the phenomena of subgroup scores being "masked" during the aggregation process, the probability of producing Type I errors increases when an individual student's performance data contributes to multiple subgroups. The increased probability of Type I error

is problematic because it raises the likelihood of misclassification errors among subgroup cells, whereby cells may be misclassified as having not met or exceeded the targeted short-term objective, when in fact they have met or exceeded the objective.

Given the conjunctive nature of the design and the state's desire to reduce the likelihood of Type II errors, MDOE decided to implement two changes: a) use confidence intervals when examining all short-term objectives; and b) use an averaging scheme to improve decision consistency when calculating participation statistics. Therefore, in SY 2004-2005, the agency implemented the use of a 75% confidence interval when calculating *Safe Harbor*. Again, the intent of these changes was to reduce the likelihood of Type II errors.

(b) Participation Indicators - Maine's accountability design incorporates the same additional indicators that are used to measure other short-term objectives. Along with the two AYP performance indicators, there are two AYP participation indicators for reading and mathematics. These indicators report the percentage of eligible students compared to the actual percentage of students who participated in the MeCAS. For participation indicators, the short-term objectives are fixed at 95% for all subgroups, schools, and SAUs. The term "fixed" means that the 95% participation rate is a minimum threshold that does not change across time. For example, the participation objective in SY 2003-2004 will be the same as the long-term objective evaluated in SY 2013-2014.

(c) Graduation and Attendance Indicators - Two additional AYP indicators (i.e., OAI) are required by NCLB: high school graduation rate and a non-prescribed indicator for elementary/middle schools. These performance indicators are used to make AYP determinations at the school and SAU levels; however, disaggregated subgroup statistics are calculated in conjunction with the *Safe Harbor* provisions of the law (Palmer & Coleman, 2003). In Maine, elementary/middle schools use the average daily attendance (ADA) statistics to report their OAI for accountability. ADA data provides stakeholders with information about schools having difficulties with truant students. The OAI indicator for high schools is based upon the percentage of students who graduate with a regular diploma in a given cohort. The short-term objective for Maine's high schools is to reach annual objectives, thereby demonstrating progress towards a 90% on time, cohort graduation rate or maintaining a Graduation Rate (GR) at the annual target (see Table 4). A school that does not maintain its GR (by failing to demonstrate progress from the previous year towards the short-term target or by not meeting the state's graduation target) will miss its short-term objective.

1.5.2.2 Title III Indicators

P.L. 107-110, Title III, Part A, Subpart 2, §3122 (a) requires that three separate performance indicators, known as AMAOs, be used to make Title III accountability determinations. The starting point used to establish the initial threshold value for AMAO II followed the methodology outlined in Title I regulations. This value was determined by using the weighted percent proficient for a three-year period (i.e., 2005-2007). SAUs (rank-ordered by percent proficiency) and SAUs (meeting the 20th percentile for enrollment) were used to establish

the starting point. The following excerpt from the law guided the design logic used for the Title III component of Maine’s accountability system:

SEC. 3122. ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY.

(a) ACHIEVEMENT OBJECTIVES-

(1) IN GENERAL- Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1).

(2) DEVELOPMENT OF OBJECTIVES- Such annual measurable achievement objectives shall be developed in a manner that

(A) reflects the amount of time an individual child has been enrolled in a language instruction educational program; and

(B) uses consistent methods and measurements to reflect the increases described in subparagraphs (A)(i), (A)(ii), and (B) of paragraph (3).

(3) CONTENTS- Such annual measurable achievement objectives —

(A) shall include —

(i) at a minimum, annual increases in the number or percentage of children making progress in learning English;

(ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and

(iii) making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B);

For AMAO I, no “true” starting point was used because the indicator is a growth proxy. Meaning, the AMAO I target was a value of expected improvement in a student’s indexed, *CompositePL* (Composite Performance Level). The indexing system evaluates the amount of time a student has been in an ESL program and his/her performance level on the ACCESS for ELLS[®] test. In its purest design, this methodology requires the tracking of students from one year to the next. As articulated in the “bright line principles” associated with growth models for Title I (see Secretary Spellings’ 2006 Notification Letter), a robust data quality and management system must be fully operational to ensure that systematic exclusions of students due to poor data quality are not used when making accountability determinations. For this reason, combined with empirical data from 2005, 2006, and 2007 ACCESS for ELLS[®] administration, the MDOE chose to use an indexing system based on successive “waves” of students, whereby some new students are entered into the aggregate data from one year to the next. This design feature eliminates the need to conduct additional analysis for unmatched students by taking into account the relative “trade” of in and out migration into the cohort.

(a) Performance Indicators - One of three accountability indicators mandated by NCLB is based on improvements in students’ English proficiency (AMAO I). A weighting system adjusts for how long students have participated in the ESL program in Maine. The expectation is that students who participate in ESL programs should make progress at faster rates than new enrollees. The improvement rate for each student is fixed at 9.17 index points per year, unless the

student has attained a *CompositePL* of 6, which is the highest achievement level. This fixed improvement rate equates to an increase of 7.37 scaled score points or approximately a third of a standard deviation. Entities meeting or exceeding the threshold are designated as *Met Target*, meaning they reach their AMAO I target for the given year. The aforementioned growth rate was established based on a sample (n = 963) of students tracked across two years. It is important to note that students not assessed on the complete series of ACCESS for ELLS[®] tests are considered participants; however, their proficiency levels are recoded to zero (i.e., non-proficient). These students have concatenation (*CONCAT*) values of 00, 10, 20, or 30 and are assigned zero points within the Value Table (see Section 2 for technical specification associated with AMAO I). The AMAO I performance indicator is calculated for each Title III subgrantee, including SAUs receiving funding because of their participation in a Title III consortia.

The second accountability indicator mandated by NCLB is based on the annual status of students' English proficiency (AMAO II). AMAO II threshold values were established for the baseline year (6.67%) and then increased by 2.87 percentage points for each subsequent year. These threshold increases represent a linear trajectory that will exceed **30.0%** by SY 2013-2014. Entities meeting or exceeding the threshold are designated as *Met Target*, meaning they reach their AMAO II target for given year. Consistent with the procedures for calculating the AMAO I indicator, students not assessed on the complete series of ACCESS for ELLS[®] tests are considered participants; however, their proficiency levels are recoded to 0 (i.e., non-proficient). The AMAO II performance indicator is calculated for each Title III subgrantee, including SAUs receiving funding because of their participation in a Title III consortia (see Section 2 for technical specification associated with AMAO II).

The final accountability indicator mandated by NCLB is based on AYP determinations made following the guidelines described in Maine's approved Accountability Workbook (MDOE, 2008). AYP data for reading and mathematics are examined to determine whether a SAU did not make AYP exclusively because of the ELL subgroup. AMAO III is not based on student achievement data from the ACCESS for ELLS[®] assessment, but rather from the MEA, PAAP, and MHSA. It is important to note that consortia receive the AYP status of their member SAUs. Meaning, if any member SAU does not make AYP for a given year, the consortium is deemed to have missed AMAO III. However, the other member SAUs' AYP statuses DO NOT change.

(b) Short-Term Objective - Short-term AMAO objectives are the specific accountability performance standards to be attained in the subsequent year in order to meet AYP. NCLB does not prescribe these short-term objectives, also known as annual measurable achievement objectives (AMAO), in the federal regulations. This fact may change with the USDE's final adoption and promulgation of Title III regulations. States must establish annual targets to demonstrate that more students are English proficient and making improvement towards being proficient. Each short-term objective is linked to time-bound, forward-looking goals. Meaning, as entities reach each short-term goal, they are

incrementally demonstrating progress towards long-term goals. Table 2 below displays a series of annual objectives for AMAO I for a fictitious SAU.

Table 2. Example of AMAO I Short-Term Objectives

Year	AMAO I - Index	AMAO I - Status*
Starting Point-Year 1	150	---
2006	160	Met Target
2007	168	Missed Target
2008	180	Met Target
2009	190	Met Target
2010	183	Missed Target
2011	193	Met Target
2012	203	Met Target
2013	200	Missed Target
2014	201	Missed Target

* AMAO I status is based on a positive change of 9.17 points from the prior year.

For AMAO II, the starting point of **6.67%** was used to establish an incremental change rate of **2.87** percentage points. This created an equal interval trajectory that exceeded the long-term goal that **30%** of all students should attain a *CompositePL* of five or higher in a given year. This change rate would require approximately three additional students each subsequent year to score at or above a *CompositePL* of five. The AMAO II short-term goal is based upon the condition that eligible K-12 students should either be served by a subgrantee (SAU) or by subgrantees organized in consortia in order to be eligible to receive Title III funding. Figure 4 provides a visual depiction of the changes in AMAO II threshold values until SY 2013-2014.

1.5.2.3 Short-Term Objectives (Title I and Title III)

Short-term AYP objectives reflect the specific accountability performance standards to be attained in the subsequent year in order to meet AYP. NCLB prescribes that short-term objectives, also known as annual measurable objectives in the federal vernacular, are both subject-specific and equivalent across all subgroups, schools, and SAUs within the state. Each short-term objective is subsequently linked to time-bound, forward-looking goals. Meaning, as entities reach each short-term objective, they are incrementally demonstrating progress towards long-term goals. Tables 3 and 4 summarize Maine’s short-term objectives for performance, attendance, and graduation rates.

Table 3. Short-Term (annual) Objectives – Proficiency

Year	Grades 3-8 % Proficient	High School % Proficient	Grades 3-8 % Proficient	High School % Proficient
	Reading		Mathematics	
2006	50%	50%	40%	20%
2007	50%	50%	40%	20%
2008	50%	57%	40%	31%
2009	58%	64%	50%	43%
2010	66%	71%	60%	54%
2011	75%	78%	70%	66%
2012	83%	86%	80%	77%
2013	92%	93%	90%	89%
2014	100%	100%	100%	100%

Table 4. Short-Term (annual) Objectives – OAIs

Year	Grades 3-8 Attendance Rates	High School Graduation Rates
2006	88%	63%
2007	88%	64%
2008	90%	65%
2009	91%	75%
2010	92%	80%
2011	93%	83%
2012	94%	86%
2013	95%	89%
2014	96%	90%

For Title III, short-term objectives are reflected in the annual improvement rates (AMAO I) and increased proficiency percentages (AMAO II) established by the MDOE. These annual objectives provide data about the performance of ELLs participating in Title III funded programs. Currently, the short-term objective for AMAO I is that subgrantee SAUs and SAUs participating in Title III consortia improve 9.17 index points from the prior year. This change rate is fixed from 2006 to 2014 using the prior year’s index value as the reference point to determine if the current year’s value is 9.17 points higher (with and without the application of a 95% confidence interval). To illustrate the changes in the short-term across time, Figure 3 plots targeted linear growth from 2006 to 2014 with simulated (non-linear) consortium results.

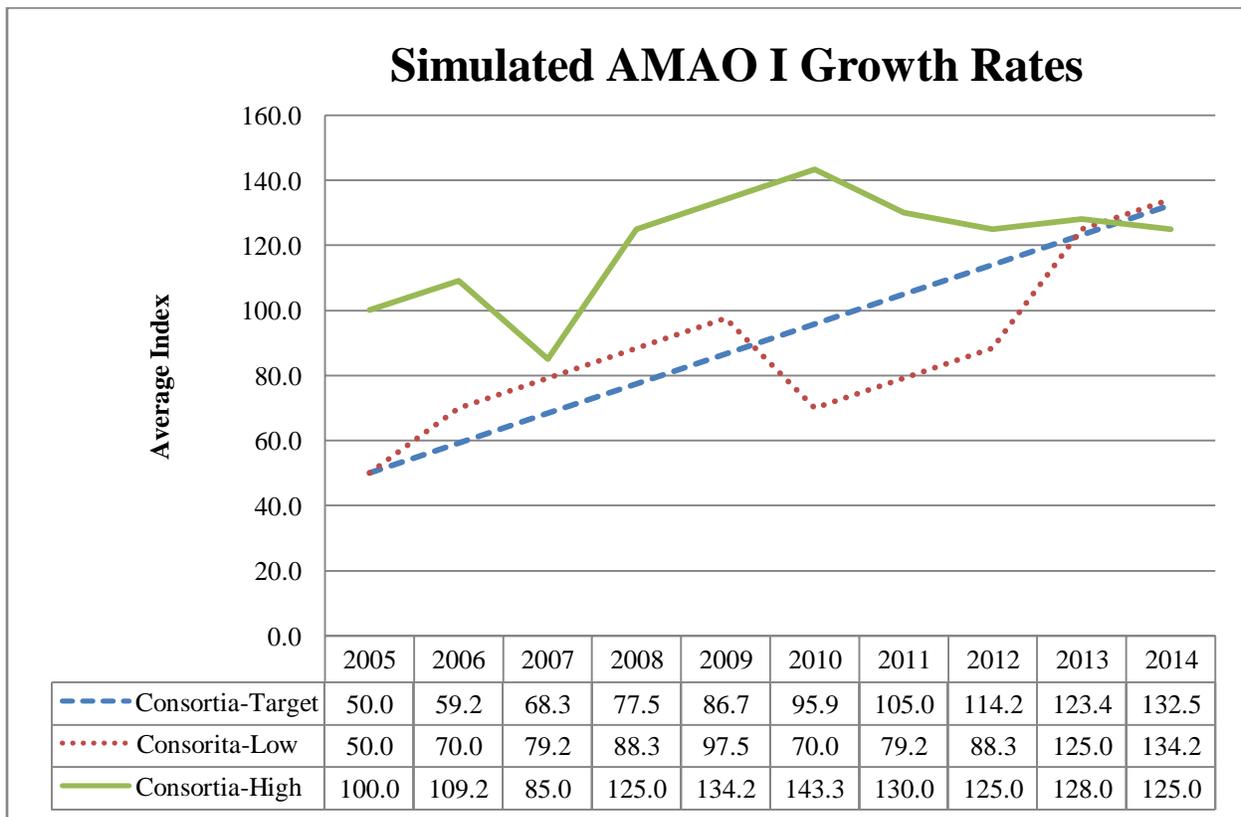


Figure 3. *Simulated AMAO I Growth Rates*

The three consortia in Figure 3 demonstrate three different improvement trajectories beginning with Consortia-Target. This consortium began with an average index of 50 points and grew each year by the exact target amount (9.17 points), which is an unrealistic picture of improvement. For Consortia-Low, the growth rate continues to meet or exceed the annual targets until 2010, after which, the consortia returns to making AMAO I in future years. Again, this type of linear growth is highly unlikely given the nature of the ELL population. A more realistic trajectory is simulated by Consortia-High as high performance begins to regress to the mean after 2010, resulting in the Consortia-High missing AMAO I for several consecutive years.

For AMAO II, the short-term objectives are based on the 2005 starting point of 6.67% proficient. As with AMAO I, improvement thresholds are increased by 2.87 percentage points in a linear manner until 2014. SAUs and Title III consortia are expected to reach or exceed the short-term objective with or without the application of a 95% confidence interval. Figure 4 illustrates how the cumulative short-term objectives reach the MDOE’s long-term goal at 2014 (over 30% proficient).

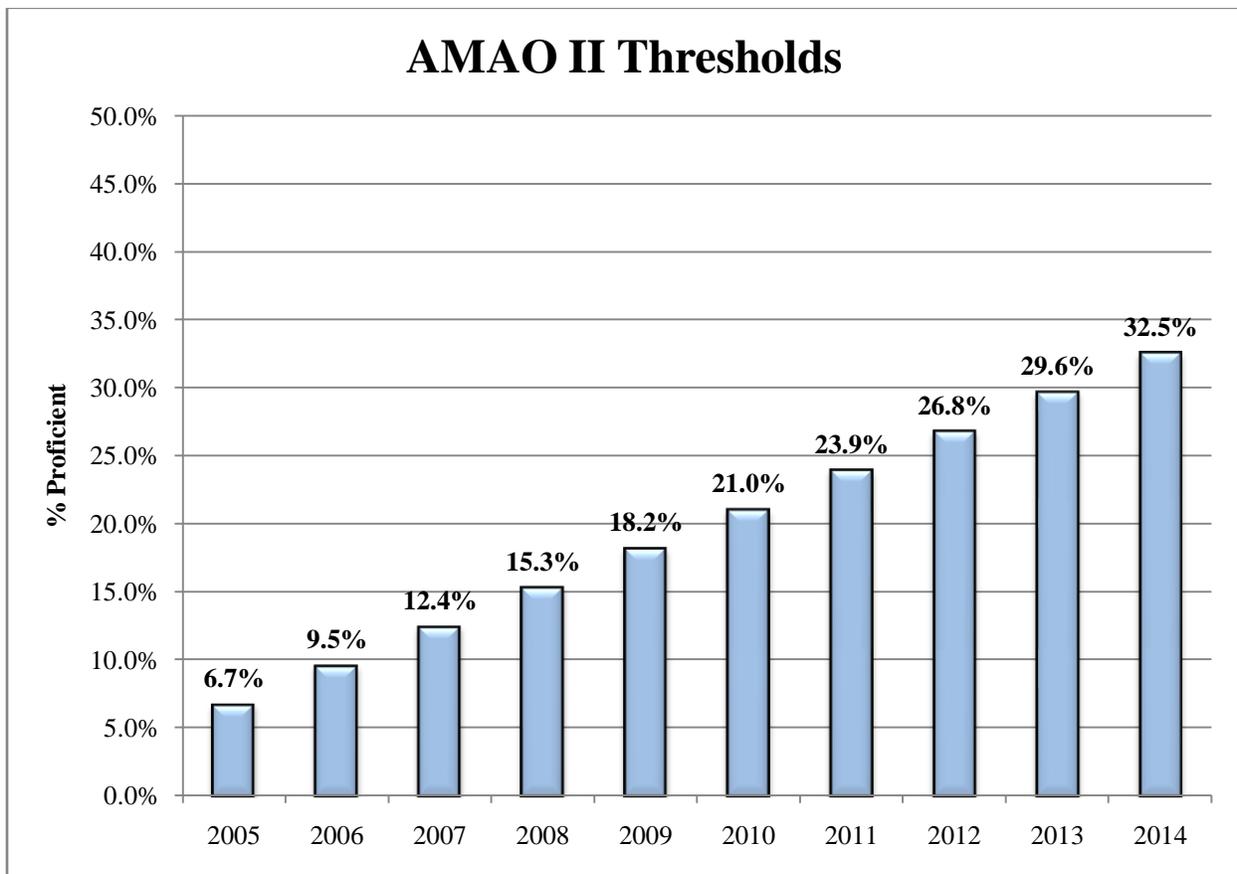


Figure 4. *AMAO II Short-Term Targets*

1.5.2.4 Intermediate and Long-Term Objectives

Intermediate objectives, also referred to as benchmarks, are the expected accountability performance standards to be attained at established intervals between the baseline and long-range objectives. NCLB uses the terminology of “intermediate goals” to articulate established points from the law’s baseline year (SY 2001-2002) to its twelve-year final objective (SY 2013-2014).

According to NCLB, all AYP intermediate objectives must “ensure that there is consistent progress toward the ultimate goals, beginning within two years” (Cowan & Manasevit, 2002, pg. 19) of the AYP baseline. The federal law outlines the business rule parameters for determining the intermediate objectives associated with performance indicators for reading/ELA and mathematics. States were given the flexibility to establish intermediate objectives for other additional indicators, allowing Maine to define OAIs for its elementary/middle schools.

In Maine, Title IA performance benchmark thresholds increase in three-year intervals until SY 2008-2009 (the point when benchmark thresholds and short-term AYP objectives become conterminous). In other words, after SY 2008-2009, only short-term AYP objectives are used until the long-term objective timeline has been reached in SY 2013-2014. Consistent with short-term objectives, the minimum AYP benchmark thresholds are also subject-specific and constant across all subgroups, schools, and SAUs in the state. For those academic performance indicators whose thresholds change as a function of time, the rates move towards the long-term goal, which is 100% of students classified as *proficient*.

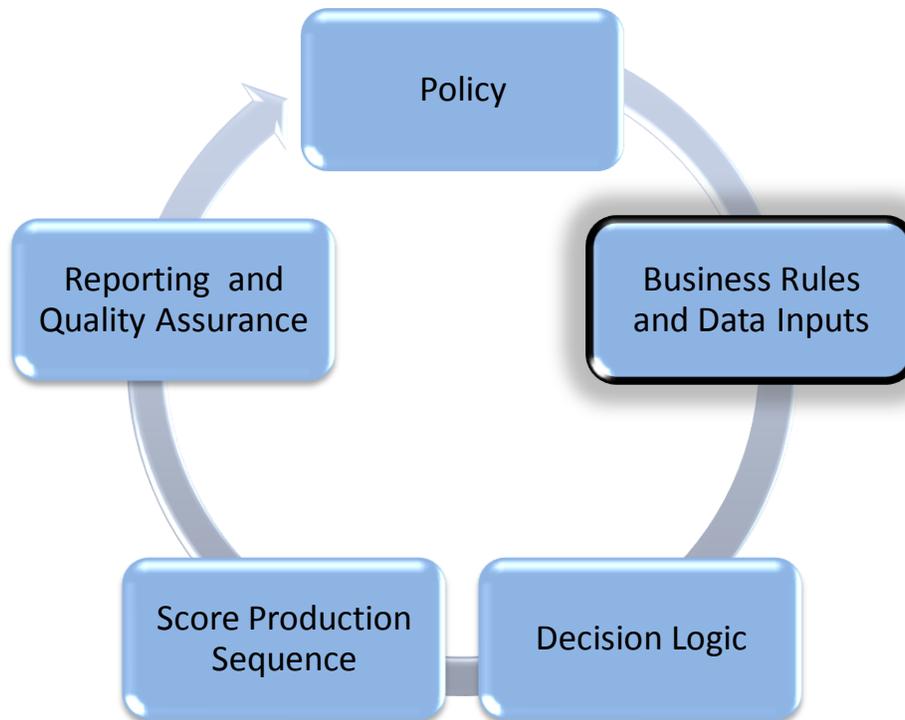
1.6 Summary

The passage of NCLB in 2001 (which dictated that schools, SAUs, and states would be held accountable for performance) required the MDOE to develop policies that would define a specific, time-bound method to evaluate forward-looking goal achievement within a Policy-to-Action cycle. By linking the implementation of the MLRs to NCLB and developing a Diagnostic Matrix (DM), high standards were set for each student. Strategic short-term, intermediate, and long-term objectives were developed based on defined performance indicators in targeted subsystems. These objectives included crucial accountability standards to measure Title I and III SAU/consortia performance. These steps allowed for addressing issues of “where” the state wanted to be in the future.

Completion of the *Policy* phase of the Policy-to-Action cycle allowed for movement into the next phase: *Business Rules and Data Inputs*. The newly defined policies, strategic goals, and objectives required the development of business rules and data inputs to answer “how” the state would operationalize those policies. This aspect of the cycle was necessary to properly define the parameters and conditions that the organization’s structure must adhere to in order to satisfy the policy’s intent.

SECTION 2

BUSINESS RULES AND DATA INPUTS



Quick Guide to this Section

I need to know about the...

- **Key conditions associated with each business rule.**
- **Definitions used to organize accountability data.**
- **Data inputs used when making AYP and AMAO determinations.**

2.0 Business Rules and Data Inputs Overview

During the process of establishing laws and regulations, policy makers typically use legal terminology combined with contextual jargon. Then, operational and technical staff clarify and codify the policy language by developing business rules to define the parameters and conditions necessary for the organization to satisfy policy objectives. As articulated in Section 2 of this document, business rules and data inputs describe how the state plans to utilize its newly defined accountability objectives so that the targeted services, resources, and/or goods are appropriately received by the end-users.

Once the business rules have been approved, program and IT staff create the necessary macro-level software code to manipulate data inputs. This programming code creates the needed variables, makes assignments according to the approved business rules, and evaluates the data at each decision point using decision algorithms. These actions are the major production components in the accountability cycle. In Maine, once the primary decisions about participation and performance are completed, the production cycle merges the externally created variables associated with the Other Academic Indicators (OAI) into the decision logic. This combination of internal and secondary, external production sequences is not atypical in state accountability systems as assessment data are created in a separate cycle and then migrated over for accountability purposes.

Regardless of the production design, all accountability cycles produce data and information used to report results on the selected indicators. These reports often refrain from using technical or policy language so that the public, parents, and educators readily understand them. Therefore, the semantics must be carefully evaluated to ensure that the reports accurately communicate results, while minimizing misinterpretation. To accomplish this, program personnel often use focus groups, interviews, and other qualitative approaches to ensure that the “translation” from technical to common language is accurate and comprehensive. In addition, training and supporting documents are frequently developed to clarify report components, describe additional resources, and explain how the data can be used to guide future decision-making. Without these supporting materials, end-users might either disregard or misinterpret the facts, and as a result, create spurious perceptions of the indicators being reported. The need to produce information that accurately communicates results while minimizing misinterpretation is further complicated by the complexities inherent within statewide accountability systems.

The complexity of statewide accountability systems in education cannot be understated. A quick review of CCSSO’s *Statewide Educational Accountability Systems under the NCLB Act: A Report on 2007 Amendments to State Plans* (Erpenbach & Forte, 2007) demonstrates the diversity and intricacy of each state system. This phenomena exists even though P.L. 110-107 (No Child Left Behind Act, NCLB) and its clarifying federal regulations (see 34 CFR Part 200) established and prescribed numerous business rules that all states receiving Title I, Part A funds were required to use when making accountability determinations. In Maine, a series of business rules used by information management and assessment systems became germane to the accountability system. For example, these rules defined subpopulations within a school, established criteria for assessment participation, and codified high school dropouts.

2.1 Intersection – Common Definitions

Maine’s Comprehensive Assessment System (MeCAS) provides the critical data necessary to make both Title I and Title III accountability determinations. The MDOE continues to provide numerous documents and training materials to educate practitioners, parents, and

policy-makers. For example, this document provides a summary of the detailed business rules and administrative guidelines found within the MeCAS documentation. To assist the reader in understanding Maine’s statewide assessment system, the following summary table is provided:

Table 5. MeCAS Assessment Summary Chart

Characteristic	MEA	MHSA	PAAP	ACCESS for ELLS®
Curriculum	Grade-level MLRs	Grade-level MLRs	Grade-level Extension MLRs	Grade-level WIDA
Content Areas	Reading, Mathematics, Science	Reading, Mathematics, Writing, Science	Reading, Mathematics, Science	Reading, Listening, Speaking, Writing
Eligibility	All students Grades 3-8	All students Grade 11 or 3 Yr HS	SpEd 1% Grades 3-8, 11	ELL students Grades K-12
Format	MC Written exam CR	MC Written exam	Performance Tasks Scored by Rubric	Reading exam Written exam Speaking exam Listening exam
Proficiency Standard	“Meets” or “Exceeds the Standard”	“Meets” or “Exceeds the Standard”	“Meets” or “Exceeds the Standard”	“Reaching” or “Bridging”
Achievement Levels	4	4	4	6
Accommodations	Standard accommodations	CB approved & MPO	Standard accommodations	WIDA approved
Testing Window	March	April	School Year; April portfolio submission	December 1 st – February 1 st

*Note: Maine students are also required to participate in the PSAT.

The business rules associated with Maine’s accountability system are often used in numerous other programs within the agency. In most cases, the data elements and operational conditions are outlined within the Maine Education Data Management System (MEDMS) and the MeCAS. The business rules “borrowed” from these and other systems, along with those used jointly by Title I and Title III, are organized within this subsection.

In an effort to apply a standardized format to the business rule structure, the MDOE organizes the narrative text associated with each business rule into two components: Term Definition [DEFINED] and Operational Conditions [CONDITIONS]. The first component, “Term Definition”, provides a qualifying description of the term or term sentence in a manner that discriminates the business rule from others. The second component, “Operational Conditions”, provides a context by which the business rule operates within the accountability system. For example, Economically Disadvantaged (ED)-DEFINED refers to ED students who

are eligible to receive free or reduced meals. There are two **CONDITIONS**: (1) Data for this subgroup are migrated from MEDMS for use in aggregating Adequate Yearly Progress (AYP) results; and (2) ED students are members of other subgroups within a school and are not considered exclusive to the ED subgroup. Figure 5 below provides a visual representation of the structure used to build each business rule in MDOE's accountability system.

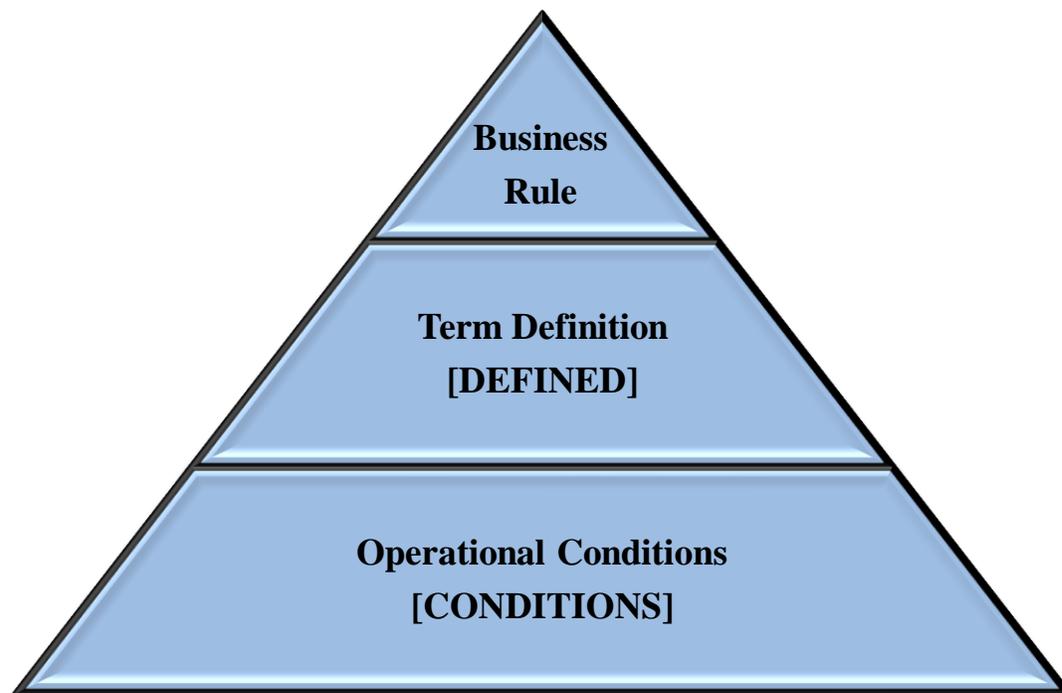


Figure 5. *Business Rule Structure*

2.1.1 Accommodations

DEFINED: Accommodations are defined as those changes made in an assessment based on the needs of a student as established in the student's Individual Education Plan (IEP) or Section 504 plan (ref. 05-071 CMR Ch. 127 §2.01).

CONDITIONS: These changes must not compromise the validity of the assessment. Meaning, the manner by which the student participates in the assessment (such as being allowed additional time to complete the battery) does not change the underlying construct being measured.

2.1.1.1 MEA Accommodations

DEFINED: Maine Educational Assessment (MEA) accommodations are defined as a change in the way the assessments are given or taken that does not alter what is being measured, thus allowing students with unique learning needs to have a fair opportunity to demonstrate what they know and are able to do.

CONDITIONS: Students may be considered for accommodations if they are ill or incapacitated in some way, have Limited English Proficiency (LEP), have been identified as having a disability under IDEA-2004, have been identified as having disabilities covered under Section 504 of the Rehabilitation Act, or for whom classroom accommodations are necessary on a daily basis to measure academic achievement.

2.1.1.2 MPO Accommodations

DEFINED: Maine Purposes Only (MPO) accommodations are defined as those accommodations for a student that a team has deemed necessary; however, they have not been approved for use by the College Board.

CONDITIONS: The scores of students using any of the accommodations without College Board approval will be reported for MPO based on Maine Achievement Standards for the MHSA. Their scores on the SAT portion of the test cannot be sent to colleges by the College Board.

2.1.1.3 College Board Accommodations

DEFINED: College Board accommodations are defined as those accommodations for which a student may apply, as listed in the Eligibility Packet.

CONDITIONS: Students with an identified disability who need accommodations and wish to have college reportable scores on the SAT portion of the MHSA must file an official College Board Eligibility Form, identifying the accommodations they wish to use during the administration of the SAT. The required documentation must accompany the request for College Board approved accommodations. Upon review, the College Board will determine whether the use of the accommodations requested will be approved for the use by the individual student. The scores of all students participating in the MHSA will be reported based on the combination of the SAT and the augmented portion of the MHSA. The scores for those students who took the SAT portion of the MHSA through standard administration or with accommodations approved by the College Board may also be reported to colleges.

2.1.2 Achievement Levels

DEFINED: Achievement levels on the MeCAS are defined as the official description of the knowledge, skills, and abilities students are expected to be able to display within each level.

CONDITIONS: The MEA and MHSA have four achievement levels that reflect a performance continuum based on Maine's *Learning Results* (MLRs). MEA and MHSA achievement is reported using the following achievement labels: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards. Like the MEA and MHSA, the PAAP has four achievement levels with unique cut scores and achievement descriptors. The PAAP reports student achievement using the following labels: Attempting, Emerging, Meeting, and Exceeding. For the ACCESS for ELLs[®], six attainment levels are used to articulate the English language proficiency continuum. ACCESS for ELLs[®] attainment levels are labeled as: Entering, Beginning, Developing, Expanding, Bridging, and Reaching.

2.1.3 Alternative Program

DEFINED: An alternative program is defined as a program established as an alternative to the regular course of instruction necessary to meet the needs of a student at risk (ref. 05-071 CMR Ch.127 §3.04).

CONDITIONS: Alternative programs must support student social and behavioral development in addition to performance on the content standards of the system of MLRs. Students participating in alternative programs are included in all accountability results at the school providing the services or the originating school of residence (see Routing Students).

2.1.4 Averaging

DEFINED: Averaging is defined as the combination of two or more years of data when making accountability determinations.

CONDITIONS: Data for AYP determinations are averaged for AMAO I by determining

the weighted mean of the two prior years compared to the current year under observation, thus three years of data are required to apply this business rule. For AMAO II, the weighted average of the current and prior year's data are used to determine if the entity has met its yearly target, thus two years of data are required to apply this business rule.

2.1.5 Charter Schools

DEFINED: Charter schools are defined as schools created under the federal Charter Schools Program (CSP) authorized in October 1994, under Title X, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, 20 U.S.C. 8061-8067. The program was amended in October 1998 by the Charter School Expansion Act of 1998 and in January 2001 by the No Child Left Behind Act of 2001. Maine has no charter schools.

CONDITIONS: Given the rural nature of the majority of Maine schools and the prevalence of a belief in local control, there has been no impetus for the creation of charter schools. According to NCLB, Part B, Section 5210, a charter school:

- a. in accordance with a specific state statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition;
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purpose of this program;
- j. meets all applicable federal, state, and local health and safety requirements;
- k. operates in accordance with state law; and
- l. has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

2.1.6 Confidence Intervals (CIs)

DEFINED: Confidence Intervals (CIs) are defined as an estimate of a population parameter given a single observation.

CONDITIONS: Confidence intervals are used to indicate the reliability of the estimated population parameter given the current sample of students used to make the accountability determinations. Titles I and III apply confidence intervals (95%) to observed scores. Using the critical value of 1.96 (two-tail), the upper limit is determined and compared to the selected reference point. For Title III, cell values at or beyond the targeted reference point are recoded as *Met (CI)*.

2.1.7 Districts/SAUs (for AYP and AMAO purposes)

DEFINED: Districts/SAUs, for AYP purposes, are defined as subgrantees who receive Title I, Part A and/or Title III funds and meet the definition articulated in 05-071 CMR Ch. 127, §2.29.

CONDITIONS: A “district” may be a school administrative unit, municipal district, or community school district for the purposes of this document. Unions are not considered districts.

2.1.8 Enrollment

DEFINED: Enrollment is defined as the number of students who are meeting the compulsory attendance (ref 20-A MSRA Part 3 Ch.3. §5001-A) requirements by registering in a public school and are being afforded the rights of access for all school-age children to an appropriate educational opportunity.

CONDITIONS: Schools are responsible for regularly updating individual student enrollment information in the MEDMS to ensure that MeCAS and accountability reports reflect accurate information. Schools should verify their list of enrolled students and subgroup designations (e.g., LEP/ELL, SPED, etc.) in MEDMS prior to the MeCAS and ACCESS for ELLs[®] testing windows. To verify enrollment data, schools should select “Download Data” from the MEDMS application menu and “Student Enrollments” from the action menu. MEDMS information verified each spring becomes the data of record for all MeCAS assessment reports and accountability determinations.

2.1.9 Expelled Students

DEFINED: Expelled students are students who have been removed from school for egregiously unacceptable behavior.

CONDITIONS: When a student’s behavior is such that after a proper investigation and due process proceedings it is found necessary for the peace and usefulness of the school to remove that student from the school, the student is expelled. A student may be readmitted if there is satisfactory evidence that the behavior that was the cause of the student being expelled will not likely recur. Expelled students are no longer considered part of the school’s official enrollment. The student must be exited from MEDMS with expulsion as the exit type.

2.1.10 Full Academic Year (FAY)

DEFINED: A Full Academic Year (FAY) is defined as continuous enrollment from October 1 through the first day of testing in the same school, SAU, or state.

CONDITIONS: A student is counted for AYP performance in a school, SAU, or the state if the student has been present for a full academic year. FAY criteria are not applied when making Title III determinations.

2.1.11 Habitually Truant Students

DEFINED: A habitually truant student is considered one for whom the superintendent has completed an “Official Parent Notification” according to MRSA 20-A §5051-A (2) (C).

This notification has been delivered by hand or registered mail to the parent(s)/guardian(s) of the truant student. The student is then coded as truant in MEDMS. For accountability purposes, students deemed as habitually truant are classified as a subcategory under special considerations, as defined in subsection 2.1.40.

CONDITIONS: Habitually truant students are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year. Students who are at least seven years of age and have not completed grade 6 and have the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year are also deemed habitually truant. To identify students as habitually truant for accountability purposes, school/SAU personnel must implement intervention strategies as described in MRSA 20-A §5051-A (2) (A), as well as participate in required school, student, and parent meetings as described in MRSA 20-A §5051-A (2) (B). These students remain enrolled at their schools and their truancy status in MEDMS State Edition Truancy modules should be updated as the school follows the protocol for habitually truant students.

2.1.12 Home-Schooled Students

DEFINED: Home-schooled students are defined as students who have met the certain conditions to allow them to receive home instruction.

CONDITIONS: Home-schooled students must meet the following conditions:

- a) the student's parent or guardian provides a written notice of intent to home school to school officials of the administrative unit of residence and the commissioner;
- b) the notice contains the name, signature, and address of the student's parent or guardian, the name and age of the student, and the date the home instruction will begin; and
- c) the parent or guardian submits the results of an annual assessment given to the student at the end of each year of home instruction.

Home-schooled students, including those enrolled in MEDMS, are not considered part of the school's official enrollment for purposes of MeCAS testing and accountability determinations. Home-schooled students are not included in AYP or Title III determinations.

2.1.13 Inclusiveness (Assessment and Accountability)

DEFINED: Inclusiveness is a principle that characterizes the purposeful and intentional design of assessment and accountability systems that allows all public school students to participate.

CONDITIONS: No groups of students are exempted systematically from participating in the MeCAS. All ELL students are required to participate in the ACCESS for ELLs[®]. All public school students are included in the accountability system via:

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

2.1.14 In-State Private Special Purpose School (approved by MDOE) or Public Regional Program

DEFINED: An in-state special purpose private school or public regional program is defined as an entity that provides a specialized program to serve students whose needs cannot be met by the sending school or SAU.

CONDITIONS: Students from a public school who are tuitioned by a SAU/SAU to an MDOE-approved in-state private special purpose school or public school regional program will participate in the MeCAS through the appropriate avenue in the school or program they are attending. Students who are publicly tuitioned to an in-state program (e.g., regional special education, alternative education, etc.) in a non-resident SAU participate in the MeCAS through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing. If there is no resident school, the assigned school shall provide the testing materials.

If there is a resident school, the student's scores will be counted as part of AYP data for the resident school and resident SAU participation rates. If the student meets the requirement for Full Academic Year, the student's scores also count for performance in the resident school and SAU. If there is no resident school, the student's scores are counted as part of the AYP data for the assigned public school and "attending SAU" for participation rates. If the student meets the requirement for Full Academic Year, the student's scores also count for performance in the assigned public school and the "attending SAU".

Students attending in-state private special purpose schools (approved by MDOE) will participate in the MeCAS through the appropriate avenue in the school they are attending. The resident school and private special purpose school should mutually arrange for testing materials, since some schools receive materials directly from the testing contractor. The student's scores on the MeCAS will be included with the results for the resident SAU. The student's scores are counted as part of the resident SAU's AYP participation rate. If the student meets the requirement for Full Academic Year, the student's scores also count for performance in the resident SAU.

2.1.15 Limited English Proficient (LEP)

DEFINED: Limited English Proficient (LEP) students are defined as 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.

CONDITIONS: "Limited English Proficient" is a label based on a student's English language proficiency as measured by WIDA ACCESS for ELLs[®]. All limited English proficient students will participate in the assessment system, with accommodations if necessary. Maine incorporates the flexibility granted in February 2004 in assessing LEP students. Recently enrolled LEP students will participate in Maine's mathematics assessments, and beginning in 2007-2008, in Maine's science assessments.

2.1.16 Minimum N-Count for Accountability

DEFINED: A minimum n-count for accountability is defined as the number of valid test-takers within a given subgroup, school, or SAU by which AYP determinations can be calculated in a valid and reliable way.

CONDITIONS: The number of valid test-takers within the entity must be greater than or equal to 20 students. For Title I, FAY requirements must also be met. Cell values are calculated and their values are compared to the targeted threshold. For Title III, cells not meeting the minimum n-count are recoded as *Met (MN)* because they are below the number of test-takers needed to make valid accountability determinations. Cells failing to meet the minimum n-counts are not included in any computations, except when aggregating to higher units of analysis (i.e., SAU, consortia, and state-levels). For purposes of determining 95% participation, 41 is the minimum group size.

2.1.17 Minimum N-Count for Reporting

DEFINED: A minimum n-count for reporting is defined as the number of valid test-takers within a given subgroup, school, or SAU by which AYP results can be reported in a manner that prevents disclosure of any one individual's performance.

CONDITIONS: Any AYP cell must include at least 41 tested participants in a subgroup (defined as students within a designated performance level) for the data cell to be included in any reporting element. This applies to all reports with aggregated data used for accountability.

2.1.18 Modes of Participation

DEFINED: A mode of participation is defined as the manner by which a student is administered the statewide assessment (see 05-071 CMR Ch. 127 §4.01).

CONDITIONS: The MDOE uses categories to articulate how the student participates in the MeCAS. They are:

1. Participated without accommodations (standard administration);
2. Participated with accommodations (standard administration with accommodations); and/or
3. Participated using PAAP (alternate assessment).

Off grade-level, out-of-level, or local assessments are not administered by the MDOE. All of the MeCAS assessments, including the alternate assessment, measures grade-level expectations articulated by MLRs. Maine's mathematics and reading GLEs (Grade Level Expectations) capture the essential mathematics and reading skills at each grade level, leaving room for content standards, local flexibility, and discretion in curriculum and instructional program decisions. Students who participate in the MeCAS with accommodations, but do not have an identified disability, are not currently LEP, and are not supported by a Section 504 Plan are reported in the "Other" subgroup. The aforementioned students are included in all AYP determinations.

2.1.19 Moving During the Testing Window

DEFINED: Moving during the testing window is defined as a student who moves out of a Maine public school during the testing window, a student who enrolls in a Maine public school during the testing window, or a student who moves from one district/SAU to another within Maine.

CONDITIONS: It is the school's responsibility to update MEDMS immediately and to keep an *Enrollment Update Report* of students who move in or out of the school during testing. A student's score is based on the items she/he has answered/submitted and may reflect an inaccurate score if the student moved during a content area test. It will be necessary for the school to appeal the participation and/or performance finding during the data correction phase of the AYP process. Scores will be reported to the school where the student is enrolled as of the date testing begins. Students who transfer to a new school and/or SAU are flagged as SCHFAY and DISFAY in MEDMS. Students who transfer within an SAU are flagged as SCHFAY, in accordance with the AYP business rules.

2.1.20 New Public School

DEFINED: A new public school is defined as a school created under any of the following conditions: when a school is created for students in a SAU that had not previously had a separate school for that grade level, such as a high school when the SAU did not previously have its own high school; or by separating out a span of grades in the SAU to create a new entity, such as when middle school grades are separated from a K-8 school to create a new, separate middle school that did not exist previously; or when two or more existing schools at a grade level within a SAU combine to form a new school. As is the case with all SAU public schools, the

new school is governed by the school board of the school administrative unit and funded primarily with public funds.

CONDITIONS: When a new school is created where none existed previously at that grade span in the SAU, the new school receives a first year of existence AYP status. When the new school is created by separating out a specific grade span, such as middle school grades, from an existing K-8 elementary school, if the student population is equally split, both schools retain the AYP status of the sending elementary school. If the split creates an unequal distribution, the AYP status for each school is determined based on the assessment scores of the grades now assigned to the new schools. If the new school is the result of combining two existing schools and one or both of those schools is closed as a result (such as combining two elementary schools or two middle schools within a SAU) and the enrollment from one of the closed schools is more than 50% of the new school enrollment, the new school carries the AYP status of the larger closed school.

2.1.21 No Accountability School (incomplete data)

DEFINED: A no accountability school is defined as an entity that exists when the school/SAU does not have a school serving specific tested grade levels, the SAU does not have an agreement with another SAU to serve its students at those grade levels, and the state assessment results are reported back to the SAUs where the students reside.

CONDITIONS: When there is a no “accountability school” (e.g., Somerville) in the data file, accountability results go back to the sending SAU. This means that a SAU like Somerville would receive a SAU AYP report for high school.

2.1.22 Non-Public School/District/SAU

DEFINED: A non-public school is defined as any privately operated school. Privately operated schools can seek school approval from the state if they meet the private school statutes and regulations for their category of school, including private schools approved for attendance purposes only.

CONDITIONS: Non-public entities (schools and SAUs) are not required to participate in MeCAS or ACCESS for ELLs[®]. Accountability determinations are not made for these entities.

2.1.23 Not Present During Testing

DEFINED: The not present during testing status is defined as a student who missed the designated time frame for participation in the MeCAS assessments and was deemed “not present” by local officials.

CONDITIONS: All students enrolled in grades 3-8 and grade 11 (or third year of high school) in a Maine public school must participate in the MeCAS and ACCESS for ELLs[®] assessments. Students not present will be considered non-participants, except for those students enrolled in an out-of-state school/program, habitually truant, detained by law enforcement, or students with special considerations approved by MDOE. Students not present during any content area test count as non-participants for accountability purposes except the aforementioned students.

2.1.24 Out-of-State Schools/Programs

DEFINED: An out-of-state school/program is defined as a school or program that a Maine student attends which is not located in or supervised by the State of Maine.

CONDITIONS: Students who are enrolled in a Maine public school, but receive their educational program outside the State of Maine during the testing window, do not participate in the MeCAS assessment. These students are exited from the Maine school and enrolled in “Non-

Maine SAU” for the period that they are out of state. They are reenrolled in the Maine school when/if they return. These students are documented on the *Enrollment Update Report* and are not included in AYP or AMAO data.

2.1.25 Parent/Student Refusals

DEFINED: Parent/student refusals to participate in the MeCAS assessment are classified as “non-participants.”

CONDITIONS: Federal and Maine laws require that all students will be tested. If a student does not take the applicable MeCAS and/or ACCESS for ELLs[®] assessment, the student will be counted as a non-participant and considered non-proficient for AYP and accountability purposes. Schools are responsible for documenting efforts to inform parents of the consequences associated with not participating in the MeCAS assessments.

2.1.26 Participation Rates

DEFINED: Participation rates for AYP purposes are defined as the total number of students determined to have responded to at least one item and/or the students that have submitted scorable work on a content area test divided by the total number of eligible test-takers.

CONDITIONS: The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. To make AYP, at least 95% of students in each reportable group must participate.

2.1.27 Participation of Enrolled Students

DEFINED: Participation of enrolled students in the MeCAS is defined as those students currently enrolled in a public school covered by 05-071 CMR Ch. 127 required to participate in the MeCAS in grades 3, 4, 5, 6, 7, 8, and high school.

CONDITIONS: Participation in the MeCAS includes students who are designated as state wards, state agency clients, or homeless. Participation can be through the standard administration of the MeCAS, through administration with accommodations, or through alternate assessment. ELL students in grades K-12 also participate in the ACCESS for ELLs[®] assessment. A student continuously enrolled in a Maine public school from October 1st through the testing window of the school year in which testing occurs is considered to be enrolled for a FAY. The test data for this student is counted for participation and for performance for AYP purposes. For AMAO purposes, continuous enrollment is not required.

2.1.28 Performance Rates (a.k.a. Proficiency Rates)

DEFINED: Performance rates for the purpose of AYP is defined as the percentage of students who are proficient (scoring in the *Meets the Standard* or *Exceeds the Standard* range) on the applicable MeCAS assessment. Proficiency for Title III accountability is defined as students who attain a level of five or higher on the ACCESS for ELLs[®].

CONDITIONS: The student’s score is determined by performance on the MeCAS. For purposes of AYP, a school is rated on the total number of proficient students divided by the number of students who participated in the assessment. The percentage proficient is compared to the established target to determine if a group has made AYP performance.

2.1.29 Personalized Alternate Assessment Portfolio (PAAP)

DEFINED: The PAAP is defined as the “alternate assessment” for MeCAS content area tests at grades 3-8, 10 (second year of high school), and 11 (third year of high school) that uses alternate achievement standards linked from Maine’s *Learning Results*. The term “alternate assessment” is defined as the assessment of content standards for a student whose exceptionality requires accommodations that are so significant that they compromise the validity of the standard

assessment (ref. 05-071 CMR Ch. 127 §2.03).

CONDITIONS: The PAAP requires the use of tasks linked to the student’s grade-level standards, which are provided in the PAAP Task Bank (see www.mecas.org/paap/taskbank) for a student functioning up to an achievement level comparable to that of a fourth grade student. The content areas required in the PAAP are based on those measured in the MeCAS assessments. For students in grade 11, the PAAP content areas are reading, writing, mathematics, and science. For students in grade 10, the PAAP content areas are reading, writing, and mathematics. Students considered for alternate assessment include those who have an identified significant or profound disability under IDEA-2004 or those who are identified as having disabilities under Section 504 of the Rehabilitation Act. 05-071 CMR Ch. 127 §2.03 states “Use of an alternate assessment must be identified and described in the student’s IEP or Section 504 Plan.” Only those special education students with a significant cognitive disability (see 05-071 CMR Ch. 101) may have their scores included in AYP determinations.

2.1.30 Private School

DEFINED: A private school is defined as a non-publically funded educational entity that meets the requirements in 20-A MRSA Part 2, Ch. 117 §2901-§3061.

CONDITIONS: There is no statute that applies to privately funded students; therefore, there is no basis to require them to participate in the MeCAS or ACCESS for ELLs[®] assessments.

2.1.31 Public School

DEFINED: A public school is defined as an individual attendance center within a SAU including any combination of grades preK through 12. The following types of educational programs are considered public schools (see 05-071 CMR Ch. 125 §2.22): an educational program located in or operated by a juvenile correctional facility, an educational program located in the unorganized territories and operated by the MDOE, the Maine School of Science and Mathematics, and the Governor Baxter School for the Deaf. SAU refers to the state-approved unit of school administration, which includes a municipal school unit, school administrative district, community school district, or any other municipal or quasi-municipal corporation responsible for operating or managing public schools. The Applied Technology Region is not considered a public school (ref. 05-071 CMR Ch. 125 §2.23).

CONDITIONS: All public schools and SAUs in the State of Maine are included in the state’s accountability system.

2.1.32 Pupil Evaluation Team (PET)

DEFINED: A pupil evaluation team (PET) is defined as a team of individuals (including parents) responsible for determining a student’s eligibility for special education and supportive services, including the student’s participation in the MeCAS.

CONDITIONS: Each SAU with eligible students shall establish at least one PET for the purpose of identifying the special needs of such students and developing an appropriate IEP (ref. 05-071 CMR Ch. 101 §8).

2.1.33 Receiving SAU

DEFINED: A receiving unit (SAU) is defined under the Essential Programs and Services Funding Act as the school administrative unit to which students are being sent by the sending unit.

CONDITIONS: For units (SAUs) that do not operate schools at some or all grade levels, the Commissioner calculates that unit’s Essential Programs and Services (EPS) per pupil rate for each year. For units that do not operate schools at a specific grade level, the EPS per

pupil rate is calculated by multiplying the number of students sent by the sending unit to a receiving unit multiplied by the receiving unit's EPS per-pupil rate for that grade level and the result divided by the number of students sent by the sending unit to that receiving unit. For AYP purposes, the state assessment scores of these students who are tuitioned in this manner to Maine public schools are reported as part of the receiving school's AYP and therefore become part of the SAU's AYP.

2.1.34 Receiving School

DEFINED: A receiving school is defined as a school that a student attends when the SAU in which he/she resides does not have a school at his/her grade level. It is also defined as a school or educational program that a student who experiences education disruption presently attends following an interim placement.

CONDITIONS: The state assessment scores of students who attend receiving schools are reported at the receiving school. In addition, for students who experience significant disruption of their schooling as a result of homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement, or some other out-of-SAU placement that is not otherwise authorized by either an individualized education plan or personal learning plan and are not able to complete their high school diploma requirements as a result can have the opportunity to work towards earning a Department of Education diploma (a standard-based diploma that meets state requirements).

2.1.35 Recently Arrived ELL/LEP Students

DEFINED: Recently arrived English Language Learners (ELLs), also known as recently arrived Limited English Proficient (LEP) students, are defined as 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. These students have attended schools in the United States for less than 12 months.

CONDITIONS: The date used to make this determination is school attendance on or after February 1 of each year. All LEP students in Maine, including recently arrived LEP students, must be assessed for English proficiency by participating in the ACCESS for ELLs[®]. During the first 12 months in a United States' school, LEP students are required to participate in the mathematics content area test of the MeCAS through standard or accommodated administration. Participation in the ACCESS for ELLs[®] assessment counts as participation on the MeCAS reading assessment for AYP determinations. Student scores in the mathematics and science content areas count for participation, but do not affect performance.

2.1.36 Routing Students

DEFINED: Routing students is defined as the process by which students who are publicly funded, have a sending and receiving SAU/school, and are enrolled at a school with a school type code of "PUB", "BIG", or "PSN" have their accountability data migrated to a sending SAU.

CONDITIONS: For students attending regional, special purpose programs, school accountability data are assigned to the "accountability school" (the school the student would have attended if not attending the special purpose program). For students attending private, special purpose schools, accountability data are assigned back to the "accountability school" (the school the student would have attended if not attending the private, special purpose school). SAU accountability is applied to the SAU that has fiscal responsibility, not instructional responsibility.

2.1.37 School Type

DEFINED: A school type is defined as a classification system used by MDOE to organize different educational entities within the State of Maine that meet the requirements outlined in MRS 20-A, Part 2: School Organization.

CONDITIONS: The MDOE has identified five unique school types using the following codification:

- Home School (HOM) - Home schools are entities that do not receive public funding and are not included in any accountability determinations.
- Private Schools receiving public funds (BIG) - Private schools receiving public funds are entities that receive 60% or more of their funds from the public sector and are included in accountability determinations at the SAU and state levels.
- Private Sectarian (PRI) - Private sectarian schools are private entities and are not included in any accountability determinations.
- Private Special Purpose, Private Non-Sectarian (PSN) - Private special purpose, private non-sectarian schools are private schools receiving public funds and are included in accountability determination at the SAU and state levels.
- Public Schools (PUB) - Public schools are entities receiving public funds and are included in accountability determinations at the school, SAU/district, and state levels.

2.1.38 Sending SAU

DEFINED: A sending SAU for the purposes of AYP is defined as a SAU that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

CONDITIONS: For the purposes of AYP, when a SAU does not have a school of its own at a given grade level and the SAU pays tuition for the students at that grade level to attend a receiving school, the students' state assessment scores become part of the receiving school's AYP.

2.1.39 Sending School

DEFINED: A sending school for the purposes of AYP is defined as the school from which a student moves in order to receive instructional services at another school.

CONDITIONS: For the purposes of AYP, when a student attends a receiving public school instead of his/her public school of residence in order to receive instructional services at the receiving school that are not available at the sending school, the student's state assessment score becomes part of the receiving school's AYP.

2.1.40 Special Consideration

DEFINED: A special consideration is defined as a situation by which a student cannot participate in the MeCAS during a designated testing window.

CONDITIONS: A special consideration may be available when a student's long-term, physical, or mental condition prevents the student from participating in the MeCAS. Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illness/injury or for a student who is receiving extraordinary medical treatment for either a physical or psychiatric condition. Emergencies are unforeseen events or situations, which may include, but are not limited to: death in a student's immediate family, childbirth, accidents, injuries, students in Youth Development Centers are administered ACCESS for ELLs[®], or hospitalization. Students approved for special considerations by MDOE are not considered part of the school's official enrollment for purposes of MeCAS or ACCESS for ELLs[®] testing. Schools file requests for special considerations to the MDOE. Schools are responsible for keeping documentation on these students. Students approved by MDOE for

special consideration are not included in AYP or AMAO data.

2.1.41 Students Committed to Youth Development Centers

DEFINED: Students committed to Youth Development Centers are defined as students who have been adjudicated to and enrolled in the educational program provided at a Youth Development Center.

CONDITIONS: These students are immediately exited from the enrollment system at the former school and entered into the MEDMS for the new school. Students enrolled at the Center are not included in AYP or AMAO data.

2.1.42 Student Mobility

DEFINED: Student mobility is defined as a condition by which a student moves from one Maine public school to another during the testing window. This student must take any administered content area tests of the MeCAS in the receiving school on and after the date of enrollment. In addition, student mobility is defined as a condition by which a student enrolls in a Maine public school during the testing window from an out-of-state or private school.

CONDITIONS: Students who move must immediately be exited from enrollment of the former school and enrolled in MEDMS by the new school. School officials are responsible for updating the *Enrollment Update Report* for students who move in or out of the school during testing. The student's scores on any content area test administered while the student is enrolled in the receiving school count for participation only at the school and SAU levels since FAY requirements are not met. These non-FAY students have their data applied to participation and performance indicators at the SAU level. Students participating in the MHSA who are absent during the May administration but want official SAT college-reportable scores, can participate in the June make-up date at the closest SAT test center. Students who do not want a college-reportable score and/or who need more accommodations than those provided through the College Board Services for Students with Disabilities (SSD) program can take the SAT for Maine Purposes Only (MPO) at their own school during the two-week Math-A administrative window in May. There are no MPO make-up options available after this window. Those students who participate in the PAAP in one Maine public school and move to another Maine public school prior to March have their completed PAAP work sent to the receiving school. Those students who move on or after March have their PAAP work submitted by the sending school in April. The student's scores will be applied to the receiving school for participation only. The student's scores will count at the sending school for participation only. Student scores will count for both participation and performance at the SAU level. A student needing a PAAP who moves from an out-of-state school into a Maine public school on or after February 1 of the current school year is not required to participate in the PAAP.

2.1.43 Suspended Student

DEFINED: A suspended student is defined as a student that the School Board authorizes the principal to suspend for up to a maximum of 10 days for infractions of school rules.

CONDITIONS: Suspended students are considered part of a school's official enrollment. These students' scores are included in participation and performance data used in making AYP determinations.

2.1.44 Testing Program – MeCAS and ACCESS for ELLs®

DEFINED: Maine's statewide testing program is defined as those assessments found with Maine's Comprehensive Assessment System (MeCAS) that are administered by the MDOE.

CONDITIONS: MeCAS assessments are developed, scored, and reported by two major

vendors. The MDOE has administrative authority over all aspects of the MeCAS assessments as contractually agreed upon by both parties. The ACCESS for ELLs[®] assessment is administered by the WIDA consortium, of which MDOE is a consortia member.

2.1.45 Testing Window – MeCAS and ACCESS for ELLs[®]

DEFINED: A testing window is defined as the timeframe in which students participate in the statewide assessment program.

CONDITIONS: The testing window for the MeCAS administration, which includes all make-up testing, varies with different assessments. The testing window for the MEA begins in March and is three weeks long. The testing window for the MHSA is determined by the official SAT college-reportable administration (typically one Saturday in May) with another day in June as a “make-up” date. The Math-A window is typically a two-week period in May so that students can participate in the augmented portion of the SAT and/or make-up the SAT (for those students participating under MPO conditions). The PAAP window begins in October and continues until late March. During this time, teachers continue to collect information on the tasks provided by the state as applicable to each student’s IEP. PAAP information is submitted to the MDOE’s vendor for scoring in late March. The testing window typically begins in early December and concludes in February for students participating in the ACCESS for ELLs[®].

2.1.46 Third Year Student

DEFINED: A third year student is a student having enrollment dates that demonstrate three years of attendance in a Maine high school.

CONDITIONS: Grade levels in high schools may not be equivalent to the number of years in attendance.

2.1.47 Unforeseen Events – “Force Majeure”

DEFINED: An unforeseen event is defined as a circumstance or extraordinary event beyond the control of the MDOE and SAUs.

CONDITIONS: The MDOE or SAU can assert Force Majeure when events or circumstances preclude the timeliness of accountability determinations or the assignment of accountability consequences as outlined in 34 CFR Part 200. SAUs provide, when applicable, evidence documenting the event (e.g., assessment booklets destroyed during transportation to the vendor) during the accountability appeals window. The Commissioner of Education will determine the merits of such appeals.

2.1.48 Ungraded, Multi-Age Program

DEFINED: The definition of a multi-age program is a school instructional program in which students are not organized for instruction by grade or age, such as in a school too small for separate grades or in a school that chooses to organize students for instruction by another category such as prior knowledge or interest.

CONDITIONS: Students in ungraded, multi-age programs participate in the appropriate grade level MeCAS and ACCESS for ELLs[®] assessments based on school-assigned MEDMS grade levels. Students’ scores count for AYP and AMAO participation and performance in the year they are tested for that grade level.

2.1.49 504 Plan Subgroup

DEFINED: A 504 plan subgroup is defined as a subpopulation of eligible students who receive services authorized by Section 504 of the Rehabilitation Act of 1973 and the analogous provisions of the Americans with Disabilities Act of 1990.

CONDITIONS: AYP and AMAO determinations are based on data from students with disabilities covered by Section 504 of the Rehabilitation Act; however, they do not constitute a

subgroup when calculating either AYP or AMAOs. MeCAS provides assessment results for this subpopulation within its reporting system.

2.2 Title I Unique

The business rules found within this subsection are those used in making AYP determinations. These rules are for the most part program centric. Meaning, they have been developed to meet the unique regulatory requirements of Title I, Part A. Business rules that are typically used by both Titles I and III have been placed in Section 2.1 of this document.

2.2.1 Accountability Rating

DEFINED: An accountability rating is defined as the AYP status of a school, SAU, and the state as a whole.

CONDITIONS: All schools and SAUs annually receive one of six levels of performance classifications (ratings) based on a combination of AYP status in the current year and historical AYP performance. The five accountability ratings are: *Made AYP*, *Monitoring*, *CIPS1*, *CIPS2*, *CIPS3*, and *CIPS4*. The state also applies a temporary rating of *Pending* when the school is too small for an AYP determination and/or is awaiting a data review.

2.2.2 Adequate Yearly Progress (AYP)

DEFINED: Adequate Yearly Progress (AYP) is defined as the accountability status of a school, SAU, and the state as a whole based on the federally mandated measures of performance outlined by NCLB.

CONDITIONS: An entity makes AYP if the students and subpopulations of students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading, and meet attendance goals (K-8) or graduation rate targets (high schools).

2.2.3 Annual Measurable Objective (AMO)

DEFINED: An Annual Measurable Objective (AMO) is defined as the yearly performance target that enumerates the minimum percentage of students who must be deemed proficient on MeCAS assessments.

CONDITIONS: AMO must identify for each year a minimum percentage of students that must meet or exceed the proficient level of academic achievement on the MeCAS. The AMOs must ensure that all students meet or exceed the state's proficient level of academic achievement within the timeline under 34 CFR §200.15. AMOs are applied separately for reading and mathematics to all subgroups, schools, and SAUs throughout the State of Maine.

2.2.4 AYP Attainment

DEFINED: AYP attainment occurs when the entity under review has met the annual performance targets for proficiency, participation, and other academic indicator(s) (OAI), thereby receiving an accountability rating of "Made AYP".

CONDITIONS: A school or SAU makes AYP when each group of students required by 34 CFR §200.13(b) (3) meets or exceeds proficiency in the AMOs. If AMOs are not reached, but the percentage of non-proficient students in the subgroup is reduced by 10% from the prior year, the entity is deemed to have attained AYP for the proficiency indicator (see Safe Harbor provisions). Further, each of the aforementioned groups of students (see Subgroups business rule) must demonstrate no less than 95% participation on the MeCAS. The entity must also meet the Average Daily Attendance (ADA) and graduation objectives.

2.2.4.1 School AYP Attainment

DEFINED: School AYP attainment is defined as meeting the participation,

performance, and OAI targets for the given year.

CONDITIONS: A school does not make AYP for a given year if any indicator is not met for any subgroup that has satisfied the minimum n-count requirements.

2.2.4.2 SAU AYP Attainment

DEFINED: SAU AYP attainment is defined as meeting the participation, performance, and OAI targets for the given year for at least one of the three grade spans.

CONDITIONS: A SAU does not make AYP for a given year if any one indicator (e.g., reading proficiency) is not met at the elementary (K-4), middle (5-8), or high school level (11).

2.2.4.3 State AYP Attainment

DEFINED: State AYP attainment is defined as meeting the participation, performance, and OAI targets for the given year.

CONDITIONS: The state does not make AYP for a given year if any indicator is not met for any subgroup that has satisfied the minimum n-count requirements.

2.2.5 Continuous Improvement Priority School (CIPS)

DEFINED: A Continuous Improvement Priority School (CIPS) is defined as any elementary or secondary school served under Title I, Part A that does not attain AYP for two or more consecutive years.

CONDITIONS: In Maine, only schools receiving Title I, Part A are identified for school improvement and subsequent corrective actions outlined in 34 CFR §200.32 (Identification for School Improvement), 34 CFR §200.33 (Identification for Corrective Action), and 34 CFR §200.34 (Identification for Restructuring). Schools exit CIPS status when AYP attainment occurs for two consecutive years. It should be noted that the Commissioner of Education can initiate a comprehensive review of a SAU when student performance in a school indicates that a review is warranted (see 05-071 CMR Ch.125 §13.02). These reviews are not limited to federal program subgrantees.

2.2.6 New Accountability School

DEFINED: A new accountability school is defined as a school whose student enrollment changes by 60% or more and/or at least one grade level has been added to the school's current grade configuration.

CONDITIONS: Schools deemed as new accountability schools have AYP determinations using all applicable data.

2.2.7 New Title I Recipient

DEFINED: A new Title I recipient is a school receiving Title I, Part A funds for the first time.

CONDITIONS: New Title I schools are assigned an AYP status at a level commensurate with their historical performance as of the current year. New Title I schools are not assigned "New School" status (see 2.2.6 - New Accountability School). Any Title I consequences outlined in 34 CFR §200.32, §200.33, and §200.34 are applied in a manner consistent with the school's status had it been awarded Title I funds in prior years.

2.2.8 Other Academic Indicators (OAIs)

DEFINED: Other Academic Indicators (OAIs) are defined as additional performance measures required by 34 CFR §200.19. Given the regulatory flexibility, Maine designated average daily attendance (ADA) as the OAI for elementary and middle schools and the graduation rate as the OAI for high schools

CONDITIONS: Schools with elementary, middle, and high schools apply both OAIs

when making AYP determinations.

2.2.8.1 Average Daily Attendance (ADA)

DEFINED: Average Daily Attendance (ADA) is defined as the percentage of student days attended during the school year (see 05-071 CMR Ch. 125 §6.01(A) for additional regulatory requirements associated with school year length).

CONDITIONS: Schools are required to enter the data for the required groups using a preprogrammed template (available online). Aggregate data for attendance and membership are entered by school officials for students in grades 3-8 and 11; other student attendance data are not included. The template computes the ADA percentage for the school as a whole.

2.2.8.2 Graduation Rates

DEFINED: A graduation rate is the proportion of students who exit high school with a regular high school diploma (after a standard number of years).

CONDITIONS: The graduation rate is calculated by comparing the number of students who entered ninth grade with the number that received a high school diploma (in accordance with 05-071 CMR Ch. 127 §7.02) by the end of the fourth year after entering ninth grade. For students with an IEP or Personal Learning Plan (PLP) that extends the time needed to graduate, the number of years to earn the diploma can be up to five years. Extending the timeframe for completion allows this federal accountability criterion to align with Maine's established accountability system. 05-071 CMR Ch. 127 §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.

2.2.9 Participation Rates

DEFINED: Participation rates are defined as the proportion of students who provide at least one valid answer on a test booklet divided by the number of students who were enrolled in the particular grade level, less those receiving "special consideration" status.

CONDITIONS: MeCAS participation is required for each student enrolled in a grade-level for which a statewide assessment has been developed and implemented, in accordance with 05-071 CMR Ch.127.

2.2.9.1 Participation Rate for Reading

DEFINED: The participation rate for reading is defined as the number of students who actually took either the MEA, MHSA (SAT Reading), or PAAP divided by those who were eligible to be tested.

CONDITIONS: Participation rates are calculated before the FAY criterion is applied.

2.2.9.2 Participation Rate for Mathematics

DEFINED: The participation rate for mathematics is defined as the number of students who actually took either the MEA, MHSA (Math-A), or PAAP divided by those who were eligible to be tested.

CONDITIONS: Participation rates are calculated before the FAY criterion is applied.

2.2.10 Proficiency Rates

DEFINED: Proficiency rates are defined as the proportion of students having achievement levels of three (3) or higher on the MeCAS compared to the achievements levels of all eligible test-takers.

CONDITIONS: “Proficient” students for Title I have achievement levels of either “Meets the Standards” (AL3) or “Exceeds the Standards” (AL4).

2.2.10.1 Percent Proficient for Reading

DEFINED: The proficiency rate for reading is defined as the number of students who scored AL3 or higher on the MEA, MHSA (SAT Reading), or PAAP divided by those who were eligible to be tested.

CONDITIONS: Proficiency rates are calculated after the FAY criterion is applied.

2.2.10.2 Percent Proficient for Mathematics

DEFINED: The proficiency rate for mathematics is defined as the number of students who scored AL3 or higher on the MEA, MHSA (Math-A), or PAAP divided by those who were eligible to be tested.

CONDITIONS: Proficiency rates are calculated after the FAY criterion is applied.

2.2.11 Safe Harbor

DEFINED: The term “Safe Harbor” defines the statutory provision that is applied when the percentage of non-proficient students in the identified subgroup decreases by at least 10 percent from the preceding year and when the group has made progress on one or more of the state’s OAI’s (ref. 34 CFR §200.20 (b)).

CONDITIONS: The Safe Harbor provision is implemented when an AYP cell(s) fails to reach its annual target and does not fall within the 95% confidence interval. If the missed AYP cell(s) in a given school demonstrates a 10% reduction in the non-proficient students from the prior year and the cell(s) meet the applicable OAI target, the cell is recoded as “Met AYP.”

2.2.12 School Choice

DEFINED: School choice is defined as the opportunity for students enrolled in a school identified for school improvement under 34 CFR §200.33 or restructuring under 34 CFR §200.34 to transfer to another public school served by the SAU.

CONDITIONS: SAUs must offer school choice no later than the first day of the school year following the year in which the MeCAS administration resulted in the identification of the school. Students cannot transfer to other schools having the following status ratings: improvement, corrective action, or persistently dangerous.

2.2.13 Small School

DEFINED: A small school is defined as a school that does not have a minimum of 20 students for purposes of determining AYP.

CONDITIONS: When a school has fewer than 20 students for the whole group, an AYP determination review is conducted to look at data beyond the state assessment that could indicate achievement of the MLRs.

2.2.14 Starting Points

DEFINED: The AMO (for performance) starting points are defined as the baseline percentage of proficient students as determined by the MeCAS assessments.

CONDITIONS: Maine established trajectories for yearly student performance improvement (AYP) using the 20th percentile formula required by NCLB.

USDE’s 34 CFR §200.16 (2) prescribes the method used to establish separate AMO baselines for reading and mathematics. In Maine, the AYP starting points were established using two years of MEA data. Initial test-taker data extracted from SY 2000-2001 and SY 2001-2002 in the content areas of reading and mathematics established baseline values for grades 4, 8, and 11. The following starting points were used to establish short, intermediate, and long-term objectives:

Table 6. AYP Starting Points

Grade	Reading (% Proficient)	Mathematics (% Proficient)
4	34%	12%
8	35%	13%
11	44%	11%

2.2.15 Subgroups

DEFINED: A subgroup is defined as a group of students found within a school, SAU, and the state as a whole as defined by 34 CFR §200.13(7) (i) (ii).

CONDITIONS: AYP determinations are made for the school, SAU, and state as a whole by aggregating data from grades 3-8 and high school based on the grade configuration of the entity. Mandatory subgroup aggregation occurs for the following groups: ED students, students from major racial and ethnic groups, and SWD, as defined in Section 9101(5) of the ESEA.

2.3 Title III Unique

The business rules found within this subsection are for the most part, unique to Title III accountability. The program centric rules guide decisions used to make Annual Measurable Achievement Objectives (AMAOs). The business rules clarify the terminology and context by which the rules exist within the system.

2.3.1 ACCESS for ELLs[®] Assessment

DEFINED: ACCESS for ELLs[®] is defined as Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs[®]). It is an on-demand assessment used to “assess the developing English language proficiency of English language learners in grades K-12 following the *English Language Proficiency (ELP) Standards for English Language Learners in Kindergarten through Grade 12* (Kenyon et al., 2007).

CONDITIONS: The ACCESS for ELLs[®] assessment produces several scores across four content clusters (reading, writing, speaking, and listening) and two derived scores (comprehension and composite). Six achievement levels were established from the Word Class Instructional Design and Assessment (WIDA) Consortium’s standard-setting activities. In addition, these levels were organized into three Tiers (A, B, and C) by grade level to ensure test items are presented according to the individual student’s proficiency level.

2.3.2 Achievement Level Descriptors (ALDs)

DEFINED: ALDs are defined as narrative text that explain content-based competencies associated with one of the six ACCESS for ELLs[®] performance levels, which range from rudimentary use of English by beginning speakers (Level 1-Entering) to reaching English

proficiency or fluency (Level 6-Reaching).

CONDITIONS: ALDs were established by the WIDA Consortium’s research team (see www.wida.us/).

Table 7. Achievement Level Descriptors (ALDs)–ACCESS for ELLs®

Level	Description
Level 6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written communication in English comparable to proficient English peers
Level 5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
Level 4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
Level 3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that often impede the communication, but retain much of its meaning when presented with oral, written, narrative, or expository descriptions with occasional visual and graphic support
Level 2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
Level 1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, questions, or statements with visual and graphic support

2.3.3 Annual Measurable Achievement Objectives (AMAOs)

2.3.3.1 AMAO I (*Improvement*)

DEFINED: AMAO I is defined as an annual measurable achievement objective that includes annual increases in the number or percentage of children making progress in learning English (P.L. 107-110, Title III, Part A, Subpart 2, §3122(a)(3)(A)(i)).

CONDITIONS: One of three accountability indicators mandated by P.L. 107-110, AMAO I is based on improvements in students’ English proficiency. This weighting system adjusts for how long students have participated in the ESL program in Maine. The improvement rates for each subgrantee (SAU or consortia) are fixed at **9.17** index points per year, unless the student has attained AL6. The fixed rate equates to an increase of 7.37 scaled score points or approximately a third of a standard deviation. The aforementioned growth rate was established using a sample (n = 963) of students tracked across two years. Cohort data are used as a proxy during the transition to a student-level, growth model. At least two years of data are required to calculate this indicator.

2.3.3.2 AMAO II (Status)

DEFINED: AMAO II is defined as an annual measurable achievement objective that includes annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with Section 1111(b) (7) of NCLB (P.L. 107-110, Title III, Part A, Subpart 2, §3122(a) (3) (A) (ii)).

CONDITIONS: One of three accountability indicators mandated by P.L. 107-110, AMAO II is based on the annual status of students' English proficiency. AMAO II threshold values were established for the baseline (6.67%) and then increased by 2.87 percentage points each subsequent year. The threshold increases are based on a linear trajectory that would exceed 30.0% in 2014. Entities meeting or exceeding the threshold are designated as *Met*.

2.3.3.2(a) Baseline - The starting point used to establish the initial threshold value for AMAO II was determined by using the weighted percent proficient for a three-year period (2005-2007). SAUs were rank-ordered by percent proficient and the SAUs at the 20th percentile enrollment were used to establish the baseline.

2.3.3.3 AMAO III (AYP)

DEFINED: AMAO III is defined as making adequate yearly progress for limited English proficient children as described in Section 1111(b)(2)(B) of NCLB (P.L. 107-110, Title III, Part A, Subpart 2, §3122(a)(3)(A)(iii)).

CONDITIONS: One of three accountability indicators mandated by P.L. 107-110, AMAO III is based on AYP determinations made following the state's approved *Accountability Workbook*. AYP data for reading and mathematics are used to determine if a SAU made AYP exclusively because of the ELL subgroup. Consortia receive the AYP status of their member SAUs. If any one member SAU does not make AYP for a given year, the consortium is deemed to have missed AMAO III.

2.3.4 Cell Labels

DEFINED: Cell labels are defined as a series of labeling structures used to indicate whether the entity under review has met the targeted threshold.

CONDITIONS: Only two labels (*Met* and *Not Met*) reflect a determination for Title III accountability purposes. As described in Table 8, cell labels with (CI), (MN), and (ND) suffixes are used exclusively for MDOE diagnostic and review activities.

Table 8. Title III Cell Labels

Cell Label	Acronym	Descriptor
NOT MET	None	Cell value is below the annual target
MET	None	Cell value is equal to or above the annual target
MET (CI)	CI-Confidence Interval	Cell value has an upper limit is equal to or above the annual target
MET (MN)	MN-Minimum N-Count	Cell value is not based on at least 20 test-takers
MET (ND)	ND-No Data	Cell under observation does not have any valid data

2.3.5 Composite Score

DEFINED: The ACCESS for ELLS[®] Composite Score is defined as a single score reflecting performance across four domains (i.e., reading, speaking, listening, and writing).

CONDITIONS: The scores from each domain are combined together [35% Reading + 35% Writing + 15% Listening + 15% Speaking] to create the overall Composite Score. The Composite Score is a derived score based on the performance of the four subtests. Because of this interrelationship, missing subtest data produces an invalid Composite Score. For accountability purposes, incomplete subtests creating an invalid Composite Score are recoded as “non-proficient” and included in all AMAO I and II computations.

2.3.6 Duration

DEFINED: Duration is the number of years a student receives ESL educational services in Maine.

CONDITIONS: These data are organized into three duration categories that provide qualitative descriptions of how long the student has been participating in an ESL program. The Duration variable is a critical data point when calculating AMAO I.

Table 9. Duration Categories

Category	Code	Descriptor
Short-term	0	Student has participated in an ESL program in the State of Maine for zero to two years.
Typical	1	Student has participated in an ESL program in the State of Maine for more than two years but not more than five years.
Long-term	2	Student has participated in an ESL program in the State of Maine for more than five years.
Unknown	3	Participation data is missing or contains invalid characters necessary to assign a valid Duration code.

2.3.7 English Proficiency

DEFINED: English proficiency is defined as a student’s development and attainment of the linguistic characteristics of the English language while meeting challenging state academic content and achievement standards required by Section 1111(b)(1) of NCLB.

CONDITIONS: English proficiency for Maine Title III is attained by students attaining a five (at Tier C only) or higher on the ACCESS for ELLS® Composite Score. Students must attain a Composite score of six (at Tier C only) in order to exit the ESL program.

2.3.8 Final Accountability Determination

DEFINED: Final accountability determination is defined as the annual evaluation of eligible subgrantees’ abilities to demonstrate they have met the AMAO targets established by the State of Maine.

CONDITIONS: The overall Title III accountability status for a given year is based upon the performance of each of the three accountability indicators. SAU and consortia must meet all three AMAOs to meet their annual target.

2.3.9 Improvement Status

DEFINED: Improvement status is defined as a subgrantee whose final accountability determination for Title III is *Not Met* for two or four consecutive years (see P.L. 107-110, Title III, Part A, Subpart 2, §3122(b)(2)(4)).

CONDITIONS: SAUs or consortia not meeting any AMAO for two or more consecutive years are designated by NCLB as needing improvement. SAUs or consortia exit improvement status when they attain all three AMAOs in the subsequent year. Any entity with

eligible test-takers who fails to participate in the annual assessment is designated as *Not Met* in order to prevent the unintended consequence of eligible students not participating in the assessment program.

2.3.10 Participation Rates

DEFINED: Participation rates for AMAO purposes are defined as the proportion of students determined to have responded to at least one item and/or the proportion of students who have submitted scorable work on a content area test divided by the total number of eligible test-takers.

CONDITIONS: Eligible students being served by a subgrantee (Title III SAU or consortia) who did not answer at least one question on the ACCESS for ELLS[®] are classified as both a non-participant and a non-proficient student. Participation rates below 95% result in the subgrantee not meeting AMAO I and/or AMAO II for the given year.

2.3.11 Proficient (FEP5_6) at Tier C

DEFINED: Proficient (FEP5_6) is defined as a dichotomously transformed variable reflecting data cells with ACCESS for ELLS[®] achievement levels of five or higher for students at Tier C only.

CONDITIONS: This variable reflects performance above the 80th percentile based upon the three-year, weighted mean distribution of ACCESS for ELLS[®] scores.

2.3.12 Title III Consortia

DEFINED: Title III consortia are defined as groups of SAUs organized to meet the subgrantee eligibility criteria for Title III (see Section 3144 (b) of NCLB).

CONDITIONS: The MDOE is not allowed under Title III to award a subgrant from an allocation made under Section 3144 if the amount of such subgrant is less than \$10,000. Because of this funding limitation, SAUs are organized into Title III consortia. Consortia have a programmatic function only in the State of Maine and are not granted a charter under 05-071 CMR Ch. 125 to operate independently. All three AMAOs are applied to the Title III consortia for any given year.

2.3.13 Title III District/SAU

DEFINED: A Title III SAU is a public school/SAU that is recognized and operating in accordance with 071 CMR Ch. 125 and is a Title III subgrantee recipient.

CONDITIONS: All Title III SAUs are included in the accountability system, and annual determinations are made in accordance to the design logic found in Section 3 of this document.

2.3.14 Valid Test-Takers

DEFINED: Valid test-takers are defined as students enrolled in Maine schools that are identified as ELLs.

CONDITIONS: Students in grades K-12 with a composite scaled score and corresponding achievement level ranging from 1 to 6 on the ACCESS for ELLS[®] are considered valid test takers. Data elements with “NA” in either the achievement level or scaled score field are not used in accountability determinations if the student does not have at least one valid response on any one of the four ACCESS for ELLS[®] subtests.

2.3.15 Value Table

DEFINED: A value table is defined as a scoring array that combines the amount of time a student participates in the ESL program with his/her achievement level on the ACCESS for ELLS[®].

CONDITIONS: The value table developed for Title III accountability is used to

produce the *CompIndex* values. These values create the index points used to compare the current year's performance (associated with AMAO I) with the prior year.

2.4 Summary

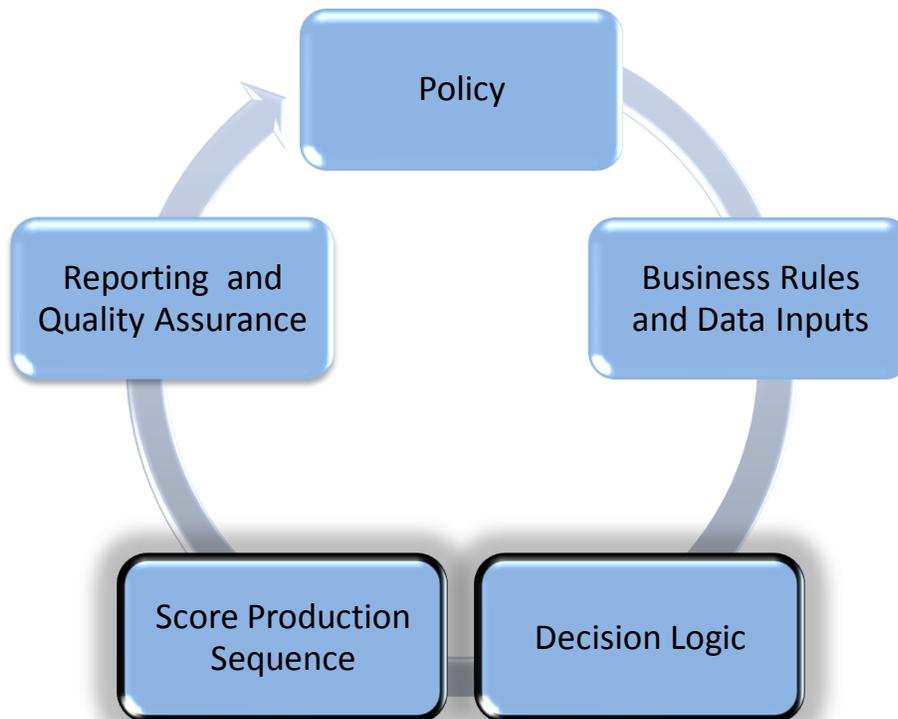
Policy establishment requires operational and technical staff to qualify its language into a set of properly and clearly defined data inputs and business rules. This crucial step in the Policy-to-Action cycle must be carefully constructed and evaluated to ensure that results are communicated effectively with little risk of misrepresentation. By answering the question “how” it planned to utilize its accountability objectives, the MDOE was able to effectively define and explain the conditions of the data inputs used to make AYP and AMAO determinations.

Completion of the *Business Rules and Data Inputs* phase of the Policy-to-Action cycle allowed for movement into the next phase, the *Production Cycle: Decision Logic and Score Production*. The accountability policy, along with its newly defined data inputs and rules, was ready to undergo the production sequence in order to achieve accountability results, thus answering the question “what” metrics the state would use to evaluate performance.

SECTION 3

PRODUCTION CYCLE

DECISION LOGIC AND SCORE PRODUCTION SEQUENCE



Quick Guide to this Section

I need to know about the...

- Major decisions used in making AYP and AMAO determinations.
- Coding used with key data elements.
- Score production sequence used to combine the business rules and data inputs.

3.0 Production Cycle Overview

The production of accountability scores requires business rules to govern data qualifications and design logic. The design logic provides the sequential process used to “manufacture” targeted outputs (answering the question “what” metrics are being used to achieve results). In accountability parlance, these selected performance indicators provide information about the underlying construct they purport to measure. The production sequence in the Policy-to-Action cycle must articulate in sufficient detail as to allow for interested third parties, internal auditors, and others to examine and replicate the process used to produce each accountability indicator, overall score, and rating assignment.

In current educational settings, electronic assessment, behavior, and other data are collected, organized, and quality controlled prior to entering into the production process. These electronic resources comprise the raw material necessary to produce accountability results. As any production manager knows, the product is only as good as the raw materials entered into the development process. However, even high quality inputs can result in substandard outputs. This occurs when strict adherence to the production process is violated through machine and/or human error. For example, although natural variations exist in all inputs, failure to apply one step in the process at the exact specified time or rate will influence the physical properties of the item coming off the production line. Likewise, the computer language used to create a programming sequence must follow a strict syntax for the system to execute the code correctly. When the developed code has errors, the programmers receive immediate feedback from the software hindering further execution of the code. These types of programming errors are corrected prior to moving data into the production phase. However, business rules used to assign and select data characteristics are governed by policies. These policies are rarely, if ever, articulated in sufficient detail as to allow for quick transfer into programming code. Thus, a “translation” of sorts must exist between the adopted policies and the computer programming. This translation is a critical point of failure as any misinterpretation by either program or IT staff can result in data being transformed in the wrong manner.

Perhaps a more frequent error than the conversion of policy words to programming code is the misapplication of the design logic. Engineering processes require detailed specification about the targeted product’s physical properties (i.e., tensile strength, length, and weight). Once designed, the sequence of combining and manipulating raw materials must adhere to the detailed production criteria. Typically, these criteria have quality controls in place to verify compliance with the specification called for in the production design. Often statistical process controls (Wheeler, 2005) are applied to product samples provided to the controllers. These data are compared to acceptable, known parameters found within the control chart. Data outside the control specification is rejected prior to moving forward with the production process. ISO 9001 standards and other quality assurance techniques provide evidence that each output adheres to the approved design specifications.

In accountability score production, the use of automate score production is, for the most part, codependent on the preceding actions. Each production step requires subroutines necessary to move the targeted data across the decision logic found within the software code. Further, when data inputs are at different units of analysis (e.g., student vs. school), the design logic must articulate at what phase the programming sequence will integrate these aggregate data.

3.1 Decision Logic for Title I

3.1.1 AYP Determinations

There are generally four logic tests used to determine whether a school, district/SAU, and/or state has met the AYP requirements. The tests evaluate the following:

1. Participation rates on the MeCAS (excludes the ACCESS for ELLS[®] assessment);
2. Percent proficient for reading and mathematics (95% confidence interval);
3. Safe Harbor provision (with or without a 75% confidence interval); and
4. Other academic indicators (ADA and graduation rate).

The MDOE applies its AYP tests to several subgroups not required by federal regulations (34 CFR Part 200). Table 10 lists the 16 subgroups that are assigned scores for both AYP and reporting purposes. The AYP determinations are most often used for reporting and determining school improvement; however, six of the subgroups are used for reporting only. These four tests are administered successively based on the flowchart represented in Figure 6.

Table 10. Subgroup Function

Group	Reporting AYP	Determining AYP
Whole Group	✓	✓
Female		✓
Male		✓
Caucasian/White		✓
African-American/Black	✓	✓
Hispanic		✓
Asian/Pacific Islander		✓
American Indian/Native Alaskan	✓	✓
Economically Disadvantaged	✓	✓
Not Economically Disadvantaged		✓
Migrant		✓
Not Migrant		✓
Students with Disabilities	✓	✓
Students without Disabilities		✓
Limited English Proficient	✓	✓
Not Limited English Proficient		✓

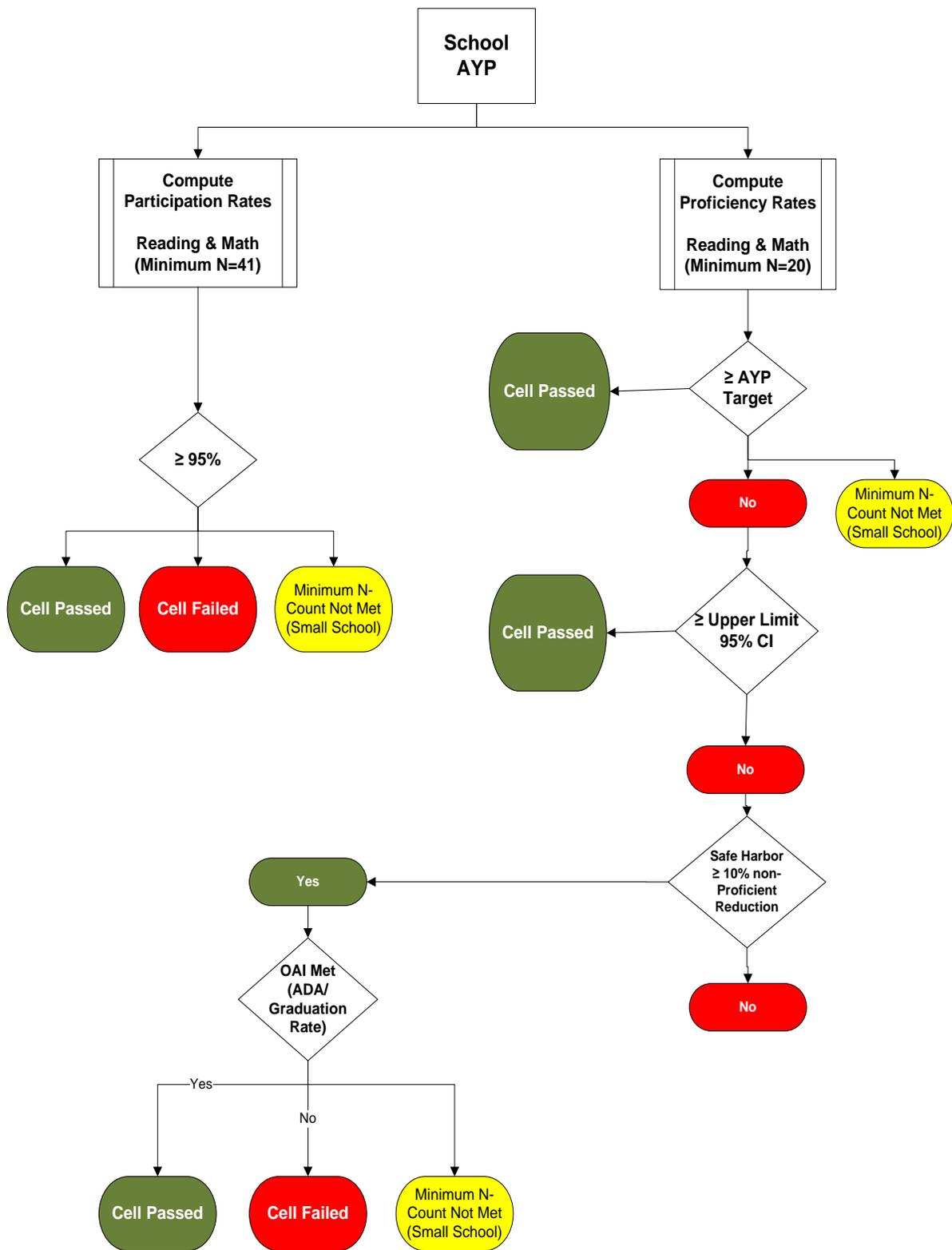


Figure 6. AYP Decision Logic

The programming code executes the decision logic in a manner to produce a series of AYP determinations for each “valid” AYP cell. A valid AYP cell means the cell contains the minimum number of data points required to calculate an AYP score. Each valid cell’s score is then compared to the annual targets, and one of six labels is used to represent the cell’s AYP status. The below table presents the list of cell labels used in Maine’s AYP decision logic:

Table 11. AYP Cell Determinations

Label	Definition
Yes	The cell met the target without using a confidence interval (met AYP).
Yes (CI)	The cell met the target using a confidence interval (met AYP).
Pending SH	The cell met the target using <i>Safe Harbor</i> (met AYP).
*	The cell does not meet the minimum n-count.
No	The cell did not meet the target and did not meet <i>Safe Harbor</i> criteria (missed AYP).
Pending SS	Pending DOE review based on small school size.

Table 12 displays the assessment codes and field descriptions for each of the 16 subgroups that are assigned final AYP determinations.

Table 12. AYP Subgroups

Group	Valid Assessment Codes	Field Description
Whole Group		All students enrolled in the school, SAU, or state.
Caucasian/White	Ethnic = “C”	Any student such that Ethnic = “ ” are not included in any of these subgroups.
African American/Black	Ethnic = “B”	
Hispanic	Ethnic = “H”	
Asian/Pacific Islander	Ethnic = “A”	
American Indian/Alaskan Native	Ethnic = “I”	
Not Reported	Ethnic = “X”	No valid ethnicity or not reported in MEDMS.
SWD	Sped=’1’	Includes all students with at least one identified disability marked on the SRB or identified as SpecialEd within MEDMS. Note: Data from the SRB was used to override the MEDMS status for students not identified as SpecialEd within MEDMS.
LEP	LEP in (’1’,’2’,’3’,’4’,’5’)	Includes current LEP students and those in monitoring years 1 or 2. Monitoring year 1 or 2 students are counted as LEP, Bilingual –Never LEP, LEP: Transition Year 1 and Transition Year 2. Former LEP students (Level 5) are not included in the LEP subgroup calculation.
ED	EconDis = ’1’	These data are derived from participation in the National School Lunch Program (NSLP). Includes students coded in MEDMS as “R” reduced lunch or “P” pre-approved.
Not SWD	Sped=’0’	Includes all students without an identified disability.
Not LEP*	LEP in (’0’,’5’)	Includes former LEP students and students not enrolled in LEP program. 0 = Native Speaker and 5 = Former LEP
Not ED*	EconDis = ’0’	Includes students not coded in MEDMS as “R” reduced lunch, “F” free lunch, or “P” pre-approved.

Table 12. AYP Subgroups (cont.)

Group	Valid Assessment Codes	Field Description
Not Migrant*	Migrant = '0'	Includes students who did not have a migrant status marked.
Migrant*	Migrant in ('0', '1')	Includes all eligible migrant students whether or not they are tutored or served.
Female*	Gender = "F"	Students who did not report gender are not included in either of these subgroups.
Male*	Gender = "M"	Students who did not report gender are not included in either of these subgroups.

Note: *Subgroups reported but are not part of the AYP requirements for NCLB.

3.1.2 Students with Disabilities (SWD)

The SWD category includes those students with an Individual Education Program (IEP) under the *Individual with Disabilities Education Act (IDEA)* (34 CFR Part 300). All SWD participate in the MeCAS with appropriate accommodations per his/her IEP. An alternative assessment, the PAAP, is available for students with the most significant cognitive disabilities; however, the PAAP scores are restricted to a rate of 1% proficiency of the SAU's enrolled population when used for AYP determinations. Exceptions to the 1% limitation can be granted by the MDOE to SAUs on a case-by-case basis. No "out-of-level" accommodations are authorized for use on any MeCAS assessment. The following table shows the MEDMS coding for SWD:

Table 13. MEDMS Exceptionality Codes for SWD

Exceptionality Code	Exceptionality Description
01	Mental Retardation
02	Hearing Impairment
03	Deafness
04	Speech and Language Impairment
05	Visual Impairment Including Blindness
06	Emotional Disability
07	Orthopedic Impairment
08	Other Health Impairment
09	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities
12	Developmentally Delayed (Valid only for 4yr old, EK, K)
13	Autism
14	Traumatic Brain Injury

3.1.3 Limited English Proficient (LEP)/English Language Learner (ELL)

The Limited English Proficiency (LEP) category includes those who meet the MDOE's ELL enrollment criteria. All ELL students participate in the MeCAS and are required to take the language proficiency assessment known as ACCESS for ELLS[®]. Some ELL students participate with testing accommodations, including providing test items and/or directions in the student's native language.

Immigrant students who have been enrolled in a U.S. school less than one (1) year are not required to participate in the reading assessment; however, they must take the mathematics and science tests. These first year immigrant students are not included in AYP percent proficient computations, but are included in AYP participation rates. In determining the LEP participation rate, the “LEP” variable is defined as students who are identified in MEDMS as either 1st Year LEP, 2nd Year and Beyond, and includes former LEP students who are in the first or second year of exiting the LEP program. The table below reflects the MEDMS codes used to differentiate LEP students:

Table 14. MEDMS English Proficiency Codes

LEP Code	LEP Description
01	Native English Speaker
02	Bilingual – Newer LEP
03	Limited English Proficient
04	Transitioned Back to LEP
05	Former LEP
99	Status Unknown

Reference: www.maine.gov/education/medms/data/lepCodes.htm

ELL student performance data continue to be aggregated within the ELL subgroup until the student scores at the *Meets the Standard* achievement level (AL3) on the MEA/MHSA/PAAP reading assessment for two consecutive years. Under Title III, all ELL students must participate in the ACCESS for ELLs[®] assessment. This assessment measures a student’s proficiency in speaking, listening, writing, and reading in English (derived comprehension and composite score are also calculated). Maine’s student information system, MEDMS, used the coding system in the table below to record the proficiency levels of each student:

Table 15. MEDMS ELL Proficiency Codes

Level Achieved Code	Description
1	Level I - Entering
2	Level II - Beginning
3	Level III - Developing
4	Level IV - Expanding
5	Level V - Bridging
6	Level VI - Monitoring Year 1
7	Level VII - Monitoring Year 2
8	Former LEP

Table 16. MEDMS Exit Codes

Exit Type Code	Exit Type Description
25	Moved, not known to be continuing—A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education.
97	Reason Unknown
99	Other

Reference: www.maine.gov/education/medms/data/lepcodes.htm

3.1.4 Graduation Decisions

For graduation rate for the class of 2008 (to be used for SY 2008-2009 AYP determinations), Maine compared the number of students who entered ninth grade for the first time four years earlier in the fall of 2004 and received a “regular” diploma in 2008. For this calculation, the denominator contains the cohort of all first time ninth graders from four years earlier plus all transfers into this cohort minus all transfers out (e.g. death, moving to another Maine school). The numerator contains only “regular” diploma recipients from the four year cohort. “Regular” diplomas include diplomas received by SWD students granted five/six years by their IEP and LEP students granted five/six years as part of their documented Personal Learning Plans (PLPs). In both cases, the students met the requirements of the Maine *Learning Results*. These five/six year “regular” diploma recipients are tabulated separately allowing them to be extracted in order to produce a four-year cohort graduation rate. This approach satisfies both the National Governors Association (NGA) and NCLB graduation requirements in addition to aligning with Maine’s practice of allowing SWD and LEP students more than four years to meet Maine’s “regular” diploma standards. The future four-year cohort graduation rate formula is as follows:

On-Time Graduates by Year X

$$\frac{\text{[(First Time 9}^{\text{th}} \text{ Graders in Year X-4) + (Transfers In) – (Transfers Out)]}}{\text{Denominator}}$$

Prior to the implementation of the four-year cohort graduation rate, the graduation rates used in accountability determinations for the years 2004-2008 were calculated as follows:

- The numerator is the total graduates of year n.
- The denominator is the sum of the total graduates of year n + the sum of the total completers of year n + the sum of Grade 12 dropouts of year n + the sum of Grade 11 dropouts of year n-1 + the sum of Grade 10 dropouts of year n-2 + the sum of Grade 9 dropouts of year n-3.

3.1.5 Average Daily Attendance

The OAI for elementary and middle schools is average daily attendance (ADA). Maine’s long term goal is to achieve a 96% average daily attendance rate for all schools and subgroups at all grade levels. At the end of each school year, all schools are required to submit attendance data as outlined in annual Administrative Letters. Data from the ADA Reporting site is collected for grades K-12 (in the aggregate and by subgroups). Attendance rates are then calculated by dividing the aggregate, actual number of days in attendance (numerator) by the aggregate

possible number of days in the given school year (denominator). Then, the result is multiplied by 100 and rounded to the nearest whole number. Data are collected for all required NCLB subgroups.

3.2 Production Sequence for Title I

3.2.1 Production Rules

The MDOE and its vendor have established a series of production rules necessary to make AYP determinations. These rules provide information about the data variables used, calculations applied, and special circumstances/handling procedures used with AYP.

- Rule #1** Year- Assessment year (the current year) is the base year for the AYP determinations. Determinations will only be made for each school or SAU that tested in the current year.
- Rule #2** Participation data- Participation test will use data from the current year and possibly the calculated participation rates from the prior year and two years prior. If a group does not pass the participation test using the current test year, the current year is averaged with the prior year, and if necessary, two years prior to see if the group passes the participation requirement. If the group does not pass using the averaged data, the current year participation rate is reported. A weighted average is used to determine if the group meets the participation requirement. A single participation test is done using all tested grades within the school for those groups that meet the minimum n-count. For SAU and state reports, participation data are combined for grades 03-05 (elementary) and grades 06-08 (middle).
- Rule #3** Performance data- Performance tests for grades 03-08 will use combined data from the current year. For SAU and state reports, Grades 03-05 (elementary) are combined, and grades 06-08 (middle) are combined for SAU and state reports. **Change for 2007-2008: High school will combine data from the current year (2007-2008) and prior year (2006-2007).**
- Rule #4** Safe Harbor data- Safe Harbor test will use data from the current year and the prior year. If the state, SAU, school, or subgroup did not have any students participate in the prior year, the school or subgroup cannot be eligible for Safe Harbor provisions.
- Rule #5** School and SAU codes- Student is aggregated with the school of record from MEDMS. SAU reporting: If a student has a sending SAU and that SAU does not have any schools that participated in the MECAS testing, the SAU code where the student was assessed is used. If a student has a sending SAU code and the testing school type is not 'PRI' or 'HOM', the student is aggregated with the sending SAU. If the testing school type is 'PRI' or 'HOM', the student is not included in any aggregations. If a student does not have a sending SAU code, the student is reported to the SAU associated with the testing school.
- Rule #6** Public schools- Public schools are included in school, SAU, and state level AYP reports. The MDOE provides the vendor a list of non-private schools that are not included in AYP determinations.

- Rule #7** Private Sectarian schools- Private schools are not included in any AYP reports.
- Rule #8** Private, Special Purpose, Private Non-Sectarian (PSP) schools- School reports are not generated. Students with sending SAUs that have schools that participated in the MECAS are included in sending SAU analyses. Students with sending SAUs are included in state and district analyses.
- Rule #9** Home school students- Home schooled students are not included in any analyses.
- Rule #10** Clarification on schools included in state aggregations- Students who attend public schools or any student with a sending SAU whose school type is not 'PRI' or 'HOM' are included in state and district aggregations. Students attending schools of type 'BIG' or 'PSN' without a sending SAU are not included in state aggregations. Additional Indicator data- MDOE provides the vendor a list of the schools without data and the inherited school.
- Rule #11** PAAP performance levels- Students who participated through alternate assessment.
- Rule #12** 1% PAAP cap- MDOE does not apply the 1% rule at the SAU level. At the state level, MDOE does not have enough proficient students who participated through alternate assessment to exceed the 1 percent cap. Therefore, the MDOE counts all proficient alternate assessment students at the state, district, and school levels. Number of proficient students counted using alternate standards.
- Rule #13** Special Considerations- Students that receive special consideration in a subject are not included in AYP analyses for the subject. Student is on file as having special consideration for at least one subject.
- Rule #14** First Year LEP- If student participated in ACCESS for ELLs[®], the student is counted as participating in reading (no special handling for math). All first year LEP students are excluded from the performance calculations for reading and math. Students in the first year of the LEP program (LEP = '1'). Student participated in ACCESS for ELLS[®] test for reading (ReaPart = 'E'). Students who enroll after the ACCESS for ELLS[®] testing window are required to take an approved English Language Proficiency (ELP) assessment in order to qualify for this flexibility.
- Rule #15** Full Academic Year (FAY) - Students are included in participation calculations with participation determined by test results. All students are counted at the state level. Students enrolled in school/SAU after October 1 are not included in AYP performance indicators for reading or mathematics.
- Rule #16** Rounding- All percentages in the participation and performance analyses will be rounded to the nearest whole percent for reporting purposes. However, unrounded proportions will be used in computations. Percentages and CI bounds computed for participation and performance determinations will be rounded prior to decision making.
- i. If participation is 94.5%, it will be rounded to 95%, thus, the group passes the participation test.

- ii. If group upper bound for performance is 43.8% and the target is 44%, the group passes the performance test because 43.8% will be rounded to 44%.
- iii. If the upper bound is 43.2%, it will be rounded to 43%, thus failing the performance test.

Target and bound values computed for the Safe Harbor test are not rounded prior to making decisions. They are computed using unrounded proportions. The target and values are reported as percentages with decimal places to reflect how they were used in the test. All other values computed for the Safe Harbor test are reported in whole number percentages.

- Rule #17** Identifying subgroups- See Section 3.1 subgroups.
- Rule #18** Participation data- Use assessment data from the MEA/PAAP current year test administration. For school reports, use all grades combined (grade = '00'). For SAU and state reports, three separate tests are performed:
- i. Grades 03-05 (grade = 'EL')
 - ii. Grades 06-08 (grade = 'MI')
 - iii. Grades 09-12 (grade= 'HS')
- Rule #19** Participation N-size- N_d = Number of students enrolled in the current year. There must be at least 41 students to perform this test.
- Rule #20** Participation computation- N_d = Number of students enrolled in the current year. N_n = Number of students tested in general assessment, including those first year LEP students that participate plus the students who participated in PAAP, $P = 100 * (N_n / N_d)$ rounded to the nearest whole number.
- Rule #21** Participation decision- If $N_d < 41$, then Result = U, reported as '*'. If $N_d = 41$, then do the following:
- If $P = 95$, then Result = Y.
 - If $P < 95$, then do the following: $P_2 = 100 * ((N_n \text{ prior year} + N_n \text{ two prior years}) / (N_d \text{ prior year} + N_d \text{ two prior years}))$ rounded to the nearest whole number.
 - If $P_2 = 95$, then Result = Y.
 - If $P_2 < 95$, then do the following: $P_3 = 100 * ((N_n \text{ prior year} + N_n \text{ two prior years} + N_n \text{ three prior years}) / (N_d \text{ prior year} + N_d \text{ two prior years} + N_d \text{ three prior years}))$ rounded to the nearest whole number.
 - If $P_3 = 95$, then Result = Y.
 - If $P_3 < 95$, then Result = N.
 - If the group passes participation by averaging more than one year of data, the current average percentage is populated. Otherwise, the average percentage is left blank.
- N_d = Number in denominator. N_n = Number in numerator.
- Rule #22** Performance data - For grades 3-8, use assessment data from the current year. For grades 9-12, combine assessment data from the current and prior years. For school reports, use all grades combined (grade = '00'). For SAU and state reports, two separate tests are performed:

- Grades 03-05 (grade = 'EL')
- Grades 06-08 (grade = 'MI')
- Grades 09-12 (grade= 'HS')

Rule #23 Performance N-size- The required N-size to perform this test must be at least 20 students.

Rule #24 Performance computation- N_n is the number of students who performed at the "Meets Standards" level plus the number of students who performed at the "Exceeds Standards" level. $P = 100*(N_n/N_d)$ reported to the nearest whole number value; however, the unrounded proportion value will be used in computing the 95% confidence interval.

- Performance computation- The formulas used are those specified on the document provided by the MDOE titled "Proposed AYP Formulas." Computing the 95% confidence interval around performance:
 - $LB = \pi L$ rounded to the nearest whole percentage value.
 - $UB = \pi U$ rounded to the nearest whole percentage value.

Rule #25 Performance decision- Result = Y,

- If $B = P$ and $N_d = 20$, Result = C,
- If $B = UB$ and $N_d = 20$ (reported as Y), Result = N,
- If $B > UB$ and $N_d = 20$, Result = U,
- If $N_d < 20$, reported as '*'. (Target values for reading and math-See Section 1).

Rule #26 Safe Harbor data- Use assessment data from the current year and the prior year. Data used in determining improvement: (a) Performance level number tested, (b) N_d the current year, (c) N_d prior year, (d) N_n the current year, (e) N_n prior year is P the current year, and (f) P the prior year.

Rule #27 Safe Harbor N-size- Computations and tests will be performed for any number of students tested in the subgroup, unless there were no students tested one year prior. Required N-size to perform this test is 20.

Rule #28 Safe Harbor computation- N_d the current year is the number of students tested in the current year. N_d prior year is the number of students tested one year prior. N_n the current year is the number of students who performed at "Does Not Meet Standards" plus the number of students who performed at "Partially Meets Standards" in the prior year. N_n prior year is the number of students who performed at "Does Not Meet Standards" plus the number of students who performed at "Partially Meets Standards" two years prior. P the current year = $100*(N_n \text{ the current year}/N_d \text{ the current year})$, P the prior year = $100*(N_n \text{ prior year}/N_d \text{ prior year})$. $P = .10*P$ the prior year. This is the target reduction in the proportion of students who performed at "Does Not Meet Standards" plus the number of students who performed at "Partially Meets Standards" two years prior. P the current year, P the prior year, and P are reported to the nearest whole number percentage values. However, unrounded proportion values of P

the current year and P the prior year will be used in computing the 75% confidence interval. P will not be rounded prior to decision making. Interval estimation (Newcombe, 1998) for the difference between independent proportions: LB and UB will not be rounded prior to decision making.

- Rule #29** Safe Harbor decision- Result = Y,
- If $P = UB$ and subgroup = 'whole' and N_d prior year 0 and N_d current year 0, result = S,
 - If $P = UB$ and subgroup = 'whole' and N_d prior year 0 and N_d current year 0, result = N,
 - If $P > UB$ and N_d prior year 0 and N_d current year 0, result = N,
 - If N_n current year 0, result = S,
 - If N_d prior year 0 or N_d current year = 0, reported as 'Pending SH'.
- Rule #30** OAI Elementary data- Attendance data were provided by the MDOE at the whole school level for all schools who tested grades 03-08. Some schools did not report additional indicator information. If a school did not report data, the school is assigned the following data: $N_d = 0$, $N_n = 0$, $P = 0$, result = N. SAU and state data are computed by aggregating the school data. The same data are used for elementary and middle decisions. Data are provided at the school level only and are not broken down by grade.
- Rule #31** OAI Elementary (grades 3-8) computation- Attendance rate calculation: $N_d = ELE_AGG_MEM$, $N_n = ELE_AGG_ATT$, $P = \text{round}((100 * (N_n/N_d)), 1)$. Reporting attendance rate: ELE_AGG_MEM ELE_AGG_ATT from ADA20072008, an MDOE provided table. The formulas used are those specified on the document provided by the MDOE titled "Proposed AYP Formulas." $P = P$, $N_d = n$, $LB = \pi L$ rounded to the nearest whole percentage value, $UB = \pi U$ rounded to the nearest whole percentage value.
- Rule #32** OAI High School data- Graduation data were provided by the MDOE at the whole school level for all schools who tested grade 11 (or third year). Some schools did not report additional indicator information. If a school did not report data, the school is assigned the following data: $N_d = 0$, $N_n = 0$, $P = 0$, Result = 0.
- Rule #33** Graduation rate calculation: $N_d = \text{RegularDiploma} + \text{OtherDiploma} + \text{Dropouts12} + \text{Dropouts11} + \text{Dropouts10} + \text{Dropouts09} \div N_n = \text{RegularDiploma}$. $P = \text{round}((100 * (N_n/N_d)), 1)$. The formulas used are those specified on the document provided by the MDOE titled "Proposed AYP Formulas." $P = P$, $N_d = n$, $LB = \pi L$ rounded to the nearest whole percentage value. Computing the 95% confidence interval around graduation rate. This rule will change once the four-year cohort graduation rate is operationalized in 2009.
- Rule #34** OAI GS Decision- Graduation Rate: Result = R,
- If school does not have 4 years of data, result = Y,
 - If $P = 64$, result = C,

- If UB = 64, result = N, if P > 64, result = U, If Nd < 10, reported as ‘*’ for subgroup, ‘Pending SS’ for Content, Graduation Requirement, and Final AYP. Result = ‘’,

3.2.2 Production Sequence for AYP

The production sequence used to make AYP determinations follows a relatively linear sequence of steps. The steps are conducted by applying programming codes to targeted data from the MeCAS (less ACCESS for ELLS[®]) and Maine’s Educational Data Management System (MEDMS). The following steps narrate the process used in calculating AYP:

Step 1. Determine the participation rate for each state, SAU/school, and subgroup. Assessment data are aggregated from the MEA, PAAP, and MHSA for all valid grades within each school. Prior to aggregation, assessment data are matched to MEDMS to identify students who were eligible to participate but did not. These students are designated as Did Not Participate (DNP) for each academic area in which they did not participate.

- 1 IF any subgroup, including *Whole School*, is smaller than the minimum number required to calculate a participation rate ($n < 41$), THEN cell is recoded as “U”.
- 2 IF all subgroups, including *Whole School*, have participation at or above the minimum threshold of 95%, THEN are recoded as “Y”.
- 3 ELSE, IF any remaining cell is reevaluated using two years of data, cells with a weighted average at or above the minimum threshold of 95% are then recoded as “Y”.
- 4 ELSE, IF any remaining cell is reevaluated using three years of data, cells with a weighted average at or above the minimum threshold of 95% are then recoded as “Y”.
- 5 ELSE all remaining cells missing the targeted threshold are recoded as “N” (Not Met), and the single year average is reported. **Confidence intervals are not used in these computations.**

Step 2. Determine the performance rate for the state, SAUs, schools, and subgroups for reporting and accountability decisions by aggregating all eligible students across those grades found within the school and subgroups. Prior to aggregation, eligible students who did not participate in the assessment are reclassified as “Non-Proficient” and assigned values of 0. Students must meet the appropriate FAY criteria to be included in school and subgroup aggregations. If any subgroups, including *Whole School*, are smaller than the minimum number required to calculate the proficiency statistic ($n < 20$), THEN, the cell is recoded as “*”. The percentage is calculated by: $P = 100 * (Nn/Nd)$. Students who are proficient in reading, then repeat the aforementioned steps using mathematics data.

Step 3. Identify those cells failing to meet the targeted performance thresholds. Cells at or above the reading and/or mathematics thresholds are recoded as “1” (passed). All performance cells that did not meet the AYP target are recalculated using a 95% ($p > .05$) confidence interval. If the upper bound value meets or exceeds the targeted threshold, the cell is recoded as “Y” (passed). If any AYP cell remains below the targeted threshold, determine if any AYP cell below the target has demonstrated a 10% reduction in non-proficient students from the prior year. If so, the cell will be considered for *Safe Harbor* when it is supported by Other Academic Indicators (OAI). If necessary, when the cell is supported, a 75% ($p > .25$) confidence interval is used to examine if the targeted proportion is less than or equal to the upper bound of the interval.

Step 4. MDOE exports graduation data for this step. Determine if the Other Academic Indicator (OAI) for high school meets the AYP target. If a subgroup qualifies for *Safe Harbor* provisions, examine the applicable subgroup to determine if cell passes AYP.

Step 5. MDOE exports attendance data for this step. Determine if the Other Academic Indicator (ADA) for elementary/middle schools (grades 3-8) meets the AYP target. If a subgroup qualifies for *Safe Harbor* provisions, examine the applicable subgroup to determine if cell passes AYP.

Step 6. Determine the status of each subgroup by comparing the results from the Participation, Performance, Safe Harbor, and Additional Indicator test. The logic for assigning the subgroup result is:

- If participation result = 'No', then subgroup result = 'No'.
- If participation result = 'Yes' or '*', then evaluate the performance result.
- If performance result = 'Yes', then subgroup result = 'Yes'.
- If performance result = 'Yes (CI)', then subgroup result = 'Yes (CI)'.
- If performance result = '*', then subgroup result = '*'.
- If performance result = 'No', then evaluate the Safe Harbor result.
- If Safe Harbor result equals 'Yes', then evaluate the additional indicator result.
- If additional indicator result = 'Yes', then subgroup result = 'Yes'.
- If additional indicator result = 'No', then subgroup result = 'No'.
- If additional indicator result = '*', then subgroup result = '*'.
- If the additional indicator result is missing (no data), then subgroup result = 'Pending SH'.
- If Safe Harbor result = 'Pending SH', then result = 'Pending SH'.
- If Safe Harbor result = 'No', then subgroup result = 'No'.

Step 7. Each subgroup now has an AYP status of Yes (Y), Confidence Interval (C), No (N), Pending SH (S), or * (U) for each content area. The decision whether the school, SAU, or state made AYP in the content area is based on the six (6) identification subgroups. The logic for assigning the content area result is presented below:

- If whole group result = '*', then content area result = 'Pending SS'.
- If any subgroup result = 'No', then content area result = 'No'.
- If any subgroup result = 'Pending SH', then content area result = 'Pending SH'.
- If any subgroup result = 'Yes (CI)', then content area result = 'Yes (CI)'.
- If the content area result = 'Yes', the content area results = 'Yes'.

Step 8. The results from the mathematics and reading content areas are combined with the whole group additional indicator results to determine the school, SAU, or state AYP status:

- If any of the content area results or the additional indicator results equal 'No', then AYP status is 'No'.
- If either content area results are 'Pending SS', or if the additional indicator is 'Pending SS', then AYP status is 'Pending SS'.
- If all of the content area results and the additional indicator result equals 'Yes', then AYP status is 'Yes'.

Once the aforementioned production steps are executed, the MDOE's vendor migrates the results into an AYP reporting table. Table 17 provides the coding system used to report AYP results.

Table 17. AYP Report Table

Result	Code	Description	AYP Reporting Tables					
			Participation	Performance	Safe Harbor	Additional Indicator	Decision	AYP
Yes	Y	Group meets the requirement		.	.	.	.	.
Yes (CI)	C	Group meets the requirement using confidence interval		.		.	.	.
No	N	Group does not meet the requirement	.	.	.	.	.	.
Pending SH	S	Pending DOE calculation for Safe Harbor			.		.	.
Pending SS	U	Pending DOE review base on small school size						.
*	U	Group too small to meet requirements	.	.		.	.
Shaded cell		Not currently required			.	.		

3.2.3 Special Logic/Handling Rules

- If the student is from one of the special programs, use the sending SAU code.
- If there is no sending SAU, the student is not included in SAU aggregations. For all other students, use the SAU code associated with the school where the student was reported.
- If the sending SAU has schools that participated in the MeCAS (less ACCESS for ELLS[®] assessments), the student is reported to the sending SAU. Otherwise, the student is reported to the SAU associated with the testing school.
- If a student does not have a sending SAU code, the student is reported to the SAU associated with the testing school.

Students who attend public schools or any students with sending SAUs (i.e., services provided in

another setting such as a private school) are included in state aggregations. MDOE does not blank out the sending SAUs for students whose sending SAUs do not have schools that participated in the MeCAS (less ACCESS for ELLS[®]) assessments. Private school (school status = 3, 7) or publicly funded private school (school status = 6) students without sending SAUs are not included in state aggregations. Schools listed as non-private schools are not included in AYP calculations.

3.3 Decision Logic for Title III

Title III accountability generally follows a sequential series of decisions in order to evaluate each of the three indicators and then combines the results of each indicator into a final Title III determination. There are generally four tests used to determine whether schools, districts/SAUs, consortia, and the state have met the AMAO requirements. The following tests evaluate the indicators for AMAOs I and II: (a) TEST 1-determining the minimum n-count; (b) TEST 2-comparing performance with the annual target (with or without a 95% confidence interval); (c) TEST 3-averaging two years of data; and (d) TEST 4-applying a 95% confidence interval.

Intermediate data tables use four decision algorithms to evaluate the data for each subgrantee, district/SAU, and consortia. These logic tests are applied in sequential order based on the results from the prior step. For example, all entities had Test 1 (minimum n-count) and Test 2 (reaching target); however, Test 3 was not applied if the entity had reached or exceeded its accountability target. In a few cases, entities did not have the necessary data to apply Test 3, thus a #N/A was entered into the cell, and the final test (Test 4) was applied. The following table and flowcharts are used to implement the Title III decision logic:

Table 18. AMAO Threshold Tests

AMAO	Minimum N-Counts	Reaching Target	Averaging	95% CI
I	$N \geq 20$	$CompIndex_{2008-2007} \geq 9.17 \text{ pts.}$	Weighted Average $CompIndex_{0608} - (CompIndex_{0507} + CompIndex_{0406})$	$CompIndex_{2008}$ with CI-2007 $\geq 9.17 \text{ pts.}$
II	$N \geq 20$	$\% FEP5_6 \geq 15.3\%$	Weighted Average % $FEP5_6_{0507} + FEP5_6_{0608} \geq 15.3\%$	$\% FEP5_6$ with CI $\geq 15.3\%$
III	"Migrated from Title I Accountability"			

AMAO I Decision Logic

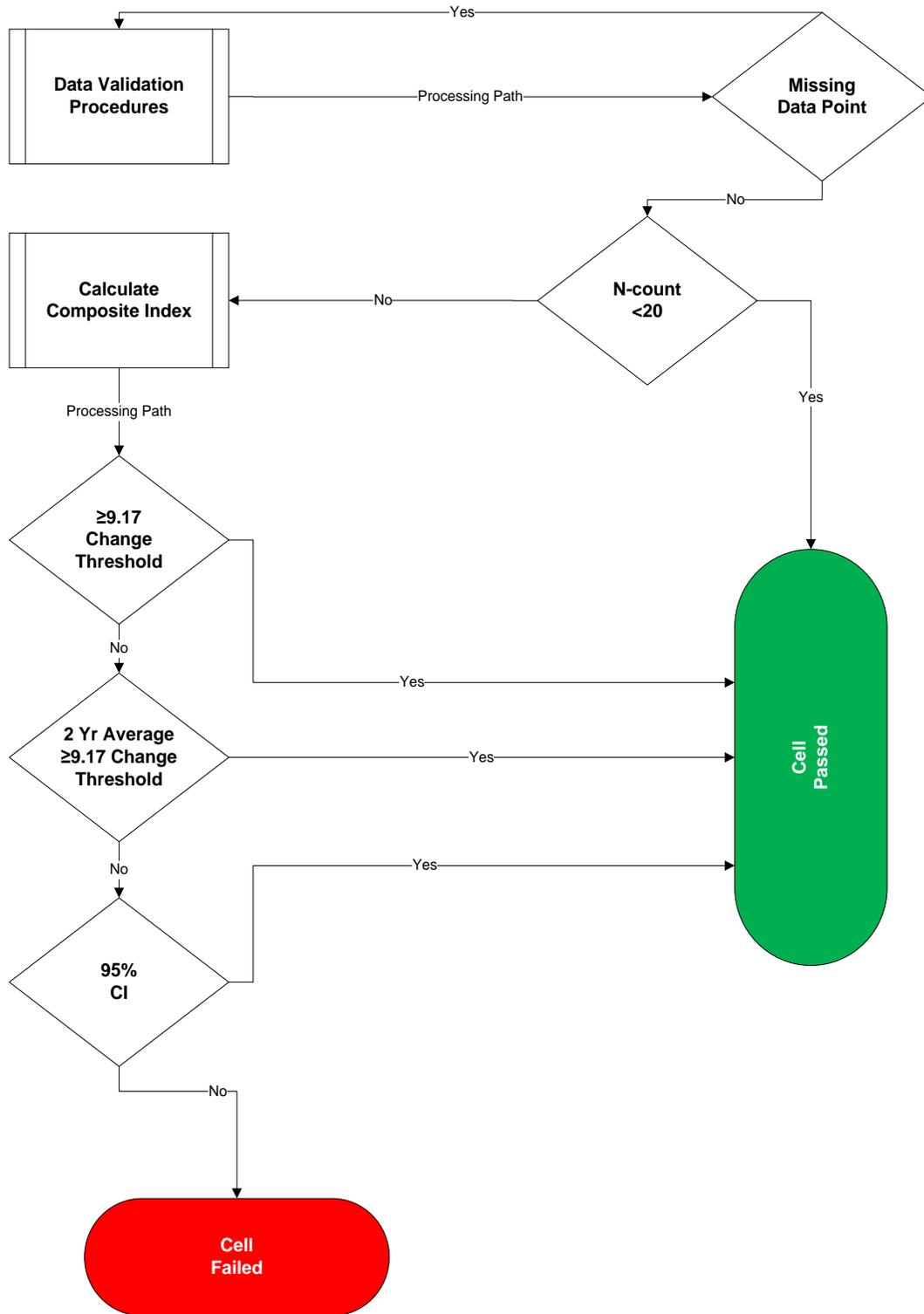


Figure 7. Annual Measurable Achievement Objective (AMAO I)-Decision Logic

AMAO II Decision Logic

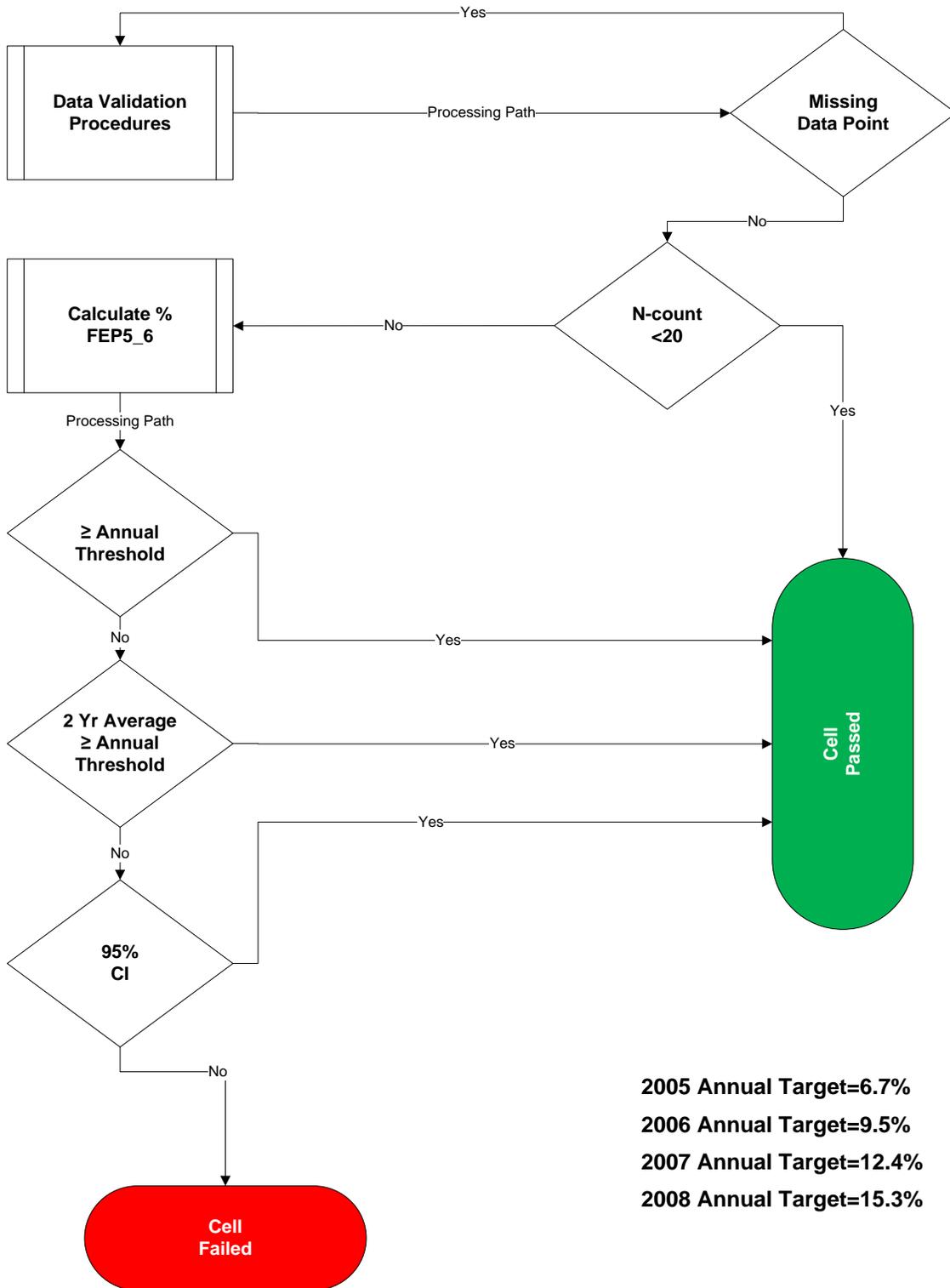


Figure 8. Annual Measurable Achievement Objective (AMAO II)-Decision Logic

Final Title III Determinations

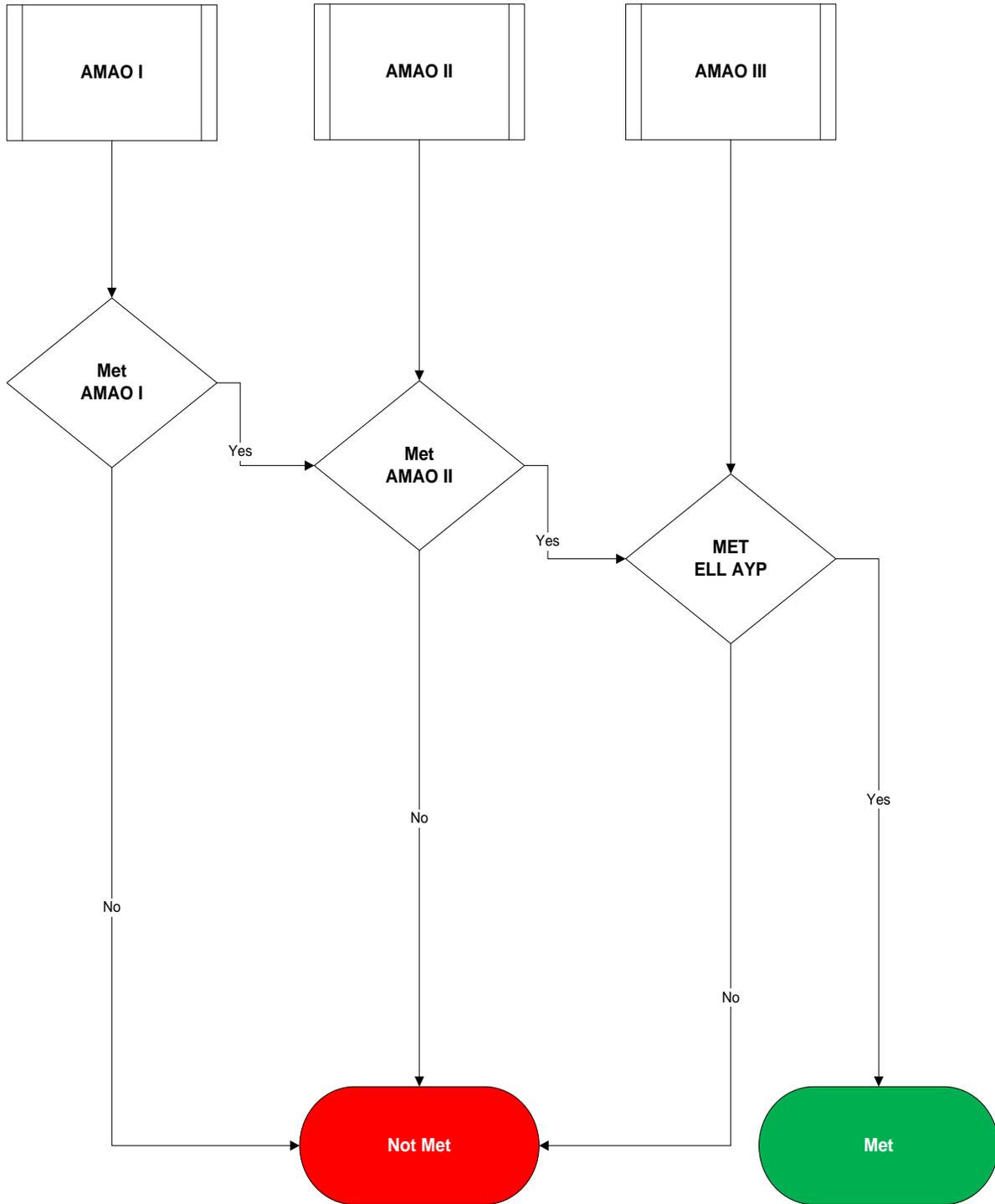


Figure 9. Title III Final Determinations

3.4 Production Sequence for Title III

3.4.1 Preliminary Production Processes

The student-level data files required two preliminary aggregation processes before district/SAU and consortia accountability data could be entered into the production sequence. The first process created district/SAU and consortia aggregated files for AMAOs I and II for each applicable year. These files provided summary data needed to enter the logic tests. The second step required migration of the Title I AYP results for each year and assigned it to each subgrantee district/SAU in the file. Title I AYP determinations, rather than actual student-level data were used for AMAO III. As a result, AMAO III determinations were only made at the SAU-level.

The second process created six unique Title III variables. The term “unique” meaning they were created for Title III and have a direct relationship to at least one of the AMAOs. The variables were: (a) *FEP5_6*, (b) *CONCAT*, (c) *Duration*, (d) *CompIndex*, and (e) *Consortia*. Once the aforementioned variables were created, the associated data were aggregated into year-specific interim data tables. This task created additional computation variables (e.g., mean values) that were sequentially entered into each applicable decision test. The table below provides additional information on those variables created for Title III accountability:

Table 19. Unique Title III Variables

Variable	Description	Acceptable Values	Audited	Comments
<i>CONCAT</i>	Concatenation	See Value Table	Yes	Decision matrix that operationalizes the Value Table by combining <i>Duration</i> with <i>CompositePL</i> .
<i>Duration</i>	Recoded values from Duration into duration categories	Recoded values: 00 to 2.00 = 0 2.01 to 5.00 = 1 5.01 + = 2 Missing = 3 Else (Invalid data) = 4	Yes	Critical variable associated with Value Table used in calculating <i>CompIndex</i> (AMAO I).
<i>CompIndex</i>	Composite Index	Index values have a range of 250 points Minimum Value = 0 Maximum Value = 250	Yes	Student data are recoded based on the Value Table results-Missing PL data are left blank, thus produce no value, and the cell is left blank, unless a valid score within a subtest is observed.
<i>Consortia</i>	Consortia name		Yes	Used to aggregate data across SAUs who are participating in multi-SAU consortia. Critical variable used to sort consortia-level data.

The MDOE’s design accounts for how long a student has participated in the ESL program when evaluating the progress (or lack of) made in learning English. This is accomplished by combining the *Duration* with the *CompIndex* in a manner that assigns more points for greater improvements in fewer years than slower achievement over numerous years.

The guiding principle is that districts/SAUs and consortium must be incentivized to produce greater levels of English proficiency at faster rates. Concurrently, poor data quality (missing data points) and incomplete assessment results should recognize performance but at lower levels. The below table provides information related to the *CONCAT* variable:

Table 20. *CONCAT* Variable

<i>Duration</i>	<i>Comp PL</i>	<i>CONCAT Value</i>	<i>CompIndex Points</i>
0	0.0	00	0
0	1.0	01	25
0	1.5	01.5	50
0	2.0	02	75
0	2.5	02.5	100
0	3.0	03	125
0	3.5	03.5	150
0	4.0	04	175
0	4.5	04.5	200
0	5.0	05	225
0	6.0	06	250
1	0.0	10	0
1	1.0	11	0
1	1.5	11.5	25
1	2.0	12	50
1	2.5	12.5	75
1	3.0	13	100
1	3.5	13.5	125
1	4.0	14	150
1	4.5	14.5	175
1	5.0	15	200
1	6.0	16	225
2	0.0	20	0
2	1.0	21	0
2	1.5	21.5	0
2	2.0	22	25
2	2.5	22.5	50
2	3.0	23	75
2	3.5	23.5	100
2	4.0	24	125
2	4.5	24.5	150
2	5.0	25	175
2	6.0	26	200
3	0.0	30	0
3	1.0	31	0
3	1.5	31.5	0
3	2.0	32	25
3	2.5	32.5	50
3	3.0	33	75
3	3.5	33.5	100
3	4.0	34	125
3	4.5	34.5	150
3	5.0	35	175
3	6.0	36	200

3.4.2 Producing AMAO I Scores

Step 1. N-count – If there are less than 20 students, the AMAO I flag is set to MET by default.

Step 2. *CompIndex* – If #1 is MET, there is no calculation. If not, the prior year average *CompIndex* is subtracted from the current year average *CompIndex*. If the difference is greater than or equal to 9.17 index points, the AMAO I flag is set to MET.

Step 3. Two Year Average – If the previous tests are MET, there is no calculation. If not, subtract the prior two years *CompIndex* WAI (sum of Y1 and Y2 index points divided by the prior two years n-count) from the current year average *CompIndex*. If the difference is greater than or equal to 9.17 index points, the AMAO I flag is set to MET.

Step 4. Confidence Interval – If the previous tests are MET, then there is no calculation. If not, subtract the current year average of the *CompIndex* upper limit (established by the 95% CI) from the prior year. If the difference is greater than or equal to 9.17 index points, the AMAO I flag is set to MET.

Step 5. If the district/SAU or consortium did not receive a MET in any of the aforementioned steps, the AMAO I flag is set to NOT MET.

3.4.3 Producing AMAO II Scores

Step 1. N-count – If there are less than 20 students, then the AMAO II flag is set to MET by default.

Step 2. Percent Proficient – If #1 is met, there is no calculation. If not, the sum of the *FEP5_6* [*FEP5_6* is a derived, dichotomous flag set to identify students having Composite Score ALDs of 5 or 6] is divided by the count of all the students. If the result is greater than or equal to the annual threshold (15.3% in 2008), the AMAO II flag is set to MET.

Step 3. Two Year Average – If the previous tests are met, there is no calculation. If not, calculate the current and prior year sum of *FEP5_6* and divide by the prior two years of the number of the *FEP5_6*'s. If the result is greater than or equal to the threshold, the AMAO II flag is set to MET.

Step 4. Confidence Interval – If the previous tests are met, there is no calculation. If not, determine if the upper limit of the 95% confidence interval is greater than or equal to the threshold. If so, the AMAO II flag is set to MET.

Step 5. If the district/SAU or consortium did not receive a MET in any of the aforementioned steps, the AMAO II flag is set to NOT MET.

3.4.4 Describing AMAO III

Step 1. Assuming the OAI and participation rates are flagged as MET for at least one grade cluster (i.e., elementary, middle, or high school), AND no other AYP cell is in performance (less ELL), the AMAO III flag is set to NOT MET.

Step 2. N-count – If there are less than 20 students in the ELL, the AMAO III flag is set to MET by default.

Step 3. Percentage Proficient on the MEA/MHSA/PAAP in Reading-If the percent of ELL students meeting the FAY requirements is at or above the targeted threshold (50% for elementary and middle, 50% for high schools [2008]), the ELL cell flag is set to MET.

Step 4. Averaging-If the percentage of proficient ELL students for the past two years is at or above the targeted threshold (50% for elementary and middle, 50% for high schools [2008]), the ELL cell flag is set to MET.

Step 5. Confidence Interval-If the upper limit of the 95% confidence interval on the current year’s percentage of proficient ELL students is at or above the targeted threshold (50% for elementary and middle, 50% for high schools [2008]), the ELL cell flag is set to MET.

Step 6. Safe Harbor-If the number of non-proficient ELL students has been reduced by 10% from the prior year, the ELL cell flag is set to MET (assuming the corresponding ELL and OAI cells are set to MET).

Step 7. If the district/SAU received a NOT MET in each of the three grade ranges exclusively for the ELL cell, the AMAO III flag is set to NOT MET. Steps 1-6 are repeated for mathematics. If the district/SAU received a NOT MET in each of the three grade ranges in mathematics (regardless of the performance in reading), the AMAO III flag is set to NOT MET.

3.5 Control Procedures

3.5.1 Control Procedures for Title I

3.5.1.1 Score Replication for Title I

As part of MDOE’s quality control process for AYP reporting, assessment data are extracted for a small set of schools for post-production score replication. By following the decision logic outlined in Section 3, MDOE staff manually calculate AYP. Post-replicated results are then compared to the assessment vendor’s AYP reports/results to ensure consistency and validity.

3.5.2 Control Procedures for Title III

3.5.2.1 Data Screening for Title III

The data screening step requires the raw, text file be converted into a format necessary to migrate it into a locally-developed database (*MDOE Title III-dbase*). Once in the d-base, each data column is reviewed and those considered non-essential to making Title III determinations or diagnostic reports are removed. The data are then extracted and placed into a single Excel workbook with year specific spreadsheets (*e.g.*, spreadsheets for 2005, 2006, 2007, and 2008). An initial set of auditing questions are assigned, developed, and sent for testing. Simultaneously, selected data elements were used to create “unique” variables according to the business rules articulated in Section 2 of this document. The resulting variables are sent to an external auditor and merged into a master file. The final set of guiding questions are then answered and reported for final disposition by the MDOE. The table below provides detailed information about those student-level data used to make Title III accountability determinations for AMAO I and II:

Table 21. Data Files Audited

Variable	Description	Acceptable Values	Audited	Comments
Grade	Student grade at time of testing	K-12	Yes	All data for grades K-12.
Duration	Length of Time in LEP/ELL Program	Number values beginning at 0	Yes	Used to recode into the <i>Duration</i> variable associated with the value table.
Composite SS	Composite score	No text values 100-600	Yes	Data file has NT (Not Taken) and NA (Not Attempted), which are removed from the data file and left blank. NOT directly used for Accountability determinations. Weighted (.35 Reading + .35 Writing + .15 Listening + .15 Speaking).
Composite PL	Composite Proficiency Level	No text values 1.0-6.0	Yes	Data file has NT (Not Taken) and NA (Not Attempted), which are removed from the data file and left blank. Data are critical for AMAO I and AMAO II calculations.

3.5.2.2 Score Replication for Title III

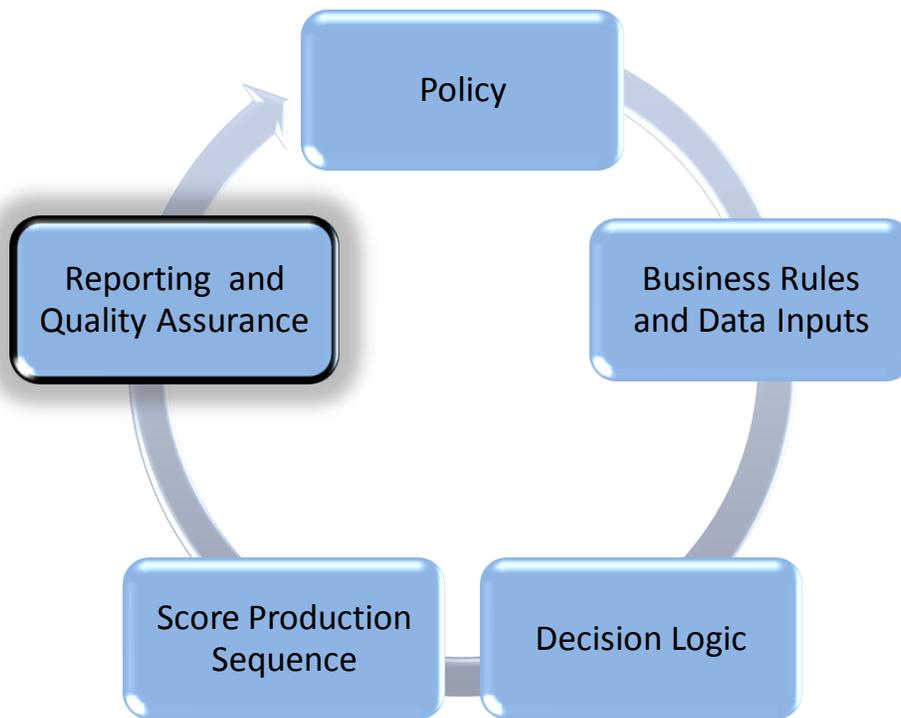
The Title III replication procedure uses an external evaluator and unique computational formulas. In the actual production process, computational formulas are continuously streamlined but readily become more complicated. The replication process follows the exact decision logic but uses simplistic formulas to create step-by-step results. These results provide an audit “path” to the final Title III accountability determinations, which reduces the time required to locate discrepancies when the replicated scores do not match the original production results. Further critical decision points (e.g., averaging data, threshold values) are validated prior to replicating results.

3.6 Summary

A thorough, well-developed *Production* phase in the Policy-to-Action cycle is necessary because every step is codependent on preceding actions. The MDOE developed a sequential process to combine the key data elements and the business rules in order to make AYP and AMAO determinations. This process addressed “what” metrics needed to be used in order to achieve reliable, concise, straightforward results. Completion of the production phase of the Policy-to-Action cycle allowed for movement into the final phase: *Reporting and Quality Assurance*.

SECTION 4

REPORTING AND QUALITY ASSURANCE



Quick Guide to this Section

I need to know about the...

- **Statewide accountability ratings.**
- **Accountability results for 2006, 2007, and 2008.**
- **Quality assurance processes.**

4.0 Reporting and Quality Assurance Overview

Maine's accountability system, like most educational accountability systems, utilizes a comprehensive set of business rules to operationalize federal and state policies. These business rules are "mixed" using selected decision logic that produces the necessary variables, variable combinations, and evaluations against prescribed targets. These process steps are controlled within the production cycle by error detection and prevention actions that ensure defect-free outputs. As the production sequences add variables and apply programming logic, the empirical outputs (accountability scores) for subgroups, schools, districts/SAUs, and the state as a whole are examined by quality assurance techniques. These techniques range from random, uncoordinated efforts to highly integrated, formal approaches. The accountability scores are then used to make final accountability determinations by examining the performance of an entity against an established objective. For federal accountability (NCLB), these evaluations occur at the conclusion of each school year. Then, accountability results are migrated into the state's reporting mechanisms, thus completing the Policy-to-Action cycle and answering the question "to what degree" are the current year results a reflection of past performance. In Maine, a combination of paper and Web-based reports is used to inform stakeholders prior to the upcoming school year. Additional quality assurance mechanisms ensure that accountability data correctly populate report templates, narrative information is free from technical jargon, and information dissemination occurs according to the specified timeframe. Given that the aforementioned procedures adhere to design and implementation specifications, the state agency can attest that the accountability results are "credible." In this context, "credibility" combines the characteristics and conditions associated with validity and timeliness. Accountability score validity provides evidence that the inferences associated with the score reflect a true appraisal of the entity's performance on a given indicator. Without validity, inferences about performance are obscured or simply inaccurate. Likewise, without timeliness, valid performance results provide limited information to shape future decisions when they become available after corrective actions have been taken. Therefore, although valid accountability results accurately reflect performance, they lack credibility when results cannot be used to direct future improvement efforts. For example, when AYP determinations based upon district performance are received midway through the subsequent school year, superintendents and principals have already implemented their school and/or district improvement plans. In addition, performance data from the prior year has little value to parents and teachers who are working through the current school year. Thus, when accountability results are made available the following school year, they are used to validate or repudiate action steps that are currently being implemented.

Like other states, Maine strives to improve the credibility of its accountability system despite recent changes to its assessment system and continuous changes in federal regulations. These changes have adversely affected the availability of resources necessary to implement additional quality assurance approaches, streamline current practices, and augment, via outsourcing, labor-intensive tasks. In future accountability cycles, the MDOE will significantly improve its accountability system to ensure that the results are credible and continue to meet federal compliance requirements.

4.1 AYP Determinations

Accountability is by definition a mechanism used to determine if performance has occurred (as prescribed within a policy or regulation). In the private sector, accountability is partially governed by market forces and customer satisfaction. As part of their organizational structure, successful corporations conduct quality planning, control, and assurance activities

(Pyzdek, 2003). These actions ensure that output specifications are met, thereby reducing defects and subsequent rework costs. In order to justify these activities, quality assurance investments must exceed the costs associated with lost revenue, decreased customer satisfaction, and rework processes.

For public officials, these economic considerations must also include opportunity costs. In educational accountability systems, opportunity costs are rarely quantified in a manner to understand how they contribute to the projects' overall costs (Geske & Cohn, 1990). Because costs are not fully known, their relationship to expenditure levels is further obfuscated from public officials attempting to streamline processes and overall costs. Thus, officials must estimate those additional costs (in time and people) necessary to improve customer satisfaction and build internal capacities.

Preliminary AYP determinations are calculated prior to the beginning of the subsequent year for all Title I schools. Parents are informed of the status of their child's school and subgroup performance at least two weeks prior to the start of the school year. In some cases, the appeals process (as discussed in subsection 4.3) changes the preliminary subgroup, school, or district/SAU accountability status for the given year; however, sanctions implemented remain in place until the subsequent school year. The necessity for preliminary scores will end once the state switches to the New England Common Assessment Program (NeCAP) because results will be received in late winter rather than in mid-summer.

The accountability system also produces an annual State Report Card, which contains the following:

- a) state assessment results for two years in reading and mathematics;
- b) the state AYP report; and
- c) state-level Maine teacher quality data.

The State Report Card can be found before the beginning of the academic year at <http://www.maine.gov/education/nclb/reportcard/>. An example of the State Report Card for grades 3-8 and high school is pictured in the below figure:

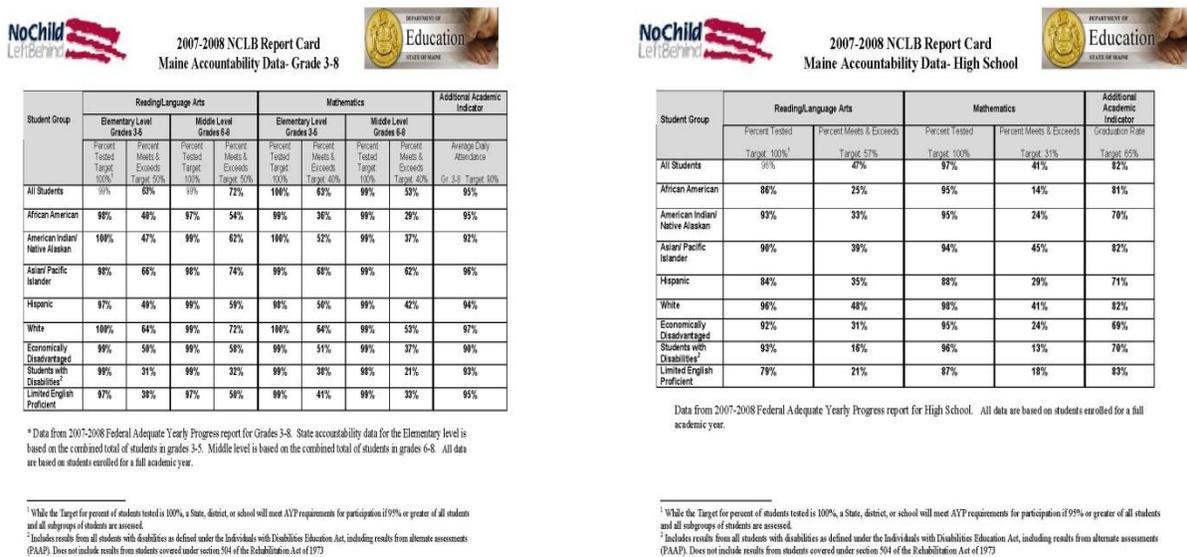


Figure 10. 2007-2008 Maine NCLB Report Cards for Grades 3-8 and High School

4.1.1 District/SAUs

NCLB requires AYP determinations for all School Administrative Units (SAU) within a state, regardless of whether they are a subgrantee or not. Maine’s accountability system makes AYP determinations for each subgroup that meets the minimum n-count within each of three grade clusters (i.e., elementary, middle, and high school). In order to be placed in improvement status, the design logic (see Section 3 for more details on the design logic) for district/SAU accountability requires that a subgroup cell miss the AYP target for the same subject in every grade cluster.

4.1.2 Schools

4.1.2.1 Continuous Improvement Priority Schools

As required by NCLB, schools that miss AYP for two or more consecutive years in the same subject are placed in improvement status. In Maine, these schools are designated as a Continuous Improvement Priority School (CIPS) with a numeric value (i.e., 1, 2, 3, 4, or 5) attached to the acronym to identify the number of years in improvement status. A school may also be labeled as “Monitor”, which indicates that subsequent underperformance will result in the school being placed in CIPS status. The following table summarizes accountability labels used by the MDOE:

Table 22. Accountability Labels

Label	Criteria
Monitor	School did not make AYP in the same subject for one year
CIPS1	School did not make AYP in the same subject for two consecutive years
CIPS2	School did not make AYP in the same subject for three consecutive years
CIPS3	School did not make AYP in the same subject for four consecutive years
CIPS4	School did not make AYP in the same subject for five consecutive years
CIPS5	School did not make AYP in the same subject for six consecutive years
CIPS X- status on hold	School was identified as CIPS in the prior year, but made AYP the next year. Schools must make AYP for two consecutive years in order to be removed from CIPS status.
Made AYP	School made AYP for the current year and was not in CIPS status

Schools have separate AYP determinations based on their performance in reading and mathematics. Figure 11 shows the total number of improvement schools that have missed AYP targets in reading and mathematics since 2006. Reading targets were missed nearly twice as much as mathematics targets in 2006 and 2007. The trend continued in 2008; however, the gap between reading (n = 83) and mathematics (n = 51) did narrow slightly from previous years.

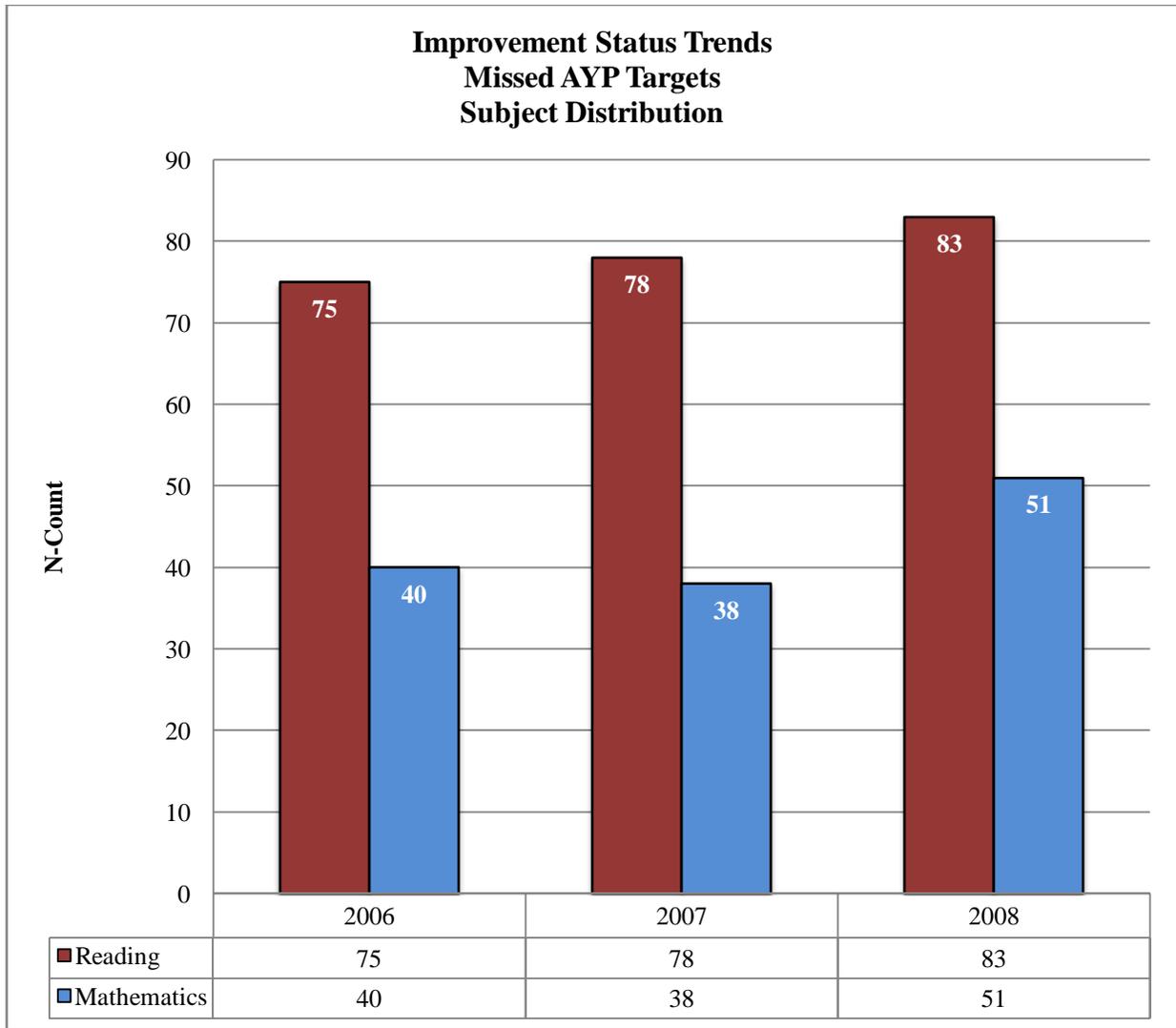


Figure 11. *CIPS Missed Targets – Multi-Year Comparison*

While some schools miss their AYP performance targets in reading or mathematics, other schools miss AYP in both subjects. As shown in Table 23, a CIPS school is included in both the reading and mathematics columns if it missed AYP in both subject areas. Therefore, the total number of schools represented is less than the number reported by subject area. As shown in Table 23, until 2008, the total number of improvement schools in reading (n = 75 and 78, respectively) and mathematics (n = 40 and 38, respectively) had remained stable for two years. However, data show that the overall number of improvement schools increased by 18 in the current year. Seventy-two percent (n = 13) of this increase was in mathematics. Furthermore, there are more improvement schools in reading than mathematics at each CIPS level. Although the number of reading CIPS2 schools decreased from 2007 (n = 35) to 2008 (n = 19), it appears that several schools migrated from CIPS2 in 2007 (n = 35) to CIPS3 in 2008 (n = 23). The same trend was observed in mathematics. The first schools to enter CIPS4 status in reading (n = 8) and mathematics (n = 2) appeared in 2007, and the first schools to enter CIPS5 status in reading (n = 7) and mathematics (n = 2) appeared in 2008.

Table 23. CIPS for 2006, 2007, and 2008 – All Schools

Level	2006	2006	2007	2007	2008	2008
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
CIPS1	56.00% (42)	55.00% (22)	32.05% (25)	34.21% (13)	31.33% (26)	47.06% (24)
CIPS2	26.67% (20)	27.50% (11)	44.87% (35)	42.11% (16)	22.89% (19)	15.69% (8)
CIPS3	17.33% (13)	17.50% (7)	12.82% (10)	18.42% (7)	27.71% (23)	27.45% (14)
CIPS4	0.00% (0)	0.00% (0)	10.26% (8)	5.26% (2)	9.64% (8)	5.88% (3)
CIPS5	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	8.43% (7)	3.92% (2)
Total Number of CIPS	75	40	78	38	83	51

4.1.2.2 Title I CIPS

Besides examining the overall number of CIPS schools, the number of Title I CIPS schools is examined separately because only Title I schools meeting the CIPS criteria are required to implement school improvement, corrective actions, or restructuring as outlined in 34 CFR §200.32 (Identification for School Improvement), 34 CFR §200.33 (Identification for Corrective Action), and 34 CFR §200.34 (Identification for Restructuring). It is important to note that Non-Title I, Part A subgrantees are labeled as being in CIPS status, but are not mandated to adhere to the requirements for Title I schools (i.e., those schools operating either school-wide or as targeted assistance programs). Figure 12 shows the total number of Title I improvement schools that have missed AYP targets in reading and mathematics since 2006. Consistent with the improvement status trend observed for all schools, Title I schools in improvement status missed reading targets about two times more than mathematics targets in 2006 and 2007. In 2008, Title I schools continued to follow the trend that more reading targets were missed; however, the gap between reading (n = 22) and mathematics (n = 19) was much closer.

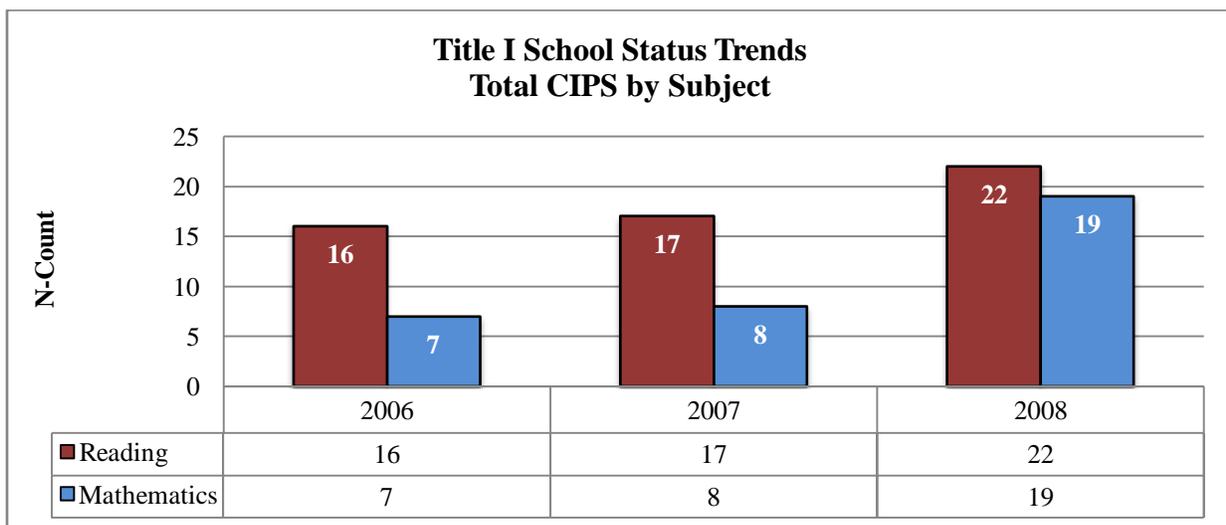


Figure 12. CIPS Missed Targets – Multi-Year Comparison – Title I Schools

Similar to the data reported in Table 23, a comparison of the total number of CIPS Title I schools indicates that the total number of schools in reading (n = 16 and 17, respectively) and mathematics (n = 7 and 8, respectively) had remained stable until 2008. In 2008, the total number of Title I CIPS schools in mathematics increased from 8 to 19, which was more than a 50.00% increase from the previous year.

Table 24. CIPS for 2006, 2007, and 2008 – Title I Schools

Level	2006 Reading Title I	2006 Mathematics Title I	2007 Reading Title I	2007 Mathematics Title I	2008 Reading Title I	2008 Mathematics Title I
CIPS1	56.25% (9)	71.43% (5)	35.29% (6)	75.00% (6)	54.55% (12)	73.68% (14)
CIPS2	31.25% (5)	14.29% (1)	29.41% (5)	0.00% (0)	18.18% (4)	15.79% (3)
CIPS3	12.50% (2)	14.29% (1)	23.53% (4)	12.50% (1)	9.09% (2)	5.26% (1)
CIPS4	0.00% (0)	0.00% (0)	11.76% (2)	12.50% (1)	13.64% (3)	5.26% (1)
CIPS5	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.55% (1)	0.00% (0)
<i>Total Number of CIPS by Subject</i>	16	7	17	8	22	19

In 2008, the State of Maine had 22 Title I schools receiving CIPS status in reading. Approximately half of these schools (n = 12) were CIPS1, four were CIPS2, two were CIPS3, three were CIPS4, and one was considered CIPS5. There were 19 CIPS Title I schools in mathematics for the same year. Over half of those schools were CIPS1 schools (n = 14), three were CIPS2, one was CIPS3, and one was CIPS4. There were no CIPS5 schools in mathematics in 2008.

4.1.2.3 School AYP Status

An AYP determination is made for each eligible cell within a school. Cells not attaining the targeted threshold values after applying a confidence interval and the Safe Harbor provisions are designated as “NOT MET”. Schools with at least one “NOT MET” are deemed as having missed AYP for the given year (assuming this condition is not changed as a result of an appeal overturning the empirical decision). As previously noted, CIPS status requires schools to miss their AYP targets for at least two consecutive years in the same academic subject area. Besides the CIPS schools, a number of schools either miss their AYP targets for only one year or in different subjects across two years. Therefore, the annual status of a school can be classified dichotomously as either “Met AYP” or “Not Met AYP” for each subject area. This process allows stakeholders to quickly discern the number of schools attaining federal AYP objectives. Table 25 provides a three-year summary of the AYP status of Maine schools for reading and mathematics.

Table 25. AYP Status across Content Areas for 2006, 2007, and 2008

Content Area	2006 Met AYP	2006 Not Met AYP	2007 Met AYP	2007 Not Met AYP	2008 Met AYP	2008 Not Met AYP
Reading	81.76% (511)	18.24% (114)	79.70% (475)	20.30% (121)	77.29% (490)	22.71% (144)
Mathematics	91.04% (569)	8.96% (56)	87.67% (526)	12.33% (74)	81.55% (517)	18.45% (117)

Overall, the majority of schools have met their AYP targets for reading and mathematics since 2006. The percentage of schools meeting AYP in reading has remained at around 80.00% each year. The percentage of schools meeting AYP in mathematics has remained close to 90.00% in 2006 and 2007. This percentage decreased to 81.55% in 2008. Despite this decrease, schools met more mathematics targets (n = 517) than reading targets (n = 490).

4.1.2.4 Title I School AYP Status-2008

MDOE examines the performance of its Title I schools to ensure students being served by this federal program are meeting the accountability expectations at equal or higher rates than their non-Title I counterparts. The accountability ratings for 2008 suggest that Title I schools are reaching their accountability targets at higher rates than non-Title I schools. The performance gap continues to favor those schools receiving Title I, Part A assistance. For example, Table 26 shows that 72.45% of schools that made AYP in reading were Title I schools, and only 27.55% were non-Title I schools. In addition, 71.37% of schools that met AYP in mathematics were Title I schools, and only 28.63% were non-Title I schools. Figures 13 and 14 provide supplemental depictions of the proportions of Title I and non-Title I schools in relation to AYP status.

Table 26. AYP Status across Title I and Non-Title I Content Areas for 2008

Status	2008 Title I Schools Reading	2008 Non-Title I Schools Reading	Title I vs. Non-Title I Percentage Point (Difference) Reading	2008 Title I Schools Mathematics	2008 Non-Title I Schools Mathematics	Title I vs. Non-Title I Percentage Point (Difference) Mathematics
Made AYP	72.45% (355)	27.55% (135)	44.90%	71.37% (369)	28.63% (148)	42.75%
Did Not Make AYP	48.61% (70)	51.39% (74)	-2.78%	47.86% (56)	52.14% (61)	-4.27%

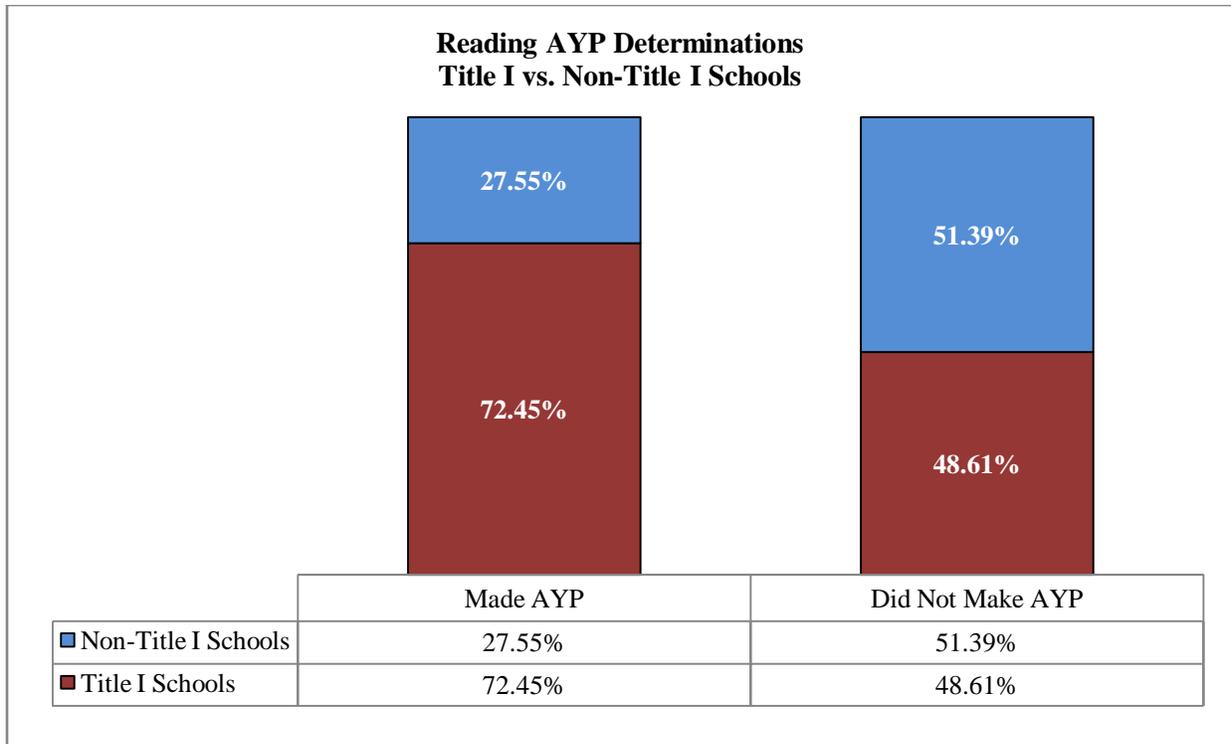


Figure 13. *Reading AYP Determinations – Title I vs. Non-Title I Schools*

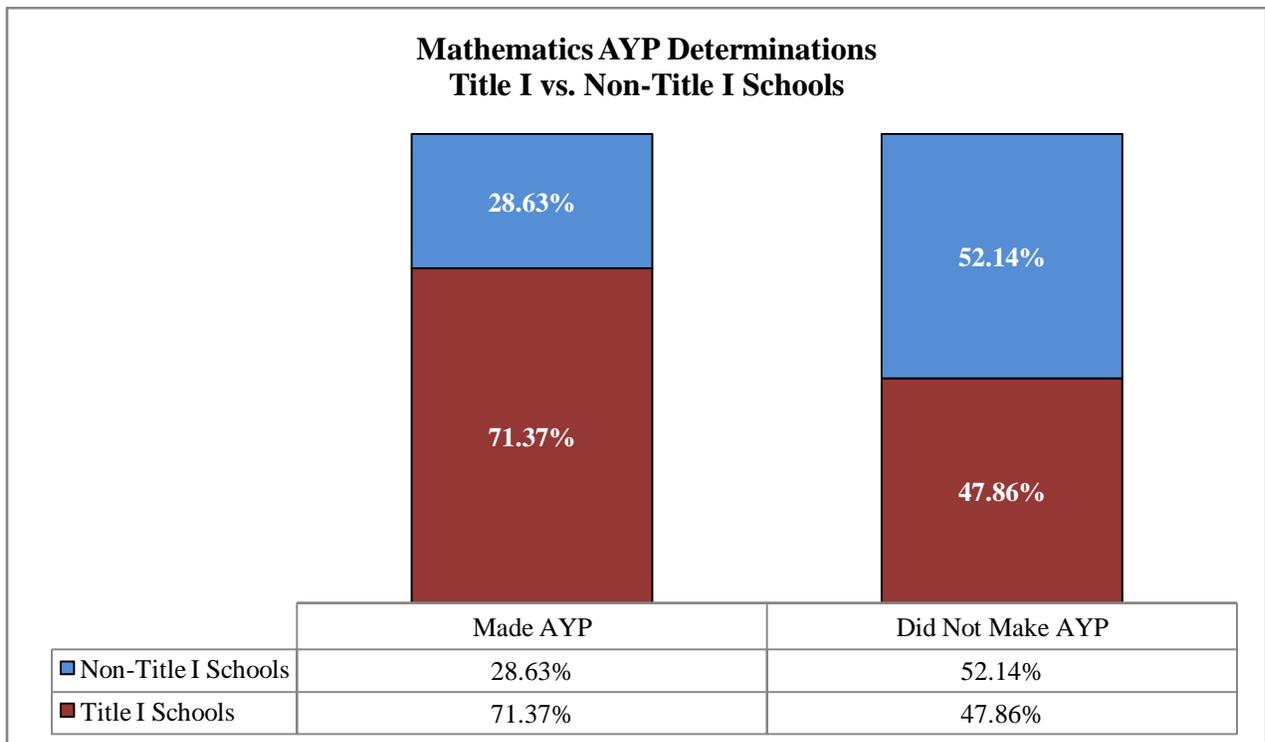


Figure 14. *Mathematics AYP Determinations – Title I vs. Non-Title I Schools*

4.1.2.5 AYP Status by School Type-2008

Maine, like most states, has many grade configurations within its schools. The different grade structures are typically in response to local community and student demographics. In order to understand how grade levels are associated with AYP status, MDOE examines the distribution of accountability determinations (i.e., “Met AYP” and “Not Met AYP”) among different school configurations as reported in Table 27. In 2008, Maine had 490 schools that made AYP for reading and 517 schools that made AYP for mathematics. Grades 3-8 had the most schools meeting the AYP criteria for both content areas, and the combo schools had the least. Maine had 144 schools that missed AYP for reading and 117 schools that missed AYP for mathematics. Grades 3-8 had the most schools that missed AYP for reading and mathematics. Figures 15 and 16 provide supplemental depictions of the proportions of the types of schools in relation to AYP status.

Table 27. AYP Status by School Configuration for 2008

School Configuration	2008 Met AYP	2008 Not Met AYP	2008 Met AYP	2008 Not Met AYP
	Reading	Reading	Mathematics	Mathematics
Combo School	3.06% (15)	4.86% (7)	3.29% (17)	4.27% (5)
Feeder School	6.53% (32)	6.25% (9)	7.16% (37)	3.42% (4)
Grades 3 - 8	82.04% (402)	50.00% (72)	76.02% (393)	69.23% (81)
High School	8.37% (41)	38.89% (56)	13.54% (70)	23.08% (27)
<i>Total Number of Schools</i>	490	144	517	117

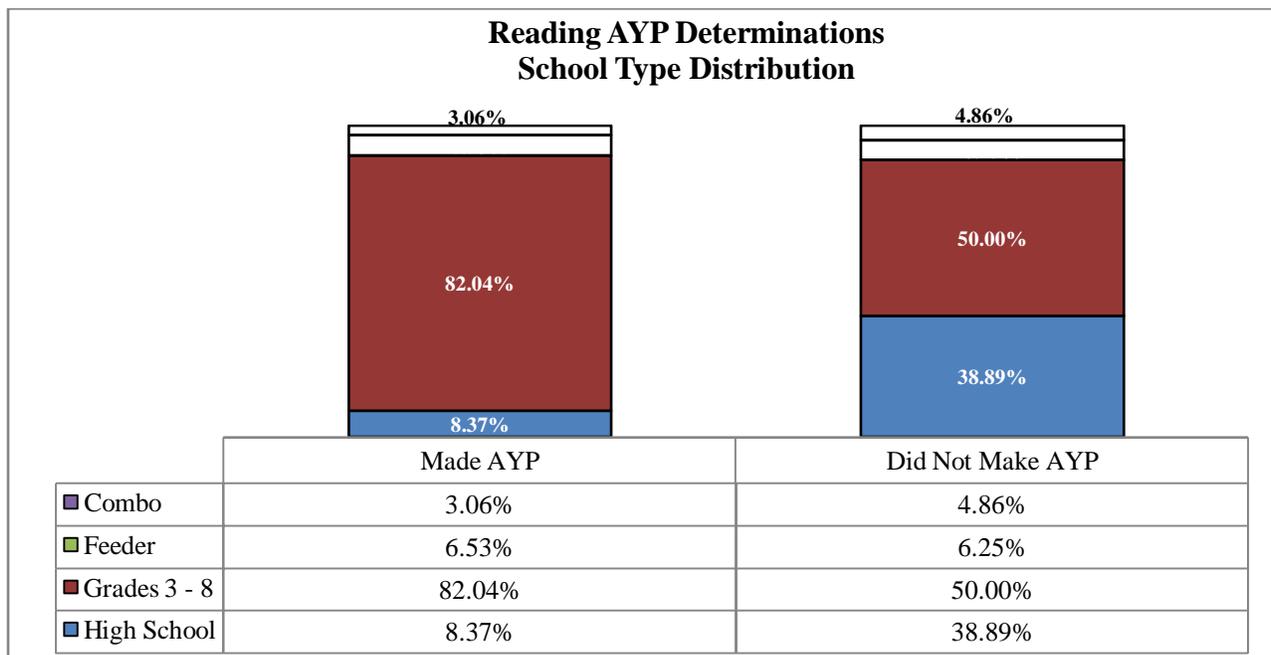


Figure 15. Reading AYP Determinations – School Type

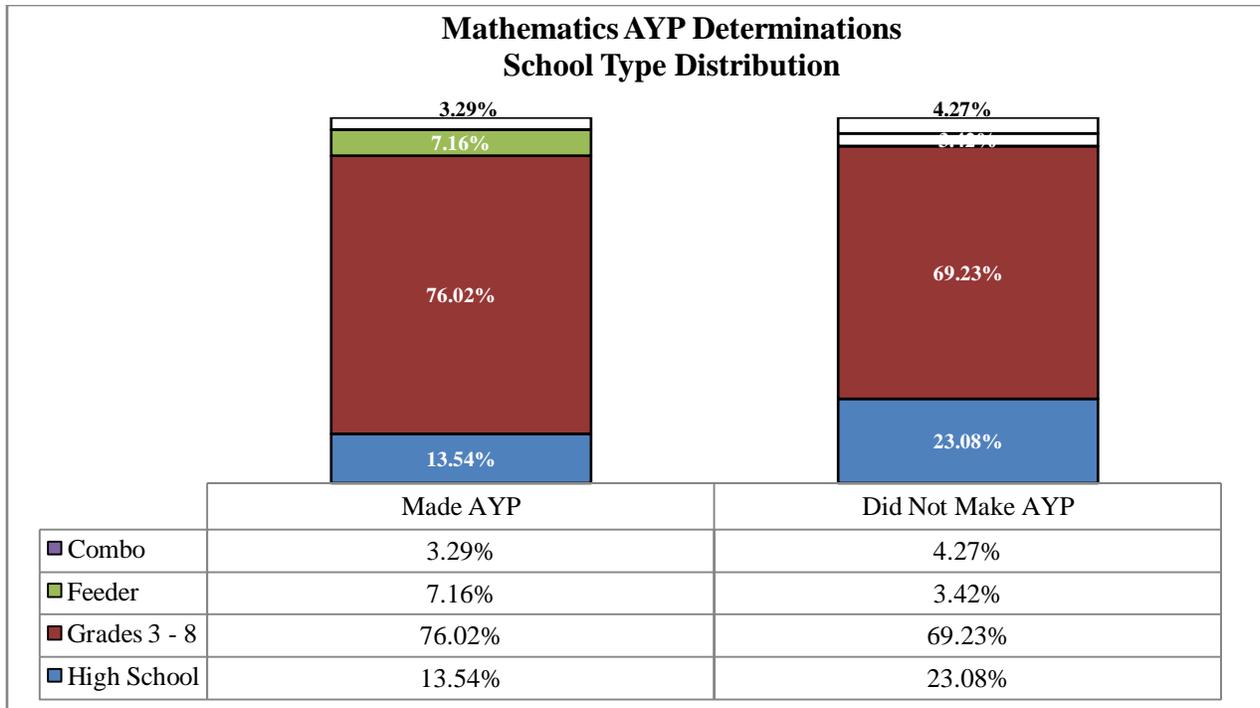


Figure 16. *Mathematics AYP Determinations – School Type*

4.1.2.6 Missed AYP for OAIs

In addition to participation and performance indicators, NCLB requires that another academic indicator be used in determining school, district, and state AYP status. As required by federal regulations, the Other Academic Indicator (OAI) for high schools is the graduation rate. Among Maine’s elementary and middle schools, the average daily attendance (ADA) rate is the OAI. Performance on these indicators (i.e., participation, performance, graduation rate, and ADA rate) is taken into consideration when determining the final AYP status of a school. Further, they are used when determining if a cell meets Safe Harbor criteria. As shown in Table 28, only three elementary/middle schools and no high schools missed AYP in 2008 exclusively because they did not reach their OAI targets.

Table 28. Missed AYP Exclusively Because of OAI for 2006, 2007, and 2008

Content Area	2006	2006	2007	2007	2008	2008
	Elem./ Middle OAI Not Met	HS OAI Not Met	Elem./ Middle OAI Not Met	HS OAI Not Met	Elem./ Middle OAI Not Met	HS OAI Not Met
Reading	7	0	0	0	3	0
Mathematics	7	0	0	0	3	0
Missed Both	7	0	0	0	3	0

4.1.3 New and Small Schools

Maine’s accountability system includes all students and all public schools in its statewide assessment program, the Maine Comprehensive Assessment System (MeCAS). Similar to other states that have geographically isolated areas, many small schools serve Maine children living in these rural areas. These schools often contain so few students that valid and reliable accountability determinations cannot be made following the methods prescribed in 34 CFR Part 200. For these schools, MDOE combines two or three years of data to produce accountability results. Therefore, in the typical production cycle, these schools are flagged as “Pending Small School Review” (“Pending”) so that the necessary calculations can take place before results are promulgated to the public. Table 29 provides the number of schools that have met the “Small Schools” definition since 2006.

Table 29. Schools Designated as “Pending Small School Review” for 2006, 2007, and 2008

School Type	2006	2007	2008
Small	9.10% (63)	4.88% (31)	2.51% (16)
Typical	90.90% (629)	95.12% (604)	97.49% (621)
All	100.00% (692)	100.00% (635)	100.00% (637)

The percentage of schools flagged as “Pending Small School Review” decreased by 4.22% from 2006 (n = 63) to 2007 (n = 31) and by 2.37% from 2007 (n = 31) to 2008 (n = 16). One observation worth noting is that there were 57 fewer accountability schools in Maine from 2006 to 2007, which is consistent with the decrease in the number of “small” schools (n = 32) over the same timeframe. In addition to these observed decreases, at least 90% of schools were considered “typical” schools during the past three years of accountability data. In 2008, nearly 97.5% of all schools were classified as “typical” schools. Figure 17 shows the percentage of “typical” and “small” schools since 2006. The “small” schools from 2008 accountability data are listed in Table 30.

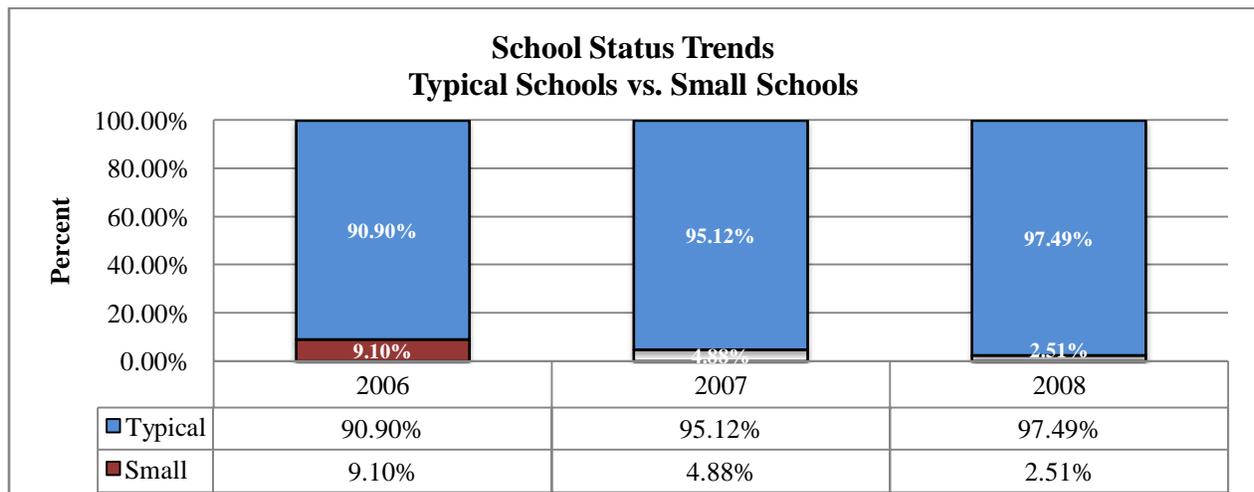


Figure 17. *Typical vs. Small Schools – 2008*

Table 30. Schools Designated as “Pending Small School Review” for 2008

School Number	School Name	District/SAU Name
1221	Islesford Elementary School	Cranberry Isles School Department
1296	Frenchboro Elementary School	Frenchboro School Dept.
1310	Monhegan Island School	Monhegan Plt School Dept
1345	Cliff Island School	Portland School Dept.
1362	Long Island Elementary School	Long Island School Department
1368	Wytopitlock Elementary School	Reed Plt School Department
1394	Shirley Elementary School	Shirley School Department
1425	Wesley Elementary School	Wesley School Department
1493	Jack Memorial School	S.A.D. 6
1585	Wellington School	S.A.D. 29
1686	Chebeague Island School	Chebeague Island School Department
1816	Kingman Elementary School	E.U.T.
1817	Benedicta Elementary School	E.U.T.
1818	Rockwood Elementary School	E.U.T.
1819	Patrick Therriault School	E.U.T.
1938	Union 132 Secondary School	Whitefield School Department

In addition to defining “small schools”, MDOE has also developed a business rule (see Section 2 for information on business rules), which defines the criteria necessary for a school to be classified as a “new” school. As described in Section 2, the first full school year following the school’s opening is considered the first year for accountability determinations. As such, the “new” school is required to meet annual statewide goals at the point in time when the school first becomes eligible for accountability determinations. For SY 2005-2006, two schools were classified as “new” schools and thus did not receive AYP ratings until 2007. In 2007, two additional schools were classified as “new” schools. There were no new schools added in 2008. The overall trend has been that few new schools have been added to the overall number of schools in the state. This trend may end once districts/SAUs begin implementing the Reorganization Law (LD 2323). Table 31 lists those schools that have been classified as new schools.

Table 31. New Schools and Year Added to Accountability System

School	2006	2007	2008
Presque Isle Middle	✓		
Vivian E. Hussey Primary	✓		
Casco Bay High School		✓	
East End Community School		✓	

4.2 AMAO Determinations

The Maine Department of Education implemented its newly designed Title III accountability model for the first time in SY 2006-2007. MDOE decided to comprehensively revise the Title III accountability system in order to better satisfy NCLB requirements and statewide needs. This decision was timely because multiple years of data were now available to model empirically different accountability designs. These data came from the state's administration of the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs[®]) assessment.

The MDOE first produced district and consortia-level accountability determinations in December 2007. These accountability results neither included data from students in Kindergarten through second grade nor limited the "proficiency" designation to students scoring at achievement levels 5 or higher. Given these limitations and guidance from the United States Department of Education, Office of English Language Acquisition (OELA), the MDOE recalculated Title III results for each of the four years required under the law. As a direct result of these recalculations, the dissemination of accountability determinations, and other procedural steps taken by the MDOE, the State of Maine was deemed as meeting all of its Title III requirements for 2007 (see Smith, 2008 letter to Commissioner Gendron in Appendix C). Information within this section is based solely on the recalculated scores used to notify its subgrantees of their Title III status.

4.2.1 Consortium

Several districts/SAUs in Maine are organized into Title III consortia in order to be eligible for Title III funding. Each consortium is evaluated according to three required indicators used for districts/SAUs. The final determination of the consortium is applied to each of its participating members. Table 32 lists the overall Title III determinations for the past five years.

Table 32. Final Title III Determinations - Consortia

Consortia	2004*	2005	2006	2007	2008
Augusta Public Schools Consortium**		N/A	Met	Not Met	Met
Biddeford School Department Consortium		Met	Not Met	Met	Not Met
Madawaska/MSAD 24		Met	Not Met	Met	Met
MSAD 52 Consortium		Met	Not Met	Met	Not Met
South Portland School Department Consortium		Met	Not Met	Met	Met
<i>State of Maine</i>		<i>Met</i>	<i>Not Met</i>	<i>Met</i>	<i>Not Met</i>

* In 2004, no data were available for consortia.

**Augusta consortium did not form until after SY 2004-2005.

4.2.1.1 AMAO I

Four calculations are used to determine if AMAO I has been met (see Section 3 for details regarding the decision logic for AMAO I). For each consortium, the data for each member district/SAU are used in all calculations. The focus of AMAO I is to determine if the

consortium, as a whole, has demonstrated the rate of improvement required by the state's Title III accountability plan. The decision logic first determines if the minimum n-count (i.e., n = 20) has been met for each year and then determines if the current year average *CompIndex* is greater than the prior year by 9.17 index points. If the consortium misses the improvement target, two years of data are averaged and compared to the most current year. If the consortium's two-year average is below the improvement target, a 95% confidence interval is applied to the most current year. Any consortium that misses the improvement target is designated as *Not Met* for the given year. As shown in the table below, four consortia did not meet the AMAO I target in 2006. In 2007, there was a marked improvement as all but one consortium met their AMAO I targets. Current year results show that the State of Maine, as well as two of its consortia (Biddeford School Department and MSAD 52) did not meet the AMAO I target. These three groups had met the target in the previous year.

Table 33. AMAO I Determinations - **Consortia**

Consortia	2004*	2005*	2006	2007	2008
Augusta Public Schools Consortium**			ND	Not Met	Met
Biddeford School Department Consortium			Not Met	Met	Not Met
Madawaska/MSAD 24			Not Met	Met	Met
MSAD 52 Consortium			Not Met	Met	Not Met
South Portland School Department Consortium			Not Met	Met	Met
<i>State of Maine</i>			<i>Not Met</i>	<i>Met</i>	<i>Not Met</i>

*There was no data available for 2004 or 2005.

**Augusta consortium did not form until after SY 2004-2005; however, two years of data are required, thus the first AMAO I decision was not rendered until SY 2006-2007.

4.2.1.2 AMAO II

There are four calculations used to determine if AMAO II has been met (see Section 3 for information regarding the decision logic for AMAO II). For each consortium, the data for each of its member districts/SAUs are used in all calculations. The focus of AMAO II is to determine if the consortium, as a whole, has reached the targeted rate of students determined to be English proficient. The decision logic first determines if the minimum n-count (i.e., n = 20) has been met for each year and then if the current year's percent proficient is at the annual target (annual targets increase approximately 2.8 percentage points per year). If the consortium misses the status target, two years of data are averaged and compared to the target. If the consortium's two-year average is below the status target, then a 95% confidence interval is applied to the most current year. Any consortium that misses the status target is designated as *Not Met* for the given year. As shown in the following table, each consortium met the annual status target across the four-year period. Furthermore, there was no change for the AMAO II determinations from 2005 through 2008.

Table 34. AMAO II Determinations - Consortia

Consortia	2004*	2005	2006	2007	2008
Augusta Public Schools Consortium**		ND	Met	Met	Met
Biddeford School Department Consortium		Met	Met	Met	Met
Madawaska/MSAD 24		Met	Met	Met	Met
MSAD 52 Consortium		Met	Met	Met	Met
South Portland School Department Consortium		Met	Met	Met	Met
<i>State of Maine</i>		<i>Met</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>

* In 2004, no data were available for consortia.

**Augusta consortium did not form until after SY 2004-2005.

4.2.1.3 AMAO III

AMAO III (AYP) is determined by examining if any member district/SAU has missed AYP exclusively because of ELL performance. Member (i.e., those participating in a consortium) districts/SAUs retain their AYP determinations made under Title I. In the event that a consortium member misses AMAO III, the consortium is deemed as *Not Met* in the final Title III determination regardless of AMAO I or AMAO II. As shown in the below table, all consortia have met AMAO III targets for the past four years (except Augusta Public Schools, which was not operational until SY 2005-2006).

Table 35. AMAO III Determinations - Consortia

Consortia	2004*	2005	2006	2007	2008
Augusta Public Schools Consortium**		ND	Met	Met	Met
Biddeford School Department Consortium		Met	Met	Met	Met
Madawaska/MSAD 24		Met	Met	Met	Met
MSAD 52 Consortium		Met	Met	Met	Met
South Portland School Department Consortium		Met	Met	Met	Met
<i>State of Maine</i>		<i>Met</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>

* In 2004, no data were available for consortia.

**Augusta consortium did not form until after SY 2004-2005.

4.2.2 District/SAU

Although numerous districts in Maine participate in the ACCESS for ELLs[®], only those receiving Title III funding (i.e., subgrantees awarded federal funds) are evaluated in the Title III accountability system. Consistent with the three-indicator approach that is used to evaluate each consortium, districts/SAUs are also evaluated according to these indicators. The overall Title III determinations for the past five years are provided in the below table.

Table 36. Final Title III Determinations – Districts/SAUs

District/SAU	2004	2005	2006	2007	2008
Auburn	Met	Met	Not Met	Not Met	Met
Indian Township	Met	Met	Not Met	Met	Met
Lewiston	Met	Not Met	Not Met	Met	Not Met
MSAD 33	Met	Not Met	Met	Not Met	Met
Pleasant Point	Met	Met	Not Met	Not Met	Met
Portland	Met	Met	Not Met	Met	Not Met
Sanford	Met	Met	Not Met	Met	Met
<i>State of Maine</i>	<i>Met</i>	<i>Met</i>	<i>Not Met</i>	<i>Met</i>	<i>Not Met</i>

4.2.2.1 AMAO I

Consistent with the four calculations (see Section 3 for information regarding the decision logic for AMAO I) used to determine if AMAO I has been met for consortia, the data for each individual district/SAU is used in this calculation. The decision logic first determines if the minimum n-count (20) has been met for each year, then if the current year average *CompIndex* is greater than the prior year by 9.17. If the district missed the improvement target, two years of data are averaged and compared to the most current year. If the district/SAU's two-year average is below the improvement target, a 95% confidence interval is applied to the most current year. Any district/SAU that misses the improvement target is designated as *Not Met* for the given year. In 2006, six districts did not meet the AMAO I target. There was a vast improvement in 2007 as only one district did not meet the AMAO I target. Current year results conclude that two districts (Lewiston and Portland) did not meet the AMAO I target. These two districts had met the target in the previous year. Auburn, the only district not meeting the target in 2007, did meet it in 2008. The following table provides the annual AMAO I determinations for the Title III subgrantee districts/SAUs.

Table 37. AMAO I Determinations – Districts/SAUs

District/SAU	2004	2005	2006	2007	2008
Auburn			Not Met	Not Met	Met
Indian Township			Not Met	Met	Met
Lewiston			Not Met	Met	Not Met
MSAD 33			Met	Met	Met
Pleasant Point			Not Met	Met	Met
Portland			Not Met	Met	Not Met
Sanford			Not Met	Met	Met
<i>State of Maine</i>			<i>Not Met</i>	<i>Met</i>	<i>Not Met</i>

*There was no data available for 2004 or 2005.

4.2.2.2 AMAO II

There are four calculations (see Section 3 for information regarding the decision logic for AMAO II) used to determine if AMAO II has been met. For each district/SAU, the data are aggregated and assigned to calculate the percentage of students deemed as English proficient. The focus of AMAO II is to determine if the district has reached the targeted rate of students determined to be English proficient. The accountability decision logic first determines if the minimum n-count (i.e., n = 20) has been met for each year and then if the current year's percent proficient is at the annual target (annual targets increase approximately 2.8 percentage points per year). If the district misses the status target, two years of data are averaged and compared to the target. If the district two-year average is below the status target, a 95% confidence interval is applied to the current year. Any district/SAU that misses the status target is designated as *Not Met* for the given year. Table 38 provides the AMAO II determinations for the Title III districts/SAUs.

Table 38. AMAO II Determinations – Districts/SAUs

District/SAU	2004	2005	2006	2007	2008
Auburn		Met	Met	Met	Met
Indian Township		Met	Met	Met	Met
Lewiston		Not Met	Not Met	Met	Not Met
MSAD 33		Not Met	Met	Not Met	Met
Pleasant Point		Met	Met	Not Met	Met
Portland		Met	Met	Met	Met
Sanford		Met	Met	Met	Met
<i>State of Maine</i>		<i>Met</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>

* In 2004, no data were available.

As shown in the table, there was some change in the AMAO II distribution across the Title III subgrantees from 2005 through 2008. The data suggest that the state and a majority of its subgrantee districts/SAUs met the annual status targets for each of the four years that the data were available. Only one district/SAU (Lewiston) missed the AMAO II target for two consecutive years (2005 and 2006). This district was able to improve from 2006 to 2007, but then failed to meet the target again in 2008.

4.2.2.3 AMAO III

AMAO III (AYP) is determined by examining if the district has missed AYP exclusively because of ELL performance. Member districts/SAUs have their AYP determinations made under the guidelines for Title I, Part A. In the event that a member district misses AMAO III, the district is deemed as *Not Met* in the final Title III determination regardless of the performance of AMAO I and AMAO II. Across the 5-year period, all subgrantees were rated as *Met* for AMAO III.

Table 39. AMAO III Determinations – Districts/SAUs

District/SAU	2004	2005	2006	2007	2008
Auburn	Met	Met	Met	Met	Met
Indian Township	Met	Met	Met	Met	Met
Lewiston	Met	Met	Met	Met	Met
MSAD 33	Met	Met	Met	Met	Met
Pleasant Point	Met	Met	Met	Met	Met
Portland	Met	Met	Met	Met	Met
Sanford	Met	Met	Met	Met	Met
<i>State of Maine</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>	<i>Met</i>

4.3 Quality Assurance Results

4.3.1 Appeals

Maine has a process for schools and districts to appeal accountability decisions. Current procedures afford schools and districts the right to present clear and convincing evidence that they were assigned an incorrect accountability rating and/or were misclassified. Using preliminary data released to schools and districts in July, educational entities can file an appeal within a specified two-week period before results are promulgated. In order to enter the formal appeal process, the appeal criteria must be based solely on data inaccuracy.

4.3.1.1 Appeal Review Committee (ARC)

The Appeal Review Committee (ARC) is an *ad hoc* committee charged with evaluating an appeal against current policy and data, determining the validity of the appeal, and making

recommendations to the Commissioner of Education. In Maine, the Commissioner of Education is the final approving authority for all accountability determinations, including the underlying data used in constructing the scores. A preliminary review of each appeal is conducted by members of the federal program team (within the MDOE). This process allows for complicated data and procedural issues to be explored in the depth necessary to make a recommendation to the Commissioner. For example, an enrollment document for a student with a parent’s signature that contradicted the MEDMS enrollment file would demonstrate that an error existed in the database. Once validated, the individual student score in the accountability file must be amended to reflect the correct enrollment (in conjunction with correcting the primary source-MEDMS). Table 40 provides additional information on the ARC’s permanent members.

Table 40. ARC Members*

Position	Area	Function
Team Leader	Federal Program	Group leader & policy director
Assessment Director	Assessment	MeCAS specialist
Title I Director	Title I	Federal accountability
Ed Spec 3	School Improvement or Title III Coordinator	AYP or AMAO specialist

*Given the nature of the appeals, the ARC is augmented by other individuals (e.g., legal, IT) from within the MDOE.

4.3.1.2 Procedural Guidelines

Schools and districts are afforded a 15-day period each year to review school and district level accountability scores, including MEA, MHSA, and PAAP assessment data, (prior to final classification being determined and publicly released). If a school or district believes that the accountability information is erroneous, representatives from the school or district must:

1. Present statistical evidence or other substantive reasons why the accountability record(s) should be changed before the final classification is determined;
2. File a written notice of appeal to the MDOE no later than 15 calendar days after receiving preliminary notification of its proposed classification;
3. Articulate with specificity the policy basis for the review by including all supporting evidence; and,
4. Include the signatures of the principal **and** superintendent.

The ARC conducts a review of the preliminary evidence and determines if the aggrieved party has presented a valid reason to challenge the accountability determination. The MDOE examines its assessment and student information system data files in conjunction with policy guidelines for each appeal. These data, along with those provided by the school, are used to formulate a recommendation. Each case is logged in and noted on the ARC Tracking Sheet (an example is included in Appendix D). This form is used to track the appeal through the appeal cycle, which is shown in the following figure.

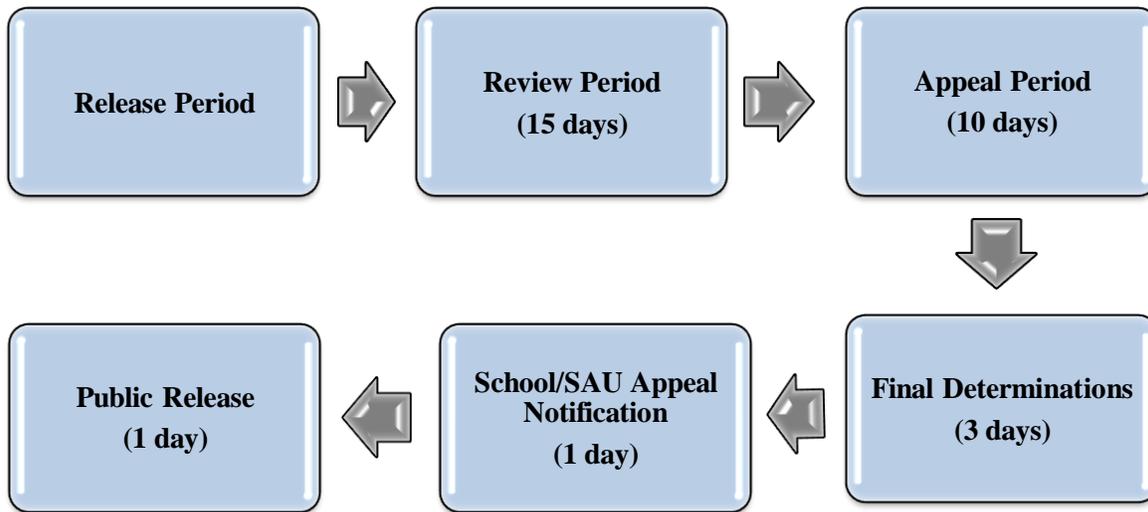


Figure 18. *Appeal Cycle*

4.3.1.3 Current Appeals

In cases requiring the Commissioner’s final decision, the supporting documents provided by the school/district and the ARC’s findings are presented to the Commissioner. Upon reviewing the case, the Commissioner will make a final determination, the official accountability data file is updated (when applicable), and the aggrieved parties are notified. Once the aforementioned tasks are complete, the MDOE amends the preliminary AYP results, notifies schools/districts, and releases the AYP information to the public. A list of the current appeals is provided in Table 41. The table lists the ARC tracking sheet numbers, school numbers, school names, and what impacts (if any) the appeal/decision had on AYP.

Table 41. SY 2007-2008 Appeals Summary

ARC#	School #	School Name	SY 2007-2008 AYP Impact
1	1492 and 1493	Frank Jewett School and Jack Memorial	No change to status
2	1501	Steep Falls Elementary School	No change to status
3	1496	Hollis School	No change to status
4	1498	H B Emery Jr Memorial School	No change to status
5	1499	George E Jack School	No change to status
6	1492	Frank Jewett School	No change to status
7	1492	Frank Jewett School	Changes not needed
8	1698	Vickery School	No change to status
9	1698	Vickery School	Changes not needed
10	1698	Vickery School	Changes not needed

Table 41. SY 2007-2008 Appeals Summary (cont.)

ARC#	School #	School Name	SY 2007-2008 AYP Impact
11	1698	Vickery School	Changes not needed
12	1409	Ella Lewis School	Status changed to Made AYP
13	1409	Ella Lewis School	Changes not needed
14	1602	Troy A Howard Middle School	Status changes to Made AYP
15	1165	Bangor High School	No change to status
16	1165	Bangor High School	Changes not needed
17	1752	Crooked River Elementary	No change to status
18	1752	Crooked River Elementary	Changes not needed
19	1354	Lincoln Middle School	No change to status
20	1357	Deering High School	No change to status
21	1357	Deering High School	Changes not needed
22	1357	Deering High School	Changes not needed
23	1275	Shapleigh Middle School	No change to status
24	1282	Montello School	No change to status
25	1359	Riverton School	No change to status
26	1542	Oxford Elementary School	No change to status
27	1719	Searsport District Middle School	No change to status
28	1719	Searsport District Middle School	Changes not needed
29	1814	Connor Consolidated School	No change to status
30	1857	Bucksport Middle School	No change to status
31	1846	Oak Hill High School	No change to status
32	1845	Great Salt Bay Community School	No change to status
33	1845	Great Salt Bay Community School	Changes not needed
34	1845	Great Salt Bay Community School	Changes not needed
35	1507	Mt Blue High School	Changes not needed
36	1507	Mt Blue High School	No change to status
37	1507	Mt Blue High School	Changes not needed
38	1375	C K Burns School	No change to status
39	1429	Fred C Wescott School	No change to status
40	1429	Fred C Wescott School	Changes not needed
41	1751	Stevens Brook School	No change to status
42	1445	Winthrop Grade School	No change to status
43	1445	Winthrop Grade School	Changes not needed
44	1445	Winthrop Grade School	Changes not needed
45	1445	Winthrop Grade School	Changes not needed
46	1411	Surry Elementary School	Status changed to Made AYP
47	1285	Lewiston Middle School	No change to status
48	1285	Lewiston Middle School	Changes not needed
49	1285	Lewiston Middle School	Changes not needed

4.3.2 Minimum N-Count

Maine's business rules (see Section 2 for the business rules associated with minimum n-counts) require at least 20 data points in any given AYP cell for that cell to be eligible for an AYP score. The MDOE applies its minimum n-count equally across all schools and subgroups within schools, regardless of subgrantee status. The state's selection of 20 students was based on the recommendations of its Technical Advisory Committee (TAC). In making its final decision, MDOE considered two issues: (1) the increased reliability of subgroups with higher n-counts; and (2) the increased validity of lower n-counts. Although ten data points may have been the lowest level allowable without revealing individual student performance, the year-to-year variability increases the probability of creating Type II errors. Given these conflicting issues, the state selected 20 as the minimum number.

4.3.3 Full Academic Year (FAY)

MDOE conducted several analyses to explore how the distribution of FAY students and non-FAY students compared across subpopulations and whether achievement gaps were occurring between these two groups. Student-level data were combined from individual grade worksheets into one large worksheet to enable overall analysis of information. Once combined, the data were filtered to include only those schools with at least 60% of public funding. In addition, any non-participants for reading and mathematics were taken out of the data to focus primarily on participant information. All remaining data were selected and dropped into pivot tables to calculate the full academic year (FAY) and non-full academic year (non-FAY) distribution on a grade-by-grade basis, as well as to calculate proficiency percentage by subgroup (ethnicity, SWD, ED, and LEP). The school, district, and state FAY criteria were examined by the MDOE using enrollment data from MEDMS. Students who did not maintain continuous enrollment (see Section 2 regarding the business rules associated with enrollment) in a school, district, and/or the state were "flagged", and the applicable assessment tables were updated by the vendor prior to AYP calculations.

The student-level assessment files from SY 2007-2008 were used for the analyses in this subsection. The MDOE used these files to explore how the distribution of FAY and non-FAY compared across subpopulations and whether achievement gaps were occurring between these "types" of students. One set of data converted achievement levels into the NCLB "proficiency" categories. To analyze proficiency data at the subgroup level (for each content area), the students who met or exceeded the proficiency standard were extracted from the data. These students were organized according to their ethnicity and counted. After a subgroup total was achieved, the percent of FAY students was calculated (the total FAY proficient students divided by the total proficient students), and the percentage of non-FAY students was calculated (the total of non-FAY proficient students divided by the total proficient students). This procedure was also done for the SWD, ED, and LEP subgroups.

Federal regulations (34 CFR Part 200) prohibit the inclusion of data for students who have not attended school for a full academic year. As defined in MDOE's business rules (see Section 2 for the rules regarding FAY), FAY is described as being enrolled at the same school from early fall (October) to the end of the MeCAS testing window. Students not meeting the FAY requirements at the school level are not used in any school AYP calculations. The aforementioned students are aggregated to the district level, given that the FAY requirements are met for the district. In rare cases, some students do not meet the FAY requirements for either the school or the district AYP calculation. Therefore, these students' scores are aggregated at the state level only.

4.3.3.1 Reading Performance

This subsection describes the trends observed in reading performance among FAY/non-FAY students. As shown in Figure 19, eighth grade had the highest number of FAY students with 14,437, and third grade had the lowest with 13,027. Of those students that did not meet the FAY criteria, third grade had the highest with 546 students, and the high school subset had the lowest with 292.

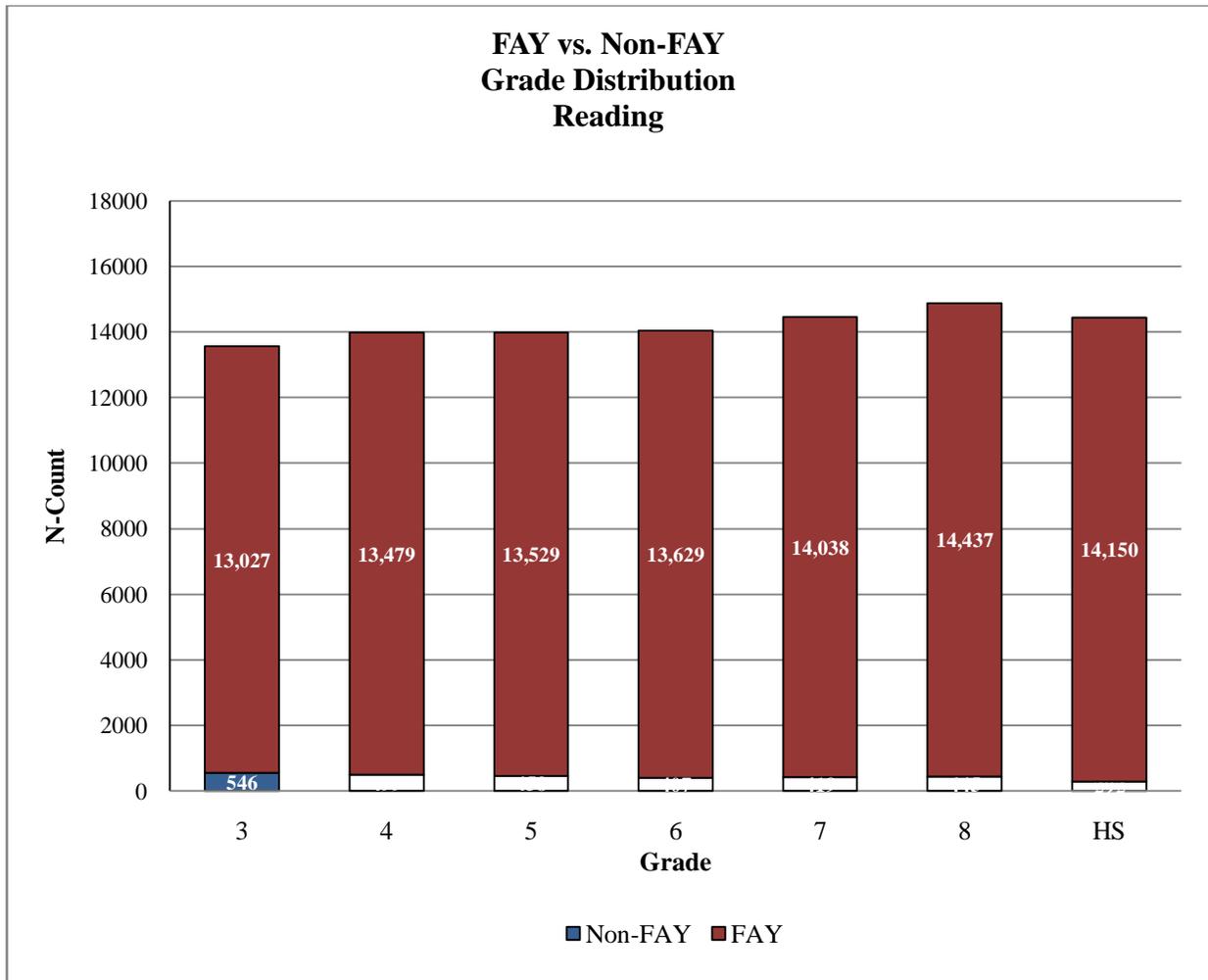


Figure 19. *FAY vs. Non-FAY Distribution by Grade – Reading*

Table 42 contains FAY/non-FAY subgroup data. Overall, the State of Maine had 96,289 FAY students and 3,066 non-FAY students. The White subgroup accounted for the largest number of FAY students (n = 90,861), and the American Indian group accounted for the smallest (n = 712). Likewise, the White subset had the largest number (n = 2,703) of non-FAY students, and the American Indian subgroup had the smallest (n = 43). There was one FAY student who did not report ethnicity. The students with disabilities subset had 14,798 students meeting the FAY criteria and 645 that did not. Economically disadvantaged students contributed to 33,814 students who met the FAY criteria and 1,710 that did not. The LEP subgroup had 2,344 students meeting FAY criteria and 218 that did not.

Table 42. FAY vs. Non-FAY Distribution by Subgroups – Reading

Subgroup	FAY Count	Non-FAY Count
American Indian	712	43
Asian American	1,434	54
Black	2,301	200
Hispanic	980	66
Ethnicity Not Reported	1	0
White	90,861	2,703
SWD	14,798	645
ED	33,814	1,710
LEP	2,344	218
<i>State of Maine</i>	<i>96,289</i>	<i>3,066</i>

The 2008 achievement data were reorganized to evaluate the difference in the average scaled score attained by FAY versus non-FAY students. The achievement gap was explored by using the reading scaled score to calculate and explore the presence of any performance gap. This approach sorted the results by each grade as scaled scores on the MeCAS (less ACCESS for ELLS[®]) are grade dependent, thus cannot be aggregated together across grade levels. The below table provides the results of these analyses.

Table 43. Scaled Score (SS) Averages by Grade Level – Reading

Grade	FAY Average SS	Non-FAY Average SS	Achievement Gap (SS Points)
3	344.51	340.70	-3.81
4	445.07	440.84	-4.23
5	544.86	540.59	-4.27
6	648.06	642.76	-5.30
7	750.02	744.09	-5.93
8	849.80	841.18	-8.62
HS	1133.78	1133.24	-0.54

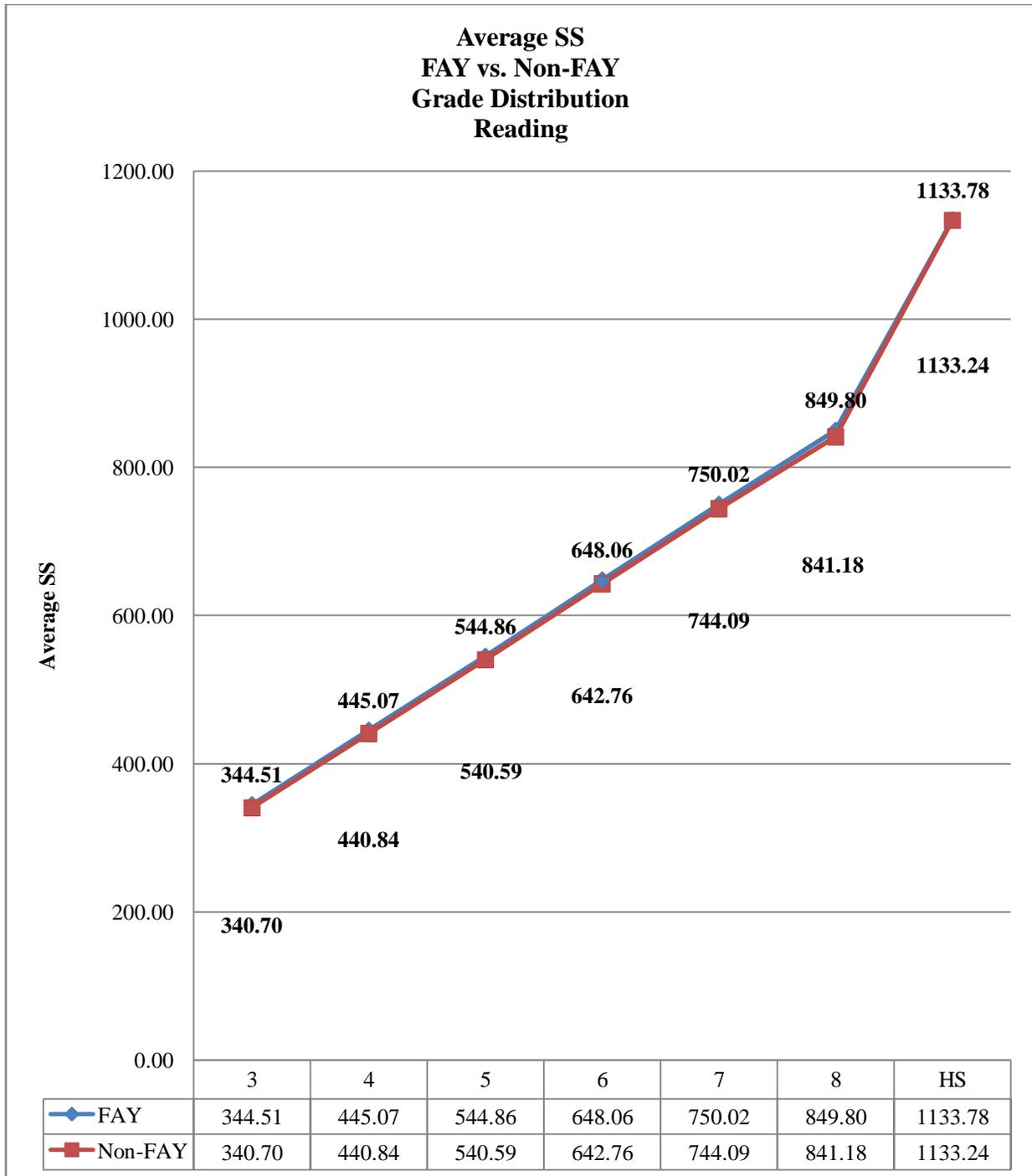


Figure 20. *FAY Achievement Gap by Grade Levels–Reading*

According to the data presented in the above figure, the average scaled scores in reading for FAY students versus non-FAY students bear no appreciable difference and remains relatively consistent among grade levels. Third grade non-FAY students averaged 3.81 fewer points than FAY students in the same grade. Fourth grade non-FAY students averaged 4.23 fewer points; fifth grade non-FAY students averaged 4.27 fewer points; sixth grade non-FAY students averaged 5.30 fewer points; seventh grade non-FAY students averaged 5.93 fewer points; eighth

grade non-FAY students averaged 8.62 fewer points; and high school non-FAY students averaged 0.54 fewer points than FAY students. The achievement gap widens as grade levels increase; however, the gap tapers from eighth grade (-8.62) to high school (-0.54).

Table 44. Proficiency Percentage across Subgroups – Reading

Subgroup	FAY Proficiency	Non-FAY Proficiency
American Indian	95.44% (356)	4.56% (17)
Asian American	97.54% (951)	2.46% (24)
Black	94.10% (1,052)	5.90% (66)
Hispanic	95.05% (518)	4.95% (27)
Ethnicity Not Reported	100.00% (1)	0.00% (0)
White	97.81% (60,136)	2.19% (1,345)
SWD	96.87% (4,144)	3.13% (134)
ED	95.91% (17,545)	4.09% (748)
LEP	94.16% (966)	5.85% (60)
<i>State of Maine</i>	97.71% (63,014)	2.29% (1,479)

As shown in Table 44, 97.71% of proficient students in the state were FAY, and 2.29% were non-FAY. A comparison of the proficiency percentages across Ethnicity subgroups indicates that the FAY White subgroup has the highest percentage of proficient students (97.81%), and the FAY Black subgroup has the lowest (94.10%). In contrast, the Black subgroup had the highest non-FAY proficiency percentage (5.90%), and the White subgroup had the lowest (2.19%). One proficient FAY student did not report his/her ethnicity. Proficient students with disabilities were 96.87% FAY and 3.13% non-FAY. Economically disadvantaged students meeting the proficiency criteria were 95.91% FAY and 4.09% non-FAY. Proficient LEP students were 94.16% FAY and 5.85% non-FAY.

4.3.3.2 Mathematics Performance

This subsection describes the trends observed in mathematics performance among FAY/non-FAY students. As shown in Figure 21, eighth grade had the most FAY students (n = 14,431). Third grade had the lowest number of FAY students (n = 13,031). Likewise, the third grade had the highest number of non-FAY students (n = 544), and the high school grade level had the lowest (n = 329).

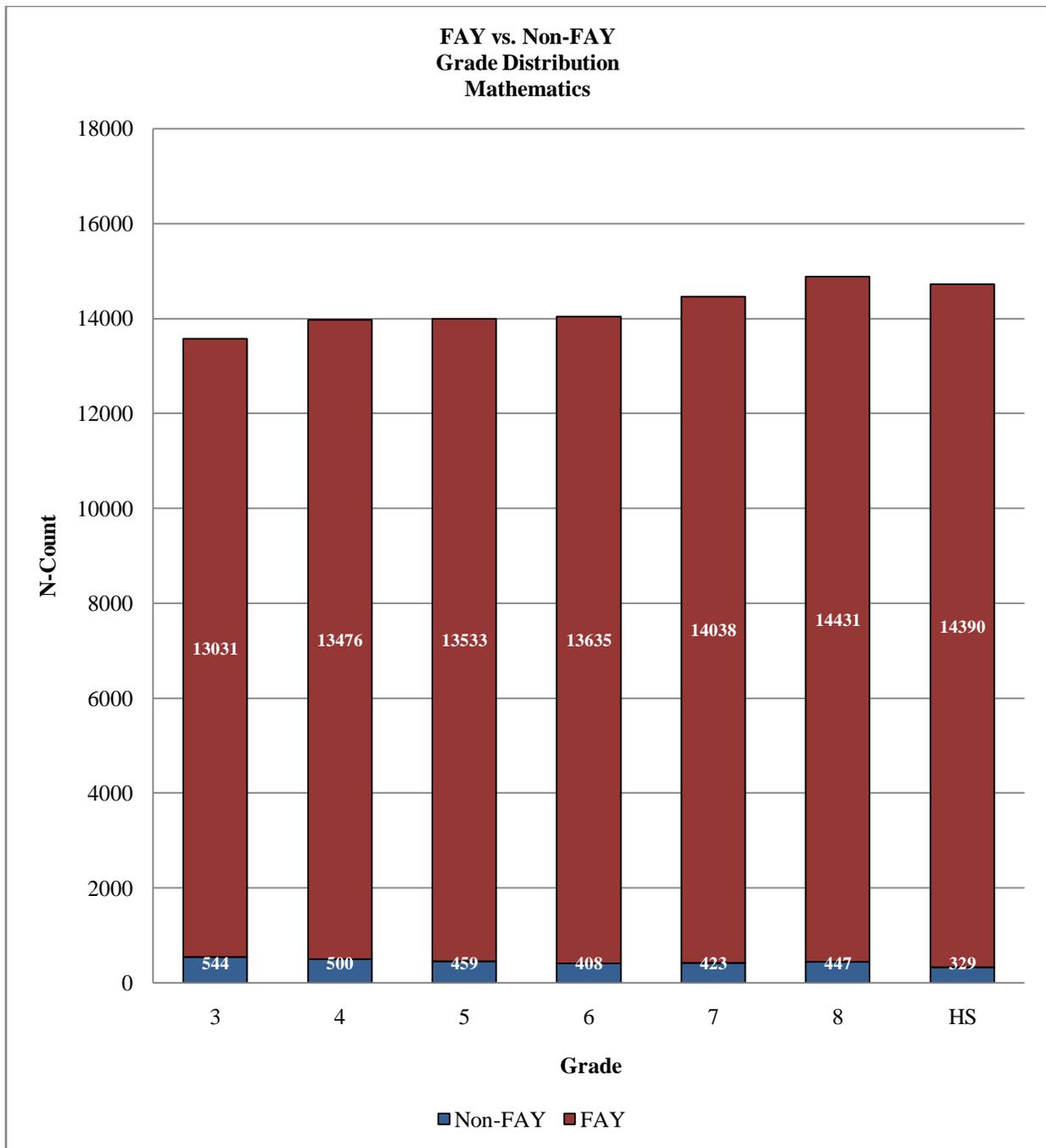


Figure 21. *FAY vs. Non-FAY Distribution by Grade – Mathematics*

A comparison of the ethnicity subgroups (as shown in Table 45) indicates that the White subgroup had the most FAY students (n = 91,030), and the American Indian subgroup had the least (n = 714). Likewise, White students also accounted for having the most non-FAY students (2,724), and the American Indian group had the least (n = 43). One FAY student did not report his/her ethnicity. SWDs accounted for 14,840 FAY students and 645 non-FAY students. There were 33,960 ED students who met the FAY criteria and 1,722 who did not. LEP students accounted for 2,417 FAY students and 254 non-FAY students.

Table 45. FAY vs. Non-FAY Distribution by Subgroups – **Mathematics**

Subgroup	FAY Count	Non-FAY Count
American Indian	714	43
Asian American	1,446	63
Black	2,353	209
Hispanic	990	71
Ethnicity Not Reported	1	0
White	91,030	2,724
SWD	14,840	645
ED	33,960	1,722
LEP	2,417	254
<i>State of Maine</i>	96,354	3,110

The 2008 achievement data were reorganized to evaluate the difference in the average scaled score attained by FAY versus non-FAY students. The achievement gap was explored by using the mathematics scaled score to calculate and explore the presence of any performance gap. This approach sorted the results by each grade, as scaled scores on the MeCAS (less ACCESS for ELLs[®]) are grade dependent. The below table provides the results of these analyses.

Table 46. Scaled Score (SS) Averages by Grade Level – **Mathematics**

Grade	FAY Average SS	Non-FAY Average SS	Achievement Gap (SS Points)
3	347.52	341.43	-6.08
4	445.41	439.50	-5.91
5	546.05	539.41	-6.64
6	642.63	633.80	-8.83
7	743.10	733.83	-9.26
8	841.48	831.28	-10.19
HS	1135.77	1133.76	-2.01

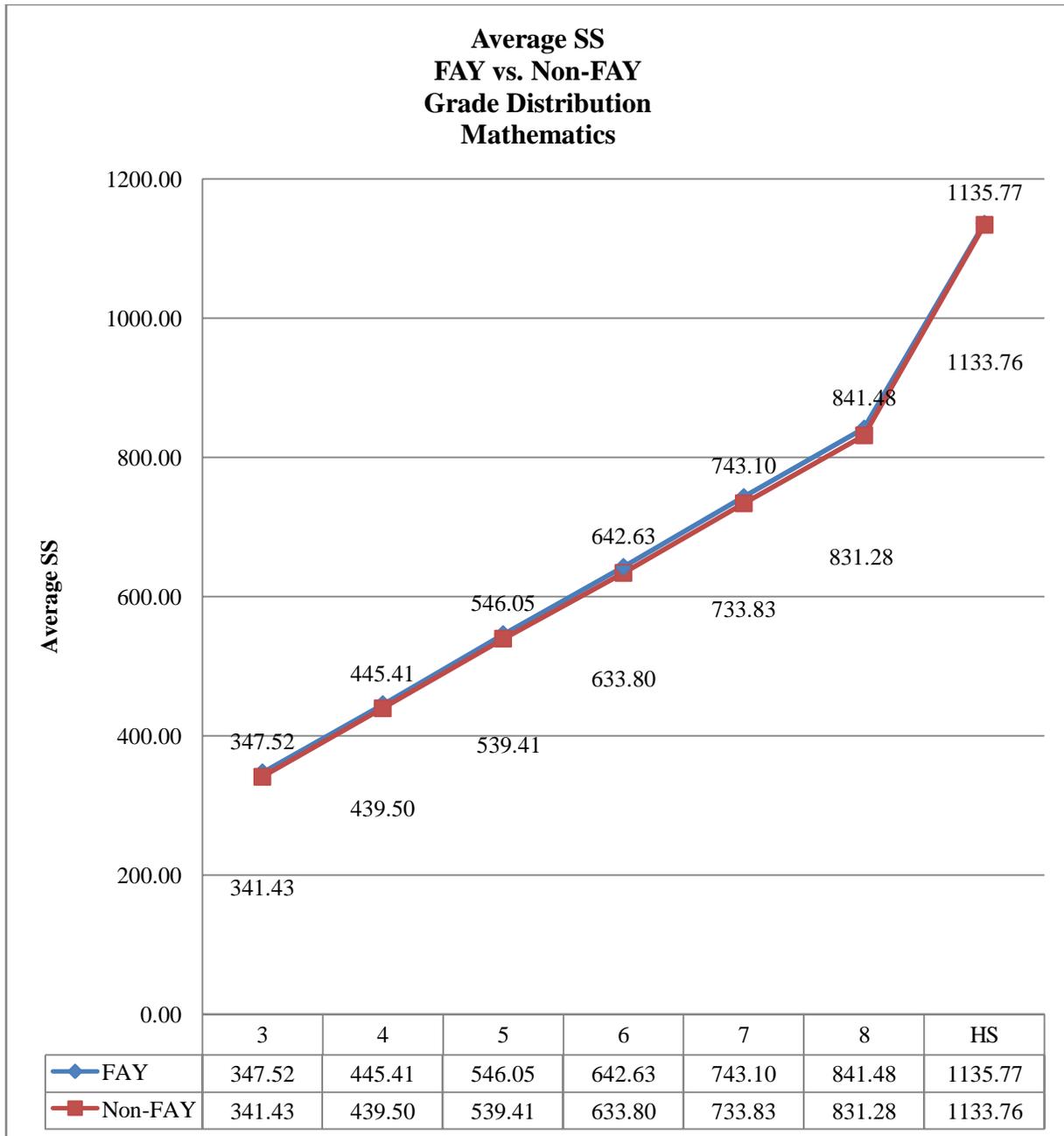


Figure 22. *FAY Achievement Gap by Grade Levels-Mathematics*

According to the 2008 data from Figure 22, the achievement gaps in mathematics for FAY students versus non-FAY students bear no appreciable differences and remain relatively consistent among all grade levels. Third grade non-FAY students averaged 6.08 points fewer than FAY students in the same grade. Fourth grade non-FAY students averaged 5.91 fewer points; fifth grade non-FAY students averaged 6.64 fewer points; sixth grade non-FAY students averaged 8.83 fewer points; seventh grade non-FAY students averaged 9.26 fewer points; eighth grade non-FAY students averaged 10.19 fewer points; and high school non-FAY students averaged 2.01 fewer points than FAY students.

Table 47. Proficiency Percentage across Subgroups – Mathematics

Subgroup	FAY Proficiency	Non-FAY Proficiency
American Indian	96.93% (284)	3.07% (9)
Asian American	96.92% (914)	3.08% (29)
Black	94.71% (734)	5.29% (41)
Hispanic	96.12% (446)	3.88% (18)
Ethnicity Not Reported	100.00% (1)	0.00% (0)
White	97.96% (51,708)	2.04% (1,078)
SWD	96.72% (3,713)	3.28% (126)
ED	95.94% (14,206)	4.06% (601)
LEP	94.75% (831)	5.25% (46)
<i>State of Maine</i>	97.87% (54,087)	2.13% (1,175)

As shown in the above table, a comparison of the proficiency percentages across Ethnicity subgroups indicates that the FAY White subgroup has the highest percentage of proficient students (97.96), and the FAY Black subgroup has the lowest (94.71). Likewise, the Black subset had the highest non-FAY proficiency ratio of 5.29%, and the White subgroup had the lowest with 2.04%. Proficient SWDs were 96.72% FAY and 3.28% non-FAY. ED students who met the proficiency criteria were 95.94% FAY and 4.06% non-FAY. Proficient LEP students were 94.75% FAY and 5.25 % non-FAY.

4.4 Quality Management

A comprehensive quality management structure is a critical part of how the MDOE ensures data integrity, production efficiency, and report credibility. Managing the quality of accountability results requires a series of procedures to address the critical elements most likely to produce significant validity threats. Within the management structure, the improvement process builds on six basic steps: (1) examining current practices, (2) identifying priorities, (3) developing interventions plans, (4) monitoring implementation, (5) evaluating impact, and (6) revising procedures to improve upon past practices. Each of these steps depends on the preceding step. Failure to implement a step creates the potential for waste and allows mistakes to enter into the next production cycle. Thus, quality assurance activities must leverage fiscal and time resources so they produce the maximum benefit. The MDOE uses several approaches to maintain and improve the accountability systems. Some approaches used in 2008 were to create a technical manual for accountability, provide analysis for accountability data, and provide end-user training.

4.4.1 Accountability Technical Manual

The Maine accountability system, like most throughout the country, has numerous components within the overall design. Each component requires specific business rules to operationally define the statutory/regulatory language. Further, the accountability design must establish the decision logic necessary to guide the programming code development. A score production sequence is established so the modularized code can be executed, monitored, and quality controlled. Alignment among the four major components: (a) statutory/regulatory language, (b) business rules, (c) decision logic, and (d) production sequence is crucial in producing credible and valid accountability determinations. Technical manuals organize these components in such a manner as to promote transparency and increase system credibility. Business rules are often triangulated against policy and computer languages to ensure alignment between these interactive subsystems. This detection procedure continues to be implemented each year, with particular focus on policy-driven changes. The MDOE's State Accountability Manual-2008 provides detailed business rules, design logic, and previous rate distributions necessary to validate task fidelity. In addition, the manual provides critical reporting information in order to supply end-users with various accountability results. The manual also documents the quality assurance and management efforts being used by the MDOE, as well as those under development.

4.4.2 On-Site Monitoring

One approach used to validate specific actions taken by an entity is to conduct on-site monitoring. This approach is the direct observation of individuals completing the required tasks using prescribed techniques with allowable guidelines. One modification to this approach is to review evidence that demonstrates the necessary actions were completed at an earlier time. The later approach was used by the MDOE in spring 2007. The MDOE used participation data on the MHSA to develop a risk continuum that identified districts/SAUs for on-site reviews. Following the identification process, the MDOE notified each local superintendent and the district's central office regarding the upcoming on-site monitoring of selected schools. A standardized interview protocol, document review checklists, and other information collection tools were developed and assigned to each team member. The on-site monitoring design calls for the verification of data reported by the school and district/SAU officials. On-site information from data providers, counselors, administrators, and program staff at the central office (including information managers) was collected, discussed, and organized into a summary report by the MDOE team.

4.4.3 End-User Training

Many states, including Maine, incorporate end-user training workshops to assist school-level data providers and district information managers to understand the extensive codifications and technical jargon not typically used by school personnel. These MeCAS workshops include representatives from MDOE's accountability division who focus on helping school and district personnel understand the relationship between the state's information system and the district's system. Sample workshop activities include estimating AYP scores and using accountability data for school improvement activities. The MDOE continues its efforts in building the capabilities of educators throughout the state.

4.4.4 Internal Audits (IAs)

The passage of NCLB required a number of changes to Maine's assessment and accountability systems. These changes have had limited impact on the accommodations afforded to its students, although in some cases, the new regulations have created more restrictions than

flexibility. As part of its continuous improvement efforts, the MDOE continues to monitor and collect feedback from practitioners on accommodations used for all MeCAS assessments. The agency began its first generation of IA reports focused on the Maine Education Assessment (MEA) accommodations used in the fall of 2006. Later the next year, the MDOE focused on the MHSA accommodations use. In addition, the data are screened/audited in the Title III accountability determination production cycle to ensure that final results are based on data that have been examined for validity.

4.4.4.1 Title III Screening and Third Party Replication

The ACCESS for ELLs[®] screening step requires the raw data file be converted into a format necessary to migrate it into a locally-developed database. Once in the d-base, each data column is reviewed and those considered non-essential to making Title III determinations or diagnostic reports are removed. The data are then extracted and placed into a single Excel workbook. An initial set of auditing questions are assigned, developed, and sent for testing. Simultaneously, selected data elements were used to create “unique” variables according to the business rules articulated in Section 2 of this document. The resulting variables are sent to an external auditor and merged into a master file. The final set of guiding questions are then answered and reported for final disposition by the MDOE. The audit results are reported in the Title III Screening Report in Appendix B.

The Title III replication procedure uses an external evaluator and unique computational formulas. In the actual production process, computational formulas are continuously streamlined, but readily become more complicated. The replication process follows the exact decision logic but uses simplistic formulas to create step-by-step results. These results provide an audit “path” to the final Title III accountability determinations, which reduces the time required to locate discrepancies when the replicated scores do not match the original production results. Further critical decision points (e.g., averaging data, threshold values) are validated prior to replicating results.

4.5 Summary

The final section, *Reporting and Quality Assurance*, provides reporting data in order to answer the question “to what degree” are this year’s accountability scores a reflection of past performance. The series of analytics found in this section summarizes the results around several themes for the expressed purpose of communicating trends and accountability determinations to non-technical audiences. In addition, procedural techniques, such as the data screening process, are noted to communicate how the MDOE has validated the results to ensure accuracy and credibility. Completion of this phase of the Policy-to-Action cycle can only occur once policies have been developed, once business rules and data inputs have been defined, and after the decision logic and production sequence have been implemented. These steps, along with those outlined in this section, enable the State Accountability Manual to provide information to a wide range of end-users.

APPENDICES

Appendix A: 2008 USDE Approval Letter



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Maine Assessment Letter

April 24, 2008

The Honorable Susan A. Gendron
Commissioner
State of Maine Department of Education
23 State House Station
Augusta, Maine 04333-0023

Dear Commissioner Gendron:

I am pleased to approve Maine's standards and assessment system under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). I congratulate you on meeting this important NCLB requirement; an assessment system that produces valid and reliable results is fundamental to a State's accountability system.

My decision is based on input from peer reviewers external to the U.S. Department of Education (the Department) and Department staff who reviewed and carefully considered the evidence submitted by Maine. I have concluded that the evidence demonstrates that Maine's standards and assessment system satisfies the ESEA requirements. Specifically, Maine's system includes academic content and student achievement standards in reading/language arts, mathematics, and science; alternate achievement standards for students with the most significant cognitive disabilities in those subjects; assessments in each of grades 3 through 10 in reading/language arts and mathematics; and alternate assessments in reading/language arts and mathematics.

Accordingly, Maine's system warrants Full Approval with Recommendations. This status means that Maine's standards and assessment system meets all statutory and regulatory requirements for reading/language arts and mathematics. There is, however, one component of the Maine assessment system that we believe could be strengthened. We recommend that Maine continue to examine and strengthen the alignment of its high school assessments (the SAT assessment augmented with additional items) with the Maine academic content standards.

Please be aware that approval of Maine's standards and assessment system under ESEA is not a determination that the system complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. Finally, please remember that, if Maine makes significant changes to its assessment system, the state must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations on your state's approved standards and assessment system under ESEA. I wish you well in your continued efforts to improve student achievement in Maine.

Sincerely,

Kerri L. Briggs, Ph.D.

cc: Governor John Baldacci
Valerie Seaberg

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Last Modified: 04/25/2008

Appendix B: Title III Screening Report

EXECUTIVE SUMMARY

Maine Title III Accountability Critical Variables: Critical Variables include **Primary:** Length of Time in LEP/ELL Program, Date of Enrollment, Title III Status, Tier, FEP 5-6, Composite Overall PL, Comprehension PL, Reading PL, Listening PL, Speaking PL, and Writing PL, and **Secondary:** Ethnicity, Grade, IEP Status, Migrant, and Plan 504. The Critical Variables for school districts, Title III districts, and individual schools with high invalid distributions are listed below.

I. Primary:

- 1. Length of Time in LEP/ELL Program Invalid Distribution:** Results from the audit concluded that there were no Title III invalid cells and only (5) Non-Title III errors in the WIDA data file. However, the audit findings deduced that Title III districts had an abnormal frequency distribution in the Length of Time in LEP/ELL column. For example, Title III schools had **52.36% (1661)** of its students (**3172**) listed as first year students. Of this, Lewiston (**697**), MSAD 60 (**30**), and Scarborough (**52**) all had **100.00%** of their students listed as first year students. Portland (**51.30%**) and South Portland (**24.11%**) each had large ratios of students listed as first year.
- 2. Date First Enrolled Invalid Distribution:** There were **379** invalid cells. Title III schools contained a large portion of these errors (**79.68%**). At the district level, Lewiston had **39.07%** of the errors, and Auburn had **37.75%**. At the Title III school level, Park Avenue had **23.18%**, and Montello had **15.89%** of the errors.
- 3. Title III Status Invalid Distribution:** There were **159** total invalid cells in the Title III Status column. Title III districts contributed to only **27.67%** of this total. Wells Ogunquit contained a significant amount of these errors (**45.45%**).
- 4. Tier Invalid Distribution:** Results from the audit concluded that there were no invalid cells in the WIDA data file.
- 5. FEP 5-6 Invalid Distribution:** Title III districts accounted for **158 (82.72%)** of the total invalid cells (**191**) in the FEP 5-6 column. Portland and Lewiston had most of the errors (**45.57%** and **44.94%**). Lewiston HS had **49 (31.01%)**, and East End Comm. School had **24 (15.19%)** of the **158** errors. Of the total Title III invalid cells (**158**), **31.65% (50)** resulted from students who received a NA in all five of the test cells. The remainder **68.35% (108)** of the Title III invalid cells resulted because students missed at least one, but not all of the five tests. **Fifty-six (51.85%)** of these missed the Comprehension PL test (Portland accounted for **71.43%** and Lewiston for **23.21%**). **Fifty-two (48.15%)** of these missed the Writing PL test (Portland accounted for **63.46%** and Lewiston for **25.00%**). **Forty-three (39.81%)** missed the Listening PL test (Portland accounted for **74.42%** and Lewiston for **25.58%**). The same amount (**43** or **39.81%**) missed the

Speaking PL test (Lewiston accounted for **90.70%**). Finally, **36 (33.33%)** missed the Reading PL test (Portland accounted for **80.56%**).

- 6. Composite Overall PL Invalid Distribution:** In total, the Composite Overall PL variable had **191** invalid entries. Title III districts accounted for **158 (82.72%)** of the total. Portland and Lewiston districts contained the most errors, with **45.57%** and **44.94%** respectively.

- a. Comprehension PL Invalid Distribution:** The State of Maine had **139** errors. Title III schools accounted for **106 (76.26%)** of the invalid cells. Of these, Portland had **(58.49%)** of the errors, and Lewiston had **(31.13%)**. No single school contributed to a majority of the errors.
- b. Listening PL Invalid Distribution:** Title III districts had almost three-fourths (**93**) of the total invalid cells. Portland contributed to a majority of these errors (**58.06%**). Lewiston also had a significant number of the invalid cells (**31**). Lewiston HS had **(23.66%)**, and Deering HS and Portland HS each had **(19.35%)** of the invalid entries.
- c. Reading PL Invalid Distribution:** Title III districts made up **88.66%** of the total invalid cells in the Reading PL column. Portland had a majority of these errors (**59.30%**). Lewiston had **(27.91%)**. Portland HS, Deering HS, and Lewiston HS combined accounted for **(60.46%)** of the Title III school-level errors.
- d. Speaking PL Invalid Distribution:** The State of Maine had **122** total invalid cells. Title III districts had **76.23%**. Lewiston had the largest impact with almost two-thirds of the total Title III errors (**63.44%**). Portland had **27.96%**. At the school-level, Lewiston HS had **45.16%**.
- e. Writing PL Invalid Distribution:** There were **113** total invalid cells in the Writing PL column. Title III districts made up nearly all of these invalids (**90.27%**). Portland contributed to over half (**53.92%**) of the errors. Lewiston made up **32.35%**. The Title III school-level audit concluded that Lewiston HS, Portland HS, and Deering HS combined had a total of **56.87%** of the errors with each school having an almost equal weight.

II. Secondary:

- 7. Ethnicity:** Title III districts accounted for over half (**55.14%**) of the total invalid cells (**107**). Together, Lewiston and Wells Ogunquit combined accounted for **69.49%** of these errors. No single school affected the number of Ethnicity errors.
- 8. Grade Invalid Distribution:** Results from the audit concluded that there were no invalid cells in the WIDA data file.

- 9. IEP Status:** The State of Maine had **180** total invalid cells. Title III districts had **67.22%**. Of the Title III districts, distributions ranged from **37.19%** (Scarborough) to **0.83%** (Portland, MSAD 37, and South Portland). At the Title III school level, Benjamin Wentworth had the most errors (**15.70%**).
- 10. Migrant Invalid Distribution:** The Migrant variable contained **277** errors. Title III districts made up **59.57%** of this total. Of the **165** Title III district invalid cells, Scarborough, Auburn, MSAD 60, and Windham combined accounted for **82.41%**. The largest school contributor (Park Ave ES) only accounted for **15.76%**.
- 11. Plan 504 Invalid Distribution:** The Plan 504 variable contained **480** errors. Title III districts made up **78.13%** of this total (**375**). Auburn had **138 (36.80%)** of these errors, MSAD 24 had **66 (17.60%)**, and Scarborough had **48 (12.80%)**. According to the Title III school-level audit, Park Ave ES had almost one-fourth of the total errors (**88**).

Summary of Findings:

Primary:

Title III districts Portland, Lewiston, and Auburn each contributed to a large number of the invalid cells in various critical variables. Title III schools Portland HS, Lewiston HS, Deering HS, and Park Ave ES also made large impacts on the number of invalid cells. The Tier variable contained no invalid data. There were extremely abnormal distributions noted in the Length of Time in LEP/ELL Program column. Therefore, the Composite Index and Duration dependent variables could not be audited.

Secondary:

The Plan 504 variable contained the most errors (**480**). The Enrollment Date variable also had a large amount of invalid cells (**379**). The Grade variable contained no invalid data.

Maine Title III Post-Audit Process and Results:

The MDOE followed the suggested course of action and amendments to the original WIDA data file were communicated within a thirty day window. Once the updates were made, a more reasonable distribution was noted in the Length of LEP/ELL program column. Overall, the percentage of Title III students categorized as first year (00) students decreased from **52.36% (1661)** pre-audit to **15.16% (481)** post-audit. This resulted in a **37.20%** overall decrease (**1180**) in the data field.

MAINE TITLE III ACCOUNTABILITY

Critical Variable Audit Results

The Critical Variable data validation procedure is outlined in the following steps:

- Create a set of data audit questions for each audited variable as defined in Table 1.
- Define critical dependent variables.
- Download WIDA data file.
- Code worksheet based on variable priority.
- Insert columns next to each critical variable.
- Enter formulas in new columns to analyze if data in cells are valid or invalid.
- Highlight entire worksheet.
- Insert a pivot table in a new tab for each variable.
- Create tables based on overall state, Title III consortia, Title III district, and Title III school level for each variable.
- Sort results in each table to define which subsets of the Title III population contain the most errors.
- Create Critical Variable Audit Summary (Table 2) to depict the overall invalid critical variable distribution, as well as invalid data among Title III districts.
- Interpret findings for each critical variable in a narrative format.

Table 1. Audited Variables

Variable	Description	Type	Acceptable Values	Audited	Comments
State	State name	Text	ME	No	Used for state-level aggregation only
D_Name	District Name	Text	District's name	No	Used for district-level aggregation only
D_Code	District's MEDMS code	Numeric	Four digit code	No	Used for district-level aggregation only
S_Name	School Name	Text	School's name	No	Used for school-level aggregation only
S_Code	School's MEDMS code	Numeric	Four digit code	No	Used for school-level aggregation only
DOB	Date of Birth	Date	YYYY-MM-DD	No	
Gender	Student's gender	Text	M = Male, F = Female	No	
MEDMS_ID	Unique student identifier	Numeric	8 digit number	No	Used for student linking to state's d-base
SAU_ID	District unique student identifier	Numeric			
Grade	Student grade at time of testing	Numeric	3-12	Yes	Report all data for grades, then K-2 student then deleted from the file prior to score production
Cluster	Grade-level cluster for the students	Text	3-5 = 3 6-8 = 6 9-12 = 9 Kindergarten = 0	No	Report all data for grades, then remove any student coded 0 or 1

Variable	Description	Type	Acceptable Values	Audited	Comments
			1-2 = 1		
Tier	Unknown	Text	A, B, C, or – for kindergarten	No	
Ethnicity	Student's ethnicity	Text	A = Asian I = Am. Indian B = Black H = Hispanic C = White M = MultiRacial	Yes	
Lang	Student's native language	Text		No	
Enroll	Date student first enrolled in school	Date	YYYY-MM-DD	No	
Duration	Number of years a student receives ESL educational services in a Maine school district.	Numeric	Two digit number 00 – Less than a year 01 – 1 Year	Yes	Variable used to calculate AMAO I
TitleIII_Flag	Student flag if he receives Title III services	Text	Y = Yes N = No	Yes	Federal reporting for participation rates
Migrant_Flag	Student flag if he is receiving Migrant (Title 1, Part x) services	Text	Y = Yes N = No	Yes	Federal reporting for participation rates
IEP_Flag	Student flag if he is receiving IDEA services	Text	Y = Yes N = No	Yes	Federal reporting for participation rates
CompreScore	Comprehension scale score	Numeric	3 digit values	Yes	NA or other text values not allowed
CompScore	Composite scale score	Numeric	3 digit values	Yes	NA or other text values not allowed
ListeningPL	Listening performance level	Numeric	2 digit, decimal values	No	NA or other text values not allowed
SpeakingPL	Speaking performance level	Numeric	No text values	No	Data file has NT (Not Taken) and NA (Not Attempted), which are removed from the data file and left blank. NOT directly used for Accountability determinations.
ReadingPL	Reading performance level	Numeric	No text values	No	Data file has NT (Not Taken) and NA (Not Attempted), which are removed from the data file and left blank. NOT directly used for Accountability determinations.
WritingPL	Writing	Numeric	No text values	No	Data file has NT (Not Taken) and

Variable	Description	Type	Acceptable Values	Audited	Comments
	performance level				NA (Not Attempted), which are removed from the data file and left blank. NOT directly used for Accountability determinations.
Compre_PL	Comprehension performance level	Numeric	No text values	No	Data file has NT (Not Taken) and NA (Not Attempted), which are removed from the data file and left blank. NOT directly used for Accountability determinations.
Comp_PL	Composite performance level	Numeric	No text values	Yes	
FEP5_6	English proficient	Numeric	0= Non-proficient 1= Proficient 3 = Missing	Yes	
CONCAT	Concatenation	Numeric	See Value Table below	No	
CompIndex	Composite Index	Numeric	Index values have Minimum = 0 Maximum = 200	Yes	
ConsortiaFlag	Consortia membership flag	Numeric	0= non-member 1 = member	Yes	
ConsortiaName	Consortia name	Text			

Table 2. Critical Variable Audit Summary

Critical Variable	Total Invalid	Non-Title III Invalid %	Title III Invalid %	Consortia Invalid %
Composite Index*	N/A	N/A	N/A	N/A
Composite Overall PL	191	17.28% (33)	82.72% (158)	2.62% (5)
Comprehension PL	139	23.74% (33)	76.26% (106)	2.88% (4)
Duration*	N/A	N/A	N/A	N/A
Enrollment Date	379	20.32% (77)	79.68% (302)	17.68% (67)
Ethnicity	107	44.86% (48)	55.14% (59)	33.64% (36)
FEP 5-6	191	17.28% (33)	82.72% (158)	2.62% (5)
Grade	0	0.00% (0)	0.00% (0)	0.00% (0)
IEP Status	180	32.78% (59)	67.22% (121)	53.33% (96)

Critical Variable	Total Invalid	Non-Title III Invalid %	Title III Invalid %	Consortia Invalid %
Length of Time LEP*	5	100.00% (5)	0.00% (0)	0.00% (0)
Listening PL	125	25.60% (32)	74.40% (93)	2.40% (3)
Migrant	277	40.43% (112)	59.57% (165)	45.49% (126)
Plan 504	480	21.88% (105)	78.13% (375)	48.96% (235)
Reading PL	97	11.34% (11)	88.66% (86)	4.12% (4)
Speaking PL	122	23.77% (29)	76.23% (93)	0.82% (1)
Tier	0	0.00% (0)	0.00% (0)	0.00% (0)
Title III Status	159	72.33% (115)	27.67% (44)	22.64% (36)
Writing PL	113	9.73% (11)	90.27% (102)	4.42% (5)

*Could not Composite Index or Duration variables due to distribution errors in the Length of Time in LEP/ELL Program variable.

Audit findings conclude that the State of Maine had several invalid cells in each of the critical variables (see Table 2). There were only two variables that contained no invalid data (Grade and Tier). The Plan 504 variable contained the most errors (480). The Enrollment Date variable also had a large amount of invalid cells (379). Title III districts contributed to over half of the invalid cells for most of the audited critical variables, with the exception of the Grade and Tier variables. Although there were no invalid Title III cells in the Length of Time in LEP column, an unusual number (1661) of Title III students enrolled as first year students (00) was observed. Title III districts Portland, Lewiston, and Auburn each contributed to a large number of the invalid cells in various critical variables. Title III schools Portland HS, Lewiston HS, Deering HS, and Park Ave ES also made large impacts on the number of invalid cells. The Composite Index and Duration dependent variables could not be audited due to the errors in the Length of Time in LEP/ELL Program column.

Composite Overall PL Invalid Distribution

In order to focus on the Composite Overall PL invalid distribution, a column was inserted next to the Composite (Overall) Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Composite Overall PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells for the state, as well as by Title III districts and schools for only the Composite Overall PL variable. The results are described at the Title III district level in Table 3 and at the Title III school level in Table 4.

Table 3. Title III District Invalid Composite Overall PL Distribution

Title III District	Title III School Invalid %
Portland	45.57% (72)
Lewiston	44.94% (71)
Indian Township	5.70% (9)
MSAD 33	2.53% (4)
South Portland	0.63% (1)
MSAD 37	0.63% (1)
Total Title III District Invalid Composite Overall PL	100.00% (158)

Table 4. Title III School Invalid Composite Overall PL Distribution

Title III School	Title III School Invalid %
Lewiston HS	31.01% (49)
East End Comm Scho	15.19% (24)
Portland HS	12.03% (19)
Deering HS	11.39% (18)
Montello	7.59% (12)
Indian Township Sc	5.70% (9)
Riverton ES	5.06% (8)
Lewiston MS	4.43% (7)
Dr Levesque ES	2.53% (4)
Martel	1.27% (2)
Hall ES	0.63% (1)
Reiche ES	0.63% (1)
Clifford ES	0.63% (1)
Thomas J McMahon E	0.63% (1)
Mahoney MS	0.63%

Title III School	Title III School Invalid %
	(1)
Narraguagus HS	0.63% (1)
Total Title III School Invalid Composite Overall PL	100.00% (158)

In total, the Composite Overall PL variable had 191 invalid entries. Title III districts accounted for 82.72% (158) of the total. Portland and Lewiston districts contained the most errors, with 45.57% and 44.94% respectively. South Portland and MSAD 37 contained the least. These two districts contained only a fraction of the total number of errors (1.26% combined). At the school level, Lewiston HS had 31.01% (49) of the invalid cells. Several schools (Hall ES, Reiche ES, Clifford ES, Thomas J. McMahon E, Mahoney MS, and Narraguagus HS) each contained less than one percent of the total invalid cells.

Comprehension PL Invalid Distribution

In order to focus on the Comprehension PL invalid distribution, a column was inserted next to the Comprehension Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Comprehension PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Comprehension PL variable. The results are described at the Title III district level in Table 5 and at the Title III school level in Table 6.

Table 5. Title III District Invalid Comprehension PL Distribution

Title III District	Title III District Invalid %
Portland	58.49% (62)
Lewiston	31.13% (33)
Indian Township	5.66% (6)
MSAD 33	3.77% (4)
South Portland	0.94% (1)
Total Title III District Invalid Comprehension PL	100.00% (106)

Table 6. Title III School Invalid Comprehension PL Distribution

Title III School	Title III School Invalid %
Lewiston HS	21.70% (23)
Portland HS	17.92% (19)
Deering HS	16.98% (18)
East End Comm Scho	14.15% (15)
Riverton ES	6.60% (7)
Indian Township Sc	5.66% (6)
Lewiston MS	4.72% (5)
Montello	3.77% (4)
Dr Levesque ES	3.77% (4)
Clifford ES	0.94% (1)
Mahoney MS	0.94% (1)
Thomas J McMahon E	0.94% (1)
Hall ES	0.94% (1)
Reiche ES	0.94% (1)
Total Title III School Invalid Comprehension PL	100.00% (106)

The State of Maine had 139 errors in the Comprehension PL column. Title III schools accounted for 76.26% (106) of the invalid cells. Of these, Portland had 58.49% of the errors, and Lewiston had 31.13%. South Portland made up less than 1% of the total errors. No single school contributed to a majority of the errors. Lewiston HS, Portland HS, Deering HS, and East End Comm School shared a relatively equal portion of the errors (21.70%, 17.92%, 16.98%, and 14.15%).

Date First Enrolled Invalid Distribution

In order to focus on the Enrollment invalid distribution, a column was inserted next to the Date First Enrolled column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing an invalid date (blank cell, wrong date format, incomplete date, etc.); else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and

schools for only the Enrollment variable. The results are described at the Title III district level in Table 7 and at the Title III school level in Table 8.

Table 7. Title III District Invalid Enrollment Date Distribution

Title III District	Title III District Invalid %
Lewiston	39.07% (118)
Auburn	37.75% (114)
MSAD 60	9.60% (29)
South Portland	5.96% (18)
MSAD 37	1.66% (5)
MSAD 52	1.66% (5)
Augusta	0.99% (3)
Portland	0.99% (3)
Waterville	0.66% (2)
Westbrook	0.66% (2)
Scarborough	0.66% (2)
Biddeford	0.33% (1)
Total Title III District Invalid Enrollment Date	100.00% (302)

Table 8. Title III School Invalid Enrollment Date Distribution

Title III School	Title III School Invalid %
Park Ave ES	23.18% (70)
Montello	15.89% (48)
Edward Little HS	8.94% (27)
Thomas J McMahon E	5.96% (18)
Longley ES	5.96% (18)
Martel	5.30% (16)
Brown ES	4.64% (14)

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Title III School	Title III School Invalid %
Auburn MS	4.30% (13)
Lewiston MS	2.32% (7)
Noble HS	1.99% (6)
Hussey El	1.66% (5)
Hanson School	1.66% (5)
Lewiston HS	1.66% (5)
Lebanon El	1.32% (4)
Noble VI-Berwick V	1.32% (4)
North Berwick ES	0.99% (3)
Skillin ES	0.99% (3)
Pettingill ES	0.99% (3)
Farwell ES	0.99% (3)
Greene Central	0.99% (3)
Cony HS	0.99% (3)
Noble MS	0.66% (2)
Harrington ES	0.66% (2)
Washburn School	0.66% (2)
Westbrook HS	0.66% (2)
Albert S Hall	0.66% (2)
Milbridge ES	0.66% (2)
South Portland HS	0.33% (1)
East Auburn Comm S	0.33% (1)
Turner PS	0.33% (1)
Benjamin Wentworth	0.33% (1)
Narraguagus HS	0.33% (1)
Biddeford PS	0.33%

Title III School	Title III School Invalid %
	(1)
Blue Point	0.33% (1)
Moore MS	0.33% (1)
Deering HS	0.33% (1)
Riverton ES	0.33% (1)
Leavitt	0.33% (1)
Sherwood Heights E	0.33% (1)
Total Title III School Invalid Enrollment Date	100.00% (302)

Three hundred, seventy-nine invalid cells were found in total for the Enrollment Date variable. Title III schools contained a large portion of these errors (79.68%). At the district level, Lewiston had 39.07% of the errors, and Auburn had 37.75%. The remaining 10 districts contained a small amount of the total errors. At the Title III school level, Park Avenue ES had the largest amount of invalid cells (23.18%). Montello had 15.89% of the errors. The remaining 184 invalid cells were distributed among 37 schools.

Ethnicity Invalid Distribution

In order to focus on the Ethnicity invalid distribution, a column was inserted next to the Ethnicity column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either A, I, B, H, C, or M; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Ethnicity variable. The results are described at the Title III district level in Table 9 and at the Title III school level in Table 10.

Table 9. Title III District Invalid Ethnicity Distribution

Title III District	Title III District Invalid %
Lewiston	35.59% (21)
Wells Ogunquit	33.90% (20)
MSAD 24	6.78% (4)
Westbrook	5.08% (3)
Waterville	5.08%

Title III District	Title III District Invalid %
	(3)
MSAD 37	3.39% (2)
Portland	3.39% (2)
Scarborough	1.69% (1)
Augusta	1.69% (1)
South Portland	1.69% (1)
MSAD 52	1.69% (1)
Total Title III District Invalid Ethnicity	100.00% (59)

Table 10. Title III School Invalid Ethnicity Distribution

Title III School	Title III School Invalid %
Well ES	16.95% (10)
Montello	15.25% (9)
Lewiston HS	13.56% (8)
Wells JHS	10.17% (6)
Wells HS	6.78% (4)
Westbrook HS	5.08% (3)
Van Buren District	3.39% (2)
George J Mitchell	3.39% (2)
Gateway ES	3.39% (2)
Farwell ES	1.69% (1)
Narraguagus HS	1.69% (1)
Moore MS	1.69% (1)
Thomas J McMahon E	1.69% (1)
South Portland HS	1.69% (1)

Title III School	Title III School Invalid %
Hodgkins MS	1.69% (1)
Leavitt	1.69% (1)
Cherryfield ES	1.69% (1)
Deering HS	1.69% (1)
Blue Point	1.69% (1)
Longley ES	1.69% (1)
Albert S Hall	1.69% (1)
Lewiston MS	1.69% (1)
Total Title III School Invalid Ethnicity	100.00% (59)

Title III districts accounted for over half (55.14%) of the total invalid cells (107) in the Ethnicity column. Together, Lewiston and Wells Ogunquit combined accounted for 69.49% of these errors. The remainder of the districts had much smaller effects on the total number of errors. No single school materially affected the number of Ethnicity errors; twenty-two schools ranged from 16.95% (10) to 1.69% (1) of the invalid cells.

FEP 5-6 Invalid Distribution

In order to focus on the FEP 5-6 invalid distribution, a column was inserted next to the FEP 5-6 column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either a 0 or a 1; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the FEP 5-6 variable. The results are described at the Title III district level in Table 11 and at the Title III school level in Table 12.

Table 11. Title III District Invalid FEP 5-6 Distribution

Title III District	Title III District Invalid %
Portland	45.57% (72)
Lewiston	44.94% (71)
Indian Township	5.70% (9)

Title III District	Title III District Invalid %
MSAD 33	2.53% (4)
South Portland	0.63% (1)
MSAD 37	0.63% (1)
Total Title III District Invalid FEP 5-6	100.00% (158)

Table 12. Title III School Invalid FEP 5-6 Distribution

Title III School	Title III School Invalid %
Lewiston HS	31.01% (49)
East End Comm Scho	15.19% (24)
Portland HS	12.03% (19)
Deering HS	11.39% (18)
Montello	7.59% (12)
Indian Township Sc	5.70% (9)
Riverton ES	5.06% (8)
Lewiston MS	4.43% (7)
Dr Levesque ES	2.53% (4)
Martel	1.27% (2)
Hall ES	0.63% (1)
Reiche ES	0.63% (1)
Clifford ES	0.63% (1)
Thomas J McMahon E	0.63% (1)
Mahoney MS	0.63% (1)
Narraguagus HS	0.63% (1)
Total Title III School Invalid FEP 5-6	100.00% (158)

Title III districts accounted for 82.72% of the total invalid cells (191) in the FEP 5-6 column. Portland and Lewiston had most of the errors (45.57% and 44.94%). The remainder of the districts had much smaller effects on the total number of errors. At the school level, Lewiston HS had 31.01% (49), and East End Comm School had 15.19% (24) of the total 158 errors. No other single school materially affected the number of FEP 5-6 errors.

Grade Invalid Distribution

In order to focus on the Grade invalid distribution, a column was inserted next to the Grade column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing a number from 00-12; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Grade variable. Results from the audit concluded that there were no invalid cells in the WIDA data file.

Table 13. Grade Distribution

Grade Invalid/Valid	%
Invalid	0.00% (0)
Valid	100.00% (4021)
Total	100.00% (4021)

*No blank or invalid grades reported.

IEP Status Invalid Distribution

In order to focus on the IEP Status invalid distribution, a column was inserted next to the IEP Status column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either a Y or N; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the IEP Status variable. The results are described at the Title III district level in Table 14 and at the Title III school level in Table 15.

Table 14. Title III District Invalid IEP Status Distribution

Title III District	Title III District Invalid %
Scarborough	37.19% (45)

Title III District	Title III District Invalid %
Windham	20.66% (25)
MSAD 60	19.83% (24)
Lewiston	14.05% (17)
Auburn	5.79% (7)
Portland	0.83% (1)
MSAD 37	0.83% (1)
South Portland	0.83% (1)
Total Title III District Invalid IEP Status	100.00% (121)

Table 15. Title III School Invalid IEP Status Distribution

Title III School	Title III School Invalid %
Benjamin Wentworth	15.70% (19)
Windham PS	9.92% (12)
Montello	9.09% (11)
Scarborough MS	4.96% (6)
Scarborough HS	4.96% (6)
Noble HS	4.96% (6)
Windham MS	4.96% (6)
Pleasant Hill	4.13% (5)
Park Ave ES	4.13% (5)
Manchester School	4.13% (5)
Eight Corners ES	4.13% (5)
Hussey El	3.31% (4)
Lebanon El	3.31% (4)
Noble VI-Berwick V	3.31% (4)
Blue Point	3.31% (4)

Title III School	Title III School Invalid %
Longley ES	3.31% (4)
North Berwick ES	2.48% (3)
Thomas J McMahon E	1.65% (2)
Windham HS	1.65% (2)
Hanson School	1.65% (2)
Sherwood Heights E	0.83% (1)
Mahoney MS	0.83% (1)
Noble MS	0.83% (1)
Moore MS	0.83% (1)
Auburn MS	0.83% (1)
Narraguagus HS	0.83% (1)
Total Title III School Invalid IEP Status	100.00% (121)

The State of Maine had 180 total invalid cells in the IEP Status column. Title III districts accounted for over two-thirds of these errors (67.22%). These errors were evenly distributed among the districts, with percentages ranging from 37.19% (Scarborough) to 0.83% (Portland, MSAD 37, and South Portland). According to the school-level audit, Benjamin Wentworth had the most errors (15.70%). The errors were evenly distributed (from 15.70% to 0.83%) among 26 schools.

Length of Time in LEP/ELL Program Invalid Distribution

In order to focus on the Length of Time in LEP/ELL Program invalid distribution, a column was inserted next to the Length of Time in LEP/ELL Program column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing a number from 00-14; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Length of Time in LEP/ELL variable. Results from the audit concluded that there were no Title III invalid cells in the WIDA data file. The distribution is illustrated in Table 16.

Table 16. Title III School Invalid Length of Time in LEP Status Distribution

Length of Time in LEP	Total Invalid Length of Time in LEP
Non-Title III	100.00% (5)
Title III	0.00% (0)
Total Invalid Length of Time in LEP	100.00% (5)

*No Title III blank or invalid cells reported.

Although there were only 5 cells that had invalid lengths of time in the LEP program column, the data distribution of the cells across the various lengths was unevenly presented. Upon completion of a frequency distribution pivot table, data findings concluded that 52.36% (1661) of the total cells (3172) had students categorized as first year students (00). The Title III district distribution is presented in Table 17 below:

Table 17. Title III District Length of Time in LEP Students as First-Year (00) Distribution

Title III District	Title III District Invalid %
Portland	42.81% (711)
Lewiston	41.96% (697)
Scarborough	3.13% (52)
Auburn	2.47% (41)
South Portland	2.05% (34)
MSAD 60	1.81% (30)
Westbrook	1.26% (21)
Indian Township	0.78% (13)
Windham	0.72% (12)
Saco (Union 7)	0.66% (11)
Sanford	0.60% (10)
MSAD 52	0.42% (7)
MSAD 37	0.42% (7)
Augusta	0.30% (5)
Waterville	0.24% (4)
Biddeford	0.24% (4)

Title III District	Title III District Invalid %
MSAD 71	0.06% (1)
Wells Ogunquit	0.06% (1)
MSAD 24	0.00% (0)
MSAD 33	0.00% (0)
Total Title III District Length of Time in LEP Students as First-Year (00) Distribution	100.00% (1661)

Listening PL Invalid Distribution

In order to focus on the Listening PL invalid distribution, a column was inserted next to the Listening Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Listening PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Listening PL variable. The results are described at the Title III district level in Table 18 and at the Title III school level in Table 19.

Table 18. Title III District Invalid Listening PL Distribution

Title III District	Title III District Invalid %
Portland	58.06% (54)
Lewiston	33.33% (31)
Indian Township	4.30% (4)
MSAD 33	4.30% (4)
Total Title III District Invalid Listening PL	100.00% (93)

Table 19. Title III School Invalid Listening PL Distribution

Title III School	Title III School Invalid %
Lewiston HS	23.66% (22)
Deering HS	19.35% (18)
Portland HS	19.35% (18)
East End Comm Scho	10.75%

Title III School	Title III School Invalid %
	(10)
Riverton ES	6.45% (6)
Lewiston MS	5.38% (5)
Dr Levesque ES	4.30% (4)
Indian Township Sc	4.30% (4)
Montello	3.23% (3)
Hall ES	1.08% (1)
Thomas J McMahon E	1.08% (1)
Reiche ES	1.08% (1)
Total Title III School Invalid Listening PL	100.00% (93)

Title III districts had almost three-fourths (93) of the total invalid Listening PL cells. Portland contributed to a majority of these errors (58.06%). Lewiston also had a significant number of the invalid cells (31). At the Title III school level, Lewiston HS, Deering HS, and Portland HS all contributed to a large portion of the errors, with Lewiston HS having 23.66% and Deering HS and Portland HS each having 19.35% of the invalid entires.

Migrant Invalid Distribution

In order to focus on the Migrant invalid distribution, a column was inserted next to the Migrant column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either a Y or N; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Migrant variable. The results are described at the Title III district level in Table 20 and at the Title III school level in Table 21.

Table 20. Title III District Invalid Migrant Distribution

Title III District	Title III District Invalid %
Scarborough	28.48% (47)
Auburn	19.39% (32)
MSAD 60	18.18% (30)
Windham	16.36% (27)

Title III District	Title III District Invalid %
Wells Ogunquit	12.12% (20)
Lewiston	3.03% (5)
Portland	1.21% (2)
MSAD 37	0.61% (1)
Westbrook	0.61% (1)
Total Title III District Invalid Migrant	100.00% (165)

Table 21. Title III School Invalid Migrant Distribution

Title III School	Title III School Invalid %
Park Ave ES	15.76% (26)
Benjamin Wentworth	12.73% (21)
Windham PS	7.27% (12)
Well ES	6.06% (10)
Windham MS	4.24% (7)
Wells JHS	3.64% (6)
Scarborough MS	3.64% (6)
Scarborough HS	3.64% (6)
Manchester School	3.64% (6)
Noble HS	3.64% (6)
Hussey El	3.03% (5)
Pleasant Hill	3.03% (5)
Longley ES	3.03% (5)
Eight Corners ES	3.03% (5)
Hanson School	3.03% (5)
Noble VI-Berwick V	3.03% (5)
Blue Point	2.42%

Title III School	Title III School Invalid %
	(4)
Lebanon El	2.42% (4)
Wells HS	2.42% (4)
North Berwick ES	1.82% (3)
Windham HS	1.21% (2)
Edward Little HS	1.21% (2)
Sherwood Heights E	1.21% (2)
Noble MS	1.21% (2)
Moore MS	0.61% (1)
Walton School	0.61% (1)
Deering HS	0.61% (1)
Prides Corner	0.61% (1)
Auburn MS	0.61% (1)
Cherryfield ES	0.61% (1)
Total Title III School Invalid Migrant	100.00% (165)

The Migrant variable contained a total of 277 errors. Title III districts made up 59.57% of this total. Of the 165 Title III district invalid cells, Scarborough, Auburn, MSAD 60, and Windham combined accounted for 82.41%. Errors were distributed randomly among several Title III schools, with the largest contributor (Park Ave ES) only accounting for 15.76%.

Plan 504 Invalid Distribution

In order to focus on the Plan 504 invalid distribution, a column was inserted next to the Plan 504 column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either a Y or N; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Plan 504 variable. The results are described at the Title III district level in Table 22 and at the Title III school level in Table 23.

Table 22. Title III District Invalid Plan 504 Distribution

Title III District	Title III District Invalid %
--------------------	------------------------------

Title III District	Title III District Invalid %
Auburn	36.80% (138)
MSAD 24	17.60% (66)
Scarborough	12.80% (48)
Augusta	11.73% (44)
MSAD 60	7.73% (29)
Windham	7.20% (27)
Wells Ogunquit	5.33% (20)
Lewiston	0.53% (2)
South Portland	0.27% (1)
Total Title III District Invalid Plan 504	100.00% (375)

Table 23. Title III School Invalid Plan 504 Distribution

Title III School	Title III School Invalid %
Park Ave ES	23.47% (88)
Gateway ES	13.87% (52)
Edward Little HS	8.00% (30)
Farrington ES	5.87% (22)
Benjamin Wentworth	5.60% (21)
Cony HS	4.27% (16)
Van Buren District	3.73% (14)
Auburn MS	3.47% (13)
Windham PS	3.20% (12)
Well ES	2.67% (10)
Windham MS	1.87% (7)
Wells JHS	1.60% (6)
Scarborough MS	1.60% (6)

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Title III School	Title III School Invalid %
Scarborough HS	1.60% (6)
Manchester School	1.60% (6)
Noble HS	1.60% (6)
Hanson School	1.33% (5)
Hussey El	1.33% (5)
Hodgkins MS	1.33% (5)
Blue Point	1.33% (5)
Eight Corners ES	1.33% (5)
Pleasant Hill	1.33% (5)
Lebanon El	1.07% (4)
Wells HS	1.07% (4)
Noble VI-Berwick V	1.07% (4)
North Berwick ES	0.80% (3)
Sherwood Heights E	0.80% (3)
Windham HS	0.53% (2)
Noble MS	0.53% (2)
Washburn School	0.53% (2)
Montello	0.53% (2)
East Auburn Comm S	0.27% (1)
Mahoney MS	0.27% (1)
Lincoln School	0.27% (1)
Walton School	0.27% (1)
Total Title III School Invalid Plan 504	100.00% (375)

The Plan 504 variable contained a total of 480 errors. Title III districts made up 78.13% of this total (375). Auburn had 138 (36.80%) of these errors, MSAD had 66 (17.60%), and Scarborough had 48 (12.80%). According to the Title III school-level audit, Park Ave ES had

almost one-fourth of the total errors (88). The remaining invalid cells were distributed among several schools.

Reading PL Invalid Distribution

In order to focus on the Reading PL invalid distribution, a column was inserted next to the Reading Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Reading PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Reading PL variable. The results are described at the Title III district level in Table 24 and at the Title III school level in Table 25.

Table 24. Title III District Invalid Reading PL Distribution

Title III District	Title III District Invalid %
Portland	59.30% (51)
Lewiston	27.91% (24)
Indian Township	6.98% (6)
MSAD 33	4.65% (4)
South Portland	1.16% (1)
Total Title III District Invalid Reading PL	100.00% (86)

Table 25. Title III School Invalid Reading PL Distribution

Title III School	Title III School Invalid %
Portland HS	22.09% (19)
Deering HS	20.93% (18)
Lewiston HS	17.44% (15)
Riverton ES	8.14% (7)
Indian Township Sc	6.98% (6)
East End Comm Scho	6.98% (6)
Dr Levesque ES	4.65% (4)
Montello	4.65% (4)

Title III School	Title III School Invalid %
Lewiston MS	4.65% (4)
Thomas J McMahon E	1.16% (1)
Clifford ES	1.16% (1)
Mahoney MS	1.16% (1)
Total Title III School Invalid Reading PL	100.00% (86)

Title III districts made up 88.66% of the total invalid cells in the Reading PL column. Portland had a majority of these errors (59.30%). Lewiston had 27.91%. Portland HS, Deering HS, and Lewiston HS accounted for 60.46% of the Title III school-level errors. The remaining errors were randomly distributed among nine Title III schools.

Speaking PL Invalid Distribution

In order to focus on the Speaking PL invalid distribution, a column was inserted next to the Speaking Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Speaking PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Speaking PL variable. The results are described at the Title III district level in Table 26 and at the Title III school level in Table 27.

Table 26. Title III District Invalid Speaking PL Distribution

Title III District	Title III District Invalid %
Lewiston	63.44% (59)
Portland	27.96% (26)
Indian Township	4.30% (4)
MSAD 33	4.30% (4)
Total Title III District Invalid Speaking PL	100.00% (93)

Table 27. Title III School Invalid Speaking PL Distribution

Title III School	Title III School Invalid %
Lewiston HS	45.16% (42)
Deering HS	19.35% (18)
Montello	9.68% (9)
Lewiston MS	5.38% (5)
Dr Levesque ES	4.30% (4)
Portland HS	4.30% (4)
Indian Township Sc	4.30% (4)
East End Comm Scho	3.23% (3)
Martel	2.15% (2)
Thomas J McMahon E	1.08% (1)
Riverton ES	1.08% (1)
Total Title III School Invalid Speaking PL	100.00% (93)

The State of Maine had 122 total invalid cells in the Speaking PL column. Title III districts accounted for over three-fourths of these errors (76.23%). Lewiston had the largest impact with almost two-thirds of the total Title III errors (63.44%). Portland had the second largest impact (27.96%). Lewiston HS carried the most weight according to the Title III school-level audit. It had almost half (45.16%) of the total Speaking PL errors.

Tier Invalid Distribution

In order to focus on the Tier invalid distribution, a column was inserted next to the Tier column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either A, B, C, or -; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Tier variable. Results from the audit concluded that there were no invalid cells in the WIDA data file.

Table 28. Tier Distribution

Tier Invalid/Valid	%
Invalid	0.00% (0)
Valid	100.00% (4021)
Total	100.00% (4021)

*No blank or invalid tiers reported.

Title III Status Invalid Distribution

In order to focus on the Title III Status invalid distribution, a column was inserted next to the Title III Status column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell not containing either a Y or N; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Title III Status variable. The results are described at the Title III district level in Table 29 and at the Title III school level in Table 30.

Table 29. Title III District Invalid Title III Status Distribution

Title III District	Title III District Invalid %
Wells Ogunquit	45.45% (20)
MSAD 60	22.73% (10)
MSAD 33	11.36% (5)
Westbrook	6.82% (3)
MSAD 37	6.82% (3)
Portland	4.55% (2)
Auburn	2.27% (1)
Total Title III District Invalid Title III Status	100.00% (44)

Table 30. Title III School Invalid Title III Status Distribution

Title III School	Title III School Invalid %
Well ES	22.73% (10)
Wells JHS	13.64% (6)
Dr Levesque ES	11.36% (5)

Title III School	Title III School Invalid %
Wells HS	9.09% (4)
Narraguagus HS	6.82% (3)
Noble VI-Berwick V	4.55% (2)
North Berwick ES	4.55% (2)
Hussey El	4.55% (2)
Hanson School	4.55% (2)
Westbrook HS	4.55% (2)
Prides Corner	2.27% (1)
Moore MS	2.27% (1)
Walton School	2.27% (1)
Noble HS	2.27% (1)
Deering HS	2.27% (1)
Noble MS	2.27% (1)
Total Title III School Invalid Title III Status	100.00% (44)

There were 159 total invalid cells in the Title III Status column. Title III districts contributed to only 27.67% of this total. Wells Ogunquit contained a significant amount of these errors (45.45%). Other errors were randomly distributed among six other Title III districts. At the school-level, no single school had an extremely large impact. Sixteen schools contained a range from 10 to 1 of the total Title III school errors.

Writing PL Invalid Distribution

In order to focus on the Writing PL invalid distribution, a column was inserted next to the Writing Proficiency Level column in the WIDA data file. A formula was written in the new column that would return the word **Invalid** for any cell containing text, else the word **Valid** was returned. Most of the Invalid cells contained the letters NA as the Writing PL value. Once the formulas were written, the WIDA data file was selected. A pivot table was inserted in the same workbook to analyze the distribution of Invalid cells among the state, as well as by Title III districts and schools for only the Writing PL variable. The results are described at the Title III district level in Table 31 and at the Title III school level in Table 32.

Table 31. Title III District Invalid Writing PL Distribution

Title III District	Title III District Invalid %
Portland	53.92% (55)
Lewiston	32.35% (33)
Indian Township	7.84% (8)
MSAD 33	3.92% (4)
South Portland	0.98% (1)
MSAD 37	0.98% (1)
Total Title III District Invalid Writing PL	100.00% (102)

Table 32. Title III School Invalid Writing PL Distribution

Title III School	Title III School Invalid %
Lewiston HS	20.59% (21)
Portland HS	18.63% (19)
Deering HS	17.65% (18)
East End Comm Scho	8.82% (9)
Riverton ES	7.84% (8)
Indian Township Sc	7.84% (8)
Lewiston MS	5.88% (6)
Montello	4.90% (5)
Dr Levesque ES	3.92% (4)
Reiche ES	0.98% (1)
Narraguagus HS	0.98% (1)
Thomas J McMahon E	0.98% (1)
Mahoney MS	0.98% (1)
Total Title III School Invalid Writing PL	100.00% (102)

There were 113 total invalid cells in the Writing PL column. Title III districts made up nearly all of these invalids (90.27%). Portland contributed to over half (53.92%) of the Writing PL errors. Lewiston made up 32.35%. The Title III school-level audit concluded that Lewiston HS, Portland HS, and Deering HS contained 56.87% of the total errors with each school having an almost equal weight. The remaining invalid data were distributed among 10 other Title III schools.

Less Critical Variable Audit Process

Once the critical variables were audited and reported, the less critical variables were analyzed. Columns were inserted next to each of the less critical variable columns in the WIDA data file. Formulas were written in the new columns that would return the word **Invalid** for any cell that did not contain a Y or N; else the word **Valid** was returned. Once the formulas were written, the WIDA data file was selected. Pivot tables were inserted in the same workbook to analyze the distribution of Invalid cells among non-Title III and Title III districts. The results are summarized in Table 33.

Table 33. Less Critical Variable Audit Summary

Less Critical Variable	Total Invalid	Non-Title III Invalid %	Title III Invalid %
BR	1343	16.90% (227)	83.10% (1116)
CA	1344	16.89% (227)	83.11% (1117)
CAT	1224	8.52% (108)	88.01% (1116)
CBE	1285	11.60% (149)	88.40% (1136)
DBE	1266	11.83% (150)	88.01% (1116)
HLA	1156	12.98% (150)	87.02% (1006)
IS	1210	9.26% (112)	90.74% (1098)
LP	1343	16.90% (227)	83.10% (1116)
LV	1343	16.90% (227)	83.10% (1116)
MT	1343	16.90% (227)	83.10% (1116)
NA	1336	12.95% (173)	87.05% (1163)
NAS	1268	11.91% (151)	88.09% (1117)
OA	1342	16.77% (225)	83.23% (1117)
PO	1233	9.41% (116)	90.59% (1117)
POE	1204	5.98% (72)	94.02% (1132)

Less Critical Variable	Total Invalid	Non-Title III Invalid %	Title III Invalid %
PR	1268	11.99% (152)	88.01% (1116)
SB	1341	16.70% (224)	83.30% (1117)
SC	1273	12.18% (155)	87.82% (1118)
SEI	1249	9.05% (113)	90.95% (1136)
SEN	1247	11.55% (144)	88.45% (1103)
SS	1342	16.92% (227)	83.08% (1115)
TBI	1265	11.78% (149)	88.22% (1116)
TWI	1265	11.75% (149)	88.01% (1116)

Maine Title III Post-Audit Process and Results: Audit findings were communicated to MDOE and the following recommended course of action to correct the most crucial variable (Length of Time in LEP/ELL Program) was presented:

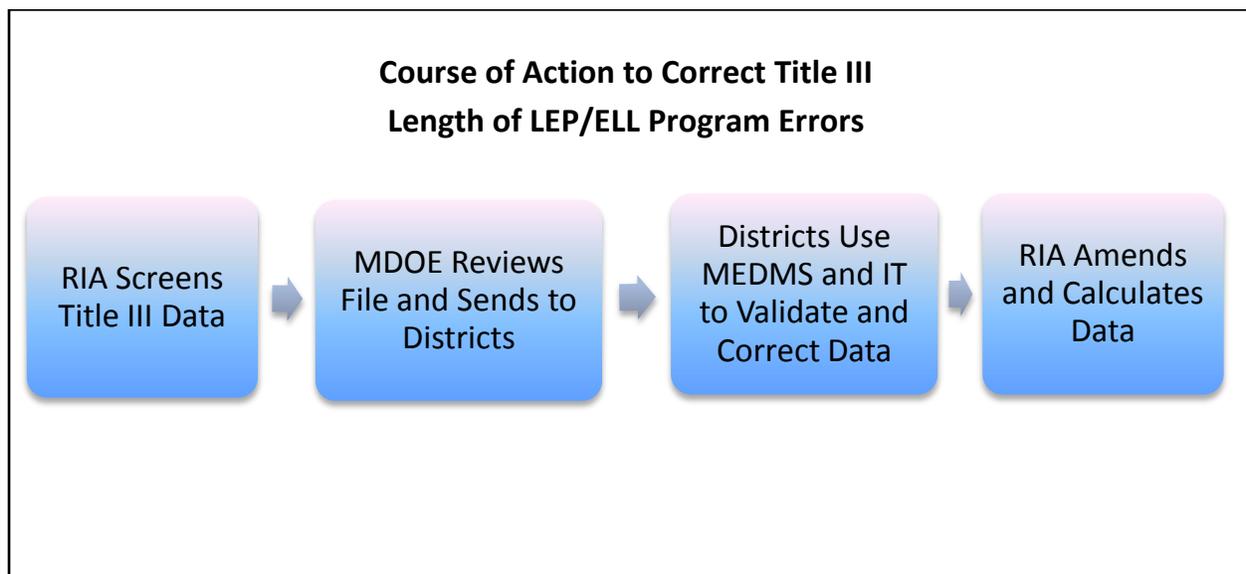


Figure 1. *Course of Action – Title III Length of LEP/ELL Program Errors*

The MDOE followed the suggested course of action and amendments to the original WIDA data file were communicated within a thirty day window. Once the updates were made, a more reasonable distribution was noted in the Length of LEP/ELL program column. Table 34 illustrates the revised distribution among Title III districts. Overall, the percentage of Title III

students categorized as first year (00) students decreased from 52.36% (1661) pre-audit to 15.16% (481) post-audit. This resulted in a 37.20% overall decrease (1180) in the data field.

Table 34. Title III District Length of Time in LEP Students as First-Year (00) Post-Audit Distribution

Title III District	Original 00 Count	Post-Audit 00 Count	Post-Audit Change in 00 Count
Auburn	41	35	-6
Augusta	5	4	-1
Biddeford	4	4	0
Indian Township	13	13	0
Lewiston	697	85	-612
MSAD 24	0	0	0
MSAD 33	0	0	0
MSAD 37	7	4	-3
MSAD 52	7	7	0
MSAD 60	30	7	-23
MSAD 71	1	1	0
Portland	711	242	-469
Saco (Union 7)	11	11	0
Sanford	10	10	0
Scarborough	52	3	-49
South Portland	34	20	-14
Waterville	4	4	0
Wells Ogunquit	1	0	-1
Westbrook	21	20	-1
Windham	12	11	-1
Total Title III District Length of Time in LEP Students as First-Year (00) Distribution	1661	481	-1180

Appendix C: Title III Compliance Letter



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT,
AND ACADEMIC ACHIEVEMENT FOR LIMITED ENGLISH PROFICIENT STUDENTS

May 30, 2008

Honorable Susan A. Gendron
State of Maine Department of Education
23 State House Station
Augusta, Maine 04333

Dear Commissioner Gendron:

Thank you for your submission of evidence regarding the corrective actions Maine has taken to address the compliance issues identified in the Attachment T Special Conditions document issued with the State's 2007 Title III, Part A grant award.

According to the evidence submitted by your State:

- Maine has made annual measurable achievement objective (AMAO) determinations for the 2003-2004, 2004-05, and 2005-2006 school years. For the 2003-04 school year, the State made AMAO determinations using AMAO 3 - adequate yearly progress for the LEP subgroup. For the 2004-05 school year, the State made AMAO determinations using AMAO 2 - English language proficiency and AMAO 3 - adequate yearly progress for the LEP subgroup. For the 2005-06 school year, Maine made AMAO determinations using all three AMAOs.
- Maine has notified its Title III local educational agencies (LEAs) and through its LEAs, notified parents of current LEP/Title III students of the State's failure to make accurate AMAO determinations for the 2003-04, 2004-05, and 2005-06 school years. Maine also submitted evidence in its December 28, 2007 Consolidated State Performance Report that it made AMAO determinations for the 2006-07 school year. Finally, Maine has assured the Department that all required AMAO determinations will be made in future years.
- Maine has submitted all required data for the Consolidated State Performance Report reflecting revised AMAO determinations for the 2003-04, 2004-2005, and 2005-06 school years. The Department recognizes that, based on the corrective actions, it was not possible to submit some data elements for previous years.

Thank you for your attention to these matters and for the timely completion of your State's Title III corrective action plan. We appreciate your continued efforts to ensure a high-quality Title III program to address the needs of limited English proficient (LEP) students in your State.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard L. Smith".

Richard L. Smith

Acting Assistant Deputy Secretary

cc: Nancy Mullins, Director, ESL/Bilingual Programs

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www.ed.gov

Appendix D: ARC Tracking Sheet

Appendix X: ARC Tracking Sheet (Example)

Appeal # _____

School Code	School-SAU Name	School Improvement Status		Date
Title I School		<input type="checkbox"/> None <input type="checkbox"/> Monitor <input type="checkbox"/> CIPS I	<input type="checkbox"/> CIPS II <input type="checkbox"/> CIPS III <input type="checkbox"/> CIPS IV	
Issue Type (Data, Computational, Other) <input type="checkbox"/> Participation rate <input type="checkbox"/> Proficiency rate <input type="checkbox"/> Average Daily Attendance <input type="checkbox"/> Graduation rate <input type="checkbox"/> AMAO I (for Title III) <input type="checkbox"/> AMAO II (for Title III)		Supporting Data/Information 		
Do Not Write Below This Line				
Validated Who: When: How: Number of Students Impacted:		Recommendation 		
Final Disposition 		Current AYP Status: _____ Amended AYP Status: _____ Technical Assistance Priority: _____		

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