Local Assessment System Implementation Study (2003-2004):

Technical Report

Maine Department of Education

August 2004

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DEPARTMENT OF EDUCATION
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JOHN ELIAS BALDACCI
GOVERNOR

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COMMISSIONER

September 10, 2004

Dear Maine Educator:

In the spring of 2003, my Policy and Technical Advisory Committees for the Comprehensive Assessment System recommended that the Department conduct a Local Assessment System Implementation Study to see how a diverse sample of school administrative units (SAUs) were responding to the demands of Local Assessment System (LAS) development. Led by a strong research group, the design was completed and SAUs were selected.

I am pleased to provide you with a copy of the *Local Assessment System Implementation Study (2003-2004): Technical Report* that includes the results of our 2003-2004 study that examined the actions taken by these 18 school districts in response to the challenges of developing a LAS using the principles and criteria set forth in the *Local Assessment System (LAS) Guide* distributed to school districts in June, 2003.

The report is organized into three parts: Part I is the Introduction, Part II the Results, and Part 3 the Implications. The report details the rationale for our study, the methodology we used, an analysis of the results, and the Maine Department of Education (MDOE) actions based on the implications of the study.

The results are intended to enhance our understanding by examining the actual experiences of school administrative units as they engage in developing and implementing Local Assessment Systems. As an outcome, the MDOE will be better prepared to assist local school districts with this work. The report concludes with the implications of the study and the actions that the MDOE will take to respond to these implications.

Special thanks go the 18 school administrative units whose teams of educators contributed significantly to our collective learning about LAS development and implementation, and to the research team, led by Dr. Ted Coladarci, who guided the work.

Sincerely,

Susan A. Gendron, Commissioner

PART I: INTRODUCTION AND METHOD

When the Maine State Legislature established the *Learning Results* in 1996, it stipulated that student achievement of these standards was to be measured by a combination of state and local assessments. The latter component gave rise to the notion of "local assessment system" (LAS), which, the Maine Educational Assessment notwithstanding, is the dominant approach in Maine for assessing student achievement in the present climate of standards-based education. In such an approach, the emphasis is on locally developed (or locally selected) assessments that are curriculum-embedded and provide students with multiple opportunities to demonstrate achievement. Further, these assessments are to be of sufficient quality to yield results that can inform teaching and learning, hold school administrative units (SAUs) accountable, and certify students' achievement of the *Learning Results*.[1]

Although not unique, Maine is one of the few states (Nebraska also comes to mind) to hold local assessment in such high regard. But the corresponding challenge is that there are no proven models for carrying out this work. The Maine Department of Education (MDOE) has provided guidance along the way, as can be seen in such documents as *Measured Measures: Technical Considerations for Developing a Local Assessment System,*[2] *LAS Guide: Principles and Criteria for the Adoption of Local Assessment Systems,*[3] and most recently, *Considering Consistency: Conceptual and Procedural Guidance for Reliability in a Local Assessment*

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[1] See Chapter 127, Section 4, of the Department's regulations governing Instructional Programs, Assessment, and Diploma Requirements (ftp://ftp.state.me.us/pub/sos/cec/rcn/apa/05/071/071c127.doc)

[2] Coladarci, T., Johnson, J. L., Beaudry, J., Cormier, M., Ervin, R., Rosenblum, J. M., & Silvernail, D. L. (2000). *Measured Measures: Technical Considerations for Developing a Local Assessment System*. Augusta, ME: Maine Department of Education. (http://www.state.me.us/education/g2000/measured.pdf)

[3] Maine Department of Education (2003). *LAS Guide: Principles and Criteria for the Adoption of Local Assessment Systems*. Augusta: Author. (ftp://ftp.state.me.us/pub/sos/cec/rcn/apa/05/071/071c127.doc)

System.[4] Nevertheless, the nature and demands of LAS work take on increasingly greater clarity

as SAUs engage in this important effort. Although it would be inaccurate to say that we are

"making it up as we go along," it is true that we are learning more and more about this

undertaking as we proceed. As acknowledged in the introduction of the *LAS Guide*, it therefore

is important that we have "periodic pauses for reflection and adjustment" (p. 1). The LAS

implementation study is just such a pause.

The recommendation that the MDOE conduct a LAS implementation study was made in

spring 2003 by the Policy Advisory Committee and Technical Advisory Committee, which held

a joint meeting to discuss the principles and criteria that ultimately were incorporated into the

LAS Guide. Why conduct such a study? In short, it is to see how a diverse sample of SAUs are

responding to the challenges of LAS development. What aspects of LAS development seem to

be going well for these SAUs? What "boosters" are perceived—i.e., those circumstances,

resources, or events that are believed to facilitate the LAS development process? What

"barriers" are perceived—i.e., those circumstances, resources, or events that are believed to

impede progress in LAS development? By understanding the actual experiences of SAUs as

they engage in the important work of LAS development, the MDOE is better positioned to help

all SAUs build capacity in this regard and, ultimately, to help SAUs move toward the realization

of the *Learning Results*.

LASIS research group

The MDOE assembled a research group in July 2003 to design the local assessment

system implementation study, or LASIS, as it quickly came to be known. The initial LASIS

group comprised Patrick Phillips, Pam Rolfe, and Tom Keller (MDOE); Jill Rosenblum (Maine

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[4] Maine Department of Education (2003). *Considering Consistency: Conceptual and Procedural Guidance for Reliability in a Local Assessment System.* Augusta: Author.

Mathematics and Science Alliance); Walt Harris and Lori Smith (UMaine Center for Research and Evaluation); Gary MacDonald (New Suncook School); Jeff Beaudry (University of Southern Maine); Ted Coladarci (UMaine); and Brian Gong and Charlie DePascale (Center for Assessment). The few modifications to this group were that the Center for Assessment was involved only in the design phase of LASIS and three research assistants were later hired for data collection purposes (Sara Bryant, Wayne Garthwait, and Owen Maurais).

The 2003-2004 LASIS design (described below) reflected a modest budget, the desire to limit this study of preliminary LAS development to a single school year, and a resolve to not impose on participating SAUs any more than necessary.

Participating SAUs

The MDOE selected 18 SAUs from a pool of (mostly) volunteers. There were two SAUs from each of the nine superintendent regions. By having each region represented, a certain degree of representation also was achieved with respect to system size, demographic characteristics, and other correlates of location. Whenever possible, SAUs within a region were selected that differed in LAS implementation status so that, across all LASIS sites, there would be variability in this regard. Such variability was necessary in order to maximize the opportunity to uncover perceived boosters and barriers to LAS development.

LASIS design components

The LASIS design components are described below with a brief rationale for each. Instruments are presented in appendices.

Informational meeting and initial survey. An informational meeting was held in Waterville on November 7, 2003, for all 18 LASIS sites. Each site was represented by a team composed of those individuals most knowledgeable about and involved in the LAS work in the

SAU. After the MDOE made opening comments about LASIS and provided an opportunity for participants to ask preliminary questions, each site team, at its own table, discussed and completed an initial survey that was structured around the criteria and rules embodied in the *LAS Guide*. Presented in Appendix A, this initial survey was designed to provide (through selected-response items) a snapshot of each site's LAS implementation status at that point in time as well as to solicit (through open-response items) participants' perceptions regarding factors that either facilitated or hindered LAS development in their SAU. Equally important, the initial survey provided a structured opportunity for each site—perhaps for the first time—to collectively, deliberatively, and systematically reflect on where they were in LAS development.

A team member at each table recorded responses to both parts of the survey on a laptop computer. (A disk with this information was later given to LASIS researchers.) These responses also were transferred to poster notes and displayed for all sites to view in a "gallery walk." Finally, this day-long event also provided the opportunity for LASIS participants to form mixed-site discussion groups to learn about the experiences of other SAUs regarding LAS development.

Phone interviews and site visits. An extended phone interview was scheduled with a key LAS individual in each participating site to explore more fully what was anticipated from the initial survey as well as to inquire about issues that a paper-and-pencil instrument simply cannot accommodate. Most phone interviews were held between December 2003 and January 2004. (The phone interview protocol is presented in Appendix B.) A site visit was conducted both as a follow-up to the initial survey and to probe and clarify what was anticipated from the phone interviews. Conducted during the first several months of 2004, each site visit involved meeting with those individuals closely involved with LAS development in the respective SAU. (The site

visit protocol is presented in Appendix C.) The three research assistants conducted all phone interviews and site visits.

Peer review of LAS documentation. Site teams were brought together on May 17-18 in Waterville to participate in a review of each other's LAS documentation. Each site's LAS materials were examined 2-3 times, each time by a different mixed-site group of individuals. The reviewers' charge was to determine the degree to which there was evidence in the SAU's LAS materials that progress had been made in enacting the various principles and criteria embodied in the *LAS Guide*. This component of LASIS had several purposes. First, each site would profit from the task of taking inventory of what it had available by way of LAS documentation and, in turn, organizing this information for peer review. (See Appendix D for the LAS checklist that guided this effort.) Second, each site would benefit from the peer review itself: an appraisal, by one's peers and based on submitted evidence, of the progress the SAU had made in enacting the *LAS Guide*. (The peer review instrument is presented in Appendix E.) Third, participants would be equipped with a helpful tool for self-assessment as they continue to develop their LAS. Finally, the resulting information from systematic review would be an additional source of data for gauging SAU accomplishments.

June 2004 survey. In June 2004, all SAUs in Maine—whether LASIS participants or not—received a comprehensive survey that assessed their progress in, and beliefs about, LAS development.[5] The results of this survey provide the most current portrait of implementation status among LASIS participants. (The June 2004 survey can be found in Appendix G.) Although similar in purpose to a survey administered in June 2003, the earlier survey was modified appreciably to produce the improved June 2004 survey. With a few exceptions, consequently, the two surveys do not permit meaningful comparisons.

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[5] The UMaine Center for Research and Evaluation will present the state-wide results in a separate report.

PART II: RESULTS

LASIS results are presented below in four sections: results from (a) the initial survey (b) the phone interviews and site visits, (c) the peer review of LAS documentation, and (d) the June 2004 survey.

THE INITIAL SURVEY: NOVEMBER 7, 2003

All 18 LASIS sites were brought together in Waterville on November 7, 2003 for the purpose of sharing their experiences regarding LAS development and implementation. Participants at the meeting were invited to complete a two-part survey of the current status of their local assessment system and the perceived "boosters" (facilitating factors) and "barriers" (challenges and obstacles) with respect to LAS development. Each site team, talking through the issues and considering the status of their LAS, collectively completed a single survey for their SAU. Presented in Appendix A, this initial survey was designed to provide a snapshot of each site's LAS implementation experience at that point in time.

Part 1

Part I of the survey comprised selected-response items structured around the five criteria in the *LAS Guide*. Additionally, there was a more general item in Part 1 that inquired about the overall status of LAS development in each of the five content areas and at three grade spans. Reflecting on their SAU's understanding, support, implementation, and evidence, respondents indicated whether they were "exploring," "transitioning (early)," "transitioning (more advanced)," or "transforming." These terms were defined for participants as follows:

- *Exploring* – Becoming acquainted with the ideas. Still building support for an LAS within the district and schools. Not very familiar with the LAS Guide. Still in the early

planning stages. Documentation may be available to some, but not in a consistent form or quality for public reporting or peer review.

- *Transitioning (early)* – Have good beginning with assessment literacy and have good capacity (many people) to build towards a comprehensive LAS. Key persons in district and schools have a working knowledge of most of the LAS Guide. Have strong support for the LAS in key parts of the district/schools. Have several parts of an LAS in place, but we are working on getting alignment and agreement across schools, grades, teachers, and/or content areas. Documenting our process as we go.

- *Transitioning (more advanced)* – Have district LAS policies and procedures in place. Many people (administrators, faculty, students, parents) understand and implement system well. The value of the LAS is reflected in such things as regular reporting to policy makers and stakeholders, integrated use in planning, and in discussions of allocation of resources. Have established processes to review the system components, and have documented evidence of how system meets principles of coherence, sufficiency, and fairness.

- *Transforming* – Many teachers can extend the LAS beyond district and state requirements. District has fine-tuned LAS requirements to fit its individual circumstances, while meeting core principles of coherence, sufficiency, and fairness. LAS results are incorporated regularly into district and school decisions as valuable data. District has a thorough process and regularly reviews evidence to certify and improve LAS.

Analysis of these data showed that participating sites had devoted most of their time and energy to tackling the first two criteria (assessment types and comparability), with considerably

less time going to the last three criteria (replacement, standard setting, and public reporting). This is understandable, of course, given the logical/temporal progression of LAS development and implementation.

Analyses of the overall status of the LAS in each of the five content areas revealed two general themes. First, LAS development tended to be further along in English/language arts, mathematics, and science than in the remaining content areas. This, too, is understandable, given the initial timeline for LAS development and implementation specified in Chapter 127. The second theme is that more progress had been made in LAS development at the secondary level than at the elementary or middle level. Given the accountability pressures regarding high school graduation, this is understandable as well. Tables 1-5 below present the results of this overarching item.[6]

Table 1. Current Phase of LAS development in English/Language Arts

	Grades K-4		Grades 5-8		Grades 9-12	
	n	%	n	%	n	%
Exploring	3	16.7%	3	16.7%	2	11.1%
Early Transitioning	10	55.6%	13	72.2%	10	55.6%
Transitioning	2	11.1%	2	11.1%	2	11.1%
Advanced Transitioning	2	11.1%	0	.0%	2	11.1%
Transforming	1	5.6%	0	.0%	2	11.1%

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[6] Because several sites indicated their current phase of development was located somewhere between *early transitioning* and *advanced transitioning*, a fifth category *transitioning* was created.

Table 2. Current Phase of LAS development in Mathematics

	Grades K-4		Grades 5-8		Grades 9-12	
	n	%	n	%	n	%
Exploring	2	11.1%	5	27.8%	3	16.7%
Early Transitioning	10	55.6%	8	44.4%	9	50.0%
Transitioning	1	5.6%	2	11.1%	0	.0%
Advanced Transitioning	4	22.2%	3	16.7%	4	22.2%
Transforming	1	5.6%	0	.0%	2	11.1%

Table 3. Current Phase of LAS development in Science and Technology

	Grades K-4		Grades 5-8		Grades 9-12	
	n	%	n	%	n	%
Exploring	9	52.9%	7	41.2%	3	17.6%
Early Transitioning	5	29.4%	9	52.9%	10	58.8%
Transitioning	2	11.8%	1	5.9%	1	5.9%
Advanced Transitioning	1	5.9%	0	.0%	2	11.8%
Transforming	0	.0%	0	.0%	1	5.9%

Table 4. Current Phase of LAS development in Social Studies

	Grades K-4		Grades 5-8		Grades 9-12	
	n	%	n	%	n	%
Exploring	9	50.0%	7	38.9%	2	11.1%
Early Transitioning	8	44.4%	11	61.1%	12	66.7%
Transitioning	0	.0%	0	.0%	1	5.6%
Advanced Transitioning	1	5.6%	0	.0%	2	11.1%
Transforming	0	.0%	0	.0%	1	5.6%

Table 5. Current Phase of LAS development in Health and Physical Education

	Grades K-4		Grades 5-8		Grades 9-12	
	n	%	n	%	n	%
Exploring	10	55.6%	10	55.6%	8	44.4%
Early Transitioning	7	38.9%	6	33.3%	7	38.9%
Advanced Transitioning	1	5.6%	2	11.1%	3	16.7%

Part 2

Part 2 of the survey comprised open-response questions. In large part, these questions elicited perceptions regarding boosters and barriers with respect to LAS development. In broad brushstrokes, responses to these questions are summarized below.

Boosters. The importance of having strong leadership frequently was cited as a facilitating factor, as was the dedication and commitment of staff. Of course, these factors would be inconsequential without the provision of time (e.g., for professional development and for doing the LAS work itself), which also surfaced as an important booster. Other facilitating factors concerned the ability to pursue and obtain grants to support LAS work, the creative use of existing resources, and the exploitation of assistance opportunities provided by the MDOE.

Barriers. Not surprisingly, some of the perceived impediments to LAS development reflected the absence of the boosters just noted. This is particularly true in regard to leadership (e.g., administrative turnover) and staff commitment (e.g., philosophical differences, resistance to change). Too little time, inadequate resources, and insufficient capacity-building opportunities also were mentioned as limiting progress in LAS development. Another perceived barrier is the late arrival of the *LAS Guide* and related information regarding LAS development and implementation. Finally, there was the sense of simply feeling overwhelmed by the magnitude and timeline of this task, particularly in light of the additional accountability pressures from *No Child Left Behind*.

PHONE INTERVIEWS AND SITE VISITS

As described above, an extended phone interview was scheduled with a key LAS individual in each participating site, which was followed by a site visit that involved a number of

individuals involved in the LAS effort. (Protocols for the phone interviews and site visits can be found in Appendices B and C, respectively.) This section begins with a description of the various ways in which SAUs organize themselves to accomplish the LAS work. Following this is an accounting of the perceived "boosters" and "barriers" regarding this work. This section concludes with a distillation of findings from the phone interviews and site visits.

How School Administrative Units Approach LAS Work

Structures for accomplishing LAS work range from informal to formal: from teachers functioning with little or no administrative guidance to interlocking committees whose responsibilities are clearly defined in organizational charts. The most developed structures feature regular administrator participation with teacher leaders. Usually, the clearly defined and formal structures were not specifically designed for LAS work, but, rather, are the legacy of SAU efforts to effect other systemic change (e.g., curriculum mapping to implement *Learning Results*). It is not coincidence that those SAUs with strong traditions of curriculum analysis, collegiality, aggressive grant writing, and professional development tend to be the SAUs whose structures for LAS work are most sophisticated.

Administrative Support

Table 6 reports the results regarding administrative involvement in LAS work, where one can see that over half of the SAUs indicate that a curriculum coordinator or director of instruction was directly involved in LAS work. These reporting categories are not mutually exclusive. That is, an SAU that reports active participation by the superintendent may have a principal or curriculum coordinator who is involved as well.

Although data were not available from all the SAUs, four SAUs that estimated a percentage of administrator's time spent on LAS-related work reported that curriculum

coordinators averaged between 20% to 30% of their time and principals from 5% to 20%.

Estimates from one SAU placed principal involvement at a few hours per week.

Table 6. Administrator Involvement in LAS Work

Direct involvement by:	N of SAUs	% of SAUs
Superintendent	2	11
Assistant Superintendent	4	22
Curriculum Coordinator/Director of Instruction	10	55
Principal(s)	9	50
Little or no direct involvement of any administrator	2	11

Note: $N = 18$. Direct involvement in a given SAU may include more than one position.

Data gathered in both telephone interviews and onsite interviews indicate that an administrator usually coordinates the overall effort through principals, committees, and/or teacher leaders. More formal structures may involve a combination of all. Usually teacher leaders, often assisted by administrators on release days or in-service days, function as trainers and disseminators to the rest of the faculty. The teacher leaders attend MDOE training workshops, collaborate with each other to develop assessments, sit on committees, and in some cases, meet regularly with their counterparts from other SAUs. Teacher leaders are typically organized by grade cluster in the earlier grades and by discipline in middle and high school. Finally, almost without exception, teacher leaders are self-selected.

The following statements about organizational structure for accomplishing LAS-related work characterize most SAUs that appear to be further along in LAS development:

- The organizational structure predates LAS, but has been adapted to develop an LAS.

- The organizational structure includes administrators, a curriculum specialist, and teacher leaders.

- The organizational structure features central coordination.

- Roles, goals, and responsibilities, including communication, are clearly defined and can be represented graphically.

In one SAU that appears to have made significant progress in developing its LAS, a "curriculum coordinating council" had been previously established to oversee K-12 curriculum, assessment, and instruction. It developed and monitored district timelines, analysis of data, NCLB, and program/textbook approval. Below the Council are K-12 vertical teams, each co-chaired by a building administrator and an "instructional teacher leader." There are, on average, ten people on each vertical team, including teachers from all buildings and grade spans, administrators, and, in some cases, a parent. These teams' responsibilities include aligning curriculum, developing and inventorying common assessments and pilot assessments, and communicating to the council and staff. Vertical teams feature subcommittees organized on a building level. Each building, with one exception, features seven stipended instructional teacher leaders who report out and facilitate the work.

Given the various components of an LAS as outlined in the *LAS Guide*, one would expect that the tasks associated with LAS development would be shared by administrators, policy makers, curriculum specialists, and teachers. Clearly, even the most accomplished and energetic teacher leader cannot develop on his or her own a system that includes, for example, policy development, inservice day planning, and resource allocation. Thus, in those SAUs where there is little or no administrative involvement in the process, work may not have been able to advance beyond identifying pilot assessments. In those SAUs operating within a more organized and

coherent structure, most tasks and/or sample assessments appear to originate from the committees of administrators and teacher leaders who are spearheading the work. In some instances, these are provided as templates for individual teacher work. Sometimes, they are offered as examples for the teachers to analyze and emulate at the discretion of the individual. To the greatest extent possible, groups of teachers are given latitude to select and to develop their own assessments, provided such materials comply with the *LAS Guide*. Even in less organized SAUs, teachers do not report working in isolation from their peers.

Provision of Time

When is all this work being done? How do teachers and administrators pry additional hours out of their very full schedules for this work? Table 7 presents the strategies employed by each SAU to provide time specifically allocated to LAS.

Table 7. Strategies to Provide Specifically Allocated Time to an LAS

How Time is Provided	*N* of SAUs
In-service days	11
Early release days	9
Release with subs	9
Teachers' own time, compensated (summer, weekends, after school, etc.)	9
Teachers' own time, uncompensated	3
Unknown	2

Note: *N* = 18; categories may overlap.

It is clear that most SAUs are taking advantage of existing release-time mechanisms for LAS work. However, what is not so easily discernible is how much time is actually devoted to LAS. Characterizations of in-service days and department meetings often combine assessment with curriculum or other professional development topics. Additionally, committees in some SAUs meet four times a month while, in others, committees meet four times a year. In some

SAUs, the general faculty may only have one or two half days per year devoted to LAS, and the rest of their work is one-on-one with the curriculum coordinator or in groups with a teacher leader. One superintendent's comment applies to most of the SAUs: "We decided we can't come up with one game plan. We have to create a variety of ways for teachers to get the work done."

Resources

SAUs have used a wide range of resources to accomplish LAS work. As one curriculum coordinator noted about the many resources provided by the MDOE: "If you take the time to participate in those opportunities, then you'll be on track." Table 8 presents the primary resources cited by the SAUs as valuable to accomplishing LAS-related work.

Table 8. Resources Cited as Valuable for Accomplishing LAS Work

SAU	MAP*	LAD**	*LAS Guide*	MDOE Work-shops	MDOE Person-nel	Southern Maine Partner-ship	Other SAUs	Private Consul-tants	Other
1	√	√	√	√		√		√	
2	√	√	√		√		√	√	
3	√	√		√	√			√	
4	√	√	√	√				√	
5	√	√	√		√	√			√
6	√	√	√				√		
7	√	√			√				√
8	√	√							√
9	√	√	√	√	√	√	√		
10	√	√			√				
11	√	√							
12									√
13			√			√			
14	√	√			√	√			
15	√	√							√
16	√	√			√	√			√
17		√							√
18	√	√			√				√

*Maine Assessment Portfolio
**Local Assessment Development

As can be seen, MAP and LAD resources have been used by most of the participating SAUs. Usually, helpful Department personnel were identified by name. Private consultants were used primarily as resources for designing and implementing data management systems, although in at least one instance the consultant was advising on curriculum. Resources in the "Other" category were primarily websites, grant programs, or *Measured Measures*.

Compensation

Sources of compensation generally cited by the SAUs are fairly uniform: SAU budget, Title IIA, and Title V. However, compensation distribution varies considerably. In some SAUs, teacher leaders receive a flat annual sum while other teachers receive no compensation because they presumably will develop their materials in workshops, on early release days, and so on. In other SAUs, teachers are paid an hourly rate for LAS-related work on their own time or in after-school meetings. In almost all cases, SAUs recognize that the workloads of all teachers—not just teacher leaders—have increased in order to develop the local assessment system.

Communication

The frequency and manner of communication to the school board, staff, students, parents, and community varies by SAU. The data cannot be reduced to a single representation in terms of frequency or formality; across SAUs, the approaches range from regularly published newsletters and monthly updates to sporadic presentations or incidental discussions.

Communication with school boards usually occurs at board meetings. The frequency of such communication varies. For example, one SAU may provide monthly updates to the school board while another may only address the board when proposed policies are advanced. In both cases, the board is informed as the process unfolds. Of the 16 SAUs responding to questions about communication, 10 report frequent communication with their boards, 5 report occasional communication, and 1 reports no communication. Usually, communications are verbal reports to the board at regularly scheduled meetings and are delivered by the superintendent, assistant superintendent, or curriculum coordinator.

All 16 SAUs report frequent communication to their staffs. This occurs through regularly scheduled professional development opportunities, meetings with curriculum coordinators or teacher leaders, email, and newsletters.

Parents in 12 of the SAUs are reported to have received some level of LAS-related communication. Communication to parents may involve quarterly newsletters or a series of events (e.g., open houses, parent nights, regular newspaper articles).

Communication to students, by either an administrator or teacher, occurs frequently in only three of the SAUs. Nine of the systems report occasional communication about LAS to students, and four report none. Some SAUs focus on incoming ninth graders: One LASIS researcher reported that letters "were sent to all ninth graders' parents" and in another SAU that LAS "is discussed at Freshman Orientation." As this time, many SAUs appear to have no formal communication policy for students. In the great majority of cases, most communication to students seems to be informal, ad hoc, and at the prerogative of individual teachers.

Typically, an SAU further along in LAS development will have had more communication with its various constituents than an SAU still in the exploratory stages. The frequency, quality, and deliberateness of communication about LAS to stakeholders appears to be (from most to least): teachers, school board, parents, students.

Summary

Most SAUs have taken the pragmatic approach of using existing mechanisms, usually with adaptation, to develop their local assessment systems. Organizational structures with clearly defined responsibilities, and that include teachers, curriculum specialists, and administrators from all levels, appear to approach the work most efficiently. Such structures help the teachers by providing common time for collegial efforts, guide teachers to resources, facilitate

communication with various stakeholders, and coordinate the overall effort regarding LAS-related work. Equally important, solid organizational structure seems to promote a feeling of team spirit in the teachers; it is clear to them that they are part of a system-wide endeavor.

Perceived "Boosters" and "Barriers"

What are the perceived "boosters" regarding LAS work—i.e., those circumstances, resources, or events that are believed to facilitate the LAS development process? Similarly, what are the perceived "barriers" to this work—i.e., those circumstances, resources, or events that are believed to impede progress in LAS development? Perceived boosters or barriers seldom occur in isolation of each other. For example, where there is strong administrative support one might expect a generally positive attitude among staff (perhaps because adequate resources have been provided or because the leaders have provided encouragement and expressed recognition of work being accomplished).

A reported booster or barrier necessarily reflects a perception of the salience of the booster or barrier relative to other facilitating or impeding forces. As will be seen, for example, 14 SAUs indicated that *time* was a barrier. In fact, all 18 SAUs are grappling with time constraints, yet 4 SAUs apparently did not feel that this was as significant an impediment as other obstacles and, consequently, did not report *time* as a barrier.

Boosters

Table 9 presents the perceived boosters in descending order of frequency reported.

Table 9. Perceived "Boosters" Regarding LAS Work

Boosters	# of SAUs Reporting This Booster	% of SAUs Reporting This Booster
Dedicated teachers	15	83%
MAP/LAD, *LAS Guide*, *Measured Measures*	12	67%
Leadership participation in LAS development	11	61%
Leadership continuity	10	55%
Strong centralized coordination	10	55%
Leadership (administration) support	9	50%
Positive attitude	9	50%
Inter- and intra-SAU collaboration	9	50%
Internalization (not just responding to state/federal regulations)	9	50%
MDOE personnel	6	33%
Clearly articulated vision (by the leaders)	4	22%

Note: *N* = 18; categories may overlap.

Dedicated teachers. As Table 9 shows, dedicated teachers—professional educators who care passionately for their work, their charges, and the quality of instruction they provide—are the most frequently reported booster. Interestingly, three SAUs provided no indication through comments or actions that the dedication of their teachers is an important element in developing a local assessment system. It is possible that, in these SAUs, LAS work has not yet progressed to the stage of teacher involvement.

MAP/LAD, *LAS Guide*, *Measured Measures*. Two thirds of the SAUs reported "MAP/LAD, *LAS Guide*, *Measured Measures*" as a booster, making these resources the second most frequently perceived booster. One curriculum coordinator referred to the *LAS Guide* as her "Bible," saying she consulted it all the time. Those who indicated that these resources were boosters typically used the material as examples or templates, particularly MAP and LAD tasks. However, some SAUs found less utility with MAP and LAD because they were expecting these

assessments to already align with their local curriculum. And in three SAUs, there was little or no evidence that personnel were even aware of these sites.

Why didn't all SAUs find these tools worthy of booster status? Regarding the *LAS Guide*, some felt that its publication date (June 2003) was late, given the LAS progress that SAUs were supposed to be making. Others felt that its content was confusing. However, it should be noted that the SAUs not reporting the *LAS Guide* as a booster seem to have discounted its utility and have not taken full advantage of it. Conversely, those SAUs that have studied the *LAS Guide*, distributed it widely, and incorporated it in their LAS process have found it to be immensely helpful, even if some portions of it were seen as confusing.

Leadership participation in LAS development. Each SAU that reported "leadership participation" as a booster or was observed to have this characteristic has had continuous hands-on involvement by the administrative leadership. In these SAUs, the administrative function goes beyond setting policy, goals, and timelines. Administrators participate in the development of curriculum and the discussions about assessment. Their expertise and understanding of the ramifications of local assessment on policy, teachers, students, and the community informs the entire process. Even when LAS work reflects primarily a bottom-up approach, knowledgeable involvement by top leadership provides the staff with direction and validation of their work.

Leadership continuity. SAUs with minimal leadership turnover seem to have the advantage of administrators who are known and trusted by faculty and the community, and whose administrators possess a familiarity with their systems that facilitates LAS work. Not unusually, such SAUs have already been involved in systemic change. They may have already developed structures or processes for aligning curriculum with *Learning Results* or for electronic data management. One curriculum coordinator reports that "because [the SAU personnel] have

been involved in this type of work for over five years, most groups of teachers and facilitators have developed their own structure for meeting times." Often, they have fostered a culture of constant improvement and revision. The teachers seem to view LAS as a continuation of their efforts rather than as some new unrelated requirement.

Strong centralized coordination. Typically, overall coordination of LAS development falls to either an assistant superintendent or the curriculum specialist who then delegates responsibilities to principals and/or teacher leaders. Strong coordination should not be confused with autocratic, top-down management, which can alienate teachers from the effort. Rather, strong coordination seeks to facilitate the LAS work by providing a formal structure for support and for reporting. Attributes of strong centralized coordination apparent in the SAUs in this study include clearly articulated responsibilities, reasonable but firm timelines, regularly scheduled meetings, and regular communication—both formal and informal.

Leadership (administration) support. Interviewees from all participating SAUs agree on the importance of leadership support, but only half of the reporting SAUs indicate they had such support. There are four primary characteristics of this support in these SAUs: provision of time, availability of financial resources, provision of professional development opportunities, and promotion of positive attitudes. As seen above, strategies for making time available are fairly conventional. However, the frequency with which teachers are released during the school day or are encouraged (through compensation) to work outside of school hours may be one indicator of the level of support. Closely connected to this, of course, is the provision of financial resources. It takes money—as stipends, hourly compensation, or for substitutes—to make time available for teachers. Adequacy of funding is also a factor in professional development opportunities, particularly when this involves hiring consultants or release time to travel to workshops outside

the SAU. However, there are professional development and training opportunities that don't necessarily involve significant additional expenditures. Scheduling LAS training for inservice or early release days, disseminating information and examples via e-mail, Web sites, and newsletters have been used. Finally, administration shaping of positive attitudes toward the work of LAS development appears to have value. Teachers identify with their SAU community and feel that they are contributing to a group effort valued by all.

Positive attitude/internalization. While it may not hold that teachers with positive attitudes always produce better work than teachers with less positive views, one can reasonably assume that positive attitudes create a more conducive climate for getting that work done. Teachers who demonstrated a positive attitude towards LAS work typically felt that the work was valuable, that their administrators and colleagues valued it, and that it would improve their effectiveness as educators. If a positive attitude is a necessary precondition for internalization, one cannot "make the work his own" if the work is not seen as valuable. At a minimum, it seems that teachers' positive attitudes toward LAS and internalization of the process and concept facilitate the development work. As one curriculum coordinator said, "Our goal is to make this work authentic. And that helps with the attitude tremendously. If teachers aren't provided time to talk about what this means, then they don't make this real work that can be used in the classroom."

Inter- and intra-SAU collaboration. Half of the participating SAUs cited collaboration, either within the SAU or with other SAUs, as a booster to their LAS work. Within a given school system, collaboration between teachers may have begun as part of a structured development process. However, once teachers "opened their classroom doors," a deeper collegiality began to develop. The need to work together to craft common assessments has in many cases transformed

into a desire to share teaching techniques or resources. Whether the need to collaborate on LAS encouraged greater collegiality or, rather, an existing culture of strong sharing facilitated LAS development, where such a culture exists it is viewed as a booster to the LAS effort.

As reported above, LASIS sites convened in November 2003 to discuss and complete a survey, ask questions about LASIS, and to talk with other participating SAUs about their LAS work. It is not known whether the November meeting stimulated new collaborative activities beyond those at the meeting, but it is clear that where such relationships exist, the interacting SAUs view inter-SAU activities positively. In some instances, a given SAU may function more as a trainer or provide policies and blueprints as templates. In at least one SAU, teachers from five different systems meet by grade cluster or content area to build common assessments.

MDOE personnel. While only six SAUs mentioned Maine Department of Education personnel as being boosters, nine referred to these same personnel as a resource (see Table 8). Often, MDOE personnel are mentioned by name as being particularly helpful or knowledgeable. As one curriculum coordinator replied when asked about Department resources: "Very helpful. DOE has provided work all along the way. [names person] does a tremendous job, so does [names person]. We have participated in all the work. Districts that don't know what they're supposed to do probably haven't stayed the course. When you stick with the work, it doesn't look so overwhelming." It appears that SAUs whose LAS progress is further along the continuum tend to have had more interaction with MDOE personnel and, therefore, have greater appreciation for them.

Clearly articulated vision (by the leaders). As a rule, those SAUs reporting or evidencing a clearly articulated vision also exhibited a teaching staff with élan, positive attitudes about their work, and belief in the desirability of LAS. Typically, where a positive vision was reported, that

vision was articulated by the administration: "LAS is simply one more aspect of good teaching and has been promoted in that way."

Barriers

As indicated above, "barriers" are defined as those circumstances, resources, or events believed to impede progress in LAS development. Table 10 presents these barriers, in descending order of the frequency reported.

Table 10. Reported or Observed Barriers that Impeded the LAS Development Process

Barriers	*N* of SAUs Reporting This Barrier	% of SAUs Reporting This Barrier
Time	14	78%
Scope of work	6	33%
Lack of administrative support	5	28%
Confusion about requirements/unclear definitions	5	28%
Money	4	22%
Lack of structure	4	22%
Cynicism about LAS process and/or requirement	4	22%
Administrative turnover	4	22%
Resistance to change	3	17%
Lack of DOE formal guidance and/or history of DOE rule changes	3	17%

Note: *N* = 18; categories may overlap.

Time. Many SAUs have attempted to fit the work of LAS into the school calendar by using the traditional mechanisms of early release days, in-service days, and time set aside for committee work. In almost all cases, those interviewed report that this has been insufficient. Teachers and administrators find themselves engaged in LAS development as an extracurricular activity—outside of school hours—and not always with compensation. In addition to solitary effort, teachers also need to find the time to meet with each other to agree on common assessments and undertake common scoring.

Coordinating schedules with other teachers from other schools in the SAU to conduct this work has proved a formidable task. Juggling hours to accommodate LAS-related work while still performing all of the other responsibilities of public educators has been challenging for the teachers. One participant reported that "Teachers are watery eyed and ready to break" and "feel like a tidal wave has rolled over them." As another put it, teachers are at the "tail end of being enthusiastic." Without a doubt, insufficient time is the single greatest barrier to LAS development.

Scope of work. Scarcity of time is a function of the many other responsibilities educators have as well as the scope of LAS work itself. One administrator commented, "We have overdone taking teachers out of the classroom. If the state's plan is to let teachers take time out of the classroom for scoring, we will have even greater problems statewide." Yet, fewer than half of those who cited time as a barrier specifically mentioned the amount of work to be done as a barrier. Why? It may be that in some SAUs the work has been organized or "chunked" in such a way as to make it manageable. In other words, in those SAUs exhibiting a high degree of structural organization and delineation of responsibility, the task at hand seems less overwhelming than in those SAUs where the teachers feel that they are operating on their own, with minimum guidance, minimum support, and minimum peer interaction. One might postulate that it is not the amount of work that is the barrier but the perception that the work seems interminable and insurmountable. Even as some teachers are developing common assessments they are anticipating the increased workloads that LAS will necessitate. As one teacher calculated: "If we do two assessments per student per core area, that's 6,000 assessments. For twenty teachers, 300 tasks per teacher!" One administrator stated simply, "You're asking too much."

Lack of administrative support. By lack of administrative support, we mean the failure

of administrators to provide staff with resources, processes, or rationales to accomplish the work.

In at least one SAU, there seems to be almost no involvement by administrators at all and, in the

void, a self-selected team of teachers emerged to provide impetus and focus to the LAS work.

Here, leadership certainly is present due to the effort of these teachers, yet there seems to be little

direction or support from the administrative level. Thus, this SAU exhibits a vacuum of

leadership that is being filled by teachers, but it lacks administrative support nonetheless.

Confusion about requirements/unclear definitions. Most SAUs indicated that confusion

at the administrative level concerning LAS requirements has largely been eliminated because of

clarification through consulting with MDOE personnel. In most cases where confusion was still

indicated, it was teachers needing additional professional development about the requirements or

definitions. *What are bundles? What is balance of representation? What does "Meets or exceeds*

the standard" mean? Clearly, these are issues arising from lack of communication and/or

professional development. Many SAUs report initial confusion gradually giving way to

comprehension as curriculum specialists work with MDOE personnel. In most cases, SAUs in

earlier stages of LAS development and implementation were more likely to report confusion

about requirements or definitions. From a high school teacher: "The state needs to figure out

what it wants." Usually such confusion seemed to dissipate once curriculum specialists had the

opportunity to work with MDOE personnel and to share the results with their teachers.

Money. Surprisingly, only four SAUs specifically identified the lack of money as a

barrier to LAS development. SAUs have utilized budgeted money from their systems as well as

various state and federal sources, including grants, to support LAS efforts. In one instance,

however, one superintendent who did not feel that money was a constraint believed that LAS

work was part of the teachers' responsibilities as professional educators; consequently, he saw no need to provide compensation to teachers for work accomplished outside the regular school day. SAUs deploy their financial resources to hire consultants, pay stipends to teachers, pay for substitutes to provide teachers release time for LAS development tasks, and integrate data management systems.

Lack of structure. How is the work getting done? Can responsibilities be represented graphically in a flow chart or organizational chart? Is communication regular and formalized? Are regular and specific times for meetings scheduled? The 18 sites exhibit structures that range from formally instituted to almost ad hoc, informal structures. Those systems whose efforts are not channeled through clearly defined lines of responsibility and lack strong central coordination seem to also have low LAS-related morale, poor communication to stakeholders, and absence of established LAS policies. In some instances this relationship may be illusory because the SAUs may not yet have arrived at the point where meaningful communication or policy formulation is possible.

Cynicism about LAS. Where cynicism about LAS work surfaced, it typically involved one of two perceptions. The first perception is that a "local" assessment system is a hollow gesture towards local control—that all LASs ultimately will conform to a state-mandated form. As one individual asked, "Are we allowed to develop our own or not? If you're going to impose it, impose it." And another: "It's called a local system, but it looks like the State's system." The second perception is that the LAS process is untenable and the product will be unusable. A teacher had this to say: "It won't be real. It won't be useful. It won't be honest." Behind such a belief appears to be the sentiment that authentic teaching does not need, nor can it improve from, such a system.

Cynicism about LAS was found in almost all participating SAUs to one degree or another. In most cases, however, such sentiments constitute little more than undercurrents having little impact on the work at hand. But in four SAUs the cynicism was more acute, which raises troubling questions regarding LAS development over the long term in these four sites.

Administrative turnover. Four SAUs reported that administrative turnover has had a negative impact on their LAS efforts. Development of a local assessment system occurs within the context of other initiatives to strengthen teaching and learning. Superintendents and curriculum directors are always at the forefront of these efforts, yet any two administrators may approach the work in vastly different ways—philosophically, organizationally, emotionally. Lack of continuity in leadership may have caused changes in emphasis or technique or culture, which eroded the confidence and enthusiasm of staff. In at least one SAU, staff cited changed agendas as proof that their previous efforts were wasted. Worse, they may conclude that the new work they undertake also will not be worthwhile. In addition to this perceptual dimension, there is also the very real possibility that work previously expended was simply a false start. Teachers find themselves owning devalued products or processes and expected to rebuild according to the latest blueprint. In terms of constructing an LAS, those school systems having suffered administrative turnover may be poorly positioned for the effort because other systemic initiatives may be wanting (e.g., curriculum mapping or *Learning Results* alignment). More insidious, the teachers' esprit and belief in their mission may have weakened due to the recurring crises, and they may no longer have faith in "The next big effort."

Resistance to change. Resistance to change, in most cases, really means unwillingness to accept the change as beneficial. For example, consider the principal who said, "There's no human side to teaching anymore," or another who reported of his teachers, "Many feel they are

testing more than teaching." Interestingly, teachers talked in terms of desirability of the change. Not one teacher interviewed evinced resistance to change when there was a concomitant belief that the change would benefit students. True, teachers are apprehensive about ceding even more classroom autonomy to state or federal mandates, but they repeatedly indicated a willingness to do so when they were convinced such change would ultimately help students. In short, resistance to change is trumped by belief in the value of the change. But a minority of the teachers interviewed doesn't view this particular change—LAS—as beneficial. One curriculum coordinator lamented, "We're funneling people's energies away from the matter at hand [teaching children]." In those instances where resistance was reported, one might do well to examine issues of leadership and school culture. As another curriculum coordinator noted, "There isn't really a negative attitude towards LAS as there is simply an entrenchment of doing things the old way."

Lack of MDOE formal guidance and/or history of DOE rule changes. As previously noted, the MDOE efforts to support LAS work through workshops, the *LAS Guide*, training materials, and ongoing consultation are reported by many participating SAUs to be resources and boosters. Nevertheless, several SAUs were frustrated by what was viewed as a lack of DOE guidance (at least before the *LAS Guide* and *Considering Consistency* came out), or an inclination to append new requirements or change its rules. As one individual asked, "Why do we bother doing this if the rules are just going to change?" A group of high school teachers in one SAU felt that they were "ahead of the State [in LAS development] and then had to go back and change work because of new rules."

Phone Interviews and Site Visits: Distillation of Key Findings

1.   A successful organizational model has most or all of these characteristics:

- Strong central coordination with clearly delineated responsibilities

- Participation by administrators at both the SAU and building level, curriculum specialists, teachers, and teacher leaders

- Committees that hold regularly scheduled meetings and report on these meetings to administrators and staff

- Designation of time for teachers to specifically learn about and work on LAS is an organizational priority

- Communication to teachers and stakeholders is more than informal and includes a variety of media

2.   Boosters for LAS development are:

- Dedicated teachers whose professionalism impels them to contribute to the effort, whether or not they have accepted the premise of LAS

- Systematic and deliberative use of MAP/LAD and the *LAS Guide*

- Leadership participation in LAS development, by administrators and teacher leaders, resulting in an LAS that is cohesive and well-integrated with curriculum

- Leadership continuity that folds LAS development into other systemic change efforts

- Strong centralized coordination that clearly delineates responsibility, fosters communication, and monitors progress

- Leadership (administration) support in provision of time, financial resources, professional development opportunities, and promotion of positive attitudes

- The internalized belief among administrators and teachers alike that the LAS work is meaningful and good for students—that it's not merely a response to an external mandate

- Inter- and intra-SAU collaboration that allows for the sharing of policies, sample assessments, common problem solving, and common scoring, as well as fostering increased collegiality among teachers

- Drawing on the services and expertise of MDOE personnel

- Clearly articulated vision (by the leaders) that renders the work necessary, important, and desirable

3. Barriers to LAS development are:

- Lack of time for professional development and assessment creation

- Scope of work that seems too vast and too complicated to be accomplished, given existing responsibilities

- Lack of administrative support, whether intentionally or not, in supplying personnel with necessary resources

- Confusion about requirements/unclear definitions, resulting in SAU false starts or lack of confidence regarding LAS development

- Lack of money for professional development, stipends, and personnel to support LAS work

- Lack of organizational structure to coordinate LAS development

- Cynicism about LAS

- Administrative turnover that deprives SAUs of stability, continuity of vision and culture, and established mechanisms for effecting systemic change

- Resistance to change

- Perceived lack of MDOE formal guidance and/or history of changing the rules

At this point in LAS development, by far the most cited barrier is insufficient time for teachers to get professional development and/or to create (or select) the assessments. This barrier is reported in those SAUs that seem to have enjoyed the most success as well as in those SAUs that appear to be in the early stages of LAS development. The time barrier seems to be directly related to, and perhaps exacerbated by, other reported barriers to LAS development: scope of the work, lack of administrative support, lack of money, and lack of organizational structure for doing this work.

The perception of barriers in any SAU may not be a good indicator of SAU progress toward LAS implementation. More pertinent, perhaps, are the perceptions of boosters that arguably attenuate these barriers. At least 82% (9 out of 11) of the reported or observed boosters occurred in 50% or more of the SAUs; no booster was reported in all of the SAUs. Thus, LAS progress does not appear to require any one booster or mix of boosters. And, of course, just as important as a booster's presence is the quality of that booster and the manner of its employment. Nevertheless, the eight SAUs that seem furthest along in LAS implementation share these four boosters:

- dedicated teachers

- use of MAP/LAD and the *LAS Guide*

- leadership participation in LAS development

- strong centralized coordination

THE PEER REVIEW OF LAS DOCUMENTATION

The 18 LASIS sites were invited to participate in a peer review session held in Waterville on May 17 - 18, 2004. While 16 of the 18 sites were represented at the session, only 14 sites brought LAS documentation for review.

As indicated earlier in this report, the peer reviewers' charge was to determine the degree to which there was evidence in the SAU's LAS materials that progress had been made in enacting the various principles and criteria embodied in the *LAS Guide*. This component of LASIS had several purposes: (a) each site would benefit from the task of assembling its LAS materials—an "inventory taking" of sorts; (b) each site would benefit from the peer review itself—an appraisal of their LAS progress, by peers and based on submitted evidence; (c) participants would be become familiar with, and obtain, a helpful tool for self-assessment as they continue to their LAS work; and (d) the resulting quantitative ratings would be an additional source of data for the present study. It also was felt that participants simply would be interested to see how other SAUs were approaching the challenges of LAS development.

Prior to the peer review session, participants were provided the peer review instrument as well as a checklist of materials that would be needed at the meeting. (The peer review instrument and checklist are presented in Appendices D and E, respectively.) Once at the meeting, each participant was assigned to a table with five or six participants from other sites to form mixed-site review groups. Each group also included a table leader. The table leaders, who were members of either the MDOE or the Maine Mathematics and Science Alliance, recorded participants' feedback and provided direction and/or clarification when needed.

Each site's LAS materials were reviewed 2-3 times, each time by a different mixed-site group of individuals using the peer review instrument.[7] The reviewers' charge was to determine the degree to which there was evidence in the SAU's LAS materials that progress had been made in enacting 11 principles and criteria embodied in the *LAS Guide*. The reviewers rated an SAU's evidence on a scale of 1 to 5, where "1" signified that the evidence did not demonstrate accomplishment of any aspect of the principle/criterion; "3" indicated that some, but not all, aspects of the principle/criterion had been demonstrated in the evidence; and "5" signified that the evidence clearly demonstrates accomplishment of all aspects of the principle/criterion. (Values of "2" and "4" were left without descriptions.)

Subsequent interrater-agreement analyses raised questions about the defensibility of the three middle values on the 5-point scale. Consequently, for analysis purposes this scale was reduced to a 3-point scale, with 2s and 4s subsumed by the middle point. On the reduced scale, then, "1" signified that the evidence did not demonstrate accomplishment of any aspect of the principle/criterion; "2" (which combines the questionable three middle values of the original 5-point scale) indicated that some, but not all, aspects of the principle/criterion had been demonstrated in the evidence; and "3" signified that the evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.

As an estimate of reliability, the percentage of agreement (on the reduced 3-point scale) was calculated across the 11 principles/criteria for all 14 sites. First, the percentage of agreement was calculated between ratings obtained during Session A and those obtained during Session B for each principle/criterion. This process was then duplicated for Session A and Session C

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[7] Below, the separate review sessions for an SAU's documents are referred to as Session A (first review), Session B (second review, by a different group), and Session C (third review [if applicable], by a different group still).

ratings and for Session B and Session C ratings. All percentages of agreement were then averaged to obtain the overall percentage of agreement, which was 69%.

It appears that agreement was influenced by the manner in which LAS materials were organized by each SAU. Where an SAU's materials were not organized well, for example, some reviewers undoubtedly made charitable assumptions about the presence of documented evidence (e.g., "I'm sure it's in there somewhere…") whereas other reviewers did not. If true, then the peer review process could be enhanced in the future by providing more specific guidelines to SAUs for organizing their LAS materials for review, as well as providing more emphatic instructions to reviewers for evaluating the *documentation* of evidence regarding LAS development

Table 11 presents mean ratings for the 11 principles/criteria across all sites, along with the percentage of agreement for each principle/criterion. With means ranging from 1.54 to 2.17, one sees that for no principle/criterion is the mean as low as the minimum "1.00" or as high as the maximum "3.00." Not surprisingly, the highest mean ratings correspond to principles/criteria regarding early aspects of LAS development, such as selecting/constructing common assessments and their scoring guides. Similarly, the lowest mean ratings correspond to principles/criteria regarding later aspects of LAS development, such as the formulation of policy concerning replacement, performance standards, and reporting. An exception is the low mean rating for *Comparability: Policy documents for alternate assessments/accommodations and sample assessments*, which arguably should not be viewed as a "later" aspect of LAS development. In any case, these means should be treated cautiously, particularly where interrater agreement is relatively low.

Table 11. LAS Peer Review (14 sites): Mean Rating and Interrater Agreement for each Principle/Criterion

	Mean	Standard Deviation	Interrater Agreeement
Coherence and Fairness: Curriculum documents, course of study documents, communication guidance on pathways to ensure opportunity to learn	2.00	.36	80%
Coherence and Fairness: Five sample assessments (including locally developed or adapted assessments) from across 5 content areas and 3 grade spans; curriculum and instruction artifacts used to develop skills and knowledge for each assessment	2.01	.42	77%
Sufficiency through Assessment Type Selection and Distribution: Description of process, list of prioritized performance indicators	1.87	.45	54%
Sufficiency through Assessment Type Selection and Distribution: Content area/grade span templates	1.99	.23	90%
Comparability: Templates with common assessments labeled for the five content areas and three grade spans	2.17	.65	62%
Comparability: Policy documents for alternate assessments/accomodations and sample assessments, two sample IEPs	1.54	.57	73%
Comparability: Sample assessments with scoring guides if used, conversion protocol	2.08	.50	67%
Replacement: Replacement policy	1.54	.77	83%
Performance Standards: Performance standards set/policy document	1.71	.71	57%
Public Reporting: Policy for reporting, sample reporting format	1.67	.55	49%
Chapter 127 Sec. 4.02: Graduation policy, policy regarding MEA, professional development plan, communication strategy plan, data management plan……	1.80	.37	63%

In addition to completing the peer review forms, participants also were invited to complete a feedback form regarding the peer review instrument and the experience of peer review itself. The feedback form is presented in Appendix F. The intent of the feedback forms was to assist the MDOE in revising, if warranted, the peer review process and instrument before sharing it with other Maine SAUs.

The feedback form comprised nine selected-response items and two opened-ended items. Reviewers were also invited to provide written comments for any selected-response item. Table 12 summarizes the quantitative data from this form. As these data show, the reviewers generally found the instrument helpful and the process informative. Indeed, at least three quarters of the peer reviewers responded in the affirmative to all questions.

Table 12. Peer review feedback form: quantitative results.

	Yes		Somewhat		No	
	n	%	n	%	n	%
Were the AM training and materials helpful with your use of the review tool?	37	75.5%	11	22.4%	1	2.1%
Did it make sense to have the peer review tool organized by principles and criteria as is done in the LAS Guide?	45	90.0%	5	10.0%	0	.0%
Were the guiding Peer Reviewer Questions clear?	38	77.5%	10	20.4%	1	2.1%
Did the evidence column clarify what you needed to document in order to complete your rating?	41	82.0%	9	18.0%	0	.0%
Was the use of the 1-5 rating scale helpful for the task at hand?	40	81.6%	9	18.4%	0	.0%
Was the supporting and missing evidence appropriate feedback?	44	86.3%	7	13.7%	0	.0%
Was the process of scoring individually and then coming to consensus effective and efficient?	35	74.5%	11	23.4%	1	2.1%
Did the process allow you to identify accomplishments and next steps for the SAUs you reviewed?	44	86.3%	6	11.8%	1	2.0%
Will the information you have received for you SAU help you move forward?	42	81.3%	4	8.7%	0	.0%

On 7 of the above items, 1-5 participants found the item "not applicable."

The supplementary comments offered by the reviewers also reflected a positive appraisal of the peer review instrument and process. For example, in response to *Will the information you have received for your SAU help you move forward?,* one respondent answered, "Definitely—I will return and meet with my assessment team as to what we need to do, and the results of our peer review will provide this information." As another example, when asked *What else could a process like this provide?,* one reviewer stated, "Nothing—It was great!"

While the majority of responses were positive, the concern most often expressed by reviewers focused on the organization of materials. A few reviewers indicated that they would prefer to have had the peer review tool provided to them more in advance to facilitate assembling the materials. And one reviewer stated, "We needed to have the AM session '2 weeks ago' so that there would have been more consistency in the organization of our materials."   Another

reviewer replied, "It would be helpful to have an exemplar or prototype available to help organize materials in a standard fashion so that the review process can be streamlined."

The comment of one reviewer may have summed up the peer review meeting most succinctly—"Clarifying and exhausting."

THE JUNE 2004 SURVEY

LASIS participants received a comprehensive survey in June 2004 that assessed their progress in, and beliefs about, LAS development (see Appendix G). The results of this survey provide the most current portrait of implementation status in LASIS sites. Twelve of the 18 LASIS sites responded to the survey, with one SAU completing two surveys as instructed.[8]

Respondents were invited to provide information regarding who is involved, and to what extent they were involved, in LAS development and implementation. Information was also solicited regarding the status of particular LAS-related tasks in the five content areas (English/language arts, mathematics, science and technology, social studies, and health and physical education) and at each of three grade spans (K-4, 5-8, and 9-12). A few items on the survey invited respondents to provide a more comprehensive view of the implementation status by reporting implementation status either across particular tasks or across grade spans.

In addition to implementation status, data were collected regarding collaboration among SAUs and the level of help needed to complete certain tasks. Respondents' perceptions of the understanding of graduation requirements by ninth-grade students and their parents were also collected. As with previous LASIS data collection activities, respondents were invited to identify

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[8] Because some SAUs are comprised of Unions which could have separate Local Assessment Systems for each of the schools, SAUs were instructed to complete a survey for each discrete LAS in place within their SAU.

boosters and barriers to the development/implementation of the LAS, with the additional stipulation that "time" and "money" not be listed (since this was well established by now).

Because of the small number of respondents (n = 13), care must be taken when interpreting the percentages in the tables that follow. Variation in even a single response renders a large differential in the percentages displayed.

Using a four-point scale, ranging from *no involvement* (1) to *extensive involvement* (4), respondents rated the extent to which specific roles or structures were involved with the development and implementation of their LAS. (If a particular role or structure did not exist in the SAU, respondents indicated so.) Table 13 shows that over half of the respondents indicated their SAU had a curriculum coordinator, a K-12 content area team, and/or a local assessment team who is extensively involved in LAS development and implementation. The LAS-involvement of the superintendent varies considerably across LASIS sites, as does the principal (although to a lesser extent). All but one of the respondents indicated their SAU did not have an assessment specialist.

Table 13. Extent of Involvement in the Development and Implementation of the LAS

	This role or structure does not exist		No involvement 1		2		3		Extensive involvement 4	
	n	%	n	%	n	%	n	%	n	%
Assessment specialist	12	92.3%	0	.0%	0	.0%	0	.0%	1	7.7%
Assistant superintendent	9	69.2%	1	7.7%	0	.0%	0	.0%	3	23.1%
Communications personnel	10	83.3%	2	16.7%	0	.0%	0	.0%	0	.0%
Content leader	6	46.2%	0	.0%	1	7.7%	1	7.7%	5	38.5%
Curriculum coordinator	6	46.2%	0	.0%	0	.0%	0	.0%	7	53.8%
Data management specialist	8	66.7%	1	8.3%	1	8.3%	1	8.3%	1	8.3%
Principal	0	.0%	0	.0%	4	30.8%	5	38%	4	30.8%
Superintendent	0	.0%	3	23.1%	3	23.1%	4	31%	3	23.1%
Other role	0	.0%	0	.0%	1	25.0%	1	25%	2	50.0%
Curriculum committee	2	18.2%	1	9.1%	1	9.1%	3	27%	4	36.4%
K-12 content area team	0	.0%	0	.0%	2	18.2%	3	27%	6	54.5%
Local assessment team	3	25.0%	0	.0%	1	8.3%	1	8.3%	7	58.3%
Other structure	0	.0%	0	.0%	0	.0%	0	.0%	3	100%

Given a list of activities, respondents rated the progress being made in each activity for five specified content areas and three separate grade spans. A scale of 1 to 4 was employed, where "1" signified that no action had been taken on this activity yet, "2" indicated planning was in progress, "3" signified that the activity was partially complete, and "4" indicated that the work was complete. Tables 14a through 18c present this information, with each table comprising a single content area and grade span.

These data suggest that the progress being made for these activities varies little from one content area to another. Insofar as English/language arts and mathematics originally had an earlier deadline for implementation than the other content areas, one may have expected activities in those two content areas to be closer to completion. Similarly, each of the three grade spans appears to be progressing at a similar pace.

Variation in progress surfaces when looking across the activities. Respondents were more likely to indicate that the tasks of *developing curriculum documents aligned with Maine Learning Results* and *selecting a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization* were completed than they were for the task of *aligning instruction with curriculum and Maine Learning Results*. The reason for this may be due in part to who is responsible for developing and implementing the LAS—i.e., curriculum coordinators and/or local assessment teams may have developed the curriculum and selected a sampling of performance indicators, but teachers have not actually aligned their instruction to this new curriculum.

With few exceptions, approximately one third of respondents indicated that the task of being *prepared to fully implement the expectations of the LAS in the fall of 2004* had been completed. Only 15.4% of respondents indicated that task had been completed for the 5-8 grade span in social studies. Conversely, 41.7% of respondents indicated that this same task had been completed in health and physical education at both the K-4 and 5-8 grade spans.

Table 14a. SAU's Progress in English/Language Arts Grades K-4

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results.	2	15.4%	3	23.1%	8	61.5%
aligned instruction with curriculum and Maine Learning Results.	2	16.7%	9	75.0%	1	8.3%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization.	0	.0%	6	46.2%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common.	0	.0%	6	46.2%	7	53.8%
provided professional development in common scoring for teachers.	2	15.4%	5	38.5%	6	46.2%
prepared to fully implement the expectations of the LAS in the fall of 2004.	1	7.7%	8	61.5%	4	30.8%

Table 14b. SAU's Progress in English/Language Arts Grades 5-8

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	3	23.1%	2	15.4%	8	61.5%
aligned instruction with curriculum and Maine Learning Results	2	16.7%	9	75.0%	1	8.3%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	6	46.2%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	6	46.2%	7	53.8%
provided professional development in common scoring for teachers	2	15.4%	5	38.5%	6	46.2%
prepared to fully implement the expectations of the LAS in the fall of 2004	1	7.7%	8	61.5%	4	30.8%

Table 14c. SAU's Progress in English/Language Arts Grades 9-12

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	1	8.3%	2	16.7%	2	16.7%	7	58.3%
aligned instruction with curriculum and Maine Learning Results	0	.0%	2	18.2%	7	63.6%	2	18.2%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	0	.0%	5	41.7%	7	58.3%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	0	.0%	5	41.7%	7	58.3%
provided professional development in common scoring for teachers	0	.0%	3	25.0%	3	25.0%	6	50.0%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	1	8.3%	7	58.3%	4	33.3%

Table 15a. SAU's Progress in Mathematics Grades K-4

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	2	15.4%	4	30.8%	7	53.8%
aligned instruction with curriculum and Maine Learning Results	0	.0%	3	23.1%	8	61.5%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	1	8.3%	5	41.7%	6	50.0%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	0	.0%	6	46.2%	7	53.8%
provided professional development in common scoring for teachers	1	7.7%	2	15.4%	8	61.5%	2	15.4%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	1	7.7%	8	61.5%	4	30.8%

Table 15b. SAU's Progress in Mathematics Grades 5-8

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	3	25.0%	3	25.0%	6	50.0%
aligned instruction with curriculum and Maine Learning Results	3	25.0%	7	58.3%	2	16.7%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	1	9.1%	4	36.4%	6	54.5%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	5	41.7%	7	58.3%
provided professional development in common scoring for teachers	4	33.3%	6	50.0%	2	16.7%
prepared to fully implement the expectations of the LAS in the fall of 2004	1	8.3%	7	58.3%	4	33.3%

Table 15c. SAU's Progress in Mathematics Grades 9-12

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	1	8.3%	3	25.0%	8	66.7%
aligned instruction with curriculum and Maine Learning Results	1	8.3%	7	58.3%	4	33.3%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	5	45.5%	6	54.5%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	5	41.7%	7	58.3%
provided professional development in common scoring for teachers	4	33.3%	5	41.7%	3	25.0%
prepared to fully implement the expectations of the LAS in the fall of 2004	1	8.3%	7	58.3%	4	33.3%

Table 16a. SAU's Progress in Science and Technology Grades K-4

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	4	30.8%	3	23.1%	6	46.2%
aligned instruction with curriculum and Maine Learning Results	0	.0%	3	23.1%	8	61.5%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	2	15.4%	4	30.8%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	1	7.7%	1	7.7%	6	46.2%	5	38.5%
provided professional development in common scoring for teachers	2	16.7%	3	25.0%	5	41.7%	2	16.7%
prepared to fully implement the expectations of the LAS in the fall of 2004	2	16.7%	0	.0%	6	50.0%	4	33.3%

Table 16b. SAU's Progress in Science and Technology Grades 5-8

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	4	30.8%	3	23.1%	6	46.2%
aligned instruction with curriculum and Maine Learning Results	0	.0%	3	25.0%	8	66.7%	1	8.3%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	1	8.3%	4	33.3%	7	58.3%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	1	8.3%	0	.0%	5	41.7%	6	50.0%
provided professional development in common scoring for teachers	2	18.2%	3	27.3%	4	36.4%	2	18.2%
prepared to fully implement the expectations of the LAS in the fall of 2004	1	9.1%	0	.0%	6	54.5%	4	36.4%

Table 16c. SAU's Progress in Science and Technology Grades 9-12

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	2	16.7%	3	25.0%	7	58.3%
aligned instruction with curriculum and Maine Learning Results	1	8.3%	7	58.3%	4	33.3%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	5	41.7%	7	58.3%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	6	50.0%	6	50.0%
provided professional development in common scoring for teachers	5	45.5%	3	27.3%	3	27.3%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	7	63.6%	4	36.4%

Table 17a. SAU's Progress in Social Studies Grades K-4

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	3	23.1%	3	23.1%	7	53.8%
aligned instruction with curriculum and Maine Learning Results	0	.0%	2	15.4%	9	69.2%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	1	7.7%	5	38.5%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	3	23.1%	5	38.5%	5	38.5%
provided professional development in common scoring for teachers	1	7.7%	5	38.5%	5	38.5%	2	15.4%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	2	15.4%	7	53.8%	4	30.8%

Table 17b. SAU's Progress in Social Studies Grades 5-8

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	3	23.1%	3	23.1%	7	53.8%
aligned instruction with curriculum and Maine Learning Results	0	.0%	2	15.4%	9	69.2%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	1	7.7%	6	46.2%	6	46.2%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	2	15.4%	7	53.8%	4	30.8%
provided professional development in common scoring for teachers	1	7.7%	5	38.5%	4	30.8%	3	23.1%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	2	15.4%	9	69.2%	2	15.4%

Table 17c. SAU's Progress in Social Studies Grades 9-12

Our SAU has...	Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	2	16.7%	3	25.0%	7	58.3%
aligned instruction with curriculum and Maine Learning Results	1	8.3%	6	50.0%	5	41.7%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	5	41.7%	7	58.3%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	7	58.3%	5	41.7%
provided professional development in common scoring for teachers	4	33.3%	5	41.7%	3	25.0%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	8	66.7%	4	33.3%

Table 18a. SAU's Progress in Physical Education Grades K-4

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	4	30.8%	4	30.8%	5	38.5%
aligned instruction with curriculum and Maine Learning Results	0	.0%	4	30.8%	7	53.8%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	1	7.7%	2	15.4%	3	23.1%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	4	30.8%	4	30.8%	5	38.5%
provided professional development in common scoring for teachers	1	7.7%	4	30.8%	6	46.2%	2	15.4%
prepared to fully implement the expectations of the LAS in the fall of 2004	2	16.7%	2	16.7%	3	25.0%	5	41.7%

Table 18b. SAU's Progress in Physical Education Grades 5-8

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	0	.0%	3	23.1%	6	46.2%	4	30.8%
aligned instruction with curriculum and Maine Learning Results	0	.0%	4	30.8%	7	53.8%	2	15.4%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	1	7.7%	1	7.7%	4	30.8%	7	53.8%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	2	15.4%	6	46.2%	5	38.5%
provided professional development in common scoring for teachers	0	.0%	4	30.8%	7	53.8%	2	15.4%
prepared to fully implement the expectations of the LAS in the fall of 2004	1	8.3%	2	16.7%	4	33.3%	5	41.7%

Table 18c. SAU's Progress in Physical Education Grades 9-12

Our SAU has...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
developed curriculum documents aligned with Maine Learning Results	1	8.3%	1	8.3%	5	41.7%	5	41.7%
aligned instruction with curriculum and Maine Learning Results	1	8.3%	2	16.7%	6	50.0%	3	25.0%
selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization	0	.0%	1	8.3%	4	33.3%	7	58.3%
identified at least 8 assessments for each grade span that: samples every content standard; measures each content cluster five times; provides a variety of assessment types by clusters; identifies 75% of assessments as common	0	.0%	1	8.3%	7	58.3%	4	33.3%
provided professional development in common scoring for teachers	0	.0%	3	25.0%	6	50.0%	3	25.0%
prepared to fully implement the expectations of the LAS in the fall of 2004	0	.0%	2	18.2%	5	45.5%	4	36.4%

Respondents also were asked to rate the progress their SAU had made in Modern and Classical Languages, Visual and Performing Arts, and Career Preparation. Being mindful that these three content areas have a different timeline for implementation than the other content areas, respondents were asked only to provide a general rating of LAS progress. Specifically, respondents were instructed to reflect upon the various activities listed in Tables 14a through 18c and then provide a single rating at the three grade spans.

As one might expect, respondents indicated that less progress had been made in these three content areas than in the five content areas described above. Further, there is little variation in LAS progress among grade spans in each area. More progress has been made in the area of Visual and Performing Arts than the other two areas. Tables 19a, 19b, and 19c present these findings in their entirety.

Table 19a. SAU's Overall Progress in Developing and Implementing an LAS in Grades K-4

Progress being made in...	No action taken on this yet		Planning in progress		Partially complete	
	n	%	n	%	n	%
Modern and Classical Language	7	53.8%	1	7.7%	5	38.5%
Visual and Performing Arts	1	7.7%	3	23.1%	9	69.2%
Career Preparation	4	30.8%	7	53.8%	2	15.4%

Table 19b. SAU's Overall Progress in Developing and Implementing an LAS in Grades 5-8

Progress being made in...	No action taken on this yet		Planning in progress		Partially complete	
	n	%	n	%	n	%
Modern and Classical Language	5	38.5%	2	15.4%	6	46.2%
Visual and Performing Arts	1	7.7%	3	23.1%	9	69.2%
Career Preparation	4	30.8%	7	53.8%	2	15.4%

Table 19c. SAU's Overall Progress in Developing and Implementing an LAS in Grades 9-12

Progress being made in...	No action taken on this yet		Planning in progress		Partially complete		Work complete	
	n	%	n	%	n	%	n	%
Modern and Classical Language	1	8.3%	3	25.0%	7	58.3%	1	8.3%
Visual and Performing Arts	1	8.3%	2	16.7%	9	75.0%	0	.0%
Career Preparation	3	25.0%	6	50.0%	3	25.0%	0	.0%

Respondents also were asked to provide a general rating of their LAS progress across the K-12 grade span. Almost half of the respondents (46.2%) indicated they had completed the task of selecting either the recommended or alternative set of performance standards from the LAS guide. As can be seen in Table 20, less progress had been made in the areas of public reporting,

developing policy for replacement assessments, and developing a comprehensive scoring system that will meet technical standards.

Table 20. SAU's Progress in Selected Activities in Grades K-12

	No action taken on this yet		Planning in progress		Partially complete		Work complete	
Our SAU has...	n	%	n	%	n	%	n	%
developed a policy for replacement assessments	3	23.1%	5	38.5%	4	30.8%	1	7.7%
selected either the recommended or alternative set of performance standards from the LAS guide	0	.0%	5	38.5%	2	15.4%	6	46.2%
developed a procedure for public reporting of scores at the required levels for certification	3	23.1%	5	38.5%	5	38.5%	0	.0%
developed a comprehensive scoring system that will meet technical standards	0	.0%	2	15.4%	9	69.2%	2	15.4%

Respondents were asked to what extent their SAU was prepared to assess the progress of students with disabilities/ESL/504 toward achieving the *Learning Results*. As Table 21 shows, the majority of LASIS sites had at least partially completed the two targeted activities.

Table 21. SAU's Progress in Assessing Students with Disabilities/ESL/504

	No action taken on this yet		Planning in progress		Partially complete		Work complete	
Assess progress through...	n	%	n	%	n	%	n	%
Assessment with accommodations	0	.0%	2	15.4%	9	69.2%	2	15.4%
Alternative assessment (PAAP)	1	7.7%	2	15.4%	5	38.5%	5	38.5%

Realizing that some SAUs have felt overwhelmed by the magnitude and timeline of creating an LAS, information was solicited regarding collaboration between SAUs, the level of help needed in specific areas, and the level of confidence in completing the LAS tasks by 2008. While 6 of the 13 respondents indicated they were currently collaborating with another SAU for the purpose of developing an LAS, an additional 4 respondents indicated they would be

interested in collaboration. (Two of the respondents not currently collaborating, did not indicate

if they would be interested in doing so.)

Table 22 depicts the perceived level of help needed by SAUs to complete certain tasks.

LASIS site respondents indicated that the most help was needed in managing the administration

and scoring of assessment, as well as in developing strategies for using and reporting data.

Table 22. Level of Help Needed by SAUs to Complete Tasks

	No help needed 1		2		Moderate help needed 3		4		A lot of help needed 5	
	n	%	n	%	n	%	n	%	n	%
Selecting, developing and adapting assessments	3	23.1%	3	23.1%	6	46.2%	1	7.7%	0	.0%
Managing the administration and the scoring of assessments	1	7.7%	2	15.4%	3	23.1%	4	30.8%	3	23.1%
Developing strategies for using and reporting data	0	.0%	2	15.4%	6	46.2%	0	.0%	5	38.5%
Developing policies	3	23.1%	1	7.7%	4	30.8%	1	7.7%	4	30.8%

Using a four-point scale, ranging from *do not understand at all* (1) to *completely*

understand (4), respondents indicated how well students in the Class of 2008 understand the

graduation requirements that will apply to them. Respondents also indicated how well the

parents of these same students understand the requirements. Interestingly, Table 23 suggests that

students may understand slightly more than their parents in this regard.

Table 23. Parents' and Students' Understanding of Graduation Requirements

	Do not understand at all 1		2		3		Completely understand 4	
	n	%	n	%	n	%	n	%
In your opinion, how well informed are parents of incoming ninth grade students about the graduation requirements that will apply to their children?	2	16.7%	5	41.7%	4	33%	1	8.3%
In your opinion, how well informed are incoming ninth grade students of graduation requirements that will apply to them?	1	8.3%	6	50.0%	3	25%	2	16.7%

As with previous LASIS data collection activities, respondents were invited to identify boosters and barriers with respect to LAS development/implementation, with the additional stipulation that "time" and "money" not be listed. Below is a bulleted list of the perceived boosters and barriers. (Parenthetical numbers signify the number of times that a specific booster or barrier was listed. Where no number appears, the booster or barrier was identified by only one respondent.)

Boosters

- LASIS participation (4)
- Teachers' attitudes and or professionalism (3)
- MAP and LAD assessment samples (2)
- Professional development days that were content specific
- Networking with other districts
- Attending State-sponsored workshops and informational meetings
- Sharing of resources: policies, etc.
- State's timelines (kept us moving)
- Board support
- Various state supports
- Yankee ingenuity – "do or die attitude"
- Other initiatives with mutual goals (e.g., Promising Futures)
- Meeting with other curriculum coordinators

Barriers
- Deadlines not met by State (5)
- Too few personnel for LAS work (2)
- Lack of DOE policy guidance/samples (2)
- Data-management demands
- Little capacity for developing replacement assessments and meaningful interventions
- Teacher burnout
- Apathy
- Bureaucratic requirements
- Changes at the State level
- Competing priorities (e.g., AYP, highly qualified teachers)
- Teacher attitudes/skill levels
- Labor contracts
- Special education graduation requirements
- Reliability "issue"
- Local expertise in assessing and analyzing data
- Connection of LAS to NCLB
- Constructing the system as we are incorporating it
- Ensuring technical rigor

Using a four-point scale, ranging from *not at all confident* (1) to *very confident* (4), respondents indicated how confident they were that their SAU would be able to certify that high school graduates in 2008 will have met the requirements of the Learning Results in the five content areas. (Values of "2" and "3" were left without descriptions.) As of June 2004, one third of respondents felt very confident they would be able to certify their graduates of 2008 had met the requirements. Table 24 illustrates the results.

Table 24. SAU's Confidence Level

	Not at all confident 1		2		3		Very confident 4	
	n	%	n	%	n	%	n	%
How confident are you that your SAU will be able to certify that high school graduates in 2008 will have met the requirements of the Learning Results in the five content areas?	0	.0%	3	25.0%	5	42%	4	33.3%

PART III: IMPLICATIONS

The findings in this report reflect the hard work and dedication demonstrated in recent years by Maine educators. The 18 SAUs participating in LASIS exemplify the realities of Maine's innovative but complex approach to documenting student achievement of state standards. While the vast majority of states have opted for a high stakes standardized testing approach to certifying attainment of the standards, Maine has built a system that seeks to emphasize educational merit over the efficiencies of large scale standardized testing. Throughout the findings of this report it is clear that constructing such a system has required an enormous commitment of time, human resources, and technical expertise—all of which have been wedged into already tight schedules and budgets. It has been difficult at times, throughout the LAS development process, to remain clear about the broad goal: providing a technically sound *and* student-centered system of assessments to support decisions about progress toward and eventual attainment of the standards. As Maine approaches the timeline for the first graduating class in 2008, policymakers and educators alike must consider this broader context when evaluating the costs and benefits of Maine's LAS. In the meantime, MDOE will focus technical assistance, resources, and programs in response to the findings of this report.

- ▪ **Sharing the Findings**
  - o **Implication:** Clearly, one of the most important outcomes of LASIS is the capability to share the data with all SAUs in Maine. Valuable insights have emerged from the 18 sites regarding "boosters" and "barriers," summarized in the preceding pages, that should help other SAUs refine development

strategies, redirect resources, and/or request more targeted technical assistance.

- o **Action**: In addition to mailing the LASIS report to all SAUs, MDOE will provide opportunities for additional cross-district and regional workshops to support further LAS development based on LASIS findings. The peer-review tool and process will be utilized broadly in the coming year in workshop settings and in other MDOE supportive work with SAUs.

- ▪ **Gauging Our Progress**

  - o **Implication**: While it is clear from the study that capacity is being stretched to the limit in many schools and SAUs, it is also clear that enormous progress in LAS development has taken place in the last year. From a statewide perspective, this bodes well for Maine's ability to support graduation decisions based on student achievement of the *Learning Results*.

  - o **Action**: MDOE will provide additional technical assistance to support SAUs that have not completed the work. Since it is critically important that all supportive services and technical assistance efforts by MDOE are coordinated and aligned—including school improvement efforts undertaken by the Center for Inquiry on Secondary Education (CISE), the federal NCLB school improvement team, and the Center for Inquiry on Literacy—MDOE leadership will give high priority status in all strategic planning efforts to this work.

- **Considering the Role of Teachers**

  - o **Implication:** The LASIS findings run parallel to the findings of the Task Force on Teacher Workload, both of which indicate that the work of constructing the LAS has had a significant impact on teachers. The work has not only been conceptually challenging but has resulted in widespread frustration when in many SAUs neither time nor expertise has been available in sufficient quantities to support LAS development. The LASIS findings suggest that certain organizational strategies and structures can ameliorate the intensity and frustration associated with the work. Where clear, centralized organization is present, SAUs appear to have kept energy and commitment levels high.

  - o **Action:** MDOE will share the specific learnings from the study and share the "boosters" related to teacher role. In addition, Maine teachers surely must be among the most assessment literate in the country. MDOE will recognize this teacher leadership and use it to help bring other teachers, those newly entering the profession, and higher education faculty to the same level.

- **Considering the Role of Leadership**

  - o **Implication**: The study revealed clear characteristics of leadership and related organizational practices that are linked with effective LAS development. Strong central coordination with clearly delineated responsibilities, participation by administrators at both SAU and building levels, and the ability to clearly articulate a positive vision for the LAS (communicated through a variety of means to all stakeholders) and its link to

effective instructional practice—all are characteristics that should be the focus of SAUs still struggling to complete LAS development work. In addition, the clear expectation that all committee work be reported to administration on a regular basis is linked to effective progress.

- o **Action:** MDOE will include a leadership strand in all LAS regional rounds and assessment-related workshops. MDOE will also continue to present at state-level association conferences (Maine School Management Association, Maine Principals' Association, and Maine Education Association) to continue to build a clearer vision of the role of leadership in LAS development.

- ▪ **Utilizing Time**

  - o **Implication**: One of the most frequently mentioned barriers, cutting across all the sources of data, is the issue of the lack of sufficient time to both engage in LAS development and devote time to other tasks typically associated with teacher roles. As noted above, SAUs where effective centralized organizational structures exist appear to have fewer issues with teacher time, suggesting that careful planning and coordination of work can lead, in many cases, to effective use of available time.

  - o **Action**: MDOE will identify and communicate, from the 18 LASIS SAUs as well as SAUs statewide, promising practices to maximize effective use of available time. A second source of data and possible solutions will likely emerge from the Task Force on Teacher Workload, which produced preliminary data in the spring of 2004. The Task Force will continue its work this fall with a final report expected in January 2005.

- **Continuing Need for LASIS**

  o **Implication:** One clear finding from the first year of LASIS is that continuing evaluation and data collection will be necessary to determine the impact and effectiveness of the LAS system, particularly in view of the needs of the first class to graduate based on standards (2008).

  o **Action:** The LASIS research team has outlined aspects of the LAS that will be under development or implemented over the next four years: scoring and reliability aspects of the LAS, using Maine Educational Assessment scores in the LAS, evaluating the impact of performance standards approach, and—most importantly—evaluating how the system as a whole is impacting all students and groups of students (particularly, students with disabilities, students in alternative education programs, and students attending the Career Technical Education Centers). Thus, MDOE will continue the LASIS project at least through the first class to graduate based on standards (2008) and report findings and implications each year to policymakers and educators statewide. MDOE is defining a research strategy that will redouble its efforts to be a more data and evaluation driven organization. This should have the additional effect of building capacity in higher education institutions as well as other non- and for-profit organizations.

Of critical importance at this juncture is continuing to build a comprehensive system for *using* assessment data for student and school improvement. Arriving at this point of LAS development has clearly required considerable time, effort, and resources. However, now that many SAUs are completing the initial phase of work, our attention must turn to putting the data

to effective use. In an effort to support local districts in building comprehensive systems of accountability (which include data analysis, system-wide planning, student intervention systems, and public engagement tools) MDOE will be conducting a four-part series on "Rethinking Accountability" during the 2004-05 school year. The LASIS findings will play a useful role in district comprehensive planning of an integrated, holistic system of accountability—founded on valid and reliable data on student achievement of the *Learning Results*. The first of the Rethinking Accountability workshops was held on August 12 and attracted over 60 SAUs represented by over 250 district team members. It is increasingly clear that we must transform current systems of curriculum, instruction, professional development, student interventions, and public reporting to ensure that the promise of Maine's *Learning Results* is attained by all students.

It is also critically important that the *context* for Maine's LAS—as supporting evidence of student achievement of the *Learning Results*—be communicated to the wider public. MDOE will partner with the Maine Coalition for Excellence in Education (MCEE) in building awareness and support for the "mission" of supporting students in meeting the new standards. For all audiences—including educators and students—understanding how the LAS is connected to the broader context of educational and economic transformation can inspire shared work and a sense of purposeful action.

In the broadest of terms, LASIS was initiated in the context of widespread concerns that Maine's LAS might not be capable or ready to provide valid and reliable data to support decision-making about student achievement of the *Learning Results*. Though work remains, and much ongoing evaluation will be required, Maine's LAS represents one of our nation's most innovative and thoughtful approaches to assessing student learning. We have much to be proud

of and much to be grateful for, particularly the incredible effort put forth in recent years by

teachers, curriculum coordinators, superintendents, and school boards. Their efforts have

permitted us to reach this plateau, from which we can see that our destination is attainable.

APPENDIX A: INITIAL SURVEY

District: _____

PART 1

Instructions

Throughout Part 1 of this survey, you will be asked to describe your district's level of LAS implementation in terms of the five criteria and corresponding rules given in the LAS Guide. Because your district may be at different points of development by content area, you will be asked to complete this portion of the survey for English language arts, mathematics, science and technology, social studies, and health/physical education separately. Each content-area section concludes by having you provide an overall rating of your district's LAS implementation by grade span (elementary, middle, and high school). Space for comments is provided throughout.

We trust that this activity will serve as a valuable self-evaluation for your district and help you mark your district's progress towards full implementation of an LAS.

In this section of Part 1 of the survey, you are asked to describe LAS implementation in the area of <u>English language arts</u>.

1. We begin by asking you to indicate, in the table below, the degree to which your district has aligned curriculum and instruction with the Learning Results. For each grade span, as well as across all grade spans, please indicate your district's alignment status by entering a "1," "2," or "3" separately for curriculum alignment and for instructional alignment.

    1 = fully aligned
    2 = partially aligned
    3 = no action taken yet

	English language arts			
	K-4	5-8	9-12	K-12
Alignment of *curriculum* with the Learning Results:				
Alignment of *instruction* with the Learning Results:				

Comments (use additional sheets if necessary):

Criterion 1: Assessment Types - Selection and Distribution

The term "Assessment Type" is used to classify methods of assessment that measure content and skills within a content area at a specified breadth and depth. The distribution of assessment types across a content area is the key to determining whether the system of assessment is coherent, and whether it is sufficient to support valid and reliable conclusions about student performance in the content area as identified by Maine's *Learning Results*. Each school administrative unit will identify a combination of specific assessments for certification that is representative of the character, depth and breadth of the content area.

RULES

2. *"Assess each content standard for each grade span and content area."*

To what extent does your district's LAS include assessments selected for certification purposes that measure all of the content standards?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have selected assessment tasks for each of the content standards.			
We have selected assessment tasks for some of the content standards.			
No action taken yet.			

3. *"Include a minimum of 8-12 assessments for each grade span and content area for certification."*

Have you have selected/administered enough assessments for certification?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
More than 12 assessments for each grade span and content area have been selected for the LAS			
8-12 assessments have been selected			
7 or fewer assessments have been selected			
No action taken yet.			

4. *"Select a sample of performance indicators based on a method of prioritization (e.g., the Department's Balance of Representation results)."*

Please indicate how you have selected a sample of the performance indicators to assess.			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We relied on the DOE's Balance of Representation results to establish our prioritization and select a sample of performance indicators.			
We relied on our own method to prioritize and select a sample of performance indicators.			
No action taken yet.			

5. *"Measure each school level reporting category (content cluster) 5 times."*

How many times do you measure each content cluster?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
At least 5 times for each content cluster.			
At least 5 times for some of the content clusters.			
Fewer than 5 times for each of the content clusters.			
No action taken yet.			

6. *"Use a variety of assessment types for each school level reporting category (content cluster)."*

Please indicate the extent to which your district uses a variety of assessment types for each school-level reporting category (content cluster).			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have selected assessments representing a variety of types, as described by the DOE.			
We have selected assessments representing a variety of types, including some not described by the DOE.			
No action taken yet.			

Comments (use additional sheets if necessary):

Criterion 2: Comparability

Comparability means that similar judgments of student performance in the content area (e.g., Meets the Standard v. Partially Meets the Standard) reflect similar levels of proficiency in terms of content and skills as identified for Maine's *Learning Results.*

RULES

7. *"Include a minimum of 75% "common" assessments (i.e., the same assessment is administered to each student within the school administrative unit at a time when it is instructionally appropriate for the individual student or group of students)."*

What is the percentage of "common" assessments in your system?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
All of the assessments selected for use in our LAS for certification are common.			
At least 75% of the assessments selected are common.			
Fewer than 75% of the assessments selected so far have been identified as common.			
No action taken yet.			

8. *"Follow rules for selection and distribution of types when including [non-common] classroom assessments (up to 25%) for certification. [Non-common] classroom assessments included for certification purposes must meet the requirements for validity and reliability as described in* Measured Measures.*"*

How are non-common classroom assessments selected for inclusion in the assessment system for certification?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We do not intend to use non-common classroom choice assessments; we will only use common assessments. *(Skip to next rule.)*			
If you intend to use non-common classroom assessments, please answer:			
We have established procedures and have carried out a plan for comparing all assessments used for certification (common and non-common classroom) to the rules for selection and distribution of assessment types, including checking for reliability and validity.			
We have established procedures for comparing non-common classroom assessments used for certification to the rules for selection and distribution of assessment types, but have not completed the analysis of assessments.			
We have begun to plan and identify procedures for qualifying non-common classroom assessments used for certification, but do not yet have a complete plan or set of procedures.			
No action taken yet.			

9. *"Measure all students against the same standards, providing appropriate accommodations or alternate assessments as necessary."*

Does your district provide appropriate accommodations on assessments included in your assessment system for certification?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have identified and can provide all necessary accommodations as required by students' IEPs/504 Plans for all assessments used for certification in our LAS.			
We have identified all necessary accommodations and can deliver them with most assessments.			
We have begun to identify and be able to provide appropriate accommodations in our LAS.			
No action taken yet.			

10. *"Place scores for each performance indicator on a 4-point scale (1-Does Not Meet, 2-Partially Meets, 3-Meets, 4-Exceeds). Scores from assessments that are aligned with performance indicators can be converted to a 4-point scale if they have been scored using another rubric."*

How does your district place scores for each performance indicator on a 4-point scale?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
All of our assessments are scored directly on a 4-point scale.			
We have established procedures for converting scores for each performance indicator to a 4-point scale.			
No action taken yet.			

11. *"Administer and score assessments at each grade span and at each of the following levels: classroom, school, school administrative unit; and administer state assessments."*

Please indicate which of the following levels of assessment are administered by you.			
Place a ✓ in <u>each box that applies</u>.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
Non-common classroom assessments			
School-wide assessments			
SAU-wide assessments			
MEA			

12. *"Compare results from classroom, common, state and national assessments (when available) for consistency – e.g., similar percentages of students achieving at each level of proficiency."*

To what extent does your district plan and implement procedures to ensure appropriate comparability across assessment system components?			
Place a ✓ in the box next to the each phrase that describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have a plan to compare results and take appropriate action as necessary.			
We are in the process of developing a plan.			
No action taken yet.			

Comments (use additional sheets if necessary):

Criterion 3: Replacement

Replacement is the means by which the assessment system provides the opportunity for a student with low performance to demonstrate an acceptable level of proficiency for certification in a content area through another assessment.

RULES

13. *"Provide the opportunity for a student who has not met the standard across the 8-12 assessments for a content area, at a grade span, to replace low performance on a specific assessment with a higher result from another assessment."*

    "Replace an assessment with another assessment that ensures a variety of types, reflects the belief that form must serve function, and maintains distribution across the content area (each content standard must be measured)."

    "Determine how many times, and when, a student is allowed to replace each assessment across the system and under what circumstances, based on the purpose of replacement."

How developed is your district's policy for replacement assessments?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have established a policy for replacement that conforms to the requirements of the LAS Guide.			
We are in the process of developing a policy for replacement that conforms to the requirements of the LAS Guide.			
No action taken yet.			

Comments (use additional sheets if necessary):

Criterion 4: Performance Standards

Performance standards are the level of student performance across and within the Local Assessment System at which it is judged that the student "Meets the Standard" in the content area as a whole.

The LAS Guide provided two possible ways performance standards could be set: a "Mean Performance" method and a "Pattern of Performance" method. It is anticipated that few, if any, districts will have established student performance standards for the LAS at this point in time, because to do so would require they have the complete set of assessments and accompanying scored student work.

RULES

14. *"Apply state-established performance standards based on Criterion 4".*

Has your district established performance standards?			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We have selected the "mean performance" method described in the LAS Guide.			
We have selected the "pattern of performance" method described in the LAS Guide.			
We are still discussing how to proceed in this regard.			
No action taken yet.			

Comments (use additional sheets if necessary):

Criterion 5: Public Reporting

"Public Reporting" refers to the processes and procedures used to record and aggregate student performance information related to the Local Assessment System in order to support annual reporting at each grade span for certification of student achievement of the *Learning Results* and school level information about performance at the content cluster level (at a minimum) as required by Chapter 127.

RULES

15. *"Report annually on the percentage of all students at each performance level for the [English language arts content area] at the end of each grade span (4ᵗʰ, 8ᵗʰ, and 12ᵗʰ grade)."*

    "Report school level information annually for the [English language arts content area] at the end of each grade span (4ᵗʰ, 8ᵗʰ, and 12ᵗʰ grade) at a level of greater specificity than content area. At a minimum, the reporting must be at the content cluster level."

    "Aggregate and disaggregate as necessary to report at the two levels noted above [content area and content cluster] and for identified subgroups."

    "Ensure that reporting of results for individual students or groups of students maintains the confidentiality of individual students. "

Please indicate how you annually report the performance results of your local assessment system.			
Place a ✓ in the box next to the phrase that <u>best</u> describes your current status.	**Grades K-4**	**Grades 5-8**	**Grades 9-12**
We report publicly on the results of local assessments.			
We are developing strategies for reporting publicly on the results of local assessments.			
No action taken yet.			

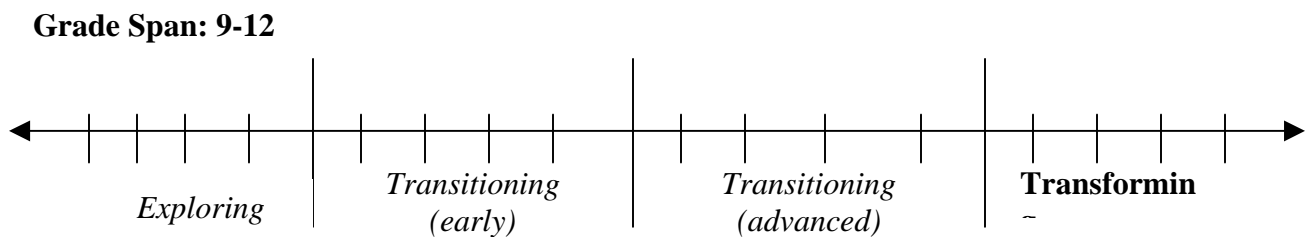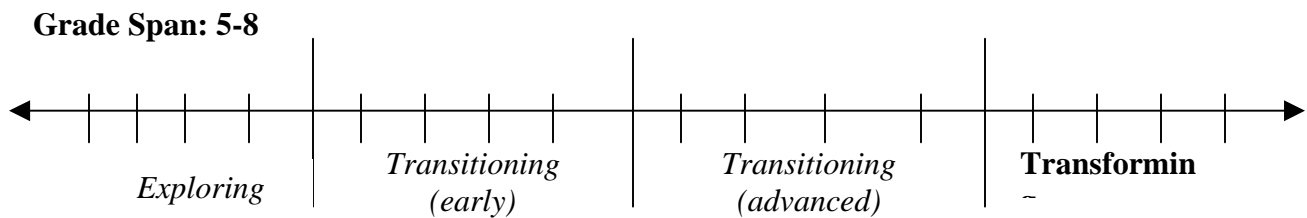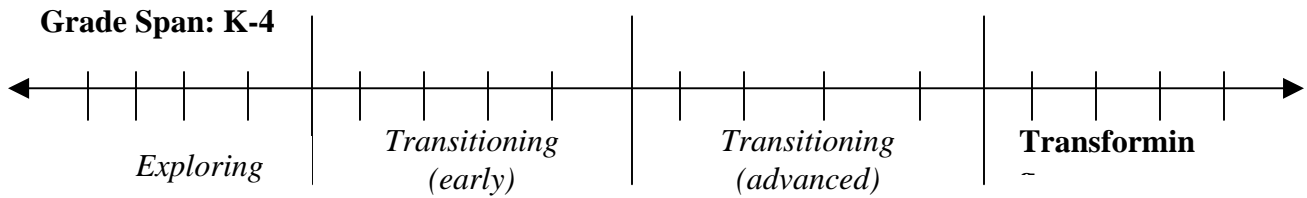| Comments (use additional sheets if necessary): |
|---|
| |

Overall Rating (English language arts):
Local Assessment System Development and Implementation

Using the three continua on the following page, please indicate where your district is in terms

of implementing a LAS. Use the description that most applies to your district's *understanding,*

support for a LAS, implementation, and evidence:

a.   **Exploring** – Becoming acquainted with the ideas. Still building support for an LAS
     within the district and schools. Not very familiar with the LAS Guide. Still in the early
     planning stages. Documentation may be available to some, but not in a consistent form
     or quality for public reporting or peer review.

b.   **Transitioning (early)** –Have good beginning with assessment literacy and have good
     capacity (many people) to build towards a comprehensive LAS. Key persons in district
     and schools have a working knowledge of most of the LAS Guide. Have strong
     support for the LAS in key parts of the district/schools. Have several parts of an LAS
     in place, but we are working on getting alignment and agreement across schools,
     grades, teachers, and/or content areas. Documenting our process as we go.

c.   **Transitioning (more advanced)** – Have district LAS policies and procedures in place.
     Many people (administrators, faculty, students, parents) understand and implement
     system well. The value of the LAS is reflected in such things as regular reporting to
     policy makers and stakeholders, integrated use in planning, and in discussions of
     allocation of resources. Have established processes to review the system components,
     and have documented evidence of how system meets principles of coherence,
     sufficiency, and fairness.

d.   **Transforming** – Many teachers can extend the LAS beyond district and state
     requirements. District has fine-tuned LAS requirements to fit its individual
     circumstances, while meeting core principles of coherence, sufficiency, and fairness.
     LAS results are incorporated regularly into district and school decisions as valuable
     data. District has a thorough process and regularly reviews evidence to certify and
     improve its LAS.

Given the descriptions on the previous page, place an "X" on the line according to your district's current phase of development.

English Language Arts

Grade Span: K-4

Exploring   *Transitioning (early)*   *Transitioning (advanced)*   **Transformin** ~

Grade Span: 5-8

Exploring   *Transitioning (early)*   *Transitioning (advanced)*   **Transformin** ~

Grade Span: 9-12

Exploring   *Transitioning (early)*   *Transitioning (advanced)*   **Transformin** ~

APPENDIX B: PHONE INTERVIEW PROTOCOL

<div align="right">5 December 2003</div>

To: Wayne, Sara, Owen

From: Ted

Re: Addressing the matter of tape recording the phone interview

Please carefully follow the tape-recording script below. You need not read this script *verbatim*, mind you—although I tried to write it so that you comfortably could.

First things first

Begin by describing the purpose and nature of this first phone interview:

- The purpose of this call is to obtain additional information and insights regarding local assessment system development.
- At the end of the interview, logistics for the site visit will be briefly discussed.
- The call should last no more than an hour.

The script regarding tape recording

With your permission, I'd like to tape record our conversation so I can be sure to have an accurate record of the information you provide me. Before you tell me whether this is ok, let me assure you of several things:

- *Only I will listen to your tape, and only for the purpose of taking detailed notes. (This will allow me to be a more attentive conversationalist today!)*
- *At any time during our conversation, you may ask that I turn off the tape recorder— whether for a particular comment you wish to make or for the remainder of the interview.*
- *After I take notes from your tape, the tape will be stored in locked file drawer in the office of Dr. Walter Harris, Director of the University of Maine Center for Research and Evaluation. Your tape will be destroyed at the completion of the implementation study (summer 2004), and the only reason I would listen to it before then would be to clarify my notes.*

So, unless you have any questions that I may answer, do I have your permission to tape record this interview?

The interview questions

For your convenience, I've reproduced the interview questions that Jill and I wrote and distributed on 12-3-04. [As you conduct each interview, keep in mind the overall goals: (a) eliciting the "how" and "why" for the dimensions below and (b) eliciting perceptions regarding "boosters" and "barriers" for these dimensions. Please probe as necessary.]

1) How does your SAU manage/coordinate the work plan and timelines for local assessment system development?

   a) Who is providing leadership for this work?
   b) What structures are in place (e.g., committees, work groups)?
   c) What strategies is your SAU using to provide time for this work?

2) How would you describe the attitude toward the local assessment system requirement in your SAU?

   a) How have SAU leaders described the purpose, rationale, utility, etc. of your work toward meeting this requirement?
   b) How do teachers in your SAU feel about this work?
   c) To what extent are parents, school board members, and other community members aware of this work? How do they feel about it?

3) To what extent has your SAU used DOE resources for local assessment system development (e.g., LAS Guide, *Measured Measures*, LAD & MAP websites, regional professional development)?

4) To what extent has your SAU developed/modified policies in response to local assessment system requirements (e.g., adopting a standards-based report card; developing interventions for students not meeting performance standards)?

5) What efforts has your SAU made to include <u>all</u> students in the local assessment system?

   a) What progress is being made in providing accommodations and alternate assessments, as appropriate?
   b) What efforts are being made to include students in vocational and alternative education programs?

6) The DOE is planning another meeting for LASIS participants to share their experiences with local assessment system development.

   a) Would you and your team be likely to attend such a meeting?
   b) "Sharing groups" will be structured around common roles and issues. What role-alike groups would be helpful to members of your team? (For example, would teachers like to meet by grade span or discipline?) What issues would you and your team like to discuss with people from other sites (e.g., scoring and benchmarking student work)?

7) [Interviewer: ask contact person to schedule meetings with representatives from each content area during the site visit.]

APPENDIX C: SITE VISIT PROTOCOL

LASIS Site Visit Protocol & Interviews

Pre-Site Visit Preparation:

Questions below may already have been answered during the phone-interview. It will be important to go over phone-interview reports and extract responses that fit the site-visit questions.

It will also be important to review the information from Nov. 7 survey's (for probing purposes or to follow-up on striking features of the initial narratives).

The overall goals of the site visit include:

- Validating information already obtained about the implementation of local assessment systems from surveys and telephone interviews,

- Updating previously obtained information, and

- Gaining new information that the structure of previous interviews and surveys may have obscured.

- Keep in mind we're looking at all components of the L.A.S. (i.e. all assessments including sub-set for certification)

Collection of Artifacts:

If districts have artifacts that pertain to the L.A.S. design and implementation (i.e. policies, structural designs, standard based report cards, newsletters, etc.) please ask for an electronic version to be sent to you. All documents should then be forwarded to Walt.

Describing the Purpose of the Site Visit Interview
Because you will be interviewing new people throughout your visit it will be important to describe the purpose and nature of the interview:

The purpose of the interview is to obtain additional information and insights regarding the current status of local assessment system development. As we go through the interview, please feel free to add any additional information that you feel would be helpful to this study.

Suggested script regarding tape recording:

It will be important to read/highlight this script to each person who will be interviewed. Teachers may feel uncomfortable being interviewed and taped. Assure them that you won't tape if they're not comfortable or if they want to share information that they don't want taped.

With your permission, I'd like to tape record our conversation so I can be sure to have an accurate record of the information you provide me. Before you tell me whether this is ok, let me assure you of several things:

- *Only I will listen to your tape, and only for the purpose of taking detailed notes. (This will allow me to be a more attentive conversationalist today!)*
- *At any time during our conversation, you may ask that I turn off the tape recorder— whether for a particular comment you wish to make or for the remainder of the interview.*
- *After I take notes from your tape, the tape will be stored in locked file drawer in the office of Dr. Walter Harris, Director of the University of Maine Center for Research and Evaluation. Your tape will be destroyed at the completion of the implementation study (summer 2004), and the only reason I would listen to it before then would be to clarify my notes.*

So, unless you have any questions that I may answer, do I have your permission to tape record this interview?

Audience: Identified leadership team and/or any other district leaders that seem appropriate or are recommended…

Questions

1. SAU Organizational Structure, Time and Funds:

Structure:
    a. What does the structure look like?
    b. Who's providing the leadership? How many people are involved in the work? Please provide titles/roles and name of the leader.
    c. How is the L.A.S. work communicated to K-12 staffs that have to implement the system but are not involved in the leadership structure?

Time:
    d. How much time is being spent on the LAS work (early release, late start, after school, etc.)?, How often do groups meet? Are you spending too little time? Too much? What is the impact on other work and/or priorities?

Funding:
    e. How are leaders / teacher leaders/ and all teachers working on LAS being compensated for the work? (Where are the funds coming from? How are people paid for their involvement in this work?)

Timeline of Curriculum/Assessment/Instruction Process:
>f. Describe the duration of effort (LAS vs. Curriculum)? It is important to clarify the difference between the work of aligning the curriculum to Maine's Learning Results and the work of designing and implementing a local assessment system using the LAS Guide.

4. Vision

>a. You know, there are a variety of beliefs about the LAS, the requirements and how it will impact teachers, students and learning. What do you think about this? Explain and tell us why

5. Disposition & Attitudes

>a. How would you describe the attitude toward the local assessment system requirement in your district?
>b. Does the current attitude reflect a change in attitude over the last several years? If so, how would you describe this change?
>c. How do teachers in your district feel about this work?
>d. To what extent are parents and other community members aware of this work? How do they feel about it?
>e. Can you provide evidence of attitudes in your SAU?

6. Communication with Students, Parents, Community & School Board

>a. How are you communicating with each group?
>b. What are you communicating?
>*c. What are the responses & reactions from these groups? (Do you feel they are gaining an understanding of the impact of this work? What are they doing to show you this understanding?)*
>d. What are your greatest needs in reaching out to the community and parents?

7. Resources:
>a. How do you determine what resources to use when designing and implementing the L.A.S.?
>b. Within the L.A.S. Guide, what clarification or elaboration would you find most helpful?
>c. Other DOE resources…(*see web list)
>c. Which non DOE resources are you using?
>d. If so, how have they been useful?

8. Policy: (update previous responses and provide examples of drafts/final copies)

>a. To what extent has your district drafted/developed/modified policy in response to local assessment system requirements (e.g. adopting a standards-based report card,

replacement, developing interventions for students not meeting performance standards, promotion, graduation requirements)?
b. Do you have any written approved "policies"?

9. "All Students"

a. What efforts has your district made to include <u>all</u> students in the local assessment system?
b. What progress is being made in providing accommodations and alternate assessments, as appropriate?
c. What efforts are being made to include students in vocational programs, alternative education programs and adult education high diploma requirements? (separate responses by each category)

10. Common Assessment Implementation

a. How much time is used to schedule, administer and score common assessments? What are some boosters and barriers in this area?

11. Additional Information

a. What is the status of your implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts? Please explain
b. With respect to LAS design, implementation and progress/future plans, is there anything else you wish to share that we haven't touched on today?

Overall: What is helping or hindering your progress towards an LAS?

APPENDIX D: LAS CHECKLIST

Based on the LAS Guide:
Principles and Criteria for the Adoption of Local Assessment Systems

Principles

Coherence

Fairness

☐　The PK – 4 curriculum document for 5 content areas with demonstrated alignment with Maine's Learning Results

☐　The 5 – 8 curriculum document for 5 content areas with demonstrated alignment with Maine's Learning Results

☐　The 9 – 12 Programs of Study document for the 5 content areas with demonstrated alignment with Maine's Learning Results

☐　Communication guidance on "pathways" for students

☐　Five sample assessments and curriculum and instruction artifacts. These represent each content area and grade span.

Principle and Criterion 1

Sufficiency

Assessment Types – Selection and Distribution

☐　A list of prioritized performance indicators for each content area and grade span with an explanation of method used if not DOE Balance of Representation

☐　English language arts templates
PK – 4
5 – 8
9 – 12

☐　Health and Physical Education templates
PK – 4
5 – 8
9 – 12

☐　Mathematics templates
PK – 4
5 – 8
9 – 12

☐ Science and Technology templates
  PK – 4
  5 – 8
  9 – 12

☐ Social Studies templates
  PK – 4
  5 – 8
  9 – 12

Criterion 2

Comparability

☐ Common / classroom assessments labeled on templates

☐ Policy documents related to the participation of all students (accommodations and alternate)

☐ 2 sample IEPs that represent the range of assessment participation (names removed)

☐ Conversion to 4 point scale protocols (if applicable)

Criterion 3

Replacement

☐ Replacement Policy including remediation /intervention plans if available.

Criterion 4

Performance Standards

☐ Performance Standards Set selected

Criterion 5

Public Reporting

☐ Public Reporting Policy
☐ Sample Reporting Format

Based on Appropriate Section of Chapters 127

<u>Local Assessment System Checklist</u>

<u>Chapter 127 Section 4.02 Local Assessment System</u>

☐   Graduation Policy

☐   Role of MEA

☐   Other Policies…

☐   Professional Development Plan

☐   Communication Strategy

☐   Data Management Plan

☐   Implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts Plan

☐   Other Plans…

APPENDIX E: PEER REVIEW INSTURMENT

LAS Principles	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present				
			indicate your general rating:				
			1	2	3	4	5
Coherence **Fairness** (Opportunity to learn)	What steps have been taken to ensure that all students have the opportunity to *learn, develop and demonstrate* the knowledge and skills in Maine's *Learning Results*? (All = regular education, special education, vocational education, alternative education …) **CONT.**	• **Curriculum documents** • **Course of study documents** • **Communication guidance on pathways to ensure opportunity to le*arn***	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment					
		The PK-4 – 5-8 curriculum sequence and the 9-12 programs of study for each of the 5 disciplines include courses/ course sequencing that correspond to the content standards of the *Learning Results* to provide the opportunity for all students to learn the knowledge and skills in the *Learning Results*.	List supporting evidence: List missing evidence:				Curriculum documents aligned with MLR?

Curriculum documents aligned with MLR?

Content Area	PK-4	5-8	9-12
ELA			
Health/Physical Education			
Mathematics			
Science & Technology			
Social Studies			

LAS Principles	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
CONT.		• **5 sample assessments (including locally developed or adapted assessments) from across 5 content areas and 3 grade spans; curriculum and instruction artifacts used to develop skills and knowledge for each assessment**	1 The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	2	3 The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.	4	5 The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment The 5 sample assessments with the artifacts of curriculum and instruction represent an adequate opportunity for students to demonstrate the knowledge and skills in the *Learning Results*.	List supporting evidence: List missing evidence:				

Assessments offered provide opportunity?

Content Area	PK-4	5-8	9-12
ELA			
Health/Physical Education			
Mathematics			
Science & Technology			
Social Studies			

O = offered   X = provide opportunity

LAS Principle & Criterion 1	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
			1	2	3	4	5
Sufficiency **Assessment Type- Selection and Distribution**	Has the SAU selected a collection of assessments to meet the rules for this principle/ criterion?	• **Description of process (i.e. DOE Balance of Representation or local method)** • **List of prioritized performance indicators at each grade span for each of the 5 content areas.**	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment Description of a process to prioritize performance indicators; a list of indicators for each grade span for each of the 5 content areas. (LAS Guide, Pg. 9)	List supporting evidence: List missing evidence:				

Content Area	PK-4	5-8	9-12
ELA			
Health/Physical Education			
Mathematics			
Science & Technology			
Social Studies			

CONT.

LAS Principle & Criterion 1	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
CONT.		• **Content Area / Grade Span Templates (15)**	1	2	3	4	5
			The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment A collection of at least 8 assessments have been identified for each content area and includes: • At least one measure of each content standard. • At least 5 measures for each content cluster. • A variety of assessment types for each school level reporting category.	List supporting evidence: List missing evidence:				

Content Area	PK-4	5-8	9-12
ELA			
Health/Physical Education			
Mathematics			
Science & Technology			
Social Studies			

Criterion 2	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
			1	2	3	4	5
Comparability	Has the SAU ensured that similar judgments of student performance in a content area reflect similar levels of proficiency in terms of the content and skills as identified in Maine's *Learning Results*?	• **Templates with common assessments labeled for the 5 content areas and 3 grade spans**	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment At least 75% of each collection of assessments used for certification are common assessments.	List supporting evidence: List missing evidence:				
CONT.							

Criterion 2	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
			1	2	3	4	5
CONT.		• **Policy documents for alternate assessment /accommodations and sample assessments.** • **2 sample IEPs (names removed)**	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment					
		Measure all students against the same standards, providing appropriate accommodations or alternate assessments as necessary. (LAS Guide, Pg. 15)	List supporting evidence: List missing evidence:				

Criterion 2	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present Indicate your general rating:				
			1	2	3	4	5
CONT.		• **Sample assessments (with scoring guides if used)** • **Conversion protocol**	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment					
		All scores for each performance indicator will be placed on a 4-point scale. (LAS Guide, Pg 15)	List supporting evidence: List missing evidence:				

Criterion 3	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
Replacement	Is there an SAU replacement policy allowing all students to replace low performance on an assessment with better performance on another assessment (within the set of assessments for certification?)	• **Replacement Policy**	1	2	3	4	5
			The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment A replacement policy is in place at each grade span and for each of the 5 content areas that includes: • The opportunity for a student to replace a low performance with a better performance across the collection of assessments for each content area. • A provision that replacements ensure a variety of types, the belief that form follows function, and maintains the distribution across the content area. • How many times, when, and under what circumstances a student is allowed to replace based on the Purpose of Replacement. • The opportunity for additional instruction/remediation required before the replacement. (LAS Guide, Pg. 18)	List supporting evidence: List missing evidence:				

Criterion 4	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present indicate your general rating:				
Performance Standards	Has the SAU made a decision about the performance standards to be applied?	• **Performance Standards Set/ Policy Document**	1	2	3	4	5
			The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment					
		A set of performance standards to apply for certification purposes has been identified by the SAU. (LAS Guide, Pg. 4)	List supporting evidence: List missing evidence:				

Criterion 5	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present				
			\- indicate your general rating:				
Public Reporting	Is the SAU prepared to report the performance levels of its students in the 5 content areas at the 3 grade spans?	• **Policy for Reporting** • **Sample Reporting Format**	1	2	3	4	5
			The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion.		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
		Evidence of Accomplishment The SAU is prepared to report to the public annually: • the percentage of **students** in each of the 4 performance levels in each content area at each grade span • **school level** information for the 5 content areas at the end of each grade span at a greater specificity than the content area (LAS Guide, Pg. 25)	List supporting evidence: List missing evidence:				

Chapter 127	Peer Reviewer Question	Source of Evidence	Extent to Which Evidence is Present				
			indicate your general rating:				
Standards for Local Assessments and Local Assessment Systems (Chapter 127 Sec. 4.02)	Has the SAU developed the policies/plans for local assessment systems listed in Chapter 127 Instructional Program, Assessment, and Diploma Requirements-Section 4.02?	• **Graduation Policy** • **Policy regarding role of MEA** • **Professional Development Plan** • **Communication Strategy Plan** • **Data Management Plan Implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts Plan**	1	2	3	4	5
			The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.		The evidence demonstrates accomplishment of some, but not all, aspects of the principle/criterion		The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
			List supporting evidence: List missing evidence:				
		Evidence of Accomplishment					
		Policies and plans required by Chapter 127 Instructional Program, Assessment, and Diploma Requirements					

APPENDIX F: FEEDBACK FORM

Peer Reviewer Feedback
LASIS May 18, 2004

The intent of this form is to gather your feedback on the training and the materials used during these two days. We hope to use a similar process and similar materials in regional seminars around the state.   Please offer specific comments whenever possible.

1. Were the AM training and materials helpful with your use of the review tool?

	Yes	Somewhat	No

Comments:

2. Did it make sense to have the Peer Review tool organized by principles and criteria as is done in the LAS Guide?

	Yes	Somewhat	No

Comments:

3.   Were the guiding Peer Reviewer Questions clear?

	Yes	Somewhat	No

Comments:

4.   Did the evidence column clarify what you needed to document in order to complete your rating?

	Yes	Somewhat	No

Comments:

5. Was the use of the 1-5 rating scale helpful for the task at hand?

             Yes   Somewhat   No

Comments:

6. Was the supporting and missing evidence appropriate feedback?

             Yes   Somewhat   No

Comments:

7. Was the process of scoring individually and then coming to consensus effective and efficient?

             Yes   Somewhat   No

Comments:

8. Did the process allow you to identify accomplishments and next steps for the SAUs you reviewed?

             Yes   Somewhat   No

Comments:

1. Will the information you have received for your SAU help you move forward?

             Yes   Somewhat   No

10. What else could a process like this provide?

11. How was participating in this process useful to you?

APPENDIX G: JUNE 2004 SURVEY

SCHOOL ADMINISTRATIVE UNIT PROGRESS ON THE
IMPLEMENTATION OF A LOCAL ASSESSMENT SYSTEM
ANSWERS SHOULD PERTAIN TO ENTIRE SAU (SCHOOL DISTRICT)

1.   In what superintendent region is your school administrative unit (SAU)?

Aroostook County	Midcoast	York
Cumberland County	Kennebec Valley	Unorganized territories
Hancock County	Washington County	
Penquis	Western Maine	**SEE MAP ON LAST PAGE**

2.   Our SAU is a (an). . .

private school	town with individual supervision
MSAD	CSD
Union	Unorganized territory

3.   What grade levels are included in your SAU?   (Circle all that apply.)

PreK--K--1--2--3--4--5--6—7—8--9--10--11--12

4.   How many students are enrolled in your SAU?

Fewer than 200	851-2000
201-400	More than 2000
401-850	

5.   Rate the extent to which each of the following is involved in the
development and implementation of your local assessment system (LAS).
If this role or structure does not exist in your SAU, please indicate in
the box provided.

	This role or structure does not exist (please check)	**No involvement** 1	2	3	Extensive involvement 4
ROLE:					
Assessment specialist					
Assistant superintendent					
Communications personnel					
Content leader					
Curriculum coordinator					
Data management specialist					
Principal					
Superintendent					
Other role:					
STRUCTURE:					
Curriculum committee					

Local Assessment System Implementation Study (2003-2004): Technical Report
August 2004

K-12 content area team				
Local assessment team				
Other structure:				

6.   Rate your SAU's progress on each of the following activities. Your rating should represent the progress being made in the specified content area across each grade span.

ENGLISH/LANGUAGE ARTS	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete											
Our SAU has . . .	**K-4**				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
a. developed curriculum documents aligned with *Maine Learning Results*.												
b. aligned instruction with curriculum and *Maine Learning Results.*												
c. selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization.												
d. identified at least 8 assessments for each grade span that: • samples every content standard • measures each content cluster five times • provides a variety of assessment types by clusters • identifies 75% of assessments as common												
e. provided professional development in common scoring for teachers.												
Our SAU is . . .												
f. prepared to fully implement the expectations of the LAS in the fall of 2004 (refer to informational letter #117)												

MATHEMATICS	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete											
Our SAU has . . .	**K-4**				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
a. developed curriculum documents aligned with *Maine Learning Results*.												
b. aligned instruction with curriculum and *Maine Learning Results.*												
c. selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other												

	K-4				5-8				9-12			
method of prioritization.												
d. identified at least 8 assessments for each grade span that: • samples every content standard • measures each content cluster five times • provides a variety of assessment types by clusters • identifies 75% of assessments as common												
e. provided professional development in common scoring for teachers.												
Our SAU is . . .												
f. prepared to fully implement the expectations of the LAS in the fall of 2004 (refer to informational letter #117)												

SCIENCE AND TECHNOLOGY	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete											
Our SAU has . . .	**K-4**				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
a. developed curriculum documents aligned with *Maine Learning Results*.												
b. aligned instruction with curriculum and *Maine Learning Results.*												
c. selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization.												
d. identified at least 8 assessments for each grade span that: • samples every content standard • measures each content cluster five times • provides a variety of assessment types by clusters • identifies 75% of assessments as common												
e. provided professional development in common scoring for teachers.												
Our SAU is . . .												
f. prepared to fully implement the expectations of the LAS in the fall of 2004 (refer to informational letter #117)												

SOCIAL STUDIES	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete											
Our SAU has . . .	**K-4**				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
a. developed curriculum documents aligned with *Maine Learning Results*.												
b. aligned instruction with curriculum and *Maine Learning Results.*												
c. selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization.												
d. identified at least 8 assessments for												

each grade span that: • samples every content standard • measures each content cluster five times • provides a variety of assessment types by clusters • identifies 75% of assessments as common												
e. provided professional development in common scoring for teachers.												
Our SAU is . . .												
f. prepared to fully implement the expectations of the LAS in the fall of 2004 (refer to informational letter #117)												

HEALTH AND PHYSICAL EDUCATION	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete										
Our SAU has . . .	**K-4**				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
a. developed curriculum documents aligned with *Maine Learning Results*.												
b. aligned instruction with curriculum and *Maine Learning Results.*												
c. selected a sampling of the performance indicators to assess using Maine's Balance of Representation or some other method of prioritization.												
d. identified at least 8 assessments for each grade span that: • samples every content standard • measures each content cluster five times • provides a variety of assessment types by clusters • identifies 75% of assessments as common												
e. provided professional development in common scoring for teachers.												
Our SAU is . . .												
f. prepared to fully implement the expectations of the LAS in the fall of 2004 (refer to informational letter #117)												

7.   Reflecting upon the above activities (a through f collectively), indicate the progress your SAU has made toward developing an LAS in Modern and Classical Languages, Visual and Performing Arts, and Career Preparation (which have a different timeline for completion).

	1 = No action taken on this yet 2 = Planning in progress 3 = Partially complete 4 = Work complete										
	K-4				**5-8**				**9-12**			
	1	2	3	4	1	2	3	4	1	2	3	4
Modern and Classical Languages												
Visual and Performing Arts												

Career Preparation					■				■			

8. Please indicate the progress your SAU has made on each of the following activities toward implementing an LAS using the scale provided.

Our SAU has . . .	K-12			
	No action taken on this yet 1	Planning in progress 2	Partially complete 3	Work complete 4
a. developed a policy for replacement assessments.				
b. selected either the recommended or alternative set of performance standards from the LAS guide.				
c. developed a procedure for public reporting of scores at the required levels for certification.				

9. Is your SAU currently collaborating with one or more SAUs for the purpose of developing an LAS?

    • Yes   • No

10. If you answered no to the previous question, would your SAU be interested in collaboration?   Yes   No

11. To what extent is your SAU prepared to assess the progress of students with disabilities/ESL/504 toward achieving the *Learning Results* through . . .

	No action taken on this yet 1	Planning in progress 2	Partially complete 3	Work complete 4	Don't know 5
Assessment with accommodations					
Alternate assessment (personalized alternate assessment portfolio PAAP)					

12. For each of the following, indicate the level of help needed by your SAU.

	No help needed 1	2	Moderate help needed 3	4	A lot of help needed 5
Selecting, developing and adapting assessments					
Managing the administration and the scoring of assessments					
Developing strategies for using and reporting data					
Developing policies (e.g., graduation, replacements, accommodations)					

	No action taken on this yet	Planning in progress	Partially complete	Work complete
	1	2	3	4

13. To what degree has your SAU developed a comprehensive scoring system that will meet technical standards?				

	Not at all confident			Very confident
	1	2	3	4
14. How confident are you that your SAU will be able to certify that high school **graduates** in 2008 will have met the requirements of the *Learning Results* in the five content areas?				

	Do not understand at all			Completely understand
	1	2	3	4
15. In your opinion, how well do the parents of incoming ninth grade students (Class of 2008) understand the graduation requirements that will apply to their children?				
16. In your opinion, how well do the incoming ninth grade students (Class of 2008) understand the graduation requirements that will apply to them?				

17. We know that "time" and "money" can be both boosters and barriers to the development/implementation of an LAS. Please help us identify other boosters and barriers to the LAS process that have facilitated or impeded your progress.

Boosters   **Barriers**

1._____   1._____

2._____   2._____

Maine Superintendent Regions