REPORT OF THE TASK FORCE TO REVIEW THE STATUS OF IMPLEMENTATION OF THE SYSTEM OF *LEARNING RESULTS*

Report to the Legislature
State of Maine

March 2003

TASK FORCE TO REVIEW THE STATUS OF IMPLEMENTATION OF THE SYSTEM OF *LEARNING RESULTS*

We would like to acknowledge the assistance of MEPRI faculty and staff members in all stages of planning and conducting the survey, analyzing data, and preparing the report. In particular, we thank Amy Cates, Administrative Assistant, Debra Allen, Research Associate, and Meridith Bolster, Graduate Assistant, for their hard work on this project.

Learning Results Implementation Task Force
March 2003

To: Co-Chairs Senator Neria R. Douglas, Representative Glenn Cummings and Members of the Joint Standing Committee on Education and Cultural Affairs

The members of the *Learning Results* Implementation Task Force, in accordance with Section 8 of H.P. 1602 – L.D. 2103, An Act Regarding Essential Programs and Services, are pleased to present its report.

The data used for this report came primarily from surveys jointly prepared by Professor Walter Harris and Assistant Professor Janet Fairman of the Maine Educational Policy Research Institute and members of the Task Force. The surveys were sent to Superintendents, Principals, Teachers and School Board Chairs covering every school administrative unit in Maine.

The results of these surveys, along with other data cited in the report, show strong support from educators for the continued implementation of *Learning Results* as a means to improve the educational achievement of all Maine Students. Overall, progress has been good.

Despite the good progress made by school administrative units, concerns surfaced through the survey data and the deliberations of the Task Force. The major concerns are twofold. First, some educators expressed a feeling that there is not enough time, trained educators, or funding to complete the implementation for all content areas by the current deadlines. The second major concern is whether low achieving students, those typically considered to be "at risk", and students with special needs will all be able to meet all the *Learning Results* standards.

It was interesting that a number of districts reported they were well along with the implementation of the *Learning Results* even though they were not necessarily the districts that were spending more than the state average per pupil. Additional research should be authorized to find out how such progress has been made. The information from such research would help other districts with their implementation plans.

There are several specific recommendations that may be found on pages 66-74 of the Report. As actions on these recommendations are considered an important criteria to use is, "what is best for all Maine students".

The report could not have been done without the diligent work of all members of the Task Force and the staff of the Maine Educational Policy Research Institute who conducted the survey and wrote the report. Georgette Valliere served as staff from the MDOE. Thanks to all the above.

Weston L. Bonney
Chairman of the Task Force
Member State Board of Education

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INTRODUCTION

This report is organized in the following sections: Introduction (background legislative charge and work of the Task Force); Research Methodology (survey design, sampling, analysis, and other data sources); Discussion of Data Findings; SAUs Reporting the Most and the Least Progress; the "No Child Left Behind" Legislation; Summary; and Recommendations. Data findings include discussion of progress on implementing components of the System of *Learning Results*; perceptions and expectations; and obstacles and identified needs for implementation.

Background

A Task Force to Review the Status of Implementation of the System of *Learning Results* (Task Force) was convened in July 2002 by the Commissioner of Education, as directed by the Maine State Legislature in legislation regarding the Essential Programs and Services funding model in April 2002 (L.D. 2103, Public Law 660). Task Force membership was specified by the legislation and included representatives named by various constituent groups. Members included: The Commissioner of Education, a member of the State Board of Education, superintendents, school board members, principals, teachers, and a business representative. The charge to the Task Force was to:

1. Conduct a full and complete assessment of the implementation of the System of *Learning Results* in each school administrative unit in the state;
2. Examine what actions are needed to adhere to the time lines for implementation of the System of *Learning Results* as required by current statute and rules; and
3. Consider the requirements of the federal *Elementary and Secondary Act of 1965*, ESEA 20 United States Code, chapter 1301, et seq., as amended by

Public Law 107-110, and, to the extent that the ESEA requirements affect the implementation of the System of *Learning Results*, the task force shall include in its report specific recommendations concerning the implementation of such requirements. Sec. 8. 20-A MRSA c. 606-B

The legislative charge required the Task Force to report "*specific findings regarding the current levels of school administrative unit implementation of the System of* Learning Results, *as well as a recommended plan of action to meet any deficiencies identified in this implementation analysis*". Legislation and administrative regulations on the implementation of the System of *Learning Results* require school administrative units (SAUs) to include the *Learning Results* content standards in their curriculum, to implement local assessments to measure students' progress on achieving the *Learning Results*, and to award high school diplomas based on students' performance on comprehensive local assessments within specified time frames (Chapter 125, Chapter 127, Maine Department of Education). Specifically, the relevant deadlines for implementation required by the state are the following:

- By the 2002-2003 school year, school administrative units must include five content areas of the *Learning Results* in their curriculum: English Language Arts, Mathematics, Science and Technology, Social Studies, and Health and Physical Education.
- By the end of the 2003-2004 school year, school administrative units must implement comprehensive local assessment systems to measure students' progress on achieving the *Learning Results* content standards, and must certify that the local assessment systems meet the assessment system standards established in Chapter 127 for five content areas: English Language Arts, Mathematics, Health and Physical Education, Science and

Technology, and Social Studies. The regulations specify how performance on assessments must be reported across grade spans.

- By 2007-2008, school administrative units must certify that their comprehensive local assessment system meets the assessment system standards established in Chapter 127 for three additional content areas: Modern and Classical Languages, Visual and Performing Arts, and Career Preparation, contingent upon funding based on Essential Programs and Services or its equivalent. (Originally, the deadline was 2006-2007.)
- By September 2007, school administrative units must include all eight content areas in their curriculum (including Modern and Classical Languages, Visual and Performing Arts, and Career Preparation), contingent upon funding of Essential Programs and Services or its equivalent. (Originally, the deadline was September 2006.)
- By the high school graduating class of 2007, school administrative units must begin to award high school diplomas based on students' achievement of the *Learning Results* content standards for English Language Arts and Mathematics as demonstrated by students' performance on comprehensive local assessments in these content areas.
- By the high school graduating class of 2008, school administrative units must begin to award high school diplomas based on students' achievement of the *Learning Results* content standards in the additional content areas of: Health and Physical Education, Science and Technology, and Social Studies as demonstrated by students' performance on comprehensive local assessments in these content areas.
- By the class of 2011, school administrative units must award high school diplomas based on students' achievement of the *Learning Results* content standards in the additional content areas of Modern and Classical Languages, Visual and Performing Arts, and

Career Preparation), as demonstrated by students' performance on the comprehensive local assessments in these content areas.[1] (Originally, the deadline was the graduating class of 2010.)

Given these impending deadlines, the Task Force focused its work broadly on all components of the *Learning Results* implementation process: curriculum revision and alignment with the *Learning Results*; development of local assessments to measure students' progress on the *Learning Results*; and professional development to support both the implementation of the *Learning Results* in classroom practice and comprehensive local assessment systems.

During the initial meetings, Task Force members selected a chairperson, reviewed the relevant statutes related to the *Learning Results* and the legislative charge, established criteria for selecting indicators of progress for *Learning Results* implementation, and identified a list of broad categories of indicators. The Task Force also determined that the study should include all eight content areas specified by the *Learning Results*, although deadlines for implementation may be more imminent in some content areas, such as English Language Arts and Mathematics, than for other content areas. Task Force members reviewed the available data sources for indicators, and determined that MEPRI staff would conduct a statewide survey of administrators and teachers to assess the progress school administrative units (SAUs) have made on the indicators.[2] MEPRI drafted and field-tested all survey instruments, and the Task Force reviewed and approved the surveys before they were mailed in early November 2002, with the request that they be returned by November 15. In early December, the Task Force reviewed data collected and analyzed by MEPRI and determined how the final report would be organized. The Task

[1] Chapter 125 and 127, "Regulations for the Implementation of the System of *Learning Results*", Maine Department of Education, Aug. 9, 2002.
[2] Note that school administrative units are generally referred to as "SAUs" or "districts" in this report.

Force reviewed a draft report in January 2003 and approved a final report with recommendations in February 2003 for submission to the Legislature.

Identifying Indicators of Progress

Task Force members agreed on the criteria for selecting indicators, namely that each indicator would: (a) measure the direct implementation of the *Learning Results* content standards and not just measure good educational practice; (b) be supported by data that are available from an authoritative source or that can be collected by MEPRI in a timely manner; (c) have a clearly understood relationship to the measurement of implementation; and (d) be expected to support final conclusions.

Preliminary indicators were identified as Task Force members broke into work groups focused on three broad topics related to implementation: curriculum and assessment, educator quality, and structures and reporting. Indicators were shared with the whole group, and then grouped into broader categories. The Task Force agreed to focus on eight categories of indicators that were deemed most essential and that could also meet the criteria described above. The categories were:

- Alignment of curriculum with the eight *Learning Results* content standards;
- Professional training on *Learning Results* and/or comprehensive local assessment;
- Attitudes and beliefs about the *Learning Results*;
- Local assessment systems aligned with the *Learning Results*;
- Available resources to implement the *Learning Results* and comprehensive local assessment;
- Teaching practice and teacher knowledge to implement the *Learning Results*;

- Communication about the *Learning Results* within the school community; and
- Opportunities for students to achieve the *Learning Results* standards.

Some indicators did not meet the criteria and/or received a lower priority ranking by the Task Force. For example, Task Force members considered trying to collect data on SAUs' progress on: developing a comprehensive education plan; implementing data management systems; and reporting student achievement in a way that aligns with the *Learning Results*. However, Task Force members agreed that most SAUs have not yet begun to address these areas. In order to keep the survey instruments to a manageable length and thereby increase the likelihood of an adequate return rate, the Task Force decided to focus on those areas where SAUs have made some progress and to reserve other areas for future studies.

RESEARCH METHODOLOGY

Due to the short timeframe for conducting this study and preparing the final report to the Legislature, Task Force members concluded that a survey would be the most efficient method to collect data on the progress made by individual SAUs. In addition, other existing data sources were gleaned for relevant information related to progress on the indicators of focus. These data sources are described in this section, with the results included in the section on data findings.

Survey Design and Sampling

MEPRI staff drafted surveys for school board chairs, superintendents, principals, and teachers based on the indicators outlined by the Task Force. Survey items took many forms, including: check boxes or circled numbers, percentages of staff or time spent in different types of professional development, likert scales, and rank ordering of items. A combination of different formats was used to measure any single indicator to increase reliability of the instruments. Many items were common across all four surveys, while some items were included on only one or two

of the surveys, as they pertained to individuals holding specific job roles. (Survey instruments are appended to this report.) Task Force members reviewed and revised the surveys until consensus was reached on the composition and structure of the surveys. All surveys were field tested with teachers and administrators.

To comply with the legislative charge to assess implementation in each school administrative unit, all school board chairs (n = 281), superintendents (n = 168), and principals (n = 676) were surveyed across the state (see Table 1). There were no superintendents or school board chairs in the Unorganized Territories (referred to in this report as superintendent region 10), so only the principals were surveyed in that region. The most current, available list of names and school addresses for administrators and teachers working in each region was obtained from the Maine Department of Education (MDOE), and included individuals working in schools as of the 2000-2001 school year. Maine School Management provided names and addresses for school board chairs.

The superintendents' regions of the state became an organizer for a sample of teachers. Since MDOE's list of teacher names for each region had not yet been updated to reflect job transfers occurring in the fall of 2002, a decision was made to intentionally oversample the teacher population in order to compensate for the fact that some names would not appear on the available list. A sample size of 60% was determined to be adequate to compensate not only for the names that might be missing from the available list, but also to allow for the fact that some respondents would not return surveys.

The total population of 14,593 teachers in Maine was first grouped by the superintendents' regions, and then by the grade configurations (K- 8, 9-12, and K-12) by which most Maine schools are organized. A sample size of 60% of the population within the K-8 and

9-12 grade spans for each region was computed, so the sample size was proportionate with the total teacher population in each region for these grades. Since region 1 (Aroostook County) was the only region with a significant percentage of teachers in K-12 schools (28% as compared with 6% or less in other regions), only this region was sampled for teachers in K-12 schools. There are large differences in the teacher population across the superintendents' regions. Aside from the Unorganized Territories, which has only 20 teachers, the other nine regions vary from 415 teachers in region 3 (Washington County) to 3,221 teachers in region 7 (Cumberland County). Since the sampling of regions was proportionate for teacher populations, and the return rate for the teacher surveys across regions was fairly consistent (about 26%), no weighting was applied to the data.

Teachers' names were selected for the sample by choosing every other name from the list of all teachers within each grade span and region, to obtain the necessary number of teachers for a sample size of 60%. While this is not a perfectly random selection process, it is very close to a random selection of teachers. This strategy resulted in a total sample of 8,617 teachers representing all superintendent regions of the state.

The number of administrators and teachers working in each region, the number sampled, and the return rates are represented in Table 1. Overall, the return rates were close to 60% for the superintendents and principals, 30% for school board chairpersons, and almost 26% for teachers in K-8 and 9-12 schools. The teacher sample obtained from this response represents 16% of the total teacher population in the state for these grades, which is consistent with the samples obtained on other teacher surveys conducted in the past by MEPRI or the Center for Research and Evaluation at the University of Maine. It is not clear why there was a lower rate of return for the teacher surveys than for the administrator surveys. Teachers have many demands

Table 1. Sample Size for Task Force Surveys

		Principals			Superintendents			School Board Chairs		
Superintendent Region		Total Poplulation (Surveyed)	Returned	Return Rate	Total Poplulation (Surveyed)	Returned	Return Rate	Total Poplulation (Surveyed)	Returned	Return Rate
1	Aroostook	53	35	66%	23	13	57%	36	8	22%
2	Penquis	103	57	55%	28	16	57%	43	13	30%
3	Washington	35	20	57%	10	5	50%	33	8	24%
4	Hancock	39	22	56%	13	5	38%	32	9	28%
5	Mid-Coast	61	35	57%	18	11	61%	33	13	39%
6	Western Maine	90	50	56%	18	13	72%	32	10	31%
7	Cumberland	110	69	63%	20	14	70%	20	8	40%
8	Kennebec	100	60	60%	23	17	74%	36	12	33%
9	York	78	39	50%	15	11	73%	16	4	25%
10	Unorganized Territories	7	6	86%	0	0		0	0	
Total		676	393	58%	168	105	63%	281	85	30%

		Teachers														
		K - 8 Schools					9 - 12 Schools					K - 12 Schools				
Region	Superintendent Region	Total Population	Total Surveyed (60%)	Returned	Returned Rate	% of Population	Total Population	Total Surveyed (60%)	Returned	Return Rate	% of Population	Total Population	Total Surveyed (60%)	Returned	Return Rate	% of Population
1	Aroostook County	494	296	101	34%	20%	154	92	29	32%	19%	252	151	50	33%	20%
2	Penquis	1,298	779	205	26%	16%	516	310	83	27%	16%	33	0	0		
3	Washington County	314	188	58	31%	18%	78	47	16	34%	21%	23	0	0		
4	Hancock County	470	282	78	28%	17%	162	97	32	33%	20%	0	0	0		
5	Mid-Coast	723	434	123	28%	17%	284	170	55	32%	19%	39	0	0		
6	Western Maine	1,470	882	215	24%	15%	675	405	101	25%	15%	53	0	0		
7	Cumberland County	2,249	1,349	312	23%	14%	959	575	134	23%	14%	13	0	0		
8	Kennebec	1,466	880	229	26%	16%	595	357	92	26%	15%	30	0	0		
9	York County	1,574	944	240	25%	15%	612	367	98	27%	16%	37	0	0		
10	Unorganized Territories	20	12	2	17%	10%	0	0	0			0	0	0		
Total		10,078	6,046	1,563	26%	16%	4,035	2,420	640	26%	16%	480	151	50	33%	10%

on their time, and may not have made the survey a priority. The Task Force surveys were mailed to teachers at roughly the same time that other teacher surveys were being conducted in the state, and a laptop initiative was being implemented in seventh grade throughout the state.

In interpreting the survey data presented here, one must consider the usual caveats that apply to other survey data of this type. Because the surveys were voluntary, not all individuals who were sampled responded, and there is a potential for biased response. Some individuals may have been more motivated to respond to the survey than others, because of their interest in or attitudes about the *Learning Results*. Also, survey items rely on the ability of respondents to self-report attitudes and behavior, and to assess their SAUs' progress on implementing the *Learning Results*. We do not know how accurate the responses are.

The surveys did collect basic demographic information about respondents so that characteristics of the sample could be compared with characteristics of the total population of teachers in the state. For example, teachers were asked the grade levels they teach, the subjects they teach, the total number of years they have taught, and the number of years they have taught in their current school system. Data for these responses were analyzed against statewide averages, and were consistent with statewide averages for grades taught, subjects taught, and total number of years teaching. The survey did not ask for age, gender, race, or ethnicity information.

The strengths of the survey samples include the following: (a) a high return rate from administrators; (b) strategy of selecting every other name for the teacher sample; (c) proportionate sampling (60%) within each grade span and each region; (d) a teacher sample that adequately represents all grades; (f) good representation of typical grade configurations; (g) a fairly consistent return rate for teachers across all superintendent regions (26% on average) for

the K-8 and 9-12 schools; and (h) a fairly consistent percentage of the teacher population represented in the obtained sample across all regions (16% on average) for the K-8 and 9-12 schools.

Data Analysis

Data from the surveys were analyzed within the framework of the original legislative charge (to assess what progress SAUs have made in implementing the System of *Learning Results*, and what actions might be needed to meet the implementation deadlines), and the categories of indicators identified by the Task Force. Data collected from surveys were entered into SPSS (a quantitative data analysis software program, version 11.5), by a team of trained MEPRI staff. All survey data were analyzed using SPSS, which computed the frequencies for responses to survey items. Responses for some items were recoded for ease of interpretation and representation in graph form. Data were analyzed statewide, by respondent type (job role), by grade span, by content areas, and by region. Surveys from 12 teachers who indicated they were in their first year of teaching (they had only been on the job for two months), were omitted from the teacher sample prior to data analysis.

Survey responses from administrators and teachers across all regions of the state were analyzed to see if respondents holding different job roles held different views about the *Learning Results*. In general, the responses of superintendents and principals were very close and differed only slightly from teachers' responses. On some items, there was more difference between administrators' (superintendents' and principals' combined mean responses) and teachers' responses. These similarities and differences are discussed in the findings section. This report focuses primarily on data from administrators and teachers, as the responses were highly consistent across these groups. Data from the school board chairs were, on many items,

inconsistent with the responses from administrators and teachers. Given the inconsistencies in the school board chair results, the small *n* size for the school board chair surveys returned (85), and the greater distance of school board chairs from the classroom, data from the school board chair surveys were not used as the primary basis for analysis in this report.

Data were analyzed by grade span to see if there were differences in the level of progress on implementation or respondents' views across grade spans. Data were also analyzed by the superintendent regions for certain survey items to see if differences were reported across regions in terms of progress on implementation or the perceived barriers to implementation. The regions are listed by name and number in Table 1. For the purposes of this report, the Unorganized Territories have been assigned the label of region 10. Data were reported on a statewide basis, not by school system.

Other Data Sources

In addition to the Task Force surveys, there are other recent surveys that have attempted to measure SAUs' progress on aligning curriculum with the *Learning Results*, implementing local assessments to measure students' achievement of the *Learning Results* content standards, and providing professional development for teachers on the *Learning Results*. One data source is a survey that is conducted by the Maine Department of Education in conjunction with the administration of the Maine Educational Assessment (MEA). Another data source is a survey of school system assessment practices conducted by the Center for Research and Evaluation at the University of Maine. A third recent data source is the Maine Public Schools Census Survey, conducted by the Maine Education Policy Research Institute, which included an item on teacher professional development on the *Learning Results*. These surveys are described generally in this section, while the results from relevant items are discussed in the section on findings.

The MEA School Survey is administered in two separate forms to school principals and to students to collect general information about school staffing, programs, and professional development. The survey is mailed to all schools that include at least one of the three grades (4, 8, or 11) in the spring and fall of each year. The most recent survey results available are from March 2002 and December 2001.[3] Both surveys contain items that ask principals to describe their school's progress on aligning curriculum and local assessment with the *Learning Results* content standards. Other items relate to the indicator of teaching practice by asking principals about teachers' use of content standards in planning lessons and courses, and teachers' use of performance assessment activities.[4]

The Center for Research and Evaluation at the University of Maine conducted an Assessment Development Survey in March 2002 on behalf of the Maine Department of Education. This survey was mailed to all superintendents (159) and most replied (75%). The survey asked SAUs to describe the type of assessments they use and which of the *Learning Results* standards they assess for each content area and in each grade span.

The Maine Education Policy Research Institute conducted the Maine Public Schools Census Survey in April 2002. This survey was mailed to all public schools and 11 private schools that receive 60% or more of their funding from public sources. A total of 373 principals or schools returned surveys for an average return rate of 49%. This survey had one item asking principals what percentage of time for professional development for teachers was spent on

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[3] The number of schools responding to the March 2002 MEA School Survey was 384 at 4th grade, 231 at 8th grade, and 128 at 11th grade. The number of schools responding to the December 2001 MEA School Survey was 387 at 4th grade, 234 at 8th grade, and 136 at 11th grade.

[4] Performance assessment is a way of measuring what students know and can do by requiring them to perform a task and to construct their own response, rather than simply choosing a provided response (as with multiple-choice tests), or giving a brief written or numerical response. In this way, students are compelled to show the process by which they arrived at their answers or solutions. Performance assessment is generally intended to be integrated with instruction, and students' performance on tasks is usually rated against a rubric that specifies performance criteria. Performance assessment can take many forms and could include writing prompts, projects, experiments, portfolios, or other assessments. The Maine Educational Assessment is a performance-based assessment.

various topics, including aligning curriculum with the *Learning Results* and assessment of students' progress toward achieving the *Learning Results*.

DISCUSSION OF DATA FINDINGS

Progress on the Implementation of the System of Learning Results

If schools systems are to fully implement the *Learning Results* and help all students achieve these standards, they will need guidelines for curriculum and appropriate instructional materials for each content area that align with the *Learning Results*. They will need systems to assess students' learning progress, and teachers who are knowledgeable and skilled in supporting students' learning. All of these components together are critical for assuring that all students have opportunities to learn and achieve at high levels.

This section includes a discussion of survey results related to SAUs' progress on: aligning school system curriculum frameworks with the *Learning Results*; aligning curriculum and instructional materials with the *Learning Results*; implementing comprehensive local assessments; readiness to certify that students meet the *Learning Results* requirements; and teaching practice and teacher knowledge. The Task Force surveys included several items to measure SAUs' progress on these components or indicators.[5] Data from other recent surveys are cited at the end of this section, as they relate to the indicators, and as they help to illustrate the continuing progress that SAUs have made on these indicators over the last year.

Progress Aligning Curriculum Frameworks to the Learning Results

One item on the superintendent, principal, and teacher surveys asked respondents to indicate the level of progress their SAUs have made on revising or rewriting curriculum frameworks to align with the *Learning Results*, for each of the eight *Learning Results* content

[5] The Task Force survey items cited in this report are numbered with a letter preceding the item number that denotes the version of the survey: S= superintendent survey, P= principal survey, T= teacher survey, C= school board chair survey. Thus, S28 is item number 28 on the superintendent survey. Surveys are included in the Appendix.

areas across three grade spans K-4, 5-8, and 9-12 (S38, P34, T41). The wording of this item differed slightly for administrators and teachers, and the response choices were also somewhat different. Superintendents and principals were asked to choose one of four responses (no action on this yet, planning in progress, partially complete, or work complete), while teachers were asked to respond to the question: "Does your school administrative unit have curriculum frameworks that align with the *Learning Results*?" with one of five responses (yes, work in progress, no, don't know, or subject not in curriculum for my grade). Both administrators and teachers were instructed to fill in responses only for the grade span(s) they supervised or in which they taught.

Overall, teachers indicated slightly more progress on aligning curriculum frameworks than did administrators for almost all content areas. The responses from superintendents and principals were extremely close, and typically differed by 0-5 percentage points. Mean responses from superintendents and principals were combined to facilitate a comparison between administrator and teacher views on progress. A slightly higher percentage of teachers indicated their SAUs have curriculum frameworks that align with the *Learning Results* than did administrators, particularly in grades K-4 and 5-8, for the five content areas of English Language Arts, Mathematics, Science and Technology, Social Studies, and Health and Physical Education. The reverse was true for grades 9-12 (see the column labeled "work complete" on Table 2 in Appendix). For the remaining three content areas (Modern and Classical Languages, Visual and Performing Arts, and Career Preparation), the responses from administrators and teachers were quite similar.

A considerably higher percentage of administrators indicated that work on aligning curriculum frameworks was still in progress (either "partially complete" or "planning in

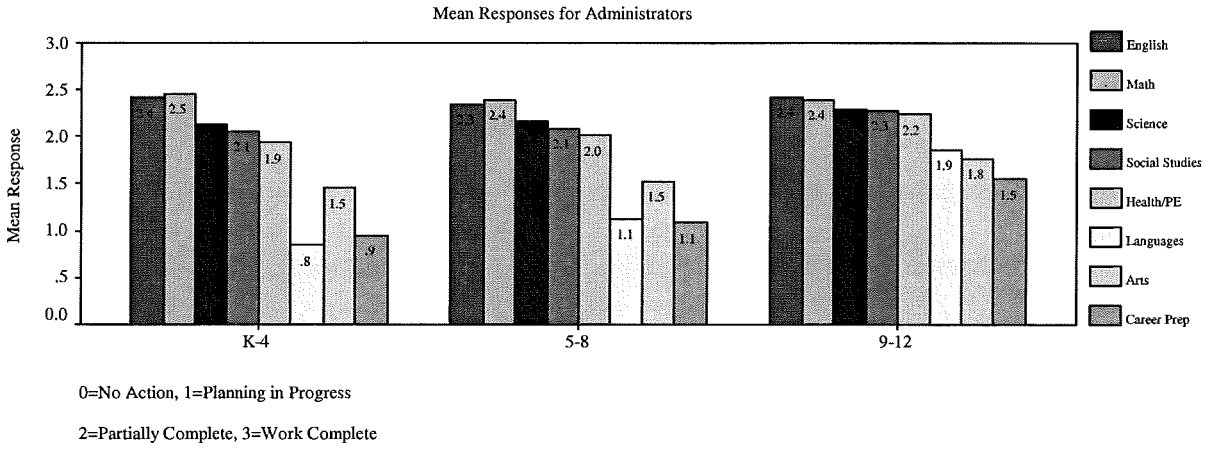
progress") than did teachers. About one quarter or more of the teachers in grades K-4 and 9-12 and about one third of the teachers in grades 5-8 said they "don't know" if their school system has curriculum frameworks that align with the *Learning Results* for the grades they teach for the content areas of Modern and Classical Languages, Visual and Performing Arts, and Career Preparation. This finding may indicate that teachers are not fully informed about the status of curriculum work taking place in their SAUs, or perhaps the teachers who responded have not been involved in curriculum work in their SAUs. About 30% of the teachers in grades K-4 and 20% of the teachers in grades 5-8 indicated that Modern and Classical Languages and Career Preparation are not included in the curriculum for their grade levels.

Despite these differences in response between administrators and teachers, the results are still fairly consistent. Superintendents, principals, and teachers are in fairly close agreement about what progress has been made on revising curriculum frameworks to align with the *Learning Results.*

Across all superintendent regions, respondents indicated that the most progress on aligning curriculum frameworks has been made in English Language Arts and in Mathematics, followed by Science and Technology, Social Studies, and Health and Physical Education. Progress in the Visual and Performing Arts followed closely behind these three content areas. The least amount of progress was reported for Modern and Classical Languages and Career Preparation, particularly in grades K-4 and 5-8. Across all content areas, respondents reported that more work has been "completed" or "partially completed" for grades 9-12 than for grades K-8. Figure 1 illustrates the varying degree of progress on aligning curriculum frameworks across the eight content areas for the three grade spans, and shows the combined mean responses of superintendents and principals to this survey item. Teachers' responses are not combined with

the administrators' responses for this item since the response choices were somewhat different for administrators and teachers.

Figure 1. Progress on Aligning Curriculum Frameworks with the Learning Results



For English Language Arts, Mathematics, Science and Technology, Social Studies, and Health and Physical Education, most administrators believed that work was either "complete" or "partially complete". About half the administrators in all grade spans indicated that work on aligning curriculum frameworks was "complete" for English Language Arts and for Mathematics, and another 40% indicated work was "partially complete".

Somewhat less progress was reported in other content areas. In Science and Technology, Social Studies, and Health and Physical Education, 40% or fewer of the administrators said work was "complete" for the three grade spans. About 65% of the administrators in all grade spans said work was in progress (either "partially complete" or "planning in progress") for Visual and Performing Arts. About half of the administrators in grades K-4 and almost 40% of the administrators in grades 5-8 said "no action" had been taken yet to align school system curriculum frameworks with the *Learning Results* for Modern and Classical Languages and

Career Preparation. As would be expected, a considerably higher percentage of administrators reported work was complete for Modern and Classical Languages and Career Preparation in grades 9-12 than in grades K-8. The pattern of progress across content areas seems consistent with the fact that the state's deadline for including content standards in the curriculum for Modern and Classical Languages, Visual and Performing Arts, and Career Preparation is later than the deadline required for the other five content areas. Thus, SAUs have begun work in the five content areas where there the deadlines are more imminent.

Responses to the item on aligning curriculum frameworks were also analyzed by region. Principals' responses are shown in Tables 4-11. Since the total number of respondents from the Unorganized Territories is so small (6 principals out of a total of 393 returning surveys), only the data from the other nine superintendent regions are discussed here. Across the nine regions, a substantially higher percentage of principals (almost twice that of some regions) from region 7 (Cumberland County) in all grade spans, and from region 8 (Kennebec Region) in grades 9-12, reported that work on aligning curriculum frameworks is complete for English Language Arts. This trend continues for the other content areas, but is less consistent for Health and Physical Education, where principals from regions 1 (Aroostook County) and 5 (Mid-Coast Region) also indicated strong progress. (See appended Tables 4-11 entitled: "Progress Aligning Curriculum Frameworks with the *Learning Results* by Region: Principal Responses".)

***Progress on Aligning Curriculum and Instructional Materials with the* Learning Results**

Alignment of written curriculum frameworks is but one initial step in the process of implementing the *Learning Results*. School system curriculum frameworks are an important tool for communicating the intended curriculum and learning goals, but the actual or enacted curriculum involves the instructional materials (textbooks, manipulatives, equipment, etc.) and

learning processes that take place within classroom lessons. The enacted curriculum is not always well aligned with the intended curriculum; for example, a school system may not have purchased up-to-date curricula, textbooks, or other learning materials for teachers to use in all classrooms and content areas, or some teachers may not be adequately trained on how to use new curricula. The Task Force surveys include several items on the availability of curriculum and instructional materials to support student achievement of the *Learning Results* content standards.

One item on the superintendent and principal surveys asked for what portion of the eight content areas do "both teachers and students have appropriate textbooks and instructional materials to support students' achievement of the *Learning Results*" (S31, P28). Across all grade spans, about 75% of the administrators said that "most" or "all" content areas in their schools have appropriate instructional materials. When teachers were asked a similar question (T33), a slightly higher percentage of teachers agreed (47%) than disagreed (39%) that they have instructional materials that are well aligned with the *Learning Results*, and the results were consistent across grade spans (see Table 21).

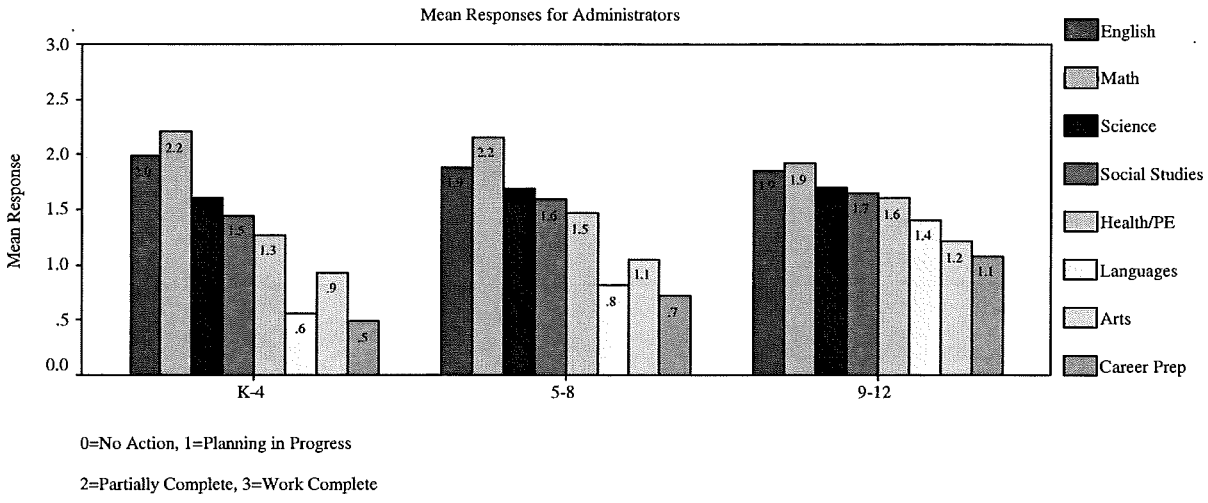
Another item asked superintendents and principals for what portion of the eight content areas do "both teachers and students have sufficient numbers of computers to support student achievement of the *Learning Results*" (S32, P29). Across all grade spans, almost two thirds of the administrators (62% on average) said "most" or "all" content areas have enough computers for students. Fewer teachers, just over half (53%), agreed that their students have adequate access to computers to support their achievement of the *Learning Results* (T32). More teachers in grades 5-8 agreed with this view than did teachers in other grades (see Table 21). Most teachers agreed (65%) that they (teachers) have adequate access to computers to support students' achievement of the *Learning Results* (T31).

It is likely that teachers' perceptions about access to computers were significantly influenced by the presence of additional computers in schools from the statewide laptop initiative (Maine Learning Technology Initiative). Without this program, the percentage of teachers who agreed they or their students have adequate access to computers would probably be much lower, particularly for teachers in grades 5-8. Laptops were delivered to schools during the fall of 2002 for all seventh grade students and their teachers throughout the state. This group of students and teachers immediately had greater access to computers. Students and teachers in other grades also benefited from increased access to existing computers in schools, because of the reallocation of technology resources within schools and SAUs in response to the laptop initiative.

Superintendents and principals were asked if new instructional materials were purchased in any of the eight content areas specifically to meet the requirements of the *Learning Results*. Administrators were asked to indicate on a 4-point scale how much progress had been made, or if no work was needed, for each content area and grade span under their supervision (S39, P35). In response to this item, more administrators indicated that new instructional materials had been purchased for English Language Arts and for Mathematics than said so for other content areas. Figure 2 shows the combined mean responses of principals and superintendents to this item. About three quarters of the administrators said work in this area was either "complete" or "partially complete" in English Language Arts and in Mathematics, while most said work was only "partially complete" or planning was "in progress" for Science and Technology, Social Studies, and Health and Physical Education. About 60% of the administrators said "no action" had yet been taken to obtain new instructional materials for Modern and Classical Languages and Career Preparation for grades K-4, and about 40% gave this response for Visual and Performing

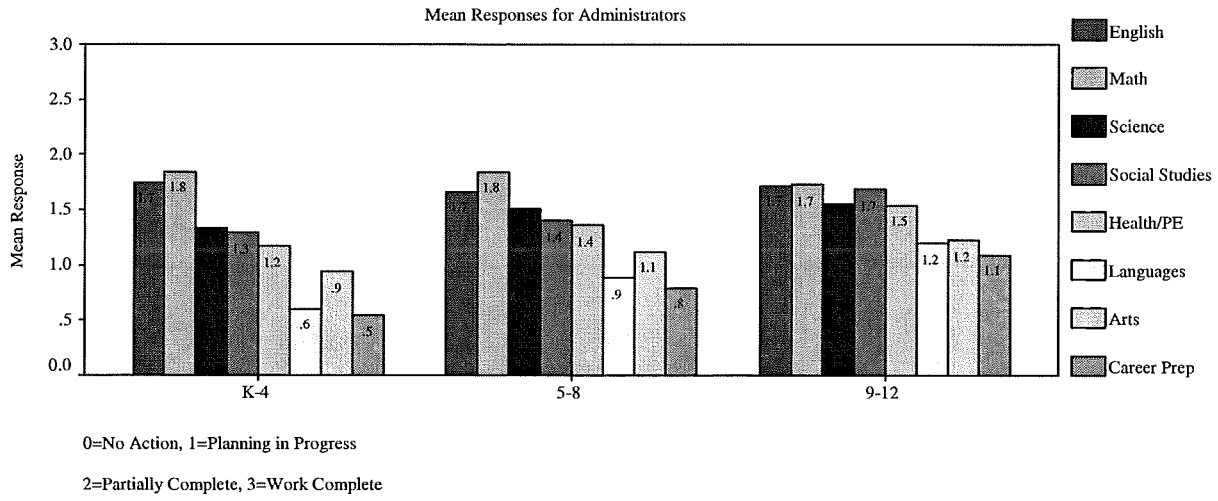
Arts. More progress on purchasing new instructional materials for Modern and Classical Languages and Career Preparation was reported for grades 9-12 than for grades K-8.

Figure 2. Progress on Purchasing New Instructional Materials



Superintendents and principals were also asked if their schools or SAUs had added any new curricula or courses in any of the eight content areas to achieve alignment with the *Learning Results* (S40, P36). About 30% or more of the administrators responded that no additions were needed in grades K-8 for English Language Arts, Mathematics, Science and Technology, and Social Studies. More progress in this area was reported for Mathematics than for English Language Arts, and the least amount of progress was reported for Career Preparation and Modern and Classical Languages for grades K-8. Figure 3 shows the combined mean responses for principals and superintendents to this survey item.

Figure 3. Progress on Adding New Curricula or Courses



The results on curriculum and instructional materials are somewhat inconclusive. There is a discrepancy between administrators' and teachers' views about the adequacy of instructional materials and computers to support students' achievement on the *Learning Results*. While most administrators reported that their schools have curricula and other materials that are aligned with the *Learning Results* for most content areas, teachers were divided on this question. Teachers also expressed more doubt about whether students have sufficient access to computers for all content areas.

What does seem clear from this data is that administrators reported more progress on purchasing new materials for English Language Arts and for Mathematics than for other content areas, and they reported more effort to add new instructional materials than to add new curricula or courses. One possible explanation for this finding is that SAUs may have decided to focus on English Language Arts and Mathematics first, because of earlier state and federal deadlines for these content areas than for other content areas. Another explanation is the substantial time needed to plan for revision or replacement of curriculum materials and the cost to purchase them.

Working on only one or two content areas at a time is a logical strategy for curriculum revision and implementation, given SAUs' limited resources of time and funding.

Progress on Implementing Local Assessment Systems to Measure Students' Progress on the Learning Results

Superintendents, principals, and teachers were asked what progress their SAUs had made on implementing a comprehensive local assessment system to measure students' progress in each content area of the *Learning Results* (S41, P37, T42). This question included such local assessments as portfolios, exhibitions, and writing prompts. As with the item on alignment of curriculum frameworks, administrators were asked to choose one of four responses from "no action yet" to "work complete", and teachers were asked to choose one of five responses. Superintendents and principals were also asked to indicate an expected date of completion for the local assessments.

When administrators' and teachers' responses to this item are compared, there is a bit more difference in their response than for the item on curriculum frameworks. A substantially higher percentage of teachers, two or three times as many, reported their SAUs had a comprehensive local assessment system than did administrators (see column labeled "work complete" on Table 3 in Appendix). The difference was most notable for English Language Arts, Mathematics, Science and Technology, and Social Studies. Yet, it is important to point out that administrators were allowed to choose among four levels of progress, whereas teachers only had three levels from which to choose. Thus, a substantially higher percentage of administrators said work on local assessments was in progress (either "partially complete" or "planning in progress"), with many of them indicating that assessments in English Language Arts and Mathematics were "partially complete".

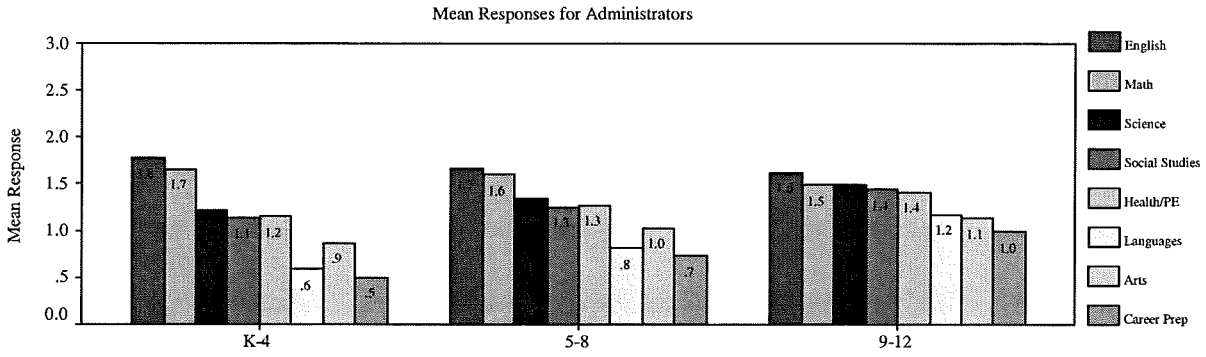
About one quarter of the teachers in grades K-4 and 9-12 and about one third of the teachers in grades 5-8 said they "don't know" if their SAUs have a comprehensive local assessment system for the grades they teach in Health and Physical Education, Modern and Classical Languages, Visual and Performing Arts, and Career Preparation.

Across all content areas and grade spans, less progress was reported on implementing local assessment systems than was reported on aligning curriculum frameworks, but the pattern of progress across the content areas was consistent: the most progress was reported for English Language Arts followed by Mathematics. There was more even progress across the content areas in grades 9-12 than for grades K-8. The least progress was reported for Modern and Classical Languages and for Career Preparation in grades K-4 and 5-8. Across the eight content areas, most respondents indicated their SAUs had either "partially completed" work or had "planning in progress" to implement a comprehensive local assessment system. Figure 4 shows the varying degree of progress across content areas, by combining the responses of superintendents and principals as a mean response for each content area. Teacher responses are not combined with the administrator responses since the response choices were different for this item on the teacher survey. About 60% of the administrators in grades K-4 and about 40% or more of the administrators in grades 5-8 indicated that "no action" had been taken on implementing local assessment systems to measure students' progress in Modern and Classical Languages or Career Preparation (see appended Table 3).

It is understandable that there would be more progress in English Language Arts and Mathematics than in other content areas at this point: The state requires local assessments for five content areas by 2003-3004, but not until 2007-2008 for the remaining three content areas. The deadlines for implementing curricula and assessments in Modern and Classical Languages,

Visual and Performing Arts, and Career Preparation may be even further delayed if the Essential Programs and Services funding model is not fully funded (see the introduction, p. 3).

Figure 4. Progress on Implementing a Comprehensive Local Assessment System



0=No Action, 1=Planning in Progress

2=Partially Complete, 3=Work Complete

Responses to this item were also analyzed by region, using data from the principal surveys. Principals in superintendent regions 1, 2, 6, 7, 8, and 9 reported more progress than did principals in other regions, for grade spans K-4 and 5-8 in English Language Arts and Mathematics (see appended Tables 12-19 entitled: "Progress Implementing a Comprehensive Local Assessment System: Principal Responses"). This pattern across regions is less consistent for other content areas. In some regions, no principals reported that work was complete in any of the eight content areas—most reported work was "partially complete" or that planning was "in progress".

Most superintendents and principals did not indicate any expected date of completion for their comprehensive local assessment systems. More principals in grades 9-12 indicated a date for completion than did principals in grades K-4 or 5-8 (about 40% compared with 20-25%). For

those principals who did enter an expected date of completion, most entered 2003 or 2004 for English Language Arts, Mathematics, and Science and Technology, and 2003 through 2005 for other content areas.

Readiness to Certify that Students will Meet the Learning Results *Requirements by High School Graduation*

Two additional survey items focused on SAUs' readiness to meet the deadline for certifying that their local assessment systems are aligned with the *Learning Results* as required by the state. Each of the survey items asked superintendents and principals to rate how certain they were that they would be ready to certify that this year's eighth grade students would meet the requirements of the *Learning Results* for either English Language Arts or for Mathematics by high school graduation or by the end of the 2006-2007 school year (S33, S34, P30, P31). On both items, more than half the administrators (about 60% of the superintendents and about 65% of the principals) responded that they were either "not sure" or only "somewhat certain" that they would be ready to certify that this year's eighth graders would meet the *Learning Results* content standards for either English Language Arts or for Mathematics.

Only 7 superintendents out of 105 said they were "very certain" they will be ready to certify that students will meet the requirements in English Language Arts, and only five of the seven superintendents gave this response for Mathematics. These seven SAUs varied widely on such variables as enrollment, poverty rates, size of central office staffing, district configuration, and region. Most of the seven SAUs were at or slightly above the statewide average for MEA scores in reading and math for all tested grades. Since there is no clear correlation between readiness to certify and demographic characteristics, it is difficult to know why these seven superintendents responded "very certain" to this item.

Teachers were asked a related question (T35), and many expressed a lack of confidence that the locally developed assessments used in their SAUs measure students' progress on the *Learning Results*. About one third were "not sure," and 46% agreed with the statement.

These responses seem to indicate that administrators and teachers have some doubt about their school system's ability to meet the deadlines for certifying that their local assessments are aligned with the *Learning Results*, and about the validity of these assessments for making high-stakes decisions. Administrators' responses may also indicate concerns that not all students will be ready to achieve at the high levels required by the *Learning Results*, or that further alignment may need to take place in curriculum and instruction on a deeper level before students can achieve the *Learning Results* content standards.

Teaching Practice and Teacher Knowledge

Ultimately, SAUs must go beyond revising curriculum documents and assessments down to the central locus of teaching and learning—the classroom. If classroom lessons and materials do not support student learning and achievement of the *Learning Results* content standards for all students, then curriculum frameworks and assessments by themselves will accomplish little. The indicator for teaching practice includes: teachers' use of the *Learning Results* for planning lessons and courses for all students; teachers' use of content and instructional strategies that support students' achievement of the *Learning Results* for all students; and teachers' use of assessment activities that support students' achievement of the *Learning Results* for all students.

The principal survey included one item asking principals to indicate what portion of their teaching staff use the *Learning Results* as an important basis for planning daily lessons (P27). Principals could choose one response of four (few, some, most, all). Across all three grade spans (K-4, 5-8, and 9-12), 64% of the principals indicated that "most" or "all" of their teachers use the

Learning Results to plan daily lessons, while 36% said only "some" or "few" teachers do. The responses were very close for all grade spans. Yet, teachers indicated concern about having enough time to plan lessons. Two thirds of the teachers disagreed with the statement that "generally, I feel I have enough time to plan lessons that incorporate the *Learning Results*" (T27).

Other items asked superintendents, principals, and teachers about teachers' use of instructional strategies that support the goals of the *Learning Results* for students (S27-S30, P25, P26, T28, T30). The percentage of administrators (combined mean responses for superintendents and principals) who indicated that "most" or "all" of their teachers use instructional strategies that support the *Learning Results* was 79% for grades K-4, 72% for grades 5-8, and 55% for grades 9-12. Across the three grade spans, 56% of the administrators said "most" or "all" of their teachers use instructional strategies that help students with special learning needs or learning styles to achieve the *Learning Results*. The percentage of principals giving this response was smaller for grades 9-12 (47%) than for grades K-4 (67%) or grades 5-8 (62%).

Again, teachers expressed concern about having enough time to meet the requirements of the *Learning Results*. Seventy four percent of the teachers agreed with the statements that "I worry that I do not have enough instructional hours to support student achievement on all content areas of the *Learning Results*" (T21).

Teachers were asked similar questions about their own instructional practices and were asked to rate their agreement with statements on a 5-point likert scale, ranging from "strongly disagree" to "strongly agree" with "not sure" in the middle. Not surprisingly, almost all teachers (89%) agreed that they use instructional strategies that support the goals of the *Learning Results*

for students in general (T28). Seventy-six percent of the teachers on average agreed with the statement: "I use performance assessment in all subjects that I teach in my classroom" (T34), though the percentage of teachers that agreed was higher in grades 5-12 (82%) than in grades K-4 (70%) or grades 9-12 (77%) (see Table 21). About 60% of the teachers agreed that the changes they have made in their teaching practice during the last few years have been driven by the *Learning Results* (T29).

Teachers, like administrators, indicated concern about teachers' ability to use instructional strategies that support students with special learning needs: Across the grade spans, 70% of the teachers on average agreed with the statement, "As hard as I try, I often find it difficult to help students with special needs achieve the goals of the *Learning Results*" (T30). The percentage of teachers who gave this response was higher in grades K-8 (72%) than in grades 9-12 (66%) (see Table 21).

Taken together, these responses indicate teachers believe that the *Learning Results* have encouraged changes in classroom instruction, and that administrators and teachers believe that teachers are generally using instructional strategies and performance assessments that support the students' achievement of the *Learning Results*, while administrators believe that fewer teachers in grades 9-12 are using these strategies. Further, the responses indicate a strong concern about teachers' ability to support the learning needs of students with disabilities to achieve the *Learning Results*. These concerns will need to be addressed if all students are to have the opportunity to learn to the high standards outlined in the *Learning Results*.

Obviously, teachers cannot use instructional strategies or teach content they do not know or for which they have not had opportunities to develop expertise. Both administrators and teachers were asked about teachers' knowledge of the *Learning Results* in general and of subject

content (the central ideas related to topics within each discipline). On one item with four possible responses, ranging from "not familiar" to "expert", two thirds of the teachers said they were "very familiar" with the *Learning Results* for the grade(s) they teach, while a quarter of the teachers said they were only "somewhat familiar" (T8). Almost 60% of the teachers indicated they do not feel they need to study the *Learning Results* more closely to understand them (T22). Similarly, two thirds of the teachers said they do not feel they need to develop deeper content knowledge to fully implement the *Learning Results* (T23). By contrast, administrators reported the view that teachers need to develop deeper content knowledge: Almost 90% of the superintendents said this view applies to "some" or "most" teachers in their school system, and almost 60% of the principals said this view applies to "some" or "most" teachers in their school (S26, P24). Principals for grades 9-12 indicated this was a need for only a "few" or "some" teachers. Professional development opportunities for teachers are discussed more fully in the section on obstacles and identified needs.

As with any self-reporting of behavior or knowledge, these survey results need to be interpreted with some caution. It is difficult to know how accurate administrators' and teachers' views are about teaching practices and teacher knowledge, without an in-depth study of classroom practices, curriculum, and instructional materials that are used in classrooms across schools of different type. There is a substantial body of research on the implementation of state standards and testing to indicate that teachers tend to overestimate the degree of change they have made in their teaching practices. National reports and educational reform policies have highlighted the widespread need to support teachers' development of deeper content knowledge and the pedagogical knowledge and skill to teach that content.

Other Data Sources Related to These Indicators

While the Task Force surveys reported here provide the most recent and comprehensive picture of SAUs' progress on implementing the *Learning Results*, other surveys during the 2001-2002 school year included items that were designed to measure SAUs' progress on indicators.

The MEA School Survey, most recently administered by the Maine Department of Education in March 2002, contains four items that ask school principals (or their designees) to describe their schools' alignment with content standards in the *Learning Results* for Mathematics, Science and Technology, Social Studies, and Visual and Performing Arts. Most respondents or schools (about 60%) indicated alignment with both the *Learning Results* and local standards was either complete or nearing completion for Mathematics, while about 55% said so for Science and Technology and Social Studies. About 75% said their schools' alignment was just in the planning stages for Visual and Performing Arts.

The MEA School Survey from December 2001 asked the same question for English Language Arts and Health. On this earlier survey, most respondents or schools (about 85-90% across grades 4, 8, and 11) indicated that alignment with the *Learning Results* was complete or nearly complete in English Language Arts, while only 22-38% of the respondents or schools said that alignment in Health was complete. It is somewhat difficult to interpret the results from this item on both MEA surveys, because it is not clear what a "school's alignment with the *Learning Results*" means. Some respondents may have interpreted this question broadly as including school system-wide documents, curricula, materials, and classroom assessment practices, while others may have interpreted the question more narrowly. Still, the responses to these items on both MEA School Surveys are largely consistent with the responses to the Task Force surveys. Together, the responses from all three surveys appear to indicate steady progress in curriculum

alignment during the past year and that more progress generally has been made on aligning curricula in English Language Arts and in Mathematics than in other content areas.

Both MEA School Surveys also included a series of items asking about progress on implementing local assessments based on the *Learning Results* for different content areas. In the most recent survey of March 2002, about 36% of the respondents or schools across grades 4, 8, and 11 said their schools' local assessments in Mathematics were either complete or over 50% complete, while over 60% of the respondents said their schools' assessments in Mathematics, Science and Technology, and Social Studies were less than 50% complete or planning was in progress. About 73% of the respondents said that planning was in progress or had not yet begun for local assessments in Visual and Performing Arts. About 85% of the respondents said that planning was in progress or had not yet begun for local assessments in Career Preparation and Modern and Classical Languages.

Responses to items on local assessment in the MEA School Survey of December 2001 indicated slightly less progress had been made at that time, with more respondents indicating higher levels of completion in grade 4 and the least amount of progress in grade 11. In December 2001, about 34% of the respondents or schools across grades 4, 8, and 11 indicated that local assessments in Mathematics were complete or more than 50% complete, and 40% of the respondents said local assessments in Reading were complete or more than 50% complete. When the MEA School Survey results are compared with the Task Force survey results, it is obvious that a great deal of progress has been made since March 2002. Across all grades, the percentage of respondents who said work was complete or partially complete on local assessments for Mathematics or for Reading or English Language Arts was considerably higher on the recent Task Force surveys than on the earlier MEA School Survey in March 2002 (55%

compared with 36% for Mathematics, and 64% compared with 40% for reading or English Language Arts).

A related item on both MEA School Surveys asked respondents "To what extent do teachers in your school feel prepared to implement a local assessment system to certify achievement of *Learning Results*?" In both March 2002 and December 2001, about 43% of the respondents said "prepared" while 34% said "not sure", on a 4-item scale ranging from "highly prepared" to "unprepared".

An Assessment Development Survey conducted by the Center for Research and Evaluation in the March of 2002 asked superintendents which of the standards they assess for each of the *Learning Results* content areas. At that time, about one third of the SAUs said they did not assess any of the standards for English Language Arts, and about 40-45% said they assessed only four or fewer of the eight standards for English Language Arts in grades K-8. Over half the SAUs said they did not assess any of the 11 Mathematics standards, and over 70% gave this response for Science and Technology and for Social Studies for grades K-8.

Results from the MEA School Surveys and the Center for Research and Evaluation's Assessment Development Survey are generally consistent with the responses on the Task Force surveys, in that SAUs reported they had made more progress in aligning curriculum with the *Learning Results* than they have in developing and implementing comprehensive local assessment systems to align with the *Learning Results*. When the results from all surveys are compared, it is clear that SAUs have made steady progress on developing local assessments aligned with the *Learning Results*, particularly in English Language Arts and in Mathematics, with considerable progress occurring since the spring of 2002. What is not known from these

surveys is to what extent local assessments cover all the content standards of the *Learning Results.*

The MEA School Surveys also have items on the availability of computers for students and teachers. In March 2002, 35% of the respondents or schools said that their schools had enough computers to allow students daily access to computers, while almost 60% said they had enough for weekly access. By contrast, a higher percentage of respondents across grades 4, 8, and 11 (50%) indicated in December 2001 that their schools had enough computers to allow students daily access. It is not clear why respondents would have reported less access to computers for students in March 2002 than in December 2001. With regard to teachers' access to computers, 67% of the respondents in March 2002 and 74% of the respondents in December 2001 indicated that each teacher is assigned an individual computer, with higher percentages giving this response for grades 8 and 11 than for grade 4. Again, it is not clear why there would be less access to computers for teachers over time. Together with the results of the Task Force surveys, it seems there is some concern about having enough computers for students and teachers. Further research could reveal in what content areas computer access and computer usage is lowest.

The MEA School Surveys also include items on teaching practice. Both the surveys of March 2002 and December 2001 ask to what extent teachers use the *Learning Results* content standards and performance indicators to inform daily lesson plans or to develop units or courses. On the March 2002 survey, over half the respondents or schools across grades 4, 8, and 11 indicated that their teachers use the *Learning Results* content standards and performance indicators to inform daily lessons and to develop units or courses for Mathematics, Science and Technology, and Social Studies. Fewer than half gave the same response for Visual and

Performing Arts. The results to a similar item about English Language Arts on the December 2001 survey are roughly the same. Slightly higher percentages of respondents indicated they use the content standards and performance indictors to inform daily lessons in English Language Arts and in Mathematics than gave this response for other content areas. These results are fairly consistent with results for a similar item on the Task Force principal survey (P27), although this item was worded differently.

The December 2001 MEA School Survey also asked how frequently teachers use performance assessment in English Language Arts. Almost 40% of the respondents or schools across the three grades said teachers use performance-based assessment activities in English Language Arts once or twice a week, and a third of the respondents said teachers use these activities once or twice a month. On the Task Force teacher survey, a large majority of teachers (78%) across all grade spans agreed with the statement: "I use performance assessment (e.g., rubric scoring, portfolios, projects, performances, etc.) in all subjects that I teach in my classroom" (T34).

Perceptions and Expectations

The Task Force surveys provide a more comprehensive picture of attitudes and expectations about the *Learning Results* than has been available to date. The surveys include items asking about the perceived impact of the *Learning Results* to date on classroom instruction and on student learning, expectations for future impacts, views on how realistic the *Learning Results* standards are for all students, and perceptions about the extent to which SAUs have made the *Learning Results* a priority. (See appended Table 20 with results on common items, and Table 21 with results on several items for teachers by grade span.)

Obtaining a measure of administrators' and teachers' beliefs and perceptions may partly explain the variation in SAUs' efforts to implement the *Learning Results*. A school system's decision to implement the *Learning Results* might be hindered if administrators or teachers do not fully agree with the standards, do not understand them, or believe that implementing the standards may have negative consequences for students or teachers. Differences in SAUs' resources also help to explain the variation in progress on implementation, and will be discussed in the next section of this report.

Clearly, the *Learning Results* are a big priority for SAUs. Administrators and teachers strongly agreed with the statement that, "currently, the *Learning Results* are the biggest priority in my school" (S14, P17, T16). Eighty two percent of the superintendents, 70% of the principals, and 73% of the teachers agreed with this statement.

Further, most administrators (80%) and school board chairs agreed with a statement that: "overall, the *Learning Results* will have a positive impact on student learning in this school/ district" (S15, P14, C3). This result indicates a high level of general support for the *Learning Results*.

Several survey items asked respondents if their expectations for student achievement varied for different groups of students. Some of these items asked about broad categories of students (e.g., students with special learning needs or styles), which respondents might have interpreted as including both special education students and other groups of students. For other items, it is less clear which groups of students the respondents were thinking about in their responses. Further research could be done to understand teachers' attitudes and expectations for different subgroups of students. Still, the responses to these items consistently indicate a strong concern about the ability of some students to achieve the *Learning Results*.

One item asked for the extent of agreement on whether the *Learning Results* are a realistic goal for all students in the district or school (S18, P16, T14). About half of the administrators and almost two thirds of the teachers disagreed with this statement (see Table 20). A higher percentage of teachers disagreed with the statement for grades 9-12 than for grades K-8. Only about 20-25% of the teachers agreed with the statement (see Table 21). Similarly, about 70% of the administrators agreed with the statement that the *Learning Results* might not be achievable for some groups of students (S16, P15). A higher percentage of principals agreed with this statement for grades 9-12 (76%) than for grades K-8 (69%). It is not clear which groups of students administrators and teachers were specifically referring to in their responses. Administrators and teachers might have been thinking about low achieving students and/or students with disabilities.

Most teachers (65%) agreed that their SAUs have made a commitment to enable all children, including those with disabilities, to achieve the *Learning Results* (T15). Teachers' responses to this item varied only slightly across grade spans (see Table 21). Yet, both administrators and teachers indicated that teachers find it difficult to support the achievement of students with special learning needs. The percentage of principals who said that "most" or "all" of their teachers use instructional strategies that help students with special learning needs or styles to achieve the *Learning Results* was 67% for grades K-4, 62% for grades 5-8, and 47% for grades 9-12 (S30, P27). About 70% of the teachers agreed with the statement: "As hard as I try, I often find it difficult to help students with special needs achieve the *Learning Results*" (T30). The percentage of teachers agreeing with this statement was higher in grades K-8 (about 72%) than in grades 9-12 (66%) (see Table 21). Teachers' agreement with this statement may indicate a belief that the standards are too challenging for some groups of students, or may indicate that

teachers feel they lack appropriate materials and skills to support the achievement of these students. It is not clear if teachers were referring to students with disabilities or to other groups of students in their response to this item.

The response was somewhat mixed to the statement that, generally, the *Learning Results* have had a positive impact on classroom instruction (S17, P18, T17). About three quarters of the administrators agreed with this statement, but only about half the teachers agreed (see Table 20). It is not clear why there is a discrepancy between administrators' and teachers' views. Perhaps teachers feel burdened by the number of content standards they are asked to cover within the year, or feel that the rising stakes associated with students' performance on tests has had some negative consequences for teaching, such as creating pressure to "teach to the test." Further research would be needed to understand teachers' concerns about negative impacts of the *Learning Results* on classroom instruction.

Fifty-three percent of the superintendents and 45% of the principals agreed with the statement that "it is difficult to know what it means for a student to attain or meet the *Learning Results* standards" (S25, P23). This sentiment may stem from questions about how to assess students' achievement of the *Learning Results* and what percentage of content standards must be assessed in order for a student to be "proficient" in a content area.

Administrators and teachers are concerned about being able to implement the *Learning Results* within the prescribed timeframe. Although two thirds of the superintendents agreed with the statement that "efforts to implements the *Learning Results* consume a majority of central office staff/ administrator time", they were doubtful about their SAUs' ability to meet the implementation deadlines (S19). Fifty-three percent of the superintendents and 43% of the teachers disagreed with the statement that "this district can reasonably implement the *Learning*

Results within the allowed time frame", while principals were more evenly divided. Almost a third or more of the respondents said "not sure" to this item (S21, P19, T18). Other survey items relating to the resources of time, funding, and knowledge are discussed in more detail in the next section.

Respondents were asked if their SAUs had communicated the intention to implement the *Learning Results* content standards through two items. One item asked all respondents if their SAUs have a written vision statement that incorporates the *Learning Results* and Guiding Principles (S3, P3, T5, C1). Another item asked school board chairs if their school boards have a written statement in support of the *Learning Results* (C2). Over three quarters of the administrators said their school system's written vision statement was "complete" or "partially complete" (S3, P3). Eighty-one percent of the teachers said their school system has a vision statement (T5). Almost three quarters of the school board chairs said work on a school board statement was complete or partially complete (C2). Other efforts by SAUs to inform teachers of the *Learning Results* are addressed in the following section, within the context of professional development and evaluation of teachers.

Obstacles and Identified Needs for Implementation

The Task Force surveys asked respondents their views about what obstacles make it difficult for SAUs, schools, or teachers to implement the *Learning Results*. Respondents were asked about the availability of resources such as time, funding, professional development, expertise, and staffing throughout the survey in various question formats. Other variables, such as resistance from teachers or principals, lack of support for the *Learning Results* from the community, and social and economic conditions in the community were also included in survey items.

In one section of the survey, respondents were asked to select 5 obstacles from a list of 11 items, and rank those obstacles in order of their significance (S36, P32, T39, C7). The results for this section are very consistent for administrators and teachers, and fairly consistent across superintendent regions. Because of slight differences in the ranking of obstacles by administrators and teachers, and the much larger number of teachers than administrators in the sample, the six most highly ranked obstacles for respondents are listed here. Across all respondents, the top six obstacles were:

1) Not enough time to plan for needed changes in curriculum and assessment;
2) Not enough time for teachers to deliver instruction in all content areas required by the *Learning Results*;
3) Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the *Learning Results*;
4) Difficulty funding teacher professional development or stipends to implement the *Learning Results*;
5) Social and economic conditions in my community that make it difficult for at-risk students to achieve the *Learning Results*; and
6) Not enough personnel to work on developing new curriculum or assessments.

Respondents' mean rankings for these obstacles are shown in Figures 5 through 10. Although the ranking of obstacles was very consistent for administrators and teachers, there were some differences. The school board chairs ranked the obstacle of funding for professional development and for curriculum more highly than did administrators or teachers. Also, because of the larger *n* size for teachers than for administrators, including teachers' responses in the analysis changes slightly the order of the top five or six obstacles. When teachers are included

with administrators and school board chairs, the obstacle of "social and economic conditions in the community" is among the top five obstacles. However, when the teacher data is not included in the analysis, the obstacle of "not enough personnel to work on developing new curriculum or assessments" is among the top five. (See appended Table 22 listing mean rankings for all 11 obstacles for administrators and school board chairs combined and Table 23 listing teachers' mean rankings for all obstacles.) Teachers' rankings of obstacles were very consistent across all grade spans; teachers in grades 9-12 gave slightly lower ranking to the obstacle of "not enough time for teachers to deliver instruction in all content areas".

Looking across all respondents and regions, the ranking of obstacles highlight concerns about time (for planning, teacher learning, and delivering instruction), funding for teacher professional development and curricula, and social or economic conditions that interfere with students' ability to achieve.

When data for this item are analyzed by region, some regions indicated stronger concerns about funding, expertise, staffing, and social or economic conditions than did other regions. Respondents (administrators and school board chairs) in superintendent regions 1, 4, 5, 7 and 8 ranked the "difficulty funding for teacher professional development" slightly higher than did respondents in other regions. Respondents in regions 3, 5, and 10 ranked the obstacles of "insufficient expertise at the local level to align curriculum and assessment" and "not enough personnel to work on developing new curricula or assessments" higher than did respondents in other regions. Respondents in Regions 3 and 6 ranked "social and economic conditions in the community" higher than did respondents in other regions.

These differences in perceived needs or obstacles to the implementation of the *Learning Results* may correspond to real differences in population density, school system staffing size and

Figures 5-10: Mean Rankings of Top Six Obstacles to the Implementation of the *Learning Results* (0=Not an Obstacle, 5=Most Significant)

Figure 5. Obstacle 1

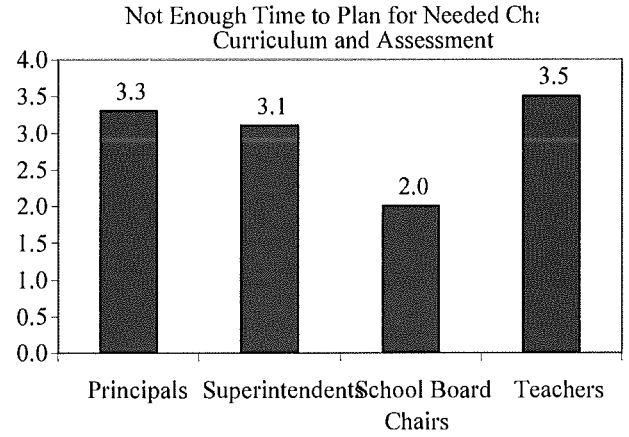


Figure 6. Obstacle 2

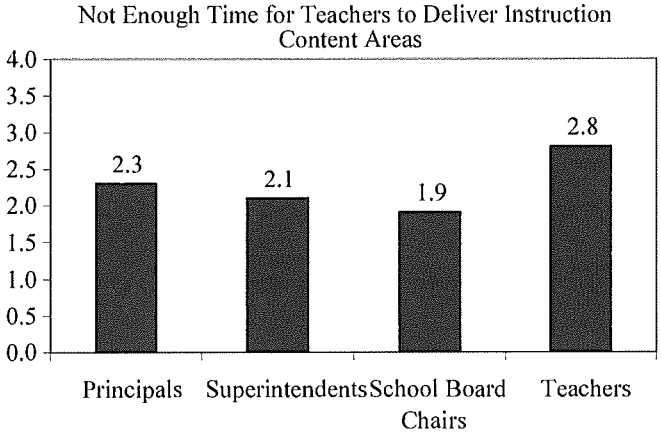


Figure 7. Obstacle 3

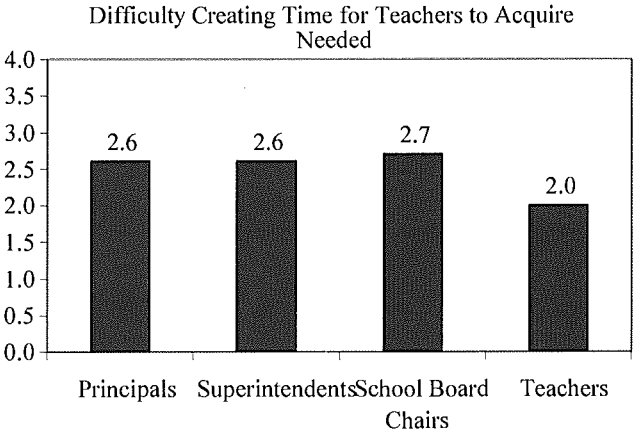


Figure 8. Obstacle 4

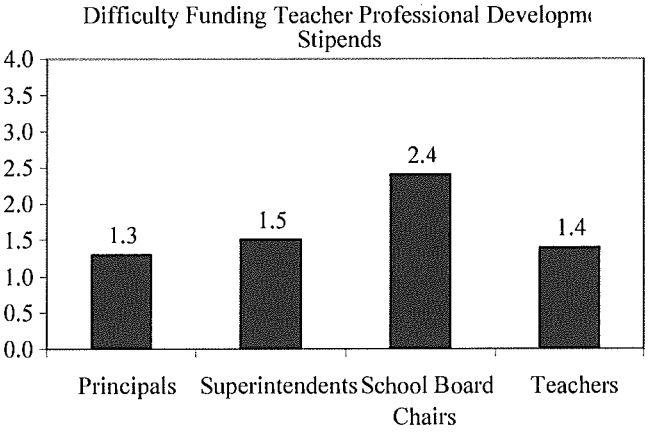


Figure 9. Obstacle 5

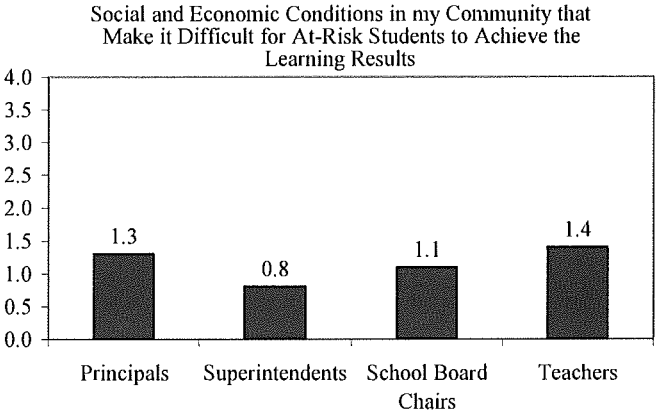
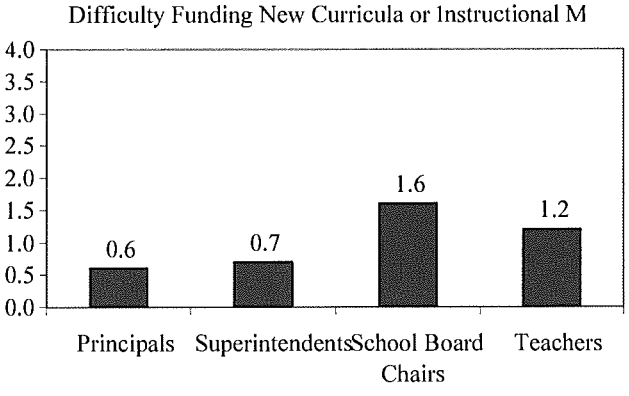


Figure 10. Obstacle 6



expertise, and local economic conditions across the regions. Thus, SAUs and teachers in different regions may need different kinds of resources to fully implement the *Learning Results* within the required timeframe. For example, small SAUs that are located in less populated areas, and which are more isolated geographically from other SAUs, may have difficulty attracting and retaining highly expert staff, may lack curriculum supervisors to guide teachers, and may not be able to collaborate with other SAUs on professional development or curriculum and assessment activities when the travel distance between SAUs is considerable.

Resource of Time Needed

In addition to the item asking respondents to rank obstacles, other survey items focused on the resource of time to implement the *Learning Results*. As discussed earlier, a majority of superintendents (66%) agreed with the statement that: "Efforts to implement the *Learning Results* consume a majority of central office staff/ administrator time" (S19). Teachers also indicated that the *Learning Results* have a strong impact on the time they have available to plan lessons and teach. A majority of the teachers (65%) disagreed with the statement that "generally, I feel I have enough time to plan lessons that incorporate the *Learning Results*" (T27), and 74% agreed with the statement "I worry that I do not have enough instructional hours to support student achievement on all content areas of the *Learning Results*" (T21) (see Table 21). Most administrators and teachers (over 80%) agreed with the statement that: "It is difficult to find time to develop local assessments that align with the *Learning Results*" (S22, P20, T19). A third of the principals and about half of the superintendents and teachers disagreed with the statement that their SAUs "can reasonably implement the *Learning Results* within the allowed time frame" (S21, P19, T18) (see Table 18). These results, together with the top obstacles identified by respondents, indicate a strong concern about the need for time to work on all aspects of

implementing the *Learning Results* from professional development to curriculum and assessment.

Professional Development Needs

Data on opportunities for teachers to learn about the *Learning Results* content standards, pedagogy, and performance assessment both within and outside their SAUs were obtained from several items on the administrator and teacher surveys. On one item, about 90% of the superintendents, principals, and teachers across all grade spans indicated that administrators have communicated with teachers about the *Learning Results* through school-wide or school system-wide meetings, while a slightly lower percentage of respondents said that administrators used grade level or departmental meetings for this purpose (S4, P4, T6). Professional development on the *Learning Results* within SAUs has typically occurred during half-day or full-day inservice meetings in which teachers actively collaborate on learning tasks or to listen to presentations (S13, T12). Very few teachers said they attended professional development after school, on the weekend, over the summer, during planning periods, or during release time (T12). Most teachers obtain professional development on the *Learning Results* within their SAUs—few obtain training outside their SAUs (T9). Forty percent of the teachers said more than 90% of their professional development on the *Learning Results* took place within their school system. Forty percent of the teachers said none of their professional development on the *Learning Results* took place outside their school system.

Across all grade spans, over 90% of the administrators on average reported that their SAUs have offered some general professional development on the *Learning Results* to all regular classroom teachers, special education teachers, and specialists over the last three years, but only two thirds of the administrators said their SAUs offered similar training to all educational

technicians (S5, P8). About 90% of the administrators also said their SAUs offered professional development focused on implementing the *Learning Results* within specific content areas to all regular classroom teachers, special education teachers, and specialists, but only about 60% said they offered similar training to all educational technicians (S6, P9). Teachers reported a somewhat different picture: half of the teachers (50%) disagreed and 16% were "not sure" in response to the statement: "When I want to learn more within a content area, I am able to find professional development opportunities within my district" (T24) (see Table 21).

Both superintendents and teachers indicated that most of the training on the *Learning Results* offered within SAUs during the last school year has focused on more general topics and skills, such as general information about the *Learning Results* and using performance assessment strategies (S12, T10). Forty-three percent of the teachers across all grade spans said they had not had any professional development in their school system during this last school year that focused on developing content knowledge. Forty-five percent of the teachers said they had not had any general professional development on instructional strategies, and 36% said they had not had professional development focused on instructional strategies within content areas within their school system. For the few teachers who went outside their school system for professional development on the *Learning Results* last year, most said they focused on learning to use performance assessment strategies (T11).

It appears that teachers have fewer opportunities to learn about subject content and pedagogy than more general topics within their SAUs, although the training that is offered is available to most teachers in SAUs. Despite the lack of formal opportunities to learn within content areas, teachers indicated they obtain ideas on implementing the *Learning Results* within daily lessons and on learning appropriate instructional strategies within content areas from

people within their schools or SAUs (T25, T26) (see Table 21). This finding is consistent with the generally held idea that teachers typically view their colleagues as an important source of knowledge and skill, and that most of this sharing between colleagues occurs informally.

About 90% or more of the administrators reported that their SAUs offer general professional development on the *Learning Results* to principals in all grade levels, but only 80% or less said this training is offered to curriculum supervisors within their SAUs (S7, S8, P10).

The teacher evaluation process that occurs within schools is another vehicle for administrators to communicate about the importance of the *Learning Results.* Yet, principals and teachers indicated that the criteria for evaluating teachers' performance in the classroom have not changed very much since the introduction of the *Learning Results* (P7, T7); about 60% of the principals and about 45% of the teachers said the criteria had changed only a little bit or a moderate amount, and only about 20% of the respondents said the criteria had changed a great deal.

Most administrators indicated that their SAUs depend more on teachers within the school system than on the Maine Department of Education or outside consultants to present or facilitate professional development for teachers (S9-11, P11-13). SAUs rely heavily on their own teachers to conduct professional development as most SAUs in Maine have a small central office staff and have few curriculum specialists, and/or lack funding to bring in outside consultants to lead training. The responses to items on obstacles and staffing resources indicated a concern about having sufficient expertise and personnel to develop curricula and local assessments, as well as funding for teacher professional development.

Other Data Sources

The Maine Public Schools Census conducted in April 2002 by the Maine Education Policy Research Institute at the University of Maine asked principals about the percentage of time for professional development for teachers that was spent on various topics, including aligning curriculum with the *Learning Results* and assessment of students' progress toward achieving the *Learning Results* across all grade spans. Over 60% of the principals indicated their schools devote 30% or less time on professional development for teachers focused on the topic of aligning curriculum with the *Learning Results*, and about the same percentage of principals said their schools spend 30% or less time on the topic of assessing students' progress toward achieving the *Learning Results*. About 10% or more of the principals said their schools do not spend any time at all on these two topics for professional development.

CHARACTERISTICS OF SAUs REPORTING THE MOST AND THE LEAST PROGRESS

Demographic data and other characteristics of school administrative units (SAUs) were analyzed to see if there were any patterns among those SAUs reporting the most or the least progress on revising or rewriting curriculum frameworks to align with the *Learning Results* and on implementing comprehensive local assessment systems. Identifying patterns could reveal what variables or resources may be critical for enabling SAUs to implement the System of *Learning Results*, and could be used to identify SAUs that may need assistance to do this work.

Aligning Curriculum Frameworks

In response to the Task Force survey item on curriculum alignment, 5 of the 105 superintendents who responded to the survey reported that their SAUs had "completed work" on aligning curriculum frameworks for all eight content areas and all three grade spans. These five SAUs differ widely on enrollment (ranging from roughly 150 to 3,500 students), percentage of

disadvantaged students (roughly from 5% to 50% of the students are eligible for free or reduced school lunch programs), central office administrative staffing (from 1 to 4 administrators), and per-pupil costs (a range of $2,363 with a mean of $6,740).[6] Two of the five SAUs have a much lower percentage of disadvantaged students than the state average: Fifteen percent or less of the students are eligible for free or reduced school lunch programs compared with a statewide average of about 31%, and these two SAUs also have MEA scores that are higher than the state average by approximately 5-10 points. Two other SAUs have a higher percentage of disadvantaged students than the state average by about 15-20 percentage points and have very small enrollments. Three of the medium to high poverty SAUs have MEA scores that hover about the state mean. Three of the SAUs are in superintendent region 7 (Cumberland), and all five SAUs are organized under individual town supervision. Given the small size of this group of SAUs and the wide variation for most characteristics, no strong patterns among these characteristics were found.

When the analysis was narrowed to superintendents who reported that their SAUs have completed work on curriculum alignment for only three content areas (English Language Arts, Mathematics, and Science and Technology) for all three grade spans, a larger group of 20 SAUs was obtained. Again, these 20 SAUs differ widely on enrollment (ranging roughly from 200 to 3,700 students), percentage of disadvantaged students (roughly 5% to 55% students eligible for free or reduced school lunch programs), central office administrative staffing (1 to 6 administrators), and per-pupil costs (range of $3,000). Most of the 20 SAUs have MEA scores

[6] SAU attending enrollment figures from October 2002 were obtained from the Maine Department of Education (MDOE). The percentage of students eligible for free or reduced school lunch programs for 2001-2002 was used as a measure of disadvantaged students and was obtained from the MDOE. Central office administrative staffing information for the current school year was obtained by calling the SAU central offices. Per-pupil costs for the 2001-2002 school year were obtained from the MDOE. MEA scores for SAUs were obtained from the MDOE for two consecutive school years, 2000-2001 and 2001-2002, and were averaged together.

that hover about the state mean. Two of the SAUs have a lower percentage of disadvantaged students than the statewide average (less than 8% students eligible for free or reduced school lunch program) also have the highest MEA scores (6-10 points higher than the state average). The mean per-pupil cost for the 20 SAUs is $6,685, which is comparable with the statewide average per-pupil cost of $6,640. Superintendent regions 6 (Western Maine), 7 (Cumberland), 8 (Kennebec), and 9 (York) are represented more frequently among these 20 SAUs than other regions. Most of the 20 SAUs are organized as SADs or are under individual town supervision.

The mean enrollment for these 20 SAUs is 1,950 students, or 2,200 students if the three smallest SAUs (under 750 students) are excluded. This mean enrollment size is considerably larger than the mean attending enrollment for all SAUs in the state (895 students), or the mean attending enrollment for all SAUs with enrollments larger than 99 students and less than 4,650 students (a mean of 1,035 students), which excludes the 39 smallest SAUs and the largest SAU of Portland.

The mean percentage of disadvantaged students (percentage of students eligible for free or reduced school lunch program) for this group of 20 SAUs is 3 percentage points higher than the statewide average, or 6 percentage points higher than the statewide average if the two SAUs with the lowest percentage of disadvantaged students are excluded. The wide range of poverty levels (percentage of disadvantaged students), for this group seems to indicate that SAU average poverty levels may not be correlated with SAUs' progress on aligning curriculum frameworks. Having a higher percentage of disadvantaged students than the state average did not prevent many SAUs from completing work in this area. Other measures for poverty or income levels could be used to analyze this relationship further.

The mean number of central office administrators for these 20 SAUs is 3.2 administrators. Although data on central office administrative staffing for all SAUs and a statewide average were not available, many SAUs in Maine have only one or two administrators. Yet, the large range for this variable indicates that the capacity of the central office staffing may not be a critical factor for enabling SAUs to complete work on aligning curriculum frameworks. Rather, the large average size for the SAU enrollments seems to indicate that these SAUs benefited from having a larger number of teachers to share the work on curriculum. By contrast, smaller systems have fewer teachers to share the curriculum and assessment work associated with implementing the System of *Learning Results*, and thus may take more time to complete work in these areas.

Only 4 of the 105 superintendents responding to the surveys said their SAUs had "taken no action yet" on revising or rewriting curriculum frameworks to align with the *Learning Results* for at least one of the three content areas (English Language Arts, Mathematics, Science and Technology) and at least one grade span. Of these four SAUs, two are medium-sized urban systems that have a higher percentage of disadvantaged students than the statewide average and MEA scores that are consistent with the statewide average. The other two SAUs are small island systems (one has no enrolled students). As indicated earlier in this report, most SAUs have either completed or partially completed work on aligning curriculum frameworks for English Language Arts and Mathematics and have partially completed work or have work in progress for other content areas.

Implementing Local Assessment Systems

SAUs are not as far along in their work on local assessment as they are on curriculum. In response to the Task Force survey item on implementing a comprehensive local assessment

system, none of the superintendents said their SAUs had completed work for all content areas and all grade spans, and none said they had completed work for the two content areas of English Language Arts and Mathematics for all grade spans. Only 5 of the 105 superintendents reported that their SAUs had completed work for English Language Arts and Mathematics in at least one grade span. These five SAUs differ somewhat on enrollment (ranging from roughly 1,000 to 2,500 students), but differ more widely on the percentage of disadvantaged students (roughly from 5% to 35% of the students are eligible for free or reduced school lunch program), and per-pupil costs (a range of $3,000 with a mean of $7,107). The five SAUs share a higher level of central office administrative staffing (from 3 to 5 administrators). Most of these systems are SADs and come from superintendent regions 2 (Penquis) and 5 (Mid-Coast). The mean percentage of disadvantaged students for this group of five SAUs (21%) is much lower than the statewide average of 31%, and the mean enrollment size for this group (1,800 students) is larger than the statewide average attending enrollment for SAUs (1,035 students) if the smallest SAUs (under 100 students) and the largest (Portland) are excluded from the calculation of the statewide mean.

When the analysis was narrowed to superintendents who indicated their SAUs had completed work on implementing local assessment systems for English Language Arts or Mathematics for at least one grade span, the result was 17 SAUs. Again, these SAUs differ widely on enrollment (mean of 1,728 students), percentage of disadvantaged students (mean of 36% students eligible for free or reduced school lunch), central office administrative staffing, and per-pupil costs.

The least amount of progress on implementing local assessment systems was indicated by five superintendents who said their SAUs had taken "no action yet" on implementing

comprehensive local assessment systems for English Language Arts and Mathematics for at least two grade spans. These SAUs are fairly small—the mean enrollment is 531 students. The five SAUs also have a considerably higher percentage of disadvantaged students than the statewide average, with a mean of 51% students eligible for free or reduced school lunch programs compared with the statewide average of about 31%. Central office administrative staffing is very small in these five SAUs with one administrator on average. MEA scores are clustered about the state average, and the mean per-pupil cost is $6,812.

When the analysis was made less restrictive, 15 superintendents indicated that their SAUs had taken "no action yet" for at least one of three content areas (English Language Arts, Mathematics, or Science and Technology) and for at least one grade span. These SAUs differ widely on enrollment (ranging from 200-3,000 students), percentage of disadvantaged students (ranging from 25% to 55%), and per-pupil costs (range of 1,564 and a mean of $6,664). There is less variation on central office administrative staffing for these 15 SAUs (most have three or fewer administrators, and only one has five administrators) and on MEA scores, which hover close to the state average. This group has a mean percentage of disadvantaged students (38%) that is 7 percentage points higher than the statewide average, and a mean enrollment (2,021 students) that is much larger than the statewide average. Superintendent regions 1 (Aroostook), 2 (Penquis), and 8 (Kennebec) are represented more frequently than other regions in this group.

The preliminary analysis of SAU characteristics seems to indicate that SAUs with larger enrollments (and therefore more teachers), which also have more central office administrators than average and which have a percentage of disadvantaged students that is close to the state average or better are, on average, more likely to have completed work on aligning curriculum

frameworks. Yet, this relationship is not perfect—some small systems with few administrators and a higher percentage of disadvantaged students have managed to complete work in this area.

Because relatively few SAUs have completed work on implementing local assessment for any of the content areas, it is difficult to see any patterns that could predict which SAUs are most likely to be able to do this work. SAUs reporting the least amount of progress on assessment appear to have smaller enrollments (less than 1,000 students), have very small central office administrative staffing, and have a higher percentage of disadvantaged students than the statewide average.

When the group of SAUs reporting the most progress on aligning curriculum frameworks is compared with the group of SAUs reporting the most progress on implementing local assessment systems, there is no overlap. SAUs that have completed work on aligning curriculum frameworks for English Language Arts, Mathematics, and Science and Technology for all grades have not completed work on local assessments for English Language Arts and Mathematics in at least one grade. Thus, SAUs appear to be approaching the task of implementation in two different ways: One approach is working on curriculum alignment first across content areas and grades, and then moving to work on assessment, while the other approach is to work on both curriculum alignment and assessment simultaneously for only certain content areas or grades.

THE "NO CHILD LEFT BEHIND" LEGISLATION

Recent federal legislation–the reauthorization of the *Elementary and Secondary Education Act* (ESEA), known as the *No Child Left Behind Act* (NCLBA)—focuses on state standards and assessment, with some specific deadlines for implementation. The NCLBA imposes sanctions for schools and SAUs based on students' performance on assessments. This

section highlights the areas where state requirements and federal requirements on standards and assessment overlap and some concerns about the federal requirements.

The NCLBA requires each state to adopt challenging statewide standards for content and achievement in reading and Mathematics by the end of 2001-2002, and Science standards by the end of 2005-2006. Maine's System of *Learning Results* includes content standards and performance indicators for eight content areas, and sets high expectations for student learning.

The NCLBA also requires annual state assessments based on content standards for reading and Mathematics by the end of 2001-2002 and for Science by 2007-2008, for grades 4, 8, and 11. The Maine Educational Assessment (MEA), which has been used since the mid-1980s to assess reading, Mathematics, Science and other content areas in grades 4, 8, and 11, has been revised to align with the *Learning Results* effective with the 1998-1999 administration. The NCLBA requires that annual reading and Mathematics assessments be implemented for grades 3, 5, 6, and 7 by 2005-2006.

The MEA could serve as the sole assessment for federal purposes with expansion to include the additional grades of 3, 5, 6, and 7. However, Maine's approach to assessment is to require multiple measures of student and school performance, which is permitted under the NCLBA. The MDOE is currently developing technical guidelines for local assessment systems and assessments that local SAUs can adopt. Maine law and regulations require SAUs to adopt a local assessment system in the content areas of English Language Arts, Mathematics, Science and Technology, Social Studies, and Health and Physical Education by the end of the 2002-2003 school year. Maine statute requires that assessment systems address the three remaining content areas of the System of *Learning Results*—Modern and Classical Languages, Visual and

Performing Arts, and Career Preparation—although the NCLBA does not address these content areas.

The NCLBA requires that all students be "proficient" in reading and Mathematics by the 2013-2014 school year. States must establish the criteria for "adequate yearly progress" (AYP) so that it can be determined if schools and subgroups of students have reached this goal. The NCLBA specifies sanctions that states and school boards must impose, if permitted by state law, when schools fail to meet AYP over time.

School administrators, teachers, and state policymakers have voiced serious concerns about the federal requirements and their potential impact on Maine's effort to implement educational reform. Of particular concern is the emphasis on sanctions against schools and teachers based on student performance on assessments, which contrasts with Maine's approach of assisting SAUs. Another concern is that it may be difficult to identify AYP for certain subgroup populations for each school without compromising student confidentiality, because of the small enrollment size and small percentage of students belonging to racial or ethnic minority groups. Thus, both the NCLBA and Maine's System of *Learning Results* assert the goal of high achievement for all students, yet there are important differences still to be resolved.

SUMMARY

The results of the Task Force surveys, together with other recent survey data, indicate that SAUs throughout the state are strongly committed to implementing the System of *Learning Results* and believe that doing so will benefit their students. SAUs have continued to make steady progress on implementing the System of *Learning Results* during the past year, with considerable progress being made on developing local assessments since the spring of 2002. In general, more work has been completed to date on developing written vision statements and on

aligning school system curriculum frameworks than on implementing local assessments. More work has been completed in English Language Arts and in Mathematics than in the other six content areas required by the *Learning Results*. SAUs have purchased new instructional materials, particularly in English Language Arts and Mathematics, specifically to meet the requirements of the *Learning Results*. Most SAUs have been providing professional development on the *Learning Results* to almost all teaching staff and administrators, although this training has been mostly at a general level rather than focused on content areas. Most teachers and administrators feel that teachers are generally using instructional strategies that support students' achievement of the *Learning Results*. Yet, many respondents feel that it is difficult for teachers to ensure that students with special needs or disabilities are able to meet the requirements of the System of *Learning Results*.

The survey data consistently indicate concerns about the time, expertise, and technical guidance needed to continue implementation work and the funding required for creating time and building expertise. SAUs have engaged in this work within the context of school budgets that have not kept pace with the overall increased costs of education. Although SAUs will undoubtedly continue to work on implementation, it is clear that many SAUs still have a great deal of work to do to meet the implementation deadlines, particularly in the area of assessment.

The following section briefly summarizes the major findings of the Task Force surveys and relevant data sources, related to the indicators of progress for implementing the System of *Learning Results*. The Task Force identified several indicators within the broad categories of curriculum and assessment, educator quality, and structures and reporting for which data could be collected and which are directly related to implementation. The summary is organized in a similar manner as the section on findings in this report.

Aligning Curriculum Frameworks with the *Learning Results*:

- Across all grade spans (K-4, 5-8, and 9-12), work on aligning curriculum frameworks with the *Learning Results* is more than half way completed for most content areas, and in the planning stages for Modern and Classical Languages and Career Preparation.
- More progress, and more even progress, was reported across all content areas for grades 9-12 than for grades K-8.
- Across all grade spans, more progress has been made on curriculum frameworks in English Language Arts and in Mathematics than in the other six content areas. Work in these two content areas was reported to be about 80% complete on average.[7]
- Across all grade spans, progress on curriculum frameworks in content areas of Science and Technology, Social Studies, and Health and Physical Education is roughly even. Work in these three content areas was reported to be about 70% complete on average.
- Across all grade spans, less progress on curriculum frameworks has been completed in Visual and Performing Arts, Modern and Classical Languages, and Career Preparations than in other content areas. Work is generally in the planning stage for these content areas. Considerably more work has been done in Modern and Classical Languages and Career Preparation in grades 9-12 than in grades K-8.
- Steady progress has been made on aligning curriculum with the *Learning Results* during the last year, when data from surveys conducted at different points throughout the year are compared.

[7] The estimated percentages toward completion of work cited in this summary are based on the combined mean responses of principals and superintendents to survey items S38 and P34 that are represented in Figure 1 and to items S41 and P37 that are represented in Figure 2 of this report.

- Progress on aligning curriculum frameworks varies across the ten superintendents' regions in the state; respondents from a few regions reported more work has been completed than did respondents from other regions.

Aligning Curriculum and Instructional Materials with the *Learning Results*:

- Across all grade spans, more work on purchasing new instructional materials has been completed for English Language Arts and for Mathematics than for the other six content areas. About three quarters of the administrators said that work on obtaining new materials was either complete or partially complete in these content areas.
- Across all grade spans, work on purchasing new instructional materials was partially complete or in the planning stages for Science and Technology, Social Studies, and Health and Physical Education.
- For grades K-4, about 60% of the administrators said no action had been taken yet to obtain new instructional materials for Modern and Classical Languages and Career Preparation, and about 40% said no action had been taken yet for Visual and Performing Arts.
- More progress on purchasing new instructional materials was reported for Modern and Classical Languages and for Career Preparation in grades 9-12 than was reported in grades K-8.
- Across all grade spans, most administrators (about 75%) said their schools have appropriate instructional materials for teachers and students to support students' achievement of the *Learning Results* for "most" or "all" of the content areas. Teachers were more evenly divided on this question, with slightly more teachers agreeing (47%)

than disagreeing (39%) that they have instructional materials that are well aligned with the *Learning Results*.

- Across all grade spans, 62% of the administrators said their schools have enough computers for teachers and students to support students' achievement of the *Learning Results* for "most" or "all" of the content areas. Fewer teachers, 53%, agreed that students have adequate access to computers. Sixty-five percent of the teachers agreed that teachers have adequate access to computers, with more teachers in grades 5-8 holding this view. (Views about the level of access to computers for teachers and students have most likely been strongly influenced by the recent implementation of the laptop initiative in the state, which provided laptops to all seventh grade students and their teachers. If this program did not exist, it would be expected that fewer respondents would feel teachers and students have adequate access to computers.)
- Across all grade spans, SAUs reported more progress on purchasing new instructional materials than they reported on adding new curricula or courses. More progress was made on adding curricula or courses for English Language Arts and Mathematics than for other content areas. The least amount of progress was made on adding curricula or courses for Modern and Classical Languages and Career Preparation in grades K-8. About a third of the administrators said, "no additions were needed" for most content areas in grades K-8.

Implementing Local Assessment Systems:

- Across all grade spans, SAUs have made less progress on implementing local assessments than they have on aligning curriculum frameworks with the *Learning*

Results. Most respondents said that work on local assessments was either partially complete or in the planning stage for all content areas and grade spans.

- More progress was reported on local assessments across all content areas for grades 9-12 than for grades K-8, and the levels of progress were more even across the content areas for grades 9-12.
- The progress made on local assessments follows the same pattern across content areas as was found with curriculum frameworks. Across all grade spans, more progress has been made in English Language Arts than in other content areas. Work on implementing assessments was reported to be almost 60% complete on average for English Language Arts and about 53% complete on average for Mathematics.
- Across all grade spans, progress on local assessments for Science and Technology, Social Studies, and Health and Physical Education is roughly even. Work in these areas was reported to be about 40% complete on average.
- The least progress on local assessments was made in Modern and Classical Languages and Career Preparation, particularly in grades K-8.
- Considerable progress has been made on developing and implementing local assessments since the spring of 2002, when data from other recent surveys are compared with the Task Force surveys.
- Progress on implementing local assessments varies across the ten superintendents' regions in the state.
- Most administrators (about 75-80% for grades K-8 and 60% for grades 9-12) did not indicate a date by which they expect their local assessments to be complete.

- Most administrators (60-65%) said they were either "not sure" or "somewhat certain" that they would be able to certify that this year's eighth grade students will meet the *Learning Results* requirements in English Language Arts by high school graduation (June 2007). About the same percentage gave this response for Mathematics.
- Forty-six percent of the teachers agreed they were confident that their local assessments measure students' progress on the *Learning Results*, while a third was "not sure".
- Most administrators and teachers (over 80%) agreed that it is difficult to find time to develop local assessments.

Teaching Practice and Teacher Knowledge:

- About 60% of the teachers agreed that the changes they've made during the last few years have been driven by the *Learning Results*.
- About 64% of the principals said that "most" or "all" of their teachers use the *Learning Results* to plan lessons. Yet, across all grade spans, two thirds of the teachers feel they do not have enough time to plan lessons that incorporate the *Learning Results*.
- The percentage of administrators who indicated that "most" or "all" of their teachers use instructional strategies that support students' achievement of the *Learning Results* was 79% for grades K-4, 72% for grades 5-8, and 55% for grades 9-12. Yet, 74% of the teachers agreed they do not have enough instructional hours to support student achievement on all content areas.
- Across all three grade spans, 56% of the administrators said that "most" or "all" of their teachers use instructional strategies that help students with special learning needs or styles to achieve the *Learning Results*. The percentage of principals giving this response was smaller for grades 9-12 (47%) than for grades K-4 (67%) or grades 5-8 (62%).

- About 70% of the teachers agreed that they find it difficult to help students with special needs achieve the goals of the *Learning Results*. The percentage of teachers giving this response was higher for grades K-8 (72%) than for grades 9-12 (66%).
- Three quarters (76%) of the teachers agreed that they use performance assessment in all subjects they teach. When data from different surveys are compared, it appears that more teachers are currently using performance assessment than were reported doing so in March 2002.[8]
- Two thirds of the teachers across all grade spans said they are "very familiar" with the *Learning Results* for the grade(s) they teach. Two thirds of the teachers do not feel they need to develop deeper knowledge within content areas to implement the *Learning Results*. Administrators held a different view: About 90% of the superintendents and about 60% of the principals agreed that "most" or "some" of their teachers in grades K-8 need to develop deeper content knowledge.

Perceptions and Expectations about the *Learning Results*:

- Most respondents (over 70%) agreed that the *Learning Results* are the biggest priority in their schools or SAUs.
- Almost 80% of the administrators agreed that the *Learning Results* have had or will have a positive impact on student learning in their schools or SAUs.
- Most respondents expressed doubt that all students will be able to achieve the *Learning Results*. About half of the administrators and almost two thirds of the teachers disagreed

[8] Performance assessment is a way of measuring what students know and can do by requiring them to perform a task and to construct their own responses, rather than simply choosing a provided response—as with multiple-choice tests—or giving a brief written or numerical response. In this way, students are compelled to show the process by which they arrived at their answers or solutions. Performance assessment is generally intended to be integrated with instruction, and students' performance on tasks is usually rated against a rubric that specifies performance criteria. Performance assessment can take many forms and could include writing prompts, projects, experiments, portfolios or other assessments. The MEA is a performance assessment.

that the *Learning Results* are a realistic goal for all students in their schools or SAUs. About 70% of the administrators agreed that the *Learning Results* might not be achievable for some groups of children in their schools or SAUs.

- About 65% of the teachers agreed that their SAUs have made a commitment to enable all children, including those with disabilities, to achieve the *Learning Results*.
- About 75% of the administrators and almost half the teachers agreed that the *Learning Results* have had a positive impact on classroom instruction.
- Fifty three percent of the superintendents and 45% of the principals agreed that it is difficult to know what it means for a student to attain or meet the *Learning Results* standards.

Developing Written Vision Statements:

- About three quarters of the administrators said their SAUs have completed work or partially completed work on a written vision statement that incorporates the *Learning Results* and Guiding Principles, and 81% of the teachers said their SAUs have a written vision statement.
- About three quarters of the school board chairs said their school boards have completed work or partially completed work on a written statement that supports the *Learning Results*.

Obstacles and Identified Needs for *Learning Results* Implementation:

- Obstacles to implementation that received the highest significance ranking from respondents concerned resources of time, funding, social and economic conditions in the community, and staffing/ personnel to work on curriculum and assessments. (Funding is closely related to time and personnel needs.)

- Obstacles related to SAUs' work on curriculum and assessments were: "not enough time to plan for needed changes in curriculum and assessment", and "not enough personnel to work on developing new curriculum and assessments". Two thirds of the superintendents agreed that efforts to implement the *Learning Results* consume a majority of central office staff/ administrator time. Over half the superintendents (53%), a third of the principals, and 43% of the teachers felt their SAUs could not reasonably implement the *Learning Results* within the required timeframe, and about a third of all respondents were unsure.
- Obstacles related to teaching practices and teacher knowledge were: "not enough time for teachers to deliver instruction in all content areas required by the *Learning Results*"; "difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the *Learning Results*"; "difficulty funding teacher professional development or stipends to implement the *Learning Results*", and "difficulty funding new curricula or instructional materials that align with the *Learning Results*".
- Obstacles related to opportunities for students to achieve the *Learning Results* content standards included all the identified obstacles described above, and the additional obstacle of "social and economic conditions in the community that make it difficult for at-risk students to achieve the *Learning Results*".
- The obstacles of insufficient expertise, staffing, and funding were ranked as having higher significance in some superintendents' regions than in other regions.
- Most SAUs have provided general professional development on the *Learning Results* to all regular classroom teachers, special education teachers, specialists, and educational technicians. Most of the training teachers have obtained on the *Learning Results* has

been through in-service days within their SAUs. SAUs have relied mostly on their own teachers to deliver or facilitate professional development on the *Learning Results*.

- SAUs provided less professional development on topics that focused on specific content areas, and fewer educational technicians have received this type of training.
- Most SAUs reported that they have provided general professional development on the *Learning Results* to all their principals and to curriculum supervisors, but fewer respondents said they provided this training to the curriculum supervisors.
- Sixty percent of the principals and 45% of the teachers indicated that the criteria which supervisors use to evaluate teachers' performance in the classroom had changed only a "little bit" or a "moderate" amount since the introduction of the *Learning Results*.

Characteristics of SAUs Reporting the Most and the Least Progress:

- A preliminary analysis of school administrative unit (SAU) characteristics seems to indicate that SAUs with larger enrollments than the statewide average (and which therefore have more teachers), which have more central office administrators than average, and which have a percentage of disadvantaged students that is no higher than the state average or better are, on average, more likely to have completed work on aligning curriculum frameworks. Yet, this relationship is not perfect—some small systems with few administrators and higher percentages of disadvantaged students have managed to complete work in this area.
- Because relatively few SAUs have completed work on implementing local assessment for any of the content areas, it is difficult to see any patterns that could predict which SAUs are most likely to be able to do this work. SAUs reporting the least amount of progress on assessment appear to have smaller enrollments (less than 1,000 students), have very

small central office administrative staffing (1-2 administrators), and have a higher percentage of disadvantaged students (percentage of students eligible for free or reduced school lunch programs) than the statewide average.

- SAUs appear to be approaching the task of implementing the System of *Learning Results* in two different ways: one approach is working on curriculum alignment first across content areas and grades, and then moving to work on assessment, while the other approach is to work on both curriculum alignment and assessment simultaneously for only certain content areas or grades.

RECOMMENDATIONS

The Task Force commends school administrative units (SAUs) and their personnel for the hard work they have been doing to implement the System of *Learning Results*. Clearly, SAUs are strongly committed to the goal of implementing the *Learning Results* and to providing education of the highest standard to their students. It is also apparent from the available data that SAUs have made steady progress on aligning the various components of their educational system (curriculum, materials, professional development, and assessment) with the *Learning Results* content standards and that considerable progress has been made in recent months on developing local assessments to measure students' achievement of the *Learning Results*. The *Learning Results* have encouraged positive changes in teaching and learning, and further improvements will evolve over time as implementation proceeds.

The data also indicate that most SAUs still have a great deal of work to do if they are to meet all the state deadlines for implementing the System of *Learning Results*. Of particular concern is the work to be done to implement comprehensive local assessment systems. While SAUs appear to be committed to moving ahead on implementation, full implementation can only

be achieved if the obstacles of time, funding, and expertise are addressed. Therefore, the Task Force recommends the following actions be taken to address these obstacles and related issues:

Recommendations on Time Needed to Implement the *Learning Results*:

1. The Task Force recommends that the Legislature acknowledge that more time is needed for SAUs to implement the System of *Learning Results*, and that time has financial costs associated with it. The Task Force recommends that the Legislature consider various ways to help SAUs create more time.

   Time is a critical resource for all aspects of implementation, from the planning and development of curriculum and assessments, to professional development, to classroom instruction. The Legislature can help SAUs create more time by providing financial resources or revising statute.

   Some SAUs have created more time for professional development or curriculum and assessment planning with strategies that include: hiring paraprofessionals or using parent volunteers to relieve teachers of noninstructional duties; hiring permanent substitute teachers to create release time from instructional duties; and paying teachers for time they spend on curriculum, assessment, or professional development work after school or during the summer. The Legislature could provide financial resources to SAUs that cannot afford the additional salaries or stipends needed to create more time. Further, the Legislature could review current statute and practices regarding identification, training, and hiring of paraprofessionals and substitutes, to find ways to increase the current supply of these groups.

   In addition to helping SAUs create more time for implementation within the current school day and school year, the Legislature could help SAUs obtain more

time by changing statute on the length of the school day or school year. One approach might be to lengthen the school year to allow for curriculum planning and/or professional development weeks throughout the school year. Lengthening the school day or school year could also provide more time for instruction and learning. There would be additional costs associated with increasing instructional time. The current data indicate that teachers feel they do not have sufficient time to deliver instruction in all content areas required by the *Learning Results*. State standards and educational research emphasize the importance of engaging students in more complex learning experiences that help students develop deeper understanding and the ability to apply knowledge in real-world contexts. This kind of teaching and learning takes more time.

2. Another option for creating more time for implementation would be for the Legislature to consider extending the deadlines for some content areas. The data indicate that most SAUs are further along in English Language Arts and Mathematics than in other content areas. If deadlines are extended, the Legislature must also consider the deadlines required by the *No Child Left Behind Act* for reading, mathematics, and science.

3. The Task Force recommends that the Legislature undertake a study of school system plans for use of time and organization of the school day and year. Each school system must prepare such a plan to meet the requirements of the Comprehensive Education Plan by the end of the current school year (2002-2003). The Comprehensive Education Plans submitted by SAUs is one possible source of data for this study, but other sources of data would also be required. Such a study could address how SAUs

have created more time to work on implementation within the existing school day or school year, the costs of these approaches, and the impact on students' achievement. The resulting information should be shared with SAUs throughout the state.

Recommendations on Funding Needed to Implement the *Learning Results*:

1. The Task Force recommends that the Legislature review the per-pupil funding level for components of the Essential Programs and Services funding model to be sure that these funding levels are based on current data, and sufficiently fund the work of implementing the System of *Learning Results*. The data indicate that many SAUs feel that funding for curriculum and instructional materials and teacher professional development is an obstacle to implementation. Some SAUs indicated they do not have sufficient personnel to do the work of implementation, which is also a funding issue. Superintendent regions 1, 4, 5, 7, and 8 ranked funding needs as more significant obstacles to implementation than did other regions.[9]

2. The Task Force recommends that a greater effort be made to encourage and support school system sharing of resources to more efficiently use the limited time, personnel, and financial resources SAUs have. School system sharing of resources would help SAUs that do not have sufficient resources to do the work of implementation on their own.

   One strategy would be for the MDOE to set up a database that SAUs can access on the Internet, with information about what SAUs in various regions are doing on curriculum, assessment, or professional development to implement the System of *Learning Results*. E-mail or other communication systems could help facilitate communication and collaboration between SAUs and teachers. One

[9] Superintendent regions cited include: 1 (Aroostook), 4 (Hancock), 5 (Mid-Coast), 7 (Cumberland), 8 (Kennebec).

example is the Internet-based and E-mail communication systems being used for implementation of the Maine Learning Technology Initiative.

Another strategy would be for the Legislature to provide financial supports or incentives. Financial support could be targeted to SAUs that need help with travel costs or the expense of hiring substitute teachers so teachers and administrators can travel to other SAUs. Financial incentives could be used to encourage collaboration efforts.

3. The Task Force recommends that the Legislature identify SAUs that have a critical shortage of expertise, personnel, curriculum or instructional materials to implement the *Learning Results*. The Legislature might target these SAUs with financial aid and/or technical guidance to encourage greater progress on implementation, given that the Essential Programs and Services funding model may not be fully implemented for several years.

The available data indicate concerns about the adequacy of instructional materials and access to computers in classrooms. Access to computers in classrooms has increased this year, under the Maine Learning Technology Initiative, but continued funding of this program will be necessary to maintain this level of access.

4. The Task Force recommends that the Legislature undertake a study to determine how some SAUs have made greater progress on implementation of the System of *Learning Results*. Some SAUs may have shifted resources within the school system to make certain areas a priority, or may have economized by collaborating or sharing resources with other SAUs. Information about SAUs' funding decisions and their consequences should be shared with other SAUs throughout the state.

5. The Task Force recommends that the Legislature fund the Maine Department of Education (MDOE) at a level that will enable the MDOE to conduct the required tasks of providing oversight, coordination, guidance, assistance, and data management. The Task Force believes that the current capacity of the MDOE is inadequate to support SAUs' implementation of the System of *Learning Results*, and that additional financial/ personnel resources are needed to increase this capacity.

In order for the MDOE to be able to support SAUs' work on implementation the System of *Learning Results*, the MDOE will need to have sufficient staffing and funding to provide information, data, guidance, and assistance. The *No Child Left Behind Act* requires that data management systems be in place so that assessment data can be used to inform and improve instruction. The *No Child Left Behind Act* also requires that schools targeted for improvement be given guidance or assistance. The MDOE will need to be sufficiently staffed to respond to the federal requirements, to communicate these requirements to SAUs, and to assist and support SAUs' efforts to meet these requirements.

Recommendations on Expertise Needed to Implement the *Learning Results*:

1. The Task Force recommends that the MDOE make greater use of existing regional centers or collaboratives as a vehicle for communicating state and federal educational policies and models of best practice for all content areas required by the *Learning Results*. Regional centers or collaboratives provide SAUs and teachers with information, professional development, assistance, and materials to use in curriculum and assessment development and classroom instruction, but are often focused on specific content areas. One example is the State Systemic Initiative in Mathematics

and Science, funded by the National Science Foundation. Another example is the Maine Learning Technology Initiative, which has established a system of regional content mentors and training for teachers to integrate technology with instruction. Other regional collaboratives exist across the state, but do not provide SAUs with guidance and support on all eight content areas required by the *Learning Results*.

2. The Task Force recommends that the MDOE collect information on the broad range of partnerships that exist between SAUs and other nonschool groups, and share this information with SAUs statewide. The Task Force recommends that the Legislature encourage the development of partnerships through statute and financial support and incentives.

Partnerships exist between SAUs and universities (e.g., the Southern Maine Partnership and other such partnerships across the state), and between SAUs and non-profit organizations (e.g. the Gates Foundation and Education Development Center, Inc.), and between SAUs and industry (e.g., Apple Computer). These partnerships provide information, guidance, assistance, professional development, and materials to SAUs and teachers. Yet, many SAUs and teachers may not be aware of these partnerships or know how they can join or form partnerships on their own. The MDOE could collect and communicate information about partnerships to inform SAUs and teachers.

The Legislature could review current statute to see how partnerships could be encouraged and supported. The Legislature could provide financial support or incentives to encourage SAUs, universities, and industry to develop partnerships that focus on the *Learning Results*.

The MDOE could also encourage SAUs and universities to make greater use of the state's ATM system (two-way, audio-video connecting sites), so that teachers can have greater access to professional development opportunities. The ATM system could be an important vehicle for building the expertise of teachers in more remote regions. The ATM system could also be used to facilitate collaboration between SAUs on curriculum or assessment work.

3. The Task Force recommends that the MDOE collect information from SAUs that have provided more focused professional development opportunities, along with data on student achievement, so that this information can be shared with other SAUs as models of best practice for teacher learning and instructional practices that are associated with improved student achievement. The Task Force also recommends that the MDOE collect information about ways SAUs have organized their programs to meet the needs of students with disabilities, students with Limited English Proficiency, low achieving students, and other at-risk students. These programs could include both the regular instructional program as well as extended learning opportunities or interventions for students that need extra help to meet the *Learning Results* requirements.

4. The Task Force is aware that the State Board of Education and the MDOE are currently reviewing the certification rules for educators. The Task Force feels this work is important to ensure that certification rules are adequate to allow SAUs to meet the federal requirements for hiring highly qualified personnel under the *No Child Left Behind Act*. SAUs will need to review their hiring practices to ensure that the personnel they hire are sufficiently qualified in terms of educational attainment,

knowledge of content areas, and certification. SAUs will need to consider the availability of professional development opportunities for educational technicians who were "grandfathered" and promoted to the educational technician 2 or 3 level. Of particular concern are the educational qualifications of educational technicians at level 1 (ed tech 1s), and the need for professional development opportunities for educational technicians. The educational qualifications and preparation for educational technicians will need to be aligned with the federal requirements.

More broadly, the Task Force recommends that the Legislature support the inclusion of standards-based instruction and assessment in teacher preparation programs throughout the state.

APPENDIX

Tables 2-23

Survey Instruments

Letter from the Commissioner of Education

Table 2. Progress on Aligning Curriculum Frameworks with the *Learning Results*: Administrator and Teacher Responses

Content Area	Grade Span	Work Complete		Work in Progress		No Action		Don't Know	Subject not in curriculum for my grade
		% Admin	%Teachers	%Admin.	%Teachers	%Admin.	%Teachers	%Teachers	%Teachers
English Language Arts	K-4	50	59	50	34	1	4	2	0
	5-8	47	47	53	40	0	5	6	2
	9-12	51	43	50	45	0	2	8	2
Mathematics	K-4	56	63	43	30	1	4	3	0
	5-8	53	57	47	33	1	3	6	1
	9-12	50	40	50	40	0	3	13	4
Science & Technology	K-4	37	48	60	38	3	7	6	2
	5-8	37	48	61	37	1	5	9	2
	9-12	40	36	60	44	1	4	12	4
Social Studies	K-4	36	40	58	42	6	10	7	1
	5-8	37	41	61	42	3	7	8	2
	9-12	40	36	60	45	1	3	12	4
Health & Physical Education	K-4	31	38	61	36	8	6	17	3
	5-8	31	33	64	37	5	5	23	2
	9-12	38	29	59	41	4	5	20	6
Modern/Classical Languages	K-4	10	9	57	14	54	22	23	33
	5-8	13	12	50	21	38	14	33	21
	9-12	27	20	64	37	10	6	31	7
Visual/Performing Arts	K-4	17	24	64	25	20	12	27	13
	5-8	16	20	67	30	17	9	33	9
	9-12	24	22	65	37	11	8	27	6
Career Preparation	K-4	11	11	45	19	45	14	27	30
	5-8	12	9	52	21	36	14	37	20
	9-12	17	18	64	39	19	8	29	7

Data in the administrators' columns are the combined mean responses for superintendents and principals. Data in the "work complete" columns are the percentages of administrators who indicated "work complete" on survey items S38 and P34 and of teachers who indicated "yes" on item T41 (Does your school administrative unit have curriculum frameworks that align with the *Learning Results*?). Data in the "work in progress" columns are the combined percentages of administrators who indicated either "partially complete" or "planning in progress", and of teachers who indicated "work in progress". Data in the "No Action" columns are the percentages of administrators who indicated "no action yet" and of teachers who indicated "no". Only teachers were given the option to respond "don't know" or "subject not in curriculum for my grade" on this survey item. All percentages have been rounded.

Table 3. Progress on Implementing Comprehensive Local Assessments: Administrator and Teacher Responses

Content Area	Grade Span	Work Complete		Work in Progress		No Action		Don't Know	Subject not in curriculum for my grade
		%Admin.	%Teachers	%Admin.	%Teachers	%Admin.	%Teachers	%Teachers	%Teachers
English Language Arts	K-4	14	46	82	45	5	7	2	0
	5-8	8	28	87	52	5	10	8	2
	9-12	7	19	89	57	5	12	10	3
Mathematics	K-4	8	33	88	53	5	11	3	0
	5-8	7	24	89	54	5	12	8	1
	9-12	4	11	90	55	7	15	15	3
Science & Technology	K-4	3	13	82	51	15	27	8	2
	5-8	4	14	87	50	10	22	13	2
	9-12	5	12	89	53	7	15	15	4
Social Studies	K-4	2	12	78	48	21	30	8	2
	5-8	3	12	83	51	14	22	13	2
	9-12	3	12	81	56	7	13	15	5
Health & Physical Education	K-4	5	11	75	39	22	22	25	2
	5-8	5	7	80	45	15	19	28	2
	9-12	5	9	87	47	8	15	22	6
Modern/Classical Languages	K-4	2	2	40	15	58	28	23	32
	5-8	2	4	57	24	41	20	32	21
	9-12	2	7	79	43	20	18	26	7
Visual/ Performing Arts	K-4	1	6	70	26	39	23	32	13
	5-8	3	5	69	31	28	22	33	9
	9-12	2	9	77	41	22	17	26	6
Career Preparation	K-4	1	3	37	17	63	24	28	30
	5-8	1	3	53	23	47	20	35	20
	9-12	1	7	71	39	29	17	29	7

Data in the administrators' columns are the combined mean responses for superintendents and principals. Data in the "work complete" columns are the percentages of administrators who indicated "work complete" on survey items S41 and P37 and of teachers who indicated "yes" on item T42 (Does your school administrative unit have a comprehensive local assessment system to measure students' progress on the *Learning Results*?). Data in the "work in progress" columns are the combined percentages of administrators who indicated either "partially complete" or "planning in progress", and of teachers who indicated "work in progress". Data in the "No Action" columns are the percentages of administrators who indicated "no action yet" and of teachers who indicated "no". Only teachers were given the option to respond "don't know" or "subject not in curriculum for my grade" on this survey item. All percentages have been rounded.

Tables 4-11. Progress Aligning Curriculum Frameworks with the *Learning Results*: Principal Responses

Table 4. Revised or Rewrote English Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	11	52.4%	7	33.3%	3	14.3%	0	.0%	11	45.8%	10	41.7%	3	12.5%	0	.0%	5	38.5%	7	53.8%	1	7.7%	0	.0%
	2	11	33.3%	22	66.7%	0	.0%	0	.0%	15	48.4%	15	48.4%	1	3.2%	0	.0%	3	30.0%	7	70.0%	0	.0%	0	.0%
	3	5	38.5%	6	46.2%	2	15.4%	0	.0%	5	41.7%	5	41.7%	2	16.7%	0	.0%	2	33.3%	4	66.7%	0	.0%	0	.0%
	4	6	42.9%	5	35.7%	3	21.4%	0	.0%	4	26.7%	7	46.7%	3	20.0%	1	6.7%	1	33.3%	2	66.7%	0	.0%	0	.0%
	5	13	48.1%	13	48.1%	1	3.7%	0	.0%	7	35.0%	11	55.0%	2	10.0%	0	.0%	2	40.0%	3	60.0%	0	.0%	0	.0%
	6	19	59.4%	13	40.6%	0	.0%	0	.0%	12	38.7%	17	54.8%	2	6.5%	0	.0%	2	22.2%	6	66.7%	1	11.1%	0	.0%
	7	34	81.0%	6	14.3%	2	4.8%	0	.0%	19	67.9%	7	25.0%	2	7.1%	0	.0%	10	76.9%	2	15.4%	1	7.7%	0	.0%
	8	15	45.5%	14	42.4%	4	12.1%	0	.0%	15	55.6%	11	40.7%	1	3.7%	0	.0%	10	76.9%	3	23.1%	0	.0%	0	.0%
	9	13	54.2%	11	45.8%	0	.0%	0	.0%	9	52.9%	6	35.3%	2	11.8%	0	.0%	3	50.0%	3	50.0%	0	.0%	0	.0%
	10	1	16.7%	3	50.0%	2	33.3%	0	.0%	1	20.0%	2	40.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 5. Revised or Rewrote Math Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	13	61.9%	5	23.8%	3	14.3%	0	.0%	14	58.3%	7	29.2%	3	12.5%	0	.0%	4	30.8%	9	69.2%	0	.0%	0	.0%
	2	16	48.5%	17	51.5%	0	.0%	0	.0%	12	38.7%	18	58.1%	1	3.2%	0	.0%	3	30.0%	6	60.0%	1	10.0%	0	.0%
	3	8	61.5%	3	23.1%	2	15.4%	0	.0%	7	58.3%	3	25.0%	2	16.7%	0	.0%	2	33.3%	3	50.0%	1	16.7%	0	.0%
	4	7	50.0%	4	28.6%	3	21.4%	0	.0%	5	33.3%	6	40.0%	3	20.0%	1	6.7%	1	33.3%	2	66.7%	0	.0%	0	.0%
	5	14	51.9%	11	40.7%	2	7.4%	0	.0%	10	50.0%	7	35.0%	3	15.0%	0	.0%	2	40.0%	2	40.0%	1	20.0%	0	.0%
	6	21	65.6%	11	34.4%	0	.0%	0	.0%	18	58.1%	12	38.7%	1	3.2%	0	.0%	2	22.2%	6	66.7%	1	11.1%	0	.0%
	7	31	75.6%	8	19.5%	2	4.9%	0	.0%	19	67.9%	7	25.0%	2	7.1%	0	.0%	9	69.2%	4	30.8%	0	.0%	0	.0%
	8	16	48.5%	12	36.4%	5	15.2%	0	.0%	15	57.7%	9	34.6%	2	7.7%	0	.0%	10	76.9%	2	15.4%	1	7.7%	0	.0%
	9	14	58.3%	9	37.5%	1	4.2%	0	.0%	10	58.8%	6	35.3%	1	5.9%	0	.0%	2	33.3%	4	66.7%	0	.0%	0	.0%
	10	0	.0%	3	50.0%	3	50.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 6. Revised or Rewrote Science Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	8	38.1%	9	42.9%	4	19.0%	0	.0%	8	33.3%	11	45.8%	5	20.8%	0	.0%	2	15.4%	10	76.9%	1	7.7%	0	.0%
	2	11	33.3%	14	42.4%	5	15.2%	3	9.1%	11	35.5%	16	51.6%	3	9.7%	1	3.2%	2	20.0%	7	70.0%	1	10.0%	0	.0%
	3	4	30.8%	5	38.5%	3	23.1%	1	7.7%	3	25.0%	5	41.7%	3	25.0%	1	8.3%	1	16.7%	5	83.3%	0	.0%	0	.0%
	4	2	14.3%	9	64.3%	2	14.3%	1	7.1%	2	13.3%	9	60.0%	3	20.0%	1	6.7%	0	.0%	2	66.7%	1	33.3%	0	.0%
	5	4	14.8%	13	48.1%	8	29.6%	2	7.4%	4	20.0%	10	50.0%	4	20.0%	2	10.0%	2	40.0%	1	20.0%	1	20.0%	1	20.0%
	6	12	37.5%	18	56.3%	2	6.3%	0	.0%	9	29.0%	20	64.5%	2	6.5%	0	.0%	3	33.3%	5	55.6%	1	11.1%	0	.0%
	7	27	65.9%	10	24.4%	3	7.3%	1	2.4%	17	60.7%	8	28.6%	3	10.7%	0	.0%	8	61.5%	4	30.8%	1	7.7%	0	.0%
	8	16	47.1%	11	32.4%	6	17.6%	1	2.9%	13	50.0%	11	42.3%	2	7.7%	0	.0%	10	76.9%	3	23.1%	0	.0%	0	.0%
	9	7	30.4%	11	47.8%	5	21.7%	0	.0%	6	35.3%	7	41.2%	4	23.5%	0	.0%	3	50.0%	2	33.3%	1	16.7%	0	.0%
	10	0	.0%	1	20.0%	3	60.0%	1	20.0%	0	.0%	1	20.0%	4	80.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 7. Revised or Rewrote Social Studies Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	8	38.1%	9	42.9%	4	19.0%	0	.0%	9	37.5%	10	41.7%	5	20.8%	0	.0%	3	23.1%	9	69.2%	1	7.7%	0	.0%
	2	7	21.9%	12	37.5%	9	28.1%	4	12.5%	5	16.1%	15	48.4%	9	29.0%	2	6.5%	2	20.0%	7	70.0%	1	10.0%	0	.0%
	3	6	46.2%	3	23.1%	2	15.4%	2	15.4%	5	41.7%	3	25.0%	3	25.0%	1	8.3%	2	33.3%	3	50.0%	1	16.7%	0	.0%
	4	3	21.4%	7	50.0%	3	21.4%	1	7.1%	3	20.0%	9	60.0%	3	20.0%	0	.0%	1	33.3%	2	66.7%	0	.0%	0	.0%
	5	12	44.4%	9	33.3%	5	18.5%	1	3.7%	9	45.0%	6	30.0%	3	15.0%	2	10.0%	3	60.0%	1	20.0%	0	.0%	1	20.0%
	6	12	37.5%	16	50.0%	3	9.4%	1	3.1%	11	35.5%	15	48.4%	4	12.9%	1	3.2%	1	11.1%	7	77.8%	1	11.1%	0	.0%
	7	23	56.1%	13	31.7%	5	12.2%	0	.0%	17	60.7%	7	25.0%	4	14.3%	0	.0%	8	61.5%	5	38.5%	0	.0%	0	.0%
	8	10	30.3%	15	45.5%	7	21.2%	1	3.0%	9	34.6%	12	46.2%	4	15.4%	1	3.8%	8	61.5%	4	30.8%	1	7.7%	0	.0%
	9	3	13.0%	12	52.2%	7	30.4%	1	4.3%	2	11.8%	11	64.7%	4	23.5%	0	.0%	2	33.3%	3	50.0%	1	16.7%	0	.0%
	10	0	.0%	0	.0%	4	80.0%	1	20.0%	0	.0%	0	.0%	5	100%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 8. Revised or Rewrote Health and PE Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	10	47.6%	7	33.3%	2	9.5%	2	9.5%	11	45.8%	9	37.5%	3	12.5%	1	4.2%	5	38.5%	7	53.8%	1	7.7%	0	.0%
	2	7	22.6%	18	58.1%	4	12.9%	2	6.5%	7	22.6%	21	67.7%	2	6.5%	1	3.2%	1	10.0%	8	80.0%	0	.0%	1	10.0%
	3	4	30.8%	5	38.5%	2	15.4%	2	15.4%	4	30.8%	4	30.8%	3	23.1%	2	15.4%	2	33.3%	3	50.0%	0	.0%	1	16.7%
	4	2	15.4%	4	30.8%	5	38.5%	2	15.4%	2	13.3%	5	33.3%	7	46.7%	1	6.7%	0	.0%	3	100%	0	.0%	0	.0%
	5	11	40.7%	6	22.2%	7	25.9%	3	11.1%	6	30.0%	6	30.0%	5	25.0%	3	15.0%	2	40.0%	2	40.0%	1	20.0%	0	.0%
	6	10	31.3%	15	46.9%	7	21.9%	0	.0%	10	32.3%	14	45.2%	7	22.6%	0	.0%	2	22.2%	6	66.7%	1	11.1%	0	.0%
	7	18	46.2%	14	35.9%	5	12.8%	2	5.1%	11	39.3%	14	50.0%	3	10.7%	0	.0%	6	46.2%	6	46.2%	0	.0%	1	7.7%
	8	8	24.2%	14	42.4%	6	18.2%	5	15.2%	10	38.5%	11	42.3%	5	19.2%	0	.0%	8	61.5%	4	30.8%	1	7.7%	0	.0%
	9	5	20.8%	12	50.0%	5	20.8%	2	8.3%	3	17.6%	8	47.1%	6	35.3%	0	.0%	1	20.0%	3	60.0%	0	.0%	1	20.0%
	10	0	.0%	0	.0%	4	80.0%	1	20.0%	0	.0%	0	.0%	5	100%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 9. Revised or Rewrote Modern and Classical Languages Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	2	10.5%	3	15.8%	2	10.5%	12	63.2%	4	17.4%	4	17.4%	3	13.0%	12	52.2%	2	15.4%	5	38.5%	3	23.1%	3	23.1%
	2	0	.0%	6	20.0%	5	16.7%	19	63.3%	2	6.9%	6	20.7%	11	37.9%	10	34.5%	0	.0%	6	60.0%	3	30.0%	1	10.0%
	3	2	15.4%	3	23.1%	2	15.4%	6	46.2%	1	8.3%	3	25.0%	4	33.3%	4	33.3%	2	33.3%	3	50.0%	1	16.7%	0	.0%
	4	0	.0%	3	21.4%	4	28.6%	7	50.0%	0	.0%	2	14.3%	4	28.6%	8	57.1%	0	.0%	3	100%	0	.0%	0	.0%
	5	2	7.4%	3	11.1%	5	18.5%	17	63.0%	1	5.0%	3	15.0%	2	10.0%	14	70.0%	2	40.0%	0	.0%	2	40.0%	1	20.0%
	6	1	3.2%	6	19.4%	8	25.8%	16	51.6%	1	3.2%	7	22.6%	12	38.7%	11	35.5%	1	11.1%	5	55.6%	3	33.3%	0	.0%
	7	12	31.6%	8	21.1%	3	7.9%	15	39.5%	12	46.2%	7	26.9%	3	11.5%	4	15.4%	8	61.5%	2	15.4%	2	15.4%	1	7.7%
	8	1	3.3%	4	13.3%	7	23.3%	18	60.0%	3	12.0%	6	24.0%	4	16.0%	12	48.0%	5	38.5%	4	30.8%	3	23.1%	1	7.7%
	9	0	.0%	3	16.7%	3	16.7%	12	66.7%	1	6.7%	4	26.7%	3	20.0%	7	46.7%	0	.0%	3	50.0%	3	50.0%	0	.0%
	10	0	.0%	0	.0%	4	80.0%	1	20.0%	0	.0%	0	.0%	5	100%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 10. Revised or Rewrote Visual and Performing Arts Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	4	21.1%	4	21.1%	3	15.8%	8	42.1%	4	18.2%	4	18.2%	5	22.7%	9	40.9%	1	7.7%	4	30.8%	7	53.8%	1	7.7%
	2	1	3.1%	7	21.9%	10	31.3%	14	43.8%	3	9.7%	7	22.6%	13	41.9%	8	25.8%	0	.0%	6	60.0%	2	20.0%	2	20.0%
	3	1	8.3%	4	33.3%	3	25.0%	4	33.3%	1	8.3%	3	25.0%	5	41.7%	3	25.0%	1	16.7%	3	50.0%	2	33.3%	0	.0%
	4	1	7.7%	3	23.1%	7	53.8%	2	15.4%	1	6.7%	3	20.0%	7	46.7%	4	26.7%	0	.0%	3	100%	0	.0%	0	.0%
	5	2	7.4%	11	40.7%	9	33.3%	5	18.5%	1	5.0%	10	50.0%	6	30.0%	3	15.0%	2	40.0%	1	20.0%	1	20.0%	1	20.0%
	6	5	16.7%	12	40.0%	11	36.7%	2	6.7%	4	13.8%	10	34.5%	14	48.3%	1	3.4%	1	11.1%	4	44.4%	4	44.4%	0	.0%
	7	15	38.5%	11	28.2%	10	25.6%	3	7.7%	11	40.7%	11	40.7%	4	14.8%	1	3.7%	8	61.5%	2	15.4%	2	15.4%	1	7.7%
	8	3	9.7%	13	41.9%	10	32.3%	5	16.1%	6	24.0%	12	48.0%	5	20.0%	2	8.0%	6	46.2%	1	7.7%	3	23.1%	3	23.1%
	9	2	8.3%	9	37.5%	9	37.5%	4	16.7%	2	11.8%	6	35.3%	7	41.2%	2	11.8%	0	.0%	3	50.0%	3	50.0%	0	.0%
	10	0	.0%	0	.0%	4	80.0%	1	20.0%	0	.0%	0	.0%	5	100%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 11. Revised or Rewrote Career Preparation Curriculum Framework: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	2	11.1%	6	33.3%	2	11.1%	8	44.4%	4	19.0%	4	19.0%	1	4.8%	12	57.1%	3	23.1%	4	30.8%	3	23.1%	3	23.1%
	2	2	6.3%	5	15.6%	7	21.9%	18	56.3%	1	3.4%	4	13.8%	10	34.5%	14	48.3%	0	.0%	4	40.0%	4	40.0%	2	20.0%
	3	1	8.3%	3	25.0%	3	25.0%	5	41.7%	1	8.3%	4	33.3%	3	25.0%	4	33.3%	0	.0%	3	50.0%	2	33.3%	1	16.7%
	4	1	7.7%	2	15.4%	4	30.8%	6	46.2%	1	6.7%	3	20.0%	4	26.7%	7	46.7%	1	33.3%	2	66.7%	0	.0%	0	.0%
	5	5	18.5%	5	18.5%	7	25.9%	10	37.0%	3	15.0%	4	20.0%	8	40.0%	5	25.0%	1	20.0%	1	20.0%	2	40.0%	1	20.0%
	6	2	6.5%	12	38.7%	7	22.6%	10	32.3%	3	10.3%	11	37.9%	6	20.7%	9	31.0%	2	25.0%	2	25.0%	2	25.0%	2	25.0%
	7	10	27.0%	1	2.7%	6	16.2%	20	54.1%	6	25.0%	5	20.8%	6	25.0%	7	29.2%	6	46.2%	3	23.1%	3	23.1%	1	7.7%
	8	1	3.3%	2	6.7%	9	30.0%	18	60.0%	3	12.5%	2	8.3%	9	37.5%	10	41.7%	3	23.1%	1	7.7%	4	30.8%	5	38.5%
	9	0	.0%	3	15.0%	6	30.0%	11	55.0%	1	5.9%	2	11.8%	5	29.4%	9	52.9%	0	.0%	3	60.0%	2	40.0%	0	.0%
	10	0	.0%	0	.0%	4	80.0%	1	20.0%	0	.0%	0	.0%	5	100%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Tables 12-19. Progress Implementing a Comprehensive Local Assessment System: Principal Responses

Table 12. Implemented a Comprehensive Local Assessment System for English: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	5	26.3%	7	36.8%	6	31.6%	1	5.3%	3	13.0%	11	47.8%	9	39.1%	0	.0%	1	7.7%	6	46.2%	6	46.2%	0	.0%
	2	10	32.3%	15	48.4%	6	19.4%	0	.0%	5	16.7%	12	40.0%	13	43.3%	0	.0%	0	.0%	7	70.0%	3	30.0%	0	.0%
	3	0	.0%	3	23.1%	9	69.2%	1	7.7%	0	.0%	5	38.5%	7	53.8%	1	7.7%	0	.0%	1	20.0%	4	80.0%	0	.0%
	4	1	7.7%	7	53.8%	3	23.1%	2	15.4%	0	.0%	7	53.8%	4	30.8%	2	15.4%	1	25.0%	3	75.0%	0	.0%	0	.0%
	5	0	.0%	12	50.0%	11	45.8%	1	4.2%	0	.0%	8	50.0%	7	43.8%	1	6.3%	0	.0%	2	50.0%	2	50.0%	0	.0%
	6	6	20.0%	12	40.0%	11	36.7%	1	3.3%	3	10.7%	14	50.0%	10	35.7%	1	3.6%	0	.0%	6	75.0%	2	25.0%	0	.0%
	7	10	24.4%	23	56.1%	8	19.5%	0	.0%	2	7.7%	15	57.7%	9	34.6%	0	.0%	1	7.7%	6	46.2%	5	38.5%	1	7.7%
	8	7	22.6%	16	51.6%	8	25.8%	0	.0%	4	16.0%	16	64.0%	5	20.0%	0	.0%	0	.0%	8	57.1%	6	42.9%	0	.0%
	9	2	11.1%	14	77.8%	2	11.1%	0	.0%	2	13.3%	9	60.0%	4	26.7%	0	.0%	1	16.7%	3	50.0%	2	33.3%	0	.0%
	10	1	20.0%	4	80.0%	0	.0%	0	.0%	1	20.0%	4	80.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 13. Implemented a Comprehensive Local Assessment System for Math: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	3	15.8%	8	42.1%	7	36.8%	1	5.3%	2	8.7%	8	34.8%	13	56.5%	0	.0%	1	7.7%	3	23.1%	9	69.2%	0	.0%
	2	10	32.3%	11	35.5%	10	32.3%	0	.0%	3	10.0%	12	40.0%	15	50.0%	0	.0%	0	.0%	4	40.0%	6	60.0%	0	.0%
	3	0	.0%	4	30.8%	8	61.5%	1	7.7%	0	.0%	5	38.5%	7	53.8%	1	7.7%	0	.0%	1	20.0%	4	80.0%	0	.0%
	4	1	7.7%	7	53.8%	3	23.1%	2	15.4%	0	.0%	7	53.8%	4	30.8%	2	15.4%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	13	54.2%	10	41.7%	1	4.2%	0	.0%	8	50.0%	8	50.0%	0	.0%	0	.0%	1	25.0%	3	75.0%	0	.0%
	6	3	10.0%	13	43.3%	12	40.0%	2	6.7%	2	7.1%	15	53.6%	10	35.7%	1	3.6%	0	.0%	4	50.0%	2	25.0%	2	25.0%
	7	4	10.0%	26	65.0%	10	25.0%	0	.0%	2	7.7%	14	53.8%	10	38.5%	0	.0%	0	.0%	7	53.8%	5	38.5%	1	7.7%
	8	3	9.4%	15	46.9%	13	40.6%	1	3.1%	3	12.0%	12	48.0%	10	40.0%	0	.0%	1	7.1%	6	42.9%	7	50.0%	0	.0%
	9	0	.0%	16	88.9%	2	11.1%	0	.0%	3	20.0%	10	66.7%	2	13.3%	0	.0%	0	.0%	3	50.0%	3	50.0%	0	.0%
	10	1	20.0%	3	60.0%	1	20.0%	0	.0%	1	20.0%	3	60.0%	1	20.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 14. Implemented a Comprehensive Local Assessment System for Science: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	2	10.5%	8	42.1%	6	31.6%	3	15.8%	2	8.3%	8	33.3%	13	54.2%	1	4.2%	1	7.7%	2	15.4%	10	76.9%	0	.0%
	2	2	6.7%	9	30.0%	13	43.3%	6	20.0%	2	6.7%	9	30.0%	18	60.0%	1	3.3%	0	.0%	5	50.0%	5	50.0%	0	.0%
	3	0	.0%	0	.0%	8	66.7%	4	33.3%	0	.0%	0	.0%	9	75.0%	3	25.0%	0	.0%	1	20.0%	4	80.0%	0	.0%
	4	0	.0%	4	30.8%	5	38.5%	4	30.8%	0	.0%	5	38.5%	5	38.5%	3	23.1%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	4	17.4%	15	65.2%	4	17.4%	0	.0%	3	18.8%	12	75.0%	1	6.3%	0	.0%	1	25.0%	3	75.0%	0	.0%
	6	0	.0%	9	30.0%	15	50.0%	6	20.0%	0	.0%	11	39.3%	13	46.4%	4	14.3%	1	12.5%	3	37.5%	3	37.5%	1	12.5%
	7	3	7.7%	14	35.9%	18	46.2%	4	10.3%	1	3.8%	11	42.3%	13	50.0%	1	3.8%	1	7.7%	6	46.2%	5	38.5%	1	7.7%
	8	1	3.2%	5	16.1%	22	71.0%	3	9.7%	1	4.2%	8	33.3%	14	58.3%	1	4.2%	0	.0%	9	64.3%	5	35.7%	0	.0%
	9	0	.0%	8	44.4%	7	38.9%	3	16.7%	3	20.0%	6	40.0%	5	33.3%	1	6.7%	0	.0%	2	33.3%	3	50.0%	1	16.7%
	10	1	20.0%	3	60.0%	1	20.0%	0	.0%	1	20.0%	3	60.0%	1	20.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 15. Implemented a Comprehensive Local Assessment System for Social Studies: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	2	10.5%	7	36.8%	7	36.8%	3	15.8%	1	4.3%	7	30.4%	14	60.9%	1	4.3%	1	7.7%	2	15.4%	10	76.9%	0	.0%
	2	2	6.7%	5	16.7%	14	46.7%	9	30.0%	0	.0%	10	33.3%	14	46.7%	6	20.0%	0	.0%	6	60.0%	4	40.0%	0	.0%
	3	0	.0%	0	.0%	8	66.7%	4	33.3%	0	.0%	0	.0%	9	75.0%	3	25.0%	0	.0%	1	20.0%	4	80.0%	0	.0%
	4	0	.0%	4	30.8%	5	38.5%	4	30.8%	0	.0%	4	30.8%	6	46.2%	3	23.1%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	6	25.0%	13	54.2%	5	20.8%	0	.0%	3	18.8%	12	75.0%	1	6.3%	0	.0%	2	50.0%	2	50.0%	0	.0%
	6	0	.0%	10	33.3%	14	46.7%	6	20.0%	0	.0%	12	42.9%	12	42.9%	4	14.3%	0	.0%	5	62.5%	2	25.0%	1	12.5%
	7	2	5.1%	13	33.3%	19	48.7%	5	12.8%	2	7.7%	9	34.6%	13	50.0%	2	7.7%	0	.0%	7	53.8%	5	38.5%	1	7.7%
	8	0	.0%	5	16.7%	18	60.0%	7	23.3%	1	4.2%	7	29.2%	13	54.2%	3	12.5%	0	.0%	5	35.7%	9	64.3%	0	.0%
	9	0	.0%	8	44.4%	8	44.4%	2	11.1%	2	13.3%	6	40.0%	5	33.3%	2	13.3%	0	.0%	3	50.0%	3	50.0%	0	.0%
	10	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 16. Implemented a Comprehensive Local Assessment System for Health and PE: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	2	10.5%	8	42.1%	6	31.6%	3	15.8%	3	13.6%	7	31.8%	12	54.5%	0	.0%	2	15.4%	2	15.4%	9	69.2%	0	.0%
	2	4	12.9%	9	29.0%	8	25.8%	10	32.3%	5	16.7%	6	20.0%	14	46.7%	5	16.7%	0	.0%	4	40.0%	6	60.0%	0	.0%
	3	0	.0%	0	.0%	5	45.5%	6	54.5%	0	.0%	1	8.3%	6	50.0%	5	41.7%	0	.0%	1	20.0%	4	80.0%	0	.0%
	4	0	.0%	4	30.8%	5	38.5%	4	30.8%	0	.0%	3	23.1%	7	53.8%	3	23.1%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	6	25.0%	13	54.2%	5	20.8%	0	.0%	2	12.5%	13	81.3%	1	6.3%	0	.0%	0	.0%	4	100%	0	.0%
	6	0	.0%	11	36.7%	11	36.7%	8	26.7%	0	.0%	13	46.4%	9	32.1%	6	21.4%	1	12.5%	4	50.0%	2	25.0%	1	12.5%
	7	3	7.9%	15	39.5%	16	42.1%	4	10.5%	2	7.7%	11	42.3%	12	46.2%	1	3.8%	1	8.3%	5	41.7%	5	41.7%	1	8.3%
	8	1	3.3%	4	13.3%	17	56.7%	8	26.7%	1	4.2%	5	20.8%	14	58.3%	4	16.7%	0	.0%	6	42.9%	7	50.0%	1	7.1%
	9	0	.0%	6	33.3%	9	50.0%	3	16.7%	2	13.3%	6	40.0%	6	40.0%	1	6.7%	0	.0%	3	60.0%	1	20.0%	1	20.0%
	10	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 17. Implemented a Comprehensive Local Assessment System for Modern and Classical Languages: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	1	5.3%	2	10.5%	7	36.8%	9	47.4%	1	4.5%	3	13.6%	12	54.5%	6	27.3%	1	7.7%	3	23.1%	8	61.5%	1	7.7%
	2	0	.0%	1	3.2%	7	22.6%	23	74.2%	0	.0%	1	3.4%	16	55.2%	12	41.4%	0	.0%	1	10.0%	7	70.0%	2	20.0%
	3	0	.0%	0	.0%	4	33.3%	8	66.7%	0	.0%	0	.0%	5	41.7%	7	58.3%	0	.0%	1	20.0%	3	60.0%	1	20.0%
	4	0	.0%	2	15.4%	5	38.5%	6	46.2%	0	.0%	2	16.7%	6	50.0%	4	33.3%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	2	8.3%	9	37.5%	13	54.2%	0	.0%	0	.0%	7	43.8%	9	56.3%	0	.0%	0	.0%	4	100%	0	.0%
	6	0	.0%	4	13.3%	10	33.3%	16	53.3%	0	.0%	6	21.4%	12	42.9%	10	35.7%	0	.0%	3	37.5%	2	25.0%	3	37.5%
	7	2	5.6%	7	19.4%	9	25.0%	18	50.0%	1	4.2%	9	37.5%	7	29.2%	7	29.2%	0	.0%	6	46.2%	4	30.8%	3	23.1%
	8	0	.0%	1	3.6%	12	42.9%	15	53.6%	1	4.2%	4	16.7%	12	50.0%	7	29.2%	0	.0%	6	42.9%	7	50.0%	1	7.1%
	9	0	.0%	2	11.8%	5	29.4%	10	58.8%	0	.0%	3	20.0%	5	33.3%	7	46.7%	0	.0%	1	16.7%	4	66.7%	1	16.7%
	10	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 18. Implemented a Comprehensive Local Assessment System for Visual and Performing Arts: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	1	5.3%	3	15.8%	5	26.3%	10	52.6%	1	4.5%	4	18.2%	10	45.5%	7	31.8%	1	7.7%	1	7.7%	8	61.5%	3	23.1%
	2	0	.0%	3	10.0%	7	23.3%	20	66.7%	0	.0%	2	6.9%	18	62.1%	9	31.0%	0	.0%	2	20.0%	6	60.0%	2	20.0%
	3	0	.0%	1	8.3%	5	41.7%	6	50.0%	0	.0%	0	.0%	6	50.0%	6	50.0%	0	.0%	1	20.0%	3	60.0%	1	20.0%
	4	0	.0%	3	25.0%	4	33.3%	5	41.7%	0	.0%	3	23.1%	5	38.5%	5	38.5%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	5	20.8%	12	50.0%	7	29.2%	0	.0%	3	18.8%	9	56.3%	4	25.0%	0	.0%	0	.0%	4	100%	0	.0%
	6	1	3.3%	8	26.7%	9	30.0%	12	40.0%	1	3.6%	9	32.1%	9	32.1%	9	32.1%	0	.0%	3	37.5%	2	25.0%	3	37.5%
	7	2	5.4%	13	35.1%	11	29.7%	11	29.7%	2	8.0%	11	44.0%	9	36.0%	3	12.0%	0	.0%	7	53.8%	4	30.8%	2	15.4%
	8	0	.0%	4	13.3%	14	46.7%	12	40.0%	1	4.2%	6	25.0%	15	62.5%	2	8.3%	0	.0%	3	21.4%	8	57.1%	3	21.4%
	9	0	.0%	5	27.8%	8	44.4%	5	27.8%	1	6.7%	6	40.0%	6	40.0%	2	13.3%	0	.0%	1	16.7%	4	66.7%	1	16.7%
	10	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 19. Implemented a Comprehensive Local Assessment System for Career Preparation: Principal Responses

		K - 4								5 - 8								9 - 12							
		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet		work complete		partially complete		planning in progress		no action on this yet	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region Code	1	1	5.6%	2	11.1%	6	33.3%	9	50.0%	1	4.8%	3	14.3%	10	47.6%	7	33.3%	1	7.7%	0	.0%	10	76.9%	2	15.4%
	2	0	.0%	0	.0%	5	16.7%	25	83.3%	0	.0%	1	3.7%	14	51.9%	12	44.4%	0	.0%	1	10.0%	5	50.0%	4	40.0%
	3	0	.0%	0	.0%	4	33.3%	8	66.7%	0	.0%	0	.0%	6	50.0%	6	50.0%	0	.0%	0	.0%	4	80.0%	1	20.0%
	4	0	.0%	3	25.0%	2	16.7%	7	58.3%	0	.0%	2	16.7%	5	41.7%	5	41.7%	0	.0%	4	100%	0	.0%	0	.0%
	5	0	.0%	2	8.3%	8	33.3%	14	58.3%	0	.0%	0	.0%	9	56.3%	7	43.8%	0	.0%	0	.0%	4	100%	0	.0%
	6	0	.0%	5	16.7%	10	33.3%	15	50.0%	0	.0%	6	21.4%	11	39.3%	11	39.3%	1	12.5%	3	37.5%	2	25.0%	2	25.0%
	7	0	.0%	7	19.4%	7	19.4%	22	61.1%	1	4.2%	6	25.0%	7	29.2%	10	41.7%	0	.0%	4	30.8%	7	53.8%	2	15.4%
	8	0	.0%	1	3.3%	9	30.0%	20	66.7%	1	4.2%	6	25.0%	8	33.3%	9	37.5%	0	.0%	3	21.4%	8	57.1%	3	21.4%
	9	0	.0%	2	11.8%	6	35.3%	9	52.9%	0	.0%	3	20.0%	4	26.7%	8	53.3%	0	.0%	1	20.0%	3	60.0%	1	20.0%
	10	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	3	60.0%	2	40.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

Table 20. Perceptions and Expectations

		Principals		Superintendents		School Board Chairs		Teachers	
		n	%	n	%	n	%	n	%
The Learning Results are a realistic goal for ALL students in my school.	Agree	117	30.0%	38	36.9%	35	42.7%	549	24.6%
	Not Sure	80	20.5%	21	20.4%	17	20.7%	258	11.6%
	Disagree	193	49.5%	44	42.7%	30	36.6%	1,423	63.8%
Generally, the Learning Results have had a positive impact on classroom instruction in my school.	Agree	297	76.5%	77	75.5%			1,081	48.3%
	Not Sure	67	17.3%	19	18.6%			676	30.2%
	Disagree	24	6.2%	6	5.9%			481	21.5%
This district can reasonably implement the Learning Results within the allowed time frame.	Agree	108	27.8%	21	20.2%			557	24.9%
	Not Sure	151	38.8%	28	26.9%			725	32.5%
	Disagree	130	33.4%	55	52.9%			952	42.6%
It is difficult to find time to develop local assessments that align with the Learning Results.	Agree	319	81.8%	87	83.7%			1,810	80.9%
	Not Sure	15	3.8%	4	3.8%			125	5.6%
	Disagree	56	14.4%	13	12.5%			301	13.5%
It is difficult to find staff with expertise to develop local assessments that align with the Learning Results.	Agree	187	47.9%	64	62.1%			929	41.5%
	Not Sure	32	8.2%	4	3.9%			343	15.3%
	Disagree	171	43.8%	35	34.0%			965	43.1%
Currently, the Learning Results are the biggest priority in my school.	Agree	271	70.0%	84	81.6%			1,634	73.1%
	Not Sure	33	8.5%	6	5.8%			290	13.0%
	Disagree	83	21.4%	13	12.6%			312	14.0%
Overall, the Learning Results will have a positive impact on student learning in my school.	Agree	323	82.8%	80	76.9%	61	74.4%		
	Not Sure	52	13.3%	18	17.3%	18	22.0%		
	Disagree	15	3.8%	6	5.8%	3	3.7%		
The Learning Results may not be achieveable for some groups of children in my school.	Agree	278	71.5%	69	67.0%				
	Not Sure	56	14.4%	17	16.5%				
	Disagree	55	14.1%	17	16.5%				
It is difficult to know what it means for a student to attain or meet the Learning Results standards.	Agree	174	44.6%	55	53.4%				
	Not Sure	61	15.6%	14	13.6%				
	Disagree	155	39.7%	34	33.0%				

Table 21. Perceptions and Expectations of Teachers

		Teaches K to 4		Teaches 5 to 8		Teaches 9 to 12	
		n	%	n	%	n	%
The Learning Results are a realistic goal for ALL students in my school.	Agree	252	25.5%	204	25.9%	138	20.7%
	Not Sure	114	11.5%	96	12.2%	73	10.9%
	Disagree	623	63.0%	489	62.0%	457	68.4%
Generally, the Learning Results have had a positive impact on classroom instruction in my school.	Agree	539	54.2%	403	50.9%	244	36.5%
	Not Sure	265	26.6%	257	32.4%	225	33.6%
	Disagree	191	19.2%	132	16.7%	200	29.9%
This district can reasonably implement the Learning Results within the allowed time frame.	Agree	252	25.5%	199	25.1%	158	23.5%
	Not Sure	336	34.0%	268	33.8%	185	27.6%
	Disagree	401	40.5%	325	41.0%	328	48.9%
Currently, the Learning Results are the biggest priority in my school.	Agree	747	75.5%	570	71.9%	478	71.2%
	Not Sure	122	12.3%	111	14.0%	85	12.7%
	Disagree	121	12.2%	112	14.1%	108	16.1%
The textbooks, equipment, and other instructional materials I have available are adequate and well-aligned with the Learning Results to support student achievement.	Agree	469	47.5%	358	45.7%	307	46.0%
	Not Sure	150	15.2%	101	12.9%	101	15.1%
	Disagree	369	37.3%	325	41.5%	259	38.8%
Within my school, my students have adequate access to computers to support their achievement of the Learning Results.	Agree	500	50.8%	481	61.2%	326	48.4%
	Not Sure	94	9.6%	56	7.1%	62	9.2%
	Disagree	390	39.6%	249	31.7%	286	42.4%
I worry that I do not have enough instructional hours to support student achievement on all content areas of the Learning Results.	Agree	749	76.0%	600	76.3%	467	69.9%
	Not Sure	84	8.5%	61	7.8%	79	11.8%
	Disagree	153	15.5%	125	15.9%	122	18.3%
I feel I need to study the Learning Results more closely to fully understand them.	Agree	383	38.8%	277	35.2%	207	30.7%
	Not Sure	72	7.3%	54	6.9%	38	5.6%
	Disagree	532	53.9%	456	57.9%	429	63.6%
I feel I need to develop deeper content knowledge to fully implement the Learning Results.	Agree	270	27.5%	212	27.0%	118	17.6%
	Not Sure	107	10.9%	93	11.8%	59	8.8%
	Disagree	605	61.6%	480	61.1%	495	73.7%
Generally, I feel I have enough time to plan lessons that incorporate the Learning Results.	Agree	248	25.1%	219	27.9%	204	30.4%
	Not Sure	73	7.4%	55	7.0%	50	7.5%
	Disagree	666	67.5%	510	65.1%	417	62.1%
As hard as I try, I often find it difficult to help students with special needs achieve the goals of the Learning Results.	Agree	715	72.5%	559	71.4%	441	66.2%
	Not Sure	111	11.3%	80	10.2%	107	16.1%
	Disagree	160	16.2%	144	18.4%	118	17.7%
When I want to learn more within a content area, I am able to find professional development opportunities within my district.	Agree	393	39.7%	232	29.4%	193	28.7%
	Not Sure	168	17.0%	133	16.8%	89	13.2%
	Disagree	430	43.4%	425	53.8%	390	58.0%
When I need ideas on how to implement the Learning Results within my daily lessons, I can always find someone within my school or district to help me.	Agree	678	68.6%	473	59.9%	397	58.9%
	Not Sure	113	11.4%	127	16.1%	87	12.9%
	Disagree	198	20.0%	189	24.0%	190	28.2%
I use performance assessment in all subjects that I teach in my classroom.	Agree	683	69.7%	641	81.6%	520	77.3%
	Not Sure	47	4.8%	29	3.7%	16	2.4%
	Disagree	250	25.5%	116	14.8%	137	20.4%
I feel confident that the locally developed assessments used in my district measure students' progress on the Learning Results.	Agree	499	50.8%	341	43.8%	277	41.7%
	Not Sure	308	31.4%	281	36.1%	239	36.0%
	Disagree	175	17.8%	157	20.2%	148	22.3%
When my principal evaluates my teaching performance, he/she refers to the Learning Results as one important criterion.	Agree	570	58.4%	436	55.9%	301	45.5%
	Not Sure	230	23.6%	172	22.1%	178	26.9%
	Disagree	176	18.0%	172	22.1%	183	27.6%
My district has made a commitment to enable all children, including those with disabilities, to achieve the Learning Results.	Agree	647	65.4%	528	67.1%	410	61.6%
	Not Sure	196	19.8%	135	17.2%	114	17.1%
	Disagree	146	14.8%	124	15.8%	142	21.3%
My principal has been very supportive of me as I learn about and implement the Learning Results in my teaching practice.	Agree	809	82.1%	618	78.4%	498	74.4%
	Not Sure	108	11.0%	100	12.7%	88	13.2%
	Disagree	68	6.9%	70	8.9%	83	12.4%

Table 22. Obstacles to the Implementation of the *Learning Results*: Ordered by Administration and School Board Chair Mean Rankings

	N	Minimum	Maximum	Mean	Std. Deviation
Obstacle d: Not enough time to plan for needed changes in curriculum and assessment	543	.00	5.00	3.0921	1.87693
Obstacle f: Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results	543	.00	5.00	2.5930	1.75378
Obstacle e: Not enough time for teachers to deliver instruction in all content areas required by the Learning Results	543	.00	5.00	2.2302	1.85161
Obstacle g: Difficulty funding teacher professional development or stipends to implement the Learning Results	543	.00	5.00	1.5230	1.72001
Obstacle j: Not enough personnel to work on developing new curriculum or assessments	543	.00	5.00	1.2781	1.64743
Obstacle k: Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results	542	.00	5.00	1.1937	1.72759
Obstacle i: Insufficient expertise at the local level on how to align curriculum and assessments	543	.00	5.00	.9484	1.47085
Obstacle b: Resistance from some teaching staff	543	.00	5.00	.8637	1.43873
Obstacle h: Difficulty funding new curricula or instructional materials that align with the Learning Results	543	.00	5.00	.7790	1.39416
Obstacle a: Lack of support for the Learning Results within the local community	543	.00	5.00	.2007	.74040
Obstacle c: Resistance from some school principals	543	.00	4.00	.0479	.39075

Table 23. Obstacles to the Implementation of the *Learning Results*: Ordered by Teacher Mean Rankings

	N	Minimum	Maximum	Mean	Std. Deviation
Obstacle d: Not enough time to plan for needed changes in curriculum and assessment	2137	.00	5.00	3.4567	1.67632
Obstacle e: Not enough time for teachers to deliver instruction in all content areas required by the Learning Results	2138	.00	5.00	2.7998	1.85460
Obstacle f: Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results	2135	.00	5.00	2.0019	1.68876
Obstacle g: Difficulty funding teacher professional development or stipends to implement the Learning Results	2137	.00	5.00	1.4057	1.58782
Obstacle k: Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results	2138	.00	5.00	1.3732	1.81814
Obstacle h: Difficulty funding new curricula or instructional materials that align with the Learning Results	2135	.00	5.00	1.2426	1.57659
Obstacle j: Not enough personnel to work on developing new curriculum or assessments	2137	.00	5.00	.8400	1.36524
Obstacle b: Resistance from some teaching staff	2139	.00	5.00	.7433	1.39156
Obstacle i: Insufficient expertise at the local level on how to align curriculum and assessments	2137	.00	5.00	.6177	1.26214
Obstacle a: Lack of support for the Learning Results within the local community	2142	.00	5.00	.2745	.86301
Obstacle c: Resistance from some school principals	2138	.00	5.00	.0833	.57036

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

ANGUS S KING, JR
GOVERNOR

J DUKE ALBANESE
COMMISSIONER

To: All Superintendents, Principals, School Board Chairs, and Randomly Selected Teachers

From: J. Duke Albanese, Commissioner

Date: October 23, 2002

Re: *Learning Results* Implementation Study

Maine stands out as a national leader in education by developing challenging learning goals in the *Learning Results* and supporting a comprehensive local assessment system for all students. Many are watching as we move down this path of school reform. At this juncture, it is important to know what progress our schools have made on implementing the *Learning Results*, and to better understand the challenges schools and teachers face in obtaining resources to carry out this work.

The 120th Maine Legislature established the Task Force to Review the Status of Implementation of the System of *Learning Results* in P.L. 2001, Chapter 660. The 13 member Task Force, organized on July 9, 2002 in accordance with the provisions of this Chapter, includes the Commissioner of Education, the Chair of the State Board of Education, superintendents, school board members, principals, teachers, a teacher union representative, and a business representative. The Task Force has worked to identify criteria for measuring progress on implementation and is working with faculty of the Maine Education Policy Research Institute (MEPRI) from the University of Maine to survey educators throughout the state.

MEPRI will collect and analyze the survey data in October and November and report back to the Task Force. Data reporting will protect the confidentiality of schools, school systems, and individuals. Data will ONLY be reported on a state-wide, regional, or grade span basis. The Task Force must submit its report to the Joint Standing Committee of the Legislature having jurisdiction over Education and Cultural Affairs during the First Regular Session of the 121st Maine Legislature no later than Jan. 15, 2003.

Please provide your full cooperation by completing the enclosed survey instrument carefully and returning it promptly. Your comments and feedback will help state education policy makers identify strengths and needs in the system to support achievement of the *Learning Results*.

OFFICES LOCATED AT THE BURTON M. CROSS STATE OFFICE BUILDING
PHONE: (207) 624-6600 FAX: (207) 624-6700 TDD: (207) 624-6800

PLEASE RETURN BY NOVEMBER 15

LEARNING RESULTS IMPLEMENTATION STUDY

Teacher Survey

1. Circle the grades you teach:

   PreK—K—1—2—3—4—5—6—7—8—9—10—11—12

2. How many years have you been teaching? _____

3. How many years have you taught in this district? ☐ first year ☐ 1-2 yrs. ☐ 3-5 yrs. ☐ 5-10 yrs. ☐ 10+ yrs.

4. What subject(s) do you currently teach? Check all that apply.

   ☐ Mathematics
   ☐ English/Language arts
   ☐ Social studies
   ☐ Foreign languages
   ☐ Arts (art, music, theater, etc.)
   ☐ Special education
   ☐ Science and/or technology
   ☐ Physical education
   ☐ Other _____

5. Does your school administrative unit have a written "vision" statement that incorporates the Learning Results and Guiding Principles? ☐ Yes ☐ No ☐ Don't Know

6. How has your school district informed you about the Learning Results? Check all that apply.

   ☐ a. Through written memos and guidelines
   ☐ b. Through district-wide or school-wide meetings with the entire teaching staff
   ☐ c. Through meetings with teachers by grade level or by department
   ☐ d. Through inservice or other professional development activities within the district
   ☐ e. Through meetings, evaluations, or classroom visits with you individually
   ☐ f. Other: _____

7. How much have the criteria for evaluating teachers' performance changed since the introduction of the Learning Results?

   ☐ None ☐ A little bit ☐ A moderate amount ☐ A great deal ☐ Don't know

8. Please indicate how familiar you are with the Learning Results for the grade(s) you teach. Check only one.

   ☐ Not familiar ☐ Somewhat familiar ☐ Very familiar ☐ Expert (could lead a workshop)

9. Considering all the professional development you had **last year (2001-2002)** on the Learning Results, please indicate what percentage took place inside and outside your district. Please total to 100%.

   _____% a. inside district
   _____% b. outside district
   100% Total

10. Please estimate what percentage of your professional development on the Learning Results that took place within your district during the **last school year (2001-2002)** focused on the following **topics**. Please total to 100%.

    _____% a. General information about the Learning Results
    _____% b. Developing teachers' content knowledge within specific subject content areas
    _____% c. Developing teachers' instructional strategies generally across all subject content areas
    _____% d. Developing teachers' instructional strategies specifically within subject content areas
    _____% e. Developing teachers' skill in using performance assessment strategies (e.g., rubric scoring, performance tasks, or projects, etc.) within the classroom

    100% Total

11. Please estimate what percentage of your professional development on the Learning Results that took place outside your district during the **last school year (2001-2002)** focused on the following **topics**. Please total to 100%.

_____% a. General information about the Learning Results
_____% b. Developing teachers' content knowledge within specific subject content areas
_____% c. Developing teachers' instructional strategies generally across all subject content areas
_____% d. Developing teachers' instructional strategies specifically within subject content areas
_____% e. Developing teachers' skill in using performance assessment strategies (e.g., rubric scoring, performance tasks, or projects, etc.) within the classroom

100% Total

12. Please estimate what percentage of your professional development on the Learning Results that took place within your district during the **last school year (2001-2002)** consisted of the following **types of formats**. Please total to 100%.

_____% a. Half-day or full-day inservice with speakers presenting information to teachers
_____% b. Half-day or full-day inservice with teachers actively working on learning tasks together and discussing them
_____% c. After-school or weekend sessions with speakers presenting information to teachers
_____% d. After-school or weekend sessions with teachers actively working on learning tasks together and discussing them
_____% e. Release time for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments
_____% f. Planning periods for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments
_____% g. Summer sessions for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments

100% Total

13. Please estimate what percentage of your professional development on the Learning Results that took place outside your district during the **last school year (2001-2002)** consisted of the following **types of formats**. Please total to 100%.

_____% a. Release time for teachers to attend meetings outside the district
_____% b. After-school or weekend sessions (may include professional meetings, courses, etc) outside the district
_____% c. Summer sessions outside the district (may include institutes, professional meetings, etc.)
_____% d. Other professional development acitivites on the Learning Results outside the district

100% Total

Please indicate to what extent you agree with the following statements. Circle only one.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
14. The Learning Results are a realistic goal for all students in this district.	1	2	3	4	5
15. My district has made a commitment to enable all children, including those with disabilities, to achieve the Learning Results.	1	2	3	4	5
16. Currently, the Learning Results are the biggest priority in this district.	1	2	3	4	5
17. Generally, the Learning Results have had a positive impact on classroom instruction in this district.	1	2	3	4	5
18. This district can reasonably implement the Learning Results within the allowed time frame.	1	2	3	4	5
19. It is difficult to find time to develop local assessments that align with the Learning Results.	1	2	3	4	5
20. It is difficult to find staff with expertise to develop local assessments that align with the Learning Results.	1	2	3	4	5
21. I worry that I do not have enough instructional hours to support student achievement on all content areas of the Learning Results.	1	2	3	4	5
22. I feel I need to study the Learning Results more closely to fully understand them.	1	2	3	4	5
23. I feel I need to develop deeper content knowledge to fully implement the Learning Results.	1	2	3	4	5
24. When I want to learn more within a content area, I am able to find professional development opportunities within my district.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
25. When I need ideas on how to implement the Learning Results within my daily lessons, I can always find someone within my school or district to help me.	1	2	3	4	5
26. When I want to get ideas on appropriate instructional strategies to teach certain topics within content areas, I can always find someone within my school or district who can demonstrate different approaches for me.	1	2	3	4	5
27. Generally, I feel I have enough time to plan lessons that incorporate the Learning Results.	1	2	3	4	5
28. Generally, I use instructional strategies that support the goals of the Learning Results.	1	2	3	4	5
29. Overall, I feel that most of the changes I've made in my teaching practice during the last few years have been driven by the Learning Results.	1	2	3	4	5
30. As hard as I try, I often find it difficult to help students with special needs achieve the goals of the Learning Results.	1	2	3	4	5
31. Within my school, I have adequate access to computers to be able to support student achievement of the Learning Results.	1	2	3	4	5
32. Within my school, my students have adequate access to computers to support their achievement of the Learning Results.	1	2	3	4	5
33. The textbooks, equipment, and other instructional materials I have available are adequate and well-aligned with the Learning Results to support student achievement.	1	2	3	4	5
34. I use performance assessment (e.g., rubric scoring, portfolios, projects, performances, etc.) in all subjects that I teach in my classroom.	1	2	3	4	5
35. I feel confident that the locally developed assessments used in my district measure students' progress on the Learning Results.	1	2	3	4	5
36. When my principal evaluates my teaching performance, he/she refers to the Learning Results as one important criterion.	1	2	3	4	5
37. My principal has been very supportive of me as I learn about and implement the Learning Results in my teaching practice.	1	2	3	4	5
38. Generally, parents have been supportive of the efforts my school is making to implement the Learning Results.	1	2	3	4	5

39. **Select five obstacles** to the implementation of Learning Results from the list below. **Rank only those five** in order of significance with 1 = most significant and 5 = least significant. Use each rank only once.

_____ a. Lack of support for the Learning Results within the local community
_____ b. Resistance from some teaching staff
_____ c. Resistance from some school principals
_____ d. Not enough time to plan for needed changes in curriculum and assessment
_____ e. Not enough time for teachers to deliver instruction in all content areas required by the Learning Results
_____ f. Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results
_____ g. Difficulty funding teacher professional development or stipends to implement the Learning Results
_____ h. Difficulty funding new curricula or instructional materials that align with the Learning Results
_____ i. Insufficient expertise at the local level on how to align curriculum and assessments
_____ j. Not enough personnel to work on developing new curriculum or assessments
_____ k. Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results

40. Are there any other barriers not identifed above? If yes, please describe:_____

Please read directions carefully.

For the next section, answer both questions to the right which pertain to the grade level(s) you teach. Circle one number for each content area. If you do not teach within a certain grade span, then do not answer questions for that section.

	QUESTION 41. Considering **only** the grade level(s) you teach, does your school administrative unit have curriculum frameworks that align with the Learning Results?					QUESTION 42. Considering **only** the grade level(s) you teach, does your school administrative unit have a comprehensive local assessment system to measure students' progress on the Learning Results (includes portfolios, exhibitions, writing prompts)?				
	Yes	Work in progress	No	Don't know	Subject not in curriculum for my grade(s)	Yes	Work in progress	No	Don't know	Subject not in curriculum for my grade(s)
ELEMENTARY GRADES K-4	☐ I do not teach within this grade span (go to appropriate section).									
English/Language arts	1	2	3	4	5	1	2	3	4	5
Mathematics	1	2	3	4	5	1	2	3	4	5
Science and technology	1	2	3	4	5	1	2	3	4	5
Social studies	1	2	3	4	5	1	2	3	4	5
Health and P.E.	1	2	3	4	5	1	2	3	4	5
Modern and classical languages	1	2	3	4	5	1	2	3	4	5
Visual and performing arts	1	2	3	4	5	1	2	3	4	5
Career preparation	1	2	3	4	5	1	2	3	4	5
MIDDLE SCHOOL GRADES 5-8	☐ I do not teach within this grade span (go to appropriate section).									
English/Language arts	1	2	3	4	5	1	2	3	4	5
Mathematics	1	2	3	4	5	1	2	3	4	5
Science and technology	1	2	3	4	5	1	2	3	4	5
Social studies	1	2	3	4	5	1	2	3	4	5
Health and P.E.	1	2	3	4	5	1	2	3	4	5
Modern and classical languages	1	2	3	4	5	1	2	3	4	5
Visual and performing arts	1	2	3	4	5	1	2	3	4	5
Career preparation	1	2	3	4	5	1	2	3	4	5
HIGH SCHOOL GRADES 9-12	☐ I do not teach within this grade span (go to appropriate section).									
English/Language arts	1	2	3	4	5	1	2	3	4	5
Mathematics	1	2	3	4	5	1	2	3	4	5
Science and technology	1	2	3	4	5	1	2	3	4	5
Social studies	1	2	3	4	5	1	2	3	4	5
Health and P.E.	1	2	3	4	5	1	2	3	4	5
Modern and classical languages	1	2	3	4	5	1	2	3	4	5
Visual and performing arts	1	2	3	4	5	1	2	3	4	5
Career preparation	1	2	3	4	5	1	2	3	4	5

—Thank you for your participation—

Maine Education Policy Research Institute, College of Education & Human Development, The University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766

PLEASE RETURN BY NOVEMBER 15

LEARNING RESULTS IMPLEMENTATION STUDY
Principal Survey

1. How many years have you been principal in this school?
   ☐ first year ☐ 1-2 yrs. ☐ 3-5 yrs. ☐ more than 5 yrs.

2. Circle the range of grades you supervise in this school:

   PreK—K—1—2—3—4—5—6—7—8—9—10—11—12

Please circle the number which best reflects your school administrative unit's actions to implement the Maine Learning Results.	Work complete	Partially complete	Planning in progress	No action on this
3. The district has a written "vision" statement that incorporates the Learning Results and Guiding Principles.	1	2	3	4

4. How has the central office communicated information about the goals of the Learnings Results? Check all that apply.

   ☐ a. Through written memos or guidelines directed primarily to principals, not directly to teachers
   ☐ b. Through written memos or guidelines directed to principals and to teachers
   ☐ c. Through meetings with principals
   ☐ d. Through district-wide or school-wide meetings with the entire teaching staff
   ☐ e. Through meetings with teachers by grade level or by department
   ☐ f. Other: _____

5. How have you communicated with <u>teachers</u> about the Learning Results? Check all that apply.

   ☐ a. Through written memos
   ☐ b. Through school-wide meetings
   ☐ c. Through meetings with teachers by grade level or department
   ☐ d. Through interactions with individual teachers
   ☐ e. Other: _____

6. How have you communicated with <u>students</u> in your school about the Learning Results? Check all that apply.

   ☐ a. Through written notices sent home with students.
   ☐ b. Through assemblies or pep rallies.
   ☐ c. Other _____

7. How much have the criteria for evaluating teachers' performance changed since the introduction of the Learning Results? Check one.

   ☐ None ☐ A little bit ☐ A moderate amount ☐ A great deal

Please describe the approach your district has taken to inform <u>teachers</u> about the Learning Results through professional development offered by your district.

8. Within the grade levels you supervise, your district offers **general** informational meetings on the Learning Results to <u>all</u>

a. regular classroom teachers	☐ Yes	☐ No	☐ Don't know
b. special education and resource room teachers	☐ Yes	☐ No	☐ Don't know
c. specialists (e.g., art, music, health, etc.)	☐ Yes	☐ No	☐ Don't know
d. educational technicians	☐ Yes	☐ No	☐ Don't know

9. Within the grade levels you supervise, your district offers training focused on implementing the Learning Results **within specific content areas** to all

a.	regular classroom teachers	☐ Yes	☐ No	☐ Don't know
b.	special education and resource room teachers	☐ Yes	☐ No	☐ Don't know
c.	specialists (e.g., art, music, health, etc.)	☐ Yes	☐ No	☐ Don't know
d.	educational technicians	☐ Yes	☐ No	☐ Don't know

10. The district provides support for professional development on the Learning Results to principals ☐ Yes ☐ No ☐ Don't Know

Please circle one descriptor for each of the following statements about professional development for teachers offered by your district.

11. Professional development on the Learning Results primarily involves teachers within this district as presenters or facilitators.	Rarely	Sometimes	Often	Mostly
12. The district relies primarily on the Maine Department of Education (MDOE) for teacher professional development on the Learning Results.	Rarely	Sometimes	Often	Mostly
13. Professional development on the Learning Results primarily involves outside consultants (other than MDOE) as presenters or facilitators.	Rarely	Sometimes	Often	Mostly

Please indicate to what extent you agree with the following statements. Circle only one.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
14. Overall, the Learning Results will have a positive impact on student learning in my school.	1	2	3	4	5
15. The Learning Results may not be achievable for some groups of children in my school.	1	2	3	4	5
16. The Learning Results are a realistic goal for all students in my school.	1	2	3	4	5
17. Currently, the Learning Results are the biggest priority in my school.	1	2	3	4	5
18. Generally, the Learning Results have had a positive impact on classroom instruction in my school.	1	2	3	4	5
19. This district can reasonably implement the Learning Results within the allowed time frame.	1	2	3	4	5
20. It is difficult to find time to develop local assessments that align with the Learning Results.	1	2	3	4	5
21. It is difficult to find staff with expertise to develop local assessments that align with the Learning Results.	1	2	3	4	5
22. My district has sufficient expertise to use assessment data to monitor students' progress on the Learning Results.	1	2	3	4	5
23. It is difficult to know what it means for a student to attain or meet the Learning Results standards.	1	2	3	4	5

For what portion of your teaching staff are the following statements true?	Few	Some	Most	All
24. Teachers in my school need to more fully develop their own subject content knowledge to successfully implement the Learning Results.	1	2	3	4
25. Teachers in my school use instructional strategies that support the goals of the Learning Results.	1	2	3	4
26. Teachers in my school use instructional strategies that help students with special learning needs or learning styles to achieve the Learning Results.	1	2	3	4
27. Teachers in my school are using the Learning Results as an important basis for planning daily lessons.	1	2	3	4

For <u>what portion</u> of the eight content areas are the following statements true in your district? Circle one for each grade span.	Portion of Content Areas in Grades K-4				Portion of Content Areas in Grades 5-8				Portion of Content Areas in Grades 9-12			
	Few	Some	Most	All	Few	Some	Most	All	Few	Some	Most	All
28. Both teachers and students have appropriate textbooks and instructional materials to support student achievement of the Learning Results.	1	2	3	4	1	2	3	4	1	2	3	4
29 Both teachers and students have sufficient numbers of computers to support student achievement of the Learning Results.	1	2	3	4	1	2	3	4	1	2	3	4

Rate your level of certainty that . . .	Very uncertain	Somewhat uncertain	Not sure	Somewhat certain	Very certain
30. you will be able to certify that this year's eighth graders will meet the requirements of the Learning Results in English/Language arts by high school graduation?	1	2	3	4	5
31. you will be able to certify that this year's eighth graders will meet the requirements of the Learning Results in Mathematics by high school graduation?	1	2	3	4	5

32. **Select five obstacles** to the implementation of Learning Results from the list below. **Rank only those five** in order of significance with 1 = most significant and 5 = least significant. Use each rank only once.

_____ a. Lack of support for the Learning Results within the local community
_____ b. Resistance from some teaching staff
_____ c. Resistance from some school principals
_____ d. Not enough time to plan for needed changes in curriculum and assessment
_____ e. Not enough time for teachers to deliver instruction in all content areas required by the Learning Results
_____ f. Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results
_____ g. Difficulty funding teacher professional development or stipends to implement the Learning Results
_____ h. Difficulty funding new curricula or instructional materials that align with the Learning Results
_____ i. Insufficient expertise at the local level on how to align curriculum and assessments
_____ j. Not enough personnel to work on developing new curriculum or assessments
_____ k. Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results

33. Are there any other barriers not identifed above? If yes, describe:_____

_____

Please read directions carefully.

For the next section, indicate the current status for each action statement that pertains to grade levels under your supervision. Circle one number for each content area. If you do not supervise a certain grade span, then do not answer questions for that section.

	ACTION STATEMENT 34. Revised or rewrote curriculum frameworks for grade levels under your supervision to align with the Learning Results content standards.					ACTION STATEMENT 35. Purchased new instructional materials such as textbooks or equipment for grade levels under your supervision **specifically** to meet the requirements of the Learning Results.					ACTION STATEMENT 36. Added **new** curricula or courses to the general education program for grade levels under your supervision to achieve alignment with the Learning Results.					ACTION STATEMENT 37. Implemented a comprehensive local assessment system to measure students' progress on the Learning Results for grade levels under your supervision (includes portfolios, exhibitions, writing prompts).				
	Work complete	Partially complete	Planning in progress	No action on this yet	Work complete	Partially complete	Planning in progress	No action on this yet	None needed	Work complete	Partially complete	Planning in progress	No action on this yet	No additions needed	Work complete	Partially complete	Planning in progress	No action on this yet	Expected completion date
ELEMENTARY GRADES K-4	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
MIDDLE SCHOOL GRADES 5-8	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
HIGH SCHOOL GRADES 9-12	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____

—Thank you for your participation—

Center for Research and Evaluation, College of Education & Human Development, The University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766

PLEASE RETURN BY NOVEMBER 15

LEARNING RESULTS IMPLEMENTATION STUDY

Superintendent (School Administrative Unit) Survey

1. Current total K-12 enrollment in your district (as of October 1, 2002): _____

2. Circle the range of grades included in your district:

   PreK—K—1—2—3—4—5—6—7—8—9—10—11—12

Please circle the number which best reflects your school administrative unit's actions to implement the Maine Learning Results.	Work complete	Partially complete	Planning in progress	No action on this
3. The district has a written "vision" statement that incorporates the Learning Results and Guiding Principles.	1	2	3	4

4. How has the central office communicated within the district about the goals of the Learnings Results? Check all that apply.

   - ☐ a. Through written memos or guidelines directed primarily to principals, not directly to teachers
   - ☐ b. Through written memos or guidelines directed to principals and to teachers
   - ☐ c. Through meetings with principals
   - ☐ d. Through district-wide or school-wide meetings with the entire teaching staff
   - ☐ e. Through meetings with teachers by grade level or by department
   - ☐ f. Other: _____

Please describe the professional development offered in your district ***over the last 3 years*** *to inform teachers about the Learning Results. Circle all that apply.*

5. The district offered **general** informational meetings on the Learning Results to all

a. regular classroom teachers in grades:	K-4	5-8	9-12	None
b. special education and resource room teachers in grades:	K-4	5-8	9-12	None
c. specialists (e.g., art, music, health, etc.) in grades:	K-4	5-8	9-12	None
d. educational technicians in grades:	K-4	5-8	9-12	None

6. The district offered professional development focused on implementing the Learning Results **within specific content areas** to all

a. regular classroom teachers in grades:	K-4	5-8	9-12	None
b. special education and resource room teachers in grades:	K-4	5-8	9-12	None
c. specialists (e.g., art, music, health, etc.) in grades:	K-4	5-8	9-12	None
d. educational technicians in grades:	K-4	5-8	9-12	None

7. The district provided support for professional development on the Learning Results for district curriculum supervisors in grades:	K-4	5-8	9-12	None
8. The district provided support for professional development on the Learning Results for district principals in grades:	K-4	5-8	9-12	None

Please circle one descriptor for each of the following statements about professional development for teachers offered by your district.

9. This district relies on teachers within the district to be presenters or facilitators for professional development on the Learning Results.	Rarely	Sometimes	Often
10. This district relies on the Maine Department of Education (MDOE) for teacher professional development on the Learning Results.	Rarely	Sometimes	Often
11. This district relies on outside consultants (other than MDOE) to be presenters or facilitators for professional development on the Learning Results.	Rarely	Sometimes	Often

12. Please estimate what percentage of all classroom teachers participated in professional development within the district over **the last 3 years** that focused on any of the following **topics**.

_____% a. general information about the Learning Results
_____% b. developing teachers' content knowledge within specific subject content areas
_____% c. developing teachers' instructional strategies specifically within subject content areas
_____% d. developing teachers' instructional strategies generally across all subject content areas
_____% e. developing teachers' skill in using performance assessment strategies (e.g., rubric scoring, performance tasks, or projects, etc.) within the classroom

13. Please estimate what percentage of all classroom teachers participated in professional development within the district over **the last 3 years** that consisted of any of the following **types of format**.

_____% a. half-day or full-day inservice with speakers presenting information to teachers
_____% b. half-day or full-day inservice with teachers actively working on learning tasks together and discussing them
_____% c. after-school or weekend sessions with speakers presenting information to teachers
_____% d. after-school or weekend sessions with teachers actively working on learning tasks together and discussing them
_____% e. release time for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments
_____% f. planning periods for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments
_____% g. summer sessions for teachers to actively work on learning tasks or to develop curricula, lessons, or classroom assessments

Please indicate to what extent you agree with the following statements. Circle only one.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
14. Currently, the Learning Results are the biggest priority in this district.	1	2	3	4	5
15. Overall, the Learning Results will have a positive impact on student learning in this district.	1	2	3	4	5
16. The Learning Results may not be achievable for some groups of children in my district.	1	2	3	4	5
17. In some ways, the Learning Results have had a negative impact on instructional practices.	1	2	3	4	5
18. The Learning Results are a realistic goal for all students in this district.	1	2	3	4	5
19. Efforts to implement the Learnings Results consume a majority of central office staff/administrator time.	1	2	3	4	5
20. Generally, the Learning Results have had a positive impact on classroom instruction in this district.	1	2	3	4	5
21. This district can reasonably implement the Learning Results within the allowed time frame.	1	2	3	4	5
22. It is difficult to find time to develop local assessments that align with the Learning Results.	1	2	3	4	5
23. It is difficult to find staff with expertise to develop local assessments that align with the Learning Results.	1	2	3	4	5
24. My district has sufficient expertise to use assessment data to monitor students' progress on the Learning Results.	1	2	3	4	5
25. It is difficult to know what it means for a student to attain or meet the Learning Results standards.	1	2	3	4	5

For what portion of your teaching staff are the following statements true?	Few	Some	Most	All	Grade span not in district
26. Teachers in this district need to more fully develop their own subject content knowledge to successfully implement the Learning Results.	1	2	3	4	—
27. Teachers in grades K-4 use instructional strategies that support the goals of the Learning Results.	1	2	3	4	5
28. Teachers in grades 5-8 use instructional strategies that support the goals of the Learning Results.	1	2	3	4	5
29. Teachers in grades 9-12 use instructional strategies that support the goals of the Learning Results.	1	2	3	4	5
30. Teachers in this district use instructional strategies that help students with special learning needs or learning styles to achieve the Learning Results.	1	2	3	4	—

For <u>what portion</u> of the eight content areas are the following statements true in your district? Circle one for each grade span.	Portion of Content Areas in Grades K-4				Portion of Content Areas in Grades 5-8				Portion of Content Areas in Grades 9-12			
	Few	Some	Most	All	Few	Some	Most	All	Few	Some	Most	All
31. Both teachers and students have appropriate textbooks and instructional materials to support student achievement of the Learning Results.	1	2	3	4	1	2	3	4	1	2	3	4
32. Both teachers and students have sufficient numbers of computers to support student achievement of the Learning Results.	1	2	3	4	1	2	3	4	1	2	3	4

Rate your level of certainty that . . .	Very uncertain	Somewhat uncertain	Not sure	Somewhat certain	Very certain
33. you will be able to certify that this year's eighth graders will meet the requirements of the Learning Results in English/Language arts by high school graduation?	1	2	3	4	5
34. you will be able to certify that this year's eighth graders will meet the requirements of the Learning Results in Mathematics by high school graduation?	1	2	3	4	5
35. you will request a waiver for science and technology, social sciences, health and physical education?	1	2	3	4	5

36. **Select five obstacles** to the implementation of Learning Results from the list below. **Rank only those five** in order of significance with 1 = most significant and 5 = least significant. Use each rank only once.

_____ a. Lack of support for the Learning Results within the local community
_____ b. Resistance from some teaching staff
_____ c. Resistance from some school principals
_____ d. Not enough time to plan for needed changes in curriculum and assessment
_____ e. Not enough time for teachers to deliver instruction in all content areas required by the Learning Results
_____ f. Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results
_____ g. Difficulty funding teacher professional development or stipends to implement the Learning Results
_____ h. Difficulty funding new curricula or instructional materials that align with the Learning Results
_____ i. Insufficient expertise at the local level on aligning curriculum and assessments
_____ j. Not enough personnel to work on developing new curriculum or assessments
_____ k. Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results

37. Are there any other barriers not identifed above? If yes, please describe:_____

Please read directions carefully.

For the next section, indicate the current status for each action statement that pertains to grade levels under your supervision. Circle one number for each content area. If you do not supervise a certain grade span, then do not answer questions for that section.

	ACTION STATEMENT 38. Revised or rewrote curriculum frameworks to align with the Learning Results content standards.				ACTION STATEMENT 39. Purchased new instructional materials such as textbooks or equipment **specifically** to meet the requirements of the Learning Results.					ACTION STATEMENT 40. Added **new** curricula or courses to the general education program to achieve alignment with the Learning Results.					ACTION STATEMENT 41. Implemented a comprehensive local assessment system to measure students' progress on the Learning Results (includes portfolios, exhibitions, writing prompts).				
	Work complete	Partially complete	Planning in progress	No action on this yet	Work complete	Partially complete	Planning in progress	No action on this yet	None needed	Work complete	Partially complete	Planning in progress	No action on this yet	No additions needed	Work complete	Partially complete	Planning in progress	No action on this yet	Expected completion date
ELEMENTARY GRADES K-4	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
MIDDLE SCHOOL GRADES 5-8	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
HIGH SCHOOL GRADES 9-12	☐ I do not supervise these grades in my district (go to appropriate section).																		
English/Language arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Mathematics	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Science and technology	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Social studies	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Health and P.E.	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Modern and classical languages	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Visual and performing arts	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____
Career preparation	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	_____

—Thank you for your participation—

Maine Education Policy Research Institute, College of Education & Human Development, The University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766

PLEASE RETURN BY NOVEMBER 15

LEARNING RESULTS IMPLEMENTATION STUDY

School Board Chair Survey

How long have you been a member of this school board?

☐ 1-2 yrs. ☐ 3-5 yrs. ☐ more than 5 yrs

Circle the range of grades under your supervision:

PreK—K—1—2—3—4—5—6—7—8—9—10—11—12

Please circle the number which best reflects your school administrative unit's actions to implement the Maine Learning Results.	Work complete	Partially complete	Planning in progress	No action on this
1. The district has a written "vision" statement that incorporates the Learning Results and Guiding Principles.	1	2	3	4
2. The school board has a written statement in support of the Learning Results.	1	2	3	4

Please indicate to what extent you agree with the following statements. Circle only one.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
3. Overall, the Learning Results will have a positive impact on student learning in this district.	1	2	3	4	5
4. The Learning Results are a realistic goal for <u>all</u> students in this district.	1	2	3	4	5
5. In some ways, the Learning Results have had a negative impact on instructional practices.	1	2	3	4	5
6. Efforts to implement the Learning Results consume a majority of central office staff/administrator time.	1	2	3	4	5

7. **Select five obstacles** to the implementation of Learning Results from the list below. **Rank only those five** in order of significance with 1 = most significant and 5 = least significant. Use each rank only once.

_____ a. Lack of support for the Learning Results within the local community
_____ b. Resistance from some teaching staff
_____ c. Resistance from some school principals
_____ d. Not enough time to plan for needed changes in curriculum and assessment
_____ e. Not enough time for teachers to deliver instruction in all content areas required by the Learning Results
_____ f. Difficulty creating time for teachers to acquire the knowledge and skills they need to support student achievement of the Learning Results
_____ g. Difficulty funding teacher professional development or stipends to implement the Learning Results
_____ h. Difficulty funding new curricula or instructional materials that align with the Learning Results
_____ i. Insufficient expertise at the local level on how to align curriculum and assessments
_____ j. Not enough personnel to work on developing new curriculum or assessments
_____ k. Social and economic conditions in my community that make it difficult for at-risk students to achieve the Learning Results

8. Are there any other barriers not identifed above? If yes, please describe:_____

_____

—Thank you for your participation—

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