

Maine Race to the Top

Memorandum of Understanding for Participating Districts

This Memorandum of Understanding (“MOU”) is entered into by and between the State of Maine (“State”) and _____ (School Administrative Unit/“Participating SAU”). The MOU is an agreement and articulation of the specific roles and responsibilities of the State and Participating SAUs in the implementation of an approved Race to the Top grant.

I. SCOPE OF WORK

Each participating SAU is required to include a draft scope of work with the MOU. The Scope of Work must be aligned with the State’s Plan. Ninety (90) days after approval of the State’s application, each SAU will submit a final Scope of Work to the State. Exhibit 1, the Preliminary Scope of Work, indicates the required components that all SAUs must agree to implement. Also included are the suggested components that SAUs may choose to implement that will support Maine’s Race to the Top Initiative. This MOU is aligned with the State’s Plan for Designing Schools for the 21st Century, which the Participating SAU is agreeing to implement.

II. PROJECT ADMINISTRATION

A. Participating SAU Responsibilities

The SAU, as a subgrantee of the State’s Race to the Top application, the Participating SAU subgrantee will:

- 1) Complete a final scope of work within ninety (90) days of the State receiving notification of the award from the U.S. Education Department (USED);
- 2) Set measureable goals for years 1, 2, 3 and 4 and interim benchmarks;
- 3) Implement the SAU Plan as identified in Exhibit 1 of this agreement;
- 4) Participate in all required meetings, communities of practice, or other events that are organized or sponsored by the State or by USED;
- 5) Post to any website specified by the State or USED, in a timely manner, all products and required information developed using Race to the Top funds;
- 6) Participate in any evaluations of this grant conducted by the State or USED;
- 7) Respond to State or USED requests for information including but not limited to status of the project, project implementation, data, or outcomes;
- 8) Submit interim reports and data as required; and
- 9) Participate in all meetings, face to face and electronically with the State to discuss (a) progress of the project, (b) potential dissemination of resulting products and lessons

learned, (c) plans for subsequent years of the Race to the Top grant and (d) other matters as needed.

B. State Responsibilities

In assisting Participating SAUs in implementing the SAU's Scope of Work the State will:

- 1) Work collaboratively with, and support the Participating SAU in carrying out the SAU's Plan as accepted as part of this agreement;
- 2) Distribute funds to the SAU's from Race to the Top funds during the course of the project period and in accordance with the federal requirements and to carry out the SAU's Plan;
- 3) Provide feedback on the SAU's status updates, annual reports, interim reports, and project plans and products; and
- 4) Identify and make available sources of technical assistance for the project.

C. Joint Responsibilities

- 1) The State and the Participating SAU will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating SAU will maintain frequent communication to facilitate cooperation and progress under this MOU.
- 3) State and Participating SAU grant personnel will work together to develop the final Scope of Work and determine appropriate timelines for project updates and status reports in alignment with the State's Plan.
- 4) State and Participating SAU grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant. Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements.

D. State Recourse for SAU Non-Performance

The State intends to conduct periodic reviews of Participating SAU progress in the implementation of the SAU's Scope of Work. If the State determines that the SAU is not meeting the goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate action, which could include a collaborative process between the State and the SAU, or any of the enforcement measures that are detailed in EDGAR (34 CFR section 80.43) including, temporarily withholding funds, disallowing costs or terminating this MOU for non-compliance.

III. ASSURANCES

The Participating SAU hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State’s Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating SAU and will implement those portions of the State Plan indicated in Exhibit 1, if the State application is funded;
- 4) Will provide a Final Scope of Work in a form to be prescribed by the State only if the State’s application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in the Final Scope of Work the SAU’s specific goals, activities, timelines, budgets including budget detail by line item, key personnel, and annual targets for key performance measures which is incorporated herein by reference (“SAU Plan ”) in a manner that is consistent with (i) the Preliminary Scope of Work (Exhibit 1) and (ii) the State Plan; and which Final Scope of Work will be subject to State approval and will be incorporated by reference into this MOU; and
- 5) Will comply with all of the terms of the Grant, the State’s subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99)

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED. In particular, the approval of State shall be required for changes in any budget line items once a Final Scope of Work has been approved including shifting of costs between or among line items.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

SAU Superintendent (required):

Signature/Date

Print Name/Title

Chairperson of SAU School Board:

Signature/Date

Print Name/Title

Local Teachers' Association Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official (required):

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

I. Standards and Assessments: Adopt the Standards and Assessments that prepare students to succeed in post-secondary education and the workplace and to compete in the global economy.

A. Strengthen and expand quality standards and assessments for teaching and learning

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none">• Adopt the Common Core Standards. • Develop quality assurance rubrics for districts to apply to formative assessments developed locally that measure student mastery of the curriculum throughout the school year. • Adopt industry-based CTE standards.		<ul style="list-style-type: none">• Make progress toward rigorous college- and career-ready standards and quality assessments by aligning and implementing the curriculum to support the transition to standards and high-quality assessments. • Implement a standards based system and identify current placement and projected placement on the continuum of implementation. • Apply state provided quality assurance rubrics to applicable formative assessment measures linked to local curricula and demonstrate evidence of improved assessment practices aligned to both the written and taught curriculum. • Increase delivery of Career and Technical Education programs through integration of industry-based standards, application of academic standards, articulation with post-secondary education, and other industry-based experiences.

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- Develop models of multiple pathways in which students can demonstrate achievement of the standards.
 - Support the Maine Course Pathways system.
 - Support development of additional virtual learning opportunities for students, teachers and the community through MLTI and other state technology capacities.
 - Identify models of early childhood programs.
 - Establish an Educare site as a state model for early childhood programming and professional development.
 - **Provide multiple pathways for students to demonstrate achievement of the content standards.**
 - **Optional:** Implement Maine Course Pathways to provide students with access to high school planning and course/standards validation.
 - **Optional:** Provide access to online and virtual learning opportunities for teachers, students, and the community.
 - **Implement early learning standards/guides for universal, inclusive early learning programs (for all districts with 4 year old programs).**
 - **Optional:** Develop and implement 4 year old programs.
 - **Provide teachers with opportunities for professional development in early childhood.**
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B. Implement a Balanced System of Assessment of Learning and for Learning that Informs Instructional Practice

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none"> • Participate in the SMARTER Balanced Assessment Consortium to develop high quality common assessments, summative, interim, benchmark and formative. • Develop state designed STEM assessments, including enhanced technology, simulations, and gaming strategies. 	<ul style="list-style-type: none"> • Support the use of adaptive computerized assessments. • Develop interim, formative, benchmark and summative assessments in cooperation with other states in consortium. • Provide professional development on the use of STEM assessments. • Provide professional development on the adoption of a Board Examination System, such as the Cambridge International Examination’s International General Certificate of Secondary Education (IGCSE) and their AICE program, the College Board’s Advanced Placement (AP) program, the International Baccalaureate (IB) Diploma program, ACT’s Quality Core or Pearson/Edexcel’s IGCSE and A-level programs. 	<ul style="list-style-type: none"> • Adopt and implement an assessment system of multiple measures, including performance tasks and events, that provide students with opportunities to demonstrate achievement of standards in multiple settings and that is comprised of formative, interim and summative assessments. • Implement adaptive computerized state assessments no later than 2014-2015. • Optional: Implement state designed STEM assessments.(May be required in future for all SAUs) • Optional: Implement a Board Examination system. • Optional: Increase the availability of AP or IB courses.

C. Provide support structures for all students to achieve the standards

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none"> • Validate practices where students can demonstrate meeting the standards. 	<ul style="list-style-type: none"> • Develop models of extended learning that schools could adopt. 	<ul style="list-style-type: none"> • Optional: Offer Extended Learning Opportunities for all students during and after the school day and create on-demand, learning opportunities using web-based technologies.
<ul style="list-style-type: none"> • Identify exemplary practices to be included in a system of intervention. 	<ul style="list-style-type: none"> • Provide models/sample plans of systems of interventions. 	<ul style="list-style-type: none"> • Design and implement a comprehensive system of support for students as they progress in the public school system. Refine and integrate the current program interventions (tutoring, dropout interventions, early literacy remediation etc.) into a coherent system of interventions for all students in all grades PK-12.
<ul style="list-style-type: none"> • Identify open source virtual personalized learning systems (PLS). 	<ul style="list-style-type: none"> • Identify sources of personalized learning systems. 	<ul style="list-style-type: none"> • Optional: Implement a technology-based personalized learning system where student goals, academic progress and progress towards post-secondary and career readiness are tracked.
<ul style="list-style-type: none"> • Secure funding for dual enrollment/early college programs. 	<ul style="list-style-type: none"> • Provide technical assistance to SAUs developing and implementing innovative schools. 	<ul style="list-style-type: none"> • Optional: Increase dual enrollment in post-secondary and expand dual enrollment/early college opportunities. • Optional: Develop Innovative schools.

II. Data Systems to Support Instruction: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Implement and use longitudinal data systems to support teaching and learning

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none"> • Expand the State Longitudinal Data System (SLDS) to include early childhood through postsecondary and workforce (P-16). • Expand the development of SLDS data portals for use by districts, schools, leaders, teachers, students, researchers and community members. 		<ul style="list-style-type: none"> • Implement and use information management systems (aka Decision Support Systems-DSS) to direct resources, inform instructional practices, and guide school-district improvement efforts. The DSS infrastructure will include data elements that allow end-users to create ad hoc reports, retrieve static information, and input data about student learning obtained from interim and benchmark assessments. The DSS will link student performance data to teachers, principals, and central office program staff (e.g., Title I directors) to guide program improvement, professional accountability, and develop human capital (skill sets) of the state’s leaders and educators. • Use Pre-K-through-college and career data systems to track progress and foster continuous improvement and measure teacher and program effectiveness by tracking changes in teacher understanding, changes in student

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- Establish growth models based upon student performance data for school and educator accountability.
 - Support expanded local and state teacher, classroom, and student data collection and reporting applications.
 - Support expanded local and state capabilities to include interim assessment and other data.

achievement and aspirations, and student participation in STEM careers and STEM educational pathways.

- **Measure student growth (for school accountability) by implementing a compensatory growth model that measures changes in student performance at the student, classroom, school, SAU, and state levels.**
- **Refine the current ESEA (NCLB) report card to reflect the requirements of the re-authorized ESEA to include data from the state adopted growth model used for school accountability. Amend the current designs to allow local performance indicators within the report that contextualizes the data for stakeholders.**
- **Use the DSS portal to manage teacher and leader professional development.**
- **Use DSS portal to manage student program, participation, achievement and other student information.**
- **Use the data system to target, address, and track specific underserved and special populations.**
- **Use data from locally developed assessments on a frequent basis to guide**

curriculum and instructional interventions for students at risk and underachieving.

- **Use a drop-out warning system which includes predictive data tools based upon prior data build within a risk-management framework. This framework provides automated alerts to educators and updates the PLS designed for each student.**
 - **Implement and augment the human capacity programs in using technology within current data-driven, decision models (DDDM) used across districts. DDDM will focus on building capacity that supports aligning resources in low performing schools with particular emphasis on underperforming subpopulations of students.**
- Provide comprehensive training on data use.
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III. Great Teachers and Leaders: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

Prepare and mentor teachers and leaders for creating the personal journey required for the success of Next Generation Learners

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none"> Design educator leadership institutes for current and aspiring leaders. 	<ul style="list-style-type: none"> Provide a cohort-based leadership institute for current and aspiring leaders in participating SAUs. Provide models for districts to implement. Provide professional development using various modes. Analyze and evaluate various models. Provide training on the use of data and on data coaching. 	<ul style="list-style-type: none"> Provide a system of leadership development for implementation strategies for curriculum pathways, expanding assessment literacy, managing the learning environment, and integrating improvement efforts into a coherent set of activities within the school. Select from and adopt models of principal and leadership development and adopt research and standards based models rooted in adult learning theory. Provide access to online learning opportunities for educators. Evaluate effectiveness of professional development through teacher and student outcome data. Design a system of professional development that is directly related to student achievement data.

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- Pursuant to LD #1799, convene stakeholders to select evaluation models to be implemented.
 - Develop up to five different teacher and principal evaluation models, in collaboration with educational stakeholders that are rigorous, transparent and include multiple measures of student performance and growth.
 - Develop alternate route programs for teachers and leaders to address underserved subject areas, including the STEM areas.
 - Provide evaluation models for districts to implement.
 - **Select, adopt, and implement an evaluation system from approved models for all teachers and principals in all schools, career and technical education centers and adult education programs (academic) that:**
 - a) **are conducted on an annual basis;**
 - b) **uses multiple measures including those based upon student growth that are objective indicators of student achievement;**
 - c) **includes observation-based assessments of teacher performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards;**
 - d) **includes other measures such as evidence of leadership roles that increase the effectiveness of other teachers in the school or SAU.**
 - **Optional:** Design a system of career opportunities that includes performance based compensation systems, linked additional responsibilities and leadership roles.
 - **Optional:** Recruit and hire teachers and leaders that have entered the profession through alternative routes to provide quality instruction and leadership in the schools.

IV. Turning Around Our Lowest Performing Schools

Improve student achievement through whole school improvement

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
<ul style="list-style-type: none"> • Identify persistently lowest achieving schools. • Develop both a ‘turnaround team’ and ‘intervention teams’ to support Maine’s lowest-achieving schools. The turnaround team within the MDOE will oversee and support the turnaround work of 15 lowest-achieving schools and provide knowledge and resources related to research-based practices to intervention teams working with the state’s other lowest-achieving schools. 	<ul style="list-style-type: none"> • Identify Tier I, Tier II and Tier III schools as outlined in Maine’s definition of persistently-lowest achieving schools. • Additionally, Maine will identify 5% or 5 of the persistently lowest-achieving non-Title I eligible secondary schools, using the same process used to rank order and identify schools for Title I School Improvement Grants. • Provide direct SEA involvement and resources to assist schools in selecting and implementing a turnaround model. For 15 identified PLA schools, development of a “turnaround resource team” who focus solely on schools within this subset of ME Low performing schools. 	<ul style="list-style-type: none"> • If designated as a low performing school under the School Improvement Grant (SIG) or as one of the five lowest performing that are not eligible for Title 1 funds under ESEA, implement one of three eligible Turnaround Models specified in the Race to the Top Application: <ul style="list-style-type: none"> ○ Turnaround Model ○ Closure ○ Transformational Model

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- Each year identify those schools where less than 30% of students are not meeting proficiency on the state exam.
 - Provide targeted, intensive support and effective interventions to turn around schools by targeting high needs SAUs on multiple fronts to improve education for all students particularly underrepresented youth, youth in poverty and women through combination of teacher professional development; student after school and summer programming and programming to include integrated STEM instructional activities annually from grades 3-8 and high school in high needs SAUs.
 - Provide an intervention team for schools with less than 30% of students not meeting proficiency on state assessment.
 - Provide state level training and professional development modules in key areas, i.e. school improvement process (Lazotte), assessment literacy etc., that allows on demand access, scalability, and cost sustainability.
 - **Submit a corrective action plan if graduation rate is less than 80% in SY 2011-12 for the whole school or the school (or subgroup) within each performance band that does not improve according to the objectives outlined in Critical Element 7.1 of the state’s Accountability Workbook (amended in 2010).**
 - **The 15 identified lowest-achieving schools agree to participate in a partnership for improvement with other identified schools and SEA turnaround resource team.**
 - **Review and establish agreed upon recommendations from the state supported intervention team if less than 30% of students do not meet proficiency on the MeCAS ~~assessments~~[assessments](#).**
 - **Develop a corrective action plan and submit to MDOE for review.**
 - **Participate in state level training opportunities.**
 - **Participate in “Improvement Network” activities and communicate ways to improve the network.**
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- Provide an “Improvement Network” that includes training for principals and other educational leaders.
 - Support expansion of jobs for Maine’s Graduates.
 - **Implement a Jobs for Maine’s Graduate Program for high Tier 1 or Tier 2 high schools identified as PLA.**
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