

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2021-2022

MAINE



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 36.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## 2.1 ACCOUNTABILITY

### 2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	67	67	.

### 2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	135	56	79

### 2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### 2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

#### 2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	13886	86.1
American Indian or Alaska Native	S	106	71
Asian or Pacific Islander	S	254	92
Asian	S	238	91
Native Hawaiian or Other Pacific Islander	S	16	71
Black or African American	S	570	76
Hispanic or Latino	S	355	77
White	S	12243	86.9
Two or more races	S	358	82
Children with Disabilities (IDEA)	S	2714	73
English learners	S	422	76
Economically disadvantaged students	S	6373	76.6
Children in foster care	S	82	59
Children who are homeless	S	481	56

#### Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	10712
English learners	2933
Homeless students	982
Migrant students	22

### 2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

<b>Race Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	448
Asian	566
Black or African American	3589
Hispanic or Latino	1484
Native Hawaiian or Other Pacific Islander	104
White	42749
Two or more races	2909
Total	51849

### 2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	641	67	0	1	709
Kindergarten	2074	849	0	19	2942
Grade 1	2439	1219	0	27	3685
Grade 2	2372	1215	0	30	3617
Grade 3	2376	1021	0	27	3424
Grade 4	2369	722	0	15	3106
Grade 5	2397	568	0	9	2974
Grade 6	1070	165	0	0	1235
Grade 7	990	119	0	7	1116
Grade 8	1023	74	0	0	1097
Grade 9	90	54	0	0	144
Grade 10	109	45	0	0	154
Grade 11	95	42	0	0	137
Grade 12	96	34	0	0	130
Ungraded	0	0	0	0	0
Total	18141	6194	0	135	24470

## 2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

**o Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

**o At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

**o Juvenile Corrections:** An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

**o Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**o Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**o Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### 2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### 2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.



State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	0	0
Juvenile corrections	1	270
Juvenile detention	1	46
Neglected programs	0	0
Other programs	0	0
Total	2	.

### FAQ on programs and facilities - subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments
No additional comments at this time.

### 2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	.
Juvenile corrections	1
Juvenile detention	1
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments
No additional comments at this time.

### 2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	8	34	.	.
Total Unduplicated Students Served	.	71	34	.	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	56	13	.	.
English learners	.	2	1	.	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	0	1	.	.
Asian	.	0	0	.	.
Black or African American	.	19	7	.	.
Hispanic or Latino	.	1	1	.	.
Native Hawaiian or Other Pacific	.	0	0	.	.
White	.	51	25	.	.
Two or more races	.	0	0	.	.
Total	.	71	34	.	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	13	4	.	.
Male	.	58	30	.	.
Total	.	71	34	.	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	0	0	.	.
Age 6	.	0	0	.	.
Age 7	.	0	0	.	.
Age 8	.	0	0	.	.
Age 9	.	0	0	.	.
Age 10	.	0	0	.	.
Age 11	.	0	0	.	.
Age 12	.	0	0	.	.
Age 13	.	3	0	.	.
Age 14	.	7	1	.	.
Age 15	.	16	2	.	.
Age 16	.	22	9	.	.
Age 17	.	15	19	.	.
Age 18	.	7	2	.	.
Age 19	.	1	0	.	.
Age 20	.	0	1	.	.
Age 21	.	0	0	.	.
Total	.	71	34	.	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school		S	S		

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Were accepted and/or enrolled into post-secondary education			S	S	16
Obtained high school diploma			S	S	6
Obtained employment			S	S	3
Enrolled in job training courses/programs			S	S	18
Enrolled in a GED program			S	S	8
Earned high school course credits			71	S	32
Earned a GED			S	S	S

<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days after Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days after Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days after Exit</b>
Were accepted and/or enrolled into post-secondary education	S				
Obtained high school diploma	5				
Obtained employment	S				
Enrolled in job training courses/programs	S				
Enrolled in a GED program	7				
Earned high school course credits	S				
Earned a GED	S				

## 2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on Most Recent Pre Post-Test Data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams		S	S		
Long-term students with no change in grade level from the pre- to post-test exams		S	S		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		3	18		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		7	7		
Total students pre/post-tested		11	28		

### 2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on most recent pre post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams		S	S		
Long-term students with no change in grade level from the pre- to post-test exams		S	5		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	18		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	S		
Total students pre/post-tested		4	28		

## 2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	.	.
Juvenile corrections	3	225
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

#### FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

#### Data Quality Comments

No additional comments at this time.



### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	.
Juvenile corrections	3
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments
No additional comments at this time.

### 2.5.3.3 Students Served - Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	.	.	.	30	.
Total Unduplicated Students Served	.	.	.	34	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	.	34	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	.	.	.	1	.
Asian	.	.	.	.	.
Black or African American	.	.	.	1	.
Hispanic or Latino	.	.	.	1	.
Native Hawaiian or Other Pacific	.	.	.	.	.
White	.	.	.	31	.
Two or more races	.	.	.	.	.
Total	.	.	.	34	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	.	.	.	14	.
Male	.	.	.	20	.
Total	.	.	.	34	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	.	.	.	.	.
Age 6	.	.	.	.	.
Age 7	.	.	.	.	.
Age 8	.	.	.	.	.
Age 9	.	.	.	.	.
Age 10	.	.	.	.	.
Age 11	.	.	.	.	.
Age 12	.	.	.	1	.
Age 13	.	.	.	1	.
Age 14	.	.	.	5	.
Age 15	.	.	.	8	.
Age 16	.	.	.	8	.
Age 17	.	.	.	5	.
Age 18	.	.	.	6	.
Age 19	.	.	.	.	.
Age 20	.	.	.	.	.
Age 21	.	.	.	.	.
Total	.	.	.	34	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school				13	

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Earned high school course credits					
Obtained high school diploma					
Obtained employment					

<b>Outcomes</b>	<b>Juvenile Detention - 90 Days After Exit</b>	<b>Juvenile Corrections - In Fac</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
Earned high school course credits		18	9		
Obtained high school diploma		S	S		
Obtained employment		S	5		

### 2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams				S	
Long-term students with no change in grade level from the pre- to post-test exams				11	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				9	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				S	
Total students pre/post-tested				28	

#### FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

<b>Performance Data(Based on most recent pre post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams				5	
Long-term students with no change in grade level from the pre- to post-test exams				15	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				6	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				5	
Total students pre/post-tested				28	

## 2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

### 2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$300,082
Safe and Healthy Students	\$422,051
Effective Use of Technology	\$28,411

#### Data Quality Comments

In Maine, most LEAs that receive an allocation of Title IV, Part A funds transfer some or all of those funds into other ESEA programs, such as Title I, Title II, and Title V. In the 2021-2022 school year specifically, a total of 144 LEAs transferred \$3,983,332.63 in Title IV, Part A funds to other ESEA programs—with the largest amount (about \$2.5M) being transferred into the Title I, Part A program. The information reported above for each of the Title IV, Part A content areas is a true and accurate representation of the LEAs in Maine who retained some level of Title IV, Part A funds in their original Title IV, Part A allocation and then spent those funds under one or more of the Title IV, Part A content areas.

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	29
Safe and Healthy Students	21
Effective Use of Technology	6
Any Content Area	39

#### Data Quality Comments

In Maine, most LEAs that receive an allocation of Title IV, Part A funds transfer some or all of those funds into other ESEA programs, such as Title I, Title II, and Title V. In the 2021-2022 school year specifically, a total of 144 LEAs transferred \$3,983,332.63 in Title IV, Part A funds to other ESEA programs—with the largest amount (about \$2.5M) being transferred into the Title I, Part A program. The information reported above for each of the Title IV, Part A content areas is a true and accurate representation of the LEAs in Maine who retained some level of Title IV, Part A funds in their original Title IV, Part A allocation and then spent those funds under one or more of the Title IV, Part A content areas.



## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments
No additional comments at this time.

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
147

Data Quality Comments
No additional comments at this time.

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	179
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	53
Student Support and Enrichment Grants (Title IV, Part A)	167	1
Supporting Effective Instruction (Title II, Part A)	95	29

Data Quality Comments
No additional comments at this time.

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$4,624,308
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$1,479,237
Student Support and Enrichment Grants (Title IV, Part A)	\$3,983,333	\$18,000
Supporting Effective Instruction (Title II, Part A)	\$2,777,961	\$639,749

<b>Data Quality Comments</b>
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No additional comments at this time.
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## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

### 2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	31
Activities authorized under Part A of Title II	22
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	30
Parental involvement activities	2

#### Data Quality Comments

Maine moved to a new Grant Management platform and altered the way in which this particular data was collected. Previously, Maine had collected data for each project an LEA used Title V funds for, where in the new system, Maine is collecting the data once for the application based on which purpose the majority of Title V RLIS funds were being used.

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

Maine LEAs set individual district and school goals each year and the RLIS funds assist them in reaching their goals. For school year 21-22, LEAs were still impacted by the COVID pandemic that proved to be a massive disruption and forced schools to rethink how funds would be used. The majority of RLIS funds were used to assist LEAs in purchasing devices for students and online subscriptions to materials that students could access from home. As LEAs returned in person, funds were used to support additional staff and interventionists to help address the achievement gaps created by the pandemic and having students participate in remote schooling. RLIS funding also served to provide LEAs with professional development for teachers around remote learning strategies as well as social-emotional learning (SEL) and trauma. RLIS funds have been used to supplement the other ESEA Title programs and allow LEAs the flexibility to meet their needs as they adapt to the situation and environment, they find themselves in working through identified needs. Ultimately LEAs have continued to leverage RLIS funds to support student achievement through the whole student approach.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>The ESEA Federal Programs team at the Maine Department of Education was able to provide technical assistance in a much more meaningful way in school year 21-22. With a regionalization effort, LEAs have access and receive support from a regional program manager. This ensures LEAs can bring all ESEA related questions including RLIS to a single point of contact at the Department. This effectively reduced the response time from the SEA to the LEA. The Title V Coordinator continued to work diligently with all eligible Title V, Part B LEAs during the eligibility process, informing them of estimated RLIS awards and helped guide dual eligible LEAs on which grant would benefit them the most. All eligible Maine LEAs have applied for and received funding.</p>

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
<p>Maine uses a formula to calculate grant awards under RLIS. The formula starts by taking the set amount for hold harmless LEAs and setting it aside. The SEA removes 5% for administration of the program. The remaining 95% is then broken into two category 70% is allocated to the poverty category while the remaining 30% is allocated into the ADA category. Next all LEAs who are in the RLIS cohort for the year have their poverty percentages totaled up and then the amount of funds in the poverty category is divided among the total poverty percentage to derive a dollar amount per poverty percentage point. The same process is utilized for the ADA category - where the total ADA is calculated from all RLIS LEAs and then is divided into the amount of funding in the ADA category to derive a dollar amount per student. The dollar per poverty and dollar per student amount is then multiplied back out by the LEAs poverty percentage and ADA to derive a final allocation amount.</p>

## 2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	75

Data Quality Comments
No additional comments at this time.

## 2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

Data Quality Comments
Excel file will be sent separately. No additional comments at this time.

## 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
6	4.9

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

5/24/2023 6:11:02 PM