

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
WORKSHOP AGENDA
Monday, May 15, 2017 ~ 7:00 pm**

Note: Meeting will be held in Superintendent's Conference Room, 2nd Floor, City Hall Annex

Members present: John Roux, Scott Sheppard, Jonathan Mapes, Thomas Miscio, Kendra Williams

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Bernie Flynn, Curriculum Director
Beth Lambert, SHS Teacher

Guests present:

A. Call to Order Time: ____ pm

B. Workshop Proficiency Based Diploma (Attachment B)

C. Adjournment
Recommendation: to adjourn at ____ pm.

Sanford School Department Proficiency Based Education Guide

Proficiency-based education is a system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn to meet Sanford's Graduation Standards.

The Sanford School Department believes the purpose of grading is to provide students and parents with a measure of how a student is performing in relation to commonly agreed upon content standards, Habits of Work standards and Guiding Principles standards. The grade is intended to show where students are meeting or exceeding, making progress toward meeting, or not meeting expectations. Students should understand what knowledge and skills they need to meet the standards and how they will demonstrate their learning. This understanding will help each student develop a lifelong sense of responsibility towards learning, accountability and accomplishment.

Sanford's proficiency-based education system is based on the following beliefs: Teachers are responsible for providing learning opportunities aligned with the Sanford Graduation Standards. All students will be given opportunities to develop responsibility for their learning.

- Graduation Standards and Habits of Work expectations are clearly defined, well known, and assessed separately.
- Students learn at different rates and through multiple pathways, therefore students will have a variety of opportunities to demonstrate their progress toward meeting standards, and will have a variety of pathways available to excel.
- Students will have opportunities to exceed standards by demonstrating a deeper understanding of the knowledge and skills necessary to meet a standard.
- Students will receive timely feedback to know where they are in meeting Graduation Standards.

Sanford's proficiency-based education system is comprised of the following components:

Guiding Principles – Guiding Principles are aligned with cross-curricular state standards, and describe the most essential skills that students need to succeed in adult life. Students demonstrate achievement of cross-curricular graduation standards through a body of evidence, such as portfolios, exhibitions or capstone projects that are evaluated using common rubrics. The five guiding principles of Maine's Learning Results are taught in all content areas: a clear and effective communicator, a self-directed lifelong learner, a creative and practical problem solver, a responsible and involved citizen, and an integrative and informed thinker.

Guiding Principles are summatively scored:

- **3.0** (Meets the level of proficiency of the Guiding Principle across a body of evidence)
- **2.0** (Partially meets the level of proficiency of the Guiding Principle)
- **1.0** (Does not meet the level of proficiency of the Guiding Principle; learning is not progressing at an acceptable rate).

Graduation Standards – Graduation standards are aligned with state standards and describe the most essential content knowledge that students will need to succeed in adult life. Students demonstrate achievement of content area graduation standards through their aggregate achievement of performance indicators over time. Graduation standards scores will aggregate up from performance indicators scores. Graduation standards scores will be averaged to calculate a course proficiency score. To demonstrate proficiency/pass a class, students must have no "1" scores for any summative assessments and must achieve at least a 2.5 proficiency course grade.

Performance Indicators - A Performance Indicator is a description of learning that identifies the essential content/skills all students must know and do to meet a Graduation Standard. Performance Indicators are scored through summative learning activities as follows:

- **4.0** (Exemplary work that shows a deeper, more thorough understanding of the level of proficiency that means the student has exceeded the Performance Indicator)
- **3.0** (Meets the level of proficiency of the Performance Indicator)
- **2.5** (Partially meets the level of proficiency of the Performance Indicator; approaching the level of understanding required for meeting the Performance Indicator)
- **2.0** (Partially meets the level of proficiency of the Performance Indicator)
- **1.0** (Does not meet the level of proficiency of the Performance Indicator; learning is not progressing at a rate to meet end of year targets).

Objectives (Need to Know and Need to Do) – Objectives guide the design of curriculum units of study that move students toward the achievement of Performance Indicators. Achievement of learning objectives is determined using formative assessment and teacher feedback which prepares students for summative assessments.

Habits of Work (HOW) – Habits of Work are reported separately and not used to compute scores on Guiding Principles or Graduation Standards. Sanford Habits of Work are: Attitudes toward Learning, Interactions in Learning, and Responsibility for Learning.

1. **Attitudes toward Learning** – Behaviors such as; presents an “I can learn” attitude, exhibits enthusiasm for learning, displays a positive attitude, manages emotions, advocates for self, exhibits perseverance, shows a willingness to keep trying, takes pride in work and self.

2. **Interactions in Learning** - Behaviors such as; shows a “We Can” attitude, listens to other’s opinions, is a team player, collaborates with others, is respectful, participates, compromises, shows compassion, is flexible, shares, acts as a problem solver, is helpful and resourceful.

3. **Responsibility for Learning**- Behaviors such as; is self-directed but advocates for help when needed, engages with peers and teachers appropriately, displays a willingness to learn, is motivated, is prepared and organized, follows directions, completes tasks and values work completion, knows learning targets, produces quality work, focuses on task at hand, displays time management, attends class regularly.

Scoring for HOW:

- 3 (meets)
- 2 (partially meets)
- 1 (does not meet)

Grading Guidelines

The purpose of grading is to communicate student progress and achievement. As such the Sanford School Department will maintain a dual system of reporting including both proficiency grades at the classroom instruction level and traditional numerical grades at the reporting level.

Proficiency Grades

Each summative learning activity will earn a proficiency score based on agreed upon scoring criteria.

Proficiency grades will be calculated at the end of the quarter/semester/course using the following guidelines:

Habits of Work (HOW) – All activities students are asked to complete are worthy of consideration for evaluation as Habits of Work. HOW's will be scored separately from content in the proficiency system.

Homework – Homework considered a practice activity will be scored as 1, 2, or 3 using the Habits of Work guidelines. If work is assigned to be completed outside of the classroom as summative evidence of learning, it will be scored based on the scoring criteria.

Zeros – As Habits of Work scoring is separate from content scoring, a zero is not appropriate to indicate missing work.

Missing Work/Late Work – If a student doesn't do the work, a score of "1" for HOW is appropriate and an Incomplete "I" for a content grade until the work is completed. Once completed, the numerical content grade is calculated. The HOW score of "1" remains.

Formative Assessments will be scored for Habits of Work. As formative assessments are assessing the building blocks of learning toward proficiency of a performance indicator, they are used for providing student feedback on progress.

Summative evidence scores for Performance Indicators are the only scores used to compute proficiency grades. A minimum of three pieces of evidence are required for each Performance Indicator. These scores will be calculated using Decaying Average calculations.

Numerical Course Grades

The Content Area Proficiency Grade will be converted to a numerical grade and reported for each class at the end of the quarter/semester/course to indicate student achievement toward the Sanford Graduation Standards.

Example of Decaying Average: This calculation type assigns progressively-decreasing weights to older assessments. Working backwards, each assessment is worth 65% of the assigned weight, compounded exponentially. In effect, newer assessments automatically "count more" in the overall score.

	Assessment # 1 Exit Slip	Assessment # 2 Outline	Assessment # 3 Writing Sample	Assessment # 4 Read & Respond	Final Score
Student # 1	1.00 (.35)	2.00 (1.3)	3.00 (1.95)	4.00 (2.6)	3.40
Student # 2	1.00 (.35)	3.00 (1.95)	2.00 (1.3)	4.00 (2.6)	3.34
Student # 3	2.00 (.7)	4.00 (2.6)	1.00 (.65)	3.00 (1.95)	2.58
Student # 4	4.00 (1.4)	3.00 (1.95)	2.00 (1.3)	1.00 (.65)	1.51

$$A \times .35 + B \times .65 = N$$

$$N \times .35 + C \times .65 = N2$$

$N2 \times .35 + D \times .65 = \text{Final Score}$

Performance Indicator scores will be averaged across a standard to determine a Graduation Standard score. Graduation Standards will be averaged across a content area to determine a Content Area Proficiency Grade.

Timeline

The timeline for certifying that a student has demonstrated proficiency in meeting state standards in all content areas of the Proficiency System:

	ELA	Math	Sci/Tech	Soc. Studies	VPA	Health/PE	Career & Ed.	Modern Lang.	Guiding Principles
20-21	X	X	X	X					X
21-22	X	X	X	X	At Least One Content Area				X
22-23	X	X	X	X	At Least Two Content Areas				X
23-24	X	X	X	X	At Least Three Content Areas				X
24-25	X	X	X	X	All Content Areas				X

Implementation Rollout:

To meet state timeline for certifying, Proficiency Based Grading will be rolled out through grade levels as follows:

	Exploring	Implementing	Exploring
2017-2018	Grade 8	Grade 9	Grade 10
2018-2019	Grades 6 and 7	Grades 8 through 10	Grades 11 and 12
2019-2020	Grades K - 5	Grades 6 through 11	Grade 12
2020-2021	Grades K - 12		