

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
WORKSHOP AGENDA
Monday, July 10, 2017~ 6:00 pm**

Note: Meeting will be held in the Sanford High School Cafeteria, 52 SHS Boulevard, Sanford, Maine

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

Student Reps present:

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director

Guests present:

A. Call to Order Time: ____ pm

B. Workshop Proficiency Based Learning and Diploma (Attachment B)

C. Adjournment
Recommendation: to adjourn at ____ pm.

Sanford School Department
**Proficiency Based Learning and Diploma
IMPLEMENTATION PROPOSAL**
June 29, 2017 – Revision 6b

Background

In 2012, the Maine Legislature passed into law LD 1422, An Act to Prepare Maine People for the Future Economy requiring Maine school districts to implement proficiency-based diploma requirements and standards-based education systems. The goal of the law is to increase the percentage of students graduating from high school prepared for college and/or a career. To do this, the law requires that students graduating from high school demonstrate proficiency in subjects across content areas, as well as what the law calls Guiding Principles, (see page 4). The Maine Department of Education, MDOE, provided little direction on how to implement this new system and left it to each community to design and develop a system that followed the requirements of the law. The MDOE granted an extension to school districts to 2021 to allow additional time to develop their implementation plan. To date very few school districts have had their final plan approved by the MDOE. The state hopes to provide additional guidance in August.

The law requires the freshmen Class of 2021 is the first class that must demonstrate proficiency in Math, Science, Social Studies, English/Language Arts, and Guiding Principles(see page 4) to receive a diploma. Future graduating classes will eventually be required by the MDOE to demonstrate proficiency in all content areas.

Sanford School Department teachers and administrators have worked on various aspects of proficiency based learning over the past 4 years. Our K-6 elementary teachers worked together to define required standards for English and Math, and have been reporting whether a student is “proficient” or “in progress” at meeting these standards to parents for the past two years. Last year our teachers at all grade levels and content areas identified the essential standards, based on state and national guidelines, that students must demonstrate proficiency for each of the content areas. Those standards, which we call “Sanford’s Graduation Standards” are available on our website, along with the “performance indicators” which identify the specific skills a student must know and demonstrate.

During the 2016-17 school year a District Design Team made of teachers, students, administrators and parents was established to develop guidelines on how to implement proficiency based learning with a focus on the Class of 2021 and the proficiency based diploma. The team followed a template provided by MDOE that outlined each of the steps that should be followed in developing the plan. The team researched various models and best practices being used at nine other school districts across the state to determine what would be the best fit for our community and would not over burden our teachers.

The team developed a proposal that was presented to the school committee that incorporated the requirements and components of proficiency based learning with aspects of traditional numeric grading. Their goal was to establish a system that certified a student’s proficiency with all the graduation standards and allowed numeric grades to be calculated from the proficiency scores. The school committee reviewed the proposal and asked the District Design Team to revise the proposal and focus only on the requirements of proficiency based learning and the new diploma, and not change the current method of

reporting numeric grades. Elementary schools will continue to use their current proficiency based reporting system.

Proficiency Based Learning and Diploma Implementation

At the request of the School Committee proficiency based learning and reporting practices will continue to be implemented throughout our schools as required by LD 1422.

Grades K-8

Next year grade K-5 teachers will continue to record and report a student's progress at demonstrating and meeting proficiency in English/Language Arts and Math only using a "P" for *proficient* and "IP" for *in-progress*. Parents will still be able to monitor and receive reports on their child's progress at meeting proficiency with each of the content area standards, at each grade level, as is currently done using the Empower software program.

Teachers of grade 6-8 students at Sanford Junior High School will also continue to use the same numerical and letter grades that they have used in previous years. Report cards will continue to be generated by Infinite Campus.

In subsequent years K-8 teachers will implement a 1 to 4 scale for measuring a student's proficiency with graduation standards. Proficiency will be determined when a student earns at least a 2.5 on each graduation standard based on averaging the performance indicators for that standard. Teachers will establish scoring criteria or rubrics that outline and specify the performance requirements for each level. Parents will be able to monitor and receive reports on their child's progress at meeting proficiency for each of the content area standards, at each grade level using a web based software program.

Sanford High School: For grades 9-12, the current method of reporting student progress on report cards using numeric grades (100 point scale) will continue to be used. Infinite Campus will still be used to generate a Report Card for students each quarter and will allow parents to monitor their child's grades on assignments.

All students in grades 9-12 will still need to earn 25 credits to graduate as outlined in the Sanford High School *Program of Studies*. Grade point averages, Honor Roll and Class Ranking will continue to be determined using only numeric grades as has been traditionally done at Sanford High School.

Beginning with the Freshmen Class of 2021, in addition to the traditional Report Card being used in grades 9-12, a Proficiency Report will also be generated each quarter to show a student's progress at meeting proficiency on all the graduation standards for each content area course. A proficiency score of 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, or 1.0 for each Graduation Standard will be indicated on the Report Card using the scale shown in the chart below.

A variety of assessments will be developed for each Graduation Standard. Scoring Criteria for each assessment will outline and specify the performance requirements that a student must demonstrate for each level of proficiency. Teachers will grade each assessment with a numeric score (0-100) using the scoring criteria and their professional judgment regarding the student's level of understanding.

For each Graduation Standard, the student's numeric grades (0-100) for the assessments will be averaged and reported on the quarterly report card. In addition, a proficiency score will be reported on the report card using the table below.

Example: A student earns the following grades on three assessments for a graduation standard: 77, 85, and 88. The average = 83.33. The numeric grade for the quarter would be 83 and the proficiency score for the graduation standard based on the chart below would be 3.0 or Proficient.

A student must earn a proficiency score of 2.5 or higher on each graduation standard to be considered proficient with that standard.

Numeric Grade	0-63	64-69	70-76	77-82	83-88	89-95	96-100
Level of Proficiency	Does Not Meet Proficiency	Partially Proficient		Proficient		Exceeds Proficiency	
Proficiency Score	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Blank Grades: If instruction on a graduation standard has not been initiated or assessed the proficiency score for that standard will be left blank on the Proficiency Report Card.

Credit: Beginning with the Class of 2021, students will only receive credit for a course when they have achieved an average proficiency score of at least **2.5** on the required assessments for each of the graduation standards in that course.

Incomplete, or "I" will be listed on the Numeric Report Card as the "Final Grade" if a student has not achieved an average proficiency score of at least **2.5** on the required assessments for each of the graduation standards in that course.

Students receiving an "I" will be allowed to make up and demonstrate proficiency for any unmet graduation standards for a course. Once proficiency is attained on all the required graduation standards for that course, the student will receive credit for the course, and the Final Grade on the Report Card will be changed from an "I" to a numeric grade (100 point scale).

A web-based software program will be used to allow parents to continually monitor their child's progress at meeting each of the graduation standards and performance indicators for each of the high school courses.

Proficiency based grading will be implemented as follows with full implementation by the 2020-21 school year:

	Implementing Proficiency Based grading	Teachers Preparing for Implementation
2017-2018	Grade 9 only	Grades 8 and 10
2018-2019	Grades 8 through 10	Grades 11 and 12
2019-2020	Grade 6 and 11	Grade K-5
2020-2021	Grades K-12	

Habits of Work will be score using a 1 to 4 scale

For the Class of 2021, LD 1422 also requires that “Habits of Work” be reported separately on the Proficiency Report Card and are not used to compute scores for Graduation Standards. Sanford defines “Habits of Work” as:

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.

A Habits of Work score (1-4) will be listed on the student’s Proficiency Report Card for each enrolled course. A minimum score of 2.5 is required to meet proficiency in the Habits of Work.

Guiding Principles will be scored using a 1-4 scale

As required in LD 1422, the Guiding Principles state that each Maine student must leave school as:

- A Clear and Effective Communicator
 - Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.
- A Self-Directed and Lifelong Learner
 - Understands the importance of embracing and nurturing a growth mindset.
- A Creative and Practical Problem Solver
 - Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.
- A Responsible and Involved Citizen
 - Understands the interdependence within and across systems and brings to each situation the appropriate actions.
- An Integrative and Informed Thinker
 - Is skilled at using complex reasoning processes to make meaning.

A Guiding Principles score (1-4) will be listed on the student’s Proficiency Report Card. A minimum score of 2.5 is required to meet proficiency for Guiding Principles.

Transcripts: The traditional Sanford High School transcript will continued to be used for the Classes of 2018, 2019 and 2020.

Beginning with the Class of 2021 a revised transcript will be developed that lists both the traditional numeric score for each course along with the level of proficiency attained for each graduation standard. The transcript will also indicate the average Habits of Work score and Guiding Principles score from all courses for each school year.

Content Areas

Starting with the Class of 2021, students must demonstrate proficiency in the graduation standards for the following content areas:

English/Language Arts	Mathematics
Science and Technology	Social Studies
Guiding Principles	

The following courses will be added for subsequent classes until fully implemented with the Class of 2025:

Visual and Performing Arts; Health and Physical Education;
Career Ed. Development; World Languages

Timeline

- School administrators will vet this proposal at their team meeting on **Thursday, June 22nd** and will provide feedback and comment on the document.
- By **Monday, June 26th** the revised document will be sent to the school committee for initial review and comments to assure that the document and plan reflect the direction given by the school committee.
- During the week of **June 26th** the plan will be discussed and presented to the teachers participating in professional development as part of the *Freshmen Academy*. Feedback will be collected from teachers on potential challenges with implementing the plan as described in the document.
- A final revised proposal based on feedback from the school committee, administrators and teachers will be developed and used as part of a parent-school committee workshop scheduled for Monday, **July 10th**. (Location and time TBD). The goal of the workshop will be to explain the plan and solicit feedback from parents.
- During the week of **July 3rd** parents of all students will be notified of the July 10th school committee workshop via email, Instant Alert, School Facebook page, and an article in the Sanford News. The school committee will use the workshop to gather additional input from those in attendance and make recommendations to the Superintendent for any changes.
- The School Committee will take input from the July 10th workshop and make any additional revisions as needed. A final vote on the implementation plan will take place in **late July or early August**.