

Proficiency Update: Moving Our Students Toward College and Career Ready



March 14, 2018

STATUTE UPDATE

Current Statute

Students must prove proficiency in all eight content areas by 2025:

- Language Arts
- Math
- Science
- Social Studies
- Performing Arts
- Foreign Language
- Physical Education
- Career & Education

Guiding Principles:

- Clear and effective communicator
- Problem solver
- Self-directed learner
- Responsible citizen,
- Informed thinker.

STATUTE UPDATE

What if you don't reach proficiency?

- **Do not receive diploma**
- **Receive a "Certificate of Completion"**

How about students with disabilities?

- **Must meet the same requirements for proficiency. May use accommodations to help them reach these levels.**

STATUTE UPDATE

Proposed Amendment

Students must work toward proficiency in all eight content areas:

- Language Arts
- Math
- Science
- Social Studies
- Performing Arts
- Foreign Language
- Physical Education
- Career & Education

Guiding Principles:

- Flexibility & Adaptability (self-directed learner)
- Problem solving and Decision-making (problem-solver)
- Dependability and Reliability (self-directed learner)

STATUTE UPDATE

What if you don't show proficiency?

- Can still receive diploma if you meet District requirements, i.e. 22 credits

How about students with disabilities?

- May receive diploma based on their IEP completion



Other **Proposed** Changes

- ***Districts Must Report Levels of Proficiency of Graduating Class to State***
 - ***Exceeding***
 - ***Proficient***
 - ***Emerging***
 - ***Does Not Meet***
- ***Districts would be monitored for how many more students are reaching proficiency each year (K-12) (Growth Model)***
- ***Transcripts***
 - ***Individual transcripts must report out levels of proficiency in content areas and the identified guiding principles.***

FOCUS AREAS CURRENTLY

- ❖ Pathway to a 4 on Summative Assessments
- ❖ Grading that allows for more differentiation of high school students on transcript
- ❖ Not losing ground with teaching and learning

POTENTIAL CHANGES TO HIGH SCHOOL REPORT CARD

CURRENTLY

- Rounds to the following:
- 3.0
- 3.25
- 3.50
- 3.75
- Etc...

UNDER CONSIDERATION

- Actual Average:
- 3.1
- 3.2
- 3.3
- 3.4
- Etc..

COLLEGE BOUND

Currently:

- Report to colleges highest cumulative average of graduating class (to the hundredth) on the 1-100 scale

Future:

- Report to colleges highest cumulative average of graduating class (to the hundredth) on the 4 point scale

DEVELOPING THE TRANSCRIPT

East High School Official Transcript

123 Mountain Road, Dead River, Maine 04000

Phone

Website



Student Personal Information

Date of Birth
Parent/Guardian

Date of Enrollment
Date of Graduation

Address
Contact Info

Learning Experience	Proficiency Level	Duration	Type
2009–2010			
English 9	3.5	Year	Honors
History 9	3.0	Year	Course
Geometry	3.0	Year	Course
Spanish I	3.5	Year	Course
Earth Science	3.0	Year	Course
Art 1	3.0	Year	Course
2010–2011			
English 10	3.5	Year	Course
History 10	4.0	Year	Honors
Algebra II	4.0	Year	Course
Spanish II	3.5	Year	Course
Chemistry	4.0	Year	Honors
Drama	4.0	Semester	Course
2011–2012			
English Language and Composition (AP)	3.5	Year	Honors
US History	3.0	Year	Independent
Calculus	3.5	Year	Course
Spanish III	3.5	Year	Course
Physics	3.5	Year	Course
Software Development, Inc.	3.5	Year	Internship
2012–2013			
English 101	4.0	Semester	Dual-Enrollment
Mountain Biotech Industries (STEM)	3.5	Year	Internship
Physical Education	4.0	Semester	Course
Statistics (AP)	3.8	Year	Course
Health	4.0	Semester	Course
Psychology (AP)	4.0	Semester	Honors

Graduation Standards: Cross-Curricular Skills		Proficiency Level
Maine Learning Results Guiding Principles *The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.	Clear and effective communicator	3.0
	Self-directed and lifelong learner	3.25
	Creative and practical problem solver	3.50
	Responsible and involved citizen	3.75
	Integrative and informed thinker	4.0

Academic Summary

GPA: 3.75

Magna Cum Laude

SAT/ACT Scores

Academic Awards

Academic Achievements

Title of Capstone Project

Grading System

3.6–4.0: Exceeds Proficiency

3.0–3.5: Proficient

2.0–2.9: Partially Proficient

1.0–1.9: Insufficient Evidence

Graduation Requirements

Demonstrated Proficiency

Maine Guiding Principles

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

World Languages

Visual and Performing Arts

Career Education and Development

Additional Graduation Requirements

Capstone Project

Service Learning Requirement

English Language Arts	Proficiency Level
Reading Comprehension	3.0
Reading Interpretation	3.0
Writing Range	3.5
Writing Research	4.0
Discussion	3.5
Presentation	3.0

Social Studies	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.5

Health and Physical Education	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Mathematics	Proficiency Level
Numbers and Quantity	3.0
Algebra	3.0
Functions	3.5
Geometry	4.0
Statistics and Probability	3.5

Visual and Performing Arts	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	3.5
Standard 5	4.0

Career and Education Development	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Science and Technology	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.0
Standard 7	4.0
Standard 8	3.5

World Languages	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.0

Graduation Standards: Performance Summary

KEY: Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.

Honors: Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.

Dual-Enrollment: Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.

Independent: Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the student's achievement of one of more graduation standards.

Internship: Learning took place in a work-environment after which a certified teacher verified achievement of one or more graduation standards.

FORMAL FEEDBACK RECEIVED

FHS Staff:

- January Staff Meeting
- March 14 – after school
- March 15 – during lunches

Parents/Community

- Superintendent Q & As
- Satisfaction Survey
- 9th Grade Parent Survey
- Two Ninth Grade Parent Meetings
- Eighth Grade Parent Meetings

FUTURE FEEDBACK

FHS Staff:

- Professional Development Time

Parents/Community

- Superintendent Q & A
- Strategic Planning Survey - April/May
- Ninth Grade Parent Meetings
- Eighth Grade Parent Meetings

Student:

- Surveys
- Meetings

NEXT STEPS

- ❖ Finish high school conferences
- ❖ Close down PowerSchool to enter new system
- ❖ Have new calculation working before end of quarter reporting
- ❖ Aggregate Satisfaction Survey
- ❖ Aggregate Staff Feedback
- ❖ Gather/aggregate student feedback
- ❖ Keep abreast of statute amendment

Graduating Every Student College and Career Ready

