

AOS #94 Proficiency-Based Diplomas Extension Option #5

Application: <http://www.tinyurl.com/aos94opt5app>



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

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Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	X
Washington	
Western Maine	
York	

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3. **School Administrative Unit: AOS #94 (MSAD #46; Harmony; Athens)**
4. **High School(s): Dexter Regional High School; Tri-County Technical Center**
5. **Name and title of person completing the extension request:**
 - a. **Kevin Jordan (Superintendent of Schools)**
 - b. **Matthew Drewette-Card (Curriculum Coordinator)**
 - c. **David Fournier (Technology Coordinator)**
 - d. **Steve Bell (High School Principal)**
6. **Superintendent's name, address, phone number and email:**

Kevin Jordan
AOS #94
Superintendent Office
175 Fern Road
Dexter, ME 04930
(207) 924-6000
kjordan@aos04.org

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****ALL DOCUMENTATION FOR AOS #94'S APPLICATION FOR PROFICIENCY-BASED DIPLOMA EXTENSION OPTION #5 CAN BE ACCESSED AT:**

<http://www.tinyurl.com/aos94opt5>

Evidence of Preparedness : <http://tinyurl.com/aos94opt5evidence>

7. Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

Multi-year Implementation Plan : <http://tinyurl.com/aos94opt5timeline>

8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Multi-year plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

System of Supports for Student Learning : <http://tinyurl.com/aos94opt5support>

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the

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description referencing the name of the document(s) and specific page(s).

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**
- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

Proficiency-Based Diploma Transition Funds : <http://tinyurl.com/aos94opt5funds>

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy:**
- **Practice:**
- **Community Engagement:**
- **One-year Carry Over:**

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

The agenda and minutes from the AOS #94 school board meeting reflecting a formal board vote and approval of the extension request can be accessed here:

<http://www.tinyurl.com/aos94opt5evidence>

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Option 5 Authorization Page

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools

2/6/15
Date



Chair of School Board

2/6/15
Date

Evidence of Preparedness

<http://www.tinyurl.com/aos94opt5>

<http://www.tinyurl.com/aos94opt5evidence>

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Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2018. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- **Updated copy of the SAU's Basic School Approval Transition to Proficiency-Based Graduation plan**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear evidence of the capacity and infrastructure to fully implement a proficiency-based system in September 2014 at the secondary level for incoming freshmen.**

To access a folder showcasing all of AOS #94's evidence of preparedness, go to <http://tinyurl.com/aos94opt5evidence>

AOS #94 has committed deeply to proficiency-based learning at all levels of learning, and in all content areas. As will be demonstrated, AOS #94 is not currently fully prepared to graduate students with a proficiency-based diploma our students *will* graduate with certified levels of proficiency by 2018. This document will highlight the major components of our implementation process, goals, and expected outcomes.

In the 2014-2015 year, current 9th grade students are engaged in classes and grading practices to meet standards of proficiency. Teachers and staff, led by a teacher-centered committee that researched, planned, and designed the proficiency-based learning system for Dexter Regional High School (including grading practices, report card templates, professional development opportunities, and guidance for all content areas in defining proficiency standards at the 9th grade level and beyond), are currently basing classroom instruction, grading, assessment, and achievement on defined and approved proficiency-standards. All content area teachers and departments have defined the clear content proficiency-standards to be met. Discussions and work on meeting the proficiency-requirements across the Guiding Principles have also taken place, and we have drafted rubrics/proficiency scales for each of the Guiding Principles. Further, our curriculum mapping program (Rubicon Atlas) has allowed us to explicitly design units that are based on both academic standards and the Guiding Principles. They are not complete yet, but are a work in progress. For the 2015-2016 school year, all 8th, 9th and 10th grade students will be expected to meet proficiency standards (increasing by grade level every year until 2018), and the Guiding Principles will be a major focus for the 2015-2016 school year.

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For evidence of Guiding Principles Rubrics, look at our Standards-Based Grading page:

<http://www.aos94.org/Home/parent-pages/discussion-forum-series>

For evidence of our curriculum maps, look at our public curriculum page:

<http://aos94-public.rubiconatlas.org/Atlas/Public/View/Default>

Dexter Regional High School teachers and administrators also adjusted the class schedule to accommodate specific and coordinated time (along with specific expectations) for Academic Support. A specific block of time is available to all students every day for academic support (built for either remediation or extension of learning). This Academic Support Time is not simply designed to be a “Homework Catch-Up” time, but rather to provide students and teachers opportunities to meet and/or exceed the required proficiency standards. This academic remediation is focused on meeting proficiency levels defined by our standards, performance indicators, scales and rubrics.

To meet the needs of a proficiency-based system of learning, the teachers across AOS #94 have adopted the principles and practices of healthy grading. Using research and evidence by national experts such as Thomas Guskey, Ken O’Connor, Rick Wormeli, Douglas Reeves, Robert Marzano, Susan Brookhart, Carol Ann Tomlinson, and more, AOS #94 has committed to grading policies and practices that eliminate general averaging; the use of zero’s in grading; and the separation of academic grading and behavioral grading (to promote grade validity). AOS #94 has committed to creating and using a clear and common grading purpose that drives the “why” behind our grading. This is a crucially important component of our proficiency-based diploma implementation plan, because without valid and reliable grading (based on effective and healthy grading practices), proficiency at a grade level, and eventually at a diploma level, would not be valid. AOS #94 fully anticipates that its practices and policies (school level and district level) will adjust as this process continues, but the foundational components of healthy and effective grading practices, promoted by the researchers listed above, will serve as our clear and immovable objectives for improving proficiency and student learning.

AOS #94 has, as one of its buildings, the Tri-County Technical Center (TCTC). TCTC has become a regional and statewide leader in proficiency-based education systems, as the school is based on “competency profiles.” These profiles are not based on averages or traditional grading practices, but rather show where students “are” and where they “need to go” in their learning. TCTC has built it’s system around the concept that “learning is constant; time is variable,” and are leading the district in providing opportunities for standards remediation and multiple-opportunities and

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pathways to show competency/proficiency, including the use of PLATO (specifically for academic standard remediation).

AOS #94 is in the process of adjusting how it groups students as well. K-12 discussions about student proficiency are being based and grounded in ability and evidence, rather than simply by age. At the lower elementary levels, and at the high school level, AOS #94 teachers and administrators have committed to examining the effectiveness of our structures and systems, and changing those structures and systems, if necessary.

AOS #94 has purchased a new school-wide management system to assist in the transition to a proficiency-based system (Power School).

The district has also been developing and working to change district-wide policies regarding grading, graduation requirements, and proficiency-based diplomas. It is the goal of the district to have those new and updated policies in place by the end of the 2014-2015 school year.

Examples of Attachments for Evidence of Preparedness

(<http://tinyurl.com/aos94opt5evidence>)

- Updated Grading purposes, policies, and practices
- Defined content proficiency standards
- Dexter Regional High School Standards-Based Grading Committee Members
- Dexter Regional High School Academic Support Time Description
- Examples of Professional Development including standards-based grading research
- Tri-County Technical Center Competency Profiles
- Draft district policy updates

Multi-Year Implementation Plan

<http://www.tinyurl.com/aos94opt5>

<http://www.tinyurl.com/aos94opt5timeline>

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AOS #94 is requesting that the Maine Department of Education grant an extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma via option five (5). Following is a draft of a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested. This draft outlines the steps AOS #94 will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. This plan is a continuation of the process begun with the adoption of an AOS #94 Strategic Plan in 2011, specifically the curriculum goals as excerpted below.

Curriculum Goal #1: AOS #94 professional development, curriculum, instruction and assessment practices encourage students to use higher order thinking skills, and teachers to instruct in ways that meet different learning styles and proficiencies within the classroom setting. AOS #94 students give back to their community as empowered, engaged, and creative leaders who are adaptable and self-sufficient.

Curriculum Goal #1.1: Coordinate the written Pre-K-12 curriculum with the Common Core, State, and National standards.

Curriculum Goal #1.2: Employ more staff to provide curriculum, instruction and assessment coordination and planning, implementation, and evaluation of professional development.

Curriculum Goal #2: AOS #94 professional development, curriculum, instruction and assessment practices encourage students to use higher order thinking skills, and teachers to instruct in ways that meet different learning styles and proficiencies within the classroom setting. AOS #94 students give back to their community as empowered, engaged, and creative leaders who are adaptable and self-sufficient.

Curriculum Goal #2.1: Classroom practices respect and acknowledge that individual students learn at different paces and in different ways.

Curriculum Goal #2.1: Create and implement a professional development plan for AOS #94.

Curriculum Goal #3: AOS #94 professional development, curriculum, instruction and assessment practices encourage students to use higher order thinking skills, and teachers to instruct in ways that meet different learning styles and proficiencies within the classroom setting. AOS #94 students give back to their community as empowered, engaged, and creative leaders who are adaptable and self-sufficient.

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Curriculum Goal #3.1: Research, develop and implement an adaptable alternative curriculum that is coordinated district-wide.

Curriculum Goal #3.2: Employ more staff to provide curriculum, instruction and assessment coordination and planning, implementation, and evaluation of professional development.

AOS #94 is committed to fully (K-12) implementing a proficiency-based system of learning by 2018. Our projected timeline including goals and benchmarks can be accessed at: <http://tinyurl.com/aos94opt5timeline>. This current timeline extends through 2018, as our plan is to have a fully implemented system by then. We fully recognize that there will be unforeseen challenges and additional “bumps” along this road we are traveling on, and the administrative team, along with the standards-based grading committee at the high school, will evaluate progress of the plan multi-annually. If/When these challenges arise, AOS #94 teachers and administrators are prepared to adjust the timeline and plan as needed. We believe that learning happens on a continuum and is constant; time is a variable. Our goals and plans for full implementation by 2018 remain, and it is the focus of all teachers and administrators across AOS #94 that this challenge will be successfully met.

System of Supports for Student Learning

<http://www.tinyurl.com/aos94opt5>

<http://www.tinyurl.com/aos94opt5evidence>

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Describe the system of supports you have in place for secondary students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

Dexter Regional High School and AOS #94 has changed its grading practices to reflect those principles and strategies that mirror best practices and the principles/objectives of proficiency-based learning. Students who will graduate with a proficiency-based diploma no longer receive failing grades. Instead, indications of “No Evidence” or “Incomplete” will be assigned. Further, we are clearly defining what “proficiency” means on a standards-based scale. AOS #94 adopted the Art and Science of Teaching instructional framework in 2011 and has followed that adoption with a common language of instruction including (but not limited to) rubric templates, and teacher and school leader evaluation. Using this common framework and language has been instrumental and highly beneficial in establishing common understandings of how to achieve and define “proficiency” on standards of learning. This systemic shift/change is in continuous growth, and much of our building level and district-level professional development has been and will continue to be around defining proficiency, understanding rigor, and remediating with students who achieve below proficiency. Grades on report cards, progress reports, and transcripts will reflect current academic progress as opposed to averaging formative and summative learning together. Making this shift is, at its core, a systemic shift. Our report card templates are designed to provide context, commentary, and feedback.

The biggest change in our system of supports to improve student practice comes from our changes in grading practices. We no longer permit the use of using zeroes on the 100-point scale, nor do we “fail” students any more. Since learning is not fixed, but rather a continuum, we believe that our learning systems should also mirror that principle. Our grading practices and expectations have adjusted to allow students time to make mistakes and prove proficiency based on *their* timelines, not ours. This has allowed teachers and administrators to maintain high proficiency-based expectations

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of learning, and has improved student performance. Our new grading system, Power School, is allowing our teachers to focus more on providing feedback of learning to the students and parents, and is beginning to help our students focus more on what needs to be learned, rather than what grade needs to be earned.

Dexter Regional High School has changed its traditional block-schedule to incorporate an Academic Support Time. This structural change is specifically designed to remediate and extend learning opportunities. Summer school options, academic support time, and a refusal to allow students to fail have laid the groundwork for structures and systems of support for student learning. AOS #94 is in the process of implementing and reviewing the effectiveness of these systems and is prepared to add more if necessary.

Evidence of Attachments for System of Supports for Student Learning:

<http://www.tinyurl.com/aos94opt5evidence>

- Academic Support Time Explanation (Students)
- Academic Support Time Explanation (Parents)

Application of Proficiency- Based Transition Funds

<http://www.tinyurl.com/aos94opt5>
<http://www.tinyurl.com/aos94opt5funds>

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Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy: 0%**
- **Practice: 100%**
- **Community Engagement: 0%**
- **One-year Carry Over: 76%**

*** It should be noted that while \$0.00 dollars has been allocated to policy and community engagement, the following components have taken place within our district without using the proficiency transition funds:*

- Community Engagement
 - Community Discussion Forums
 - Public forums that were open to all community members across MSAD #46 and Harmony regarding proficiency-based learning, diplomas, standards-based education, etc.
 - All discussion forums were streamed live to the web using UStream.tv
 - Copies of some videos and presentations can be accessed at: <http://www.tinyurl.com/aos94sbg>
 - Meeting with local private organizations to discuss the educational paradigm shifts
 - Community newspaper articles (“AOS #94 Community Connections”)
 - School-based newsletters
 - School-based informational sessions
 - Standards-based Grading Information Webpage (<http://www.tinyurl.com/aos94sbg>)
 -
- Policy
 - The Board Policy Committees have been in discussion since the spring of 2014 to adjust our district policies to meet the needs of a proficiency-based diploma. The board committees are using templates and sample policies via Maine State Management Association.

Transition Funds Impact

<http://www.tinyurl.com/aos94opt5>

<http://www.tinyurl.com/aos94opt5funds>

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Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

**Clear description of intended impact for your use of transition funds
Budget aligns to intended impact**

AOS #94 ended up with \$9,040.33 in Carry Over funds from 2013-14, and for 2014-15 the Transition Funds are budgeted at \$11,867.33, giving a total of \$20,907.66 to expend for this year. Attachment 1 is the proposed budget for the use of these funds, and the intended impact for each item is as follows:

- Dexter Regional High School teacher book study, to be expended by 11/28/14, at \$1,500.00. We are planning on conducting a book study at Dexter Regional High School for all teachers and administrators on the book *“Repair Kit for Grading”* by Ken O’Connor. This book will be part of the process of aligning our grading practices with the shift to proficiency-based standards, and will guide teachers in providing feedback to students that measures progress towards the intended curriculum with feedback that is consistent, accurate, and related to the learning outcomes sought after. The book study will begin in November 2014 and go through June 2015.
- New England Secondary School Consortium (NESSC) Redesigning High School Conference in March, 2014 at approximately \$13,000.00. AOS #94 is proposing to send teachers and administrators to this conference to continue work began in the 2014-2015 year regarding proficiency-based education. Currently 9th grade students are engaging in classes and grading practices to meet standards of proficiency. Teachers and staff at Dexter Regional High School, led by a teacher-centered committee, researched, planned, and designed the proficiency-based learning system that included grading practices, report card templates, professional development opportunities, and guidance for all content areas and led the way in defining proficiency standards at the 9th grade level and beyond. Attendance at the RHSC conference will continue this professional development work.
- AOS #94 proposes to hold town Hall Informational sessions for the towns in the district, to be completed by 5/31/15 at a cost of approximately \$600.00. These informational sessions will be designed to inform the residents of AOS #94 on the changes in the law related to proficiency-based education, how this will

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affect teaching, learning, and grading in AOS #94 schools, and how the law changes will affect the awarding of high school diplomas. Information will be presented and handed out detailing AOS #94's work in complying with the law.

- AOS #94 will prepare a brochure for dissemination to the residents of AOS #94 related to the changes in the law related to proficiency-based education and how this will affect teaching, learning, grading, and the awarding of diplomas in AOS #94 schools. The target date for printing and dissemination of the brochure is 12/19/14 at an approximate cost of \$807.66.
- During the 2013-14 school year five teachers at Dexter Regional High School were part of a Standards Based Grading committee and were leaders in helping staff move towards a proficiency-based grading system. AOS #94 values the time these teachers have put into leading this effort and wants to compensate them in the 2014-15 school year for this work. The target date for the stipend would be paid by 11/28/14 for \$5,000.00.

Together, the proposed budget items continue the professional development process that has been going on in AOS #94 over the past few years and will begin reaching out to the constituents of the towns in AOS #94 to inform them of the required changes and what AOS #94 is doing to meet those changes.

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Attachment 1 - Budget for 2014-2015 AOS #94 transition funds and 2013-2014 transition funds carried over

2013-14 Carry Over		\$9,040.33
2014-15 Transition Funds		\$11,867.33
Total		\$20,907.66
Proposed Budget for 2014-15	Expended by	Total
Dexter Reg High School teacher book study	11/28/14	\$1,500.00
NESSC Redesigning High School Conference	03/21/14	\$13,000.00
Community Outreach		
Town Hall Informational sessions	05/31/15	\$600.00
Brochure for dissemination	12/19/14	\$807.66
Stipends for Standards Based Grading group at DRHS	11/28/14	\$5,000.00
Total		\$20,907.66

Multi-Year Timeline for Proficiency-Based Learning System Implementation

2012-2015	Professional Development	Proficiency-Based Learning	The Art & Science of Teaching" by Robert Marzano (All district book study 2011-2012)	Adopted as AOS #94 Framework for Instruction (2012)	
			Learning Goals: Activities vs. Assignments (2013-2014 PD Focus)	iObservation chosen as Performance Evaluation & Professional Growth model in 2013	
			Healthy Grading Practices	Mass-Customized Learning	
			Feedback & Grading Articles	Bea McGarvey all-district presentation (August, 2013)	
			No more "zeros," "Incomplete" or "Not Yet Assessed"	Book Study (2014-2015) via Ken O'Connor ("A Repair Kit for Grading")	
			Habits of Work Rubrics & Proficiency Scales	www.tinyurl.com/FeedbackAndGradingArticles	
			Universal Design for Learning		
			Curriculum mapping based on learning goals	Rubicon Atlas	
			Dexter Regional High School Standards-based Grading Committee	http://aos94-public.rubiconatlas.org/Atlas/Public/View/Default	
			School/Site Visits to see standards-based learning in action	Multi-disciplinary (ELA, Health, Special Education, World Languages, Physical Education)	
		Community engagement	Monthly discussion forums (2013-2014)		
		Conferences/Workshops	Meet & discuss w/ local organizations		
			Informational webpage on district website	www.tinyurl.com/aos94sbg	
		Student engagement & motivation	Maine Principal's Association, Maine ASCD, NESSC, ME Guiding Principles		
Book Study (2013-2014) via Carol Dweck ("Mindset")					
Restorative practices (2014 - present)					
		Customizable learning environments (2013 - present)			
SY 2013-2014	AOS #94	Proficiency-Based System of Learning	Develop a plan for 9th grade implementation in 2014-2015 (DRHS)	DRHS Standards-Based Grading Committee; DRHS Leadership Team; DRHS Faculty and Staff	
			Determine proficiency standards (DRHS)	All content areas defined and approved proficiency standards for 9th grade	
			Draft Proficiency Scales (DRHS; TCTC)	Some content areas defined and approved proficiency standards for all grade levels and graduation	
			Develop Habits of Work & Guiding Principles rubrics/proficiency scales (DRHS; RVCS; Harmony)	DRHS developed a 4-Point proficiency scale, with specific gradations in the "2" and "3" level to provide more focused and specific feedback to students and parents	
			Academic Supports Period researched, planned, and approved for 2014-2015 implementation (DRHS)	To provide focused daily support time for students in need of remediation or extension	
			Pilot customized and personalized learning environment structures in grades 1-2		
			New school-wide data management system	Power School chosen Spring, 2014	
			Implement competency profiles & full proficiency-based grading system (TCTC)	Fall, 2013	
			Continue aligning and updating curriculum based on learning goals, including proficiency standards	Continuous	
SY 2014-2015	AOS #94	DRHS	Establish, monitor progress, and report on proficiency standards for all ninth grade students		
			Establish, monitor progress, and report on effectiveness of the Academic Support Period		
			Integrate instruction of academic units with Guiding Principles		
		TCTC	Continue to monitor progress, and report on proficiency standards (competency profiles) for all students		
			Integrate instruction of academic units with Guiding Principles		
		RVCS	Continue proficiency-based learning K-4		
			Expand customized and personalized learning environment structures		Continue grades 1-2; expand to grades 3-4; begin structural & schedule discussions w/ grades 5-8
			Determine 8th grade proficiency standards		Align with 9th grade proficiency standards
			Examine the effectiveness of RTI period and make adjustments as necessary		
		Harmony	Align extended-day programs to proficiency standards		
			Implement customizable learning environments based on proficiency-standards K-4 & 5-8		
		Athens	Restructure school to be based on grade span (K-4 & 5-8) to allow flexible and personalized learning pathways		
			Continue proficiency-based learning K-4		
		District Level	Determine 8th grade proficiency standards		
Examine the effectiveness of RTI period and make adjustments as necessary					
Provide continuous support for all staff					
	Provide adequate opportunities and time for professional development				
	Provide guidance and resources regarding proficiency-based systems of learning	www.tinyurl.com/aos94sbg			
SY 2015-2016	AOS #94	DRHS	Establish, monitor progress, and report on proficiency standards for all ninth & tenth grade students		
			Monitor progress, and report on effectiveness of the Academic Support Period. Make adjustments if necessary		
			Integrate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		www.tinyurl.com/aos94sbg
		TCTC	Continue to monitor progress, and report on proficiency standards (competency profiles) for all students		
			Integrate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
		RVCS	Continue proficiency-based learning K-4		
			Expand customized and personalized learning environment structures		
			Determine 7th grade proficiency standards		Align with 8th & 9th grade proficiency standards
			Continue to examine the effectiveness of RTI and make adjustments as necessary		
		Harmony	Implement an aligned extended-day program to proficiency standards		
			Integrate instruction of academic units with Guiding Principles		
			Continue to implement customizable learning environments based on proficiency-standards K-4 & 5-8		
		Athens	Integrate instruction of academic units with Guiding Principles		
			Continue proficiency-based learning K-4		
Determine 7th grade proficiency standards					
District Level	Examine the effectiveness of RTI period and make adjustments as necessary				
	Integrate instruction of academic units with Guiding Principles				
	Provide continuous support for all staff				
	Provide adequate opportunities and time for professional development				
	Provide guidance and resources regarding proficiency-based systems of learning	www.tinyurl.com/aos94sbg			
SY 2016-2017	AOS #94	DRHS	Establish, monitor progress, and report on proficiency standards for all ninth, tenth, and eleventh grade students		
			Monitor progress, and report on effectiveness of the Academic Support Period. Make adjustments if necessary		
			Evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		www.tinyurl.com/aos94sbg
		TCTC	Continue to monitor progress, and report on proficiency standards (competency profiles) for all students		
			Evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
		RVCS	Continue proficiency-based learning K-4		
			Expand customized and personalized learning environment structures		
			Determine 5th & 6th grade proficiency standards		Align with 4th, 7th, 8th & 9th grade proficiency standards
			Continue to examine the effectiveness of RTI and make adjustments as necessary		
		Harmony	Implement an aligned extended-day program to proficiency standards		
			Integrate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
			Continue to implement customizable learning environments based on proficiency-standards K-4 & 5-8		
		Athens	Integrate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
			Continue proficiency-based learning K-4		
Determine 5th & 6th grade proficiency standards					
District Level	Examine the effectiveness of RTI period and make adjustments as necessary				
	Integrate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics				
	Provide continuous support for all staff				
	Provide adequate opportunities and time for professional development				
	Provide guidance and resources regarding proficiency-based systems of learning	www.tinyurl.com/aos94sbg			
SY 2017-2018	AOS #94	DRHS	Establish, monitor progress, and report on proficiency standards for all students		
			Monitor progress, and report on effectiveness of the Academic Support Period. Make adjustments if necessary.		
			Continue to evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		www.tinyurl.com/aos94sbg
		TCTC	Continue to monitor progress, and report on proficiency standards (competency profiles) for all students		
			Continue to evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
		RVCS	Continue proficiency-based learning K-4		
			Expand customized and personalized learning environment structures		
			Monitor progress and report on proficiency standards for all students		Align with 4th, 7th, 8th & 9th grade proficiency standards
			Continue to examine the effectiveness of RTI and make adjustments as necessary		
		Harmony	Implement an aligned extended-day program to proficiency standards		
			Evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
			Continue to implement customizable learning environments based on proficiency-standards K-4 & 5-8		
		Athens	Continue to evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics		
			Continue proficiency-based learning K-4		
Monitor progress and report on proficiency standards for all students					
District Level	Examine the effectiveness of RTI period and make adjustments as necessary				
	Continue to evaluate assessment of academic units with Guiding Principles using drafted proficiency scales/rubrics				
	Provide continuous support for all staff				
	Provide adequate opportunities and time for professional development				
	Provide guidance and resources regarding proficiency-based systems of learning	www.tinyurl.com/aos94sbg			