



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0023

PAUL R. LEPAGE
GOVERNOR

THOMAS A. DESJARDIN
ACTING COMMISSIONER

March 16, 2015

Dr. Henry Aliberti Jr.
Superintendent of Schools
MSAD 52
486 Turner Center Road
Turner, ME 04282

Dear Superintendent Aliberti:

This letter acknowledges receipt of MSAD 52's application for an extension to meet the proficiency-based graduation requirements at Leavitt Area High School. The Department commends you for your efforts to advance proficiency-based education. You have already implemented important changes to support this paradigm shift to proficiency-based diplomas. Included among these changes are:

- Evidence of revision to policies (IKA,IKE,IKF,IKAB, JJJ)
- Evidence of piloting a platform and mechanism for reporting student proficiency
- Evidence that students have access to multiple pathways
- Evidence of the initial development of a system of supports for student progress towards proficiency

We understand that you will continue the proficiency-based implementation at the high school and we support and encourage you to proceed further with this important work.

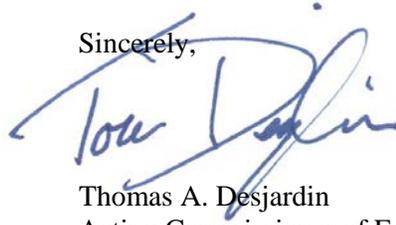
Maine DOE is charged with assessing whether or not the district has met all the proficiency-based graduation requirements needed to approve MSAD 52's Extension 4. We have identified the following evidence that would be necessary for our granting of your current application.

- Evidence of graduation/reporting standards and performance indicators for ELA and mathematics that represent the comprehensive collection of the core ideas at the complexity and cognitive demand of the high school level in these two content areas. (Maine DOE content specialists are available to provide specific guidance.)
- Evidence of an example in English language arts and an example in mathematics of a summative assessment and its scoring criteria at the level of complexity and cognitive demand required in Maine's exiting high school standards (grades 11-12).

- Evidence of school-wide consensus regarding grading philosophy and practices and a sample report card for the 2018 Cohort
- Evidence of multiple pathways for the 2018 Cohort to attain proficiency
- Evidence of supports for all 2018 Cohort students who want to accelerate at a quicker pace through the secondary opportunities for learning
- Evidence of adopted policies pertaining to the opportunity to learn and demonstrate proficiency in English language arts and mathematics for the 2018 Cohort (e.g. IKF, IKA, IKAB, IKE, JJJ)
- Evidence that a student who has demonstrated proficiency in all ELA and mathematics graduation standards earlier than the expected timeline will engage in educational learning experiences relating to these content areas in each remaining year of the student's secondary schooling

There are just a few months remaining before the June 30th deadline for renewing application requests. During this period of time before the release of the applications, taking the time to reflect on and gather evidence for the above bullets may be helpful in informing MSAD 52's decision regarding which application option is the best fit for your journey to awarding a proficiency-based diploma.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Desjardin", written over a light blue circular stamp.

Thomas A. Desjardin
Acting Commissioner of Education