

The Cape Elizabeth School Department 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).

These additional years will provide the SAU with the time needed to address some critical areas of need and build the capacity, infrastructures and assessments to award diplomas based on evidence of proficiency in the standards of the eight content areas and standards of the Guiding Principles. This process is already addressed in our currently adopted strategic plan and outlined in Goal 1, excerpted below.

<p><b>GOAL 1: Ensure opportunities for the success of all students by providing a high quality and comprehensive instructional program.</b></p> <p><b>Objective 1A: Narrow the achievement gap for vulnerable cohort groups and support all students in achieving academic growth.</b></p> <p><b>Objective 1 B: Ensure a well-articulated and coordinated K-12 curriculum that embeds 21<sup>st</sup> century skills and knowledge and meets learning standards established by the State of Maine.</b></p>		
<p><b>Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Cape Elizabeth students.</b></p>		
DISTRICT	Evidence of Progress 2013-2014:	2014-2015
	<p>By June 2014 district and school administrators will have attended regional and state symposiums and national training for evaluating and developing management systems for standards based grading and reporting.</p> <p>Director of Instruction works with the Maine DOE as a facilitator in the development of an assessment repository for the Proficiency-Based Diploma at the state level. Includes teacher leader in the development of assessment for the state assessment bank. (9 days participation)</p> <p>HS teachers identify assessments (inventory) and targets (standards) for proficiency reporting in all disciplines.</p> <p>Data Facilitator works with HS principal and Director of Instruction to develop reporting model for round on of Proficiency-Based Diploma (PBD) work.</p> <p>Director of Instruction and Director of Instructional Support (Special Ed) work with special educators around transition issues, IEP planning, and proficiency-based diploma requirements at all three schools.</p> <p>Data Facilitator works with HS principal and Director of Instruction to develop reporting model for round one of Proficiency-Based Diploma (PBD) work.</p>	<p>Continue professional development for at HS for teachers in shifts to standards-based grading and reporting;</p> <p>HS teachers prepare content assessments aligned with the Guiding Principles (GP), and continue refining identified assessments for proficiency reporting.</p> <p>Begin framing this message at the MS for all grades 5-6.</p> <p>Director of Instruction continues work with Maine DOE in development of assessment repository and in facilitating regional professional development around proficiency-based assessment.</p> <p>QUARTERLY BENCHMARKS:</p> <p>Q1: Professional development for teachers in grade five/six around the academic shifts involved in standards-based grading. (Ken O'Connor's <u>15 Fixes</u> as the framework) Fix 1-7</p> <p>Metric: Survey of teacher awareness and understanding of standards-based reporting.</p> <p>Q2: Professional development for teachers in grade five/six around the academic shifts involved in standards-based grading. (Ken O'Connor's <u>15 Fixes</u> as the framework) Fix 8-15</p> <p>Metric: Survey of teacher awareness and understanding of standards-based reporting.</p>

DISTRICT	Evidence of Progress 2013-2014:	2014-2015
	<p>Grading committee at the HS begins work with the academic habits reporting and grading shifts that will need to occur with standards-based grading (read Ken O'Connor's <u>15 Fixes</u> as the framework). Outline the reporting frame for the transcript.</p> <p>Director of Instruction and Director of Instructional Support (Special Ed) work with special educators around transition issues, IEP planning, and proficiency-based diploma requirements at all three schools.</p> <p>Provide multi-day training to 60 educators/administrators (Cohorts 1 and 2) on Differentiating Instruction.</p> <p>Administrative and teacher team will attend Summer Institute on Academic Diversity at University of Virginia (UVA).</p> <p>Special Educators attend national conferences on curriculum development and social/ academic supports for transitioning multi-handicapped students.</p> <p>Director of Instruction and HS principal meet with HS leadership team (two full days) around steps for making the transition to PBD.</p> <p>Request PBD timeline extension from ME DOE.</p>	<p>Q3: Meet with teams/ disciplines about aligning assessment practices to reporting standards.</p> <p>Metric: Two reporting standards per discipline have aligned assessments identified.</p> <p>Q4: Second round of meetings by cross-grade groups to continue alignment</p> <p>Metric: Two more reporting standards per discipline have aligned assessments identified.</p> <p>Q4: Pilot grading shifts in the last quarter in side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the affects of standards-based reporting.</p>

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Standards-based reporting piloted for grades 5 and 6 by second trimester.</p> <p>HS teachers pilot use of content assessments aligned with GP</p> <p><b>ANNUAL BENCHMARKS:</b></p> <p>Repeat professional development cycle from 2014-15 for grades 7-8.</p> <p>Grades 5-6: Pilot grading shifts by the last quarter in side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>Standards-based reporting piloted for grades 7-8; in place for grades 5-6</p> <p>HS teachers implement use of common content assessments aligned with GP; begin separate scoring of academic habits and GP.</p> <p><b>ANNUAL BENCHMARKS:</b></p> <p>Repeat professional development cycle from 2014-15 for grades 9-12.</p> <p>Grades 7-8: Pilot grading shifts in the last quarter by side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>HS grade 9-10 core content assessments aligned to MLR; standards-based proficiency reported.</p> <p>Standards-based reporting for MS grades 5-8.</p> <p><b>ANNUAL BENCHMARKS:</b></p> <p>Grades 9-12: Pilot grading shifts by the last quarter in side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>HS grade 11-12 core content assessments also aligned to MLR; standards-based proficiency reported.</p> <p><i>All grades reporting standards-based proficiency.</i></p> <p><b>ANNUAL BENCHMARKS:</b></p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>Adjustments to assessments and reporting before transcripts issued for 2020-21</p> <p><b>ANNUAL BENCHMARKS:</b></p> <p>Full district reporting using standards-based grading and measurements by 2020-2021.</p>