



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.

### Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- 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	

Washington	
Western Maine	
York	XXX

3. **School Administrative Unit: York School Department**
4. **High School(s): York High School**
5. **Name and title of person completing the extension request: Barbara Maling, Director of Curriculum and Instruction**
  
6. **Superintendent's name, address, phone number and email: Debra Dunn, York School Department, 469 US Route #1, York, ME 03909**

### **Evidence of Preparedness**

7. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. 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**

York Schools have had a standards based scoring and reporting system at the K-4 level for approximately 8 years. Starting in this 2014-15 school year, we have moved from a traditional grading system to a full proficiency based learning and reporting system at York Middle School (Grades 5-8), grounded in the use of MasteryConnect as our scoring and reporting system.

The preparation for this shift began in the 2012-13 school year with the hiring of a new Principal (David Williams), Curriculum Director and Superintendent. The emphasis during this year was on improving instructional practices in the Middle School as well as building understanding of the middle school model in advance

of reorganizing the schedule and teachers to better reflect a true middle school, student-centered approach.

In 2013-2014, the school schedule was changed to allow more collaborative time for teachers, as well as removing large group study halls in favor of team-based targeted learning time, which allowed both team teachers and students to be available for strategic learning times focused on demonstrated student need. In addition, professional development was focused on organizing courses around learning standards, creating and using student learning targets, and developing scoring guides for the focus standards used in each course. Parent meetings were held by Principal Dave Williams to explain the transition – including a focus on middle school philosophy, the drawbacks of the 0-100 percent grade scale, and the use of standards and learning targets to make learning visible. The school committee also had presentations from Dave Williams and the Curriculum Director (Barbara Maling) on the changes at the Middle School, the use of standards in instruction, and the state mandate to shift to Proficiency-Based Diplomas. In the spring, YMS teachers expressed a desire to drop the 0-100 grade scale (reported through PowerTeacher Gradebook) in favor of using a true proficiency based scoring tool, so the decision was made to adopt MasteryConnect as the new scoring tool for the subsequent school year.

For the 2014-15 school year, administrative strategic planning (**Evidence 1**) focused on the full implementation of PBL (**Evidence 2**), including expecting all grades at YMS to use MasteryConnect to score and report evidence of student learning on a 4 point scale (insufficient evidence, progressing, meets, exceeds). Parents have had opportunities at Open Houses and other presentations to learn about proficiency based learning at YMS. (**Evidence 3**) Scoring Guides are being developed and refined. (**Evidence 4**) The targeted learning time is used to provide extra instruction and support for students who haven't yet demonstrated proficiency. Strategic literacy interventions were scheduled at all grade levels, taught by reading experts, for students significantly below benchmark. A new universal screening and progress monitoring tool, STAR Assessments, was adopted school (and district) wide to replace the NWEA MAP assessments. STAR Assessments provide improved reporting and the ability to administer the assessment more easily and with more frequency, to assist in both better monitoring student learning and to provide teachers more "actionable" student data. Feedback so far indicates that parents, students, and teachers feel that the transition has improved the learning expectations at YMS, and made student progress more clear and instruction more focused and effective.

## **EVIDENCE INCLUDED**

*Evidence 1:* 2014-15 summary strategic plan for York Middle School

*Evidence 2:* YMS website screen shot and posted Proficiency Based Learning Guide for Parents

*Evidence 3:* Proficiency Based Instruction presentation given to parents (multiple occasions) and the School Committee.

*Evidence 4:* Samples of Grade Level Standards Organizers and Scoring Guides.

## **Overall Implementation Plan**

- 8. Provide a description of the overall 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:**

- **Overall 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**

Staff at York High School (YHS) have been exploring the practices of organizing instruction around learning standards for the past two years, but in this school year, 2014-15, have explicitly adjusted building leadership structures to prepare for awarding proficiency based diplomas. YHS has a staff Leadership Team structure (LT), composed of representatives from across the building. In addition, YHS has a Curriculum Team, with representatives from the major content areas and cross-discipline representatives, as well as an RTI Team, composed of teachers interested in structures to support struggling students. While these teams have largely functioned autonomously in the past, this year their work has been coordinated to more effectively meet the challenge of making the shift to proficiency based learning.

## **BACKGROUND**

For the past two years, the YHS staff and Leadership Team have had been engaged in professional learning around the use of learning standards in instruction through the faculty meeting structure. Faculty have had readings and discussions around grading practices, particularly focusing on grading demonstrations of student knowledge, not behaviors (i.e. homework completion). Content teams have been collaboratively reorganizing their curriculum around the Common Core and Next Generation Science Standards, and have been developing clear learning outcomes for students. Faculty have experimented with the use of the standards side of PowerTeacher gradebook (as opposed to the 0-100 grade scale) to assess student habits of work and learning. As a result, teachers are ready to move forward with the deliberate planning needed to develop a clear graduation plan for the students of class of 2020 when they enter 9th grade.

## **CURRENT WORK**

In 2014-2015, the building Leadership Team (LT) has adjusted to explicitly focus on the proficiency-based diploma process, and has folded the building Curriculum Team into the work and meetings. As a result, twice monthly faculty meetings are planned in coordination, and all building leaders are working together to enact a plan to be able to award proficiency-based diplomas to the class of 2020. In addition to allowing YHS to have a well-crafted plan in place, the extension will allow class of 2020 students to have 2 full years of a proficiency based experience at York Middle School. The York School District is also in the process of developing a new district strategic plan, which will not be in place until June 2015 at the earliest. The PB diploma extension will allow both incoming 9th grade student expectations and experiences as well as district strategic priorities to be fully aligned in 2016. This will create a more seamless transition to a new model at York High School.

York High School is a high performing school, with a committed and vocal parent and student body. Although the transition to proficiency based learning at York Middle School (YMS) has been met with parental support, largely due to the strong leadership of the YMS Principal, parents are deeply concerned about changes to the structure and function of York High School. Practices of ranking students, and the use of a weighted GPA, are embedded in the culture of the school, and highly supported by parents. Although many parents have been made familiar with the support that public and private schools in Maine and New England have shown to accepting proficiency-based transcripts, they are not

convinced that this practice would be an advantage to York students in the college admissions process. As a result, it is very clear that changes need to be made very carefully and deliberately at YHS, with a strong rationale for not only how it will improve learning outcomes for students, but how changes will be more advantageous to students in the college admissions process.

The YHS Administrators and Leadership Team have outlined the work plan for the 2014-15 and 2015-16 school years (**Evidence 5**) in preparation for awarding proficiency based diplomas. Although only one task has specific deadlines, the LT intends to reassess progress regularly and add target completion points as the work unfolds. While there has been a general consensus built with the staff about the value to students of moving to a proficiency based system, the work is complicated, and challenges many of the norms of the traditional high school experience, so developing a sense of teacher investment (instead of compliance with a mandate) remains the priority of the process.

#### **2014-15 PROFESSIONAL LEARNING (*Evidence 6*)**

Summer YHS Curriculum Team Work Day (July 2014): Focus was on clarity about proficiency based learning, leveraging effective instructional practices (using the work of John Hattie), and assessing content team curriculum planning work completed and planned for the future.

Administrative Retreat (August 2014): District building administrators spent the day developing strategic plans (EVIDENCE 1 and 5), as well as exploring effective instructional practices around proficiency based learning.

YHS Leadership Team Retreat (August 2014): 2 day workshop exploring the Maine DOE model for proficiency-based learning, grading practices, effective classroom instruction, and planning for PB diploma transition.

YHS Faculty Workshops (August&Sept 2014): Short sessions focused on the topics explored during summer work (effective instruction, clarity about PBL, Maine DOE model)

Upcoming 2014-2015 YHS Faculty Workshops: Grading practices, effective instructional practices (continued), high quality assessment design and protocol to use at YHS, content team planning and collaboration.

#### **DISTRICT LEVEL WORK**

Although the York School Committee has been aware of the proficiency-based diploma mandate, and is supportive of the shift in instructional practices at York Middle School, continuing to involve them in the planning process at York High School is crucial. The York Superintendent is in the process of developing a new district strategic plan, which will explicitly clarify action steps, including a stakeholder communication plan, to make the transition process transparent. A process for creating parent advisory groups is also being developed, to assure that the parent voice is heard. District policies are currently being reviewed by an outside consultant, and new policies needed for the transition to awarding proficiency based diplomas will be adopted as needed during the next two years. In addition, the York High School Principal of 37 years intends to retire at the end of the 2014-15 school year, accentuating the need for a PBD extension to allow a new administrator the time to effectively take the helm after decades of stable leadership.

#### **EVIDENCE INCLUDED**

*Evidence 5:* York High School Transition Plan 2014-15 and 2015-16

*Evidence 6:* Samples from YHS professional development sessions

#### **System of Supports for Student Learning**

9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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

In advance of full implementation of a proficiency based learning system this year, the schedule at York Middle School was radically transformed. Teacher and student teams were reorganized, large group study halls were eliminated,

and collaborative teacher time was increased. **(Evidence 7)** Electronic student data walls were created and shared with teacher teams, summarizing student achievement data on local and state assessments. In place of study halls, a daily Targeted Learning Time (TLT) block was created at each grade level. Classroom teachers are all available during this time, and group students for reteaching and support as needed for students to meet the standards that are being taught. Students who are considerably below benchmark in literacy have a daily, strategic intervention class taught by a reading expert in addition to their TLT block. The use of "pull out" classes for students with disabilities have been almost eliminated, allowing all students access to high quality classroom instruction, with the support of specialists as needed. Assessing Habits of Work and Learning (HOWLS) have become separated from the assessment of content knowledge, allowing teachers become more strategic about supporting student needs. In addition, the district has shifted to a new assessment tool, STAR Assessments, to better monitor student progress and provide more actionable instructional information to teachers **(Evidence 8)**.

Monitoring student progress is the responsibility of the teachers on a student's team, as they have the best ability to respond quickly and effectively to student needs. During their daily collaborative meetings, they discuss student progress and develop intervention and enrichment plans for all students on their team. As the learning expectations have become more clear through the regular use of learning targets and scoring guides, students are now partners with teachers in monitoring their progress and getting support to meet the expectations. In early November, the parent portal for MasteryConnect will become open, allowing parents a transparent look at their child's progress on all the standards instructed and assessed. With these systems in place, student work and progress toward standard benchmarks should be clear to all stakeholders at YMS.

At York High School, there currently exist a variety of structures to monitor student progress and provide additional support. Student achievement data is also aggregated on electronic data walls and reviewed by the RTI team. Transition meetings occur between 8th and 9th grade teachers to review incoming student data and determine the appropriate intervention supports for students. Students significantly below benchmark in literacy are scheduled into an elective literacy intervention class taught by an English teacher in addition to their mainstream English class. Students below benchmark in math are scheduled into a supported Algebra I class that meets for a full block every day

(instead of every other day on the block schedule). This class builds the intervention work into the class through additional instruction.

As with York Middle School, a shift in schedule at York High School will likely be required to organize time to best meet student needs. This will be explored this year, but will likely not be planned until after the change in leadership occurs in the 2015-16 school year. As the work to clarify and map graduation standards and performance indicators for students across the building continues, the priorities that will drive a redesign of the schedule should become more apparent.

### **EVIDENCE INCLUDED**

*Evidence 7:* York Middle School Bell Schedule with support sessions identified

*Evidence 8:* York District Assessment Calendar (does not include classroom based assessments and benchmarks)

### **Proficiency-Based Diploma Transition Funds**

**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: 43% (\$8220.00)
- Community Engagement :
- One-year Carry Over: 57% (\$10872.26)

**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

Expenditures of transition funds for FY14 were prioritized for York Middle School to include the purchase of a building-wide subscription for MasteryConnect.

Expenditures of transition funds (including carryover) for FY15 are prioritized for continuing the building subscription for MasteryConnect, providing professional development to teachers for the use of MC, and paying summer work stipends for teachers to work on planning and implementation of the transition to proficiency based learning. Summer work at York Middle School included developing curriculum maps in MasteryConnect and revising scoring guides. Summer work at York High School included the Curriculum Team developing a shared understanding of proficiency based learning and planning for the transition.

Carryover funds are expected in FY16, and will continue to be focused on paying teachers in the summer to continue the planning needed to successfully carry out the transition.

#### **EVIDENCE INCLUDED**

*Evidence 9:* FY15 Transitions Fund Budget

*Evidence 10:* Current Expense Report for transition funds, FY14 and FY15

**Option 3 Authorization Page**

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- 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.

Debra L. Swan  
 Superintendent of Schools

Oct. 15, 14  
 Date

Timothy M. Fitzgerald  
 Chair of School Board

10/15/14  
 Date

# EVIDENCE 1

## YORK MIDDLE SCHOOL STRATEGIC PLANNING 2014-2015

**NOTICEABLE RESULT '14-'15: Fully implement HOWLs into our assessment practices and school culture**

ACTION STEPS	TIMELINE	WHO IS RESPONSIBLE?
Create Rubrics for HOWLs	September 2014	Dave/Marie
Enter HOWL Standards in MC	August 14	Barb Maling
Define assessment expectations for teachers: Frequency/Student Self-Assessment	August 2014 FC Retreat	Dave/Marie/Faculty Council
Solidify Athletic Eligibility Policy	Complete	Dave/Marie/Mike Luttrell/Andy
Create New Signage for Core Principles/HOWLs	September 2014	Dave/Marie/Tracey
Provide HOWL Training during Inservice Time	August 2014	Dave/Marie

**NOTICEABLE RESULT '14-'15: Develop a sound understanding of PBL for all stakeholders in the community**

ACTION STEPS	TIMELINE	WHO IS RESPONSIBLE?
Write a comprehensive guide to PBL and publish on website	September 2014	Dave/Marie
Create a link to PBL resources on website	September 2014	Dave/Marie
Adopt a system to regularly communicate articles, initiatives, and best practice to community - Twitter? Blog?	September 2014	Dave/Marie
Conduct regular informal parent meetings to deepen understanding	ongoing	Dave/Marie

Evidence 1  
Pg. 2

**NOTICEABLE RESULT '14-'15: Continue to develop teacher expertise in a proficiency-based learning model.**

ACTION STEPS	TIMELINE	WHO IS RESPONSIBLE?
Develop sound redo/retake policies school-wide	Ongoing 2014-2015	Faculty Council/All Teachers
Create an intranet website that contains links and resource documents	September Ongoing	Dave/Marie/Barb/Tracey/ Faculty Council
Offer PD sessions at staff meeting in which teachers/admin share effective practices	Ongoing	Dave/Marie/Faculty Council
Require team leaders and curriculum liaisons to use formal protocols to critically analyze student and teacher work	Ongoing	Dave/Marie/Faculty Council/Curriculum Liaisons
Develop consistent expectations for measuring proficiency levels. (what does a 2,3,4 look like for each standard).	Ongoing	Curriculum Liaisons Dave/Marie All Teachers
Support teachers in developing strategies to gather evidence of proficiency towards standards.	Ongoing	Dave/Marie/Barb

**NOTICEABLE RESULT '14-'15: Fully implement Mastery Connect to track student progress, inform instruction, and report student proficiency to parents**

ACTION STEPS	TIMELINE	WHO IS RESPONSIBLE?
Provide School Wide-PD on the use of Mastery Connect	August 27th	Dave/Marie/Barb
Use teacher experts to offer informal trainings and to share ideas Mastery Connect	Ongoing	Dave/Marie/Barb
Solicit feedback from parents about the use of Mastery Connect at home	Ongoing	Dave/Marie/Barb



*Evidence 2 , Pg. 2*

*Dear Parents and Students,*

*As you know, this is the first year of proficiency-based learning at York Middle School. In order to help families develop a deeper understanding of this transition, we have created this guide. It includes a comprehensive explanation of the proficiency-based learning model that will be used at York Middle School.*

*Our purpose for adopting a proficiency-based learning model is to raise student achievement by clearly and accurately measuring progress so that we can support students who are struggling and continue to challenge students who excel.*

*To help us with this transition, we will be piloting a new reporting system called MasteryConnect. MasteryConnect helps teachers keep track of student learning and will allow us to share progress with parents with much greater depth and accuracy. It is important to note that MasteryConnect is not a traditional gradebook. It is a tool that will allow us to track learning as students progress in each subject area. As parents, you should know exactly what your children are expected to learn and how they are progressing towards proficiency in each standard.*

*We hope this guide will help you to understand our reporting system and give you the principles and rationale for this transition. This will be an exciting year of learning at York Middle School! As with any change, there will be a learning curve as teachers work to improve their practice. We are confident that this transition will help to improve teaching and learning for all of our students.*

*Sincerely,  
David Williams  
Principal*

## Grading Principles and Practices

Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families.

- 
- Principle:** Learning expectations (standards) are clearly and consistently communicated to students and families.
- Practice:** *Teachers have identified power-standards for each course. Daily lesson objectives are communicated to students using learning targets in the form of "I can" statements.*
- 
- Principle:** All forms of assessment are standards-based and criterion referenced. Success is defined by achievement of expected standards, not relative measures of performance or student-to-student comparisons.
- Practice:** *We report on proficiency of each standard in every class. Habits of Work and Learning are reported on separately.*
- 
- Principle:** Academic knowledge and work habits are both important for success in school and in life.
- Practice:** *Habits of Work and Learning (HOWLS) are directly taught and assessed in each class. They are reported on separately from academic standards.*
- 
- Principle:** Student engagement in the assessment and grading process is vital to their success.
- Practice:** *We make the assessment process transparent and support students in effectively self-assessing their learning and progress.*
- 
- Principle:** Learning is a continuous process and mistakes are inherent in this process.
- Practice:** *Students are given multiple opportunities to improve their work when they fail to meet expected standards.*
- 
- Principle:** Grades must be accurate and clearly communicate what students know and are able to do.
- Practice:** *Grades are not mathematically calculated. They are based on trends and represent a body of evidence of student learning.*
- 
- Principle:** Students should always know where they are in relation to a learning target or mastery of a standard.
- Practice:** *Teachers provide students with regular descriptive feedback and offer opportunities for students to self-asses and monitor their own progress.*
- 
- Principle:** Regular communication with families about student progress supports deeper learning.
- Practice:** *Through regular communication with teachers and our online reporting tool(MasteryConnect), students and parents can regularly monitor progress on an ongoing basis.*

## Habits of Work and Learning

At York Middle School we believe that our core principles of Respect, Responsibility and Perseverance are important for student success in academics and in life. We also believe that there are certain habits which exemplify these traits. These habits can be modeled, taught, and assessed so that students can strengthen those principles.

I am a **respectful** member of the York Middle School community.

- I communicate politely and kindly.
- I work cooperatively with others.
- I take care of resources and materials and act as a steward of our community.

I take **responsibility** for my success as a learner.

- I arrive for each class prepared.
- I participate fully and mindfully in class.
- I carefully and thoughtfully complete all class assignments to the best of my ability and in a timely manner.

I **persevere** to produce high quality work.

- I improve my learning by seeking help when needed and by asking questions.
- I assess my work based on established criteria.
- I learn from feedback and revise my work.

Habits of Work and Learning will be assessed independently from academic standards in every class.

## Commonly Used Terminology

### **Power Standards:**

Teachers collaborated to develop a number of power standards which are identified in each content area and grade level. Power Standards describe the essential content and skills that students are expected to acquire in each subject and at each grade level. Teachers have derived the power standards from the Maine Learning Results, which include the Common Core State Standards for English Language Arts and Mathematics.

### **Learning Targets:**

Interdisciplinary units, projects, and daily lessons are built around learning targets, which are the specific measurable stages of student achievement. Learning targets provide students with measurable statements of what they are expected to know and be able to do. They are posted in classrooms, discussed with students, and are carefully tracked by students and teachers throughout the learning process.

### **Scoring Guides:**

Scoring guides are documents that detail the specific criteria students must meet in order to demonstrate proficiency in each standard. They help to ensure consistent grading within each content area.

### **Grading Scale:**

Our standards-based grading language and scale is comparable to the the 4.0 scale used in many schools and colleges.

- 1 = Insufficient Evidence of Progress towards the Standard
- 2 = Progressing towards the Standard
- 3 = Meets the Standard
- 4 = Exceeds the Standard

### **Rubrics:**

Rubrics are assessment tools used by teachers to communicate the specific criteria through which students will be assessed.

### **Formative Assessment:**

Formative assessments are used to gauge student understanding and to provide feedback for both the teacher and the student. These assessments, which are frequent and ongoing, are used to identify strengths and weaknesses and target areas that need improvement.

### **Summative Assessment:**

Summative assessments are used to evaluate student learning at a particular point in time. Summative assessments provide cumulative data that indicate the level of student proficiency over time.

## Frequently Asked Questions

### **What does it mean to “meet” a standard?**

In order to meet a standard, a student must be able to demonstrate that she or he can *consistently* meet the criteria whenever it is assessed. Meeting a standard *consistently* does not mean meeting it *perfectly*. Some standards address skills and knowledge which may only have to be demonstrated once during a unit. Other standards may be recursive and address skills which must be assessed multiple times throughout a unit or grading period.

Standards are typically broken down into a progression of learning targets. Learning targets may gradually build on one another allowing students to demonstrate *growth* throughout a unit of study. In order to meet a standard, each supporting learning target should be met at some point. This may happen with a single assessment, or more commonly, with multiple smaller assessments over time.

### **What if students are struggling to meet standards?**

We believe that it is critical to empower students to keep track of their own growth and provide them with multiple opportunities to make progress towards proficiency. Through the use of clear rubrics, differentiated instruction, and continuous feedback all students will be able to demonstrate growth in their learning. When students fail to meet standards they will be given the opportunity to continue working and take multiple and/or alternative assessments. For some students this will mean putting in additional time; during the school day, after school, or at home.

### **Can assessments have more than one grade?**

This depends on the number of standards or learning targets being assessed. If an assessment addresses only one standard or target then it may have only one grade. If an assessment addresses multiple standards or targets, students should receive a grade for each standard assessed and this should be indicated on a rubric.

### **Must all criteria at a particular level on a rubric be met for a student to qualify for that level?**

All criteria at the “meets” level should be met in order for a student to qualify for that level. All criteria at the “exceeds” level should be met to qualify for this level.

### **Can a student that has met the criteria on an assignment continue to work to exceed the criteria?**

Yes. Students who have met the criteria on an assignment should have the opportunity to exceed within a reasonable time frame.

**What is the role of homework in determining a student's grade for a class?**

Homework will continue to be part of student life at York Middle School. At times, students may need to work at home to practice what they have learned at school, to complete assignments and projects, or to prepare for an upcoming lesson. The concept of homework will change however. Students will no longer be graded separately on the work they do at home. All assignments, regardless of where they are completed, are intended to help students meet learning targets or standards. Homework that is not directly connected to a learning target or standard is no longer necessary.

**How are grades determined at the end of a quarter?**

Quarter grades for each class are represented by the **percentage** of standards that students have met and/or exceeded. Grades will no longer be averaged on a 100 point scale. They are based on established criteria and a body of evidence of student proficiency.

**How can students "Exceed" standards?**

All students should have the opportunity to excel. Providing opportunities to exceed standards is another important way to differentiate and ensure all students are challenged and continue to progress in their learning. In order to exceed a standard, students must fulfill all of the criteria at the "meets" level. Completing work at the exceeds level does **not** mean simply completing additional work - although it may involve more work. The nature and quality of the work must be distinct and will often be more complex. Opportunities to exceed may be embedded in an assignment or may be a separate task that is related but more challenging and/or sophisticated than what is required of all students.

**Will students be given the opportunity to "exceed" on every assignment?**

On some assignments, particularly on assessments of factual knowledge, students will only be able to meet the established criteria. In these cases, the nature of the standard or learning target does not allow for the exceed option. On more complex assignments a score of "exceeds" will be possible. Indicators within assignment rubrics should define the criteria students must meet to "exceed" a standard.

# EVIDENCE 3

## Learning Targets

*I can describe proficiency-based instruction.*

*I can explain what PBI looks like at York Middle school.*

## Proficiency-Based Instruction at York Middle School

## What PBI at YMS is NOT...

- \* A Reaction to the Common Core
- \* A response to LD 1422
- \* About the report card

## YMS Goals for PBI

### To Improve:

- \* Planning
- \* Delivery of Instruction
- \* Assessment of student learning
- \* Consistency school-wide
- \* Accuracy and Integrity of our grading system
- \* Communication and reporting to parents
- \* **STUDENT LEARNING!**

Evidence 3, Pg. 2

When a teacher tries to teach something to the class in the same way, and at the same time, chances are,

one third of the kids already know it;  
 one third of the kids will get it;  
 and the remaining third won't. So two thirds of the children are wasting their time.

- Lilian Katz

Transition Timeline	
2012-2013	School wide PD on middle level philosophy and standards-based instruction. Teachers attend workshops and visit schools. Begin using learning targets in classrooms.
2013-2014	Identify power standards, create common scoring guides, ongoing PD, school visits, begin to adjust grading practices, begin using HOWLs.
2014-2015	Begin teaching and assessing standards. Ongoing PD and site visits. Grade behavior and academics separately. Pilot new reporting system.
2015-2016	PBI fully implemented school-wide at YMS.

**Basic Principles of PBI**

**Identify what students should know and be able to do**

- \* Create learning targets in student friendly language

**Create assessments that give evidence of student learning**

- \* Offer engaging and rigorous experiences to all students
- \* Everyone held to high expectations

**Basic Principles of PBI**

**Give regular descriptive feedback on performance**

- \* Build a body of evidence for each learning target
- \* Opportunities for re-assessment, practice, re-teaching, re-assessment

**Adopt a reporting system that separates academics from behavior**

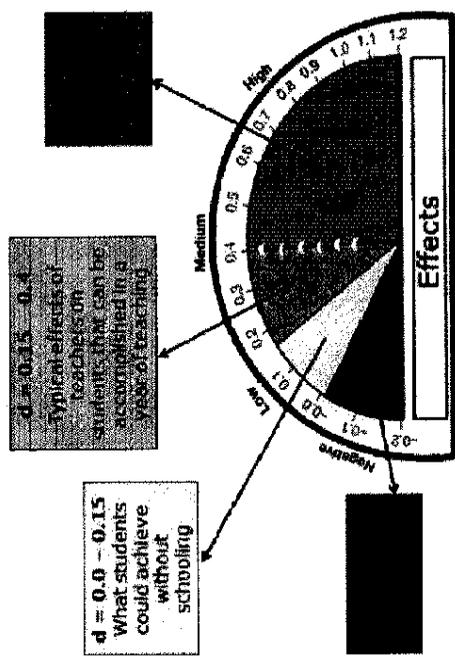
- \* High and meaningful expectations for Habits of Work and Learning

### John Hattie Research Summary

[Link to John Hattie Research](#)

### John Hattie Research Effect Size

Barometers of Influence



### High Expectations for all Students

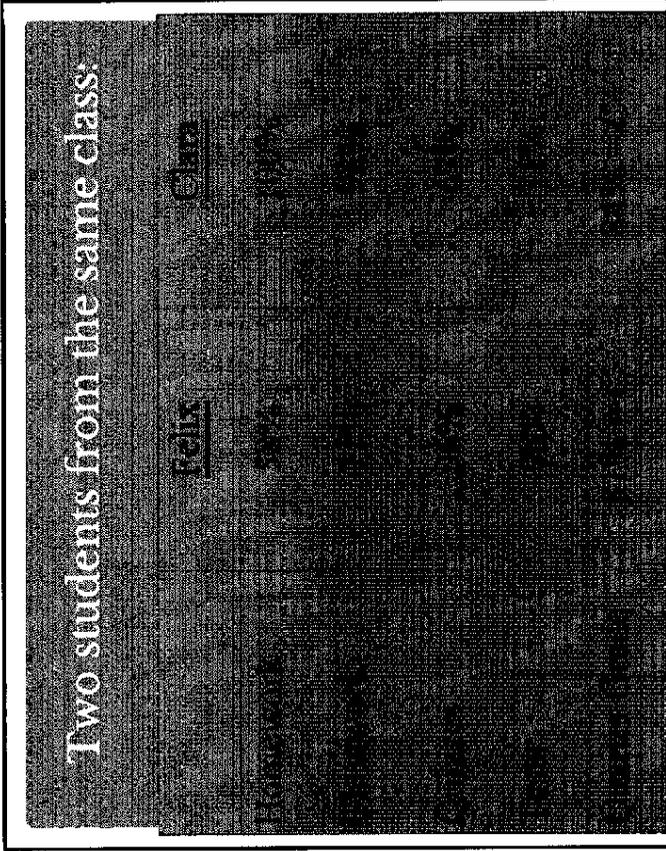
Refers to students' expectations for and beliefs in themselves. Involves students predicting or self-reporting their grades. Implications: teachers need to provide opportunities for students to be involved in predicting their performance. "Making the learning intentions and success criteria transparent, having high, but appropriate, expectations, and providing feedback at the appropriate levels is critical to building confidence in taking on challenging tasks."

### Toxic Grading Practices

- \* Zeros
- \* Points-off for late work
- \* Extra-credit
- \* Grades for participation
- \* Grades for effort
- \* Grading for completion only
- \* Averaging
- \* Grades for having a paper signed, book covered, or anything else that is not connected to academic achievement

Evidence 3, pg. 4

Assignments	Grades
Assignment 1	95
Assignment 2	90
Assignment 3	85
Assignment 4	0
Assignment 5	96
Assignment 6	84
Assignment 7	90
Assignment 8	0
Assignment 9	0
Assignment 10	90
Average	63
Grade	F



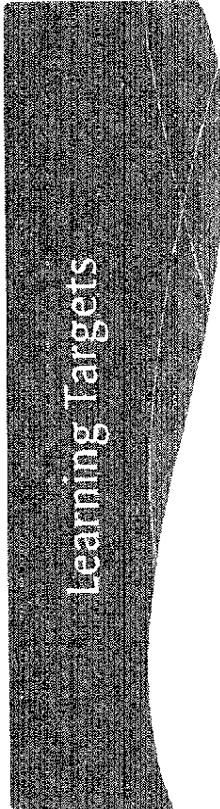
**Sample ELA Standard**

**CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

**CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

- \* I can determine the meaning of words and phrases using textual clues.
- \* I can define the terms figurative and connotative as they relate to language.
- \* I can identify and explain the difference between a word's figurative and connotative meaning and its use within a text.
- \* I can define the terms tone and mood as they relate to literature.
- \* I can explain how specific words and their meanings (figurative or connotative) create mood and tone.

Evidence 3, pg. 5



**Learning Targets**

*I can describe proficiency-based instruction.*

*I can explain what SBI looks like at York Middle school.*

**MASTERY REPORT CARD**

**Clayton Murphy**

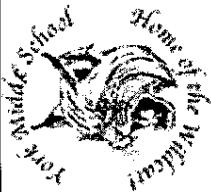
**Mrs. Tuck's 3rd Grade Language Arts Class**

**MASTERY BY TERM OF STANDARDS ASSESSED**

TR	T1	T2	T3	T4
94%	94%	94%	94%	94%

**YEAR TO DATE MASTERY OF ALL STANDARDS ASSESSED**

Exceeds mastery 94%  
  Mastery 68%  
  Not Near Mastery 0%  
  Remediation 0%



**SCHOOL: CENTRAL ELEM.**  
Year: 2014-2015  
Grade: 2

**Attendance**

TR	T1	T2	T3	T4
Days in Term	45	45	45	45
Absent	3	3	3	3
Tardy	2	2	2	2

Attendance as of 10/20/2014

**Teacher Comments**

Learn. Assum. sobre sit. univ. com. sector. aplicando ell. Phonetis. relacio. gram. et scologic. her. chris. Quisque id pretium porta, a pellentesque ante. Aliquam lobortis.

**Mrs. Tuck's 3rd Grade Math Class**

**MASTERY BY TERM OF STANDARDS ASSESSED**

TR	T1	T2	T3	T4
98%	98%	98%	98%	98%

**YEAR TO DATE MASTERY OF ALL STANDARDS ASSESSED**

Exceeds mastery 98%  
  Mastery 84%  
  Not Near Mastery 0%  
  Remediation 0%

SAMPLE

EVIDENCE 4

ELA Standards 5-8

5th GRADE English Language Arts Standards	6th GRADE English Language Arts Standards	7th GRADE English Language Arts Standards	8th GRADE English Language Arts Standards
5.RL.01 Quote accurately from a text when explaining what the text says	6.RL.01 Cite evidence to analyze what the text says explicitly and what it infers	7.RL.01 Cite evidence to analyze what the text says explicitly and what it infers	8.RL.01 Cite strongest evidence to analyze what text says explicitly and what it infers
5.RL.02 Determine a theme of a story, drama, or poem from details; summarize	6.RL.02 Determine a theme or central idea; summarize without opinions/judgments	7.RL.02 Determine a theme or central idea; provide an objective summary	8.RL.02 Determine a theme or central idea; provide an objective summary
5.RL.03 Compare two or more characters, settings, or events in a story or drama	6.RL.03 Describe how a story's plot unfolds as it moves towards resolution	7.RL.03 Analyze how elements of a story or drama interact	8.RL.03 Analyze how dialogue or events propel action/reveal character/provoke decisions
5.RL.04 Determine meanings of words and phrases including metaphors and similes	6.RL.04 Determine figurative and connotative meanings of words; analyze tone	7.RL.04 Determine figurative and connotative meanings of words; analyze rhymes	8.RL.04 Determine meanings in text, including analogies or allusions to other texts
5.RL.05 Explain how a series of chapters, scenes, or stanzas fits together	6.RL.05 Analyze how a section of a text develops the theme, setting, or plot	7.RL.05 Analyze a drama's or poem's form or structure	8.RL.05 Compare two or more texts; analyze how each text differs in meaning/style
5.RL.06 Describe how a narrator's or speaker's point of view influences events	6.RL.06 Explain how an author develops the point of view of the narrator or speaker	7.RL.06 Analyze how an author develops and contrasts points of view	8.RL.06 Analyze how points of view of the characters and reader create suspense/humor
5.RL.07 Analyze how multimedia elements contribute to meaning, tone, or beauty of text	6.RL.07 Compare reading a story to viewing a video or live version	7.RL.07 Compare a written story to viewing a filmed, staged, or multimedia version	8.RL.07 Analyze how a filmed or live production of a story is faithful to the text
5.RL.09 Compare stories in the same genre or approaches to similar themes and topics	6.RL.09 Compare texts in different forms or genres	7.RL.09 Compare fictional portrayal of a time/place/character and a historical account	8.RL.09 Analyze how modern fiction uses elements from myths/folklore/religious works
5.RL.10 Read and comprehend literature, including stories, dramas, and poetry	6.RL.10 Read and comprehend literature with scaffolding as needed	7.RL.10 Read and comprehend literature with scaffolding as needed	8.RL.10 Read and comprehend literature independently and proficiently
5.RI.01 Quote accurately from a text when explaining what the text says	6.RI.01 Cite evidence to analyze what the text says explicitly and what it infers	7.RI.01 Cite evidence to analyze what the text says explicitly and what it infers	8.RI.01 Cite strongest evidence to analyze what text says explicitly and what it infers
5.RI.02 Determine main ideas of text and how they are supported by details; summarize	6.RI.02 Determine central idea and how it is conveyed through details; summarize	7.RI.02 Determine central ideas; summarize objectively	8.RI.02 Determine a central idea of text; provide an objective summary
5.RI.03 Explain concepts in a historical, scientific, or technical text	6.RI.03 Analyze how a key idea is introduced, illustrated, and elaborated	7.RI.03 Analyze the interactions between individuals, events, and ideas	8.RI.03 Analyze how text makes connections/distinctions among individuals/ideas/events
5.RI.04 Determine the meaning of general academic and domain-specific words	6.RI.04 Determine figurative, connotative, and technical meanings of words and phrases	7.RI.04 Determine figurative, connotative, and technical meanings of words; analyze	8.RI.04 Determine meanings in text, including analogies or allusions to other texts

SAMPLE

Evidence 4, Pg. 2

## YMS Scoring Guide

Domain: ELA Conventions of Standard English Language

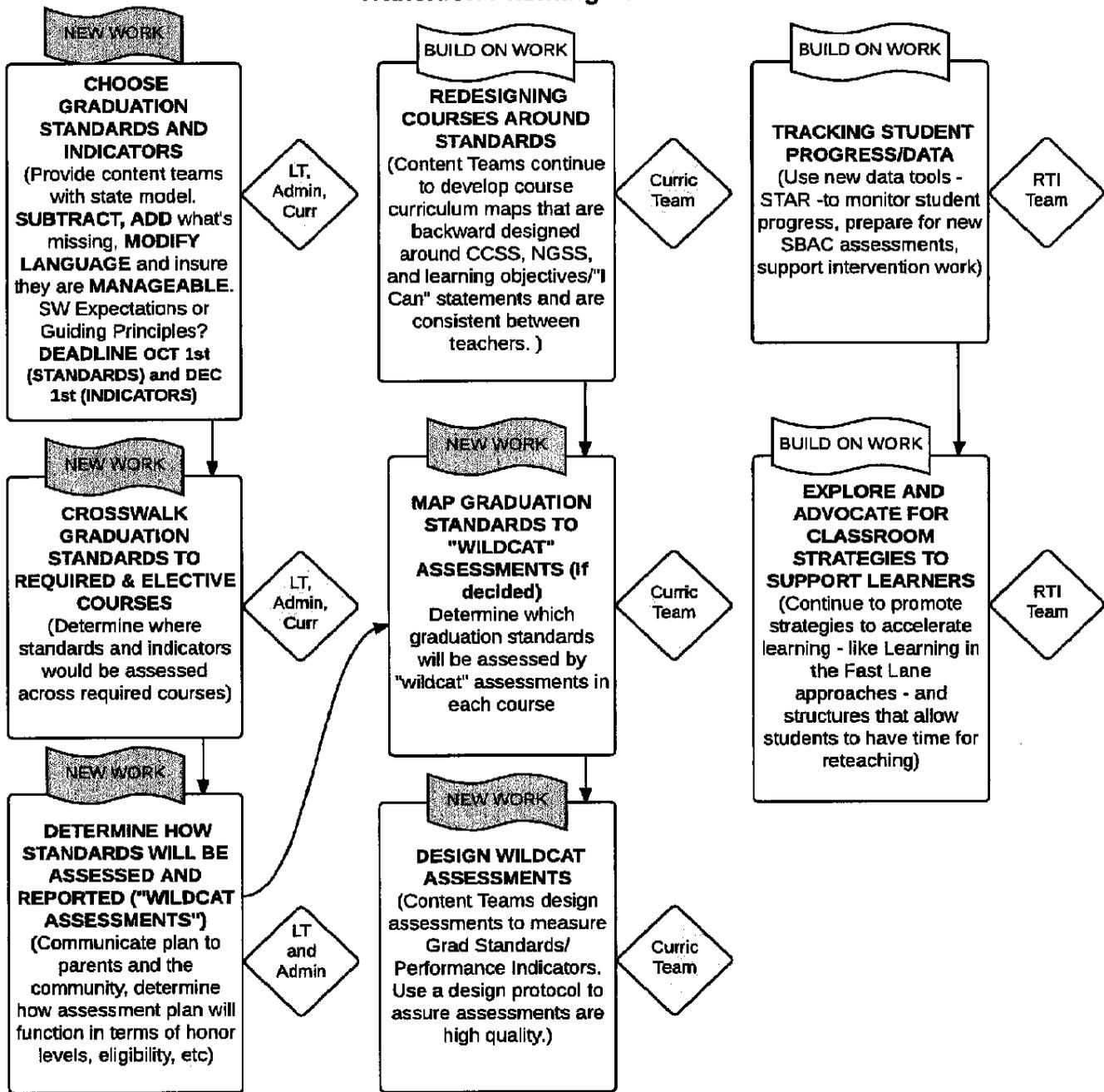
STANDARD: L 8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade: 8

Exceeds	<p>A student who <b>EXCEEDS</b> the standard can achieve proficiency and...</p> <ul style="list-style-type: none"> <li>● Use a semicolon to link two or more closely related independent clauses. (compound sentence)</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Use a hyphen:             <ul style="list-style-type: none"> <li>* between numbers in a fraction</li> <li>* to show age</li> <li>* with compound adjectives before a noun</li> </ul> </li> </ul>	
Meets	<p>A student who <b>MEETS</b> the standard knows...</p> <ul style="list-style-type: none"> <li>● the rules that govern the English language.</li> </ul>	<p>A student who <b>MEETS</b> the standard is able to...</p> <ul style="list-style-type: none"> <li>● use punctuation correctly including: ending punctuation, commas, apostrophes, and question marks.</li> <li>● use a variety of punctuation correctly (commas, ellipses, dashes) to show a pause or break.</li> <li>● spell words correctly and use a dictionary to aid in the understanding of words not known.</li> </ul>
Progressing	<p>A student who is <b>progressing</b>...</p> <ul style="list-style-type: none"> <li>● can define the rules that govern the English language.</li> <li>● In isolation and/or with teacher assistance the student can...             <ul style="list-style-type: none"> <li>* use punctuation correctly using: ending punctuation, commas, apostrophes, and question marks.</li> <li>* use a variety of punctuation correctly (commas, ellipses, dashes) to show a pause or break.</li> <li>* spell words correctly and use a dictionary to aid in the understanding of words not known.</li> </ul> </li> </ul>	
Insufficient evidence		

**EVIDENCE 5**

**York High School Proficiency Based Diploma  
Transition Planning 2014-2015**

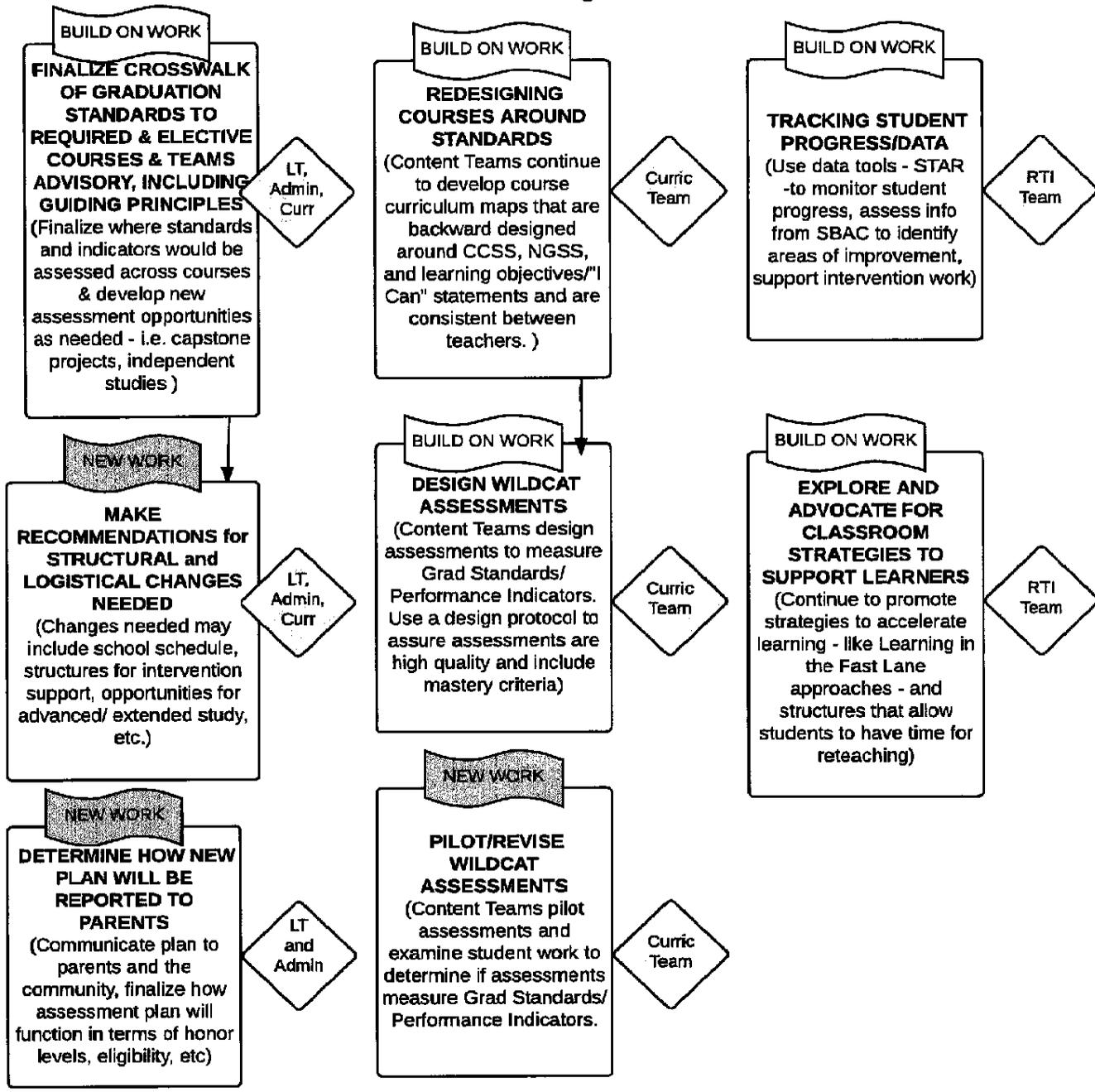


**PROFESSIONAL LEARNING "TOPICS" for the YEAR (faculty meetings, etc) - SHIFTING FROM WHAT WE ARE TEACHING TO WHAT STUDENTS ARE LEARNING**

- Approaches to make learning "visible" - giving students the tools to monitor their own learning progress (i.e. proficiency-based instruction, with learning targets, etc)
- Designing high quality assessments (that measure ability to analyze, reason, and apply, not just "knowledge" level learning)
- Grading Based on Demonstrated Learning (i.e. not homework completion or other behaviors).
- Using group protocols (i.e.the tuning protocol) to look at student or team work (assessments, etc)

Evidence 5, Pg. 2

### York High School Proficiency Based Diploma Transition Planning 2015-2016



**PROFESSIONAL LEARNING "TOPICS" for the YEAR (faculty meetings, etc) -  
SHIFTING FROM WHAT WE ARE TEACHING TO WHAT STUDENTS ARE LEARNING**

- Approaches to make learning "visible" - giving students the tools to monitor their own learning progress (i.e. proficiency-based instruction, with learning targets, etc)
- Revising high quality assessments (that measure ability to analyze, reason, and apply, not just "knowledge" level learning) based on student work.
- Grading Based on Demonstrated Learning (i.e. not homework completion or other behaviors).
- Using group protocols (i.e.the tuning protocol) to look at student or team work (assessments, etc)

**EVIDENCE 6**

## YHS Leadership Retreat Workshop

**BIG IDEA:** Before we discuss proficiency-based diplomas, we need to be clear about some of our language, and we need to be convinced that this approach will benefit student learning at YHS.

### ESSENTIAL QUESTIONS:

#### BUILDING SHARED LANGUAGE:

What is proficiency or standards-based learning? How are standards really used in planning instruction?

#### LOOKING AT DATA:

What does the data say about our need to improve learning outcomes for our students? Why do we need to do this at YHS? Aren't we doing well enough?

#### WORKING SMARTER, NOT HARDER:

What does the research say about instructional approaches that will accelerate learning? What really works?

---

#### BUILDING SHARED LANGUAGE:

What do you know about standards-mapped curriculum, standards-referenced curriculum, standards-based learning and proficiency based learning?

- **QUICK WRITE TO YOURSELF for 2 minutes**
- **TURN AND TALK for 3 minutes**

WHEN DONE: REVIEW PROFICIENCY BASED CONTINUUM

#### LOOKING AT DATA:

YHS Results versus other districts for SAT (MHSA) - READING and MATH

What conclusions can we draw? Can we all agree that there is room to improve?

Evidence 6, pg. 2

### **WORKING SMARTER, NOT HARDER:**

Share the work of John Hattie.

#### **Barometer of Influence**

- **ACTIVITY:** Complete the "Effects of Learning - Blank"
- **REVIEW:** The "Effects of Learning- Completed", get more details on the Hattie details sheet.

How do these ideas come together to support our move to proficiency based learning?

### **ELEMENTS OF PBL:**

1. Learning is visible to students - the learning goals are clear, and students know how to monitor their own progress toward the learning goals.
2. Robust formative assessment practices, and lots of feedback to students.
3. Students have high expectations for their own learning.

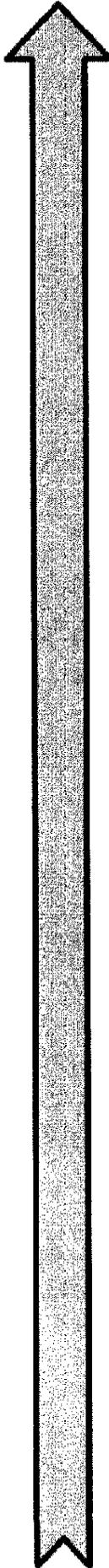
**EMPHASIS ON WHAT IS LEARNED, NOT WHAT IS TAUGHT.....**

Evidence 6, pg.3

# PROFICIENCY BASED LEARNING CONTINUUM

Focused on What is Taught

Focused on What is Learned



NO Use of Standards	Standards Mapped	Standards-Referenced (or aligned)	Standards-Based	Proficiency-Based
<p>Course content is unique to the teacher's individual determination of what is important and should be taught.</p>	<p>Standards are "mapped" to course content and curriculum that <u>already exists</u>.</p>	<p>Course content is reorganized to include instruction that addresses the standards, and assessments may be developed that directly or indirectly measure the standards. Courses that are shared between teachers become more similar and likely have common assessments, because teachers are teaching to same standards.</p>	<p>Course content is designed with the standards at the center, and students must demonstrate mastery (or proficiency) of each of the standards. Assessments are designed so students can track their progress and know when they have met the mastery expectation. Courses shared between teachers also share the same standards and mastery expectations of each standard.</p>	<p>Similar enough to standards-based to be interchangeable, but using the word "proficiency" to highlight student-centered nature of the learning system.</p>
<p>GRADING: Based on individual teacher determination, most easily the traditional grade scale.</p>	<p>GRADING: Based on individual teacher determination, most easily the traditional grade scale.</p>	<p>GRADING: Traditional grade scale is most easily used, but can have elements of tracking of some standards, as determined by the teacher.</p>	<p>GRADING: The traditional grade scale becomes difficult to use, because it averages performance and does not allow tracking of mastery of individual standards.</p>	<p>GRADING: Same as standards-based.</p>

Evidence 6, Pg. 4

**YHS Faculty Meeting - PBL and Hattie**  
 September 10, 2014

**Outcomes for Today**

- I can explain the proficiency based learning (PBL) continuum and where I think my content area currently lands on the continuum.
- Using the work of John Hattie, I can describe a few of the classroom practices that accelerate student achievement.

**Proficiency Based Learning**

**Quick Write:** What do you know about standards-mapped curriculum, standards-referenced curriculum, standards-based learning and proficiency based learning?

- Review responses
- Proficiency Based Learning Continuum
- Read and discuss Standards-Referenced versus Standards-Based

**Maine DOE Proficiency-Based Learning**

What is proficiency-based learning?  
PBL Simplified  
Sample Graduation Standards

**What Does the Research Say?**

What classroom practices support higher levels of student learning?

- John Hattie and Visible Learning
- Factors that Affect Learning Chart
- John Hattie Video: 14:16min-24 min, 32:49 min-48:12min

EVIDENCE 7

YORK MIDDLE SCHOOL

Literacy Intervention Class

Literacy Intervention Class \*

Teacher Collaborative Meeting Time:  
World Language Periods (7<sup>TH</sup> & 8<sup>TH</sup>)  
Enrichment Periods (5<sup>TH</sup> & 6<sup>TH</sup>)

8 <sup>TH</sup>	Kodkod	Advisory 7:40 - 8:00	TLT/B/C 8:00 - 8:50 (50 min)	8:50 - 9:45 (55 min)	9:45 - 10:45 (60 min)	Recess/Lunch 10:45 - 11:25 15/20 min	11:25 - 12:15 (55 min)	World Language 12: 15 - 1:00 (45 min) *	1:00 - 2:00 (60 min)
8 <sup>TH</sup>	Jungle Cats	Advisory 7:40 - 8:00	TLT/B/C 8:00 - 8:50 (50 min)	8:50 - 9:45 (55 min)	9:45 - 10:45 (60 min)	Recess/Lunch 10:45 - 11:25 15/20 min	11:25 - 12:15 (55 min)	World Language 1: 15 - 2:00 (45 min) *	World Language 1: 15 - 2:00 (45 min) *
7 <sup>TH</sup>	Snow Leopards	Advisory 7:40 - 8:00	8:00 - 9:00 (60 min)	World Language 9: 00 - 9:45 (45 min) *	9:45 - 10:45 (60 min)	Lunch/Recess 10:45 - 11:20 20/15 min	TLT/B/C 11:20 - 12:10 (50 min)	12:10 - 1:05 (55 min)	1:05 - 2:00 (55 min)
7 <sup>TH</sup>	Pumas	Advisory 7:40 - 8:00	World Language 8: 00 - 8:45 (45 min) *	8:45 - 9:45 (60 min)	9:45 - 10:45 (60 min)	Lunch/Recess 10:45 - 11:20 20/15 min	TLT/B/C 11:20 - 12:10 (50 min)	12:10 - 1:05 (55 min)	1:05 - 2:00 (55 min)
6 <sup>TH</sup>	Jaguars	Advisory 7:40 - 8:00	8:00 - 9:00 (60 min)	9:00 - 10:00 (60 min)	Enrichment B/C 10:00 - 10:45 (45 min) *	TLT 10:45 - 11:30 (45 min)	Lunch/Recess 11:30 - 12:10 20/20 min	12:10 - 1:05 (55 min)	1:05 - 2:00 (55 min)
6 <sup>TH</sup>	Leopards	Advisory 7:40 - 8:00	8:00 - 9:00 (60 min)	9:00 - 10:00 (60 min)	Enrichment B/C 10:00 - 10:45 (45 min) *	TLT 10:45 - 11:30 (45 min)	Lunch/Recess 11:30 - 12:10 20/20 min	12:10 - 1:05 (55 min)	1:05 - 2:00 (55 min)
5 <sup>TH</sup>	5th Grade Team 1	Advisory 7:40 - 8:00	8:00 - 9:00 (60 min)	9:00 - 10:00 (60 min)	10:00 - 10:55 (55 min)	10:55 - 11:50 (55 min)	Lunch/Recess 11:50 - 12:30 20/20 min	Enrichment B/C 12:30 - 1:15 (45 min) *	TLT 1:15 - 2:00 (45 min)
5 <sup>TH</sup>	5th Grade Team 2	Advisory 7:40 - 8:00	8:00 - 9:00 (60 min)	9:00 - 10:00 (60 min)	10:00 - 10:55 (55 min)	10:55 - 11:50 (55 min)	Lunch/Recess 11:50 - 12:30 20/20 min	Enrichment B/C 12:30 - 1:15 (45 min) *	TLT 1:15 - 2:00 (45 min)

EVIDENCE 8

# 2014 - 2015 York District Assessment Calendar *EM*

MONTH	ASSESSMENT	TESTING WINDOW	GRADE LEVELS	PURPOSE
August/September 2014	Benchmark Assessment System (BAS II)	Late August - end of September	1st -4th Grades - all students 5-8th Grades - only students below benchmark	Determine student reading strengths, weaknesses
	STAR Assessments	September 23rd - October 23rd	K - 9th Grades, some 10th	Determine student reading, and math achievement levels. Can also be used ongoing for progress monitoring.
October 2014	PSAT	October 15th	10th and 11th Grades	Determine student reading and math achievement levels.
November 2014				
December 2014	PAAP	December 1st until April 30th	Certain SpEd students, based on IEP	Alternate assessment for state purposes.
	WIDA (ELL)	December 1st - Jan 30th	ELL Students	Assess ELL student language proficiency
January 2015	Benchmark Assessment System (BAS II)	Month of January	Kindergarten	Assess K students for reading instruction
February 2015				
March 2015	STAR Assessments	Month of March	K - 9th Grades	Determine student reading, math and language usage achievement levels.

Evidence 8, pg.2

## 2014 - 2015 York District Assessment Calendar

MONTH	ASSESSMENT	TESTING WINDOW	GRADE LEVELS	PURPOSE
	Accuplacer	Early March?	11th Grade	Senior class placement and reading, writing and math college readiness
	BAS II	Mid-March to Mid-April	1st -4th Grades - all students 5-8th Grades - only students below benchmark	
	NAEP	February 24th for 4th grade. March 4th	4th, 8th and 11th only selected students	Required national testing that occurs sporadically.
April 2015	SAT	April 15th	11th Grade	Optional achievement testing
	SBAC Assessments	April or May (window is actually March 9th - May 29th)	3rd - 8th Grade, 11th Grade	State mandated achievement testing
May 2015	Benchmark Assessment System (BAS II)	Mid-May to Mid-June	Kindergarten	Assess K students in reading
	MHSA (Science)	May 4th -- 15th	11th Grade	State mandated achievement testing
	MEA (Science)	May	5th and 8th Grades	State mandated achievement testing
June 2015	BAS II	June	K-8th students in intervention groups (Reg Ed and SpEd)	Get a final reading level for students at risk.

EVIDENCE 9

**OPENING REVENUE** \$10,872.26 FY14 Carryover  
 \$19,136.91 FY15 Funds  
**\$30,009.17 TOTAL**

**FY15**

Expenditure	Teacher or Activity	Per Day	Days	Total	STATUS
MasteryConnect	Professional Development by MC	\$2,500.00	1	\$2,500.00	Expended August 2014
	Professional Development by MC	\$2,500.00	1	\$2,500.00	PLANNED for Spring 2015
	FY16 Subscription	\$0.00		\$8,500.00	PLANNED for Spring 2015
Proficiency Planning	YHS Curriculum Team	\$150.00	10	\$1,500.00	Expended August 2014, 10 teachers
Proficiency Planning	YMS Teachers - Use of MC	\$150.00	3	\$450.00	Expended August 2014, 3 teachers
Proficiency Planning	Teacher Benefits	\$0.00	1	\$500	\$208.07 Expended August 2014, 13 teachers
Proficiency Planning	YHS Leadership Team	\$150.00	10	\$1,500.00	PLANNED for Summer 2015
Proficiency Planning	YMS Teachers - Use of MC	\$150.00	4	\$600.00	PLANNED for Summer 2015
Proficiency Prof Develop	Conference on Practical Proficiency - Registration for 5 teachers	\$275.00	5	\$1,375.00	PLANNED for expenditure October 2014
				<b>\$19,425.00 Total Expenses</b>	
				<b>\$10,584.17 Expected Carryover</b>	

EVIDENCE 10

FY14

**York School Department**

**Fund 223 Transitions Grant**

From Date: 7/1/2013 To Date: 6/30/2014  
 Fiscal Year: 2013-2014  Subtotal by Collapse Mask  Include pre encumbrance  Print accounts with zero balance  Filter Encumbrance Detail by Date Range  
 Account Number Description GL Budget Range To Date YTD Balance Encumbrance Budget Balance % Bud  
 223 0000.0000.0150.00.2 Transition Grant Due/From \$0.00 \$10,872.26 (\$10,872.26) \$0.00 (\$10,872.26) 0.00%

Transaction Detail (Standard)	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
	315	0	Revenue Deposit 12/5/13		Deposits	\$19,092.26
	396	0	AP Expense Checks	manderson	Accounts Payable	-\$8,220.00
Detail Total:						\$10,872.26
223 0000.0000.0200.00.2 Transition Grant Accts Payable						\$0.00 0.00%

Transaction Detail (Standard)	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
	395	0	AP invoice processing Check date 5-29-14	manderson	Accounts Payable	-\$8,220.00
	396	0	AP Expense Checks	manderson	Accounts Payable	\$0,220.00
Detail Total:						\$0.00
223 0000.0000.0201.00.2 Transition Grant Salaries Paya						\$0.00 0.00%
223 0000.0000.0500.00.3 Transition Grant Fund Balance						\$0.00 0.00%
223 0000.0000.3232.95.4 Transition Grant K-8 Revenue						\$6,364.09 0.00%
Detail Total:						\$6,364.09 0.00%

Transaction Detail (Standard)	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
	315	0	Revenue Deposit 12/5/13		Deposits	-\$6,364.09
Detail Total:						-\$6,364.09
223 0000.0000.3232.99.4 Transition Grant 9-12 Revenue						\$12,728.17 0.00%

Transaction Detail (Standard)	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
	315	0	Revenue Deposit 12/5/13		Deposits	-\$12,728.17
Detail Total:						-\$12,728.17
223 0000.2210.1500.95.5 Transition Gt Curriculum Dev.						\$0.00 0.00%
223 0000.2210.1500.99.5 Transition Gt Curriculum Dev.						\$0.00 0.00%
223 0000.2210.2000.85.5 Transition Gt Curr. Dev Stipe						\$0.00 0.00%
223 0000.2210.2000.99.5 Transition Gt Curr. Dev Stipe						\$0.00 0.00%
223 0000.2210.2300.65.5 Retirement Fee - Transition Gt						\$0.00 0.00%
223 0000.2210.2300.99.5 Retirement Fee - Transition Gt						\$0.00 0.00%
223 0000.2230.4330.90.5 Transition Grant-Software						(\$8,220.00) 0.00%
Detail Total:						\$0.00

Transaction Detail (Standard)	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
	INV-56807	0	AP invoice processing Check date 5-29-14	MasteryConnect, Inc.	Accounts Payable	\$8,220.00
Grand Total:						\$0.00 0.00%

End of Report

TRANSFER Carryover = \$10,872.26  
 to  
 FY15

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FY15

York School Department

Fund 223 Transition Grant

Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Fiscal Year: 2014-2015    From Date: 7/1/2014    To Date: 10/31/2014  
 Account Number    Description    GL Budget    Range To Date    YTD    Balance    Encumbrance    Budget Balance % Bud  
 223.0000.0000.0150.00.2    Transition Grant Due/From    \$0.00    \$14,147.80    \$14,147.80    (\$14,147.80)    \$0.00    0.00%

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	350	0	0	Revenue Deposit 10-3-14		Deposits	\$19,136.91	
	65	0	0	AP Expense Checks	manderson	Accounts Payable	-\$2,500.00	
	71	0	0	Payroll Employee Check Processing	igrieco	Payroll	-\$208.07	
Detail Total:							\$0.00	\$0.00
223.0000.0000.0200.00.2    Transition Grant Accis Payable							\$0.00	\$0.00
Detail Total:							\$0.00	\$0.00

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	64	0	0	AP invoice processing Check date 9-4-14	manderson	Accounts Payable	-\$2,500.00	
	65	0	0	AP Expense Checks	manderson	Accounts Payable	\$2,500.00	
Detail Total:							\$0.00	\$0.00
223.0000.0000.0201.00.2    Transition Grant Salaries Paya							\$0.00	\$0.00
Detail Total:							\$0.00	\$0.00

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	71	0	0	Payroll Employee Check Processing	igrieco	Payroll	\$208.07	
Detail Total:							\$0.00	\$208.07
223.0000.0000.0500.00.3    Transition Grant Fund Balance							\$0.00	\$0.00
223.0000.0000.3232.95.4    Transition Grant K-8 Revenue							\$0.00	\$6,378.97
Detail Total:							\$0.00	\$6,378.97

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	350	0	0	Revenue Deposit 10-3-14		Deposits	-\$6,378.97	
Detail Total:							\$0.00	-\$6,378.97
223.0000.0000.3232.95.4    Transition Grant 9-12 Revenue							\$0.00	\$12,757.94
Detail Total:							\$0.00	\$12,757.94

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	350	0	0	Revenue Deposit 10-3-14		Deposits	-\$12,757.94	
Detail Total:							\$0.00	-\$12,757.94
223.0000.2210.1500.95.5    Transition Grt Curriculum Dev.							\$0.00	(\$750.00)
Detail Total:							\$0.00	(\$750.00)

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	0	0	0	Curriculum Development	Eiter, Jennifer D	Payroll	\$150.00	
	0	0	0	Curriculum Development	Graziano, Lisa	Payroll	\$300.00	
	0	0	0	Curriculum Development	Parshley, Susan D	Payroll	\$300.00	
Detail Total:							\$0.00	\$750.00
223.0000.2210.1500.95.5    Transition Grt Curriculum Dev.							\$0.00	(\$1,650.00)
Detail Total:							\$0.00	(\$1,650.00)

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount	
	0	0	0	Curriculum Development	Cleary, Michael R	Payroll	\$150.00	
	0	0	0	Curriculum Development	Cowan, Jordana C	Payroll	\$150.00	
	0	0	0	Curriculum Development	Cyr, Lora R	Payroll	\$150.00	
	0	0	0	Curriculum Development	Lauritsen-Keegan, Carmen	Payroll	\$150.00	
	0	0	0	Curriculum Development	Meserve, Loreta	Payroll	\$300.00	
	0	0	0	Curriculum Development	Simoneau, Suzanne	Payroll	\$150.00	
	0	0	0	Curriculum Development	Stevens, Nancy S	Payroll	\$150.00	
	0	0	0	Curriculum Development	Thaler, Alialia	Payroll	\$150.00	
	0	0	0	Curriculum Development	Tinervin, Rachel	Payroll	\$150.00	
	0	0	0	Curriculum Development	Yeomelakis, Jenna L	Payroll	\$150.00	
Detail Total:							\$0.00	\$1,650.00

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York School Department

Fund 223 Transition Grant

From Date: 7/1/2014 To Date: 10/31/2014  
 Fiscal Year: 2014-2015  
 Subtotal by Collapse Mask  Include pre encumbrance  Print accounts with zero balance  Filter Encumbrance Detail by Date Range  
 Account Number Description GL Budget Range To Date YTD Balance Encumbrance Budget Balance % Bud

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	223.0000.2210.2000.95.5			Transition Grt Curr. Dev. Slp	\$0.00		\$1,650.00
Detail Total:					\$0.00		(\$10.53)

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	223.0000.2210.2000.99.5			Transition Grt Curr. Dev. Slp	\$0.00		\$14.99
		0	0	Medicare Taxes		Payroll Ded	\$2.06
		0	0	Medicare Taxes		Payroll Ded	\$4.35
		0	0	Medicare Taxes		Payroll Ded	\$4.12
Detail Total:					\$0.00		(\$14.99)
							0.00%

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	223.0000.2210.2300.95.5			Retirement Fee - Transition Grt	\$0.00		\$19.87
		0	0	Medicare Taxes		Payroll Ded	\$2.08
		0	0	Medicare Taxes		Payroll Ded	\$2.17
		0	0	Medicare Taxes		Payroll Ded	\$2.13
		0	0	Medicare Taxes		Payroll Ded	\$2.18
		0	0	Medicare Taxes		Payroll Ded	\$2.18
		0	0	Medicare Taxes		Payroll Ded	\$2.08
		0	0	Medicare Taxes		Payroll Ded	\$2.17
Detail Total:					\$0.00		(\$19.87)
							0.00%

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	223.0000.2210.2300.99.5			Retirement Fee - Transition Grt	\$0.00		\$43.72
		0	0	Maine State Retirement		Payroll Ded	\$3.97
		0	0	Maine State Retirement		Payroll Ded	\$7.95
		0	0	Maine State Retirement		Payroll Ded	\$7.95
Detail Total:					\$0.00		(\$43.72)
							0.00%

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	223.0000.2213.3300.95.5			Transitions Grant-Prof'Dev K.	\$0.00		\$2,500.00
		0	0	Maine State Retirement		Payroll Ded	\$3.97
		0	0	Maine State Retirement		Payroll Ded	\$3.97
		0	0	Maine State Retirement		Payroll Ded	\$3.97
		0	0	Maine State Retirement		Payroll Ded	\$3.98
		0	0	Maine State Retirement		Payroll Ded	\$7.95
		0	0	Maine State Retirement		Payroll Ded	\$3.98
		0	0	Maine State Retirement		Payroll Ded	\$3.98
		0	0	Maine State Retirement		Payroll Ded	\$3.98
		0	0	Maine State Retirement		Payroll Ded	\$3.97
		0	0	Maine State Retirement		Payroll Ded	\$3.97
Detail Total:					\$0.00		(\$2,500.00)
							0.00%

Transaction Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Amount	Journal	Amount
	INV/0736	150391	150283	AP invoice processing Check date 9-4-14		Accounts Payable	\$2,500.00
Detail Total:							\$2,500.00

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York School Department

Fund 223 Transition Grant

Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Account Number   
 Description   
 GL Budget   
 Range To Date   
 YTD   
 Balance   
 Encumbrance   
 Budget Balance % Bud

From Date: 7/1/2014   
 To Date: 10/31/2014

Encumbrance Detail (Standard)	Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
0	150391	150283		Transition Grant-Software	MasteryConnect, Inc.		\$0.00
223 0000	2230	4330	90 5			Detail Total:	\$0.00
							\$0.00
							\$0.00
							0.00%
							0.00%

Grand Total:

End of Report

FY14 Carryover of \$10,872.26 will appear when  
 audit report is finalized in December 2014.