Postsecondary and Workforce Readiness Act:
Competency-based High School Graduation Requirements Pilot

Jonathan Furr
Education Systems Center at NIU

December 9, 2016
PWR Act

- **Public Act 99-0674** (HB 5729); signed by Governor on 7/29/16

- **Four components:**
  1. Postsecondary and Career Expectations (PaCE)
  2. Pilot of Competency-based High School Graduation Requirements
  3. Scaling of 12th Grade Transitional Courses
  4. College & Career Pathway Endorsements on High School Diplomas
PWR Act Background

P-20 Council PWR Steering Committee
- Met from 5/2012 to 7/2013
- Joint committee of College & Career Readiness and Data, Assessment, and Accountability
- Developed college & career readiness framework and key success factors

HB 3196
- Filed 2/15
- Resulted from over one year of meetings with agency leadership in context of PWR key success factors

HR 477
- Identified 5 aspects of PWR policy agenda where there was greater consensus for moving forward
- Adopted by House on 5/30/15
- 4 advisory committees with over 120 stakeholders each met 3 times; delivered recommendations on 2/1/16
Why?

• Provide students and families with a **clearer understanding of the knowledge and behavior** required for college and career readiness

• Give students greater **agency to become active participants** in their learning, including in more relevant contexts

• This is a **big shift** -- build out a variety of models, local champions, and state-level supports that **promote scaling beyond the pilot**
Flexibility for Local Innovation

A participating school district can decide:

- Which **years**?
- Which **graduation requirements**?
- Which **high schools**?

*Core strategy supporting the community’s efforts to better prepare students for college, career, and life*
Partnerships and Engagement

1. Partnership with a **community college** and a **4-year institution**
   - Plan must address how graduates from the system will provide **information normally expected by postsecondary institutions** for admission and financial aid

2. Plan for engaging **feeder K-8 schools**

3. **Teachers** engagement expectations
Implementation Timeline

- **16-17 SY**: State Supt publishes initial application DUE 1/27/17
- **17-18 SY**: School districts selected for initial pilot commence planning or implementation
- **18-19 SY**: School districts commence or continue implementation
- **19-20 SY**: State Supt can establish a new cohort
Jon Furr
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www.pwract.org
Competency-based Learning and Postsecondary Education

Mark S. Kostin, Ed.D.
Associate Director
Great Schools Partnership

IACRAO + NIU Webinar
December 9, 2016
Is a non-profit support organization based in Portland working nationally with schools, districts, and state agencies, providing coaching and developing tools.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all.
Outcomes

Learn about the components of a competency-based learning system
Outcomes

Examine the work currently underway in New England bringing together K-12 districts and higher education
Outcomes

Review a sample competency-based transcript and school profile
Agenda

Outcomes and Agenda

Welcome + Introductions

What is Competency-Based Learning?

New England Secondary School Consortium and Higher Education

Sample transcript + profile

Collegiate Endorsement of CBL

Closing + Next Steps
New England Secondary School Consortium

State SEAs

CT, ME, RI, VT, NH
New England Secondary School Consortium

State SEAs

GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND BOARD OF HIGHER EDUCATION
New England Secondary School Consortium

State SEAs

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nellie mae EDUCATION FOUNDATION
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New England Association of Schools and Colleges (NEASC)
Goals

- Increase Graduation Rate
- Increase College Enrollment Rate
- Decrease Drop-out Rate
Strategies

• Policy

• Practice

• Public Will + Understanding
Leverage Points

Proficiency-Based Graduation + Multiple & Flexible Pathways + Learner-Centered Accountability
10 Principles Of Competency-Based Learning
1. All learning expectations are clearly and consistently communicated to students + families
Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students
Assessment Practices
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process
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4. Formative assessments measure learning progress during the instructional process.

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings.
Grading + Reporting
6. Academic progress and achievement are monitored and reported separately.
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7. Academic grades communicate learning progress and achievement.
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7. Academic grades communicate learning progress and achievement.

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
Competency is a student’s ability to transfer learning in and/or across content areas.
“Transfer is affected by the degree to which people learn with understanding rather than merely memorize sets of facts or follow a fixed set of procedures; the research also shows clearly that “usable knowledge” is not the same as a mere list of disconnected facts.”

Bransford et. al, *How People Learn*, 1999
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards 5–8 standards taught in all content areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards 5–8 standards for each content area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative Assessment Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

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What Makes It Proficiency-Based?

Limited number, transferrable, verified over time, equitable outcomes & flexible pathways

Feedback against clear criteria
Opportunity to revise/improve
Opportunity for choice/voice

Introduce, practice, apply —> Learn, do, reflect
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Graduation Standard

Performance Indicator

Learning Target
Transferable Skills. What are they and where do they originate? The Transferable Skills were defined by EQS when it was reauthorized in 2014.
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Transferable Skills

TS 1: Clear + Effective Communication

TS 2: Self-Direction

TS 3: Creative + Practical Problem Solving

TS 4: Responsible + Involved Citizenship

TS 5: Informed + Integrative Thinking
Transferable Skills. What are they and where do they originate? The Transferable Skills were defined by EQS when it was reauthorized in 2014.

<table>
<thead>
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<th>Transferable Skills</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS 1: Clear + Effective Communication</td>
<td></td>
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**Performance Indicators**

- a. Demonstrate organized and purposeful communication.
- b. Use evidence and logic appropriately in communication.
- c. Integrate information gathered from active speaking and listening.
- d. Adjust communication based on the audience, context, and purpose.
- e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.
- f. Use technology to further enhance and disseminate communication.
- g. Collaborate effectively and respectfully.
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Graduation Proficiencies (Transferable Skills)
The Agency of Education identified these five Transferable Skills as model graduation proficiencies. They meet the requirements of EQS.

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Graduation Proficiencies (Transferable Skills)
The Agency of Education identified these five Transferable Skills as model graduation proficiencies. They meet the requirements of EQS.

Performance Indicators Explained
These performance indicators were created by the Agency of Education and stakeholders from Vermont as the skills, habits, and knowledge needed to demonstrate proficiency in the Transferable Skills.
Scoring Criteria:
Educators work together to define 4 levels of proficiency for each performance indicator within each Transferable Skill. This will enable certified scorers to have a similar understanding about what proficient work looks like while honoring teacher judgements about their students’ work.

Transferable Skills | Performance Indicators
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### Science

**Sample Graduation Standards and Performance Indicators**

#### PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS

Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

<table>
<thead>
<tr>
<th>Fifth-Grade Performance Indicators</th>
<th>Eighth-Grade Performance Indicators</th>
<th>High School Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Make observations to construct an evidence-based account on how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3)</td>
<td><strong>A.</strong> Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-1)</td>
<td><strong>A.</strong> Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)</td>
</tr>
<tr>
<td><strong>B.</strong> Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1)</td>
<td><strong>B.</strong> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (MS-PS1-2)</td>
<td><strong>B.</strong> Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)</td>
</tr>
<tr>
<td><strong>C.</strong> Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (5-PS1-2)</td>
<td><strong>C.</strong> Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-3)</td>
<td><strong>C.</strong> Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (HS-PS1-3)</td>
</tr>
<tr>
<td><strong>D.</strong> Plan and conduct investigations, make observations and measurements to identify materials based on their (observable) properties (2-PS1-1 AND 5-PS1-3)</td>
<td><strong>D.</strong> Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (MS-PS1-4)</td>
<td><strong>D.</strong> Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)</td>
</tr>
<tr>
<td><strong>E.</strong> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4)</td>
<td><strong>E.</strong> Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5)</td>
<td><strong>E.</strong> Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5)</td>
</tr>
<tr>
<td><strong>F.</strong> Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)</td>
<td><strong>F.</strong> Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the</td>
<td></td>
</tr>
</tbody>
</table>

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College Admissions
What They Look For
Provide both students’ proficiency in each standard and an ability to compare students
College Admissions Considerations

Ensure the transcript is easy to read and understand:

• Familiar course titles
• Grades that make sense
• Legends that explain everything an admission counselor would need to know
The inclusion of proficiency in cross-curricular graduation standards (Guiding Principles) is valuable to the many admission offices that practice holistic admission.
Make the best use of your school profile; it should complement the transcript and offer the admissions reader a clear and thorough background.
Sample High School Transcript
What Matters in a High School Transcript?

- Clarity and familiarity
- Representation of student performance on cross-curricular knowledge and skills (communication, problem solving, etc.)
- Opportunities for student’s to show distinction
What Matters in a High School Transcript?

- Accurate representation of what a student knows and is able to do
- Academic knowledge and skills displayed separately from Habits of Work and cross-curricular skills
### Bigelow High School Transcript Key

#### Graduation Standards Performance Summary

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Summary</td>
<td></td>
</tr>
<tr>
<td>GPA: 3.75</td>
<td></td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td></td>
</tr>
<tr>
<td>SAT Scores</td>
<td></td>
</tr>
<tr>
<td>Academic Awards</td>
<td></td>
</tr>
<tr>
<td>Academic Recognition</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>Creation &amp; Performance</td>
<td>3.0</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>3.5</td>
</tr>
<tr>
<td>Aesthetics &amp; Criticism</td>
<td>3.5</td>
</tr>
<tr>
<td>Connections</td>
<td>4.0</td>
</tr>
<tr>
<td>Grading System</td>
<td></td>
</tr>
<tr>
<td>1.0 - Does not meet standards</td>
<td></td>
</tr>
<tr>
<td>2.0 - Partially meets standards</td>
<td></td>
</tr>
<tr>
<td>3.0 - Meets standards</td>
<td></td>
</tr>
<tr>
<td>3.25 - 3.50 - Exceeds standards with honors</td>
<td></td>
</tr>
<tr>
<td>3.75 - 4.0 - Exceeds standards</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td>Demonstrated Proficiency -</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>3.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>3.5</td>
</tr>
<tr>
<td>Health Education and Physical Education</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5</td>
</tr>
<tr>
<td>World Languages</td>
<td>3.0</td>
</tr>
<tr>
<td>Application of Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>3.0</td>
</tr>
<tr>
<td>Civics &amp; Government</td>
<td>3.5</td>
</tr>
<tr>
<td>Economics</td>
<td>4.0</td>
</tr>
<tr>
<td>Geography</td>
<td>3.5</td>
</tr>
<tr>
<td>History</td>
<td>3.5</td>
</tr>
<tr>
<td>Type of Learning Experience</td>
<td></td>
</tr>
<tr>
<td>Course: Learning took place in and verified by a certified teacher in a regular high school course.</td>
<td></td>
</tr>
<tr>
<td>Honors: Learning took place in and verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.</td>
<td></td>
</tr>
<tr>
<td>Dual-Enrollment/Early College: Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.</td>
<td></td>
</tr>
<tr>
<td>Independent: Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the students' proficiency of one of more graduation standards.</td>
<td></td>
</tr>
<tr>
<td>Internship: Learning took place in a work-environment after which a certified teacher verified proficiency of one or more graduation standards.</td>
<td></td>
</tr>
</tbody>
</table>

#### Academic Recognition

- **Magna Cum Laude**
- **SAT Scores**
- **Academic Awards**
- **Academic Recognition**

#### Grading System

1. 1.0 - Does not meet standards
2. 2.0 - Partially meets standards
3. 3.0 - Meets standards
4. 3.25 - 3.50 - Exceeds standards with honors
5. 3.75 - 4.0 - Exceeds standards

#### Graduation Requirements

- **Interpersonal Communication**
- **Interpretive Communication**
- **Communication Comparison**
- **Communities**

#### Graduation Cross-Curricular Skills

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine Learning Results Guiding Principles</td>
<td></td>
</tr>
<tr>
<td>Clear and effective communicator</td>
<td>3.0</td>
</tr>
<tr>
<td>Self-directed and lifelong learner</td>
<td>3.25</td>
</tr>
<tr>
<td>Creative and practical problem solver</td>
<td>3.5</td>
</tr>
<tr>
<td>Responsible and involved citizen</td>
<td>3.75</td>
</tr>
<tr>
<td>Integrative and informed thinker</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.**

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**Revised 8.22.13**
## Learning Experience

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>English 9</td>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>History 9</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Spanish I</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Art 1</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td>2010-11</td>
<td>English 10</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>History 10</td>
<td>4.0</td>
<td>Year</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td>4.0</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Spanish II</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>4.0</td>
<td>Year</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>4.0</td>
<td>Semester</td>
<td>Course</td>
</tr>
<tr>
<td>2011-12</td>
<td>English Language and Composition (AP)</td>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>3.0</td>
<td>Year</td>
<td>Independent</td>
</tr>
<tr>
<td></td>
<td>Calculus</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
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<td></td>
<td>Spanish III</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
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<td></td>
<td>Physics</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
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<tr>
<td></td>
<td>Software Development, Inc.</td>
<td>3.5</td>
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## Academic Summary

- **GPA:** 3.75
- **Magna Cum Laude**
- **SAT Scores:**
- **Academic Awards:**
- **Academic Recognition:**

## Grading System

- **1.0** - Does not meet standards
- **2.0** - Partially meets standards
- **3.0** - Meets standards
- **3.25 - 3.50** - Exceeds standards
- **3.75 - 4.0** - Exceeds standards with honors

## Graduation Requirements

- **Demonstrated Proficiency -**
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
  - World Languages
  - Visual and Performing Arts
  - Career Education and Development

## Graduation Cross-Curricular Skills

- **Clear and effective communicator**
- **Self-directed and lifelong learner**
- **Creative and practical problem solver**
- **Responsible and involved citizen**
- **Integrative and informed thinker**

Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.
## Graduation Requirements

### Demonstrated Proficiency -

#### Maine Guiding Principles

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### Additional Graduation Requirements

- **Senior Project**
- **Capstone Experience**
- **Service Learning Requirement**

### Graduation Cross-Curricular Skills

- **Maine Learning Results**
  - **Guiding Principles**
  - **Graduation Requirements**
  - **Student Proficiency**
- **Additional Graduation Requirements**
- **Senior Project**
- **Capstone Experience**
- **Service Learning Requirement**
# Bigelow High School

**Mountain Rd., Dead River, Maine 04000**  
**Phone:**  

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<td>Course</td>
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## Graduation Cross-Curricular Skills

- **Maine Learning Results**  
  - Guiding Principles
  - Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events
  - Clear and effective communicator
  - Self-directed and lifelong learner
  - Creative and practical problem solver
  - Responsible and involved citizen
  - Integrative and informed thinker

## Academic Summary

- **GPA:** 3.75  
  - Magna Cum Laude

## Grading System

- **1.0** - Does not meet standards  
- **2.0** - Partially meets standards  
- **3.0** - Meets standards  
- **3.25 - 3.50** - Exceeds standards  
- **3.75 - 4.0** - Exceeds standards with honors

## Demonstrated Proficiency

- **Maine Guiding Principles**
- **English Language Arts**
- **Mathematics**
- **Science and Technology**
- **Social Studies**
- **Health Education and Physical Education**
- **World Languages**
- **Visual and Performing Arts**
- **Career Education and Development**

## Graduation Requirements

- **Senior Project**
- **Capstone Experience**
- **Service Learning Requirement**
**Guiding Principles**

**Maine Learning Results**

**Learning Experience**

to these skills, not one time events, numerous demonstrations pertaining

Student Proficiency is verified by

Guiding Principles

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**Graduation Cross-Curricular Skills**

- Clear and effective communicator
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**Grading System**

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**Graduation Requirements**

- Demonstrated Proficiency -
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
  - World Languages
  - Visual and Performing Arts
  - Career Education and Development

- Additional Graduation Requirements
  - Senior Project
  - Capstone Experience
  - Service Learning Requirement

**Student Personal Information**

Date of Enrollment: Year

Date of Graduation: Year

Parent/Guardian:

Date of Birth: Year

Phone:

Mountain Rd., Dead River, Maine 04000

Website:
Bigelow High School

Mountain Rd., Dead River, Maine 04000
Phone: Website:

Student Personal Information
Date of Enrollment: Date of Graduation:
Parent/Guardian: Address Contact Info

Learning Experience

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Graduation Cross-Curricular Skills

- Clear and effective communicator: 3.0
- Self-directed and lifelong learner: 3.25
- Creative and practical problem solver: 3.50
- Responsible and involved citizen: 3.75
- Integrative and informed thinker: 4.0

Maine Learning Results Guiding Principles

Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.

Graduation Requirements

- Senior Project
- Capstone Experience
- Service Learning Requirement

Academic Summary

- GPA: 3.75
- Magna Cum Laude

SAT Scores
Academic Awards
Academic Recognition

Grading System

- 1.0 - Does not meet standards
- 2.0 - Partially meets standards
- 3.0 - Meets standards
- 3.25 - 3.50 - Exceeds standards
- 3.75 - 4.0 - Exceeds standards with honors

Maine Guiding Principles

- English Language Arts
- Mathematics
- Science and Technology
- Social Studies
- Health Education and Physical Education
- World Languages
- Visual and Performing Arts
- Career Education and Development

Revised 8.22.13
2012-13

English 101
Mountain Biotech Industries (STEM)
Physical Education
Statistics (AP)
Health
Psychology (AP)

2011-12

English 10
History 9
Geography
Spanish 1
Earth Science
Art 1

2010-11

English 10
History 10
Algebra II
English Language and Composition (AP)
Drama
Chemistry
Spanish II

2009-10

English 9
History 9
Geometry
Spanish 1
Earth Science
Art 1

Guiding Principles
Maine Learning Results
Learning Experience
to these skills, not one time events
numerous demonstrations pertaining
Student Proficiency is verified by
Phone:
Mountain Rd., Dead River, Maine 04000

Graduation Cross-Curricular Skills
Level of Proficiency

Maine Learning Results
Guiding Principles
Clear and effective communicator
Self-directed and lifelong learner
Creative and practical problem solver
Responsible and involved citizen
Integrative and informed thinker
Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events

Academic Summary
Requirements
Additional Graduation Requirements
Capstone Experience
Senior Project
Career Education and Development
Health Education and Physical Education
World Languages
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**Graduation Cross-Curricular Skills**

- Clear and effective communicator: 3.0
- Self-directed and lifelong learner: 3.25
- Creative and practical problem solver: 3.50
- Responsible and involved citizen: 3.75
- Integrative and informed thinker: 4.0

**Maine Learning Results Guiding Principles**

Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.

GPA: 3.75
Magna Cum Laude

SAT Scores
Academic Awards
Academic Recognition

**Grading System**

- 1.0 - Does not meet standards
- 2.0 - Partially meets standards
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- 3.25 - 3.50 - Exceeds standards
- 3.75 - 4.0 - Exceeds standards with honors

**Graduation Requirements**

- Demonstrated Proficiency -
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
  - World Languages
  - Visual and Performing Arts
  - Career Education and Development

- Additional Graduation Requirements
  - Senior Project
  - Capstone Experience
  - Service Learning Requirement
### Guiding Principles

**Maine Learning Results**

Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.

### Graduation Cross-Curricular Skills

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### Level of Proficiency

- **3.0**: Partially meets standards
- **3.0 - 3.25**: Does not meet standards
- **3.25 - 3.50**: Exceeds standards
- **3.50 - 4.0**: Exceeds standards with honors

**GPA**: 3.75

**Academic Recognition**: Magna Cum Laude

**SAT Scores**: 4.0

**Academic Awards**

**Career Education and Development**

**Visual and Performing Arts**

**World Languages**

**Health Education and Physical Education**

**Social Studies**

**Science and Technology**

**English Language Arts**

**Mathematics**

**Magna Cum Laude**

**Capstone Experience**

**Senior Project**

**Service Learning Requirement**

**Additional Graduation Requirements**

**Demonstrated Proficiency**

**Student Personal Information**

**Parent/Guardian:**

**Date of Birth:**

**Address:**

Mountain Rd., Dead River, Maine 04000

**Phone:** 4.0

**Website:** 4.0

**Date of Enrollment:**

**Date of Graduation:**

**Education:**

**Revised 8.22.13**
## Student Personal Information
- **Date of Birth:**
- **Parent/Guardian:**
- **Address:**
- **Contact Info:**

## Academic Summary
- **GPA:** 3.75
- **Magna Cum Laude**
- **SAT Scores**
- **Academic Awards**
- **Academic Recognition**

## Grading System
- **1.0** - Does not meet standards
- **2.0** - Partially meets standards
- **3.0 - 3.50** - Meets standards
- **3.75 - 4.00** - Exceeds standards with honors

## Graduation Requirements
- **Demonstrated Proficiency** -
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
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## Grading System
- **3.0** - Clear and effective communicator
- **3.25** - Self-directed and lifelong learner
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- **3.75** - Responsible and involved citizen
- **4.0** - Integrative and informed thinker

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### Graduation Cross-Curricular Skills
- **Magna Cum Laude**

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**Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.**
### Academic Summary

**GPA:** 3.75  
**Magna Cum Laude**

**SAT Scores**

**Academic Awards**

**Academic Recognition**

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**Maine Guiding Principles**

- Integrative and informed thinker
- Creative and practical problem solver
- Self-directed and lifelong learner
- Clear and effective communicator
- Responsible and involved citizen
- Service Learning Requirement

*Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.*

**Grading System**

- 1.0 - Does not meet standards
- 2.0 - Partially meets standards
- 3.0 - Meets standards
- 3.25 - 3.50 - Exceeds standards
- 3.75 - 4.0 - Exceeds standards with honors

**Graduation Requirements**

- Demonstrated Proficiency - Maine Guiding Principles
- English Language Arts
- Mathematics
- Science and Technology
- Social Studies
- Health Education and Physical Education
- World Languages
- Visual and Performing Arts
- Career Education and Development

**Academic Summary**

**GPA:** 3.75  
**Magna Cum Laude**

**SAT Scores**

**Academic Awards**

**Academic Recognition**
Graduation Standards Performance Summary

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Type of Learning Experience

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Bigelow High School
Transcript Key

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Sample School Profile
What Matters in a High School Profile?

- Clarity around the school’s approach to pedagogy, learning standards, and curricular rigor
- Description of the school’s grading system - including how “habits of work” are assessed and graded
What Matters in a High School Profile?

• Overview of the school’s academic program and proficiency-based system

• Clarify pathways and the ways that students show distinction
What Matters in a High School Profile?

- Graduation rates, college-going rates, college-persistence rates
- Student demographic information and subgroup distribution
What Matters in a High School Profile?

• List of colleges and universities where graduates have matriculated or been accepted in the past three to five years

• Percentages of students who have been accepted to and who have matriculated into two- and four-year collegiate programs in the past three to five years
MERRYMEETING HIGH SCHOOL
122 School Street
Merrymeeting, Maine 04000
merrymeetinghs.org

ATHLETICS

School colors: black and white

School nicknames: Phoenix

No. of teams: 14

Sports: Girls: basketball, soccer, tennis, field hockey, volleyball, softball, tennis, cross-country, indoor track, outdoor track, golf, bowling, wrestling; Boys: basketball, soccer, tennis, field hockey, softball, track, wrestling, bowling, indoor track, outdoor track, golf

MISSION

Merrymeeting High School is committed to ensuring that all students graduate with the knowledge and skills required to succeed as contributing citizens in the 21st century.

THE SCHOOL AND THE COMMUNITY

Merrymeeting High School is a regional public high school serving three suburban-rural communities in southern Maine. The tourist area has attracted new families with varied cultural backgrounds, and our community has grown increasingly diverse over the past decade. In addition, a growing retirement population has taken on a strong presence and voice in our community and school affairs. Employment opportunities for the parents of Merrymeeting students center on the local hospitality industry, including many new small businesses. A significant percentage of residents commute to Portland, Portsmouth (New Hampshire), and as far as Boston on a daily basis for work. Family incomes vary widely, but most of our students hail from households of modest means. Support for education is on the rise and budgets, while adopted without much opposition, reflect the modest incomes of the region.

For more information: merrymeetinghs.org/our-community

THE ACADEMIC PROGRAM

Designed to motivate and challenge all students, the academic program at Merrymeeting High School is driven by equity and the highest possible learning expectations for students. Our proficiency-based learning and graduation policies ensure that all students leave as highly literate and skilled graduates. During their high school career, students have access to a wide range of learning experiences, including Advanced Placement courses and dual enrollment opportunities at local colleges. A year-long, interdisciplinary capstone project culminates the secondary school experience. All students are required to demonstrate proficiency against consistently applied and assessed learning standards, which are documented using digital portfolios that students maintain as evidence of their learning progress and achievements. All learning experiences are academically rigorous and intended to prepare students for success in college, career, and citizenship.

For more detailed information: merrymeetinghs.org/academic-program

HIGHLIGHTS OF THE ACADEMIC PROGRAM

- Students take in-depth courses in English language arts, mathematics, science, and social studies all four years of high school.
- Dual-enrollment (early college) courses are available to all students and completed by 60% of graduates on average.
- Internships are available to all students through established school-community partnerships with local businesses and organizations.
- Advanced Placement courses in English Language and Composition, English Literature and Composition, Statistics, Calculus, American History, United States Government and Politics, Microeconomics, Chemistry, and Biology, are open to all tenth through twelfth grade students. On average 65% of graduates complete at least one AP course.
- Project-based learning is embedded throughout the curriculum, and most courses engage students in long-term investigative projects, which often address local issues affecting the community.
- Online courses are available to all students and reflect the same high academic standards as regular courses. All students must complete at least one online course before graduation.
- All students complete a community service requirement before graduating.
- The Merrymeeting Honor Pledge helps students become ethical and responsible citizens in the school and community.

CO-CURRICULAR ACTIVITIES

ATHLETICS: field hockey, football, soccer, ice hockey, basketball, cross country, alpine and nordic skiing, track, baseball, softball, lacrosse

ACTIVITIES: drama club, math team, robotics team, student government, chorus, concert band, environmental club, school newspaper, debate

PERSONALIZED LEARNING EXPERIENCES AND MULTIPLE PATHWAYS

At Merrymeeting High School, student-centered learning is at the heart of all that we do. All students create and maintain personal learning plans that provide opportunities to connect their interests, passions, and future ambitions to courses, internships, independent studies, dual-enrollment college classes, and other experiences. These learning pathways reflect the highest academic expectations, regardless of whether students are learning in school or out in the community. Students are engaged and motivated through relevant, real-world learning experiences guided by school faculty and community leaders serving on Merrymeeting High School's talented adjunct staff.

For more information: merrymeetinghs.org/personalized-learning

ADVANCED PLACEMENT COURSES

In the Class of 2013, 58 students (31%) took AP exams by the end of their senior year. In the Class of 2012, 96 students (52%) took 176 AP exams by the end of their senior year.

SNAPSHOT OF THE CLASS OF 2013

- 182 seniors
- 45% quality for free or reduced lunch
- 14% English language learners
- 13% special education
- 100% completed community-service requirement
- 100% completed capstone project
- 56% completed at least one internship
- 68% completed at least one dual-enrollment course
- 9% graduated Summa Cum Laude
- 11% graduated Magna Cum Laude
- 16% graduated Cum Laude

For more information about the Class of 2013: merrymeetinghs.org/class-of-2013

COLLEGE AND UNIVERSITY ACCEPTANCES

In the past three years, Merrymeeting High School seniors have been accepted at the following colleges and universities: Amherst College, Bentley College, Bates College, Bowdoin College, Clarkson University, Colby College, Connecticut College, Dartmouth College, Dickinson College, Duke University, Davidson College, Elmira College, Emory University, Endicott College, Fordham University, Georgetown University, Harvard University, College of the Holy Cross, Husson University, Keene State College, Lehigh University, Middlebury College, Michigan State University, University of Notre Dame, Northwestern University, Princeton University, Rutgers University, Southern New Hampshire University, St. Anselm College, St. Lawrence University, Trinity College, Tufts University, University of Connecticut, University of Maine, University of New Hampshire, University of Vermont, University of Southern Maine, University of Massachusetts, Wesleyan University, Williams College.

For class-by-class matriculation and acceptance lists for the classes of 2009-2012, visit merrymeetinghs.org/college-acceptance
MISSION

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For more information: merrymeetinghs.org/grading

CO-CURRICULAR ACTIVITIES

Athletics: field hockey | football | soccer
| ice hockey | basketball | cross country | alpine and Nordic skiing | track | baseball | softball | lacrosse

Activities: drama club | math team | robotics team | student government | chorus | concert band | environmental club | school newspaper | debate
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ADVANCED PLACEMENT COURSES

In the Class of 2013, 58 students (31%) took 98 exams by the end of their junior year.

Courses  Students
3 or more  15
2  20
1  23

- 48% earned a 4 or 5
- 72% earned a 3 or higher

In the Class of 2012, 96 students (52%) took 176 AP exams by the end of their senior year.

Courses  Students
5 or more 14
2–4 28
1 56

- 52% earned a 4 or 5
- 78% earned a 3 or higher

SNAPSHOT OF THE CLASS OF 2013

For more information about the Class of 2013: merrymeetinghs.org/class-of-2013

In the Class of 2013, 182 seniors
- 45% qualify for free or reduced lunch
- 14% English language learners
- 13% special education
- 100% completed community-service requirement
- 100% completed capstone project
- 56% completed at least one internship
- 68% completed at least one dual-enrollment course
- 9% graduated Summa Cum Laude
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COLLEGIATE STATEMENTS OF SUPPORT

68 New England Institutions of Higher Education Offer Statements of Support for Proficiency-Based Education

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout New England and the country, as more educators, parents, employers, and elected officials recognize that high educational standards and strong academic preparation are essential to success in today's world.
### CONNECTICUT
- Asnuntuck Community College
- Capital Community College
- Central Connecticut State University
- Charter Oak State College
- Connecticut College
- Connecticut State Colleges and Universities
- Eastern Connecticut State University
- Gateway Community College
- Housatonic Community College
- Manchester Community College
- Middlesex Community College
- Naugatuck Valley Community College
- Northwestern Connecticut Community College
- Norwalk Community College
- Quinebag Valley Community College
- Southern Connecticut State University
- Three Rivers Community College
- Tunxis Community College
- University of Connecticut
- Western Connecticut State University

### MASSACHUSETTS
- Babson College
- Harvard University
- Massachusetts Institute of Technology
- Tufts University
- Wellesley College

### NEW HAMPSHIRE
- Antioch University New England
- Community College System of New Hampshire
- Granite State College
- Great Bay Community College
- Keene State College
- Lakes Region Community College
- Manchester Community College
- Nashua Community College
- NHTI-Concord’s Community College
- Plymouth State University
- River Valley Community College
- University of New Hampshire
- University System of New Hampshire
- White Mountains Community College

### MAINE
- Central Maine Community College
- Eastern Maine Community College
- Husson University
- Kennebec Valley Community College
- Maine Community College System
- Northern Maine Community College
- Southern Maine Community College
- Thomas College
- Unity College
- University of Maine
- University of Maine at Augusta
- University of Maine at Farmington
- University of Maine at Fort Kent
- University of Maine at Machias
- University of Maine at Presque Isle
- University of Maine System
- University of Southern Maine
- Washington County Community College
- York County Community College

### RHODE ISLAND
- Community College of Rhode Island
- Rhode Island College
- University of Rhode Island

### VERMONT
- Castleton State College
- Community College of Vermont
- Johnson State College
- Lyndon State College
- University of Vermont
- Vermont State Colleges
- Vermont Technical College
1. Endorse proficiency-based approaches to instruction, assessment, reporting, and graduation that establish universally high learning standards and expectations for all students in K–12 schools.
2. Accept a wide range of transcripts if the students meet our stated admissions requirements and the transcripts provide a full and accurate presentation of what an applicant has learned and accomplished.
3. Pledge that applicants to our institutions with proficiency-based transcripts will not be disadvantaged in any way.
New England Board of Higher Education

Policy Spotlight:

How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts
Policy Spotlight on New England

How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts: Insights for Students and Schools

The movement toward proficiency-based learning is gaining momentum at secondary schools across New England and beyond (Figure 1). Proficiency-based learning is the system of instruction, assessment and grading based on demonstration of skills that meet performance standards or “proficiencies.” The goal of proficiency-based learning is to better prepare students with the knowledge and skills necessary for success in higher education and 21st century careers.

As proficiency-based education models become more common across the country and the region, high school students and parents have raised questions and concerns regarding how proficiency-based transcripts will be viewed in the college admissions process—especially at highly selective US colleges and universities. Of greatest concern is whether proficiency-based learning and grading will disadvantage students in the college application and evaluation process.

Figure 1: Proficiency-Based K-12 Education State Policies in the Northeast as of March 2015

- **Advanced States**: Those states with clear policies that are moving towards proficiency-based; more than just an option.
- **Developing States**: Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.
- **Emerging States**: Those states with waivers, task forces.
- **No Policies in Competency Education**: States without significant policies or initiatives.
"In particular, students and families worry that proficiency-based education’s perceived departure from traditional transcripts and grading systems will hinder admissions professionals’ ability to fully comprehend and evaluate the caliber of candidates applying from these school districts." - p. 2
“While the admissions leaders present unanimously agreed that students from proficiency-based systems receive no disadvantage in the admissions process, they also caution that lack of information or transparency in transcripts or school profiles can present a hurdle in an admissions officer’s attempt to accurately assess a student’s achievements.” - p. 3
“Admissions leaders were particularly enthusiastic about the inclusion of habits of work and cross-curricular knowledge and skills on the proficiency-based transcript (Figure 2). Information regarding students’ habits of work and cross-curricular knowledge and skills are increasingly of interest to selective admissions offices as they seek to admit students who will contribute fully to campus life.” - p. 3
Questions?
THANK YOU

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