

# Searsport District High School



## Standards-based Education in Action

# Great Maine Schools

2003-2008



# Great Maine Schools

2003-2008

- Standards for graduation
- Common rubrics
- Grading & trend analysis
- Interventions
- Heterogeneity



**Why?**



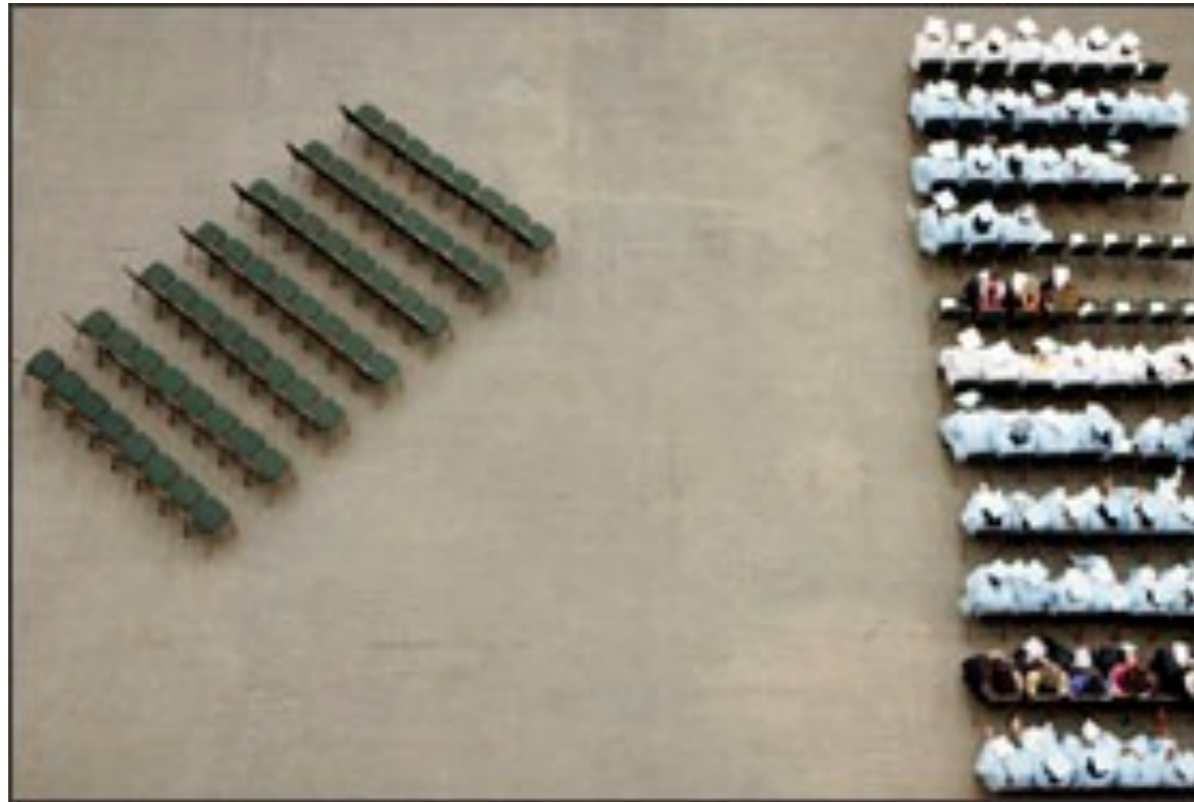


# 20 kindergarten students

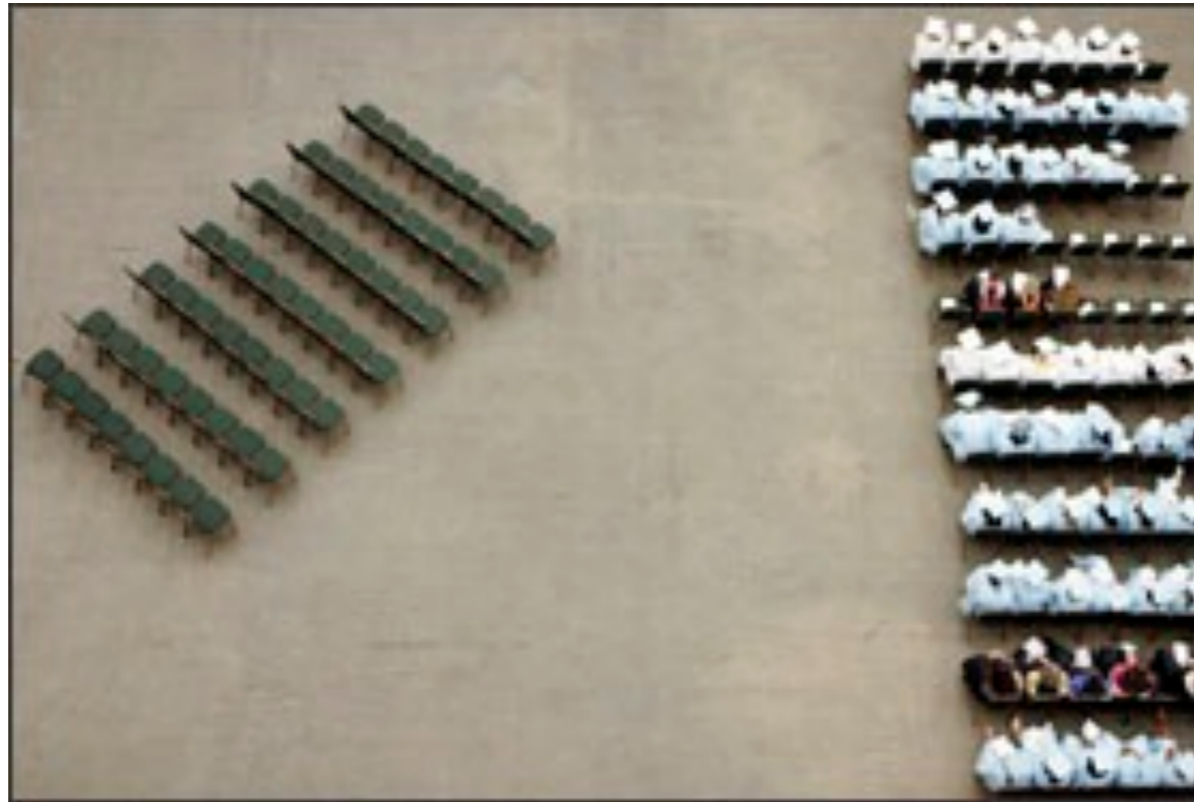


**2**

**matriculate**



# Each remedial course



lessens college  
graduation by...



**30%**



Friday, May 21, 2010

# % of freshmen repeating a high school course...





12%

**Most  
powerful  
predictor  
of SAT  
score**



Map

Satellite

Hybrid

Zips

ZIP Hybrid

# ZIP CODE

55401

55414

55411

55403

55454

55404

POWERED BY  
Google

1 mi  
10m

Map data ©2007 Tele Atlas, Zip Map: USNaviguide.com - Terms of Use

	<b>SDHS</b>	<b>State</b>
<b>Percentage of Students taking SAT</b>	<b>99%</b> <b>(67 of 68)</b>	<b>95%</b>
<b>Identified Disability</b>	<b>28%</b>	<b>15%</b>
<b>Economically Disadvantaged</b>	<b>40%</b>	<b>24%</b>



**Reversing these facts  
is possible...**



**First & Last**



# Eliminate credits



**Discreet reporting  
of  
skills / content**



**Use specific,  
transparent  
documents**



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THE BELL CURVE

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# Don't average



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# Grade & assess quality



**Don't  
sort / rank  
students**





**Intervene when  
students don't  
meet standards**



**Clear away  
unsuccessful habits /  
practices**



# Standards

Roy Lichtenstein - *Sunrise*, 1965 - Offset Lithograph  
Paper: 18 15/16 x 24 5/16 in - Image: 17 5/16 x 23 1/4 in

**Standards: an itemized list of learning objectives.**

**Students will know how to live justly in an unjust world.**

**Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement**

Diesel Technology Standards	Mastery
Students will demonstrate their readiness for future endeavors through attendance, work habits, behavior, teamwork, and quality of workmanship.	3.0
Students will explore career opportunities in Diesel Technology and develop a resume and portfolio that accurately reflects learned skills.	3.0
Students will apply listening skills, reading skills, and writing skills in Diesel Technology.	2.0
Students will follow general safety procedures. Students will identify uses of stored, hazardous liquids, maintain a safe work area, and also use ergonomically correct work methods.	2.0
Students will identify the uses and how to care for both common hand and precision measurement tools, types of standard and metric hardware, gaskets, seals, and sealants; identify and learn the uses for lubricants; identify and learn the uses of vehicle identification information as well as learning how to prepare a weekly work order.	4.0
Students will inspect, diagnose, and observe fuel, oil, coolant, and exhaust systems for leakage and contamination.	3.0

## Plus 7 Other Standards

**Traditional: Time is constant; learning is variable.**



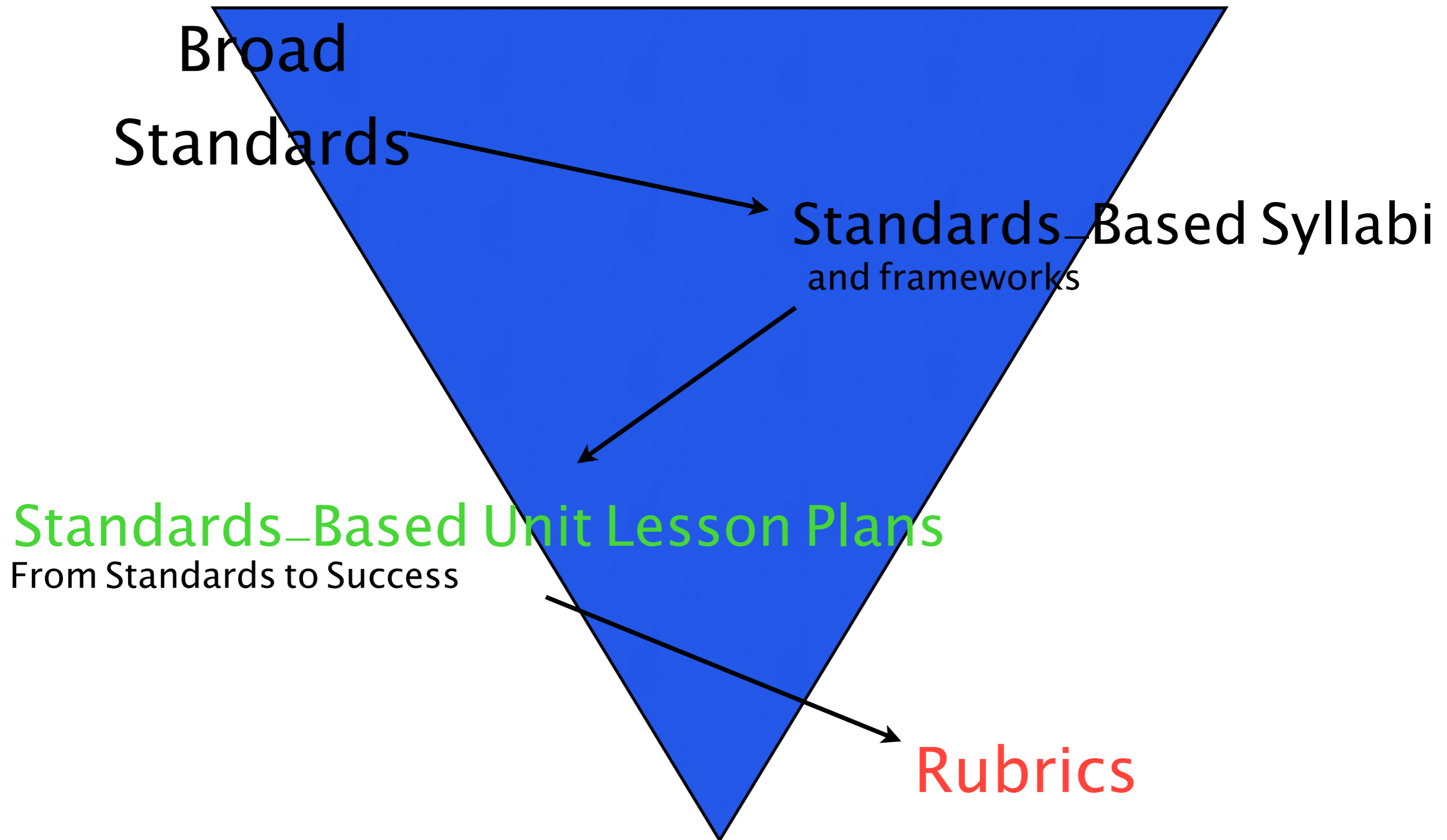
**Standards:**

**Learning is constant**

**Time is variable**

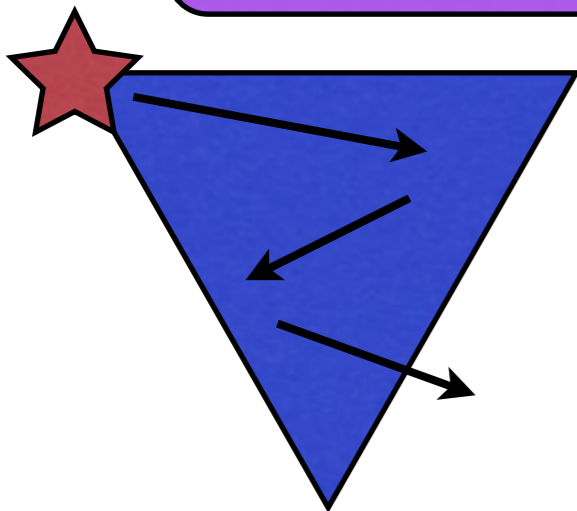
# Translation & Transparency

# Bringing Standards to Students



# Broad Standard

Social Studies Standard 9  
Students will understand the effects hope and change have on the human condition.



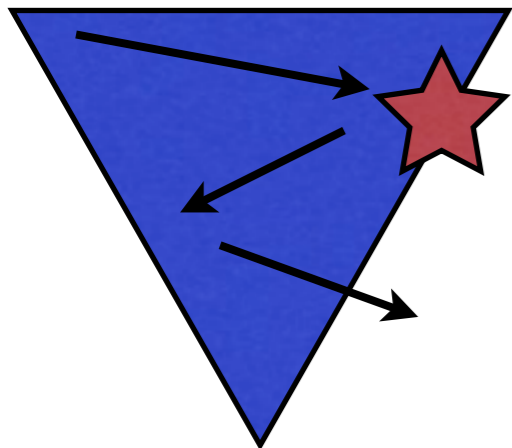
# from the Syllabus

## Social Studies standard 9

Students will understand the effects hope and change have on the human condition.

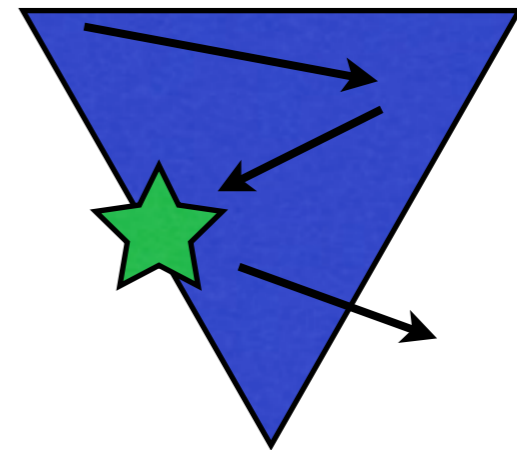
(framework)

Through their studies of significant eras of United States history, students will complete various activities that will show their understanding of how Americans endured adversity and how life changed in each era due to the circumstances of the time.



# from the Standards-Based Unit Lesson Plan

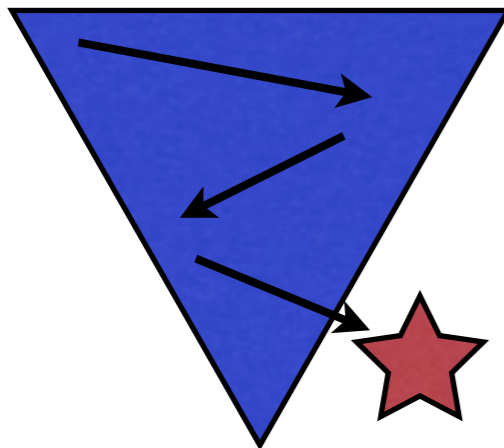
Students will understand the effects hope and change have on the human condition. (Standard 9)



- Government Intervention Today Article Review\*
- Design a Great Depression Era Museum\*

# from the Dust Bowl Assessment Rubric

	Does Not Meet	Partially Meets the Standard 2.0 or 2.5	Meets the Standard 3.0 or 3.5	Exceeds the Standard 4.0 (4.5 Honors Option)
<p>Students will understand the effects hope and change have on the human condition</p>		<ul style="list-style-type: none"> <li>* Does not include complete examples or explanations of how people lived with the conditions of the Great Depression.</li> <li>* Does not fully support personal opinions</li> </ul>	<ul style="list-style-type: none"> <li>* Answers contain examples and explanation of how people lived with the conditions of the Great Depression.</li> <li>* Offers personal opinions and uses examples to support opinions.</li> </ul>	<ul style="list-style-type: none"> <li>* Meets plus:</li> <li>* Compares the situation faced during the Great Depression with a situation in America in later years.</li> </ul>



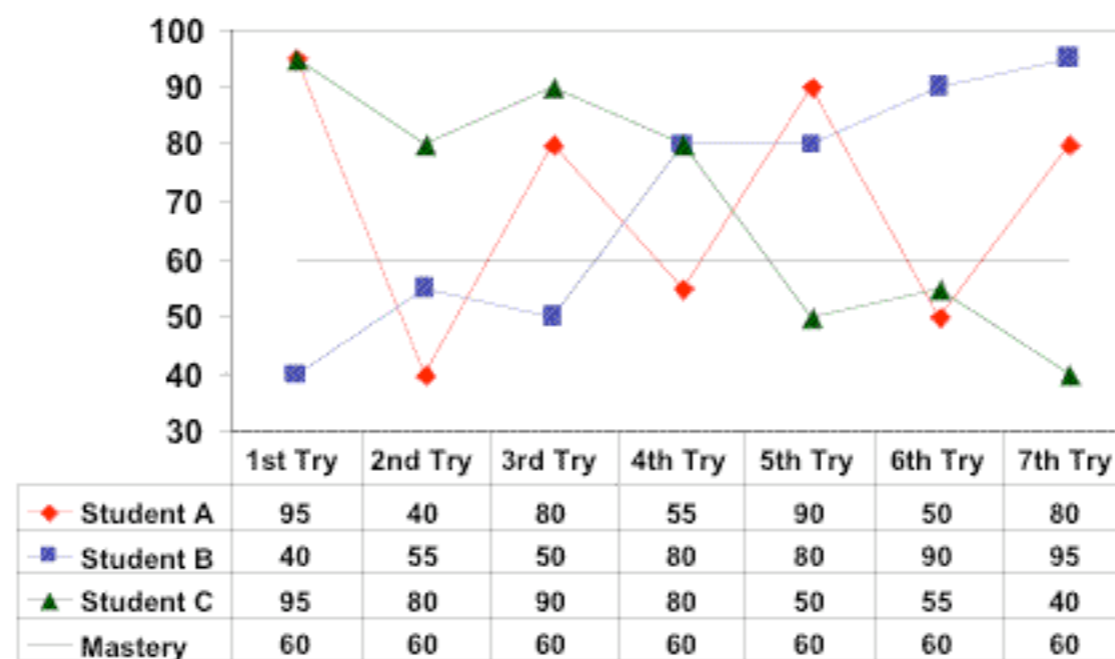
**NEASC Standard 4: 1 – The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.**

# Grading

	Does Not Meet	Partially Meets the Standard 2.0 or 2.5	Meets the Standard 3.0 or 3.5	Exceeds the Standard 4.0 (4.5 Honors)
The student will develop a high quality piece of chocolate.		<ul style="list-style-type: none"> <li>●Chocolate is slightly bitter, is not completely smooth.</li> <li>●Chocolate does not melt easily.</li> </ul>	<ul style="list-style-type: none"> <li>●Chocolate is sweet, creamy and smooth.</li> <li>●Chocolate melts easily.</li> </ul>	<ul style="list-style-type: none"> <li>●Meets plus:</li> <li>●Chocolate blends with other flavors to create a new taste combination.</li> </ul>

- \* 7 cut points versus 101 point scale
- \* grading purely on academic criteria versus attendance, behavior, work completion, extra credit ...

## Which student would you choose to pack your parachute?



Adapted from How to Grade for Learning (O'Connor, 2002)

Source: ed.gov (US Department of Education)

**DNM,2.0,2.5,4.0 = 3.5 (2.125)**

**4.0,2.5,2.0, DNM = DNM (2.125)**

# Standards-Based Report Card

English Language Arts Standards	Mastery
Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and speakers	3.0
Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.	3.5
Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.	2.5
Students understand and consistently use the conventions of standard English when writing and speaking.	2.0
Students will consistently participate as knowledgeable, reflective, and critical members of literacy communities.	4.0

# Interventions

# Skill-Based Interventions

literacy

F  
A  
M  
E

numeracy

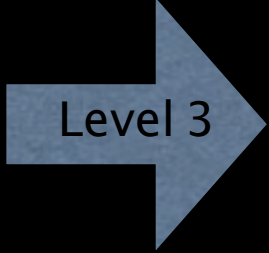
A  
L  
E  
K  
S

grammar/usage

A +  
L  
e  
a  
r  
n  
i  
n  
g

Core Content

PLATO



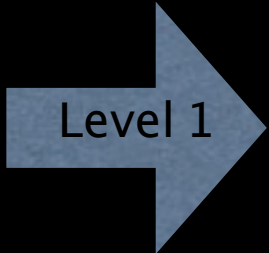
Level 3

**Extensive Interventions:  
schedule adjustment, school day guided**



Level 2

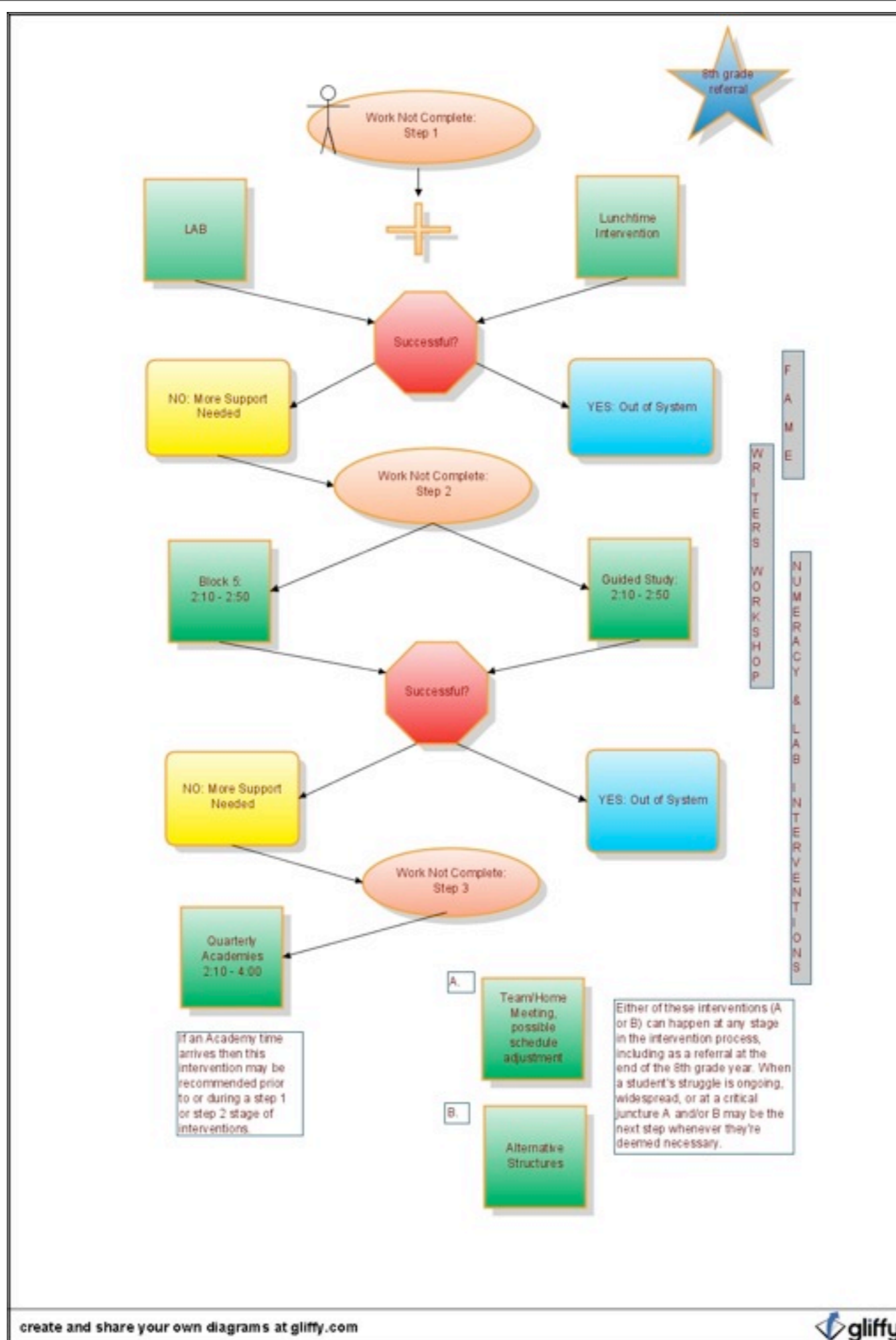
**After school, effort-based interventions:  
Guided Study, Block 5, Academies**



Level 1

**School day, effort-based interventions:  
LAB, academic activity period**

# INTERVENTION



<http://www.gliffy.com/pubdoc/1361865/L.jpg>

# Early Results

	<b>SDHS</b>	<b>State</b>
<b>Percentage of Students taking SAT</b>	<b>99%</b> <b>(67 of 68)</b>	<b>95%</b>
<b>Identified Disability</b>	<b>28%</b>	<b>15%</b>
<b>Economically Disadvantaged</b>	<b>40%</b>	<b>24%</b>

Critical Reading	SDHS	State
2005-2006 2006-2007	6% (Exceeds) 0% (Exceeds)	7% (Exceeds) 8% (Exceeds)
2005-2006 2006-2007	22% (Meets) 22% (Meets)	38% (Meets) 38% (Meets)
2005-2006 2006-2007	30% (Partially) 39% (Partially)	32% (Partially) 31% (Partially)
2005-2006 2006-2007	41% (DNM) 39% (DNM)	24% (DNM) 23% (DNM)

<b>Math</b>	<b>SDHS</b>	<b>State</b>
<b>2006-2007</b>	<b>0%</b>	<b>4%</b>
<b>2006-2007</b>	<b>14%</b>	<b>36%</b>
<b>2006-2007</b>	<b>36%</b>	<b>31%</b>
<b>2006-2007</b>	<b>50%</b>	<b>30%</b>

Writing	SDHS	State
2005-2006 2006-2007	3% (Exceeds) 2% (Exceeds)	6% (Exceeds) 6% (Exceeds)
2005-2006 2006-2007	24% (Meets) 25% (Meets)	40% (Meets) 41% (Meets)
2005-2006 2006-2007	32% (Partially) 42% (Partially)	32% (Partially) 31% (Partially)
2005-2006 2006-2007	41% (DNM) 31% (DNM)	21% (DNM) 21% (DNM)

# Class of 2008, Reading

			National average	
			Below national average	Exceeds national average
CR01 Understanding main ideas in a reading passage			p	X
CR02 Understanding tone			p	X
CR03 Comparing and contrasting ideas presented in two passages			p	X
CR04 Understanding the use of examples			p	X
CR05 Recognizing the purpose of various writing strategies			p	X
CR06 Applying ideas presented in a reading passage			p	X
CR07 Determining an author's purpose or perspective			p	X
CR08 Making connections between information in different parts of a passage			p	X
CR09 Distinguishing conflicting viewpoints			p	X
CR10 Being thorough			p	X
CR11 Understanding difficult vocabulary			p	X
CR12 Understanding how negative words, suffixes, and prefixes affect sentences				X
CR14 Recognizing connections between ideas in a sentence			p	X
CR16 Recognizing a definition when it is presented in a sentence				X
CR17 Understanding sentences that deal with abstract ideas				X
CR19 Comprehending long sentences			p	X
CR21 Understanding sentences that deal with scientific ideas			p	X

X State

p Local

# Class of 2009, Reading

Skills	Comparative Performance				
			Below national average	National average	Exceeds national average
CR1 Understanding main ideas in a reading passage				p X	
CR10 Being thorough				p X	
CR11 Understanding difficult vocabulary				X p	
CR12 Understanding how negative words, suffixes, and prefixes affect sentences				p X	
CR15 Recognizing words that signal contrasting ideas in a sentence				X	
CR16 Recognizing a definition when it is presented in a sentence				p X	
CR17 Understanding sentences that deal with abstract ideas				p X	
CR19 Comprehending long sentences				p X	
CR3 Comparing and contrasting ideas presented in two passages				p X	
CR4 Understanding the use of examples				p X	
CR5 Recognizing the purpose of various writing strategies				p X	
CR6 Applying ideas presented in a reading passage				p X	
CR7 Determining an author's purpose or perspective				p X	
CR9 Distinguishing conflicting viewpoints				p X	

X State  
p Local

# Class of 2010, Reading

Skills	Comparative Performance			
	Below national average		National average	Exceeds national average
CR1 Understanding main ideas in a reading passage			X	
CR10 Being thorough			X	o
CR11 Understanding difficult vocabulary			o	
CR12 Understanding how negative words, suffixes, and prefixes affect sentences			X	
CR15 Recognizing words that signal contrasting ideas in a sentence			o	
CR16 Recognizing a definition when it is presented in a sentence			o	
CR17 Understanding sentences that deal with abstract ideas			X	
CR19 Comprehending long sentences			o	
CR3 Comparing and contrasting ideas presented in two passages			X	
CR4 Understanding the use of examples			o	X
CR5 Recognizing the purpose of various writing strategies			o	
CR6 Applying ideas presented in a reading passage			X	
CR7 Determining an author's purpose or perspective			o	
CR9 Distinguishing conflicting viewpoints			X	

X State  
o Local

## MHSA Comparison: 2007-2008 to 2008-2009 (inter and intra comparisons)

Content Area	2007-2008 School	2007-2008 State	2008-2009 School	2008-2009 State
<b>Critical Reading*</b>	+/- ME		+/- SAU    +/- ME	
<i>Exceeds:</i>	<b>2</b> (-6)	8	(+8) <b>10</b> (+1)	9
<i>Meets:</i>	<b>27</b> (-13)	40	(+10) <b>37</b> (-3)	40
<i>Partially:</i>	<b>27</b> (-1)	28	(-2) <b>25</b> (-3)	28
<i>DNM:</i>	<b>44</b> (+21)	23	(-15) <b>29</b> (+7)	22
<b>Math</b>	+/- ME		+/- SAU    +/- ME	
<i>Exceeds:</i>	<b>0</b> (-4)	4	(0) <b>0</b> (-4)	4
<i>Meets:</i>	<b>21</b> (-16)	37	(+15) <b>36</b> (-2)	38
<i>Partially:</i>	<b>35</b> (+1)	34	(+1) <b>36</b> (+6)	31
<i>DNM:</i>	<b>44</b> (+19)	25	(-16) <b>28</b> (+1)	27
<b>Writing</b>	+/- ME		+/- SAU    +/- ME	
<i>Exceeds:</i>	<b>2</b> (-5)	7	(0) <b>2</b> (-5)	7
<i>Meets:</i>	<b>35</b> (-3)	38	(+2) <b>37</b> (-2)	39
<i>Partially:</i>	<b>29</b> (-3)	32	(+33) <b>42</b> (+11)	31
<i>DNM:</i>	<b>33</b> (+10)	23	(-14) <b>19</b> (-4)	23
<b>Science</b>	+/- ME		+/- SAU    +/- ME	
<i>Exceeds:</i>	<b>0</b> (-2)	2	(+4) <b>4</b> (0)	4
<i>Meets:</i>	<b>27</b> (-13)	40	(+5) <b>32</b> (-5)	37
<i>Partially:</i>	<b>17</b> (-7)	24	(+4) <b>21</b> (-5)	26
<i>DNM:</i>	<b>56</b> (+22)	34	(-13) <b>43</b> (+10)	33

20.111%

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