

Oceanside High School Evaluation Plan



Oceanside High School Evaluation

Introduction

In the first year of RSU 13 (2009/2010), a High School Study Group was chartered by the School Board to study educational options for secondary education within the RSU. This was done in the face of declining enrollments at the two existing high schools (Georges Valley High School and Rockland District High School), and with the intent to improve secondary programming, increase educational opportunities, and maximize the use of existing resources. The creation of Oceanside High School was the outgrowth of this endeavor resulting in a unique and unified 8-12 educational program in the two existing secondary facilities - with Georges Valley becoming Oceanside West and Rockland District High School becoming Oceanside East. In 2010/2011 extensive work took place to construct a unified Program of Studies for grades 8-12, form teacher leadership teams, pursue extensive curriculum work, unify student handbooks, dress existing school facilities in new school colors, and much, much more – all leading to opening the doors for both Oceanside campuses with the beginning of the 2011/2102 school year.

Central to this over-all endeavor is a commitment that was made to the communities of RSU 13 as this innovative plan took shape. That commitment now entails putting in place, and maintaining, an evaluation plan that will be transparent – and consistently focused upon our collective efforts for ever-improving teaching and learning. Consistent with the initial charge to the High School Study Group, five central goals were identified in the program planning process for Oceanside High School that will now be carried forward to serve as the organizing elements of on-going program evaluation. These goals are:

1. **Post-Secondary Readiness** – we will prepare all students to be successful in post-secondary options.
2. **Successful High School Completion** – we will realize a graduation rate that equals or exceeds 90%.
3. **Equitable Opportunity** – we will provide an equitable range of courses & extra-curricular learning opportunities for all students.
4. **Improved Learning** – we will improve learning outcomes for all students.
5. **Acceptance & Ownership** – we will achieve acceptance and ownership of the 8-12 school model as ‘our school’ within our RSU 13 community.

This evaluation plan seeks to honor these goals by establishing metrics and other authentic measures that will allow us to continually take stock of progress in our journey towards excellence. The information that we gather along the way will assist us in acknowledging our strengths and weaknesses, and in guiding our work towards continuous improvement. Bi-annual updates of this evaluation plan will be maintained on the RSU 13 website.

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Oceanside High School Evaluation

Part One NEASC and Student Reporting

NEASC

Commendations and Recommendations

On March 11, 2011 the Oceanside faculty began the process of accreditation in collaboration with the New England Association of Schools and Colleges (NEASC). Accreditation efforts culminated with an on-site visit by a NEASC review team in September 2012. Accreditation is always a challenging process for any school, but for Oceanside (during our first year of consolidation) - the school was faced with simultaneously restructuring our programming for grades 8 through 12 and engaging in the self-study that accreditation requires. As a united faculty, we choose to view this as an opportunity to review, refine, reaffirm, or adjust all that we do.

Oceanside High School received accreditation in June of 2013.

Central to the NEASC site visit and program review was the visiting team's determination of findings relative to the seven standards that were the focus of the accreditation review. What appears on pages four through ten of this report are commendation and recommendations finding for each of these important standards. This feedback will continue to inform the work of improved teaching and learning at Oceanside High School.

1. Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

Commendations:

1. The successful merger of two distinct academic institutions that honors both communities' history, priorities and needs
2. The use of the COMPASS acronym
3. The various learning expectations in courses and programs that address a variety of academic, social and civic competencies
4. The demonstrated commitment to incorporate values from both former schools
5. The school's recognition of the importance of and the need for regular and systematic reviews of its core values, beliefs, and 21st century expectations in order to ensure that they reflect student needs and align with district and community priorities
6. The use of the Transitional Advisory Group

Recommendations:

1. Develop and implement a formal plan for a dynamic, collaborative and inclusive process, based on research-based best practices, to review and revise the current core values, beliefs about learning, and 21st century learning expectations.
2. Develop and implement school-wide analytic rubrics to assess student achievement of all of the school's learning expectations
3. Provide school-wide unified leadership to ensure that the core values, beliefs about learning and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction and assessment and guide policies, procedures, decisions and resource allocations.
4. Develop and implement a plan to regularly review and review core values, beliefs about learning to guide policies, procedures, decisions and resource allocations and 21st century learning expectations to reflect district and school community changing priority

2. Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

Commendations:

1. The recent development and adoption of a common curriculum template
2. The OHS curriculum guides emphasize essential questions, concepts, content, skills and instructional practices, inquiry, problem-solving and higher-order thinking
3. The technology needs of students and teachers at OHS are adequately met through the MLTI laptop initiative which provides for one-to-one technology
4. The abundance of instructional practices and techniques included in the curriculum guides
5. The frequent opportunities to authentic learning
6. Class sizes that support achievement of the school's learning expectations
7. The availability of technology to support the delivery of the curriculum

Recommendations:

1. Design and align curriculum to emphasize the school's 21st century learning expectations (COMPASS)
2. Identify in the curriculum by grade level and course level how and where students will learn and practice COMPASS learning expectations
3. Complete the comprehensive curriculum guides utilizing the common template which includes content, learning expectations, course specific learning goals, suggested instructional strategies and assessment techniques including school-wide analytical rubrics
4. Develop and implement a plan to ensure that the curriculum emphasizes depth of understanding through inquiry, problem-solving, higher-order thinking skills, and cross disciplinary learning in all courses and levels.
5. Develop and implement a curriculum to emphasize informed and ethical use of technology
6. Develop and implement a plan that ensures that the written curriculum is being taught so that the school knows that the teachers are teaching the curriculum outlined in the documents and make them accessible to all stakeholders
7. Develop and implement a clearly identified curriculum review cycle
8. Provide structured time for collaboration activities for the articulation of curriculum within content areas, across content areas and with sending schools
9. Develop and fund a school-wide plan to ensure that staff is provided with sufficient equipment and supplies needed to fully support the implementation of curriculum upon implementation

3. Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

Commendations:

1. The opportunities for grade level teams meet regularly of the West campus to allow for the development of in-depth interdisciplinary units
2. The MLTI one-to-one program provides opportunities for students and parents to engage in learning through technology, and school policies, programs, and equipment support this
3. The formalized intervention programs such as Bridge classes, labs, and Academy and Advisory periods provide a useful means of addressing the needs of each student
4. The Literacy Coordinator position provides valuable resources for teachers to utilize current research to improve instructional practices
5. The examples of successful personalization, especially in elective courses
6. The many opportunities in the community to participate in cross-disciplinary learning
7. The opportunities for students to be active self-directed learners found in elective courses
8. The use of formative assessments such as quizzes, warm-up review questions, and homework review
9. The use of NWEA testing to identify and place students in appropriate support programs
10. The willingness of teachers to engage in individual and collaborative learning opportunities to improve instructional methods

Recommendations:

1. Increase opportunities and support for cross-disciplinary teaching and for the development of interdisciplinary units – especially on the East campus
2. Develop and implement a plan to provide professional development to assist teachers in differentiating instruction to more effectively meet the diverse learning needs of the students
3. Develop and implement a plan for teachers to meet regularly as departments across the grade span (8 - 12) to examine student work, analyze assessments, formalize feedback processes, address current research, and engage in collaborative discourse focuses on instructional practices
4. Develop and implement a procedure to more actively seek and examine input from parents and students about the efficacy of instructional practices

4. Assessment Of and For Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

Commendations:

1. The use of the school-wide writing prompt rubric in a variety of classes and for the annual writing assessment for all students
2. The development of a formal process to assess individual students and whole school progress in achieving the writing expectations
3. The use of assessment results from standardized tests and the writing prompt to create individual intervention programs to assist and support students in learning
4. The high level of use of individual teacher rubrics to assess student work
5. The communication to students by some teachers of the applicable 21st century learning expectations and related unit-specific goals to be assessed
6. The provision to students of the corresponding rubrics prior to summative assessments
7. The range of assessment strategies used by teachers
8. The emerging examples of teacher collaboration of the creation, analysis, and revision of formative and summative assessments
9. The regular use of formative assessments by many teachers to inform and adapt their instruction

Recommendations:

1. Create school-wide analytic rubrics to assess all components of the 21st century learning expectation identified on the COMPASS document
2. Create a school-wide analytic rubric to assess the oral communication component of "Communicating Effectively"
3. Consistently inform students of applicable 21st century learning expectations as well as unit specific learning targets at the beginning of the units/lessons
4. Develop and implement a plan for professional development on use of assessment data, research-based rubric development, and effective student feedback
5. Provide structured opportunities for teachers in grades 8 – 12 to collaborate on curriculum, assessments, and instruction
6. Develop and implement school-wide common assessments for each content area specific to each grade level
7. Establish a process for teachers to collaboratively review grading and reporting practices for the purposes of consistency and alignment to the school's core values and beliefs

5. School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

Commendations:

1. The traditions of Georges Valley and Rockland High School are honored and continued
2. The active and influential Student Senate at Oceanside East
3. The principals are seen as positive, accessible and caring
4. The school-wide focus on literacy development
5. The development of the new evaluation and supervision process
6. The teachers are accessible to students and parents
7. The average class size allows for greater individual attention by teachers
8. The inclusion of 50 hours of community service as a graduation requirement
9. The school board and superintendent have confidence in the principals and provide them with the necessary autonomy to lead the school

Recommendations:

1. Immediately take specific steps to address student concerns about safety at the West Campus
2. Develop and implement a plan that addresses the factors which contribute to a widespread sentiment that the East and West campuses remain two separate schools, each with its own administration, schedule, culture, norms, practices, priorities and initiatives
3. Develop and implement a plan to improve collaboration, communication, and consistency between campuses and the RSU 13 central office
4. Develop and implement a plan to ensure that every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science or world languages)
5. Develop and implement a plan to communicate a long-term strategic professional development plan based upon current research of best practice and specific Oceanside instruction and assessment data
6. Develop and implement a plan to enhance the Advisory and Academy programs to ensure that every student is known well by at least one adult and assists the students in meeting the school's 21st century learning expectations
7. Involve all stakeholders in appropriate decision-making that promotes responsibility and ownership

6. School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

Commendations:

1. The timely and directive intervention services provided to meet the needs of all students including those who are at risk of not completing their high school education
2. The creation of a consistent and unified student handbook that is used for all students at both campuses
3. The Behavioral Alternative Education program (Experiential Learning)
4. The school's partnership with community-based programs (Trekks and Herring Gut Learning Center) available to support student learning
5. The exceptionally high percentage of parental participation in IEP meetings
6. The wide range of technology used to communicate with and deliver services to students
7. The sufficient staffing levels in the guidance/counseling and special student services
8. The access provided to the library media center before, during and after school

Recommendations:

1. Integrate student support series and create common language and procedures between the two campuses
2. Contract with local physician for support and consultation as required by state regulation
3. Update, submit for approval and implement the draft K – 12 guidance plan
4. Collect and analyze data in order to document the provision of guidance services to all students
5. Provide a library collection which is appropriate to support the curriculum and engage students in reading
6. Provide more consistency in terms of oversight and coordination of 504 plans between the two campuses
7. Design and implement a systematic program to ensure that all students have sufficient access to school counselors
8. Update the Infinite Campus system to provide special education data, IEPs, accommodations and other important health information for teachers and administrators
9. Take specific steps to ensure that the academic and social needs of students are being met in the transition from OHSW to OHSE

7. Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

Commendations:

1. The physical work and improvements completed at both campuses to provide a new common identity for both locations
2. The drafting and pending adoption of the RSU 13 strategic plan for 2013 – 2018
3. The approval of a \$500,000 facilities bond that includes funding for an engineering study of OHS that will lead to the development of a facilities improvement plan
4. The extensive partnerships with community, businesses, and colleges to support student learning
5. The investment in the new science labs at OHSE

Recommendations:

1. Improve communication and collaboration between the two campuses in budgeting and identifying needs to support 21st century student learning
2. Develop, fund and implement in a timely manner a formal plan to address inadequate electrical capacity at both campuses
3. Develop, fund and implement in a timely manner a formal plan to address insufficient size of cafeteria and kitchen facilities at both campuses
4. Develop, fund and implement in a timely manner a formal plan to address locker room deficiencies including lack of lockers, uneven floors and lack of accessibility
5. Develop, fund and implement in a timely manner a formal plan to replace outdated single pane window walls and to address water and air infiltration
6. Develop, fund and implement in a timely manner a formal plan to address extreme temperature variations which exist from room to room
7. Develop, fund and implement in a timely manner a formal plan to address remaining asbestos abatement
8. Develop, fund and implement in a timely manner a formal plan to address foundation water infiltration in the OHS East auditorium
9. Develop, fund and implement in a timely manner a plan to address deficiencies in the nursing station at both campuses including lack of privacy and accessibility
10. Develop, fund and implement in a timely manner a formal plan to ensure access to fully accessible restrooms for staff and students at each campus
11. Upgrade the telephone communication system to allow for individual teacher voicemail and conference calling.



Oceanside High School
Home of the “Mariners”

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October 7, 2014

To Whom It May Concern:

This letter is our response to the request from Janet Allison outlined in a letter dated June 14, 2013. The contents of the letter informed us that the New England Association of Schools and Colleges awarded Oceanside High School continued accreditation.

The letter further stated that we had two reports that needed to be sent to NEASC. The first was a *Special Progress Report* due by December 1, 2013 outlining detailed information on the action we had taken on five issues of concern that the NEASC report outlined. The second correspondence, the *Two-Year Progress Report*, which was due on October 1, 2014, would provide our responses to an additional six areas detailed in the June 14, 2013 letter.

Unfortunately, the December 1, 2013 *Special Progress Report* and the October 1, 2014 *Two-Year Progress Report* have not been sent to NEASC. This came to our attention several weeks prior to the start of the 2014-15 school year. The responsible administrators had left the district and at this time we were interviewing for principals at both campuses. Janet Allison was contacted to determine our next steps. She stated at that time we should wait until both OHS East and West had administration in place and work to get a response by early October.

Ms. Allison also requested a letter detailing the hardships that we faced as a district last year that hampered our ability to do the necessary work around these reports. That letter will be forthcoming. Finally, we need to supply a list of substantive changes that have occurred since the NEASC visit and explain what impact that has had on Oceanside High School East and West.

The following information is our response to the *Special Progress Report* request sent by Ms. Allison on June 14, 2013.

1. *Create and submit school-wide analytic rubrics to address all components of the 21st Century Learning Expectations identified on the compass document*

Classification: No Action

This recommendation has not been formally addressed. A committee with representatives from East and West will convene in the fall of 2014 to research rubrics that address the 21st Century Learning Expectations. The committee will present their findings to the joint leadership team. A rubric will be developed and adopted by the end of the 2014-2015 school year in order to assure that the class of 2019 will be evaluated on the 21st Century Learning Expectations annually.

- 2. Immediately take steps to address student safety concerns given the number of student conflicts on the West Campus*

Classification: Completed

The West Campus has taken steps to address student safety concerns. West has trained staff on restorative practices through Restorative School Practices of Maine and continues to implement this philosophy in building school culture and addressing behavior issues. The administration has used restorative discipline practices to supplement or replace traditional discipline, and the rate of suspensions has decreased more than 50% since the 2011-2012 school year. The teaching and guidance staff have used restorative circles to focus on conflict resolution, bullying, school culture and technology misuse. Given this focus on bullying, West has seen an increase in student reporting of bullying and harassment, and a significant decrease in behavior that negatively impacts students' feeling of safety. Additional school-wide efforts to improve school culture have involved school-wide assemblies at East and West campuses focused on these issues.

- 3. Ensure students at the West Campus are aware of and feel invited to participate in co-curricular opportunities at the East Campus*

Classification: Completed

We have seen a significant increase in 9th grade extra-curricular participation since the 2011-2-12 school year. Bus transportation between schools has expanded to increase participation opportunities for west students, and more promotion of activities has been done at the West Campus to inform students of opportunities. At a school assembly, the district Athletic Director has presented ninth grade students with athletic opportunities and encouraged them to get involved. In addition, the high school has coordinated transportation between campuses to facilitate participation in theater, pep rallies, career fairs and other 9-12 activities throughout the year. Currently, approximately 20% of the cast of theater productions comes from West, and the student governments attend a yearly joint retreat. There are additional options for students available through outside organizations such as Trekkers and Youthlinks, with which the school works closely and promotes.

- 4. Develop a formal plan to resolve all facilities issues identified in the evaluation report, including a preliminary timeline and anticipated sources of funding*

Classification: In Progress

In the fall of 2013, an architect was consulted in regards to some of the building needs at East outlined by the visiting committee's report. Due to recent changes in our district superintendent and business manager, the district has recently initiated an RFQ to begin addressing the areas of concern identified in the report. The RFQ is being developed and will be posted statewide in October with an expected assessment to begin November and last 90 days. Projects chosen should begin by March and be completed within a year.

During the summer of 2013, new controls were installed for the heating system in OHS-East, but considerable issues continue with some areas overheating and others remaining very cold. One item that has been successfully addressed is the school nurse's office at OHS-East. It has been moved into a larger space that affords privacy and its own bathroom.

5. *Address the factors that contribute to the widespread sentiment that the East and West campuses remain two separate schools, each with its own administration, schedule, culture, norms, practices, priorities and initiatives.*

Classification: In Progress

The East and West campuses continue to be separate campuses and run independently. Each building has its own administration, culture and norms. The campuses share a handbook and set of overarching rules and policies, although there are variations in the implementation of these policies based on the age and developmental needs of the students in the different buildings. Because Oceanside High School is currently implementing a proficiency-based grading system that will follow the class of 2019 through graduation, the grading policies and initiatives vary depending on grade level.

Curriculum alignment with graduation standards is a priority across campuses, and several content areas have completed significant curriculum work in 8-12 or 9-12 departments. Proficiency-based grading is a priority for Oceanside High School and is being piloted at East and West. A Proficiency-Based Steering Committee was created to develop and oversee the transition plan for proficiency-based education across the district. This committee, along with the district PBE coordinator (hired August 2013), works to create consistency between campuses in the implementation of this initiative. Teachers from both schools met during a summer retreat to develop complementary schedules for common planning time to support this goal. For the 2014-2015 school year, both campuses are now following the same daily schedule, allowing travel between campuses for a broader range of course and program options.

Efforts were made last year for joint leadership meetings to facilitate communication between campuses. Going forward, the leadership teams from East and West will meet regularly to develop common goals and move forward with current initiatives. With the gradual implementation of PBE, by 2019 both campuses will be utilizing the same grading system and policies at all grade levels.

Thank you for allowing us additional time to formulate the *Special Progress Report* response. We await further instructions on the timeline for the *Two-Year Progress Report*. Please feel free to contact us with any questions or concerns. As requested we have included a list of substantive change and any possible impacts those changes might have on programming.

Truly Yours,

William Gifford
OHS West

Renee Thompson
OHS East

Substantive Changes at Oceanside High School

- 1. Reduction to .5 time Principal at OHS West:** West has seen a decrease in enrollment since the NEASC report. The impact of this position reduction cannot be determined at this time due to the fact the reduction occurred at the start of the 2014-15 school year. A Lead Teacher was instituted to help with duties at West and the West Principal's other assignment is within close proximity to West's campus.
- 2. Reduction to 1.5 Guidance Counselors at OHS West:** West has operated with two Guidance Counselors since the consolidation of the two campuses. The impact of this decision was also made for the 2014-15 school year so the full impact cannot be determined at this time.
- 3. Elimination of Guidance Administrative Assistant at OHS West:** This position was eliminated for the 2014-15 school year. One of the main office support staff splits her time between the main office and the guidance office. The full impact of this decision cannot be determined at this time.
- 4. Elimination of 1 Social Studies Teacher at both East and West:** This decision was made due to declining enrollments and has resulted in a decrease of elective offerings at East.
- 5. Elimination of 1 Art Teacher at OHS E:** This decision was made for the 2013-14 school year for budgetary issues and due to a forecasted decline in overall student enrollment at East. This has resulted in a decrease of elective offerings at East.
- 6. Reduction to .5 Technical Education position at OHS East:** This decision was made for the same reasons listed above with the same result.

Student Feedback Surveys for OHS Teachers

The Student Feedback Survey was administered to all Oceanside High School students for the first time in December of 2012. The survey will be repeated in the spring of 2013, and twice annually in future years. Each student completes a 36 question survey for each of their current teachers. Results are available to individual teachers within days of the survey window's closing. School-wide patterns (reported below) are also reviewed and discussed at faculty meetings. For each one of the survey's seven indicators, best practices are identified by staff members receiving positive feedback in that area. A master list is developed and distributed to the staff. These best practices lead to rich discussions and help to shape school-wide plans. In addition, each teacher develops at least one personal goal based on their individual classroom data. This tool provides valuable information in support of teachers' professional growth goals and school wide goal setting. OHS is committed to ensuring our students' voices are heard in all aspects of our school, including their perspective on the instructional climate. * iWalkthrough Student Feedback provides us with an opportunity to do so.

The Student Feedback Survey provides data within seven researched-based teaching and school climate factors known as the 'Seven Cs:'

Survey dates & per cent of student agreement:

Climate Factor:	Sample Question:	12/12 #3,320	05/13 #2,560	10/13 #3,672	05/14 #2,788	11/14	04/15
Caring about students (Encouragement & Support).	<i>The teacher in this class encourages me to do my best.</i>	55.42%	53.9%	63.2%	65.6%		
Captivating students (Learning Seems Interesting & Relevant).	<i>This class keeps my attention – I don't get bored.</i>	59.34%	52.6%	61.6%	60.3%		
Conferring with students (Students Sense Their Ideas are Respected).	<i>My teacher gives us time to explain our ideas</i>	59.69%	56.3%	65.2%	66.8%		
Consolidating knowledge (Ideas get Connected & Integrated).	<i>My teacher takes time to summarize what we learn each day.</i>	59.76%	55.7%	66.2%	67.5%		
Clarifying lessons (Success Seems Feasible).	<i>When I am confused, my teacher knows how to help me understand.</i>	63.78%	58%	66.7%	66.6%		
Controlling behavior (Culture of Cooperation & Peer Support).	<i>Our class stays busy and doesn't waste time.</i>	64.50%	60.3%	69.2%	68.3%		
Challenging students (Press for Effort, Perseverance, & Rigor).	<i>My teachers want us to use our thinking skills, not just memorize things.</i>	70.15%	65.3%	74.5%	74.7%		

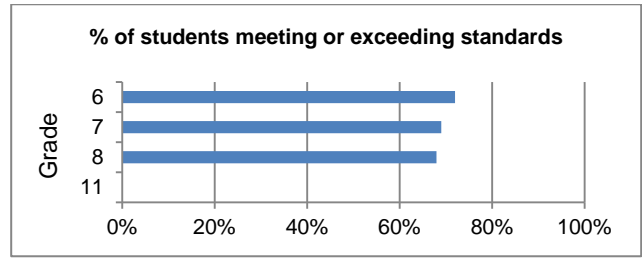
**The Student Feedback Survey is completed with the technical support of Great Schools Partnership, Inc.*

Oceanside High School Evaluation

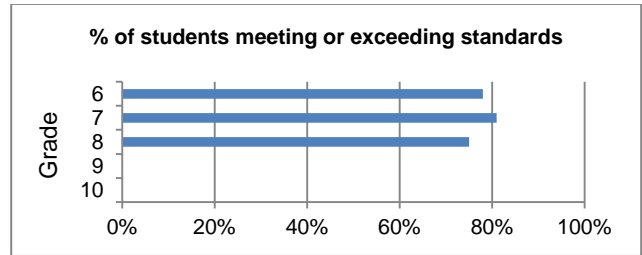
Part Two Longitudinal Cohort Studies

Class of 2018 - Cohort Achievement Profile

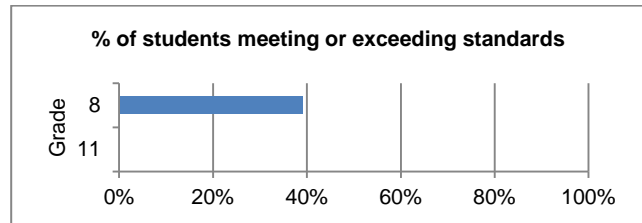
Content Area	Grade	Assessment	Year	RSU	State
State-Reading	6	NECAP	11/12	72%	72%
	7	NECAP	12/13	69%	69%
	8	NECAP	13/14	68%	72%
	11	SBAC/Spring	16/17		



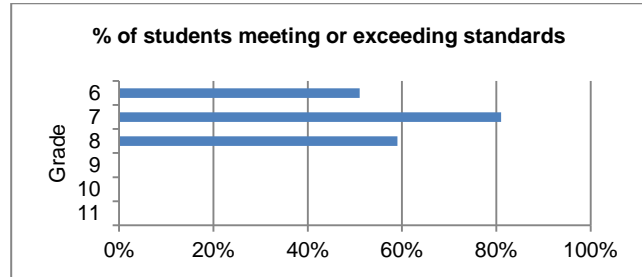
Content Area	Grade	Assessment	Year	RSU
District-Reading	6	NWEA/Spring	11/12	78%
	7	NWEA/Spring	12/13	81%
	8	NWEA/Spring	13/14	75%
	9	NWEA/Spring	14/15	
	10	NWEA/Spring	15/16	



Content Area	Grade	Assessment	Year	RSU	State
State-Writing	8	NECAP/Fall	13/14	39%	47%
	11	SBAC/Spring	16/17		

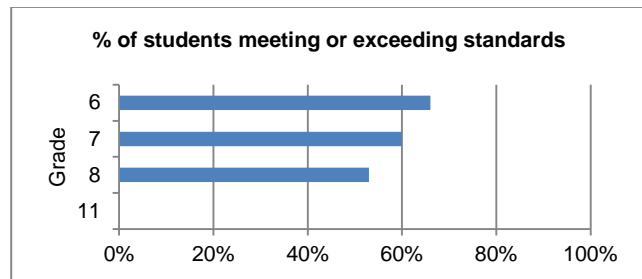


Content Area	Grade	Assessment	Year	RSU
District-Writing	6	RSU/Spring	11/12	51%
	7	RSU/Spring	12/13	81%
	8	RSU/Spring	13/14	59%
	*9	RSU/Spring	14/15	
	*10	RSU/Spring	15/16	
	*11	RSU/Spring	16/17	

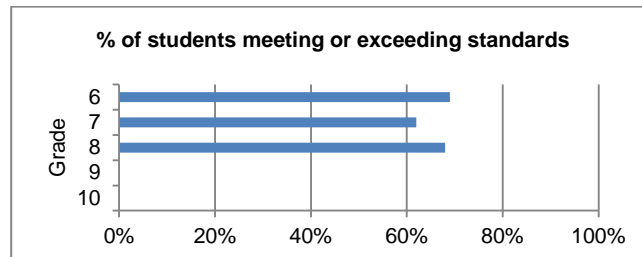


*Thesis-driven essay – % meeting 11th grade standards

Content Area	Grade	Assessment	Year	RSU	State
State-Math	6	NECAP	11/12	66%	65%
	7	NECAP	12/13	60%	59%
	8	NECAP	13/14	53%	56%
	11	SBAC/Spring	16/17		



Content Area	Grade	Assessment	Year	RSU
District-Math	6	NWEA/Spring	11/12	69%
	7	NWEA/Spring	12/13	62%
	8	NWEA/Spring	13/14	68%
	9	NWEA/Spring	14/15	
	10	NWEA/Spring	15/16	



Class of 2018

Course Success Profile

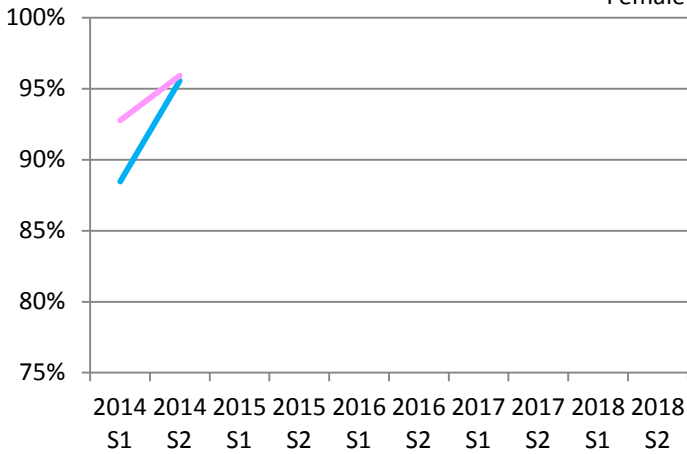
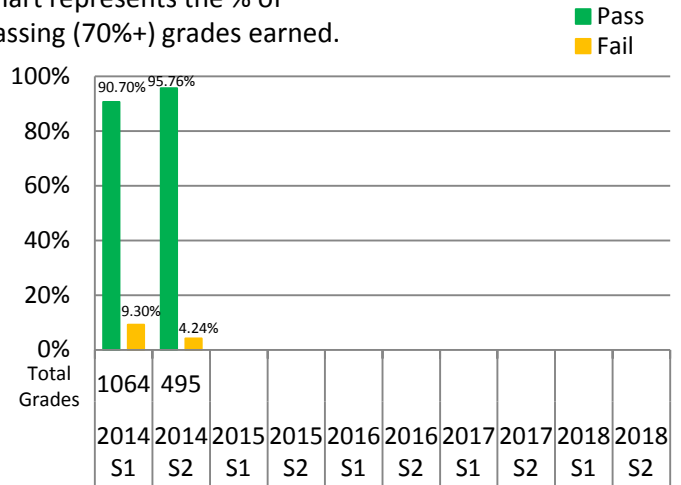


Chart represents the % of passing (70%+) grades earned.



Honor Roll

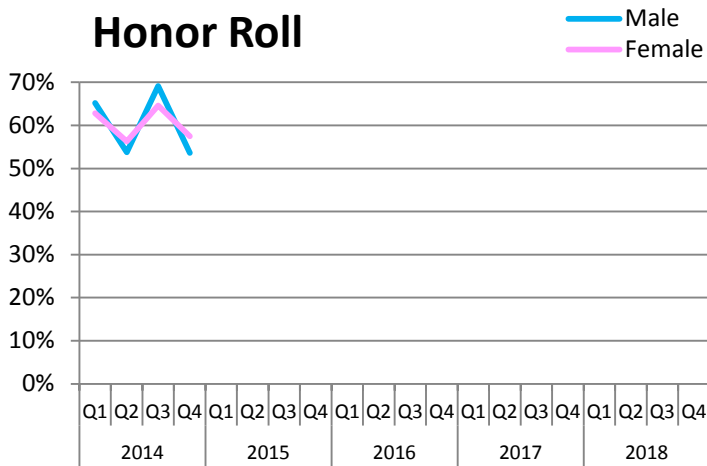


Chart represents students earning any level of honor roll.

Two quarter average student count

High Honors	22.5	29
Honors	43.5	45
Honorable Mention	21.5	17.5
Enrollment	147	150

Attendance

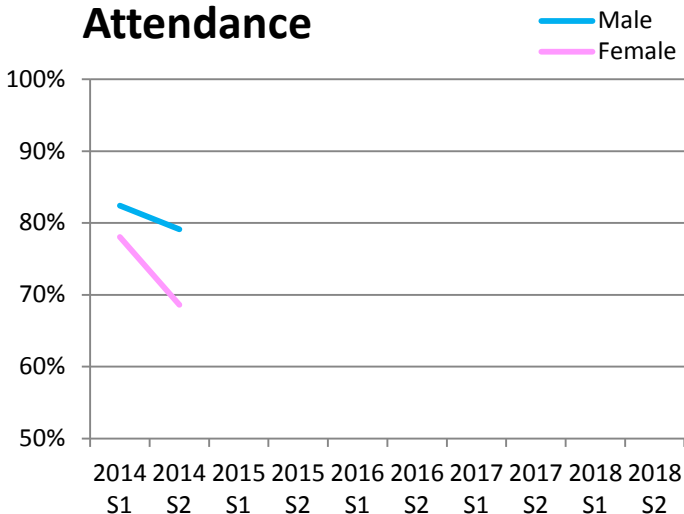


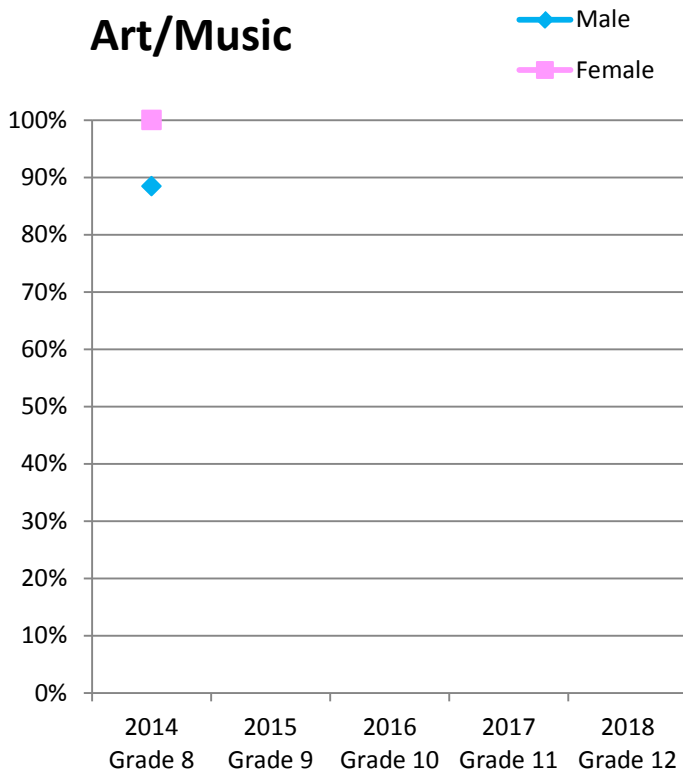
Chart represents students with fewer than 11 absences.

Student count

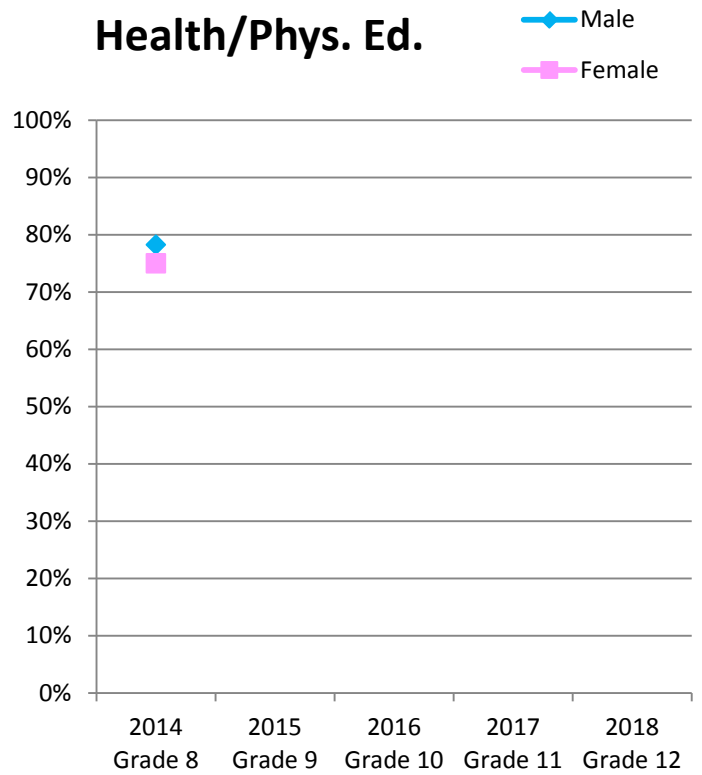
2 Truancy Letters	0	0
1 Truancy Letter	0	1
>20 Absences	5	9
<21 Absences	26	32
<11 Absences	120	109
No Absences	5	3
Enrollment	156	153

Class of 2018 - Accessing Extended Opportunities

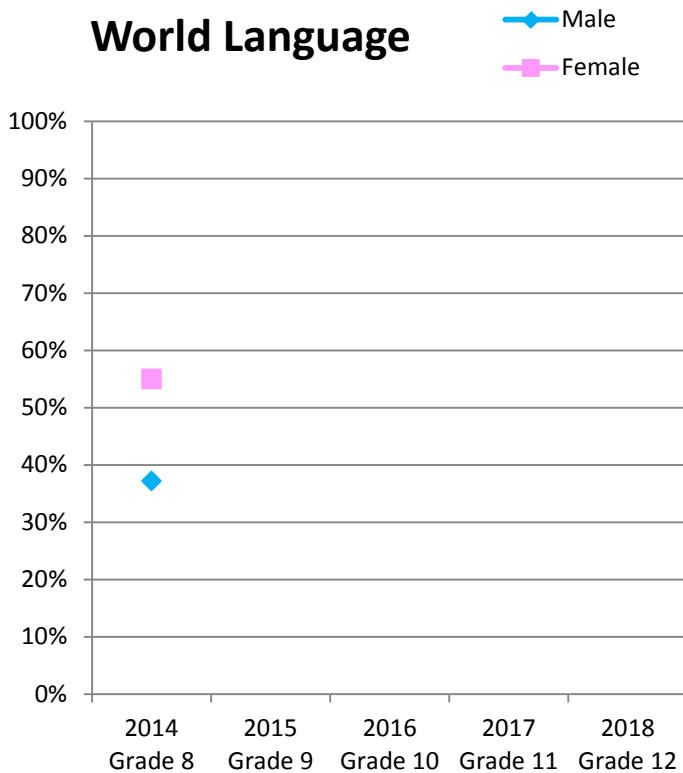
Art/Music



Health/Phys. Ed.

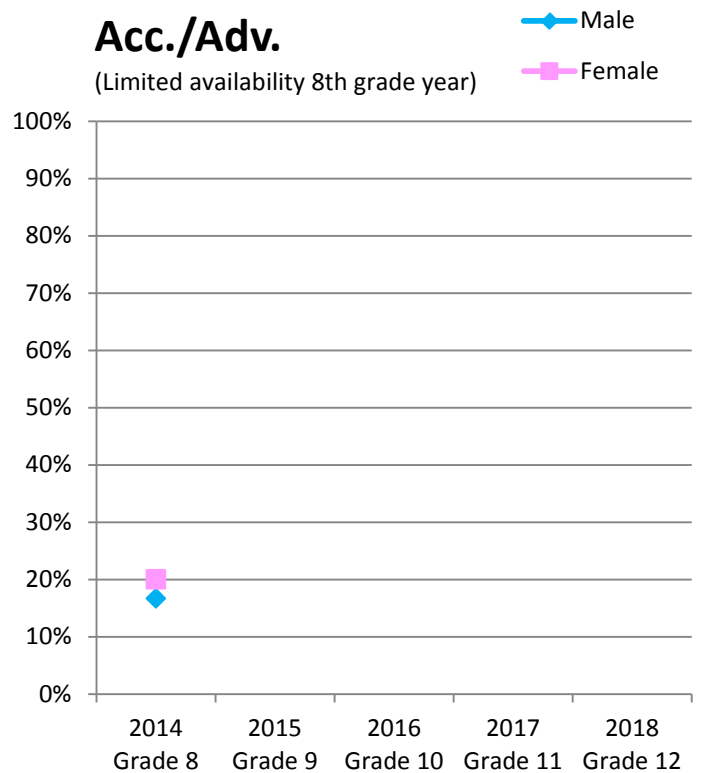


World Language



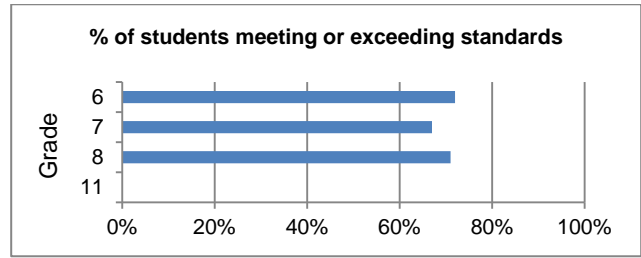
Acc./Adv.

(Limited availability 8th grade year)

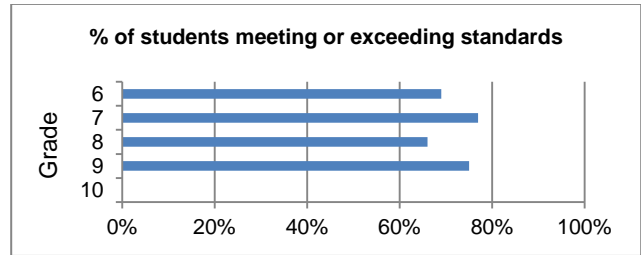


Class of 2017 - Cohort Achievement Profile

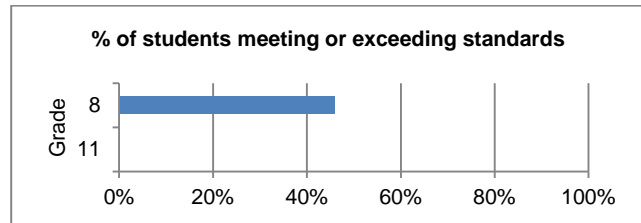
Content Area	Grade	Assessment	Year	RSU	State
State-Reading	6	NECAP/Fall	10/11	72%	62%
	7	NECAP/Fall	11/12	67%	70%
	8	NECAP/Fall	12/13	71%	76%
	11	SBAC/Spring	15/16		



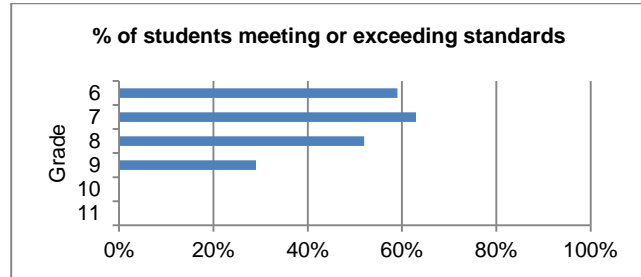
Content Area	Grade	Assessment	Year	RSU
District-Reading	6	NWEA/Spring	10/11	69%
	7	NWEA/Spring	11/12	77%
	8	NWEA/Spring	12/13	66%
	9	NWEA/Spring	13/14	75%
	10	NWEA/Spring	14/15	



Content Area	Grade	Assessment	Year	RSU	State
State-Writing	8	NECAP/Fall	12/13	46%	58%
	11	SBAC/Spring	15/16		

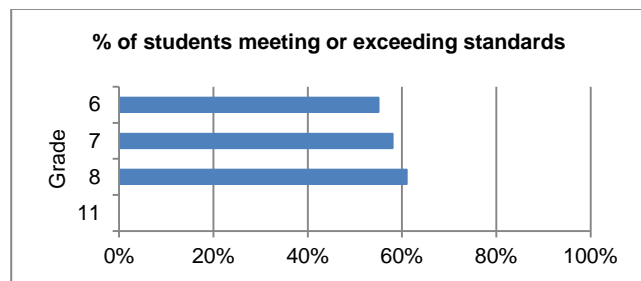


Content Area	Grade	Assessment	Year	RSU
District-Writing	6	RSU/Spring	10/11	59%
	7	RSU/Spring	11/12	63%
	8	RSU/Spring	12/13	52%
	*9	RSU/Spring	13/14	29%
	*10	RSU/Spring	14/15	
	*11	RSU/Spring	15/16	

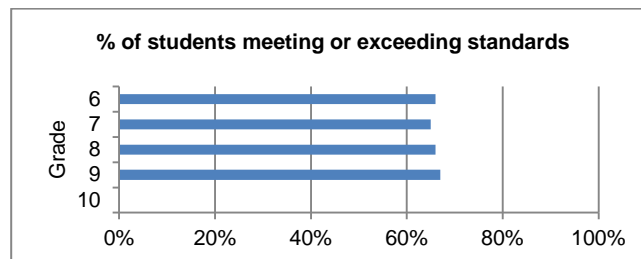


*Thesis-driven essay – % meeting 11th grade standards

Content Area	Grade	Assessment	Year	RSU	State
State-Math	6	NECAP/Fall	10/11	55%	63%
	7	NECAP/Fall	11/12	58%	61%
	8	NECAP/Fall	12/13	61%	61%
	11	SBAC/Spring	15/16		



Content Area	Grade	Assessment	Year	RSU
District-Math	6	NWEA/Spring	10/11	66%
	7	NWEA/Spring	11/12	65%
	8	NWEA/Spring	12/13	66%
	9	NWEA/Spring	13/14	67%
	10	NWEA/Spring	14/15	



Class of 2017

Course Success Profile

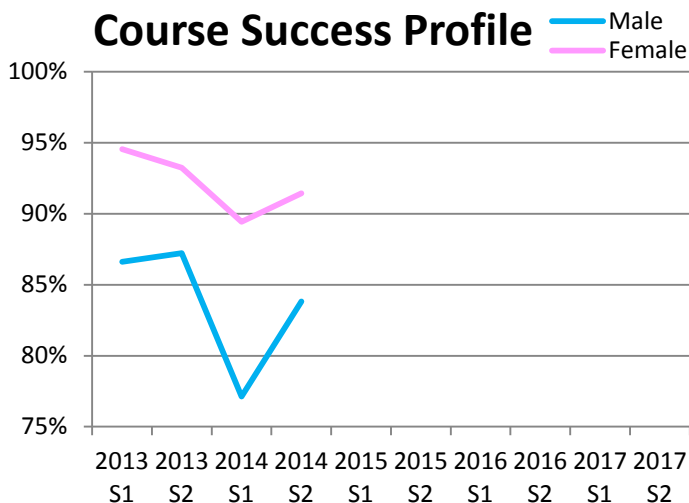
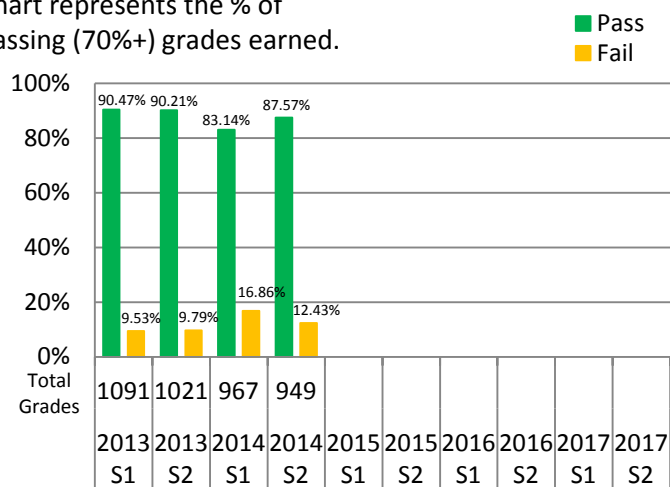


Chart represents the % of passing (70%+) grades earned.



Honor Roll

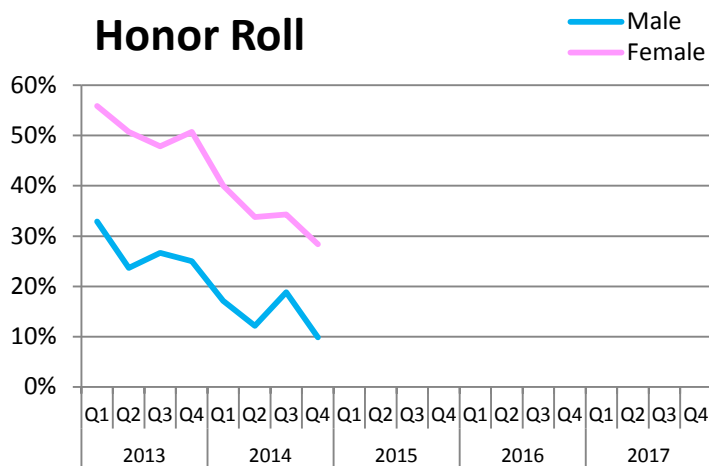


Chart represents students earning any level of honor roll.

Two quarter average student count

High Honors	4.5	6	3	3.5
Honors	41.5	36	28	20
Honorable Mention	12	12	5.5	7.5
Enrollment	145	146	144	137

Attendance

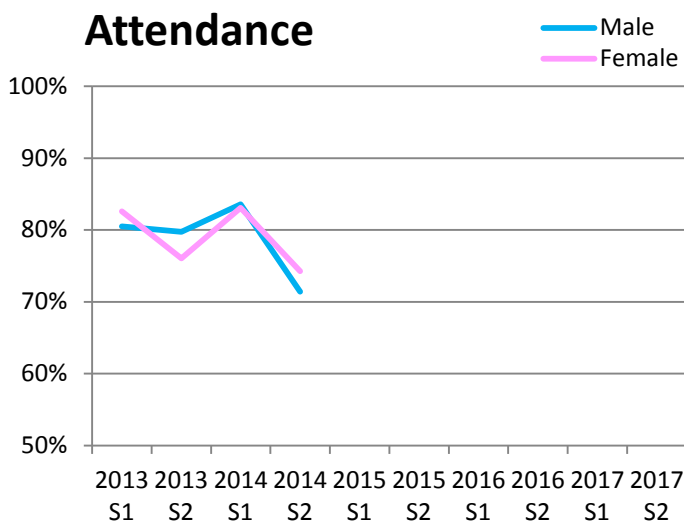


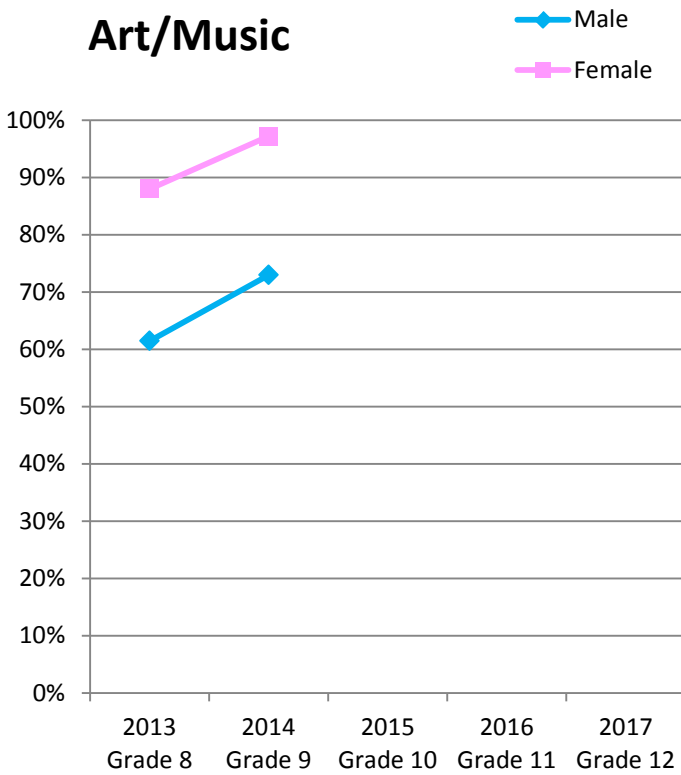
Chart represents students with fewer than 11 absences.

Student count

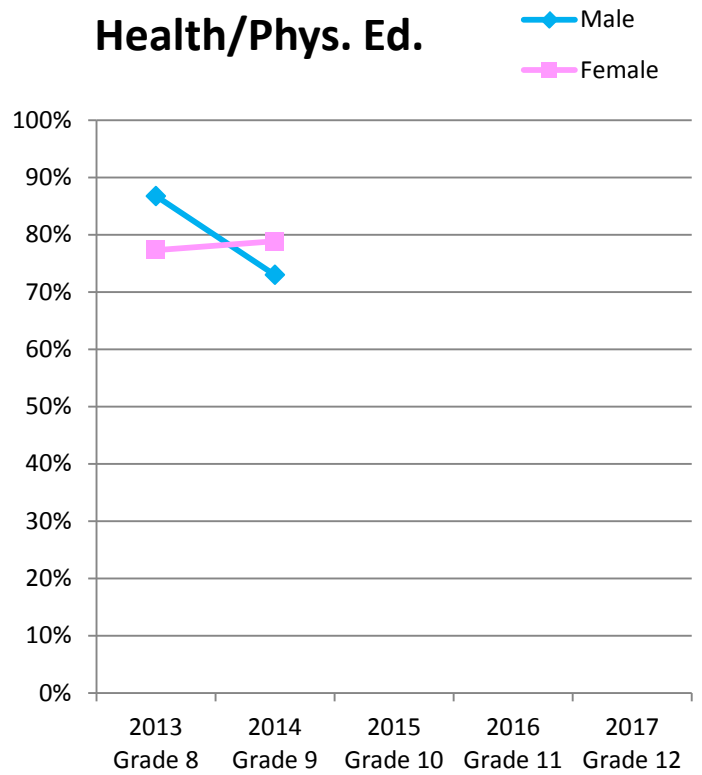
2 Truancy Letters	0	5	0	0
1 Truancy Letter	9	10	3	6
>20 Absences	7	10	14	11
<21 Absences	21	23	10	26
<11 Absences	114	105	109	94
No Absences	9	12	11	5
Enrollment	151	150	144	136

Class of 2017 - Accessing Extended Opportunities

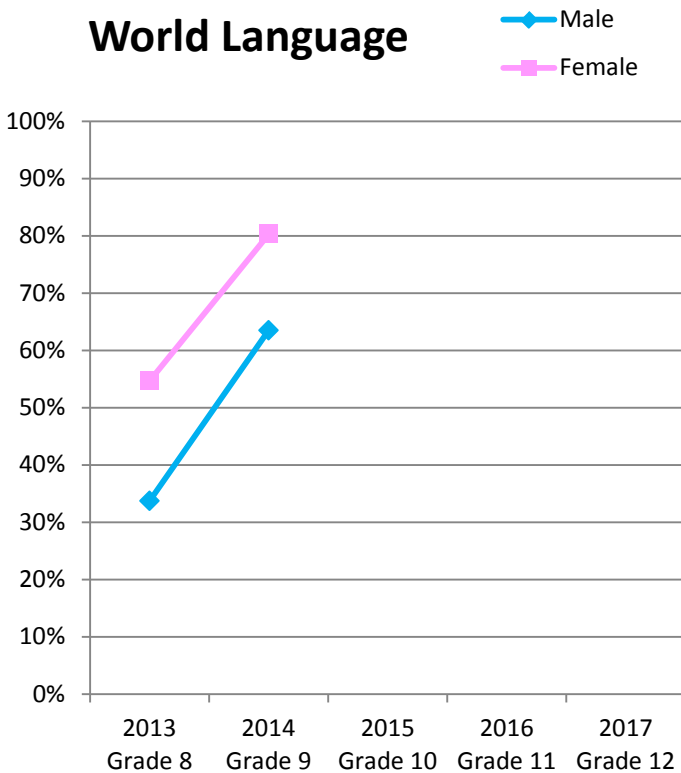
Art/Music



Health/Phys. Ed.

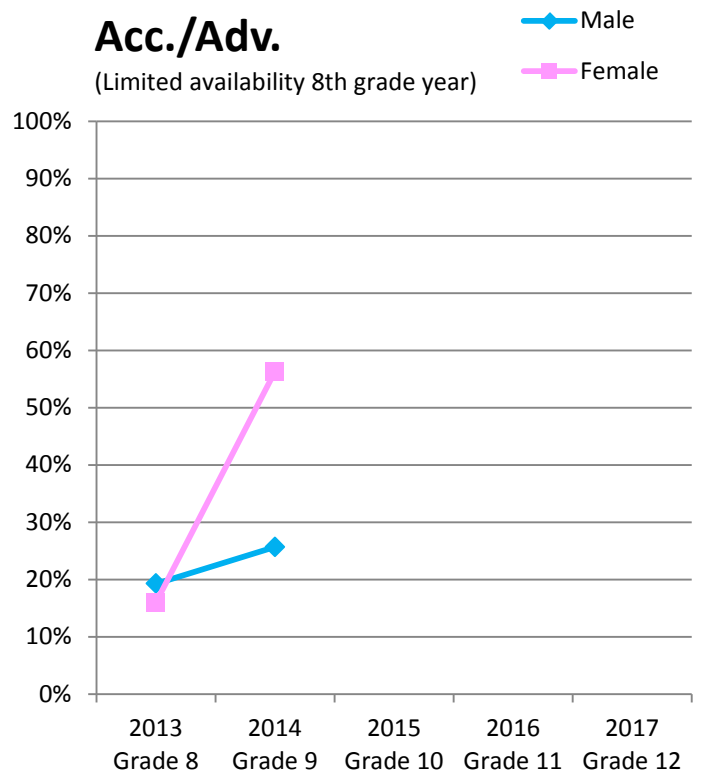


World Language



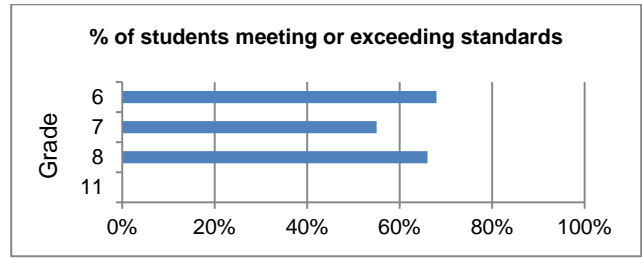
Acc./Adv.

(Limited availability 8th grade year)

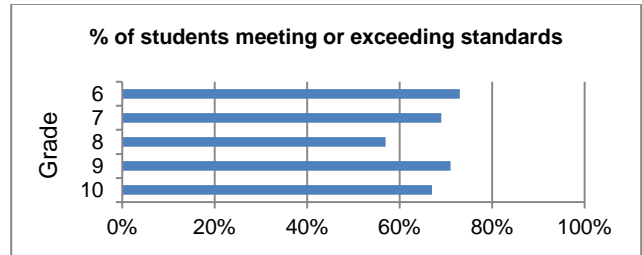


Class of 2016 - Cohort Achievement Profile

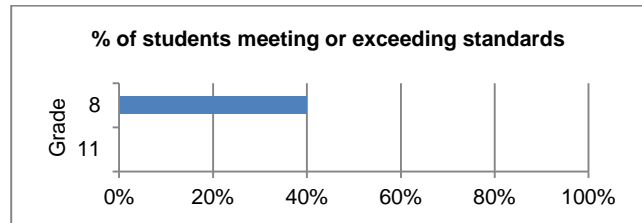
Content Area	Grade	Assessment	Year	RSU	State
State-Reading	6	NECAP/Fall	09/10	68%	69%
	7	NECAP/Fall	10/11	55%	66%
	8	NECAP/Fall	11/12	66%	77%
	11	SBAC/Spring	14/15		



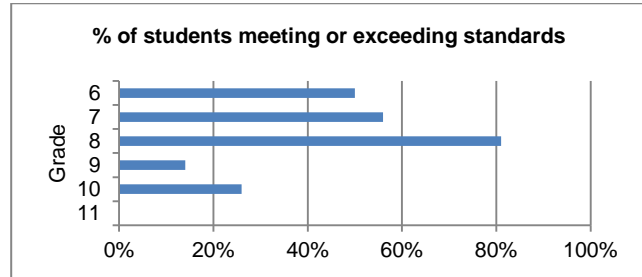
Content Area	Grade	Assessment	Year	RSU
District-Reading	6	NWEA/Spring	09/10	73%
	7	NWEA/Spring	10/11	69%
	8	NWEA/Spring	11/12	57%
	9	NWEA/Spring	12/13	71%
	10	NWEA/Spring	13/14	67%



Content Area	Grade	Assessment	Year	RSU	State
State-Writing	8	NECAP/Fall	11/12	40%	51%
	11	SBAC/Spring	14/15		

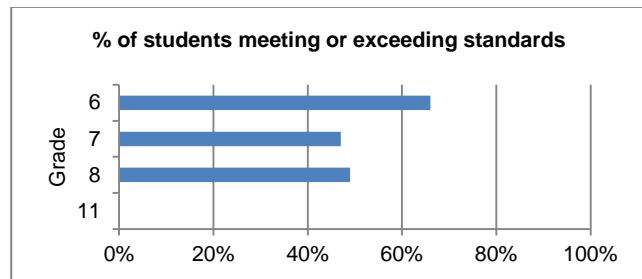


Content Area	Grade	Assessment	Year	RSU
District-Writing	6	RSU/Spring	09/10	50%
	7	RSU/Spring	10/11	56%
	8	RSU/Spring	11/12	81%
	*9	RSU/Spring	12/13	14%
	*10	RSU/Spring	13/14	26%
	*11	RSU/Spring	14/15	

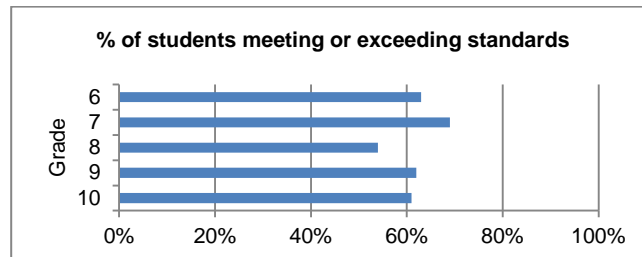


*Thesis-driven essay – % meeting 11th grade standards

Content Area	Grade	Assessment	Year	RSU	State
State-Math	6	NECAP/Fall	09/10	66%	53%
	7	NECAP/Fall	10/11	47%	58%
	8	NECAP/Fall	11/12	49%	60%
	11	SBAC/Spring	14/15		



Content Area	Grade	Assessment	Year	RSU
District-Math	6	NWEA/Spring	09/10	63%
	7	NWEA/Spring	10/11	69%
	8	NWEA/Spring	11/12	54%
	9	NWEA/Spring	12/13	62%
	10	NWEA/Spring	13/14	61%



Class of 2016

Course Success Profile

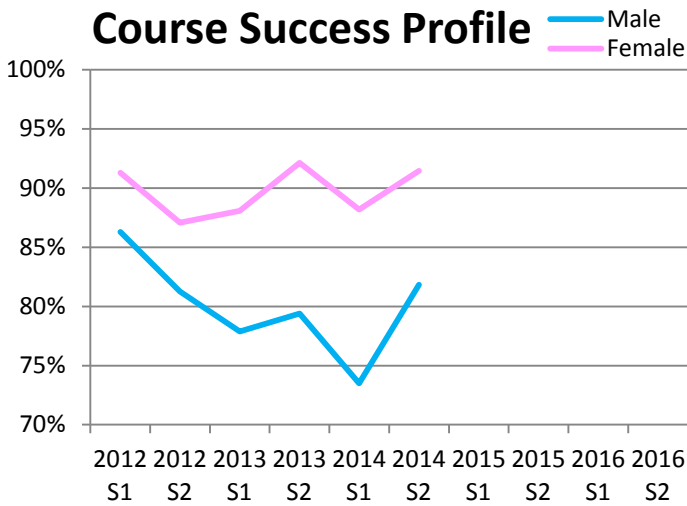
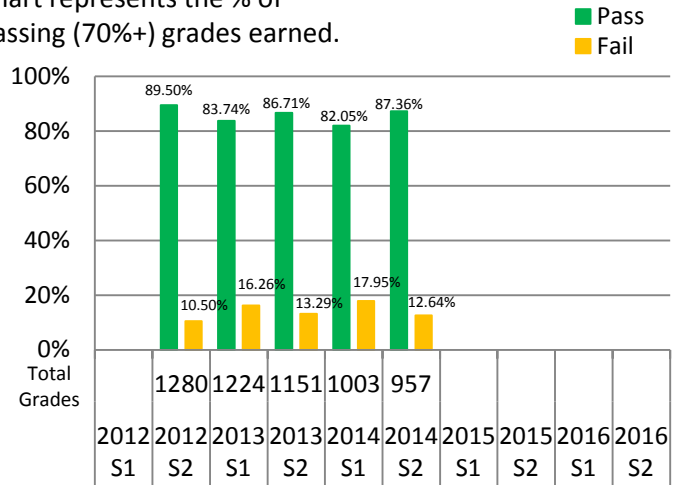


Chart represents the % of passing (70%+) grades earned.



Honor Roll

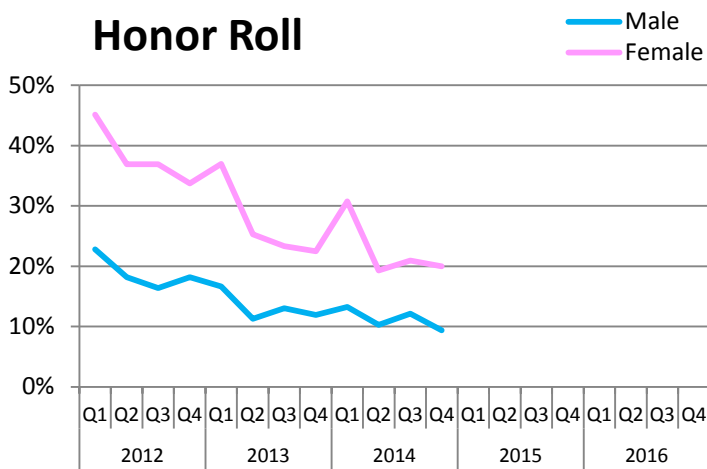


Chart represents students earning any level of honor roll.

Two quarter average student count

High Honors	8	9	5.5	5	3	5
Honors	26.5	21	22	16	19.5	14.5
Honorable Mention	11	9	11	8	8	4.5
Enrollment	139	139	163	158	158	148

Attendance

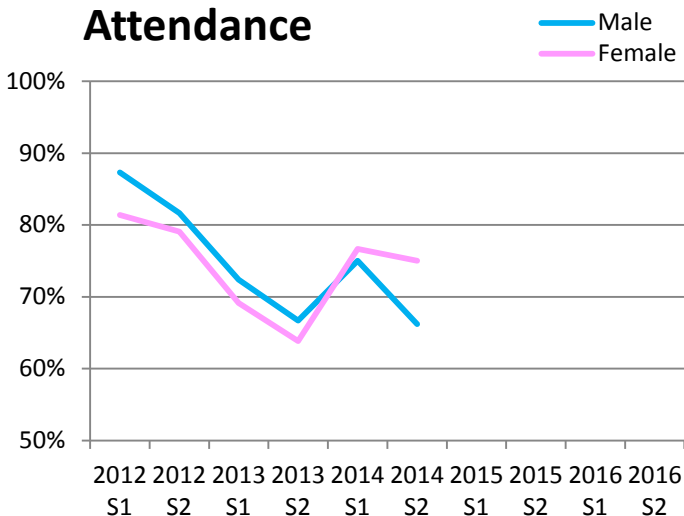
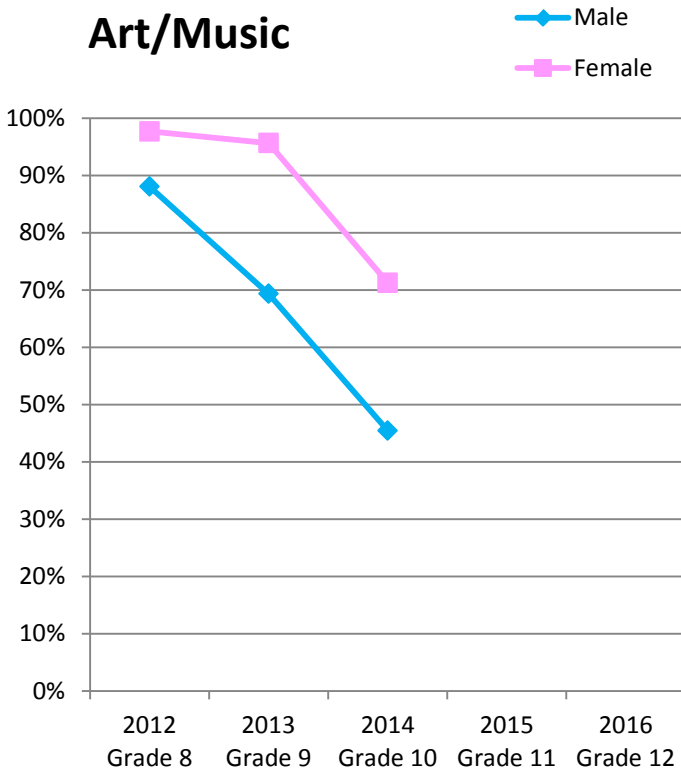


Chart represents students with fewer than 11 absences.

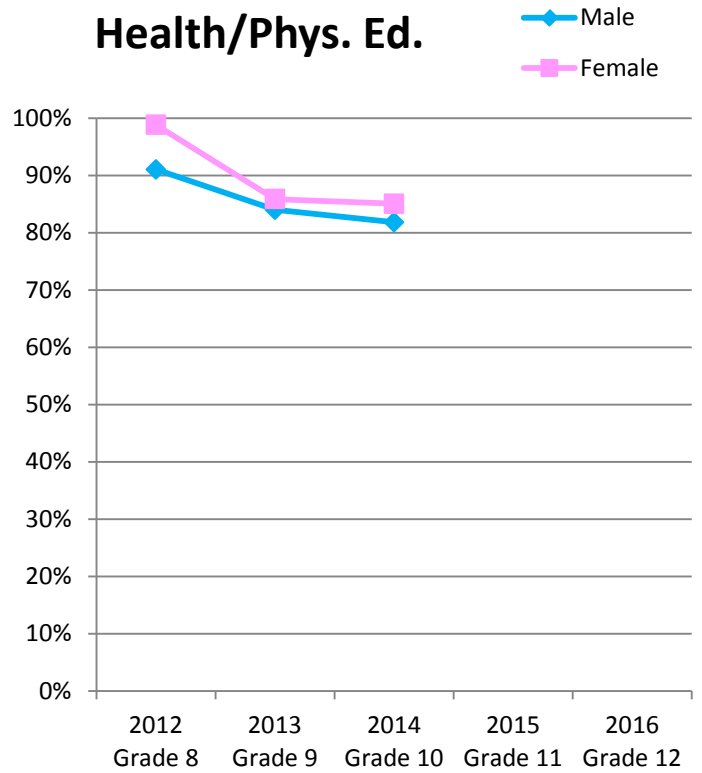
	2012 S1	2012 S2	2013 S1	2013 S2	2014 S1	2014 S2
2 Truancy Letters	0	12	0	2	4	1
1 Truancy Letter	6	5	20	15	10	20
>20 Absences	7	9	17	21	14	19
<21 Absences	17	20	33	38	24	25
<11 Absences	110	106	110	99	95	101
No Absences	15	11	10	11	25	7
Enrollment	149	146	170	169	158	152

Class of 2016 - Accessing Extended Opportunities

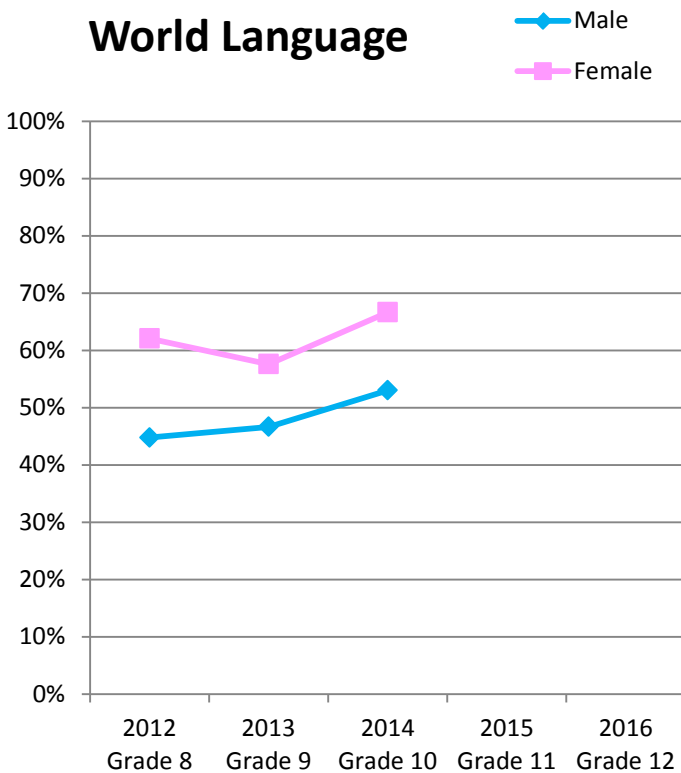
Art/Music



Health/Phys. Ed.

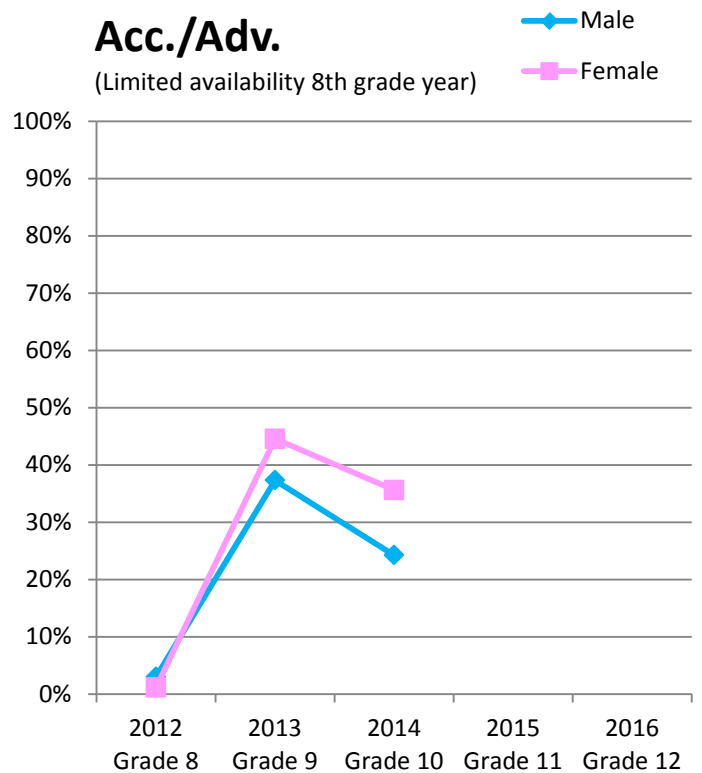


World Language



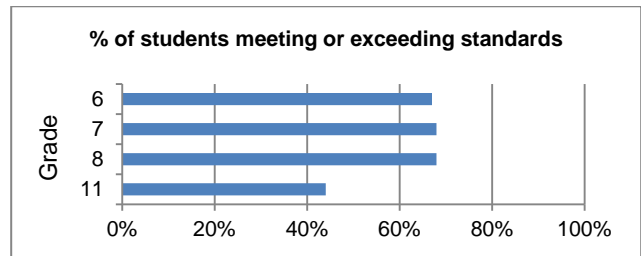
Acc./Adv.

(Limited availability 8th grade year)

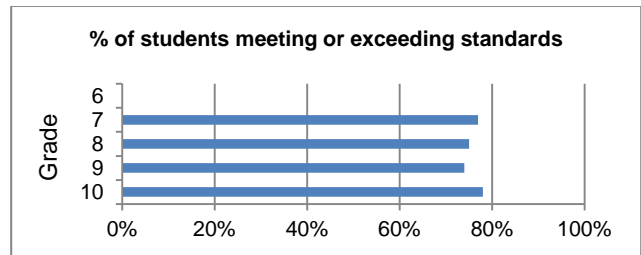


Class of 2015 - Cohort Achievement Profile

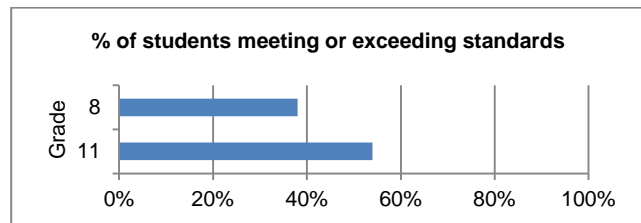
Content Area	Grade	Assessment	Year	RSU	State
State-Reading	6	MEA	08/09	67%	70%
	7	NECAP/Fall	09/10	68%	68%
	8	NECAP/Fall	10/11	68%	73%
	11	MHSA/Spring	13/14	44%	47%



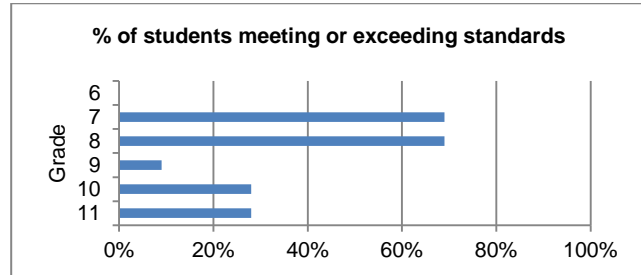
Content Area	Grade	Assessment	Year	RSU
District-Reading	6	NWEA/Spring	08/09	
	7	NWEA/Spring	09/10	77%
	8	NWEA/Spring	10/11	75%
	9	NWEA/Spring	11/12	74%
	10	NWEA/Spring	12/13	78%



Content Area	Grade	Assessment	Year	RSU	State
State-Writing	8	NECAP/Fall	10/11	38%	53%
	11	MHSA/Spring	13/14	54%	45%

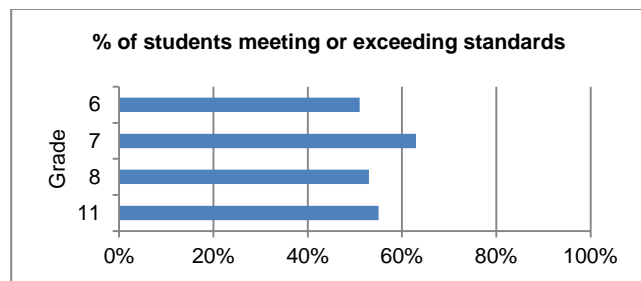


Content Area	Grade	Assessment	Year	RSU
District-Writing	6	RSU/Spring	08/09	
	7	RSU/Spring	09/10	69%
	8	RSU/Spring	10/11	69%
	*9	RSU/Spring	11/12	9%
	*10	RSU/Spring	12/13	28%
	*11	RSU/Spring	13/14	28%

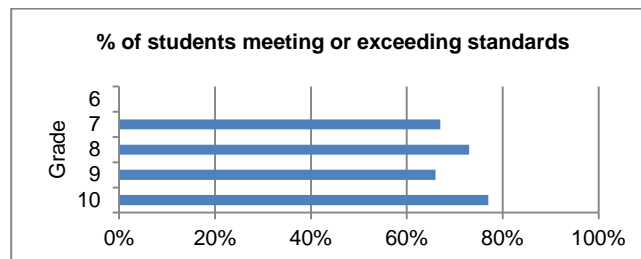


*Thesis-driven essay – % meeting 11th grade standards

Content Area	Grade	Assessment	Year	RSU	State
State-Math	6	MEA	08/09	51%	54%
	7	NECAP/Fall	09/10	63%	60%
	8	NECAP/Fall	10/11	53%	59%
	11	MHSA/Spring	13/14	55%	48%



Content Area	Grade	Assessment	Year	RSU
District-Math	6	NWEA/Spring	08/09	
	7	NWEA/Spring	09/10	67%
	8	NWEA/Spring	10/11	73%
	9	NWEA/Spring	11/12	66%
	10	NWEA/Spring	12/13	77%



Class of 2015

Course Success Profile

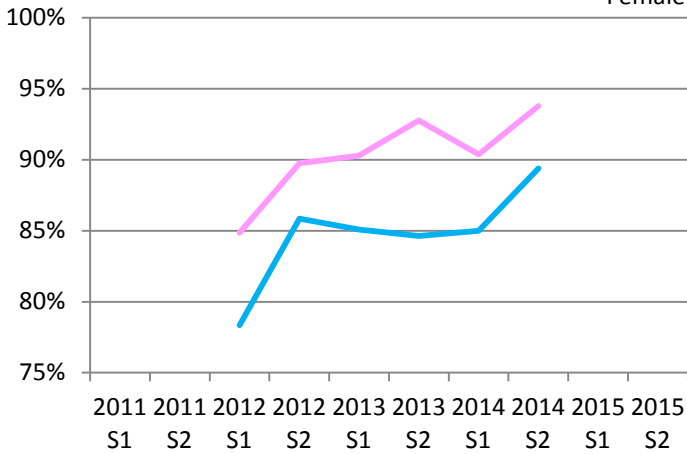
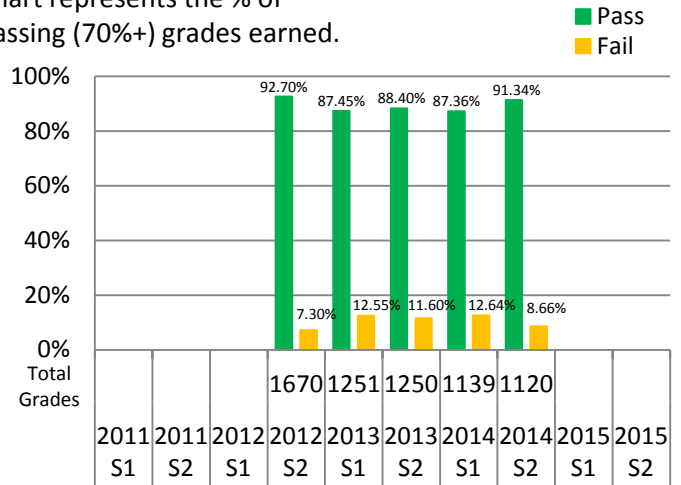


Chart represents the % of passing (70%+) grades earned.



Honor Roll

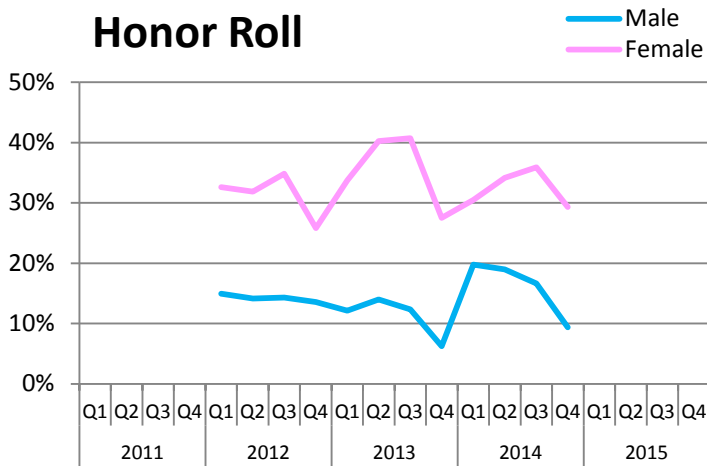


Chart represents students earning any level of honor roll.

Two quarter average student count

	2011 S1	2011 S2	2012 S1	2012 S2	2013 S1	2013 S2	2014 S1	2014 S2	2015 S1	2015 S2
High Honors			14.5	15	5	10	10	9		
Honors			21.5	16.5	25.5	16.5	19.5	19		
Honorable Mention			9	10	13	10	16	9.5		
Enrollment			198	193	182	177	181	173		

Attendance

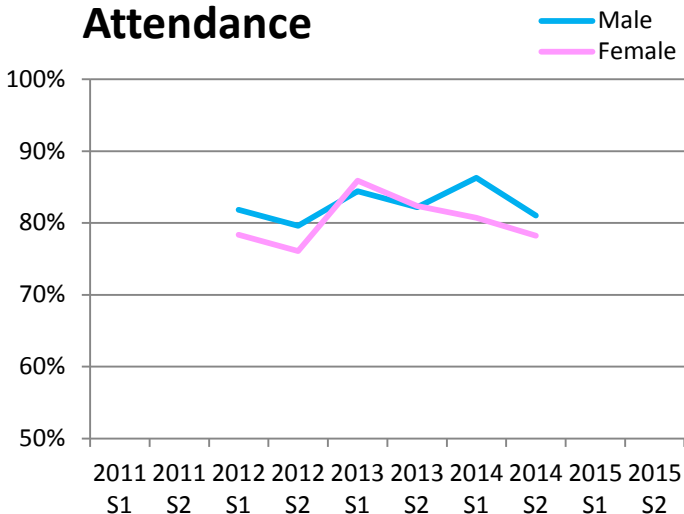
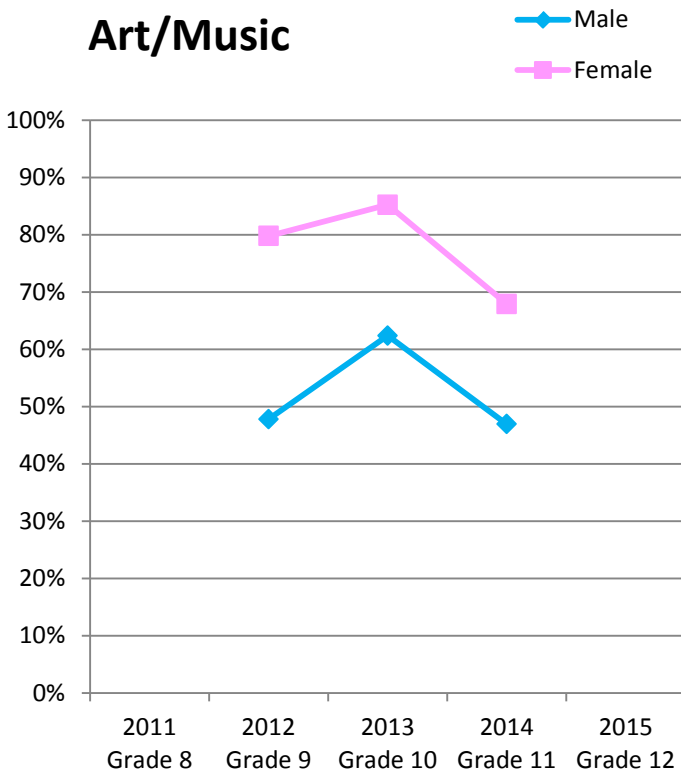


Chart represents students with fewer than 11 absences.

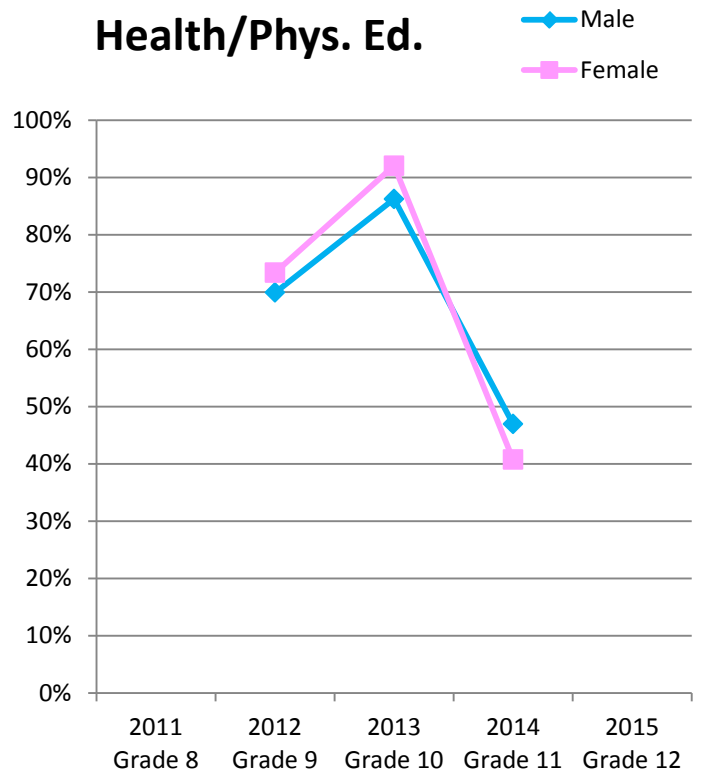
	2011 S1	2011 S2	2012 S1	2012 S2	2013 S1	2013 S2	2014 S1	2014 S2	2015 S1	2015 S2
2 Truancy Letters			2	21	11	9	1	0		
1 Truancy Letter			17	12	3	3	3	3		
>20 Absences			14	9	7	5	9	9		
<21 Absences			27	35	22	28	21	26		
<11 Absences			145	147	128	135	138	133		
No Absences			21	9	37	18	17	5		
Enrollment			207	200	194	186	185	173		

Class of 2015 - Accessing Extended Opportunities

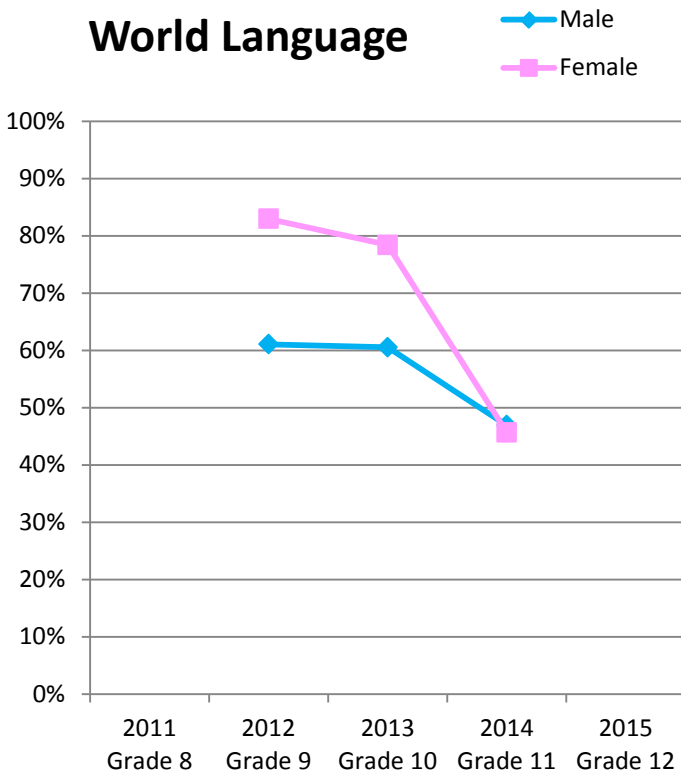
Art/Music



Health/Phys. Ed.

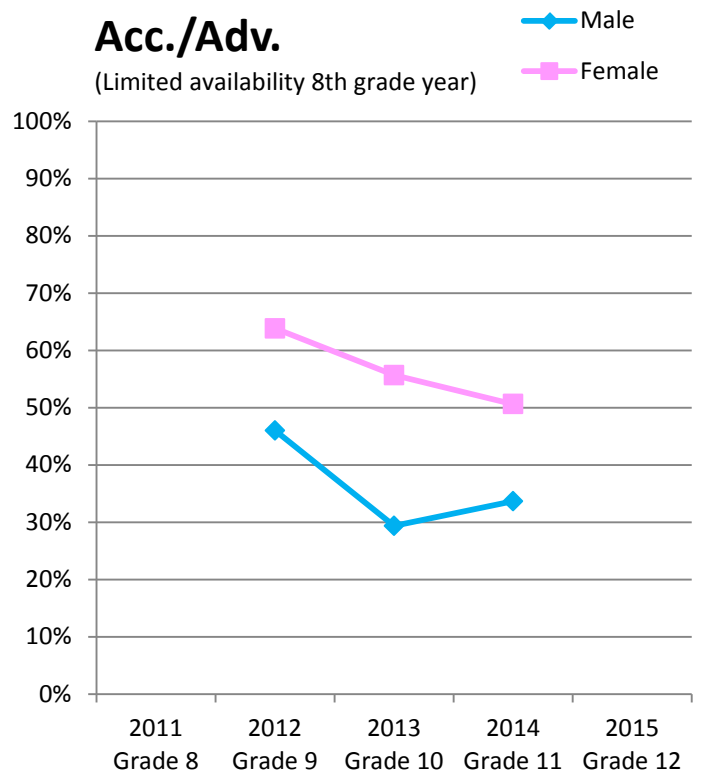


World Language



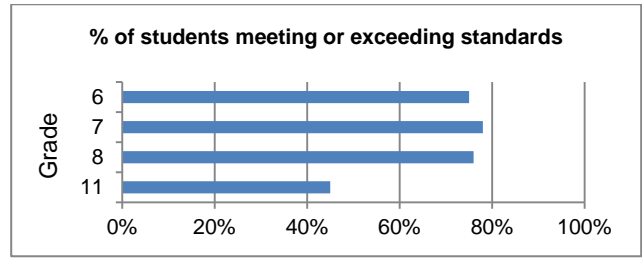
Acc./Adv.

(Limited availability 8th grade year)

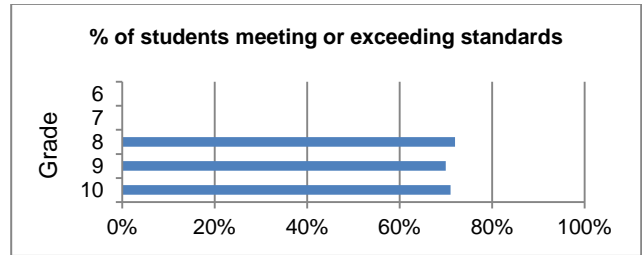


Class of 2014 - Cohort Achievement Profile

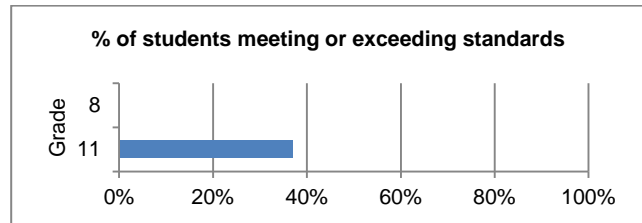
Content Area	Grade	Assessment	Year	RSU	State
State-Reading	6	MEA	07/08	75%	70%
	7	MEA	08/09	78%	79%
	8	NECAP/Fall	09/10	76%	69%
	11	MHSA/Spring	12/13	45%	49%



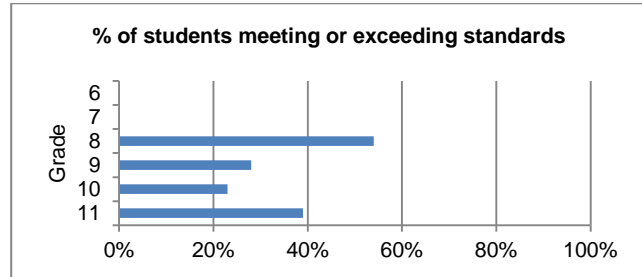
Content Area	Grade	Assessment	Year	RSU
District-Reading	6	NWEA/Spring		
	7	NWEA/Spring		
	8	NWEA/Spring	09/10	72%
	9	NWEA/Spring	10/11	70%
	10	NWEA/Spring	11/12	71%



Content Area	Grade	Assessment	Year	RSU	State
State-Writing	8	NECAP/Fall			
	11	MHSA/Spring	12/13	37%	44%

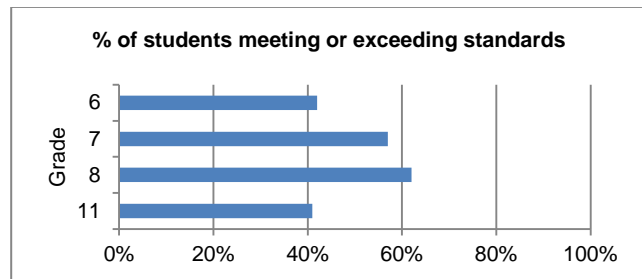


Content Area	Grade	Assessment	Year	RSU
District-Writing	6	RSU/Spring		
	7	RSU/Spring		
	8	RSU/Spring	09/10	54%
	*9	RSU/Spring	10/11	28%
	*10	RSU/Spring	11/12	23%
	*11	RSU/Spring	12/13	39%

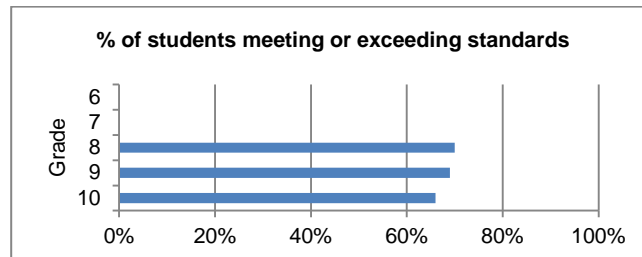


*Thesis-driven essay – % meeting 11th grade standards

Content Area	Grade	Assessment	Year	RSU	State
State-Math	6	MEA	07/08	42%	53%
	7	MEA	08/09	57%	58%
	8	NECAP/Fall	09/10	62%	59%
	11	MHSA/Spring	12/13	41%	48%



Content Area	Grade	Assessment	Year	RSU
District-Math	6	NWEA/Spring		
	7	NWEA/Spring		
	8	NWEA/Spring	09/10	70%
	9	NWEA/Spring	10/11	69%
	10	NWEA/Spring	11/12	66%



Class of 2014

Course Success Profile

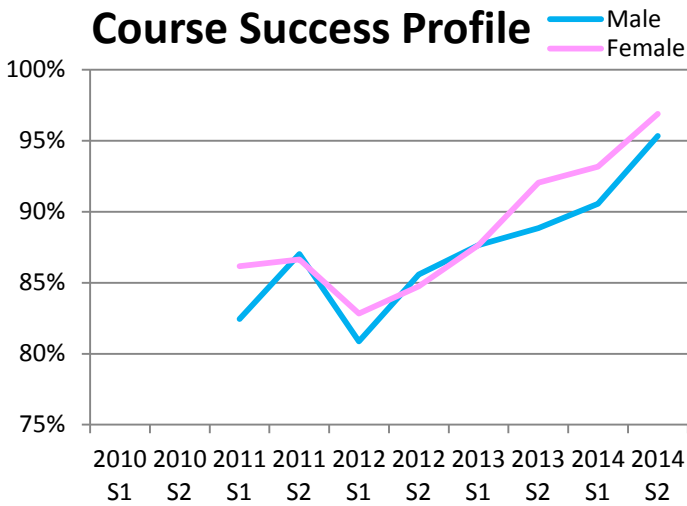
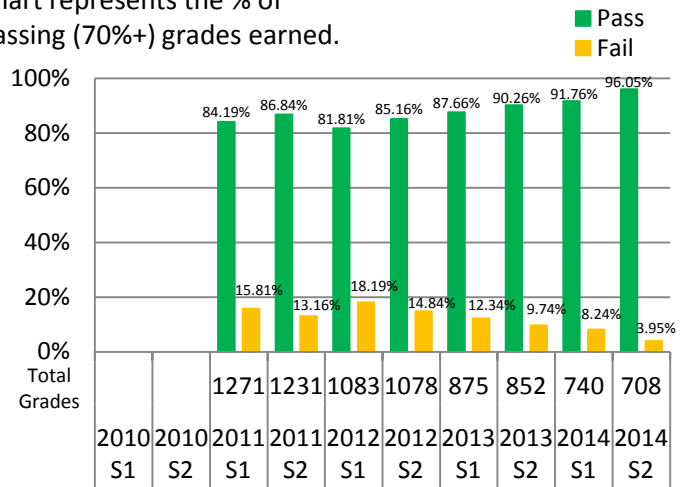


Chart represents the % of passing (70%+) grades earned.



Honor Roll

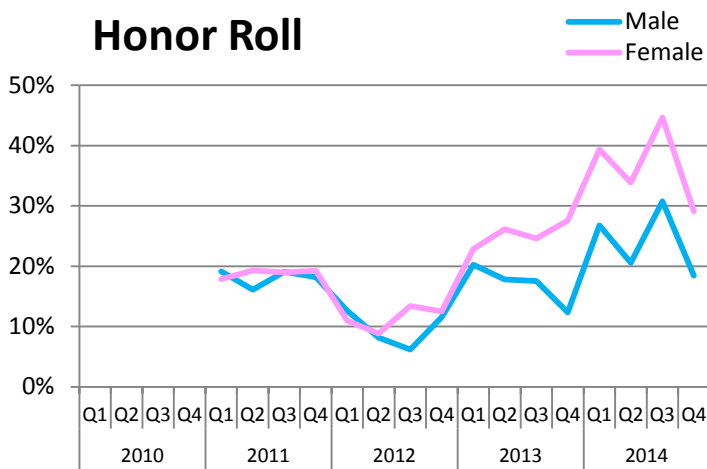


Chart represents students earning any level of honor roll.

Two quarter average student count

	2010 S1	2010 S2	2011 S1	2011 S2	2012 S1	2012 S2	2013 S1	2013 S2	2014 S1	2014 S2
High Honors	2	2.5	1	1	1	1	3.5	2		
Honors	20.5	17	11.5	7.5	18.5	15	22.5	21		
Honorable Mention	9.5	12	4.5	9	11	11	12.5	13.5		
Enrollment	177	167	167	161	141	135	130	121		

Attendance

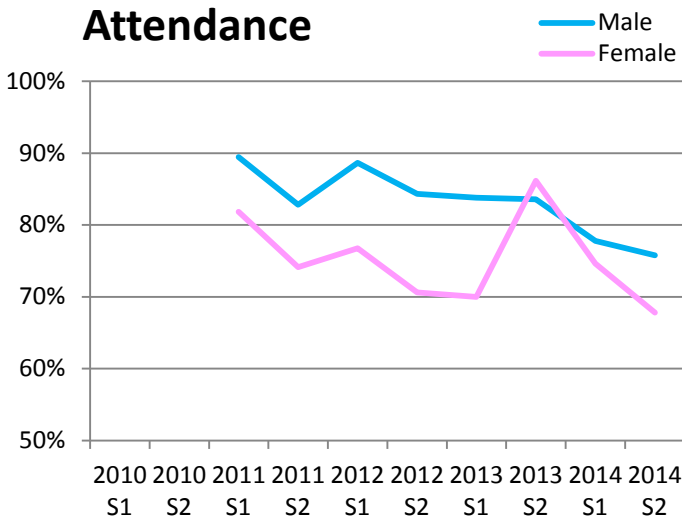


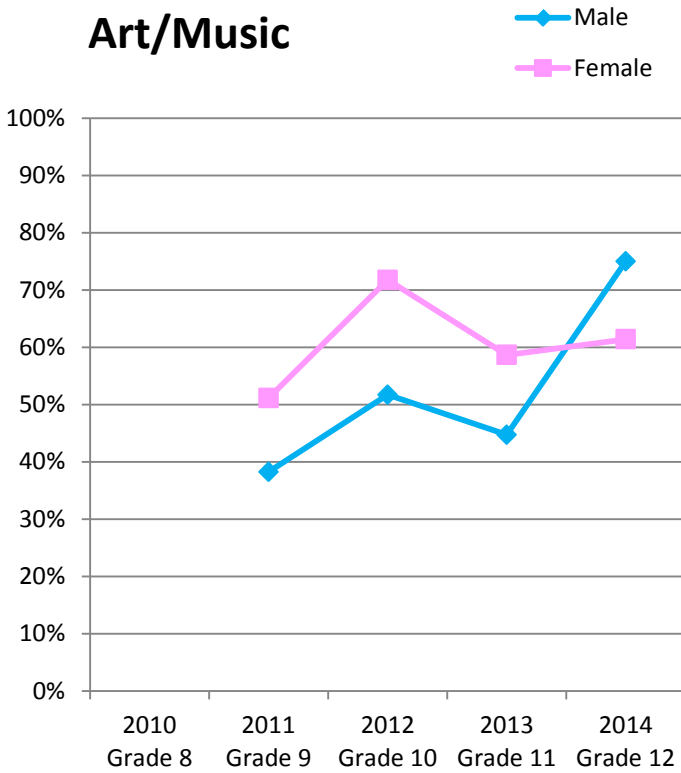
Chart represents students with fewer than 11 absences.

Student count

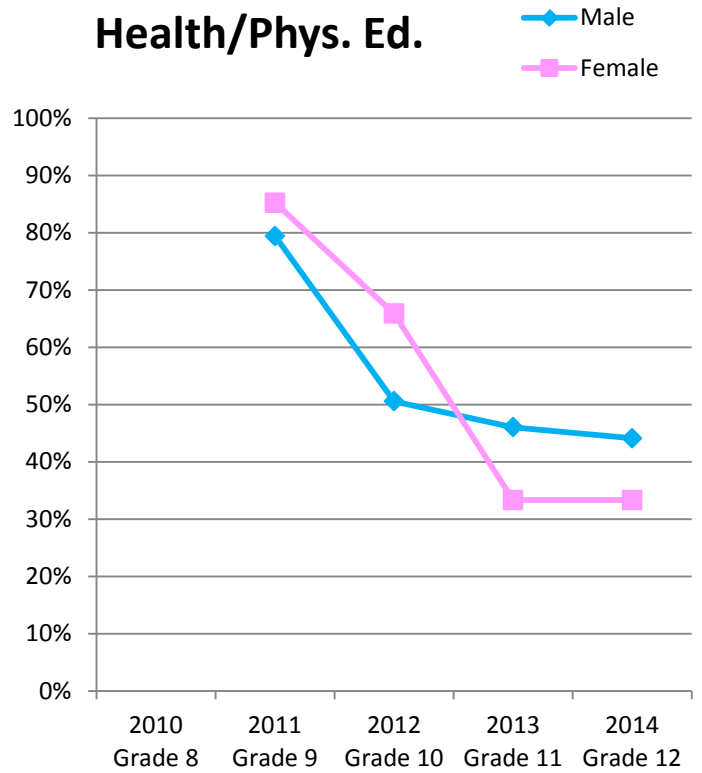
	2010 S1	2010 S2	2011 S1	2011 S2	2012 S1	2012 S2	2013 S1	2013 S2	2014 S1	2014 S2
2 Truancy Letters			1	4	5	2	4	0		
1 Truancy Letter			9	18	12	6	2	19		
>20 Absences	11	7	9	13	7	4	9	9		
<21 Absences	15	32	21	25	26	17	23	26		
<11 Absences	130	123	118	118	93	108	91	88		
No Absences	27	22	26	12	18	9	12	2		
Enrollment	183	184	174	168	144	138	135	125		

Class of 2014 - Accessing Extended Opportunities

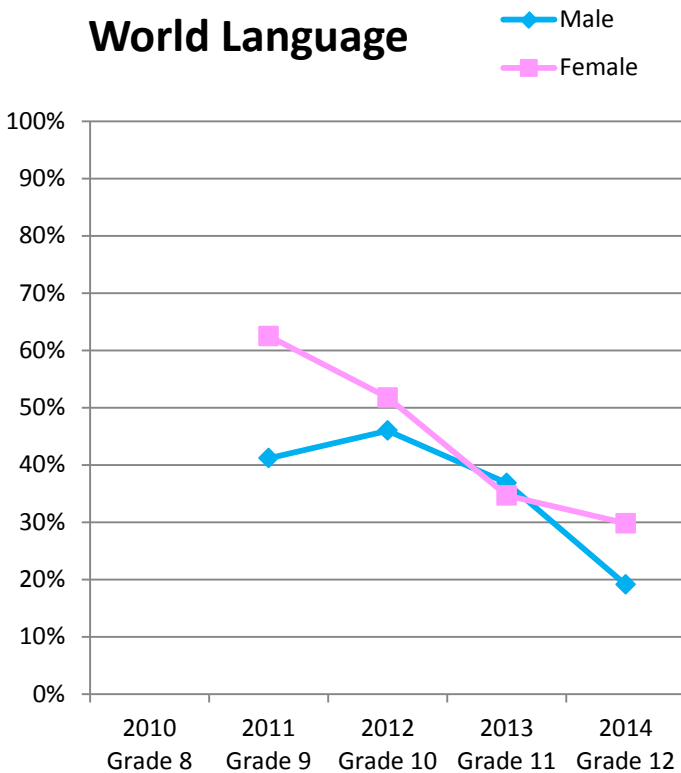
Art/Music



Health/Phys. Ed.

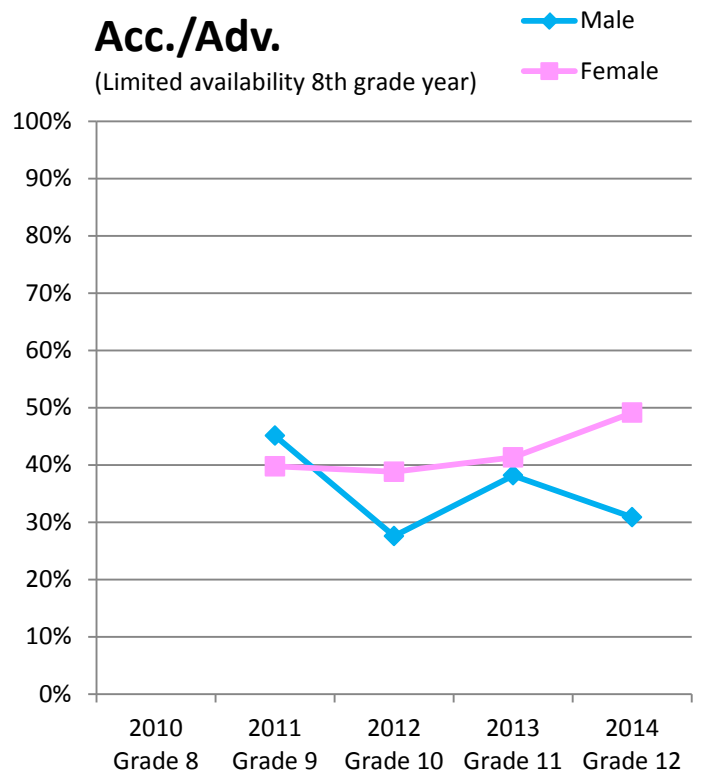


World Language



Acc./Adv.

(Limited availability 8th grade year)

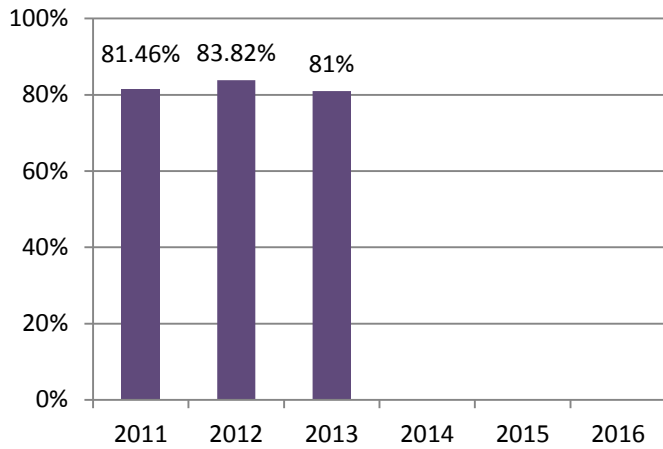


Oceanside High School Evaluation

Part Three Graduation & Post-Secondary Enrollment Rates

Graduation & Post-Secondary Readiness

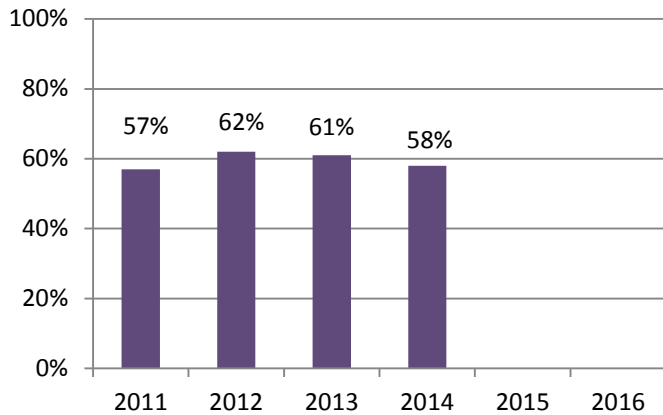
State Calculated Graduation Rates



12th Grade Graduation Student Count

Transferred or Undetermined	11	4	8			
Pursuing Job Corp	0	0	0			
Pursuing Adult Ed or GED	2	0	5			
On Track for 5 th Year Grad.	7	0	4			
On-Time Graduation	143	154	153	116		
12 th Grade Enrollment	157	162	133			
October 1st	2011	2012	2013	2014	2015	2016

Post-Secondary Enrollment



Post-Secondary Enrollment Student Count

Females Enrolled	55	55	40			
Males Enrolled	40	39	29			
Enrolled	83	154	153	118		
Female Graduates	81	87	55			
Male Graduates	73	66	63			
Graduates	143	154	153	118		
	2011	2012	2013	2014	2015	2016

9th Grade Earned Credits

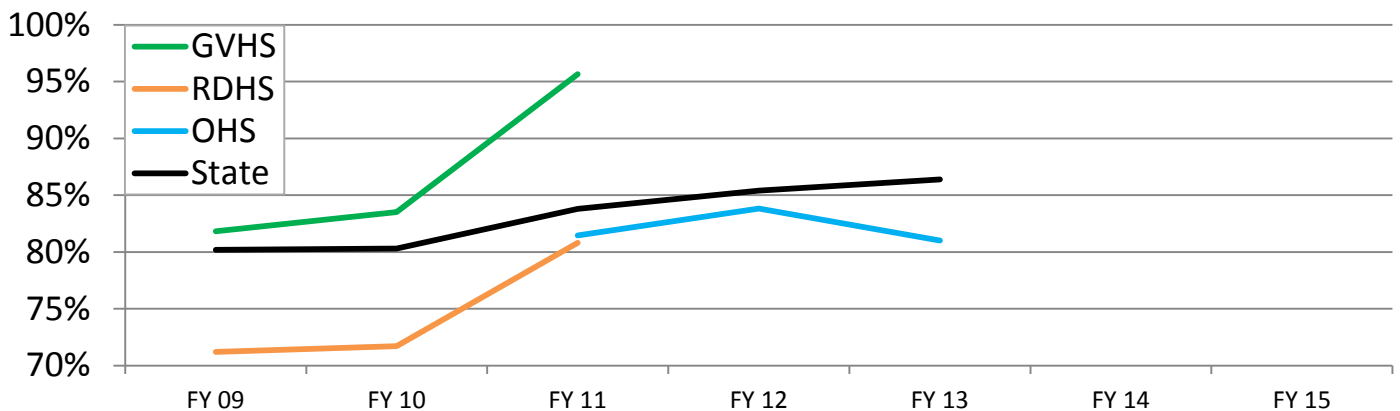
RSU 13 archival research involving ten years of historical data show that of students who earned 3 credits or less during their 9th grade year, only 30% earned a regular high school diploma. By contrast, students who earned 6-7 credits during their 9th grade year had an 87% on-time graduation rate (Dr. Thomas Wright, RSU 13 Special Projects Coordinator). The Oceanside High School Evaluation Plan will routinely capture 9th grade earned credit data for year-to-year analysis and planning.

Number & % of students earning less than 3 credits	11	5%	3	2%	11	8%					
Number & % of students earning 3 – 5.5 credits	41	21%	27	18%	19	14%					
Number & % of students earning 6 – 8 credits	147	74%	121	80%	106	78%					
Total Number of Students	199		151		136						
9 th Grade Cohort Year	2011-2012		2012-2013		2013-2014		2014-2015	2015-2016	2016-2017		

Historical State Calculated Graduation Rates

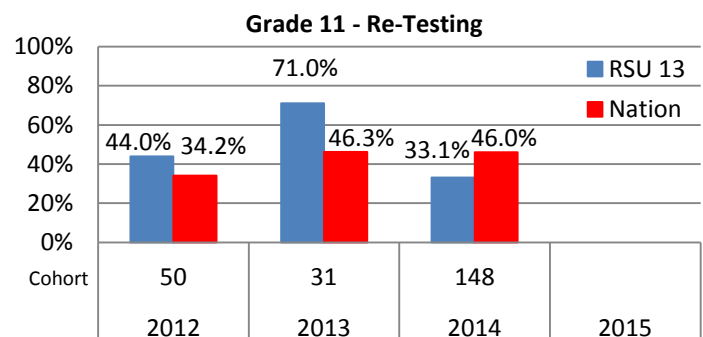
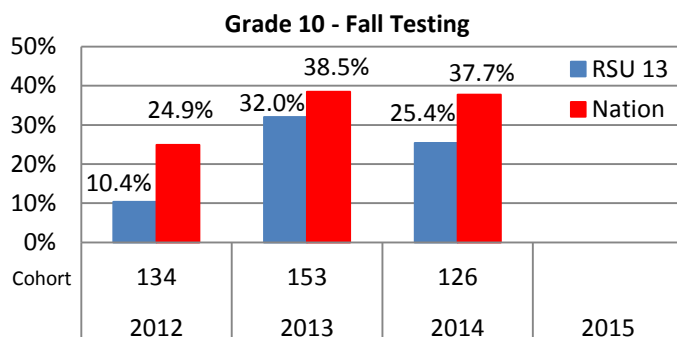
School:	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15
GVHS	81.82%	83.52%	95.65%				
RDHS	71.21%	71.70%	70.80%				
OHS			*81.46%	83.82%	81.00%		
Maine	80.20%	80.30%	83.80%	85.40%	86.40%		

* Estimated rate calculated for year 1 OHS based on State formula.



PSAT College Readiness Benchmarks

The PSAT College Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college ready. The charts show the percent of RSU 13 students who have met the benchmark compared to the national percentage.

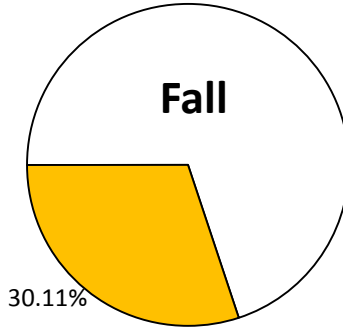
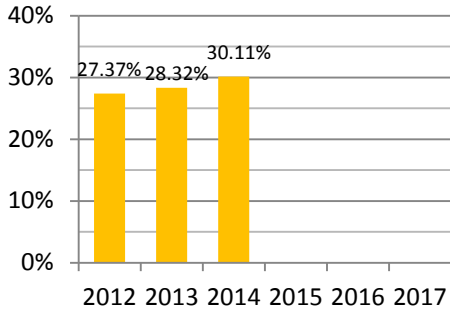


Oceanside High School Evaluation Plan

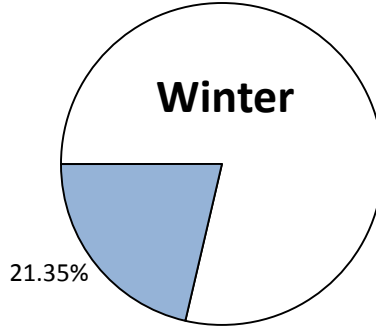
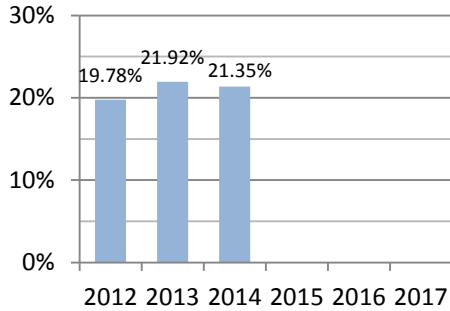
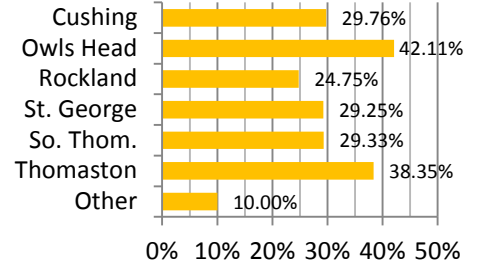
Part Four Student Activities Profile*

***Data incomplete for spring due to staffing changes**

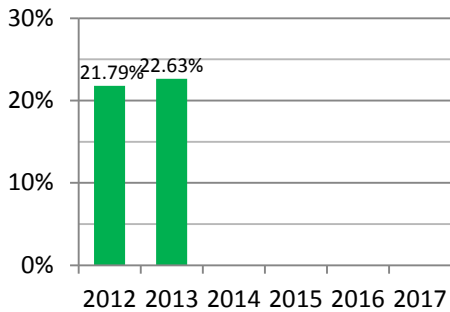
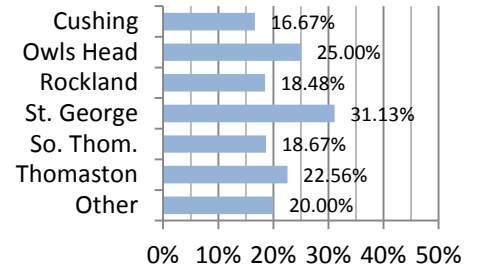
Athletics 8-12 – 2012/2013



Population: **844** Participating: **236**

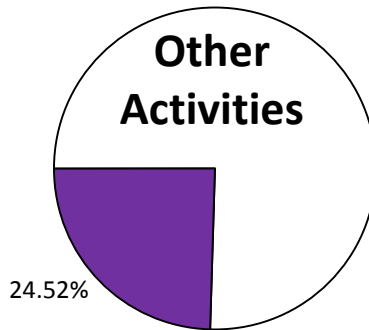
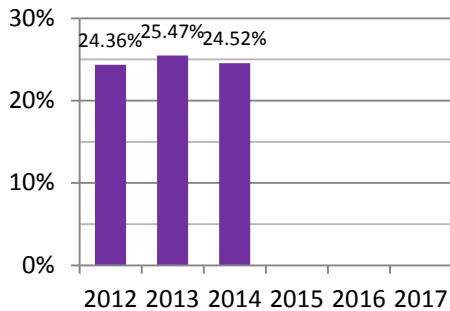
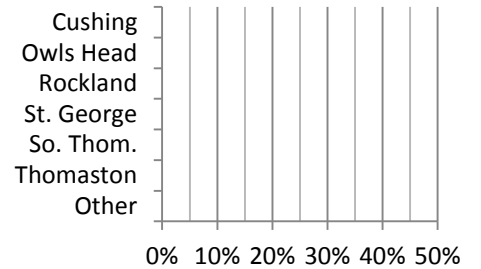


Population: **844** Participating: **88**

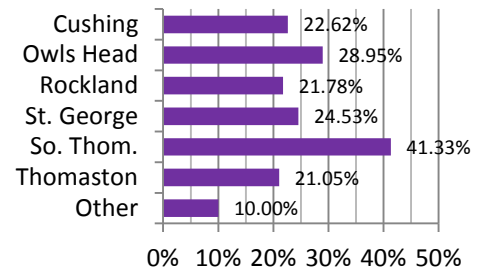


Spring

Population: **844** Participating:

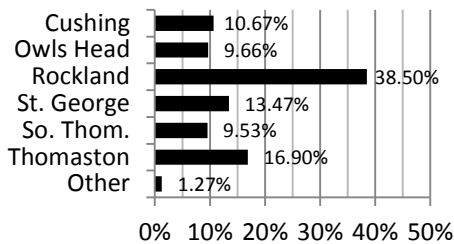


Population: **844** Participating: **193**



Population							
Year Ending	2012	2013	2014	2015	2016	2017	
Total Pop.	895	844	787				
Cushing	90	93	84				
Owls Head	86	72	76				
Rockland	351	331	303				
St. George	115	112	106				
So. Thom.	94	90	75				
Thomaston	141	133	133				
Other	18	13	10				

Population Spread



The charts above represent the percentage of students from the town that participated.

For example, if 20% of Rockland students participated, and there were 350 students from Rockland, then 70 of them participated.

Extra-Curricular Activities Offered in RSU 13 (Grades 6-12)

Grades 6-8		Grades 9-12	
<i>Athletics</i>	<i>Clubs/Organizations</i>	<i>Athletics</i>	<i>Clubs/Organizations</i>
Cheering (Co-Ed)	Academic Fair	Club Ice Hockey (Co-Ed)	Art Club
Cross Country (Girls & Boys)	After-school clubs	Freshman Basketball (Girls & Boys)	Debate Team
Field Hockey	Art Club	Jayvee Boys Tennis	Drama
Football	Builders Club	Jayvee Football	GSTA
Golf (Co-Ed)	Civil Rights Team	Jayvee Softball	Guitar Club
Outdoor Track (Co-Ed)	Destination Imagination	JV Baseball	Hiking Club
Wrestling (Co-Ed)	District III Band/Chorus	JV Basketball (Girls & Boys)	Honors/Concert Band
7th Grade Baseball	Drama Club	JV Field Hockey	Honors/Concert Chorus
7th Grade Basketball (Girls & Boys)	e-Cybermission	JV Girls Lacrosse	Key Club
7th Grade Soccer (Girls & Boys)	Fitness Club	JV Girls Tennis	Math Team
7th Grade Softball	Guitar Club	JV Golf (Co-Ed)	Pep Band
8th Grade Baseball	Lego Club	JV Soccer (Girls & Boys)	Science Team
8th Grade Basketball (Girls & Boys)	Literacy Nights	Sailing (Co-Ed) Fall and Spring	Student Government
8th Grade Soccer (Girls & Boys)	Math Team	Special Olympics (Co-Ed)	Yearbook
8th Grade Softball	Newspaper Club	Varsity Baseball	
Sailing (Co-Ed) Fall and Spring	RASA	Varsity Basketball (Girls & Boys)	
Special Olympics (Co-Ed)	Recycling Team	Varsity Boys Tennis	
	Robotics Club	Varsity Cheering (Co-Ed)	
	Science Fair	Varsity Cross Country (Girls & Boys)	
	Science Team	Varsity Field Hockey	
	Station Maine	Varsity Football	
	Student Government	Varsity Girls Tennis	
	Yearbook	Varsity Golf (Co-Ed)	
		Varsity Indoor Track (Co-Ed)	
		Varsity Lacross	
		Varsity Outdoor Track (Co-Ed)	
		Varsity Soccer (Girls & Boys)	
		Varsity Softball	
		Varsity Swimming (Independent)	
		Varsity Wrestling (Co-Ed)	

Oceanside High School Evaluation Plan

Behind the Scenes

Sample SQL Query

```

IF OBJECT_ID('tempdb.dbo.#jkse','U') IS NOT NULL BEGIN DROP TABLE #jkse END

SELECT s.personID, s.endYear, e.enrollmentID,
       MAX(CASE WHEN s.grade='KG' THEN 0 ELSE s.grade END) AS 'Grade'
INTO #jkse
FROM student s
JOIN ScheduleStructure ss ON ss.calendarID = s.calendarID AND ss.[name] = 'Main'
JOIN TermSchedule ts ON ss.structureID = ts.structureID
JOIN Enrollment e ON e.enrollmentID = s.enrollmentID
WHERE s.serviceType = 'P'
      AND e.[active] = 1
      AND COALESCE(e.noShow,0)=0
      AND ((e.endDate IS NULL) OR ((e.endDate - e.startDate) > 1))
      AND COALESCE(e.endDate,GETDATE()) = (
        SELECT MAX(COALESCE(e2.endDate,GETDATE()))
        FROM enrollment e2
        WHERE e2.personID = s.personID
              AND e2.endYear = s.endYear
              AND e2.serviceType = 'P'
              AND e.[active] = 1
              AND COALESCE(e.noShow,0)=0
              AND ((e.endDate IS NULL) OR ((e.endDate - e.startDate) > 1))
        )
GROUP BY s.endYear, s.personID, e.enrollmentID

SELECT se.endyear, CASE WHEN cd.[name] IN ('Cushing','Owls Head','Rockland',
      'Saint George','South Thomaston','Thomaston')
      THEN cd.[name] ELSE 'Other' END AS 'Town',
      COUNT(DISTINCT se.personID) AS 'Enrollment'
FROM #jkse se
JOIN EnrollmentME me ON me.enrollmentID = se.enrollmentID
LEFT OUTER JOIN CampusDictionary cd ON cd.attributeID = 209
      AND cd.code = me.residentTownNumber
WHERE se.endYear > 2011 AND se.grade > 7
GROUP BY se.endYear, CASE WHEN cd.[name] IN ('Cushing','Owls Head','Rockland',
      'Saint George','South Thomaston','Thomaston') THEN cd.[name] ELSE 'Other' END
ORDER BY se.endYear

DROP TABLE #jkse

```

endyear	Town	Enrollment
2014	Cushing	84
2014	Other	10
2014	Owls Head	76
2014	Rockland	303
2014	Saint George	106
2014	South Thomaston	75
2014	Thomaston	133