Supporting Maine Students through Effective Transcripts and School Profiles
TODAY'S PRESENTERS

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Blending in-person and virtual learning
Who is with us?
Outcomes

Identify characteristics of effective transcripts and schools profiles

Identify next steps to improve and strengthen your transcripts and school profiles

Give and receive feedback on transcripts and school profiles.
Agenda

The Why

Lessons from Higher Ed

What works?  What doesn’t?

*End of virtual session/Break - 1:45PM*

Exchange & Collaborate
Norms for Today

Respect differences
Support a “culture of possibilities”
Speak frankly, critically, and respectfully
Attend to your personal needs
Maintain confidentiality when needed
Foster good humor
League of Innovative Schools is...

- a network of 124 member schools, including 29 in Maine...
- across all six New England states...
- serving over 70,000 students
- coordinated by the New England Secondary Schools Consortium
connect
spread
good ideas
accelerate improvement
Why are Transcripts & School Profiles so important?
What is the purpose of the School Profile?
The School Profile...

- School and community
- The learner’s context
  - Offerings & opportunities
  - Codes & levels
  - Classmates (relative accomplishments)
- Always accompanies the transcript
What is the purpose of the Transcript?
The Transcript...

- Communicates academic accomplishments
- Anywhere, anytime learning
- Course success and levels of proficiency (academic and cross-curricular)
- Habits of work
- Honors and distinctions
- Provides necessary information to interpret and fully understand the transcript
Lessons from Higher Education
The independent school advantage
Advice from higher education

We are committed and practiced in understanding the full array of different transcripts.

The school profile is essential.

Proficiency-based transcripts & profiles can give students an advantage.

Students should be at the center of this work.

Nancy Davis Griffin
Vice President for Enrollment Management & Student Affairs
University of Southern Maine
Rising above the noise
Characteristics & Qualities of Effective Transcripts & School Profiles
Proficiency-Based Transcript

Design Features

General Design Recommendations
—Clear visual separation of critical elements—do not clump information together.
—Use standard letter-size paper—colleges often copy/scan and distribute internally, and letter-sized paper makes it easier.

School Profile (one or two pages max)
Describe the academic program clearly and concisely:
1. Statement on the school’s approach to pedagogy, learning standards, and curricular rigor.
2. Description of the purpose of proficiency-based instruction.
3. Description of how the curriculum works and how challenging it is (include link to online program of studies and other relevant documents, if applicable).
4. Description of the grading system (include link to more detailed online description, if needed or applicable).
5. Description of graduation requirements and how proficiency is determined (include link to more detailed online description, if needed or applicable).
7. Colleges and universities where graduates have matriculated or been accepted in the past three or five years.
8. The percentages of students who have been accepted to and who have matriculated into two- and four-year collegiate programs in the past three or five years (reported as a rolling average).
9. Description of “habits of work” grading and proficiency (if applicable).
10. Student demographic information with subgroup distributions.
School Profile Design Features

• Clear visual separation of critical elements, on letter-sized paper

• School Profile: Describe the academic program clearly and concisely

• Class Profile: Describe the achievement of the graduating class
Exemplar School Profile

Every student graduates prepared for college, career, and global citizenship

MISSION

East 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

East 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 East High School 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: easthighschool.org/our-community

THE ACADEMIC PROGRAM

Designed to motivate and challenge all students, the academic program at East 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 information: easthighschool.org/academic-program
Sample High School Profile

School Letterhead

2011-12 [School Name]
CEEB code: 222222
Main office: (555) 666-7777
Counseling office: (555) 666-8888
Website: www.schoolname.edu
Principal: Genevieve Berry
School counselors: Cherie Blake, Frank Morgan, Lee Wendell

Community

Spanning [130 square miles], [district name] School District serves the
What key elements stand out to you?
Transcript Design Features

- Communicates academic accomplishments
- Anywhere, anytime learning
- Course success and levels of proficiency (academic and cross-curricular)
- Habits of work
- Honors and distinctions
- Provides necessary information to interpret and fully understand the transcript
# Exemplar Transcript

**East High School**  
Official Transcript  
123 Mountain Road, Dead River, Maine 04000  
Phone Website

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Proficiency Level</th>
<th>Duration</th>
<th>Type</th>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>English 9</td>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
</tr>
<tr>
<td>History 9</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
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<tr>
<td>Geometry</td>
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<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td>Spanish I</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td>Earth Science</td>
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<td>Course</td>
</tr>
<tr>
<td>Art 1</td>
<td>3.0</td>
<td>Year</td>
<td>Course</td>
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<tr>
<td>2010–2011</td>
<td></td>
<td></td>
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<tr>
<td>English 10</td>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
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<tr>
<td>History 10</td>
<td>4.0</td>
<td>Year</td>
<td>Honors</td>
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<tr>
<td>Algebra II</td>
<td>4.0</td>
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<td>Course</td>
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<tr>
<td>Spanish II</td>
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<tr>
<td>Chemistry</td>
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<td>Year</td>
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<tr>
<td>Drama</td>
<td>4.0</td>
<td>Semester</td>
<td>Course</td>
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<tr>
<td>2011–2012</td>
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<td></td>
<td></td>
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<tr>
<td>English Language and Composition (AP)</td>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
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<tr>
<td>US History</td>
<td>3.0</td>
<td>Year</td>
<td>Independent</td>
</tr>
</tbody>
</table>

**Academic Summary**  
GPA: 3.75  
*Magna Cum Laude*

**SAT/ACT Scores**  
**Academic Awards**  
**Academic Achievements**  
Title of Capstone Project

**Grading System**  
3.6–4.0: Exceeds Proficiency  
3.0–3.5: Proficient  
2.0–2.9: Partially Proficient  
1.0–1.9: Insufficient Evidence
What key elements stand out to you?
Our Virtual Participants
Collaboration to improve our documents
Collect copies of the school documents from the corner room

15 min:
- Examine the documents of School A
- Discuss potential improvements & shifts

15 min:
- Examine the documents of School B
- Discuss potential improvements & shifts
Consolidate your learning

Identify your next steps
Your final thoughts…
in a few words
Your Feedback Matters...
Thank You