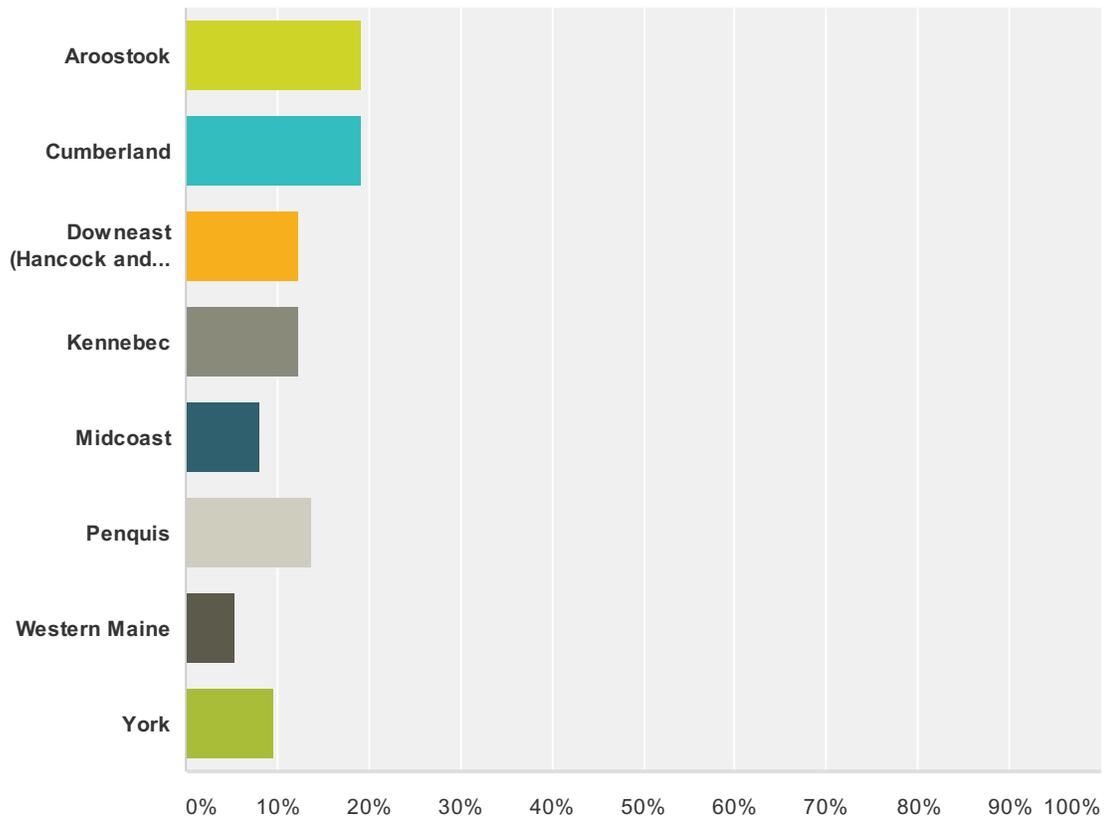


## Q1 School Administrative Unit

Answered: 73 Skipped: 10

## Q2 Superintendents Region

Answered: 73 Skipped: 10



Answer Choices	Responses
Aroostook	19.18% 14
Cumberland	19.18% 14
Downeast (Hancock and Washington counties)	12.33% 9
Kennebec	12.33% 9
Midcoast	8.22% 6
Penquis	13.70% 10
Western Maine	5.48% 4
York	9.59% 7
<b>Total</b>	<b>73</b>

**Q3 Name and Title Of Person(s)  
Completing The Report**

Answered: 73 Skipped: 10

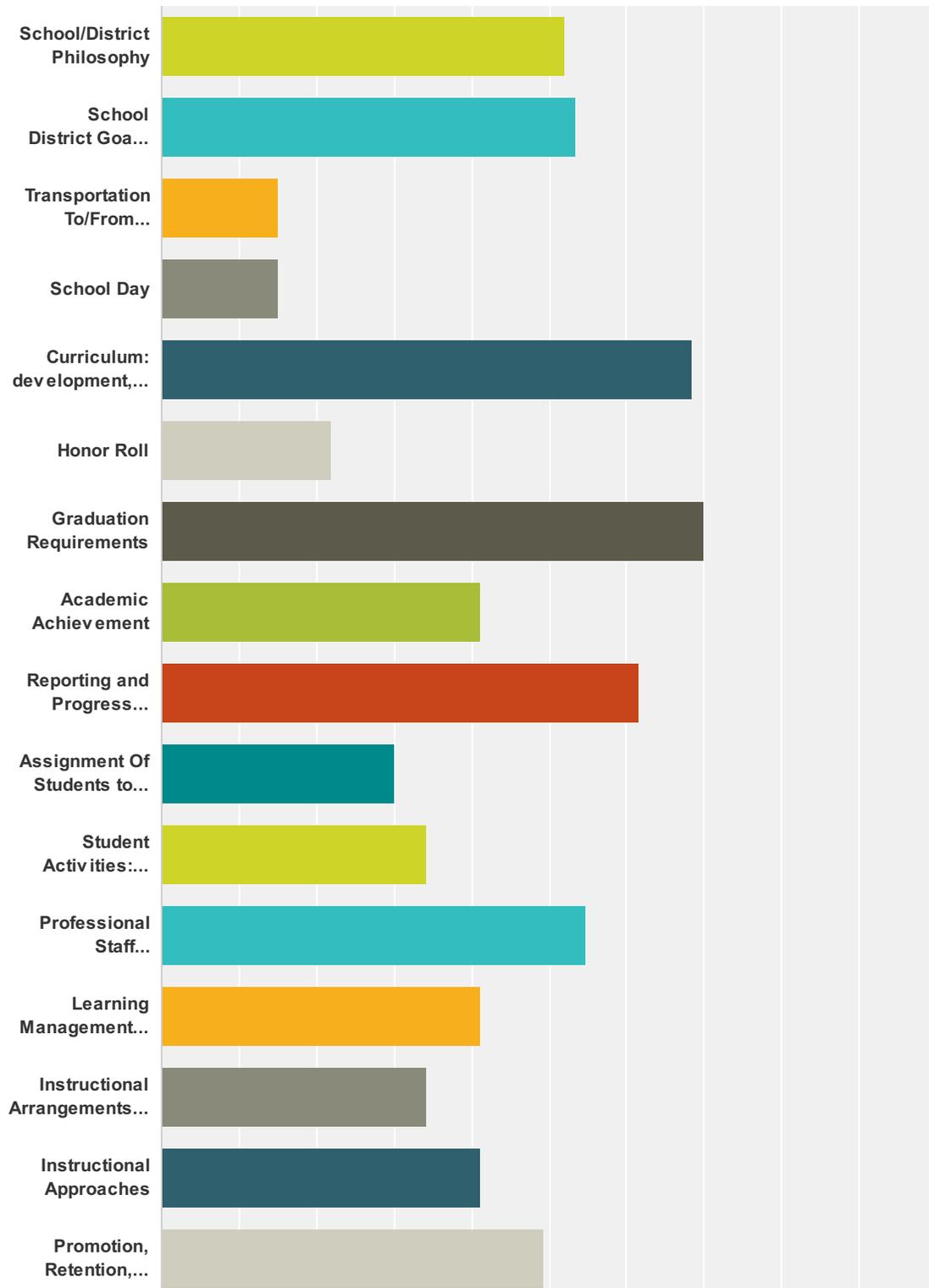
## Q4 Superintendent

Answered: 73 Skipped: 10

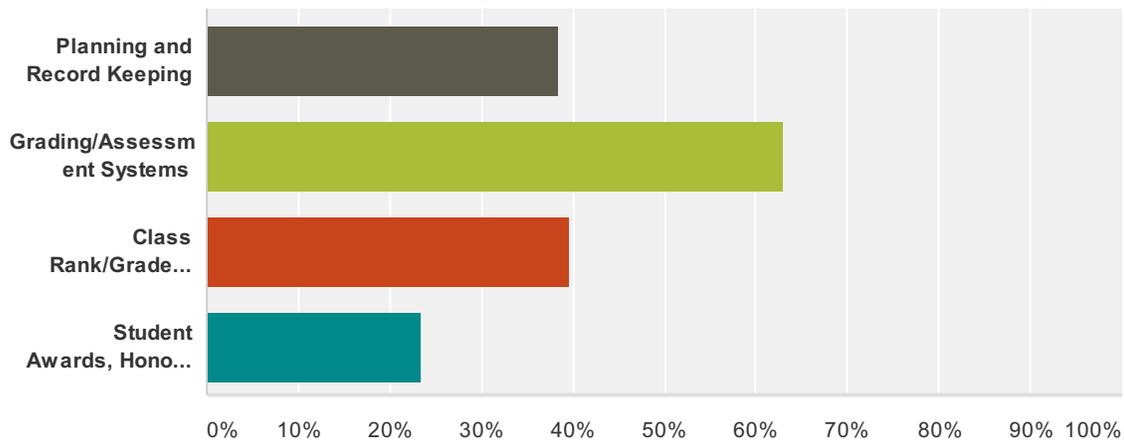
Answer Choices	Responses	
Name	100.00%	73
Address	100.00%	73
Phone	100.00%	73
Email	98.63%	72

**Q5 Revising Policies: Which of the following school structures and policy considerations for proficiency-based diplomas are included in the policy revisions currently underway in your school administrative unit? Check all that apply.**

Answered: 73 Skipped: 10



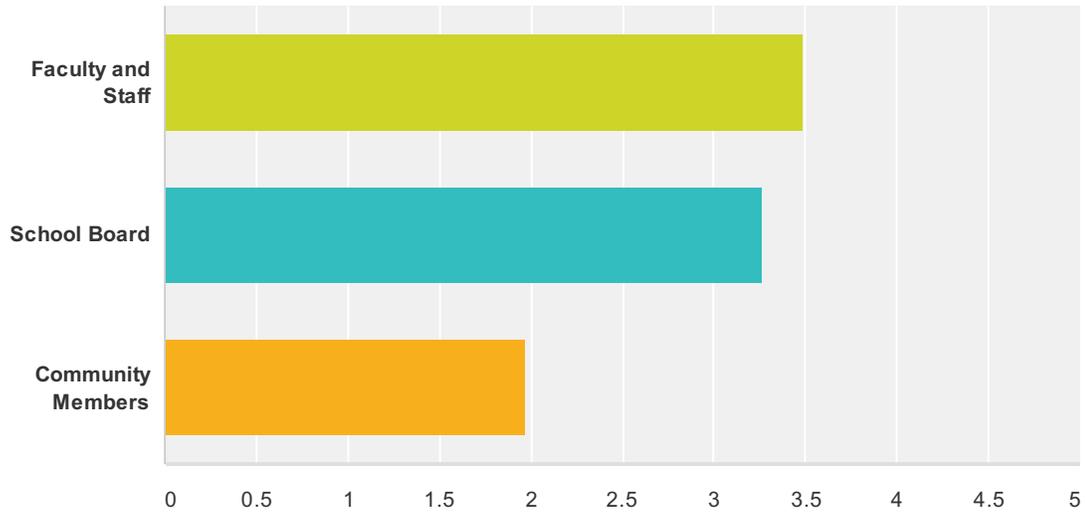
## Implementation Of Proficiency-Based Diplomas Readiness Inventory



Answer Choices	Responses	
School/District Philosophy	52.05%	38
School District Goals and Objectives	53.42%	39
Transportation To/From Extended Learning Opportunities	15.07%	11
School Day	15.07%	11
Curriculum: development, adoption, review	68.49%	50
Honor Roll	21.92%	16
Graduation Requirements	69.86%	51
Academic Achievement	41.10%	30
Reporting and Progress Monitoring	61.64%	45
Assignment Of Students to Courses and Grade Levels	30.14%	22
Student Activities: eligibility/minimum standards for participation	34.25%	25
Professional Staff Development	54.79%	40
Learning Management Systems	41.10%	30
Instructional Arrangements (including multiple pathways)	34.25%	25
Instructional Approaches	41.10%	30
Promotion, Retention, Acceleration Of Students	49.32%	36
Planning and Record Keeping	38.36%	28
Grading/Assessment Systems	63.01%	46
Class Rank/Grade Point Average	39.73%	29
Student Awards, Honors, Scholarships	23.29%	17
<b>Total Respondents: 73</b>		

**Q6 Community Engagement: Indicate on the continuum the extent to which you have engaged in developing the conceptual framework for proficiency-based education with:**

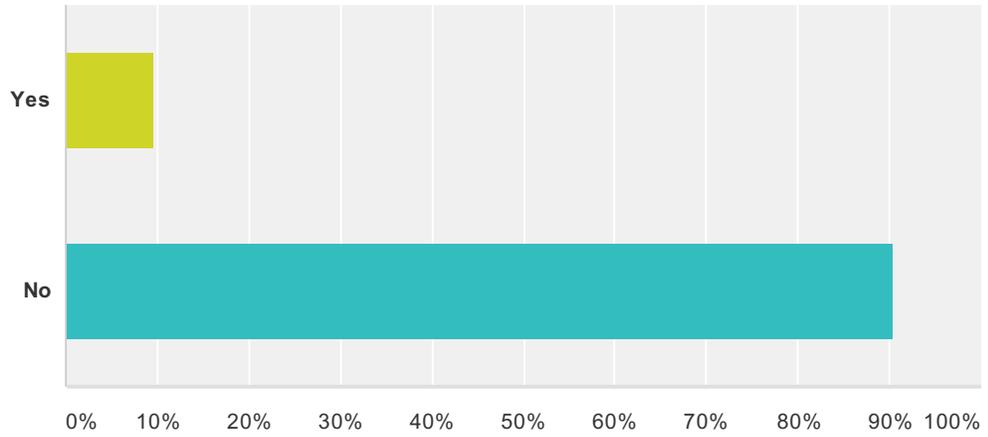
Answered: 73 Skipped: 10



	1 (Just Beginning Conversations)	2	3	4	5	6 (Reached A Critical Mass Of Support)	Total	Average Rating
Faculty and Staff	12.33% 9	15.07% 11	19.18% 14	27.40% 20	16.44% 12	9.59% 7	73	3.49
School Board	19.18% 14	19.18% 14	16.44% 12	20.55% 15	9.59% 7	15.07% 11	73	3.27
Community Members	46.58% 34	27.40% 20	12.33% 9	9.59% 7	4.11% 3	0.00% 0	73	1.97

### Q7 Communication Plan: Indicate whether you have a proficiency-based education communication plan?

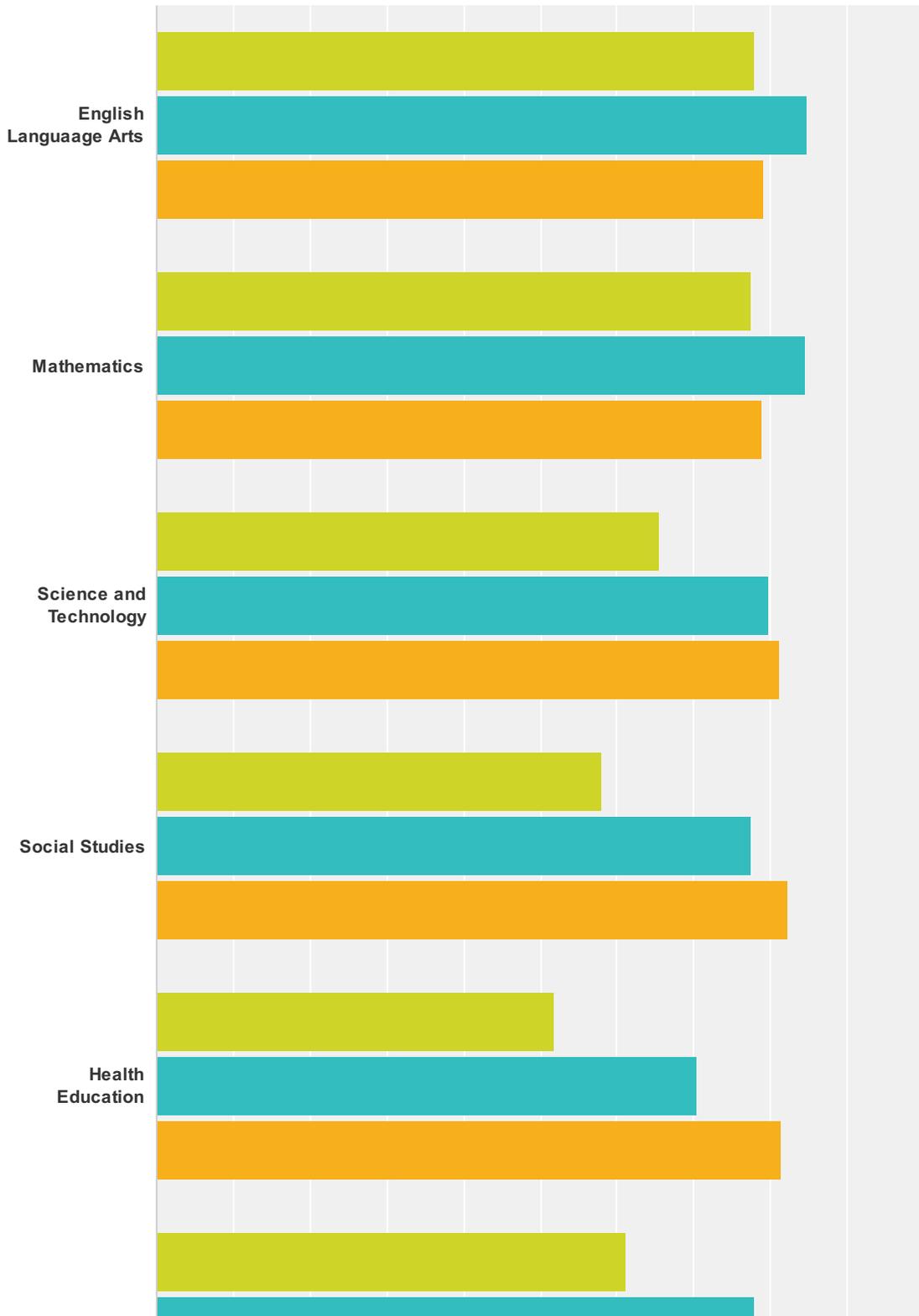
Answered: 73 Skipped: 10



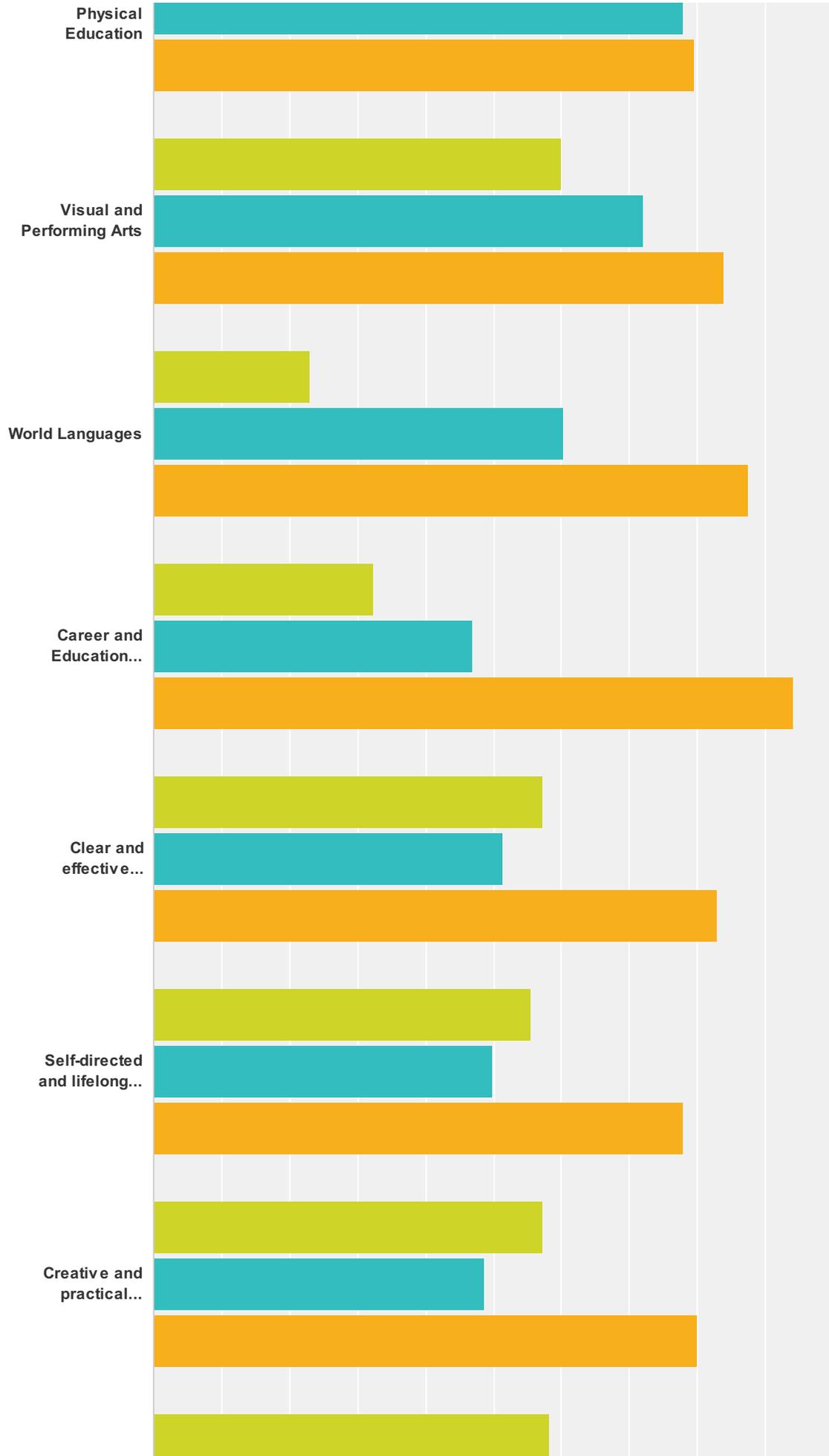
Answer Choices	Responses	
Yes	9.59%	7
No	90.41%	66
<b>Total</b>		<b>73</b>

**Q8 Building Capacity: Place a check by each of the following content area and Guiding Principles grade spans in which you have engaged faculty and staff in proficiency-based learning professional development.**

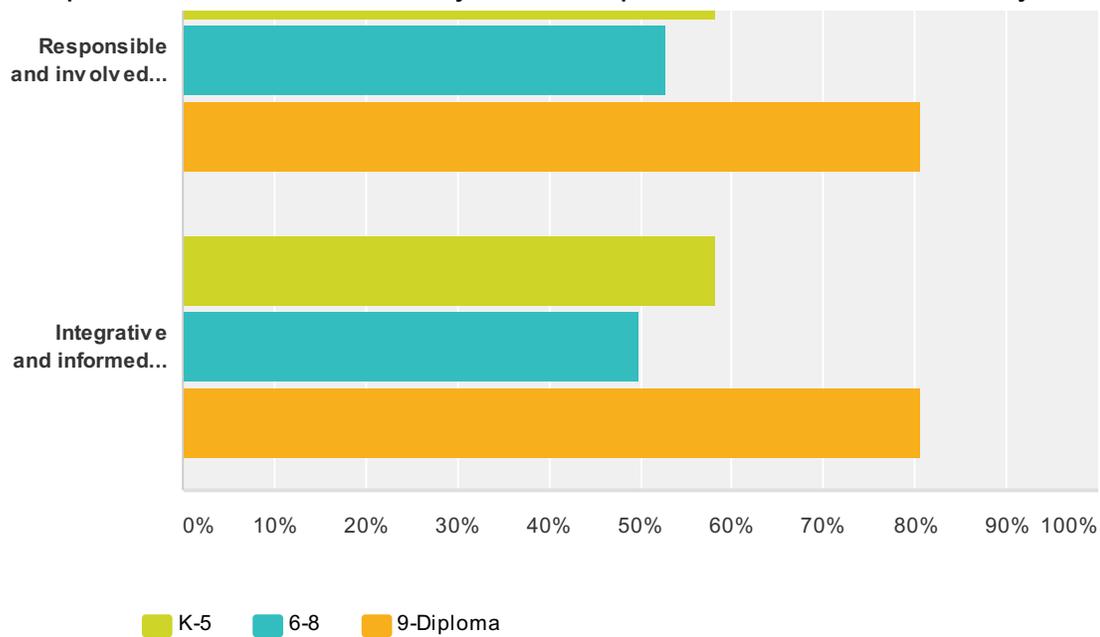
Answered: 73 Skipped: 10



# Implementation Of Proficiency-Based Diplomas Readiness Inventory



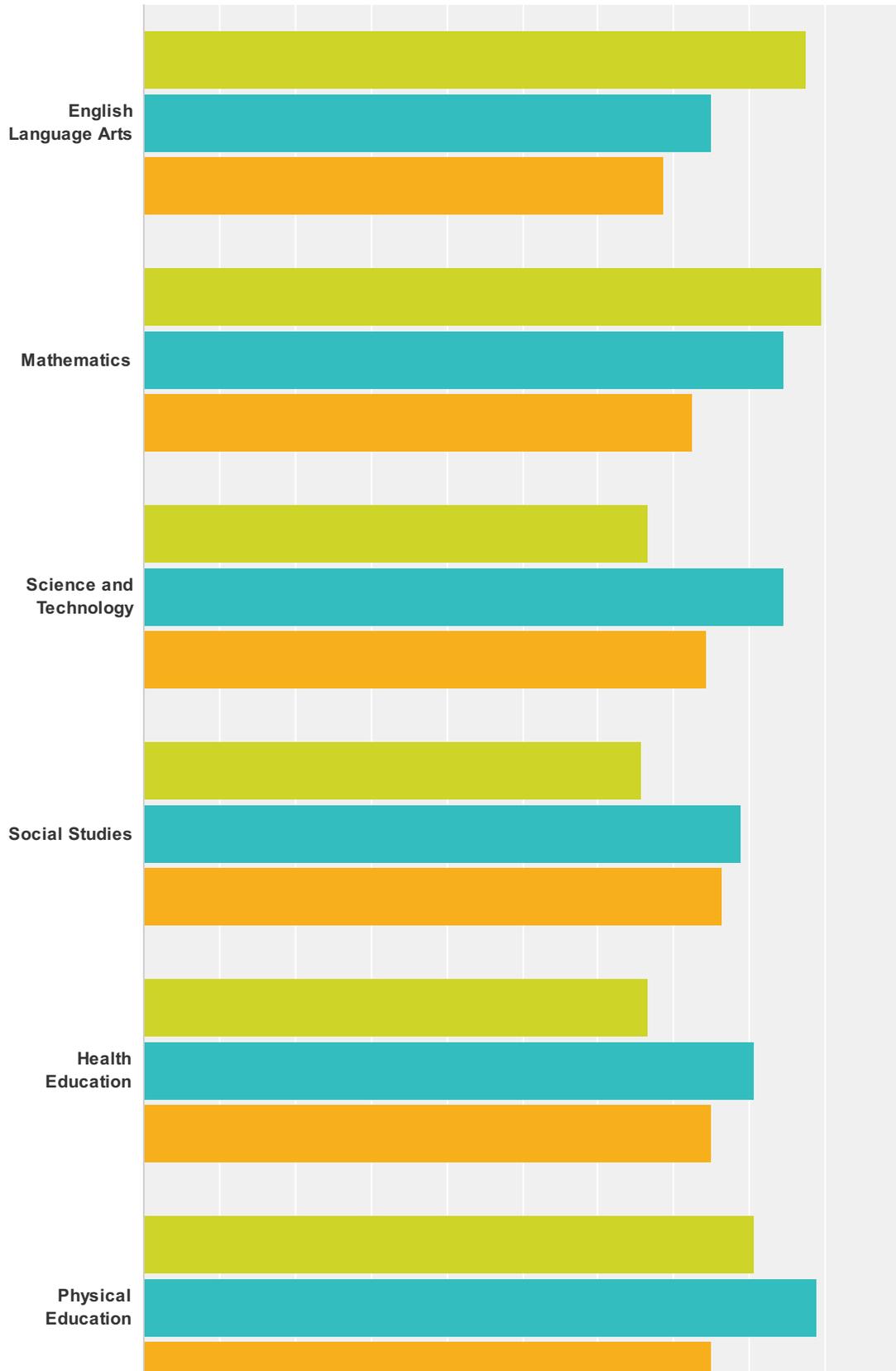
# Implementation Of Proficiency-Based Diplomas Readiness Inventory



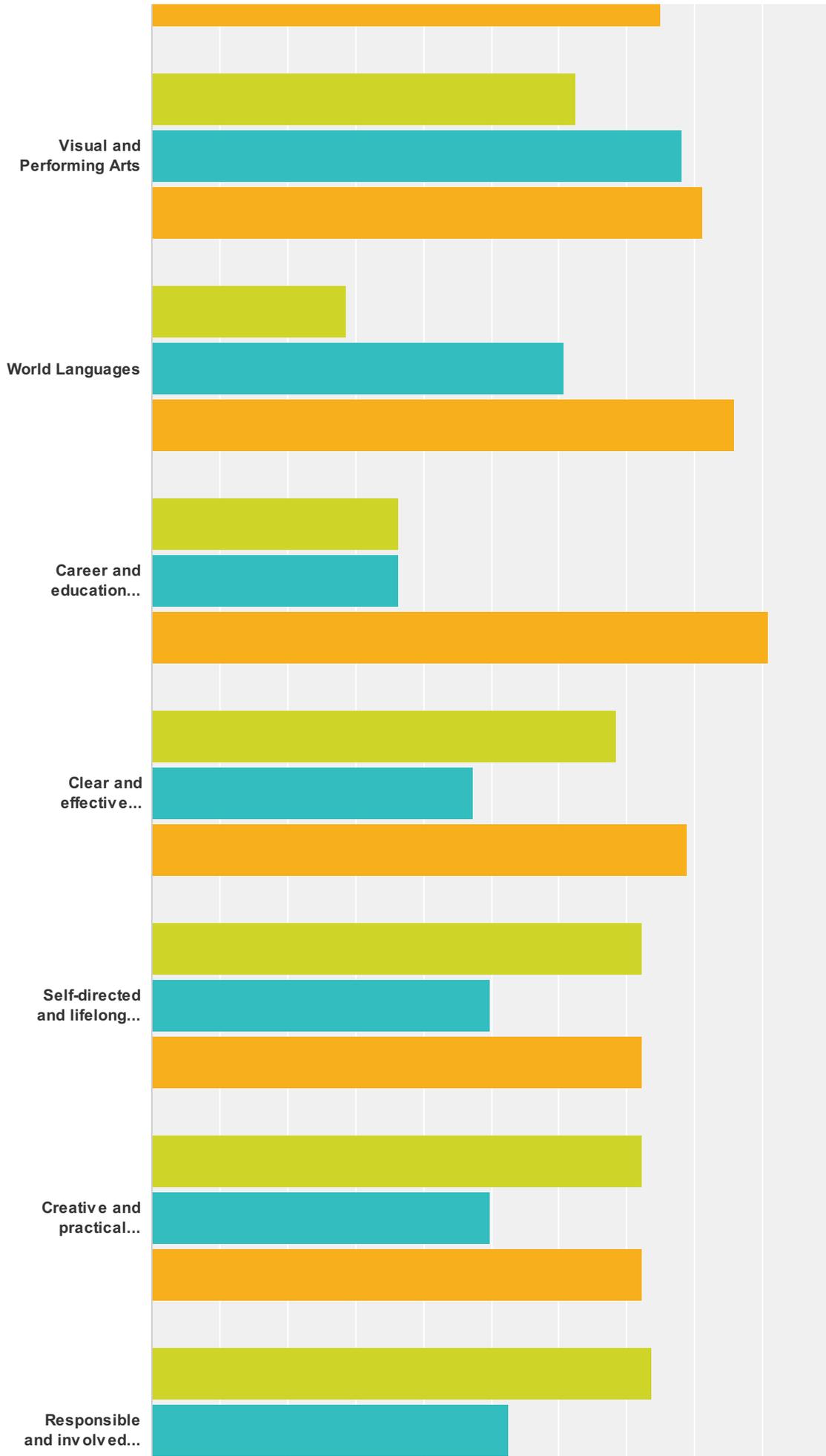
	K-5	6-8	9-Diploma	Total Respondents
English Language Arts	77.78% 56	84.72% 61	79.17% 57	72
Mathematics	77.46% 55	84.51% 60	78.87% 56	71
Science and Technology	65.63% 42	79.69% 51	81.25% 52	64
Social Studies	58.06% 36	77.42% 48	82.26% 51	62
Health Education	51.85% 28	70.37% 38	81.48% 44	54
Physical Education	61.11% 33	77.78% 42	79.63% 43	54
Visual and Performing Arts	60.00% 30	72.00% 36	84.00% 42	50
World Languages	22.92% 11	60.42% 29	87.50% 42	48
Career and Education Development	32.35% 11	47.06% 16	94.12% 32	34
Clear and effective communicator	57.14% 20	51.43% 18	82.86% 29	35
Self-directed and lifelong learner	55.56% 20	50.00% 18	77.78% 28	36
Creative and practical problem-solver	57.14% 20	48.57% 17	80.00% 28	35
Responsible and involved citizen	58.33% 21	52.78% 19	80.56% 29	36
Integrative and informed thinker	58.33% 21	50.00% 18	80.56% 29	36

**Q9 Alignment To Standards: Place a check by each of the following grade spans that you have fully aligned to content area standards and Guiding Principles.**

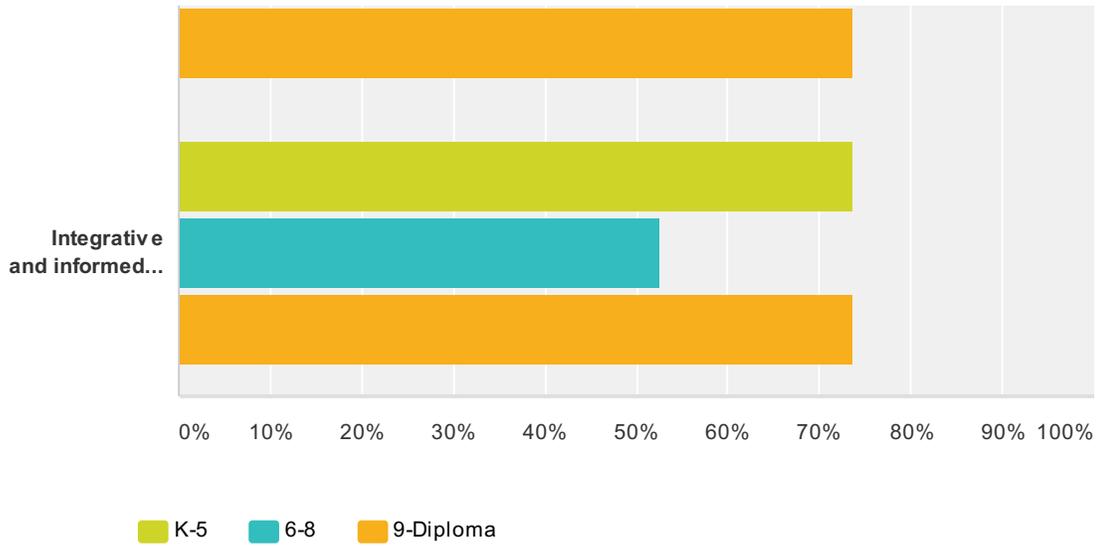
Answered: 73 Skipped: 10



# Implementation Of Proficiency-Based Diplomas Readiness Inventory



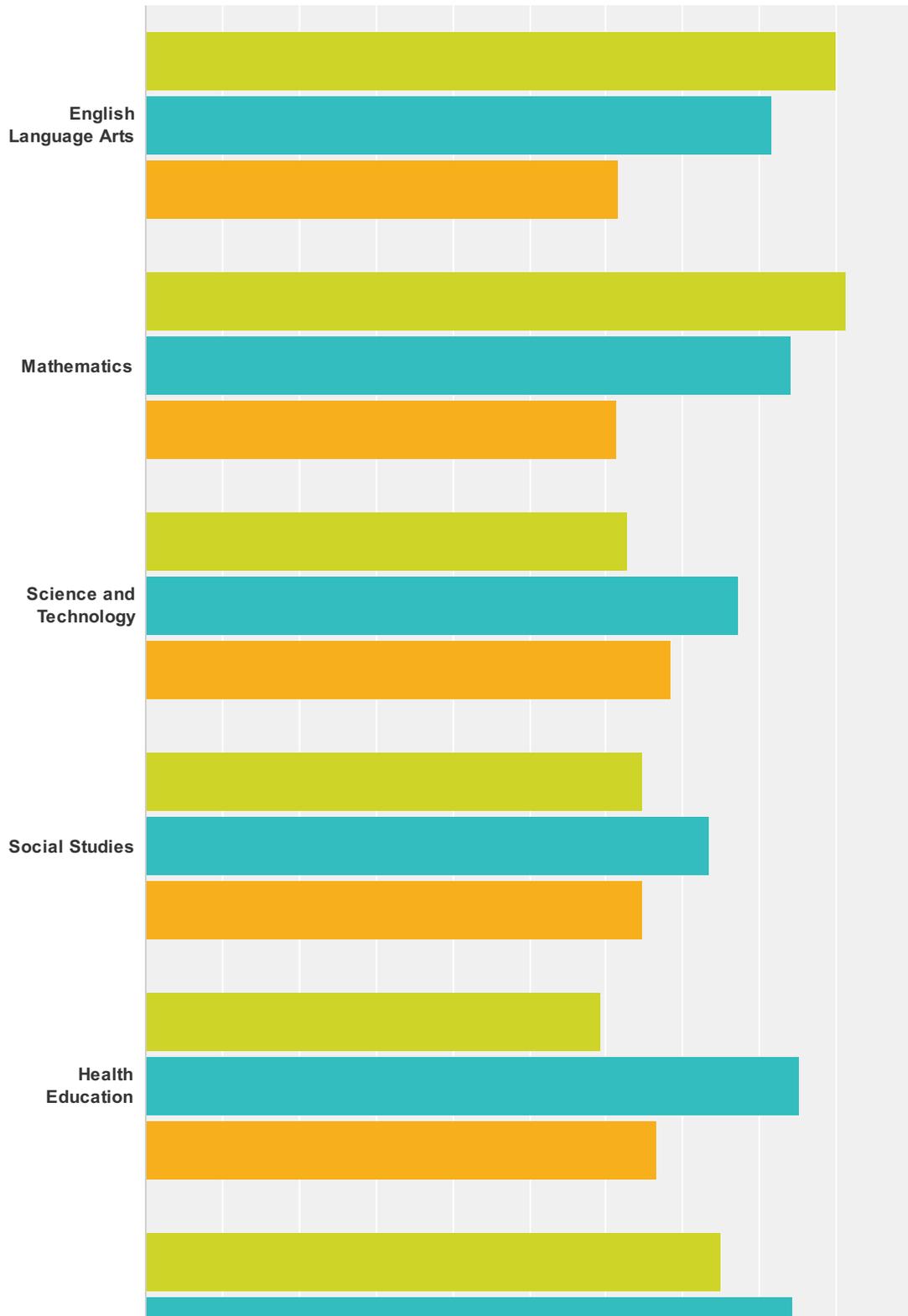
## Implementation Of Proficiency-Based Diplomas Readiness Inventory



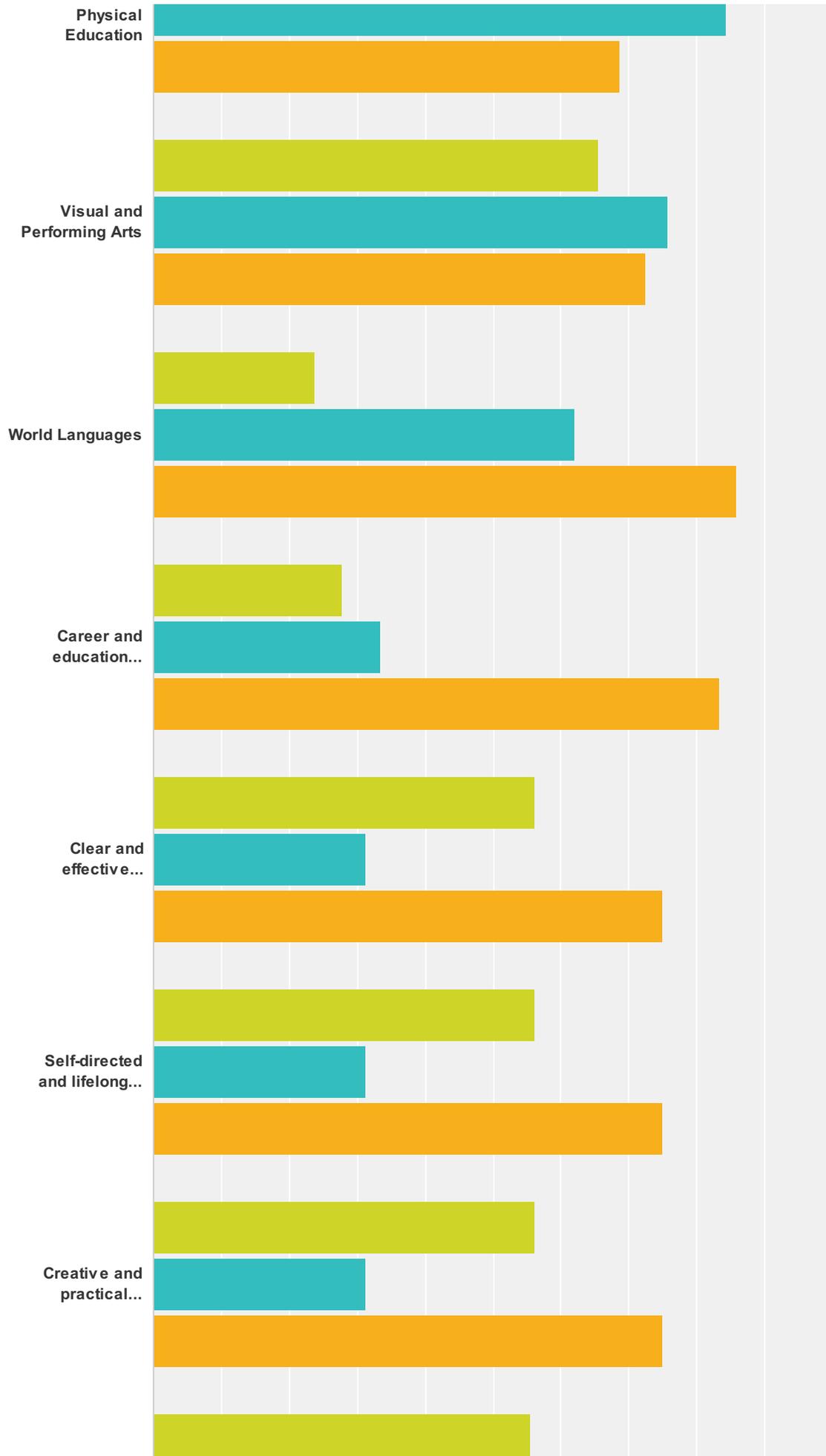
	K-5	6-8	9-Diploma	Total Respondents
English Language Arts	<b>87.50%</b> 56	<b>75.00%</b> 48	<b>68.75%</b> 44	64
Mathematics	<b>89.66%</b> 52	<b>84.48%</b> 49	<b>72.41%</b> 42	58
Science and Technology	<b>66.67%</b> 26	<b>84.62%</b> 33	<b>74.36%</b> 29	39
Social Studies	<b>65.79%</b> 25	<b>78.95%</b> 30	<b>76.32%</b> 29	38
Health Education	<b>66.67%</b> 24	<b>80.56%</b> 29	<b>75.00%</b> 27	36
Physical Education	<b>80.56%</b> 29	<b>88.89%</b> 32	<b>75.00%</b> 27	36
Visual and Performing Arts	<b>62.50%</b> 20	<b>78.13%</b> 25	<b>81.25%</b> 26	32
World Languages	<b>28.57%</b> 8	<b>60.71%</b> 17	<b>85.71%</b> 24	28
Career and education development	<b>36.36%</b> 8	<b>36.36%</b> 8	<b>90.91%</b> 20	22
Clear and effective communicator	<b>68.42%</b> 13	<b>47.37%</b> 9	<b>78.95%</b> 15	19
Self-directed and lifelong learner	<b>72.22%</b> 13	<b>50.00%</b> 9	<b>72.22%</b> 13	18
Creative and practical problem-solver	<b>72.22%</b> 13	<b>50.00%</b> 9	<b>72.22%</b> 13	18
Responsible and involved citizen	<b>73.68%</b> 14	<b>52.63%</b> 10	<b>73.68%</b> 14	19
Integrative and informed thinker	<b>73.68%</b> 14	<b>52.63%</b> 10	<b>73.68%</b> 14	19

**Q10 Proficiency-based Learning Experiences: Place a check by each of the following grade spans where teachers in your SAU collect evidence of student learning aligned to content area standards and Guiding Principles standards.**

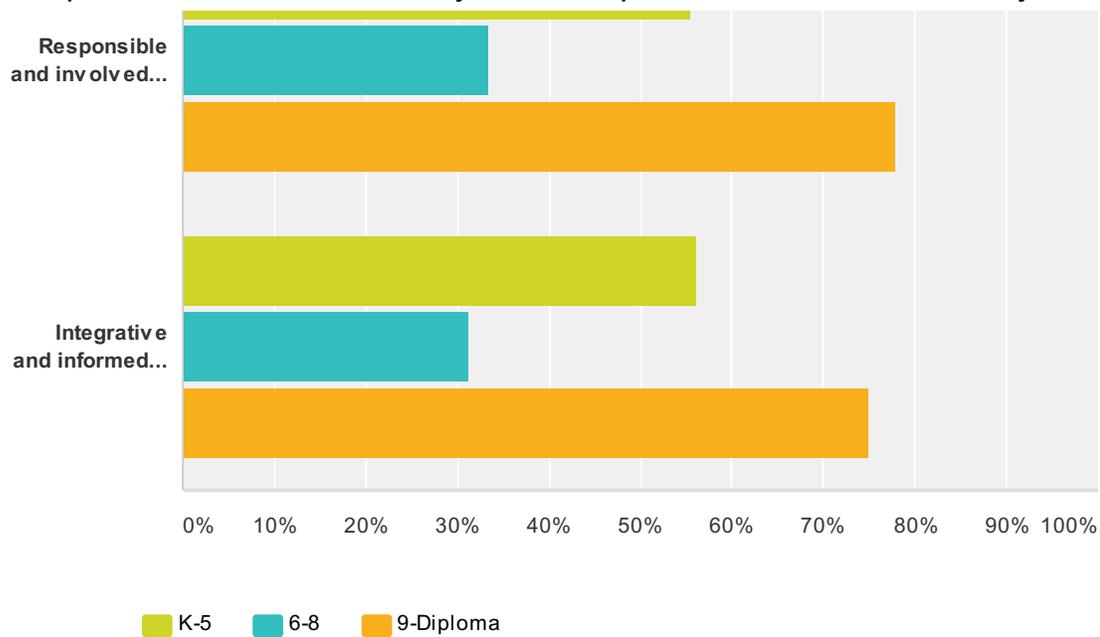
Answered: 73 Skipped: 10



# Implementation Of Proficiency-Based Diplomas Readiness Inventory



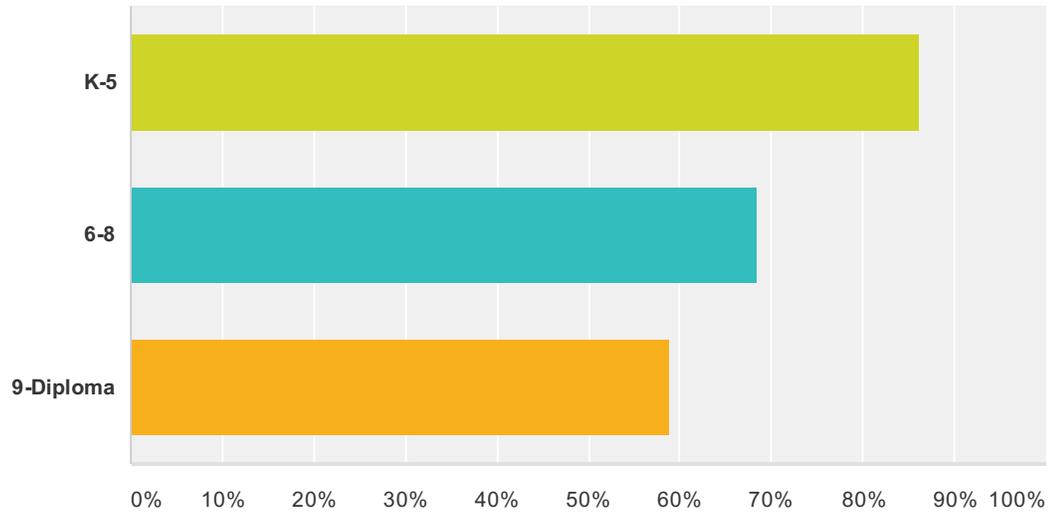
# Implementation Of Proficiency-Based Diplomas Readiness Inventory



	K-5	6-8	9-Diploma	Total Respondents
English Language Arts	90.00% 54	81.67% 49	61.67% 37	60
Mathematics	91.23% 52	84.21% 48	61.40% 35	57
Science and Technology	62.86% 22	77.14% 27	68.57% 24	35
Social Studies	64.71% 22	73.53% 25	64.71% 22	34
Health Education	59.26% 16	85.19% 23	66.67% 18	27
Physical Education	75.00% 24	84.38% 27	68.75% 22	32
Visual and Performing Arts	65.52% 19	75.86% 22	72.41% 21	29
World Languages	23.81% 5	61.90% 13	85.71% 18	21
Career and education developemnt	27.78% 5	33.33% 6	83.33% 15	18
Clear and effective communicator	56.25% 9	31.25% 5	75.00% 12	16
Self-directed and lifelong learner	56.25% 9	31.25% 5	75.00% 12	16
Creative and practical problem-solver	56.25% 9	31.25% 5	75.00% 12	16
Responsible and involved citizen	55.56% 10	33.33% 6	77.78% 14	18
Integrative and informed thinker	56.25% 9	31.25% 5	75.00% 12	16

**Q11 System of Supports: Place a check by each of the following grade spans for which you have a system of supports for students when proficiency is not demonstrated.**

Answered: 73 Skipped: 10



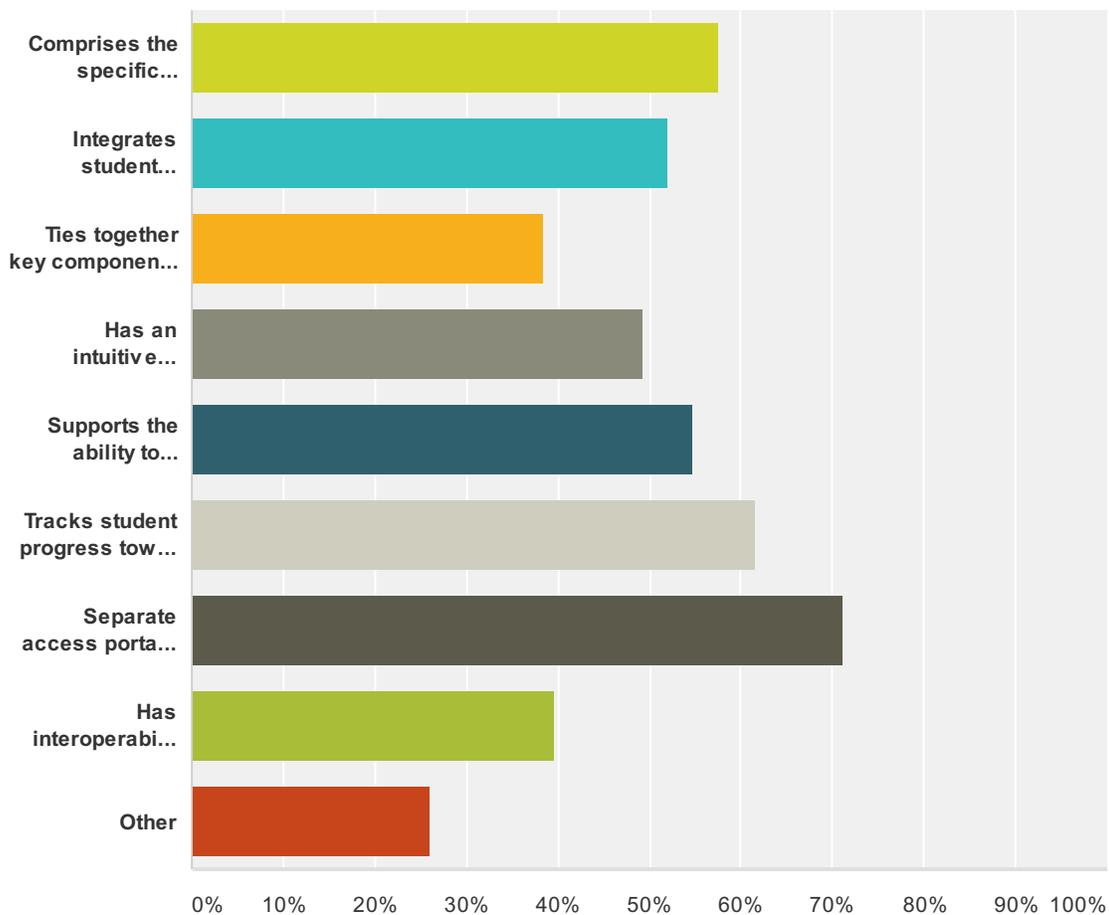
Answer Choices	Responses
K-5	86.30% 63
6-8	68.49% 50
9-Diploma	58.90% 43
<b>Total Respondents: 73</b>	

**Q12 Information Technology: What is the name of the information technology application(s) or program(s) your school administrative unit is using or is planning on using to monitor, calculate, and report progress towards proficiency for each student?**

Answered: 73 Skipped: 10

**Q13 Information Technology: Identify the information technology core function \*capabilities below that are included in the infrastructure of your information system. (\*Core functioning capabilities: Re-Engineering Information Technology: Design Considerations for Competency education Liz Glowa February 2013 <http://www.competencyworks.org/resources/briefingpapers/> ) Our information system:**

Answered: 73 Skipped: 10



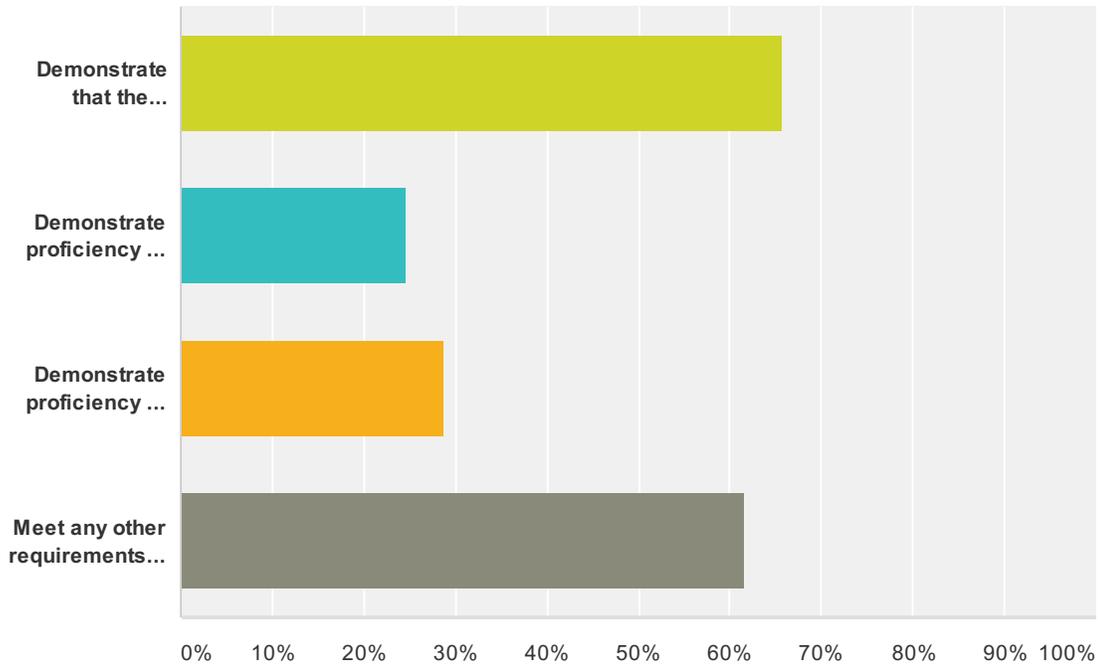
Answer Choices	Responses
Comprises the specific learning targets, performance indicators, content area standards, guiding principles standards.	57.53% 42
Integrates student history, progress, and learning pathway and makes it available in the same place.	52.05% 38
Ties together key components such as curriculum, instruction, communication, assessments, e-portfolios, student information to facilitate monitoring of student progress towards proficiency of learning standards.	38.36% 28

## Implementation Of Proficiency-Based Diplomas Readiness Inventory

Has an intuitive interface (e.g. dashboard) for teachers, students, administrators to view and manage each learner's plan and progress.	<b>49.32%</b> 36
Supports the ability to record progress on assessments with a longitudinal perspective in which students can be reassessed.	<b>54.79%</b> 40
Tracks student progress toward proficiency to inform teachers of individual or group progress.	<b>61.64%</b> 45
Separate access portals for students, parents, teachers, administrators.	<b>71.23%</b> 52
Has interoperability capabilities so systems supporting the core functional capabilities can "talk with one another" to perform the need functionality.	<b>39.73%</b> 29
Other	<b>26.03%</b> 19
<b>Total Respondents: 73</b>	

**Q14 Proficiency-Based Diploma Requirements from Maine Revised Statutes 20-A 4722-A: Indicate whether your school administrative unit will be ready to award diplomas beginning January 1, 2018 based on each of the criteria for proficiency diplomas listed below:**

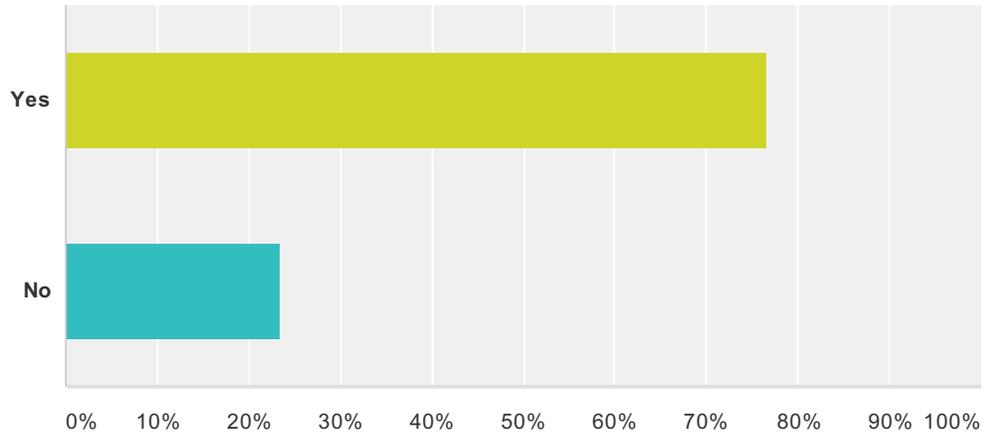
Answered: 73 Skipped: 10



Answer Choices	Responses
Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics, and science and technology in each year of the student's secondary schooling.	65.75% 48
Demonstrate proficiency in meeting state standards in all content areas of the system of learning results (English language arts, mathematics, social studies, science and technology, health education, physical education, visual and performing arts, world languages, and career and education development.)	24.66% 18
Demonstrate proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results (clear and effective communicator, self-directed and lifelong learner, creative and practical problem-solver, responsible and involved citizen, and integrative and informed thinker).	28.77% 21
Meet any other requirements specified by the governing body of the school administrative unit attended by the student.	61.64% 45
<b>Total Respondents: 73</b>	

### Q15 Do you expect to submit an extension request for awarding proficiency-based diplomas?

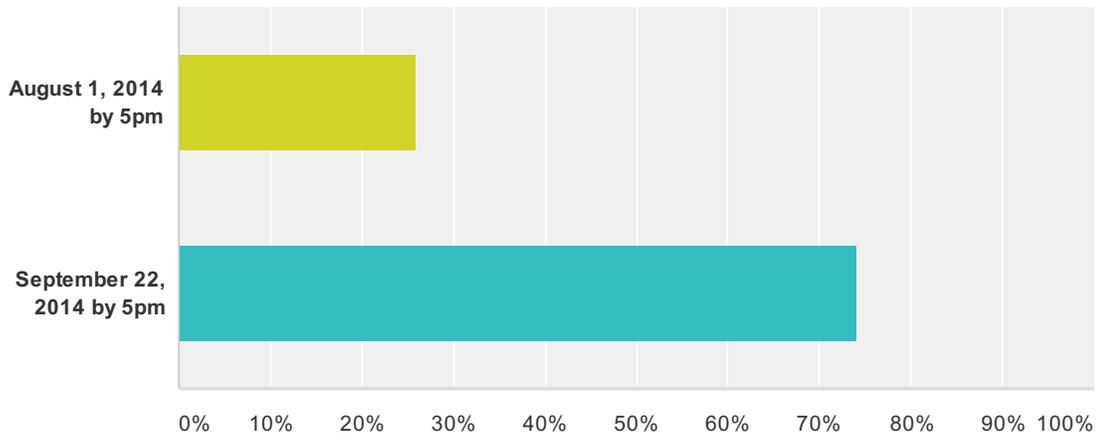
Answered: 73 Skipped: 10



Answer Choices	Responses
Yes	76.71% 56
No	23.29% 17
<b>Total</b>	<b>73</b>

**Q16 If yes on Question 15, identify which of the following dates you expect to submit an extension request.**

Answered: 58 Skipped: 25

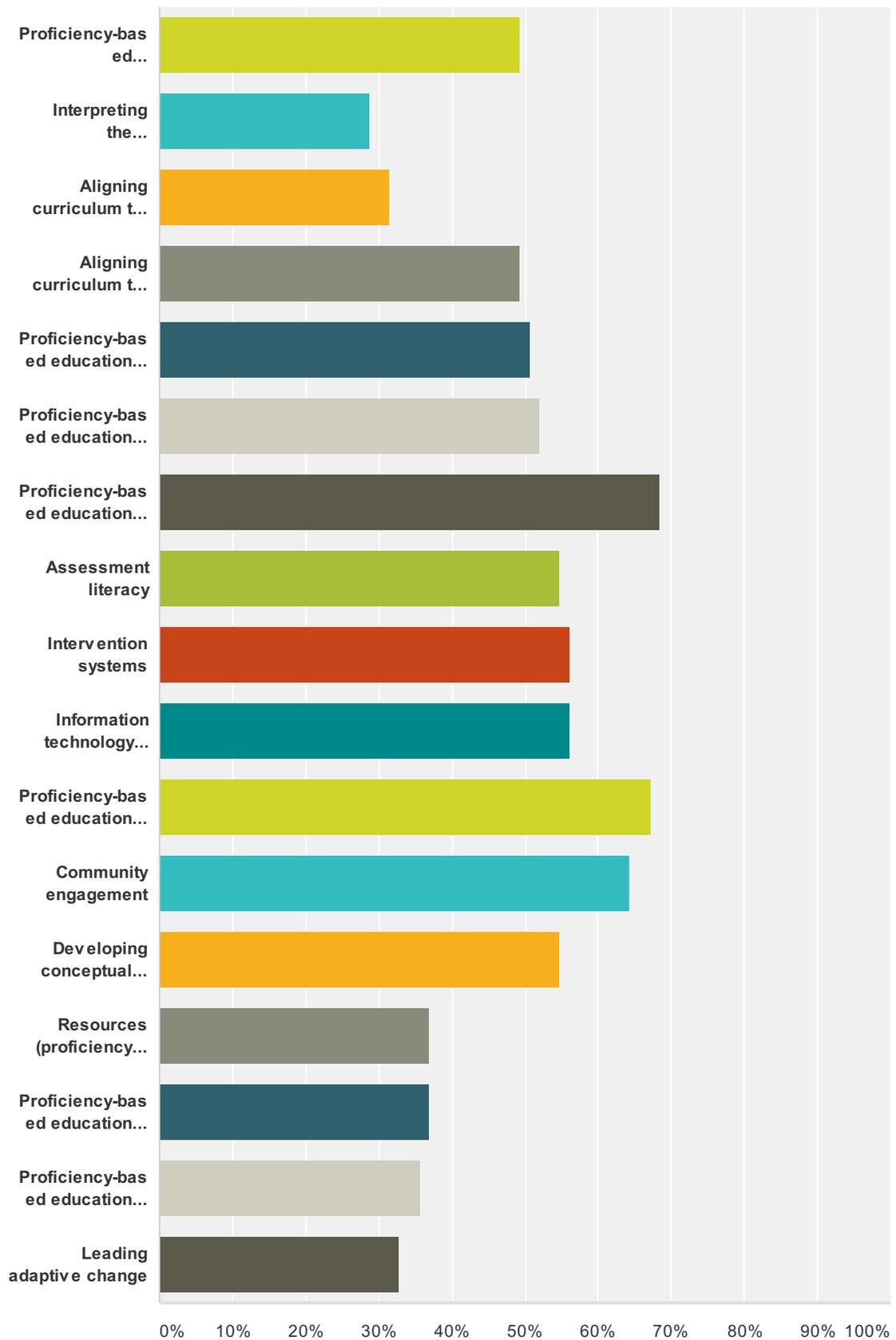


Answer Choices	Responses
August 1, 2014 by 5pm	25.86% 15
September 22, 2014 by 5pm	74.14% 43
<b>Total</b>	<b>58</b>

**Q17 Technical Assistance Needs: Check all that apply of the following technical assistance options which your SAU needs.**

Answered: 73 Skipped: 10

# Implementation Of Proficiency-Based Diplomas Readiness Inventory



Answer Choices	Responses
Proficiency-based implementation plan development	49.32% 36
Interpreting the proficiency-based District Self-Assessment results	28.77% 21

## Implementation Of Proficiency-Based Diplomas Readiness Inventory

Aligning curriculum to content standards and performance indicators	<b>31.51%</b>	23
Aligning curriculum to Guiding Principles, content standards and performance indicators	<b>49.32%</b>	36
Proficiency-based education instructional shifts in content area English language arts	<b>50.68%</b>	37
Proficiency-based education instructional shifts in content area Mathematics	<b>52.05%</b>	38
Proficiency-based education instructional shifts in Guiding Principles	<b>68.49%</b>	50
Assessment literacy	<b>54.79%</b>	40
Intervention systems	<b>56.16%</b>	41
Information technology system for proficiency-based education	<b>56.16%</b>	41
Proficiency-based education policies	<b>67.12%</b>	49
Community engagement	<b>64.38%</b>	47
Developing conceptual understandings of proficiency-based education with all stakeholders	<b>54.79%</b>	40
Resources (proficiency-based education organizations)	<b>36.99%</b>	27
Proficiency-based education literature	<b>36.99%</b>	27
Proficiency-based education partners	<b>35.62%</b>	26
Leading adaptive change	<b>32.88%</b>	24
<b>Total Respondents: 73</b>		