



2015-2016 Progress Report:
Implementing Proficiency-Based Learning and Proficiency-
Based Diplomas

2015-2016 Proficiency-Based Diploma Progress Report | Deadline to Submit: November 30, 2016

This survey, the 2015-2016 Progress Report: Implementing Proficiency-Based Learning and Proficiency-Based Diplomas, has 33 questions and is a way for Maine's districts to report vital data to the Maine Department of Education regarding the progress made from July 1, 2015- July 31, 2016. As such, this progress report generates a brief but important source of data for both districts and the state.

The information collected will help the Maine DOE chart progress toward the implementation of proficiency-based diplomas. This information will be shared with the public and with law-makers and will inform the development of additional resources and supports for districts. The progress report will also create a moment-in-time snapshot of district progress toward proficiency-based diplomas.

When your district has completed all of the following criteria and/or indicates it is ready to award proficiency-based diplomas, you will be asked to provide evidence of the following for review.

- Reporting standards established for each content area
- Summative assessments collecting evidence for reporting standards for each content area
- Evidence and methodology for determining proficiency of the 5 Guiding Principles
- Multi-tiered system of supports for students (for those who struggle and for those who wish to accelerate to reach proficiency)

Strategy for completing text boxes: The text boxes in Survey Monkey do not expand as you type. Therefore you will only see the words you are currently typing. Typing your brief responses on a Word document outside of the survey and cutting and pasting your entire response into the appropriate Survey Monkey text box is a solution that allows you to see your entire response as you are typing.

If you have any questions about this survey or the process in general, please contact Diana Doiron via email: diana.doiron@maine.gov.



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Demographic Information

1. Select name of School District/SAU (use drop-down menu)

District/SAU

District/SAU

Other - Not listed (please specify)

2. Enter the name and role of the person completing this application

First Name	<input type="text"/>
Last Name	<input type="text"/>
Role	<input type="text"/>
Email	<input type="text"/>



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Annual Report: Use of Proficiency-Based Transition Funds, FY 16

The allocation is intended to be used in the manner determined by the school administrative unit to fund the costs of the transition to proficiency-based diplomas not otherwise subsidized by the State. There is guidance and sample examples of ways these funds may be used on the [Getting to Proficiency](#) section of the Maine DOE website.

Carry over of funds is for one year (example: FY 16 funds must be spent before July 1, 2017)

3. POLICY WORK: Indicate the amount and describe your use of the FY 16 proficiency-based diploma targeted transition funds used to support the development or implementation of policies for proficiency. See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)	<input type="text"/>
Brief description of use (e.g., Consultants time to develop policies, release time...)	<input type="text"/>

4. PRACTICE WORK: Indicate the amount and describe your use of the FY 16 proficiency-based diploma targeted transition funds used to support improvements to practice (standards, curriculum, instruction...) See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)	<input type="text"/>
Brief description of use (e.g., data management systems, coaching consultation, staff professional development, student learning programs...)	<input type="text"/>

5. COMMUNITY ENGAGEMENT: Indicate the amount and describe your use of the FY 16 proficiency-based diploma targeted transition funds used to support community engagement. See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)	<input type="text"/>
Brief description of use (e.g., school board resources, community forums, communications plan development...)	<input type="text"/>



Proficiency-Based Transition Funds, Proposed Expenditures

6. CARRY-OVER OF FUNDS: Indicate the amount and describe your INTENDED use of any FY 16 proficiency-based diploma targeted transition funds you are carrying over and expending by June 30, 2017.

Amount (\$)

Brief description of use

7. POLICY WORK: SAUs will be receiving FY 17 proficiency-based diploma targeted transition funds. Indicate the amount and describe your INTENDED use of any FY 17 proficiency-based diploma targeted transition funds used to support the development or implementation of policies for proficiency. See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)

Brief description of use (e.g., Consultants time to develop policies, release time...)

8. PRACTICE WORK: SAUs will be receiving FY 17 proficiency-based targeted transition funds. Indicate the amount and describe your INTENDED use of any FY 17 proficiency-based diploma targeted transition funds used to support improvements to practice (standards, curriculum, instruction...) See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)

Brief description of use (e.g., data management systems, coaching consultation, staff professional development, student learning programs...)

9. COMMUNITY ENGAGEMENT: SAUs will be receiving FY 17 proficiency-based targeted transition funds. Indicate the amount and describe your INTENDED use of any FY 17 proficiency-based diploma targeted transition funds used to support community engagement. See the "Using Your Transition Funds" webpage for sample examples. <http://www.maine.gov/doe/proficiency/support/transition-funds.html>

Amount (\$)

Brief description of use (e.g., school board resources, community forums, communications plan development...)



On this page, list up to 5 priority goals for 2016-2017 that build on your 2015-2016 goals and support the delivery of proficiency-based diplomas. For each goal, please describe:

Evidence of success: What data or indicators will you use to determine whether you have successfully achieved this goal?

Focus of the goal: Is the goal related to policy, practice or community engagement?

10. Goal 1: Enter the name of the goal along with evidence of success below.

Goal

Evidence of success

11. The focus of Goal 1 relates to which of these categories: policy, practice, or community engagement?

- Policy
- Practice
- Community Engagement

12. Goal 2: Enter the name of the goal along with evidence of success below.

Goal

Evidence of success

13. The focus of Goal 2 relates to which of these categories: policy, practice, or community engagement?

- Policy
- Practice
- Community Engagement

14. Goal 3: Enter the name of the goal along with evidence of success below.

Goal

Evidence of success

15. The focus of Goal 3 relates to which of these categories: policy, practice, or community engagement?

- Policy
- Practice
- Community Engagement

16. Goal 4: Enter the name of the goal along with evidence of success below.

Goal

Evidence of success

17. The focus of Goal 4 relates to which of these categories: policy, practice, or community engagement?

- Policy
- Practice
- Community Engagement

18. Goal 5: Enter the name of the goal along with evidence of success below.

Goal

Evidence of success

19. The focus of Goal 5 relates to which of these categories: policy, practice, or community engagement?

- Policy
- Practice
- Community Engagement



**2015-2016 Progress Report:
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Aligning Curriculum and Assessments to the Intended Rigor and Complexity

20. Intended Rigor and Complexity of the Maine Learning Results Standards: Curriculum

For each content area at each grade span, indicate at this moment in time, the degree to which the high school curriculum (and middle school, if applicable standards. This means: at the high school level, the content reflects the high school standards, includes opportunity to learn the standards, and is aligned

	Career and Education Development	English Language Arts	Health Education	Mathematics	Physical Education	Science
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

21. Intended Rigor and Complexity of the Maine Learning Results Standards: Summative Assessments:

For each content area at each grade span, indicate at this moment in time, the degree to which high school assessments (and middle school, if applicable rigor and complexity of the MLR standards. This means: at the high school level, the assessments reflect high school standards, reflect the appropriate description) and the body of evidence reflects the comprehensiveness of the content area.

	Career and Education Development	English Language Arts	Health Education	Mathematics	Physical Education	Science
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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Multi-tiered Systems of Support and Reporting Proficiency

22. Multi-tiered levels of Supporting for Student Proficiency

For each content area at each grade span, indicate at this moment in time, the degree to which your SAU has implemented multi-tiered levels of support school, vacation week classes...) at the high school and middle school (if applicable) levels.

	Career and Education Development	English Language Arts	Health Education	Mathematics	Physical Education	Science
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

23. Reporting Proficiency: For each content area at each grade span, indicate at this moment in time, the degree to which you collect and report proficiency and middle school level (if applicable)

	Career and Education Development	English Language Arts	Health Education	Mathematics	Physical Education	Science	Social Studies
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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Guiding Principles

24. Guiding Principles: Opportunity to Learn and Demonstrate Proficiency

For each Guiding Principle at each grade span, indicate at this moment in time, the degree to which your SAU has provided students with the opportunity to learn and demonstrate proficiency.

	Clear and Effective Communicator	Self-Directed and Lifelong Learner	Creative and Practical Problem-Solver	Global and Informed Citizen	Integrative and Informed Thinker
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

25. Guiding Principles: Mechanisms for Gathering Evidence of Proficiency:

For each Guiding Principle at each grade span, indicate at this moment in time, the degree to which your SAU has developed mechanisms for gathering evidence of proficiency for each student at the high school and middle school (if applicable) levels.

	Clear and Effective Communicator	Self-Directed and Lifelong Learner	Creative and Practical Problem-Solver	Global and Informed Citizen	Integrative and Informed Thinker
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

26. Guiding Principles: Reporting Proficiency

For each Guiding Principle, indicate at this moment in time, the degree to which your SAU is prepared to report proficiency toward proficiency-based diplomas.

	Clear and Effective Communicator	Self-Directed and Lifelong Learner	Creative and Practical Problem-Solver	Global and Informed Citizen	Integrative and Informed Thinker
High School Level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Level (if currently being implemented, otherwise select N/A)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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Awarding Proficiency-Based Diplomas

LD 1627, P.L, Chapter 489 became effective July 29, 2016 and the requirements for awarding a proficiency-based diploma shifted to the following phase-in:

- (1) For a student graduating in the graduating class of 2020-2021, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology and social studies, as well as, the Guiding Principles.
- (2) For a student graduating in the graduating class of 2021-2022, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least one additional content area of the student's choice, as well, as the Guiding Principles.
- (3) For a student graduating in the graduating class of 2022-2023, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least 2 additional content areas of the student's choice, as well, as the Guiding Principles
- (4) For a student graduating in the graduating class of 2023-2024, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least 3 additional content areas of the student's choice, as well, as the Guiding Principles
- (5) For a student graduating in the graduating class of 2024-2025, certify that the student has demonstrated proficiency in meeting the state standards in the all content areas as well, as the Guiding Principles

27. Indicate the year and which content areas your SAU intends to begin awarding proficiency-based diplomas based on proficiency at the intended complexity and cognitive demand of the high school content standards and the standards of the Guiding Principles.

	Guiding Principles and ELA, Math, Science, Social Studies	Guiding Principles and ELA, Math, Science, Social Studies, plus 1	Guiding Principles and ELA, Math, Science, Social Studies, plus 2	Guiding Principles and ELA, Math, Science, Social Studies, plus 3	Guiding Principles and all 8 Content Areas
2018	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2019	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2020	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2021	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Where applicable, identify the name of the information technology platform(s) your district uses to support student learning and demonstration of proficiency.

Evidence of Learning:

(e.g., student level data about progress in reaching proficiency specific to competencies and standards, capacity for data from multiple pathways, e portfolio capacity)

Intervention and Support:

(e.g., capacity to monitor progress in tiered systems of support in any content area or Guiding Principle)

Reporting and Analytics:

(e.g., student level, standards-based, proficiency data over time, analyze patterns of student level growth over time, capacity to certify proficiency)



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Feedback Regarding 2016 Site Visits

29. Indicate the extent to which you agree with this statement. The PBE site visit from the Maine DOE team provided support to our school and/or SAU's efforts to implement proficiency-based learning and proficiency-based diplomas.

- We did not have a site visit
- Not at all supportive
- Somewhat supportive
- Quite supportive
- Extremely supportive

Comments

30. Indicate the extent to which you agree with this statement. The PBE site visit from the Maine DOE team had a positive impact to our school and/or SAU's capacity to implement proficiency-based learning and proficiency-based diplomas.

- We did not have a site visit
- We have greater clarity around our focus question as a result of the collaborative conversations during the visit
- We identified our next implementation steps after the visit and need time to measure impact on our capacity
- We can see growth in our capacity when we reflect on the Summary Notes from the visits each year

Comments



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Support and Technical Assistance

31. Site visits are a component of Maine DOE's technical assistance for the transition to proficiency-based diplomas. The visits are collaborative conversations focused on an implementation goal the SAU selects. If your SAU is interested in a visit, indicate the preferred month for the visit.

▼

32. For those SAUs scheduled to have two visits per year, indicate which month you would like your first and second site visit

	Select one month for your first site visit	Select one month for your second site visit
September	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
October	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
November	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
December	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
January	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
February	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
March	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
April	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
May	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>
June	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>	<div style="border: 1px solid black; padding: 2px; text-align: right;">▼</div>

33. Some Maine administrators have asked the Maine DOE to offer sessions for educators from multiple SAUs to participate in collaborative, problem-solving conversations focused on a component in the transition to proficiency-based learning and proficiency-based diplomas. The topic and format would be structured and driven by the needs of the group. Indicate if this is something in which you would be interested and your preferences.

	Topic	Format
Sample Topic: Communicating in ways that build community trust	<input type="text"/>	<input type="text"/>
Sample Topic: Measuring proficiency of the Guiding Principles	<input type="text"/>	<input type="text"/>
Sample Topic: Aligning grading practices to PBE principles	<input type="text"/>	<input type="text"/>
Sample Topic: Closing learning gaps at the middle and secondary levels	<input type="text"/>	<input type="text"/>
Sample Topic: Building capacity for instructional shifts	<input type="text"/>	<input type="text"/>

Other topic and format suggestions



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THANK YOU! The Maine DOE will send a PDF copy to the superintendent or charter school director.

PLEASE Remember...When your SAU has completed all of the following criteria and/or indicates it is ready to award proficiency-based diplomas, you will be asked to provide evidence of the following for review by the Maine DOE (such as through a peer review process).

- Reporting standards established in each content area
- Summative assessments collecting evidence for reporting standards for each content area
- Evidence and methodology for determining proficiency of the 5 Guiding Principles
- Multi-tiered system of supports for students (for those who struggle and for those who wish to accelerate to reach proficiency).

Contact Diana Doiron with any questions about proficiency-based education or this survey Email: diana.doiron@maine.gov