



**The Nelson A. Rockefeller Center at Dartmouth College**

*The Center for Public Policy and the Social Sciences*

## **The Class of 1964 Policy Research Shop**

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### **PROFICIENCY-BASED LEARNING IN VERMONT**

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#### *Follow-up on Implementation and Initial Impacts*

Presented to the Vermont House Committee on Education

PRS Policy Brief 1920-04

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## **EXECUTIVE SUMMARY**

The introduction of proficiency-based learning standards in public high schools in Vermont has been the object of scrutiny, especially among parents and students who are concerned with the implications of these standards for the college admissions process. The new mandate, which aims to encourage student comprehension and engagement, necessitates a unique set of curriculum and grading changes that are currently being implemented unevenly across the state. This report analyzes metrics such as test scores and high school graduation rates and synthesizes personal accounts from education experts who are personally involved in the transition to proficiency-based learning. We found that while the last few years have been difficult for schools, a majority of educators and officials have deemed it important to continue to push forward in the transition to proficiency-based learning. With test scores and college admissions rates on pace with those of neighboring states before and after the implementation of these standards, student outcomes have not been negatively impacted. Further, preliminary feedback from principals and other educators indicates that the reforms have started to increase student engagement in the learning process. However, many note that since current students started their schooling in the traditional system, and since teachers are still adjusting to the changes, it is still too early to know the full effect of proficiency-based learning. On the issue of college admissions, our research finds that proficiency-based learning does not disadvantage students.

## **1. INTRODUCTION**

In 2014, the Vermont Board of Education mandated proficiency-based standards as graduation requirements in all public high schools in the state beginning with the Class of 2020. This mandate requires that schools transition away from using credit hours to determine graduation eligibility and instead focus on student mastery of concepts and skills in an attempt to encourage student engagement and allow alternative ways for students to prove their competency. The implementation of these standards, however, has been inconsistent across public high schools in the state, especially in grading systems and degree of compliance with these standards. Parents, students, and education officials are concerned about the effects of proficiency-based learning on student outcomes, especially college admissions. This report aims to provide analyses of the process of implementing proficiency-based learning to date, the effects on student educational experience, and the implications of this policy for college readiness and college admissions in order to assist the Vermont House Committee on Education in determining how to move forward.

This report makes use of multiple sources of information for its analysis. These include Vermont Agency of Education documents, local media reporting, state-level student outcomes such as SAT scores and graduation rates, interviews with educators and experts, and a survey of principals conducted by the Nelson A. Rockefeller Center at Dartmouth College. The survey instrument (see Appendix 2) was mailed to 69 principals



of Vermont public high schools, and we received 17 responses (a 25 percent response rate). Questions asked in the survey cover much of the content in this report, including the implementation process, teacher and student satisfaction, and changes in student outcomes.

In order to understand the effects of proficiency-based learning, we analyzed postsecondary assessment results (e.g., SAT scores) to determine whether there has been increased student engagement and increased academic success in the years following the introduction of the standards. We also studied graduation rates before and after the implementation of this policy, and we compared both of these trends to those in neighboring states in order to situate Vermont within larger educational trends. The responses from high school principals and our discussions with college admissions officers as well as educational coaches and education advocates contextualized this information and provided more nuanced understandings of the changes that are being implemented under proficiency-based learning.

## **2. IMPLEMENTATION**

Proficiency-based graduation requirements refer to a “locally-delineated set of content knowledge and skills connected to state standards that... have been determined to qualify a student for earning a high school diploma.”<sup>1</sup> Aiming to close opportunity gaps and create a more equitable, flexible education system, the implementation of proficiency-based learning standards ushered in two broad sets of reforms: a different approach to coursework and a different approach to grading. For both sets of reforms, the ease of implementation and the amount of change has varied significantly across schools in the state.

### *2.1 Goals for Reforming Coursework*

Changes to coursework are intended to accomplish several goals. The first is to emphasize comprehension of concepts rather than rote memorization. This includes being able to demonstrate “transferable skills”—a category required by statewide standards that encompasses skills beyond the academic content of classes such as habits of learning, reading, writing, and communication.<sup>2</sup> The second objective is to maximize transparency with regard to what students are required to know, which means explaining the proficiency targets in each subject to students and tracking their progress throughout the course with personalized feedback.<sup>3</sup> The third goal is to give students more agency over their own education through the use of flexible pathways and personalized learning plans.<sup>4</sup> The “flexible pathways,” which legislators introduced in tandem with proficiency-based standards, provide students alternative methods to demonstrate competence, which include career and technical education, virtual learning, and work-based learning.<sup>5</sup> Similarly, personalized learning plans intend to create a more engaging and flexible educational environment for students with a focus on experiential learning. Personalized



instruction plans enforce the same principles for teachers, encouraging instruction to be “research-based” and comprehension-focused rather than memorization-focused.<sup>6</sup>

## *2.2 Inconsistency in Adoption of Coursework Reforms*

While the state provided a general idea of how schools were supposed to change coursework and the classroom environment, “the state’s local control model and a lack of ongoing dedicated state-level funding for the initiative left schools to chart their own paths.”<sup>7</sup> Most of the principals in our survey considered the implementation process to be a challenge, citing the significant time and effort involved in deciding what reforms to undertake and how to do so. Over 40 percent scored their institutional transition as difficult or very difficult, and only 30 percent considered the transition smooth.

Further, due to this local control, principals, instructional coaches, and youth education advocates have informed us that there has not been consistency in how proficiency-based learning has been implemented in various communities, often depending on factors such as existing infrastructure, leadership, and professional development.<sup>8</sup> Several schools had the resources and the buy-in of stakeholders—parents, administrators, teachers, and students—to adapt and improve their curricula to make the new standards most effective for students and teachers. Other schools started this transition later and struggled to implement these reforms successfully. The result has been that schools across Vermont have implemented coursework reforms to varying degrees and on different timelines; some adapted the classroom environments nearly completely while others have implemented partial reforms only after much time and effort to do so.<sup>9</sup>

### *2.2.1 Unequal Resources*

One cause of the disparities across districts in the implementation of proficiency-based learning reforms is unequal access to resources. In terms of funding, Vermont maintained its model of local control for school districts, not mandating any state money be provided for the transition to proficiency-based learning. The state government left individual school districts to use the money in their budgets allocated for professional development to fund the transition.<sup>10</sup> This lack of universal state funding led to disparities between schools in terms of implementation because not all school districts in Vermont have equal amounts of funding allocated to professional development each year, giving wealthier school districts an advantage in implementing the new system. Some high school principals reported that their districts received supplementary funding for implementation from other sources, including grants and reallocation of district money.<sup>11</sup> For example, Nellie Mae, a Massachusetts-based foundation that supports proficiency-based learning, provided school districts with roughly six million dollars over a period of seven years to fund the transition.<sup>12</sup> However, not all districts had access to these funding channels, leaving them with no specific funding dedicated to the implementation of proficiency-based learning in their schools.



Another resource that is distributed disproportionately across the state is knowledge about proficiency-based learning. Champlain Valley Union is a Vermont high school that has achieved high levels of success in implementing proficiency-based learning. This success, at least in part, is due to the fact that Champlain Valley Union has two educators who are knowledgeable about proficiency-based learning and have written a book on the methodology.<sup>13</sup> These educators transitioned into the role of “proficiency-based learning coordinators” when the high school made the decision to implement the system; they facilitated the transition by providing technical expertise as well as garnering community buy-in to the system.<sup>14</sup> High schools that lack resources in the form of both knowledge, as Champlain Valley Union had, and funding have not been able to make as smooth of a transition as schools with more resources, creating disparities across the state in terms of implementation.

### *2.2.2 Lack of a Standard Curriculum*

Another factor that has contributed to the inconsistency in implementation is the lack of a standard curriculum. Given only very general standards from the Vermont Agency of Education with regard to what proficiency-based learning should look like in high schools and what proficiencies students must fulfill to graduate, school districts have struggled to develop a curriculum that they felt met the objectives of the Agency of Education.<sup>15</sup> Over a quarter of high school principals in our survey cited a lack of guidance or leadership from the Vermont Agency of Education as a challenge, and Chris Hodsden, Principal of Bellow Falls Union High School, reported that “if 10 schools took this on, you got 10 entirely different outcomes.”<sup>16</sup> The Vermont Legislature recognized the differences between districts, writing in their “What is Proficiency Based Learning” report that “proficiency-based learning in Vermont is taking a wide variety of forms from school to school.”<sup>17</sup> For example, a school in Springfield, Vermont has developed an interdisciplinary “innovation lab” to help students meet proficiency standards—an approach that is unique to this school.<sup>18</sup> These curricular discrepancies have raised concerns about equality in rigor of graduation requirements and quality of education between Vermont high schools.

### *2.3 Goals for Reforming Grading*

The different approach to grading with proficiency-based standards is marked by several specific changes, the first being a shift away from “the traditional system’s emphasis on logging seat time to earn credits” towards proficiencies; students are not supposed to focus on grading but rather on learning.<sup>19</sup> Instead of proving that they have spent a specific number of hours in class in order to graduate, students have to give evidence of their proficiency in a subject and demonstrate that they have a grasp of the material. Principals such as Mike McRaith from Montpelier High School have pointed out that the idea that “D’s get degrees” is no longer accurate; students need to prove that they have actually learned in school in order to graduate.<sup>20</sup> The grading system is also expanded to allow transferable skills, career and technical education, or work-based learning to be



incorporated into student education plans.<sup>21</sup> These reforms are intended to help students find ways to learn that are relevant to their own lives and allow for more student engagement in their high school experience.<sup>22</sup> Finally, students are given multiple opportunities to demonstrate proficiency in rigorous coursework, giving them the time to practice skills and adjust their learning process throughout the school year.<sup>23</sup> Opportunities for assessment retakes allow students who might fall behind in a traditional education system the chance to succeed and prove their knowledge.

#### *2.4 Inconsistency in Implementation of Grading Reforms*

Without state guidance, high schools across Vermont have implemented many different types of grading systems to introduce proficiency-based standards. Although some schools have stuck to traditional A-F systems or 100 point scales, others are transitioning to grading systems they believe to be more effective in representing proficiency.<sup>24</sup> Many have transitioned to 1-4 or 1-5 scales with various gradations while others have switched to a simple A, B, C system while yet others have eliminated numerical grades altogether in favor of brief descriptive statements of proficiency levels.<sup>25</sup> Each district seems to have reformed its own grading system in a way that it finds suitable for its students and community members; however, the concern that arises from this inconsistency is that colleges and employers will struggle to compare Vermont students to their peers in other systems when the measures of academic achievement are non-standardized. In Section 5, we show that this concern is unfounded, at least with respect to college admissions.

#### *2.5 Looking Beyond Implementation*

Despite the inconsistencies and difficulties involved in the transition to proficiency-based learning, the consensus among Vermont high school principals, as well as other professionals involved in Vermont education, seems to be that Vermont should keep the mandate in place. We asked our surveyed principals, on a scale of 1 to 10, with one being not at all confident and ten being totally confident, how confident are you that continued implementation of proficiency-based learning standards at your school will lead to consistently positive learning outcomes for your students? The respondents gave an average confidence of 7.9 out of 10, and 88 percent of respondents gave a confidence level between 7 and 10. Adam Bunting, principal of Champlain Valley Union High School and supporter of proficiency-based learning, expressed that he believes that the education system changes slowly, but that right now, Vermont is on the cutting edge and influencing the national discussion. If the state rolls back the standards, he believes schools will be set back. Although not all educators and administrators feel this strongly, most believe in the value of a transition to an education system that resembles proficiency-based learning in emphasizing skill-development, personalized feedback, and flexible pathways.



### **3. KEYS TO A SUCCESSFUL TRANSITION**

Based on the information in Section 2 and research into the rollback of proficiency-based learning in Maine, we have isolated three key factors in a successful transition to proficiency-based learning. First, legislators intended that proficiency-based learning would include changes to the educational experience in the classroom as well as to grading systems and graduation requirements.<sup>26</sup> As educational coaches have pointed out, teachers and principals need to think critically about redesigning their instruction processes and practices rather than simply adopting a cosmetic change for grading systems.<sup>27</sup> Second, schools need to have coherent guidelines that clearly communicate the new grading systems. Confusion over grading systems in Maine led to severe community backlash, which can be expected when college admissions and job prospects are at stake.<sup>28</sup> Principals of high schools in Vermont who have struggled with the transition to proficiency-based learning have suggested that end-of-term grades be weighted more heavily, when students are fully proficient in the subject, as well as potentially translating proficiency scores into an aggregate letter grade to reassure students and parents.<sup>29</sup> These practices might make grading systems more standardized across the state and help limit backlash from parents.

The third key factor for a successful transition involves sufficient resources and support for teachers. In facilitating the transition to proficiency-based learning, instructional coaches, collaborative work time, and curriculum tools have all proven to be immensely helpful, both for teachers and for the community. These resources assist teachers who are working to redesign their lesson plans and provide an objective perspective on learning targets and appropriate feedback.<sup>30</sup> Further, collaborative work time between teachers and high school administrators fosters a community outlook on proficiency-based learning and “improves shared understanding” of these education reforms.<sup>31</sup>

### **4. EDUCATIONAL EXPERIENCE**

Now that most high schools have transitioned in some way or another to a proficiency-based learning environment, we can begin to assess how the educational experience of students has changed. As outlined above, the shift to proficiency-based learning should, in theory, bring certain advantages to students. These include more actionable and personalized feedback, greater emphasis on understanding concepts over memorization, increased transparency in the learning process, and more flexibility in scheduling.<sup>32</sup> Whether these implemented reforms have in fact improved student learning or enhanced their educational experience is the focus of this section. Drawing on our survey of high school principals and a cross-state comparison of aggregate student outcomes, Vermont students do not seem to be performing any worse after the proficiency-based learning mandate relative to other states and are in fact showing early signs of increased engagement in the classroom.





#### *4.1 Students Understand the System*

One of the main concerns of parents and teachers regarding proficiency-based learning is whether or not students will understand the system, particularly the shift in how assessments and grading are performed.<sup>33</sup> As this system is certainly a break from the traditional classroom environment in a few respects, it has taken time for students to adjust. Most principals in our survey indicated that students were used to the old system of grading by the time they reached high school. As such, some principals indicated that students are still working to figure out the new system and in fact prefer the old grades as an indicator of performance. It is reasonable to assume, however, that this level of familiarity with the traditional system will decline in a few years once students entering high school will have experienced proficiency-based grading for most of their educational career.

In addition, a nearly equal number of principals indicated that once students have gotten used to the new assessment system, they are comfortable with the system. Principal Bunting stated that students at CVU are now “clear on the difference between formative and summative assessments.” Another principal wrote that in the traditional grading system, student engagement was primarily driven by their “desire to get good grades;” whereas “students now focus more on learning and less on grades.” With regard to the shift in credit requirements, another principal described how students “realize the power of proficiency-based learning” in “demonstration of transferable skills.” Thus, the evidence indicates that some students have had to work to understand the new grading and credit system, but also that once understood, the system is shifting some students’ focus away from letter grades towards learning and developing proficiencies.

#### *4.2 Student Engagement in the Classroom*

Proficiency-based learning is not only a change in grades but also a shift in the classroom learning environment, and it is important to understand how this shift is affecting student engagement with the learning process. Almost all principals that commented on this topic in their survey response said that it is too early to evaluate this adequately. However, a few of these principals also indicated that they have preliminarily noticed an increase in student engagement as well as students taking more ownership over their learning as a result of the more transparent and personalized feedback. One principal described how “students are beginning to experiment with driving how they learn.” Anecdotally, new methods of feedback and learning targets have had positive impacts on some students’ growth. Principal Bunting discussed filling in for a teacher’s English class, and instead of giving students a grade on a writing assignment, he grouped students by needed areas of improvement. It was then their task to read each other’s work and figure out what their group’s area of improvement was. Having once taught in a traditional classroom environment, Principal Bunting felt that this new method was much more effective at fostering understanding and growth in students. As districts finish transitioning their classrooms to environments structured around proficiency-based learning, and as teachers



can observe multiple years of students in the system, further research could be conducted to verify these preliminary findings of increased student engagement in the learning process.

#### *4.3 Student Outcomes*

Increased engagement by students does not necessarily guarantee improved student outcomes. Thus, we also asked surveyed principals, *on a scale of 1 to 10, with one being no demonstrable improvement and ten being significant improvement, how would you assess the level of improvement in student success measures (e.g., grades and other evaluation rubrics) following the implementation of proficiency-based learning in your school?* Approximately 50 percent of respondents feel that student outcomes have experienced demonstrable improvement, 17 percent of respondents feel that student outcomes have experienced some improvement, and 33 percent of respondents feel there is almost no improvement.

Some of the comments by surveyed principals shed light on these results. One said that due to the implementation of proficiency-based learning, “we no longer play guess what the teacher wants—students know from the start.” Another indicated that student outcomes improve because with the new curriculum, students go “deeper” than before in their understanding. Meanwhile, Principal Hodsden is more skeptical that the changes have improved outcomes, saying “I have seen nothing that I would call improvement that I can attribute to proficiency-based learning.” It is important to note, however, that roughly a third of the principals surveyed commented further that—as with student engagement—it is still too early to tell how much proficiency-based learning has truly impacted student outcomes. Again, research could follow up on this question as teachers and administrators see more students enter into and graduate from the new systems of teaching and learning.

Aggregate student outcomes for the state indicate that Vermont students have not fallen behind students in neighboring states since the implementation of proficiency-based learning. Data from College Board on average SAT scores by year show that Vermont students, on average, score about as high as Massachusetts students on the SAT, which is higher than students in Maine, Rhode Island, Connecticut, and in recent years New Hampshire. Looking at change over time, the scores of Vermont students remained stable between 2010 and 2016, at which point the SAT was changed. This stability was consistent across states. After the test changed, the scores of Vermont students jumped by as much as any other state in terms of total points. This information is illustrated in Figure 1 below. Further, in percentage of growth terms, the scores of Vermont students have grown at a rate comparable to those of students in neighboring states (see Appendix Figure 1). Maine, New Hampshire, and Rhode Island have instituted proficiency-based learning mandates while Massachusetts still has not. Thus, on the SAT, Vermont students since 2014 are scoring above other proficiency-based learning states and are still receiving scores comparable to Massachusetts, a non-transition state. It is important to



note that there are many other factors that could be affecting these aggregate scores, so these data patterns do not prove that proficiency-based learning is improving student outcomes. Rather, these data demonstrate that Vermont students are not falling behind students in neighboring states.

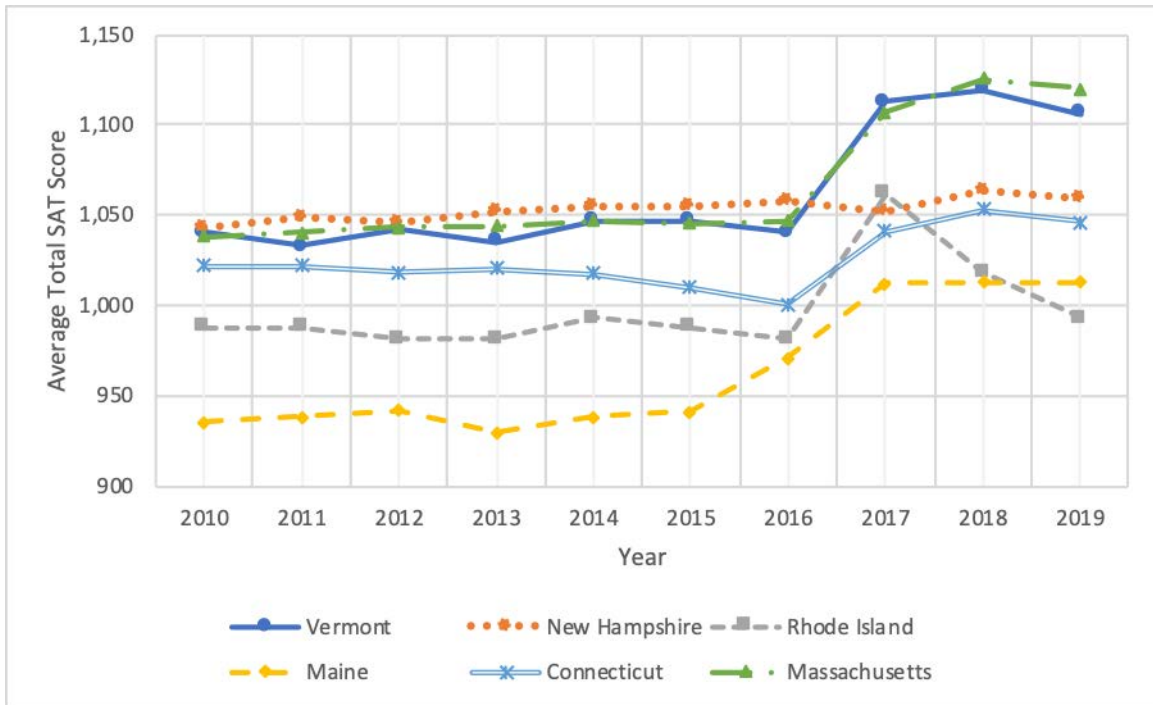


Figure 1. Annual Average Total SAT Scores by State

High school graduation rates in Vermont have also trended comparably to neighboring states, further supporting the contention that proficiency-based learning has not set Vermont students back in measurable outcomes.<sup>34</sup> These data findings are illustrated below in Figure 2. One can see that Vermont graduation rates have been at levels comparable to New Hampshire, Connecticut, and Massachusetts and at levels above Maine and Rhode Island in recent years. Vermont graduation rates have also been trending in a similar pattern as those of other states since 2014, indicating no large-scale deterioration in student graduation due to the new requirements.

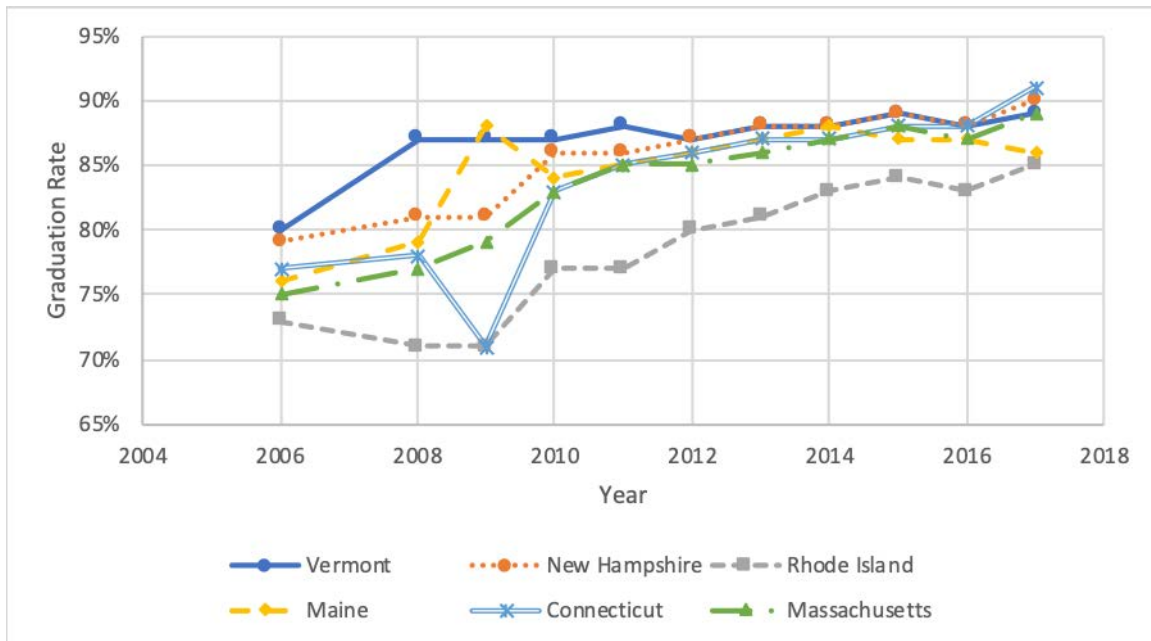


Figure 2. Annual Graduation Rates by State

## 5. COLLEGE ADMISSIONS

Perhaps the biggest concern of parents and students in making the transition to proficiency-based learning was the effect it would have on college admissions. Their first major concern with respect to college admissions was the transcript changes.<sup>35</sup> Because of the various grading systems that have resulted from the transition to proficiency-based learning in Vermont, high schools across the state have produced a variety of styles of transcripts. They reflect the different grading systems across the states with some displaying traditional A-F grades or numbers on a traditional 100 point scale, others shifting to a 1-4 or 1-5 grading, and others using verbal explanations of student success in meeting proficiency standards.<sup>36</sup> Parents and students worry that college admissions officers would struggle to understand nontraditional grading systems and have difficulty comparing the applications of Vermont students to those of other Vermont students as well as to those of students across the country. Their other concern lay in the variation in what proficiencies are being measured and how student success is being evaluated.<sup>37</sup> With little guidance offered by the Agency of Education and no statewide mandated proficiencies for graduation or curriculum development, parents have worried about the effect the new system is having on how students are able to express their academic achievements.

Despite these concerns, colleges and universities across the country have issued statements that they will not discriminate against students who went to high schools that have implemented systems of proficiency-based learning. As part of the New England Secondary School Consortium, 85 colleges in New England, including community colleges, public state universities, and private colleges, banded together to commit to a



statement assuring that proficiency-based transcripts will not disadvantage applicants in the college admissions process.<sup>38</sup> The involved schools elaborated to say that college admissions officers are used to reading a variety of different kinds of transcripts and will not discriminate against proficiency-based transcripts. Admissions officers look at school profiles and make an attempt to evaluate applications comprehensively, so as long as schools provide adequate information about how their students are graded, students with proficiency-based transcripts will not be disadvantaged. In fact, they support the effort to improve high school education through proficiency-based learning.<sup>39</sup>

Moses Murphy, an admissions officer at the University of Vermont, echoed the sentiments of these 85 schools, asserting that students with proficiency-based transcripts will not be disadvantaged in the college admissions process. He explained that admissions officers, especially at the University of Vermont, use a holistic approach to evaluate each application, which levels the playing field for students with proficiency-based transcripts.<sup>40</sup> He also, just like the 85 New England schools, described how the University of Vermont often receives nontraditional transcripts, including transcripts from international students, homeschooled students, and students who attended schools with uncommon grading systems. For the most part, the University of Vermont is able to sort transcripts from Vermont students into three categories: transcripts that look the same as they always have, transcripts that look traditional but have a proficiency supplement, and completely proficiency-based transcripts. Admissions officers have not had issues identifying the comparatively strongest students within and between these categories because even when students submit proficiency-based transcripts, schools often provide metrics like GPA and class rank as well as various explanations to help admissions officers understand or compare success in proficiencies.

The one challenge Murphy did acknowledge was when admissions offices ask for mid-year grades from seniors. Some schools and teachers report that students are not yet proficient because it is only halfway through the year, and their goal is to achieve proficiency by the end of the year. Other schools and teachers will report that students are proficient in what they have been taught so far, giving admissions officers different pieces of data to compare.

So far, the transition to proficiency-based learning in Vermont high schools has not had any noticeable effects on college admissions. Principal Adam Bunting from Champlain Valley Union High School even believes that the experiences and personalized learning that students are receiving from proficiency-based learning are differentiating and strengthening their applications. Therefore, it appears that despite the concern of parents and students, proficiency-based learning is not having a noticeable impact on college admissions for Vermont high school graduates.



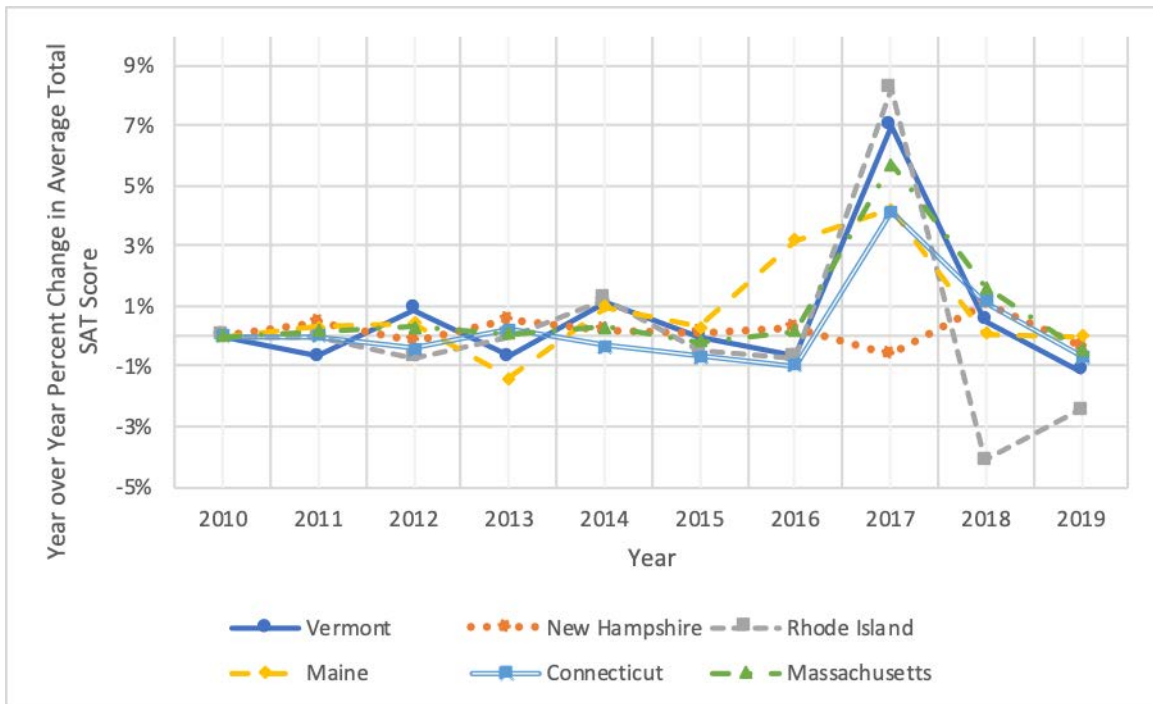
## **6. CONCLUSION**

This research was designed to investigate the implementation, the implications, and the preliminary outcomes of the proficiency-based learning standards that were mandated by the Vermont Board of Education in 2014. Through interviews with instructional coaches and college admissions officers as well as surveys of high school principals, we determined that implementation of proficiency-based standards was certainly a challenge for schools and has been inconsistent due to lack of resources and guidance from the Vermont Board of Education. However, school officials and education experts in the state remain optimistic about the reforms instituted through proficiency-based learning, and preliminary feedback indicates that some students have increased their engagement with the learning process as a result of the changes. Contrary to the fears of many stakeholders, student outcomes in Vermont are in line with those of neighboring states, and college admissions officers attest that proficiency-based transcripts do not disadvantage students in college admissions.



## APPENDICES

Appendix Figure 1. Percentage Change in Annual Average Total SAT Scores by State





Appendix 2. Survey of Vermont Public High School Principals

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SURVEY OF SCHOOL PRINCIPALS IN VERMONT  
PROFICIENCY-BASED LEARNING, JANUARY 2020

Nelson A. Rockefeller Center at Dartmouth College

Name of School: \_\_\_\_\_ (for tracking responses only)

1. On a scale of 1 to 10, with one being extremely difficult and ten being perfectly smooth, how would you assess the transition to proficiency-based learning standards in your school?

1      2      3      4      5      6      7      8      9      10

Please include any comments you may have regarding the transition:

---

(For this and subsequent questions, feel free to continue your response on the reverse side of the page.)

2. On a scale of 1 to 10, with one being not at all confident and ten being very confident, how would you assess the overall level of confidence that your teachers have in using the proficiency-based grading system in your school?

1      2      3      4      5      6      7      8      9      10

Please include any comments you may have regarding the implementation of the grading system:

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3. On a scale of 1 to 10, with one being totally underfunded and 10 being fully funded, how would you assess the level of funding provided to your school for teacher training for compliance with proficiency-based learning standards?

1      2      3      4      5      6      7      8      9      10

Please include any comments you may have regarding the funding of teacher training:

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4. On a scale of 1 to 10, with one being totally unengaged and ten being fully engaged, how would you assess of the level of engagement of your students in the learning process prior to the implementation of proficiency-based learning standards?

1      2      3      4      5      6      7      8      9      10

Please include any comments you may have regarding the general learning environment at your school prior to the implementation of proficiency-based standards:

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5. On a scale of 1 to 10, with one being totally unengaged and ten being fully engaged, how would you assess the current level of engagement of your students in the learning process under the proficiency-based learning standards?

1    2    3    4    5    6    7    8    9    10

Please include any comments you may have regarding the impact of proficiency-based learning on the level of engagement of the students in your school:

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6. On a scale of 1 to 10, with one being no demonstrable improvement and ten being significant improvement, how would you assess the level of improvement in student success measures (e.g., grades and other evaluation rubrics) following the implementation of proficiency-based learning in your school?

1    2    3    4    5    6    7    8    9    10

Please include any comments you may have regarding your ability to gauge improvements in student performance under proficiency-based learning standards:

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7. On a scale of 1 to 10, with one being not at all confident and ten being totally confident, how confident are you that the continued implementation of proficiency-based learning standards at your school will lead to consistently positive learning outcomes for your students?

1    2    3    4    5    6    7    8    9    10

Please include any comments you may have regarding your level of confidence in proficiency-based learning standards producing positive outcomes for your students in the future:

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8. Finally, apart from any of the responses to questions that you have offered, are there any other views regarding proficiency-based learning standards that you would like to share? If so, please provide them here:
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This concludes our survey. Thank you for taking the time to complete it. If you would like to have your comments attributed to you specifically, please print your name below:

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Please return your completed survey in the stamped envelope provided. We would appreciate it if you could complete and mail your survey to us by Friday, February 7, 2020.



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