UMASS DONAHUE INSTITUTE · RESEARCH & EVALUATION GROUP

New England Secondary Schools Consortium Phase III

Technical Report:
Results of the 2012 NESSC Conference Survey

Prepared for the New England Secondary Schools Consortium (NESSC) and the Nellie Mae Education Foundation
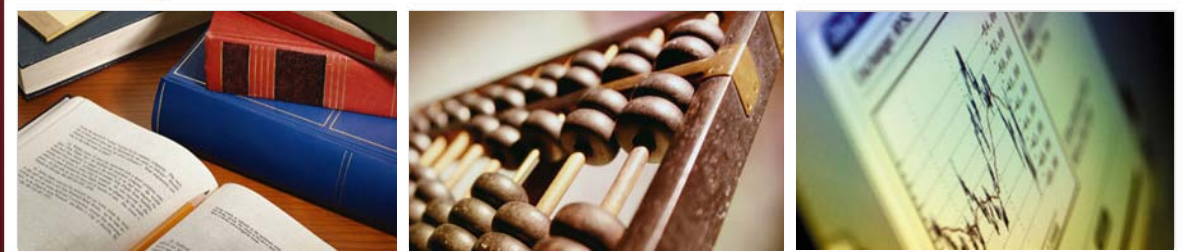
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Introduction

This technical report summarizes the results of a survey administered at the New England Secondary Schools Consortium's (NESSC) third annual High School Redesign in Action Conference. The two-day conference, held on March 22 and 23, 2012 in Norwood, Massachusetts, hosted nearly 340 school- and district-based educators from across New England, as well as nearly 70 other attendees, including students and parents from presenting schools, representatives from state departments of education, and other members of the Consortium's Council.

The survey was designed to collect participant feedback about the conference, as well as gather the perspectives of educators in attendance to further build the Consortium's understanding of their needs and experiences related to the NESSC agenda to inform ongoing planning and improvement. With regard to this latter objective, particular emphasis was placed on two key components of the Consortium's agenda—namely, the implementation of proficiency-based graduation and the expansion of multiple and flexible pathways for students. Survey content was developed by the UMass Donahue Institute (UMDI), which serves as evaluator for the five-state Consortium, in collaboration with staff from the Great Schools Partnership and the Nellie Mae Education Foundation.

I.   Response Rate and Respondent Profile

In total, 169 completed forms were collected from school- and district-based educators, the evaluation's primary target population, which reflects an estimated response rate of approximately 50%, based on conference attendance records provided by the Consortium.[1] As shown in Table 1, educators from Maine comprised the largest share of survey respondents (35%), while educators from New Hampshire comprised the smallest share (12%). Overall, the distribution of survey respondents, by state, is reflective of conference participation overall.[2]

Table 1: States of Educators Responding to the Survey

	N	%
In which state do you primarily work?		
Connecticut	27	16%
Maine	59	35%
New Hampshire	20	12%
Rhode Island	31	18%
Vermont	32	19%
Total	169	100%

In terms of other characteristics, most respondents had considerable experience in the field, with almost half reporting that they have worked in education between 10 and 20 years, and nearly a third indicating that they have been in the field for more than 20 years. A majority of respondents were high school teachers (52%), although school administrators also comprised a sizeable proportion of respondents (22%). Those indicating that they were other educators included: special education teachers, department chairs, Expanded Learning Opportunity (ELO)

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[1] Surveys were included in information packets distributed to attendees at sign-in, and completed forms were collected by conference organizers and evaluators at the end of the conference's final concurrent sessions. Because some attendees were unable to attend the entire conference, completed forms were also collected at the exit to the room where plenary sessions were held, and participants were reminded at multiple points to complete the survey before leaving. For the purpose of this technical report, only surveys collected from educators, the survey's primary target population, are considered.

[2] A slightly higher proportion of surveys were collected from educators from Maine (35% of surveys, compared to 31% of conference participants) and a slightly lower proportion of surveys were collected from those from Vermont, than would be expected based on conference participation records (19% of surveys, compared to 24% of participants), although any differences were statistically unremarkable.

coordinators, and those in career and technical education supervisory positions. Equal proportions were from schools participating in and not participating in the Consortium's League of Innovative Schools (42%); the remaining 16% indicated that they did not know if their school was a member of the League or not.

Table 2: Profile of Educators Responding to the Survey

	N	%
Which of the following best describes your role?		
District administrator	7	4%
School administrator	38	22%
High school teacher	88	52%
Middle school teacher	5	3%
Instructional specialist/coach	7	4%
Guidance counselor	13	8%
Other educator	11	7%
How many years have you worked in the field of education?		
Less than one year	0	0%
1-3 years	11	7%
4-9 years	21	12%
10-20 years	79	47%
More than 20 years	58	34%
Total	169	100%
Do you work at a school that is a member if the League of Innovative Schools (LIS)?		
Yes	71	42%
No	71	42%
Unsure	27	16%
Total	169	100%
Which of the following best describes the length of your involvement with the NESSC?		
Have been involved for more than a year	36	22%
Have been involved over the past year	41	25%
Have just gotten involved over the past 1-2 months	39	24%
Not involved	45	28%
Total	161	100%

II. Report Organization

This technical report summarizes overall results. The first section of the report summarizes overall conference feedback and post-conference plans. The second section offers an analysis of data regarding participants' experience with, and perspectives on, the Consortium and key aspects of its agenda, including the perceived influence of contextual factors in their schools' ability to pursue proficiency-based graduation and multiple pathways. Both are intended to inform the Consortium's ongoing planning and improvement.

Additional, detailed data and analyses are presented in appendices. These include: selected results by identified subgroup (Appendix A); state-level responses regarding the influence of factors on schools' ability to pursue proficiency-based graduation (Appendix B) and multiple and flexible pathways (Appendix C); and complete responses to open-ended items (Appendices D through E).

Conference Feedback

As mentioned previously, one of the survey's main purposes involved the collection of feedback from conference participants about their perceptions of the actual event, as well as the changes they anticipated making as a result, in order to inform future Consortium programming and efforts in support of field-level implementation. Participants' responses to these items are presented and discussed briefly in the sections that follow.

Overall Perceptions of the Conference

Participants were overwhelmingly positive about the conference (Table 3). For example, 99% of respondents agreed that the conference was well-organized, including more than half who strongly agreed with the statement, and a similar proportion agreed that it was well-facilitated. Overall, 97% felt that the conference would be beneficial to their work.

With regard to specific aspects of the conference, respondents appeared to be far more positive about the potential value of the concurrent sessions to their work than they were about the Thursday evening "Speed Sharing" exercise. Nearly all respondents (97%) believed the concurrent sessions would be beneficial to their work, compared with 53% who felt similarly about the "Speed Sharing" session.

Table 3: Overall Perceptions of the Conference

	Total	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The conference was well-organized.	145	54%	45%	1%	0%	1%
The conference was well-facilitated.	145	57%	40%	1%	1%	1%
Overall, I think this conference will be beneficial to my work	146	39%	58%	3%	0%	1%
Attending the concurrent sessions provided me with information that will be beneficial to my work	145	38%	59%	3%	0%	0%
The Thursday evening "Speed Sharing" networking session will be beneficial to my work.	89	16%	37%	25%	9%	13%

Note: Excludes respondents who selected "N/A."

Anticipated Actions as a Result of Conference Participation

Responses regarding the anticipated actions participants planned to take as a result of the conference (Table 4) reflect a high degree of enthusiasm among educators to take what they learned back to their schools and districts. In fact, nearly all respondents planned to share what they had learned with colleagues, 93% were eager to participate in another NESSC-related conference, and 74% planned to tell their colleagues about the League of Innovative Schools. In addition, among those from schools that were not already members of the League, 63% planned to encourage their school to join.

Table 4: Anticipated Action as a Result of Conference Participation

	Total	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I plan to share what I learned with colleagues.	144	51%	49%	0%	0%	1%
I am eager to participate in another NESSC-related conference.	144	44%	49%	6%	1%	1%
I plan to tell colleagues about the League of Innovative Schools	135	30%	44%	23%	1%	1%
I intend to encourage my school to join the League of Innovative Schools (Excludes respondents from League schools)	75	23%	36%	36%	5%	%
I intend to change the ways that I work in my educational setting.	138	30%	55%	13%	1%	0%

Note: Excludes respondents who selected "N/A."

Perhaps most notably, 85% of respondents indicated that they planned to change the way they worked in their educational setting, including nearly a third who strongly agreed that they planned to do so. When asked to describe the changes they planned to make, individuals referenced changes that ranged from being more open to new ideas to implementation of some of the specific practices they learned about from presenting schools, including proficiency-based approaches. For example, one teacher described wanting to "look for ways to implement proficiency-based graduation—at least on a small scale—in my courses," while an administrator indicated an intention to "move towards the implementation of proficiency-based education," adding:

> *What I learned at this conference has been of significant help in getting to my goals. I learned a great deal about the pluses and minuses of implementation. You really need to be ready for the backlash most of the high schools experienced in terms of community and especially parent reaction to proficiency-based graduation.*

This general interest in proficiency- and standards-based approaches and concepts can be seen in Figure 1, which presents, visually, the relative frequency with which respondents used particular words and phrases in their responses. Overall, "proficiency-based" was one of the more commonly used terms, as was "standards-based."

Figure 1: Visual Depiction of Word Frequencies in Open-Response regarding Intended Changes in Practice

Source: Word cloud analysis of open-ended responses. Common English words (conjunctions, prepositions, etc.) removed.

In addition, several respondents also went on, in a subsequent question, to offer suggestions for ways in which NESSC could support their schools in implementing practices highlighted at the conference. Suggestions included: continuing to support schools in communicating about the work, issuing reports and other strategies to "enhance the professional conversation," and involving state and federal education leaders and legislators in the efforts. In addition, some respondents also expressed a desire to see presentations from larger schools (which one respondent defined as more than 1,000 students) as part of future conferences, to see how Consortium-supported practices could work in large-school settings. (Participants' full and complete responses to these items can be found in *Appendix D: Conference Feedback Open-Ended Responses*, beginning on page 23 of this technical report.)

Perspectives on the Consortium Agenda

In addition to gathering data about the conference, the survey also took advantage of the opportunity to learn more about the perceptions, experiences, and needs of educators in the field, as they relate to the Consortium and key aspects of its agenda. Although educators attending a conference focused on high school redesign are unlikely to be representative of educators more broadly, they do represent an important subset of educators from the perspective of the Consortium, namely those most likely to be potential "early adopters" of Consortium-supported practices. Theories of innovation diffusion would suggest that understanding the motivations and barriers to the adoption of Consortium-supported ideas and practices among these individuals could help the NESSC more effectively promote its agenda in the short-term.

Familiarity with the Consortium and its Agenda

In one series of questions, respondents were asked to indicate their level of familiarity, prior to attending the conference, with the Consortium and aspects of its agenda (Table 5). Approximately half of respondents said that they were at least moderately familiar with the NESSC, and 36% said they were at least moderately familiar with the Consortium's League of Innovative Schools. Given that this is the League's first year in operation, it is important to note that this may not reflect an immediate concern per se, although it does suggest an opportunity for the Consortium to further promote the League in the future in order to inform schools of the opportunity to join and/or highlight promising practices in place within participating schools.

Respondents tended to be more familiar with the key aspects of the Consortium's agenda—proficiency-based graduation, multiple and flexible pathways, and learner-centered accountability systems—than they were with the Consortium or its League of Innovative Schools. For example, 77% indicated that they were at least moderately familiar with proficiency-based graduation, 74% were at least moderately familiar with multiple and flexible pathways, and 60% were at least moderately familiar with learner-centered accountability systems. The proportion of respondents indicating that they were very familiar with these three concepts ranged from 36% for proficiency-based graduation to 18% for learner-centered accountability, suggesting an opportunity to further build and enhance understanding of these concepts among even a highly engaged audience of educators.

Table 5: Familiarity with the Consortium and its Agenda Prior to Attending the Conference

	Total	Very familiar	Moderately familiar	Slightly familiar	Never heard of it
The New England Secondary School Consortium	169	24%	26%	37%	13%
The League of Innovative Schools	169	21%	15%	30%	35%
Your state's official secondary school reform plan	167	26%	32%	33%	9%
Proficiency-based graduation	167	36%	41%	22%	1%
Multiple and flexible pathways	168	31%	43%	20%	6%
Learner-centered accountability systems	168	18%	42%	33%	6%

Not surprisingly, respondents indicating that their schools were participating in the League tended to be more familiar with both the League and the Consortium. In fact, nearly twice as many League respondents described themselves as very familiar with the Consortium than did non-League respondents (34% compared with 18%). Similarly, among League members, most (41%) indicated that they were very familiar with the League, whereas, among educators from non-League schools, most (48%) indicated that they had never heard of the League. It is notable, however, that even among League members, a sizeable proportion (30%) indicated that they were only slightly familiarity with the League. (For more detail see Table 10 in *Appendix A: Selected Subgroup Tables*).

Familiarity with the three aspects of the Consortium's agenda also tended to be higher among League participants than among non-League participants. It is unclear, however, whether this is the result of greater exposure to information about these concepts as a result of the League, or to educators in League schools being more aware (and more likely to be implementing innovative practices) prior to joining the League.

Attitudes and Experiences Regarding Key Aspects of the Consortium's Agenda

The survey went on to gauge the extent to which responding high school educators were supportive of and/or implementing two aspects of the Consortium's agenda—proficiency-based graduation and multiple and flexible pathways.[3] Included in the survey were the following definitions of these concepts, provided by Consortium staff:

***Proficiency-Based Graduation**: A graduation decision that is based on the explicit demonstration that students have acquired the expected knowledge and skills outlined in each of the content-area and cross-school standards identified by their states and school districts. Students may demonstrate their learning in a variety of ways, but proficiency is assessed using clear expectations of proficiency levels.*

***Multiple and Flexible Pathways**: A sequence of learning experiences provided to, and often designed by, every student that (1) accommodates individual student needs, learning styles, interests, and aspirations; (2) includes both in-school and out-of-school learning opportunities; and (3) is aligned with and culminates in all students demonstrating proficiency in expected state and local learning standards.*

Overall, these two components of the Consortium's agenda appeared to resonate strongly with educators attending the conference (Table 6). In fact, nearly all indicated that they were in favor of the concepts, including a majority who indicated that they were "very much in favor." Respondents from League schools generally expressed more favorable opinions towards these two concepts than did those not from League schools, and differences in opinion appeared to be particularly notable in relation to proficiency-based graduation.

However, it is worth noting that with regard to proficiency-based graduation, open-ended responses in a later section of the survey suggest that not all respondents shared the same view of what the concept meant in practice. For example, when asked to describe their school's implementation, some described senior projects and graduation requirements as full implementation of proficiency-based graduation, whereas others described these features as partial implementation. Similarly, one respondent noted that over the course of the conference, presenters offered "different definitions for 'proficiency-based.'" Thus, expressed agreement with the general concept should not be taken to imply agreement with a specific application of the concept.

Table 6: High School Educators' Attitudes regarding the Key Aspects of the Consortium's Agenda

	Proficiency-Based Graduation		Multiple and Flexible Pathways	
	N	%	N	%
Very much in favor	88	55%	102	64%
In favor	52	33%	43	27%
Somewhat in favor	15	9%	12	7%
Somewhat opposed	3	2%	1	1%
Opposed	1	1%	0	0%
Very much opposed	0	0%	1	1%
Total	159	100%	159	100%

Note: Reported only for high school educators.

In addition, respondents were also asked to indicate whether and to what extent these practices, as defined in the survey, were being implemented in their high schools (Table 7). With regard to proficiency-based graduation,

[3] A similar question regarding learner-centered accountability was not included on the survey because this is still being defined by the Consortium and its participating states, and thus is not at a point of being implemented at the school level.

respondents' schools were typically in pre-implementation phases, that is, either planning to implement (26%) or considering whether to implement (27%). In terms of multiple and flexible pathways, most respondents indicated that their schools were in partial implementation. Approximately 15% indicated that they were fully implementing proficiency-based graduation—driven largely by 57% of those from Rhode Island reporting that they were fully implementing this practice—and 9% indicated that they were fully implementing multiple and flexible pathways. Again, differences in the way in which participants appeared to define proficiency-based graduation (and to a lesser extent, multiple pathways) may have led to some over-reporting of the proportion of schools fully implementing these practices.

Table 7: Implementation Status of Key Aspects of the Consortium's Agenda in Respondents' High Schools

	Proficiency-Based Graduation		Multiple and Flexible Pathways	
	N	%	N	%
Fully implementing	23	15%	14	9%
Partially implementing	31	20%	65	44%
Planning to implement	39	26%	41	28%
Considering whether to implement	41	27%	20	14%
Has not considered moving towards	12	8%	5	3%
Has decided not to at this point	6	4%	3	2%
Total	152	100%	148	100%

Note: Excludes respondents who selected "I don't know."

Benefits and Barriers to Implementation of Proficiency-Based Graduation

Finally, the survey asked educators about the extent to which, given current conditions, a set of contextual factors had affected or were likely to affect their school's ability to pursue both proficiency-based graduation and multiple and flexible pathways for students. Listed factors included both staff willingness and capacity to implement; support of key consistencies, such as parents, the community, and local school boards; state and local policy; the existence of successful models to follow; and the availability of funding to support implementation.

With regard to proficiency-based graduation, responses are shown in Table 8. In general, existing state policy, existence of successful models to follow, and local school board support were considered to be benefits by a majority of respondents (between 55 and 59%), although only one in five described any of these factors as a "significant benefit." Conversely, availability of funding, community support, parental support, and willingness of current staff to implement were considered barriers by a majority of responding educators (between 51% and 55%). Respondents offered mixed perspectives with regard to two factors—existing local policy and capacity of current staff to implement. In both these cases, sizeable proportions of respondents described these factors as both barriers and benefits, possibly reflecting differences in local contexts.

Table 8: Perceived Influence of Factors on Implementation of Proficiency-Based Graduation

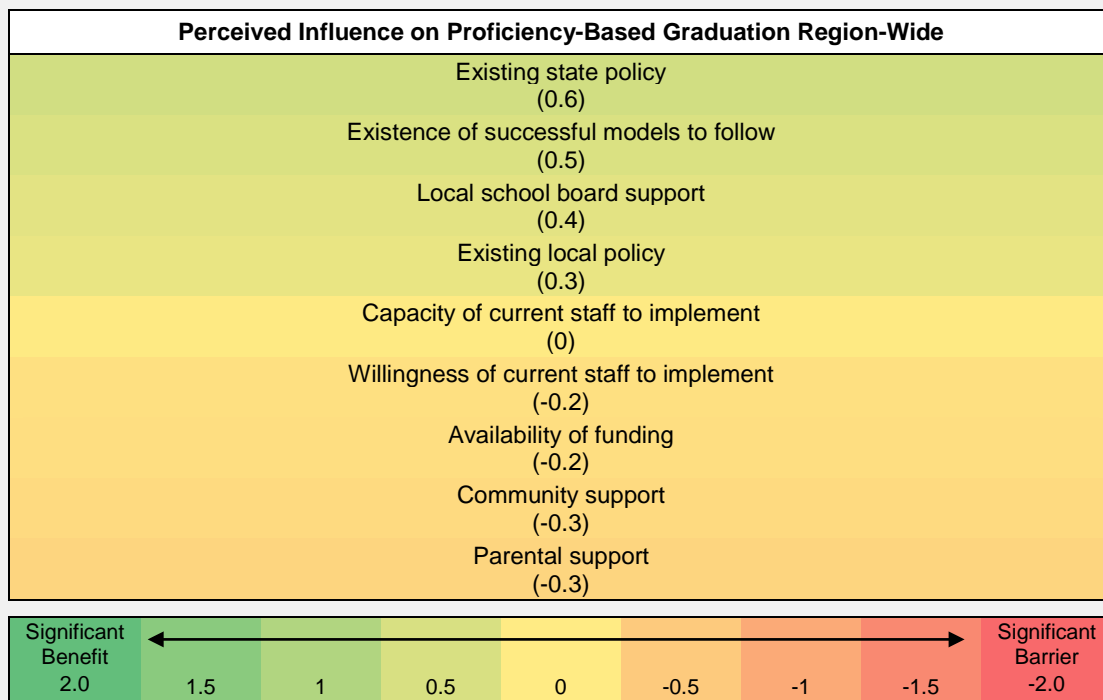|	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Existing state policy	125	19%	40%	26%	10%	4%
Existence of successful models to follow	142	20%	37%	15%	25%	2%
Local school board support	136	18%	37%	15%	23%	7%
Existing local policy	118	14%	29%	29%	27%	1%
Capacity of current staff to implement	143	9%	33%	14%	36%	8%
Availability of funding	141	13%	14%	21%	42%	9%
Community support	136	9%	20%	18%	44%	10%
Parental support	135	6%	19%	21%	47%	8%
Willingness of current staff to implement	149	12%	21%	12%	48%	7%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Interestingly, educators who described their schools as implementing some form of proficiency-based graduation (either fully or partially) tended to describe conditions as more favorable overall. These differences were particularly notable in relation to the support of key constituencies (staff, school board, community and parents) and local policy, suggesting that more favorable conditions in these areas may be related to implementation of proficiency-based graduation.

In addition to the listed factors, respondents were also asked to identify any additional factors that they felt had influenced, or could influence, their ability to pursue proficiency-based graduation. Leadership was described as a potentially significant support, whereas fear of the unknown, the high states teacher evaluation movement, and NECAP testing requirements in their states were offered as additional potential barriers.

Another way to look at the perceived impact of these factors involves using participants' responses to calculate an overall impact score, a method that takes into account both the reported direction of the impact (benefit or barrier), as well as the perceived importance of the factor (whether it was rated significant or not).[4] The results of this analysis are presented in Figure 2, in which those factors with positive scores (benefits) are shaded in green, and those factors with negative scores are shaded in red (barriers). Consistent with the previous analysis, no factor stood out as an overwhelmingly significant benefit or barrier for schools as a whole. It is, however, notable that policy-related factors tended to fall on the benefit side of the scale, whereas factors related to public will appeared to fall on the negative side of the scale.

Figure 2: Perceived Impact of Factors on Implementation of Proficiency-Based Graduation

Perceived Influence on Proficiency-Based Graduation Region-Wide
Existing state policy (0.6)
Existence of successful models to follow (0.5)
Local school board support (0.4)
Existing local policy (0.3)
Capacity of current staff to implement (0)
Willingness of current staff to implement (-0.2)
Availability of funding (-0.2)
Community support (-0.3)
Parental support (-0.3)

Significant Benefit 2.0	1.5	1	0.5	0	-0.5	-1	-1.5	Significant Barrier -2.0

It is notable, however, that the perceived influence of factors appeared to differ by state. For example, in New Hampshire, Rhode Island, and Vermont, state policy was viewed largely as a potential benefit to implementation

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[4] To calculate these scores, for each factor, responses describing the factor as a barrier were assigned negative scores (-1 for "barrier" and -2 for "significant barrier"), those describing a factor as a benefit were assigned positive scores (1 for "benefit" and 2 for "significant benefit"), and those indicating that a factor had no effect were assigned a neutral value of 0. The reported score for each factor reflects the average score rating.

of proficiency-based graduation, whereas in Connecticut, it was perceived as having less of an effect. However, caution should be exercised in making direct comparisons, given differences in the way respondents appeared to view full implementation and the potential for those differences to be related to state. (For more detail, see *Appendix B: State-Level Perceived Impact Scores, Proficiency-Based Graduation*).

Those who felt that policies were a barrier to implementation of proficiency-based graduation were asked to indicate the policies they felt posed these barriers. Graduation policies at the local, and in some cases the state level, tended to be the most frequently-referenced policies. In this context, existing requirements emphasizing seat time, credits, and Carnegie units were described. State standardized assessments, such as NECAP, were also referenced as perceived policy-level barriers, although at least one respondent felt that these types of assessments would be a necessary part of "ensur[ing] that systems are working" within a proficiency-based environment.

Support from the NESSC in increasing understanding among the community and gaining support for proficiency-based approaches was suggested as one potential way to lessen local policy barriers. As one individual explains:

> *State policy is going in the direction of proficiency-based graduation, yet our local policy is to give a number grade in the high school. We need to better explain proficiency-based graduation to the public, parents, and students. Phasing it in may help—a "translation" of grades may help as well.*

Benefits and Barriers to Implementation of Multiple and Flexible Pathways

Responses regarding multiple and flexible pathways are shown in Table 9. In general, majorities of respondents indicated that the existence of successful models to follow, local school board support, parental support, existing state policy, community support, and the willingness of current staff to implement were generally supportive of offering multiple and flexible pathways for students. Availability of funding was most commonly cited as a barrier, with a majority of respondents describing it as such. As one respondent noted:

> *I see the programming as generally supported as long as we can afford it, but specialized programming is likely to be cut or inappropriately consolidated if funding is tight.*

As was the case for proficiency-based graduation, mixed perspectives were reported regarding the influence of existing local policy and the capacity of current staff to implement. With regard to capacity of staff, respondents described it, in nearly equal proportions, as either a benefit (48%) or a barrier (42%) to their efforts, whereas with regard to local policy, respondents generally felt that it was either a benefit (46%) or had no effect (35%). In open-ended responses, access to transportation was cited as an additional potential barrier, whereas leadership was cited as an important support.

Table 9: Perceived Influence of Factors on Implementation of Multiple and Flexible Pathways

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Existence of successful models to follow	130	17%	45%	11%	24%	3%
Local school board support	128	19%	41%	16%	22%	2%
Parental support	127	15%	39%	20%	25%	1%
Existing state policy	107	18%	36%	34%	12%	0%
Community support	129	16%	37%	20%	26%	2%
Willingness of current staff to implement	134	15%	37%	9%	37%	2%
Existing local policy	106	16%	30%	35%	19%	0%
Capacity of current staff to implement	134	13%	35%	10%	35%	6%
Availability of funding	130	11%	19%	19%	43%	8%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Educators who described their schools as implementing some form of multiple and flexible pathways (either fully or partially) tended to describe conditions as more favorable overall. These differences were particularly notable for three factors—availability of funding, parental support, and existence of successful models to follow.

These data can also be presented as relative scores showing the extent to which such factors were viewed as generally supportive of, or barriers to, implementation. As shown in Figure 3, conditions were seen as somewhat more favorable with regard to multiple and flexible pathways than they were with regard to proficiency-based graduation, with most factors trending slightly to the benefit (positive) side of the scale, although no factors were cited as particularly strong benefits overall. Consistent with the previous analysis, availability of funding stands out as the only factor that was generally viewed as a barrier.

Figure 3: Perceived Impact of Factors on Implementation of Multiple and Flexible Pathways

Perceived Influence on Multiple and Flexible Pathways Region-Wide
Existing state policy (0.6)
Local school board support (0.5)
Existence of successful models to follow (0.5)
Existing local policy (0.4)
Parental support (0.4)
Community support (0.4)
Willingness of current staff to implement (0.2)
Capacity of current staff to implement (0.1)
Availability of funding (-0.2)

Significant Benefit 2.0	1.5	1	0.5	0	-0.5	-1	-1.5	Significant Barrier -2.0
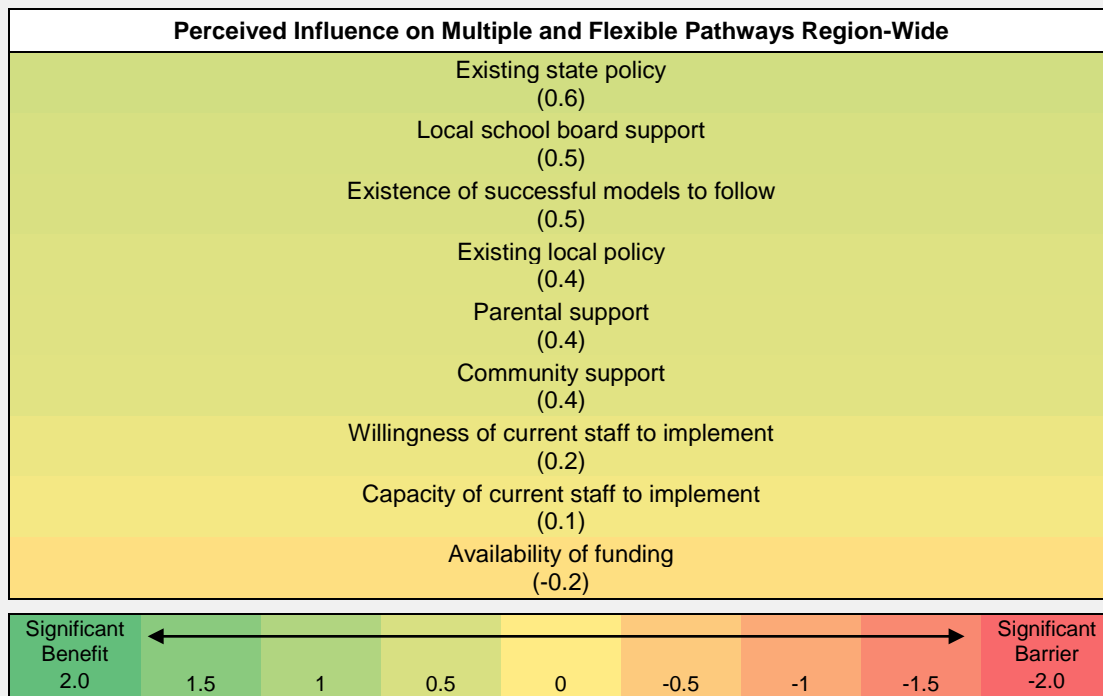
The perceived influence of listed factors differed by state, most notably with regard to state and local policy, which appeared to be viewed as most beneficial in New Hampshire. Again, caution should be exercised in making direct comparisons, given differences in the way respondents appeared to view full implementation and the potential for those differences to be related to state. (For more detail, see *Appendix C: State-Level Perceived Impact Scores, Multiple and Flexible Pathways*).

Appendix A: Selected Subgroup Tables

Table 10: Familiarity with the Consortium and its Agenda Prior to the Conference, by LIS Participation

	Total	Very familiar	Moderately familiar	Slightly familiar	Never heard of it
The New England Secondary School Consortium					
LIS school	71	34%	35%	23%	8%
Non-LIS school	71	18%	21%	48%	13%
Unsure	27	11%	15%	48%	26%
The League of Innovative Schools					
Yes	71	41%	23%	30%	7%
No	71	7%	13%	32%	48%
Unsure	27	4%	0%	22%	74%
Your state's official secondary school reform plan					
LIS school	69	33%	30%	33%	3%
Non-LIS school	71	23%	35%	31%	11%
Unsure	27	15%	30%	37%	19%
Proficiency-based graduation					
LIS school	70	47%	39%	14%	0%
Non-LIS school	71	32%	35%	30%	3%
Unsure	26	15%	65%	19%	0%
Multiple and flexible pathways					
LIS school	70	41%	41%	13%	4%
Non-LIS school	71	28%	39%	25%	7%
Unsure	27	11%	56%	26%	7%
Learner-centered accountability systems					
LIS school	70	27%	40%	31%	1%
Non-LIS school	71	14%	42%	35%	8%
Unsure	27	7%	48%	33%	11%

Table 11: Attitudes about Key Aspects of the Consortium's Agenda, by LIS Participation

	Total	Very much in favor	In favor	Somewhat in favor	Somewhat opposed	Opposed	Very much opposed
To what extent do you support implementation of Proficiency-Based Graduation at your school?							
LIS school	67	70%	24%	6%	0%	0%	0%
Non-LIS school	66	50%	36%	12%	2%	0%	0%
Unsure	26	31%	46%	12%	8%	4%	0%
To what extent do you support implementation of Multiple and Flexible Pathways at your school?							
LIS school	68	74%	24%	3%	0%	0%	0%
Non-LIS school	66	59%	30%	8%	2%	0%	2%
Unsure	25	52%	28%	20%	0%	0%	0%

Note: Reported only for high school educators. Those indicated they were middle school teachers were excluded from these analyses.

Table 12: Attitudes about Key Aspects of the Consortium's Agenda, by State

	Total	Very much in favor	In favor	Somewhat in favor	Somewhat opposed	Opposed	Very much opposed
To what extent do you support implementation of Proficiency-Based Graduation at your school?							
Connecticut	26	38%	38%	15%	4%	4%	0%
Maine	54	61%	31%	6%	2%	0%	0%
New Hampshire	18	56%	22%	22%	0%	0%	0%
Rhode Island	31	58%	29%	10%	3%	0%	0%
Vermont	30	57%	40%	3%	0%	0%	0%
To what extent do you support implementation of Multiple and Flexible Pathways?							
Connecticut	26	50%	35%	12%	4%	0%	0%
Maine	55	64%	24%	11%	0%	0%	2%
New Hampshire	18	67%	17%	17%	0%	0%	0%
Rhode Island	29	66%	34%	0%	0%	0%	0%
Vermont	31	74%	26%	0%	0%	0%	0%

Note: Reported only for high school educators.

Table 13: Implementation Status of Key Aspects of the Consortium's Agenda, by LIS Participation

	Total	Fully Impl	Partially Impl	Planning to Impl	Consid.	Has Not Consid.	Decided Not to Impl
To what extent is your high school pursuing or offering Proficiency-Based Graduation?							
LIS school	64	19%	23%	23%	28%	5%	2%
Non-LIS school	63	13%	24%	30%	19%	11%	3%
Unsure	25	12%	4%	20%	44%	8%	12%
To what extent is your high school pursuing or offering Multiple and Flexible Pathways for students?							
LIS school	63	17%	43%	32%	5%	3%	0%
Non-LIS school	63	3%	44%	25%	21%	3%	3%
Unsure	22	5%	45%	23%	18%	5%	5%

Note: Reported only for high school educators. Excludes respondents who selected "I don't know."

Table 14: Implementation Status of Key Aspects of the Consortium's Agenda, by State

	Total	Fully Impl	Partially Impl	Planning to Impl	Consid.	Has Not Consid.	Decided Not to Impl
To what extent is your high school pursuing or offering Proficiency-Based Graduation?							
Connecticut	25	4%	32%	12%	32%	16%	4%
Maine	54	0%	11%	44%	33%	4%	7%
New Hampshire	13	38%	31%	8%	15%	8%	0%
Rhode Island	30	57%	33%	0%	0%	10%	0%
Vermont	30	0%	10%	37%	43%	7%	3%
To what extent is your high school pursuing or offering Multiple and Flexible Pathways for students?							
Connecticut	23	9%	43%	26%	13%	9%	0%
Maine	52	0%	44%	33%	15%	2%	6%
New Hampshire	18	22%	61%	11%	6%	0%	0%
Rhode Island	27	22%	44%	11%	15%	7%	0%
Vermont	28	7%	32%	46%	14%	0%	0%

Note: Reported only for high school educators. Excludes respondents who selected "I don't know."

Table 15: Perceived Influence of Factors on Implementation of Proficiency-Based Graduation, by State

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Connecticut	25	12%	8%	8%	60%	12%
Maine	51	8%	22%	16%	49%	6%
New Hampshire	18	28%	11%	6%	44%	11%
Rhode Island	26	15%	38%	15%	31%	0%
Vermont	29	7%	21%	10%	55%	7%
Capacity of current staff to implement						
Connecticut	24	17%	21%	17%	38%	8%
Maine	50	2%	30%	10%	48%	10%
New Hampshire	16	25%	25%	19%	25%	6%
Rhode Island	27	11%	44%	19%	19%	7%
Vermont	26	4%	42%	12%	38%	4%
Existence of successful models to follow						
Connecticut	25	16%	32%	24%	24%	4%
Maine	49	16%	31%	10%	39%	4%
New Hampshire	16	25%	25%	13%	38%	0%
Rhode Island	28	32%	39%	25%	4%	0%
Vermont	24	17%	58%	8%	17%	0%
Availability of funding						
Connecticut	24	13%	21%	21%	38%	8%
Maine	49	12%	8%	18%	43%	18%
New Hampshire	15	27%	13%	47%	13%	0%
Rhode Island	28	7%	11%	14%	61%	7%
Vermont	25	16%	24%	20%	40%	0%
Community support						
Connecticut	23	4%	30%	17%	30%	17%
Maine	45	4%	9%	20%	56%	11%
New Hampshire	17	18%	24%	12%	29%	18%
Rhode Island	29	14%	34%	14%	34%	3%
Vermont	22	9%	9%	23%	59%	0%
Parental support						
Connecticut	24	4%	25%	21%	33%	17%
Maine	45	2%	11%	22%	53%	11%
New Hampshire	17	18%	24%	12%	47%	0%
Rhode Island	27	7%	22%	19%	44%	7%
Vermont	22	5%	18%	27%	50%	0%
Local school board support						
Connecticut	24	4%	50%	13%	25%	8%
Maine	46	20%	30%	15%	28%	7%
New Hampshire	14	43%	14%	0%	21%	21%
Rhode Island	29	21%	55%	7%	10%	7%
Vermont	23	13%	26%	35%	26%	0%
Existing state policy						
Connecticut	22	5%	41%	23%	23%	9%
Maine	42	10%	40%	38%	10%	2%
New Hampshire	14	43%	36%	21%	0%	0%
Rhode Island	27	33%	41%	11%	7%	7%
Vermont	20	20%	40%	30%	10%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 15: Perceived Influence of Factors on Impl. of Proficiency-Based Graduation, by State (Cont.)

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Existing local policy						
Connecticut	20	5%	15%	35%	45%	0%
Maine	38	5%	24%	29%	42%	0%
New Hampshire	14	43%	21%	21%	14%	0%
Rhode Island	27	26%	48%	15%	11%	0%
Vermont	19	5%	32%	47%	11%	5%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 16: Perceived Influence of Factors on Implementation of Proficiency-Based Graduation, by Role

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Administrator	41	22%	24%	17%	24%	12%
Teacher	81	9%	21%	10%	58%	2%
Other educator	17	0%	24%	12%	47%	18%
Capacity of current staff to implement						
Administrator	39	15%	33%	13%	26%	13%
Teacher	77	9%	29%	13%	43%	6%
Other educator	18	0%	50%	17%	28%	6%
Existence of successful models to follow						
Administrator	40	18%	35%	8%	35%	5%
Teacher	78	21%	40%	17%	23%	0%
Other educator	16	25%	38%	25%	6%	6%
Availability of funding						
Administrator	39	13%	13%	28%	38%	8%
Teacher	75	15%	13%	20%	44%	8%
Other educator	18	11%	22%	11%	50%	6%
Community support						
Administrator	38	8%	21%	26%	42%	3%
Teacher	72	10%	14%	15%	50%	11%
Other educator	17	12%	35%	6%	35%	12%
Parental support						
Administrator	38	5%	21%	32%	37%	5%
Teacher	71	8%	14%	15%	55%	7%
Other educator	17	0%	29%	18%	41%	12%
Local school board support						
Administrator	40	30%	28%	15%	23%	5%
Teacher	71	13%	44%	13%	21%	10%
Other educator	17	18%	41%	12%	29%	0%
Existing state policy						
Administrator	38	16%	34%	34%	8%	8%
Teacher	65	18%	43%	25%	12%	2%
Other educator	15	27%	53%	13%	7%	0%
Existing local policy						
Administrator	37	22%	16%	32%	30%	0%
Teacher	62	13%	34%	26%	26%	2%
Other educator	11	9%	55%	18%	18%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 17: Perceived Influence of Factors on Impl. of Proficiency-Based Graduation, by Impl. Status

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Implementing	48	23%	31%	13%	33%	0%
Planning or considering	76	8%	18%	11%	54%	9%
Not considering	17	0%	12%	18%	59%	12%
Capacity of current staff to implement						
Implementing	48	15%	38%	15%	29%	4%
Planning or considering	73	5%	30%	11%	44%	10%
Not considering	16	6%	44%	19%	19%	13%
Existence of successful models to follow						
Implementing	51	27%	33%	24%	16%	0%
Planning or considering	69	16%	39%	12%	30%	3%
Not considering	16	6%	50%	6%	31%	6%
Availability of funding						
Implementing	51	16%	16%	20%	41%	8%
Planning or considering	70	13%	11%	21%	44%	10%
Not considering	15	13%	27%	13%	33%	13%
Community support						
Implementing	50	14%	32%	16%	28%	10%
Planning or considering	69	4%	10%	19%	59%	7%
Not considering	11	0%	36%	9%	45%	9%
Parental support						
Implementing	50	12%	26%	20%	30%	12%
Planning or considering	68	3%	12%	21%	59%	6%
Not considering	12	0%	33%	17%	42%	8%
Local school board support						
Implementing	51	27%	41%	12%	14%	6%
Planning or considering	69	12%	33%	20%	30%	4%
Not considering	12	8%	50%	0%	25%	17%
Existing state policy						
Implementing	44	30%	39%	25%	2%	5%
Planning or considering	66	14%	41%	26%	15%	5%
Not considering	10	0%	50%	30%	20%	0%
Existing local policy						
Implementing	44	25%	41%	25%	9%	0%
Planning or considering	60	7%	23%	30%	38%	2%
Not considering	10	0%	20%	30%	50%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 18: Perceived Influence of Factors on Implementation of Multiple and Flexible Pathways, by State

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Connecticut	22	14%	45%	5%	36%	0%
Maine	45	11%	36%	13%	36%	4%
New Hampshire	18	33%	33%	6%	28%	0%
Rhode Island	25	8%	28%	12%	48%	4%
Vermont	24	17%	42%	4%	38%	0%
Capacity of current staff to implement						
Connecticut	23	17%	43%	9%	30%	0%
Maine	46	7%	35%	9%	39%	11%
New Hampshire	16	25%	44%	6%	25%	0%
Rhode Island	25	12%	24%	16%	40%	8%
Vermont	24	17%	33%	13%	33%	4%
Existence of successful models to follow						
Connecticut	23	26%	48%	9%	17%	0%
Maine	43	12%	42%	7%	33%	7%
New Hampshire	15	13%	60%	7%	20%	0%
Rhode Island	25	16%	48%	12%	20%	4%
Vermont	24	21%	38%	21%	21%	0%
Availability of funding						
Connecticut	23	9%	35%	22%	26%	9%
Maine	43	5%	12%	19%	49%	16%
New Hampshire	15	20%	33%	27%	20%	0%
Rhode Island	25	12%	12%	8%	64%	4%
Vermont	24	17%	17%	25%	42%	0%
Community support						
Connecticut	23	22%	30%	22%	22%	4%
Maine	42	10%	33%	17%	38%	2%
New Hampshire	18	17%	39%	17%	28%	0%
Rhode Island	24	13%	46%	21%	21%	0%
Vermont	22	23%	41%	27%	9%	0%
Parental support						
Connecticut	22	18%	45%	14%	18%	5%
Maine	41	5%	39%	22%	34%	0%
New Hampshire	18	33%	28%	22%	17%	0%
Rhode Island	24	13%	38%	29%	21%	0%
Vermont	22	18%	41%	14%	27%	0%
Local school board support						
Connecticut	22	14%	59%	9%	14%	5%
Maine	43	12%	40%	19%	28%	2%
New Hampshire	16	50%	31%	6%	6%	6%
Rhode Island	24	17%	38%	21%	25%	0%
Vermont	23	17%	35%	22%	26%	0%
Existing state policy						
Connecticut	17	24%	29%	35%	12%	0%
Maine	39	5%	41%	33%	21%	0%
New Hampshire	12	58%	25%	17%	0%	0%
Rhode Island	22	14%	41%	32%	14%	0%
Vermont	17	18%	35%	47%	0%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 18: Perceived Influence of Factors on Impl. of Multiple and Flexible Pathways, by State (Cont)

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Existing local policy						
Connecticut	18	17%	33%	33%	17%	0%
Maine	38	8%	29%	34%	29%	0%
New Hampshire	11	64%	18%	18%	0%	0%
Rhode Island	22	14%	32%	36%	18%	0%
Vermont	17	6%	35%	47%	12%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Table 19: Perceived Influence of Factors on Implementation of Multiple and Flexible Pathways, by Role

	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Administrator	41	29%	24%	12%	29%	5%
Teacher	69	7%	42%	9%	41%	1%
Other educator	15	13%	40%	7%	40%	0%
Capacity of current staff to implement						
Administrator	40	25%	28%	5%	33%	10%
Teacher	70	7%	43%	11%	33%	6%
Other educator	15	20%	20%	20%	40%	0%
Existence of successful models to follow						
Administrator	37	11%	49%	11%	24%	5%
Teacher	68	19%	47%	7%	24%	3%
Other educator	14	14%	43%	21%	21%	0%
Availability of funding						
Administrator	39	13%	18%	18%	46%	5%
Teacher	66	8%	21%	20%	41%	11%
Other educator	15	20%	20%	13%	47%	0%
Community support						
Administrator	41	24%	41%	20%	12%	2%
Teacher	64	9%	38%	13%	39%	2%
Other educator	15	27%	27%	33%	13%	0%
Parental support						
Administrator	41	22%	41%	22%	12%	2%
Teacher	62	10%	35%	18%	37%	0%
Other educator	15	27%	33%	27%	13%	0%
Local school board support						
Administrator	41	24%	44%	20%	10%	2%
Teacher	62	15%	39%	16%	27%	3%
Other educator	14	29%	43%	14%	14%	0%
Existing state policy						
Administrator	34	21%	32%	35%	12%	0%
Teacher	53	13%	38%	34%	15%	0%
Other educator	12	33%	33%	25%	8%	0%
Existing local policy						
Administrator	34	21%	26%	38%	15%	0%
Teacher	52	12%	33%	33%	23%	0%
Other educator	12	25%	17%	42%	17%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."
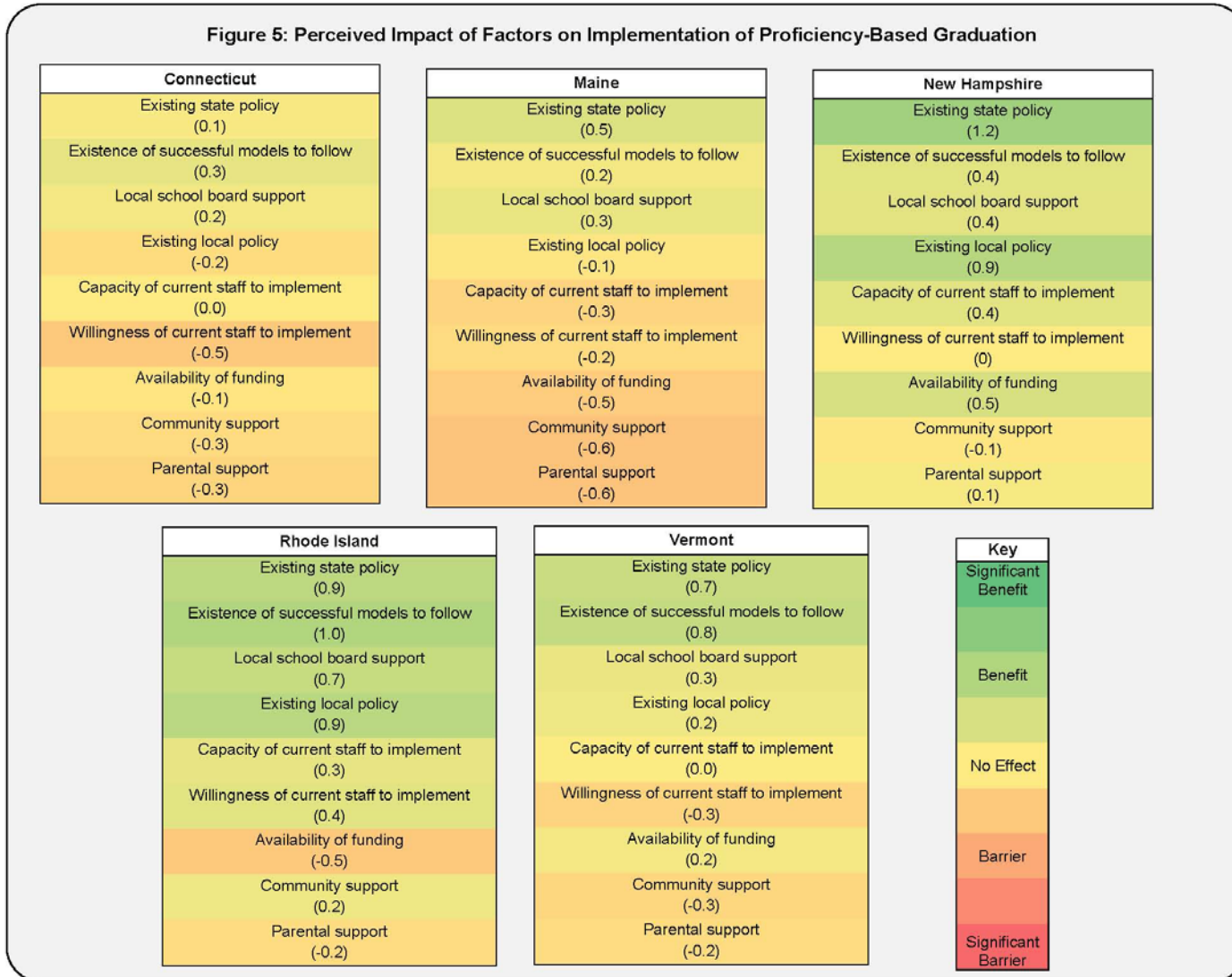
Table 20: Perceived Influence of Factors on Impl. of Multiple and Flexible Pathways, by Impl. Status

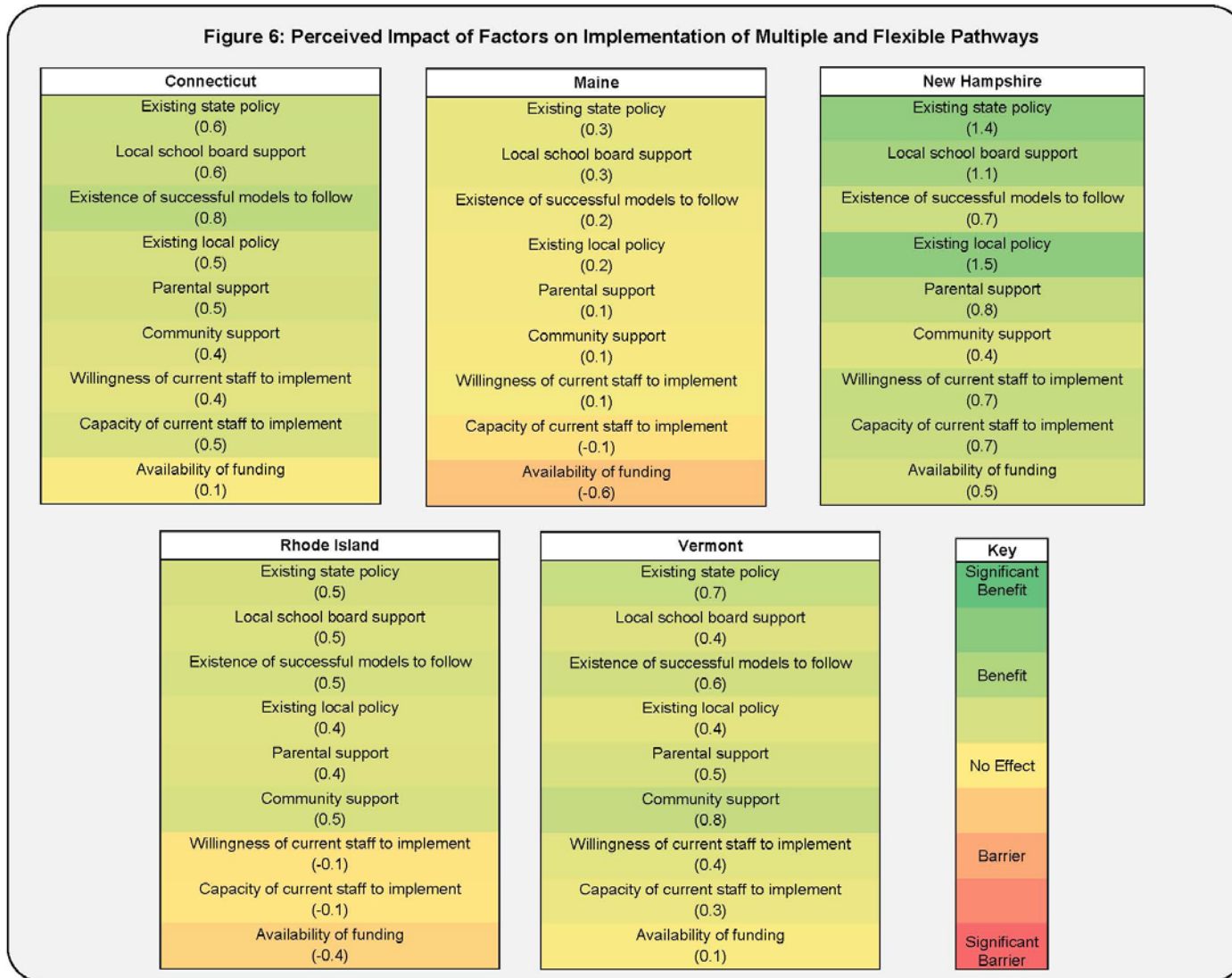|	Total	Significant benefit	Benefit	No effect	Barrier	Significant barrier
Willingness of current staff to implement						
Implementing	71	24%	35%	10%	30%	1%
Planning or considering	49	4%	43%	8%	41%	4%
Not considering	4	0%	0%	0%	100%	0%
Capacity of current staff to implement						
Implementing	71	20%	38%	8%	30%	4%
Planning or considering	50	6%	36%	10%	40%	8%
Not considering	4	0%	0%	25%	50%	25%
Existence of successful models to follow						
Implementing	70	20%	57%	6%	16%	1%
Planning or considering	48	13%	35%	15%	31%	6%
Not considering	3	0%	0%	33%	67%	0%
Availability of funding						
Implementing	69	16%	22%	23%	38%	1%
Planning or considering	50	4%	18%	14%	46%	18%
Not considering	3	0%	33%	0%	67%	0%
Community support						
Implementing	69	22%	41%	16%	22%	0%
Planning or considering	49	10%	31%	31%	24%	4%
Not considering	3	0%	67%	0%	33%	0%
Parental support						
Implementing	68	22%	41%	18%	19%	0%
Planning or considering	49	8%	35%	24%	31%	2%
Not considering	3	0%	67%	0%	33%	0%
Local school board support						
Implementing	67	27%	37%	16%	18%	1%
Planning or considering	51	10%	43%	18%	25%	4%
Not considering	4	0%	50%	0%	50%	0%
Existing state policy						
Implementing	59	24%	32%	31%	14%	0%
Planning or considering	38	11%	42%	37%	11%	0%
Not considering	3	0%	33%	67%	0%	0%
Existing local policy						
Implementing	61	25%	25%	36%	15%	0%
Planning or considering	36	6%	36%	31%	28%	0%
Not considering	3	0%	33%	67%	0%	0%

Note: Reported only for high school educators. Excludes respondents who selected "Don't know."

Appendix B: State-Level Perceived Impact Scores, Proficiency-Based Graduation

Figure 5: Perceived Impact of Factors on Implementation of Proficiency-Based Graduation

Connecticut

Factor	Score
Existing state policy	(0.1)
Existence of successful models to follow	(0.3)
Local school board support	(0.2)
Existing local policy	(-0.2)
Capacity of current staff to implement	(0.0)
Willingness of current staff to implement	(-0.5)
Availability of funding	(-0.1)
Community support	(-0.3)
Parental support	(-0.3)

Maine

Factor	Score
Existing state policy	(0.5)
Existence of successful models to follow	(0.2)
Local school board support	(0.3)
Existing local policy	(-0.1)
Capacity of current staff to implement	(-0.3)
Willingness of current staff to implement	(-0.2)
Availability of funding	(-0.5)
Community support	(-0.6)
Parental support	(-0.6)

New Hampshire

Factor	Score
Existing state policy	(1.2)
Existence of successful models to follow	(0.4)
Local school board support	(0.4)
Existing local policy	(0.9)
Capacity of current staff to implement	(0.4)
Willingness of current staff to implement	(0)
Availability of funding	(0.5)
Community support	(-0.1)
Parental support	(0.1)

Rhode Island

Factor	Score
Existing state policy	(0.9)
Existence of successful models to follow	(1.0)
Local school board support	(0.7)
Existing local policy	(0.9)
Capacity of current staff to implement	(0.3)
Willingness of current staff to implement	(0.4)
Availability of funding	(-0.5)
Community support	(0.2)
Parental support	(-0.2)

Vermont

Factor	Score
Existing state policy	(0.7)
Existence of successful models to follow	(0.8)
Local school board support	(0.3)
Existing local policy	(0.2)
Capacity of current staff to implement	(0.0)
Willingness of current staff to implement	(-0.3)
Availability of funding	(0.2)
Community support	(-0.3)
Parental support	(-0.2)

Key

Significant Benefit
Benefit
No Effect
Barrier
Significant Barrier

Appendix C: State-Level Perceived Impact Scores, Multiple and Flexible Pathways

Figure 6: Perceived Impact of Factors on Implementation of Multiple and Flexible Pathways

Connecticut	
Existing state policy	(0.6)
Local school board support	(0.6)
Existence of successful models to follow	(0.8)
Existing local policy	(0.5)
Parental support	(0.5)
Community support	(0.4)
Willingness of current staff to implement	(0.4)
Capacity of current staff to implement	(0.5)
Availability of funding	(0.1)

Maine	
Existing state policy	(0.3)
Local school board support	(0.3)
Existence of successful models to follow	(0.2)
Existing local policy	(0.2)
Parental support	(0.1)
Community support	(0.1)
Willingness of current staff to implement	(0.1)
Capacity of current staff to implement	(-0.1)
Availability of funding	(-0.6)

New Hampshire	
Existing state policy	(1.4)
Local school board support	(1.1)
Existence of successful models to follow	(0.7)
Existing local policy	(1.5)
Parental support	(0.8)
Community support	(0.4)
Willingness of current staff to implement	(0.7)
Capacity of current staff to implement	(0.7)
Availability of funding	(0.5)

Rhode Island	
Existing state policy	(0.5)
Local school board support	(0.5)
Existence of successful models to follow	(0.5)
Existing local policy	(0.4)
Parental support	(0.4)
Community support	(0.5)
Willingness of current staff to implement	(-0.1)
Capacity of current staff to implement	(-0.1)
Availability of funding	(-0.4)

Vermont	
Existing state policy	(0.7)
Local school board support	(0.4)
Existence of successful models to follow	(0.6)
Existing local policy	(0.4)
Parental support	(0.5)
Community support	(0.8)
Willingness of current staff to implement	(0.4)
Capacity of current staff to implement	(0.3)
Availability of funding	(0.1)

Key
Significant Benefit
Benefit
No Effect
Barrier
Significant Barrier

Appendix D: Conference Feedback Open-Ended Responses

If you intend to change the way you work in your educational setting as a result of attending this conference, please explain your intentions.

Move towards the implementation of proficiency-based education. (Administrator, Connecticut)

Definitely there are many new ways in which to move away from industrial model of instruction. (Administrator, Connecticut)

I am in a position to build capacity in these areas that were the focus of the conference. (Administrator, Connecticut)

Integrate data with a clear purpose. Examine and redesign our existing structures. (Administrator, Maine)

Have a better idea of how to facilitate changes. (Administrator, Maine)

Increased focus on connecting grading system to a more standards-based approach. (Administrator, Maine)

Focus more on policy as leverage as opposed to barrier. (Administrator, Maine)

Student support. Communication. (Administrator, Maine)

Continue to work on teacher empowerment and flexible pathways. (Administrator, Maine)

Persist in developing a standards based system, develop project learning in my school, and develop a more effective transition for 9th grade. (Administrator, Maine)

Learn more about student assistance teams. (Administrator, New Hampshire)

Look for more alternate pathways for students to develop skills. Assist freshmen to be more successful by monitoring and giving on-going interventions. (Administrator, Rhode Island)

Implement multiple pathways—examples learned. Implement student led conference. Theory of change. (Administrator, Rhode Island)

Speed up plans regarding proficiency-based graduation and flexible pathways. (Administrator, Vermont)

Must be more active in leading changes. I'm too comfortable with consensus building versus direction. (Administrator, Vermont)

Increase communication and collaboration with NESSC schools of similar interests. (Administrator, Vermont)

I would like to look for ways to implement PBG (at least on a small scale) in my courses. (Teacher, Connecticut)

Incorporate more performance/standards-based projects. Push for a senior Capstone requirement!! (Teacher, Connecticut)

Create lessons that consist of multiple style learning. Implement common core in a way that supports all my students' needs. (Teacher, Connecticut)

I believe our school will go towards standards based reporting and I will support that work. (Teacher, Connecticut)

Spread positive words and learnings from this conference with team members and colleagues. (Teacher, Maine)

I plan to investigate "Big Picture" schools and demonstrate more professional courage. (Teacher, Maine)

We are in the process of transforming our HS now. 1. PBGRs, 2. Parental involvement, 3. Personalized learning plan. (Teacher, Maine)

I am going to work to develop project-based learning, get more involved with policy discussions to develop more community knowledge and support. (Teacher, Maine)

Really want to encourage PLCs and a leadership team at my school. (Teacher, Maine)

Implement Capstone projects for seniors. Move to standards-based grading. (Teacher, Maine)

Working towards standards based learning. (Teacher, Maine)

Immediate plans to debrief and work through how to implement some of what we have taken away from the conference. (Teacher, Maine)

I hope to explore multiple pathways and proficiency based graduation further. (Teacher, Maine)

More reading and research about student centered learning and standards based grading. (Teacher, Maine)

We are starting PLP and are gathering examples and networking. (Teacher, Maine)

Emphasize, even more, the importance of skill-building (standards) to improve oral proficiency in my WL classes. Try "trending" in my grading practice. (Teacher, Maine)

I want to participate in the development of a "plan on a page" for our school--Smithfield High School. (Teacher, Maine)

I plan on working with my peers to examine the common core and selecting the standards we will implement. Create capacity matrix and work on Capstone. (Teacher, Maine)

Increase RTI methods. Propose advisory/study changes. (Teacher, New Hampshire)

Freshman academy (Teacher, New Hampshire)

Practice implementing some of the "personalization" strategies. (Teacher, New Hampshire)

Enhance current initiatives. (Teacher, New Hampshire)

General Comments: The Wed. session was similar to the Thur. Whole group was repetitive for cohort 1- The information was not new and therefore it felt like a waste of time. (Teacher, New Hampshire)

It showed me the importance of competencies, which we were never told. Now we can start thinking about how it will work in our school. (Teacher, New Hampshire)

"When I Grow Up" workshop—lots of good ideas, can build on our current guidance practices with some of Conard High School's ideas. (Teacher, New Hampshire)

I hope to implement the common concept wheel to freshman academy. (Teacher, New Hampshire)

Encourage the district to move to school-wide student learning objectives and potential growth plan. (Teacher, Rhode Island)

Having @ RTI meetings (Teacher, Rhode Island)

Differentiate. Project-based. (Teacher, Rhode Island)

My intention is to try and create pilot groups to implement some of the suggestions made to change the culture of the school. (Teacher, Rhode Island)

Advocate for my students who would benefit from multiple/alternate pathways for success. Focus on data collection and analysis to improve passing rates. (Teacher, Rhode Island)

Continue to increase my role in RTI action team in my school. Encourage the collection of data and collaboration amongst our faculty. (Teacher, Rhode Island)

Bring these ideas to CPT. (Teacher, Rhode Island)

First, RTL teacher leaders will meet and then decide on over school's immediate needs and how we will move to meet them. (Teacher, Rhode Island)

Work on designing system that does away with grades—want standards and proficiency-based. (Teacher, Vermont)

Arts Academy—school-within-a-school. Increase in student voice (Teacher, Vermont)

Sifting through all info received to change my practice and my intentions. (Teacher, Vermont)

PLP. Advisory system. Junior year curriculum for planning. (Teacher, Vermont)

Design proficiency-based projects in conjunction with "traditional" methods-standards-based testing requires that topic knowledge be delineated. (Teacher, Vermont)

Re-tool how I approach student discipline to not only be punitive; create more voice in making change to behavior. (Teacher, Vermont)

Evaluate and manipulate support structures. (Teacher, Vermont)

Look at proficiency-based assessment. (Teacher, Vermont)

Although the info received from breakout sessions was great, the comments made [during the panel discussion] regarding [the state's reform plan]—will not encourage colleagues to look into NESSC if the organization agrees with [that] viewpoint. You invited educators; you should have only invited administrators. (Teacher, [State Not Reported])

Change meaning implement new ideas in my own practice, meaning also working actively to implement new ideas within my building and my district. (Other educator, Connecticut)

Increase attention to proficiency-based graduation—in my work with high school principals. Modify my workshops on grading reform and student advisories. (Other educator, Connecticut)

Share info to facilitate the development of a senior Capstone experience and development of student success plans. (Other educator, Connecticut)

More open-minded. Greater interest in innovative ideas. More action-oriented. (Other educator, Maine)

As a counselor I plan to better educate all students and look for ways to get into the classroom and teach career change skills. I need to think of college planning as pos-HS planning - promote academic successes for all students. (Other educator, Maine)

In the future it would be good to arrange breakouts, listing them by session on the website for planning. Everything else was great. (Other educator, Maine)

Proficiency based diploma requirements work and I feel better in their acceptance. (Other educator, Maine)

PBL was awesome! Lots of great ideas to add to ours! (Other educator, New Hampshire)

Work on implementing Freshman academy. (Other educator, New Hampshire)

Bring back ideas about site council. (Other educator, Rhode Island)

Continued work with Vermont CTE to encourage their full participation in the mission of NESSC. (Other educator, Vermont)

My principal and teachers working with me on PLC Proficiency Learning Community are working towards many changes within our school to look at both Multiple Pathways and proficiency-based graduation. (Other educator, Vermont)

Provide information to leadership and help implement. (Other educator, Vermont)

What is one specific idea you are taking away from the conference and how might the NESSC support your next step?

See #17 [Move towards the implementation of proficiency-based education.] What I learned at this conference has been of significant help in getting to my goals. I learned a great deal about the pluses and minuses of implementation. You really need to be ready for the backlash most of the high schools experienced in terms of community and especially parent reaction to implementation of proficiency-based graduation. (Administrator, Connecticut)

Read the book "Inevitable" begin transformation to blended learning model integrating CCSS. (Administrator, Connecticut)

Proficiency based graduation—NESSC can support by continuing to enhance the professional conversation, issue publications, involve commissioners and federal representations. (Administrator, Connecticut)

The biggest focus change would be proficiency/competency-based learning and assessment. (Administrator, Connecticut)

How get ELOs started in our middle school. (Administrator, Maine)

It feels so comfortable to be in a room where leaders from states are so conversant with these ideas and support them. The problem in schools is lack of time for teachers to think through these big ideas. Consequently, they feel like it's being jammed down their throats. Can NESSC help begin changing the perception of what teachers do and try to garner support--widely--for teacher learning/collaboration time in schools. Rather than short-changing students it will make the time students are with teacher even more beneficial. (Administrator, Maine)

Measured Targets—standards-based and educate software to track progress. (Administrator, Maine)

To use LD 1422 (Maine) as leverage to do this work. (Administrator, Maine)

Multiple pathways/learning plans - exemplars and artifacts. (Administrator, Maine)

Join LIS. We are on the right track. It is tough, touch work and we need the supportive networks out there. (Administrator, Maine)

Identifying and sharing "best practices" so that the "wheel" does not have to be reinvented. Develop a clearinghouse. (Administrator, Maine)

Multiple intervention programs or pathways. (Administrator, Maine)

Project based learning- can start small immediately (Administrator, Maine)

No one has it completely figured out. Many schools are still afraid to move away from a credit based system. (Administrator, Maine)

That we could help other schools. (Administrator, New Hampshire)

See previous. (Administrator, New Hampshire)

Support for SIG schools. (Administrator, New Hampshire)

Getting a vision. Change. Student led conference. (Administrator, Rhode Island)

Advisory (Administrator, Rhode Island)

Proficiency-based grad/curriculum development. (Administrator, Vermont)

Moving from "credits" for graduation towards competencies and standards. (Administrator, Vermont)

Need to move specifically toward proficiency-based grad requirements. Send us a facilitator for our summer work. (Administrator, Vermont)

Conversations with other schools helped my colleagues and [me] with how we will go about starting the whole idea of the conference. (Teacher, Connecticut)

This conference has gotten me thinking more deeply about CAPSTONE and how it can work. It has helped bring out some questions that I think my district needs to consider. (Teacher, Connecticut)

It is insulting to…imply that SB24 is a positive move for education in Connecticut. Had teachers been a part of the reform process, which teachers are not opposed to, then that would be okay...you invited educators here to consider ideas in education to push their districts beyond the norm. This was beyond an insult. I will not support NESSC in the future. (Teacher, Connecticut)

Flexible learning opportunities - support to share with, and "sell" all teachers - even the vets. (Teacher, Connecticut)

Capstone ideas, standards based report cards. Continue having great conferences! (Teacher, Connecticut)

There are schools in Maine that are currently utilizing standards-based report cards at the high school level. They will be a good networking resource for when we begin to implement that process at our school, or perhaps I should say as we continue to develop that process. (Teacher, Connecticut)

Hope to begin competency organization of classes. (Teacher, Maine)

Big Picture. A whole conference or "mini" conference on this and how to implement in different settings. (Teacher, Maine)

PBGR—developing and crafting competencies. We need HELP soon. (Teacher, Maine)

What we do to problem solve projects as adults we are involved in and bring that to the classroom. NESSC support with resources, models, ideas, and encouragement. (Teacher, Maine)

Students need more options to meet the standards. (Teacher, Maine)

There is funding for schools who really want to improve. How do schools who are having huge budget issues get grants/funding? (Teacher, Maine)

Investigating how Cabot's PBL projects could be modified to work within a larger school. (Teacher, Maine)

I want to explore Hall Dale's proficiency based model. (Teacher, Maine)

Focus on student centered learning. (Teacher, Maine)

We're on line with our school implementation. (Teacher, Maine)

Revamp my syllabus to better reflect standards (Teacher, Maine)

Reinforcing the importance of Global Best Practices. (Teacher, Maine)

I think the idea of all of New England sharing a voice makes for powerful possibilities. (Teacher, Maine)

Communication! Our GSP coach could help us come up with innovative ways to carve out fiscal/human resources for a communications plan. (Teacher, Maine)

We are currently deciding how to interview/gather data from our teachers in order to develop our "plan on a page." How do we decide? What should be our focus? (Teacher, Maine)

Pittsfield was awesome. P.S. Wednesday night and Thursday morning sessions were not worth my time. Needs much improvement! (Teacher, New Hampshire)

Presentation from larger schools—more than 1,000 [students]. No more speed sharing. Focused study time. (Teacher, New Hampshire)

How can some of these strategies that are happening in SMALL schools work in larger schools—I would have liked to see presentations from LARGER schools that are taking part in these strategies. (Teacher, New Hampshire)

Competencies, personalized learning. (Teacher, New Hampshire)

Stronger advising programs. (Teacher, New Hampshire)

I am wondering how a lot of these great ideas translate into a large group of students/large school. (Teacher, New Hampshire)

Mock interviews (on stage) to audience. Discussion using online response (blackboard) on a book read for PD - idea from Speed Networking allows teachers interaction/discussion. (Teacher, New Hampshire)

I would have liked to see how this would have looked at a large high school. (Teacher, New Hampshire)

I plan on continuing the exchange of communication with people I met during the conference. (Teacher, Rhode Island)

Ask district to pick one high school and make it a LIS (pilot) (Teacher, Rhode Island)

Project based learning does use and display of data (Teacher, Rhode Island)

Project based—additional info. (Teacher, Rhode Island)

Data collection. Focus on low-performing students. (Teacher, Rhode Island)

Try to develop some kind of support team to identify and provide interactions for freshman who are not succeeding. (Teacher, Rhode Island)

Personalizing instruction more in the classroom. (Teacher, Rhode Island)

Limiting initiatives. (Teacher, Rhode Island)

Will try to shift to proficiency based assignments for our classes. (Teacher, Vermont)

I would like to be able to access more information online- chats and blogs on topics. (Teacher, Vermont)

Encourage better administrative involvement and release time to implement strategies (Teacher, Vermont)

Student-led conferences. Keeping sharing good school examples. (Teacher, Vermont)

Via state reps. (Teacher, Vermont)

Project based learning. (Teacher, Vermont)

We need models of course-specific competencies - standards for assessment. (Other educator, Connecticut)

Ideas to increase parent involvement. Ideas about reaching out - public relations- to the community through Facebook. (Other educator, Connecticut)

Defining competencies! (Other educator, Connecticut)

Try to use the Global Best Practices with the staff for self-reflection and-goal setting to have conversations. (Other educator, Maine)

We can do this. Keep offering these cross-pollination opportunities. (Other educator, Maine)

Freshman academy. P.S. Food was fantastic!!! (Other educator, New Hampshire)

Creating project based learning activities. (Other educator, Rhode Island)

I am impressed with the way by which PLCs can affect change in a school and drive programs that better meet students needs. "Selling the Mission" - wow! Great session with lots of info/ideas to ponder. (Other educator, Rhode Island)

Multiple pathways and appreciation for other schools strugglers. (Other educator, Vermont)

Policy creating. (Other educator, Vermont)

To work harder on proficiency-based graduation. (Other educator, Vermont)

NESSC needs to create "real" connections between academic high schools and CTE. (Other educator, Vermont)

Appendix E: Proficiency-Based Graduation Open-Ended Responses

Please explain your response regarding level of implementation of proficiency-based graduation.

We have full proficiency identification and use in place. (Fully implementing, New Hampshire)

All courses are competency based. (Fully implementing, New Hampshire)

We have PBGR's, digital portfolio, common assessments that are aligned to the school-wide rubrics and Mission (NEASC). We also have a validation team that validates tasks. (Fully implementing, Rhode Island)

Senior project. Portfolio (digital) requirement for graduation. (Fully implementing, Rhode Island)

Our students must complete a digital portfolio and a senior exhibition project. (Fully implementing, Rhode Island)

We have a standard-based report card for our mission expectations. (Partially implementing, Connecticut)

CAPT and writing portfolio requirements. (Partially implementing, Connecticut)

Goal—for CAPT. Senior writing portfolio. (Partially implementing, Connecticut)

We have had a separate mission expectations rubric as a graduation requirement for the past 4 years. (Partially implementing, Connecticut)

CAPT standards, senior portfolio. (Partially implementing, Connecticut)

We have graduation criteria that include performance on state tests and seminar writing project. We are developing Capstone. (Partially implementing, Connecticut)

Students must complete a senior-writing project. We are also moving towards instituting a Capstone program. (Partially implementing, Connecticut)

We have a vision for 2015 that has us moving forward towards a student-centered proficiency-based learning system. We expect to phase-in change over the next 2-4 years including getting rid of Carnegie units. (Partially implementing, Maine)

Introducing standards-based education to incoming freshman class of 2016. (Partially implementing, Maine)

Cross-cutting standards in place; need to implement content standards. (Partially implementing, Maine)

We have school wide proficiency based standards but do not have content based standards yet. (Partially implementing, Maine)

We will be moving towards this in the fall. (Partially implementing, New Hampshire)

We are competency based—some teachers are already doing the relat[ed] grading while we are support[ing] the work with those who are in the process. (Partially implementing, New Hampshire)

Students need to complete 25 PGBR tasks in addition to courses but Carnegie units still play a role in our school. Learning is for the most part time-based except for ELOs. (Partially implementing, Rhode Island)

RI has a PBGR system which is part of our graduation requirement. (Partially implementing, Rhode Island)

We have graduation by proficiency with senior exit project. (Partially implementing, Rhode Island)

Launching a 3-5 year re-design program in the fall. (Planning to implement, Maine)

We are beginning a five year plan to move to standard based instruction and then to grading/graduation. (Planning to implement, Maine)

We are in the process of trading and researching about this topic. (Planning to implement, Maine)

We are undergoing redesign. (Planning to implement, Maine)

We want the change and feel it is much overdue. We are here to gain examples of where to start and how to get there. (Planning to implement, Maine)

Probably not in the next two years, but in the next four. (Planning to implement, Maine)

Total redesign of HS in the works. (Planning to implement, Maine)

The tasks are written, now we need to learn how to implement it. (Planning to implement, Vermont)

We have programs (like mine) within the school that are working on the practice of proficiency based grad requirements. (Considering whether to implement, Connecticut)

We currently implement Capstone projects as a graduation requirement. (Considering whether to implement, Connecticut)

New principal, new leadership—the discussion is still among a few people (<one-quarter of the faculty) (Considering whether to implement, Connecticut)

I believe we are working to build a plan to go in this direction. Our principle is very motivated to guide our school in this direction, but [I] am not sure the actual point we are at. (Considering whether to implement, Maine)

If just considering school staff, we are planning…how to merge current systems, common core and proficiency-based graduation. However, it is not something that is commonly discussed at the school or community level. (Considering whether to implement, Maine)

Looking toward future implementation—no timeline beyond 2017 state mandate. (Considering whether to implement, Maine)

It is the direction the principal is heading, but no formal presentation/decision has been made. We are beginning to use the language (measurement topics; instruction aligned with standards, etc.) (Considering whether to implement, Maine)

We know it's mandated (standards-based), so it's on the back burner. (Considering whether to implement, Maine)

We are in the midst of a HUGE change—not sure when proficiency-based graduation will come as a priority. (Considering whether to implement, Maine)

Just started the process because we just recently consolidated two high schools. (Considering whether to implement, Maine)

It is a relatively new idea…some work is done in single classes but not direct[ly] tied to graduation. (Considering whether to implement, Maine)

It's a strategy included in our LIS action plan. (Considering whether to implement, Maine)

Created competencies and rubrics, but still have grades. Common assessments are being tested. They have no effect on whether students pass the class. (Considering whether to implement, New Hampshire)

Career and Tech Ed in Vermont is much closer to making proficiency based graduation happen than most academic high schools. (Considering whether to implement, Vermont)

We are in the process of building competencies and measurements of proficiency. (Considering whether to implement, Vermont)

Magnet schools (2)—just opened last year. (Has not considered, Connecticut)

Discussion is just beginning. (Has not considered, Maine)

Some of us would like it, others don't –we have large priorities. (Has not considered, Rhode Island)

This topic (improvement strategy) is on the horizon for introducing the concept. We are currently in a NEASC accreditation cycle which is consuming a lot of time. I intend to relate NEASC to NESSC. (Has not considered, Vermont)

There are people at my school who would love to go in this direction and others who would not. We have a new principal so we are in transition at the moment. (Implementation status not reported, Connecticut)

Middle School (Implementation status not reported, Rhode Island)

If you indicated that state or local policies pose barriers to implementation of proficiency-based graduation, which policies present these barriers? In what ways would these policies need to be changed in order to support implementation?

At the HS level, moving towards proficiency-based graduation is very significant change—there will be many concerns regarding credits, honors, [illegible], National Honors Society, etc... It would be of great benefit if the state governor passed a policy to support community implementation. (Connecticut)

Requirement of "seat time" as the definer of credit. Shifting to a competency based model, allowing greater flexibility for personal learning/virtual learning. Re-description the terminal assessments to include a greater degree of applications. (Connecticut)

Change in graduation Carnegie units. (Connecticut)

As a cohort I LIS member, we are optimistic about articulation and policy change efforts currently being proposed to our state's commissioner. (Connecticut)

Carnegie unit requirements for graduations. (Connecticut)

I am not sure about the answers to this question; will defer to my principal and other administration. (Connecticut)

Community would potentially not support proficiency-based graduation, and so there is no policy in place to support that. (Connecticut)

We are a rural, provincial region with a remarkably strong alumni association and sense of tradition. They will not surrender the Carnegie unit w/o some trouble. (Connecticut)

Still seat-time requirement. Still have credentials requirements for awarding credits. (Connecticut)

Seat time/Carnegie units. (Connecticut)

Move from time-based (Carnegie unit) to performance based system. (New one needed) Agree, what constitutes diploma-ready in each context area/ habit of mind. Anytime/Anywhere, learning counts! Changing roles of teachers require a different kind of evaluation system. (Maine)

Attendance policies. Graduation credits and requirements, honors, valedictorian. (Maine)

Current graduation requirements policy. (Maine)

We have no policies in place. (Maine)

Needs to be written. (Maine)

School Boards need to move away from management and especially micromanaging to restructuring systems. They need to read, attend conferences, visit other schools, and interact with administrators in ongoing dialogue about how to improve our schools. (Maine)

Drop-outs are defined to include early and late graduations; laws define attendance. (Maine)

Graduate in 4 years or considered a drop out. (Maine)

State policy is going in the direction of proficiency-based graduation, yet our local policy is to give a number grade in the high school. We need to better explain proficiency-based graduation to the public, parents, and students. Phasing it in may help—a "translation" of grades may help as well. (Maine)

I don't know enough to know! (Maine)

The school board is a good-ole boy, maintain status quo group. Change will be difficult. (Maine)

Local policies—graduation requirements (credit and seat time), eligibility, etc.. (Maine)

Providing money and time to implement. (Maine)

Currently our district does not recognize any other diploma options other than 24 credits to graduate. (Maine)

Policies regarding all aspects of graduation would need to be addressed. Also, staff "buy in" would need to be addressed as well. (Maine)

Standardize the definition of this. Your seminars had different definitions for "proficiency-based." (Maine)

Present a method on what a proficiency-based diploma looks like. (Maine)

Financing of charter schools. (New Hampshire)

The school board has the final say in ANY changes that happen. Therefore if a policy change is not supported, then it will not pass nor be seen to fruition. (New Hampshire)

There is a need to ensure student skills. NECAP is one way. Grades and proficiency systems have not demonstrated proficiency in skills (for all students). I believe NECAP-like assessments are needed to ensure that systems are working. (Rhode Island)

Must attain 2 on NECAP to graduate. (Rhode Island)

Funding. State of RI (Rhode Island)

Special Ed parent. (Rhode Island)

N/A (Rhode Island)

Parent involvement should be required. (Rhode Island)

We are a district with 3 high schools. Our central administration mandates that all 3 schools provide the same curriculum in the same ways. We also have to have approval from the school committee for whatever changes are planned. We also need to have the union on board. (Rhode Island)

Graduation requirements with Carnegie units, but board will change once we have a plan. (Vermont)

Change is often seen as scary and difficult. It is also a lot of work and some do not want to put that time into working on this. (Vermont)

Issues of contract; issue of NECAP testing. (Vermont)

We do not have a local policy to date (Vermont)

I am not sure what there is out there regarding policies. (Vermont)

Appendix E: Multiple and Flexible Pathways Open-Ended Responses

Please explain your response regarding level of implementation of multiple and flexible pathways.

Alternative day and evening program. ECE credit in Spanish and Early Childhood development. BOE policy supports students who enroll in college courses to submit these courses for HS credit. (Fully implementing, Connecticut)

It is our mission. (Fully implementing, New Hampshire)

Want to do more, but limited by size of school. (Fully implementing, New Hampshire)

We have Extended Day programs with PLATO learning programs with courses aligned to our curriculum. We have a program in school for credit recovery. We have virtual High School for courses not offered in the general curriculum. (Fully implementing, Rhode Island)

PM school, Guide to Success, ELOs. (Fully implementing, Rhode Island)

Highly individualized out-of-district alternative placement. We must offer flexible pathways. (Fully implementing, Vermont)

It is a work-in-progress. We've come very far but are not fully implementing. (Partially implementing, Connecticut)

Evening ALC, daytime ALC, Virtual High School WeRace, EVE, allow college credit for summer college course work, AP courses and use of Odyssey Ware Program for credit recovery. (Partially implementing, Connecticut)

Again, within certain programming. (Partially implementing, Connecticut)

We currently offer and require internships and supervised occupational experiences. We provide an extended day and flexible periods for students to gain more instructional time if needed. We grant credit for some summer experiences. We grant credit for college classes. (Partially implementing, Connecticut)

Process, senior exhibition/portfolio, student success plans embedded in advisory program. (Partially implementing, Connecticut)

ELOs, virtual learning, prescriptions, dual enrollment, adult ed courses. (Partially implementing, Maine)

Pathways program...totally SB program. Advising, PLP, internships, college courses, etc. (Partially implementing, Maine)

Fully implemented for a small subset of students, about 10% (Partially implementing, Maine)

We have a program called Pathways which has 5% of our students --> fill the program (Partially implementing, Maine)

It is not the norm to provide multiple and flexible pathways. It is more of a strategy for small number of students, thereby singling them out, rather than an option for all which would make it more of a pathway, than a RTI program. (Partially implementing, Maine)

Vocational, AP, College level (Partially implementing, Maine)

We have one teacher at our HS whose job is to offer an alternate program in the core subjects to better serve certain students. (Partially implementing, Maine)

We have recently started an alternative ed. program within the high school. We have summer school, PLATO, compass learning and have recently considered having students work through vacations for credit recovery. (Partially implementing, Maine)

We have some options for students - not sure where that lies in effectiveness but we're working on it! (Partially implementing, Maine)

We need to expand and formalize the process. (Partially implementing, Maine)

We offer separate paths within our Core. (Partially implementing, Maine)

ELOs, personal learning plans/alternative programs/project-based learning. (Partially implementing, New Hampshire)

We are getting there and will be in full implementation 7/1. (Partially implementing, New Hampshire)

There are so many pathways. Partially because we are not a place where students can redo a competency. (Partially implementing, New Hampshire)

We have multiple ways students can reach graduation requirements—VLACS, GED Option, night school, etc... (Partially implementing, New Hampshire)

More available for at-risk, behaviorally challenged students (GED, CCAP, credit retrieval online). Career and tech center. (Partially implementing, Rhode Island)

Students must complete digital portfolio to show proficiency in our Academic Expectations. Students also complete a senior project as part of our GBP plan. (Partially implementing, Rhode Island)

It is on an individual basis, but many students do not know of its existence. (Partially implementing, Rhode Island)

We have credit retrieval. (Partially implementing, Rhode Island)

We have programs/pathway options in place. We are hundred by funding lack of policy and faculty by in. We lack a school wide vision. Many faculty members are under informed (Partially implementing, Vermont)

We are using Academy models to implement flexible pathways. More work to do! (Partially implementing, Vermont)

Superintendent and HS principal are very much in favor of heading in this direction. (Planning to implement, Connecticut)

Evening High, researching credit recovery, access to virtual learning. (Planning to implement, Connecticut)

Reading and researching about this topic. (Planning to implement, Maine)

We are undergoing redesign. (Planning to implement, Maine)

We are wanting to hear examples of how schools are making the multiple and flexible pathways work in public schools. Looking for logistics. (Planning to implement, Maine)

Will be working on creating a standards-based with our Freshman to prepare for the new state policies that we will see implemented in the near future. (Planning to implement, Maine)

We are searching for examples. (Planning to implement, Maine)

The structure of individual courses has been changed to better meet the need of students and allow for student success. A new program, Culinary Arts/Hospitality is also "in the works", with implementation in the next two years. (Planning to implement, Maine)

Recent grant allows us to implement pathways (Planning to implement, Maine)

My Tech center is currently planning Flexible Pathways involving both the academic and career sides of our schools. (Planning to implement, Vermont)

We are looking at the pathways that exist in our school. (Planning to implement, Vermont)

We offer independent study, college courses, virtual high school, work-based learning. Still more work to do, though! (Planning to implement, Vermont)

We have a small evening high program, but are discussing other possibilities. (Considering whether to implement, Connecticut)

Our faculty is in the "professional discussion" stage of this topic. (Considering whether to implement, Maine)

We have credit recovery and G.B.P. (Considering whether to implement, Rhode Island)

We have only one diploma for all students and only one standard path to graduation (Has not considered, Rhode Island)

We are a very comprehensive school, but the move to actually changing the way instruction and assessment occur is still far away. (Implementation status not reported, Connecticut)

See previous comments. (Implementation status not reported, Connecticut)

Our schools is hoping to expand on "Multiple and Flexible" pathways for students. We are still in the discussion stage. (Implementation status not reported, Maine)

We are significantly behind and it is too compartmentalized. (Implementation status not reported, Rhode Island)

In name at least. I feel it is entirely inadequate as implemented (Implementation status not reported, Rhode Island)

If you indicated that state or local policies pose barriers to implementation of multiple and flexible pathways, which policies present these barriers? In what ways would these policies need to be changed in order to support implementation?

See #10. [We are a rural, provincial region with a remarkably strong alumni association and sense of tradition. They will not surrender the Carnegie unit without some trouble.] (Connecticut)

There needs to be a solution to the question-- If learning can take place anytime, anywhere, how do we keep kids "safe?" They will be in businesses, organizations, agencies where we have little control. Also, how will we be able to assure parents that students are where they say they'll be? (Maine)

Resistance to let go of seat time. Reallocation of funds to new/innovative positions. Bureaucratic resistance - still managing in the old system. (Maine)

We have no policies in place. (Maine)

Requirements for graduation. Lack of flexibility of where and when a student can earn credit. (Maine)

I see the programming as generally supported as long as we can afford it, but specialized programming as likely to be cut or inappropriately consolidated if funding is tight. (Maine)

Our grading system (0-100, A-F) is a barrier. To be true to proficiency-based, we would need to go to a 1-4 system and not average all grades but really look at each standard individually. (Maine)

The new policies need to reflect current needs. School Board would need to be informed and advised. Time and planning is always a barrier. (Maine)

It is in transition so it is a very small barrier factor. (Maine)

Allow our local policy to be open to outside learning opportunities to be included in the attainment of a diploma. (Maine)

Unknown. (Maine)

In Rhode Island, GED[programs] are not in school programs. (Rhode Island)

Again state of Rhode Island has stopped funding schools that are high performing based on "the formula." Teachers, programs and curricula are suffering!! (Rhode Island)

We are flexible in good shape in regards to this initiative. (Vermont)

The public has concerns about college transcripts. (Vermont)

Need to make sure rules let us make change—ADA issues. Grade point averages. (Vermont)

Again, I'm not sure. (Vermont, Other educator)