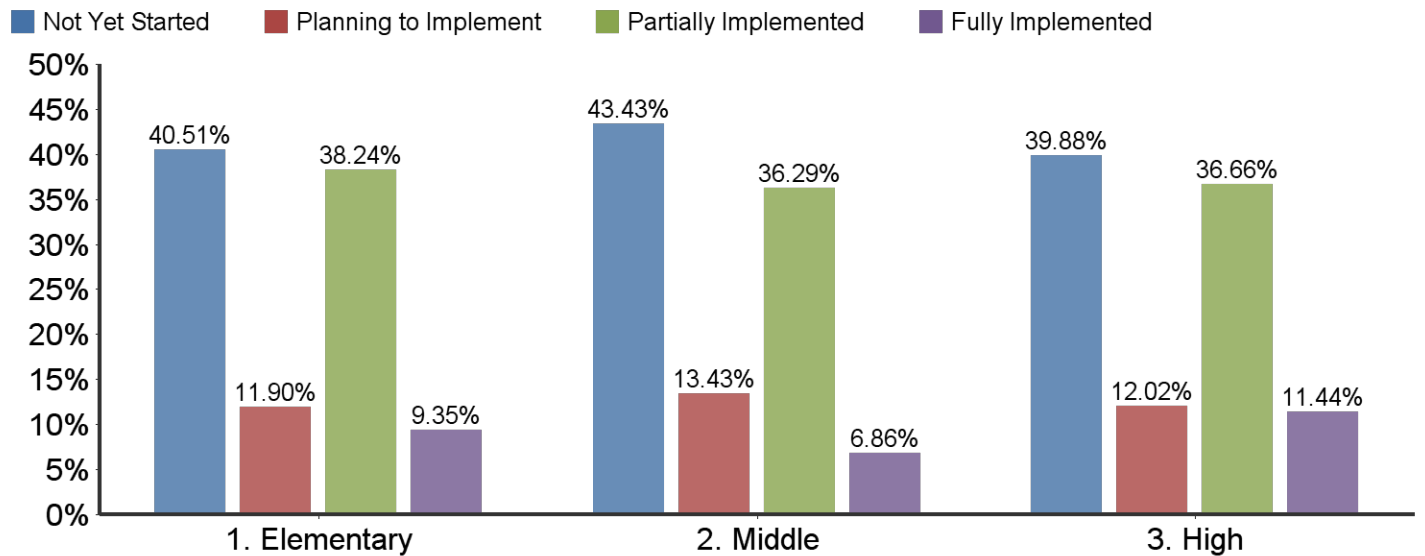


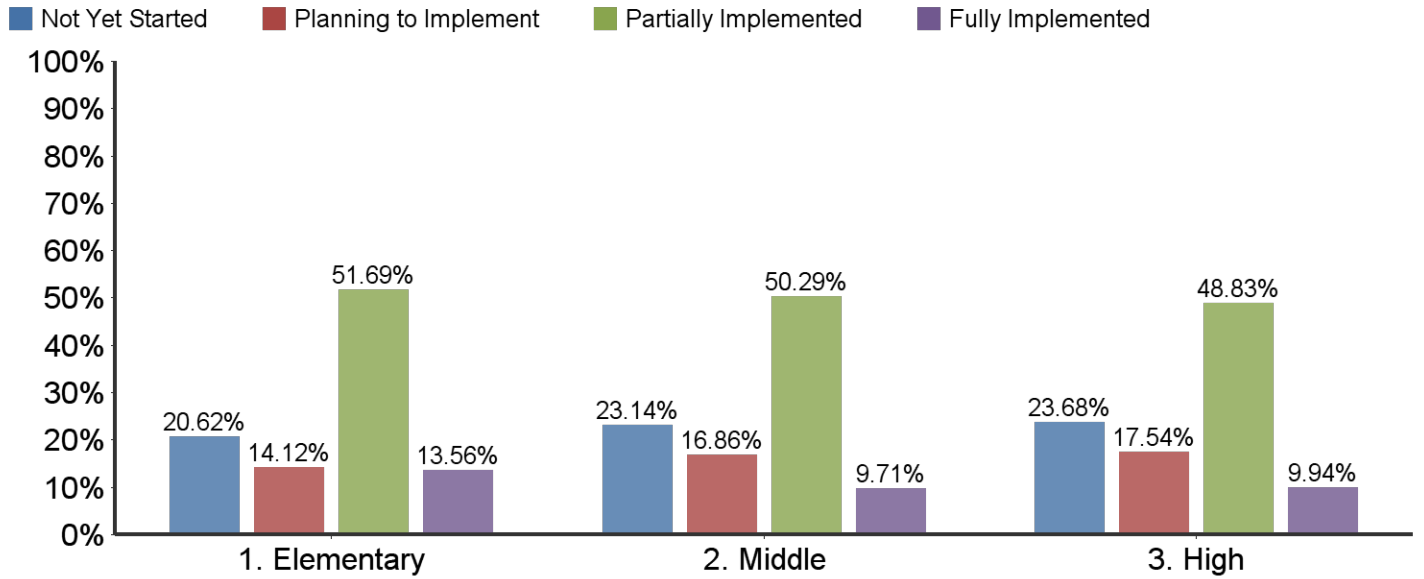
1. Please indicate the extent to which your district has implemented systems and processes where STUDENT ADVANCEMENT is based on demonstrated mastery of important knowledge and skills (Carnegie units or seat time are no longer the basis of progressing through the system).



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	40.51%	11.90%	38.24%	9.35%	353	2.16
2	2. Middle	43.43%	13.43%	36.29%	6.86%	350	2.07
3	3. High	39.88%	12.02%	36.66%	11.44%	341	2.20

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.16	2.07	2.2
Variance	1.14	1.07	1.19
Standard Deviation	1.07	1.03	1.09
Total Responses	353	350	341
Total Respondents	353	350	341

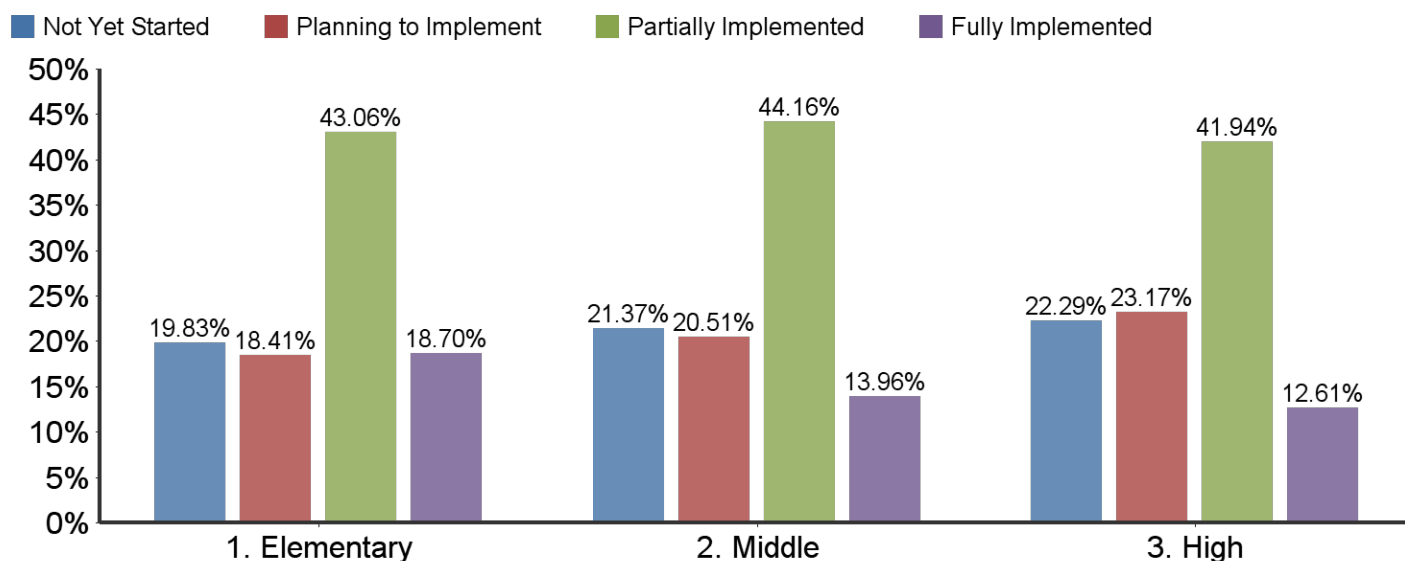
2. Please indicate the extent to which your district has implemented competencies that are **EXPLICIT, MEASURABLE, AND TRANSFERABLE learning objectives.**



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	20.62%	14.12%	51.69%	13.56%	354	2.58
2	2. Middle	23.14%	16.86%	50.29%	9.71%	350	2.47
3	3. High	23.68%	17.54%	48.83%	9.94%	342	2.45

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.58	2.47	2.45
Variance	0.93	0.91	0.92
Standard Deviation	0.96	0.95	0.96
Total Responses	354	350	342
Total Respondents	354	350	342

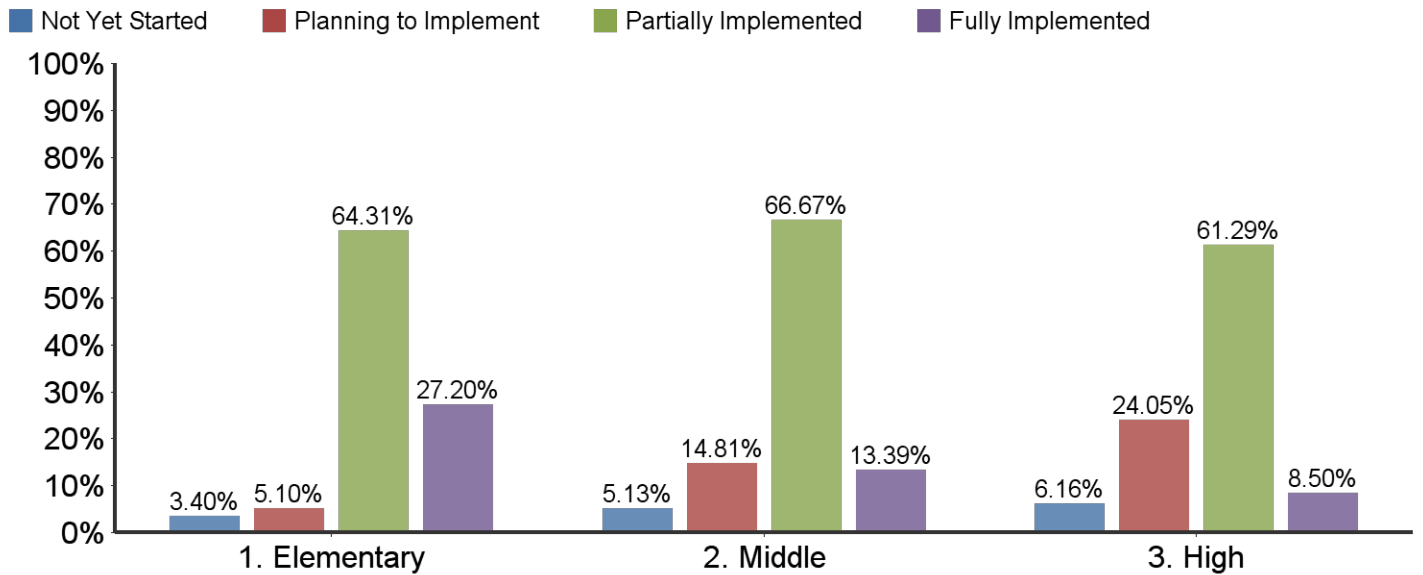
3. Please indicate the extent to which your district has implemented a PERFORMANCE ASSESSMENT SYSTEM that measures competencies.



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	19.83%	18.41%	43.06%	18.70%	353	2.61
2	2. Middle	21.37%	20.51%	44.16%	13.96%	351	2.51
3	3. High	22.29%	23.17%	41.94%	12.61%	341	2.45

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.61	2.51	2.45
Variance	1.01	0.96	0.95
Standard Deviation	1.01	0.98	0.97
Total Responses	353	351	341
Total Respondents	353	351	341

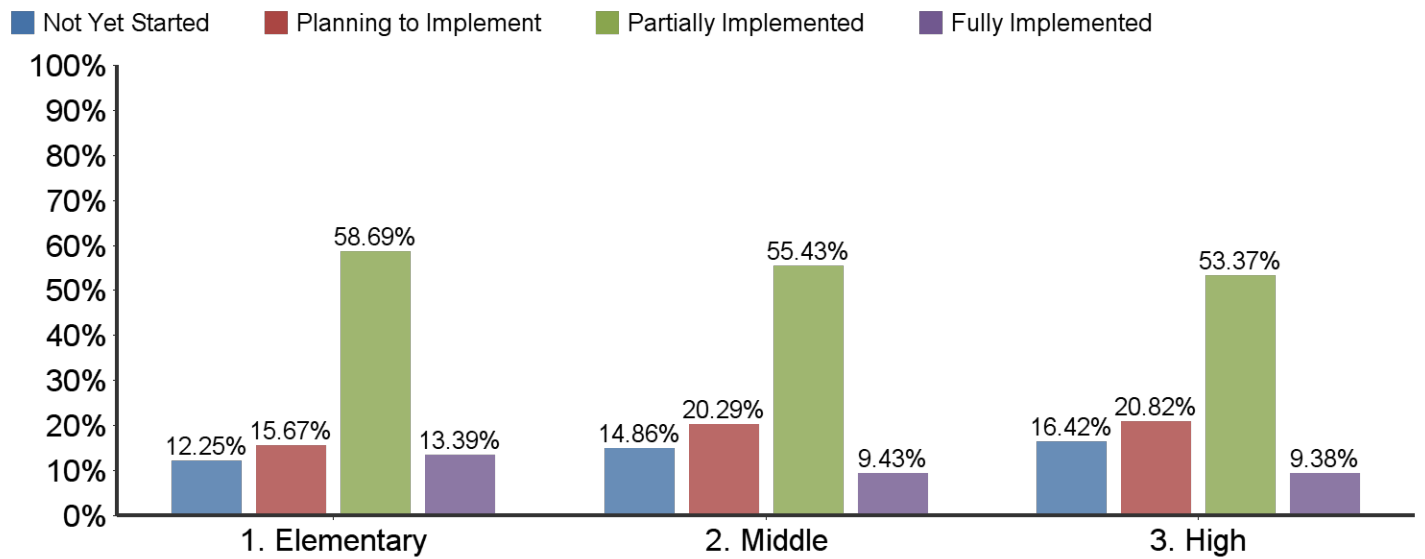
4. Please indicate the extent to which your district has implemented a SYSTEM OF DIFFERENTIATED SUPPORT based on individual student learning needs.



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	3.40%	5.10%	64.31%	27.20%	353	3.15
2	2. Middle	5.13%	14.81%	66.67%	13.39%	351	2.88
3	3. High	6.16%	24.05%	61.29%	8.50%	341	2.72

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	3.15	2.88	2.72
Variance	0.44	0.47	0.5
Standard Deviation	0.66	0.69	0.7
Total Responses	353	351	341
Total Respondents	353	351	341

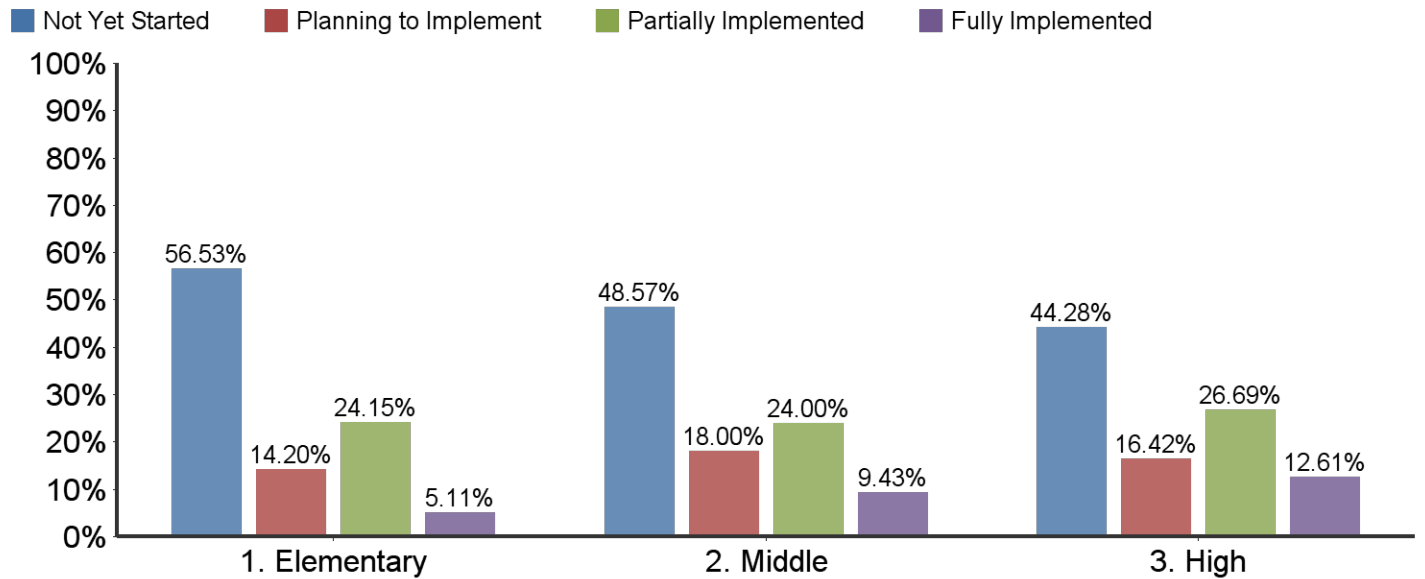
5. Please indicate the extent to which your district has implemented LEARNING OUTCOMES that emphasize competencies, timely feedback, and include application and creation of knowledge, along with important skills and dispositions.



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	12.25%	15.67%	58.69%	13.39%	351	2.73
2	2. Middle	14.86%	20.29%	55.43%	9.43%	350	2.59
3	3. High	16.42%	20.82%	53.37%	9.38%	341	2.56

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.73	2.59	2.56
Variance	0.71	0.73	0.77
Standard Deviation	0.84	0.85	0.87
Total Responses	351	350	341
Total Respondents	351	350	341

6. Please indicate the extent to which your district has implemented **PERSONALIZED, INDIVIDUAL EDUCATIONAL PLANS FOR ALL STUDENTS**.



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	56.53%	14.20%	24.15%	5.11%	352	1.78
2	2. Middle	48.57%	18.00%	24.00%	9.43%	350	1.94
3	3. High	44.28%	16.42%	26.69%	12.61%	341	2.08

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	1.78	1.94	2.08
Variance	0.97	1.1	1.21
Standard Deviation	0.98	1.05	1.1
Total Responses	352	350	341
Total Respondents	352	350	341

7. Any additional comments about the implementation of competency-based education in your district?

Achievement Addition Advancement Answer Application Area Assessments Attempt Barrier
Based
Bring Building Cards Challenges Change Collaborate Common
Competency
Content Continue Core Courses

Created Data Deliver Demonstrate Development Differentiated Difficult Discussing
District Education
Elementary Explore Feel Fully Grade Group Guide High Hills Identified
Implemented
Initial Instruction Kenowa

Lack Learning
Level
Love Make Mastery Means Middle Model Move Number Nwea Options Outcomes Partially Personalized Place Plan Point Process Professional Programs Progress Provide Public Question Reality Report Required Results Reward Risc

School
Seat Secondary Service Share Situation Small Staff
Standards
Start
Students
Success Support Survey
System
Teachers Time Traditional Wide Working Year 5 12

**Text Entry**

I would have liked to see a breakdown between core and non-core areas. I.e. in Band and Art we have performance assessments, i.e. in the core areas, not so much. I think many people in the district feel that we do competency based education, but I don't believe they have had the professional development to really know what it means. For example, at the elementary level, differentiated instruction is seen more of a pull out service with Title I paraprofessionals, this has been defined as differentiated instruction and it is not. Right now, in elementary and middle school there is social promotion, no matter what standards are mastered or not mastered, students progress. In high school it is a little different, as they don't graduate if they don't earn the proper number of credits. The issue is perception vs reality. I believe the perception is we are doing all of these things, but in fact, we don't do standards based grading.....which in turn would be difficult to say we do competency based education.

We need professional development in areas of differentiation and using data analysis to determine learning outcomes. Additionally we need common planning time for staff to collaborate and review achievement data and share ideas.

Standards Based Grading reports have been built for all K-12 students. Fully implemented in the 21014-2015 school year.

HS responses are due to the requirement of passing exams to earn MMC Credits for coursework.

We are in the process of discussing how a competency -based education system would look like, and processes / systems to ensure appropriate implementation.

FYI - questions answered here based on center-based Special Education programs for our county, as well as our middle college.

This seems more difficult and unwelcomed at the secondary level. Seeing the "gold standard" in a high school would help but I am not sure who is doing it well.

In each instance, partially implemented means that there are a few courses, content areas or schools in our RESA service area that are experimenting with this but it is a small percentage.

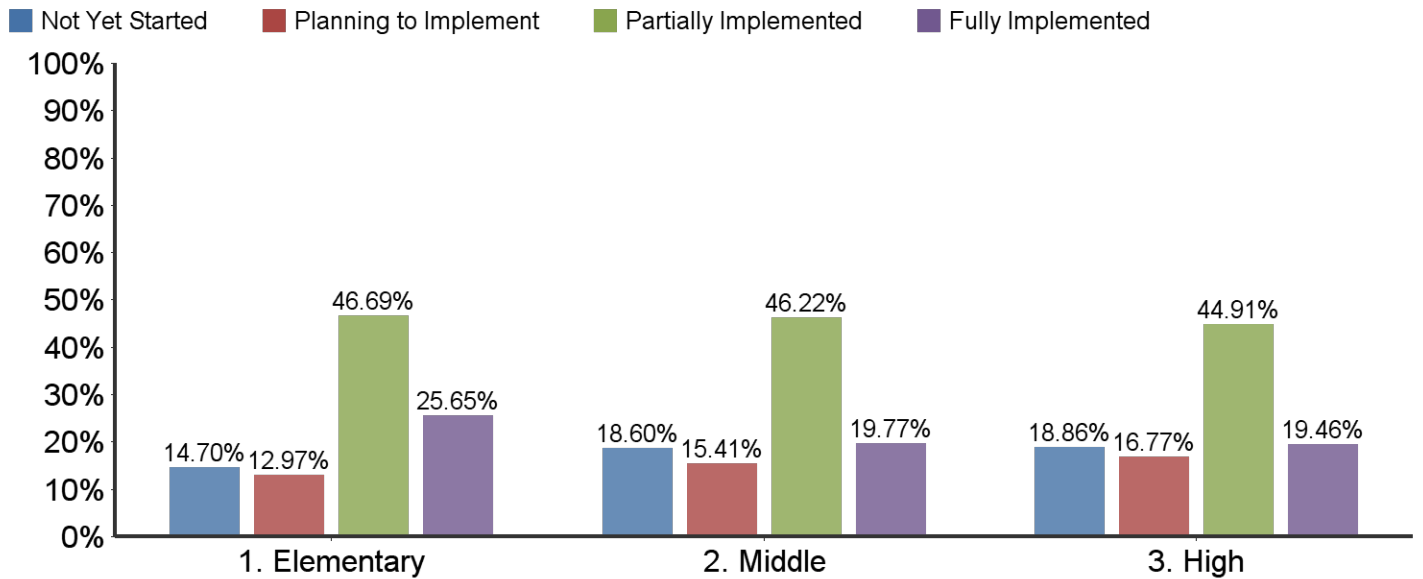
Figuring out the secondary systems has been more challenging than the Elementary systems. A lot of those challenges seem driven by post-secondary admissions requirements. Can we get post-secondary on board with these pieces?

We have begun to explore this concept, but are not and have not implemented these yet.

[View More](#)

Statistic	Value
Respondents	61

8. Please indicate the extent to which ENGLISH/LANGUAGE ARTS performance standards are being implemented in your district.

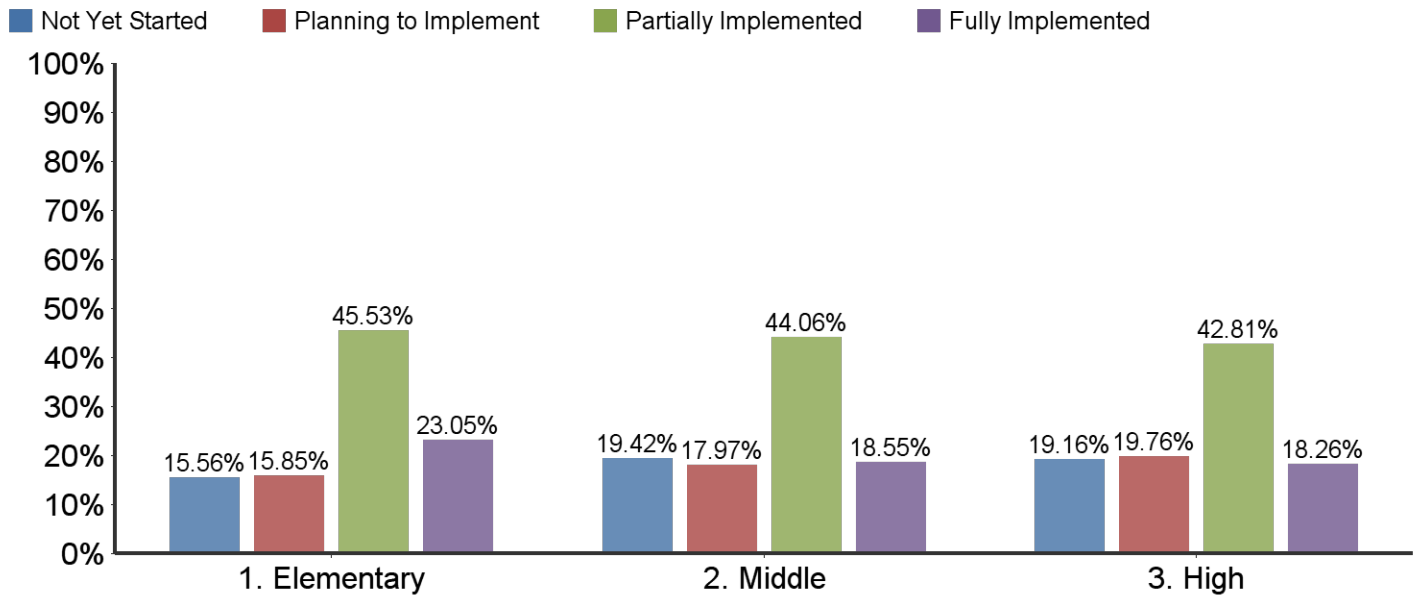


#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	14.70%	12.97%	46.69%	25.65%	347	2.83
4	2. Middle	18.60%	15.41%	46.22%	19.77%	344	2.67
5	3. High	18.86%	16.77%	44.91%	19.46%	334	2.65

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.83	2.67	2.65
Variance	0.95	0.99	1
Standard Deviation	0.97	1	1
Total Responses	347	344	334
Total Respondents	347	344	334



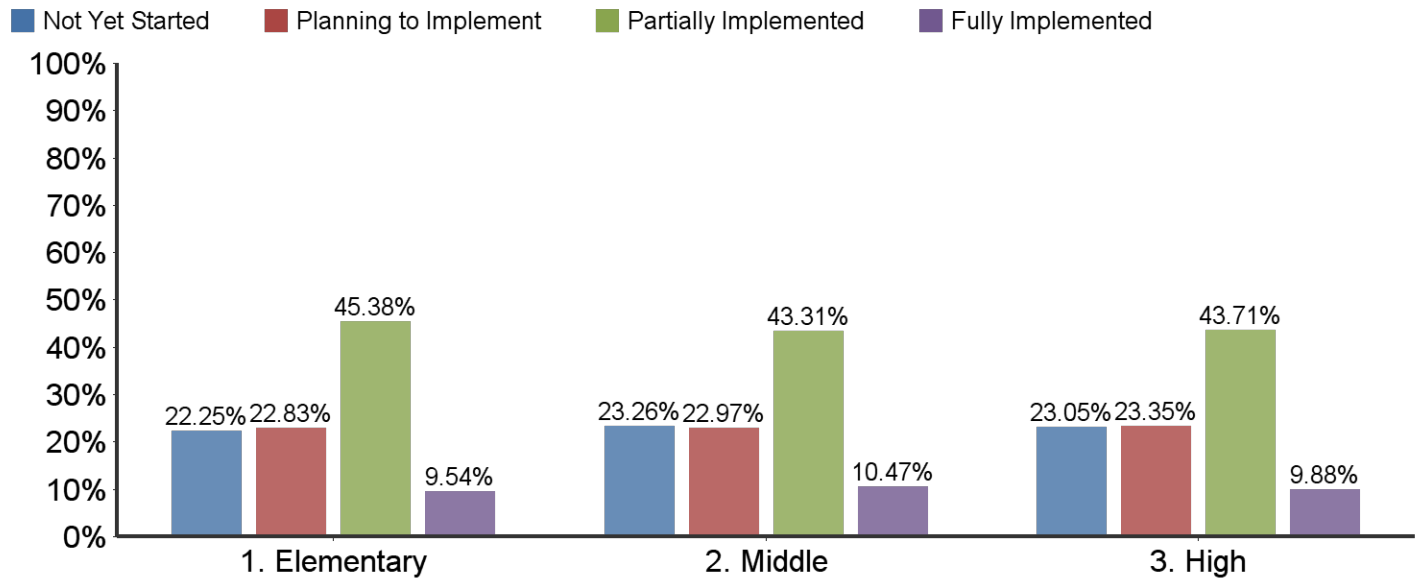
9. Please indicate the extent to which MATHEMATICS performance standards are being implemented in your district.



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	15.56%	15.85%	45.53%	23.05%	347	2.76
4	2. Middle	19.42%	17.97%	44.06%	18.55%	345	2.62
5	3. High	19.16%	19.76%	42.81%	18.26%	334	2.60

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.76	2.62	2.6
Variance	0.96	1	0.99
Standard Deviation	0.98	1	1
Total Responses	347	345	334
Total Respondents	347	345	334

**10. Please indicate the extent to which performance standards in OTHER SUBJECT AREAS are being implemented in your district.**



#	Question	Not Yet Started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
1	1. Elementary	22.25%	22.83%	45.38%	9.54%	346	2.42
4	2. Middle	23.26%	22.97%	43.31%	10.47%	344	2.41
5	3. High	23.05%	23.35%	43.71%	9.88%	334	2.40

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.42	2.41	2.4
Variance	0.88	0.92	0.9
Standard Deviation	0.94	0.96	0.95
Total Responses	346	344	334
Total Respondents	346	344	334

## 11. Any additional comments about the implementation of performance standards in your district?

Achieve Action **Alignment** Area Assessments Attempt Based Beginning Building Ccss Certification Change Coaching College Common Concerns Content Continuing Core Courses Credit Curricula **Curriculum** Custom Department Development District Ela  
 Elementary Engaged Expect Experimenting Explore Failed Falling Follow Fully Grade Grader Group High Hs Implement Includes Instructional Learning **Level** Majority Math Mathematics Middle Multiple Order Pd  
 Presentation Previous Problem Process Professional Progress Project Questions Readiness Region Research Reward Rubrics Scale **School** Science Shift Simply Small Social Solve Specific Staff  
 Started State Stern Students Studies Support Takes Tasks Teachers Team Time Traditional Training Varies Viable Widely **Working** Writing Year 12

# Performance Standards

**Text Entry**

Algebra-readiness standards in middle school, Lucy Calkin's writing progressions

There has been significant effort to align to Common Core with regards to ELA and Math, although, there are still gaps in the curriculum. How student demonstrate performance is still much in the traditional sense, i.e. a test of content.

no

We have a new high school staff on science as well as an additional science remedial teacher at the elementary. Science staff are in the process of switching to next generation science standards. We have new teachers in mathematics at the high school level and the district added a mathematics specialist at the middle school level. We also have a new department head team that will be working on curriculum alignment.

Again, only the reason is the exams in HS have to be passed in order to earn MMC credits

Little time is allocated to updating, refining, adjusting, monitoring curriculum at any levels.

Alignment of performance standards to grade or course expectations are in process

-

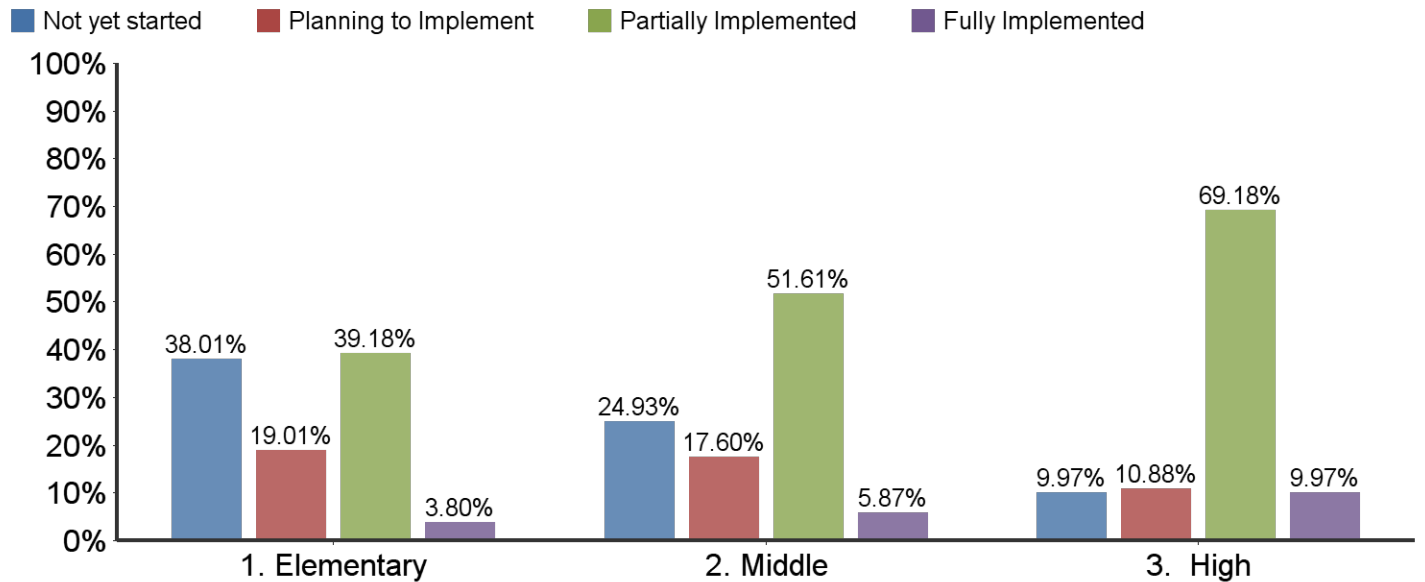
Across the region, this would vary widely with the majority falling in Not Yet Started or "experimenting" on a small scale.

There has been no structured conversation or plans around this yet. We are working in implementation of curriculum aligned to CCSS, and shifting to new state assessment. This includes an awareness of performanc tasks in ELA and Math. Our district has built performance tasks in social studies and science ,... two / year at each grade to support the thinking and the model.

[View More](#)

Statistic	Value
Respondents	46

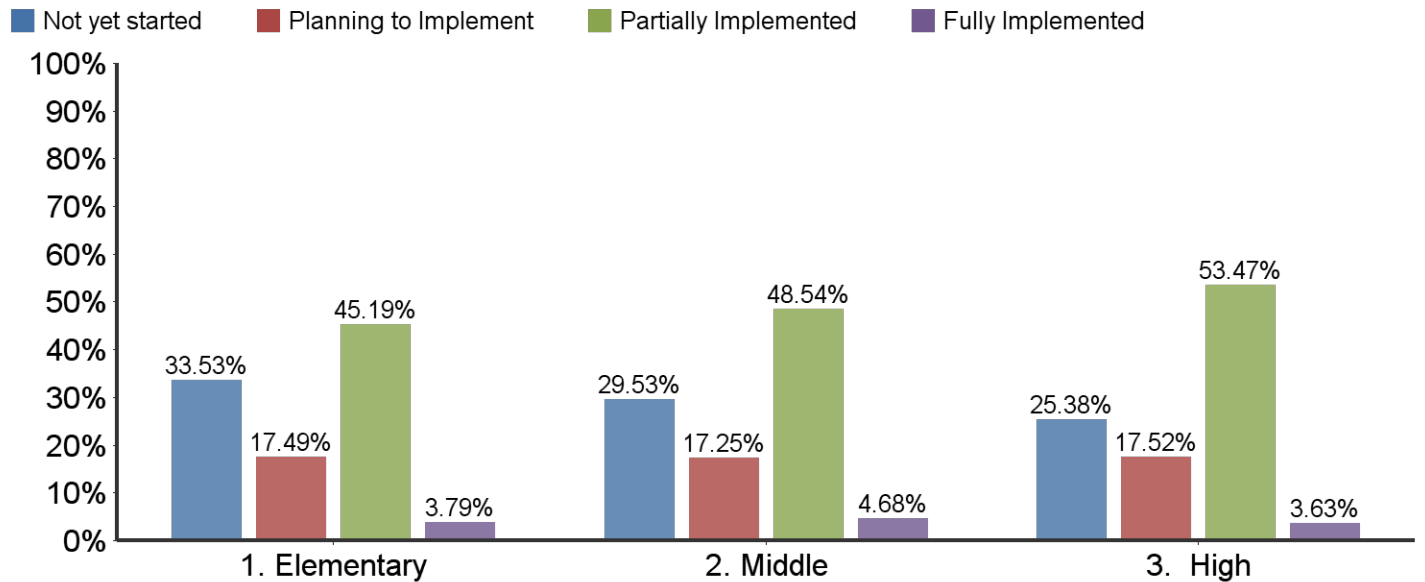
12. Please indicate the extent to which BLENDED LEARNING is being implemented in your district.



#	Question	Not yet started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
2	1. Elementary	38.01%	19.01%	39.18%	3.80%	342	2.09
3	2. Middle	24.93%	17.60%	51.61%	5.87%	341	2.38
4	3. High	9.97%	10.88%	69.18%	9.97%	331	2.79

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.09	2.38	2.79
Variance	0.92	0.85	0.57
Standard Deviation	0.96	0.92	0.75
Total Responses	342	341	331
Total Respondents	342	341	331

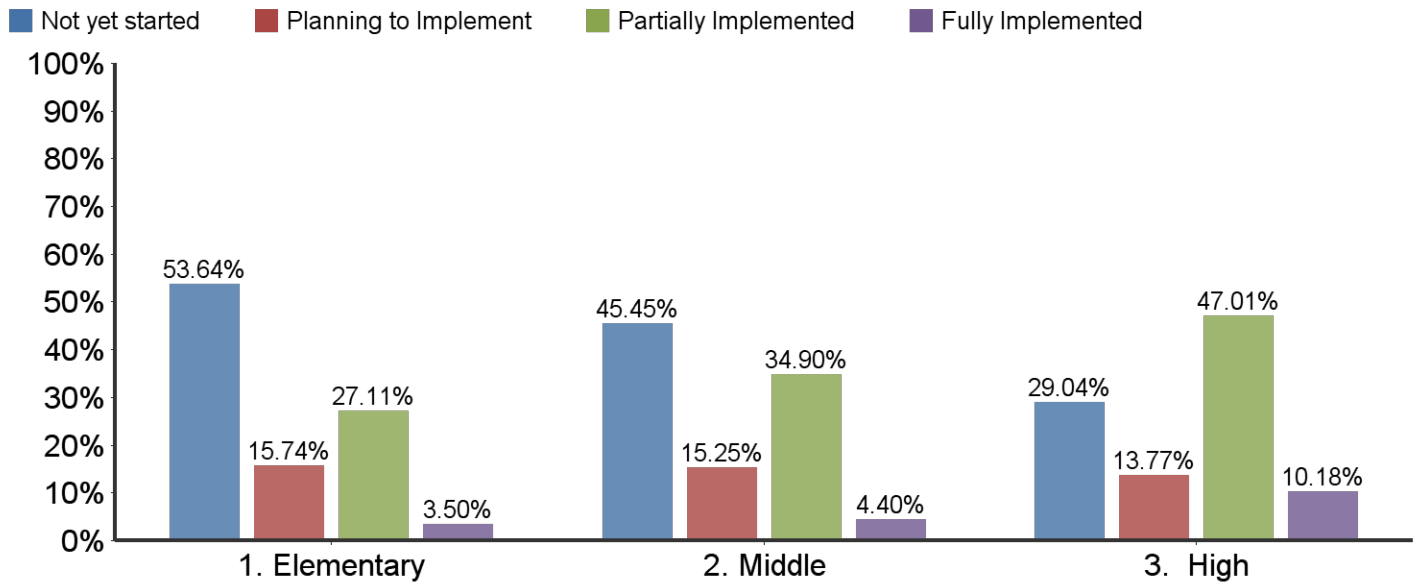
13. Please indicate the extent to which PROJECT-BASED LEARNING is being implemented in your district.



#	Question	Not yet started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
2	1. Elementary	33.53%	17.49%	45.19%	3.79%	343	2.19
3	2. Middle	29.53%	17.25%	48.54%	4.68%	342	2.28
4	3. High	25.38%	17.52%	53.47%	3.63%	331	2.35

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	2.19	2.28	2.35
Variance	0.9	0.89	0.81
Standard Deviation	0.95	0.94	0.9
Total Responses	343	342	331
Total Respondents	343	342	331

14. Please indicate the extent to which SERVICE LEARNING is being implemented in your district.



#	Question	Not yet started	Planning to Implement	Partially Implemented	Fully Implemented	Response	Average Value
2	1. Elementary	53.64%	15.74%	27.11%	3.50%	343	1.80
3	2. Middle	45.45%	15.25%	34.90%	4.40%	341	1.98
4	3. High	29.04%	13.77%	47.01%	10.18%	334	2.38

Statistic	1. Elementary	2. Middle	3. High
Min Value	1	1	1
Max Value	4	4	4
Mean	1.8	1.98	2.38
Variance	0.91	0.98	1.02
Standard Deviation	0.95	0.99	1.01
Total Responses	343	341	334
Total Respondents	343	341	334

15. Any additional comments about the implementation of new learning models in your district?

1% 70% 99% Ability Absurd Access Addition Amish Based Blended Books Bring Broad Brought Change Chrome College Community Compared Concern Considerable Continuing Courses Cover Credits Culture Day Developing Districts Due Early Earned Enrolled Entity Fully Funding Grades Group Happen High Hs **Implemented** Include Increased Initiative Introduced Knowledge Level Lies Limited **Models** Multiple Necessarily Network Observation Opportunity Outcome Partially Partnership Pbl Pockets Point Previous Process Professional Program Project Range Response Reward Rural Scale **Learning School Service** Staff Standards Start Steer Strategies Students Successful Support Teach **Teachers** Tech Technology Time Ultimately Units Working Year 1 3 5 7 12 14 15 200 2000

**Text Entry**

Service learning is not done intentionally but it does happen.

I would have selected slightly implemented, for Service Learning, there are pockets of teachers in small numbers doing this.

no

Staff would need professional development and time for observation where different models are being introduced. With the addition of one to one chrome books we are in the process of using the blended learning strategies.

Some classroom units use Project Based Learning strategies and the HS has always used community involvement in some forms and blended learning is beginning to be used more and more in the HS.

None

-

Considerable concern about the scale for responses since Partially must necessarily cover everything from 1% of courses implementing any one of these models to 99% doing so. RANGE IS TOO BROAD

1:1 technology. K-12 partnership with the New Tech Network for PBL support. All High School Students are enrolled in the Early College Entity and we have increased earned college credits to around 2000 for 14-15 compared to under 200 in previous years.

We have pockets of service learning, but not systemic.

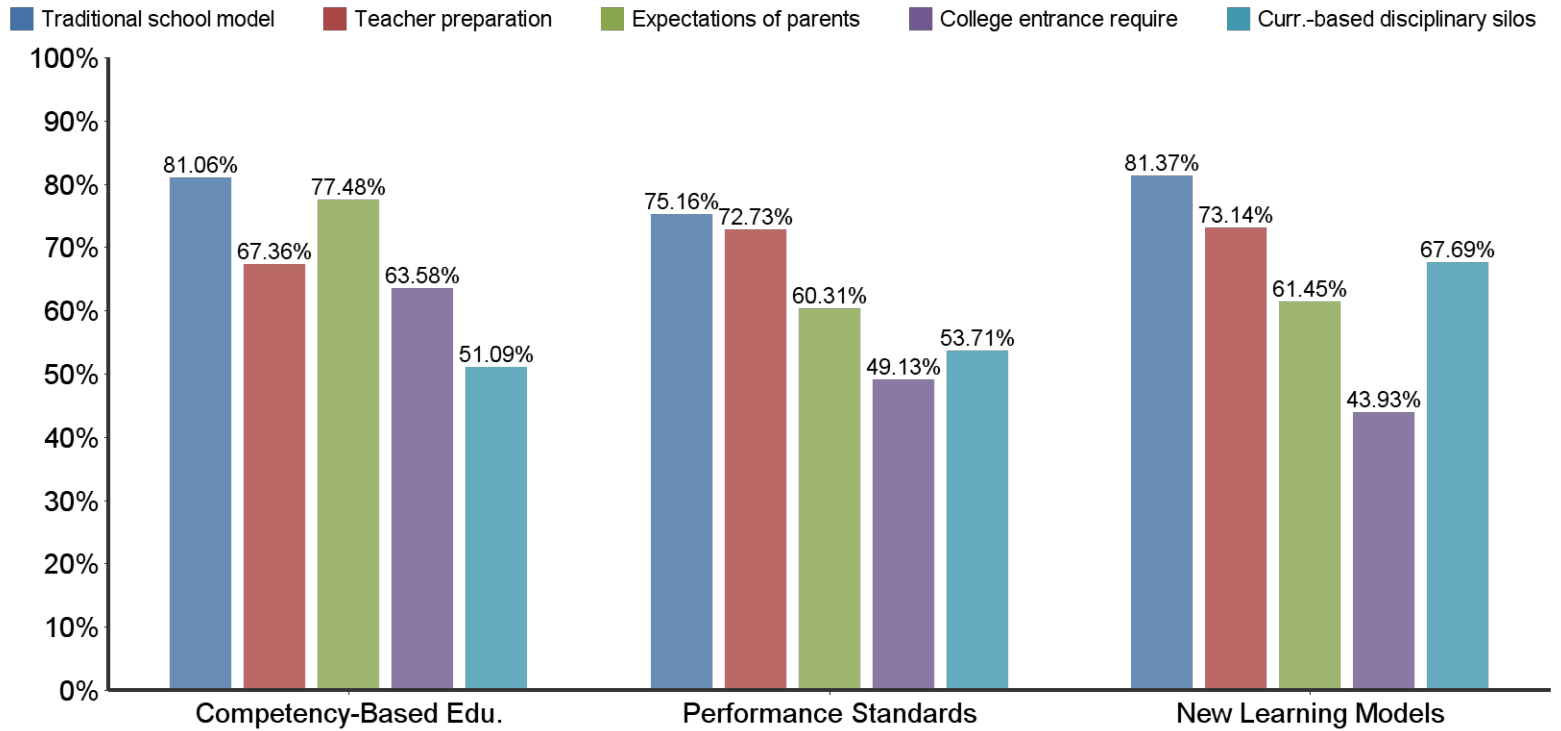
[View More](#)

Statistic	Value
Respondents	38

# Barriers to Implementing the Recommendations

16. Please indicate the TOP 3 BARRIERS for your district in implementing each of the recommendations.

*You should have no more than 3 checks per column.*



#	Question	Barrier for Implementing Competency-Based Education	Barrier for Implementing Performance Standards	Barrier for Implementing New Learning Models	Response	Average Value
1	A. Traditional school models are deeply embedded.	81.06%	75.16%	81.37%	765	2.00
2	C. Teacher preparation programs do not sufficiently prepare teachers to meet the recommendation.	67.36%	72.73%	73.14%	516	2.03
7	D. Expectations of parents and community.	77.48%	60.31%	61.45%	522	1.92
8	E. College entrance requirements.	63.58%	49.13%	43.93%	271	1.87
11	B. The curriculum is based on disciplinary silos.	51.09%	53.71%	67.69%	395	2.10



## 17. What other barriers does your district face in implementing the three recommendations?

Achievement Administration Attend Barrier Based Biggest Board Bring Budget Buildings Change Collaborate Commitment Community Competency Consist Contracts Current Curriculum Day **Development** Difficult Discussion District Education Efforts Expectations Experiences Factors Finances Financial Found Full Fully **Funding** Grade Great Group High **Implement** Important Infrastructure Initiatives Issue Lack Leadership **Learning** Level Make Meet Models **Money** Moving Needed Number Parent Pbl Pd Personnel Philosophies Plan Preparation Process **Professional** Programs Proper Purchased Question Recommendations Requirements Resistance Resources Response School Small Spread **Staff** Staffing Standards State Strongly Structure Students Success Support

Teach **Teachers** Technology Testing Thin **Time** Traditional Training Transition True Turn Union Veteran Work Year 1

**Text Entry**

Funding Staff

Collaboration time within and between buildings.

Title restrictions make funding an issue that affects district wide initiatives.

I believe there are many would react strongly to the ideal that a traditional model or a community's expectations or values should be referenced as a barrier.

We are fully implemented 9+ and in year 1 of a 2-3 year implementation of PBL, 1:1 technology and full MTSS support. None of the above are barriers to implementation.

Union contracts.

lack of funding; turn over in administration

Disproportionate numbers of students requiring remediation in our district - English Language Learners, Migrant students - during their educational experiences; make it difficult/challenging to offer them some models of instruction

Professional development time for educators to work collaboratively.

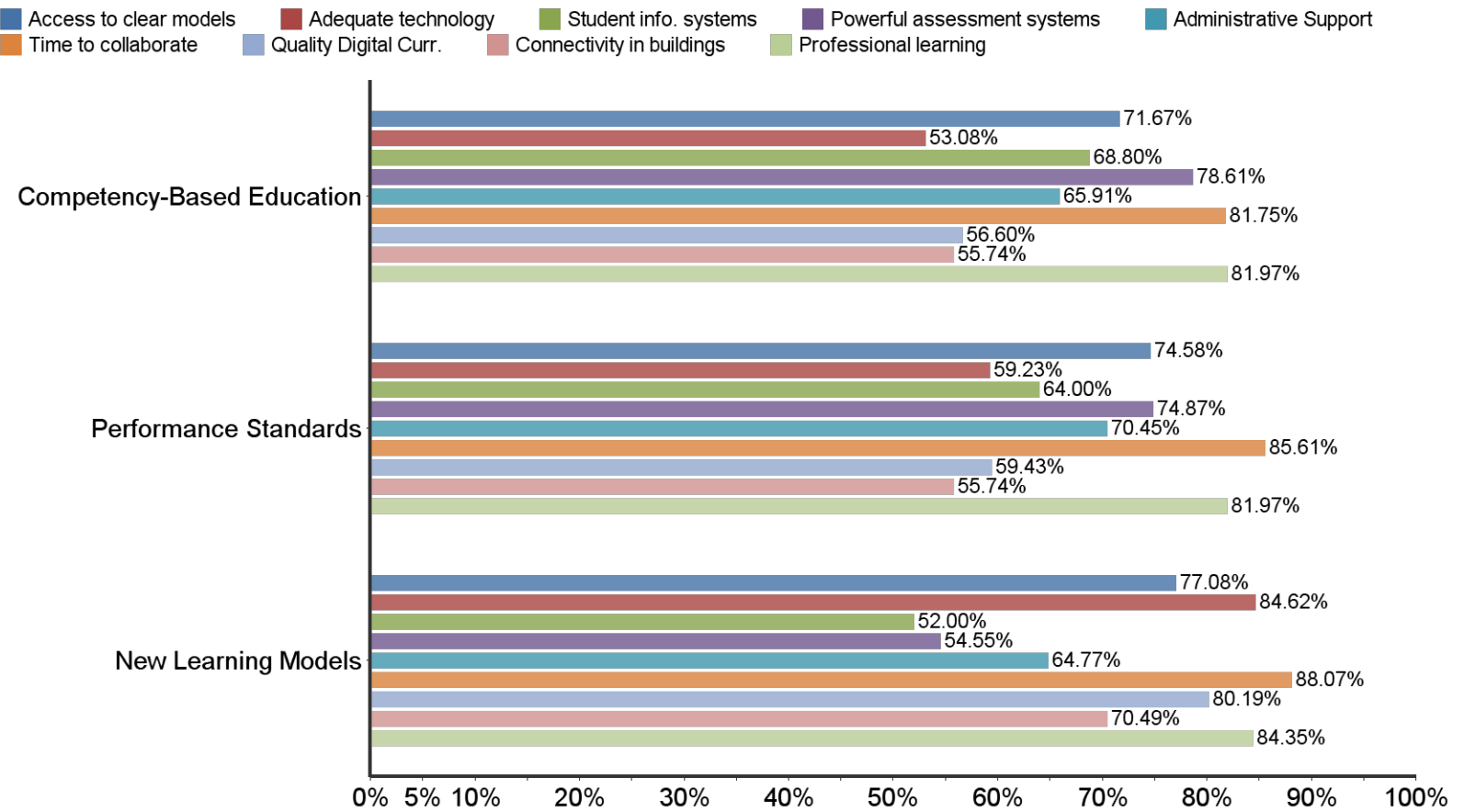
Training and funding

[View More](#)

Statistic	Value
Respondents	102

# Needed Resources

18. Please indicate the TOP 3 NEEDED RESOURCES for your district in implementing each of the recommendations.



#	Question	Needed Resource for Implementing Competency-Based Education	Needed Resource for Implementing Performance Standards	Needed Resource for Implementing New Learning Models	Response	Average Value
3	D. Access to clear models/innovation strategies that meet the elements of the recommendation.	71.67%	74.58%	77.08%	536	2.02
4	G. Adequate technology for staff and/or students.	53.08%	59.23%	84.62%	256	2.16
5	E. Sophisticated student information systems that improve upon traditional school models.	68.80%	64.00%	52.00%	231	1.91
6	F. Powerful assessment systems that are online, adaptive, and provide tasks that are based on the recommendation.	78.61%	74.87%	54.55%	389	1.88
9	B. Administrative support.	65.91%	70.45%	64.77%	177	1.99
10	C. Time for teachers and administrators to work collaboratively.	81.75%	85.61%	88.07%	728	2.02
12	I. High quality digital curriculum.	56.60%	59.43%	80.19%	208	2.12
13	H. Connectivity in buildings.	55.74%	55.74%	70.49%	111	2.08
14	A. Professional learning opportunities for teachers and administrators.	81.97%	81.97%	84.35%	730	2.01

## 19. What other resources does your district need to implement the three recommendations?

\$ Accountable Additional Admin Assessment Backs Bargaining Beliefs Bring Budget Building Calendar **Change** Classroom Collaborative Collective Common Community Consist Constraints Continuing Create Curriculum Cut Days Development Difficult Disputes District  
 Education Efforts Enormous Family Federal Fidelity Filing Finances Financial **Funding** Governments Group Holding Huge **Implement** Instruction Knowledge Leader Learning Level Limit List Loads Manageable Mandated Meet Mind Models  
 Money Mounds Move **Needed** Nwea Online Paper Pay Pd Perform Plan Powerful Principal Process **Professional** Programs Recommendations Reductions Redundant Required **Resources** Revolutionary Reward Schedules  
**School** Settling Skills **Staff** State Student Subs Substitute Success Support System Tasks **Teacher** Things **Time** Topic Traditional **Training** Work Year

**Text Entry**

We need to change the culture and perception of what school is. Moving from a school system, to a system of schools.

Financial resources

Time, money and consistency from MDE. Personnel - coaches/trainers on-site to assist with implementation. Additional teachers in order to make class sizes more manageable.

Financial resources are needed for professional development. Time is needed for staff to collaborate.

Collaborative time, curricular programs that are not only high-quality but support the new systems and models.

A PLAN that everyone believes in....

We have plenty of resources other than TIME and SUPPORT - again, the will to change just isn't there in many cases; where the will exists, it is stymied by time constraints (or perceived time constraints).

This question is confusing.

Mandated PD time... Extended school year.

Funding to pay for professional growth More staff days for professional learning

[View More](#)

Statistic	Value
Respondents	64

**20. Do you have any additional comments you would like to share about the MASA Systemic School Reform Committee (SSRC) recommendations?**

Account Achievement Additional Assess **Based** Blank Board Bring Change Children Classroom College Commitment Community Competency Completed Complex Continue Countries Create Curriculum Day Decisions Dedicated Development Differently Direct **District**  
**Education** Essential Evidence Final **Funding** Give Good Grade Great Happen Hard High Huge Ideas Implement Important Information Initiatives Instruction Leaders **Learning** Level **Make** Mandates Measure Meet Model  
 Needed Order Parents Performance Plan Political Practice Problems Process Professional Programs Projects Questions Receive Recommendations **Reform** Remained Require Research Resources Results **School** Secondary Skills State Structure  
**Students** Submitted Successful **Support** Survey System Takes Target **Teachers** Teaching Things **Time** Traditional Training True Understanding **Work** World Year 30

**Text Entry**

Competency based education will require a huge commitment from the state as it is most radical change from the traditional educational measurement of grade level advancement.

No.

No

Get a Plan and stick to it.....

Good luck!!

I believe the survey may have been a bit unclear and felt rushed. It was perceived as potentially "leading" by many of our locals who participated in it.

As a National Demonstration Site for the New Tech Network, I'd invite the SSRC to visit Meridian Early College High School. We've been supporting 7 other Districts during the 14-15 school with their PBL initiatives. Craig Carmoney Superintendent craig.carmoney@merps.org

Would like to see mandated curriculum development/collaboration time in school calendars

Consistency from Lansing Provide a vision and stick to it

Any changes that are made should be based on what is best for children and not what is best politically. It seems we are pushing for more testing, which is not the most useful use of time. Mandates are eating up time that could be used for meaningful instruction. Also technology is being pushed on school and students, and not because it is proven as a way to help achievement or learning.

[View More](#)

Statistic	Value
Respondents	70