

# Identifying Tracking and Reporting Management System Needs

Component	Focus Questions and Considerations
<p><b>3. Choose graduation standards</b> (content standards and the Guiding Principles or equivalent).</p>	<p><b>Content standards:</b></p> <ul style="list-style-type: none"> <li>• In all 8 areas?</li> <li>• “Unpacked” standards – essential requirements of each chosen standard.</li> <li>• Maine standards? GSP/DOE sample standards? SBAC targets and evidence?</li> </ul> <p><b>Guiding Principles:</b></p> <ul style="list-style-type: none"> <li>• As written?</li> <li>• Habits of Mind?</li> <li>• Some combination?</li> <li>• Locally identified?</li> <li>• Clear indicators for each.</li> </ul>
<p><b>Tracking and Reporting Management Implications</b></p>	

Component	Focus Questions and Considerations
<p><b>4. Provide opportunity to learn.</b></p>	<p><b>Curriculum and instruction:</b></p> <ul style="list-style-type: none"> <li>• Do you currently use curriculum mapping or tracking software? Would this be useful in providing opportunity to learn?</li> <li>• Have the graduation standards been embedded in specific courses? Have clear learning progressions been identified that need to be tracked on the way to proficiency of the standards?</li> <li>• How will student enrollment in specific courses be directly tied to the graduation standards for each student?</li> <li>• Will each student have a personal learning plan to reach the standards? Who will develop that? Who will need access to that?</li> <li>• Do teachers need common access to instructional resources directly linked to the chosen standards (including the Guiding Principles)?</li> <li>• How will intervention processes work for individual students? Which graduation standards (or the essential required components of them) will be targeted for intervention? How will the effectiveness of individual student interventions be monitored and documented?</li> <li>• What student learning data about the graduation standards will be used to develop the year-by-year high school course of study?</li> </ul>

**Tracking and Reporting Management Implications**

Component	Focus Questions and Considerations
<p><b>5. Provide equitable opportunity to demonstrate proficiency.</b></p>	<p><b>Proficiency – An evidence-based determination of mastery of specific standards and/or targets.</b></p> <p><b>Collecting evidence:</b></p> <ul style="list-style-type: none"> <li>• What necessary evidence of proficiency will be collected for each student for each graduation standard, including the Guiding Principles? In what forms and formats?</li> <li>• How will that evidence be collected? Who needs to be able to upload? Who will be able to access specific pieces of evidence?</li> <li>• Will common assessments be used across courses and content? Who needs access to those assessments? Will SBAC and other external assessment data be included in determining proficiency? How will data/evidence from all sources be managed?</li> <li>• Will teachers and students use common scoring guides? How will those be stored and accessed?</li> <li>• How will evidence be connected to individual students?</li> <li>• How will students' individual progress over time be tracked?</li> <li>• How will evidence of student proficiency be connected to the teacher evaluation system?</li> </ul> <p><b>Grading, credit, transcripts, honors:</b></p> <ul style="list-style-type: none"> <li>• Will you connect earning credits to standards proficiency? Will course grades include separate scores for standards?</li> <li>• How will transcripts look?</li> <li>• How will proficiency of standards be tied to honor parts and class standing?</li> </ul>
<b>Tracking and Reporting Management Implications</b>	

Short-term needs – What we know based on what we know right now.	Longer-term needs – What we think we'll eventually need.

**Selection criteria:**