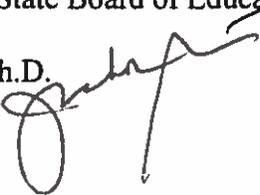




Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Jack R. Smith, Ph.D. 
DATE: March 21, 2016
SUBJECT: Bridge Plan for Academic Validation

PURPOSE:

The purpose of this agenda item is to provide the State Board with information regarding an update to the Bridge Plan for Academic Validation as referenced in COMAR 13A.03.02.06 (Attachment 1).

BACKGROUND/HISTORICAL PERSPECTIVE:

The Bridge Plan for Academic Validation was approved and adopted by the State Board of Education in 2007. The Bridge Plan for Academic Validation employs project-based learning to ensure that all students have a fair opportunity to demonstrate their knowledge and skills as related to the state standards if traditional testing instruments are not effective measures for them. It has particular implications for students with disabilities, students with 504 Plans, English Learners, and students who experience test anxiety or who do not perform well on a traditional test. The current Bridge Plans for English 10 and Algebra I/Data Analysis are aligned to the former Maryland High School Standards/Core Learning Goals, as well as the former HSAs for English 10 and Algebra I/Data Analysis.

With the adoption of the Maryland College and Career-Ready Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC), the Bridge Plans for Academic Validation in these two content areas have been revised to align with these more rigorous standards and state assessments. Each of the revised projects integrate multiple standards across a given content area, which mirrors the way the Maryland College and Career-Ready standards are taught. In this way, a student will only need to complete one project instead of up to seven (7) individual skills-based projects require in the current Bridge Plans. Students who achieve a lower score (TBD) on PARCC will have additional scaffolding and skill-building activities added to the project. In addition, districts will have the option to use the projects as part of remedial courses and/or transition courses. The revised projects are scheduled to be piloted in Spring 2016.

EXECUTIVE SUMMARY:

The Bridge Plan for Academic Validation for English 10 and Algebra I have been revised to align with the Maryland College and Career-Ready Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC). The revised projects will be piloted in Spring 2016.

Members of the State Board of Education
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ACTION:

No action from the Board is needed at this time.

.06 Maryland High School Assessments.

A. A student shall take the requisite Maryland High School Assessment during its next regular administration if the student received credit for taking, by the methods identified in Regulations .03 and .04 of this chapter, any of the following courses aligned with the Maryland High School Assessment:

- (1) Algebra;
- (2) Biology;
- (3) English; or
- (4) Government.

B. To be awarded the Maryland High School Diploma, all students, including elementary and middle school students who take high school level courses, shall take the Maryland High School Assessment for algebra, biology, English, and government after the student completes the required course.

C. Each local school system shall provide appropriate assistance to strengthen areas of weaknesses for students who have not achieved satisfactory scores on the Maryland High School Assessments.

D. Each student who fails a Maryland High School Assessment shall be provided at least one opportunity to retake the appropriate assessment in accordance with the testing schedule issued by the Department.

E. Bridge Plan for Academic Validation.

(1) Eligibility Criteria. Except for the students identified in §G of this regulation, a student shall participate in the Bridge Plan for Academic Validation if the student has:

- (a) Failed one or more Maryland High School Assessments at least twice;
- (b) Received a passing grade and earned credit in the course or courses related to the assessment or assessments;
- (c) Demonstrated overall satisfactory attendance in the most recent school year completed; and
- (d) Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and
- (e) Participated successfully in appropriate assistance as defined in §C of this regulation after having failed one or more of the Maryland High School Assessments.

(2) The Bridge Plan for Academic Validation shall consist of:

- (a) Specific modules developed by the Department in each of the Maryland High School Assessments content areas;
- (b) The assignment by the local school system of one or more modules for completion by each student meeting the eligibility criteria;
- (c) Scoring by the local review panels of the completed modules according to State-developed, Statewide scoring protocols;

(d) A recommendation from the local review panels to the local superintendent as to the outcome of the scoring of each student's module or modules;

(e) Acceptance or rejection by the local superintendent of the local review panel's recommendations; and

(f) An opportunity for the student to appeal the local superintendent's decision to the State Superintendent of Schools.

F. Reporting Student Performance.

(1) A school system shall state on the student's performance record card only that the student has or has not met all assessment requirements and shall not describe the option used to meet the requirement.

(2) For the purpose of this section, "met all assessment requirements" means achieving a passing score on all Maryland High School Assessments, or meeting the requirements of the combined score option, or successfully completing a Bridge Plan in those assessment areas that the student did not pass or, for students identified in §G of this regulation, taking the assessments aligned with the HSA or PARCC Algebra I and/or English 10.

G. Prior to the 2016—2017 school year, if a student has taken an HSA-aligned or PARCC-aligned Algebra I and/or English 10 course and has passed the course(s) but failed the assessment aligned with the course(s) that student is exempt from completing a Bridge Plan for Academic Validation.

Bridge Plan for Academic Validation Update

March 21, 2016

Dr. Henry Johnson, Interim Deputy State Superintendent

Cecilia Roe, Director of Instructional Assessment & Professional Learning

Agenda

- History and Purpose
- Current Structure
- Focus Group and Revision Process
- Revised Structure
- Pilot
- Next Steps

History and Purpose of Bridge Plan for Academic Validation

- ❑ Approved and adopted by State Board 2007
- ❑ COMAR 13A.03.02.06
- ❑ Project-Based Learning
- ❑ Applies to the four(4) HSA content areas: English 10, Algebra I/Data Analysis, Government, and Biology
- ❑ Ensures that all students have the opportunity to demonstrate knowledge and skills of state standards

Current Structure of Bridge

- Student must pass the HSA-related course, but fail the HSA twice
- Student completes projects based upon highest HSA score
- Maximum number of projects completed is seven (7) per each of the four (4) content areas.

Current Structure of Bridge

Bridge Plan Project Assignment Chart

No. of Projects to be Assigned	Algebra (passing = 412)	English (passing = 396)	Biology (passing = 400)	Government (passing = 394)
One	390-411	374-395	378-399	372-393
Two	368-389	352-373	356-377	350-371
Three	346-367	330-351	334-355	328-349
Four	324-345	308-329	312-333	306-327
Five	302-323	286-307	290-311	284-305
Six	280-301	264-285	268-289	262-283
Seven	Below 280	Below 264	Below 268	Below 262

High School Graduation Rates

Graduating Class of...	Total Count	Passed All Content Areas		Combined Score		Bridge Completers	
		Count	Percent	Count	Percent	Count	Percent
2010	58290	42437	72.80%	10429	17.90%	5012	8.60%
2011	58429	42938	73.50%	9360	16.00%	5350	9.20%
2012	58763	45019	76.60%	7930	13.50%	5669	9.60%
2013	58706	45508	77.50%	7264	12.40%	5831	9.90%
2014	58416	46142	79.00%	5860	10.00%	6343	10.90%
2015	57557	44624	77.50%	6321	11.00%	6470	11.20%

Revisions to Bridge A Dual/Simultaneous Process

- Revision to the Bridge Process/Protocols
- Revision to the Student Bridge Projects in each content area

Revisions to Bridge Process

- Focus Groups 2014-2016
 - All 24 LEAs and all 4 Content Areas Represented
 - Curriculum offices, Local Accountability Coordinators, Bridge Coordinators, Classroom Teachers, Special Education, English Learners
- Discussion and Input from district Assistant Superintendents of Instruction and Local Accountability Coordinators

Focus Group Recommendations to PROCESS

- Revise the protocol requiring an increased number of projects based upon the student's assessment score
- Reduce the number of projects required
- Take advantage of learning component
- Keep/increase LEA flexibility

Focus Group Recommendations to Student PROJECTS

- Revise the protocol requiring an increased number of projects based upon the student's assessment score
- Reduce the number of projects required
- Take advantage of learning component
- Revise scoring: simplify, streamline, and make consistent and objective

Districts Involved in Writing Revised Projects

Allegany (Algebra)

Anne Arundel (Algebra)

Baltimore City (Algebra)

Baltimore County (Algebra, English)

Calvert (Algebra)

Caroline (Algebra, English)

Carroll (Algebra)

Cecil (Algebra)

Charles (Algebra, English)

Frederick (Algebra, English)

Howard (Algebra, English)

Kent (English)

Montgomery (Algebra, English)

Queen Anne's (Algebra, English)

St. Mary's (Algebra, English)

Washington (Algebra, English)

Wicomico (Algebra, English)

Worcester (Algebra, English)

Revised Structure: *Reduce Number of Projects*

- Multiple Standards Integrated within One Project
 - mirrors actual instruction
 - aligns with intent of the Maryland College & Career-Ready Standards
- Two Project Levels
 - Project A and Project B
 - Project B contains additional scaffolding and skills-based activities

Revised Structure: *Take Advantage of the Learning Component/Increase Flexibility*

- Students may begin a project as soon as deemed appropriate
- Projects may be part of a remedial course or transition course

Pilots

- Spring 2016 Pilot for PARCC English 10 and PARCC Algebra I
- Projected 2016-2017 Pilot for Government and Maryland Integrated Science (MISA)

Districts Involved in Pilot

Baltimore City (Algebra)
Baltimore County (Algebra, English)
Caroline County (English)
Cecil County (English)
Charles County (English)
Harford County (Algebra)
Kent County (English)
Prince George's County (Algebra, English)
Queen Anne's County (English)
St. Mary's County (English)
Washington County (Algebra, English)
Worcester County (Algebra)

