**TO:**        Members of the State Board of Education

**FROM:**    Karen B. Salmon, Ph.D.

**DATE:**     October 24, 2017

**SUBJECT:**  Assessment Graduation Requirements for Public High Schools in Maryland

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## PURPOSE:

To review the assessment graduation requirements including: the methodology for introducing those requirements and a recommendation for the passing score. Additionally, the purpose is to review the Bridge Plan for Academic Validation program.

## BACKGROUND/HISTORICAL PERSPECTIVE:

During the September 19th State Board of Education meeting, the Board requested information regarding the state assessment program as it relates to the graduation requirements. Additionally, the Board asked the department to investigate the possible inclusion of a cohort model to implement this requirement. They also requested a review of the Bridge Plan for Academic Validation.

## SUMMARY:

MSDE has researched how performance on the 2016 administration of the Algebra I and English 10 tests compare to the retired Maryland High School (HSA) Algebra I and English 10 tests. MSDE has also reviewed the 2017 administration of the English 10 and Algebra I to study the impact of various scale scores on the passing rates of students. As a result of the research, MSDE recommends setting the passing scores for both English/Language Arts (ELA) 10 and Algebra I to 725. This is due in part because the rigor of the 725 was determined to exceed what was required on the past HSA program and is within an acceptable range of the SAT.

In addition to researching the passing score, MSDE also researched what methodology is most appropriate for implementing the requirements. It was determined that the cohort model is most beneficial and that any new requirements should begin with current 6th grade class or graduating class of 2023-24. This class is the first class to be exposed to the new standards in their entirety.

## ACTION:

Request the Board consider the following recommendation:
- The 725 passing score is required for all graduating classes prior to the class of 2023-24 with the understanding that the assessment data will be monitored annually for possible adjustments to the passing score.
- In order for students to have been exposed to the entire curriculum, if a passing score increase is desired, it will be implemented using a cohort approach starting with the class of 2023-24.

# Assessment Graduation Requirements for Public High Schools in Maryland

## State Board Meeting

## October 24, 2017



STATE BOARD MEETING

# Presentation Topics

- Cohort approach for addressing the introduction of new assessment requirements

- MSDE recommendation for passing scale score for English 10 and Algebra I

- Bridge Plan for Academic Validation program

# Implementation Timeline of the MD CCR Standards

## Percolation of the Maryland College and Career Ready Standards and the Validity of PARCC Assessments
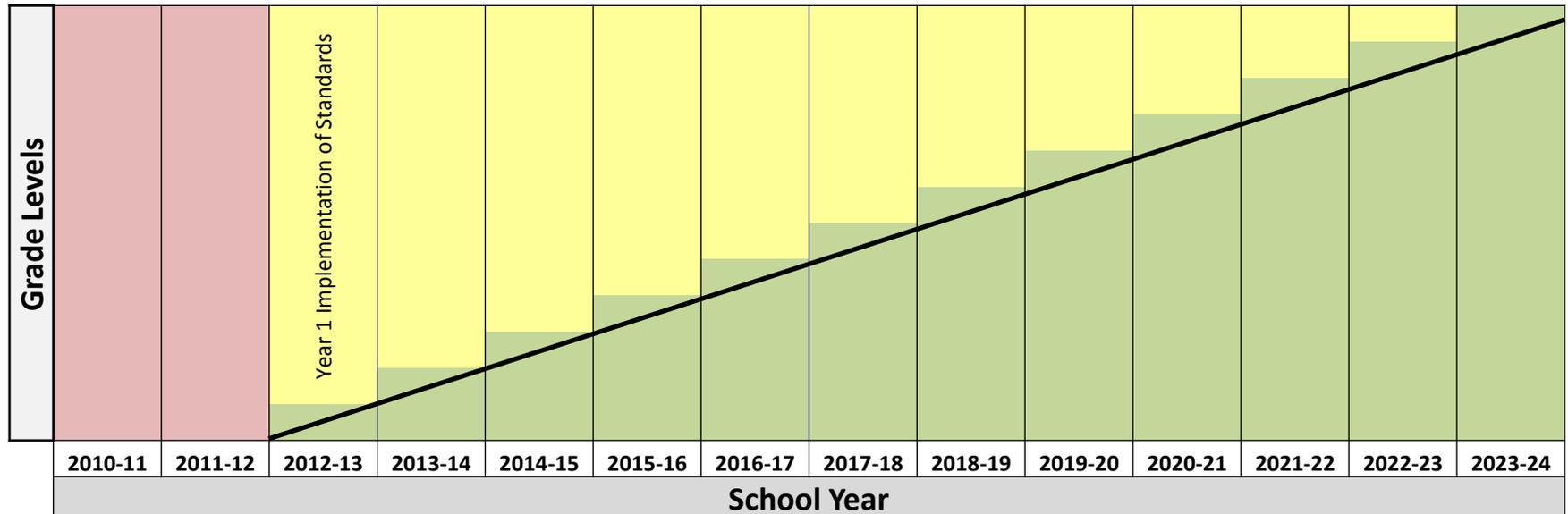


Legend:
- Students have not been exposed to the new standards
- Students have partial exposure to the standards
- Students have full exposure to the standards
- —— Capacity to measure validity

*Slide presented by Dr. Ray Lorian – Towson University*

# Implementation Timeline of the MD CCR Standards

## Timeline of Students' Exposure to MD CCRS Relative to PARCC Testing

| | School Years | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 219-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Grade Levels | Pk-4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | |
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | |
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | |
| | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | |
| | 8 | 9 | 10 | 11 | 12 | | PARCC 725 for Grades 3-10 | | | | | | | |
| | 9 | 10 | 11 | 12 | | | | | | | | | | |
| | 10 | 11 | 12 | | | | | | | | | | | |
| | 11 | 12 | MCCRS | PARCC | | | | | | | | | | |
| | 12 | | YR-1 | Piolet | | | | | | | | | | |
| | Adotion | | Implemen | | | | | | | | | | | |

# Implementing Cohort Methodology

| 2017-2018 Grade Level | School Years | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| 3 | 750* | 750* | 750* | 750* | 750* | 750* | 750* |
| 4 | 750* | 750* | 750* | 750* | 750* | 750* | 750* |
| 5 | 750* | 750* | 750* | 750* | 750* | 750* | 750* |
| 6 | 750* | 750* | 750* | 750* | 750* | 750* | 750* |
| 7 | 725 | 750* | 750* | 750* | 750* | 750* | 750* |
| 8 | 725 | 725 | 750* | 750* | 750* | 750* | 750* |
| 9 | 725 | 725 | 725 | 750* | 750* | 750* | 750* |
| 10 | 725 | 725 | 725 | 725 | 750* | 750* | 750* |
| 11 | 725 | 725 | 725 | 725 | 725 | 750* | 750* |
| 12 | NR | 725 | 725 | 725 | 725 | 725 | 750* |

**750***

**725**

NR - Not required

* - Scale Score 750 is used here for visual presentation only.  Actual score is TBD

# Counts of Students by Grade Achieving 725 or Higher

| Algebra I - State | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Gd 5 | Gd 6 | Gd 7 | Gd 8 | Gd 9 | Gd 10 | Gd 11 | Gd 12 | Totals |
| Count of Tests | 1 | 111 | 6,498 | 12,156 | 36,286 | 4,660 | 1,519 | 794 | 62,025 |
| Count >=725 | 1 | 111 | 6,199 | 9,895 | 17,417 | 1,426 | 413 | 178 | 35,640 |
| % >=725 | 100% | 100% | 95% | 81% | 48% | 31% | 27% | 22% | |
| | | | | | | | | | |
| Running % | 0% | 0% | 10% | 26% | 54% | 57% | 57% | 57% | |

# Counts of Students by Grade Achieving 750 or Higher

| Algebra I - State | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Gd 5 | Gd 6 | Gd 7 | Gd 8 | Gd 9 | Gd 10 | Gd 11 | Gd 12 | Totals |
| Count of Tests | 1 | 111 | 6,498 | 12,156 | 36,286 | 4,660 | 1,519 | 794 | 62,025 |
| Count >=750 | 1 | 111 | 5,393 | 6,978 | 7,584 | 466 | 149 | 77 | 20,759 |
| % >=750 | 100% | 100% | 83% | 57% | 21% | 10% | 10% | 10% | |
| | | | | | | | | | |
| Running % | 0% | 0% | 9% | 20% | 32% | 33% | 33% | 33% | |

# Passing rates by Test Attempts

| Test Subject | n Students | n Tests Taken | Passing Attempts | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1st Attempt | | 2nd Attempt | | 3rd Attempt | | Greater than 3 Attempts | |
| Algebra I | 56,053 | 103,468 | 38,506 | 69% | 5,439 | 78% | 1388 | 81% | 1,404 | 83% |
| English 10 | 57,811 | 89,066 | 43,595 | 75% | 2,974 | 81% | 697 | 82% | 520 | 83% |
| Biology | 57,155 | 82,579 | 45,896 | 80% | 1,817 | 83% | 443 | 84% | 458 | 85% |
| Government | 27,850 | 29,369 | 21,997 | 79% | 236 | 80% | 18 | 80% | 7 | 80% |

Data is based on the 12th grade class in 2014

When considering the potential impact of retesting…
Algebra I     725:  57% + 14% = **71%**          750: 33% + 14% = **47%**

# Recommendation

- The 725 passing score is required for all graduating classes prior to the class of 2023-24*.

- Assessment data will be monitored annually for possible adjustments to the passing score.

- In order for students to have been exposed to the entire curriculum, if a passing score increase is desired, it will be implemented using a cohort approach starting with the class of 2023-24.

# Bridge Plan for Academic Validation

# Bridge Plan for Academic Validation
## Introduction

- Ensures all students have an opportunity to demonstrate their knowledge and skills.

- Effective for students with disabilities or 504 plans, ELL students, and students with assessment anxiety or who do not perform well on traditional assessments.

- Provides alternative pathway to graduation.

- Designed as project-based learning and reflects instructional best practices.

- Integrates the State standards in each project and provides practice and instruction to meet those standards.

# Bridge Development and Revision

- Stakeholder Committees have regularly met 2013-2016
  - All 24 LEAs and all 4 content areas represented
  - Curriculum offices, LACs, Bridge Coordinators, Classroom Teachers, Special Education, English Learners represented

- Discussion and Input from district
  - Assistant Superintendents of Instruction
  - Bridge Coordinators and Supervisors of assessed content areas

# Student Eligibility

- Students may begin Bridge after one failure of the corresponding subject-area assessment (PARCC or HSA) and completion of the original course content.

- Students may not submit scores for Bridge projects to be used toward graduation until failing the corresponding assessment two or more times.

- Roughly 97% of Bridge projects are completed during the students' 12th grade year.

# Academic Validation and Review

- The Bridge Manual outlines the Academic Validation and Review Protocols for scoring Bridge Projects.

- Specific guidelines are provided to LEAs on the selection, composition, responsibilities, and training of educators who are designated as scorers of Bridge Projects.

- The manual also includes the Code of Ethics and Security Regulations requiring students, parents, project monitors, and school test coordinators to sign the Student Planner and Agreement Form attesting to security and validity of student projects.

- Students and Project Monitors sign Project Submission Form, attesting that all work is that of the student.

# Scoring Process

- All student projects are scored by two separate reviewers.

- Scorers must be certified in the content of the assessment.

- Discrepancy in scores between viewers results in a third scorer.

- Scoring of projects of students who are special education or English learners must be reviewed by a special education or EL certified educator.

# Annual Audit

- LEAs are required to submit random samples of completed, scored projects to MSDE.

- MSDE high school content specialists review the projects according to a rubric.

- Feedback is provided to the districts.

- With the introduction of the revised projects in SY17-18, MSDE will conduct site visits to LEAs to gain feedback on the revisions as well as to monitor test security and scoring.

# Other States Having Assessment Requirements

- According to a piece of research published by Achieve in October of 2016, 23 states have an assessment component as part of their high school graduation requirements.

- Of the 23, ALL have some form of alternative pathway including waivers, portfolios, appeals, additional course work, alternate assessments, use of the GED, to name a few.

# Other States' Alternative Methods

| State | Program |
|---|---|
| Ohio | Point System (like combined score in MD) |
| New Jersey | Educational Proficiency Plans (Portfolios) |
| Massachusetts | Educational Proficiency Plans (Portfolios) |
| New York | Regents Program - Differentiated diplomas/credentials |
| Louisiana | Must pass 3 of 6 required tests |
| Minnesota | No graduation assessment requirement |
| Nebraska | No graduation assessment requirement |
| Michigan | No graduation assessment requirement |
| Hawaii | No graduation assessment requirement |
| Tennessee | No graduation assessment requirement; score counted in course grade |
| Mississippi | No graduation assessment requirement |

# Breakdown of the Class of 2015
## Overall State

| | Results | Graduates | | | | | Non-Graduates | | | | Total Enrollment |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passed All | Combined Score | Bridge | Waiver | Total | S.E.Cert. | Not Met H S A | Not Met Other | Total | |
| All Public Schools | Students | 44,606 | 6,313 | 6,468 | 78 | 57,465 | 694 | 60 | 3,202 | 3,966 | **61,431** |
| | Percent | 77.6% | 11.0% | 11.3% | 0.1% | **93.5%** | 17.5% | 1.5% | 80.7% | **6.5%** | **100%** |

Note:  Total Graduates includes promotions only and excludes students that are not required to take the test for graduation.

# Breakdown of the Class of 2015
## Overall State by Race/Ethnicity

| Race/Ethnicity | Results | Graduates | | | | | Non-Graduates | | | | Total Enrollment |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passed All | Combined Score | Bridge | Waiver | Total | S.E.Cert. | Not Met H S A | Not Met Other | Total | |
| Black Afr.Am | Students | 12,322 | 3,158 | 4,380 | 33 | 19,893 | 321 | 40 | 1,636 | 1,997 | 21,890 |
| | Percent | 61.9% | 15.9% | 22.0% | 0.2% | 90.9% | 16.1% | 2.0% | 81.9% | 9.1% | 100% |
| Hisp. Latino | Students | 4,141 | 951 | 912 | 29 | 6,033 | 69 | 7 | 472 | 548 | 6,581 |
| | Percent | 68.6% | 15.8% | 15.1% | 0.5% | 91.7% | 12.6% | 1.3% | 86.1% | 8.3% | 100% |
| White | Students | 22,909 | 1,783 | 908 | 7 | 25,607 | 277 | 10 | 909 | 1,196 | 26,803 |
| | Percent | 89.46% | 6.96% | 3.55% | 0.03% | 95.5% | 23.2% | 0.8% | 76.0% | 4.5% | 100% |

Note:  Total Graduates includes promotions only and excludes students that are not required to take the test for graduation.

# Breakdown of the Class of 2015
## Overall State by Service Group

| Student Group | Results | Graduates | | | | | Non-Graduates | | | | Total Enrollment |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Passed All | Combined Score | Bridge | Waiver | Total | S.E.Cert. | Not Met H S A | Not Met Other | Total | |
| SE | Students | 1,436 | 890 | 2,029 | 27 | 4,382 | 692 | 11 | 1,378 | 2,081 | 6,463 |
| | Percent | 32.8% | 20.3% | 46.3% | 0.6% | 67.8% | 33.3% | 0.5% | 66.2% | 32.2% | 100% |
| FaRMs | Students | 11,514 | 3,092 | 4,004 | 48 | 18,658 | 330 | 26 | 1,859 | 2,215 | 20,873 |
| | Percent | 61.7% | 16.6% | 21.5% | 0.3% | 89.4% | 14.9% | 1.2% | 83.9% | 10.6% | 100% |
| ELL | Students | 109 | 120 | 493 | 25 | 747 | 4 | 4 | 108 | 116 | 863 |
| | Percent | 14.6% | 16.1% | 66.0% | 3.3% | 86.6% | 3.4% | 3.4% | 93.1% | 13.4% | 100% |

Note:  Total Graduates includes promotions only and excludes students that are not required to take the test for graduation.