

# Comprehensive Plan for the Redesign of Maryland's High School Completion Policy

A draft proposal presented  
to the Maryland State  
Board of Education in  
February 2004

# When do students take the HSA?

- **There are High School Assessments for English 1, algebra/data analysis, biology, and government.**
- **Students take the assessments after they complete the courses, including middle-school students taking high-school-level courses.**
- **Tests are offered in January and May of each school year. (Most students take the tests in May. Students would take a test in January if they are in a school with a 4-period day and completed the course in the first semester, or if they are retaking an assessment.)**

# What happens if a student does not pass a test?

## 1. Identify Student Needs

Formative assessment data, HSA subscores, and an analysis of the student's classwork will help the teacher design an individual assistance plan.

## 2. Provide Appropriate Assistance

- Teacher-designed activities
- School and/or school system programs (e.g., tutoring, summer school)
- On-line courses and instructional resources from MSDE's Maryland On-Line Learning Community (An algebra/data analysis course will be available in fall 2004. All HSA courses will be available by fall 2005.)

## 3. Student retakes the test (January, May, or summer)

# Timeline

- **Dec. 2003** Presented preliminary plan to open the discussion.
- **Jan. 2004** Solicited stakeholder feedback; reviewed the feedback and revised the plan.
- **Feb. 2004** State Board voted to publish the proposed regulatory changes. (Changes were based on the revised plan.)

## Timeline (cont.)

- **April 16, 2004**      *Maryland Register* issue date
- **April 25-May 25**      30-day open comment period
- **May 25-26**              Hearing
- **June 16-17**              State Board to vote on whether to enact the regulatory changes

# When will the requirement begin?

- The current proposal would begin with the graduating class of 2009 (entering freshmen in 2005).

# Are alternate measures of achievement being considered?

- **Dr. Grasmick plans to convene a task force on comparable methods of measuring student achievement in English 1, algebra/data analysis, government, and biology.**
- **The task force will include broad stakeholder representation. National experts and authorities from other state agencies will be consulted.**
- **The task force would begin work by September 2004 and issue a report by September 2007.**

# Summary

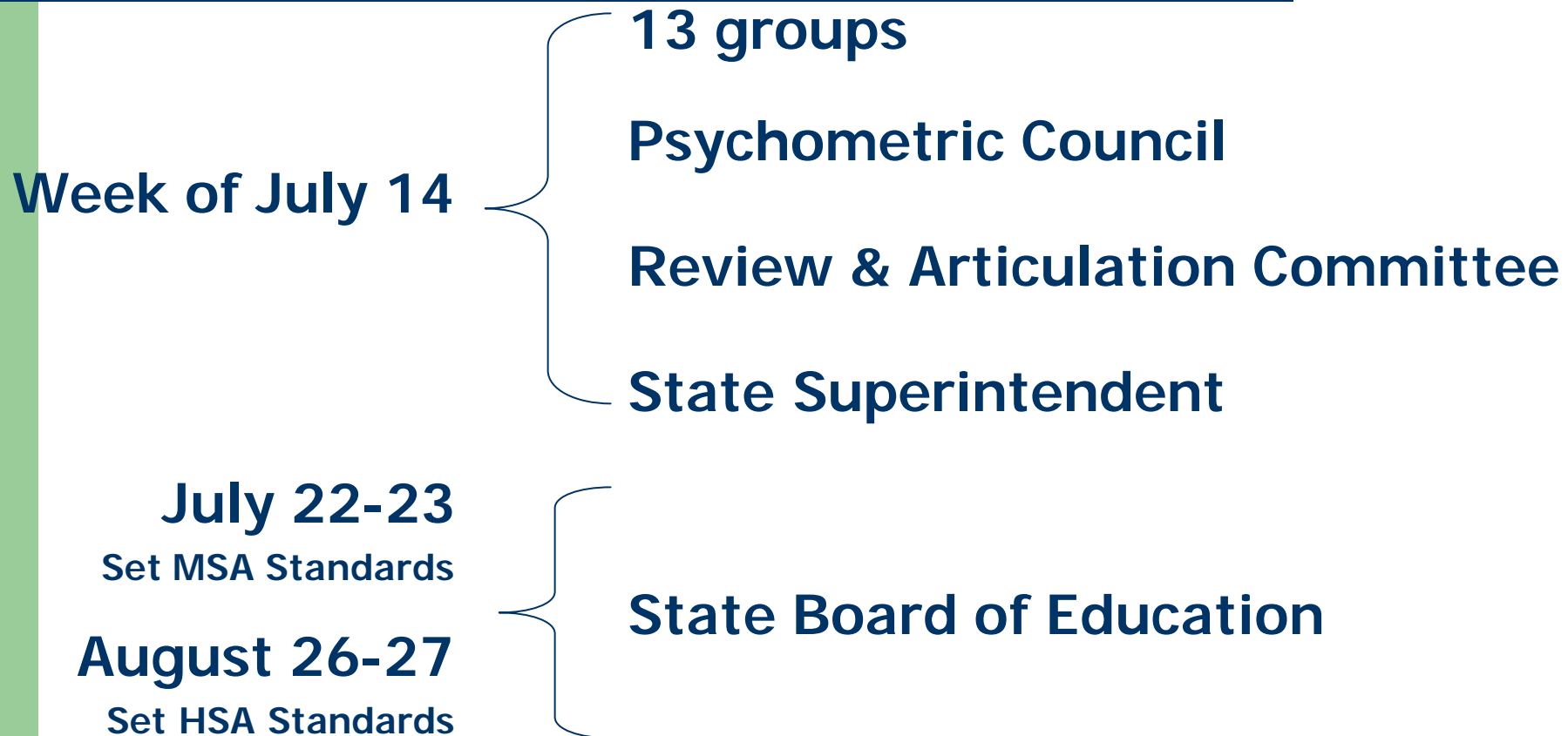
- **10 years of planning, support**
- **7 years of outreach activities, including advisory committees with broad stakeholder representation**
- **Proposed multiple diploma routes to meet student needs**
- **Comprehensive intervention/assistance plan**



# Summary

- 19 states had mandatory exit exams in 2003.
- By 2009, it is anticipated that 30 states will have mandatory exit exams.
- In Maryland, from HSA origination in 1993 to graduating class of 2009 = 16 years

# Standard-Setting Work Flow



# 13 Standard-Setting Groups

- MSA Reading (4 groups)  
Grades 3,5,8,10
- MSA Math (4 groups)  
Grades 3,5,8 math  
Geometry (formerly known as a High School Assessment)
- High School Assessments (4 groups)  
English 1, algebra/data analysis,  
government, biology
- IMAP (1 group)

# Standard-Setting Overview

- Week of July 14, 2003
- Participants required to have content, grade-level expertise
- Included teachers, principals, LEA staff, stakeholder groups, policymakers
- Superintendents were invited to observe

# Standard-Setting Process

- For each test, 20-25 participants
- Several decision-making rounds

# Round 1

- Broke into small groups to encourage independent decision-making.
- Took the test.
- Read, discussed ordered-item booklets.
- Familiarized themselves with the scale.
- Individuals voted (privately) for a cut score.
- Discussed votes in small groups.

## Round 2

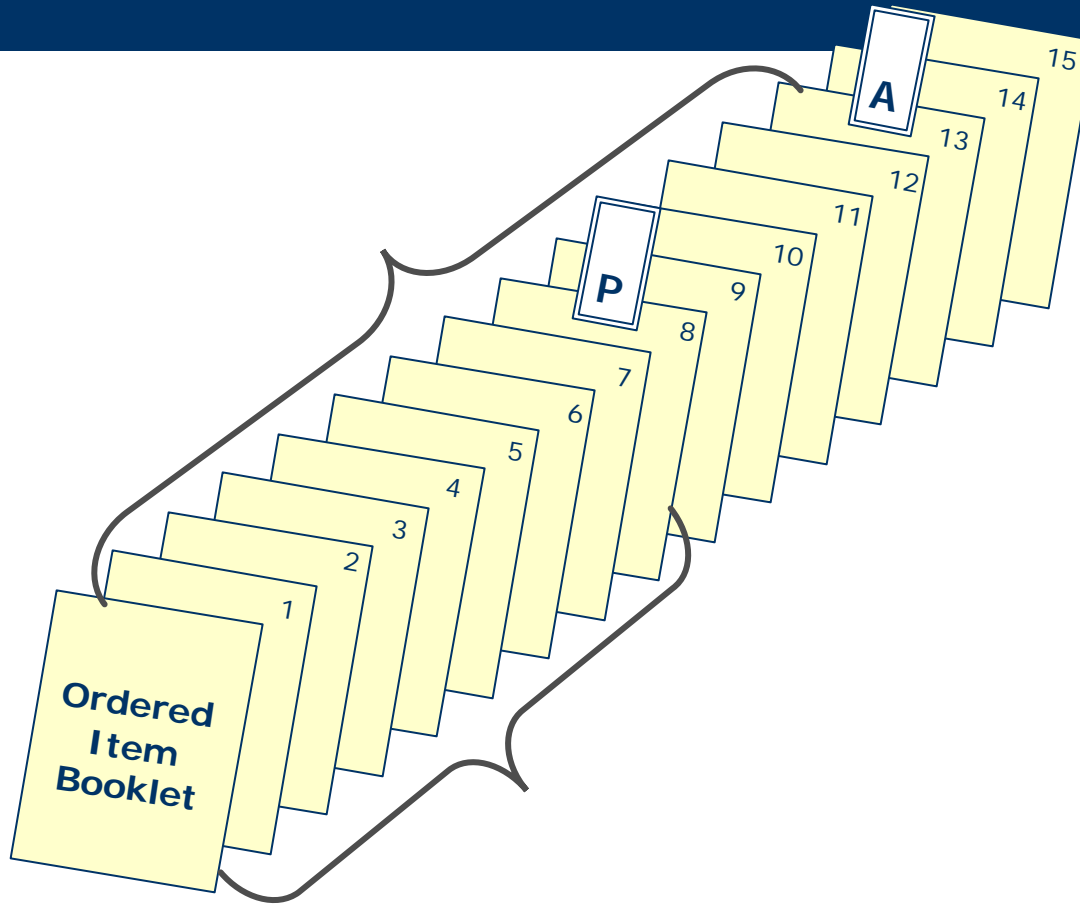
- Individuals voted (privately) for a cut score.
- Discussed votes in small groups.
- Examined, discussed impact data.

## Round 3

- Small groups converged.
- Individuals voted (privately) for a cut score.
- Discussion
- Individuals voted (privately) for a cut score.
- The median cut score was the committee's recommendation.



# The Bookmark Standard-Setting Procedure



# Standard-Setting Process

## Individual Analysis

Content every student should know

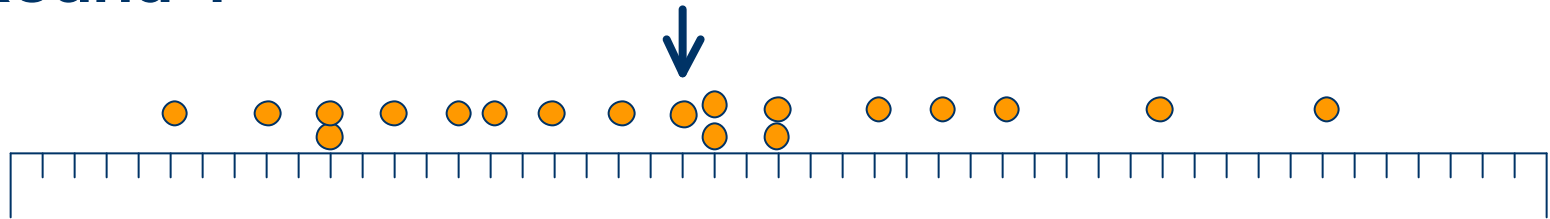


Items most students  
get correct

Items fewer students  
get correct

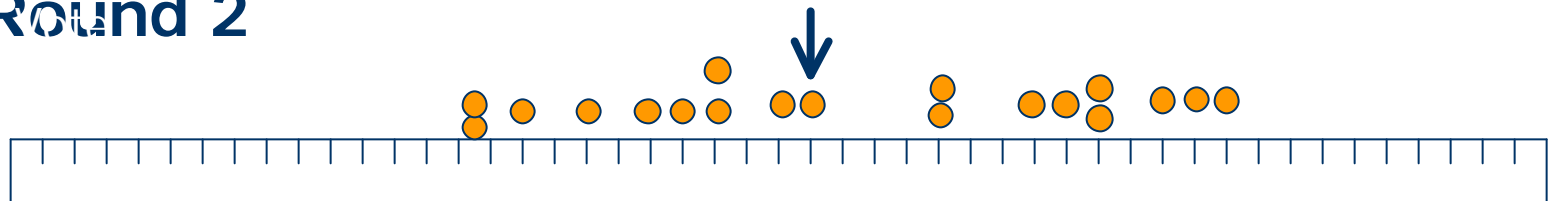
# Standard-Setting Process

## Round 1



Discuss data and distribution.

## Round 2

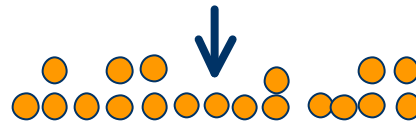


View impact data; Discuss.

# Standard-Setting Process

## Round 3

Small groups join; Vote.



Median cut score is committee's recommendation.

# Psychometric Council

- Reviewed work of all groups
- Ensured quality controls were followed
- Ensured standard-setting process technically sound
- Did not make judgments on whether standard was “good” or “bad”
- Forwarded comments, recommendations to Review & Articulation committee

# Review & Articulation Committee

- Reviewed work of all groups, Psychometric Council
- Ensured rigor equivalent among grades and subjects
- Reviewed articulation among grades and subjects
- Forwarded recommendations to the State Superintendent

# State Superintendent of Schools

- Reviewed work of all groups, Psychometric Council, Review & Articulation Committee
- Made recommendation to the State Board of Education

# State Board of Education

## Standards Set in August 2003

<u>Subject</u>	<u>Passing Score</u>	<u>% passing (2003)</u>
Algebra/Data Analysis	412	53.2
English 1	407	39.8
Government	394	60.2
Biology	400	54.3



# State Board of Education

## Decision Timeline

December 2003	Reviewed initial proposal
February 2004	Reviewed revised proposal
<b>May 2004</b>	<b>Hearing</b>
<b>June 2004</b>	<b>Vote</b>