

Planning, Transition, and Implementation Summary

A summary of selected Department efforts in Testing and Standards; State Assistance Through Curriculum, Instruction, Professional Development, and Technical Assistance; and Outreach



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Introduction

In 1990, the State Board approved development of the Maryland School Performance Program and adopted the Maryland Learning Outcomes as the basis for state assessment and as a guide to local school system curriculum. Thus began Maryland's focus on aligning curriculum and classroom instruction with state standards and assessments. The state piloted the Maryland School Performance Assessment Program (MSPAP) assessments in 1991, introducing high expectations and accountability to elementary and middle schools across the state. Although Maryland high school students were required to pass the Maryland Functional Tests at this time, the Functional Tests did not have the same level of rigor as MSPAP. To better prepare Maryland graduates for the world of work and/or continued education, the state began work to increase expectations at the high school level.

In 1992, the State Board adopted new high school graduation requirements that included more stringent math and science content and required students to fulfill a service-learning requirement. Next, the state began work on the Maryland High School Assessments (HSA), a series of end-of-course tests for high school students that would challenge students to perform at a high level in the core subjects of English, math, science, and social studies. An HSA Task Force, Steering Team, Coordinating Team, and Content Teams were created in 1993. Their work led to the Core Learning Goals, which served as the basis for the HSA and as a guide to local school system curriculum.

Maryland students have been receiving classroom instruction based on the Core Learning Goals since 1996. The state clarified expectations for student learning in 1998 with the release of the Maryland Content Standards. At the recommendation of the Visionary Panel for Better Schools, Maryland further clarified expectations with the development of the Voluntary State Curriculum. This curriculum, being piloted in schools this school year (2003-2004), ensures a tight alignment between classroom instruction and Maryland's statewide tests—the Maryland School Assessment and the HSA. Also at the recommendation of the Visionary Panel, Maryland revised its elementary and middle school testing program to better prepare students for the HSA. As a result, the state's new K-8 test, the Maryland School Assessment, is similar in structure to the HSA and produces individual test results. With a tightly aligned curriculum and testing program, Maryland has prepared students well for the individual accountability of the HSA.

Additional state support to local school systems and public engagement efforts have been in place since the development of the HSA. **This document summarizes state efforts in Testing and Standards; State Assistance Through Curriculum, Instruction, Professional Development, and Technical Assistance; and Outreach. It is not meant to be an exhaustive history of all efforts, rather it is a selection of significant activities.**

	Testing & Standards	State Assistance Through Curriculum, Instruction, Professional Development, Technical Assistance	Outreach
1993	<p>The State Board adopts accountability standards for the MSPAP and standards and procedures for state intervention to reconstitute schools failing to progress toward standards.</p> <p>The state creates 4 groups to begin work on a state High School Assessment Program.</p> <ol style="list-style-type: none"> 1. HSA Task Force 2. Steering Team 3. Coordinating Team 4. Content Teams 	<p>MSDE supports the implementation of the Southern Regional Education Board (SREB) high school reform initiative in all high schools and technical centers in St. Mary's, Caroline, Queen Anne's, Wicomico and Worcester counties. High schools are awarded High Schools That Work (HSTW) implementation grants to focus on needs identified in school improvement plans concerning professional development, curriculum, or instruction. As part of this reform initiative, these schools participate in the HSTW Assessment, including administration of a National Assessment of Educational Progress (NAEP)-based assessment for 12th graders in reading, mathematics, and science.</p>	<p>Public relations efforts focus on building awareness and support for the Maryland School Performance Program among educators, parents, and the public.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p>
1994	<p>Content teams begin developing the Core Learning Goals.</p>	<p>Local school system staff (central office and teachers) participate in the development of the Core Learning Goals.</p> <p>MSDE supports the expansion of HSTW sites in Maryland to include all high schools in Kent, Talbot, and Dorchester counties as well as five high schools in Baltimore City. MSDE provides funding and direct technical assistance to schools implementing the HSTW initiative including workshops on the interpretation and use of the NAEP-based assessment for 12th grade reading, mathematics and science.</p>	<p>Public relations efforts focus on building awareness and support for the Maryland School Performance Program among educators, parents, and the public.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p>
1995	<p>Development continues on the Core Learning Goals.</p> <p>The State Board receives a plan from the High School Task Force for requiring students to pass 10 end-of-course tests in English, math, science, and social studies as a condition of graduation.</p>	<p>Local school system staff (central office and teachers) participation continues in the development of the Core Learning Goals.</p> <p>MSDE in collaboration with SREB and the National Center for Research in Vocational Education (NCRVE) design a series of workshops on Blended Instruction. These workshops provide training and support to high school academic and technical teachers in developing integrated projects based on state academic standards (Core Learning Goals).</p>	<p>Public relations efforts focus on building awareness and support for the Maryland School Performance Program among educators, parents, and the public.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p>
1996	<p>The State Board approves the Core Learning Goals.</p> <p>The State Board approves the development of the HSA. A contract is awarded to begin work on the design of the HSA.</p>	<p>Core Learning Goals are sent to local school systems. Local school systems align curricula to the Core Learning Goals.</p> <p>On-going support for HSTW sites include professional development on raising expectations for student achievement, using student achievement data in school improvement planning, advancing academic and technical content through integrated instruction, and providing all students a system of extra help and extra time to meet higher standards.</p> <p>MSDE conducts a series of state-wide workshops on the use of Blended Instruction. School-based teams of academic and technical faculty use the Maryland Core Learning Goals to identify learning</p>	<p>The state undertakes a major HSA public engagement effort with support from The College Board and Educational Testing Service (ETS).</p> <ul style="list-style-type: none"> • <u>Town Meetings</u> A series of 8 meetings/regional forums is held soliciting stakeholder input on the HSA program. Targeted groups included parents, PTA, parents of special needs students, community leaders, local boards of education, legislative representatives, educators, MSTA, guidance counselors, school and district administrators, special education teachers, secondary students, higher education, and

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		<p>outcomes while developing student projects. Between 1996 and 2001, more than 2,000 teachers from over 100 high schools attend state-wide or school-based workshops on the use of Blended Instruction.</p> <p>MSDE conducts the first Career Connections High School Improvement Institute for school-based teams implementing school-to-careers strategies. The focus of these three-day institutes is on school improvement planning and one-on-one “coaching” with content experts from across the country. Schools are provided intensive staff development on school and classroom strategies aimed at preparing all students for post high school success in college and careers.</p>	<p>the Maryland Business Roundtable for Education.</p> <ul style="list-style-type: none"> • <u>Constituency Meetings</u> A series of almost 40 smaller meetings is held with specific constituencies to solicit their input on the HSA program. A few examples of these groups are Maryland Assessment Group, Maryland Association of Student Councils, local school system content specialists, and the Maryland K-16 Council. <p>The state creates and distributes public relations materials to raise awareness of the HSA program. These materials include:</p> <ul style="list-style-type: none"> • A Fact Sheet • Overhead transparencies/presentation • A summary of the HSA project • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases <p>The state superintendent meets monthly with superintendents of local school systems.</p>
1997	<p>The report on the High School Assessment design from The College Board/ ETS is presented to the State Board. The report includes recommendations from high school assessment committees and stakeholder groups.</p>	<p>MSDE staff work with local school systems to help teachers and administrators understand the HSA, item writing, and rubrics</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss the HSA with administrators.</p> <p>The state superintendent establishes a High School Assessment Advisory Council. Membership includes representatives from principal groups, MABE, PSSAM, and other educational organizations.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p>
1998	<p>The State Board approves the Maryland Content Standards.</p> <p>The State Board revises the HSA phase-in schedule as follows:</p> <ul style="list-style-type: none"> • first item field tests in 1999-2000 • census field test in 2000-2001 	<p>Local school systems receive the Maryland Content Standards and align them to local curricula.</p> <p>MSDE staff work with local school systems to help teachers and administrators understand the HSA, item writing, rubrics, etc.</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p>

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	<ul style="list-style-type: none"> • testing as a grad. requirement begins January/May 2002 (fall 2001 entering freshmen, graduating class of 2005) <p>The State Board adopts resolution 1998-1, which calls for:</p> <ol style="list-style-type: none"> 1. Comprehensive K-12 program of remediation assistance to be developed and funded by state and non-local sources 2. Major staff development program for teachers to be developed and funded by the state and non-local sources 3. Major state effort to reduce the numbers of provisional teachers and teachers teaching out-of-field. <p>The state superintendent convenes the PreK-12 Academic Intervention Task Force to address resolution 1998-1.</p> <p>The state awards a contract to begin the development of the HSA.</p> <p>Maryland educators begin development of the test items.</p>		<p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>Communication materials created include:</p> <ul style="list-style-type: none"> • Letter to parents of fifth- and sixth-graders • Video (“So you want to graduate?”) released to all schools and stakeholders • Teacher resource packet with handouts for students, parents • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases
1999	<p>Prototype test items are administered to students for the first time. No scores are reported.</p> <p>Maryland educators continue to develop test items, and teams of Maryland educators begin reviewing test items.</p> <p>The State Board adopts “Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner.” This report from the PreK-12 Academic Intervention Task Force outlines a plan for delivering academic intervention, building educator capacity, and improving student readiness.</p>	<p>The State Board adopts “Every Child Achieving.” Local school systems begin designing appropriate assistance programs.</p> <p>MSDE staff work with local school systems to help teachers and administrators understand the HSA, item writing, rubrics, etc. Over 9,000 participants are involved.</p> <p>From 1997-1999, Maryland expands HSTW sites to high schools in Baltimore County and Prince George’s County. In 1999, expansion of the HSTW network includes the addition of Making Middle Grades Work (MMGW) sites. This SREB initiative addresses the needs of middle schools with an emphasis on the successful transition of middle school students into college-preparatory level work in high school. These schools administer a NAEP-based assessment in grade eight in reading, mathematics, and science.</p> <p>The statewide High School Improvement Conference brings together high school improvement teams to focus on elements of</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss the HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>Communication materials include:</p> <ul style="list-style-type: none"> • First issue of <i>High School Improvement Update</i>, a newsletter for principals • Revised video and teacher resource packet • Letter to parents of sixth and seventh-graders • HSA articles in <i>MSDE Bulletin</i> and <i>MD</i>

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		<p>comprehensive school improvement. This conference includes pre-conference planning with more than 75 teams with a focus on increasing student achievement, expanding learning opportunities, transitioning students from middle school, and ensuring post high school success.</p>	<p><i>Classroom</i></p> <ul style="list-style-type: none"> • Regular press releases
<p>2000</p>	<p>The State Board delays tying the HSA to graduation for 2 years to allow time for “Every Child Achieving” implementation and funding. The new phase-in schedule targets 2003 entering freshman (graduating class of 2007) as the first class required to pass the HSA to graduate.</p> <p>A census field test is administered to all students taking HSA courses. No scores are reported.</p> <p>Maryland educators continue to develop and review test items.</p> <p>A sample test form for each subject is released to the public via the School Improvement In Maryland Web site: mdk12.org.</p>	<p>The state releases HSA test forms with scored, annotated student responses for constructed-response items.</p> <p>The state conducts regional workshops for local school systems to address the implementation of the Core Learning Goals for all assessed content areas, item writing, and using rubrics to assess student work.</p> <p>“Administrator Look-Fors” are developed for use by principals as they observe classroom instruction for implementation of the Core Learning Goals.</p> <p>Goals 2000 grants include as a priority the alignment of the Core Learning Goals with local curricula.</p> <p>MSDE staff work with local school systems to help teachers and administrators (approximately 1,000 per month) understand the HSA, item writing, rubrics, etc.</p> <p>Maryland expands HSTW sites to high schools to Montgomery County and expands the network to include the addition of Making Schools Work (MSW) sites in Somerset County. The MSW initiative combines the efforts of high schools and their feeder middle schools. These schools administer the NAEP-based assessment in grades 8-12 in reading, mathematics, science.</p> <p>A second statewide MSDE High School Improvement Conference brings together high school improvement teams to focus on elements of comprehensive school improvement. This conference includes pre-conference planning with more than 75 teams with a focus on increasing student achievement, expanding learning opportunities, transitioning students from middle school, and ensuring post high school success.</p> <p>The state holds an Annual Career Connections High School Improvement Institute (June) for school-based teams implementing school-to-careers strategies.</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss the HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>Communication materials include:</p> <ul style="list-style-type: none"> • HSA section in the <i>Parent Handbook for Better Schools</i> • Letter to parents of seventh- and eighth-graders • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i>. • Regular press releases

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2001	<p>Maryland educators continue in the development and review of test items.</p> <p>Operational administrations of the HSA are held in January and May.</p> <p>The State Board amends COMAR 13A.03.01-.02 to require that all students taking an HSA course take the test.</p> <p>Scores are reported as a percentile rank. Scores are reported on transcripts of entering ninth-graders.</p> <p>A sample test form for each subject is released to the public via the School Improvement In Maryland Web site: mdk12.org.</p>	<p>All superintendents of local school systems certify that all HSA courses include Core Learning Goals.</p> <p>A manual of sample lessons aligned to the Core Learning Goals is created for algebra/data analysis. Instructional resource manuals, which compile existing resources for local schools systems, are created for English, government, and biology.</p> <p>The state launches the Maryland Educational Leadership Initiative.</p> <p>The state holds the High School Principals' Forums, Round I, which focus on observing classroom instruction for the implementation of the Core Learning Goals.</p> <p>The state conducts reading strategy workshops for elementary and middle school principals.</p> <p>The state holds the Summer Principals' Academy I, which emphasizes school culture and building instructional capacity and professional learning communities.</p> <p>MSDE staff work with local school systems to help teachers and administrators (approximately 1,000 per month) understand the HSA, item writing, rubrics, etc.</p> <p>An HSA content specialist provides 42 technical assistance sessions.</p> <p>The state expands HSTW sites to high schools in Anne Arundel County and expands MSW sites in Garrett, Cecil, and St. Mary's Counties. All MSW sites receive additional contracted services and support from SREB. These schools administer the NAEP-based assessment in grades 8-12 in reading, mathematics, science.</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>A letter is sent to principals following the June administration.</p> <p>Communication materials include:</p> <ul style="list-style-type: none"> • HSA section in the <i>Parent Handbook for Better Schools</i> • <i>HSA Update</i> newsletter distributed to all middle and high school principals and teachers • Letter to parents of all students in grades 6-12 • Fact Sheet to all parents and teachers • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases
2002	<p>Maryland educators continue developing and reviewing test items.</p> <p>Operational administrations of the HSA are held in January and May.</p> <p>Scores are reported as a percentile rank; scores are reported on the transcripts of entering freshman and sophomores.</p> <p>A sample test form for each subject is released to the public via the School Improvement In Maryland Web site: mdk12.org.</p>	<p>The State begins work on the Voluntary State Curriculum in grades preK-8 and grade 10 reading.</p> <p>Local school systems emphasize the examination of student work in making instructional decisions.</p> <p>The School Improvement In Maryland Web site (mdk12.org) introduces several HSA instructional resources:</p> <ul style="list-style-type: none"> • Mini-assessments that students can take on-line • An on-line "scoring tutor" that walks teachers through the process of scoring constructed responses using the state rubrics and anchor papers • A link from each test item to the Core Learning Goal indicator it measures 	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p> <p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>The state superintendent convenes the K-12 Assessment Advisory Committee. Membership</p>

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	<p>The state's principal counsel issues an advice memo stating that beginning with the 2001-2002 school year:</p> <ul style="list-style-type: none"> • All core courses for which credit is given must be aligned with the Core Learning Goals. • To receive credit for science, 1 of the 3 science credits must be in biology; to receive credit in math, 1 of the 3 math credits must be in algebra/data analysis and 1 must be in geometry. • To earn a diploma, each student must take the HSA in English I, government, biology, algebra/data analysis, and geometry after completing the course. <p>The Visionary Panel issues its report. Among its recommendations are the creation of a state curriculum, assessments with individual test results, greater alignment between elementary and secondary assessment, and a tighter alignment between curriculum and instruction.</p>	<p>The School Improvement in Maryland Web site also offers a special section on Evaluating Special Education Programs that provides support in examining data to determine how well a school or system's special education program is meeting students' needs. The site also offers the following on-line courses:</p> <ul style="list-style-type: none"> • Using Data to Improve Student Achievement • Intervening with Students—Using Data to Inform Instruction • Monitoring Student Progress on State Content Standards in Title 1 schools <p>The state holds the High School Principals' Forums, Round II, which focus on observing student learning behaviors in the classroom.</p> <p>The state conducts workshops for elementary and middle school principals on reading strategies and scoring assessments.</p> <p>The state holds the Summer Principals' Academy II, which emphasizes school culture and building instructional capacity and professional learning communities.</p> <p>The state's technical assistance begins to focus on principals' skills and responsibilities for instructional leadership.</p> <p>MSDE staff provide 7 sessions for local school systems to help teachers and administrators understand the HSA, item writing, rubrics, etc.</p> <p>The state provides on-going support for HSTW/MMGW/MSW sites including professional development on instructional strategies, using data to inform school improvement planning, and benchmarking performance to high achieving schools. Many of these schools are demonstrating progress by having more students complete a college-preparatory academic core. As these schools deepen their implementation of the HSTW model, they have increased expectations for student achievement and aligned school and classroom practices to these higher expectations.</p>	<p>includes principals, central office leadership, higher education, MBRT, MSTA, English Language Learner specialists, and an advocate for students with disabilities.</p> <p>Communication materials include:</p> <ul style="list-style-type: none"> • HSA section in the <i>Parent Handbook for Better Schools</i> • <i>HSI Update</i> newsletter distributed to all middle and high school principals and teachers • Letter to parents of all students in grades 6-12 • Fact Sheet to all parents and teachers • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases • Letter to parents explaining 2002 HSA scores—optional for local school systems to use
2003	<p>Operational administrations of the HSA are held in January and May.</p> <p>The State begins developing an "exit document"—a companion document to the Maryland High School Certificate. It will communicate the skill levels, educational experiences, and accomplishments achieved by students with disabilities.</p>	<p>Schools begin piloting the Voluntary State Curriculum in grade 10 reading and in grades preK-8 reading/English language arts, math, science, and social studies.</p> <p>MSDE staff visit each local school system twice to solicit feedback and discuss implementation of the curriculum.</p> <p>The state begins work on the Voluntary State Curriculum in HSA courses.</p>	<p>Public relations efforts continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff visit all school systems to discuss the HSA with administrators.</p> <p>The High School Assessment Advisory Council meets regularly.</p>

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	<p>The State Board establishes passing scores for the HSA. The passing scores are identified by a thorough, two-week standard-setting process involving over 300 stakeholders, educators, and content experts, a Review and Articulation Committee, and the state's Psychometric Council.</p> <p>Results are reported as a mean score for schools, systems, and the state; pass/fail for students. Scores are printed on transcripts for all but twelfth-graders.</p> <p>The State Board</p> <ul style="list-style-type: none"> phases out the Maryland Functional Tests. The last class required to pass the tests is the graduating class of 2004. delays a passing requirement for the HSA until at least the graduating class of 2009 (entering ninth-graders in 2005). <p>In December 2003, the State Board is expected to decide whether to require students to pass the HSA for graduation.</p>	<p>A manual of sample lessons aligned to the Core Learning Goals for geometry is created.</p> <p>Local school systems continue initiatives focused on examining student work.</p> <p>The state begins developing formative assessment tools for teachers to use throughout the year to gauge student progress against state standards.</p> <p>Local school systems are strengthening staff capacity to review disaggregated data for purposes of improving student achievement, especially among students with disabilities.</p> <p>The state pilots a professional development teacher survey with 600 teachers in 128 schools in 9 districts; results shared with locals.</p> <p>An MSDE survey/report on local professional development initiatives is to be completed in December.</p> <p>The state holds the High School Principals' Forums, Round III, which focuses on data-driven decision-making.</p> <p>The state holds the Summer Principals' Academy III, which emphasizes school culture and building instructional capacity and professional learning communities.</p> <p>The state provides intensive technical assistance to principals of low-performing schools and central office staff on six key elements of school reform identified by the Southern Regional Education Board (SREB).</p> <p>The state begins training for local executive officers.</p> <p>The begins the aspiring leaders initiative to prepare the next round of instructional leaders.</p> <p>MSDE staff work with local school systems to help teachers understand the HSA, item writing, rubrics, etc.</p> <p>The School Improvement In Maryland Web site (mdk12.org) offers a new tutorial that guides educators through data analysis, including the AYP determination for their school or system.</p> <p>The state continues on-going support for HSTW/MMGW/MSW sites and continues holding Annual Career Connections High School</p>	<p>The state superintendent meets monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee meets every other month.</p> <p>The state superintendent convenes three stakeholder workgroups:</p> <ul style="list-style-type: none"> A school improvement workgroup to identify ways the state can better support school improvement A data-reporting workgroup to advise on effective, efficient reporting of achievement data A parent group to advise on how to communicate assessment data to parents <p>Communication materials include:</p> <ul style="list-style-type: none"> A new handbook for parents, <i>A Parent's Guide to Achievement Matters Most</i>, that includes HSA information A letter to parents of all students in grades 6-12 regarding phase-out of the Functional Tests <i>HSI Update</i> newsletter distributed to all middle and high school principals and teachers Fact Sheet to all parents and teachers HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> Regular press releases Revised letter to parents explaining 2003 HSA scores—optional for local school systems to use

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		<p>Improvement Institutes for school-based teams implementing school-to-careers strategies. Between 1996 and 2003, 79 high schools have participated in one or more of these institutes.</p> <p><u>Promising Practice</u> <i>Maryland Youth Transition Process Demonstration Project</i> The Social Security Administration has awarded a Cooperative Agreement to MSDE. The goal of this five-year project is to increase the employability of youth with disabilities who are receiving Supplemental Security Income or Social Security Disability Insurance payments. Students and their families in Wicomico County, Baltimore County, and the Maryland School for the Blind will receive enhanced training and support services that will encourage them to choose employment as they complete their secondary education. The project will fund one service team in each county. Each team will comprise a Vocational Rehabilitation Counselor, a Consumer Navigator, a Family Service / Benefits Advisor, and a Job Coach. The teams will work to remove barriers to students' employment. They will help them understand Social Security benefits and the impact employment will have on eligibility. The teams will also help the students to access local support service agencies that offer services needed for independence. There will be approximately 120 students involved in this voluntary project.</p>	
2004	<p>In January, the State Board is expected to publish COMAR changes that require students to pass the HSA to earn a diploma.</p> <p>There will be operational administrations of the HSA in January and May. Also, a summer administration will be available for seniors who need to take an HSA to graduate.</p> <p>The 2004 graduating class is the last required to pass the Maryland Functional Tests as a graduation requirement.</p> <p>The HSA will begin producing subscores that will help schools address specific weaknesses in student achievement.</p> <p>HSA scores will be returned quicker than before. Schools will receive HSA results within 9-11 weeks after testing.</p>	<p>The Voluntary State Curriculum will be available for local school systems.</p> <p>The state will:</p> <ul style="list-style-type: none"> • continue work on formative assessment tools for teachers. • provide training for local executive officers. • continue developing an aspiring leaders program to build leadership capacity in school systems. • provide technical assistance to low-performing schools. <p><u>On-Line Appropriate Assistance Courses</u> The state will develop on-line appropriate assistance courses for students. The courses can be taken either in modules, based on a student's needs, or as a whole course. The on-line Algebra course will be available in September 2004. The remaining courses will be available in 2005.</p> <p>State begins offering "optional reviews" to local school systems:</p> <ul style="list-style-type: none"> • <u>Optional Curricular Alignment Reviews</u> At a local school system's request, the state will provide—either through staff or through contracted services—a review of local curricula to ensure that the content and rigor in the school system curriculum accurately reflects locally defined student 	<p>Public relations efforts will continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff will visit all school systems to discuss the HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will continue to meet and advise the state on communicating HSA information to parents.</p> <p>The state will distribute public relations materials:</p> <ul style="list-style-type: none"> • Video and PowerPoint materials for use in presentations • Talking points for principals and PTA leaders

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		<p>expectations.</p> <ul style="list-style-type: none"> • <u>Optional Formative Assessment Reviews</u> At a local school system's request, the state will provide—either through staff or contracted services—a review of locally developed formative assessments. The confidential results of these reviews will aid local school system staff in fine-tuning these assessments to match state expectations of students. • <u>Optional Final Examination Reviews</u> At a local school system's request, the state or a contracted vendor will review any local school system high school end-of-course examination to ensure that the expectations associated with the tests are adequately aligned to the state tests. <p>The state will work with local school systems to provide professional development experiences and tools to enhance the local delivery of appropriate assistance, including:</p> <ul style="list-style-type: none"> • On-line training • Video and PowerPoint media to support locally developed training • State-certified trainers • Leadership training for principals and central office staff <p>The state will provide support to local school systems in data analysis. This support is especially valuable for analyzing and addressing the performance of students with disabilities. Planned activities include:</p> <ul style="list-style-type: none"> • Helping establish meaningful and accessible data displays and data analysis • Providing professional development in terms of what data to access, what kinds of reports are needed, and how to use those reports • Helping provide professional development for both general and special educators to accelerate student learning <p>Additional activities planned to support local school systems in improving achievement among students with disabilities:</p> <ul style="list-style-type: none"> • Meetings with local directors of special education regarding data needs, utilization, system data reporting, etc. • Visits with the Division of Instruction and Division of Special Education to local school systems to observe implementation of the Voluntary State Curriculum • A Leadership Conference that focuses on professional development plans for MSDE and local school systems • Web development (in formative stages) that will provide local school systems and teachers with strategies for effective 	<p>to use when addressing groups</p> <ul style="list-style-type: none"> • Letter to parents explaining HSA program and how it affects their child • Fact Sheet to all parents and teachers • <i>HSA Update</i> newsletter distributed to all middle and high school principals and teachers • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases <p>The state will continue attending conferences, the State Fair, and other events with display and publications.</p> <p>Local school systems will send HSA scores home to parents with an explanation of how their child performed and how the HSA affects their child.</p>

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		<p>monitoring of instruction and student progress</p> <ul style="list-style-type: none"> • Internal preliminary analyses of data on students with disabilities • Formulation of the STAR Branch and commitment to this process • Identification of best practices in reading and math for the Web site • Finalize survey of reading intervention programs • Policy analysis of Master Plans in terms of meeting the needs of students with disabilities • Technical review of Master Plans for special education components <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i> and <i>Maryland Youth Transition Process Demonstration Project</i></p>	
2005	<p>There will be operational administrations of the HSA will be in January, May, and summer.</p> <p>Passing the test as a graduation requirement begins with incoming freshman.</p>	<p>Formative assessment tools will be complete and on the Web for teachers to use with students.</p> <p>Another on-line appropriate assistance course will be available in January 2005. The remaining two appropriate assistance courses will be available in September 2005.</p> <p>The state will continue offering optional reviews of local school system curricula, final exams, and formative assessments.</p> <p>The state will provide training to local school systems on:</p> <ul style="list-style-type: none"> • the use of formative tools • on-line appropriate assistance courses • curricular alignment <p>The state will continue:</p> <ul style="list-style-type: none"> • assistance and activities that support the performance of students with disabilities • training for local executive officers • development of the aspiring leaders program <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i> and <i>Maryland Youth Transition Process Demonstration Project</i></p>	<p>Public relations efforts will continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff will visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will meet and advise the state on communicating HSA information to parents.</p> <p>The state will distribute public relations materials, including:</p> <ul style="list-style-type: none"> • Video and PowerPoint materials for use in presentations • Talking points for principals and PTA leaders to use when addressing groups • Letter to parents explaining HSA program and how it affects their child • Fact Sheet to all parents and teachers • <i>HSI Update</i> newsletter distributed to all

	Testing & Standards	State Assistance Through Curriculum, Instruction, Professional Development, Technical Assistance	Outreach
			<p>middle and high school principals and teachers</p> <ul style="list-style-type: none"> • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases <p>The state will continue attending conferences, State Fair, and other events with display and publications.</p> <p>Local school systems will send HSA scores home to parents with an explanation of how their child performed and how the HSA affects their child.</p>
2006	<p>Operational administrations of the High School Assessments will be in January, May, and summer.</p>	<p>The state will continue:</p> <ul style="list-style-type: none"> • Providing formative assessment tools on the Web • Providing on-line appropriate assistance courses • Offering optional reviews of local school system curricula, final exams, and formative assessments • Training local executive officers • Developing the aspiring leaders program • Providing technical assistance to low-performing schools <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i> and <i>Maryland Youth Transition Process Demonstration Project</i></p>	<p>Public relations efforts will continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff will visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will meet and advise the state on communicating HSA information to parents.</p> <p>The state will distribute public relations materials, including:</p> <ul style="list-style-type: none"> • Video and PowerPoint materials for use in presentations • Talking points for principals and PTA leaders to use when addressing groups • Letter to parents explaining HSA program and how it affects their child • Fact Sheet to all parents and teachers • <i>HSI Update</i> newsletter distributed to all middle and high school principals and teachers

	Testing & Standards	State Assistance Through Curriculum, Instruction, Professional Development, Technical Assistance	Outreach
			<ul style="list-style-type: none"> • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases <p>The state will continue attending conferences, State Fair, and other events with display and publications.</p> <p>Local school systems will send HSA scores home to parents with an explanation of how their child performed and how the HSA affects their child.</p>
2007	Operational administration of the HSA will be in January, May, and summer.	<p>The state will continue:</p> <ul style="list-style-type: none"> • Providing formative assessment tools on the Web • On-line appropriate assistance courses • Offering optional reviews of local school system curricula, final exams, and formative assessments • Training for local executive officers • Developing the aspiring leaders program • Providing technical assistance to low-performing schools <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i> and <i>Maryland Youth Transition Process Demonstration Project</i></p>	<p>Public relations efforts will continue, targeting parents, students, teachers, and businesses.</p> <p>MSDE staff will visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will continue to meet and advise the state on communicating HSA information to parents.</p> <p>The state will print and distribute public relations materials, including:</p> <ul style="list-style-type: none"> • Video and PowerPoint materials for use in presentations • Talking points for principals and PTA leaders to use when addressing groups • Letter to parents explaining HSA program and how it affects their child • Fact Sheet to all parents and teachers • HSI Update newsletter distributed to all middle and high school principals and teachers. • HSA articles in <i>MSDE Bulletin</i> and <i>MD Classroom</i> • Regular press releases

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			<p>The state will continue attending conferences, State Fair, and other events with display and publications.</p> <p>Local school systems will send HSA scores home to parents with an explanation of how their child performed and how the HSA affects their child.</p>
2008	<p>Operational administrations of the High School Assessments will be in January, May, and summer.</p>	<p>The state will continue:</p> <ul style="list-style-type: none"> • Providing formative assessment tools on the Web • Providing on-line appropriate assistance courses • Offering optional reviews of local school system curricula, final exams, and formative assessments • Training local executive officers • Developing the aspiring leaders program • Providing technical assistance to low-performing schools <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i> and <i>Maryland Youth Transition Process Demonstration Project</i></p>	<p>Public relations efforts will continue, and materials will be created and distributed as described above.</p> <p>MSDE staff will visit all school systems to discuss HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will meet and advise the state on communicating HSA information to parents.</p>
2009	<p>Operational administration of the HSA will be in January, May, and summer.</p> <p>The graduating class of 2009 is the first to be required to pass the HSA.</p>	<p>The state will continue:</p> <ul style="list-style-type: none"> • Providing formative assessment tools on the Web • Providing on-line appropriate assistance courses • Offering optional reviews of local school system curricula, final exams, and formative assessments • Training local executive officers • Developing the aspiring leaders program • Providing technical assistance to low-performing schools <p><u>Promising Practice</u> Continuation of <i>High Schools That Work</i></p>	<p>Public relations efforts will continue, and materials will be created and distributed as described above.</p> <p>MSDE staff will visit all school systems to discuss the HSA with administrators.</p> <p>The High School Assessment Advisory Council will meet regularly.</p> <p>The state superintendent will meet monthly with superintendents of local school systems.</p> <p>The K-12 Assessment Advisory Committee will meet every other month.</p> <p>The parent reporting workgroup will meet and advise the state on communicating HSA information to parents.</p>

Planning, Transition, and Implementation Summary

Appendix: Selected recent HSA communication materials

1. *Maryland Classroom*, October 2003
This regular newsletter for Maryland teachers contains an update on the HSA program on page 7.
2. *High School Improvement Update*, October 2003
This regular newsletter for Maryland principals covers recent HSA policy decisions, standards-setting, and more.
3. Fact Sheet 1: Maryland High School Assessments, revised October 2003
This fact sheet is designed for a broad audience: educators, parents, media, and other stakeholders.
4. Message for Parents from the State Superintendent of Schools:
Update on High School Testing, October 2003
This letter to parents explains recent decisions about high school testing, including the discontinuation of the Maryland Functional Tests and the anticipated phase-in and reporting schedule for the HSA. *This letter has been translated into 13 languages.*
5. Message for Parents from the State Superintendent of Schools:
2003 High School Assessment Scores
This letter to parents was designed to accompany the HSA home report that provided parents their child's 2003 test scores. *This letter has been translated into 13 languages.*
6. Selected Test Items from the High School Assessments
This handout, designed for a general audience, contains two sample questions from each of the HSA tests. Full sample tests are available in hard copy or on the Web at www.mdk12.org.