MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: October 31, 2012

SUBJECT: 2012 High School Assessment, Graduation, Drop-out and School Progress Results

---

PURPOSE:

To provide Board members with a summary and overview of the statewide results on the High School Assessments (HSA), graduation, drop-out and high school progress for 2012.

BACKGROUND:

Maryland's 2012 high school graduating class is the fourth class for which students are required to meet High School Assessment requirements to satisfy one state graduation prerequisite. In order to meet that prerequisite, students had to pass end of course tests in English, Algebra/Data Analysis, and Biology; earn a combined passing score of 1208 points across all three tests; or satisfactorily complete assigned projects from the Bridge Plan for Academic Validation in lieu of passing failed tests. Students who had previously taken the Government HSA could also meet the requirement with a combined passing score of 1602.

In addition to serving as high school graduation requirements in Maryland, the High School Assessments fulfill federal requirements for high school assessments in mathematics, English/language arts, and science as part of the school accountability plan mandated under the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA). Federal rules require the use of English and Algebra/Data Analysis assessment results along with graduation rate data for determining if schools, systems, and the State are achieving annual performance targets. In May, 2012, Maryland sought and received flexibility under ESEA, and the determination of school accountability was altered for 2012. The State Board will be briefed on the 2012 State level high school results in the aggregate and by race and special services subgroups. The computation of high school progress for 2012 will also be discussed.

EXECUTIVE SUMMARY:

HSA Development. Maryland's High School Assessments are end-of-course exams that have been under development since the mid-1990's, with some tests administered on a no-fault basis to students as early as 2000. The passage of the 2001 reauthorization of the Elementary and Secondary Education Act (also known as No Child Left Behind), led state policy makers to narrow the testing plan down to one test in each of the four core academic areas—English 10, Algebra/Data Analysis, Biology, and Government. Two of the tests, English 10 and Algebra/Data Analysis, are required by federal law to be used along with graduation rate data to determine if a school, system, or state meets the mandated annual performance targets. Biology results must be reported under federal rules, but they are not incorporated into the accountability determinations. The fourth test, Government, had satisfied a State reporting requirement but was not administered in 2011-2012 and therefore was not a graduation requirement for the Class of 2012.

Because the tests are end-of-course exams, students take the tests as they complete the courses. If students pass the assessments as they take the courses earlier in their high school career, their results are reported in their senior year upon graduation. Students unable to achieve passing scores on High School Assessments are permitted to retest only after they have been given an opportunity for further instruction or remediation.

Options for Students Failing Tests. Students who are unable to pass a High School Assessment have two options. Recognizing that some students are particularly strong in some areas and weaker in others, the Combined Score Option allows students to compensate lower HSA scores with higher scores in others as long as the total number of points across three assessments equals 1208. Among 2012 graduates, 76.6 percent passed all three assessments. Another 13.5 percent achieved a combined score of 1208. For students unable to pass all three tests or achieve 1208 points, a third mechanism is used. A student failing any HSA at least two times can meet the Maryland graduation requirement by completing extensive assignments of independent instructional work related to the course for which they failed the HSA as part of the Bridge Plan for Academic Validation. A student successfully completing an assigned Bridge Plan project is deemed as meeting the HSA requirement related to the failed test. Among 2012 graduates, 9.6 percent met the HSA requirement through the Bridge plan. Note: Students who had previously taken the Government HSA could also meet the requirement with a combined passing score of 1602.

Annual Testing Cycle. The assessments include selected response (multiple choice) items designed to facilitate rapid scoring and turnaround of results. The tests are administered five times per school year. The three major administrations coincide with the local academic year cycle and are given at the end of the first and second semesters and during the summer term. One additional administration is also made available in the early fall of each year to accommodate students who may have failed the end of year administration and need only minor review at the beginning of the school year to demonstrate the skills to pass. Finally, an administration is available in spring of each year for seniors who have not met the requirement only to permit expedited scoring so that results can be incorporated into local graduation decisions for the relatively small number of seniors still attempting to meet the HSA requirement in the second semester of the senior year.

HSA Waiver Option. State Board regulations also permit local superintendents to grant waivers to a limited number of students not passing one or more HSAs under extraordinary circumstances. Though students who are granted waivers can receive their diplomas, they are counted as "not passing" when HSA results are reported for both state and federal purposes. In 2012, just 0.2 percent of students received a waiver.

Graduation Rate. Federal regulations define graduation rate as a ratio of the number of students earning a diploma in a given year to their adjusted cohort, which includes all students who entered Grade 9 the same year and includes those who subsequently dropped out of school before graduating. Because graduation data is not yet available for the Class of 2012, the data reported today apply to the 2010 and 2011 graduating classes. The four-year graduation rate for students in 2011 was 82.82 percent, .85 percentage points above the 2010 rate. The five-year rate for 2010 is 2.6 points higher than the four-year rate, reflecting students who required an additional year to complete their diploma requirements. The 2011 graduation data is disaggregated by race/ethnicity and by service group.

Drop-out Rate. In order to be fully prepared for college and career, students must remain in school to complete their educational program. Today the State Board is receiving information concerning the percent of students who, having entered grade 9, leave school without a high school diploma and do not enroll in another school or state-approved program during that same school year. The statewide cohort drop-out rates for the Class of 2010 and 2011 are 11.93 and 11.22 percent, respectively. Drop-out rates will be provided for these cohort groups disaggregated by race/ethnicity and by service group.

Summary. Today the State Board is discussing the results received in September related to the high school graduating class of 2012, including a report on the number of students passing the assessments, students unable to pass the assessments, students meeting the requirement through the Bridge Plan Option, and students granted waivers by local superintendents. Results presented today are disaggregated by race/ethnicity and special services. High school graduation, drop-out and results are shown for the Class of 2010 and for the Class of 2011.

HIGH SCHOOL PROGRESS REPORT

Background. The accountability system designed to meet ESEA requirements under Maryland's Flexibility Plan is based on three key beliefs: (1) all schools should improve the learning of all students and be judged by the progress they make towards helping all students across subgroups to learn and to close performance gaps; (2) schools have different needs and operate in different contexts, and the strategies they adopt for improvement should reflect their needs; and (3) school performance targets should reflect the school's unique history of student performance.

Progress Targets. Annual performance targets for schools reflect progress towards increased achievement in English and in mathematics, participation in testing, and increased cohort graduation rates for all students and for race/ethnicity and service subgroups. Two high school assessments, English 10 and Algebra/Data Analysis, serve as measures of achievement. For high schools, the achievement targets are based on a 50 percent reduction in the percent of non-proficient students over

six years (2011 through 2017), in equal annual increments. Examples of achievement targets are included in the discussion. Graduation targets are based on a 50 percent reduction in the percent of non-graduates over nine years (2011 through 2020). Targets for reading, mathematics, participation, and cohort graduation rates were computed for students in the aggregate enrolled in the 250 public high schools in Maryland. All targets were achieved by 88.2 percent of the schools. Calculation of target attainment by the 3,102 subgroups identified across schools revealed that 91.3 percent met all targets.

Summary. Results describing high school attainment of achievement targets in reading and mathematics, participation, and cohort graduation based on school progress towards improvement and closing achievement gaps will be discussed.

ACTION:

For information only, no action required.

HIGH SCHOOL ASSESSMENTS (HSA), GRADUATION, DROP-OUT RATES & HIGH SCHOOL PROGRESS

Carolyn M. Wood - Assistant State Superintendent
Division of Accountability, Assessment, and Data Systems
October 31, 2012

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

1

HSA Algebra/Data Analysis, Biology, English 10: Meeting Requirements

- Achieve a passing score on all tests
- Achieve a minimum COMBINED score allowing for high test scores to compensate for lower scores
- Complete a Bridge Plan for Academic Validation for assessments not passed
- Receive a waiver for extenuating circumstances
- Receive a Special Education Certificate in place of a high school diploma

2

Class of 2012
How they met requirements

Enrollment

Sept. 2011
60,289

Drop-Outs
1821 (2011)*

June 2012
62,465

* 2012 data not yet available.

Completers

Passed All – 45,019

Combined Score – 7930

Bridge – 5669

Waiver – 123

Graduates Entering Prior to 2005 – 29

Total Diplomas – 58,792

SpEd Certificates – 816

Total Completers – 59,608

Non-Completers

Not Met-HSA Only
1

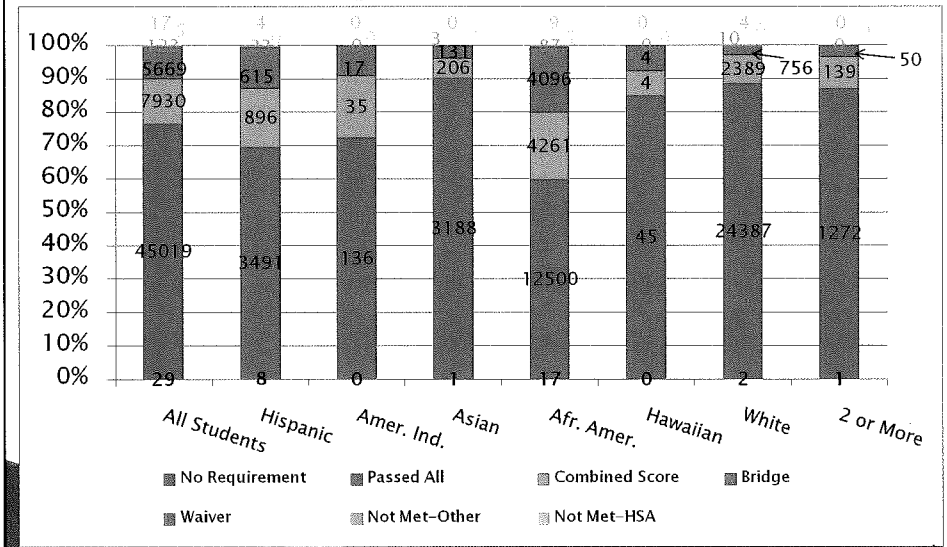
Not Met-Other
2773

Non-Grads without HSA requirement – 1070

Total – 3844

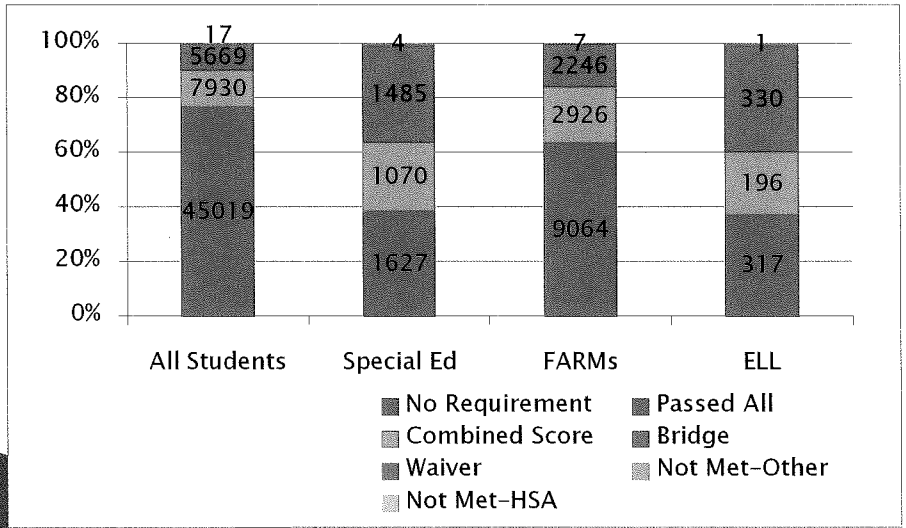
3

Class of 2012 Subgroups
How they met requirements



4

Class of 2012 Service Groups How they met requirements



5

Cohort Graduation Rate Data by Subgroup

	2010 Cohort		2011 Cohort	
	4-Year Rate	**5-Year Rate**	**4-Year Rate**	**5-Year Rate**
All Students	**81.97**	**84.57**	**82.82**	**85.51**
Hispanic	73.44	78.15	71.77	76.96
American Indian	75.93	78.01	73.81	77.29
Asian	93.04	94.53	93.10	94.89
African American	74.02	77.86	76.09	80.07
Hawaiian/Pacific Islander	90.24	95.12	88.46	88.89
White	88.27	89.65	89.10	90.38
Two or More Races	93.42	94.73	91.17	92.91

6

Cohort Graduation Rate Data by Service Group

	2010 Cohort		2011 Cohort	
	4-Year Rate	**5-Year Rate**	**4-Year Rate**	**5-Year Rate**
All Students	**81.97**	**84.57**	**82.82**	**85.51**
Special Education	54.72	60.94	56.57	62.68
FARMs	74.11	80.24	73.70	79.38
ELL	56.98	66.64	54.07	65.91

7

Cohort Drop-Out Rates by Subgroup

	2010 Cohort	2011 Cohort*
	(four years through beginning of Year 5)	
All Students	**11.93**	**11.22**
Hispanic	16.51	18.65
American Indian	19.09	22.62
Asian	4.21	3.55
African American	16.38	14.60
Hawaiian/Pacific Islander	4.88	3.85
White	8.70	8.00
2 or More	2.56	5.47

* This data was updated with the information from Summer 2011

8

Cohort Drop-Out Rates by Service Group

	2010 Cohort	2011 Cohort
	(four years through beginning of Year 5)	
All Students	**11.93**	**11.22**
Special Education	21.74	20.28
FARMs	13.66	14.42
ELL	24.29	27.93

9

ESEA: The New Accountability Model

- All schools should improve the learning of **all** students.
- Schools have different needs and operate in specific contexts - the strategies they adopt for improvement should reflect their needs.
- School performance targets should reflect the school's history of student performance.

10

Setting Accountability Targets

- **Establishing AMOs - Calculations**
  - 50% reduction of basic proficiency by 2017 (Subtract the non-proficient number from 100, divide in half, then divide this number by 6)
  - Target increases in equal increments for the 6 years from 2012 to 2017
  - For "all students" group and each subgroup
  - 2011 assessment results used as the baseline year for setting AMOs
  - Each school for **all and each subgroup** has its own unique targets based on its baseline year results

11

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

School Progress "Cells" Chart

Group	English		Algebra/Data Analysis		Graduation
	% Proficient	Participation	% Proficient	Participation	
All Students					
Hispanic					
Amer. Ind.					
Asian					
African Amer.					
Hawaiian					
White					
2 or More					
FARMs					
ELL					
Special Ed.					

12

Accountability: Maryland High Schools

- High School AMOs set for Reading, Mathematics, and Cohort Graduation Rate for "all students" and disaggregated sub-groups
- For "all students", 88.2% met achievement and graduation rate targets.
- There are 3,397 subgroups (cells) in 250 high schools.
- 91.3% of all subgroups met their target for 2012 – that is 3,102 subgroups that met their target.

13

Questions?

14

HIGH SCHOOL ASSESSMENTS (HSA), GRADUATION, DROP-OUT RATES & HIGH SCHOOL PROGRESS

Carolyn M. Wood - Assistant State Superintendent
Division of Accountability, Assessment, and Data Systems
October 31, 2012

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

HSA Algebra/Data Analysis, Biology, English 10: Meeting Requirements

- Achieve a passing score on all tests
- Achieve a minimum COMBINED score allowing for high test scores to compensate for lower scores
- Complete a Bridge Plan for Academic Validation for assessments not passed
- Receive a waiver for extenuating circumstances
- Receive a Special Education Certificate in place of a high school diploma

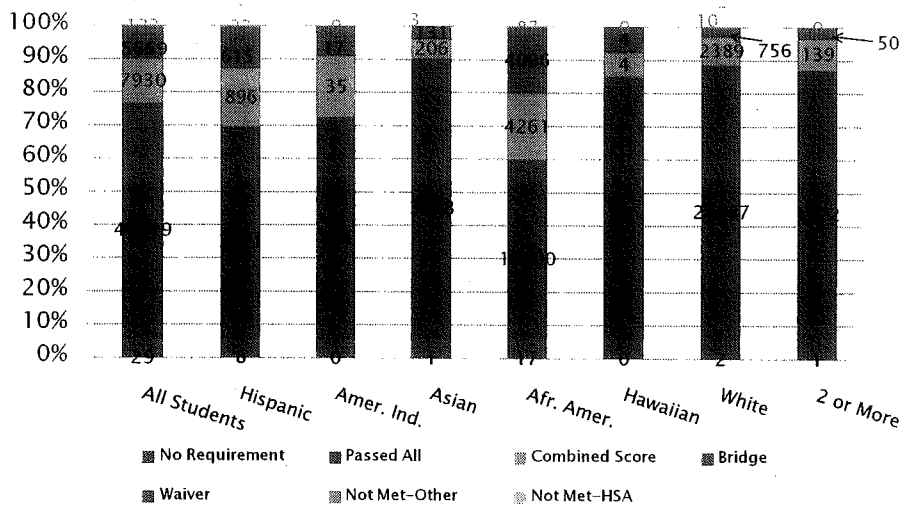
Class of 2012
How they met requirements

Enrollment	Completers	Non-Completers
Sept. 2011 60,289	**Passed All – 45,019**	**Not Met-HSA Only** 1
Drop-Outs 1821 (2011)*	**Combined Score – 7930**	**Not Met-Other** 2773
June 2012 62,465	**Bridge – 5669**	**Non-Grads without HSA requirement – 1070**
	Waiver – 123	
	Graduates Entering Prior to 2005 – 29	
	Total Diplomas – 58,792	
	SpEd Certificates – 816	**Total – 3844**
	Total Completers – 59,608	

* 2012 data not yet available.

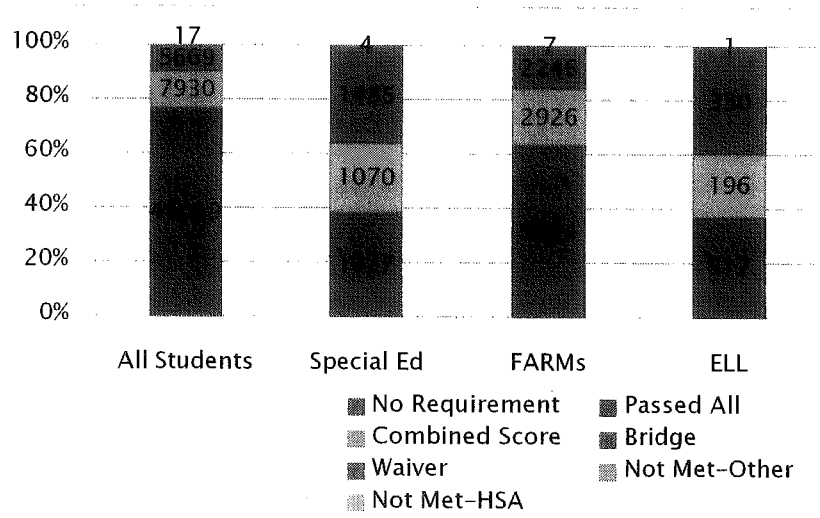
3

Class of 2012 Subgroups
How they met requirements



4

Class of 2012 Service Groups How they met requirements



5

Cohort Graduation Rate Data by Subgroup

	2010 Cohort		2011 Cohort	
	4-Year Rate	5-Year Rate	4-Year Rate	5-Year Rate
All Students	**81.97**	**84.57**	**82.82**	**85.51**
Hispanic	73.44	78.15	71.77	76.96
American Indian	75.93	78.01	73.81	77.29
Asian	93.04	94.53	93.10	94.89
African American	74.02	77.86	76.09	80.07
Hawaiian/Pacific Islander	90.24	95.12	88.46	88.89
White	88.27	89.65	89.10	90.38
Two or More Races	93.42	94.73	91.17	92.91

6

Cohort Graduation Rate Data by Service Group

	2010 Cohort		2011 Cohort	
	4-Year Rate	5-Year Rate	4-Year Rate	5-Year Rate
All Students	**81.97**	**84.57**	**82.82**	**85.51**
Special Education	54.72	60.94	56.57	62.68
FARMs	74.11	80.24	73.70	79.38
ELL	56.98	66.64	54.07	65.91

7

Cohort Drop-Out Rates by Subgroup

	2010 Cohort	2011 Cohort*
	(four years through beginning of Year 5)	
All Students	**11.93**	**11.22**
Hispanic	16.51	18.65
American Indian	19.09	22.62
Asian	4.21	3.55
African American	16.38	14.60
Hawaiian/Pacific Islander	4.88	3.85
White	8.70	8.00
2 or More	2.56	5.47

* This data was updated with the information from Summer 2011

8

Cohort Drop-Out Rates by Service Group

	2010 Cohort	2011 Cohort
	(four years through beginning of Year 5)	
All Students	**11.93**	**11.22**
Special Education	21.74	20.28
FARMs	13.66	14.42
ELL	24.29	27.93

9

ESEA: The New Accountability Model

- All schools should improve the learning of **all** students.
- Schools have different needs and operate in specific contexts - the strategies they adopt for improvement should reflect their needs.
- School performance targets should reflect the school's history of student performance.

10

Setting Accountability Targets

- **Establishing AMOs - Calculations**
  - 50% reduction of basic proficiency by 2017 (Subtract the non-proficient number from 100, divide in half, then divide this number by 6)
  - Target increases in equal increments for the 6 years from 2012 to 2017
  - For "all students" group and each subgroup
  - 2011 assessment results used as the baseline year for setting AMOs
  - Each school for **all and each subgroup** has its own unique targets based on its baseline year results

11

School Progress "Cells" Chart

Group	English		Algebra/Data Analysis		Graduation
	% Proficient	Participation	% Proficient	Participation	
All Students					
Hispanic					
Amer. Ind.					
Asian					
African Amer.					
Hawaiian					
White					
2 or More					
FARMs					
ELL					
Special Ed.					

12

Accountability: Maryland High Schools

- High School AMOs set for Reading, Mathematics, and Cohort Graduation Rate for "all students" and disaggregated sub-groups
- For "all students", 88.2% met achievement and graduation rate targets.
- There are 3,397 subgroups (cells) in 250 high schools.
- 91.3% of all subgroups met their target for 2012 – that is 3,102 subgroups that met their target.

13

Questions?

14