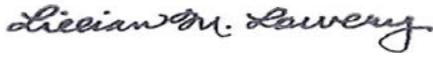


TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. 
DATE: December 16, 2014
SUBJECT: 2013-2014 Results for High School Assessment, Graduates, School Progress and School Progress Index

PURPOSE:

This memorandum provides you with data and highlights of the following results:

- High School Assessment (HSA) Results for the class of 2014
- High School Graduates class of 2014
- School Progress and School Progress Index for High School 2013-2014

BACKGROUND:

Maryland's high school 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 or 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). Maryland received flexibility under ESEA, and the determination of school accountability was altered starting in 2012.

Maryland's current accountability system focuses on the progress schools are making towards improving student achievement, closing achievement gaps, measuring student growth, and enabling students to move towards readiness for college and career. Under this system, measures of school progress are based on multiple indicators and reference Annual Measurable Objectives (AMOs) based on the school's history. These indicators are compared to the school's progress targets and combined to generate a School Progress Index (SPI) for every school.

This year, information about both the School Progress and the School Progress Index (SPI) is limited due to the field testing of the new College and Career Ready Assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) in school year 2013-2014. Every Maryland elementary and middle school, with few exceptions, field tested the PARCC assessment. The results of the field tested assessment are not a part of a school's progress and therefore schools are not held accountable for the results of this test. To maintain fairness the elementary and middle schools that participated in the PARCC field test were not issued new School Progress Indices for the 2014 school year.

EXECUTIVE SUMMARY:

Summary of High School Assessment and Graduation

The key findings in 2013-2014 are:

- There were a total of 59,163 completers in 2014 with 58,431 receiving diplomas and 732 students receiving Special Education Certificates.
- Of the graduates, 79% passed all required HSA assessments and 10% passed by meeting the combined score.
- The number of graduates meeting the assessment requirement through the Bridge Program was 11%.
- The HSA first time pass rates increased in 2014 for English and Biology, but decreased in Algebra.

Summary of School Progress Results

The MSA data release marks the third year under Maryland's granted flexibility regarding the federal No Child Left Behind (NCLB) law. Under Maryland's new "School Progress" plan, each school is measured against more realistic and achievable targets known as annual measurable objectives (AMOs). The AMOs are calculated for the student population in each school as well as racial subgroups and groups of students receiving additional services, such as special education and English language learners. The PARCC field test during the school year 2013-2014 in elementary and middle schools impacted the ability to calculate School Progress in elementary and middle schools in all subjects and subgroups; however, high schools were not impacted.

The key findings in 2013-2014 are:

- Maryland High Schools met the AMO targets for all students at a rate of 61.3% which is a decrease from 70.8% in 2013.
- The percentage of subgroups meeting the AMO targets for all high school subgroups was 82.7% in 2014 compared to 88.7% in 2013.

Summary of School Progress Index (SPI) Results

The School Progress Index addresses indicators of “progress” – Achievement, Closing Achievement Gaps, Student Growth, and College and Career Readiness. Measures of progress were selected for each indicator and annual progress targets have been established for schools and subgroups based on 2011 baseline data that reflect equal growth increments over time. At each level and for each progress indicator, actual performance is compared to the progress target.

A value of 1.00 indicates that the progress target was achieved. Values less than 1.00 indicate progress that fell just short of the target. Values greater than 1.00 indicate progress that exceeded the target. The School Progress Index is a weighted composite of these indicators. Based on the SPI and performance on the indicators, schools are then placed in one of five strands for support, intervention, and recognition as described below:

Strand	Overall Score	Number of Indicators Met		
		E, M, H	EM, MH, EH	EMH
1	1.0 or greater	All 3	All 6	All 9
2	Greater than or equal to 0.9	2 of 3	4-5 of 6	6-8 of 9
3		1 of 3	2-3 of 6	3-5 of 9
4		0 of 3	0-1 of 6	0-2 of 9
5	Less than 0.9	0-2 of 3	0-4 of 6	0-6 of 9

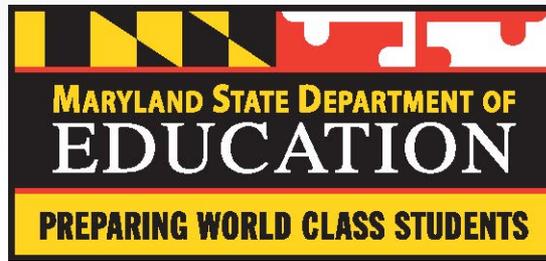
The key findings in 2013-2014 are:

- The Maryland School Progress Index for High School state result is 0.9373. The indicator and composite progress index values were 0.9697 for Achievement, 0.8773 for Gap, and 0.9926 for College and Career Readiness.
- In 2013-2014 there were 8 LEAs with a high school SPI greater than 1.0, 13 LEAs with a SPI between 0.9 and 1.0, and 3 LEAs with a SPI of less than 0.9.

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CONCLUSION:

Data specific to schools and school systems will be reported on the Maryland Report Card website at 12:00 p.m. on December 16, 2014. School and central office staff will review, analyze, and interpret this information, share it with their school communities, and use it as a planning tool to guide actions to improve the learning of all students.



REPORT TO THE MARYLAND STATE BOARD OF EDUCATION

High School Assessment Results,
High School Graduates,
School Progress, and
School Progress Index
2013-2014

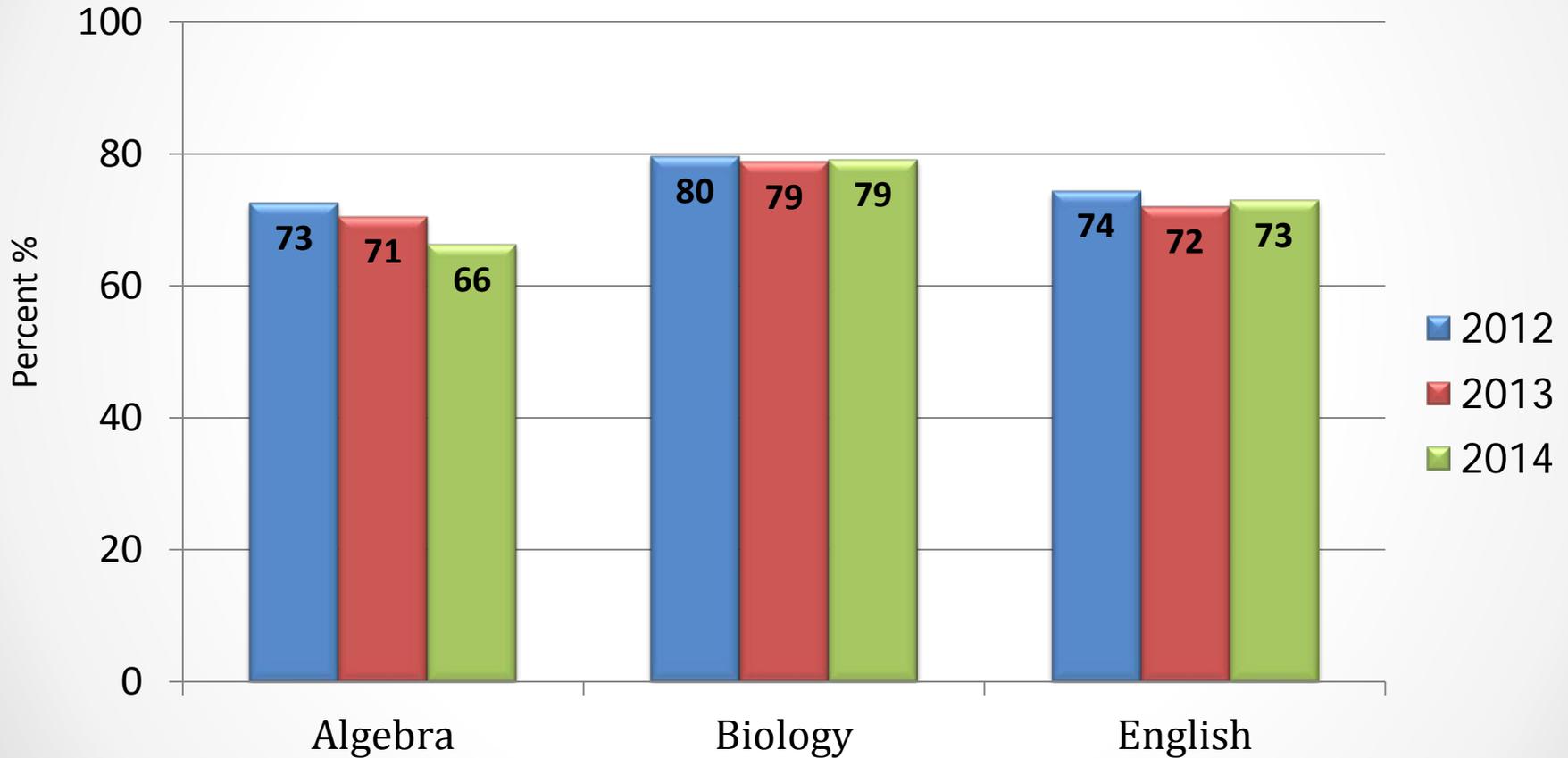
Henry R. Johnson, Jr., Ed.D
Assistant State Superintendent
Division of Curriculum, Assessment and Accountability
December 16, 2014

High School Assessment Results

2013-2014

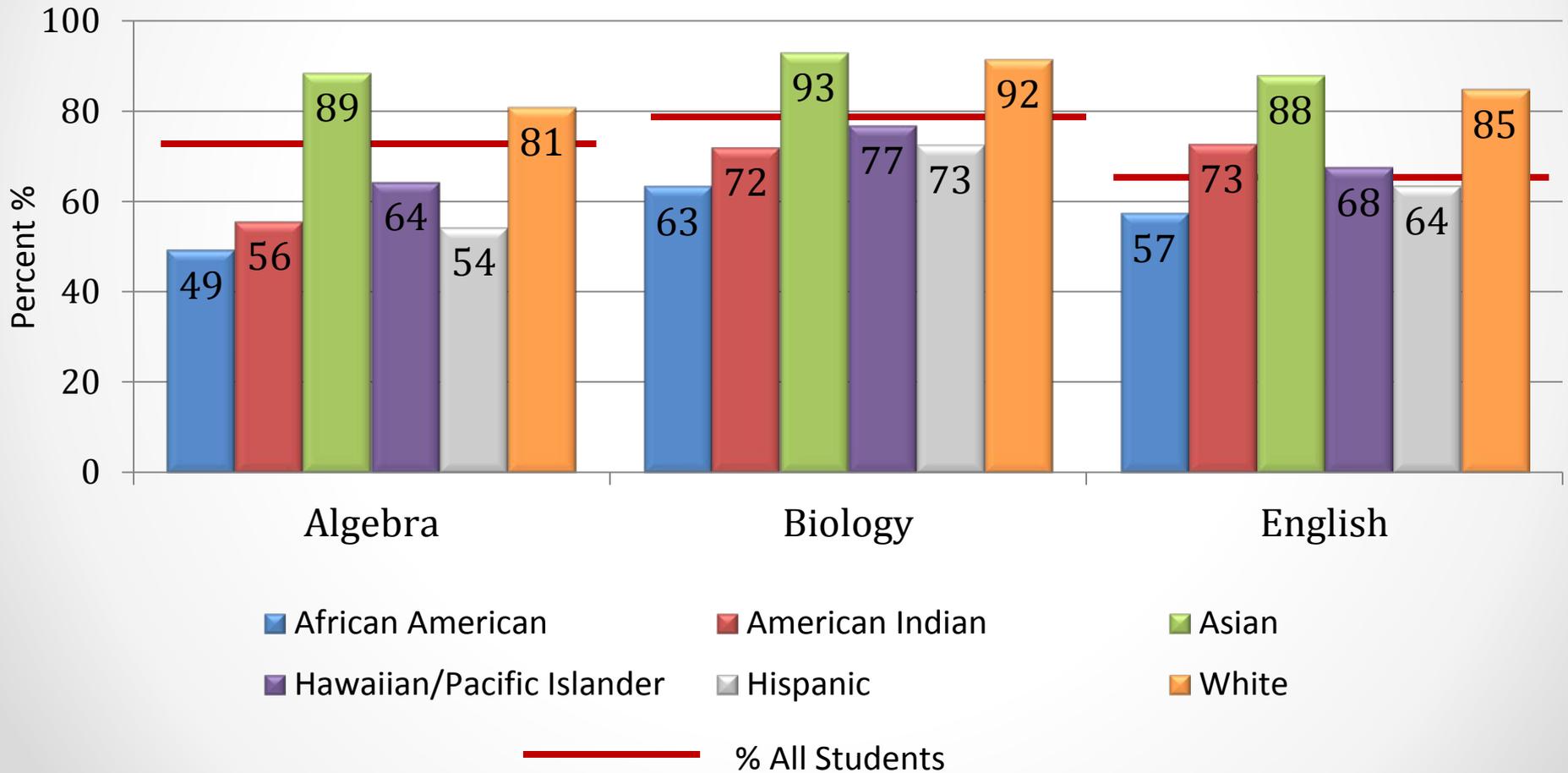
HSA First Time Taker Pass Rates

First time pass rates increased in 2014 for English and Biology, but decreased in Algebra



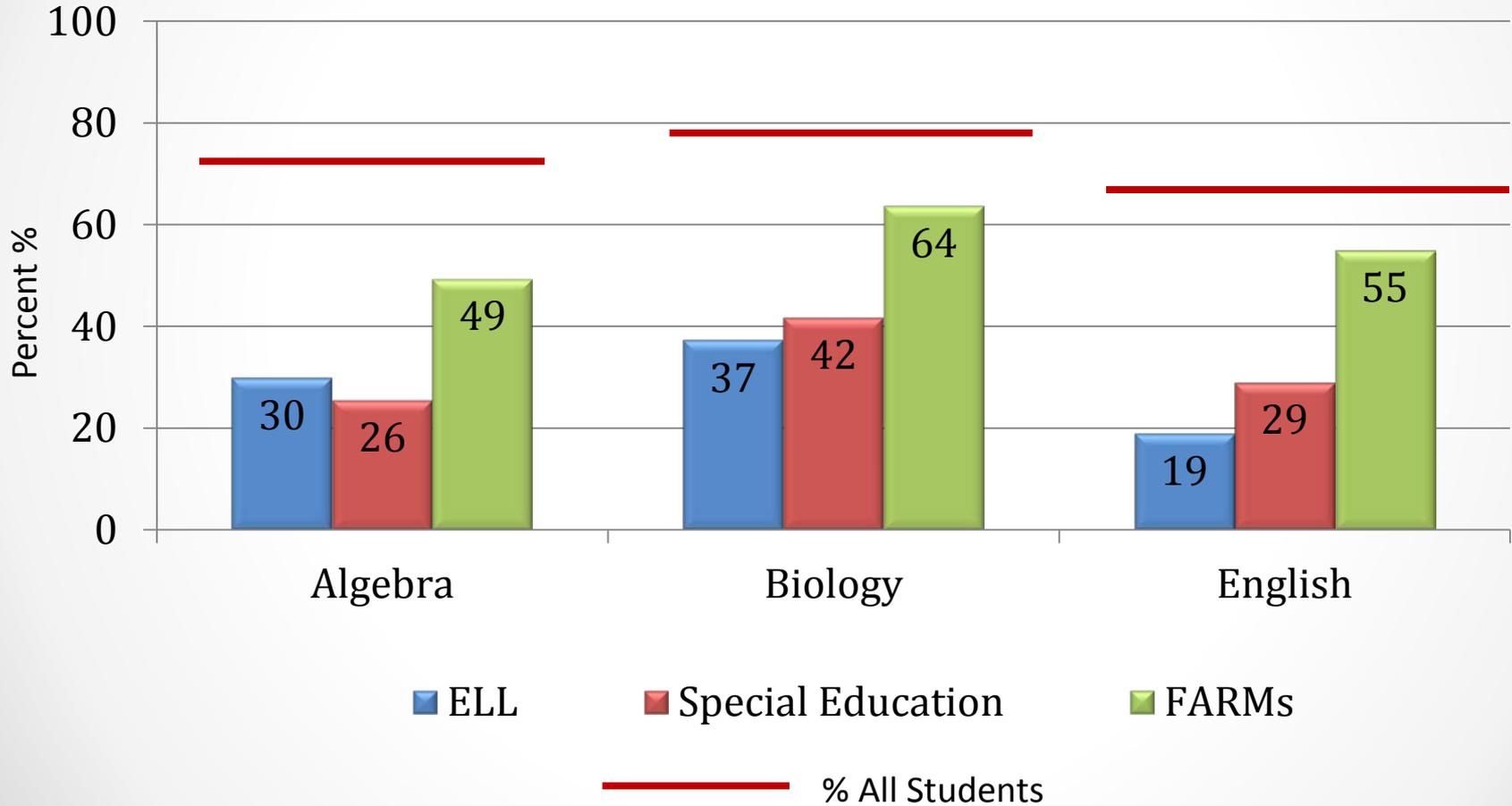
HSA First Time Pass Rate Data by Racial Subgroup

The Asian and White racial subgroups outperformed the All Students category for English, Biology, and Algebra. African American students had the lowest percentage of First Time Pass Rate Percentage for all three assessments.



HSA First Time Pass Rate Data by Service Subgroup

All Students continue to outperform the service subgroups.

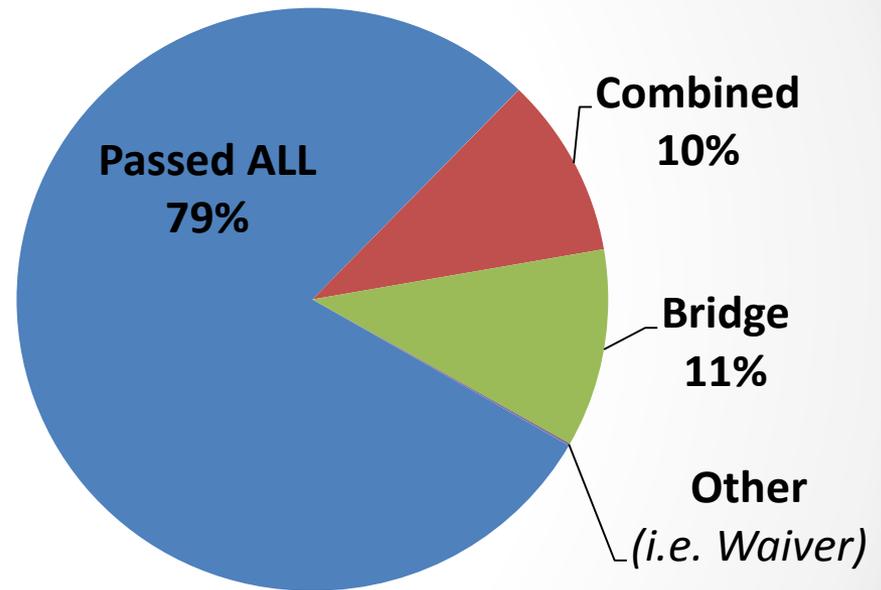


High School Graduation

2013-2014

The 2014 High School Graduates Met Requirements by:

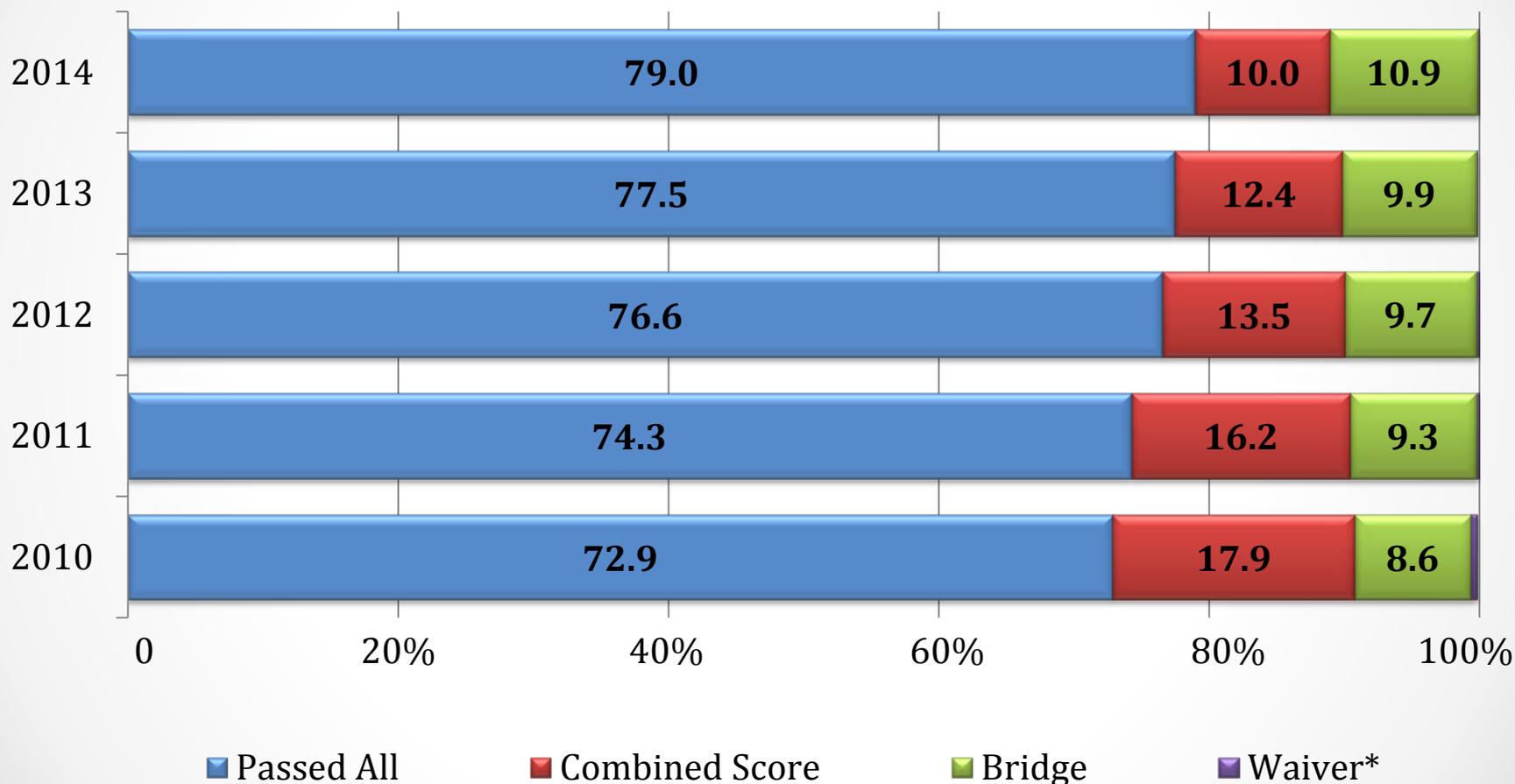
- ✓ Achieving a passing score on all tests (79%)
- ✓ Achieving a minimum COMBINED score (10%)
- ✓ Completing a Bridge Plan for assessments not passed (10.9%)
- ✓ Receiving a waiver for extenuating circumstances (<1%)
- ✓ Receiving a Special Education Certificate in place of a high school diploma (1.2%)



Total completers = 59,163

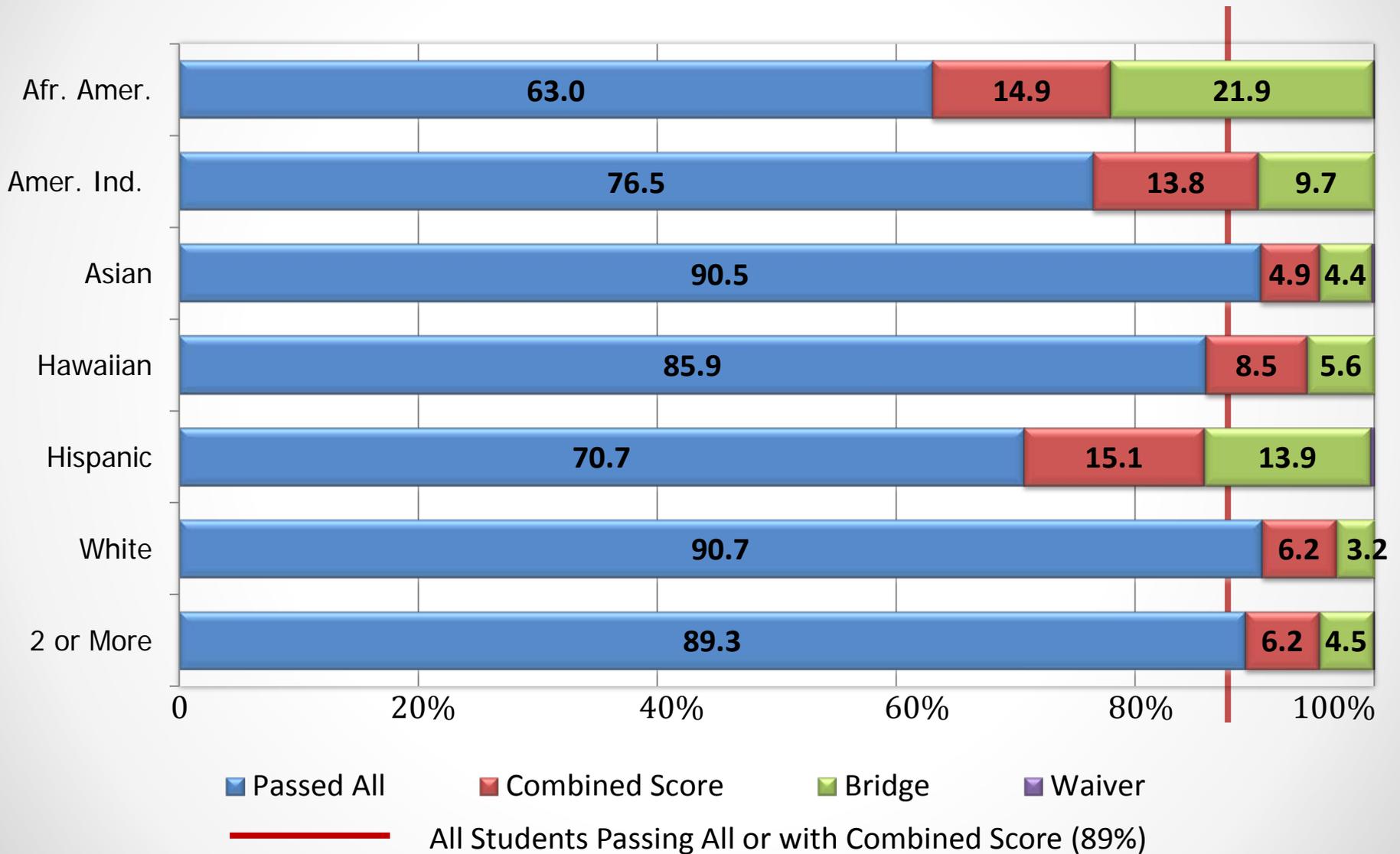
Graduates that Met Requirement: Trend 2010 – 2014

Requirement met through passing all and/or combined score remains consistent over time. There was an increase in students meeting requirements through the Bridge Program in 2014.



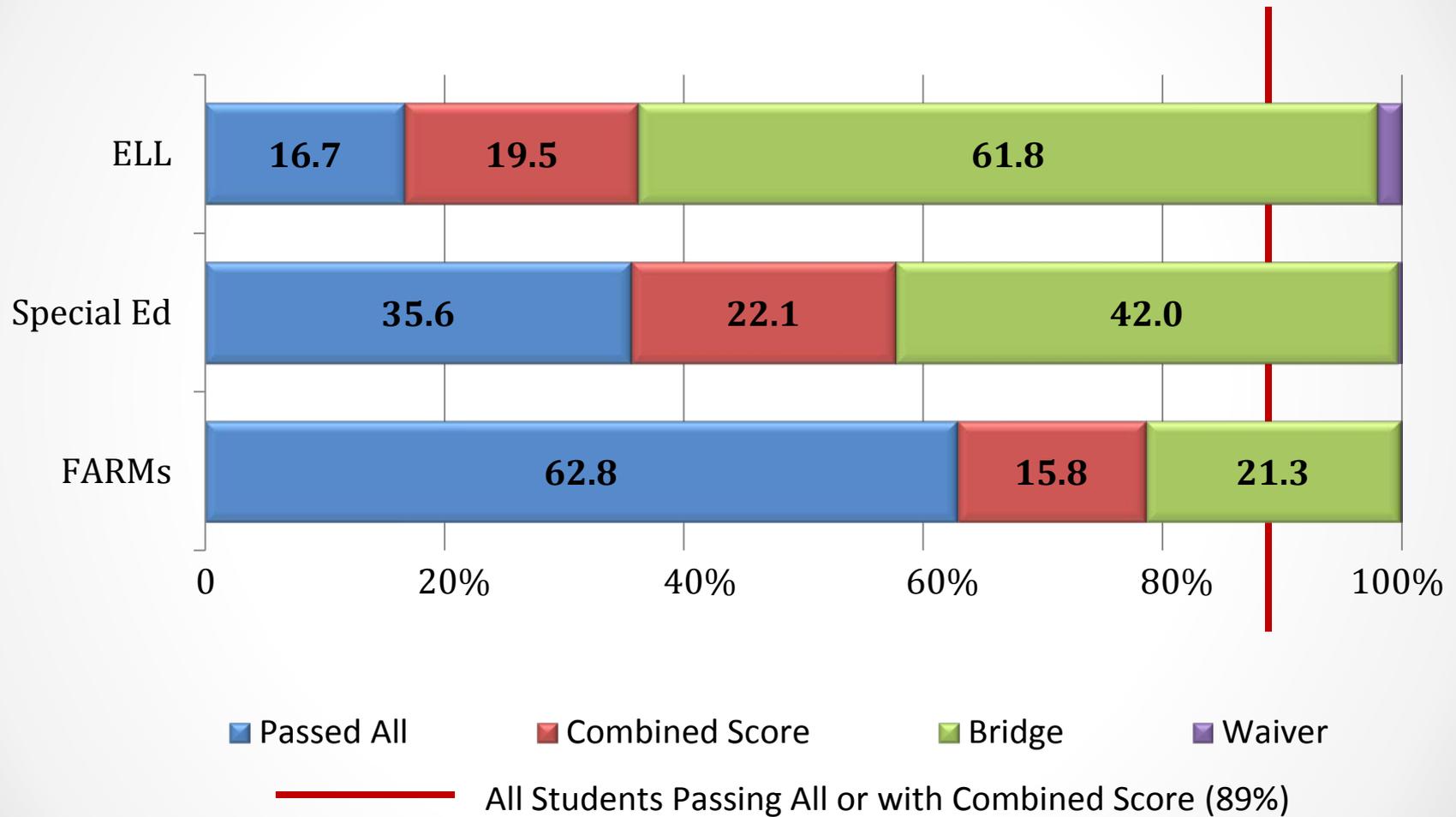
* Data labels not shown for percentages less than or equal to 2%.

The 2014 High School Graduates that Met Requirements By Racial Subgroups



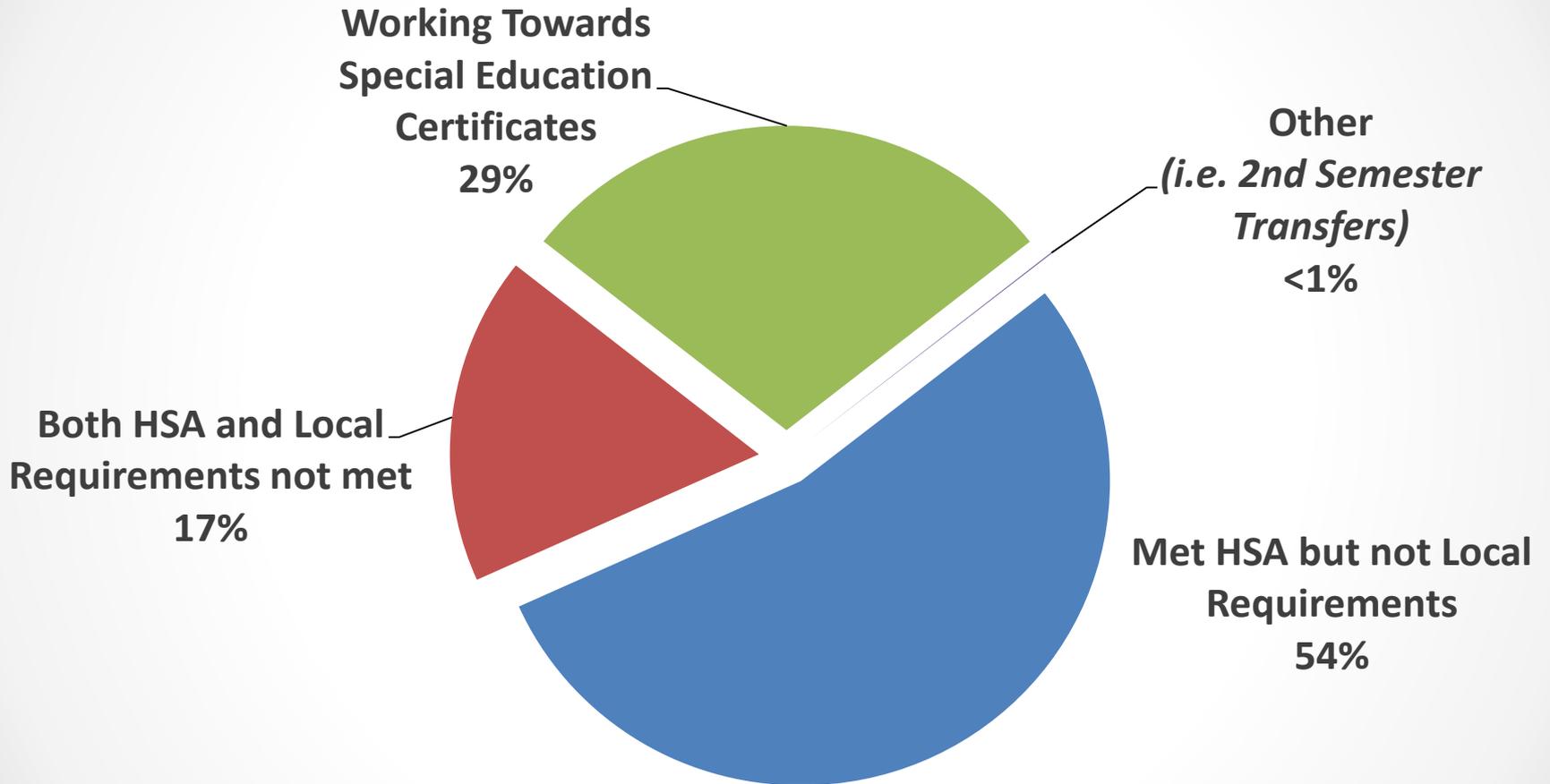
* Data labels not shown for percentages less than or equal to 2%.

The 2014 High School Graduates that Met Requirements By Service Subgroups



* Data labels not shown for percentages less than or equal to 2%.

2014 Non-Graduates: A Closer Look



Total Non-Graduates = 3402

Maryland Accountability Program

School Progress: High School

2013-2014

2014 School Progress: High School

The percentage of schools meeting “All Students” and the percentage of Subgroups meeting AMOs both decreased in 2014 from 2013.

Year	School Count	Percentage of Subgroups Meeting AMOs		Percentage of Schools Meeting “All Students”	
		Total Sub-groups Met	% Sub-groups Met	Schools Met	% Met
2013	243	2,870	88.7%	172	70.8%
2014	256	2,745	82.7%	157	61.3%

The Goal of School Progress is to reduce by half the percentage of students in the “All Students” group and in each subgroup who are not proficient within six years

Maryland Accountability Program
School Progress Index: High School
2013-2014

Maryland School Progress Index

The School Progress Index (SPI) is a continuous scale based on the following indicators of adequacy:

Achievement

Gap Reduction

College & Career Readiness

Grades 9-12

Achievement*

40%

- 33.3%- Mathematics Proficiency (Algebra/ Data Analysis HSA)
- 33.3%- English Proficiency (English HSA)
- 33.3%- Science Proficiency (Biology HSA)

Gap*

40%

Gap between *lowest* subgroup and *highest* subgroup within a school:

- 20%- Mathematics Proficiency (Algebra/ Data Analysis HSA)
- 20%- English Proficiency (English HSA)
- 20%- Science Proficiency (Biology HSA)
- 20%- Cohort Graduation Rate
- 20%- Cohort Dropout Rate

College-and Career-Readiness*

20%

- 60%- Cohort Graduation rate
- 40%- College and Career Preparation (CCP)
 - Advanced Placement or International Baccalaureate
 - Career and Technology Education (CTE) Concentrators
 - Enrollment in College (2-Year, 4-year, and/or Technical School)

School Progress Index: Achievement Annual Measurable Objectives (AMOs) and Results

Content	Baseline 2011	2012	2013	2014	2015	2016	2017
Algebra (AMO) Result	85.46	86.67 85.85	87.88 85.99	89.09 85.85			
English (AMO) Result	82.96	84.38 84.48 MET	85.80 84.13	87.22 83.70			
Biology (AMO) Result	82.17	83.66 82.74	85.14 83.46	86.63 85.40			

*Based on a 50% reduction in 6 years

Gap Reduction

Gap measured between lowest and highest subgroup

Content	Baseline 2011	2012	2013	2014	2015	2016	2017
Algebra (AMO) Result	33.2	30.43 34.94	27.67 34.92	24.9 36.4			
English (AMO) Result	36.06	33.05 34.53	30.05 41.73	27.04 42.36			
Biology (AMO) Result	33.92	31.09 34.09	28.26 34.44	25.44 34.53			
5-yr Cohort Grad* (AMO) Result	34.18	31.34 32.2	28.48 31.58	25.64 29.52			
4-yr Dropout (AMO) Result	21.73	19.92 24.39	18.11 21.85	16.3 22.69			

**5-yr Cohort Grad Rate and 4-year Dropout Rate are lagged due to availability of data.
Accountability in 2014 uses Grad Rate and Dropout Rate for first time 9th graders in 2010.*

School Progress Index: Gap Reduction (Inverse) Annual Measurable Objectives (AMOs) and Results

Content	Baseline 2011	2012	2013	2014	2015	2016	2017
Algebra (AMO) Result	66.80	69.57 65.06	72.33 65.08	75.10 63.60			
English (AMO) Result	63.94	66.95 65.47	69.95 58.27	72.96 57.64			
Biology (AMO) Result	66.08	68.91 65.91	71.74 65.56	74.56 65.47			
5-yr Cohort Grad* (AMO) Result	65.82	68.66 67.80	71.52 68.42	74.36 70.48			
4-yr Dropout (AMO) Result	78.27	80.08 75.61	81.89 78.15	83.70 77.31			

**5-yr Cohort Grad Rate and 4-year Dropout Rate are lagged due to availability of data.
Accountability in 2014 uses Grad Rate and Dropout Rate for first time 9th graders in 2010.*

School Progress Index: College and Career Readiness Annual Measurable Objectives (AMOs) and Results

Content	Base 2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
5 yr Cohort Grad Rate* (AMO) (60%)	84.57	85.15 85.51 MET	85.72 86.32 MET	86.30 87.48 MET						
College & Career Prep (AMO) (20%)	83.57	84.94 84.42	86.30 83.61	87.67 84.27						

*Based on a 50% reduction in 9 years

Maryland School Progress Index

Achievement (40%)	0.9697
Gap (40%)	0.8773
CCR (20%)	0.9926

Note: A 1.0 SPI value means meeting the target

Grades 9-12

Achievement*

40%

- 33.3%- Mathematics Proficiency (Algebra/ Data Analysis HSA)
- 33.3%- English Proficiency (English HSA)
- 33.3%- Science Proficiency (Biology HSA)

Gap*

40%

Gap between *lowest* subgroup and *highest* subgroup within a school:

- 20%- Mathematics Proficiency (Algebra/ Data Analysis HSA)
- 20%- English Proficiency (English HSA)
- 20%- Science Proficiency (Biology HSA)
- 20%- Cohort Graduation Rate
- 20%- Cohort Dropout Rate

College-and Career-Readiness*

20%

- 60%- Cohort Graduation rate
- 40%- College and Career Preparation (CCP)
 - Advanced Placement or International Baccalaureate
 - Career and Technology Education (CTE) Concentrators
 - Enrollment in College (2-Year, 4-year, and/or Technical School)

High School LEA Summary

- There are 8 LEAs with a High School SPI of greater than 1.0
- 13 LEAs have a High School SPI of between 0.9 and 1.0
- 3 LEAs have a High School SPI of less than .9

Note: A 1.0 SPI value means meeting the target

Strand Categorization

Schools are classified into five strands based on their overall and component SPI scores.

Strand	Overall Score	Number of Indicators Met (Achievement, Gap, CCR, Growth)		
		E, M, H	EM, MH, EH	EMH
1	1.0 or greater	All 3	All 6	All 9
2	Greater than or equal to 0.9	2 of 3	4-5 of 6	6-8 of 9
3		1 of 3	2-3 of 6	3-5 of 9
4		0 of 3	0-1 of 6	0-2 of 9
5	Less than 0.9	0-2 of 3	0-4 of 6	0-6 of 9

- Number of Indicators Met includes:
 - Indicators for which the Percent Proficient of Target for the weighted indicator composite = 1.00 or greater
 - Indicators that were not evaluated due to small population
- E, M, H defines a particular grade span for a school. Some schools may have multiple grade spans
 - E – Elementary M – Middle H – High

Note: A 1.0 SPI value means meeting the target

Thank You