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

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

**DATE:** February 27, 2018

**SUBJECT:** Bridge Data Collection, Analysis, and Accountability

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**PURPOSE:**

To provide the State Board with requested information regarding data collection, data analysis, and accountability for Bridge projects, and to present MSDE's recommendations in those three areas.

**EXECUTIVE SUMMARY:**

MSDE will provide the following information and, if applicable, recommendations:

Bridge Data Collection and Analysis

- Currently available data elements
- Possible analyses and timelines using currently available data elements
- Potential additional data elements and analyses/timelines using additional data elements

Bridge Accountability

- Procedures for scoring Bridge projects and monitoring scoring processes
- MSDE procedures for auditing Bridge project scoring
- Definition of "satisfactory attendance" as a requirement of Bridge eligibility

**ACTION:**

No action is necessary, for discussion only.

# Bridge Data Collection, Analysis, and Accountability



Maryland State Board of Education  
February 27, 2018

# Bridge Data Collection, Analysis, and Accountability

## DATA COLLECTION AND ANALYSIS

- Available data elements
- Possible analyses using available data elements
- Potential additional data elements and analyses

## ACCOUNTABILITY

- Procedures for scoring Bridge projects
- MSDE audits of Bridge project scoring
- “Satisfactory attendance” definition

## Q: What Bridge data elements are currently available?

- LEAs report if and how students meet the graduation assessment requirement. **If a student meets the requirement by passing the state test, no additional information is reported.**
  - For each content area, LEAs report whether the student met the requirement by passing the state test, or, if not, by completing a Bridge project
  - LEAs report whether the student met the overall assessment requirement using a Bridge project in any content area
- Data are reported to MSDE *at the point of high school completion* (“status” model)

## Q: For what years are Bridge data currently available? Can we go back to prior years?

- Bridge data elements at point of high school completion are available as early as 2008-09
- Not all content areas appear in all years because in some years, students were not required to pass state tests
- Students will take a version of Bridge starting 2017-18 that is **substantially revised** from previous years
  - Change from Maryland State Curriculum Standards to Maryland College and Career Ready Standards
  - Old Bridge was not designed to be remedial/instructional—not meant to instruct student on content assessed by state test, but only to be an alternative to the state test
  - Revised Bridge is remedial—meant to instruct students in the content assessed by the test, in addition to providing an alternative assessment

## Q: For what years are Bridge data currently available? Can we go back to prior years?

School Year	English	Algebra	Biology*	Government
2008-09	old	old	old	old
2009-10	old	old	old	old
2010-11	old	old	old	old
2011-12	old	old	old	
2012-13	old	old	old	
2013-14	old	old	old	
2014-15			old	
2015-16			old	
2016-17				old
2017-18	revised	revised		old
2018-19	revised	revised		old
2019-20	revised	revised	revised**	old or revised***
2020-21	revised	revised	revised	revised

Table represents years in which all students were required to pass state tests (or complete Bridge) in order to graduate.

\*Revised biology is now “science” because it integrates content across the sciences

\*\*Students may begin a science Bridge project as early as the spring of 2019-20 if they become eligible to start the project based on the 2020 MISA assessment

\*\*\*Students who participate in government Bridge projects in 2019-20 may have become eligible under either the previous or the current state social studies test. Students who start their testing with the new test, to be implemented 2018-19, will participate in the revised project only.

## Q: What analyses are possible using currently available data elements? What is the timeline for these analyses?

Post-high-school outcomes, short timeline:

- **What are the post-high-school outcomes of students who met their high school graduation assessment requirement with the old version of the Bridge project?**
- After MLDSC loads data, descriptive analysis will take approximately two months.

Post-high-school outcomes, medium timeline:

- **Does participating in the old version of the Bridge project have any *impact on students' post-high-school outcomes*?**
- Resources and the securing of a research partner are required, but analysis can be done with current data.

**MSDE does not recommend proceeding with these evaluations because they do not reflect the form of Bridge that students actually use. The analyses will not inform future policy as the project has already been revised. In the interim, MSDE will strictly monitor and audit projects to ensure quality and rigor.**

## Q: What analyses are possible using currently available data elements? What is the timeline for these analyses?

Post-high-school outcomes, long timeline:

- **What are the post-high-school outcomes of students who met their high school graduation assessment requirement with the revised version of the Bridge project?**
- **Does participating in the revised version of the Bridge project have any *impact on students' post-high-school outcomes*?**

“Revised” Bridge students will likely first appear in the high school completion data in 2018-19. (Students completing high school in 2017-18 are not required to pass state tests.) Data collection will require an additional year or more to track students’ outcomes after high school.

**MSDE will plan for and conduct this analysis, and use the results to inform long-term decisions related to Bridge projects. In the interim, MSDE and the High School Graduation Task Force are examining research on alternative assessments to guide implementation of the current Bridge program.**



## Q: What analyses are possible using currently available data elements? What is the timeline for these analyses?

Comparability study, medium timeline:

- **What are the scores of Bridge students on standardized tests (PARCC, SAT, other available data)?**
- Results using currently available data on students at high school completion would not be causal. The analysis would *not* tell us whether participating in Bridge had an impact on test scores. But we can *describe* the test scores of students who completed Bridge and compare them to the scores of students who met the assessment requirement using only state tests.

**Since not meeting required test scores is an eligibility requirement for a Bridge project, a description of students' test scores will yield limited information. However, we will explore available assessment data.**

## Q: Is it possible to collect “transactional” Bridge data in the future? What analyses would be possible?

**Option A:** Continue with “status” data collection at high school completion, and add additional “yes/no” elements to annual data collections that would be validated at high school completion

- Ex: “yes/no” No Bridge required, Bridge started, Bridge completed
- Could give data about students who took state tests after starting Bridge
- Annual collection would give descriptive data, but could not be used immediately for precise research purposes because Bridge projects often span multiple years and do not have to be started immediately after failing the state test, and because validation would still have to be done at high school completion
- Status data collection would still answer questions about post-high-school outcomes for Bridge students (with MLDC data)
- No cost (and no change) to high school completion data collection
- Minimal cost to add new elements to existing annual data collection

## Q: Is it possible to collect “transactional” Bridge data in the future? What analyses would be possible?

### **Option B:** Survey LEAs annually about students in the aggregate

- Could answer questions about how many students start and complete a Bridge project, but not questions requiring student-level data
- Minimal cost

### **Option C:** Implement a new student-level annual data collection

- Might answer questions about whether participating in Bridge was related to state test scores or other in-school outcomes
- Could adjust timing so that collection could precisely answer research questions
- Would require significant development time, resources, procurements, and support to LEAs

### **Option D:** Potentially leverage data collected through a proposed online Bridge platform

- Could answer the same questions as Option C
- Unknown cost

## **Q: Is it possible to collect “transactional” Bridge data in the future? What analyses would be possible?**

**MSDE proposes proceeding with Option A until after post-high-school outcome data are analyzed:**

- **Maintain “status” data collection at high school completion**
- **Add additional “yes/no” flags during annual data collection**
- **If Option A does not adequately address our research questions regarding Bridge, we will pursue other options**

## Q: How do LEAs score Bridge projects?

- LEAs must comply with scoring instructions from the Bridge manual
  - MSDE has developed scoring procedures, which use PARCC scoring rubrics
  - MSDE will use an external partner to evaluate the procedures for rigor
- MSDE trains representatives from each LEA, who in turn train appropriate staff to be graders
  - Since the revised project was introduced, MSDE has held five regional trainings and two webinars
  - Representatives have been local assessment coordinators, Bridge coordinators, Bridge monitors, and/or Bridge Project Validation (Scoring) Team
  - Graders vary by district, but are usually content supervisors and department chairs
- Scoring is done at the LEA, not the school, for consistency
  - Each project is scored twice by LEA staff—conflicts require a third reader
  - Special Education and English Learner (EL) students require a certified special education or EL educator as a scorer
  - MSDE will conduct onsite monitoring visits during LEA scoring of projects
- MSDE audits projects to ensure compliance with requirements

## Q: How will MSDE audit LEA scoring of Bridge projects?

- For the 2017-18 school year and beyond, LEAs will submit a random sample of projects. The sampling will be differentiated among districts such that districts with a large number of projects will be oversampled. The sampling schema will be developed in consultation with experts.
- LEAs submissions are due in the summer
- MSDE high school content specialists will audit LEA submissions
- Audits will require an estimated one hour per project
- Auditors will check for appropriateness, reliability, and consistency of scoring in compliance with MSDE's scoring guidelines
- Results will be given to LEAs in the fall
- If a project fails the audit:
  - MSDE discusses the finding with the district LAC or Bridge Coordinator
  - MSDE audits additional projects from that LEA
  - MSDE conducts additional onsite visits to LEA scoring convenings
  - MSDE re-trains scoring teams
- If an LEA fails an audit, sanctions will be imposed

**Q: To be eligible for the Bridge Plan, students must demonstrate "overall satisfactory attendance in the most recent school year completed" (COMAR 13A.03.02.06.E(1)(c)). What is "satisfactory attendance"?**

- Because passing the academic course is a requirement for Bridge eligibility, "satisfactory attendance" is defined in each LEA's grading and attendance policies
- Attendance and grading policies are set by LEA, per COMAR 13A.08.01.05, and dictate the degree to which attendance impacts course grades
- LEAs were surveyed in November 2017, asking about their local definition of "satisfactory attendance." Responses varied among LEAs.

**MSDE will evaluate LEA grading policies and make recommendations to the board. In practice, the results of this review will impact Bridge eligibility.**