



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: February 25, 2020
SUBJECT: Maryland Bridge Plan for Academic Validation

PURPOSE:

To provide a requested overview to the State Board regarding the Bridge Plan for Academic Validation.

EXECUTIVE SUMMARY:

MSDE will provide information on:

- COMAR 13A.03.02.06D
- Bridge Process for Students
- Local School System Bridge Project Validation Panels
- Annual Scoring Validation Audit
- State Policy Summary
- Data and Ongoing Research

ACTION:

This item is informational only and does not require any action.

Maryland Bridge Plan for Academic Validation



State Board of Education

February 25, 2020

COMAR 13A.03.02.06D

D. (1) A student is eligible to satisfy the graduation assessment requirement through the Bridge Plan for Academic Validation if the student has:

- (a) Failed one or more Maryland High School Assessments;
- (b) Received credit in the course or courses related to the assessment or assessments;
- (c) Demonstrated overall satisfactory attendance; and
- (d) Demonstrated satisfactory progress toward achieving the high school diploma requirements . . . ; and
- (e) Participated successfully in appropriate assistance . . . after having failed one or more of the Maryland High School Assessments.

Student Journey: Participation

- An Academic Validation Student Planner and Agreement form must be signed by student, parent/guardian, and project monitor.
- Students must be provided appropriate assistance, reteaching, and accommodations aligned with Individualized Education Program (IEP), 504, and English Learner plans.
- All work submitted must be solely the work of the individual student.

Local School System

Bridge Project Validation Panel

- Each project is scored twice by two different panel members—conflicts require a third reader.
- Special Education and English Learner student projects require a certified special education or English Learner educator as a scorer.
- Panel members:
 - Must be certified in the appropriate content area.
 - Must participate in training, provided by MSDE and locals.
 - May not score projects from students they have taught.
 - Must provide appropriate feedback on unsatisfactory projects, without providing answers.

Student Journey: Bridge Project Rated as Unsatisfactory

- Projects are returned to the student's project monitor.
- Appropriate re-teaching/remediation is provided to the student.
- Student revises the project and re-submits.
- The process must ensure that the submitted project is solely the work of the student.

Updates to Bridge

- Bridge Projects were aligned to Maryland College and Career Ready standards and made more rigorous, beginning in 2014.
- COMAR was revised to allow students to begin Bridge after one failure of the high school assessment.

Annual Scoring Validation Audit

- A random sample of local school system Bridge projects are reviewed by MSDE content specialists.
- MSDE content specialists conduct site visits to local school systems.

State Policy Summary

Including Maryland, 12 states have an “exit exam” graduation requirement for the class of 2020: FL, IN, LA, MD, MA, MS, NJ, NM, NY, OH, TX, VA

- 9 states have a non-standardized test, competency-based alternative, and/or locally-defined option (project, portfolio, work-based learning, “educational proficiency plan,” GPA, end of course exam, etc.): IN, MA, MD, MS, NJ, NM, OH, TX, VA
- 6 states allow for a specific score on a replacement high school standardized test (ACT, SAT, PSAT, Accuplacer, ASVAB, etc.): FL, MS, NJ, NY, NM, VA
- 2 states have an academic appeal or waiver to passing scores: MA, NY
- Louisiana does not have an alternative to state standardized tests for general education students, but students can meet the requirement at four (out of five) Performance Levels.

Source: Education Week and state department of education websites.

Data by Local School System

	2015 Graduates: Met Assessment Requirement by Exam ^a	2015 Graduates: Met Assessment Requirement by Bridge	Total 2015 Diplomas ^b	2015 Certificate of Program Completion	2015 Non- graduates	2015 Total Enrollment ^c
All Public Schools	50,945 (88.5%)	6,470 (11.2%)	57,577	694	3,180	61,451
Allegany	558 (86.9%)	83 (12.9%)	642	10	20	672
Anne Arundel	4,830 (92.7%)	381 (7.3%)	5,212	49	114	5,375
Baltimore County	6,135 (87.1%)	887 (12.6%)	7,042	67	492	7,601
Calvert	1,251 (98.0%)	24 (1.9%)	1,276	*	*	1,324
Caroline	340 (91.6%)	31 (8.4%)	371	*	*	388
Carroll	2,016 (95.9%)	85 (4.0%)	2,103	22	36	2,161
Cecil	976 (91.5%)	90 (8.4%)	1,067	13	37	1,117
Charles	2,013 (92.1%)	173 (7.9%)	2,186	14	29	2,229
Dorchester	256 (83.4%)	51 (16.6%)	307	*	*	330
Frederick	2,826 (96.6%)	99 (3.4%)	2,925	41	163	3,129
Garrett	228 (92.7%)	18 (7.3%)	246	*	*	*
Harford	2,526 (95.4%)	119 (4.5%)	2,647	29	96	2,772
Howard	3,830 (97.4%)	101 (2.6%)	3,931	45	186	4,162
Kent	140 (87.5%)	20 (12.5%)	160	*	*	*
Montgomery	9,676 (93.5%)	632 (6.1%)	10,347	125	522	10,994
Prince George's	6,000 (75.9%)	1,838 (23.2%)	7,909	95	398	8,402
Queen Anne's	553 (95.8%)	23 (4.0%)	577	*	*	598
St. Mary's	1,162 (92.3%)	97 (7.7%)	1,259	14	12	1,285
Somerset	140 (85.9%)	20 (12.3%)	163	*	*	173
Talbot	253 (87.5%)	36 (12.5%)	289	*	*	303
Washington	1,527 (93.3%)	106 (6.5%)	1,636	25	102	1,763
Wicomico	772 (86.9%)	111 (12.5%)	888	14	69	971
Worcester	475 (96.9%)	11 (2.2%)	490	*	*	510
Baltimore City	2,434 (62.8%)	1,434 (37.0%)	3,875	84	789	4,748

* Cells with fewer than 10 students and adjacent cells are suppressed.

[a] "Met Assessment Requirement by Exam" includes students who passed all exams and those who met the requirement with a combined score.

[b] Total 2015 diplomas also includes the small number of students receiving a waiver or for whom assessments were not required or taken (<0.3%).

[c] Total Enrollment includes promotions/non-promotions and excludes international exchange students.

Data by Student Group

	2015 Graduates: Met Assessment Requirement by Exam ^a	2015 Graduates: Met Assessment Requirement by Bridge	Total 2015 Diplomas ^b	2015 Certificate of Program Completion	2015 Non-graduates	2015 Total Enrollment ^c
All Public Schools	50,945 (88.5%)	6,470 (11.2%)	57,577	694	3,180	61,451
American Indian/AK	126 (89.4%)	14 (9.9%)	141	*	*	151
Asian	3,616 (95.7%)	153 (4.0%)	3,779	19	101	3,899
Black/African American	15,490 (77.6%)	4,382 (22.0%)	19,956	321	1,624	21,901
Hispanic/Latino	5,093 (84.2%)	912 (15.1%)	6,048	69	470	6,587
Native HI/ Pacific Islander	71 (87.7%)	10 (12.3%)	81	*	*	*
White	24,706 (96.4%)	908 (3.5%)	25,636	277	892	26,805
Two or more races	1,843 (95.2%)	91 (4.7%)	1,936	*	*	2,023
Students with Disabilities	2,329 (52.9%)	2,030 (46.1%)	4,402	692	1,372	6,466
FARMS	14,619 (78.1%)	4,006 (21.4%)	18,707	330	1,843	20,880
English Learner	229 (30.4%)	493 (65.5%)	753	*	*	865
Female	25,810 (89.0%)	3,127 (10.8%)	29,014	242	1,180	30,436
Male	25,135 (88.0%)	3,343 (11.7%)	28,563	452	2,000	31,015

* Cells with fewer than 10 students and adjacent cells are suppressed.

[a] "Met Assessment Requirement by Exam" includes students who passed all exams and those who met the requirement with a combined score.

[b] Total 2015 diplomas also includes the small number of students receiving a waiver or for whom assessments were not required or taken (<0.3%).

[c] Total Enrollment includes promotions/non-promotions and excludes international exchange students.

Ongoing Long-Term Research

- In collaboration with MSDE, the Maryland Longitudinal Data System Center (MLDSC) and Dr. Jane Lincove (UMBC) are studying the post-high-school outcomes of students who met their assessment requirement by successfully completing one or more Bridge projects.
- Preliminary findings show that students who met graduation requirements by completing Bridge have post-high school outcomes that are similar to students who passed state tests after previously failing.