

## Georgia High School Writing Test (GHSWT) Fall 2009 Comparative Summary Report

In the state of Georgia, students in the eleventh grade participate in the Georgia High School Writing Test (GHSWT) as mandated by Georgia law (O.C.G.A., Section 20-2-281), and must pass the GHSWT to earn a regular education diploma. The writing test requires students to produce a composition of no more than two pages given one on-demand persuasive writing prompt. The two-hour test administration includes 100 minutes of student writing time. The GHSWT results provide information to students about their writing performance and areas of strength and challenge.

The GHSWT is scored analytically, meaning each paper is scored holistically by domains. These results provide diagnostic feedback to teachers, students, and parents about individual performance. Using fixed scoring criteria established in the Scoring Rubrics, two trained readers score each paper independently by rating on four domains of effective writing. These domains are: Content & Organization, Style, Conventions of Written Language, and Sentence Formation. Domain scores are combined to obtain a total score for each student. There are three performance levels represented: Does Not Meet (100-199), Meets (200-249), and Exceeds (250+). The passing score is 200.

For eleventh grade students, the GHSWT main administration takes place in the fall. The GHSWT is administered three times a year (fall, spring, and summer) so that students have multiple opportunities to take the test before the end of the twelfth grade.

The Georgia Writing Assessment program was completely redeveloped between 2005 and 2007 to align the Georgia Writing Program to the Georgia Performance Standards (GPS). The New Georgia High School Writing Test was administered for the first time in fall 2007 and student responses are measured using a new rubric. Therefore, the fall 2007 GPS data included in this report is baseline data for comparisons with future GHSWT administrations.

*Note: It is important to note that the Office of Student Achievement (OSA) Report Card may differ from scores presented in this report. Prior to being reported on the OSA Report Card, the assessment data is matched to Student Record data, which contains the most current student information, such as demographics, services, and grade level. It is normal for there to be a discrepancy between the testing reports and the OSA Report Card because during the matching process, some records may not be matched successfully due to incorrect or changed student identification numbers, or student promotion mid-year to 12th grade, which would remove a student's score from the First Time 11th Graders report.*

This report provides information regarding the results of the **GHSWT administered in September 2009**. In September 2009, 349 grade 11 students at Marietta High School (MHS) took the GHSWT for the first time. The report is divided into the following parts:

- I. **Number of Grade 11 Regular Program 1<sup>st</sup> Time Test Takers**
  - a. Key Findings
  - b. Data Table
- II. **Comparison of All Grade 11 1<sup>st</sup> Time Test Takers Scaled Scores 2009 - MCS, M-RESA, Georgia (state)**
  - a. Key Findings
  - b. Data Table – MCS, M-RESA, Georgia (state)
- III. **All Grade 11 1<sup>st</sup> Time Test Takers Performance Summary Comparison 2009 - MCS, M-RESA, Georgia (state)**
  - a. Key Findings
  - b. Data Table
- IV. **Performance Comparison by Demographic Group 2009 - MCS, Georgia (state)**
  - a. Key Findings
  - b. Data Table – MCS, M-RESA, Georgia (state)
- V. **Domain Rating Summary 2009**
  - a. Key Findings
  - b. Data Table – MCS, M-RESA, Georgia (state)

Definitions

**Scaled Score** The scaled score is a technique for averaging scores where the degree of difficulty varies from one question to the next. It also indicates whether any one particular score is above or below the group average.

**Domains:** Four qualities (domains) of writing evaluated in the Georgia High School Writing Assessment.

Performance Level Chart

Does Not Meet (DNM)	Meets (M)	Exceeds (E)
100-199	200 - 249	250-350

I. **Number of Grade 11 Regular Program 1<sup>st</sup> Time Test Takers – 6 years**

Key Findings

- The number of students taking the GHSWT as 1<sup>st</sup> time test takers decreased 5% from last year.

**All Grade 11 1st Time Test Takers - Comparison by Number of Students**

	2004	2005	2006	2007	2008	2009
# Students	351	343	318	413	367	349

II. **Comparison of All Grade 11 1<sup>st</sup> Time Test Takers Scaled Scores 2009 - MCS, M-RESA, Georgia (state)**

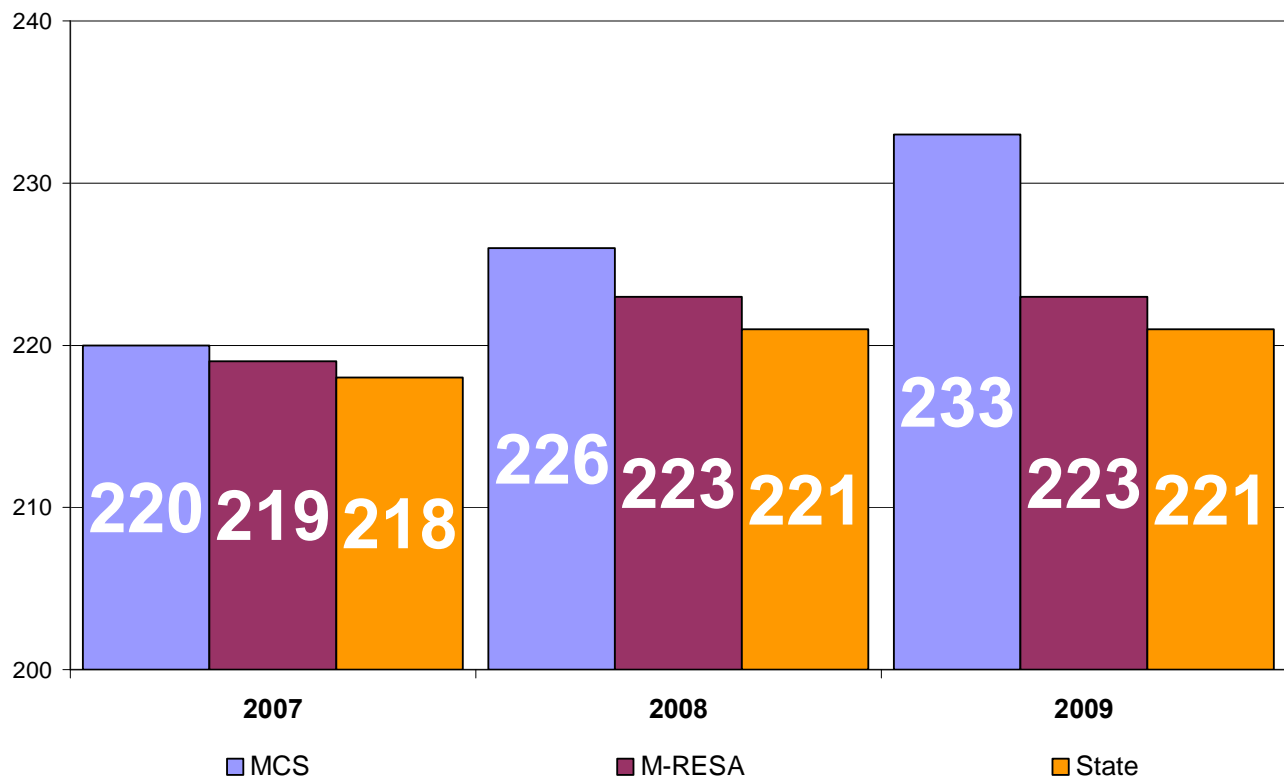
Key Findings

- In 2009, results indicate Marietta City Schools (MCS) mean scaled score exceeded M-RESA by 10 points and Georgia (state) by 12 points.
- MCS 2009 scaled score increased 7 points from 2008

**All Grade 11 1st Time Test Takers - Comparison of Scaled Scores**

	2007	2008	2009
MCS	220	226	233
M-RESA	219	223	223
State	218	221	221

**All Grade 11 1st Time Test Takers - Comparison of Scaled Scores**



### III. Performance Summary Comparison 2009 (MCS, M-RESA, Georgia)

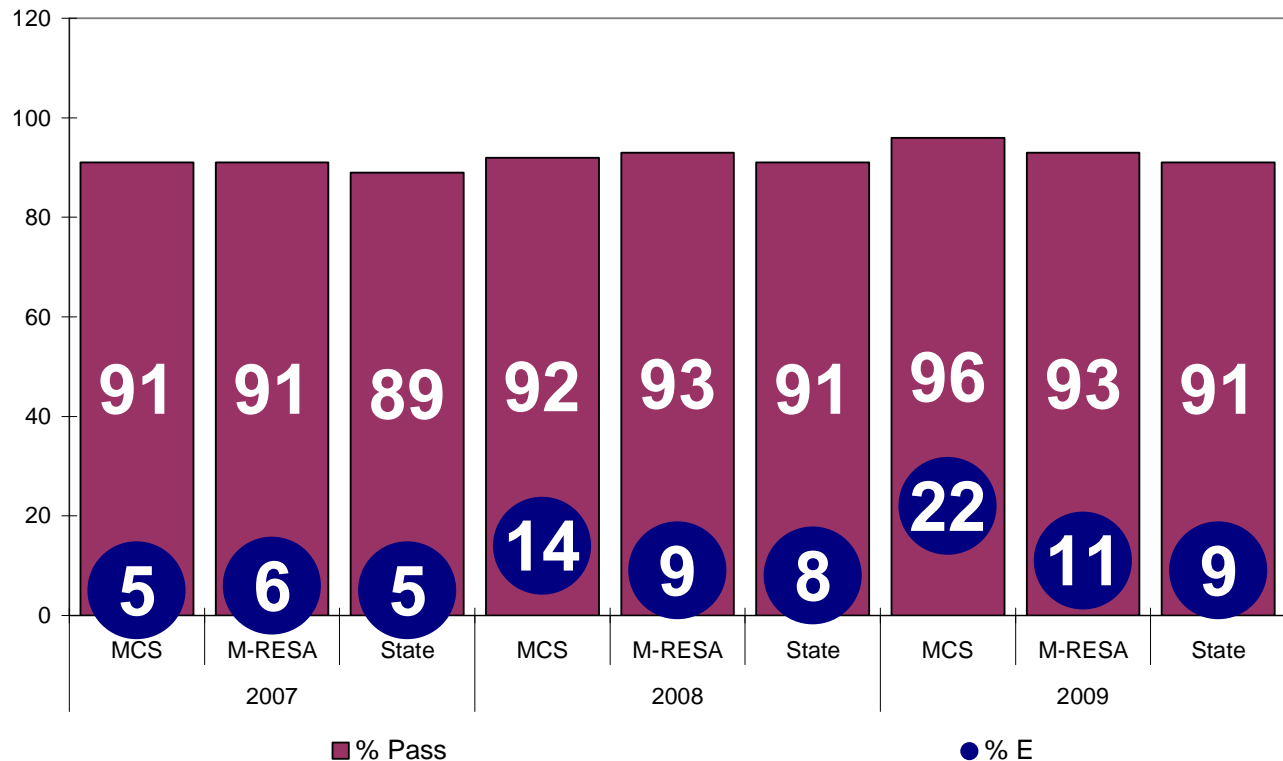
#### Key Findings

- Results indicate the percent of students passing the 2009 GHSWT in MCS exceeded MRESA by 3% and Georgia (state) by 5%. For students exceeding expectations, MCS scores surpassed M-RESA (region) by 11% and the state by 13%.
- MCS percent passing increased 4%, and MCS percent exceeding increased 8% from 2008.

#### 1st Time Test Takers Fall Performance Summary - Comparison % Passing

	2007			2008			2009		
	MCS	M-RESA	State	MCS	M-RESA	State	MCS	M-RESA	State
% Pass	91	91	89	92	93	91	96	93	91
% DNM	9	9	11	8	7	9	4	7	9
% M	86	84	84	78	84	83	74	82	82
% E	5	6	5	14	9	8	22	11	9

#### 2009 Fall Performance Summary - Comparison % Passing All Grade 11 1st Time Test Takers



#### IV. Performance Comparison by Demographic Group 2009 (MCS, Georgia)

##### Key Findings

- Results indicate that the percent of Grade 11 1<sup>st</sup> Time Test Takers passing in MCS exceeded the state's performance significantly for:
  - All (5)
  - ELL (26)
  - Special Education (7)
- Results indicate that the percent of students passing in MCS exceeded the state's performance significantly for:
  - Female (5)
  - Male (8)
  - Asian (8)
  - Black (9)
  - Hispanic (8)
  - White (6)
- Based upon diploma track, MCS outperformed the state in Technology/Career, College Prep, and Dual tracks. MCS significantly exceeded the state's performance for students seeking a Technology/Career diploma by 9%.

##### 2009 Fall GHSWT Percent Passing - Comparison by Demographics

	MCS	MCS	MCS	MCS	State	State	State	State
	Pass	Does Not Meet	Meets	Exceeds	Pass	Does Not Meet	Meets	Exceeds
All <sup>1</sup>	96	4	74	22	91	9	82	9
Regular Program <sup>1</sup> including ELL & 504 students	98	2	74	24	94	6	84	10
ELL <sup>1</sup>	92	8	92	0	66	34	66	0
Special Education <sup>1,2</sup>	68	32	64	5	61	39	60	2

Female	97	3	77	20	92	8	83	9
Male	94	6	74	21	86	14	78	8

Asian	100	0	69	31	92	8	73	19
Black	94	6	81	13	85	15	81	4
Hispanic	94	6	87	6	86	14	81	5
White	99	1	63	37	93	7	81	12
Multi Ethnic <sup>3</sup>	na	na	na	na	93	7	83	10

Technology/ Career prep	84	16	84	0	75	25	73	1
College Prep diploma	98	2	72	26	94	6	83	11
Dual diploma	95	5	77	18	93	7	85	8

<sup>1</sup>Grade 11 1<sup>st</sup> Time Test Takers

<sup>2</sup>Special Education students classified as Mildly Intellectually Disabled (MID) were required to take the GHSWT for the first time in 2008 – 2009.

<sup>3</sup>Number of students <10

## V. Domain Rating Summary 2009

### Findings

The weight of each domain reflects the contribution of each domain to a student's total score. Weighting means that the score a rater assigns is multiplied by the weight (importance) assigned to the domain. The four domains are presented and described below with weights shown in parenthesis:

1. *Ideas (2)*: Writer establishes a controlling idea and relevant to the assigned genre.
2. *Organization (1)*: Writer's ideas are arranged clearly and consistent with the assigned genre.
3. *Styles (1)*: Writer's individuality is established using language control to engage the reader.
4. *Convention (1)*: Writer shows control of sentence formation, usage, and mechanics.

- Results indicate that MCS mean domain scores exceeded MRESA and the state in all domains.
- MCS mean domain scores increased in two domains from 2008.
  - Organization (.1)
  - Style (.3)

### Fall GHSWT Domain Rating Summary for Regular Program 11th Grade 1st Time Test Takers

	2007			2008			2009		
	MCS	M-RESA	State	MCS	M-RESA	State	MCS	M-RESA	State
Ideas	3.2	3.2	3.2	3.5	3.4	3.3	3.5	3.3	3.2
Organization	3.2	3.2	3.1	3.4	3.3	3.3	3.5	3.3	3.2
Style	3.3	3.3	3.2	3.4	3.4	3.3	3.7	3.4	3.3
Conventions	3.3	3.3	3.3	3.5	3.4	3.3	3.5	3.3	3.3

### 2009 Fall GHSWT Domain Rating Summary for Grade 11 Regular Program 1st Time Test Takers

