

Maryland High School Graduation Task Force Recommendations



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Task Force Purpose

To make recommendations to the State Superintendent and Maryland State Board of Education on:

- Credit and program requirements for graduation (number of credits, subject area(s), and other requirements)
- Assessment requirements for graduation
- Options for awarding high school diplomas

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October 23, 2018

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Task Force Membership

Task Force members represent 24 organizations:

- Maryland Association of Boards of Education
- Maryland Association of Community Colleges
- Maryland Association of Elementary School Principals
- Maryland Association of Secondary School Principals
- Maryland Association of Student Councils
- Maryland Business Roundtable
- Maryland Chamber of Commerce
- Maryland Department of Human Services
- Maryland Department of Labor, Licensing and Regulation
- Maryland English Language Learning Family Involvement Network
- Maryland Governor's Office
- Maryland Higher Education Commission
- Maryland Independent College and University Association
- Maryland PTA
- Maryland School Counselor Association
- Maryland State Board of Education
- Maryland State Department of Education
- Maryland State Education Association
- Maryland Teacher of the Year
- Office of the Attorney General
- Parent
- Public School Superintendents Association of Maryland
- Special Education State Advisory
- University System of Maryland

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Task Force Timeline

Task Force met twice each month from January 2018 through June, 2018, with a final meeting in September.

- January, 2018: Orientation to the task; review of current COMAR; established guiding principals
- February, March, April: Built base of knowledge (readings/research, panels; guest speakers); developed recommendations and rationale
- May, June: Shared and finalized recommendations and rationale
- July, August, September: Developed report and sent to Task Force for feedback; compiled feedback for final meeting; Reviewed feedback, discussed and voted on recommendations
- October: Present recommendations to State Board and Superintendent for discussion
- November: Share report with public
- December: Consider Board, Superintendent, and public comments
- January, 2019: Modify or develop new regulation

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Format and Guiding Principles

Format:

- Decisions were informed by current research, data, and experts, consistently available to all members via a Resource Hub
- Task Force members worked in committees, with opportunities to bring committee work to the entire group

Guiding principles were developed by Task Force members:

- Knowledge and skills
- Personalization
- Equity

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Current and Recommended Credit Requirements: OVERVIEW

State requirements: students must earn a minimum of ~~21~~ 22 credits. Local requirements may be in addition to State requirements.

English – 4 credits	Health – ½ 1 credit
Math – 3 4 credits (student must be enrolled in all four years)	Technology Education – ½ .5 credit
Science – 3 credits	One of the following:
Social Studies – 3 credits	<ul style="list-style-type: none"> World Language – 2 credits of same language Advanced Technology – 2 credits CTE Program Completion
<ul style="list-style-type: none"> Government – 1 credit U.S. History – 1 credit World History – 1 credit 	Other electives – 3 credits
Fine Arts – 1 credit	
Physical Education – ½ credit	

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Mathematics

Students must be enrolled in a math course each year in high school and pass all four courses.

- They must take and pass Algebra 1 and Geometry.
- High school credits should match the academic pathway appropriate to the student's goals.
- Computer Science may be substituted for one math credit.

A student eligible to graduate except for attaining credit in English 12 may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education.

A student eligible to graduate except for attaining the fourth math credit, may obtain that credit by demonstrating competency.

- Credit, assessment, and student service requirements must be otherwise met.
- Local superintendent determines it is in the best interest of the student.

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Health Education

Increasing the health education requirement to one credit allows for necessary time to teach additional required content, which includes:

- Opioids and drug prevention
- Sexual abuse assault instruction
- Suicide prevention
- Mental health

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Technology Education

Decrease the technology education requirement to **one-half credit**, aligned with technology education or computer science standards

- Technology education should be infused across the entire curriculum at all grade levels, regardless of the high school graduation requirement

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Graduation Pathways

Guiding principle: pathways should be meaningful to students, and prepare them for post-secondary education and/or the workforce.

Recommended pathways:

- Successful completion of a state-approved Career and Technology Education Program
- Successful completion of the University System of Maryland requirements, which include two years of same world language, Algebra II, and two of three sciences as lab sciences

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Dual Enrollment

High school students who complete a college course aligned with the Maryland College and Career Readiness Standards (MCCRS), or an elective credit for graduation requirements, shall receive the high school credit for the course if:

- Alignment to MCCRS and/or graduation requirements is determined by MSDE, after consultation with the local school systems.

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Diplomas: OVERVIEW

Maintain a single Maryland high school diploma.

Add opportunities for seals, endorsements, and awards:

- Nationally-recognized seals
- College-Ready Endorsement
- Career and Technical Education Endorsement
- Local awards that meet proposed standards

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Maryland High School Diploma

A Maryland High School Diploma may be issued if the following items have been met:

- State enrollment, credit, and service requirements
- x • Local school systems graduation requirements
- Assessment requirements

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x FINN CONCERN: A COUNTY CAN ADD REQUIREMENTS, THUS OFFERING A "SUPERCHARGED" DIPLOMA.

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College-Ready Endorsement

- Effective for the class of 2023
- Awarded to students who meet the College and Career Readiness Assessment Options defined in the MOU between the Maryland Association of Community Colleges (MACC) and the Public School Superintendents Association of Maryland (PSSAM), for both English language arts and mathematics assessments
- Students should meet requirements by end of grade 11, or enter into "transition courses" for support and remediation in 12th grade

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BOARD CONCERN (FINN/STIEBER): DID NOT FEEL STANDARDS IN EXISTING MOU WERE RIGOROUS ENOUGH

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Career and Technical Education Endorsement

- Effective for the class of 2023
- For students who successfully meet requirements determined by MSDE, Division of College and Career Readiness
- Must include a component above the minimum requirements for graduation and successful completion of the CTE pathway (including a performance measurement where appropriate and available)

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Recommended Steps to Implementation

- Formally define Seal (national), Endorsement (state), and Award (local).
- Establish requirements for Seal, Endorsement, and Award.
- Establish a process for the adoption of national seals and the creation of state endorsements. Local boards shall be required to create local awards based on state-defined requirements.
- Make seals and endorsements available to the graduating class of 2023. Report data on receipt of these honors publicly and on an annual basis
- Implementation of seals, endorsements, and awards shall be reviewed and a report presented to the State Board of Education in 2027.
- MSDE should ensure principles of equity and personalization are being utilized.
- Feedback should be sought from students, teachers, employers, and other stakeholders

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Assessments: OVERVIEW

- Decouple high school exams from exit requirements
- Algebra, English, and government assessments are end-of-course assessments, worth 20% of course grades
- Students must participate in high school science assessments until it can be determined how the integrated test can be used as an end-of-course assessment

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Bridge Plan for Academic Validation

- Maintain the Bridge Plan for Academic Validation if necessary as an alternative pathway for high school assessment completion.
- Eliminate Bridge only if Board decides to make algebra, English, and government end-of-course exams.

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* VIGOROUS DISAGREEMENT HERE FROM FINN & STIENER;
 • INTEREST EXPRESSED IN RAISING **20%