How are Graduation Requirements Impacted by PARCC?

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Maryland State Department of Education

Division of Curriculum, Assessment, and Accountability
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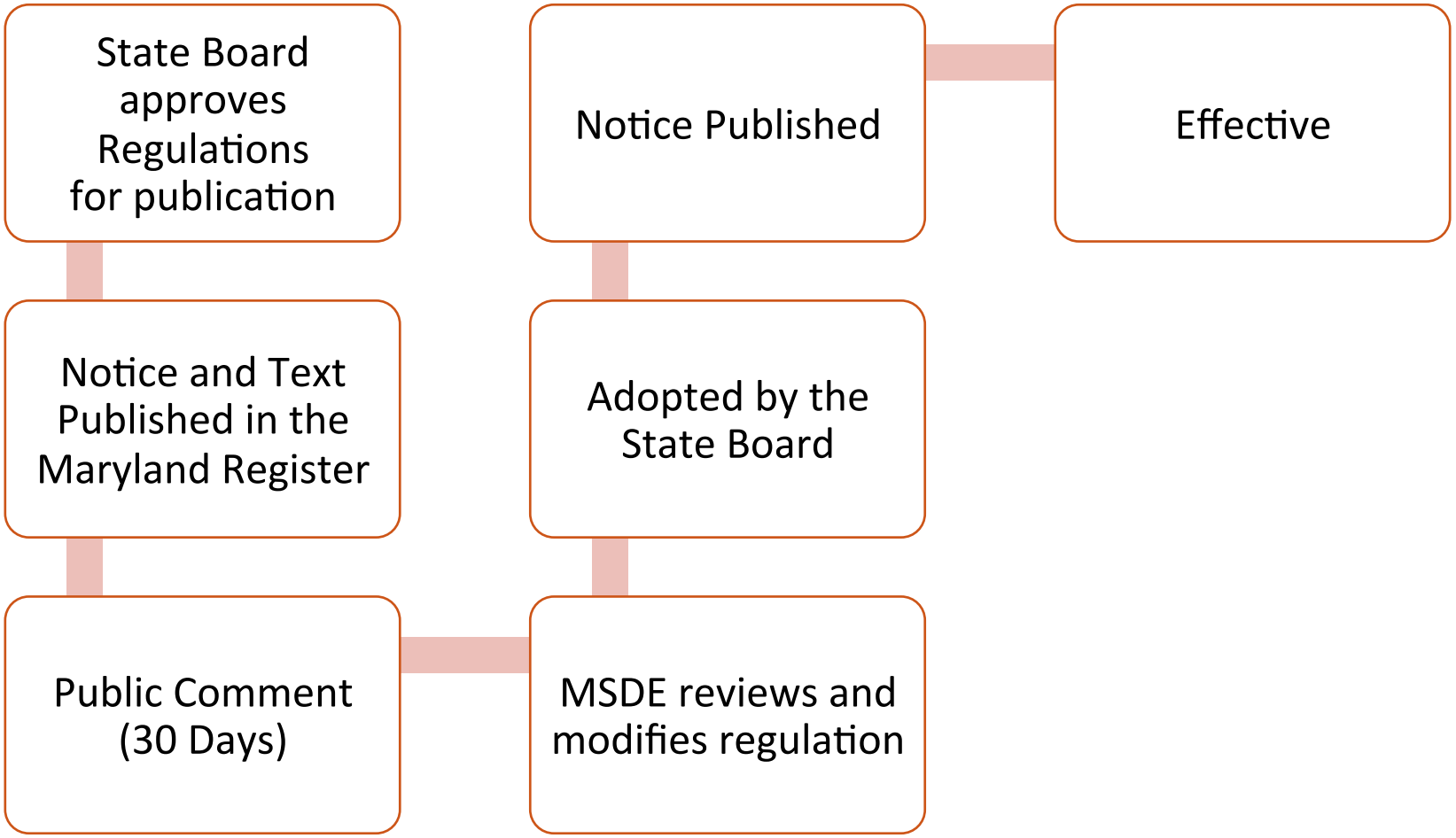
Purpose

- Learn how graduation requirements will be impacted by the transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. In particular, the focus of the discussion will include the changes to the Code of Maryland Regulations (COMAR) and the transition timeline from the assessments within the Maryland High School Assessment program (HSA) to the PARCC assessments.

Guiding Legislation

- **Annotated Code of Maryland (Ann. Code)**
  - Statutes
    - The Legislature enacts statutes.
- **Code of Maryland Regulations (COMAR)**
  - Regulations
    - Administrative agencies (MSDE) adopt, amend and repeal regulations under the authority granted to them by statutes. Unless the Legislature has created an exemption, agencies must follow the procedures in the Administrative Procedure Act when adopting, amending or repealing regulations.

COMAR Adoption Process



Fiscal and Policy Note SB 740, MGA 2013

Title 13A STATE BOARD OF EDUCATION

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

Chapter 02 Graduation Requirements for Public High Schools in Maryland

Authority: Education Article, §§2-205, 4-110, 4-111, 7-203, 7-205, 7-205.1, 7-206, and 8-404, Annotated Code of Maryland

.01 Scope.

A. This chapter sets out the enrollment, credit, student service, and State assessment requirements for graduation from a public high school in Maryland.

B. It is the expectation of the State Board that each student enrolled in a public school system in Maryland shall earn a Maryland High School Diploma in accordance with the requirements forth out in this chapter.

C. Upon notifying the State Superintendent of Schools, each local school system may establish graduation requirements beyond the minimum requirements established by the State Board.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Combined score" means the total of the passing scores established by the Department on the Maryland High School Assessments in algebra[/data analysis], biology, English, and government.

(2) "Credit" means successful demonstration of a specified unit of study.

(3) "Department" means the State Department of Education.

(4) "Individualized education program (IEP)" means a written description for a student with a disability that is developed, reviewed, and revised in accordance with 20 U.S.C. §1414 and COMAR 13A.05.01.

(5) "Maryland High School Assessments" means the tests in algebra[/data analysis], biology, English, and government developed *or adopted* by the Department that are aligned with and measure a student's skills and knowledge as set forth in the content standards for those subjects.

(6) "Minimum score" means an acceptable score established by the Department below the passing score on a Maryland High School Assessment that may be used by a student to satisfy the combined score option.

[.03 Enrollment.

The student shall satisfactorily complete 4 years of approved study beyond the eighth grade unless one of the alternatives in Regulation .10 or .11 of this chapter is satisfied.]

[.04] *.03 Enrollment and* Credit Requirements.

A. To be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of 21 credits that include the following specified [core] credits:

(1) English—four credits of organized instruction in [listening and speaking, reading and literature, and written composition and use of language,] *comprehension of literary and informational text, writing, speaking and listening, language, and literacy,* of which one credit shall be aligned with the Maryland High School Assessment for English;

(2) Fine arts—one credit in visual arts, music, theater, or dance, or a combination of these;

(3) Mathematics—three credits, including one with instruction in algebra aligned with the Maryland High School Assessment for algebra[/data analysis] or one or more credits in subsequent mathematics courses for which Algebra I is a prerequisite, and one with instruction in geometry aligned with the content standards for geometry;

(a) Students enterihg the 9th grade class of 2014-2014 school year shall enroll in a mathematics course in each year of

Maryland High School Diploma

- To be awarded a Maryland high school diploma
  1. Complete the enrollment, credit, and service requirements
  2. Complete local school system requirements; and
  3. Satisfy one of the following:
     a) Achieve a passing score on the Maryland High School Assessments for algebra, biology, English, and government;
     b) Achieve an overall combined score on the Maryland High School Assessments for algebra, biology, English, and government;
     c) Achieve a score on Department-approved substitute assessments for algebra, biology, English, and government, aligned with the Maryland High School Assessments such as Advanced Placement examinations, SAT I, SAT II, and International Baccalaureate examinations; or
     d) If the student is unable to meet the requirements in §B(3)(a)—(c) of this regulation, then satisfactorily complete the requirements of the Bridge Plan for Academic Validation

Fiscal and Policy Note SB 740, MGA 2013

High School Credit Requirements

- 9th graders in 2015
  - Enroll in a mathematics course in *each year* of high school
  - Up to a maximum of four years
    - Unless math course needed to meet graduation requirements in 5th/6th year

Subject Area	Credits
English	4
Mathematics	3
Science	3
Social Studies	3
Fine Arts	1
Physical Education	½
Health Education	½
Technology Education	1
Other	5
World Language (2) Advanced Tech Ed (2) CTE Program (4)	2
Electives	3
Total Credit Requirements	**21**

Fiscal and Policy Note SB 740, MGA 2013

Recent Initiatives impacting Graduation Requirements

Common Core

- State-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers
- Establishes a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace
- Adopted by Maryland State Board of Education in June 2010
- http://marylandpublicschools.org/MSDE/programs/ccss

Race to the Top (RTTT)

- Part of the federal government's American Recovery and Reinvestment Act Program
- Grant awarded to Maryland on August 2010 of $250 million over 4 years
- http://marylandpublicschools.org/MSDE/programs/race_to_the_top

Partnership for the Assessment of College and Career (PARCC)

- Consortium of 24 states working together to develop an assessment system aligned to the Common Core State Standards
- Anchored in college and career readiness; provide comparability across states; and be able to assess and measure higher-order skills such as critical thinking, communications, and problem solving.
- http://www.marylandpublicschools.org/msde/testing/parcc/overview.htm and http://www.parcconline.org

College and Career Readiness (CCR)

- Increasing the number of students ready to enter college or career at the end of high school

Fiscal and Policy Note SB 740, MGA 2013

High School Assessed Courses

HSA

- ~~Algebra I~~
- Biology
- ~~English 10~~
- Government

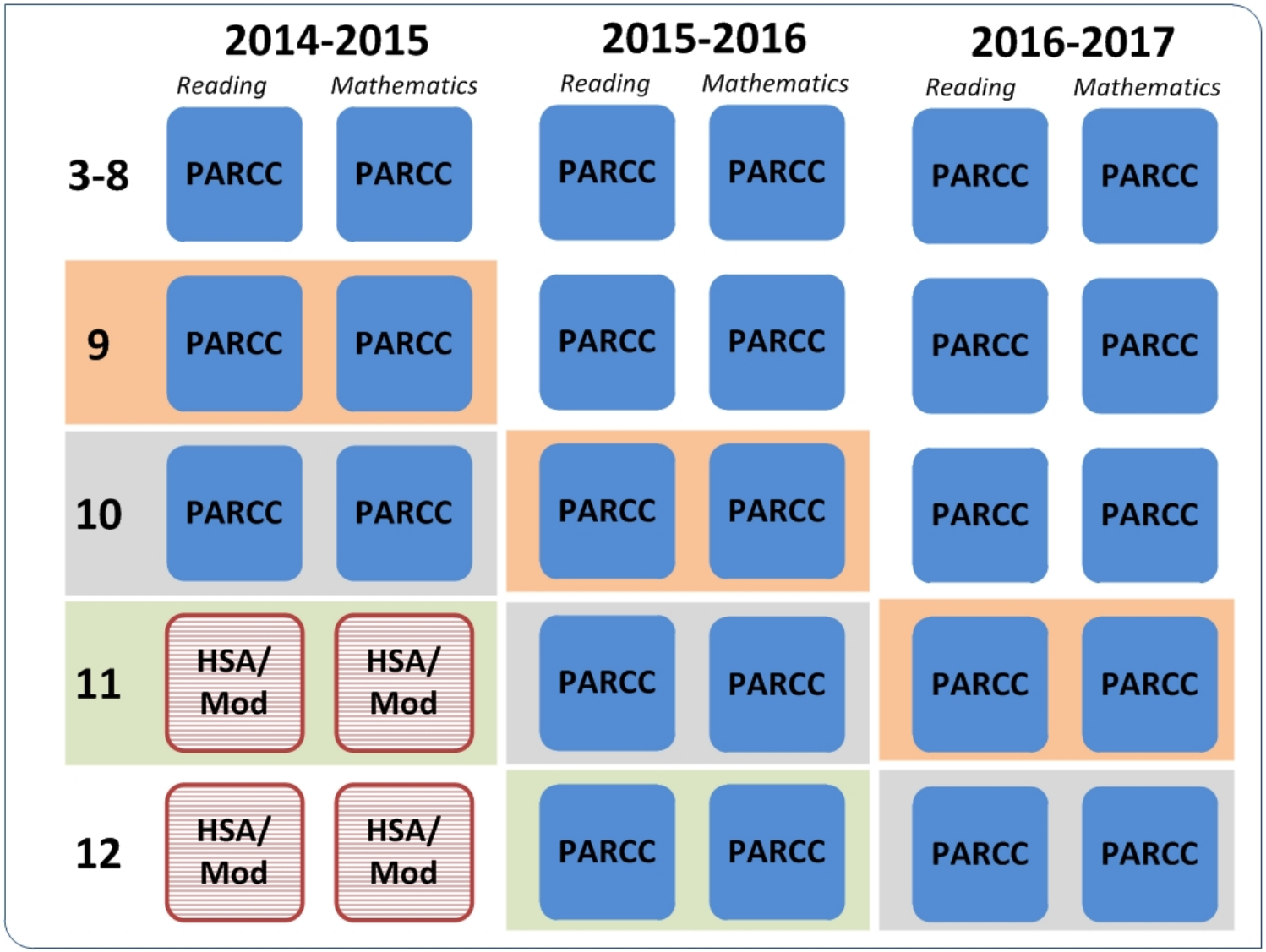
PARCC

- Algebra I
- Algebra II
- English 10

- Pending:
  - English 9
  - English 11
  - Geometry

HSA – PARCC Transition Chart

For Students Still in Need of Completing Graduation Requirements



LIMITATIONS:

- Last administration of HSAs (including Mod) English10 and Algebra1, is Summer 2015
- Student must attempt 2 administrations of an assessment to participate in Bridge
- Due to standard setting, 2014-2015 PARCC results may not be available until December 2015
- Assessments available in 2014-2015 include Alg 1, Alg 2, and Eng 10.

RULE OF THUMB: • Grades 3-10 take PARCC • Grades 11, 12, and HSA re-testers take HSA (Including Mod HSA)

Fiscal and Policy Note SB 740 / MGA 2013

USM Freshman Admission Requirements

Minimum Core Content Proficiency Requirements

Subject Area	Year Courses
English	4
Biological and Physical Sciences	3
Social Science/History	3
Mathematics	4
Language other than English or Adv. Tech. Ed	2

- C or better to demonstrate competency
- Math must include
  - Algebra I,
  - Geometry, and
  - Algebra II.

Fiscal and Policy Note SB 740, MGA 2013

College and Career Readiness and College Completion Act of 2013[1]

- Establishes a number of requirements aimed at increasing college and career readiness and college completion in the State.
  - Goal of the state that all students achieve mathematics competency in Algebra II
    (Md. Education Code Ann. § 7-205.1(d))
  - College and Career Readiness Assessment
  - Transition Courses

Fiscal and Policy Note SB 740, MGA 2013

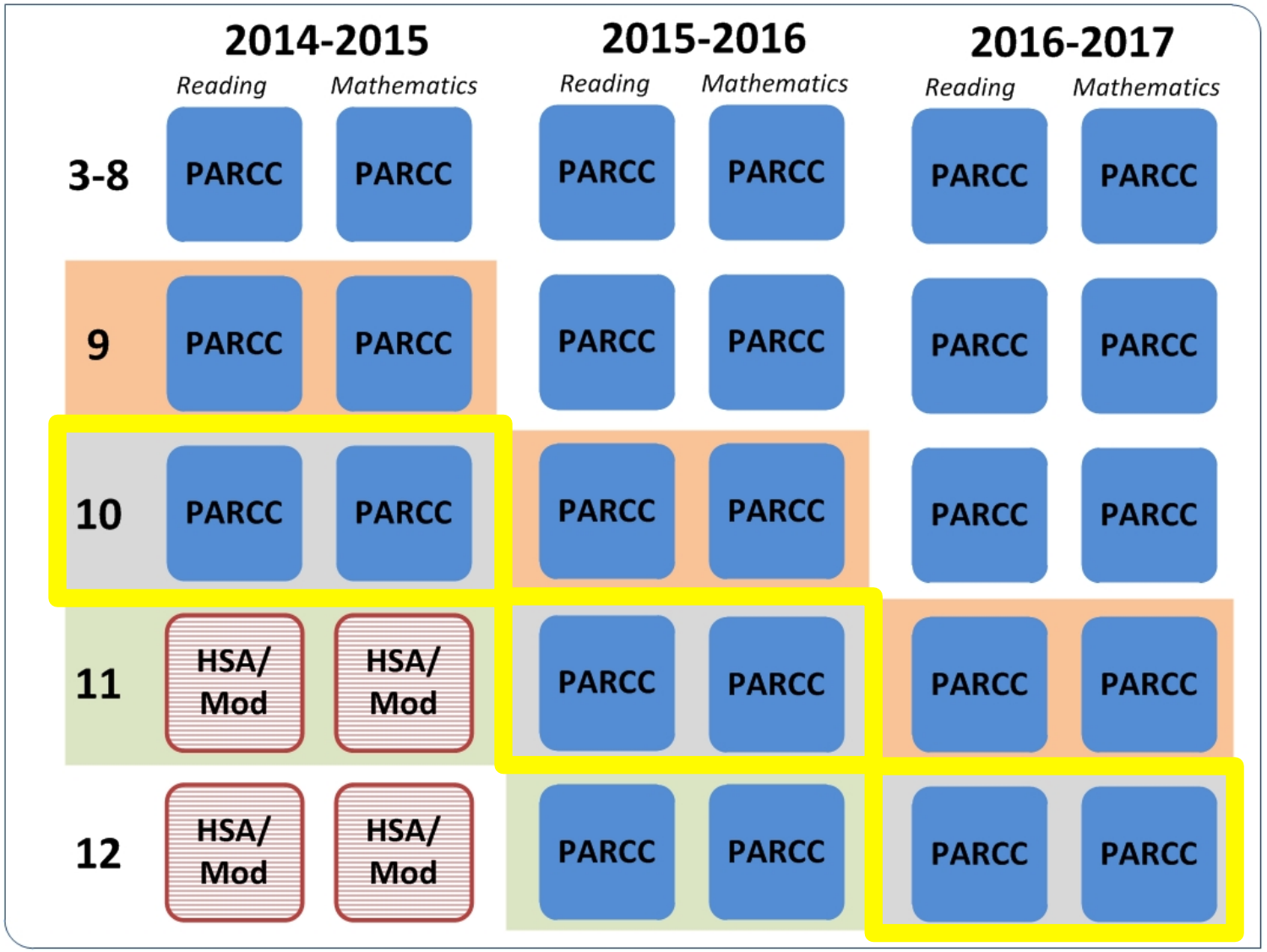
High School Curriculum

- **College Readiness Assessment**
  - 2015-2016 SY
  - All students must be assessed, by 11th grade, for college readiness, using acceptable college placement cut scores, in:
    - English language arts, and Literacy
    - Mathematics
- **Transition Courses**
  - 2016-2017 SY
  - MSDE develops and implements transition courses for 12th grade students who have not achieved college and career readiness by the end of 11th grade

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Other Considerations from College and Career Readiness and College Completion Act of 2013

- College and Career Counseling
- Dual Enrollment
- Maryland High School Diploma Study

Fiscal and Policy Note (Revised) SB0740, Department of Legislative Services, Maryland General Assembly, 2013 Session

Contact Information

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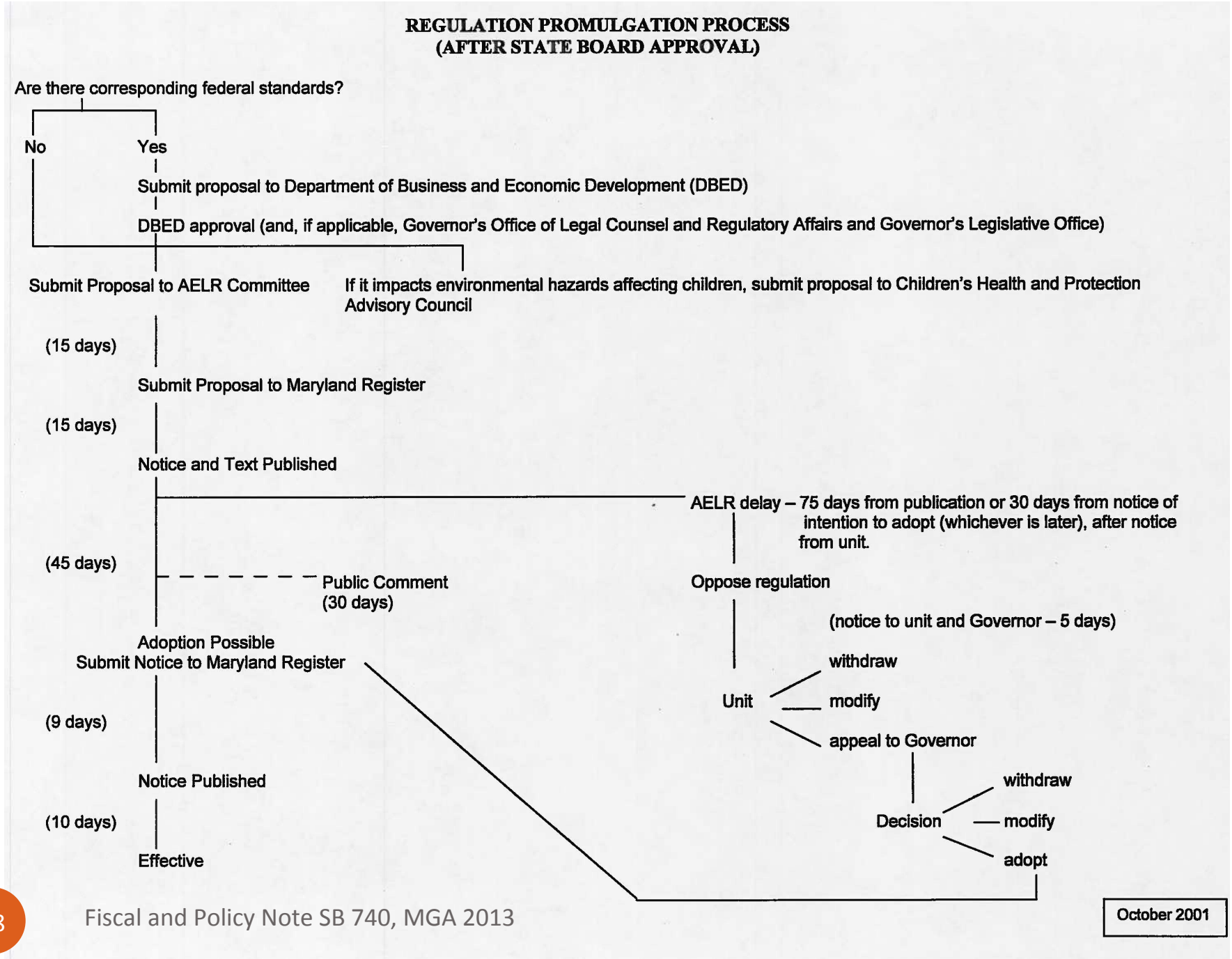
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REGULATION PROMULGATION PROCESS
(AFTER STATE BOARD APPROVAL)
Are there corresponding federal standards?
No
Yes
Submit proposal to Department of Business and Economic Development (DBED)
DBED approval (and, if applicable, Governor's Office of Legal Counsel and Regulatory Affairs and Governor's Legislative Office)
Submit Proposal to AELR Committee
If it impacts environmental hazards affecting children, submit proposal to Children's Health and Protection Advisory Council
(15 days)
Submit Proposal to Maryland Register
(15 days)
Notice and Text Published
AELR delay – 75 days from publication or 30 days from notice of intention to adopt (whichever is later), after notice from unit.
(45 days)
Public Comment
(30 days)
Oppose regulation
(notice to unit and Governor – 5 days)
Adoption Possible
Submit Notice to Maryland Register
withdraw
Unit
modify
appeal to Governor
(9 days)
Notice Published
withdraw
Decision
modify
(10 days)
adopt
Effective
October 2001