



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

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** April 23, 2019  
**SUBJECT:** COMAR 13A.04.12  
*Program in Mathematics*  
**PERMISSION TO PUBLISH**

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**PURPOSE:**

The purpose of this action is to request permission to publish amendments to COMAR 13A.04.12 *Program in Mathematics*. These amendments define the process that local school systems can use to demonstrate evidence of alignment of curriculum to Maryland College and Career Ready Standards.

**REGULATION PROMULGATION PROCESS:**

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, the MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during the process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

**BACKGROUND:**

COMAR 13A.04.12 *Program in Mathematics* requires local school systems to use curriculum that is aligned to Maryland College and Career Ready Standards for mathematics. Once every five years, each local superintendent is required to certify to the State Superintendent of Schools that instructional programming within grades prekindergarten-12 meet all requirements in COMAR 13A.04.12, which include alignment of curriculum to standards. In the current regulation, local school system superintendents are not required to demonstrate evidence that the curriculum for the school system aligns to Maryland College and Career Standards.

**EXECUTIVE SUMMARY:**

The amendments to COMAR 13A.04.12 would strengthen the regulation to require each local school system superintendent or chief executive officer to provide evidence of alignment to standards for curriculum.

**Current Regulation:**

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

**Revised Regulation:**

By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curriculum, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the instructional programming for mathematics courses aligned to the Maryland College and Career Ready Standards meets, at a minimum, the requirements set for in Regulation .01 of this chapter. The superintendent or chief executive officer must provide evidence of meeting the requirements.

Acceptable forms of evidence include:

- (1) A Maryland State Department of Education curriculum Vetting Report demonstrating that the reviewed curriculum has earned an acceptable rating as determined by the agency on all sections for mathematics for the identified grade level(s) or course(s).
- (2) A curriculum vetting report produced by a nationally recognized external party that demonstrates alignment to Maryland College and Career Ready Standards for the identified grade level(s) or course(s).
- (3) Documentation of national ratings to demonstrate an alignment to standards and strong (level 1) or moderate (level 2) evidence for all third-party curriculum and curriculum support materials in use.

**ACTION:**

Request permission to publish amendments to COMAR 13A.04.12 *Program in Mathematics*.

Attachment:

COMAR 13A.04.12 *Program in Mathematics*.

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 04 SPECIFIC SUBJECTS

### Chapter 12 Program in Mathematics

Authority: Education Article, §§2-205(h) and 7-205.1, Annotated Code of Maryland

#### **.01 Mathematics Instructional Programs for Grades Prekindergarten — 12.**

A. Each local school system shall:

(1) Provide in public schools an instructional program in mathematics each year for all students in grades prekindergarten—8;

(2) Offer in public schools a mathematics program in grades 9—12. Beginning with students entering grade 9 in the 2014—2015 school year, each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement and to select mathematics and mathematics-related courses that shall include:

(a) Mathematics Transition Course;

(b) Algebra II;

(c) Pre-Calculus;

(d) Discrete Mathematics,

(e) Linear Algebra;

(f) Probability and Statistics;

(g) AP<sup>®</sup> Computer Science;

(h) AP<sup>®</sup> Calculus (A/B);

(i) AP<sup>®</sup> Calculus (B/C); or

(j) A Computer Science course that is not AP<sup>®</sup> Computer Science if the local school system determines the course meets the mathematics standards required by this regulation.

B. Maryland Mathematics Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. Each local school system shall include the content standards in §§C—F of this regulation in its curriculum.

C. For prekindergarten through grade 5, students shall demonstrate knowledge of the domains: Number, Counting and Cardinality, Number Operations and the Problems They Solve, Numbers in Base Ten, Number – Fractions, Measurement and Data Analysis, and Geometry.

D. For grades 6—8, students shall demonstrate knowledge of the domains: Ratios and Proportional Reasoning, The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

E. For high school students, students should demonstrate knowledge of the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

F. Standards for Mathematical Practice. Students in prekindergarten through high school shall demonstrate knowledge of the processes and proficiencies of mathematics: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

G. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local school system shall provide mathematics curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) Include the content standards described in §§C—F of this regulation; and

(2) Are aligned with the Maryland College and Career Ready Standards as developed by the Maryland State Department of Education in collaboration with local school systems.

H. Student Participation. Each student shall have the opportunity to participate in the comprehensive mathematics program required by this chapter.

#### **.02 Certification Procedures.**

[By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.]

A. *By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curriculum, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the instructional programming for mathematics courses aligned to the Maryland College and Career Ready Standards meets, at a minimum, the requirements set for in Regulation .01 of this chapter. The superintendent or chief executive officer must provide evidence of meeting the requirements. Acceptable forms of evidence include:*

- (1) A Maryland State Department of Education curriculum Vetting Report demonstrating that the reviewed curriculum has earned an acceptable rating as determined by the agency on all sections for mathematics for the identified grade level(s) or course(s).*
- (2) A curriculum vetting report produced by a nationally recognized external party that demonstrates alignment to Maryland College and Career Ready Standards for the identified grade level(s) or course(s).*
- (3) Documentation of national ratings to demonstrate an alignment to standards and strong (level 1) or moderate (level 2) evidence for all third-party curriculum and curriculum support materials in use.*

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