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State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** June 25, 2019  
**SUBJECT:** Maryland High School Graduation Task Force Recommendations –  
Timeline

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**PURPOSE:**

To provide the State Board with a timeline for review and action on recommendations of the Maryland High School Graduation Task Force.

**EXECUTIVE SUMMARY:**

The Maryland High School Graduation Task Force was first convened in January 2018 at the request of the Board and Superintendent. The group was to make recommendations to the Board and Superintendent on COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*. Specifically, the Task Force was asked to focus on three areas: credit and program requirements (number of credits, subject areas, and other requirements), assessments, and options for awarding high school diplomas.

**SUMMARY:**

This presentation provides a timeline for review and action on recommendations of the Task Force which will result in implementation for students beginning with the incoming ninth grade class in the 2021-2022 school year.

**ACTION:**

For information

# High School Graduation Task Force - Timeline for Regulatory Recommendations and Recommendations for Study



STATE BOARD MEETING

June 25, 2019

# Timeline for Decisions on Recommendations

## Focus Areas of the Task Force:

- Credit and Program
- Diplomas
- Assessments

## Timeline for Implementation for Students:

- Begin with fall 2021 – Incoming 9<sup>th</sup> grade students
  - Four-year graduation – spring 2025

# Credit and Program Regulatory Recommendations

Recommendations	State Board  August 2019	State Board  September 2019	State Board  October 2019	Alignment with Commission on Innovation and Excellence in Education*
1.2 Mathematics: Increase credit requirements from 3 to 4 credits; allow Computer Science as math credit	x			Partially Aligned
1.5 Health Education: Increase credit requirement from .5 to 1.0			x	Silent
1.8 Technology Education: Reduce credit requirement from 1.0 to .5			x	Silent
1.9 Graduation Pathway: Eliminate Advanced Technology option; require two pathways - Successful completion of a State- approved Career and Technology Education (CTE) program and/or completion of University System of Maryland (USM) requirements (two years of the same language, Algebra II, and two of three sciences as lab sciences)		x		Aligned
1.B Dual Enrollment: Dual Enrolled students who successfully complete a college course that is aligned with MD standards should receive high school (HS) credit.		x		Aligned

# Credit and Program Recommendations for Study

Recommendations for Study	Discussion with State Board	Alignment with Commission on Innovation and Excellence in Education*
1.4 Physical Education (PE) – Explore additional ways to meet PE requirement besides PE class		Silent
1.8 Technology Education: Ensure technology education is included across the curriculum at all grade levels, and adopt/modify standards accordingly		Silent
1.9 Graduation Pathway: Study possible third pathway		Aligned
1.12 Student Service Learning: Refresh implementation of student service learning		Silent
1.A Career Development: Study and improve career development framework/programs and professional development for teachers; may include expanding number of counselors in schools and developing strategies for involving parents in career development		Aligned

\* Recommendation is Aligned, Not Aligned, or Silent with Commission on Innovation and Excellence in Education

# Diplomas

## Regulatory Recommendations

Recommendations	Previous State Board Discussions			State Board April 2020	Alignment with Commission on Innovation and Excellence in Education*
2.1 Maintain a single MD HS diploma	April 23, 2019 State Board reached consensus to move forward				Aligned
2.2.1 Adopt definitions of seal, endorsement, and local award				x	Aligned
2.2.2 and 2.2.3 Establish requirements and a process for seals, endorsements, and awards				x	Aligned
2.2.4 Create a College Ready Endorsement effective for the graduating class of 2025 (1st time 9th grader 2020-2021)	April 23, 2019 State Board discussed				Aligned
2.2.5 Create a Career and Technical Education (CTE) Endorsement effective for the graduation class of 2025 (1st time 9th grader 2020-2021)					Aligned

\* Recommendation is Aligned, Not Aligned , or Silent with Commission on Innovation and Excellence in Education

# Diplomas

## Recommendations for Study

Recommendations for Study	State Board Discussion	Alignment with Commission on Innovation and Excellence in Education*
2.2.8. Create a process for the collection and reporting of disaggregated data on receipt of endorsements by State and local school systems		Aligned
2.3 Evaluate and potentially modify the MD Certificate of Program Completion	April 23, 2019; State Board reached consensus to move forward	Silent
2.5 MSDE and Maryland Longitudinal Data System Center (MLDSC) report data based on graduating class of 2025		Silent
2.A Investigate MD HS Diploma by Examination	May 21, 2019 Discussed by State Board	Aligned
2.B Explore innovative options for successful completion of HS		Aligned

\* Recommendation is Aligned, Not Aligned , or Silent with Commission on Innovation and Excellence in Education

# Assessments

## Regulatory Recommendations

Recommendations	State Board January 2020	State Board February 2020	State Board March 2020	Alignment with Commission on Innovation and Excellence in Education*
3.1 Require Algebra, English, and Government Assessments to be end-of-course assessments that contribute to 20 percent of the final course grade/Remove requirements that students receive a certain assessment score for graduation as a stand alone requirement		x		Partially Aligned
3.2 Require students to participate in the HS Maryland Integrated Science Assessment (MISA) until determination of an “end-of-course” assessment for science			x	Aligned

\* Recommendation is Aligned, Not Aligned , or Silent with Commission on Innovation and Excellence in Education



# Assessments

## Recommendations for Study

Recommendations for Study	Discussion with State Board	Alignment with Commission on Innovation and Excellence in Education*
3.2 After 4 years, conduct a study on student assessment and course-taking data regarding HS MISA		Silent
3.2 Add HS MISA as a HS science accountability measure in MD Accountability		Silent
3.3 Study Bridge Plan for Academic Validation – maintain for present; in 2025 review comparability of the Bridge Plan to core assessments as measurement tools		Silent
3.A Encourage local school systems and schools to use a blended model of competency- and performance-based assessments for a variety of purposes		Silent
3.B.1 Develop agreements with licensing boards on accommodations		Silent
3.B.2 Develop agreements with licensing boards to share student data and prevent self-reporting		Silent
3.B.3 Assume or investigate costs for assessments for industry-recognized credentials		Aligned

# High School Task Force Timeline for Regulatory Recommendations

		April 2019	Aug 2019	Sept 2019	Oct 2019	Dec 2019	Jan 2020	Feb 2020	March 2020	April 2020	May 2020 Through August 2021	
Credit and Program	1.2 Mathematics – Increase credit from 3 to 4		X									<p><b>Implementation Timeline for Students:</b></p> <p><b>Begin with fall 2021 for Incoming 9<sup>th</sup> Grade Students (graduation 2025)</b></p>
	1.5 Health Education – Increase credit from .5 to 1.0				X							
	1.8 Technology Education – Reduce credit from 1.0 to .5				X							
	1.9 Graduation Pathway – Eliminate Advanced Tech Option; Require two pathways including CTE and USM			X								
	1.B Dual Enrollment: Dual Enrolled students who successfully complete a college course that is aligned with MD standards should receive high school (HS) credit.			X								
Diplomas	2.1 Maintain a single Maryland diploma	X										
	2.2.1 Adopt definitions of seal, endorsement, and local award	X								X		
	2.2.2 Establish requirements for seals, endorsements, and awards	X								X		
	2.2.4 Create a College Ready Endorsement effective for the graduating class of 2025 (1st time 9th grader 2020-2021)	X										
	2.2.5 Create a Career and Technical Education (CTE) Endorsement effective for the graduation class of 2025 (1st time 9th grader 2020-2021)	X										
Assessments	3.1 Require Algebra, English, and Government Assessments to be end-of-course and contribute to 20 percent of final grade; Remove requirements that students receive a certain assessment score for graduation as a stand alone requirement							X				
	3.2 Require students to participate in HS MISA until determination of “end-of-course” assessment								X			