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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: December 4, 2017

SUBJECT: Bridge Plan For Validation

PURPOSE:

To provide information regarding the implementation of the Bridge Plan for Validation in the 24 Maryland Local Education Agencies (LEAs).

BACKGROUND/HISTORICAL PERSPECTIVE:

The Bridge Plan for Academic Validation provides a process that ensures all students have a fair opportunity to demonstrate their knowledge and skills if the student has proven to be unsuccessful on traditional high-stakes assessments. This alternative pathway is particularly useful for students with disabilities, students with 504 Plans, English Language Learners, and students who experience assessment anxiety or who do not perform well on a traditional assessment.

The Bridge Plan for Academic Validation process does not change Maryland graduation requirements. The process does provide a path to graduation that is meaningful and tied to the Maryland State standards. The individual Bridge projects are designed as project-based learning and reflect instructional best practices in the classroom. Each project integrates the State standards and provides practice and instruction to meet those standards. As a result, the content of the projects may be used in remedial classes for students who have failed a Maryland High School Assessment in one or more of the assessed content areas. The Bridge Projects have recently been revised to reflect the rigorous content assessed on the Maryland High School Assessment for English 10, Algebra 1 and American Government. Sample Bridge projects are included in the Board packet as examples.

EXECUTIVE SUMMARY:

The Bridge Plan for Academic Validation is discretionary. Each LEA has the opportunity to use the Bridge to fit the needs of its individual students. Currently in Maryland there are four different models being utilized for student support:

1. Wherever the student schedule is flexible, the Bridge Plan provides extra support or remediation in the assessed content areas through a seminar, tutorial, or mastery course.
2. After school programs are offered for students who are able to stay after school. They are taught by a Bridge Project Monitor who is a certified teacher in the content area of the bridge project.
3. Saturday sessions are provided for students who are unable to fit remediation in their school schedule or who cannot stay after school.
4. At the end of the school year, if a student has not been able to participate in Bridge, a summer model is offered.

In all of the mentioned models, in addition to a certificated teacher, either an ESOL teacher or a para educator, if necessary may support any of the programs. The attached document outlines how each LEA is using the Bridge Plan for Academic Validation to meet the needs of its students. Dr. D'Ette Divine, PSSAM president and Dr. Theresa Alban, past president will share the use of the Bridge Plan in local school systems.

ACTION:

For discussion only.

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, biology, English, and government.

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

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

(4) "HSA" means the high school assessments in biology and government aligned with the Maryland College and Career Ready Standards.

(5) "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.

(6) "Maryland High School Assessments" means the HSA, PARCC, or other assessments in algebra, 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 Maryland College and Career Ready Standards for those subjects.

(7) "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.

(8) "PARCC Assessment" means the assessments in Algebra and English aligned with the Maryland College and Career Ready Standards.

.03 Enrollment and Credit Requirements.

A. Beginning with students entering the 9th grade class of 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.

B. 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 credits:

(1) English — four credits of organized instruction in 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 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;

(4) Physical education — one-half credit;

(5) Health education — one-half credit;

(6) Science — three credits of which one shall be in biology aligned with the Maryland High School Assessment for biology and two from the earth, life, environmental science, or physical sciences, or all of the above, in which laboratory experiences are an integral component;

(7) Social studies — three credits including one credit in United States history, one credit in world history, and one credit in local, State, and national government aligned with the Maryland High School Assessment for government;

(8) Technology education — one credit that includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities; and

(9) One of the following:

(a) Two credits of world language or two credits of American Sign Language;

(b) Two credits of advanced technology education; or

(c) Successfully complete a State-approved career and technology program.

B. Elective programs and instruction shall be developed at the discretion of the local school system, open to enrollment for all students, and shall focus on in-depth study in required subject areas, exploration, or application and integration of what has been learned.

C. All students must complete a locally designed high school program of environmental literacy as set forth in COMAR 13A.04.17 that is approved by the State Superintendent of Schools.

.04 Other Provisions for Earning Credit.

A. In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through the means specified in §§B—I of this regulation.

B. Summer School.

(1) Each local school system may provide summer school programs for original and review credit as determined by the needs of students.

(2) Credit instruction shall meet the aggregate time requirements specified by the local school system.

(3) Consistent with local school system policy and procedure, credit may be given for acceptable summer study offered by approved public and nonpublic institutions in or outside of Maryland.

C. Evening School. A local school system may provide evening school programs for credit as an extension of the regular school day as determined by the needs of students.

D. Online Courses.

(1) Consistent with local school system policy and procedure, credit may be given for Department-approved online courses.

(2) If credit is to be applied toward minimum graduation requirements, the Department-approved online course shall be provided by the local school system.

E. Tutoring.

(1) Tutoring may be considered only after all the resources of the school system have been used fully and when it is determined that the best interests of the students are being served.

(2) If tutoring is recommended by the school and approved by the local school system for credit to be applied toward minimum graduation requirements, then the tutor, the program of study, and examination shall be provided by the local school system.

F. Work Study Programs, Job Entry Training Programs, or Experience Outside the School.

(1) Consistent with local school system policy and procedure, actual time spent in work study, job entry training, or other experience may be counted for credit when identified as an integrated part of a planned study program.

(2) For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.

G. College Courses. Consistent with the payment requirement of Education Article, §§ 18-14A-04 and 18-14A-05, Annotated Code of Maryland, local school system policies and procedures and with prior approval of the local superintendent of schools or the superintendent's designee, credit toward high school graduation may be given for courses offered by accredited colleges.

H. Independent Study/Internship. Consistent with local school system policy and procedure, credit toward high school graduation may be earned for independent study or internships in which a student successfully demonstrates pre-established curricular objectives.

I. Credit through Examination.

(1) Credit toward high school graduation may be earned by passing an examination that assesses student demonstration of local school system curricular objectives.

(2) A student who would be eligible to graduate but for attaining credit in either English 12 or Algebra II may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education.

(3) Credit toward high school graduation may be earned by middle school students if the following criteria are met:

(a) The student has taken a high school level course meeting the local school system curricular objectives; and

(b) The student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area.

(4) The determination to allow high school credit by examination for middle school students shall be made by the local school system.

.05 Student Service.

To graduate, students shall complete one of the following:

A. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or

B. A locally designed program in student service that has been approved by the State Superintendent of Schools.

.06 Maryland High School Assessments.

A. A student shall take the requisite Maryland High School Assessment during its next regular administration if the student received credit for taking, by the methods identified in Regulations .03 and .04 of this chapter, any of the following courses aligned with the Maryland High School Assessment:

(1) Algebra;

(2) Biology;

(3) English; or

(4) Government.

B. To be awarded the Maryland High School Diploma, all students, including elementary and middle school students who take high school level courses, shall take the Maryland High School Assessment for algebra, biology, English, and government after the student completes the required course.

C. Each local school system shall provide appropriate assistance to strengthen areas of weaknesses for students who have not achieved satisfactory scores on the Maryland High School Assessments.

D. Each student who failed a Maryland High School Assessment once may participate in the Bridge Plan for Academic Validation and shall be provided at least one opportunity to retake the appropriate assessment in accordance with the testing schedule issued by the Department.

E. Bridge Plan for Academic Validation.

(1) Eligibility Criteria. Except for the students identified in §G of this regulation, a student shall participate in the Bridge Plan for Academic Validation if the student has:

(a) Failed one or more Maryland High School Assessments at least twice;

(b) Received a passing grade and earned credit in the course or courses related to the assessment or assessments;

(c) Demonstrated overall satisfactory attendance in the most recent school year completed; and

(d) Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and

(e) Participated successfully in appropriate assistance as defined in §C of this regulation after having failed one or more of the Maryland High School Assessments.

(2) The Bridge Plan for Academic Validation shall consist of:

(a) Specific modules developed by the Department in each of the Maryland High School Assessments content areas;

(b) The assignment by the local school system of one or more modules for completion by each student meeting the eligibility criteria;

(c) Scoring by the local review panels of the completed modules according to State-developed, Statewide scoring protocols;

(d) A recommendation from the local review panels to the local superintendent as to the outcome of the scoring of each student's module or modules;

(e) Acceptance or rejection by the local superintendent of the local review panel's recommendations; and

(f) An opportunity for the student to appeal the local superintendent's decision to the State Superintendent of Schools.

F. Reporting Student Performance.

(1) A school system shall state on the student's performance record card only that the student has or has not met all assessment requirements and shall not describe the option used to meet the requirement.

(2) For the purpose of this section, except for students identified in §G of this regulation, "met all assessment requirements" means achieving a passing score on all Maryland High School Assessments, or meeting the requirements of the combined score option, or successfully completing a Bridge Plan in those assessment areas that the student did not pass.

G. For students who are graduating in school years 2016—2017 and 2017—2018 and who are first-time test takers of Algebra I and/or English 10 in those school years, if a student has taken an Algebra I and/or English 10 course and has passed the course(s) but failed the Maryland High School Assessment aligned with those course(s), that student is exempt from completing a Bridge Plan for Academic Validation and will have met the assessment requirement for Algebra I and/or English 10.

.07 Notice to Parents or Guardians and Students.

Each principal shall inform all students and their parents or guardians annually at a minimum of the following:

A. Maryland's graduation requirements;

B. The student's progress on fulfilling the credit, Maryland High School Assessment, service, and applicable IEP requirements for graduation;

C. The results of each Maryland High School Assessment taken or Bridge Plan completed by the student;

D. A plan for appropriate assistance, if applicable; and

E. The Department's schedule for Maryland School Assessment and the Maryland High School Assessment administration.

.08 Grading and Reporting.

A. Each local school system shall develop a written policy on grading and reporting that complies with the student record requirements as set forth in COMAR 13.A.08.02.

B. On October 1 of each school year, each local school system shall file its policies on grading and reporting with State Superintendent of Schools.

.09 Diplomas and Certificates.

A. The types of diplomas and certificates specified in §§B—D of this regulation shall be awarded to any student who meets the requirements for award.

B. Maryland High School Diploma. Except as provided in Regulation .12 of this chapter, and in §C of this regulation, to be awarded a Maryland high school diploma, a student shall:

(1) Complete the enrollment, credit, and service requirements as specified in this chapter;

(2) Complete local school system requirements; and

(3) Meet the graduation assessment requirements in the following ways:

(a) Achieve a passing score on the Maryland High School Assessments for Algebra I and English 10, in the following way:

(i) For school year 2016—2017, a score of 725;

(ii) For school year 2017—2018, a score of 733;

(iii) For school year 2018—2019, a score of 741;

(iv) For school year 2019—2020, and beyond, a score of 750; and

(v) Assessment in English 10 and/or Algebra I, the passing score on the retest shall be the passing score in the year in which the student first took the assessment.

(b) Achieve a passing score as established by the Department on the Maryland High School Assessments for biology and government;

(c) Achieve a combined score(s) as established by the Department on the Maryland High School Assessments;

(d) If a student has not achieved a passing score on the Maryland High School Assessment in English 10 and/or Algebra I, achieve a score as established by the Department on Department-approved assessments for algebra, and/or English, aligned with the Maryland High School Assessments such as Advanced Placement examinations, SAT, ACT, and International Baccalaureate examinations; or

(e) Except for students described in Regulation .06G of this chapter, if a student is unable to meet the requirements in §B(3)(a)—(d) of this regulation, then satisfactorily complete the requirements of the Bridge Plan for Academic Validation as set forth in Regulation .06E of this chapter.

C. Exception To Passing Score Requirement.

(1) For students who are graduating in school years 2016—2017 and 2017—2018 and who are first-time test takers during those school years of the Maryland High School Assessment in Algebra I and/or English 10, the requirements set forth in §B(3)(a) of this regulation do not apply. For those students only, taking the Algebra I and/or English 10 Maryland High School Assessment for the first time will meet the graduation assessment requirement for Algebra I and English 10.

(2) For all students taking the HSA biology assessment in the 2016—2017 school year, taking the HSA biology assessment will meet the graduation assessment requirement for biology.

D. Maryland High School Diploma by Examination.

(1) General Educational Development Testing Program. A Maryland High School Diploma by Examination may be awarded for satisfactory performance on approved general educational development tests if the student meets those requirements as defined in Labor and Employment Article, §11-808, Annotated Code of Maryland, and COMAR 09.37.01.04.

(2) Maryland Adult External High School Diploma Program. A Maryland High School Diploma by Examination may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests if the student meets those requirements as defined in COMAR 09.37.01.20.

E. Maryland High School Certificate of Program Completion.

(1) This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:

(a) The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the student and the parents of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to:

(i) Gainful employment;

(ii) Post-secondary education and training;

(iii) Supported employment; and

(iv) Other services that are integrated in the community; or

(b) The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student's current school year.

(2) An Exit Document that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion.

(3) The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school.

(4) A student with significant cognitive disability may not meet high school graduation requirements, in accordance with §B of this regulation, if a student:

(a) Participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS); and

(b) Continues to receive instruction based on Alternative Academic Achievement Standards through high school.

(5) If a student participates in a graduation ceremony prior to the completion of the student's education program, at the ceremony the school system shall issue to the student a Certificate of Achievement or other similarly titled certificate in place of a diploma.

F. Local Endorsements. Consistent with procedures established by the Department, each local school system may add endorsements to the diploma as incentives for students to meet locally established requirements and outcomes in instruction beyond the minimums specified by the State.

G. At least yearly, through the end of the implementation, the State Board will review and assess updated information on the graduation assessment requirements and scores.

.09-1 Appeal of Denial of Diploma for Failure to Meet Maryland High School Assessment Requirement.

A. A school system shall notify each senior and the senior's parents or guardians on or before the end of February of the senior year if a student may not graduate. The notice shall explain:

(1) The reasons the student may not graduate;

(2) The options available to meet all graduation requirements;

(3) That a waiver of the Maryland High School Assessment graduation requirement may be one of the options, if the student meets the criteria set forth in §§C and E of this regulation;

(4) The waiver process and timeline; and

(5) That parents or guardians may submit information in writing to the principal concerning eligibility of their child for the waiver.

B. On or before the end of February, the principal shall report to the local superintendent the name and student identification number of each student identified in the February notice.

C. On or before April 1, the school system shall identify each student who may fail to graduate because:

(1) The student has taken none of the required Maryland High School Assessments; or

(2) The student has taken some or all of the Maryland High School Assessments and failed some or all of them.

D. On or before April 1, the principal shall report to the local superintendent the name and student identification number of each student identified as meeting the criteria in §C of this regulation.

E. By April 1, for each senior identified in §C of this regulation, the school principal shall consider whether to recommend to the local superintendent a waiver of the Maryland High School Assessment graduation requirements that the student has not fulfilled to date if:

(1) The student meets the following criteria:

(a) The student has or will meet all other graduation requirements;

(b) The student has or will take all required Maryland High School Assessments before the graduation date; and

(c) If the student had an opportunity to participate in one or more interventions, or remediation opportunities, including the Bridge Plan, the student participated in them; and

(2) The student is prevented from meeting the Maryland High School Assessment graduation requirements because:

(a) Of a decision made by the local school system concerning the provision of appropriate assistance as required by Regulation .06C of this chapter;

(b) The student experienced a special, extraordinary, or extenuating circumstance or combination of circumstances preceding the administration of the most recent Maryland High School Assessment, such as a recent death in the immediate family, a serious or prolonged illness or pregnancy with medical complications, an accident causing serious injury, or a destructive house fire;

(c) The student moved to the United States in the junior or senior year and the student is literate in the student's native language but not literate in English; or

(d) The student moved to Maryland in the senior year, has passed all the Maryland High School Assessment courses, but has failed the related Maryland High School Assessment, and has had no adequate opportunity for intervention.

F. On or about April 1, the principal shall notify the student and the student's parents or guardians that the student is being considered for a waiver of the Maryland High School Assessment graduation requirements that the student has not fulfilled to date. The notice shall explain the waiver decision-making process.

G. On or before May 1, the principal of the high school shall make an Maryland High School Assessment waiver recommendation to the local superintendent for each student who meets the criteria set forth in §E of this regulation with the participation of:

- (1) The student's IEP team, if the student is a student with disabilities;*
- (2) The English Language Learner staff, if the student is an English Language Learner;*
- (3) Other school personnel; or*
- (4) One or more of them.*

H. The principal shall explain the reason for each recommendation under §G of this regulation, whether the recommendation is to grant or deny the waiver.

I. The local superintendent shall review each recommendation and shall:

- (1) Grant or deny the waiver;*
- (2) Promptly notify the student and the student's parent or guardian of the decision; and*
- (3) If the waiver is granted, include in the notification the local procedures and requirements that must be met for a diploma to be awarded.*

J. The superintendent's decision in this matter is not appealable to the local board of education, but may be appealed to the State Superintendent of Schools.

K. A student or the student's parents or guardians may appeal the waiver denial to the State Superintendent by sending a written appeal letter explaining why the waiver denial was an arbitrary or unreasonable decision. The State Superintendent may affirm or reverse the local superintendent's decision and shall inform the student, the student's parents or guardians, the local superintendent, and the State Board in writing of the decision.

L. The decision of the State Superintendent may be appealed to the circuit court pursuant to Maryland Rules 7-201, et seq. On appeal:

- (1) If the State Superintendent has reversed the local superintendent's decision to deny the Maryland High School Assessment waiver and the local school system appeals that decision, the State Superintendent shall defend the decision on appeal; or*
- (2) If the State Superintendent has affirmed the local superintendent's decision and the aggrieved student appeals, the local superintendent shall defend the State Superintendent's decision on appeal.*

M. By August 1, the local superintendent shall send a report to the State Superintendent or the State Superintendent's designee on waiver decisions rendered under this regulation.

N. Nothing in this regulation is intended to establish any right to participate in the graduation ceremony while an appeal is pending. Participation in the graduation ceremony remains at the discretion of the local superintendent.

O. Section E(2)(a) of this regulation, upon review, approval, and promulgation of an amendment of these Regulations by the State Board of Education, shall sunset on June 30, 2015.

.10 Alternatives to 4-year Enrollment Requirement.

A. In recognition of the fact that 4-year enrollment in a public high school may not serve the best interests of some students, the alternatives in §§B and C of this regulation shall be made available.

B. Early College Admission Program. A student may receive a Maryland High School Diploma through acceptance in the early college admission program, if:

- (1) The student is accepted for early admission to an accredited college before high school graduation;*
- (2) All Maryland High School Assessments and student service requirements have been met;*
- (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;*
- (4) The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and*
- (5) At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.*

C. Early Admission to Approved Vocational, Technical, or Other Postsecondary School Program. A student may receive a Maryland High School Diploma through acceptance in an early admission program of an approved vocational, technical, or postsecondary school program if:

- (1) The student is accepted for early admission by an approved vocational, technical, or postsecondary school program before high school graduation;*
- (2) All Maryland High School Assessments and student service requirements have been met;*
- (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;*
- (4) The student's program for the first year of the postsecondary program is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and*
- (5) At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the postsecondary school to the high school principal indicating that the student has successfully completed a year of postsecondary school work.*

.11 Alternatives for Structuring Programs.

A. Each local school system shall be permitted to develop alternative ways for individual or groups of students to fulfill graduation requirements.

B. An alternative plan may include a waiver of the fourth year enrollment requirement if all credit, assessments, and student service requirements are met and if the local superintendent of schools or designee determines that the waiver is in the best interest of the student.

C. Procedures for implementing these alternative programs leading to high school diplomas are as follows:

- (1) Development and approval of a curricular plan which assures that the content of the specified credits is included and the standards for graduation are met pursuant to the requirements of this chapter with the plan containing a program description, performance requirements, and evaluation procedures; and*

(2) The local superintendent of schools is responsible for approving any plan and shall notify the State Superintendent of Schools once approval has been given.

.12 General Provisions.

A. Length of School Year. Maryland public high schools shall be open for at least 180 school days and a minimum of 1,170 school hours during a 10-month period in each school year.

B. Graduation Requirements for Transfer Students.

(1) Attendance Requirements.

(a) To receive a diploma, a student shall be in attendance at a Maryland public high school one full semester immediately preceding graduation in addition to meeting the other diploma requirements.

(b) In cases where this requirement creates an undue hardship for a student transferring to or from a Maryland nonpublic school or from an out-of-State school and wishing to receive a Maryland high school diploma, the local superintendent of schools may waive the one full semester attendance requirement.

(c) Exception shall be made for a student with disabilities in a State-approved nonpublic program.

(d) Students transferring from one Maryland public high school to another during the second semester of their senior year and meeting all requirements for graduation shall be given the option of graduating from either high school by agreement of the local superintendent of schools or the respective local superintendents when more than one local school system is involved.

(2) Maryland High School Assessment Exemption Requirements.

(a) A student who transfers from a nonpublic school or a school out of State is exempt from one or more of the Maryland High School Assessments if, consistent with local school system policy and procedure, the principal of the Maryland public school in which the student enrolls determines that the course taken is aligned with the relevant Maryland High School Assessment and awards the student credit for taking any of the courses aligned with the Maryland High School Assessments, that is, algebra, biology, English, or government, or all of these, in accordance with the principles set forth in §B(2)(c) of this regulation.

(b) A student who transfers from a nonpublic school or a school out of State and has not received credit for algebra but has demonstrated mastery of the Maryland College and Career Ready Standards for algebra either through an evaluation or successful completion of subsequent mathematics courses for which algebra is a prerequisite is exempt from the Maryland High School Assessment for algebra.

(c) To award credit for taking any of the courses aligned with the Maryland High School Assessments, that is, algebra, biology, English, or government, a principal shall determine through the following considerations whether the transfer student demonstrates subject matter knowledge aligned with the content standards for the subject:

(i) Administration of standardized tests and examinations;

(ii) Observation of the student in the classroom;

(iii) Use of interviews that are focused around the student's demonstration of course content knowledge and performance levels; and

(iv) Inspection of transcripts, report cards, and other documentation.

(d) A student who transfers from a nonpublic school or from a school out of State into a local school system after the first semester of his or her senior year is exempt from the Maryland High School Assessment Requirements.

(e) The exemption provided in §B(2)(d) of this regulation does not apply to a student with disabilities in a State-approved nonpublic program.

(3) Local Graduation Requirements. A student who enters a local school system in his or her senior year shall be granted a waiver from locally established graduation requirements unless the student chooses to fulfill the requirements.

(4) Unavailability of Official Transcript. If the transcript of record is not available, a local superintendent of schools or designee shall determine the appropriate placement of the student within the high school program by an evaluation of the student that shall include one or more of the following:

(a) Administration of standardized tests and examination;

(b) Observation of the student in a classroom setting;

(c) Use of interviews that are focused around the student's demonstration of course content knowledge and performance levels;

(d) Inspection of report cards and other documentation.

Administrative History

Effective date: April 14, 1976 (3:8 Md. R. 427)

Regulation .02B amended effective August 11, 1978 (5:16 Md. R. 1259); September 22, 1978 (5:19 Md. R. 1446); May 21, 1984 (11:10 Md. R. 864)

Regulation .02C amended effective March 21, 1980 (7:6 Md. R. 609)

Regulation .02D amended as an emergency provision effective February 10, 1982 (9:5 Md. R. 520); emergency status expired March 12, 1982

Regulation .02D amended effective August 2, 1982 (9:15 Md. R. 1516)

Regulations .01—.03 repealed and new Regulations .01—.07 adopted effective July 29, 1985 (12:15 Md. R. 1524)

Regulation .03B amended as an emergency provision effective April 14, 1986 (13:9 Md. R. 1021)

Regulation .03F amended effective January 15, 1989 (15:27 Md. R. 3131)

Regulation .03G amended effective April 4, 1988 (15:7 Md. R. 851)

Regulation .03I amended effective October 3, 1988 (15:20 Md. R. 2334)

Regulation .06 repealed effective January 15, 1989 (15:27 Md. R. 3131)

Regulations .07 amended and .08 adopted as an emergency provision effective August 14, 1985 (12:18 Md. R. 1760)

Regulations .07 amended and .08 adopted effective December 2, 1985 (12:24 Md. R. 2350)

Regulation .07 recodified to Regulation .06 effective January 15, 1989 (15:27 Md. R. 3131)

Regulation .08 amended and recodified to Regulation .07 effective January 15, 1989 (15:27 Md. R. 3131)

Regulations .01—.07 repealed and new Regulations .01—.08 adopted effective September 28, 1992 (19:19 Md. R. 1710)

Regulation .03 amended effective August 15, 1994 (21:16 Md. R. 1386); July 29, 1996 (23:15 Md. R. 1089); March 18, 2002 (29:5 Md. R. 504)

Regulations .05—.06 repealed effective March 18, 2002 (29:5 Md. R. 504)

Regulations .01—.08 repealed and new Regulations .01—.12 adopted effective July 19, 2004 (31:14 Md. R. 1079)

Regulation .02B amended effective April 11, 2005 (32:7 Md. R. 682); July 28, 2008 (35:15 Md. R. 1349)

Regulation .02B amended as an emergency provision effective July 7, 2012 (39:17 Md. R. 1145); emergency provision expired December 31, 2012

Regulation .04A amended effective April 11, 2005 (32:7 Md. R. 682); May 22, 2006 (33:10 Md. R. 882); July 3, 2006 (33:13 Md. R. 1064); March 12, 2007 (34:5 Md. R. 561); March 22, 2010 (37:6 Md. R. 479)

Regulation .04C adopted effective July 11, 2011 (38:14 Md. R. 790)

Regulation .05D amended as an emergency provision effective July 7, 2012 (39:17 Md. R. 1145); emergency provision expired December 31, 2012

Regulation .05I amended effective July 26, 2010 (37:15 Md. R. 999)

Regulation .05J amended effective July 28, 2008 (35:15 Md. R. 1349)

Regulation .07A amended effective April 11, 2005 (32:7 Md. R. 682); May 22, 2006 (33:10 Md. R. 882)

Regulation .07C amended effective May 22, 2006 (33:10 Md. R. 882)

Regulation .08B amended effective April 11, 2005 (32:7 Md. R. 682); May 22, 2006 (33:10 Md. R. 882); August 28, 2006 (33:17 Md. R. 1437)

Regulation .09 amended effective April 21, 2008 (35:8 Md. R. 807); February 18, 2013 (40:3 Md. R. 218)

Regulation .09B amended effective April 11, 2005 (32:7 Md. R. 682); May 22, 2006 (33:10 Md. R. 882)

Regulation .09-1 adopted as an emergency provision effective January 23, 2009 (36:4 Md. R. 346); emergency status expired effective July 22, 2009

Regulation .09-1 adopted effective April 19, 2010 (37:8 Md. R. 618)

Regulation .12B amended effective July 3, 2006 (33:13 Md. R. 1064); July 28, 2008 (35:15 Md. R. 1349)

Chapter revised effective September 29, 2014 (41:19 Md. R. 1081)

Regulation .02B amended effective June 22, 2015 (42:12 Md. R. 763); November 24, 2016 (43:23 Md. R. 1280)

Regulation .06D, F, G amended effective November 24, 2016 (43:23 Md. R. 1280)

Regulation .06E, F amended effective June 22, 2015 (42:12 Md. R. 763)

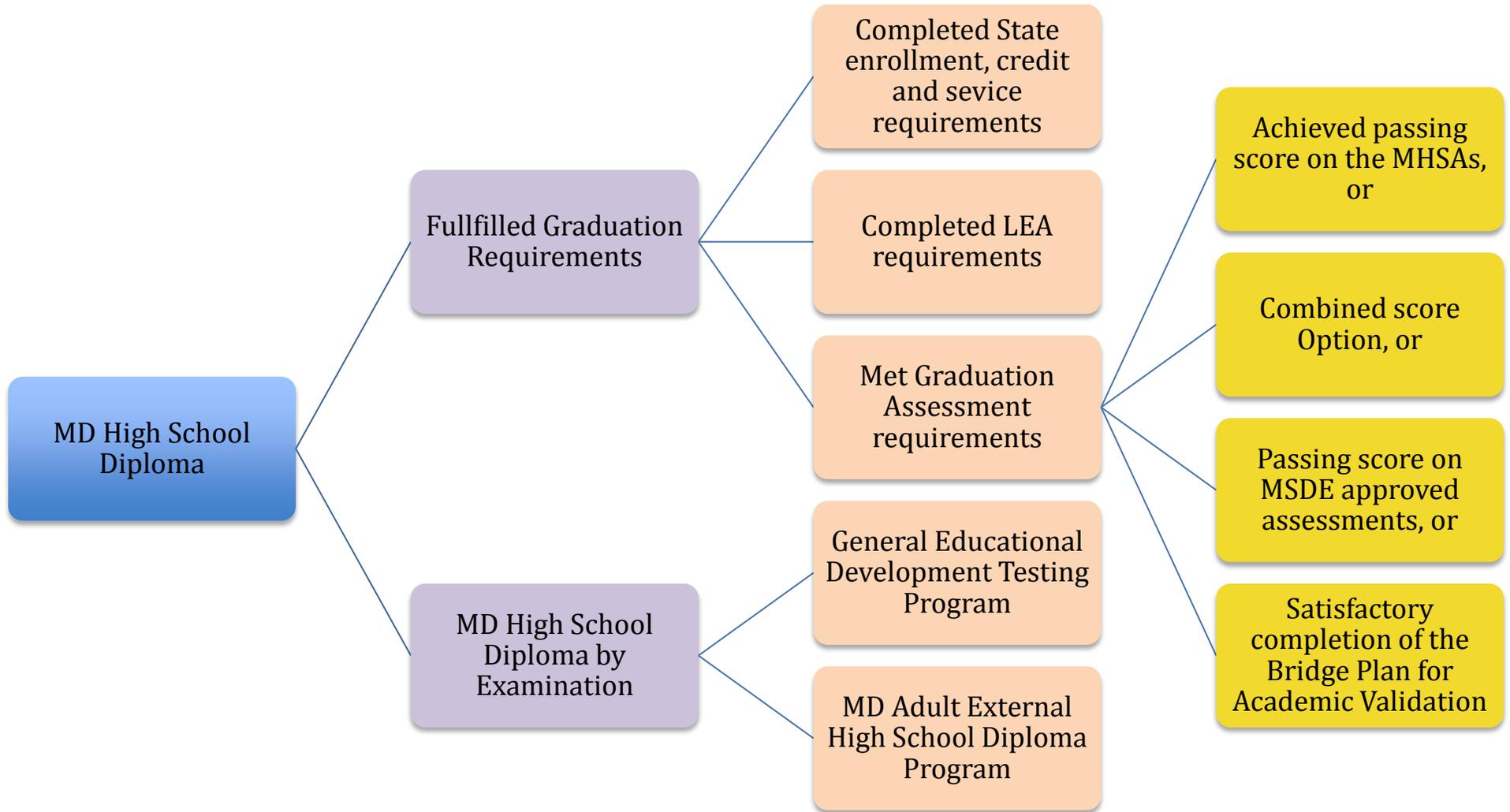
Regulation .06G adopted effective June 22, 2015 (42:12 Md. R. 763)

Regulation .09 amended effective June 22, 2015 (42:12 Md. R. 763)

Regulation .09B, C amended effective November 24, 2016 (43:23 Md. R. 1280)

Regulation .09G adopted effective November 24, 2016 (43:23 Md. R. 1280)

Pathways to a Maryland High School Diploma





Pathways to a Maryland High School Diploma

Descriptions:

Provisions for Earning Credit: In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the LEA, through summer school, evening school, online courses, work study programs, college courses, independent study, or credit through examination (13A.03.02.04).

Enrollment, Credit and Service Requirements: To be awarded a MD high school diploma, students must be enrolled in a MD public school and have earned a minimum of 21 credits identified areas (13A.03.02.03). Students must complete 75 hours of student service or an approved locally designed student service program (13A.03.02.05).

LEA requirements – Each LEA has the discretion to add additional graduation requirements in addition to the MD State graduation requirements (13A.03.02.09.B.2).

Graduation Assessment Requirements: Students must achieve a passing score as established by MSDE for Algebra I, English 10, Government and science (13A.03.02.09.B).

Combined Score Option: If a student has not achieved a passing score on all of the MSHAs but has met the required set score combination for all the MHSAs.

MSDE Approved assessments: If a student did not achieve a passing score on the MHSAs in English 10 and/or Algebra I, achieve a MSDE established score on an aligned MSDE approved assessment, such as Advanced Placement examinations, SAT, ACT and International Baccalaureate examinations.

Bridge Plan for Academic Validation: Specific modules developed by the Department in each of the Maryland High School Assessments content areas designed for the student to demonstrate mastery of the content.

General Education Development Testing Program (GED): A Maryland High School Diploma by Examination may be awarded for satisfactory performance on approved general educational development tests if the student meets those requirements as defined in Labor and Employment Article, §11-808, Annotated Code of Maryland, and COMAR 09.37.01.04.

Maryland Adult External High School Diploma Program: A Maryland High School Diploma by Examination may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests if the student meets those requirements as defined in COMAR 09.37.01.20.



Bridge Plan for Academic Validation LEA Models

LEA	Bridge Plan for Academic Validation Model
Allegany County	<p>Bridge is accommodated in a number of ways:</p> <ul style="list-style-type: none"> ● Bridge classes ● Pullout program ● After-school Bridge tutoring ● Summer school
Anne Arundel County	<p>Projects are completed in a number of ways:</p> <ul style="list-style-type: none"> ● Bridge classes ● In-school field trips ● After school ● Saturday sessions ● One-on-one pullout <p><u>Algebra</u></p> <ul style="list-style-type: none"> ● Bridge is being utilized as purposeful remediation for students who did not earn a passing Algebra I score. ● Modules 1 – 3 are utilized with assistance from teachers to identify and clarify student misunderstandings while building student independence in mathematics. ● After completion of Modules 1 – 3 and any additional remediation as directed by the teacher, students retake the PARCC Algebra I assessment. ● Students who still do not achieve a passing score the second time will complete Module 4 to meet their graduation requirement. <p><u>English 10</u></p> <ul style="list-style-type: none"> ● Students receive intensive and targeted remediation prior to the second test attempt and begin work on the projects if they don't pass the test. <p><u>Government</u></p> <ul style="list-style-type: none"> ● Same as Algebra I

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

Baltimore City	<p>Bridge projects are utilized the following ways:</p> <ul style="list-style-type: none"> ● Embedded projects within a course ● After school course ● Embedded in an elective course
Baltimore County	<p>Bridge Projects are completed the following ways:</p> <ul style="list-style-type: none"> ● In-school sessions during lunch and other classes <ul style="list-style-type: none"> ○ teachers work with small groups of students during the school day as a part of regular instruction ● After school sessions ● Saturday sessions
Calvert County	<p>English: Project 2.2 is embedded in all 11th grade English classes that include students who failed PARCC English 10. Students will complete the project during the second semester. Students who did not pass PARCC English 10 will retest in January. The projects of those students who failed their second attempt will then be scored.</p> <p>Algebra: Implementation of algebra projects will begin in 18-19. The project will be embedded in the Intermediate Algebra course which is the natural course sequence for most students who failed PARCC Algebra 1. A few transfer students will complete Bridge projects this year, primarily during the 1-hour lunch period and occasionally after school.</p> <p>Government: Students complete projects primarily during the 1-hour lunch period and occasionally after school.</p> <ul style="list-style-type: none"> ● Students are enrolled in an intervention course and complete the Bridge Plan as a part of the course. ● Students also receive support from a teacher <ul style="list-style-type: none"> ○ during lunch ○ after school

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Bridge Plan for Academic Validation LEA Models

Caroline County	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● Projects are integrated into the next math course in the instructional sequence (Advanced Algebra). ● Students complete the modules as remediation before retaking the PARCC assessment. <p><u>English</u></p> <ul style="list-style-type: none"> ● Projects are integrated as part of the curriculum in the next course in the instructional sequence (English 11). <p><u>Government</u></p> <ul style="list-style-type: none"> ● Projects are handled in a variety of ways: <ul style="list-style-type: none"> ○ after-school ○ class pull-out
Carroll County	<p><u>Algebra I and English 10</u></p> <ul style="list-style-type: none"> ● Bridge is being used as an instructional tool after one failure for remediation in the next course in content sequence. <p><u>Government</u></p> <ul style="list-style-type: none"> ● After two failures students complete the Bridge projects. ● Bridge is completed outside of a regularly scheduled social studies course.
Cecil County	<p><u>Algebra I</u></p> <ul style="list-style-type: none"> ● Bridge is incorporated into the student’s Geometry class. <p><u>English</u></p> <ul style="list-style-type: none"> ● Bridge is completed during the first marking period in English 11.

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

Charles County	<p><u>Algebra</u></p> <ul style="list-style-type: none"> ● Students complete the Bridge Project during a course titled <i>Algebra with Trigonometry and Statistics</i> during the Junior year. <ul style="list-style-type: none"> ○ Module 1 is completed during the 1st quarter ○ Module 2 during the 2nd quarter ○ Module 3 during the 3rd quarter ○ Module 4 is completed early in the 4th quarter ○ Students are re-assessed on the Algebra PARCC assessment in May/June. <p><u>English</u></p> <ul style="list-style-type: none"> ● Students complete the Bridge Project during English III. <ul style="list-style-type: none"> ○ Project is completed during the 1st quarter. ○ Scoring and revisions occur during the 2nd quarter. ○ Students are re-assessed on PARCC 10 in December/January. <p>Students who need to complete a Bridge project but are not enrolled in Algebra with Trigonometry and Statistics and/or English III are given an opportunity to complete the project(s) during the school day.</p>
Dorchester County	<p><u>Algebra 1</u></p> <ul style="list-style-type: none"> ● Bridge Projects are embedded in Integrated Topics class. <p><u>ELA 10</u></p> <ul style="list-style-type: none"> ● Students complete the Bridge projects in the English 11 course. <p><u>Government</u></p> <ul style="list-style-type: none"> ● Bridge students are pulled out through appropriate assistance courses.
Frederick County	<ul style="list-style-type: none"> ● Remediation is completed during the school day. ● Students complete remediation and the Bridge Projects as it fits their schedules: <ul style="list-style-type: none"> ○ during the day ○ in English 11 class ○ in Flex time ○ after school ○ during summer school opportunities

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

Garrett County	<p>Bridge is used in the following ways:</p> <ul style="list-style-type: none"> ● Remediation time during the day (in the appropriate class) ● Evening high school opportunities
Harford County	<p>High schools have the option to implement the Bridge Projects:</p> <ul style="list-style-type: none"> ● During the school day ● After school ● On Saturdays ● During the summer months in conjunction with the HCPS High School Summer Program
Howard County	<p>Bridge Projects are completed within five models:</p> <ul style="list-style-type: none"> ● seminar, tutorial, or mastery course ● after school programs ● flexible time prior to the assessment - based on student schedule ● Saturday sessions ● summer program <p>For English: Students in English 11 will work on two corresponding projects. Those who did not pass PARCC will work on the Bridge modules while those who did pass will work on a parallel project.</p>
Kent County	<p><u>Algebra I and English 10</u></p> <ul style="list-style-type: none"> ● Embedded into the curriculum. <ul style="list-style-type: none"> ○ Intermediate Algebra ○ English 11 <p><u>Government</u></p> <ul style="list-style-type: none"> ● Small group pull out intervention

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

Montgomery County	<ul style="list-style-type: none"> ● After school Bridge Plan workshops ● During the school day sessions
Prince George's County	<p>Bridge projects are utilized differently in each school:</p> <ul style="list-style-type: none"> ● Embedded into classes designed specifically to assist students with the Bridge projects. ● Students are pulled out of class to receive assistance on the Bridge projects. ● PGCPs Boot Camps <ul style="list-style-type: none"> ○ after school ○ Saturday ○ during the summer
Queen Anne's County	<p><u>Government</u></p> <ul style="list-style-type: none"> ● Projects are completed for qualifying students during their senior year based on their schedule (during the day or after school). <p><u>English 10</u></p> <ul style="list-style-type: none"> ● Projects are embedded in English 11. <p><u>Algebra I</u></p> <ul style="list-style-type: none"> ● Project are embedded in a <i>Transition Algebra</i> course.
Somerset County	<p><u>Algebra 1</u></p> <ul style="list-style-type: none"> ● Bridge is offered as a class at both high schools. <p><u>English 10</u></p> <ul style="list-style-type: none"> ● Bridge is offered as a class at both high schools. <p><u>Government</u></p> <ul style="list-style-type: none"> ● Bridge is offered as an academic support class at Washington High School and is pullout at Crisfield High School.

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

St. Mary's County	<p>Model 1: Remediation and working with students during</p> <ul style="list-style-type: none"> ○ lunch times ○ after school ○ during breaks ○ summer (primarily in Government) <p>Model 2: Incorporating remediation and Bridge projects into classes</p> <ul style="list-style-type: none"> ○ English ○ Mathematics
Talbot County	<p><u>Algebra I Bridge:</u></p> <ul style="list-style-type: none"> ● Embedding this in the next level math course. <p><u>English 10 Bridge:</u></p> <ul style="list-style-type: none"> ● Embedded it in the next level English course. <p><u>Government Bridge:</u></p> <ul style="list-style-type: none"> ● A HSA prep course is offered. ● For students who need both English and Government bridge projects, there is a support class during the school day.
Washington County	<p>Bridge is used in the following ways:</p> <ul style="list-style-type: none"> ● Review for High School Assessments as a semester course ● Embedded within the appropriate classes ● After school
Wicomico County	<p><u>Algebra I Bridge</u></p> <ul style="list-style-type: none"> ● Modules used as an instructional tool within a course intended to prepare students for success in Algebra 2 ● Modules supplement instruction <p><u>English 10</u></p> <ul style="list-style-type: none"> ● Utilizing English 10 Bridge projects as instructional units embedded in the English 11 course. <p><u>Government</u></p> <ul style="list-style-type: none"> ● Students participate in Government Bridge as <ul style="list-style-type: none"> ○ part of a pullout program ○ study hall ○ with the School Assessment Facilitator ○ with Government/Social Studies certified teachers as a duty period.

Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment



Bridge Plan for Academic Validation LEA Models

Worcester County	<p>Worcester County's High Schools use three methods:</p> <ul style="list-style-type: none">● During the school day<ul style="list-style-type: none">○ as part of the next English or Math class○ some are pulled from elective classes● After school● In the summer <p>These decisions are left to the principals and are driven by the students' schedules and performance.</p>
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Unless otherwise noted, students start projects after the first attempt at the Maryland State High School Assessment

LEA Responses to the following questions:

1. How many students start the Bridge Plan, but then don't successfully complete or "pass" the bridge plan?
2. How is this eligibility requirement for participation in the Bridge Plan being enforced?
3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan?
4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?

LEA	Response
Allegany County	<p>How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan?</p> <p>For 2016-17 91 students eligible for the Gov Bridge Plan. 81 students met their Gov graduation requirement through completing the Bridge. 7 students dropped out of school. 3 students did not complete the Bridge Requirements.</p> <p>How is this eligibility requirement for participation in the Bridge Plan being enforced? For attendance- When a student accumulates a total of twenty absences, with at least five (5) of those absences being unlawful, or ten (10) consecutive unlawful absences, the school's PPW will file charges with the State's Attorney's Office against the parent/guardian and/or the student for non-attendance. This action will be confirmed in a letter written by the PPW to the parent/guardian. The letter will also indicate additional consequences issued by the school. (Please note that there is an appeal process.)</p> <p>What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? The student has fewer than 20 absences as described above.</p> <p>How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? 0 (zero)</p>

<p>Anne Arundel County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Fewer than 5, but it is generally that they don't complete the project because they are not graduating for another reason. We have not had a student not graduate because of Bridge. It is always that they fail a needed course.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? If the student is scheduled to graduate but has a failing score he/she begins work on a project. If a student is scheduled to graduate but has never taken one of the tests, (Government, for example), we would consider whether we needed to start projects prior to the January test admin. Scores are not returned until late March, which makes it almost impossible to complete more than 2-3 projects in time for graduation. We take all things into consideration, so that Bridge is never the reason that a student doesn't graduate.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? This is generally not an issue for Bridge. As long as the student is still "on track" to graduate (likelihood of passing all courses needed to graduate), then attendance is not an issue. Students who have very poor attendance are generally in danger of not passing a course, so that would drive whether or not they continue with Bridge. However, we will do whatever we can to get the student in the building to complete projects so that projects are never the reason a student doesn't graduate.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? 0 (Zero)</p>
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<p>Baltimore City</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Of the two bridge options provided for the 2016-2017 school year:</p> <ul style="list-style-type: none"> • 28 students began the Biology Bridge plan but did not successfully complete or pass. • 55 students began the Government Bridge plan but did not successfully complete or pass. <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? The eligibility requirements are enforced at the school level with guidance from our district office which includes:</p> <ul style="list-style-type: none"> • Leadership Action Updates – memos to school leadership outlining guidance and requirements • Bridge Coordinator's Meetings – professional development and support to school-based staff • Instructional Leadership Toolkit – a toolkit of performance and climate data provided to school leadership, with students eligible for bridge indicated within the measures • Counselor Credit Checks - Counselors review the transcript of each senior to ensure that seniors have a plan to meet graduation requirements. Bridge eligibility is often confirmed at this time. <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? City Schools grading regulation IKA-RA stipulates that we do not use attendance as a criteria for grading. The regulation notes that attendance is essential to succeed in all of our courses, including the Bridge Plan. Bridge participants attended school sufficiently to receive passing grades in the pre-requisite courses which we determine as satisfactory to participate in Bridge Plan.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero students were excluded. Students are excluded based on failing the prerequisite course and would never appear as eligible to be excluded in our systems.</p>
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<p>Baltimore County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? This is not data that we currently track. Anecdotally, this is a relatively small number.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? We provide schools with reports that indicate a student's eligibility based on course credit, failing test scores, and current attendance rate. They are trained that they must meet the attendance threshold in order to participate. Part of that includes a discussion on the true purpose of bridge which is to help those students who are making all efforts to graduate and the only piece impeding that is being able to pass the test. We talk about if they are not coming to school, they are not truly making an effort to graduate and do not qualify for bridge. There have been some exceptions due to extenuating circumstances (i.e. extended absence due to illness, traumatic event, etc.)</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? From the beginning, we have always said 80% attendance.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? This is not data that we currently track. There may be students who are not eligible for multiple reasons, not just attendance.</p>
<p>Calvert County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? A few students have withdrawn or transferred while working on a project. All students who remain in our school system have passed, sometimes after revisions.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Because students typically engage in the Bridge process during their junior or senior year, monitoring for Bridge eligibility is linked to monitoring for progress toward graduation. School-based and central office staff are assigned to monitor assessment results and Bridge eligibility by using our student data management system and Performance Matters. All students who fail an assessment that is required for graduation are either scheduled into a remediation course or assigned to attend remediation support either during the one-hour lunch period or after school to receive appropriate assistance.</p>

	<p>Attendance is monitored by pupil personnel workers (PPWs), administrators, school counselors, and additional building-based staff as appropriate.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan?</p> <p>Our priority is ensuring that students meet their instructional requirements, and we therefore work with them to meet their graduation requirements whenever they are present in school. PPWs and school-based staff monitor student attendance and institute additional support and accountability when students are absent 10 or more days, with consequences increasing when students are absent 16 or more days. These attendance practices are not limited to students who need Bridge projects and are components of monitoring all graduation requirements.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?</p> <p>Zero</p>
<p>Caroline County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan?</p> <p>In the 2016-2017 school year, Caroline County had 1 student start a bridge plan but did not complete the process due to being incarcerated in another state.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced?</p> <p>School and district staff work together to identify students eligible for participation in the Bridge Plan through analyzing data and individual student academic progress.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan?</p> <p>Satisfactory attendance is no more than 10 days absent during the school year. Students should only miss days for lawful reasons such as illness, death in the family, visits to colleges, observance of religious holiday, court summons, suspension, emergency, etc.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?</p> <p>We had no students in the 2016-2017 school year who were excluded.</p>

<p>Carroll County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? 0. We will work with students and monitors to revise and resubmit until the student "passes." We do have some students who begin the process and then pass the assessment or meet the combined score option, so technically they begin but never "pass."</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? At each school, the position of "Academic Facilitator" is responsible to assure students are eligible. There are a variety of resources we have created to assist them in making their determination. The Academic Facilitator's meet regularly throughout the year for updates and training. Additionally, our in-house developed bridge plan tracking application verifies data in our student information system and denotes students who meet the eligibility requirements. It is impossible to indicate a student has met graduation requirements through the bridge project into our tracking system.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? 90% -- However, a building principal can provide an exception for a student who has extreme or extenuating circumstances.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Last year there were none.</p>
<p>Cecil County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Very few students do not complete Bridge Plans once started. Once students begin a good faith effort to work on a Bridge Plan, they follow the process to completion and project acceptance.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? (a) Failed one or more Maryland High School Assessments at least twice; RESPONSE: On an old Bridge Plan we faithfully follow this regulation. The only exception might be students who transfer in first semester senior year. They would take test in January and then if they don't pass, will begin a Bridge Project prior to taking the test a second time. We always try to make sure they participate in the assessment a second time and only record the Bridge if they are unsuccessful in the second test administration. On the new Bridge Plans, they are working on the Bridge prior to taking the test a second time.</p> <p>(b) Received a passing grade and earned credit in the course or courses related to the assessment or</p>

	<p>assessments; RESPONSE: We faithfully follow this regulation.</p> <p>(c) Demonstrated overall satisfactory attendance in the most recent school year completed; and RESPONSE: We faithfully follow this regulation when the student begins a Bridge Project. We do not however monitor attendance during the student working on the project and do not include attendance as a condition of accepting the project.</p> <p>(d) Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and RESPONSE: We faithfully follow this regulation and make sure all other conditions are met toward the graduation requirements.</p> <p>(e) Participated successfully in appropriate assistance as defined in §C of this regulation after having failed one or more of the Maryland High School Assessments. RESPONSE: We faithfully follow this regulation.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? This depends upon the circumstances of the individual student.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? To date we have never excluded a student from using the Bridge Plan option solely due to a lack of attendance.</p>
<p>Charles County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? Zero</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Charles County adheres to the eligibility requirements for participation in the Bridge Plan. The school-based testing coordinators and Bridge coordinator track and monitor this.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Students that do not have satisfactory attendance are addressed through designated school staff (PPW, counselors, administration) and follow the outlined truancy procedures. School staff provides</p>

	<p>appropriate interventions prior to the attendance becoming an issue or a concern. Students in Charles County do not complete Bridge Projects if they are not anticipated to graduate due to course failure and/or attendance.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Dorchester County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Zero</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Reviewed annually with principals and content supervisors monitor at central office level.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? More than 90% attendance</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Frederick County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Very few. Maybe 1 or 2 in the past 3 years</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Paperwork is submitted with the project, signed by the principal. Also a copy of eSchool attendance that verifies the paperwork is included with the project.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? For government (or old HSA Alg, Eng, Bio), 20 hours of remediation with 85% attendance 1 term prior to beginning bridge (during the remediation phase) and 90% attendance while the student completed bridge. For the NEW Bridge in Algebra and English - Since remediation is part of the Bridge project itself, our FCPS satisfactory attendance policy is in effect, meaning they must have no more than 5 unlawful absences in any 1 term.</p>

	<p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? A few. We allowed submission of a waiver for extenuating circumstances for our attendance policy and addressed those on a case by case basis</p>
<p>Garrett County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Zero</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Eligibility is collected and monitored by the LAC through the use of a database. The LAC shares the database with the STCs of each school. The STCs enforce the requirement of participation in the Bridge Plan process.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? Garrett County has diligent STCs and Bridge Plan Monitors. Both monitor students' attendance and work with the students when in school until the Bridge Plan Project is completed. Garrett County does not really have a "satisfactory attendance" guideline when working with students for the Bridge Plans. When in school, monitors work with the students during a designated time.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Harford County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? Zero.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Oversight of the Bridge process is provided by the Office of Accelerated Learning and Intervention. Harford County Public Schools (HCPS) has a committee of school-based and central office staff to determine the best manner by which to implement the Bridge Projects.</p> <p>To assist with site-based oversight, one administrator from each of HCPS' ten high schools is assigned as a Bridge Contact. The role of the Bridge Contact is to facilitate the implementation of bridge at each high school. Bridge Contacts are trained annually, ensuring all materials and processes for Bridge are current. Part of the responsibility of the Bridge Contact is to utilize the aforementioned criteria to ensure that students have met eligibility criteria. Data is produced through our student data management system</p>

	<p>and reports may be generated to inform who qualifies for bridge.</p> <p>The Office of Accelerated Learning and Intervention cross-checks the work of the Bridge Contact at each of the high schools to ensure that requirements are enforced.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? HCPS adheres to current attendance requirements per MSDE and HCPS Student Attendance Policy.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Howard County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? Less than 10</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? In our student information system, we collect the projects that are coming in for scoring. Only students who meet the criteria show up as potential entries.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Students who are not chronically absent (present above 20%) as defined by our local policy.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Less than 10</p>
<p>Kent County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? Zero</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? We ensure all students test more than 2 times. Guidance assists in checking to be sure students pass course/receive class credit. Tracking of students is done though weekly/biweekly meetings.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? We follow our district attendance policy (no more than 3 unexcused absences per quarter).</p>

	<p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?</p> <p>Zero</p>
<p>Montgomery County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan?</p> <p>The following numbers are for SY 2009 through SY 2017: Approximate number of submitted plans that were not completed: 839 (Alg 219; Bio 226; Eng 221; Gov 173). Number of successfully completed plans: 12,428 (Alg 3,548; Bio 3,786; Eng 3,510; Gov 1,584). Once our data flip occurs in early July, we cannot update our Bridge application based on summer score results, which is why these numbers are approximate. 233 students discontinued plans after meeting through combined score options; 455 discontinued plans after passing tests.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced?</p> <p>For the eligibility requirement, we never validate a student's projects or plans until they have taken the test twice. They cannot graduate without having passed the Bridge Plan and having passed the related course. We allow each school to determine what constitutes adequate attendance and progress toward graduation. Schools work with as many students as they can in the hope of encouraging students and getting them to graduation. We also require schools to offer assistance/an intervention once students have failed a test and before they retake the test. Schools must submit intervention plans and track and submit attendance for their various intervention efforts.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan?</p> <p>Each school makes its own determination about what constitutes satisfactory attendance. Students have to attend often enough to complete their projects as well as their other graduation requirements.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?</p> <p>We do not track this data point centrally. The schools would determine themselves who was not eligible to participate due to poor attendance.</p>
<p>Prince George's County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan?</p> <p>School AVP Coordinators and project monitors monitor the completion of the projects prior to submitting the projects for scoring. Based on the bridge project scoring rubric requirements, if a student doesn't earn the minimum passing score, those projects are returned to the schools for revisions. Schools re-submit their projects after the students have revised them in order to earn a passing score. On average</p>

	<p>our district may have anywhere between 150-200 projects that are returned for revision.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Per MSDE guidelines students can be waiting for their second score to begin participation in Bridge projects. Our system provides information on how many tests a student has completed and the highest test score (to determine project needs). Projects are not officially approved until we have received notification that a student has sat for the second time or the second scores have been received.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Although PGCPs maintains an attendance policy, historically we have not linked eligibility for bridge projects to attendance. Our focus has been to make certain that students are eligible based on course and test completion. In general, students who participate in the Bridge Plan are also held to the overall district attendance policy.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Not applicable.</p>
<p>Queen Anne’s County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? Zero. In 16-17, all seniors who started a Bridge Project (and remained enrolled in QACPS) successfully completed the project by years' end. All underclassmen who started, but did not complete Bridge, during the 16-17 school year are on track to complete the project(s) during the 18-19 school year (if still enrolled in QACPS).</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? The data profile for each student is scrutinized by the Local Accountability Coordinator and Bridge Plan Coordinator. The testing office communicates a list of eligible students (based on course completion and test history) to each high schools State Testing Coordinator (STC), who serves as the Designated School-Based Bridge Coordinator. The STC assigns each bridge project to a Teacher designated as the student's Bridge Monitor. Additionally, the STC monitors attendance, graduation requirements (met and unmet), and oversees the Bridge Monitor to ensure effective (and timely) assistance is provided.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Students who are enrolled in the high school, eligible to complete a bridge project, and working towards meeting the graduation requirements are eligible for the Bridge Plan in compliance with the State and QACPS attendance policies.</p>

	<p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? In 16-17, and thus far in 17-18, zero Bridge Plan eligible students have been excluded based on attendance.</p>
<p>St. Mary's County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the Bridge Plan? All students who are eligible to complete a bridge projects complete those projects in order to meet graduation requirements. Students who are completing projects are not always successful on their first attempt. When this occurs, feedback for revisions is provided by the teacher and the student is required to revise his/her project. All students successfully complete or "pass" the bridge plan.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Eligibility for participation in a bridge project is a collaborative effort between the Local Accountability Coordinator, Site Test Coordinator, and Content Supervisors. Students are identified at the beginning of their junior year based on their performance on the HSAs and PARCC assessments and whether they passed and received credit for the course. If these two initial criteria are met, the student is identified for bridge project completion.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? SMCPS defines satisfactory attendance as students who miss less than 20 unexcused school days in the school year.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? No students have been excluded from eligibility because they failed to meet the satisfactory attendance requirements.</p>
<p>Somerset County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? 1 - the student dropped out of school</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? We had adhered to all parts of the requirement with the exception of attendance. Until this year only Seniors completed Bridge Projects and most had satisfactory when beginning the projects.</p>

	<p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Satisfactory attendance in Somerset County is defined as no more than 5 non-excused absences per semester.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Talbot County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? This is a very rare occurrence. Talbot County Public Schools has had one student not successfully complete the bridge plan last year.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? A team of the student's school counselor and school administrator monitor and enforce all aspects of the Bridge Plan including eligibility requirements.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan? Talbot County Public schools has a student attendance policy: 10.2-AR. School administration staff monitor student attendance to ensure that students are in compliance with this policy. When necessary, school administration staff work in conjugation with the Office of Student Services to develop an individualized plan to address student attendance.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? No students were excluded from eligibility for the Bridge Plan based on not meeting the attendance requirement last year.</p>
<p>Washington County</p>	<p>1. How many students start the bridge plan, but then don’t successfully complete or “pass” the bridge plan? 5 students in 2016-17</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Reports are provided to schools for assessment eligibility, on-track to graduation is tracked at the school level.</p> <p>3. What constitutes “satisfactory attendance” to maintain eligibility for the Bridge Plan?</p>

	<p>We recommend 70% attendance.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? Zero</p>
<p>Wicomico County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? None</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? Wicomico has a report in our student information system that indicates whether a student has met all the participation requirements. If the participation requirements have not been met then the student is not permitted to participate in the Bridge program.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? Absent less than 8 days in any quarter, 15 days in any semester or 20 days in a school year.</p> <p>4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]? To the best of my knowledge none.</p>
<p>Worcester County</p>	<p>1. How many students start the bridge plan, but then don't successfully complete or "pass" the bridge plan? None; however, some students started Bio bridge and chose to stop the projects and reassess for participation.</p> <p>2. How is this eligibility requirement for participation in the Bridge Plan being enforced? When the student fails the assessment for the first time, we begin tracking them. If they are able to begin the project before reassessing, then they will. At times, some projects are not started until after the students reassess for the second time. Projects are never submitted before a student reassesses.</p> <p>3. What constitutes "satisfactory attendance" to maintain eligibility for the Bridge Plan? As long as the student received credit for the course associated with the test, the attendance</p>

requirement has been met.

4. How many students were excluded from eligibility for the Bridge Plan because they failed to meet the attendance requirement specified in [06.E.(1)(c)]?

Zero