
By: **Delegates Howard, Kelley, and Parker**
Introduced and read first time: January 28, 2004
Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Task Force to Study Differential Diplomas for High School Graduates**

3 FOR the purpose of establishing a Task Force to Study Differential Diplomas for High
4 School Graduates; requiring the Task Force to review and evaluate the potential
5 impact of a certain proposed system of differential diplomas for high school
6 students as it relates to certain matters and to certain student groups; requiring
7 the Task Force to consider and evaluate the experiences of other states that
8 have implemented a system of differential diplomas for high school graduates;
9 requiring the Task Force to make findings and recommendations and issue a
10 report by a certain date; providing for the membership of the Task Force;
11 prohibiting a member from receiving certain compensation; authorizing a
12 member to receive certain reimbursement; providing for the termination of this
13 Act; and generally relating to the Task Force to Study Differential Diplomas for
14 High School Graduates.

15 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
16 MARYLAND, That:

17 (a) There is a Task Force to Study Differential Diplomas for High School
18 Graduates.

19 (b) The Task Force shall:

20 (1) review and evaluate the system of differential diplomas for high
21 school graduates that has been proposed by the State Superintendent of Schools as it
22 relates to:

23 (i) general student achievement;

24 (ii) the academic achievement particularly for the eight subgroups
25 of students whose student performance must be measured and reported under the
26 federal No Child Left Behind Act in order to gauge "adequate yearly progress" for:

27 1. students in the following racial and ethnic student groups:

28 a. African American;

- 1 b. American Indian;
- 2 c. Asian/Pacific Islander;
- 3 d. Hispanic; and
- 4 e. White; and
- 5 2. students with limited English proficiency;
- 6 3. students receiving special education services; and
- 7 4. students who are economically disadvantaged; and

8 (2) review and consider the experiences of any other states that have
9 implemented a system of differential diplomas for high school graduates.

10 (c) The Task Force shall be composed of 15 members as follows:

11 (1) two members of the Senate of Maryland, appointed by the President
12 of the Senate;

13 (2) two members of the House of Delegates of Maryland, appointed by
14 the Speaker of the House;

15 (3) the State Superintendent of Schools, or the Superintendent's
16 designee;

17 (4) 10 members appointed by the Governor, including:

18 (i) a chairman;

19 (ii) two representatives of local boards of education;

20 (iii) two superintendents or chief administrative officers of local
21 school systems;

22 (iv) three actively employed educators in the public school system
23 chosen from among administrators and teachers; and

24 (v) two parents with students who are currently in high school.

25 (d) A member of the Task Force:

26 (1) may not receive compensation; but

27 (2) is entitled to reimbursement for expenses under the Standard State
28 Travel Regulations, as provided in the State budget.

29 (e) The Maryland State Department of Education shall provide staff for the
30 Task Force.

1 (f) The Task Force shall submit a report of its findings and recommendations
2 to the Governor and, in accordance with § 2-1246 of the State Government Article, to
3 the General Assembly by December 31, 2004.

4 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
5 July 1, 2004. It shall remain effective for a period of 1 year and, at the end of June 30,
6 2005, with no further action required by the General Assembly, this Act shall be
7 abrogated and of no further force and effect.