

Article - Education

[\[Previous\]](#)[\[Next\]](#)

§7–205.1.

(a) In this section, “CCR standard” means the college and career readiness standards established under this section.

(b) (1) The State Board shall establish high school curriculum, college and career readiness standards, and graduation requirements for all public schools in accordance with this section.

(2) The State Board shall coordinate and consult with the Maryland Higher Education Commission, the Governor’s Workforce Development Board, the Maryland Association of Community Colleges, and the Accountability and Implementation Board in performing its duties under this subsection.

(c) (1) (i) It is the goal of the State that students enrolled in public school shall meet the CCR standard before the end of the 10th grade and no later than the time the student graduates from high school.

(ii) It is the goal of the State that each student enrolled in public school, regardless of the student’s race, ethnicity, gender, address, socioeconomic status, or the language spoken in the student’s home, shall have equitable access to college and career readiness and shall meet the CCR standard at an equal rate.

(2) A student shall meet the CCR standard when the student meets a standard in English language arts, mathematics, and, when practicable, science that enables the student to be successful in entry level credit bearing courses or postsecondary education training at a State community college.

(3) The Blueprint for Maryland’s Future and the CCR standard established under this section are not intended to alter the need for high quality programs and content in fine arts, civics, physical education, and other areas that are necessary to provide a holistic education and enable every student to be well–rounded and meet the CCR standard.

(4) On or before January 1, 2022, the Department shall develop and begin to implement a communication strategy to inform parents, students, educators, and the wider public about the CCR standard developed under this section.

(d) (1) Beginning with the 2021–2022 school year, each student shall be assessed no later than the 10th grade by a method adopted by the State Board to determine whether the student meets the CCR standard required under subsection (c) of this section.

(2) (i) Meeting the CCR standard shall initially require a student to achieve the equivalent of a score of 4 or 5 in the mathematics and English portions of the Partnership for Assessment of Readiness for College and Career grade 10 assessments or the Maryland Comprehensive Assessment Program grade 10 assessments or any successor assessments.

(ii) After the empirical study required under paragraph (3) of this subsection is complete, the CCR standard shall reflect the results of that study.

(3) (i) On or before July 1, 2022, the Department, in consultation with the Accountability and Implementation Board, shall contract with a public or private entity to conduct an empirical study of the CCR standard required under this subsection to determine whether that standard adequately meets the CCR standard required under subsection (c) of this section.

(ii) 1. An entity with whom the Department contracts under this paragraph shall determine the levels and types of literacy in reading, writing, mathematics, and, when practicable, science, that are needed to succeed in entry–level courses and postsecondary training offered at community colleges in the State.

2. In performing the study required under this subparagraph, the entity shall:

A. Examine top–performing educational systems throughout the world, comparing these systems to the education offered in the State; and

B. Consider potential sources of bias in any proposed assessment and strive to eliminate any potential bias in a proposed CCR modification.

(iii) An entity responsible for conducting the study under this paragraph may not be reimbursed for international travel but may be reimbursed for reasonable domestic travel.

(iv) On or before September 1, 2023, the entity shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the results

of its study and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent applicable, comparable postsecondary institutions in top performing systems.

(4) After the study conducted under paragraph (3) of this subsection is complete, and periodically thereafter, the State Board shall:

(i) Adopt a new CCR standard as required by paragraph (2) of this subsection;

(ii) Determine whether the assessments required under subsection (3) of this section are sufficient to determine whether high school students meet the CCR standard, including whether the assessments contain any potential bias; and

(iii) If the assessments are not sufficient, adjust the assessments accordingly.

(e) (1) (i) Each county board, in collaboration with the community colleges, shall develop and implement by the 2023–2024 school year a program of study for students who have not met the CCR standard by the end of the 10th grade.

(ii) Courses developed under this paragraph shall include applied experiential courses that are highly engaging and focus on the completion of projects and solution of problems as core course components.

(2) Courses under this subsection shall be delivered:

(i) In the 11th and 12th grades to students who have not achieved the CCR standard by the end of the 10th grade; and

(ii) Subject to the requirements under paragraph (4) of this subsection, before the 10th grade for a student who is not on track to meet the CCR standard by the end of the 10th grade.

(3) (i) The implementation of the courses required under this subsection:

1. Shall include an assessment or reassessment of the student after completion of the course;

2. May not preclude or replace enrollment in a course otherwise required for graduation from high school; and

3. Subject to subparagraph (ii) of this paragraph, beginning with the 2022–2023 school year, may not preclude enrollment in the initial stages of one or more post–CCR pathways established under subsection (g) of this section, including the opportunity to make progress towards a CTE credential.

(ii) When the Accountability and Implementation Board determines that the Blueprint for Maryland’s Future has been fully implemented, post–CCR pathways shall be available only to students who have met the CCR standard, except under limited circumstances determined by the Board.

(4) (i) A middle school or high school student who is not progressing in a manner that would predictably result in the student meeting the CCR standard by the end of the 10th grade shall be enrolled in an extended curriculum with alternative approaches that are tailored to the student’s specific circumstances and needs.

(ii) The extended curriculum may include culturally responsive lessons, adjustment in pedagogy, with an emphasis on project–based and problem–based applied learning, and varied instructional timing.

(iii) A student may be placed in the extended curriculum for specific subjects.

(iv) A student who is close to meeting the CCR standard by the end of the 10th grade may be enrolled in an extended summer curriculum.

(v) A student who is placed in the extended curriculum and makes more progress than expected may be returned to other courses.

(f) (1) Each student who has not met the CCR standard by the end of the 10th grade shall receive an individualized plan designed to prepare the student for success in meeting the CCR standard.

(2) A teacher working with a student under this subsection shall:

(i) Assemble a team of other teachers to monitor the student’s progress;

(ii) Meet with the student’s parents or guardians to help plan for the student’s success; and

(iii) Work with public and private agencies to provide the student and the student’s family with support necessary to foster the student’s success.

(g) (1) Subject to paragraph (4) of this subsection, beginning in the 2023–2024 school year, each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post–CCR) pathways, at no cost to the student or the student’s parents, including the cost of any fees:

(i) A competitive entry college preparatory program, chosen by the county board, consisting of:

1. The International Baccalaureate Diploma Program;
2. The Cambridge AICE Diploma Program; or
3. A comparable program consisting of Advanced Placement courses specified by the College Board;

(ii) A program that allows a student, through an early college program or dual enrollment at a student’s high school and an institution of higher education to earn:

1. An associate degree; or
2. At least 60 credits toward a bachelor’s degree; and

(iii) A robust set of career and technology education programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee and that allow students to complete:

1. A credit or noncredit certificate or license program, course, or sequence of courses, including a program, course, or courses taken through dual enrollment under § 15–127 of this article, at a secondary or postsecondary institution, through an Advanced Placement course at a secondary institution, or through an apprenticeship sponsor that leads to an industry recognized occupational–credential or postsecondary certificate;
2. A registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor; or
3. A youth apprenticeship program, under Title 18, Subtitle 18 of this article.

(2) Each public high school shall provide access to the programs described under paragraph (1) of this subsection through that public school or through another public school in the county.

(3) (i) Each student who meets the CCR standard required under subsection (c) of this section shall be enrolled in at least one post-CCR pathway described in paragraph (1) of this subsection.

(ii) Each student who enrolls in a post-CCR pathway shall remain enrolled in the student's public high school.

(iii) Each public high school shall provide to every student, regardless of whether the student is enrolled in a post-CCR pathway, the full range of services to which the student is entitled, including:

1. Personal, career, and academic advising; and

2. Counseling, in accordance with § 7-126 of this title, to help the student choose one or more post-CCR pathways, or courses within a post-CCR pathway, that fits with the student's educational and career goals.

(iv) Priority for counseling and advising services described under subparagraph (iii) of this paragraph shall be given to students who have not met the CCR standard by the end of 10th grade.

(v) Any high school graduation requirements that a student does not meet by the time the student has completed the assessment required under subsection (d) of this section shall be provided within the post-CCR pathway the student chooses.

(4) To phase in expansion of dual enrollment to maximize the number of students who can earn the maximum number of dual enrollment credits consistent with the phased increases in school funding, for fiscal years 2025 through 2027, the State Board and the Accountability and Implementation Board, in consultation with each local school system, may limit the number and types of courses that a student dually enrolled at the student's public high school and at an institution of higher education may enroll in during the school year at the institution of higher education as part of the post-CCR pathway in accordance with paragraph (1) of this subsection and § 15-127 of this article.

(5) (i) The State Board shall adopt regulations to carry out this subsection.

(ii) The regulations shall include standards that:

1. Guarantee, to the extent practicable, statewide uniformity in the quality of the post-CCR pathways;

2. Meet the requirements of paragraph (1) of this subsection; and

3. Require high school graduation credit to be awarded for any programs administered in accordance with this subsection.

(h) (1) (i) Beginning with the 9th grade class of 2014, and subject to paragraph (2) of this subsection and subsection (j) of this section, each student shall enroll in a mathematics course in each year that the student attends high school.

(ii) The requirements of this subsection may be achieved under post-CCR pathways.

(2) The Department shall adopt regulations that establish the mathematics and math-related courses that fulfill the requirements of this subsection, which may include math-related career and technical program courses.

(i) It is the goal of the State that:

(1) Subject to item (2) of this subsection, all students achieve mathematics competency in Algebra II; and

(2) After the completion of the study required under subsection (d) of this section, all students achieve mathematics competency in the standard the State Board adopts in response to the study.

(j) A student who is enrolled in a credit-bearing mathematics transition course under subsection (e) of this section:

(1) Subject to item (2) of this subsection, shall be considered to meet the requirements of subsection (h) of this section; and

(2) May not be considered to meet the requirements of subsection (h) of this section if other credit-bearing courses required for graduation have not been met.

(k) The State Board may only require a passing score on a standardized assessment to evaluate a student for graduation from high school after the assessment has been field-tested and piloted for at least 1 year.

(1) (1) The Department shall adopt regulations to require the award of credit toward high school graduation requirements for the time students spend participating in post-CCR pathways under subsection (h) of this section.

(2) The Department's regulations shall include high school credit towards the high school graduation requirements for any college courses that are approved by the Department.

[\[Previous\]](#)[\[Next\]](#)