**PROPOSED AMENDMENTS TO REGULATIONS ON MCAS AND**

**COMPETENCY DETERMINATION, 603 CMR 30.00**

* Presented to the Board of Elementary and Secondary Education for initial review and vote to solicit public comment: **June 22, 2021**
* Period of public comment: **through August 6, 2021**
* Final action by the Board of Elementary and Secondary Education anticipated:

**September 21, 2021**

# The proposed amendment would extend the interim passing standard in English language arts and mathematics for two additional years, to include students in the classes of 2024 and 2025. The proposed amendment also establishes that, during the period of transition to the next-generation MCAS in science and technology/engineering, members of the class of 2025 will be held to the same performance standard as the preceding classes in order to earn a competency determination. Members of the classes of 2023 and 2024 will continue to take the legacy MCAS tests in science and technology/engineering.

# The proposed amendment is indicated by underline (new language) and ~~strikethrough~~ (deleted language) in 603 CMR 30.03(3). For the complete text of the current regulations, 603 CMR 30.00, see <http://www.doe.mass.edu/lawsregs/603cmr30.html>

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| **603 CMR 30.00: Massachusetts Comprehensive Assessment System and Standards for Competency Determination** |

**30.01: Scope and Purpose**

603 CMR 30.00 establishes standards relating to the Competency Determination required by M.G.L. c. 69, § 1D.

**30.02: Definitions**

**Board** shall mean the Board of Elementary and Secondary Education, appointed in accordance with M.G.L. c. 15, § 1E.

**Commissioner** shall mean the Commissioner of Elementary and Secondary Education.

**Competency Determination** shall have the same meaning as described in M.G.L. c. 69, § 1D (i). In accordance with M.G.L. c.69, § 1D (i), satisfaction of the requirements of the Competency Determination shall be a condition for high school graduation. A school committee (including the board of trustees of a charter school and, for publicly-funded Massachusetts special education students, the governing board of a private day or residential special education program) shall award the high school diploma or any other document connoting high school graduation only to a student who has satisfied the Competency Determination requirement and who has met local graduation requirements.

**Consent** shall have the same meaning as described in 603 CMR 28.02(4). Legal authority of the parent shall transfer to the student when the student reaches eighteen (18) years of age.

**Educational Proficiency Plan** shall mean a plan developed for a student by his/her high school principal or designee designed to help the student move toward proficiency in English language arts and/or mathematics and shall include those elements described in 603 CMR 30.03 (5).

**Graduating Class** For purposes of 603 CMR 30.00, students are assigned to the graduating class of the cohort of students they join when they first enter grades 9–12 in a Massachusetts public school system. For example, a student first entering 9th grade in fall 2017 belongs to the class of 2021, a student entering as a 10th grader in fall of 2017 belongs to the class of 2020, and so forth. Once a student is assigned a particular cohort, the student's graduating class for purposes of 603 CMR 30.00 never changes.

**Individualized education program (IEP) and IEP team** shall have the same meaning as described in 603 CMR 28.02.

**Local graduation requirements** shall mean graduation criteria established by the student's school district including attendance, course completion and satisfactory grades.

**MCAS** shall mean the Massachusetts Comprehensive Assessment System, the statewide assessment of individual students' academic performance, as required by M.G.L. c. 69, § 1I.

**Student with a disability** shall mean a student who has been determined to be eligible for special education services in accordance with the federal Individuals with Disabilities Education Act or M.G.L. c.71B and 603 CMR 28.00 (special education), or who has been determined to be an individual with disabilities under Section 504 of the federal Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**30.03: Standards for Competency Determination**

(1) Students in the graduating classes of 2003 through 2009 shall meet or exceed the Needs Improvement threshold scaled score of 220 on both the English Language Arts and the Mathematics MCAS grade 10 tests in order to satisfy the requirements of the Competency Determination.

(2) Students starting with the graduating class of 2010 must satisfy one of the following two conditions in both English language arts and mathematics to earn a competency determination.

(a) meet or exceed the Proficient threshold scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests, or

(b) meet or exceed the Needs Improvement threshold scaled score of 220 on the English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan.

(3) Students in the graduating classes of 2021~~, 2022, and 2023~~ through 2025 must satisfy one of the following two conditions in both English language arts and mathematics to earn a competency determination.

(a) meet or exceed the scaled score threshold on the English Language Arts and Mathematics grade 10 MCAS tests administered in 2019 or later that has been determined by the Commissioner to be comparable to the scaled score threshold of 240 on the grade 10 MCAS tests administered before 2019, or

(b) meet or exceed the scaled score threshold on the English Language Arts and Mathematics grade 10 MCAS tests administered in 2019 or later that has been determined by the Commissioner to be comparable to the scaled score threshold of 220 on the grade 10 MCAS tests administered before 2019 and fulfill the requirements of an Educational Proficiency Plan.

(4) Students starting with the graduating class of 2010 shall, in addition to meeting the requirements found in 603 CMR 30.03(2) or (3), take a discipline-specific high school Science and Technology/Engineering MCAS test approved by the Board, by grade 10. To earn a competency determination:

(a) Students in the graduating classes of 2010 through ~~2022~~ 2024 shall meet or exceed the Needs Improvement threshold scaled score of 220 on a discipline-specific high school Science and Technology/Engineering MCAS test.

(b) Students in the graduating class~~es~~ of ~~2023 and 2024~~2025 shall meet or exceed the scaled score threshold on a discipline-specific high school Science and Technology/Engineering MCAS test administered in 2020 or later that has been determined by the Commissioner to be comparable to the scaled score threshold of 220 on the high school Science and Technology/Engineering MCAS tests administered before 2020.

(c) The Commissioner may waive the requirement to take the test by grade 10 for an individual student for good cause. Good cause for such a waiver may include a student's illness or a student's transfer into the Massachusetts public schools after grade 10.

(5) Starting in the third consecutive year that the History and Social Science high school assessment is administered, in addition to meeting the requirements contained in 603 CMR 30.02(2) through (4), students shall meet or exceed the passing standard on the History and Social Science high school assessment.

(6) Educational Proficiency Plans for each required content area shall include, at a minimum:

(a) A review of a student's strengths and weaknesses in the content area.

(b) The courses the student will be required to take and successfully complete in grades 11 and 12 that will move the student toward proficiency on the grade 10 curriculum framework standards as well as on grade 11 and 12 standards in English language arts or grade 11 and 12 grade span standards or Algebra II standards in mathematics.

(c) A description of the assessments the school will administer on at least an annual basis to determine whether the student is making progress toward proficiency, or has become proficient on the grade 10 standards. These assessments must include MCAS tests or other tests identified by the Department of Elementary and Secondary Education for this purpose.

(7) A student achieving a scaled score of or comparable to 240 or higher on an MCAS test or a score determined by the Department of Elementary and Secondary Education on another approved test will be deemed to have achieved proficiency in the subject area and to have fulfilled the Educational Proficiency Plan in that subject. For students who have not achieved this score threshold, the principal or head of school (or his or her designee) will determine whether the student has fulfilled the Educational Proficiency Plan.

**The remaining sections of the regulations are unchanged. For the complete text of the current regulations, 603 CMR 30.00, see** [**http://www.doe.mass.edu/lawsregs/603cmr30.html**](http://www.doe.mass.edu/lawsregs/603cmr30.html)