
TO: Members of the State Board of Education
Members of the Accountability & Implementation Board

FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools

DATE: February 27, 2024

SUBJECT: College and Career Readiness (CCR) Updates



Purpose

This presentation aims to provide a briefing to the State Board of Education about the recently adopted College and Career Readiness (CCR) Standard, the original vision behind the CCR standard, and the CCR Support Pathway, as described by the Blueprint for Maryland's Future.

Background

The Blueprint for Maryland's Future is a historic opportunity to transform education and accelerate student achievement for students across Maryland. During the January 23, 2024 State Board of Education meeting, the State Board voted to adopt a new College and Career Readiness (CCR) Standard, as required by the Blueprint for Maryland's Future. MD Code, Education, §7-205.1 directs the State Board of Education to adopt a CCR Standard "that enables the student to be successful in entry level credit bearing courses or postsecondary education training at a State community college." The newly adopted CCR Standard offers students two options for meeting the CCR Standard. Students who do not meet the standard by the end of the 10th grade participate in a CCR Support Pathway that enables them to meet the CCR standard before they graduate from high school.

Executive Summary

1. Recently Adopted College and Career Readiness (CCR) Standard
2. Updates Since the Previous Board Meeting
3. Initial Implementation Business Rules
4. Blueprint Vision for CCR and Pathways
5. Transition from Interim to New CCR Standard
6. CCR Support Pathways
7. Curriculum Alignment and Changes

Action

No action is required; this information is for discussion only.

Attachments

CCR Presentation - SBOE AIB Feb 2024.pdf

College and Career Readiness (CCR) Updates

February 27, 2024



Presented By |

Dr. Deann Collins, Deputy Superintendent of Teaching and Learning, MSDE
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Adopted College and Career Readiness (CCR) Standard

CCR Standard

OPTION 1

Academic Success

Earn a High School Grade Point Average (GPA) of 3.00 or Higher

- AND -

Math Mastery

Earn Grade of A, B, or C in Algebra I

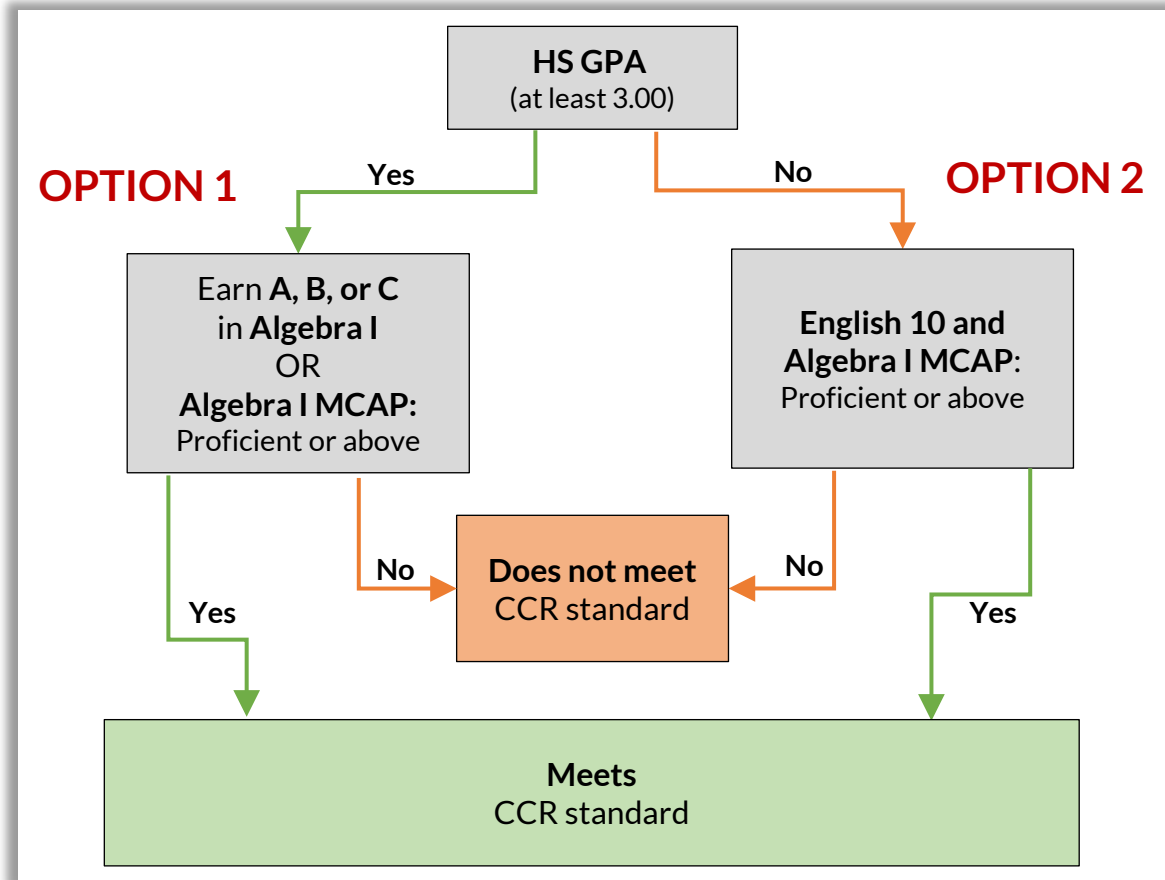
OR

Score Proficient or above on the Algebra I MCAP

OPTION 2

Score Proficient or above on the ELA 10 AND Algebra I MCAP Assessments

CCR Standard Flow Chart



Action Items from Previous Board Meeting

A. CCR Standard Adoption

1. The State Board of Education and MSDE will continue to study, monitor, and evaluate the effects and implications of the newly adopted CCR Standard.
2. MSDE will work with LEAs and schools to communicate with parents, students, educators, and the wider public on the development, purpose, and impact of the CCR standard.
3. MSDE will provide answers to all implementation questions as soon as possible.

B. Future Policy Initiatives

1. Prioritize the Launch Years Initiative, which is charged with using data to develop recommendations to improve alignment of mathematics content, courses, pathways and related educational policies. The goal is to complete this work by June 2024.
2. Draft and adopt a Statewide secondary grading policy, to be implemented in School Year 2025-2026.
3. Examine the CCR Support Pathway, for students who do not meet the standard, and provide guidance for LEAs by Fall 2024.
4. Tentatively study aligning the CCR Standard with Graduation Requirements and provide recommendations by Summer 2024, to be implemented in School Year 2025-2026.

Updates Since Previous Board Meeting

- Shared initial Implementation Business Rules with LEA Superintendents and staff through a memo
- MSDE met and discussed the CCR Standard with LEA staff members during meetings including:
 - Local Accountability Coordinators – February 6
 - Chief Financial Officers – February 8
 - Blueprint Implementation Coordinators – February 12
 - Chief Academic Officers – February 14
- MSDE initiated a series of internal workgroups to provide guidance and set policies around a number of different areas:
 - CCR Support Pathways
 - Post-CCR Pathways
 - Curriculum Alignment and Revisions
 - CCR Graduation Requirements
 - CCR Standard – Accountability, Measurement, and Assessment
 - Grading Policy
 - CCR Communication and Coordination

Initial Implementation Business Rules (1 of 2)

- Meeting the CCR Standard through **Option 1** (GPA and Math Mastery) may only be utilized by students at the end of their **10th, 11th, and 12th grade years**. Students at the end of their **9th grade year may not meet the CCR Standard through Option 1.**
 - Students at the end of their **9th grade year may meet the CCR Standard through Option 2** (Proficient or above on both the English 10 MCAP assessment and the Algebra I MCAP Assessment).
- To achieve the Math Mastery component of **Option 1** through an Algebra I course grade, **the final cumulative course grade must be used**. An interim course grade that only reflects a segment of the full course may not be used (e.g. A student's grade for one quarter or one semester of a full year course may not be used.)
- Achieving Academic Success through a high school GPA must use the student's **unweighted GPA**. The unweighted GPA shall be calculated using **all courses, not just core content courses**.
- Once a student meets the CCR Standard, **this designation cannot be revoked for that student**. This applies even if the student's GPA decreases below the threshold in future years.

Initial Implementation Business Rules (2 of 2)

- The implementation of the new CCR Standard is meant to **provide additional options in the form of multiple measures for students to meet the CCR Standard and not to create unintended harm by removing options from students.** Therefore, during the transition period to the new standards, there will be a phase-out of the previous Interim CCR Standard to minimize impact to students. During this transition, students may be designated as meeting CCR through the Interim CCR Standard OR the new CCR Standard at the end of SY 2023-2024 in preparation for SY 2024-2025.
 - For example, if a student would meet the previous Interim CCR Standard at the conclusion of school year 2023-2024 by scoring Proficient on the Geometry MCAP assessment and has previously scored Proficient on the English 10 MCAP assessment, they will be designated as meeting the CCR Standard.
 - The new CCR Standard is in effect immediately and applies to all eligible students at the end of SY 2023-2024 in preparation for the 2024-2025 school year. The previous Interim CCR Standard is also still in effect at this time. **After the conclusion of SY 2024-2025, students will only be able to meet the CCR standard using the newly adopted metrics.**

Blueprint Vision for CCR and Pathways

- The Blueprint seeks to ensure that **all students** have the foundational skills and knowledge in ELA, math and science (when practicable) so that they can pursue whatever post-CCR pathway they **choose**
- The Blueprint establishes a **10th grade** CCR standard to identify the foundational skills and knowledge that **every** student needs in ELA, math, and science (when practicable) to be successful in college, career and life
- Students who meet the standard by the end of the 10th grade choose one or more post-CCR pathways that align with their career interests and aptitude **at no cost**, including:
 - participation in a career pathway, including an apprenticeship or other industry recognized credential,
 - dual enrollment in credit and non-credit college courses with the possibility of earning up to 60 credits or industry certificate before high school graduation, and/or
 - participation in Advanced Placement, International Baccalaureate, or Cambridge AICE program.
- Students who do not meet the standard by the end of the 10th grade participate in a CCR Support Pathway that enables them to meet the CCR standard before they graduate from high school. The CCR Support Pathway is intended to provide students with:
 - A different experience - not just retaking the same course/assessment that did not work for them the first time
 - Access to Post-CCR Pathways to support their career interests and enable them to become CCR before high school graduation

Transition from Interim to New CCR Standard

- Challenges

- Alignment of Blueprint **funding** with the business rules requiring LEAs to recognize students who meet *either* the interim or the new standard in the 2024-25 school year
- Identification of **minimum requirements** for Post-CCR Pathways for CCR students
- Build out of CCR Support Pathways to provide 11th and 12th grade students who are not yet CCR with **appropriate access** to Post-CCR Pathways to support their career interests and enable them to become CCR before high school graduation
 - For example, a student may dual enroll in a developmental math course at a community college that enables them to meet the CCR math standard and subsequently enroll in the next credit-bearing math course that aligns with their career pathway
- Dual enrollment costs for classes taught on **high school** campuses

- Next Steps

- Develop guidance as soon as possible that addresses these challenges over the next 2 years during the transition to the new CCR standard

CCR Support Pathways (1 of 2)

- For students who have not met the CCR standard by end of 10th grade, they will enter a Support Pathway
 - They will be provided with individualized coordinated support to help them meet the CCR standard as soon as possible utilizing alternative approaches tailored to their respective needs, and then join a Post-CCR Pathway
 - The goal is for all students to meet CCR standard before graduation
- Supports may include:
 - Innovative classes (project-based learning)
 - Credit Recovery
 - Summer courses
 - Individualized plan
 - Tutoring
 - Initial access to Post-CCR Pathways
- Implementation decision questions may include:
 - When/how students may retest or demonstrate readiness?
 - Alternative methods to meeting standard?
 - Semester length courses for students meeting standard in December?
 - In which subjects does the student need support?

CCR Support Pathways (2 of 2)

- Collaboration between the school system and community colleges shall result in the development and implementation of a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Each program of study must consider:
 - An Individualized College and Career Readiness Plan that outlines expectations for students in meeting the CCR Standard
 - A team of teachers charged with monitoring student progress toward CCR readiness
 - A meeting with parents or guardians to plan for student success by providing public and private resources to support student success
 - An opportunity to reassess to determine CCR readiness as soon as possible and before graduation.
- The opportunities provided to each student to achieve CCR will vary based on factors such as:
 - If the student is successful with their first intervention or requires subsequent intervention
 - If the student achieves CCR in one subject after intervention but still requires more intervention in the other subject
 - If the student is demonstrating or meeting the credit requirements for graduation

Support Pathways for Special Populations

- As local education agencies implement the new CCR standards and assessments, they should consider ways in which to build the CCR support pathways into the IEP process for eligible students. For example, data from the CCR assessment and formative assessment measures should be included in the student's present level of academic achievement and functional performance. This information will inform the development of the student's IEP goals and objectives, which moves the student toward meeting CCR standard. IEP teams will develop individual goals including those that address grade level standards to narrow the learning gap.
 - The IEP provides specially designed instruction, which includes accommodations, assistive technology needs, adaptations to general education instruction, supplementary aids and services, program modifications, and supports for personnel and families that enable the student to make meaningful progress on goals and in the general education curriculum.
 - The IEP team should use the evaluation and progress monitoring tools continuously (e.g., benchmark assessments, formative assessments, summative assessments, standardized assessments, etc.) to determine the student's progress and to identify any gap between the student's academic performance and the CCR standards. This allows the IEP team to make early and appropriate changes to the student's IEP.
- Students who are identified as English learners (EL) are required to receive English language development (ELD) instruction to address their English language proficiency development. ELs also need to meet the same challenging academic standards that all students are expected to meet. It is imperative that educators working with ELs understand the English language proficiency levels of their students. This allows educators to individualize instruction based on the unique needs of ELs.

Early Warning Indicators

- A crucial design principle within Blueprint is to identify students who are not on target to meet the CCR standard on time.
- To ensure the accurate and ongoing identification of students in need of assistance, school systems construct systems to aggregate data that assist in the early identification of students who are not on track to be CCR in mathematics and/or English by the end of 10th grade. Research from multiple sources indicates that data collected should include, but not be limited to:
 - Daily attendance
 - Performance on interim assessments aligned to the CCR standards in mathematics and English for each grade level
 - Course grades (particularly in middle and high school)
 - Credits progression toward graduation at the end of ninth grade

Curriculum Alignment and Changes

- Following the adoption of a revised CCR Standard, all coursework and instructional programming leading up to 10th grade must be examined for alignment and coherence. An instructional system that is seamlessly aligned between the standard, instructional programs, assessments, and evidence-based supports will enable students to be prepared at each level of their academic journey.
- To support all of Maryland’s educators and to ensure all Maryland students have access to the highest-quality instruction that is aligned towards the curriculum that will ensure that students are college and career ready, MSDE is investigating its process to review and approve high-quality instructional materials (HQIM) for courses across all K-12 grade levels.
- The Blueprint of Maryland’s Future requires that MSDE develops “curriculum standards and curriculum resources for each subject at each grade level, which build on one another in logical sequence, in core subjects that may be used by local school systems and public-school teachers.” However, in order to develop a model statewide curriculum, Maryland must first have a system to identify high quality instructional materials (HQIM) and tools that outline the elements of outstanding curricula in the core subjects of English, mathematics, science, and social studies.

Questions and Discussion