



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Mohammed Choudhury  
**DATE:** January 25, 2021  
**SUBJECT:** Blueprint for Maryland's Future: College and Career Readiness

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**PURPOSE:**

To discuss the College and Career Readiness section of the Blueprint for Maryland's Future and related implementation decisions.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The Blueprint for Maryland's Future requires the Maryland State Department of Education to research college and career readiness metrics, set a new standard, and implement instructional systems to support all students in meeting the college and career readiness standard.

**EXECUTIVE SUMMARY:**

This presentation will provide a review of the legislative requirements, implementation timeline, methods to meet the college and career readiness standard, Post-CCR Pathways and Support Pathways, and MSDE's engagement on this topic.

**ACTION:**

For information and discussion.

**ATTACHMENTS:**

Blueprint for Maryland's Future: College and Career Readiness presentation

# *Blueprint for Maryland's Future:* College and Career Readiness

State Board of Education

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January 25, 2022

# Agenda

- Blueprint Policy Areas Overview
- College and Career Readiness Review
- CCR Implementation Timeline
- CCR Standard
- Research Studies
- Post-CCR Pathways + Support Pathways
- CCR and Finance
- Engagement and Collaboration

# Blueprint Policy Areas

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## Blueprint for Maryland's Future

Early  
Childhood  
Education

High-Quality  
and Diverse  
Teachers and  
Leaders

College and  
Career  
Readiness

More  
Resources for  
Student  
Success

Governance  
and  
Accountability

## Policy Area 3:

# College and Career Readiness

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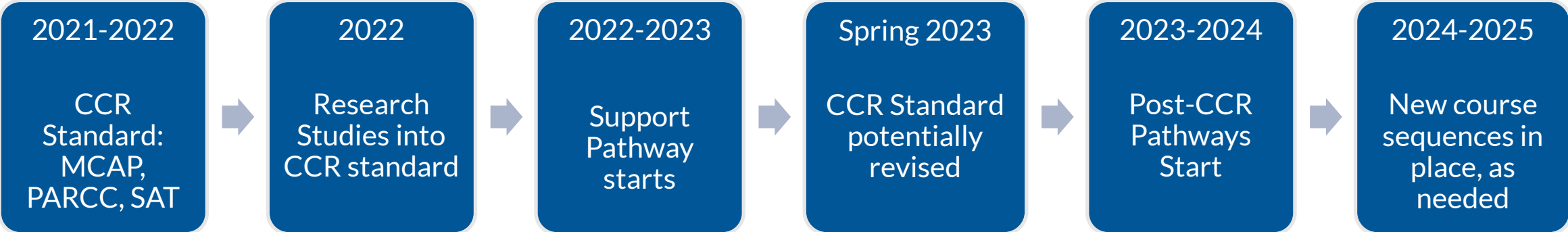


- Sets a new **College and Career Readiness standard** that allows graduates to succeed in college courses; goal is for all students to meet the standard by the end of 10th grade
- Develops **Post-CCR pathways** to advance learning and earn a credential
  - Once a student meets the CCR Standard (usually 10th grade), they enter an instructional pathway that builds on the student's strengths:
    - IB Diploma, AP program, or Cambridge AICE Diploma
    - Dual enrollment, allowing the student to earn an associate's degree
    - Career and Technical Education (CTE) program, earning a meaningful credential
- Develops **CCR-support pathways** for students to achieve the CCR standard
- Develops **CTE system** that is aligned with industry's needs
  - CTE programs are developed in consultation with employers, trade associations, labor organizations, community colleges, etc. through a new CTE Committee
- **P-12 curriculum, standards, and assessments** are aligned towards new CCR goal

# CCR Implementation Timeline



## Current Statutory timeline



(Details on next slide)

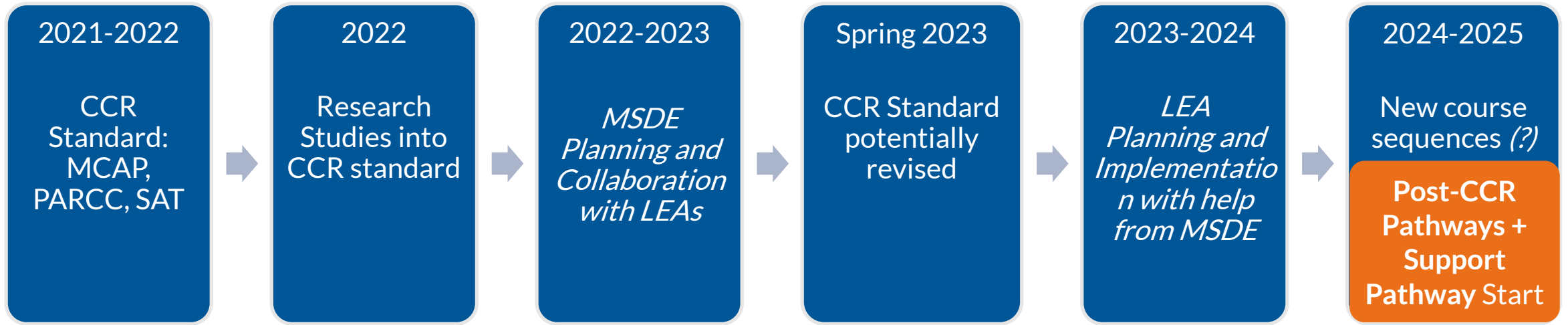
(For 11th and 12th students who have not met CCR standard)

(For 11th and 12th students who have met CCR standard)



# CCR Implementation Timeline

## MSDE Proposed Timeline



(Details on next slide)

CCR per pupil funding active



### Timeline delay allows for:

- Sufficient time for **LEAs to design and implement any new courses**
- **Build understanding** and enthusiasm about vision
- Alignment between **Post-CCR and Support Pathways**

# Current CCR Standard



Current *Blueprint* statutory standard effective now in 2021-2022

A student meets the CCR Standard if they meet or exceed the standards on both:

## English

English 10

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Spring MCAP

**AND**

## Math

Algebra I, Algebra II, or Geometry

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Spring MCAP

Score of 520 on the Math SAT

This standard may change in the coming years, based on the results of ongoing research studies

### Upcoming Board Action:

During the February SBOE meeting, MSDE will request adoption of this standard.



# Guiding Design Principles

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- **Moving beyond** using standardized test scores as the **only measure of CCR**
- **Equitable access** to Post-CCR Pathways
- Post-CCR Pathways should enable students to **explore elective enrichment and academic opportunities**

# Research Studies

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- MSDE is commissioning **two research studies** to determine the **skills and knowledge necessary to succeed** in an entry level college course
  - **Initial Study** (Quantitative alignment) – HS test scores and course completion to postsecondary success
  - **Long Term Study** (Qualitative alignment) – content analysis of skills and knowledge needed
- Both studies will explore moving beyond only standardized tests, studying **alternative methods of proving readiness**, such as **GPA and course completion**

# Post-CCR Pathways

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- After a student meets the CCR standard (expected at the end of 10th grade), they will enter into a **Post-CCR Pathway**
  - Advanced Placement (**AP**) or International Baccalaureate (**IB**) programs
  - **Dual enrollment** or early college program
  - Career and Technical Education (**CTE**) program
- The Post-CCR Pathway allows students to develop **in-depth specialization** and earn a recognized credential for completion
- Pathways should **not preclude access to any classes**

## Student Schedule – AP Pathway

- A set number of **courses in sequence** would define Post-CCR Pathway completion while enabling students to explore elective enrichment and academic opportunities
- Below is a **potential** course schedule for a student who meets the CCR standard at the end of 10th grade and chooses the AP Pathway

Meet CCR Standard

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English</b>	English 9	English 10	<b>English 11 AP</b>	<b>English 12 AP</b>
<b>Math</b>	Algebra I	Geometry	Algebra II	<b>Statistics AP</b>
<b>Science</b>	Biology	Chemistry	Physics	<b>Environmental Sci AP</b>
<b>Social Studies</b>	US History	<b>US Government AP</b>	<b>World History AP</b>	<b>Economics AP</b>
<b>Elective</b>	<i>Health/PE</i>	<i>Technology</i>	<i>Elective</i>	<i>Elective</i>
<b>Elective</b>	<i>World Language</i>	<i>World Language</i>	<i>Fine Arts</i>	<i>Elective</i>

**DRAFT EXAMPLE – Possible Option for Students**

# Dual Enrollment program: 60 credits

- This student Meets the CCR Standard at the end of 10<sup>th</sup> grade, then enrolls in the Dual Enrollment pathway
- Able to earn 60 credits, a full A.A. degree, before High School Graduation

Meet CCR Standard

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English	English 9	English 10 <sup>^</sup> - 3	English 11* - 3	<i>Elective*</i> - 3	English 12* - 3	<i>Elective*</i> - 3
Math	Geometry	Algebra II	PreCalc* - 3	<i>Elective*</i> - 3	Statistics* - 4	<i>Elective*</i> - 3
Science	Biology	Chemistry	<i>Science Elective*</i> - 4	<i>Science Elective*</i> - 3	<i>Elective*</i> - 3	<i>Elective*</i> - 3
Social Studies	US History	US Government		World History* - 3	<i>Elective*</i> - 3	<i>Elective*</i> - 3
Elective	<i>Health/PE</i>	Fine Arts <sup>^</sup> - 3				
Elective	World Language <sup>^</sup> - 4	World Language <sup>^</sup> - 4				

<sup>^</sup> Courses taken at the High School. \* Courses taken at the Community College

**DRAFT EXAMPLE - Possible Option for Students**

# Dual Enrollment program: 30 credits



- This student earns 30 credits, one year of college, before High School Graduation
- These credits can apply to community colleges or 4-year universities

Meet CCR Standard

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
English	English 9	English 10	English 11 <sup>^</sup> - 3	English 12* - 3	<i>English Elective* - 3</i>
Math	Algebra I	Geometry	Algebra II	Statistics* - 3	<i>Elective* - 3</i>
Science	Biology	Chemistry	Physics 1 AP	Biology* - 4	<i>Elective* - 3</i>
Social Studies	US History	US Government	World History <sup>^</sup> - 3	Psychology* - 3	<i>Elective* - 3</i>
Elective	<i>Health/PE</i>	<i>Technology</i>	Fine Arts <sup>^</sup> - 3		
Elective	<i>World Language</i>	<i>World Language</i>	<i>Elective</i>		

<sup>^</sup> Courses taken at the High School. \* Courses taken at the Community College

**DRAFT EXAMPLE – Possible Option for Students**

# Career and Technology Education (CTE): Construction - Carpentry



- Student enrolls in the **Construction Trades: Carpentry** CTE program after meeting the CCR Standard at the end of 10<sup>th</sup> grade
- Student earns the National Center for Construction Education and Research (**NCCER**) **Certification before graduation**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English</b>	English 9	English 10	English 11	English 12
<b>Math</b>	Algebra I	Geometry	Algebra II	<i>Math Elective</i>
<b>Science</b>	Biology	Chemistry	Physics	<i>Elective</i>
<b>Social Studies</b>	US History	US Government	<i>Elective</i>	<b>Carpentry II</b>
<b>Elective</b>	<i>Health/PE</i>	<i>Technology</i>	<b>Carpentry I</b>	
<b>Elective</b>	<i>Fine Arts</i>	<i>Elective</i>	<b>Construction Core</b>	<b>Work-Based Learning</b>

Meet CCR Standard

**DRAFT EXAMPLE – Possible Option for Students**

# Support Pathway

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- For students who **have not met the CCR standard by end of 10<sup>th</sup> 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**, and then join a Post-CCR Pathway
- **Goal for all students** is to meet CCR standard before graduation
- **Supports** may include:
  - Innovative classes (project-based learning)
  - Credit Recovery
  - Summer courses
  - Individualized plan
  - Tutoring
- Implementation decision questions:
  - **When/how students may retest** or demonstrate readiness?
  - **Alternative methods** to meeting standard?
  - **Semester length courses** for students meeting standard in December?



# Student Schedule

## Support Pathway: Math and English



- The student does **not** pass the Algebra I assessment in 9<sup>th</sup> grade or the **Geometry or English 10** assessments in 10<sup>th</sup> grade, so they enroll in the **Summer immersion** classes
- **Summer immersion** classes are centered around **project-based learning**, a different approach to the material. The student is also able to **take elective classes** over the summer
- At the end of 11<sup>th</sup> grade, the student passes the English 10 and Algebra II assessments, meeting the CCR standard

Meet CCR Standard

	9 <sup>th</sup> Grade	Summer	10 <sup>th</sup> Grade	Summer	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English 9		English 10	English PBL Immersion	English 11	English 12
Math	Algebra I	Math PBL Immersion	Geometry	Math PBL Immersion	Algebra II	<i>Elective</i>
Science	Biology		Chemistry		Physics	<i>Elective</i>
Social Studies	US History		US Government		World History	Psychology AP
Elective	<i>World Language</i>	<i>Elective</i>	<i>World Language</i>	<i>Elective</i>	Computer Science	Computer Science AP
Elective	<i>Health/PE</i>		<i>Fine Arts</i>		English Tutoring Math Tutoring	<i>Technology</i>

**DRAFT EXAMPLE – Possible Option for Students**

# Student Schedule

## Support Pathway: Math

- This student passes the English 10 assessment, but does not pass the Algebra I or Geometry assessments.
- The student elects to not enroll in summer courses.
- The student stays after school two days a week for Math Tutoring, allowing them to pass the Algebra II assessment in 11<sup>th</sup> grade.

Meet CCR Standard

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English</b>	English 9	English 10	<b>English 11 AP</b>	<b>English 12 AP</b>
<b>Math</b>	Algebra I	Geometry	Algebra II	<i>Math Elective</i>
<b>Science</b>	Biology	Chemistry	Physics	<i>Science Elective</i>
<b>Social Studies</b>	US History	US Government	World History	<b>Economics AP</b>
<b>Elective</b>	<i>World Language</i>	<i>World Language</i>	<i>Elective</i>	<i>Elective</i>
<b>Elective</b>	<i>Health/PE</i>	<i>Fine Arts</i>	<i>Technology</i>	<i>Elective</i>
			<b>Math Tutoring</b>	

**DRAFT EXAMPLE – Possible Option for Students**

# CCR and Finance

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- **\$517 per student** who meets CCR standard for both Math and ELA.
  - Amount increased by inflation each year
- **FY23** amount based on:  
[% of students meeting **CCR from Spring 2019**] multiplied by  
[# of students in attendance in Spring 2021]
- **FY24** amount based on:  
[% of students meeting **CCR from Spring 2019**] multiplied by  
[# of students in attendance in Spring 2022]
- **FY25** amount based on number of **CCR students from Spring 2023**
- CCR is subject to **state share and local share calculations** and the funding is **wealth equalized**

# Engagement and Collaboration

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- **MSDE kicked off its engagement** around CCR with local Superintendents, PSSAM, and Other LEA district staff
- MSDE engaged around these **problems of practice**:
  - What are the **implications for higher education and career opportunities of students completing a Post-CCR Pathway?**
  - What should guide the decisions around **completion requirements** (number of courses, etc.) and a **student's ability to switch between pathways** if they so choose?
- MSDE's **next steps** are to:
  - **Coordinate** with Maryland community colleges and universities
  - Establish CCR assessment **advisory groups** with relevant stakeholders

# Resources

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# BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

[marylandpublicschools.org/Blueprint/Pages/Overview.aspx](https://marylandpublicschools.org/Blueprint/Pages/Overview.aspx)

Connect with the MSDE Blueprint implementation team:

[Blueprint.MSDE@Maryland.gov](mailto:Blueprint.MSDE@Maryland.gov)