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

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
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

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

• 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

2021-2022
CCR Standard: MCAP, PARCC, SAT

2022
Research Studies into CCR standard

2022-2023
Support Pathway starts

Spring 2023
CCR Standard potentially revised

2023-2024
Post-CCR Pathways Start

2024-2025
New course sequences in place, as needed

(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 per pupil funding active
CCR Implementation Timeline

**MSDE Proposed Timeline**

- **2021-2022**
  - CCR Standard: MCAP, PARCC, SAT

- **2022**
  - Research Studies into CCR standard

- **2022-2023**
  - MSDE Planning and Collaboration with LEAs

- **Spring 2023**
  - CCR Standard potentially revised

- **2023-2024**
  - LEA Planning and Implementation with help from MSDE

- **2024-2025**
  - New course sequences (?)

(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

**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

- **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

• MSDE is commissioning two research studies to determine the skills and knowledge necessary to succeed in an entry level college course
  o Initial Study (Quantitative alignment) – HS test scores and course completion to postsecondary success
  o 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

• After a student meets the CCR standard (expected at the end of 10th grade), they will enter into a Post-CCR Pathway
  o Advanced Placement (AP) or International Baccalaureate (IB) programs
  o Dual enrollment or early college program
  o 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.

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

Meet CCR Standard

DRAFT EXAMPLE – Possible Option for Students
Dual Enrollment program:
60 credits

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

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade Fall</th>
<th>11th Grade Spring</th>
<th>12th Grade Fall</th>
<th>12th Grade Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10* – 3</td>
<td>English 11* – 3</td>
<td>Elective* – 3</td>
<td>English 12* – 3</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Geometry</td>
<td>Algebra II</td>
<td>PreCalc* – 3</td>
<td>Elective* – 3</td>
<td>Statistics* – 4</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Chemistry</td>
<td>*Science Elective* – 4</td>
<td>*Science Elective* – 3</td>
<td>Elective* – 3</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Health/PE</td>
<td>Fine Arts* – 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Elective</strong></td>
<td>World Language* – 4</td>
<td>World Language* – 4</td>
<td></td>
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</tr>
</tbody>
</table>

^ 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**

<table>
<thead>
<tr>
<th>Meets CCR Standard</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade Fall</th>
<th>12th Grade Spring</th>
</tr>
</thead>
</table>
| **English**        | English 9 | English 10 | English 11[^] – 3 | English 12[^] – 3 | *English Elective[^] – 3*
| **Math**           | Algebra I | Geometry   | Algebra II | Statistics[^] – 3 | *Elective[^] – 3*
| **Science**        | Biology   | Chemistry  | Physics 1 AP | Biology[^] – 4 | *Elective[^] – 3*
| **Social Studies** | US History | US Government | World History[^] – 3 | Psychology[^] – 3 | *Elective[^] – 3*
| **Elective**       | Health/PE | Technology | Fine Arts[^] – 3 |                  |                   |
| **Elective**       | World Language | World Language | **Elective** |                  |                   |

[^] 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 10th grade
- Student earns the National Center for Construction Education and Research (NCCER) Certification before graduation

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

DRAFT EXAMPLE – Possible Option for Students
Support Pathway

• 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**, 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 9th grade or the **Geometry or English 10** assessments in 10th 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 11th grade, the **student passes the English 10 and Algebra II assessments**, meeting the CCR standard.

### 9th Grade Summer 10th Grade Summer 11th Grade 12th Grade

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>Summer</th>
<th>10th Grade</th>
<th>Summer</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 9</td>
<td>English 10</td>
<td>English PBL Immersion</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra I</td>
<td>Math PBL Immersion</td>
<td>Geometry</td>
<td>Math PBL Immersion</td>
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<td>Chemistry</td>
<td>Chemistry</td>
<td>Physics</td>
<td><strong>Elective</strong></td>
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<td><strong>Social Studies</strong></td>
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<td>US Government</td>
<td>World History</td>
<td>Psychology AP</td>
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<tr>
<td><strong>Elective</strong></td>
<td><strong>World Language</strong></td>
<td><strong>Elective</strong></td>
<td><strong>World Language</strong></td>
<td>Computer Science</td>
<td><strong>Computer Science AP</strong></td>
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<tr>
<td><strong>Elective</strong></td>
<td><strong>Health/PE</strong></td>
<td><strong>Fine Arts</strong></td>
<td><strong>English Tutoring</strong></td>
<td><strong>Technology</strong></td>
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**DRAFT EXAMPLE – Possible Option for Students**

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**Meet CCR Standard**
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 11th grade.

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Meet CCR Standard

DRAFT EXAMPLE – Possible Option for Students
CCR and Finance

• $517 per student who meets CCR standard for both Math and ELA.
  o 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

• MSDE kicked off its engagement around CCR with local Superintendents, PSSAM, and Other LEA district staff
• MSDE engaged around these problems of practice:
  o What are the implications for higher education and career opportunities of students completing a Post-CCR Pathway?
  o 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:
  o Coordinate with Maryland community colleges and universities
  o Establish CCR assessment advisory groups with relevant stakeholders
Resources

More information can be found on MSDE’s Blueprint webpage:
marylandpublicschools.org/Blueprint/Pages/Overview.aspx

Connect with the MSDE Blueprint implementation team:
Blueprint.MSDE@Maryland.gov