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**TO:** Members of the State Board of Education  
Members of the Accountability and Implementation Board

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

**DATE:** June 25, 2024

**SUBJECT:** College and Career Readiness (CCR) Supports Update

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### **Purpose**

This presentation aims to provide a briefing to the State Board of Education and the Accountability and Implementation Board about the College and Career Readiness (CCR) Standard, and how CCR Supports can be implemented in local education agencies and schools.

### **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. Students who meet the CCR standard will enter a Post-CCR Pathway, which builds on the student's strengths by allowing students to develop in-depth specialization and/or earn a recognized credential and be prepared to transition successfully to postsecondary coursework at a two- or four-year institution or to the workforce.

### **Executive Summary**

The presentation will provide updates and guidance for implementation of CCR Supports. The presentation will address the following:

- Blueprint Context and Adopted CCR Standards
- CCR Supports: A Cohesive and Comprehensive Strategy
- CCR Supports: Phase One and Two and Guidance Examples
- Next Steps and Deliverables

**Action**

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

**Attachments**

CCR Supports Updates.pdf

Office of Teaching and Learning

# College and Career Readiness (CCR) Supports Update

June 25, 2024



Presented By

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# Presentation Outline

1. Blueprint Context and Adopted CCR Standard
2. CCR Supports: A Cohesive and Comprehensive Strategy
3. CCR Supports: Phase One and Two and Guidance Examples
4. Next Steps and Deliverables
5. Questions

# CCR Standard: Blueprint Statutory Context

- The Blueprint requires a new College and Career Readiness (CCR) Standard be set that allows graduates to succeed in entry-level credit-bearing college courses. The goal is for all students to meet the standard by the end of their 10th grade year and no later than graduation.
  - The Blueprint directs the State Board to adopt a CCR Standard that reflects the results of the empirical research study, completed in Sept 2023.
- Meeting the CCR Standard enables students to:
  - Be prepared for a Post-CCR Pathway (AP, IB, dual enrollment, early college, Career and Technical Education (CTE), etc.)
  - Enroll in credit-bearing courses in Maryland community colleges

## Blueprint Statute Excerpts:

- *“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.”*
- *“After the study conducted [...] is complete, and periodically thereafter, the State Board shall adopt a new CCR standard.” “After the empirical study required [...] is complete, the CCR standard shall reflect the results of that study.”*
- *“Each community college and other open-enrollment public institution of higher education shall accept for enrollment in credit-bearing courses any individual who has achieved college and career readiness according to the standard adopted by the State Board.”*
- *“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.”*
- *“Subject to [the paragraph above], beginning with the 2022-2023 school year, [implementation] may not preclude enrollment in the initial stages of one or more post-CCR pathways [...], including the opportunity to make progress towards a CTE credential.”*

MD Code, Education, §15-126; §7-205.1

# 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

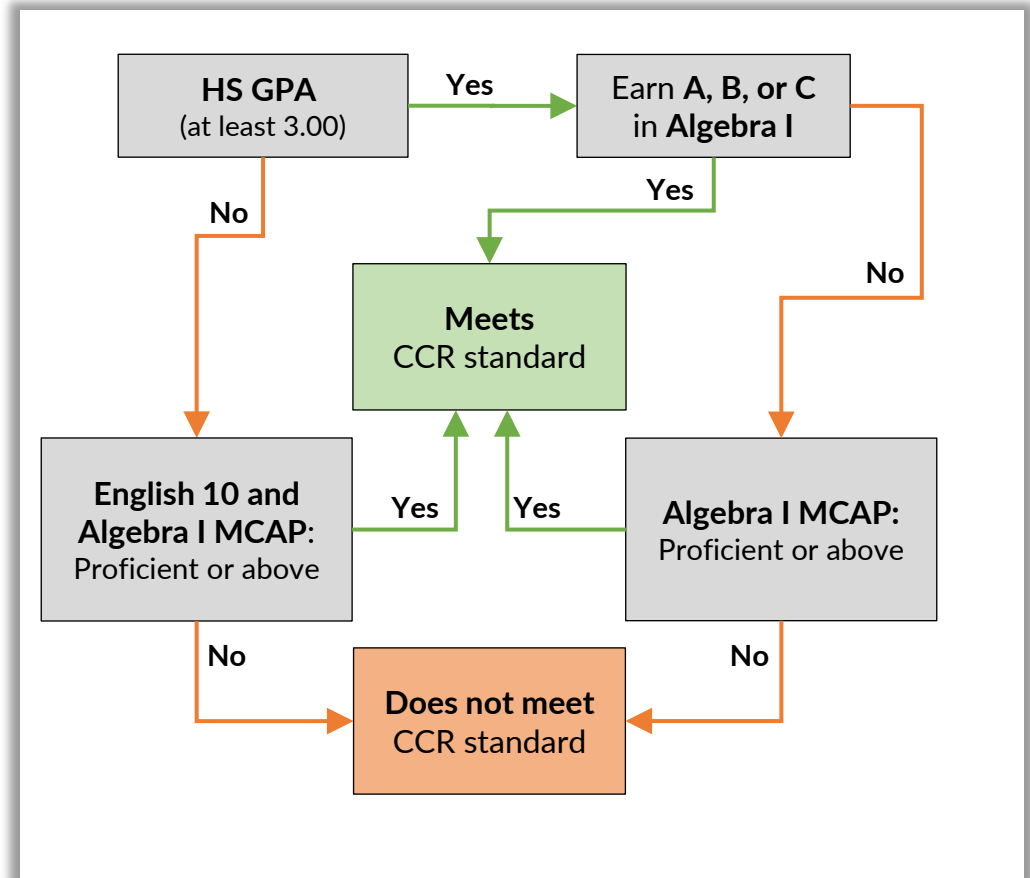
OR

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





## CCR Supports: A Cohesive and Comprehensive Strategy

- The Blueprint for Maryland's Future outlines the expectations for providing students with CCR supports. The Blueprint requires local education agencies (LEAs) to develop and provide CCR supports that allow all students who are not CCR by the end of 10<sup>th</sup> grade to graduate high school College and Career ready starting in FY 2024.
- MSDE recognizes that CCR is a PK-12 trajectory and systems approach. It's also important to note that 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 for students.
- MSDE continues to provide guidance and supports informed by LEAs and in partnership with LEAs, around 'Best Practices' identified locally and nationally to address CCR.

To identify and to address immediate implications of implementing the newly adopted CCR Standard in SY 24-25, CCR supports guidance and resources will be provided to LEAs in two phases:

- **Phase One** – To support current 11<sup>th</sup> and 12<sup>th</sup> grade students who are not yet CCR.
- **Phase Two** – To support PK-10 students by providing both *proactive* and *responsive* approaches to becoming CCR by the end of 10<sup>th</sup> grade.

## Phase One CCR Supports

- 1. College and Career Readiness Development (CCRD) Guide:** This resource will provide cross-functional teams with questions and research-based approaches designed to be used as a self-assessment to identify and begin to work toward a set of key actions necessary at both the **LEA-level** and **school-level** to scale strategic school design to ensure CCR.
  - LEAs are encouraged to complete the CCRD and use the results to identify the most appropriate and effective CCR Supports for their context
- 2. CCR Supports Guidance Memo:** Provides foundational core practices, structures, and recommendations to support identified students in 11th and 12th grade who are not CCR.



# Phase One CCR Supports Guidance Example (1 of 3)

## Targeted and Flexible Intervention Blocks

- Targeted and flexible intervention blocks ensure there is dedicated time in the schedule during which students are flexibly grouped to receive remediation or enrichment. It is recommended that LEAs consider the following as they design intervention blocks:
  - Implement the use of **common formative and common summative assessments aligned to Standards** to progress monitor and to make instructional decisions in-real time.
  - **Assign staff to reduce group size:** Institute an "all hands-on deck" approach by deliberately matching staff to the student group most likely to benefit from their expertise; school leadership will need the flexibility to restructure some staff members' roles to take on new intervention responsibilities.
  - **Organize teaching teams:** Teaching teams comprised of teachers who share content or who share students, and should include staff members who support instruction during the block; within each team, a meeting facilitator should be assigned to ensure that teachers' time is used to review assessment data weekly and student work daily to drive toward decisions and action plans.

# Phase One CCR Supports Guidance Example (2 of 3)

## Mathematics Supports

- If a student's Algebra 1 course grade or MCAP score does not meet the CCR Standard, it is recommended that LEAs consider the following as they design math supports:
  - Support students with enrollment in math courses aligned to their college and/or career pathway aligned to their interests and aspirations with corequisite support.
  - Facilitate individual, small group or large group meetings with students and families to discuss differentiated pathways towards meeting the CCR Standard by the end of their 11th grade year; and develop a targeted Individualized Career & Academic Plan (ICAP) which outlines specific goals, interventions, identified CCR Pathways and support services tailored to student needs.
  - Students who did not meet the CCR Standard due to their Algebra course grade of a D or E should retake the course over the summer or in Semester 1.
  - For students who did not meet the CCR Standard based on their MCAP score, consider their score and areas of growth to determine if targeted content support and retesting is an appropriate option.

# Phase One CCR Supports Guidance Example (3 of 3)

## Multilingual Learners (ML) Supports

- To enhance the infrastructure for teacher collaboration and student support, it is recommended that LEAs consider the following as they design ML supports:
  - **Conduct a Master Schedule Review and Adjust:** Ensure the master schedule allocates dedicated time for collaboration between ML and content teachers. This facilitates the development of differentiated instructional plans and the sharing of best practices among teachers to support Multilingual Learners (MLs).
  - **Data-Driven English Language Development (ELD) Program Enrollment:** Conduct a thorough review to ensure MLs are enrolled in appropriate ELD programs that offer targeted language instruction and support. Use data such as WIDA ACCESS scores and standardized test results to inform these enrollment decisions.
  - **Focus on Measurable Post-Secondary Goals:** Emphasize setting measurable post-secondary goals and transition services for MLs. Regularly update these goals through touchpoint meetings involving transition specialists, counselors, and families to align with students' career interests.
  - Ensure MLs and their families are **informed about available resources** such as language labs, tutoring services, and after-school programs designed to support their language and academic needs.

# Phase Two CCR Supports Guidance Example

## MSDE has developed *Accommodating All Learners: A Guide to Inclusion*

- The “**Accommodating All Learners: A Guide to Inclusion**” is a practical resource for the classroom practitioner and school administrator. The guide will better equip students for CCR attainment by ensuring teachers and related service providers have access to concrete differentiation strategies for a wide variety of learners.
  - The inclusion guide is divided into academic content areas and special education support topics so that general education practitioners can self-select inclusive strategies and processes in an easy-to-access and digestible format.
  - Focuses on effective inclusive teaching and learning practices.
  - The guide is structured for cohesive and supportive professional learning across content, specialized instructional practices, social-emotional learning, and learning environments.
  - Is organized to include useful information about how to read IEPs and 504 plans, planning for post-secondary transition, and information about dually impacted populations (such as twice exceptional learners and multilingual learners).

## CCR Support: Readiness and Access

The Post-CCR Pathways Workgroup (College Preparatory) has taken time to **study the current landscape in Maryland and to provide guidance** to LEAs regarding implementing AP Pathways.

- Through extensive research and investigation across the country and strategic partnerships with LEAs and the College Board, MSDE has created a guidance document that outlines all available college preparatory options.
- Utilizing the guidance document, all LEAs can incorporate at least one of the college preparatory options for each student in their LEA to enroll.

To fully realize the college and career outcomes required by the Blueprint for Maryland's Future, **several components of the Career and Technical Education (CTE) system must be updated and/or overhauled**. Therefore, the Post-CCR Workgroup continues to engage with LEAs, Community Colleges, Local and State Workforce Boards, other state agencies, and relevant stakeholder groups to socialize and accomplish this work. The engagement has focused on:

- **Redesigning how CTE programs are fundamentally structured** to support innovative scheduling options, apprenticeship participation, and aligning postsecondary credit opportunities to career clusters.
- **Supporting LEAs on the educational requirements and best-practices** related to apprenticeships, and other forms of work-based learning for students.

## Next Steps

MSDE will continue to engage in extensive research and investigation, strategic partnerships with internal and external partners, and collaborate with LEAs to identify existing evidence-based "Best Practices" locally and nationally, and to spotlight innovative, promising practices to support CCR.

### Deliverables

#### July 2024

- Distribute updated CCR Standard Frequently Asked Questions (FAQ)
- CCR Supports Guidance Memo released with foundational core practices, structures, and recommendations to support identified students in 11th and 12th grade who are not CCR
- Preparing for College Preparatory Pathway Implementation Guidance provided
- Post-CCR College Preparatory Programming Guidance distributed

#### September 2024

- CCR Supports Guidebook released to support PK-10 students by providing both proactive and responsive resources to become CCR by the end of 10th grade
- *Accommodating All Learners: A Guide to Inclusion* distributed

# Questions