

Work Group 3: College and Career Readiness Pathways

Policy Area:

The State ~~will establish~~ has established a standard of literacy in English and, ~~mathematics, science and social studies and government (and when practicable also science)~~ at the level needed to assure a high probability of success in the first-year programs of the State's community colleges. ~~This will be called~~ referred to as the College and Career Readiness or CCR standard.

Note: Language can be added here to describe a reevaluation and realignment of the existing CCR standards in order to reflect the goals of the Commission.

Element 3a: Develop a fully-aligned instructional system, including curriculum frameworks, **model course syllabi and assessments, together with ...**

Design Assumptions:

- 2.a. State developed model course syllabi ...
- 2.b. ~~State approved Model~~ units of curriculum for all subjects and grade levels....
These units may be gathered from courses and units developed by teachers and others in and beyond Maryland, ~~and will be reviewed and approved for quality by~~ in collaboration with MSDE and the State Board of Education.
~~Curricula approved by MSDE must be designed as complete courses, which, when properly implemented and taken in sequence, will enable students to meet the CCR standard by the end of grade 10.~~

Schools identified as low-performing by their scores on statewide assessments will be visited by inspection teams... *This language must reflect the state's ESSA plan and*

*include like terminology. For example, “inspection teams” versus “comprehensive support.” This paragraph should also be rewritten to reflect the State’s ESSA plan with regards to the process for identifying chronically low-performing schools to encompass the District’s responsibilities in developing a improvement plan for identified schools, the time-frame for plan implementation and the possible actions by and support the State. **SEE NOTE AT END***

3. In the core subjects of English math, science, and history/social studies/**government**, an assessment system ...

Element 3d: Develop an extended curriculum for students in middle and early high school who are not likely to meet the CCR standard....

3. through 5. These items are not needed to this level of detail.

Element 3e: Require all local school systems to provide all students who meet the CCR standard with access to a set of post-CCR program pathways, **that includes including: 1) ...**

Design Assumptions:

1. Local school systems need flexibility in offering “selective college preparatory programs...certified by the organization...provides and scores...examinations, and will train staff to deliver the curriculum.”
2. Local school systems will partner with Maryland **community colleges**, colleges, and out-of-state institutions approved by the Maryland Higher Education Commission ...

Implementation Considerations:

4. There is a difference between “high school credit” and credit towards graduation requirements. The language in this item needs to clarify to which it is referring.

Element 3f: The State Board of Education will revise high school graduation requirements...

Design Assumptions:

3. The State Board of Education will create diploma “endorsements” ... *This raises the question and concern that if one endorsement is the College Career Ready (CCR) standard, what then would a diploma mean without this endorsement?*

Element 3h-m: Career and Technical Education

Design Assumptions:

Add: (Add to introductory section, pages 10 - 12) Verbiage that, in addition to the strong foundation the State has in our CTC program, there is a need to significantly increase state funding to support improvements and enhancements to our career and technical education programs for students.

Element 3h: A new Career and Technical Education Subcabinet will be created.

Element 3i: There will also be a Skills Standards board ...

MABE questions the need for establishing a new agency and governance structure to implement a high quality CTE program in Maryland. While MSDE’s capacity as an agency could be enhanced and reformed through additional legislation and funding, the State Board has the necessary regulatory authority to provide direction and oversight. A Skills Standards Board could be formed, within or complimentary to the

State Board, parallel to the role and function of the Professional Standards Teacher Education Board (PSTEB).

Further, rather than supporting the budget of a subcabinet, we support additional funding directed towards students and student services.

Lastly, any changes to these items will have implications for elements 3j-m.

NOTE: Language from ESSA (referenced p. 1, item 2b above)

States must use the ESSA accountability system to identify schools in need of Comprehensive Support and Improvement and Targeted Support and Improvement. In addition, states must define “consistently underperforming.”

Comprehensive Support and Improvement (CSI) Schools

- Lowest Performing - Not less than the lowest-performing five percent of schools in the State participating in Title I. To be identified at least once every three years, beginning 2018 - 2019***
- Low Graduation Rate - All public high schools in the State failing to graduate one third or more of their students. To be identified at least once every three years, beginning 2018 - 2019***
- Chronically Low-Performing Student Group - Any Title I school identified for targeted support and improvement for a low-performing student group that did not improve over three years. To be identified at least once every three years, beginning 2021 - 2022***

Targeted Support Improvement (TSI) Schools

- Low-Performing Student Group - Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools. To be identified at least once every three years, beginning 2018-2019***
- Consistently Underperforming Student Group - Schools with student groups who are “consistently underperforming” are schools that have not met their annual measurements of interim progress for two or more years. To be identified annually, beginning 2019-2020.***