

**DIGGING DEEPER FOR
HIGHER OUTCOMES: THE
COLLEGE & CAREER
READINESS STUDY**





STAKEHOLDER ENGAGEMENT

**MARYLAND HIGHER
EDUCATION COMMISSION**

**K-12 LEADERSHIP AND
EDUCATORS**

**MARYLAND ASSOCIATION
OF COMMUNITY COLLEGES**

**HIGHER EDUCATION
LEADERS AND EDUCATORS**

**UNIVERSITY SYSTEM OF
MARYLAND**

WORKFORCE

**MARYLAND ASSOCIATION
OF BOARDS OF EDUCATION**

GOVERNOR'S OFFICE

WHAT MAJOR STAKEHOLDERS ARE MISSING FROM THIS LIST?





COLLABORATION FOR QUALITY EDUCATION

1. The Blueprint required the Maryland State Department of Education (MSDE) to commission a study of college and career readiness in the state.
2. College and career readiness is defined as students having the skills for “success in entry-level credit bearing coursework at a Maryland community college or open enrollment postsecondary institution”.
3. MSDE contracted with the American Institutes for Research (AIR) to conduct a multi-part study of the CCR standard.

**DO YOU AGREE WITH THIS STANDARD
OF COLLEGE & CAREER READINESS?**





OBJECTIVE 1: KNOWLEDGE AND SKILLS TASKS

- Content knowledge considered important for college readiness is covered in the Maryland K–12 content standards.
- Skills for success, including collaboration and healthy work habits, are critical for CCR.
- Top-performing education systems provide formal CCR counseling early in students' journeys and clear options for college and career pathways.





OBJECTIVE 2: ALIGNING WITH COLLEGE AND CAREER EXPECTATIONS

- In general, high school content standards align to the content expectations of college course content in developmental and first-year credit-bearing courses.
- Maryland's high school English language arts (ELA) and math standards align to expectations for certificate-granting programs in two separate national frameworks for high-demand workforce skills.





OBJECTIVE 3: PREDICTING POSTSECONDARY SUCCESS

- ✓ The interim CCR standard, utilizing state assessments, correctly classified about half to two-thirds of students as college ready or not college ready at the end of Grade 10.
- ✓ Another way to say that is: state assessments miscorrelctly classify a third of students as NOT college and career ready.
- ✓ Adding an alternative way to meet the CCR standard with grade point average, increased the percentage of students who meet the CCR standard and improved accuracy rates for predictions of success.





OBJECTIVE 4: ADDRESSING BIAS

- Standardized assessments are generally subject to cultural bias.
- Opportunities for students to prepare for these standardized assessments are similarly inequitable.



LIMITATIONS

Findings may not be generalizable to other types of educational institutions.

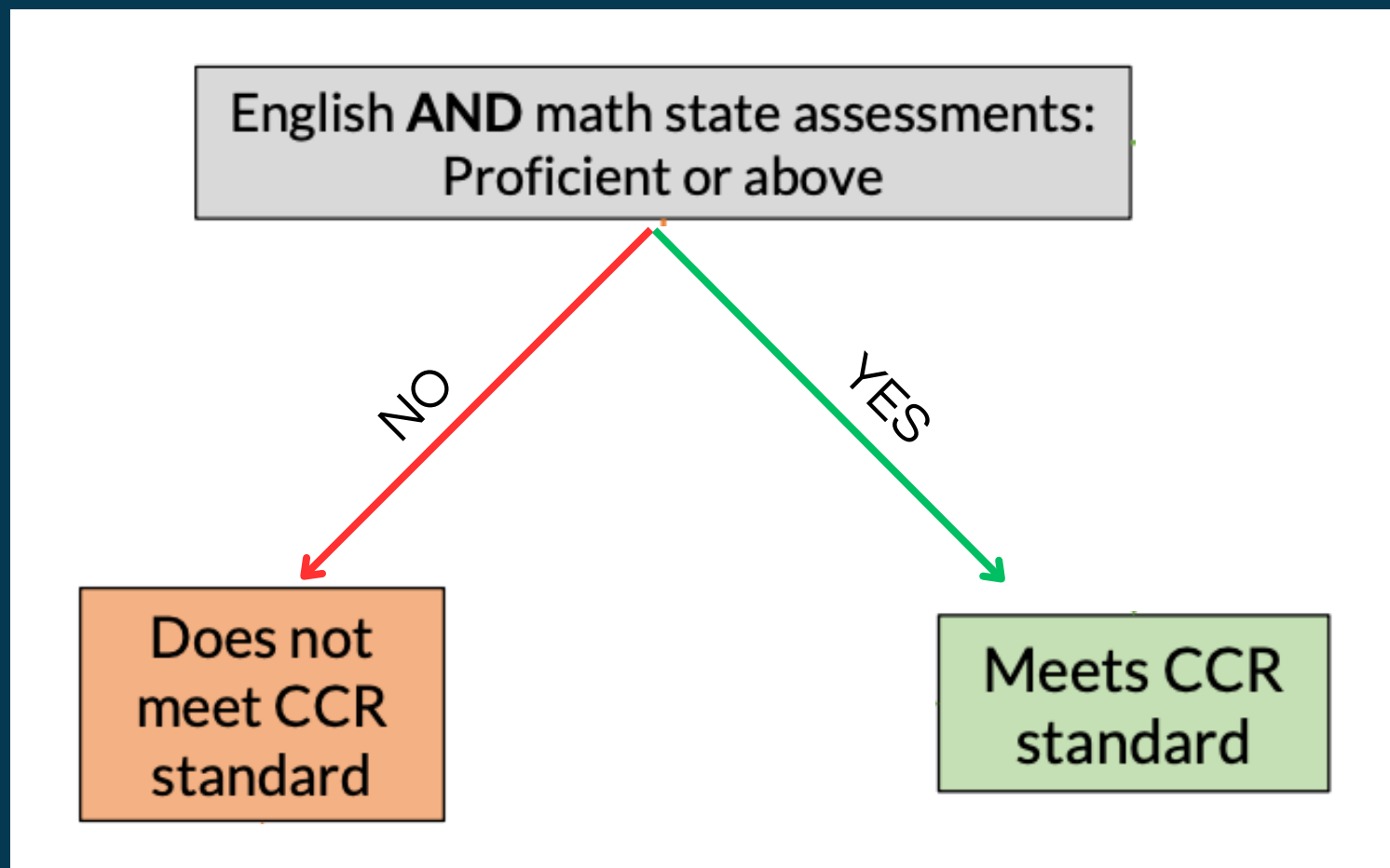
Analysis does not address quality of instruction or the availability/quality of student supports, which impacts students' ability to meet content expectations.

The analysis relied on document review (e.g., course syllabi, focus group transcripts), which required generalizations in analysis.

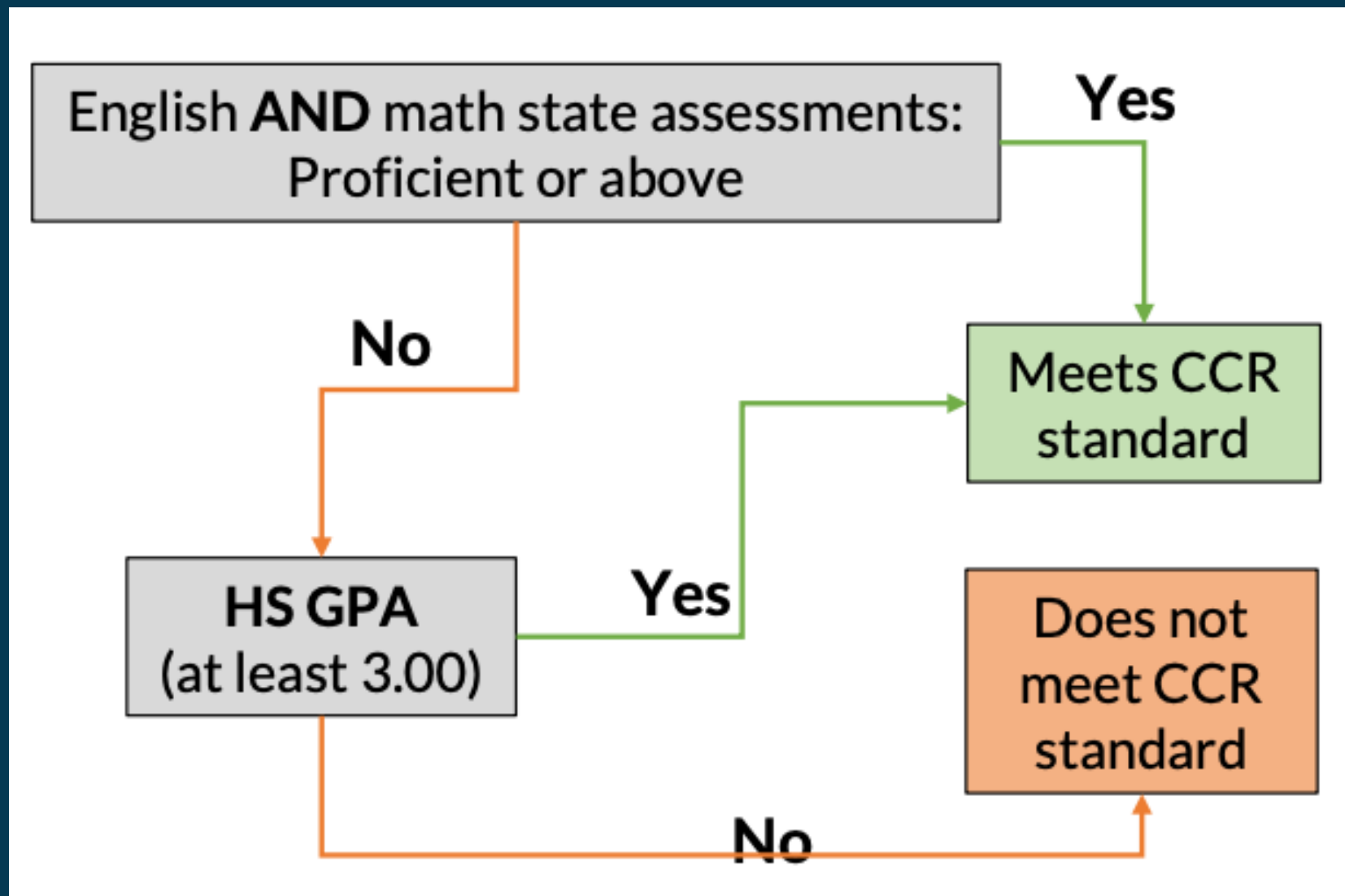
WHAT OTHER LIMITATIONS CAN YOU THINK OF?



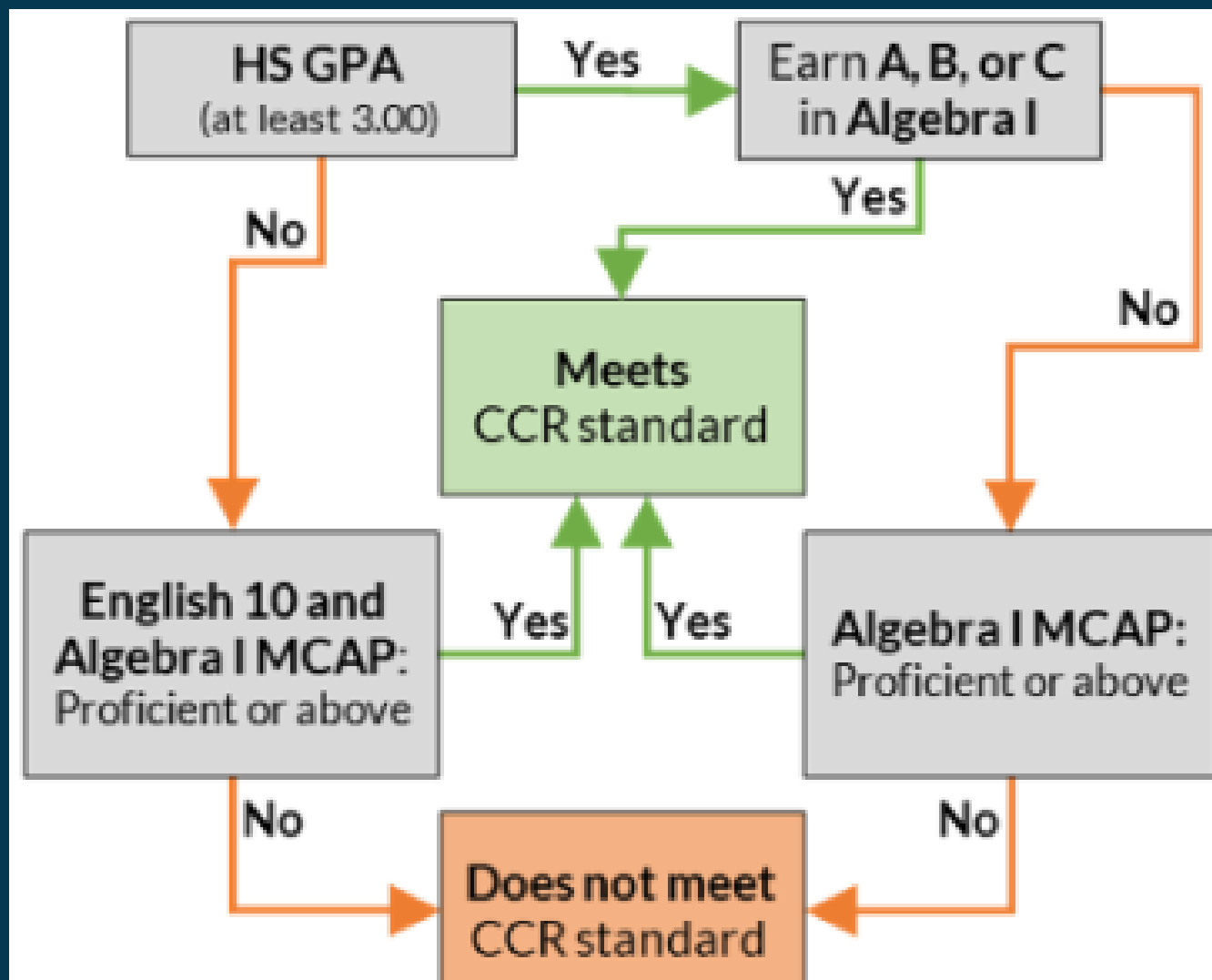
CURRENT CCR STANDARD



PROPOSED CCR STANDARD: OPTION 1



PROPOSED CCR STANDARD: OPTION 2



STRONG SCHOOLS MARYLAND



SHARE YOUR THOUGHTS ON THE CCR STANDARD!

GIVE PUBLIC COMMENT: Thursday, November 9th, 4:30–8pm

bit.ly/PublicCommentCCR



SCAN HERE

SHARE YOUR THOUGHTS: online survey at

bit.ly/FeedbackCCR