


**TO:** Members of the State Board of Education

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

**DATE:** March 25, 2025

**SUBJECT:** Proposed Revised College and Career Readiness (CCR) Standard and Policy Document

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### Executive Summary

The Maryland State Department of Education (MSDE) is proposing a revised College and Career Readiness (CCR) Standard, codified in a new Policy Document.

To continue to ensure that all students have equitable opportunities to demonstrate that they are ready for college and career, MSDE are proposing additional criteria options for students to meet the CCR Standard.

The proposed revisions include additional criteria options to meet the CCR Standard, meant to provide a greater range of students, including those before and after grade 10 as well as those that are on different post-secondary trajectories, the opportunity to demonstrate their readiness for college and career through different methods. This includes succeeding in advanced coursework, in career and technical education (CTE) courses and programs, on college entrance assessments, and through other methods. The policy document also further clarifies some business rules around meeting the CCR Standard, benefits of meeting the CCR Standard, roles and responsibilities for implementation, and additional guidance on the supports that should be offered to students who have not yet met the CCR Standard.

### Background and Process

The Blueprint for Maryland's Future has a central goal of ensuring that all Maryland public school students are college and career ready by the end of 10th grade, signifying an ability to transition successfully to postsecondary coursework or to the workforce.

The Blueprint originally set the interim College and Career Readiness (CCR) standard to be measured by scoring proficient or higher on the English Language Arts and mathematics standardized assessments. Then, in January of 2024, after the conclusion of the empirical research study, the State Board of Education adopted a new CCR standard, with two options for students to meet the standard, including using their GPA and succeeding in a math course. During the adoption process in 2024, The State Board acknowledged that this is a step in the right direction and will continue to reevaluate the CCR Standard as appropriate.

Version 1.0 of the proposed draft CCR Standard Policy Document was shared with LEA Superintendents, Chief Academic Officers, Career and Technical Education leaders, and others, starting on February 11, 2025. During a meeting of LEA Chief Academic Officers in February, the document was reviewed and discussed. The document was also posted on MSDE's website, with a public invitation to complete a feedback survey.

269 responses were submitted to the feedback survey, offering insight into how best to define the CCR Standard to support students. Respondents included parents, students, teachers, principals, LEA staff, higher education community members, and business community members

Based on the feedback received and additional research, MSDE made a few changes from Version 1.0 to Version 1.2, presented at the Education Transformation and Finance Committee, and then further changes to Version 2.0 presented today. The changes have been identified in the document

### **Action Requested**

MSDE requests the State Board of Education consider and adopt the proposed College and Career Readiness (CCR) Standard: Policy Document Version 2.0.

### **Attachments**

CCR Standard March 2025 Presentation.pdf

CCR Standard Policy\_v2.0.pdf



# College and Career Readiness (CCR) Standard: Policy Document

March 25, 2025

Presented By | Richard Kincaid, Senior Executive Director, Office of College and Career Pathways  
Phil Lasser, Senior Executive Director, Strategic Initiatives



# CCR Standard: Blueprint Statutory Context

- The Blueprint requires a new College and Career Readiness (CCR) Standard to 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, once complete.
- 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

# CCR Interim Standard (Sunsets After SY 2024-2025)

- The **CCR interim standard** was **specified in the Blueprint legislation** and **adopted by the State Board** of Education in February 2022.
- A student meets the interim CCR Standard if **they meet or exceed the standards** on the state **assessments in both English and math**.
- The Interim CCR Standard is still in effect at this time. After the conclusion of SY 2024-2025, students will only be able to meet the CCR standard using the newly adopted metrics.

## Blueprint Interim CCR Standard

### English

#### English 10

- **Score 3 or 4 on Fall or Spring MCAP** (2022 – present)
- Score 2 or 3 on early Fall 2021 MCAP
- Score 4 or 5 on the PARCC (2015 - 2019)

**AND**

### Math

#### Algebra I, Algebra II, or Geometry

- **Score 3 or 4 on Fall or Spring MCAP** (2022 – present)
- Score 2 or 3 on early Fall 2021 MCAP
- Score 4 or 5 on the PARCC (2015 - 2019)

**Or score 520 on the Math SAT**

The Maryland State Board of Education adopted the interim standard on February 22, 2022, based on Blueprint Statute.

# College and Career Readiness (CCR) Standard (Adopted 2024)

**CCR Standard (Existing Options)**

**OPTION 1**

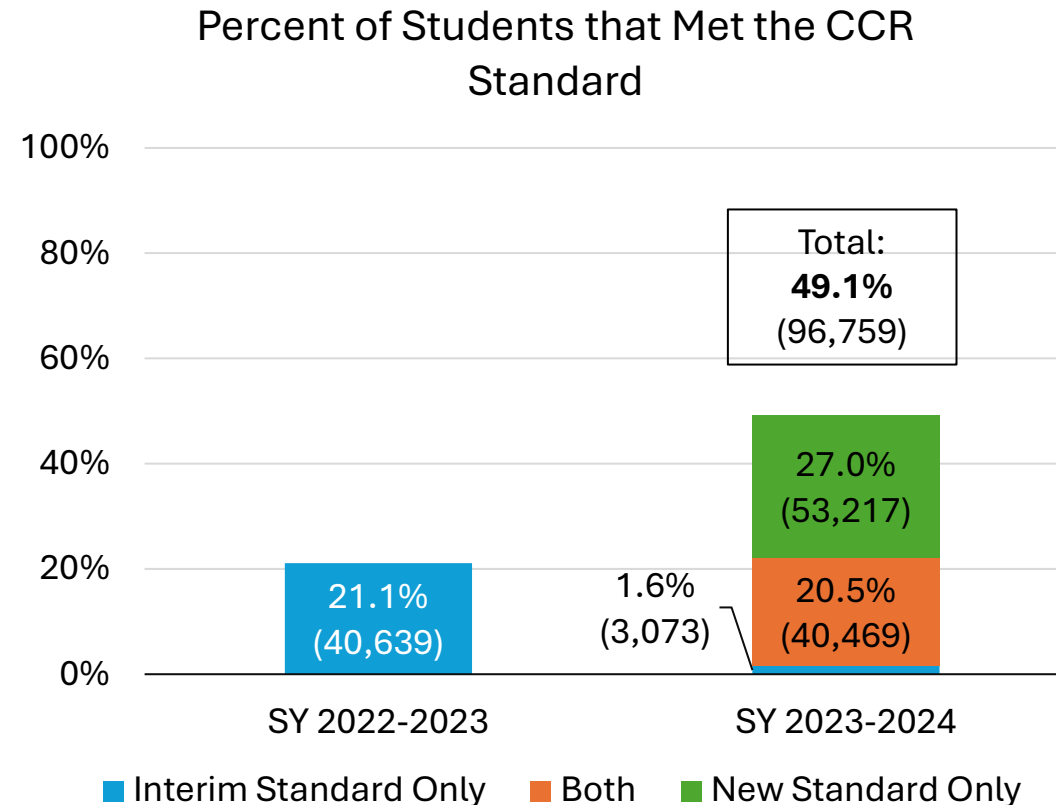
<b>Academic Success</b>	Earn a High School Grade Point Average (GPA) of 3.00 or Higher	
<b>- AND -</b>		
<b>Math Mastery</b>	Earn Grade of A, B, or C in Algebra I	<b>OR</b> Score Proficient or above on the Algebra I MCAP

**OPTION 2**

Score Proficient or above on the ELA 10 AND Algebra I MCAP Assessments

# Impact of Expanded CCR Standard

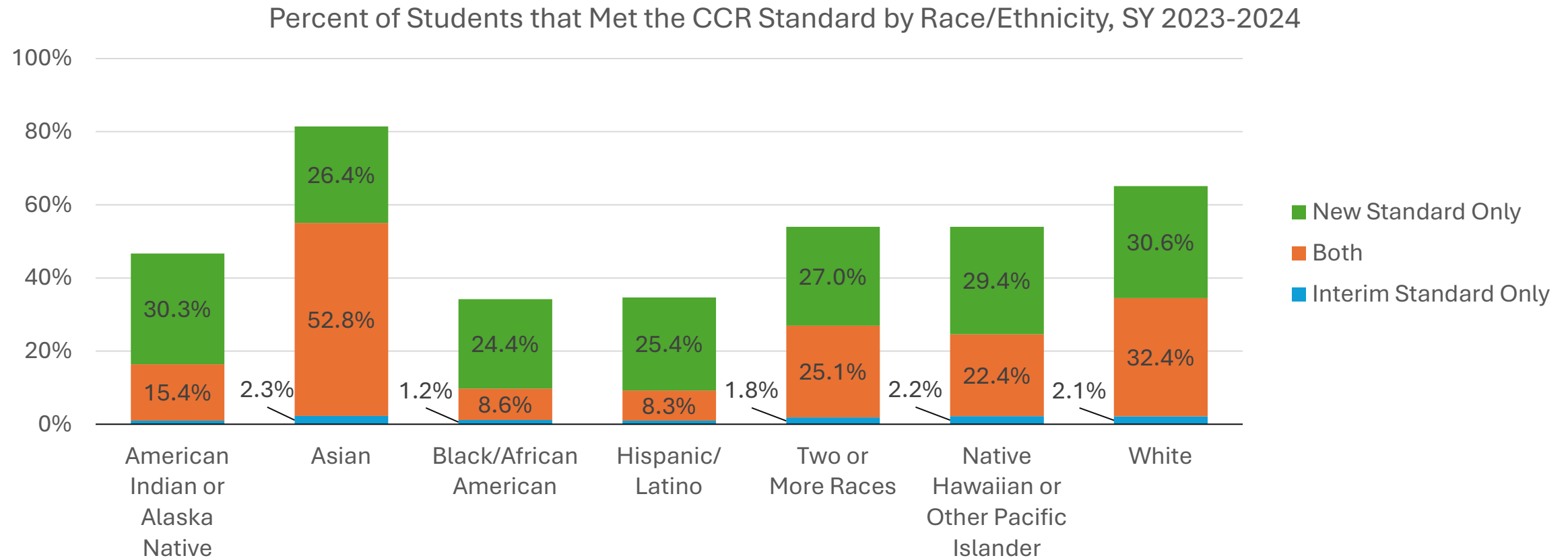
The new CCR standard more than doubled the number of students identified as CCR in 2023-2024.



Percentages are based on students in grades 10-12. Grade 9 students could only meet the interim standard in both years; 0.1% did in 2022-2023 and 0.2% did in 2023-2024.

# Impact of Expanded CCR Standard by Race/Ethnicity

The new CCR standard more than tripled the number of Black/African American and Hispanic/Latino students identified as CCR in 2023-2024.



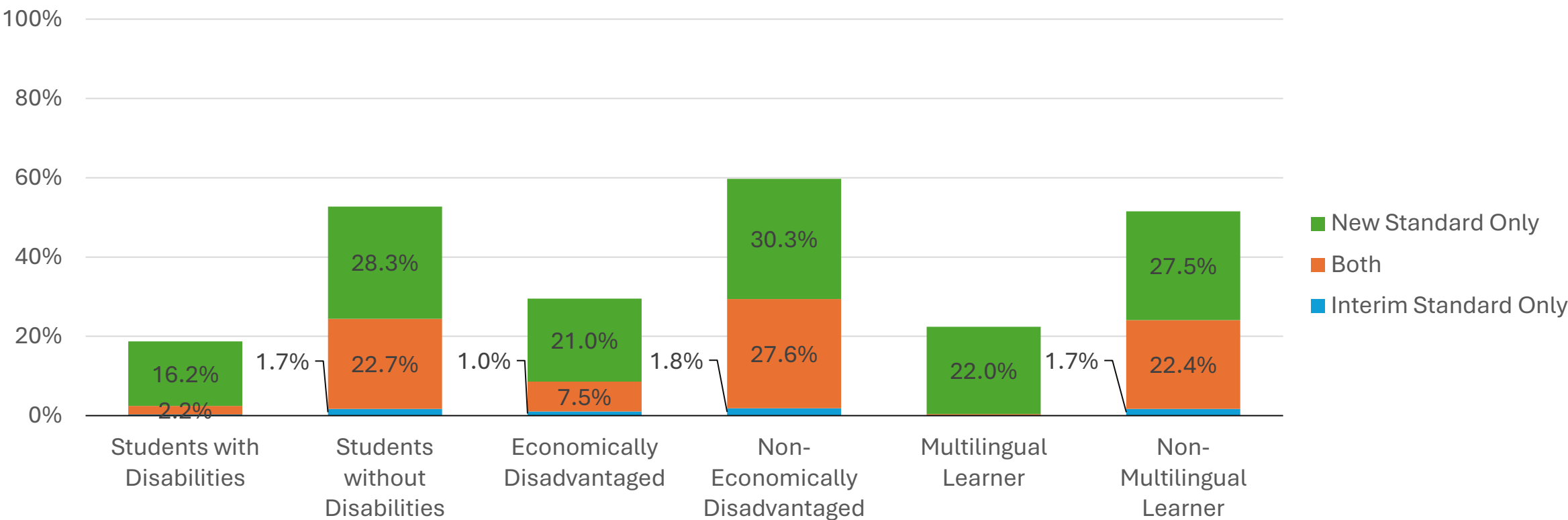
Note: Percentage only include students in grades 10-12.



# Impact of Expanded CCR Standard by Service Group

The new CCR standard had a large impact on the CCR identification of Students with Disabilities, Economically Disadvantaged students, and Multilingual Learners.

Percent of Students that Met the CCR Standard by Service Group, SY 2023-2024



Note: Percentages only include students in grades 10-12.

# Benefits of Meeting the CCR Standard

- Students who meet the CCR Standard are **entitled to be enrolled in credit-bearing courses** at any Maryland community college or other open-enrollment public institution of higher education. Students who meet the CCR Standard during high school may take advantage of this benefit while they are still in high school or after graduation.
- All students who meet the CCR Standard are **provided with access to Post-CCR Pathways, at no cost to the student or the student's parents**, including the cost of any fees.
- Students who have met the CCR standard are entitled to their **LEA covering the costs of 2 dual enrollment courses per Fall and Spring academic semester**.
  - Students **may enroll in additional dual enrollment courses** beyond those covered by the LEA. The costs of these additional courses will be the responsibility of the student.
  - **LEAs may choose to cover the costs of additional tuition and fees** beyond the minimums defined above.

# Benefits for Students Who Have Not Met the CCR Standard

- Students **who have not yet met the CCR standard shall have initial access to Post-CCR Pathways**, such as developmental and/or corequisite dual enrollment courses (e.g., CCR supports) and introductory CTE courses.
- When the Accountability and Implementation Board determines that the **Blueprint for Maryland's Future has been fully implemented** (*not before 2027*), Post-CCR pathways shall be available only to students who have met the CCR standard, except under limited circumstances determined by the State Board of Education.
  - When this policy change is made, students who have not yet met the CCR Standard will no longer have initial access to Post-CCR Pathways.
- **“Initial Access”** shall be defined as any of the following:
  - The first two courses of a CTE program of study
  - Up to two AP or IB courses.
  - Up to two dual enrollment or dual credit courses

# CCR Supports

- Starting in School Year 2023-2024, students in the 11th and 12th grades who have not yet met the CCR Standard shall be provided with the appropriate CCR Supports to assist the student in meeting the CCR Standard as soon as possible.
  - Students shall have the right to retake a course in which they have not earned a C or higher.
  - Students shall have the right to reattempt an assessment that they have not yet scored proficient.
- Starting in School Year 2023-2024, students in any grade, up to and including 10th grade, who are not on track to meet the CCR Standard by the end of their 10th grade year shall be provided with the appropriate CCR Supports to assist the student in meeting the CCR Standard as soon as possible.
- Additional specific information about CCR supports is forthcoming in a CCR Standard guidance document.



## Proposed Revised Math Mastery Definition

To align with the recommendations of the Maryland's Launch Years Task Force and the draft PreK- 12 Mathematics Policy, the “Math Mastery” component of the CCR Standard is proposed to be revised to read:

Beginning with the graduating class of 2030-2031 (students in grade 9 or below in school year 2027-2028), the Math Mastery option of the College and Career Readiness standard shall be updated to define math mastery as one or more of the following achievements:

- Earning a final course **grade of A, B, or C** in **both Integrated Algebra 1 AND Integrated Algebra 2; OR**
- Scoring **Proficient** or above on the **Integrated Algebra** statewide **assessment; OR**
- Earning a final course **grade of A, B, or C** in an **Advanced Mathematics Pathways course** in which Integrated Algebra is a prerequisite.

## CCR Standard: Design Priorities

Prioritize equitable opportunities for all students, regardless of situation

Ensure all options to meet the CCR Standard are equally rigorous

Avoid opportunities to circumvent the intent of the policy

Ensure alignment with other statewide improvement efforts, including the *Accountability and Assessment Taskforce* and the standards revisions processes

## Proposed Additional Criteria Options to Meet the CCR Standard (1 of 3)

With the approval and adoption of the State Board of Education, starting in School Year 2025-2026, in addition to meeting the currently adopted criteria, students may also meet the CCR Standard by meeting one of the below options:

- A. Earn a **one-year ~~core-content~~ GPA of 3.00 or higher in their 11<sup>th</sup> grade or 12<sup>th</sup> grade** year. This GPA is not cumulative of previous years and only includes courses completed in the student's 11<sup>th</sup> grade or the student's 12<sup>th</sup> grade year. **The student must also earn a grade of A, B, or C in a high school level math course at any point in the student's high school career.** ~~This GPA is also calculated by only including all ELA, Math, Science, Social Studies, and CTE courses taken that year; other elective courses are not included in this calculation.~~
- B. Earn a **grade of C or better** (unless otherwise specified by dual enrollment agreements) in at least **two core-content dual enrollment or dual credit courses** at any point in the student's high school career. One of these courses must be a Math course and one of these courses must be an ELA, Science, or Social Studies course.

## Proposed Additional Criteria Options to Meet the CCR Standard (2 of 3)

- C. Meet a performance threshold on at least **two advanced academics (AP or IB programs) assessments** at any point in the student's high school career. One of these assessments must be a Math assessment and one of these assessments must be an ELA, Science, or Social Studies assessment. For AP assessments, scoring a 3 or higher is required. For IB Diploma Programme assessments, scoring a 4 or higher is required.
- D. Meet the College and Career Readiness Benchmarks on the **SAT, PSAT, or ACT:**
- i. To meet the College and Career Readiness Benchmarks on the **SAT**, as defined by the College Board, students must earn a score of at least **480 on the Reading and Writing** section **AND** earn a score of at least **530 on the Mathematics** section.
  - ii. To meet the College and Career Readiness Benchmarks on the PSAT/NMSQT or PSAT 10, students must earn a score of at least 480 on the Reading and Writing section AND earn a score of at least 530 on the Mathematics section.
  - iii. To meet the College Readiness Benchmarks on the **ACT**, as defined by the ACT, students must earn a score of at least **18 on the English** section **AND** earn a score of at least **22 on the Mathematics** section.
- E. Obtain a score of "**At Target**" on both the **Math AND English/Language Arts Dynamic Learning Maps Alternate Assessments**. (For students with the most significant cognitive disabilities, who are already participating in the Alternate Framework.)

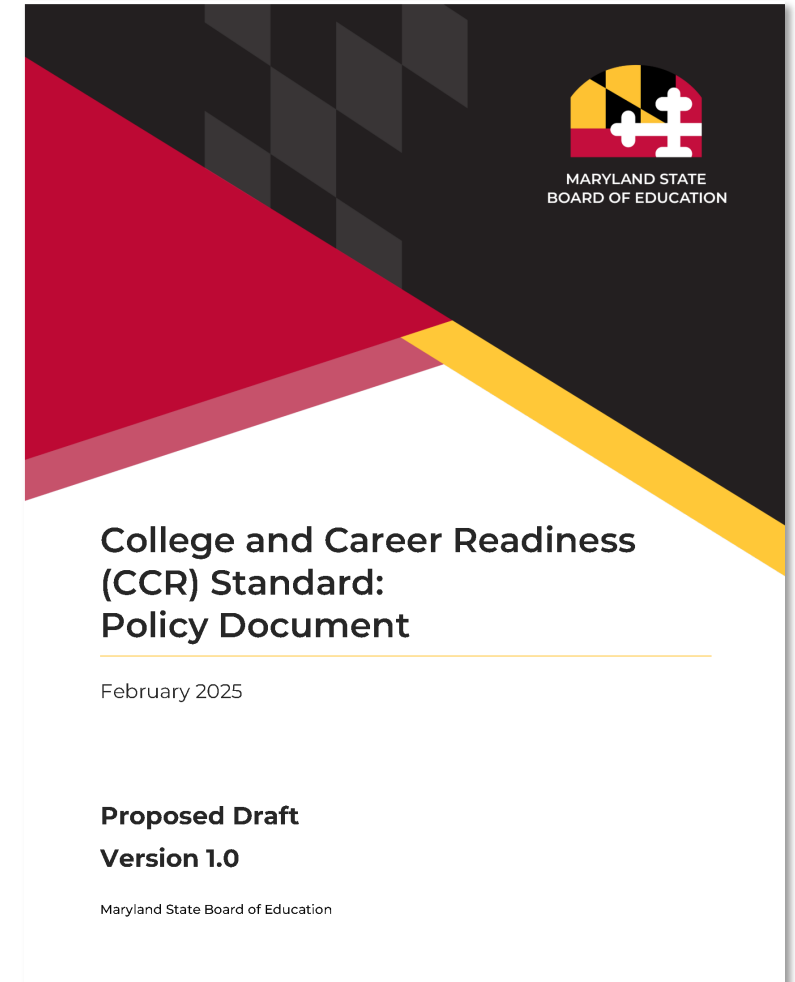


## Proposed Additional Criteria Options to Meet the CCR Standard (3 of 3)

- F. Earn **Silver or better on the ACT WorkKeys** National Career Readiness Certificate (NCRC) assessment.
- G. **Earn a state-approved Industry-Recognized Credential**, aligned with a Career and Technical Education and/or Comprehensive Arts pathway.
- H. Complete the **high school level of a registered apprenticeship** program.
- I. Earn a score of at least 50 on the **ASVAB**.

# Public Comment and Feedback

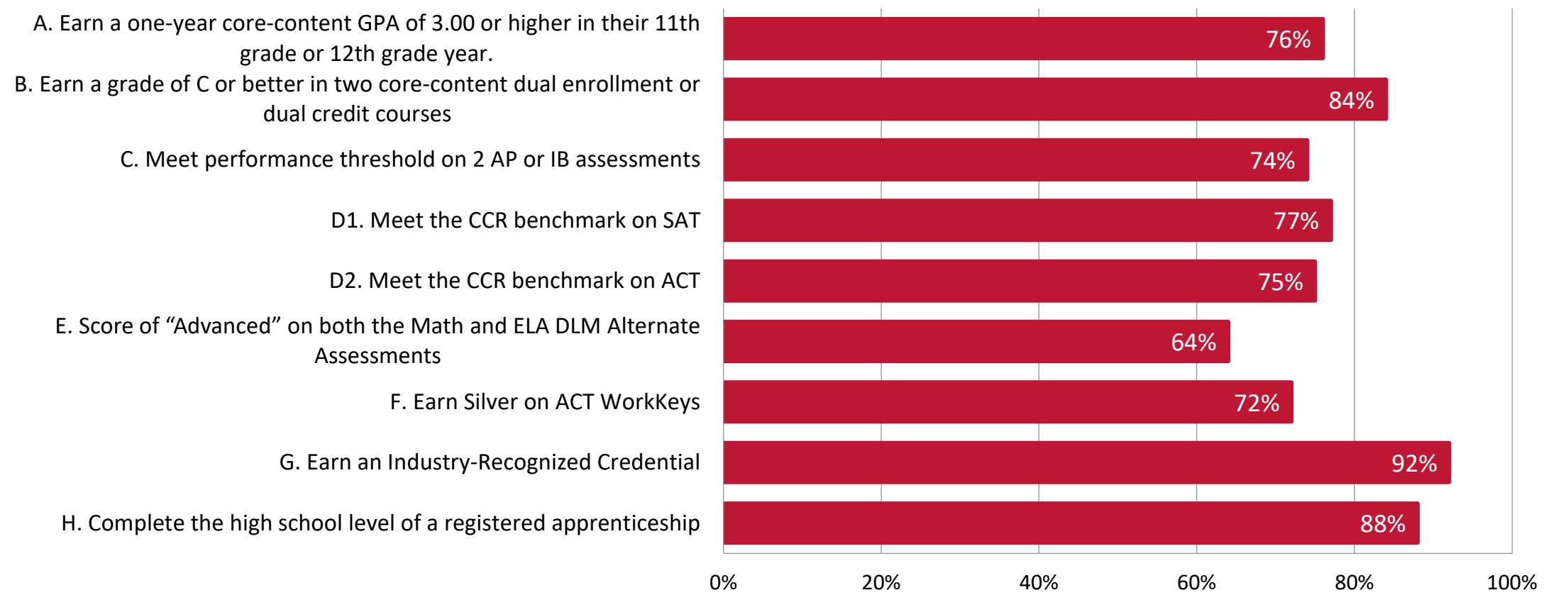
- The proposed draft CCR Standard Policy Document was shared with LEA Superintendents, Chief Academic Officers, Career and Technical Education leaders, and more.
- During a meeting of LEA Chief Academic Officers in February, the document was reviewed and discussed.
- The document was posted on MSDE's website, with a public invitation to complete a feedback survey.  
<https://blueprint.marylandpublicschools.org/ccr-standard/>
- 269 responses were submitted to the feedback survey, offering insight into how best to define the CCR Standard to support students.
- Respondents included parents, students, teachers, principals, LEA staff, higher education community members, and business community members



# Public Feedback on Proposed Options

Between 64% and 92% of respondents supported the inclusion of each of the proposed CCR criteria.

Percent that agreed or strongly agreed that each of the options below should be included in the final policy



Note: between 248 and 267 participants responded to each criteria.

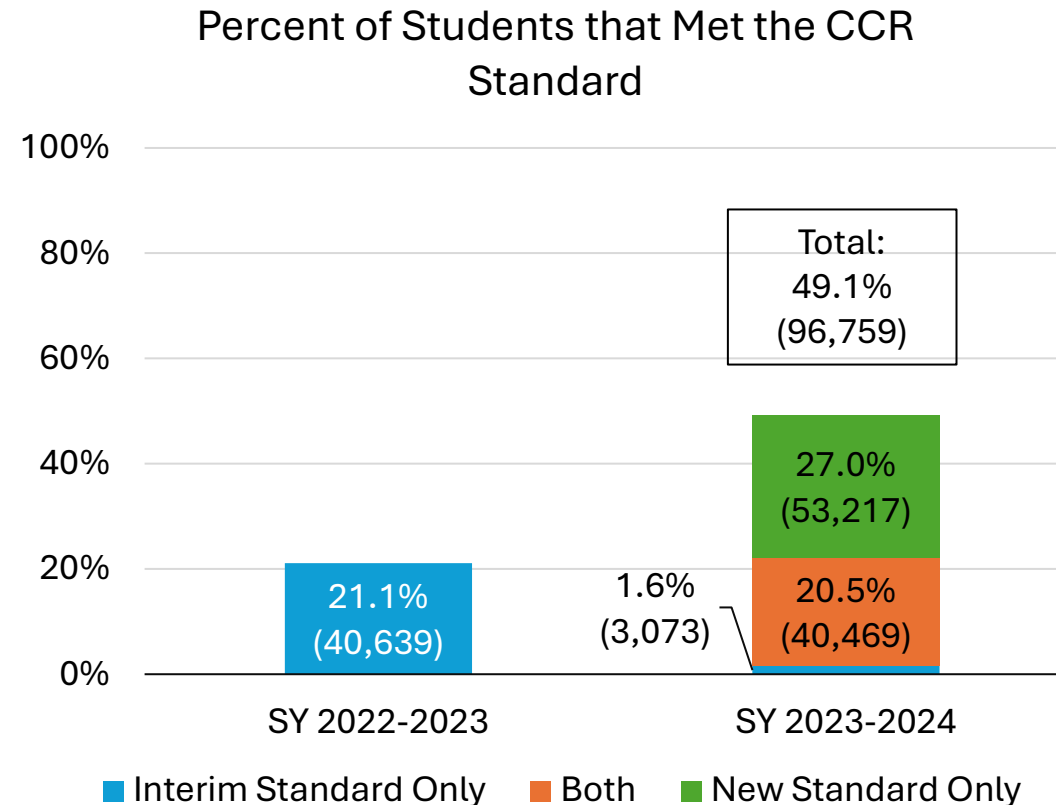
# Public Comment Summary

- **Strong support for multiple pathways** to CCR, including work-based learning, apprenticeships, and non-traditional assessments
- **Top suggested new additions:** World language proficiency, ASVAB, portfolio work-based learning
- **Most frequently mentioned issue:** Expanding or modifying GPA criteria, e.g., one-year vs. cumulative GPA, eligible courses, unweighted GPA, and impact on students taking rigorous courses
- **Implementation challenge:** Clearer timelines and guidance on criteria for inclusion as CCR indicator (dual enrollment, AP/IB, math courses, etc.)
- **Clearer differentiation** between college and career readiness, ensuring that students pursuing careers outside of traditional college pathways are supported
- **Equity concerns remain a priority**, especially regarding ML students, special education students, and access disparities in different districts.



# Impact of Expanded CCR Standard

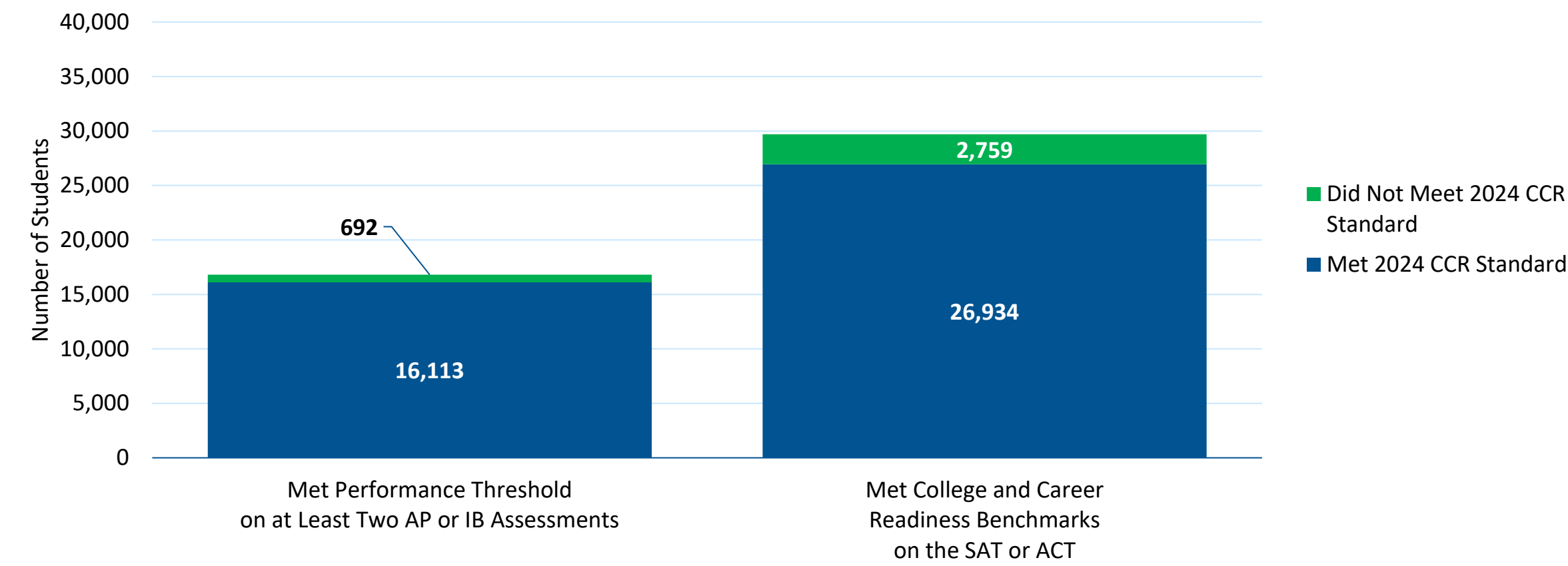
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Percentages are based on students in grades 10-12. Grade 9 students could only meet the interim standard in both years; 0.1% did in 2022-2023 and 0.2% did in 2023-2024.

# Impact Simulation of Proposed CCR Options

A simulation of two proposed options indicates that if these options had been implemented in SY 2023-2024, they would have identified an additional 2,935 students as CCR.



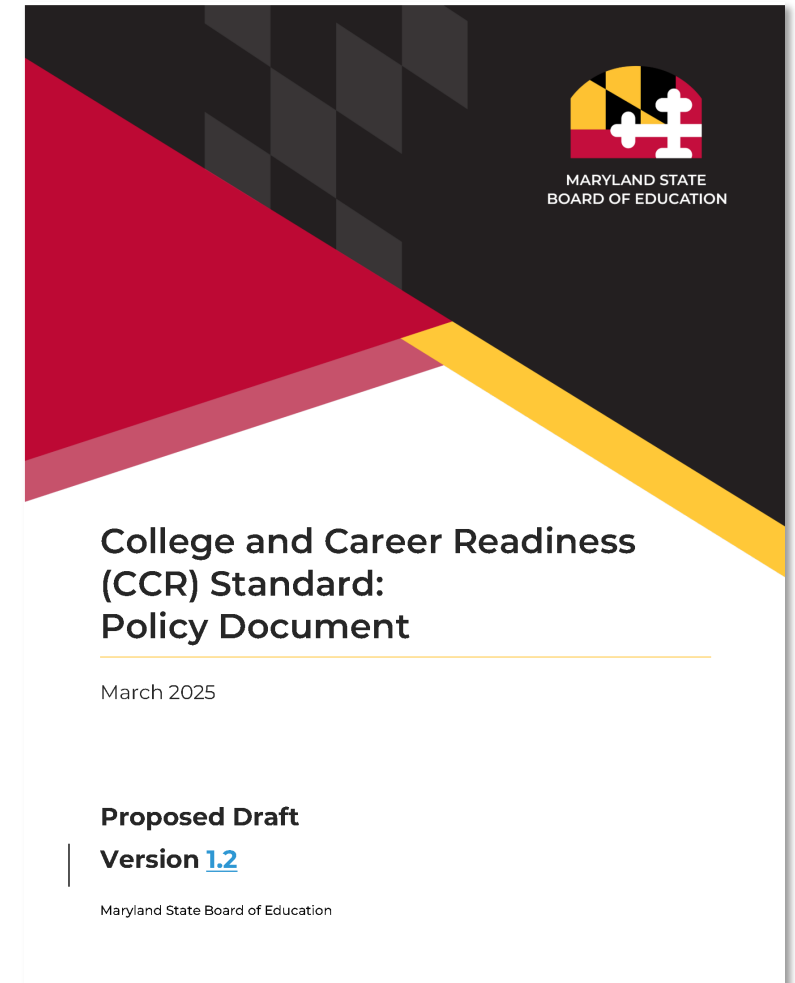
Note: Analysis only includes students in grades 10-12 in SY 2023-2024. Data for the other proposed options is not available.

# Proposed Implementation Timeline

- Starting in SY 2025-2026, students may start also utilizing the additional criteria options, in preparation for SY 2026-2027.
  - For example, if a student had a one-year 11<sup>th</sup> grade GPA of 3.50 in SY 2025-2026, they would be recognized as meeting the CCR Standard in Summer 2026 and have access to its benefits starting in SY 2026-2027.
- Beginning with the graduating class of 2030-2031 (students in grade 9 or below in school year 2027-2028), the Math Mastery component definition will be revised.

# Requested Board Action

- MSDE requests that the State Board of Education adopt the proposed CCR Standard, as defined in the policy document, to go into effect starting in School Year 2025-2026.
- Starting in SY 2025-2026, students may start also utilizing the additional criteria options, in preparation for SY 2026-2027.
- Students may still utilize the options specified in the 2024 CCR Standard. These have no expiration.





# College and Career Readiness (CCR) Standard (Proposed)

## CCR Standard (Existing Options)

### 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

## Additional Proposed New Options

- A. One-year GPA  $\geq$  3.00
- B. 2 dual enrollment or dual credit courses: grade of C or better. One course must be Math, one course must be ELA, Science, or Social Studies
- C. 2 AP or IB assessments: Score 3 or better on AP, 4 or better on IB. At least one of these assessments must be Math, one must be ELA, Science, or Social Studies
- D. Meet the CCR Benchmark on SAT, PSAT, or ACT
- E. Score At Target on Math and ELA DLM Alternate Assessments. (For students with the most significant cognitive disabilities)
- F. Earn Silver or better on the ACT WorkKeys
- G. Earn an Industry-Recognized Credential
- H. Complete the high school level of a registered apprenticeship
- I. Earn a score of 50 or better on ASVAB

Note: Please see the College and Career Readiness (CCR) Standard: Policy Document for full details and rules.

# Questions and Discussion



MARYLAND STATE  
BOARD OF EDUCATION

# College and Career Readiness (CCR) Standard: Policy Document

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March 2025

**Proposed Draft**

**Version 2.0**

Maryland State Board of Education

**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Carey M. Wright, Ed.D.**

State Superintendent of Schools

**Wes Moore**

Governor

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# I. Stakeholder Engagement and Feedback Process

Timeline	Activity
May 23, 2023	<ul style="list-style-type: none"> <li>The <a href="#">interim report on the CCR Standard Empirical Research Study predictive validity study</a> was released and presented to the State Board, <a href="#">which included stakeholder engagement embedded throughout the process</a>.</li> </ul>
July 25, 2023	<ul style="list-style-type: none"> <li>The <a href="#">interim report on the CCR Standard Empirical Research Study content and standards alignment study</a> was released and presented to the State Board.</li> </ul>
September 26, 2023	<ul style="list-style-type: none"> <li>Researchers from American Institutes for Research (AIR) presented the <a href="#">final research report findings</a> to the State Board.</li> </ul>
October 24, 2023	<ul style="list-style-type: none"> <li>MSDE staff <a href="#">presented initial proposal for adopting a new CCR Standard</a> to the State Board of Education. The State Board reviewed, discussed, and amended proposal to include additional components.</li> </ul>
October 25, 2023 – November 30, 2023	<ul style="list-style-type: none"> <li>Online Feedback Survey open.</li> <li>MSDE and the State Board received over 598 responses with feedback and input on how the CCR Standard should be defined.</li> </ul>
November 9, 2023	<ul style="list-style-type: none"> <li><a href="#">Virtual Public Hearing</a> at State Board of Education Meeting.</li> <li>20 stakeholders shared their input on adopting a new CCR Standard.</li> </ul>
December 5, 2023	<ul style="list-style-type: none"> <li><a href="#">State Board of Education review of stakeholder feedback and discussion on CCR Standard</a>.</li> </ul>
January 23, 2024	<ul style="list-style-type: none"> <li>State Board of Education <a href="#">adoption of new CCR Standard</a>.</li> </ul>
October 24, 2024	<ul style="list-style-type: none"> <li>LEA Chief Academic Officer meeting: CCR Feedback Session.</li> </ul>
February 13, 2025	<ul style="list-style-type: none"> <li>Version 1.0 of this policy document is released for public comment.</li> </ul>
<a href="#">March 11, 2025</a>	<ul style="list-style-type: none"> <li><a href="#">Version 1.2 of this policy document is presented to the State Board of Education's Education Transformation and Finance Committee</a>.</li> </ul>
March 25, 2025	<ul style="list-style-type: none"> <li>State Board of Education reviews and discusses this policy document, <a href="#">Version 2.0</a>.</li> </ul>

## II. Purpose

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The Blueprint for Maryland's Future's College and Career Readiness policy area centers around developing a world-class instructional system that will enable Maryland high school graduates to match students in the highest achieving countries in the world in academic attainments, equip them with the complex skills they will need to be successful in a technologically sophisticated economy, contribute to their communities, and play their roles as informed and thoughtful citizens in the world's oldest democracy. In the United States today, these goals cannot be fulfilled for most adults without at least some postsecondary education, often at the community college level. In that sense, the ability to succeed in the first year of a regular, credit-bearing community college program is the keyhole through which the vast majority of high school graduates will have to pass to achieve their dreams and to make the contributions of which they are capable to their family, their employer, their community, their state, and their nation.

To meet that ambitious but critical goal, the Blueprint for Maryland's Future requires the Maryland State Board of Education to adopt a College and Career Readiness (CCR) Standard that students can meet by the end of 10th grade or by the time a student graduates from high school (MD Code, Education, § 7-205.1). Meeting the CCR Standard is not required to graduate from a Maryland high school. The CCR standard helps students and families know whether a student has developed the skills needed to succeed in entry-level college courses or job training programs by the end of 10th grade or by the time they graduate. Meeting the CCR Standard is not required to graduate from a Maryland high school, but it does open important doors. Once students achieve this standard, they have the opportunity to participate in Post-CCR Pathways, special programs designed to help them earn college credits, industry-recognized credentials, or both, all while still in high school.

Students who have not yet reached the CCR Standard by the end of 10th grade, or students in earlier grades who may need extra support, aren't left behind. They receive targeted help, known as CCR Supports, designed specifically to address their individual needs and help them achieve readiness as quickly as possible.

The Blueprint statute specifies that "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." (MD Code, Education, § 7-205.1(c)(2))

Once a student meets the CCR standard in high school, they enter a Post-CCR Pathway that allows the student to work towards earning college credits and/or an industry-recognized credential. Students who meet the CCR standard are entitled to enroll in credit-bearing courses at Maryland community colleges.

Until the Accountability and Implementation Board determines that the Blueprint for Maryland's Future has been fully implemented, students who have not yet met the CCR standard shall have initial access to Post-CCR Pathways and introductory CTE courses. 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.

In addition to the Post-CCR Pathways, students in the 11<sup>th</sup> and 12<sup>th</sup> grades who have not yet met the CCR Standard, and students in younger grades who are not on track to meet the CCR Standard by the end



of their 10<sup>th</sup> grade year, should be enrolled in coordinated CCR Supports to assist the student in meeting the CCR Standard as soon as possible.

This policy document explains the different options available for students to demonstrate they are College and Career Ready, and the specific criteria that must be met for students to be identified as meeting the CCR Standard. Additionally, this document includes more detailed business rules for meeting the CCR Standard, benefits of meeting the CCR Standard, and guidance around providing CCR Supports for students who have not yet met the CCR Standard, as well as responsibilities for different entities to implement this policy successfully.

DRAFT

### III. Definitions

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- A. **Academic Scaffolding:** An instructional strategy in education that involves providing temporary, structured support to students as they learn new concepts or skills. The purpose is to progressively guide learners toward independence and mastery, gradually removing supports as the students become proficient. These supports can include modeling, guided practice, graphic organizers, structured questioning, prompts, feedback, and resources tailored to the learners' current level of understanding.
- B. **Career and Technical Education (CTE) Programs:** Coursework that allows a student to earn an industry recognized occupational-credential or postsecondary certificate or participate in a registered apprenticeship program or youth apprenticeship program.
- C. **College and Career Readiness (CCR):** The skills and knowledge that enable students to be successful in entry-level credit-bearing courses or postsecondary education training at a State community college. (MD Code, Education, § 7-205.1)
- D. **CCR Supports:** Students in any grade up to and including 10th grade who are not on track to meet the CCR Standard by the end of their 10th grade year shall be provided with the appropriate supports (individualized instruction, supports, and services) to assist the student in meeting the CCR Standard as soon as possible, and enable them to meet the standard before they graduate from high school. Additionally, students who do not meet the CCR standard by the end of the 10<sup>th</sup> grade participate in the CCR Supports that enable them to meet the CCR standard before they graduate from high school through individualized instruction, supports, and services.
- E. **Co-Requisite Supports:** Instructional strategies designed to help students succeed in rigorous courses by providing simultaneous, integrated academic support. Rather than requiring students to complete remedial coursework before enrolling in credit-bearing classes, co-requisite models enroll students directly into college-level or advanced coursework alongside additional structured support sessions.
- F. **College Preparatory Programs:** Coursework that consists of either an International Baccalaureate (IB) Diploma Programme, a comparable program consisting of Advanced Placement (AP) courses specified by the College Board, or the Cambridge AICE Diploma Program.
- G. **Credit-Bearing Course:** A course that earns credit toward a diploma, certificate, or degree at a Maryland community college or other open-enrollment public institutions of higher education.
- H. **Dual Credit:** High school students earn both high school and college credits simultaneously for passing the same credit-bearing course.
- I. **Dual Enrollment:** Occurs when a student is simultaneously enrolled in a secondary school and an institution of higher education, as part of a credit or noncredit certificate or license program, course, or sequence of courses that leads to certification or licensure at an institution of higher education in the State.
- J. **Maryland Comprehensive Assessment Program (MCAP):** The Maryland Comprehensive Assessment Program (MCAP) assesses all Maryland students' progress towards proficiency on the Maryland state content standards in English Language Arts/Literacy (ELA/L), Mathematics, and science.
- K. **Post-CCR Pathway:** Once students meet the CCR Standard, they are eligible to participate in the Post-CCR Pathway. The three types of Post-CCR Pathways include College Preparatory Programs, Early College and Dual Enrollment Programs, and Career and Technical Education (CTE) Programs. Each student who meets the CCR Standard must be enrolled in at least one of the Post-CCR Pathways listed above.
- L. **Proficient:** A score of Level 3 or 4 on relevant MCAP assessment, or for the interim CCR Standard applicable only during the 2024-25 school year, a score of at least 520 on SAT Math exam.

## IV. Policy Standards

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### A. CRITERIA TO MEET THE CCR STANDARD

1. According to Blueprint statute, codified in MD Code, Education, § 7-205.1, “[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.” Under Education § 705.1(d)(2)(i), “[m]eeting the CCR standard shall initially require a student to achieve the equivalent of a score of 4 or 5 in the mathematics and English portions of the Partnership for Assessment of Readiness for College and Career grade 10 assessments or the Maryland Comprehensive Assessment Program grade 10 assessments or any successor assessments.”
2. From School Year 2021-2022 through School Year 2024-2025, the “Interim CCR Standard” is in effect and may be used by students to indicate that they have met the CCR Standard. Under the Interim CCR Standard, a student will be designated as “College and Career Ready” if they meet at least one of the standards listed below for English AND one of the standards listed below for Math:
  - a. English (any one of the below options):
    - i. Score 3 or 4 on fall or spring MCAP English 10
    - ii. Score 2 or 3 on early fall 2021 MCAP English 10
    - iii. Score 4 or 5 on the PARCC English 10 (2015-2019)
  - b. Math (any one of the below options):
    - i. Score 3 or 4 on fall or spring MCAP Algebra I, Algebra II, or Geometry
    - ii. Score 2 or 3 on early fall 2021 MCAP Algebra I, Algebra II, or Geometry
    - iii. Score 4 or 5 on the PARCC Algebra I, Algebra II, or Geometry (2015-2019)
    - iv. Score of 520 on the Math SAT

3. Beginning with the School Year 2023-2024, the CCR Standard adopted by the Maryland State Board of Education on January 23, 2024 has been in effect and may be used by students to indicate that they have met the CCR Standard. Under the current CCR Standard, a student will be designated as “College and Career Ready” if they meet or exceed at either one of the two options below:
  - a. **Option 1:** Students can meet the CCR Standard by demonstrating both Academic Success and Math Mastery.
    - i. **Academic Success** is achieved by earning a High School Grade Point Average (GPA) of 3.00 or higher. **AND**
    - ii. **Math Mastery** may be achieved by either earning a final course grade of A, B, or C in Algebra I, **OR** alternatively by scoring Proficient or above on the Algebra I MCAP assessment.
  - b. **Option 2:** Students can meet the CCR Standard by scoring Proficient or above on BOTH the English 10 MCAP assessment **AND** the Algebra I MCAP assessment.
4. Beginning with the graduating class of 2030-2031 (students in grade 9 or below in school year 2027-2028), the Math Mastery option of the College and Career Readiness standard shall be updated to define math mastery as one or more of the following achievements:
  - a. Earning a final course grade of A, B, or C in **both** Integrated Algebra 1 **AND** Integrated Algebra 2; **OR**
  - b. Scoring Proficient or above on the Integrated Algebra statewide assessment; **OR**
  - c. Earning a final course grade of A, B, or C in an Advanced Mathematics Pathways course in which Integrated Algebra is a prerequisite.
5. Starting in School Year 2025-2026, students may **also** meet the CCR Standard by meeting at least one of **the following Alternative CCR Measures**~~the below options:~~
  - a. Earn a one-year ~~core-content~~ High School Grade Point Average (GPA) of 3.00 or higher in their 11<sup>th</sup> grade or 12<sup>th</sup> grade year. This GPA is not cumulative of previous years and only includes courses completed in the student’s 11<sup>th</sup> grade or the student’s 12<sup>th</sup> grade year. **The student must also earn a grade of A, B, or C in a high school level math course at any point in the student’s high school career.** ~~This GPA is also calculated by only including all ELA, Math, Science, Social Studies, and CTE courses taken that year; other elective courses are not included in this calculation.~~
  - b. Earn a grade of C or better (unless otherwise specified by dual enrollment agreements) in at least **two** core-content dual enrollment or dual credit courses at any point in the student’s high school career. One of these courses must be a Math course and one of these courses must be an ELA, Science, or Social Studies course.

- c. Meet performance threshold on at least **two** advanced academics (AP or IB programs) assessments at any point in the student's high school career. One of these assessments must be a Math assessment and one of these assessments must be an ELA, Science, or Social Studies assessment. ~~At least one of these courses must be a Math course.~~ For Advanced Placement (AP) assessments, scoring a 3 or higher, International Baccalaureate (IB) Diploma Programme assessments, scoring a 4 or higher.
- d. Meet the College and Career Readiness Benchmarks on the SAT, PSAT, or ACT:
  - i. To meet the College and Career Readiness Benchmarks on the SAT, as defined by the College Board, students must earn a score of at least 480 on the Reading and Writing section **AND** earn a score of at least 530 on the Mathematics section.
  - ii. To meet the College and Career Readiness Benchmarks on the PSAT/NMSQT or PSAT 10, students must earn a score of at least 480 on the Reading and Writing section AND earn a score of at least 530 on the Mathematics section.
  - iii. To meet the College Readiness Benchmarks on the ACT, as defined by the ACT, students must earn a score of at least 18 on the English section **AND** earn a score of at least 22 on the Mathematics section.
- e. Obtain a score of "Advanced At Target" on both the Math and English/Language Arts Dynamic Learning Maps Alternate Assessments.
  - i. Participation in the Alternate Assessments is reserved only for students with the most significant cognitive disabilities, who have been determined by their IEP teams as eligible to participate in the Alternate Framework.
  - ii. Note that participation in the Alternate Assessments is never a decision to be made based on administrative convenience or outside of the IEP team process, as students participating in the Alternate Framework are participating in a program of study that is more likely to result in earning a Certificate of Program Completion rather than a Maryland High School Diploma.
  - iii. Please see the "Dynamic Learning Maps (DLM) - Mathematics, ELA and Science / Alternate Assessments" page on MSDE's website for more information on the DLM assessments. Please see the "Guidance for IEP Teams Working with Students with the Most Significant Cognitive Disabilities: Assessment and Eligibility for the Alternate Framework" document for more information about the Alternate Framework.
- f. Earn Silver or better on the ACT WorkKeys National Career Readiness Certificate (NCRC) assessment.
- g. Earn a state-approved Industry-Recognized Credential, aligned with a Career and Technical Education and/or Comprehensive Arts pathway.
- h. Complete the high school level of a registered apprenticeship program.
- i. Earn a score of at least 50 on the ASVAB

**B. BUSINESS RULES FOR THE CCR STANDARD CRITERIA**

1. Meeting the CCR Standard through Option 1 (GPA and Math Mastery) may only be utilized by students at the end of their 10th, 11th, and 12th grade years. Students at the end of their 9th grade year may not meet the CCR Standard through Option 1.
  - a. Students at the end of their 9th grade year may meet the CCR Standard through Option 2 (Proficient or above on both the English 10 State assessment (MCAP or successor) and the Algebra State assessment (MCAP or successor)).
2. To achieve the Math Mastery component of Option 1 through an Algebra I course grade, the final cumulative course grade must be used. An interim course grade that only reflects a segment of the full course may not be used (e.g. A student's grade for one quarter or one semester of a full year course may not be used.)
3. Achieving Academic Success through a high school GPA must use the student's unweighted GPA. The unweighted GPA shall be calculated using all courses, not just core content courses.
4. Once a student meets the CCR Standard, this designation cannot be revoked for that student. This applies even if the student's GPA decreases below the threshold in future years.

**C. BENEFITS OF MEETING THE CCR STANDARD**

1. Students who meet the CCR Standard are entitled to be enrolled in credit-bearing courses at any Maryland community college or other open-enrollment public institution of higher education. Students who meet the CCR Standard during high school may take advantage of this benefit while they are still in high school or after graduation. (MD Code, Education, § 15-126)
2. All students who meet the CCR Standard are provided with access to Post-CCR Pathways, at no cost to the student or the student's parents, including the cost of any fees. These include the International Baccalaureate Diploma Program, a comparable program consisting of Advanced Placement courses, or the Cambridge AICE Diploma Program; an early college program or dual enrollment program; or a Career and Technology Education (CTE) program. (MD Code, Education, § 7-205.1)
3. According to the [Maryland State Board of Education and the Accountability and Implementation Board: Joint Implementation Policy #1 – Dual Enrollment](#), for Fiscal Years 2025 and 2026:
  - a. Students who have met the CCR standard are entitled to their LEA covering the costs of 2 dual enrollment courses per Fall and Spring academic semester per student, for a possible total of 4 dual enrollment courses per year per student; and the exam fees directly connected to courses that students are enrolled in for their first attempt at a specific exam.
  - b. Students may enroll in additional dual enrollment courses beyond those covered by the LEA. The costs of these additional courses will be the responsibility of the student. This includes enrollment beyond the guaranteed two courses per Fall and Spring semesters or courses taken outside the Fall or Spring semesters, such as during the Summer semester.

- c. Students who have not yet met the CCR standard shall have initial access to Post-CCR Pathways, such as developmental and/or corequisite dual enrollment courses (e.g., CCR supports) and introductory CTE courses. (MD Code, Education, § 7-205.1)
    - i. 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 State Board of Education. (MD Code, Education, § 7-205.1)
      - 1. At ~~this~~ the time that the Accountability and Implementation Board determines that the Blueprint for Maryland's Future has been fully implemented, students who have not yet met the CCR Standard will no longer have initial access to Post-CCR Pathways. (MD Code, Education, § 7-205.1)
  - d. LEAs may choose to cover the costs of additional tuition and fees beyond the minimums defined above, including whether to cover the costs of Initial Access courses, including AP courses and assessments for up to two AP courses per student at any point in their high school career, for students before they meet the CCR Standard.
4. "Initial Access" shall be defined as any of the following:
- a. The first two courses of a CTE program of study
  - b. Up to two Advanced Placement (AP) or International Baccalaureate (IB) Diploma Programme courses.
  - c. Up to two dual enrollment or dual credit courses



## D. CCR SUPPORTS

1. Starting in School Year 2023-2024, students in the 11<sup>th</sup> and 12<sup>th</sup> grades who have not yet met the CCR Standard shall be provided with the appropriate CCR Supports to assist the student in meeting the CCR Standard as soon as possible. (MD Code, Education, § 7-205.1(f))
  - a. LEAs should develop a clear process and procedures to identify and provide the appropriate CCR Supports for each student. These CCR Supports could include opportunities for academic scaffolding, opportunities for earning an IRC, retaking a course or reattempting an assessment.
  - b. **Local Education Agencies (LEAs) must implement a comprehensive Multi-Tiered System of Supports (MTSS) to provide responsive, differentiated instruction that meets the diverse needs of all students. By integrating Early Warning System indicators and MTSS, LEAs can proactively identify and support students, ensuring they remain on track for academic achievement. This system must:**
    - i. **Incorporate Early Warning System (EWS) indicators to identify students at risk based on:**
      1. **Attendance**
      2. **Behavior**
      3. **Course Performance**
    - ii. **Provide tiered support, including:**
      1. **Tier 1: High-quality, evidence-based instruction for all students**
      2. **Tier 2: Targeted interventions for students needing additional support**
      3. **Tier 3: Intensive interventions for students with significant learning needs**
    - iii. **Utilize data-driven decision-making, including:**
    - iv. **Ongoing assessments and progress monitoring**
    - v. **Strategic alignment of resources to support student success**
  - c. When appropriate for the specific student, LEAs should consider whether the student should be encouraged to retake a course that they have not earned a C or higher.
    - i. When making this decision, LEAs should consider if the student's grade was just below the cut-off score and have a GPA at or near the "Academic Success" cut-off of 3.0.
    - ii. Additionally, students earlier in their high school career should be encouraged to retake a course as this can help boost their overall GPA.

- d. When appropriate for the specific student, LEAs should consider whether the student should be encouraged to reattempt an assessment that they have not yet scored proficient.
  - i. When making this decision, LEAs should consider how soon after their first attempt the student can reattempt an assessment.
  - ~~ii. Additionally, the LEA should consider whether the student is later in their high school career and raising their overall GPA to the "Academic Success" cut-off of 3.0 is mathematically possible.~~
  - iii. LEAs should analyze the assessment data and provide targeted academic supports before the student reattempts the assessment.
  - iv. The school should also offer the appropriate and differentiated intervention, tutoring, and/or other instruction for the student before the student reattempts the assessment.
- 2. If a student progresses to an Advanced Mathematics Pathway course without meeting the CCR Standard, they should receive co-requisite support such as a math lab course, high dosage tutoring, or enrollment in a digital individualized math intervention program. For more information, see the PreK- 12 Maryland Mathematics Policy Guidance documents.
- 3. Starting in School Year 2023-2024, students in any grade up to and including 10<sup>th</sup> grade who are not on track to meet the CCR Standard by the end of their 10<sup>th</sup> grade year shall be provided with the appropriate CCR Supports to assist the student in meeting the CCR Standard as soon as possible. (MD Code, Education, § 7-205.1(f))
  - a. For CCR-specific strategies related to Mathematics, Literacy, Social Studies, Science, Digital Learning and School Library Media, Advanced Academics, Language Development Supports, Individualized Learning Supports, and Strategies for Systems and School District Leadership, LEAs should reference the MSDE-developed College and Career Readiness Guidebooks, available on the MSDE website at <https://marylandpublicschools.org/about/Pages/DCCR/guidebooks.aspx>
  - b. To provide students with the appropriate CCR Supports, LEAs should offer the necessary structures and supports to schools, including the relevant professional development.

## V. Responsibilities

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### A. LOCAL EDUCATION AGENCY RESPONSIBILITIES

1. Consistent with the [Maryland State Board of Education and the Accountability and Implementation Board: Joint Implementation Policy #1 – Dual Enrollment](#), for Fiscal Years 2025 and 2026:
  - a. For students who have met the CCR standard, as it relates to the responsibility to cover the costs of tuition and fees of dual enrollment courses that are part of the Post-CCR Pathways taken during the school year, Local Education Agencies (LEAs) are responsible for, at a minimum:
    - i. Two (2) dual enrollment courses per Fall and Spring academic semester per student, for a possible total of four (4) dual enrollment courses per year per student; and
    - ii. Exam fees directly connected to courses that students are enrolled in for their first attempt at a specific exam.
  - b. LEAs may choose to cover the costs of additional tuition and fees beyond the minimums defined in Item 1.
2. Beginning in the 2024-2025 school year, LEAs shall enroll each student who meets the CCR standard in at least one post-CCR pathway at the student's choice, which may include a competitive entry college preparatory program, an early college or dual enrollment program, or a Career and Technical Education program. (MD Code, Education, § 7-205.1(g)(1))
3. LEAs must develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade. (MD Code, Education, § 8-201(b)). While developing the accelerated pathways, LEAs should ensure that they meet all state and federal accountability and assessment requirements for all students.
4. LEAs must provide the appropriate CCR Supports for students that have not yet met the CCR Standard. (MD Code, Education, § 7-205.1(f))

**B. MARYLAND STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES**

1. In the summer and fall of 2024, MSDE published a series of information and guidance documents for LEAs that will support each local school district in their implementation of programs and structures necessary to support all students in meeting the CCR Standard.  
<https://marylandpublicschools.org/about/Pages/DCCR/guidebooks.aspx>
2. MSDE, along with AIB, shall monitor the implementation of the CCR Standard and related practices through the Blueprint Implementation Plan submissions and other standard reporting. MSDE will collect students' CCR statuses through the High School Data Collection (HSDC).
3. **MSDE will identify and publish a list of eligible AP and IB courses that will count towards meeting the CCR Standard under the measure described in Section IV. A. 5. C. of this policy document. MSDE will publish the first version of this list by August 1, 2025 and will update the list as needed.**

**C. MARYLAND STATE BOARD OF EDUCATION RESPONSIBILITIES**

1. As set forth in the [Maryland State Board of Education and the Accountability and Implementation Board: Joint Implementation Policy #1 – Dual Enrollment](#), the State Board and AIB shall review the number of students who meet the CCR standard and who enroll in dual enrollment courses each year during this period for alignment and may revise this policy accordingly. The State Board and AIB will review this policy during the Fall of 2025 and discuss any needed revisions or extensions for Fiscal Year 2027.
2. **The State Board shall review the implementation of this policy for all Maryland students by analyzing annual reporting. All reported student data will be disaggregated by student groups.**

## VI. References

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### A. Laws & Regulations

1. MD Code, Education, [§ 7-205.1](#)
2. MD Code, Education, [§ 8-201](#)
3. MD Code, Education, [§ 15-126](#)
4. MD Code, Education, [§ 15-127](#)

### B. Board Policies and Resolutions

1. [Maryland State Board of Education and the Accountability and Implementation Board: Joint Implementation Policy #1 – Dual Enrollment](#)
2. The State Board adopted an [interim CCR standard](#) on February 22, 2022.
3. The State Board adopted the [current CCR standard](#) on January 23, 2024.

### C. MSDE Documents and Guidance

1. [College and Career Readiness \(CCR\) Standard: Definitions and Frequently Asked Questions \(July 31, 2024\)](#)
2. [College and Career Readiness Guidebooks](#)
3. [Success for all Students in the General Education Classroom](#)
4. [Dynamic Learning Maps \(DLM\) - Mathematics, ELA and Science / Alternate Assessments - MSDE](#)
5. [Guidance for IEP Teams Working with Students with the Most Significant Cognitive Disabilities: Assessment and Eligibility for the Alternate Framework](#)

### D. Research

1. [Empirical Research Study of Maryland's College and Career Readiness \(CCR\) Standard](#) – completed by the American Institutes for Research (AIR)
  - a. [College and Career Readiness Empirical Study – Board Presentation](#)
  - b. [Final Report](#)
  - c. [Final Report Appendices](#)

## VII. History

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- A. **Version 1.0:** Public Comment – February 13, 2025
- B. **Version 1.2:** Presented to the State Board of Education's Education Transformation and Finance Committee – March 11, 2025
- C. **Version 2.0:** Presented to the State Board of Education – March 25, 2025
- D. **Adopted:** [date]

DRAFT