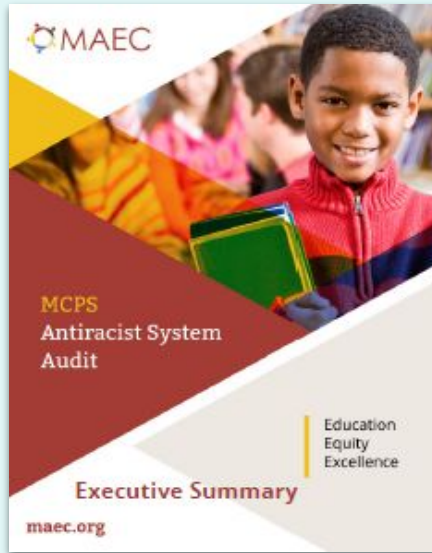


NAACP Parents' Council Meeting

November 15, 2023

Pathway to College, Career and Community Readiness





Observation 5.5: Some families report a mistrust of MCPS due to a lack of transparency.

They perceive that the district intentionally miscommunicates with families of color about scheduled events, enrichment and college and career programs, updates on academics, conflicts involving students, and expectations of parents







CONSIDER THESE STEPS FOR ENGAGEMENT



1 GOAL

Why do you want families to engage?

2 FOCUS AUDIENCE

Based on your school or office story, who are the families that need your energy/

3 LEVEL OF ENGAGEMENT

Decide on the level of engagement based on your goal and audience

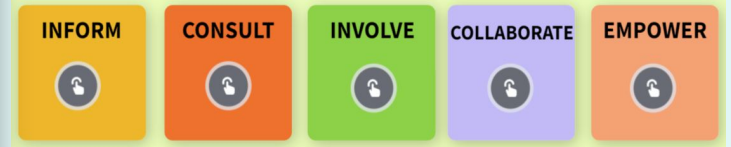
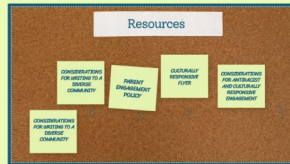
4 BARRIERS TO ENGAGEMENT

do a root cause analysis to understand the barriers to engagement

5 PROCESS FOR ENGAGEMENT

Develop an antiracist and culturally responsive engagement and communication plan

6 RESOURCES



INFORM



Montgomery County Public Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
 Honoring Opportunity and Learning Potential



The Pathway to College, Career and Community Readiness

MCPS created a new guide to help families, students and teachers work together to ensure student success.

The Pathway to College, Career and Community Readiness helps identify students' strengths and areas of improvement to ensure each student receives the support they need.

Here's how it works:

- The milestones described below will be used to address any learning gaps before students transition to a new grade level, college or the workforce.
- Parents will receive information about whether their child is meeting or not meeting these specific benchmarks.
- School staff, students and families will meet together to decide the best way to help the student succeed.
- In addition to academic benchmarks, schools will also provide opportunities for students to cultivate core competencies and skills to prepare them for life after high school.

(See glossary for more details on assessments mentioned in this document)



COLLEGE / CAREER / COMMUNITY READINESS

High School

GRADE 9

MILESTONE: ON TRACK FOR GRADUATION

Why is this important?

This benchmark helps identify students who may be at risk of not graduating on time. Students need a specific number of credits to graduate. Students earn credits for each course they take. Students who obtain the required credits in grade 9 courses are three and one-half times more likely to graduate from high school on time.

How is this measured?

By the end of grade 9, a student must earn a minimum of five credits including:

- one credit for a required English course
- one credit for a required mathematics course.

GRADE 10

MILESTONE: COLLEGE AND CAREER READINESS

Students are considered on track for scores on Math and English assessment. Meeting these standards provide an advanced learning program such as Education program.

Middle School

GRADES 6, 7, AND 8

MILESTONE: PROFICIENT IN MATH AND ENGLISH/LANGUAGE ARTS

GRADE 11

Algebra II is included in the Universal students for college-level coursework. The concepts and skills learned in Algebra II.

GRADE 12

The goal is for students to graduate completion for students with disability.

Why is this important?

In middle school, students extend the skills they learned in elementary school. The focus is to examine the breadth and depth of literacy and math prepared for high school.

How is this measured?

In grades 6, 7, and 8, students take tests in Math and Reading called the *Maryland Comprehensive*

What questions can you ask your teacher?

What specific literacy and math skills are expected of my child at their current grade level?

Elementary School

KINDERGARTEN

Why is this important?

Research shows children who develop strong literacy skills in their early years perform better academically throughout their schooling years. Skills such as letter recognition, building sight words and learning to read and write, lay the foundation for future academic success.

How is this measured?

Teachers measure the child's reading skills through a test called "DIBELS". The test is given three times during the school year; fall, winter and spring. Children should have a "composite score" of 420 or higher.

MILESTONE: EARLY LITERACY SKILLS

What questions can you ask your teacher?

What areas of reading does my child need additional support or improvement based on their score? What can I do at home to support my child's reading skills? What strategies are the school using to address any reading difficulties?

GRADE 3

MILESTONE: READING BY GRADE 3

Why is this important?

Reading well by the end of Grade 3 is an essential educational benchmark. It is a foundation for future academic success. During this period, children transition from learning to read to reading to learn.

How is this measured?

All grade 3 students take a test called "MAP-3". Students should have a "lexile" score of 600L or higher.

What questions can you ask your teacher?

Can you provide books that are appropriate for my child's range? Is my child meeting the district measure? What can I do at home to support my student? How will the school address any reading difficulties?

GRADES 4 AND 5

MILESTONE: PROFICIENT IN MATH AND ENGLISH/ LANGUAGE ARTS

Why is this important?

Beginning in Grade 4, students are reading to learn. They apply skills gained in other content areas like math to think critically and solve problems.

How is this measured?

In grades 4 and 5, students take tests in Math and English Language Arts called the *Maryland Comprehensive Assessment Program (MCAP)* test. The tests are given in the Spring. Students should score a 3 or higher.

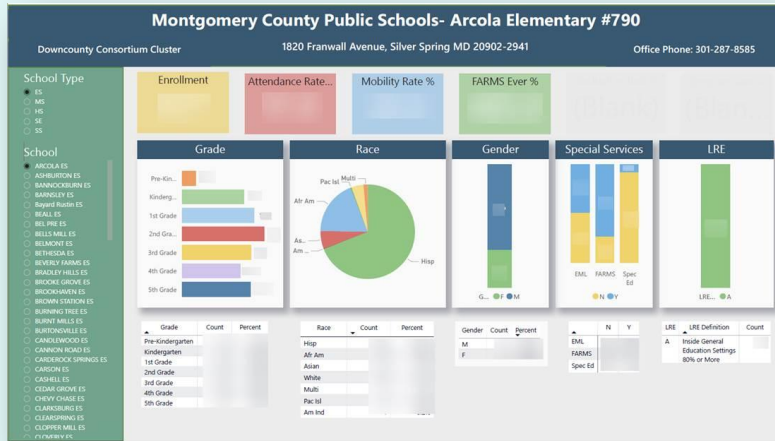
What questions can you ask your teacher?

What specific literacy and math skills are expected of my child at their current grade level? What extra support does the school offer? How can I support my child's literacy and math development at home to ensure they meet or exceed the state standards? What strategies are used to help my child meet the state literacy and math standards?

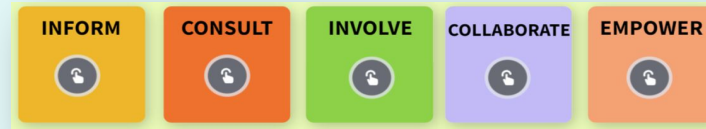


External Dashboard

- Launch December 2023
- Create clarity and transparency on district and school level progress in alignment with the Pathway Academic Milestones
- Provide data visualization for the "at a glance" information we provide on schools



Next Steps for Milestones:



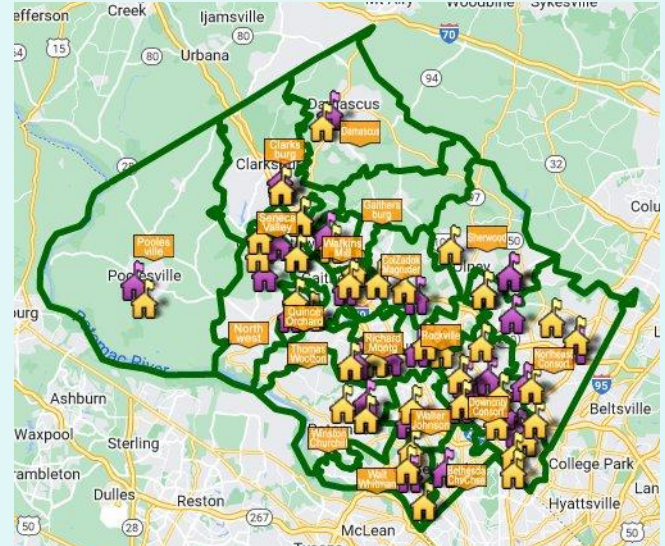
- Work with community partners to build understanding and consult on resources
- Build out videos explaining each academic milestone measure in more detail
- Inventory how families and students are currently notified of their child's pathway milestone progress and work on enhancing the communication to be more culturally responsive for our community



Experiences

MCPS believes there are some experiences that all students should have regardless of what school they attend.

Once we agree on what the experiences should be, we will go through a process to identify the barriers *and* needed supports to ensure equitable participation.



Questions to Frame the Experience Discussion

1. How does the experience connect to the competencies and to the curriculum?
2. What is the current level of participation for this experience?
3. What barriers would need to be overcome to ensure all students can participate?
4. What resources are needed to overcome the barriers?



All Students Kindergarten to Grade 12	Grade
All students will participate in a district wide sponsored day focused on college, career, and community readiness	K-12
Students will attend field trips to museums and historic landmarks/sites as part of the instructional program	K-12



Elementary School Experiences	Grade
Participate in music through: <ul style="list-style-type: none">• Singing in the chorus or playing an instrument• Attending a grade level music field trip such as Strathmore	2-5
Engage in STEM education through a core curricular program such as the <i>Finch Robotics</i> program	2 & 4
Participate in service experiences through the annual MLK Week of service	K-5



Middle School Experiences	Grade
Participate in civic engagement through the annual SMOB election, mock elections, and election registration education	6-8
Participate in Outdoor Education	6
Participate in at least 1 extra-curricular activity per year	6-8
Engage in financial education through Junior Achievement and attend Finance Park	7
Complete a high school credit course by grade 8 (i.e. Technology, World Language, Health, Algebra, Geometry)	8
Complete a level 1 World Language course by grade 8	8



High School Experiences	Grade
Participate in at least one extracurricular activity per year	9-12
Successfully complete one or more rigorous course as defined by dual enrollment, AP, IB, and/or CTE	9-12
Participate in one in person college visit	9
Attend at least one college fair by 10th grade	9-10
Attend at least one career fair by 10 grade where they will complete a resume, be prepared to make an application and interview for a job	9-10



As you review the experiences, think about our focus students and the competencies.

- What do you like about the experience?
- What upgrades need to be made to the specific experiences?
- What barriers would need to be overcome to implement the specific experiences?



Feedback on Pathway Experiences



PATHWAY to COLLEGE, CAREER, and COMMUNITY READINESS

Feedback on Pathway Experiences

The new Pathway to College, Career, and Community Readiness has three parts: Academic Milestones, Competencies, and Experiences.

The Academic Milestones were rolled out this summer. We are currently working on developing the experiences that all students will take part in regardless of what school they attend. MCPS staff have worked hard to identify potential experiences. We are now at the stage of getting feedback from students, staff, and community partnerships.

We ask that you work with other members of your organization and respond to the feedback form in part 4 below. *We need your feedback no later than October*

1. Start by learning about the Academic Milestones
2. Review the Competencies
3. Read the experiences that we are recommending
4. Give us your feedback and input

[Feedback on Pathway Experiences](#)

