TO: Members of the State Board of Education

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

DATE: May 29, 2025

SUBJECT: *Maryland Transforms:* Strategic Plan Update

Executive Summary

The Maryland State Department of Education (MSDE) is in the process of updating its Strategic Plan to more closely align with the Department's and the State Board's priorities for Maryland students. The updated Strategic Plan, Maryland Transforms, will reflect the aligned metrics adopted by the State Board; align to the five widely-used Blueprint pillars; anchor the Department's work in concrete, measurable goals; and ensure ease of understanding for all stakeholders by using plain language and a clear structure.

In today's presentation, MSDE is sharing the structure of the updated plan, the development process so far, and the major priorities of the Department for the current school year. MSDE is also presenting the current draft list of proposed Outcomes aligned with each Pillar. MSDE will present these outcomes for official Board consideration in the coming months.

Background and Process

Over the past six months, MSDE has accelerated its internal efforts to realign the Department's work to be more efficient, responsive, and aligned with the Blueprint for Maryland's Future and the needs of Maryland students. Through investigating each of the Department's major workstreams primary levers of student achievement, along with a series of in-depth discussions with leadership from across MSDE, the Department has identified a series of 32 outcomes to be included in the updated Strategic Plan. These are being presented today for review and feedback. MSDE will present these outcomes for official Board consideration in the coming months.

Action

No action required; this information is for discussion only.

Attachments

Strategic Plan Update - May 2025 Presentation.pdf

Strategic Plan Update - Proposed Outcomes.pdf

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Approach

- Update to reflect the aligned metrics adopted by the State Board

- Align to the five widely-used Blueprint pillars

- Anchor the Department's work in concrete, measurable goals

- Ensure ease of understanding for all stakeholders by using plain language and a clear structure

Structure

Term	Definition	Example
Pillar	Overarching theme from the Blueprint	Pillar 2 - High-Quality and Diverse Teachers and Leaders
Goal	High-level aspiration	Every school has high-quality and diverse teachers and leaders.
Outcome	Concrete, measurable goal for tracking progress	Increase the percentage of all teachers retained over the last three years.
Strategy	Agency work aligned to the outcome	Develop guidance and provide training for LEA leaders on effective implementation of new teacher induction programs.

JANUARY 2025

APRIL 2025

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Focus

Our local school systems face a multitude of competing demands.

Leading with vision and values allows us to focus our energy on the core work that will drive results.

Priorities - School Year 2025-26 and Beyond

Setting a Statewide Standard

Focusing on Priority Work for Results

Providing Clear Roles and Cultivating Leadership

Priorities - School Year 2025-26 and Beyond

Setting a Statewide Standard

Focusing on Priority Work for Results

Providing Clear Roles and Cultivating Leadership

Standards, Assessment, and Accountability

School Leadership

Professional Learning and Coaching

Core Instructional Delivery

Priorities - School Year 2025-26 and Beyond

Setting a Statewide Standard

Focusing on Priority Work for Results

Providing Clear Roles and Cultivating Leadership

| Strategic Plan Update | Shifting from Inputs to Outputs | Modeling Focus | Clearing Distractions and Noise |

Priorities - School Year 2025-26 and Beyond

Setting a Statewide Standard

Focusing on Priority Work for Results

Providing Clear Roles and Cultivating Leadership

| MSDE vs. AIB Role Clarity | Ownership of Blueprint Implementation | MSDE Staff Leadership Development | Streamlined Organizational Chart |

Overview

Pillar 1: Early Childhood Education

Every child has access to a high-quality early childhood program.

Pillar 2: High-Quality & Diverse Teachers and Leaders

Every school has high-quality and diverse teachers and leaders.

Pillar 3: College and Career Readiness

Every student graduates high school college and career ready.

Pillar 4: More Resources for Student Success

Every student is matched with the resources they need to ensure their success.

Pillar 5: Governance and Accountability

Every school and district receives a rating of ___ or higher.

Pillar 1: Early Childhood Education

Every child has access to a high-quality early childhood program.

A. Increase student readiness for kindergarten as measured by the Kindergarten Readiness Assessment (KRA).

B. Increase student readiness for kindergarten as measured by the Early Learning Standards Assessment for 4-year-olds attending publicly funded programs.

C. Decrease gaps in kindergarten readiness between student subgroups*.

D. Increase the percentage of 3-year-olds and 4-year-olds from low-income households who are enrolled in full-day pre-K.

E. Increase the percentage of all 4-year-olds who are enrolled in full-day pre-K.

*Student groups include: students with disabilities, multilingual learners, students attending high-poverty schools, Black students, and Latinx students.

Pillar 2: High-Quality & Diverse Teachers and Leaders

Every school has high-quality and diverse teachers and leaders.

A. Increase the percentage of fully licensed teachers.

B. Increase the percentage of all teachers retained over the prior three years.

C. Increase the percentage of new teachers retained over the prior three years.

D. Increase the percentage of new teachers who are teachers of color.

E. Increase the percentage of teachers of color retained over the prior three years.

F. Increase the percentage of school leaders of color.

G. Increase the percentage of fully licensed early childhood teachers.
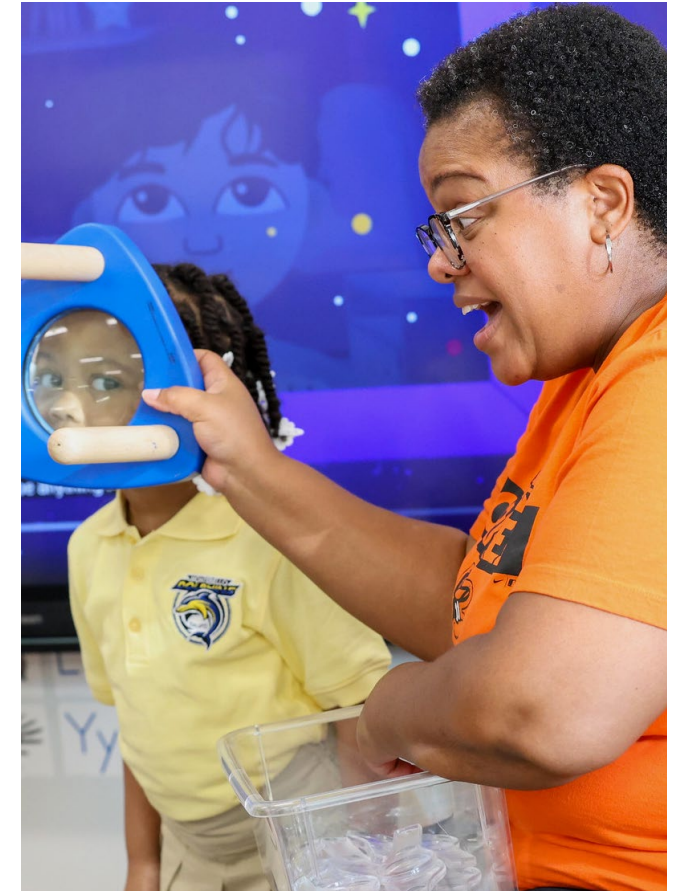
Pillar 3: College and Career Readiness

Every student graduates high school college and career ready.

A. Increase the percentage of grade 3 students scoring proficient in reading.

B. Increase the percentage of grades 3-8 students scoring proficient in reading.

C. Increase the percentage of grade 5 students scoring proficient in math.

D. Increase the percentage of grades 3-8 students scoring proficient in math.

E. Increase the percentage of grade 8 students scoring proficient in science.

F. Decrease gaps in proficiency on all statewide assessments between student groups.

G. Increase the percentage of students demonstrating growth on statewide assessments at each grade level and in each subgroup.

Pillar 3: College and Career Readiness (Continued)

Every student graduates high school college and career ready.

H. Increase the percentage of students who meet the CCR standard by the end of 10th grade in each subgroup.

I. Increase the percentage of students who meet the CCR standard before high school graduation in each subgroup.

J. Increase the percentage of students who participate in and pass a dual enrollment course, AP course, or IB course in each subgroup.

K. Increase the percentage of Maryland students who graduate high school in four years.

Pillar 4: More Resources for Student Success

Every student is matched with the resources they need to succeed.

A. Decrease gaps in proficiency on all statewide assessments for each subgroup.

B. Increase the percentage point growth in proficiency on all statewide assessments among students attending community schools that receive a per-pupil grant.

C. Decrease the rate of chronic absenteeism in all schools.

D. Decrease the identification of students with disabilities.

E. Increase the identification for gifted and talented programming among each subgroup.

F. Decrease the student-counselor ratio in schools.

G. Increase the percentage of schools with one or more school psychologist or school social worker.

Pillar 5: Governance and Accountability

Every school and district receives a rating of ___ or higher.

A. Increase the percentage of schools rated ____ or higher.

B. Increase the percentage of districts rated ____ or higher.

Vision and Mission

OUR VISION

We will be a system of world-class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

OUR MISSION

We will ensure a rigorous and world-class educational experience for every Maryland student, in every neighborhood, that prepares each to be college and career ready, through:

- strategic direction and leadership;
- policy making and resource allocation; and
- engagement and advocacy.

Values

Anchor work in our values.

Accountability

Engagement

Equity

Excellence

Transformation

Additional Revisions

- Reframe as "Strategic Plan 2025" to reflect our re-engagement with the plan.

- Update state statistics and demographics section based on current data.

- Update or remove the *Timeline and Phases* section to emphasize more current work.

- Remove the *Stakeholder Engagement* section outlining community input from the 2021-22 school year.

- Build out strategies for each outcome and update the *Deep Dive* section with our work aligned to 2025 goals.

Next Steps

Further design and input from the State Board and stakeholders

1

Strategy Design

MSDE staff develop strategies aligned to outcomes and owners for each strategy.

2

Stakeholder Engagement

MSDE leaders gather input from stakeholders and adjust outcomes based on feedback.

3

Board Action and Launch

Dr. Wright proposes **outcomes** at the ETFC in June and at the July SBOE meeting.

Questions?

Maryland
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Outcomes

In the summer of 2025, Maryland State Department of Education (MSDE) will propose to the State Board of Education updates to the Strategic Plan that will include target outcomes and will align the Strategic Plan to the Blueprint pillars.

The proposed update to the Strategic Plan will organize the Department's core work by pillar and goal statement. For each pillar, MSDE will identify target outcomes and strategies aligned to these outcomes.

Term	Definition	Example
Pillar	Overarching theme from the Blueprint	Pillar 2 - High-Quality and Diverse Teachers and Leaders
Goal	High-level aspiration	Every school has high-quality and diverse teachers and leaders.
Outcome	Concrete, measurable goal for tracking progress	Increase the percentage of all teachers retained over the last three years.
Strategy	Agency work aligned to the outcome	Develop guidance and provide training for LEA leaders on the effective implementation of new teacher induction programs.

As the first step in this update process, MSDE will identify the target outcomes, by Blueprint pillar, that the Department will use to focus its work.

DRAFT OUTCOMES BY PILLAR

Pillar 1: Early Childhood Education
Goal: Every child has access to a high-quality early childhood program.

Target Outcomes:
- Increase student readiness for kindergarten annually as measured by the Kindergarten Readiness Assessment (KRA).
- Increase student readiness for kindergarten annually as measured by the Early Learning Standards Assessment for 4-year-olds attending publicly funded programs.
- Decrease gaps in kindergarten readiness between student groups.
- Increase the percentage of 3-year-olds and 4-year-olds from low-income households who are enrolled in full-day pre-K.
- Increase the percentage of all 4-year-olds who are enrolled in full-day pre-K.

Pillar 2: High-Quality and Diverse Teachers and Leaders
Goal: Every school has high-quality and diverse teachers and leaders.

Target Outcomes:
- Increase the percentage of fully licensed teachers.
- Increase the percentage of all teachers retained over the last three years.
- Increase the percentage of new teachers retained over the last three years.
- Increase the percentage of new teachers who are teachers of color.
- Increase the percentage of teachers of color retained over the last three years.
- Increase the percentage of school leaders of color.
- Increase the percentage of fully licensed early childhood teachers.

Pillar 3: College and Career Readiness
Goal: Every student graduates high school college and career ready.

Target Outcomes:
- Increase the percentage of grade 3 students scoring proficient in reading.
- Increase the percentage of grades 3-8 students scoring proficient in reading.
- Increase the percentage of grade 5 students scoring proficient in mathematics.
- Increase the percentage of grades 3-8 students scoring proficient in mathematics
- Increase the percentage of grade 8 students scoring proficient in science.
- Decrease gaps in proficiency on all statewide assessments between student groups.
- Increase the percentage of students demonstrating growth on statewide assessments at each grade level and in each student group.
- Increase the percentage of Maryland students who met the CCR standard by the end of 10th grade in each student group.
- Increase the percentage of Maryland students who met the CCR standard before high school graduation in each student group.
- Increase the percentage of Maryland students who participate in and pass a dual enrollment course, AP course, or IB course in each student group.
- Increase the percentage of Maryland students who graduate high school in 4 years.

Pillar 4: More Resources for Student Success
Goal: Every student is matched with the resources they need to succeed.

Target Outcomes:
- Decrease gaps in proficiency on all statewide assessments for each student group, including students with disabilities, multilingual learners, and students attending high-poverty schools.
- Increase the percentage point growth in proficiency on all statewide assessments among students attending community schools that receive a per-pupil grant.
- Decrease the rate of chronic absenteeism in all schools.
- Decrease the identification of students with disabilities.
- Increase the identification of students with disabilities, multilingual learners, and students attending high-poverty schools for gifted and talented programming.
- Decrease the student-counselor ratio in schools.
- Increase the percentage of schools with one or more school psychologists or school social workers.

Pillar 5: Governance and Accountability
Goal: Every school and district receives a rating of ___ or higher.

Target Outcomes:
- Increase the percentage of schools rated ____ or higher.
- Increase the percentage of districts rated ____ or higher.