MARYLAND STATE BOARD & DEPARTMENT OF EDUCATION

STRATEGIC PLAN

PHASE 2 | FEBRUARY 2023

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND **EXCELLENCE**

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

Sylvia A. Lawson, Ph.D.

Deputy State Superintendent, Organizational Effectiveness

Deann Collins, Ed.D.

Deputy State Superintendent, Teaching and Learning

Krishnanda Tallur

Deputy State Superintendent, Operations

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of Education

Susan J. Getty, Ed.D. (Vice President)

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Charles R. Dashiell, Jr., Esq.

Vermelle Greene, Ph.D.

Jean C. Halle

Joan Mele-McCarthy, Ph.D.

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.
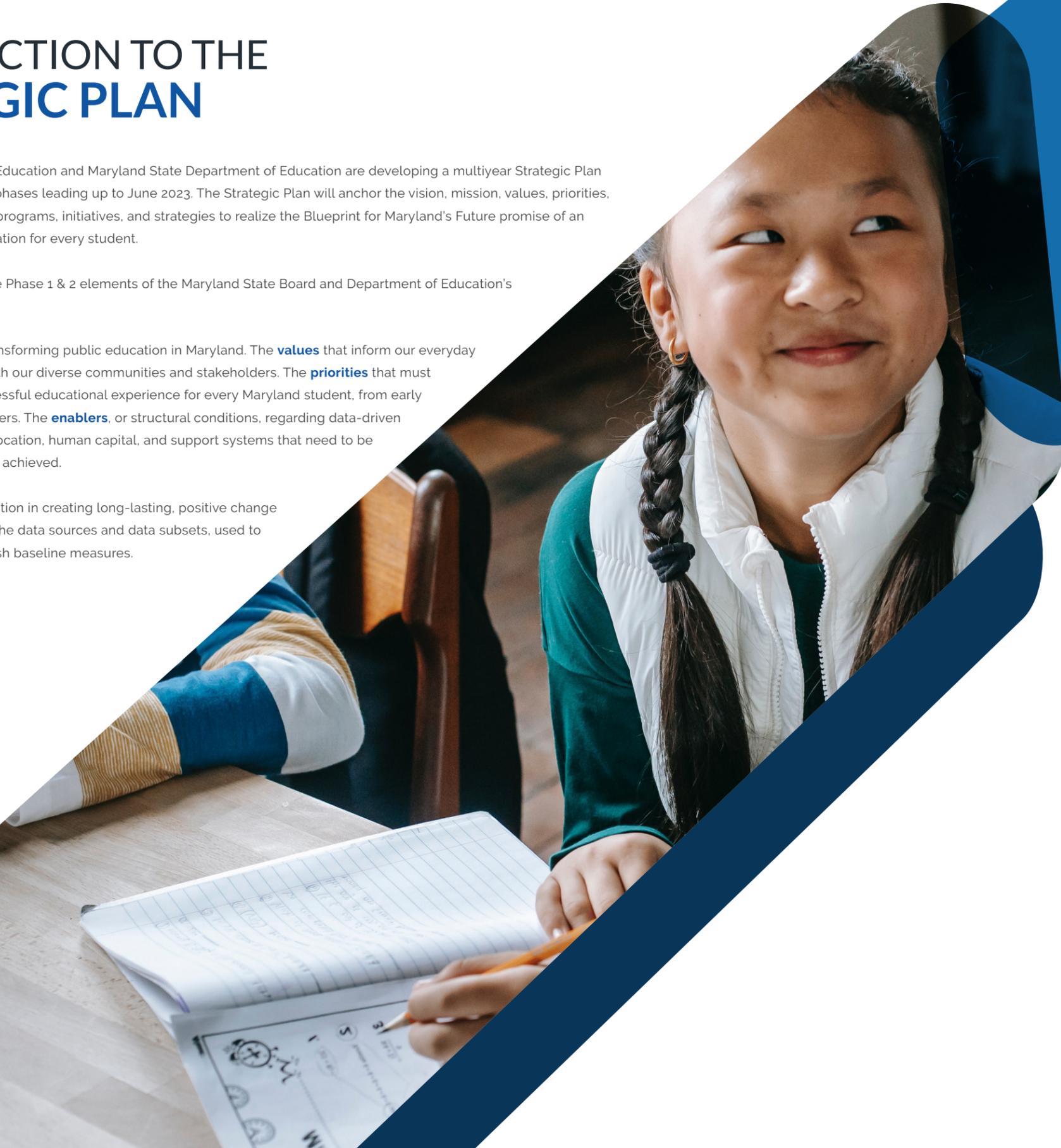
Merin Thomas (Student Member)

INTRODUCTION TO THE
STRATEGIC PLAN

The Maryland State Board of Education and Maryland State Department of Education are developing a multiyear Strategic Plan that will be released in three phases leading up to June 2023. The Strategic Plan will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint for Maryland's Future promise of an excellent and equitable education for every student.

This guidebook articulates the Phase 1 & 2 elements of the Maryland State Board and Department of Education's Strategic Plan:

The **vision** and **mission** for transforming public education in Maryland. The **values** that inform our everyday practices and relationships with our diverse communities and stakeholders. The **priorities** that must be achieved to ensure a successful educational experience for every Maryland student, from early childhood to college and careers. The **enablers**, or structural conditions, regarding data-driven decision-making, resource allocation, human capital, and support systems that need to be in place for the priorities to be achieved.

The **goals** that guide our direction in creating long-lasting, positive change in education. The **metrics**, or the data sources and data subsets, used to evaluate progress and establish baseline measures.

TABLE OF
CONTENTS

> " We are committed to moving with urgency to actualize the bold, transformative change our students deserve. "

LETTER FROM THE
BOARD PRESIDENT
& STATE SUPERINTENDENT

Dear Marylanders:

The Maryland State Board of Education and Maryland State Department of Education have committed to a transformative path forward in support of every student in Maryland. In order to ensure student success at scale, we must address the present and persistent historical challenges across our state's educational system.

Educational experiences in Maryland before the COVID-19 pandemic did not prepare all students for postsecondary success nor did they meet our workforce needs. In 2019, 57% of Maryland's 10th grade students and 59% of 3rd grade students were not proficient in English language arts. These challenges also held true in math where 73% of students were not proficient in Algebra I. Furthermore, 75% of Black/African American boys were not proficient in math in 3rd grade, and 76% of students eligible for Free and Reduced Price Meals were not proficient in English language arts in 3rd grade.

The pandemic has only exacerbated our challenges. As we continue to work to overcome these deficits, a return to normal is not good enough. We must tackle the opportunity and achievement gaps that have persisted in our state. This will ensure that all students, from advanced learners to those who are struggling and have been historically underserved, receive the necessary support in order to reach their full potential.

The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021 to transform public education in the state into a world-class education system. The legislation presents a once-in-a-generation opportunity to fulfill the promise of an excellent and equitable education for all children in Maryland.

We are committed to moving with urgency to actualize the bold, transformative change our students deserve. To accomplish this, the Maryland State Board of Education and Maryland State Department of Education are developing a multiyear Strategic Plan that

will be released in three phases leading up to June 2023. The Strategic Plan will align our vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every student. Ultimately, the Strategic Plan will anchor and reinforce the Blueprint legislation into the organizational fabric of our everyday work, and will embody the aspirations that the people of Maryland have for our students.

Through our engagement efforts, we know that over 85% of stakeholders believe the quality of public schools is "extremely important" for Maryland's success as a state. We will work collaboratively and transparently with educators, families, local education agencies and boards of education, institutions of higher education, the Accountability and Implementation Board, employers, and stakeholders across our state to ensure success.

We cannot do this alone. We look forward to your continued engagement and support as we seize this once-in-a-generation opportunity to transform public education so that all students in Maryland are ready to be successful in college, career, and life.

CLARENCE C. CRAWFORD
President, Maryland State Board of Education

MOHAMMED CHOUDHURY
State Superintendent of Schools

ABOUT THE MARYLAND STATE
BOARD OF EDUCATION & DEPARTMENT OF EDUCATION

The Maryland State Board of Education, established in 1864, consists of 13 regular members, and one student member, all appointed by the Governor. Regular members serve staggered four-year terms and the student member serves a one-year term.

The State Board sets the educational policy and standards for Pre-K through high school and vocational rehabilitation services, passes regulations that have the force of law, and is empowered to interpret the true meaning and intent of the law. The State Board also reviews and approves three annual budgets (the Maryland Department of Education headquarters budget, the State Aid to local education budget, and State-Aided Institutions budget) before they are passed on to the Governor's office for approval or revision and then to the General Assembly for final action.

The State Board also appoints the State Superintendent of Schools, who leads Maryland's education system and serves a four-year term. The State Superintendent is responsible for the administration of the Maryland State Department of Education and carries out the educational policies of the State Board. The State Superintendent is the Chief Executive and also serves as Secretary and Treasurer of the State Board.

The Maryland State Board of Education and the Maryland State Department of Education work collaboratively to ensure the promise of an excellent and equitable education for all students.

DIVERSITY MATTERS HERE

With a student population that consists of 33% White students, 33% Black/African American students, 22% Hispanic/Latino students, and 7% Asian students, Maryland's student population is becoming increasingly diverse. The Hispanic/Latino student population grew significantly from 2017 to 2023.

In addition to the growing diversity in race/ethnicity, recent enrollment trends show an increase in the percentage of students who are Economically Disadvantaged and living in concentrated poverty. Maryland's student population also includes 12% of students who are English learners and 12% of Students with Disabilities.

SCHOOL YEAR
2023

White	**33%**
Black	**33%**
Hispanic	**22%**
Asian	**7%**
Two or more races	**5%**

62,593
Teachers

128,107
FULL TIME EMPLOYEES

3,581
Principals and Assistant Principals

3,978
Librarians and Guidance Counselors

14,144
Education Support Professionals

WHAT DOES PUBLIC EDUCATION LOOK LIKE IN MARYLAND?

Maryland has over 1,400 public schools in 24 local education agencies serving all of the state's 23 counties plus Baltimore City. Since 2020, enrollment has declined by 2 percent. Since 2022, enrollment has increased by 1 percent. Since 2014, enrollment has increased by 3 percent. In school year 2022-23, over 889,900 students enrolled in Maryland public schools from Pre-K to high school.

1,421
PUBLIC SCHOOLS

24
LOCAL EDUCATION AGENCIES

889,971
STUDENTS ENROLLED

THE BLUEPRINT FOR
MARYLAND'S FUTURE

The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021 to transform public education in the state into a world-class education system. The legislation presents a once-in-a-generation opportunity to fulfill the promise of an excellent and equitable education for all children in Maryland, especially those who have been historically underserved. The Maryland State Board of Education and the Maryland State Department of Education are collaborating with local education agencies and boards, institutions of higher education, the Accountability and Implementation Board, employers and stakeholders across the state to plan and implement the initiatives in each of the Blueprint's five pillars.

With sweeping policy changes designed to accelerate student achievement, and an unprecedented investment of state and local resources, the Blueprint creates the conditions for truly reimagining the education experience from early childhood to postsecondary success. To accomplish this, the State Board and Maryland State Department of Education are developing a multiyear Strategic Plan that will be released in three phases.

Ultimately, the complete Strategic Plan, released by June 2023, will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every student.

5
BLUEPRINT PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.

EARLY CHILDHOOD EDUCATION

- Support more families to access no cost, high-quality Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K partnerships

HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

- Increasing starting salary to minimum $60,000
- New career ladder and incentives for National Board Certified Teachers up to $17,000
- Raising expectations for teacher preparation and induction

COLLEGE & CAREER READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system

MORE RESOURCES FOR STUDENT SUCCESS

- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students

GOVERNANCE & ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance

A LOOK AT OUR
MISSION, VISION & VALUES

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.

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 VALUES

Accountability: We will take responsibility for our commitments, and maintain open, transparent, and responsive communication on academic, operational, and financial policies and outcomes.

Engagement: We will partner and engage with diverse stakeholders and decision makers in the design, implementation, and evaluation of our policies, programs, and actions.

Equity: We will do whatever it takes to eliminate barriers to success and provide the necessary resources and supports to ensure that every Maryland student achieves at the highest level.

Excellence: We will ensure a rigorous and engaging educational environment for all students defined by high expectations, research-based instructional practices, and highly effective, culturally responsive educators.

Transformation: We will pursue best-in-class outcomes through bold, impactful actions to ensure that every student has the tools, resources, supports, and opportunities they need to thrive.

ACCOUNTABILITY

ENGAGEMENT

EQUITY

EXCELLENCE

TRANSFORMATION

NOVEMBER 2021

INITIAL ENGAGEMENT
& DATA GATHERING

ONGOING COMMUNITY
STAKEHOLDER ENGAGEMENT

- - - BLUEPRINT IMPLEMENTATION

PHASE 01

PHASE 02

PHASE 03

JULY 2023 & BEYOND

IMPLEMENTATION &
CONTINUOUS IMPROVEMENT

STRATEGIC PLAN
TIMELINE OF PHASES

The Maryland State Board of Education and the Maryland State Department of Education have envisioned the development and release of the Strategic Plan in three phases that span from October 2022 to June 2023.

01
OCTOBER 2022

**Initial Release
Mission, Vision,
Values, Priorities
and Enablers**

02
FEBRUARY 2023

**Refine Phase 1
Release Goals
and Metrics**

03
JUNE 2023

**Finalize Phase 1 & 2
Release Targets
Identify Flagship
Programs, Initiatives,
and Strategies**

PHASE 01

Extending from November 2021 to October 2022, this phase focused on gaining initial input from a wide range of stakeholders representing the diversity of the state. Through multiple methods, from a statewide survey to roundtables and listening sessions, to the State Superintendent shadowing students in schools throughout the state, we learned what mattered most to our communities to transform public education in Maryland. The feedback we received helped shape the Strategic Plan's foundational elements, specifically the vision, mission, values, priorities, and enablers.

PHASE 02

Between October 2022 and February 2023, the State Board and the Maryland State Department of Education continued to engage with our communities to refine the Phase 1 elements of the Strategic Plan, and develop the goals and metrics linked to each of the priorities and enablers outlined in Phase 1. Engagement took the form of regional data walks with stakeholders, ongoing student shadows, and a new series of roundtables and community events. The goals and metrics released in this phase provide insight on our direction as we move into Phase 3.

PHASE 03

Between February and June 2023, we will engage with stakeholders to identify flagship strategies, initiatives, and programs and set targets to achieve the goals developed in Phase 2. This work will be informed by best-in-class research and involve in-depth conversations with education experts, practitioners, and decision makers from early childhood to K-12 education and from the business community to institutions of higher education. The complete Strategic Plan will be released in June 2023. It will anchor the vision, mission, values, priorities, enablers, goals, metrics, targets, and the flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every child.

ENGAGING WITH
OUR STAKEHOLDERS

Maryland public schools serve to prepare our future workforce and future community leaders, and it is critical that we hear from as many people as possible throughout the process. This work will be the basis for creating transformational change in Maryland's education system. The guiding objective is to build processes and create space for stakeholder input as we work to develop a Strategic Plan, while seeking out and prioritizing new and underrepresented voices. The Strategic Plan will guide the State Board and the Maryland State Department of Education's organizational direction as we implement the Blueprint for Maryland's Future.

- SURVEYS
- ROUNDTABLES
- LISTENING SESSIONS
- COMMUNITY EVENTS & CONVERSATIONS
- REGIONAL DATA WALKS

MORE THAN
35,000
CONNECTIONS

27,900+ respondents from every county in Maryland completed the survey

28 virtual roundtables held and a total of **350+** participants across the state

25 listening sessions attended **1,600+** participants surveyed

**24** local education agencies engaged across the state

STAKEHOLDER GROUPS

The primary aim of engagement for the strategic planning process was to gain input from a wide range of stakeholders that represented the diversity of the state. Stakeholders included groups such as: students, families, educators and school/district staff, community organizations, advocates and experts, business community, and higher education partners. More than 35,000 connections were made through virtual and in-person touchpoints.

- STUDENTS
- FAMILIES
- EDUCATORS & SCHOOL/ DISTRICT STAFF
- ADVOCATES & EXPERTS
- BUSINESS COMMUNITY
- COMMUNITY ORGANIZATIONS
- HIGHER EDUCATION PARTNERS

STRATEGIC PLAN
PRIORITIES & ENABLERS

The Strategic Plan priorities encapsulate the comprehensive stakeholder feedback received through multiple methods during Phase 1 & 2. Organized into a coherent sequence, the priorities trace the full journey and key milestones that a Maryland student needs to achieve from early childhood through K-12th grade to become successful in college, career, and life. The priorities and enablers introduced in this section provide the framework for the development of measurable goals and specific strategies to transform public education in Maryland into a world-class educational system. With discreet, evidence-based markers, the priorities map out what a successful educational progression looks like for a Maryland student. The enablers detail the necessary structural conditions that need to be met for every student in the state to support them in successfully reaching their full potential.
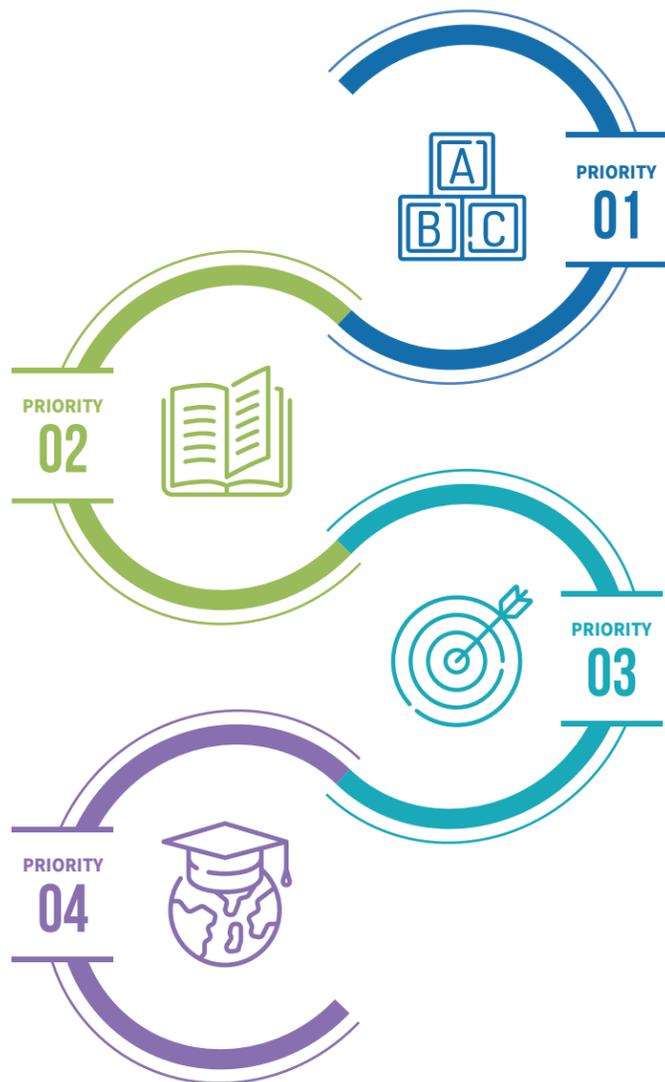
PRIORITY

01 All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

02 All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

03 All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

04 All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

ENABLERS

01 Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

02 Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

03 Maryland is elevating the stature of the teaching profession by:
- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;
- setting rigorous standards for educator preparation programs and induction; and
- implementing a career ladder system focused on development and growth opportunities for all educators.

04 Maryland is ensuring student success by:
- supporting our students' social-emotional learning, health and wellness, and safety;
- enhancing school culture and climate;
- scaling high-quality wraparound supports and partnerships; and
- strengthening family and community engagement.
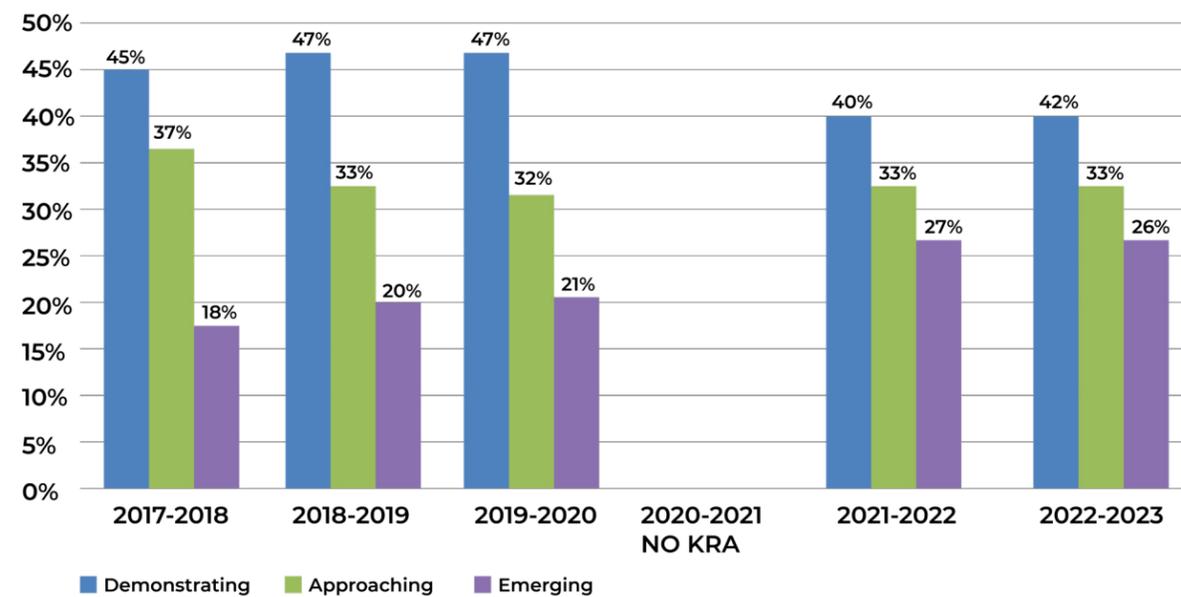
PRIORITY 01:
READY FOR KINDERGARTEN

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

Children's brains develop at an extraordinary rate during the first few years of their lives. Ninety-percent of brain development occurs in the first five years of life, and what children experience in these early years shapes their brains. There is mounting evidence on the significant income gap in children's social and academic skills at kindergarten entry, along with research showing that children's skills at the beginning of kindergarten strongly predict their achievement throughout their schooling.

Recognizing that the early years are the most critical period for brain development and set the foundation for lifelong learning and achievement, the Blueprint for Maryland's Future emphasizes equitable early education opportunities that prepare all children for school and success through a mixed-delivery system comprised of public/private Pre-K partnerships that will expand family options.

Readiness is not only a matter of a child's level of social and academic preparedness. Maryland teachers and schools must be ready to meet children's needs wherever they come in. Providing all Maryland children opportunities to develop social and cognitive skills in high-quality educational settings before kindergarten is critically important and makes a difference in academic success.

MARYLAND STATEWIDE KINDERGARTEN READINESS OVER TIME

Legend: ■ Demonstrating ■ Approaching ■ Emerging

Year	Demonstrating	Approaching	Emerging
2017-2018	45%	37%	18%
2018-2019	47%	33%	20%
2019-2020	47%	32%	21%
2020-2021 NO KRA			
2021-2022	40%	33%	27%
2022-2023	42%	33%	26%

While kindergarten readiness has declined in the state of Maryland from Fall of 2019 to Fall of 2022, there are signs of recovery. Percentage of students demonstrating (the highest level of preparedness) has increased in Fall of 2023 and percentage of students emerging (the lowest level of preparedness) has declined compared to the prior year's administration.

Did you know that children that attend Pre-K earn higher incomes as adults?

A strong start to early childhood is more critical than ever. Children that attend Pre-K learn to socialize with their peers, manage their emotions, and get the foundational academic skills to boost their lifetime learning potential. Studies show that kids who attend Pre-K are:

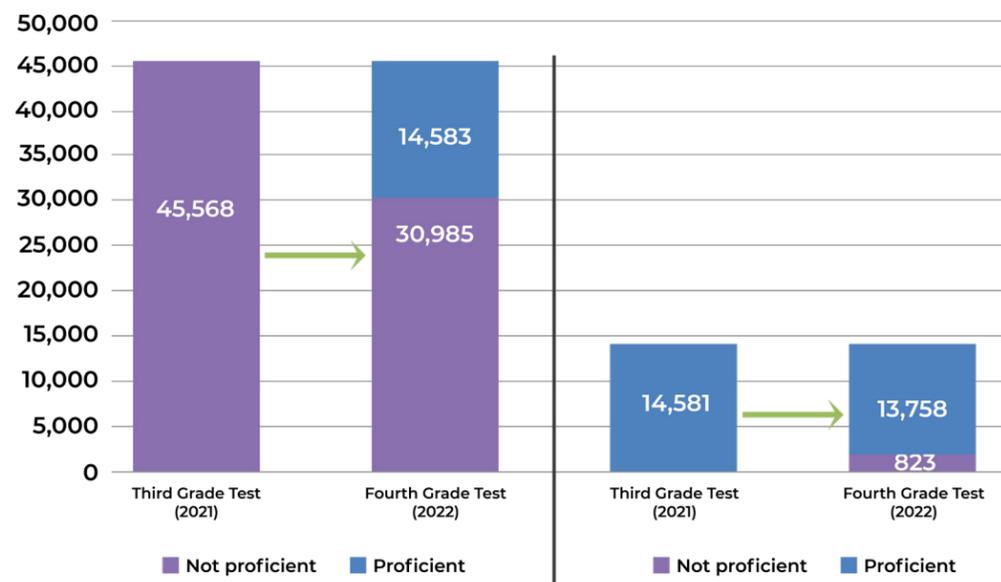|		
3.5X MORE LIKELY TO BE READY FOR KINDERGARTEN	MORE LIKELY TO SUCCEED IN SCHOOL	MORE LIKELY TO GO TO COLLEGE
LESS LIKELY TO DROP OUT	LESS LIKELY TO BECOME A TEEN PARENT	LESS LIKELY TO BE ARRESTED FOR A VIOLENT CRIME

PRIORITY 02:
READY TO READ

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

Research shows that the development and mastery of early literacy skills are a strong predictor of later school reading and math achievement. It is crucial that all Maryland students are able to successfully transition from learning to read to reading to learn. Reading proficiently is more and more important after third grade, and students that are behind are at higher risk of not finishing high school ready for college and career.

Thousands of Maryland children reach fourth grade without learning to read proficiently. The shortfall is especially pronounced among low-income children. Failure to read proficiently is linked to higher rates of school dropout, which limits individual earning potential as well as Maryland's competitiveness and productivity. Reading proficiently by the end third grade is a crucial marker for every Maryland child's educational development.

Fortunately, much is already known about the science of how children learn to read and how to teach and develop reading skills. The problem is that policies are too fragmented, practices too segmented by children's age and grade, and key preparation and intervention programs too limited to realize positive results at scale.

**MARYLAND ENGLISH LANGUAGE ARTS GRADE 3 OUTCOME ANALYSIS: 2021 GRADE 3 TO 2022 GRADE 4**

Chart data:
- Third Grade Test (2021): Not proficient 45,568
- Fourth Grade Test (2022): Not proficient 30,985; Proficient 14,583
- Third Grade Test (2021): Proficient 14,581
- Fourth Grade Test (2022): Proficient 13,758; Not proficient 823

Legend: Not proficient, Proficient

32% of students who were not proficient on their third grade test were proficient on their fourth grade test.

5% of students who were proficient on their third grade test were not proficient on their fourth grade test.

*"If all U.S. adults were able to move up (literacy proficiency levels), **it would generate an additional $2.2 trillion in annual income for the country,** equal to 10% of the gross domestic product."*

Assessing the Economic Gains of Eradicating Illiteracy and Nationally in the United States – Gallup

According to the U.S. Department of Education, 54% of U.S. adults 16 to 74 years old - about 130 million people - lack proficiency in literacy, reading below the equivalent of a sixth-grade level. This is an alarming number for several reasons, and its implications are enormous because research has shown that literacy is correlated with several important outcomes:

PERSONAL INCOME

EMPLOYMENT LEVELS

HEALTH

ECONOMIC GROWTH
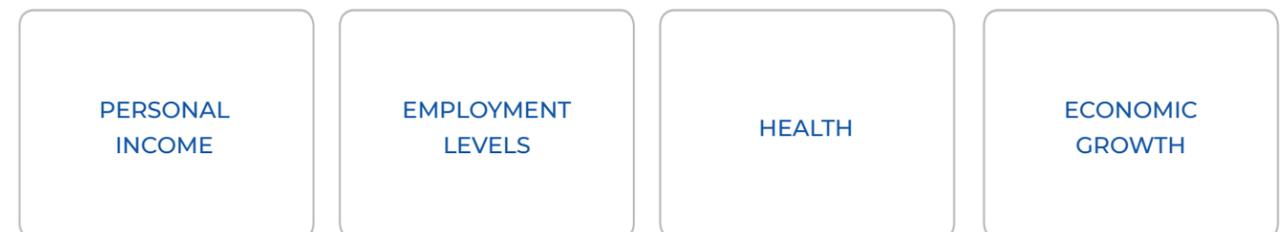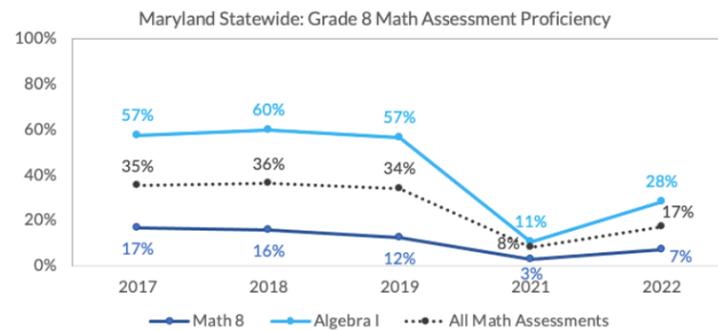
PRIORITY 03:
READY FOR HIGH SCHOOL

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

Scientists have long known that the human brain develops more rapidly in the first five years of life. But recent advances in brain imaging have revealed that a second spurt occurs in early adolescence, a phase generally defined as spanning ages 11 to 14. A growing body of research indicates that the middle grades are the "make it or break it" years when many students begin to disengage from school, increasing the likelihood of dropping out of high school.

A Maryland student's learning experiences in the middle grades is a selection of classes they go through in a day. If they experience inconsistent expectations across those classes, they and the school will struggle to achieve high outcomes.

A strong research base for effective instructional practices in the middle grades does exist. Providing research-based instruction that enhances learning in the middle grades is critical for Maryland students' success in high school and beyond.

"Because adolescents comprise nearly one-fourth of the entire U.S. population, the nation needs policies and practices that will better leverage these developmental opportunities to harness the promise of adolescence – rather than focusing myopically on containing its risks."

The Promise of Adolescence: Realizing Opportunity for All Youth – National Academies of Sciences, Engineering, and Medicine

MATH PERCENT PROFICIENCY: GRADE 8 STUDENTS

Maryland Statewide: Grade 8 Math Assessment Proficiency

	2017	2018	2019	2021	2022
Math 8	17%	16%	12%	3%	7%
Algebra I	57%	60%	57%	11%	28%
All Math Assessments	35%	36%	34%	8%	17%

Legend: Math 8, Algebra I, All Math Assessments

MARYLAND STATEWIDE: ASSESSMENTS TAKEN IN GRADE 8			
YEAR	MATH 8	ALGEBRA I	ALL MATH ASSESSMENTS
2017	37,868	21,156	63,425
2018	37,471	22,364	64,264
2019	36,356	21,606	64,461
2021	31,127	15,676	52,909
2022	41,265	17,185	67,082

Note: Assessments for 2021 (SY 2020-2021) were shortened tests and were administered in Fall 2021. The category 'All Math Assessments' includes Math 8, Algebra I and II, and Geometry.

In Maryland grade 8 students taking the grade 8 math test have been trending down over time. Students taking a high school math test in middle school, although consistent before the pandemic, also declined in 2021.

Research shows that students at risk of dropping out can be identified as early as sixth grade. In fact, sixth graders who display just one of the following off-track indicators have only a 15% - 25% chance of graduating on time:

A FAILING GRADE IN MATHEMATICS OR ENGLISH LANGUAGE ARTS

AN ATTENDANCE RATE OF LESS THAN 85%

ONE UNSATISFACTORY BEHAVIOR MARK IN A CORE COURSE

PRIORITY 04:
READY FOR COLLEGE AND CAREER

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

The Blueprint for Maryland's Future has the central goal of ensuring that all Maryland students are college and career ready before graduation, thus signifying an ability to transition successfully to postsecondary coursework at a two- or four-year institution of higher education and/or to the workforce. Maryland is developing new college and career readiness standards, with the goal of having students assessed and meeting the standards by the end of 10th grade.

Students meeting the college and career readiness standards will be prepared to succeed in multiple, rigorous college and career pathways at no cost to students. These pathways will enable students to develop in-depth knowledge of a subject area(s); earn post-secondary credits and/or in demand industry-recognized credentials; participate in registered apprenticeships that meet workforce needs and/or in rigorous college preparation programs.

All instruction and assessments in public schools will work toward this goal of preparing students to be ready for college and career. Each student in Maryland public schools, regardless of the student's race, ethnicity, gender, zip code, socioeconomic status, abilities, or language spoken at home, will be supported to meet the college and career readiness standards before graduation.

THE BLUEPRINT'S APPRENTICESHIP AND INDUSTRY CREDENTIAL GOAL

(a)(1) On or before December 1, 2022, the Career and Technical Education Committee shall establish, for each school year between the 2023-2024 school year and the 2030-2031 school year, inclusive, statewide goals that reach **45% by the 2030-2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry-recognized occupational credential.**

(2) To the extent practicable, the Career and Technical Education Committee shall ensure that the **largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program** approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor. (Education §21–204)

Student achievement, graduation rate, and postsecondary enrollment data for Maryland students, especially for underserved student populations, signal the need to rethink how we prepare our students for college, career, and life.
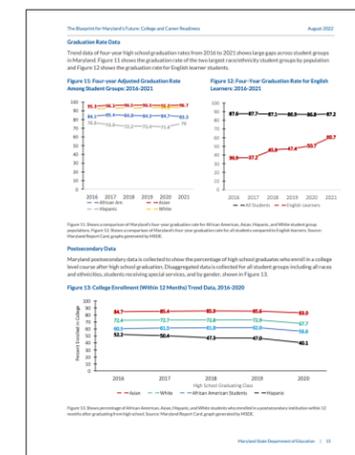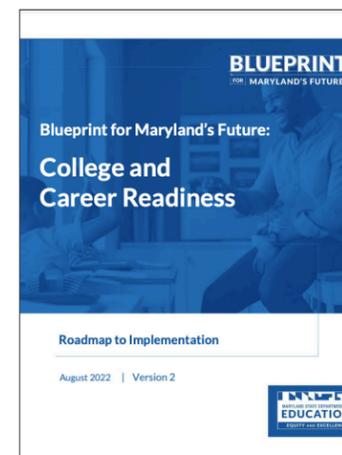
In 2021, Maryland had **57,423 graduates.**

To meet the 45% goal, 25,840 of these graduates would have needed to complete an apprenticeship or industry credential.

In 2021, about 7% of graduates met these criteria.

The Maryland State Department of Education's **College and Career Readiness Roadmap to Implementation** report tracks the preparation necessary for implementing pillar 3: College and Career Readiness, which reimagines what today's students must know and be able to do by the end of the 10th grade.

GOALS & METRICS
BY PRIORITY & ENABLER

P1
Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA).

P2
Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

P3
Decrease in percentage of grade 8 students that met one or more of the following ABC indicators:

Attendance: student was chronically absent in grade 6, 7, or 8

Behavior: student received one or more out-of-school suspensions in grades 6-8

Courses: student failed one or more ELA or math courses in grades 6-8

P4
Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway.

E1
Relevant data reports and high-quality tools that are made available to families, educators, and stakeholders to meet the needs of students.

E2
Increase in percentage of schools visited by Expert Review Teams that are rated as "Accomplishing with Continuous Improvement" in the "Curriculum and Instruction" and the "Integrated Multi-Tiered System of Supports" indicators.

E3
Increase in percentage of new teachers of color as measured by the Fall Staff Collection report; increase in percentage of teachers retained over a 3-year period; and increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder.

E4
Increase in percentage of schools perceived as having a favorable learning environment* and decrease in suspension rate.

*Specific survey topics will be selected when a third year of survey data is available in late 2023.

STRATEGIC PLAN
GOALS & METRICS

Specific and measurable goals are necessary to accomplish the long-lasting positive change our students deserve. Over the years, students across the state have suffered from a loss of learning only to be worsened by the pandemic. As we continue to rebuild, the goals and metrics will help us keep a pulse on our progress and inform the flagship strategies and programs to be implemented. The Strategic Plan goals outlined in this section were established to define and monitor the success of each priority and enabler introduced in Phase 1. The metrics, or the data source and data subsets, create a narrow lens used to evaluate the trajectory of each goal and establish baseline measures.

GOALS & METRICS FOR LOW PERFORMING SCHOOLS

Decrease in the percentage of schools that are re-identified as low performing schools three (3) school years after initial identification.

Of a cohort of low-performing schools, increase in average performance level in MCAP ELA and math, and decrease in chronic absenteeism rates.

GOALS & METRICS FOR A COHORT OF STUDENTS

Following a cohort of students from grade 3 to 8, increase in average performance level in ELA and math on MCAP. To follow the same students over time, the outcome will be recalculated for prior years as students in the cohort move out of the state

When looking at the data, we will disaggregate by: student groups, race/ethnicity, gender, economically disadvantaged, students with disabilities, English learners, schools, and local education agencies.

WHAT IS
COMING NEXT

03

JUNE 2023

**Finalize Phase 1 & 2
Release Targets
Identify Flagship Programs, Initiatives, and Strategies**

Between February and June 2023, we will engage with stakeholders to identify flagship strategies, initiatives, and programs and set targets to achieve the goals developed in Phase 2. This work will be informed by best-in-class research and involve in-depth conversations with education experts, practitioners, and decision makers from early childhood to K-12 education and from the business community to institutions of higher education. The complete Strategic Plan will be released in June 2023. It will anchor the vision, mission, values, priorities, enablers, goals, metrics, targets, and the flagship programs, initiatives, and strategies to the Blueprint's promise of an excellent and equitable education for every child.

NOVEMBER 2021

INITIAL ENGAGEMENT
& DATA GATHERING

● ONGOING COMMUNITY STAKEHOLDER ENGAGEMENT

- - - - BLUEPRINT IMPLEMENTATION

OCTOBER 2022

PHASE **01**

Initial Release
Mission, Vision, Values,
Priorities, and Enablers

FEBRUARY 2023

PHASE **02**

Refine Phase 1
Release Success Metrics and Goals

JULY 2023 & BEYOND

JUNE 2023

PHASE **03**

Finalize Phase 1 & 2
Release Targets
Identify Flagship Programs,
Initiatives, and Strategies

IMPLEMENTATION &
CONTINUOUS IMPROVEMENT

EVERY VOICE COUNTS
CADA VOZ CUENTA

Help shape the future of Maryland education!
¡Ayúdenos a formar el futuro de las escuelas públicas de Maryland!

WE WANT TO
HEAR FROM YOU!

📱 SCAN ME

We want to hear from all Maryland residents as we enhance educational opportunities for every Maryland child. The Maryland State Board of Education and the Maryland State Department of Education invite you to participate in their strategic planning survey to help define the future of public school education.

CONTACT US

410-767-0100

www.marylandpublicschools.org

200 West Baltimore Street,
Baltimore, MD 21201-2595