

MOHAMMED A. CHOUDHURY

Superintendent of Schools

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PROFILE

Accomplished leader known for catalyzing substantial advancements in student outcomes at district and state levels. Recognized for adeptly collaborating with diverse communities, driving the successful execution of large-scale continuous improvement initiatives, and orchestrating impactful change management efforts across multiple states and large school systems. Unwavering commitment to advancing equity and excellence for all students, elevating the teaching profession, and fostering innovation in supporting educators.

- Senior Advisor and Former State Superintendent of Schools for the state of Maryland, responsible for over 1,400 public schools in 24 local education agencies enrolling nearly 1 million students across 23 counties and Baltimore City.
- Designed *Maryland Leads*, the nationally recognized flagship program guiding the state's post-pandemic recovery efforts and ensuring a sustainable path to accelerate student achievement, documented in a [deep dive](#) by Chiefs for Change in 2023.
- During tenure as a cabinet leader in San Antonio ISD and Dallas ISD, led Texas to transform how it funds high-poverty schools, a reform now codified in Texas House Bill 3 which also inspired other funding reforms nationally.
- Proven success spearheading unprecedented engagement of school and state boards of education, and community stakeholders, to define and adopt strategic plans to transform teaching and learning which accelerate student outcomes.
- Named an *Education Week Leader to Learn From* in 2018, recognized as one of 12 exceptional leaders nationally impacting the success of educators and students at scale.

EDUCATION & TRAINING

Superintendent Certificate

University of Texas - Arlington

Master of Education, Urban Schooling

University of California - Los Angeles

Bachelor of Arts, English Literature & Chicano/a Studies

California State University - Northridge

Future Chief (2020)

Chiefs for Change

NextGen Network Fellow (2017 — 2018)

The Pahara-Aspen Institute

Teaching Policy Fellow (2011 — 2013)

Teach Plus

PROFESSIONAL EXPERIENCE

Maryland State Department of Education

2021 — Present

Senior Advisor, Maryland State Board of Education (2023 — Present)

Provide guidance on executing policies to a 14-member governing body that sets educational policy and standards for prekindergarten through high school, vocational rehabilitation services, and passes regulations that have the force of law. Advise on the implementation of the [Blueprint for Maryland's Future legislation](#), the [Maryland Transforms strategic plan](#), and other key initiatives to accelerate student achievement at scale.

State Superintendent of Schools (2021 — 2023)

Led Maryland's department of education, overseeing 1,400+ public schools in 24 local education agencies enrolling nearly 900,000 students across 23 counties and Baltimore City; nearly 7,000 early care programs serving over 200,000 children; rehabilitation services and programs for over 14,000 youth and adults with disabilities; and a ~\$9 billion budget with over 1,200 staff.

- Initiated and led a critical era of transformation, catalyzing systemwide organizational and instructional reforms, the implementation of the Maryland Transforms strategic plan, and the Blueprint for Maryland's Future legislation, including changes to nearly all aspects of the public education system and \$3.8 billion in annual education funding over 10 years:
 - [Post-pandemic achievement gains have outpaced much of the nation](#), with school year 2022-2023 proficiency rates in English Language Arts (ELA) reaching the highest point in a decade across nearly all student groups.
 - Across all grades, a substantial percentage of students were on the cusp of achieving ELA & Math proficiency in school year 2022-2023, between 16 and 22% of students in ELA, and between 11 and 17% of students in math. These students averaged only 1-3 additional correct answers from achieving proficiency.

- A lower percentage of students scored at the lowest performance level in ELA and mathematics in school year 2022-2023. Specifically, the distribution of scores for mathematics revealed notable drops in students scoring at the lowest performance level in grades 3-8 combined and Algebra I.
- Launched the comprehensive Maryland Transforms strategic plan with unprecedented stakeholder engagement, a first for the State BOE, collecting feedback from ~30,000 respondents, holding 30+ roundtables and over 40 hours of dialogue, engaged ~7,000 participants, and conducted regional gallery walks for all 24 local education agencies.
- Spearheaded nationally recognized initiatives utilizing one-time federal funds to mitigate the pandemic’s impact, narrow opportunity gaps, and enact long-term, evidence-based statewide teaching and learning reforms:
 - [Maryland Leads](#): leveraging \$175 million in ESSER funding, this program tackles learning loss and labor shortages, built upon 7 high-leverage strategies focused on “Grow Your Own” educator recruitment and retention strategies, comprehensive literacy [instruction aligned to the science of reading](#), and innovative school models.
 - [Maryland Works](#): a \$12 million investment that is establishing an industry-aligned apprenticeship infrastructure. The Blueprint for Maryland’s Future requires the state to ensure that, by 2030-2031, 45% of high school graduates will have completed a registered apprenticeship program and earned an industry-recognized credential. Maryland Works has increased apprenticeship opportunities to 30x the current number of participating students.
 - [Transforming Neighborhoods through Community Schools](#): partnering with the National Center for Community Schools, MSDE is building a robust infrastructure for professional learning for a network of 450+ community schools.
 - [Reducing Overidentification in Special Education \(ROSE\)](#): the \$3 million initiative addresses the overidentification of historically underserved students as possessing intellectual and/or emotional disabilities. For example, Montgomery County Public Schools, serving 160,000+ students, is implementing a pioneering initiative to diminish the percentage of emergent multilingual Hispanic/Latino students being overidentified by at least 10% by 2024.
 - [Maryland Tutoring Corps](#): in partnership with the Maryland Department of Service and Civic Innovation, the Governor, and President Biden’s National Partnership for Student Success, the Maryland Tutoring Corps is a comprehensive \$28 million statewide program impacting 80,000+ students by accelerating math proficiency.
- Oversaw the reorganization of the Division of Early Childhood and implementation of policy shifts, expanding access to high-quality child care and full-day Pre-K options through a mixed-delivery system of public/private providers:
 - Initiated and led the successful implementation of critical reforms in the administration of the [Child Care Scholarship Program](#), resulting in a nearly 40% increase in the number of participants and an 11% increase in providers.
 - Increased the number of [new high-quality public and private Pre-K](#) seats by 5,000+, and improved existing programs by increasing provider participation in Maryland EXCELS through performance-based incentives.
- Reestablished MSDE as the state’s proactive leader in education and reembraced an active role in the legislative process, providing informed perspectives on numerous legislations:
 - Notably, the Promise Schools legislation, a legislative Black Caucus 2023 priority bill focused on persistently low-performing schools and the 2023 Multilingualism is an Asset Act (in conjunction with the Latino Caucus and 41 Delegates), based on MSDE’s seminal [Workgroup on English Learners in Public Schools](#) Report.
- Oversaw the rebuilding, modernization, and expansion of MSDE’s operational infrastructure centered on the needs of children and a robust strategic plan to implement the Blueprint for Maryland’s Future legislation:
 - Established weekly “Strategic CFO” planning and strategy sessions that guided all school systems through Maryland’s \$7.5 billion annual state aid funding formula.
 - Reduced the number of vacant positions in the department by more than 65%, cut attrition by over 35%, and retained 90% of the staff hired resulting in the lowest vacancy rate in a decade.
 - Recruited top tier talent across the nation and state, and promoted more than 60 employees into influential roles resulting in the majority of the leadership reflecting the diversity of Maryland’s students (a first).
 - Advocated for and secured significant raises (15% average) for over 40% of staff, resulting in nearly zero vacancies in child care licensing specialists and vocational rehabilitation specialists.
 - Elevated the focus on grant program quality, monitoring, and support by establishing the department’s first Office of Grants Administration and Compliance, eliminating operational inefficiencies and increasing accountability.
 - Consolidated and enhanced financial processes into a Business Hub, leading to the elimination of over 2,500 backlogged invoices, correcting and addressing decades-long revenue allocation and chart of account issues.
- Earned the State BOE’s highest rating, “Exceeds Expectations,” in 2021-2022 and 2022-2023, demonstrating exceptional performance in a new seven-domain evaluation framework, emphasizing consensus and performance benchmarks.

Chief Strategy, Talent, and Innovation Officer (Associate Superintendent)

Led Innovation and Human Capital Management for the major urban district in the 7th largest city in the country, enrolling ~45,000 students in 90+ schools – over 90% of which are economically disadvantaged and students of color – and a ~\$600 million budget.

- Spearheaded the engagement of the Board and executive team to develop the Managed Instruction with Performance Empowerment Theory of Action Policy and launched the Office of Continuous Improvement to oversee its implementation:
 - SAISD reduced the number of students enrolled in a low-performing, F-rated school from 35,000 to 2,700, the largest decrease among urban districts in the state; tripled the number of A- and B-rated campuses.
 - SAISD was recognized in 2019 as one of the fastest-improving districts in the state. In almost every grade level, the district either met or outperformed statewide student achievement gains.
 - The percentage of students graduating college-ready rose from 10 percent to 68 percent with more than half of all graduates now attending 4-year colleges and universities.
 - SAISD rose from an overall F rating to a B.
- Oversaw the redesign of the HR offices, functions, and staff into the district's new Human Capital Management division:
 - Established the Office of Appraisal and Educator Quality to design and operationalize new principal, teacher, and central staff development and evaluation systems.
 - Spearheaded the [Master Teacher Initiative](#) strategic plan to recruit, develop, and retain highly effective teachers districtwide, especially at chronically underperforming schools.
- Led Innovation Zone principals and partners across 30+ campuses serving over 13,000 students, consistently surpassing district and statewide learning gains while establishing schools as dynamic learning labs for scaling best practices.
- Oversaw the Unified Enrollment initiative to transform student assignment practices, scale best-fit school models and increase enrollment equity, and promote greater levels of socioeconomic integration districtwide:
 - Spearheaded the launch of the Office of Access and Enrollment Services and the transition from a paper-based registration and application process to an online-based enrollment system for all district campuses.
 - Since 2017, the district has annually received over 12,000 applications for its Choice Schools and Magnet Programs, a threefold increase in applications, especially from historically marginalized students.
 - After decades of enrollment loss, the district stabilized its enrollment and exceeded its projections in 2019.
- Architect of the Socioeconomic Blocks poverty assessment and response system to drive high-leverage practices and resources across all district campuses to better address student needs, which has transformed how Texas views poverty and teacher compensation in all public schools and allocates differentiated funding through [House Bill 3](#):
 - House Bill 3 includes the [Teacher Incentive Allotment](#) program incentivizing the recruitment and retention of master teachers into high-poverty schools across the state.
 - To date, 13,744 teachers are designated across 346 districts, with over \$145 million awarded.
- Oversaw and elevated the district's Grants division, raising over \$50 million in public and private dollars through the work of the Office of Innovation to drive districtwide transformation initiatives.

Interim Chief and Director of Transformation and Innovation

Established and led the Office of Transformation and Innovation for the 16th largest district in the country, enrolling ~140,000 students in 240+ schools – over 85% of which are economically disadvantaged and students of color – and a ~\$2 billion budget.

- Initiated and spearheaded the work of the [Managed Instruction with Earned Empowerment Theory of Action](#) Taskforce to transform districtwide instructional and operational practices, empower schools, and better differentiate district supports:
 - Dallas ISD reduced the number of F-rated campuses by 81 percent and rose from an overall D rating to a B.
 - The district is recognized as one of the fastest improving districts nationally and a model for scaling highly effective district transformation initiatives.
- Oversaw the design and implementation of the district's flagship \$40 million [Public School Choice](#) initiative to launch 35 Innovation and Transformation Schools by 2020:
 - Since 2015, over 70 neighborhood-based and open enrollment campuses have successfully launched, serving over 30,000 students.
 - Innovation and Transformation Schools have consistently outpaced district- and statewide results with double-digit gains in passing rates across grade levels.
- Managed the engagement of the Board of Trustees, staff, and stakeholders through workshops and committees on developing and adopting innovative policies and practices:

- Designed and initiated the use of the Socioeconomic Blocks system to better assess and respond to concentrated poverty and segregation in the district.
- Launched and scaled diverse-by-design open enrollment schools with socioeconomic-based enrollment priorities to break up concentrations of poverty and promote greater levels of integration across the district.
- Conducted the first iteration of Dallas ISD’s Equity Audit to assess student enrollment and access practices that led to the creation of a districtwide Racial Equity Policy.
- Co-authored the [Comprehensive Plan](#) (Early Childhood Education; Public School Choice; Career and Technical Education) that anchored the successful \$1.6 billion 2015 Bond Program and Destination 2020 strategic plan.

ADDITIONAL EXPERIENCE

Director, Program and Policy, <i>Future Is Now Schools</i>	2012 — 2014
Education Pioneers Fellow – Teacher Development Initiatives, <i>Partnership for Los Angeles Schools</i>	Summer 2012
Middle School Teacher on Special Assignment – School Turnaround, <i>Los Angeles Unified School District</i>	2011 — 2012
Founding English as a Second Language and Social Studies Teacher, <i>Los Angeles Unified School District</i>	2007 — 2011

BOARD AND WORKGROUP LEADERSHIP AND SELECT DISTINCTIONS

Board of Directors, <i>Chiefs of Change</i>	2021 — Present
Chair, <i>Maryland Center for School Safety (MCSS)</i>	2021 — 2023
Member, <i>Maryland Interagency Commission on School Construction (IAC)</i>	2021 — 2023
Chair, <i>Workgroup on Multilingual Learners in Public Schools</i>	2021 — 2022
Leader to Learn From, <i>Education Week</i>	2018

SELECT PROFILES, PUBLICATIONS, AND MEDIA

- [Outgoing state schools superintendent: Md. must build on my administration’s critical progress](#) – *Baltimore Sun*
- [Commentary: Maryland has plan, leadership to make school systems better](#) – *Baltimore Banner*
- [New federal program puts \\$12 million toward school integration in a dozen states](#) – *Chalkbeat*
- [Maryland highlighted as success story in national report on how pandemic-relief funding helped schools](#) – *Baltimore Sun*
- [Maryland launching a grant program to hire tutors, hopes to solve sliding scores](#) – *WBAL-TV Baltimore*
- [Maryland awards \\$3M to combat racial disproportionality in special ed](#) – *K-12 Dive*
- [Maryland to Scale Youth Apprenticeship Opportunities with \\$12M investment](#) – *The 74*
- [How Maryland’s top schools official is tackling poverty and the teacher shortage](#) – *Baltimore Banner*
- [Maryland Unveils ‘Ambitious’ Slate of Learning Recovery Programs Using COVID Relief Funds](#) – *The 74*
- [ActionLine Special: Q & A with State Superintendent Mohammed Choudhury](#) – *Maryland State Education Association*
- [Turnaround at SAISD is proof ‘poverty is not destiny’](#) – *San Antonio Express-News*
- [SAISD Plans to Tackle Poverty One School at a Time](#) – *Rivard Report*
- [What Other Cities & School Districts Can Learn From San Antonio’s Classroom Innovations](#) – *The 74*
- [How an SAISD System Helped Transform the Way the State Views Poverty in Schools](#) – *Rivard Report*
- [Pay for Some Texas Teachers will top \\$100,000 in bid to aid poorer schools devastated by COVID-19](#) – *Texas Tribune*
- [The Architect: How One Texas Innovation Officer is Rethinking School Integration](#) – *The 74*
- [It’s still possible to take action on school segregation. Here’s how we’re doing it in San Antonio](#) – *Chalkbeat*
- [Getting low-income kids into better jobs by getting them into better schools](#) – *The Hechinger Report*
- [Now Trending: Chief Innovation Officers](#) – *Education Next*
- [San Antonio ISD’s Plan to Disrupt Economically Segregated Schools](#) – *Texas Public Radio*
- [Giving Families an ‘Equal Shot’ at Finding the Right School](#) – *Education Week*
- [Dallas Public Schools Are Going from Agonizingly Bad to Amazingly Great In a Hurry](#) – *Dallas Observer*
- [The Fastest-Improving City School Districts Aren’t the Ones You Might Expect](#) – *Education Week*
- [DISD considers a radically new approach for upcoming, massive bond - \\$40M on neighborhood social services](#) – *DMN*
- [Dallas parents flocking to schools that pull students from both rich and poor parts of town](#) – *The Hechinger Report*
- [Dallas Schools, Long Segregated, Charge Forward on Diversity](#) – *The New York Times*
- [Critical Media Literacy: A Pedagogy for New Literacies and Urban Youth](#) – *National Council of Teachers of English*