

Maryland State Department of Education

MISSION

The mission of the Maryland State Department of Education is ensuring Maryland residents have access to efficient systems of public education and rehabilitation services. The Maryland State Department of Education provides leadership, support, and accountability for effective systems of public education and rehabilitation services with a focus on excellence, equity, and efficiency.

VISION

The Maryland State Department of Education will ensure all students have access to a world class educational system that prepares them to graduate ready for post-secondary learning, rewarding work, and success in society and life.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Achievement will improve for each student.

Obj. 1.1 The percentage of students that have met or exceeded expectations in English/Language Arts and Mathematics on State Assessments will be increased from baseline data established by the 2014-15 administration of the new (Partnership for Assessment of Readiness for College and Careers) PARCC assessments.

Performance Measures		2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
English/Language Arts - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)								
1	Grade 3	37.5%	39.8%	38.9%	41.2%	N/A	N/A	N/A
1	Grade 4	40.3%	41.9%	43.1%	43.6%	N/A	N/A	N/A
1	Grade 5	39.4%	41.4%	42.2%	43.9%	N/A	N/A	N/A
1	Grade 6	37.0%	38.4%	38.7%	41.1%	N/A	N/A	N/A
1	Grade 7	39.4%	43.0%	45.6%	47.3%	N/A	N/A	N/A
1	Grade 8	38.6%	38.9%	41.3%	45.1%	N/A	N/A	N/A
1	Grade 10	44.4%	49.3%	42.4%	42.7%	N/A	N/A	N/A
Mathematics - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)								
1	Grade 3	44.0%	43.0%	42.2%	42.5%	N/A	N/A	N/A
1	Grade 4	37.0%	37.5%	38.8%	39.4%	N/A	N/A	N/A
1	Grade 5	36.5%	35.5%	38.0%	36.7%	N/A	N/A	N/A
1	Grade 6	32.6%	32.2%	31.8%	30.1%	N/A	N/A	N/A
1	Grade 7	24.2%	25.4%	28.6%	26.6%	N/A	N/A	N/A
1	Grade 8	21.9%	16.8%	15.9%	12.5%	N/A	N/A	N/A
1	Algebra I	35.6%	36.5%	31.1%	27.2%	N/A	N/A	N/A
1	Algebra II	26.8%	27.3%	28.2%	60.3%	N/A	N/A	N/A

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Obj. 1.2 The participation and performance of all high school student subgroups in challenging instructional programs will increase each year.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
SAT Reasoning Test – Public school participants	40,286	35,375	40,639	43,587	49,365	48,871	49,360
Advanced Placement (AP) – Public school participants	57,839	59,322	58,537	57,555	56,160	55,598	56,154
AP – Number of exams	109,487	111,715	110,147	107,166	103,000	101,970	102,990
AP Exams – Receiving grade 3, 4 or 5	67,870	70,368	72,090	71,555	71,512	71,512	72,227
Graduates meeting USM Entrance Requirements	54%	52%	56%	51%	58%	59%	60%
Dual Completion – Career and Technology Education/USM	7,703	7,783	8,957	8,348	9,429	9,523	9,714

Obj. 1.3 The percentage of children entering kindergarten ready to learn will increase annually from the new baseline established in 2014-15 of 47 percent.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
² Enrollment in: Prekindergarten	31,868	32,088	30,422	30,947	32,203	23,609	30,730
3-year-olds in full-day	1,110	1,136	874	884	359	388	380
3-year-olds in half-day	2,623	2,668	2,700	3,114	3,749	1,539	3,650
4-year-olds in full-day	9,724	10,044	11,633	8,713	14,906	13,715	15,200
4-year-olds in half-day	17,279	16,824	14,899	17,946	12,835	7,967	11,500
Kindergarten	64,930	64,472	64,045	63,779	65,087	65,087	61,550
Maryland Infants and Toddlers Program	17,503	17,697	18,251	19,214	19,694	20,186	20,690
Preschool Special Education	13,473	13,885	14,304	14,645	15,526	16,457	17,444
Head Start	10,005	8,891	10,389	9,491	7,440	9,590	9,106
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	52	51	56	54	53	60	70
Capacity of child care providers	219,047	215,532	214,389	217,187	216,771	216,116	216,691
Number of children served by Child Care Scholarship Program	15,194	13,945	14,000	19,468	20,887	21,052	21,219
Percentage of regulated providers enrolling children eligible for child care subsidy	26.7%	24.7%	28.5%	30.5%	33.7%	36.7%	39.4%
Percentage of children entering Kindergarten demonstrating readiness	45.2%	42.7%	45.0%	47.2%	46.7%	N/A	47.4%
Special Education	18.9%	18.9%	17.3%	18.5%	18.6%	N/A	19.4%
EL (English Learners)	20.9%	20.2%	16.9%	22.4%	17.8%	N/A	19.8%
Direct Certified	33.2%	32.6%	30.9%	33.4%	33.7%	N/A	33.5%
Percentage of income-eligible families receiving child care scholarships	13.3%	12.6%	13.4%	18.0%	19.6%	18.9%	19.0%
Percent of child care providers participating in the teacher credentialing program	16.9%	19.6%	23.6%	32.0%	43.0%	52.7%	63.1%

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Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of child care facilities in compliance with critical health and safety standards	93.8%	93.8%	92.9%	93.1%	91.1%	92.7%	92.5%
Number of early childhood programs participating in MD EXCELS	4,591	4,457	4,505	4,576	4,892	4,500	4,600
Number of early childhood programs published in MD EXCELS	3,512	3,963	4,116	4,092	4,309	4,100	4,200

Obj. 1.4 The number of students in the Juvenile Services Education Program earning a Maryland high school diploma (HSD) will increase annually by 5 percent or more, and the percentage of students demonstrating academic gains in both reading and mathematics will be 60 percent or more.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
July 1 enrollment	413	462	394	391	354	183	250
Total students served per year	4,348	4,032	3,662	3,533	2,115	1,078	1,446
Number of students earning a Maryland HSD	59	78	79	85	56	44	59
Number of students completing a Career Technology Education (CTE) module	1,510	1,686	1,248	1,063	142	250	340
Percent of students demonstrating academic gains - Reading	57.0%	58.7%	59.6%	N/A	21.2%	50.7%	51.0%
Percent of students demonstrating academic gains - Math	68.2%	64.4%	59.9%	N/A	39.4%	50.7%	51.0%
Teacher turnover rate	N/A	18.5%	17.0%	23.0%	18.0%	30.0%	35.0%
Average length of teacher tenure (years)	N/A	6	4	3	3	3	3
Number of students enrolled in post-secondary education opportunities	N/A	19	26	20	50	25	35
Number of students enrolled in CTE classes	N/A	3,817	2,742	3,101	2,115	1,078	1,446
Number of classroom hours cancelled due to unavailability of a teacher or substitute	N/A	3,339	2,057	1,169	361	100	136

Obj. 1.5 The four-year cohort graduation rate will increase by .73 percentage points per year until it reaches the target of 88.49 percent by AY 2020.

Obj. 1.6 Maryland will continue to serve approximately 21,000 students in 50 public charter schools.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of high school dropouts (Cohort Rate)	7.97%	8.21%	8.38%	8.42%	N/A	8.59%	8.42%
Four-Year High School graduation rate (Cohort Rate)	87.61%	87.67%	87.12%	86.86%	N/A	87.08%	87.29%
Five-Year High School graduation rate (Cohort Rate)	89.47%	89.21%	88.91%	88.88%	N/A	89.10%	89.32%
Number of public charter schools operating	49	49	50	49	46	47	49
Number of students enrolled in public charter schools	20,988	21,900	23,723	24,205	22,680	23,338	24,538

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Goal 2. All educators will have the skills to improve student achievement.

Obj. 2.1 The percentage of inexperienced/Year One teachers teaching in high poverty schools will decrease by 0.5 percent annually.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of inexperienced/Year One teachers teaching in the State	3,430	3,586	3,444	3,437	3,708	3,500	3,500
Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	8.2%	7.7%	7.3%	7.1%	8.9%	6.6%	6.1%
Percentage of inexperienced/Year One teachers teaching in elementary schools in the low poverty quartile	4.3%	4.7%	4.9%	4.0%	4.2%	3.5%	3.0%
Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	7.2%	7.2%	6.9%	7.1%	9.5%	6.6%	6.1%
Percentage of inexperienced/Year One teachers teaching in secondary schools in the low poverty quartile	3.5%	3.9%	3.1%	2.9%	2.9%	2.6%	2.3%
Number of teachers with National Board for Professional Teaching Standards Certification	2,785	2,818	3,056	3,328	N/A	3,445	3,548

Obj. 2.2 The percentage of the State's teachers rated as effective or highly effective will increase.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percent of teachers evaluated Highly Effective	37.0%	39.2%	38.5%	37.2%	35.4%	38.2%	38.2%
Percent of teachers evaluated Effective	60.6%	58.3%	59.2%	59.3%	62.6%	58.3%	58.3%
Percent of teachers evaluated Developing	0.0%	0.0%	0.0%	1.3%	1.4%	1.2%	1.2%
Percent of teachers evaluated Ineffective	2.4%	2.5%	2.3%	2.2%	0.6%	2.3%	2.3%

Goal 3. The Division of Rehabilitation Services (DORS) will promote the transitioning of students with disabilities into the workforce or post-secondary training as well as the employment, economic self-sufficiency, and independent living of adults with disabilities through DORS' vocational rehabilitation and disability determination programs.

Obj. 3.1 By June 30, 2022, DORS will help 1,400 people with disabilities obtain competitive integrated employment and provide Pre-Employment Transitioning Services to 10,000 students with disabilities.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Number of eligibility decisions	7,262	7,673	8,571	8,762	6,113	7,500	8,900
Number who achieve an employment outcome	2,565	1,853	1,365	1,245	1,145	1,250	1,350
Percentage who are employed during the 2nd quarter after program exit	N/A	N/A	41%	43%	44%	45%	45%
Percentage who are employed during the 4th quarter after program exit	N/A	N/A	N/A	42%	39%	41%	41%
Number of Students Receiving Pre-Employment Transitioning Services (Pre-ETS)	N/A	2,033	3,773	5,737	6,116	7,500	9,000

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Goal 4. The self-sufficiency of people with disabilities will be maximized through DORS' disability determination program.

Obj. 4.1 By June 30, 2020, the Maryland Disability Determination Services (DDS) will adjudicate annually 71,500 claims for Social Security Disability Insurance (SSDI/Title II) and Supplemental Security Income (SSI/Title XVI).

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Claims cleared accurately	70,374	72,611	67,873	61,286	49,029	57,000	62,000
Title II mean processing time (days)	97.8	91.0	95.0	103.7	103.7	98.0	98.0
Title XVI mean processing time (days)	102.3	93.6	98.6	108.6	113.2	108.0	108.0
Net accuracy rate	97.4%	96.2%	96.0%	96.0%	97.1%	97.0%	97.0%

Goal 5. External and internal customers will be provided with service that is: friendly and courteous, timely and responsive, accurate and consistent, accessible and convenient, truthful and transparent.

Obj. 5.1 At least 80 percent of respondents will indicate they are satisfied with the customer service received by MSDE employees.

Performance Measures	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Est.	2022 Est.
Percentage of Customer Service survey respondents who indicate that, overall, they are very satisfied, somewhat satisfied or neutral	N/A	89.7%	87.7%	87.0%	91.8%	92.0%	92.0%

NOTES

¹ No assessment scores in spring 2020; no assessment projections possible in spring 2021 or spring 2022 due to change in assessment.

² Ages of some students could not be determined and therefore the rows will not total in the actual years.