

# Maryland State Department of Education

## MISSION

The mission of the Maryland State Department of Education (MSDE) is to provide leadership, support, and accountability for effective systems of public education, library services, and rehabilitation services.

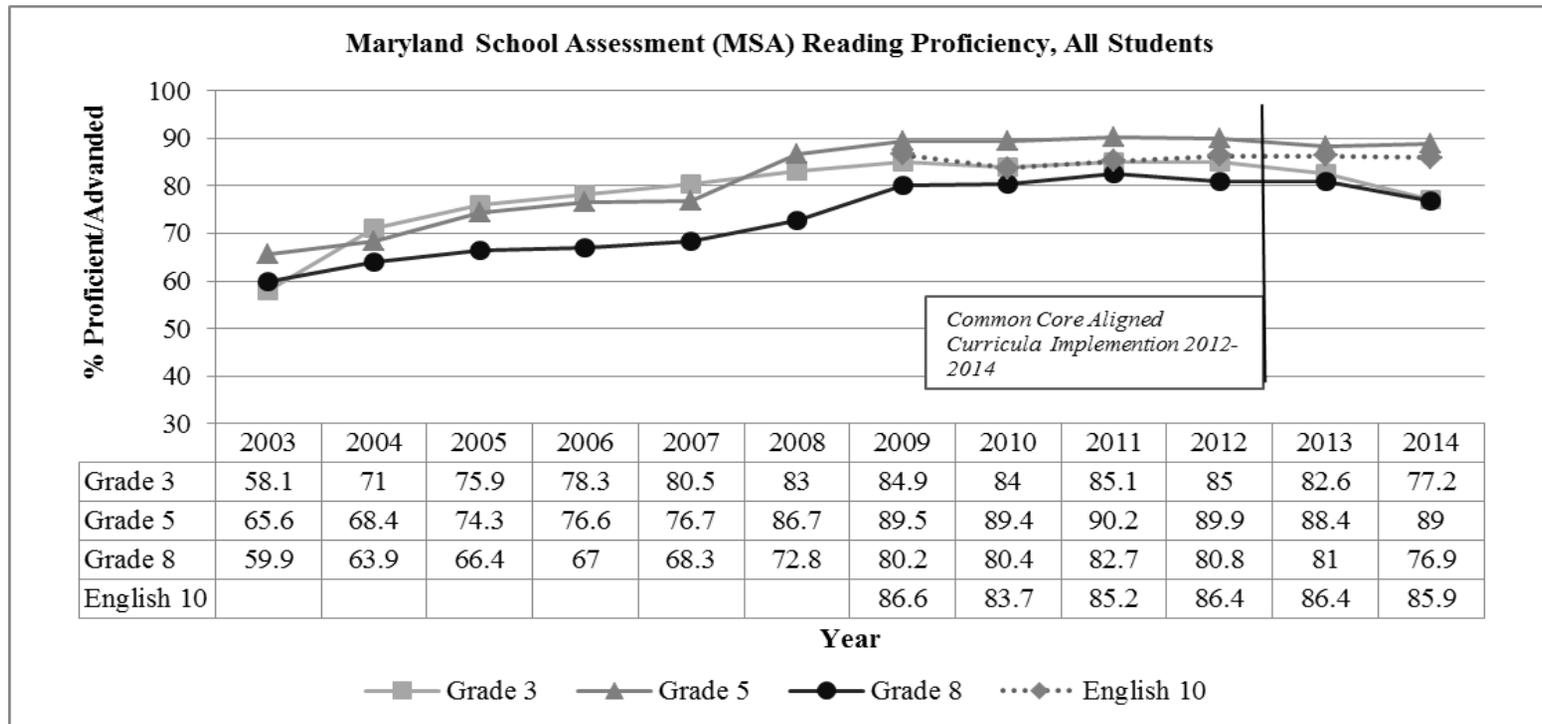
## VISION

The Maryland State Department of Education exemplifies energetic leadership and innovative products and services to improve public education, library services, and rehabilitation

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

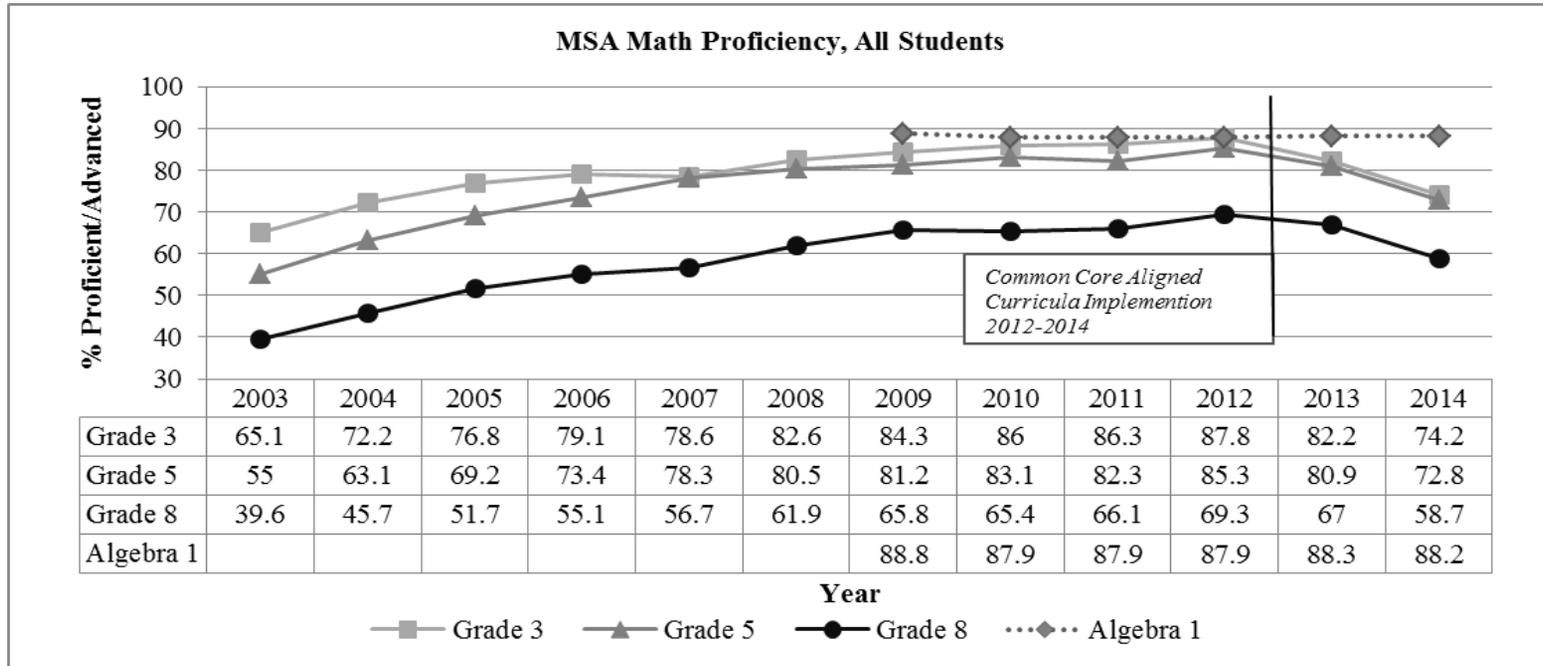
**Goal 1. Achievement will improve for each student.**

**Obj. 1.1** By 2016-2017, the percentage of non-proficient students in English/language arts and mathematics on State Assessments will be reduced from baseline data which will be established following the 2014-15 administration of the new PARCC assessments.



Academic year (AY) 2012-13 and AY 2013-14 were years of transition for Maryland public schools. Curriculum aligned with the new Maryland College and Career-Ready Standards (CCRS) was introduced in some Maryland classrooms in AY 2012-13 and fully implemented across the State in AY 2013-14. However, students continued to take the Maryland School Assessments in both years. The Maryland School Assessments are not aligned with the instruction students received and proficiency levels have declined.

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Since the Maryland School Assessments (MSAs) were first administered in grades 3 through 8 in the 2002-2003 school year, Reading and Mathematics proficiency levels have increased substantially for all students, as well as for all special service subgroups -Economically Disadvantaged Students, English Language Learners and Students with Disabilities - and racial subgroups. In the elementary grades, the performance of all special service subgroups has increased at a higher rate than the All Students subgroup, resulting in across-the-board reductions of the achievement gap. Reduction of the achievement gap in middle schools has been more challenging. The achievement gap has narrowed for eighth grade Economically Disadvantaged Students in both Reading and Mathematics and for Students with Disabilities in Reading. The gap has remained the same in Reading for English Language Learners and has widened in Mathematics for eighth grade Students with Disabilities and English Language Learners.

**Obj. 1.2** By June 30, 2016, the participation and performance of all high school student subgroups in challenging instructional programs will increase.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
SAT Reasoning Test – Public school participants	38,428	38,373	39,824	41,620	41,221	41,633	42,049
Advanced Placement (AP) – Public school participants	52,518	55,065	57,354	58,421	57,314	57,887	58,466
AP – Number of exams	97,756	102,774	108,863	110,397	109,085	110,176	111,278
AP Exams – Receiving grade 3, 4 or 5	57,573	62,952	65,658	67,287	66,544	67,209	67,881
Graduates meeting USM Entrance Requirements	58%	58%	61%	60%	0.59	61%	62%
Dual Completion – Career and Technology Education/USM	6,059	6,921	6,635	7,225	7,509	7,370	7,444

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**Obj. 1.3** By 2015-16, the percentage of children entering kindergarten ready to learn will increase from the new baseline established in 2014-15 of 47% to 50%.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
<sup>1</sup> Enrollment in: Prekindergarten	27,337	28,850	29,671	29,811	30,385	33,531	34,457
Kindergarten	62,704	64,727	66,896	67,548	66,200	64,370	64,150
Maryland Infants and Toddlers Program	14,636	16,705	16,296	16,547	17,105	17,533	17,971
Preschool Special Education	11,870	11,802	13,062	13,136	13,105	13,301	13,500
Head Start	12,134	12,644	12,731	12,747	10,550	10,550	10,550
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	24	25	25	26	35	51	51
Capacity of child care providers	220,520	219,796	218,480	218,632	220,256	218,564	218,495
Number of children served by Child Care Subsidy (POC) Program	25,617	20,068	16,843	18,488	18,015	18,507	18,610
Percentage of regulated providers enrolling children eligible for child care subsidy	36.1%	31.9%	28.6%	30.1%	29.9%	32.9%	34.3%
<sup>2</sup> Percentage of children entering Kindergarten rated "fully ready"	81.0%	83.0%	82.0%	83.0%	46.8%	49.0%	51.2%
Special Education	56.0%	59.0%	57.0%	56.0%	19.8%	22.0%	24.2%
ELL (English Language Learners)	68.0%	72.0%	69.0%	72.0%	20.2%	23.0%	25.8%
FARMS (Free and Reduced-Price Meals)	73.0%	76.0%	76.9%	77.0%	35.7%	40.0%	44.3%
Percentage of income-eligible families receiving child care	22.5%	17.7%	15.0%	18.1%	16.0%	17.2%	20.4%
Percent of child care providers participating in the credentialing program	17.2%	18.6%	19.9%	23.0%	18.0%	19.8%	21.8%
Percentage of child care facilities in compliance with critical health and safety standards	96.7%	95.0%	94.5%	95.3%	98.0%	98.0%	98.0%
Number of early childhood programs participating in MD EXCELS	N/A	45	330	2,867	5,249	6,000	6,500
Number of early childhood programs published in MD EXCELS	N/A	N/A	N/A	748	2,144	2,304	3,000

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**Obj. 1.4** As of June 30, 2016, 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	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
July 1 enrollment	222	223	318	576	487	413	497
Total students served per year	2,807	3,855	5,064	5,482	4,736	4,746	4,756
Number of students earning a Maryland HSD	30	27	56	47	53	75	85
Number of students completing a CTE module	841	1,086	1,172	1,554	2,169	2,179	2,189
Percent of students demonstrating academic gains - Reading	N/A	N/A	57.7%	53.7%	53.7%	56.9%	60.9%
Percent of students demonstrating academic gains - Math	N/A	N/A	57.3%	60.1%	64.7%	57.9%	61.6%

**Obj. 1.5** The four-year cohort graduation rate will increase by .73 percentage points per year until it reaches the target in Maryland's approved Elementary and Secondary Education Act (ESEA) Flexibility Request of 88.49 percent by AY 2020.

**Obj. 1.6** By June 30, 2016, Maryland will have 52 high-quality public charter schools serving 20,000 students statewide.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
Percent of high school dropouts (Cohort Rate)	11.22%	10.22%	9.36%	8.35%	N/A	7.85%	7.60%
Four-Year High School graduation rate (Cohort Rate)	82.82%	83.57%	84.97%	86.39%	N/A	85.59%	86.32%
Five-Year High School graduation rate (Cohort Rate)	85.51%	86.32%	87.48%	88.70%	N/A	87.46%	88.04%
Number of public charter schools operating	39	45	47	47	47	50	53
Number of students enrolled in public charter schools	13,051	15,410	16,928	17,829	19,337	20,500	22,000

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

**Obj. 2.1** By June 30, 2016, 92.9 percent of core academic subject classes will be taught by highly qualified teachers.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
Number of public school teachers obtaining National Board for Professional Teaching Standards Certification	1,905	2,213	2,519	2,570	2,728	2,900	3,025
Percent of core academic subject classes staffed with highly qualified teachers	92.4%	93.1%	93.8%	92.4%	91.6%	92.1%	92.6%
Gap between percent of core academic subject classes NOT taught by highly qualified teachers in Elementary high poverty quartile v. Elementary low poverty quartile	12.6%	9.8%	4.2%	8.4%	7.6%	7.4%	7.1%
Gap between percent of core academic subject classes NOT taught by highly qualified teachers in Secondary high poverty quartile v. Secondary low poverty quartile	10.2%	10.7%	8.4%	9.7%	11.1%	10.9%	10.6%

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

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
Percent of teachers evaluated Highly Effective	N/A	N/A	N/A	40.8%	44.6%	N/A	N/A
Percent of teachers evaluated Effective	N/A	N/A	N/A	56.4%	52.8%	N/A	N/A
Percent of teachers evaluated Ineffective	N/A	N/A	N/A	2.8%	2.6%	N/A	N/A

**Goal 3. Libraries will anticipate and meet the educational/informational needs of their communities.**

**Obj. 3.1** Maryland Public Libraries will provide equitable access to educational, social, and informational services through electronic and print resources.

**Obj. 3.2** The Maryland Library for the Blind and Physically Handicapped (LBPH) will coordinate statewide library services for all blind, visually impaired, physically disabled, and reading disabled Maryland residents and for institutions serving these individuals.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
Number of library materials owned by MD Public Libraries	15,711,156	15,199,566	15,465,436	18,020,734	18,287,580	18,750,000	19,200,000
Number of digital materials owned	71,287	134,821	131,924	169,795	262,923	300,000	310,000
Number of Internet terminals available for public use	4,413	4,531	4,824	4,854	4,882	4,892	4,975
Number of library materials checked out	58,171,928	57,927,370	57,996,777	59,026,829	59,181,402	61,000,000	62,500,000
Number of digital materials accessed	N/A	N/A	N/A	N/A	5,514,017	5,600,000	5,750,000
Number of Internet sessions accessed	5,985,207	7,496,729	9,659,647	9,404,918	9,538,372	9,800,000	9,925,000
Percent increase in customer access to public library materials	N/A	N/A	N/A	N/A	0.26%	0.28%	0.30%
Number of materials owned by LBPH	342,784	342,784	342,784	342,658	346,205	363,515	399,866
Number of LBPH outreach programs presented	368	372	31	114	40	125	150
Number of LBPH materials checked out	184,420	187,535	175,848	160,282	142,854	149,997	172,496
Number of individuals attending LBPH outreach programs	4,124	4,564	1,845	3,356	3,251	3,414	3,926
Increase in customer access to LBPH materials and services	N/A	0.05%	-0.38%	-0.16%	-0.02%	5.00%	15.00%

**Goal 4. The employment, economic self-sufficiency, and independent living of people with disabilities will be promoted through DORS' vocational rehabilitation and disability determination programs.**

**Obj. 4.1** By June 30, 2016, DORS will help 2,600 people with disabilities obtain employment.

Performance Measures	2011 Act.	2012 Act.	2013 Act.	2014 Act.	2015 Act.	2016 Est.	2017 Est.
Number of eligibility decisions	8,303	9,682	7,847	7,485	6,901	8,000	8,000
Number who achieve an employment outcome	2,437	2,506	2,533	2,545	2,559	2,600	2,625
Employment Success rate	44.5%	59.4%	61.5%	59.1%	59.6%	60.0%	60.0%
One year retention	85.6%	87.8%	82.4%	85.8%	89.1%	87.0%	87.0%

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**Goal 5. The self-sufficiency of people with disabilities will be maximized through DORS' disability determination program.**

**Obj. 5.1** By June 30, 2016, the Maryland Disability Determination Services (DDS) will adjudicate annually 78,000 claims for Social Security Disability Insurance (SSDI/Title II) and Supplemental Security Income (SSI/Title XVI).

<b>Performance Measures</b>	<b>2011 Act.</b>	<b>2012 Act.</b>	<b>2013 Act.</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Est.</b>	<b>2017 Est.</b>
Claims cleared accurately	75,883	78,246	80,783	75,434	76,734	78,000	80,000
Title II mean processing time (days)	79.2	81.8	96.4	86.8	91.4	80.0	80.0
Title XVI mean processing time (days)	88.2	86.0	101.5	92.0	95.1	85.0	85.0
Net accuracy rate	N/A	100.0%	99.5%	97.7%	96.0%	99.0%	99.0%

## NOTES

<sup>1</sup> School year 2015-16 is the first year of implementation of the federal PreK Development grant. Approximately 3,000 additional children will be served with the associated federal funds and matching state funds.

<sup>2</sup> A new Kindergarten Readiness Assessment (KRA) was administered statewide beginning in the 2014-15 school year. The new assessment is based on more rigorous standards than the previous MMSR assessment, so outcomes are not comparable to prior years.