

# 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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
<b>English/Language Arts - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)</b>							
Grade 3	N/A	38.1%	37.5%	39.8%	38.9%	41.1%	N/A
Grade 4	N/A	40.1%	40.3%	41.9%	43.1%	45.3%	N/A
Grade 5	N/A	40.1%	39.4%	41.4%	42.2%	44.4%	N/A
Grade 6	N/A	36.2%	37.0%	38.4%	38.7%	40.9%	N/A
Grade 7	N/A	38.7%	39.4%	43.0%	45.6%	47.8%	N/A
Grade 8	N/A	40.4%	38.6%	38.9%	41.3%	43.5%	N/A
Grade 10	N/A	39.7%	44.4%	49.3%	42.4%	44.6%	N/A
<b>Mathematics - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)</b>							
Grade 3	N/A	36.4%	44.0%	43.0%	42.2%	44.4%	N/A
Grade 4	N/A	30.6%	37.0%	37.5%	38.8%	41.0%	N/A
Grade 5	N/A	29.9%	36.5%	35.5%	38.0%	40.2%	N/A
Grade 6	N/A	29.5%	32.6%	32.2%	31.8%	34.0%	N/A
Grade 7	N/A	21.3%	24.2%	25.4%	28.6%	30.8%	N/A
Grade 8	N/A	23.2%	21.9%	16.8%	15.9%	18.1%	N/A
Algebra I	N/A	31.2%	35.6%	36.5%	31.1%	33.3%	N/A
Algebra II	N/A	20.2%	26.8%	27.3%	28.2%	30.4%	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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
SAT Reasoning Test – Public school participants	41,620	41,221	40,286	35,375	40,639	41,000	41,000
Advanced Placement (AP) – Public school participants	58,421	57,314	57,839	59,322	58,537	59,000	60,000
AP – Number of exams	110,397	109,085	109,487	111,715	110,147	110,800	112,000
AP Exams – Receiving grade 3, 4 or 5	67,287	66,544	67,870	70,368	72,090	72,860	74,200
Graduates meeting USM Entrance Requirements	60%	59%	54%	52%	N/A	N/A	N/A
Dual Completion – Career and Technology Education/USM	7,225	7,509	7,703	7,783	N/A	N/A	N/A

**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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Enrollment in: Prekindergarten	29,811	30,385	31,868	32,088	30,422	N/A	N/A
Kindergarten	67,548	66,200	64,930	64,472	64,045	N/A	N/A
Maryland Infants and Toddlers Program	16,547	17,105	17,503	17,697	18,251	18,882	19,446
Preschool Special Education	13,136	13,105	13,473	13,885	14,304	14,735	15,166
Head Start	12,747	10,550	10,005	8,891	10,389	9,491	9,491
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	26	35	52	51	56	54	54
Capacity of child care providers	218,632	220,256	219,047	215,532	214,389	217,571	217,571
Number of children served by Child Care Subsidy (POC) Program	18,547	17,946	15,194	13,945	14,000	15,161	16,864
Percentage of regulated providers enrolling children eligible for child care subsidy	30.1%	29.9%	26.7%	24.7%	28.5%	25.5%	24.9%
<sup>1</sup> Percentage of children entering Kindergarten demonstrating readiness	83.0%	46.8%	45.2%	42.7%	45.0%	47.0%	49.0%
Special Education	56.0%	19.8%	18.9%	18.9%	17.3%	180.0%	18.6%
ELL (English Language Learners)	72.0%	20.2%	20.9%	20.2%	16.9%	17.5%	18.1%
FARMS (Free and Reduced-Price Meals)	77.0%	35.7%	33.2%	32.6%	30.9%	31.5%	32.1%
Percentage of income-eligible families receiving child care subsidies	18.1%	16.0%	13.3%	12.6%	13.4%	15.4%	17.4%
Percent of child care providers participating in the credentialing program	23.0%	18.0%	16.9%	19.6%	23.6%	26.0%	28.6%
Percentage of child care facilities in compliance with critical health and safety standards	95.3%	98.0%	93.8%	93.8%	92.9%	93.3%	93.1%
Number of early childhood programs participating in MD EXCELS	2,867	5,249	4,591	4,457	4,505	4,570	4,640
Number of early childhood programs published in MD EXCELS	748	2,144	3,512	3,963	4,116	4,225	4,350

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**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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
July 1 enrollment	576	487	413	462	394	400	370
Total students served per year	5,482	4,736	4,348	4,032	3,662	3,250	2,957
Number of students earning a Maryland HSD	47	53	59	78	79	78	80
Number of students completing a Career Technology Education (CTE) module	1,554	2,169	1,510	1,686	1,248	1,770	1,800
Percent of students demonstrating academic gains - Reading	53.7%	53.7%	57.0%	58.7%	60.0%	N/A	N/A
Percent of students demonstrating academic gains - Math	60.1%	64.7%	68.2%	64.4%	60.0%	N/A	N/A
Teacher vacancy rate	N/A	N/A	N/A	18.5%	17.0%	17.0%	17.0%
Average length of teacher tenure (years)	N/A	N/A	N/A	6	4	4	4
Number of students enrolled in post-secondary education opportunities	N/A	N/A	N/A	19	26	28	29
Number of students enrolled in CTE classes	N/A	N/A	N/A	3,817	2,742	2,495	2,270
Number of classroom hours cancelled due to unavailability of a teacher or substitute	N/A	N/A	N/A	3,339	2,057	2,050	2,050

**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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of high school dropouts (Cohort Rate)	8.35%	8.08%	7.97%	8.21%	N/A	N/A	N/A
Four-Year High School graduation rate (Cohort Rate)	86.39%	86.98%	87.61%	87.67%	N/A	N/A	N/A
Five-Year High School graduation rate (Cohort Rate)	88.70%	89.11%	89.47%	N/A	N/A	N/A	N/A
Number of public charter schools operating	47	47	49	49	50	50	52
Number of students enrolled in public charter schools	17,829	19,337	20,988	21,900	23,723	24,000	24,300

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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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of inexperienced/Year One teachers teaching in the State	N/A	4,049	3,430	3,586	3,444	3,400	3,400
Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	N/A	9.2%	8.2%	7.7%	7.3%	7.1%	6.9%
Percentage of inexperienced/Year One teachers teaching in elementary schools in the low poverty quartile	N/A	5.4%	4.3%	4.7%	4.9%	5.1%	5.3%
Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	N/A	8.6%	7.2%	7.2%	6.9%	6.7%	6.5%
Percentage of inexperienced/Year One teachers teaching in secondary schools in the low poverty quartile	N/A	4.5%	3.5%	3.9%	3.1%	3.3%	3.5%
Number of teachers with National Board for Professional Teaching Standards Certification	2,570	2,728	2,785	2,818	3,056	3,178	3,300

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

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of teachers evaluated Highly Effective	40.8%	35.9%	37.0%	39.2%	38.5%	38.7%	38.9%
Percent of teachers evaluated Effective	56.4%	61.9%	60.6%	58.3%	59.2%	59.1%	59.0%
Percent of teachers evaluated Ineffective	2.8%	2.2%	2.4%	2.5%	2.3%	2.2%	2.1%

**Goal 3. The employment, economic self-sufficiency, and independent living of people with disabilities will be promoted through Division of Rehabilitation Services (DORS) vocational rehabilitation and disability determination programs.**

**Obj. 3.1** By June 30, 2020, DORS will help 2,000 people with disabilities obtain competitive integrated employment.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of eligibility decisions	7,485	6,901	7,262	7,673	8,571	9,000	9,500
Number who achieve an employment outcome	2,545	2,559	2,565	1,853	1,365	1,500	1,700
Percentage who are employed during the 2nd quarter after program exit	N/A	N/A	N/A	N/A	41%	45%	50%

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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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Claims cleared accurately	75,434	76,734	70,374	72,611	67,873	69,000	71,000
Title II mean processing time (days)	86.8	91.4	97.8	91.0	95.0	92.0	92.0
Title XVI mean processing time (days)	92.0	95.1	102.3	93.6	98.6	94.0	94.0
Net accuracy rate	97.7%	96.0%	97.4%	96.2%	96.0%	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	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percentage of Customer Service survey respondents who indicate that, overall, they are very satisfied, somewhat satisfied or neutral	N/A	N/A	N/A	89.7%	87.7%	88.7%	89.7%

## NOTES

<sup>1</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 Maryland Model for School Readiness (MMSR) assessment, so outcomes are not comparable to prior years.