

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 meet or exceed expectations in English/Language Arts and Mathematics on State Assessments will increase each year.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
English/Language Arts - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)							
Grade 3	38.9%	41.2%	N/A	N/A	N/A	N/A	N/A
Grade 4	43.1%	43.6%	N/A	N/A	N/A	N/A	N/A
Grade 5	42.2%	43.9%	N/A	N/A	N/A	N/A	N/A
Grade 6	38.7%	41.1%	N/A	N/A	N/A	N/A	N/A
Grade 7	45.6%	47.3%	N/A	N/A	N/A	N/A	N/A
Grade 8	41.3%	45.1%	N/A	N/A	N/A	N/A	N/A
Grade 10	42.4%	42.7%	N/A	N/A	N/A	N/A	N/A
Mathematics - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)							
Grade 3	42.2%	42.5%	N/A	N/A	N/A	N/A	N/A
Grade 4	38.8%	39.4%	N/A	N/A	N/A	N/A	N/A
Grade 5	38.0%	36.7%	N/A	N/A	N/A	N/A	N/A
Grade 6	31.8%	30.1%	N/A	N/A	N/A	N/A	N/A
Grade 7	28.6%	26.6%	N/A	N/A	N/A	N/A	N/A
Grade 8	15.9%	12.5%	N/A	N/A	N/A	N/A	N/A
Algebra I	31.1%	27.2%	N/A	N/A	N/A	N/A	N/A
Algebra II	28.2%	60.3%	N/A	N/A	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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
SAT Reasoning Test – Public school participants	40,639	43,587	49,365	33,457	39,083	39,083	39,083
^{2,5} Advanced Placement (AP) – Public school participants	58,537	57,555	56,160	N/A	N/A	N/A	N/A
^{2,5} AP – Number of exams	110,147	107,166	103,000	N/A	N/A	N/A	N/A
^{2,5} AP Exams – Receiving grade 3, 4 or 5	72,090	71,555	71,512	N/A	N/A	N/A	N/A
² Graduates meeting USM Entrance Requirements	56%	51%	58%	59%	N/A	N/A	N/A
² Dual Completion – Career and Technology Education/USM	8,952	8,348	9,392	9,467	N/A	N/A	N/A
² Percentage of graduates who are Career Technology Education (CTE) completers	23%	24%	23%	24%	N/A	N/A	N/A
² Percentage of graduates who participated in Dual Enrollment Opportunities	12%	16%	20%	22%	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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
³ Enrollment in: Prekindergarten	30,422	30,947	32,203	23,616	27,767	28,600	29,458
3-year-olds in full-day	874	884	359	777	624	642	643
3-year-olds in half-day	2,700	3,114	3,749	2,718	2,939	3,027	3,118
4-year-olds in full-day	11,633	8,713	14,906	13,209	15,150	15,605	16,073
4-year-olds in half-day	14,899	17,946	12,835	7,201	8,719	8,981	9,250
Kindergarten	64,045	63,779	65,087	58,391	61,671	62,894	63,837
Maryland Infants and Toddlers Program	18,251	19,214	19,694	17,760	18,313	18,883	19,471
Preschool Special Education	14,304	14,645	15,526	11,955	9,160	9,435	9,718
Head Start	10,389	9,491	7,440	7,522	7,885	8,100	8,200
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	56	54	53	60	76	85	94
Number of Family Support (Patty) Centers	17	17	17	19	18	21	24
Capacity of child care providers	214,389	217,187	216,771	206,201	204,839	206,032	210,805
Number of children served by Child Care Scholarship Program	21,318	26,133	27,782	25,323	23,193	28,105	28,105
Percentage of regulated providers enrolling children eligible for child care subsidy	28.5%	30.5%	33.7%	29.1%	33.6%	33.6%	33.7%

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Performance Measures (Cont.)	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
4 Percentage of children entering Kindergarten demonstrating readiness	45.0%	47.2%	46.7%	N/A	39.6%	TBD	TBD
4 Special Education	17.3%	18.5%	18.6%	N/A	16.6%	17.2%	18.3%
4 EL (English Learners)	16.9%	22.4%	17.8%	N/A	9.8%	15.6%	18.5%
4 Direct Certified	30.9%	33.4%	33.7%	N/A	23.0%	25.7%	33.2%
Percentage of income-eligible families receiving child care scholarships	21.5%	23.7%	25.6%	22.6%	17.6%	21.4%	21.2%
Percent of child care providers participating in the teacher credentialing program	23.6%	32.0%	43.0%	25.3%	28.2%	29.7%	35.6%
Percentage of child care facilities in compliance with critical health and safety standards	92.9%	93.1%	91.1%	95.4%	97.8%	96.7%	9.0%
Number of early childhood programs participating in MD EXCELS	4,505	4,576	4,892	4,910	4,824	4,831	4,858
Number of early childhood programs published in MD EXCELS	4,116	4,092	4,309	4,483	4,237	4,244	4,273

Obj. 1.4 The four-year cohort graduation rate will increase by .375 percentage points each year from the 2019-2020 baseline of 86.75 percent.

Obj. 1.5 Maryland will serve approximately 25,500 students in 55 public charter schools by 2025.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
2 Percent of high school dropouts (Cohort Rate)	8.38%	8.42%	8.25%	7.36%	N/A	N/A	N/A
2 Four-Year High School graduation rate (Cohort Rate)	87.12%	86.86%	86.75%	87.20%	N/A	N/A	N/A
2.5 Five-Year High School graduation rate (Cohort Rate)	88.91%	88.88%	88.30%	N/A	N/A	N/A	N/A
Number of public charter schools operating	50	49	46	47	48	48	51
Number of students enrolled in public charter schools	23,723	24,205	22,680	23,366	24,104	24,334	25,292

Obj. 1.6 More than 98 percent of Autism Waiver participants will remain in the home and community.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of Autism Waiver participants	1,059	1,175	1,211	1,340	1,504	1,600	2,755
Number of Autism Waiver participant families who requested an "out of home and community" placement	0	0	0	0	0	0	0
Percentage of Autism Waiver participant families who requested an "out of home and community" placement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Number of Autism Waiver participants living in the home and community	1,059	1,175	1,211	1,340	1,504	1,600	2,755
Number of Students on Autism Waiver Wait List	5,323	5,621	5,843	5,992	6,274	6,524	3,262

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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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of inexperienced/Year One teachers teaching in the State	3,444	3,437	3,708	3,110	3,591	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	7.3%	7.1%	8.9%	8.2%	7.5%	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in elementary schools in the low poverty quartile	4.9%	4.0%	4.2%	3.9%	4.7%	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	6.9%	7.1%	9.5%	7.9%	7.7%	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in secondary schools in the low poverty quartile	3.1%	2.9%	2.9%	2.7%	4.3%	N/A	N/A
² Number of teachers with National Board for Professional Teaching Standards Certification	3,203	3,322	3,403	3,466	N/A	3,626	3,789

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

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
² Percent of teachers evaluated Highly Effective	38.5%	37.2%	36.4%	37.4%	N/A	N/A	N/A
² Percent of teachers evaluated Effective	59.2%	59.3%	61.6%	60.8%	N/A	N/A	N/A
² Percent of teachers evaluated Developing	0.0%	1.3%	1.4%	1.1%	N/A	N/A	N/A
² Percent of teachers evaluated Ineffective	2.3%	2.2%	0.6%	0.7%	N/A	N/A	N/A

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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, 2025, DORS will help 1,391 people with disabilities obtain competitive integrated employment and provide Pre-Employment Transitioning Services to 7,000 students with disabilities.

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
Number of eligibility decisions	8,123	8,700	7,978	5,011	6,063	6,500	7,000
Number who achieve an employment outcome	1,532	1,199	1,214	925	978	1,025	1,100
Percentage who are employed during the 2nd quarter after program exit	41%	43%	44%	40%	39%	44%	44%
Percentage who are employed during the 4th quarter after program exit	N/A	42%	39%	34%	40%	42%	42%
Number of Students Receiving Pre-Employment Transition Services (Pre-ETS)	3,200	5,071	6,323	6,672	7,051	8,200	9,100

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

Obj. 4.1 By September 30, 2025, the Maryland Disability Determination Services (DDS) will adjudicate annually 68,000 claims for Social Security Disability Insurance (SSDI/Title II) and Supplemental Security Income (SSI/Title XVI).

Performance Measures	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
² Claims cleared accurately	67,873	61,286	49,029	46,954	N/A	N/A	N/A
² Title II mean processing time (days)	95.0	103.7	103.7	166.9	N/A	N/A	N/A
² Title XVI mean processing time (days)	98.6	108.6	113.2	173.0	N/A	N/A	N/A
² Net accuracy rate	96.0%	96.0%	97.1%	94.6%	N/A	N/A	N/A

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	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Est.	2024 Est.
² Percentage of Customer Service survey respondents who indicate that, overall, they are very satisfied, somewhat satisfied or neutral	87.7%	87.0%	91.8%	90.3%	N/A	N/A	N/A

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NOTES

- ¹ No assessment scores in spring 2020. The administration of the assessments for the spring of 2021 were moved to early fall of 2021 and based on a three-level grading system. Beginning with 2022 assessments, students are evaluated on a four-level grading system. 2018 and 2019 assessments used a five-level grading system.
- ² 2022 data unavailable at time of publication.
- ³ Ages of some students could not be determined and therefore the rows will not total in the actual years.
- ⁴ The KRA was not administered in academic year 2021 (Fall 2020) due to school year starting with virtual learning in all school systems.
- ⁵ 2021 data unavailable at time of publication.