

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
English/Language Arts - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)							
Grade 3	39.8%	38.9%	41.2%	N/A	N/A	N/A	N/A
Grade 4	41.9%	43.1%	43.6%	N/A	N/A	N/A	N/A
Grade 5	41.4%	42.2%	43.9%	N/A	N/A	N/A	N/A
Grade 6	38.4%	38.7%	41.1%	N/A	N/A	N/A	N/A
Grade 7	43.0%	45.6%	47.3%	N/A	N/A	N/A	N/A
Grade 8	38.9%	41.3%	45.1%	N/A	N/A	N/A	N/A
Grade 10	49.3%	42.4%	42.7%	N/A	N/A	N/A	N/A
Mathematics - Level 4 (Met Expectations) or Level 5 (Exceeds Expectations)							
Grade 3	43.0%	42.2%	42.5%	N/A	N/A	N/A	N/A
Grade 4	37.5%	38.8%	39.4%	N/A	N/A	N/A	N/A
Grade 5	35.5%	38.0%	36.7%	N/A	N/A	N/A	N/A
Grade 6	32.2%	31.8%	30.1%	N/A	N/A	N/A	N/A
Grade 7	25.4%	28.6%	26.6%	N/A	N/A	N/A	N/A
Grade 8	16.8%	15.9%	12.5%	N/A	N/A	N/A	N/A
Algebra I	36.5%	31.1%	27.2%	N/A	N/A	N/A	N/A
Algebra II	27.3%	28.2%	60.3%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
SAT Reasoning Test – Public school participants	35,375	40,639	43,587	49,365	33,457	33,457	33,457
Advanced Placement (AP) – Public school participants	59,322	58,537	57,555	56,160	N/A	N/A	N/A
AP – Number of exams	111,715	110,147	107,166	103,000	N/A	N/A	N/A
AP Exams – Receiving grade 3, 4 or 5	70,368	72,090	71,555	71,512	N/A	N/A	N/A
Graduates meeting USM Entrance Requirements	52%	56%	51%	58%	N/A	N/A	N/A
Dual Completion – Career and Technology Education/USM	7,783	8,952	8,348	9,392	N/A	N/A	N/A
Percentage of graduates who are Career Technology Education (CTE) completers	23%	23%	24%	23%	N/A	N/A	N/A
Percentage of graduates who participated in Dual Enrollment	N/A	12%	16%	20%	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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
² Enrollment in: Prekindergarten	32,088	30,422	30,947	32,203	23,616	27,050	27,250
3-year-olds in full-day	1,136	874	884	359	777	850	950
3-year-olds in half-day	2,668	2,700	3,114	3,749	2,718	2,800	2,900
4-year-olds in full-day	10,044	11,633	8,713	14,906	13,209	13,800	14,500
4-year-olds in half-day	16,824	14,899	17,946	12,835	7,201	9,600	8,900
Kindergarten	64,472	64,045	63,779	65,087	58,391	64,200	65,600
Maryland Infants and Toddlers Program	17,697	18,251	19,214	19,694	17,760	18,700	19,700
Preschool Special Education	13,885	14,304	14,645	15,526	11,955	13,500	15,000
Head Start	8,891	10,389	9,491	7,440	7,522	7,322	6,700
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	47	56	54	53	60	69	78
Number of Family Support (Patty) Centers	18	17	17	17	19	26	29
Capacity of child care providers	215,532	214,389	217,187	216,771	206,201	207,258	211,486
Number of children served by Child Care Scholarship Program	23,059	21,318	26,133	27,782	25,323	24,766	25,509
Percentage of regulated providers enrolling children eligible for child care subsidy	24.7%	28.5%	30.5%	33.7%	29.1%	28.5%	30.2%

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Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of children entering Kindergarten demonstrating readiness	42.7%	45.0%	47.2%	46.7%	N/A	45.0%	46.0%
Special Education	18.9%	17.3%	18.5%	18.6%	N/A	17.0%	18.0%
EL (English Learners)	20.2%	16.9%	22.4%	17.8%	N/A	16.0%	17.0%
Direct Certified	32.6%	30.9%	33.4%	33.7%	N/A	30.0%	32.0%
Percentage of income-eligible families receiving child care scholarships	23.0%	21.5%	23.7%	25.6%	22.6%	21.9%	22.3%
Percent of child care providers participating in the teacher credentialing program	19.6%	23.6%	32.0%	43.0%	25.3%	27.2%	32.6%
Percentage of child care facilities in compliance with critical health and safety standards	93.8%	92.9%	93.1%	91.1%	95.4%	93.0%	93.0%
Number of early childhood programs participating in MD EXCELS	4,457	4,505	4,576	4,892	4,910	4,932	5,012
Number of early childhood programs published in MD EXCELS	3,963	4,116	4,092	4,309	4,483	4,544	4,598

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
July 1 enrollment	462	394	391	354	176	194	230
Total students served per year	4,032	3,662	3,533	2,115	1,090	1,500	1,700
Number of students earning a Maryland HSD	78	79	85	56	29	35	40
Number of students completing a Career Technology Education (CTE) module	1,686	1,248	1,063	142	24	24	50
Percent of students demonstrating academic gains - Reading	58.7%	59.6%	N/A	21.2%	47.6%	65.0%	70.0%
Percent of students demonstrating academic gains - Math	64.4%	59.9%	N/A	39.4%	63.3%	65.0%	70.0%
Teacher turnover rate	18.5%	17.0%	23.0%	18.0%	17.1%	19.0%	18.0%
Average length of teacher tenure (years)	6	4	3	3	4	3	4
Number of students enrolled in post-secondary education opportunities	19	26	20	50	50	65	70
Number of students enrolled in CTE classes	3,817	2,742	3,101	2,115	1,090	1,500	1,700
Number of classroom hours cancelled due to unavailability of a teacher or substitute	3,339	2,057	1,169	361	47	35	25

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Obj. 1.5 The four-year cohort graduation rate will increase by .375 percentage points each year from the 2019-2020 baseline of 86.75 percent.

Obj. 1.6 Maryland will serve approximately 25,500 students in 55 public charter schools by 2025.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of high school dropouts (Cohort Rate)	8.21%	8.38%	8.42%	8.25%	N/A	8.42%	8.25%
Four-Year High School graduation rate (Cohort Rate)	87.67%	87.12%	86.86%	86.75%	N/A	87.30%	87.60%
Five-Year High School graduation rate (Cohort Rate)	89.21%	88.91%	88.88%	N/A	N/A	89.50%	89.82%
Number of public charter schools operating	49	50	49	46	47	49	51
Number of students enrolled in public charter schools	21,900	23,723	24,205	22,680	23,366	24,567	25,000

Obj. 1.7 More than 98 percent of Autism Waiver participants will remain in the home and community.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of Autism Waiver participants	1,003	1,059	1,175	1,211	1,340	1,400	1,500
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	1,003	1,059	1,175	1,211	1,340	1,400	1,500
Number of Students on Autism Waiver Wait List	5,216	5,323	5,621	5,843	5,992	6,200	6,400

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of inexperienced/Year One teachers teaching in the State	3,586	3,444	3,437	3,708	N/A	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	7.7%	7.3%	7.1%	8.9%	N/A	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in elementary schools in the low poverty quartile	4.7%	4.9%	4.0%	4.2%	N/A	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	7.2%	6.9%	7.1%	9.5%	N/A	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in secondary schools in the low poverty quartile	3.9%	3.1%	2.9%	2.9%	N/A	N/A	N/A
Number of teachers with National Board for Professional Teaching Standards Certification	3,061	3,203	3,322	3,403	N/A	3,634	3,805

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

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of teachers evaluated Highly Effective	39.2%	38.5%	37.2%	36.4%	37.4%	37.6%	37.6%
Percent of teachers evaluated Effective	58.3%	59.2%	59.3%	61.6%	60.8%	58.8%	58.8%
Percent of teachers evaluated Developing	0.0%	0.0%	1.3%	1.4%	1.1%	1.3%	1.3%
Percent of teachers evaluated Ineffective	2.5%	2.3%	2.2%	0.6%	0.7%	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, 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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of eligibility decisions	7,673	8,123	8,700	7,978	5,011	5,500	6,000
Number who achieve an employment outcome	1,853	1,532	1,199	1,214	925	1,000	1,050
Percentage who are employed during the 2nd quarter after program exit	N/A	41%	43%	44%	40%	44%	48%
Percentage who are employed during the 4th quarter after program exit	N/A	N/A	42%	39%	34%	37%	40%
Number of Students Receiving Pre-Employment Transitioning Services (Pre-ETS)	2,033	3,200	5,071	6,323	6,672	6,900	7,250

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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Claims cleared accurately	72,611	67,873	61,286	49,029	46,954	48,750	50,600
Title II mean processing time (days)	91.0	95.0	103.7	103.7	166.9	142.0	120.0
Title XVI mean processing time (days)	93.6	98.6	108.6	113.2	173.0	153.0	133.0
Net accuracy rate	96.2%	96.0%	96.0%	97.1%	94.6%	96.0%	96.0%

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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	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percentage of Customer Service survey respondents who indicate that, overall, they are very satisfied, somewhat satisfied or neutral	89.7%	87.7%	87.0%	91.8%	90.3%	91.0%	91.0%

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. Results off fall 2021 assessments will be available in late January 2022.

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

³ The KRA was not administered in academic year 2021 (Fall 2020) due to school year starting with virtual learning in all school systems.