[strategic plan]

2005 Update

Maryland State Department of Education

MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

- Public Education
- Public Libraries
- Rehabilitation Services
- Correctional Education

[c o n t e n t s]

[overview]

Overview of Businesses

PreK-12 Public Education: Achievement Matters Most

MSDE, under the leadership of the State Superintendent of Schools and guidance from the Maryland State Board of Education, develops and implements standards and policy for education programs from pre-kindergarten through high school. MSDE's five public education priorities are: improving student achievement; building educators' capacity to improve achievement; building an aligned, understandable system of instruction, curriculum, and assessment; fostering positive school environments; and involving families in education.

Public Libraries: First for Information

The Division of Library Development and Services administers state and federal programs to improve library services in Maryland public schools and libraries. The Public Libraries and State Networking Branch provides leadership and technical assistance to improve library service. The Maryland State Library for the Blind and Physically Handicapped serves eligible blind and physically handicapped residents of Maryland. The Division also oversees the State Library Network through which Maryland residents obtain library materials and gain access to information not available in their local library. The Network provides interlibrary loan, direct lending of materials, technical assistance to libraries, and staff training.

Vision

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

Mission

The mission of MSDE is to provide leadership, support, and accountability for effective systems of public education, library services, rehabilitation services, and correctional education.

Rehabilitation Services: Employment and Independence

The Division of Rehabilitation Services (DORS) provides leadership and support in promoting the employment, economic self-sufficiency, and independence of individuals with disabilities. DORS maintains and enhances opportunities for individuals with disabilities by:

- Promoting employment and independent living through the administration and development of the state's rehabilitation services program.

- Maximizing independence and self-sufficiency through the administration and development of the state's disability determination services program.

- Promoting empowerment and inclusion in all of Maryland's communities.

- Building collaborative relationships with public agencies, private organizations, employers, and community groups.

- Fostering a skilled workforce that reflects the diversity of Maryland's communities and the people it serves.

Public education priorities are: improving student achievement; building educators' capacity to improve achievement; building an aligned, understandable system of instruction, curriculum, and assessment; fostering positive school environments; and involving families in education.

Correctional Education: Return on Investment

The Correctional Education Program provides educational programs and library services to residents of the Division of Correction and the Patuxent Institution. Direct services are provided in adult basic education and secondary education in correctional institutions and in the pre-release system. Occupational programs (focusing on job training), non-occupational programs (focusing on transition skills), and advanced education opportunities are offered on a limited basis in selected institutions. Correctional libraries meet the informational, personal, and recreational needs of the residents.

library services, rehabilitation services, and correctional education.

**Maryland Public Schools:
Achievement Matters Most**

Maryland Public Schools:

Goal 1: Achievement will improve for each student.

Objective 1.1

By 2013–14, all students will attain proficiency or better on the Maryland School Assessment (MSA).

Performance Measures & Targets

1.1.1   Percentage of students scoring proficient or advanced on the Maryland School Assessment, by content and subgroup, in elementary, middle, and high school.

In 2004, 68 percent of all students scored at or above proficiency on the MSA in grade 5 reading; the 2008 target is 71 percent (figure 1). For all other grades and subjects, see figure 2.
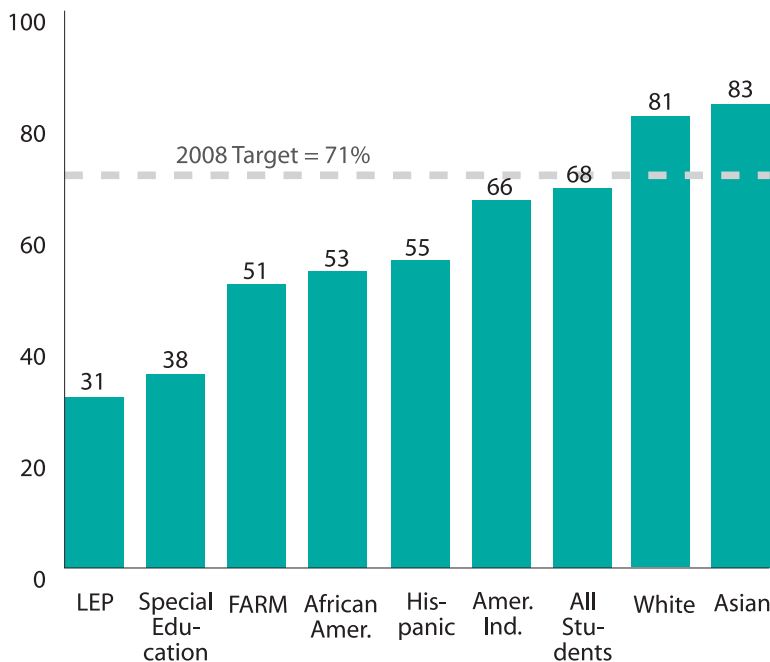
1.1.2   Percentage of students scoring at the advanced level on the Maryland School Assessment, by content and subgroup, in elementary, middle, and high school.

In 2004, 17 percent of all students performed at the advanced level on the MSA in grade 8 math; the 2008 target for advanced performance in all grades and subjects is 55 percent (figure 3). MSDE

Figure 1

Focus on Fifth-Grade Reading
Percent of students scoring proficient or advanced, 2004 MSA

2008 Target = 71%

LEP	31
Special Education	38
FARM	51
African Amer.	53
Hispanic	55
Amer. Ind.	66
All Students	68
White	81
Asian	83

LEP = Limited English Proficient   FARM = Free and Reduced-Price Meals

Figure 2

Boosting Reading and Math Achievement

Percent of students scoring proficient or advanced on the MSA, 2004 actual and 2008 target

2004	Reading				Math			
GRADE	**3**	**5**	**8**	**10**	**3**	**5**	**8**	**10**
All Students	71	68	64	66	72	63	46	48
Subgroups								
American Indian	69	66	58	61	70	56	33	40
Asian/Pacific Islander	86	83	79	80	88	85	77	75
African American	58	53	48	47	58	46	24	21
Hispanic	59	55	48	49	64	52	32	35
White	82	81	76	79	83	76	60	63
Special Education	43	38	21	27	42	30	11	16
Limited English Proficient	45	31	18	15	50	36	25	30
Free & Reduced-Price Meals	54	51	43	43	56	44	23	23

2008 Target (target for all students)								
	Reading				Math			
GRADE	**3**	**5**	**8**	**10**	**3**	**5**	**8**	**10**
All Students	72	72	71	69	69	69	57	61

Achievement Matters Most

set one target for all students and did not specify subgroup targets for advanced performance. However, the percentage of students scoring "advanced" on the MSA should increase in all subgroups by 2008 and again by 2011 and 2014.

Objective 1.2

By 2007-08, the participation and performance of all high school student subgroups in challenging instructional programs will increase.

The percentage of students scoring "advanced" on the MSA should increase in all subgroups by 2008 and again by 2011 and 2014.

Figure 3
Challenging Eighth-Graders to Advance in Math
Percent of eighth-graders scoring advanced, 2004 MSA

2008 Target = 55%

Subgroup	Value
All Students	17
Special Education	2
FARM	4
African Amer.	4
Hispanic	7
LEP	8
Amer. Ind.	11
White	25
Asian	43
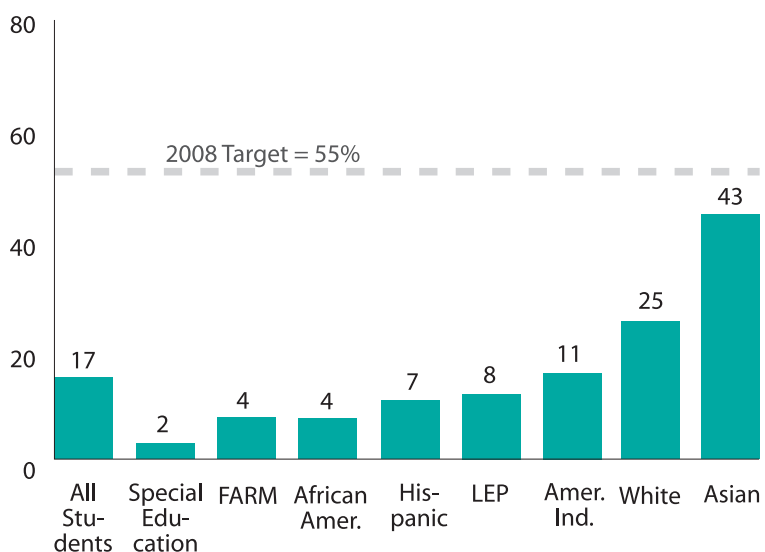
LEP = Limited English Proficient   FARM = Free and Reduced-Price Meals

Maryland's 2004 SAT scores ranked first in the seven-state Middle States Region.

Figures 4 & 5

Supporting Rigor and Excellence for All Students

Advanced Placement (AP) participation and performance

Percent of Maryland High School Students Taking AP Exams	2004	2008 Target
All Students	11	19
Subgroups		
American Indian	9	10
Asian/Pacific Islander	27	47
African American	4	7
Hispanic	11	19
White	13	23

Percent of Maryland AP Test-Takers Scoring at Mastery Level	2004	2008 Target
All Students	67	73
Subgroups		
American Indian	49	73
Asian/Pacific Islander	73	73
African American	36	73
Hispanic	72	73
White	71	73

Performance Measures & Targets

1.2.1   Number and percentage of Maryland public high school students, by subgroup, taking an Advanced Placement (AP) exam, and the percentage of those test-takers scoring at a mastery level (score of 3 or higher on a five-point scale).

The AP exams are used by many colleges to award high-school students college credit or placement into advanced classes. In 2004, 11% of all high school students took an AP exam, and 67% of those students scored at a mastery level. The 2008 target for Maryland public high school students taking the AP is 19%, for scoring at a mastery level, 73%. See figures 4 and 5 for subgroup data and targets.

1.2.2   Number and percentage of Maryland public school tenth- and eleventh-graders taking the Preliminary SAT (PSAT).

In 2004, 61% of tenth-graders and 54% of eleventh-graders took the PSAT. The 2008 target is 70% for both grades. The PSAT is a standardized test that provides firsthand practice for the SAT and an opportunity to be considered for National Merit Scholarship Corporation scholarship programs.
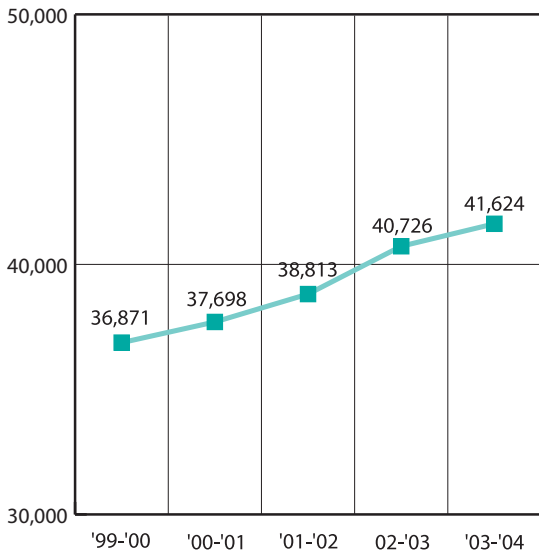
Figure 6

Boosting SAT Participation

Number of Graduating Seniors Who Have Taken the SAT

1.2.3   Number and percentage of Maryland students taking the SAT by the end of the 12th grade.

In 2004, 68% of Maryland students took the SAT. The 2008 target is 73%. See figure 6.

1.2.4   Students taking the SAT by race as a proportion of total test-takers.

Maryland's minority students are underrepresented in SAT participation as compared to their prevalence in public school enrollment. The state's 2008 target is to have the racial distribution of SAT test-takers mirror the racial distribution of enrollment in Maryland public schools. See figures 7 and 8 for a comparison of racial distribution in 2004 SAT participation and 2004 public school enrollment.

Figures 7 & 8

Expanding SAT Opportunities to More Students

2008 Target: SAT participation that reflects the diversity of Maryland public schools.

SAT Participation by Race, 2004
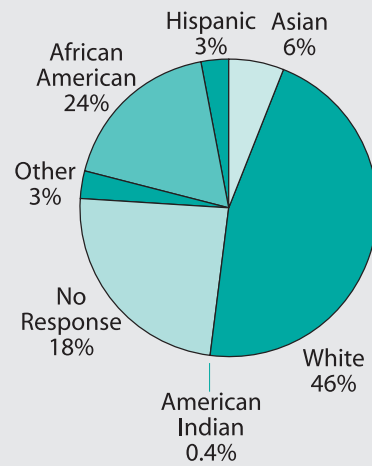
Maryland Public Secondary School Enrollment by Race, 2004

Figure 9

A Decade of Improvement in Maryland: Selected Indicators of College Preparedness

No. of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	
A Decade Ago	2004
136	184

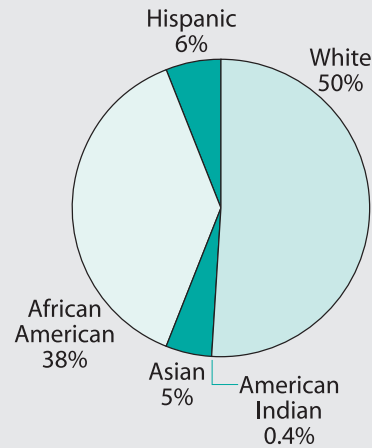| No. of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school graduates	
A Decade Ago	2004
110	247

Source: National Center for Public Policy and Higher Education, Measuring Up 2004

1.2.5   Number and percentage of Maryland high school graduates that achieved a score of 1,000 or higher on the SAT-1 or a score of 20 or higher on the ACT.

In 2004, 28% of Maryland graduates achieved this standard; the 2008 target is 30%.

1.2.6   Number and percentage of students meeting the minimum course requirements for admission to the University System of Maryland. These courses include two lab sciences, two years of foreign-language instruction, and Algebra II.

Of Maryland's high school graduates in 2004, 56% fulfilled the minimum course requirements for admission to the University System of Maryland. The 2008 target is 67%.

Maryland Model for School Readiness
www.marylandpublicschools.org.

Objective 1.3

By 2007-2008, more children will enter kindergarten ready to learn.

Performance Measures & Targets

1.3.1   Number and percentage of children, by subgroup, fully ready to start kindergarten. In 2005, 58% of all students entered kindergarten fully ready to learn, up from only 49% in 2002. The 2008 goal for all students is 67%. See figures 10 and 11 for current subgroup performance and goals.

Maryland measures children's readiness for school as part of the Maryland Model for School Readiness (MMSR), an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children should know and be able to do before entering kindergarten. More information on MMSR is available on www.marylandpublicschools.org.

in preparing high-school graduates for college

Figure 10

Percent of Students Fully Ready for Kindergarten 2002 to 2005 Trend, 2008 Target

Objective 1.4

By 2007-2008, the number of students obtaining a high school diploma will increase.

Performance Measures & Targets

1.4.1   Number and percentage of students in grades 9-12 who drop out of school.

In 2004, 3.8% or 10,714 students dropped out of school. The 2008 goal is 3% (8,344). Maryland defines the Dropout Rate as the percentage of students dropping out of school in grades 9 through 12 in a single year.

Figure 11

Percent of Students, by Subgroup, Fully Ready for School, 2005 and 2008 Target

All Students 67
American Indian/Alaskan Native 63
Asian/Pacific Islander 82
African American 64
White 76
Hispanic 45
Special Education 43
LEP 46
FARM 53

■ = 2008 Target   ■ = 2005 Actual

LEP = Limited English Proficient.   FARM = Free and Reduced-Price Meals.

from the National Center for Public Policy and Higher Education.

Goal 2: Instruction, curriculum, and assessment will be better aligned and understandable.

Objective 2.1

By 2007–08, MSDE will implement a voluntary, statewide curriculum. See article below for a progress update.

Maryland has developed a high-quality, closely aligned system of curriculum and assessment.

The Maryland Voluntary State Curriculum (VSC) was piloted in the 2003-2004 school year and is now operational. The VSC defines what students should know and be able to do at each grade, preK through 8, in four content areas: reading/English language arts, mathematics, science, and social studies. It also defines what students should know and be able to do in tenth-grade reading. The state has developed online tools that support instruction in the VSC. These tools and the curriculum itself are available on the School Improvement in Maryland Web site at www.mdk12.org.

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The state first administered the test in spring 2003. The test is given annually in reading and math at grades 3 through 8. The MSA is also given in geometry after students complete a high school geometry course. As early as March 2008, science will be added in grades 3, 5, and 8.

Students with disabilities who do not participate in the MSA instead participate in the Alternate Maryland School Assessment (Alt-MSA). Alt-MSA assesses students' attainment of their instructional level reading and mathematics mastery objectives that are aligned with grade level standards.

Scores for state tests are published on the Web at www.mdreportcard.org; sample test questions are available at www.mdk12.org.

> 79% of all schools and 77% of Title I schools made Adequate Yearly Progress in reading and math in 2004.

Objective 2.2

By 2007–08, high-quality assessments in reading, math, and science will be administered in compliance with No Child Left Behind. See the article at left for a progress update.

Objective 2.3

By 2007–08, schools, school systems, and the state will improve student performance in accordance with No Child Left Behind.

Performance Measures & Targets

2.3.1 The percentage of all schools and Title I schools achieving Adequate Yearly Progress in reading and mathematics.

In 2004, 79% of all schools and 77% of Title I schools achieved Adequate Yearly Progress in reading and mathematics as measured by state assessments (figure 12). In 2008, the target is 85% of all schools and Title I schools making Adequate Yearly Progress. Title I is a federal program designed to improve achievement among students in poverty.

Figure 12

Schools Achieving Reading and Math Objectives

Percent of schools achieving Adequate Yearly Progress in reading and Math, 2004 and 2008 Target
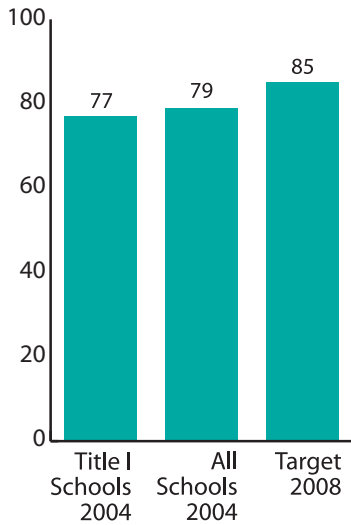
2.3.2 The number of school systems achieving Adequate Yearly Progress in reading and mathematics.

In 2004, 16 school systems made Adequate Yearly Progress in reading, 17 in math (figure 13). The 2008 target is for all 24 school systems plus the Edison Partnership schools to make Adequate Yearly Progress in both reading and math.

2.3.3 The state's progress in making Adequate Yearly Progress in reading and mathematics.

In 2004, Maryland did not make Adequate Yearly Progress in reading and math. The 2008 goal

Figure 13

2004 Adequate Yearly Progress School System Status

	School Systems
Reading	√ 16 Met
Math	√ 17 Met

2008 Target = all 24 school systems meeting AYP

is for the state to make Adequate Yearly Progress.

Objective 2.4

By 2007–08, innovative schools will meet or exceed the performance levels of public

schools statewide in reading and math.

Performance Measures & Targets

2.4.1 Percent of Edison Schools making Adequate Yearly Progress.

2.4.2 Percent of challenge schools making Adequate Yearly Progress.

2.4.3 Percent of charter schools making Adequate Yearly Progress.

See figure 14 for current data targets.

Figure 14

Percentage of Innovative Schools Making Adequate Yearly Progress

	2004	2008 Target
Edison	67	85
Challenge	52	85
Charter	100	85

Objective 2.5

By 2007–08, MSDE will provide students, teachers, parents, and the public with clear, understandable, and timely information on the voluntary state curriculum and on state assessments.

Performance Measures & Targets

2.5.1   The percentage of constituents satisfied with the Department's communication concerning the Voluntary State Curriculum.

2.5.2   The percentage of constituents satisfied with the Department's communication concerning state assessments.

In the 2006-2007 school year, the Department will collect baseline data for 2.5.1 and 2.5.2 and set performance targets for future years.

Goal 3:   All educators will have the skills to improve student achievement.

The federal No Child Left Behind Act requires states to ensure core academic subjects are taught only by highly qualified teachers.

= All Schools   = High-Poverty Schools
= Low-Poverty Schools
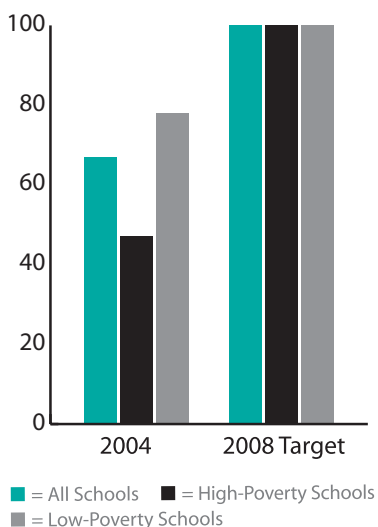
Objective 3.1

By 2005–06, all schools will be staffed by highly qualified teachers and principals.

Performance Measures & Targets

3.1.1   The percentage of core academic classes taught by highly qualified teachers.

The federal No Child Left Behind Act requires states to ensure core academic subjects are taught only by highly qualified teachers. In 2004, the percentage of core academic classes taught by highly qualified teachers was 67% in all schools, 47% in high-poverty schools, and 78% in low-poverty schools (figure 15). The 2008 target is to have highly qualified teachers teaching core academic classes in all schools, regardless of poverty status.

3.1.2 The percentage of schools with a fully certificated principal.

In the 2006-2007 school year, the Department will collect baseline data for this performance measure and set targets for future years.

3.1.3 The percentage of paraprofessionals working in Title I schools who are qualified.

The federal No Child Left Behind Act requires states to ensure that paraprofessionals working in Title I schools are qualified. In 2004, 62% of paraprofessionals in Title I schools were qualified. The 2008 target is 100%.

3.1.4 The number and percentage of teachers entering the profession via alternative pathways.

Maryland continues to work on alternative routes to certification for career-changers, such as retired military personnel, and other nontraditional teacher applicants. The resident teacher certificate is one example of Maryland's efforts in this area.

In 2004, 3% (166) of Maryland teachers entered the profession via alternative pathways. The 2008 target is 7% (403).

Objective 3.2
By 2007-08, all teachers and principals will participate in high-quality professional development programs.

Performance Measures & Targets

3.2.1 The percentage of teachers who report that they participate in high-quality professional development programs, as measured by the Survey of Teacher Participation in High-Quality Professional Development.

In 2004, the baseline year for the survey, 87% of respondents reported positively on 10 of 17 quality indicators, and 44% reported positively on 15 of 17 quality indicators. The 2008 tar-

get is for 100% of respondents to report positively on 10 of 17 indicators and 70% to report positively on 15 of 17 indicators.

The No Child Left Behind Act requires states to report annually on teacher participation in high-quality professional development. Additionally, Maryland's Bridge to Excellence Act requires school districts to explain their plans for teacher professional development as one of the cross-cutting themes in their master plans. To fulfill these requirements, in 2004 Maryland instituted the Survey of Teacher Participation in High-Quality Professional Development. The survey asked teachers about their experiences in five types of professional development: graduate courses, workshops and similar activities, coaching and mentoring programs, job-embedded professional development, and conferences and professional meetings.

3.2.2 The percentage of principals who were trained through high-quality professional development provided by the Department.

In the 2006-2007 school year, the Department will collect baseline data for this performance measure and set targets for future years. The 2008 target is 100%.

Goal 4: All schools will be safe, drug-free, and conducive to learning.

Objective 4.1

By 2007–08, school violence will decrease.

Performance Measures & Targets

4.1.1   The number of schools that are persistently dangerous. In 2004, 0 schools have been identified as persistently dangerous. Maryland must maintain this number to meet its 2008 target of 0 schools.

No Child Left Behind requires states to identify persistently dangerous schools and to notify parents of students in these schools and provide them the option of transferring their children to another, safer facility.

4.1.2   The number of schools on probationary status. In 2004, Maryland placed 15 schools on probationary status. The 2008 target is 0 schools.

Schools placed on probation must complete action plans to improve safety conditions. They receive technical assistance and monitoring.

4.1.3   The number and percentage of students suspended and expelled for classroom disruption, insubordination, and refusal to obey school policies. See figure 16 for 2004 data and 2008 targets.

Figure 16

Reducing Disruptive Behavior

Number of students suspended or expelled for selected offenses

	2004	2008 Target
Classroom Disruption	9,974	8,976
Insubordination	14,321	12,808
Refusal to Obey School Policies	21,048	18,943

■ = 2004   ■ = 2008 Target
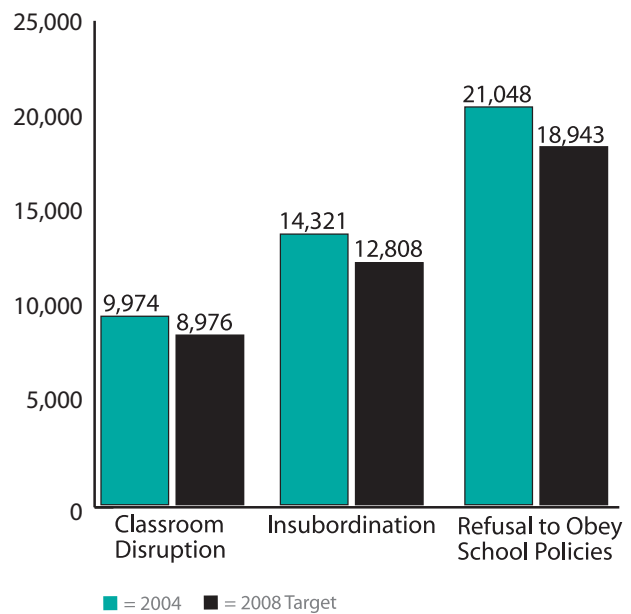
In 2004, no schools were identified as persistently dangerous.

Identifying Persistently Dangerous Schools

A persistently dangerous school is a school in which for two consecutive years the total number of student suspensions for more than 10 days has exceeded 2% of the student enrollment. Students attending an identified school, or a student who becomes a victim of a violent crime while on the property of his or her school, may transfer to a safer public school within the local school system.

Objective 4.2

By 2007–08, substance abuse among adolescents will decrease.

Performance Measures & Targets

4.2.1   The percentage of 6th-, 8th-, 10th-, and 12th-graders reporting alcohol, tobacco, and other drug use in the last 30 days. See figures 17 and 18 for current data and targets.

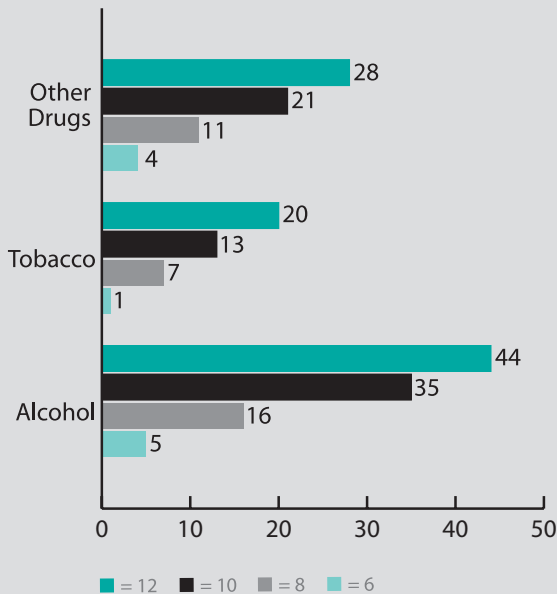Maryland has measured drug usage among students with the Maryland Adolescent Survey since 1992. It is conducted every other year and was last administered in December 2004. The survey collects data to determine the nature, extent, and trend of alcohol, tobacco, and other drug use among adolescents and provides findings on protective factors, knowledge of consequences of drug use, and parenting and peer influences. The survey provides information about impaired driving among twelfth graders, and it also reveals how safe students feel at school, going to or from school, and in their neighborhoods. Survey results are published on the Web at www.maryland publicschools.org.

Figures 17 & 18

Alcohol, Tobacco, and Other Drug Use

Percent of sixth-, eighth-, tenth-, and twelfth-graders reporting alcohol, tobacco, and other drug use on the Maryland Adolescent Survey

2004 Survey Results

Other Drugs: 28, 21, 11, 4
Tobacco: 20, 13, 7, 1
Alcohol: 44, 35, 16, 5

■ = 12   ■ = 10   ■ = 8   ■ = 6

2008 Targets

Other Drugs: 25, 20, 9, 3
Tobacco: 18, 11, 5, 1
Alcohol: 40, 30, 14, 4.5

■ = 12   ■ = 10   ■ = 8   ■ = 6
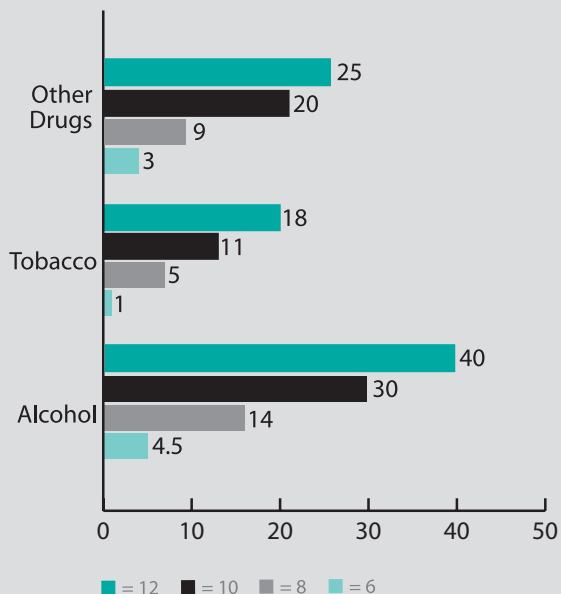
Goal 5: Families will be involved in education.

Objective 5.1

By 2007–08, the state, school systems, and schools will communicate more frequently and clearly with families and surrounding communities.

Performance Measures & Targets

5.1.1   The percentage of parents and community members reporting that they are satisfied with communication efforts from the state, school system, and school.

In the 2006-2007 school year, the Department will collect baseline data on this measure and set performance targets for future years.

5.1.2   The number of parents who are members of their school's PTA.

According to Maryland PTA figures, in 2004 239,000 parents were members of the school PTA. For information on Maryland's efforts to increase parents' involvement in schools, see the article below on the Maryland Parent Advisory Council (M-PAC).
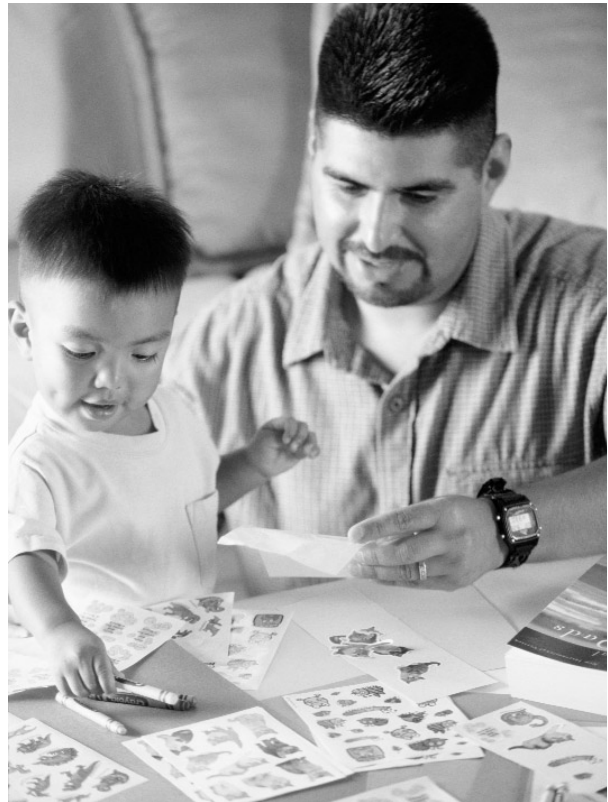
Maryland's Parent Advisory Council (M-PAC)

M-PAC is a statewide group of parents and advocates appointed by State Superintendent of Schools Nancy S. Grasmick in the fall of 2003. The council will advise Dr. Grasmick and the State Board of Education on parent involvement issues, specifically on how the Department can meet the objectives of Goal Five of the Department's strategic plan.

M-PAC is modeled after Maryland's nationally recognized Visionary Panel for Better Schools. It comprises a main council and three subcommittees: parent/family involvement, education policy, and nontraditional channels of communication and partnerships.

The council issued preliminary recommendations in February 2005. Since then, regional forums have been held in all 24 school systems to solicit parent and educator feedback on the recommendations. M-PAC will present to the State Board its final recommendations in August 2005.

Objective 5.2

By 2007–08, all school systems will adopt a family involvement policy aligned with Maryland's Policy on Family Involvement.

Performance Measures & Targets

5.2.1   The number of school systems adopting a family involvement policy aligned with the state's policy.

✔ Target MET

The Maryland State Department of Education adopted a family involvement policy in 2001. Since then, the Department has met its target of having all 24 local school systems adopt an aligned policy.

Objective 5.3

By 2007–08, schools will increase parents' opportunities to improve school and student performance.

Performance Measures & Targets

5.3.1   The percentage of parents reporting adequate opportunities to improve school and student performance.

In the 2006-2007 school year, the Department will collect baseline data on this measure and set performance targets for future years.

Regarding parent involvement in education, National PTA president Linda Hodge said,

"**Maryland** is becoming one of the nation's leaders in this area, and one of the first states to mandate parent participation at the highest levels of government."

Maryland Public Libraries:
First for Information

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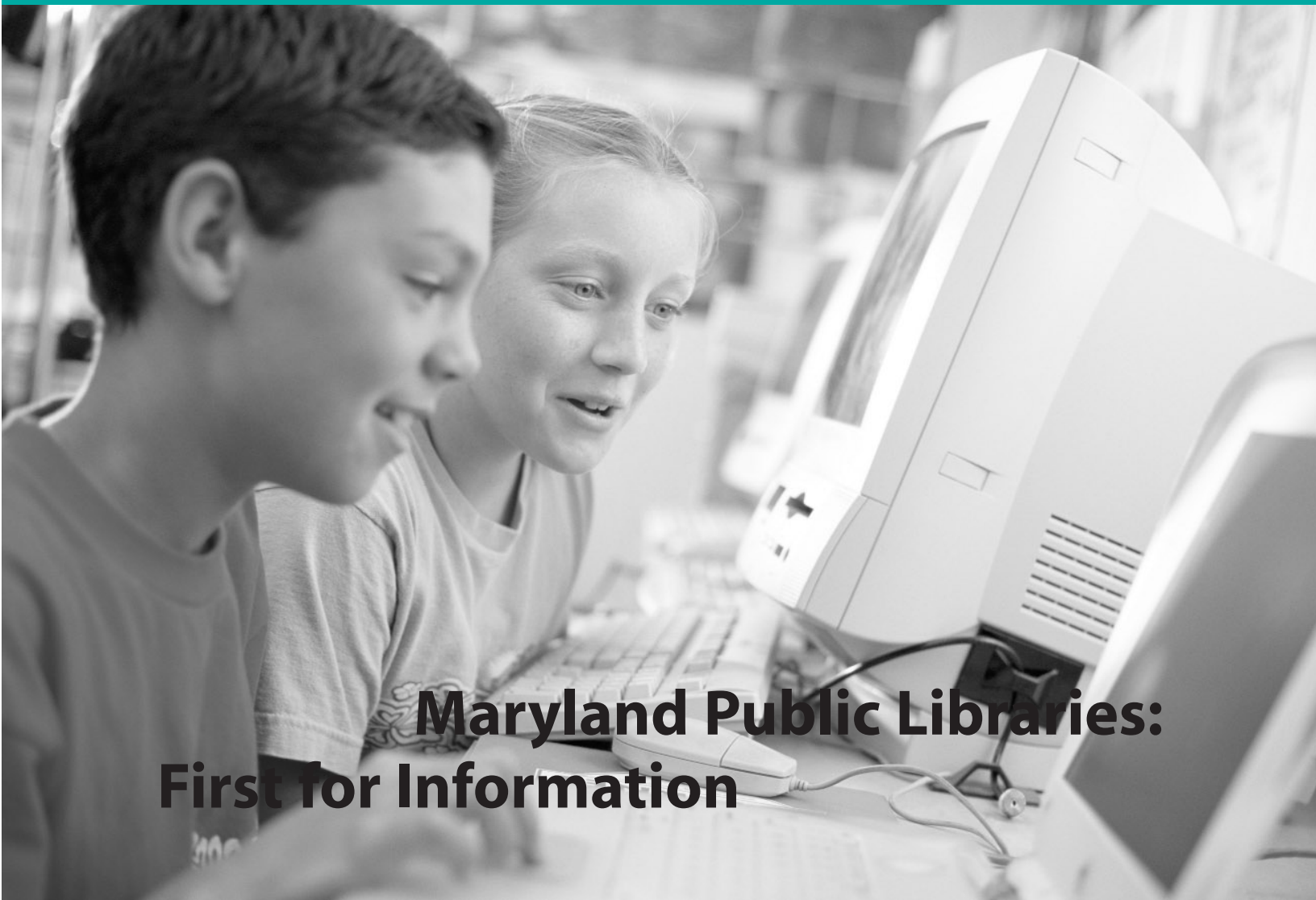
Maryland Public Libraries:

Goal 1: Maryland libraries will provide information services that meet the needs of their local communities.

Objective 1.1

By 2008, public libraries will promote emergent literacy in their communities.

Performance Measures & Targets

1.1.1   The number of programs offered to young children (birth–5) that encourage them to talk and build the foundation for literacy.

There were 2,140 such programs offered in FY 2004; the FY 2008 target is 3,000. See figure 1L.

1.1.2   The number of children, parents, and caregivers who participate in programs that help children begin school ready to learn to read.

In FY 2004, 100,000 children, parents, and caregivers participated in such programs; the FY 2008 target is 150,000. See figure 1L.

Objective 1.2

By 2008, public libraries will provide targeted programming and resources for English language learners to help them overcome the language and cultural barriers that impede their use of the library.

Figure 1L
Promoting Literacy

Performance measures 1.1.1. and 1.1.2

	2004	2008 Target
No. of programs for young children that build the foundation for literacy	2,140	3,000
No. of children, parents, and caregivers participating in programs that support reading readiness	100,000	150,000

First for Information

Performance Measures & Targets

1.2.1   The number of libraries that have assessed the information and learning needs of English language learners.

In FY 2004, 9 libraries assessed these needs; the FY 2008 target is 15 libraries.

1.2.2   The number of new programs and services provided to meet the information and learning needs of adult English language learners.

In FY 2004, there were 13 new programs and services provided to satisfy Adult English Language Learners' information and learning needs. The target for FY 2008 is 26 programs.

1.2.3   The number of libraries that provide relevant, accessible materials and services for adult English language learners.

Eighteen libraries provided relevant, accessible materials and services for adult English language learners in FY 2004. The target for FY 2008 is 22 libraries.

Objective 1.3

By 2008, public libraries will provide targeted services to historically underserved populations, including racially and ethnically diverse communities and economically disadvantaged neighborhoods.

Performance Measures & Targets

1.3.1   The number of libraries that have assessed the information and learning needs of underserved populations.

In FY 2004, 12 libraries assessed these needs; the FY 2008 target is 18 libraries.

1.3.2   The number of new programs and services provided to meet the information and learning needs of underserved populations.

In FY 2004, there were 30 new programs and services provided to meet underserved populations' information and learning needs. The target for FY 2008 is 45 programs.

Objective 1.4

By 2008, libraries will provide educational resources and programming through partnerships with other organizations and agencies.

Performance Measures & Targets

1.4.1   The percentage of formal partnerships between libraries and local school systems that extend educational opportunities for Maryland students.

In FY 2004, 12% of formal partnerships extended educational opportunities for Maryland students. The FY 2008 target is 50%.

1.4.2   The percentage of libraries that offer educational resources or programming through new collaborations with local, state, and national organizations.

Figure 2L

Partnerships for resources and programming

Performance measures 1.4.1. and 1.4.2

	2004	2008 Target
% of formal library-school partnerships that extend students' educational opportunities	12%	50%
% of libraries implementing programming through new local, state, and/or national collaborations	75%	100%

In 2008, 100% of libraries will offer educational resources

In FY 2004, 75% of libraries offered resources or implemented programming through new collaborations with local, state, and national organizations. The FY 2008 target is 100%.

Objective 1.5

By 2008, libraries will promote their visibility and accountability through collaborative programming with other libraries and community agencies.

Performance Measures & Targets

1.5.1   The number of statewide library cards distributed to Maryland residents.

The state will collect baseline data in 2006; the FY 2008 target is 3 million.

1.5.2   The number of Maryland residents who report using the statewide library card in more than one library system.

The state will collect baseline data in 2006; the FY 2008 target is 250,000.

1.5.3   The percentage of library patrons who are aware of at least two services offered by their local library.

In FY 2004, 90% of library patrons were aware of at least two services offered. The target for FY 2008 is 94%.

> ## 90% of library patrons are aware of at least two library services offered.

Libraries MPOWER Maryland Citizens

No matter where they live, work, or play in Maryland, residents can access the resources of all 174 public libraries through the use of a single card called the MPOWER Card. Library customers may sign up for an MPOWER Card from the library of their choice and use it to register and check out materials from any public library in Maryland. There is no charge for the MPOWER Card.

Maryland public libraries have a long history of lending materials to patrons throughout the state. Maryland is the first state to offer such a card that is valid at every public library. For more information, visit a local library branch or www.marylandpublic schools.org.

local, state, and national organizations.

Goal 2:   Libraries will anticipate and meet the digital/electronic needs of their communities.

Objective 2.1

By 2008, libraries will digitize and preserve significant collections of Maryland's cultural heritage to promote education and connect people with Maryland's rich history.

Performance Measures & Targets

2.1.1   The number of digitized library collections.

Twenty-five collections were digitized in FY 2004; the FY 2008 target is 60.

2.1.2   The number of times patrons use the Sailor network to access digital collections.

The state will collect baseline data in 2006 on this measure; the FY 2008 target is 550,000.

Objective 2.2

By 2008, libraries will be linked electronically with educational, social, and informational services to provide equitable access to library resources.

Performance Measures & Targets

2.2.1   The number of Maryland residents who receive answers to their questions through 24/7 live, online reference services.

In FY 2004, 40,226 residents received answers to questions through such services. The target for FY 2008 is 44,000 residents.

2.2.2   The number of library branches that offer wireless Internet access.

Three libraries offered wireless Internet access in FY 2004. The FY 2008 target is for 10 library branches to offer wireless Internet access.

2.2.3   The number of online resources available statewide through Sailor databases.

Five online resources were available statewide through Sailor in FY 2004. The FY 2008 target is 8 online resources.

2.2.4   The number of public access computers available to Maryland residents through their local library.

In FY 2004, 3,005 public access computers were available to patrons; the 2008 target is 3,100.

2.2.5   The number of libraries that provide access to digital books through Maryland's Digital eLibrary Consortium.

In 2004, 14 libraries provided access to digital books through the Maryland Digital eLibrary Consortium; the 2008 target is 24 libraries.
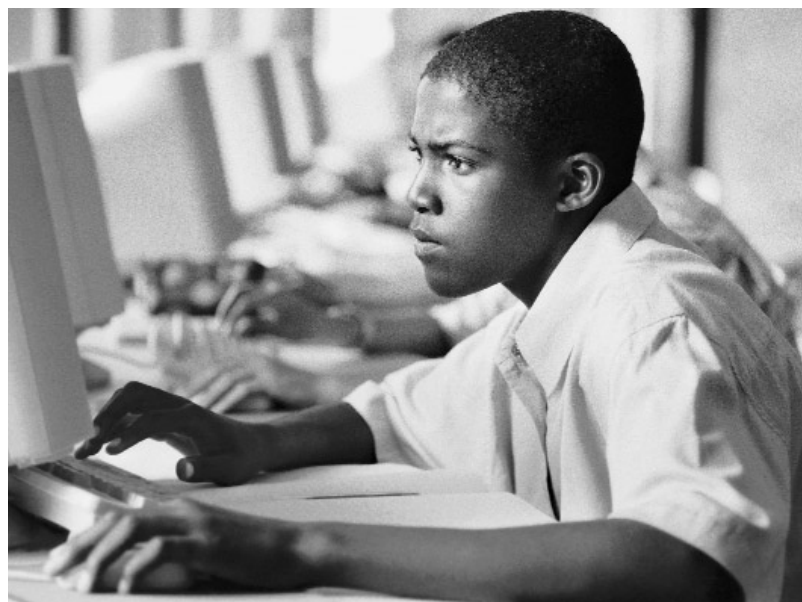
Goal 3: The Maryland Library for the Blind and Physically Handicapped (LBPH) will increase access to materials in appropriate formats for registered readers and institutions.

In FY 2004, LBPH circulated 322,140 items. The FY 2008 target is 335,219.

Objective 3.1

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 & Targets

3.1.1   The number of items circulated by LBPH annually.

In FY 2004, LBPH circulated 322,140 items. The FY 2008 target is 335,219 (4% increase).

3.1.2   The number of LBPH patrons who access electronic information technologies.

In FY 2004, 5,600 patrons accessed electronic information technologies. The target for FY 2008 is 5,825 patrons (4% increase).

3.1.3   The number of Maryland residents who participate in outreach programs.

In FY 2004, 1,215 residents participated; the FY 2008 target is 1,580 (15% increase).

Division of Rehabilitation Services: Employment and Independence

[b u s i n e s s   I I I]

Division of Rehabilitation Services:

Goal 1: Division of Rehabilitation Services (DORS) will provide rehabilitation services in partnership with local school systems that lead to successful outcomes in post-secondary education and employment for students with disabilities.

Objective 1.1

Through 2007-08, DORS will increase annually the number of transitioning students successfully served.

Performance Measures & Targets

1.1.1   The number of transitioning students with disabilities served.

1.1.2   The number of transitioning students with disabilities obtaining employment.

Transitioning students are those students preparing to enter the workforce, vocational training, or higher education. In 2004, DORS served 4,391 transitioning students; 489 transitioning students obtained employment. See figures 1R and 2R for targets for future years.

Figure 1R
Serving Students with Disabilities

Number of transitioning students with disabilities served, 2004 actual and 2005 through 2008 targets
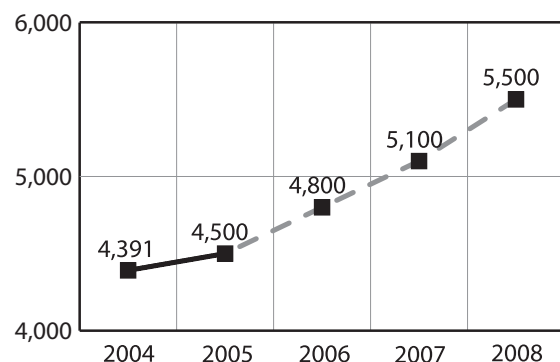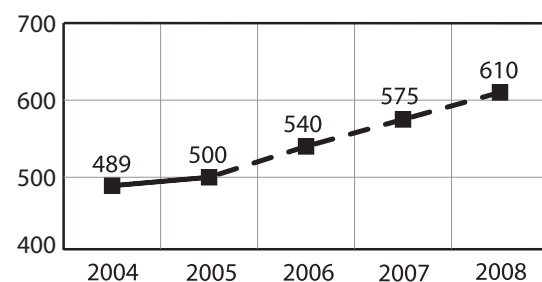

Figure 2R
Transitioning to Employment

Number of transitioning students with disabilities obtaining employment, 2004 actual and 2005 through 2008 targets

Objective 1.2

Through 2007-2008, DORS will increase the number of transitioning students who obtain employment in high wage/career track employment.

Performance Measures & Targets

1.2.1   The average earnings of transition clients as a ratio to the state's average wage.

DORS is in the process of developing the measure and setting targets for this item.

1.2.2   The percentile gain in transition clients reporting earnings as their primary source of support.

In 2004, DORS experienced a 72% gain in transition clients reporting earnings as their primary source of support. The 2008 target is a 75% gain.

Employment and Independence

Objective 1.3

Through 2007-2008, the Workforce and Technology Center will develop state-of-the-art programs and services for transitioning students and clients.

Performance Measures & Targets

1.3.1   The number of transitioning students and clients served by the Workforce and Technology Center.

1.3.2   The number of Workforce and Technology Center transitioning students and clients achieving their employment goals.

The Center served 1,545 transitioning students and clients in 2004; 186 achieved their employment goals in 2004. The 2008 target for the Center is to serve 2,000 transitioning students and clients and for 250 to achieve their employment goals in 2008. See "Shaping Careers & Futures in Maryland" for a brief description of the Workforce and Technology Center.

Objective 1.4

Through 2007-08, DORS will support programs and projects that develop emerging leaders with disabilities.

Performance Measures & Targets

1.4.1   The amount of DORS funding distributed for youth leadership programs.

1.4.2   The number of students with disabilities provided leadership development opportunities.

DORS' 2004 funding for youth leadership programs was $10,000, and 26 students with disabilities participated in leadership programs. See figure 3R for targets for future years.

Figure 3R

Developing Young Leaders

Funding amounts and targets for youth leadership programs
Number of students participating in such programs 2004 actual and 2005 through 2008 targets

	Funding Amount	Number of Students Participating
2004	$10,000	26
2005	$15,000	50
2006	$20,000	60
2007	$20,000	70
2008	$20,000	80

Shaping Careers & Futures in Maryland

The Workforce & Technology Center (WTC) is a comprehensive rehabilitation facility that offers programs and services to prepare individuals with disabilities for employment and independence. WTC serves people with physical, sensory, mental, emotional and/or learning disabilities.

The WTC offers the skills and information needed to move into today's competitive workplace, along with the individualized attention that students need to learn at their own pace. For more information, visit www.dors.state.md.us.

Goal 2:   DORS will promote the employment and independent living of people with disabilities through its rehabilitation programs.

Objective 2.1

Through 2007-08, DORS will increase annually the number of people with disabilities obtaining and maintaining employment.

Performance Measures & Targets

2.1.1   The number of people who develop an Individualized Plan for Employment (IPE).

In 2004, 5,649 people with disabilities developed an IPE; the 2008 target is 5,800.

2.1.2   The number of people with disabilities obtaining employment.

In 2004, 2,963 people with disabilities obtained employment; the 2008 target is 3,500.

2.1.3   The percentage of people with disabili-ties retaining employment for one year.

In 2004, 85.5% of people with disabilities retained employment for one year; the 2008 target is 90%.

Objective 2.2

Through 2007-08, DORS will increase annually the number of people with severe disabilities living independently.

Performance Measures & Targets

2.2.1   The number of people with severe dis-abilities living independently.

In 2004, 414 people with severe disabilities were living independently; the 2008 target is 460.

2.2.2   The success rate for people receiving independent living services.

The rate was 82% in 2004; the 2008 target success rate is 85%.

Objective 2.3

Through 2007-08, the Workforce and Technology Center (WTC) will increase annually the number of people with disabilities progressing toward their rehabilitation goals.

Performance Measures & Targets

2.3.1   The number of successful WTC outcomes.

In 2004, there were 741 successful outcomes. See figure 4R for targets for future years.

2.3.2   The number of people receiving blind-ness and vision services at WTC.

In 2004, 249 people received blindness and vision services at WTC. See figure 5R for targets for future years.

Figure 4R

Increasing Successful Outcomes

Number of successful WTC outcomes
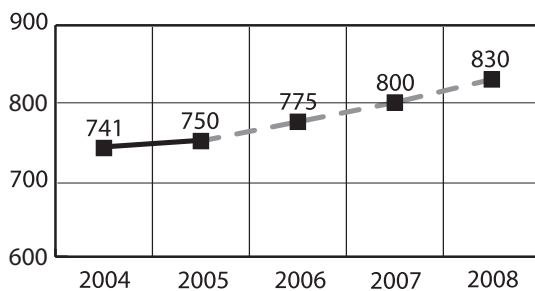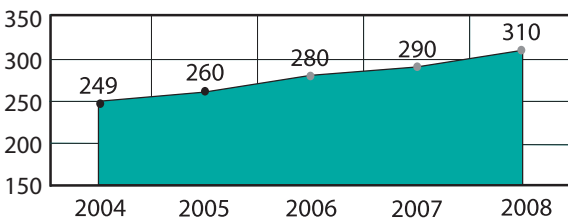2004 actual and 2005 through 2008 targets

Figure 5R

Increasing Numbers Served

Number of people receiving blindness and vision services at WTC

2004 actual and 2005 through 2008 targets

Goal 3: DORS will maximize the self-sufficiency of people with disabilities through its disability determination program.

Objective 3.1

By 2007-08, the Maryland Disability Determination Services (DDS) will adjudicate 60,000 claims annually for Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).

Performance Measures & Targets

3.1.1   The number of SSDI and SSI claims processed successfully.

In 2004, 60,528 claims were successfully processed; the 2008 target is 60,000.

Objective 3.2

Through 2007-08, the Maryland DDS will meet or exceed the national mean processing time and accuracy rate for case adjudication.

Performance Measures & Targets

3.2.1   Maryland's mean processing time for case adjudication.

In 2004, Maryland's mean processing time for case adjudication was 102.5 days for Title II and 107.9 days for Title XVI. The 2008 target are 85 days and 90 days, respectively.

3.2.2   Maryland's net accuracy rate for claims processing.

In 2004, the rate was 95%; the 2008 target is 97%.

in helping cognitively disabled citizens create and operate their own businesses.

Goal 4: DORS will build partnerships with public agencies, private organizations, employers, and community groups to support its mission.

Objective 4.1

Through 2007-08, the Maryland State Rehabilitation Council will strengthen its collaboration with DORS to ensure that the vocational rehabilitation program is responsive to its clients.

Performance Measures & Targets

4.1.1   The percentage of clients who are satisfied with DORS' services.

In 2004, 88% reported satisfaction; the 2008 target is 90%.

Objective 4.2

Through 2007-08, DORS will enhance the role of vocational rehabilitation in Maryland's workforce investment system.

Performance Measures & Targets

4.2.1   The number of DORS offices located in one-stop centers or co-located with other workforce partners.

In 2004 there were 9; the 2008 target is 16.

4.2.2   The number of people with disabilities jointly served by DORS and one-stop centers.

In 2004, 1,268 people with disabilities were jointly served; the 2008 target is 2,500.

Objective 4.3

By 2007-08, DORS will enhance its partnerships with community rehabilitation programs.

Performance Measures & Targets

4.3.1   The number of DORS clients served through community rehabilitation programs.

In 2004, 6,788 clients were served through these programs; the 2008 target is 7,000.

4.3.2   The number of successful employment outcomes achieved through community rehabilitation programs.

In 2004 there were 1,329; the 2008 target is 1,500.

Objective 4.4

By 2007-08, DORS will enhance its partnerships with two- and four-year colleges and universities.

Performance Measures & Targets

4.4.1   The number of DORS clients attending two- and four-year colleges and universities.

In 2004 1,919 clients attended a two- or four-year college or university. The target for 2008 is 2,500.

4.4.2   The number of successful employment outcomes achieved through two- and four-year colleges and universities.

There were 306 successful employment outcomes in 2004; the target for 2008 is 400.

Figure 6R
Increasing Employment for SSI/SSDI Recipients
2004 actual and 2008 targets

	No. of SSDI/SSI Recipients Employed	Special Revenue Earned for serving SSDI/SSI recipients
2004	831	$1.42 Million
2008 Target	900	$ 2 Million

Objective 4.5

By 2007-08 DORS will increase the number of SSI/SSDI recipients annually obtaining employment.

Performance Measures & Targets

4.5.1   The number of SSDI and SSI recipients who achieve successful employment.

4.5.2   The amount of special revenue earned by DORS for successfully serving SSDI and SSI recipients.

See figure 6R for current data and targets on these measures.

**Correctional Education:
Return on Investment**

[b u s i n e s s   I V]

Correctional Education:

Goal 1: Adult correctional students will improve their academic and English language/literacy skills, and attain a high school diploma or advanced educational training.

Objective 1.2

By 2007–08, more students will earn an Adult Literacy and Life Skills certificate.

Performance Measures & Targets

1.2.1   The number of correctional students earning an Adult Literacy and Life Skills certificate.

In 2004, 1,493 correctional students earned an Adult Literacy and Life Skills certificate. The 2008 target is 1,700 students. See "Earning Certificates" article on the next page for a description.

Objective 1.1

By 2007–08, more students will earn a High School Diploma by Examination.

Performance Measures & Targets

1.1.1   The number of correctional students earning a High School Diploma by Examination.

In 2004, 845 correctional students earned a Diploma by Examination; the 2008 target is 945.

The Diploma by Examination is obtained by passing the General Education Development (GED) tests or by passing the national competency-based, applied performance assessment for the External High School Program.

Return on Investment

Earning Certificates

Students in correctional facilities have opportunities to earn literacy and occupational certificates. The *Adult Basic Literacy Certificate* recognizes beginning reading skills. The *Adult Literacy and Life Skills Certificate* indicates that a student is ready to begin high school level work. Correctional students can earn an *Occupational Certificate* after completing a specific program that includes 600 hours of industry-approved instruction. Examples of Occupational Certificate programs include carpentry and Microsoft Office User Specialist (MOUS).
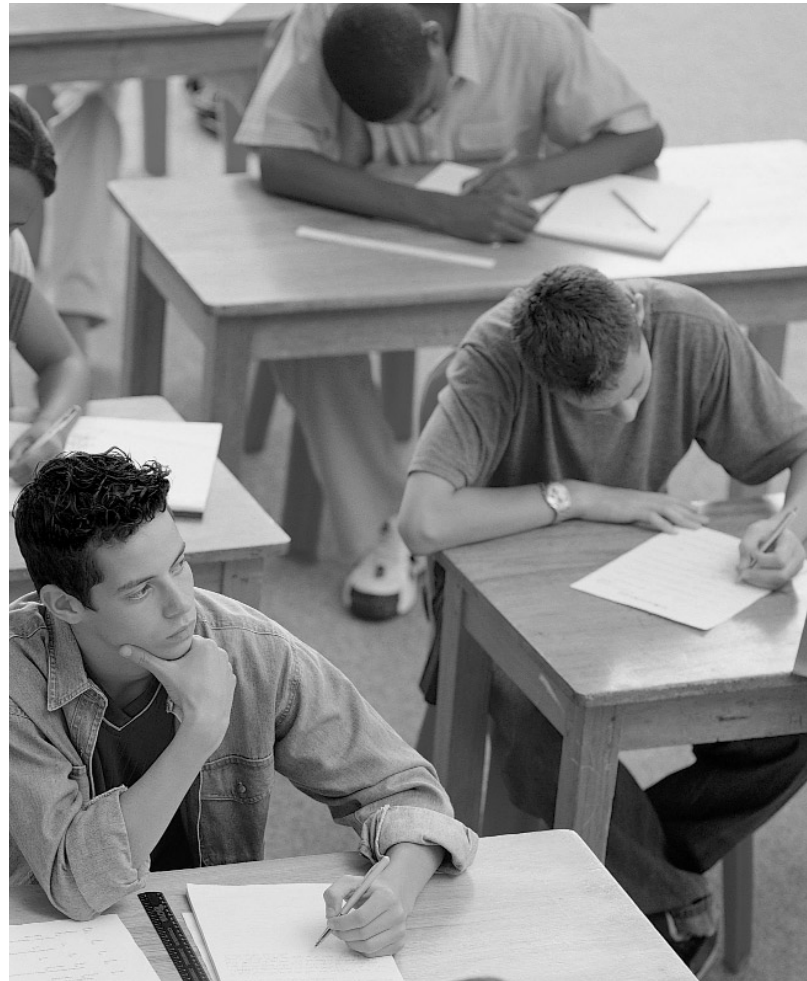
Objective 1.3

By 2007–08, more students will earn an Adult Basic Literacy certificate.

Performance Measures & Targets

1.3.1   Number of correctional students earning an Adult Basic Literacy certificate.

In 2004, 322 students earned this certificate; the 2008 target is 345. See "Earning Certificates" article for a description.

Objective 1.4

By 2007–08, more students will participate in advanced learning.

Performance Measures & Targets

1.4.1   The number of correctional students participating in advanced learning.

In 2004, 596 students participated in advanced learning. The 2008 target is 700 students.

Through 2007-08, more students will participate

Goal 2: Adult correctional students will acquire academic, life, transition, and occupational skills that enable them to reenter society as productive workers.

Objective 2.1

Through 2007–08, more students will participate annually in life, transition, and occupational readiness skill training.

Performance Measures & Targets

2.1.1   The number of correctional students participating in life, transition, and occupational readiness skill training.

In 2004, 1,492 students participated in life, transition, and occupational readiness training. The 2008 target is 1,800.

Objective 2.2

Through 2007–08, more students will participate annually in occupational programs.

Performance Measures & Targets

2.2.1   The number of Occupational Certificates earned.

In 2004, 842 students earned Occupational Certificates; the 2008 target is 900.

Goal 3: Correctional education programs will deliver parenting courses and programs to help adult inmates become more effective and involved parents.

Objective 3.1

Through 2007–08, more students will participate in monitored parenting activities.

Performance Measures & Targets

3.1.1   Number of correctional students participating in monitored parenting activities.

In 2004, 262 participated in monitored parenting activities; the 2008 target is 390.

3.1.2   The number of students' children participating in monitored parenting activities.

In 2006, a baseline will be established to determine potential numbers of children able to participate in monitored parenting activities.

in monitored parenting activities.

Goal 4: Correctional education schools will achieve the performance measures set out in the Maryland School Performance Plan for Correctional Education.

Objective 4.1

By 2007–08, all correctional education schools will meet or exceed goals established by the Educational Coordinating Council for Correctional Institutions in the data-based program improvement areas.

Performance Measures & Targets

4.1.1   The number of correctional students completing the minimum requirements for earning a Maryland High School Diploma.

Figure 1C

Progress Toward the Goals of the Educational Coordinating Council for Correctional Institutions

2004 actual and 2008 targets

	2004	2008 Target
# completing Diploma requirements	845	945
% passing all 5 GED tests	65	69
Comprehensive Adult Student Assessment System	1,493	1,700
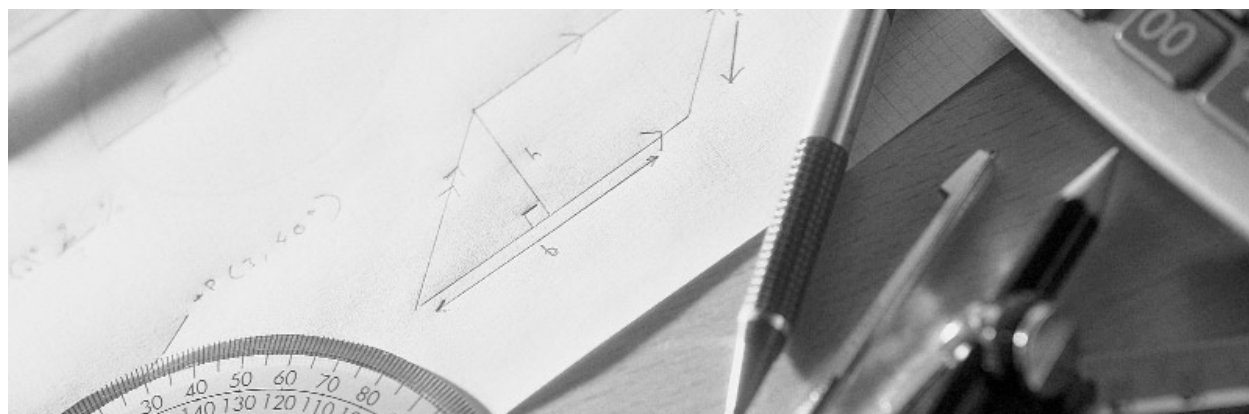
In 2004, 845 students completed the minimum requirements; the 2008 target is 945.

4.1.2   The percentage of correctional students passing all five sections of the Test of General Education Development (GED).

The 2004 percentage of students passing all five GED sections was 65%; the 2008 target is 69%.

4.1.3   The number of correctional students who have passed the Test of Adult Basic Education and the Comprehensive Adult Student Assessment System.

In 2004, 1,493 correctional students passed these tests; the 2008 target is 1,700.

Goal 5: Juvenile correctional students at the Charles Hickey School will acquire the academic, life, transition, and occupational knowledge and skills to equip them for continuing education and entry into employment.

MSDE is responsible for developing and implementing the educational program for the Charles H. Hickey, Jr., School, which is operated by the Department of Juvenile Services and owned by the State of Maryland.

The Education Program at the Charles Hickey School includes middle and high school academic instruction, pre-GED and GED preparation, intensive instruction in reading and mathematics, Special Education instruction and services, career exploration and occupational education, a Transition/Life skills program, and media center services.

Objective 5.1

By school year 2007-08, the MSDE Juvenile Correctional Education Program will implement the Voluntary State Curriculum. See the article on page 14 for more on the Voluntary State Curriculum.

Objective 5.2

By 2007-08, MSDE's Juvenile Correctional Education Program will establish joint procedures with the Department of Juvenile Services for transitioning and special education services.
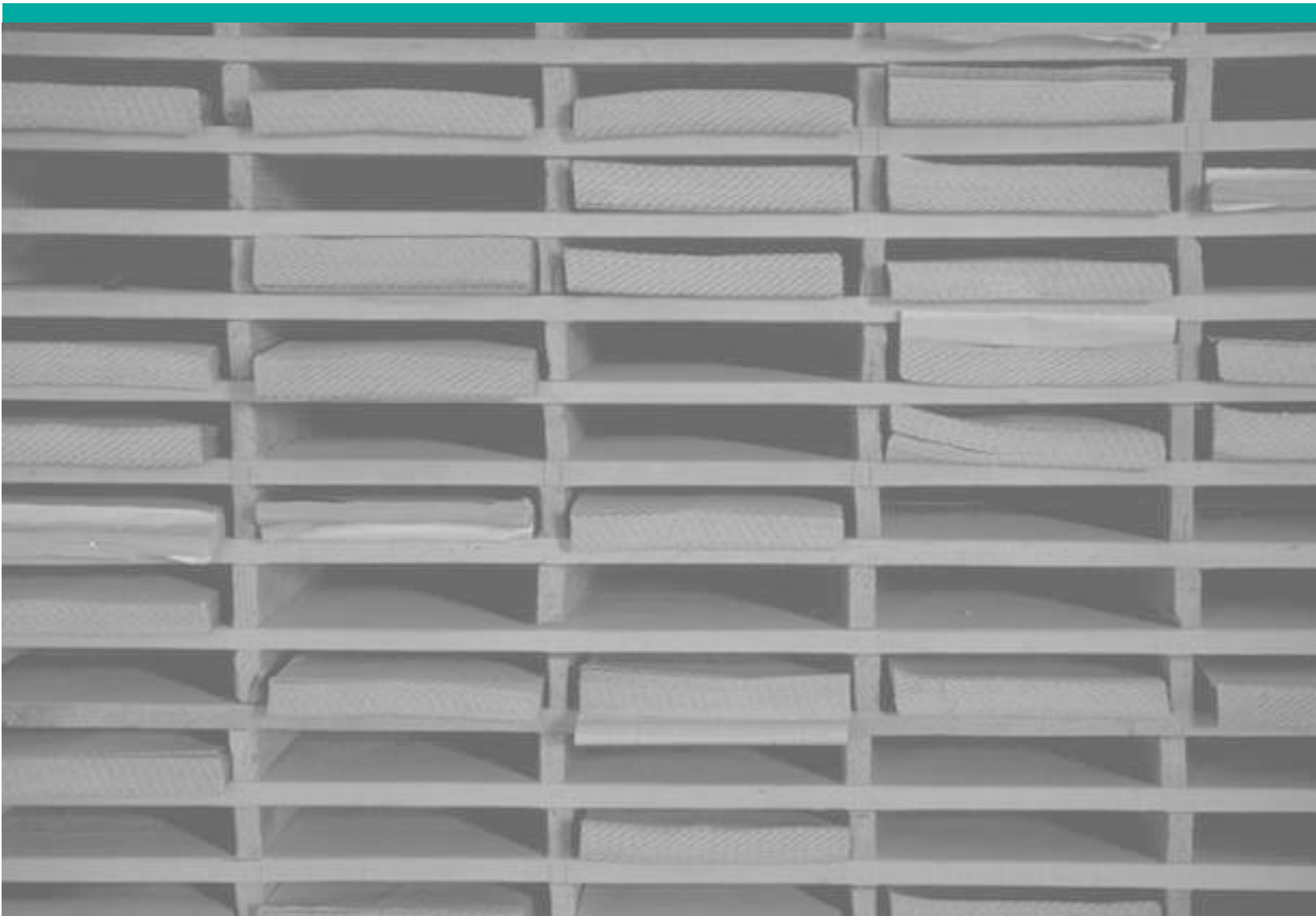
Objective 5.3

By school year 2013-14, all students in MSDE's Juvenile Correctional Education Program will meet or exceed the performance of students in similar schools statewide in reading and math.

Performance Measures & Targets

5.3.1   By 2005-2006, data will be collected and a baseline will be established for adequate yearly progress.

[supporting businesses]

Supporting Businesses:

The Backbone of Maryland State Department of Education (MSDE)

The goals of this strategic plan would not be achievable without the support of numerous MSDE businesses that range from human resources and school nutrition to information technology and finance. The services they provide are the foundation on which MSDE builds successful programs and initiatives.

For example, the Division of Business Services develops and implements MSDE administrative and financial policies, procedures, and systems. There are six branches collectively responsible for accounting systems, budget, administrative services, and fiscal support to department programs, and for operating food, nutrition, and transportation services and school facilities programs serving the public schools of Maryland. There are countless examples of outstanding support from these branches. Just a few examples are:

- Maryland's Special Milk Program for Children. This program supported 25,669 servings in two public school systems, 2,842,211 servings in 114 qualifying private

Support Snapshot: Information Technology 2004

Number of personal computers supported	975
Number of service requests fulfilled	1,787

schools and child care centers, and 159,585 servings in nine qualifying summer camps.

- Monitoring $187 million in State Aid for transportation and assisting local school systems in meeting federal emissions standards.

The Office of Information Technology (OIT) provides technology leadership, services, and management to support MSDE program missions. OIT provides leadership by developing and implementing technology plans, strategies, policies, and standards designed to maximize the benefits of MSDE technology investments. OIT delivers customer care, network management, systems development and hosting, technology education, research and development, project management, and consulting services to MSDE executives, programs, and staff. It also manages

Fast Facts: Business Services

- Administer Maryland Meals for Achievement, through which 50,000 Maryland children in 130 schools eat breakfast at school, free, regardless of their family's income.

- Ensure the safe transportation of more than 631,000 students.

- Assist in 135 active capital projects and 14 special projects for school facilities. Projects include science laboratory renovations, systemic renovations, and kindergarten additions.

MSDE technology projects, contracts, human resources, and hardware and software assets. Space prohibits a comprehensive list of OIT accomplishments. A snapshot of OIT reveals 1,787 service requests fulfilled and 975 personal computers supported in 2004.

[get connected]

Maryland State Department of Education on the Web

Public Education

www.marylandpublicschools.org for information on state education policies and programs.

www.mdreportcard.org for performance data—including Adequate Yearly Progress status and scores from MSA, ALT-MSA, and HSA—and demographic data at the school, district, and state levels.

www.mdk12.org for school improvement resources, Voluntary State Curriculum, and sample MSA and HSA test questions.

Public Libraries

www.marylandpublicschools.org/MSDE/divisions/library/ for information on the Division of Library Services and Development.

www.sailor.lib.md.us/ for information on Sailor, a project of Maryland Public Libraries that leverages Internet technology to facilitate Maryland resident access to information anywhere, anytime at no charge.

Rehabilitation Services

www.dors.state.md.us/dors for information on DORS' services for individuals with disabilities.

Correctional Education

www.marylandpublicschools.org/MSDE/divisions/careertech/correctional_education/ for information on Maryland's Correctional Education Program.

MSDE on the Web

[strategic plan]

2005 Update

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