

Maryland State Department of Education

MISSION

The Maryland State Department of Education will ensure a rigorous and world-class educational experience for every Maryland student, in every neighborhood, that prepares each to be college and career ready, through strategic direction and leadership, policy making and resource allocation, and engagement and advocacy.

VISION

The Maryland State Department of Education is a system of world-class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Achievement will improve for each student.

Obj. 1.1 The percentage of students that score as Proficient or Distinguished Learners in English/Language Arts and Mathematics on State Assessments will increase each year.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
English/Language Arts - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
¹ Grade 3	N/A	N/A	N/A	45.8%	48.0%	49.5%	50.2%
¹ Grade 4	N/A	N/A	N/A	46.3%	48.7%	50.2%	51.0%
¹ Grade 5	N/A	N/A	N/A	41.2%	41.8%	42.3%	42.5%
¹ Grade 6	N/A	N/A	N/A	44.3%	48.1%	50.7%	51.9%
¹ Grade 7	N/A	N/A	N/A	43.2%	47.2%	49.8%	51.1%
¹ Grade 8	N/A	N/A	N/A	42.7%	46.8%	49.6%	51.0%
¹ Grade 10	N/A	N/A	N/A	53.4%	53.5%	53.6%	53.7%
Mathematics - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
¹ Grade 3	N/A	N/A	N/A	36.7%	40.3%	41.7%	42.1%
¹ Grade 4	N/A	N/A	N/A	28.2%	32.2%	33.9%	34.4%
¹ Grade 5	N/A	N/A	N/A	24.6%	27.4%	28.6%	28.9%
¹ Grade 6	N/A	N/A	N/A	18.2%	18.9%	19.2%	19.3%
¹ Grade 7	N/A	N/A	N/A	12.5%	14.7%	15.5%	15.8%
¹ Grade 8	N/A	N/A	N/A	6.9%	7.5%	7.8%	7.8%
¹ Algebra I	N/A	N/A	N/A	14.4%	17.2%	18.3%	18.7%

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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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
³ Advanced Placement (AP) – Public school participants	57,555	56,160	48,314	51,523	N/A	N/A	N/A
³ AP Exams – Receiving grade 3, 4 or 5	71,555	71,512	51,769	60,146	N/A	N/A	N/A
³ Graduates meeting USM Entrance Requirements	51%	58%	59%	56%	N/A	N/A	N/A
^{2,3} Percentage of graduates who are Career Technology Education (CTE) completers	23.9%	22.8%	23.9%	N/A	N/A	N/A	N/A
^{2,3} Percentage of graduates who participated in Dual Enrollment Opportunities	15.9%	19.9%	21.5%	N/A	N/A	N/A	N/A

Obj. 1.3 The percentage of children entering kindergarten ready to learn will increase each year.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Enrollment in: Prekindergarten	30,950	32,203	23,616	27,767	30,718	32,700	33,750
3-year-olds in full-day	884	359	777	624	1,346	1,386	1,428
3-year-olds in half-day	3,114	3,749	2,718	2,939	3,738	3,850	3,966
4-year-olds in full-day	8,713	14,906	13,209	15,150	19,821	20,416	21,029
4-year-olds in half-day	17,946	12,835	7,201	8,719	6,622	6,821	7,026
Kindergarten	63,778	65,087	58,391	61,671	60,986	61,500	62,000
Maryland Infants and Toddlers Program	19,214	19,694	17,760	18,313	20,391	21,003	21,633
Preschool Special Education	14,645	15,526	11,955	9,160	9,416	9,698	9,989
Head Start	9,491	7,440	7,522	7,885	7,589	7,599	7,609
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	54	53	60	76	83	84	93
Number of Family Support (Patty) Centers	17	17	19	18	35	38	41
Capacity of child care providers	217,187	216,771	206,201	204,839	203,934	206,596	290,292
Number of children served by Child Care Scholarship Program	26,133	27,782	25,323	23,193	25,832	27,462	29,195
Percentage of regulated providers enrolling children eligible for child care subsidy	30.5%	33.7%	29.1%	33.6%	39.0%	43.1%	47.6%

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Performance Measures (Cont.)	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of children entering Kindergarten demonstrating readiness	47.2%	46.7%	N/A	39.56%	41.64%	20.42%	20.87%
Special Education	18.5%	18.6%	N/A	16.58%	16.90%	17.50%	18.00%
EL (English Learners)	22.4%	17.8%	N/A	9.82%	10.20%	10.50%	10.80%
Direct Certified	33.4%	33.7%	N/A	23.01%	29.40%	32.40%	34.40%
³ Percentage of income-eligible families receiving child care scholarships	23.7%	25.6%	22.6%	17.6%	N/A	N/A	N/A
Percent of child care providers participating in the teacher credentialing program	32.0%	43.0%	25.3%	28.2%	17.2%	17.5%	17.8%
Percentage of child care facilities in compliance with critical health and safety standards	93.1%	91.1%	95.4%	97.8%	86.9%	88.0%	89.0%
Number of early childhood programs participating in MD EXCELS	4,576	4,892	4,910	4,824	4,727	4,994	5,232
Number of early childhood programs published in MD EXCELS	4,092	4,309	4,483	4,237	4,257	4,495	4,709
⁴ Number of Fast-Track (presumptive eligibility) child care scholarship (CCS) applications received	N/A	N/A	N/A	N/A	11,148	33,112	33,112
⁴ Number of Full Fast-Track (presumptive eligibility) child care scholarship (CCS) applications received	N/A	N/A	N/A	N/A	7,865	23,361	23,361
⁴ The average length of time that a Fast-Track (presumptive eligibility) CCS application is processed for a family applying for a child care scholarship	N/A	N/A	N/A	N/A	3.2	3.3	3.3
⁴ The average length of time before an eligibility determination is made after receipt of a presumptive CCS application (in business days)	N/A	N/A	N/A	N/A	3.2	3.3	3.3
⁴ Percentage of CCS applications that receive a determination for presumptive eligibility within 3 Business days	N/A	N/A	N/A	N/A	68%	62%	62%
The average number of days it takes to transfer eligible payments payment processing files to the Comptroller's Office after the completion of Advance Payment Processing	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Percentage of eligible payment processing files that are transferred, bi-monthly, to the Comptroller's Office within 10 days	100%	100%	100%	100%	100%	100%	100%

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Obj. 1.4 The four-year cohort graduation rate will increase each year.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
³ Percent of high school dropouts (Cohort Rate)	8.42%	8.25%	7.36%	8.54%	N/A	N/A	N/A
³ Four-Year High School graduation rate (Cohort Rate)	86.86%	86.75%	87.20%	86.29%	N/A	N/A	N/A
^{2,3} Five-Year High School graduation rate (Cohort Rate)	88.88%	88.26%	89.02%	N/A	N/A	N/A	N/A

Obj. 1.5 More than 98 percent of Autism Waiver participants will remain in the home and community.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of Autism Waiver participants	1,175	1,211	1,340	1,504	1,710	2,950	2,950
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	1,175	1,211	1,340	1,504	1,710	2,950	2,950
Number of Students on Autism Waiver Wait List	5,621	5,843	5,992	6,274	6,704	3,751	4,979

Goal 2. Maryland's educator workforce will be highly-qualified and diverse.

Obj. 2.1 The percentage of inexperienced/Year One teachers teaching in high poverty schools will decrease each year.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of inexperienced/Year One teachers teaching in the State	3,437	3,708	3,110	3,591	4,017	4,050	4,070
³ Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	7.1%	8.9%	8.2%	7.5%	N/A	N/A	N/A
³ Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	7.1%	9.5%	7.9%	7.7%	N/A	N/A	N/A
⁵ Number of teachers with National Board for Professional Teaching Standards Certification	3,322	3,403	3,466	N/A	1,581	2,300	3,700

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Obj. 2.2 At least 90% of public school teachers in Maryland will be retained as teachers in the state each year.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percentage of public school teachers from 3 years prior who are still a Maryland public school teacher	N/A	N/A	N/A	N/A	75.50%	76.50%	77.50%
Percentage of teachers of color:							
Percentage of Asian teachers	N/A	N/A	N/A	N/A	80.70%	81.00%	81.30%
Percentage of Black/African-American teachers	N/A	N/A	N/A	N/A	68.70%	69.70%	70.70%
Percentage of Hispanic/Latino teachers	N/A	N/A	N/A	N/A	74.00%	75.00%	76.00%
Percentage of new (Year One) teachers of color:							
Percentage of new (Year One) Asian teachers	N/A	N/A	N/A	N/A	3.90%	4.50%	5.00%
Percentage of new (Year One) Black/African-American teachers	N/A	N/A	N/A	N/A	28.20%	29.00%	30.00%
Percentage of new (Year One) Hispanic/Latino teachers	N/A	N/A	N/A	N/A	7.80%	8.50%	9.00%

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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
³ Number of eligibility decisions	8,700	7,978	5,011	6,063	N/A	N/A	N/A
³ Number who achieve an employment outcome	1,199	1,214	925	978	N/A	N/A	N/A
³ Percentage who are employed during the 2nd quarter after program exit	43%	44%	40%	39%	N/A	N/A	N/A
³ Percentage who are employed during the 4th quarter after program exit	0	39%	34%	40%	N/A	N/A	N/A
³ Number of Students Receiving Pre-Employment Transition Services (Pre-ETS)	5,071	6,323	6,672	7,051	N/A	N/A	N/A

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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 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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
^{2,3} Claims cleared accurately	61,286	49,029	46,954	N/A	N/A	N/A	N/A
^{2,3} Title II mean processing time (days)	103.7	103.7	166.9	N/A	N/A	N/A	N/A
^{2,3} Title XVI mean processing time (days)	108.6	113.2	173.0	N/A	N/A	N/A	N/A
^{2,3} Net accuracy rate	96.0%	97.1%	94.6%	N/A	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	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
² Percentage of Customer Service survey respondents who indicate that, overall, they are very satisfied, somewhat satisfied or neutral	87.0%	91.8%	90.3%	N/A	82.80%	85.00%	87.00%

NOTES

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- ¹ 2019 Assessments were based on a five-level grading system. No assessment scores in spring 2020. Assessments in 2021 were moved from the spring to the fall, were based on a three-level grading system, and are provided in a separate sheet. Beginning with the 2022 assessments, students are evaluated on a four-level grading system.
 - ² 2022 data unavailable at time of publication.
 - ³ 2023 data unavailable at time of publication.
 - ⁴ Presumptive eligibility began this calendar year and data are available only from 2/6/23 through 10/23/23.
 - ⁵ Updated data source in 2023.