

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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
English/Language Arts - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
Grade 3	N/A	N/A	45.8%	48.0%	46.5%	51.5%	56.5%
Grade 4	N/A	N/A	46.3%	48.7%	49.3%	54.3%	59.3%
Grade 5	N/A	N/A	41.2%	41.8%	44.2%	49.2%	54.2%
Grade 6	N/A	N/A	44.3%	48.1%	47.9%	52.9%	57.9%
Grade 7	N/A	N/A	43.2%	47.2%	48.6%	53.6%	58.6%
Grade 8	N/A	N/A	42.7%	46.8%	46.2%	51.2%	56.2%
Grade 10	N/A	N/A	53.4%	53.5%	55.3%	60.3%	65.3%
Mathematics - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
Grade 3	N/A	N/A	36.7%	40.3%	40.0%	45.0%	50.0%
Grade 4	N/A	N/A	28.2%	32.2%	32.8%	37.8%	42.8%
Grade 5	N/A	N/A	24.6%	27.4%	28.7%	33.7%	38.7%
Grade 6	N/A	N/A	18.2%	18.9%	19.9%	24.9%	29.9%
Grade 7	N/A	N/A	12.5%	14.7%	15.3%	20.3%	25.3%
Grade 8	N/A	N/A	6.9%	7.5%	7.0%	12.0%	17.0%
Algebra I	N/A	N/A	14.4%	17.2%	20.1%	25.1%	30.1%

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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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Advanced Placement (AP) – Public school participants	56,160	48,314	51,523	57,191	N/A	N/A	N/A
AP Exams – Receiving grade 3, 4 or 5	71,512	51,769	60,146	67,533	N/A	N/A	N/A
Graduates meeting USM Entrance Requirements	58.3%	58.8%	56.1%	58.4%	N/A	N/A	N/A
Percentage of graduates who are Career Technology Education (CTE) completers	22.8%	23.9%	26.3%	23.3%	N/A	N/A	N/A
Percentage of graduates who participated in Dual Enrollment Opportunities	19.9%	21.5%	N/A	N/A	N/A	N/A	N/A
² Percent of students that are chronically absent	18.3%	22.4%	30.9%	29.8%	N/A	20.0%	15.0%

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

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Enrollment in: Prekindergarten	32,203	23,616	27,767	30,718	31,381	32,200	33,000
3-year-olds in full-day	359	777	624	1,346	1,030	1,100	1,200
3-year-olds in half-day	3,749	2,718	2,939	3,738	3,799	3,800	3,800
4-year-olds in full-day	14,906	13,209	15,150	19,821	21,528	22,500	23,500
4-year-olds in half-day	12,835	7,201	8,719	6,622	4,778	4,000	3,000
Kindergarten	65,087	58,391	61,671	60,986	60,514	61,000	61,500
Maryland Infants and Toddlers Program	19,694	17,760	18,313	20,391	21,283	22,214	23,102
Preschool Special Education	15,526	11,955	9,160	9,416	10,916	11,500	12,000
Head Start	7,440	7,522	7,885	7,589	6,637	6,887	7,284
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	53	60	76	83	86	93	108
Number of Family Support (Patty) Centers	17	19	18	35	35	36	40
Capacity of child care providers	216,410	205,991	206,230	205,548	205,083	207,000	209,000
Number of children served by Child Care Scholarship Program	28,352	25,999	24,007	33,015	51,140	52,000	52,000
Percentage of regulated providers enrolling children eligible for child care subsidy	39.7%	38.7%	37.5%	43.3%	50.5%	51.0%	52.0%
Percent of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA)	46.7%	N/A	39.6%	41.6%	44.1%	46.0%	47.5%
Special Education	18.6%	N/A	16.6%	16.9%	18.0%	18.5%	19.0%
EL (English Learners)	17.8%	N/A	9.8%	10.2%	12.0%	13.0%	14.5%

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Performance Measures (Cont.)	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Direct Certified	33.7%	N/A	23.0%	29.4%	31.9%	33.5%	35.0%
Percentage of income-eligible families receiving child care scholarships	25.6%	22.6%	17.6%	15.2%	23.6%	24.0%	24.0%
Percent of child care providers participating in the teacher credentialing program	43.0%	25.3%	28.2%	17.2%	41.5%	0.0%	0.0%
Percentage of child care facilities in compliance with critical health and safety standards	91.1%	95.4%	97.8%	86.9%	90.0%	90.0%	90.0%
Number of early childhood programs participating in MD EXCELS	4,892	4,910	4,824	4,727	5,103	5,200	5,300
Number of early childhood programs published in MD EXCELS	4,309	4,483	4,237	4,257	4,595	4,700	4,900
³ Number of Fast-Track (presumptive eligibility) child care scholarship (CCS) applications received	N/A	N/A	N/A	13,953	13,793	13,500	13,500
³ Number of Full Fast-Track (presumptive eligibility) child care scholarship (CCS) applications received	N/A	N/A	N/A	14,143	14,418	14,500	14,500
³ 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	3.0	1.8	1.0	1.0
³ 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	3.0	1.8	1.0	1.0
³ Percentage of CCS applications that receive a determination for presumptive eligibility within 3 Business days	N/A	N/A	N/A	73.8%	98.2%	99.0%	99.5%
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	2.0	2.0
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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of children in grades 9 through 12 who drop-out of school in an academic year	8.3%	7.4%	8.5%	9.8%	N/A	N/A	N/A
Four-Year High School graduation rate (Cohort Rate)	86.8%	87.2%	86.3%	85.8%	N/A	N/A	N/A
Five-Year High School graduation rate (Cohort Rate)	88.3%	89.0%	88.2%	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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of Autism Waiver participants	1,211	1,340	1,504	1,710	1,937	2,450	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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Autism Waiver participants living in the home and community	1,211	1,340	1,504	1,710	1,937	2,450	2,950

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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of inexperienced/Year One teachers teaching in the State	3,708	3,110	3,591	4,017	3,518	3,600	3,700
Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	8.9%	8.2%	7.5%	6.9%	N/A	N/A	N/A
Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	9.5%	7.9%	7.7%	6.6%	N/A	N/A	N/A
Number of teachers with National Board for Professional Teaching Standards Certification	3,403	3,466	N/A	1,594	1,626	1,800	2,000

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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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of teachers retained over a 3-year period	N/A	N/A	N/A	75.5%	73.7%	75.0%	76.3%
Percentage of teachers of color:							
Percentage of Asian teachers	N/A	N/A	N/A	80.7%	79.3%	81.0%	82.7%
Percentage of Black/African-American teachers	N/A	N/A	N/A	68.7%	67.2%	68.9%	70.6%
Percentage of Hispanic/Latino teachers	N/A	N/A	N/A	74.0%	72.2%	73.9%	76.5%
Percent of new teachers of color as measured by the Fall Staff Collection report	N/A	N/A	N/A	40.1%	42.3%	46.5%	52.0%
Percentage of new (Year One) Asian teachers	N/A	N/A	N/A	3.9%	4.2%	4.5%	5.0%
Percentage of new (Year One) Black/African-American teachers	N/A	N/A	N/A	28.2%	30.1%	33.0%	36.0%
Percentage of new (Year One) Hispanic/Latino teachers	N/A	N/A	N/A	7.8%	8.1%	9.0%	11.0%
Percent of schools with one or more school psychologist, mental health professionals, etc.	88.9%	88.5%	88.0%	87.5%	86.0%	N/A	N/A

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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of eligibility decisions	5,577	3,327	4,478	4,693	6,005	6,150	N/A
Number who achieve an employment outcome	1,214	925	978	994	1,009	1,100	N/A
Percentage who are employed during the 2nd quarter after program exit	44%	40%	39%	49%	N/A	N/A	N/A
Percentage who are employed during the 4th quarter after program exit	39%	34%	40%	47%	N/A	N/A	N/A
Number of Students Receiving Pre-Employment Transitioning Services (Pre-ETS)	6,323	6,672	7,051	10,007	6,710	7,000	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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Claims cleared accurately	49,029	46,954	38,709	40,498	44,500	N/A	N/A
Title II mean processing time (days)	103.7	166.9	175.0	255.0	315.0	N/A	N/A
Title XVI mean processing time (days)	113.2	173.0	N/A	N/A	N/A	N/A	N/A
Net accuracy rate	97.1%	94.6%	95.9%	95.3%	N/A	N/A	N/A

NOTES

¹ 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 2024 data was unavailable at time of publication. It will be provided in the FY 2027 MFR.

³ Presumptive eligibility began in 2023 and the data for 2023 only ranges from 2/6/23 through 10/23/23.