

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	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
English/Language Arts (ELA) - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
¹ Grade 3	N/A	45.8%	48.0%	46.5%	50.0%	55.0%	60.0%
¹ Grade 4	N/A	46.3%	48.7%	49.3%	48.4%	53.4%	58.4%
¹ Grade 5	N/A	41.2%	41.8%	44.2%	45.0%	50.0%	55.0%
¹ Grade 6	N/A	44.3%	48.1%	47.9%	50.4%	55.4%	60.4%
¹ Grade 7	N/A	43.2%	47.2%	48.6%	53.0%	58.0%	63.0%
¹ Grade 8	N/A	42.7%	46.8%	46.2%	48.4%	53.4%	58.4%
¹ Grade 10	N/A	53.4%	53.5%	55.3%	59.5%	64.5%	69.5%
Mathematics - Level 3 (Proficient Learner) or Level 4 (Distinguished Learner)							
¹ Grade 3	N/A	36.7%	40.3%	40.0%	42.0%	47.0%	52.0%
¹ Grade 4	N/A	28.2%	32.2%	32.8%	34.9%	39.9%	44.9%
¹ Grade 5	N/A	24.6%	27.4%	28.7%	30.7%	35.7%	40.7%
¹ Grade 6	N/A	18.2%	18.9%	19.9%	22.6%	27.6%	32.6%
¹ Grade 7	N/A	12.5%	14.7%	15.3%	17.4%	22.4%	27.4%
¹ Grade 8	N/A	6.9%	7.5%	7.0%	8.7%	13.7%	18.7%
¹ Algebra I	N/A	14.4%	17.2%	20.1%	21.4%	26.4%	31.4%

Maryland State Department of Education

Obj. 1.2 The participation and performance of all high school student subgroups in challenging instructional programs will increase and the percentage of students at risk of not graduating from high school on time will decrease each year.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Advanced Placement (AP) – Public school participants	48,314	51,523	57,191	65,905	71,192	78,872	82,050
AP Exams – Receiving grade 3, 4 or 5	51,769	60,146	67,533	81,490	96,927	104,000	110,000
Graduates meeting USM Entrance Requirements	58.8%	56.1%	58.4%	57.2%	61.2%	63.2%	65.2%
Percentage of graduates who are Career Technology Education (CTE) completers	23.9%	26.3%	23.3%	26.7%	28.5%	30.5%	32.5%
Percentage of graduates who participated in Dual Enrollment Opportunities	21.5%	N/A	N/A	27.3%	28.2%	30.2%	32.2%
Percent of students that are chronically absent	22.4%	30.9%	29.8%	26.7%	25.2%	15.0%	15.0%
Percent of grade 8 students that are chronically absent, received suspensions, or failed ELA or math courses in grades 6-8	NA	N/A	46.8%	45.6%	43.0%	40.0%	37.0%

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

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Enrollment in: Prekindergarten	23,616	27,767	30,718	31,381	32,075	33,908	33,911
3-year-olds in full-day	777	624	936	1,030	1,503	1,893	2,171
3-year-olds in half-day	2,186	2,939	3,738	3,800	3,446	3,721	3,861
4-year-olds in full-day	13,209	15,150	19,074	21,528	23,313	24,813	25,313
4-year-olds in half-day	7,208	8,721	6,622	4,780	3,576	3,076	2,276
Kindergarten	58,391	61,671	60,986	60,514	59,562	60,082	60,102
Maryland Infants and Toddlers Program	17,760	18,313	20,391	21,283	20,830	21,455	22,099
Preschool Special Education	11,955	9,160	9,416	10,916	11,770	12,123	12,487
Head Start	7,522	7,885	7,589	7,641	7,888	7,888	7,888
Number of Judith P. Hoyer Enhancement Centers (Judy Centers)	60	76	83	86	93	110	128
Number of Family Support (Patty) Centers	19	18	35	35	17	20	23
Capacity of child care providers	205,991	206,230	205,983	207,539	207,484	207,429	207,374
Number of children served by Child Care Scholarship Program	25,999	24,007	33,036	51,176	61,206	59,396	60,301
Percentage of regulated providers enrolling children eligible for child care subsidy	38.7%	37.5%	43.3%	50.5%	55.3%	51.4%	53.4%
⁴ Percent of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA)	N/A	39.6%	41.6%	44.1%	N/A	N/A	N/A
⁴ Special Education	N/A	16.6%	16.9%	18.0%	N/A	N/A	N/A
⁴ EL (English Learners)	N/A	9.8%	10.2%	12.0%	N/A	N/A	N/A

Maryland State Department of Education

Performance Measures (Cont.)	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
⁴ Direct Certified	N/A	23.0%	29.4%	31.9%	N/A	N/A	N/A
Percentage of income-eligible families receiving child care scholarships (CCS)	22.6%	17.6%	12.9%	21.3%	22.4%	23.0%	23.0%
Percent of child care providers participating in the teacher credentialing program	25.3%	28.2%	17.2%	41.5%	0.0%	0.0%	0.0%
Percentage of child care facilities in compliance with critical health and safety standards	95.4%	97.8%	86.9%	90.0%	97.5%	95.0%	95.0%
Number of early childhood programs participating in MD EXCELS	4,910	4,824	4,727	4,667	4,794	4,729	4,730
Number of early childhood programs published in MD EXCELS	4,483	4,237	4,257	4,330	4,497	4,361	4,396
² Number of Fast-Track (presumptive eligibility) CCS applications received	N/A	N/A	880	23,616	17,142	17,000	17,000
² Number of Full Fast-Track (presumptive eligibility) CCS applications received	N/A	N/A	619	17,460	14,145	14,000	14,000
² 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	3.1	1.5	1.7	1.6	1.6
² 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	3.1	1.5	1.7	1.6	1.6
² Percentage of CCS applications that receive a determination for presumptive eligibility within 3 Business days	N/A	N/A	98.2%	96.1%	96.1%	96.1%	96.1%
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%

Maryland State Department of Education

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

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
³ Percent of children in grades 9 through 12 who drop-out of school in an academic year	7.4%	8.5%	9.8%	8.28%	N/A	N/A	N/A
³ Four-Year High School graduation rate (Cohort Rate)	87.2%	86.3%	85.8%	87.55%	N/A	N/A	N/A
³ Five-Year High School graduation rate (Cohort Rate)	89.0%	88.2%	87.5%	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	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Autism Waiver participants	1,340	1,504	1,740	2,072	1,934	1,784	1,700
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	1,340	1,504	1,740	2,072	1,934	1,784	1,700

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 and the percentage of teachers rated effective/highly effective will remain above 90%.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of inexperienced/Year One teachers teaching in the State	3,110	3,591	4,017	4,231	3,502	4,000	4,000
³ Percentage of inexperienced/Year One teachers teaching in elementary schools in the high poverty quartile	8.2%	7.5%	8.1%	8.6%	N/A	N/A	N/A
³ Percentage of inexperienced/Year One teachers teaching in secondary schools in the high poverty quartile	7.9%	7.7%	8.9%	8.4%	N/A	N/A	N/A
Number of teachers with National Board for Professional Teaching Standards Certification	3,466	N/A	1,594	1,626	2,279	2,600	3,000
Percent of teachers evaluated Highly Effective	0%	0%	40%	45%	48%	48%	49%
Percent of teachers evaluated Effective	0%	0%	58%	52%	49%	49%	48%
Percent of teachers evaluated Developing	0%	0%	1%	2%	2%	2%	2%
Percent of teachers evaluated Ineffective	0%	0%	1%	1%	1%	1%	1%

Maryland State Department of Education

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

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of teachers retained over a 3-year period	N/A	N/A	76.5%	73.9%	73.8%	76.0%	78.0%
Percentage of teachers of color:							
Percentage of Asian teachers	N/A	N/A	81.8%	79.3%	78.7%	83.0%	84.0%
Percentage of Black/African-American teachers	N/A	N/A	70.1%	67.2%	68.5%	72.0%	75.0%
Percentage of Hispanic/Latino teachers	N/A	N/A	74.2%	72.2%	71.5%	77.0%	80.0%
Percent of new teachers of color as measured by the Fall Staff Collection report	N/A	N/A	40.1%	42.3%	44.8%	47.7%	50.4%
Percentage of new (Year One) Asian teachers	N/A	N/A	3.9%	4.2%	4.0%	4.5%	5.0%
Percentage of new (Year One) Black/African-American teachers	N/A	N/A	28.2%	30.1%	33.4%	35.4%	37.4%
Percentage of new (Year One) Hispanic/Latino teachers	N/A	N/A	7.8%	8.1%	7.4%	7.8%	8.0%
Percent of all schools in Maryland that have one or more mental health professionals	37.8%	39.2%	40.7%	42.4%	43.5%	44.0%	44.5%

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	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of eligibility decisions	3,327	4,478	4,693	6,005	6,395	6,715	7,051
Number who achieve an employment outcome	925	978	994	1,009	1,044	1,096	1,151
Percentage who are employed during the 2nd quarter after program exit	40%	39%	49%	47%	45%	45%	46%
Percentage who are employed during the 4th quarter after program exit	34%	40%	47%	45%	43%	43%	44%
Number of Students Receiving Pre-Employment Transition Services (Pre-ETS)	6,672	7,051	10,007	6,710	8,290	8,704	9,140

Maryland State Department of Education

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	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Claims cleared accurately	46,954	38,709	40,498	44,500	52,896	51,795	54,500
Title II and Title XVI combined mean processing time (days)	-	-	255.0	315.0	270.7	226.0	180.0
Net accuracy rate	94.6%	95.9%	95.3%	97.2%	93.0%	96.8%	96.8%

NOTES

¹ 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 Presumptive eligibility began in 2023 and the data for 2023 only ranges from 2/6/23 through 10/23/23.

³ 2025 data was unavailable at time of publication. It will be provided in the FY 2028 MFR

⁴ There was no KRA in SY 2024-2025 as MSDE focused on training to prepare LEAs for the transition to a new assessment in SY 2025-2026