

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

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**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%     |
| <sup>4</sup> 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       |
| <sup>4</sup> Special Education  | N/A       | 16.6%     | 16.9%     | 18.0%     | N/A       | N/A       | N/A       |
| <sup>4</sup> EL (English Learners)  | N/A       | 9.8%      | 10.2%     | 12.0%     | N/A       | N/A       | N/A       |

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| Performance Measures (Cont.)  |  | 2021 Act. | 2022 Act. | 2023 Act. | 2024 Act. | 2025 Act. | 2026 Est. | 2027 Est. |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <sup>4</sup> 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     |
| <sup>2</sup> Number of early childhood programs published in MD EXCELS  |  | 4,483     | 4,237     | 4,257     | 4,330     | 4,497     | 4,361     | 4,396     |
| <sup>2</sup> Number of Fast-Track (presumptive eligibility) CCS applications received   |  | N/A       | N/A       | 880       | 23,616    | 17,142    | 17,000    | 17,000    |
| <sup>2</sup> Number of Full Fast-Track (presumptive eligibility) CCS applications received  |  | N/A       | N/A       | 619       | 17,460    | 14,145    | 14,000    | 14,000    |
| <sup>2</sup> 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       |
| <sup>2</sup> 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       |
| <sup>2</sup> 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%      |

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**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. |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <sup>3</sup> 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       |
| <sup>3</sup> Four-Year High School graduation rate (Cohort Rate)                                   | 87.2%     | 86.3%     | 85.8%     | 87.55%    | N/A       | N/A       | N/A       |
| <sup>3</sup> 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     |
| <sup>3</sup> 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       |
| <sup>3</sup> 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%        |

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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   | 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     |

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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  | 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

<sup>1</sup> 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.

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

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

<sup>4</sup> 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