TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: March 26, 2019

SUBJECT: Implementation of Strategic Plan, Moving Maryland Forward: Sharpen the Focus for 2020, Presented by Marcella E. Franczkowski, Assistant State Superintendent, Division of Early Intervention/Special Education Services

INFORMATION

PURPOSE:

The purpose of this item is to provide information on implementation of the strategic plan of the Division of Early Intervention/Special Education Services, entitled Moving Maryland Forward: Sharpen the Focus for 2020. (ATTACHMENT I).

BACKGROUND:

In November 2016, the Division of Early Intervention/Special Education Services (DEI/SES) issued its current strategic plan, Moving Maryland Forward: Sharpen the Focus for 2020. (ATTACHMENT II). Now two years into implementation, this plan continues to guide national, state, and local leaders, and has produced promising results for students with disabilities, birth through age 21, and their families.

The central focus of the strategic plan is to “narrow the gap.” This means that students with disabilities are not only expected to make progress in the general education curriculum, but also to receive specially designed instruction to accelerate student progress and allow them to compete with nondisabled peers. To reach that strategic vision, the DEI/SES has organized itself around three action imperatives: 1) early childhood; 2) access, equity, and progress; and 3) secondary transition. The infrastructure and operations of the DEI/SES mirror these three action imperatives, with dedicated staff and professional learning for each.

The strategic plan, however, would be only aspirational if not for the accountability framework that informs implementation across the state. Each local school system is annually assigned to one of four tiers of supervision (i.e., universal, targeted, focused, or intensive) based on their
special education compliance and results data. Depending on the level of performance need, each local school system is assigned to a corresponding tier of support. This is an example of differentiation at work, with the DEI/SES focusing resources where there is the greatest need for improvement and collaborating with those who have models of success for replication.

Implementation of the strategic plan is more effective and efficient because it dovetails with the state’s focus on regionalization. The DEI/SES has designated five regions across the state and assigned content-specific liaisons to support each of the three action imperatives. Not only does this facilitate differentiated professional learning, but also it leads to effective customer service, with technical assistance based on specific monitoring results and/or individual requests from local school systems. In effect, the DEI/SES has created functional communities of practice to respond to the needs of the day while still working toward strategic objectives. The DEI/SES’s focused professional learning calendar has brought together over 600 local leaders for a total of 15 events and 1,200 hours of coaching to date.

To implement the strategic plan locally, the DEI/SES invested in an evidence-based decision-making model called TAP-IT (Team, Analyze, Plan, Implement, and Track). The TAP-IT model, developed by faculty at the Johns Hopkins University, is anchored in research and implementation science. Critically, the DEI/SES has required local school systems to use the TAP-IT model when applying for local discretionary funds, and has allocated over 7 million dollars in each of the last three years to support the implementation plans developed by local school systems in collaboration with their regional liaisons. The DEI/SES provides ongoing coaching to ensure that local plans are implemented with fidelity.

To implement the strategic plan statewide, the DEI/SES has partnered with national experts to develop resources and tools for local use, beginning with self-assessment rating tools geared toward each of the three action imperatives. With regard to resources, the DEI/SES has created technical assistance bulletins on topics ranging from dyslexia to aligning individualized education program (IEP) goals with grade-level content. Each bulletin has been vetted by parents and advocates so that they are clear and responsive to questions in the field. With regard to tools, the DEI/SES continues to drive the evolution of the Maryland Online Individualized Family Service Plan (IFSP), Maryland Online IEP, and Maryland Digital Transition Portfolio to facilitate sound decision-making and monitor priority areas.

Implementation of the strategic plan is not about the success of a single program, but rather about using the things we know make a difference for students with disabilities and their families to create systems change. To sustain that kind of change requires a strategic vision, objectives and accountability, regional implementation of evidence-based practices with fidelity, and, finally, tools and resources to build capacity for specially designed instruction that accelerates student progress. With this logic of influence, we are capable of driving change not just within the DEI/SES but across Maryland.
SUMMARY:

Implementation of the strategic plan has already begun to yield results, including:

- **Early Childhood** – 68% of 3rd graders who received early intervention no longer need special education;
- **Access, Equity, Progress** – In a period of four years, the graduation rate for students with disabilities has increased 7.5 percentage points, representing a narrowing of the gap of 5.2 percentage points;
- **Access, Equity, Progress** – More than 70% of 6-21 year olds are in general education, learning alongside their nondisabled peers at least 80% of the day; and
- **Secondary Transition** – 58% of students with disabilities are enrolled in higher education or competitive employment after graduation, representing an increase of 3.5%.

(ATTACHMENT V).

ACTION:

For discussion only.

Attachments (5)
The Strategic Vision

March 2019 State Board Meeting

Marcella E. Franczkowski
Assistant State Superintendent

23,300
Children with disabilities
Birth – 5
6.4%
of total population

33,757
Students with disabilities
Ages 14 – 21
30.9%
of all students on IEPs

12.2%
of student population

Census Data 2018

Division of Early Intervention and Special Education Services
The Strategic Vision
Division of Early Intervention and Special Education Services
Accountability Framework

<table>
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<tr>
<th>TIERS OF GENERAL SUPERVISION</th>
<th>TIERS OF PERFORMANCE SUPPORT</th>
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<td><strong>ACHIEVEMENT</strong></td>
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<td><strong>PROGRESS</strong></td>
<td><strong>GAP REDUCTION</strong></td>
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<td><strong>COMPLIANCE</strong></td>
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**Every year, enhanced differentiated monitoring and in-depth data analysis**

**Annual Determination Status:** "Needs Assistance" for 2 or more consecutive years, or "Needs Partial Intervention". Other Status: Uncorrected noncompliance for 2 or more years or readiness for implementation of State and local leadership teams.

**Requirement:** Comprehensive Plan(s), including Improvement and/or Corrective Action Plan(s) (CAPs), as assigned, submitted to and approved by DEI/SES.

- Onsite intensive technical assistance
- Ongoing assessment of progress
- Direction of funds

**Responsive support by joint State and local leadership teams to implement Improvement Plan(s) and/or Corrective Action Plan(s), including:**
- Coaching
- Training
- Periodic feedback
- Target or direct funds

**Substantial support by the State and local leadership (including Superintendent) and other required stakeholders to jointly implement Comprehensive Plan focused on systems change through:**

- Onsite intensive technical assistance
- Ongoing assessment of progress
- Direction of funds

**Sanctions may include direction, recovery, or withholding of funds.**

**Every 4 years, cyclical monitoring**

- Comprehensive monitoring: Local policies & procedures; Child/Student record reviews; Case studies/local interviews
- Sub-recipient monitoring
- Priority monitoring determined by DEI/SES Assistant State Superintendent

**Annual Determination Status:** "Meets Requirements" or 1st year of "Needs Assistance". Other Status: Noncompliance not corrected within 1 year of identification or at the request of the LSS/PA or DEI/SES Assistant State Superintendent.

**Requirement:** Improvement Plan(s) and/or Corrective Action Plan(s) (CAPs), as assigned, submitted to and approved by DEI/SES.

**Statewide/regional technical assistance for identified needs**

- Resources & funding
- Local Implementation for Results (LIR)
Evidence-Based Decision-Making

Team

Analyze

Plan

Implement

Track

TAP-IT
## Evidence-Based Decision-Making

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<th>T</th>
<th>Team</th>
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<th>Analyze</th>
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<th>Implement</th>
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</table>

### Early Childhood

- National/State
- Local

- Social Development
- FIDELITY
- IFSP/Preschool IEP

### Access, Equity, Progress

- National/State
- Local

- Math
- FIDELITY
- IEP

### Secondary Transition

- National/State
- Local

- Employment
- FIDELITY
- Transition Digital Portfolio

---

**EARLY CHILDHOOD, ACCESS, EQUITY, PROGRESS, SECONDARY TRANSITION**

**T**: Team<br>
**A**: Analyze<br>
**P**: Plan<br>
**I**: Implement<br>
**T**: Track
System for Strategic Implementation

The Strategic Vision

Tools and Resources

Accountability

Evidence-Based Practices

Regionalization

To Achieve

Drives

With

Through

And
68% of 3rd graders who received early intervention no longer need special education.

MSDE 2017 Data

98% of families report early intervention services have helped them to help their child develop and learn.

Early Intervention Family Survey 2018
Access, Equity, Progress

70%+
6-21 year olds in general education

80%+
of the day

Maryland Special Education Census Data 10/1/17
Formula for Accelerated Student Progress

Tier 3 Intensive Intervention
- Designed to remedy error patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement and individual student planning

Tier 2 Supplemental Instruction
- Input from specialists
- Diagnostic assessment
- Integrates academic and behavior data for planning
- Monthly or bi-monthly progress monitoring
- More intensive instruction

Tier 1 Core Instruction
- Universal screening for all students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction based on UDL principles

Specially Designed Instruction
- Identified in standards-aligned IEPs
- Provided in each tier as appropriate

Accelerated student progress
The Division of Early Intervention and Special
58% enrolled in higher education or competitive employment

↑ 3.5%
HOW WE IMPLEMENT
A Logic of Influence

Early Childhood
Access, Equity, Progress
Secondary Transition

Preschool
Child Care
School
College
Career
Community

Established Strategic Collaborations
Engaged Family Partners
Implemented Evidence-Based Practices
Enacted Data-Informed Decisions
Delivered Ongoing Professional Learning

Children enter school ready to learn
Students maximize their learning of established educational standards
Students exit school ready for success in college, career, and community living
The Strategic Vision
Division of Early Intervention and Special Education Services

Narrow the Gap
Birth-21

ACCESS, EQUITY, PROGRESS

March 2019 State Board Meeting
Marcella E. Franczakowski
Assistant State Superintendent
The Strategic Vision
Division of Early Intervention and Special Education Services

23,300
Children with disabilities
Birth – 5
6.4%
of total population

Census Data
2018
The Strategic Vision
Division of Early Intervention and Special Education Services

109,831
Students with disabilities
Ages 3 – 21

12.2%
of student population

Census Data
2018

ACCESS, EQUITY, PROGRESS
The Strategic Vision
Division of Early Intervention and Special Education Services

33,757
Students with disabilities
Ages 14 – 21

30.9%
of all students on IEPs

Census Data
2018
Evidence-Based Decision-Making

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<td><strong>EARLY CHILDHOOD</strong></td>
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| ACCESS, EQUITY, PROGRESS | | | |
|--------------------------|-----------------|-----------|
| National/State | Math | FIDELITY | IEP |
| Local | | | |

| SECONDARY TRANSITION | | | | |
|----------------------|-----------------|-----------|-----------|
| Employment | FIDELITY | Transition Digital Portfolio | |
| National/State | | | |
| Local | | | |
Tools and Resources
System for Strategic Implementation

- The Strategic Vision
- Drives
  - Accountability
  - Regionalization
- With
  - Tools and Resources
  - Evidence-Based Practices
- To Achieve
- And
  - Through
Early Childhood

68% of 3rd graders who received early intervention no longer need special education

98% of families report early intervention services have helped them to help their child develop and learn

MSDE 2017 Data
Early Intervention Family Survey 2018
Access, Equity, Progress

60% Class of 2013
67.5% Class of 2017

7.5% Graduation Rate Increased
5.2% Graduation Gap Narrowed

70%+ 6-21 year olds in general education
80%+ of the day

MISIE Graduation Data
Maryland Special Education Census Data 10/1/17
Integrating Tiered System of Supports

Tier 3 Intensive Intervention
- Designed to remediate error patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement and individual student planning

Tier 2 Supplemental Instruction
- Input from specialists
- Diagnostic assessment
- Integrates behavior and academic data for planning
- Monthly or bimonthly progress monitoring
- More intensive instruction

Tier 1 Core Instruction
- Universal screening for all students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction based on UDL principles

Specially designed instruction identified in standards-aligned IEPs for students with disabilities is provided in each tier, as appropriate.

Integrated Tiered System of Supports

Specially Designed Instruction

Social/Emotional/Behavioral

Academic

Accelerated student progress
Secondary Transition

58% enrolled in higher education or competitive employment

↑ 3.5%

MSDE Data 2017
HOW WE IMPLEMENT
A Logic of Influence

- Early Childhood
- Access, Equity, Progress
- Secondary Transition
- Preschool
- Home
- Child Care
- School
- College
- Career
- Community
- Established Strategic Collaborations
- Engaged Family Partners
- Implemented Evidence-Based Practices
- Enacted Data-Informed Decisions
- Delivered Ongoing Professional Learning

Children enter school ready to learn
Students maximize their learning of established educational standards
Students exit school ready for success in college, career, and community living
## REGIONALIZED IMPLEMENTATION OF THE DEI/SES DIFFERENTIATED FRAMEWORK, BIRTH-21

### UNIVERSAL TIER - ALL JURISDICTIONS

#### REGIONALIZED STATE TEAMS

FOR EACH COMPONENT

OF THE UNIVERSAL TIER:

GENERAL SUPERVISION AND PERFORMANCE SUPPORT

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#### REGIONAL LEAD

- Gary Richardson
- Brian Morrison
- Paul Miller (Interim)
- Carmen Brown
- Dori Wilson

#### DIVISION COMMUNICATIONS

- Sherea Makle

#### ASSISTANT STATE SUPERINTENDENT (SCHEDULING)

- Lisa Sparr

### PERFORMANCE SUPPORT

- **Birth through K - Assessment/ Specialized Instruction (IFSP/IEP-Preschool Component, Kindergarten)**
  - Pam Miller
  - Marsye Kaplan (HCPS)
  - Nancy Vorobey
  - Janette Guerra
  - Janette Guerra (Interim)
  - Marsye Kaplan

- **School Age - Specialized Instruction (IEP)**
  - Nancy Schmitt
  - Annie Wheeler
  - Paul Miller (PGCPS)
  - Karla Marty
  - Annie Wheeler
  - Marny Helfrich

### PROGRAM IMPROVEMENT

- **Participation, Performance, Accountability for Statewide Assessment/SSIP**
  - Karla Marty
  - Karla Marty
  - Karla Marty
  - Karla Marty
  - Karla Marty

### ALTERNATE FRAMEWORK

- **Curriculum, Instruction, Assessment**
  - Nancy Schmitt
  - Nancy Schmitt
  - Nancy Schmitt
  - Nancy Schmitt
  - Nancy Schmitt

### ASSESSMENT DATA AND MONITORING

- **508 Compliance/Instructional Assessment Monitoring**
  - Richard Schmidt
  - Richard Schmidt
  - Richard Schmidt
  - Richard Schmidt
  - Richard Schmidt

- **Instructional Assessment Monitoring**
  - Willie Henry
  - Willie Henry
  - Willie Henry
  - Willie Henry
  - Willie Henry

### HEARING AID LOAN BANK

- Zella Shabasson

### ORIENTATION & MOBILITY (CONSULTANT)

- **Vision Support Services**
  - Conchita Hernandez
  - Conchita Hernandez
  - Conchita Hernandez
  - Conchita Hernandez
  - Conchita Hernandez

### GRANTS MANAGEMENT

- **Infants and Toddlers Program**
  - Glenn Grayman
  - Glenn Grayman
  - Glenn Grayman
  - Glenn Grayman
  - Glenn Grayman

- **Part B (ages 3-21)**
  - Royce Keller
  - Alicia Palmer
  - Roslyn Hodnett
  - Cheryl Edwards
  - Alicia Palmer

### NON-PUBLIC

- **Case Management**
  - Sheila Philip
  - Sheila Philip
  - Sheila Philip
  - Sheila Philip

- **Budget Management**
  - Camillus Ugwu
  - Camillus Ugwu
  - Camillus Ugwu
  - Camillus Ugwu

- **Programmatic TA & Public/Private Partnerships**
  - Blaire White
  - Blaire White
  - Blaire White
  - Blaire White

- **Tuition Assistance Program**
  - Jeff Miller
  - Jeff Miller
  - Jeff Miller
  - Jeff Miller
  - Jeff Miller
## REGIONALIZED IMPLEMENTATION OF THE DEI/SES DIFFERENTIATED FRAMEWORK, BIRTH-21

### UNIVERSAL TIER – ALL JURISDICTIONS

REGIONALIZED STATE TEAMS
FOR EACH COMPONENT
OF THE UNIVERSAL TIER:
GENERAL SUPERVISION AND PERFORMANCE SUPPORT

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<td><em>Kelly Meissner</em></td>
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<td><em>Marjorie Miles</em></td>
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<td><em>Nancy Birenbaum</em></td>
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<td><em>Bonnie Preis</em></td>
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<td><em>Lisa Cook</em></td>
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<td><em>Rachel Spangler</em></td>
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<td><em>Paula Gonce</em></td>
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<td><em>Matt Dammann</em></td>
<td><em>Matt Dammann/Vicky Ciulla (Interim)</em></td>
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<td><em>Karen Larenas</em></td>
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<td><em>Keri Jowers</em></td>
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<td><em>Michele Weddle</em></td>
<td><em>Betsy Tornquist</em></td>
<td><em>Michele Dilegge</em></td>
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OUR BOLD VISION

All students, including students with disabilities, will be ready for school, achieve in school, and be prepared for college, career, and community living. Our ultimate vision is to close existing gaps between children with disabilities and their non-disabled peers.

Our Mission

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) provides leadership, accountability, technical assistance, and resource management to local school systems, public agencies, and stakeholders, through a seamless, comprehensive system of coordinated services to children and students with disabilities, birth through age 21, and their families.

Who We Are

The DEI/SES is committed to building and sustaining an integrated organizational structure that is based upon the principles of collaboration and shared responsibility. We work in partnership with 24 local Infants and Toddlers Programs and Local School Systems, 13 Juvenile Services Education System (JSES) schools, the SEED School of Maryland, the Maryland School for the Blind, Maryland School for the Deaf, other public agencies, and non-public schools. The DEI/SES is organized by five branches (Policy and Accountability, Performance Support and Technical Assistance, Family Support and Dispute Resolution, Interagency Collaboration, and Resource Management) and has been restructured, aligning all staff to address the action imperatives identified in Moving Maryland Forward.

The Division’s infrastructure supports regionalization for results to implement a robust technical assistance model with responsive customer service and differentiated professional learning. This structure integrates knowledge and skills for State and local improvement of compliance and performance results, and ensures aligned and consistent communication within the Division, throughout the Department, and with external partners from federal to family.

Who We Serve

Maryland is the 19th largest state by public school enrollment with approximately 886,220 students enrolled from pre-kindergarten through grade 12. In the 2017-2018 school year, approximately 12.2% of children with disabilities ages 3–21 received special education and related services. 3.9% of infants, toddlers and preschool children birth–age 5 received early childhood intervention services.

On any given day:
- Approximately 9,700 children birth through age 4 with developmental delays or disabilities and their families receive early intervention services through an Individualized Family Service Plan (IFSP), supporting a family-centered, family capacity-building service delivery model.
- Approximately 13,000 preschoolers ages 3–5 and 94,200 school-age children ages 6–21 who are eligible through one of the 14 IDEA disability categories receive special education and related services through an Individualized Education Program (IEP), supporting access to a full continuum of services.

With this plan, the DEI/SES has recommitted to our bold goal, fine-tuned the key measures of success and the strategies for implementation, and expanded our innovative tools, resources, and evidence-based practices to narrow the gap.
The goal of Moving Maryland Forward: Sharpen the Focus for 2020 is to narrow the school readiness and achievement gap between children and youth with disabilities and their non-disabled peers to ensure that youth with disabilities are college, career, and community ready when they complete their schooling.

The Division of Early Intervention and Special Education Services knows that reaching our goal requires narrowing not only the achievement gaps, but also the gaps in opportunity, access, workforce, leadership, time, and expectations. These gaps will be narrowed for children and students with disabilities when challenging high-expectations are shared by families and professionals and actualized through: setting ambitious and individualized goals that accelerate the trajectory of development and learning; providing access to general education curriculum and programming that are appropriate to a child’s age and individualized profile; and implementing specially designed instruction and services informed by ongoing assessments, aligned with evidence-based practices, and targeted to a child’s individualized developmental, academic, and social/emotional/behavioral needs to accelerate progress.

In THREE ACTION IMPERATIVES

**EARLY CHILDHOOD**

A seamless and comprehensive statewide system of coordinated services for children with disabilities – birth to kindergarten – and their families will be implemented in home, community, and early childhood settings to narrow the school readiness gap.

**ACCESS, EQUITY, PROGRESS**

Implementation of effective, equitable, and culturally-responsive education services will result in increased access to instruction, improved educational achievement and functional outcomes, and reduced gaps between students with and without disabilities.

**SECONDARY TRANSITION**

Seamless transition programs and services, aligned with evidence-based practices, will be implemented to increase the number of youth with disabilities who are actively engaged in post-secondary activities such as education, technical and career training, and employment after exiting schools.

Through FIVE KEY STRATEGIES

- **Established, Meaningful Strategic Collaboration:** The DEI/SES will employ strategic collaboration with partners across State agencies, across divisions within the MSDE, among public education agencies, with Institutes of Higher Education, and with families, advocates, and community partners, in order to promote access for all children to high-quality teaching and learning.

- **Engaged, Informed Family Partnerships:** The DEI/SES will create and sustain strong family partnerships and will support school and community personnel in their efforts to encourage families, as their child’s first teacher, to make active and informed decisions that contribute to their child’s success.

- **Applied Data-Informed Decisions:** The DEI/SES will increase the capacity to make data-informed decisions at the state and local levels by providing access to real-time student data (including formative and summative assessments, as well as observational and anecdotal documentation). The DEI/SES will support the implementation of an evidence-based and customized data analysis and decision-making process.

- **Installed Evidence-Based Practices with Fidelity:** The DEI/SES will promote the adoption and implementation with fidelity of evidence-based practices to narrow school readiness and achievement gaps. The DEI/SES will identify and share evidence-based practices, including an integrated tiered system of academic and behavioral supports, to ensure equitable access to high-quality instruction that leads to student progress.

- **Effective, Ongoing Professional Learning with Coaching:** The DEI/SES will provide professional learning to promote effective early care and education providers, teachers of students with disabilities, related service providers, paraprofessionals, and leaders. The DEI/SES will use ongoing, collaborative learning communities, reflective coaching models, online tools, and guidance on evidence-based practices to engage stakeholders in transforming the skills, knowledge, and beliefs of all individuals who impact the life of a child.

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Karen B. Salmon, PhD, State Superintendent of Schools
Justin M. Harings, PhD, President, Maryland State Board of Education
Carol A. Williamson, EdD, Deputy State Superintendent for Teaching and Learning
Marcella E. Franczowski, MS, Assistant State Superintendent Division of Early Intervention and Special Education Services
Larry Hogan, Governor

See the full DEI/SES Strategic Plan at MarylandPublicSchools.org.
Imperative #3: Access, Equity, Progress
Local Implementation for Results Plan

Identify the Priority Area(s) to Develop, Implement, and Evaluate an Effective Integrated Educational System:

☐ Disproportionality and/or ☐ *IEP Development, Implementation, Evaluation Process

(*Specially Designed Instruction, Standards-Aligned Goals, IEP Team Data Informed Decision-Making Process)

Team - Analyze - Plan --- Implement - Track (TAP-IT)

The purpose of the local implementation team is to engage in the TAP-IT decision-making process to:

1. Analyze data to identify potential root cause(s),
2. Identify priority area (evidence-based practices) based on readiness/data-informed needs,
3. Write the data-informed plan based on identified priority area,
4. Implement evidence-based practices with fidelity in the priority area, and
5. Track both implementation progress and student learning progress.

TEAM: Local Implementation Team Formation

Required members of the local implementation team include staff fulfilling the roles and responsibilities of the local special education director, the Chief Academic Officer, the Lead for Behavior/PBIS Coordinator, the IEP Chair Coordinator, and the Access/Equity/Progress or Student Support Team (SST) Coordinator. Other roles to consider are Research and Accountability/Data Leads, Non-public representatives, community partners, and families. Additionally, high performing teams meet at least quarterly to review data and make adjustments accordingly.

Required: Identify the local implementation team including, names, titles, e-mail, and phone contact information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position Title/Role</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Special Education Director</td>
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<td>Chief Academic Officer</td>
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<td>Behavior/PBIS Coordinator</td>
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<td>IEP Chair Coordinator</td>
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<td>Access/Equity/Progress</td>
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<tr>
<td>SST Coordinator</td>
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</table>
### ANALYZE: Review Data, Determine Root Causes, Identify Priority Area(s)

1. Review **current** data related to your Effective Integrated Educational System to identify areas of need.
2. Compare current data to previous data to reveal trends.
3. Utilize a data analysis strategy (e.g., 5 Whys, Fishbone) to determine and document possible root causes that impact the **development, implementation, and evaluation** of an Effective Integrated Educational System with specially designed instruction.
4. Consider how your current infrastructure (including data informed decision making, consistent messaging, allocation of resources, leadership) and professional learning with coaching activities (including capacity building, selection, training, coaching, performance assessment, fidelity) either support or challenge the development, implementation, and evaluation of evidence-based practices.

### Possible Data Sources:

- SPP/APR Report Card Indicators (use current data as available)
- Pre-referral Policies, Procedures, and Practices
- IEP Ratings Tool
- Integrated Tiered System of Supports Survey Data
- Local Tiered System of Supports Implementation Data
- Student Compass Data Analytics or Independent IEP System Data
- Fidelity Checklists
- Formative Student Achievement Data
- Internal Monitoring Reviews
- Census Data
- Suspension/Expulsion Data
- Attendance Data
- Social/Emotional and Behavioral Supports
- Local Evidence-Based Practices
  - Universal Screeners
  - Interventions
  - Instruction
- Other (i.e., results from locally developed surveys, feedback from ECACs, parents, community partners, staffing plans)
Based on root cause analysis, identify the Priority Area(s) to Develop, Implement, and Evaluate an Effective Integrated Educational System:

- Disproportionality and/or *IEP Development, Implementation, Evaluation Process
  (*Specially Designed Instruction, Standards-Aligned Goals, IEP Team Data Informed Decision-Making Process)
PLAN: Identify Goal (&Indicator), Identify Strategies/Evidence-Based Practices and Associated Resources and Budget

Consider specific goal(s) for implementation in response to data-identified priority need(s). Include strategies that address development, implementation, evaluation, and sustainability of your Effective Integrated Educational System with specially designed instruction. Think about the existing and necessary organizational resources and consider the potential infrastructure shifts necessary for implementation.

**Required:** Based on the data analysis, identify goal(s) and the associated SPP/APR indicator(s), strategies/evidence-based practices with fidelity related to infrastructure and inclusive professional learning (participants should include special educators as well as general educators and other non-special education professionals who will be providing services to students with disabilities) with coaching, braided fiscal resources, including in-kind, and how the budget supports plan implementation. State and federal guidelines for appropriate use of federal discretionary funds must be followed.

<table>
<thead>
<tr>
<th>*Goal Statement #1:</th>
<th>Associated SPP/APR Indicator(s):</th>
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<tbody>
<tr>
<td><strong>Strategies/EBPs with Fidelity</strong></td>
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<td>Development/ Implementation/ Evaluation</td>
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<td><strong>Resources/Budget</strong></td>
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*Goals must be stated in measurable/quantifiable terms, with a target audience(s) specified and projected timeline(s) for completion.

**Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

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<tr>
<th>*Goal Statement #2:</th>
<th>Associated SPP/APR Indicator(s):</th>
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<td><strong>Strategies/EBPs with Fidelity</strong></td>
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*Goals must be stated in measurable/quantifiable terms, with a target audience(s) specified and projected timeline(s) for completion.

**Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.
**IMPLEMENT Goal(s)/Evidence-Based Practice(s) with Fidelity Measures and TRACK to monitor progress**

Provide detailed information regarding implementation of the evidence-based strategies with fidelity to reach your desired goal, including timelines, evaluation and fidelity measures, benchmarks, and data-informed decision-making cycle components. Provide relevant and detailed information so those who are being asked to participate in the implementation work know what is expected, how the process will work, and how fidelity of practices will be measured.

**Required:** Provide goal and implementation strategy code, and a detailed, reasonable timeline for completion, and data-collection tool(s)/fidelity measure(s), and the associated benchmark, including information about the data-informed decision-making cycle. 

**NOTE:** January 2020 Benchmark data will be submitted in Interim Report #2. Additionally, indicate the team meeting frequency and describe the plan for communicating progress.

<table>
<thead>
<tr>
<th>Goal #, Infrastructure/PD Strategy # Code (i.e., G1, I, S1)</th>
<th>Implementation Timeline</th>
<th>Evaluation and/or Fidelity Measure</th>
<th>Benchmark(s)</th>
<th>Data-Informed Decision-Making Cycle*</th>
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<td>What data will be collected?</td>
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<td>How often will data be collected &amp; reviewed?</td>
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<td>What data analysis method will be utilized?</td>
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*Highly Performing Teams meet at least quarterly to review data and modify plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s). Please indicate how often the implementation team will meet: Initial Meeting Date: ______________ Frequency: ______________

Please describe how implementation plan progress will be communicated within your Effective Integrated Educational System, including those required for plan submission: __________________________________________________________

**Reporting Requirements:** Progress reports must include status of strategy implementation and related data as benchmarks towards reaching goal.
Local School System (LSS) / Public Agency (PA): ________________________________

LSS/PA Signature(s) required for submission:

_________________________________________________________   Date
Local Director of Special Education (Print and Sign)

_________________________________________________________   Date
Superintendent (or Deputy Superintendent) (Print and Sign)

MSDE Signature(s):

_________________________________________________________   Date
Performance Support and Technical Assistance Branch Chief (Print and Sign)

_________________________________________________________   Date
DSE/EIS Assistant State Superintendent (Print and Sign)
Return on STRATEGIC INVESTMENT
Reaping the Rewards of Early Intervention and Special Education for Maryland Students and Families

EARLY CHILDHOOD
WHO WE SERVE
23,300 Children with Disabilities and their Families Ages Birth-5
6.4% of the Total B-5 Population*

68% of students in third grade who received early intervention no longer need special education services

Every $1 Invested in Early Childhood Programs = 13.58% Return per Year Over a Child’s Lifetime
(Heckman, J., 2016)

ACCESS, EQUITY, PROGRESS
WHO WE SERVE
109,831 Students with Disabilities Ages 3-21
12.2% of total student population*

INCREASED the graduation rate by 7.5% and NARROWED the graduation rate gap by 5.2% OVER 4 YEARS

MD IS A LEADER as 70%+ of 6-21 year old students with disabilities are in general education 80%+ of the time

SECONDARY TRANSITION
WHO WE SERVE
33,757 Students with Disabilities Ages 14-21
30.9% of All Students on IEPs*

58% of MD youth with disabilities enrolled in higher education or competitive employment after leaving high school
AN INCREASE OF 3.5% OVER 2 YEARS

YOUTH WHO HAD A JOB AT THE TIME OF HIGH SCHOOL EXIT were over 5 times more likely to be engaged in post-school employment and education
(OCALI, 2018)

*Maryland 2018 Census Data
**EARLY CHILDHOOD**

1 of 5 BIRTH MANDATE STATES

**Early intervention at no cost**

98% of families reporting that EI services helped them to help their children develop and learn

2.2% annual increase of preschoolers with disabilities who received the majority of their services in early childhood settings

**MARYLAND IS...**

1 of 7 STATES receiving targeted TA from the National Center for Pyramid Model Innovations

THE ONLY STATE offering families a choice for their child to continue services through an extended IFSP through the beginning of the school year following the 4th birthday

**ACCESS, EQUITY, PROGRESS**

90% of 3rd and 4th grade cohort of students with disabilities significantly increased math scores through implementation of evidence-based practices with fidelity

INCREASED achievement in English/language arts and mathematics by 10 percentage points over the past 2 years for students with the most significant cognitive disabilities

**SECONDARY TRANSITION**

MD STUDENTS ARE IN THE DRIVER’S SEAT for Transition Planning at Age 14+

1 of 5 STATES

funded by Rehabilitation Services Administration (RSA) to implement a transition model for early engagement in work

LAUNCHED a nationally-recognized Center for Transition & Career Innovation for students with disabilities at the University of MD

SELECTED as the FIRST intensive national technical assistance site by the TIES Center—a National TA Center on Inclusive Practices and Policies

**ABOVE NATIONAL AVERAGE**

GRADUATION for students with disabilities

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