Maryland State Systemic Improvement Plan:
Part B Phase III, Year 2 Report

April 2, 2018

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Part B State Systemic Improvement Plan (SSIP)

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INTRODUCTION

The Maryland State Department of Education (MSDE), Division of Special Education and Early Intervention Services (DSE/EIS) has made significant progress in the implementation of the State Systemic Improvement Plan (SSIP) during Year 2 of implementation. Notable changes were the hiring of an SSIP Coordinator and new external evaluators; and alignment among Maryland's theory of action, logic model, implementation activities, evaluation plan, and data collection methods. Maryland's schools moved from the exploration and installation stages of mathematics Evidence-Based Practices (EBPs) to initial implementation across all participating districts. MSDE worked with district staff through professional learning activities, collaborative problem-solving, and the development of data-informed decision practices, with an increased focus on developing systems coaching expertise at the State and local level. The five Local School Systems (LSS) that are participating in the SSIP were primed to select and implement EBPs with fidelity and continue this work with an improved DSE/EIS infrastructure for ongoing support. Consequently, there is a focus on implementation fidelity: in 2017 fidelity tools were developed and in 2018 data collection on fidelity of implementation was initiated in all jurisdictions.

An examination of implementation and outcome data bring to light some factors for consideration as we plan our support structures for the coming school year. The quality and impact of our systems coaching and professional learning activities is strong. Participants value the support they receive and report that they are acquiring knowledge. LSSs are actively engaged in looking at their implementation data for determining improvements. Our experience and data also reveal areas to be strengthened. In order to build our coordination and collaboration within MSDE and with our stakeholders toward the achievement of results for children with disabilities, we will be reorganizing the membership and function of our Cross-Departmental Team, increasing and enhancing our stakeholder engagement, and improving our data management for more efficient retrieval of just-in-time data. Data collection on benchmark data, a more sensitive measure than the annual State assessment, is being initiated across districts and will be reportable next year. A review of the annual State assessment data is not demonstrating the progress we anticipated; an emphasis for the 2018-19 school year will be a consistent, regular review of student performance data and the planning process in a continuous improvement cycle at the school and district levels. Coupled with an examination of the fidelity of implementation, local participants should be better informed about the effectiveness of their chosen instructional methods.

This report will outline Maryland's progress in implementing the SSIP during the 2017 calendar year, spanning two school years. Data will be reviewed in the context of the Theory of Action, activities for fidelity of implementation, progress toward improvements in infrastructure and our plans for continued improvements and sustainability.

A. SUMMARY OF PHASE III, YEAR 2

1. Theory of Action, Logic Model, and State-identified Measurable Result (SiMR)

As the Maryland SSIP-Part B team engaged in its second year of implementation and worked with partners, stakeholders, and our external evaluator, the team strengthened and aligned the theory of action with the logic model, implementation plan, and evaluation plan. Maryland's *Theory of Action* is:

If the Maryland State Department of Education, Division of Special Education and Early Intervention Services (DSE/EIS) uses its resources strategically, provides technical assistance and professional learning to LSSs, and engages in infrastructure improvements,

then a foundation for implementing improvements and evidence-based practices with fidelity will be laid, and these improvements and practices will lead to improved results for students with disabilities

The *resources* (inputs) include State, local, and federal personnel supporting and participating in this work; systems and tools already available and continually improved to support LSS implementation; and the capacity-building strategies that have been demonstrated to result in effective implementation (e.g., Implementation Science, Systems Coaching, and data-informed decision-making processes such as Maryland's TAP-IT continuous improvement cycle). The *technical assistance activities, products, and tools* (outputs) are those used by the MSDE staff with partners and LSS participants to create the organizational structures and develop personnel capacity for implementing evidence-based practices. These can be visualized in the logic model on the following page. The impact of these resources and activities are intended to result in:
   a) active engagement and learning by LSS participants (short term outcomes),
   b) changes and improvements in infrastructure and local implementation of evidence-based practices with fidelity (medium-term outcomes), and
   c) positive results in mathematics performance for children with disabilities, measured in grades 3, 4, and 5 (long-term outcome).

This long-term outcome is the Maryland Part B State-identified Measurable Result (SiMR) or target of our SSIP: *Students in grades 3, 4, and 5 will demonstrate progress and narrowing of the gap in mathematics performance on the annual State assessment: Partnership for Assessment of Readiness for College and Careers (PARCC).* Recognizing that nearly half of Maryland students are not meeting expectations on the PARCC exam, and that student performance on this exam fluctuates across districts, the SSIP team understands that a more sensitive measure of student progress and performance in mathematics is needed. As State staff work with local partners and districts, they are investigating local measures that reliably assess student performance for both instructional planning and evaluation of progress. Consequently, benchmark data have been added as indicators of the SiMR and will be defined as implementing LSSs and schools refine their student assessment and data collection. SSIP implementation is focused on five (5) school districts and their identified schools.

The theory of action is represented through a detailed logic model that demonstrates the flow from inputs to outputs, and from outputs to outcomes. The long-term result for improving student performance is expected to be directly influenced by both infrastructure improvements and implementation of evidence-based practices, which in turn can only occur if participants are engaged and actively involved in the process. Below, Figure 1 represents the SSIP Part B logic model.
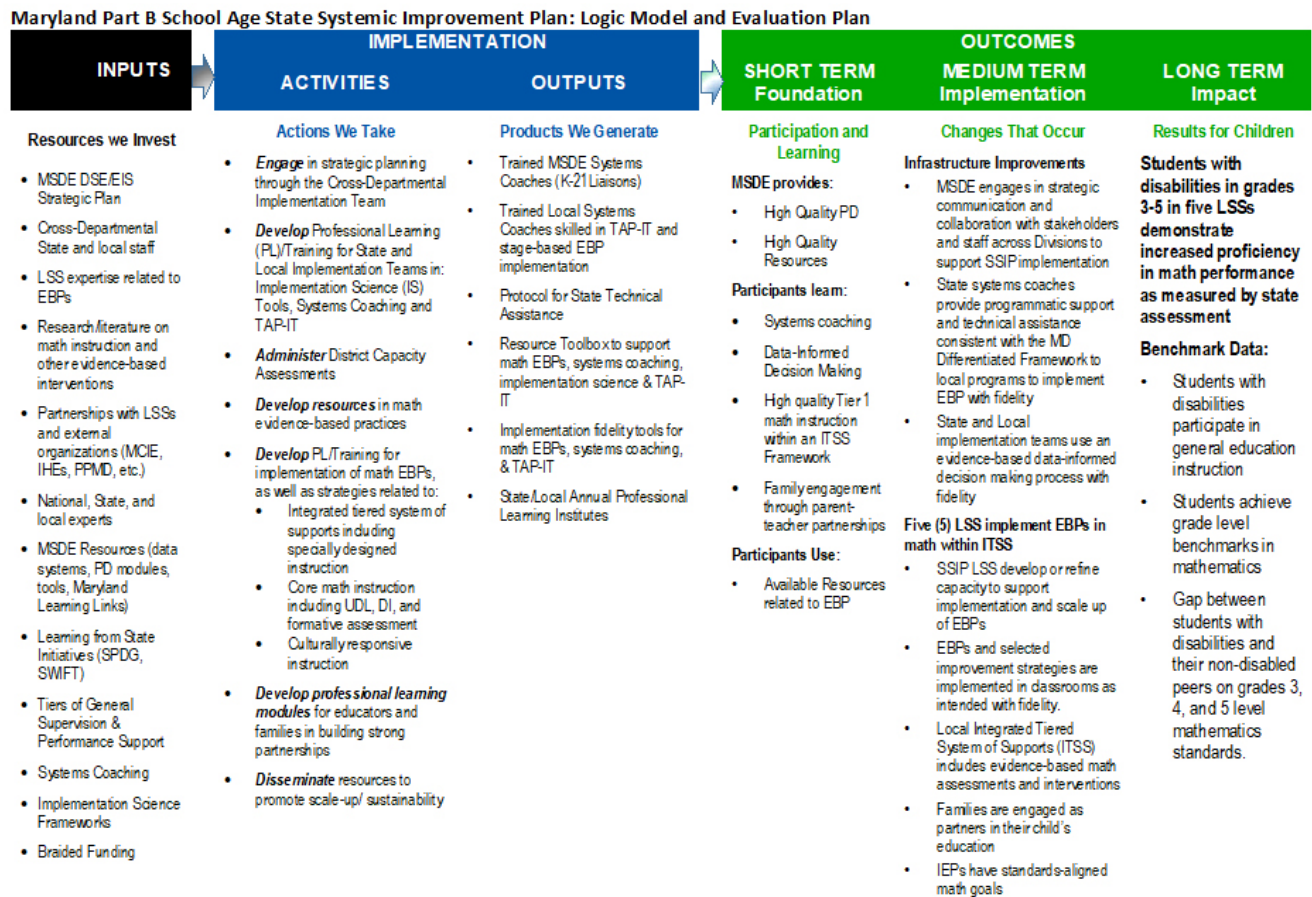
Maryland Part B School Age State Systemic Improvement Plan: Logic Model and Evaluation Plan

INPUTS	IMPLEMENTATION		OUTCOMES		
	ACTIVITIES	**OUTPUTS**	**SHORT TERM** Foundation	**MEDIUM TERM** Implementation	**LONG TERM** Impact
Resources we Invest	**Actions We Take**	**Products We Generate**	**Participation and Learning**	**Changes That Occur**	**Results for Children**

• MSDE DSE/EIS Strategic Plan
• Cross-Departmental State and local staff
• LSS expertise related to EBPs
• Research/literature on math instruction and other evidence-based interventions
• Partnerships with LSSs and external organizations (MCIE, IHEs, PPMD, etc.)
• National, State, and local experts
• MSDE Resources (data systems, PD modules, tools, Maryland Learning Links)
• Learning from State Initiatives (SPDG, SWIFT)
• Tiers of General Supervision & Performance Support
• Systems Coaching
• Implementation Science Frameworks
• Braided Funding
	• *Engage* in strategic planning through the Cross-Departmental Implementation Team
	• *Develop* Professional Learning (PL)/Training for State and Local Implementation Teams in: Implementation Science (IS) Tools, Systems Coaching and TAP-IT
	• *Administer* District Capacity Assessments
	• *Develop* resources in math evidence-based practices
	• *Develop* PL/Training for implementation of math EBPs, as well as strategies related to:
	  • Integrated tiered system of supports including specially designed instruction
	  • Core math instruction including UDL, DI, and formative assessment
	  • Culturally responsive instruction
	• *Develop professional learning modules* for educators and families in building strong partnerships
	• *Disseminate* resources to promote scale-up/ sustainability
		• Trained MSDE Systems Coaches (K-21 Liaisons)
		• Trained Local Systems Coaches skilled in TAP-IT and stage-based EBP implementation
		• Protocol for State Technical Assistance
		• Resource Toolbox to support math EBPs, systems coaching, implementation science & TAP-IT
		• Implementation fidelity tools for math EBPs, systems coaching, & TAP-IT
		• State/Local Annual Professional Learning Institutes
			MSDE provides:
			• High Quality PD
			• High Quality Resources
			Participants learn:
			• Systems coaching
			• Data-Informed Decision Making
			• High quality Tier 1 math instruction within an ITSS Framework
			• Family engagement through parent-teacher partnerships
			Participants Use:
			• Available Resources related to EBP
				Infrastructure Improvements
				• MSDE engages in strategic communication and collaboration with stakeholders and staff across Divisions to support SSIP implementation
				• State systems coaches provide programmatic support and technical assistance consistent with the MD Differentiated Framework to local programs to implement EBP with fidelity
				• State and Local implementation teams use an evidence-based data-informed decision making process with fidelity
				Five (5) LSS implement EBPs in math within ITSS
				• SSIP LSS develop or refine capacity to support implementation and scale up of EBPs
				• EBPs and selected improvement strategies are implemented in classrooms as intended with fidelity.
				• Local Integrated Tiered System of Supports (ITSS) includes evidence-based math assessments and interventions
				• Families are engaged as partners in their child's education
				• IEPs have standards-aligned math goals
					Students with disabilities in grades 3-5 in five LSSs demonstrate increased proficiency in math performance as measured by state assessment
					
					Benchmark Data:
					• Students with disabilities participate in general education instruction
					• Students achieve grade level benchmarks in mathematics
					• Gap between students with disabilities and their non-disabled peers on grades 3, 4, and 5 level mathematics standards.

Figure 1. Maryland State Department of Education, Division of Special Education/Early Intervention Services: SSIP Part B Logic Model.

2. Coherent Improvement Strategies Implemented

In Phase 1, the MSDE team worked with stakeholders to identify the strategies that they believed would lead to improvements that would result in positive student outcomes. As the MSDE DSE/EIS has engaged with its partners at MSDE, including participating LSS staff, our work to bring about change has become more focused. The original coherent strategies *to achieve results* were:

- Data-informed decision making (use of the TAP-IT tool by LSS and instructional teams)
- Family Engagement
- Tier I evidence-based mathematics instruction that incorporates the principles of Universal Design for Learning (UDL)
- An integrated tiered system of academic and behavioral supports
- Culturally responsive and specially designed instruction

MSDE DSE/EIS originally identified four areas for ***infrastructure improvement strategies***, described in the Phase III, Year 1 report:

- Governance
- Data
- Professional development
- Accountability

Over the course of the past implementation year (2017), the MSDE DSE/EIS worked to align its revised Strategic Plan, ***Moving Maryland Forward: Sharpen the Focus for 2020***, with three strategic imperatives driving the work of the Division: (1) early childhood; (2) access, equity, and progress; and (3) secondary transition. The work of the Part B SSIP falls within the imperative for narrowing the gap through activities to promote access, equity, and progress. In addition, the strategic plan calls for the implementation of five key strategies that cross all three imperatives to improve results for children and youth with disabilities and their families:

- Strategic Collaboration
- Family Partnerships
- Evidence-Based Practices
- Data-Informed Decisions
- Professional Learning
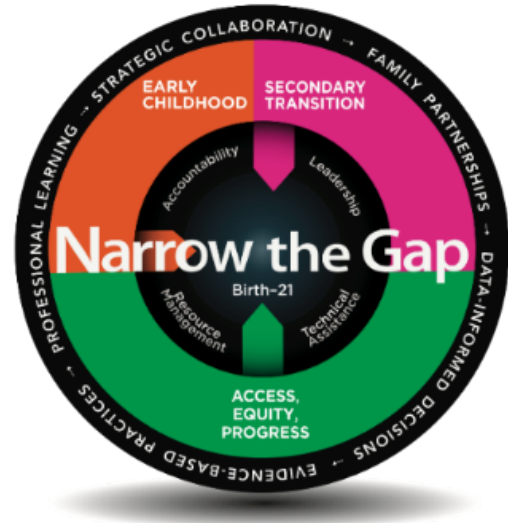
While maintaining the same essential activities in the theory of action, logic model, implementation plan, and evaluation plan, the work of the SSIP has been organized to be in alignment with the strategic plan and goal: ***to implement effective, equitable, and culturally-responsive education services that will result in increased access to instruction, improved educational achievement and functional outcomes, and reduced gaps between students with and without disabilities***, specifically in the area of mathematics. Consequently, the work of the SSIP team has evolved to reflect and align the strategic plan's key strategies listed and further defined below:

Coherent implementation strategies:
a. Family Partnerships
b. Evidence-Based Practices: specially designed mathematics instruction within an Integrated Tiered System of academic and behavioral Supports (ITSS)
c. Data-Informed Decision-Making Practices for Continuous Improvement
d. Professional Learning: including technical assistance, coaching, resource development, and information dissemination

Infrastructure improvements:
e. Strategic Collaboration and Data-Informed Decision Making with Stakeholders
f. Technical Assistance through Systems Coaching

a. Family Engagement and Partnership

Given the power of family involvement to influence learning, it is not surprising that the IDEA strongly supports the right of parents to be involved in the special education services that their child receives. Maryland's strategic plan promotes the engagement of families and school staff in an active regular two-way, meaningful communication as equal partners in decisions. As part of the SSIP work, Maryland is developing training opportunities that include learning modules for Parent-Teacher partnerships to improve the attitudes, skills and dispositions of school and district personnel related to family-school partnerships that support student learning. During Phase I, our stakeholders clearly emphasized that families needed to be engaged in the targeted districts and schools, and that resources needed to be developed for use across the State. During Year 2, the University of Maryland Eastern Shore, in partnership with DSE/EIS, began the development of the Parent-Teacher-Partnership modules to strengthen partnerships between teachers and parents of students with disabilities to support student success. Parent and teacher co-facilitators lead discussions and interactive activities designed to strengthen parent and teacher relationships; including, understanding effective strategies for partnering. The eight session topics are based on the work of Rud and Ann Turnbull. These modules were field-tested by two SSIP districts in 2017.

b. Evidence-Based Practices

The evidence-based practices (EBPs) that are critical to achieving the SiMR are ***specially designed mathematics instruction within an Integrated Tiered System of academic and behavioral Supports (ITSS).*** MSDE is working with LSSs to make sure that there is clarity related to the definition of specially designed instruction (SDI) for students with disabilities in the areas of: adapting content, teaching methods, and/or delivery of instruction to:
- address the unique needs of a child that results from their disability,
- ensure access to the general curriculum, and
- make progress in achieving grade level standards.

As a part of the SSIP, the five (5) LSSs were given the opportunity to select the EBP to promote mathematics proficiency for students with disabilities, and other EBPs (e.g., UDL, culturally responsive instruction) that would support student learning overall. In Year 2, the following evidence-based instructional strategies and tiered frameworks were implemented:
- Cecil County: ***"Targeted Mathematics Instruction"*** designed through a practice profile and fidelity tool.
- Charles County: **Team Based Cycle of Instruction** (TBCI) and **Structured Cooperative Learning** (SCL) with embedded culturally responsive practices.
- Prince George's Co.: **Team Based Cycle of Instruction** (TBCI) and **Structured Cooperative Learning** (SCL) with embedded culturally responsive practices.
- Queen Anne's Co.: **"*Do The Math"*** Intervention (https://www.hmhco.com/products/do-the-math/)

- Worcester County: *Main Lesson, Menu Lesson* Instructional Framework based on John Tapper's instructional strategies and Concrete, Representational, Abstract (CRA) assessments.

An *Integrated Tiered System of Supports* (ITSS) is Maryland's DSE/EIS vision for a comprehensive school-wide structure that includes the components of a multi-tiered system of supports (MTSS) and also ensures that specially designed instruction is provided within each tier to students with disabilities. In such a system, multiple levels or intensities of instruction are offered to each and every student based on their assessed need; curricula and interventions are selected on the basis of research that demonstrated their effectiveness with the student population; data is used to both align interventions with student performance patterns and assess the effectiveness of the interventions. Critical to a successful tiered framework is administrative leadership, strong and effective collaborative teams, and the integration of data and interventions for diverse student performance and service needs. The MSDE DSE/EIS has actively promoted and taught LSS general education and special education leaders the components of an integrated tiered system through a variety of presentations to various State leadership groups, professional learning for statewide teams in the fall of 2017 and February of 2018, and dissemination of its Strategic Plan, *Moving Maryland Forward: Sharpen the Focus for 2020*. The intent is to promote an understanding and adoption of practices that form the foundation of an ITSS across Maryland, with a strong emphasis on the development, implementation and evaluation of specially designed instruction to narrow the achievement gap.

During Year 2, a self-assessment of ITSS practices and specially designed instruction was administered to all of Maryland's school systems and results were shared at regional professional learning opportunities; including, LSS Chief Academic Officers, Special Education Directors, and other statewide general and special education leaders. Local leaders received guidance on the implementation of this model to support access to the general education curriculum, while ensuring the delivery of specially designed instruction for students with disabilities. This message was coupled with an emphasis on the organizational structures and collaborative roles and relationships critical to implement instruction and interventions with fidelity.

Figure 2 graphically demonstrates a comprehensive system of integrated tiered general education instruction, interventions and supports, with specially designed instruction implemented across all tiers.
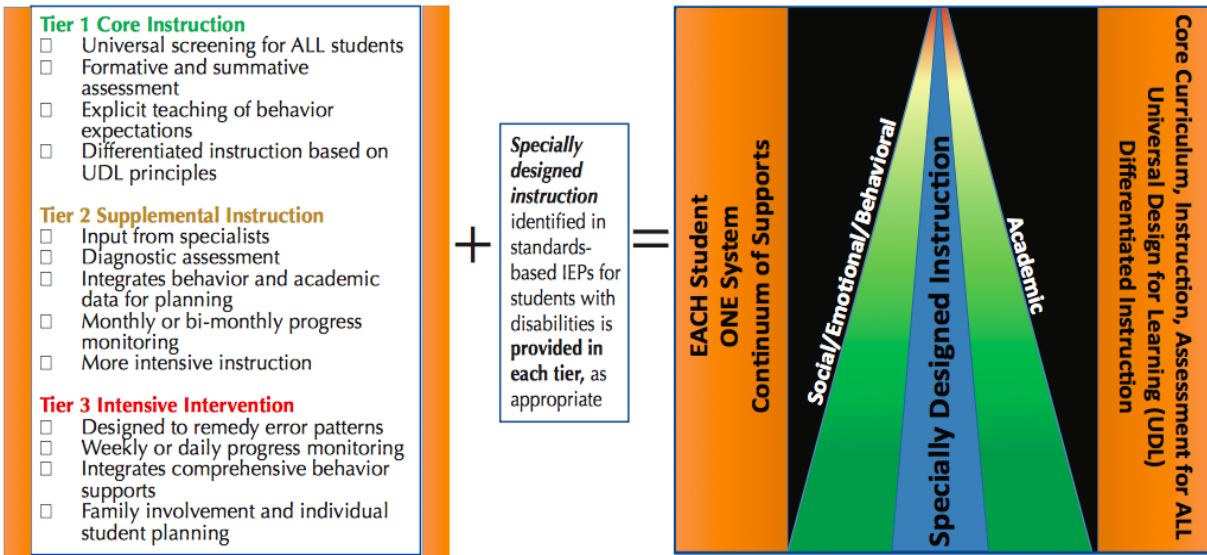
Figure 2. Integrated Tiered System of Supports with Specially Designed Instruction

c. *Data-informed Decision Making for Continuous Improvement*

The MSDE DSE/EIS designed a continuous improvement cycle and engaged, Johns Hopkins Center for Technology in Education (JHU-CTE), one of its partners, to develop electronic tools for implementing this process for both instructional and organizational planning. The TAP-IT process (Team, Analyze, Plan, Implement, Track) is used by LSSs and school-based staff who learn protocols to 1) form collaborative teams, 2) analyze student performance or other relevant data, 3) select appropriate organizational, instructional, and/or behavioral interventions, 4) plan to implement those strategies with fidelity, and 5) monitor implementation to determine the effectiveness of practices and impact on desired outcomes for students. The TAP-IT decision making process is integrated within a digital portfolio and was field-tested in three of the five SSIP sites during Year 1 and implemented across all SSIP sites in Year 2. The TAP-IT training in Year 2 consisted of two days training for all MSDE and LSS System Coaches and additional training on TAP-IT during monthly Coaches Clinics and ongoing support as they use the TAP-IT Digital Portfolio at quarterly TAP-IT meetings. Additionally, there is a coaching feature embedded into the digital portfolio that allows feedback from the State SSIP technical assistance liaison who supports each LSS team as they work through each step of the TAP-IT process (see Figure 3). The TAP-IT Fidelity Tool is in Appendix B.
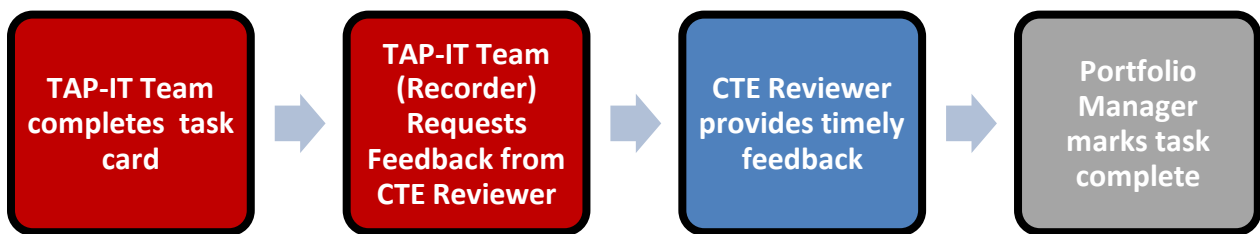

Figure 3. Draft TAP-IT Digital Portfolio overall feedback process

The TAP-IT process promotes continuous improvement for student outcomes and system alignment for implementation of evidence-based practices. LSS Implementation Teams, which include the director of special education, a special education supervisor or resource teacher, the supervisor for mathematics instruction as well as the MSDE Systems Coach meet quarterly to (1) review student performance data and teacher implementation data, (2) set quarterly student performance and implementation goals (3) determine if implementation and student performance targets were met, and (4) identify any barriers and successes related to implementation and student learning to determine if training and coaching adjustments should be made, in order to improve the implementation of the selected evidence-based practices. During Year 2, all State Systems Coaches and LSS Implementation Teams were trained in the use of the TAP-IT data-informed decision-making process. All teams have access to a Digital Portfolio that leads them through the TAP-IT process and warehouses the data from the local implementation teams. JHU-CTE provides feedback on the TAP-IT process and MSDE Systems Coaches provide feedback on stage-based implementation. This dual focus enables teams with a coherent routine to guide them through the implementation of EBPs with fidelity as a part of the SSIP work.

d. *Professional Learning*

MSDE defines professional learning activities to encompass methods to deliver information coupled with resources and in-person coaching to implement the skill taught with fidelity. In addition to skill development workshops for systems and instructional coaches, the SSIP team worked to develop resources and follow up sessions with implementers.

Skill Development: a variety of learning opportunities were offered in 2017, extending from Year 1. These were:
- Systems Coaching by Barbara Sims of the SISEP Center
- Specialized Mathematics Instruction by Dr. John Tapper
- Additive and Multiplicative Reasoning by OGAP (The Ongoing Assessment Project)
- TAP-IT Digital Portfolio for Data-Informed Decision-Making

Instructional Coaching:
- Monthly "Coaches Clinics" to strengthen the capacity of instructional coaches, using input from OGAP
- Face-to-face quarterly LSS Implementation Team meetings for Local teams to use the TAP-IT cycle to review uploaded data and identify the competencies and organizational areas for improvement.

Resource Development: efforts have been initiated to create resource tools for local teams to use in planning, and for State and local Systems coaches to use. Thus far, the following have been developed:
- In collaboration with the JHU-CTE, a website, the TAP-IT Digital Portfolio was developed for LSS planning and implementation of the TAP-IT data-based continuous improvement cycle.

- Systems Coach practice profile was developed for Maryland and local use, translated into a fidelity checklist for self-assessment
- Fidelity checklists for mathematics evidence-based practices
- Technical assistance and support monitoring tool for State Coaches
- Draft technical assistance manual for State SSIP Coaches

e. *Strategic Collaboration and Data-based Decision making with Stakeholders*

Strategic collaboration and data-informed decisions are two of the key strategies identified in the MSDE DSE/EIS Strategic Plan, *Moving Maryland Forward*. During Year 1 and 2, the following activities occurred to build infrastructure improvements:

- A **"Core B-21"** team composed of the leaders of the Part B SSIP, Part C SSIP, SSIP Coordinator, and MSDE Assistant Superintendent met quarterly to review progress on implementation, data on short and medium-term outcomes, and to provide guidance and support to participating local organizations. By meeting together, common elements of both Part C and Part B SSIP work could be shared to ensure coherence and consistency.
- A **State Implementation Team** was formed, composed of the SSIP Coordinator and the MSDE staff who are liaisons to the participating LSSs. This team participated in all professional learning offered to LSS teams and collaborated with local partners in developing skills and strategies for implementing evidence-based practices with fidelity. Implementation science served as the basis for the work.
- A **Cross-Departmental Team** was formed, with representatives of all of the MSDE programmatic Divisions (see list in Table 3), the SSIP lead staff and local liaisons, and the SSIP partners and evaluators through the Maryland Coalition for Inclusive Education. The purpose was to create an environment for increased communication, coordination of support to LSS, and collaboration related to specially designed mathematics instruction within an integrated tiered system of supports.
- **Local Implementation Teams** were supported by their MSDE SSIP Systems Coach to meet regularly, engage in collaborative teaming structures, use brainstorming strategies for problem-solving, and use the TAP-IT digital portfolio for decision making.
- **Strategic engagement with Stakeholder Groups:** focusing primarily on information sharing and input from the Special Education State Advisory Committee, plans are being developed to intentionally design work groups on topics related to the implementation and progress of the SSIP, using data to define and describe the work.

f. *Technical Assistance through Systems Coaching*

During Year 1 and Year 2, training sessions were conducted with the MSDE liaisons and leaders of LSSs to understand Systems Coaching as developed by the National Implementation Research Network (NIRN). According to the State Implementation and Scaling-up of Evidence-based Practices

(SISEP) project, **Systems Coaches** focus on developing the capacity of leaders to effectively implement a program, practice, or approach to enhance child, student and/or family outcomes.

The MSDE DSE/EIS has designed a differentiated framework to address the unique strengths and challenges that individual LSSs and public agencies have in regard to compliance requirements and implementation of effective practices. Each jurisdiction receives support defined according in tiers as illustrated in figure 4 and defined below:
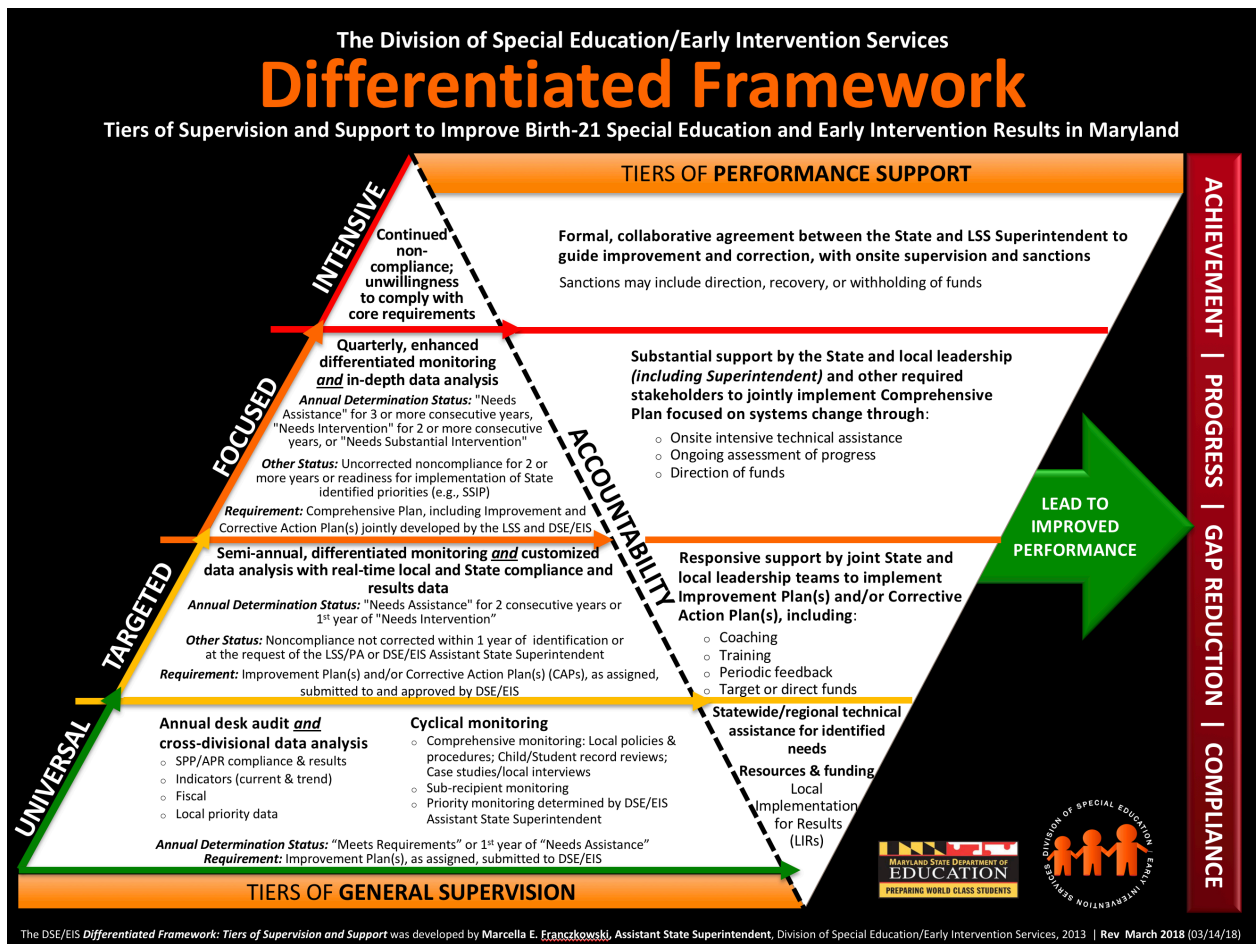

Figure 4. Differentiated framework of supervision and support

In the DSE/EIS framework, the Focused and Intensive tiers are identical except for the formal collaborative agreement between the State and local Superintendent/Agency Head. An intensive designation is assigned because of the length of time that the district or agency has continued to be non-compliant or unwilling to comply with core requirements. Targeted or Focused support may also be provided through MSDE Systems Coaches or partners to enhance and improve identified practices, and not only because of compliance concerns. The tiers are:

- ***Universal*** – All LSSs and public agencies receive *r*esources and funding and have access to statewide and regional technical assistance for identified needs.

- **Targeted** – Responsive support by joint State and local leadership teams to implement local improvement plan, including: coaching, training, periodic feedback.
- **Focused** – Substantial support by the State and local leadership (including Superintendent) and other required stakeholders to jointly implement action plan focused on Systems Change through: onsite intensive technical assistance, ongoing assessment of progress, direction of funds. Jurisdictions in this tier will receive TA from the DSE/EIS that provides them with a systems coach who will guide them through staged-based implementation using the TAP-IT data-informed decision-making process.
- **Intensive** – Formal, collaborative agreement between the State and LSS Superintendent to guide improvement and correction with onsite supervision and sanctions. Sanctions may include direction, recovery, or withholding of funds. Jurisdictions in this tier will receive TA from the DSE/EIS that provides them with a systems coach who will guide them through staged-based implementation using the TAP-IT data-informed decision-making process.

The SSIP LSSs receive the *Focused* tier of technical assistance and support *(Differentiated Framework*: Figure 4) with an emphasis on the four Systems Coaching domains:
- Engagement and Collaboration
- Team Development
- Change Facilitation
- Data-Informed Decision Making

Systems Coaches provide more intensive support through the early stages of implementation until new practices are skillfully embedded into instruction. Skilled coaches supplement the formal knowledge and basic skills development offered in professional learning sessions. It is the responsibility of the Systems Coach to ensure the fidelity of implementation efforts and support LSS Implementation Teams and Local Systems Coaches who in turn support implementation at the school level. In Year 2, the State SSIP technical assistance staff worked closely with the LSS leaders to create a practice profile for systems coaching and build their expertise and implementation of communication structures. Figure 5 illustrates the framework for State and local systems coaching and communications.
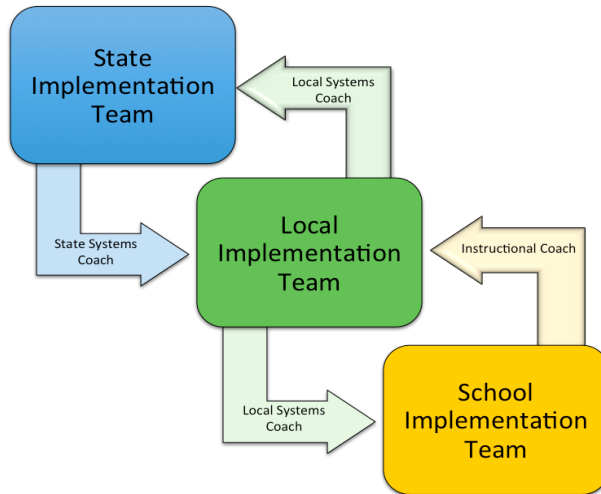
Figure 5. SSIP State and Local Systems Coaching Infrastructure

3. Evidence-Based Practices Implemented

Table 1. *SSIP LSS Year 2 Implementation of EBPs*.

SSIP LSS	EBPs	Implementation Stage – Year 2	Year 2 Key Activities
Cecil County	**Targeted Mathematics Instruction**	Installation/ Initial Implementation	• Development of a Practice Profile • Development of a Fidelity Assessment • EBP Training provided to general education and special education teachers • Baseline fidelity data collected • Baseline student outcome data collected (High leverage assessments/MAP assessment) • SSIP LSS Implementation Team began the use of the TAP-IT Digital Portfolio to support data-informed decision making
Charles County	**Team Based Cycle of Instruction Structured Cooperative Learning**	Full Implementation/ Scale-Up	• Scale-up to a 3rd SSIP site • EBP training provided for new practitioners • Fidelity data collected • Student outcome data collected (SLO) • SSIP LSS Implementation Team began the use of the TAP-IT Digital Portfolio to support data-informed decision making
Prince George's County	**Team Based Cycle of Instruction Structured Cooperative Learning**	Initial Implementation	• New teacher training provided • Fidelity data collected • Student outcome data collected (enVision assessment) • SSIP LSS Implementation Team began the use of the TAP-IT Digital Portfolio to support data-informed decision making
Queen Anne's County	**Do The Math Intervention Program**	Installation/ Initial Implementation	• Training provided to interventionists • Baseline fidelity data collected • Student outcome data collected (STAR) • SSIP LSS Implementation Team began the use of the TAP-IT Digital Portfolio to support data-informed decision making

SSIP LSS	EBPs	Implementation Stage – Year 2	Year 2 Key Activities
Worcester County	**Main Lesson, Menu Lesson Instructional Framework (Tapper)**	Full Implementation	• Training provided on using formative assessments to inform the "Menu" portion of the instructional framework • Fidelity assessment revised • Fidelity data collected • Student outcome data collected (I-Ready) • SSIP LSS Implementation Team began the use of the TAP-IT Digital Portfolio to support data-informed decision making

4. Evaluation Activities, Measures, and Outcomes

The SSIP Coordinator worked with staff from the Maryland Coalition for Inclusive Education and the external evaluator, Evergreen Evaluation Consulting (EEC), to plan, revise, and oversee the SSIP evaluation activities. During implementation Year 2, Maryland worked with the evaluators to strengthen and finalize our evaluation plan by aligning the evaluation questions to the logic model, and refining a strong plan with measures, data sources, timelines, and responsibilities for each question. Evaluation activities include monitoring the implementation activities and products (*outputs*), the participation and learning of local school systems and teams (*short-term outcomes*), changes in practice and engagement (*medium term outcomes*), and student data (*long term outcomes*). *See section C of this report*.

Implementation data were kept through an online file housing software, accessible to State SSIP staff and the external evaluator, EEC. The EEC evaluator attended many infrastructure meetings (listed on page 9), either remotely or in person; developed data gathering tools; attended selected professional learning sessions to take data on quality of professional learning provided; gathered data through surveys and other inputs; summarized and charted both implementation and outcome data; and regularly met with the SSIP Coordinator.

The Year 2 evaluation activities focused on assessing the extent to which the SSIP was implemented as intended, rating the quality of the professional learning provided, assessing the level of knowledge gained by participants in that PD, compiling data on the fidelity of local implementation of evidence-based practices, and the extent that local teams used the decision-making tools (TAP-IT) to influence instruction. Data on student performance was also gathered. It became clear that the type of data collected locally on student skills and performance varied greatly from district to district, and sometimes school to school as teachers used a variety of formative assessments as data sources (useful for instructional planning) only while other schools/districts employed universal screening and progress monitoring tools for intervention planning and evaluation purposes. The intent was for this data to be loaded in the TAP-IT Digital Portfolio, and a process for analyzing this data for reporting purposes needs to be developed.

Maryland is committed to using both qualitative data and quantitative data to inform ongoing implementation as well as to evaluate impact. As we review the available data for assessing implementation quality as well as impact on teacher performance and student learning, we will be able

to strengthen State guidance on data use and provide support to LSSs for data-based decisions. Details of the SSIP implementation and evaluation plans with measures, data sources, schedule for collection and responsibilities, as well as results are included in sections B.1.a and b and C of this report; the comprehensive evaluation plan is in Appendix A.

5. Changes to Implementation and Improvement Strategies

During Year 2, the coherent strategies and infrastructure improvement strategies were modified to be aligned with the State's strategic plan while keeping the implementation plan activities. The most significant change was to the coherent strategies, in removing UDL (Universal Design for Learning) and culturally responsive practices as a primary strategy for support from the State. While these are very important and aligned with the State's message for creating the foundation for access, equity, and student progress, these are encouraged as a collaborative contribution from general education colleagues, meaning that UDL and culturally responsive practices are general education, core instructional practices that should be offered to all students. The message from MSDE continues to support the development of these important strategies across all aspects of education.

B. PROGRESS in IMPLEMENTING the SSIP

1. Description of the State's SSIP Implementation Progress

The areas of focus for implementation in 2017 were:

- *Strategic Collaboration through Cross-functional Team Structures*:
  - o **State Executive Leadership Team,** in which the MSDE Assistant Superintendent for DSE/EIS meets with the cabinet to share progress and encourage collaboration, communication, and coordination.
  - o **B-21 Core Team,** composed of the Assistant State Superintendent of DSE/EIS, the SSIP Coordinator, the leads for Parts C and B SSIP work, and the MCIE partner.
  - o A leadership **Cross-Departmental Team,** composed of members from Divisions representing general education/mathematics, school improvement, special education, student support services, and teacher effectiveness, as well as the partners from MCIE.
  - o **Division Implementation Team** (D-IT), composed of members within the Division of Special Education/Early Intervention Services representing both monitoring and programmatic support to early childhood programs and public agencies.
  - o **Local Implementation Teams** (LSS-IT), composed of members of mathematics resource staff, special education, and other district level staff supporting participating schools.

- *Technical Assistance (TA) through Systems Coaching*
  - o Together with LSSs, MSDE developed the Systems Coaching **Fidelity Assessment** used as a self-assessment by State and local Coaches.
  - o A **Client Survey** was developed, conducted, and analyzed.
  - o A **TA Log** was developed to track the technical assistance that State Systems Coaches were providing to Local School Systems related to the SSIP work and has been expanded to include all TA provided by DSE/EIS. Some of the data captured through this log includes the number of TA interactions with each LLS, the type of TA provided, the mode of interaction and a broad summary of the TA. This log was field tested during Year 2 before it is launched for use across the Division.
  - o A **TA manual** to describe TA practices for each tier of the Differentiated Framework (see Figure 4) was also developed and is in draft form. The components of the TA Manual include technical assistance principles, an overview of the Differentiated Framework, and components of DSE/EIS TA approach such as systems coaching, the TA log, and the TAP-IT process.

- *Professional Learning in Systems Coaching, and TAP-IT/Data-informed Decision-making*
  Systems Coaching: on Feb. 15, 2017 the DSE/EIS staff and district leaders from each participating district received training from the State Implementation and Scale-up of Evidence-based practices (SISEP) Center (Dr. Barbara Simms) in implementation science and systems coaching methods. Topics included: *Coaching Feedback What worked? What was a challenge? What did you learn?*

- o **TAP-IT**: the Team, Analyze, Plan – Implement, Track tool is a continuous improvement cycle that has clearly defined protocol to be used at each step. In 2016, MSDE's partner, JHU-CTE developed podcasts and a TAP-IT Digital Portfolio for entering data and going through the decision-making cycle with a systems implementation team or an instructional team. Year 2 activities included TAP-IT **Digital Portfolio** training and implementation and the development of a **TAP-IT Companion Site** to support LSS implementation teams' use of tools for stage-based implementation. The TAP-IT tool and its application within a digital portfolio exponentially changed how data and information related to school and district progress was collected, stored, and used by State and local staff. The particular features of the TAP-IT DP prompt users to follow step-by-step procedures that are essential components of the TAP-IT process. The built-in communication functions stimulate collaboration and feedback loops between MSDE, JHU-CTE, and LSSs. These positive outcomes led to continued refinement and expansion of the TAP-IT digital portfolio in the second year of implementation and training for representatives from Part C, Part B, and other DSE/EIS staff to use the TAP-IT Digital Portfolio to support its use by LSSs. On September 26 & 27, 2017 twenty-seven (27) members of State and local teams participated in a 2-day intensive training. Now, over 50 key stakeholders at the State and LSS levels are in the initial stages of providing ongoing support and coaching via the TAP-IT digital portfolio. Predictably, this tool supports a technical assistance approach that will institutionalize the effective, routine use of data to inform decisions at the State and local levels.
- o As a part of a September 2017 Coaches Seminar, training was provided to LSS Implementation Teams on use of the MSDE DSE/EIS **Student Compass** to define IEP goals and services as they plan implementation of EBPs. The Maryland Online IEP System is a robust tool that includes *Student Compass* as the information hub behind the Maryland IEP. Through *Student Compass*, users can access reports, meetings, and progress monitoring tools for an entire district, caseload or specific school. Progress monitoring displays the total number of goals by category, area, and progress code. This gives the user a view of the IEP goal "landscape" and helps educators target resources and instruction. At the student level, progress monitoring provides a visual display of progress on IEP goals, the last progress code, and date of entry. The visual spark line generated is a great snapshot to share with a student and family. Interventions can also be documented and tracked using Student Compass. The SSIP sites learned how to use these tools for data-informed decision-making as well as strategies to design specially designed instruction for students with disabilities.

- *Professional Learning in EBPs in Mathematics*
  MSDE DSE/EIS provided training to LSS sites on models of instruction that emphasize conceptual understanding and the development of student proficiency and procedural fluency. The training also focused on understanding the development of mathematics thinking in children. In Year 2, several training options were offered to SSIP LSS teams:
    - o The **Ongoing Assessment Project** (OGAP) provided intensive 4-day training in two strands: additive and multiplicative mathematics for 55 participants on August 7 – 10, 2017. This is a continuous and intentional system of instructing, probing with instructionally embedded questions, analysis, and instructional modification. Through four-days of training during the

summer 2017, supported by tools and resources, district administrators, coaches, general education and special education teachers learned how to use **formative assessment** in their classrooms and analyze the results about student thinking to guide instruction and design intervention.

- o OGAP staff have additionally provided coaching support during monthly **web-based Coaches Clinics** where LSS teams and instructional coaches meet for additional information and feedback.

- On July 10 – 13, Dr. John Tapper provided a summer institute focused on the development of **critical mathematics concepts**. Participants learned about High Leverage Concepts (HLCs) for each grade level (K-5) and discussed aligning mathematics IEP goals and objectives to the HLCs and using them for specially designed instruction. They also learned about the critical strategies and models for intervention to support students' understanding of the HLCs and strategies for designing instruction and interventions specifically for students with disabilities.

- *Professional learning to enhance parent-teacher partnerships*
  - o Parent-teacher partnership modules were developed and field-tested. They will be piloted across all LSS sites in 2018-2019 school year.

a. Plans Implemented:

The following table provides a description of the extent to which the State has carried out its planned implementation activities in 2017.

Table 2. *Implementation plan activities*

Implementation Plan				
Activity	**Action Steps**	**Timeline**	**Accomplishment Status**	**Date Completed**
STRATEGIC COLLABORATION Cross-Departmental MSDE Implementation Team	• Invite and establish a MSDE cross-departmental team inclusive of representative of programmatic Divisions within MSDE to review, support, and contribute to the SSIP implementation	2016 and ongoing	A **cross-departmental team** was formed and initiated in Year 1 and continued through Year 2, meeting monthly. Because team members represented such diverse roles (e.g., instruction to teacher development), the SSIP leadership is reworking the team formation to best use staff time for optimal input in supporting mathematics instruction in general and special education, providing guidance as well as professional learning/coaching, and offering leadership to	☐ Not started ☒ Started and making adjustments **AND** ☒ On target & continuing ☐ Completed

	Implementation Plan			
Activity	**Action Steps**	**Timeline**	**Accomplishment Status**	**Date Completed**
	NEW: • **Develop a means for information dissemination within MSDE and across LSS to share resources, accomplishments, and strategies for improving mathematics performance for all children, including children with disabilities**	**Fall 2018**	narrow the achievement gap for students with disabilities. **In 2018, MSDE will be reviewing the function and membership of this team to a) determine if re-design would enhance outcomes and b) infuse data into discussions for regular sharing and feedback.**	☒ Not started ☐ Started and making adjustments ☐ On target & continuing ☐ Completed
STRATEGIC COLLABORATION District Capacity Assessments	• Conduct 5 District Capacity Assessments	By end of school year 2018	DCA assessments were scheduled for January 2018 but had to be cancelled due to weather and resignation of the SSIP Coordinator who was going to administer the assessments.	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed
TECHNICAL ASSISTANCE THROUGH SYSTEMS COACHING Cross-functional MSDE DSE/EIS technical assistance team	• Deploy a Division Implementation Team (D-IT) to support LSS Implementation Teams (LSS-IT) to build their capacity to develop an infrastructure for the implementation of EBP with fidelity	To be Initiated in 2016 and improved each year based on consumer feedback and input from the field	A Division Implementation Team, using a regional structure, was designed for MSDE DSE/EIS staff to establish working relationships with LSSs and providing more intensive and more frequent contacts with focused support related to mathematics instruction and other selected evidence-based practices. The D-IT includes staff supporting early childhood programs as well as Maryland's public schools.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
	• Develop technical assistance (TA) protocol and a technical assistance manual for DSE/EIS	2017-2018 school year	A TA manual was drafted with consultation from the National Center on Systemic Improvement during Year 2. MSDE will continue to develop and implement this practice and protocol. A TA log has been developed in draft form and is being used to	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed

Implementation Plan

Activity	Action Steps	Timeline	Accomplishment Status	Date Completed
			track delivery of support by MSDE staff. During Year 2, a *TA Client Survey* was developed and was administered to Local Systems Coaches in January 2018 for feedback on the quality, usefulness, and relevance of SSIP TA services. This data will be used to inform TA moving forward.	
PROFESSIONAL LEARNING and DATA-INFORMED DECISION MAKING Implementation Science Tools, Systems Coaching, continuous data-based improvement cycles using TAP-IT	SKILL DEVELOPMENT • Assess current knowledge of D-IT and LSS-IT members on TAP-IT and Implementation Science frameworks. • Provide training to D-IT and LSS-IT on TAP-IT and Implementation Science	2016 - 2017	A knowledge assessment on Implementation Science was administered before Systems Coaching training began in Year 1. A post training knowledge assessment was administered in May 2017. Training was provided in TAP-IT and implementation science with coaching through LSS-IT meetings and the use of the Digital Portfolio. Training was provided in the September 2017 Coaches Seminar to LSS Implementation Teams on using the MSDE DSE/EIS **Student Compass** to assist them in defining IEP goals based on data as they plan implementation of EBPs.	☐ Not started ☐ Started and making adjustments ☐ On target & continuing ☒ Completed <mark>May 2017</mark>
	COACHING • Provide coaching support to LSS Implementation Teams (LSS-IT) for the development of an infrastructure that enables support to schools in the selection and implementation of EBPs with fidelity.	2017	During Year 2, *Coaches Clinics* were held for State and Local Systems Coaches and members of the Cross-Departmental Team. These were followed up by support during on-site local team meetings and "Coaches Clinics" held virtually on a monthly basis and quarterly in person. Coaches selected for both the D-IT and LSS-IT worked through staged-based implementation of the selected EBPs in participating districts.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed

Implementation Plan				
Activity	**Action Steps**	**Timeline**	**Accomplishment Status**	**Date Completed**
	• Convene SSIP-LSS-IT meetings three times/year to review data, assess the use of implementation drivers, share successful strategies, and brainstorm solutions to implementation barriers.		Three *face-to-face*, and one *virtual LSS-IT meetings* were held during Year 2 with the five Local School Systems participating in SSIP. These dates were: January 18, 2017, March 2, 2017, May 10, 2017, and October 25, 2017.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
	RESOURCE TOOLBOX • Provide online tools and resources to support system coaching, implementation science and TAP-IT.	2016 – initiate development; continue in 2017 and 2018 Update in 2019	During Year 2, a *Systems Coaching Usable Strategies* document as well as a State/Local *Systems Coaching Fidelity Self-Assessment* were created or revised. A *Digital Portfolio* and *Companion Site* were fully operational and used by LSS teams.	
PROFESSIONAL LEARNING Mathematics Evidence-Based Practices	SKILL DEVELOPMENT • Conduct practitioner training for EBPs at LSS level.	2016 and planned annually	During Year 2, JHU-CTE conducted practitioner training in TBCI & SCL; Dr. John Tapper and staff from OGAP provided training through 2 multi-day summer institutes on specific mathematics strategies.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
	COACHING • Convene Instructional Coaches for fidelity check training.	2016 and planned annually with LSS teams	In Year 2, coaches from the five SSIP sites met monthly to share progress on implementation and provide peer support. In August 2017, Dr. Tapper met with three SSIP districts to build coherence across the EBPs in mathematics implemented in participating schools.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
	RESOURCE TOOLBOX • Provide online tools, resources, and fidelity measures to support EBP professional learning and instructional coaching	2017, to be updated annually based on EBPs selected	In 2016, *Usable Innovation* descriptions and *fidelity checklists* were developed for TAP-IT, TBCI & SCL. During Year 2, innovations descriptions for TAP-IT, TBCI & SCL, and "Main Lesson-Menu Lesson" were revised and	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed

Implementation Plan				
Activity	**Action Steps**	**Timeline**	**Accomplishment Status**	**Date Completed**
			fidelity assessments for "Do The Math" and "Targeted Mathematics Instruction for Struggling Students" were developed.	
PROFESSIONAL LEARNING and FAMILY PARTNERSHIPS Develop professional **learning modules for educators and families** in building strong partnerships	• Develop and disseminate a RFP for designing training modules for parent-teacher partnerships	2016-17 school year	RFP completed; University of Maryland, Eastern Shore adapted modules from Ohio State Dept. of Ed.	☐ Not started ☐ Started and making adjustments ☐ On target & continuing ☒ Completed **March 2016**
	• Develop and field test modules in 2 SSIP sites. • Revise modules based on feedback.	2017	During Year 2, Queen Anne's and Worcester Counties field tested the modules and provided feedback to the developer. The modules were revised and will be piloted in three SSIP LSSs during 2018.	☐ Not started ☐ Started and making adjustments ☐ On target & continuing ☒ Completed **December 2017**
	• Pilot in all SSIP sites • Make final revisions • Disseminate across the State	2018	The Director of Program Improvement and Family Support for Title I is a member of the SSIP Cross Departmental Implementation Team. Since 64% of SSIP school sites are Title I schools, the Director is partnering with DSE/EIS to piloting the modules at SSIP sites and continues to work with us to plan implementation in the fall of 2018.	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed
PROFESSIONAL LEARNING Disseminate resources to promote sustainability and scale-up	DISSEMINATION MSDE will create usable packages for local implementation in the areas of: • Infrastructure for selecting and implementing EBPs • Tools and strategies for data-informed decisions (instructional planning and assessment of impact)	2018 - 2019	DSE/EIS partnered with the National Center on Systemic Improvement (NCSI) to publish a State Spotlight on Maryland, responding to the challenge question: *How do we support the selection and implementation of evidence-based practices in mathematics?* The document describes the MD implementation infrastructure employed to support EBPs	☒ Not started ☐ Started and making adjustments ☐ On target & continuing ☐ Completed

Implementation Plan				
Activity	**Action Steps**	**Timeline**	**Accomplishment Status**	**Date Completed**
	• High-impact mathematics instruction for students with disabilities		More formal dissemination activities will be planned and implemented with national experts and cross-departmental MSDE mathematics experts	
NEW: STRATEGIC COLLABORATION Stakeholder Engagement	• Conduct 3 interactive stakeholder engagement sessions with representatives of parent, advocacy, and LSS organizations. • Engage LSS stakeholders in an interactive planning session for further Phase III implementation	June 2018 December 2018 (and annually)		☒ Not started ☐ Started and making adjustments ☐ On target & continuing ☐ Completed

b. *Intended Outputs Accomplished*

The Table below describes the extent to which Maryland achieved its intended outputs. These align with the Implementation Activities and Outputs described in the Evaluation Plan.

Table 3. *Outputs Accomplished as a result of Activities.*

Outputs Accomplished			
Implementation Output	**Accomplishments**	**Level of Accomplishment**	**Plans moving forward**
1. **Cross Departmental Meetings** conducted	This activity was initiated and is ongoing. **Membership** includes: • Alexandra Cambra (Division of Educator Effectiveness) • Jennifer Dale (SSIP Coordinator) • Karen Dates-Dunmore (Division of Educator Effectiveness) • Tiara Booker-Dwyer (Office of Leadership Development an School Improvement) • Marcella Franczkowski (DSE/EIS - Assistant State Superintendent) • Marci Frye (DSE/EIS – mathematics specialist) • Marny Helfrich (DSE/EIS – Systems Coach) • Monique Green (DSE/EIS – Systems Coach) • Marsye Kaplan (DSE/EIS) • Karla Marty (DSE-EIS – Systems Coach)	☐ Not started ☒ Started and making adjustments ☒ On target & continuing ☐ Completed This work is on target but the number of participants has made it challenging to have consistent membership.	In 2018, the MSDE will use the current team to redesign membership and focus of agendas. The team will meet quarterly as a work group that strategically focuses on: • Implementation of EBPs • Coordination of

Outputs Accomplished

Implementation Output	Accomplishments	Level of Accomplishment	Plans moving forward
	• Dan Martz (DSE/EIS – Branch Chief for Technical Assistance and Programmatic Support) • Tina McKnight (Division of Student, Family, and School Support [DSFSS - Family) • Marilyn Muirhead (DSE-EIS – Systems Coach) • Lynne Muller (DSFSS – Counseling) • Deborah Nelson (DSFSS – PBIS) • Cecilia Roe (Division of Curriculum, Research, Assessment, and Accountability [DCRAA] – Professional Learning) • Carol Quirk (MCIE) • Linda Schoenbrodt (DCRAA – Elementary mathematics) • Susan Spinnato (DCRAA – Instructional Programs) • Debra Ward (DCRAA – mathematics) In 2017, **seven (7) meetings** were held: 1/13/17, 2/10/17, 4/13/17, 5/18/17, 7/27/17, 10/26/17, 11/30/17	Consequently, meetings agendas move slowly since some participants may not have kept up with previous discussions. MSDE is planning to improve the effectiveness and efficiency and purpose of this group.	professional learning to LSSs • Shared understanding and messaging about EBP in specially designed instruction • Data review for planning and evaluation
2. **Professional Learning Sessions** on Systems Coaching & TAP-IT	In February 2017, a virtual training session was provided to all MSDE and LSS Systems Coaches on how to use coaching feedback and a coaching skills framework. The 20 participants represented MSDE and 5 LSSs. **LSS-IT coaching face to face meetings** focus on Stage-based implementation and understanding Competency and Organizational Drivers as well as implementation of the TAP-IT process for planning. Three all-day sessions were conducted in 2017. A **Coaches seminar** was conducted on Sept. 26, and 27, 2017 focusing on *Student Compass* and TAP-IT process.	☐ Not started ☐ Started and making adjustments ☐ On target & continuing ☒ Completed September 2017	The LSS-IT meetings have been continued in 2018 with a focus on enhancing capacity of LSS teams to systematically coach their school implementers and use data for decision making.
3. **District Capacity Assessments conducted**	**0/5** conducted Winter weather resulting in school cancellations and the resignation of the SSIP Coordinator who was intended to facilitate the DCAs resulted in the need to cancel scheduled assessments.	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed	Plans are being put in place to conduct the DCAs in fall, 2018
4. **Resources developed** to support mathematics EPB	In 2017, **six (6) resources** were developed to promote implementation of mathematics EBPs with fidelity: Innovations descriptions for TAP-IT, TBCI & SCL, and "Main Lesson-Menu Lesson" were revised and fidelity assessments for "Do The Math" and "Targeted	☐ Not started ☐ Started and making adjustments	As LSSs and their schools identify additional EBPs, practice profiles and fidelity assessments will

Outputs Accomplished

Implementation Output	Accomplishments	Level of Accomplishment	Plans moving forward
	Mathematics Instruction for Struggling Students" were developed. These resources were shared directly with SSIP LSSs for their school-based instructional coaches and implementers.	☒ On target & continuing ☐ Completed	be designed if not already available. In 2019, MSDE will develop a dissemination plan.
5. **Professional Learning** sessions on mathematics EBPs	July 10 – 13's session involved 41 participants and was led by Dr. John Tapper on the topic of designing mathematics instruction and interventions for students with disabilities. All 5 jurisdictions were represented. August 7 – 10, 2017 was a summer institute offered by staff from OGAP on multiplicative reasoning and additive reasoning for 55 participants. All 5 jurisdictions were represented.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	A needs assessment will be conducted by end of 2018 to determine the current implementation; MSDE will identify ongoing professional learning content and delivery.
6. **Professional Learning Modules** for educators and families	One (1) introductory lesson plus **eight (8) learning modules** were developed on the topics of: 1. Kickoff/Overview 2. Respect & Communication 3. Equity & Decision-Making 4. Competence, Parenting, & Learning at Home 5. Advocacy & Collaboration with Community 6. Trust 7. Volunteering & Commitment 8. Next Steps Queen Anne's and Worcester County schools field tested the modules and provided feedback to the module designer.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Modules will be piloted in each LSS in the 2018-19 school year, beginning fall 2018.
G. **Resources** shared and accessed	The **six (6) mathematics** resources (see #4) and the four (4) **TA** resources (see # 8 # 7 and #8 are missing) have only been shared directly with the five (5) participating LSSs for application in their targeted schools.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Additional resources will be developed in collaboration with LSS Stakeholders.
H. **MSDE Coaches trained** in TAP-IT and Systems Coaching	**Seventeen (17)** MSDE staff attended Systems Coaching training through SISEP in Year 1 Six **(6) State Systems Coaches** have been trained: SSIP Part B Lead, SSIP Coordinator, 3 Education Specialists, and Section Chief for Assessment.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Additional training in systems coaching, implementation science, and TAP-IT will be offered

	Outputs Accomplished		
Implementation Output	**Accomplishments**	**Level of Accomplishment**	**Plans moving forward**
			if staff members turn over.
I. **LSS Coaches trained** in TAP-IT and Systems Coaching	**Fifteen (15)** LSS Coaches have been trained in TAP-IT and stage-based implementation of evidence-based practices. These are the special education directors and supervisors and their mathematics instruction supervisory counterparts.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Additional training in systems coaching, implementation science, and TAP-IT will be offered if staff turn-over.
J. **TA tools** developed for State Coaches	Two implementation tools were developed: The Systems Coaching *Usable Strategies document* was created as well as a State and Local *Systems Coaching Fidelity Self-Assessment*. Two organizational support tools were developed: A **Digital Portfolio** and **Companion Site** were developed and implemented to support LSS-IT with TAP-IT and implementation science.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Refine tools as needed; identify any additional tools needed to support systems coaching at the State and local levels.
K. **Resource Toolbox online** for SSIP participants	While tools have been developed for LSS use, an online SSIP site is in discussion. It will be developed in 2019 to support statewide dissemination and will house instructional guides, practice profiles, fidelity checklists and interactive learning modules.	☒ Not started ☐ Started and making adjustments ☐ On target & continuing ☐ Completed	To be done.
L. **Fidelity tools developed**	**Seven (7)** Fidelity Tools were developed • TAP-IT Fidelity Assessment • System Coaching Fidelity Assessment • Team-Based Cycle of Instruction • Structured Cooperative Learning • Main lesson-Menu Lesson • Do The Math • Targeted Mathematics Instruction for Struggling Students	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Additional tools will be secured or developed for any additional EBPs
M. **Annual State-wide and Local Professional Learning Institutes**	At the annual one-day Professional Learning Opportunity conducted in each of 5 regions of the State in February 2018, the vision for developing specially designed instruction for students with disabilities within an integrated tiered system of supports was laid out. Over 250 local leaders, from all 24 local jurisdictions, representing general education and special education directors and supervisors attended.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed	Plans for providing resource information and training opportunities at the next annual PLO are being developed.

2. Stakeholder Involvement

In Phase II, an SSIP implementation infrastructure was proposed (Figure 6). The teams that comprise this structure consist of internal and external stakeholders. Internal stakeholders consist of MSDE staff in the State Executive Leadership Team, SSIP B-21 Core Planning Team, Cross Departmental and Division Implementation Teams. External stakeholders are the implementation teams at the local school system level and members of advisory committees. The EBP Expert Team consists of mathematics experts from MSDE, national mathematics experts (Dr. John Tapper; OGAP), and partners in this work from JHU-CTE, MCIE, the National Center on Systemic Improvement (NCSI) Cross-State Mathematics Collaborative, and the NCSI Technical Assistance Facilitator.
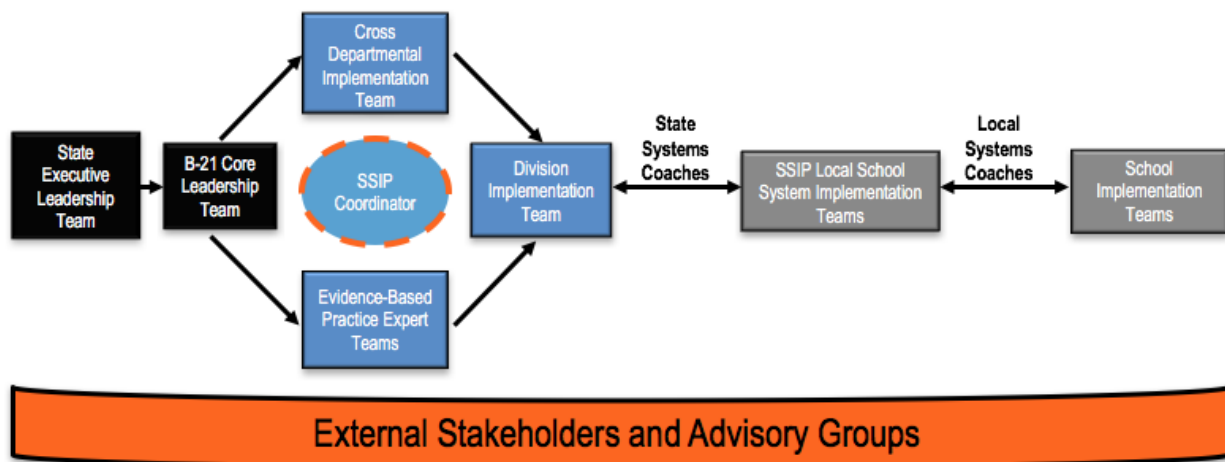
Figure 6. DSE/EIS SSIP Part B Implementation Structure at the State and local level

Key Stakeholders were engaged in Phase I and II of the SSIP development and were critical in providing input into the creation of the SSIP and disseminated information about SSIP development with their constituents. Stakeholders with whom MSDE consulted during Phase II and initial Phase II work include the following organizations and groups:

- Education Advocacy Coalition (EAC)
- Individualized Education Program (IEP) Users Group
- Special Education State Advisory Committee (SESAC)
- Local SSIP School System participants
- State Mathematics Advisory Group

In 2016, as the SSIP implementation was initiated, MSDE was challenged to find a Coordinator who would lead this work and support both Part C and Part B Systems Coaches. SSIP Core staff responsibly engaged in activities directly related to providing technical assistance and organizing professional learning opportunities but did not have the time or position to develop and implement a stakeholder engagement strategy. In 2017, as the SSIP Coordinator was hired and was employed full time by June. The State team determined that the Special Education State Advisory Committee (SESAC) would serve as

a primary stakeholder engagement vehicle, with additional strategies to be designed to engage LSS stakeholders. The SESAC has representatives of parent and advocacy organizations. local school systems, parent advocates, and members of independent educational organizations and public agencies. While we were heavily engaged with our LSS stakeholders, our involvement with other external stakeholders was not sufficient. Recognizing that, we have added an activity to our action plan (above) and will strengthen this engagement through 2018 and 2019.

a. Information Dissemination about Implementation

During 2017, stakeholders have been informed of the ongoing implementation of SSIP through individual and small group face-to-face communication, and website content. Information about the implementation of the SSIP was presented to the SESAC at face-to-face meetings in January and September 2017. Information on professional learning activities and celebrations related to the Part B SSIP have been posted on social media to keep stakeholders up-to-date on the most current SSIP activities. Information related to the SSIP is also being posted on the Maryland Learning Links website.

b. Input into SSIP Implementation

In early 2017, internal stakeholders were engaged in decision-making that affected implementation through the collaborative teams. They recommended adjustments to infrastructure team composition, strategies to ensure alignment among initiatives, and adjustments in the implementation plan and evaluation plan to align with the MSDE DSE/EIS strategic plan. During Cross-Departmental meetings, MSDE stakeholders participated in brainstorming to identify root causes of low performance in mathematics, particularly for students with disabilities. Areas identified were: teacher content knowledge in mathematics, effective instructional strategies to teach basic mathematics concepts, and formative assessment of mathematics understandings in children. They recommended the targeted professional learning on critical mathematics content that enables teachers to create specially designed instruction.

> **One example of implementation of stakeholder recommendations**
>
> Early workshops focused on the Main Lesson, Menu Lesson instructional framework and CRA assessments. The CRA assessments are a way to assess student thinking aligned to their concrete, representational or abstract understanding of the mathematics concepts. Teachers administer the CRA and sort student work based on similar strategies students use or based on misconceptions identified in student work. Then teachers use what they learn from the sort and group students to target instruction and intervention.
>
> As the LSS implementation team brought this training back to their system, they realized that teachers needed much more training on how to analyze student work to design instruction. They began using the OGAP frameworks in their professional learning to help teachers understand how to sort student work. This information was shared with the State and local implementation teams and consequently changes to professional learning plans were made to ensure that additional OGAP provide training during Year 2.

The LSS implementation team members also have input on decisions about SSIP implementation. These include special education directors, general education mathematics supervisors, special education coaches, general education mathematics coaches, and parents from each of the local SSIP sites.

a. DATA ON IMPLEMENTATION AND OUTCOMES

1. Monitoring and Measurement of Outputs to Assess Effectiveness

The DSE/EIS Logic Model and Evaluation Plan include short, medium, and long-term outcomes and corresponding performance measures for each.

- The short-term outcomes are foundational to the effective implementation of infrastructure improvements and evidence-based practices; they are about *learning* that is taking place.
- The medium-term outcomes focus on the changes that take place as a result of the outputs and consequent learning: these demonstrate how practices change and are implemented as a result of *knowledge and skills* and *development* of infrastructure strategies.
- The long-term outcomes address the *impact of the infrastructure changes and implementation of evidence-based practices: they reflect student level improvements*.

a. *Evaluation Questions aligned with the Theory of Action.*

The logic model on page 3 aligns the theory of action with the evaluation plan. The evaluation questions were designed to flow from the logic model. In conducting the evaluation and report for Phase III, Year 2 it is clear that the logic model is directly tied to the theory of action, and that the evaluation plan provides a solid basis for determining implementation and impact. It is also clear that as we implement, there are some activities not included in the implementation plan as well as some activities that are redundantly described. Note that the enumerated questions directly align with Table 2 defining the outputs of the implementation plan. By the end of 2018, we will work to continue to fine tune the plans that guide our work. See the evaluation questions below:

> **THEORY OF ACTION**
> **If** the Maryland State Department of Education, Division of Special Education and Early Intervention Services (DSE/EIS) uses its resources strategically, provides technical assistance and professional learning to LSSs, and engages in infrastructure improvements, **then** a foundation for implementing improvements and evidence-based practices with fidelity will be laid, and these improvements and practices will lead to improved results for students with disabilities.

Table 4. *SSIP Part B Evaluation Questions*

PROCESS EVALUATION QUESTIONS		OUTCOME EVALUATION QUESTIONS		
ACTIVITIES	**OUTPUTS**	**SHORT TERM**	**MEDIUM TERM**	**LONG TERM**
1. **How many** Cross-Departmental Implementation Team meetings were held, and what Divisions were represented? 2. **How many** Professional Learning (PL) sessions on systems coaching and TAP-IT were conducted • What topic/emphasis • How many participants • What districts/schools represented 3. **How many** District Capacity Assessments were administered (and what changed over time?) 4. **What mathematics EBP resources** were developed and shared? 5. **What/how many** PL sessions were conducted for implementation of mathematics EBPs, as well as strategies related to: Mathematics EBPs Integrated tiered system of supports including SDI Core instruction based on UDL with DI Culturally responsive instruction 6. **What and how many professional learning modules** for educators and families were developed in building strong relationships? 7. **How many and what type of** resources were shared to promote implementation, scale-up, and sustainability?	8. **How many** MSDE Systems Coaches (K-21Liaisons) were trained? 9. **How many** Local Systems Coaches were trained in TAP-IT and stage-based EBP implementation? 10. **What protocol** for State Technical Assistance was developed? 11. What resources were selected or developed for the Resource Toolbox to support EBPs, systems coaching, implementation science & TAP-IT? 12. What fidelity tools were developed for systems coaching and mathematics EBPs? 13. **How many** State/Local annual Professional Learning Institutes were conducted?	1. To what extent is all technical assistance • Of high quality? • Grounded in evidence and reviewed with fidelity? 2. To what extent did State and LSS Systems Coaches increase their knowledge of: • Systems coaching • Data-Informed Decision Making (TAP-IT) • High quality Tier 1 mathematics instruction within an ITSS Framework 3. To what extent are EBP resources being accessed? 4. To what extent did teachers and family members participate in training modules?	5. To what extent did **MSDE** engage in strategic collaboration and communication with: • Cross-Departmental State staff? • Stakeholders? 6. To what extent did **State** systems coaches provide programmatic support and technical assistance to LSS consistent with the MD Differentiated Framework? 7. To what extent did **State and LSS** implementation teams use an evidence-based data-informed decision-making process with fidelity? 8. To what extent did **LSSs** provide systems coaching with fidelity? 9. To what extent did **LSSs** increase capacity to implement evidence-based practices with fidelity? 10. To what extent did **schools** implement mathematics EBPs and specially designed instruction with fidelity? 11. Did **schools** implement EBPs and selected improvement strategies: • Integrated tiered system of supports • Culturally responsive core instruction, including UDL, differentiation 12. Are **families** in participating schools engaged partners in their child's education?	13. To what extent are children with disabilities in grades 3 – 5 improving their mathematics performance and proficiency?

b. *Data sources for all measures, including procedures and timelines*

Tables 5 through 9 detail the key measures, data collection procedures, and timelines for data collection, as well as responsibilities for data collection and summary.

Table 5. *Activities Accomplished Evaluation Plan*

QUESTION	MEASURE of SUCCESS	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	Responsible
1. How many Cross-Departmental Implementation Team meetings were held, and what Divisions were represented?	# of meetings # and which Divisions represented	• Meeting notes/ attendance in Indistar	• Annually during First Quarter	EEC
2. How many Professional Learning (PL) sessions on systems coaching and TAP-IT were conducted • What topic/emphasis • How many participants • What districts/schools represented?	# PL sessions by: • Topic • # Participants • # LSSs represented	• Meeting notes/ attendance in Indistar	• Quarterly Summary for Annual Report	EEC
3. How many District Capacity Assessments were administered?	# DCAs	• District Capacity Assessment	• Annually during First Quarter	MSDE
4. What mathematics EBP resources were developed and shared?	#, type of EBP resources developed #, type of EBP resources shared and how shared	• Resource Toolbox • SSIP Website	• Annually during First Quarter	EEC
5. What/how many PL sessions were conducted for implementation of mathematics EBPs, as well as strategies related to: • Mathematics EBPs • Integrated tiered system of supports including SDI	# PL sessions by: • Topic • # Participants • # LSSs represented	• Agenda/ attendance in Indistar • Monthly Progress Updates	• Quarterly Summary for Annual Report	EEC
6. What and how many professional learning modules for educators and families in building strong relationships?	# of professional learning modules by: • Topic • # Participants • # LSSs represented	• Module evaluation surveys	• Annually during Fourth Quarter	EEC
7. How many and what types of resources were accessed and shared to promote implementation, scale-up, and sustainability?	#, type of resources shared and how shared	• Resource Toolbox • SSIP Website	• Annually during First Quarter	EEC

Table 6. *Outputs Accomplished Evaluation Plan*

QUESTION	MEASURE of SUCCESS	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	Responsible
8. How many MSDE Systems Coaches (K-21Liaisons) were trained in TAP-IT, Systems Coaching and Implementation Science Tools?	#/Title of trained SEA Systems Coaches	• Meeting notes/ attendance in Indistar	Annually during First Quarter	EEC
9. How many Local Systems Coaches were trained in TAP-IT, Systems Coaching and Implementation Science Tools?	#/Title of trained LSS Systems Coaches	• Meeting notes/ attendance in Indistar	Annually during First Quarter	EEC
10. What protocol for State Technical Assistance was developed?	Completion of MSDE DSE/EIS TA Manual	• MSDE DSE/EIS TA Manual	Summary for Annual Report	MSDE
11. What is in the Resource Toolbox to support evidence-based practices, systems coaching, implementation science & TAP-IT?	Name, type of resource uploaded into the Resource Toolbox	• Resource Toolbox	Quarterly for Annual Report	EEC
12. What fidelity tools were developed for systems coaching and mathematics EBPs?	#, type of EBP of fidelity tools developed	• Resource Toolbox	Annually during First Quarter	EEC
13. How many State/Local annual Professional Learning Institutes were conducted	# PL Institutes by: • Topic • # Participants # LSSs represented	• Agenda/atten dance in Indistar	Quarterly Summary for Annual Report	EEC

Outcome Questions

Table 7. *Short Term Outcomes Evaluation Plan*

QUESTION	MEASURE of SUCCESS	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	Responsible
1. To what extent is all technical assistance: a. Of high quality for adult learners, containing elements such as preparation, engagement, application, evaluation and mastery? b. Grounded in evidence and reviewed with fidelity to content?	X% of SEA and LSS participants indicate training is high quality. X% of high quality professional learning session indicators observed in sample sessions	End-of-Training survey of: • Quality of learning • Retrospectiv e pre/post assessment of knowledge gain	At the end of each: • professional learning session for PLIs (1 – 4-day events) • LSS F2F events (quarterly)	SSIP Coordinator
		HQPD indicators [Mathematics, EBP] from observation of training for content fidelity	Observations for 2 PLIs and 2 F2F	MCIE staff

2. To what extent did State and LSS Systems Coaches and other LSS participants increase their knowledge of: • Systems coaching • Data-Informed Decision Making (TAP-IT) • High quality Tier 1 mathematics instruction • Family engagement through parent-teacher partnerships	X% coaches providing high quality coaching. X% of systems coaches increase their knowledge. • Systems coaching • TAP-IT • High quality Tier 1 mathematics instruction • Family engagement	Client Survey Knowledge assessment	Annually for participants of coaching clinics and ongoing coaching	SSIP Coordinator
		LSS Interviews	At LSS implementation meetings or systems coaching meetings	EEC
3. To what extent are EBP resources being accessed?	# of hits on related online resources	Resource Toolbox SSIP Website	Quarterly	EEC
4. To what extent did teachers and family members participate in training modules?	# family and teacher participants accessing Parent and Teacher Partnership modules	End of module survey	Quarterly	UMES/MSDE

Table 8. *Medium Term Outcomes Evaluation Plan*

QUESTION	MEASURE of SUCCESS	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	Responsible
5. To what extent did **MSDE** engage in a. Cross-Departmental communication and collaboration b. Stakeholder communication and collaboration	#/type of meetings held X% of SIT members and SESAC member indicate communication and coordination was effective.	• Agendas • Artifacts/Products • Meeting Minutes • TAP-IT Digital Portfolio in LADSS	Quarterly review and summary (method TBD by EEC)	EEC
		• Group Functioning Tool (Cross-Departmental Team)	Twice/year: July and Jan	SSIP Coordinator
6. To what extent did **State** systems coaches provide programmatic support and technical assistance to LSS consistent with the MD Differentiated Framework?	#/types of coaching provided #/types of systems coaching interactions	• MSDE TA Log	quarterly	EEC
	X% of coaches providing high quality systems coaching	• LSS Feedback Survey (customized) - TBD	annually	EEC
	X% of coaching done with fidelity	• Systems Coaching Fidelity Self-Assessment	Twice/year: fall and spring year	MSDE Systems Coaches
7. To what extent did **State and LSS** implementation teams use	X% SITs and LITs using the TAP-IT	• TAP-IT Fidelity Assessment	Three times a year collected	MSDE and LSS team

QUESTION	MEASURES OF SUCCESS	DATA SOURCE	DATA COLLECTION Schedule/Date	Responsible
an evidence-based data-informed decision-making process with fidelity?	process with fidelity (80%)			
8. To what extent did **LSSs** provide systems coaching with fidelity?	X% of LSSs implementing systems coaching with fidelity	• Systems Coaching Fidelity Assessment	Twice/year: fall and spring year	MSDE with LSS Systems Coaches
9. To what extent did **LSSs** increase capacity to implement evidence-based practices with fidelity?	% Districts making gains in their capacity to implement the EBP process.	• DCA	Annually in the fall	MSDE trained staff
10. To what extent did **schools** implement mathematics EBPs and specially designed instruction with fidelity?	% Teachers implementing evidence-based mathematics practices with fidelity	• EBP Fidelity Assessment	Annual data collection uploaded to TAP-IT Digital Portfolio in LADSS	LSS Facilitators
	% IEPs reflect standards-aligned mathematics goals and objectives that include effective (EBP) interventions	• IEP analysis tool – to be developed	Annual sample	MSDE Systems Coaches
11. Did **schools** implement EBPs and selected improvement strategies: • Integrated tiered system of supports • Culturally responsive core instruction, including UDL, differentiation	Avg. score based on a 1-4 rating on Indicators of Success Rubric	• IDC Success Gaps Rubric October, 2014	Annually	Systems Coaches
12. Are **families** in participating schools engaged partners in their child's education?	X% participants report positive school relationships X% positive family and school partnerships	• Parent Teacher Partnership Survey - TBD	Family and teacher participants in module across all schools	MSDE/UMES

Table 9. *Long Term Outcomes Evaluation Plan*

QUESTION	MEASURES OF SUCCESS	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	Responsible
13. Are children with disabilities in grades 3 – 5 improving their mathematics performance and proficiency?	% students with disabilities placed and participating in general education instruction	• Educational Environment code on IEPs in LADSS	October 1 and March 1	SSIP Coordinator
	% Students with disabilities achieving grades 3-5 level benchmarks in mathematics.	• Mathematics Universal Screening Benchmark Assessment for 3rd, 4th, and 5th grade students	Fall, winter, spring data for those collecting valid data	LSS Systems Coaches

		with IEPs in SSIP sites • TAP-IT Digital Portfolio		
	% increase in students approaching, meeting or exceeding grade level expectations in mathematics

% point reduction of the gap between students with disabilities and their non-disabled peers who are approaching, meeting or exceeding grade level expectations, in grades 3-5. | • PARCC Mathematics Assessment Results | Annually, summer | SSIP Coordinator |

c. *Baseline Data for Key Measures*

Short Term Outcome Key Measures:

- o **Quality of professional learning and resources** developed: this is a post-training measure only gathered through participant feedback and episodic observation by the external evaluator related to high quality delivery of professional learning; feedback is reported in the next section.

- o **Knowledge acquired** by LSS participants: participants rated their knowledge prior to attending training workshops on a scale of:

1 = Very Low	2 = Low	3 - Moderate	4 = High	5 = Very High

  Results indicated a baseline of 2.6 to 3.2 or low-moderate knowledge for mathematics instructional strategies, and 2.0 – 2.7 or low knowledge of implementation science and systems coaching practices. The baselines are compared to acquired knowledge in charts on page 37.

- o **Quality of MSDE systems coaching**: this information is gathered after receiving systems coaching through periodic anonymous probes through surveys.

- o **Use of resources developed**: resources developed in 2017 consisted primarily of tools for fidelity of implementation and initially being used in 2018. These tools are not yet available online and consequently use cannot be measured yet.

- o **Participation in parent-teacher training modules**: this is a post-use measure only

Medium Term Outcome Key Measures: These are measures of stakeholder participation and implementation of EBPs by local participants as described in Table 8. The IDC Success Rubric will be administered in the fall of 2018

Long Term Outcome Key Measures: the **BASELINE** number and percent of students with disabilities participating in general education in the SSIP schools, based on the amount of time in general education settings, is displayed below:

Table 10. *Percent of Time in General Education (GE) for Students with Disabilities: 2014-2015*

Local School System	School	In GE 80%+		in GE 40-79%		In GE > 40%	
		#	%	#	%	#	%
Cecil	Cecil Manor	44	89.80%	0	0.00%	5	10.20%
	Thompson Estates	28	100.00%	0	0.00%	0	0.00%
Charles	Matula	25	62.50%	2	5.00%	13	32.50%
	Dr. Mudd	17	89.47%	2	10.53%	0	0.00%
Prince George's	Thomas Stone	32	49.23%	14	21.54%	19	29.23%
Queen Anne's	Matapeake	22	88.00%	1	4.00%	2	8.00%
	Sudlersville	20	100.00%	0	0.00%	0	0.00%
Worcester	Pocomoke	24	92.31%	0	0.00%	2	7.69%
	Snow Hills	18	100.00%	0	0.00%	0	0.00%
	Berlin	56	93.33%	3	5.00%	1	1.67%
	TOTAL	286	81.71%	22	6.29%	42	12.00%

- o **BASELINE Achievement of mathematics benchmarks:** Because LSSs were not collecting universal screening or progress monitoring data in either 2015 or 2016 with any reliability, baseline data is not available. It has become apparent in 2017, as local staff learn to use the TAP-IT process that they continue to need support and coaching related to data collection and reporting for both planning and evaluation.

- o **BASELINE Performance on annual State mathematics assessment** (PARCC): In the Phase 1 Report, the baseline was determined with the previous State assessment. With the move to the College and Career Ready Standards and administration of the PARCC assessment each spring, a new baseline was established in 2015 (see below) for the State as well as for the participating schools in our Local School Systems.

  The performance of students with disabilities is, as in other states, far below that of their peers without disabilities, only about half of whom are meeting expectations for grade level standards. The chart below indicates the baseline and target for the first year of implementation.

Table 11. *Maryland Achievement Data for Students with Disabilities on Mathematics PARCC Assessments*

Assessment Year	State — Average % of Students with Disabilities who **Met or Exceeded Expectations** in Grades 3, 4, 5		SSIP LSS Schools — Average % of Students with Disabilities who **Met or Exceeded Expectations** in Grades 3, 4, 5	
	PARCC Targets	**PARCC Scores**	**PARCC Targets**	**PARCC Scores**
2015		**Baseline 7%**		**Baseline 5%**
2016	8%		6%	

d. Data Collection Procedures and Timelines

Data collection methods, timelines and responsibilities are described in the evaluation plan outlined in tables 7, 8, and 9 above and in Appendix A.

e. Data Management and Analysis Procedures for Assessing Progress

Data related to implementation activities and outputs, as well as short- and medium-term outcomes are managed through Indistar, a web-based system used by the Division Implementation Team. This system has been customized to reflect our SSIP Implementation Plan, including meeting agendas, participation, notices, minutes, professional learning offered, participant feedback, etc.

In addition to the activities and outputs listed in the SSIP Implementation Plan, the Division Implementation Team identifies the tasks needed to accomplish the activities, assigns a team member responsible for task completion, and the task completion date. This process allows the team to track and monitor progress by guiding the team through a continuous cycle of assessment, planning, implementation, and progress tracking. As a result, the team has a clear focus, assigned responsibilities, and efforts are synchronized. Data aligned to implementation activities (e.g., team formation and training and outputs, knowledge about Implementation Science and implementation of EBPs) are uploaded and stored in this system. Data analysis is an ongoing process that allows continuous improvement in professional learning and data-informed decision-making. State and local implementation teams also use the TAP-IT process to make decisions based about the data collected during implementation. The external evaluator regularly accesses the Indistar site to obtain information for reporting to the B-21 team.

Long-term data is obtained in two ways: benchmark data is uploaded to the TAP-IT Companion website; the external evaluator can access this data to identify student progress over time: fall to spring of each year and spring to spring across years. Student participation in general education and performance on PARCC assessments are obtained through the MSDE data analyst assigned to the DSE/ EIS and are analyzed on an annual basis.

2. Progress and Modifications to the SSIP

Maryland has made significant progress on the SSIP implementation, as reported in section B. While the logic model, implementation plan, and evaluation plan were modified to better align with each other and with the MSDE DSE/EIS Strategic Plan, the essential activities and outputs, as well as outcome measures remain the same. Stakeholder input, participant feedback, and data on fidelity of implementation as well as student performance will continue to guide and offer adjustments to implementation over time. Below, measures of quality and learning that result from the professional learning opportunities are described.

a. *Review of Key Data for Progress*

1) **Participation and Learning:** In this section we provide data related to establishing the foundation necessary for changes in infrastructure and capacity to implement evidence-based practices

   - *Quality of professional learning and resources developed*:
     This is a post-training measure only gathered through participant feedback and episodic observation by the external evaluator related to high quality delivery of professional learning. MSDE conducted four professional learning opportunities: two regarding mathematics instruction (OGAP, Specialized Mathematics), and two regarding infrastructure improvements: Data-informed Decision Making (TAP-IT Digital Portfolio), and Systems Coaching. Participants rated the extent to which the sessions met the stated objectives on a 4-point scale of strongly agree (4), agree (3), disagree (2), and strongly disagree (1). All sessions demonstrated a high level of agreement (3 and 4 ratings) that sessions met their stated objectives.

Percentage of Participants' Agreement that the PL Session *Addressed Stated Objectives*

Specialized Math PL	94.8
OGAP	92.4
TAP-IT Digital Portfolio	95.0

■ Agreement ■ Disagreement
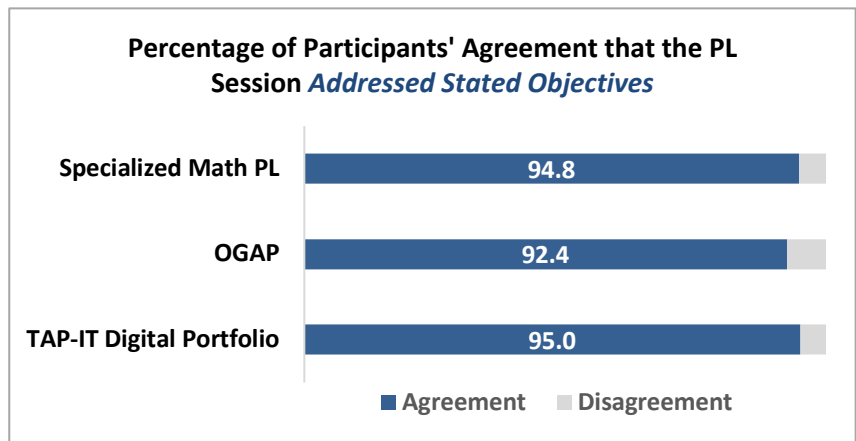
- During three professional learning opportunities, MDSE or the external evaluators observed the delivery of the sessions and completed the High Quality Professional learning (HQPD) Checklist. The HQPD Checklist includes the critical, research-based elements of quality professional learning and adult learning. The observer completes the Checklist by indicating whether these elements were present during the professional learning and evidence for her/his rating. An analysis of the MDSE observers' ratings indicate each of the professional learning sessions (100%) were *high quality*. For purposes of analysis, the ratings of *strongly agree* and *agree* were aggregated to determine an overall agreement percentage for each item and then the average across these was calculated for each PL session.
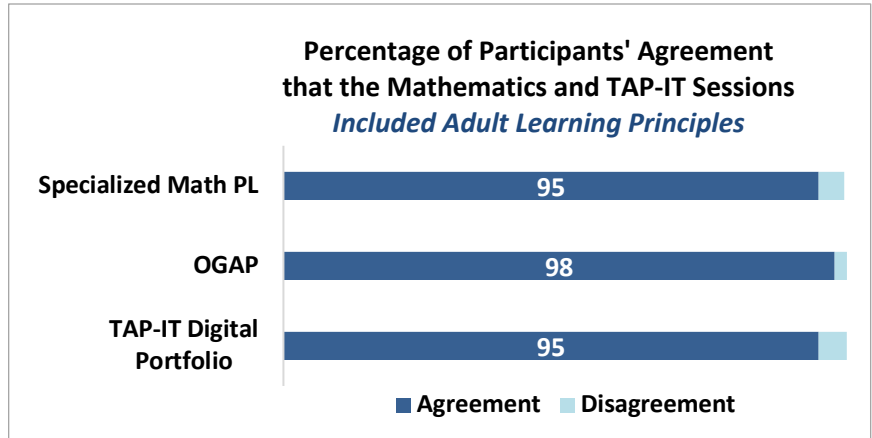
Percentage of Participants' Agreement that the Mathematics and TAP-IT Sessions *Included Adult Learning Principles*

Session	Agreement
Specialized Math PL	95
OGAP	98
TAP-IT Digital Portfolio	95

■ Agreement ■ Disagreement

- ***Knowledge acquired by LSS participants:***
  Participants rated their knowledge prior to attending training workshops on a scale of:

1 = Very Low	2 = Low	3 - Moderate	4 = High	5 = Very High

As depicted in the Knowledge Rating Chart, participants made the most average overall gains in knowledge regarding the TAP-IT Digital Portfolio and the OGAP additive Mathematics topics. Overall, participants reported that, on average, their knowledge increased from low/moderate to high.

Knowledge Rating of Professional Learning Content

Average Rating on 1 - 5 Scale

	Before Training	After Training
TAP-IT Digital Portfolio (JHU-CTE)	2.6	4.0
Multiplicative Math (OGAP)	3.2	4.1
Additive Math (OGAP)	2.9	4.3
Specialized Math (Tapper)	2.9	4.2

■ Before Training ■ After Training
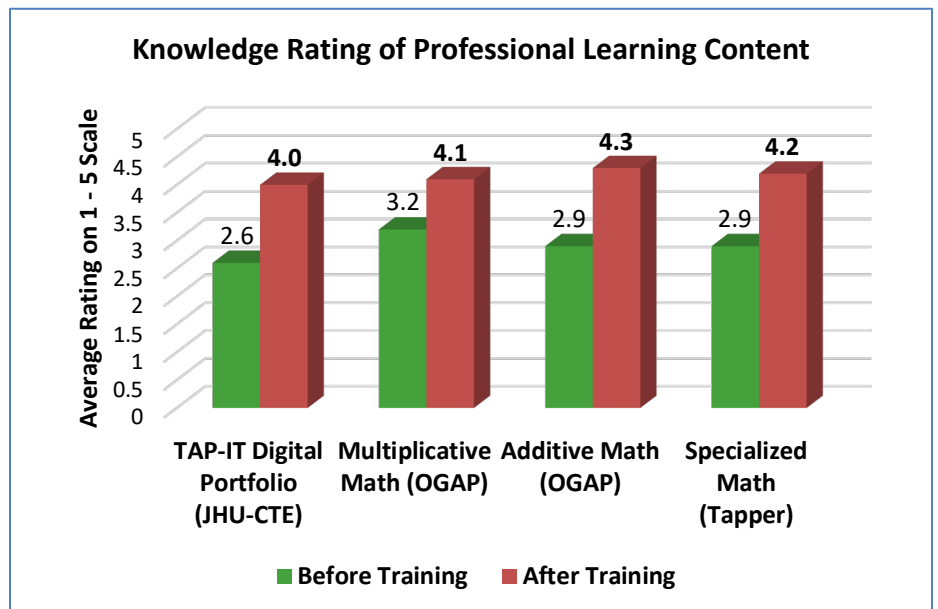
Regarding the systems coaching training, the overall knowledge increased from a low average to high moderate and high. Understanding stage-based implementation increased the most, which is necessary to ensure that systems coaches have a solid foundation

Knowledge Rating of Systems Coaching Professional Learning Content

Average Rating on 1 - 5 Scale

	Stage-based implementation	Systems Coaching Foundational Skills	Implementation Science Frameworks	IS Frameworks relation to "Formula for Success"
Before Training	2.0	2.7	2.3	2.3
After Training	3.9	4.1	3.9	3.8
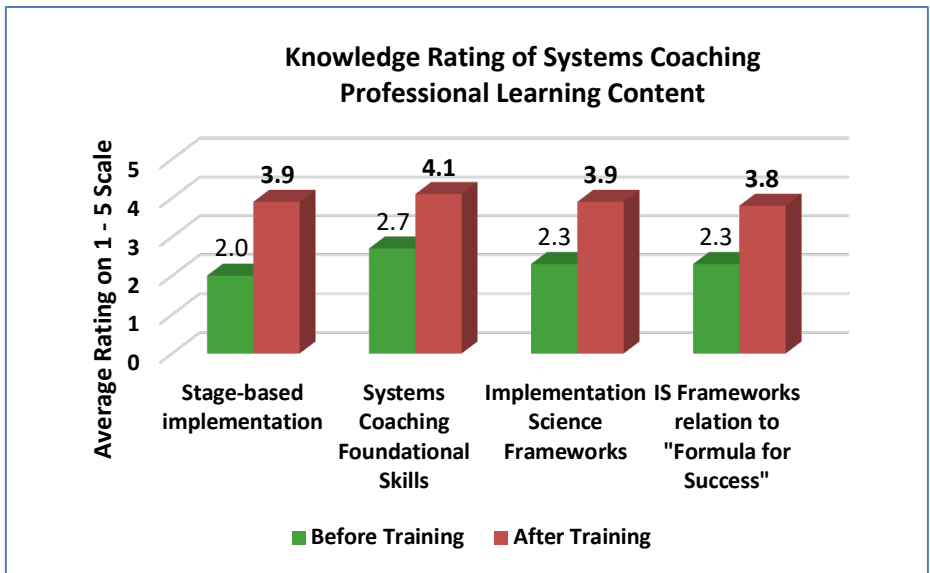
necessary to support local teams as they move forward with implementing evidence-based practices.

- *Use of resources developed*: resources developed in 2017 consisted primarily of tools for fidelity of implementation and initially being used in 2018. These tools are not yet available online and consequently use cannot be measured yet.

- *Participation in parent-teacher training modules:* These modules were field tested this year and will be piloted in the 2018-19 school year. Measures will be taken regarding participation, quality, and learning.

- *Quality of MSDE systems coaching*: This information is gathered after receiving systems coaching through periodic and anonymous survey probes. An online survey of local team members regarding the Systems Coaching professional learning session. The survey included only items regarding the extent to which the Systems Coaching session met the stated objectives and did not include the items related to the extent to which adult learning principles were implemented. As with the analysis of these survey items, an agreement percentage was calculated for each item and then an overall agreement percentage for the session was determined. The results of this analysis are depicted in the chart below. Based on the results of feedback across all of the PL sessions, the data for this measure demonstrate that 93% of LEA participants indicate the PL was *high* quality as shown on the chart below.

Percent Agreement That Systems Coaching Professional Learning Session Addressed Stated Objectives

| Objective	Percent
Increased knowledge of stage-based implementation and tasks and tools associated with each stage.	100
Increased understanding of Systems Coaching foundational skills for Active Implementation.	95
Increased knowledge of implementation science frameworks to "make implementation happen" through the work of…	95
The ideas and concepts presented during the workshops will be helpful in my role as a Systems Coach.	95
The opportunity for questions to be asked and answered was adequate.	90
The ideas and concepts presented during the workshop were explained clearly.	80
The workshop activities provided adequate opportunities to practice/apply the ideas and concepts presented.	80
Increased knowledge of the relationship between implementation science frameworks and the "Formula for…	60

2) Improvements to Infrastructure

- *Cross-Departmental Team coordination, collaboration, communication:* To address the performance measure related to effective communication across State Divisions within MSDE, a *Team Functioning Survey* was administered to the Cross Departmental Team in December 2017. This survey includes ten items related to the key components of an effectively functioning team (e.g., clear decision making, roles/responsibilities, and internal and external communication mechanisms). Responses to this survey were received from half of the team members. The survey included a rating scale of 1-7 with "1" indicating the group was not functioning effectively on the component and "7" indicating it was functioning highly effectively on the component. The chart below depicts the overall ratings for each of the Team Functioning Survey.

July 2017 MSDE Cross Department Team Group Functioning Components by Average Rating (n=10)

Component	Average Rating
Members trust each other	~5.5
We manage conflict successfully	~5.0
Members communicate well with each other	~4.7
We have effective leadership; shared when…	~4.3
Our external communication is open and timely	~4.0
We have a shared vision	~3.6
Our Implementation Plan is followed	~3.6
I understand the goals and objectives	~3.5
We build evaluation into all of our activities	~3.2
We have clear responsibilities and roles	~3.0
We have effective decision making procedures	~2.6
We have procedures for changing members	~2.2

Only one item had an average rating of 5 or above (trust) and three items scored 3 or less: namely, *roles and responsibilities*, *decision making*, and *procedures for changing members*. The MSDE leadership is using this data, coupled with the challenge of consistent membership to revise the function and membership. In April 2018, the team will provide MSDE leadership with guidance for a revised structure.

- *Technical Assistance through Systems Coaching*
  In January of 2017, MDSE distributed a survey to local systems coaches to gather data on their perceptions of the quality of coaching supports from the State systems coaches. The survey asked for local coaches to reflect on the support they received from the State systems coaches over the past year and rate them on a 5-point scale ranging from NOT good/NOT very useful/relevant to Excellent/VERY useful/relevant. Items on the survey

addressed frequency and types of TA/Coaching accessed as well as the quality, relevance and use of the TA/Coaching. Eight of the 15 local systems coaches representing four of the five SSIP sites responded to the survey, yielding a return rate of 53%. Responses indicate that the local systems coaches find the TA/Coaching as **high quality**, **useful** and **relevant**. The majority of respondents (6) were *very satisfied* with the TA/Coaching received.

Number of Responses Rating the Level of Quality, Usefulness, and Relevance of TA/Coaching
N = 8
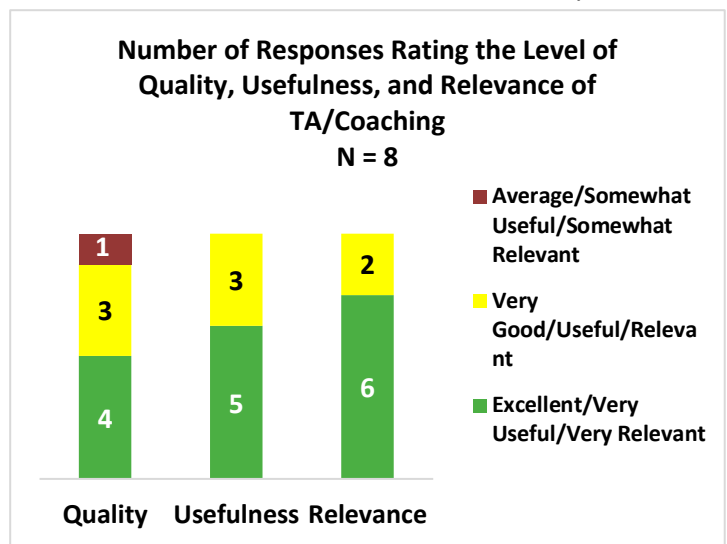
- *TA Fidelity Self-Assessment*
  In October, 2017, the State Systems Coaches used the Systems Coaching Fidelity Self-Assessment to rate their level of proficiency regarding components of quality systems coaching. The self-assessment included criteria across four major components: 1) Engagement and Collaboration, 2) Building Effective Teams, 3) Facilitation Change, and 4) Diagnosis and Analysis. Within each of these is a set of indicators and criteria for the coaches to rate their level of proficiency. The scale for this assessment is *proficient* (2), *emerging* (1), or *novice* (0). Based on these ratings, the overall proficiency was calculated by a percentage score based on level and optimal score possible. For example, the *Engagement and Collaboration* component includes 10 indicators, therefore an optimal score for that component would be 20, meaning a rating 2 (*proficient*) for all ten items. A score range was set for overall proficiency levels as follows:
  Proficient: 80% and above
  Emerging: 50-79%
  Novice: 0-49%

Proficiency of Systems Coaches October 2017
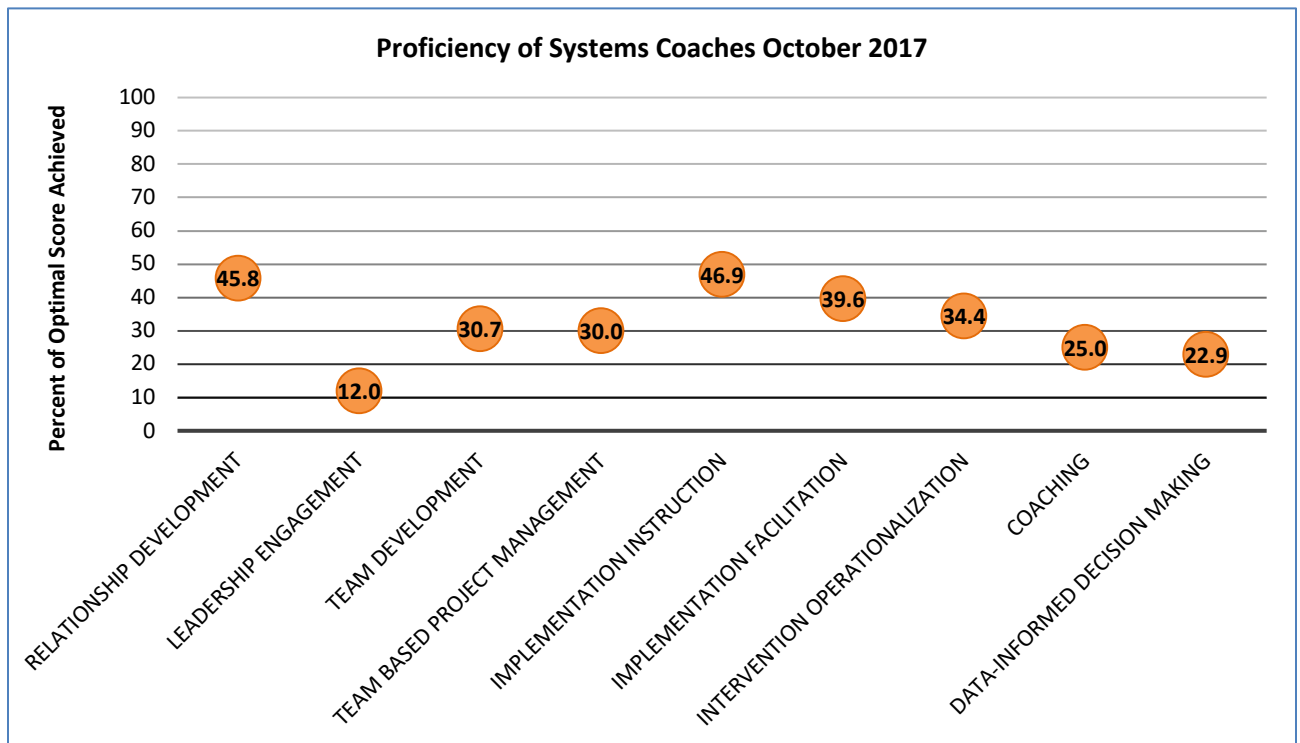
Two of the eight State systems coaches scored above 80%, although on average the State Systems Coaches are in the novice range or emerging into proficiency. As a relatively new practice, this is not surprising. The overall results indicate a baseline of 25% for this measure, going forward. Maryland DSE/EIS reviewed the results by component/indicator to identify areas where coaches may need more support to reach proficiency. The results by each of the self-assessment indicators are displayed above. In December, the MSDE Division Implementation Team used the data to identify areas of "opportunity" and conducted a root cause analysis to develop an action plan to increase capacity in systems coaching. Based on these data the team decided to focus on developing an action plan around **Diagnosis and Analysis - Data-Informed Decision Making**. While this was not the component with the lowest overall proficiency level, the team felt it was an essential area on which to focus their efforts at this point in time.

3) **Fidelity of Implementation of EBPs**

Two of the five LSSs have fidelity measures for math evidence-based practices. Each district has identified an annual goal for data-informed decision-making fidelity using the TAP-IT assessment. The processes for conducting fidelity assessments, as well as the tool used varies greatly in detail across districts and schools. In addition, the number of observations as well as the data collector vary. All fidelity data was gathered in 2018, and this experience will inform 2019 technical assistance support. A Sample Fidelity of EBP Implementation is provided in Appendix C.

4) Achievement of SiMR

- *Participation in General Education Environments*:
  The number and percent of students with disabilities participating in general education based on the amount of time in general education settings is portrayed below. In 2016-17, an average of 86% of students with disabilities spent 80% or more of the time in general education settings, with a range from 45% to 100% across schools. This represents a 7% increase from the baseline year.

Percent of time Students with Disabilities spend in General Education Grades 3 - 5 in SSIP Schools

Legend: ■ 2014-15 ■ 2015-16 ■ 2016-17

Categories (x-axis): In Gen Ed ≥ 80%, In Gen Ed 40% - 79%, In Gen Ed < 40%
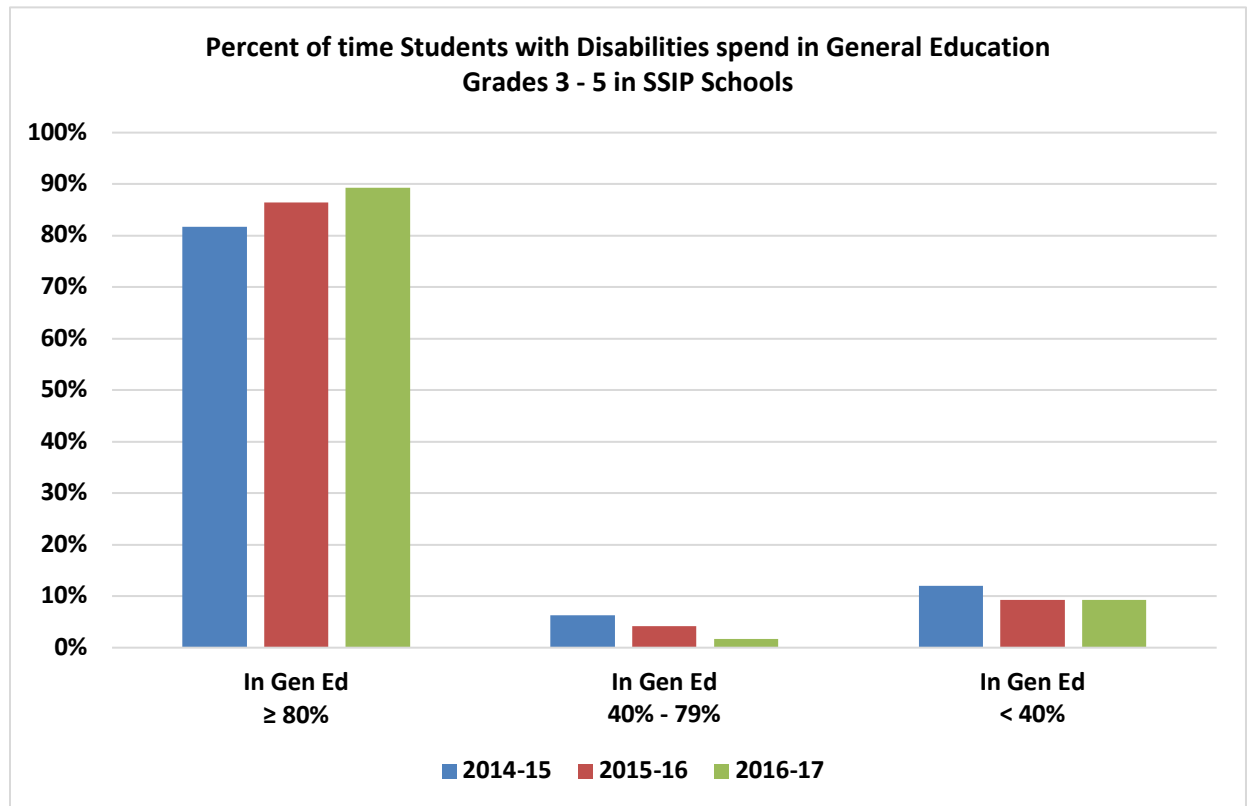
- *Benchmark Data*:
  Each LSS has selected the method for collecting benchmark data and piloted data collection in 2017 for full-scale data collection in 2018 for will be systematized and collected reliably in the 2018-2019 school year. In some of the preliminary data reviewed, the manner in which data is displayed is not intuitive to interpret, and it is challenging to analyze for evaluation purposes.

- *Annual State Assessment Data*
  The PARCC assessment is considered a valid and reliable measure of student performance on grade level mathematics standards. In Maryland, scores on the PARCC for mathematics performance indicate that students in grades 3, 4, and 5 for the state are improving at a rate slightly higher than the targets. However, when looking at the State Identified Measureable Result (SiMR) for the students in SSIP schools, performance is *improving, but*

not at the targeted rate. For FFY 2016, the SiMR target for SSIP schools was 8%, but the average performance of students with disabilities was 6.73%, an increase over the previous year (4.27%). Since most EBPs were only initiated in the 2016-17 school year, and since fidelity of implementation is only beginning to be measured, it is not yet possible to assess the influence of the EBPs on student learning through state assessment data. By the end of calendar year 2018, a thorough review of various factors in each school, including student demographics and instruction and other configurations, as well as fidelity of implementation, will be analyzed. The chart below shows the performance data over time; Statewide data are included since the original approved plan included the establishment of statewide targets , but the State's progress on the SiMR targets for participating districts involved with the SSIP work is noted under the heading "SiMR SSIP LSS Schools."

Table 12. *Average % of Students with Disabilities in SSIP Schools who **Met or Exceeded Expectations** in Grades 3, 4, 5*

Assessment Year	State		SiMR SSIP LSS Schools	
	PARCC Targets	PARCC Scores	PARCC Targets	PARCC Scores
FFY 2014 Baseline		**7.51%**		**3.96%**
FFY 2015	8%	10.36%	6%	4.27%
FFY 2016	9%	10.48%	**8%**	**6.73%***
FFY 2017	10%	Not yet taken	10%	Not yet taken

*Indicates the State's current progress on the State Identified Measurable Result (SiMR).

b. *Change to Baseline Data for Key Measures*

We have added the use of benchmark data to measure student progress in mathematics proficiency. We are considering this year (2018) as a baseline year and will be working with LSS Coaches to establish reliable data collection methods.

Since one of the districts changed participating schools, the baseline for SSIP PARCC scores changed from 5% to 4%. There is no change to the targets established in the Phase II Report for performance on the annual PARCC mathematics assessment in grades 3, 4, and 5.

c. *Change to Implementation and Improvement Strategies Based on Data*

Changes to implementation strategies primarily focus on enhancements to implementation rather than a significant change; measures will remain the same. Data indicate that while the quality of professional learning offered to LSS stakeholders is high and result in knowledge acquisition, our ability to measure and monitor fidelity of implementation and impact on students through local data is limited. In developing our evaluation and looking at our access to data thus far, it is clear that we need to streamline data collection and recording methods: the Indistar system may not be

serving its intended purpose and a more efficient method will be set up by the start of the 2018-19 school year to house all of the implementation and outcome data for 2018.

d. *Data-informed next steps in implementation*

Steps that will be taken through 2018:
- Reform the State Cross-Departmental Team function and membership.
- Support State Systems Coaches in use of systems coaching structures and delivery of technical assistance; expand the coaching model across the DSE/EIS.
- Expand and enhance the engagement of stakeholders in learning about the SSIP implementation and progress as well as contributing to overall strategies and decisions about implementation and changes to implementation.
- Review and improve the Systems Coaching tools.
- Ensure a local focus on implementation of evidence-based mathematics instruction and specially designed instruction.
- Improve collection of fidelity of implementation data.
- Design new professional learning opportunities based on both evaluation data and consumer input.
- Improve our data collection and management for both fidelity of implementation and performance assessment through benchmark data.
- Conduct a thorough analysis of student performance in relation to school implementation and other configurations that may contribute to student learning.

e. *Data informed modifications to intended outcomes*

The Maryland SSIP intended outcomes remain the same. Our data indicates infrastructure and implementation modifications rather than changes to outcomes at this time.

3. Stakeholder Involvement in the SSIP Evaluation

During 2017, there were ten external stakeholder meetings held to share and solicit recommendations about both implementation and methods to evaluate the SSIP. During Year 2, stakeholder meetings continued to take place. Various groups have been informed of the revisions being made to the SSIP evaluation plan during the face-to-face meetings listed previously.

a. *Information dissemination about the SSIP Evaluation*

There are current plans to strengthen the engagement in the SSIP, beginning with more strategic sharing of information about implementation and impact. In June 2018, the SSIP staff will present to the Special Education State Advisory Committee, composed of parent representatives, LSS

representatives, as well as public agency and advocacy group representatives. This time will be used specifically to craft a plan for communication and feedback through 2019.

b. Input into SSIP Evaluation

A process for revising the logic model, evaluation plan and data collection plan, with stakeholder input, has taken place over nine months of Phase III, Year 2. The table below outlines the stakeholders, the timeline, and the feedback on the evaluation plan offered by each group (see Table below).

Table 13. *Stakeholder input on evaluation plan*

Stakeholder Group	Date	Feedback on Evaluation Plan	Action Taken
SSIP B-21 Core Leadership Team	8/14/17	Recommended more alignment between the evaluation plan and the DSE/EIS Strategic Plan. Revisions were made to the logic model.	Revisions to the logic model and language in the evaluation plan.
SESAC	9/14/17	Recommended that we use more than just proficiency on PARCC scores to evaluate progress for SWDs.	Additional benchmark measures added to evaluation plan (e.g. LRE, gap narrowing, and % students making progress on IEP goals.
LSS Implementation Teams/Local Systems Coaches	9/26/17	Recommended adjustments to data collection timelines.	EBP implementation fidelity data collection changed from November to January to allow for more time for initial training and initial implementation prior to collecting baseline data (2x per year). TAP-IT fidelity assessment data collection reduced from 3x per year to 2x per year.
Cross Departmental Stakeholders	9/28/17	No recommendations. Stakeholders thought that the evaluation plan aligned well with the Theory of Action.	

As data is collected and aligned to the new evaluation plan, stakeholders will be informed of Maryland's progress. Feedback will also continue to be gathered through Year 3 from local stakeholders implementing the SSIP related to the data collection schedule and measures.

D. DATA QUALITY ISSUES

1. **Concern Related to the Quality or Quantity of Data**

   The primary concerns for obtaining data:
   - Obtaining fidelity of implementation data for mathematics EBPs: there has not been sufficient understanding among LSS coaches for the criteria for evidence-based practices and the components for implementation. We need an efficient system for gathering this information and plan to create this before the end of 2018 as LSS staff are just beginning to measure fidelity.
   - Efficacy of obtaining student performance on local assessments for the targeted jurisdictions, and disaggregation by categories that may influence decision-making: State accountability data and student disability data are collected at the State level at different times of the year. We need to determine a means for data collection with local school systems for evaluation purposes. The use of the TAP-IT Digital Portfolio should provide an opportunity for organized information; we will work with our external evaluator and JHU-CTE partner on this before the end of 2018.
   - Our data collection and management system for maintaining implementation data needs to be made more efficient. It has been challenging to obtain the data related to implementation in particular.

   MSDE will be working with our NCSI TA Facilitator on fidelity of implementation tools, particularly the technical assistance and systems coaching process, as well as in planning for improvements in data management for evaluation purposes.

2. **Implications for Assessing Progress or Results**

   We have strengths in the extent to which we can assess delivery and effect of professional learning and coaching; and we can quantify the delivery of technical assistance, as well as the fidelity of systems coaching. We need to expand the methods and strategies for assessing impact through data collection and analysis efforts for our long-term results: impact on students with disabilities.

3. **Plans for Improving Data Quality**

   MSDE plans to engage in the following five significant data management efforts:
   - Improve the data management system for implementation efforts; improve or transition from Indistar to a Google-drive method for documentation and data management
   - Design a data management system for communication among evaluators (MCIE/EEC/MSDE)
   - Work collaboratively between DSE/EIS and the Division of Curriculum, Research, Assessment, and Accountability staff who manage student performance data.
   - Work with LSS staff to gather benchmark data that is based on an EBP assessment tool to identify student performance and progress
   - Work with LSS staff to gather implementation fidelity data that is reliable and informative to improving practice

E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS

Data on accomplishment of intended outputs and short-term outcomes indicate that the MD SSIP is on the right path. The sections above lay out a detailed description of the progress made in Year 2 (January 2017 through December 2017). A summary is provided below.

1. Infrastructure Changes That Support SSIP Outcomes, Sustainability, and Scale Up

Infrastructure changes to be addressed have been discussed previously; these include:
- Changes to the functioning of the Cross-Departmental Team
- Increase in stakeholder engagement
- Improved data management
- Intensive data analysis of implementation and influences on results for students

We believe that these changes will collaboratively to support the achievement of the SiMR and provide us with lessons that will inform practices leading to sustainability. Scale up is already occurring within the targeted LSSs, we want to ensure that the practices are effective and sustainable in order to plan scale up beyond current LSSs. We also believe that the provision of professional learning and technical assistance though Systems Coaching and Data-Informed Decision Making (TAP-IT) will increase the State and LSS capacity to support schools and teachers as they implement, sustain, and scale-up EBPs with fidelity.

2. Evidence of Fidelity of Implementing EBPs and Achieving Desired Effects

Fidelity assessments for EBPs have been developed but are just beginning to be used as a measure of implementation:
- TBCI/SCL - Charles and Prince George's County
- Main Lesson, Menu Lesson - Worcester County
- Targeted Mathematics Instruction for Struggling Students - Cecil County (see Appendix C)
- Do The Math Intervention Program - Queen Anne's County

Fidelity assessment data on each EBP will be collected at a minimum of twice per year from each LSS through the TAP-IT DP. At the end of each TAP-IT Cycle, implementation teams will upload both their student outcome and fidelity assessment data to the "Track" section of the Digital Portfolio. State Systems Coaches have access to each team's portfolio and can access these data. Using this tool helps the State ensure that EBPs are being implemented with fidelity at the local level.

We do not yet have sufficient fidelity data to determine if the EBPs are having the desired effect; in addition to the fidelity measures, we plan to work with LSSs to conduct an assessment of individual student progress to determine if there is a relationship between implementation and results.

3. Progress in Achieving Outcomes Toward the SiMR

The data clearly indicate that the short-term outcomes are being achieved: LSS staff are engaged, learning, and rate the quality of coaching support and professional learning opportunities high. They also report that their knowledge in the infrastructure skills (systems coaching and use of data-decision tools) as improving. The medium-term outcomes (infrastructure improvements and implementation of EBPs) are the changes in practices that result from the engagement of State and Local participants, and they are necessary steps toward achieving the SiMR. Infrastructure targets continue to be developed; cross-departmental and stakeholder engagement is in process; systems coaching skills are being developed by the State and Local teams, and evidence-based practices related to teaching mathematics skills are being implemented. Fidelity of implementation of all of these practices needs to be examined and investigated in terms of impact on student learning.

4. Measurable Improvements in the SiMR Related to Targets

Schools are approaching but not yet achieving the SiMR target: improved performance by third, fourth and fifth grade students with disabilities as measured by the annual state assessment of performance related to grade level standards. More specific skill set measures of benchmark data have been developed this year and are being used for instructional planning; an upcoming focus will be on summarizing and presenting this data for evaluation purposes.

F. PLANS FOR NEXT YEAR

1. Additional Activities and Timelines

Two LSSs that are have already made plans to scale-up their practices to other sites within their districts during Year 3. One district has already scaled up practices across all elementary schools. For LSSs that are in initial implementation during the 2017-18 school year, adjustments will be made to prepare for full implementation in the targeted sites during Year 3. All implementation teams will move from initial implementation to full implementation of the TAP-IT process using the Digital Portfolio during Year 3. Systems Coaches will also make necessary adjustments and prepare for full implementation of Systems Coaching across the LSS to support SSIP implementation. Table 10 provides an "at-a-glance" picture of the implementation activities planned for the following year; Table 2 on pages 16 – 21 offer a detailed implementation plan that will continue to be followed.

Table 14. *SSIP Part B implementation plans for Year 3 at a glance*

Year 3 Activities	Timeline
Field Test across LSSs of Parent-Teacher Partnership modules	fall 2018 - spring 2019
Implement classroom level EBPs	January 2018 – spring 2019

Year 3 Activities	Timeline
TAP-IT Digital Portfolio Updates/Revisions based on feedback	June 2018 - August 2018
TAP-IT Digital Portfolio refresher training	Coaches Seminar Sept. 2018 Quarterly LSS IT Meetings
Full implementation of TAP-IT Digital Portfolio	September 2018 – June 2019
Conduct face-to-face meetings with the LSS Implementation Teams from participating LSS	January 25, 2018; March 29, 2018; May 31, 2018; September 24-25, 2018
Conduct face-to-face and virtual Coaches Clinics for Systems and Instructional Coaches from participating LSSs on a monthly basis	October 2018 - June 2019
Finalize the TA Manual for dissemination and use	September 2018 - December 2018
Conduct Summer Professional Learning Institute - OGAP Fractions for SSIP sites	July 23-26, 2018
Continue to develop resources for the Resource Toolbox - fidelity assessments, practice profiles, High Leverage Concept (MAP), mathematics EBP tools, OGAP frameworks, etc.	January 2018 - December 2018
Develop a professional learning plan for the 2018-19 school year	August 2018

In addition, new activities added to the implementation plan and designed for infrastructure or evaluation plan improvements are:
- Develop a means for information dissemination within MSDE and across LSS to share resources, accomplishments, and strategies for improving mathematics performance for all children, including children with disabilities by September 2018.
- Conduct 2 interactive planning sessions with LSS stakeholders for input on further Phase III implementation between fall of 2018 and spring of 2019.
- Conduct 3 interactive stakeholder engagement sessions with representatives of parent, advocacy, and LSS organizations to develop a comprehensive stakeholder engagement plan in June 2018.

2. Evaluation Activities

The Part B SSIP Evaluation Plan has been revised to reflect the changes to the logic model (See Appendix A). Planned evaluation activities including – data collection, measures, and expected outcomes – will be conducted in the coming months and will be continued as detailed in the Evaluation Plan on an annual basis. An overview of Evaluation Plan activities planned for Year 3 include:
- Interviews will be conducted by EEC with Local Systems Coaches,
- IDC Success Gaps Rubric will be administered,
- High Quality IEP analysis will be conducted for SWDs in Gr. 3-5 in SSIP sites,
- EBP Fidelity Assessment data will continue to be collected at a minimum of twice per year,

- District Capacity Assessments will be conducted in each of the five SSIP sites, and
- The Group Functioning Tool will be administered to the Cross Departmental Team.

High quality training and coaching will continue to be assessed through evaluation surveys. The external evaluators, Evergreen Evaluation and Consulting (EEC) will continue to work with the SSIP B-21 Core Planning Team to implement the Data Collection Schedule as outlined in the Evaluation Plan to guide evaluation activities for Year 3.

3. Anticipated Barriers

Anticipated barriers and steps to address those barriers – it is critical as other strategic priorities within the department move forward, that consideration be given to how the work integrates and aligns with the MD Part B SSIP. MSDE DSE/EIS anticipates the following barriers that will need to be addressed throughout the SSIP work.

- The biggest barrier that MSDE currently has is the resignation of the SSIP Coordinator. We are actively seeking a replacement and have an interim plan to use internal staff and partners to collaborate to maintain the momentum and plan forward.
- Leadership turnover is a barrier faced in every agency when trying to implement new practices or when successful practices are not aligned with new leadership. The team structures that we have developed as a part of the infrastructure work will reduce the impact of leadership turnover at all levels. If we ensure that implementation teams are working as high-performing teams, membership changes will minimally impact the overall work of the team because the team will consist of members who know the innovations and have been a part of the implementation process.
- Personnel changes at the classroom level are an additional barrier that can be anticipated. Examples of personnel changes include teachers being moved to different grade levels or new teachers being hired. In order to reduce this barrier, DSE/EIS will ensure that professional learning materials and resources are available through an online format and replicable. This strategy will enable district level teams to provide ongoing professional learning to new staff over time.

4. Additional Support/TA Needed

Maryland desires to continue our collaboration with the National Center for Systemic Improvement through TA support and the mathematics cross-state learning collaborative for assistance with the development of the Technical Assistance Manual, the TA log, and focused support in SSIP implementation. Maryland will also continue our participation in the Mathematics Collaborative and attend the in-person meetings in the spring and fall of Phase III, Year 3.