



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

---

**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D.

**DATE:** March 26, 2019

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

---

**PURPOSE:**

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

**BACKGROUND:**

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

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

The strategic plan, however, would be only aspirational if not for the accountability framework that informs implementation across the state. Each local school system is annually assigned to one of four tiers of supervision (i.e., universal, targeted, focused, or intensive) based on their

special education compliance and results data. Depending on the level of performance need, each local school system is assigned to a corresponding tier of support. This is an example of differentiation at work, with the DEI/SES focusing resources where there is the greatest need for improvement and collaborating with those who have models of success for replication.

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

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

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

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

**SUMMARY:**

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

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

**ACTION:**

For discussion only.


Attachments (5)

# The Strategic Vision

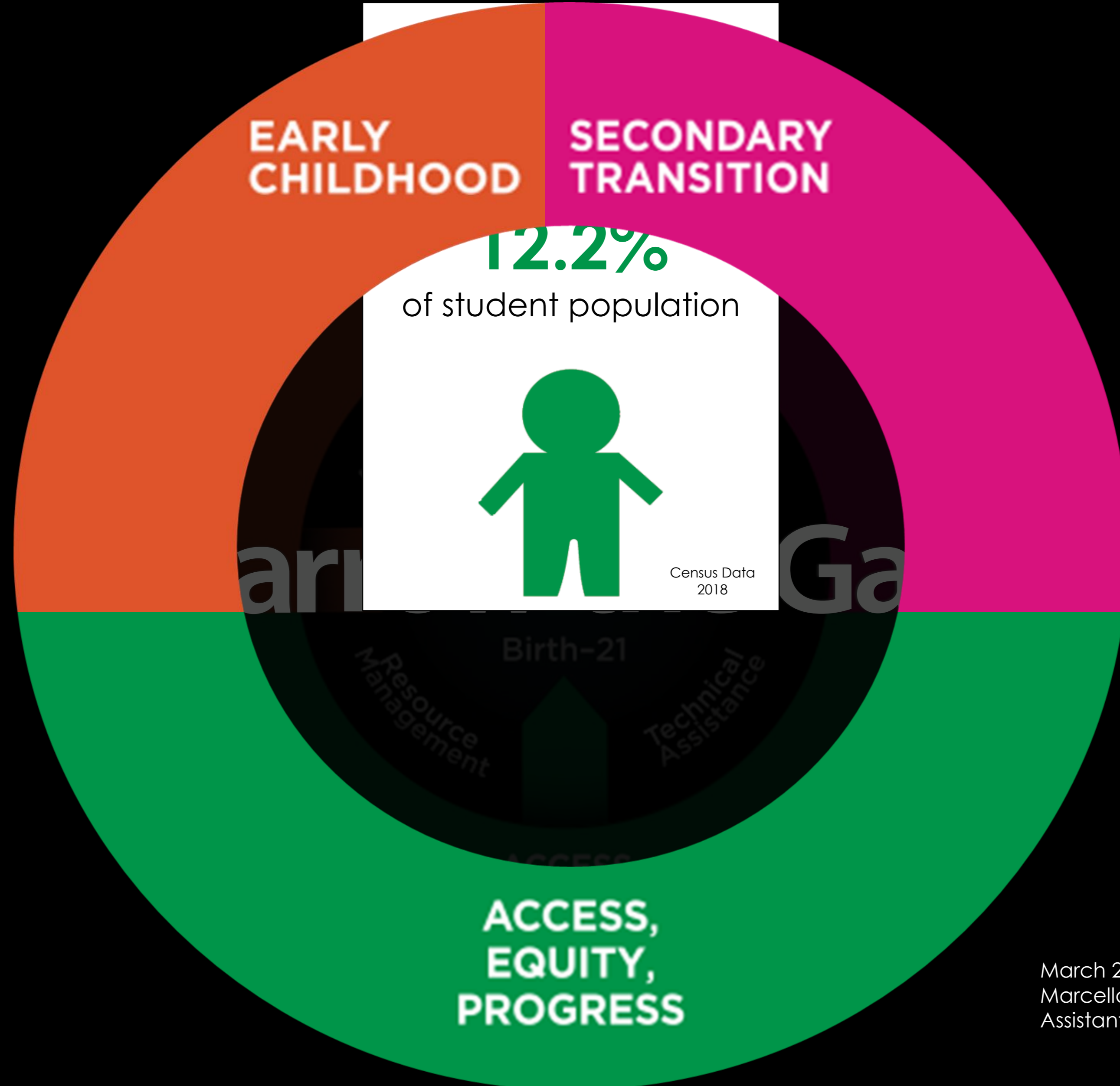
Division of Early Intervention and Special Education Services

**23,300**  
Children with disabilities  
**Birth – 5**

**6.4%**  
of total population

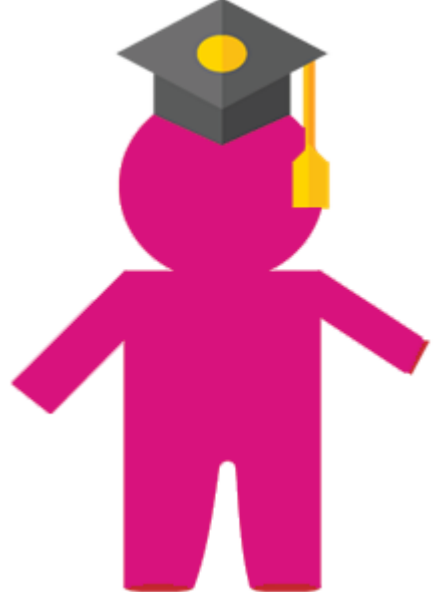


Census Data  
2018



**33,757**  
Students with disabilities  
**Ages 14 – 21**

**30.9%**  
of all students on IEPs



Census Data  
2018

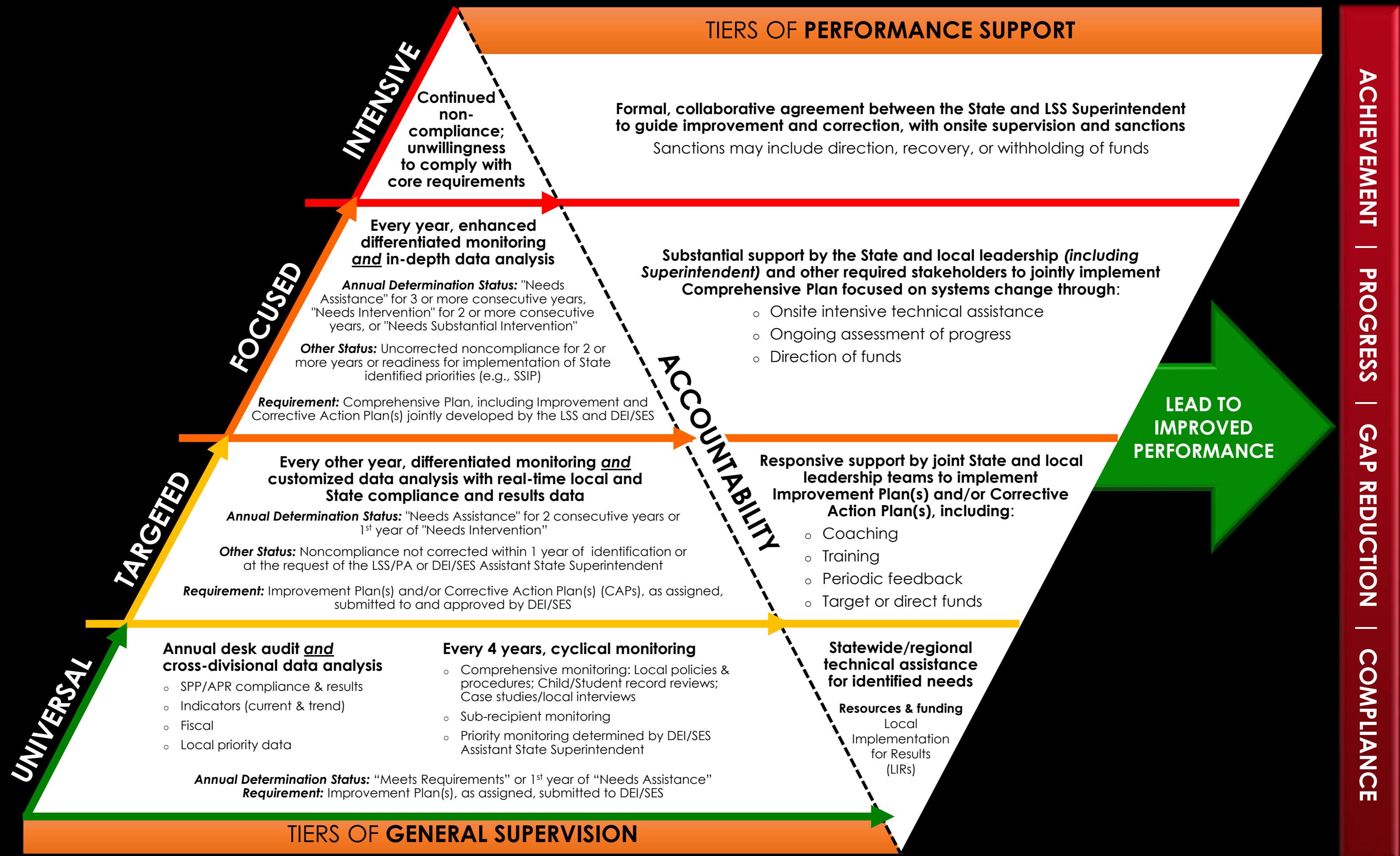
March 2019 State Board Meeting  
Marcella E. Franczkowski  
Assistant State Superintendent

# The Strategic Vision

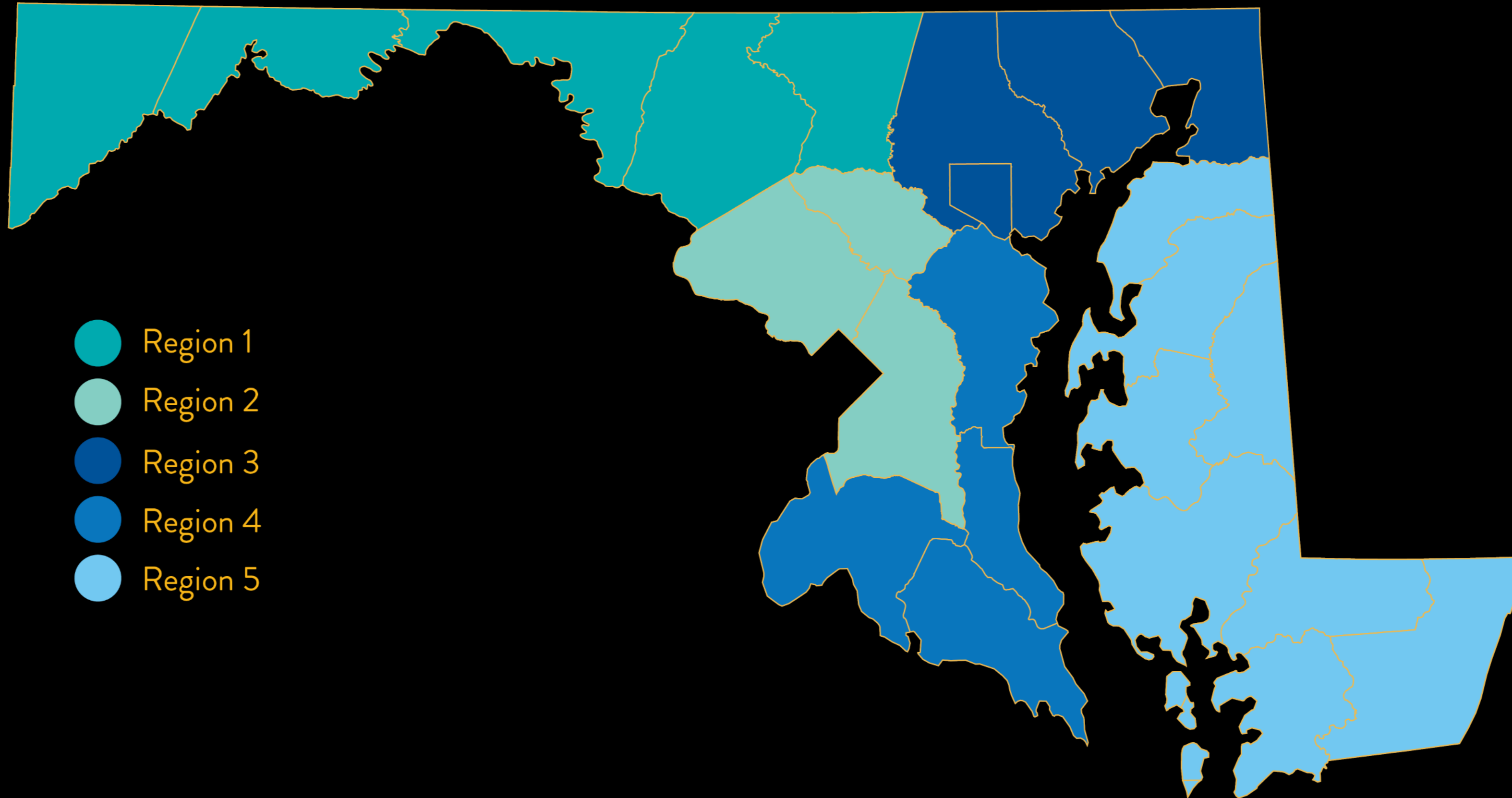
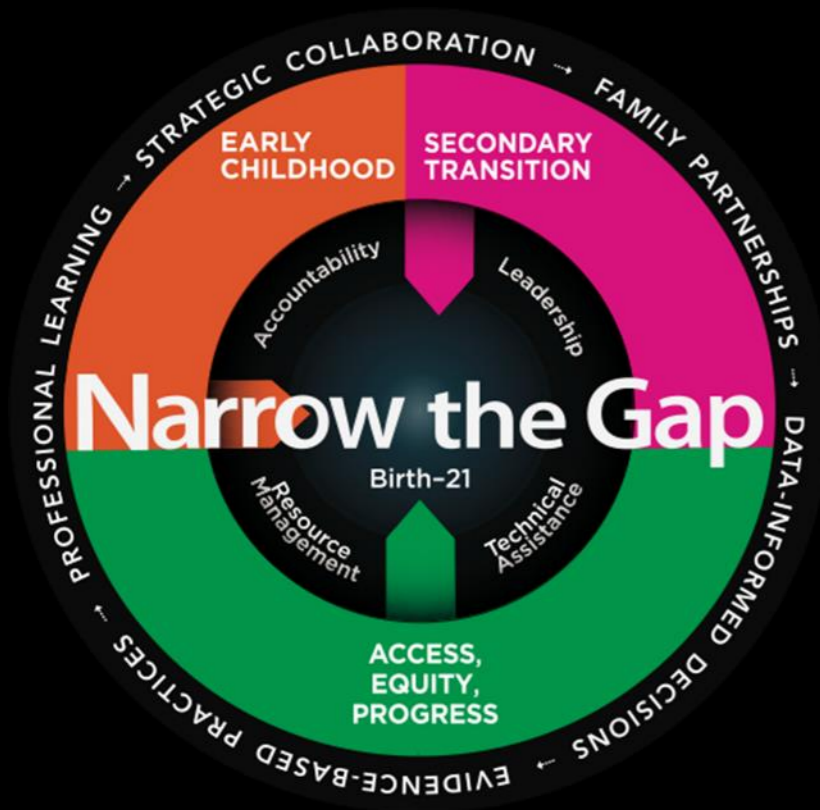
Division of Early Intervention and Special Education Services



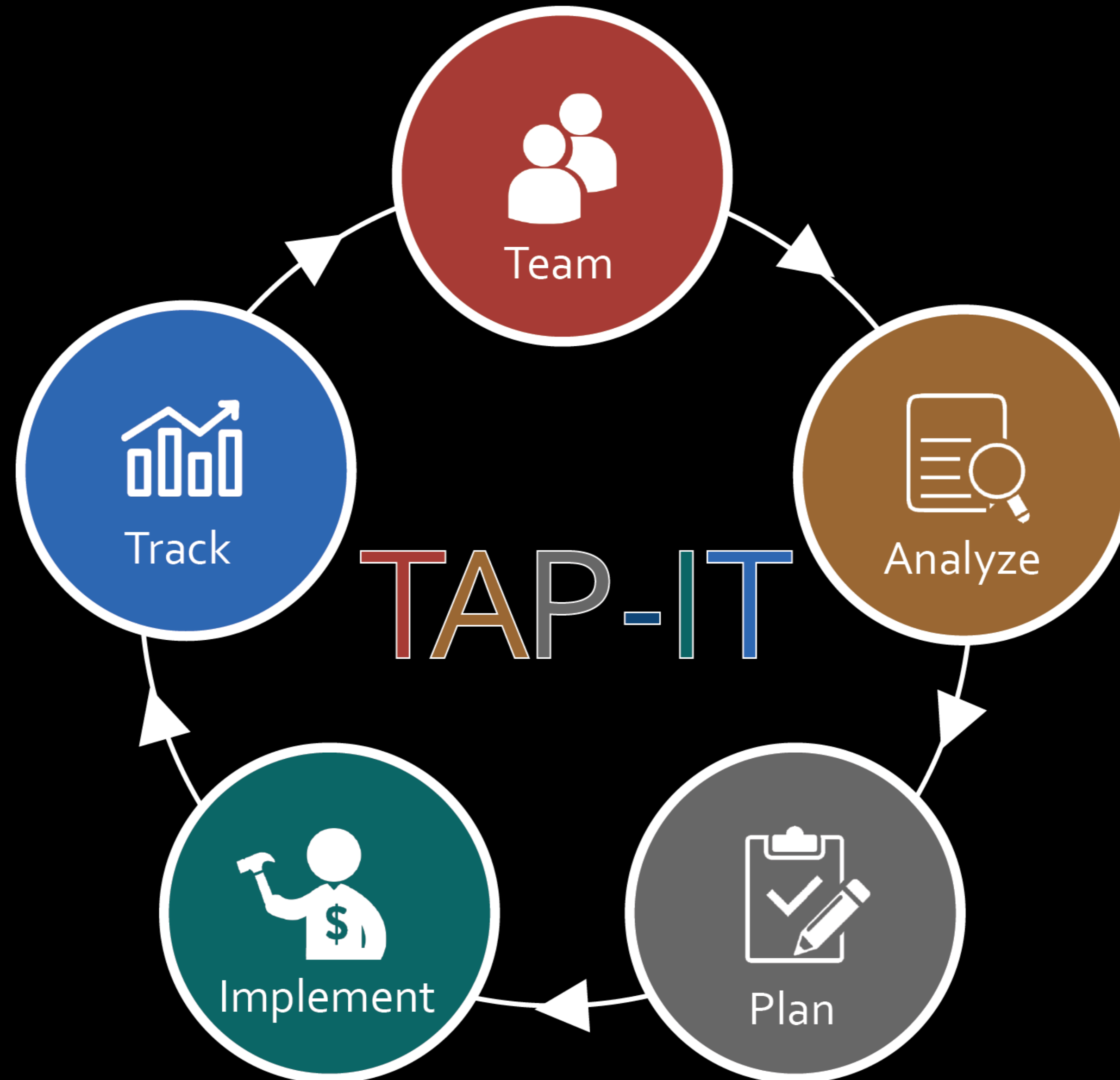
# Accountability Framework



# Regionalization



# Evidence-Based Decision-Making





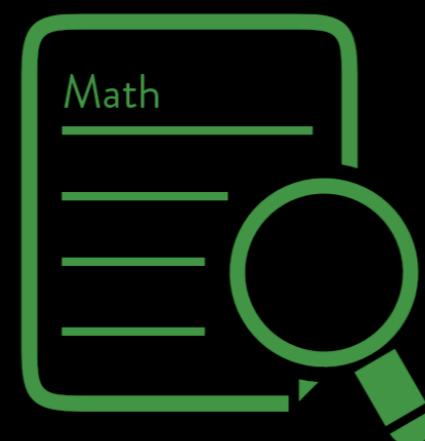
# Evidence-Based Decision-Making



**EARLY  
CHILDHOOD**



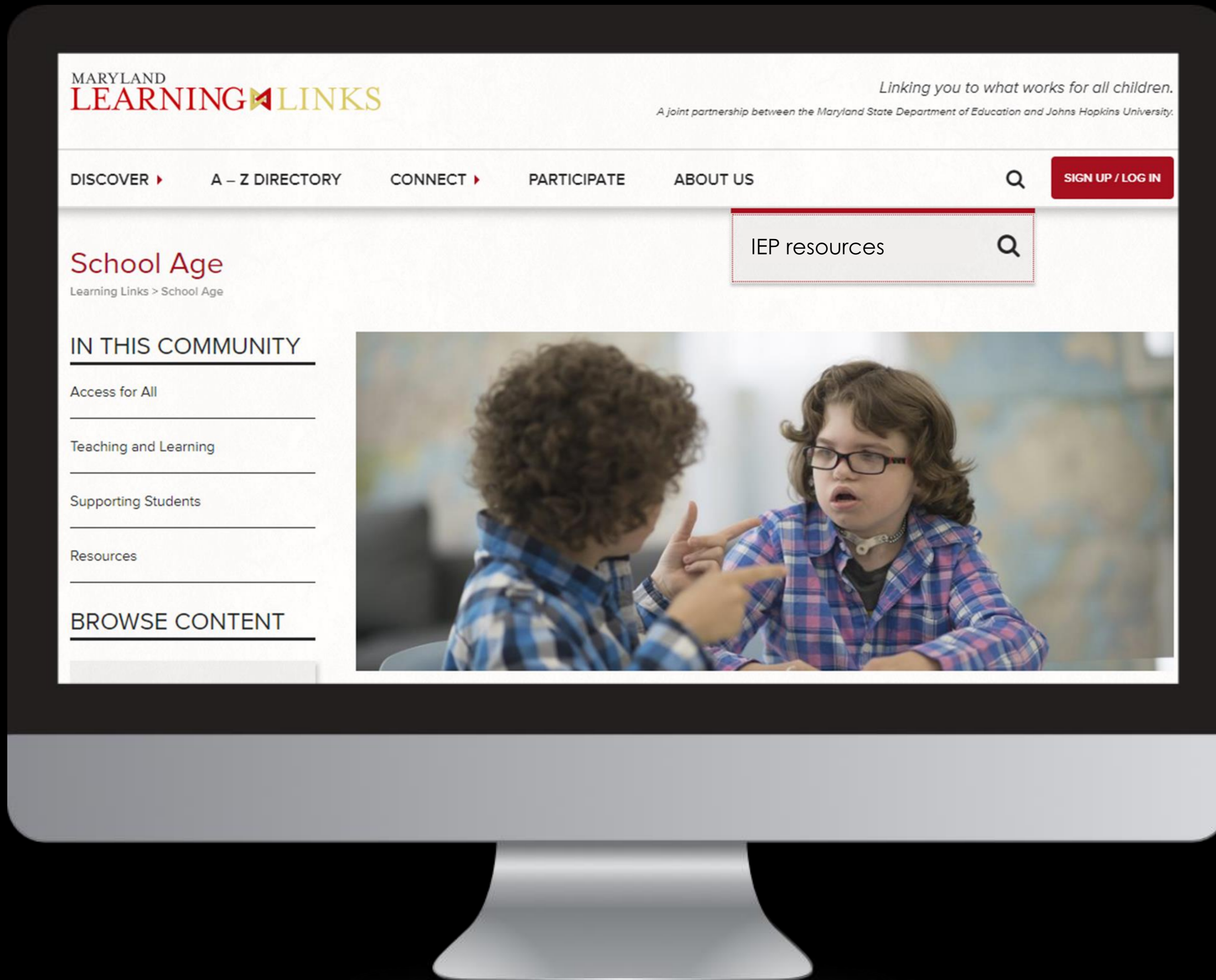
**ACCESS, EQUITY,  
PROGRESS**



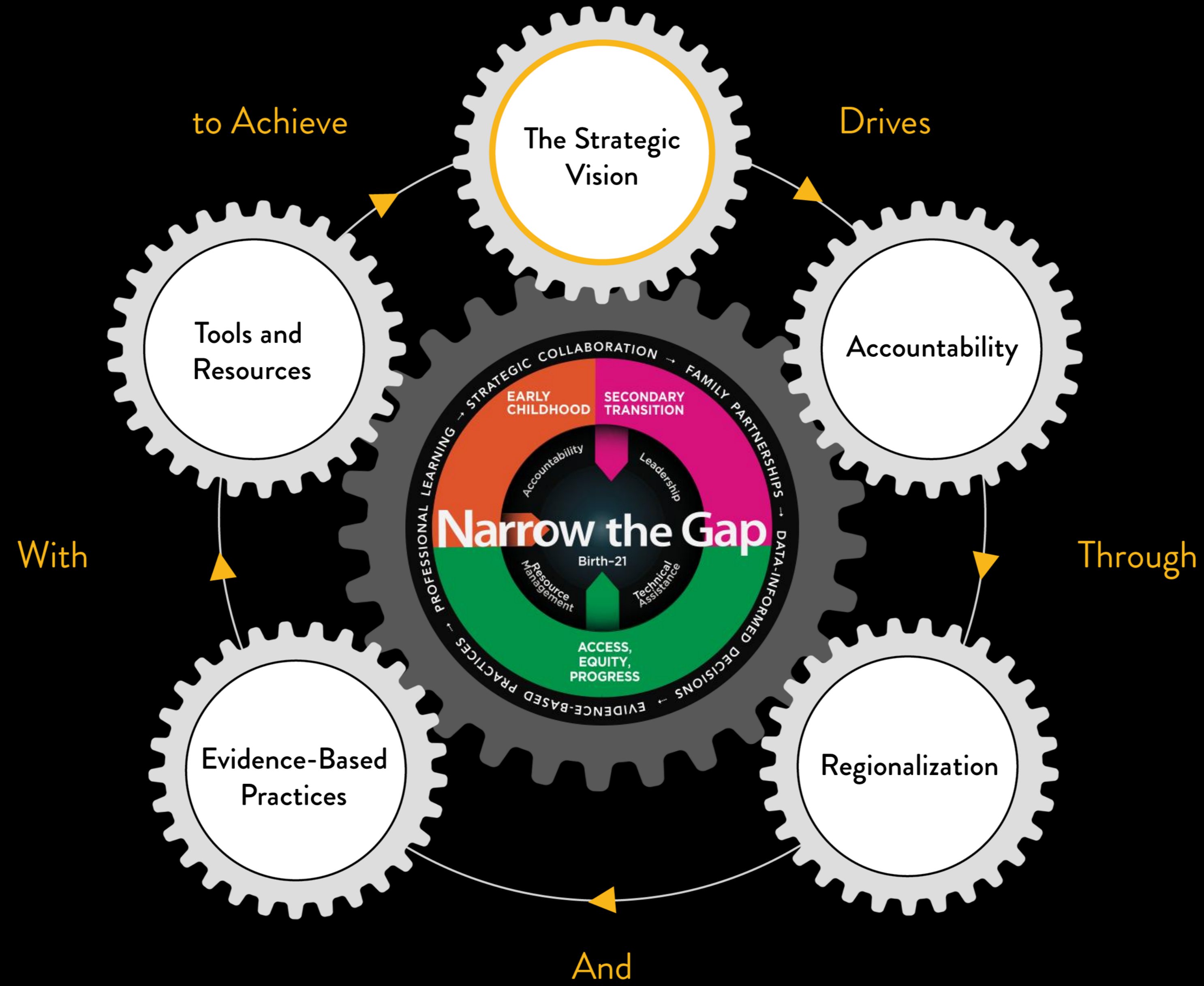
**SECONDARY  
TRANSITION**



# Tools and Resources



# System for Strategic Implementation



# Early Childhood

**98%**

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



Early Intervention Family Survey 2018





# Access, Equity, Progress

**70%+**

6-21 year olds in  
general education

**80%+**

of the day



Maryland Special Education Census Data 10/1/17



# Formula for Accelerated Student Progress

**Tier 3 Intensive Intervention**

- Designed to remedy behavior patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement in individual student planning

**Tier 2 Supplemental Instruction**

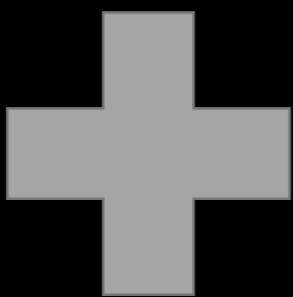
- Input from students and staff
- Diagnostic assessment and academic data for planning
- Monthly or bi-monthly progress monitoring
- More intensive than Tier 1

**Tier 1 Core Instruction**

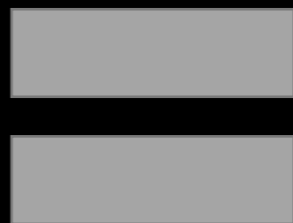
- Universal design for learning
- Formative assessment
- Explicit instruction
- Differentiated instruction

*Social/Emotional/Behavioral*

*Academic*



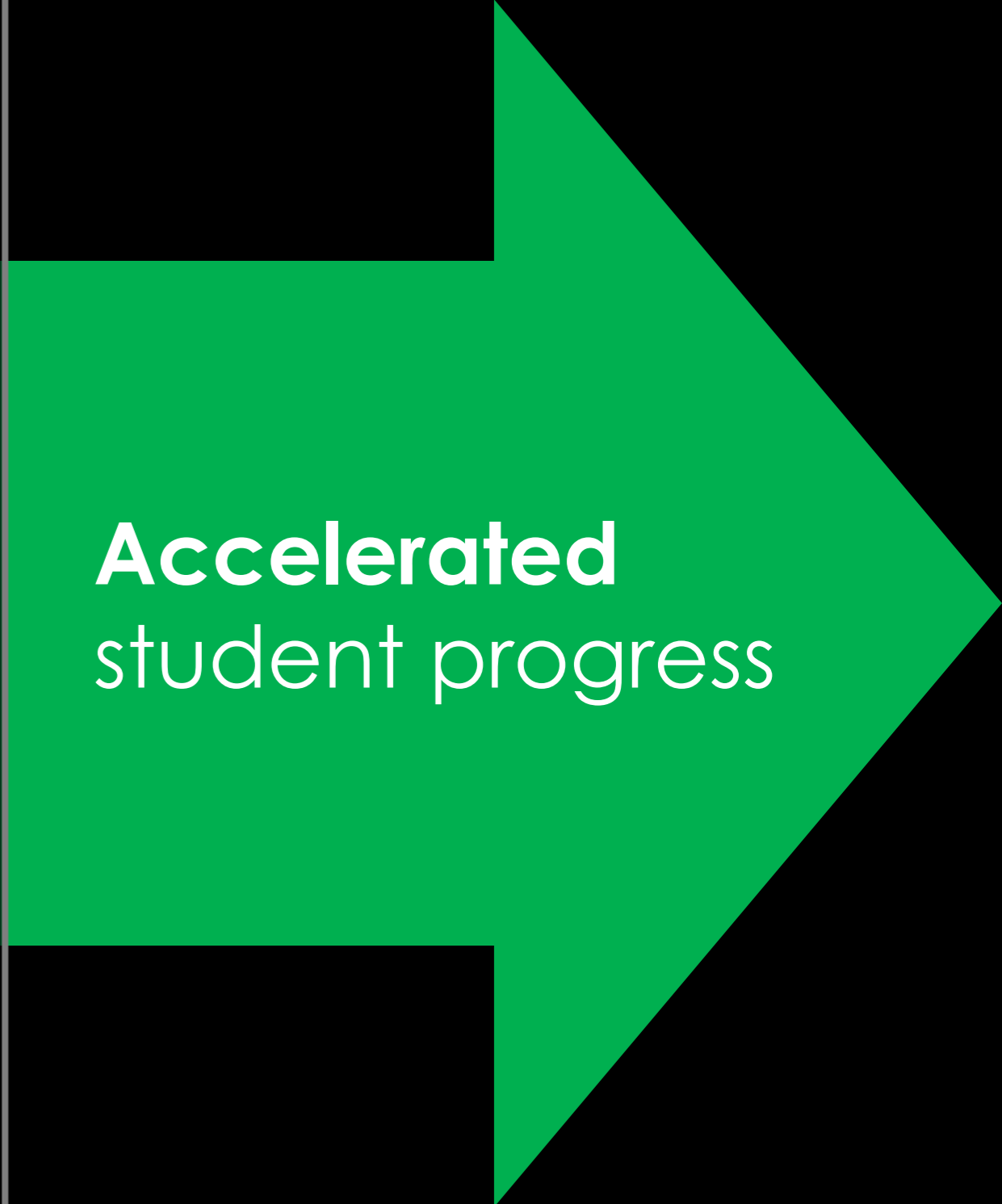
**Specially designed instruction identified in standards-aligned IEPs for students with disabilities is provided in each tier, as appropriate.**



**Specially Designed Instruction**

*Social/Emotional/Behavioral*

*Academic*



Integrated Tiered System of Supports



**The Division of Early Intervention and Special**



# Secondary Transition

**58%**

enrolled in  
higher education  
or competitive  
employment

**↑ 3.5%**



MSDE Data 2017



# HOW WE IMPLEMENT

## A Logic of Influence



Early Childhood



Access, Equity, Progress



Secondary Transition



Preschool



Home



Child Care



School



College



Career



Community



Established Strategic Collaborations



Engaged Family Partners



Implemented Evidence-Based Practices



Enacted Data-Informed Decisions



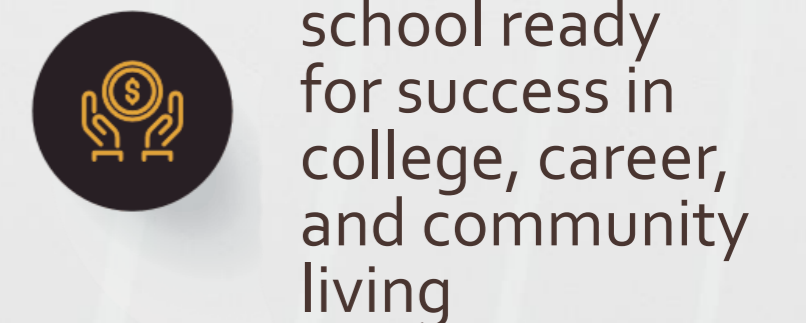
Delivered Ongoing Professional Learning



Children enter school ready to learn



Students maximize their learning of established educational standards



Students exit school ready for success in college, career, and community living

# The Strategic Vision

Division of Early Intervention and Special Education Services



March 2019 State Board Meeting  
Marcella E. Franczkowski  
Assistant State Superintendent




# The Strategic Vision

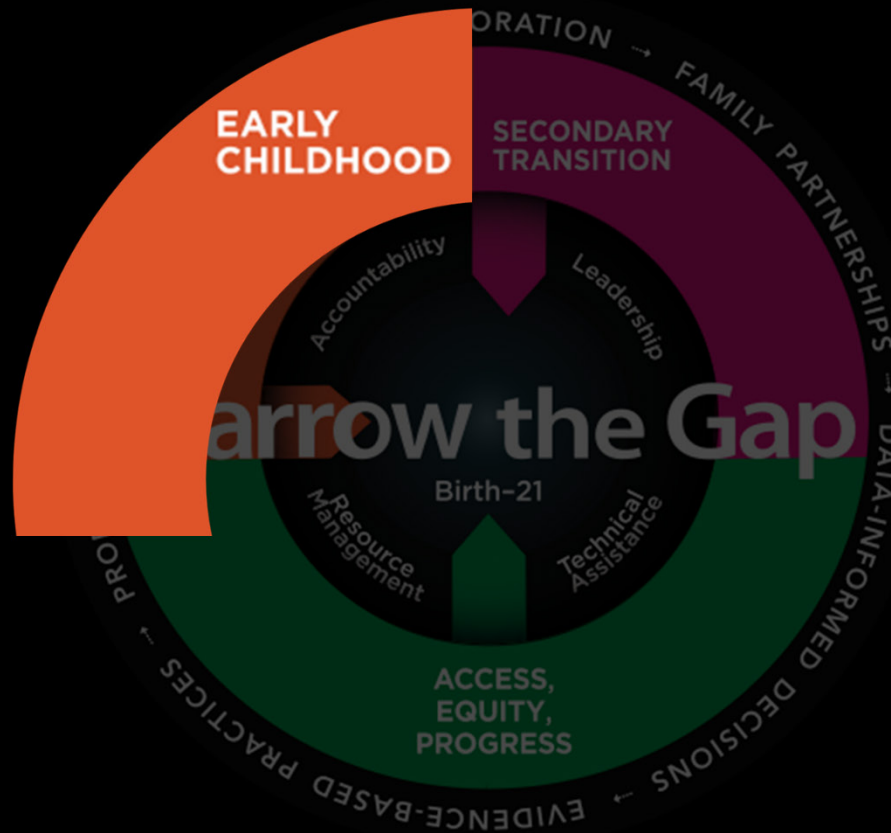
Division of Early Intervention and Special Education Services

**23,300**  
Children with disabilities  
**Birth – 5**

**6.4%**  
of total population



Census Data  
2018



# The Strategic Vision

Division of Early Intervention and Special Education Services

**109,831**

Students with disabilities  
Ages 3 – 21

**12.2%**

of student population



Census Data  
2018

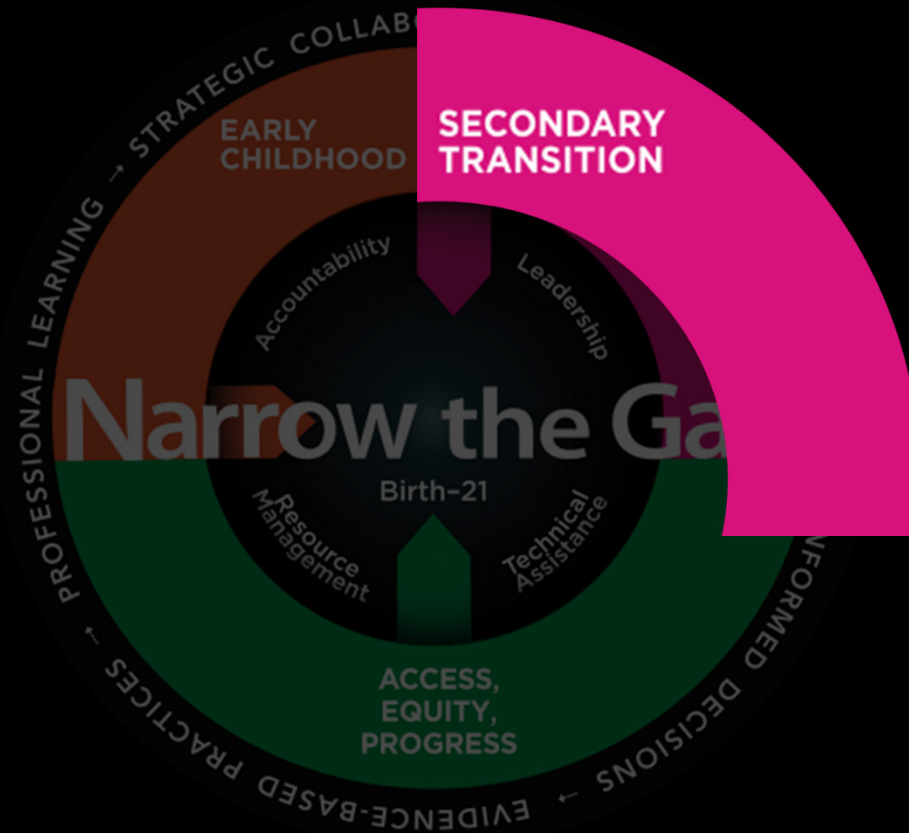
ACCESS,  
EQUITY,  
PROGRESS

ACCESS,  
EQUITY,  
PROGRESS



# The Strategic Vision

Division of Early Intervention and Special Education Services



**33,757**

Students with disabilities  
**Ages 14 – 21**

**30.9%**

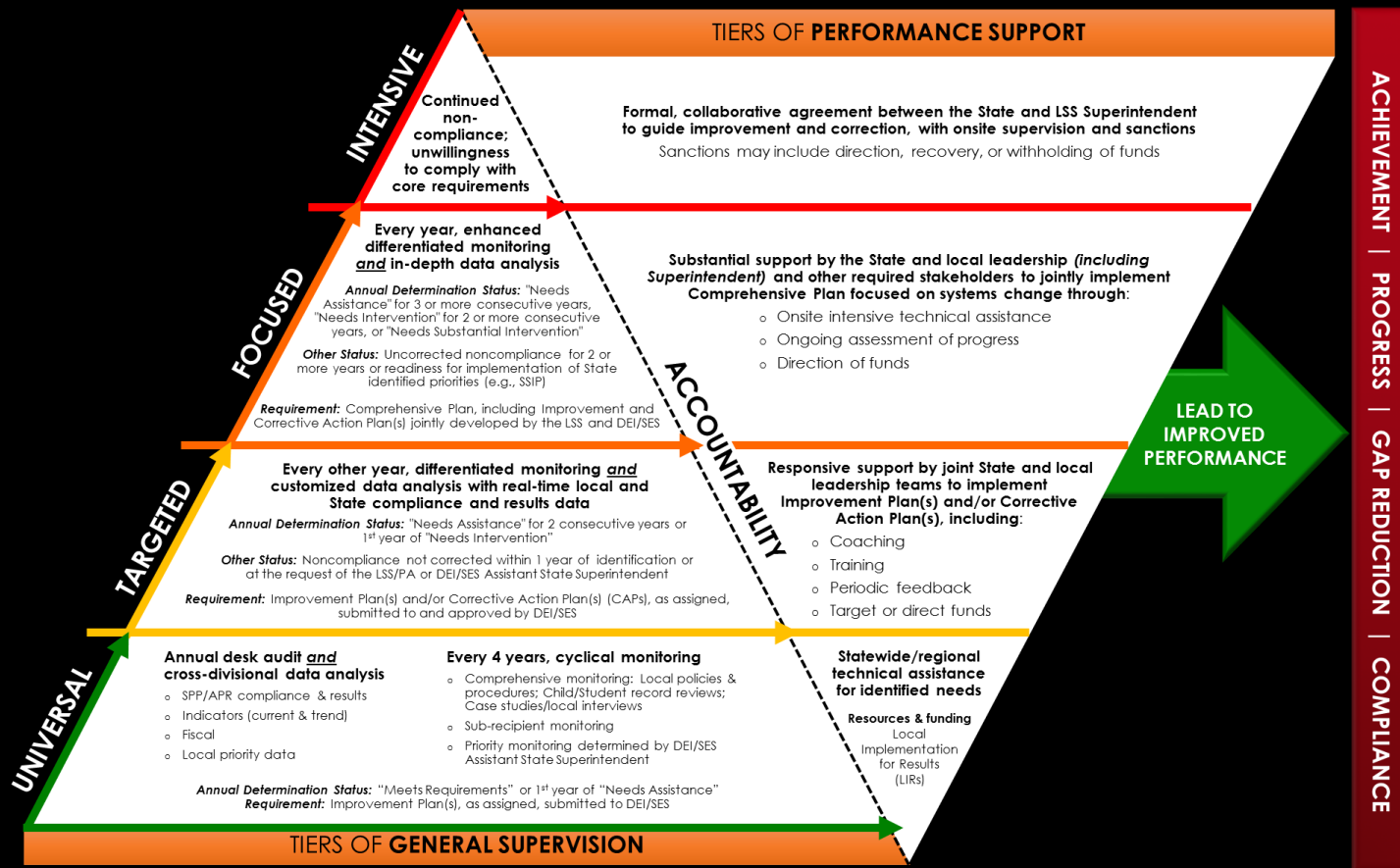
of all students on IEPs



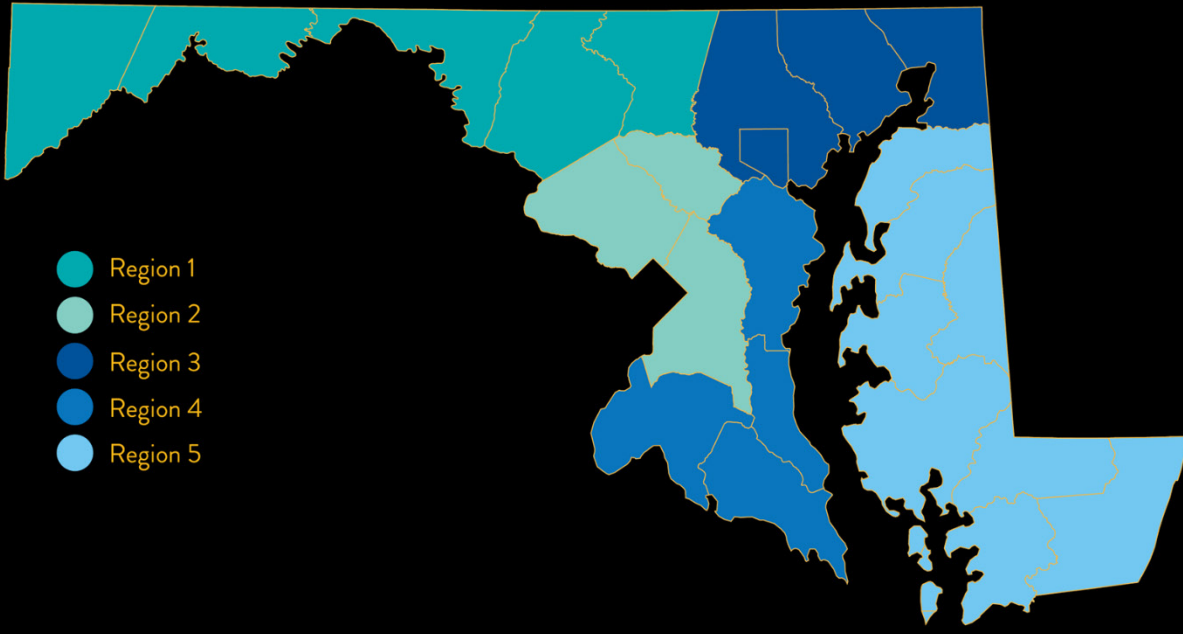
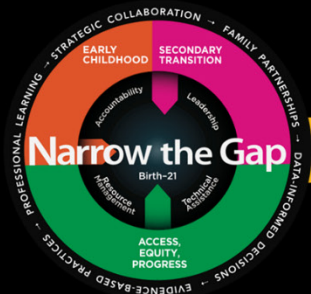
Census Data  
2018



# Accountability Framework



# Regionalization





# Evidence-Based Decision-Making



# Evidence-Based Decision-Making



**EARLY CHILDHOOD**



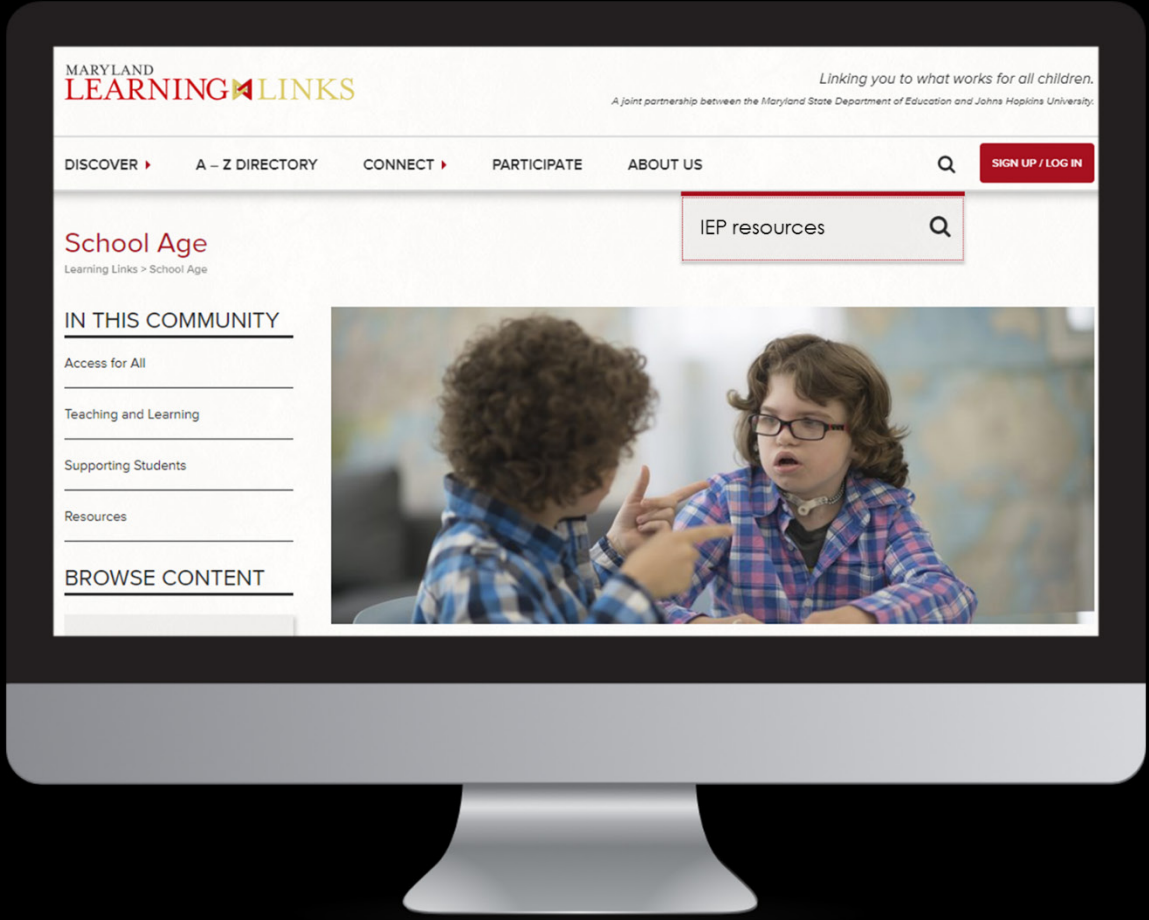
**ACCESS, EQUITY, PROGRESS**



**SECONDARY TRANSITION**



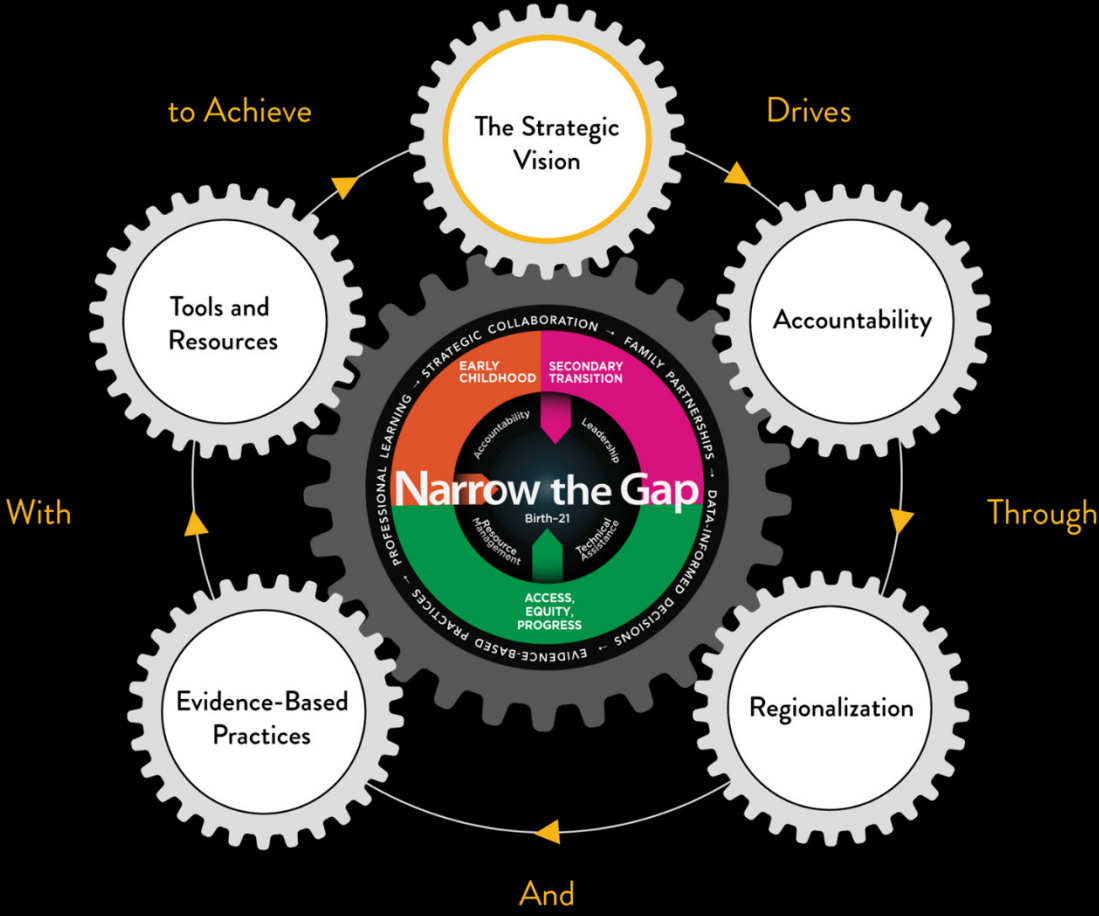
# Tools and Resources



# Tools and Resources



# System for Strategic Implementation



## Early Childhood

**68%**

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



MSDE 2017 Data

**98%**

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



Early Intervention Family Survey 2018



## Access, Equity, Progress



MSDE Graduation Data

70%+  
6-21 year olds in  
general education

80%+  
of the day



Maryland Special Education Census Data 10/1/17

# Formula for Accelerated Student Progress

**Tier 3 Intensive Intervention**

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

**Tier 2 Supplemental Instruction**

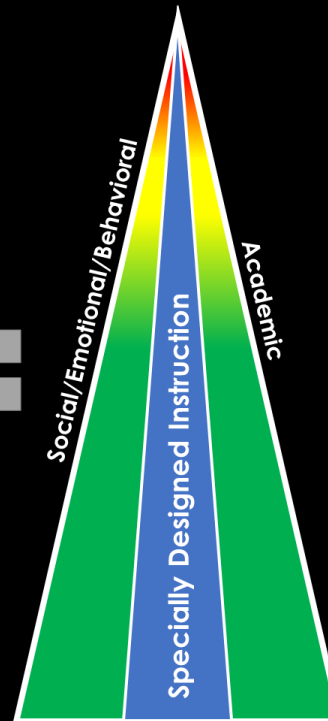
- Input from specialists
- Diagnostic assessment
- Integrates behavior and academic data for planning
- Monthly or bi-monthly progress monitoring
- More intensive instruction

**Tier 1 Core Instruction**

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



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



**Accelerated student progress**

**Integrated Tiered System of Supports**





## Secondary Transition

**58%**

enrolled in  
higher education  
or competitive  
employment

↑ **3.5%**



MSDE Data 2017



PANEL

# HOW WE IMPLEMENT A Logic of Influence



**REGIONALIZED IMPLEMENTATION OF THE DEI/SES DIFFERENTIATED FRAMEWORK, BIRTH-21**

		Region 1	Region 2	Region 3	Region 4	Region 5
<b>UNIVERSAL TIER – ALL JURISDICTIONS REGIONALIZED STATE TEAMS FOR EACH COMPONENT OF THE UNIVERSAL TIER: GENERAL SUPERVISION AND PERFORMANCE SUPPORT</b>		<ul style="list-style-type: none"> <li>Allegany</li> <li>Carroll</li> <li>Frederick</li> <li>Garrett</li> <li>Washington</li> <li>MD School/Deaf</li> </ul>	<ul style="list-style-type: none"> <li>Howard</li> <li>Montgomery</li> <li>Prince George’s</li> </ul>	<ul style="list-style-type: none"> <li>Baltimore County</li> <li>Baltimore City</li> <li>Cecil</li> <li>Harford</li> <li>JSES</li> <li>SEED School</li> <li>MD School/Blind</li> <li>DLLR</li> </ul>	<ul style="list-style-type: none"> <li>Anne Arundel</li> <li>Calvert</li> <li>Charles</li> <li>St. Mary’s</li> </ul>	<ul style="list-style-type: none"> <li>Caroline</li> <li>Dorchester</li> <li>Kent</li> <li>Queen Anne’s</li> <li>Somerset</li> <li>Talbot</li> <li>Wicomico</li> <li>Worcester</li> </ul>
		Gary Richardson	Brian Morrison	Paul Miller (Interim)	Carmen Brown	Dori Wilson
<b>Regional Lead</b>		Gary Richardson	Brian Morrison	Paul Miller (Interim)	Carmen Brown	Dori Wilson
<b>Division Communications</b>		Sherea Makle	Sherea Makle	Sherea Makle	Sherea Makle	Sherea Makle
<b>Assistant State Superintendent (scheduling)</b>		Lisa Sparr	Lisa Sparr	Lisa Sparr	Lisa Sparr	Lisa Sparr
<b>Performance Support</b>	<i>Birth through K–Assessment/ Specialized Instruction (IFSP/IEP- Preschool Component, Kindergarten)</i>	Pam Miller	Marsye Kaplan (HCPS) Nancy Vorobey	Janette Guerra	Janette Guerra (Interim)	Marsye Kaplan
	<i>School Age–Specialized Instruction (IEP)</i>	Nancy Schmitt	Annie Wheeler Paul Miller (PGCPS)	Karla Marty	Annie Wheeler	Marny Helfrich
<b>Program Improvement</b>	<i>Participation, Performance, Accountability for Statewide Assessment/SSIP</i>	Karla Marty	Karla Marty	Karla Marty	Karla Marty	Karla Marty
<b>Alternate Framework</b>	<i>Curriculum, Instruction, Assessment</i>	Nancy Schmitt	Nancy Schmitt	Nancy Schmitt	Nancy Schmitt	Nancy Schmitt
<b>Assessment Data and Monitoring</b>	<i>508 Compliance/Instructional Assessment Monitoring</i>	Richard Schmidt	Richard Schmidt	Richard Schmidt	Richard Schmidt	Richard Schmidt
	<i>Instructional Assessment Monitoring</i>	Willie Henry	Willie Henry	Willie Henry	Willie Henry	Willie Henry
<b>Hearing Aid Loan Bank</b>		Zella Shabasson	Zella Shabasson	Zella Shabasson	Zella Shabasson	Zella Shabasson
<b>Orientation &amp; Mobility (Consultant) Vision Support Services</b>		Conchita Hernandez	Conchita Hernandez	Conchita Hernandez	Conchita Hernandez	Conchita Hernandez
<b>Grants Management</b>	<i>Infants and Toddlers Program</i>	Glenn Grayman	Glenn Grayman	Glenn Grayman	Glenn Grayman	Glenn Grayman
	<i>Part B (ages 3-21)</i>	Royce Keller	Alicia Palmer	Roslyn Hodnett	Cheryl Edwards	Alicia Palmer
<b>Non-Public</b>	<i>Case Management</i>	Sheila Philip	Sheila Philip	Sheila Philip	Sheila Philip	Sheila Philip
	<i>Budget Management</i>	Camillus Ugwu	Camillus Ugwu	Camillus Ugwu	Camillus Ugwu	Camillus Ugwu
	<i>Programmatic TA &amp; Public/Private Partnerships</i>	Blaire White	Blaire White	Blaire White	Blaire White	Blaire White
	<i>Tuition Assistance Program</i>	Jeff Miller	Jeff Miller	Jeff Miller	Jeff Miller	Jeff Miller

ATTACHMENT III

**REGIONALIZED IMPLEMENTATION OF THE DEI/SES DIFFERENTIATED FRAMEWORK, BIRTH-21**

<b>UNIVERSAL TIER – ALL JURISDICTIONS REGIONALIZED STATE TEAMS</b> FOR EACH COMPONENT OF THE <b>UNIVERSAL TIER:</b> GENERAL SUPERVISION AND PERFORMANCE SUPPORT		Region 1	Region 2	Region 3	Region 4	Region 5
		<ul style="list-style-type: none"> <li>• Allegany</li> <li>• Carroll</li> <li>• Frederick</li> <li>• Garrett</li> <li>• Washington</li> <li>• MD School/Deaf</li> </ul>	<ul style="list-style-type: none"> <li>• Howard</li> <li>• Montgomery</li> <li>• Prince George's</li> </ul>	<ul style="list-style-type: none"> <li>• Baltimore County</li> <li>• Baltimore City</li> <li>• Cecil</li> <li>• Harford</li> <li>• JSES</li> <li>• SEED School</li> <li>• MD School/Blind</li> <li>• DLLR</li> </ul>	<ul style="list-style-type: none"> <li>• Anne Arundel</li> <li>• Calvert</li> <li>• Charles</li> <li>• St. Mary's</li> </ul>	<ul style="list-style-type: none"> <li>• Caroline</li> <li>• Dorchester</li> <li>• Kent</li> <li>• Queen Anne's</li> <li>• Somerset</li> <li>• Talbot</li> <li>• Wicomico</li> <li>• Worcester</li> </ul>
<b>Family Partnerships</b>	<i>Family Support Services</i>	Kimberly Marchman	Kelly Meissner	Ken Hudock	Marjorie Miles	Ken Hudock
<b>Dispute Resolution</b>	<i>Dispute Resolution</i>	Dori Wilson	Dori Wilson	Dori Wilson	Dori Wilson	Dori Wilson
	<i>State Complaints</i>	Anita Mandis	Anita Mandis	Anita Mandis	Anita Mandis	Anita Mandis
	<i>Corrective Action Support</i>	Nancy Birenbaum	Nancy Birenbaum	Bonnie Preis	Nancy Birenbaum	Nancy Birenbaum
<b>Maryland's Autism Waiver</b>	<i>General Information</i>	Tiffany Hiob	Tiffany Hiob	Tiffany Hiob	Tiffany Hiob	Tiffany Hiob
	<i>Provider Relations</i>	Lillan Cox	Lillan Cox	Lillan Cox	Lillan Cox	Lillan Cox
	<i>Service Coordination</i>	Boyd Pusey	Boyd Pusey	Boyd Pusey	Boyd Pusey	Boyd Pusey
<b>Medical Assistance</b>		Kathi McConnell Lisa Cook	Kathi McConnell Lisa Cook	Kathi McConnell Lisa Cook	Kathi McConell Lisa Cook	Kathi McConnell Lisa Cook
<b>Behavioral/Mental Health</b>		Rachel Spangler	Rachel Spangler	Rachel Spangler	Rachel Spangler	Rachel Spangler
<b>Access/Equity/Progress</b>		Paula Gonce	Paula Gonce	Paula Gonce	Paula Gonce	Paula Gonce
<b>Compliance and Results Monitoring and Correction of Non-Compliance</b>		Matt Dammann	Matt Dammann/ Vicky Ciulla (Interim)	Vicky Ciulla	Karen Larenas	Karen Larenas
<b>Data Management</b>	<i>Part C (IFSP, B-K)</i>	Dan Szczepaniak	Dan Szczepaniak	Dan Szczepaniak	Dan Szczepaniak	Dan Szczepaniak
	<i>Part B (IEP)</i>	Ned Featherston	Keri Jowers	Keri Jowers	Keri Jowers	Ned Featherston
<b>Secondary Transition</b>		Michele Weddle	Betsy Tornquist	Michele Dilegge	Betsy Tornquist	Dottie Powell
<b>Transportation</b>		Linda Bluth	Linda Bluth	Linda Bluth	Linda Bluth	Linda Bluth

# THE DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES STRATEGIC PLAN

## EXECUTIVE SUMMARY

### MOVING MARYLAND FORWARD: SHARPEN THE FOCUS FOR 2020

#### OUR BOLD VISION

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

#### Our Mission

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

#### Who We Are

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

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

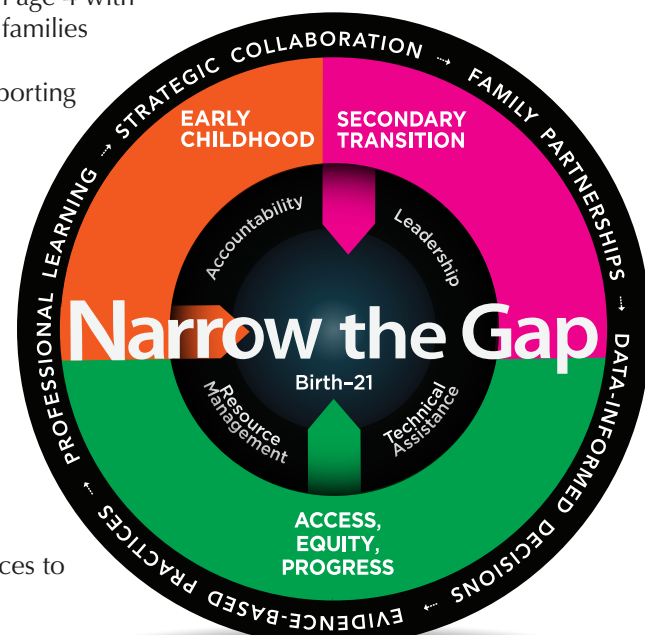
#### Who We Serve

Maryland is the 19th largest state by public school enrollment with approximately **886,220** students enrolled from pre-kindergarten through grade 12.<sup>1</sup> In the 2017-2018 school year, approximately **12.2%** of children with disabilities ages 3–21 received special education and related services. **3.9%** of infants, toddlers and preschool children birth–age 5 received early childhood intervention services. *On any given day:*

- Approximately **9,700** children birth through age 4 with developmental delays or disabilities and their families receive early intervention services through an Individualized Family Service Plan (IFSP), supporting a family-centered, family capacity-building service delivery model.
- Approximately **13,000** preschoolers ages 3–5 and **94,200** school-age children ages 6–21 who are eligible through one of the 14 IDEA disability categories receive special education and related services through an Individualized Education Program (IEP), supporting access to a full continuum of services.<sup>2</sup>

With this plan, the DEI/SES has recommitted to our bold goal, fine-tuned the key measures of success and the strategies for implementation, and expanded our innovative tools, resources, and evidence-based practices to *narrow the gap*.

#### OUR CALL TO ACTION



## ACHIEVING THE GOAL

The goal of *Moving Maryland Forward: Sharpen the Focus for 2020* is to narrow the school readiness and achievement gap between children and youth with disabilities and their non-disabled peers to ensure that youth with disabilities are college, career, and community ready when they complete their schooling.

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

### In THREE ACTION IMPERATIVES

#### EARLY CHILDHOOD

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

#### ACCESS, EQUITY, PROGRESS

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

#### SECONDARY TRANSITION

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

<sup>1</sup> Ranking of the States 2017 and Estimates of School Statistics 2018, National Education Association, [http://www.nea.org/assets/docs/180413-Rankings\\_And\\_Estimates\\_Report\\_2018.pdf](http://www.nea.org/assets/docs/180413-Rankings_And_Estimates_Report_2018.pdf)

<sup>2</sup> October 1, 2017 Snapshot Data Count. Source: Maryland Special Education/Early Intervention Services Census Data and Related Tables and the U.S. Department of Justice website, <http://www.ojjdp.gov>

© 2016 Maryland State Department of Education

Karen B. Salmon, PhD, State Superintendent of Schools

Justin M. Hartings, PhD, President, Maryland State Board of Education

Carol A. Williamson, EdD, Deputy State Superintendent for Teaching and Learning

Marcella E. Franczkowski, MS, Assistant State Superintendent  
Division of Early Intervention and Special Education Services

Larry Hogan, Governor

### Through FIVE KEY STRATEGIES

- **Established, Meaningful Strategic Collaboration:** The DEI/SES will employ strategic collaboration with partners across State agencies, across divisions within the MSDE, among public education agencies, with Institutes of Higher Education, and with families, advocates, and community partners, in order to promote access for all children to high-quality teaching and learning.
- **Engaged, Informed Family Partnerships:** The DEI/SES will create and sustain strong family partnerships and will support school and community personnel in their efforts to encourage families, as their child's first teacher, to make active and informed decisions that contribute to their child's success.
- **Applied Data-Informed Decisions:** The DEI/SES will increase the capacity to make data-informed decisions at the state and local levels by providing access to real-time student data (including formative and summative assessments, as well as observational and anecdotal documentation). The DEI/SES will support the implementation of an evidence-based and customized data analysis and decision-making process.
- **Installed Evidence-Based Practices with Fidelity:** The DEI/SES will promote the adoption and implementation with fidelity of evidence-based practices to narrow school readiness and achievement gaps. The DEI/SES will identify and share evidence-based practices, including an integrated tiered system of academic and behavioral supports, to ensure equitable access to high-quality instruction that leads to student progress.
- **Effective, Ongoing Professional Learning with Coaching:** The DEI/SES will provide professional learning to promote effective early care and education providers, teachers of students with disabilities, related service providers, paraprofessionals, and leaders. The DEI/SES will use ongoing, collaborative learning communities, reflective coaching models, online tools, and guidance on evidence-based practices to engage stakeholders in transforming the skills, knowledge, and beliefs of all individuals who impact the life of a child.

See the full DEI/SES Strategic Plan at [MarylandPublicSchools.org](http://MarylandPublicSchools.org).  
(<http://marylandpublicschools.org/programs/Pages/Special-Education/index.aspx>)



Local School System (LSS) / Public Agency (PA): \_\_\_\_\_



### Imperative #3: Access, Equity, Progress Local Implementation for Results Plan

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

- Disproportionality **and/or**  \*IEP Development, Implementation, Evaluation Process  
 (\*Specially Designed Instruction, Standards-Aligned Goals, IEP Team Data Informed Decision-Making Process)

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

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

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

#### TEAM: Local Implementation Team Formation

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

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

Name	Position Title/Role	E-mail	Phone
	Special Education Director		
	Chief Academic Officer		
	Behavior/PBIS Coordinator		
	IEP Chair Coordinator		
	Access/Equity/Progress		
	SST Coordinator		

***ANALYZE: Review Data, Determine Root Causes, Identify Priority Area(s)***

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

**Possible Data Sources:**

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



Local School System (LSS) / Public Agency (PA): \_\_\_\_\_

***ANALYZE: Review Data, Determine Root Causes, Identify Priority Area(s)***

*Refer to Steps 1 through 4 on Page 2 to Complete the Table Below.*

Data Source(s) and Data Trend Summary	Root Cause Analysis (including supporting & impeding factors, what's working, what's not working and why)		
	Development	Implementation	Evaluation

*Based on root cause analysis, identify the Priority Area(s) to Develop, Implement, and Evaluate an Effective Integrated Educational System:*

- Disproportionality **and/or**  \*IEP Development, Implementation, Evaluation Process  
 (\*Specially Designed Instruction, Standards-Aligned Goals, IEP Team Data Informed Decision-Making Process)

Local School System (LSS) / Public Agency (PA): \_\_\_\_\_

***PLAN: Identify Goal (&Indicator), Identify Strategies/Evidence-Based Practices and Associated Resources and Budget***

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

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

<b>*Goal Statement #1:</b>		<b>Associated SPP/APR Indicator(s):</b>
<b>**Strategies/EBPs with Fidelity</b> Development/ Implementation/ Evaluation	<b>Resources/Budget</b> Development/ Implementation/ Evaluation	
1. 2.	1. 2.	
<small>*Goals must be stated in measurable/quantifiable terms, with a target audience(s) specified and projected timeline(s) for completion.  **Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.</small>		

<b>*Goal Statement #2:</b>		<b>Associated SPP/APR Indicator(s):</b>
<b>**Strategies/EBPs with Fidelity</b> Development/ Implementation/ Evaluation	<b>Resources/Budget</b> Development/ Implementation/ Evaluation	
1. 2.	1. 2.	
<small>*Goals must be stated in measurable/quantifiable terms, with a target audience(s) specified and projected timeline(s) for completion.  **Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.</small>		

Local School System (LSS) / Public Agency (PA): \_\_\_\_\_

**IMPLEMENT Goal(s)/Evidence-Based Practice(s) with Fidelity Measures and TRACK to monitor progress**

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

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

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

Goal #, Infrastructure/PD Strategy # Code (i.e., G1, I, S1)	Implementation Timeline	Evaluation and/or Fidelity Measure	Benchmark(s)	Data-Informed Decision-Making Cycle*		
				What data will be collected?	How often will data be collected & reviewed?	What data analysis method will be utilized?

\*Highly Performing Teams meet at least **quarterly** to review data and modify plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s). Please indicate how often the implementation team will meet: Initial Meeting Date: \_\_\_\_\_  
Frequency: \_\_\_\_\_

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

**Reporting Requirements:** Progress reports must include status of strategy implementation and related data as benchmarks towards reaching goal.

Local School System (LSS) / Public Agency (PA): \_\_\_\_\_

***LSS/PA Signature(s) required for submission:***

\_\_\_\_\_  
Local Director of Special Education (Print and Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent (or Deputy Superintendent) (Print and Sign)

\_\_\_\_\_  
Date

***MSDE Signature(s):***

\_\_\_\_\_  
Performance Support and Technical Assistance Branch Chief (Print and Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
DSE/EIS Assistant State Superintendent (Print and Sign)

\_\_\_\_\_  
Date

MARYLAND STATE DEPARTMENT OF EDUCATION  
 DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES



# Return on STRATEGIC INVESTMENT

Reaping the Rewards of **Early Intervention and Special Education**  
 for Maryland Students and Families

## EARLY CHILDHOOD

### WHO WE SERVE



**23,300** Children with Disabilities  
 and their Families Ages Birth-5  
 6.4% of the Total B-5 Population\*



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



Every \$1 Invested in Early Childhood Programs =  
**13.58%** Return per Year Over a Child's Lifetime

(Heckman, J., 2016)

## ACCESS, EQUITY, PROGRESS

### WHO WE SERVE



**109,831** Students with  
 Disabilities Ages 3-21  
 12.2% of total student population\*



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



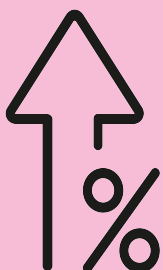
**MD IS A LEADER**  
 as **70%+** of 6-21 year old students  
 with disabilities are in general  
 education **80%+** of the time

## SECONDARY TRANSITION

### WHO WE SERVE



**33,757** Students with Disabilities  
 Ages 14-21  
 30.9% of All Students on IEPs\*



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



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

(OCALI, 2018)

OVER



\*Maryland 2018 Census Data

# EARLY CHILDHOOD



**1 of 5 BIRTH MANDATE STATES**  
**Early intervention at no cost**

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

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

# MARYLAND IS...

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



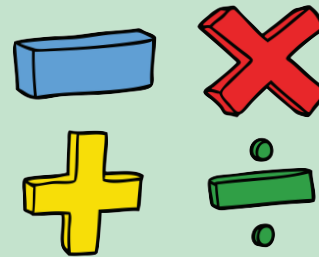
**THE ONLY STATE** offering families a choice for their child to continue services through an extended IFSP through the beginning of the school year following the 4th birthday

# ACCESS, EQUITY, PROGRESS

ACCELERATED STUDENT PROGRESS

**90%**

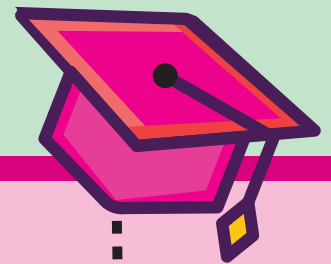
**OF 3RD AND 4TH GRADE COHORT OF STUDENTS WITH DISABILITIES** significantly increased math scores through implementation of evidence-based practices with fidelity



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



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



# SECONDARY TRANSITION



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

**1 OF 5 STATES**

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



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

**ABOVE NATIONAL AVERAGE—GRADUATION** for students with disabilities



All non-specifically cited data from DEI/SES 2017-2018 review