

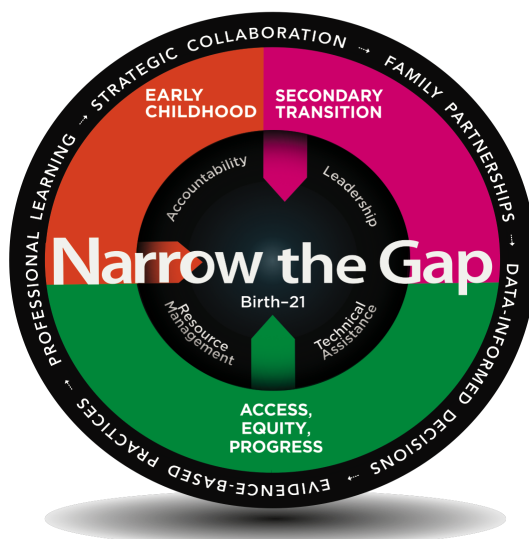


**Maryland State Department of Education
Division of Early Intervention and Special Education Services**



**Maryland Part B State Systemic Improvement Plan:
Phase III, Year 3 Report**

(January 1, 2018 – December 31, 2018)



The goal of the *Moving Maryland Forward: Sharpen the Focus for 2020* remains the same – 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.

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

TABLE OF CONTENTS

Introduction	1
A. Summary of Phase III, Year 3	2
1. Theory of Action, Logic Model, State-Identified Measurable Result	2
2. Coherent Improvement Strategies Implemented	5
3. Evidence-Based Practices Implemented	11
4. Evaluation Activities, Measures, Outcomes	12
5. Changes to Implementation and Improvement Strategies	12
B. Progress in Implementing the SSIP	14
1. Description of Implementation Progress	14
a. Plans Implemented	15
b. Intended Outputs Accomplished	18
2. Stakeholder Involvement	19
a. Information Dissemination about Implementation	19
b. Input into SSIP Implementation	19
C. Data on Implementation and Outcomes	21
1. How the State has demonstrated progress and made modifications to the SSIP as necessary	21
2. How the State has demonstrated progress and made modifications to the SiMR ..	22
a. Review of Key Data for Progress	22
Participation and Learning	22
Improvements to Infrastructure	25
Fidelity of Implementation of EBPs	29
Progress Toward Achievement of the SiMR	32
b. How Data Informs Change to Implementation and Improvement Strategies	38
c. How Data are Informing Next Steps in the SSIP Implementation	38
d. How Data Support Planned Modifications to Intended Outcomes	38
3. Stakeholder Involvement in the SSIP Evaluation	38
D. Data Quality Issues Affecting Reporting Implementation and Achieving the SiMR	40
1. Concern Related to the Quality or Quantity of Data	40
2. Implications for Assessing Progress or Results	40
3. Plans for Improving Data Quality	40

E. Progress Toward Achieving Intended Improvements.....	42
1. Infrastructure Changes that Impact.....	42
2. Evidence of Fidelity of Implementing Evidence-Based Practices and Desired Effects	42
3. Progress Toward Short- and Medium-Term Outcomes leading toward the SiMR ..	42
4. Measurable Improvements in the SIMR.....	43
F. Plans for Next Year.....	44
1. Additional Activities and Timeline	44
2. Evaluation Activities including data collection, measures, and expected outcomes ..	44
3. Anticipated Barriers and Steps to Address Barriers	45
4. Additional Support and/or Technical Assistance Needed.....	45

APPENDIX A: TAP-IT Fidelity Tool

APPENDIX B: Evaluation Plan

Tables

Table 1. <i>List of Participating SSIP Local School Systems and Schools</i>	4
Table 2. <i>Average % of Students with Disabilities in SSIP Schools who Met or Exceeded Expectations in Grades 3, 4, 5</i>	11
Table 3. <i>SSIP LSS Year 2 Implementation of EBPs</i>	11
Table 4. <i>Implementation plan activities</i>	15
Table 5. <i>Outputs Accomplished as a result of Activities</i>	18
Table 6. <i>Evaluation of State and Local Participation and Learning</i>	23
Table 7. <i>Maryland Part B Special Education Indicator 8 Parent Survey</i>	25
Table 8. <i>Evaluation of Changes to Infrastructure</i>	28
Table 9. <i>Evaluation of Fidelity of EBP Implementation</i>	30
Table 10. <i>Status of Local Implementation of Evidence Based Practices</i>	31
Table 11. <i>Evaluation of Progress Toward Achievement of the SiMR</i>	33
Table 12. <i>SSIP Part B implementation plans for Year 3 at a glance</i>	44

Figures

Figure 1. Maryland State Department of Education, Division of Special Education/Early Intervention Services: SSIP Part B Logic Model.....	3
Figure 2. Differentiated framework of supervision and support.....	9
Figure 3. SSIP State and Local Systems Coaching Infrastructure.....	10
Figure 4. Percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3-5 mathematics in SSIP Part B schools, 2016- 2018.....	34
Figure 5. Percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3-5 mathematics across all SSIP Part B schools, 2016 – 2018.....	35
Figure 6. Percentage of students with disabilities by placement in least restrictive environment (LRE), 2015-16 through 2017-1	36
Figure 7. Percentage point gap in percent proficient in mathematics between students with disabilities and students without disabilities, by year and county.....	37

Maryland State Systemic Improvement Plan

Part B Phase III, Year 3 Report

INTRODUCTION

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) continues to make progress in the implementation of the State Systemic Improvement Plan (SSIP). Notable changes were the assignment of a new SSIP Coordinator and new external evaluators; further alignment among Maryland's theory of action, logic model, implementation activities, evaluation plan, and data collection methods; and scale up in our districts implementing evidence-based practices. Maryland's schools moved from the exploration, installation, and initial implementation stages of mathematics Evidence-Based Practices (EBPs) to strategic scale up across additional schools within their districts. As they work to assess the impact on teacher instruction and student outcomes, our Local School Systems (LSSs) have identified their own need to strengthen the quality of implementation. With our LSSs, The MSDE has recognized a new need to develop data literacy as teachers use data to inform practice, and districts work to evaluate the impact of that practice.

An examination of implementation and outcome data highlight factors for consideration as we plan our support structures for the coming school year. Local School Systems participating in the SSIP strongly believe they no longer need additional training around Systems Coaching, data-based decision making, or mathematics instruction. Instead, they want time to strengthen implementation of their practices with the support of content coaches. Additionally, a need to improve data literacy came to light.

Our experiences and data also reveal areas to be strengthened. In order to build our coordination and collaboration within the MSDE and with our stakeholders toward the achievement of results for children with disabilities, we have reorganized 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 strengthened 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 2018 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 3

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

As the Maryland SSIP-Part B team engaged in its third year of implementation and worked with partners, stakeholders, and our external evaluator, the team continued to strengthen and align 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 (DEI/SES) 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 MSDE ***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 capacity-building strategies that have been demonstrated to result in effective implementation (e.g., Implementation Science, Systems Coaching, and data-informed continuous improvement cycle).

The ***technical assistance activities, professional learning opportunities, and tools*** (outputs) are those used by the MSDE staff with partners and LSS participants to create the organizational structures and personnel capacity for implementing evidence-based practices that result in improved math achievement. 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,
- b) 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).

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, revised based on experience and input from the external evaluation team.

INPUTS	IMPLEMENTATION		OUTCOMES		
	ACTIVITIES	OUTPUTS	SHORT TERM	MEDIUM TERM	LONG TERM
<p>Research/literature on math instruction and other evidence-based interventions</p> <p>National, state, and local experts</p> <p>LSS expertise related to EBPs</p> <p>MSDE resources (data systems, PD modules, tools, Maryland Learning Links)</p> <p>Learning from state initiatives (SPDG, SWIFT)</p> <p>Tiers of general supervision and performance support</p> <p>Systems coaching</p> <p>Implementation Science frameworks</p>	<p>Implement Cross Departmental team meetings</p> <p>Develop and implement professional learning and resources for state and local implementers on:</p> <ul style="list-style-type: none"> Implementation Science (IS) Systems coaching TAP-IT <p>Develop and implement professional learning and resources for educators on:</p> <ul style="list-style-type: none"> Implementation of math EBPs Integrated tier system of supports including specially designed instruction <p>Develop and implement professional learning and resources for educators and families on: Building strong partnerships (via modules)</p> <p>Disseminate resources to promote scale-up/ sustainability</p>	<p>Protocol for State Technical Assistance</p> <p># of trained state/local implementers</p> <p># of trained educators (in each LSS)</p> <p># of trained families (in each LSS)</p> <p>Resource Toolbox with sections for:</p> <ul style="list-style-type: none"> math EBPs systems coaching implementation science fidelity tools for math EBPs implementation fidelity tools for systems coaching implementation tools for TAP-IT <p>State and local annual professional learning institutes</p>	<p>MSDE provides high quality technical assistance that is grounded in evidence</p> <p>Increase in knowledge and skills around systems coaching, data informed decision making, high quality specially designed math instruction of state/local implementers after receiving PD</p> <p>Increase in knowledge and skills of educators for data-informed decision-making and high quality specially designed math instruction after receiving PD</p> <p>Increase in knowledge and skills of families and teachers trained after participating in module training</p> <p>Use of Resource Toolbox resources (increasing use each year)</p>	<p>State systems coaches provide programmatic support and technical assistance consistent with the MSDE DEI/SES Differentiated Framework with fidelity</p> <p>SSIP LSSs develop or refine capacity to support implementation and scale up of EBPs</p> <p>LSSs use evidence-based math assessments and interventions for students with disabilities.</p> <p>State and local implementation teams use an evidence-based data-informed decision-making process with fidelity</p> <p>EBPs are implemented in classrooms as intended with fidelity.</p> <p>Families are engaged as partners in their child's education</p>	<p>Students with disabilities in grades 3-5 in five LSSs:</p> <p>Demonstrate increased proficiency in math performance as measured by state assessment.</p> <p>Increase the time that they participate in general education instruction</p> <p>Increase achievement of grade level benchmarks in mathematics</p> <p>Schools participating in SSIP work demonstrate reduction in the gap between students with disabilities and their non-disabled peers on grades 3, 4, and 5 level mathematics standards.</p>

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

In 2018, SSIP implementation was initially focused in the five (5) school districts and their 11 identified schools.

Table 1. *List of Participating SSIP Local School Systems and Schools in 2018*

LSS	School
Cecil	Cecil Manor ES
Cecil	Thompson Estates ES
Charles	Indianhead ES*
Charles	Matula ES
Charles	Dr. Mudd ES
Prince Georges	Thomas Stone ES
Queen Anne's	Matapeake ES
Queen Anne's	Sudlersville ES
Worcester	Berlin Intermediate
Worcester	Pokomoke MS
Worcester	Snow Hill MS

By the end of 2018, it became clear that the priorities and urgencies in one of our LSSs, Prince George's County Public Schools, limited their ability to participate. While members of their local implementation team attended trainings, the extent to which they were able to support school-based implementation in their identified school was challenging due to other district mandates. By the end of 2018, it was agreed that SSIP implementation would continue implementation and scale up in the four (4) other districts, while MSDE continues to support Prince George's infrastructure development.

The 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).*

Table 2. *Average % of Students with Disabilities in SSIP Schools who **Met or Exceeded Expectations** in Grades 3, 4, 5*

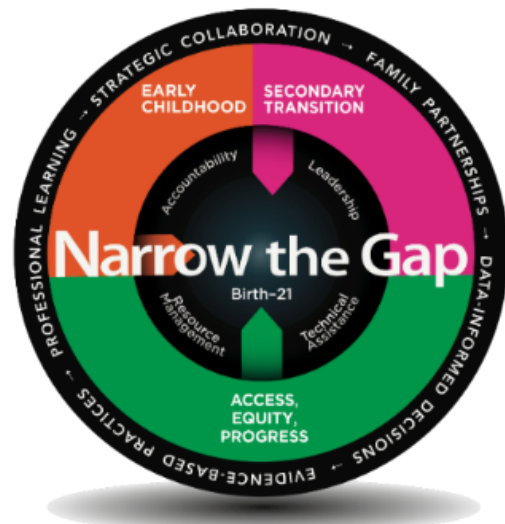
Assessment Year	State		SSIP LSS Schools	
	PARCC Targets	PARCC Scores	PARCC Targets	PARCC Scores
2014-2015 Baseline		7.51%		3.96%
2015-2016	8%	10.36%	6%	5.91%
2016-2017	9%	10.48%	8%	8.81%
2017-2018	10%	10.86%	10%	474%
FFY 2019	11%		11%	

Because the PARCC is administered annually and has not demonstrated sensitivity to changes in student learning, MSDE plans to supplement the SiMR with local benchmark data. However, each district uses a different measure, most have changed measures over time, and the measures used have not been sufficient for evaluating the impact of an intervention. Actions based on this understanding are described in this report.

2. Coherent Improvement Strategies Implemented

Over the course of SSIP implementation, the MSDE DEI/SES Strategic Plan, ***Moving Maryland Forward: Sharpen the Focus for 2020***, has 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. 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 is aligned with the strategic plan and goal: ***to implement effective, equitable, evidence-based 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:

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

Infrastructure improvements:

- Strategic Collaboration and Data-Informed Decision Making with Stakeholders

- Technical Assistance through Systems Coaching

Family Engagement and Partnership

During Phase I, our stakeholders clearly emphasized that families needed to be engaged in the targeted districts and schools, and that resources for family and teacher collaboration needed to be developed for use across the State. During Phase 3, Year 1 (Implementation), the University of Maryland Eastern Shore, in partnership with DEI/SES, began the development of the Parent-Teacher-Partnership modules designed to be delivered in a face-face workshop manner for teachers and parents to strengthen the relationships between teachers and the parents of students with disabilities in their classes. Parent and teacher co-facilitators lead discussions and interactive activities designed to strengthen parent and teacher relationships, including understanding effective strategies for partnering. These eight (8) modules were field-tested by two SSIP districts in 2017 (Phase 3, Year 2). In 2018 (Phase 3, Year 30), a second set of eight (8) modules was developed for piloting in the 2018-19 school year.

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 continues to work 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
- Accelerate progress in achieving grade level standards.

In 2018, five (5) LSSs continued to implement selected EBPs to promote mathematics proficiency for students with disabilities in targeted elementary schools AND scaled up implementation to other schools within their districts:

Cecil County:	<i>“Targeted Mathematics Instruction”</i> designed through a practice profile and fidelity tool.
Charles County	<i>Team Based Cycle of Instruction (TBCI)</i> and <i>Structured Cooperative Learning (SCL)</i> with embedded culturally responsive practices.
Prince George’s County	<i>Team Based Cycle of Instruction (TBCI)</i> and <i>Structured Cooperative Learning (SCL)</i> with embedded culturally responsive practices.
Queen Anne’s County	<i>“Do The Math”</i> Intervention scaled up across all elementary schools (https://www.hmhco.com/products/do-the-math/)
Worcester County	<i>Main Lesson, Menu Lesson</i> Instructional Framework based on John Tapper’s instructional strategies and Concrete, Representational, Abstract (CRA) assessments.

Data-informed Decision Making for Continuous Improvement

The MSDE DEI/SES continued to support use of a continuous improvement cycle for instructional and organizational planning. This process: **Team, Analyze, Plan, Implement, Track** (TAP-IT) is used in varying degrees by LSSs and school-based staff 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 training was provided in Year 2 with an embedded coaching feature with additional coaching provided in Year 3. The TAP-IT Fidelity Tool is in Appendix A. During Year 3, all State Systems Coaches and LSS Implementation Teams had access to a Digital Portfolio to enable teams to use a coherent routine to guide them through the implementation of EBPs with fidelity as a part of the SSIP work. In addition, some districts have incorporated the TAP-IT process with a local tool, such as *DataWise*, used in Queen Anne's County. Data literacy has been added as a priority in professional learning for participating LSSs and State Coaches.

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:** During Year 3, professional learning for local teams focused on intensive instruction in teaching math through understanding the development of additive, multiplicative, and fractional skills reasoning. Beth Hubert, of OGAP (The Ongoing Assessment Project), provided training through online coaching webinars and face-to-face training on multiple days.
- **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. In Year 2, resources provided to LSS teams focused on systems coaching and fidelity of implementation tool development. In Year 3, mathematics instructional resources have been developed and are in the process of being housed on a state website for local use.

Strategic Collaboration and Data-based Decision making with Stakeholders

Strategic collaboration and data-informed decisions are two of the key strategies for improvement defined in the MSDE DEI/SES Strategic Plan, ***Moving Maryland Forward***. During all years of Phase 3 implementation, 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 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 (SIT)** was formed, composed of the SSIP Coordinator and the MSDE staff who are liaisons to the participating LSSs. In Year 3, due to changes in local technical assistance staff and the departure of the SSIP Coordinator (January 2018), the SIT met irregularly.
- A **Cross-Departmental Team (CDT)**, composed of representatives of MSDE programmatic Divisions (see list in Table 4), the SSIP lead staff and local Systems Coaches, and the SSIP partners, met to establish regular communication, coordination of support to LSSs, and collaborate related to specially designed mathematics instruction. By the end of 2017, this team struggled to find common priorities across all departments and in early 2018, the team met to recommend the purpose and membership for effective and productive use of time. This team regrouped in June 2018 and recommended quarterly meetings with local representation and use of data to inform discussion.
- **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** is in early formation for Part B SSIP work. MSDE is working to establish cross-stakeholder engagement in a meaningful and structured manner to share perspectives, engage persons with expertise as well as those directly influenced by SSIP work, and gather input to influence outcomes. In Year 3, the SSIP staff participated in a re-formed State Special Education State Advisory Committee of advocates, parents, and local educators to gather input on strategies and share outcomes. In addition, MSDE plans to intentionally engage work groups such as the state Math Advisory group and LSS leadership on topics (e.g., data literacy, the relationship between math interventions and specially designed instruction) to share knowledge and gain input on SSIP implementation and evaluation.

Technical Assistance through Systems Coaching

The MSDE DEI/SES continues to refine its 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 in tiers as illustrated in figure 2 on the next page.

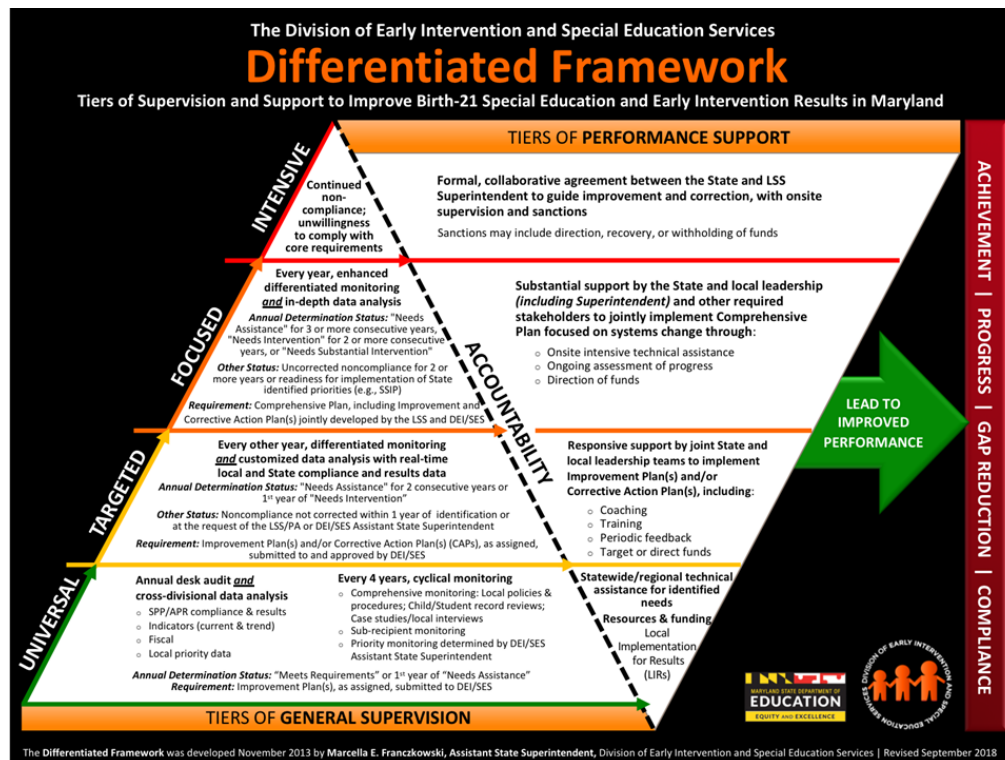


Figure 2. Differentiated framework of supervision and support

In the DEI/SES framework, the tiers are:

- **Universal** – All LSSs and public agencies receive resources 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 DEI/SES 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 DEI/SES 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 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 the MSDE Systems Coaches or partners to enhance and improve identified practices, and not only because of compliance concerns.

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 MSDE Systems Coach to promote fidelity of implementation and support LSS Implementation Teams. Local Systems Coaches, trained in Years 1 and 2 of Phase 3, in turn support implementation at the school level. In Year 3, staff turnover of trained Systems Coaches has resulted in reassignment of staff to local jurisdictions and mentorship of new staff to acquire these skills. The State SSIP technical assistance staff continue to work closely with the LSS leaders. Figure 3 illustrates the framework for State and local systems coaching and communications.

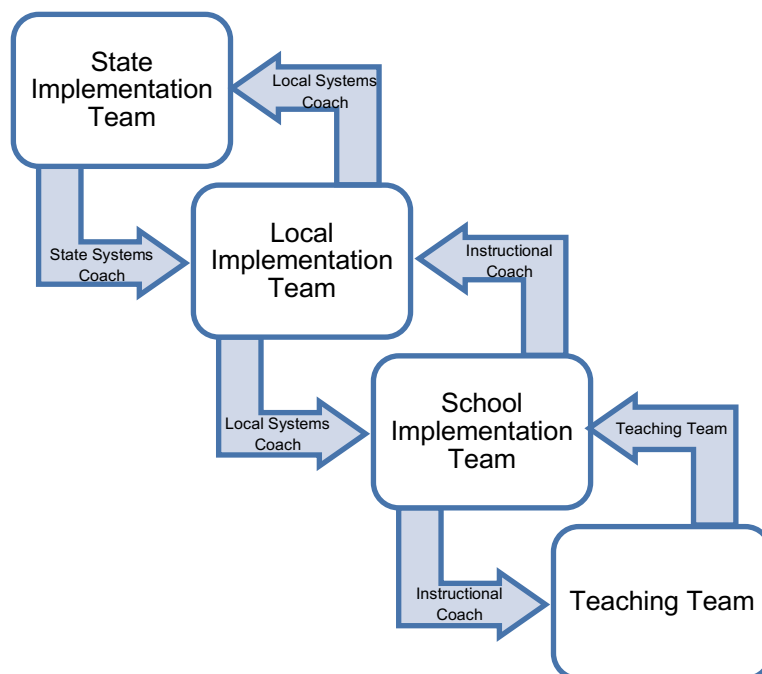


Figure 3. SSIP State and Local Systems Coaching Infrastructure

3. Evidence-Based Practices Implemented

As LSSs selected or designed their evidence-based practices to promote math proficiency of elementary students with disabilities, local Systems Coaches and their math Instructional Coaches developed the “Usable Intervention” definitions, as a precursor to designing fidelity of implementation tools. With MSDE support in 2017 and early 2018, LSSs gathered fidelity of implementation data, and Instructional Coaches expanded the delivery of professional learning opportunities and site-based coaching. Table 3, below, describes the EBP implemented, and key activities in each LSS.

Table 3. SSIP LSS Year 2 Implementation of EBPs.

SSIP LSS	EBPs	Implementation Stage – Year 2	Year 3 Key Activities
Cecil County	Targeted Mathematics Instruction	Installation/Initial Implementation in scale-up schools Full Implementation in initial target schools	<ul style="list-style-type: none"> • Full implementation of EBP in pilot schools; scaling to all other elementary schools in county (15 additional). • Met fidelity of EBP goal with 75% of teachers implementing with 80% fidelity. • Implemented a Targeted Math Instruction (TMI) professional development schedule and Professional Learning Communities schedule across all elementary schools. • Used State discretionary funds to support full-time TMI coach.
Charles County	Team Based Cycle of Instruction Structured Cooperative Learning	Full Implementation/ Scale-Up	<ul style="list-style-type: none"> • Full implementation of EBPs across grades 1-5 at two pilot schools; initial implementation at third school (Indianhead), scaled from grades 2 and 3 to add grade 4. • EBP training conducted for all teachers, including a more in-depth initial training for new teachers and long-term substitutes; training for all staff on writing effective Challenge Questions. • Fidelity checks conducted 2x per year with a goal of 80% fidelity.
Prince George’s County	Team Based Cycle of Instruction Structured Cooperative Learning	Initial Implementation	<ul style="list-style-type: none"> • Attended OGAP trainings. <p><i>Due to competing priorities, Prince George’s County has determined that they can no longer participate in the SSIP work.</i></p>
Queen Anne’s County	Do The Math Intervention Program	Installation/ Initial Implementation in scale up schools Full implementation in initial target schools	<ul style="list-style-type: none"> • Moved from initial to full implementation of EBP in pilot schools; scaling up implementation to all elementary schools (8 total). • Used State discretionary funds to support implementation of Number Talks. • Conducted monthly OGAP training for elementary and middle school staff. • Used the <i>Do the Math</i> fidelity tool, created a QACPS tool to encompass <i>Do the Math</i> and Number Talks; fidelity checks done 3x / month. • Explored Tapper Main Lesson / Menu Lesson structure for elementary classrooms. • Provided a mathematics specialist in each elementary and middle school building.

SSIP LSS	EBPs	Implementation Stage – Year 2	Year 3 Key Activities
			<ul style="list-style-type: none"> Conducted monthly meetings with LSS implementation team and math coaches.
Worcester County	Main Lesson, Menu Lesson Instructional Framework (Tapper)	Full Implementation and Scale Up	<ul style="list-style-type: none"> Strengthened Tier 1 instruction in mathematics block; incorporated time for Tier 2, as well as Tier 3, with an assistant to support Tier 3. Full implementation of Tier 1 and 2, initial implementation of Tier 3 mathematics interventions. Used High Leveraged Assessments (Tapper, All Learners Network). Introduced Clinical Interviews (Tapper) for students not making sufficient progress. Revised fidelity tool; created digital fidelity system to tabulate the data more quickly; conducted fidelity check 3x/year. Developed Learning Plans for all students, including students with IEPs.

4. Evaluation Activities, Measures, and Outcomes

Maryland hired a new external evaluator, AnLar, in 2018 to plan, revise, and oversee the SSIP evaluation activities. During implementation Year 3, Maryland worked with the evaluators to simplify the logic model and evaluation questions and ensure that data were available to answer evaluation questions. 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.

The Year 3 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, understanding the fidelity of implementation data, and understanding the measures and data available relating to student outcomes. 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 B.

5. Changes to Implementation and Improvement Strategies

During Year 3, the coherent strategies were continued, to include the changes made in Year 2 to focus primarily on math specially designed instruction and interventions, rather than focusing on all highly effective general education practices (e.g., Universal Design for Learning, Differentiated Instruction, and culturally responsive practices). While recognizing the importance of these Tier 1 instructional components, the SSIP implementers and Systems Coaches recognized the need to focus technical assistance and EBP implementation. In Year 3, the infrastructure improvement strategies waned with the change of MSDE DEI/SES staff. As new members are being put in place, it is expected that these activities will be revitalized.

Input from implementers also provided direction for the work of 2018-19. Across the board, district staff indicated that they did not want additional professional learning in this school year, but wanted to take their learning to scale within their districts, strengthening the fidelity of current school-based implementers through local training and coaching, while beginning to scale up into additional schools. Consequently, the State coaches are focused on resource gathering, to identify and develop the “resource toolbox” that would be made available to SSIP and other districts within the State.

As the State team worked with districts to understand the impact of their EBPs, it became clear that the data used to inform instruction – while very useful for teachers – did not provide the kind of data that would be useful for determining progress over time. The State SSIP team will work with our new external evaluator, AnLar, to better understand how to use local data, and how to develop training in data literacy for both State and local leaders.

B. PROGRESS in IMPLEMENTING the SSIP

1. Description of the State's SSIP Implementation Progress

Strategic Collaboration through Cross-functional Team Structures:

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 the Maryland Coalition for Inclusive Education (MCIE). This team reviews SSIP data, discusses collaborative opportunities for general education and special education integrated support to LSSs, and identified systemic issues that might be addressed through Cross-Departmental efforts.

Technical Assistance (TA) through Systems Coaching

Having developed capacity for systems coaching in early years of SSIP implementation, the State team, including Parts B and C Systems Coaches, work together to provide consistent messaging and methods for delivering technical assistance.

- **Division Implementation Team**, composed of MSDE DEI/SES Systems Coaches to convene monthly to review progress and make adjustments based on feedback and experiences with local implementers.
- MSDE refined its Systems Coaching **Fidelity Self-Assessment**
- A **TA Log** was used 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 DEI/SES. 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.
- A **TA manual**, drafted in Year 2, is in process to be refined and revised by the end of 2019.

Professional Learning in EBPs in Mathematics

MSDE DEI/SES 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 3, the primary focus was multiplicative and fractional skills.

- The **Ongoing Assessment Project (OGAP)** provided a one-day on-site training as well as an intensive 4-day training on fractional skills, with a wide variety of print resources to supplement the training.
- OGAP staff have additionally provided coaching support during episodic **web-based Coaches Clinics** where LSS teams and instructional coaches meet for additional information and feedback.

- **Resource Toolbox:** MSDE has gathered resources for local dissemination and is in the process of housing the resources on the [Maryland Learning Links](#) (MLL) website.

Professional Learning to Enhance Parent-Teacher Partnerships

An initial set of parent-teacher partnership modules developed in Year 1 were refined based on piloting in several LSSs in Year 2. In Year 3, an additional set of eight (8) parent-teacher partnership of modules was developed, focusing on supporting the development of math skills. These modules will be piloted in 2019, and based on input from participants, will be refined and added to the MLL website.

a. Planned implementation activities, milestones met, and timeline

The following table provides a description of the extent to which the State has carried out its planned implementation activities in 2018.

Table 4. *Implementation plan activities*

Activity	Action Steps	Accomplishment Status	Timeline
Cross-Departmental MSDE Implementation Team	Establish a MSDE Cross-Departmental team inclusive of representative of programmatic Divisions within MSDE to review, support, and contribute to the SSIP implementation	<p>The revised Cross-Departmental Team members for 2018 are:</p> <ul style="list-style-type: none"> • Marcella Franczkowski (DEI/SES - Assistant State Superintendent) • Marcia Sprankle (Division of Curriculum, Instructional Improvement, and Professional Development, [DCIIPD] Assistant Superintendent) • Karla Marty (SSIP Coordinator) • Tiara Booker-Dwyer (Office of Leadership Development an School Improvement) • Marci Frye (DEI/SES – mathematics specialist) • Marny Helfrich (DEI/SES – Systems Coach) • Annie Wheeler (DEI/SES – Systems Coach) • Tina McKnight (Division of Student, Family, and School Support [DSFSS] - Family) • Lynne Muller (DSFSS – Counseling) • Deborah Nelson (DSFSS – PBIS) • Cecilia Roe (DCIIPD – Professional Learning) • Carol Quirk (MCIE) • Linda Schoenbrodt (DCRAA – Elementary mathematics) • Debra Ward (DCRAA – mathematics) <p>In 2018, 2 meetings were held.</p>	<p>2016 and ongoing</p> <p> <input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed </p> <p>This Team continues to be developed.</p>

Activity	Action Steps	Accomplishment Status	Timeline
PROFESSIONAL LEARNING Implementation Science Tools, Systems Coaching, continuous data-based improvement cycles using TAP-IT	SYSTEMS COACHING & DATA BASED DECISION-MAKING <ul style="list-style-type: none"> Assess current knowledge of DIT and LIT members on TAP-IT and Implementation Science. Provide training to D-IT and LSS-IT on TAP-IT and Implementation Science & coaching support to LITs. 	During Year 1, Implementation Science and Data-Based Decision making using the TAP-IT process were provided. 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.	2017 <input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed May 2017
	RESOURCE TOOLBOX <ul style="list-style-type: none"> Provide online tools and resources to support system coaching, implementation science and TAP-IT. 	During Year 2, a <i>Systems Coaching Usable Strategies</i> document as well as a <i>State/Local Systems Coaching Fidelity Self-Assessment</i> were created or revised. A <i>Digital Portfolio</i> and <i>Companion Site</i> were fully operational and used by LSS teams.	2016 – initiate development; continue in 2017 and 2018 <input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed NEED to put resources online Update in 2019
PROFESSIONAL LEARNING Mathematics Evidence-Based Practices (within an Integrated, Tiered System of Supports)	SKILL DEVELOPMENT <ul style="list-style-type: none"> Conduct practitioner training for EBPs at LSS level. Conduct annual trainings for LSSs on EBPs for specially designed instruction 	In Year 3, training from OGAP on specific math instructional strategies. This capitalized on extensions from training developed in Years 1 and 2 and included Coaching Clinics as well as face to face learning. In Year 3, Professional Learning Opportunities were conducted (Jan. 2018) for all LSSs, focusing on ensuring the specially designed instruction. An emphasis on math in examples was incorporated.	2016, 2017, 2018, and planned annually <input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed

Activity	Action Steps	Accomplishment Status	Timeline
	RESOURCE TOOLBOX <ul style="list-style-type: none"> Provide online tools, resources, and fidelity measures to support EBP professional learning and instructional coaching 	<p>During Year 2, innovations descriptions for TAP-IT, TBCI & SCL, and “Main Lesson-Menu Lesson” were revised and fidelity assessments for “Do The Math” and “Targeted Mathematics Instruction for Struggling Students” were developed.</p> <p>In Year 3, additional resources specific to math instruction were selected for the toolbox.</p>	<p>To be updated annually based on EBPs selected</p> <p><input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed</p> <p>In Year 4, all resources will be uploaded to a website and made available State-wide.</p>
PROFESSIONAL LEARNING Develop professional learning modules for educators and families in building strong partnerships	<ul style="list-style-type: none"> Develop and field test First Set of modules in 2 SSIP sites. Revise modules based on feedback. 	<p>During Year 2, Queen Anne’s and Worcester Counties field tested the modules and provided feedback to the developer.</p> <p>In Year 3, an additional set of modules for educators and families, focusing on math were developed.</p>	<p>2017 - 2019</p> <p><input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed – initial modules Dec. 2017; 2nd set Dec. 2018</p>
	<ul style="list-style-type: none"> Pilot Second Set of modules in SSIP sites Make final revisions Disseminate across the State 	<p>The second set of modules will be piloted in 2019.</p>	<p>2018 - 19</p> <p><input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed</p>
DISSEMINATION Resource and Information sharing	<ul style="list-style-type: none"> Systems Coaching and Data-Decision-Making strategies Math EBPs Parent-Teacher Modules 	<p>All resources have been gathered and are in process for being vetted and uploaded to Maryland Learning Links.</p> <ul style="list-style-type: none"> Both sets of Parent-Teacher modules will be refined and shared in the Resource Toolbox and at the State-wide professional learning institute in Nov. 2019. Ten Math EBP resources shared 	<p>2018</p> <p><input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed</p>

b. Intended Outputs Accomplished

The Table below describes the extent to which Maryland achieved its intended outputs.

Table 5. *Outputs Accomplished as a result of Activities.*

Output	Products	Accomplishment Status	Timeline
Protocol for Technical Assistance	Technical assistance (TA) protocol and a technical assistance manual for DEI/SES	A TA manual was drafted with consultation from the National Center on Systemic Improvement during Year 2. It will be revised by the end of 2019. A TA log is being used to track delivery of support by MSDE staff. It will be updates as the new TA Manual and Levels of Tiered Intervention and Supports are further developed.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Trained Systems Coaches in Implementation Science and Data-informed Decision-making.	# State and Local Systems Coaches	20 participants represented MSDE and 5 LSSs have received training and follow up support for systems-coaching and data-informed cycle for continuous improvement Develop a series on data literacy in 2019 for sharing in the 2019-2020 school year.	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed September 2017
Trained educators and families in parent-teacher partnerships	# Parents and teachers in engaged partnerships	3 LSS have piloted the parent-teacher modules; because no data was acquired on participation or follow up, we cannot estimate the output.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Resources developed to support mathematics EPB	Math intervention and Specially Designed Instruction Resources	In Year 2, 7 fidelity of implementation tools were developed. IN year 3, mathematics resources were gathered and currently housed on an internal drive. These will be vetted by math content experts and put online for State-wide use in 2019.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Annual Professional Learning on mathematics EBPs	Annual PL workshops conducted.	Feb. 5, 2018, 41 State and local members attended a virtual meeting led by the mathematics expert from OGAP. May 7, 2018 an all-day face-face training for local systems coaches and instructional coaches was held and attended by 25 State and local members. July 23 – 26. A 4-day face-face training on fractions was held for	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed

2. Stakeholder Involvement

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. In Phase 3, communication and discussions with these Stakeholder groups continues to occur:

- 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

The intent is to move beyond informing to developing input relationships, and to engage these groups as collaborators in the design of strategies over time. In 2018, the communications remained primarily information-sharing, with some recommendations offered. With a new SSIP Coordinator, MSDE intends to strengthen this engagement of local partners and external advocates and experts going forward.

a. How Stakeholders Have Been Informed

During 2018, two SESAC face-to-face meetings occurred to share data, share practices, and solicit input. This State advisory group not only has advocates and educators from around the State, but also has some SSIP implementers as a part of the group, contributing to the sharing of “the story” of SSIP work in the district and school house. Information related to the SSIP is also being posted on the Maryland Learning Links website. In early 2019, the SSIP Coordinator met with math experts from around Maryland who meet quarterly as an advisory group. In addition to learning about SSIP progress, they provided input (below) on continuing strategies.

b. How Stakeholders Have Had a Voice

The LSS implementation team members have input on decisions about SSIP implementation locally and are encouraged to provide feedback to MSDE Systems Coaches through interviews and on-site visits. Special education directors, general education mathematics supervisors, special education coaches, and general education mathematics coaches provide input through the periodic phone interviews, on-site discussions, and clinics to discuss implementation challenges and solutions.

As a result of recent communications, LSS implementers indicated that they did not need additional training or coaching from the State, but rather were interested in resources and financial support to enhance coaching and local scale-up to additional sites. They provided additional input on their desired needs in order to enhance implementation and accelerate student achievement.

In response, the MSDE DEI/SES has pledged supplemental grants for 2019-2020 to each of the four SSIP districts to be used for:

- Professional learning to
 - Enhance local implementation of identified EBPs to improve math outcomes for students with disabilities in grades 3 – 5
 - Scale up implementation of identified EBPs to additional schools
 - Increase the quality and effectiveness of the IEP process focused on writing achievable IEP goals that effectively narrow the gap and accelerate progress for students with disabilities
- Ongoing content or strategy coaching to support EBP implementation
- Strengthening data collection activities to evaluate the impact of EBP on student performance.

C. DATA ON IMPLEMENTATION AND OUTCOMES

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

In the fall of 2018, MSDE partnered with AnLar, LLC, a Washington, D.C.-based educational consulting firm to take over external evaluation for the SSIP from Evergreen Evaluation. MSDE and AnLar partnered to review the Phase III, Year 2 evaluation plan, examine current data collection activities, and discuss opportunities to revise and update the evaluation plan based on the current needs of the SSIP. As a result of this process, MSDE has revised its evaluation plan and reorganized its evaluation questions into two categories: implementation evaluation questions (e.g., What happened? How many times did it happen?) and outcome evaluation questions (e.g., What change occurred as a result of SSIP activities?). In the evaluation plan, implementation evaluation questions begin with an **I** for INPUT (i.e., I1, I2) while outcome evaluation questions begin with an **O** for OUTPUT (i.e., O1, O2). See Appendix B.

The SSIP Evaluation Plan includes evaluation questions on implementation and short, medium, and long-term outcomes, as well as corresponding performance measures for each. The implementation questions help the State to ensure that activities of the SSIP are being implemented according to the plan, and that data are reflecting progress in implementation. The short-term outcomes are foundational to the effective implementation of the SSIP and are about learning that is taking place. The medium-term outcomes focus on implementation of the knowledge and skills learned as well as infrastructure improvements. Finally, long term outcomes address the overall impact of the SSIP and reflect child-level improvements.

MSDE, in partnership with our external evaluator, has been reviewing our data management and analysis procedures. MSDE has centralized local data collection by supporting participating LSSs through the TAP-IT Digital Portfolio. Participating LSSs can upload their data to the TAP-IT Digital Portfolio as it is available and use the TAP-IT process to make decisions based on the data collected. State teams and the external evaluator also have access to this system, which allows them to monitor progress and provide LSS personnel with support and feedback as necessary. Data on 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 annually.

MSDE is working closely with our new external evaluator to align data collection activities with the evaluation questions and measures of success. Our work with the external evaluator has helped us identify areas where our current data collection activities do and do not support a comprehensive response to our identified evaluation questions or effectively allow for progress assessment. For this year's SSIP report we have included results related to the established evaluation question where there was not current alignment between the measure of success and currently available data. However, using data collected in this phase, MSDE has demonstrated progress on a number of different metrics supporting implementation of our

improvement strategies, changes in educator practice, and improvements in student outcomes. MSDE has documented that progress towards intended improvements in the following section.

MSDE has identified four key focus areas for our work on the SSIP:

- 1) Participation and Learning;
- 2) Improvements to Infrastructure;
- 3) Fidelity of Implementation of Evidence-Based Practices (EBPs); and
- 4) Progress Toward Achievement of the SiMR.

The following sections present tables and accompanying narratives describing progress in each of the four areas. Each table includes information on implementation and outcome questions, data sources, data collection timelines, and current data, and each is followed by a narrative describing key successes and challenges in each of the four areas, including practice highlights from participating LSSs.

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

The MSDE continues to build upon the success detailed in previous SSIPs by supporting ongoing implementation and scale-up of evidence-based practices and continuing improvements to infrastructure at the state and local levels. MSDE is continuing to reflect on our logic model, implementation plan, and evaluation plan to ensure alignment with current initiative goals. We have continued to refine our evaluation plan based on the results of ongoing data collection activities, stakeholder input, and the input of our new external evaluator. MSDE plans to continue to use these data collection activities to inform adjustments to the implementation and evaluation plans over time.

a. Review of Key Data for Progress and Evidence of Change to Baseline Data

In the following sections, the MSDE highlights successes and opportunities for improvement in the four key focus areas of our work on the SSIP.

PARTICIPATION AND LEARNING

This section includes data on evaluation questions related to establishing the foundation necessary for changes in infrastructure and capacity to implement evidence-based practices. The table on the following page demonstrates the questions, measures and outcomes related to participant engagement and learning.

Table 6. *Evaluation of State and Local Participation and Learning*

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
I2. How many PL sessions were held for state and local implementers? What topics were covered? How many participants attended each? What districts or schools were represented?	Number of PL sessions by topic, number of participants, number of LSSs represented	Meeting notes/ agendas/ registrations	Quarterly	2 Annual professional learning institutes were held	1 Virtual session, 3 all-day sessions, and 1 two-day coaching seminar	Webinar Feb. 2018 Face-face workshop May 2018 4-day training July 2018	Additional details about last year's activities are included below
I4. How many and what type of resources were developed to promote implementation, scale-up, and sustainability? What mathematics EBP resources were developed?	Number and type of resources developed; number and type of resources shared	Resource Toolbox -SSIP Website	Annually during first quarter	4 resources developed	8 resources developed, 4 resources revised	10 resources have been identified for sharing; No new resources were shared	Emphasis was placed on effectively using resources that had previously been developed
I3. To what extent (how many?) did teachers and family members participate in training modules?	Number of family and teacher participants accessing Parent and Teacher Partnership modules	End of Module Survey	Quarterly	RFP for training modules was prepared and an IHE was identified to develop the Parent-Teacher Partnership modules	Development and field testing of 8 modules prior to finalization	Additional 8 math-focused modules developed; implementation of the new modules planned in Queen Anne's County; Updates to module brochures; 3 end-of-module surveys developed	Surveys will be administered to collect this data beginning next year
O6. Are families in participating schools engaged partners in their children's education?	Percent of participants reporting positive school relationships; percent of positive family and school partner-ships	Parent-Teacher Partnership Survey	Annually	N/A	70% of families report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	70% of families report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	

Key Successes in Improvements to Participation and Learning

In calendar year 2018, the MSDE continued to build upon the successful professional learning sessions hosted. Seven professional learning sessions were held last year. The MSDE hosted a webinar in February 2018 with more than 40 participants from three LSSs. Queen Anne's County and Worcester County each hosted two meetings to discuss TAP-IT and using the Digital Portfolio [DP]. In May 2018, the MDSE hosted an all-LSS meeting to discuss the On-Going Assessment Project [OGAP]. MSDE also hosted individual meetings in May regarding OGAP with Charles and Cecil Counties, and these meetings held a total of 25 attendees. In July, the MSDE hosted a four-day summer OGAP facilitator training on additive reasoning and fractions that was attended by more than 40 county educators at which all LSSs were represented. The MSDE concluded the calendar year with an October meeting of all LSSs to discuss practices.

Prior to implementing professional development, coaches, curriculum planners, and the administrative team look at school-level data and their fidelity assessments tool to identify any gaps or weaknesses in current practices and to make sure professional development is targeted.

Last year, the MSDE identified and/or developed a number of Implementation Science tools and resources to share with

LSSs to support stage-based implementation work. Examples of these resources include a Term of Reference MOU, the Hexagon Tool, the District Initiative Inventory, and the Communication Protocol.

The State also developed usable innovations descriptions and fidelity checklists for TAP-IT, TBCI, and SCL. The MSDE focused on supporting the effective use of these resources at the local level this year rather than introduce new resources. This work ensures that each tool is used appropriately and provides MSDE with valuable information about any revisions or additional tools that may need to be developed to support high-quality implementation.

Queen Anne's County is successfully piloting the eight Parent-Teacher Partnership modules adapted by UMD-Eastern Shore from work completed by the Ohio Department of Education. Topics for the modules include high-leverage family engagement strategies such as respect,

Practice Highlight

Building upon the OGAP training previously provided by the MSDE, this year, **Charles County** began to implement OGAP in their school system by hosting four half-day trainings for every elementary special education teacher and school-based math coach. Charles County staff who attended a previous summer training are now providing training to the special education teachers, demonstrating increased capacity within their program and supporting further expansion of evidence-based practices. Charles County reports that this is the strongest practice they've implemented to help support teachers in math content.

Worcester County reports that the OGAP training has been pivotal for improving educator practices. This system has provided OGAP training for educators across the grade-span and they report that their general and special education teachers are knowledgeable about and have adapted the OGAP framework successfully in their classrooms.

communication and collaboration, as well as effective math instructional strategies in topics that include additive reasoning and fractions. The creation and implementation of these modules reflect a strong partnership at the state level as the MSDE Director of Program Improvement and Family Support for Title I have partnered with DSE/EIS to support this pilot initiative. MSDE plans to use Lessons' Learned from this pilot to support scale-up of the use of these modules in other LSSs in the coming year. To support this effort, MSDE developed a brochure describing the Parent-Teacher Partnerships Program and created three end-of-module surveys to be completed by participants. These surveys will collect information about the effectiveness of the module and other information that can be used to support an ongoing cycle of continuous improvement for delivery of the modules beyond the pilot phase. MSDE plans on collecting data from these end-of-module surveys in the coming school year.

MSDE has also seen sustained or improved family engagement practices across the four SSIP LSSs. The following table presents statewide and local level Indicator 8 data for the past two years.

Table 7. *Maryland Part B Special Education Indicator 8 Parent Survey (Target = 70%)*

Local School System	2016-2017	2017-2018
Cecil County	70%	70%
Charles County	70%	69%
Queen Anne's County	70%	69%
Worcester County	80%	79%
Maryland	70%	69%

Challenges to Improving Participation and Learning

When MSDE first began work on the SSIP, the Cross Departmental team received training in implementation science and systems coaching. According to feedback from participants, this training seemed redundant to many members or was not directly connected to their work, resulting in low engagement and low participation in the meetings. To address this challenge, the team is now focusing on mathematics and family engagement. These new topics are more meaningful to the participants and will help them focus on what they want to achieve. MSDE has seen evidence of increased engagement already. For example, only one member of the Cross-Departmental team, outside the DEI/SES team, was able to attend a meeting originally scheduled in late January 2019, but it was rescheduled for April and 13 of the 14 members have confirmed participation. By continuing to focus on topics that are applicable to the members' daily practices, we hope to see greater engagement and participation in the professional learning components in the coming year.

IMPROVEMENTS TO INFRASTRUCTURE

This section includes data on evaluation questions related to changes in local and state infrastructure.

Table 8. *Evaluation of Changes to Infrastructure*

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
I1. How many Cross-Departmental team meetings were held, and what Divisions were represented?	Number of meetings; Number of Divisions represented	Meeting notes	Annually during first quarter	N/A	A Cross- Departmental Team composed of 4 Division representatives met seven (7) times	3 meetings were held and 3 divisions were represented	
I5. How many MSDE Systems Coaches (K-21 Liaisons) were trained?	Meeting notes/ agenda with attendance	Meeting notes, attendance in Indistar	Annually during first quarter	N/A	4 Part B system coaches were trained	No additional coaches trained in year 3. There are 4 trained coaches	Additional training is not planned at this time. MSDE has hired a new Liaison who has received in-house coaching
I6. How many local Systems Coaches were trained in TAP-IT? How many local Systems Coaches were trained in EBP implementation?	Training session agenda with attendance; report for each LSS	Agenda with participants and affiliation	Annually during first quarter	TAP-IT Implemented in 2 school systems	16 local systems coaches were trained; TAP-IT process used in 5 school systems and more than 20 EBP trainings occurred across LSSs	All SSIP school systems are currently using the TAP-IT Digital Portfolio; 16 coaches still in place	No additional trainings have occurred at state or local levels
I7. What protocol for State Technical Assistance was developed?	Creation of an MSDE DSE/EIS TA Manual	MSDE	Summary for Annual Report	Discussions and planning about a technical assistance protocol began	TA manual was drafted with consultation from the National Center on Systemic Improvement	The protocol draft is still being reviewed and finalized	
O1. To what extent did MSDE engage in strategic collaboration and communication with Cross-Departmental State staff and other stakeholders?	Number of meetings held; Percent of CD members and SESAC members indicating communication and coordination was effective	Meeting notes	Annually	n/a	17 participants were identified and participated in the Cross-Departmental team	MSDE shared information about the SSIP at 3 state SESAC meetings	MSDE is focusing on more informal collaboration through regular communication and information - sharing at the state level. MSDE is also emphasizing engagement with districts.
I8. How many resources were developed/shared to be reviewed for the Resource Toolbox?	Resource Toolbox	Quarterly for Annual Report		An Online Learning Event was developed to provide an overview of Implementation Science for SSIP partners	Tools have been developed for LSS use but not disseminated	Toolbox tools and the online toolbox are awaiting review	

Key Successes in Improvements to Infrastructure

In the past year, MSDE has made a number of improvements to state infrastructure that have supported local infrastructure with participating LSSs. MSDE has developed a State Cross-Departmental team with representatives from each of the MSDE programmatic divisions, the SSIP lead staff, local liaisons, and the SSIP partners and evaluators through the Maryland Coalition for Inclusive Education. The team has 22 members and met three times this year. Based on the results of the staff survey completed last year regarding the effectiveness of the Cross-Departmental team, MSDE staff focused on improving collaboration between the SSIP liaisons and MSDE staff specialists so that there are increased efforts to collaborate and share information, as well as consistent, regular communication. This less formal communication allows for more regular, organic opportunities for information sharing and collaborative planning. MSDE also improved connections with the state special advisory council in the past year, attending three council meetings and presenting information about SSIP activities for their input and feedback.

MSDE has been working on developing broader stakeholder engagement and communication pathways as well. Seeking to move beyond the MSDE-centric engagement strategies of previous years, SSIP staff have been seeking out and creating opportunities to ensure that this engagement is with the broader field at large. MSDE SSIP staff have attended some quarterly math briefings across the state to talk about the work of the SSIP and the project's priorities. We are also working on identifying opportunities for connection among state special education advisors and district personnel to further support meaningful collaboration for improved outcomes for students with disabilities.

State Systems Coaches play a pivotal role in supporting fidelity of implementation and scale-up of evidence-based practices at the local level. During initial SSIP implementation, MSDE trained four Part B systems coaches. There has been turnover in two of these positions in subsequent years, so MSDE has engaged in ongoing training to on-board new Systems Coaches. No additional training for experienced Systems Coaches is planned at this time, but four coaches remain available to support SSIP activities at the local level.

LSSs have also trained local System Coaches. MSDE provided systems coaching training to 17 state staff and 12 LSS staff as part of the initial work for the SSIP. MSDE has built on this foundation by offering subsequent training opportunities during monthly coaches' clinics and the quarterly TAP-IT meetings. All district leaders and local systems coaches have been trained in the TAP-IT Digital Portfolio and are currently using it for data collection activities. In addition, LSSs have engaged in their own training and PD activities.

Charles County began the year by hosting a three-hour kickoff event that provided training on specially designed instruction (SDI). They also partnered with Johns Hopkins University to offer a new teacher training for all first-year teachers and long-term substitutes on TBCI, structured cooperative learning, and classroom management. Additionally, Johns Hopkins University offered training for second-year teachers to refine their understandings of challenge questions. Across the academic year, Charles County implemented four, half-day trainings for every elementary special education teacher and school-based math coaches and noted that this was the strongest action that they have taken to help support teachers for math content.

Cecil County has engaged every elementary school teacher in ongoing professional development through their monthly county professional development activities and professional learning communities.

Worcester County offered OGAP training for all grade levels and provided specially designed instruction training at all schools in the county for teachers in grades kindergarten through twelve. Lastly, **Queen Anne's County** has provided training regarding routines and strategies that teachers need to use to help students develop mental maps, and then how teachers can use those strategies in the normal classroom setting. They have also implemented DataWise training to support the use of data to inform decision making.

MSDE is also working to improve infrastructure to support the SSIP by developing resources to support implementation. In consultation with the National Center on Systemic Improvement, MSDE drafted a DSE/EIS TA manual, including a TA protocol. Over the past year, MSDE staff have engaged in ongoing reviews and revisions of the draft manual to prepare it for public release.

Throughout the SSIP, MSDE has been developing tools to support SSIP activities at the local and state levels. Implementation science tools and resources have been developed or identified

Practice Highlight

Cecil County made adjustments to their fidelity of implementation checklists to clarify what they are looking for in teacher implementation of TMI. They have transitioned to a Google Form with drop-down menus to make data more accessible. They use rubrics to make the fidelity checklists clear and they have been upfront in sharing expectations with teachers, resulting in an improved understanding of desired practices and higher-quality data.

for district use, including: Terms of Reference, Hexagon Tool, District Initiative Inventory, and Communication Protocol. The online Resource Toolbox is still in development and is awaiting review and approval by the MSDE

administration. However, the MSDE has been continually identifying and/or developing resources for inclusion. New resources this year include six articles related to evidence-based practices, and 10 articles related to Math Instruction-Interventions. These articles are research articles from peer-edited journals about why these interventions matter or how students benefit from data-driven decisions.

Practice Highlight

The MSDE is seeing increased collaboration within the SSIP schools and across the LSSs. Several participating school systems collaborated to offer joint OGAP and strategic planning training. In addition, **Worcester County** has increased collaboration among general and special educators by hosting joint meetings with the two departments. Worcester has also developed a new learning plan form and template that is easy to use to design instruction for math. They have recently implemented a new process for using these resources, as well.

Challenges Improving Infrastructure

The largest challenge to improving infrastructure has been staff turnover at MSDE. In the past year, the SSIP Coordinator and two Liaisons (Systems Coaches) unexpectedly left their positions. MDSE staff coordinated to complete tasks related to the SSIP, but not everyone had the institutional knowledge or relationships with the districts to engage in activities to the same degree as the previous SSIP Coordinator. The current SSIP Coordinator assumed this responsibility in October 2018, and will bring consistency to the team. New district liaisons are in place, have received training from MSDE, and have learned the culture of the districts as well as their approaches to improvement, and these liaisons can now offer more targeted support.

FIDELITY OF IMPLEMENTATION of EBPs

This section includes data on evaluation questions related to fidelity of implementation of evidence-based practices. The table on the next page presents the status of the evaluation of evidence-based practice implementation fidelity measurement.

Table 9. *Evaluation of Fidelity of EBP Implementation*

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
I9. How many fidelity tools were developed for systems coaching and mathematics EBPs?	Number of tools developed for systems coaching and mathematics EBPs	Resources in the school systems' folders	Annually during First Quarter	N/A	7 fidelity tools were developed	5 fidelity tools were developed	
O2. To what extent did State systems coaches provide programmatic support and technical assistance to LSS consistent with MD Differentiated Framework?	Number and type of coaching provided; number and type of systems coaching interactions; percent of coaches providing high quality systems coaching; percent of coaching done with fidelity	TA Log	As activities occur	MSDE asked systems coaches to rate their own proficiency; results ranged from 12 - 46.9% of coaches reaching proficiency on skills	MSDE offered Systems Coaching Professional Learning sessions to improve programmatic support	MSDE provided ongoing support to state systems coaches and systems coaches were available to support LSSs by request	MSDE is developing a new measure to assess the quality and extent of state systems coaches' support
O3. To what extent did State and LSS implementation teams use an evidence-based data informed decision making process with fidelity?	Percent of SITs and LITs using the TAP-IT process with fidelity	Interviews	Three times a year	N/A	N/A	Through interviews with the external evaluator, LSSs report increased use of data-based decision making	MSDE has identified this need as a high priority and plans to provide additional support around using data and data literacy in the future
O4. To what extent did LSSs provide systems coaching with fidelity?	Percent of LSSs implementing systems coaching with fidelity	Systems Coaching Fidelity Assessment	Twice a year (fall & spring)	N/A	N/A	Fidelity checklist was used at state and local levels but MSDE did not collect this data	MSDE is developing a new measure to assess the quality and extent of state systems coaches' support that can be used to support fidelity measurement at the local level
O5. To what extent did schools implement mathematics EBPs and specially designed instruction with fidelity?	Percent of teachers implementing EBP math practices with fidelity	Interviews and any fidelity data in school folders	Annually	N/A	2 of 5 LSSs have fidelity measures developed and each LSS has an annual goal for fidelity	All LSSs have a fidelity goal. Two of the four have met their fidelity goal. The other two are very close to meeting fidelity	

Key Successes in the Fidelity of Implementation of EBPs

The following table summarizes the EBPs selected by school systems and the implementation status for each.

Table 10. *Status of Local Implementation of Evidence Based Practices*

School System	Evidence-Based Practice	Status of implementation of EBP
Charles County	Structured Cooperative Learning and Team Based Cycle of Instruction	Initial implementation (Full implementation in two schools; scaling up to additional grades in others)
Cecil County	Targeted Math Instruction (TMI)	Planning for full implementation (Full implementation of EBP in pilot schools; scaling to all other elementary schools in county (15 additional))
Worcester County	Main Lesson, Menu Lesson Instructional Framework (Tapper)	Initial implementation (they are implementing the EBP in some elementary schools)
Queen Anne's	Do the Math Intervention Program	Planning for full implementation (Moving from initial to full implementation of EBP in pilot schools; scaling up implementation to all elementary schools (8 total))

The MSDE and LSSs developed seven fidelity of implementation tools for systems coaching and mathematics EBPs: the TAP-IT fidelity assessment; the system coaching fidelity assessment; and assessments for the team-based cycle of instruction, structured cooperative learning, main lesson-menu lesson, *Do the Math*, and Targeted Mathematics Instruction (TMI) for struggling students. The systems coaching fidelity tool is also being integrated into the design of the TA manual and accompanying guidance documents to ensure consistent messaging and implementation.

A number of tools to assess math EBPs are also in use by the LSSs:

- *Do the Math* Fidelity Tool (Queen Anne's),
- *Clinical Interview* Fidelity Assessment Template (Worcester),
- School and Classroom Use of *CRA Universal Screening Assessment* to Analyze Student Understanding of Math Concepts (Worcester),
- Classroom Use of *Math Menu for Differentiation of Math Concepts* Fidelity Assessment (Worcester), and
- TAP-IT Fidelity Assessment (Worcester).

Each LSS has identified its own fidelity goal. According to a survey conducted by the external evaluator, two of the four participating LSSs have met their fidelity goals and the other two are very close to meeting their goals. The MSDE has identified the need for both State and local Systems Coaches and instructional coaches to become better versed in the use of data for

evaluating impact of EBPs. This is a high priority moving forward and the MSDE plans to provide state- and local-level personnel with training on effective data use and data literacy.

Challenges Implementing EBPs to Fidelity

Similar to the challenges described in the improving infrastructure section, the turnover in staff (both at the state level and at the local school system- and school-levels) has been a challenge. In addition, LSSs have been concerned about their ability to financially sustain instructional coaches, while recognizing the importance of that position for fidelity of implementation. To address this challenge, MSDE has strategically assigned State Systems Coaches to serve regions of the State, building technical assistance relationships. In addition, the MSDE is offering financial resources to each SSIP district for the 2019-2020 school year to support coaches and ongoing professional learning efforts. We are also planning targeted professional development with a focus on data literacy to help engage teachers and LSS leaders in using their data for decisions related to both instructional planning and evaluating the efficacy of their EBP. This targeted professional development will help local school systems better implement their evidence-based practices, and it will ensure they are implementing with fidelity.

Practice Highlight

Worcester has achieved high fidelity (over 80%) with their instructional framework for Tier 1 and Tier 2. They are using a fidelity assessment to monitor Tier 3 instructional practices.

When teachers and local leaders understand the practice and data collection, fidelity of implementation improves, and ultimately student outcomes improve. MSDE is also working to improve communications between MSDE and local personnel regarding the SSIP by engaging in more consistent informal communication and collaboration.

PROGRESS TOWARD ACHIEVEMENT of SiMR

This section includes data on evaluation questions related to achievement of the SiMR. A table on the next page defines the measures and progress data to date.

Table 11. *Evaluation of Progress Toward Achievement of the SiMR*

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
O7. To what extent do students with disabilities in grades 3-5 in five LSSs demonstrate increased proficiency in math performance as measured by state assessment?	Percent increase in students with disabilities approaching, meeting, or exceeding grade level expectations in mathematics	PARCC Mathematics assessment results	Annually, summer	See Figures 4, 5, and 7			
	Percent of students with disabilities placed and participating in general education instruction	Educational Environment code on IEPs in the MD Online IEP.	October 1 & March 1	See Figure 6			
	Percent of 3rd- to 5th-grade students with disabilities achieving grade-level benchmarks in mathematics	Mathematics Universal Screening Benchmark Assessment	Fall, winter, spring data for those collecting valid data	N/A	N/A	N/A	This data has not been collected in a consistent format or on a consistent schedule across LSSs. The external evaluator hired by MSDE will work with LSSs to support this data collection moving forward.
	Percentage 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	See Figure 7			The external evaluator hired by MSDE will analyze this data.

Key Successes in Progress Toward Achieving the SiMR

Percent increase in students with disabilities approaching, meeting, or exceeding expectations in mathematics by grade level

The first measure uses the PARCC data for the SSIP schools in each SSIP county. In the SSIP schools in the four SSIP counties, there were generally increases in the percent of students with disabilities who were approaching, meeting, or exceeding expectations on the grades 3-5 mathematics assessment between 2016 and 2017. However, between 2017 and 2018, there

was a decrease in the percent of students approaching, meeting, or exceeding expectations in grades 3-5 mathematics in the SSIP schools in three of the four SSIP counties (Figure 4).

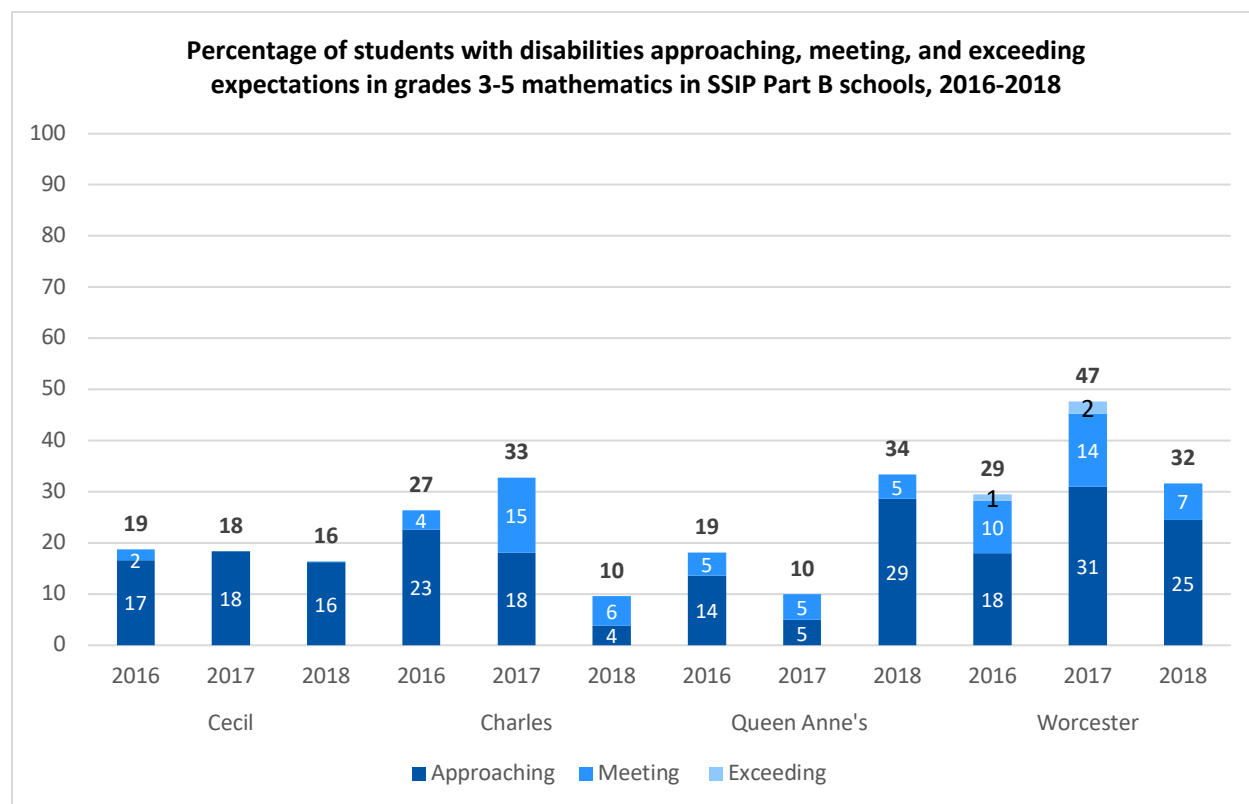


Figure 4. Percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3-5 mathematics in SSIP Part B schools, by county, 2016 through 2018

- In the two Cecil County elementary schools, there was a 2 percentage point decrease in the percent of students with disabilities in grades 3-5 approaching expectations in mathematics between 2017 and 2018. There was no change in the percent meeting or exceeding expectations (no students with disabilities were meeting or exceeding in either 2017 or 2018).
- In the three Charles County elementary schools, there was a 14 percentage point decrease in the percent of students with disabilities in grades 3-5 approaching expectations and a 9 percentage point decrease in the percent meeting expectations in mathematics between 2017 and 2018. There was no change in the percent exceeding expectations (no students with disabilities were exceeding in either 2017 or 2018).
- In the two Queen Anne's County elementary schools, there was a 24 percentage point increase in the percent of students with disabilities in grades 3-5 approaching expectations in mathematics between 2017 and 2018.
- In the three Worcester County elementary schools, there was a 6 percentage point decrease in the percent of students with disabilities in grades 3-5 approaching expectations, a 7 percentage point decrease in the percent meeting expectations, and a

2 percentage point decrease in the percent exceeding expectations in mathematics between 2017 and 2018.

Overall, there was a 4-percentage point increase in the percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3 through 5 mathematics between 2016 and 2017. There was a 6 percentage point decrease in the percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3 through 5 mathematics between 2017 and 2018 (figure 5).

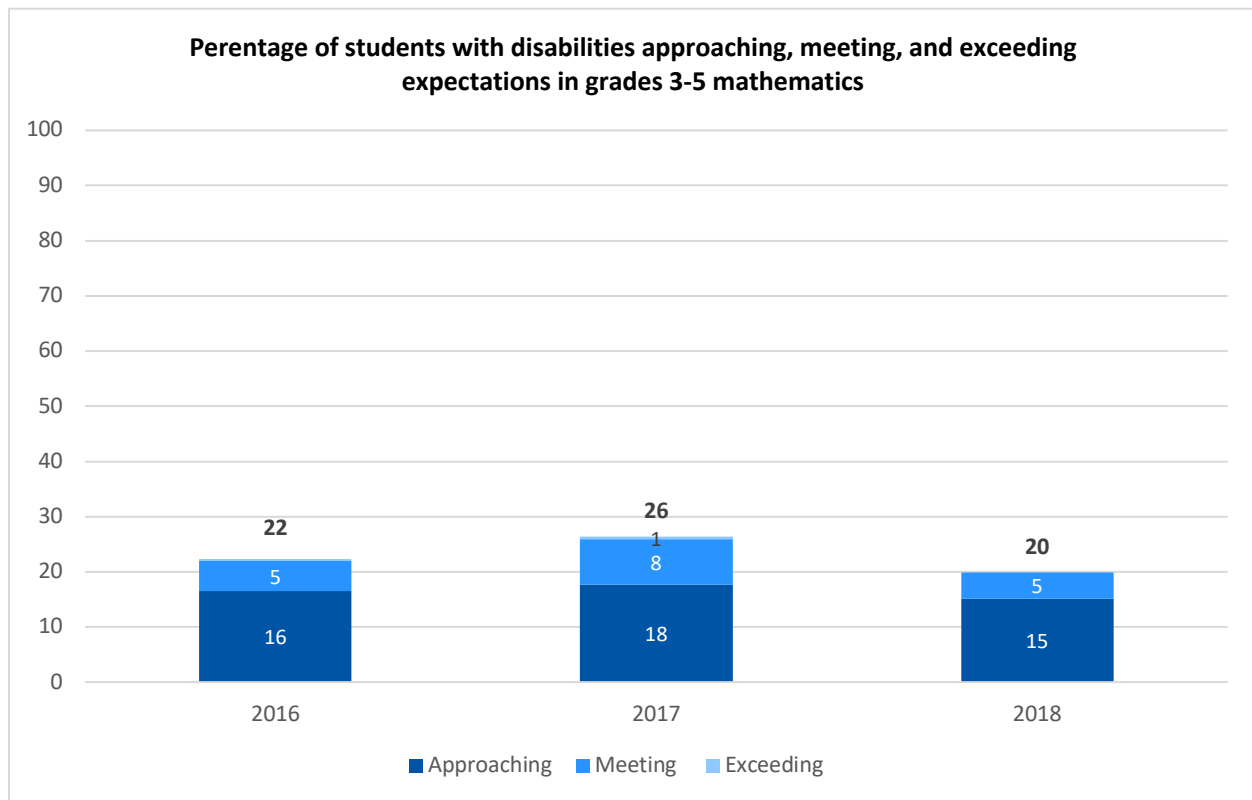


Figure 5. Percentage of students with disabilities approaching, meeting, and exceeding expectations in grades 3-5 mathematics across all SSIP Part B schools, 2016 through 2018

Percent of students with disabilities placed and participating in general education instruction

The second measure of success is the percent of students with disabilities placed and participating in general education instruction. For this measure, the indicator of success is the percentage of students with disabilities who are in regular classrooms 80 percent of the day or more. The goal is to have 80 percent of students with disabilities in regular classrooms for 80 percent of the day or more. In 2017-18, 82 percent of children with IEPs aged 6 through 21 were in regular classrooms 80 percent or more of the day (LRE A). This was a two percentage point increase over 2016-17.

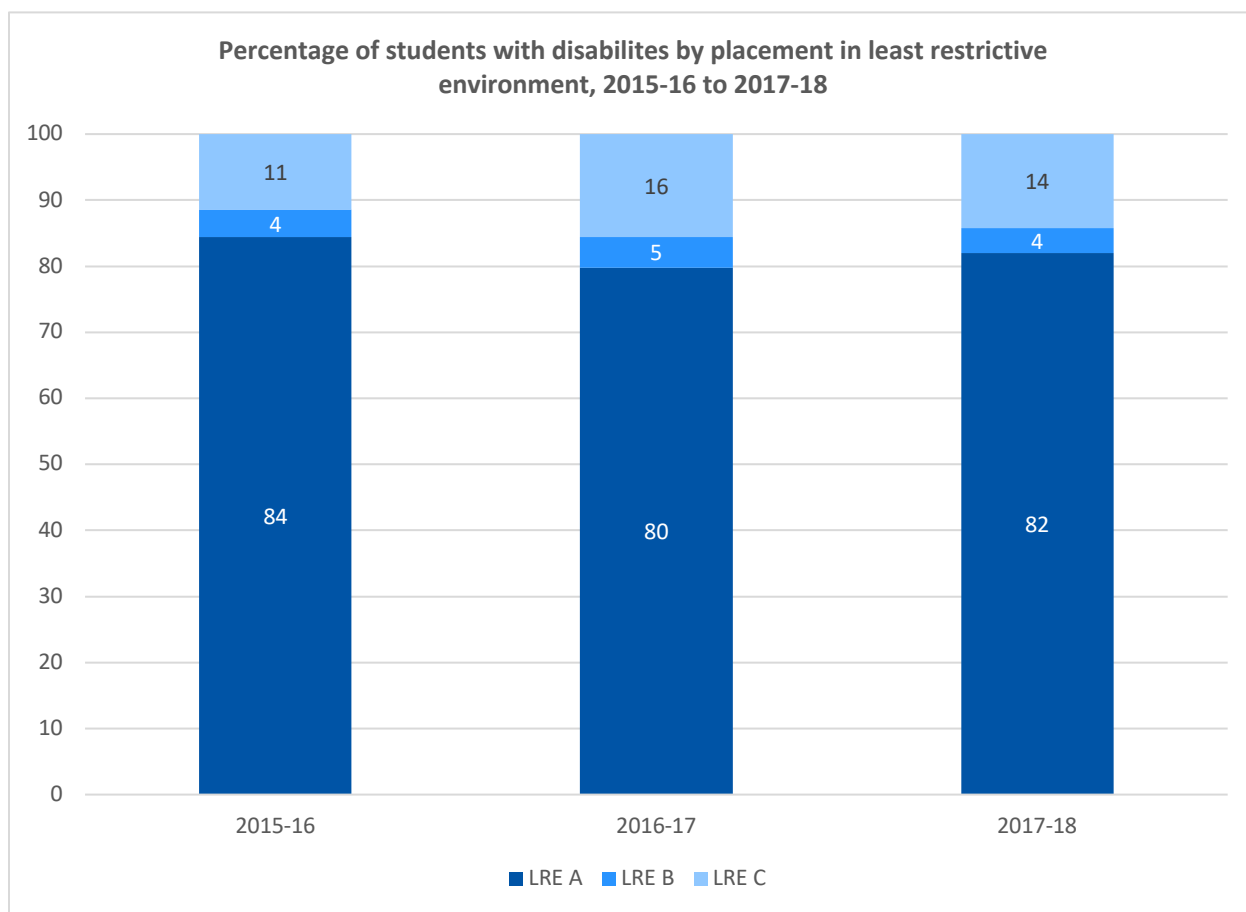


Figure 6. Percentage of students with disabilities by placement in least restrictive environment (LRE), 2015-16 through 2017-18

LRE A = Inside the regular class 80% or more of the day;

LRE B = Inside the regular class less than 40% of the day; and

LRE C = In separate schools, residential facilities, or homebound/hospital placements.

Percentage 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

The next figure presents data on the gap between the percent of students without disabilities and the percent of students with disabilities who score proficient (i.e., levels 4 and 5) in math. It displays results for the Part B SSIP schools in each county. In the figure, the lower boundary for each bar represents the percent of students with disabilities who were proficient (level 4 or 5) and the upper boundary for each bar represents the percent of students without disabilities who were proficient (level 4 or 5). The size of the bar is the percentage point gap between students with disabilities and students without disabilities.

Between 2016 and 2017 the gap grew by six percentage points in Cecil County SSIP schools and by one percentage point in Queen Anne's County SSIP schools. The gap increased again between 2017 and 2018 in both Cecil and Queen Anne's counties—by one percentage point in

Cecil and by eight percentage points in Queen Anne's county. In the Charles County SSIP schools, the gap decreased by 11 percentage points between 2016 and 2017, but increased by 14 percentage points between 2017 and 2018. In the three Worcester County SSIP schools, the gap was narrowed by one percentage point between 2016 and 2017, but increased by 7 seven percentage points between 2017 and 2018 (Figure 7).

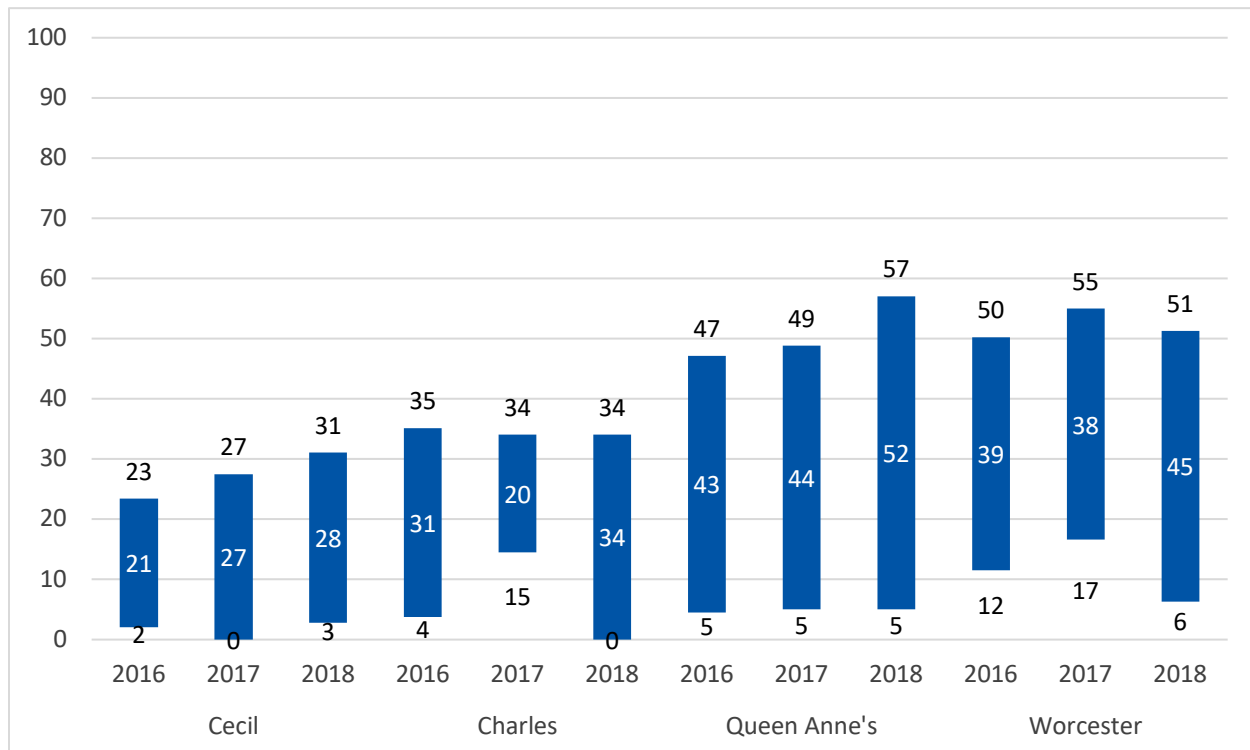


Figure 7. Percentage point gap in percent proficient in mathematics between students with disabilities and students without disabilities, by year and county

To decrease the gap, the percentage of students with disabilities who are proficient must increase at a faster rate than for students who do not have disabilities.

Challenges to Achieving the SiMR

Changes in how the State is reporting State assessment data over time make it difficult to compare accurately the percent of students who score proficient from one year to the next. When calculating the gap between students with and without disabilities, Maryland provides data on the number of students overall who are proficient, but not the number of students without disabilities. In addition, during the interviews with LSSs, administrators reported that the data from the state assessment are not seen as reliable by teachers or school systems. At the school level, teachers use other formative assessments to monitor their students, but those data are not available for aggregate analyses or examining trends over time. These changes are a challenge not only in Maryland, but also across other states.

b. How Data Support Changes Have Been Made to Implementation and Improvement Strategies

The MSDE has not made any significant changes to the implementation strategies identified in previous years' SSIP reports. Rather, we are using the results of our data analysis to refine, streamline, and improve individual strategies to meet the current needs of the state, local providers, students, and their families. Data indicate that schools are implementing with fidelity or very near full implementation fidelity. However, additional support is needed to streamline data collection and implement consistent data collection tools and practices across schools so that data can be aggregated at the state level.

c. How Data are Informing Next Steps in the SSIP Implementation

The MSDE has engaged in ongoing reflective practice regarding the SSIP since data collection began. MSDE has identified the following next steps in SSIP Implementation based on the data presented and analyzed above:

- Ongoing revisions to communications with and among the members of the State Cross-Departmental Team to support meaningful collaboration,
- The finalization of the Resource Toolbox for use by systems coaches and LSS staff,
- Ongoing support to LSS staff on implementation of EBPs,
- Statewide training on using data for instructional decision making and program evaluation,
- Improvements to the data collection and management of data on fidelity of implementation, student performance, and local and statewide activities, and
- A revised evaluation plan that places greater emphasis on high-leverage practices shown to improve student outcomes.

d. How Data Support Planned Modifications to Intended Outcomes (including the SIMR)

MSDE has not made any changes to the intended outcomes of the SSIP.

3. Stakeholder Involvement in the SSIP evaluation

MSDE is continuing to work on developing and strengthening stakeholder involvement and engagement using the *Leading by Convening* framework. In previous years, MSDE has taken a top-down approach to leadership. The focus in year 3 of implementation was to continue convening stakeholders to share progress on the implementation of the SSIP. One of the SSIP districts, Cecil County, presented to the Special Education State Advisory Committee (SESAC) in November 2018. Specifically, Cecil shared information about their EBP and progress on implementation with the group. The SESAC was interested in learning more about the work of the SSIP, and MSDE plans to have other SSIP districts engage in a similar way in year 4. Engaging with the SESAC in this capacity has also been an effective way to build relationships with families and strengthen family engagement.

Similar to engagement with the SESAC, MSDE plans to continue to engage with math supervisors across the State and attend their quarterly meeting when possible. These meetings typically occur three-four times per year with approximately 27 system math supervisors from local school systems and public agencies. In addition to attending meetings, the SSIP team will consider alternative ways to engage the State and local math experts in sharing innovative practices learned from the SSIP statewide and gaining input into implementation and evaluation of the SSIP.

Finally, as described previously, the State is working to build stronger informal connections with the LSSs and other state personnel through regular communication and collaboration. The new SSIP coordinator has already begun to develop these relationships by engaging in face-to-face meetings with each system and communicating more regularly about activities relevant to the work of the SSIP. She is also working with MSDE staff to identify opportunities for alignment and collaboration across the Department. Moving ahead, MDSE would like to engage in more collaborative work in which state personnel and LSS staff will have meaningful opportunities to collaborate and engage in shared decision making about the work.

D. DATA QUALITY ISSUES

1. Concern Related to the Quality or Quantity of Data

The primary concerns are related to obtaining data:

- *Using fidelity of implementation data for mathematics EBPs as an evaluation measure:* there has not been a common understanding among LSS coaches about how to set numeric 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 2019 as LSS staff are just beginning to measure fidelity for the 2018-19 school year.
- *Efficacy of obtaining student performance on local assessments and disaggregation by categories that may influence decision-making:* We need to determine a means for data collection with local school systems for evaluation purposes. We will work with our external evaluator on this before the end of 2019.
- *Efficacy of MSDE technical assistance implementation data:* In using the current Systems Coaching fidelity tool and the TA log, it has become clear that, as the TA manual is finalized, these two tools need to be revised and refined.
- *Alignment between the evaluation plan, measures of success, and data collection activities:* The data collection activities currently being conducted by LSS staff and MSDE do not always provide the information necessary to answer the identified evaluation questions.

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. MSDE will also work with our external evaluator, AnLar to develop data literacy modules for our LSSs.

2. Implications for Assessing Progress or Results

We have strengths in the extent to which we can assess delivery and the effects of professional learning and coaching; and we can quantify the delivery of technical assistance, as well as the fidelity of systems coaching. We are also confident in the SPP/APR data collection activities related to student assessment and LRE. 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 four significant data management efforts:

- 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,
- Create opportunities for increased State and local capacity for data literacy, and
- Revise the evaluation plan and associated measures of success as needed to align with data collection practices.

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 3 (January 2018 through December 2018). 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:

- Continued engagement and improvements in function of the Cross-Departmental Team,
- Continued focus on stakeholder engagement,
- Intensive data analysis of implementation and influences on results for students, and
- Develop a clearly articulated model of systems coaching and technical assistance

The MSDE believes that these changes will 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.

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

Fidelity assessments for EBPs have been developed but are being 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
- 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. Implementation teams can upload both their student outcome and fidelity assessment data to the "Track" section of the TAP-IT Digital Portfolio, or they can submit directly to their State Systems Coach. 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

As we have discovered in communications with other States focusing on literacy and math outcomes, identifying measures of success remain a challenge. State assessments are not sensitive enough to measure improvements in student learning and achievement; benchmark data are a better option, but inconsistent data sources across districts and over time minimize the ability of the State to determine the impact of EBPs. However, it should be noted that there

is a heightened awareness of the need to have sensitive data to assess gains for students with disabilities, establish projections of performance, and plan to accelerate progress over time.

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 and in some cases the gap in achievement between students with disabilities and their non-disable peers has widened. More measures of benchmark data have been developed this year and are being used for instructional planning; a focus will be on summarizing and presenting this data for meaningful comparisons and for evaluation purposes.

F. PLANS FOR NEXT YEAR

1. Additional Activities and Timelines

Three out of four LSSs have initiated plans to scale-up their practices to other sites within their districts during Year 3 and 4. Queen Anne's and Cecil Counties have already scaled up practices across all elementary schools in their jurisdictions.

Table 11 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 12. *SSIP Part B implementation plans for Year 3 at a glance*

Year 3 Activities	Timeline
Revise and disseminate Parent-Teacher Partnership Modules	Fall 2019
Implement classroom level EBPs	January 2019 – Spring 2020
Conduct face-to-face meetings with the LSS Implementation Teams from participating LSS	Quarterly
Design new training modules on data literacy	June 2019 – December 2019
Finalize the TA Manual for dissemination and use	September 2019 - December 2019
Continue to develop resources for the Resource Toolbox - fidelity assessments, practice profiles, High Leverage Concept (MAP), mathematics EBP tools, OGAP frameworks, etc.	January 2019 - December 2019
Disseminate “lessons learned” from SSIP at the Statewide professional learning opportunity	November 2019
Increase stakeholder engagement (SESAC, Math supervisors, and others identified)	Ongoing

2. Evaluation Activities

The Part B evaluation plan and logic model have been revised to increase alignment between the two. Additional refinement is needed to ensure alignment between measures and data collection tools. Planned evaluation activities for Year 4 include reviewing and revising all data collection tools, streamlining process for aggregating and analyzing district-level data from each SSIP LSS, and ongoing data collection and analysis. An overview of Evaluation Plan activities for Year 4 include:

- Interviews with local systems coaches,
- The provision of statewide training and resources on data literacy,

- The identification and implementation of an assessment tool based on an EBP to identify student performance and progress at the local level
- Ongoing improvements to ensure implementation fidelity data is reliable and informative to improving practice,
- The creation of opportunities for increased State and local capacity for data literacy, and
- Revisions to the evaluation plan and associated measures of success as needed to align with data collection practices.

Surveys will continue to be administered to evaluate training and coaching activities. The external evaluator will continue to work with the MSDE to refine and implement the data collection schedule outline in the evaluation plan.

3. Additional Support/TA Needed

Maryland wishes to continue our collaboration with the National Center for Systemic Improvement through TA support and the mathematics cross-state learning collaborative for 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 4 (2019).

Appendix A

TAP-IT Fidelity Tool

TAP-IT Fidelity Assessment: Implementation Team Use of the TAP-IT Data-Informed Decision-Making Process

This self-assessment was developed to help Implementation Teams assess their use of the TAP-IT data-informed decision-making process.

Teams complete this self-assessment at the conclusion of each TAP-IT Cycle. The Systems Coach is responsible for facilitating the review process and ensuring completion. Upload the completed fidelity assessment in the **Track** section of the TAP-IT Digital Portfolio within one week of the TAP-IT meeting.

Team Type:	<input type="checkbox"/> State Level	<input type="checkbox"/> Local Jurisdiction Level	<input type="checkbox"/> School Level	<input type="checkbox"/> Grade Level
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State/Jurisdiction Name: _____

Implementation Team Name: _____

TAP-IT Cycle
(Check one.) ☐ Cycle 1 ☐ Cycle 2 ☐ Cycle 3

TAP-IT Meeting Date _____

Names of Individuals Involved in the TAP-IT Meeting and Completion of this Assessment:

Name	Position	Name	Position	Name	Position

TEAM	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
Team Beliefs, Vision and Mission				
Identifies 3-5 shared beliefs about data and its relationship to learning and outcomes for children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constructs a vision about the change they want to make that reflects shared beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a mission statement that articulates how the vision is actualized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Norms				
Adheres to the Learning Community Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to the High-Performance Teaming Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Performance				
Conducts self-assessment utilizing the High-Performance Teaming Rating Scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies area of focus for the Team Implementation Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigns team roles for each TAP-IT meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines team name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines team logistics for working together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematically and consistently reviews team performance by using a high performing rating scale (e.g. H-O-T)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANALYZE	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
Data Sources				
Uses multiple sources (State level assessments, quarterly benchmark results, formative assessments) of relevant outcome data to better understand child/student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses fidelity assessments to collect and analyze implementation data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis Actions				
Conducts inquiry using guiding questions to examine data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizes key findings by developing 3-5 summary statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes a root-cause analysis process to identify underlying causes of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies an area of focus through the root-cause analysis process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies individuals or groups of individuals needing support to advance performance and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAN	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
Seek Solutions				
Solutions are actionable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team evaluates the alignment between a proposed practice (solution) and an area of focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team assesses strengths and gaps in organization's capacity to implement practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals and Monthly Targets				
Team develops an annual Fidelity goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team develops an annual Child/Student Outcome goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team develops a TAP-IT Cycle Fidelity goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team develops a TAP-IT Cycle Child/Student Outcome goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENT	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
TAP-IT Action Plan				
Team discusses concrete actions needed to mobilize the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team identifies lead person responsible for each action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team identifies what resources are needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team selects a time frame for each identified action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAP-IT Action Plan specifies the "who, what, when & where" details for implementation of the selected practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRACK	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
Data Collection Plan				
The team develops a data collection plan to monitor the execution of the TAP-IT Action Plan, implementation of evidence-based practices (EBP), and child/student outcome data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Utilization				
The team compiles, organizes, and analyzes results to determine impact of the Action Plan toward reaching performance targets and goals (quarterly and annual).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The team modifies Action Plan tasks and performance targets in response to monitoring results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TECHNOLOGY UTILIZATION IN THE TAP-IT PROCESS	In Place	Partially in Place	Emerging	Not Evident
	3	2	1	0
Digital Portfolio Use				
The team routinely uses the Digital Portfolio during TAP-IT Cycle meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The team reviews and reflects upon the feedback provided through the Digital Portfolio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting documents including agendas, notes and handouts are uploaded into the TEAM section of the Digital Portfolio by the end of each cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All relevant child/student outcome data are uploaded into the TRACK section of the Digital Portfolio by the end of each cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All implementation fidelity data for EBP are uploaded into the TRACK section of the Digital Portfolio by the end of each cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide any comments that you believe are necessary to explain the above ratings.

The contents of this instrument were developed under a grant from the US Department of Education, #H323A120010. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Tina Diamond.

Appendix B

Evaluation Plan

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
I1. How many Cross-Departmental team meetings were held, and what Divisions were represented?	Number of meetings; Number of Divisions represented	Meeting notes	Annually during first quarter	N/A	A Cross-Departmental Team composed of 4 Division representatives met seven (7) times	3 meetings were held and 3 divisions were represented	
I2. How many PL sessions were held for state and local implementers? What topics were covered? How many participants attended each? What districts or schools were represented?	Number of PL sessions by topic, number of participants, number of LSSs represented	Meeting notes/agendas/registrations	Quarterly	2 Annual professional learning institutes were held	1 Virtual session, 3 all-day sessions, and 1 two-day coaching seminar	Webinar Feb. 2018 Face-face workshop May 2018 4-day training July 2018	Additional details about last year's activities are included below
I3. To what extent (how many?) did teachers and family members participate in training modules?	Number of family and teacher participants accessing Parent and Teacher Partnership modules	End of Module Survey	Quarterly	RFP for training modules was prepared and an IHE was identified to develop the Parent-Teacher Partnership modules	Development and field testing of 8 modules prior to finalization	Additional 8 math-focused modules developed; implementation of the new modules planned in Queen Anne's County; Updates to module brochures; 3 end-of-module surveys developed	Surveys will be administered to collect this data beginning next year
I4. How many and what type of resources were developed to promote implementation, scale-up, and sustainability? What mathematics EBP resources were developed?	Number and type of resources developed; number and type of resources shared	Resource Toolbox-SSIP Website	Annually during first quarter	4 resources developed	8 resources developed, 4 resources revised	10 resources have been identified for sharing; No new resources were shared	Emphasis was placed on effectively using resources that had previously been developed

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
15. How many MSDE Systems Coaches (K-21 Liaisons) were trained?	Meeting notes/ agenda with attendance	Meeting notes, attendance in Indistar	Annually during first quarter	N/A	4 Part B system coaches were trained	No additional coaches trained in year 3. There are 4 trained coaches	Additional training is not planned at this time. MSDE has hired a new Liaison who has received in-house coaching
16. How many local Systems Coaches were trained in TAP-IT? How many local Systems Coaches were trained in EBP implementation?	Training session agenda with attendance; report for each LSS	Agenda with participants and affiliation	Annually during first quarter	TAP-IT Implemented in 2 school systems	16 local systems coaches were trained; TAP-IT process used in 5 school systems and more than 20 EBP trainings occurred across LSSs	All SSIP school systems are currently using the TAP-IT Digital Portfolio; 16 coaches still in place	No additional trainings have occurred at state or local levels
17. What protocol for State Technical Assistance was developed?	Creation of an MSDE DSE/EIS TA Manual	MSDE	Summary for Annual Report	Discussions and planning about a technical assistance protocol began	TA manual was drafted with consultation from the National Center on Systemic Improvement	The protocol draft is still being reviewed and finalized	
18. How many resources were developed/shared to be reviewed for the Resource Toolbox?	Resource Toolbox	Quarterly for Annual Report		An Online Learning Event was developed to provide an overview of Implementation Science for SSIP partners	Tools have been developed for LSS use but not disseminated	Toolbox tools and the online toolbox are awaiting review	
19. How many fidelity tools were developed for systems coaching and mathematics EBPs?	Number of tools developed for systems coaching and mathematics EBPs	Resources in the school systems' folders	Annually during First Quarter	N/A	7 fidelity tools were developed	5 fidelity tools were developed	

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
O1. To what extent did the MSDE engage in strategic collaboration and communication with Cross-Departmental State staff and other stakeholders?	Number of meetings held; Percent of CD members and SESAC members indicating communication and coordination was effective	Meeting notes	Annually	n/a	17 participants were identified and participated in the Cross-Departmental team	MSDE shared information about the SSIP at 3 state SESAC meetings	The MSDE is focusing on more informal collaboration through regular communication and information - sharing at the state level. MSDE is also emphasizing engagement with districts
O2. To what extent did State systems coaches provide programmatic support and technical assistance to LSS consistent with MD Differentiated Framework?	Number and type of coaching provided; number and type of systems coaching interactions; percent of coaches providing high quality systems coaching; percent of coaching done with fidelity	TA Log	As activities occur	MSDE asked systems coaches to rate their own proficiency; results ranged from 12 - 46.9% of coaches reaching proficiency on skills	MSDE offered Systems Coaching Professional Learning sessions to improve programmatic support	MSDE provided ongoing support to state systems coaches and systems coaches were available to support LSSs by request	The MSDE is developing a new measure to assess the quality and extent of state systems coaches' support
O3. To what extent did State and LSS implementation teams use an evidence based data informed decision making process with fidelity?	Percent of SITs and LITs using the TAP-IT process with fidelity	Interviews	Three times a year	N/A	N/A	Through interviews with the external evaluator, LSSs report increased use of data-based decision making	The MSDE has identified this need as a high priority and plans to provide additional support around using data and data literacy in the future
O4. To what extent did LSSs provide systems coaching with fidelity?	Percent of LSSs implementing systems coaching with fidelity	Systems Coaching Fidelity Assessment	Twice a year (fall & spring)	N/A	N/A	Fidelity checklist was used at state and local levels but MSDE did not collect this data	The MSDE is developing a new measure to assess the quality and extent of state systems coaches' support that can be used to support fidelity measurement at the local level
O5. To what extent did schools implement mathematics EBPs and specially designed	Percent of teachers implementing EBP math practices with fidelity	Interviews and any fidelity data in school folders	Annually	N/A	2 of 5 LSSs have fidelity measures developed and each LSS has an annual goal	All LSSs have a fidelity goal. Two of the four have met their fidelity goal. The	

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
instruction with fidelity?					for fidelity	other two are very close to meeting fidelity	
O6. Are families in participating schools engaged partners in their children's education?	Percent of participants reporting positive school relationships; percent of positive family and school partner-ships	Parent-Teacher Partnership Survey	Annually	N/A	70% of families report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	70% of families report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	
O7. To what extent do students with disabilities in grades 3-5 in five LSSs demonstrate increased proficiency in math performance as measured by state assessment?	Percent increase in students with disabilities approaching, meeting, or exceeding grade level expectations in mathematics	PARCC Mathematics assessment results	Annually, summer	See Figures 4, 5, and 7			
	Percent of students with disabilities placed and participating in general education instruction	Educational Environment code on IEPs in the MD Online IEP	October 1 & March 1	See Figure 6			
	Percent of 3rd- to 5th-grade students with disabilities achieving grade-level benchmarks in mathematics	Mathematics Universal Screening Benchmark Assessment	Fall, winter, spring data for those collecting valid data	N/A	N/A	N/A	This data has not been collected in a consistent format or on a consistent schedule across LSSs. The external evaluator hired by MSDE will work with LSSs to support this data collection moving forward

Evaluation Question	Measure of Success	Data Source	Data Collection Timeline	Baseline Data	Phase III, Year 2 Data	Phase III, Year 3 Data	Notes
	Percentage 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	See Figure 7	The external evaluator hired by MSDE will analyze this data		