

# Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #6

**Division of Early Intervention and Special  
Education Services**

February 28, 2024

CO-CHAIRS

---

Dr. Carey Wright, Interim State Superintendent of Schools  
Liz Zogby, Special Education Policy & Advocacy

# Privacy and Confidentiality Statement

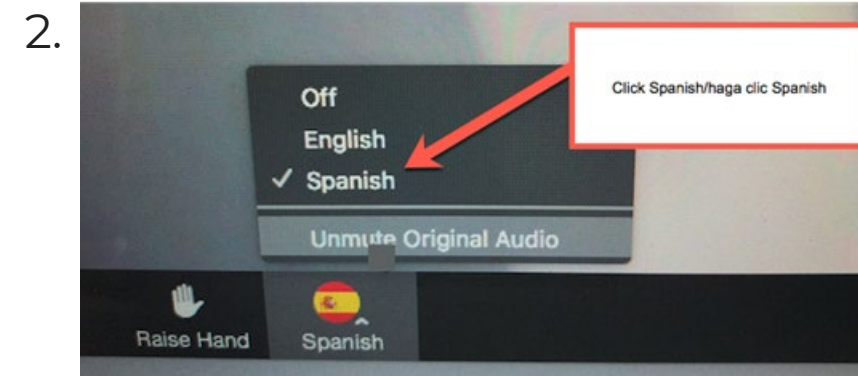
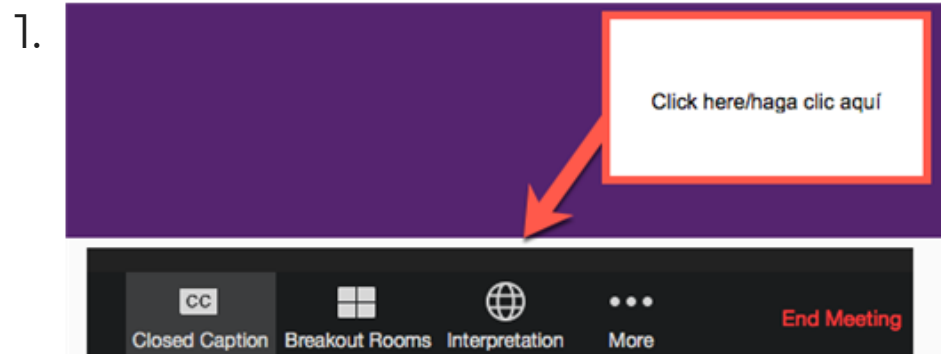
Attendees of this meeting should be aware that there are known and potential privacy and confidentiality issues with the Zoom System (Cloud Service, Web application, and/or Application). While every effort has been made to ensure the security of this meeting, factors out of the State's control introduce risk. Participants should evaluate the risk associated with the application and platform and determine if the risks preclude the use of the service. The State provides no warranty regarding the security of the application, confidentiality of the information discussed, or the privacy of information collected by the application and/or service. Security events impacting the confidentiality, integrity, or availability of a meeting (e.g., ZoomBombing) must be reported to the State Security Operations Center ([soc.info@maryland.gov](mailto:soc.info@maryland.gov)).

# Note to Attendees

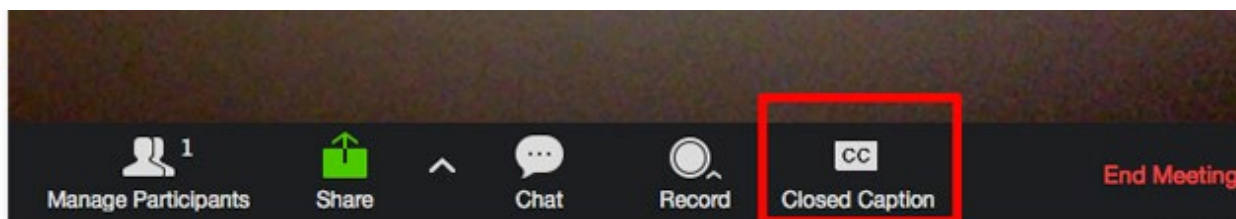
<https://youtube.com/live/VJ25K2t92tg?feature=share>

This meeting is being recorded and livestreamed via MSDE's YouTube channel:

¿Español?



Closed Captioning







## Presentation Outline

1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

# Blueprint Special Education Workgroup

## Meeting #6

### Guiding Question

How can MSDE ensure the effective implementation of IEPs, including technical assistance, monitoring, and uniform data collection?





# Public Comment

1. Welcome/Introductions
- 2. Public Comment**
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

Hear from Registered Guests – Public Comment Period





1. Welcome/Introductions
2. Public Comment
- 3. Workgroup Feedback from 1/30**
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

## Workgroup Feedback from January 30, 2024

Summary of Workgroup feedback and input



1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
- 4. Proposed Recommendations**
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

## Proposed Recommendations

Review and discussion on proposed recommendation(s)



## Recommendation(s) for Discussion

- MSDE should develop a plan for a plan with tasks and timelines within 60 days. The plan for a plan should include:
  - MSDE should increase its capacity (staff positions, knowledge base, and/or other means) to provide sufficient guidance and TA.
  - Guidance and TA to LEAs, including review of current TABs and creation of more accessible guidance for educators and staff, to increase understanding that SDI requires evidence-based specially designed instruction as part of services that are reasonably calculated to enable each student's goals to be achieved.
  - Dissemination of a menu of evidence-based best practices that LEAs must select from (subject to waivers); availability of TA on the evidence-based best practices based on ongoing needs assessments and monitoring; and guidance on factoring in, where appropriate, IEP Team judgment.
  - The relationship between RTI and SDI (a continuation of the discussion of MTSS/RTI under the Topic of Integration.)



1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations

**5. MSDE Updates on Workgroup Recommendations**

6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

# MSDE Updates on Workgroup Recommendations

Large Group Discussion



# Recommendation #1

COMAR and MSDE guidance should be revised to provide:

- Students without significant cognitive disabilities are legally entitled to IEP goals and services that enable them to meet grade-level standards. When these students are behind grade-level standards, they should receive IEP goals/services that enable them to close or narrow the gap between standards and their performance levels.
- Students with significant cognitive disabilities are legally entitled to IEP goals/services that enable them to have access to grade-level content standards (i.e., the general education curriculum) and to meet alternate grade-level standards. Goals should be based on evidence-based instructional practices, related services, and LRE principles that maximize their potential.

## MSDE Planned Response:

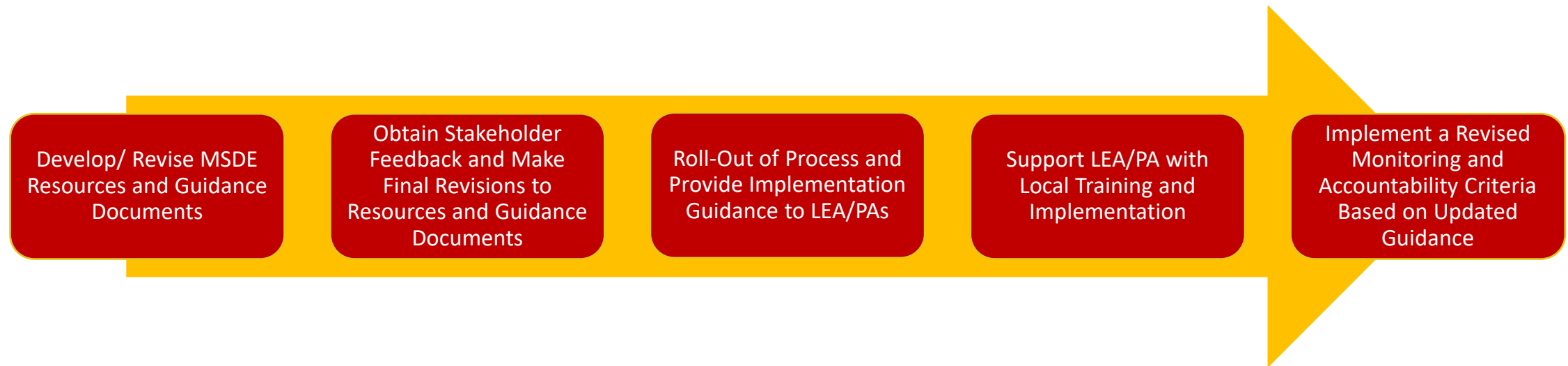
- MSDE has begun conversations with the Office of the Attorney General to determine where in COMAR the recommended language may be appropriate.
- MSDE will begin to review and revise current guidance, including but not limited to, [Technical Assistance Bulletins 19-01 - Improving Outcomes for Students with Disabilities Curriculum, Instruction and Assessment](#) and [19-07 - Improving Outcomes For Students With Significant Cognitive Disabilities: Eligibility, Instruction, and Assessment](#)

## Recommendation #2

Review State monitoring tools and compliance protocols to ensure that IEP goals narrow or close the gap between present levels of achievement and grade-level standards, and that, based upon research and professional judgement, IEP services are reasonably calculated to enable the goals to be achieved.

### MSDE Planned Response:

- MSDE has begun monthly meetings to review current monitoring protocols.
- MSDE will implement a revised monitoring protocol for the 2024-2025 monitoring year.

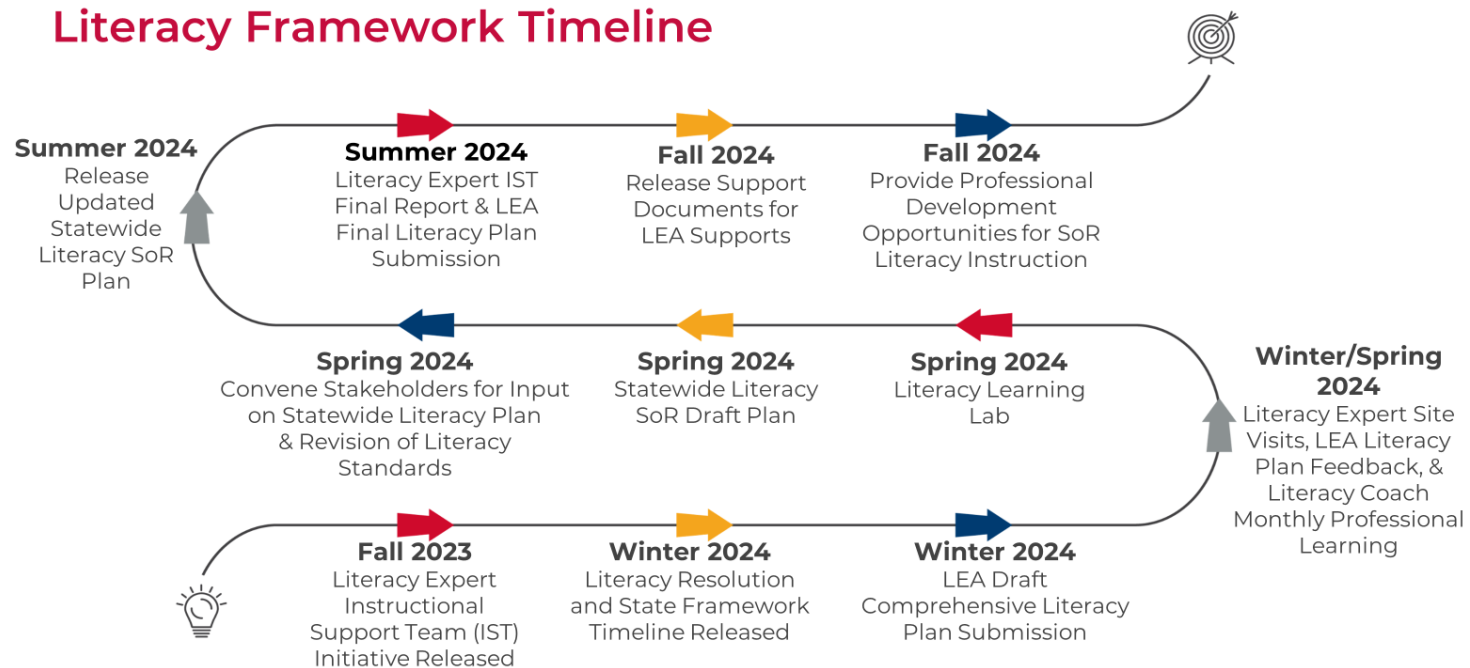




# Recommendation #3

Develop a comprehensive early literacy plan to ensure that all students in general education receive evidence-based instruction, including high-dosage tutoring, within an MTSS/RTI framework in general education, with the highest priority in grades K-3.

## MSDE Planned Response:





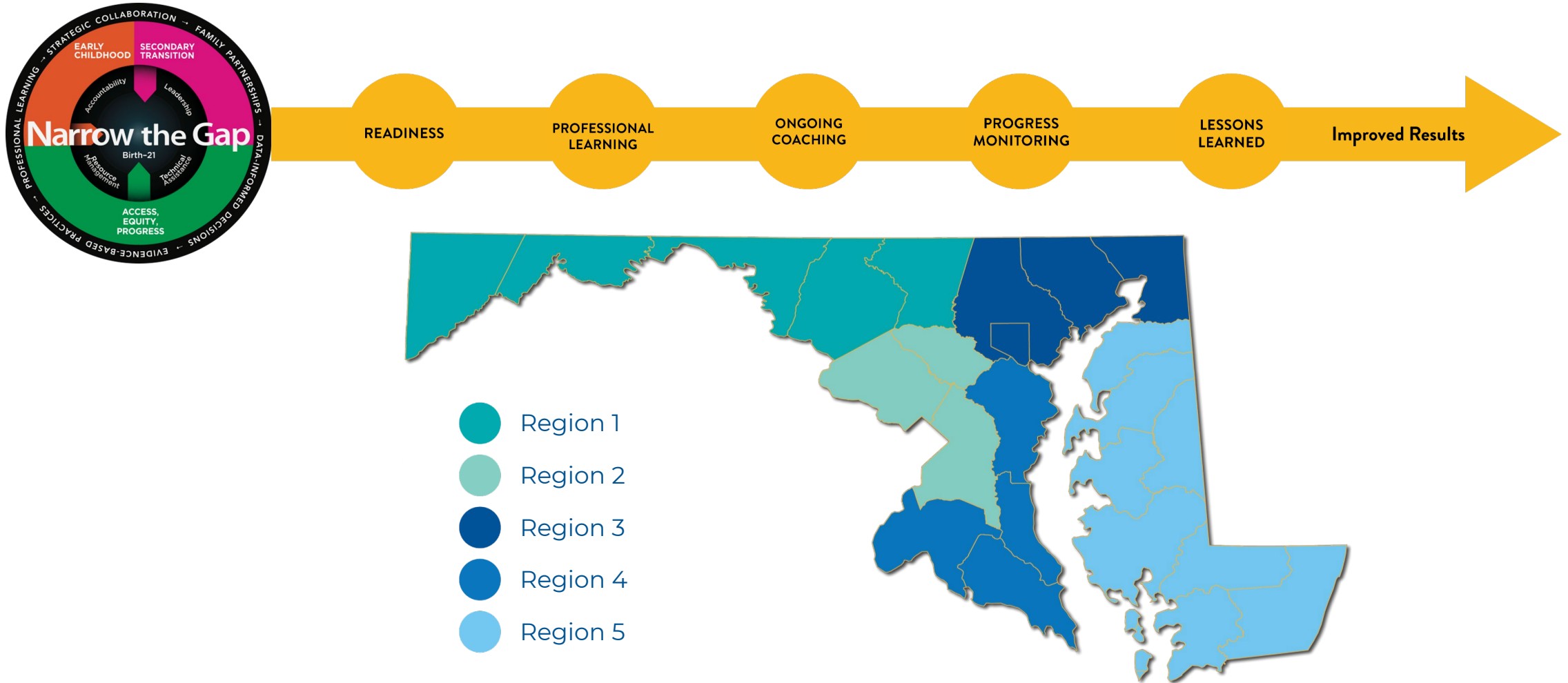
1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
- 6. Current Technical Assistance, Uniform Data Collection, Monitoring**
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

# Current Technical Assistance, Uniform Data Collection, Monitoring

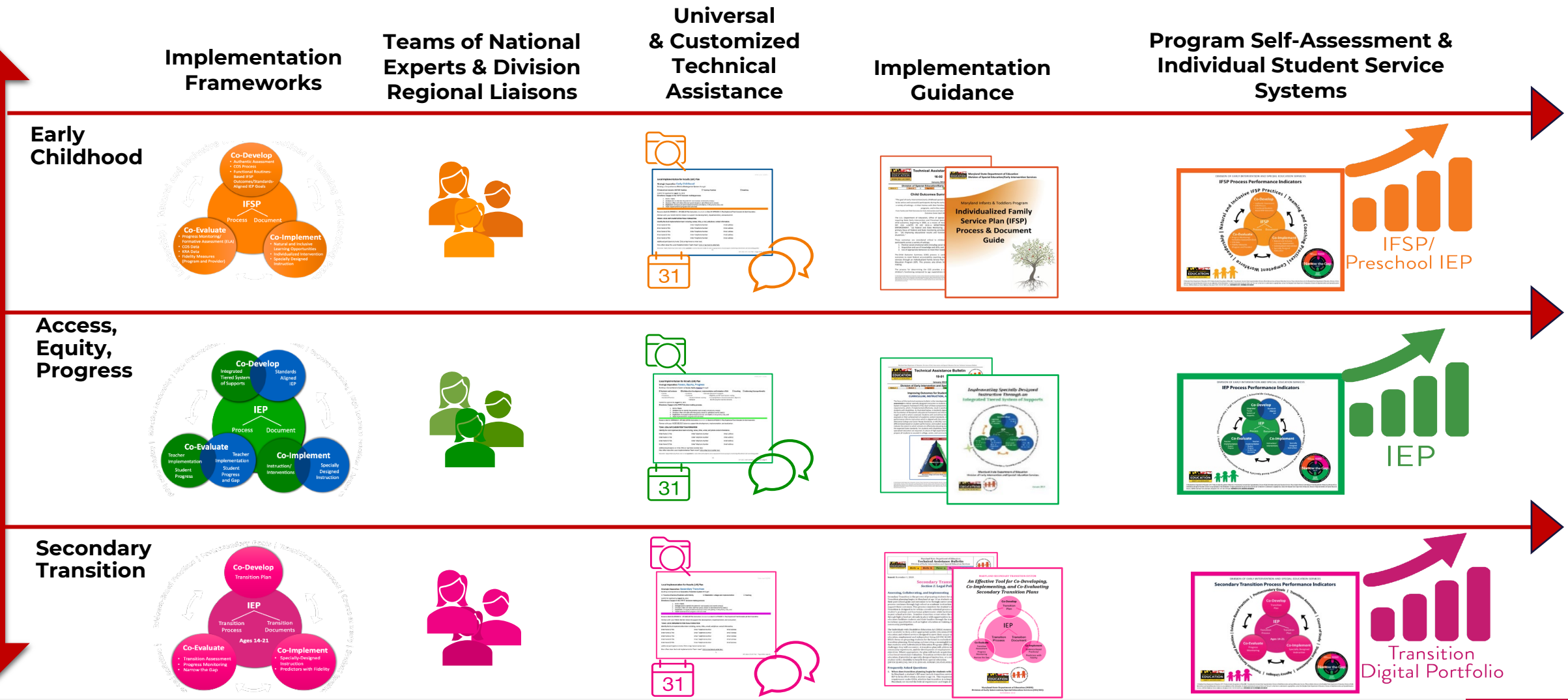
Hear from MSDE about current practices



# Technical Assistance Model: Regionalization



# Technical Assistance Model: Strategic Implementation



# Uniform Federally-Reported Data: State Performance Plan/Annual Performance Report (SPP/APR) Indicators

1 – Graduation

2 – Dropout

3 – Assessment (A – Participation, B – Regular Assessment Proficiency, C – Alternate Assessment Proficiency, D – Proficiency Gap)

4 – Discrepancy In Suspension

5 – School-Age Least Restrictive Environment

6 – Preschool L Least Restrictive Environment

7 – Preschool Outcomes

8 – Parent Involvement

9 – Disproportionate Racial Representation in Special Education

9 – Disproportionate Racial Representation in Special Education

10 – Disproportionate Racial Representation in Specific Disability Categories

11 – 60 Day Timeline for Initial Evaluation

12 – Early Childhood Transition

13 – Post-Secondary Goals

14 – Post-School Outcomes

15 – Resolution Sessions with Settlement Agreements

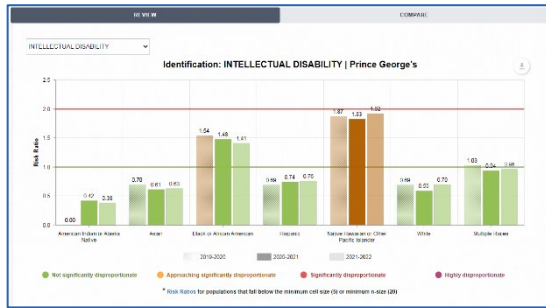
16 – Mediations with Mediation Agreements

17 – State Systemic Improvement Plan (SSIP)



# Maryland Online IEP Features

## Significant Disproportionality Reports



## Progress/Goal Monitoring



## Data Analytics



## Wizards

Student: Holly Crawford-1  
Grade: 10 School: Training High

Transition Outcomes: PLAAPP

Postsecondary goals/outcomes:  
For a student who will turn 14 during the implementation of the IEP you MUST have a measurable postsecondary goal for Employment AND a measurable postsecondary goal for Education and/or Training. When appropriate, you must have a measurable postsecondary goal for Independent Living. Be sure the postsecondary goals are written for what the student will do AFTER he/she graduates from high school.

Postsecondary goals (outcomes):  
Postsecondary goal(s) are to be recorded here. One goal must be indicated for employment and one goal must be indicated for education and/or training.

Employment (required):  
 A postsecondary goal for Employment and a postsecondary goal for Education and/or Training must be included, if determined appropriate by the IEP team, a postsecondary goal for Independent Living included.  
 There are measurable annual IEP goals that will reasonably enable the student to meet the postsecondary goals.

The Postsecondary Goal Format is Critical  
 The postsecondary goals must be measurable and outcome based.  
 The words "wants to; plans to; hopes to" are not measurable and should not be used.

Education:  
 Holly will earn the CDA credential.

# Comprehensive Monitoring Process

## THE MONITORING CYCLE

Tier of General Supervision and Frequency of Monitoring

- Universal – Four (4) Years
- Targeted – Three (3) Years
- Focused – Two (2) Years
- Intensive – Yearly

A review and analysis of Performance data:

- Compliance
- Systemic Results
- Individual Student results

## THE MONITORING COMPONENTS

- Policy and Procedure Review
  - Enforce IDEA and COMAR requirements
  - Implementation guidance
- IFSP/IEP Reviews
  - Development, implementation, and evaluation at the individual student level
- Services/Related Services Review
  - Direct service delivery for SLP, OT, PT, Orientation and Mobility, Counseling, Psychological, and Audiologic
- Alternate Framework Record Review
  - IEP team decision-making
  - Focus on race, gender, disability, placement, and age
- Restraint and Seclusion Record Review
  - Documentation and debrief process
  - Evidence of less intrusive interventions
- Student Case Studies
  - IFSP/IEP review of progress over time
  - Observation of the delivery of early intervention/specially designed instruction
  - Identification of local evidence-based practices
  - Aligned well documented data-driven decision-making with family input



1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring

**7. Small Group Breakouts**

8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

## Small Group Breakouts

Participate in Breakout Groups to provide feedback and recommendations



# Breakout Sessions

- Membership in breakout sessions is **predetermined** and heterogeneous
  - You should **automatically** move to your breakout group
  - If you receive notification asking if you would like to move to a breakout group – please click **“move to breakout”**
- Breakout sessions will last 35 minutes – allowing approximately 7 minutes per question.
- Please use the chat if you have additional comments so that your feedback can be recorded.
- Breakout Group #1 will be livestreamed and all will be recorded and be posted on the MSDE website.
- Each person in the Workgroup will now be moved to a breakout session
  - NOTE: Sign language** interpreters will remain in **breakout room #1** and will be livestreamed
- Each breakout group is assigned an **MSDE staff** as a **notetaker**
- Each breakout group is asked to please **identify** a:
  - Facilitator
  - Timekeeper
  - Reporter to share out 2 – 3 minute highlights of discussion

# Breakout Sessions

## Group Norms:

- **Speak with care:**
  - Speak from your own experience and be mindful of how your comments may impact others.
  - Use “I” statements and avoid speaking for or generalizing whole groups.
- **Listen respectfully:**
  - Avoid interrupting the person speaking and talk that evaluates/judges their comments.
  - Limit your comments to 1-2 minutes.
  - Understand that there are no right or wrong answers.
- **Lean in/Lean back:**
  - Give your input and make space for others to do the same.
  - Be aware of your talk time and try to stay on topic.

# Guiding Question

How can MSDE ensure the effective implementation of IEPs, including technical assistance, monitoring, and uniform data collection?



# Breakout Sessions

## Topic: Technical Assistance

- What additional ideas do you have for Technical Assistance provided by MSDE?

## Topic: Technical Assistance


- In your opinion, what is the “right” data and measurements to ensure effective IEP implementation? What support do school systems and practitioners need to collect data?
- Are there instances in your work where too much or too little data is required?
- Do you feel there is a clear understanding of monitoring standards and expectations?
- Do you have ideas for how MSDE monitoring can be improved? Are there aspects of monitoring that you would recommend keeping in place?
- How do you feel about the “judgements” of monitors? Are there patterns of disagreements over their findings?



1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
- 8. Breakout Group Share Out**
9. Exit Ticket Reflections
10. Guest Speaker
11. Wrap Up/Closing

## Breakout Group Share Out

Share highlights and themes from breakout conversations

- 
1. Welcome/Introductions
  2. Public Comment
  3. Workgroup Feedback from 1/30
  4. Proposed Recommendations
  5. MSDE Updates on Workgroup Recommendations
  6. Current Technical Assistance, Uniform Data Collection, Monitoring
  7. Small Group Breakouts
  8. Breakout Group Share Out
  - 9. Exit Ticket Reflections**
  10. Guest Speaker
  11. Wrap Up/Closing

# Exit Ticket Reflections

Exit Ticket Reflections



## Exit Ticket

Given our guiding question, **How can MSDE ensure the effective implementation of IEPs, including technical assistance, monitoring, and uniform data collection?** Please respond to these four prompts by Monday, March 4th.

- What specific takeaways, ideas, or suggestions do you have for how MSDE can improve Technical Assistance?
- What specific takeaways, ideas, or suggestions do you have for how MSDE can improve Monitoring?
- What specific takeaways, ideas, or suggestions do you have for how MSDE can improve Uniform Data Collection?
- Would you like to suggest any recommendations for consideration at our next Workgroup meeting based on the discussion at today's meeting?



1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
- 10. Guest Speaker**
11. Wrap Up/Closing

## Guest Speaker

Hear from Cheryl Bost, President, Maryland State Education Association





1. Welcome/Introductions
2. Public Comment
3. Workgroup Feedback from 1/30
4. Proposed Recommendations
5. MSDE Updates on Workgroup Recommendations
6. Current Technical Assistance, Uniform Data Collection, Monitoring
7. Small Group Breakouts
8. Breakout Group Share Out
9. Exit Ticket Reflections
10. Guest Speaker

**11. Wrap Up/Closing**

# Wrap Up/Closing

Moving the work forward



# Next Steps and Resources

## Next Meeting

- **March 20, 2024** from 4pm to 6pm in a virtual format for all participants.
- **Guiding Question:** What are the skills and knowledge that general and special educators need to effectively teach all students, including SWD? How can educator preparation programs and licensure requirements for certification and recertification be better aligned to these skills and knowledge? What in-service learning—including technical assistance and coaching— will foster collaboration, improve instruction, and encourage retention of general and special educators?
- **Forthcoming:**
  - Takeaways
  - Reading recommendations
  - Requested data and supporting analysis (as applicable)

## **MSDE Blueprint Special Education Workgroup Webpage:**

[Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup](https://Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup)

## Future Meeting Dates

| Date                          | Time           |
|-------------------------------|----------------|
| Wednesday, March 20, 2024     | 4:00 - 6:00 pm |
| Wednesday, April 24, 2024     | 4:00 - 6:00 pm |
| Wednesday, May 29, 2024       | 4:00 - 6:00 pm |
| Wednesday, June 26, 2024      | 4:00 - 6:00 pm |
| Wednesday, July 31, 2024      | 4:00 - 6:00 pm |
| Wednesday, August 21, 2024    | 4:00 - 6:00 pm |
| Wednesday, September 25, 2024 | 4:00 - 6:00 pm |
| Wednesday, October 16, 2024   | 4:00 - 6:00 pm |
| Thursday, November 21, 2024   | 4:00 - 6:00 pm |
| Wednesday, December 18, 2024  | 4:00 - 6:00 pm |

# BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

**[Blueprint.MarylandPublicSchools.org](https://Blueprint.MarylandPublicSchools.org)**