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Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #11

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

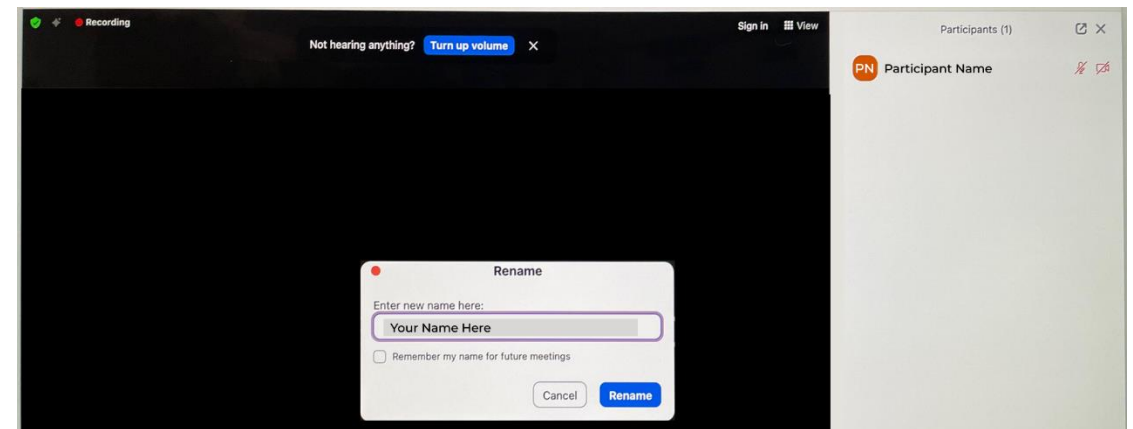
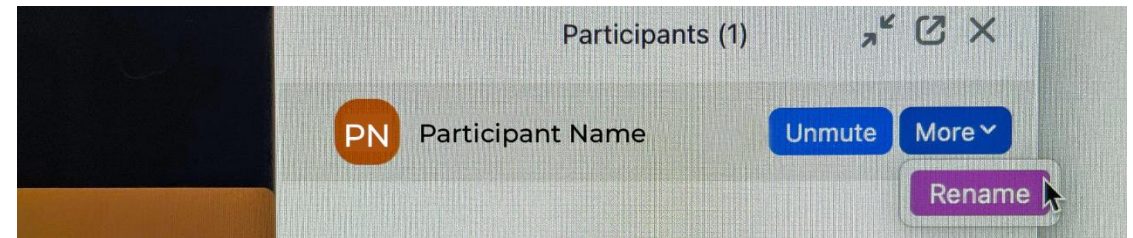
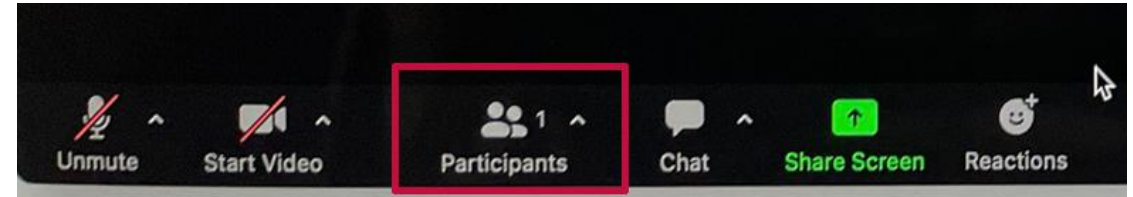
July 31, 2024

CO-CHAIRS

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

Please Ensure Your Name Appears Correctly

1. Select Participants, located in the bottom toolbar of the meeting window
2. Hover over your name and select More (desktop) or tap your name (mobile)
3. Click or tap Rename
4. Enter your desired name and click Rename (desktop) or Done (mobile)

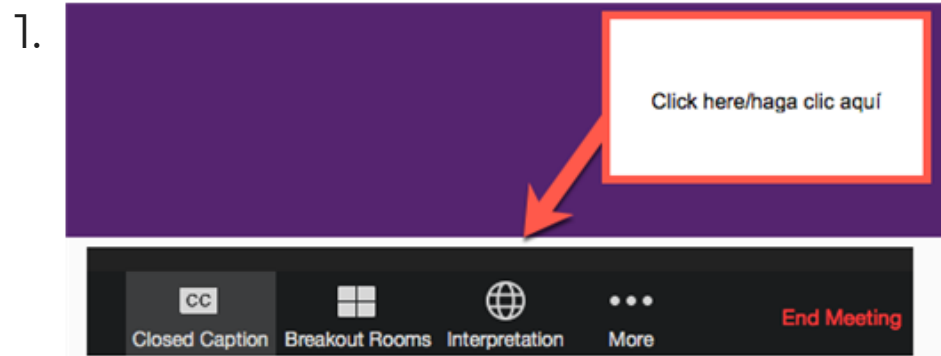


Note to Attendees

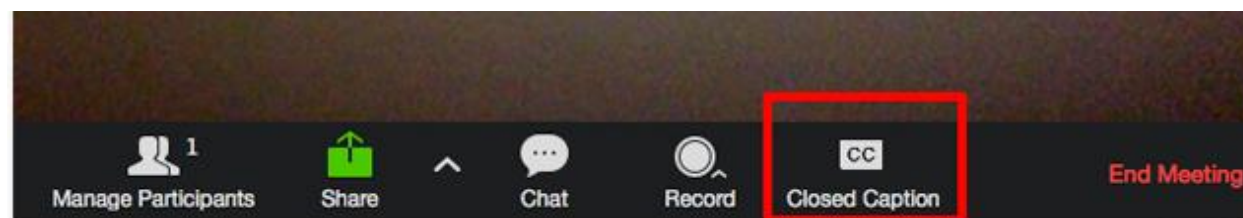
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This meeting is being recorded and livestreamed via MSDE's YouTube channel:

¿Español?



Closed Captioning





Presentation Outline

1. Welcome/Introductions
2. Guiding Question
3. Public Comment
4. Review of June Meeting
5. Proposed Recommendations
6. Significant Disproportionality Discussion
7. Breakout Groups
8. Wrap Up/Closing

Blueprint Special Education Workgroup

Meeting #11

Guiding Question(s)

What recommendations do you have on specific steps that MSDE can take to help Local Education Agencies (LEAs) reduce disproportionality?



Public Comment

Public Comment

Hear from Registered Guests – Public Comment Period



Review of June Meeting

Least Restrictive Environment

- Feedback from Exit Tickets and Small Group Discussions
 - Factors contributing to variability in LRE placement patterns (among LEAs, by disability, by race, by assessment type)
 - Standards, policies, procedures to decrease variability and increase placements in general education classrooms
 - Supports that MSDE can provide to increase capacity of schools
 - Sharing of expertise/specialized supports available to students in separate schools with educators in less restrictive environments

Recommendations for Discussion

Many of the standards, policies, and procedures suggested in the Workgroup's previous recommendations are also essential for increasing placements of students with disabilities in general education classrooms and decreasing the variability of Maryland's LRE placements (across LEAs, disability categories, race, and assessment type). These previous recommendations include:

- Achievement of grade-level standards by all students with disabilities¹, establishing the legal requirements of the IEP process, and holding LEAs accountable for implementation and
- Increased resources
- Standards related to evidence-based specially designed instruction, staffing plans and service delivery models allocations, and positions like paraprofessionals and IEP chairs
- Direct support and coaching of IEP teams and LEAs from MSDE
- Ensuring educators and administrators have the requisite knowledge, skills, and expertise through EPPs, professional learning, and licensure requirements

¹ Students who are eligible for participation in the alternate assessment must have meaningful access to and make progress in grade-level content standards, and meet alternate academic achievement standards.

Recommendations for Discussion

The Workgroup recommends that:

MSDE should develop a plan for a plan with specific tasks and timelines within 60 days to decrease variability of LRE data by LEA, race, disability category, and assessment type, and increase placements in general education classrooms (decreasing placements in LRE C and separate schools). The plan should include:

- ✓ Standards, guidance, technical assistance, and monitoring focused on:
 - the use of supplementary aids and services,
 - implementation of evidence-based specially designed instruction;
 - eligibility determinations for disability categories;
 - MTSS implementation; and
 - master schedules.

Recommendations for Discussion (continued)

- ✓ LEA action plans on LRE, reviewed and approved by MSDE, with mechanisms for accountability;
- ✓ Support from MSDE to increase the capacity of schools to meet the needs of all students including:
 - ❑ Guidance on seeking out and providing additional resources and support for students, schools, and LEAs needed throughout the year;
 - ❑ Direct consultation with inclusion experts where staff can bring questions, issues, and particular student situations for practical advice;
 - ❑ Formal mechanisms for sharing expertise and connecting schools/LEAs to outside experts, professional learning, and mental/behavioral health experts.
- ✓ Additional requirements for documentation, justification, and review for moving students to more restrictive environments, particularly the most restrictive environments.

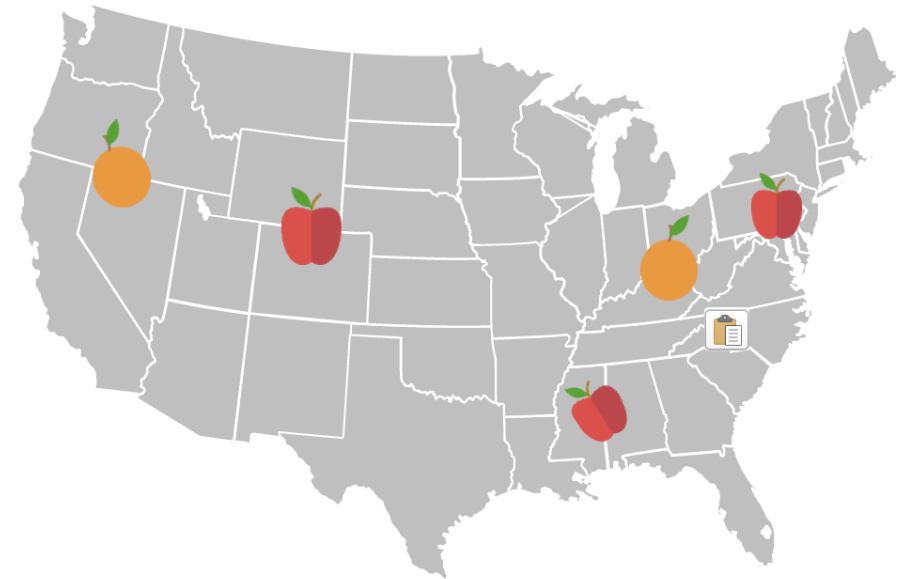


Significant Disproportionality

Equity in Special Education

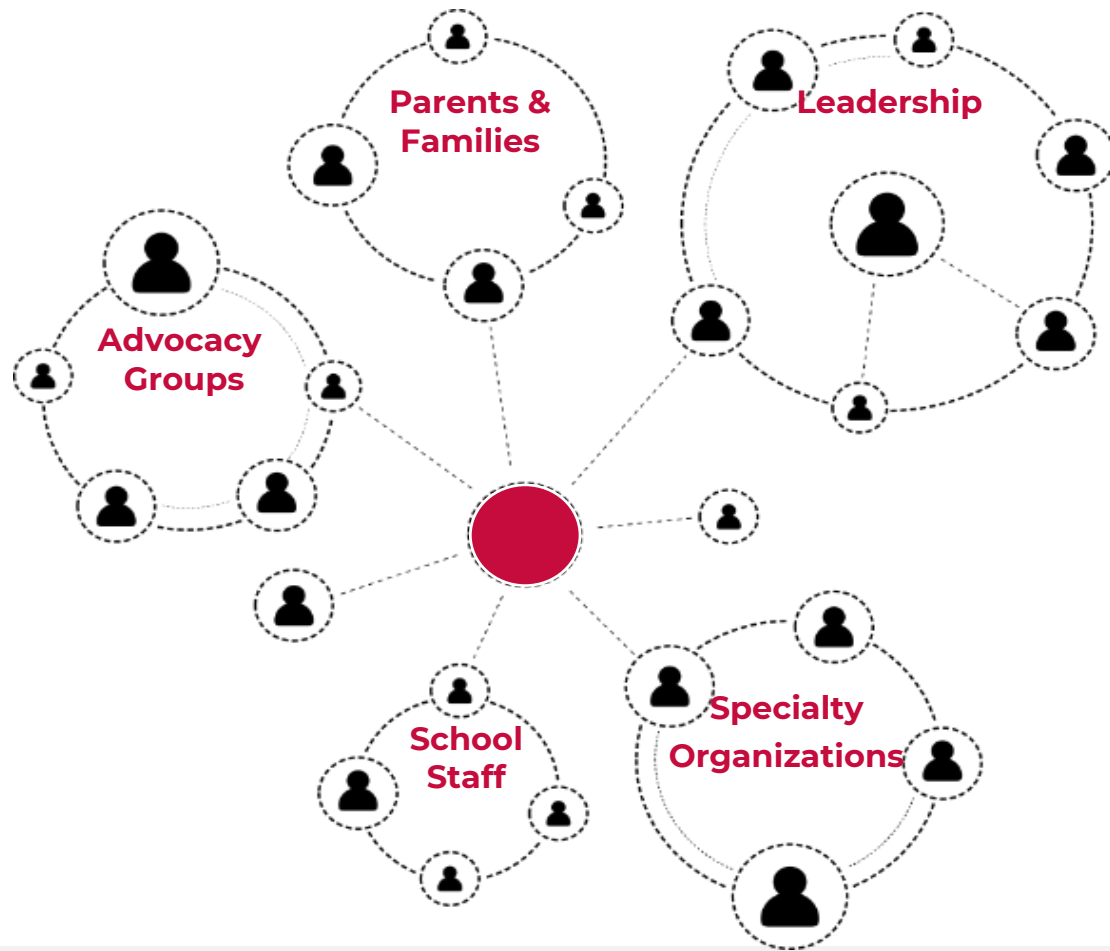
Revised federal regulations on significant disproportionality for useful comparisons across states:

- Provisions to monitor racial disproportionality in identification and placement were first introduced as part of IDEA 1997
- Those provisions were strengthened in IDEA 2004 (added disciplinary removal and made interventions mandatory, including reservation of federal funds)
- In 2013, the Government Accountability Office (GAO) reported that about 2% of all State districts used IDEA funds to provide coordinated early intervening services (CEIS)
- The way States defined significant disproportionality made identification unlikely and comparison and oversight difficult



Development of Maryland's Significant Disproportionality Methodology

Workgroups to determine Maryland's methodology for significant disproportionality



- Maryland State Board of Education
- Local School System Superintendents
- Deputy & Assistant State Superintendents
- Local Directors of Special Education
- Preschool Directors
- Disability Rights Maryland
- Advocates for Children & Youth
- Juvenile Services Education System
- National Association for the Advancement of Colored People (NAACP)
- American Civil Liberties Union (ACLU)
- Maryland Coalition for Inclusive Education
- Institutes of Higher Education (IHE)
- Maryland Association of Nonprofit Special Education Facilities
- Parents/Families
- Pathfinders for Autism
- Decoding Dyslexia
- The ARC Northern Chesapeake Region
- Maryland Coalition of Families
- Department of Juvenile Services
- Department of Human Services
- The Seed School of Maryland
- Developmental Disabilities Council
- Department of Rehabilitative Services
- Maryland State Education Association
- Homeless Education & Neglected and Delinquent Student Specialist

Maryland’s Significant Disproportionality Methodology

COMAR 13A.05.02.04 Adopted May 22, 2018			
Categories of Analysis	<p>Based on race (all races) and ethnicity in any of the following 14 categories:</p> <ul style="list-style-type: none"> • Identification <ul style="list-style-type: none"> ○ As a student with a disability ○ With a particular disability <ul style="list-style-type: none"> ○ Intellectual Disability ○ Specific Learning Disability ○ Emotional Disability ○ Speech and Language Disability ○ Other Health Impaired ○ Autism • Placement <ul style="list-style-type: none"> ○ Inside Regular Education < 40% ○ Inside separate schools/residential facilities • Disciplinary Removals <ul style="list-style-type: none"> ○ Out-of-school suspensions/expulsions 10 days or fewer ○ Out-of-school suspensions/expulsions > 10 days ○ In-school suspensions 10 days or fewer ○ In-school suspensions 10 days or fewer > 10 days ○ Total disciplinary removals, including removals by school personnel to and interim alternative education setting (IAES) and removals by hearing officer 		
Population	<ul style="list-style-type: none"> • Ages 3-5: Identification and Disciplinary Removals • Ages 6-21: Identification, Placement, and Disciplinary Removals 		
Methodology	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Method Federal-Driven</p> <ul style="list-style-type: none"> • Risk Ratio <p>Threshold State-Driven</p> <ul style="list-style-type: none"> • 2.0 </td> <td style="width: 50%; vertical-align: top;"> <p>Minimum cell size (numerator/students in identified group)</p> <ul style="list-style-type: none"> • 5 <p>Minimum N-size (denominator/students in population)</p> <ul style="list-style-type: none"> • 20 </td> </tr> </table>	<p>Method Federal-Driven</p> <ul style="list-style-type: none"> • Risk Ratio <p>Threshold State-Driven</p> <ul style="list-style-type: none"> • 2.0 	<p>Minimum cell size (numerator/students in identified group)</p> <ul style="list-style-type: none"> • 5 <p>Minimum N-size (denominator/students in population)</p> <ul style="list-style-type: none"> • 20
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Flexibility Options	<p>Not identify an LEA until the LEA has exceeded the threshold for 2 prior consecutive years</p> <p style="text-align: center;"><u>AND</u></p> <p>Not identify an LEA if the LEA has demonstrated reasonable progress</p> <ul style="list-style-type: none"> • 0.15 for risk ratios 2.0 – 4.0 • 0.50 for risk ratios above 4.0 		
Response to Identification	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Review policies, procedures, and practices • Require LEA to report on any revisions </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Reserve 15% of Part B (611 and 619) fund allocation for comprehensive coordinated early intervening services (CCEIS) • Submit CCEIS plan to MSDE <ul style="list-style-type: none"> • Focus: Root cause(s) of disproportionality • Population: Students with <u>and</u> without disabilities </td> </tr> </table>	<ul style="list-style-type: none"> • Review policies, procedures, and practices • Require LEA to report on any revisions 	<ul style="list-style-type: none"> • Reserve 15% of Part B (611 and 619) fund allocation for comprehensive coordinated early intervening services (CCEIS) • Submit CCEIS plan to MSDE <ul style="list-style-type: none"> • Focus: Root cause(s) of disproportionality • Population: Students with <u>and</u> without disabilities
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Categories of Analysis

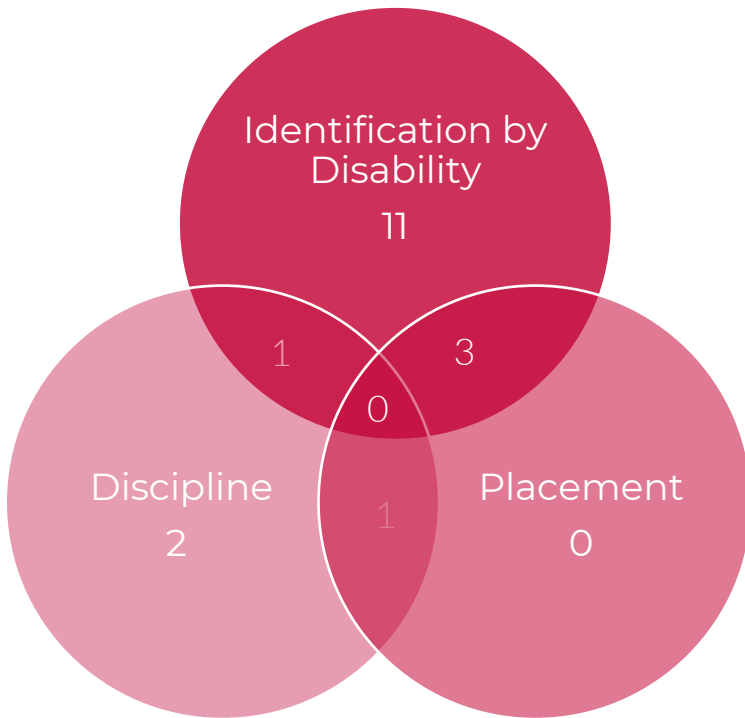
98 potential areas of significant disproportionality:

	Category	Race/Ethnicity						
Identification	Identification: Special Education	ASIAN	BLACK AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Identification: Intellectual Disability	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Identification: Specific Learning Disability	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Identification: Emotional Disability	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Identification: Speech or Language Impairments	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Identification: Other Health Impairments	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
Placement	Identification: Autism	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Placement: Less than 40%	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
Discipline	Placement: Separate School and Residential Facility	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Discipline: Out-of-School Suspension: Less than/Equal to 10 days	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Discipline: Out-of-School Suspension: Greater than 10 days	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Discipline: In-School Suspension: Less than/Equal to 10 days	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Discipline: In-School Suspension: Greater than 10 days	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE
	Discipline: Sum Disciplinary Total	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	HISPANIC/LATINO	TWO OR MORE RACES	AMERICAN INDIAN OR ALASKA NATIVE	WHITE

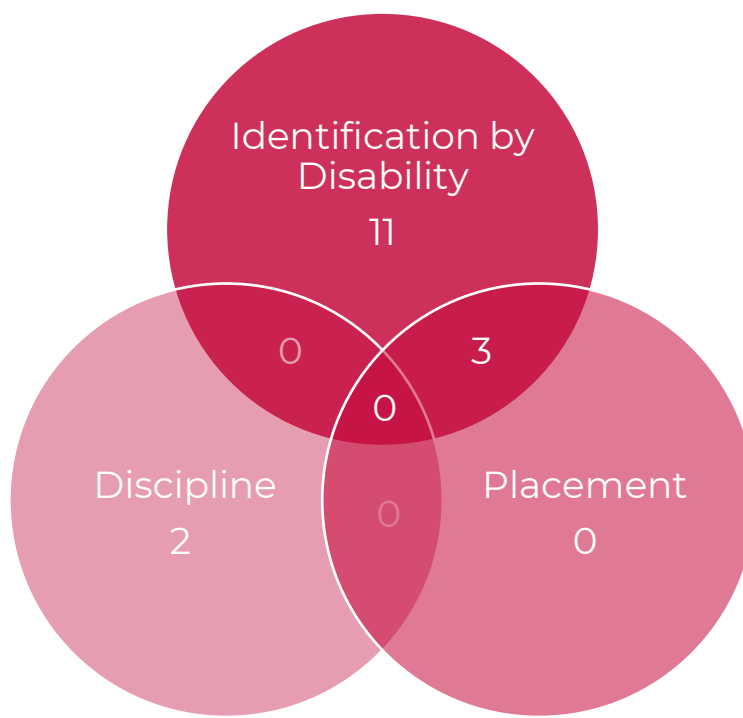
State Significant Disproportionality

State trends in disproportionality over the past three years, by category (identification, placement, and discipline) are included below.

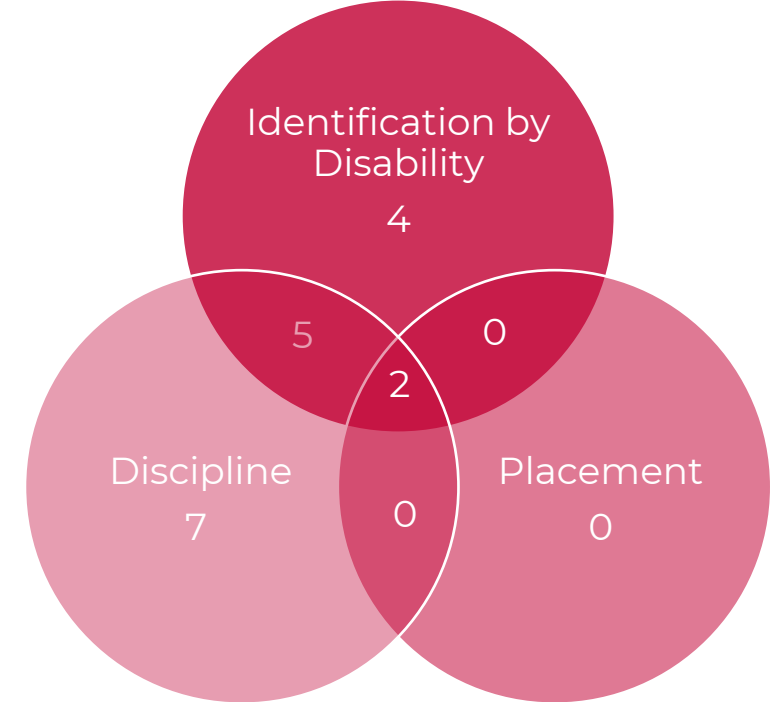
2022 Data
(SY 2020 & SY 2021)



2023 Data
(SY 2021 & SY 2022)



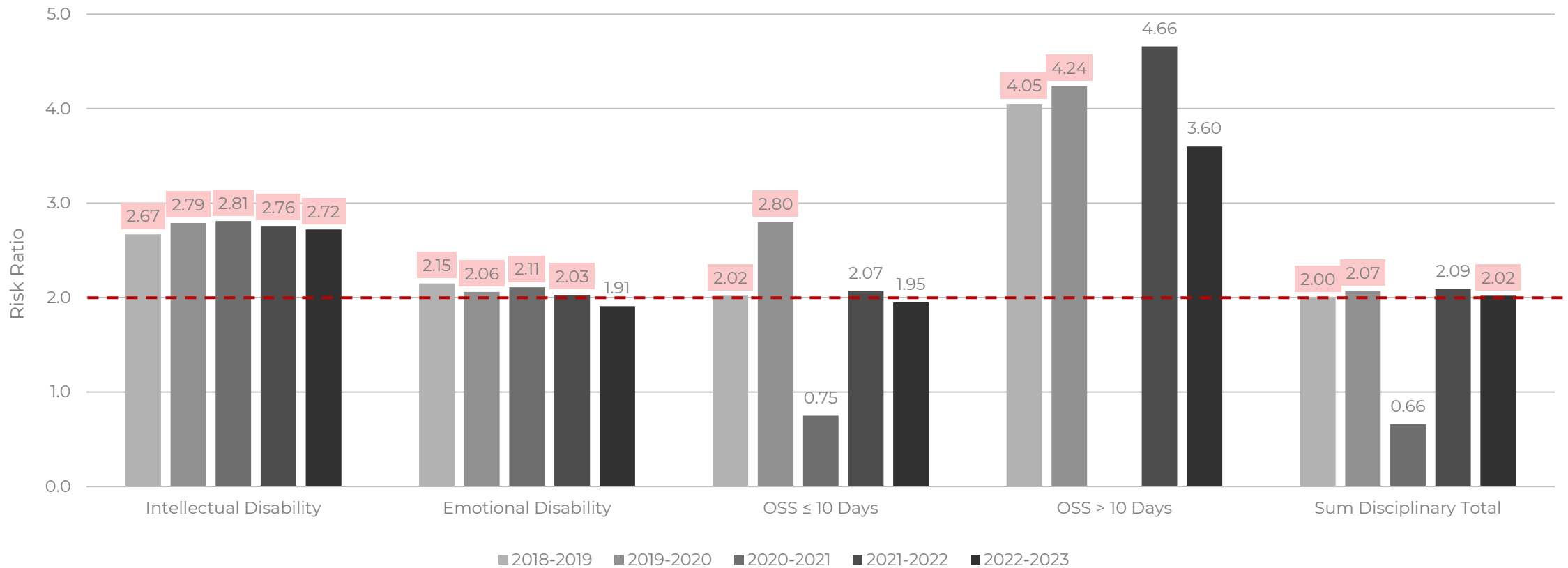
2024 Data
(SY 2022 & SY 2023)



Data Source: Significant Disproportionality Profiles

State Significant Disproportionality Risk Ratios

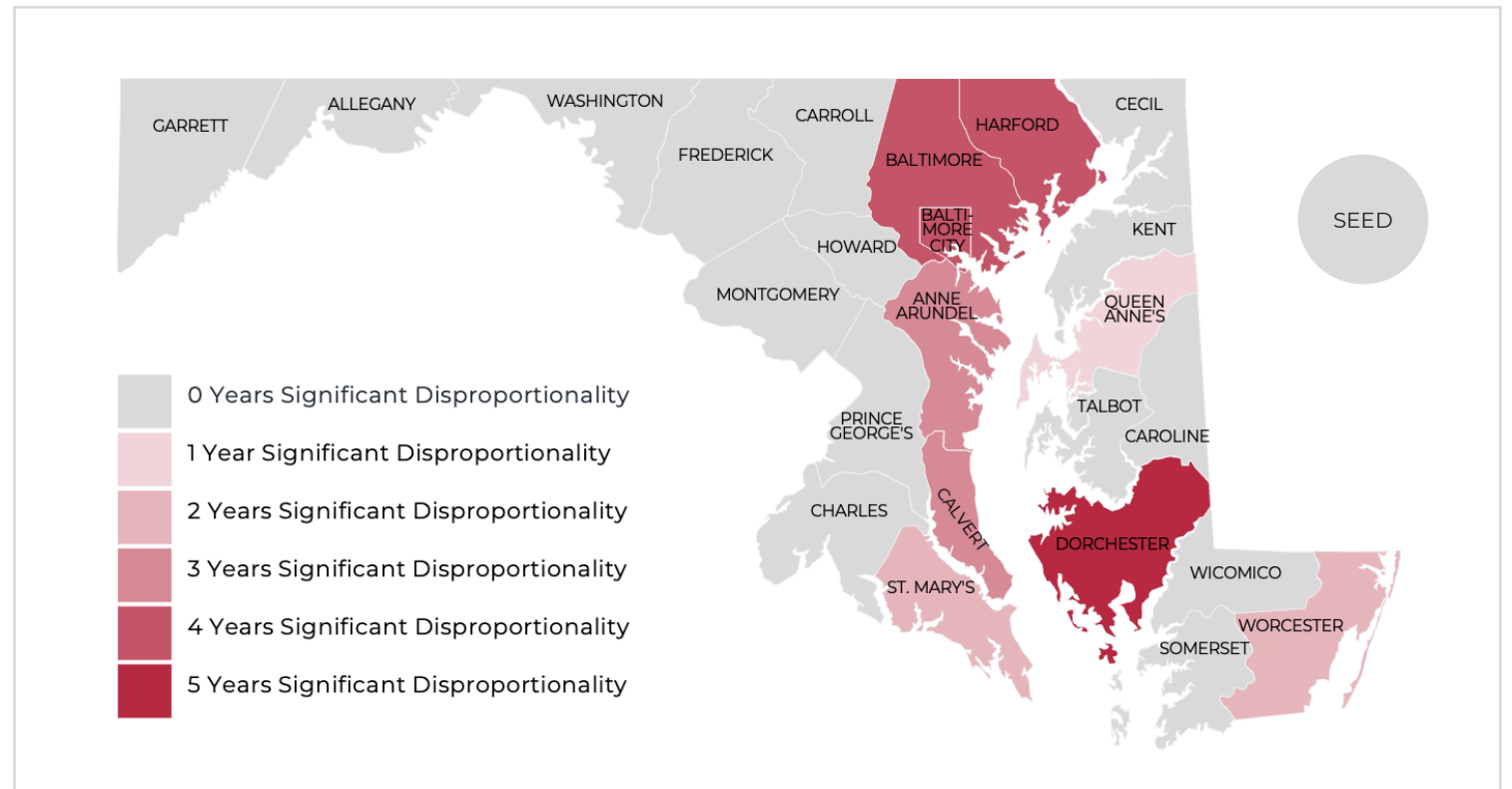
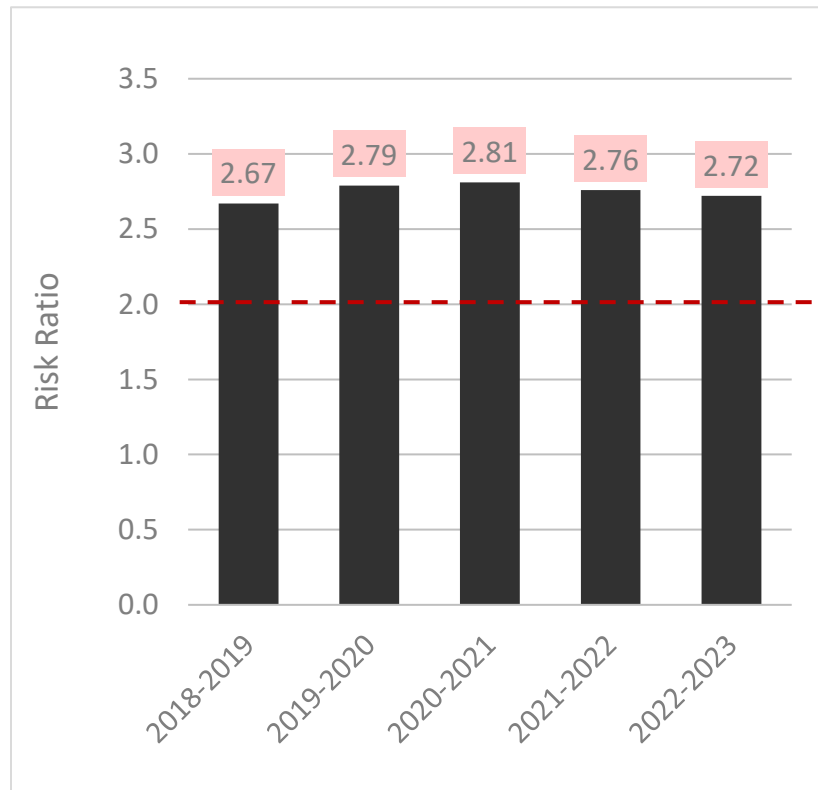
Over the past five years, Maryland has been significantly disproportionate in the identification of Black/African American (AA) students as intellectually and emotionally disabled and the out-of-school suspension and sum disciplinary total of Black/AA students.



Data Source: Significant Disproportionality Profiles

Identification: Intellectual Disability, Black/African American

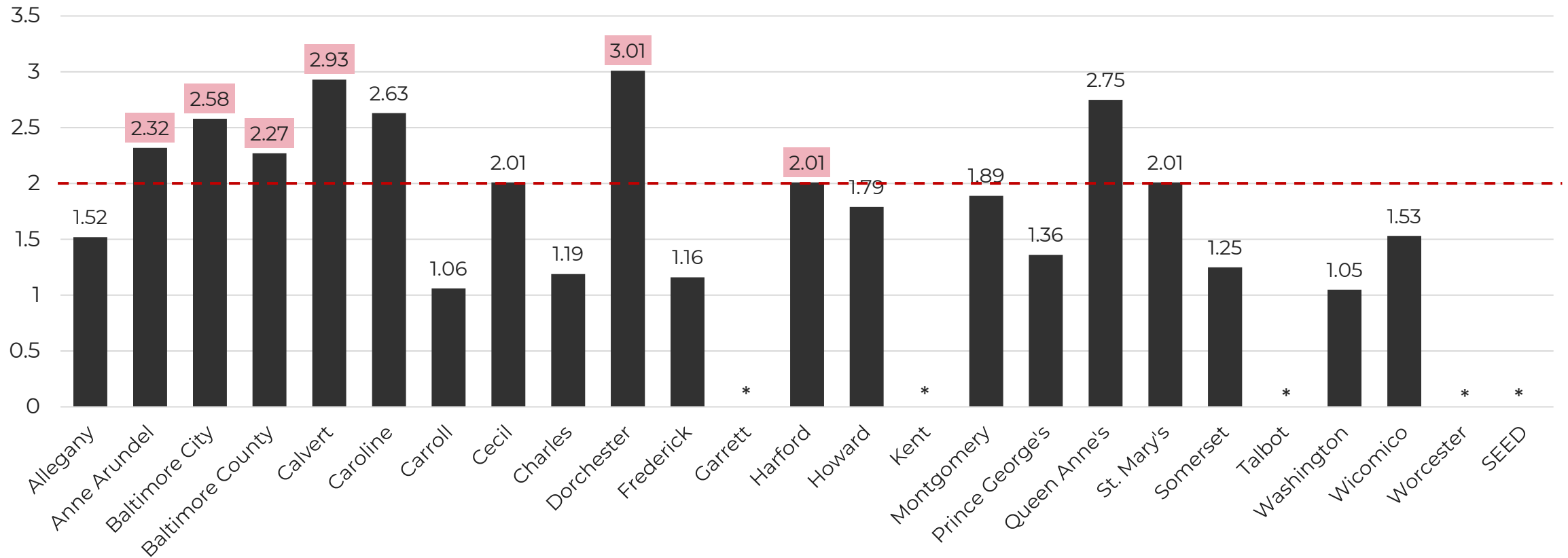
Maryland has been significantly disproportionate in the identification of Black/AA students as having an intellectual disability each of the past five years. 1 LEA has been significantly disproportionate in this category for 5 years and three LEAs for 4 years.



Data Source: Significant Disproportionality Profiles

Identification: Intellectual Disability, Black/African American (LEA)

In 2024, 6 LEAs were significantly disproportionate in the identification of Black/AA students as intellectually disabled.

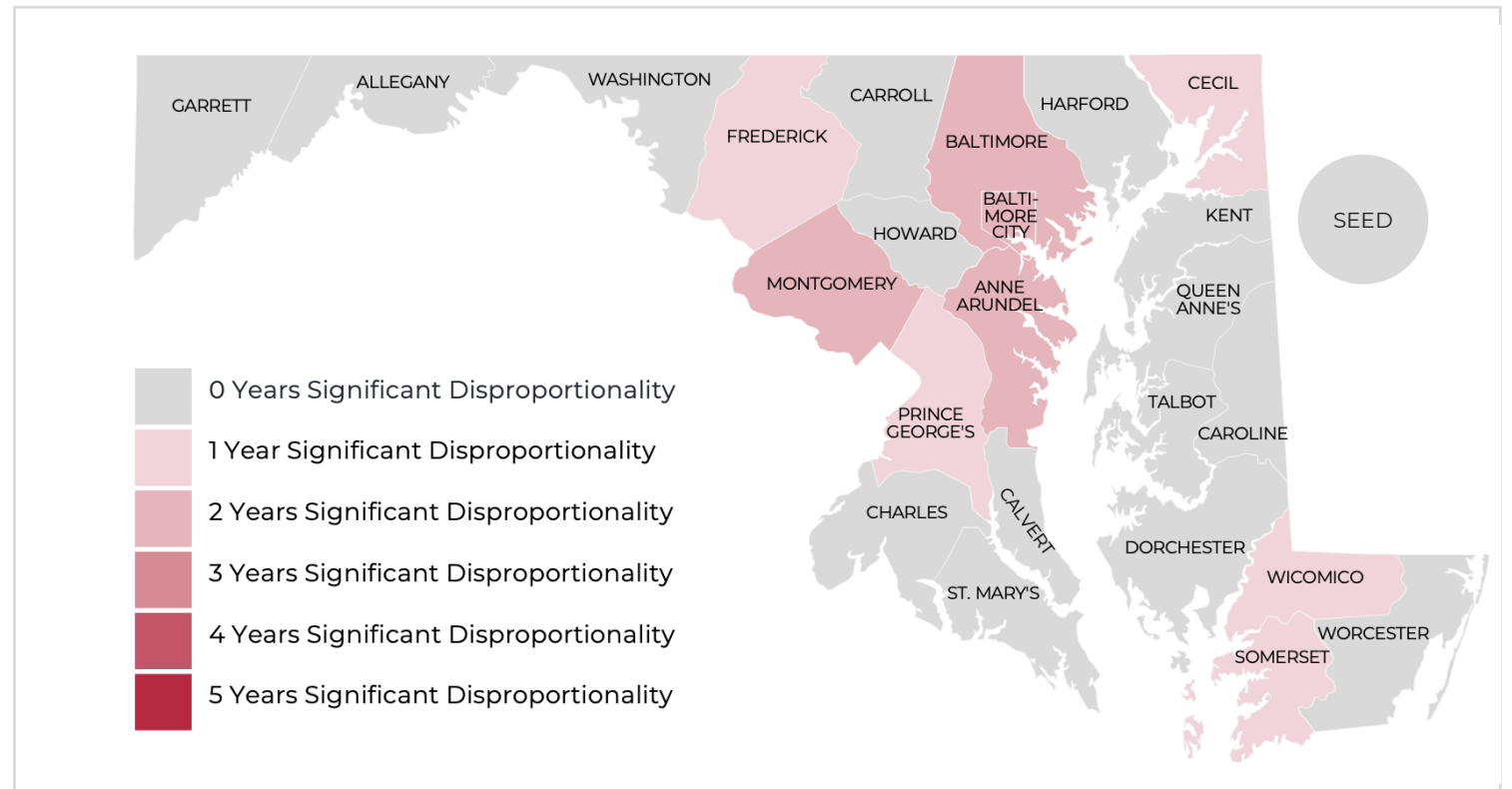
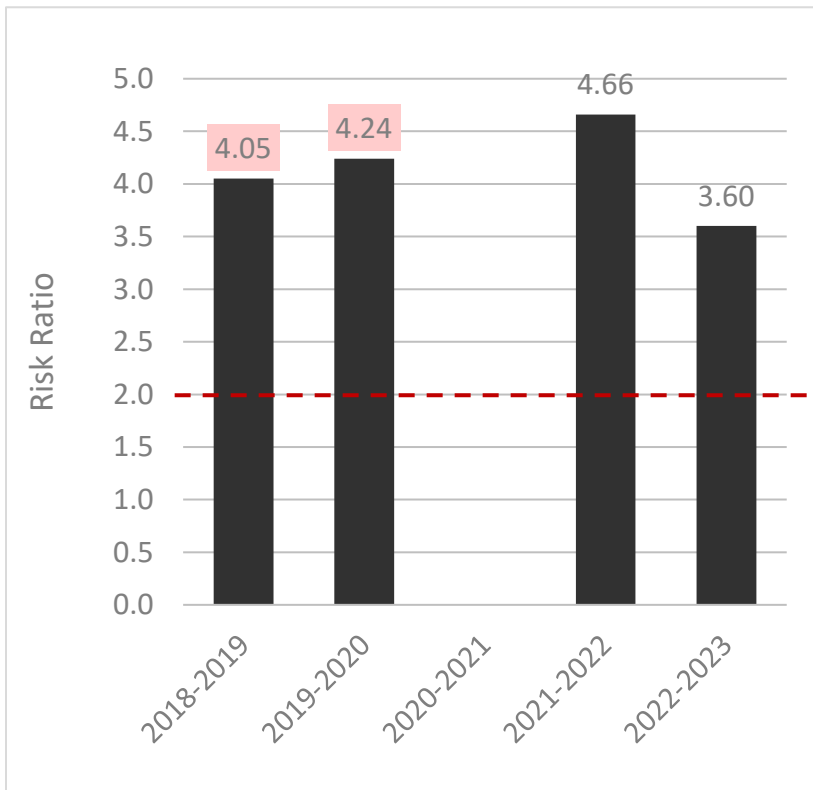


* Did not meet minimum N/cell size

Data Source: Significant Disproportionality Profiles

Discipline: Out of School Suspension > 10 Days, Black/African American

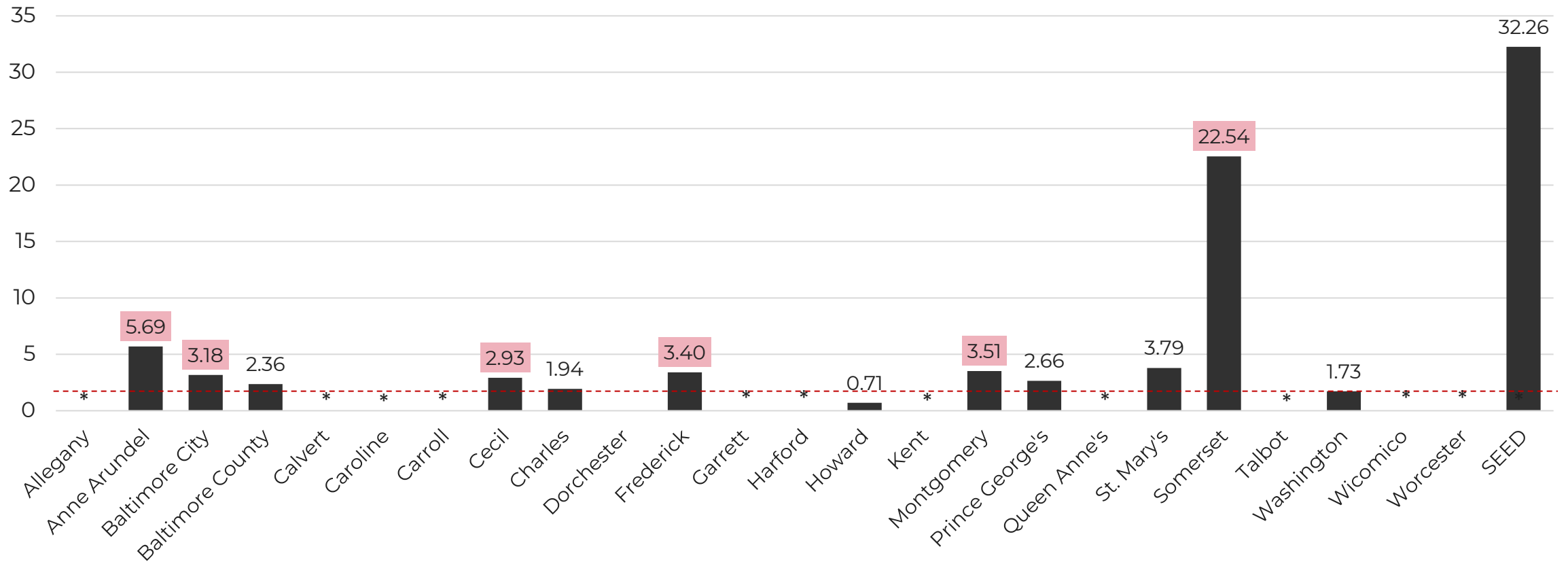
Maryland has been significantly disproportionate in the out of school suspension (greater than 10 days) of Black/AA students for two of the past five years. Four LEAs have been significantly disproportionate in this category for two years.



Data Source: Significant Disproportionality Profiles

Discipline: Out of School Suspension > 10 Days, Black/African American (LEA)

In 2024, 6 LEAs were significantly disproportionate in the out of school suspensions lasting greater than 10 days of Black/AA students.

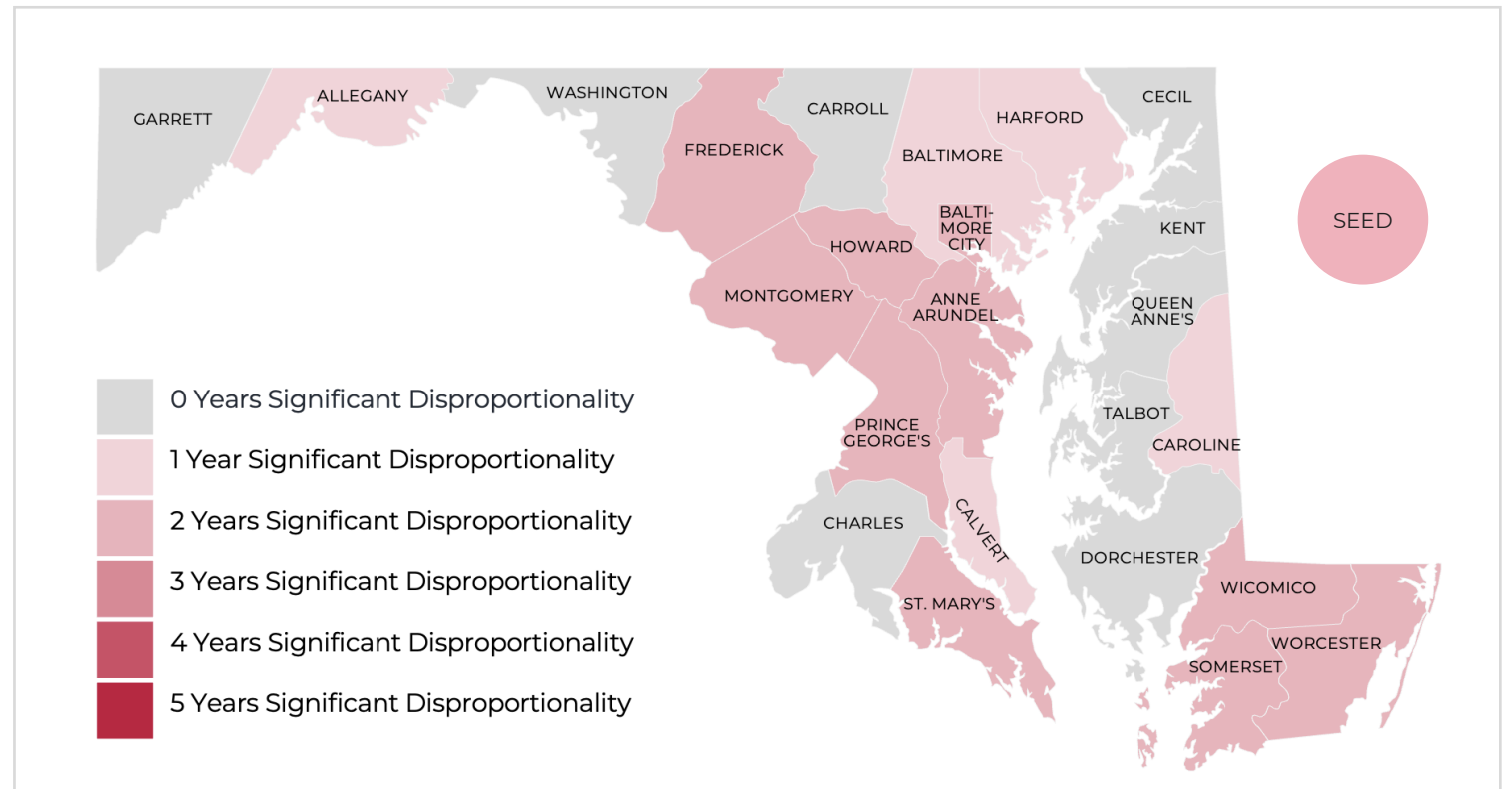
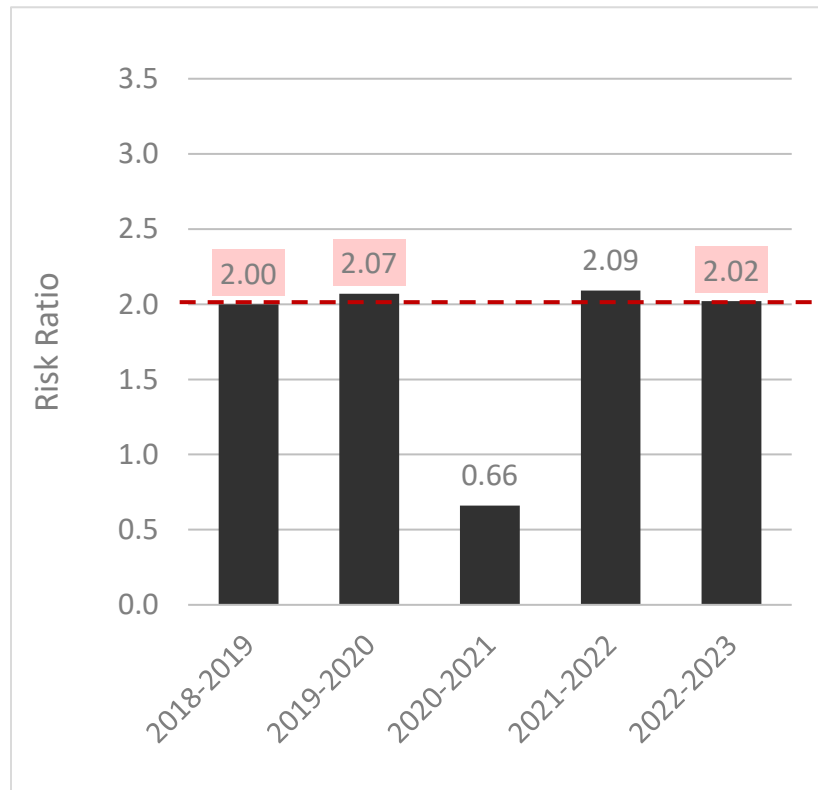


* Did not meet minimum N/cell size

Data Source: Significant Disproportionality Profiles

Discipline: Sum Disciplinary Total, Black/African American

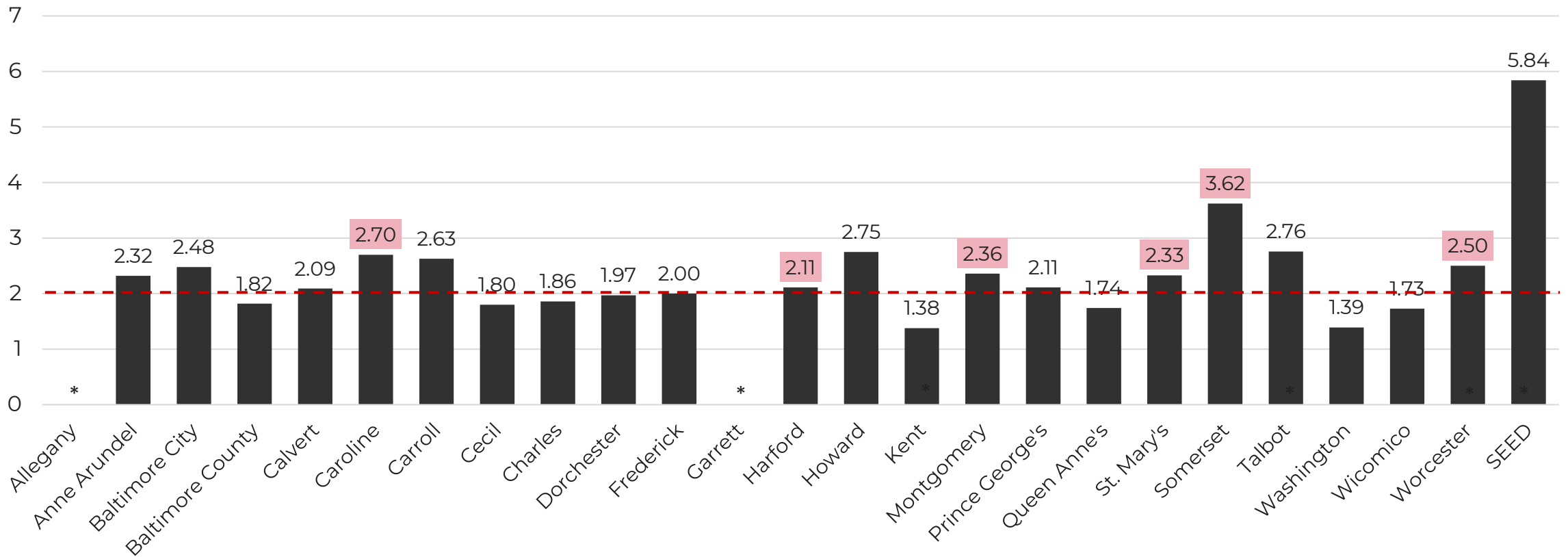
Maryland has been significantly disproportionate in the sum disciplinary total for three of the past five years. Eleven LEAs have been significantly disproportionate in this category for 2 years.



Data Source: Significant Disproportionality Profiles

Discipline: Sum Disciplinary Total, Black/African American (LEA)

In 2024, 6 LEAs were significantly disproportionate in the sum disciplinary total category for Black/AA students.



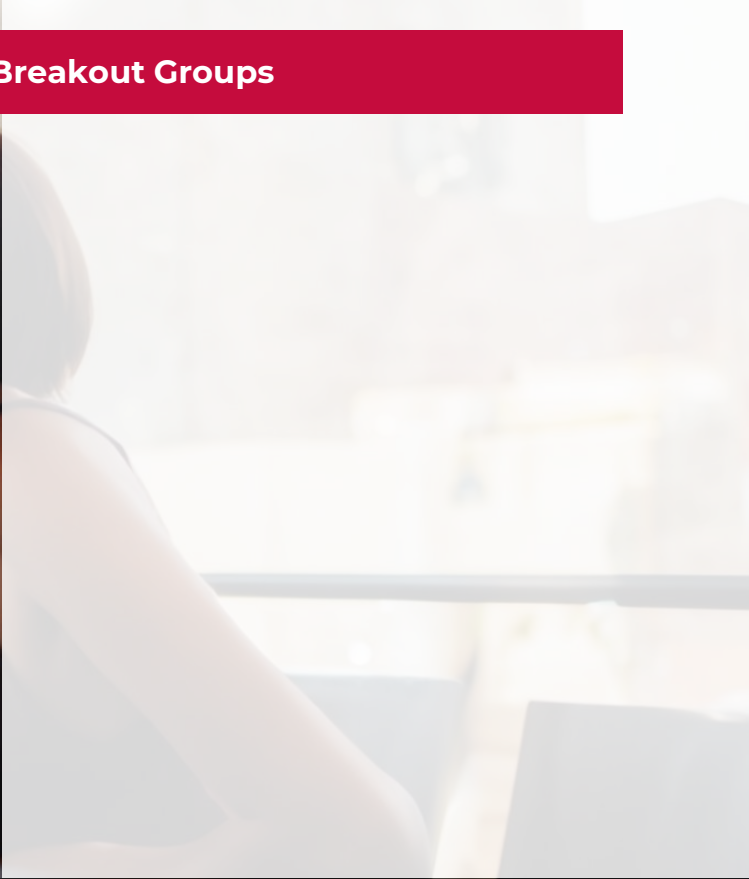
* Did not meet minimum N/cell size

Data Source: Significant Disproportionality Profiles

MSDE's Ongoing Response to Significant Disproportionality

To support LEAs in the development and implementation of comprehensive coordinated early intervening services (CCEIS) plans, the Division of Early Intervention and Special Education Services (DEI/SES):

- Provides ongoing technical assistance for implementation and resources in root cause analysis process
- Facilitates professional development and coaching with LEA representatives to support data-driven decision-making and practices that promote sustainable systems change
- Conducts a comprehensive programmatic review of the proposed plan to address root causes
- Verifies aligned IDEA Part B Section 611 and Section 619 fund allocations
- Engages in purposeful data-driven decision-making with LEA partners
- Tiered progress monitoring (virtually and on-site) to ensure the desired plan results are met or to adjust the plan



Breakout Groups

Small Group Breakout Sessions

- We have altered the breakout groups to Random Grouping to ensure everyone has an equal chance to participate, **ensure like-sized groups with diverse perspectives**, and to save time by automating the grouping process.
 - You will **automatically be assigned a group to move to (Except Room 1 – which will not move)**
 - When you receive a notification asking if you would like to move to a breakout group – please click **“move to breakout.”**
- Please **use the chat** if you have additional comments so that your feedback can be recorded.
- Breakout Group #1 will be live streamed and all will be recorded and posted on the MSDE website.
 - NOTE: Sign language** interpreters will remain in **breakout room #1** and will be live streamed.
- 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 the discussion
- There are six (6) total questions this evening – as there is limited time, do not feel you need to respond in order.

Small Group Breakout Sessions: Group Norms

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.

Small Group Breakout Questions

1. Should MD consider revising its methodology for identifying Sig Dis in any way in order to more directly target support where it is most needed?
2. What recommendations do you have on specific steps that MSDE can take to help LEAs reduce disproportionality?
3. Several areas have been identified to address the problem of Significant Disproportionality. With respect to (a) MSDE support of LEAs and (b) LEA action plans, what additional ideas do you have for addressing significant disproportionality, such as:
 - Ensuring access of all students to high-quality evidence-based instructional practices
 - Eligibility process: use of screeners, specialized assessment/evaluation tools, etc.
 - Discipline alternatives, understanding behavior
 - Economic, cultural, and linguistic barriers to appropriate identification and placement
4. How can identifying root causes of disproportionality inform corrective action?
5. How do we ensure structured, systemic changes that are not culturally void and take the diversity of Maryland's classrooms into account?

Large Group Report Out

1. Should MD consider revising its methodology for identifying Sig Dis in any way in order to more directly target support where it is most needed?
2. What recommendations do you have on specific steps that MSDE can take to help LEAs reduce disproportionality?
3. Several areas have been identified to address the problem of Significant Disproportionality. With respect to (a) MSDE support of LEAs and (b) LEA action plans, what additional ideas do you have for addressing significant disproportionality, such as:
 - Ensuring access of all students to high-quality evidence-based instructional practices
 - Eligibility process: use of screeners, specialized assessment/evaluation tools, etc.
 - Discipline alternatives, understanding behavior
 - Economic, cultural, and linguistic barriers to appropriate identification and placement
4. How can identifying root causes of disproportionality inform corrective action?
5. How do we ensure structured, systemic changes that are not culturally void and take the diversity of Maryland's classrooms into account?

Next Steps and Resources

August

- Overview of Prioritization followed by Small Group Conversations with Dr. Antoine Hickman and Nate Levenson (**Registration is REQUIRED**)
 - Overview of Prioritization: Friday, August 9 at 10am [registration link](#)

Register for **one (1)** Small Group Conversation

- Small Group Conversations: Thursday, August 15 at 12pm - [registration link](#)
- Small Group Conversations: Monday, August 19 at 10am - [registration link](#)
- Small Group Conversations: Wednesday, August 21 at 4pm - [registration link](#)
- Small Group Conversations: Wednesday, August 21 at 5pm - [registration link](#)
- Small Group Conversations: Thursday, August 22 at 11am - [registration link](#)

MSDE Blueprint Special Education Workgroup Webpage:

Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup

Exit Ticket

1. What criteria determine whether an LEA is identified as significantly disproportionate and what role does the flexibility option play in identifying significant disproportionality?
2. Should MD consider revising its methodology for identifying Sig Dis in any way in order to more directly target support where it is most needed?
3. What factors might help explain the increase in the number of LEAs in Maryland identified as significantly disproportionate from 2023 to 2024? What supports may help LEAs address these factors?
4. How can identifying root causes of disproportionality inform corrective action?
5. How do we ensure structured, systemic changes that are not culturally void and take the diversity of Maryland's classrooms into account?
6. What is your feedback on the supports currently provided from MSDE to help LEAs reduce disproportionality?
7. What recommendations do you have on specific steps that MSDE can take to help LEAs reduce disproportionality?
8. Several areas have been identified to address the problem of Significant Disproportionality. With respect to (a) MSDE support of LEAs and (b) LEA action plans, what additional ideas do you have for addressing significant disproportionality, such as:
 - Ensuring access of all students to high-quality evidence-based instructional practices
 - Eligibility process: use of screeners, specialized assessment/evaluation tools, etc.
 - Discipline alternatives, understanding behavior
 - Economic, cultural, and linguistic barriers to appropriate identification and placement

Future Meeting Dates

Date	Time
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