Differentiated Framework of Supports

Michigan Department of Education Office of Special Education

04/07/2022

INTRODUCTION: Annually, the Office of Special Education (OSE) examines the data used in making the Determination of the extent to which an Intermediate School District (ISD) is meeting the purposes and requirements of Individuals with Disabilities Education Act (IDEA). These data are used to identify the quadrant of supports for the ISD for the upcoming year. Specific technical assistance (TA) and other supports are then identified based on length of time in a specific Determinations' category, previously accessed supports, and other data sources and information.

Quadrant	Universal	Directed	Targeted	Intensive
Characteristics	**High Results/High Compliance**	**High Results/Low Compliance**	**Low Results/High Compliance**	**Low Results/Low Compliance**
Framework	**Universal Supports** System review to identify successful procedures and practices to share with others and identify areas of improvement	**Directed Supports** Provide directed supports to improve compliance System review to create a plan for improving compliance	**Targeted Supports** Provide targeted supports to improve results System review to create a plan for improving results	**Intensive Supports** Comprehensive system review to create an individualized improvement plan based on local capacity, educator competency, experience, and expertise
Who	ISDs with Determination sub-scores equal to or greater than the state medians for both results and compliance indicators and elements.	ISDs with Determination sub-scores equal to or greater than the state median for the results elements and **below** the state median for **compliance** indicators and elements.	ISDs with Determination sub-scores equal to or greater than the state median for the compliance indicators and elements and **below** the state median for **results** elements.	ISDs with Determination sub-scores **below** the state medians for the **results and compliance** indicators and elements.
Determinations Status	Meets Requirements	Needs Assistance - Compliance	Needs Assistance - Results	Needs Intervention
Criteria	These ISDs are identified as part of the Universal Quadrant of	These ISDs are identified as part of the Directed Quadrant of	These ISDs are identified as part of the Targeted Quadrant of	These ISDs are identified as part of the Intensive Quadrant of

Quadrant	Universal	Directed	Targeted	Intensive
	Supports. ISDs take the initiative to seek information and materials necessary for maintaining or improving performance.	Supports because the OSE can direct actions to improve compliance.	Supports to focus or target attention on the improvement of specific results elements with low performance.	Supports and in need of improvement due to low performance in specific results and compliance indicators and elements. ISDs in the Intensive Quadrant must complete actions as directed by the OSE to ensure compliance with IDEA and Michigan Administrative Rules for Special Education (MARSE) and focus attention on the improvement of specific results indicators and elements with low performance.
Forms of Support	Universal supports including TA and information available to all ISDs. Examples include: • Access to guidance, procedures, products, presentations, webinars, guidebooks, newsletters, and other universally available materials through the MDE or other websites, such as U.S. Department of Education and Office of Special Education (OSEP) funded TA centers. • Interaction with Michigan Department of Education (MDE) staff through invited	To support improvement of compliance, the OSE will direct actions to be taken by the ISD. ISDs in the Directed Quadrant have access to all supports provided to the Universal Supports quadrant. Additional support may include the assignment of an MDE OSE TA representative to the ISD. To determine the appropriate directed efforts, the OSE representative with members of the ISD complete an analysis in area(s) of noncompliance to determine whether:	To support improvement of results efforts, targeted supports are made available to ISDs. These supports are typically based on needs common to multiple ISDs. ISDs in the Targeted Quadrant have access to all supports provided to the Universal Supports quadrant. Additional support may include informing the ISDs of the TA resources available through the: • MDE website, e.g., Early Warning and Monitoring	To support improvement of results efforts and compliance, intensive supports are required. These intensive supports are based on the length of time an ISD has continued to need intensive support, any previous supports provided, and the extent to which performance has improved, even if not enough to move out of the quadrant. ISDs in the Intensive Quadrant may have access to all supports provided to the Universal, Directed, or Targeted Supports quadrants.

Quadrant	Universal	Directed	Targeted	Intensive
	or offered conference presentations by MDE staff. • Use of General Supervision System Grant funds to develop and continuously improve the system. • Engage in brief communications, such as phone consultation or email with MDE staff.	a) improvement has occurred over time; b) this is a first-time noncompliance issue; or c) there is repeated noncompliance. In conjunction with the data analysis, the OSE representative and ISD members will determine actionable causes of the noncompliance, along with strengths and barriers to correction. The ISD uses the causes to take corrective actions.	Intervention System (EWIMS), • OSE website, e.g., Supports for Students with Disabilities web page; • Catamaran TA site; and • OSE grant funded initiatives.	Additional supports may include, but are not limited to the following: • Informing the ISDs of the TA resources available through the: ○ MDE website, e.g., Early Warning and Monitoring Intervention System (EWIMS); ○ OSE website, e.g., the Supports for Students with Disabilities web page; and ○ Catamaran TA site, and OSE grant funded initiatives. • Engagement with an OSE representative to complete a Facilitated Self-Assessment. • Engagement with an OSE representative in an intensive data analysis to identify specific areas for improvement (similar to that described in the Directed Quadrant). • Participation in the OSE Data Use & Action Process Work Sessions.

Quadrant	Universal	Directed	Targeted	Intensive
Determinations Considerations	ISDs identified in the Universal Supports quadrant may be contacted to share with other ISDs procedures and practices they have found to be particularly successful in improving results and outcomes for students with IEPs, as well as maintaining compliance.	ISDs in Needs Assistance for two or more consecutive years are required to seek TA from sources listed above or others to improve compliance indicators and elements.	ISDs in Needs Assistance for two or more consecutive years are required to seek TA from sources listed above or others to improve results indicators and elements.	The MDE OSE has a Continuum of Incentives and Sanctions. The OSE emphasizes that among the options of sanctions, financial sanctions are considered as the last available option to meet federal requirements. ISDs in Needs Intervention for three consecutive years are subject to any and all applicable sanctions as noted in IDEA and MARSE R 340.1855 Failure to comply with corrective action in a timely manner; sanctions. Rule 155 (pp. 161-162).

Other Considerations: In addition to the Determinations' data, the OSE looks at previous years' data in these same areas to identify possible patterns or trends. From these data analyses, the OSE then examines data related to the compliance monitoring activities that occurred more recently than the Determinations' data, reviews dispute resolution data, and considers fiscal factors. Once all of these factors have been considered, the OSE differentiates the supports that will be required and/or offered to improve results for students with IEPs and ensure compliance.