

SPECIAL EDUCATION

Differentiated Framework of Supports

September 2026



KALAMAZOO RESA

Special Education



Differentiated Framework of Supports

In the same way that the Office of Special Education Programs (OSEP) and MDE make determinations, KRESA will use results and compliance indicator data to identify the determination category with which to support Member Districts; such categories are based on a Differentiated Framework of Supports. Depending on the results and compliance quadrant for which the determination falls, the Member District will be provided with support based on one of the following categories:

- Meets requirements and purposes of IDEA
- Needs assistance in implementing the requirements of IDEA
- Needs intervention in implementing the requirements of IDEA
- Needs substantial intervention in implementing the requirements of IDEA

Results	Needs Assistance - <ul style="list-style-type: none"> • High Results/Low Compliance • Directed Supports 	Meets Requirements <ul style="list-style-type: none"> • High Results/High Compliance • Universal Supports
	Needs Substantial Intervention <ul style="list-style-type: none"> • Low Results/Low Compliance • Intensive Supports 	Needs Intervention <ul style="list-style-type: none"> • Low Results/High Compliance • Targeted Supports

Compliance

KRESA has created a leveled system of technical assistance and support based on each district's determination rating. The graph below outlines the tiers and support framework that will be used to support Member Districts.

Determination	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Support Level	Universal Support	Directed Support	Targeted Support	Intensive Support
Characteristics	<i>High Results/High Compliance</i>	<i>High Results/Low Compliance</i>	<i>Low Results/High Compliance and/or Identified School</i>	<i>Low Results/Low Compliance and/or Identified School</i>
Support Framework	System review to identify successful procedures and practices to share with others and identify areas of improvement.	Provide directed support to improve compliance. System review to create a plan for improving compliance.	Provide targeted support to improve results. System review to create a plan for improving results.	Comprehensive system review of all Special Education systems within the district to create a plan and enhance understanding of how district systems are impacting results for students.
Frequency of Technical Assistance	Quarterly	Bi-Monthly	Monthly	Twice/Month

Universal Support- Meets Requirements

Member Districts demonstrating **High Results/High Compliance** on the Differentiated Framework of Supports will participate in Universal Technical Assistance. This technical assistance will be provided by KRESA's Program Improvement and Accountability Department as well as through a Regional Director employed by each Service Area.

KRESA Program and Accountability Team	Service Area Regional Director
<ul style="list-style-type: none"> • District Data Profiles – Annually • Regional Director Meetings – Monthly • SE Supervisor Meetings – Monthly • SE Community of Practice – 3 times annually • Guidance Documents • Pupil Accounting Support • Catamaran Support • State Complaint Investigations • Alternate Assessment Tier Activities • Discipline Support • “Areas of Concern” Inquiries • Proactive Monitoring (ISD determined) 	<ul style="list-style-type: none"> • Data Analysis with Member Districts and goal setting for program improvement • Overseeing the implementation of guidance from ISD and MDE in Member Districts • Developing and reviewing policies and procedures that are in alignment with IDEA and MARSE with Member Districts annually • Catamaran coordination • State complaint support for Member Districts • Review of Alternate Assessment flagged cases of Member Districts

This is a non-exhaustive list of what universal supports may be included.

Directed Support – Needs Assistance

Member Districts demonstrating **High Results/Low Compliance** on the Differentiated Framework of Supports will participate in Directed Technical Assistance.

In addition to universal support, identified Member Districts will participate in Directed Technical Assistance. This is a service model based on the common need to improve compliance. A relationship is established between the Member District and one or more of the KRESA Technical Assistance Team members.

KRESA Program and Accountability Team	Service Area Regional Director
<ul style="list-style-type: none"> • Conduct a system review and highlight target priority areas to support improving compliance • Review of written procedures • Provide resources and verify training materials on updated procedures and implementation of fidelity procedures • Bi-Monthly coaching for Member District supervisor and Regional Director to support the successful completion of activities outlined in the Determinations Improvement Plan 	<ul style="list-style-type: none"> • Assist the ISD in the Member District system review by providing local context • Facilitate the creation of a “Determinations Improvement Plan” with Member District supervisor using priority areas established during the system review • Review written procedures • Develop training materials in collaboration with Member District supervisors and provide training as scheduled and ensure it occurs

	<ul style="list-style-type: none"> • Review and supervise Member District fidelity checks to ensure changes are being implemented • Ensure Member District supervisors participate in Bi-Monthly coaching sessions
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Targeted Support – Needs Intervention

Member Districts demonstrating **Low Results/High Compliance** on the Differentiated Framework of Supports will participate in Targeted Technical Assistance.

In addition to universal support, identified Member Districts will participate in Targeted Technical Assistance. This is a service model based on the common need to improve results. A relationship is established between the Member District and one or more of the KRESA Technical Assistance Team members. Activities may include professional learning and assistance around the implementation of evidence-based instructional practices.

KRESA Program and Accountability Team	Service Area Regional Director
<ul style="list-style-type: none"> • Conduct a system review and highlight target priority areas to support improving results • Provide resources and consultation surrounding the implementation of best practices to improve results • Work with KRESA Educator Supports to coordinate efforts in alignment with district MICIP plans to streamline coaching and professional development needs • Monthly coaching for Member District supervisor and Regional Director to support the successful completion of the activities outlined in the results improvement plan 	<ul style="list-style-type: none"> • Assist the ISD in the Member District system review by providing local context • Facilitate the creation of a “Determinations Improvement Plan” with Member District supervisor using priority areas established during the system review • Develop training materials in collaboration with Member District supervisors and provide training as scheduled and ensure it occurs • Review and supervise Member District fidelity checks to ensure changes are being implemented and share data with local superintendent • Review Member District MICIP plans to support the identification of areas of potential opportunity for support • Ensure Member District supervisor participates in monthly coaching sessions

Intensive Support – Needs Substantial Intervention

Member Districts demonstrating **Low Results/Low Compliance** on the Differentiated Framework of Supports will participate in Intensive Technical Assistance.

KRESA will partner with the Member District to conduct a Special Education Systems Assessment and develop a Special Education Continuous Improvement Action Plan targeted to improve both compliance and results. In addition to universal support, activities may include those described in the Directed and Targeted Support categories.

This level of Technical Assistance with the Member District requires a stable, on-going relationship between the Technical Assistance team member(s), and district. These services are a negotiated series of activities designed to reach a valued outcome and assist the district in completing activities in their action plans. Intensive Technical Assistance should result in changes to policy, program, practice, and/or operations that support increased district capacity and/or improved outcomes at one or more systems levels.

KRESA Program and Accountability Team	Service Area Regional Director
<ul style="list-style-type: none"> • Conduct a Special Education Systems Assessment with Member District leadership to support the Member District's understanding of how their systems are impacting results for students • Provide a summary of Member District strengths and opportunities for growth to improve Special Education Systems • Highlight target priority areas to support improving compliance and results for a "Determinations Improvement Plan" • Review Member District written procedures and facilitate updates where needed • Provide resources and consultation surrounding the implementation of best practices to improve results and compliance • Twice monthly coaching for Member District supervisor and Regional Director to support the successful completion of activities outlined in the "Determinations Improvement plan" 	<ul style="list-style-type: none"> • Assist in the Special Education Systems Assessment and provide local context to the ISD during the process • Facilitate the creation of a "Determinations Improvement Plan" with Member District supervisor using target priority areas established during the system review • Review Member District written procedures and update as needed • Develop training materials in collaboration with Member District supervisors and provide training as scheduled and ensure it occurs • Review and supervise Member District fidelity checks to ensure changes are being implemented and share data with local superintendent • Monitor Member District "Determinations Improvement Plan" to ensure actions steps are completed • Participate in twice monthly coaching sessions alongside the Member District supervisors to support the successful completion of "Determinations Improvement Plan" activities

Elements Used in Calculating Member District Determinations

The MDE and KRESA use both results and compliance indicators in making a determination of the extent to which each Member District is meeting the purpose and requirements under IDEA. Information used as elements in the determination score include:

Results Indicators	Compliance Indicators
<ul style="list-style-type: none"> ● SPP/APR Indicator 3B and 3C: Statewide Assessment Participation and Proficiency <ul style="list-style-type: none"> ○ Participation at 4th grade English Language Arts (ELA) ○ Proficiency at 4th grade ELA ○ Participation at 4th grade math ○ Proficiency at 4th grade math ○ Participation at 8th grade ELA ○ Proficiency at 8th grade ELA ○ Participation at 8th grade math ○ Proficiency at 8th grade math ● Percentage of students with an IEP exiting school by graduating with a regular high school diploma ● Percentage of students with an IEP exiting school by dropping out 	<ul style="list-style-type: none"> ● SPP/APR Indicator 4B: Suspension/Expulsion by Race/Ethnicity ● SPP/APR Indicator 9: Disproportionate Representation - Child with a Disability - due to inappropriate identification ● SPP/APR Indicator 10: Disproportionate Identification - Six Disability Categories - due to inappropriate identification ● SPP/APR Indicator 11: Child Find (Timely Initial Evaluations) ● SPP/APR Indicator 12: Early Childhood Transition ● SPP/APR Indicator 13: Submission of Timely Data ● Submission of Valid and Reliable Data ● Audit Findings (Finance) ● Timely Correction of Noncompliance