The Division of Special Education/Early Intervention Services

Differentiated Framework

Tiers of Supervision and Support to Improve Birth-21 Special Education and Early Intervention Results in Maryland

TIERS OF **PERFORMANCE SUPPORT**

INTENSIVE

Continued non-compliance; unwillingness to comply with core requirements

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

FOCUSED

Quarterly, enhanced differentiated monitoring *and* in-depth data analysis

Annual Determination Status: "Needs Assistance" for 3 or more consecutive years, "Needs Intervention" for 2 or more consecutive years, or "Needs Substantial Intervention"

Other Status: Uncorrected noncompliance for 2 or more years or readiness for implementation of State identified priorities (e.g., SSIP)

Requirement: Comprehensive Plan, including Improvement and Corrective Action Plan(s) jointly developed by the LSS and DSE/EIS

Substantial support by the State and local leadership *(including Superintendent)* and other required stakeholders to jointly implement Comprehensive Plan focused on systems change through:

- Onsite intensive technical assistance
- Ongoing assessment of progress
- Direction of funds

TARGETED

Semi-annual, differentiated monitoring *and* customized data analysis with real-time local and State compliance and results data

Annual Determination Status: "Needs Assistance" for 2 consecutive years or 1st year of "Needs Intervention"

Other Status: Noncompliance not corrected within 1 year of identification or at the request of the LSS/PA or DSE/EIS Assistant State Superintendent

Requirement: Improvement Plan(s) and/or Corrective Action Plan(s) (CAPs), as assigned, submitted to and approved by DSE/EIS

Responsive support by joint State and local leadership teams to implement Improvement Plan(s) and/or Corrective Action Plan(s), including:

- Coaching
- Training
- Periodic feedback
- Target or direct funds

UNIVERSAL

Annual desk audit *and* cross-divisional data analysis

- SPP/APR compliance & results
- Indicators (current & trend)
- Fiscal
- Local priority data

Cyclical monitoring

- Comprehensive monitoring: Local policies & procedures; Child/Student record reviews; Case studies/local interviews
- Sub-recipient monitoring
- Priority monitoring determined by DSE/EIS Assistant State Superintendent

Annual Determination Status: "Meets Requirements" or 1st year of "Needs Assistance"
Requirement: Improvement Plan(s), as assigned, submitted to DSE/EIS

Statewide/regional technical assistance for identified needs

Resources & funding
Local Implementation for Results (LIRs)

ACCOUNTABILITY

LEAD TO IMPROVED PERFORMANCE

ACHIEVEMENT | PROGRESS | GAP REDUCTION | COMPLIANCE

TIERS OF **GENERAL SUPERVISION**

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

DIVISION OF SPECIAL EDUCATION / EARLY INTERVENTION SERVICES

The ***DSE/EIS Differentiated Framework: Tiers of Supervision and Support*** was developed by **Marcella E. Franczkowski, Assistant State Superintendent, MSDE Division of Special Education/Early Intervention Services,** November 2013 **Rev. April 9, 2018***

**Amends page 14 of the the DSE/EIS Strategic Plan: Moving Maryland Forward v2.*