
Significant Disproportionality and Coordinated Early Intervening Services (CEIS)

Meet the Team



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Agenda

- 1. Significant Disproportionality Overview**
- 2. CEIS**
- 3. Data Analysis**
- 4. Root Cause Analysis**
- 5. Developing a CCEIS Plan & Implementation**
- 6. Reporting Requirements**



Overview

Significant Disproportionality

What is Significant Disproportionality?

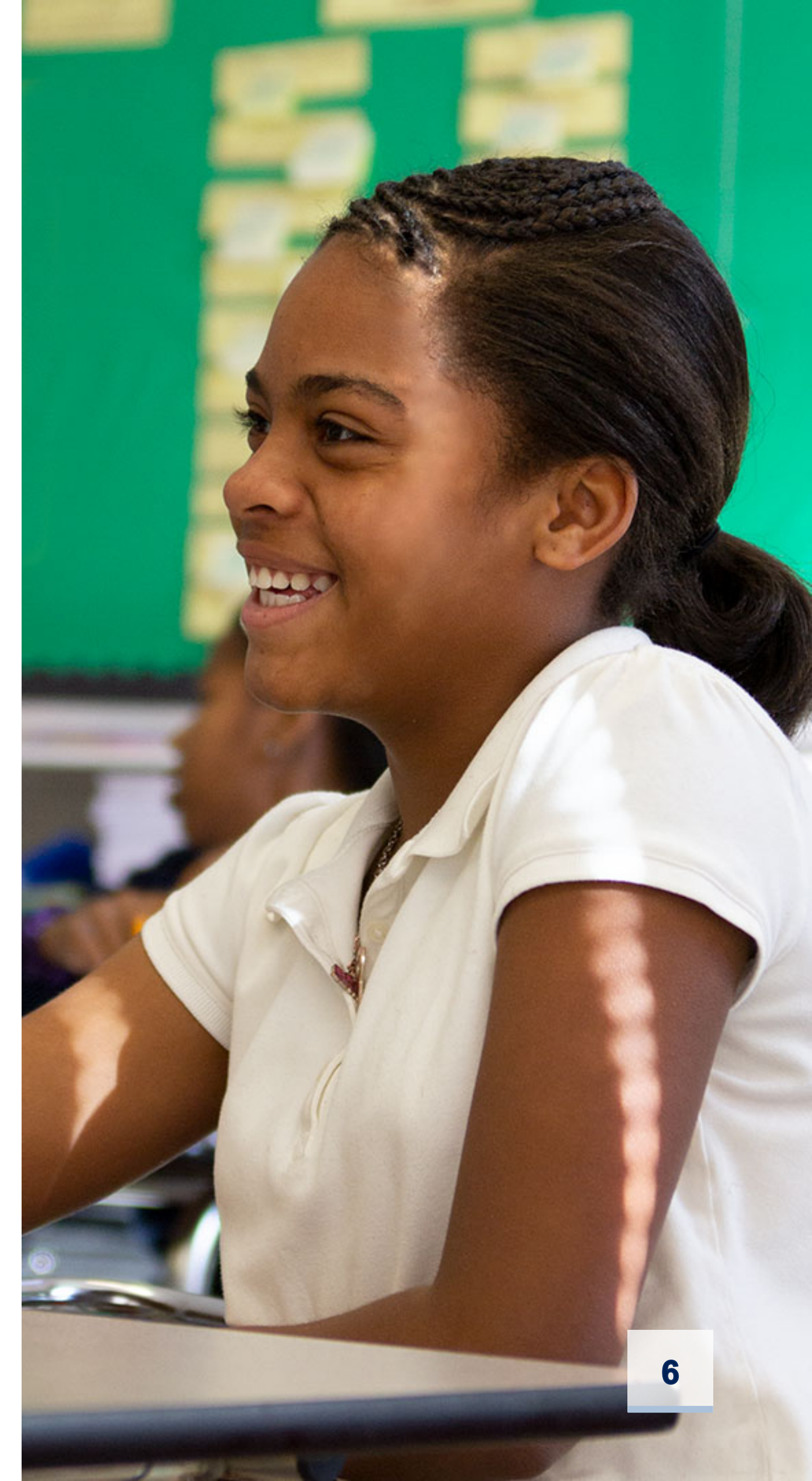
Under federal regulation 34 CFR § 300.646, MDE is required to:

“...provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to—

- (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of the Act;
- (2) The placement in particular educational settings of these children; and
- (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.”

How Does MDE Define Significant Disproportionality?

- Disproportionality is an overrepresentation of some racial or ethnic group in a category.
- Disproportionality becomes significant when the over representation exceeds a defined threshold.



Analysis Categories

IDENTIFICATION	
Age Range	Categories
Children ages 3-21	<ul style="list-style-type: none">• All Disabilities• Autism• Emotional Disabilities• Intellectual Disabilities• Other Health Impairment• Specific Learning Disability• Speech or Language Impairments

Analysis Categories

PLACEMENT	
Age Range	Categories
Children ages 6-21	<ul style="list-style-type: none">• Inside a regular class for less than 40 percent of the day• Inside separate schools and residential facilities (not including homebound or hospital settings, correctional facilities or private schools)

Analysis Categories

DISCIPLINE	
Age Range	Categories
Children ages 3-21	<ul style="list-style-type: none">• Out-of-school suspensions and expulsions of 10 days or fewer• Out-of-school suspensions and expulsions of more than 10 days• In-school suspensions of 10 days or fewer• In-school suspensions of more than 10 days• Disciplinary removals in total

Mississippi's Methodology

FY 20 (2019-2020 SY)	FY 21 (2020-2021 SY)	FY 22 (2021-2022)
<ul style="list-style-type: none">• N-Size – 40• Cell Size – 40• Risk Ratio Threshold – 4.0• 3 consecutive years including current year	<ul style="list-style-type: none">• N-Size – 30• Cell Size – 10• Risk Ratio Threshold – 3.0• 3 consecutive years including current year	<ul style="list-style-type: none">• N-Size –30• Cell Size – 10• Risk Ratio Threshold – 2.0• 3 consecutive years including current year
6 districts	37 districts	88 districts



Coordinated Early Intervening Services

What Are Coordinated Early Intervening Services?

- Services to help children who need additional academic and behavioral support to be successful in school.
- Can include professional development and educational and behavioral evaluations, services and supports (34 CFR §300.226(b); 34 CFR §300.646(d)(1)(i)).
- Mandatory or Comprehensive CEIS (CCEIS) require LEAs identified by their states as having significant disproportionality based on race or ethnicity to reserve exactly 15 percent of IDEA Part B Section 611 and Section 619 funds to implement CCEIS (34 CFR §300.646(d)).



Who Can Benefit From CCEIS?

Children with or without disabilities age 3 through grade 12, particularly, but not exclusively, children in those groups who were significantly overidentified.

Why Are These Services Important?

- Identifying and addressing learning and behavior difficulties early.
- Delays in providing support could result in a need for increased services at a greater cost.
- May help to prevent inappropriate overidentification of particular subgroups of children with disabilities.

Comprehensive (Mandatory) Coordinated Early Intervening Services (CCEIS)



DATA ANALYSIS



ROOT CAUSE ANALYSIS



DEVELOPMENT OF A PLAN



IMPLEMENTATION



Data Analysis

Data Analysis (1 of 12)

- 1. When conducting a data analysis, it is important to remember districts should consider assessing the procedures and practices within the total school framework, both in general education, not just special education.**
- 2. The district should gather information from a variety of evidence sources.**

Data Analysis (2 of 12)

3. The underlying principle when looking at data should always be focused on equity to ensure that students who need more support receive it in an appropriate manner:

- a) Are the systems in place conducive to support the most vulnerable, are social identities such as race, gender, disability, etc. treated as different?
- b) How can close examination of school systems allow leaders to minimize the effect of bias-based beliefs?

Data Analysis (3 of 12)

Examples of data to collect:

- Students' attendance, behavior, and performance; end of grade assessments, benchmarks (not just end of year assessments)
- Surveys (students and staff)
- Teacher outcomes, licensure, experience, etc.

Data Analysis (4 of 12)

Examples of data to collect:

- Demographic information (students and staff); race/ethnicity, English learner, gender, economically disadvantaged etc.
- District and school policies and procedures

***Note about data:** Ensure accurate data to be able to make sound decisions. It is not the amount of data you have but the quality and how it is used.

Data Analysis (5 of 12)

Possible Questions to discuss during analysis:

- What are the beliefs about the current problem (student expectations, lack of family support, etc.)?
- Are there noticeable differences with gender, race/ethnicity, etc.?
- Are the low-performing schools due to inadequately prepared personnel?
- What is the frequency and the quality of the general education early intervention process and progress monitoring?
- Are current practices supportive of targeted students?

Data Analysis (6 of 12)

More specific questions, based on area of focus:

Could challenging behaviors during a specific class (reading) be contributing to low proficiency in reading?

Is there a connection between the number of referrals (to office and/or referrals for evaluations as it relates to special education) and the experience of the teachers?

Data Analysis (7 of 12)

Establish a team within your district, including general and special education representatives, someone to interpret the data, district/school leadership, community and family representation and others as appropriate.

- a)** Identify the area(s) the district was found to have significant disproportionality. Was it identification, placement, and/or discipline?
- b)** Discuss and plan the scope of the district's review process.
- c)** Make an informed decision about what areas will be reviewed.

Data Analysis (8 of 12)

- For example: Will the team review its referral practices; comprehensiveness of evaluations; how placement and eligibility decisions are made; whether or not effective progress monitoring is occurring; whether general education early intervention is provided?



Data Analysis (9 of 12)

Decide which schools will be reviewed for school-based policies and practices.

- For example: Do certain schools have more referrals than others?



Data Analysis (10 of 12)

6. As applicable, decide how to select student files to review, and whether such files should be representative of relevant ethnic and/or minority groups.

- For example: Are Hispanic students being referred for certain disability categories as compared to White students?



Data Analysis (11 of 12)

7. Determine the tool(s) to be used to gather information.

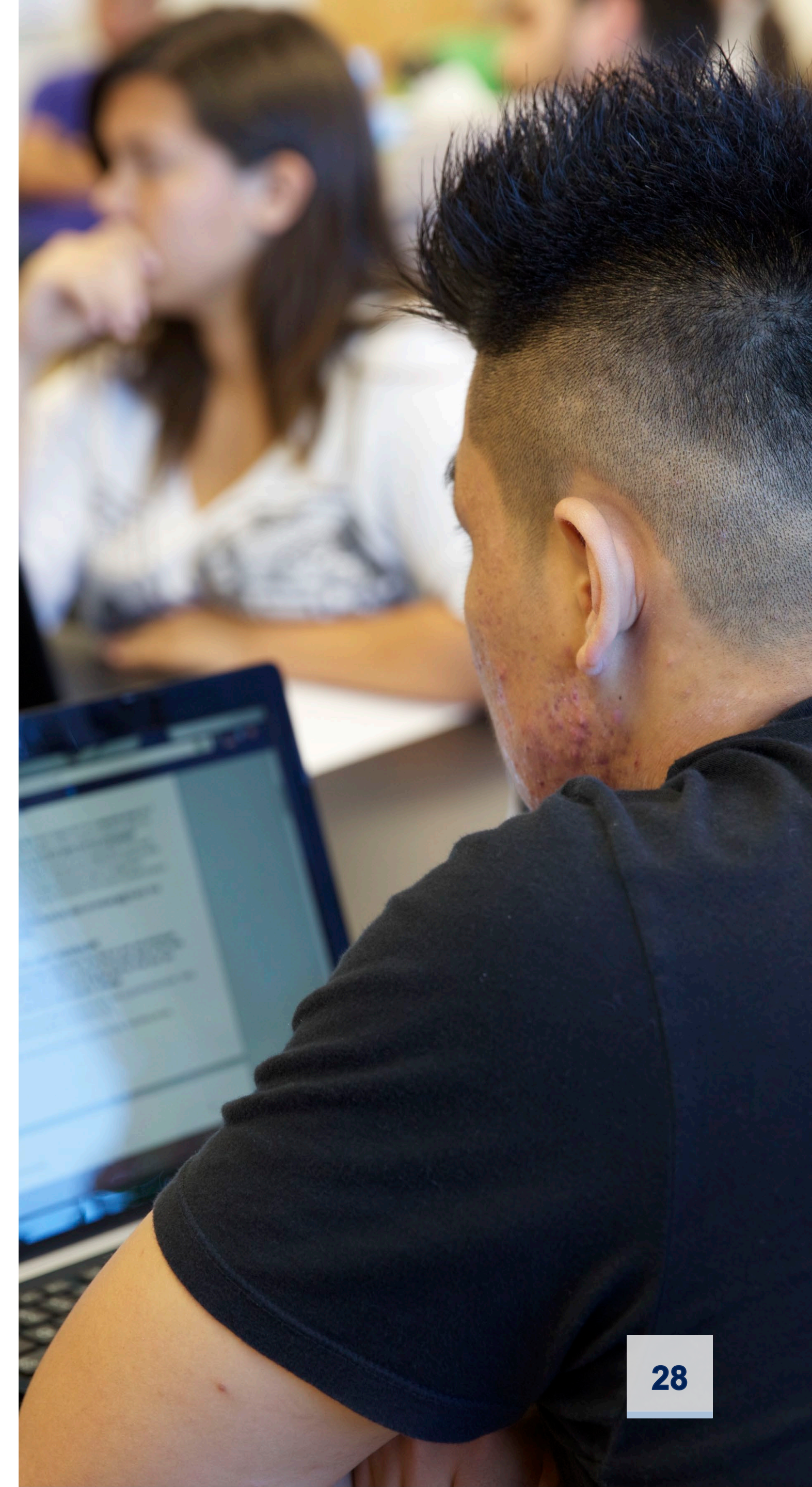
- For example: Which tool will provide the necessary information: proportion of students overidentified for special education, what is the rate or percentage of risk for certain students to be suspended, comparison of risk for classification one group in relation to risk for other students?

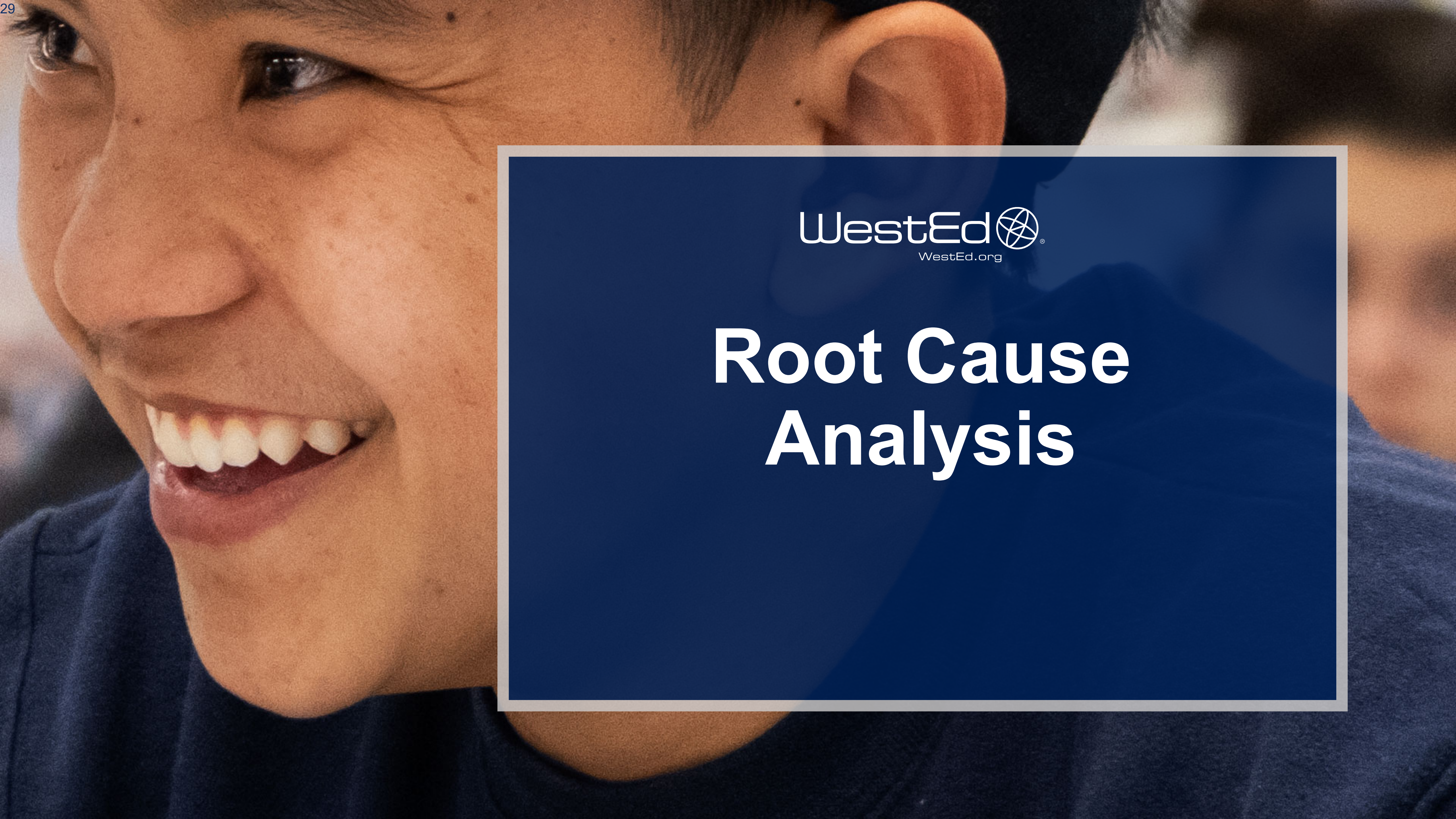


Data Analysis (12 of 12)

8. Discuss roles and responsibilities of each team member.

- For example: Who will document findings, any necessary revision to policies, procedures, and practices, and monitor timeline of collection and analysis?





Root Cause Analysis

Root Cause/Problem Analysis (1 of 4)

Root cause/problem analysis consists of the actions or steps taken to identify causes of problems and core issues (contributing factors).

- Root causes of disproportionality is the intersection between practices and beliefs.
- What are the reasons why there is a difference between the current reality in student performance and the expected performance?



Root Cause/Problem Analysis (2 of 4)

Examples of factors that may contribute to significant disproportionality might include:

- A lack of access to scientifically based instruction;
- Economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings;
- Inappropriate use of disciplinary removals;
- Lack of access to appropriate diagnostic screenings; or
- Differences in academic achievement levels.

Root Cause/Problem Analysis (3 of 4)

1. Who is the problem affecting?

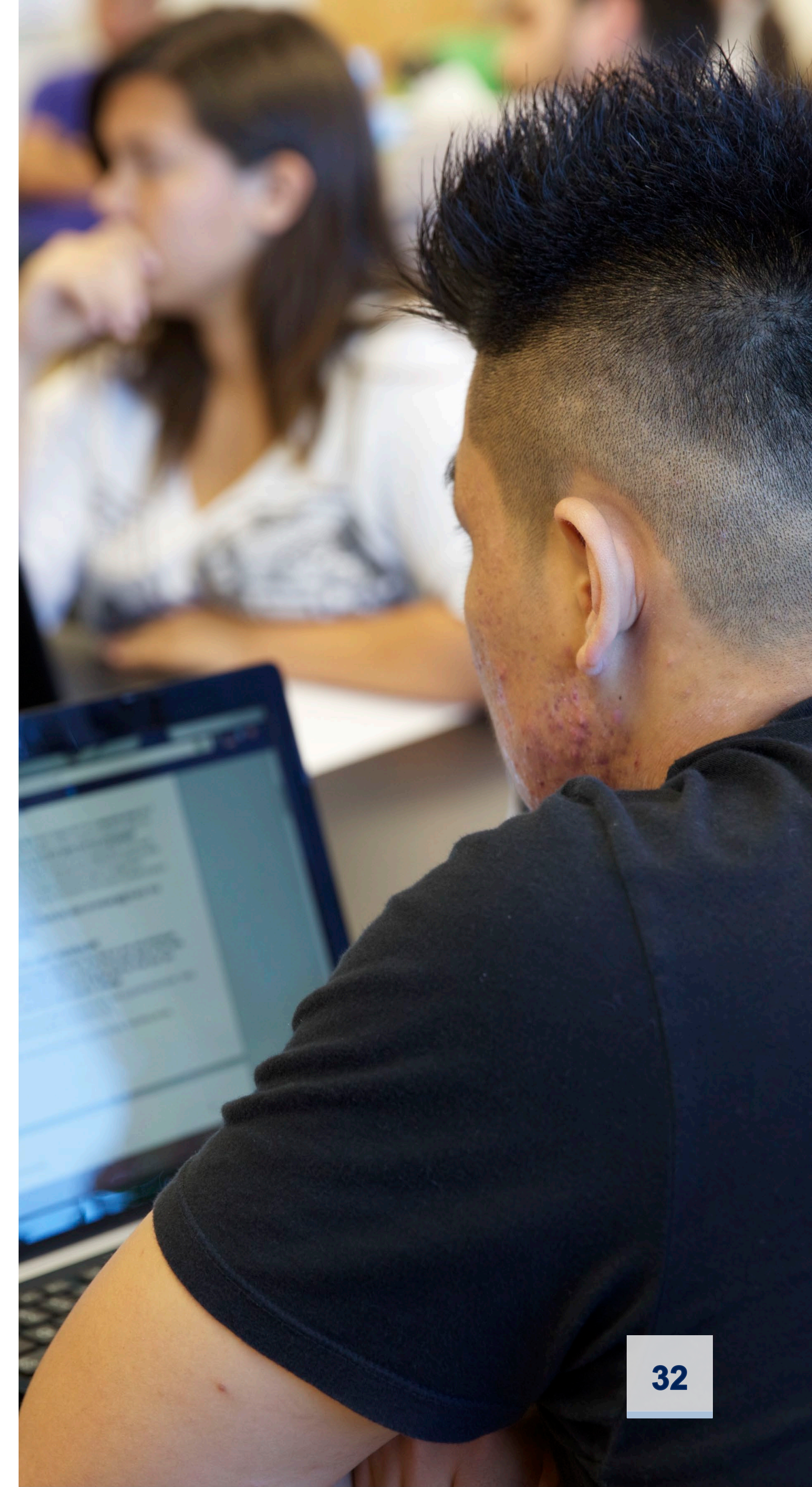
- Specific group of students

2. What factors could possibly be associated with the problem?

3. Does the data show any contributing factors?

4. Why is the problem happening?

- Consider skillsets, beliefs/values, expectations, resources and supports related to the current situation



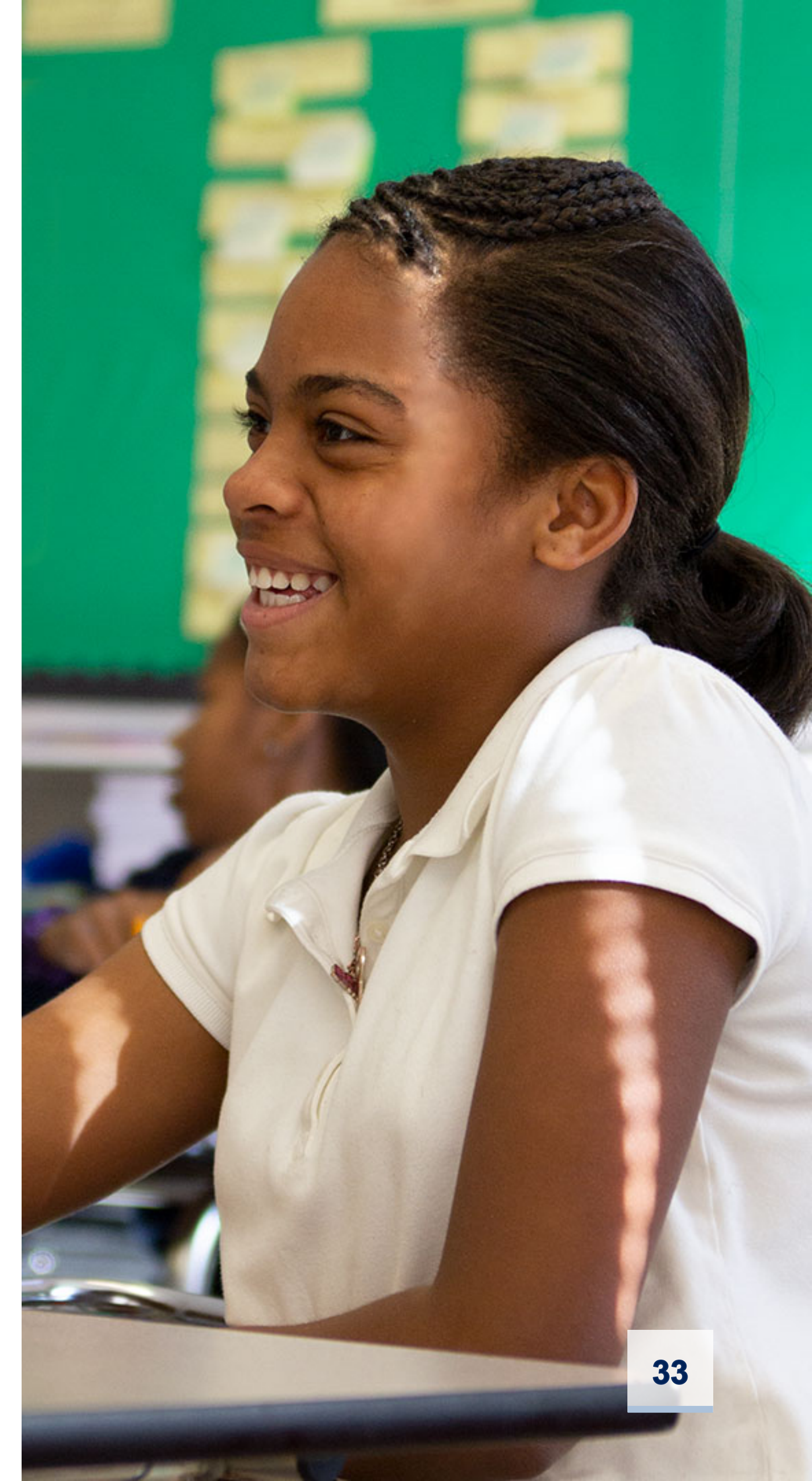
Root Cause/Problem Analysis (4 of 4)

5. Where is the problem happening?

- Certain location

6. When and how often is the situation occurring?

- Time of day and frequency



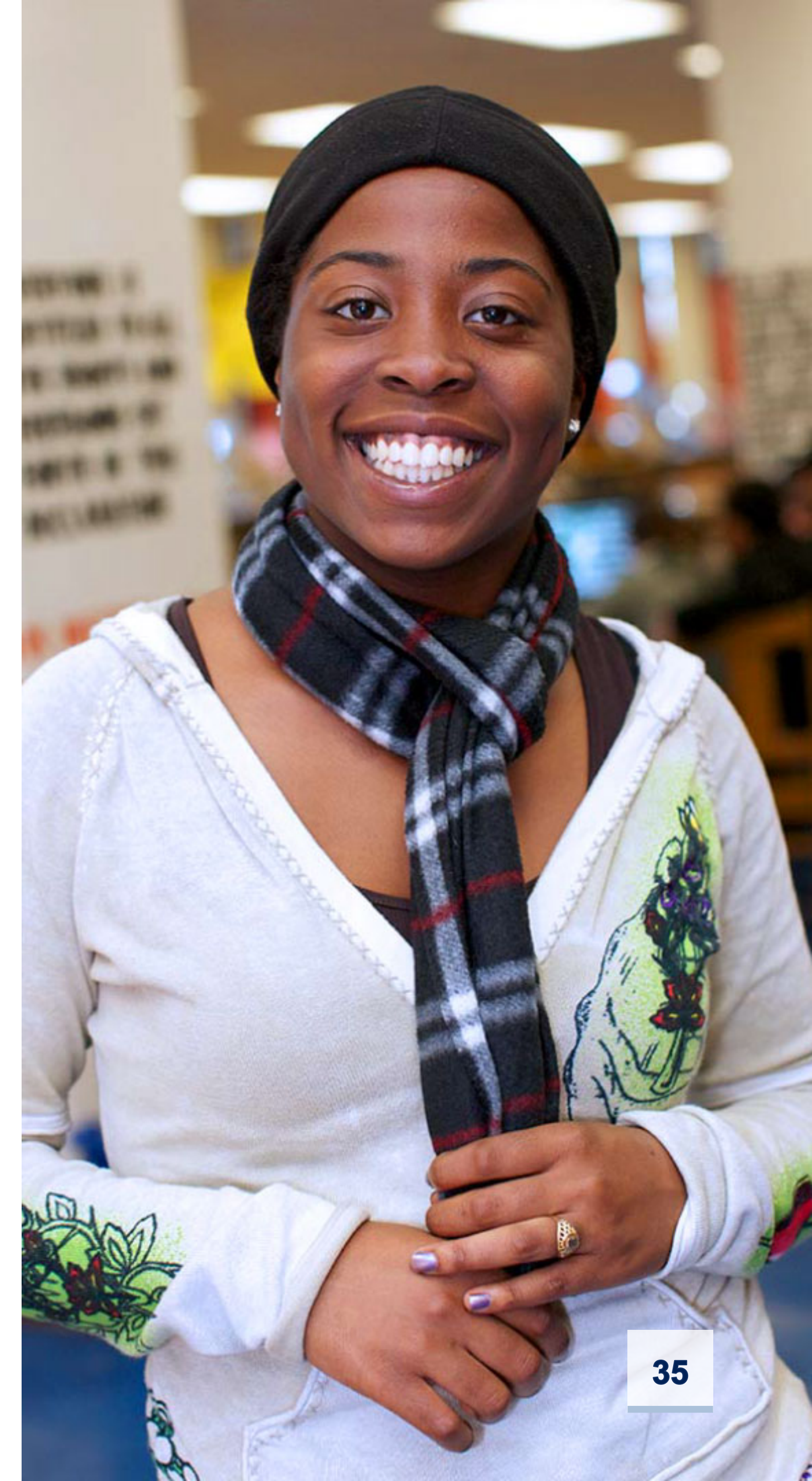


Developing a Plan & Implementation

Developing a Plan

Create a plan that includes:

1. Goals that align with the overall school culture, climate, and have a focus on equity, address contributing factors based on the root cause analysis, and are actionable and measurable;
2. Indicators of success to measure individual goal progress;
3. Tasks required;
4. Timeline to monitor overall plan outcomes.

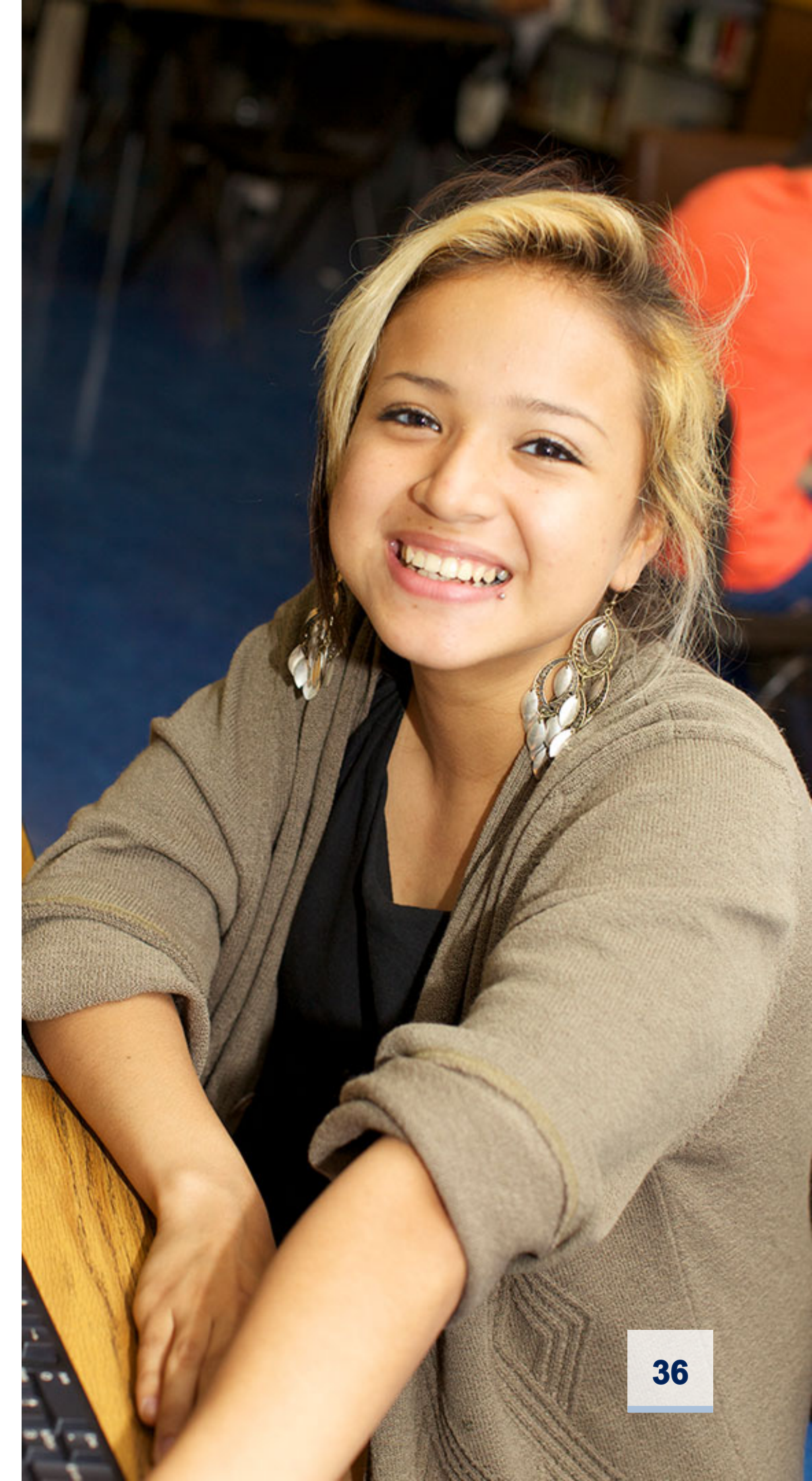


Permitted Activities: Mandatory CCEIS

Professional development and educational and behavioral evaluations, services, and supports.

In addition, LEAs must also:

- Address the factors contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(ii)); and
- Address a policy, practice, or procedure identified by the LEA as contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(iii)).



Implementation

Resources:

- Identify materials and staff responsible for carrying out activities for budgeting and programming.

Evaluating effectiveness:

- Describe process for ongoing collection and analysis of data related to the measurable outcomes: tracking of target students, gathering and sharing data, and modifying the action plan, as needed.

Supports and Sustainability:

- Address process for adding support and sustaining planned activities that demonstrate success in reducing disproportionality.

IDC Success Gaps Toolkit Preview

<https://ideadata.org/toolkits/>



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Reporting

Reporting Requirements

An LEA is required to publicly report:

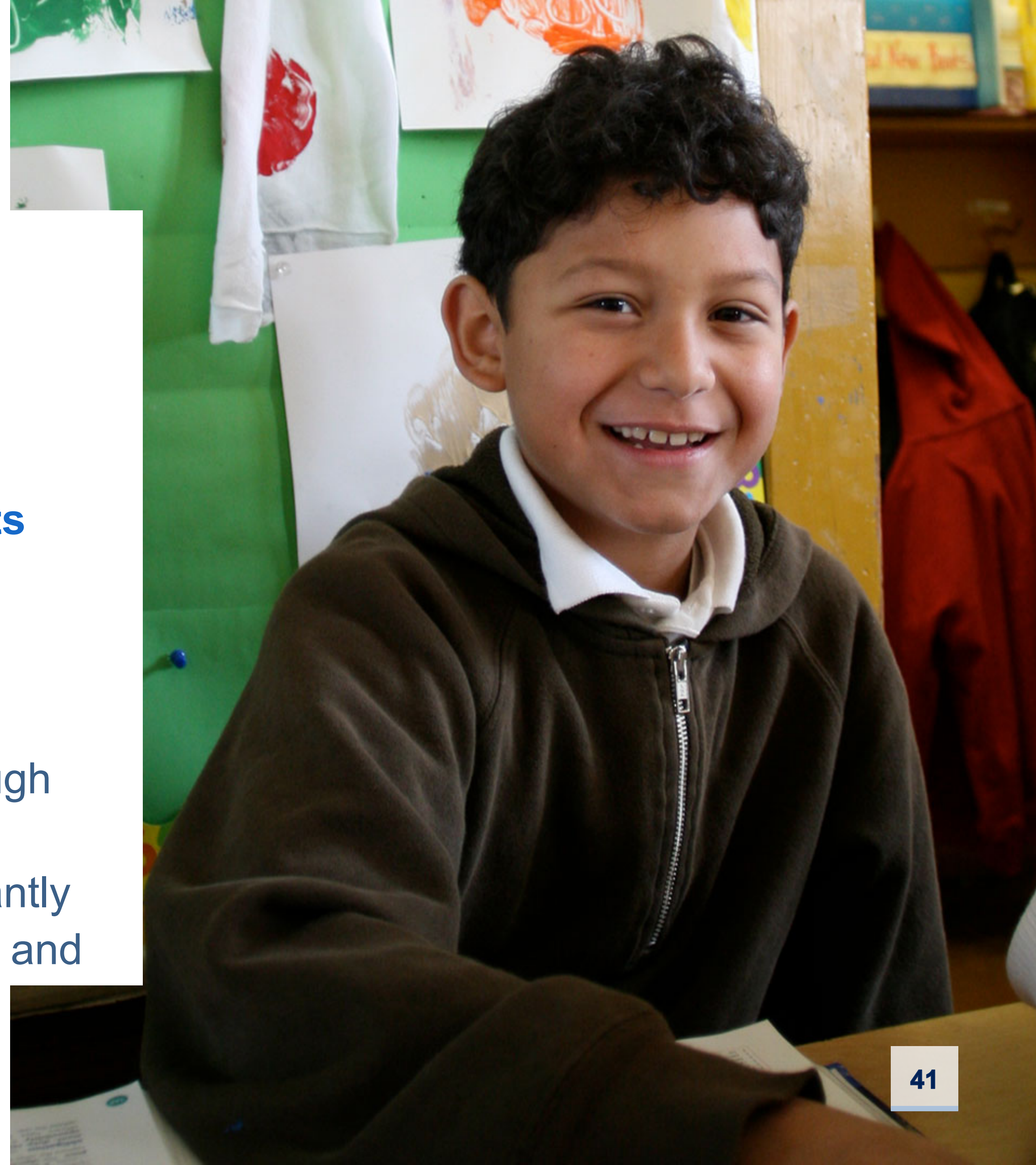
- The revision of policies, practices, and procedures.
- Additional reporting requirements to be determined by OSEP at a future date.

Additionally, LEAs should track:

- The number of children served under this section who received early intervening services; and
- The number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.

MCAPS Application Questions

- Describe the targeted audience for the mandatory CCEIS and their needs.
- Describe why the targeted group of students needs additional academic and behavioral support to succeed in a general education environment.
 - This may include children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified. It may include students with and without disabilities.



MCAPS Application Questions Cont.

- Describe in detail the activities or intervening services that your district will conduct for mandatory CCEIS and how the activities will address the identified root causes and contributing factors including any policies, procedures, or practices that are contributing to the significant disproportionality.



MCAPS Document Submission

*Update:

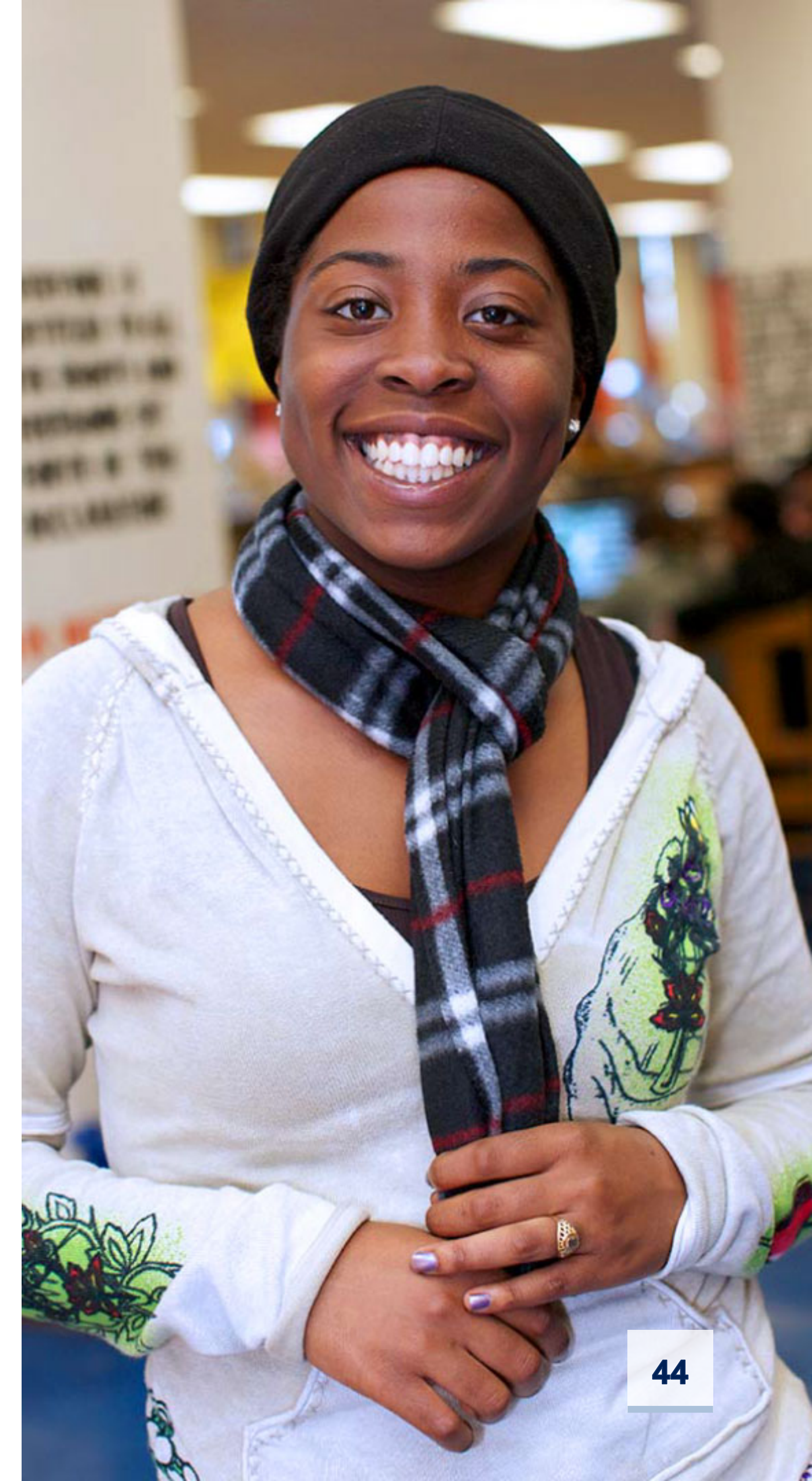
- As part of your FY23 LEA Funding application, your LEA will be required to submit its CEIS Student Data Tracker and Root Cause Analysis.



LEA CEIS Student Tracking (1 of 3)

Professional Development:

- The LEA should count the number of students in need of additional support who received instruction from personnel who participated in the professional development program.



LEA CEIS Student Tracking (2 of 3)

School-wide Intervention Initiatives:

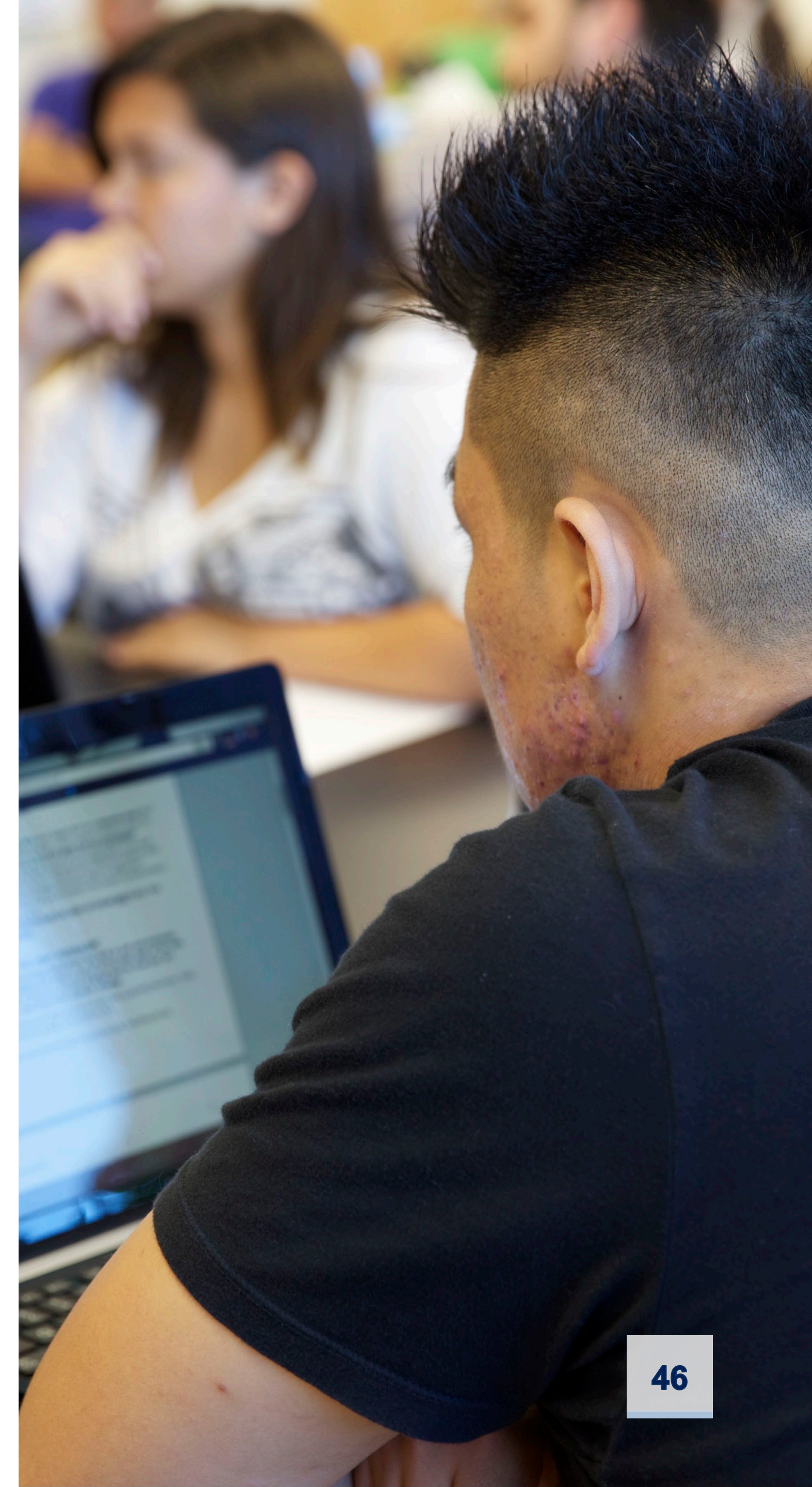
- The LEA should count students who meet the LEA's criteria of needing additional support and participate in the initiative as receiving CEIS in the year(s) of or the year(s) immediately following the initiative and track for the following two years.



LEA CEIS Student Tracking (3 of 3)

Behavioral and Educational Evaluations:

- The LEA should count students who are evaluated to determine the supports necessary for success in the general education environment in the year of or the year immediately following the evaluation and track for the following two years.



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Students Who Received CEIS/CCEIS									
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Please report the following:

- (1) student ID, name (last, first, mi), and date of birth of all students who received CEIS/CCEIS during the school year;
- (2) school and grade level for current school year;
- (3) date the student first received CEIS/CCEIS during this school year;
- (4) each type of CEIS/CCEIS activity you provided to the student in the current school year, using the drop-down list to enter an "X" in the column for each type; and
- (5) if the student had received CEIS/CCEIS and was later found eligible for and was receiving special education/related services during the current school year, the date special education/related services began, primary disability category, and education

After entering all your data, please click on the "Check Data" button to verify the data.

CHECK DATA

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Resources

1. **Fergus, E. (2017). *Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and Minds*. Corwin, a SAGE Publishing Company.**
2. **Quick Reference Guide on Coordinated Early Intervening Services:**
<https://cifr.wested.org/wp-content/uploads/2015/12/CIFR-CEIS-QRG.pdf>
3. **CEIS Resources Step-by-Step:**
<https://cifr.wested.org/resources/ceis/ceis-step-by-step/>

Resources Cont.

4. A Comparison of Mandatory CCEIS and Voluntary CEIS:

https://ideadata.org/sites/default/files/media/documents/2017-09/idc_ceis_chart.pdf

5. MDE CEIS Fiscal Training:

<https://www.mdek12.org/OSE/Special-Education-Training/Power-Points>

For additional resources and information, visit:

- **CIFR website:** <https://cifr.wested.org/>
- **IDEA Data Center (IDC) website:** <https://ideadata.org/>

Questions & Answers



Gratitude & Appreciation

Thank You!

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