



INTERACTIVE INSTITUTES **2020**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

# Significant Disproportionality as a Spark for Continuous Improvement in Student Outcomes



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# Presenters



## **Fort Worth, TX – March 3–4, 2020**

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## **Virtual – June 23–25, 2020**

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# Agenda



- Quick overview of regulations
- Results of IDC's 2016 Coordinated Early Intervening Services (CEIS) Study
- How states support LEAs
- How states evaluate support and progress
- Discussion: How do we know we are effectively supporting LEAs to implement plans? How do we ensure LEAs are monitoring their own progress and making adjustments?
- A time for action planning and sharing next steps



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# Welcome!



Who is in the audience?

- Data managers
- State directors
- SPP/APR coordinators
- 619 coordinators
- Coordinators for significant disproportionality
- Fiscal coordinators
- Others



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# Quick Overview of the Significant Disproportionality and Comprehensive CEIS Regulations



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# IDEA Requires States to...



- Ensure LEAs set aside 15% of IDEA funds to address the causes of disproportionality when identified
  - LEAs are creating plans and initiatives to address significant disproportionality
- Monitor the appropriate use of funds, including those set aside for significant disproportionality
- Report data on funds used for significant disproportionality



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# When the State Identifies Districts

## The state must...

Ensure districts reserve 15 percent of IDEA funds for Comprehensive Coordinated Early Intervening Services (CCEIS) to identify and address factors contributing to the significant disproportionality

Provide for the annual review of policies, procedures, and practices of any district that has significant disproportionality

Require districts to publicly report on the revision of policies, procedures, and practices

34 CFR §300.646-647

# When the State Identifies a District

## The district must...

Reserve 15 percent of IDEA funds for Comprehensive Coordinated Early Intervening Services (CCEIS) to identify and address factors contributing to the significant disproportionality

Conduct a review of policies, procedures, and practices and report to the public on the revision of policies, procedures, and practices

Provide CCEIS services; track and report the funds expended for CCEIS

34 CFR §300.646-647



# Results from IDC's 2016 CEIS Study

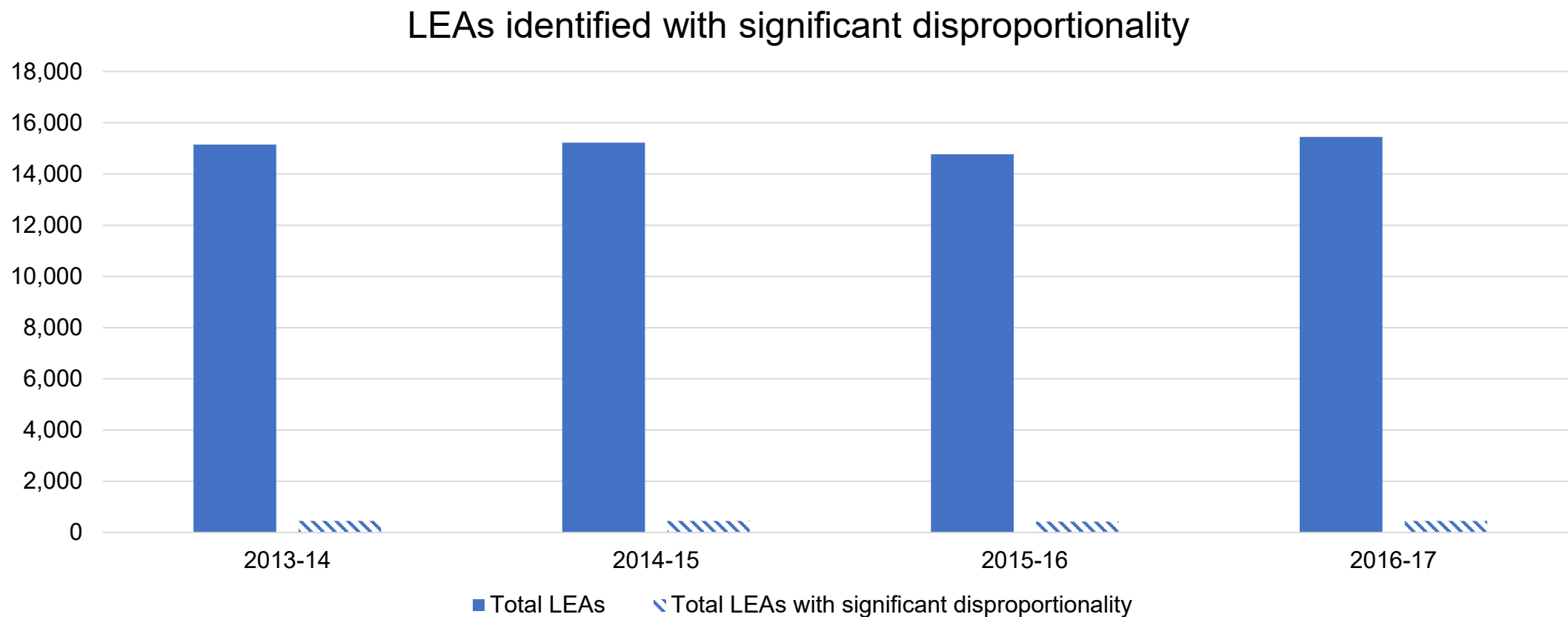


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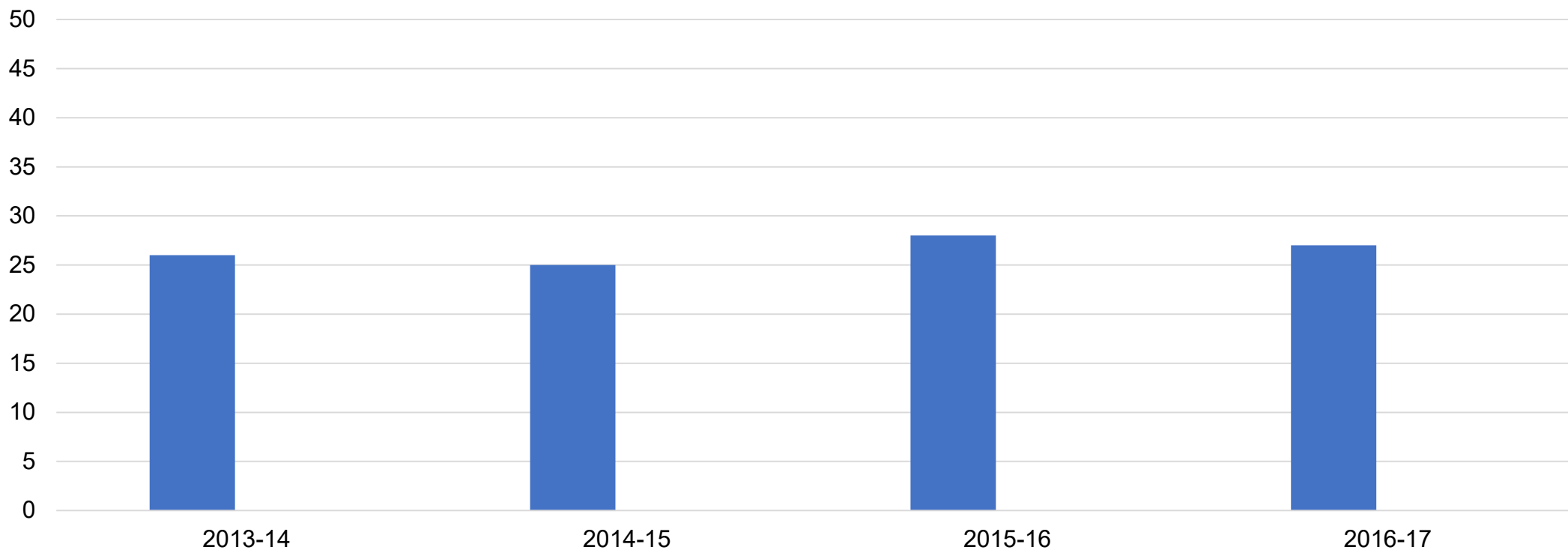


# For Perspective



# More Perspective

Number of states that identified LEAs with significant disproportionality



# 2016 Study Revealed Challenges to Implementation of CEIS

- LEAs want more guidance from states
- It is difficult for LEAs to develop cohesive and sustainable plans
- CEIS is only one of many interventions/initiatives in any LEA
- Most LEAs do not have a plan to determine effectiveness of CEIS implementation
- Most states do not have a plan to determine if district implementation is effective

# How States Are Supporting CCEIS Implementation



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# States Are Developing State Systems of Support for Identified Districts



- Clearly defining a timeline for all activities from identification of significant disproportionality to implementation of CEIS plan, tracking, and reporting of data
- Developing guidance materials for processes
- Creating and posting webinars for explaining requirements



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# States Are Providing Support in Many Formats or Through Many Methods

- Creating a cohort of districts and providing monthly training and coaching throughout the year
- Connecting on face-to-face forum(s)
- Using webinar series
- Providing one-on-one support with assigned state staff
- Maintaining websites with resources and written guidance

# States Are Providing Training on Many Topics

- How districts were identified
- What regulations require
- State timeline
- How to conduct review of policies, practices, and procedures
- How to identify the factors that may be contributing to the significant disproportionality (root cause analysis)
- How to address the factors
- How to track and report student and fiscal data
- Other fiscal requirements and implications

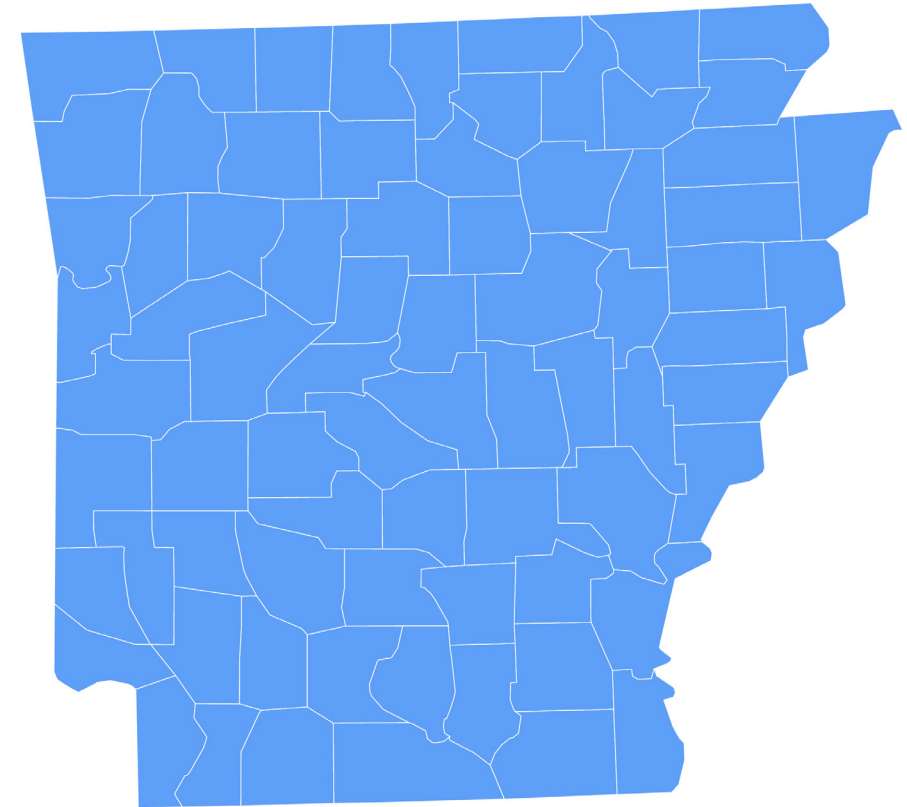




# How Arkansas Supports CCEIS Implementation

## Arkansas Resources

- CCEIS page  
<http://dese.ade.arkansas.gov/divisions/learning-services/special-education/comprehensive-coordinated-early-intervening-services-cceis>
- Disproportionality page  
<http://dese.ade.arkansas.gov/divisions/learning-services/special-education/data-research/disproportionality-institute>



# Evaluating Support and Progress



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# As a State, Are You Evaluating...



- Your support to LEAs who are identified with significant disproportionality
- The progress the state is making in reducing the number of LEAs identified with significant disproportionality
- The progress the state is making in reducing its overall risk ratios
- The progress of each LEA identified with significant disproportionality in reducing the disproportionality
- The evidence-based practices that may be resulting in improved data



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# As a State, Are You Encouraging Your LEAs to Evaluate...



- Their progress on reducing risk ratio thus reducing significant disproportionality
- The implementation of their CCEIS plan
- The fidelity of their implementation of the evidence-based practices
- The effectiveness of their practices
- The factors leading to declining (or rising) risk ratios



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# CCEIS Application Evaluation Section: Arkansas



1. How will fidelity of implementation be monitored
2. What tools, data, and evidence will you use to measure the intended outcomes
3. If this CCEIS implementation is a continuation from last year
  - A. What data did the district use to determine program effectiveness last year
  - B. Summarize the results from last year's program review



# Questions or Comments?



# Discussion 1: How Do We Know We Are Effectively Supporting LEAs to Implement Plans?



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# Evaluating the Effectiveness of State Support

- What are you doing in your state to support LEAs to implement plans
- Is it working
- Is what you are doing sufficient
- How do you know
- What kind of information are you gathering or could you gather to determine if you are effectively supporting LEAs
- What other supports do you think your LEAs need that they are not yet getting



# Discussion 2: How Do We Ensure LEAs Are Monitoring Their Own Progress and Making Adjustments?



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# Ensuring LEAs Are Monitoring Their Own Progress and Making Adjustments

- What are your requirements for LEAs to monitor/adjust their plans
- Are LEAs monitoring results of their plans
- Are LEAs making changes in their plans when needed
- How are LEAs measuring fidelity of implementation
- Are they achieving their intended outcomes
- What would LEAs need in order to be able to use the data for monitoring their own progress

# Big Points From Small Groups



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# Action Planning



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# What Are Your Next Steps?



# Contact Us



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# For More Information



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