Best Practices for Evaluating Improvement Strategies Implemented for CCEIS

Significant Disproportionality Summit
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Agenda

• Comprehensive Coordinated Early Intervening Services (CCEIS) and Significant Disproportionality
• Evaluation basics
• Implementing CCEIS
• Evaluating CCEIS
  – Scenario 1—Discipline
  – Scenario 2—Identification
CCEIS and Significant Disproportionality
Significant Disproportionality: States’ Obligation

...to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the state and LEAs of the state with respect to the

• **Identification of children** as children with disabilities
  – including identification as children with particular impairments

• **The placement of children** in particular educational settings

• **The incidence, duration, and type of disciplinary actions**, including suspensions and expulsions
Mentimeter Q1 (Select all that apply)

In what area are your LEA(s) determined to have significant disproportionality? Select all that apply

• Discipline
• Identification
• Placement
• None
Mentimeter Results

In what area are your LEA(s) determined to have significant disproportionality? Select all that apply:

- Discipline: 33%
- Identification: 42%
- Placement: 20%
- None: 5%
Why CCEIS Is Required

LEAs identified as having Significant Disproportionality are required to provide comprehensive coordinated early intervening services *to address factors contributing to the significant disproportionality*

- Professional development
- Educational and behavioral evaluations, services, and supports
- Children ages 3 through grade 12
  - Children not currently identified as children with disabilities
  - Children with disabilities
CCEIS Planning

• LEAs develop a CCEIS plan
  – Based on a root cause analysis
  – Services intended to address the factor contributing to the significant disproportionality

• Implementing with fidelity
  – How do you ensure fidelity?
  – Do you measure fidelity implementation? If so, how?

• What is the impact of the early intervening services?
  – Fewer referrals to special education?
  – Fewer students identified as a student with a disability (SWD)?
  – Fewer disciplinary removals?
  – Appropriate placement decisions?
Evaluation Basics
Data-Informed Decisionmaking

• Strategies should be based on root cause analysis and the factors identified as contributing to the significant disproportionality

• Data used in the root cause analysis often then become performance indicators for monitoring progress

• Data then continue to inform future decision making and planning
Evaluation

• Iterative
• Continuous
  – Formative (ongoing)
  – Summative (final)
Practical Tips

• Action plans should
  – Detail a specific person or role responsible for implementation and data collection
  – Define clear metrics/performance indicators for the short-term, intermediate, and long-term results

• Core team meets bi-weekly or monthly to
  – Receive updates on implementation
  – Review evaluation data
  – Gather stakeholder feedback
  – Make mid-course corrections, when needed
More Practical Tips

• Document, document, document
  – Document meetings, including decisions that are made as a result of those meetings
  – Document changes, along with the data used to make those changes
  – Use a Word document to make documentation easy

• You may not have the resources to evaluate everything OR to evaluate everything in the way you would like
Outputs Compared to Outcomes

Outputs

• Immediate results of the project activities
  – Project accomplishments
  – Description and number of intervention products/ events
  – User contacts with products and events
  – Reports of implementation and results
  – Fidelity of implementation of activities

Outcomes

• Changes in awareness, attitudes, or skills
• Changes in adult actions or behaviors
• Impact on children and families
Outputs

- 3 trainings held
- 107 teachers attended

Outcomes

- Teachers increase knowledge of Positive Behavioral Interventions and Supports (PBIS)
- Decrease in the number of suspensions
Professional Learning (Training and Coaching)

- Change in adult knowledge
- Change in adult behavior
- Change in student outcomes
Evaluating Professional Learning

Training
What do we want to know?
• Quality, relevance & usefulness
• Knowledge gain

Coaching
What do we want to know?
• Quality, relevance & usefulness
• Knowledge gain

Change in adult behavior
(Implementation with fidelity)
Implementing CCEIS
Mentimeter Q2 (Poll)

Are your LEAs implementing CCEIS (mandatory), CEIS (voluntary), both, or neither?

- CCEIS only (mandatory)
- CEIS only (voluntary)
- Both CCEIS and CEIS
- Neither CCEIS nor CEIS
- I’m not sure
Mentimeter Results

Are your LEAs implementing CCEIS (mandatory), CEIS (voluntary), both, or neither?

- CCEIS only (mandatory): 9
- CEIS only (voluntary): 2
- Both CCEIS and CEIS: 26
- Neither CCEIS nor CEIS: 0
- I'm not sure: 3
Scenario 1: Significant Disproportionality for Black SWD
> 10 Days ISS* and > 10 Days OSS*

- LEA conducts a root cause analysis
  - Identifies 5 schools that suspend children with and without disabilities at a higher rate than other schools in the LEA
  - The 5 schools have a higher-than-average teacher turnover
  - The 5 schools have a high student transiency rate
- LEA supports the 5 schools with CCEIS funds (15% of their IDEA grant)
  - Provides a part-time Positive Behavioral Interventions and Supports (PBIS) coach for the schools
  - Provides PBIS training for all staff in the school
  - Provides parent training to ensure an understanding of new approach to discipline

*ISS = In-school Suspension; *OSS = Out of school Suspension
Scenario 2: Significant Disproportionality for Hispanic Children Identified as Having a Specific Learning Disability

- LEA conducts a root cause analysis
  - Examines evaluation practices and procedures
  - Find that Hispanic children at 6 elementary schools have low reading scores
  - Identifies 200 children in need of additional instruction/intervention in reading

- LEA supports the 6 schools with CCEIS funds (15% of their IDEA grant) to address literacy needs at these schools
  - Multi-Tiered System of Support (MTSS)
  - Teachers trained in a research validated early literacy program
  - Students provided additional instruction in reading and writing
Scenarios: LEA Obligations

• LEAs track the students who receive the services
  – Behavior
  – Literacy instruction

• Students subsequently identified as SWD
  – CCEIS reporting obligation
  – Track use of funds
  – 15% of IDEA grant funds
Scenarios: LEA Obligations (cont.)

- Did the CCEIS plan work?
- Will the LEA continue to be identified as having significant disproportionality?
- Have student outcomes improved?
  - What data are collected to answer this question?
  - Did the LEA or the SEA evaluate the efficacy of the improvement strategies?
Evaluating CCEIS
Mentimeter Q3 (Word Cloud)

What is most challenging about evaluating improvement strategies implemented to address significant disproportionality?
Mentimeter Results

What is most challenging about evaluating improvement strategies implemented to address significant disproportionality?
Scenario 1: Evaluating Discipline
Scenario 1: LEA Significant Disproportionality for Black SWD
> 10 Days ISS and > 10 Days OSS

LEA supports the 5 schools with CCEIS funds (15% of their IDEA grant)

• Provides a part-time PBIS coach for the schools
• Provides PBIS training for all staff in the school
• Provides parent training to ensure an understanding of new approach to discipline
• Training Outputs
  – Materials created for trainings
  – Number of trainings for teachers and parents
  – Roster of attendees (number and role of those attending)

• Coaching Outputs
  – Number of professionals who received coaching
  – Number of coaching sessions
  – Materials created for coaching
Measuring Changes in Adult Knowledge

Training surveys commonly include questions related to

1) Quality, Relevance, and Usefulness (Q RU)
   – High quality (i.e., the content is sound and grounded in accepted professional practice)
   – Relevant to my work (i.e., the content addresses an important problem or critical issue in the field)
   – Useful to my work

2) Adult Learning Principles

3) Knowledge Gain
   – Pre/Post
   – Retrospective
Intermediate Outcome: Change in Adult Behavior

• Coaching logs
  – Frequency and Dosage

• Survey feedback from those being coached
  – QRU
  – Knowledge gain

• Fidelity tools
  – Measure change in adult behavior
Long-Term Outcome

• Long-term metric
  – Black SWD > 10 Days ISS and > 10 Days OSS

• Intermediate student metrics
  – Office discipline referrals (by day, by month, by grade, by gender, etc.)
  – Monthly reduction in removals
Scenario 2: Evaluating Identification
Scenario 2: LEA Significant Disproportionality for Hispanic Children Identified as Having a Specific Learning Disability

LEA supports the 6 schools with CCEIS funds (15% of their IDEA grant) to address literacy needs at these schools

- MTSS
- Teachers trained in a research validated early literacy program
- Students provided additional instruction in reading and writing
• **Training outputs**
  – Materials created for trainings
  – Number of trainings for teachers
  – Roster of attendees (number and role of those attending)

• **Coaching outputs**
  – Number of professionals who received coaching
  – Number of coaching sessions
  – Materials created for coaching

• **Additional instruction to students**
  (time, number of sessions, number of students)
Short-Term Outcome: Change in Adult Knowledge

Training surveys commonly include questions related to:

1) Quality, Relevance, and Usefulness (QRU)
   - High quality (i.e., the content is sound and grounded in accepted professional practice)
   - Relevant to my work (i.e., the content addresses an important problem or critical issue in the field)
   - Useful to my work

2) Adult Learning Principles

3) Knowledge Gain
   - Pre/Post
   - Retrospective
Intermediate Outcome: Change in Adult Behavior

• Coaching logs
  – Frequency and dosage

• Survey feedback from those being coached
  – QRU
  – Knowledge gain

• Fidelity tools

• Measure change in adult behavior
• Long-term metric
  – Number of Hispanic students identified with a specific learning disability

• Intermediate student metrics
  – Progress monitoring (results of early literacy interventions)
  – Number of students identified each month
  – Office discipline referrals (results of MTSS)
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