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**Significant  
Disproportionality**  
SUMMIT

# Best Practices for Evaluating Improvement Strategies Implemented for CCEIS

**Significant Disproportionality Summit**  
**November 10, 2021**

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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



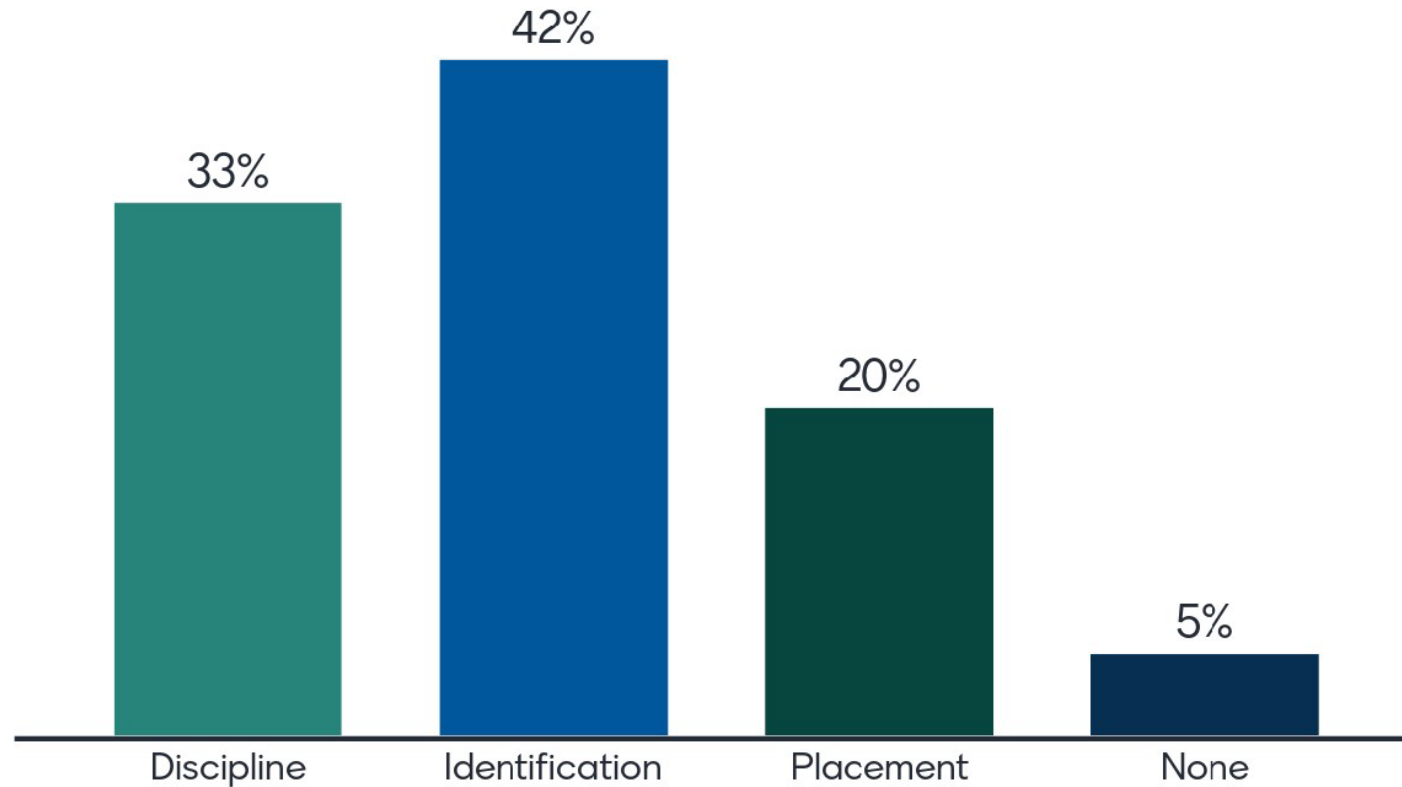
## **Mentimeter Q1 (Select all that apply)**

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:





## 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

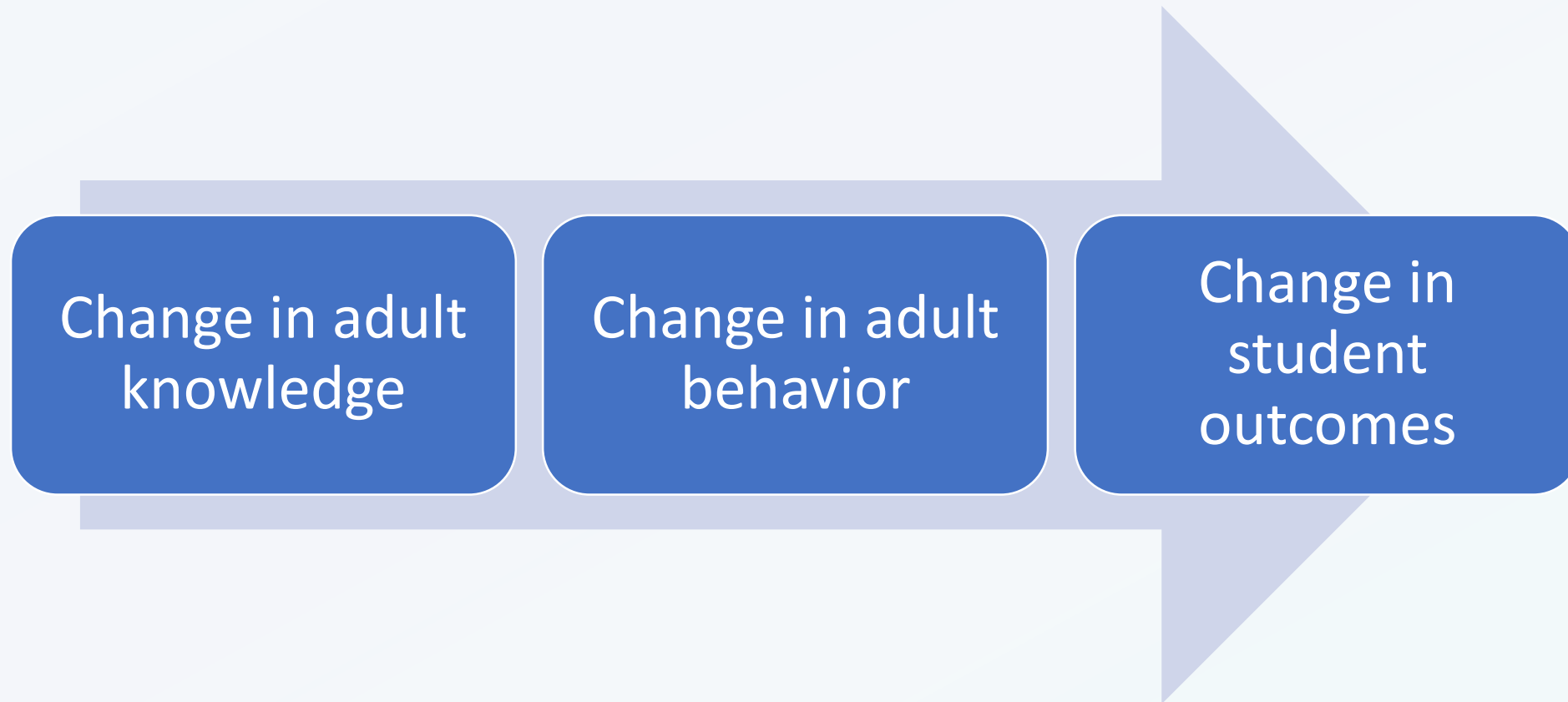
- 3 trainings held
- 107 teachers attended

# Outcomes

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



## Professional Learning (Training and Coaching)







# 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



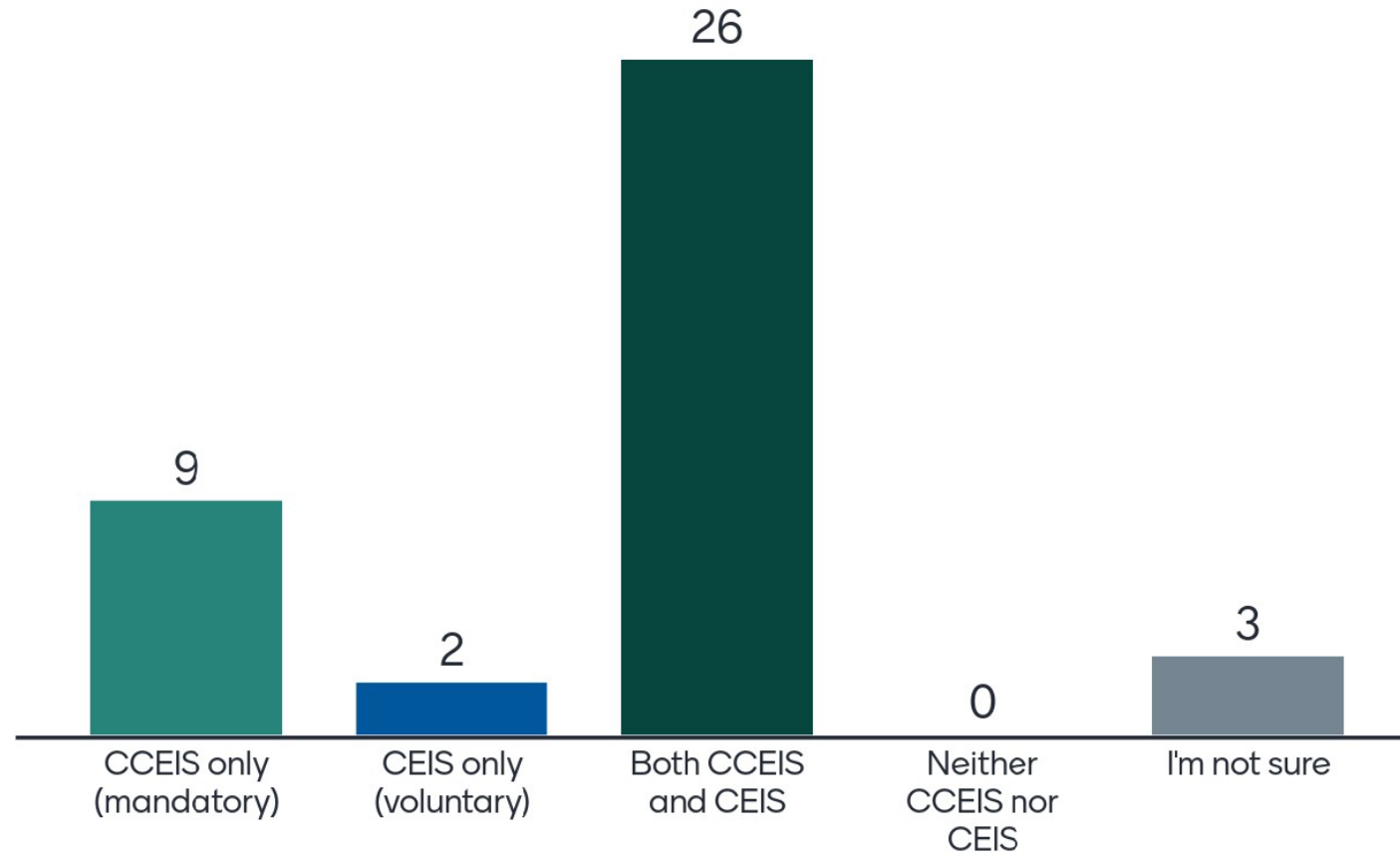
## **Mentimeter Q2 (Poll)**

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?





## 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 (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





A photograph of four young children, two boys and two girls, walking together on a grassy path in a park or playground. They are all wearing backpacks and smiling. The background shows a chain-link fence and some trees. The image has a blue tint.

## 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 Outcome

- 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)



## Contact Us

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