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Bringing It All Together: Promising State Practices

Significant Disproportionality Summit
November 10, 2021

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Introductions

- Renée Ecckles-Hardy, IDC
- Bradley Quarles, IDC
- Mary Bruhl, Medfield Public Schools
- Brian Coonley, Massachusetts Department of Elementary and Secondary Education
- Alisa Fewkes, Idaho Department of Education
- Jarrod Slone, Kentucky Department of Education
- Debi Smith, Idaho Department of Education





Agenda

- Welcome and introductions
- Key considerations when implementing significant disproportionality requirements
- Let's hear from three states
 - Idaho
 - Massachusetts
 - Kentucky
- Questions for the panel





Key Considerations



Key Considerations When Implementing Significant Disproportionality Requirements

- Districts want and need ongoing support
- Communication and shared vision with stakeholders are essential
- Include stakeholders who represent the racial/ethnic group experiencing the disproportionality
- Data visualizations can increase stakeholders' understanding of the methodology and results
- Be prepared to make adjustments to process and plans when needed (e.g., during the pandemic)

Key Considerations When Implementing Significant Disproportionality Requirements (cont.)

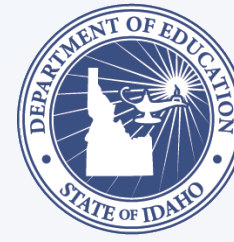


- Identifying root causes is not a quick one-meeting process
- Root cause analysis is aided by a clear understanding of the risk ratio that brought districts to the table
- Equity and challenging biases should be at the center of the root cause analysis
- Early warning systems may prevent identification later
- Fiscal, program, and data staff should work closely together

Let's Hear From Some States



Let's Hear From Idaho



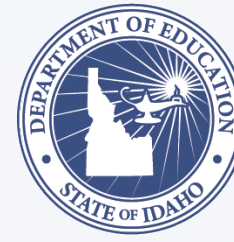
Let's Hear From Idaho

- August 2019
 - Six LEAs identified based on updated criteria
- Fall 2019
 - On-site visits
 - Root cause analysis



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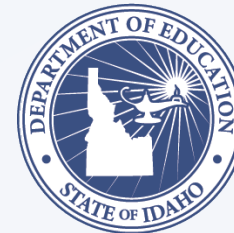
Lessons Learned

- Communications
- Timeline requirements
- Tools



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Idaho Training Clearinghouse

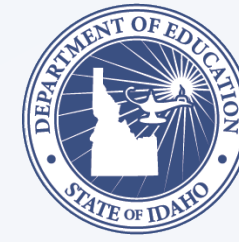
Check out this special page:



[Link to Significant Disproportionality Module Series](#)

The Equity in Special Education: Disproportionality module series is designed to inform and guide local education agencies (LEAs) as they address disproportionality in their school(s). The module series is used for staff seeking knowledge about significant disproportionality, its impact, and the areas of identification. The module series also covers how significant disproportionality is calculated, requirements when identified, and the tools used to develop Comprehensive Coordinated Early Intervening Services (CCEIS).





Module 2–The Data

- Data Sources
- Calculations
- Reasonable Progress
- Data Appeals

Calculating Risk

As part of the standardized process, states must utilize the risk ratio and alternate risk ratio formulas in determining equity within LEAs. So what is meant by "risk"?

As used in these regulations, risk is simply a measure of likelihood expressed as a percentage or proportion. Specifically, it is the likelihood of a particular outcome. Risk in the context of significant disproportionality could be the likelihood of Native American or Alaska Native students being identified with an intellectual disability.

Step #1 - Calculate Risk for Target Population

The first step in calculating significant disproportionality is calculating the risk of an outcome for a specified racial/ethnic group or target population within the LEA. Risk is calculated by dividing the number of children of the racial/ethnic group in the category of analysis by the total number of children from that racial/ethnic group.



$$\frac{\text{Native American or Alaska Native} \\ \# \text{ Students with Intellectual Disabilities}}{\# \text{ Students Enrolled}}$$

Risk for LEA Target Population

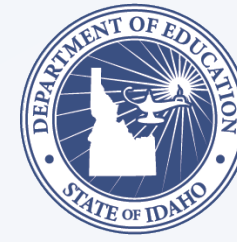
Let's do some math!

If we use the example from the previous paragraph, we would divide the number of Native American or Alaska Native students identified with an intellectual disability within the LEA by the total number of Native American or Alaska Native students within the LEA.



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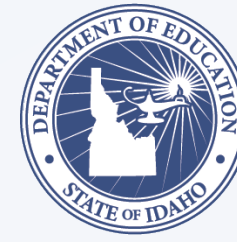
Module 3–Notification and Timelines

Process Timelines

Click on the relevant tab below to view the timeline of notifications and activities for each year of at-risk or significant disproportionality identification.

Timeline for LEAs in At-Risk Year 1 of Identification	+
Timeline for LEAs in At-Risk Year 2 of Identification	+
Timeline for LEAs in Year 3 & 3+ of Identification	+





Module 4—CEIS and Fiscal Requirements

- Knowing the difference between voluntary coordinated early intervening services (CEIS) and comprehensive coordinated early intervening services (CCEIS)
- CCEIS Fiscal Impact

Allowable Expenditures





Module 5—Requirements and Tools for LEAs

- Information Gathering
- Self-Assessments
- CCEIS Plan Narrative
- CCEIS Tracking and Accounting Form
- LEA Data Form
- Public Reporting



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Module 6—FAQ, Fillable Forms & Additional Resources



Significant Disproportionality Frequently Asked Questions (FAQ)

16-How can a racially homogenous LEA have disproportionality? +

17-When are states not required to calculate significant disproportionality? +

18-Are all students included in the calculations for significant disproportionality? +



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Let's Hear From Massachusetts



Significant Disproportionality

Brian Coonley and Mary Buhl
November 10, 2021



Massachusetts Technical Assistance and District Support



Identification Process

- Occurs in the late summer or early fall
- All 400+ LEAs are provided data snapshots for significant disproportionality and status for special education equity indicators and initiatives
- 2 categories for significant disproportionality in special education in Massachusetts
 - (1) Identified: three years of risk ratios above 3.0 with no reasonable progress
 - SY 20-21: 32 LEAs
 - SY21-22: 26 LEAs
 - (2) At-risk: two years of risk ratios above 3.0
 - SY20-21: 29 LEAs
 - SY21-22: 33 LEAs



Planning for Success

Massachusetts implements a series of supports based upon the [Planning for Success Framework](#)

- A hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support
- Customized to fit the needs of districts and significant disproportionality



Three Professional Learning Communities

1. PLC 1: Newly Identified and Flagged for Significant Disproportionality and Flagged for Indicators 4, 9, and 10
2. PLC 2: Action Plan Revision, Implementation and Monitoring
3. PLC 3: Discipline-Focused Action Planning





Other Resources, Technical Assistance, and District Support

- Equity in Special Education Conference
- Individual district TA sessions and office hours
- Support materials
- Action Plan review
- Rethinking Discipline Initiative (Indicator 4) PLC
- [*Rethinking Discipline, Significant Disproportionality, and Indicators 4, 9, and 10*](#)
- Quick reference guides
 - [*What is Significant Disproportionality Quick Reference Guide*](#)
 - [*Significant Disproportionality Fiscal Implications Reference Guide*](#)



Success Stories

- All identified districts submitted action plans last school year
- About 20% of our previously identified districts are now not identified in SY21-22
- Of the 60 LEAs identified and at-risk, over 2/3 took part in professional development (PD) last year





Success Stories (cont.)

- Districts are implementing wide ranging changes in their schools and districts. Examples include:
 - Regional Vocational Technical High Schools and Charter Schools redefining their relationships with sending schools and collaboratively sharing practices
 - Re-evaluating and implementing new multitiered systems of support
 - Innovative new ways for providing supports for struggling supports
 - Training and implementing practices to tackle biases in supporting students, discipline, assessments and referral



Medfield Public Schools



Medfield, MA

- Population 12,024
- District Enrollment: 2,511 students
- Suburban community
- Middle to high income
- Primarily residential
- Located 20 miles southwest of Boston
- 12.4% of students in Medfield have an individualized education program (IEP)
- Enrollment by race/ethnicity
 - African American: 1.2%
 - Asian: 4.2%
 - Hispanic: 3.5%
 - Native American: 0.3%
 - White: 86.9%
 - Native Hawaiian, Pacific Islander: 0.0%
 - Multi-Race, Non-Hispanic: 3.8%





Why the Work Matters?

“That’s at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.”

Pedro Noguera



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Timeline and Findings

1. **July 2019:** Medfield found at-risk of being significantly disproportionate for identification of African American/Black students with a disability and identification of African American/Black students with Specific Learning Disability
2. **November 2019:** Attended DESE Convening-Significant Disproportionality workshop
3. **November 2019–March 2020:** District deep dive into data and problem analysis
4. **March 2020:** Pandemic
5. **July 2020:** Medfield found to be significantly disproportionate in the identification of African American/Black students with a disability
6. **2020–21 School Year:** Work with DESE and Planning for Success to create action plan to move district forward



Initial Goals: November 2019–March 2020

1. Summer programming to support students entering and exiting half-day kindergarten who had limited to no preschool experience
2. Grant funding to bring CAST to complete universal design for learning (UDL) and differentiation training for all 9th grade College Prep 2 (CP2) teachers
3. Convening of multi-tiered system of supports (MTSS) committee to self assess and begin implementation
4. Initial conversations with special education team, Interventionists and SST chairs



2020–2021 School Year and Planning for Success

1. Professional learning communities
2. DESE technical assistance
3. Action Plan development





Action Plan Development

Redesigning/reorganizing structures to support implementing a tiered system of supports


- Restructure of Student Services' Department
- Development of PLC to design purpose and mission of systems of support
 - Stakeholders involvement: Special education, guidance, EL, and interventionists
 - SWOT analysis (Strengths-Weaknesses-Opportunities-Threats)
 - Regular communication and collaboration
 - Development of data teams with Director of Instruction and Innovation, principals, and grade-level leaders to inform decisions
 - MTSS district-wide committee to complete self-assessment to begin to lay groundwork for next steps with MTSS roll out



Where Are We Now?

- Restructure
- New Screener and PD directly related
- Administrative training in building culturally proficient leadership
- Diversity, Equity, and Inclusion (DEI) Task Force
- Data Teams
- PLC for Intervention
- MTSS Committee

Let's Hear From Kentucky

The background of the slide is a collage. The top left shows two yellow school buses, one with 'SCHOOL BUS' written on its side. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs in the classroom.

Significant Disproportionality and the CCEIS Wrap Around Support Approach Model for Improvement

Jarrod S. Slone, Exceptional Child Specialist
KDE Office of Special Education and Early Learning (OSEEL)



KDE CCEIS Wrap Around Support Approach

- Partnership with the following
 - Kentucky Academic and Behavioral Response to Intervention (KY ABRI)
 - Responsible for providing direct support to new/smaller districts in the plan development/improvement process
 - Regional Special Education Co-ops
 - Responsible for direct and indirect support to districts
 - IDEA Data Center (IDC)
 - Responsible for assisting with initial and continuing training/providing support for professional learning communities (PLCs)



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CCEIS Partnership

Partnership with IDC

- Began in 2018 with training of CCEIS districts using *Success Gaps Toolkit* required for all districts
- Training held annually since that time
 - Virtual training in 2020 and 2021 due to COVID



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What Is Significant Disproportionality?

- In Kentucky, significant disproportionality requires the following
 - Minimum cell size of 10 (Cell size refers to the number of students identified in the area examined.)
 - Minimum N-size of 30 (N-size refers to the number of students who could have been identified in the area examined.)
 - If the N size in a district does not meet the minimum of 30 for any of the seven different ethnic and racial groups, then statewide data is used for comparative purposes. When a district meets the requirements using this methodology, it is known as Alternate Risk Ratio.



What Is Significant Disproportionality? (cont.)

- In Kentucky, significant disproportionality requires the following
 - Risk Ratio Threshold 3.0 (The risk of the racial or ethnic group examined must be more than 3.0 times likely to be identified for a particular outcome than students in all other racial or ethnic subgroups.)
 - In order to be identified for significant disproportionality, this ratio must exceed the 3.0 threshold for a three-year time period
 - Once a district is identified, the district may be excluded from identification if, over the three-year period, data collected shows reasonable progress of 0.05 year over year for all periods



CCEIS Implementation

- Phase One
 - **Step One:** [2021-22 Significant Disproportionality - Assurance of Compliance](#)
 - **Step Two:**
 - Identify district CCEIS contact(s)
 - **New to CCEIS Districts Only** Participate in webinar on Intro to Significant Disproportionality
 - **Step Three:**
 - Convene a leadership team



CCEIS Implementation (cont.)

- Phase One
 - **Participate in required KDE CCEIS training**
 - IDC Success Gaps Rubric training
 - District representatives to be trained must include a core group of at least three district administrative staff representing the following areas
 - Special education
 - Instruction (for districts identified for significant disproportionality in a special education identification area)
 - Behavior (for districts identified in a special education behavior area)



CCEIS Implementation (cont.)

- Phase Two
 - After IDC training
 - Return to district and convene the CCEIS stakeholder team
 - Conduct “Success Gaps” training with the team
 - Begin process to discuss and complete Success Gaps Rubric
 - Gather relevant data and determine gaps in data
 - Analyze data related to significant disproportionality
 - Determine “target group” for CCEIS implementation
 - Review district policies and practices for effects on significant disproportionality
 - Experienced districts complete the District Initiative Inventory



CCEIS Implementation (cont.)

- Phase Two (cont.)
 - After IDC training
 - District leadership team and stakeholder team complete required CCEIS planning items
 - Complete CCEIS-Improvement Plan (CCEIS-IP)
 - Complete “August–September” and “October–December” portion of the CCEIS Strategic Quarterly Plan (CCEIS-SQP)
 - Complete the Policies, Practices, and Procedures (PPP) matrix
 - Prepare and complete CCEIS budget and submit for approval in GMAP using the 2020–2021 KDE CCEIS Spending Matrix.
 - Create CCEIS flag in Infinite Campus and set up CCEIS reporting ad-hoc



CCEIS Implementation (cont.)

- Phase Two (Due Oct. 15)
 - Submit all required documentation via the GMAP application
 1. CCEIS-IP including Success Gaps rubric self-assessment with evidence
 2. CCEIS-SQP
 3. CCEIS PPP matrix
 4. CCEIS budget
 5. *Experienced districts* submit CCEIS Initiative Inventory



CCEIS Implementation (cont.)

- Phase Three
 - Placed each group into cadres based on identification, size, and geographic location
 - Operated like professional learning communities
 - Meet virtually quarterly and must bring data to the meeting
 - Sharing and feedback from other districts throughout the process
 - Currently scheduled for two and a half hours each quarter
 - First 90 mins: Professional learning directed by district feedback
 - Remaining hour: A PLC data/district implementation session



CCEIS Implementation (cont.)

- Phase Three (cont.)
 - Required to submit quarterly
 - CCEIS strategic quarterly reports, which include
 - Copies of all policies, practices, and procedures amended during the period
 - Recap of all CCEIS implementation activities
 - Recap of special education data, including students who enter and exit their area of significant disproportionality identification or for behavior-identified districts, an analysis of behavior resolutions in their identified area



CCEIS Implementation (cont.)

- Phase Three (cont.)
 - Required to submit quarterly
 - CCEIS strategic quarterly reports which include
 - Recap and minutes of stakeholder meetings and activities
 - Full expenditure reports of CCEIS monies from the prior quarter aligned with identified CCEIS activities



CCEIS Implementation (cont.)

- Phase Three (cont.)
 - Each district completes end-of-year requirements
 - CCEIS end-of-year (CCEIS EOY) report
 - IDC Success Gaps rubric end-of-year self evaluation





CCEIS Districts Exited From Identification for 2020–2021

- **Exited (below 3.0 ratio)**
 - Three districts exited
 - One first-year district, one second-year district, one third-year district
- **Temporary exit for one year (above 3.0 ratio, but met reasonable progress standard)**
 - One ninth-year district



Questions?

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Questions for Our State Panel

- What are the biggest barriers your state or district has overcome?
- What is the most successful strategy that you have implemented as a state?
- What is the most important lesson you have learned?
- What are your next steps to ensure that you continue on the path to success?
- What do you think are the key factors that lead to districts showing improvement?



Contact Us

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