



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Significant Disproportionality and Comprehensive Coordinated Early Intervention Services (CCEIS)

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Session Overview

- Background and IDEA Statutory requirements
- The Areas Examined for Significant Disproportionality
- Data Analysis and the Relative Risk Index (RRI)
- Fiscal Implications
- District Experiences
- Questions & Answers



IDEA Part B Section 618d

20 U.S.C. 1418(d) and 34 CFR §300.646-647

Disproportionality

Disproportionality exists when students in a racial or ethnic group are more likely to be

- identified as a student with a disability
- identified as a student with a particular disability
- placed in more restrictive settings
- suspended or expelled

than students in other racial or ethnic groups



Race and Ethnicity Categories

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Hispanic or Latino of any race



Analysis Categories

Identification Ages 6-21*

- All Disabilities
- Intellectual Disability
- Specific Learning Disabilities
- Emotional Disturbance
- Speech or Language Impairments
- Other Health Impairments
- Autism

*Ages 3-5 by July 1, 2020

Placement Ages 6-21

- Inside regular class less than 40 percent of day
- Separate schools and residential facilities

Discipline Ages 3-21

- Out-of-school suspensions/expulsions of 10 days or less
- Out-of-school suspensions (including expulsions) of greater than 10 days
- In-school suspensions of 10 days or less
- In-school suspensions of greater than 10 days
- Total disciplinary removals



Summary of IDEA Part B Section 618d

In the case of a determination of significant disproportionality in a district, the State shall—

- provide for the **review and, if appropriate, revision of the policies, procedures, and practices** used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this title;
- **require any local educational agency identified to reserve the maximum amount of funds to provide comprehensive coordinated early intervening services (CCEIS)** to serve children in the local educational agency, particularly children in those groups that were significantly over identified ; and
- require the local educational agency to **publicly report** on the revision of policies, practices, and procedures.



Comprehensive CEIS

Grade Level/Ages Served	Age 3 through grade 12
Groups Served	Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
	Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group)
Permitted Activities	<p>Professional development and educational and behavioral evaluations, services, and supports</p> <p>The activities must address factors and policies, practices, or procedures contributing to significant disproportionality</p>



How Significant Disproportionality is Determined

Methodology – Risk Ratio

Must calculate a risk ratio for each local education agency (LEA) for each of the racial/ethnic groups for each analysis category (i.e., identification, placement, discipline)

Risk Ratio: What is a specific racial/ethnic group's risk of

Receiving special education and related services for a particular disability

Being placed in a particular educational environment

Experiencing a particular disciplinary removal



As compared to the risk for all other children?



Minimum Cell Size

States may set a reasonable minimum cell size (risk numerator). Presumptively reasonable if 10 or less; anything larger requires rationale and detailed explanation.

Identification:

Number of children from racial/ethnic group in disability category

Number of enrolled children from racial/ethnic group

÷

Number of all other children in disability category

Number of all other enrolled children

Minimum N-Size

States may set a reasonable minimum n-size (risk denominator). Presumptively reasonable if 30 or less; anything larger requires rationale and detailed explanation.

Identification:

$$\frac{\text{Number of children from racial/ethnic group in disability category}}{\text{Number of enrolled children from racial/ethnic group}} \div \frac{\text{Number of all other children in disability category}}{\text{Number of all other enrolled children}}$$

Alternate Risk Ratio

Must use an alternate risk ratio if the comparison group in the LEA does not meet the minimum cell size or the minimum n-size.

Identification:

District-Level Data

Number of children from racial/ethnic group in disability category
Number of enrolled children from racial/ethnic group

÷

State-Level Data

Number of all other children in disability category
Number of all other enrolled children

Additional Flexibilities

Consecutive Years

- States can choose to identify an LEA as having significant disproportionality only after an LEA exceeds the risk ratio threshold for *up to three prior consecutive years*, including the current reporting year.

Reasonable Progress

- A state need not identify an LEA with significant disproportionality if the LEA is making “reasonable progress” in lowering the risk ratios, where reasonable progress is determined by the state.



Reasonable Threshold

The CSDE is using an RRI = 3.0 and above for 3 consecutive years

Rationale:

- Recommendation from national TA center
- Majority of states are choosing the “3 for 3” threshold
- Significant change from current RRI = 4.0 and above for 2 consecutive years
- Potential for adjusting as trend data are acquired/analyzed



Minimum Cell Size

The CSDE is using a minimum cell size of 10
(numerator)

Rationale:

Extremely low counts of children in a particular race/ethnicity category within the examined area exaggerates the perception of disproportionality where none may exist (previous use of **confidence interval standard** in the analysis addressed this issue).



Minimum N-Size

- The CSDE is using a minimum n-size of 30 (denominator)

Rationale:

Extremely low counts of children in a particular race/ethnicity category in the district exaggerates the perception of disproportionality where none may exist (homogenous districts).



Reasonable Progress

A reasonable progress standard may be established to recognize progress districts are making in addressing the issue of disproportionality.

If this option is used the new regulations require that **continuous progress** must be demonstrated across all of the consecutive years established under the above thresholds (i.e., “3 for 3”).



Example of Reasonable Progress

School Year	2018-19 RRI	2019-20 RRI	2020-21 RRI
District A	4.9	4.7	4.5
District B	4.9	4.3	4.5

Assuming the established reasonable progress standard is a an RRI reduction \geq to 0.2:

- District B would be identified for significant disproportionality in Year 3 (2020-21).
- It would be noted that District A has a RRI above 3.0, however District A would not need to complete the required actions, including the use of 15% of its IDEA funds for comprehensive CEIS because it has met the "**continuous standard**" of Reasonable Progress.



What will implementing these new rules mean for Connecticut?

Identification Overall and by Disability Type

	2016-17 RRI = 3.0+	2017-18 RRI = 3.0+	2018-19 RRI = 3.0+	2018-19 RRI = 2.0+
Special Ed Overall LEAs	0	0	2	29
Special Ed Overall Areas	0	0	2	30
Special Ed by Disability LEAs	11	13	17	49
Special Ed by Disability Areas	11	14	18	83

Note:

- Two districts have areas above 3.0 for 2 years in a row.
- Possible they may be redirected based on 2019-20 data.
- Neither district eligible for reasonable progress standard because of RRI increases from 2017-18 to 2018-19



What will implementing these new rules mean for Connecticut?

Placement

	2016-17 RRI = 3.0+	2017-18 RRI = 3.0+	2018-19 RRI = 3.0+	2018-19 RRI = 2.0+
LEAs	3	1	1	7
Areas	3	1	1	7

Note:

- Districts from 2017-18 and 2018-19 are not the same.
- Zero districts with RRIs > 3.0 for 2 years in a row.



What will implementing these new rules mean for Connecticut?

Discipline

	2015-16 RRI = 3.0+	2016-17 RRI = 3.0+	2017-18 RRI = 3.0+	2017-18 RRI = 2.0+
LEAs	5	5	5	26
Areas	5	5	5	35

Note:

- There is a one year data lag for the discipline analysis
- One district has an area above 3.0 for 2 years in a row
- Possible it may be redirected based on 2018-19 data.
- District is not eligible for reasonable progress standard because the RRI did not decrease by 0.20 from 2016-17 to 2017-18.



Timeline

2017-18 (15% Redirect in Spring 2018 – *Already Completed*)

- Use a 4.0 RRI, with Conf. Interval
- Redirect after 2 consecutive years (both years using old formula)

2018-19 (15% Redirect in Spring 2019 – *No LEAs Redirected*)

- Use a 3.0 RRI, with alternate Risk Ratio compared to state (10/30 'n')
- Redirect after 3 consecutive years (two years using old formula; one new)

2019-20 (15% Redirect in Spring 2020)

- Use a 3.0 RRI, with alternate Risk Ratio compared to state (10/30 'n')
- Reasonable Progress is a reduction of 0.20 RRI (in each year)
- Redirect after 3 consecutive years (one year using old formula; two new)

2020-21 (15% Redirect in Spring 2021)

- 3 years of new formula





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Fiscal Implications of CEIS/CCEIS

IDEA Part B LEA Grant

Coordinated Early Intervening Services (CEIS)

Things to know about CEIS:

- Are services to help children who need additional academic or behavioral support to be successful in school. They can include professional development and educational and behavioral evaluations, services, and supports - under IDEA the provision of CEIS can be voluntary or mandatory. (see 34 CFR §300.226; §300.646).
- LEA identifies “set-aside” funds which will be utilized for CEIS in IDEA Part B subgrantee application.
 - **Budget with preliminary dollars**
 - **Adjust funds (if mandated) when final award given**
 - **Liquidate funds in year one of grant.**
- Regardless of intention – the LEA is required to track the numbers of students who have received these services, including PD for teachers. LEA must report how many of these students are later identified as requiring special education services (for two years).
- MOE – an LEA MOE Adjustment or LEA MOE Reduction will be reduced by the amount of funds expended by an LEA for early intervening services under 34 CFR §300.226.



- Comparison of CEIS types

Appendix D		
A Comparison of the Voluntary CEIS and Mandatory CCEIS		
Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviation	CEIS	CCEIS
Regulation	34 CFR §300.226	34 CFR §300.646
Type	Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.	Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
Grade level/ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	Only children who are not currently identified as needing special education or related services.	Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. As well as Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).
Funds	Up to 15 percent of IDEA Part B funds (611 and 619)	Exactly 15 percent of IDEA Part B funds (611 and 619)



• Comparison of CEIS types

Appendix D		
Abbreviation	CEIS	CCEIS
Regulation	34 CFR §300.226	34 CFR §300.646
Type	Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.	Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
Permitted activities	Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.	Professional development and educational and behavioral evaluations, services, and supports. The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.
Reporting requirements	An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: 1) the number of children served under this section who received early intervening services; and 2) 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.	An LEA is required to publicly report on the revision of policies, practices, and procedures. An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: 1) the number of children served under this section who received early intervening services; and 2) 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.



Identified LEAs for Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS)

- LEA will be notified in writing by the BSE.
- The required 15% set-aside amount of award will be calculated on the IDEA Part B subgrantee application.
- All set-aside funds including those utilized for CCEIS – should be **liquidated in year one.**
- Required to track the numbers of students who have received these services, including PD for teachers.
 - Tracking will be reported on a mandated electronic form which will be sent to all CCESI/CEIS participating LEAs.
 - Report how many of these students are later identified as requiring special education services (two years).



IDEA Part B Grant
Prepayment Grant (PPG) System
ED 114 Budget Form



Notice of Intent to Use IDEA funds for CEIS

Three options on the Sub-grantee Application

- **No:** Not doing Coordinated Early Intervening Services (CEIS) / Comprehensive Early Intervening Services (CCEIS).
- **Voluntary:** Allows the district to set aside up to 15% of grant to fund *non-special education* early intervening services for at-risk non-disabled students in K-12 (not PK).
- **Mandated:** Required set-aside 15% of their IDEA grant as a result of data analysis by the CSDE which has identified an LEA with significant disproportionality.



How to record on eGrant

If your district is voluntarily implementing CEIS, this is the maximum amount of its IDEA allocations that may be set aside for this purpose, though it may set aside less. The entire amount set aside to implement CEIS may be transferred from the IDEA 611 Basic allocation in column A then the maximum amount of these funds that may be used is reported in column E. However, if the district chooses to support CEIS using IDEA 619 Preschool funds in column B, then the maximum amount of these funds that may be used is reported in column F.

A	B	C	D	E	F
IDEA 611 Allocation	IDEA 619 Allocation	Total IDEA Allocation (Column A + column B)	Total that must be set aside for CEIS when it is Required due to Significant Disproportionality (Column C X 15%)	Maximum amount of IDEA 611 Allocation that may be set aside to support CEIS if implementation is voluntary (Column A X 15%)	Maximum amount of IDEA 619 Allocation that may be set aside to support CEIS whether implementation is required or voluntary (Column B X 15%)
\$ 452,205.00	\$ 10,989.00	\$ 463,194.00	\$ 69,479.10	\$ 67,830.75	\$ 1,648.35

➔ Not Applicable - LEA DOES NOT select voluntary CEIS.

➔ LEA selects voluntary CEIS. Complete section below - Chart A (including cost/money set aside that must not exceed 15 percent of the Grant) and Chart B (including # of students without disabilities served). Place "justified" amounts in budget narrative.

➔ LEA is mandated to undertake comprehensive CEIS and must set aside 15 percent of the grant (34 CFR Section 300.646)

* 1(a). Please check whether the school district will be directing a portion of IDEA funds to targeted program monitoring activities throughout the school district, or if the funds will be targeted to specific schools.

Entire School District

Targeted Schools



How to record on eGrant

* 1(a). Please check whether the school district will be directing a portion of IDEA funds to targeted program monitoring activities throughout the school district, or if the funds will be targeted to specific schools.

Entire School District

Targeted Schools

1(b). If the school district is targeting activities to a specific school or schools, please identify the school(s) and the source of IDEA funds that will be used for targeted activities and percentage of grant calculated:

Name of School	Using Section 611 Funds (dollar amount)	Using Section 619 Funds (dollar amount)	Total Grant	Percentage of Grant
	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/> 0.00	<input type="text"/> .00 %
Totals	\$ <input type="text"/> 0.00	\$ <input type="text"/> 0.00	\$ <input type="text"/> 0.00	<input type="text"/> .00 %

* 2. Describe the activities that will be undertaken as the plan by the school district to address specific unmet program monitoring issues:



How to record on eGrant

CHART A: Activities Using Part B funds for CEIS

Specific Activity	Specific Target Audience	K-3 Emphasis?	Cost/Money Set Aside	Percentage of Grant
* Reading Interventions (Foundations, Wilson, Just Words)	* Students in Tier 2 and Tier 3 Grades K-6	<input type="checkbox"/>	* \$ 3,500.00	0.76 %
Totals			\$ 3,500.00	0.76 %

CHART B: Reporting form for Students Served Using CEIS with IDEA Part B funds

Location	# of Students Served	
	SY 2017-18	SY 2018-19
* [Redacted]	* 8	* 7
* [Redacted]	* 5	* 5
* [Redacted]	* 29	* 19
* [Redacted]	* 1	* 2
* [Redacted]	* 0	* 2



Budget Page

- Three separate budgets – need to complete set aside as part of the whole allocation.

Budget

Andover School District (001-000) Public School District - FY 2019 - IDEA - Rev 0 - IDEA 611

Go To

[Upload Budget Data](#) | [Download Budget Data](#)

[Budget by Object](#)

Click to create Budget Detail

Amounts budgeted, Allocation and amount left to budget

Action	Purpose	Total
Modify	01 - Public School Activities	\$300.00
Modify	02 - Private School Activities	\$0.00
Modify	03 - Coordinated Early Intervening Services Activities	\$0.00
Total		\$300.00
Allocation		\$1,000.00
Remaining		\$700.00



IDEA Part B Budget EGRANT

Things to know:

- * Set aside activity budgets need to be created (as needed) for CEIS Activities.
- * Record for line items **only the number “1”** for *Quantity* (*Cost* and *Line Item Cost* will be the same).
- * Only whole dollars for each budget!!!
- * Final upload step will be of whole dollars into the Prepayment Grant (PPG) system.



ED-114-Budget - the State's electronic Prepayment Grant system (PPG).

ED 114 - FISCAL YEAR 2020		BUDGET FORM		FUNDING STATUS:	
GRANTEE NAME:		TOWN CODE:			
GRANT TITLE: IDEA, PART B, SECTION 611 PROJECT TITLE: IDEA, PART B, SECTION 611 ENTITLEMENT GRANT CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20977 PROGRAM: 82032 BUDGET REFERENCE: 2020 CHARTFIELD1: 170002 CHARTFIELD2:					
GRANT PERIOD: 7/01/19 - 6/30/21		AUTHORIZED AMOUNT:\$			
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE:\$			
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODE	DESCRIPTIONS	PUBLIC	NON PUBLIC	CEIS	TOTAL
111A	NON-INSTRUCTIONAL SALARIES				
111B	INSTRUCTIONAL SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
321	TUTORS (INSTRUCTIONAL, NON-PAYROLL)				
322	IN-SERVICE				
323	PUPIL SERVICES (NON-PAYROLL)				
324	FIELD TRIPS				
325	PARENT ACTIVITIES				
330	EMPLOYEE TRAINING (NON-DIRECT SERVICES)				
340	OTHER PROFESSIONAL SERVICES				
341	AUDIT				
350	TECHNICAL SERVICES				
440	RENTALS				
450	CONSTRUCTION SERVICES				
510	STUDENT TRANSPORTATION SERVICES				
530	COMMUNICATIONS				
560	TUITION				
580	TRAVEL				
600	SUPPLIES-TECHNOLOGY/INSTRUCTIONAL				
730	EQUIPMENT				
734	TECHNOLOGY RELATED HARDWARE				
735	TECHNOLOGY SOFTWARE				
917	INDIRECT COSTS				

NEW CEIS COLUMN



Grant Budget - ED 114

ED-114-Budget Sheet

- **New Column “CEIS”** (use for both CCEIS and CEIS dollars with corresponding line item)
- Applicants must roll up to the next whole dollar!
- The ED 114 must reflect a proposed line item budget that corresponds to the activities proposed.
- The 10% administrative cap applies to Line Item Code 111A only, this includes administrators, supervisors and clerical staff.
- If paying benefits and on payroll - place staff under code 111B (Instructional Salaries).
- If under a contract with the district – not on payroll - place staff under code 321 (Tutors).
- If need Certification or license such as related services (SLP, SchPsy, OT or contract out) – not on payroll place under code 323 (Pupil Services-Non Payroll).
- Follow all budget revision requests through the established process in the PPG.

Questions regarding this system should be addressed to Jeff Lindgren at the Bureau of Grants Management (BGM) 860-713-6624



IDEA Part B Grant

CEIS tracking instructions

The Coordinated Early Intervening Services (CEIS) Fiscal and Student Data Tracker is a modified tool that Local Education Agencies (LEAs), use to assist in tracking the student data associated with CEIS.

The information is required by OSEP to tracking students who are impacted by either Voluntary CEIS (up to 15% of the IDEA Part B Grant for at risk nondisabled students) or Mandatory/Comprehensive CEIS (15% set aside of the IDEA Part B Grant nondisabled/disabled students around identified areas of significant disproportionality).

SASIDs only – no names of students.

Dates of CEIS

Dates of Service for Special Education



CEIS Tracking sheet

Students Who Received Coordinated Early Intervening Services (CEIS)

Date completed:	District:	School Name:
CEIS Status (check one)	Voluntary - Coordinated Early Intervening Services (CEIS) - up to 15 % of IDEA Part B Grant set aside for high risk students without disabilities.	
	Mandated - Comprehensive Coordinated Early Intervening Services (CCEIS) - 15 % of IDEA Part B Grant set aside for students with and without disabilities.	

COMPLETE THE BELOW INFORMATION AND FORWARD TO THE BSE (thomas.boudreau@ct.gov) NO LATER THAN AUGUST 29, 2019.

Use as many sheets per school as needed to identify students who have been impacted through voluntary or comprehensive coordinated early intervening services.

More information and supports may be found at: <https://cifr.wested.org/resources/ceis/ceis-step-by-step-track/>

CEIS tracking form 6/18/2019.ex

	Check which year impacted		Place in SASID # & Grade		Record the start and end date and all that apply for the use of CEIS or CCEIS.						Record referral	Check drop down menu for all that apply		
	School Year 2017/2018	School Year 2018/2019	SASID #	Grade	Date CEIS First Received	Date CCEIS First Received	Reading	Math	Behavior	Other	Date CEIS Ended	Date Special Education Services Began	Primary Disability Category (based on initial evaluation/IEP)	Educational Environment (based on initial IEP)
Example 1 (CEIS)	x		111222333	3	11/8/2017			x			6/15/2018			
Example 2 (CEIS)	x	x	222333444	2	12/9/2017		x		x		5/4/2019	5/5/2019	Autism	Inside regular class less than 40% of the day
Example 3 (CCEIS)		x	333444555	5		9/12/2018	x			x	6/21/2019	4/7/2016	Specific Learning Disability	Inside regular class 80% or more of the day
1														
2														



District Experience



Dr. Kimberly Mearman
Director of Pupil Personnel Services
Avon Public Schools



Avon Public Schools

- TWNDP –Asian/Autism
 - Students within two programs with significant disabilities related to autism
- Already in the works
 - Adding two RBTs
 - *Moved into the redirect*
 - Increasing fidelity of implementation of BIPs
 - Addressing behaviors related to safety concerns
- New ideas
 - Reallocated an SLP
 - Addressing communication barriers
- New learning
 - What is at the root cause
 - Continuing the work



District Experience



Dr. Sharon Bremner

Director of Pupil Services

East Hartford Public Schools



East Hartford: Action Steps

- SY 2015-2016 The Student Discipline Committee convenes and conducts a District review of current status for EHPS;
- Spring 2016 The Student Discipline Task Force moves to adopt the CASEL SEL Standards. The Social Emotional Learning (SEL) team is formed and selects the Second Step program plus a district designed program to pilot at the elementary level;
- SY 2017 The SEL team recommends the adoption of the Second Step program for the elementary schools and the School Connect program for grades 9 through 12;
- SY 2017 The Student Discipline Committee reviews the current district Code of Conduct and develops and adopts a revised district Code of Conduct that has an emphasis on restorative practices;
- SY 2018 The Student Discipline Committee transitions to become the Restorative Practice Task Force and oversees the implementation of the Student Code of Conduct;
- SY 2019 The Restorative Practice Task Force merges with the SEL Committee to become the Student Success team;
- CEIS Activities
 - Fifteen per cent of the special education supervisor responsibility dedicated to intervening services. Co chairs the SEL and Student Success Team;
 - Twenty per cent of the building social worker day dedicated to working with non identified children in an SRBI process for behavior. Social Workers are in each of the school buildings in East Hartford.



Questions?

