

# Disproportionality Institute 2024

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Holiday Inn Airport Conference Center, Little Rock, AR

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**BACK TO BASICS**

**DISPROPORTIONALITY REGULATIONS**

# AGENDA

- 8:30-8:45 – WELCOME AND HOUSEKEEPING
- 8:45-10:00 – BACK TO BASICS (DR. JODY FIELDS)
  - FEDERAL REQUIREMENTS
  - KEY DEFINITIONS
  - WHERE DOES THE DATA COME FROM
  - CALCULATING THE RISK RATIO
  - DISTRICT'S WILL PRACTICE THE CALCULATION USING DATASETS AT THEIR TABLES
- 10:00-10:15 – BREAK
- 10:15-11:30 – REPORTING OF STUDENTS
  - ESCHOOL SCREENS
  - CYCLE 7 SUBMISSIONS
  - MYSPEL RESOURCE CYCLE 7 REVIEW
- 11:30-12:30 – LUNCH
- 12:30-2:00 – STATE CCEIS REQUIREMENTS (YVONNE GREENE)
  - AR CCEIS TOOL
    - HOW TO NAVIGATE THE TOOL
    - STUDENT FOLDER REVIEW
    - SUCCESS GAP
    - SELF-ASSESSMENT
  - APPLICATION
    - ROOT CAUSE
    - PROGRAM IMPLEMENTATION
    - PROGRAM EVALUATION
    - PROPOSED BUDGET
  - WORKING IN THE TOOL
- 2:00-2:15 – BREAK
- 2:15- 3:15 – CCEIS Fiscal Requirements (JOSH HART)
  - CALCULATION
  - CARRYOVER
  - ALLOWABLE COSTS
    - Identified Root Cause
    - Supplement vs. Supplant
- 3:15-3:30 – WRAP UP & NEXT STEPS

# OVERVIEW OF REGULATIONS

**Q:** What date were the regulations released?

**A.** December 20, 2016

**Q:** What date do the regulations go into effect?

**A.** July 1, 2018 – Ages 5-21 (k-12) were required to be implemented. The inclusion of early childhood had to be implemented July 1, 2020

**Q.** What program in IDEA are these regulations governing?

**A.** Comprehensive Coordinated Early Intervening Services

# OVERVIEW OF REGULATIONS

**Q.** What is Comprehensive Coordinated Early Intervening Services?

A. The new program name given for mandated districts to provided early intervening services

**Q.** Why were the regulations developed?

A. To establish a Standard Methodology across states and territories

# OVERVIEW OF REGULATIONS

- Establish a standard methodology
  - ALL states and territories **MUST** use a risk ratio/alternate risk ratio methodology
- Clarify what states must address
  - 98 ways to be identified
- Clarify requirements for the review and revision of policies, procedures, and practices

# OVERVIEW OF REGULATIONS

- Require that LEAs identify and address factors contributing to significant disproportionality
  - Root Cause Analysis
- Allow CCEIS for children age 3-21 for mandated districts and can include students with a disability
  - Arkansas allows up to a 50/50 split between SWD and students without a disability



**QUIZ TIME**



What year did the revised CCEIS regulations go into effect?



▲ 2004



◆ 2018



● 2016



■ 2020



What year did the revised CCEIS regulations go into effect?



▲ 2004



◆ 2018



● 2016



■ 2020



How many ways can an LEA be identified for the provision of CCEIS?



▲ 98



◆ 96



● 14



■ 7



How many ways can an LEA be identified for the provision of CCEIS?



▲ 98



◆ 96



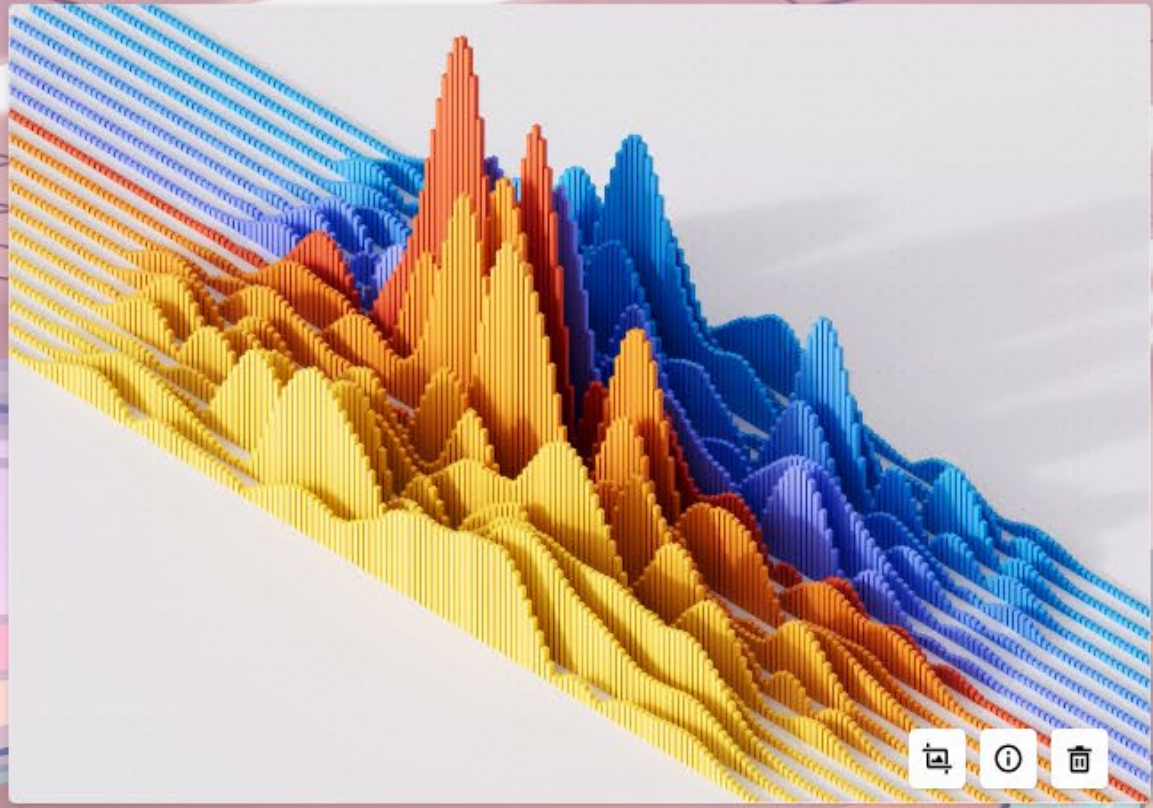
● 14



■ 7



How many areas are required to be analyzed?



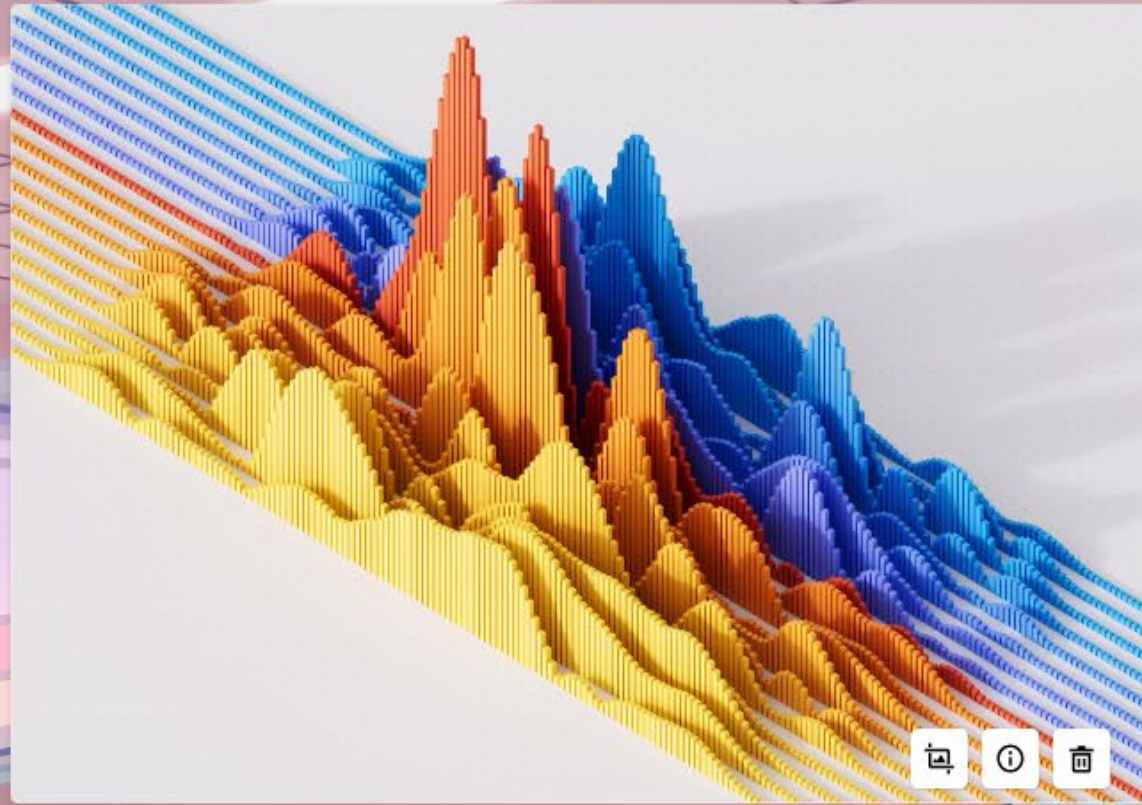
▲ 10

◆ 7

● 14

■ 12

How many areas are required to be analyzed?



▲ 10



◆ 7



● 14



■ 12



Arkansas allows up to what percentage of students served under CCEIS to be students with IEPs?



▲ 25%



◆ 40%



● 20%



■ 50%



Arkansas allows up to what percentage of students served under CCEIS to be students with IEPs?



▲ 25%



◆ 40%



● 20%



■ 50%





# STANDARD METHODOLOGY

- All states will use the risk ratio methodology
- States are given the flexibility to set their own minimum cell size, n-size, and risk ratio thresholds
  - Recommended n-size is 30 or less (denominator)
  - Recommended cell size is 10 or less (numerator)
  - Risk ratio threshold
- States have to provide justification for the numbers selected

# WHAT STATES MUST ADDRESS USING THE NEW METHODOLOGY?

- The identification of children as children with disabilities
- The identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of the Act. Six categories must be examined
  - Intellectual disabilities
  - Specific learning disabilities
  - Emotional disturbance
  - Speech or language impairments
  - Other health impairments
  - Autism

# WHAT STATES MUST ADDRESS USING THE NEW METHODOLOGY?

- The placement in particular educational settings of these children;
  - For children with disabilities ages 5 (K) through 21, inside a regular class less than 40 percent of the day;
  - For children with disabilities ages 5 (K) through 21, inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities, or private schools;

# WHAT STATES MUST ADDRESS USING THE NEW METHODOLOGY?

- The incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions.
  - For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of 10 days or fewer;
  - For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days;
  - For children with disabilities ages 3 through 21, in-school suspensions of 10 days or fewer;
  - For children with disabilities ages 3 through 21, in-school suspensions of more than 10 days; and
  - For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

# Definitions Made Easy

- **Risk(risk index):** Risk tells us how likely a certain outcome is (i.e. being identified as having a disability)
  - We will calculate the Risk of X race/ethnicity for SWD (numerator) and the Risk for all other race/ethnicities for SWD (denominator)
- **Comparison group:** All other races – the second Risk calculation
- **Risk ratio:** The risk ratio tells us how the risk for one racial/ethnic group compares to the risk for a comparison group
  - Divide the Risk of X race/ethnicity by the Risk for all other race/ethnicities

# Definitions Made Easy

- **Minimum cell size:** Risk numerator
  - The number of SWDs by race who meet the criteria of the area of analysis. Such as the number of Hispanic SWD identified as having a disability in the category of speech language impairment.
  - Arkansas' minimum cell size is 5

# Definitions Made Easy

- **Minimum n-size:** Risk denominator
  - The number of students by race in the district (or child count) who meet the criteria of the area of analysis. Such as the number of Hispanic students in the district's enrollment.
  - Arkansas' minimum N size is 15

## Definitions Made Easy

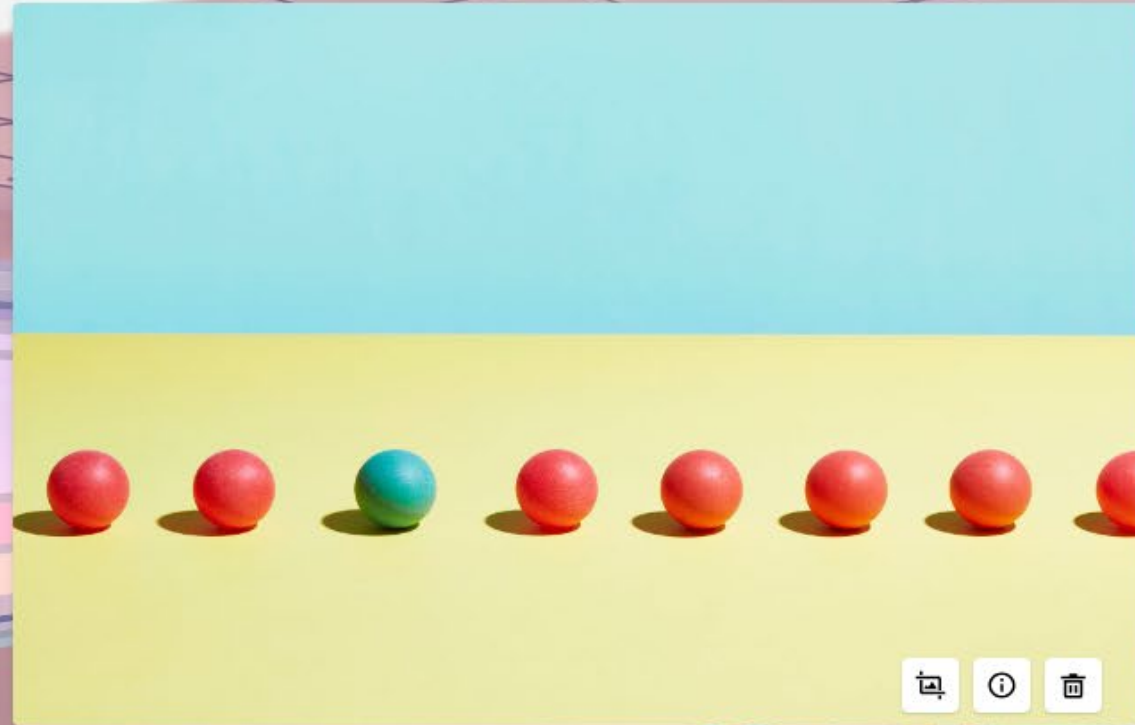
- **Alternate risk ratio:** Uses the district level risk for racial/ethnic group in the numerator and the state level risk for the comparison group. Used if the comparison group does not meet the minimum cell or n-size
- The second risk calculation of all other races is the comparison of students NOT in the race/ethnic group of analysis
- This risk must also meet the cell of 5 and the N of 15
- If there are not enough students in other racial/ethnic categories instead of the district being compared to their population they are compared to the state's population





**QUIZ TIME**

An Alternate Risk Ratio uses the State's enrollment/child count for the comparison data when the cell or N are not met



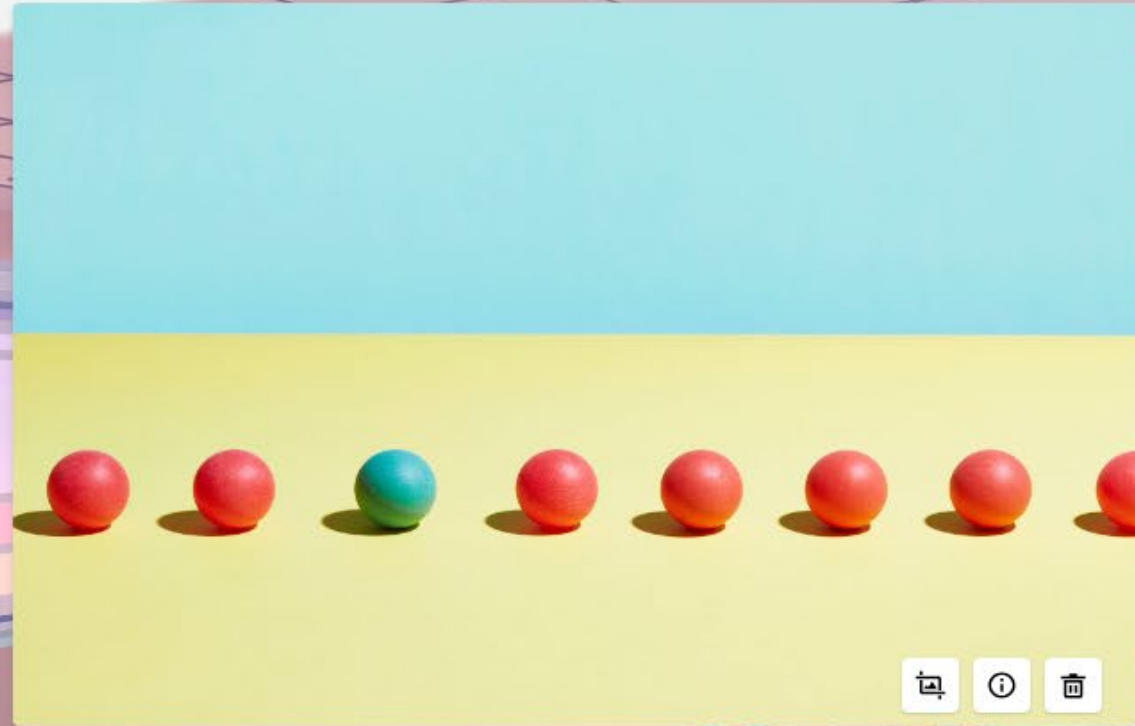
◆ True



▲ False



An Alternate Risk Ratio uses the State's enrollment/child count for the comparison data when the cell or N are not met



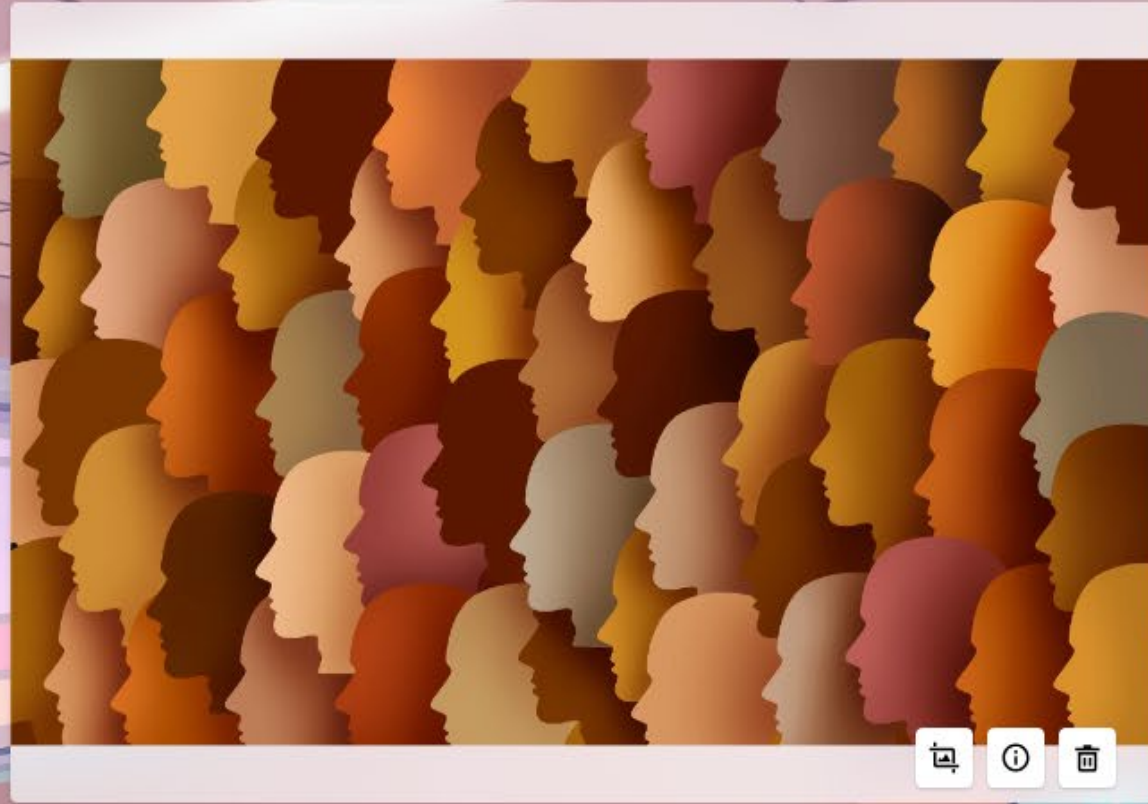
True



False



How many areas of analysis are required by IDEA Regulations?



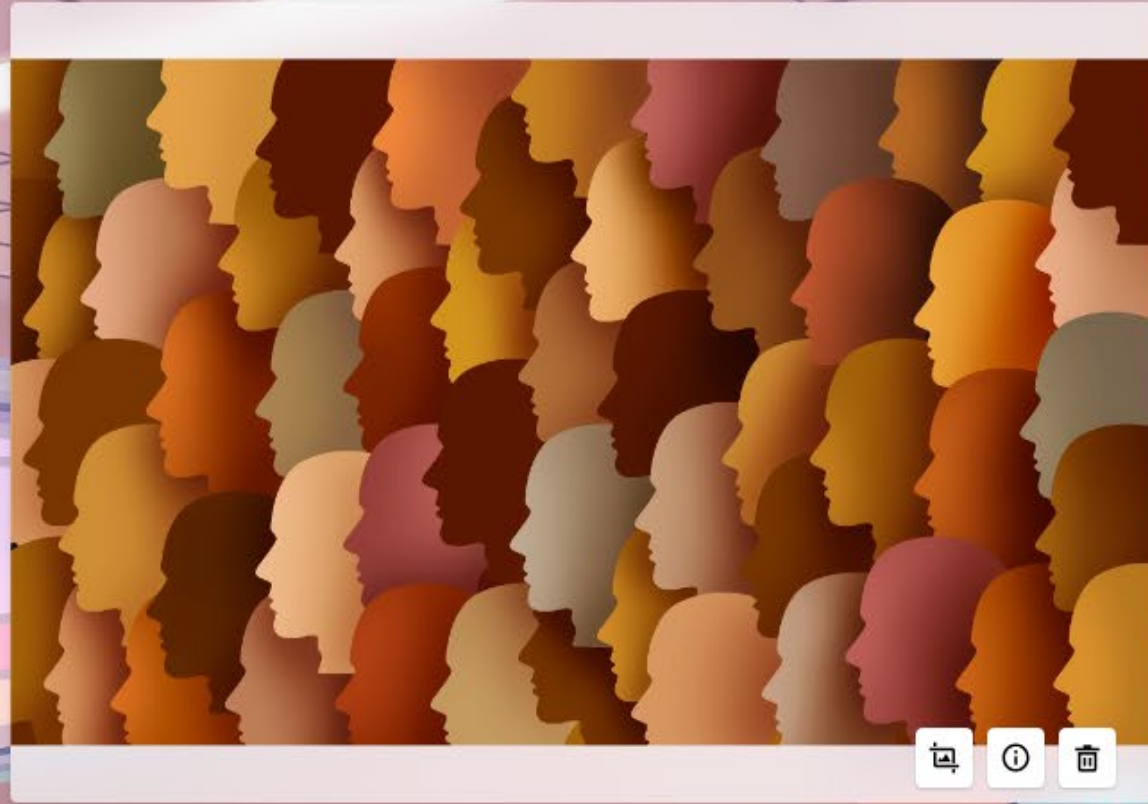
▲ 2 ○

◆ 7 ○

● 9 ○

■ 14 ○

How many areas of analysis are required by IDEA Regulations?



▲ 2

◆ 7

● 9

■ 14

How many different race/ethnicities are reported to the US Department of Education?



▲ 5

◆ 64

● 7

■ 15

How many different race/ethnicities are reported to the US Department of Education?



▲ 5



◆ 64



● 7



■ 15



How many disability categories must be examined?



▲ 13



◆ 12



● 8



■ 6





How many disability categories must be examined?



▲ 13



◆ 12



● 8

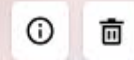


■ 6



How many areas of analysis are related to discipline?

OFF-LEASH  
FREEDOM  
*is earned, not given*



1



3



4

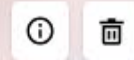


5



How many areas of analysis are related to discipline?

OFF-LEASH  
FREEDOM  
*is earned, not given*



1



3



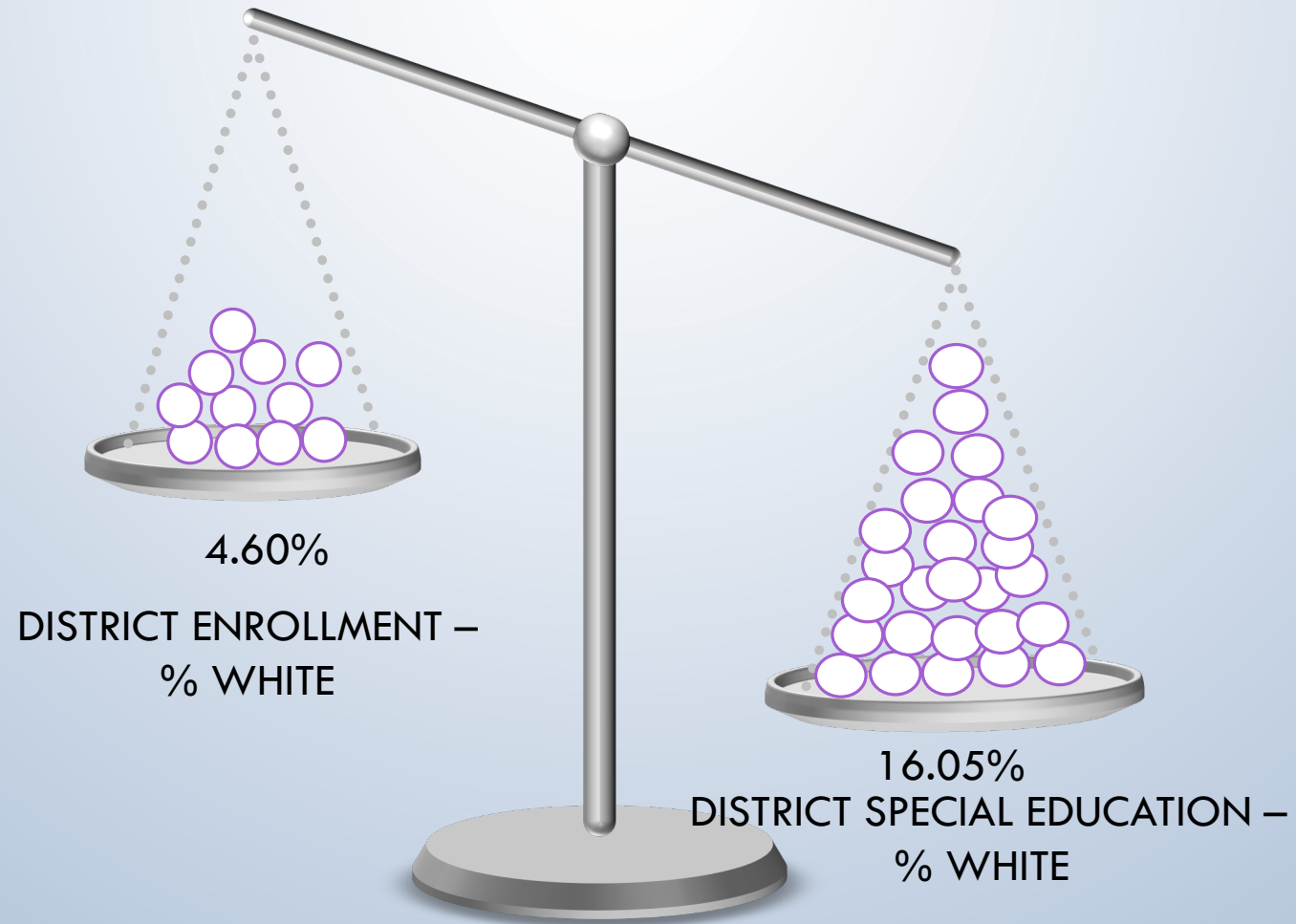
4



5



# CALCULATING THE RISK AND RISK RATIO



THE RISK RATIO IS CALCULATED  
98 TIMES

A DISTRICT CAN BE IDENTIFIED IN 98  
DIFFERENT WAYS

THERE ARE 14 CELL SIZES, N-SIZES AND  
RISK RATIO THRESHOLDS

**WHERE DOES THE DATA USED TO  
CALCULATE THE RISK RATIOS COME  
FROM?**

# HOW IS CYCLE 4 AND CYCLE 7 DATA UTILIZED

- IDENTIFICATION AND DISABILITY CATEGORY - CYCLE 4 DATASETS
  - COMPARISON DATASET FOR IDENTIFICATION AND DISABILITY CATEGORY
    - DISTRICTS PK-12 ENROLLMENT BY RACE COUNT
    - SPECIAL EDUCATION EARLY CHILDHOOD RESIDENT LEA BY RACE
  - IDEA DATASET FOR IDENTIFICATION AND DISABILITY CATEGORY
    - DISTRICT SPECIAL EDUCATION DECEMBER 1 COUNT BY RACE
    - SPECIAL EDUCATION EARLY CHILDHOOD RESIDENT LEA BY RACE
- IDENTIFICATION AND DISABILITY CATEGORY CALCULATIONS LOOK ACROSS THE DISTRICT AS A WHOLE

# HOW IS CYCLE 4 AND CYCLE 7 DATA UTILIZED

- PLACEMENT AND DISCIPLINE - CYCLE 4 AND 7 DATASETS
  - PLACEMENT DATA COMES FROM CYCLE 4
  - DISCIPLINE DATA COMES FROM CYCLE 7
- COMPARISON DATASET FOR PLACEMENT AND DISCIPLINE (SAME DATA AS IDEA DATA FOR IDENTIFICATION AND DISABILITY)
  - DISTRICT SPECIAL EDUCATION DECEMBER 1 COUNT BY RACE
  - SPECIAL EDUCATION EARLY CHILDHOOD RESIDENT LEA BY RACE
- IDEA DATASET FOR IDENTIFICATION AND DISABILITY CATEGORY
  - DISTRICT SPECIAL EDUCATION DECEMBER 1 COUNT BY RACE
  - SPECIAL EDUCATION EARLY CHILDHOOD RESIDENT LEA BY RACE
- PLACEMENT AND DISCIPLINE CALCULATIONS LOOK INSIDE SPECIAL EDUCATION **NOT** ACROSS THE DISTRICT



# ANALYSIS

- Are there differences in comparison groups based on area being analyzed? YES
- Identification and disability, uses district pk-12 enrollment as the comparison group.
- Educational placement uses district special education child count as the comparison group.
- Discipline uses district special education child count as the comparison group.

# CALUCLATING THE RISK

A proportion expressing likelihood.

Example of the first Risk calculation which we call the **IDEA data**:

- The district has a pk-12 enrollment of 1391 and 64 are white
- Special Education Child Count is 162 and 26 are white

$$\frac{26 \text{ White children identified}}{64 \text{ total White children in LEA}}$$

Risk of a White child being identified as a child with disability:  $26/64 = .4063$  or 40.63%

# CALUCLATING THE RISK

A proportion expressing likelihood.

Example of the second Risk calculation which we call the **Comparison data:**

The district has a pk-12 enrollment of 1391 and 1327 are NOT white

Special Education Child Count is 162 and 136 are NOT white

136 Not white children identified

1327 total NOT white children in LEA

Risk of a White child being identified as a child with disability:  $136/1327 = .1025$   
or 10.25%

# CALCULATING THE RISK RATIO

A comparison of risks: likelihood of outcome for one group vs. outcome for all others in the LEA

Example:

26 White children identified out of (cell size)

64 total White children in LEA (n – size)

136 of other children identified out of (cell size)

All 1,327 other children in LEA (n- size)

Risk Ratio: 3.96

$$(26/64) / (136/1327) = .4063 / .1025 = 3.96$$

# LET'S CALCULATE A RISK RATIO

- District A has an enrollment of 1,400 students
  - 55 are white
  - 1345 are other races
- District A has a child count of 145 students
  - 24 are white
  - 121 are of other races

# LET'S CALCULATE A RISK RATIO

- Numerator:
  - number of white students in special education divided by
  - the number of white students in the district
    - $24/55 = .4363$
- Denominator
  - number of other students identified in special education divided by
  - the number of other students in the district
    - $121/1345 = .0899$
- Risk Ratio
  - $.4363/.0899 = 4.853$

# CALCULATING THE ALTERNATE RISK RATIO

Example:

Minimum cell size = 10

Minimum n-size = 30

491 out of 500 students in the LEA are Black

Number of other students in comparison group = 9

70 of 491 are children with IEPs

70 Black children identified as CWD out of  
491 total Black children in the LEA

67,000 non-black children identified as CWD out of  
450,000 non-black all other children in the State

Alternate risk ratio:  $(70/490) / (67,000/450,000) = .1426/.1488 = 0.96$

# PLACEMENT ANALYSIS

- The same process is applied to the two placement categories
- The placement in particular educational settings of these children;
  - For children with disabilities ages 5 (K) through 21, inside a regular class less than 40 percent of the day;
  - For children with disabilities ages 5 (K) through 21, inside separate schools. Does not include residential facilities, homebound or hospital settings, correctional facilities, or private schools.



# PLACEMENT ANALYSIS

- Numerator:
  - number of black swd in the regular classroom less than 40% of the day divided by the number of black swd in the district's child count
    - $10/50 = .2000$
- Denominator
  - number of other swd in the regular classroom less than 40% of the day divided by the number of other swd the district's child count
    - $8/95 = .0842$
- Risk Ratio
  - $.2000/.0842 = 3.3752$

# DISCIPLINE ANALYSIS

- The incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions.
  - For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of 10 days or fewer;
  - For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days;
  - For children with disabilities ages 3 through 21, in-school suspensions of 10 days or fewer;
  - For children with disabilities ages 3 through 21, in-school suspensions of more than 10 days; and
  - For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

# DISCIPLINE ANALYSIS

- Numerator:
  - number of black swd with greater than 10 days of OSS/expulsion divided by the number of black swd in the district's child count
    - $6/50 = .1200$
- Denominator
  - number of other swd with greater than 10 days of OSS/expulsion divided by the number of other swd the district's child count
    - $5/95 = .0853$
- Risk Ratio
  - $.1200/.0853 = 1.407$



**BREAK TIME**

# **REPORTING OF STUDENTS**

**Tracking Students Served Under CCEIS in  
eSchool is a Requirement**

# CCEIS REPORTING REQUIREMENTS

- Being identified for CCEIS also means you must track the students and the services they receive through the use of the required 15% set a side.
- Watch the DATA Talk video from Season 6 Episode 1
  - [https://youtu.be/a00\\_DydYw6c](https://youtu.be/a00_DydYw6c)

# DISPROPORTIONALITY FLAG IN eSCHOOL

- Tracking students in eSchool.
  - The first step in tracking students begins with the district flagging themselves in eSchool as a required CCEIS district.
  - The flag is called Disproportionality and is located on the district demographic screen.
- Special Education Directors will need to ask the District's eSchool Administrator to mark the field.
  - If this field is not marked you will not be able to enter students with IEPs into the CEIS module.

# COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) AND eSCHOOL

- Having the student information in eSchool is a requirement.
- Failure to maintain eSchool through out the year could result in a non-compliance finding for failing to maintain and/or report data as required
- Failure to report may also effect your APR and RDA determinations as part of timely and accurate reporting
- All required data must be submitted in cycle 7
  - Failure to submit data in cycle 7 will result with a NO for timely and accurate reporting in the district's APR Profile
    - Failure to update the information in MySped resource in September and eSchool WILL result in a Finding of non-compliance and a compliance action plan (CAP)



# DATA ENTRY SCREENS

- There are two screens in eschool which are required. They are located under registration in the center column
  - Screen one is the coordinated early intervening general information screen
  - Screen two is the coordinated early intervening service types screen
- Both screens are required

## Student District Defined

Coordinated Early Intervening General Information

Coordinated Early Intervening Service Types

# DATA ENTRY SCREENS

- Coordinated early intervening general information screen
  - First, locate the student in eschool
  - Second, from the registration menu select the general information screen
    - This screen is where you will enroll the student into the CCEIS program

- Fields include

- Entry withdrawal
- Date of birth (populates from demographics)
- Gender (populates from demographics)
- State ID (should populate if available)
- ELL status (should populate if available)
- Resident LEA (home district; this could be different from reporting district if the student is under school choice or attends a private school)

Coordinated Early Intervening General Information Fields

Entry/Withdrawal*	Not Assigned
Birth Date*	<input type="text" value="04/01/2017"/>
Gender*	<input type="text" value="F"/>
State ID	<input type="text"/>
ELL	<input type="checkbox"/>
Resident LEA*	<input type="text"/>

# DATA ENTRY SCREENS

- Third, click on the not assigned link next to entry withdrawal
- A new screen will open and you will need to fill in the following fields
  - Under value select A-A
  - Enter the start date. This is the date the student was placed to receive CCEIS.
  - A start reason is not needed. Click save

Coordinated Early Intervening General Information Field

Entry/Withdrawal\* Not Assigned

Birth Date\* 4/01/2017

Gender\* F

State ID


ELL

Resident LEA\*

Actions	Program	Value	Start Date	Start Reason
	Coordinated Early Interv Servc			

# DATA ENTRY SCREENS

- If a student is active in the school age module and the disproportionality flag is not marked on the district defined screen, you will receive the following error message

-  The following errors occurred while validating your request:
  - The student is active in the special education program and may not be placed in Coordinated Early Intervening Services.

# DATA ENTRY SCREENS

- Fourth, enter the remaining fields, if applicable
  - Fields with \* next to them are required
  - As previously noted, some fields will populate from the demographic or personal screen.
  - You will need to enter the resident lea seven digit number.
  - This is usually your lea number unless the student is school choice or private school.
    - This is one instance that we allow a charter school to be listed as the resident lea

▲ Coordinated Early Intervening General Information Fields

Entry/Withdrawal*	Not Assigned
Birth Date*	<input type="text" value="04/01/2017"/>
Gender*	<input type="text" value="F"/>
State ID	<input type="text"/>
ELL	<input type="checkbox"/>
Resident LEA*	<input type="text"/>

# DATA ENTRY SCREENS: COORDINATED EARLY INTERVENING SERVICE TYPES SCREEN

- This is where you will enter the services the student is receiving under CCEIS
  - Students can have multiple services
  - There are three main fields
    - Service type
    - Begin data
    - End date
- The other service field is only applicable if you select OS, S2 or S3 as the service type.

Coordinated Early Intervening Service Types Fields				
Service Type*	Other Service	Begin Date*	End Date	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

# COORDINATED EARLY INTERVENING SERVICE TYPES SCREEN

- The list of services are shown on the right
- There are 3 other service options. They are highlighted with an arrow. When selected the district must provide a description of the service
- If a student is on a 504 plan and receiving CCEIS please include 504 as a service for tracking purposes.

Intervening Service Types	
Page 1 of 1	
Code*	Description*
AS	Adaptive software
AT	Adaptive Technology
BE	Behavior Evaluation
CB	Counseling/Behavioral Intervention
LI	Literacy Instruction
LS	Language Skills
MI	Math Instruction
OS	Other Services
RH	Section 504 of Rehab Act
S2	Other Services
S3	Other Services
SB	School Based Mental Health
SI	Science Instruction

# DATA ENTRY SCREENS


- In this example of a service screen. This student began receiving language skills on 11/02/2022.
- The district also selected to have a behavior evaluation conducted. The evaluation was completed on 11/09/2022, so they withdrew the student from that service
- Two days later as a result of the behavior evaluation the student began receiving counseling/behavior intervention services.

Service Type*	Other Service	Begin Date*	End Date	
LS - Language Skills		11/02/2022		<input type="checkbox"/>
BE - Behavior Evaluation		11/02/2022	11/09/2022	<input type="checkbox"/>
CB - Counseling/Behavior Intervention		11/11/2022		<input type="checkbox"/>



# EXITING STUDENTS FROM CCEIS

- When a student is no longer going to receive CCEIS, they **MUST** be exited from their services and the program.

Coordinated Early Intervening Service Types Fields				
Service Type*	Other Service	Begin Date*	End Date	
LS - Language Skills		11/02/2022	12/12/2022	
BE - Behavior Evaluation		11/02/2022	11/09/2022	<input type="checkbox"/>
CB - Counseling/Be Intervention		11/11/2022	12/12/2022	<input type="checkbox"/>

- Every service should have an end date entered if the student is no longer going to receive CCEIS
- After entering the service end dates, you still must exit the student from the program using one of the allowable codes.

# EXITING STUDENTS FROM CCEIS

- Once the services are marked as ended the student should be withdrawn from the program from the general information screen by selecting entry withdrawal.
- You must enter an end data and an end reason for the student to become inactive.

The screenshot shows a software interface titled "Programs" with a table of program entries. Two yellow "Unsaved Changes" labels are visible above the table. The table has the following columns: Actions, Program, Value, Start Date, Start Reason, End Date, End Reason, and a trash icon. The first row contains the following data: a plus sign in the Actions column, "Coordinated Early Interv Servc" in the Program column, "A - A" in the Value column, "11/01/2022" in the Start Date column, an empty dropdown in the Start Reason column, "12/12/2022" in the End Date column, and "MK - Student Moved (CEIS, EC, SA)" in the End Reason column. Two blue arrows point to the "End Date" and "End Reason" columns. At the bottom right, there are "Save" and "Cancel" buttons.

Actions	Program	Value	Start Date	Start Reason	End Date	End Reason	
+	Coordinated Early Interv Servc	A - A	11/01/2022		12/12/2022	MK - Student Moved (CEIS, EC, SA)	

# EXITING STUDENTS FROM CCEIS

- Although the student is inactive, the general information screen will **not** show an I for inactive. Instead it will read not assigned

Entry/Withdrawal*	Not Assigned
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- However, to conduct a search of closed records search using the status of I

# EXITING STUDENTS FROM CCEIS

- Program exit reasons
- These codes are highlighted with a red box around the.
- Only codes from the program withdrawal list with ceis in parenthesis behind the code are valid.

Code*	Description*
CD	CEIS discontinued; Student IEP services continue (CEIS)
DI	Deceased (CEIS, SA, EC)
DO	Dropped Out of School (CEIS, SA)
DP	Services discontinued at Parent's Request (CEIS)
GC	Graduated with a certificate (SA)
GD	Graduated with Regular Diploma (SA, CEIS)
KE	Kindergarten Eligible (EC)
MA	Student reached maximum age (SA 20-21 on December 1 or EC 6yrs) (EC, SA)
MK	Student Moved (CEIS, EC, SA)
NP	Not Placed (EC, SA)
NS	No longer requires special education services (EC)
PG	Alternate Pathway Graduate
PR	Parent Refused Services (EC)
RC	Student returned to the regular classroom (SA)
RP	Reached Program Eligibility (CEIS)
SN	Services no longer needed (CEIS)
SP	Placed into Special Education (CEIS)
US	Unknown status (EC)

# EXITING STUDENTS FROM CCEIS

Code*	Description*
CD	CEIS discontinued; Student IEP services continue (CEIS)
DI	Deceased (CEIS, SA, EC)
DO	Dropped Out of School (CEIS, SA)
DP	Services discontinued at Parent's Request (CEIS)
GC	Graduated with a certificate (SA)
GD	Graduated with Regular Diploma (SA, CEIS)
KE	Kindergarten Eligible (EC)
MA	Student reached maximum age (SA 20-21 on December 1 or EC 6yrs) (EC, SA)
MK	Student Moved (CEIS, EC, SA)
NP	Not Placed (EC, SA)
NS	No longer requires special education services (EC)
PG	Alternate Pathway Graduate
PR	Parent Refused Services (EC)
RC	Student returned to the regular classroom (SA)
RP	Reached Program Eligibility (CEIS)
SN	Services no longer needed (CEIS)
SP	Placed into Special Education (CEIS)
US	Unknown status (EC)

While most codes are self-explanatory there are a few which may need further explanation

- **CD:** a student with an IEP who was receiving CCEIS is dismissed from CCEIS, but the IEP is still active.
- **RP:** reached program eligibility is dependent on individual district programs. If your program is serving students in pk-2 and a student is moving to grade 3 the student would be dismissed as reaching program eligibility.
  - If a program is ending you would also use RP
- **SP:** a student that was receiving CCEIS and did not have an IEP was referred and placed for special education and the team decides to discontinue CCEIS.

# EXITING STUDENTS FROM CCEIS

- If a student will continue receiving CCEIS in the next school year, there is no reason to withdrawal them from services or the program.
- If a district is required to continue the provision of CCEIS, the only students that need to be withdrawn from services and program are those not returning.
- If a required district is not flagged for CCEIS for the next school year, but has carryover funds, the provision of CCEIS is still required. Funds cannot be reallocated and students must be tracked and reported.
- If a district is not required to provide CCEIS in the next school year and they have zero carryover funds from the current year, all students should have their services closed and withdrawn from the program on the general information screen using RP for the reason.

# WHAT TO DO IF YOU ARE NO LONGER A REQUIRED DISTRICT AND FUNDS HAVE BEEN EXPENDED

- Make sure you have exited all students from the CEIS module
- Remove the disproportionality flag from the district defined screen
- Determine if you want to provide CEIS voluntarily
  - District who voluntarily provide CEIS can provide services to non-IEP students in grades K-12
  - Must track all students served in the CEIS module in eSchool
  - Can budget up to the 15% of new allocation, but are not required to budget the entire 15%
  - Can reallocate funds

# CYCLE 7 REPORTING OF CCEIS/CEIS

- ALL students served under required CCEIS or voluntary CEIS during the school year are part of cycle 7
  - Any student who was active in the module anytime in the school year is reported
  - Cycle 7 review in September includes CCEIS/CEIS students and services
- Failure to maintain eSchool and report in cycle 7 can impact
  - The timely and accurate components of the LEAs special education annual performance report and
  - The results driven accountability determination



# CYCLE 7 REVIEW

- CCEIS data is part of Cycle 7 review in MySped Resource
  - Data **MUST** be verified during the review period (September)
    - We do not know if the a student is missing
      - If a student record and services are missing, you can add them to MySped Resource during the review period
    - We do not know if the data was transmitted from the Office of Information Technology (OIT) is accurate.
      - If you find something wrong, we need to be notified so we can check on where the breakdown is between Cycle submission and OIT transmitting the data to OSE
  - Failure to submit required data has consequences.



# **QUIZ TIME**

To enter students with IEPs into the eSchool CEIS Module the district does not need to mark the disproportionality box



◆ True



▲ False



To enter students with IEPs into the eSchool CEIS Module the district does not need to mark the disproportionality box



◆ True



▲ False



Students can receive more than one service under CCEIS



◆ True



▲ False



Students can receive more than one service under CCEIS



◆ True



▲ False



Failure to submit data in Cycle 7 will result in a NO for timely and accurate data on the APR Profiles



True



False



Failure to submit data in Cycle 7 will result in a NO for timely and accurate data on the APR Profiles



True



False





If you have carryover CCEIS funds, your do not have to report students being served the following year



True



False



If you have carryover CCEIS funds, your do not have to report students being served the following year



◆ True



▲ False





**BREAK/LUNCH**



# **COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) TOOL & APPLICATION**

# COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) TOOL & APPLICATION

The CCEIS Tool and Application can be downloaded from the CCEIS webpage. The link is:

<https://dese.ade.arkansas.gov/Offices/special-education/comprehensive-coordinated-early-intervening-services-cceis>

The CCEIS Tool is an Excel workbook has formulas built in to assist you. You **MUST** submit the Excel workbook.

The Application is a word document with expandable text boxes.



# **GUIDANCE ON CCEIS FUNDS**

# HOW TO DETERMINE THE CCEIS REQUIRED SET ASIDE

Each LEA identified for Significant Disproportionality will be required to set aside 15% of its FFY24 IDEA Part B funds.




We will practice with our FFY 23 allocations since FFY 24 have not been released.

1. Identify the FFY24 IDEA Part B funds from your [611 \(School Age\)](#) and [619 \(Preschool\) allocation](#).


# HOW TO DETERMINE THE CCEIS REQUIRED SET ASIDE

Arkansas Department of Education  
Division of Elementary and Secondary Education  
FY 2023-24, Title VI-B PRELIMINARY Allocations


Source Code 6702 Revenue Code 45613

UEI	LEA	District	H027A220018	H027A230018	Total
					

 Federal FY 22 reserve

 Federal FY 23 preliminary allocation

The Federal FY 23 preliminary allocation is used in the calculation of PSPS, CEIS and CCEIS.

 Federal FY 2023-24, Total Allocation



# HOW TO DETERMINE THE CCEIS REQUIRED SET ASIDE

2. Add the FFY 23 611 and 619 allocation together.
3. Multiply the total by .15
4. This is the amount the LEA will utilize in its CCEIS application.

OSE-Finance posts preliminary, final and carryover CCEIS charts annually:

[FY23-24 CCEIS Preliminary Chart](#)

# IMPORTANT CARRYOVER INFORMATION

The LEA is required to spend all CCEIS set-aside funds.

- This includes any reserve FFY 24 allocations released during subsequent FFY.

- If the LEA continues to be identified for significant disproportionality they will have to budget all carryover, 15% of any additional reserve and 15% from the new FFY allocation.

# HOW TO SPEND THE CCEIS SET ASIDE FUNDS

- Expenses must be directly related to interventions tied to address the root cause(s).
- Supplement vs. Supplant
- Address the needs of those student subgroups that were identified as the basis for causing the LEA to be identified as significantly disproportionate.
- Can not solely be used towards students with disabilities.

# HOW TO SPEND THE CCEIS SET ASIDE FUNDS

Pathway to Allowability

Root Cause → Interventions → Supplement vs. Supplant  
→ Sub Group → Not All Special Education Students →  
Allowability

# **SUPPLEMENT VS. SUPPLANT**

- CCEIS funds cannot be used to support curriculum, programs, interventions, etc. that have been previously implemented by the LEA without expanding upon what was previously implemented.
- Example: LEA implements PBIS at the K-4 building. It will expand PBIS to its 5-7 campus. The costs towards the 5-7 campus are allowable, the costs for PBIS at K-4 are not.

# TIPS

- Work with General Education from the start.
- Do not delay implementation of interventions.
- Utilize CCEIS monthly email to track fiscal progress.
- We can't change how Significant Disproportionality is calculated, but we can work to optimize the use of the required set-aside to create meaningful change.