

Significant Disproportionality Root Cause Analysis and Policy, Procedure, and Practice Reviews

IDEA Requirements

- Per 34 C.F.R. § 300.646 of the *Individuals with Disabilities Education Act* (IDEA), states must provide for the collection and examination of data to determine if significant disproportionality exists based on race and ethnicity in local education agencies (LEAs) with respect to
 - identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
 - placement in particular educational settings; and
 - incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions.

What is the standard methodology?

The required significant disproportionality methodology to which all states must adhere is specified in [34 C.F.R. § 300.647](#). As outlined in the regulation, states must

- establish minimum cell and *n*-sizes that target groups must meet to be analyzed;
- calculate **a risk ratio** or **alternate risk ratio** for each of 14 analysis categories for all 7 racial/ethnic groups individually (up to 98 calculations for each LEA);
- the Arkansas risk ratio threshold is 3 consecutive years before the state determines the LEA to have significant disproportionality.

Categories of analysis

Defining the Parameters

- IDEA requires states to perform the standard methodology for significant disproportionality for each LEA within the state with respect to three major areas:
 - identification
 - placement
 - discipline
- Specifically, states must analyze **14 categories** within these three major areas, performing a separate calculation within each category for each of the **7 federally defined racial/ethnic groups**.

Racial/Ethnic Groups

- States must analyze the following seven racial/ethnic groups for significant disproportionality:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic/Latino (of any race)
 - Native Hawaiian or Other Pacific Islander
 - Two or more races
 - White

Age Groups

- Ages 3-21

Discipline: Datasets Used

- **Discipline**

- ISS: 10 days or less (unduplicated count of students)
- ISS: more than 10 days (unduplicated count of students)
- OSS: 10 days or less (unduplicated count of students)
- OSS: more than 10 days (unduplicated count of students)
- Total Removals (count of removals not days)

- **Cycle 4**

- SA Child Count
 - Federal Race
- EC Child Count
 - Federal Race
 - Resident LEA

- **Cycle 7**

- Discipline
 - infraction
 - action taken
 - count of days

Identification: Datasets Used

Identification Categories

- States must analyze the following identification categories:
 - students with disabilities (all federal disability categories)
 - autism
 - emotional disturbance
 - intellectual disabilities
 - other health impairments
 - specific learning disabilities
 - speech or language impairments

Cycle 4 Datasets

- SA Child Count
- Federal Race
- Disability
- EC Child Count
- Federal Race
- Disability
- Resident LEA
- Pk-12 Enrollment (district wide)

Basics of Calculation

Scenario 1

- When calculating significant disproportionality, the State of Confusion uses a **minimum cell size of 5, a minimum n-size of 15 and a threshold greater than 3.00.**
- Omega Public Schools is an LEA in the State of Confusion. Omega Public Schools has a total of 450 Hispanic/Latino students enrolled. Of these 450 Hispanic/Latino students, 40 are identified with autism. There are a total of 2,500 students in all other racial/ethnic groups (non-Hispanic/Latino) enrolled in Omega Public Schools. Of these 2,500 non-Hispanic/Latino students, 80 are identified with autism.
- What is the risk ratio?

Basics of Calculation

Scenario 1

1. # of Hispanic students with IEPs identified as Autism (target group)
2. # of Hispanic students in the LEA
3. # of non-Hispanic students with IEPs identified as Autism (comparison group)
4. # of non-Hispanic students in the LEA
5. $1/2 = A$: Risk of Hispanic students being identified with autism
6. $3/4 = B$: Risk of non-Hispanic students being identified with autism

$$A/B = RR$$

Basics of Calculation

1
Hispanic/Latino students with Autism

2
Hispanic/Latino students

3
Non-Hispanic/Latino students with Autism

4
Non-Hispanic/Latino students

5

6

A

RR

A

B

$$\frac{40}{450} = 0.0888$$
$$(0.0888 \times 100) = 8.88\%$$
$$\frac{80}{2,500} = 0.0320$$
$$(0.0320 \times 100) = 3.20\%$$
$$8.88\% \div 3.20\% = 2.76$$

Credit: DCASD

Basics of Calculation

Scenario 2

- When calculating significant disproportionality, the State of Confusion uses a **minimum cell size of 5, a minimum n-size of 15 and a threshold greater than 3.00.**
- Alpha Public Schools is an LEA in the State of Confusion. Alpha Public Schools has a total of 403 Black students enrolled. Of these 403 Black students, 81 are identified as a SWD. There are a total of 1,970 students in all other racial/ethnic groups (non-Black) enrolled in Alpha Public Schools. Of these 1,970 non-Black students, 323 are identified as SWD.
- What is the risk ratio?

Basics of Calculation

Scenario 2

1. # of Black students with IEPs (target group)
2. # of Black students in the LEA
3. # of non-Black students with IEPs (comparison group)
4. # of non-Black students in the LEA
5. $1/2 = A$: Risk of Black students being identified as a SWD
6. $3/4 = B$: Risk of non-Black students being identified as a SWD

$$A/B = RR$$

Basics of Calculation

Scenario 3

- When calculating discipline and LRE the comparison data is PK-12 child count, not Pk-12 enrollment.
- The State of Confusion uses a minimum cell size of 5, a minimum n-size of 15 and a threshold greater than 3.00.
- Beta Public Schools is an LEA in the State of Confusion. Beta Public Schools has a total of 512 Black SWD. Of these 512 Black SWD, 17 had OSS > 10 Days. There are a total of 62 SWD in all other racial/ethnic groups (non-Black). Of these 62 non-Black SWD, 1 has OSS > 10 days.

Basics of Calculation

Scenario 3

1. # of Black students with IEPs with OSS > 10 days (target group)
2. # of Black students with IEPs
3. # of non-Black students with IEPs with OSS > 10 days (comparison group)
4. # of non-Black students with IEPs
5. $1/2 = A$: Risk of Black students being identified as a SWD
6. $3/4 = B$: Risk of non-Black students being identified as a SWD

$$A/B = RR$$

Scenario 3

Does scenario 3 meet the minimum cell and/or n size?

What information is needed to calculate the RR?

Basics of Calculation

Scenario 3

- When calculating significant disproportionality, the State of Confusion uses a minimum cell size of 5, a minimum n-size of 15 and a threshold greater than 3.00.

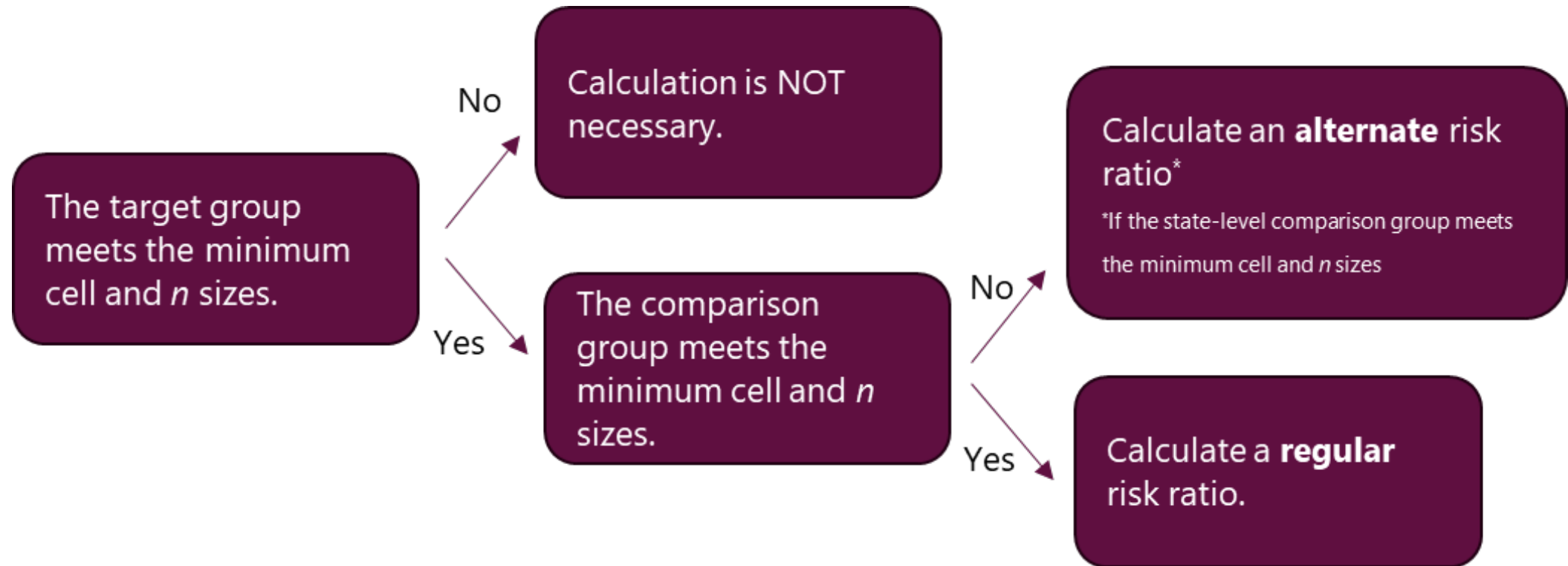
Using the State data for comparison group

Non-Black SWD with OSS > 10 days = 440

Non-Black SWD in the state = 62,501

What is the Alternate Risk Ratio?

Recap: Risk Ratio, Alternate Risk Ratio, or None



Requirements

Identification of Significant Disproportionality

An SEA **must**

- Provide for the **annual review and, if appropriate, revision of the policies, practices, and procedures** used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the IDEA
- Require the LEA to **publicly report on the revision** of policies, practices, and procedures
- Utilize 15% of the LEA's total amount of IDEA Part B funds for **Comprehensive Coordinated Early Intervening Services (CCEIS)**

Source: [IDEA Sec. 300.646 Disproportionality](#)

Implementation of CCEIS

In implementing CCEIS, an LEA

- Must identify and address the **factors contributing** to the significant disproportionality (root cause)
- Must address a **policy, practice, or procedure it identifies as contributing** to the significant disproportionality
- May carry out activities that include professional development and educational and behavioral evaluations, services, and supports

Fiscal

- LEAs are required to set-aside 15 percent of IDEA Part B Section 611 and Section 619 funds to implement comprehensive CEIS.
 - SOF 6702 and 6710 allocations.
- ADE-OSE will inform LEAs of their required CCEIS set-aside amounts through the preliminary and final allocation worksheets.
- LEAs will receive monthly CCEIS reminders that provide budget and expenditure information.
- Utilize [24-25 CCEIS Preliminary chart](#) linked for amount to budget in application.

Fiscal

2022-2023 IDEA Part B 611 Allocation

District	H027A220018	H027A230018	Total
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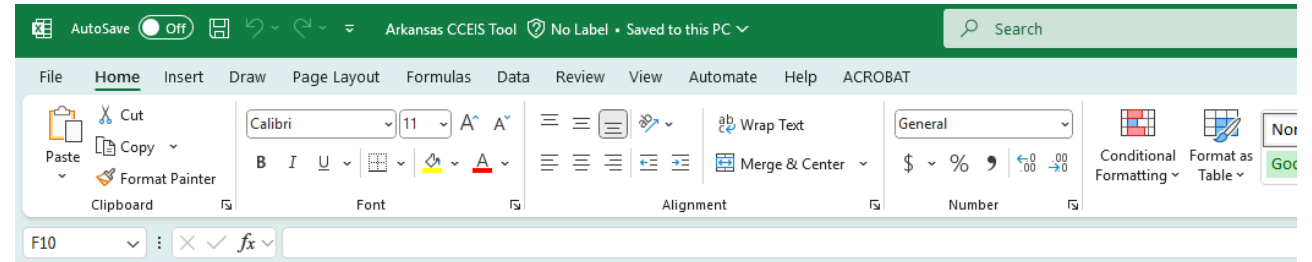
2023-2024 IDEA Part B 611 Allocation

District	H027A230018	H027A240018	Total
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- When additional reserve allocation is released, as shown above, for the GAN tied to CCEIS the LEA is required to set-aside 15 percent of the reserve allocation(s).
- LEAs are required to set-aside reserve allocation amounts even if they have cleared the significant disproportionality.
- Total CCEIS set-aside must be liquidated during the period of availability or it is non-compliance.
- LEAs are not required to submit a new plan for carryover if there are no changes.
- LEAs are required to track student data in eSchool until all funds are expended.

CCEIS Tool

- Folder Review
- Success Gap
- Self-Assessment



Arkansas CCEIS Tool

PURPOSE: The Arkansas CCEIS Tool is a systematic process to guide stakeholders in your school district through multiple steps to discover the root cause of and make a plan for addressing the area(s) of Significant Disproportionality for which your school district is identified.

INSTRUCTIONS

The tabs in this Excel workbook are set up in the suggested order for completing the steps in the Arkansas CCEIS Tool.

STEP 1 - Recruit and assign school district staff and other stakeholders to serve as members of the school district's Significant Disproportionality Review Team.

Considerations:
When assembling this team, the district should consider including regular and special educators and team members representing administration, professional learning, parents, curriculum and instruction, school psychology, student support services, and school improvement.

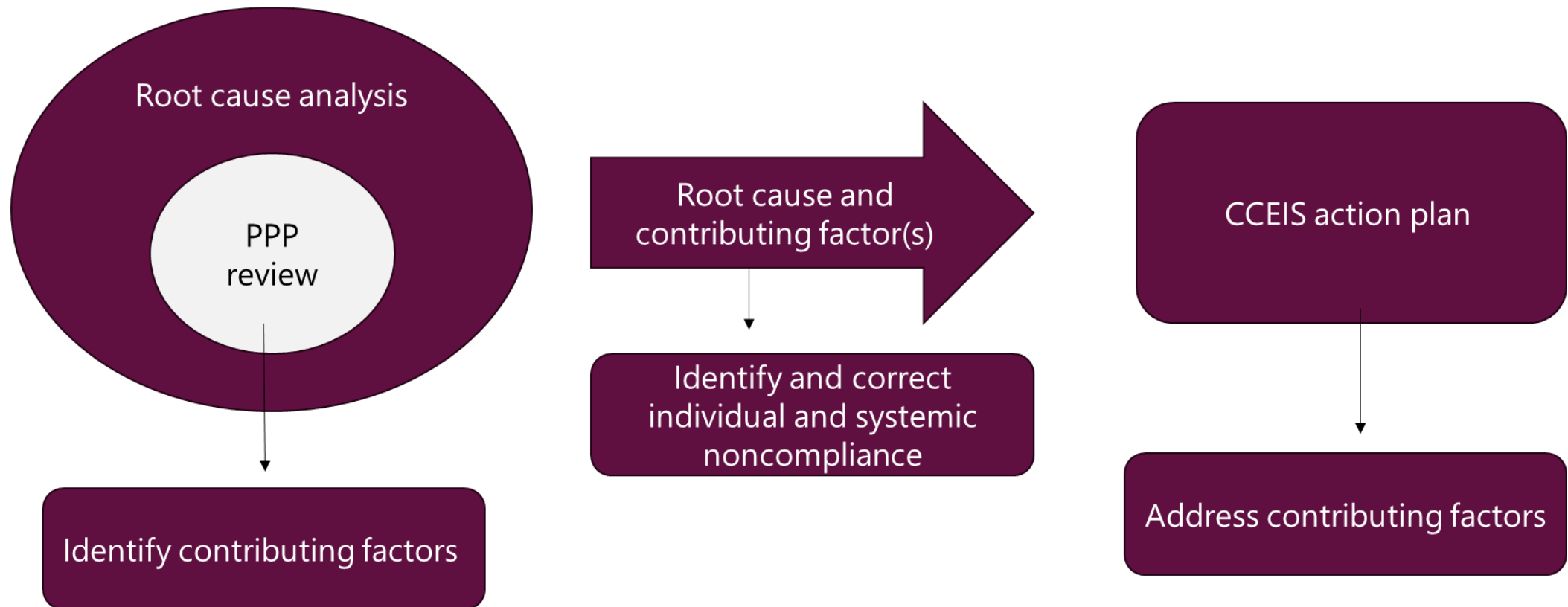
STEP 2 - Use the information on the "2-Min Sample" tab to determine the minimum number of student records that must be reviewed. Records selected must be from the racial/ethnic group(s) for areas identified as significantly disproportionate.

STEP 3 - Conduct record reviews. Use the colored coded tabs to guide school district staff through the steps for reviewing student records related to the school district's area(s) of Significant Disproportionality.

Considerations:

< > **Instructions** Resources 1-Sig Dispro Team 2-Min Sample 3-Record Review - ID 4-Record Review - LRE 5-Record Review - DISCI

Requirements



Root-Cause Analysis

Root Cause Analysis Definition

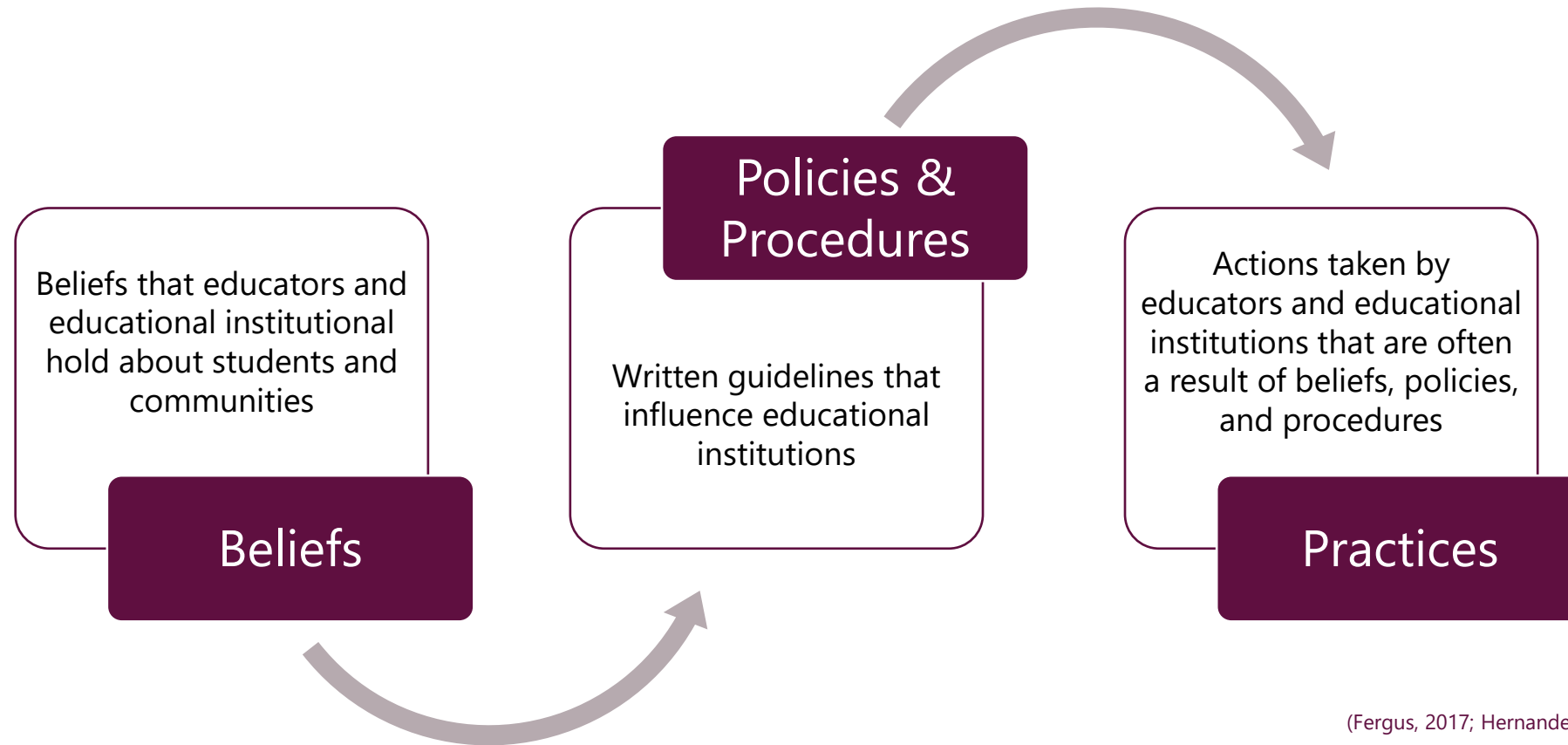
A root cause analysis (RCA) process is a systematic investigation of the contributing and foundational (or root) causes of the problems that organizations or institutions face.



Approach to Root Cause Analysis

- No specific approach prescribed in federal policy (Success Gaps)
- High-integrity approaches include
 1. Meaningful engagement of a varied and representative team
 2. The careful analysis of data, including policies, procedures, and practices used in the area(s) for which an LEA is identified with significant disproportionality
 3. Engaging in a clearly defined process that is supported by evidence and includes the examination of underlying beliefs

Identifying the Root Causes of Educational Opportunity Gaps



Determine Team Members and Establish Intentional Teaming Processes for Root Cause Analysis (RCA)

Determining Team Members

Assemble a team with

- Varied representation, including those from the student group(s) most affected
- Understanding of local context, needs, and disproportionate outcomes
- Varied areas of expertise (e.g., general education and special education staff, behavior specialists, school psychologists)
- Varied levels of the system
- Varied lived experiences

Roles

Leadership

- Superintendent
- School board members
- Special education director
- Curriculum and instruction supervisors

Building administration

- Principals
- Assistant principals
- Deans

District staff

- School psychologists
- Behavior specialists
- Literacy specialists
- EL teachers
- Social workers
- Data specialists

Building staff

- General education teachers
- Special education teachers
- Paraprofessionals
- School counselors

Student representation

- Parents
- Community group or local agency representing identified student group
- Students

Example, Part 1

ABC School District's American Indian students are four times as likely to be suspended (for more than 10 days) than all other students with disabilities in the district.

Discussion

Who might make up the root cause analysis team?

Example, Part 1 (cont.)

• Ideas for potential team members

- Principals
- School psychologist
- Special education director
- Special education teachers
- General education teachers
- Behavior interventionists
- Parents of American Indian students

- Representation from local indigenous nation
- Representative from afterschool community program (respected indigenous community member, referred by local nation)
- PBIS coach
- Students, as appropriate

District Conversation

- Is anyone else needed for your team?
- Why are they needed?

Team Supports



RESOURCING THE TEAM



SUPPORTING THE TEAM'S UNDERSTANDING



ESTABLISHING TEAM PROCESSES



HONORING TEAM MEMBERS' UNIQUE
CONTRIBUTIONS

Analyze Data and Examine Beliefs, Policies, Procedures, and Practices

Examining Our Beliefs: Example Questions for RCA Teams

Identification

- What opportunities exist within the scope of our general education tiers of support for all students?
- Do our data reflect equitable practices when we disaggregate by race and ethnicity?
- What does this reflect regarding our beliefs about ability and opportunity?

Examining Our Beliefs: Example Questions for RCA Teams

Discipline

- What does our discipline policy reflect regarding our belief about punishment vs. growth opportunities?
- What long-term consequences could result?

District Conversation

- How can the questions guide your team discussion?
- What might be an area of opportunity for your district based on these questions?

Please be ready for the afternoon at 12:30.

<https://tinyurl.com/SigDispro2025>

Questions to Pose Throughout the RCA

- What **evidence** do we have to support our statements about potential root causes?
- To what extent have we **implemented** any given policy, procedure, or practice with **fidelity**?
- What is the **belief** about ability and opportunity behind any given policy, procedure, or practice, and how might that belief affect outcomes?
- What are the **outcomes** for the students in the identified group?
- What are the **resources** used or needed for any given policy, procedure, or practice?

Questions to Pose Throughout the RCA (cont.)

- Are we **missing** any policies or articulated procedures?
- Is there a **lack of clarity** in any of our procedures?
- Have our staff received adequate support to implement any given policy or procedure (**professional development, coaching, etc.**)?
- Are there **inconsistencies** in how a policy or procedure is implemented?

Success Gaps Tool

- How can the questions guide your team discussion?
- What might be an area of opportunity for your district based on these questions?

Success Gaps Tool

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K9 Rating

1. Data-based Decision Making

Indicator 1 Rating Scale

1	Planning: Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely based on systematic data.
2	Partially Implemented: Some teachers and programs consistently use systematic valid and reliable data to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.
3	Implemented: The data used are valid and reliable. A school wide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.
4	Exemplary: The data used are valid and reliable. The school wide process for data-based decision making is implemented and evident for all students and subgroups of students, in all classrooms, and is used in decisions about school initiatives or programs, as well.

			Rating	Priority
Indicator 1: Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data				
1.1	The district identifies data elements/quality indicators that are tracked over time to measure school effectiveness.		Element Rating:	
Evidence	Policy			
	Procedure			
	Practice			

Instructions Resources 1-Sig Dispro Team 2-Min Sample 3-Record Review - ID 4-Record Review - LRE 5-Record Review - DISCIP 6-SG Overview 6a-SG TEAM LOG

Ready Accessibility: Investigate

Collect and Analyze Data

Examining a variety of **quantitative** and **qualitative** data, including the review of **policies, procedures,** and **practices** is important to developing a deeper understanding of the problem, which is foundational to identifying root causes.

Additional Data Sources

- Qualitative and quantitative
- Represent local context
- Create a more holistic picture
- Essential to provide a complete understanding of factors associated with significant disproportionality

Using Data in a Root Cause Analysis

We use data to

- Prevent bias from influencing intervention strategy selection
- Test our assumptions
- Help direct our focus and know where to look deeper
- Develop the whole picture that influences our outcomes
- Make informed decisions
- Help us understand the implementation of policies, procedures, and practices

Success Gaps Tool

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B2 5b. Interventions and Supports

5b. Interventions and Supports

Indicator 5b Rating Scale

1	Planning: The school has no schoolwide multi-tiered system of supports or, if it has one, it is ineffective, disjointed, or inconsistently implemented.
2	Partially Implemented: The school has a plan to implement a schoolwide multi-tiered system of supports and interventions in all classrooms. Some parts of the school or some classrooms are already implementing elements of the support system.
3	Implemented: A schoolwide multitiered support system is implemented across all school environments and in all classrooms with high fidelity.
4	Exemplary: A schoolwide multitiered support system that is culturally responsive to the school population is implemented across all school environments and in all classrooms with high fidelity.

Indicator 5b: School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports			Rating		Priority
5b.1	Schools implement a multi-tiered system of supports (MTSS).				
Evidence	Policy		Element Rating:		
	Procedure				
	Practice				
5b.2	Schools implement a multi-tiered system of supports (MTSS) that is culturally responsive to the school population.				
Evidence	Policy		Element Rating:		
	Procedure				
	Practice				
5b.3	Schools implement a multi-tiered system of supports (MTSS) with high fidelity.				
Evidence	Policy		Element Rating:		
	Procedure				
	Practice				

4-Record Review - LRE 5-Record Review - DISCIP 6a-SG Overview 6a-SG TEAM LOG 6b-DBDM-1 6c-CR-2a 6d-CR-2b 6e-CR-2c 6f-CIP-3a

Ready Accessibility: Investigate

Policies

- **Overarching principles, rules, or guidelines** established by federal, state, or local educational agencies or other governing bodies to ensure compliance with the requirements of a law
- Broad objectives and standards that may include legal mandates, school board rules and policies, eligibility criteria, and rights and responsibilities of students, parents, and educational personnel relevant to special education
- Example: School board-approved behavioral support policy

Procedures

- Provide specific instructions on **how to implement** policy requirements in various situations
- May delineate the sequence of actions, roles and responsibilities, timelines, required documentation, and other **operational aspects** related to special education
- Help ensure compliance, consistency, and efficiency in the implementation of policies
- Example: Behavioral intervention protocols

Practices

- Evidence of the **application, implementation or implementation fidelity, and execution** of policies and procedures in educational settings
- Encompasses the **day-to-day activities, interactions, interventions, and strategies** educators, related service providers, administrators, and other interested parties employ to meet the individualized needs of students with disabilities
- Example: Student's behavior intervention plan, IEP, and manifestation determination review

Examples of Policies, Procedures, and Practices for Identification

Examples of relevant IDEA regulations	Examples of policy	Examples of procedures	Examples of data sources for practices
• Child with a disability 34 C.F.R. § 300.8 • Child Find 34 C.F.R. § 300.111	• Child Find policy • Policy documenting evaluation and eligibility requirements • Policies regarding early intervention	• Procedures for tiered interventions • Special education referral procedures • Evaluation procedures	• Student record review • Student group analysis of access to intervention tier data

Examples of Policies, Procedures, and Practices for Discipline

Examples of relevant IDEA regulations	Examples of policy	Examples of procedures	Examples of data sources for practices
• IEP: special considerations 34 C.F.R. § 300.324 • Authority of school personnel 34 C.F.R. § 300.530 • Determination of setting 34 C.F.R. § 300.531	• Disciplinary or behavioral support policy • Student Code of Conduct • Disciplinary decision appeals requirements	• Procedures supporting core positive behavior and intervention system • Disciplinary protocol and procedures • Manifestation determination procedures	• Student record review • Behavioral services (e.g., behavior intervention plans) • Behavioral intervention data

Questions to Pose About Our PPPs

- To what extent have we **implemented** any given policy, procedure, or practice with **fidelity**?
- What is the **belief** about ability and opportunity behind any given policy, procedure, or practice, and how might that belief affect outcomes?
- What are the **resources** used or needed for any given policy, procedure, or practice?
- Are we **missing** any policies or articulated procedures?
- Is there a **lack of clarity** in any of our procedures?
- Have our staff received adequate support to implement any given policy or procedure (**professional development, coaching**, etc.)?
- Are there **inconsistencies** in how a policy or procedure is implemented?

Example, Part 2

ABC School District's American Indian students are four times as likely to be suspended (for more than 10 days) than all other students with disabilities in the district.

Discussion

What additional data sources might be relevant to this LEA's specific significant disproportionality?

Example, Part 2 (cont.)

Potential additional data sources

- Student, family, and staff survey and focus group data
- School-based data patterns
- MTSS academic and behavioral data
- Disaggregated discipline referrals
- Manifestation determination data
- Culture or climate survey data
- Absenteeism data

District Discussion

Use the Success Gaps Tool to review your area of significant disproportionality.

3a. Core Instructional Programs

Indicator 3a Rating Scale

1	Planning: Some students do not have access to a rigorous core curriculum taught by effective content teachers.
2	Partially Implemented: Inconsistent curriculum planning prevents most students from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. All students experiencing success gaps are taught by effective content teachers.
3	Implemented: Most students participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with fidelity. All students experiencing success gaps are taught by effective content teachers.
4	Exemplary: All students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All students experiencing success gaps are taught by effective content teachers.

		Rating		Priority
Indicator 3a: Consistent, well-articulated curriculum implemented with fidelity				
3a.1	Teachers provide instruction based on the principles of Universal Design for Learning (UDL).	Element Rating:		
Evidence	Policy			
	Procedure			
	Practice			
3a.2	Teachers provide instruction based on evidence-based research.	Element Rating:		
Evidence	Policy			
	Procedure			
	Practice			
3a.3	Teachers provide instruction designed to develop higher order thinking skills.	Element Rating:		
Evidence	Policy			
	Procedure			
	Practice			
3a.4	Teachers provide instruction with flexible grouping.	Element Rating:		
Evidence	Policy			
	Procedure			
	Practice			
3a.5	Teachers provide instruction that incorporates instructional technology.			

Identify Root Causes

Session Planning

This process typically will need to occur over multiple sessions rather than in one day.

Session 1

- Introduce RCA
- Understand risk ratio
- Define the problem statement
- Identify data needed

Session 2

- Review data
- Build hypotheses of initial contributing factors
- Identify additional data needed

Session 3

- Review data
- Refine contributing factors
- Identify root causes

Additional Data to Collect

Follow these basic steps to identify and collect additional data:

- Create buckets or categories of information
- Develop questions to investigate
- Gather the data

Examples of Buckets

- Decision stages related to identification, discipline, or placement
- Infrastructure
- Policies, procedures, and practices (PPP) and beliefs about each
- Specific information related to the group represented by data
- Professional learning
- School culture, climate, and engagement

Review: Additional Data Sources

- Qualitative and quantitative
- Represent local context
- Create a more holistic picture
- Essential to provide a complete understanding of factors associated with significant disproportionality

Understanding Local Significant Disproportionality



Risk ratios or alternate
risk ratios

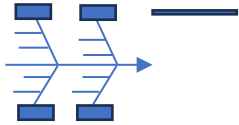


Areas of identification



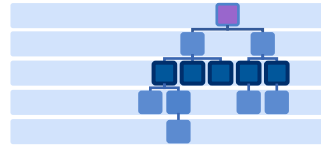
Student groups affected

Root Cause Analysis Methods



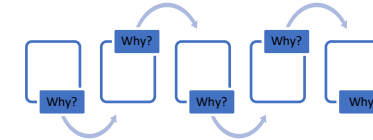
The Fishbone Method

- Description of SD listed at the head
- Brainstorm causes and list as branches, based on data and PPP review
- Consensus of priority factors that, if changed, would reduce the likelihood of the problem



Diagnostic Tree

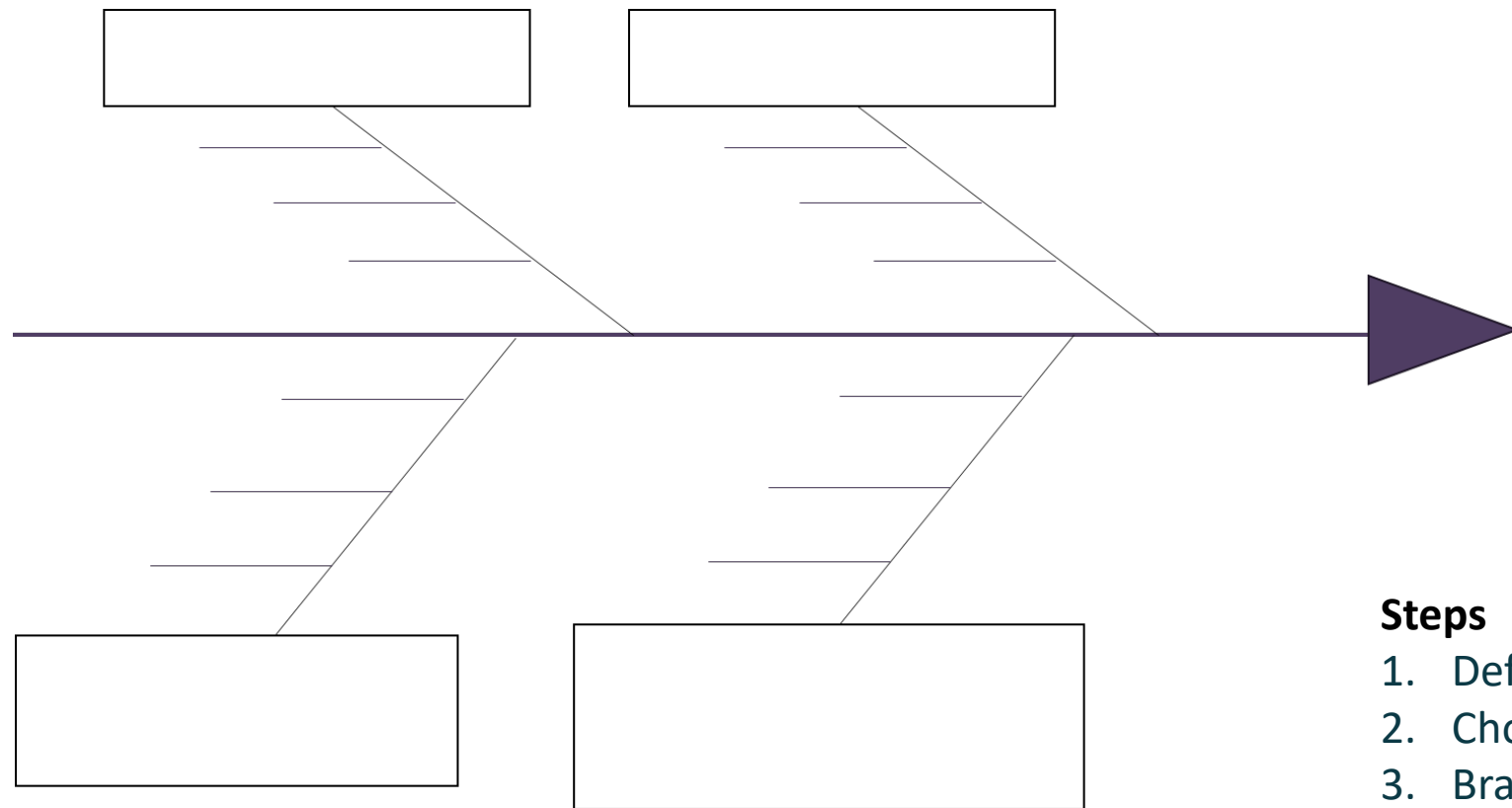
- Description of SD listed first
- List context, or known factors, surrounding the issue and students affected
- Use at least five decision steps
- Formulate hypothesis to prove or disprove



The 5 Whys

- Ask why SD is happening
- Continue asking why repeatedly to reveal underlying causes until you can identify a root cause
- Consider evidence for suspected root causes
- Consider repeating process with alternate causes to verify conclusions

Fishbone Diagram

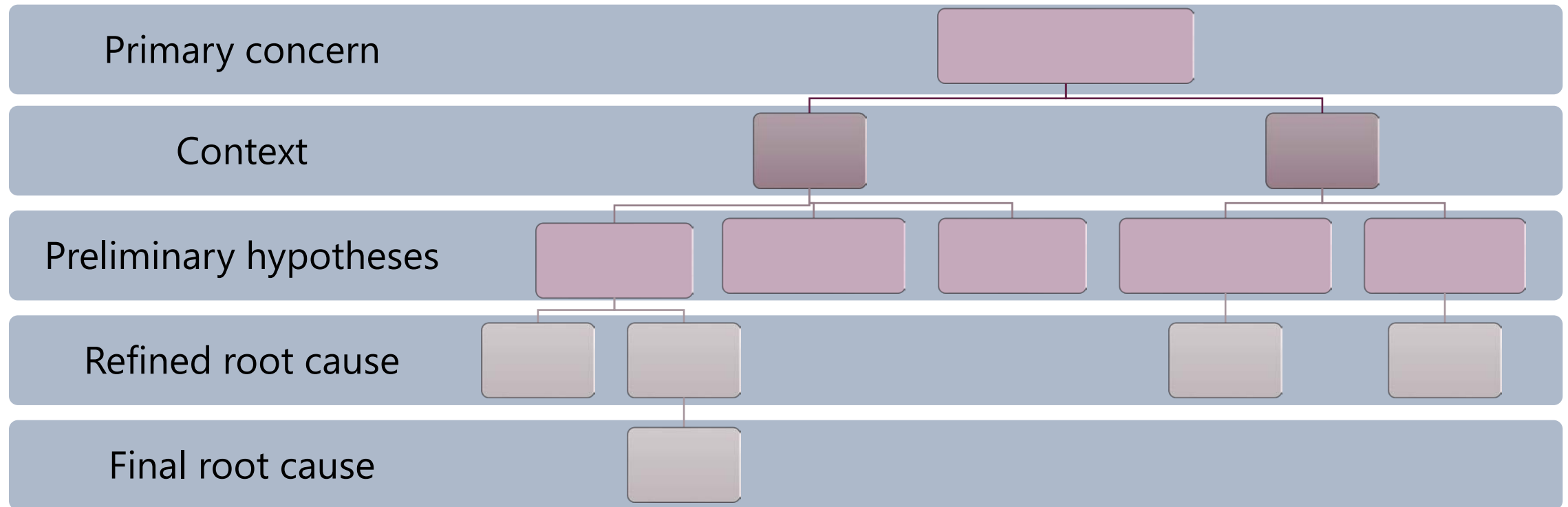


Steps

1. Define the problem
2. Choose categories
3. Brainstorm causes
4. Analyze & prioritize
5. Develop an action plan

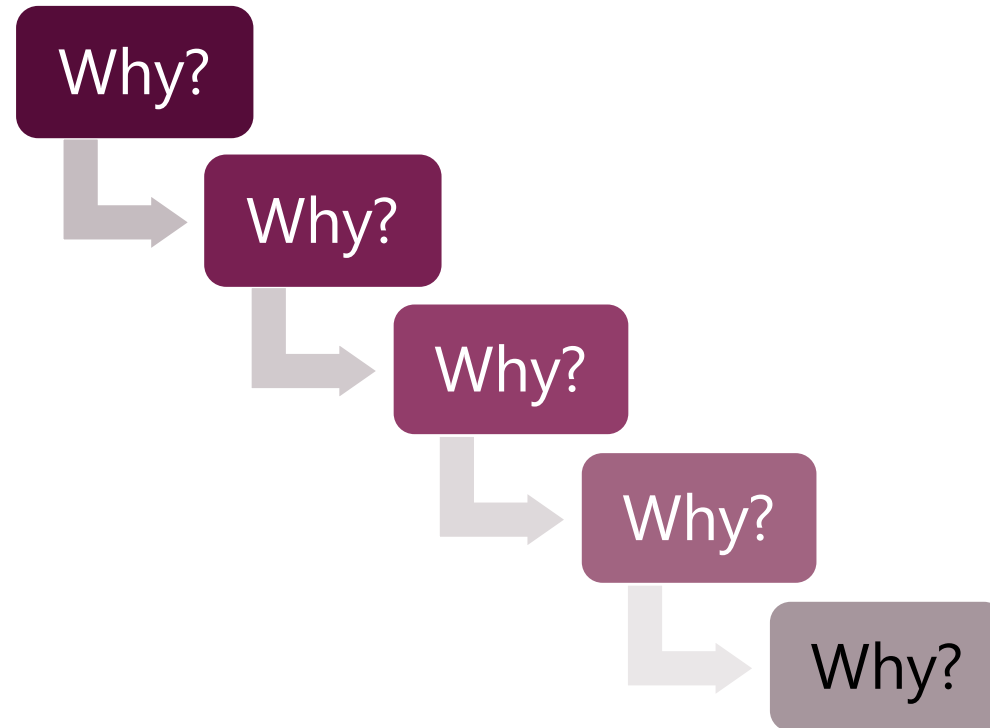
Adapted from Preuss, P. (2003). *School leader's guide to root cause analysis: Using data to dissolve problems*. Larchmont, NY: Eye on Education, Inc.

Diagnostic Tree



Adapted from Preuss, P. (2003). *School leader's guide to root cause analysis: Using data to dissolve problems*. Larchmont, NY: Eye on Education, Inc.

The Five Whys



Prioritize and Select Root Causes for Improvement Planning



Identify



Prioritize



Determine if actionable



Likely to reduce the SD

Example, Part 3

ABC School District's American Indian students are four times as likely to be suspended (for more than 10 days) than all other students with disabilities in the district. **This is because**

- Our discipline policies and procedures include subjective terms for behavior that can lead to disciplinary action
- We lack fidelity in our training and implementation of tiered interventions
- We tend to add behavioral interventions without addressing school climate

Discussion

What are potential improvement strategies the team might identify to address the root causes?

District Discussion

Which root cause tool might your team use to help identify specific reasons for significant disproportionality?

Why?

CCEIS Application



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



Jacob Oliva
Secretary | [Read Bio](#)
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Children and Youth with Sensory Impairments and Additional Disabilities

Comprehensive Coordinated Early Intervening Services (CCEIS)

Data & Research

Dispute Resolution

Early Childhood Special Education

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Meaningful Access Project

Monitoring and Program Effectiveness

Monthly LEA Calls

Non-Traditional Programs

Paraprofessional Training

Parent and Family Resources

Comprehensive Coordinated Early Intervening Services (CCEIS)

Also referred to as Significant Disproportionality.

The Division of Elementary and Secondary Education's Office of Special Education (DESE-OSE), has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In accordance with [34 CFR §300.646](#), any local education agency (LEA) identified as having significant disproportionality, as defined by the state, is required to set aside 15% of their new allocation for the development and provision of CCEIS for -

- 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 (ages 3-21); and
- Children with disabilities (ages 3-21).

An LEA may not limit the provision of comprehensive coordinated early intervening services to children with disabilities.

CCEIS activities must:

- Address the needs of those student subgroups that were identified as the basis for causing the LEA to be identified as significantly disproportionate, but not exclusively, for those student subgroups;
- Focus on academic and behavioral instructional services and professional development;
- Focus on preschool through twelfth grade (PS-12) instructional activities with primary focus on preschool through third grade; and
- Track and report students served under CCEIS in the Early Intervening Services Module in eSchool for the duration of the fiscal year during which the district was identified.

CCEIS Required Tools

[Arkansas CCEIS Tool \(Excel\)](#)
[Arkansas CCEIS Application \(Word\)](#)



CCEIS Application

Arkansas CCEIS Application

A school district must use fifteen percent of its IDEA allocation, as defined in § 613(f) of the IDEA U.S.C. § 1413(f) and the regulations in 34 CFR § 300.646(b), to develop and implement Comprehensive Coordinated Early Intervening Services (CCEIS) when identified as having significant disproportionality. CCEIS may be provided to students in prekindergarten through grade twelve who are *at risk for special education services* or are currently eligible for special education and related services pursuant to AR Regs 6.06.

District Name / LEA # _____ Date Submitted _____
Contact Name _____
Contact Phone # _____ Contact email _____

Indicate the categories under which the district has been identified as having significant disproportionality: *(Click on all boxes that apply)*

- | | |
|---|--|
| ☐ Identification of children as children with disabilities | ☐ Educational environment |
| ☐ Identification of children as children with disabilities in specific disability categories | ☐ Less than 40% of the day in the regular classroom |
| ☐ Autism | ☐ Day School |
| ☐ Emotional Disturbance | ☐ Disciplinary actions |
| ☐ Intellectual Disability | ☐ ISS ≤ 10 days |
| ☐ Other Health Impairment | ☐ ISS > 10 days |
| ☐ Specific Learning Disability | ☐ OSS ≤ 10 days |
| ☐ Speech Language Impairment | ☐ OSS > 10 days |
| | ☐ Total Removals |

PART 1: Root Cause Analysis Summary

Provide a summary of significant contributing factors and key root causes the LEA has identified as contributing to the significant disproportionality.

The root cause analysis summary must include the information entered in the required Arkansas CCEIS Tool, other data, and information reviewed. The summary should look closely at beliefs that drive policy, procedure, and practices impacting each identified category listed above.

Click or tap here to enter text.

District Discussion

Spend time as a team identifying root causes.

Fiscal

- Allowability:
 - Interventions address the identified root cause(s) (*Part 2 Questions 1 & 2*)
 - Evidenced-based (*Part 2 Question 3*)
 - CCEIS funds do not supplant funds currently used to implement the program/intervention (*Part 2 Questions 4 & 5*)
 - Students that have an IEP should not make up more than 50% of the total students served in CCEIS (*Part 2 Question 7*)

CCEIS Deadlines

- CCEIS Tool and Application in Microsoft format must be submitted by:

March 31, 2025

Sped.finance@ade.Arkansas.gov

Please complete the [Dispro Institute Survey](#).

<https://www.tinyurl.com/SigDispro2025Survey>

Contacts

- **Data:**
 - Dr. Jody Fields or Dr. Laura Goadrich
- **Tool and Application**
 - Yvonne Greene
- **Finance**
 - Josh Hart