Significant Disproportionality
Comprehensive Coordinated Early Intervening Services
Calculation Summary

I. INTRODUCTION

In accordance with § 613(f) of the IDEA U.S.C. § 1413(f) and the regulations in 34 CFR § 300.223, comprehensive coordinated early intervening services (CCEIS) are services provided to children and youth - in Early Childhood and/or kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education and related services, but who need additional academic and behavioral supports to succeed in a general education environment. The 2016 regulations, which went into effect in May 2019, governing CCEIS required states to incorporate early childhood data in the risk ratio calculations in July 2020. Arkansas uses a three-year pattern to identify LEAs as having significant disproportionality. The 2020-21 data was the first year which the early childhood data was included in the analysis.

Local education agencies (LEAs) identified as having significant disproportionality, as defined by the state, are required to set aside 15% of their new allocation for the development and provision of comprehensive coordinated early intervening services (CCEIS) for students not currently identified as needing special education services. LEAs may also voluntarily set aside funds (up to 15%) for the development and provision of CCEIS.

The rationale for using IDEA funds for CCEIS is based on research showing that the earlier a child's learning problems or difficulties are identified, the more quickly and effectively the problems and difficulties can be addressed and the greater the chances that the child's problems will be ameliorated or decreased in severity. Conversely, the longer a child goes without assistance, the longer the remediation time and the more intense and costly services might be.

The current CCEIS District Profiles include the federally required seven racial/ethnic groups in the areas of identification, disability category, educational environment category, and five disciplinary action categories as seen below.

Racial/Ethnic Groups	Disability Categories	Discipline
1. American Indian/Alaskan Native 2. Asian 3. Black or African American 4. Hispanic or Latino 5. Native Hawaiian/Pacific Islander 6. White 7. Two or more race groups	1. Autism 2. Emotional Disturbance 3. Intellectual Disability 4. Other Health Impairment 5. Speech/Language Impairment 6. Specific Learning Disabilities	1. Out-of-School Suspension ≤ 10 Days 2. Out-of-School Suspension > 10 Days 3. In-School Suspensions ≤ 10 Days 4. In-School Suspensions > 10 Days 5. Total Removals
Educational Environments Categories 1. Students in the regular classroom less than 40% of the school day 2. Students receiving special education services in a day school setting		

II. METHODOLOGY USED TO EXAMINE SIGNIFICANT DISPROPORTIONALITY

To generate the CCEIS profiles the relevant student data is used for the risk ratio/alternate risk ratio analysis.

The selection criteria for Identification: All Disabilities.

1. The December 1 child count by race for the selected year(s) is the IDEA data set and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. These students are removed from the school age child count data set. The relevant early childhood data is merged into the school age data based on the resident LEA reported by the early childhood provider and verified by the resident LEA.
2. The December 1, pk-12 enrollment counts by race and the relevant early childhood special education data is merged based on the resident LEA as reported by the early childhood provider and verified by the resident LEA to create the comparison data set. (Note: there are no exclusions to the dataset.)
3. After the December 1 child counts have been adjusted, both sets of data are loaded into the excel template to generate the risk ratios. The risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for the same specific race for three consecutive years will be flagged as having significant disproportionality.

The selection criteria for Identification: Specific Disabilities.

1. The December 1 child count by race and specific disability for the selected year(s) is the IDEA data set and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. These students are removed from the school age child count data set. The relevant early childhood data is merged into the school age data based on the resident LEA reported by the early childhood provider and verified by the resident LEA.
2. The December 1, pk-12 enrollment counts by race and the relevant early childhood special education data is merged based on the resident LEA as reported by the early childhood provider and verified by the resident LEA to create the comparison data set. (Note: there are no exclusions to the dataset.)
3. After the December 1 child counts have been adjusted, both sets of data are loaded into the excel template to generate the risk ratios. The risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for the same specific race and disability for three consecutive years will be flagged as having significant disproportionality.

The selection criteria for Educational Environment is:

1. The December 1 school age child count by race and specific educational environment (there are two categories; codes SC and DI) for the selected year(s) is the IDEA data set.
2. The December 1 child count by race for the selected year and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. These students are removed from the school age child count data set. The relevant early childhood data is merged into the school age data based on the resident LEA reported by the early childhood provider and verified by the resident LEA. This is the same IDEA data set used for identification.
3. After the adjustments, risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for the same specific race and educational environment for three consecutive years will be flagged as having significant disproportionality.

The selection criteria for Discipline is:

1. The pk-12 discipline data by race and specific action taken (there are 5 categories) for the selected year(s) is the IDEA data set.
2. The December 1 child count by race for the selected year and is adjusted for students whose educational environment is parentally placed in a private school, correctional facility, or a private residential treatment program. . These students are removed from the school age child count data set. The relevant early childhood data is merged into the school age data based on the resident LEA reported by the early childhood provider and verified by the resident LEA. This is the same IDEA data set used for identification.
3. After the adjustments, risk ratios are generated using a cell size of 5, an N size of 15, and a risk ratio threshold of 3.
4. Any district exceeding a risk ratio of 3 for the same specific race and discipline category for three consecutive years will be flagged as having significant disproportionality.

III. SIGNIFICANT DISPROPORTIONALITY AND COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES

Any LEA with a risk ratio **greater than 3 for three consecutive years within the same race and analysis category** is designated as an LEA having significant disproportionality. Local education agencies (LEA) identified as having a significantly disproportionate representation of racial/ethnic groups within one or more of the mentioned areas in Section I are required to:

1. Complete the Arkansas CCEIS Tool in Excel
    a. Student folder reviews

b. Success Gap Rubric
c. Self-assessment

2. Conduct a root cause analysis.
3. Submit the Comprehensive Coordinated Early Intervening Services (CCEIS) application to DESE Special Education Finance
4. Budget 15% of the next years Part B allocation for the provision of Comprehensive Coordinated Early Intervening Services (CCEIS) to general education students and/or current special education students ages 3-21 who are at risk of being identified as needing special education and/or related services. Students being provided services under CCEIS **MUST** be comprised of more than 50% non-disabled students.
5. Track students served in the Early Intervening module in eSchool and report them in Cycle 7.

III. QUESTIONS

Additional information regarding calculations may be obtained by contacting the Director of the IDEA Data & Research Office, Dr. Laura Goadrich, Ph.D. (Laura.Goadrich@ade.arkansas.gov). Questions about allowable expenses, CCEIS application, and budgetary requirements are to be sent to the ADE Special Education Finance section.

IV. GLOSSARY

A. What is Risk?

As a concept, "risk" looks at the general enrollment data for each racial group along with the number of students from that group who were identified for a specified category and calculates the likelihood that a student from that racial group would be found in that particular category. Risk is a concept that can be used for any given category, not just special education. One can calculate the risk for being suspended, the risk for being identified as gifted, or the risk for being identified as having a disability of a certain type. In other words, if we randomly picked any student from a given racial group enrolled in a district, risk tells us the likelihood that the student would belong in the category in question. For example, if the risk for Black students for Emotional Behavioral Disability is 3%, that means that if we picked a Black student at random from a district, the odds are 3 out of 100 that the chosen student would have been identified as having an Emotional Behavioral Disability. Mathematically, to calculate risk, we can determine the percentage of students of a particular racial group that have a particular disability. To do that we divide the smaller number (number of students of the racial group in the disability category) by the larger number (number of general education students of the racial group enrolled in the district) and multiply that result by 100.

B. Risk Ratio

The calculation of a risk ratio where one racial group is compared to all others requires multiples steps. The concept, however, is the same as comparing a given racial group to Whites. The first step is the same in that we must first calculate the risk for each racial group. Next we would need to recalculate the risk for all other students in the district minus the students in the focus racial group. For example, if the Emotional Disturbance risk for Black students is 10.8%, one would compare the Black risk to the risk for all other students in the district who are not Black. If the focus racial group is White, one would compare the White risk to the risk for all other students in the district who are not White. The risk for the ALL OTHER groups changes for each risk ratio depending on the focus racial group.

C. Alternate Risk Ratio

The calculation of an alternate risk ratio where one racial group is compared to all others requires multiples steps. The concept, however, is the same as risk ratio, except the comparison racial groups fail to meet the minimum cell or N size to conduct the analysis. When this occurs, the state data is substituted for the LEA comparison data creating an alternate risk ratio.

D. Comprehensive Coordinated Early Intervening Services (CCEIS)

Comprehensive Coordinated Early Intervening Services (CCEIS) is the program name in the Significant Disproportionality revised regulation for when an LEA is identified as having significant disproportionality and **MUST** set aside 15% of funds for the provision of CCEIS. LEAs required to provide CCEIS can serve children ages 3-21 and both non-disabled and disabled (non-disabled must be majority served) and must track both groups of students in the early intervening module in eSchool.

E. Coordinated Early Intervening Services (CEIS)

Coordinated Early Intervening Services (CEIS) is the program name in the Significant Disproportionality revised regulations for when an LEA **voluntarily** sets aside funds (up to 15%) for the CEIS. LEAs who voluntarily offer the program are allowed to only serve non-disabled students in grades K-12 and must track students the early intervening module in eSchool.