



Significant Disproportionality

Teri L. Johnson, Ed.S.
Office of Special Education

Content of Folders

- PowerPoint
- Alexa Posny Memorandum
- FOCUS on Results Article
- Checking For Understanding
- Statutes: Disproportionality and CEIS
- CEIS Worksheet
- Sample CEIS Data Collection Form
- CEIS Frequently Asked Questions
- Quick Reference Guide

It's Not Fair!

- The data is wrong.
- Our district accepts non-resident students which causes a high identification rate.
- Students with disabilities move into our district which skews our data.
- Coordinated Early Intervening Services (CEIS) will not change our data.
- Our policies, procedures and practices are fine.

In the room.....

- Your district's data indicates that you have been identified with significant disproportionality.
- The classification of significant disproportionality is not the same for all districts.

In the room.....

- o 27 districts for discipline
- o 13 districts for identification
- o 1 district for educational environments



During the 2012–2013 school year,
Michigan students with IEPs lost

190,035

days of instruction due to
suspensions and expulsions.

How effective is suspension?

- There are **no data** showing out-of-school suspension or expulsion reduces rates of disruption or improves school climate;
- Disciplinary removal appears to have **negative** effects on student outcomes and the learning climate.

Exclusionary Practices

- o Many U.S. schools began adopting **zero-tolerance** policies in the 1990s, which led to substantial increases in out-of-school suspensions and expulsions. (Wald & Losen, 2003)
- o Schools tend to rely heavily on exclusion from the classroom as **the primary discipline strategy** and this practice often has a disproportionate impact on **Black, Latino and American Indian** students. (Arcia, 2006)

Exclusionary Practices & Dropout

- o School suspension has been found to be a moderate to strong predictor of **dropout** and **not graduating** on time.

Exclusionary Practices & Academic Outcomes

- Frequent suspensions appear to significantly increase the risk of academic *underperformance*
- Suspended students were three grade levels behind their non-suspended peers in their reading skills, but were almost *5 years behind* 2 years later.
- Students who were suspended or expelled were at increased risk or *repeating a grade.*

Exclusionary Practices, Antisocial Behavior, and the Justice System

- o Suspension and expulsion often provide troubled kids exactly **what they do not need**: an extended, unsupervised hiatus from school that increases their risk of engaging in substance abuse and violent crime. (Fight Crime: Invest in Kids, 2009)
- o Students who were suspended or expelled were at increased risk of coming into contact with the **juvenile justice system**. (Fabelo, et, al, 2011, Wald & Losen, 2003)
- o School suspension is the **top predictor** for those students incarcerated by ninth grade. (Balfanz, 2003)

The School to Prison Pipeline

Authors: Catherine Kim, Daniel Losen, Damon Hewitt

Date Published: October 31, 2010



Why focus on race-ethnicity disproportionality around discipline?

- There is clear and consistent evidence that students from different racial/ethnic categories are **treated differently for similar types** of office referrals.

(Skiba et al., 2011)

Why focus on race-ethnicity disproportionality around discipline?

- o Students from African American families are 2.19 (elementary) to 3.78 (middle) times as likely to be **referred to the office** for problem behavior as their White peers. (Skiba et al., 2011)
- o Students from African American and Latino families are more likely than their White peers to receive expulsion or out of school suspension as **consequences for the same or similar** problem behavior. (Skiba et al., 2011)

Are African-American students more disruptive?

- o There are **no significant differences** in behavior between African American and White students.

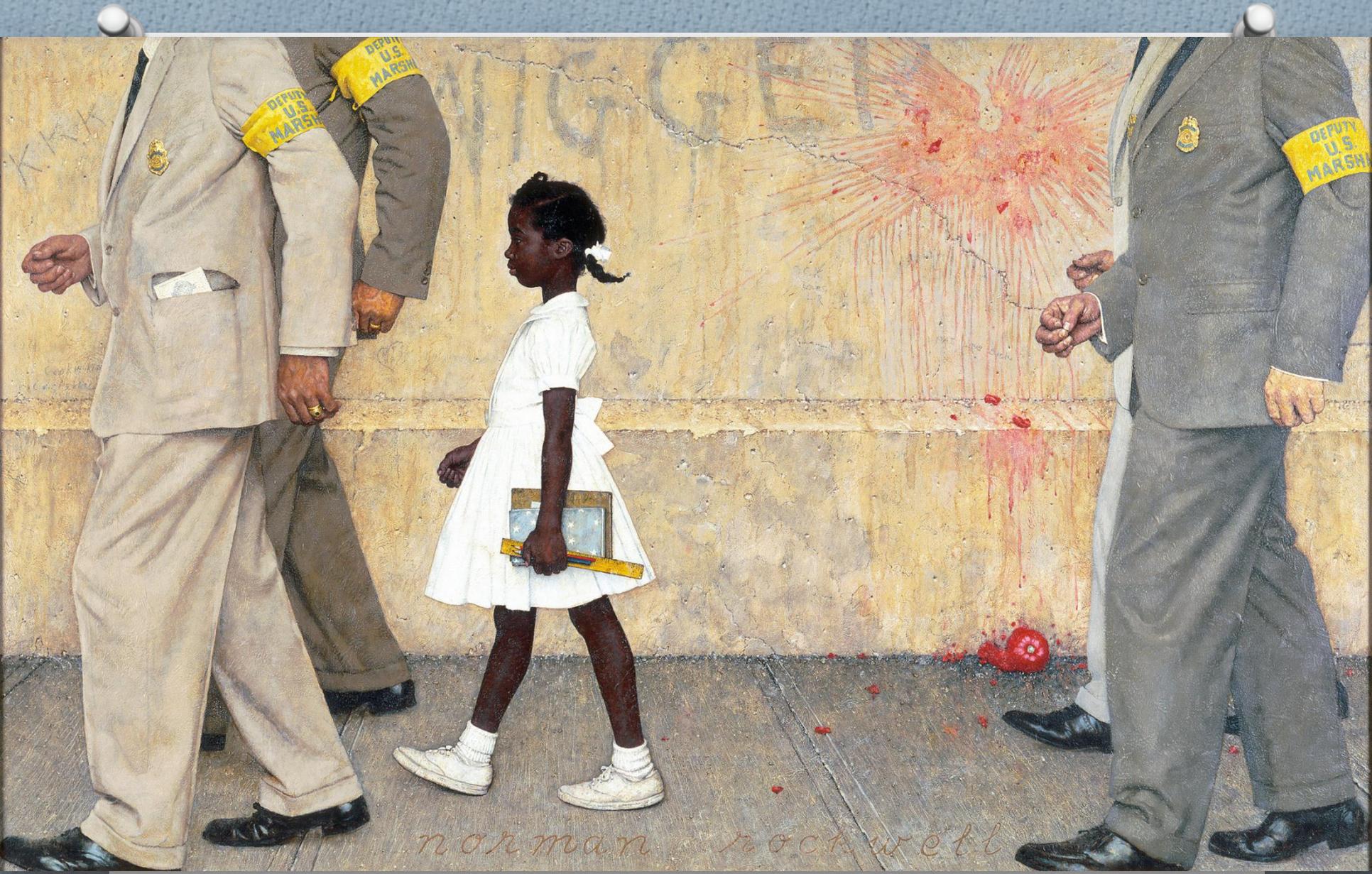
(McCarthy and Hoge, 1987; McFadden et al., 1992; Shaw & Braden, 1990; Wu et al., 1982)

Ethnicity and Behavior

- **White students** were referred to the office significantly more frequently for offenses that appear more capable of objective documentation (e.g., **smoking, vandalism, leaving without permission, and obscene language**).
- **African-American students**, however, were referred more for **disrespect, excessive noise, threat, and loitering-behaviors** that would seem to require more subjective judgment on the part of the referring agent. (*Losen & Skiba, 2010*)

Unfair Application

- Black students are consistently suspended at rates two to **three times higher** than those for other students, and they are similarly over-represented in office referrals, expulsions, and corporal punishment.
- **Race** remains a significant contributor to the likelihood of being suspended in school, even after controlling statistically for poverty.
- Black students are punished **more severely** for less serious and more subjective infractions.



norman rockwell

The time is NOW!

o “It’s a **moral** imperative.”

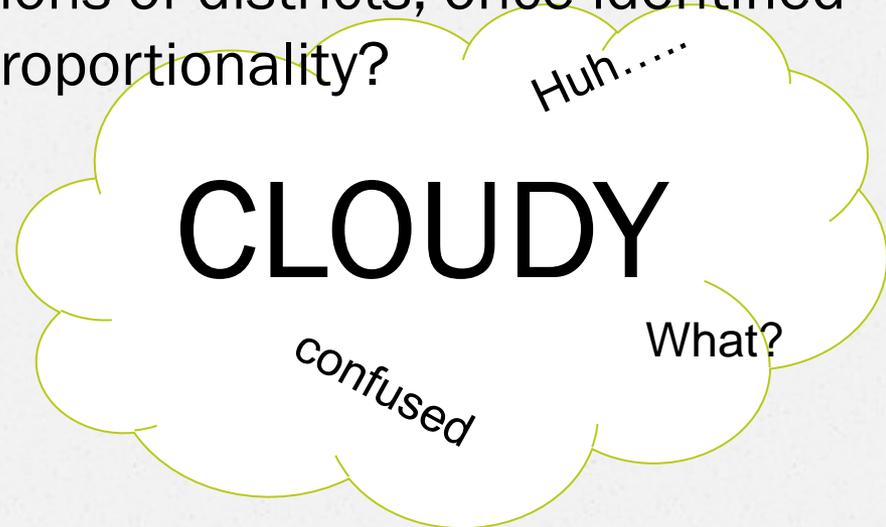
~Dr. Eleanor White, Ph.D.

State Director

Office of Special Education

Relevant Questions

- What is Significant Discrepancy?
- What is Disproportionate Representation?
- What is Significant Disproportionality?
- What are the obligations of districts, once identified with Significant Disproportionality?



SIGNIFICANT DISCREPANCY

Significant Discrepancy

Significant Discrepancy refers to the rates of out-of-school suspensions and/or expulsions for a district.

Significant Discrepancy

- o For Indicator 4A, defined as > 5% of a district's students with an IEP received out-of-school suspensions/expulsions >10 days cumulatively for the year.

Significant Discrepancy

- o For Indicator 4B, defined as $\geq 3.6\%$ of a district's students with an IEP received out-of-school suspensions/expulsions >10 days cumulatively for the year in one or more racial/ethnic groups with noncompliant policies, procedures and/or practices.

DISPROPORTIONATE REPRESENTATION

Disproportionate Representation

Disproportionate representation refers to “over-representation” of specific demographic groups of students in special education or related services or programs that is the result of inappropriate identification.

Disproportionate Representation

State Performance Plan (SPP/APR) Indicator 9

Racial and ethnic over-representation in special education due to inappropriate identification practices

State Performance Plan (SPP/APR) Indicator 10

Racial and ethnic over-representation in specific disability categories in special education due to inappropriate identification practices

Disproportionate Representation

- African American
- American Indian
- Asian
- Hispanic
- White
- Native Hawaiian or Other Pacific Islander
- Two or More Races

Disproportionate Representation

- Autism Spectrum Disorder
- Cognitive Impairment
- Emotional Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech & Language Impairment

Disproportionate Representation

- Michigan Student Data System (MSDS)
 - (Fall 2012 and Fall 2013)
- Operating and Resident District Data
- Risk Ratios (WRR, ARR, RR)

Disproportionate Representation

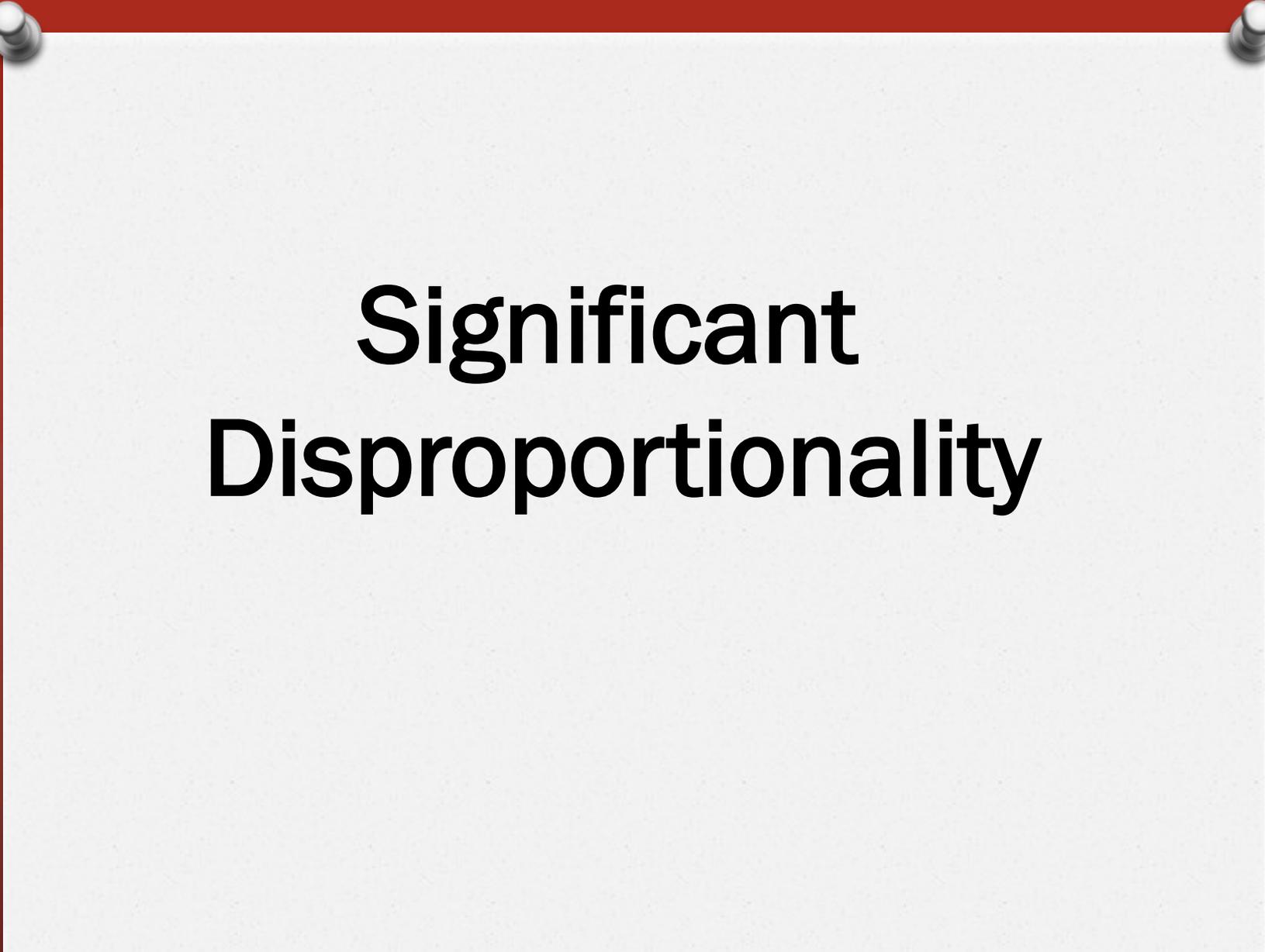
- For two years:
- Weighted /Alternate or Risk Ratio > 2.5

Disproportionate Representation

- A site visit to your district by OSE staff and monitors to determine if there are inappropriate identification policies, procedures or practices
- If required, create and implement an improvement plan; monitored for evidence of change
- Participate in technical assistance

Overview

- State Performance Plan Indicators
 - Indicator 4A
 - Indicator 4B
 - Indicator 9
 - Indicator 10
- Reported in the Annual Performance Report (APR)
- Not Based on Data but Findings of Noncompliance



Significant Disproportionality

Significant Disproportionality

IDEA 20 U.S.C § 1418(d)

IDEA 20 U.S.C § 1413(f)

Significant Disproportionality

Based on race and ethnicity, the:

- identification of children with disabilities;
- identification of children with particular impairments;
- incidence, duration, and type of disciplinary actions
- placement of children with disabilities in particular educational settings;

Significant Disproportionality

Data Sources

- Identification and Ed Settings
 - MSDS Fall 2012 and Fall 2013

- Discipline
 - MSDS 2012-2013 School Year suspensions/expulsions

Significant Disproportionality

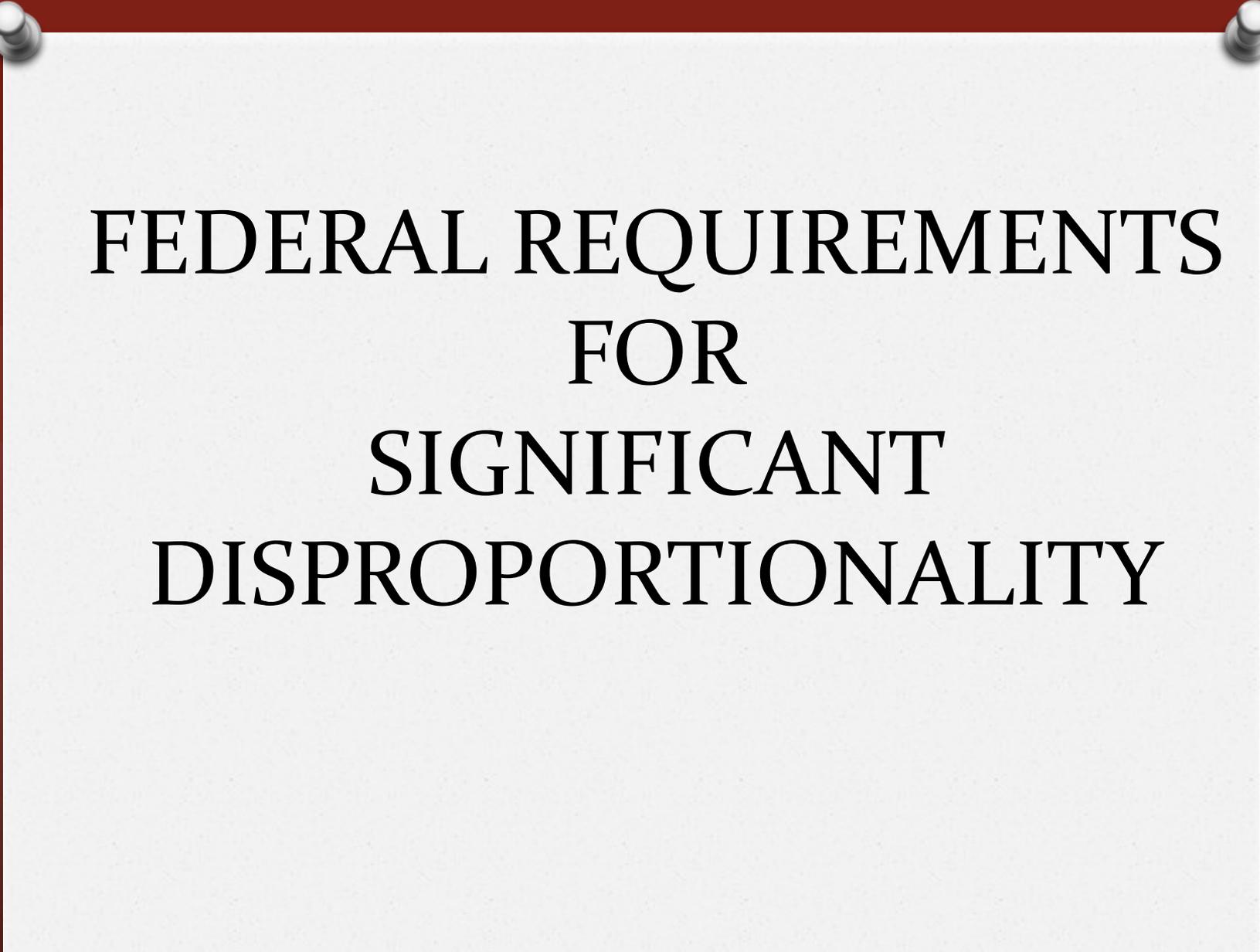
Identification and Ed Settings Risk Ratios

For two years:

- Weighted Risk Ratio, Alternate Risk Ratio, Risk Ratio > 3.0
- Operating District or Resident District

Significant Disproportionality

- Discipline Risk Ratios
- For one year:
 - Weighted Risk Ratio, Alternate Risk Ratio or Risk Ratio
 - > 3.0
 - Operating District Only
 - Out of School +10 days
 - Out of School 2-10 days
 - In-School +10 days
 - In-School 2-10 days



FEDERAL REQUIREMENTS
FOR
SIGNIFICANT
DISPROPORTIONALITY

Significant Disproportionality

- Review policies, procedures, and practices.
- Publicly report any policies, procedures or practices that are changed.
- Coordinated Early Intervening Services (CEIS)

Significant Disproportionality

- Publicly report any policies, procedures or practices that are changed.
- Copy of Board Agenda
 - Copy of Meeting Minutes/PowerPoint

Significant Disproportionality

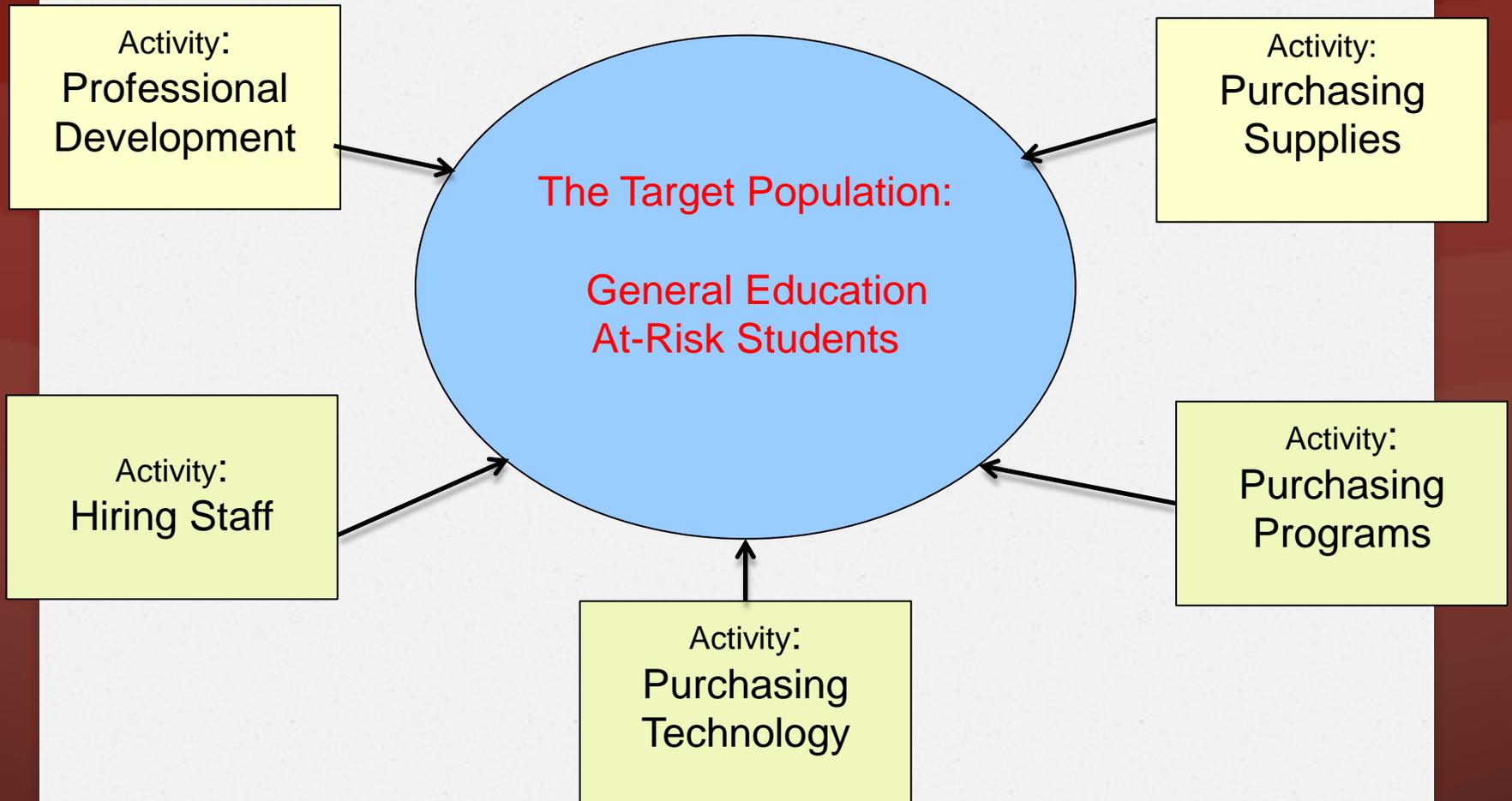
Coordinated Early Intervening Services

It is the intent of CEIS that districts have the flexibility to use IDEA and Elementary and Secondary Education Act (ESEA) funds in a coordinated manner in order to provide equitable services across districts for students with unique needs.

CEIS

- IDEA Funds 611/619
- General Education Initiatives
- K-12 but emphasis on K-3
- Academic or Behavioral Support
- Professional Development

CEIS



CEIS

- Program Design
 - Who:
 - Realistic # of students to be served
 - General Education At-Risk Students
 - What:
 - What will money be spent on? e.g. professional development or staff salary, etc..

SAMPLE DISCIPLINE REPORT

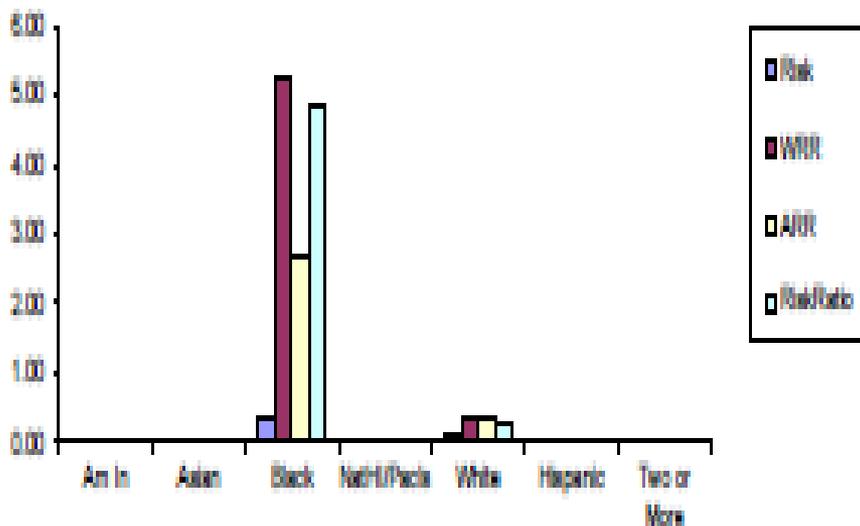
LEA Disciplinary Score

	Am In	Asian	Black	Nath/PacIs	White	Hispanic	Two or More	Total
MICIS Pop	2	24	287	1	888	22	18	1323
District Comp	0.0015	0.0181	0.2188	0.0008	0.7317	0.0188	0.0144	
								Total
Disc Score	0.0	0.0	87.5	0.0	65.0	0.0	0.0	162.5
Risk	0.00	0.00	0.30	0.00	0.07	0.00	0.00	
WRR	0.00	0.00	6.22	0.00	0.33	0.00	0.00	
ARR	0.00	0.00	2.68	0.00	0.32	0.00	0.00	
RiskRatio	0.00	0.00	4.88	0.00	0.27	0.00	0.00	
St Risk for all o	0.1427	0.1444	0.1138	0.1430	0.2108	0.1441	0.1427	
Def Risk of all o	0.11544	0.1174	0.08274	0.11536562	0.248478	0.117218	0.1188478	

State Disciplinary Data

	Am In	Asian	Black	Lat/Hi/Paci	White	Hispanic	wo or Mo	Total
MICIS Pop	2,716	3,229	55,297	182	179,710	15,445	5,334	261913
State Comp	0.0104	0.0123	0.2111	0.0007	0.6861	0.0590	0.0204	
								Total
Disc Score	457.0	101.5	13972.0	22.5	20121.5	1930.5	832.5	37447.5
Risk	0.17	0.03	0.25	0.12	0.11	0.12	0.16	
WRR	1.21	0.22	2.22	0.86	0.53	0.87	1.09	
ARR	1.21	0.22	2.22	0.86	0.53	0.87	1.09	
RiskRatio	1.21	0.22	2.22	0.86	0.53	0.87	1.09	
St Risk for all others	0.1427	0.1444	0.1136	0.1430	0.2108	0.1441	0.1427	
St Risk for all others	0.14267	0.14437	0.11362	0.14299	0.2108	0.14410	0.1427	

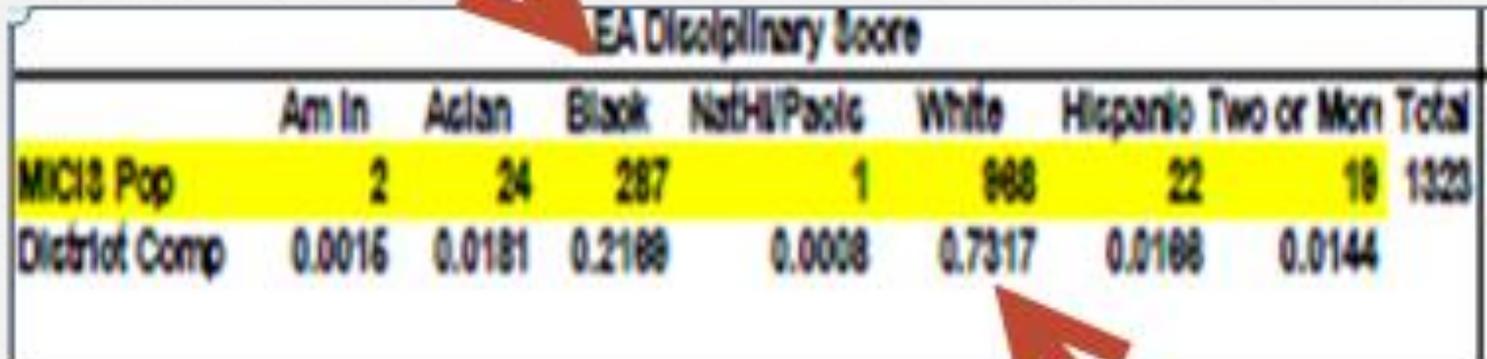
LEA Disciplinary Score Ratios



Discipline Category Data

	Am In	Asian	Black	Lat/Hi/Paci	White	Hispanic	wo or Mo	Total
1 2-10 Day (In) Inciden	47	7	859	3	2,755	234	96	4,002
1 2-10 Day (In) Weight				1.0				
1 2-10 Day (In) DiscSc	47.0	7.0	859.0	3.0	2755.0	234.0	96.0	4002.0
2 GT10 Day (In) Inciden	6	2	64	1	183	30	11	297
2 GT10 Day (In) Weight				1.5				
2 GT10 Day (In) DiscSc	9.0	3.0	96.0	1.5	274.5	45.0	16.5	445.5
3 2-10 Day (Out) Incide	182	55	5,458	6	8,018	727	320	14,766
3 2-10 Day (Out) Weight				1.5				
3 2-10 Day (Out) DiscSc	273.0	82.5	8187.0	9.0	12027.0	1090.5	480.0	22149.0
4 GT10 Day (Out) Incid	45	3	1,510	3	1,588	187	80	3,517
4 GT10 Day (Out) Weight				3.0				
4 GT10 Day (Out) Disc	138.0	9.0	4830.0	9.0	5064.0	561.0	240.0	10851.0
Total Disciplinary Sco	457.0	101.5	13972.0	22.5	20121.5	1930.5	832.5	37447.5

SAMPLE DISCIPLINE REPORT



The table displays 'EA Disciplinary Score' data. A red arrow points to the 'EA Disciplinary Score' header, and another red arrow points to the 'White' column value of 0.7317 in the 'District Comp' row.

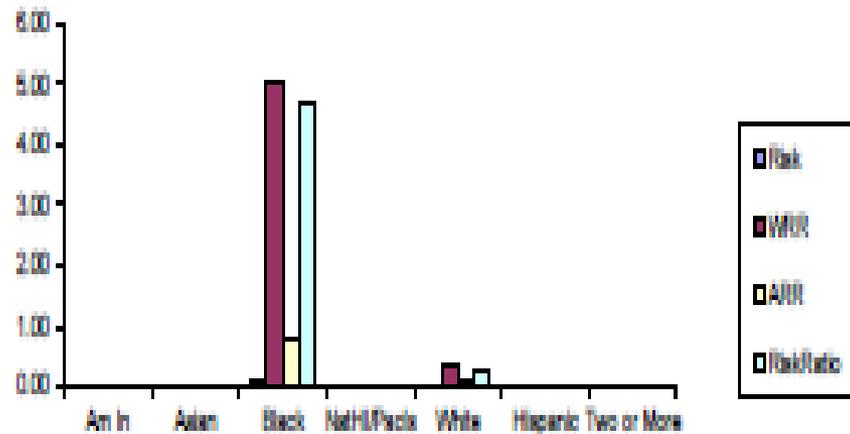
	Am In	Asian	Black	Nat/Hi/Pacifc	White	Hispanic	Two or More	Total
MICIS Pop	2	24	287	1	888	22	18	1323
District Comp	0.0015	0.0181	0.2188	0.0008	0.7317	0.0168	0.0144	

SAMPLE DISCIPLINE REPORT

2-10 Day Suspensions (In-School)

	Am In	Asian	Black	Nat/Hi/PacIs	White	Hispanic	Two or More	Total
MICIS Pop	2	24	287	1	968	22	19	1323
District Comp	0.0015	0.0181	0.2169	0.0008	0.7317	0.0166	0.0144	
Incidence	0	0	28	0	20	0	0	46
Weight	1.0							
Disc Score	0.0	0.0	26.0	0.0	20.0	0.0	0.0	46.0
Risk	0.00	0.00	0.09	0.00	0.02	0.00	0.00	
WRR	0.00	0.00	5.04	0.00	0.34	0.00	0.00	
ARR	0.00	0.00	0.80	0.00	0.10	0.00	0.00	
RiskRatio	0.00	0.00	4.69	0.00	0.28	0.00	0.00	
St Risk for all oth	0.1427	0.1444	0.1136	0.1430	0.2108	0.1441	0.1427	
Dist Risk of all oth	0.03482	0.03541	0.01931	0.03479576	0.073239	0.035357	0.0352761	

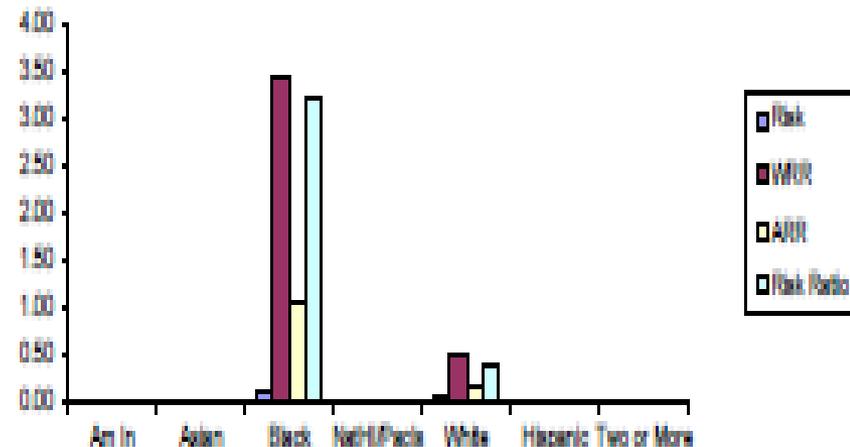
2-10 Day Suspensions (In-School) Ratios



2-10 Day Suspensions (Out-of-School)

	Am In	Asian	Black	Is/Hi/PacI	White	Hispanic	wo or Mo	Total
MICIS Pop	2	24	287	1	968	22	19	1323
District Comp	0.0015	0.0181	0.2169	0.0008	0.7317	0.0166	0.0144	
Incidence	0	0	28	0	28	0	0	49
Weight	1.5							
Disc Score	0.0	0.0	34.5	0.0	39.0	0.0	0.0	73.5
Risk	0.00	0.00	0.12	0.00	0.04	0.00	0.00	
WRR	0.00	0.00	3.43	0.00	0.50	0.00	0.00	
ARR	0.00	0.00	1.06	0.00	0.19	0.00	0.00	
RiskRatio	0.00	0.00	3.19	0.00	0.41	0.00	0.00	
St Risk for all others	0.1427	0.1444	0.1136	0.1430	0.2108	0.1441	0.1427	
Dist Risk of all others	0.05564	0.05658	0.03764	0.0556	0.0972	0.056495	0.0564	

2-10 Day Suspensions (Out-of-School) Ratios



SAMPLE DISCIPLINE REPORT

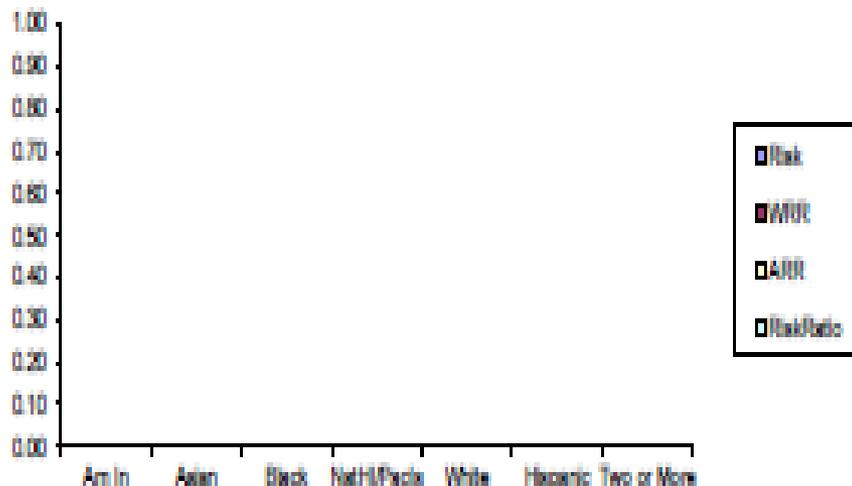
Greater than 10 Day Suspensions (In-School)

	Am In	Asian	Black	Nat/Hi/PacIs	White	Hispanic	Two or More	Total
MICIS Pop	2	24	287	1	968	22	19	1323
District Comp	0.0015	0.0181	0.2169	0.0008	0.7317	0.0166	0.0144	
Incidence	0	0	0	0	0	0	0	0
Weight	1.6							
Disc Score	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Risk	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
WRR	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
ARR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
RiskRatio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
St Risk for all oth	0.1427	0.1444	0.1136	0.1430	0.2108	0.1441	0.1427	
Dist Risk of all oth	0	0	0	0	0	0	0	

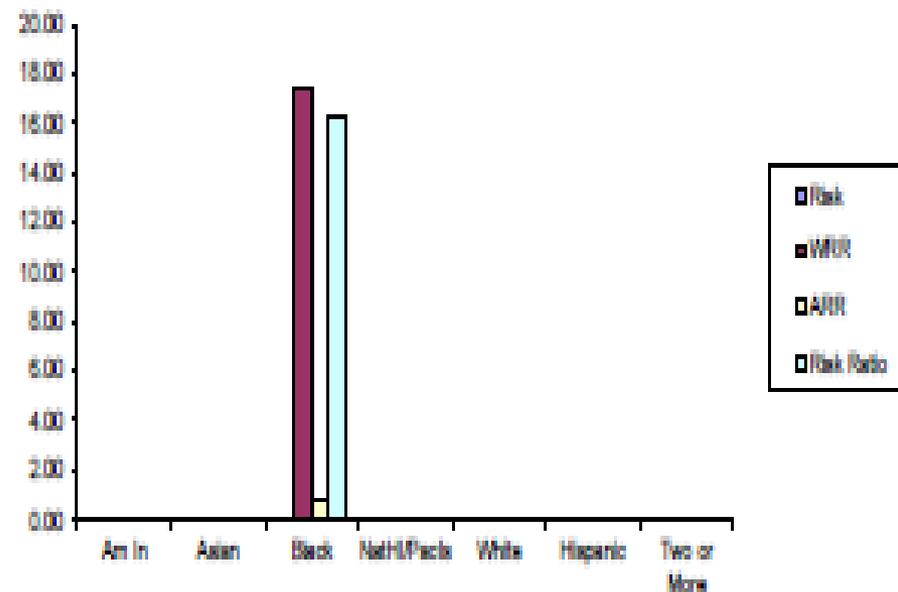
Greater than 10 Day Suspensions/Expulsions (Out-of-School)

	Am In	Asian	Black	His/Paci	White	Hispanic	wo or Mo	Total
MICIS Pop	2	24	287	1	968	22	19	1323
District Comp	0.0015	0.0181	0.2169	0.0008	0.7317	0.0166	0.0144	
Incidence	0	0	8	0	2	0	0	11
Weight	3.0							
Disc Score	0.0	0.0	27.0	0.0	6.0	0.0	0.0	33.0
Risk	0.00	0.00	0.09	0.00	0.01	0.00	0.00	
WRR	0.00	0.00	17.45	0.00	0.10	0.00	0.00	
ARR	0.00	0.00	0.83	0.00	0.03	0.00	0.00	
RiskRatio	0.00	0.00	16.34	0.00	0.08	0.00	0.00	
St Risk for all others	0.1427	0.1444	0.1136	0.1430	0.2108	0.1441	0.1427	
Dist Risk of all others	0.02498	0.0254	0.00579	0.02496	0.0761	0.025365	0.0253	

Greater than 10 Day Suspensions (In-School) Ratios



Greater than 10 Day Suspensions/Expulsions (Out-of-School) Ratios



SAMPLE IDENTIFICATION REPORT

2010 - 2011 Racial/Ethnic Disproportionality Analysis by Disability Category

LEA Public Schools

	Operating							Resident						
	Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More	Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More
General Education Population	13	138	1240	151	5	6329	127	13	132	1216	151	5	6280	127
General Education Composition (%)	0.16	1.72	15.49	1.89	0.06	79.08	1.59	0.16	1.67	15.35	1.91	0.06	79.25	1.6

		Operating							Resident						
		Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More	Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More
Cognitive Impairment 	SWD		1	17			28			14			28		
	Comp(%)		2.17	36.96			60.87			33.33			66.67		
	Risk		0.01	0.01			0.00			0.01			0.00		
	WRR		Z	3.37			0.48			2.97			0.66		
	RR		Z	3.20			0.41			2.70			0.52		
	ARR		Z	1.27			0.24			0.98			0.21		

		Operating							Resident						
		Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More	Am In / AK Native	Asian	Black	Hispanic	HI Native / Pac Isle	White	Two or More
Emotional Impairment 	SWD			17	1		25			17	1		25		
	Comp(%)			39.53	2.33		58.14			39.53	2.33		58.14		
	Risk			0.01	0.01		0.00			0.01	0.01		0.00		
	WRR			3.54	Z		0.40			3.58	Z		0.41		
	RR			3.57	Z		0.37			3.61	Z		0.36		
	ARR			1.62	Z		0.46			1.54	Z		0.41		

Time for
BREAK





Kentwood And Warren Woods

CEIS

Program Design Review
due to Deb Maurer
no later than June 11, 2014

CEIS

- Identify students for one-year CEIS activities
- Maintain database for three (3) years for identified student population that received benefit from CEIS
- In May report to OSE any students who subsequently received special education programs and/or services.
 - Look for forms to come from ISD
 - Sample form in packet



Office of Special Education

Date Printed 5/11/2012

Data Collection for Coordinated Early Intervening Services (34 C.F.R. §300.226)

The Michigan Department of Education, Office of Special Education (MDE, OSE) has developed a process for ISDs, LEAs and PSAs to submit information regarding Coordinated Early Intervening Services (CEIS). Please complete this form and submit to the OSE.

Implementation Year: []

1. How many students received CEIS during your Implementation Year? This includes students who received instruction from personnel who participated in professional development activities supported with CEIS funds. These students are identified in the Implementation Year.

[]

2. How many children from the Implementation Year (listed in #1) subsequently received special education and related services under Part B of the act during the Implementation Year?

[]

Year Two Reporting []

3. How many children from Implementation Year (listed in #1) subsequently received special education and related services under Part B of the act during year two?

[]

Year Three Reporting []

4. How many children from Implementation Year (listed in #1) subsequently received special education and related services under Part B of the act during year three?

[]

Submitted By: []

District: Sample/ISD []

Signature: []

ISD Code: []

Phone Number: []

LEA Code: []

Email: []

Status: []

CEIS

- For those districts who receive IDEA funds, the district is required to reserve 15% of the Section 619 (preschool)/Section 611 (flowthrough) funds for early intervening services.

CEIS

Must expend the 15% of the total amount of 611 & 619 funds. If you choose or must utilize any of your 619 funds for CEIS, then those activities supported with the 619 amount may ONLY be used for kindergarten activities (not preschool).

CEIS

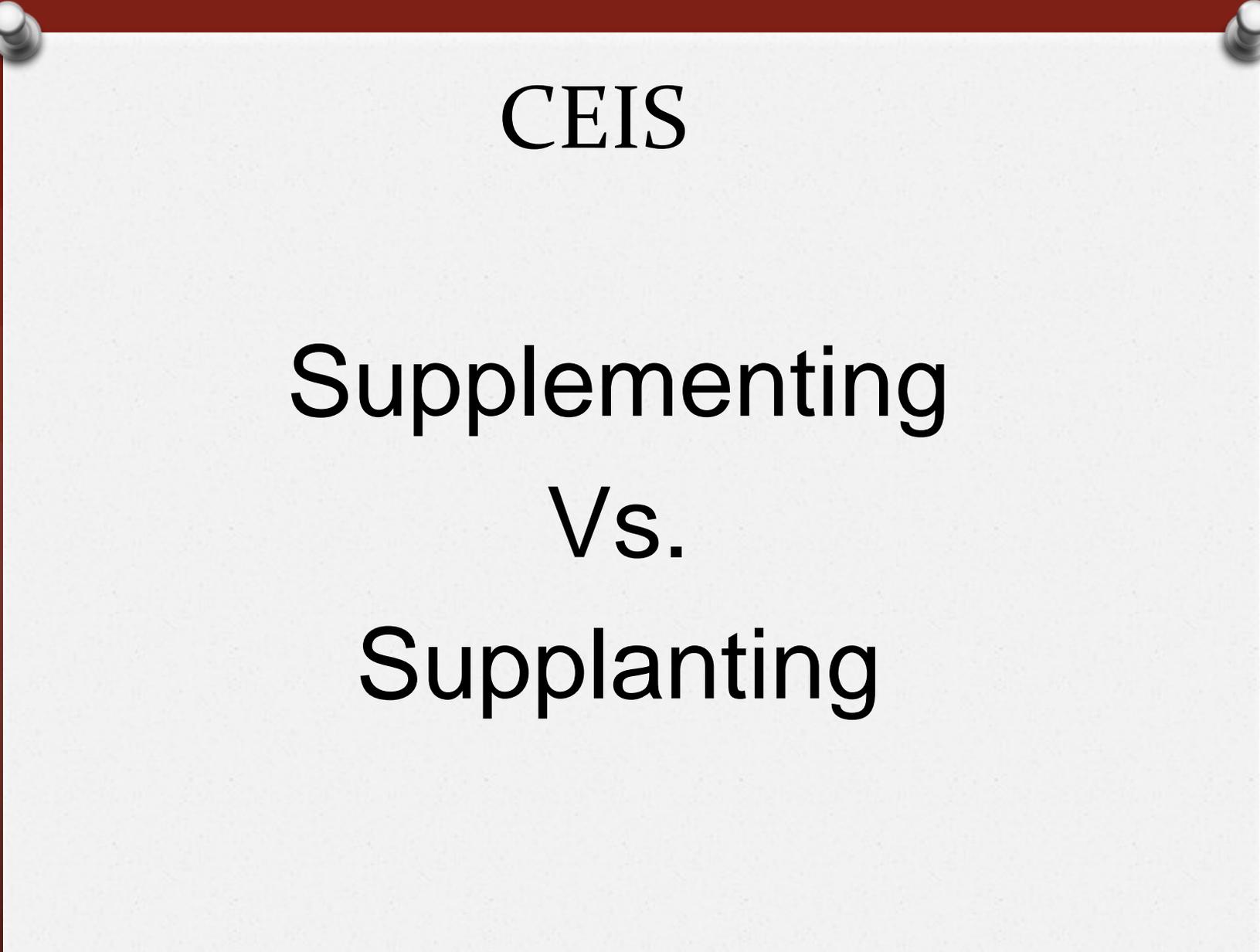
- For example, the combined amount of 611 & 619 that a district must spend is \$250,000 and it is decided to use \$200,000 from the 611 funds and \$50,000 from 619 funds – **then \$50,000 must be spent on kindergarten activities only.**

CEIS

- If the combined amount of 611 & 619 that an LEA must spend is \$250,000 and it is decided to take the entire \$250,000 from 611 funds then the funds may be used to support **any K -12 approved program design.**

CEIS

- Must plan to expend funds in 2014-2015 School Year
- Allocation remains the same during CEIS program design activities
- Encourage prompt expenditure of funds

A white rectangular paper is pinned to a dark red background with two silver pushpins at the top corners. The paper contains the following text:

CEIS

Supplementing

Vs.

Supplanting

May 30, 2014

Office of Special Education

47

CEIS

Supplementing

Vs.

Supplanting

Finance Questions



CEIS Sample

➤ Objective:

- CEIS will be implemented to increase successful academic intervention in order to decrease the amount of referrals for special education.

➤ Objective:

- CEIS will be implemented to increase successful academic intervention in order to decrease the amount of referrals for special education. Interventions will be provided to 16 (4 for each grade level) students in grade 1-4 who presently are flagged as below grade level based on documentation gathered from NWEA.

CEIS Sample

- Activities

- Hiring a coordinator.

- (This is not directly impacting the students, therefore, not an allowable expense.)

CEIS Sample

➤ Activities

➤ Read Naturally will be used to develop and strengthen essential reading and decoding skills in targeted population. It will be used for all students with low performance as identified on the NWEA but will be tracked specifically in the 16 targeted students.

➤ **(May use it to follow all students but if purchasing program must only purchase for 16 students or prorate costs.)**

CEIS Sample

➤ Activities

- Intervention will be provided via instruction in pull-out settings/push in and will vary depending on student need. There is an At Risk teacher as well as several at risk para professionals already in place to provide these services.
 - **(Paying for at-risk teacher and the para are allowable costs IF they are only working with identified students. Cannot supplant funds.)**

CEIS



CEIS Reviews



CEIS Reviews

TIMELINE

Receive call by

September 16

On-Site Visits

September 16 – October 31

Follow-ups

January 2 – February 14

CEIS 2014-15



Key to success:

- CEIS reviewers will visit early in the school year
 - Plan on September call to schedule on-site visit (will return if needed).
 - OSE monitoring is a separate process
- Designate a coordinator (saves time).
- Write a good plan and follow the plan!
 - Only approved students may be served/supported.
- Maintain the notebook!
- Be prepared to provide documentation of staff certification/endorsement for staff providing direct instruction or support.

CEIS 2014-15



Key to success:

- Document the use of split-funded staff
 - Logs must be detailed/caseloads cannot be combined
 - If a special education teacher is used for CEIS, documentation must reflect when they are providing CEIS separate from special education assignments
- Align expenditures with direct student support
- Know how your “at-risk” population is defined.
- Prepare to have service providers be interviewed.
 - Classrooms will be visited.
- Understand the possibility of ISD involvement can be very helpful.



CEIS 2014-15

Areas of caution include the following:

- Using staff in administrative roles as coordinators.
- Providing services to both SWD and GE students.
- Inappropriate purchases such as furniture.
- Timeliness of start-up programs.
- Program design written doesn't align with what is being done.
- Insufficient documentation.
- Errors in FTE allocations.



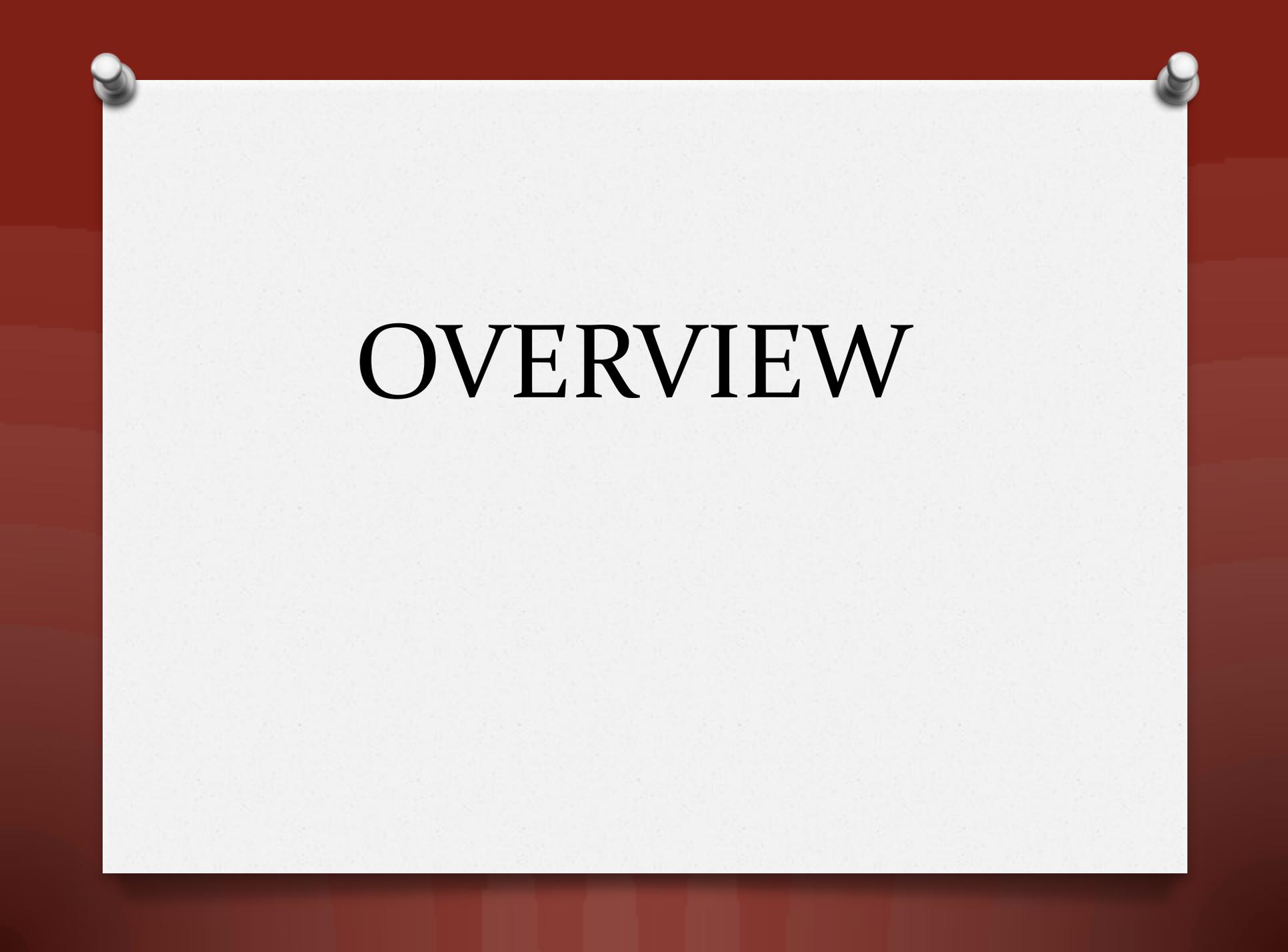
CEIS 2014-15

Technology

- Technology purchases must be made and in use by the end of November, or they will NOT be approved.

CEIS Questions





OVERVIEW

Overview

- Significant Disproportionality is based on data. It is not based on a district's policies, procedures, and practices.
- Significant Disproportionality is not a State Performance Plan Indicator.
- Coordinated Early Intervening Services is a requirement.

SAMPLE DISTRICT PROFILE

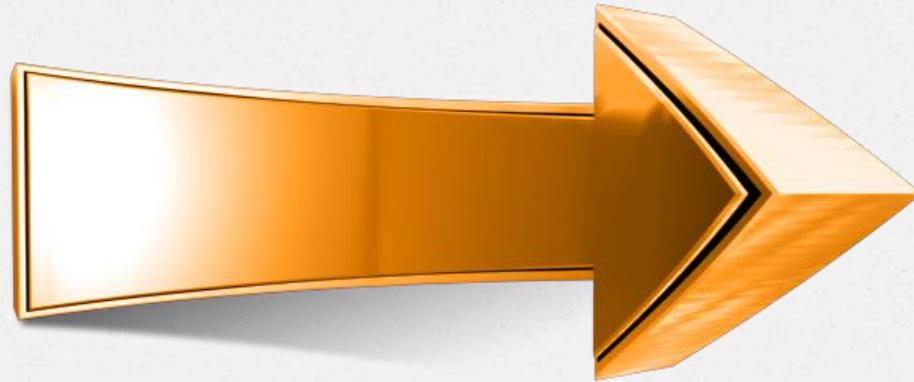
SIGNIFICANT DISPROPORTIONALITY LEA Profile

LEA:	Sample Community Schools
SD Area:	Black - Discipline
CEIS Plan Required:	Yes
15%:	Yes
CEIS Review:	Yes
Monitoring:	Fall/On-site
Public Report:	Yes-if findings
Public Report Date:	By Fall 2015

GET ORGANIZED!



Next Steps....



Questions





FOR UNDERSTANDING

1. Disproportionate Representation is based on findings of noncompliance not on data.

TRUE

FALSE

2. Disproportionate Representation is the over-representation of only African-American students in special education or related services or programs.

TRUE

FALSE

3. Disproportionate Representation is reported in the Annual Performance Report (APR).

TRUE

FALSE

4. For Disproportionate Representation a district must have a risk ratio >2.5 for two consecutive years.

TRUE

FALSE

5. For Significant Disproportionality a district must have a risk ratio >3.0 for two consecutive years.

TRUE

MAYBE...IT DEPENDS

FALSE

6. For Significant Disproportionality, a district may be identified for

- A. identification by race/ethnicity;
- B. identification by race/ethnicity & eligibility;
- C. placement of children with disabilities in particular educational settings;
- D. incidence, duration, and type of disciplinary actions;
- E. All of the above

7. Significant Disproportionality is based on data NOT on a district's policies, procedures, and practices.

TRUE

FALSE

8. For Significant Disproportionality – discipline calculations are based ONLY on disciplinary actions >10 days out-of-school.

TRUE

FALSE

9. A district has an over-identification risk ratio of 2.99 (2012-2013 data) and the second year a risk ratio of 3.10 (2013-2014 data). What is the district identified with?

- A. Significant Disproportionality
- B. Disproportionate Representation
- C. Neither
- D. Both

10. Districts are required to comply with 3 federal requirements when identified with Significant Disproportionality.

TRUE

FALSE

11. For districts identified with Significant Disproportionality, Coordinated Early Intervening Services is optional.

TRUE
FALSE

12. Coordinated Early Intervening Services can be implemented district-wide for all students.

TRUE

FALSE

13. Coordinated Early Intervening Services will resolve all issues with Significant Disproportionality.

TRUE

FALSE

14. For how many years must a district maintain a database of students served under CEIS?

- A. 1 year
- B. 3 years
- C. 5 years
- D. 7 years

15. When are program designs due to Deb Maurer?

A. May 30, 2015

B. June 11, 2014

C. July 11, 2014

D. August 11, 2014

16. If after-school tutoring is currently being paid with Title I funds, it is appropriate to transfer allocations to use CEIS funds instead.

TRUE

FALSE

17. What percent of Part B 611/619 grant money must be used for CEIS?

- A. 10%
- B. 15%
- C. 20%
- D. 25%

Positive Behavioral Interventions & Supports

o Prevention:

- o Defining and systematically teaching school-wide core behavioral expectations and
- o Establishing a consistent system to acknowledge and reward appropriate behavior
 - ✓ such as compliance with school rules,
 - ✓ safe and respectful peer-to-peer interactions,
 - ✓ academic effort

Positive Behavioral Interventions & Supports

o Multi-Tiered System of Supports:

- Establishing a consistent, multi-tiered continuum of consequences and
- supportive re-teaching for students who exhibit problem behavior.
- ✓ The greater the student's need for support, the more intense the support that is provided.

Positive Behavioral Interventions & Supports

o Schools with:

- Clear rule and reward systems and
- Businesslike, predictable corrections and sanctions experience fewer discipline problems.
- ✓ When rules are consistent with stated expectations and are applied fairly, students develop a respect for rules and laws and believe that the system of governance works.

PBIS Evidence

- Studies have shown **dramatic reductions** in office discipline referrals (up to 50 percent), with continued improvement in schools that sustain the intervention (Irvin, Tobin, Sprague, Sugai, & Vincent, 2004).
- School staff members report **greater satisfaction** with work and increased time for teaching (Scott & Barrett, 2004).
- Administrators report **more time** to provide support to the most at-risk students.

PBIS Evidence

- o Student ratings of school climate and interpersonal interactions improve, and students report **lower levels of aggression** and engagement in risk behavior (Metzler et al., 2001).
- o Comparison schools consistently **show increases** or no change in office discipline referrals, along with general frustration with the existing school discipline programs.

Culturally Responsive Disciplinary Intervention

- o An awareness and appreciation of the multiple factors that may influence the **values and perspectives** of individual families and children.
- o Cultural responsiveness should not be viewed as an ‘added element’ but as an initial **design feature** that is to be implemented on a large scale.

(Jones, Caravaca, Cizek, Horner, & Vincent, 2006)

Student-Level Engagement

Five Factors

- o Self-Determination/Advocacy
- o Positive Engagement/Social Competence
- o Attendance, Behavior, Coursework
- o School-based Extra-curricular Activity(s)
- o Employment/Work Experience(s) Prior to Exit



The Office of Special Education believes that...

- o By addressing the issue of **significant disproportionality for discipline**, suspension and expulsion rates for **ALL STUDENTS**, including students with disabilities and especially black students, will improve and
 - o there will be **increased graduation rates**
 - o **lower dropout rates** and
 - o **improved academic achievement.**

RESOURCES

CEIS Questions?

Deb Maurer

maurerd@michigan.gov

Data Questions?

Nick Thelen or Julie Trevino

thelenN1@michigan.gov

trevinoj1@michigan.gov

Finance Questions?

John Andrejack

andrejackj@michigan.gov

Teri L. Johnson, Ed.S.
Assistant Director
Office of Special Education
(517) 335-0455
JohnsonT37@michigan.gov