

Special Education Update: Disproportionality and Comprehensive Coordinating Early Intervening Services

School Board Work Session
May 4, 2023





Essential Questions

1. How does the data regarding referrals for special education look through an equity lens?
2. What actions should ACPS take based upon this data?

2020-2025 Strategic Plan: Equity for All

The Data





RESULTS-DRIVEN

ACPS Referrals for Special Education Evaluation

School Year	Number of Referrals (K-12)
2019-2020	113
2020-2021	102
2021-2022	214
2022-2023	258*

*39 evaluation results pending



ACPS FY23 Student Referral Demographics

Race/Ethnicity	ACPS Population	Referrals to Special Education Evaluation* (n=219)	Determined Eligible for Special Education (n=184)
Asian (n=1031)	6.6%	(n=4) 1.8%	(n=2) 1%
Black (n=3937)	25%	(n=70) 32%	(n=65) 35%
Hispanic (n= 5928)	37.7%	(n=97) 44%	(n=82) 44.5%
White (n=4191)	26.6%	(n=44) 20.6%	(n=31) 16.8%
Native Hawaiian/ Pacific Islander (n=47)	0.3%	(n=0) 0%	(n=0) 0%
Native American (n=18)	0.1%	(n=1) 0.45%	(n=1) 0.5%
Multi-Racial (n=580)	3.7%	(n=3) 1.3%	(n=3) 1.6%

*Data as of May 16, 2023. 39 pending evaluations: Asian (n=2); Black (n=15); Hispanic (n=17); White (n=4); Multi-Racial (n=1).



RESULTS-DRIVEN

ACPS FY23 Disability Demographics

Disability Category	Black		Hispanic		White	
Autism (n=318)	(n=126)	39.6%	(n=73)	22.9%	(n=73)	22.9%
Emotional Disability (n=54)	(n=29)	53.7%	(n=15)	25%	(n=6)	11.1%
Intellectual Disability (n=86)	(n=38)	44.2%	(n=32)	37.2%	(n=9)	10.5%
Other Health Impairment (n=314)	(n=128)	40.8%	(n=93)	29.6%	(n=80)	25.4%
Speech Language Impairment (n=240)	(n=65)	27%	(n=85)	35.4%	(n=63)	26.3%



RESULTS-DRIVEN

ACPS Referral Source Data for Students with Social/Emotional Concerns

2021-2022 Race/Ethnicity of Referral Source for Students with Social/Emotional Concerns	N(%)
Parents (varied race/ethnicity)	n=13 (72%)
Black Staff Member	n=0
Hispanic/Latino Staff Member	n=0
White Staff Member	n=5 (28%)

2022-2023 Race/Ethnicity of Referral Source for Students with Social/Emotional Concerns	N(%)
Parents (varied race/ethnicity)	n=18 (82%)
Black Staff Member	n=0
Hispanic/Latino Staff Member	n=0
White Staff Member	n=4 (18%)



VDOE Analysis of ACPS Disproportionality Data

Specific Disability Categories (Indicator 10)
Race/Ethnicity: Black - Other Health Impairments Risk Ratio: 2.08
Race/Ethnicity: Black - Emotional Disturbance Risk Ratio: 3.42
Race/Ethnicity: Black - Intellectual Disabilities Risk Ratio: 2.33



ACPS CCEIS* Risk Ratio Data

Year	Measure	Risk Ratio
2018	Emotional Disability	3.56
2019	Emotional Disability	4.05
2020	Emotional Disability	4.61
2021	Emotional Disability	4.14
2022	Emotional Disability	3.42

*Comprehensive Coordinating Early Intervening Services

2020-2025 Strategic Plan: Equity for All

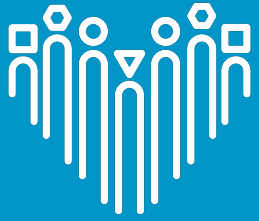
The Implications





Mandates Based upon ACPS Data

- Provision of federally mandated Coordinating Comprehensive Early Intervening Services (CCEIS)
 - Available to general education students age 3 through grade 12 requiring additional academic and behavioral support particularly children in racial groups who were significantly over-identified for special education services.



Determination of CCEIS

- IDEA requires states to identify school divisions that have **significant disproportionality** of racial/ethnic groups in the **identification, disability, placement, and/or discipline** of children with disabilities.
- VDOE notifies divisions annually of significant disproportionality and requires the set-aside of IDEA funds for CCEIS the following school year.
- ACPS has been notified of significant disproportionality in the identification of Black students as having an Emotional Disability (ED) for the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years.

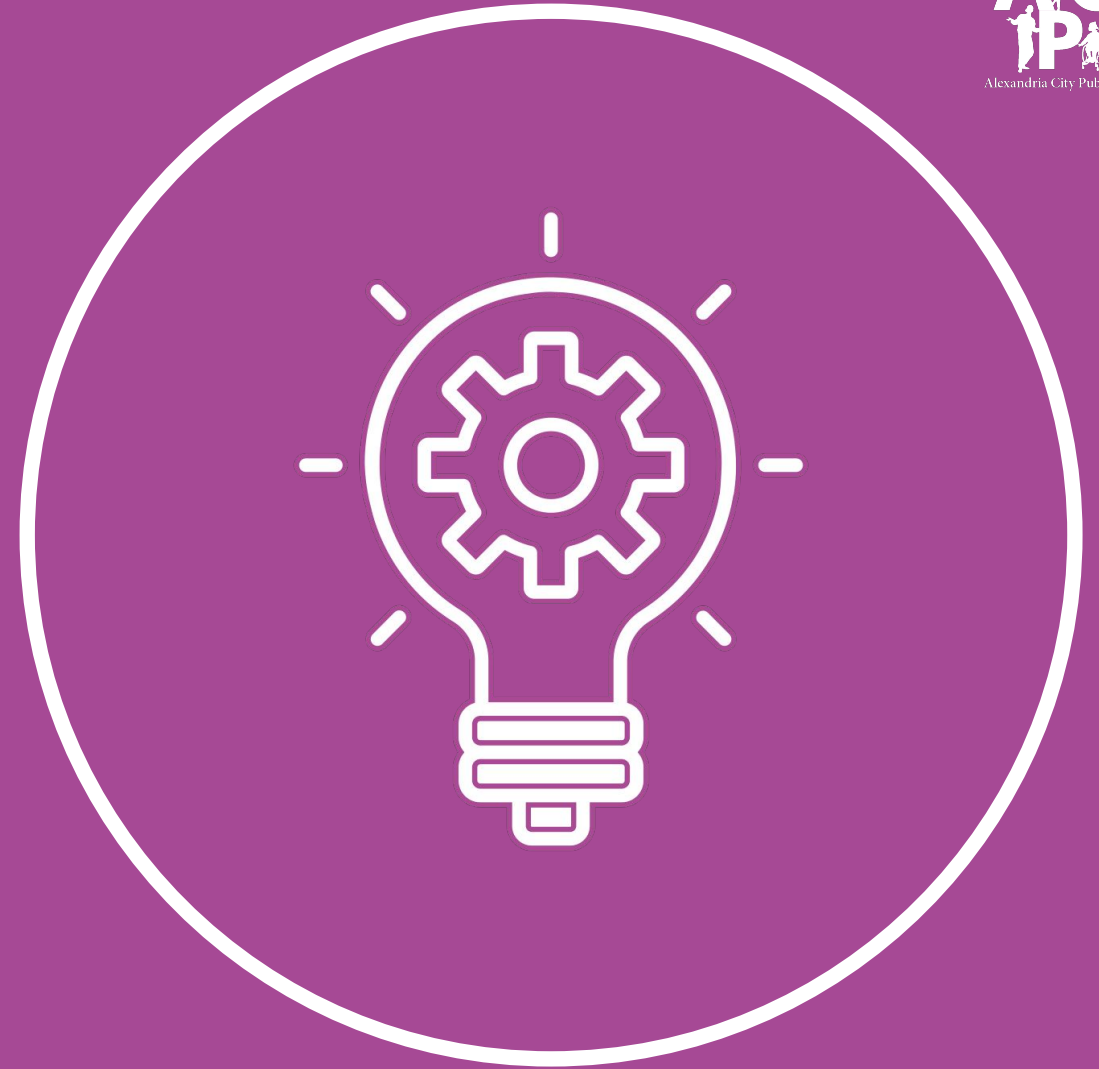


Funding for CCEIS

- Identified divisions must set aside **15 percent** of their total IDEA funds which this school year amounts to approximately **\$560,000**.
- CCEIS funds must be used to develop and support tiered interventions for identified disproportionate student groups.
- Funds cannot be used to support the implementation of core activities designed to provide instruction to all students.

2020-2025 Strategic Plan: Equity for All

The Actions





ACPS Goals for CCEIS

- Ensure equitable approach to addressing the needs of each and every student
- Ensure high-risk students are only referred for special education after general education interventions have been exhausted
- Ensure fidelity for the special education referral process



ACPS CCEIS Plan

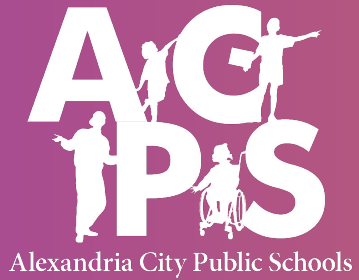
Behavioral Intervention Services and Assessment Team (BISAT)

- Comprehensive Coordinating Early Intervening Services (CCEIS)
 - Professional development
 - Therapeutic guidance and modeling
 - Consultative and collaborative support
 - MTSS
 - SST
 - Administrative teams
 - Teachers and staff
- Eligibility determinations for students suspected of having an Emotional Disability



ACPS CCEIS Plan Next Steps

- Regular and ongoing professional development for teachers and administrators on topics including: child and adolescent emotional and cognitive development, culturally responsive discipline, racial identity development, and relationship building
- Regular and ongoing professional development for staff on MTSS and CCEIS, particularly as it relates to behavior and behavioral management, as well as other high-risk disability categories
- Training to ensure fidelity of the special education assessment and evaluation process, especially as it relates to high-risk disability categories, including thresholds and assessment tools



Questions?

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