

# Special Education Disproportionality + Coordinated Early Intervening Services



School Board Work Session  
Monday, November 16, 2020



**EVERY STUDENT SUCCEEDS**

# Essential Questions

1. What is the **current state** of ACPS' Coordinated Early Intervening Services (CEIS)?
2. What **impact** does it have regarding the identification of **Black/African American students** as students with Emotional Disabilities (ED)?

# Specialists

## CEIS Clinical Specialist

### Consultative + Collaborative Support

- MTSS Specialist
- SST Teams
- Administrative Teams

Ongoing Professional Development + Support for Teachers and Staff

Provide Therapeutic Guidance, Treatment Planning + Modeling of Techniques



## MTSS and Eligibility Specialist

### Consultative + Collaborative Support

- MTSS Teams
- Eligibility Teams

Ongoing Professional Development + Support for Specialized Instruction Administrators

Monitor Eligibility Timelines, CEIS Data + Risk Ratio Data



# What is CEIS + Who Can Benefit?

- Services provided to assist students **age 6 through grade 12** 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.**
- CEIS must be utilized for **general education students without disabilities**, particularly, children in racial groups who were significantly over-identified for special education services.



# Why is CEIS Important?

- **Supports** identifying and addressing behavioral and learning difficulties early in the process to mitigate escalating student needs
- **Recognizes** that delays in providing support could result in a need for increased services at a greater cost to address a child's difficulties
- **Ensures** at-risk students are referred for special education only when necessary



# How is CEIS Determined?

- Section 618 and section 613 of the *Individuals with Disabilities Education Act* (IDEA) of 2004 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.
- Divisions notified of significant disproportionality and informed that they are required to set-aside Part B funds for CEIS the following school year.
- ACPS has been notified of significant disproportionality for the 2018-2019, 2019-2020, and 2020-2021 school years.

# CEIS Funding

- Identified divisions must use **15 percent** of the total amount of its 611 and 619 Part B IDEA funds for Comprehensive Coordinated Early Intervening Services (CCEIS) to help address issues of disproportionality. This school year, that amounts to approximately **\$551,000**.
- CEIS funds may be used to develop and support tiered interventions, but may not be used to support the implementation of core (universal) activities designed to provide high quality instruction to all students in a grade, school or division.
- All services paid for by CEIS funds must be targeted to the students identified for those services.



# National Risk Ratio Data

- **NATIONALLY**, Black or African American students (ages 6 through 21) are **1.4 times** more likely to be identified as a student with a disability relative to all other racial/ethnic groups combined
- **NATIONALLY**, Black or African American students with disabilities are **2 times** more likely to be identified as a child with an emotional disability as all other children

(US Department of Education, 2020)





# A Look at the Numbers...

- In **VIRGINIA**, Black or African American students with disabilities are **1.6 times** more likely to be identified as a child with an emotional disability as all other children  
(SY 2017-18 Child Count and Educational Environment Part B State Level Data File)
- In **ACPS**, Black or African American students with disabilities are, on average, about **4 times** more likely to be identified as a child with an emotional disability as all other children  
(SY 2016-2017 Child Count and State Performance Plan Data Files)



# ACPS Risk Ratio Data: Identification

Year	Measure	Risk Ratio
2014	Emotional Disability	3.50
2015	Emotional Disability	3.03
2016	Emotional Disability	5.38
2017	Emotional Disability	4.40
2018	Emotional Disability	3.56

# ED Identification Analysis

Examining current demography and practices in ED identification of Black/African American students in ACPS, to support continuous improvement of special education identification while meeting compliance requirements.

- Current identification practices by:

- Nature of Referral
- Referral Source
- Race of Referral Source
- Quality of MTSS Data
- School
- Student Body Demographics
- Adverse Childhood Events (ACEs)
- Data used to justify eligibility decision



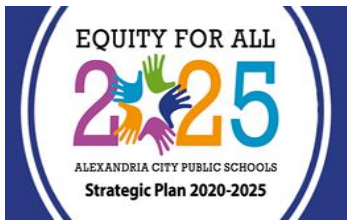
# Demographics

- Referrals from schools where White students make up the numerical majority of the student body are overrepresented
  - Represent 33% of ACPS schools, but nearly half (48%) of the cases where Black students have been found eligible
- Of the 99 students currently identified as ED, 58% (n = 57) are Black/African American. However, Black/African American students only constitute 26% of the school division's student body
  - Black/African American ED boys (n = 38) outnumber Black/African American ED girls (n = 19) 2:1.



# Key Findings

- When a referral for an **ED special education evaluation** is made by an individual staff member, not one of those individuals making the referral are Black/African American.
- For **27** initial student ED evaluations, we found **70%** of schools failed to implement robust MTSS strategies prior to making a child study referral.
- For **reevaluations**, 15 students with an existing disability, were instead **reclassified** as ED.
- **Transfer students** make up the remaining 15 of identified ED students.



# Recommendations



2025 Strand	Recommendation
<b>Instructional Excellence</b>	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
<b>Instructional Excellence</b>	Regular and ongoing professional development for staff on MTSS and CEIS, particularly as it relates to behavior and behavioral management, as well as Emotional Disabilities
<b>Strategic Resource Allocation</b>	Changes to the special education assessment and evaluation process, especially as it relates to evaluating students for an Emotional Disability, including thresholds and assessment tools

# Virtual Lunch + Learn

An **interactive** speaker series with renowned experts in **racial equity, education, mental health,** and **juvenile justice** on topics related to **disproportionality.**



*Virtual*  
**LUNCH** |  
**& LEARN!** |

# Questions and Discussion



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