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AUSD's Significant Disproportionality Process: Progress on the Development of a Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

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Special Education Team
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What is Significant Disproportionality?

AUSD has been identified for significant disproportionality due to the number of African American students with IEPs in the category of Other Health Impaired (OHI) and Intellectual Disability (ID) for three consecutive years (2016-17, 2017-18, 2018-19).

✓ Year 1

✓ Year 2

✓ Year 3

Significantly Disproportionate

✓ = Disproportionate

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Funding Set Aside for the Work

The District is required to set aside 15% of Federal Special Education funding to use for Comprehensive Coordinated Early Intervention Services (CCEIS). These funds are to be used in ways to prevent students from continuing to be overidentified for special education. This amounts to $289,000 to be used by September 2022.

Note: Services for Special Education students will not change as a result of these set aside funds. The district is required to maintain a level of spending on special education from year to year.

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The Process

Programmatic Improvement Process

Apply a Cultural Lens throughout the four phase process

Phase I:
Getting Started

Phase II:
Data Discovery and
Root Cause

Phase III:
Planning for
Improvement

Phase IV:
Implementing,
Evaluating, and
Sustaining

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Overview of Qualitative Data

- Policies, Procedures, and Practices
- File Review
- LEA Initiatives Inventory
- Individual Interviews
- Focus Groups
- Survey

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What Has Happened Since We Last Met?

- Focus Groups with an additional 39 AA families facilitated by parent leaders. Two questions were asked:
  1. What do you believe are some of root causes of over identification of AA students in these 2 sped groups?
  2. What are the things you believe AUSD can do to prevent this happening in the future?
- File Review of all OHI AA students
- Survey of our 55 AA families with 12 responses with students designated in the OHI category

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Definition of Root Cause Analysis

Root Cause Analysis is a process for understanding and solving a problem. Figure out what negative events are occurring. Then, look at the complex systems around those problems, and identify key points of failure. Finally, determine solutions to address those key points, or **root causes**.

Root cause analysis is a method for identifying the **underlying** issues that contribute to an organization's **failure** to achieve desired outcomes.

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Identifying the Root Causes of Disproportionality

New York University
Technical Assistance Center on Disproportionality

METROPOLITAN CENTER FOR RESEARCH ON EQUITY AND THE TRANSFORMATION OF SCHOOLS

"Disproportionality has no one cause but is rather the product of a confluence of contributing factors."

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Potential Root Causes

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations and misconceptions. *(Root Cause; cultural dissonance, expectations and misconceptions)*

- AUSD Staff's lack of equitable and consistent Implementation of Discipline Procedures and Practices *(Root cause: Discipline policies and Practices)*

- AUSD has not built authentic partnerships with parents and families leading to strained   relationships and distrust. *(Root cause: family and community partnerships)*

- AUSD's lack of consistent robust first, best instruction and timely and effective referral for students who need interventions.

- AUSD's lack of creating hiring practices that attract and retain African American teachers and administrators *(Root cause: Cultural Dissonance and systemic racism)*

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Feedback from Focus Groups and Surveys

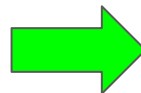| Findings	Proposed Recommendations
Finding 1: There is very little trust between African American Families and school site and district staff. Families and students have been harmed by individuals and there is little accountability on behalf of the district to do anything about it. African American families feel disengaged and tired of not having a voice and when they use their voice no one doing anything about it. Parents are not heard when trying to advocate for their children. *(Root Cause: Family and community partnerships)* **Finding 2:** Prejudice is very evident in AUSD's entire hiring practices and retention of staff. There are not very many teachers or administrators that look like my children *(Root cause; hiring practices and cultural dissonance)* **Finding 3:** Depending on which school you are at there could only be 6 or 7 Black/AA students and very little or no AA staff. This can lead to cultural isolation within school sites. *(Root cause: District Socio demographics)*	**Recommendation 1:** Support the formation of an AAPAC and hire Black staff committed to Black/AA achievement and support for Black/AA families. **Recommendation 2:** Review/Revise recruitment, hiring and retention practices to increase Black/AA leaders at all levels (principals, school leaders, teachers, staff). **Recommendation 3:** … with the addition of affinity spaces for students, families, and staff at schools with designated staff of color to support them.

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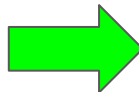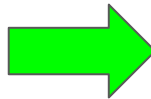| Findings	Proposed Recommendations
Finding 4: Unrecognized trauma misrepresented as characteristics associated with ID and OHI. *(Root cause: Interventions and referrals & discipline policies and practices)*	**Recommendation 4:** Focus behavior plans on how adults interact with and respond to Black/AA youth. Increase training in restorative practices and trauma informed practices for all staff.
Finding 5: Bias and systemic racism in AUSD must be acknowledged and dismantled. *(Root cause: Cultural dissonance and systemic racism)*	**Recommendation 5:** Establish professional development that addresses implicit bias that is sustainable and foundational so that all current staff and future staff receive it.
Finding 6: Lack of culturally responsive teaching, anti racist teaching and cultural humility. *(Root cause: Cultural dissonance and systemic racism)*	**Recommendation 6:** Audit all AUSD curriculum to determine cultural relevance, replace curriculum and require Ethnic Studies as a graduation requirement.
Finding 7: Educators do not know how to reach or teach Black/AA youth. *(Root Cause; Differential access to educational opportunity)*	**Recommendation 7:** Provide teacher supports to investigate and learn tools to support Black/AA students.

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Feedback from Focus Groups and Surveys

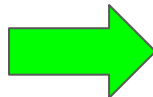| Findings	Proposed Recommendations
Finding 8: Parents shared that they were not heard when services were initially requested, resulting in the start of interventions being delayed up to a year. Not every student that is referred for special ed has had one or more SSTs (Student Study Team) & the majority of students that ended up in SpEd under OHI were not offered 504 plans before an IEP. In addition common survey answers to questions related to interventions of "I don't know" or "not sure" illustrates confusion and lack of clarity that families had around critical decision points in the process. *(Root cause: Interventions and referrals)*	**Recommendation 8:** Provide site administrators and teachers additional training in regards to the COST (Coordination of Services Teams) process and SST (Student Study Team) policy, practices and procedures. Create more robust services in the general education classroom and provide group intervention support with fidelity. Interventions should be made visible for families so they know how to request support and what supports are offered.

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Feedback from Focus Groups and Surveys

Findings	Proposed Recommendations
Finding 9: Some families shared that intervention services were not delivered consistently and that often they were provided by untrained service providers. There is an MTSS plan and staff are aware of the plan. There has been training at the district level on the plan however, academic and behavioral support is non-systematic. Supports are inconsistent depending on the school site. Consistency also heavily depends on the site administration and their knowledge and support of the MTSS plan. *(Root cause: Interventions and referrals)*	**Recommendation 9:** Administer annual fidelity measurement of MTSS (Multi Tiered System of Support) using approved tool; ie Tiered Fidelity Inventory (TFI) or Fidelity Integrity Assessment. (FIA) Require all elementary schools to have a master schedules which will not pull students away from their general education instruction in order to receive additional support. Provide fidelity assessment measures to site leadership teams for action planning using an accountable budgeting tool; ie Single Plan for Student Achievement (SPSA). Present Fidelity integrity scores to the School Board.

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Data

Will be provided during the board meeting

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Next Steps

Phase III:
- Determine criteria for selecting student group
- Determine criteria for selecting schools
- Develop activities that match recommendations and timelines for implementation
- Create budget

Phase IV: Upon CDE approval funding and activities start with quarterly monitoring and revision if needed. Data determines which activities to sustain and which to revise.

Phase I: Getting Started	Phase II: Data Discovery and Root Cause	Phase III: Planning for Improvement	Phase IV: Implementing, Evaluating, and Sustaining
DONE	**DONE**		

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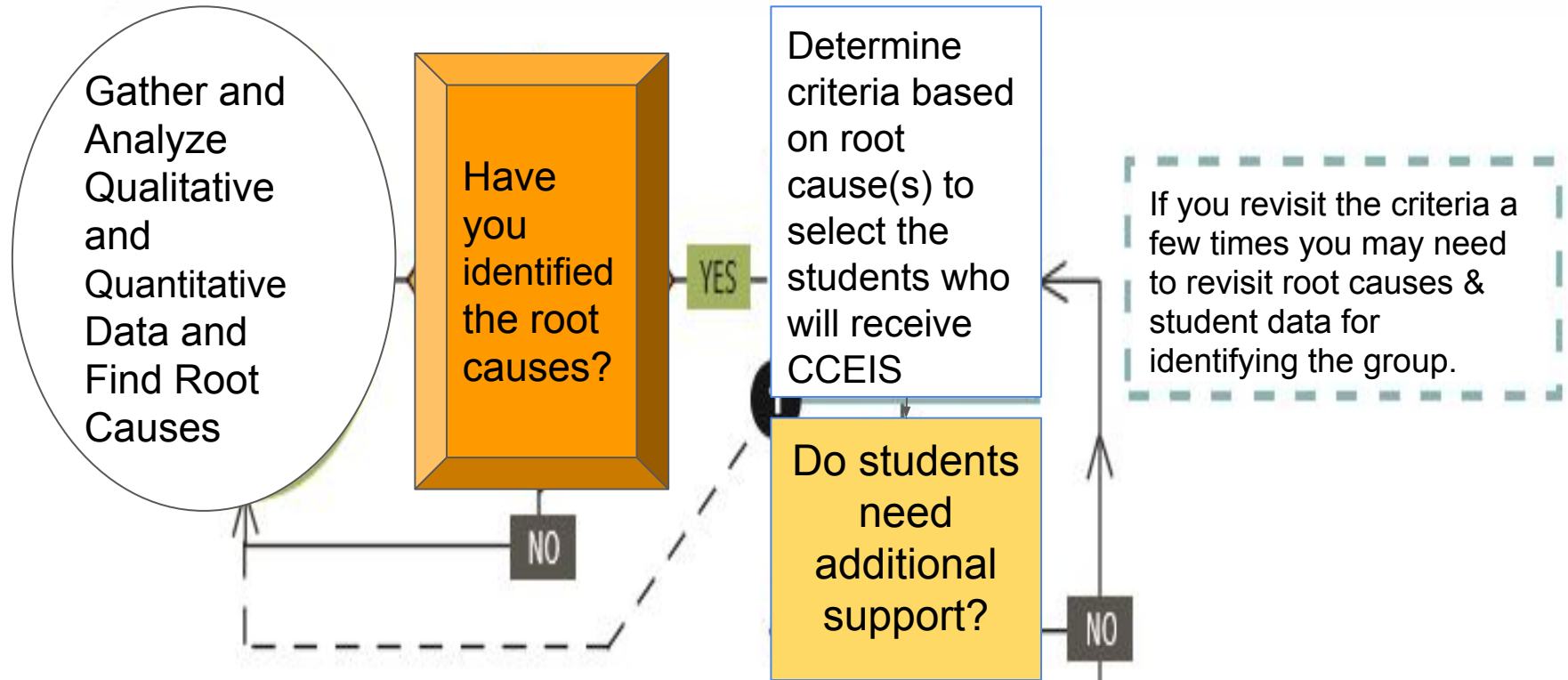Excellence & Equity For All Students
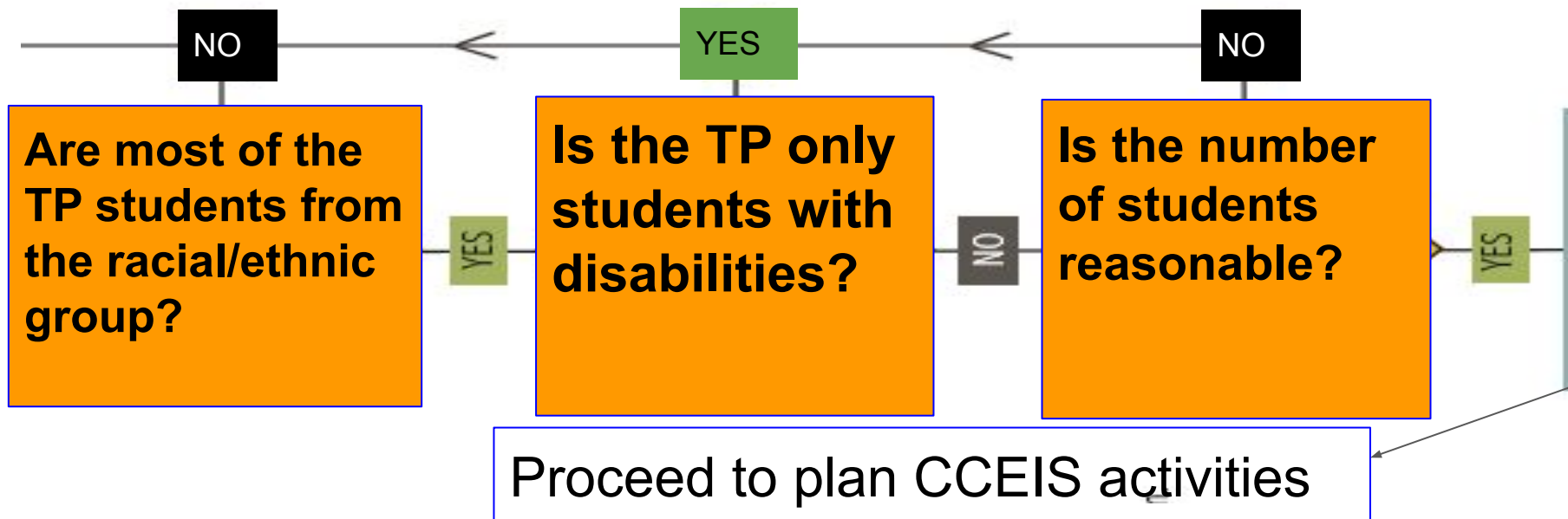
Selecting Target Student Group

- At least 51% of the group must be African American/Black general education students (No IEP).

- 49% or less of students are of another ethnicity and should share the academic and/or behavioral profile of the African American/Black students who were significantly disproportionate in the data.

  EX: 120 students to track and monitor = 84 students are African American/Black and 36 students are other ethnicities AND they all require academic and/or behavioral supports.

Target Population Selection

Gather and Analyze Qualitative and Quantitative Data and Find Root Causes

Have you identified the root causes?

YES

NO

Determine criteria based on root cause(s) to select the students who will receive CCEIS

Do students need additional support?

NO

If you revisit the criteria a few times you may need to revisit root causes & student data for identifying the group.

Target Population Selection, *cont...*

NO	YES	NO

Are most of the TP students from the racial/ethnic group?   YES   **Is the TP only students with disabilities?**   NO   **Is the number of students reasonable?**   YES

Proceed to plan CCEIS activities

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Target Population, Activities, Measurable Outcomes

FOCUS AREAS:
1) Close opportunity/ access gap
2) Culturally responsive School Environment
3) PBIS
4) MTSS
5) LRE

Target Population:
At least 51% AA students w/o IEP

49% other ethnicity students w/o IEP

Activities are tied to both the key **priority root cause**(s) and the **target population**

Measurable outcomes: connects to a root cause, a specific target pop (i.e., Students in grades 2-3), activities to reach the measurable outcome, staff responsible, specific timeline of dates of completion (i.e., April 2022), data sources, and methods for evaluating progress.

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Revised Timeline

- Convene CCEIS Stakeholder meeting #4 on 12/10 (review criteria for target group and activities)

- Board Update on CCEIS activity on 12/15 (DRAFT criteria, activities)

- Send written plan to stakeholder group for review by 12/18

- Submit CCEIS plan for approval to AUSD's BOE January 12, 2021

- Submit CCEIS plan to CDE January 15, 2021

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