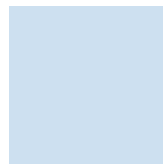
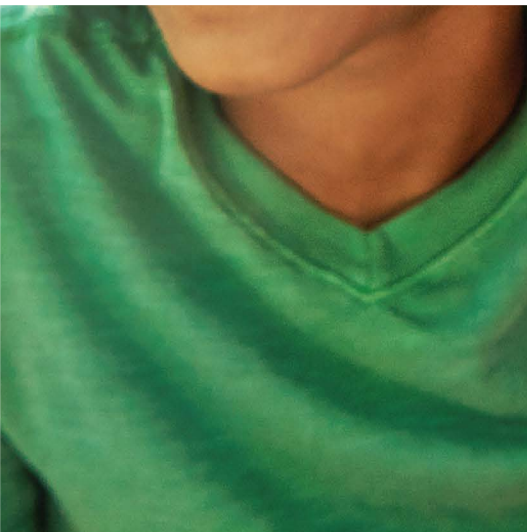


Understanding Comprehensive Coordinated Early Intervening Services



As required by federal law and regulations, the Texas Education Agency (TEA) must identify local educational agencies (LEAs) that experience **significant disproportionality** in special education representation/identification, discipline, and/or placement [20 U.S.C. 1418(d) and 34 CFR 300.646-.647]. These LEAs must set aside and spend **15 %** of their Individuals with Disabilities Education Act (IDEA) Part B funds to identify and address the factors contributing to their significant disproportionality through Comprehensive Coordinated Early Intervening Services (CCEIS) [20 U.S.C. 1418(d) and 34 CFR 300.646(d)]. Texas identifies LEAs with significant disproportionality as those that exceed the risk ratio threshold in the same category for three consecutive years—reported as “SD (Year 3).”

15% of IDEA Part B funds must be set aside and spent to **identify and address** contributing factors

In 2018, the Office of Special Education Programs within the U.S. Department of Education released revised regulations to clarify the use of the required 15 percent set aside for LEAs identified with significant disproportionality. **CCEIS funds may be used to benefit all students (both with and without disabilities) of all ages (age 3 through grade 12) and with no limitation on activities, provided the funds are used to identify and address factors contributing to significant disproportionality.** This document provides an overview of the allowable uses of CCEIS funds and examples of how LEAs can use these funds to identify and address factors contributing to significant disproportionality.

Comprehensive Coordinated Early Intervening Services



Requires a set-aside of 15 percent of IDEA Part B funds for LEAs identified with significant disproportionality in representation/identification, placement, or discipline



Used for children **ages 3 through grade 12**



Cannot be used exclusively for children with disabilities



Funds should be used particularly but not exclusively for students in groups that were significantly overidentified, if applicable



Used for a variety of activities (including universal) provided they **address the factors contributing to significant disproportionality**






Requires tracking and reporting of students who receive the services



Funds may supplement but not supplant services funded by any other federally funded project

What Are Allowable Uses of CCEIS Funds?

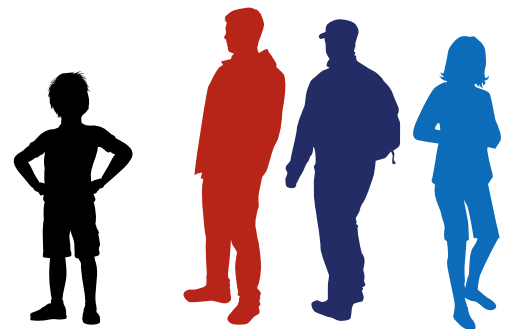
As outlined in the regulations, CCEIS funds can be applied to a broad range of activities, including “professional development and educational and behavioral evaluations, services, and supports,” as long as they address the factors contributing to significant disproportionality in the LEA, which may include the following (See [34 C.F.R. §300.646](#)):

 Lack of access to scientifically based instruction	 Lack of access to appropriate diagnostic screenings
 Economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings	 Differences in academic achievement levels
 Inappropriate use of disciplinary removals	 Policies, practices, or procedures that contribute to significant disproportionality

The regulations provide LEAs flexibility in how they allocate CCEIS funds. With this flexibility, an LEA using the required set-aside may, for example,

- **distribute a portion of funds** to a subset of schools within their LEA (e.g., targeting a subset of elementary schools where significant disproportionality is occurring) and
- **use funds** for professional development, behavioral evaluations (including functional behavior assessments and behavior intervention plans), or hiring reading or math specialists

but *only* to the extent that the activities address the factors identified as contributing to significant disproportionality.



Examples of Using CCEIS Funds to Address Factors Contributing to Significant Disproportionality



The following examples show how LEAs can address identified contributing factors using CCEIS funds. These are examples only; the use of these funds should be driven by the contributing factors identified in the LEA's data or by conducting a root cause analysis to identify those factors.

Examples of Using CCEIS Funds to Address Significant Disproportionality in **REPRESENTATION AND IDENTIFICATION**

Significant Disproportionality in:

Representation/Identification of Hawaiian or Other Pacific Islander Students as Students with a Specific Learning Disability

Contributing Factor:

Lack of access to scientifically based instruction

Through a root cause analysis, the LEA identified that **early literacy gaps were leading to overidentification for specific learning disabilities** among Hawaiian or Other Pacific Islander students in the early elementary grades. The LEA determined that teachers were not implementing high-quality Tier 1 core instruction with fidelity, and **teachers lacked appropriate resources to support readers who were struggling**. This resulted in a disproportionate number of Hawaiian or Other Pacific Islander students referred and identified for special education.

The district used **CCEIS funds to implement an intensive early literacy program** for all students in grades K–2. The district hired literacy specialists to provide targeted instruction to small groups of readers who were struggling. The district also provided training, coaching, and implementation support to ensure that all teachers were implementing core instruction with fidelity and provided intensive coaching for teachers and schools needing additional support for implementation.

Significant Disproportionality in:



Representation/Identification of Students of Two or More Races as Students with an Emotional Disability

Contributing Factor:



Lack of access to appropriate diagnostic screenings



Economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings

The LEA reviewed collected data and identified that **existing behavioral assessment practices were unclear and unevenly applied**, contributing to the overrepresentation of students of two or more races as students with an emotional disability.

The LEA used **CCEIS funds to train staff in evidence-based behavior observation and data collection techniques**, including using multiple data sources and improved family engagement strategies. The district also **implemented a standardized behavior assessment protocol and improved data collection and analysis processes**. The LEA implemented a new data dashboard that allowed for real-time monitoring of academic progress, behavior incidents, and referral patterns. This dashboard enabled more timely and targeted interventions to be applied to students and helped staff better identify when a disability might be present.



Significant Disproportionality in:



Representation/Identification of American Indian or Alaska Native Students as Students with a Specific Learning Disability

Contributing Factor:



Lack of access to scientifically based instruction



Policies, practices, or procedures that contribute to significant disproportionality

Through data review and a root cause analysis, the LEA identified a subset of schools with **inconsistent implementation of interventions within their multi-tiered system of supports (MTSS)**, leading to disproportionate numbers of special education referrals for American Indian or Alaska Native students.

The LEA used **CCEIS funds to strengthen implementation of the district's MTSS framework**. The LEA trained staff to serve as coordinators for the framework, provided extensive training to teachers, and implemented a robust progress monitoring system. The LEA also **upgraded the district's data management systems to allow for more nuanced tracking of student progress, attendance, and behavioral incidents**. The data management systems also facilitated the early identification of students at risk of academic or behavioral challenges.

Significant Disproportionality:



Representation/Identification of Asian Students as Students with Autism

Contributing Factor:



Lack of access to appropriate diagnostic screenings



Economic, cultural, or linguistic barriers to appropriate representation or placement in particular educational settings

The LEA reviewed collected data and current assessment practices and identified that many of their **assessment tools were neither valid nor reliable for linguistically diverse student populations**, which contributed to the overrepresentation of Asian students with autism.


The district used **CCEIS funds to purchase and train staff on appropriate and reliable assessment tools for linguistically diverse students** (e.g., translated and adapted instruments) and ensured that staff considered multiple sources of data (e.g., observations, family interviews) before making a determination of special education eligibility.


Examples of Using CCEIS Funds to Address Significant Disproportionality in **DISCIPLINE**

Significant Disproportionality in:

 Total **Disciplinary Removals of Black/African American Students**

Contributing Factor:

 **Inappropriate use** of disciplinary removals

 **Policies, practices, or procedures** that contribute to significant disproportionality

The LEA engaged in a root cause analysis to identify the factors contributing to significant disproportionality in total disciplinary removals of Black/African American students. The LEA used **CCEIS funds to pay for substitute teachers and stipends to allow staff to participate in gathering, reviewing, and analyzing discipline data** to determine the factors contributing to significant disproportionality. The LEA reviewed data associated with incidents that led to exclusionary discipline (e.g., in-school suspension [ISS], out-of-school suspension [OSS]) and identified patterns and discrepancies in how different campuses responded to similar offenses. They concluded that a **lack of explicit guidelines for discipline, along with limited options for behavioral support, resulted in unevenly applied actions between campuses** and a disproportionate use of exclusionary discipline practices for Black/African American students with and without disabilities.

Significant Disproportionality in:



Out-of-School Suspensions and Expulsions of White Students for More Than 10 Days

Contributing Factor:



Inappropriate use of disciplinary removals



Policies, practices, or procedures that contribute to significant disproportionality

The LEA used multiple data sources—including discipline data, student demographics, academic performance, and existing discipline policies—to help them gain insight into the factors contributing to their significant disproportionality. The LEA identified **discipline policies that were overly punitive as well as a lack of options for supporting students and addressing challenging behavior**, which led to an overreliance on exclusionary discipline practices as factors contributing to their significant disproportionality.


The LEA used their **CCEIS funds to update their student code of conduct to reflect tiered interventions before moving to suspension and expulsion and implemented a restorative practices program**. The restorative practices approach emphasized repairing harm and restoring relationships over punitive measures (where appropriate), and each school was assigned a dedicated coordinator to help support implementation. This approach led to less reliance on suspensions and expulsions as the typical methods of discipline.




Significant Disproportionality in:

 Total **Disciplinary Removals of Students of Two or More Races**

Contributing Factor:

 **Inappropriate use** of disciplinary removals

 **Policies, practices, or procedures** that contribute to significant disproportionality


The LEA reviewed data associated with incidents that led to exclusionary discipline (e.g., ISS, OSS) and **identified issues with how offenses were entered and coded across schools**, including some incidents attributed to the same student multiple times.


The LEA first addressed inaccuracies in its existing data to ensure that they had an accurate understanding of the problem. After cleaning the data, the LEA used **CCEIS funds to implement a new data monitoring system that would allow the district to track and analyze disciplinary actions in real time**. This system helped address previous issues with inaccuracies and delays in data, ensured more consistent application of disciplinary policies, and allowed for the early identification of schools or staff members who might need additional support or training.

Significant Disproportionality in:

 **In-School Suspensions of American Indian or Alaska Native Students** for 10 Days or Fewer

Contributing Factor:

 **Inappropriate use** of disciplinary removals


 **Policies, practices, or procedures** that contribute to significant disproportionality

The LEA reviewed data associated with incidents leading to the use of exclusionary discipline and **found that discipline referrals were highest during unstructured and transition periods** (e.g., during lunch, in the hallways between classes). Teachers struggled with options for de-escalating situations during such unstructured periods.


The LEA used **CCEIS funds to provide de-escalation training for all school staff, including teachers, administrators, and support personnel. The training focused on recognizing early signs of student distress and applying techniques for calm communication and conflict resolution**. The LEA also **used the funds to create calming rooms**, providing teachers and students with an alternative setting for calming down and de-escalating. This proactive approach gave students more opportunity for self-regulation and led to reduced disciplinary incidents.

Examples of Using CCEIS Funds to Address Significant Disproportionality in **PLACEMENT**

Significant Disproportionality in:

 The **Placement of Hispanic/Latino Students** Inside a Regular Class Less Than 40 Percent of The Day

Contributing Factor:

 **Economic, cultural, or linguistic barriers** to appropriate identification or placement in particular educational settings

By reviewing data, the LEA determined that Hispanic/Latino students who are emergent bilingual were overrepresented in the disability category of intellectual disability, and these students were more likely to spend less than 40 percent of the day in the general education classroom. The LEA identified that a **lack of appropriate language support and assessment practices that were not linguistically appropriate** were contributing to the potential misidentification of intellectual disability in emergent bilingual students and their subsequent placement in more restrictive settings.

The district engaged with bilingual specialists in reviewing their current assessment tools and practices and used **CCEIS funds to provide professional development for staff on distinguishing language differences from learning disabilities and in providing appropriate supports for students in the general education classroom**. They also implemented a comprehensive assessment process that included **purchasing linguistically appropriate evaluation tools and providing additional training for evaluators** to help provide evidence to distinguish between disability and differences caused by a student's linguistic background.

Significant Disproportionality in:



The **Placement of Asian Students**
Inside a Regular Class for Less Than
40 Percent of the Day

Contributing Factor:



Lack of access to scientifically
based instruction



Policies, practices, or procedures
that contribute to significant
disproportionality

The LEA reviewed collected data, including teacher surveys on teaching practices and classroom observations. Many general education **teachers reported feeling ill-equipped to support different learning needs in the classroom.**

The district used **CCEIS funds to transition to a classroom model that allows students receiving special education to be taught in a classroom with their general education peers. They provided training for general education teachers on accommodating diverse learning needs and co-teaching strategies**, as well as guidance on implementing Universal Design for Learning principles in their classrooms. The district **further used the funds to develop flexible learning spaces within general education classrooms.** These spaces included quiet work areas, sensory tools, and technology supports. These supports allowed more students with diverse needs to remain in general education settings with appropriate accommodations and reduced unnecessary separate placements.



Significant Disproportionality in:



The **Placement of White Students** Inside Separate Schools and Residential Facilities

Contributing Factor:



Policies, practices, or procedures that contribute to significant disproportionality

In reviewing their data on placement, the LEA found that **a lack of transition guidelines and inconsistent engagement with families led to students and their families not having a clear pathway** back to the general education classroom.

The LEA used **CCEIS funds to create a transition support program for students moving from more restrictive to less restrictive environments**. The program included peer mentoring and gradual integration schedules, as well as targeted communication materials and information sessions for families about special education and the services available. The LEA **also implemented new guidelines for placement review**, with a multidisciplinary team conducting reviews of student placements, focusing on data and least restrictive environment considerations. This systematic approach led to the appropriate placement of more students in less restrictive settings and increased the success rate of students reentering general education settings.