Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis)

Educational Partners

August 27, 2024






North Monterey County Unified School District

dreaming, engaging, and achieving together

Sign-In



Hoja de Inscripción

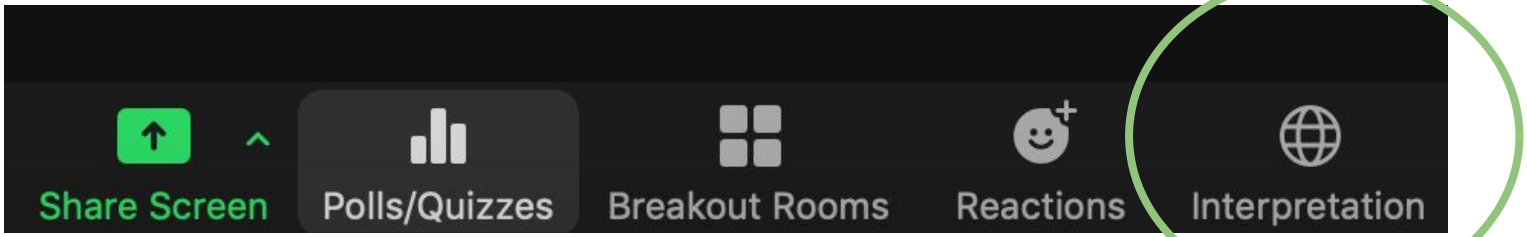
¿Necesita interpretación?

Hello!
Bonjour!
¡Hola!
Ciao!
您好



Brenda Amador

District Interpreter/Translator



Group Norms



Stay Engaged

Mantenga su compromiso



Speak your Truth

Di tu verdad



Experience Discomfort

Experiencia la incomodidad



Accept and Expect Non-closure

Aceptar y esperar que la conversación va continuar

Celebration





Ohana's residential program for youth under 18 opened!

Getting to Know You

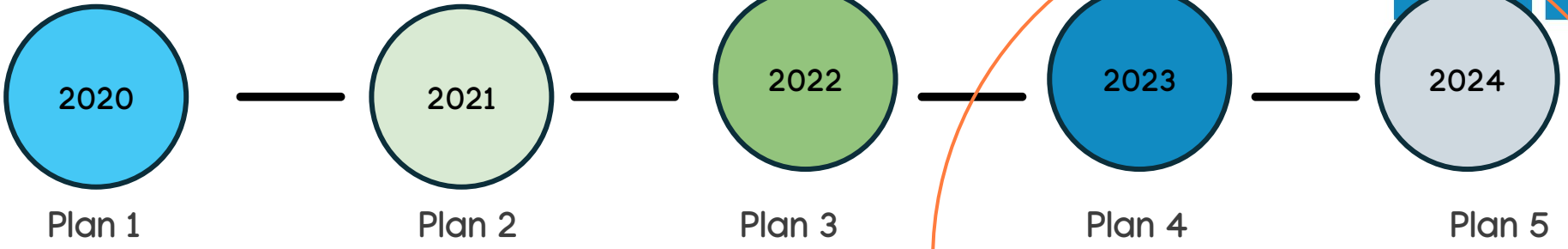
On the goat-scale, how are you feeling today?



What to Expect...

- CCEIS Plan 4 Update
- CIM for Sig Dis Process
- Filling the Data Gaps
  - Focus Groups
- PPP Review
- Root Cause(s)
- Target Population
- Next Steps

Our Plans Over Time



Plan 1	Plan 2	Plan 3	Plan 4	Plan 5
Completed in September 2022 Autism/White	Completed in September 2023 Autism/White Preventative for OHI/White	Ends September 2024 Autism/White OHI/White	NEW-ish! Ends September 2025 OHI/White	NEW! To be developed by October 10, 2024

Plan 4 Updates (Ends Sept 2025)

White OHI













CIM for CCEIS Process

(Compliance and Improvement Monitoring for
Comprehensive Coordinated Early Intervening Services)

Apply a Cultural Lens throughout the Process

Step 1:	Step 2:	Step 3:	Step 4:
Gather and Inquire	Data and Root Cause Analysis	Plan for Improvement	Implementing and Monitoring



Suwinder Cooper

SPP-TAP Technical Assistance Facilitator
cooperfreelance@gmail.com

Qualitative Data...



WHAT? Programmatic self-assessment as part of the CIM for SIG DIS plan development. Using the *Annotated Checklist for Addressing Significant Disproportionality in Special Education,* by Dr. Dan Losen.

WHY? To understand the journey of the students from the lens and perspective of the various role groups in the district. To understand what the qualitative data tells us about the system. To identify potential root causes of the racial/ethnic disproportionality for Latinx students in the district.

WHO? Leadership and parents.

HOW? 60-minute focus groups are conducted virtually by a Technical Assistant Facilitator using select questions from the Wisconsin Annotated Checklist. Qualitative data is gathered and analyzed using evidence-based research to identify patterns and themes that provide insight into the potential root causes.

Qualitative Focus Group Data - Parent Input

Ineffective Communication & Responsiveness to Parents & Students



Failure to Follow IEPs & Provide Necessary Accommodations

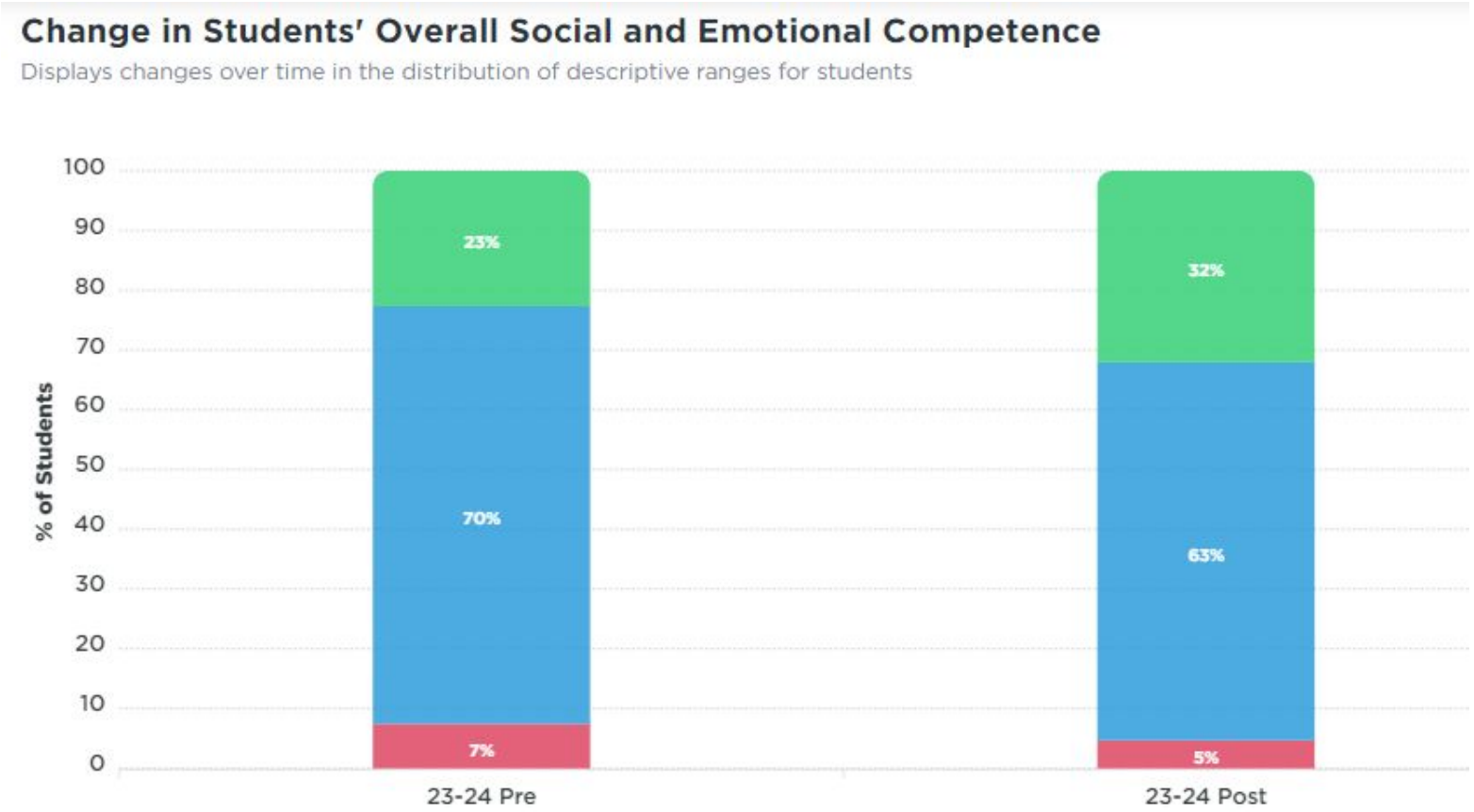
Discrimination
&
Bias

Highlights of Review of Policies & Procedures

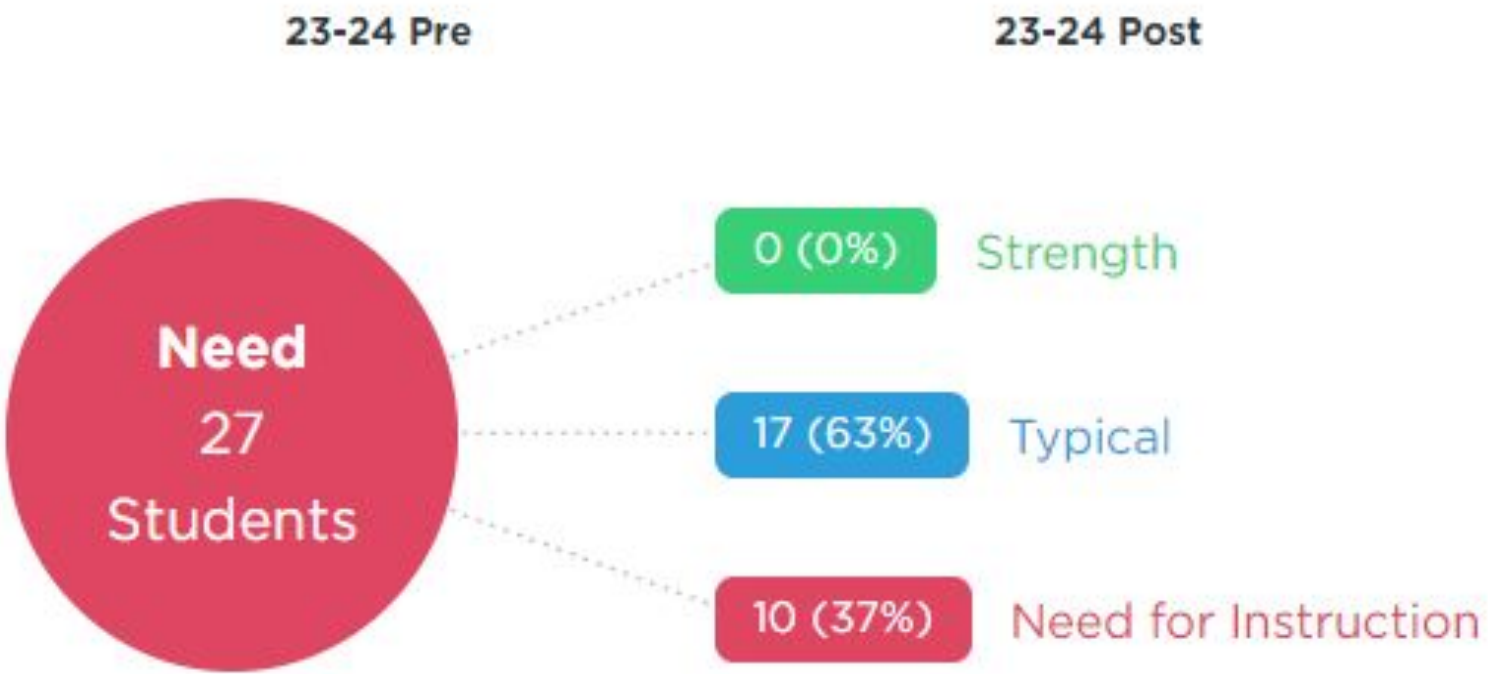
- **Suspension & Expulsion Policies and Procedures**
  - Preliminary 2024 NMCUSD Dashboard data estimates suggest that students with disabilities are suspended at a higher rate than other student groups.
  - Need for ongoing training and consultation with site administrators around implementation of the policies, practices and procedures, including the behavior matrix
- **504s:**
  - 504 Audits are happening twice a year. Although implementation of 504s has improved, meetings are still not consistently occurring annually.
- **Student Study Team Handbook or Guidelines:**
  - Inconsistent implementation and lack of handbook results in varying processes across the district.
- **MTSS Practices and Strategies:**
  - District-wide there is no uniform system of support or ability to look at data easily. Current data systems are cumbersome.



Echo Valley DESSA Impact Report

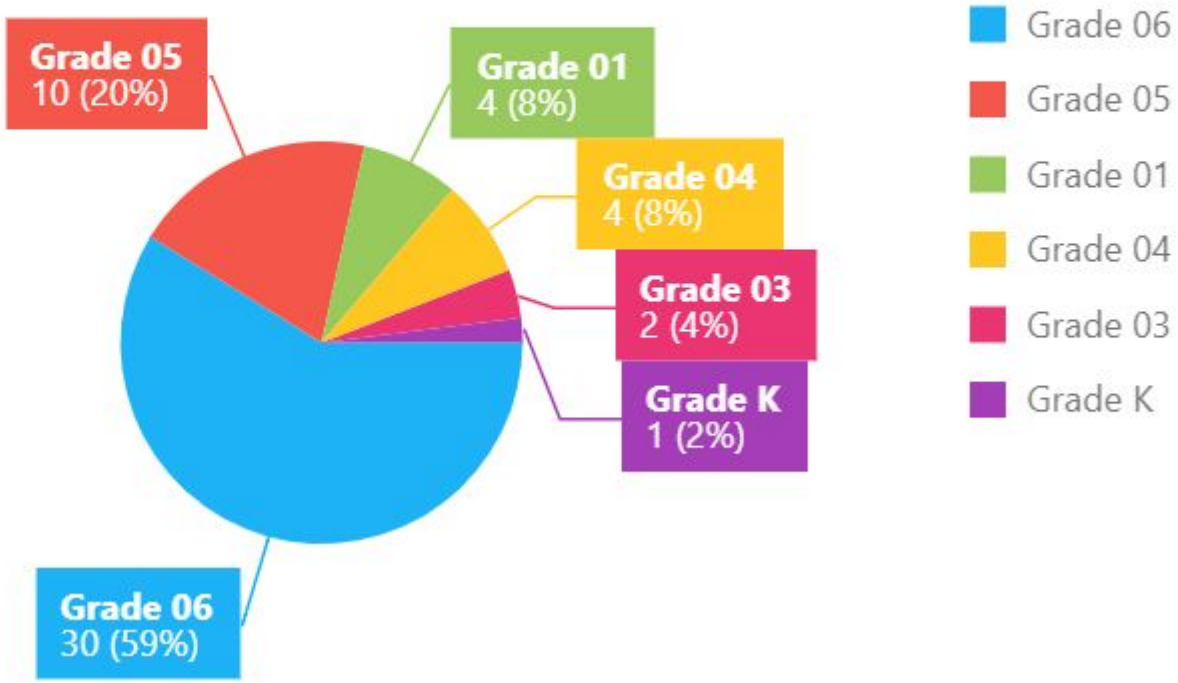


Echo Valley DESSA Movement Report



Echo Valley Behavior Incidents 23-24

Major Incident by Grade



Root Cause Analysis

Draft #1:
Due to a ***cumbersome data system, lack of training***, ***lack of available/clear interventions and resources,*** and ***the lack of an interdepartmental leadership team*** to support the implementation of the data system, staff are not currently using data (e.g., accessing and analyzing data patterns in behaviors, chronic absenteeism, and universal social-emotional screener data) or collaborating in grade level and intervention teams in order to appropriately allocate resources, interventions, and progress monitor within an MTSS.

Draft #2:

Due to a cumbersome data system, lack of opportunities for families to engage, lack of training, lack of clarity on teacher's role in the MTSS process, and the lack of an interdepartmental leadership team to support the implementation of the data system, staff are not currently using reliable data (e.g., accessing and analyzing data patterns in behaviors, chronic absenteeism, and universal social-emotional screener data) or collaborating in grade level and intervention teams in order to identify and appropriately allocate resources, interventions, and progress monitor within an MTSS.

Target Population Discussion

Plan 3:
1ST and 2ND grade students at Echo Valley Elementary who are in "need" on the District's universal SEL screener (E.G. DESSA) **AND** that remain in the "low" range for decoding at the 2nd administration of the district's ELA Benchmark assessment (e.g. Let's Go Learn)



Target Population- Let's Draft!

1ST and 2ND grade students at Echo Valley Elementary who are in "need" on the District's universal SEL screener (E.G. DESSA) **OR** that remain in the "low" range for decoding at the 2nd administration of the district's ELA Benchmark assessment (e.g. iReady)

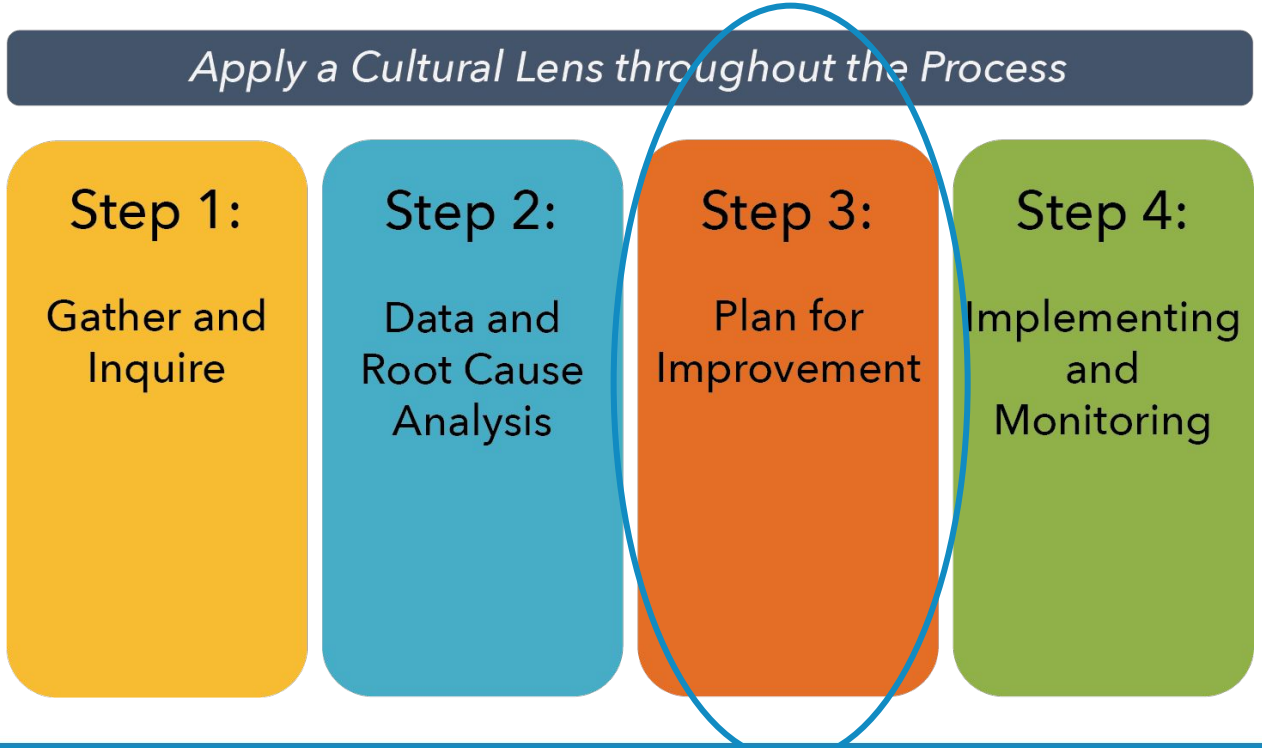
AND

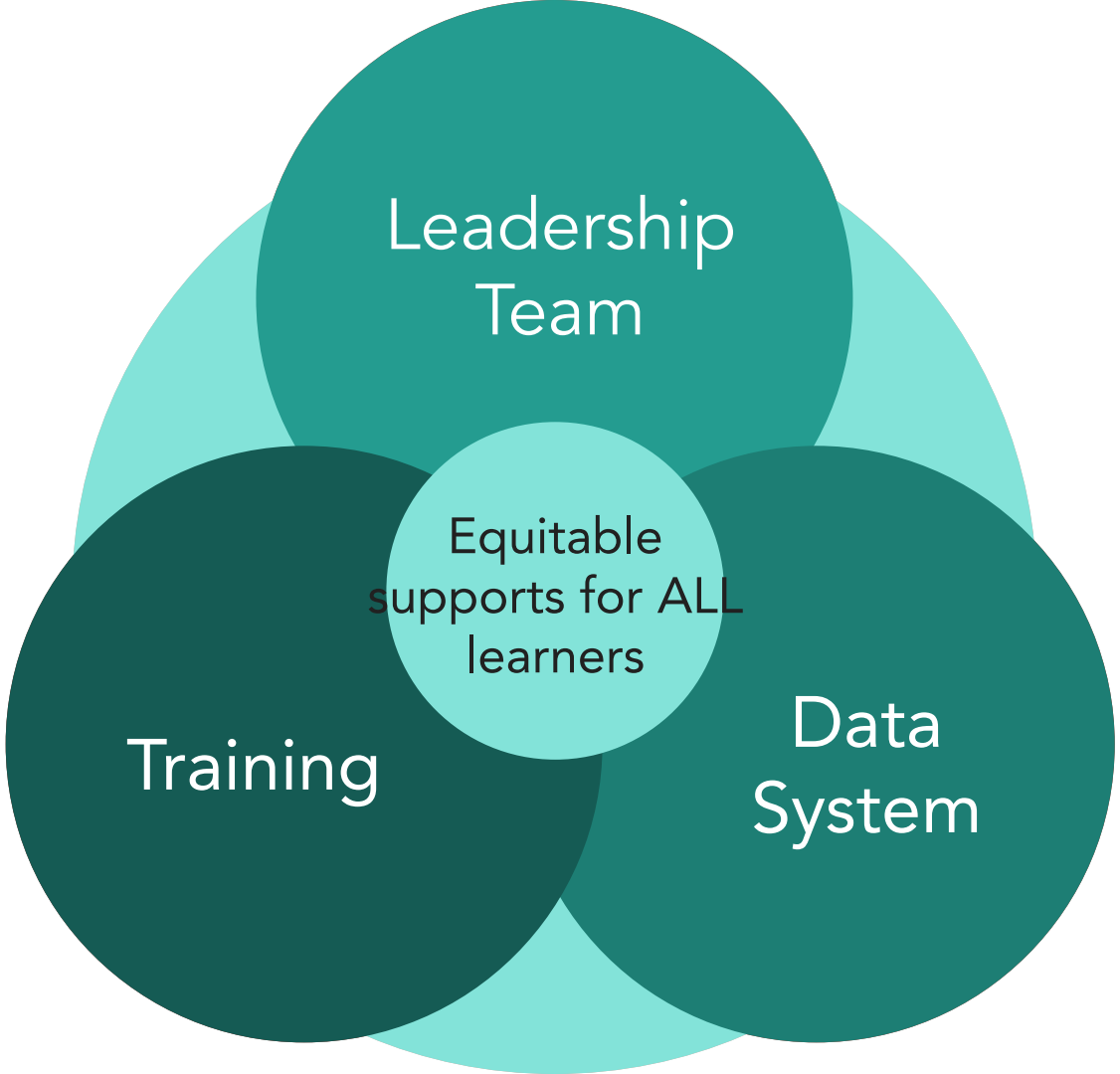
5th and 6th grade students at Echo Valley Elementary who have at least 2 major behavioral incidents related to causing harm by October OR 4 minors for the same incident within a two week period?



CIM for CCEIS Process

(Compliance and Improvement Monitoring for
Comprehensive Coordinated Early Intervening Services)




Leadership Team
Equitable supports for ALL learners
Training
Data System

Targeted Tiered Intervention for Students

By September 2025, with the support of targeted and tiered intervention, learners in the target population will make progress on the DESSA as measured by moving out of the "needs for instruction range" in one, or more, competencies, and/or improving their decoding skills.

1.1. The District will ensure DESSA baseline data is completed for all students.

1.2 The District will ensure ELA academic baseline data is completed for all students.

1.3 The District will provide an academic intervention related to decoding (e.g. Benchmark Phonics) to learners in the target group, which will result in learners increasing their decoding skills as measured by the results of the District's universal ELA screener (administered three times a year). Reinforcement will be provided to learners for participating in interventions and meeting their personal goals.

Data Platform

By September 2025, a MTSS data system platform will be piloted and implemented at the target population site (Echo Valley) and systematically utilized to appropriately allocate resources for learners within a MTSS framework.

2.1 The District will pilot a MTSS data system platform… to progress monitor learners' response to intervention to allow for easily accessible data to maximize teams ability to make student-centered decision.

2.2 The usage of the MTSS data system will be monitored and ongoing training will be provided to key staff at the target school site.

2.3 Case studies will be conducted to ensure equitable access to tiered interventions and that students are matched to interventions based on data.

2.4 Implement and expand intervention menu with trusted, research-based strategies that match student needs (i.e. Intervention Mapping with site, MTSS Data Platform housing Tier 1,2,3 for progress monitoring)

Leadership Team

By September 2025, a multi-tiered student support leadership team will be established, including key partners (e.g. IT representative, TOSA, EL Specialist, School Psychologist, CCEIS Program Lead, Administrator), that will support the implementation of the pilot data system and support the site-based team on how to review and analyze schoolwide data to adequately and appropriately match learners to tiered interventions.

3.1 The District will establish a multi-tiered student support leadership team, that will meet at least monthly to align and collaborate on MTSS policies and procedures.

3.2 A member of the multi-tiered student support leadership team will attend each MTSS meeting at the target school site for the purposes of collaborating in grade level and intervention teams, as well guide the team in the implementation of MTSS.

3.3 The multi-tiered student support leadership team and site-based MTSS team will receive additional professional development to support their implementation of MTSS (ex: MTSS Professional Learning Institute, CA PBIS Conference)

Next Steps...

- **Educational Partners Meeting**
  - September - Date TBD - Plan for Improvement



Plan Due October 10, 2024

Thank you!