



State Performance Plan Technical Assistance Project

SPP-TAP

SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES PROGRAMMATIC IMPROVEMENT PROCESS

This guidance provides an overview of the Significant Disproportionality Coordinated Early Intervening Services (SD-CEIS) four-phase Programmatic Improvement Process. For direct assistance with this process, the California Department of Education (CDE) provides technical assistance to local educational agencies (LEAs) through the Napa County Office of Education (NCOE) State Performance Plan Technical Assistance Project (SPP-TAP) to support the development and implementation of effective SD-CEIS plans.

This guidance is based upon the promising practices for improvement detailed in the national disproportionality literature and the Coordinated Early Intervening Services (CEIS) federal guidance from the U.S. Department of Education. The CEIS under Part B of the Individuals with Disabilities Education Act (IDEA) memorandum is available as a Web document on the U.S. Department of Education Web page at <http://www.ed.gov/policy/speced/guid/idea/ceis-guidance.doc>.

LEAs identified as significantly disproportionate engage in a process for systems change designed to provide LEA and school improvement teams with knowledge and technical expertise to develop a thorough understanding of problems, issues, and concerns in their schools, and what action needs to be taken to address disproportionality.

When the LEA is involved in other CDE accountability efforts, those efforts should be leveraged into the SD-CEIS Programmatic Improvement Process. Many of the activities that have already been completed could enhance the critical conversations about disproportionality at the local level. The LEAs may want to integrate existing Title I, Part A (Program Improvement); Title II (Teacher Quality); and Title III (English Language Learners) efforts into the Programmatic Improvement Process to address significant disproportionality.

THE PROGRAMMATIC IMPROVEMENT PROCESS

PHASE ONE: GETTING STARTED

- Activity One: Identify and convene leadership team and stakeholder group
- Activity Two: Contact the SPP-TAP at NCOE
- Activity Three: Choose a facilitator
- Activity Four: Gather relevant data

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS

- Activity One: Complete local educational agency initiative inventory
- Activity Two: Choose and complete a programmatic self-assessment tool
- Activity Three: Conduct reflective data analysis
- Activity Four: Determine root cause(s) based on data

PHASE THREE: PLAN FOR IMPROVEMENT

- Activity One: Select area(s) of focus
- Activity Two: Develop Programmatic Improvement Action Plan

PHASE FOUR: IMPLEMENTING, EVALUATING, AND SUSTAINING

- Activity One: Implement Programmatic Improvement Action Plan
- Activity Two: Evaluate effectiveness
- Activity Three: Build supports and plan for sustainability
- Activity Four: Complete and submit a survey