



Mountain View
Whisman
School District

Significant Disproportionality & CCEIS

November 4, 2021





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Strategic Plan Alignment

Alignment to Strategic Plan 2027

Goal 1: Effective and consistent instructional practices that meet the needs of all students

1A. Establish a culturally relevant instructional system aligned toward high school readiness

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal 3: Inclusive & Welcoming Culture

3B. Expand and enhance culturally relevant approaches to student, parent, and community engagement

What is Disproportionality?

Disproportionality refers to the overrepresentation of a particular racial or ethnic group as being identified as having a learning disability, relative to other racial and ethnic groups in the district. An LEA that exceeds the threshold set by state for at least 3 years is said to be *Significantly Disproportionate*.

- 109 LEAs throughout California have been identified in 2021 as significantly disproportionate
- 75% of districts in our SELPA have been identified for the same area as MVWSD (Hispanic students, specific learning disability)

Significant Disproportionality and the Law

- The Individuals with Disabilities Education Act (IDEA) requires states and local education agencies (LEAs) to take steps to address disproportionate representation in Special Education.
- Under Title 34 of the Code of Federal Regulations 300.600(d), LEAs found to be disproportionate must complete and implement actions related to the Comprehensive Coordinated Early Intervening Services (CCEIS).
- CCEIS plans must be sent to and approved by the state, along with quarterly progress reports



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CCEIS Process

CCEIS 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



CCEIS 2020 and 2021 Plans

- MVWSD was first identified as significantly disproportionate in 2019 and again in 2020
- The 2020 CCEIS plan was sent to and approved by the state in December, 2020
- The 2021 CCEIS plan is pending approval
- Each plan's budget cycle covers a 27 month period, which means budget coverage along with progress updates will overlap

Budget

- MVWSD must use 15% of its IDEA funds to implement activities in the plan and 15% of supplemental IDEA awards made available by the American Rescue Plan Act of 2021 (ARP)
- The budget for CCEIS implementation is \$177,731
- Supplemental IDEA award amount is currently TBD

Phase 1 - Getting Started

- CCEIS Leadership Team identified
 - Cathy Baur, Nadia Pongo, Geoff Chang, Swati Dagar, Acantha Ellard, and Megan Henderson
- Stakeholder group formed
 - Leadership team, Principals, Coaches, General Education Teachers, Special Education Teachers, Parents
- Continued collaboration with facilitator
- Leadership Team meetings convened

Phase 2 - Data Discovery and Root Causes

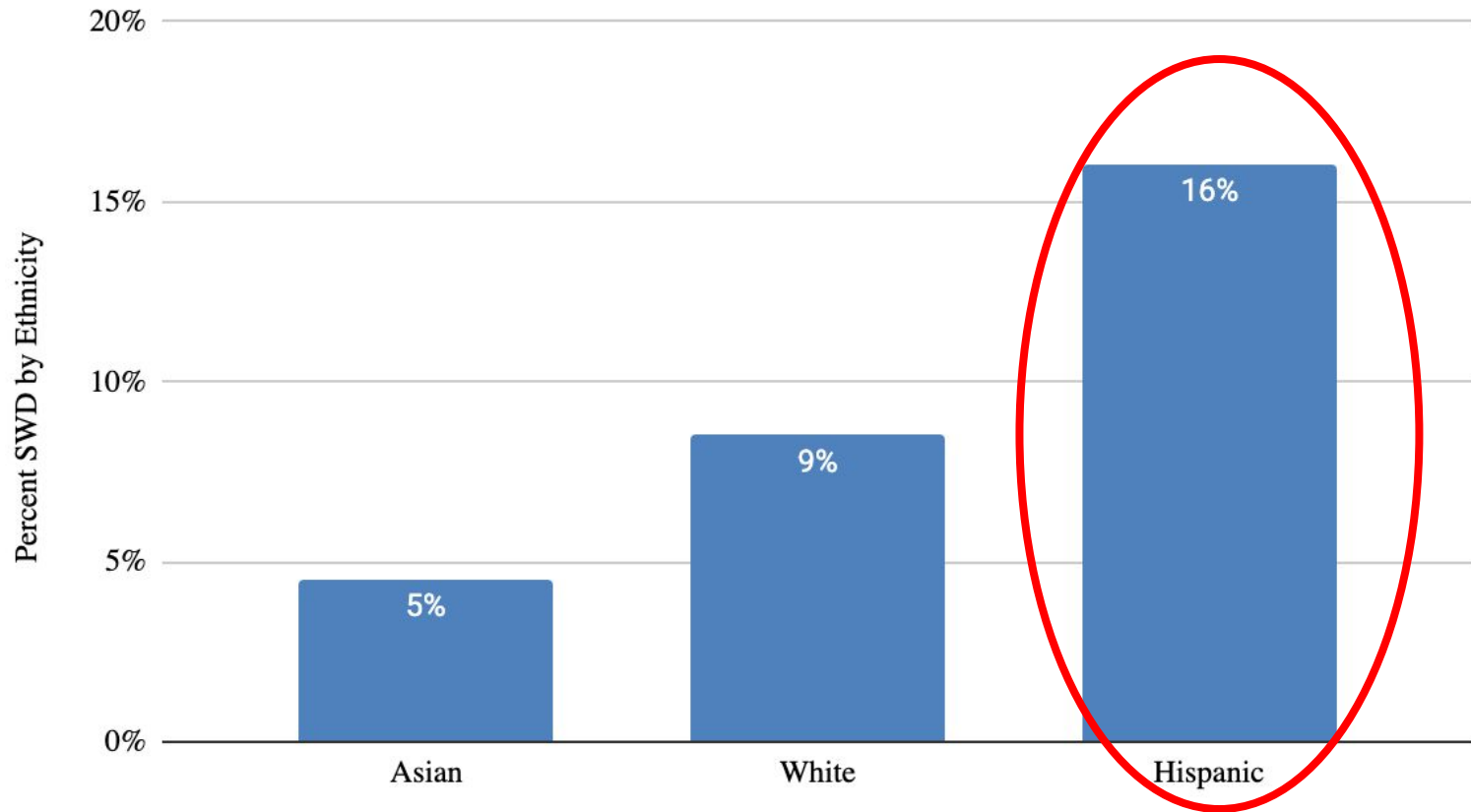
Seven meetings occurred from May 2021-Sept. 2021

Activities included:

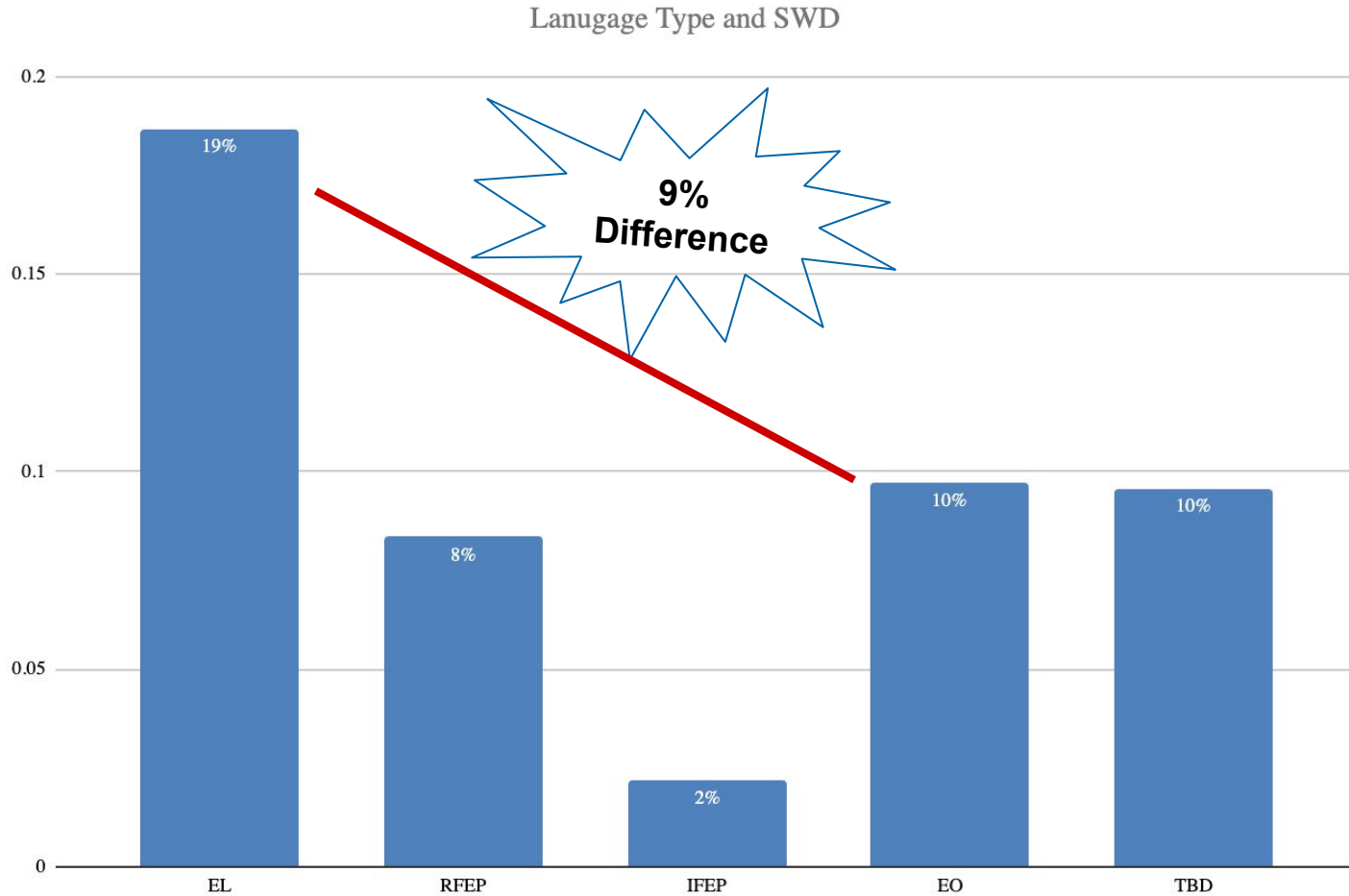
- Reviewing, analyzing and discussing district-wide & site data
- Completing a self-review/assessment by teachers and parents facilitated by an independent consultant via two focus group meetings
- Completing an inventory of MVWSD initiatives
- Determining root causes

20-21 School Year

Percent SWD by Ethnicity



20-21 School Year



Disproportionality and Subgroup Performance

IReady Diagnostic Assessment, Reading, August 2019 - 2021

	Diagnostic 1 (August 2019)		Diagnostic 1 (August 2020)		Diagnostic 1 (August 2021)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Asian	70%	30%	78%	22%	76%	24%
Hispanic/ Latino	24%	76%	29%	71%	22%	78%
White	59%	41%	69%	31%	57%	43%

Disproportionality and Subgroup Performance

IReady Diagnostic Assessment, Reading, August 2019 - 2021

	Diagnostic 1 (August 2019)		Diagnostic 1 (August 2020)		Diagnostic 1 (August 2021)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	4%	96%	16%	84%	8%	92%
EO	63%	37%	70%	30%	66%	33%
RFEP	44%	56%	52%	48%	52%	48%
SWD	16%	84%	24%	76%	21%	79%
SED	17%	83%	24%	76%	19%	81%

Disproportionality and Subgroup Performance

IReady Diagnostic Assessment, Math, August 2019 - 2021

	Diagnostic 1 (August 2019)		Diagnostic 1 (August 2020)		Diagnostic 1 (August 2010)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Asian	66%	34%	74%	36%	71%	29%
Hispanic/ Latino	16%	84%	18%	82%	11%	89%
White	53%	47%	59%	41%	54%	46%

Disproportionality and Subgroup Performance

IReady Diagnostic Assessment, Math, August 2019 - 2021

	Diagnostic 1 (August 2019)		Diagnostic 1 (August 2020)		Diagnostic 1 (August 2021)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	3%	97%	14%	86%	9%	91%
EO	53%	47%	58%	42%	52%	48%
RFEP	40%	60%	40%	60%	41%	49%
SWD	15%	85%	18%	82%	16%	84%
SED	12%	88%	14%	86%	9%	91%

Improvements to date

Year	Qualified	Qualified under SLD	Hispanic/Latinx
17-18	82	26	22 (84.6%)
18-19	109	27	20 (74%)
19-20	67	14	7 (50%)
20-21	77	9	4 (44%)

Key Findings

- Similar root-causes from year one identified in the year two plan
- We have some strong district initiatives/programs in place to support student learning (Co-teaching, ELD, RtI)
- A continued significant achievement gap exists between students who are white or Asian and those whom are Hispanic/Latinx
- Continued focus on differentiation and language acquisition is needed

Root Cause Analysis Activities

- Leadership Team sought input from facilitator
- Leadership Team conducted a data inquiry protocol adapted from the '5 Whys'
- Stakeholder Team provided input on the identified areas via a padlet and group meetings

Root Causes

Root causes evolved but have similar areas of focus as year one.

- 1) Lack of a district wide culturally-responsive Multi-Tiered Systems of Support (MTSS)
- 2) Lack of intentional professional learning around the impact of bias on teacher practice
- 3) Lack of clear and structured ELD at the elementary level
- 4) Lack of understanding and intentionality when providing differentiation

Phase 3 - Planning for Improvement

Activities include:

- Complete review of District policies, practices, and procedures
- Develop programmatic improvement action plan, including specific goals and activities
- Determine target population
- Complete budget forms

Goals & Action Plan

By Fall 2023 the district will build a culturally responsive MTSS framework that will provide appropriate levels of academics that will lead to a reduction of 10% in referrals to SPED testing for Hispanic/Latino students within our target population relative to previous years. (also identified in SP 2027)

Activities:

- Activity 1.1: With guidance from consultants, overseen by the Director of SPED and Director of Equity, our LEA will develop SST and 504 handbooks and an Equity Policy.
- Activity 1.2: Director and coordinators of SPED, with support from Directors of Equity and CIA, will revise the MVWSD handbook for special education.
- Activity 1.3: Stanford's Center to Support Excellence in Teaching will conduct an in-depth root-cause analysis with stakeholder groups from the target population to further analyze the nature of disproportionality in the district
- Activity 1.4: PD will be scheduled for teachers and site administrators on culturally-relevant instructional strategies.

Goals & Action Plan

2) By Fall 2023, 75% of students in our Target Population who are English Learners will make progress on ELPAC summative assessment [current district aggregate is 56.6% overall].

Activities:

- Activity 2.1: Teachers of students in our Target Population will receive professional development in improving students literacy skills.
- Activity 2.2: Teachers of students in our Target Population will receive professional development in language acquisition through partnership with Stanford University
- Activity 2.3: Under the guidance of an academic expert panel from Stanford's Center to Support Excellence in Teaching, district leadership will strengthen their capacity to lead work in the area of effective instruction for bilingual students without direct involvement with CSET.

Target Student Population

- Target population consists of first graders who are socioeconomically disadvantaged at Theuerkauf, Castro, & Mistral
- Rationale: Goal is to target a group that represents multiple subgroups, not simply Hispanic/Latinx but who has similar needs
- These specific sites were chosen due to their demographics and student population

Considerations

- CCEIS Leadership have worked to ensure the plan is aligned to our LCAP and Strategic Plan 2027
- The team has worked carefully to ensure the plans work in tandem with other district initiatives that support student learning
- Both plans are major, multi-year endeavors that include a variety of actions and strategies to address the needs of our students
- This will require long term efforts to address all districts throughout the state are facing



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Next Steps

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CDE will review plan and inform our team of approval or provide feedback for edits. Once approved our team will move to phase 4

Phase 4 - Implementing, Evaluating, and Sustaining

- Implement programmatic improvement action plan
- Submit quarterly progress to the state for 27 months
- Evaluate effectiveness by data collaborations and outcome review
- Build supports and sustainability through professional development and coaching

Next Steps

- Meet with Facilitator to re-evaluate year one plan and determine adjustments in Nov 2021
- Continue monitoring year one plan and its target students (this year's second graders at CA, TH, MI) through October 2022
- CCEIS Leadership Team will continue to meet regularly to monitor implementation of year one and year two plan