



A Potpourri of Topics

Office of Special Services
Maine Department of Education
November 1, 2019

Maine's Alternative Certification Mentoring Program (MACM)

MACM is Maine's response to a statewide support and capacity building project for conditionally certified special educators in their FIRST year of teaching.

Applies to the following certificate endorsements

- 282 (Teacher of Disabled Students)
- 286 (Teacher- Severely Impaired)
- 291 (Teacher- Visually Impaired)
- 292 (Teacher Deaf/Hearing Impaired)

For educators employed in:

- Public schools, preschools, and charter schools
- Special Purpose Private schools

Maine's Alternative Certification Mentoring Program (MACM)

Update on Maine Alternative Certification/Mentoring Program (MACM)

- Last year, conditionally certified special education teachers participated in the MACM program.
 - 37 successfully completed part 1 of the course and 24 completed parts 1 & 2
 - 47 successfully completed the mentoring
 - 2 dropped out of the program before completion
- Feedback indicated that the 2 course structure was difficult for new special education teachers to complete in addition to the mentoring

Maine's Alternative Certification Mentoring Program (MACM)

- 114 Conditionally certified special education teachers were identified
- 31 were deemed exempt from the courses
- 27 were deemed exempt from the mentoring

Maine's Alternative Certification Mentoring Program (MACM)

Changes for this year:

- One 3-credit hour course instead of two courses
- Districts will be able to take over the mentorship process as soon as they demonstrate readiness
- A self-assessment has been developed and piloted to help districts determine whether they are ready to take over mentoring conditionally certified special education teachers

Assessing Racial/Ethnic Disproportionality



November 1, 2019

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What is Disproportionality?

Disproportionality – Compared to students of all other races/ethnicities in an district (or in the State), students of a particular racial/ethnic group have a greater risk of experiencing a particular outcome (e.g., being suspended, being identified for special education or a specific disability, being placed in a particular educational environment).

Significant Disproportionality – For students of a particular racial/ethnic group, the risk of experiencing a particular outcome surpasses some threshold (e.g. 2, 3, or 4 times higher) compared to the risk of students of all other races/ethnicities. States set the threshold.

Risk Ratio

- **Risk Ratio** – Measure of the magnitude of disproportionality. A comparison, expressed as a ratio, of the risk of an outcome for students of one racial/ethnic group and the risk of students of all other racial/ethnic groups.
- Example: Out of 40 Hispanic students in a district, 12 receive special ed services ($12/40 = 30\%$ risk of identification for special education). And out of 400 students of all other races/ethnicities in the district, 60 receive special ed services ($60/400 = 15\%$ risk of identification). The Risk Ratio is $30\% / 15\% = 2.0$. Hispanic students are identified for special ed services at a rate that is 2 times that of students of all other races/ethnicities combined.
- Risk Ratio threshold in Maine = 3.5.

Risk Ratio, Cell Size, N Size

- **Thresholds:** States select thresholds for *risk ratio*, *cell size*, and *n size*.

$$\left(\frac{\text{Target Group Cell Size}}{\text{Target Group n Size}} \right) \div \left(\frac{\text{Comparison Group Cell Size}}{\text{Comparison Group n Size}} \right) = \text{Risk Ratio}$$

$$\left(\frac{\text{Hispanic SpecEd}=12}{\text{Hispanic SAU}=40} \right) \div \left(\frac{\text{All Other R/E_SpecEd}=60}{\text{All Other R/E_SAU}=400} \right) = 2.0$$

Cell Size and N Size

- When the cell size or n size is below the selected threshold for a given racial/ethnic target group, the racial/ethnic target group will not be assessed for disproportionality in that category.

$$\left(\frac{\textit{Target SpecEd in SAU=4}}{\textit{Target in SAU =28}} \right) \div \left(\frac{\textit{Comparison SpecEd in SAU=30}}{\textit{Comparison in SAU=200}} \right)$$

- With the counts above and a cell size threshold of 5, the disproportionality of the target group in identification for special ed services would not be assessed in this district. The target group also would not be assessed with an n size threshold of anything higher than 28.

Alternate Risk Ratio

- When the cell size or n size is below the selected threshold for a given racial/ethnic comparison group in a given category, the risk of the racial/ethnic target group in the district will be compared to the state-wide risk of all other races/ethnicities in the specific category. The result of this calculation is called an ***alternate risk ratio***.

$$\left(\frac{\text{Target SpecEd in SAU}=11}{\text{Target in SAU}=30} \right) \div \left(\frac{\text{Comparison SpecEd in SAU}=9}{\text{Comparison in SAU}=29} \right)$$

- With the counts above and a cell size threshold of 10, the risk of identification for special ed services of the target group would be compared to the state-wide risk of identification for special ed services of all other races/ ethnicities (i.e., the alternate risk ratio would be calculated). This also would be the case with an n size threshold of 30.

Maine's Risk Ratio and Cell/n Size Thresholds

- Cell Size (numerator; specific race/ethnicity) ≥ 10
- n Size = (denominator; all other races/ethnicities) ≥ 30
- Risk Ratio ≥ 3.5

Other Considerations

- **Multi-Year Flexibility** – States are not required to identify significant disproportionality until a racial/ethnic group has exceeded the risk ratio threshold in a given category for up to 3 consecutive years.
- **Reasonable Progress** – Even when disproportionality exceeds the risk ratio threshold for 3 consecutive years, states are not required to identify significant disproportionality if reasonable progress has been made in lowering the risk ratio for each disproportionate racial/ethnic group in each of the 2 prior consecutive years.
- Significant disproportionality will not be identified when a racial/ethnic group equals or exceeds the risk ratio threshold for 3 consecutive years if the risk ratio has decreased each year over the course of those 3 years.

The 14 Categories/Outcomes

1) Identification of children ages 3–20 as children with disabilities

Identification of children ages 3–20 as children with the following disabilities:

2) Intellectual disabilities

3) Specific learning disabilities

4) Emotional disturbance

5) Speech or language impairments

6) Other health impairments

7) Autism

The 14 Categories/Outcomes

- 8)** Placement of children with disabilities ages 6–20 in the regular ed classroom less than 40% of the day
- 9)** Placement of children with disabilities ages 6–20 in separate schools and residential facilities (not including homebound or hospital, correctional facilities or private schools)
- 10)** For children with disabilities ages 3–20, out-of-school suspensions and expulsions of 10 days or fewer
- 11)** For children with disabilities ages 3–20, out-of-school suspensions and expulsions of more than 10 days

The 14 Categories/Outcomes

- 12)** For children with disabilities ages 3–20, in-school suspensions of 10 days or fewer
- 13)** For children with disabilities ages 3–20, in-school suspension of more than 10 days
- 14)** For children with disabilities ages 3–20, total disciplinary removals, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer

7 Racial/Ethnic Groups

- 1) Hispanic/Latino
- 2) American Indian or Alaska Native
- 3) Asian
- 4) Black or African American
- 5) Native Hawaiian or Other Pacific Islander
- 6) White
- 7) Two or more races

When Disproportionality Is Identified

- For disproportionality assessed based on 3 years of data up to and including 2018-19, notice is given in Fall, 2019
- District reviews and analyzes data with DOE to identify the sources of disproportionality. A review tool has been developed by the IDEA Data Center to help with this process.
- District is required to provide Comprehensive Coordinated Early Intervening Services (CCEIS) - District reserves 15% of IDEA Part B funds during 2020-21 school year to address the sources of disproportionality.

When Disproportionality Is Identified

Grades/Ages Served	Age 3 through grade 12
Groups Served	1) Children who are not identified for special ed but need additional academic and behavioral support to succeed in a general ed environment. 2) Children identified for special ed (funds can be used primarily, but not exclusively, for this group).
Funds	Exactly 15% of Part B funds
Permitted Activities	Professional development and educational and behavioral evaluations, services, and supports. The activities must address the factors and policy, practices, or procedures contributing to significant disproportionality.
Reporting Requirements	Districts are required to publicly report on any revisions of policies, practices, and procedures.

MaineCare

- National Medicaid in education conference
 - Seek answers to current issues
 - Obtain examples from other states
 - Networking
- Clarified several issues
 - IEP/ITP
 - Consent process
 - Documentation of medically necessary services

MaineCare

IEP/ITP

- Signature requirement
- Must include all required items for MaineCare billing
- DOE/DHHS will provide model form (optional)

MaineCare

- Change in how behavioral supports are indicated
 - SWS, counseling services still entered as related services
 - SDI still in special ed services block
 - BHP, BCBA entered in Supplemental Services block
 - Please ignore BHDT block – will be removed at next IEP update

- To assist SAUs in avoiding negative audit findings, DHHS will hold a series of Mock Audit events
 - Will include personnel from DHHS and DOE to assist and answer questions
 - Various locations
 - Participants will be guided through the audit process

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State Assessment – 95% Participation Requirement

- ESSA requires that at least 95% of all students participate in all state assessments
- Also requires that 95% of all students with disabilities participate in all state assessments
- Negative consequences for lower than 95% participation can include:
 - State is unable to apply for waiver of 1% alternate assessment cap
 - Withholding of federal funds by US Dept. of Ed.
 - Corrective action plan

State Assessment – 95% Participation Requirement

- Currently Maine falls below the required 95% for participation of students with disabilities in state assessments
- As a result, we have not been able to apply for waiver

State Assessment – 95% Participation Requirement

- To assist SAUs in meeting the 95% participation requirement, a new multi-tiered system of support has been developed
 - Will provide assistance to SAUs in identifying the cause(s) of low participation rates and identify strategies for improving
 - Self-assessment
 - Technical assistance

State Assessment – 95% Participation Requirement

TIER I

- SAUs/schools whose participation is at or above the 95%
- No required engagement
- Self-assessment optional
- TA provided upon request

State Assessment – 95% Participation Requirement

Tier II

- SAUs/schools whose participation is 80% -- <95%
- Self-assessment required
- TA upon request

State Assessment – 95% Participation Requirement

Tier III

- SAUs/schools whose participation rate is < 80%
- Self-assessment, plan required
- Technical assistance required
 - Will likely occur at regional meetings
 - Will include SAUs with high participation rates to share strategies

TIMELINES

- SAUs will be notified by email of their level of engagement and which tier(s) their schools fall into by December 2, 2019
- Self-assessment will be available by December 2, 2019
- Tier III TA meetings will be held beginning in January.

State Assessment – 95% Participation Requirement

Questions and feedback are welcome.

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QUESTIONS

