**ILLINOIS STATE BOARD OF EDUCATION**

**Significant Disproportionality CCEIS Planner**

**Root Cause Analysis and CCEIS Plan/Update** **Fiscal Year 2026**

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| **DISTRICT NAME & NUMBER:**  |
| **CONTACT PERSON NAME/POSITION:**  | **PHONE:**  | **E-MAIL:** |

Instructions:
There are two sections of this document; one for districts newly identified with significant disproportionality who are creating their CCEIS plan for the first time, and one for districts who were identified in the previous year and who are providing an update on the CCEIS plan already in place. Newly identified districts should complete sections 1-5. Districts who are providing an update on an established CCEIS plan should complete sections 6-9. As IDEA Part B funds are released in July, it is recommended that districts submit their CCEIS plans by June 15 for prompt grant approval and release of funds. Submit completed CCEIS plans to sigdispro@isbe.net

LEAs can view their Significant Disproportionality dashboard by logging in to iStar.

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| **Section 1: Area of Significant Disproportionality**  |
| **What is the LEA’s area of significant disproportionality identified in iStar?**  |
|   |

Per the IDEA, “Districts must set aside 15% of their IDEA Part B Flow Through and Preschool funds to provide comprehensive coordinated early intervening services (CCEIS) **to address factors contributing to the significant disproportionality**.” [34 CFR 300.646(c) and (d)] To identify these contributing factors, LEAs must form a team of stakeholders to conduct a root cause analysis. Through an examination of district and school data, LEAs will identify the root cause and factors contributing to the significant disproportionality. This root cause will then be addressed in the CCEIS budget expenditures.

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| **Section 2: Root Cause Analysis**  |
| **CCEIS Stakeholder Team (names and roles)**  |
| **1.**  |
| **2.**  |
| **3.**  |
| **4.**  |
| **5.**  |
| **What data has been examined during the root cause analysis? (Examples may include student IEPs, discipline records, school policies, evaluation records, evaluation procedures, school-wide assessment data, early intervention practices, curriculum, RTI, MTSS, and PBIS practices, etc.)**  |
|        |
| **What conclusions relating to the causes and contributing factors of the significant disproportionality have been reached through the data analysis?**  |
|     |
| **A review of policies, practices, and procedures is required to evaluate their impact on disproportionality. Which policies were reviewed and how?** Identified districts must review “policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the Act [34 CFR 300.646(b)]  |
|    |
| **List any changes to district policies or procedures that must be publicly reported.**  |
|    |
| **What is/are the identified actionable root cause(s) of the significant disproportionality? (This will be the focus of the LEA’s CCEIS plan and must be demonstrated in the data analysis above.)**  |
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| **Section 3: Comprehensive Coordinated Early Intervening Services (CCEIS) Plan**  |
| **What supports or interventions has the district already implemented to address the root cause of the significant disproportionality? Will these** **supports and interventions be continued, discontinued, or modified?**  |
|     |
| **What new supports or interventions will the district implement to address the root cause of the significant disproportionality?**  |
|     |
| **List and describe any professional development to be conducted to address the significant disproportionality. How will the proposed activities reduce the identified significant disproportionality?**  |
|     |

Districts must set aside 15% of their IDEA Part B Flow Through and Preschool funds to provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality [34 CFR 300.646(c) and (d)]. In implementing comprehensive coordinated early intervening services, an LEA:

* May carry out activities that include professional development and educational and behavioral evaluations, services, and supports.
* Must identify and address the factors contributing to the significant disproportionality, which may include, among other identified factors, a lack of access to scientifically-based instruction; economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and policies, practices, or procedures that contribute to the significant disproportionality.
* Must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality, including a policy, practice or procedure that results in a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups).
* May use funds reserved for comprehensive coordinated early intervening services to serve children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified under paragraph (a) or (b) of this section, including children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities.
* May not limit the provision of comprehensive coordinated early intervening services under this paragraph to children with disabilities.
* Must not reduce its Maintenance of Effort (MOE) obligation.

List the items that will be purchased with CCEIS funds in the table below. All line items must address the identified root cause of the significant disproportionality. Preliminary allocations for the upcoming fiscal year are released each spring. More rows may be added as needed.

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| **Section 4: CCEIS Budget Plan**  |
| **What is the dollar amount to be set aside for CCEIS? $** |
| **Item description**  | **Amount**  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |

**Optional:** Use the table below to plan goals for the next year focused on the identified actionable root causes of the significant disproportionality.LEAs identified with significant disproportionality for consecutive years must provide the SEA an annual update on the progress of their CCEIS plan.

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| **Section 5: Goal Setting and Progress Monitoring**  |
| **Goal #1:**  |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |
| **Goal #2:**  |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |
| **Goal #3:**  |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |



This is the end of the CCEIS Planner for districts newly identified with significant disproportionality. Completed documents may be submitted via email to sigdispro@isbe.net by June 15.

Sections 6-9 are for districts who have been previously identified with significant disproportionality and are providing an update to their CCEIS plan. Districts newly identified should not complete this section.

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| **Section 6: Area of Significant Disproportionality**  |
| **What is the LEA’s area of significant disproportionality identified in iStar?**  |
|    |
| **What was previously identified as the root cause for the significant disproportionality? If any additional actionable root causes have been identified since the last update, list them below along with the supporting data and rationale.**  |
|    |
| **A review of policies, practices, and procedures is required to evaluate their impact on disproportionality. Which policies were reviewed and how?** Identified districts must review “policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the Act [34 CFR 300.646(b)]  |
|    |
| **List any changes to district policies or procedures that must be publicly reported.**  |
|    |

Use the table below to plan goals for the upcoming year focused on the identified actionable root causes of the significant disproportionality.

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| **Section 7: CCEIS Programming Update** |
| **Provide an update on the CCEIS plan created and implemented last year and the steps taken to reduce significant disproportionality.**  |
|     |
| **Optional: Use the table below to plan goals for the upcoming year focused on the identified actionable root causes of the significant disproportionality.**  |
| **Goal #1:**   |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |
| **Goal #2:**   |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |
| **Goal #3:**   |
|   | **Data to be gathered**  | **Timeline**  | **Staff Responsible**  | **Evidence of Implementation**  |
| **Benchmark 1:**  |   |   |   |   |
| **Benchmark 2:**  |   |   |   |   |

LEAs providing an update on their CCEIS budget should complete the table below with the amounts and items budgeted in the previous fiscal year and their actual costs. In the space provided, explain any unspent funds.

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| **Section 8: CCEIS Budget Update (for districts in year two or more of significant disproportionality)**  |
| **Item**  | **Budgeted Amount**  | **Actual amount of CCEIS funds spent**  |
|   | $  | $  |
|   | $  | $  |
|   | $  | $  |
|   | $  | $  |
|   | $  | $  |
|   | $  | $  |
|   | $  | $  |
| **Are there any CCEIS funds from previous fiscal years that have not been spent and are being carried over to the upcoming fiscal year? If so, please list the amount and explain.** Funds made available on July 1 to the LEA have a period of obligation of 27 months. When an LEA is required to use 15 percent of its IDEA funds for CCEIS, these funds may not be used for any other purpose. If, after the period of availability, the entire amount of these funds set aside for CCEIS has not been properly spent or obligated, funds must be returned to the U.S. Department of Education (ED). *Center for IDEA Fiscal Reporting & IDEA Data Center. (2015). Quick reference guide on coordinated early intervening services. San Francisco, CA: WestEd.*  |
|     |

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* May not limit the provision of comprehensive coordinated early intervening services under this paragraph to children with disabilities.
* Must not reduce its maintenance of effort (MOE) obligation.

In the table below, please list the items that will be purchased with CCEIS funds. All line items must address the identified root cause of the significant disproportionality. Preliminary allocations for the upcoming fiscal year are released each spring. More rows may be added as needed.

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| **Section 9: CCEIS Budget Plan for Upcoming Fiscal Year**  |
| **What is the dollar amount to be set aside for CCEIS? $** |
| **Item description**  | **Amount**  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |
|   | $  |

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