

Disproportionality: Our System's Journey to Improvement



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Presenters from Ben Hill County School System

- Dr. Shawn Haralson, Superintendent
- Wanda Kimbrell, Ex. Director of Student Services
- Susan Henry, Ben Hill Primary Instructional Coach
- Haley Luckie, Ben Hill Elementary CEIS Coordinator
- Dee Ann Cook, Fitzgerald High School Instructional Coach
- Sonya Sutton, System Wide CEIS Behavior Specialist



Georgia's Systems of Continuous Improvement

Disproportionate Areas

- FY 17 – Identification of MIID, EBD for African Americans, Discipline Events for African Americans
- FY 18 – Identification of EBD (no longer disproportionate for Identification of MIID or for Discipline Events)

Connecting the Dots between Continuous Improvement and Disproportionality (Questions Asked)

- Identification of Needs: Based on data, what are our system's needs?
- Selection of Interventions: What research based interventions can our system use to promote student growth while at the same time reducing disproportionality.
- Planning for implementation and Implementing the Plan: What professional learning must we provide and what steps must we take to implement the plan. System-wide implementation of the plan was a non-negotiable.
- Examining the process: What type of progress monitoring should take place to ensure that the plan is working and what do we do if it is not.

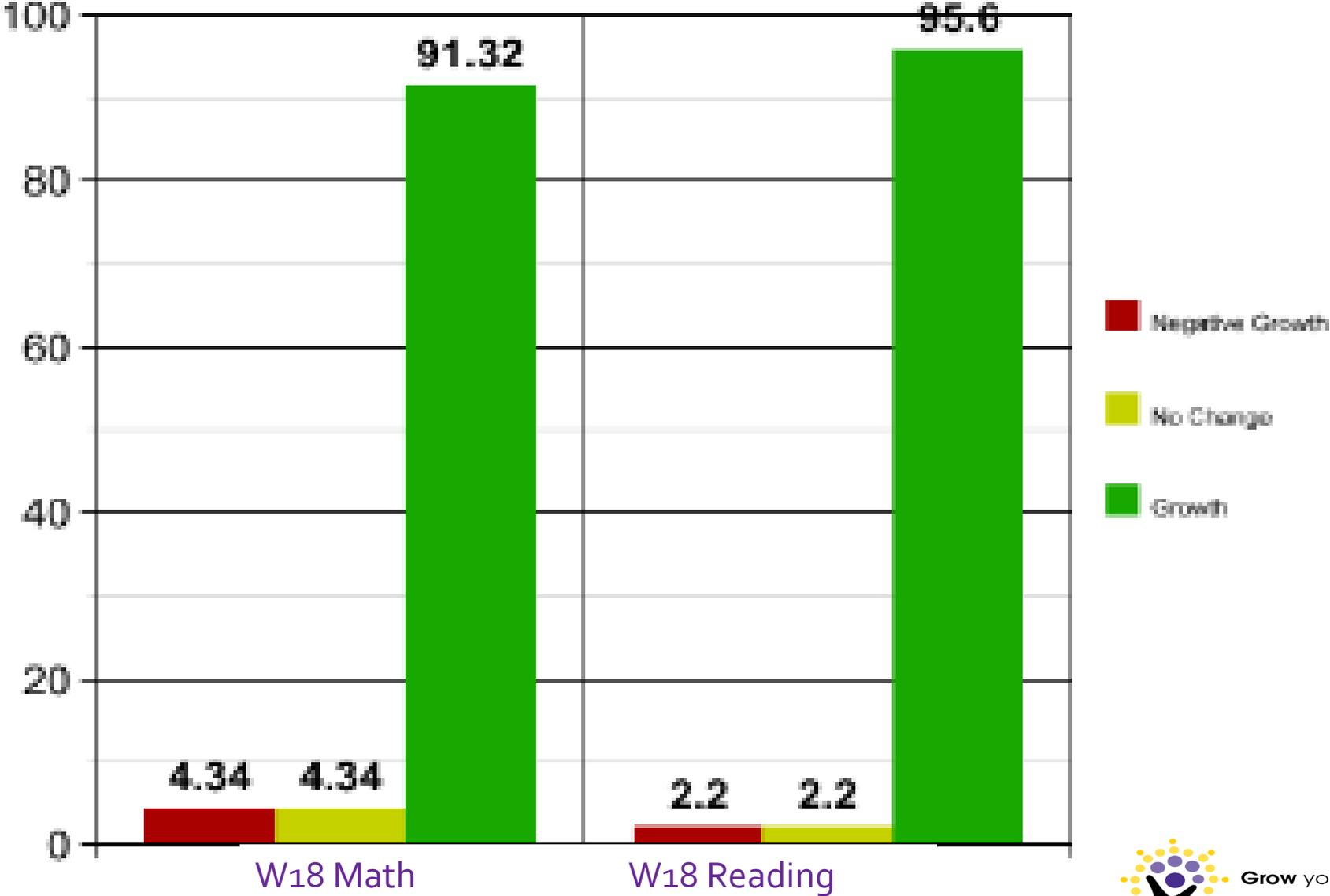
**By following Georgia's Systems of
Continuous Improvement, we were
able to address the needs of the
WHOLE CHILD.**



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Ben Hill County Schools CEIS MAP Data

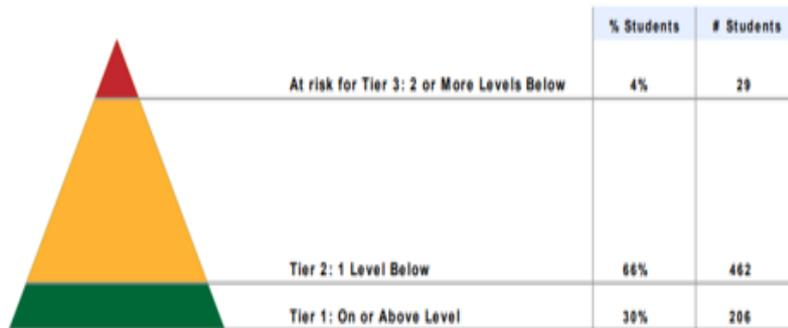


BHPS Growth Data

FALL

School Summary

697 out of 733 Students Tested



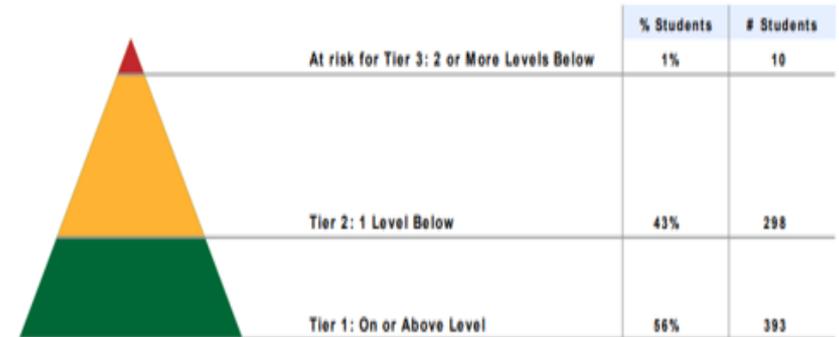
Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

WINTER

School Summary

701 out of 733 Students Tested



Detail by Grade

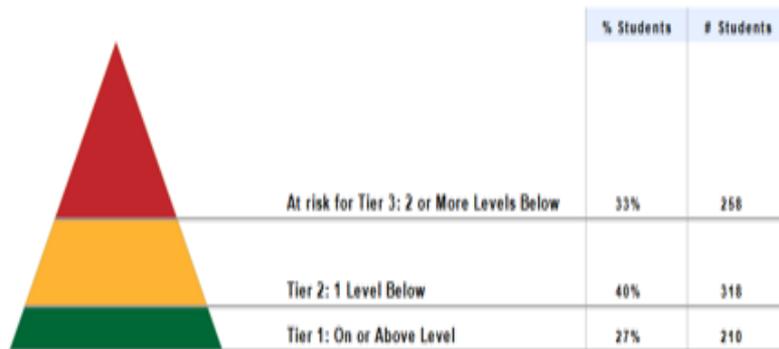
■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

BHES Growth Data

Fall

School Summary

786 out of 801 Students Tested



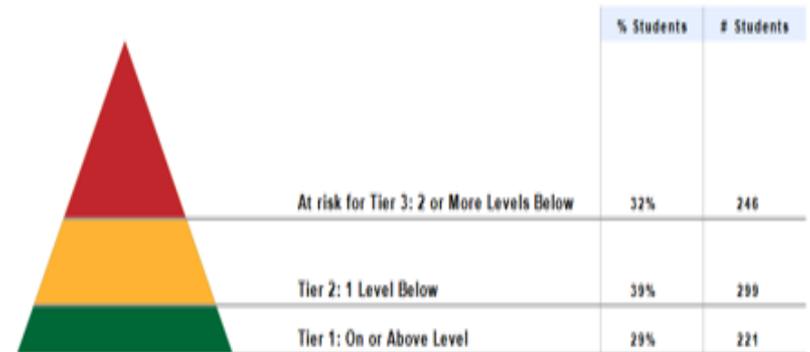
Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Winter

School Summary

766 out of 801 Students Tested



Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

There are no quick fixes!



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**Solving disproportionality
cannot be done by just
purchasing a program, putting a
student on the program and
hoping for the best.**



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5 Major Changes that Impacted Academics and Behavior

- Implementation of Sound PLCs
- Implementation of Flexible Schedule/Flexible Grouping/Intervention Blocks
- Implementation of Sound RTI Processes
- Implementation of Individual Student Portfolios
- Development of Common Formative Assessments



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Also along the way, we:

- Selected research based interventions for CEIS students (for 2017, iReady; for 2018 Classworks)
- Adopted one progress monitoring tool (MAP) for the entire school system to help in monitoring student growth. (MAP stands for Measure of Academic Progress) MAP also helped identify our CEIS students.
- Integrated progress monitoring data with Classworks to develop Instructional Learning Plans for CEIS.

Major finding from MAP testing:

Our special education students were scoring higher than our tier 2 and tier 3 students.

Light Bulb Moment



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Professional Learning Communities

- Extensive training in PLCs through Solution Tree
- Implementation and non-negotiables set
- Implementation of PLCs at the school level and also at the system level.

Flexible Schedules/Flexible Grouping/Intervention Blocks

- **Non-negotiable. All schools had to change.**
- **Each school looked a little different but the non-negotiable was still met.**
- **Flexible grouping began to occur in PLCs by looking at data to determine what each individual student needed.**
- **Some schools changed their schedules 3-4 times based on the needs of the students.**

Implementation of Sound RTI Processes

- Extensive training by Mike Mattos and Austin Buffom through Solution Tree
- RTI process completely changed
- New RTI manual developed for K-5 and 6-12
- Sound growth measures adopted to ensure that we are using proper interventions
- Questioned, “Is this a will or is this a skill.”

- Updated processes more accurately identified students who truly need special education services.
- No longer can we FEEL a student needs special education or THINK a student needs special education. The data is there to support decision making.



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Implementation of Student Portfolios



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- Every K-12 student has a portfolio.
- At the beginning of the school year, parents are invited to discuss their students MAP scores and instructional levels.
- The portfolio allows teachers and parents to see growth over time.
- The student portfolio is a valuable resource when tracking progress.
- Does classroom growth as evidenced in the portfolio equal MAP growth? Why or why not?



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Development of Common Formative Assessments

- **Work in Progress**
- **Extensive training with Dufour, Marzano and their teams on CFAs and priority standards.**
- **Through use of CFAs we now understand the grade a student makes isn't important; it's the learning and growth that occurs.**
- **CFAs allow teachers to design specific instruction to promote student learning and growth.**
- **CFAs are given before and during the teaching process and are a guide to improve not only learning but also TEACHING.**

CFAs put the Focus on Learning

- What do we want our students to know, understand and be able to do?

Unpacking Standards (I can statements for students)

- How will we know when they have learned it?

Data Protocols and Common Assessments

- How will we respond when some students have not learned and how will we respond when some students have learned?

Interventions, Re-teaching, Extending and Enriching

“Learning by Doing”. Dufour, Dufour, Eaker, Many. Solution Tree. 2016

What else were we missing and how could we improve the process?

- Changed traditional grading to standards based grading.
- Eliminated homework.
- Began teaching all students at their level and concentrated on mastery of the essential standards.



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When academic interventions aren't
enough we ask.....

“Is it a will or a skill?”



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Challenging behaviors that interfered with the learning process were identified:

- Physical Aggression
- Inappropriate Language
- Irresponsible with materials and property
- Impulsive (verbal/physical)



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A process was developed to:

- Identify targeted students through teacher recommendation and data from Infinite Campus
- Provide behavior replacements
- Add a relationship component
- Progress monitor and track growth



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You're a part of a team.

SOMETHING BIGGER.

When someone is successful, it's
good for the team as a whole.

EVERYONE IS IN IT TOGETHER.

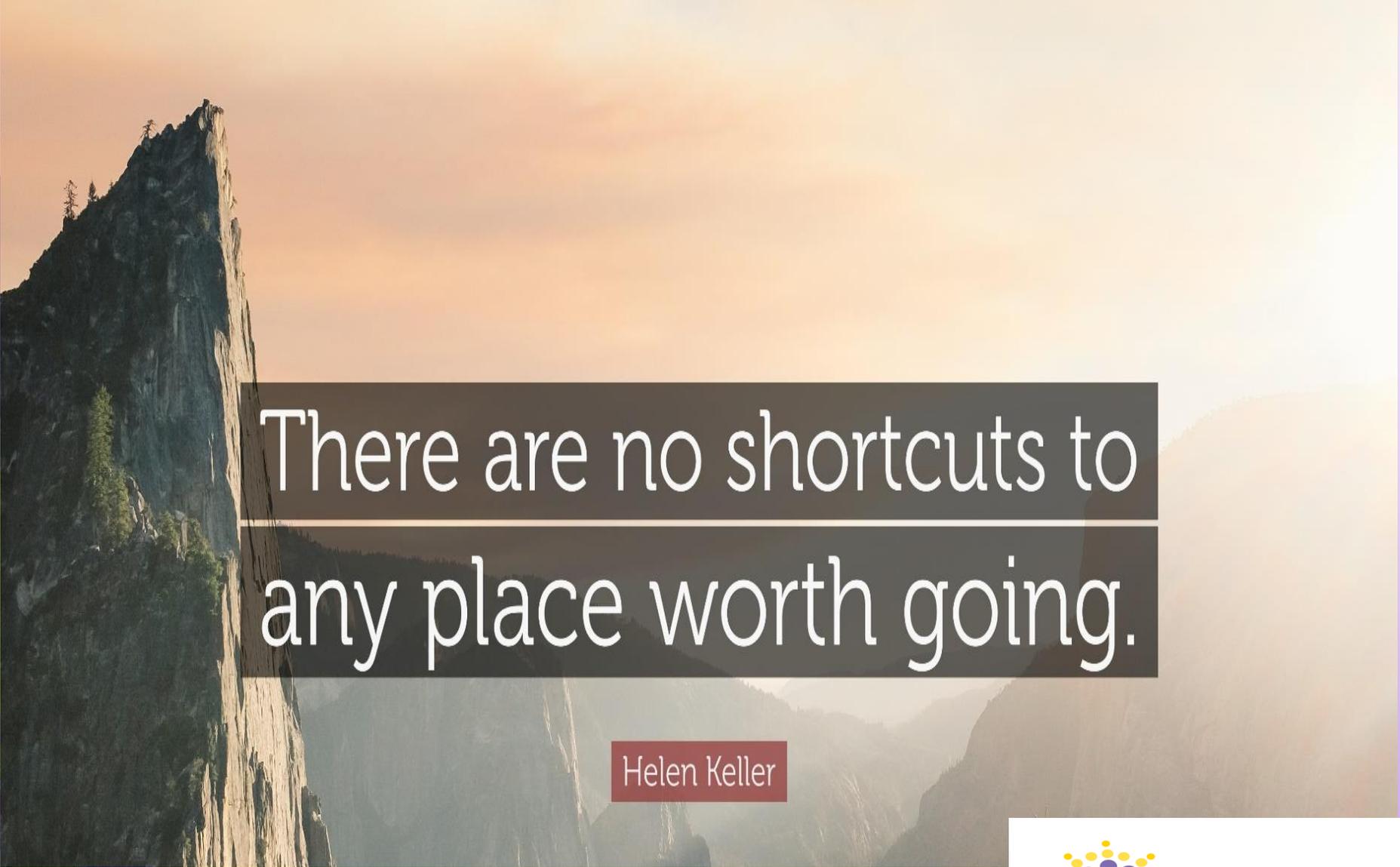
ESPN



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There are no shortcuts to
any place worth going.

Helen Keller



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As a result of this process you can.....

- Expect students to be challenged at their instructional level.
- Expect growth from all students from special education students, targeted CEIS students, to higher performing students. **ALL MEANS ALL!**
- Expect to have a plan that is meaningful and sustainable.
- Expect to make an impact that will last long after being off of the dispro list.

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