Taking the “OH NO!” Out of Dispro

Catoosa County Public Schools

Presented by:

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Dr. Kim Nichols, Assistant Superintendent
Gina Haynes, Elementary School Improvement Specialist
Shalanda Mohan, Lead School Psychologist

March 16, 2018
Georgia’s Systems of Continuous Improvement
### Data Overview

**FY16 & FY17 Milestones**  
**Lexile Data**

<table>
<thead>
<tr>
<th>% of cohort group scoring on “next grade level” Lexile band</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>4th Grade</td>
<td>45</td>
<td>59</td>
</tr>
<tr>
<td>5th Grade</td>
<td>55</td>
<td>55</td>
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<td>6th Grade</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>7th Grade</td>
<td>70</td>
<td>74</td>
</tr>
</tbody>
</table>
Taking the “OH NO!” Out of Dispro

How did Catoosa do it?
March 2016

Pothole Ahead!

- System contacted regarding problem with disproportionality for identification of black students for Specific Learning Disabilities
- GA DOE Disproportionality Review
Crash Results!

- Data analysis
  - System-level
  - School-level
- Targeted schools identified

April/May 2016
June/July 2016

1-800 State Farm

- Partnership with School Improvement
- CEIS Plan Development
  - Intervention Research
  - Criteria Identification
August 2016

Road Rage

● Implementation of Plan
  ○ Hire personnel
  ○ Scheduling changes
  ○ Student identification changes

● Encouragement & Reassurance
September 2016

Adjuster Review!

- RTI Plan Review
- Assessed Intervention Reality
- Evaluated Role and Support of Academic Coaches
October 2016

Curvy Road Ahead!

- Fidelity Discussions
- Intervention Investigation
- Underlying Issues Identified
- Leadership Learning Needs
November 2016

Sharp Turn Ahead!

- Real “RTI” Training
- Revisioning
- Support from the Top
December 2016

Recalculate Route!

- Shared Understanding & Collective Commitment
- Intervention Research Day!
January/February 2017

Systems Merging!

- Addressing Root Causes
- Process for Monitoring Fidelity and Student Progress
- Plan for True RTI/MTSS Implementation
March 2017

Full Speed Ahead

● Building Collective Responsibility
● Reciprocal Accountability:
  Evaluating FY18 Needs
  ○ Screener tool
  ○ Identification Charts
  ○ New Intervention Resources
● Special Education Data Teams
● Connecting RTI and PLC’s
April/May 2017

**Pedal to the Metal!**

- District-level Work
  - Non-negotiables
    - Schedules
    - Identification process
  - Intervention Decisions
  - Clarifying “Learn What?”
June/July 2017

Fill Up!

- Fuel = Professional Learning
- Reviewing Results
- FY 18 CEIS Expansion Plans
- DISPRO CELEBRATION!
### Summer 2017

#### GA Milestones EOG Promotion Levels Reading

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th></th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
<td>15-16</td>
</tr>
<tr>
<td>School A</td>
<td>31</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>School B</td>
<td>31</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>School C</td>
<td>18</td>
<td>10</td>
<td>33</td>
</tr>
</tbody>
</table>

**Number of Students NOT Meeting Promotion Requirements**
## Summer 2017

### CCRPI Performance on ELA Content Mastery

<table>
<thead>
<tr>
<th>School</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>60.359</td>
<td>65.991</td>
</tr>
<tr>
<td>School B</td>
<td>48.284</td>
<td>47.959</td>
</tr>
<tr>
<td>School C</td>
<td>58.846</td>
<td>70.227</td>
</tr>
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</table>

**Performance (%) on Achievement Indicator #1**
### % of Students Scoring at Level 3 and 4 on ELA

#### Grade 3

<table>
<thead>
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<tbody>
<tr>
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<td>35%</td>
<td>43%</td>
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<tr>
<td>School B</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>School C</td>
<td>34%</td>
<td>47%</td>
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#### Grade 4

<table>
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<tr>
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<tbody>
<tr>
<td>School A</td>
<td>34%</td>
<td>42%</td>
</tr>
<tr>
<td>School B</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>School C</td>
<td>36%</td>
<td>40%</td>
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#### Grade 5

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<th></th>
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<tbody>
<tr>
<td>School A</td>
<td>46%</td>
<td>38%</td>
</tr>
<tr>
<td>School B</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>School C</td>
<td>32%</td>
<td>43%</td>
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### Cohort Comparison: % Scoring at Level 3 and 4

#### Grade 3 to Grade 4

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#### Grade 4 to Grade 5

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<td>43%</td>
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Summer 2017

CEIS 225 participants - 16 students eligible for services

<table>
<thead>
<tr>
<th></th>
<th>Referred</th>
<th>Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>299</td>
<td>264</td>
</tr>
<tr>
<td>FY16</td>
<td>294</td>
<td>262</td>
</tr>
<tr>
<td>FY17</td>
<td>194</td>
<td>118</td>
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FY18 Beginning

- Implementing Plans
- Train, Train, Train
- Readjusting
Now!
Flying High!  We have been updated that CCPS is no longer considered disproportionate!
Initially:
- 44 identified special needs students resulted in CCPS being flagged as disproportionate.
- In-depth analysis indicated a need for systemic changes which are now showing a positive impact on over 11,000 students.

Tips for success:
- Build collective responsibility! This is not necessarily a special education problem requiring a “special education” solution.
- Determine your current reality.
- Share the knowledge (Make sure ALL leaders know the current reality).
- Devise a comprehensive plan: Tiers 1 through 4

Seductive detours:
- Beware of limiting interventions to students which are a part of the flagged group!
- Beware of focusing on special education referrals! Chances are that a systemic problem does exist!
Contact Information

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