

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11202020_10:34

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Last Modified: 11/20/2020
Status: Open

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Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The following groups were identified as gap: African American, Disability (with IEP).

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

TKS middle school enrolls approximately 594 sixth, seventh, and eighth grade students and the school culture promotes a quest for excellence and achievement in both academic and extracurricular events. Effort to ensure improvement in high level, two way communication between community, parent, student, and school stake holders is on-going. TKS continues to implement PBIS support with fidelity and will continue to promote positivity and the acceptance of responsibility throughout the 21-22 school year in an effort to build strong interpersonal relationships, student self-regulation, and a positive environment for learning. In addition, TKS has implemented a social-emotional learning program to provide students with life skills such as decision making, coping skills, and goal setting. The student population of TKS continues to diversify and the staff of TKS is working to create continued momentum for success of all students.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Due to COVID there is no current test data. However, for the 2018 school year, achievement gaps have been closed in reading for all groups (+1.8) , white (+0.9), and non- IEP (+0.8). Math achievement gaps have closed in all groups (+1.9), white (+3.3), and non-IEP (+1.4).

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Data from 2017 indicated free reduced showed the most consistent improvement and IEP the least. For the 2018 data, IEP students have increased in math (+7), reading (+11.2), social studies (+15.8), and writing (+5.2). AA have shown improvement in math (+4.1) and social studies (+12.2). In addition, 2+ has showing improvement in social studies (+12.2) and science (+1.2). Overall, the school is above the state cut score in all three indicators: proficiency (+6.4), separate academic (+1.6)and growth (+2.7).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The free/reduced group is showing a decline in all areas: proficiency in math (-4.3), social studies (-12.1), science (-1.7), reading (-1.8) and writing (-32.2). African American are falling behind in writing (-32.5), science (-9.2) and social studies (-11.8) and reading (-0.9) The most alarming statistic is that all groups, with the exception of IEP's, writing scores fell drastically across all groups.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The school must continue to establish a culture that supports high expectations for all students and staff and assists all students and staff in reaching those goals. COVID has caused numerous interruptions in instructional time and content delivery. Non- instructional activities continue to be important for virtual students so staff can create rapport and establish relationships. Unfortunately,

the achievement gaps have increased but the staff/student relationships have gained significant importance. These relationships will help those achievement gaps. Although teachers received professional development in increasing student engagement and technology, some lessons have not yet shown a significant change in the use of high engagement practices. Additional professional development, with a focus on Kagan strategies, is planned for next summer. While monitoring of data did occur, individual teachers and PLC groups may not have made adjustments to curriculum and teaching (therefore, no changes to learning levels occurred) as a result of the data. With the Kentucky Academic Standards many teachers may not be comfortable or familiar with best practices for creating standards based, rigorous, units of study with differentiation and engagement strategies especially during COVID. Additionally, the use of Professional Learning Communities and the use of data to shape instruction is still not fully being implemented at a "best practice" level of proficiency. Often the level of expectation for assignments/student performance for students and other gap students is not high enough. All of our students have access to learning resources (technology, research materials, "help" resources) outside of the school day. For many reasons, some students are not engaged in their own educational process and are unable to make education a priority. Some students have housing, nutrition, or other primary needs that supersede their focus on education.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

In collaboration with the district and school, the CSIP has become instrumental in addressing the achievement gap. Teachers completed professional development for formative/summative common assessments and increasing student engagement through Look 2 Learn walk throughs with district personnel. Students achieving below grade level are placed in reading and math intervention courses and provided with target instruction to increase growth. Teachers are given professional development in the use of effective strategies in reading (and/or math) instruction along with completing a yearlong pacing guide with vocabulary for each unit. Teachers are given professional development on cultural awareness. The school works with Family Resources and other community agencies to address non-educational needs for students. The school collaborated with the district to create the strategic plan which addresses quality staff and student education related to the achievement gap. The district, in conjunction with the school, is fully implementing an RTL plan using STAR data to monitor achievement gap students and place them in intervention classes appropriately. Teachers along with other stakeholders helped align this process. Through the PLC process teachers are regularly asked to reflect upon the effectiveness and difficulties encountered with technology, strategies, and practices that are being used to address student learning gaps. Teachers also work to address the barriers and discuss next steps for improving student learning. When KPREP data is received, administration works with district leaders to analyze results and they will be presented at the SBDM meeting, parent night, in a faculty meeting, and to our students in the classroom. Through planning period meetings with administration, staff analyzes the scores for each content area and create a plan to address the concerns related to their dept and/or PLC groups. These plans will be created with the guidance of the administration. A draft plan will be presented to SBDM for discussion and approval. Throughout the year, the school administration will work with the staff, and the district level administration to implement, monitor, and assess the progress towards the goals outlined in the CSIP. The CSIP will be created with input by departments and PLC groups so each teacher and content areas assumes ownership of the improvement process.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

In a normal school year, morning tutoring and after school homework help programs have been established to assist students who are struggling with core learning or who wish to gain a stronger foundation for regular classroom learning. These programs ensure access to technology for all students and provide all students with additional time for assistance outside of regular classroom hours. In addition, a tutoring program has been established at Wesley Hilltop and Haycraft Park. Students have the opportunity to attend either/both locations for additional support. Targeted interventions in Reading and Math are embedded within the school day for those students achieving below proficiency levels in one or both of these areas. In the 2019-20 school year, a Title I math interventionist works with small groups and individual students three times each week. Once school returns to normal, the math interventionist will return to assist. With the exception of the 2019-20 school year, the staff analyzes data from a variety of sources (STAR, Kprep, ITBS) to screen, identify, and monitor the progress of intervention students and to provide targeted instruction to assist these students in reaching proficiency and making growth. - Response to Learning: This year the use of STAR benchmark assessments to create a process for tracking student growth is in place. This assessment will serve to further align structures, procedures, and resources to support the response to learning initiatives. - Instruction: Professional learning communities of teachers continue to work at the school and district level to align core curriculum and improve instruction to support the achievement of all students. Professional development sessions for teachers in the areas of technology, cultural proficiency, increasing student engagement, the use of data to shape instruction, and other topics specific to content areas are ongoing.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Writing scores dropped across all groups. Writing for 2+ dropped the most (-38.1), followed by AA (-32.5) and F/R (-32.2). Discussion and plans to introduce all types of writing in all content areas, not just ELA, will be a focus. The measurable goals for writing for 2+ are to increase +3.0, for AA an increase of +4.0, and F/R increase to +3.4 by 2020. Reading for these sub groups will be a target as well. The measurable goals for reading for 2+ are to increase +2.2, for AA an increase of +3.1, and F/R increase to +2.4 by 2020. Math goals for 2+ are +2.6 and F/R +3.1 for the school year.

Closing the Achievement Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 TKS Gap Group		•
 20-21 TKS Measurable Gap Goals		•