

2019-20 Mullins School Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Mullins Elementary School

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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.

See Attachment

II. Achievement Gap Analysis

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

We are continuing our goal to provide all students with a positive environment. We are continuing to ability group grades 4-6 based on MAP Scores and KPREP Scores. Having the students ability grouped allows for inclusion in the classroom with the special education teacher assisting the classroom reading and math teachers. We are now a GEAR UP school, which means we are preparing all middle school students for high school and post secondary education. Mullins School has two GEAR UP interventionists that work with grades 7-8 in reading and math. We have two GEAR UP Navigator that works with grades 3-8.

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

Reading Elementary: When looking at percentages of proficiency, 37% of the male students scored proficient ; 28.6% of students without and IEP scored higher than the students with and IEP. Math Elementary: When looking at percentages of proficiency, 6.2% of male students scored higher than the female students and 26.2% of students without and IEP scored higher than the students with and IEP. Reading Middle: When looking at percentages of proficiency, 5.7% of the male students scored higher than females. Math Middle: When looking at percentages of proficiency, 2% of the male students scored higher.

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.

55.6% of economically disadvantage students were proficient in elementary and middle school reading. 61.8% of economically disadvantage students were proficient in social studies. 58.2% of economically disadvantaged students were proficient in writing.

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.

38% of economically disadvantaged students were proficient in elementary and middle school math. 34.3% of economically disadvantaged students were proficient in science.

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

As with the previous year, the conditions that have prevented the school from closing existing and persistent achievement gaps are attributed to the learning culture and environment of the school. Mullins School has nine non tenured teachers. Four of these non tenured teachers are in KPREP Assessed Content Areas. As a school, we have three teachers that are in the MAT Program. Two of these teachers are in the content area of writing.

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.

Mullins Elementary is continuing to have a strong School Instructional Leadership Team, in which the team addresses any concerns that impact student success. The Mullins Leadership Team comprised of a representative from each grade level, except kindergarten. Grade Level Teams conduct weekly PLC's, where they analyze data from classroom assessments. Content PLC's meet once a month. The Grade Level Leadership Team member reports back to the School Leadership Team any student concerns. Also, the Grade Level Teams developed a "hot list" of students that are performing in the novice level. This "hot list" is monitored for student progress. Members of the Instructional Leadership Team:-Gary Fields- Principal-Jeanne Caudill-1st grade teacher-Michele Varney-2nd grade teacher-Jennifer Maynard-3rd grade teacher-Karrah UpChurch-1st grade teacher-Derena Coleman-3rd grade teacher-Jackie Damron-Math Grant Coach-Rachel Branham-5th and 6th grade teacher-Jennifer Baisden-7th and 8th grade teacher

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.)

Faculty will attend new standards training for all content areas. Administration will attend new standards training for all content areas and Pimser Science Academy. Grade 4 and 7 science teachers attended Pimser Science Academy. Administration along with two teachers will attend MAF Professional Development. MAF Interventionist provided guided MAF training for K-2. Math teachers in grades 6-8 attended LTF Professional Development through Advanced Kentucky.

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).

By May 2022, Mullins Elementary will decrease the percent of novice students in proficiency indicator for:Mathematics from 19.7 to 10.7 (ES)Reading from 15.7 to 9.7(ES)By May 2022, Mullins Elementary will decrease the percent of novice students in proficiency indicator for:Mathematics from 11.9 to 5.9 (MS)Reading from 15.4 to 9.4 (MS)

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.

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goal		•
 Gap Groups		•
 PD Plan	Mullins Elementary 19-20 professional development	•