



## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic Middle

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**Trigg County Middle School**

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Attached below.

## II. Achievement Gap Analysis

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

With 62.2% of our student population categorized as Economically Disadvantaged, TCMS has several supports in place to meet both academic and social \emotional needs of our student population. TCMS relies heavily on our Guidance department and Youth Services Center to provide and coordinate services to meet the emotional needs of our students. We are fortunate to have added counseling support from Mountain Comprehensive Care (MCC) and Pennyroyal Mental Health, both outside agencies. TCMS also provides academic support for students identified through our MAP Universal Screener who are not at benchmark. TAG (Targeted Assistance and Growth) supports are provided throughout the day above and beyond the core curriculum. TCMS utilizes strategies from Capturing Kids Hearts. Each classroom creates a social contract where they take ownership of the expectations set in the classroom. Teachers provide daily opportunities for students to share with one another to build a community of learners within the classroom. TCMS also has continued implementation of an advisory program that meets daily and allows for students to meet with a mentor and discuss topics such as goal setting, curriculum challenges, bullying, and other social emotional issues. We believe that if students feel connected with their classes that our GAP population performance will improve. Having each student conduct their own student led conference also reinforces the importance of self-awareness of their academic achievements and deficiencies. Teachers are using data tracking sheets to have individual conversations with students who are then in return able to collect evidences to use in their conference to communicate their success and their challenges.

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

African American--TCMS has continued to lowered the number of students scoring Novice in Math from 51.2% in 2016-17 to 22.5% in 2017-18 to 21.6% in 2018-19. Students with two or more races --TCMS has lowered the number of students scoring Novice in Reading from 15.6% to 10% which is lower than the performance of Non-Gap identified students who scored 15.7% Novice in Reading. Students with disabilities - TCMS has lowered the number of students scoring Novice in Reading from 50% to 29.3%.

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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.

African American--TCMS continues to see improvement with lowering the number of students scoring Novice in reading from 48.8% in 2016-17 to 32.4% in 2018-19. We did see a slight increase from the 25% Novice score in 2019-20. We still this is an area that has shown improvement. Students with disabilities--TCMS has lowered the number of students scoring Novice in Math from 59.5% in 2016-17 to 47.4% in 2017-18 to 36.6% in 2018-19. The growth indicator for students with disabilities was 78.9 in Reading compared to 56.5 of all students. The growth indicator for African American students was 66.2 in reading. In Math the growth rating for African American students was 66.2 compared to the score of all students of 61.8. We believe this is a good indication of progress in closing GAPS and acknowledges movement of students who are working towards proficiency but not have reached that bar just yet.

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.

African American---although we are seeing reduction in Novice in reading our African American students still are scoring 20% lower than our Non- Gap group in the Proficient/Distinguished category. African American students score 42.5% in P/D in 2017-18 and 40.5% in 2018-19 while non Gap students scored 62.2% P/D in 2018-19. Students with Disabilities---while the number of Novice scores in Math decreased significantly most of the students only moved to the Apprentice category. The number of students scoring Proficient/ Distinguished decreased from 9.6% in 2016-17 to 2.6% in 2017-18 and 7.3% in 2018-19.

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

In the past four years our school district and school have been heavily focused on defining what deeper learning means and how to show evidence of that in our classrooms. We developed a Graduate profile and identified 5 competencies that we believe each student needs to be proficient in before they graduate from High School in our district. One of the tools used was project based learning and another was the implementation of programs to personalize learning. Authentic learning experiences and personalized instruction can lead to closing gaps among student performance. What was lost in this transition was the focus on crucial best practices

in instruction such as data based decision making instructional moves, differentiating content lessons, and the use solid planning of instruction. As we begin to place an emphasis on these items in combination with the tools needed for deeper learning we will begin to see gaps decrease like we did last year. TCMS has struggled to provide a cohesive, aligned curriculum aligned to the Kentucky Academic Standards. TCMS adopted the Envision Math curriculum for grades 6-8 at the beginning of the 2019-20 school year. The first year of implementation was interrupted due to the COVID-19 pandemic as we learned how to service our students in a virtual setting. At the beginning of the 2020-21 school year we implemented the curriculum from the SchoolsPLP platform which was purchased by our BOE in order to help with the asynchronous learning environment that teachers and students were interacting in due to the pandemic still occurring. Teachers were still using resources from the Envision Math curriculum, but we believe that in order for our gaps to continue to decrease as was shown in the 2018-19 data set, we need full implementation with fidelity of the Envision math curriculum. The plan is for this to occur in the 2021-22 school year. This is the same situation with our ELA curriculum, however we are going to try for implementation of the EL curriculum in January of this year. Due to healthy at school restrictions, many of the facets of the curriculum are limited so it will only be partial implementation. We chose to move ahead as we believe it is the right curriculum to push the rigor of instruction needed in our classes to decrease gaps in learning. We will have full implementation of the EL curriculum at the beginning of the 2021-22 school year.

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.

Due to the lack of KPREP data from the 2019-20 school year, the data that is being used will come from Renaissance STAR testing. The first round of data was presented to the TCMS SBDM council on November 18 at the regular scheduled monthly meeting. This data was also presented to the TC Board of Education on December 10 at their monthly meeting. The second round of STAR data will be available in January of 2021 and at that time the ELA content PLC as well as the Math content PLC will meet to review current data and discuss action steps as a result of what the data shows. Those groups consist of all content teachers in those areas, SPED teachers, and admin team. (All of the information listed below happened in the 2019-20 school year based off of the 2018-19 KPREP data.) On September 30th data results were presented to the entire faculty and staff, this meeting was set up through email and there was a presentation for documentation. On Oct. 2nd the ELA department met to go over Reading and Writing data to create

a plan of action and discuss goals. All teachers in that content area were present as well as the District Instructional Supervisor and the Principal. This team meets once a month to go over ongoing assessment data. Evidence was calendar invite for the meeting as well a principal's notes from the meeting. On Oct. 2nd the TCMS SBDM council met to review school data. All members were present except one. The council used a set of questions to go through and analyze the data as well as consider further action steps and school goals. This group meets once a month and is documented through meeting minutes. On October 4, the Principal, Superintendent, and Assistant Superintendent met to review and analyze data and discuss future school goals. This is documented on the Trigg County Public Schools - State Accountability Goals page. On October 22 the district Cabinet members met to discuss and review data and future goals. This is attended by all principals, Superintendent, Assistant Superintendent, DOSE, and district instructional supervisors. This group meets every Tuesday and the meetings are documented by agendas. Oct. 24 the joint SBDM council and Board Meeting took place, where district data and school specific data is presented to the SBDM councils of all schools in the district as well as the Board of Education. Proposed action steps are presented and the opportunity for feedback is given by stakeholders present at the meeting.

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.)*

(This plan will continue as it did from the previous school year) Math is the targeted content area that needs the most significant attention. Teachers will work to ensure a cohesive, sequential and viable math curriculum based on Kentucky Core Academic Standards. With guidance from Central Office personnel and school level administration, teachers will conduct curriculum audit/reviews to ensure that all units of study provide application and rigor within the learning process. This will include PD for the implementation of new math curriculum, Envision Math. Teachers will be provided PD from the Envision company on how to use the resources of this program in their classrooms. Particularly in the area of identify groups of students and providing remediation during class time through small



group instruction. Teachers will submit data after each common assessment and describe the process that will be used to remediate and then the results of any re-assessment. Special Ed Teachers will work with our District Special Ed Coordinator to attend professional development provided by educational coops that address instructional strategies to be used in our special ed classrooms. ESS tutoring is being provided after school in both reading and math for students in need. Many students volunteer to attend tutoring while others have been identified by the classroom teacher and referred to tutoring. ESS daytime tutoring will begin in January and will target GAP students who are underperforming and are in need of further remediation in order to master standards they are showing lack of mastery in.

### III. Planning the Work

. 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).

Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 34.8 by 2021-22 as measured by the state assessment. Trigg County Middle school will increase math proficiency for African American students from 27.0 to 30.3 by 2021-22 as measured by the state assessment.


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.

Please see attached sheet.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Measurable Gap Goal 2020-21		.