

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12052019_20:10

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Achievement Gap Group spreadsheet has been completed and attached.

ATTACHMENTS

Attachment Name

 [2019-2020 Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Greater than 84% of the student population at Right Fork School Center that took the KPREP assessment were identified as economically disadvantaged. As a result, poverty is a defining element of our climate and culture. Since the vast majority of the student population lives below the poverty level, it is necessary for teachers, faculty, and staff to constantly model culturally responsive behavior. Lesson planning must also incorporate culturally responsive practices. These practices may include waiving assignment requirements that lower income children would have difficulty meeting, and exposing lower income students to out-of-the-classroom opportunities that may be inaccessible to them otherwise. Effective anti-bullying policies and procedures must be implemented to ensure a safe climate for children of all socioeconomic backgrounds. Our FRYSC program also plays a crucial role in our school climate and culture making resources available to our economically disadvantaged students.

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

The gaps between the percentage of students with IEP's scoring proficient/distinguished and the percentage of all students scoring proficient/distinguished have closed in elementary reading and math, and in middle grades reading and math.

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.

Although gaps persist between the percentage of economically disadvantaged students taking the KPREP assessment and all students taking the KPREP assessment, improvement was made in the areas of middle grades reading and math. In middle grades reading, the percentage of economically disadvantaged students scoring proficient/distinguished was 63.0%, compared to 68.5% for all students at the end of the 2018-2019 school year. The percentage of economically disadvantaged students scoring proficient/distinguished in middle grades reading was 59.7%, compared to 64.7% for all students at the end of the 2017-2018 school year. In middle grades math, the percentage of economically disadvantaged students scoring proficient/distinguished was 34.8%, compared to 40.7% for all students at the end of the 2018-2019 school year. The percentage of economically disadvantaged students scoring proficient/distinguished in middle grades math was 24.6% compared to 27.9% for all students at the end of the 2017-2018 school year.

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.

Gaps persist between the percentage of economically disadvantaged students taking the KPREP assessment and all students taking the KPREP assessment, and the areas of elementary grades reading and math lacked progression or regressed. In elementary grades reading, the percentage of economically disadvantaged students scoring proficient/distinguished was 54.2%, compared to 55.2% for all students at the end of the 2018-2019 school year. The percentage of economically disadvantaged students scoring proficient/distinguished in elementary grades reading was 59.3%, compared to 60.9% for all students at the end of the 2017-2018 school year. In elementary grades

math, the percentage of economically disadvantaged students scoring proficient/distinguished was 43.8%, compared to 51.7% for all students at the end of the 2018-2019 school year. The percentage of economically disadvantaged students scoring proficient/distinguished in elementary grades math was 50.9% compared to 53.2% for all students at the end of the 2017-2018 school year.

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

Based on data from TELL KY survey, KPREP scores, and MAP assessment scores, some processes, practices, and/or conditions that may have prevented the school from closing existing and persistent achievement gaps are as follows:-Managing student conduct-Higher than average percentage of teacher turnover

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.

The teachers, leaders, and stakeholders that made up the CSIP Team for Right Fork School Center were directly involved in the continuous improvement and planning process as it relates to closing the achievement gap. These partners analyzed a variety of data sources in order to identify achievement gaps, as well as the strengths, weaknesses, barriers, & root causes in regards to closing the school's achievement gaps. The partners that made up the CSIP Team were also consulted in order to identify strategies and activities that would be implemented in order to close achievement gaps. The Right Fork School CSIP Team met on 10/23/2019. During this meetings, CSIP Team members analyzed KPREP data to determine strengths & leverages, and priorities & concerns. The CSIP team met again on 10/30/2019 to further analyze data in order to complete the school's needs assessment, including potential gaps existing among student groups. The Right Fork CSIP Team included the following: Mike Bolton - Assistant Principal, 5th & 8th grade social studies teacher Rhonda Collins - Primary art, music, P.E., and SFA teacher, SBDM member Cierrah Emery - 2nd & 3rd grade math, and SFA teacher, cheerleading coach, SBDM member Robin Redmond - Librarian/media specialist, reading facilitator, 7th grade ELA teacher, parent Rosetta Haley - FRYSC coordinator Stephanie Brock - Secretary/attendance clerk

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.)

The school's professional development plan involves the implementation of a variety of strategies for both reading and math. Teachers attend summer professional development to implement the SFA and Reading Mastery reading programs. Teachers also attend refinement trainings throughout the year for SFA. The school also has a reading facilitator that regularly observes classes and provides feedback in order to ensure program fidelity and to provide resources and supports. Regarding math, teachers attend summer professional development sessions to implement both the Singapore Math and Math in Focus programs. The assistant principal serves as math leadership for the building, and attends monthly district-wide meetings to share and gather

data and information which is then disseminated to all math teachers in the building. The assistant principal, district math coach, and district math instructional supervisor observe classrooms and provide feedback and support. Math instructional strategies implemented include the C-P-A (concrete-pictorial-abstract) Initiative. Professional development opportunities have also been offered that involve creating a Growth Mindset in order to promote a culture of learning in math classes. The school's extended school services plan involves analyzing MAP scores to determine which students receive ESS daytime tutoring. ESS daytime tutoring involves the delivery of the Mobymax computer program by classified staff to most students in need of tier 2 intervention, but also includes one-on-one interventions delivered in person by either classified or certified staff.

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).

Increase the average percentage of proficient/distinguished GAP Group students from 54.2 to 62.3 in elementary reading by 2021. Increase the average percentage of proficient/distinguished GAP Group students from 43.8 to 53.9 in elementary math by 2021. Maintain the average percentage of proficient/distinguished GAP Group students at 63.0 in middle grades reading through 2021. Maintain the average percentage of proficient/distinguished GAP Group students at 34.8 in middle grades math through 2021.

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.

Closing the Achievement Gap Summary has been completed and attached.

ATTACHMENTS

Attachment Name

 [2019-2020 Measurable Gap Goal](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 Achievement Gap Group Identification	Achievement Gap Group Spreadsheet for 2018-19 School Year	• I
 2019-2020 Measurable Gap Goal	Spreadsheet describing Measurable Gap Goals and strategies for meeting those goals.	• III