



2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11102020_11:49

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	9
Attachment Summary	10

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.

The identified achievement gap groups based on KPREP data from the 2018-19 school year were students who qualified for free/reduced lunch-94 of 112 students tested qualified: 83.90%; students with disability-26 of 112 students tested: 23.20%; and minority students-1 of 112 students tested: 0.90%.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Greater than 85% of the student population at Right Fork School Center that took the KPREP assessment were identified as economically disadvantaged. Consequently, 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 making culture resources available to our economically disadvantaged students. There is also an increased concern in addressing the needs of these gap populations due to the new Covid-19 pandemic. Students missed over three months of instructional time and the spring KPREP assessment in 2020 due to the pandemic. In addition to this, another concern has risen during the current 2020-21 school year. Over 70% of our students are participating in virtual learning and are not in the classroom daily with their peers receiving in-person instruction. Of these students, the majority of them qualify for free/reduced lunch. There is an increased concern in meeting the needs of these students. These are providing daily challenges for the faculty and staff at Right Fork School Center as we work to meet the many needs of these 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.

Data for this part of the report is based on the previous year's KPREP information. Due to the Covid-19 pandemic, there was no data to report for the 2019-20 school year. Although gaps persist between the percentage of economically disadvantaged students taking the KPREP assessment and all students taking the KPREP assessment, improvements were 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 2018-19 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 2017-18 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.

Data presented is based on previous KPREP data from the 2018-19 school year due to the Covid-19 pandemic and the cancellation of testing during the 2019-20 school year. 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 reading and math lacked progression or regressed. In elementary grades reading, the percentage of economically disadvantaged students scoring proficient/distinguished was 52.4% compared to 55.2% for all students at the end of the 2018-19 school year. The percentage of economically disadvantaged students scoring proficient/distinguished in elementary reading was 59.3% compared to 60.9% for all students at the end of the 2017-18 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 2018-19 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 2017-18 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 2017-18 TELL Kentucky 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 behavior/conduct and 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. Meeting through phone conferences, Zoom, and email these partners analyzed a variety of data sources in order to identify achievement gaps, as well as the strengths, weaknesses, barriers and 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 Center CSIP Team met on October 12, 2020. During this meeting, the team analyzed KPREP data to determine strengths and leverages and priorities and concerns. The CSIP team met again on October 19, 2020 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 members: James Blevins, Assistant Principal, 5th/6th/8th grades Social Studies Teacher; Rhonda Collins, SPED teacher, Reading Mastery Teacher, SBDM member; Cierrah Emery, 3rd Grade Teacher, Odyssey-ware Administrator, SBDM member; Robin Redmond, SFA Facilitator, Librarian/Media Specialist, SBDM member, parent; Rosetta Haley, FRYSC Coordinator; Stephanie Brock, Attendance Clerk; and Doris Caldwell, parent.

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. Our professional development plan

is aligned with the district's professional development plan. its goal is to develop a deeper understanding of curriculum through PD in the new KAS standards (aligning and designing curriculum), grade appropriate assignments and instruction, and alignment of assessments. Higher expectations for all students is also a part of the PD plan in addition to developing a growth mindset for all teachers and students by using student assessment data to guide instruction and then using the data to target achievement gap groups by providing intervention to these students in order to impact student growth. Further, teachers attend summer professional development to implement the SFA and Reading Mastery reading programs. Teachers also attend refinement training throughout the school 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 Singapore Math and Math In Focus programs. The assistant principal serves as math leadership for the building and attends district-wide meetings to share and gather data 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, physical, 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 services plan involves analyzing MAP scores to determine which students receive ESS daytime tutoring. ESS daytime tutoring involves the delivery of MAP Accelerator to most students in need of tier 2 intervention, but also includes one-on-one interventions delivered in person by teachers and staff.

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).

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.

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.

Design, Align, and Deliver Support Processes: School leaders will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. The school leaders will follow RTI school/district wide processes with applicable checklists and documentation tools and develop protocol for monitoring service frequency, intervention programs/ strategies, SMART goal measurement and progress monitoring checks thus ensuring academic and behavioral expectations are actively modeled and are an existing part of the school culture. Review, Analyze, Apply Data Results: Our school has a repeatable system for knowing the data. School leaders ensure a uniform way of examining and interpreting data that in in our school in order t determine priorities for school success.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Measurable Gap Goal	2020-2021 Measurable Gap Goal	• III
 Achievement Gap Group Spreadsheet	Achievement Gap Group Spreadsheet based on 2018-19 KPREP data.	• I