

2019-20 Phase Three: WHS Closing the Achievement Gap Diagnostic _10292019_21:13

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

See attached spreadsheet

ATTACHMENTS

Attachment Name

 [Closing the Achievement Gap Spreadsheet](#)

II. Achievement Gap Analysis

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

In grades K-8, 65.5% of students are in the free and reduced lunch population, and 22.9% are in the students with disabilities population. Students in both identified gaps perform at all levels (N,A, P, D) on classroom and state assessments. Special Education teachers and general education teachers implement co-teaching strategies to provide opportunities for all students. Using PBIS and "positive office referrals" contributes to improved culture in our school.

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

Middle School students with disabilities had a higher achievement percentage(45.5%) in math than students without disabilities (44.1%).

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.

The percentage of novice scores among economically disadvantaged students in reading grades 3-5 has decreased. (16/17 - 31.9%, 17/18 - 24.4 %, 18/19 - 21.1%) The percentage of novice scores among students with disabilities in reading grades 3-5 has decreased. (16/17 - 46.9%, 17/18 - 42.9 %, 18/19 - 29.6%) The percentage of proficient scores among students with disabilities in reading grades 3-5 has increased. (16/17 - 21.9%, 17/18 - 35.7%, 18/19 - 40.7%) The percentage of proficient scores among economically disadvantaged students in math grades 3-5 has increased. (16/17 - 33%, 17/18 - 35.6%, 18/19 - 36.7%) The percentage of proficient scores among students with disabilities in math grades 3-5 has increased. (16/17 - 25%, 17/18 - 28.6%, 18/19 - 37%)The percentage of novice scores among economically disadvantaged students in reading grades 6-8 has decreased. (16/17 - 25.5%, 17/18 - 23.1%, 18/19 - 16.1%) The percentage of novice scores among students with disabilities in reading grades 6-8 has decreased. (16/17 - 47.4%, 17/18 - 39.1%, 18/19 - 18.2%) The percentage of proficient scores among students with a disability in reading grades 6-8 has increased. (16/17 - 31.6%, 17/18 - 39.1%, 18/19 - 45.5%) The percentage of novice scores among economically disadvantaged students in math grades 6-8 has decreased. (16/17 - 20.4%, 17/18 - 18.3%, 18/19 - 14%) The percentage of distinguished scores among students with a disability in math grades 6-8 has increased. (16/17 - 5.3%, 17/18 - 8.7%, 18/19 - 18.2%)

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 percentage of distinguished scores among economically disadvantaged students in math grades 3-5 has decreased. (16/17 - 25.3%, 17/18 - 21.1%, 18/19 - 8.9%) The percentage of novice scores among economically disadvantaged students in math grades 3-5 has increased. (16/17 - 15.4%, 17/18 - 14.4%, 18/19 - 18.9%) The percentage of distinguished scores among students with disabilities in math grades 3-5 has decreased. (16/17 - 15.6%, 17/18 - 14.3%, 18/19 - 11.1%)The percentage of distinguished scores among economically disadvantaged students in math grades 6-8 has decreased. (16/17 - 10.2%, 17/18 - 7.7%, 18/19 - 7.5%) The percentage of proficient scores among economically disadvantaged students in math grades 6-8 has decreased.

(16/17 - 33.7%, 17/18 - 33.7%, 18/19 - 29%) The percentage of novice scores among students with disabilities in math grades 6-8 has increased. (16/17 - 15.8%, 17/18 - 21.7%, 18/19 - 22.7%)

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

One barrier to closing the gap is transient students; WHS has many students come/leave our school to neighboring districts throughout the year and do not get a full year of instruction with the same classroom teacher. In addition, over 65% of our students are identified as gap students.

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.

Teachers are required to utilize a variety of assessment sources to complete a name & claim projection spreadsheet based on very specific numbers. Content teachers are required to track student classroom summative assessment for ALL students to observe data over time.

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.)

We focused part of our data disaggregation sessions on achievement gap. We had Rebecca White from DCBS come to meet with teachers about students with needs. We viewed a homelessness video about students with economically disadvantaged living situations. Administrative teams met with Mrs. Leesa Moman at the Summer Summit for a session titled, "Continuous Improvement: Moving to the Next Level," which was built around rigor and continued support of underachieving groups, such as students with disabilities. Additionally during the Summit, our administrative team participated in a community service project during the Summit. During this activity, we worked to build relationships with individuals in our community, including those from disadvantaged households. Members of our administrative went to the hospital and the habitat for humanity Restore. Additionally, members of our administrative team have worked at the Hopkins County Christian Food Bank to provide meals for economically disadvantaged families in our community.

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 2023 West Hopkins Elementary will increase the percentage of students in the free/reduced lunch subgroup demonstrating proficiency in Reading to 55% and Math to 50%.**OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Reading from 40% in Fall 2019 to 45% in Spring 2020 for students in the free/reduced lunch subgroup.**OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Math from 42% in Fall 2019 to 45% in Spring 2020 for students in the free/reduced lunch subgroup.**Middle School Goal:**By 2023 West Hopkins Middle School will increase the percentage of students in the free/reduced lunch subgroup demonstrating proficiency in Reading to 68% and Math to 40%.**OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Reading from 48% in Fall 2019 to 51% in Spring 2020 for students in the free/reduced lunch subgroup.**OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Math from 35% in Fall 2019 to 38% in Spring 2020 for students in the free/reduced lunch subgroup.

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 Attached "Closing the Achievement Gap Summary" spreadsheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap Spreadsheet		•
 Closing the Achievement Gap Summary		•