

Phase Three: Closing the Achievement Gap Diagnostic_10182018_14:28

Phase Three: Closing the Achievement Gap Diagnostic

South Hopkins Middle School

Jan Richey
9140 Hopkinsville Road
Nortonville, Kentucky, 42442
United States of America

Last Modified: 11/29/2018

Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	8
ATTACHMENT SUMMARY.....	9

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

African American - Two or More Races - Hispanic - EL - Disability - 57 - 14.5% - FRL - 258 - 65.6%

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

South Hopkins Middle School services a low-income community; therefore, we have a large percentage of students who receive Free and Reduced Lunch. Our Youth Services Family Resource Center works tirelessly to meet the basic needs of our students and their families so that students can come to school prepared to learn. Through Title I Funding, a Curriculum Coordinator and a CIA have been hired to help provide supports and interventions for low-performing students. We have a low percentage of minorities. Our Special Education population comprised 14.5% of our school population in 2017-2018. We had 6 Special Education Teachers and 4 Special Education CIAs during the 2017-2018 school year. We have an EBD Unit and a FMD Unit in addition to resource and co-teaching classes.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Only Disability and FRL are included because they are the only groups with 10 or more students in a tested group. Reading KPREP: - 56.1% of SpEd students scored proficient and distinguished in reading in 2018. - We saw a 8.7% increase in the number of SpEd students scoring novice and apprentice in 2018 (persisted). - 60.5% of FRL students scored proficient and distinguished in reading in 2018. - There was a 2.4% increase in the number of FRL students scoring novice and apprentice in 2018 (persisted). Math KPREP: - 49.1% of SpEd students scored proficient and distinguished in math in 2018. - We saw a 6.1% reduction in the number of SpEd students scoring novice in math from 2017 to 2018; however, there was a 16.3% increase in the number of SpEd students scoring apprentice in math from 2017-2018 (persisted). - 41.1% of FRL students scored proficient and distinguished in math in 2018. - There was a 3.6% reduction in the number of FRL students scoring novice in math from 2017 to 2018; however, there was a 11.3% increase in the number of FRL students scoring apprentice in math from 2017-2018 (persisted). Social Studies KPREP: - 50% of SpEd students scored proficient and distinguished in social studies in 2018. - We saw a 6.1% reduction in the number of SpEd students scoring novice in social studies from 2017 to 2018 and saw a 16.7% increase in the number of SpEd students scoring proficient in social studies from 2017-2018 (closing). - There was a 5.6% increase in the number of SpEd students scoring proficient and distinguished in social studies from 2017 to 2018 (closing). - 56.3% of FRL students scored proficient and distinguished in social studies in 2018. - There was a 1.7% increase in the number of FRL students scoring novice in social studies from 2017 to 2018; however, there was a 3.9% increase in the number of FRL students scoring proficient in social studies from 2017 to 2018 (closing). On Demand Writing KPREP: - 25% of SpEd students scored proficient and distinguished on ODW in 2018. - There was a 2.8% decrease in the number of SpEd students scoring novice on ODW from 2017 to 2018; however, we saw a 8.3% decrease in the number of SpEd students scoring proficient and distinguished on ODW from 2017 to 2018 (persisted). - 33.3% of FRL students scored proficient and distinguished on ODW in 2018. - We saw a 5.1% decrease in the number of FRL students scoring proficient and distinguished on ODW from 2017 to 2018 (persisted). Science KPREP: - 42.1% of SpEd students scored proficient and distinguished in science in 2018. - 24.7% of FRL students scored proficient and distinguished in science in 2018.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Social Studies KPREP: - 50% of SpEd students scored proficient and distinguished in social studies in 2018. - We saw a 6.1% reduction in the number of SpEd students scoring novice in social studies from 2017 to 2018 and saw a 16.7% increase in the number of SpEd students scoring proficient in social studies from 2017-2018. - There was a 5.6% increase in the number of SpEd students scoring proficient and distinguished in social studies from 2017 to 2018. - 56.3% of

FRL students scored proficient and distinguished in social studies in 2018. - There was a 1.7% increase in the number of FRL students scoring novice in social studies from 2017 to 2018; however, there was a 3.9% increase in the number of FRL students scoring proficient in social studies from 2017 to 2018.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading KPREP: - 56.1% of SpEd students scored proficient and distinguished in reading in 2018. - We saw a 8.7% increase in the number of SpEd students scoring novice and apprentice in 2018. - 60.5% of FRL students scored proficient and distinguished in reading in 2018. - There was a 2.4% increase in the number of FRL students scoring novice and apprentice in 2018. Math KPREP: - 49.1% of SpEd students scored proficient and distinguished in math in 2018. - We saw a 6.1% reduction in the number of SpEd students scoring novice in math from 2017 to 2018; however, there was a 16.3% increase in the number of SpEd students scoring apprentice in math from 2017-2018. - 41.1% of FRL students scored proficient and distinguished in math in 2018. - There was a 3.6% reduction in the number of FRL students scoring novice in math from 2017 to 2018; however, there was a 11.3% increase in the number of FRL students scoring apprentice in math from 2017-2018. On Demand Writing KPREP: - 25% of SpEd students scored proficient and distinguished on ODW in 2018. - There was a 2.8% decrease in the number of SpEd students scoring novice on ODW from 2017 to 2018; however, we saw a 8.3% decrease in the number of SpEd students scoring proficient and distinguished on ODW from 2017 to 2018. - 33.3% of FRL students scored proficient and distinguished on ODW in 2018. - We saw a 5.1% decrease in the number of FRL students scoring proficient and distinguished on ODW from 2017 to 2018. Science KPREP: - 42.1% of SpEd students scored proficient and distinguished in science in 2018. - 24.7% of FRL students scored proficient and distinguished in science in 2018.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development is provided through PD days and PLCs and is centered around the implementation of formative assessment techniques that monitor individual student achievement. We continue to focus on the development and implementation of student data notebooks in PDs and PLCs so that students can track their growth and progress as well as set goals and self-assess. Professional development time is also spent analyzing data, creating digital data walls, identifying struggling students, and creating plans to target those students. Other topics for PDs include district-wide curriculum alignment, pacing guides, common assessment planning, new curriculum, textbooks, and resources, the formative assessment process, community and parent involvement, assessment administration training, technology training and Google training, etc. The Principal's Advisory Committee (PAC) meets monthly to review, analyze, and apply data results from various assessments. Information concerning this data is disseminated through the PAC as well. Suggestions and decisions concerning curriculum, instruction, interventions, formative and summative assessments, best practices, etc. that would improve student achievement are made through these meetings. Meeting notes are kept for each PAC meeting. Extended school services are offered to every student; however, invitations went out to specific students who need extra support. ESS is offered Tuesday and Wednesday mornings from 7:00-7:30 and Monday through Thursday afternoons from 3:00-3:30 with teachers from a variety of content areas and grade levels. Assessment data was also analyzed in order to pull novice and apprentice students from late buses for ESS. In order to meet the needs of our students, we continue to provide a snack

program with ESS. We also have a daytime waiver this year in which one of our teachers uses her planning to pull novice and apprentice students for ESS as well.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Over the past few years, we have focused on reducing the percentage of students scoring novice, which has been successful; however, this has led to an increase in the percentage of students scoring apprentice; particularly in the areas of reading and math. We now need to shift our focus in moving these apprentice students up to proficient. Not as many resources have been focused on intervention with students in the areas of Writing and Science. Writing and Science are not assessed as frequently as other subjects so it is more difficult to track student progress in relation to growth. One state assessment every 3 years for Writing and Science and no comparative assessments such as MAP in the interim make it hard to gauge progression. Teachers implement a variety of formative assessment strategies into the classroom to gauge classroom performance. Writing assessment has changed throughout the course of the last few years (the standards and at what grade level it is assessed). The socioeconomic status of the communities we serve may limit the opportunities for students to be exposed to real life reading, math, science and writing content and experiences.

G. 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.

Data is reviewed frequently throughout the school year during Professional Learning Communities (PLCs). Teachers bring formative and summative assessment data from classrooms to review during weekly, content specific PLCs. Reading classrooms use CARS to monitor student process utilizing student data notebooks. Math classrooms are incorporating CAMS and implementing student data notebooks as well. PLC meeting notes indicate the data reviewed and the best practice methods that are shared and discussed to improve student achievement on these assessments. Data from MAP and common assessments is also reviewed and analyzed throughout the year by the school Leadership Team, PLCs, and individual teachers. MAP will be given in the fall, winter, and spring. After each assessment is given, the data is analyzed and organized into spreadsheets, charts, graphs, etc. by the Leadership Team. It is then reviewed and analyzed in PLCs so that teachers can develop a plan to apply the data in their classrooms. This data is also used by teachers to drive instruction in classrooms, to target low-achieving students, to use for student goal setting, and to show student growth. The Student Support Team (SST) also identifies struggling learners to refer for KSI interventions based on this data. Data from state assessments are given to teachers to disaggregate and to target novice and apprentice students. Professional development time is spent reviewing and analyzing the data as well through content specific PLCs. During this PD time, teachers identify struggling students, create a plan to target those students, and apply the data to drive their instruction to increase student achievement. The Principal's Advisory Committee (PAC) meets monthly to review, analyze, and apply data results from all of the above mentioned assessments. Information concerning this data is disseminated through the PAC as well. Suggestions and decisions concerning curriculum, instruction, interventions, formative and summative assessments, best practices, etc. that would improve student achievement are made through these meetings. Meeting notes are kept for each PAC meeting. The School Based Decision Making (SBDM) council is made up of the principal, three teachers, and two parents and is selected through an election process by teachers and parents. Our SBDM council meets once per month. The PAC consist of the Leadership Team (principal,

assistant principal, guidance counselor, curriculum coordinator), a district representative, and teacher representatives from a variety of grade levels and content areas. The PAC meets once per month. PLCs consist of subject area teachers and meet weekly. The Leadership Team meets weekly as well. Throughout the course of the school year, parents and community members will continue to be invited to provide feedback through Studer surveys. The FRYSC engages parents, community members, and students through the Parent Advisory Committee and various other activities.

III. Planning the Work

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).

GOAL: By 2023 South Hopkins Middle School will increase the combined Reading and Math proficiency from 52.6% to 54.6% proficient and distinguished for students in the disability subgroup. **OBJECTIVE 1:** Increase the percent of students scoring proficient or distinguished on MAP Reading from 21.8% in Fall 2018 to 26.8% in Spring 2019 for students in the disability subgroup. **OBJECTIVE 2:** Increase the percent of students scoring proficient or distinguished on MAP Math from 12.7% in Fall 2018 to 17.7% in Spring 2019 for students in the disability subgroup.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the 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.

GOAL: By 2023 South Hopkins Middle School will increase the combined Reading and Math proficiency from 52.6% to 54.6% proficient and distinguished for students in the disability subgroup. **OBJECTIVE 1:** Increase the percent of students scoring proficient or distinguished on MAP Reading from 21.8% in Fall 2018 to 26.8% in Spring 2019 for students in the disability subgroup. **OBJECTIVE 2:** Increase the percent of students scoring proficient or distinguished on MAP Math from 12.7% in Fall 2018 to 17.7% in Spring 2019 for students in the disability subgroup.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------