

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _09132019_14:01

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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Target Completion Date: 01/01/2020
Last Modified: 12/15/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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.

According to KPREP scores for 2018-19, gap groups include Hispanic/Latino, Socio-economic Status (free and reduced lunch) and students with disabilities. Of these groups, only the students with disabilities groups has a statistically significant gap.

II. Achievement Gap Analysis

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

McNabb is a predominantly white school, with approximately 89% of the population comprised white students. Due to the large size of this group, it sets the "baseline" performance for our school. As a whole, the McNabb population performs near or above the state average for all content areas. Free and reduced lunch students account for about 61% of the population. Free and reduced lunch students do perform slightly below the population who do not received free/reduced lunch. Hispanic students account for about 6% of McNabb's student body and perform slightly below the whole population. Students with disability continue to be the only gap group with a statistically significant gap compared to the entire population.

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

The performance of gap groups has remained fairly consistent over the past years compared to the population as a whole. The entire McNabb population trended down during the 2018-19 school year as did most of the gap groups. The only gap group that met the target goal for increase was students with disabilities in reading. The proficiency rate for students with disabilities in reading increased to 17.5% on 2019 KPREP.

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 only Gap group to meet the proficiency goal for 2018-19 was students with disabilities in reading. The proficiency rate increased to 17.5% on 2019 KPREP scores. Consistent with whole school downward trend on reading and math on KPREP 2019, SES scores also trended slightly downward (50.8% in reading and 33.6% in math). Similarly, Hispanic scores in reading and math dropped in 2019 (36.2% in reading and 31% in math). Students with disabilities scores in math dropped to 4%.

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.

Consistent with whole school downward trend on reading and math on KPREP 2019, SES scores also trended slightly downward (50.8% in reading and 33.6% in math). Similarly, Hispanic scores in reading and math dropped in 2019 (36.2% in reading and 31% in math). Students with disabilities scores in math dropped to 4%.

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

During the 2018-19 school year, 6th grade students returned to McNabb. The 6th grade class was the biggest group in the school, and their academic achievement coming in to the school was significantly lower than the other two grade levels, as measured by MAP fall 2018 scores. A continuing contributing factor to closing the achievement gap include lack of experience and content expertise among special education teachers, along with the high turnover rate in special

education. Lack of training in working with special education students has also negatively impacted closing the achievement gap.

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 entire faculty is involved during two school-wide "data days" where data specific to gap groups is reviewed and analyzed and action plans are developed. The SBDM School Improvement Planning Committee meets regularly to review and develop school improvement plans. Committee members are: Aaron Combs (chair), Paula Stafford (principal), Tonia Toy (guidance counselor) and teachers Stephen Burke, Cassondra Palazzo, Morgan Miller, and Lee Drury. The SBDM Council regularly reviews school data, including MAP and KPREP. SBDM Members are teachers (Morgan Miller, Jim Gay, Amy Mattingly, and Tammi Shrout), parents (Jason Toller, Chris Haddix, and vacant position), and principal Paula Stafford.

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.)

During the 2018-19 school year, the entire school received training on the co-teaching model. The training was provided by consultants from the CKEC educational cooperative. Follow-up classroom visits and feedback were provided by CKEC staff. CKEC staff also provided training on differentiation to the entire staff. Regular Administrative PLCs have included continued work around differentiation, standards and assessment, data analysis, and data-driven instruction. During the summers of 2018 and 2019 all math and special education teachers attended a week-long "Laying the Foundation" Training as part of McNabb's continuing work with AdvanceKentucky. Special education teachers receive on-going training and job-embedded support from CKEC staff. A significant number of McNabb students have experienced "Adverse Childhood Experiences." During the summer of 2019, teachers were trained in trauma informed instructional strategies. All teachers also completed six hours of professional development on implementing the new standards in math, ELA, social studies, and current science standards.

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 percentage of economically disadvantaged students scoring proficient in reading from 50.8% in 2019 to 52.0% in 2020. Increase the percentage of economically disadvantaged students scoring proficient in math from 33.6% in 2019 to 36.6% in 2020. Increase the percentage of students with disabilities scoring proficient in reading from 17.5% in 2019 to 21.3% in 2020. Increase the percentage of students with disabilities scoring proficient in math from 4.0% in 2019 to 8.4% in 2020. Increase the percentage of Hispanic students scoring proficient in reading from 36.2% in 2019 to 39.1% in 2020. Increase the percentage of Hispanic students scoring proficient in math from 31.0% in 2019 to 34.1% in 2020.

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.

Please see the attachment "Measurable Gap Goal 2019-20."

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification 2019-20	Achievement Gaps according to KPREP	•
 Measurable Gap Goal 2019-20	Measurable Gap Goals for disability, Hispanic, and SES 2019-20	•