

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12042019_17:46

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Lone Jack School Center

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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.

Achievement Gap Group Spreadsheet is attached.

ATTACHMENTS

Attachment Name

 [Lone Jack CSIP Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Lone Jack School Center is a small rural school located in the southeastern part of Kentucky. The school is a place where strong, personal relationships are formed and fostered between stakeholders. The school has a positive caring atmosphere and is a place where adults and students feel safe and valued. Students and staff are respected for their differences and opinions. The faculty/staff, students, community, and a small percentage of the parent population work together to develop and live a shared school mission. Positive interactions, high expectations, character building, and motivation to succeed are evident throughout. The school's gap group population consists of males and females, economically disadvantaged students, and students without IEPs. Notable trends that can be observed in the Gap Group data is the large number of students experiencing poverty and/or economically disadvantaged (49.2% Elementary and 81.0% Middle School). Notable trends also include that males are outperforming females in elementary reading and math and females are outperforming males in middle school reading and math. In elementary reading and math, there is a large percentage of students with disabilities, 46.6%, as compared to students without IEPs, 53.4%. Almost half of the elementary population is students with disabilities.

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

Analyzing the gap trends from the previous four academic years, Lone Jack School Center is closing the gap in the male population consistently outperforming females in both elementary and middle school reading and math. For the school years, 2015-16, 2016-17, and 2017-18, data shows statistics that males were always outperforming the females in both subject areas. However for the 2018-19 school year, males continued to outperform females in elementary reading and math (51.8% female gap rate and 49.0% male gap rate), but females began outperforming males in middle school reading and math (80.8% female gap rate and 87.5% male gap rate). Lone Jack School Center has also closed the gap in students with disabilities in the middle school grades. There is only 16.8% of students with disabilities for the 2018-19 school year.

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.

Over the course of two academic school years, students scoring proficient/distinguished in the following areas has improved: In middle school reading, the males improved from 66.7% in 2016-17, over the course of two academic school years, to 78.3% in 2018-19; the females improved from 59.3% in 2016-17, over the course of two academic school years, to 75% in 2018-19. In middle school math, the male population improved from 50.0% in 2016-17, over the course of two academic years, to 60.9% in 2018-19; the female population improved from 22.2% in 2016-17, over the course of two academic years, to 42.9% in 2018-19.

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Attachment Name



CSIP Data Team Review

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.

An area where the gap group continues to regress is the males scoring proficient/distinguished in elementary reading and math overall: The males have regressed from 53.6% in 2016-17, over the course of two years, to 49% in 2018-19. This trend has been evident since the 2015-16 school year. Also over the course of two years, from 2016-17, females scored 60.7% in elementary reading and math overall, but regressed to 51.8% in 2018-19. Therefore, elementary reading for both males and females will be a targeted concern. Another area where the school has lacked progression is elementary students with disabilities. For the 2018-19 school year, the percentage of students with disabilities (46.6%) almost equals the population of students without disabilities (53.4%).

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

Academically, we will continue our practice of placing primary students in RTI/Academic Enrichment in areas of need based on MAP data. These classes will take place daily. Instructors are assigned based on certification or areas of expertise. Teachers have identified cut-level students, "naming and claiming" them to work individually with specialized instruction in order to help them show growth. Students will be pulled at least once per week to target specific skills in which they need additional instruction. Daily in-school tutoring, using the SuccessMaker program and Moby Max, will take place for students scoring low in Reading and Math. A new grant, Save the Children, has allowed for two additional reading instructors (teacher & instructional aide) to tutor small groups of students in grades Kindergarten through sixth grades daily in 30 minute intervals. Teachers will continue to drive instruction based upon standards and data. Teachers will align the units they are teaching with the common core standards. The school schedule has been planned so that all students in Kindergarten through 8th grades will receive 95 minutes of instruction in both Reading and Math. Teachers will work on writing quality answers to extended response questions, short answer questions, and on-demand prompts at least once per unit taught. Special education teachers will plan their schedules based upon the needs of individual students, providing individualized instruction. They will use the RIT Reference Charts from the MAP testing to help them identify specific areas of need for each student they service. They will use Reading Mastery and Corrective Reading, supplemental reading programs, as well as Save the Children STAR and Accelerated Reader data to track improvement in student achievement. The district no longer offers extended school services due to budget cuts. The school, in collaboration with the district, provides professional development for staff based on a comprehensive needs assessment, which includes a review of academic achievement data and additional criteria, to ensure all students are college and career ready. The district provides a variety of PD opportunities. Professional development is scheduled by district staff and attempts are made to schedule PD sessions around every school's needs. A professional development list is provided at the end of each school year by district personnel through email. Then, teachers in our school are required to meet with school leadership to have PD choices approved. PD choices must be related to the subject area, an area in which the teacher has identified as an area for growth, or an area which school leadership has identified as an area of growth. The areas of professional development offered by the district were tied to our school's identified needs for this school year and included professional development across all subjects and grade levels.

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.

Processes, practices, and/or conditions that may be preventing the school from closing existing and persistent achievement gaps is the lack of parental involvement in students' academic success. The TELL survey informs us that only 25% of people who took the survey feel that parent/guardians support teachers, contributing to their success. Another process, practice, or condition that may be preventing the school from closing existing or persistent achievement gaps is that teachers do not have times available to collaborate with colleagues. Due to a small faculty, there is only one grade level per class; therefore, there is no time allotted in the daily schedule for common planning periods. Teacher turnover could also possibly be a barrier that prevents the school from closing achievement gaps. For several years now, due to economic budget cuts, the school has lost staffing. Therefore, teachers schedules have been revised, based on certification and expertise to best meet the needs of the students. The elementary school (grades K-3) has had many changes due to staffing over the course of three to four years. There has also been a teacher turnover in elementary and middle school math teachers. The last two school years have been consistent with the same two math teachers. The principal turnover has also been a factor that could play into the school closing its achievement gap. Within the past six years, the school has had three different principals. Student attendance is also a large factor that plays into preventing the school from closing existing and persistent achievement gaps.

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.)

All teachers and leaders are involved in the continuous improvement and planning process through planning period and in-school and after school PLC's. Teachers meet in grade level PLC meetings to address curriculum issues and identify students not meeting benchmarks. The school analyzes data on a continuous basis. Ongoing discussion and data analysis, conducted during PLC meetings and faculty meetings, will ensure progress is being made toward reaching our goals. A CSIP Team has been formed to compose the CSIP; however, input is welcomed and encouraged from all faculty. The district and school collaborates to ensure that the achievement gaps are addressed through: grade level/content area PLC meetings, curriculum mapping, horizontal and vertical curriculum alignment, professional development opportunities in reading and math, Moby Max, District-wide Core Reading Program (SFA), Supplemental Reading, peer observations, ongoing data analysis, establishing a Kid-Friendly learning environment, etc. District CSIP meetings are held, where one to two representatives from each school's CSIP Committee is present to discuss issues, subject matter, concerns, etc. The district CSIP representative is also available for individual school support. Parents and the community are welcome to attend SBDM Council meetings, where CSIP plans may also be presented. Other ways that the school tries to involve parents/community as it relates to closing the achievement gap are: Home Visits conducted by our Family Resource Youth Service Center Coordinator, Principal/Assistant Principal, and Attendance Clerk, Parent information resources (PTSA), Partnership with community groups and businesses, Communication (local newspapers, parent newsletters, school website, school activities, surveys), Parent engagement with students during school activities, etc. We are in a constant state of revisiting our plan to update and revise, based on current data. The SBDM Council also reviews and updates the CSIP throughout the year.

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).

See the attached Closing the Achievement Gap Summary spreadsheet.

ATTACHMENTS

Attachment Name




 [Closing the Achievement Gap Summary](#)

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 spreadsheet is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap Summary	Measurable Gap Goal Worksheet	• III
 CSIP Data Team Review	Gap Data	• II.C
 Lone Jack CSIP Achievement Gap Group Identification	Achievement Gap Group Identification	• I