



2020-21 Phase Three: Closing the Achievement Gap  
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 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.

See attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 MCMS Measurable Gap Goal 2020-2021

## II. Achievement Gap Analysis

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

MCMS is in its fourth year after a reconfiguration of schools brought together students from Lebanon Middle School and St. Charles Middle School. The primary focus of concern since the reconfiguration has been student behavior. The combination of the two schools proved a difficult time for all stakeholders. The reconfiguration can account for a large change in school culture that impacted students as they were moved from one building to another. A new behavior management system was put in place to help students deal with the transition; however, students continued to struggle throughout the first two years of the reconfiguration. 2019-2021 has seen a steady improvement in behavioral issues and a decrease in disciplinary referrals. We have Social Emotional Learning classes daily for students, using the Habitudes curriculum to guide this work. We have also adopted a new disciplinary matrix effective September of 2020. This has helped with consistency in disciplinary issues and is contributing to the improvement in culture and climate. The school has seen three changes in leadership in the last four years. This has impacted climate and culture.

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

MCMS does not have any evidence that we have closed our achievement gaps. The GAP has not grown and we have seen improvement in our Hispanic students overall performance in tested areas. When the COVID crisis is over, we anticipated some significant gaps. We are analyzing MAP data, formative assessments, and summative assessments in order to inform our instruction to address these needs. When our students take KPREP, we will also use this data to analyze the gaps in learning. From 2017-2019 in Reading, Latino students showed a 14.6% improvement in percentage of P/D. From 2017-2019 in math, Latino students showed a 25.1% improvement in percentage of P/D. From 2017-2019 in math, students with an IEP showed a 9.3% improvement in percentage of P/D.

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.

From 2017-2019 in Reading, Latino students showed a 14.6% improvement in percentage of P/D. From 2017-2019 in math, Latino students showed a 25.1% improvement in percentage of P/D. From 2017-2019 in math, students with an IEP showed a 9.3% improvement in percentage of P/D.

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.

Our students with IEPs continue to be one of our gap groups that need significant improvement. We did not show any significant differences as reported on our 2018-2019 data. We have seen small improvements in math, but reading is an area of significant need. We are using the Read 180 program to help us close the gap in this area.

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

For the last several years, school climate has played a role in the lack of closing the achievement gap. However, with the new discipline matrix in place, we have already seen improvements in the school climate for the 2020-2021 school year. In addition, MCMS has seen three changes in leadership in the last four years. The inconsistency has created a struggle for both teachers and students. We are struggling with a shortage of substitute teachers; this has been especially prevalent during 2020 pandemic. Therefore, teachers have been covering classes more than normal. They do not have the appropriate amount of time to plan and collaborate with their colleagues. This has created a deficit in instruction, along with the challenge of balancing both in-person and virtual learners.

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 continuous improvement and planning process was designed to involve all stakeholders. A variety of data was used to help determine the needs of the school. Data trend results from MAP, KPREP, and locally created common assessments were reviewed by the SBDM council. Data analysis has taken place in Professional Learning Communities with a focus on student achievement and the key core work processes as they relate to the closing of the achievement gap. Paige Mattingly: Principal; Julie Hunt: Teacher and Co-chair; Carrie Thompson: Teacher rep; Toby

Tungate: Teacher rep; Vickie Vance: Teacher rep; Seidina Conley: Parent rep; Aaron Brown: parent minority rep; Sarah Thompson: parent rep

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 continues to focus on student achievement by improving on individualized, differentiated instruction based on all students' needs. MCMS also recognizes the vital role the professional development plays in helping teachers maximize student potential. Professional Learning is a school-wide focus-- teachers attend professional developments that focus on differentiated instruction. In addition, KAGAN strategies are used school-wide. Our Read 180 teachers received training in September of 2020. In addition, two of our science teachers recently went to Kentucky Need Energy Workshop where they received instructional resources. We are sending our instructional coach to Cognitive Coaching (provided by our co-op) because we recognize the importance of the coaching role in supporting teacher growth. All teachers participated in positive classroom management training.

### 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).

By May 2021, student proficiency rates in each subgroup will reach or maintain 40% or above in reading. By May 2021, student proficiency rates in each subgroup will reach or maintain 40% or above in math. By May 2021, student proficiency rates in each subgroup will reach or maintain 33% for Science.

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 attachment



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCMS Gap Group Identification 2020-2021		• I
 MCMS Measurable Gap Goal 2020-2021		•