

2018-19 Phase Three: Closing the Achievement Gap Diagnostic_11192018_14:15

Phase Three: Closing the Achievement Gap Diagnostic

Harrison County Middle School

Michael McIntire
269 Education Drive
Cynthiana, Kentucky, 41031
United States of America

Last Modified: 12/06/2018

Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	7
ATTACHMENT SUMMARY.....	8

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.

See Attachment

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.

Harrison County Middle School has a total enrollment of approximately 679 students. The school is located in a rural community where the three major employers are the school system, the local hospital, and 3M Corporation. Toyota is located in Georgetown which is 20 miles east of Cynthiana. Several of our community members travel to Georgetown for employment opportunities such as Toyota and other industries. Cynthiana is a struggling community with little opportunity of employment and growth. There is little value placed on education. The community has changed from an agricultural based community to a transient population with a documented increase in drug culture. The school averages 57.8% of our students participating in the free and reduced lunch program, which seems to be our largest GAP group. The next largest GAP group would be our disabled and this group averages 13.4% of our student body. Our school functions under the true middle school concept of teaming. Each grade is comprised of two teams of teachers covering all four academic areas with a special education teacher on each team for collaboration. We also have a group of teachers who teach in the Exploratory area offering our students a variety of classes such as Art, Music, PE, Health and computers/Careers. The teaching staff is a very compassionate group of teachers who focus on relationship building with students to ensure that the students always feel safe in our building. We have students willing to work together to develop and grow students. Teachers are always looking over data to see where intervention can take place.

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.

Looking at the GAP trends, two major groups exist. Free & Reduced Lunch (F&R) students and Students w/ Disabilities. Of these two, the more critical case is the latter. Sporadic improvement is seen in the F&R particularly under other academic indicator. With Students w/ Disabilities the GAP is noticeably more consistent and more wide.that we are not shrinking the GAP with those students. With that said, we have focused our attention on closing the GAP in Reading and Math by focusing on novice reduction. As a school, we have relied heavily on the results of MAP testing to help indicate present levels of performance. Although, this helps us predict our scores especially when it comes to increasing our Achievement scores for the spring assessment, teachers need to be more focused on our GAP students in order to decrease the widened margin in our GAP scores.

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

Both F&R students and students w/ disabilities have scored significantly better in Social Studies compared to all other tested areas.

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

F & R students have lacked progression and/or regressed to a LESSER degree than students w/ disabilities. This is true in all tested areas other than Social Studies.

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).

Our ESS plan focuses on students who are lagging behind in any academic area. We also extend the invitation for participation in the after school tutoring program to any student who is performing at a novice level in math and reading. Although we refer many students to this after school program due to their performance on assessments, we have very little participation from students in our GAP areas (disability and free/reduced). These are usually the students who have transportation issues. This is something that this county has tried to address, but due to budgetary reasons has been unable to find a reasonable solution. Our school wide professional development plan focuses on content alignment and assessment analysis. We also had a focus on "growth mindset" and relationship building. Research shows the value of relationship building on increased student performance. As a school, we are focusing on relationship building in order to help motivate students to perform their best. Last year, we developed an advisee/advisor program where everyone in the building was given a small group of students to work with throughout the year tracking grades and assessment progress. Our Professional Development Plan for this school year is attached below.

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.

Although our school has been labeled a School of Distinction and has recently performed at a proficient level, we still struggle to close the gaps in our non-duplicated gap group (consisting of disability and free/reduced lunch students). This is a struggle for all schools, however, in that we must expect the same performance out of students who may not have the same ability to learn. Our students with disability seem to be improving slightly each year, but can never quite make it to the level of the states expectation in their calculated target goal. This target goal is a calculated goal that the state calculates for every school and this goal fails to take into account many factors - amount of teachers provided in relation to how many students their are performing with a disability, the individual disability and how this disability affects the ability for each child to learn, and finally, what each school is provided with in order to help each of these students. Our lower socioeconomic group (free & reduced students) are receding in performance and this is truly concerning. However, just like the students with disabilities, the state fails to recognize all the outlying factors that our lower socioeconomic students face on a daily basis - most of them go home to an empty house with no supervision, they truly do not know where their next meal is coming from, and worst yet some of them have no concept of what it takes to overcome this type of life because typically there is no value placed on education. So, students who ARE capable of performing at a high level, are faced with emotional and psychological hurdles that other students do not have facing them.

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.

Our first group of stakeholders in our process for improvement is the department chairs. These teachers are the lead when it comes to looking at the data and breaking it down. They must pull their departments together and have open conversation about what is working in the classroom and what is not working. When PGES came about, we found real value in teachers observing teachers (peer observations). Although there is value in the student voice survey, as a school, we found that teachers watching other teachers helped more when it came to generating ideas that work in the classroom. The administrative staff helps in this area also by doing daily walkthroughs. They provide teachers with immediate feedback from the administrative walkthrough instrument. This feedback helps lead discussion in the monthly department (PLC) meetings. In the monthly

department meetings, each department takes the time to look at assessments - MAP, common formative and summative assessments. At the beginning of each year, the content area teachers look over KPREP results and classroom performance to identify students who they feel they could work with exclusively to move up a level (either from novice to apprentice or apprentice to proficient). By having each teacher identify 8-10 students that they can focus on all year, teachers are more likely to realistically hit target goals. These strategies were all decided on by the administration working with teachers to identify strategies that work. Once these strategies are developed, they are presented to our school-based council (which includes teachers and parents) as part of our school improvement plan and the council then looks at what we are doing to move to proficiency. They are the final group involved before administration takes our goals, objectives and strategies to the district office and board of education for final approval. Our district administration has been crucial in our process to monitor student performance because they have invested in and paid for NWEA's MAP Assessment in order to monitor student performance. We work hard to try to include people from the community. In our program review committees, there have been some parents involved in looking at and assessing each program(writing, PLCS, world language, and Arts and Humanities). We have found that it is difficult to get the community members involved due to the time factor. As a school, we have found that the more people involved in the process the more "buy-in" you have from students, staff, and community.

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).

See attachments and Goal Builder/HCMS CSIP

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.

See attached Spreadsheet/Gap Summary Report and Goal Builder template in appropriate section.

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)
 Achievement Gap Group Spreadsheet	Names and percentages of GAP groups identified at HCMS	