2020-21 Phase Three: MHS Closing the Achievement Gap Diagnostic_10052020_12:02

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Middlesboro High School
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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.

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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.

Due to the restrictions created by COVID-19, virtual school, and an incomplete set of reliable data from the March 2020 ACT, we are opting to utilize last year's information again. Achievement Gap Group Identification spreadsheets for each subject (Math, Reading, Science, Writing) indicate the percentages of students who fall in the Novice and Apprentice scoring range. Each gap area is addressed: Consolidated, Female, Male, White, African American, Economically Disadvantaged. Concerns about the Consolidated group.

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II. Achievement Gap Analysis

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

The climate and culture at Middlesboro High School are conducive to meeting student needs in light of gap populations. All students are offered equal access to classes, extra-curricular activities, facilities, and instruction. Through baseline testing, individual student needs are identified. Teachers use a variety of resources to track student data, which then informs their implementation of standards and planning instruction. All faculty and staff are focused on continuing and surpassing the goal of closing the GAP and continue to work to develop units / lessons, implement strategies, and monitor progress toward that end.

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

The last complete state school report card shows there are no significant gaps of note. See attached accountability graphics for details.

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.

We have narrowed the gap in Science 14.4 % between Free and Reduced Lunch students and non FRL. In Reading and Math the gap is a bit wider at 34.8% difference in proficiency with Free and Reduced Lunch and non FRL. We saw the most improvement in On-Demand Writing Scores 73.2 * Data for the subject areas are attached below

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.

In almost every measurable area the percentage of students scoring novice and/or apprentice has almost remained unchanged. However, in the area of On-Demand Writing for spring 2019, there was a 17 point improvement in the Economically Disadvantaged gap group. This shift produced an all-time high overall score for proficiency by our kids. ODW below proficient 17/18- 54.8% and 18/19- 32.7%. Since 2017 the Economically Disadvantaged gap scores have virtually remained consistent

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in the areas of reading (65.8%-17/18, 69.4%-18/19) and math (71.4% -17/18, 77.5%-18/19). In Science, while the total percent of students who scored below proficient basically remained the same, the number of students scoring novice decreased by almost 10 points as the proficient number increased by 12.2 points. Thus, decreasing novice students resulted in a drastic improvement in those scoring proficient. This was our highest science proficient score since 16-17 (31.7%) *Data for the subject areas are attached below.

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

All teachers have attended Thoughtful Classroom PD and are implementing these research based strategies into their classrooms. Math teachers have implemented Math Design Collaborative and multiple teams within the school are implementing Continuous Classroom Improvement. Core content teachers in all grades are starting the PDSA model (Plan, Do, Study, Act). All English teachers are completing 45 hours of PD through the Kentucky Writing Project for C3WP (College, Career, Community Ready Writers).

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.

All teachers are involved in CCI/PDSA. Angela Bray works with teachers monthly during planning period meetings to coach and answer questions. Department Chairs (Kristen Brock, Craig Callen, Carlena Carter, Elizabeth Edwards, Lisa Gambrel, Rhonda Goodman, Beverly Smith) do Data Walks to ensure classrooms are implementing each step. Joyce Jackson provides instructions support of classroom strategies for all teachers. The National Writing Project provides opportunities for professional development in writing assessment and writing instructional strategies. Jag and Co-op (Jane Cambron and Beverly Browning) arrange students opportunities through real world experiences and offer career advisement. Our non-tenured support team consists of 13 non-tenured teachers. Led by the principal, the team meets monthly to discuss areas of growth, support with areas of difficulties and strengthen needs that are specific to instruction and professional growth. The Gear-Up team (Shelly Lewis and Buffy Dunnaville) provide funding for Cert which provides data analysis for Reading and Math intervention. Gear-Up also funds Torch-Prep which allows all juniors the opportunity to prepare for the ACT. Shelly and Buffy also are available for tutoring. Science Specialist, Stephanie Harmon supports the science department with instructional strategies aligned with NGSS and designs formative and summative assessments pertaining to

phenomena. Morgan Mills and Madison Branscom attended a state ACT training for teachers. Other stakeholders include the SBDM, Gear-Up Family Engagement Specialist, Youth Service Center, all administrators, teachers and families of all students.

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.)

Math, ELA, and Science departments after completing a root cause analysis determined to do more ACT practice relying on Cert data which is collected four times throughout the year. The schools professional development plan indicates the use of PIMSER, Torch Prep and KWP in order to assist in reaching departmental goals. Joyce Jackson with Thoughtful classroom and Angela Bray with CCI/PDSA continue to model strategies to aide students in their academic endeavors. * Please refer to CSIP if more information is needed.

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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).

Even though the school report card shows no significant distinction between the gap population, we will still focus on ACT, On-Demand, and Cert using all of the following but not limited to: Torch-Prep, KWP, SRCL,Thoughtful Classroom, CCI/PDSA, PIMSER. All classroom teachers will use these programs to ensure the success of all students. See attached chart for more details concerning specific goals. Please refer back to the CSIP for separate math and reading goals.

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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.

Gap Summary spreadsheet has been attached showing the analysis of the findings from the 18/19 school year. The spreadsheet shows the program being used to close the gap in the 19/20 school year.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ GAP Group ID	GAP Group ID	•
⊞ Measurable Gap Goal	GAP Goal	•
⊞ MGG Spreadsheet	MGG Spreadsheet	•
📄 PDF MHS Complete School DATA 12 17 2019	MHS DATA Packet 12 17 2019	•
⊞ MHS GAP Goal	MHS GAP Goal	•