

## Phase Three: Closing the Achievement Gap Diagnostic\_10222018\_17:37

Phase Three: Closing the Achievement Gap Diagnostic

**Marion County Knight Academy**

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## 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 attached report

#### **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.

MCKA's culture and climate is very positive for all students. Every student at MCKA is part of 2 clubs. We currently have about 27 clubs offered and we meet once a month. One club is specific to culture and diversity. The clubs offer students a chance to belong to a specific group and find others with like interest. Club Day is a very popular and fun day students look forward to. There are also many supports at MCKA for all students including those in the gap population. We have morning and afternoon tutoring in addition to daytime tutoring. We also have a balance between resource classes and collaboration classes for our special needs populations. Student data is monitored and plans are made for students who need more support to experience academic success. In addition, the staff at MCKA represent a large majority of its student population. MCKA staff male and female teachers as well as white, African American, and Hispanic. Students seem their own culture represented by the adults that teach them. This gives our school a good balance and a healthy culture of diversity.

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.

During the last two years, MCKA has seen a closure in data between the male and female population in the area of reading. In 2014-15, the gap between male and female readers was over 14% and males were at 42.6% proficient/distinguished. In 2016-17, the gap continued to grow and the percentage of proficient/distinguished also dropped; females at 55.6% and males at 40.3%. The new trend with this data is increasing rapidly as compared to the last two years. In the year 2017-18 data shows a great increase in the overall percentage of students performing the in the proficient/distinguished category. Females improve over 9% and males over 11%. The latest data shows the gap closing and improving at females 64.9% proficient/distinguished and males 51.4% proficient/distinguished.

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

Based upon the data, the groups that are showing improvement are: Males in reading 40.3% in 16/17 to 51.4 % in 17/18 Females in reading 55.6% in 16/17 to 64.9% in 17/18 Free/Reduced lunch in reading 39.3% in 16/17 to 51.3% in 17/18

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

According to the data, writing continues to be a focus due to the lack of progress and regression of student scores across all sub-group populations. This area is not closing but seeing a decrease in the amount of proficiency. While data from two years ago, show promise the most recent data shows a larger decline in the amount of students reaching goals. In addition, the sub-group, students with disabilities, remains an area of focus due to the large percentage of students who score novice in all tested categories.

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).*

The school's professional development plan include topics specific to individual teacher needs and school-wide. As a whole school we have done work in the areas of 21st century learners, growth mindset, question and discussion techniques, vision planning, and curriculum planning. More specifically, two teachers have gone to a 2 day writing training. The teachers will be using this training to improve their practice and instruction in the classroom. In addition, all special education teachers are receiving job embedded training with using researched based instructional strategies and co-teaching. These teachers are creating action plans and meeting twice a month to review and make changes. The school's ESS plan is very targeted to the gap populations as we look at student data and use it to target specific needs through day-time waiver tutoring. The school also offers ESS tutoring before and after school in all content areas. Staff work to connect students and parents with the resource the need by reaching out to parents, holding individual parent/teacher conference meetings, and communicating via phone and email. Students will receive before, after, and/or during school ESS support to meet their learning goals.

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

The processes that has prevented us from closing existing achievement gaps is the disconnect between the work done in regular education PLC's and the special education PLC's. This has prevented us from closing the achievement gap because we are reviewing, analyzing, and applying data in different ways. General ed teachers meet twice a month to review data and create actionable next steps; however, special education teachers do not regular attend those meeting. In addition, special education are not meeting on their own to create action plans.

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.

The process used to involve others in the continuous improvement and planning process as it relates to achievement gaps started as whole group with all teachers. Data was reviewed in all categories and specific improvement areas were identified. Next, the principal and central office staff reviewed data and discussed researched based improvement strategies that would benefit the school's sub group populations. This information was taken to the first special education PLC and discussed. Strategies were then selected. The SBDM council then reviewed the strategies selected. Names/Roles: Sara Brady, principal Troy Benningfield, instructional supervisor Tammy Newcome, chief academic officer Shelley Badgett, exceptional child director Raylyn Abell, special education teacher Leah Buckler, special education teacher Tyler Campbell, special education teacher Heather Hutchins, special education teacher Vivian May, SBDM member, teacher Jamaal Stiles, SBDM member, teacher Keith Hamm, SBDM member, teacher Eric Blandford, SBDM member, parent Holly Browning, SBDM member, parent

### 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).

Gap Goals: Students with Disabilities Novice Reduction Goals Reading 59.1% novice in 17-18 to 40% novice in 18-19 Math 63.6% novice in 17-18 to 40% novice in 18-19 Social Studies 50% novice in 17-18 to 30% novice in 18-19 Writing 77.3% novice in 17-18 to 50% novice in 18-19

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#### 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 report

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## ATTACHMENT SUMMARY

| Attachment Name   | Description  | Item(s) |
|---|--|---------|
|  Achievement Gap Group 2018 | Chart of the gap groups and total percentage of school population. | III     |
|  Measurable Goals           | Goals and Strategies   | III     |