

Phase Three: Closing the Achievement Gap Diagnostic - TCMS

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Todd County Middle School

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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.

Spreadsheet attached. We have a sizable population of African American, Hispanic, and Special Education students; however, our largest gap group is free/reduced meals.

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.

In 2017-18, the climate and culture was somewhat chaotic/toxic. Focus was on discipline - not instruction - and neither really improved. Students were not held accountable for actions, nor academics... but those who excelled were rewarded with PBIS related parties. Scores (STAR, KPREP, in-class grades) consistently showed GAP groups grew in spite of the atmosphere, but did not grow as much as needed. This year, the school's climate allows for teacher to occur much easier; however, African American and disability students are still scoring below expectations. Teacher turnover could be effecting this as much as anything else (50-60% each year for the last 3-4 years)... but we are attempting to shift the focus to shape it so that the culture of the school becomes student learning.

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.

Our scores are stagnant in all gap groups. Though some growth has taken place, it is not enough to close the gaps that exist. The Hispanic population scored higher in almost every category that our general population, which we found striking, as they have the least amount of supports in place; however, they are the only gap group who is over-performing. Every other group is under-performing, and by very large gaps.

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

Hispanic population has improved in all 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.

African American, free/reduced-lunch, and disability groups are either stagnant or regressing in each academic area.

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).

Professional Development centered around Ruby Payne's work on poverty was given to all staff during the summer of 2018. We used the second half of a curriculum day in October to continue that discussion and work. This is central to those students in the free/reduced lunch gap group - which accounts for over half of our school.

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

Teacher turnover has been extremely high at our school for the past 3-4 years. Our special education department, specifically, is very young (with the exception of our one FMD teacher), and have not had established relationships with the students, nor the experience to help them. Additionally, the climate/culture of the school has caused teachers to feel unable to teach, as they

had to use the majority of their time just trying to keep students out of trouble. The previous administration was inconsistent with following discipline policies, and so teachers felt unsupported and often times undermined in their attempts to hold students to a high expectation.

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.

For this year, a sub-committee was chosen to help discuss, analyze, and make decisions for addressing these concerns. It was a volunteer group, but had several interested parties. David Carmichael - building principal Josh Watkins - SBDM teacher, 8th grade math Michelle Cherry - 7th grade science & NBCT William Swatzell - 8th grade science Tammy West - Art teacher Penny Withers - SBDM 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).

Reduce novice scores in African American population by 10% in reading (37.8% from 47.8% in 2017-18) and math (33.5% from 43.5% in 2017-18). Reduce novice scores in Free/Reduced lunch population by 5% in reading (29.3 from 34.3% in 2017-18) and math (23.4% from 28.4% in 2017-18). Reduce novice scores in disability population by 10% in reading (42.9 from 52.9 in 2017-18) and increase proficient/distinguished by 5% in math (10.9% from 5.9% in 2017-18).

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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.

document attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Group Identification	Excel file	I
 Measurable Gap Goal	Goals - EXCEL file	III