

Achievement Gap

Board Report

February 2019

SB 168 addresses the need to reduce the achievement gaps in public schools. The achievement gap is the difference in academic performance between male and female students, students with and without disabilities, students with and without English proficiency, students who are on free and reduced lunch and those who are not on free and reduced lunch, and minority and nonminority students on each of the tested areas by grade level. In the odd-numbered years, each school is to set biennial targets for eliminating any achievement gaps and submit to the superintendent for consideration and then to the local board of education for adoption. However, each year Simpson County Schools analyze the test data, identify the gaps, and set goals for reducing those gaps. In our Comprehensive District Improvement Plan, or CDIP, we have set district goals for the targeted populations, students in the free and reduced lunch program, minority students, and students with disabilities, and we cite specific activities/strategies we plan to implement to meet those goals. Below you will find the district goal and activities we plan to implement:

Simpson County Goal:

Goals:

Increase the Index score for students with disabilities scoring proficient on the KPREP for elementary students in reading from 18.9 to 20, for middle school students from 17.5 to 19.5 and 0 to 5 for high school students by 2020.

Increase the Index score for students with disabilities scoring proficient on the KPREP for elementary students in math from 13.3 to 15.3, for middle school students from 7.0 to 9.0, and 20 to 25 for high school students by 2020.

Activities/Strategies to Meet Goal:

- Progress monitoring meetings will be held multiple times throughout the year to monitor students' progress toward the benchmark
- Elementary schools will be involved in developing a RTI process for targeting at-risk behavior students and progress monitoring for decision making.
- The District, HS, MS, LES, and SES Leadership will analyze student achievement by gap groups, relative to state (K-Prep and ACT) and district and school assessments to determine needs in Reading, Math, Science, Social Studies and Writing. Data will be utilized to determine to next steps.
- District and School Leadership will identify non-cognitive data such as attendance, behavior, and retention. Data will be reviewed on a quarterly basis via quarterly report and site visits. DPP will monitor attendance and create truancy diversion programs at each school.
- District, HS, MS, and Elementary Leadership will determine the assignment of staff to best serve the identified students.
- An inventory of instructional resources will be reviewed and monitored annually to make sure individual schools have adequate research-based programs/curriculum resources in order to complete the instructional process. The list of resources will be shared with the schools.
- All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with Special Education Teachers to implement individual education plans. Individual education plans will be implemented and differentiation will be evident in lesson plans. All staff will increase ownership and outcomes of students with disabilities.
- Identified students whose core academic area skills are below grade level will have an intervention plan for assistance in mastering core skills. Schools will utilize the ESS waiver and/or other appropriate resources. Gap students will be monitored through student support team meetings to track progress in all four core areas, behavior and attendance.
- The district will utilize technology and a teaching model to address individual students' reading, math, and writing needs through Read 180, Systems 44, Reading Assistant, Successmaker, Tenmarks, IXL, Dreambox, and iReads. These programs also address students' interest and attitudes about reading and writing.

- The district will provide HS peer mentors for students at the Boys and Girls Club three to four days a week to provide support services in the areas of Reading and Math. Program effectiveness data will be analyzed through STAR benchmarks and progress monitoring data.
- Each school will develop and follow a school tracking sheet for all students whose math and reading skills are below grade level. Schools will utilize the ESS waiver and/or other appropriate resources. Gap students will be monitored through a database to track progress in reading, math, behavior and other areas of concern.
- Parents/Guardians will be informed of their student's status in Tier 3 interventions for Reading or Mathematics based upon STAR data administered three or more times a year. Strategies to assist will be shared.
- The leadership team will keep a running spreadsheet of GAP students that are at risk of not meeting benchmarks or in need of additional support. This spreadsheet will include students who did not meet benchmarks on ACT, ASVAB, INDUSTRY CERTIFICATES and other student level evaluation data. A plan will be put in place to determine options for providing targeted interventions to students that are at risk. Staff needs will be analyzed and put in place to meet the needs of the students. Programs will be put in place to match the needs of students with appropriate interventions. The leadership staff will determine the overall effectiveness of the interventions and make adjustments as needed.
- EL instructors will work with students in core academic subjects, providing accommodations and individual instruction within the mainstreamed classroom and in pullout settings when necessary.
- The district will offer programs to reduce barriers to learning (e.g. Backpack program, FRYSC services, nursing services, EL services, preschool program, full-day kindergarten, ESS services, Pawsitive, Little CATS, Camp Little Cats, Jump Start Academy, Lions Club Screening, Tutoring at Heritage Center, etc.)