

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12312019_15:40

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis	5
III. Planning the Work.....	7
Attachment Summary.....	8

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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Rationale

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.

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.

1. The FCMS faculty and Advisory Council reviewed KPREP data, KDE School Report Card data and KASC KPREP data reports to measure and analyze achievement gaps within the elementary school.

ATTACHMENTS

Attachment Name

 [FCMS Gap Group ID 2019.2020](#)

 [FCMS KPREP Data 2019](#)

II. Achievement Gap Analysis

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

2. Last year, our school was split from a K-8 school into an elementary and a middle school. We are now two schools within one building. The reorganization of the school caused a shift in our school's climate and culture to create an identity for each school while maintaining shared resources, personnel and facilities.

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

3. The achievement gap between male and female students is not a concern at this time. Even though the number of students scoring proficient and distinguished in reading, math and science declined last year as compared the previous year, the percentage gap between males and females remained statistically small. According to KPREP data, the growth rate for males was 21.8 as compared to a growth rate of 24.9 for females.

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.

4. Data does not reflect an area of significant improvement over the last two years. Reading and math reflected an overall decline in proficiency and an increase in the percent of gap students scoring novice.

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.

African American students scored 60% novice in reading as compared to 32.3% of other students. 2. 35% of African American students scored novice in math compared to 20.8% of other students. 3. 40.6% of African American students scored novice in social studies compared to 22.4% novice other students. 4. 43.8% of African American students scored novice in writing while 26.5% of other students scored novice in writing. 5. Growth rate of all students is 23.3%. 6. 0% of African American students scored proficient in science compared to 27.3% of other students.

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

Last year was the first year with the new 5th through 8th grade configuration for school accountability under the state assessment system.

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.

Faculty meetings and PLC meeting are being used for data analysis, curriculum review and school improvement planning. The FCMS Advisory Council comprised of teachers and parents meet regularly to review data, resources, and the school improvement plan. The FCMS CSIP places an

emphasis on evidence based instructional practices and programs focused on a standards driven curriculum. Faculty created Power Standards for their curriculum. Members of the Advisory Council include: Brian Hood, principal; Ashley Coulson-Whitlock, teacher; Stacy Howell, teachers; Brenna Ray, teacher; Kim Major, parent; Jere Kinney, parent. FCMS has been designated as a CSI school and receives support from KDE on a daily basis. Pebbles Lancaster, Crystal Higgins and Zachary Hibbs provide in district support.

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.)

A professional development opportunity relating to equity was conducted for all faculty and staff in the Spring of 2019. All teachers attended professional development related to the Kentucky Academic Standards. Faculty attended training in reading or math standards conducted by WKEC during July and August. Building principals conducted standards professional development for the staff during opening week PD sessions. Teachers worked together to update curriculum and maps and pacing guides using the updated standards. Dr. Lisa Helton presented the "Five Star Classroom" professional development for administrators and teachers. During PLC meetings, the following topics have been discussed: summative and formative assessments, intervention strategies and scheduling, assignment standard analysis, Key Core Work Processes, data review, data boards. Teachers will participate in a book study of "Total Participation Strategies" during the second semester and implement TPT's in classrooms documented through lesson plans and walk through observations.

III. Planning the Work

Closing the Achievement 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).

FCMS will increase the Reading Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 19.3% to 50%. FCMS will increase the Math Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 20.5% to 50%.

Closing the Achievement 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.

Faculty along with the FCMS Advisory Council reviewed the Key Core Work Processes and chose KCWP 1, 2 and 3 to focus school improvement efforts and gap closure through the CSIP. Standard driven instructional planning and delivery in concert with evidence based engaging classroom instruction and aligned assessments are the focus of our work. The FCMS CSIP is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the GAP Summary		•
 FCMS Gap Group ID 2019.2020		•
 FCMS KPREP Data 2019		•
 Fulton County Middle School 19.20 CSIP		•