

NIS 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Newport Intermediate School

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2020-21 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.

Spreadsheet Attached

ATTACHMENTS

Attachment Name

 [Gap Spreadsheet 2020-2021](#)

II. Achievement Gap Analysis

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

Current Gap populations include African American students and students with disabilities. We schedule students with special needs first to best meet their individual needs. We monitor their success and make changes as needed. We monitor behavior and communicate with families. We utilize Wednesday folder and make frequent phone calls home. We are working on increasing acceptance and increasing character education through weekly character education lessons through our school guidance counselor. We have excellent support for our English Language Learners including a translator in our building full-time that helps communicate with families. She translates information that goes home with students, arranges meetings for our ELL population, participated in family nights to support our ELL population, and goes above and beyond for our ELL families. We have two ELL teachers that service our ELL students in grades 3rd-6th. One ELL teacher works in the morning and one in the afternoon. We always have an ELL teacher in our building to support our students. Our ELL students receive services similar to our students with disability. Both gap groups receive resource time for either an ELL teacher or special education teacher. They also receive collaboration with those teachers in the general education classroom.

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

Reading: Disability (with an IEP) 2018 Novice 66.7% Apprentice 15.9% Proficient 15.9% Distinguished 1.6% . 2019 Novice 61.6% Apprentice 16.4% Proficient 19.2% Distinguished 2.7% The gap in reading for students with disabilities is showing a decrease in the percentage of novice students, an increase in the percentage of apprentice, an increase in the percentage of proficient, and an increase in the percentage of distinguished. Reading: African American 2018 - Novice 55.9% Apprentice 23.5% Proficient 16.2% Distinguished 4.4% 2019 Novice 58.9% Apprentice 24.2% Proficient 12.2% Distinguished 4.4% The gap in reading for African American students is showing an increase in the percent novice, an increase in the percent apprentice, a decrease in the number proficient, and no change in the percent distinguished. Math: Disability (with an IEP) 2018 - Novice 47.6% Apprentice 39.7% Proficient 11.1% Distinguished 1.6% 2019- Novice 58.9% Apprentice 23.3% Proficient 15.1% 2.7% The gap in novice in math for students with disabilities increased. The percent of students at the apprentice level decreased. The percent of students with disabilities scoring proficient and distinguished in math increased. Math- African American 2018 - Novice 36.8% Apprentice 42.6% Proficient 16.2% Distinguished 4.4% 2019- Novice 50% Apprentice 33.3% Proficient 13.3% Distinguished 3.3% The gap in novice increased for African American students. The percentage of apprentice students decreased as did the areas of proficient and distinguished. Reading: English Language Learner 2019- Novice 51.3% Apprentice 17.9% Proficient 25.6% Distinguished 5.1% Math: English Language Learner 2019- Novice 25.6% Apprentice 43.6% Proficient 28.2% Distinguished 2.6% Our ELL populations has less novice than our general education students. 37.8% of students performed at the novice level compared to 25.6% of ELL students that performed at the novice level. Reading: Hispanic 2018- Novice 22% Apprentice 42.4% Proficient 23.7% Distinguished 11.9% 2019- Novice 45.9% Apprentice 17.6% Proficient 27% Distinguished 9.5% The gap in novice and proficient increased for hispanic students increased. The percentage of apprentice and distinguished hispanic students decreased. Math: Hispanic 2018- Novice 13.6% Apprentice 44.1% Proficient 30.5% Distinguished 11.9% 2019- Novice 18.9% Apprentice 41.9% Proficient 27% Distinguished 12.2% The gap in novice, apprentice, and distinguished for hispanic students increased. The percentage of proficient hispanic students decreased.

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.

Improvements have been shown in reading for students with disabilities. The data shows a decrease in the percentage of novice students, an increase in the percentage of apprentice, an increase in the percentage of proficient, and an increase in the percentage of distinguished. The gap in reading for African American students shows an increase in the percent apprentice. The percent of students with disabilities scoring proficient and distinguished in math increased. The percentage of students scoring proficient or distinguished of the hispanic race in reading, has increased.

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.

Progress has lagged in the gap in reading for African American students. There was a slight increase in the percent novice and a decrease in the number proficient. There was no change in the percent distinguished. The gap in novice in math for students with disabilities increased with all other areas increasing.

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

Data analysis from each Key Core Work Process, including a review of process, practices, and conditions reveals the following barriers: rigours standard expectations, challenging curriculum, mindset, teacher turnover, and leadership turnover. Through the PLC process, teachers are implementing clear understandings of what students should reach mastery on in each content area and grade level. The next step is to gain a student and family understanding of what skills and knowledge students must master. Through the PLC process teachers are working collaboratively to build a challenging curriculum. This includes an intentional focus on student self goal setting and a school wide climate focus on the power of "I" and "not yet". To lessen the teacher and leadership turnover rate, school leaders are implementing strategies and a focus on collective teacher efficacy.

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.

Teachers, leaders, and associated providers have reviewed achievement gap data. Through a review of the Key Core Work Process the team has identified the following as barriers to address gap closure: standard expectations, challenging curriculum, mindset, collective teacher efficacy, and culturally responsive practices. Teachers and leaders make real time next step actions from school based assessment data through the study and act phase of the professional learning communities. All staff measure, analyze, and act on gap data for every summative assessment.

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.)

The school's professional development plan includes a continued focus on Kagan strategies, guided reading, guided math, and increasing the rigor of the curriculum. An intentional focus of the 2020-2021 School Improvement Plan is in the development and implementation of culturally responsive practices. 2020-2021 Professional Development Plan is attached showing PD offerings for all staff. ESS Plan for 2020-2021 includes Day Waiver teacher, After School (Wildcat University) tutoring, and Summer School in both Reading and Math. II.

ATTACHMENTS

Attachment Name

 [PD Day 1](#)

 [PD Day 2](#)

 [PD Day 3](#)

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).

By 2022, NIS will increase the number of African American students scoring proficient from 16.8% to 70% in Reading and 16.6% to 70% in Mathematics as compared to all students scoring proficient as indicated by spring KPREP scores
By 2022, NIS will increase the number of Disability students scoring proficient from 21% to 70% in Reading and 17.8% to 70% in Mathematics as compared to all students scoring proficient as indicated by spring KPREP scores

ATTACHMENTS

Attachment Name

 Measurable MAP Gap Goal

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.







the spreadsheet is Attached

ATTACHMENTS

Attachment Name

 Measurable Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Spreadsheet 2020-2021		• I
 Measurable Gap Goal		• III
 Measurable MAP Gap Goal		• III
 PD Day 1		• II.G
 PD Day 2		• II.G
 PD Day 3		• II.G