

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_11192019\_17:14

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Woodland Middle School**  
Christi Jefferds  
5399 Old Taylor Mill Rd  
Taylor Mill, Kentucky, 41015  
United States of America

Last Modified: 12/12/2019  
Status: Open

---

## 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.....	8
Attachment Summary .....	9

---

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### 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.

See attached Achievement Gap Group spreadsheet.

### **ATTACHMENTS**

#### **Attachment Name**

---

 [WMS Achievement Gap Groups 2019](#)

## II. Achievement Gap Analysis

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

The largest Gap group at Woodland Middle School is that of students receiving free and reduced lunch (49.8%). Our second largest gap group is that of students with disabilities (14.5%). Many of our students fall into both of our largest categories. Because we have many students living in poverty with high academic needs, collaboration between our Family Resource Center Coordinator, our Reducing Barriers to Learning Committee (RBTL), our Leadership Team, our special educators, counselors, mental health professionals, families of our students and all members of our staff is extremely important. Constant communication allows us to identify students who require additional support through our Multi-Tiered System of Supports, which includes academic, behavioral and mental health/social emotional support of our students. The RBTL Committee meets weekly to review student attendance, determines interventions to help improve student attendance, and works closely with the families to make sure that students attend school regularly. Progress data of students who have needs in these areas and are receiving Tier II and III supports is reviewed on a rotating 4 week basis, and interventions are either continued, replaced, or removed depending upon individual student progress. We work closely with outside agencies, such as Action Ministries, 7 Hills Church, North Key, Bluegrass Behavioral Therapy, 1N5, and MEBs as well as with the families of our students to help each student overcome non-academic barriers to their learning.

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

In 2017-18, 39.1% of Hispanic students scored proficient or distinguished on KPREP reading, as compared to 58.1% of all students, a difference of 19%. In 2018-19, 58.6% of Hispanic students scored proficient or distinguished on KPREP reading, compared to 61.5% of all students, a difference of only 2.9%. In 2017-18, 51.6% of students having two or more races scored proficient or distinguished on KPREP math. In 2018-19, 55.1% of students having two or more races scored proficient or distinguished on KPREP math, an improvement of 3.5%. In 2018-19, 51.9% of all students scored proficient or distinguished on KPREP math, which indicates that students of two or more races scored 3.2% higher than all students.

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.

Our students who fall into the Economically Disadvantaged group have shown improvement in reading over the past two years. In 2016-17, 44.3% scored in the proficient and distinguished range. In 2017-18, that percentage had improved to 45%, and in 2018-19, 50.8% scored proficient and distinguished in reading—an improvement of 6.5% over the past three years. In math, our students in the Economically Disadvantaged group have improved from 34.5% proficient and distinguished in 2016-17 to 37.6% in 2018-19—an improvement of 3.1%. Also in math, our Hispanic students have improved from 40.9% proficient and distinguished in 2016-17 to 44.8% in 2018-19—an improvement of 3.9%.

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.

Our students with disabilities have regressed over the past 3 years in math. In 2016-17, 14.6% scored proficient and distinguished on KPREP math, in 2017-18 just 10.3% scored proficient and distinguished, and in 2018-19, only 8.8% scored in the proficient/distinguished range. This is a decrease of 5.8%. Additionally, the KPREP reading scores demonstrate regression over the past 3 years. In 2016-17, 16.5% of students with disabilities scored proficient and distinguished. This percentage dropped in 2017-18 to 11.1%. In 2018-19, the percentage of students with disabilities scoring proficient and distinguished in reading was 12.1%, an overall decrease of 4.4% since 2016-17.

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

Over the course of the past three years, there has been a large amount of turnover in the special education department, the leadership team, support staff, and with our regular education teachers. In 2016-17, 14 new staff members were hired (28% turnover), in 2018-19, 15 new staff members were hired (30% turnover.) In 2019-20, only 5 new staff members were hired (10% turnover.) High turnover rates have made it difficult to establish effective procedures, processes, working relationships and strong collaboration. With the recent drop in the amount of turnover our school has been experiencing, we are striving to reverse this trend and develop effective instructional practices in every classroom, strong collaboration between special education and regular education teachers, more frequent review of student progress data, increased knowledge of high-yield, research-based interventions, and fostering a mindset of high expectations for all students. Additionally, many of our students who fall into the disability gap experience mental health, social emotional, and economic challenges. School staff is working closely and systematically with community partners to combat these persistent barriers to learning. Strengthening our PBIS process and ensuring consistency throughout our school and in every classroom is also a continued focus as we work to establish an environment in which teachers can teach and students can learn.

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.

During weekly PLC meetings, student assessment data including KPREP test scores, MAP test scores, RTI progress data, and Common Assessment data, is reviewed. This data is disaggregated to focus on the scores of our students with disabilities. Teachers, administrators and district consultants analyze student data to make instructional decisions. A Data Dashboard has been developed that maintains individual student assessment data for every student in the building. Data is analyzed as a team and instruction is planned based on students' performance. Differentiation of instruction and interventions for students are planned based on this data. District curriculum consultants plan instruction with teachers and provide support in PLC meetings, department meetings and instructional walks. The school leadership team, which includes the principal, assistant principal, counselors, behavior coach, school psychologist, special education lead teachers and Kenton Therapeutic Teacher, meets weekly to review the progress of students in Tier II and III interventions for math, reading, behavior and social emotional/mental health. Decisions regarding the effectiveness of the interventions and next steps are made in these meetings. The RBTL (Reducing Barriers to Learning) team meets weekly and includes the assistant principal, the Family Resource Center coordinator, the district FRYSC consultant, the school nurse, the counselors and the attendance secretary to determine steps to take with individual students with poor attendance to remove non-academic barriers to success. The SBDM Council reviews student achievement progress and approves programs and curricula to address specific

needs, as well as to focus our school funds to purchase instructional materials to improve student achievement and close the achievement gap.

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.)*

Woodland's professional development plan is centered around helping teachers to develop the skills they need to effectively address the social emotional needs of our students, incorporate high-yield, research-based Tier I instructional strategies, and collaborate effectively as special education/regular education co-teaching teams. We reserved 6 hours of our PD Plan to train all staff on our new Second Step Tier I social emotional learning program, spread throughout the year to meet the changing needs of our teachers and the students. 3 hours were reserved for KPREP data analysis, which allowed us to analyze test score data and determine priority areas for improvement. Teachers spent 9-12 hours working with discipline-specific district level cadres to hone their understanding of their content areas, analyze needs within their content areas, and develop common assessments. Much time was allocated on the plan for special education teachers and staff to develop their skills and abilities in teaching students with disabilities, including 3 hours for collaboration training with their general education counterparts. Ongoing job-embedded training is focused on analysis of ongoing student progress data, Tier I engagement strategies, trauma-informed teaching, RTI strategies, and behavior management strategies. Continued work with our District Curriculum Consultants will result in several site visits during which each classroom teacher will receive informal learning walks and feedback, which will inform next steps for group and individual professional growth. Ongoing formal and informal learning walks using our district Professional Practices Rubric by school administrators, department lead teachers and all teachers during PLCs will increase teacher understanding of elements of the Cycle of Quality Instruction. Specific coaching guidance will be given to improve instructional practice, and resources will be provided as needed.

## **ATTACHMENTS**

### **Attachment Name**

 [Woodland PD Plan 2019-20](#)

### 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).

1. Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data. 2. Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data. 3. Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 50.8% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data. 4. Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 51.9% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.

#### 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.

Woodland Middle School teachers and leadership have developed a strong data review process that will allow us to closely monitor the progress of our students who fall into the disability gap as well as those students who are identified as economically disadvantaged. While implementing research-based strategies that impact each student's behavior and social emotional/mental health needs as well as their basic, non-academic needs, we will continually focus on data collected on RTI progress, IEP progress, Common Assessment scores, MAP scores and other classroom data. Using these multiple sources of data will allow us to meet the needs of the whole child, which, in addition to academic interventions, will improve student achievement of our students in our gap groups as well as all students.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">WD Measureable Gap Goals 2019-20</a>		•
 <a href="#">WMS Achievement Gap Groups 2019</a>	A list of Achievement Gap Groups enrolled in Woodland MS during the 2018-19 school year, and the number and percentage of students falling into each group.	• I
 <a href="#">Woodland PD Plan 2019-20</a>		• II.G