



## 2020-21 MMS Phase Three: Closing the Achievement Gap

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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.

Attached

### **ATTACHMENTS**

#### **Attachment Name**

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iReady Math Fall 2020



iReady Reading Fall 2020

## II. Achievement Gap Analysis

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

Madison Middle serves 673 students in grades 6 through 8. Our school climate is one of respect and high expectations for all. We strive to provide a welcoming, safe learning environment where the emphasis is on the education of the whole child to include both academic and character development. Over 88 percent of our students qualify for free/reduced lunch, 51% are male and 49% female. Approximately 71% of our student population identifies as White/Caucasian; 6% as Black/African-American; 7% as Two or more races; Hispanic/Latino 7%; with the remainder being other minority groups. Our staff consists of 38 certified staff with a classroom ratio of 18:1. Our special needs population makes up about 13% of our student population. We have a school-wide PBIS system tied to our core values of Panther PRIDE where each letter represents a core value - P- people (we value all people); R - respect (we treat others the way we wish to be treated); I - integrity - (we do the right thing even when no one is looking); D- determination (we never give up); E - excellence (we always do our best).


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

While we continue to work to close our gaps in achievement, they persist in several content areas. We had success in 2018-2019 in improving the percentage of proficient/distinguished for African- Americans in math up from 26.2 in 2016-17 to 48.8 in 2018-19. An increase of 22 percentage points!

### **ATTACHMENTS**

#### **Attachment Name**

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 iReady Math Fall 2020

 iReady Reading Fall 2020

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.

Growth has been shown in our African-American gap group in both reading and math (see information above). Our students with disabilities have also shown great improvement in math with an almost 10% reduction of our novice percentage. The greatest area of improvement was in our free/reduced population where we saw a decline in novice percentage in math from 33.6% in 2016-17 to 23.6% in 2018-2019.

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.

An area of concern continues to be our Hispanic students whose novice percentages in reading continue to be high with 40% scoring novice in 2017-18. We did reduce the number scoring novice in 2018-2019 to 38.5; however, this progression is slower than we would like in this area.

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

Changes in staffing and scheduling have contributed to our persistent achievement gaps. We also feel attendance and the transient nature of sections of our population have a negative effect on student achievement and try to work with other schools in our district to provide opportunities for students to remain in a school even when housing or address has changed. We are also aware that consistency is important and are working with the SESC Co-op as a transformation zone school in the area of implementation sciences in an attempt to create more efficient and effective systems within our school.

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.

We work with all staff and teacher leaders, as well as parent representatives and district personnel to study the causes of our achievement gaps and develop plans for addressing the needs. We are working with the SESC Co-op as a transformation zone school in the area of implementation sciences in an attempt to create more efficient and effective systems within our school. Specific members of our school leadership team include: Amie Gallion, Principal; Robbie Riley, Assistant Principal; Brittany Mauck, Guidance Counselor; Bill Hatfield, Media Specialist; Donna Martin, Attendance Clerk; Amy Vanover, Social Studies Dept. Chair; Paige Whitaker, Science Dept. Chair; Amber Snell, Math Dept. Chair; Mindy Schat, Language Arts Dept. Chair; Elizabeth Pike, Related Arts Dept. Chair; Robbie Riley, Athletic Director; Terre Luxon,

Special Education Dept. Chair; SBDM Members - Amie Gallion, teachers - Kerry Evans, Keith Brock, Shawn Manuel and Amber Snell; and parents - Shereka Baskin, Heather Hamm, and Marquetta Mutuse; PTO officers - Turi Colliflower and Heather Hamm; Building Implementation Team Members - Gina Lakes, District representative; Sandye Kabalen, Instructional Coach; Amie Gallion and Robbie Riley, Administrators; Teachers - Amber Snell, Amanda Lawson, Alley Stocker, Greg Collins, Jamie O'Shea, Meghan Tinkham, Steve McDaniel, Debbie Marshall, Terre Luxon, Terri Blauvelt; SESC member - Denise Bailey.

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.)*

With our professional learning for staff for this school year, our focus has been to improve collaboration and build strong teams - teacher to student, teacher to teacher, teacher to parent/home, etc. We are recently completed a 4-day training called Adaptive Schools that focuses on how to create stronger teams that work together more efficiently and solve problems more effectively. We will be offering this training to new staff and continue to implement the processes into our PLCs. We are focusing on Math Design Collaborative (MDC) with District support and the support of SESC-Co-op. We are also invested in Continuous Classroom Improvement (CCI) and are working with the District to continue to train and support teachers in this professional learning process. We provide math and reading intervention during the school day for targeted intervention for students during our FLEX time. Intervention software used include: Reading Plus, Imagine Learning, iReady, Khan Academy, and Carbo to meet students where they are to improve their skills and bring them to grade level. Our content teams meet twice monthly in PLCs to discuss student data, instructional strategies, and create goals from walk-through data to improve teacher effectiveness. We provide tutoring after school for students who need extra help in specific content areas. Students in our gap groups are identified and staff members serve as mentors to check in with these students weekly and help them with goal setting. As a Title 1 school, we use our funding to provide resources for our teachers and students to support instructional needs in reading and math to include additional chromebooks,

textbooks, iReady and other diagnostic software platforms, as well as provide teacher learning opportunities.



### III. Planning the Work

. 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).

School-wide reading goal - Decrease the percentage of students scoring 2 or more grade levels below from 44% in the fall 2020 to 20% in the spring of 2021 based on the iReady diagnostic test. Specific skill goal for reading for informational text - Increase the percentage of students scoring proficient on informational text from 34% in fall 2020 to 65% in spring 2021. School-wide math goal - Decrease the percentage of students scoring 2 or more grade levels below from 39% in fall 2020 to 20% in the spring of 2021 based on the iReady diagnostic test. Specific skill goal for math is in number/operations - Increase the percentage of students scoring proficient in the number/operations domain from 31% fall 2020 to 65% in spring 2021. Gap goals based on KPREP data include: Improve the % proficient/distinguished for African Americans in math from 26.2 in 2018-19 to 50% in 2020-2021. Improve the % proficient/distinguished for Hispanic students in reading from 36.8 in 2018-19 to 50% in 2020-2021. Improve the % proficient/distinguished for free/reduced students in math from 30% in 2018-2019- to 50% in 2020-2021.

#### **ATTACHMENTS**

##### **Attachment Name**

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iReady Math Fall 2020



iReady Reading Fall 2020






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.

Attached

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 iReady Math Fall 2020	Fall 2020 iReady scores	•
 iReady Reading Fall 2020	iReady Reading fall diagnostic scores	•
 MMS Achievement Gap Group Identification	Gap group identification worksheet	• I
 MMS Gap Goals	MMS gap goals worksheet with funding	• III
 MMS KPREP Trend Graphs	Trend graphs from KPREP testing	• II.B