



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

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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	9
Attachment Summary	10

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.

see attached

II. Achievement Gap Analysis

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

Cumberland Elementary School is located in Cumberland, KY, the southeastern part of the state; better known as the foothills of the highest point (4,145 feet above sea level) in Kentucky, Black Mountain. We are also known as the Black Bear Capitol of Kentucky. This has attracted some visitors for our mountain scenery and Black Bear viewing at Kingdom Come Park. Over the past few years our enrollment has steadily decreased. Our enrollment over the past ten years has gone from approximately 700 to our current enrollment of just under 500 kindergarten through eighth grade students. We also house 20 Preschool students (subcontracted through Head Start). The majority of our student's families are, resulting in 89% of our kindergarten through 8th grade students qualifying for free/reduced lunch. Coal mining and mine related industries always provided the livelihood for most of our community. Due to the closing of the area mines and layoffs, we have a very high unemployment rate (fluctuating from 13% in 2013 up to 18% and presently at 11.4%). This has also resulted in many of our students and their families moving to other areas/states to seek employment. Currently, our attendance rate is 90.11% as compared to 90.4% in 2013-14. This does show a slight drop but less than the state average of 94.6%. It is very difficult to mandate attendance in our area because when faced with going to court for truancy, many parents choose to home school their child to avoid the legal ramifications. Our school offers a wealth of resources for our students and their families. Our FRYSC provides assistance such as school supplies, clothing, backpack food, motivational programs, practical living and arts and humanities, bus safety, drug awareness, housing/financial assistance, and parenting assistance. The 21st Century After School Program provides academic assistance/enrichment, homework help, parent support, community partners, nutrition/health awareness, and STEM activities with a CCR emphasis.

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

no results available previous results Students with behavior events have decreased overall from 11.2% to 9.2%

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.

no results available previous results Students with behavior events have decreased overall from 11.2% to 9.2%

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.

Proficient and Distinguished scores in Middles grade Math dropped from 29.7% in 2017-18 to 23.1% in 2018-19 Proficient and Distinguished scores in Middles grade Reading dropped form 53.7 in 2017-18 to 48.5 in 2018-19

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

Our enrollment over the past ten years has gone from approximately 700 to our current enrollment of 505 kindergarten through eighth grade students. We also house 20 Preschool students (subcontracted through Head Start). The majority of our student's families are poverty stricken, resulting in a majority of our kindergarten through 8th grade students qualifying for free/reduced lunch. Due to the closing of the area mines and layoffs, we have a very high unemployment rate (fluctuating from 13% in 2013 up to 18% and 11.4% as of last year). Currently, our attendance rate is 88.2% which is down from 90.11% in 2018-19. This does show a slight drop and well below state average. It is very difficult to mandate attendance in our area because when faced with going to court for truancy, many parents choose to home school their child to avoid the legal ramifications. We have a high number of students whose parents have been incarcerated for drug/alcohol/abuse related charges. Even though we have numerous programs provided by FRYSC and 21st Century, the problem still exists and is ever present in our students' lives and making the gaps harder to close

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.

As soon as the KPREP scores were released to the public, disaggregation of the scores took place within working sessions to analyze and identify strengths and weaknesses. Teachers were divided into groups to analyze scores within content PLC teacher groups and reported out to whole group. Plans were developed and will be implemented and monitored with fidelity. Staff will meet periodically for revisions and feedback on progress. SBDM and leadership teams/grades/PLC will

meet periodically to discuss next steps in accomplishing plans. We also have an attendance committee that meets monthly to address truancy issues. The committee then reports out to the Principal and regular teachers meetings. The FRYSC along with 21st Century make home visits to alleviate any possible barriers parents are having with their children being or becoming successful at school. We also have three (3) comp care counselors working individually/group with a great number of our students and parents on a variety of issues from behavioral, psychological, and interpersonal/ intrapersonal skills. Sheila Hall - Principal, Sandy Cope - Assistant Principal Whitney Creech - Counselor, Devin Watts - Math Teacher, Janey Feher - Arts & Humanities Teacher, Loreyn Eldridge - Practical Living Teacher, Melissa Quillen - Writing, Stephanie Sherman - Intervention Teacher, Jenny Farmer - FRYSC, Curtis Rezek - Special Education Teacher

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.)

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Melissa Quillen - Writing, Stephanie Sherman - Intervention Teacher, Jenny Farmer - FRYSC, Curtis Rezek - Special Education Teacher

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).

Increase the math proficiency/ distinguished scores for middle school students in the subgroup (no IEP) from 15.1% in 2019 to 40% in 2021.



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.

See attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Achievement Gap Group Identification		•
 20-21 Closing the Achievement Gap Summary		•