

2020-21 Edythe J. Hayes Phase Three: Closing the Achievement Gap Diagnostic

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Edythe Jones Hayes Middle School

Harold Hoskins
260 Richardson Place
Lexington, Kentucky, 40509
United States of America

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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.

Gap Group/Total number of students Percentage of Total School Population
Black- 230 19%
Hispanic- 83 7%
Other- 71 6%
Free and reduced lunch- 490 41%
Special education- 85 7%

II. Achievement Gap Analysis

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

Edythe J Hayes Middle school has a school culture and climate that supports, encourages, and educates our gap student population in and outside the classroom. Some of the ways that we support our gap populations is with our Legacy Equine Academy, My Brother's Keeper Mentoring group, and an after school workout group developed for students who want the challenge to be better physically and mentally. The staff at Hayes has developed these programs to provide opportunities to the students within our building so that they are aware of possible career options that may be foreign to them, allow themselves to build lasting friendships with other students who are positive influences, and find success in and out of the classroom.

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

The number of economically disadvantaged students scoring proficient/distinguished in Reading increased 4.6% from 2017-2018 to 2018-2019. The number of special education students scoring proficient/distinguished in Reading increased 8.8% from 2017-2018 to 2018-2019. The number of English Learner students scoring proficient/distinguished in Reading increased 2.7% from 2017-2018 to 2018-2019. The number of economically disadvantaged students scoring proficient/distinguished in Math increased 4.4% from 2017-2018 to 2018-2019. The number of special education students scoring proficient/distinguished in Math increased 6.8% from 2017-2018 to 2018-2019. The number of English Learner students scoring proficient/distinguished in Math increased 9.7% from 2017-2018 to 2018-2019.

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.

We have made progress with all sub groups. The percentage of African American students scoring proficient/distinguished in Reading is 15% greater than the district average. The percentage of African American students scoring proficient/distinguished in Math is 12% greater than the district average.

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.

We have made progress with all sub groups in both Reading and Math.

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

Edythe Hayes has a high gap population in which over 50% of our student body is labeled, "Gap". Many of the class sizes range from 28-32 students, which is higher than most class sizes in Fayette County.

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.

Edythe Hayes boosts several programs that cater to students who fall within the gap category...

- My Brother's Keeper: MBK focuses on developing character, leadership, discipline, and academics with young men. The program teaches young men the foundations of positive relationships, as well as fosters self respect, responsibility, and pride within themselves. Young men chosen are provided after school tutoring and homework help services, and each week, they have a "dress for success" day.
- Legacy Equine AcademyThe LEA was formed in 2017 to promote the equine and agriculture industry to minority students. Based on the legacy of African Americans in Kentucky's equine industry, the group seeks to inform under-represented populations of the potential careers in Kentucky's agricultural industry. Students have the opportunity to hear guest speakers from the ag industry, work with students from Locust Trace AgScience Center, and take field trips to various ag centered locations.
- Real Girls Stand StrongThis club is designed to empower middle school girls to increase their confidence and self-esteem, while helping them become purpose-driven, in hopes of one day becoming a strong leader in their community. It teaches the importance of respect while encouraging girls to be who they are and embrace their unique qualities. The club provides techniques that promote girls to become more aware of their actions towards their peers and how to coexist and collaborate with girls from different social, cultural, and economic backgrounds, as well as finding a purpose and setting achievable goals.

The school also has many academic and athletic programs that encourage ALL students to participate by offering fundraisers and scholarship programs to help cover the costs of those activities. We have KYA, KUNA, Beta, Student Council, FCCLA, FCC, Band, Orchestra, Chorus, Drama Club, Art Club, Battle of the Books, STLP, Rock 101 as well as all the athletic programs. The sponsors of these programs encourage participation and offer yearlong mentoring.

Build InclusionBuild Inclusion works with community leaders and advocates to promote intentional inclusion, opportunity and increased access for individuals with disabilities.

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.)

Edythe Hayes Middle School continues to focus on closing the achievement gap through the school's professional development. At our faculty retreat in August, teachers lead sessions on topics about students who learn differently. Topics included trauma, how to read an IEP, ADHD, Autism, and a variety of other disability categories. As a faculty, we meet at least once a month and attend mini PD sessions led by teachers on a variety of topics related to students who learn differently.

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).


See the Gap goal section of the CSIP.

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.

See the Gap goal section of the CSIP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievemnet Gap Group Identification		•