

2018-19 Phase Three: Closing the Achievement Gap Diagnostic_11162018_10:36

Phase Three: Closing the Achievement Gap Diagnostic

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Due to no GAP data through state reporting, we analyzed GAP groups using our KPREP Quality Control student listing data. We used spreadsheets created by our district to document and evaluate GAP groups (free/reduced lunch & students with disabilities). We analyzed (NAPD) to calculate the GAP group index and obtain the difference when comparing scores with the "all students" index.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

The climate and culture of Page School center is one of mutual respect and trust. According to the 2017 TELL Survey results, 100% of our teachers feel that our school maintains clear, two-way communication with the community. 100% of teachers also agree that parents/guardians are provided with useful information about student learning and know what is going on in our school. Our school staff understands that our students' successes are reinforced when our parents and community are supportive and knowledgeable of our goals and expectations.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our school has successfully decreased the gap (free/reduced lunch) in reading and math for both elementary and middle school. One exception is 7th grade reading and math. We have a gap difference of 9 points. We also have a gap amongst our students with disabilities specifically at the 4th, 6th, & 7th grade levels in all subject areas (math, reading, & science 7th).

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Page School has shown improvement in reading and math at both the 3rd and 5th grade levels. The gap in math has decreased in multiple grade levels. Students with disabilities are performing higher than the "all students' index at both the 5th (+15.2) & 8th (+9.4) grade in social studies. Additionally, 8th grade students with disabilities are performing above their peers in both reading (+2.8) and math (+11.1).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Page School has made significant growth with closing the achievement gap. However, our students with disabilities at the 4th, 6th, & 7th grade levels continue to show a difference that needs addressed and closed.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our PD plan is created at the district level. Our needs are analyzed through assessment data, administrative meetings, and teacher input. We use KPREP and MAP data to target and identify students who show little or no improvement. These GAP students are targeted for additional instructional resources and/or ESS.

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

In previous years, our reading and math classes were only one class period daily, however since last year all classes K-8 have a two class period block for both reading and math. Also, we are

placing emphasis on the RTI process and referring and identifying students with special needs in order to provide them with remedial tools to address their individual deficits.

G. 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.

All members of the staff work together to close the achievement gap. Work days and data analysis days are built into our school calendar, so teachers have an opportunity to collaboratively analyze, discuss, and target students in order to close the achievement gap. The CSIP committee will gather information and data that relates to the goals and objectives of our plan. Will Lefevers- Principal/Facilitates work day meetings Ann Stepp- Assistant Principal/ CSIP Lead Jason Stewart- CSIP member/SBDM member/ Math teacher Brooke Sanders- CSIP member/SBDM member/ Kindergarten teacher Amanda Elliott- CSIP member/SBDM member/Intermediate teacher Brian Williamson- CSIP member/ Special Education Teacher Russell Greene- Parent/SBDM member

III. Planning the Work

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).

We will collaborate to increase the proficiency rates in reading for students in the GAP group (students with disabilities) 4th grade 59.4 to 63, 6th grade 50.1 to 54, and 7th grade 62.5 to 66 in 2018-19. Additionally, we will collaborate to increase the proficiency rates in math for student in the GAP group (students with disabilities) 4th grade 53.1 to 56, 6th grade 57.2 to 61, and 7th grade 37.5 to 41 in 2018-19.

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Closing the 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.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Gap Group Identification	I
 Page School Measurable GAP Goal 18-19	Measureable GAP Goal 2018-19	III