Phase Three: Closing the Achievement Gap Diagnostic_11082018_09:30

Phase Three: Closing the Achievement Gap Diagnostic

Morningside Elementary School
Tim Mudd
313 Morningside Dr
Elizabethtown, Kentucky, 42701
United States of America

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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.

attached

ATTACHMENTS

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

I. Achievement Gap Group Identification

II. Achievement Gap Analysis

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

Our staff strives to build relationships with all students, but most especially within the gap population. These relationships serve as the foundation for building a positive climate and environment for these often overlooked and underserved students. Unfortunately it takes time and perseverance in order for our school to see overall growth in the success rate of this population. Often times, we see much transience within this population. Because of this, the percentage of students within this population may remain consistent while the specific students quantifying the numbers may not.

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.

Gaps persist in all content areas (combined reading/math, reading, math, social studies, writing) in the following student subgroups: African American, Hispanic, Free/Reduced and Disability with IEP. While there is progress being made, there are still gaps. In our new accountability system, Morningside has been identified as a TSI school due to the fact we fell below the cutscore in our Separate Academic Indicator with our African American population.

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

On combined Reading and Math, the Hispanic subgroup is our highest scoring gap population, with 49% scoring Proficient/Distinguished in Reading/Math. This was similar improved to the 50% in 2017. We also decreased the amount of Hispanic students to score novice in reading from 45% in 16/17 to 24% 17/18. However, the percentage of Hispanic students scoring novice in math increased from 10% to 14%. Our Disability subgroup improved from 15% Proficient/Distinguished in Reading/Math to 30% Proficient/Distinguished in 2017. Our disability students to score novice in reading decreased from 55% to 37%; however, students scoring novice increased from 42.5% to 46%. In our free/reduced subgroup, our perentage of students to score proficient/distinguished in reading/math stayed the same, 38.6% in 16/17 and 38% in 17/18. The amount of students to score novice in reading decreased from 35.5% to 26%. However, our percentage of math novice increased from 27.7% to 32%.

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

Gaps persist in all content areas (combined reading/math, reading, math, social studies, writing) in the following student subgroups: African American, Free/Reduced and Disability with IEP (with the exception that not enough students were in our population for data to be reported for Writing and Social Studies). Although we saw an increase in our overall Math scores, we have had an increase in the students scoring novice in our gap groups. In our African American population, we scored below the cutscore in the Separate Academic Indicator. We were 22.6 below the cutscore in science.

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).

For the 17-18 school year, almost all staff participated in training on the integration of vocabulary into the daily curriculum. . All staff attended Increasing Classroom Performance through Stronger Connections with Tara Brown and this PD focused on empowering teachers to better understand and build relationships with non-duplicated gap group students as well as to learn strategies to more effectively support them in learning. The last 6 hours was flexible PD that was chosen by each individual teacher and approved by the assistant superintendent or the principal. Our school utilizes an ESS Day Waiver to provide a part time certified literacy coach who works with struggling students during the school day. Our school also uses Title I funds to provide a part time certified math coach who works with struggling students during the school day. Our school also utilizes two of our allotted instructional assistants for additional math and literacy support for RTI students. Finally, our school uses ESS funds to provide instructional support to students before and after school.

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

The district has formed an advisory and professional development partnership with Colleagues on Call instructional coach, John Antonetti, that has focused the attention of all teachers and administrators on increasing the rigor of the teaching. The district has instituted Learning Walks that has helped to increase focus on using engaging strategies with all levels of students. Yet, our achievement gaps persist. The school must continue to establish a culture that supports high expectations for all students and staff and assists all students and staff in reaching those goals. Look 2 Learning data indicates that not all class time is dedicated to activities of high level instructional rigor. Although teachers received professional development in increasing student engagement, implementation of rigorous and engaging lessons is not consistent. Additional professional development, support and administrative monitoring is needed to ensure adjustments to curriculum and teaching occur as a result of data. Additionally, the use of Professional Learning Communities and the use of data to shape instruction will be the focus of the upcoming embedded professional development opportunities.

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.

The district has formed an advisory and professional development partnership with Colleagues on Call instructional coach, John Antonetti, that has focused the attention of all teachers and administrators on increasing the rigor of the teaching. The district has instituted Learning Walks that has helped to increase focus on using engaging strategies with all levels of students. Yet, our achievement gaps persist. The school must continue to establish a culture that supports high expectations for all students and staff and assists all students and staff in reaching those goals. Look 2 Learning data indicates that not all class time is dedicated to activities of high level instructional rigor. Although teachers received professional development in increasing student engagement, implementation of rigorous and engaging lessons is not consistent. Additional professional development, support and administrative monitoring is needed to ensure adjustments to curriculum and teaching occur as a result of data. Additionally, the use of Professional Learning Communities and the use of data to shape instruction will be the focus of the upcoming embedded professional development opportunities.

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).

attached

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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.

attached

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group Identification	Phase I spreadsheet	I
Cooperative Learning Data Chart	Option #3- Documenting Evidence Based Teaching Practices	III, III
Evidence Based Instructional Stategy	Option #3- Documenting Evidence Based Teaching Practices	III, III
Measurable Gap Goal spreadsheet	Measurable Gap Goal and activities	III