



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

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

North Oldham Middle School

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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

II. Achievement Gap Analysis

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

NOMS has taking on a culture of "All means All". Professional Learning Communities have increased the amount of student data they are examining. This increases the accountability of teachers for all students. This allows the teachers to be more intentional about their instructional practices toward the students. The ECS department has also been intentional about improving their practices and taking more ownership of their students. They are also improving their co-teaching practices to better instruct students in the classroom and improve the partnership of teachers. The culture of "All means all" is steadily improving which will improve the gap populations.

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

NOMS has closed the achievement gap for students who identify as having 2 or more races. We moved from a gap of 5.7 to a gap of -5 over the last 4 years.

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.

In reading the NOMS has successfully closed the GAP of Hispanic Readers (13.9 to 9.9) with Hispanic students increasing their scores over the past 5 years. Also, EL + Monitored students have grown by 3.2 points from 58.3 to 61.5 from the 1718 to 1819 school years.

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.

Gaps that still persist are students with disabilities and students living in poverty in reading and math. Students with disabilities in reading were at 35.1 proficiency vs. 85.2 proficiency for non-disabled students. Students experiencing poverty were at 53.5 proficiency vs. 83.2 for students who were not experiencing poverty. In math, achievement gaps persist with Hispanic students (51.5 proficiency vs. 75.2 for white students), 2 or more races (61.5 proficiency vs. 75.2 for white students), students

with disabilities (28.4 proficiency vs. 80.1 non-disability) and students experiencing poverty (43.7 proficiency vs. 78.3 for students who were not experiencing poverty).

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

Two factors impact achievement gaps at North Oldham Middle School. First, the gap groups on our campus are relatively small compared to the overall student population. This means that a small change in the number of students produces noticeable shifts in the size of the achievement gap we see. Next, while students with disabilities are meeting the majority of the learning goals identified in their IEP, this is not translating into proficiency scores on standardized tests. As a school, a key focus area will be on improving the co-teaching model in our special education classrooms. We will also be focusing on using Learning Profiles provided by CogAT to create student learner profiles to provide to teachers.

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.

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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.)

Students receive a double dose of reading and math three days per week for 35 minutes during Mustang Time. In addition to this, our ESS plan pays for an additional teacher to work with Tier III students in grades 6-8 three days per one of their 40 minute related arts classes. This intervention class provides support for students in in reading, writing and math. The teacher uses differentiated and intentional instruction to address specific student needs. Our Professional Development plan is to improve the quality of our instructional practices through making workshop model more effective and consistent, increasing teacher knowledge base about Edgenuity, and supporting teachers in working in a co-teaching setting. Additionally, we will improve writing strategies for students.

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 proficiency of students in GAP Groups in reading and math as measured by KPREP Assessment as follows: Reading: SWD: 35.1% to 36.5% Math: SWD: 28.4% to 29% .

ATTACHMENTS

Attachment Name

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

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap Summary		<ul style="list-style-type: none">• III• III
 NOMS Achievement Gap Group Spreadsheet		<ul style="list-style-type: none">• I