

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_10302019\_13:57

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### **Camden Station Elementary School**

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Achievement Gap Group Spreadsheet is attached.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Achievement Gap Group Identification](#)

## II. Achievement Gap Analysis

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

Camden Station staff strive to establish authentic and supportive relationships with our students, especially those who fall within the gap population. We seek inclusive practices to ensure that our student that fall in the gap population are welcomed and feel comfortable within the school environment. We seek staff members in hiring who demonstrate such capabilities. Some activities that demonstrate these beliefs include (but are not limited to): using Positive Discipline to foster mutual respect and problem solving amongst students, greeting students warmly each day in the hallway, asking about their life/preferences outside of school, ensuring that students who qualify for free/reduced lunch are given equal opportunities for participation (in fundraisers or paid events), hosting family nights/parent events geared at helping students at home in reading/math activities, and ensuring that students are safe, comfortable and have their basic needs met through partnerships with our PTO and external organizations. Students who fall in the gap population who also struggle academically or behaviorally are provided with differentiated instruction specific to their area of need.

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

While we are closing the gap in a few areas, the school hasn't closed the gap for any groups.

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.

- Increasing Achievement for all students; mild gap with EL Students in Reading: GAP of 7% in 18-19 from 6.5% in 17-18.
- Closing the Achievement Gap with students from poverty in Reading: Students from poverty continue to underperform in reading, though the gap is closing (28.4% gap in 16-17 vs. 35.2% gap in 17-18 vs 20.1% in 18-19).

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.

- Achievement Gap persists with Disabled Students in Reading: Improvement from 15-16 (gap of 42.6% in 15-16 to 11% in 16-17 to 18.8% in 17-18, but now dips again to 39.4 in 18-19).
- Larger Achievement GAP with EL Students in Math: GAP of 3.7 in 17-18, now 14.4% in 18-19.
- Achievement Gap persists with Students with Disabilities in Math: (Gap of 57.9% in 15-16 to 31.3% in 16-17 to 22.6% in 17-18 to 35.4 in 18-19).
- Achievement Gap persists with students from poverty in Math: Students from poverty continue to underperform in reading (34.6% gap in 16-17 vs. 28% gap in 17-18 vs 35.2% gap in 2018-19).
- Achievement Gap persists with Students with Disabilities in Social Studies: (Gap of 21% in 14-15, Gap of 23.6% in 17-18, Gap of 30.9% in 18-19)
- Achievement Gap persists with Students from Poverty in Social Studies: (Gap of 36.4% in 16-17, Gap of 31.9% in 17-18, Gap of 33% in 18-19)
- Achievement Gap persists with Students with Disabilities in Writing: (Gap of 38.9% in 14-15, No Gap in 17-18 due to low achievement overall, Gap of 40.1% in 18-19)
- Achievement Gap persists with Students from Poverty in Writing: (Gap of 17.5% in 16-17, Gap of 26.5% in 17-18, Gap of 39% in 18-19)
- Achievement Gap persists with Students from Poverty in Writing: (Gap of 17.5% in 16-17, Gap of 26.5% in 17-18, Gap of 39% in

## 18-19) Achievement Gap persists with Students from Poverty in Science: (Gap of 18.6% in 17-18, Gap of 36.4% in 18-19)

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

We continue to build our schema in how to service all students through evidence-based reading, writing and math instruction, though we have introduced many new staff members in recent years, which makes it challenging to sustain our trajectory. Behavior can sometimes impede with student acquisition of grade level content, though we've implemented professional learning to combat this. We also continue to build our background on servicing students from poverty, as our percentage of free/reduced lunch students continues to rise.

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.

The data was analyzed by the Building Leadership team, grade level teams, SBDM council and the PTO. These stakeholders shared the data with the people they represent, and then provided analysis to the Building Leadership team. The Building Leadership team then incorporated the analysis into a more comprehensive response, gaining insight at every step of the planning process.

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.)*

We have identified reading best practices as an area of refinement and implemented “best practices” in Reading Instruction with an emphasis on ensuring our beliefs around literacy practices are actionable (i.e. workshop, conferring, feedback, choice). We shifted our focus to refinement of instructional practices to ensure students meet and exceed our high standards. Participants understand the unit progression in Lucy Calkins’ Units of Study, how the reading units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help students meet and exceed any set of high standards. As our students’ experiences and needs become more diverse, staff are seeking to acquire understanding on how best to meet their behavioral/social/emotional needs in order to maximize time available for instruction, including many gap students. For this reason, one area of emphasis for professional development is in Tiered Behavior Interventions. Due to this increase, there is a need for our teachers to build their knowledge of various behavior management strategies in Tier 1 and Tier 2, as it pertains to all students, but often our students with behavioral disabilities and those from impoverished homes. Staff members acquired knowledge of Tier 1 and Tier 2 behavior interventions through Positive Discipline, the Discipline Matrix and the School-Wide Reward Matrix.

### 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).

To close the achievement gap of students from poverty, disabled students, and Hispanic students in reading and math by 2020 according to the chart: Hisp. Reading from 62.5 to 63.7 Math from 50 to 52.3 Pov. Reading from 53.7 to 55.8 Math from 35.2 to 38 Dis. Reading from 35.3 to 37.9 Math from 32.4 to 35

#### 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.

Closing the Achievement Gap Summary spreadsheet is attached.



### **ATTACHMENTS**

#### **Attachment Name**

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 [Measurable Gap Goal for GAP diagnostic 1](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		• I
 Measurable Gap Goal for GAP diagnostic 1		• III