



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

**Camden Station Elementary 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.

The achievement gap group spreadsheet is attached.

### **ATTACHMENTS**

#### **Attachment Name**

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## 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 students who fall in the gap population are welcomed and feel comfortable within the school environment. In hiring, we seek staff members 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, PBIS supports in place, 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), and ensuring that students are safe, comfortable and have their basic needs met through partnerships with our PTO and external organizations like the rotary club and local churches. We have hosted specific professional development with emphasis on trauma informed care, understanding poverty and being culturally and linguistically responsive in our teaching. 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.

We have not successfully closed any gaps to date.

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.

Our largest barrier at present is the Covid-19 pandemic, which has caused tremendous gaps in student learning with NTI and breaks in traditional instruction. We also 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

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continue to build our background on servicing students from poverty, as our percentage of free/reduced lunch students continues to rise.

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. This is confirmed in our Fall 2020 MAP data that only 37.7% of our Hispanic students are projected to score P/D.
- 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). This is confirmed in our Fall 2020 MAP data that only 36.3% of our students from poverty are projected to score P/D.
- 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.

Our largest barrier at present is the Covid-19 pandemic, which has caused tremendous gaps in student learning with NTI and breaks in traditional instruction. We also 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 Educational Recovery as an area of emphasis this year, given the current reality we are experiencing related to the Covid-19 pandemic. Professional learning was focused on concepts such as gap analysis, standard deconstruction, and curriculum mapping. Teachers use data to determine whether or not recovery instruction needs to occur prior to a typical unit sequence or whether it can be embedded throughout existing units of study. Another area of emphasis for professional learning is ensuring teachers are providing students with high-quality instruction, providing opportunities for practice and goal setting to ensure students meet and exceed the Kentucky Academic Standards through the use of Lucy Calkins' Units of Study as a framework. 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.

### 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).

To close the achievement gap of students from poverty, disabled students, and Hispanic students in reading and math by 2021 according to the chart.

#### **ATTACHMENTS**

##### **Attachment Name**

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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.

The summary is attached.



#### **ATTACHMENTS**

##### **Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Measureable Gap Goal for Gap Diagnostic		<ul style="list-style-type: none"><li>• III</li><li>• III</li></ul>
 Achievement GAP Group Spreadsheet		<ul style="list-style-type: none"><li>• I</li></ul>