2020-21 Phase Three: Closing the Achievement Gap Diagnostic for Crestwood Elementary School

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Crestwood Elementary School
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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.

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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.

See the attached spreadsheet

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II. Achievement Gap Analysis

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

Following the PLC model, teachers have ownership of all students in their grade, not only students assigned to their homeroom. Teachers collaborate regularly with their PLC, the school leadership team, interventionists, ELL and special education teachers to analyze data and student work samples to develop plans for instructional next steps. This work begins before the year even starts, with a professional development session called Getting to Know Our Students. The school provides multiple opportunities to create partnerships with parents including after school events such as Literacy Campout, STEM Night, and Human Growth & Development Night. Due to COVID-19 restrictions, family engagement events will continue but be held virtually this school year. The Parent-Teacher Association has re-activated, elected a Board, passed a budget, and will be engaged in a membership drive in January 2021 with a goal of obtaining a membership of at least 200 parents and/or teachers. As Crestwood has a significant population of Spanish-speaking families, linguistic diversity is consistently considered. The school and the PTA work collaboratively to distribute flyers and announcements in English and Spanish, and there are interpreters present at all events to remove barriers and to increase parent involvement. Parent conferences are held twice a year, with interpreters, ELL teachers, interventionists, and special education teachers available as needed. Teachers meet with the intervention team every six weeks to evaluate progress monitoring data and adjust interventions as needed.

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

At this time, no achievement gaps have closed completely. We have seen significant improvement in novice reduction in both math and reading and gap reduction for students with disabilities. Our achievement gap data in reading is almost closed for students who are Two or More Races. Proficiency has increased from 23.1% in 2016 to 61.5% in 2019, a gap reduction of 38.3 points. The current gap is only 6.2 points, as evidenced by 2019 KPREP data.

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.

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Our achievement gap data shows improvement in reading, math, and writing for students with disabilities. As evidenced by trend data, students with disabilities have increased in reading proficiency from 25% in 2016 to 45.5% in 2019, with a gap reduction of 15 points. The same trend is evident in the area of math as students with disabilities have increased in proficiency from 20.5% in 2016 to 41.8% in 2019, with a gap reduction of 23.9 points. Finally, in writing, students with disabilities have increased in proficiency from 15/4% in 2016 to 35.7% in 2019, a gap reduction of 18.9 points. The achievement gap for students who are Two or More Races has significantly improved in the area of math with proficiency of 28.6% in 2018 increasing to 38.5% in 2019 and a gap reduction of 7.2 points. The achievement gap for students in poverty has improved in reading and math. In reading, students in poverty have increased in proficiency from 39.6% in 2015 to 47.3% in 2019, with a gap reduction of 6.5 points. In math, students in poverty have increased in proficiency from 33.7% in 2015 to 38.5% in 2019, with a gap reduction of 4.9 points.

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.

Our greatest areas of concern in achievement gap reduction are with our EL and Hispanic students in all content areas and in social studies and science across all gap groups. It is important to note that there is significant overlap in our EL and Hispanic populations, as 62% of our Hispanic students qualify for EL services. Over 95% of our EL population is also Hispanic. The achievement gap for Hispanic students has grown in both math and reading over the past two years. In reading, proficiency for Hispanic students was 36% in 2018 and decreased to 32.4% in 2019, as achievement data increased for White students over this time period, the gap also increased by 8.4 points. In math, proficiency for Hispanic students was 36% in 2018 with a slight decrease to 35.3% in 2019. Again, due to an increase in achievement for White students, the gap has increased by 3.4 points. The achievement gap for EL students is of even greater concern in both math and reading. In reading, proficiency for EL students dropped from 28.6% in 2018 to 18.2% in 2019 and the gap increased by 13.5 points. In math, proficiency for EL students dropped from 28.6% in 2018 to 22.7% in 2019 with a gap increase of 6.5 points. Finally, all gap groups experienced an increased gap in science and social studies, mirroring our concerns for all students in these two content areas.

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

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KCWP 2: Designing lessons with students' cultural needs in mind; ensuring access to Tier 1 instruction for all students. KCWP 4: Using data to monitor students' progress and determine needs

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.

Crestwood Elementary utilizes the PLC model to ensure that all staff work in collaboration and have collective ownership of students. Grade Level PLC (K-5th grade teachers, special education & ELL teachers) teams meet weekly to analyze student work samples and common formative assessments to discuss effective instructional strategies. The Intervention Team (principal, assistant principal, math interventionist, reading/math interventionist, reading recovery teachers, mental health consultant and school psychologist) meet weekly to review student progress with Tier III interventions, to monitor academic and behavioral growth of students, and to revise action plans as evidenced by student data. The PBIS team (four teachers, counselor, and assistant principal) meets every two months to conduct learning walks, review behavior data, and revise behavior plans to ensure that student behavior does not impede access to instruction. The Leadership Team (principal, assistant principal, guidance counselor, literacy coach; library media specialist) meet weekly to review student data from all PLC teams as a member of the leadership team is a part of each PLC team. From this evidence (student data, PGP goals, teacher observations and teacher feedback), the Leadership Team determines needs for teachers and students to support teaching, learning and growth. Also the Leadership Team reviews student climate and student referrals to discuss and revise Tier II and Tier III supports for behavior and attendance concerns. Family involvement ensures that consistent collaboration occurs with stakeholders outside of school staff members. The SBDM Council meets monthly to review and discuss academic data including chronic attendance data and concerns. The Council utilizes this information to create its annual needs assessment to make informed decisions regarding allocations of funds to support the needs of the students. Parents are invited to participate in parent-teacher conferences twice a year. Additionally, there are numerous parent nights throughout the year, including Open House, STEM Night, Literacy Campout, and Human Growth and Development Night. Each of these events include interpreters to ensure all parents can access the information. During the 2020-21 school year, these events will be held virtually as needed to respond to COVID-19 health and safety protocols. Not only is information disseminated, but feedback is often collected at these parent events. Finally, there is cross-team collaboration to support the needs of students who are not showing sufficient growth. All students who have been identified as "below benchmark" in

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reading or math are receiving services through our Intervention/ESS, ECE, or EL departments. The Intervention/ESS program (daytime and after school program) works with Tier II and Tier III students who need additional support in the area of reading and/math. Students are selected based on universal screener and progress monitoring data analysis completed collaboratively by grade level teams with the support of intervention teachers, ECE teachers, and leadership team members. In the after school CARE ESS program students will be given a pre and post assessment which are aligned to the Kentucky Academic Standards in reading and math. Grade level teams meet to identify priority standards for the after school program based on assessment data and identified student needs. Progress monitoring occurs weekly. At the completion of the CARES program, CARES teachers share student data with their classroom teachers to evaluate progress. The daytime ESS program is evaluated with a biweekly progress monitor. Teachers meet with daytime ESS teachers and members of the leadership team to evaluate progress every six weeks using progress monitoring data, classroom formative and summative assessment data, and universal screener data including both MAP and DRA. ECE and EL teachers develop schedules that allow for common planning with classroom teachers to ensure all students have access to strong core instruction aligned with the Kentucky Academic Standards. They also meet in teams weekly to analyze student progress and identify next steps.

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.)

The Instructional Practices committee conducts a needs assessment each year beginning with data analysis (DRA, MAP, K-PREP) and teacher survey results. It then makes a recommendation to the SBDM Council regarding priorities for the school's professional development plan. The professional development plan is written with input from the Instructional Practices committee and in alignment with the identified learning needs and goals found in the CSIP. The professional development plan is reviewed, revised, and approved by the SBDM Council annually in May. Next the professional development plan is sent to the superintendent and elementary director for their feedback, revisions, and approval annually. In relation

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to identified achievement gaps, our professional development plan will specifically focus on Culturally-Responsive Teaching practices and foundational literacy instruction alongside curriculum development in the area of social studies.

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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 increase reading proficiency of students with disabilities from 45.5% in 2019 to 60% in 2021. *To increase math proficiency of students with disabilities from 41.8% in 2019 to 55% in 2021. *To increase reading proficiency of EL students from 18.2% in 2019 to 40% in 2021. *To increase math proficiency of EL students from 22.7% in 2019 to 45% in 2021.

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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.

See the attached spreadsheet

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Achievement Gap Group Spreadsheet		• I
⊞ Closing the Achievement Gap Summary for Crestwood Elementary		• III