



East Oldham MS 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

East Oldham Middle School
Mark Robson
1201 East Hwy 22
Crestwood, Kentucky, 40014
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

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.

See attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

East Oldham MS has only two identified Gap Groups. They are, Students with Disabilities, and Students of Poverty. As a school, we work diligently to identify students who struggle academically and provide the most equitable opportunities possible. The students who need the most attention and supports can receive that during their 3 years at East. We have a school wide Tier 2 Intervention and Enrichment period when students can receive instruction beyond their classroom. This time (REACH workshop) occurs daily and students, with their teachers guidance, can be involved in the process of self assessing their needs. Our Rtl Tier 3 program now incorporates READ 180 and Math 180 to help students t fill their Gaps in education. Though early in this process, we are seeing signs that indicate this is a worthy investment. Finally, we continue to tweak our approach to ECS classroom instruction. We engage all ECS students in co-teaching classrooms, while offering additional resource time (READ 180, MATH 180) to further each our kiddos.

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

Gaps still occur in Reading, Math, Writing, Social Studies and Science.

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.

ECS Reading - in the last 3 testing cycles, our schools Gap has reduced from 52.1 to 47.5. Math - in the last 3 testing cycles, our schools Gap has reduced from 62.7 to 57.9. Writing - in the last 3 testing cycles, our schools Gap has reduced from 47.4 to 41.4 Poverty Reading - in the last 3 testing cycles, our schools Gap has reduced from 29.4 to 27.1 Math - in the last 3 testing cycles, our schools Gap has increased from 15.3 to 46.5 Writing - in the last 3 testing cycles, our schools Gap has increased from 22.6 to 31.7

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.

Math - in the last 3 testing cycles, our schools Gap has increased from 15.3 to 46.5

Writing - in the last 3 testing cycles, our schools Gap has increased from 22.6 to 31.7

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

EOMS scores very high in proficiency. We have noticed as our school wide work increases our proficiency numbers, it can have an adverse effect on Gaps. This high proficiency (over 75% in some cases) results in the extension of a gap. Each year, we look to see what layers of support we can offer. In 2016, we deigned and implemented a school wide system of support for all students (REACH), in 2017, we focused in on the co-teaching efforts and and assigned every ELA and Math teacher to an ECS class, in 2018 we targeted students in tier 2 all year round, in 2019, we added READ/MATH 180 for ECS and Tier 3 students.

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.

EOMS leadership team meets bi-weekly to review MTSS data pertaining to all students who struggle academically. The REACH committee meets weekly to establish weekly structure for REACH and to inform all teachers what remediation opportunities are available. Students who fall in Targeted Tier 2, Tier 3 and ECS resource needs are provided additional time: Targeted Tier 2 - Two 30 minute sessions per week. (READING and MATH) Tier 3 - Five 45 minute sessions per week ((READING and MATH) on diagnostic program). ECS Resource - Four 45 minute sessions per week plus 5 co-teaching classes.

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.)

Our professional development plan will ask us as a school to push ourselves in the area of differentiation. In order to meet the students who struggle the most, we

need to ensure we are teaching to them intentionally. Our GAP groups, (Students with disability and Students of poverty) must not succumb to inequities within our building. Our PD plan ask us to focus in on the strategies and techniques we use to teach and to assess our students. This year, as we teach mostly in NTI, we are seeing new inequities come to the surface. The students will achieve at higher levels because they are being guided towards mastery on assessments that are aligned to the demands of the standards. Our teachers will develop their teaching philosophies to include the importance of scaffolding to student learning, as well as the inclusion of thinking strategies as the core of understanding.

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).

ECS Reading - decrease the gap from 47.5 to 42 Math - decrease the gap from 57.9 to 50 Writing - decrease the GAP from 41.4 to 37

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 attached

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ EOMS Achievement Gap Group spreadsheet Dec 2020		• I
☒ EOMS Gap Goal		• III