2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Oldham County Middle School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Oldham County Middle School
Matthew Jacobson
4305 Brown Blvd.
Lagrange, Kentucky, 40031
United States of America

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

Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic -
Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

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.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

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 spreadsheet

ATTACHMENTS

Attachment Name

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

II. Achievement Gap Analysis

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

While one of the most diverse schools in Oldham County, we are still fairly narrow in terms of demographics. Our largest GAP group is our students of poverty followed by students with a disability. For the students of poverty, OCMS strives to offer many resources, both community based and school based, to our students to help break down barriers for students and enable success. In the past, OCMS has implemented a master schedule that has allowed for students with disabilities to receive Core + More, where they received grade-level instruction during co-taught math and ELA and an additional intervention that was a their instructional level during a different time of the day. Due to COVID-19 we have had to adjust our master schedule in order to meet the needs of all students, those students who chose to come for in-person instruction and those who chose the districts Virtual Learning Academy. ECS teachers meet with our students on VLA to provide ECS support while also working in resource and co-taught classes during in-person and NTI. The teachers at OCMS are working extremely hard, even working overtime to do everything possible to meet our students needs. Once we are able to return to a more "traditional" style of school, we will implement our traditional schedule. Additionally, we have added Title I services in both writing and math as well as extending our ELL services from .4 of the day to full time.

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

KPREP: Students with disabilities has improved with the changes in instruction, tiered resource and co-teaching strategies. The Gap in reading was at 47 in 16/17, 46.2 in 17/18 and 35.1 in 18/19. It is important to note that as the Gap was closing, the progress of non-disabled students in reading was also increasing. from a 66 in 16/17, to a 68.7 in 17/18 and 70.7 in 18/19. Students in poverty also saw a decrease in the Gap in reading as compared to peers. In 17/18 the Gap was 34.9, compared to 18/19 where the Gap decreased to a 27.1. OCMS has showed similar success in math with students who are disabled and in poverty. Students in the disabled Gap group showed increased scores, which lowered the Gap from a 44.1 in 16/17, to a 40.5 in 17/18 and finally down to a 36.1 in 18/19. Students in poverty decreased the Gap from a 30.1 in 16/17 to a 25.3 in 18/19.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

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.

KPREP: Students with disabilities has improved with the changes in instruction, tiered resource and co-teaching strategies. The Gap in reading was at 47 in 16/17, 46.2 in 17/18 and 35.1 in 18/19. It is important to note that as the Gap was closing, the progress of non-disabled students in reading was also increasing. from a 66 in 16/17, to a 68.7 in 17/18 and 70.7 in 18/19. Students in poverty also saw a decrease in the Gap in reading as compared to peers. In 17/18 the Gap was 34.9, compared to 18/19 where the Gap decreased to a 27.1. OCMS has showed similar success in math with students who are disabled and in poverty. Students in the disabled Gap group showed increased scores, from a 44.1 in 16/17, to a 40.5 in 17/18 and finally down to a 36.1 in 18/19. Students in poverty decreased the Gap from a 30.1 in 16/17 to a 25.3 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.

KPREP: Our EL students have not made the gains needed. We will be addressing this through the master schedule and increased intensive instruction. The gap was at 53 in 16/17, 51 in 17/18, and a 68 in 18/19 in reading. The Gap was at 18 in 16/17, 50 in 17/18 , and 47 in 18/19 in math. In working with students through the COVID-19 pandemic. It is predictable that due to the missed instructional opportunities for all students, especially our Gap students that achievement scores will decrease. We are continuing with our current model to provide targeted instruction to struggling students to continue to close the achievement Gap.

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

With our ELL population, we did not have sufficient staff previously to impact the learning adequately. With the addition of more ELL staff, we are able to intentionally and purposefully bridge the learning while also supporting their deficiencies in core content areas. In writing, we added Title I services (school-wide) to focus on writing instruction. Our Title I teacher pushes into the classroom and supports as well pulls small groups of writers out to support them.

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

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic -
Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

gap. List the names and roles of strategic partners involved.

Ideas and support were gathered, analyzed and reflected upon in multiple settings including: Leadership meetings, Matt Jacobson - Principal, Jenn Crase - Associate Principal, Randy Redecker - Associate Principal, Jennifer Gries - Literacy Coach, Kyle Thomas - Counselor, Kim Hensley - Counselor and Deana Burns - Counselor. Building leadership meetings: Administrators, Jessica Baldwin - ELA Lead/Academic Lead, Jessica Crenshaw - Social Studies Lead Teacher, Blake Vahlsing - Science Lead Teacher, Maggie Mast - Math Lead Teacher, Lauren Moore - 6th grade team lead, Beth Weber - 6th grade team lead, Lora Kesler - 7th grade team lead, Brooke Bramer - 7th grade team lead, Megan Palmer - 8th grade team lead, Kirsten Moody - 8th grade team lead, Lori Pyle - ECS team lead, Brady French - ECS team lead, and House leaders - Shaun Demeter, Dennie Brierly, and Kara Lauterbach. SBDM - Chris Nethery, Kim Wright, Jessica Baldwin - Teachers, Matt Brown and Snehal Chaujan - Parents.

   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.)

This link will take you to OCMS' CSIP which clearly outlines the professional development plans for this school year. https://docs.google.com/document/d/1E_tcOGzX7ipu2TVHUMD3UndCtiIqhZoBL5nVstGWktg/edit#heading=h.gjdgxs OCMS PD Plan 2020-2021: https://drive.google.com/file/d/1N3i0bgLCA99I8l55essfUb8nl45V0-J9/view?usp=sharing

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

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).

Measurable goals can be found in the 2020/2021 CSIP. See Google Document Link Below: https://drive.google.com/file/d/1N3i0bgLCA99I8l55essfUb8nl45V0-J9/view?usp=sharing

.

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 2020/2021 CSIP: https://drive.google.com/file/d/1N3i0bgLCA99I8l55essfUb8nl45V0-J9/view?usp=sharing

ATTACHMENTS

Attachment Name

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic -
Oldham County Middle School - Generated on 02/05/2021

Oldham County Middle School

Attachment Summary

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