



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

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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.

Spreadsheet Attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

There has been a lot of intentional work to improve the climate and culture for all students at SOMS. There has been focus on the our GAP populations by having intentional staff development to improve our Co-teaching methods. Our staff has also developed focus groups in an effort to target individual student needs. As a school, we have made strides in promoting cultural inclusion and awareness in our staff and school culture. This continues to be a work in progress. We have utilized an outside consultant to assist us in this area.

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

Our students with disabilities are showing some GAP closure in all areas, but it's not sufficient given the size of the gap and the performance of the group. Our economically disadvantaged students are showing some GAP closure in all areas, but it's not sufficient given the size of the gap and the performance of the group

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 students with disabilities are showing some GAP closure in all areas, but it's not sufficient given the size of the gap and the performance of the group. Our economically disadvantaged students are showing some GAP closure in all areas, but it's not sufficient given the size of the gap and the performance of the group

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 of two or more races in math from a 21.7 to a 43.2.

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

The PLC process for analyzing student work and using MAP growth data has been ineffective at identifying individual student need and next steps from a curriculum/assessment standpoint.

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.

Design and Deliver Instruction Target instruction through flexible grouping through intervention groups, Math 180, and LLI. RTI Data, MAP Data, MAP Skills diagnostic data, Individual classroom data.

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.)

Continuing Cultural Sensitivity Training to enhance teacher efficacy with meeting diverse needs of students Co-teaching training to enhance teacher efficacy when working with students with disabilities. Small group face to face instruction during NTI instructional days for our GAP students most at risk based on MAP data and classroom data.

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).

Increase the proficiency score of our students with disability from 27.55 to 55 by the end of the 2022/23 school year.

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.

Spreadsheet Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 SOMS GAP ID	GAP ID for SOMS	• 1