

## 2018-19 Phase Three: Closing the Achievement Gap Diagnostic

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**Carroll County Middle School**

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Last Modified: 12/11/2018

Status: Open

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Of the GAP groups, there are two in which we are not meeting the GAP reduction. The first is disability with an IEP (8.74% of our population) and the other is EL learners (2.84% of our population). For Disability with IEP, 62.2% of students scored a novice in reading compared to 28% of all students. 59.5% of students in this GAP group scored novice in math, as compared to 20% of all students. For EL students, 50% scored novice in reading (28% novice for all student group) and 42% scored novice in math (20% novice for all student group)

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

Our general population of students are very accepting of our students with disabilities, and our EL students (mostly Hispanic). Staff treats all students equitably. Staff often wants additional instructional materials for our students with disabilities, as well as strategies to help students learn long term. EL students get support from an EL interpreter with weekly meetings, and teachers can get tests translated for them into other languages to assist students who are still identified as EL.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

EL students were not an identified GAP area for us two years ago, but students with disabilities with IEPs were. 2016-17 IEP reading novice: 59.3% math novice: 70% 2017-18 IEP reading novice: 62.2% math novice: 59.5% We have not significantly moved student reading scores for this group, but math has shown improvement.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Math novice scores two years ago were 70% for IEP students, and 59.5% one year ago. We are moving in the right direction but still have much improvement ahead of us.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading novice scores for the students with an IEP have been stagnant for two years. We have now implemented reading programs with fidelity and should begin seeing positive progress over the course of this year.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

We have now had two PD sessions on Kagan Strategies, in order to increase engagement in the classroom for all of our students. We plan to refine our use of these strategies in the classroom this year, before we have a third PD this summer. Last year, we implemented the Achieve 3000 program to help improve student reading and understanding. This year, we are continuing the use of Achieve with fidelity, by assigning students the recommended two articles per week at an understanding of 75% or better to increase reading Lexile levels. While it seems to be working for some students, others are still struggling. Teachers are evaluating these scores and students during weekly PLC meetings to identify any additional supports they may need in order to be successful.

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

Many students are coming to us with more than a two year gap in reading ability. One reason is that we have a large percentage of students who have social and emotional issues that are

preventing them from focusing on learning in the classroom. As a result, we have begun a weekly mentoring program to assist our students with SEL needs.

G. 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.

ALL teachers meet weekly to discuss student progress and lesson successfulness. ALL administration meets monthly to review the success of initiatives and changes that may need to be made. Our SBDM meets monthly to discuss continuous improvement and planning. \*\*\*\*\*INSERT NAMES HERE\*\*\*\*\* Our CSIP committee meets to discuss planning for the coming year.

### III. Planning the Work

#### Gap Goals

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).

Reading: Decrease novice scores of IEP and EL learners by 5% each year. Math: Decrease novice scores of IEP and EL learners by 5% each year.

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#### Closing the Gap

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.

A plan to decrease novice in our IEP and EL groups has now been identified.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 GAP goal measures	Information to help fill out the CSIP	III
 Information about our gap groups.	Listing of gap group information.	I