



# Equitable Access Diagnostic

Ockerman Elementary School

Boone County

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## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

The identified barriers are

**What sources of data were used to determine the barriers?**

School report card data

PGES data

Kentucky Teacher Internship evaluation data

**What are the root causes of those identified barriers?**

Our school has a very diverse population and which can present a barrier for educators who have not received the needed training or had the experiences with a diverse population.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

During the 2014-2015 school year which was our pilot year for PGES, % of our teachers received scores in the accomplished range.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

The placement of students into classrooms is a practice that we do not take lightly at Ockerman Elementary. As the school year begins to near the end, each teacher is provided with an index card for each student. The teacher will then indicate the achievement level of each student, any special needs or considerations ( English learner, special education needs, RTI levels as well as any information that would be helpful in placing students. The grade level teachers then work together to place each student into a class taking the following into consideration - gender, special needs, RTI tiers, behavioral concerns, language, to create balanced classes. Draft class lists for the next year are created using the current staffing and students are placed with the teacher that the current grade level teacher feels is the best match. By creating balanced classrooms, we are able to ensure that equal classes are formed and that those students who have been identified as low income or minority has the same opportunity for effective teachers as those who are not identified. Each individual student's needs are taken into consideration when assigning students to teachers.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

The placement of students into classrooms is a practice that we do not take lightly at Ockerman Elementary. As the school year begins to near the end, each teacher is provided with an index card for each student. Using a variety of data from various assessments, teacher observations and relationships the teacher will then indicate the achievement level of each student, any special needs or considerations ( English learner, special education needs, RTI levels as well as any information that would be helpful in placing students. The grade level teachers then work together to place each student into a class taking the following into consideration - gender, special needs, RTI tiers, behavioral concerns, language, to create balanced classes. Draft class lists for the next year are created using the current staffing and students are placed with the teacher that the current grade level teacher feels is the best match. By creating balanced classrooms, we are able to ensure that equal classes are formed and that those students who have been identified as low income or minority has the same opportunity for effective teachers as those who are not identified. Each individual student's needs are taken into consideration when assigning students to teachers.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Student demographics and assessment data ( STAR data, KPREP, ACCESS testing etc. ) are used to determine the instructional needs of all students. When candidates for hire are screened, the needs of the students are taken into consideration in order to ensure that only those individuals who will be able to meet the needs of the students will be considered and subsequently recommended for hire.

### **Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Ockerman Elementary works closely with many of institutions of higher learning ( Northern Kentucky University, Thomas More College, Gateway Technical College, Eastern Kentucky University, Xavier University) through their practicum and student teacher programs. These partnerships allow us to identify those individuals who have demonstrated themselves to be effective or have the potential to be effective teachers for students who are diverse learners. We pride ourselves on only hiring the best teachers for all students and actively seek out those that present the qualities we are searching for. We also hold screenings events for applicants in order to eliminate candidates that we do not feel meet the level of expectation that we have for our teachers.

### **Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

Ockerman Elementary does not offer any formal incentives, however as evidenced by our TELL survey results and our reputation of a " family", we do work hard to create a positive culture. This culture enables us to be supportive of one another and to work together for the common goal of student success in all areas. Those teachers who are identified as teacher leaders are given opportunities to grow and strengthen their craft. Another aspect of retaining teachers for our school is the relationships that we build with students. Even though we work with a very diverse population that can present it's own challenges, the rewards of the students that we work with is enough to encourage teachers to remain a part of the staff.

### **Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Teachers who are selected to serve as KTIP mentor teachers are done so with great care and consideration for their teacher expertise, their ability to collaborate and work well with others and their teacher leader capabilities. New teachers are then carefully placed with the teacher mentor that would be the best fit for them if possible. In addition to the teacher mentor, we also offer PLC's specifically for new teachers, the support of the instructional coach and any additional professional development that is identified through evaluations, feedback or requested by the teacher.

### **Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

The district Comprehensive Evaluation Plan (CEP) is followed which outlines the processes for those teachers who score below accomplish. Per the CEP, teachers who receive an overall rating below accomplished will work with their evaluator to determine professional growth goals with a focus on the low performance/ outcome areas. Plan activities will be designed by the evaluator with educator input. Non tenured teachers will have a formative review at mid point and a summative at the end of the plan. Tenured teachers will have a formative review annually. Teachers will also be encourages to attend professional development in the areas they are weaker in as well as have a mentor teacher if desired. Teachers also have access to the school instructional coach as support.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

The TELL survey data is reviewed each year and that data is used to make decisions regarding the culture and climate of the building. Ockerman Elementary was selected by our district to participate in the state directed Dive Deep TELL student working in collaboration with the New Teacher Center. This collaboration has resulted in a deeper understanding of the TELL data and how it will be used to address the professional learning needs of staff in the future.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goal 1 - Increase achievement for all student groups in the Non - Duplicated Gap Group at Ockerman Elementary School to increase the combined Reading and Math percent proficient / distinguished from 44.8% in 2015 to 55.6 2016 as measured by KPREP assessment.

Goal 2 - Increase the averaged combined reading and math KPREP Proficient and Distinguished scores for all students from 525.5 % in 2015 to 62.4% in 2016.

Goal 3 - All students at Ockerman Elementary School will increase their level of proficiency in the writing.

Goal 4 - Increase the percent of effective teachers and leaders.

Goal 5 - Decrease the percentage of novice for combined reading and math from 14.6% in 2015 to 7% in 2020