



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.

See Attached document below - Achievement Gap Group Identification

### **ATTACHMENTS**

#### **Attachment Name**

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## II. Achievement Gap Analysis

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

Our school is very welcoming and supportive of all students. We are a very diverse school and unique to our district in that we receive students from 7 different elementary schools (diverse in race, social economic, and academic status), and we feed 3 of the 4 high schools. Students have equal access to resources, opportunities, and additional support where needed.

### ATTACHMENTS

#### Attachment Name

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

We have successfully closed the gap in all content areas for all gap groups with the exception of students with disabilities. In every content area we have seen a steady decline in the number so students with disabilities that perform at the level of proficiency on the state assessment. I data also shows little to no growth in that student gap group.

### ATTACHMENTS

#### Attachment Name

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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.

Several of our gap groups have shown improvement in proficiency of content. Note the overall growth as follows for combined Proficient/Distinguish scores: Reading increased 6% (66% to 67.6%), Math increased .1% (53.5% to 54.4), and Writing increased 11.8% (46.2% to 51%)

### ATTACHMENTS

## Attachment Name

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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.

Students with disabilities at our school have not reached the state average of proficiency in reading and math.

## ATTACHMENTS

### Attachment Name

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

PDs planned for teachers in the areas of: Co-teaching model, Data analysis that drives instructional practices, Explicit teaching and learning, differentiation, social and emotional learning, Kagan strategies, and the four disciplines of execution. OMS has created additional Tier III remediation courses (Reading and Math) these classes are scheduled for those in the gap groups that are performing below the 30th percentile. In this class students get extensive and intentional instruction to support needed growth in the area of reading fluency, decoding, and comprehension for reading and numeracy skill gaps for math. OMS also has 30 mins a day during our Tier II remediation time that is for students scoring below the 40th percentile that focuses on skills gaps in both reading and math. Our Extended School Services program operates after school (4 days a week) to provide remediation for targeted students. Our district employs a mastery grading system that supports student success at all levels.

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.

Effective use of data analyzes to drive instruction. However, with the creation of our current weekly/monthly PLCs teachers are learning to use data to analyze student learning and adjust instruction practices. Teachers need training in appropriate

remediation instructional practices that address gaps in students learning as identified by assessments, disability, and behavior.

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.)*

All stakeholders plan a role in our school goals for students achievement and continuous growth. Community (donations and volunteers), Parents (SBDM, PTSA, Parent Involvement Committee), and teachers are aware of the goals set for improvement in Reading and Math. This all has been a part of our 4 disciplines of execution training and implementation model. Classroom teachers are involved in the testing analysis that targets students for remediation support. Lead teachers facilitate the PLCs to maintain norms and drive meetings toward sharing of instructional practices. Each school is also assigned an instructional coach to support teachers in implementing effective classroom practices and provide curricular support.

### 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).

See attached

#### **ATTACHMENTS**

##### **Attachment Name**

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CSIP 2020-2021 Ockerman Middle School

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**






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CSIP 2020-2021 Ockerman Middle School



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>CSIP 2020-2021 Ockerman Middle School</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Ockerman MS Achievement Gap Group Identification</p>		<ul style="list-style-type: none"> <li>• I</li> </ul>
 <p>Ockerman MS Measurable Gap Goal</p>		<ul style="list-style-type: none"> <li>• III</li> <li>• III</li> </ul>
 <p>Ockerman MS Summary for Climate Survey</p>		<ul style="list-style-type: none"> <li>• II.A</li> </ul>
 <p>Ockerman MS Yellow Chart</p>		<ul style="list-style-type: none"> <li>• II.B</li> <li>• II.C</li> <li>• II.D</li> </ul>