



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

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II. Achievement Gap Analysis

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

The climate of Ockerman Elementary is one that is welcoming and accepting and encompasses All Means All meaning that all aspects of academic and non academic factors are addressed for all students. All staff members make every decision with the students in mind as evidenced by our newly updated mission statement which reads " All Belong All Learn All Lead to Succeed". With a very diverse population, our culture is one that values the differences in each and every student, family member and staff member. We focus on the positives in all situations and strive to create a learning environment that allows for student to achieve their personal goals despite the barriers they may be faced with. As a 3rd year Leader in Me School, we focus on a student leadership and work towards an environment that allows students to be successful by goal setting. This philosophy is one that allows all students to have ownership in their learning path.

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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 continue to work to close all of the gaps in achievement for our students. We are showing tremendous growth with our students however our levels of proficiency continue to be a struggle but progress is being made. Even though we are showing progress, these percentages of students who are not proficient are much too high and will continue to be a focus of the work at Ockerman Elementary.

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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.

The gap groups that are showing the most progress toward closing the gap are those of economic disadvantage and our Hispanic students both of which have gap of 12.0 or less followed by our English Learners who have a gap of 15.1. Economic disadvantage students increased proficient and distinguished percentages in both reading and math with math having the greatest gain of 13%.

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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.

The gap group that has shown the smallest amount of progress or regression is that of students with disabilities in all content areas. The gap rate for that group is currently at 32.9.

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

The most prevalent condition that impacts our students in achievement gap groups is that of non readiness for kindergarten. In the past 3 years we have seen a consistent increase in the percentage of students who are not ready for kindergarten (64%% for the 2019 - 2020 school year). With only 30% of our students actually being ready for kindergarten, it has become increasingly difficult to catch those students up when they have such significant gaps in their readiness skills. We also have a high percentage of students who are English language learners with some at the lowest level of language or no English language skills at all (newcomers) therefore as with our incoming kindergarten students these students present with many gaps in basic skills that must be addressed before we can even begin to look at grade level work. The demographic continues to change here at Ockerman and we are seeing a dramatic increase in the numbers of students who are experience social emotional trauma and lack of mental health. The number of students who are not in a gap group is very small and the majority of students are members of multiple gap groups.

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.

All teachers meet in weekly PLC's with an administrative staff member to discuss student progress for all students as well as demographic groups of students. Special education staff meet monthly as a team along with the district special education coordinator. Student data is presented to stakeholders through PTO meetings and SBDM meetings. Data is shared with whole staff during biweekly PLC meetings and at monthly team leader meetings. Input , feedback and reflection is solicited from all stakeholders in order to create an improvement plan that allows for input from a wide variety of sources. Stakeholders who are unable to attend physical meetings are invited to share their input via surveys. SBDM council members : Kim Best - Principal/ Chair, Brittany Bramlage - teacher rep/ co chair, Alysse Damonte - teacher rep, Kayla Goodpastor - teacher rep, vacant postion - minority teacher rep, My Hahn Nyguen - minority parent rep, Lori Morgan - parent rep, Regina Fink - parent rep.

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.)

see attached

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).

For students with disabilities we have implemented the Fountas and Pinnell LLI system for reading intervention to address skill deficits in the area of reading. Running records are being used to monitor progress for all students to include gap and non gap students with targeted interventions being utilized for students who are under performing. Data from running records is analyzed during grade level PLC meetings and changed to instruction takes place based upon those discussions. Guided reading and math instruction is used for all students with differentiated instruction being designed to target individual student needs. All students participate in bench marking for reading and math using the STAR Bench marking tool. Students who are under performing in math receive additional instruction through differentiated small group, During the 2019-2020 school year we have added the use of Lexia as another support for reading and Dreambox for math support. As a district we have also implemented the use of the CASE assessment which is a standards based benchmark assessment that is administered 3 times per year. Data from the assessment is used to determine needed interventions for individual students.

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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

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Ockerman Elem Measurable Gap Goal With Strategies



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Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP 2020-21 Ockerman Elementary		•
 Ockerman Elem Achievement Gap Group Identification		• I
 Ockerman Elem Measurable Gap Goal		• III • III
 Ockerman Elem Measurable Gap Goal With Strategies		•
 Ockerman Elem Summary for Climate Survey		• II.A
 Ockerman Elem Yellow Chart		• II.B • II.C • II.D
 PD Plan		•