

## 2018-19 EES Phase Three: Closing the Achievement Gap Diagnostic\_11132018\_13:29

Phase Three: Closing the Achievement Gap Diagnostic

### **Erpenbeck Elementary School**

Jessica Pass  
9001 Wetherington Blvd  
Florence, Kentucky, 41042  
United States of America

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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.

EES has used a variety of measures and analysis in relation with the annual Gap report. The state testing results from last year were analyzed. It clearly showed that our students are reaching the level of proficiency at higher levels in reading than in math, with the exception of our English Language Learners. We have also looked at all of our Gap Sub-group scores in comparison to other Gap Sub-group scores and in comparison to our entire student body scores. A key additional data piece that has been analyzed is a local assessment given throughout the district - STAR reading and math. For every student who has a novice score from this assessment we have documented the intervention(s) that are in place to help that student throughout the school. We are also using a data monitoring tool during our interventions called easyCBM to insure our interventions are effective.

#### **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.

EES has a very strong culture and climate that revolves around meeting the needs of the whole child. Our teachers are beginning to adopt the philosophy of ALL means ALL- ALL KIDS! We are adopting the mindset that our expectations for every child are proficient, grade-level skills (or above), and we are going to support each child until they get there! At EES, we are always seeking continual improvement as a staff. We emphasize building a strong teacher/student relationships with all of our students. This is the fundamental core of what we do as educators with our students. We have intentionally focused our professional development on implementing Kagan Structures into our instructional practices to ensure that all students are engaged daily. The administrative team has each adopted a sub-group of the gap population. They have used data to identify three goals for each group, a timelines for those goals and how our progress toward those goals will be measured. We are going into classrooms and giving students and teachers feedback on these students' progress based on ILP, IEP and PSP goals. We have really emphasized the benefits of grit, perseverance, and growth mindset with all of our students to help them achieve to their fullest capabilities. Many members of our staff are taking a staff-led Trauma Informed Care Professional Development pathway. Many of our staff members are implementing Social-Emotional Learning in their instruction.

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.

In the 2016-17 school year, the delivery target for our school's Gap group was 63.7, and our school scored a 48.3. The reading delivery target for the 2017-18 school year was 68.9, and our school scored 54.6. This gap still persists. For Math, in the 2017-18 school year, 58 was our delivery target. Our school scored a 53.4. In 2017-18 school year, the delivery target was 64, and 54.7 were proficient or beyond. This gap also still persists.

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

We did make gains in reading, but our work is not done. We believe that our work is not done until all students are reaching proficiency or beyond. We did make a small gain in math, but we need to do better. The school used this data to determine that we need to analyze our curriculum structure. We have identified focus standards in Math and then did vertical alignment work to ensure we understood the focus standards above us, below us, and to eliminate any gaps in curriculum. The teachers are building common formative assessments, analyzing the data and taking action to intervene or enrich before the summative assessments this year in Math. We are also beginning this work on ELA standards this year.

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

We really need to focus on our students with disabilities in reading and math. We also need to focus on our English Language Learners in reading and math. We would also like to increase our students' proficiency in writing.

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).*

For our students with disabilities, our Special Education team has begun meeting for 1/2 PLCs where they discuss student progress, changing the school-wide mindset about and expectations of these students, and evaluating the effectiveness of our interventions. We are using the LLI intervention for students with reading goals. Students are making great growth with this intervention. We have an instructor who uses various strategies to meet the students' needs who have math goals. Our assistant principal has identified this group of students to observe and give teachers and students progress towards their individual goals. He has also created a non-academic goal for these students to foster engagement, self-esteem and resiliency. For our ELL students, our principal has adopted this group and created goals specifically for this group of students, including family engagement goals and giving academic feedback based on their PSP goals. Our teams have implemented Kagan strategies to increase engagement and conversation among peers. Our teachers are focused on the speaking, listening, writing and reading goals and working with each student on those. We are training more teachers in Kagan strategies, including a Kagan for ELL training. We are working with the district to do a series of trainings focused on ELL students. We have established a professional development pathway for Guided Reading and Math, Running Records and Trauma -Informed Care. We have been awarded a waiver for ESS to push into our classrooms during the day and work with student who are struggling. Our teachers have ATM meetings to evaluate student progress and make decisions to impact student achievement, and they participate in weekly PLCs where teachers plan, do, study or act on standards-based instruction and data.

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

The adoption of the LLI program will help us close the gap in reading. We did not have, in previous years, a research-based program being implemented consistently. We are also using a new version of Orton Gillingham during our Response to Intervention time, and we have opened a Fast ForWord lab to increase student achievement for those who are struggling. The administration created an RTI team, whereas before, they were a part of special areas. The teams also began meeting in a 1/2 PD for Special Education, and they did not do that before. The administration has adopted each sub-group of the gap group and is monitoring their progress. This is also a new initiative.

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.

Each team has been involved in developing grade-level focus standards, common formative assessments and analyzing student data weekly during PLCs. The teachers are ALL IN on this work! Counselors and administrators are adopting students, doing home-visits, teaming with the individual families to make sure that all needs are met and parents are our partners in the students' educational journey.

### 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).

Limited English Proficiency students will increase to 60% proficiency in Reading. Limited English Proficiency students will increase to 100% proficiency in Math. Special Education students will increase to 50% proficiency in Reading. Special Education students will increase to 50% proficiency in Math. Free and Reduced Lunch students will increase to 80% proficiency Reading. Free and Reduced Lunch students will increase to 75% proficiency in Math. African-American students will increase to 60% proficiency in Reading. African-American students will increase to 85% proficiency in Math. Hispanic students will increase to 100% proficiency Reading. Hispanic students will increase to 100% proficiency in Math.

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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.

The administrative team has each adopted a subgroup of the Opportunity Gap that we are focusing on this year. We each used the 4DX process to set a goal for each group with the KPREP data being the lag measure. We set 3 lead measures for each goal based on research-based actions that will make a difference. We then determine how to monitor if we are meeting that goal along the way by holding ourselves accountable to the measures. Many of our measures focused on building relationships with students and parents, monitoring academic progress and intervening and building the students' resiliency and grit through non-academic connections such as extra curricular or mentors.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap	Spreadsheet	I, II.E, III, III
 Gap Goals	an outline	I, II.E, III, III