

2018 - 19 Closing the Achievement Gap Diagnostic_11052018_07:43

Phase Three: Closing the Achievement Gap Diagnostic

Meadow View Elementary School

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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.

See the attached Achievement GAP Group spreadsheet.

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.

Gap Group/Total number of students African American = 90/279 Free & Reduced Lunch = 204/279 Hispanic = 29/279 2 or More Races = 40/279 English Learner = 29/279 Special Ed with IEP = 49/279 Out of the 279 students enrolled in Meadow View in the 2017/2018 school year in 3rd, 4th, and 5th grades, 277 completed the KPREP state assessment. The numbers above represent the GAP groups. Meadow View is a Title I school with approximately 80% of the student population served qualifying for free and/or reduced price lunch. Of those tested, 73% qualify for free/reduced lunch. Meadow View is a CEP school (Community Eligibility Provision) in which all of our students, due to our high percentage of poverty, receive free lunch and free breakfast. As a way to decrease barriers, our students also receive free supplies. Many of our students come from foster homes, single parent homes, homes with incarcerated parents, and home headed by grandparents. Despite these obstacles, our students are learning and growing. Our staff members contribute, often monetarily, to make sure that our students' basic needs of love and attention are met at school in order for them to come to school ready to learn. Our students are encouraged and motivated to read at home and practice reading and math on electronic devices at home. Our school currently has the highest percentage of math facts solved in the HCS district (over 2 million math facts). We incorporate practice assessments and MAP testing throughout the school year and celebrate our students' accomplishments with prizes and donations from our many community partners.

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.

Our population of tested African American students have main gains over the last two years. Though writing was our weakest area, our African American students scores 10.3% as compared to our White students who scored 3% proficient on the 2017/2018 KPREP state assessment.

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

Our Special Education students with IEPs scored higher than our White population of students (Special Ed: 5.3% and White: 3%). Our Special Education students also scored above the cut score for the new state assessment accountability system this year in the area of Growth. (The state's cut scores is 15.8 and our students with IEPs scored 18.4.) Our African American students also scored above the state's cut score in Growth (16.7). Our 2 or more races students scored above the cut in Growth (15.9).

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

The areas where the school continues to lack are "Proficiency" and "Separate Academic Indicator." The cut score for the 2018/2018 KPREP state assessment for Proficiency is 60.5. Our students scored a 50.9 in this area. For Separate Academic Indicator, which includes Social Studies and On Demand Writing in 5th grade and Science in 4th Grade, the cut score was 52.6. Our students scored a 40. Writing was our lowest area, with only 11% of our students scoring proficient and no students scoring distinguished.

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).

Our professional development plan consists of training our teachers in engagement and questioning strategies. All certified staff will be trained in Kagan strategies. Thoughtful Ed will be a focus and the district has contracted with Joyce Jackson to assist us with research based strategies to use in the classroom. Our school has also contracted with Joyce Jackson to provide additional supports through planning with our grade level teams during PLC meetings and conducting instructional rounds and giving feedback. Writing is a focus since it was our weakest area as evidenced by the results of the 2016/2018 KPREP state assessment. Writing teachers will attend Four Square Writing training and conduct visits to observe teaching and writing strategies at schools that are proficient and/or distinguished in the area of writing. Our school will work with Chief Academic Officer (Greg Sutton) to score writing pieces created by our 5th graders (who will be tested in the Spring). At our December faculty/staff meeting, all staff members (certified required/classified encouraged) will be scoring and discussing a writing piece completed by our 5th graders. We will continue to have purposeful ESS tutoring that will take place every Tuesday evening. Teachers will choose, from our GAP groups of students who are performing below grade level in reading, math, and/or writing, five students from each class to attend the tutoring from 2:30 to 4:00 pm. We have also hired a part time ESS tutor (daytime waiver) to work with students in 3rd, 4th, and 5th grade who are performing below grade level.

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

Meadow View has planned, advertised and implemented grade level family nights, offered open computer labs each Tuesday, and Title I Family Nights. We have offered free childcare and refreshments, but turn out has not been high for the events that have a goal of increasing our family engagement. No parent or family member has shown up for our open computer lab events. We still have many students struggling with basic needs including many of our GAP students in Foster Care, Incarcerated, and living with Grandparents and other relatives.

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.

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 includes meeting with the MVE ILT (Instructional Leadership Team- Related Arts Rep: Ms. Childress, Sped Rep: Mrs. Angela Smith, 1st Grade Rep: Ms. Washington, 2nd Grade Rep: Mrs. Fintel, 3rd Grade Rep: Mrs. Gonzales, 4th Grade Rep: Mrs. Quillin, and 5th Grade Rep: Mrs. Addison,), 1st - 5th Grade PLC teams, the Administrative Leadership Team (includes: Principal Hurt, Assistant Principal Honaker), Counselor Brown, Family Resource Coordinator Scott, and Kentucky Systems of Interventions Teacher Calloway), and the MVE SBDM Committee to discuss the data pertaining to each GAP group and the strategies used for effective change and growth to occur. The Admin Team and PLC teams meet once per week. The SBDM Council meets, once per month, to look at the data and approve the goals for the groups. Members include: Parent Reps: Mrs. Astrologo & Ms. Wrice. Teacher reps include: Mrs. Tones (Special Ed), Mrs. Johnson (4th Grade Writing & Social Studies), and Mrs. Estes (4th Grade Reading).

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).

See the attached GAP Goals Spreadsheet, detailing the goals and the objectives. Goals created for math and reading for all groups in grades 3 to 5.

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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.

See the attached Closing the Achievement GAP Summary spreadsheet.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Accountability Report	Report details GAP, TSI, Growth	III
 KPREP Comparison - Previous Years	KPREP Comparison Data Report - Previous school years (2015 - 2017)	III
 KPREPPER Practice Test Schedule	Schedule of monthly practice tests for students.	III
 MVE GAP GROUPS	GAP Groups and percentages for MVE	I
 Measurable GAP goals spreadsheet	Measurable GAP Goal, person's responsible, and funding source	III