



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.

Caywood utilizes MAP, KPREP, DIBELS, Brigance and Reading Inventory Assessments to analyze and measure progress of our GAP students. We also utilize RTI program data to monitor student growth in Tier II and Tier III interventions throughout the year on a weekly basis.

II. Achievement Gap Analysis

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

Caywood's school population is quite diverse with a total enrollment of 561 students from preschool through 5th grades. We consistently hover close to 60% free and reduced lunch and have one of the highest populations of free and reduced lunch in our district. We currently serve free breakfast and lunch to 100% of our population each day. We have three major sub groups including 17% of students with disabilities, 13% English Language Learners with 19% of our population being Hispanic. Our largest GAP group is currently economically disadvantaged students with the most current numbers being 60%. Our school's culture is very warm and welcoming to students with diverse backgrounds. This is our fourth year implementing our school-wide theme of GRIT, perseverance and kindness. We recognize students each Friday for demonstrating the following characteristics in our #Squadgoals theme: G: Grit. O: Own your Actions; A: Always Persevere; L: Learn from Mistakes; S: Show Kindness. Many students are recognized for their ability to overcome personal obstacles and reach their goals! We have continued and expanded our theme to reflect growth mindset and an emphasis on learning from mistakes and failures. Our school truly celebrates diversity and recognizes differences. This year, we have continued to build capacity with Diversity and Inclusion Training for both staff and students.

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

We are successfully closing the gap between our economically disadvantaged students and ALL students. There is under a 6% GAP in Reading between All students and economically disadvantaged students. There is under a 7% GAP in Math with this same group. (under 10% difference) .

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.

Our GAP group of EL students continues to show steady growth and improvement. Our Access scores for 2019-20 show that 86% of students showed growth from the previous year. The state goal for Caywood for Proficient and above students was 31.8%. Our Actual score of 46.3% proficient and above students far exceeded that

goal by 14.5%. In 2017-18, EL students grew from 9% to 32.1% P/D on KPREP and then showed growth again in 2018-19 KPREP Reading with 38% scoring P/D in Reading. Our Economically disadvantaged students scored 49.8% P/D in 2017-18 vs Non-Economically Disadvantaged students who scored 71.8% P/D in reading. In Math, our economically disadvantaged students scored 53.2% P/D in 2017-18 and non-economically disadvantaged students scored 73.6% P/D. The gap was reduced in 2018-19 with 53.1% of economically disadvantaged students scoring P/D in Reading vs non-Economically Disadvantaged students who scored 67.3% in Reading. The GAP also continued to reduce in Math in 2018-19 with 54.2% of economically disadvantaged students scoring P/D in Math vs 71.7% of non-economically disadvantaged students scoring 71.7% P/D.

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 of students with disabilities in the area of reading continues to be an area that has lacked progression or growth. According to 2018-19 KPREP data, 28% of students with disabilities scored Proficient or Distinguished in Reading as compared to 58.56% of ALL students. Fourteen Percent (14%) of students in the achievement GAP of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty-one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for students with disabilities in the area of reading.

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

Until the 2018-19 school year, students with disabilities did not have enough access to core instruction. They were often pulled from their Core instruction to work on IEP goals instead of receiving access to grade level standards. Furthermore, a solid structure has not been in place to analyze individual student data on weekly and common assessments to regularly monitor progress towards proficiency with grade level standards. Therefore instructional decisions were not being made collaboratively by special education teachers, regular ed teachers and administration based on assessment data. In addition, teachers were not consistently co-teaching with regular education teachers to provide the best possible instruction so that students had equal access to grade level standards.

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.

In alignment with our district Disability GAP plan , there are structures and systems now in place to ensure regular monitoring of Students with disabilities. First, Caywood has created a Proficiency Data Dashboard that is updated each week with reading and/or math weekly assessment scores and common assessment scores. At our weekly Special Ed meetings, this data is reviewed in addition to analyzing IEP progress data to review individual progress towards IEP goals. At grade level PLC's, weekly and common assessments are reviewed by both the regular education teacher and the special education teacher in which data is analyzed in context with ALL students as well as district data. Our MTSS process is fully in place now so that students who are referred for evaluation have solid Tier II and Tier III RTI data to support testing and evaluation. Tier II and Tier III intervention groups now have accurate data that is being reported and reviewed. Teachers are also receiving district cohort training in Co-teaching strategies to improve instruction so that students with disabilities have equal access to grade level standards. Instruction in special education resource and collaborative classrooms is being monitored through regular monthly learning walks by administration as well as district special education consultants when needed. In addition, we have a teacher leadership team that meets at least monthly to review school improvement and analyze data. This team works together to make recommendations to the SBDM council regarding the development, approval and implementation of the school's improvement plan. Finally , the MTSS team meets each Monday as well as every 6-8 weeks to review Tier II progress data and then every 8-10 weeks to review Tier III progress data in Reading, Math, and Behavior. The MTSS team includes Principal, Assistant Principal, Counselor, KTP Social Worker and FRC coordinator to review overall trends in data, and to make instructional placements in Tier II and Tier III interventions.

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.)

Caywood's professional development plan for the 2020-21 school year includes a heavy emphasis on the Quality Cycle of Instruction in the area of Reading and

developing and implementing weekly assessments for All students in both reading and math. In addition, over the summer, special ed teachers and participated in professional learning targeted for best practices in implementing and facilitating the Why Try Program. Spec Ed teachers also received district training on instructional strategies and IEP development, analysis of student data towards IEP goals and towards proficiency as well as Co-Teaching strategies. All of these professional learning opportunities are targeted at increasing proficiency for our GAP group-students with disabilities. The plan also includes job-embedded work in PLC's with the intentional focus of all PLC's on the analysis of student data, progress monitoring and next step actions for instruction to ensure ALL students are showing growth towards proficiency in Reading and Math. The Professional Development Plan was approved by the Superintendent in May of 2020.

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).

Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of reading from 28% in 2019 to 59.1% in 2024. Objective: Increase the percent of students with disabilities scoring P/D in the area of reading from 28% to in 2019 to 35.2% in 2021.



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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification 2020	Achievement Gap Group Identification	•
 Measurable Gap Goal	Measurable GAP Goal	•