2020-21 Phase Three: Closing the Achievement Gap Diagnostic_La Grange Elementary

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

LaGrange Elementary School
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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.

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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.

Achievement Gap Group Information

ATTACHMENTS

Attachment Name

⊞ Measurable Gap Goal for Gap Diagnostic 20-21

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II. Achievement Gap Analysis

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

La Grange Elementary is a diverse school in terms of socio-economic status, ethnicity, and language. Generations of families attended La Grange and we have a proud heritage in our community. For the 2020-21 school year, there are 518 students. 34.1% of our population is nonwhite with a 24.4% Hispanic population, and 17% within that group are considered EL students and receive services. We are evenly split in terms of gender. 21% of our population are identified as students with disabilities and we have a 61.2% Free & Reduced lunch population. We are a Title 1 School and qualified for the school-wide free lunch program.

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

According to 2018-19 KPREP scores, the reading achievement level for three of our gap groups grew accordingly: Hispanic students proficient/distinguished increased 2.3% from 32.6 to 34.9; Disabled students proficient/distinguished increased 5.3% from 13.5 to 18.8; Poverty students proficient/distinguished increased 2.3% from 34.1 to 36.4. According to 2018-19 KPREP scores, the math achievement level for two of our gap groups grew accordingly: Disabled students proficient/distinguished increased 6.7% from 16.2 to 22.9; Poverty students proficient/distinguished increased 2.4% from 33.3 to 35.7. According to 2018-19 KPREP scores, the science achievement level for Poverty students grew 7.7% proficient/distinguished from 10.8 to 18.5.

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.

Reduced the gap between Disabled students and non Disabled students in reading 1.7%: 2017-18 gap spread of 39.3; 2018-19 gap spread of 37.6 Reduced the gap between disabled students and non disabled in math 4.7%: 2017-18 gap spread of 31.5; 2018-19 gap spread of 26.8 Reduced the gap between students of poverty and non poverty in math 1%: 2017-18 gap spread of 20.3; 2018-19 gap spread of 19.3 Reduced the gap between students of poverty and non-poverty in social studies 23.9%: 2017-18 gap spread of 43.3; 2018-19 gap spread of 19.4.

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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.

In reading, the gap between Hispanic students and non-Hispanic students has grown 1.4%: 2017-18 gap spread of 18.9; 2018-19 gap spread of 20.3. In reading, the gap between EL students and non EL students has grown 4.8%: 2017-18 gap spread of 18.7; 2018-19 gap spread of 23.5. In math, the gap between Hispanic students and non Hispanic students has grown 5.5%: 2017-18 gap spread of 7; 2018-19 gap spread of 12.5. In math, the gap between EL students and non EL students has grown 6.1%: 2017-18 gap spread of 9.9; 2018-19 gap spread of 16 In social studies, the gap between Disabled students and non Disabled students has grown 7.5%: 2017-18 gap spread of 33.9; 2018-19 gap spread of 41.4. In writing, the gap between Disabled students and non Disabled students has grown 38.4%: 2017-18 gap spread of 22.7; 2018-19 gap spread of 61.1.

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

The La Grange leadership team as well as the faculty and staff have identified students who need additional intervention services because they have significant gaps in their understanding of content and/or concepts. 49% of identified students need both Tier II and Tier III interventions in both reading and math. These intervention students have difficulty accessing core content due to a lack of foundational skills. Having the time and human resources to successfully intervene with students who require multiple layers of intervention in two or three content areas has hindered the school's ability to close the existing and persistent achievement gaps. A condition we are working to address as a school is the number of students who live in poverty and have experienced trauma. The social-emotional well-being of each student is paramount and impacts every area of a student's education. As a staff, we have spent the last three years learning about the effects of trauma & poverty as well as how we can help children cope with their trauma & poverty conditions. We added an additional full-time counselor to our staff to meet the needs of our students, giving us a total of 2 counselors for our school. The school also added a school psychologist and a social worker. In the fall of 2019, we launched a comprehensive approach to offer Tiered Counseling Interventions to all students. Social Emotional Learning is integrated into daily classroom routines. Small group or individual counseling is offered as Tier 2 and/or Tier 3 responsive services. Students are selected for small group counseling utilizing a behavior screener, teacher referral, parent referral, or counselor referral. Individual Counseling services are available to all students on an as-needed basis. Referrals

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may come from the individual student, parents, or any staff member. Counselors guide students through a solution-focused approach to problem solving. Counseling services are available to all students both in person and virtually.

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.

A variety of data is analyzed by the district leadership, school leadership team, faculty, staff, and SBDM committee to determine our strengths and areas of growth, including KPREP, MAP, and formative/summative assessments. Due to Covid-19 and our school moving to a virtual model in March 2019, all KPREP assessments were cancelled. The most current universal assessment data is MAP, which was taken both virtually and in-person. To help us refresh our understanding of KPREP data, the school leadership team re-analyzed our 18-19 data to determine our strengths and areas for growth. The school leadership team, with a data book compiled by our District Assessment Coordinator, refocused our thinking. The leadership team also viewed a series of professional development videos to enhance our understanding of current MAP data, the implementation of new norms and how Covid has impacted student growth. For continuous improvement in understanding and planning, grade-level PLC teams, with a member of the leadership team, worked through a series of professional training videos focused on MAP data, provided by our DAC. PLCs were able to develop an understanding of conditional growth, the current reality of our student progress and plan next steps to address the needs of their students. MAP assessment results were shared with our Site-based Council and with the parents through a virtual Title 1 trailer. During in-person learning, grade level PLC teams meet with the Intervention Specialist and Intervention team every 6 weeks to monitor the progress of students in Intervention. School counselors meet with each PLC team once every three weeks to discuss behavioral or mental health concerns. SBDM sub-committee groups meet once a month to work on various school improvement needs such as community outreach with our Culture Night through the work of the Cultural Diversity committee, up-lifting school climate through the work of the Orange Frog committee, supporting professional development offered by the Writing Committee, technology support given by the Tech committee, and Tier I behavior needs through the Foundations team. SBDM meets monthly, or more frequently if a special called meeting is required. The DAC meets with our school teams as needed/requested. Agendas are created and followed, minutes are kept for each of these meetings and shared with those who were in attendance.

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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.)

The professional development plan for La Grange Elementary continues to focus on key components to support the identified needs of our achievement gaps. Grade-specific professional development is focused on the implementation of the Next Steps Forward in Guided Reading. Kindergarten through third grade teachers and certified staff who work with these grades during our Reading Academy attend monthly training focused on running records, letter/sound knowledge and observing one another. Equipped for Reading PD- Kindergarten and 1st grade teachers started to use the text Equipped for Reading Success by David A. Kilpatrick to develop phonemic awareness and fluent word recognition in children. K & 1 teachers will participate in a book study to learn word recognition strategies to boost memory for words and promote rapid, effortless word retrieval. Teachers will learn how to administer and use the PAST assessment to meet the needs of their children. Marzano Vocabulary PD -- Grades 2-5 started to work with the text Teaching Basic, Advanced, and Academic Vocabulary by Robert J. Marzano. Teachers will learn how to use weekly pre- and post- assessments to identify vocabulary clusters from the Marzano text within subject areas. Teachers will learn the cluster approach to vocabulary instruction taught in the Marzano text and how it helps students gradually learn the unique features of terms. Teachers will learn how to utilize a six-step process when teaching academic (tier three) terms. Teachers will also learn strategies for teaching students who require individualized assistance, such as students from poverty and English learners.

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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).

Reduce the gap between disabled and non-disabled students in social studies 11.4% from 41.4 to 30. Reduce the achievement gap between EL students and non-EL students in reading 8.5% from 23.5 to 15. K - 5 poverty students will increase conditional growth in math from below 35%ile to 64%ile. 3rd grade Hispanic student's MAP conditional growth in reading will improve from the 36%ile to 50%ile and 4th grade Hispanic student's MAP conditional growth in reading will improve from 40%ile to 55%ile.

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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.

Measurable Gap Goal for Gap Diagnostic 20-21

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Achievement Gap Group Identification	Achievement Gap Group Identification	• I
⊞ Measurable Gap Goal for Gap Diagnostic 20-21	Measurable Gap Goal for Gap Diagnostic 20-21	•