

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Warren East Middle 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.

Please see attached.

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.

Warren East Middle School currently has an enrollment of 504 students. We currently have 13 ESL students with 1 on monitoring and support years 1-2. There are currently 75 special education students identified. In addition, we have 40 Hispanic students, 39 African American students, and 40 students with 2 or more races. There are 306 students identified as qualifying for free/reduced lunch. Our gap group score did show improvement. Students in the specific gap groups did improve; however, the number of novices did increase by students not in a gap group. Our K-PREP data shows that we had an overall increase in the total number of students scoring in the novice category, but the students in gap groups showed a decrease in the number scoring novices. The overall gap score increased by several points. Teachers work collaboratively to develop a school culture that is conducive to learning by establishing positive relationships with the students and having high expectations for all students. The school is a Professional Learning Community that continuously analyzes data in order to determine which students need interventions and puts systems into place to ensure that student needs are met. The faculty and staff of WEMS encourages involvement and input from all stakeholders in the community to help eliminate all existing barriers in order to ensure that all students have the opportunity to reach their full potential. We have a Professional Development Day in the summer specifically focused and providing teachers with training on cultural sensitivity. During PLC Meetings throughout the year we follow up our cultural sensitivity professional development by regularly providing teachers with additional strategies in this area and discussing strategies for demonstrating cultural sensitivity during classroom instruction. The professional development includes specific strategies to reach our low performing gap groups which includes but is not limited to students with disabilities, ESL students, and Hispanic students. Thru our partnership with the Striving for Readers Grant we will be able to provide all teachers with evidence & research based professional development that will provide them with instructional strategies to improve student achievement in our identified gap areas of students with disabilities, ESL students, and Hispanic students.

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.

Although we were identified as TSI for students with disabilities, we actually saw growth within this gap group in Reading K-PREP 2018. The % of Proficient and Distinguished students with disabilities in Reading jumped from 6.8% in 2017 to 13.8% in 2018. Another success in the area of growth in reading was with students identified with 2 or more races. Again the % of proficient and distinguished increased from 2017 to 2018. In 2017, there were 47.8% of students who scored proficient or distinguished. In 2018, that percentage increased to 55.5% In the area of writing, WEMS saw the largest gains in overall scores in the school. According to gap data, every group showed improvement in the area of writing except students with disabilities. In the area of Social Studies, males and females, students receiving free and reduced lunch, students with disabilities, African American students, and students of 2 or more races showed growth in the % of students scoring proficient or distinguished on K-PREP in 2018. Only Hispanic students showed a decrease in the area of Social Studies in the 2018 school year.

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

Reading - improvement in % of proficient and distinguished scores for students with disabilities and students of 2 or more races. Males and Females also showed improvement in the % of students scoring distinguished in Reading in 2018 compared to 2017. There was a small improvement in 2018 in the area of Reading for the number of students scoring distinguished who are receiving free and reduced lunch services. African Americans also showed an improvement in the % of

students scoring distinguished in Reading in 2018 as compared to 2016 and 2017. In the area of Mathematics, students with disabilities showed an increase from 65.6 to 68.9 in the % of students who scored proficient and distinguished. This is a continuous improvement trend over the past two years. Hispanic students also showed growth in Mathematics. There was a 4.9% increase in the number of students who scored distinguished in math in 2018. Again, this is another area that has continued to show growth over two or more years. Students identified as 2 or more races showed the largest growth in the % of students scoring proficient or distinguished in mathematics. The % increased from 26% in 2017 to 33.3% in 2018. Gaps still exist in both Reading and Math. In the area of Reading, students receiving free or reduced lunch, African American students, and Hispanic students all decreased in Reading achievement in 2018. In the area of mathematics, students receiving free and reduced lunch and African American students showed a decrease in 2018. In Social Studies all gap groups showed improvement except Hispanic Students. In the Writing On-Demand, all gap groups showed improvement except students with disabilities.

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

In Reading, males and females, students who receive free and reduced lunch, students with disabilities, white students, African American students, and Hispanic students all decreased the % of students scoring proficient and distinguished. In Mathematics, males, students receiving free and reduced lunch, and African American students all decreased in the % of students scoring proficient and distinguished in 2018. In writing, students with disabilities were the only group to show a decrease in performance. This group demonstrated a significant discrepancy from other groups. In Social Studies, Hispanic students were the only group that showed a decrease. This decrease was significant in 2018.

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 the 2018-2019 school year, we focused on providing department specific professional development. Each department received two days of content specific PD, 1/2 day of cultural proficiency training, 1/2 day of setting high expectations for students of poverty, and 1 day of differentiated PD provided by numerous presenters in a Teach Meet format. In the area of Science, all science teachers attended Laying the Foundation training, all Social Studies teachers received PD in Reading and Writing with LDC, all Lang. Arts teachers did content specific work with the District Literacy Coach, and all math teachers received training in Illustrative Mathematics curriculum. All Related Arts teachers also attended 2 days of professional learning for their own content.

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

Each year, our special education population continues to increase. Unfortunately, these students are coming more and more underprepared to be successful in the classroom. Many of these students have also been identified as ESL students, so their issues are both cognitive and language specific. In addition, the students in this category are coming with very high needs in the area of behavior. In fact our number of special education students has increased so significantly,

that we have almost doubled the number of special education teachers assigned to our building. Although we have been labeled a TSI school in the area of students with disabilities, our students have actually shown improvement in most content areas with exception of on-demand writing. Another area of concern in which we have no control is in the decrease of proficiency scores in our feeder schools. 3 of our 4 feeder schools have significantly decreased in proficiency over the course of the last five years. Only one school has shown improvement in the past five years and that school is on the lower level of performance. Since we are a middle school, we have no control over the quality of education students receive before they come to us. At this point, most students require Rtl in the areas of Reading and Math because students are not performing on grade level. While our feeder schools are showing a significant decrease in proficiency over the past five years, we are staying much the same. We find this statistic frustrating. Our faculty and staff are working so hard each and every day, but we are seeing stagnant results in some cases.

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.

All teachers at Warren East Middle School completed a data analysis of 2018 K-PREP data. In the look at the K-PREP data, teachers took notes on areas of strengths and areas of improvement. After completing that analysis, the entire faculty embarked on completing a reflective look at the Key Core Work Processes and each element under each process. This look was to help identify and areas of concerns in a systemic look at the school by department. After completing the reflection activity, all teachers were asked to identify areas that were areas identified as still needing some improvement or areas that need to become a focus of our work. From there, each group prioritized the areas of improvement and provided next steps that were used in writing the 2018 Comprehensive School Improvement Plan.

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).

By May of 2019, we will increase the number of students scoring proficient or distinguished in the consolidated gap group in Reading from 31.3 to 40 as measured by K-PREP testing.

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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.

Please see attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification 2018-2019	Spreadsheet with Gap Group information for the 2018-2019 school year - Warren East Middle School	I
 ESS Plan 2018-2019 - Warren East Middle School	ESS Plan	II.E
 Measurable Gap Goal 2018-2019	CSIP Gap goal information 2018-2019 - Warren East Middle School	III
 Professional Development Plan - Warren East Middle School	PD Plan - Warren East Middle School (Summer 2018)	III