

2018-2019 NLMS Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

North Laurel 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.

see attachment

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.

NLMS continuously works to improve relationships with our GAP population. During our JAGS homeroom period teachers get to know their students, teach character education, and make frequent contacts with the families of their students. Every teacher in the building identifies two students who are in the GAP population and works individually with these students throughout the year as part of our Name and Claim program. The majority of our GAP students are placed in Reading and/or Math intervention class to help close the achievement gap for these 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.

NLMS has continued to close the gap with our Free/Reduced students, in 2018 69% of free/reduced students scored proficiency on KPrep as compared to 75% of All students. On 2018 Math KPrep, 59.8% of free/reduced students scored proficiency as compared to 68% of All students. The biggest achievement gap that NLMS has is with our students with disabilities, they are scoring approximately 30% below All students in both Reading and Math.

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

Based on 2018 KPrep data, NLMS has improved in the areas of Reading and Math for free/reduced students. There is less than 10% difference in proficiency for free/reduced students as compared to All students.

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

Based on 2018 KPrep data, NLMS has lacked progression in students with disabilities in both reading and math. They are consistently scoring 30% less proficient than All students.

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).

NLMS provides a reading and math intervention class for those students who are scoring below grade level in reading and/or math. We have re-worked our co-teaching classes to provide more rigor for our students with disabilities. After school tutoring is also provided 2-3 days a week for students willing to stay.

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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 biggest challenge that NLMS faced in closing the achievement gap with our students with disabilities is the number of students that we have identified with a disability. We have approximately 200 students identified as having a disability, 19% of the total population. With this number of students it is hard to provide the interventions they need with current staffing, and the lack of parental support for this population continues to be an obstacle.

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.

NLMS meets weekly in PLC's to discuss achievement, specifically addressing needs of our students with disabilities. PLC's use assessment data to help determine the needs of each student. Teachers contact or attempt to contact the parents of our students with disabilities to discuss strategies that could be used at home to increase achievement of students. These parents are quite often hard to reach. NLMS has a school leadership team consisting of principals, guidance counselors, site base members, and department heads that meet monthly to discuss continuous improvement as it relates to closing the achievement gap.

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).

NLMS will increase the percent proficient/distinguished in Reading for students with disabilities from 37 in 2018 to 45 in 2019. NLMS will increase the percent proficient/distinguished in Math for students with disabilities from 26.5 in 2018 to 35 in 2019.

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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 attachment

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap group identification	percent in Gap groups	I
 measurable gap goal	measurable gap goal	III