

2018-2019 EES The Superintendent Gap Assurance_11142018_08:52

Phase Three: The Superintendent Gap Assurance

Erlanger-Elsmere Independent

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Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that:

- no school in the district has failed to meet its gap target for two (2) consecutive years.
- the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.**

COMMENTS


Please enter your comments below.

As we transition into the new components of the Assessment and Accountability system we will collaborate with our school administrators and SBDM Councils to write Gap goals that align to the new system and the data that it provides. Gap goals that were written and tied to KDE initiatives from the previous Assessment and Accountability system have proven difficult to measure based on the data sets received this fall (we did not receive aggregated data for the Non-duplicated Gap Group for 2017-2018). Our goal will be to write Gap goals for 2018-2019 that can be accurately measured based on data that we know will be consistent from year to year. Attached is the data related to our schools Gap Goals as stated on their 2017-2018 Comprehensive School Improvement Plans and calculated to the best of our ability based on the data available. Additionally the following schools have been designated as Targeted Support and Improvement based on 2017-2018 assessment results: Arnett Elementary School: Free/Reduced Priced Meals Tichenor Middle School: Hispanic, Disability Lloyd Memorial High School: English Learners plus Monitored, Disability More information related to our schools' TSI status can be found in the 2018-2019 EES Needs Assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Superintendent Gap Assurance Data	Superintendent Gap Assurance Data	

Superintendent Gap Assurance

Arnett Gap Goal 2017-2018

Collaborate to increase the percentage of Gap Group (non-duplicated) students scoring proficient and distinguished in reading and math from their 2016-2017 levels as measured by state assessments. (2015-16 Reading GAP Proficient/Distinguished: 55%, 2016-2017 Reading GAP Proficient/Distinguished: 39%; 2015-16 Math GAP Proficient/Distinguished: 49%, 2016-17 Math GAP Proficient/Distinguished: 31%)

2017-2018 Reading GAP Goal: 45% (40.31%)

2017-2018 Math GAP Goal: 37% (22.48%)

Howell Gap Goal 2017-2018

Collaborate to reduce the percent of novice by 50% over 5 years in reading and mathematics for individual student groups and the non-duplicated gap group by 05/31/2020

2017-2018 Reading GAP Goal: Less than or equal to 28% novice (26.7%)

2017-2018 Math GAP Goal: Less than or equal to 28% novice (44.09%)

Lindeman Gap Goal 2017-2018

Increase the percentage of Gap Group (non-duplicated) students scoring proficient and distinguished in reading and math.

2017-2018 Reading GAP Goal: Greater than 38.5% P/D (41.9%)

2017-2018 Math GAP Goal: Greater than 45.6% P/D (50.1%)

Miles Gap Goal 2017-2018

Reading:

African American 2016-2017 2 P/D – 2017-2018 3 P/D (1 P/D)

Hispanic 2016-2017 2 P/D – 2017-2018 3 P/D (4 P/D)

Two or More 2016-2017 10 P/D – 2017-2018 11 P/D (9 P/D)

IEP 2016-2017 4 P/D – 2017-2018 5 P/D (3 P/D)

Free and Reduced Lunch 2016-2017 35 P/D – 2017-2018 39 P/D (46 P/D)

Math: African American 2016-2017 2 P/D – 2017-2018 3 P/D (1 P/D)

Hispanic 2016-2017 2 P/D – 2017-2018 3 P/D (3 P/D)

Two or More 2016-2017 8 P/D – 2017-2018 9 P/D (9 P/D)

IEP 2016-2017 3 P/D – 2017-2018 4 P/D (3 P/D)

Free and Reduced Lunch 2016-2017 22 P/D – 2017-2018 23 P/D (37 P/D)

Tichenor Gap Goal 2017-2018

Collaborate to increase the percentage of gap Growth (non-duplicated) students scoring proficient and distinguished in reading and math from their 2016-2017 levels to their highest

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measured levels since 2013-2014 as measured by state assessments (Combined reading and math MS 34.7 – 37.1) **42.23%** (Reading MS 39.3 – 40.4) **48.1%** (Math MS 30.1 – 31.4) **36.36%**

Lloyd Gap Goal 2017-2018

Collaborate to increase the percentage of Gap Group (non-duplicated) students scoring proficient and distinguished in reading and math from their 2016-2017 levels to their highest measured levels since 2013-2014 as measured by state assessments. (Combined Reading and Math – 30.6 to 42.6) **35.93%** (Reading – 44.2 to 58.1) **43.03%** (Math 16.9 to 32.9) **28.83%**