Breaking Boundaries: Addressing the Achievement Gap at Glendale Middle School

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In recent years, there has been an increasing amount of stress being placed on students and teachers to perform well on standardized tests. Changes in legislation have caused the results of these tests to affect the funding for a school and determine administrative policies. Statistics have shown minority students have been performing below proficiency when compared to their Caucasian counterparts. This problem could be due to many factors such as student-teacher relationships, cultural differences, classroom time management, and language barriers. These issues are evident at Glendale Middle School, an urban Title I school in Salt Lake City.

Though after school and embedded tutoring, we will investigate these factors and provide possible solutions that will attempt to narrow the achievement gap.

Our main concern will focus on what actions can be taken to improve the standing of Glendale students on their Utah Core Criterion Reference Tests. In order to discover the best method to enhance performance on standardized tests, we will interview students and teachers, and observe students' reactions to the current teaching strategies within an academic setting. By comparing students' opinions and teachers' methods, we can determine how to best improve the educational experience. Through our efforts we hope to create a better learning environment for students who are disadvantaged due to their past educational experiences.