



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

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.

The Primary gap group at Green Hills Elementary School is our Free/Reduced Student population, which makes up the majority of our student population. We have about 81% of our students qualifying for the Free/Reduced status.

II. Achievement Gap Analysis

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

Our school climate and culture is impacted greatly by the percentage of Free/Reduced students enrolled. These numbers reflect the overall depressed economic state that prevails in our area. Most of our students come from families that are dependent upon social assistance programs since there are not nearly enough jobs to be had to satisfy the employment needs of our community members. This socioeconomic situation directly impacts the overall academic culture of our school and the presents a great many challenges for our students and staff.

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

Upon analysis, our Free/Reduced Gap group, as a whole, scores comparably to our other students. In fact, they outpace them in several areas. In 2016-17 our elementary students scored 34.4% with our gap group scoring 37.2%. In our middle school, all students scored 37.5% with our gap group scoring 36.6% which is comparable. Our combined reading and math scores for 2017-18 show our students scoring 47.7% P/D at the elementary level with our gap group scoring 50.0%. In the middle school, all students scored 63.6% with the gap group coming in at 59.4%, which is comparable. In social studies, our 2016-17 score for all students at the elementary level was 66.7%. In the middle school the scores were 71.4%. For 2017-18 the elementary scored 30.0%. In the middle school the score was 82.4%. Our writing scores were as follows: For 2016-17 our elementary school score for all students was 57.1%. Our middle school students scored 21.4% P/D. compared In 2017-18, our elementary school students scored 30.0 P/D. As for our middle school students, all students scored 29.4% with the Free/Reduced gap group coming in at 27.3%. We are not surprised by these numbers since they reflect the high percentage of students in the Free/Reduced gap group enrolled at our school. That being said, the gaps between those students and those considered to be more economically advantaged are comparable.

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.

The students in the Free/Reduced gap group have shown the most improvement in reading/math with the elementary school students increasing the scores from 34.4% in 2016-17 to 47.7% in 2017-18. The middle school students in the Free/Reduced gap group also saw a marked increase with 37.5% scoring P/D in Reading/Math in 2016-17 to 63.6% scoring P/D in 2017-18.

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.

Mathematics continues to be our area of greatest need. Our scores seem to fluctuate and we have not been able to sustain the improvements that we have made from year to year. A gain is often followed by a regression despite our emphasis on math and its improvement.

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

Our professional development plan has been to identify individual strengths and weakness and to schedule PD that meets individual needs and overall organizational goals. Each teacher meets with the principal to plan individual PGPs that address identified needs. Our ESS plan is to provide on-going in-school ESS services directly targeting our needs in mathematics and to offer after school ESS programs in the Spring that offers more intensive services designed to address all subjects, especially math. In addition, we expend a great deal of money to provide tutoring for our students that take the form of in-class collaborative teaching combined with small group pull-out instruction provided through our GearUp Grant that specifically targets students that are struggling with math.

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.

The barriers that present the most prevalent challenges to our overall success are tied to the very socioeconomic disadvantages that affect our students and their families on an everyday basis, This underlying condition not only effects our students' ability o come to school prepared to learn, but also effects their innate view of the entire educational system. This view is often filled with distrust and lacks the urgency needed to effectively turn academic performance into personal achievement. While our challenges are multiple, and their severity varies, this

underlying view of the educational system that many have developed creates a difficult environment for success to flourish.

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.)

We have regular staff meetings where we discuss all school improvement needs and work together to address any other items that need our attention. We always take a collaborative approach and are not afraid to try new approaches if we do not see the results we expect. We also invite community members into our school to work with us and to attend SBDM meeting where we discuss school needs.

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).

2019-2020 Gap Goal. Increase the Elementary math proficiency ratings for all students in the Free/Reduced gap group from 19.5% on the 2019 KPREP Assessment to 60.7% on the 2020 KPREP Assessment as indicated in the KPREP assessment results. 2019-2020 Gap Goal. Increase the Middle School math proficiency ratings for all students in the Free/Reduced gap group from 31.3% on the 2018 KPREP Assessment to 64.7% on the 2020 KPREP Assessment as indicated in the KPREP assessment results



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.

Our identified achievement gaps will be attacked through the use of ESS and GearUp resources that are specifically and intentionally designed to provide the extra help that our students need to be able to succeed and to achieve. We will use both monetary resources and personnel resources the effective provide individual and small group instruction to those students who need it most.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-21 GHES Gap Goals	2020-21 Gap Goals	•
 GHES 2020-21 Gap Group Identification	GHES 2020-21 Gap Group Identification	•