



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.

See Attachment:

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

The majority of our school falls in the non-duplicated gap group of economically disadvantaged students. 88.5% of students at JACES are considered economically disadvantaged. Our school tries to foster a positive learning climate for all students. We offer extra educational experiences to all students and provide extra assistance for students in need. Gap Students receive extra attention, instruction, and intervention. Teachers design instruction to help close achievement gaps.

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

In the last two years of accountability scoring JACES met its' Gap Goals. Our scores were above both district and state scores.

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.

Our school has shown improvement in all areas. We have exceeded our delivery targets in reading in both the elementary and middle school. We were above both district and state averages in math in both the elementary and middle school while only missing our elementary math target by 2% while still showing substantial growth.

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.

Economically disadvantaged students in the elementary are performing at an 11.5% less rate than their non-economically disadvantaged peers.

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

Growing gap populations and transfers from other schools have provided a challenge. We are one of the only schools who are gaining in enrollment and most

students are in economically disadvantaged group. These students may not see a full year of the strategies we have in place to assist our gap group students.

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.

Classroom teachers give the star assessment in the Fall, Winter, Spring, and end of school to help identify students in the gap group who are below level or at risk of dropping below level. RTI teachers will progress monitor students. Classroom teachers will provide RTI strategies & small group instruction. RTI teachers will also provide urgent intervention to students. Guidance counselors and administrators will study data to help move students to on level.

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 used professional development plans to break down and desegregate test data. Committees developed strategies with help from teachers and district staff to address achievement gaps. Other professional developments addressed meeting the needs of students in the gap groups and using KPREP like assessments.

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).

Students in the identified gap population will meet the delivery target of 60% in elementary mathematics. Teachers will utilize Star Math results to monitor progress throughout the year.

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:

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goal 2020		• III
 Gap Group ID		• I