



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.

attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Our Economically disadvantaged percentage is 67.8% of students. Our student population consists of 67.80% students with disabilities. The majority of kindergarten students don't attend pre-school and are not prepared for kindergarten according to Brigance test scores. 25% of our students are raised by grandparents and/or other family members.

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

Economically Disadvantaged middle school students in 2017-2018 had a reading gap of 70.5 - 79.5 and in 2018-2019 70.0 - 72.9. We closed the reading gap in Middle school students from 9 points to 2.9 points.

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.

Economically Disadvantaged Elementary school students in 2017-2018 had a reading gap of 45.8 -54.1 and in 2018 - 2019 47.5 -61.0. We reduced the reading gap in elementary school students from 13.5 points to 8.3 points.

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 middle school students in 2017-2018 had a math gap of 59.0 - 57.7 and in 2018- 2019 56.3 - 54.0. We increased the math gap in Middle school students from 1.3 points to 2.3 points. Economically Disadvantaged elementary school students in 2017-2018 had a math gap of 48.8 - 36.4 and in 2018-2019 31.3 - 45.9. We increased the math gap in Middle school students from 12.4 points to 14.6 points.

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

The majority of kindergarten students don't attend pre-school and are not prepared for kindergarten according to Brigance test scores. 25% of our students are raised by grandparents and/or other family members. Attendance rate of low achieving students. Parent/guardian help and assistance at home with homework and studying, they lack the knowledge and skills to properly assist their children.

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.

Teachers and staff meet after test scores are released to discuss results and findings. They are all part of the planning process, for strategies and activities to close the achievement gap. All teachers and administration are part of the planning process and implementation of strategies and activities to close the achievement gap. Other stakeholders in the continuous improvement and planning process include: Peggy Bracket, FRYSC; Marlene Sargent, Parent; Gary Henson, Parent, Lana Teshon, Business Owner.

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.)

Multiple professional development opportunities with the Striving Readers Grant for reading and writing were offered to all Elementary Teachers. 2 Elementary math teachers received a Comprehensive Course for Primary and Comprehensive Course in Intermediate from KCM through Math Achievement Grant Fund. Math teachers attended math Envision Text book and technology Professional Development.

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).

We will increase the number of Proficient scoring students in 2020-2021 by 10%. We will decrease the number of students scoring Novice by 10% in 2020-2021.

ATTACHMENTS

Attachment Name

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.

attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification 2020-2021	Gap ID Excel form	• I
 Measurable Gap Goal 2020-2021		• III • III