

## Phase Three: Closing the Achievement Gap Diagnostic\_12192018\_10:13

Phase Three: Closing the Achievement Gap Diagnostic

**Burlington Elementary School**

Kimberly Gilbert  
5946 Orient St  
Burlington, Kentucky, 41005  
United States of America

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See Attached Burlington Elementary GAP Data Sheet from May 2018

#### **ATTACHMENTS**

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

## II. Achievement Gap Analysis

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

As the free and reduced lunch rate continues to rise around the 50% mark, the teachers have had more and more issues with classroom management. As these students are coming to the forefront in the classroom, the climate and culture has shifted. It is becoming more obvious that our teachers need the strategies and skills to engage all students and differentiate instruction to meet the diverse needs of students. It has also shown a need for further training in classroom management, diversity, and trauma-informed care.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We have done a better job of closing the gaps in Reading than in Math. All gap groups other than Free/Reduced lacked progress or regressed in reading.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Reading - Free/Reduced increased from 35.1% P/D to 42.7% P/D

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

CONSOLIDATED STUDENT GROUP Scoring Proficient/Distinguished - 34% in Reading and 29.2% in Math TSI GROUP - STUDENTS WITH DISABILITIES (IEPs) Scoring Proficient/Distinguished -17.5% in Reading and 17.5% in Math African American - Reading decreased from 46.2% P/D to 42.9% P/D and decreased from 53.8% to 23.8% in Math

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

See PD Plan

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

As the free and reduced lunch rate continues to rise around the 50% mark, the teachers have had more and more issues with classroom management. As these students are coming to the forefront in the classroom, the climate and culture has shifted. It is becoming more obvious that our teachers need the strategies and skills to engage all students and differentiate instruction to meet the diverse needs of students. It has also shown a need for further training in classroom management, diversity, and trauma-informed care.

G. 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 at each grade level have attended a training on Kagan Strategies to increase student engagement and participation. These teachers have made it part of their PGP's and are working to become model classrooms for other teachers to observe. Vertical Teams have been created (Reading, Math, Writing, Social Studies, Science, Social/Emotion Learning) and meet monthly to discuss non-negotiables, timelines and analyze data.

### III. Planning the Work

#### Gap Goals

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).

Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 31 to 41%. African American will increase from 36% in Reading and 20% in Math Hispanic will increase from 40% in Reading and 40% in Math LEP will increase from 24% in Reading and 19% in Math Free/Reduced Lunch will increase from 41% in Reading and 39% in Math IEP will increase from 17% in Reading and 17% in Math

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#### Closing the Gap

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

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 2017-18 Gap Data	2017-18 Gap Data	I
 Measurable Gap Goal Sheet	Measurable Gap Goal Sheet	II.E
 Measurable Gap Goal Worksheet	Measurable Gap Goal Worksheet	III
 Needs Assessment Phase Two	Needs Assessment Phase Two	I
 PD Plan	2018-19 PD Plan	II.E