

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _10292019_14:52

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

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.

K-Prep data was used to identify gap groups. STAR and CASE will be used to monitor the goals/ groups during the year.

ATTACHMENTS

Attachment Name

 Achievement Gap Group ID Spreadsheet


II. Achievement Gap Analysis

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

The school's culture is welcoming, inclusive, and supportive of students in the gap groups which include English Learners, free and reduced and students with IEPs. We celebrate our diversity and attempt to give all the support that is needed to our families. The Leader In Me student survey, MRA, was given to the same group of students who take K-Prep and it shows a positive culture for our students. All areas: student led achievement, student engagement, supportive environment and student leadership score significantly higher than the average (15 - 20 points). All questions score higher than the average in student engagement and supportive environment.

ATTACHMENTS

Attachment Name

 Student Survey Results

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

We are beginning to close the gap for students with IEPs as demonstrated by our IEP students reaching the growth goal last year. We are continuing to closely monitor this group until proficiency measures are no longer a gap.

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.

Reading continues to be a large gap for our students with IEPs as compared to the whole school. But overall writing is the content area with the greatest need for improvement.

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.

Students with IEPs, math and writing are the group and content areas with the greatest need.

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

We have been working hard to move to a more inclusive model of serving our students with IEPs by implementing co-taught classrooms and holding PLCs with teachers around the special education student data. These processes and practices not being in place in the past have prevented the school from closing this gap.

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.

We hold PLCs with the teachers and leaders to look at student data. We work with parents through ARCs on understanding the LRE and goals for each student.

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.)

Our PD plan focuses on The Leader In Me program and specifically this year in the implementation of empowering instruction. Students are writing and monitoring goals that are aligned to grade level and schoolwide goals. Our ESS funds are used to target kindergarten students not meeting benchmarks in our half day program by having them spend an extra hour in school with a combination of school day interventions.

III. Planning the Work

Closing the Achievement 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).

We will be using a common rubric to gather classroom data in the area of writing constructed responses in math. Our goal for our special education students is to gain 1 point on a 3 point scale from the Fall of 2019 to the Spring of 2020.


Closing the Achievement Gap

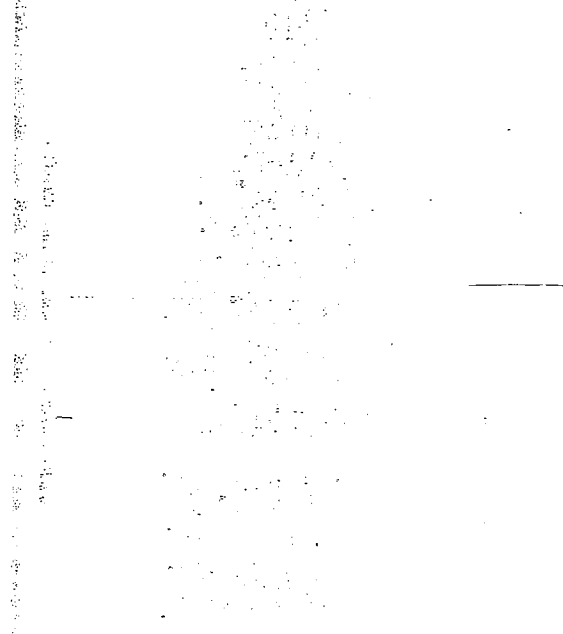
- Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
- Step 2: Complete your findings and answers.
- Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

We will be using a common rubric to gather classroom data in the area of writing math constructed responses. Our goal for our special education students is to gain 1 point on a 3 point scale from the Fall of 2019 to the Spring of 2020.





ATTACHMENTS

Attachment Name

 Closing the Achievement Gap Summary 2019



Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group ID Spreadsheet		• I
 Closing the Achievement Gap Summary 2019		• III
 Core Work Process 4		•
 Student Survey Results		• II.A