

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_11212019\_15:20

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### **New Haven Elementary School**

Mary Goble  
10854 Us 42 Hwy  
Union, Kentucky, 41091  
United States of America

Last Modified: 12/19/2019

Status: Locked

---

## TABLE OF CONTENTS

---

2019-20 Phase Three: Closing the Achievement Gap Diagnostic .....	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis .....	5
III. Planning the Work.....	7
Attachment Summary .....	8

---

## 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.

Please see the Achievement Gap Group spreadsheet attached for the gap group identifications for NHES.

## II. Achievement Gap Analysis

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

The climate and culture of New Haven is positive across the board. There is no separation of gap groups, all demographics are seen and treated with the same respect as individuals. Programming is created and implemented based on the needs of our total population. Students who were given the resiliency poll indicated a 99% positive school experience. (ALL students 3rd- 5th grade)

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

As a school we have identified the need to have a consistent and fluent program/ framework for our special education students. In the last year we have implemented and trained all special education teachers in the Leveled Literacy Instruction program. All teachers have also had some form of multi-sensory instruction as well. All classrooms are using programming and strategies that are consistent across the board. Although our special education novice numbers have reduced, we have still not closed the gap. We are making considerable strides but sustained efforts will continue. Writing saw a significant increase in achievement across all populations as well.

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.

Gap groups have shown progress in all areas but science, which saw a decrease in achievement across all populations with the implementation of the new science assessment. .

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.

Based on the data our special education group has increased achievement in all areas in parallel to our total enrollment. Novice areas have decreased and apprentice has increased.

### ATTACHMENTS

#### Attachment Name

 [Closing the Achievement Gap Summary Form](#)

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

All professional development is focused on providing teacher instruction on the fidelity of programming being implemented. District pacing guides are in place for all content areas, and students are receiving instruction in both collaborative, general, and resource settings that best meet their needs to allow access to all instructional opportunities. Staff analyzes student data regularly, and makes adjustments to instruction based on those results. Based on student data, the staff also identifies areas in which they need additional development or support to ensure the students are receiving the most effective instructional practices. Instructional and Professional

practices are based on the analysis of student data, whether that be state or local data to drive improvements and raise student achievement.

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.

School and district personnel collect and review student data regularly. School teams look at student data weekly, making decisions based on results. When faculty identify areas that are weak a plan for intervention is devised and put into practice. Fluid schedules and flexibility is a consistent practice among staff members (certified and classified). Professional development is on-going and follow-up instruction is continual for all staff members. Walk-through data is also collected on teacher instructional practices so that data can also drive development and school wide practices.

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.)*

All stakeholders are given a variety of opportunities throughout the school year to share their opinions and perspectives on student achievement, culture, and practices through committees, surveys, events, and planning. See CSIP for additional information regarding activities to support student achievement.

### 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).

Special Education- 2019 actual scores for reading is 33.8 and the 2020 goal is 36.8 ; 2019 actual score for math is 29.4 and the 2020 goal is 32.6  
F/R- 2019 actual scores for reading is 42.4 and the 2020 goal is 46 ; 2019 actual score for math is 31.8 and the 2020 goal is 34.9

#### 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.

See Needs Assessment Worksheet to see the identified key core processes in addition to the Achievement Gap Summary form.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		•
 Closing the Achievement Gap Summary Form		• II.D