



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.

Group spreadsheet is attached.

## II. Achievement Gap Analysis

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

Our school's climate and culture are affected by its gap population in a few ways. 61% our students are economically disadvantaged. There are learning barriers that must be overcome in regards to basic needs that our school must take into account and accommodate. 17% of our population are IEP students. The positive culture established at Central Elementary and sense of community helps to overcome.

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

Unfortunately, our achievement gaps in reading and math still exist; however, no areas are considered "significant" based on KDE accountability system.

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 students with disabilities have shown significant improvement in reading, with 54.2% scoring proficient/distinguished. These students also showed improvement in mathematics with 45.8% scoring prof/dist.

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.

We have lacked progress in lowering our novice readers who are economically disadvantaged. We currently stand at 18.2%. We also have concerns that 25% of our students with disabilities scored novice in reading.

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

Our economically disadvantaged and students with disabilities struggle with barriers that hinder their progress. The academic gap is already very obvious in kindergarten. However, we haven't given up on searching for ways to help students overcome.

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.

Our SBDM council is regularly involved in the continuous improvement planning process, Stephen Queen (principal), Julie Forsythe, Kelly Lane, Sara Oliver (teachers), Natalie Davis and Stephanie Duke (parents). In addition, our teachers also meet with the principal monthly in PLCs to monitor/analyze data and make strategic plans to increase student achievement.

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 professional development plan includes significant amounts of training for teachers in cooperative learning strategies. This will increase engagement and achievement for our gap students and provide extra support to them in the classroom. Our ESS plan allows students to receive individual interventions during the school day.

### 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).

Reduce the percent of economically disadvantaged students scoring novice in reading from 18.2% to 13.2%. Reduce the percent of students with disabilities scoring novice in reading from 25% to 20%



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.

Summary spreadsheet attached.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group ID 2020-2021		.
 Measurable Gap Goal 2020-2021		.