

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11122019_12:18

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

North Livingston Elementary School

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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.

ATTACHMENTS

Attachment Name

 [2019 Closing the Achievement Gap Spreadsheet](#)

II. Achievement Gap Analysis

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

We are a rural school, with a small population of students. All of our students receive free lunches. Knowing our students and the population we serve, our staff is well aware of the situations our students come from. We do not make excuses for their backgrounds, but we work to solve the problems that come from poverty.

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

In math, our gap is only 2 percentage points difference. In reading the gap is 6 percentage points. We have successfully closed the gap in 3rd grade reading, 4th grade math and 5th grade math.

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.

Based upon the data, we are successfully closing gaps in all areas.

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 continue to lack progression in 4th and 5th grade reading, although the gap is not that great.

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

As has been the case in this school learning needs to become more engaging and personalized for all students.

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 have weekly PLC meetings so that all teachers are involved in discussing data. Our RTI teacher is participating in Rtl instruction and monitoring implementation. The teachers and the RTI teacher work with instructional assistants to ensure they know student needs and are meeting those needs. Our SBDM Council reviews data regularly.

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.)

Teachers will continue to participate in the district cadres to align content and instruction. We will use data from common assessments and STAR to evaluate the effectiveness of our programs. Teachers will attend professional development as it relates to specific core content instruction.

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).

By 2020, increase the number of all non-duplicate gap students scoring proficient or above in mathematics as determined by KPREP from 40.4% to 44.4%. By 2020, increase the number of all non-duplicated gap students scoring proficient or above in reading as determined by the KPREP from 52.6% to 58.2%.



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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 Closing the Achievement Gap Spreadsheet		•
 NLES Measurable Gap Goal Spreadsheet		•