



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Farmington Elementary School

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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.

Attached

II. Achievement Gap Analysis

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

Our schools climate and culture are affected by its gap population in which 65% of our students are eligible for free/reduced lunch, which is pretty high for a school our size. Secondly, our special ed numbers are rising more and more every year.

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

I honestly would have a hard time saying we have closed any gaps, but I could say that every year our gap is getting smaller.

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 reading has grown throughout the last 2 years. We have been in the 80's overall the last 2-3 years and this year our 3rd-6th grade reading was a 96. I was very pleased to see this growth as we have teachers and students that work hard every day.

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.

Free/reduced price lunch student achievement has failed to close the gap. Overall gap group student achievement has also remained steady, neither increasing or decreasing a significant amount.

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

Our free/reduced students struggle to overcome economic barriers that hinder their progress.

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. Melissa Paul, Missy Jones, Diane Wiggins, Mercedes Nisbet, Natalie Watson and Hailey Riley.

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.)

We start at the beginning of the year to start targeting students. Honestly we probably start at the end of the year with the kids in mind in who we want to start targeting right out of the gate. Then we see what students come back and that helps us with our list of students. We start at the beginning of the year looking at all students and thinking of ways to make sure we are reaching those students. We also have RTI meetings in place at the beginning of the year to make sure we are on the right track and have the resources we need in place. We meet every other week on students and we are always talking students and data. STAR testing is another tool that we use to keep students on the right track as well.

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).

Attached



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.

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement GAP	na	•
 Goal Builder	NA	•