

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11232020_11:39

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Lowes Elementary School

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 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.

Gap group data is attached.

ATTACHMENTS

Attachment Name

 [Achievement Gap Group ID - 2020-21](#)

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 two ways. First, 66% of our students are eligible for free/reduced priced meals, higher than both our district and state averages. Second, our Hispanic population is 15%, significantly higher than the district and state averages.

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

Our school is working hard to close the achievement gaps in reading and math. We do see a statistically significant difference in our gap students versus our non-gap students in reading and math achievement.

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.

We have shown improvement in all content areas and in our specific gap groups, low SES students and Hispanic students.

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 make progress in closing achievement gaps in all areas, though statistical gaps do still exist.

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

First, language issues with our EL students make it difficult for our school to close the achievement gap. Second, our free/reduced price lunch 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. Ryan Marchetti, principal and chair; Sara Leonard, Angela Feezor, Adam Stephenson, teacher members; Jodie Hansen, Maria Orduna, parent members

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

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).

Lowes Elementary School will increase its combined reading and math proficiency in the economically disadvantaged gap group from 50% in 2018-19 to 70% by 2022 as indicated by state assessment results.

ATTACHMENTS

Attachment Name



 [Closing the Achievement Gap Goal](#)

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.

Excel file with detailed goal is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group ID - 2020-21	Student count and percentages for gap groups	• I
 Closing the Achievement Gap Goal	Details, strategies for gap goal	• III