



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

Symsonia Elementary School
Courtney Story
11730 Sr 131
Symsonia, Kentucky, 42082
United States of America

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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.

Our largest Gap Group consists of our Economically Disadvantaged students at 76.72% of our school population. Special Ed is our second highest with 30 students our 300 which equals approximately 10%.

ATTACHMENTS

Attachment Name

 Measurable Gap Goal

II. Achievement Gap Analysis

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

Symsonia has high expectations for all our students regardless of their "status". However, we cannot ignore the fact that our gap groups are growing each year. We also have gap groups that may not be "reported" because there are not ten students in that grade level but they are still under-performing when compared to students who do not fall in a gap group. Therefore, it is essential that we are tracking every gap student and their progress.

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

It is obvious by looking at the data that we have to continue to track and pay close attention to our students who are identified as F/R and those who require special education services in ALL academic areas. Looking at 2017-2018 school year and 2018-2019 school year it is evident that our results are inconsistent.

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 are quickly closing the gap for our Economically Disadvantaged students. In 2018-2019 our ED students scored 67% Proficient and Distinguished in reading while our Non ED students were at 70.8%. In math our ED students scored 64% Proficient and Distinguished in 2018-2019 and our non- ED students scored a 74.4% Proficient and Distinguished. This gap has improved significantly since 17-18 test data.

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 do not have enough students with an IEP to count toward our index because we do not have ten at each grade level. However, when looking at their scores they continue to under perform when compared to their peers . With the right accommodations, these students should be able to hit proficiency.

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

The biggest issue for Symsonia is the transiency of gap students. ESS monies are spent on services during the day and families lack of transportation prohibits them from allowing students to stay after school for tutoring.

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.

Continuous improvement and planning is a constant conversation at Symsonia. It is discussed at every SBDM meeting and those members are strategic partners in the process. It is also a part of every conversation during RTI meetings, vertical team meetings, and learning sessions throughout the year. We do not make changes without all stakeholders having a voice. The leadership team are also vital in deciding the school's direction when it comes to continuous improvement. SBDM Partners: Liz Merrick, teacher, Amy Archer, teacher, Leslie Brown, teacher, Rachel Goatley, parent, Johnna Hayes, parent.

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.)

Symsonia continues to work on making sure all students are engaged in the classroom and that instruction is given using rigorous content. We have also implemented a reading program for grades K-6 that should help close any reading gaps with all students. Teachers have been through training and follow up training with the use of the program. We also are starting special education PLCs with our Elementary Special Education Consultant to better serve and track our students with IEPs.

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).

Economically Disadvantaged (F/R) - Reduce percentage of Novice in reading from 7% in 18-19 to 5% in 2020-2021. Economically Disadvantaged (F/R) - Reduce percentage of Novice in math from 6.7% in 18-19 to 0% in 20-21.

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 attached Goal Sheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ Achievement Gap Group		• 1
☒ Measurable Gap Goal		•