



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.

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### **ATTACHMENTS**

#### **Attachment Name**

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## II. Achievement Gap Analysis

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

Due to our Free/Reduced number the majority of our students fall into the GAP category. This creates some interesting challenges in that students have a great deal in common, but their commonality may not be a long term desirable situation. Teaching students to see beyond their current situation to a bright future is something we strive to do at Wingo.

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

Wingo Elementary has closed the achievement gap between Hispanic vs White and 2 or more races vs white in both Reading and Math. 2017-18 data showed Hispanics have 47% P/D in Reading while the school average was 69%. 2018-19 data showed 80% of Hispanic students P/D in Reading compared to 63% of white students. For Hispanics in Math, 2017-18 data showed 69% of Hispanics at P/D vs 69% school average. In 2018-19 Hispanics showed 70% P/D with white students having 60%. For students with 2 or more races, the data shows 58% and 57% P/D for the last two years compared to 69% and 60% for white students in Math. In Reading, the data shows 59% and 71% P/D for 2 or more races over the last two years vs 69 and 63% for white students.

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.

As noted above we have enjoyed great success in closing the gap between races. We have also shown a good deal of improvement over the last 4 years with our economically disadvantaged students. In Reading, P/D for these students increased incrementally from 49% to 62% over the last 4 years. In Math, P/D for these students increased from 40.2 to 53.6%.

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.

Wingo has shown a consistent decline over the last 4 years in percent of P/D students with disabilities in both reading and math. From 2015/16 to 2018/19 P/D has declined from 70, 64, 61, 49% respectively in Reading. In Math during this same time period, P/D has decreased from 57.6 to 33.3%.

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

In talking about the economically disadvantaged we find that this population is both highly transient and demonstrates a lack of understanding as to their student's educational needs. In talking about our students with disabilities, teachers struggle with the complex problem of meeting a student at their current cognitive ability and need while at the same time preventing them from falling further behind their present grade level.

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 school development plan is driven by frequently analyzed and updated data sets. This data is broken down by and for all stakeholders. Instructional decisions are derived from the data. All stakeholders are included in this process. Our teachers regularly meet during PLC time and progress monitor interventions. Our FRYSC coordinator uses data to implement programs and services such as Born Learning, Little Indians Read, Reading Buddies, and various other family events. In addition, our SBDM who's names can be found on the school report card are heavily involved in the curriculum and instruction within the school.

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 school, as well as the district, are focusing on cooperative learning techniques that will help all learners included GAP students. ESS plans and Day waivers allow

for more individualized learning and a better RTI experience. Recently all teachers have received Trauma-Informed Care training which will help them better understand the "why" behind certain students and their choices.

### 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).

Wingo Elementary will close the Math gap for economically disadvantaged students to 10% by 2021 as compared to 2018-19 KPREP. Wingo Elementary will close the Reading and Math gap for students with disabilities to 10% in Reading and 20% in Math by 2021 as compared to 2018-19 KPREP.

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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.

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**ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ GAP		• I
☒ Measurable Gap Goal		• III