



2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11302020_10:30

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Highland-Turner 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.

See attached spreadsheet

ATTACHMENTS

Attachment Name



Achievement Gap Worksheet

II. Achievement Gap Analysis

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


The mission of Highland Turner Elementary School was developed three years ago by stakeholders within the school. The vision and mission were reviewed by same stakeholders at the beginning of this school year and states that our school will provide rigorous and relevant instruction in a clean, safe, nurturing environment where we take responsibility to produce productive members of society. The teachers will continuously use data results to set the expectation of and provide safety nets for all students to be prepared for the next level. This mission has been partially implemented as we have established processes that use data and set high expectations for students within our school. School wide safety nets in the form of interventions have been established but classroom differentiation and supports are not consistent especially in regards to male students and students with IEPs. A review of the SWOT analysis concluded that teachers and all staff are dedicated to making sure students get the support they need and committed to working together to support the even greater number of struggling learners that may be present when we return to "normal in person learning".

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

See attached trend data

ATTACHMENTS

Attachment Name

 Achievement Gap Worksheet

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.

Females have shown improvements in reading, math, and social studies. Males have shown improvements in math and social studies. Students who receive free and reduced lunch have shown improvements in reading, math and social studies. Science was the lowest scoring area for all groups.

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.

Students with an Individual Education Plan have progressed in reading by 23.4% and regressed in math by 4.7%. The students without an Individual Education Plan scored higher in both reading and math than those with one.

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

During the weekly PLC meetings with principals and district curriculum team, the teachers will maintain a focus on the students with an IEP. During monthly PLC meetings with all teachers, there will be a focus of sharing research based strategies that focus on small group and whole group instruction around differentiation to meet the needs of all students including those with IEPs. Teachers will provide individualized reading and math instruction for students who are not successful in tier 1 core instruction. There will be monthly progress checks for student mastery of the standards and the learning targets with a focus on students with an Individual Educational Plan

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.

Teachers are members of various committees that discuss different topics and data sources. A student group made up of a sampling of 5 and 6 grade students will meet with administration monthly to discuss data analysis as data sources are analyzed. Parents will be included monthly through a community forum and various parent surveys via a kiosk at ball games and other extra curricular activities hosted at the school. Each committee is designated different data sets including trend data to analyze and share with other teachers. The different data points that were analyzed include KPREP, Brigance, Fountas and Pinnell, KY Working Conditions Survey. Each teacher group reviewed data as the information was available. After each teacher committee completed their data analysis by answering the data wise questions and the 5 Whys Root Cause Analysis, they shared their findings with the leadership team to develop various goals for the 30/60/90 plan and answer any questions the leadership team may have about their findings or data. The student group and the parent group will also offer suggestions based on the findings and provide a different viewpoint of the data analysis.


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.)

See attached professional development plan.

ATTACHMENTS

Attachment Name

 Achievement Gap Worksheet


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).

See CSIP in attachments.

ATTACHMENTS

Attachment Name

 [Achievement Gap Worksheet](#)







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 the attached CSIP Plan and Gap Summary Sheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap		• I
 <u>Achievement Gap Worksheet</u>		•
 <u>Ed Camp Teacher Led Training</u>		• II.G
 HT 2020 CSIP through Goal Builder		• III
 HT PD Plan		• II.G
 Trend Data for 2020-2021		• II.B