

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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Munfordville Elementary School

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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.

Students with identified disabilities are the targeted group. A total of 152 students receive special education services, 34% of the school population, grade K-8.

ATTACHMENTS

Attachment Name

 [gap group id](#)

II. Achievement Gap Analysis

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

The school is working together for a common purpose. Staff indicates they feel they have greater support. Clear expectations have been established and have a positive culture has been created.

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

Our proficiency/distinguished percentage from elementary disability group has increased from 43 percent to 59.3 percent. Our proficiency/distinguished percentage from middle school disability group has increased from 46 percent to 61.6 percent.

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 our reading and math disability groups in both middle school and elementary.

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.

Middle Grades writing regressed.

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

We have seen growth in our gap groups however, teacher turn over and increased caseloads slow the process.

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.

Proper use of PLC time will help teachers and school administration coordinate and plan for instruction. Teacher leaders will help direct and modify lesson plans to better serve the students within the gap group perform achievement.

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.)

All of our professional development time for the past 2 years has been dictated by the district reading and writing grant initiatives.

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).

Reduce the number of novice in our gap group from 28% to under 25% in reading. We will reduce the number of novice in math from 30% to under 27%.

ATTACHMENTS

Attachment Name

 [Gap Goals](#)

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.

See Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goals		• III
 gap group id		• I