2019-20 Phelps Elementary: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Phelps Elementary relies on many pieces of data to identify student achievement GAP groups, including, but not limited to, K-Prep data, MAP data (universal screener,) classroom formative and summative assessment data, RtI data, daily progress monitoring data as well as teacher observations and student work samples.

II. Achievement Gap Analysis

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

At Phelps Elementary we hold true to our mission statement, "Leading Students to Achieve Excellence." High expectations are the norm of our school culture. We believe in educating the whole child, involving stakeholders, setting attainable goals, providing incentives for reaching goals and recognizing/rewarding student achievement. At the heart of our culture is an established, focused Instructional Leadership Team that is committed to school improvement. The ILT uses data to drive instructional decisions, seek input from stakeholders and implement school initiatives to reach the identified target. An extension of the Leadership Team is grade level/content area PLC's. Within each PLC transparency is evident and necessary to truly identify weaknesses. The professional learning communities include data at the heart of their conversations. Through ongoing progress monitoring and data-driven decisions they are able to identify students requiring Tier II & Tier III intervention. Additionally, this is where "Hot Lists" come to life and instruction becomes more personalized. Student goal setting leads the charge in motivating students and data boards become visual aids for students to monitor their achievement progression. Overall our school is an environment conducive to learning where all students receive instruction tailored to their needs.

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

According to the data analysis findings, the area in which the achievement gap is nearly non-existent is in the content area of Reading among students with disabilities and students without. The 2018/2019 data revealed that 64.1% of students with disabilities scored P/D compared to 64.7% of students without disabilities. Resulting in an achievement gap of only .06%. This is in comparison to the same gap group during the 2017/2018 school year when a gap of 3.3% was noted.

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.

In analyzing student achievement data between the 2017/2018 SY & 2018/2019 SY it was noted that in the content area of Reading there was a significant decrease in the achievement gap among economically disadvantaged students and the general population. According to reports, during the 2017/2018 school year a 14.1% gap existed between free/reduced lunch students and their paid status counterparts. During the 2018/2019 school year the gap between those same subgroups decreased to 5.2%. Additionally, another area that significantly reduced the achievement gap was in the content area of Science among students with disabilities and students without. During the 2017/2018 school year a 16.4% gap existed between the subgroups. During the 2018/2019 school year that gap was reduced to 4.6%.

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.

Data analysis revealed, that while not significant, the gap between students with disabilities and students without in the content area of Reading did increase. Data from the 2017/2018 school year indicated a 1.9% achievement gap with 83% of students with disabilities and 81.1% of students

without scoring P/D. In comparison, data from the 2018/2019 school year indicated a 6% gap with 79.5% of students with disabilities and 73.5% of students without scoring P/D.

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

Conditions that have prevented Phelps Elementary from closing the achievement gap between students with disabilities and the general population start at home. In the last two years parental involvement has been on a gradual decrease with more students living with grandparents. More parents than ever are facing barriers such as lack of transportation. Parents are less interested in their child's academic success and resist educational opportunities provided through parent workshops. Additionally, an ever increasing number of parents have substance abuse issues and aren't aware of student's learning disabilities. These things in conjunction with more students having medical diagnosis that result in learning disabilities have prevented Phelps Elementary from closing the achievement gap.

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.

The process of continuous school improvement involves many stakeholders. The Instructional Leadership Team members are an integral part of the improvement process. The ILT conducts a thorough needs assessment annually, participates in on-going data analysis, collaborates to determine the most effective research-based instructional practices, models instructional strategies, trains colleagues and provides follow-up/evaluate the effectiveness of the instructional practices. In addition, parent representatives on the SBDM council play a part in allocating funding and human resources that address the achievement gap. Finally, community members are involved in the improvement process to bring outside knowledge and skills into the school to address the gaps. Community members also communicate school improvement efforts to the public.

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.)

The "key" to closing achievement gaps is teacher effectiveness and strong instructional methods and practice. Therefore, Phelps Elementary's professional development plan is a comprehensive plan written annually based on educator effectiveness data, teacher professional growth, student achievement/gap data results and needs assessment information. Our most current PD plan focuses on quality learning opportunities for teachers and administration that offer strategies to improve teaching practice and leadership capabilities. Professional development is also extended to support staff on ways to identify barriers to learning and intentional strategies to increase student achievement. Many professional learning opportunities embedded in the plan equip teachers with strategies to address students with disabilities and ways of reducing barriers to learning such as; socio-economic status. The focus of this year's plan is student engagement, formative assessments and higher-order questions.

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).

See attachment

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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
PES Achievement Gap Summary 19-20		•
PES Gap Group Identification 19-20		•