



McBrayer Elementary School Closing the Achievement Gap 2020-2021

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.

Achievement gap grade level data is attached.

II. Achievement Gap Analysis

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

The teachers in our school are well-trained in supporting both students who are in the gap group for economics reasons and those with disability. McBrayer has a student population of which approximately 53% qualify for free and reduced lunch. Additionally, approximately 18% of students have disabilities. McBrayer hosts a part-time counselor through Pathways, Inc. and Mountain Comp provides a counselor, as needed, as well. The school also has a Family Resource Center to provide support to parents and families. These agencies work closely with teachers and administration to meet student needs that go beyond academic concerns. On a weekly basis, McBrayer staff meet with district level administrators and representatives from the Kentucky Cabinet for Health and Family Services to address issues of concern that relate to students' lives outside of school. McBrayer is focused on educating the whole child and removing barriers to education. Students who come to McBrayer know they are loved, and teachers are committed to their safety and well-being as much as their education. All teachers and staff members work tirelessly to communicate with families to meet their needs inside and outside of school. We have seen this frequently during the Covid-19 pandemic. School personnel effectively communicate with each other to make sure the correct supports are in place for our families and students have what they need in order to be successful.

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

McBrayer has been successful in improving math, social studies, writing content areas and closing the gap on all groups. In order to continue to close gap groups, McBrayer will need to improve six to eight points in each academic area.

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.

McBrayer has shown improvement in all content areas in grades 3rd, 4th, and 5th. We will continue to work on reducing a gap in our ELL, Free/Reduced identified group and Special Education 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.

No area has regressed.

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

At this time McBrayer has shown a decrease with our achievement gaps.

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.

In September, administrative leaders met with all individual grade level teachers to review previous and current student data, discussing trends, achievement gaps and review previous and current student data, discussing trends, achievement gaps and growth data. In October, Site Based Decision Making Councils reviewed school-wide data to discuss growth, trends and achievement gaps. The administrative team met in October with each teacher individually to discuss classroom data and strategies that would support student growth. In October, student led conferences were held to allow students to share current classroom data and goal setting with parents. Classroom walkthroughs were completed in all classrooms September through December by the administrative team looking for implementation of professional development strategies, classroom culture and student engagement. Faculty meetings were held to discuss achievement gaps, growth goals, strategies and activities for improvements.

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.)

McBrayer's professional development plan this year focused on differentiated small group instruction to help scaffold student learning, along with strategies to boost engagement and help students make meaningful, real-world connections with what they are learning. Our professional development also included training on strengthening tier one instruction and highly effective evidence based programs to ensure all students are receiving rigorous, grade-level content, in addition to their differentiated instruction. School administration meets weekly with grade level teachers in Professional Learning Community Meetings, as well as weekly faculty meetings, to review student data and plan appropriate supports for those students who are falling behind.

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).

Goal A: To increase the percentage of proficient and distinguished economically disadvantaged on the K-PREP Math from 39.3% to 44.3% in May 2022. Goal B: To increase the percentage of proficient and distinguished economically disadvantaged students on the K-PREP Reading from 44.2% to 49.2% in May 2022.



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.

Closing the Achievement Gap Summary spreadsheet is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 McBrayer Elementary Gap Analysis 2020-2021		•
 McBrayer Elementary School Achievement Gap Summary 2020-2021		•