

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_11102020_13:13

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Last Modified: 11/10/2020
Status: Locked

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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.

Barbourville Independent did not receive any gap data due to the pandemic and lack of KREP assessment. However, the staff have worked to identify gaps in essential standards for all students during the re-entry planning process and upon utilizing universal screener data as well as formative and summative assessments. Prior year gap identification has involved the gap between paid students and free/reduced students.

II. Achievement Gap Analysis

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

Barbourville Independent School continues to participate in the Community Eligibility Provision program that allows all students in our district to receive free breakfast and lunch daily. This creates an atmosphere of unity among students. During the pandemic and resulting school closures, Barbourville Independent has been fortunate to be able to provide food deliveries to students residing in the school district.

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

Due to lack of reporting in several demographic areas, Barbourville Independent School only has one demographic group identified for the purpose of gap. This population is the free/reduced lunch students. Based on the 2019 assessment data, Barbourville Independent has significantly closed the gap between this population and the paid students. The difference at the elementary from the prior year is -6.1. The middle school is -10.7. The high school is -3.7. Although the state does not recognize this as significant difference, we are proud of the progress we have in this 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.

Barbourville Independent has closed the proficiency gap in all levels based on prior year's data.

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.

Based on prior year's data, Barbourville Independent has closed the gap between paid students and the F/R students; however, minor gaps remain. Our goal is to continue closing the gap between the two demographic groups.

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

The pandemic and resulting school closures has caused a major issue in closing the achievement gap. Varying amounts of onsite learning provides limited opportunities for continual face to face learning opportunities. The COVID-19 pandemic has limited extended school services, summer camps, after school activities, and summer school opportunities.

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.

Barbourville Independent continues to use virtual opportunities to collaborate with faculty and a variety of stakeholders. We continue to maintain close work relationships with Berea College and Union College to offer additional opportunities for students. The staff along with community

members and grant partners work together to create action plans. However, these opportunities have been significantly hindered by CDC guidelines and the pandemic.

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.)

Barbourville Independent School's Professional Development plan focuses on teaching the current standards as well as including essential standards from the 19-20 school year that were not mastered. The staff have worked through KDE's re-entry guidance to establish pacing guides to incorporate current and missed standards. This work will help to decrease novice in reading and math as well as other content areas. Being a small district allows staff a more unique opportunity to work with vertical alignment teams even during current COVID restrictions.

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).

Barbourville Independent School will continue to decrease the gap in paid and free/reduced students by 1%.

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.

Achievement Gap Summary attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goals		•
 Gap Group Identification		•