

Phase Three: 2018-2019 Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

The achievement gap group spreadsheet is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Barbourville Independent School continues to participate in the Community Eligibility Provision program that allows all students in our school district to receive free lunch daily. This creates an atmosphere where students do not feel singled out based on socioeconomic status.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Due to lack of numbers in most demographic categories, 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 2018 assessment data, Barbourville Independent has significantly closed the gap between free/reduced students and paid students. The percentage for proficiency at the elementary level is 71% paid scoring proficient with 67.7% free/reduced students for a difference of 3.3%. The percentage for proficiency at the middle school is 75% paid scoring proficient with 74.1% free/reduced students for a difference of 0.9%. The proficiency percentage at the high school has actually reversed. The paid students are 52.3% proficient while the free/reduced students scored 65.5% proficient in reading and math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Barbourville Independent has shown improvement by closing the proficiency gap at the elementary with a 3.3% difference and the middle school with a 0.9% difference.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Although Barbourville Independent has closed the gap between paid students and the F/R students, gaps still remain. Our goal is to continue closing the gap between the two demographic groups.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Barbourville Independent's Professional Development plan includes learning around student engagement strategies. The teachers are learning to use a variety of engagement strategies to meet the individual needs of the students. Teachers have been trained in Kagan and Total Participation Techniques to assist with this process. Barbourville Independent applied for a daytime waiver to allow ESS services during the school day for students who are falling behind grade level. We also provide language arts and math after school tutoring in all grade bands three days a week. Teachers contact parents of the gap students to encourage participation in ESS.

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

The students needing ESS are not attending. There are a variety of community and athletic programs competing for after school commitment. Transportation costs also hinder attendance for after school tutoring. Parents of the identified group usually do not attend parent conferencing events or other events provided by the school to enhance communication for interventions. Lack of parental involvement hinders education beyond the regular school day.

G. 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 collaborates with the faculty and a variety of community stakeholders. Barbourville has maintained a close working relationship with Union College and Berea College representatives to assist in offering additional opportunities for students. Representatives from grant programs such as LINK, Promise Neighborhood, and Gear Up have also been instrumental in the development of action plans.

III. Planning the Work

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 decrease the non-duplicated gap group scoring novice in reading by 10% in the 18-19 school year. Barbourville Independent School will decrease the non-duplicated gap group scoring novice in math by 10% in the 18-19 school year. Barbourville Independent School will increase the non-duplicated gap group scoring proficiency in reading by 10% in the 18-19 school year. Barbourville Independent School will increase the non-duplicated gap group scoring proficiency in math by 10% in the 18-19 school year. Barbourville Independent School will increase the non-duplicated gap group achieving CCR status by 10% in the 18-19 school year.

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Closing the 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

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Barbourville Gap Group	Barbourville Independent has identified the targeted gap group.	I
 18-19 Gap Summary	Barbourville Independent has identified five gap goals.	III

Gap Group/Total number of students	Percentage of Total School Population
Elem. FR/99	70%
MS FR/69	53%
HS FR/21	49%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Barbourville Independent School will decrease the non-duplicated gap group scoring novice in reading by 10% in the 18-19 school year.	Delivery of Instruction	Deliver instruction aligned to Kentucky Academic Standards and provide interventions during the school day for gap students scoring in the bottom for reading at each grade level.	Guidance Counselor Principal District Program Director Curriculum Coach Academic & RTI Interventionists Classroom teachers	Universal screeners Probes State assessment results Classroom assessments (formative and summative)
Barbourville Independent School will decrease the non-duplicated gap group scoring novice in math by 10% in the 18-19 school year.	Delivery of Instruction	Deliver instruction aligned to Kentucky Academic Standards and provide interventions during the school day for gap students scoring in the bottom for math at each grade level.	Guidance Counselor Principal District Program Director Curriculum Coach Academic & RTI Interventionists Classroom teachers	Universal screeners Probes State assessment results Classroom assessments (formative and summative)
Barbourville Independent School will increase the non-duplicated gap group scoring proficiency in reading by 10% in the 18-19 school year.	Delivery of Instruction	Deliver instruction aligned to Kentucky Academic Standards and provide interventions during the school day for gap students scoring high apprentice in reading at each grade level.	Guidance Counselor Principal District Program Director Curriculum Coach Academic Interventionists Classroom teachers	Universal screeners Probes State assessment results Classroom assessments (formative and summative)

<p>Barbourville Independent School will increase the non-duplicated gap group scoring proficiency in math by 10% in the 18-19 school year.</p>	<p>Delivery of Instruction</p>	<p>Deliver instruction aligned to Kentucky Academic Standards and provide interventions during the school day for gap students scoring high apprentice in math at each grade level.</p>	<p>Guidance Counselor Principal District Program Director Curriculum Coach Academic Interventionists Classroom teachers</p>	<p>Universal screeners Probes State assessment results Classroom assessments (formative and summative)</p>
<p>Barbourville Independent School will increase the non-duplicated gap group achieving CCR status by 10% in the 18-19 school year.</p>		<p>Provide instruction in specific career pathways as well as provide transitional courses for students who do not reach benchmarks. Materials will be purchased or provide additional curriculum.</p>	<p>Guidance Counselor Principal District Program Director Curriculum Coach CTE teachers Classroom teachers</p>	<p>Universal screeners Probes State assessment results Practice assessments</p>

Funding Mechanism and Amount
ESS Gear Up grant General funds, if needed
ESS Gear Up grant General funds, if needed
ESS Promise Neighborhood grant General funds, if needed

ESS

Promise

Neighborhood grant

General funds, if

needed

Promise

Neighborhood grant

Perkins Fund

General funds, if

needed