

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12132019_11:17

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Page School Center
William Lefevers
239 Page School Rd
Pineville, Kentucky, 40977-8775
United States of America

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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.

K-PREP data from 2017-18 & 2018-19 was used to determine gap groups. Gap groups include: Economically Disadvantaged & Students with Disabilities in Math and Reading.

II. Achievement Gap Analysis

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

Our school climate and culture is one that encourages positive academic experiences and supports student achievement. Our school's population is 80% free/reduced lunch. We have many students who face daily hardships ranging from poverty to mental health issues. The Gap Group, specifically students with disabilities, has been closing. Our elementary special needs students have been improving in both reading and math, and our middle grades reading is improving, however math is still a concern. Our Economically Disadvantaged percentages continue to suggest a significant difference in comparison to Non-Economically Disadvantaged percentages.

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

The following gap goals have been met: (Reading/Middle)- Increase the average reading proficiency rating in the non-duplicated Gap Group from 55% in 2017 to 61.4% in 2018. Reading & Math- Middle grades- Increase the average combined reading and math proficiency rates for all students in the Gap Group for Middle Grades from 65.7% in 2017-18 to 72% by 2021. Additionally, based on KPREP data from the School Report Card, gaps are closing for our students with disabilities: Elementary reading- students w/disabilities- 53.3% and students w/o disabilities 53.8%, Middle grades reading- students w/ disabilities- 66.7 and students w/o disabilities 75.5%. Middle Grades math is also closing with students w/disabilities 50% and students w/o disabilities 47.9%

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.

Our middle grades reading (economically disadvantaged) has improved significantly with 70.7% performing proficient/distinguished. Also, our elementary writing for the gap groups is improving- 62% economically disadvantaged & 75% for non-economically disadvantaged.

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.

Mathematics is an area of concern. The proficiency percentage of Gap Groups is significantly lower for the economically disadvantaged group. Elementary math- gap group 30.3% and non-gap group 57.9%, Middle grades math 41.5% and non-gap group 70.8%.

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

We have discovered multiple contributing factors to low student performance. However, the biggest challenge that Page School faces in closing the achievement gap is our special needs and economically disadvantaged population continues to increase. More students struggle with mental health issues and require frequent counseling and mentoring. With the numbers increasing, it is difficult to provide diverse interventions while battling the obstacle of lack of parental support.

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.

All members of the staff work together to close the achievement gap. During PLCs, teachers have an opportunity to collaboratively analyze, discuss, and target students in order to close the achievement gap. The CSIP committee gathers information and data that relates to the goals and objectives of our plan. Will Lefevers- Principal/Facilitates PLCs Ann Stepp- Assistant Principal/ CSIP Lead

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 Professional Development Plan supports the identified achievement gaps in the areas of math as they relate to the gap groups: Economically Disadvantaged and Students with Disabilities. Math PD is provided from the district. Throughout the school year, math teachers are supported through math visits by administration and district math coach. During the summer PD, teachers were provided with specific math PD from Math in Focus specifically focusing on hands-on strategies through the Concrete-Pictorial-Abstract approach, which supports researched based learning for students with disabilities as well as low-income students. Middle Grades Math teachers continue to receive coaching visits from Success for All Power-Teaching Math as well as the District Math Coach. One of middle grades math teachers is a member of the district curriculum team that is aligning units and maps with the new KY math standards.

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).

We will work to increase the average combined reading and math proficiency rates for all students in the Gap Group (students with disabilities & economically disadvantaged) for elementary from 48.1 in 2019 to 57.1 in 2022 and for middle grades from 57.2 in 2019 to 66.2 in 2022. We will increase the proficiency scores for the Gap Group in elementary from 48.1 in 2019 to 51.1 in 2020 and for middle grades from 57.2 in 2019 to 60.2 in 2020.

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.

Increase the average combined reading and math proficiency rates for all students in the Gap Group (students with disabilities & economically disadvantaged) for elementary from 48.1 in 2019 to 57.1 in 2022 and for middle grades from 57.2 in 2019 to 66.2 in 2022.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 Page Achievement Gap Group Identification		<ul style="list-style-type: none">•
 Page School Measurable GAP Goal 19-20		<ul style="list-style-type: none">•