

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Frakes School Center

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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.

See the attached spreadsheet.

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.

The school has 12 students with IEP's in the testing population and two of these take part in the Alternate Assessment. The school total population is 123 students .

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.

In elementary reading proficiency has increased by about 8% from the previous year and about 12% from the year before; in the math it has increased by about 17% to 58%. In middle school reading has increased from 50% proficiency to 60% and in math from 25% to 80%.

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

The school has shown improvement in elementary and middle school reading and in elementary and middle school math with the largest jump in middle school math.

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

The school has reduced the number of novice in the gap group over the last 3 years and has increased the number of proficient somewhat but have not increased the number of distinguished. Elementary reading and math need to increase the percentage of proficient.

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).

The school bases the professional development opportunities on the CSIP and student needs identified with data analysis and teacher evaluation and walk throughs as well as growth plans. PD is developed according to core programs and data obtained school wide and through state assessment. Additionally students in the gap group and their specific needs are identified and the best options for teachers related to those areas are sought.

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

Some issues that are challenges to closing some gaps in achievement are a lack of resources in the area of instructional staff including instructional assistants. Little availability of extended school services for students is also a factor as well as the community culture which is very rural.

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.

After school meetings to discuss school scores, what we as a school can do to improve them. Data analysis and breaking down the areas of needs based on the data and in class instruction/ assessments/observations. The implementation of reports to track students data and use of a data

binder with comparisons of data on each student across the different types of data. PLCs with discussion of common areas, shared students and data. The teachers, reading and math facilitators-including district personnel, the principal, guidance counselor, and the special needs teacher all meet together and in groups to discuss student achievement including gap.

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).

The elementary reading gap group (IEPs) will increase from 58% to 68% by the May of 2019. The elementary math gap group with IEPs will increase in proficiency from 58% to 62% by 2019. The middle school reading gap group with IEPs will increase from 60% to 71% by 2019. The middle school math gap group with IEPs will continue to increase from 80% to 82%

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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 attachment titled Measurable Gap Goal.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Frakes Achievement Gap Group Identification	2018-2019	I
 Measurable Gap Goal	2018-2019	III