



2020-21 Phase Three: Closing the Achievement Gap  
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Black Mountain Elementary School**

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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.

Every school year, the faculty and staff at BME conducts data reviews of KPREP data to determine specific areas of need in our gap groups. Delivery targets are examined and goals are created in order to try to meet those targets for the current school year. The faculty and staff creates a plan to address the gap groups.

## II. Achievement Gap Analysis

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

According to our most recent data analysis of gap groups , the gap group across the board that was identified was homeless students compared to non-homeless students. Across majority of subjects, students who identified as non-homeless outperformed students who were identified as homeless.

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

Last year, we worked to close/increase the percentage of free/reduced students scoring proficient/distinguished in elementary math and middle school writing. We did not close those gaps, but we continue to work and make improvements in those areas. During the 2017/2018 testing cycle, students identified as homeless or non-homeless was not considered a gap, but during the 2018/2019 testing cycle, the gaps in multiple subjects have grown to develop a large disparage in several areas.

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.

According to the achievement gap data, Black Mountain Elementary has increased the number of students scoring proficient/distinguished in the homeless/non-homeless gap group in middle grades science. During the 2017/2018 year, 52.9% of non-homeless students scored proficient/distinguished and during the 2018/2019 year, 58.3% scored proficient/distinguished. In addition, during the 2017/2018 year, 6.7% of homeless identified students and 6.5% identified non-homeless students scored proficient/distinguished in elementary writing. That increased in the 2018/2019 school year to 15.4% and 19%, respectively.

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.

During the past two testing cycles, non-homeless students have outscored their referenced group; homeless identified students in the following subjects.  
Elementary reading, middle reading, elementary math, and elementary social

studies. This current testing cycle, non-homeless students outperform homeless identified students in the following areas; elementary reading, middle math, elementary math, middle math, elementary science, elementary social studies, and elementary writing.

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

Many of our students come to us with external needs needing to be met. Some students live with non-traditional family members (grandparents, aunts, siblings) and some also live with one or multiple families (doubled up households). With the recent downturn in the economy in our community, we have numerous families that are having to double up and live with other families or family members because of job losses. This creates numerous hardships on the family in providing needed support for their child (i.e. providing supplies, tutoring assistance, etc.).

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.

Our school will continue to work closely with our Family Resource Youth Service Center and our Homeless Liaison to help meet the needs of those students identified as homeless. Teachers will help screen students as to their living situation so they are correctly marked. Students who are identified as homeless will receive tutoring services and additional help outside of the classroom to help bridge the academic performance gap. Our school's homeless liaison will monitor grades and attendance, complete home visits, and bridge any barriers between home and school. Beginning when test scores are released, all teachers are used to completed data analysis on the elementary and middle school level. Strengths and weaknesses are identified and activities are put in place to address the weaknesses. Bonnie LeFevers, Principal; Kenny Hughes, Assistant Principal; Mrs. Linda White, RTI Teacher; Kristin Lester, Librarian & Homeless Liaison; Teresa Snelling, Reading Teacher/Parent; Melissa Owens, FRYSC Coordinator; and Kelly Campbell, Sped Coordinator/Teacher/Parent.

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*

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*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.)*

Mrs. LeFevers, BME principal, analyzes gaps within our school with the help of our faculty and staff. When the staff completes their professional growth plans, the principal meets with the staff individually and assigns Professional Developments based on weaknesses identified by the teachers in self-reflections and by the principal observed in various observations. Together, they decide what Professional Developments the educator needs to attend in order to address identified achievement gaps. Many of these Professional Development opportunities are offered via a virtual platform due to COVID and the overall approach of distant learning, but professional growth opportunities are still being offered by our district and teachers will continue to work with administration to determine which opportunities are the most important for each individual educator.

### 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).

By May 2023, Black Mountain Elementary will increase the number of identified homeless students scoring proficient/distinguished in reading and math by 15%.

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.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap		.