



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

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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.

After analyzing the data, we have identified an achievement gap having practical significance in the demographic of elementary males. With 128 students being tested in this demographic, the gap rate was 79.7 with a difference of -18.3. Therefore, we believe the difference in scores is large enough to be considered important. See attached chart for specific details.

II. Achievement Gap Analysis

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

At EES, we foster the development of a school environment that results in respect of all socio-cultural differences. School level administrators, teachers, staff, and SBDM Council engage in ongoing training in culturally responsive instruction. The training addresses diverse areas including ethnicity, economic status, special needs, and gender. We also engage in collaboration with parents and community members to address the academic and social (environmental) needs of the school and its students. Some examples of this collaboration includes: home visits at all grade levels, partnership with the PTO to assist in the increase of parent involvement, creation of opportunities to show parents and community members how the school is progressing, and utilization of available parent skills in the school and classroom. We develop relationships with parents and utilization of available parent skills in the school and classroom. We also seek parent input when determining the needs of their students as well as with strategies to help students succeed in the classroom.

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

We have closed the gap in middle school students classified as having a disability (with an IEP) in the subject of reading. During the 2016-2017 academic year, the percentage of students in this demographic scoring Proficient/Distinguished in the area of Reading was 89.2 which did not meet the school's goal of 91.0. The following 2017-2018 academic year, the percentage of students in this demographic scoring Proficient/Distinguished in the area of Reading was 100.0 which exceeded the school's goal of 92.3. The gap we found which persists is: Elementary Males.

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.

Using data from the previous two academic years, we identified that we have closed the gap in middle school students classified as having a disability (with an IEP) in the subject of reading. During the 2016-2017 academic year, the percentage of students in this demographic scoring Proficient/Distinguished in the area of Reading was 89.2 which did not meet the school's goal of 91.0. The following 2017-2018 academic year, the percentage of students in this demographic scoring Proficient/

Distinguished in the area of Reading was 100.0 which exceeded the school's goal of 92.3. We will monitor this area over the upcoming years but at this time we feel that this is an area where we have closed the achievement gap. We identified other areas where we met the delivery target for previous academic year: Middle School (White and Economically Disadvantaged) in the area of Reading. We did not feel confident enough to declare these gaps as being closed as of our last school year, but due to the current school report card's findings we have determined the achievement gap has been successfully closed.

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.

The gaps we found which persist are: Elementary Males. These are areas where the school has lacked progression; we did not meet the delivery target in these areas during the past academic year.

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

Covid-19 school closures and high teacher turnover rate has prevented the school from closing the existing achievement gaps.

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.

Administrators and teachers at EES will be intentional about changes to help students in the classroom. We will redistribute effort by placing struggling students with experienced teachers who have a record of success and provide support for new teachers to increase their effectiveness as they develop their teaching strategies. We will work to create flexible scheduling to accommodate the instructional needs of all students. We will engage in collaborative learning opportunities that will rely on the use of "peer tutors" to assist students. We will incorporate literacy skills in ALL classes and subjects.

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.)

1) At EES, we conduct annual Needs Assessment Surveys based on state and district goals, performance standards, local and state achievement data, and school climate. 2) We rely on our SBDM to follow the school's Vision and Mission and set priorities for goals and objectives to be included in the School Improvement Plan. The SBDM Committee members establish, review, and/or revise bylaws, terms of office, and duties of members. The SBDM Committee is composed of the Principal, teachers, education support employees, and parent representatives.

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 2021, Evarts Elementary will reduce the achievement gap among Elementary Males.

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)
 Achievement Gap Group Identification	Achievement Gap Group Identification 2020-2021	.