

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11222019_13:49

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Our gap group is primarily comprised of students who receive free and reduced lunch (54%), students with disabilities (20%), English language learners (2%) as well as 2 or more races (2%).

II. Achievement Gap Analysis

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

Our gap group is comprised of a large percentage of our student population; therefore, there is no stigma associated to belonging to this group. All students are encouraged to do their best, effort is rewarded along with achievement, and students receive scaffolded, differentiated and individualized instruction in multiple groupings and settings throughout the day. Student recognition of success is frequent and made public. Our strong and effective positive behavior system, with its tiered levels of intervention, ensure that teachers can focus on teaching and students can focus on learning with a minimum of behavior-oriented interruptions.

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

There is no significant gap between all students overall and the student in the Free and Reduced (F/R) category in the area of Social Studies. The When analyzing trends over the previous two years, the achievement gap which has closed is with our students receiving Free/Reduced (F/R) meals on the KPREP Social Studies assessment. The students in the F/R gap group scored within approximately 5% of the entire student population on the Social Studies assessment leaving no significant gap.

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.

When analyzing trends, Piner has shown improvement with gap between all students overall and the students in the Free and Reduced (F/R) category in the areas of Reading and Math over the previous two academic years. Students in the F/R gap category scored within approximately 10% of all students in the areas of Reading and Math this past year.

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.

Based upon the analysis of the gap data trends from the two academic years, the gap group of student with disabilities has lacked progression. Only 33.3% of students with an IEP scored P/D in reading and only 24.2% of students with an IEP scored P/D in math.

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

We are strengthening our monitoring system for students with disabilities with MAP and common assessment data. Our Special Education PLC meetings were not always data focused. This year we are ensuring that we review data at each of our Special Education PLC meetings. Develop specific plans for re-teaching and remediation in the regular education classroom. We have also adjusted our approach to reduce nonacademic barriers (such as attendance) through our Reducing Barriers to Learning (RBTL) committee, which meets biweekly.

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.

Teachers participate in KPREP test data analysis to identify achievement gaps, and to develop strategies to address those gaps. These strategies have been incorporated into our CSIP, and will be monitored at weekly administrative meetings to ensure they are being implemented with fidelity. Strategic partners involved are: SBDM Council, FRYSC Coordinator, RBTL Committee, Special Education Team, and MTSS Team. All of the above, in addition to the teachers at Piner, participated in reviewing and analyzing multiple sources of data, including KPREP scores, to develop measurable goals, strategies, and activities to close the achievement gap.

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.)

Staff professional development needs were determined by review of student data, teacher/staff survey, KPREP data, and observation/walk through trends. The professional development was a direct reflection of the identified need. We provided job embedded professional development for teachers on co-teaching strategies. On-going job embedded professional development of strategies to increase student engagement and growth mindset approach in every classroom as well as the quality instruction cycle. Teachers will implement the strategies in the classroom and focus instructional walks and coaching, especially with gap students.

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).

Increase the combined reading percentage of students with disabilities scoring proficient/distinguished from 33.3 in 2019 to 47.3 in 2020 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2020 as measured by KPREP.

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.



Closing the Achievement Gap Summary spreadsheet attached below.

ATTACHMENTS

Attachment Name

 [Dec. 2019 Piner Measurable Gap Goal](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		•
 Dec. 2019 Piner Measurable Gap Goal		• III