



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

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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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.

see attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Ryland Heights Elementary staff work collaboratively to ensure that all students are making growth and achieving at their highest potential, regardless of race, ethnicity, disability or SES.

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

The two largest Gap groups at Ryland Heights Elementary are Free & Reduced and Students with Disabilities. Students with Disabilities demonstrated the most significant growth. On the most recent KPREP assessment (2019), Students with Disabilities scored 45.7% proficiency in Reading. This was an increase of 20.7% from the 2018 KPREP assessment. Additionally, Students with Disabilities scored 30.4% proficiency in Math on the 2019 KPREP assessment. This was an increase of 9.2% from the 2018 KPREP assessment.

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.

The gap group that demonstrated the most improvement is Students with Disabilities. On the most recent KPREP assessment (2019), Students with Disabilities scored 45.7% proficiency in Reading. This was an increase of 20.7% from the 2018 KPREP assessment. Additionally, Students with Disabilities scored 30.4% proficiency in Math on the 2019 KPREP assessment. This was an increase of 9.2% from the 2018 KPREP assessment.

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 gap group that has lacked progression at Ryland Heights Elementary is the Economically Disadvantaged group. The content area where this group has lacked progression the most is Math. On the most recent KPREP assessment in 2019 Economically Disadvantaged students scored 44.3% proficient in Math. This was a decrease of 1.7% from the 2018 KPREP assessment. Additionally, the Economically

Disadvantaged group lacked progression in the content of Reading. On the 2019 KPREP assessment this group scored 51.3% proficient. This was only a 0.2% increase from the 2018 KPREP assessment.

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

Recent conditions that have prevented Ryland Heights Elementary from closing achievement gaps have been decrease in attendance and in-person instruction, due to the Covid-19 pandemic. Without having our achievement gap students able to consistently attend school in-person, it has prevented us from being able to consistently deliver appropriate interventions and has created a barrier to learning. Despite the increased proficiency at delivering virtual instruction for these students it still does not replace benefits of in-person instruction.

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.

Assessment data is reviewed on a weekly basis within grade level and Special Education PLCs. Ryland Heights Elementary has designed a data tracking system that intentionally triangulates data, including progress monitoring data for students identified in achievement gaps.

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.)

All staff participate in professional development designed to improve the design and delivery of literacy and math instruction. This professional development is also specific to Ryland Heights' reading and math interventions being delivered to identified students. Additionally, this professional development is inclusive of instructional strategies for those students in gap groups at Ryland Heights Elementary.

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).

Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2019 to 61.55% in 2023 as measured by school report card proficiency data. To increase the combined reading and math KPREP proficiency for students with disabilities from 23.1 in 2019 to 30.79 in 2020.

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

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing Achievement Gap Goal		• III
 Identification of Gap Groups		• I