



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

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.

Please see attached.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

The mission statement at Hardinsburg Elementary School is, "to promote a consistent, positive, safe environment to Help all students Excel and achieve Success." The charge and belief from all staff members is to maintain high expectations for all students and to put in place programs and experiences to promote the achievement of all students. Programs and strategies, RTI, academic time, differentiation, K-PREP/MAP analysis, etc. are all in place to meet the needs of all students.

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

Based on two years of K-PREP data, there is no gap with regard to gender, with males and females scoring at or above all students. In 2018-2019, males performed above all students in reading and females scored above all students in reading and math. Longitudinally, In 2014-2015, 46.2% of students with disabilities scored P/D in reading and 26.9% P/D in math. In 2015-2016, students with disabilities scored 46.9% P/D in reading and 37.5% P/D in math. In 2016-2017, students with disabilities scored 64.3% P/D in reading and 39.3% P/D in math. In 2017-2018, students with disabilities scored 48.1% P/D in reading and 37% in math. In 2018-2019, students with disabilities scored 47.8% P/D in reading and 34.8% in math. In 2014-2015, 61.7% of F/R students scored P/D in reading and 53.2% P/D in math. In 2015-2016, F/R students scored 55.3% P/D in reading and 59.3% P/D in math. In 2016-2017, F/R students scored 64.5% P/D in reading and 62.3% P/D in Math. In 2017-2018, F/R students scored 72.5% P/D in reading and 56.6% P/D in Math. In 2018-2019, F/R students scored 61.3% P/D in reading and 55% in math. This data shows that progress has been made over the last five years, but it does appear a ceiling has been reached. Efforts are underway to improve reading and math scores with students with disabilities and with economically disadvantaged students.

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.

Based on three years of K-PREP data, students with disabilities, and economically disadvantaged students (F/R) have made progress in the areas of reading and math; however, the scores do fluctuate, with the 2018-2019 scores dipping.

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 on GAP data for up to three years, progress has been made. However, with only 47.8 % of students with disabilities scoring P/D in reading and 34.8% P/D in math, along with 55% of free/reduced students scoring P/D in the area of math, these areas deserve attention.

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

Extended School Services-ESS daytime waiver used for math and reading RTI for grades K-5. After school ESS used to focus on reading/math two days per week. Data over the last three years shows progress is being made to close the achievement gap for students with disabilities and economically disadvantaged students. Programs and practices such as RTI, academic time, and SPED collaboration have helped in closing the gap. Each year, scheduling and staffing present challenges to adequately meet the needs of all students; however, a genuine focus on meeting the needs of all students persists.

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.

Upon the receipt of each year's K-PREP scores, the administration team of principal, curriculum specialist, and counselor, begin the process of analyzing current scores. Soon, and when the appropriate release time comes, scores are presented to the SBDM council, teacher leaders, and staff as a whole to analyze scores further. PLC time and DW training days are used to analyze the data and to inform plans for closing the achievement gap. Based on this experience, the CSIP is revised and implemented in order to continue to meet the need of gap and all students. The CSIP is regularly discussed at PLC meetings, faculty meetings, and at SBDM meetings to inform practice and to keep prominent the plans for school and student achievement.

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.)

Professional Development Plan:-K-5 teachers have and continue to participate in Abell and Atherton writing professional development for further implementation of a school-wide writing plan. All staff participated in 5 components of reading professional development, along with K-3 and 4-5 Literacy professional development to assist in student literacy improvement.

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, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished for students with disabilities in the areas of reading from 44.3% to 60%, math from 27% to 60%, and writing from 42.9% to 65%.

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.

Please see attached.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HES Achievement Gap Group Identification 2020		• I
 HES Closing the Achievement Gap Summary 2020		• III