

Phase Three: Closing the Achievement Gap Diagnostic_11262018_12:59

Phase Three: Closing the Achievement Gap Diagnostic

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Although our school does not have the diversity of many schools within the HCS district, our gap population is growing. We have a large population of economically disadvantaged students and students who qualify for special needs services. We have a great culture and have continued to work to become more inviting to all families within the school, no matter what traditional barriers may exist. Our population of EL students is also continuing to grow; this creates a greater degree of diversity and need to help these students in English Language acquisition.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

In the last two years, we have seen significant gap closings in our students identified as 'Economically Disadvantaged.' Although these populations are not as large as other schools around the district, our students have succeeded in growth beyond their peers in comparison to the district and state levels on the KPREP. In particular, in the areas of separate indicators such as social studies and writing, our gap scores have increased in the last two years. In writing, students who are identified as 'Economically Disadvantaged' increased the percentage of proficient/distinguished from 15.9% to 34%. The same group went from 55.6% proficient/distinguished in social studies to 59%. However, we continue to see high levels of students who qualify for special needs services who are scoring below proficiency on the KPREP tests. MAP scores from fall to winter show steady growth. However, these students will need to continue to exceed growth in order to catch/surpass their peers within the district and state.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In the last two years, we have seen significant gap closings in our students identified as 'African American' or '2 or more races.' Although these populations are not as large as other schools around the district, our students have succeeded beyond their peers in comparison to the district and state levels on the KPREP. In particular, in the areas of separate indicators such as social studies and writing, our scores have increased in the last two years.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We continue to see high levels of students who qualify for special needs services who are scoring below proficiency on the KPREP tests in reading, social studies, science, writing and math. MAP scores from fall to winter show steady growth. However, these students will need to continue to exceed growth in order to catch/surpass their peers within the district and state. Comparisons between last year's data and the current data are difficult to make because of the transition between accountability systems

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Teachers will continue to receive professional development in various strategies (KAGAN, Thoughtful Ed, etc.) to enhance engagement in the classroom. Teachers will receive continued learning in our technology programs such as Reflex Math and Edgenuity. These programs

supplement traditional learning and enhance opportunities both in and out of the classrooms. Teachers are also provided an opportunity to attend individual trainings to support their professional growth plans. ESS services will be used through daytime waiver. We will use ESS funds to hire instructional assistants for small group and one on one instruction. We will also offer after-school tutoring for students in the areas of reading and math.

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

One condition that prevents our school from closing existing and persistent achievement gaps is our large transient population. Efforts are being made to create continuity throughout the district in the curriculum, but it remains difficult with students who fluctuate from school to school throughout the school year. Also, comparisons between last year's data and the current data are difficult to make because of the transition between accountability systems.

G. 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.

In order to address the achievement gap, several different groups were consulted. Our CSIP committee is made up of six teachers from multiple grade levels. Together, we analyzed KPREP, MAP, and behavior data, identifying positive and negative trends over a two-year period. Our PBIS, Behavior Intervention Team, and Special Education Committee meets monthly to discuss students identified as receiving special needs services, as well as students in the RTI/KSI process. Committees review data and discuss new, continued, or releasing students from interventions. These committees meet monthly. Admin team meets with KSI interventionist weekly to discuss achievement gap. Achievement updates are shared with teachers and parents in SBDM monthly meetings. Committee names/roles/minutes attached.

III. Planning the Work

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).

1A: By 2023, G.C. Burkhead will increase the percentage of students identified as Hispanic to scoring proficient in the following areas: 70.4% in reading and 76% in math. 1B: By 2023, G.C. Burkhead will increase the percentage of students identified as Economically Disadvantaged to scoring proficient in the following areas: 70.1% in reading and 68.6% in math. 1C: By 2023, G.C. Burkhead will increase the percentage of students identified as Disability with-IEP to scoring proficient in the following areas: 49.3% in reading and 48.8% in math.

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Closing the 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.

See attachment

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|-----------------|---------|
|  Achievement Gap Identification | AGID | I |
|  CSIP Committee agenda | agenda | III |
|  Committees | Committees | III |
|  Gap Goal Matrix | Gap Goal Matrix | III |