



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.

Please see the attached Woodland Elem Achievement Gap Group Identification 20-21

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Woodland has seen a growth in enrollment the last two school years. Growth was from within the community of Radcliff. Our staff had a difficult time keeping up with the emotional needs of the students and we saw a growth in both classroom-managed and office-managed behaviors. Our demographic makeup is white, african american, hispanic, asian, american indian or alaska native, native hawaiian or other pacific islander, two or more races (now our majority demographic). PBIS work has evolved around increasing overall proactive approaches to behavior and classroom management in an effort to decrease behaviors managed by our Behavior Interventionist. We have made a concerted effort to spend less attention/emphasis on negative behaviors when we realized that we were emphasizing 90% of our efforts on 10% of our issues. Already, during the 2020-2021 school year, the number of behavior referrals to the office has decreased.

ATTACHMENTS

Attachment Name

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

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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.

Students with IEPs have increased in the area of Reading (P/D)

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.

Please refer to the attachment, Woodland Elementary Ach Gap Group Three Year Analysis. The following areas have

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

Currently, during the 20-21 school year, learning walk data has already increased to three times the amount compared to data from the previous school years. The previous identification process was precise, but monitoring and identifying specific, research-based interventions was too loose.

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.

SBDM - Eric Bristol, Teacher; Casey Boblitt, Teacher; Penny Ellis, Teacher; Freddie Murphy, Parent; Diana Smalls-Young, parent; Dawn Tarquinio, admin PBIS Team - Grade level POCs-Marlee Burke, Michelle Blair, Casey Holbert, Amy Hamilton, Beverly Weatherington. Eileen Townsend (Guidance Counselor), Ashley Brus (AP), Kaytie Georgel (behavior interventionist), Shameka Hardin (FRC Coordinator), Rebecca Tabb (related arts rep), KSI Team - Jennifer Ford, Beverly Weatherington, Kaytie Georgel (behavior), Hannah Hobbs, Ashley Brus (AP), Veronica Keeler (Guidance Counselor/KSI Coordinator); SBDM Action Teams (see attachment)

ATTACHMENTS

Attachment Name

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.)

Please see attached PD Plan.

ATTACHMENTS

Attachment Name

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 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 21.5%. By 2025, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 30.9%. By 2025, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 40.8%. By 2025, African American students scoring proficient/distinguished in Math will increase from 18.9% to 38.9%.

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 the attached Woodland Elementary Measureable Gap Goals

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland Action Teams		• II.F
 Woodland Elem Achievement Gap Group Identification 20-21		• I
 Woodland Elementary Measureable Gap Goals		• III
 Woodland Elementary Three Year Gap Group Analysis		• II.A
 Woodland PD Plan		• II.G