

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12122019_14:54

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

East Bernstadt Independent

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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.

See attached.

ATTACHMENTS

Attachment Name

 [Achievement Gap Group Spreadsheet](#)

II. Achievement Gap Analysis

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

East Bernstadt School is student centered with each individual child's needs being a top priority when decision making. Our school participates in the CEP program which provides all children with free lunch and breakfast. This creates and establishes a culture that all students are the same and removing socioeconomic barriers. The special education population has the opportunity to participate in all activities. All class rosters are created using a random selection process to ensure equity of all classrooms. Professional Development includes strategies for regular and special education that allows teachers to collaborate and meet the needs of all students in the classroom. Additional support staff is utilized to target groups of students based on current and monitored data. This allows for flexible student grouping to prevent students from being labeled in a focus group.

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

On the 2016-2017 School Report Card, students at the elementary level did not meet delivery targets for the non-duplicated gap group. The middle school students did meet their target. The school was classified as other for 2017-2018 which met the state expectation. For the 2018-2019 School Report Card both the elementary and middle school received a four star rating.

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.

Economically disadvantaged students in middle school math showed an increase in the percentage of students scoring proficient/distinguished in the area of math. Students with disabilities showed an increase in math in the percentage scoring proficient/distinguished at the middle school level. Both economically disadvantaged and students with disabilities showed an increase in the percentage of students scoring proficient/distinguished at the elementary level in the area of science. Economically disadvantaged students showed an increase in the percentage of students scoring proficient/distinguished at the middle school level in the area of science.

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 the spring 2019 KPREP data, economically disadvantaged in the area of social studies needs improvement.

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

The budget limits the number of additional support staff from being hired. The students are serviced to the best of the schools ability based on the personnel hired. Instruction is supplemented using online programs and rotating focus groups of students to receive face to face instruction from support staff. The gaps could be targeted more effectively if additional support personnel were available.

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.

Committee meetings are held to involve teachers, leaders and other stakeholders in the continuous improvement and planning process. Susan Elza, Principal Rebecca Hubbard, Special Education Director/Teacher Patricia Stewart, Teacher Sandra Roberts, Teacher Karen Nantz, Teacher Jamie Vanhook, Teacher Bayleigh Waddle, Teacher Miranda Creech, Teacher Shelia Cochrane, Parent Brenda Miller-GEAR-UP Tutor Roger Wright-GEAR-UP Tutor

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.)

The professional learning plan has been developed based on the needs assessment of the school and the individual teachers. It will target specific strategies to reduce the number of novice and increase P/D through student engagement strategies.

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).

See attached CSIP.

ATTACHMENTS

Attachment Name

 [East Bernstadt CSIP 2019-2020](#)

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.



See the attached CSIP.

ATTACHMENTS

Attachment Name

 [East Bernstadt School CSIP 2019-2020](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Spreadsheet		• I
 East Bernstadt CSIP 2019-2020		• III
 East Bernstadt School CSIP 2019-2020		• III