

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12082019_17:30

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Bell Central School Center

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TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis	5
III. Planning the Work.....	7
Attachment Summary.....	8

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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 attachment.

II. Achievement Gap Analysis

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

Bell Central School Center is a data driven school. Our teachers and administrators work together to analyze data and make appropriate changes to our curriculum, school environment and teaching strategies multiple times throughout the year. Also, our teachers work with other staff members and the administration to ensure that our students work to their highest potential. We treat all students as if they were our own children and we have very high expectations in our school. When you enter the doors of Bell Central you know that learning is taking place and that everyone has a common goal they are working towards....success!Our school has 74% free and reduced lunch. We have 19% students who receive disability services.

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

Looking at the data for the last two years there is still a gap among disability students compared to non disability. Elementary reading is still the biggest area of concern based on the data. There is a 10 point gap between students with disabilities compared to students without disabilities in reading and math in elementary.

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 where the school has shown improvement is in the middle school. The disability gap group in reading has an increase in P/D in the middle schools and a decrease in novice.

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 economically disadvantaged in reading had 41% proficient compared to the non economically disadvantaged who are at 61% - 20 point gap. There is also a 20 point gap in Math at the elementary level. ED students are 39% proficient and NED are 59% proficient.

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

We believed that it could be teachers 1st-2nd grade were not fully addressing every common core standard but teaching more towards the MAP assessment.

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.

Administrators, Librarian, Counselor, Special Needs Teachers, aides and Regular Ed teachers analyze data after school together and also during PLCs. We then decide which gap groups are the greatest priority. We meet regularly to move students as needed in order to minimize the gaps.

Jennifer Blankenship - Principal, Susan Brock - Assistant Principal, Heather Cornett - Librarian, Kara Davis - Counselor, Regular Ed Teachers, Special Need Teachers

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 district plans all PD for our school but offers a variety.

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).

Collaborate to increase the elementary reading proficiency ratings for all students in the disability gap group from 41% in 2018 to 49% in 2020. Collaborate to increase the elementary math proficiency ratings for all students in the disability gap group from 38% in 2019 to 48% in 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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goal	Gap Goal	•