

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Frakes School Center

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

There is no measurable gap but the groups which have potential to have gap are attached in a table.

ATTACHMENTS

Attachment Name

 [Gap Group Identification 2019-2020](#)

II. Achievement Gap Analysis

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

Though there is no measurable gap among the groups and the rest of the school population, there are two groups that have potential to present a gap. Those are free and reduced students and those students with IEPs. Seventeen of students out of 70 testing were students with IEPs and 63 students out of 70 students tested are students who are free and reduced lunch students. Two of the students tested participate in alternate portfolios. The schools testing students with IEPs has grown by 5 students since the previous year. The total population of the school is primarily free and reduced lunch with an overall percentage of 88%. The school is a Title I school. The potential gap students did well this year in moving in proficiency. The elementary and the middle school testing populations were both 4 star.

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

The school has effectively closed the gaps in groups of students with IEPs and those with free and reduced lunch. The areas concerned are math and reading primarily. Currently there are no measurable gap groups . The index for all students in in elementary reading is 56.5 , and in middle school 67.8. In math the elementary index for all students is 89.1 and in middle school 54.4. In 2016 the gap index for no duplicated gap groups was 45.3 in elementary and 28.6 in middle school. In 2017 the gap index for F/R students in reading was in elementary and in middle school. In Math the index was in middle school and in elementary it was .

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 two identified gap groups from previous years which present this year with no measurable gap are those students with IEPs and those with free and reduced lunch.

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.

There is no measurable gap this year as opposed to previous years in which gap existed.

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

It has been difficult for the school to improve and close gap groups (though there is no measurable gap currently) in the past due to lack of personnel primarily. the school works as a team and continues to maintain student achievement.

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.

the school conducts PLCs with curriculum coaches- Jennifer Yankey, Dr. Mitch Bailey, Angela Allen, and Lisa Redmond at the district level and at the school level-Terry Wilson, Principal, Sonja Partin, Karen Barnett, Linda Partin, FRYSC director, Henderson Settlement personnel, Elgin personnel, Greg Wilson and Angela Bray, Teachers and Staff in the building.

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 is based on school needs- Teacher Growth goals play a part in determining professional development as well as the curriculum and placement of teachers. Additionally new programs also determine professional development. Teachers meet with the principal for guidance in what to choose or for what is mandatory by the district. The district provides professional development primarily.

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).

There is no measureable gap in reading or math. The goal for reading is to maintain and even increase the proficiency of potential gap groups. Additionally in math the goal is to maintain the lack of measurable gap. To maintain and increase these the current core program in reading

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.

The two predominant gap groups those with IEPs and those with free and reduced lunch have been narrowed so that they are equal or exceed the percentage of the total number of students scoring proficiently. There is no measurable gap currently.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goal Summary	Gap Goal Summary 2019	•
 Gap Group Identification 2019-2020		• 1