



2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_09022020\_11:27

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Cawood Elementary School**  
**Melinda Sergent**  
Cawood, null, 40815

---

## Table of Contents

2020-21 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

## 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.

See Attachment of Achievement Gap Spreadsheet.

## II. Achievement Gap Analysis

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

On average 13 percent of our students fall into the homeless category. This leaves 87 percent of our students that do not fall into the homeless category. We also have 92 percent population of students who meet the free/reduced federal guidelines for meal assistance. This allows all of our students to be eligible for free breakfast and lunch. Which helps with the students that fall into the homeless category, even if they do not meet free/reduced meal requirement.

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

In analyzing our school gap trends the group that has successfully closed the gap in elementary and middle school reading is the disability group. The group that has closed gap in math is the middle school math with disability group. Our students with disabilities has closed the achievement gaps.

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.

In analyzing the gap trends the middle school disability groups were successful in meeting their targeted scores for both the 2018 and the 2019 school years in math. In the analysis of the elementary gap groups, the disability groups were successful in meeting the math and reading delivery targets in the 2018 and 2019.

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.

In looking at the analysis of our gap groups the area that has lacked progression consistently is our homeless group, math in elementary and reading in middle school.

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

One of the greatest contributing factors for Cawood Elementary in prevention of closing the achievement gap in elementary math and reading in middle school is the high percentage of students that meet federal and state guidelines for levels of poverty.

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.

All teachers are involved in data analysis and have input in planning strategies and activities for continuous improvement. The principal, guidance counselor, RTI personnel, librarian, Gear Up liaison, and other staff members work together to insure implementation of the activities.

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 school's professional development plan is directed by teacher growth goals and therefore is individualized for specific teachers. The principal reviews the teacher growth plan and together with the teacher, they determine which professional develops the teacher needs to attend in order to target the gap groups within our school. The extended school services targets math for all students grade 2-5 that are near proficient or in the low proficiency scoring scale. The Gear Up program provides an in class tutor for grades 6-8 in reading and math students who are near proficient or in the low proficiency scoring scale.

### 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).

Increase the reading and math proficiency rates for all students in the free and reduced group. Elementary Math, 67.4 Elementary Reading 72.7 Middle S. Math, 67.4 Middle S. Reading 76



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)
 Achievement Gap Group Spreadsheet		•
 Gap Goal 2020-2021		•