2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Wallins Elementary School
Stan Nicely
Wallins, null, 40873

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58 - Generated on 03/31/2021

Wallins Elementary School

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.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58 - Generated on 03/31/2021

Wallins Elementary School

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.

Spreadsheet attached

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58 - Generated on 03/31/2021

Wallins Elementary School

II. Achievement Gap Analysis

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

Wallins Elementary school climate and culture fosters an environment that continually is striving to help close the achievement gap according to the goals set forth. Teachers are working together to build enrichment programs and implement new strategies that meet the needs of the gap population according to their individual needs. The teacher students relationship piece fosters open communication for students to feel comfortable in learning according to their needs. The classroom environment fosters a learning climate that sets up learning experiences for diverse learners as a whole.

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

Successfully Closed In previous two years, we have completely closed any of the achievement gaps, but have made adequate progression and growth in the diverse gaps provided.

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.

Achievement Gap Improvements For the school year of 2019/2020, we used STAR Reading and Math testing data for students in grades 2-8. Students in K-1 will take the Early Literacy Assessment in the STAR program. 2018-2019 -The elementary combined reading and math scores increased to 68.3% -The middle combined reading and math scores increased to 73.7%. 2017-2018 -The elementary combined reading and math scores were 61.2%. -The middle combined reading and math scores were 71.3%.

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 Social Studies indicators have regressed from the 2017-2018 scores (Elementary - 64% & Middle - 75.6%) to the 2018-2019 scores (Elementary - 55.3% & Middle - 69.8%).

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58 - Generated on 03/31/2021

Wallins Elementary School

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

When our schools closed in March 2020, students missed important standards. Schools needed to quickly find a way to deliver quality instruction to students virtually. We were able to get a better idea of how to provide this type of instruction to students starting out the 2020/2021 school year. Although our teachers and other staff are continuously learning and improving our methods of teaching our students virtually, this still does not equal our students being in person. Many students and families are struggling during this time. In addition, the implementation of outdated resources have played a small role and the implementation of new resources. This has played a role in the regression of the Social Studies scores. A significant growth in the number of gap students have caused for a greater need in relation to the struggles related to the gap. Last, the need for training pertaining to some of the new resources and new needs identified in the gap groups have slowed the closing of the achievement gap. The slow implementation of these trainings have been the result of decreases in funding and needs for funding in other areas.

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.

We are attempting to improve continuously by involving teachers in committees, professional developments, and after school meetings so that everyone is informed and communicating. Our committees are working in groups to improve our school attendance, curriculum, behavior, finances; and improving each of these will help to improve our scores and close the achievement gap. Strategic Partners: Stan Nicely, Principal - John Slusher, Assistant Principal - Lisa Slusher, School Counselor (Both Elementary and Middle School 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 school's professional development plan related to its achievement gaps... - Test Analysis to Drive Instruction - Math Curriculum Professional Development - Being a Writer Professional Development - Curriculum Alignment Professional Development

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).

All elementary students will increase the average of combined math proficiency ratings in the gap group from 40% in 2019/2020 to 43% in 2020/2021. All middle school students will increase the math proficiency ratings in the gap group from 44.7% in 2019/2020 to 47.7% in the 2020/2021 school year.

.

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.

Attached

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_09032020_09:58 - Generated on 03/31/2021

Wallins Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Achievement Gap 2020		•
⊞ Measurable Gap 2020		•