



2020-21 Phase Three: Closing the Achievement Gap Diagnostic_01122021_12:27

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Clark Elementary School
Nick Dietrich
3401 Buckner Ln
Paducah, Kentucky, 42001
United States of America

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.

Attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Clark Elementary School has a very diverse student population. Students are given opportunities to work together and learn from each other. Students are encouraged to respect and celebrate each other's differences. Teachers face many challenges in meeting the needs of gap students, but collaborate with Kids Company I and community partners to ensure student success. Students have access to real world learning experiences and extracurricular activities not typically offered at the elementary level. Every student is offered several opportunities to take on leadership roles in the school building.

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

Over the most recent two years of assessments, the percentage of proficient/distinguished scores in reading for economically disadvantaged students has increased from 47.8% to 54.2%. Math proficient/distinguished scores for the same demographic have increased from 27.0% to 29.2%. Over those two years, the percentage of African American students scoring proficient/distinguished on the reading assessment has improved from 33.7% to 42.7%.

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.

African American students had an increase in KPREP reading scores. Economically disadvantaged students had an increase in reading and math scores.

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 greatest need for improvement is African American students' scores in math, social studies, and writing, and economically disadvantaged students' scores in writing.

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

The large number of transient students that fall into gap categories has a significant impact on achievement scores. The loss of experienced teachers to retirement has also played a huge role in 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.

Site Based Decision Making Council, Professional Learning Communities, teachers, and administrators work together to close the achievement gap. This includes the hiring process for teachers, curriculum development, and tracking student data to identify areas of need. Teachers work in grade level teams on test analysis day to set individual goals for students. Throughout the school year, the principal, assistant superintendent, and teachers, meet in weekly PLC meetings to discuss lead measures and report on student progress.

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.)

Teaching strategy workshops allow teachers to attend workshops based on personal needs and professional growth goals. Unit planning dates allow grade level teams to work together to modify unit plans based on needs of individual students. Leader in Me training prepares teachers to provide leadership opportunities and encourage the leader mentality across the student body. EdConnective workshops teach mindsets and remote teaching proficiencies.

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).

African American and Economically Disadvantaged students will show a 10% increase in proficient/distinguished scores in reading, math, and writing as measured by the KPREP test.

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.

Attachment

ATTACHMENTS

Attachment Name

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|----------------------------------------------------------------------------------------------------------|-------------|--------------------|
|  Achievement Gap Groups | | • I |
|  Gap Goals | | • III |