

**January 2019 Phase Three: Closing the Achievement Gap  
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Phase Three: Closing the Achievement Gap Diagnostic

**Ryland Heights Elementary School**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

Ryland Elementary staff work to ensure that all students are learning and growing at their highest potential regardless of race, ethnicity, disability and SES.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The main gap students for Ryland Elementary are Free & Reduced as well as Students with Disabilities. Although there is still room for improvement, we have shown progress with regards to our Free and Reduced population with 51.1% reaching proficiency in reading on the 2018 KPREP Reading Assessment and 46% reaching proficiency in math on the 2018 KPREP Math Assessment. We continue to struggle to improve in the area of Students with Disabilities. We have been labeled a TSI school for this area.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Although there is still room for improvement, we have shown progress with regards to our Free and Reduced population with 51.1% reaching proficiency in reading on the 2018 KPREP Reading Assessment which was an increase from 48.4% in 2017. In addition, 46% of free and reduced lunch students reached proficiency in math on the 2018 KPREP Math Assessment which was an increase from 32.0% in 2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We continue to struggle to see improvement for our students with disabilities. We have been labeled a TSI school in this area with only 25% of students with disabilities reaching proficiency in the area of reading on the 2018 KPREP Assessment which was a slight increase from 23.1% in 2017. Although we did show increase in proficiency with regards to math on the 2018 KPREP Math Assessment, we continue to have 40% of students with disabilities fell at the novice performance category.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Professional development will include ongoing training on the cycle of quality instruction and scaffolding instruction to ensure all students are mastering the standards. Teachers will also receive embedded PD on the standards and creating interim standards based assessments that will provide opportunities to determine student strengths as well as areas for intentional reteaching and growth. Teachers will continue to receive training on effective engagement strategies and how to create and implement tasks that are highly cognitively engagement for all students. Our ESS plan relates to providing summer learning opportunities in partnership with the 21st Century Grant and after school homework help in targeted areas with support from the 21st Century Program as well. Ryland's PD plan was approved in May 2018 and our ESS plan was approved in November 2018.

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

We continue to implement professional development opportunities to increase teachers utilization of effective instructional strategies and strengthen Tier 1 instruction.

G. 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.

Assessment data is reviewed with teachers regularly. We have implemented an intentional tracking process for students with disabilities and review data weekly within special education PLC meetings.

### III. Planning the Work

#### 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).

Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data. -- To increase the combined reading and math KPREP proficiency for students with disabilities from 23.1% in 2018 to 30.79% in 2019.

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#### Closing the 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

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**ATTACHMENT SUMMARY**

| Attachment Name   | Description                          | Item(s) |
|---|--------------------------------------|---------|
|  Gap Goals                    | Gap Goals, Strategies and Activities | III     |
|  Identification of Gap Groups | Gap Group Listings                   | I       |