

**December 2018 Phase Three: Closing the Achievement Gap
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Phase Three: Closing the Achievement Gap Diagnostic

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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.

Our gap group is primarily comprised of students who receive free and reduced lunch and students with disabilities.

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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.

Because our gap group comprises a large percentage of our student population there is no stigma associated to belonging to this group. All students are encouraged to do their best, effort is rewarded along with achievement, and students receive scaffolded, differentiated and individualized instruction in multiple groupings and settings throughout the day. Student recognition of success is frequent and made public. Our strong and effective PBIS system, with its tiered levels of intervention, ensure that teachers can focus on teaching and students can focus on learning with a minimum of behavior-oriented interruptions.

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.

Gaps that the school has successfully closed are in Social Studies (76.06% P/D all students, 64.28% P/D gap). Gaps that persist are students with disabilities in Reading (67.8% P/D all students, 34.2% P/D gap), Math (65% P/D all students, 28.9% P/D gap), and Writing (46.5% P/D all students, 5.9% P/D gap).

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

Our gap groups that have shown improvement in the area of Reading is students with disabilities (22.2% P/D in 2017 to 34.2% P/D in 2018).

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

In the gap group of students with disabilities, the school has lacked progression in Math (30.6% P/D in 2017 to 28.9% P/D in 2018).

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 was approved by the superintendent in May 2018 and the extended school services plan was approved by the superintendent in November 2018. Because the school has a large population of students who fall in to the category of free and reduced lunch and students with disabilities, our teachers and staff have focused professional development in the area of research-based strategies that are most effective in helping students in these demographic categories to learn. In weekly PLC meetings, teachers analyze the results of weekly assessments in Math and ELA and plan next instructional steps for students who do not master specific standards. Weekly instructional walks by building and district administrators focuses feedback on effective formative assessment, meaningful engagement, accountable talk and collaborative learning. The Read to Achieve teacher and +1 RTA teacher have attended specific ELA training, and have shared their learning with colleagues at faculty meetings. All ESS funding will be allocated for use in our Summer Learning Program, free for all Piner students to strengthen reading, math, and science skills. The free Summer Learning Program is planned and executed in conjunction with the 21st Century Learning Center program. Students who fall in our gap group are encouraged to attend and free bus transportation is provided two of the four days per week.

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

The master schedule in 2017-2018 did not allow for sufficient time with RTI in each grade level. This year (2018-2019) we have increased time devoted to students for additional opportunities to receive remediation in the areas of reading and math. Additionally, instructional gaps have been identified from vertically and committees are working on vertically aligning teaching strategies in reading and math. Absenteeism has contributed to some of our students' lack of academic progress; we have developed a comprehensive attendance plan and are working to reduce nonacademic barriers (such as attendance) through our Reducing Barriers to Learning (RBTL) committee, which meets biweekly.

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.

Teachers participated in our KPREP test data analysis to identify achievement gaps, and to develop strategies to address those gaps. These strategies have been incorporated into our CSIP, and will be monitored at monthly committee meetings to ensure they are being implemented with fidelity. Strategic partners involved are: SBDM Council, FRYSC Coordinator, RBTL Committee, Special Education Team, and RTI Team. All of the above, in addition to the teachers at Piner, participated in reviewing and analyzing multiple sources of data, including KPREP scores, to develop measurable goals, strategies, and activities to close the achievement gap.

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 percentage of students with disabilities scoring proficient/distinguished from 34.2 in 2018 to 40.75 in 2019 and 67.1 in 2023 as measured by KPREP.
Increase the combined math percentage of students with disabilities scoring proficient/distinguished from 28.9 in 2018 to 36.01 in 2019 and 64.45 in 2023 as measured by KPREP.

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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.

Closing the Achievement Gap Summary is attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	III
 Measurable Gap Goal	Measurable Gap Goal	III