

## 2018-2019 Phase Three: Closing the Achievement Gap Diagnostic\_12122018\_22:26

Phase Three: Closing the Achievement Gap Diagnostic

**Arlie Boggs Elementary School**

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Eolia, 40826

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## TABLE OF CONTENTS

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I. Achievement Gap Group Identification .....	3
II. Achievement Gap Analysis .....	4
III. Planning the Work .....	6
ATTACHMENT SUMMARY.....	7

## 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.

Elementary and Middle school Gap percentages are above 70% for free and reduced lunch and over 35% with disabilities in middle school.

#### **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.

Arlie Boggs Elementary is located in a very rural area and has over 3/4 of our students below the poverty line allowing them to qualify for free/reduced lunch. Along with that figure, we also have 1/3 of our population with a disability. Our culture is one that fosters support and resources to both groups of students. We work well together to meet both physical and academic needs on a daily basis.

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.

We have successfully closed the gap in the elementary for both free/reduced and IEP students where those students with disabilities have out performed the whole population in 2015, 2016, and 2017. The free/reduced group(65.5/62.1) out performed the entire population(59.4/59.5) in 2018 in reading and in math. The middle school free/reduced group (76.5) out performed the whole group (75) in 2018 in reading. In 2016 and 2015 the disability group outperformed the whole group. In 2018 the IEP students (76.5/52.9) was higher than the whole group in reading(75) and math(39.6). Middle school free/reduced achieved 1.4 points below the whole group.

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

Our overall gap closure was very good in both middle school and elementary. We are pleased with the closure seeing only one group fall behind and by less than 2 points at that.

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

The middle school free/reduced gap math scores have fell below the whole group performance level since 2015 at which they were above the whole. In 2016 they underperformed the whole group by nearly 7 points. We have closed that now to less than 2 points.

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).*

We have conducted extensive PD on differentiation, data analysis, and RTI models to target our gap sub groups. Each assessment given is compares gap/whole to see if we are on track and how to get there. We have started an afterschool tutoring class through ESS to target struggling students, as well as our daytime waiver ESS program. We have also hired a GEAR UP tutor that is available in the math classrooms to assist targeted students.

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

Inconsistencies in math instruction caused by quick turnover rates in middle school math staff has cause continuity and progress to be hindered. In the past 4 years we have had 3 different math

instructors. Transition into new styles, methods, and personalities often takes time for student achievement to catch up.

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.

The gap population is addressed in planning every 30 days and progress checked on those planned activities occurs on a weekly basis. Each teacher plays a vital role in the progression of growth in our gap populations. Freddie Terry - Principal Karen Caudill - Counselor Tommy Boggs - Special Ed. Chair

### 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).

Attached is our 30/60/90 plan with gap information.

#### **ATTACHMENTS**

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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.

Attached is our 120 day plan for closing the gap

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 120 day plan	Specifically the GAP goal.	III
 Gap ID 2018	Gap Worksheet	I, III, III