



## 2020-21 Phase Three: Closing the Achievement Gap Wright Elementary

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic Rationale

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.

Completed and Attached Below

### **ATTACHMENTS**

#### **Attachment Name**

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 Wright Elementary Achievement Gap Group Identification

## II. Achievement Gap Analysis

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

We believe all students benefit from value-based instruction. We work hard at Wright to incorporate our core values (Joy, Empathy, Teamwork, and Service) into daily instruction. We are a PBIS school that maintains four school-wide expectations: Join the Team, Encourage Others, Take Responsibility, and Show Respect. We believe that intentional focus creates a school-wide culture that is responsive to our families' needs. A few other practical examples of these include: 100% attendance on field trips (regardless of financial ability) Student-led Parent/Teacher Conferences Student Exhibition Nights Reading & Math Family Nights (with provided food and give-aways to all participants)

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

(17-18) Hispanic student performance has risen to 38.2% in Reading, compared to 37.7% for white students. (17-18) Hispanic student performance has risen to 32.4% in Math, compared to 33.6% for white students.

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.

(18-19) Students in the group of two or more races are performing at 42.1% in Reading, compared to 47.2% for white students.

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.

(17-18) Students identified with a disability scored 17% proficient in Reading, compared to a 40.7% proficiency for the remainder of students. (18-19) Students identified with a disability scored 18% proficient in Reading, compared to a 41.9% proficiency for the remainder of students. (18-19) Economically disadvantaged students performed at an average of 19% less than non-economically disadvantaged students in Reading.

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

Our co-teaching conditions can be strengthened and fine-tuned. We are working to embrace the idea that both educators are responsible for the academic growth of every student. Our master schedule makes common planning (between general education and special education teachers) difficult.

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 Principal Seth Green, Teachers Emily Quillen, Amy Allan Paula Kingsolver, Parents Melissa Munford, Matt Johnson, Myranda Gentry. Administrative Team Ryan Allan Juanita Hagan and Instructional Coach Donna Siegel, and Lead Teachers came together to create a CSIP that was then brought to families and staff to address the needs of Gap Closure.

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.)*

Wright Elementary has viewed the school improvement plan and aligned several professional development trainings with the strategies that were identified in the plan. Those trainings and professional development plans are Trauma-Informed Care, Universal Design and Learning, Workshop Model and Guided Reading.

### III. Planning the Work

#### Closing the Achievement 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).

The percentage of students with disabilities scoring novice in Reading and Math will reduce: Reading 67.6% to 37% and in Math 67.6% to 37% The percentage of African American students scoring proficient or distinguished will increase Reading 31.8% to 50% and in Math from 18.1% 54% in the 2020-21 school year.

#### Closing the Achievement 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.

Completed




#### **ATTACHMENTS**

##### **Attachment Name**

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 [Wright Closing Gap Plans](#)

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Wright Closing Gap Plans</a>		<ul style="list-style-type: none"> <li>• III</li> </ul>
 <p>Wright Elementary Closing Gap Plans</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Wright Elementary Achievement Gap Group Identification</p>	<p>Chart with gap group numbers and percentages at Wright Elementary.</p>	<ul style="list-style-type: none"> <li>• I</li> </ul>