



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

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## 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	8
Attachment Summary	9

## 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.

See attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 Measurable Gap Goal

## II. Achievement Gap Analysis

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

Our climate and culture as they relate to our ELL and special education population is positive. We make it a point that all of our special education and ELL students receive instruction at the same high levels as every other student. After further study of this gap area at this time by our special education staff, SBDM and teachers we have found that our special ed teachers with less experience are struggling to grow their students. One staff member has 3 years experience and another is a second year teacher. We have put in a more detailed plan in which these new teachers will continue to receive job embedded professional development and mentoring from our experienced special ed staff. We have been allocated an ELL teacher by our district, and this bi-lingual staff member works with students in small groups and provides interventions and modifications to help EL students find more success in the classroom. Our ELL population continues to grow and we are learning how to best adapt to their needs and their family's needs. We provide our teachers with information regarding best practices to use with ELL students and also work with them on these ideas through common planning and analysis of their students' work. We plan on focusing PD around the topic of meeting the needs of these diverse learners.

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

Our school continues to close the overall African American gap group area. Over the past 6 years this groups proficiency has increased over 35% in Reading and has increased 44% in math. Our students with disabilities and ELL gap group area has fluctuated over the past 2 or 3 years.

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.

Our school continues to close the overall African American gap group area. Over the past 6 years this groups proficiency has increased over 35% in Reading and has increased 44% in math. Our students with disabilities and ELL gap group area has fluctuated over the past 2 or 3 years.

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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.

Special Ed- reading and math has fluctuated over the past 3 years, ELL - reading and math - regressed 13%, math has regressed by 6% since 2017.

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

After further study our areas of low proficiency have been with inexperienced teachers and teacher exposure to exemplary instructors. In time with development we plan to increase our levels of proficiency and with positive teacher retention continue and maintain growth. Professional development opportunities need to be provided to staff to ensure instructional strategies are appropriate to meet the needs of our diverse learners.

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.

We have put in a more detailed plan in which these new teachers will continue to receive job embedded professional development and mentoring from our experienced special ed staff. This will include in class work and out of class mentoring. This will also include day long peer observations done by each inexperienced staff member of her mentor and other experienced special education teacher. These teachers will also be involved with lesson planning, assessment development and student work analysis sessions of their personal students' work. These teachers will also have continuous walk through and feedback sessions with administrators.

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.)*

Our PD Plan has a focus on curriculum and lesson planning. This deeper understanding of standards and the levels to which they need to be taught should lead to more effective instruction. Embedded PD opportunities will be provided in addition to curriculum and lesson planning that will provide strategies for improving achievement and outcomes for EL and SPED learners.

### 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).

Increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 61.3% by June 2021 Increase the percentage of EL students scoring proficient and distinguished in Math from 41.2% to 43.9% by June 2021.

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 Attachments



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Achievement Gap - GOS	Percentage numbers for EL/SPED population	• I
 Measurable Gap Goal	Goals for closing gaps	•