



## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic for Kenwood Station

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Kenwood Station Elementary School**

**Mary Garrett**

6321 Veterans Memorial Pkwy

Crestwood, Kentucky, 40014

United States of America

---

## 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.

attached

## II. Achievement Gap Analysis

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

Kenwood Station Elementary resides in a rather affluent area of Oldham County. Therefore, our free/reduced lunch population remains rather small - around 11% school-wide in 2019-2020. As for the special education population, we typically have around 8-10% of students identified with learning, behavior, or speech related disabilities. The slight majority of those students are speech only students. However, Kenwood Station does house two special classes (autism and functional academic).

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

Reading achievement is strong among sub populations in the last two school years. There is no deficit among GAP students versus non-gap. The mean score for Reading MAP in each grade is met or exceeded by each sub-population on 2020 MAP data, in some cases by nearly 40 points. The writing achievement gap has closed in the last two school years. Starting back in 16-17, there was a 29 point difference in the % proficient/distinguished GAP students versus non-gap. It was the same in 17-18, approximately 29 point difference. In the 18-19 school year, there was an increase in achievement by 17% in the GAP group, closing the gap to only 3% difference between the GAP and non-gap population.

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.

There has been improvement in the area of poverty and reading. 18-19 KPREP data shows only 52% P/D. Although there is no KPREP data for the current year, MAP data shows only 26% of students in poverty scoring below the 40th percentile in achievement. The Social studies achievement gap has shown improvement. In 17-18, there was a 54.1 point difference in the % of P/D scores. In 2018-2019, there was only a 24-point difference. The reading achievement gap for poverty has shown improvement. In 17-18, there was a 31.2 point difference in the % of P/D scores. In 2018-2019, there was only a 20-point difference. The math achievement gap for poverty has shown improvement. In 17-18, there was a 24.7 point difference in the % of P/D scores. In 2018-2019, there was only a 15.5 point difference.

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.

In the area of math, MAP Fall 2020 scores show two sub-populations that have lacked progression to meet grade-level norms. This is the poverty subgroup in 3rd grade with a mean score of 186.5 (norm = 188) and the African American subgroup with a mean score of 195.5 (norm = 200). The reading gap for disability has lacked progression. In 17-18, there was a 27.8 point difference in the % of P/D scores. In 2018-2019, there was a 28.8-point difference. The math gap for disability has lacked progression. In 17-18, there was a 24.2 point difference in the % of P/D scores. In 2018-2019, there was a 30.1 point difference.

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

As a staff our main focus of PD was reading. Math PD was offered as optional and some teachers chose to attend. We'd like to make this math PD more universal and increase best practice instructional knowledge throughout the building.

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.

SBDM Council - Katie Garrett, Abby Gerst, Emilee Shryock, Alisa Clay, Brittany Hughes, Ben Murphy, Ashley Payne, Sara Fowler District level administrators - Michele Horn, Niki Whitaker District Special Education Support- Jennifer Bryant, Lydia Baki Administrators and Counselors -Katie Garrett, Heidi Bramlage-Schomburg, Paula Moore As a collective group, we have the best interest of all students at heart. We meet often (weekly for some groups, monthly for others) and have already discussed changes that can be made to support increased achievement for our sub-groups.

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 school will focus on strategies to maximize growth in math with our sub-populations. We are researching and learning the best ways to structure math lessons and small groups to best meet the needs of students. We are going to work with schedules to increase the impact math lessons can have on each student. The principal, Katie Garrett, has also joined a district math analysis cadre (led by Dylan Smith) to analyze math curriculum and make plans to align instruction across all schools. We also held a Data Planning PD session at the start of the year and we feel it made a difference. This is something we will repeat. Teachers were given the time to learn about their students, looking through data folders and seeing the big picture. They were able to make proactive choices to support students before the first day of school. Finally, we have purchased a set of books titled Math in Practice. In the 21-22 school year a vertical group of teachers will analyze this text and teach the modules in a "pilot" setting to learn more about the effect they have on student achievement. Kenwood is delving deeply into tier 1 instructional strategies to address the reading achievement gap. We are focused on deep levels of learning through the use of workshop instruction, conferring, and student metacognition.

### 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).

This year: Close the achievement gap in math by increasing the mean score of students in poverty. By spring of 2020, 100% of students in poverty will score at or above the norm score for their grade level in math. This year: Close the achievement gap in math by increasing the mean score of African American students. By spring of 2020, 100% of African American students will score at or above the norm score for their grade level in math.

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



# Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ KSE Achievement Gap Group Identification		•
☒ KSE Measurable GAP Goal		•