



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

**Locust Grove Elementary School**  
**Austin Collins**  
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United States of America

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## 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 attached

### **ATTACHMENTS**

#### **Attachment Name**

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## II. Achievement Gap Analysis

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

Our 2018-2019 K-PREP data indicates that achievement gaps are present, however the student demographics have changed so much due to our district realignment. We no longer serve a statistically significant number of EL or Hispanic student populations based on the thresholds defined by the Kentucky Department of Education. During the previous K-PREP assessment, our students of poverty actually outperformed our baseline student population. Our most persistent gap population that is in need of support is our learners with disabilities, in the areas of both math and reading.

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

The results from the 18-19 K-PREP assessment indicate that we successfully closed the achievement gap among learners in poverty, but we are still unsure of the reliability of this assessment data due to the extreme variability and nature of disability among our learners. We plan on continuing to address our core instructional process to support all students including gap populations.

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.

The percentage of learners of poverty scoring novice on the K-PREP assessment in the area of reading was 12.5% a decrease of nearly 19% since the previous year, and a 7% decrease from the 2 years prior.

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.

Students with disabilities novice is continuing to hover in the low 30's based on the K-PREP reading assessment data for the previous 2 years.

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

While the instructional year was impacted by COVID-19, and we see a general decline in proficiency across the board, the absence of a sustained curriculum that meets the needs of all students has not been in place at Locust Grove until most recently. The school is working to remedy that concern as we take on the work of vertical alignment and curricular continuity across the school.

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.

PLC teams are at the heart of this work. The school principal is playing a critical role in the refinement of the curriculum as is the Literacy coach and other leadership team members. See Professional Learning Plan

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.)*

See attached professional learning plan

## **ATTACHMENTS**

### **Attachment Name**

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### 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).

\*\*\*All baseline data is from 2018-2019 K-PREP assessment data\*\*\* Objective 1: Increase the percentage of Free / Reduced students scoring at or above proficiency in Reading and Math as follows: Reading among students of poverty from 53.2% to 62% by 2023 Math among students of poverty from 49.4% to 58% 2023 Objective 2: Increase the percentage of students with disabilities scoring at or above proficiency in Reading and Math as follows: Reading among students with disabilities from 32% to 41% by 2023 Math among students with disabilities from 26% to 35% by 2023



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 attached GAP documents

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>20-21 LGE Achievement GAP worksheet</u>	Attached is the demographics data for LGE	• I
 <u>20-21 LGE PD plan</u>		• II.G