

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_09102019\_14:05

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### **Mapleton Elementary School**

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## TABLE OF CONTENTS

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic .....	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis .....	5
III. Planning the Work.....	7
Attachment Summary .....	8

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 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.

Spreadsheet Attached

### **ATTACHMENTS**

#### **Attachment Name**

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 [Gap Group Identification](#)

## II. Achievement Gap Analysis

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

Mapleton has an enrollment of 480 students. The configuration of our school has changed during from a K-4 school to a Pre K – 5 school at the start of the 2018-2019 school year. Mapleton's current enrollment is 498 students. We have 31=3 Pre-K, 73 Kindergarten, 63 first grade, 68 second grade, 76 third grade, 78 fourth grade, and 89 fifth grade. We are currently as school-wide Title 1 school. Our current Free/reduced lunch percentage is 76.6%, disability is 11%, and our minority percentage is 9.6%.

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

Mapleton's 2018-19 disability % for reading (42.4) is above the state average for reading (25.7% P/D) . Our 2019 third and fourth grade classes were our lowest percentages. The percent novice in reading for 3rd is too high (4 students - 30%). Mapleton's 2018-19 disability percentage for math (36.4% P/D) is above state average (19.3% P/D). Our fourth grade % is very high (60%). However, the number of novice in 3rd grade (4 students - 40%) was too high. We have improved the reading (38.9% to 42.4%) and math (30.6% to 36.4%) percentages from 2017-18 to 2018-19. year with all gap groups. Our reading percentages have consistently been higher than our math percentages. Our disability and our hispanic group are our lowest scoring gap groups in reading and math for both years. (Hispanic only reported in the last year due to an increase in number

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 goal is to focus on increasing the percent of P/D to be close the gap between our students with disabilities and the group as a whole. Also, decreasing the number of novice especially with the third grade class.

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.

Our students with disabilities have improved with the percent scoring proficient or distinguished from 2017-18 to 2018-19. However, we still need to continue growth with this group to close the gap between those identified with disabilities and the group percentage as a whole.

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

Continue to increase collaboration support during class instruction.

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.

All teachers have a list of their gap group students. They report the results of the performance of their gap students on reading and math assessments. They compare their results to the grade level average and discuss strategies and ideas as a PLC team with school administration. The school team as a whole reviews the results of the universal screening information (MAP) and analyzes for areas of strength and areas for growth. Information from these sessions is used to update our school's improvement plan with the oversight of the school's Planning Leadership Team (made up of teacher leaders from each grade/group, parents, and administration). These updates are then presented to the school's decision making council (SBDM) for review and approval.

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.)*

Gap students are regularly monitored on their mastery of learning targets for every unit assessment individually, as a group, and as a total gap group. Strategies and reflections are completed as a grade level team. The school team has data analysis training (2 six-hour sessions) focusing on the trends in data from the universal screener (MAP). Strategies and resources are also discussed during these training sessions. Special education teachers meet as a district horizontal team monthly with the Director of Sped and focus on key professional development topics as a district team. They also meet monthly with the Director of Sped and school administration as a school team to focus on specific strategies for our individual school.

### 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).

See attached 2019-20 Achievement Gap Goals for Mapleton.

#### 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.

See attached summary spreadsheet.



### **ATTACHMENTS**

#### **Attachment Name**

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 [Gap Goals and Strategies](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Gap Goals and Strategies</a>	Mapleton's Gap Goals and Strategies	• III
 <a href="#">Gap Group Identification</a>	Gap Group Identification	• I