



## 2020-21 Lost River Elementary Phase Three: Closing the Achievement Gap Diagnostic\_11172020\_10:38

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Lost River Elementary**  
**Beth Croslin**  
450 Modern Way  
Bowling Green, Kentucky, 42101  
United States of America

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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.

See Attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 LRES 20-21 Achievement Gap Group Identification

## II. Achievement Gap Analysis

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

Lost River Elementary fosters a climate that believes all students, including those in Gap Groups, have the ability to achieve at high levels. Our teachers receive training and resources that ensure equitable opportunities. Every student has the opportunity for both enrichment and remediation in content areas as needed. PBIS is implemented throughout the building to ensure a climate of high expectations and positive reinforcement. Students are encouraged to work hard and do their very best. Within our population, 25% of primary students are included in the primary talent pool. From grades 4-6th, 19% of students qualify to participate in the gifted program. We are a very diverse school with approximately 1/3 of our students qualifying to receive EL services. We have a very strong and cohesive EL department with 3 certified teachers and 4 classroom assistants. He have 4 highly skilled special education teachers who work with approximately 60 students who qualify for special education services. They coordinate with District level personnel to provide specially designed instruction to meet the individual needs of our most at-risk students. Classroom teachers have worked collaboratively with ESL and special education teachers to learn more effective strategies for these populations as well as become more effective in their co-teaching efforts.

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

Lost River successfully closed the African American and Economically Disadvantaged Achievement Gap in Reading. 2017--combined Proficient/ Distinguished 25%, 2018--combined Proficient/ Distinguished 26.9%, 2019--combined Proficient/Distinguished 47.7%. Our trends shown an upward growth.

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.

In all identified areas, Lost River has shown growth and upward trends in Reading. Females--2017 (44.7%);2018 (45%); 2019 (51.7%); Males--2017(38.4%); 2018 (43.9); 2019(44.5%); Economically Disadvantaged--2017 (39.4%); 2018 (40.9%); 2019 (46.2%); White--2017 (44.1); 2018--(52.8%); 2019--(52.5%); African American--2017 (25%), 2018 (26.9%), 2019 (47.7%); Two or more races--2018 (34.6%), 2019 (44%)

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 have shown an up and down trend. However, little growth has occurred in Reading Proficient/Distinguished. 2017--15.5%, 2018--21.1%; 2019--16.7%. Math Proficient/ Distinguished has regressed, 2017--18.9%, 2018 --10.5%, 2019--16.7%

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

Conditions that have prevented the school from closing existing achievement gaps would include scheduling of time in the core classroom with core reading materials and time pulled out for Resource Instruction. Quality of Math Core Curriculum has hindered closing the achievement gap. Lack of Professional Development for all teachers with students with disabilities has kept the achievement gap from closing.

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.

Processes used to involve all teachers, leaders and stakeholders in closing the achievement gaps are weekly: PLCs at the school level, District PLCs twice a year, Teachers are involved in District Standards Focus Team meetings, Teachers participants in a school-wide grant to pilot the Illustrative Math core curriculum. School Leaders trained as Reading Mastery Coaches, Professional Development centered around needs of students, Book Studies: "Powerful Task Design", training in technology resources, Leader in Me Lighthouse school Family Involvement activities and informational nights

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.)*

To assist in addressing the achievement gaps for students in special with disabilities as well as english language learners, teachers participated in professional development focused on co-teaching, as well as professional development focused on researched based strategies that increase student engagement as well as increase student access to grade level content through rigorous, intentional task design. Teachers participated in professional development to learn to implement the new core math curriculum with fidelity. Through these learning experiences, teachers will be better able to meet the needs of all students, and even be better prepared to intervene for our gap groups.

### 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).

Objective 1: Lost River Elementary will collaborate to increase the percentage of P/D elementary students in the area of reading for the following subgroups by 2021 as measured by state assessments. \* English Learners (plus monitored) 50.5% to 52.5% \* Students w/Disabilities 32.5% to 35.2% Objective 2: Lost River Elementary will improve school climate and culture as measured by office referral data. 2018-19 Data Elementary: 104 Referrals Goals for 2020-21 Elementary: 90 referrals

#### 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 Attachment



# Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ LRES 20-21 Achievement Gap Group Identification		• I
☒ LRES Measurable Gap Goal		•