

## Phase Three: Closing the Achievement Gap Diagnostic PA 2018-19

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**Panther Academy**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

This spreadsheet shows the percentage of African American, disabilities and free/reduced lunch students in kindergarten and preschool.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

As evidenced by past TELL surveys and recent informal surveys, the climate and culture of Panther Academy is very strong. In regards to the climate and culture in relation to our gap populations, teachers work hard to help all students demonstrate success regardless of factors such as gender, race, disability or socio-economic levels. The importance of educating the whole child is a common belief throughout the school. The school focuses on the importance of helping all students grow and succeed academically as well as personally. With that belief, each student is seen as an individual and encouraged to work and develop at his/her own level. Each day students are given a chance to work at their individual level during block time for reading and math. At that time, students work on interventions, reteach skills or enrichments and extensions. An area of growth for the staff is working with special needs students. Teachers would benefit in additional training that focuses on working with students with special needs such as oppositional defiance and autism.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Looking at the Brigance data, it shows varied data over the course of the last 2 or 3 years. For instance, in 2016, 55% of the students scored ready or ready with enrichment for kindergarten while that percentage dropped a bit in 2017 to 54%. For the 2018 school year, another slight drop was observed with 52.1% of the students scoring ready or ready with enrichments for kindergarten. Looking at the students that were in preschool at Panther Academy, the percentage was 55.3% in 2016. That percentage dropped to 48.8% in 2017; however a slight increase was shown in 2018 of 50.7%. In regards to the African American gap group, the percentages have gone up and down as well. In 2016, 64.7% of the American Americans were ready or ready with enrichments for kindergarten. In 2017, that percentage dropped by almost 20% to 45.5%; however for the 2018 school year, the percentage increased to 53.8%. Data specific to state funded preschool for the last 3 years is not available for African American students due to the fact that there are less than 10 students were in that group. In our disability group, there has been a decline over the course of the last three years. In 2016, 54.5% of the students were ready or ready with enrichment. That percentage fell by nearly half in 2017 to 27.3%. For the current year of 2018, the percentage fell to 20%. An additional gap group that we are monitoring is our free/reduced lunch group. Much like the African American group, this gap group has inconsistent trends. In 2016, 41.2% of that group were ready for kindergarten. There was an increase in 2017 to 44.7% with a slight decrease in 2018 to 44.4%. Narrowing the focus to the students in our state funded preschool, the numbers go up and down as well. In 2016, 52.5% of that group were ready for kindergarten. That number dropped to 43.3% in 2017, but increased to 51.1% in 2018. In 2016 and 2018, the percentage of kindergarten ready students for the state funded preschools was a higher percentage than the overall percentage for the school.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In the area of language development, there has been an overall increase of percentage of students at were kindergarten ready. The African American gap group has scored between 76.5% to 90.9% in the domain of language development over the course of the last 3 years. They scored 76.5% in 2016, 90.9% in 2017, and 78.7% in 2018. In 2017, those students that were in state funded preschool the previous year scored 70.2% ready. Similar percentage of readiness is found in the free/reduced lunch group as well. That group had 74.2% of the student ready in 2016, 73% in 2017 with a slight increase in 2018 to 76.6%. Language development has positive impact on all the other areas of academic.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

In the African American gap group, the overall readiness has gone up and down. In 2016, 64.7 students were kindergarten ready. There was a large group in 2017 to 45.5%, but a gain in 2018 to 53.8%. The academic/cognitive domain showed the highest percentage of readiness in 2016 at 47%. That percentage dropped in 2017 to 27.3%. In 2018, the percentage increased to 39%. Due to the inconsistency with this domain, this is an area for the school to focus growth. For the disability group, there has been an overall decline in readiness from 2016 to the present. The percentages are as follows: 54.5% in 2016, 27.3% in 2017 and 20% in 2018. When focusing on the students that were in state funded preschool, there was a decline from 2017 of 30% ready to 21.4% ready in 2018. Additionally, the academic/cognitive domain shows a decline over time. In 2016, 45.5% of the students scored ready for kindergarten. The percentage dropped to 27.3% in 2017. For the current school year, the percentage dropped to 6.7%. Looking at the scores specific to the state funded preschool students, 30% of the student with disabilities were ready in 2017; however that dropped to 7.1% in 2018.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Professional development will be focused around the following gap groups: African American, disability and low socioeconomic students. Preschool and kindergarten teacher will be involved in training with Kagan strategies and learn how to effectively incorporate the strategies throughout the instructional day. The training will be part of the professional development plan prior to school starting, but follow-up trainings and discussions will occur throughout the year in order to ensure that the strategies are being used and understood by the staff. Instructional assistants will receive training prior to school starting or during IA PLC time throughout the year. Another focus area for professional development is effective vocabulary instruction in preschool and kindergarten classrooms. Throughout PLC time, the teachers are working on critical vocabulary that are essential for students to be more successful. The difficult at this point are strategies and methods to effectively incorporate vocabulary throughout daily instruction. Based on the decline in the academic/cognitive area for our students with disabilities, professional development related to differentiation and strategies for working with these students will be a part of the plan.

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

Several factors contribute to the lack of ability to close or lessen the achievement gaps in different groups. One factor, possibly the biggest contributing factor, is lack of a specific focus by the school. In the past several years, data has been analyzed based on individual students. No focus was given to gap groups within the school. An additional factor that needs to be considered is inconsistency in instruction. We have to ask if all students are being given the foundational skills needed to be successful in a systematic method based on exactly what the standard intended. The focus of our family events need to be evaluated to see if we are helping parents better understand what their student is being expected to learn and understand at each level. Helping families understand the academic expectations of the school can lead to more success of each student.

G. 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.

The process for involving others in continuous improvement occurs in multiple ways. Early in the year, a survey was sent out to all parents in which they could respond letting the school know what they needed from the school in order to help their child. A similar survey was sent to the staff to gather input from all of them, also. Due to the small size of the school, teachers use PLC time to discuss needs and concerns of the school throughout the school year. The SBDM council discusses at each meeting where we are in the improvement process as well as ideas to improvement needed. From this point forward, the PLCs and SBDM council will have a more specific focus on the gap groups as well as the overall improvement of the school. From a district perspective, the principal meets with the associate superintendent of curriculum and instruction monthly to discuss areas of growth and improvement for the school. Those monthly meetings allow for discuss on specific needs of the school, but also help tie the progress of the school to the rest of the district.

### III. Planning the Work

#### 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).

The percentage of African American students ready for kindergarten will increase from 53% to 56% as evidenced by Brigance. The percentage of African American students scoring average or above in reading on AimsWeb will increase from 36% to 46%. The percentage of African American students scoring average or above in math on AimsWeb will increase from 29% to 39%. The percentage of disability students scoring average and above in reading on AimsWeb will increase from 26% to 30%. The percentage of disability students scoring average and above in math on AimsWeb will increase from 42% to 46%.

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#### Closing the 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.

The summary sheet is attached.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap Group Numbers	Numbers and percentage of students in gap groups	I
 Gap Summary Sheet	This summary explains the tentative plans for gap groups (African American, disability) for Panther Academy.	III