

## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic\_11062020\_13:11

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**Augusta Independent School**

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

### 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 Attached

## II. Achievement Gap Analysis

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

Augusta Ind. School is a small independent school located in Augusta, KY. The school houses students in from Pre-school - 12th grade. What is very unique about our school is that all of these grades are housed under one roof. Our current enrollment is approximately 285 students. Our enrollment has stayed consistently around 300 the past ten years. The past few years enrollment had started to decline, but this year it was back on the way up. Augusta is a very small community located in Bracken Co. It sits on the banks of the Ohio River, and is a very historic town with roots being traced back over 200 hundred years. Augusta is primarily a rural area with a lot of farmers and factory workers. The school services primarily the city of Augusta, and a handful of students that are from out in the county. Our students are generally 80% free and reduced lunch. We are in our second year of being able to offer all of our students free breakfast and lunch as part of the Community Eligibility Provision. One of the biggest obstacles we face, like every school is funding. We have applied for numerous grants to try and offer our students as many opportunities as possible. We also rely on quite a few volunteers to help out by working in classrooms, tutoring students, and helping out in many different ways. We are also very fortunate to have Americorps volunteers in the building that help out. We have smart boards in every classroom and have a technology goal for every student to have an I-pad or some individual piece of technology down the road. We currently have one classroom set of i-pads, and two sets of Kindle fires. We feel this would cut back on text book costs, and allow our students to become more efficient 21st century learners. Another big challenge is getting all of our parents involved and believing that their children can learn and be successful. We teach a lot of students whose parents are either very young or never graduated, and we struggle to reverse that trend and get these students to value education and the opportunities it can provide them. The mission of Augusta Ind. schools is to ensure all students achieve high levels of learning in a nurturing climate, empowering them to be responsible and productive citizens of a global community. We have also recently adopted a new vision statement as well: Augusta Independent School, "Always Inspiring Success!" One of the things we feel makes us unique is that our small size allows us to be very tight knit and family oriented. Our school motto that we have adopted over the past few years has been: "Small School, Big Experience." We want to offer our students the best of both worlds. We want our students to enjoy the small, private school atmosphere where everyone knows and looks out for each other, and all the experiences that they might be able to get in a bigger school district. Some of these experiences include a large class selection to choose from, the opportunity to take college courses as juniors and seniors, the opportunity to attend vocational school and a wide variety of sports, clubs and extra-curricular activities. We offer ACT/PLAN Prep classes during the day and our Preschool and Family Resource Center have collaborated to offer Cradle School. This is available for parents in the community with children aged 18 months to 4 years old. The children engage in classroom learning activities while their parents are getting trained on topics that parents face daily. We offer all of these, and are still able to provide a very good teacher to student ratio which we feel helps our students be successful. Our graduation rate was above 95% again, and we contribute this to the personal connections we are able to make with each and every student. Because of our small size, no student will slip through the cracks. Homeroom teachers work with students each year on their ILP's. Students in grades 7 - 12 meet at least three times a year with their mentor to discuss plans and any changes to help them become more college and career ready. This school year we have offered trainings and sign ups to help parents be more involved with their child's educational plan. College and Career Readiness is an area we have focused a tremendous amount of time on the past couple of years, and our percentage has increased each of the past few years. According to the most recent accountability results we are a proficient district. It is our vision to be in the top 10% of all schools in KY, and we will continue to improve and adapt

until we reach our goal. All of our stakeholders take a great deal of pride in our small school, and together we will accomplish this goal and beyond. Augusta Ind. students will graduate, and be ready to be successful no matter what path they choose to take.

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

Analyzing data over the previous two academic years, the school has not successfully closed our gaps. The ones that persist are Free/Reduced Lunch 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.

According to the data that we received, the following content area has shown improvement: Reading: Elementary Disability with IEP (69.2% to 73.3%). Being such a small school, many areas did not show reports.

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.

Reading - Elementary GAP (57.9% to 50%), Middle GAP (69.2% to 60.8%) Math - Elementary GAP (52.6% to 30%), Middle GAP (6.2% to 7.8%)

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

Funding continues to be our main barrier.... Our students are about 70% free/reduced lunch which in itself is a huge barrier to closing the achievement gap. Many of our students come from home environments that do not value education or express the importance of education to their children. A large majority of our students do not have access to technology at home. Many of our students do not have transportation necessary to get back and forth from home to school that would allow them to participate in extra curricular activities and groups that have proven to help achievement. We have very little parental involvement in the school, and almost no involvement from parents that fall in to the free/reduced lunch category. Increasing this parent involvement across the board at our school is one of our most pressing goals. The lack of funding we have to purchase instructional materials, up to date text books, supplemental programs, intervention programs, technology, classroom supplies and professional development continues to hinder the education process.

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.

The CSIP is a document that is developed annually and used as a blueprint for continuous improvement each school year. It is very inclusive and details the many areas we want to address and the ways we want to improve in those areas. This document is extensive, and requires all hands on deck to analyze, adjust, and put in to place. Being a small school, we are fortunate to be able to work with our district administrators daily. Our school board plays a very active and

supportive role in ensuring that our school is continually making progress. The school and district are in constant contact, and working together to make sure that data is always being analyzed and used to formulate plans to best serve the needs of all of our students. District and school administrators work together to conduct walk throughs and monitor the implementation and progress of all teaching and learning going on in the school. School level PLC teams meet weekly to help each other with best practices, developing assessments and lesson plans, aligning the core content and identifying gap areas so that they can be addressed. These teams provide agendas prior to the meetings and self reflections following the meetings to school administrators. The school admin and the district admin meet almost daily to discuss the schools progress, curriculum, instruction, assessment, interventions, closing the achievement gap, graduation rate and College and Career Readiness. We have a committee of district administrators, school administrators, teachers and parent representatives appointed by our PTSA that work on the CSIP each year to keep it current and to ensure that it addresses the areas we need to continue to monitor and improve in. The CSIP is readily available for all to view on our district website. It is presented and reviewed by our board of education each year at a school board meeting once it is completed. As always we will continue to work with our parents and stakeholders to provide an open door for them to feel like they are a part of our school and that their input is not only valued, but coveted.

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.)*

Teachers, board members, and administration look for professional development that will focus on areas of needs for all our teachers. Closing the Achievement Gap has been an area of focus for the past several years trying to find effective strategies for teachers to use in the classroom. Extended School Services money and time is used for interventions for the students falling into Tiers 2 and 3. Direct instruction on each child's level will help the student become more successful.

### 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).

-Increase proficiency in elementary from 65.5 to 70 and middle from 52.2 to 60 in 2020. -Increase the average reading and math proficiency ratings for all students in the non-duplicated gap group by 10% by 2020. -Increase the percentage of effective teachers to 100% in 2020. -Increase the number of effective principals to 100% by 2020. -Augusta Independent will meet the 2020 delivery targets for GAP students as measured by the Unbridled Learning Accountability Model -Augusta Independent will improve our Kindergarten Readiness score by 10% by August of 2019.

#### 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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	•
 Closing the Achievement Gap 2020	Closing the Achievement Gap 2020	•