



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

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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.

We do not have an achievement gap group this year based on our KPREP data as reported on our School Report Card. While we are always intentional with students that are identified in the gap group to help reduce any barriers to learning. One area to emphasized based on one year data and NOT trend data is the economically disadvantage achievement gap group. Another group that is we have identified is African American in the areas of math and science.

### **ATTACHMENTS**

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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 school climate and culture has always been of "whatever it takes". In fact, our foundation of our formative years included a faculty book study of the book, "Whatever It Takes". Our staff is student centered and is always striving to work towards meeting the needs of all students. As confirmed by parents and students, our school creates an atmosphere where students are free to take risks, knows they are supported and staff members will go above and beyond their role to ensure students aspire, achieve and excel.

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

We saw significant growth in all assessed areas within this identified group of students with disabilities. Reading percentage of proficient/distinguished increased from 4% in 2017/18 to 13% in 2018/19; math percentage of proficient/distinguished increased from 0% in 2017/18 to 15% in 2018/19; science percentage of proficient/distinguished increased from 5% in 2017/18 to 8% in 2018/19; writing percentage of proficient/distinguished increased from 10% in 2017/18 to 13% in 2018/19. While the gap still exists and we have not closed them, we are seeing progress.

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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.

We saw significant growth in all assessed areas within this identified group of students. Reading percentage of proficient/distinguished increased from 4% in 2017/18 to 13% in 2018/19; math percentage of proficient/distinguished increased from 0% in 2017/18 to 15% in 2018/19; science percentage of proficient/

distinguished increased from 5% in 2017/18 to 8% in 2018/19; writing percentage of proficient/distinguished increased from 10% in 2017/18 to 13% in 2018/19.

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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.

While our data does not indicate we have trends of regression or lack of progression, there are a couple of areas that we are monitoring based on the data from the 2018/19 School Report Card. Those two areas are economically disadvantage students in all assessed areas and African American students in the areas of math and science. Our students with disabilities continue to have an achievement gap in reading and math but made significant process last year.

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

Gap students have such complexities and in many cases multiple year deficits by the time they reach high school. There is also a prevalent barrier of mental health that we are addressing on a daily basis. We have employed 2 additional part-time counselors in addition to carving out time for our school counselors to address mental health, resiliency and grit.

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.

Our special education department: Karen Wills, Kristen Nunn, Eva Lucas, Traci Junda, Vivian Martin, Aaron Lehman, Kristen Humbert, Susan Brockman, Misty Hibbitts, Ashlei Blu-Bryant, Kevin Niehaus, Garry Clark and Jacob Delph. Our Multi-Tiered System of Support Team (MTSS): Chris Jahn, Danielle Dierig, Kevin Neihaus, Gary Palmer, Vicky Yeomanson, Caitlin Shipp, Susan Brockman, Jacob Delph Ashlie Blu-Bryant, Gabby Montgomery. Our instructional coach working with teachers on researched-based strategies: Wanda Battaglia. Our College and Career Pathways

coach, Ben Wheeler who works with students with college and/or career readiness gaps. Our library/media specialist partnering with our teachers with resources: Michelle David. Administrators: Michael Wilson, principal, Chandra Dixon, assistant principal, Malinda Brooks, assistant principal, James Schroer, assistant principal. Our counselors in reducing barriers with students: Dawn Hinton, Lesley Vickers and Stacey Guthrie.

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.)*

Our professional development plan, based on our data, is focused on teachers identifying standards, unpacking those standards and identify key processes that students should be able to do and demonstrate mastery. We are supporting this work through individual, Individual Learning Teams, department and whole faculty settings, where applicable. Extended School Services offers a variety of opportunities for students. We offer extended school services after school for students that struggle and students that need extended time to understand concepts and content. We offer extended school services for students to recover credits as well. We also offer additional opportunities for students to remediate an unsuccessful assessment grade that is less than 90% by working with the teacher to develop a plan for remediation which could include after school tutoring, additional work, re-doing assignments in order to re-take the assessment. This is a new SBDM policy that was developed by a team of teachers at the end of last school year.

### 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).

By 2020, increase the reading proficiency rate for students in the Gap Group (Consolidated Student Group) from 32.1% to 36.1% on the ACT. By 2020, increase the math proficiency rate for students in the Gap Group (Consolidated Student Group) from 29.3% to 33.3% on the ACT.

#### **ATTACHMENTS**

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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.





#### **ATTACHMENTS**

##### **Attachment Name**

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# Attachment Summary

| Attachment Name  | Description | Associated Item(s)   |
|--|-------------|--|
| <br>Cooper Achievement Gap Group Identification |             | <ul style="list-style-type: none"> <li>• I</li> </ul>                                    |
| <br>Cooper Measurable Gap Goal                  |             | <ul style="list-style-type: none"> <li>• III</li> <li>• III</li> </ul>                   |
| <br>Cooper Summary for Climate Survey           |             | <ul style="list-style-type: none"> <li>• II.A</li> </ul>                                 |
|  Cooper Yellow Chart                            |             | <ul style="list-style-type: none"> <li>• II.B</li> <li>• II.C</li> <li>• II.D</li> </ul> |