



2020-21 Phase Three: Closing the Achievement Gap Diagnostic - North Oldham HS

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.

N/A

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

For most of the seventeen-year history of our school only minimal attention was given to systematic monitoring of our students with disability data in an intentional way so as to make informed next steps as a school. The progress of individual students has always been carefully monitored by our ECS staff but we certainly didn't prioritize resources in such a way as to create a sense of equity for these students and their teachers. On the surface, our school's accountability data was sufficiently strong for the large numbers of students scoring at high levels masked the smaller numbers who persistently underachieved. As we have worked harder to understand our data and grown to embrace a mindset of "all means all" we have taken intentional steps to provide more for our students with disabilities.

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

Students with Disabilities (2015-19) - Writing SWD (% proficient) - 8.2, 29.3, 23.8, 20.0, 30.0 Gap (non-disability - SWD) - 67.7%, 39.6%, 51.3%, 45.3%, 46.2% - Reading SWD (% proficient) - 30.0, 16.7, 62.5, 27.3, 55.0 Gap (non-disability - SWD) - 58.7%, 67.2%, 19.8%, 49.0%, 23.9% - Math SWD (% proficient) - 15.4, 47.1, 34.8, 18.2, 26.3 Gap (non-disability - SWD) - 53.8%, 8.9%, 36.8%, 54.5%, 48.1% Students in Poverty (2015-19) - Writing Poverty (% proficient) - 52.5, 44.4, 54.5, 47.1, 56.3 Gap (non-poverty - poverty) - 18.0%, 23.4%, 17.9 %, 17.6%, 17.3% - Reading Poverty (% proficient) - 47.6, 41.7, 69.2, 63.2, 60.0 Gap (non-poverty - poverty) - 37.3%, 41.4%, 13.2%, 11.9%, 18.0% - Math Poverty (% proficient) - 35.3, 50.0, 53.8, 50.0, 40.0 Gap (non-poverty - poverty) - 29.9%, 6.1%, 16.4%, 22.1%, 32.7% Based on the data above which spans the last five accountability cycles (2015-19), we haven't successfully closed gaps for either of our two largest gap groups in the areas of reading, writing and math. All six of these remain a significant work in progress.

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.

See notes above in "B."

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.

See attached "Closing the Achievement Gap for Students with Disabilities."

ATTACHMENTS

Attachment Name

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

See notes above in "B."

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.

As a high-performing school with small gap populations, the scores of traditionally underperforming groups of students have been masked by the majority. We haven't always prioritized resources (time, staff, etc.) in ways to provide the those who need the most with the most and the best. We are currently creating structures and processes to monitor data in a more intentional and timely way so that we can make better, more data-based decisions instructionally in order to improve student achievement. Our SBDM Council analyzes our assessment scores each fall once they are released. They approve the allocation of money for additional staffing to support our efforts. Some teams (i.e. PBIS, Guiding Coalition) made up of administrators and teacher-leaders routinely monitor big picture, school-wide data while others (i.e. PBIS) focus primarily on a specific area like student behavior. Our SSTs or student support teams which are composed of our APs and counselors meet regularly to discuss specific students within each of their alphabets ensuring that those who are struggling the most are receiving the support they need to be more successful.

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.)

See attached "Closing the Achievement Gap for Students with Disabilities."

ATTACHMENTS

Attachment Name

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).

See attached "CSIP Goals 2020-21."

ATTACHMENTS

Attachment Name


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 CSIP goals document and the "Closing the Achievement Gap" document.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Numbers		• I
 Closing the Achievement Gap for Students with Disabilities		• II.D • II.G
 CSIP Goals 2020-21		• III