



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.

see attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

In previous years, our faculty has looked at data to determine problem areas. We recognize the achievement gap as our major instructional initiative. Our PLCs regularly review the data of students in all GAP populations and discuss effective instructional practices. We intentionally focus on reaching every student, but our instructional focus has been on GAP students. This shift has created a healthier school climate and resulted in important conversations about educational equity.

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

Our most significant gap is in reading for our students with disabilities. We also see the gap in math scores among our African American students. Although in previous years we were looking at proficiency rates, this year we are looking at average scores among our GAP populations. While we know these gaps persist, we hope to continue making progress in closing these achievement gaps.

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.

Improvement is noted in the following areas: Due to the COVID-19 crisis that has resulted in NTI and an A/B rotational schedule, and the fact that KDE provided different recommendations for assessment and accountability in spring of 2020, our analysis of assessment data is limited, making it difficult to determine if improvements are evident. However, if we go back and compare data from 17-18 and 18-19, the following improvements are noted. Reading (17-18 to 18-19) increase in reading proficiency level for African American students, increasing by 23.3% and decreasing our GAP by 20.4 points. Math (17-18 to 18-19) increase in math proficiency level for African American students, increasing by 23.3% and decreasing our GAP by 23.7 points. Improvement is noted in the following areas: Due to the COVID-19 crisis that has resulted in NTI and an A/B rotational schedule, and the fact that KDE provided different recommendations for assessment and accountability in spring of 2020, our analysis of assessment data is limited, making it difficult to determine if improvements are evident. However, if we go back and compare data from 17-18 and 18-19, the following improvements are noted. Reading (17-18 to

18-19) increase in reading proficiency level for African American students, increasing by 23.3% and decreasing our GAP by 20.4 points. Math (17-18 to 18-19) increase in math proficiency level for African American students, increasing by 23.3% and decreasing our GAP by 23.7 points. Writing (17-18 to 18-19) increase in writing proficiency level for African American students, increasing by 10%. This means that 50% of our African American students are writing at the proficient/distinguished level. We decreased our GAP by 21.2 points in this population.

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.

Due to the COVID-19 crisis that has resulted in NTI and an A/B rotational schedule, and the fact that KDE provided different recommendations for assessment and accountability in spring of 2020, our analysis of assessment data is limited, making it difficult to determine if improvements are evident. However, if we go back and compare data from 17-18 and 18-19, the following is noted. Disabled (17-18 to 18-19) These students decreased our level of proficiency in reading by 3.7%. This increased our GAP by 7 points. Although we increased our level of proficiency in this population in math by 10.2% and decreased our GAP by 10.7 points, there is still a significant GAP of 47.8 points in performance between disabled and non-disabled students. These students decreased our level of proficiency in writing by 4.9%. Although we decreased our level of proficiency, our GAP decreased by 6.3 points because our non-disabled students also did not perform well in writing. Poverty (17-18 to 18-19) These students maintained their level of proficiency in reading, but the GAP increased by 3 points because students without economic hardship also increased their performance. Our level of proficiency in this population in math increased by 4.4% and decreased our GAP by 4 points. There is still a GAP of 34 points in performance between disabled and non-disabled students. These students decreased our level of proficiency in writing by 21.8%. This increased our GAP by 13.7 points.

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

Lack of resources in families considered economically disadvantaged, as well as less knowledge about how to operate within the school system, can influence our ability to close existing and persistent achievement gaps. In addition, our district has not had a reliable assessment screener that is aligned to standardized assessments to help us identify struggling students in our GAP populations. Finally, a lack of

flexibility in the high school master schedule can lead to issues with tracking GAP students into courses that may not hold the same high expectations.

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.

Instructional Leadership Team (ILT): Jackie Bryan, Alex Shapero, Kenny Burke, John Grieb, Laura Jones, Katie Ruffa, Ryan McAllister and Suzanne Raque. The ILT are the content hub/specialists (guiding coalition) that ensure a guaranteed and viable curriculum is being taught at South. They monitor the PLC work and continue to build relationships that foster student growth within each department. Professional Learning Community Leads (PLC Leads): Hunt-Rock, Whitney Cox, Suzanne Raque, Colin Ross, Heather Duffy, Katie Ruffa, Kenny Burke, Emily Taylor, Cameron Miller, Shannon Knabel, Becky Law, Susan Carr, Ryan McAllister, John Grieb, John Cantrell, Kristen Mix, Krystal Hatchett. The PLC Leads monitor the implementation of the essential standards, analyze student assessment data, determine the intervention/extension needs and plan instructional next steps. Intervention Team: Christine Price, Instructional Coach; Jacki Day and Chris Cunningham, math interventionists; Whitney Cox and Hannah Karrell, Reading/Writing interventionists. The Intervention Team works with students daily and provides supported differentiation at tier 1 to partner with teachers to support the learning needs of students in the classroom. They meet weekly to look at data of tier 2 and tier 3 students along with providing weekly interventions for those students. Behavior Cadre members are a core group of teachers responsible for our PBIS/MTSS school-wide systematic behavior implementation: Heather Duffy, Maleea Burden, Ryan Lash, Morgan Schweitzer, Robert Staib, Sam Ellis, Aleya Durbin, Andrew Browning. SBDM: Noel Gnadinger, Angela Pacheco, John Grieb, Renee Toombs, and Diane Wetheron All of these leadership groups have an instrumental role in bringing the vision of being student centered and data driven to life. Each group has a focus that supports the vision.

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.)

Professional development has focused on building our Multi-tiered Support Structures (MTSS) during a pandemic and using the most effective and impactful teaching strategies for online and in-person instruction. Also, our Professional Development plan has been aimed specifically at addressing the Achievement Gap for students with disabilities and African-American students. This has included Data Dives to look specifically at a variety of metrics, including test scores, course failures, attendance, and scores on formative assessment data. This work continues regularly in the PLC's to ensure that all students are making progress towards proficiency and career readiness. Teaching strategies that will lead to academic success during in-person and remote learning, and address the Achievement Gap Specific Objectives: 1. Increase the effectiveness of synchronous and asynchronous learning during NTI and in-person instruction 2. Streamline instruction so that essential learning can happen even during decreased instructional time 3. Provide timely and effective Tier 2 and Tier 3 intervention during NTI and in-person instruction 4. Increase the percentage of African-American students scoring proficient or distinguished on ACT 5. Increase the percentage of students with a disability scoring proficient or distinguished on ACT In the short term, PLC's are going to have to remove unnecessary or less essential content from instruction during NTI and A/B periods. We are going to need to create a contact log so that NO STUDENT falls through the cracks and communication with families is streamlined when providing support/intervention for students struggling on remote learning.

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 attachment

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 chart

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Achievement Gap Group Identification	GAP Group Identification	<ul style="list-style-type: none"> • I
 Measurable Gap Goal Diagnostic	Included are goals and strategies for addressing persistent achievement gaps in our GAP populations. Information required in the table below is included.	<ul style="list-style-type: none"> • III
 Measurable Gap Goals		<ul style="list-style-type: none"> • III
 SOHS PD Plan, 2020-2021		<ul style="list-style-type: none"> • II.G