



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.

BHS plans to increase the average combined reading and math proficiency rating for all students by 15% in all gap groups by 2023.

## II. Achievement Gap Analysis

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

Our school is promoting a positive climate with high expectations that ALL students can learn. Our school mission was developed by stakeholders within the school. Our mission states that BHS will create an educational experience that fully prepares ALL students for ALL transitional opportunities. Students are provided with relevant standards aligned learning experiences across all settings. Data is constantly being analyzed to determine successful strategies and areas of concern. Students are provided with professional learning experiences around evidence-based instructional strategies in a blended learning environment. Instruction is designed and implemented tightly around the current standards. Frame/intervention classes are offered to meet the needs of students that do not meet benchmark on the universal screener NWEA MAP.

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

None of the gaps are completely closed currently as we are working and progressing toward goals set for 2023. Due to Covid, there were no state assessments for the 2019-2020 school year to gather and compare data.

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.

Due to Covid, there were no state assessments for the 2019-2020 school year to gather and compare data. Summative assessments given in classrooms in the areas of Reading, Math, and CTE show students progressing towards mastery of the standards.

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 Covid, there were no state assessments for the 2019-2020 school year to gather and compare data.

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

Due to Covid, there were no state assessments for the 2019-2020 school year to gather and compare data.

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.

Teachers(Math, Reading, and CTE) participate in weekly PLC's where data is presented from a summative assessment including standards addressed, instructional strategies, formative assessments, questions congruent or correlated to standards, students showing mastery, and areas of concerns. Teachers collaborate to develop next steps for students working toward mastery and for continuous improvement. In addition, CTE teachers collaborate with students, parents, community partners, etc during Fall and Spring Advisory Meetings.

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.)*

Math, Reading, and CTE teachers were provided professional development options relevant to their field. Teachers did have options to choose from to meet their specific needs. Teachers are engaged in book studies centered around clarity and formative assessments. CTE teachers could build their own schedules to meet their needs during the CTE conference.

**ATTACHMENTS**

**Attachment Name**

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 Measurable Gap Goal

### 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).

BHS will increase the average combined reading and math proficiency ratings for all students by 15% in all gap groups by 2023.

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 Measurable Gap Goal

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Measurable Gap Goal		•
 PD 2020	PD Schedule	• II.G