2020-21 Phase Three: Closing the Achievement Gap Diagnostic_10192020_09:42

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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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 attachment

ATTACHMENTS

Attachment Name

2020-2021 Achievement Gap Group Identification

II. Achievement Gap Analysis

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

There are currently 211 student enrolled in Carlisle County High School. 55% of the population qualifies for free/reduced lunch, which is our largest gap population. Our special education population is 14% of the population and the minority population is 10% of the population, which includes African American, Asian, Hispanic, and two or more races.

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

We have only one significant gap group, which is economically disadvantaged students versus non-economically disadvantaged. We have not successfully closed this gap.

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.

In science, our percent of novice students decreased from 30.6% in 2018 to 25% in 2019, and our percent of apprentice students increased from 50% on 2018 to 70% in 2019. In writing, our percent of novice students decreased from 26.5% in 2018 to 25% in 2019, and our percent of apprentice students increased from 29.4% in 2018 to 55% in 2019.

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.

Our economically disadvantaged students lacked progress in reading, math, science, and writing from 2018 to 2019. Our percent of P/D gap students decreased from 28.6 % P/D in reading to 9.1% P/D; from 30.6% P/D in math to 10% P/D; from 19.4% P/D in science to 5% P/D; and from 18% P/D in writing to 15.8% P/D.

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

We have not created a learning culture or environment in which our economically disadvantaged students are successful.

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.

All teachers and administrators analyze TruScore and EOP practice assessment data in monthly PLC meetings using a data protocol that addresses gaps. Teachers complete summative assessment protocols for classroom assessments as well. In addition, teachers and administrators analyze discipline data for PBIS as well. The SBDM council also reviews and analyzes the data as well as any school improvement plans or initiatives.

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 focused on implementing NTI through our Edgenuity program, threat assessment protocol, and trauma-informed care.

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).

1. By May 2021, we will increase the percent of gap students scoring P/D in math from 10% to 15%. 2. By May 2021, we will increase percent of gap students scoring P/D in reading from 9.1% to 14.9%.

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 attachment

ATTACHMENTS

Attachment Name

2020-2021 Closing the Achievement Gap Summary

Attachment Summary

Attachment Name	Description	Associated Item(s)
2020-2021 Achievement Gap Group Identification	Percentage of Gap Population	• I
2020-2021 Closing the Achievement Gap Summary	Summary of gap goals	• III