



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 attachment

## II. Achievement Gap Analysis

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

MCHS' identified gap group is the economically disadvantaged (ED) students. Special Education and ethnic group numbers were lower than ten. Due to the fact that there are such a high number of ED students, the staff typically have a positive climate and culture for providing student supports. The staff engages in monthly PLCs to identify students at risk and problem-solve to meet student needs. The staff came together to work with community partners to put together goodie bags for the Winter Break.

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

We have not closed an identified 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.

We have improved our reading: Based on ACT Data: ACT Reading Data = (See attached) 2018-2019 --> Gender Reading Females (17.3) / Males (17.5) 2019-2020 --> Gender Reading Females (19.7) / Males (19.4)

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.

Math is an area of concern Based on ACT Data: ACT Math Data = (See attached) 2018-2019 --> Gender Math Females (15.4) 3.8% / Males (16.4) 27.6% 2019-2020 --> Gender Math Females (18.1) / Males (17.7) \*school report card does not report Economically Disadvantaged and Advantaged 2018-2019 --> Math; Disad --> 5.7% / Adv. 35% 2017-2018 --> Math; Disad --> 20.9% / Adv. 16.7%

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

Inconsistent system of tracking student data and implementing next steps to meet student gaps in learning.

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.

Each year the staff work through a data analysis system that includes: Data Review, Disaggregation, Data analysis, Root Cause Analysis, KCWP Needs Assessment, and Improvement Goals and Objectives. (All Certified Staff, School Admin/leaders) Monthly PLCs to review content and PDSA with Unit/Instructional Planning Monthly MTSS PLCs to review grade-level data for student individual interventions.

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.)*

The success of our students and the identified goals set forth by the district's Continuous Improvement Plan are at the center of the school's two top identified professional learning priorities. Increased proficiency in math will be a direct result of professional learning focused on the effective use of assessment data and differentiation to drive instruction and student achievement. Through long-term planning and ongoing needs assessments professional learning focused on high-yield instructional strategies for both traditional and remote settings is also in alignment with district goal for student performance and the overall mission of empowering future generations. Professional Learning through PLCs, Cadres, and professional development days.

### 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).

Goal 1: By 2021 Menifee County High School will increase proficiency scores in math for all students by 10%. • Objective 2: By May 2021, 20.2% of high school students will score at or above proficiency in math.

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 ACT Trend Data	Data to support the closing of the gap.	•
 2020-2021 MCHS Achievement Gap Group Identification		•
 2020-2021 MCHS Gap Summary Spreadsheet		•
 MCHS 2019 ACT 11th Grade Report		•