



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 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 Below

II. Achievement Gap Analysis

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

Our culture is very positive and the majority of students strive to do well in school. Our gap population is no different. Most of the gap students are enrolled in co-teaching classes for core content. This has proven successful the last few years and students enjoy the structured environment of station teaching. It allows the student to have the best possible first experience in a class in which formative assessments are used to monitor progress. This has increased the success of students passing the core classes the first time.

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

Gaps have been successfully closed in English, Math, and Reading based on ACT scores and overall composite scores. We will continue to work in all areas of proficiency to decrease novice and apprentice and increase proficient and distinguished scores.

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.

Math continues to remain an area with growth potential in novice reduction on ACT and in proficiency. Graduation rate is 98%.

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.

None

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

Co-teaching classes have really helped to close gaps. We will continue to ensure that all co-teachers have common planning, use the station model for instruction, and have daily formative assessments.

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.

Co-teaching classes have been key to continuous improvement for IEP students. Claire Johnson, assistant special education director, and Marjie Rush, special education director, have been key for the drastic improvements in special education.

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.)

We continue to work on co-teaching strategies and teaching the ideal lesson. We continue to implement technology to facilitate lessons to improve first time learning. We continue to utilize formative assessment to measure and group by ability to alter the lesson for the following day in the co-teaching classrooms.

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).

Reading is currently 37.8% for IEP and 56.3% for economically disadvantaged for combined proficient and distinguished and our goal is to be at 50% and 70% respectively by May of 2020. Math is currently 31.6% for IEP and 38.8% for economically disadvantaged for combined proficient and distinguished and our goal is to be at 45% and 50% respectively by May of 2020. Reading is currently 15.4% for IEP and 26.5% for economically disadvantaged for combined proficient and distinguished and our goal is to be at 40% and 50% respectively by May of 2020. Writing is currently 28.2% for IEP and 54.1% for economically disadvantaged for combined proficient and distinguished and our goal is to be at 50% and 70% respectively by May of 2020.

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 below

Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ GAP 20-21		•
☒ Measurable GAP Goals		•