2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12012020_13:45

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic 3
I. Achievement Gap Group Identification 4
II. Achievement Gap Analysis 5
III. Planning the Work 8
Attachment Summary 9

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.

We are focused on our Free and Reduced Lunch population(549) and our students with IEP's (90).

II. Achievement Gap Analysis

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

The focus this year for the school is helping our Free/Reduced population and Students with IP"s on Reading and Math due to 40% of our accountability coming from those scores. With 30% of our score coming from Transition Ready , it is important to focus on those same students as well. With both areas of concern, we are using the same strategies. First we must identify which students are not at grade level in reading and math by using MAP data then targeting those students in a "Name Them, Claim Them" strategy. Using the same strategy with Transition, we are identifying students who are not Transition ready and having them meet with case workers and individual teachers to form a Transition goal. A particular strategy for Students with IEP's is to ensure they are receiving all of their modifications, especially on accountability assessments.

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

None. We are working toward closing these GAPS but with COVID now, it may cause a wider spread.

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 are closing the GAP with our Transition Ready students. For 18/19 we were at 67.9%. Even though our score still implies we are low, we are seeing steady increases. With no data for 19/20 we are still focused on improving our Transition Ready students. The goal is to have 70% Transition Ready by the end of this year.

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.

Students with IEP's have regressed in reading and math. In 19/20, math students with produced 0 proficient/distinguished students. In reading based on data from two years ago, reading students with IEP's were only 26% of Prof/Dist. Due to COVID, we have no new data.

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

At this time COVID is our biggest issue. We are struggling with getting students online, in school, and making any contacts with some. Students are not working on assignments and are getting further behind.

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 stakeholders that have been placed on the CSIP committee have been vital members in our attempt to close the achievement gap. The Guidance Councilors, Stephanie Goins and Julia Burgan have helped to identify students with IEP's with modifications and making sure those modifications are met. Ms. Burgan is tracking and ensuring that students are Transition Ready, and identifying that that are not to see what track or test we need them to complete so they can be Transition Ready. The FRYSC coordinator Samantha Wilson makes sure students that are on Free/ Reduced lunch have their basic needs met. She provides clothes, food, and even sometimes housing for students. GEARUP is now part of our building staff to help address students who are scoring low in reading and math. Americorp is also in the buillding offering tutoring for all content areas with actual tutors present during class times. UPWARD Bound has also been given a residence in the building helping us target our first generation college bound students and giving them access to learning opportunities. The SPED teachers are identifying students for Transition to ensure they are receiving modifications for all test. Classroom teachers are using a "Name Them, Claim Them" for students not at grade level in math and reading. Through PLC's, department meetings, observations, and weekly lesson plans, the Principal and Assistants are monitoring instruction.

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 are using PD to cover curriculum development and technology platforms for all content areas. Most of the curriculum has been aligned with the new standards and teachers are developing units and lessons that can be used both in-person and virtual. Teachers are being trained in Google Classroom, Blackboard, and Odysseyware platforms to make sure all students were able to get adequate instruction. All students have a Chromebook and the district has purchased Hot Spots for families that are struggling with internet access. Out of our 738 students, only 12 are having to receive paper packets.

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).

To help increase proficiency, we have to decrease the number of students with IEP's scoring novice in reading and math. The goal is to decrease the number of novice by 10% in both subjects by the 22/23 school year. Reading would see a decrease from 52% to 42% and math would see a decrease from 68% to 58%. The goal is for our students to be at 80% Transition Ready by the 23/24 school year. For the 20/21 school year, we project 70% of our seniors will be Transition ready.

ATTACHMENTS

Attachment Name

Achievement Gap Group

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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.

The following Excel sheet from the CSIP answer this question.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group		•
Measurable Gap Goals		• III