



2020-21 Phase Three: Closing the Achievement Gap

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.

Attached below

II. Achievement Gap Analysis

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

The school makes effort to ensure that students from all gap groups have the same opportunities as students that are not in the gap groups. By opportunities, we mean access to quality teachers, access to all rigorous courses, and access to instructional support when needed.

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

All of the gaps still have room for improvement. We have, however, shown progress in some areas, and we have regressed in others. The transition readiness gap has narrowed when looking at economically disadvantaged vs. all student (14 point gap). The graduation gap has almost closed between the economically disadvantaged students vs all students at only a 1.2 point difference.

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 Math students with a disability have shown improvement going from only 12% P/D in 2017-2018 to 35% P/D in 18-19.

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.

There continues to be a gap in reading with students who do have a disabilities (25% P/D) and those who do not (53.4%). A reading gap is also evident with students who are non-economically disadvantaged versus those who are economically disadvantaged. And there is a significant reading gap between our hispanic and white students. We had only 22.2 percent of our hispanic students who were P/D in reading vs. 54.4 percent of our white students. Only The math gap is even wider with students who have a disability vs. students without. However, the transition gap with those students with a disability vs all students is still wide at a 23.4 point gap. However, there is a 21.6 point gap in the graduation rate between those students with disability and those without. We also continue to struggle in writing

with both our economically disadvantaged students and our students with a disability. The gap continues to be evident. Students with free/reduced meals proficiency in reading decreased from 47.3 to 43.6 which means they have dropped for the past two years.

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

One of the primary conditions that has hindered us from closing our achievement gap with our students that have disability is that we have had significant turnover among our special education teachers over the past three years. The lack of consistency has been a significant challenge.

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.

Strategic partners in this process includes SBDM members Whitney Clark, Alex Richards, Tara Fowler, Holly Anderson and Yvette VeuCasovic. We also include our Instructional Leadership Team which includes Tara Fowler, Jon Summerville, Guier Millikan, Stephanie Duke, Kim Roberts, , Laura Hill, Whitney Clark, Alison Gregory, Michael Cole, Sarah Wright-Holmes, Richard Horn, Stacey Yeates, and Katie Gumnic. The planning process begins with the Instructional Leadership Team. This team analyzes data and works to formulate plans and strategies. This team also solicits feedback from teachers within their department. These plans and strategies then are discussed and approved by the SBDM Council.

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.)

As part of our ESS plan, we offer tutoring to all groups in all subject areas multiple times throughout the week, both before and after school. These sessions are specifically designed to strengthen the student's skills in reading, math, writing, and

other content areas. As part of our PD plan, we focus our PD around engaging students in instruction, implementing strong formative assessment practices, and using technology to deliver and differentiate instruction. School leadership works to ensure that there are multiple opportunities for all groups to be able to receive targeted support and tutoring. These opportunities are before, during, and after school hours. School leadership also works to develop PD plans that are centered around sound instructional practices including standards based instruction, alignment with standard, target, activity, and assessment, student engagement strategies, and questioning and discussion techniques. Our PLC time will be focused on each departments' needs but centered around improving instruction and engagement in the classroom.

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).

1. The percentage of economically disadvantaged students scoring proficient in reading will increase from 43.6% to 51% by June 1, 2020. 2. The percentage of students with disability scoring proficient in reading will increase from 25% to 35% by June 1, 2020. 3. The percentage of economically disadvantaged students scoring proficient/distinguished in math will increase from 29.2% to 35% by June 1, 2020. 4. The percentage of students with disability scoring proficient/distinguished in math will increase from 25% to 30% by June 1, 2020. 5. The percentage of students with disability scoring proficient/distinguished in science will increase from 15.4% to 30% by June 1, 2020. 6. The percentage of economically disadvantaged students scoring proficient/distinguished in science will increase from 20% to 30% by June 1, 2020. 7. The percentage of students with disability scoring proficient/distinguished in on demand writing will increase from 23.1% to 30% by June 1, 2020.



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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Achievement Gap Group Identification</u>		•
 <u>Closing The Achievement Gap Summary</u>		•