

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_12022019\_12:33

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**Western Hills High School**

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 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.

We have used assessment data from the 2018-19 KPREP assessment and data results to review our progress with gap groups. We are happy to report that our TSI status has been removed and all areas of shown growth.

## II. Achievement Gap Analysis

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

The school's climate and culture as it related to our achievement gap is positive. Our staff embrace and have multiple layers of support to ensure all students are being successful. ESS, ESL staff, and IEP staff work hard to ensure these areas are targeted and achievement is occurring.

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

From the 2018-2019 assessment data, there were no gaps in our accountability data. The previous year we were TSI for IEP students, but were able to increase our scores and have the status removed.

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.

From the 2018-2019 assessment data, there were no gaps in our accountability data. The previous year we were TSI for IEP students, but were able to increase our scores and have the status removed.

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 are no areas of concern within our gap groups. All were successful and made improvements. We were removed from TSI status.

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

NA

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.

Our economically disadvantaged students and minority students have always been successful and not creating or having a significant gap. Our IEP students are where we tend to have the most need. Our IEP teachers undergo an extensive summer PD to ensure the IEP are targeting specific accommodations related to the students disability. Teacher have attended co-teach professional learning to ensure classroom instruction is of high levels for our students and we have created a strong support system within ESS to allow those students more time to meet their objectives and obtain masters. Jami Miller and Stephanie Bowers at Central Office continue to support our teachers and Whitney Hodel runs our ESS program that allows our students extended time to meet objective and obtain mastery.

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.)*

See Attached

## **ATTACHMENTS**

### **Attachment Name**

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 [PD Plan for 19-20](#)

### 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).

To increase proficient and distinguished scores for students with IEP's from an average of 18% P/D to 25% PD 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.

KCWP 4: Review and Analyze and apply data for classroom activities. Teachers will work in PLC's and identify IEP students that are not meeting their objectives and ensure those students are given extra supports and extended time to meet their goals and objectives.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Gap Group Identification</a>	See attached list	•
 <a href="#">PD Plan for 19-20</a>	PD PLaN for all staff to include special education teachers.	• II.G