

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _09132019_14:07

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Montgomery County High School

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TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis	5
III. Planning the Work.....	7
Attachment Summary	8

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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 attachment.

ATTACHMENTS

Attachment Name

 [MCHS Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Our school's population is a homogeneous group of students. Statistics show that approximately 10% of our student population is minority and 10% are students with disabilities. The poverty rate is around 50%. Although our largest gap group is our students on free and reduced lunch, our achievement data shows that students with disabilities are performing well below that of their peers. This is the group of students we will be focusing on for all areas of proficiency and transition as we move into the next few years.

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

Last year, our school was labeled TSI for our ESL minority population in transition readiness. Through multiple training's with staff, targeted interventions and research based strategies, we were able to close this gap and come out of TSI status. The composite average of our ESL students taking the ACCESS test raised from 2.8 to a 3.0 over the last year. The gap area that still persists is that of students with disabilities. In areas of proficiency, as well as transition readiness, our students with disabilities perform at a much lower rate than that of their peers. Due to data presented from last years K-Prep and ACT assessments, we will continue to focus on this group of students.

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.

Our ESL students increased their ACCESS scores. Their composite scores went from 2.8 to 3.0, while the subcategories of comprehension, oral and literacy went from 2.9 to 3.2, 2.8 to 3.1 and 2.8 to 3.1 respectively. Although our students with disabilities is still an area of growth, this group increased their proficiency in reading from 10.5% in 2018 to 12.5% in 2019.

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.

Our students on free and reduced lunch have not made measurable progress in reading and have regressed in math. They were performing at 45.1% proficiency in 2018 and 44.5% in 2019 for reading. In math, their proficiency percentage went from 29.9% to 21.7%. Our students with disabilities are lacking progression in math proficiency as well. In both 2018 and 2019, 0% of students performed proficient or distinguished.

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

We continue to have teacher turnover in the Math and English departments. This causes inconsistencies from year to year in curriculum that is taught and often times these teachers are new to teaching. We continue to use programs such as MAP and other assessment data to help us identify students, however inexperience in implementing successful practices based on given data is a struggle we have faced.

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 fall and winter, our district hosts a data retreat. This is held a few weeks prior to our district wide data days. On our retreat days, each school is responsible for bringing in a team to review previous years data and work out a plan for the schools data day where all teachers will be involved. At the high school, our team consists of our principal, an assistant principal, our curriculum coach, our college and career readiness coach, our special education department chair, a 9th or 10th grade math or English teacher and an 11th grade math or English teacher. At our data retreat, we analyze our schools data. This year in particular, we focused on our students with disabilities because their identified state data was well below that of their peers and the state scores. After our data retreat day, we work together as a team to plan our schools data day that will involve all teachers in the building. Our site base must approve our CSIP, which includes our gap plan. This group works together to ensure that all the information in the CSIP is being implemented. They also approve programs that we use throughout the year for any of our student populations.

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.)

Each year we allow teachers 12 hours of flex professional development. This has to be something in their content area. We look for PD opportunities for our staff to attend that pertains to many of our goals as a school. Many of our special education teachers go to our local co-op for training in their content, specific for students with disabilities. As we move forward this year, we will look for more school wide professional development opportunities to assist all of our teachers, not just in math and reading, in teaching students with disabilities. Our district is working with our local co-op on several district initiatives to get this addressed. One of those is PBIS and although it is new to us, it will be something that is a focus for our school and our district in the upcoming year. Our special education staff meet monthly with our Director of Special Education where they cover a variety of topics. Each month they review important information for any needed updates as well as discuss information for IEP or ARC meetings.

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).

Montgomery County High School will increase proficiency for students with disabilities in reading from 12.5% to 16.5% as measured by the Reading on the ACT in 2019 and the Reading 10th Grade K-Prep assessment beginning in 2020. Montgomery County High School will increase proficiency for students with disabilities in math from 0% to 4.5% as measured by the Math on the ACT in 2019 and the Math 10th Grade K-Prep assessment beginning in 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 attachment

ATTACHMENTS

Attachment Name

 [Measurable Gap Goal](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCHS Achievement Gap Group Identification		• I
 Measurable Gap Goal		• III