



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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## 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	7
Attachment Summary	8

## 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.

Gap group work will focus on reading and math based on the ACT. Gap group numbers showed that these students performed satisfactory.

## II. Achievement Gap Analysis

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

The schools climate and culture is improving and will continue to improve. Supports are in place for gap group students, teachers are making a continuous effort to assist students and meet their needs. This year all students receive free breakfast, free lunch and free third meal. This helps to eliminate barriers for all students including gap students. Gap students have been identified by the interventionist and met with weekly by staff.

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

In reviewing testing information reading and math tend to be up and down over several years. A more focused effort needs to be made in order to assist students in finding success. Students in the gap group do perform consistently in Language mechanics

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.

Social studies and English have shown some improvement. Reading and math continue to be well below school and state average.

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.

According to the data the gap groups have not achieved well in reading. Implementation of Achieve 3000 needs to be done with all Sophomores and Juniors and is currently only being done with one teacher's students.

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

Scheduling and overall use of Achieve 3000 reading program.

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 teachers involved through group discussion during faculty meeting and individual feedback through digital survey. Mr. Wright, Mrs. Caldwell as parent representatives. Mrs. Evans, Mrs. Curtis, Mrs. Trent, Mrs. Colvin as administrative representatives. Interventionist will play a role in assisting to improve learning for gap students. Documentation for supports will be provided in IC by all parties involved.

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.)*

PD focused on virtual and distance learning.

### 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).

Please see attachments

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.

Progress for students will be monitored on a weekly basis with adjustments in instruction made. Students currently in the Gap group scored in the 50% in Novice. Please see attachment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
☒ Achievement Gap		•
☒ Measurable Gap		•