

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

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### **Grayson County 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.

Our special education population continues to be an under performing GAP group. On a positive note, for the 2018-2019 school year our special education students did perform better than previous years, which removed the TSI label for special education. GCHS had 3.4% of special education students meet the reading benchmark, up from 0% the previous year. GCHS had 4.5% of special education students meet the math benchmark, up from 0% the previous year. A main focus during data meetings will be our special education students, predicting their success, and using strategies to improve their education. Additional Tier 2 in class interventions will be administered to around 25 special education students to help improve their English/reading and math knowledge.

### **ATTACHMENTS**

#### **Attachment Name**

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[GC Achievement Gap](#)

## II. Achievement Gap Analysis

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

In response to the GAP group, there has been a team developed to rethink our special education procedures and co-teaching model to help improve our special education scores. We will be making a trip to Meade County to observe their special education program and will also research co-teaching/collaboration methods. These ideas should help shift the mindset of regular education teachers taking more accountability for special education students. This will be seen in data team meetings, by specifically discussing special education students, their progress, and what the teachers will do to help these students improve their knowledge. Greater collaboration will be needed between special education and regular education teachers.

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

We have closed the gap in transition readiness among our economically disadvantaged versus non-economically disadvantaged. 52.1% of our economically disadvantaged students are transition ready compared to 68.6% of our non-economically disadvantaged students. This is our smallest margin between these gap groups.

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.

Strides have been made in special education that have brought GCHS out of our TSI label, but there is still a gap in performance between regular and special education students. We have made gains for special education students in reading and math from previous years. Our special education group improved 11% in proficiency for these areas over the last two years.

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.

Overall, our economically disadvantaged students continue to under perform compared to our non-economically disadvantaged students last year. But, analyzing previous year's CSIP, our economically disadvantaged group has performed similarly to our non-GAP group.

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

With trimesters, scheduling common planning for content teachers and special education teachers continues to be a problem. The school continues to develop resources that allow for appropriate data collection to predict and identify student performance. The school continues to encourage teachers to be proactive about identifying areas of growth for personal professional development and to use research based practices.

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.

Teachers, principals, and Board of Education employees are involved in the creation and development of the professional development. Lacy Cox, assistant principal is the chair, the following teachers and Board members serve on the committee: Julie Conder, Shane Decker, Tim Harned, Josh Baldwin, Stacy Decker, Erin Johnston, Melinda Clark, Bill Newsome, Rusty Ray, Kelli Hall, Amber Sedam.

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.)*

Several teachers from Grayson County High and Middle School will complete a site visit to Meade County to observe their special education practices, protocol, and researched based methods. A committee has been formed to examine current special education practices and will also meet with the middle school and DOSE monthly to discuss ideas and changes to our current co-teaching model. We are also sending regular education and special education teachers to GRREC trainings that pertain to special education populations.

### 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).

See the CSIP goal builder for gap goals, strategies, etc.

#### 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 the CSIP goal builder for activities.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 GC Achievement Gap		•