

Phase Three: EHS Closing the Achievement Gap Diagnostic 2018-19

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Last Modified: 12/31/2019
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The spreadsheet is attached. We only have enough students to count for accountability in the categories of: 1. African American 2. Free/Reduced Lunch 3. Students with Disabilities

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Our teachers believe in holding all students accountable for class assignments, homework, and tests. Unfortunately, many of them believe our lower performing students need to be grouped together for instruction thereby, denying them the opportunity to learn at high levels. They also prefer to "cover" all the standards rather than prioritize and emphasize the most important concepts. Special education teachers and regular education teachers believe many of our students with IEPs are lazy because they don't ask questions and don't complete homework or take notes in class. Accommodations and modifications are more teacher convenient than student centered. Formative assessments are not used regularly to drive instruction and PLC time is not formally structured with a data focus. Interventions are based on homework completion rather than skill acquisition or mastery of standards. Progress toward IEP goals is not factored into credit attainment for graduation.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Data from 2017-18 uses cut-scores to determine success for schools and their sub-groups while achievement of pre-determined delivery targets was used for the previous year. Either way, we can determine if we are meeting criteria with our GAP students. For 2016-17: Af. Am. students did not meet proficiency targets in reading or math. Free/Reduced students did not meet proficiency targets in reading or math. Students with IEPs did not meet the proficiency target in reading - not enough students to count for math. For 2017-18: Af. American students did not meet the cut score in math. Free/Reduced students met the cut score in reading and math. Students with IEPs did not meet the cut score in reading or math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

For 2017-18: Af. American students surpassed the cut score in reading and only missed math by 5 points. Free/reduced lunch students surpassed the cut scores in reading and math. Both Af. American and Free/Reduced lunch students exceeded the cut scores for Transition Readiness and Graduation Rate. We did not have enough students with IEPs to determine their status for transition or graduation rate.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Data analysis indicates a lack of progression in math for African American students. Data also indicates a lack of progression in reading and math for students with disabilities.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

A detailed professional development plan and extended school services plan will not be approved by both the School Based Decision Making Council, the Superintendent or the School Board until after the first of 2019. We will be focusing professional learning around best practices for students with disabilities for both special education and regular education teachers. We will also focus on best practice strategies for math instruction to include the progression of instruction from concrete

to representational to abstract. Embedding reading instruction into all content areas will also be addressed. We currently use our ESS funds to pay for credit retrieval in the summer. We will be examining other models to determine where we might better serve our students.

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

1. The practice of scheduling students in leveled classes for required math and ELA prevents some students from receiving instruction at high levels. 2. Not utilizing PLCs to prioritize standards and determine which ones are essential for all students and focusing on those for students with disabilities. 3. Not using formative assessments to drive instruction to determine support to help students master their own learning. 4. Focusing on homework completion in resource time rather than mastery of standards and/or improving skills in math and reading.

G. 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.

Assessment data was shared with our Department Heads in a meeting and then also shared during common planning time with each content area. This data was also shared with SBDM members. All groups discussed possible causes and steps to take to improve learning for students with disabilities as well as African American students in math. Department Heads: Tim Hinkle - Social Studies Jennifer Burnham - Principal Kim Black - Science Jessica Jones - Teacher/SBDM BJ Henry - Assistant Principal Rhonda Wilson - ELA and Teacher/SBDM Karl Olive - Assistant Principal Michelle Deon - CTE Corey Yates - Teacher/SBDM Melissa Butler - Counselor Donna Herringshaw - Math Amy Inman - Parent/SBDM Rex Hanson - Counselor Tammy Dye - arts and humanities Andy Games - Parent/SBDM Tanya Major - Special Education Sheldon Lackey - Parent/SBDM Data and CSIP formation were discussed by Jennifer Burnham, principal, at department meetings to seek input for goal and strategy development.

III. Planning the Work

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).

Objective 1: By 2019, increase the percent of classroom observations in which cooperative learning (learning with others) is implemented as an engaging quality by 10% as measured by L2L classroom data.

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Closing the 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 uploaded Measurable Gap Goal.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Cooperative Learning Data Chart	Documentation	III
 Evidenced Based Instructional Strategy - Cooperative Learning	Evidence	III
 Gap Identification 2018-19	Data on GAP population.	I
 Measurable Gap Goal 2018-19	Spreadsheet with measurable goal and steps.	III, III