# OCHS Achievement Gap Diagnostic 2021

## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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# 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.

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# 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 Attached

## ATTACHMENTS

## Attachment Name

⊞ Closing the Ach Gap Summary

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# II. Achievement Gap Analysis

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

The staff at OCHS has had intensive training in the 2017-2018 on cultural competence, and teachers are well equipped to meet the needs of our minority students. Students were segregated in the student population, and we are starting to see that change in the culture of our school. Our discipline data shows that we are disproportionate specifically with disciplinary actions with students identified as EBD that are african american males. Our PBIS team continues to monitor behavior referrals specifically regarding this population. An additional area of concern is with african american students that are identified as FMD. We are working with our CCEIS team to identify early interventions and classroom supports to support this population of students.

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

No gaps were successfully closed. ACT and local data indicates this. KPREP data was not available for the past school year.

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.

Two of our achievement gaps that have been reduced are students with disabilities and students in poverty with writing. While the gap has been reduced, it must also be noted that part of the reason these gaps were reduced is also due to a decline in our core population.

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.

All identified gap groups lack progress in most content areas. There have been isolated subgroups increase on various sub-tests but no trend data exists to support an increase in performance for gap populations.

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

When analyzing processes and instructional practices, it was determined that staff does not have sufficient knowledge of best practices or there are not sufficient systems in place to ensure effectiveness of these practices. The needs of our gap populations vary widely especially with the over 180 students identified with specific learning disabilities and other disabilities.

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.

ECS Planning Team Andy Moore - Lead (Principal) Matt Steedly - Counselor Kelsey Thomas - ECS Lead Teacher Nikki Whitaker - Director of ECS Carrie Pitsenberger - Secondary Level Director 2 Annual meetings to discuss the state of ECS instruction and to identify next steps from an instructional and staffing perspective. Partnership with Alec Johnson and EL staff to discuss next steps for EL students. Development of EL Collaborative Classes.

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.)*

For the 2020 - 2021 School Year the primary objective is to develop an understanding with all teachers regarding what should be learned by ALL students and to what level. Professional development has been allocated to development of Essential Standards and to the PLC process. This body of work was selected to ensure systems and processes are in place to determine key learning for ALL students and processes by which student work would be analyzed.

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# 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).

Objective 1 Increase the percentage of students scoring proficient for the following groups according to the following: Reading AA – from 38.7% in 2019 to 45% in 2021. Hispanic – from 43.1% in 2019 to 48% in 2021. Math AA – from 26.7% in 2019 to 30% in 2021. Hispanic – from 30.5% in 2019 to 35% in 2021.

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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 attached

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| ⊞<br><br>Achievement Gap Group Spread Sheet | | • \| |
| ⊞<br><br>Closing the Ach Gap Summary | | • |