

## 18-19 Phase Three: Closing the Achievement Gap Diagnostic

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**Shelby County High School**

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United States of America

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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.

See attachment for gap group enrollment and percentage of student body.

#### **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.

All students have equal access to all opportunities at SCHS. Student survey responses indicate they feel safe & supported by most adults in the building, but that we have work to do to improve peer relationships. We do not currently use an advisory structure; however, this is a piece of our restructuring plan for next year. SCHS has a fully functioning PBIS committee and achieved Bronze status in the fall of 2018. We use the motto "Rockets are Safe, Responsible and Respectful," which is posted throughout the building with common expectations.

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.

Based on the new high school accountability structure, performance for each gap group is as follows: African American met Proficiency and Graduation indicators. Hispanic met no indicators. English Learners Plus Monitoring met no indicators. Free/Reduced-Priced Meals met Transition Readiness and Graduation indicators. Disability-with IEP met Transition Readiness.

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

High points: African American met Proficiency and Graduation indicators. Free/Reduced-Priced Meals met Transition Readiness and Graduation indicators. Disability-with IEP met Transition Readiness.

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

Areas for focused improvement: African American - Transition Readiness 34.8 Hispanic - Proficiency 34.9 Transition Readiness 36.2 Graduation 78.2 English Learners Plus Monitoring - Proficiency 12 Transition Readiness 32.2 Graduation NA Free/Reduced-Priced Meals - Proficiency 37.2 Disability-with IEP - Proficiency 20.9 Graduation 61.1

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).*

SCPS sees professional growth as an integral part of student success and pays teachers for two additional days of PD. See the attached PD plan for parameters regarding the 36 hours. In addition to non instructional PD days, We offer monthly colleague-led PD that includes a menu of three choices that always pertain to student achievement. PD has been led by most of our staff at least one time. We also have many staff members who lead PD at the District level. SCHS has utilized Standards Based Grading as a policy for five years. Students are given opportunities to remediate and reassess for the standards on which they are not demonstrating mastery. Students may attend ESS after school on Wednesdays or sessions during longer school breaks (transportation home is provided) for remediation or proactive tutoring. We have initiated multiple exhibitions across content areas this year, which have included parent and community members coming in to both view and provide feedback. SCHS uses the data team process whereby teachers of common courses meet weekly to review formative assessment data and make instructional adjustments based on the data. Data teams are attended by an administrator and/or an instructional coach.

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

We have worked to increase opportunities for student voice and choice in our building, having students lead our announcements, develop a newscast, elect to participate in various pathways and personalized programs. Our survey data indicates some students may still feel some opportunities are not open to them. Many student comments indicate they appreciate the variety of opportunities via career pathways, dual credit courses and various extracurricular activities. Parent responses to surveys are limited to less than 20%. In order to fully engage our students, parents and community partners, we must build a system of communication that allows for regular feedback and not just our reporting it to them.

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.

Shelby County High School is dedicated to Reimagining the High School Experience. To that end, we developed our 3PT Innovations program, which allows students to experience personalized learning at their pace, place, path and time. We have staff participating in book studies around a choice book among "Transforming Schools" and "Breaking with Tradition" as we plan for a restructuring of the school into pods (teaching teams with shared students) for the 2019-2020 school year. All staff have received training in the implementation of Project Based Learning, with the expectation that all teachers implement some component of PBL this year. Our School Improvement Plan highlights goals around improving the quality of instruction and interventions, particularly in reading and math based on the number of students who are not meeting ACT benchmarks in those areas. SCHS utilizes Response to Intervention for students who are unsuccessful across multiple courses or struggle with behaviors that prevent them from being successful or are disruptive to the learning process.

### 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).

The percentage of all students in the consolidated gap scoring proficient or distinguished (as measured by state assessments) will increase: Reading SCHS 21.4% to 60% Math SCHS 16.0% to 50% The percentage of Hispanic and ELL+ monitoring students scoring proficient or distinguished will increase: Reading SCHS 0% to 30% Math SCHS 2.6% to 30%

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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 closing the achievement gap summary attachment.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Student Enrollment with percentages	I
 Closing the achievement gap summary	Detailed goals, strategies, activities, and progress monitoring methods.	II.E, III, III
 PD plan	Professional Growth Expectations for 36 hours	II.E