

Phase Three: Closing the Achievement Gap Diagnostic 2018-19

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Martha Layne Collins High School

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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 attached spreadsheet

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.

Martha Layne Collins High School opened in 2010 and carried significant distinction in that it is named after the first and only female governor of the Commonwealth of Kentucky who is also a native of Shelby County. Governor Collin's tenure was marked with clear support and progressive measures to forward education. She has maintained a consistent presence on our campus and has been instrumental in encouraging our students to set BIG goals for both academics and college and career readiness while making herself available for special events to salute and/or encourage students to become their best. Martha Layne Collins High School became the second high school in Shelby County since the consolidation of the county and city school systems in 1975. To leverage the community's pride in its schools, the two current high schools collaborate on several projects (such as Project Graduation and career pathways) and maintain high levels of sportsmanship during cross-county academic and non-academic competitions. Martha Layne Collins High School educates approximately 1500 students in grades 8-12 and serves a wide range of demographic groups in a continually growing population. The diversity of our student population is supported and nurtured through a vast number of academic programs, co-curricular opportunities, and extra-curricular activities. Students may select from a variety of classes and career pathways ranging from agriculture to pre-engineering to culinary arts to JROTC. Students who wish to engage in more rigorous coursework may do so through both Advanced Placement and Dual Credit courses. The faculty and staff strive to build meaningful relationships with students, reach each student daily, and build a strong sense of community within our school. Through intentional focus on preparing students for life beyond being high school, Martha Layne Collins High School has earned a rating of "Distinguished" on the 2014-2015 School Report Card and the 2015-2016 School Report Card. The campus of Martha Layne Collins High School reflects success with a welcoming, state-of-the-art facility. The building serves as a community centerpiece as it hosts numerous leadership academies, arts events, community meetings, and job fairs aside from usual school activities. Part of our school mission mentions positive collaboration, demonstrated by our place as an integral part of the school community in serving as a hub for gathering, learning, celebration, and recognition. The architectural design and resources used in construction of our building provide energy conservation and have earned the school the coveted Energy Star designation. The building boasts five computer labs and 1:1 technology devices for every student in the form of Chromebooks and MacBooks. These student learning devices serve as a resource for faculty to embed the use of technology into daily instruction and assessments as well as teach the tenets of digital citizenship. All classrooms are equipped with SmartBoards, ceiling-mounted projectors, airliners, and surround sound. In addition, all faculty members are given MacBook Airs to promote the use of technology within the classroom and to support instruction. Martha Layne Collins High School is the first of two schools to be built on Discovery Boulevard, whose name embodies the spirit of students discovering great things as they progress toward graduation. The mission of Martha Layne Collins High School is to graduate every student college and/or career ready through positive collaboration, systems of support, and a commitment to excellence for all. This mission drives the work in our school as we strive to achieve our vision of inspired learning, leading, and living. All faculty and staff work diligently to identify specific student needs, co-create goals, develop success pathways, overcome obstacles, move beyond the status quo, and assess and monitor student success consistently to ensure equity as each student reaches his/her potential.

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.

The 2016 School Report Card data shows that only one GAP group met a delivery target across the for core content areas. This GAP group was Hispanics in both Social Studies (where the

percent proficient/ distinguished was 50%, exceeding the delivery target of 36.4%) and Writing (where the percent proficient/distinguished was 52.8%, exceeding the delivery target of 42.2%). The 2017 state score report shows a variance in performance among subgroups. All subgroups performed above the state averages in Transition Readiness and Graduation Rate except for the "EL+Monitored" subgroup. The ECE subgroup also failed to meet the state's average score in Transition Readiness. With regard to the Proficiency index, only the White and Free/Reduced Lunch subgroups performed above the state averages. The gap in terms of proficiency, while it has narrowed, continues to persist.

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

The 2016 School Report Card data shows that only one GAP group met a delivery target across the for core content areas. This GAP group was Hispanics in both Social Studies (where the percent proficient/ distinguished was 50%, exceeding the delivery target of 36.4%) and Writing (where the percent proficient/distinguished was 52.8%, exceeding the delivery target of 42.2%). While the state assessments shifted to ground Proficiency in students performance in the ACT, Hispanic students met state targets in Transition Readiness and Graduation Rate. This is a continuation of success seen in previous years. Additionally, gaps for African-American and Free/Reduced Lunch subgroups continue to narrow.

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

The primary gap group of focus is "EL + monitored" as this subgroup did not meet any of the state targets for Proficiency (8.1 versus 40), Transition Readiness, (40 versus 41) or Graduation Rate (76.9 versus 85). This is the only subgroup to miss all state targets.

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).

MLCHS has engaged in a comprehensive professional development plan to enhance classroom instruction and improve the academic performance of all students, especially students in GAP groups. A clear, school wide focus has been placed on ensuring high quality instruction occurs in every classroom on every school day. Professional development, coaching, and instructional support is provided around delivering classroom instruction through the workshop model. Teachers are receiving embedded professional development around designing highly effective Project-Based Learning units and major Performance Assessments. With this focus, teachers are also receiving professional development around providing students effective feedback to spur revision of work to achieve standards mastery. Teachers continue to be trained in the effective use of MAP tools to plan instruction that addresses students' prerequisite skill gaps. Additionally, teachers are being taught to adjust assessment practices in order to pre-assess for prerequisite skill gaps to guide initial instruction as well as to adjust formative assessment practices to help students self-monitor progress toward broader instructional goals. Extended School Services is being used in two ways to support students in GAP groups. Students are allowed to attend "drop-in" tutoring services on Wednesday afternoons for assistance in all four content areas. Through a daytime ESS waiver, we have secured an additional ELL instructional assistant to provide support to our English Language Learners.

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

Students at MLCHS who are outside of the GAP areas have historically performed well on state assessments. Because of this, and the combined efforts of students and staff, MLCHS has been identified as a Distinguished school the last two years such labels have been given. This designation has created a sense of comfort with the instructional practices that helped to achieve this status. The often overlooked fact of changing student demographics must be acknowledged, however. Over the last few years, the percentage of GAP students in the school has increased dramatically -- especially in the EL+monitored subgroup. While this necessitates a shift in instructional modality and student support, that shift has occurred very slowly. This is the primary cause for the stagnation on GAP student performance over time. As we provide professional development to teachers and continue to push for the consistent use of high-yield instructional strategies, we believe gaps among subgroups will close at a faster rate.

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.

All teachers were involved in the disaggregation of student performance data during a professional development day in the fall. On this day, teachers analyzed school accountability data and developed next steps to shift areas of concern. These brainstorming sessions were distilled on chart paper and forwarded to the administrative leadership team and the instructional leadership team (administrative leadership team PLUS department chairs) for further discussion and refinement. These suggestions will be included in the CSIP in various ways.

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).

All identified gap groups will score above the state average according to all state accountability measures. Students in the "EL+monitored" group will score above the state cut scores in all accountable areas. The percentage of "EL+monitored" students scoring proficient or distinguished will increase in Reading from 0% to 30%. The percentage of "EL+monitored" students scoring proficient or distinguished will increase in math from 0% 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 attachment

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goal Spreadsheet	Gap Goal Spreadsheet for MLCHS 2018-19	III
 Gap Group Identification	Gap group identification spreadsheet for MLCHS 2018-19	I