

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

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Martha Layne Collins High School

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

See attachment

ATTACHMENTS

Attachment Name

 [MLCHS Achievement Gap Group Identification 2019](#)

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

All subgroups performed above the state averages in Transition Readiness. This is illustration of a gap that has been successfully closed. Several gaps have been narrowed. Please see section "C." for information on those gaps.

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.

The 2018 School Report Card data shows several improvements in three subgroups: Hispanic or Latino, English Learners, and Students with Disability (IEP): Percentage of Hispanic or Latino students scoring proficient/distinguished increased .5% in Reading (from 25.6% to 26.1%), Percentage of English Learners with Monitoring scoring proficient/distinguished increased 4.8% in Reading (from 0% to 4.8%), Percentage of Students with Disability with IEP scoring proficient/distinguished increased 12.5% in Reading (from 0% to 12.5%), Percentage of Students with Disability with IEP scoring proficient/distinguished increased .7% in Science (from 3.1% to 3.8%), Percentage of Students with Disability with IEP scoring proficient/distinguished increased 7.7% in Writing (from 0% to 7.7%). While this data does not show these subgroups reaching targets, it does illustrate growth. This is a continuation of success seen in previous 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.

No subgroup missed all four accountability target goals. This is an improvement from the previous year.

E. 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 and the Economically Disadvantaged subgroups. While this necessitates a shift in instructional approaches and student support, that shift has occurred very slowly. This is the primary cause for the stagnation of some 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.

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.

All teachers were involved in an annual disaggregation of student performance data during a professional development day in the fall. On this day, teachers analyze school accountability data and develop next steps to shift areas of concern using the SWOT analysis approach. Their noticings were captured 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 have been included in action steps in the schools 30-60-90 plan and will be included in the CSIP in various ways.

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.)

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 to teachers with a clear focus on their 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 guide revision of work to achieve mastery of course standards. 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. Teachers are realigning their instructional progression of standards to ensure instructional builds students' assessment literacy. Teachers are provided additional, real-time professional development support through "Tabletop Thursdays" which convenes on Thursday afternoons and gives teachers dedicated time and space to build their knowledge and skills on real time issues.

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).

All identified gap groups will score above the state average according to all state accountability measures. Students in the "EL+monitored" and "Students with Disability (IEP)" groups 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 5% to 9.3%, in Math from 0% to 4.5%, in Science from 0% to 4.5%, and in Writing from 5.3% to 9.6%. "The percentage of "Students with Disability (IEP)" scoring proficient or distinguished will increase in Reading from 12.5% to 16.5%, in Math from 4.2% to 8.6%, in Science from 3.8% to 8.2%, and in Writing from 7.7% to 11.9%."

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 attachment

ATTACHMENTS

Attachment Name

 [MLCHS Measurable Gap Goal 2019 \(2\)](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MLCHS Achievement Gap Group Identification 2019	MLCHS Achievement Gap Group Identification 2019 spreadsheet	• I
 MLCHS Measurable Gap Goal 2019 (2)	MLCHS Measurable Gap Goal 2019 spreadsheet	• III