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

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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.

Measures we use for the gap group identification include the School Report Card, diagnostic data through CERT and STAR, classroom activities and assessments, English Language Learners and special education monitoring.

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 school climate and culture has always been of "whatever it takes". In fact, our foundation of our formative years included a faculty book study of the book, "Whatever It Takes". Our staff is student centered and is always striving to work towards meeting the needs of all students. As confirmed by parents and students, our school creates an atmosphere where students are free to take risks, knows they are supported and staff members will go above and beyond their role to ensure students aspire, achieve and excel.

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.

*Our disability gap group did not have anyone scoring above apprentice in math in 2017 and 2018. *Our disability gap group had a significant increase in students scoring apprentice; 36% in 2017 to 59% in 2018 while also seeing a decrease in students scoring distinguished; 8% in 2017 to 5% in 2018. *Our African American students significant decrease in students scoring proficient in writing; 64% in 2017 to 27% in 2018 while seeing a significant increase in students scoring apprentice the same area; 9% in 2017 to 55% in 2018. *Our consolidated student gap group saw a decrease in the % proficient/distinguished in reading (47% in 2017 to 31% in 2018), science (29% in 2017 to 26% in 2018) and writing (49% in 2017 to 39% in 2018). *Our two or more races gap group saw an increase in students scoring novice in reading; 9% in 2017 to 23% in 2018 while also seeing a decrease in students scoring proficient in reading; 55% in 2017 to 23% in 2018. *Our disability gap group did not have anyone scoring distinguished in 2018 as compared to 3% in 2017.

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

*Our gap group has maintained the level of proficient and distinguished percentage in math from 2017 to 2018. *Our African American population had a significant improvement in math, novice reduced from 60% n 2017 to 9% in 2018 while increasing proficiency from 10% in 2017 to 36% in 2018. *Our economically disadvantaged students had a significant decrease in students scoring novice in math; 37% in 2017 to 21% in 2018. *Our disability gap group had significant decrease in students scoring novice in math; 75% in 2017 to 46% in 2018. *Our African American gap group had significant decrease in students scoring novice in science; 46% in 2017 to 9% in 2018 while significantly increasing proficiency from 15% in 2017 to 36% in 2018. *Our economically disadvantage gap group significantly decreased in scoring novice in writing; 20% in 2017 to 10% in 2018 while significantly increasing students scoring distinguished in the same area; 6% in 2017 to 15% in 2018. *Our disability gap group significantly decreased in scoring novice in writing; 57% in 2017 to 29% in 2018.

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

*Our consolidated student gap group saw a decrease in the % proficient/distinguished in reading (47% in 2017 to 31% in 2018), science (29% in 2017 to 26% in 2018) and writing (49% in 2017 to 39% in 2018). *Our two or more races gap group saw an increase in students scoring novice in reading; 9% in 2017 to 23% in 2018 while also seeing a decrease in students scoring proficient in reading; 55% in 2017 to 23% in 2018. *Our disability gap group did not have anyone scoring distinguished in 2018 as compared to 3% in 2017. *Our disability gap group did not have anyone scoring above apprentice in math in 2017 and 2018. *Our disability gap group had a significant increase in students scoring apprentice; 36% in 2017 to 59% in 2018 while also seeing a decrease in students scoring distinguished; 8% in 2017 to 5% in 2018. *Our African American students significant decrease in students scoring proficient in writing; 64% in 2017 to 27% in 2018 while

seeing a significant increase in students scoring apprentice the same area; 9% in 2017 to 55% in 2018.

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).

Our professional development plan, based on our data, is focused on teachers identifying standards, unpacking those standards and identify key processes that students should be able to do and demonstrate mastery. We are supporting this work through individual, Individual Learning Teams, department and whole faculty settings, where applicable. Extended School Services offers a variety of opportunities for students. We offer extended school services after school for students that struggle and students that need extended time to understand concepts and content. We offer extended school services for students to recover credits as well. We also offer additional opportunities for students to change an incomplete grade they earned to a passing grade up to four weeks after the grading period has ended.

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

Gap students have such complexities and in many cases multiple year deficits by the time they reach high school. There is also a prevalent barrier of mental health that we are addressing on a daily basis. We have employed 2 additional part-time counselors in addition to carving out time for our school counselors to address mental health, resiliency and grit.

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.

Our special education department: Karen Wills, Halee Turner, David Donoghue, Kristen Nunn, Eva Lucas, Traci Junda, Vivian Martin, Aaron Lehman, Kristen Humbert, Susan Brockman, Misty Hibbitts, and Ashlei Blu-Bryant. Our Response to Intervention Team: Halee Turner, Chris Jahn, Amanda Walker, Dave Donoghue, Liz Seever and Karen Wiebe. Our instructional coach working with teachers on researched-based strategies: Wanda Battalgia. Our College and Career Pathways coach, Jennifer Warford who works with students with college and/or career readiness gaps. Our library/media specialist partnering with our teachers with resources: Michelle David. Administrators: Michael Wilson, principal, Chandra Dixon, assistant principal, Malinda Brooks, assistant principal, James Schroer, assistant principal. Our counselors in reducing barriers with students: Dawn Hinton, Lesley Vickers and Stacey Guthrie.

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).

Increase from 47% reaching benchmark on the ACT Reading section to 50% reaching benchmark by May 2019. (CPE) Increase from 42% reaching benchmark on the ACT Math section to 45% reaching benchmark by May 2019. (CPE) Specifically, our disabilities student gap group in reading; increasing students scoring proficient from 4% to 10% and decreased our percentage of students scoring novice from 56% to 46%. In math, increase students scoring proficient from 0% to 5% while decreasing students scoring novice from 46% to 36%.

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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 Analysis Data	Gap Analysis Data by KASC	I
📄 School Improvement Plan RCHS 18-19	A detailed plan that outlines our focus and work.	I

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