

**January 1, 2019 Phase Three: Closing the Achievement Gap
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Phase Three: Closing the Achievement Gap Diagnostic

Dixie Heights 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

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.

At Dixie, we have a diverse population of students representing a variety of countries throughout the world. We recognize that students in these areas may need specific assistance to help them succeed in school. In order to provide these support to all of these students

1. Administrator/ Counselor Teams- 3 teams divided by alphabet. They meet on a regular basis to discuss student performance.
2. RTI coordinator within our building to oversee our Multi-Tiered System of Supports (MTSS)
3. Reducing Barriers to Learning (RBTL) team meets regularly to discuss student performance.
4. Social Emotional Learning (SEL)- established an SEL time within our school day on a weekly basis to allow each student to have an identified adult in the building meeting them regularly.

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.

Hispanics- Improved the proficiency scores combined reading and math 38.2 (16-17) to 56.3 (17-18)
Free/Reduced Lunch- improved the proficiency scores combined reading and math 32.3 (16-17) to 50.9 (17-18)

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

Student with Disability- proficiency in Reading and Math- 12.5 in (16-17) to 30.2 in (17-18)
ELL- TSI for proficiency in Reading and Math- 30.4 in (17-18)

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

Students with Disabilities is the group that we are not seeing progression in the area of Reading and Math. ELL monitored is not meeting threshold for reading and math

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).

Develop and Implement content area PLC teams to discuss best practices for Tier 1 instruction for all students on a regular basis. Teachers will maintain data on students not meeting standards and offer Tier 1 and Tier 2 interventions based on information gained through common formative assessments. Teachers will monitor progress of all students as well as students in GAP populations. We offer before and after school tutoring options for students to receive extra help. We are developing an intervention period within the school day to meet student needs. Professional Development will be offered for PLC teams to develop an aligned curriculum with Essential Standards. PLC teams will be provided Professional Development to utilize a practice of developing, implementing, and analyzing common formative assessments. Teachers will receive Professional Development on how to use scheduling program to place students in intervention workshops during the intervention period. PD was approved in May 2018, ESS Plan was approved in November 2018.

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

The main barrier to student success is two-fold. There is no regular meeting time within the school day for teachers to work in content specific PLC teams. Due to this lack of time, it makes it difficult to meet the real time needs of the students in collaboration with colleagues to leverage each other's skills for the benefit of students. Additionally, there is no intervention period to assist students who are struggling. We offer after school opportunities, but students identified in our GAP may not be able to attend offerings specifically after school. With the combination of these two factors, teachers are left on their own to assist these students and this makes it very dependent on teacher efficacy.

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.

In analyzing our GAP population and determining next steps and current needs, we have a variety of opportunities for stakeholders to participate. We implemented a curriculum committee consisting of parents, teachers, administrator, counselor and students to examine the School Improvement Plan and current practices. This committee made recommendations to SBDM for the CSIP. We have aligned out Administrator and Counselors to improve the communication and effectiveness of working with all students. We are developing a RTI Coordinator position to oversee a Multi-tiered System of Supports and assist in implementing intervention strategies to help all students. We have a Reducing Barriers to Learning team that meets regularly to monitor student performance. The Department Leaders will create content level PLC teams to align all future work to the four essential questions of a PLC that will enable the teams to name and claim students in their content area. Our SBDM council reviews our School Improvement plan and will get regular updates from the department leaders. Nate Niemi- principal Tom Spritzky, Roddy Stainforth, Lafon Benton- Assistant Principal Thad Dusing, Travis Ogles, Robbie Maddox- Counselors Patti Linn- special education department chair Lori Dennler- world language department chair Terri Schatzman- arts and humanities department chair Amy Meyer- practical living consumer science department chair Kris Gillis- English department chair Chad Fields- social studies department chair Nadia Osterbrock- math department chair Lynne Poston- science department chair Melissa Back- RBTL Jen Eckler- RTI Coordinator, RBTL chairperson Curriculum Committee Members- Roddy Stainforth, chairperson SBDM- Nicole Tucker, Rachel McCormack, Chris Welch, Toni Blumlein, Aracelly Norvelle, Elise Schowalter

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).

See attachment

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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)
 Achievement Gap Group data	Achievement Gap Group data	I
 Gap Goals-18-19	Goals to address Gap in 18-19	III