



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Dixie Heights High School
Nate Niemi
3010 Dixie Hwy
Fort Mitchell, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

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. Student Support 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 attendance.
4. Social Emotional Learning (SEL)- established PRIDE time, 35 minutes weekly designated for social emotional learning, mentor, and guidance/advisement for every student.
5. Established PRIDE Time within the school day. This is 35 minutes, 4x per week, that offer teacher directed workshops for student specific needs. Students are able to select from the workshop offerings based on their own individual needs and teachers are able to select students who have been identified with specific skill deficits for remediation.

ATTACHMENTS

Attachment Name

 Measurable Gap Goal

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

We are aware of our lack of achievement overall for our gap population, specifically students with disabilities and English Language Learners. Our district has increased their supports for ELL by providing a full time instructor for our ELL students. This teacher works with our students in resource classes as well as collaboratively with our English classes. We built our master schedule to allow for all English teachers to work in specific instructional learning teams and have a common planning period to discuss the 4 essential questions of a PLC. Our ELL teacher is involved in these PLC meetings on a weekly basis. We have established a bi-lingual peer tutoring program that will provide peers to be in classes to assist teachers with delivering a content and for students to have greater access to content. We believe this will increase the effectiveness of the co-teaching for all students

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We made great improvements with our ELL students. We went from a 12.5% of ELL students meeting exit criteria to 48.9% of students tested in 19-20 achieving this mark. We attribute this to our district providing a full time ELL teacher who works collaboratively with our English teams to meet the specific needs of our students as well as the additional time for collaboration with the common planning period.

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.

1. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for reading
2. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for literacy
3. 85% of all 12th grade ELL students scored a 4 or better on the ACCESS test for comprehension
4. 70% of all 10th grade ELL students scored a 4 or better on the ACCESS test for listening
5. 70% of all 10th grade ELL students scored a 4 or better on the ACCESS test for literacy
6. Number of special education students failing a class decreased by 10%.

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.

1. Less than 30% of all ELL students scored a 4 or better on the ACCESS test for oral.
2. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for composite
3. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for literacy
4. 0% of 9th grade ELL students scored a 4 or better on the ACCESS test for reading

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

ELL teacher and special education teachers providing supports over multiple content levels. We have tried to establish where we would have a collaborative teachers working with 9th grade English only, but do to our staffing, our collaborative teachers must collaborate in multiple grade levels or content areas. Our ELL teacher provides English support in all 4 grade levels. This makes it difficult as she only has 2 periods to collaborate, therefore splitting her time between multiple grade levels.

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.

In analyzing our GAP population and determining next steps and current needs, we have a variety of opportunities for stakeholders to participate. We have 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. Our students are aligned by an Administrator and Counselors team to improve the communication and effectiveness of working with all students. We have established a special guidance counselor 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. We have monthly special education team meetings to monitor progress of students with IEP's. Our content area teams have a team leader and have established Instructional Learning Teams with a leader in each ILT. The ILT's have a common planning time within the school day to conduct meetings to answer the four essential questions of a PLC. Our SBDM council reviews our School Improvement plan and will get regular updates from the department leaders. We have a College and Career Coordinator to facilitate student success in becoming transition ready. Nate Niemi- principal Andrew Wise, Roddy Stainforth, Lafon Benton- Assistant

Principal Nicole Hoffman, Travis Ogles, Robbie Maddox- Counselors Patti Linn, Ginny Row- special education department chair Lori Dennler- world language department chair Jennifer Baldwin- arts and humanities department chair Amy Meyer- practical living consumer science department chair Jennifer Hahnel- English department chair Chad Fields- social studies department chair Nadia Osterbrock- math department chair Sherri Edmonson- science department chair Jared Kaufman- RBTL Thad Dusing- College and Career Coordinator and special programs counselor Curriculum Committee Members- Roddy Stainforth, chairperson

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.)

We have spent time to create a structure that will provide continuous professional development through high performing Professional Learning Communities: 1. Master Schedule that provides common planning time for instructional learning teams. a. Meetings will allow teachers to discuss essential standards, student understanding and instructional strategies that are effective. b. Meetings will provide for opportunities to use real time data to direct instructional needs. c. Meeting provide opportunities to create, discuss common formative assessments 2. Utilizing PRIDE intervention time to provide added time for supports in the school day. 3. Instructional Learning walks by administrators and consultants to improve Tier 1 instruction 4. Establish a PRIDE group with grade level ELL students together with World Language teacher. We will continue to offer professional development opportunities for teachers to explore current educational trends related to PLC work. We will send teachers to visit high performing schools who are utilizing PLC's effectively. We will send teachers to Solution Tree RTI conference to promote teacher efficacy in the effective practices of PLC. We will offer PD hours for book studies related to closing the gap and improving instruction for all students. PD will also be available for teams to work together to refine essential standards and establish common assessments to more effectively use our intervention time.

III. Planning the Work

. 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).

Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 25.0% for students in special education in 2021. Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 48% in 2020 to 55% in 2021 for ELL students.



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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Identification		• I
 Measurable Gap Goal		•