



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_12032020_16:03

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Livingston Central High School
Stephanie Woods
750 US Highway 60 W
Smithland, Kentucky, 42081
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	7
Attachment Summary	8

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.

The attachment contains all information.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Livingston Central High school is located in the county seat at Smithland, KY that boasts rural tranquility and agriculture sanctuary. The school system is the largest employer of the county. Many of the citizens in the area commute in and out to work and reside in the area due to family connections and economic housing availability. The federal government Title I classification determined by our free/reduced lunch qualifying population is another indication of the students and families we serve. The economically disadvantaged students often are well matriculated into the school and seem to connect with other students. The culture of the school is one that supports the achievement of all students.

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

2018-2019 the school reported a significant gap in our identified special population group. That gap was closed.

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.

Student achievement has trended in a positive direction over the past two academic years. Transition readiness and On-demand writing are particularly promising.

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.

LCHS has lacked progress in the area of Mathematics over the past few years. This area has been a target for us overall. There has been an even more significant regression in our gap population in this area and is being addressed through targeted intervention periods.

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

We have targeted intervention classes for math and reading during the College Career Readiness period as well as intervention courses built into the schedule for math intervention for the students who have not benchmarked in the area of math on the state-required assessment. A 4th math teacher/ interventionist was hired to supplement the instruction and provide smaller class sizes to differentiate instruction. Reading teachers target basic reading skills during RTI time. Additional opportunities for tutoring are provided throughout the day on Tuesdays and Thursdays as well as after school Monday through Thursday.

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.

Teachers have content PLCs twice a month. Teachers and administration have PLCs to go over data and strategies monthly. Cohort meetings for reading and math are held monthly with the entire district staff.

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.)

Professional development this year has focused on strategies for reaching all students. We focus on Grit, Growth and Grace in hopes of improving the culture and create a shared vision for the school. Teachers have each been placed with students who are low academically or have social-emotional issues who are theirs for the year to make contact and strive to find connections with these students which in turn should improve their academic standing. As a school, we are studying Teach Like a Champ to improve day to day function of the classroom.

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).

1. LCHS will increase the percentage of students scoring proficient and distinguished in reading from 55.8 to 63.8 as measured by the ACT. 2. LCHS will increase the percentage of students scoring proficient and distinguished in math from 31.6 to 44 as measured by the ACT. 3. LCHS will increase the percentage of students scoring proficient and distinguished in science from 22 to 36.2 as measured by KPREP. 4. LCHS will increase the percentage of free and reduced lunch gap students scoring proficient or distinguished from 25.1 to 38.7 percent in math by 2023 as measured by ACT.


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.

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap	Gap Group	• 1