

## 2018-19 Phase Three: Closing the Achievement Gap Diagnostic

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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.

In order to identify the students who need support, our school looks to a variety of sources and measures. Academic measures include the school report card, CERT assessments, ACT, KOSSA, and common assessments. Non-academic measures include district services, behavior, student attendance, staff attendance, and surveys.

## II. Achievement Gap Analysis

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

The gap population at Taylor County High School has greatly increased in the past decade due primarily to a significant and steady increase of the number of families living in poverty. Fifteen years ago our school had less than 30% free/reduced lunch. Today our free/reduced percentage is almost 60%. This change has been a focus of our school for years as we recognized how many of our students are in need and falling behind their classmates. In order to better serve our students, we are working to improve the safety nets and interventions we offer to students. As a district, we are also looking to meet the non-academic needs of our students that often affect them academically as well. We now have mental health services specifically designed for adolescents in all of the schools in our district with two counselors at the high school. We have also contracted with a medical group to provide nurses at all of the schools as well as a nurse practitioner who works full time seeing students and staff which hopefully will improve the attendance rates of our students. In turn, this has positively impacted our culture as our staff has grown an empathetic lens to support students and our students know that we care for them and will do all we can to meet their needs.

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.

The accountability scores for 2017-18 differ from the previous years. Our main indicators were Proficiency (ACT Reading/Math NAPD), Transition Readiness, and Graduation Rate. TCHS earned a Proficiency score of 60.9, Transition Readiness score of 65.2, and a Graduation Rate of 98.6. The percentage of students scoring proficient or distinguished on the ACT or KPREP On-Demand Writing were: Reading (ACT) 44.9%, Math (ACT) 39.6%, Science (ACT) 29.8%, and On Demand Writing (KPREP) 65.3%. According to our 2017-18 ACT scores, the percentage of all students that scored novice in reading was 23.9% and novice in math 26.2%. The percentage of students that scored in the apprentice range in reading- 31.2% and math- 34.2%. These students did not meet the state ACT benchmarks. A score of proficient or distinguished means that a student met their ACT benchmarks. The percentage of males scoring novice and apprentice in reading are much higher than the female students. In math, both male and female groups scored roughly the same percentage of novice and apprentice. Students identified as free/reduced lunch, predominately scored in the novice and apprentice range in reading and math; novice reading- 34.3%, apprentice reading- 36.2%; novice math- 35.3%, apprentice math- 40.2%. Over 50% of the students identified as ECE (Exceptional Education/IEP students) scored in the novice range in reading and math. Based upon the data from the 2017-18 ACT data, 55.5% of all students met the benchmark in reading (44.5% did not) and 37.5% of all students met the math benchmark (62.5% did not). ECE students had 21.7% of students who met the reading benchmark (78.3% did not) and 13% who met the math benchmark (87% did not). Comparing the two years of ACT data, we decreased the percentage of students that met the reading benchmark from 55.5% to 44.9%. We did show improvement by increasing the percentage of students meeting the math benchmark from 37.5% to 39.6%.

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

The data showed an increase in the percentage of students meeting the math benchmark from 37.5% to 39.6%. Math has always been a major area of concern for our school passed on past achievement scores. Of the ECE students taking the math ACT, 95% of these students did not meet the benchmark. In math, 75.5% of the free/reduced lunch group did not meet the benchmark. This is an area that definitely needs to be addressed if we want to continue to raise our percentage of students meeting the math benchmark.

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

The data from the previous two school years has shown a decrease in the percentage of students who met the reading benchmark. We fell from 55.5% to 44.9%. Of the ECE students taking the reading ACT, 73.9% did not meet benchmark. The free/reduced lunch group had 70.5% that did not meet benchmark. In the 2017-18 school year, ACT data shows that 78.3% of ECE students did not meet the benchmark in reading and 87% did not meet the math benchmark. In the same year, the free/reduced lunch group had 54.5% not meet the reading benchmark and 72.7% did not meet the math benchmark. There was some progress in the groups, but overall the data decreased. There is a definite need in the area of reading with ECE and free/reduce lunch students.

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 school's professional development plan is centered around student achievement. Each teacher's need for professional development comes from our PLC work. If a teacher has a learning need, then we have the flexibility to ensure they get that professional exposure needed to increase student achievement. Our school's PLC protocols are data driven and designed to identify our students that are not being successful in the classroom and what we can do to help those students. All departments meet weekly in their PLC groups to analyze common assessments and data, identify students in need of additional help, and collaborate with other teachers/interventionist to develop a plan. In addition, we also have vertical alignment PLC meetings with teachers from the high school and middle school to ensure that all departments are aligned and working together to achieve student success. Our Extended School Services received a daytime waiver, which allows our school to provide individualized services during and after the school day. At this time, we have one math interventionist working with small groups of students throughout the day that have been identified by math teachers that need additional support to be successful in their math class. This process is a little different than what we have done in previous years, but the students and teachers seem to like this approach.

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

Our school's master schedule is not intervention friendly. Its current state does not allow for an adequate intervention time period for teachers or students. This is a factor that definitely impacts the success of our low performing students. We have adopted a change to our master schedule that has a built-in, identified time for interventions. Our school is currently not a Title I school and do not have extra interventionist staff except through our daytime ESS waiver. This is a huge disadvantage, because we have to manipulate the master schedule to allow regular education teachers time to provide interventions.

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.

1) A CSIP committee will be developed and charged with analyzing various data and stakeholder input to write an action plan for continuous improvement in our school. Our SBDM committee will be an intricate part of this process. 2) The administrative team will invite teachers/staff to represent their PLC/departments to serve on the committee. 3) The committee will meet to analyze data,

discuss novice reduction, complete a needs assessment, and set goals.4) The committee will also meet monthly to monitor the implementation of the improvement plan. The partners and stakeholders involved are: SBDM Council: Ryan Williams- teacher, Loria Christie- teacher, Eric Lane- teacher, Casey Young- teacher, Heather Wise- parent, Michelle Murphy- parent, Nadia Miller- parent Admin Team: Jon Hall- principal, Jennifer Fitzpatrick- assistant principal, Paul McQueary- assistant principal, Dana Rogers- guidance counselor, Keith Benningfield- guidance counselor, Shannon Clark- college and career readiness specialist CSIP Team: Sydney Fleurdelys- English teacher, Kathryn Goode- English teacher, Marsha Reddick- math teacher, Courtney Wooldridge- math teacher, Geoff McPherson- science teacher, Casey Young- social studies teacher, Joanna Williams- CTE teacher, Andrea Lawler- library media specialist

### 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).

1. Increase the average number of students reaching proficiency/meeting benchmarks in reading on the ACT in the following gap groups by May 2020. a) Free/Reduced- Increase proficiency from 29.6 to 40.0% b) ECE- Increase proficiency from 26.1 to 35.0%
2. Increase the average number of students reaching proficiency/meeting benchmarks in math on the ACT in the following gap groups by May 2020. a) Free/Reduced- Increase proficiency from 24.5 to 35% b) ECE- Increase proficiency from 5 to 15%

#### **ATTACHMENTS**

##### Attachment Name

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 [Gap Goals](#)

 [Gap Group Identification](#)

#### 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.

Documents are attached that identifies our gap groups and goals for those groups to increase proficiency on the ACT in reading and math.

#### **ATTACHMENTS**

##### Attachment Name

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 [Gap Goals](#)

 [Gap Group Identification](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Gap Goals</a>	These are the gap goals that have been established for Taylor County High School.	<ul style="list-style-type: none"><li>• III</li><li>• III</li></ul>
 <a href="#">Gap Group Identification</a>	These are the gap groups that have been identified for Taylor County High School.	<ul style="list-style-type: none"><li>• III</li><li>• III</li></ul>