

**2018-2019 Phase Three: Closing the Achievement Gap
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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.

See attached spreadsheet

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.

Morgan County High School currently has 71.6% of students who would be eligible for free/reduced lunch. We have 51 students who receive special education services. We have nine minority students. We had three students identified as English Language Learner but are currently down to one.

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.

Based on ACT scores from 2016/17 and 2017/2018 we are showing gains from our students in identified Gap groups in Reading but not in Math. The number of Special Education students scoring Proficient in Reading was 15.4% but was 14.2% in Math.

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

8.7% of the students in the Free/Reduced Gap Group scored Distinguished compared to 7.3% of all students scoring Distinguished.

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

Only 14.2% of our students in the Disability Gap group scored Proficient or Distinguished.

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).

Currently, our staff has been offered the opportunity to participate in the following professional development opportunities: Math/Science/English vertical alignment with the middle school, ACT Reading Strategies, Standards Alignment, Project Based Learning, Google Drive, Educational Technology Strategies, PBIS, ABRI and Leader in Me.

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

Although we are making progress, we need to employ strategies that reach all our students. We are currently working with our stakeholders to make sure that all students' needs are being met.

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 Student Intervention Team and our Student Implementation and Fidelity Teams (ABRI Team) meet monthly to discuss student academic and behavior data. We look at the strategies that are working in the classroom along with our Rtl for Academic and Behavior. We then take the information back to our staff in monthly or bi-monthly PLC's. We also look at strategies used by our middle school during the monthly vertical team meetings.

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).

By June 2019, the average combined reading and math proficiency rates for the Gap Group will increase 3.5%. By June 2021, the average combined reading and math proficiency rates for all students in the Gap Group will increase to 31.2%.

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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.

Please see attachment.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	See attachment	II.E
 Closing the Achievement Gap	The closing the achievement gap document.	II.E