



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

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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.

Economically Disadvantaged With Disabilities See Attachment

ATTACHMENTS

Attachment Name

 Achievement Gap Group Identification

 Measurable Gap Goal

II. Achievement Gap Analysis

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

Harlan County High School is located between the historical mountain chains of Pine Mountain and Black Mountain. HCHS is a centrally located, modern facility with 985 students in grades 9-12. The facility brings educational opportunities for Harlan County's students into the 21st Century, providing them with the tools necessary for competing for jobs in today's global economy. HCHS offers Dual Credit classes. All of the 21 DC classes are completely free. Students have a wide variety of courses to take at HCHS including Agricultural, JROTC, Drama, Journalism, Forensics, and Music Courses. HCHS has a strong Extra Curricular program including Academic Team, Beta Club, National Honor Society, and Gifted and Talented Leadership Program. These programs are offered to all student groups without cost National Honor Society, and Gifted and Talented Leadership Program. These programs are offered to all student groups without cost.

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

Harlan County High School has continued to close the gap of Graduation Rates. Students with disabilities have grown from a 84% rate in 17/18 to a 100% rate in 18/19.

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.

Great strides were made with our students who have disabilities. The proficient/distinguished combined score rose from 6.9% to 34.2% in math. Students showed improvement in reading from 17/18 to 18/19. All students rose from 39.8% to 53.4%. Students who are economically disadvantaged rose from 41% to 47.2%. Students with disabilities rose from 32.3% to 44.9%. Students showed improvement in math from 17/18 to 18/19. All students rose from 26% combined proficient/distinguished to 45.6%. Students who are economically disadvantaged rose from 24.9% to 39.7%. Students with disabilities rose from 6.9% to 34.2%. Students who are economically disadvantaged rose from 24.9% to 39.7%. Students with disabilities rose from 6.9% to 34.2%.

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.

There is a -24.2% gap in math/reading scores between students who are economically disadvantaged and students who are not economically disadvantaged. There is a -11.9% gap in math/reading scores between students who have disabilities and students who do not have disabilities. Transition readiness is very low.

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

Barriers preventing our school from closing existing and persistent achievement gaps include large population numbers in both gap areas, overcoming student home environment deficiencies, and overcoming poverty conditions that influence student's beliefs and importance in achieving an education. Our rural school is economically and culturally disadvantaged in comparison to other schools across the state. We face cultural and economic obstacles that need to be overcome in order for students to be able to learn.

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 are involved in committees that address the school culture, learning environment, academic performance and efficiency. The goal of these committees is to improve the learning environment for students so that learning may be achieved as well as increase academic performance. Teachers participate in data analysis to identify weaknesses that need to be addressed. Strategies and programs are implemented to reduce deficiencies in weak areas. Professional development is tailored according to the school's need to give teachers resources they need to close achievement gaps. Central Office staff support and help with any needs the school may have whether funding, training or on-site support in identifying and addressing weaknesses. Communication between the school and parents is continuing to be improved in order to have parent support in increasing student performance and eliminating weaknesses.

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.)

The Professional Development Plan is tailored to what our school needs in order to close the achievement gaps and increase test scores for all students. Professional Development is offered by our district in accordance to student/school needs. Professional development is tailored to subject, level, and student demographics.

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).

The novice rate in the area of reading for economically disadvantaged students and students with disabilities will decrease by 10%. The novice rate in the area of math for economically disadvantaged students and students with disabilities will decrease by 10%.




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	Achievement Gap identification	• I
 Achievement Gap Group Identification		•
 Measurable Gap Goal		•