



Paris High 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.

See attached

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Paris High School has a diverse cultural population. Unfortunately, student proficiency is lacking in many academic areas. The identified gap population of African American students has underperformed all other students and has been in a 2-year decline. There is also a gap between students in the Economically Disadvantaged and the Non but the focus will continue to be the African American population. This group encompasses around 28% of our student population. All students are challenged with the same curriculum through the Summit Platform.

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

No gaps have been successfully closed over the last 3 years (note: including 2020 and the absence of state testing data). However, the decline in scores has affected all academic areas and groups. Math scores saw a slight increase for female students from 29.4% in 2018 to 32% in 2019. Science also had a slight increase from 24.4% in 2018 to 26.8% in 2019. No other significant increases were realized and the metrics for the gap group all declined.

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.

Math scores saw a slight increase for female students from 29.4% in 2018 to 32% in 2019. Science also had a slight increase from 24.4% in 2018 to 26.8% in 2019. No other significant increases were realized and the metrics for the gap group all declined.

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.

Regression - Reading - 2018 - P/D All students - 46.7%, 2019 - 28.6% 2018 - P/D African American - 25%, 2019 - 0% Lack Progression - Math - 2018 - P/D All students - 28%, 2019 - 27.5 2018 - P/D African American - 15.4%, 2019 - 10%

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

The largest barrier to us improving our achievement gaps, not including virtual learning for the last 6 months of the school calendar, is the persistent reading problem we have. Too many of our students are not reading on grade level while many are reading significantly behind grade level. This impacts achievement in all academic areas. Teacher development and effective instruction is also another area that needs focus to ensure there is a quality teacher in every classroom.

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.

The district instructional leadership team is heavily involved in planning for continuous improvement and implementing practices to reduce our achievement gap. This team involves the superintendent, assistant superintendent, principal, and other building principals. Data from state and local testing is initially analyzed and evaluated by the district leadership team. The principal then takes the data to the faculty and SBDM. Faculty is integral in completing needs analyses and planning for improvement. The faculty and administration complete the planning process and take the plans to SBDM council for approval. Once we have approval the CSIP is communicated to parents, students, and the community.

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.)

Paris Independent was a recipient of the Striving Reader's Grant. The large grant has allowed us to focus our professional learning on improving literacy instruction in our school. We are part of the Kentucky Literacy Intervention Program and working extensively with the Adolescent Literacy Model. A cohort of teachers will complete 75 hours of PD in literacy. They will be our core leadership team supporting literacy development in our school. Professional learning has been

centered around literacy instruction, implementing content literacy strategies, and implementing Summit with a high level of consistency and fidelity. Prior to the last school year, all core teachers participated in a week-long Summit Learning Training that focused on core instructional strategies. In addition, all new teachers attended teacher training for Summit. These programs are researched based and implementation is monitored through lesson plans and observations. On-going support for literacy and Summit instruction continue through weekly faculty meetings, 45 minutes each week, and PLC meetings, an additional 45 minutes each week. PHS professional development is focused on providing sound instruction for ALL students. Teachers are focusing weekly plans on developing skills and understanding through student groupings. Grouping is based on Summit data, in addition to being correlated to MAP test results, gathered at least weekly and sometimes daily. Teachers use the grouping to provide real-time support to students as a part of their regular daily instruction. Gaps in skills and learning are addressed through workshops, one-on-one instruction, and peer support. Results are evaluated regularly, weekly and sometimes daily, and repeated as needed. Addition support is being provided to teachers on the district-wide MTSS. Level 1 and Level 2 interventions are being targeted in the classrooms with Level 3 support to be offered after school - in-person or virtual.

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).

50% of all students will be proficient or distinguished in Reading
50% of African American students will be proficient or distinguished in Reading
50% of all students will be proficient or distinguished in Math
50% of African American students will be proficient or distinguished in Math
On-Dem and Writing - 50% of all students will be proficient or distinguished in Writing
40% of all students will be proficient or distinguished in Science
Transition Readiness rate of 75% for the Class of 2021

ATTACHMENTS

Attachment Name

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

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PHS 2020 Measurable Gap Goal planning summary		• III
 PHS 2020-21 Strategic Plan		• III
 PHS Gap Group Data Summary		• I