

## 2019-20 NHS Phase Three: Closing the Achievement Gap Diagnostic

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**Newport High School**  
Heather Orman  
900 East 6th Street  
Newport, Kentucky, 41071  
United States of America

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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#### Rationale

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.

Achievement gap analysis attached.

### **ATTACHMENTS**

#### **Attachment Name**

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 [NHS Achievement Gap Group Identification](#)

## II. Achievement Gap Analysis

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

Learning walk data and unobtrusive measures indicate that NHS teachers and staff prioritize relationships and social-emotional supports for all students. Behavior data examined by race subgroup does not evidence large discrepancies for behavior events and suspensions between race groups. Accountability data indicates that learning expectations for gap groups have not been high historically, and new leadership has restructured instructional and learning expectations to emphasize higher rigor and increased engagement for all students.

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

No data evidences a gap that is successfully 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.

Middle School Reading Evidence indicates improved novice reduction in reading in free and reduced and African-American subgroups in middle school. Evidence indicates improved proficiency in free and reduced, African-American and SPED subgroups. High School Reading Evidence indicates improved novice reduction among free and reduced, African-American and SPED subgroups. Middle School Math Proficiency increased in only the SPED subgroup.

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.

Middle School Reading Evidence indicates increased novice rates among SPED students in middle school reading. High School Reading Evidence indicates decreased proficiency in free and reduced, African-American and SPED subgroups. Middle School Math Middle school math evidenced a decrease in novice across all subgroups until SY18-19 where novice increased in all subgroups and overall. Evidence indicates decreased proficiency in free and reduced and African-American subgroups. High School Math Evidence indicates increased novice in free and reduced, African-American, and SPED subgroups. Evidence indicates decreased proficiency in all subgroups and overall.

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

Based on results from the 2019 Leadership Audit, the following improvement priorities were identified that impact overall and gap group achievement: 1. Engage in a data-driven continuous improvement process with school staff. Purposefully monitor, determine measurable results, and revise the school's continuous improvement plan to improve student learning. 2. Implement and monitor a school-wide, collaborative instructional process and curriculum that clearly defines high academic expectations for all students and provides supports and tools for teachers to adjust instruction to meet the individual needs of students. 3. Create a system that provides relevant, focused, and job-embedded professional learning experiences. Ensure professional learning

promotes a school-wide culture of creativity, innovation, and collaborative problem-solving. Ensure that this system is grounded in professional learning that addresses individual teacher learning needs identified through authentic collaboration between building-level leaders and teaching staff. Provide sufficient time for implementation and impact, accompanied by specific mechanisms to monitor and evaluate improvements in the learning environment, student achievement, and school effectiveness.

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 master schedule during 2018-2019 consisted of a 30-minute daily class intervention time. The schedule was created prior to hiring the new principal. Walkthrough data indicated that the instructional intentionality of the intervention time was neither strategic nor intentional. During Spring 2019, the principal and the instructional coach pulled data and scheduled groups based on growth needs by gap subgroup for middle school math and reading. Teachers were also given instructional materials and supports based on the intervention focus. SY19-20 accountability data resulted in exit from CSI status for the middle school, based primarily on Growth. In order to leverage growth, the principal and district leadership pulled MAP data for students and trained teachers in the summer about expectations for intervention. The master schedule for SY19-20 includes a full class period of intervention in high school. Middle school math and ELA classes are 90 minutes long, so the middle school intervention period is 30 minutes. Initially, at the start of SY19-20, the NHS leadership team had to provide modeling and extensive support to help teachers use MAP data to determine grouping and instructional needs. Following the 1st rotation, teachers began using additional data, including accountability, formative classroom assessments, and benchmark assessments, to schedule their own intervention groups. The principal also coordinated with a diversity consultant, Jerome Bowles, and created an intervention group that meets once weekly for African-American male students. There is a group for high school students and a group for middle school students. Part of the work of this group is to emphasize the importance of success and how education equates to increased opportunities for success after graduation. In developing the CSIP, the principal coordinated with the NHS Special Education PLC lead to determine next steps, in Core and intervention, to close achievement gaps with Special Education students.

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.)*

Teachers and the leadership team will be incrementally trained in multi-tiered systems of support and PBIS. During October, 2019, the principal and the social-emotional counselor attended KY ABRI MTSS & PBIS training. Following the training they garnered buy-in from staff to form and implement an MTSS to begin examining academic and behavior systems. Additional training and site visits will be implemented during Spring and Summer of 2020 to build capacity among staff and inform schoolwide systems.

### III. Planning the Work

#### Closing the Achievement 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 2023, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups. Students with disabilities scoring proficient in reading from 13.3% to 70% as demonstrated on K-PREP. Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP. By 2023, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups. Students with disabilities scoring proficient in reading from 18.2% to 70% as demonstrated on K-PREP and ACT. Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP and ACT.

#### **ATTACHMENTS**

##### **Attachment Name**

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 [Newport High School Closing the Achievement Gap Summary](#)

#### Closing the Achievement 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.

All strategies and activities included on the summary.



#### **ATTACHMENTS**

##### **Attachment Name**

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 [Newport High School Closing the Achievement Gap Summary](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Newport High School Closing the Achievement Gap Summary</a>	Newport High School Closing the Achievement Gap Summary	<ul style="list-style-type: none"><li>• III</li><li>• III</li></ul>
 <a href="#">NHS Achievement Gap Group Identification</a>		<ul style="list-style-type: none"><li>• I</li></ul>