



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

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Breckinridge County Middle School

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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.

Please see attached.

ATTACHMENTS

Attachment Name



2020-21 BCMS CSIP



BCMS 2020 Measurable Gap Goal

II. Achievement Gap Analysis

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

As the free and reduced lunch rate has consistently remained above the 60% mark, and our disability population above 10%, our leaders have had consistent issues with meeting the social and emotional needs of our most disadvantaged students. As these students are coming to the forefront in the classroom, the climate and culture has shifted. It is becoming more obvious that our leaders need the strategies and skills to engage all students and differentiate instruction to meet the diverse needs of all students. It has also shown a need for further training in social-emotional learning, diversity, and trauma-informed care.

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

We have closed the gap for our special education scholars in the area of social studies. We have done a better job at closing our free/reduced lunch gap in math and reading, and especially have closed that gap in 8th grade, along with their writing scores. Our disability gap group has consistently under performed and has shown decreases in performance over the last 2 years.

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.

2018-2019 IEP scholar proficiency scores increased 1.8 points from the previous year 2018-2019 FREE/REDUCED gained 9.9 points in reading from the previous year 2018-2019 IEP gained 4.4 points in reading from the previous year 2018-2019 FREE/REDUCED gained 3.8 points in math from the previous year 2018-2019 FREE/REDUCED and IEP 7th grade science scores were higher than the previous year 2018-2019 IEP 8th grade writing scores increased 3.2 points from the previous year 2018-2019 FREE/REDUCED student proficiency scores increased 6.8 points from the previous year

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.

2018-2019 IEP students decreased 5.4 points in SAI scores as a group from previous year 2018-2019 IEP students school wide decreased .8 points in math from the previous year 2018-2019 IEP 8th grade student writing scores were 9 points lower than the previous year 2018-2019 FREE/REDUCED student SAI scores decreased 5.4 points from the previous year 2018-2019 FREE/REDUCED and IEP 7th grade student science scores were below the SAI cut score 2018-2019 FREE/REDUCED and IEP 8th grade social studies scores decreased from the previous year 2018-2019 FREE/REDUCED 8th grade student writing scores were 14 points lower than the previous year

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

BCMS utilizes ESS money to support an after school ESS tutoring program. Every Tuesday and Thursday, students who are struggling or need extra help are encouraged to stay after school for one hour to work on anything they need. One to two leaders stay with our students, and a math leader is always available.

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.

As the free and reduced lunch rate has consistently remained above the 60% mark, and our disability population above 10%, our leaders have had consistent issues with meeting the social and emotional needs of our most disadvantaged students. As these students are coming to the forefront in the classroom, the climate and culture has shifted. It is becoming more obvious that our leaders need the strategies and skills to engage all students and differentiate instruction to meet the diverse needs of all students. It has also shown a need for further training in social-emotional learning, diversity, and trauma-informed care.

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.)

Teacher leaders first looked at the data to analyze and look for trends, areas where there was growth, and areas where there was low growth. The PD/Curriculum committee was then brought in to address and further analyze the data. This committee was composed of 6-8 teachers, 4 parents, and one community member with no children in the school system. The school leadership team compiled the input into the current plan. Following the determination of priority needs, teachers, the PD/Curriculum Committee, and the SBDM council reviewed the plan for further input and suggestions.. These committees developed goals and strategies that were presented to the entire faculty, as well as the Site-Based Council for review, revision, and approval. Each part of the plan was presented to the steering committee for revision. When that step was accomplished, the revised plan was presented to the faculty for comment and change. The final document was submitted to the Site-Based council for review and adoption. The SBDM committees will meet monthly to ensure that the strategies are being implemented and discuss the progress of our gap groups. The progress of the plan will be discussed at faculty meetings. The principal will report on the progress of the plan to the Breckinridge County Board of Education. Copies of the CSIP will be issued to all faculty, staff, and other committee members. Copies will be placed in the school office. The monthly newsletter will inform parents and community members of the availability of these documents for viewing. The CSIP will also be located on the school website. The SBDM and PD/ Curriculum Committee meet monthly. The leadership team and team leaders meet bimonthly. Each committee meeting has minutes taken and those are shared with each member, the principal, and district leaders at the BOE. All teachers participate in data analysis (K-Prep, MAP, Quarterly Common Exams, On Demand Writing, and Student Work) during faculty meetings and professional learning community meetings.

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).

Please see CSIP attached, particularly Goal 3 and objectives 1-4.




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 attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-21 BCMS CSIP		•
 BCMS 2020 Achievement Gap Group Identification		•
 BCMS 2020 Measurable Gap Goal		•