

## Phase Three: Closing the Achievement Gap Diagnostic Bourbon Middle 2018-2019

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### **Bourbon County Middle School**

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Last Modified: 03/25/2019

Status: Open

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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 BCMS Phase 3 & 4 Workbook w/goals.

#### **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.

The culture of BCMS is its' strength. Students generally get along well and treat each other the way they should be treated. We are in our second year of a new program regarding identifying bullying behaviors. We also have an expert coming to speak to our students about race relations and accepting/understanding diversity. When comparing BCMS's academic performance for economically disadvantaged students, BCMS shows a higher rate of proficient and distinguished students than other schools in our district. Reading 49.5% at BCMS, 41.8% in elementary schools, and 31.4% at the high school. Math 37.2% at BCMS, 34.3% at the elementary schools, and 23.2% at the high school. Science 17.9% at BCMS, with 16.1% at the elementary schools, and 11.7% at the high school.

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.

When looking at our Proficient/Distinguished trends over the last three years, during the 2017-2018 testing cycle, our EL students decreased in math, our SPED students decreased in reading, and our African American students decreased in reading. Overall, our Proficient/Distinguished trends in reading are higher than those in math. BCMS is closing the gap in math with Hispanic students, economically disadvantaged students, and special education students. In reading, BCMS is closing the gap with female students, Hispanic students, economically disadvantaged students, and English learners. See attached chart.

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

Math gains--all students, male, female, Hispanic, economically disadvantaged, special education, English learners, African American students Reading gains--all students, male, female, Hispanic, economically disadvantaged, English learners See attached chart

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

We have been identified as TSI for EL and SPED. See attached chart.

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).*

See attached BCMS PD Plan.

### **ATTACHMENTS**

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

One of our most critical areas of need is support with our EL population. Our district has 1.5 teachers to support the entire district EL population. The .5 teacher is split between the middle school, high school, and one of the elementary schools, so our services are extremely limited. We

have started a new program, beginning in February, to help support our EL population, but we are new to the system, so there is still a great learning curve.

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.

We have worked to get input on our 30-60-90 plan by getting feedback from all teachers during full-faculty PLCs and through grade level PLCs. Part of our plan has included workshops for the past two years with Kentucky's Continuous Improvement 'Coaches for our teachers and our administrators on CSIP planning and evidence based practices.

### 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).

See attached

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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.

See attached Phase 3 Workbook

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 BCMS PD Plan 2018-2019	BCMS PD Plan 2018-2019	II.E
 <a href="#">BCMS Phase 3 &amp; 4 Workbook</a>	Goals outlined in Phase 3 of the workbook.	III
 <a href="#">BCMS Phase 3 &amp; 4 Workbook--CSIP 2019</a>	BCMS's Phase 3 & 4 Workbook w/CSIP goals.	I
 BCMS Reading/Math Proficiency Trends	Proficient/Distinguished percentages/trends for the last three testing cycles.	II.E