

2018/2019 BCHS Phase Three: Closing the Achievement Gap Diagnostic_11192018_14:45

Phase Three: Closing the Achievement Gap Diagnostic

Bell County High School

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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.

We identified Free/Reduced Lunch Population and Students with Disabilities.

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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.

Bell County High School has truly focused on the Gap students and closing the achievement gap. We have implemented the "Name Them, Claim Them" strategy where we focus on Gap students that were low achieving with the mission to move those students into proficiency. The focus was on at least five students per class period. The idea is to meet with these students and coach them along the way. We are also focused on failing students in which we report to the Principal and Assistant Principals to create action plans to address those students. The evidence in what our focus accomplished is evident when you look at the ACT Reading where 44.3% of our free and reduced students are performing at the proficient and distinguished levels. Our Students with disabilities is performing better than all students in reading with those students performing at 47.1 in proficient and distinguished all in the academic year of 17/18. BCHS is striving to set a tone of excellence for ALL students. On a side note, it is impossible to look at trend data for reading when the previous years the reading data has been based on EOC's. This year the data was based on ACT which as we all know is an entirely different exam.

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.

The gaps that are closing are the gaps of our students with disabilities in reading and writing with these students out performing other groups by 3%. These students are starting to see the success of Learning Labs, Name Them, Claim Them, and PLC's with directing and targeting instruction. The group that seems to be not closing is the students with disabilities (IEP's) in math with only 22% of them proficient and distinguished in math. These students are far from reaching the delivery target set out for them.

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

Due to the fact that this year opens up a new data point with reading and math being pulled from the ACT, the only data there is to compare is what we have for the 17/18 school year. With that information you have a free and reduced lunch students with a 59.9 index and students with disabilities with a 61.8 index in reading. The improvement is definitely in the area of students with disabilities as their index is .2% higher than all students combined.

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

Again, because the math scores are no longer calculated through the Algebra II EOC and are now ACT, the gap data is based on the 17/18 school year. The math scores are significantly different. Our overall student index was 50.7, but our Free/Reduced lunch students were at 46.3, while or students with disabilities were well below with 38.9. Math is a core content area we must improve.

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).

The one area BCHS does not offer is ESS. Due to budget cuts that is no longer a viable option. In its place BCHS has implemented Learning Labs which give students in school remediation in reading and math. We have purchased programs such as ALEKS, Reading Plus, and Study Island

to give students assistance in these areas. As part of our contract with CERT, which is an ACT based program, students have individualized quizzes they can take that tutor them in areas that are low achieving on ACT. This year our teachers have participated in PD that has focused on classroom management, closing the achievement gap, writing on-demand for all levels, math 360, and other programs that are targeting students that are in these achievement gaps. We have also placed resource classes in all content areas. Through TorchPrep and Mastery Prep we have targeted programs for ACT that include a two day Blitz and Bridge Program through TorchPrep and a Bootcamp and ACT bellringers through Mastery Prep.

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

Bell County High School is closing the achievement gaps. Not being able to offer ESS could be a possible reason that some of the gaps aren't closing fast enough. Students are really not getting the one on one extra time an ESS service would provide.

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.

All stakeholders that have been placed on the CSIP committee have been vital members of closing the achievement gap. The FRYSC coordinator Samantha Wilson ensures that our students that are free/reduced lunch are getting basic needs from clothes to school supplies. The counselors and special education teachers are monitoring students with IEP's. Regular classroom teachers are still using the "Name Them, Claim Them" strategy to target students and help them see success. The Principal and Assistants are using PLC's to monitor instruction as well as classroom walk-throughs and observations.

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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Group Identification	Achievement Gap Group Identification	I
 Measurable Gap Goal	The goals and how they will be accomplished.	III