

## Phase Three: Closing the Achievement Gap Diagnostic\_12192018\_10:54

Phase Three: Closing the Achievement Gap Diagnostic

### **Boyle County Middle 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.

sheet attached.

#### **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.

We are a school with around 50% economically disadvantaged. We have co-teaching structures in place for most of our reading and math classes. Teachers name and claim each student and set individual and class goals.

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.

In Reading..... Our Hispanic students went up from 73.3% P/D in 2017 to 90.9% in 2018. Our 2 or more races stayed the same in 2018 at 64.7% P/D. Our Economically Disadvantaged went up from 63.1% P/D 2017 to 68.4% in 2018. Our Disability Students went from 57% P/D in 2017 to 52.4% in 2018. In Math.... Our Hispanic students went up from 46.7% P/D in 2017 to 81.8% in 2018. Our 2 or more races stayed the same in 2018 at 52.9% P/D. Our Economic Disadvantaged went from 59.1% P/D 2017 to 58.5% in 2018. Our Disability Students went from 53.3% P/D in 2017 to 45.5% in 2018.

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

Our Gap data over the last 2 years has shown improvement with the Hispanic population in both reading and math. The reading economic disadvantaged has improved as well. Our Novice numbers in Math improved from 14.8% Novice in 2017 to 6.3% in 2018. Our Economically Disadvantaged Novice in math improved from 10.6% in 2017 to 3.8% in 2018. Our Novice numbers in Reading improved for Economically Disadvantaged from 10.6% in 2017 to 7.4% in 2018.

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

Our Gap data over the last 2 years has shown a decrease in students scoring proficient and distinguished in the areas of disability in reading and math and economically disadvantaged in math. Overall, our number of novice students in reading increased in our students with disability.

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).*

Our school PD plan last summer involved department specific work including tier 1 instruction improvement, planning for interventions and co-teaching classes, and revising curriculum and assessments.

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

Last year our 7th and 8th grade implemented a new co-teaching model and I think some of the regression could be related to refining that process. We also had a sub in special education for a while last year while trying to find a suitable replacement for a teacher.

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 meet twice monthly in PLC's to discuss student well being and progress academically. Teachers give input to their summer PD plans before the council adopts the plan. All staff are involved this process. We also have team leaders that discuss and help implement school improvement. We work closely with central office staff to assist teachers when needed.

### 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)
<a href="#">Gap Goals</a>	Gap Goals	III, III
<a href="#">Gap report</a>	Gap report	I