



BB&N's Groundbreaking Achievement Gap Study

In light of national attention on the achievement of K-12 students in the United States, and after years of hearing anecdotal evidence of differences in achievement at BB&N between White and Asian students and their African American and Latino counterparts, the leadership of BB&N commissioned a study funding by the Edward E. Ford Foundation to analyze student achievement and social climate.

Actions and strategies as a result of the study have significantly improved academic achievement. Additional outcomes include the emergence of a critical mass of faculty leaders who are pushing BB&N to become more reflective, not only in its educational practices, but also in the way in which it supports its students of color and their families. The powerful combination of these outcomes has led BB&N down the path of ensuring the success of all students.

Motto

Honestas Litterae Comitas

Honor Scholarship Kindness

In addition to the efforts already in place, the achievement study has created many new BB&N initiatives intended to address these issues:

- Professional development for faculty will continue to emphasize varied teaching techniques to serve a range of student learning styles and to support a more holistic approach based on the school motto of Honor Scholarship Kindness.
- School representatives will attend and present at various student achievement forums/conferences focused on pedagogy and support services specific to the needs of students of color.
- All faculty will engage in ongoing professional development designed to increase awareness and knowledge of the importance of diversity work and its connection to student achievement.
- Efforts to increase outreach and communication between the school and parents of students of color have enhanced rapport and further opened lines of communication.
- An Upper School Learning Support Center was created and designed to provide a more structured academic support system for all students. Peer tutors are available and outside tutors may work with students on campus.
- A greater emphasis has been placed on systematizing teacher-student relationships and support. This has resulted in students reporting improved relationships and increased assistance from faculty members.
- The Upper School Summer Transition Program was created to support incoming students who can benefit from additional preparation for BB&N's academic rigor. The program introduces students to BB&N culture and academic expectations.
- A restructured Upper School math and science department course placement and selection process now allows students to enroll in electives and higher level coursework earlier in their BB&N careers. An unanticipated by-product of course realignment is that students can take additional courses they are passionate about, which has proven to have a positive impact on student GPAs.
- A program was created for the 2011-2012 school year to examine the behaviors, attitudes, and performance of Latino and African American males and the practices and attitudes of their teachers, advisors, and parents. As a result of the program, improvements in student GPAs and attitude were evident as well as our teacher and advisor practices being positively impacted.
- A new Upper School Advisory Handbook is being written to incorporate the lessons and recommendations from our achievement study and work.
- Teachers created the BB&N Characteristics and Qualities of Success document. The document clearly defines the qualities, dispositions, skills, and competencies that are the foundation for success at BB&N and are now reflected in student school reports.

