

The background of the slide is a photograph of a classic board game, 'Chutes and Ladders'. The board is circular with a white center and a colorful border of blue and green squares. A blue die is in the center, and several cartoon children are shown climbing ladders and falling down chutes. The numbers 3, 4, 5, and 6 are visible on the board. A large black rectangular box is overlaid on the left side of the board, containing the title text in white and orange. A thin orange horizontal line is positioned below the title text.

CHUTES & LADDERS: MYTHS AND REALITIES OF CLOSING THE ACHIEVEMENT GAP

Dr. Teresa D. Hill

AGENDA

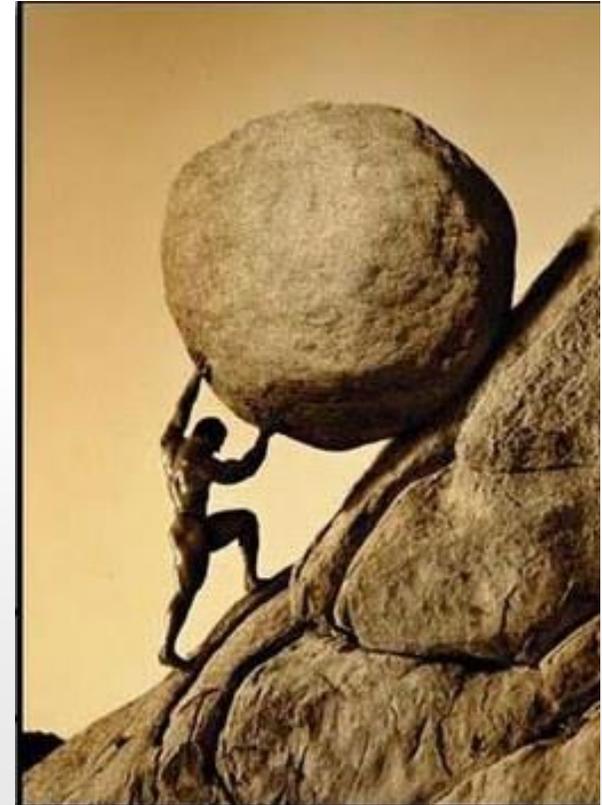
- Defining what it means to “close the achievement gap”
- Myths and realities about closing the achievement gap
- Chutes that do not close group achievement gaps
- Ladders that promote improved achievement and diminishing gaps
 - Short term – Moderate term – Long term
- Resources for systematically combating your achievement gap



WHAT DOES IT MEAN TO “CLOSE THE ACHIEVEMENT GAP”?

MYTHS

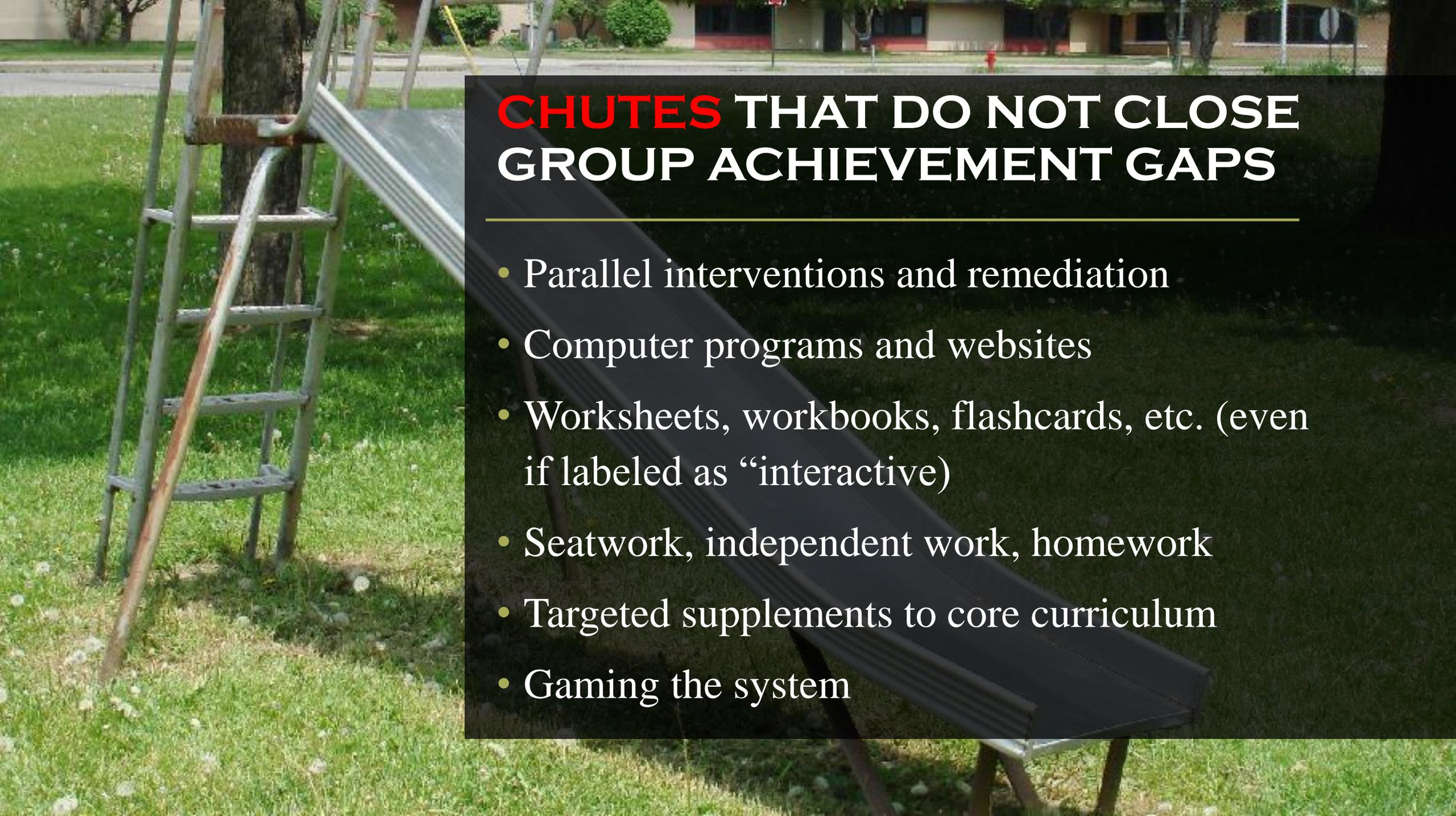
- Closing the test score gap = Closing the achievement gap
- If students read at grade level by grade 3, the achievement gap will be closed.
- Test-taking strategies and test prep help to close the achievement gap.



REALITIES

- Closing the achievement gap requires:
- A “big picture” approach to the gap
- Establishing a strong foundation of core curriculum*
 - Reading, Writing, Listening Speaking
 - Mathematics, Problem Solving, Science, Engineering
 - Social Studies (Civics, History, Geography, Culture), Social Skills
- Coherent, consistent, sustained, high quality curriculum and instruction within a stable, positive environment*





CHUTES THAT DO NOT CLOSE GROUP ACHIEVEMENT GAPS

- Parallel interventions and remediation
- Computer programs and websites
- Worksheets, workbooks, flashcards, etc. (even if labeled as “interactive”)
- Seatwork, independent work, homework
- Targeted supplements to core curriculum
- Gaming the system

LADDERS THAT PROMOTE IMPROVED ACHIEVEMENT AND DIMINISHING GAPS

- **Short term – 6 months – 2 years**

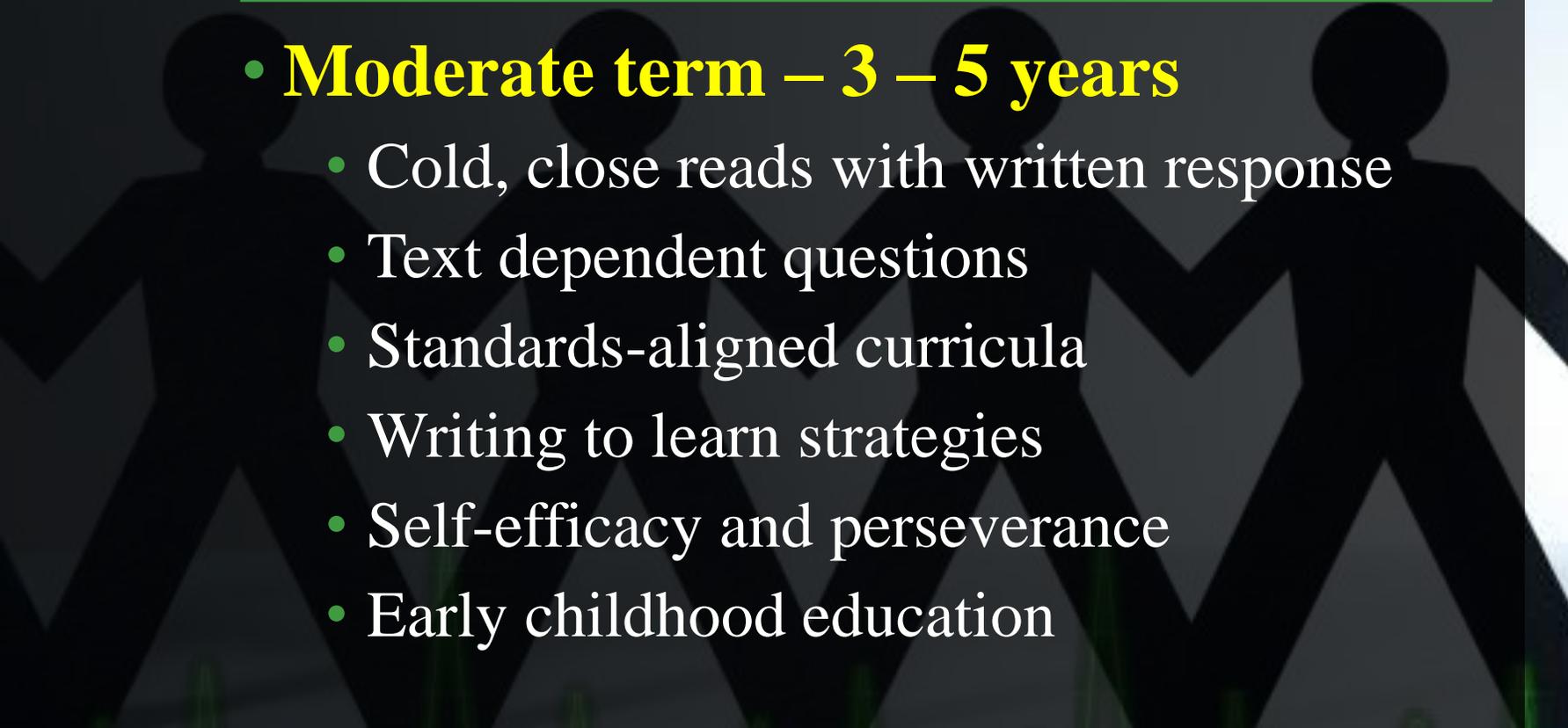
- Reading and test questions and prompts
- Text “attack” skills and strategies
- Assessment specific strategies *
- Tricks, algorithms and pneumatic devices
- Anchor charts and classroom resources *
- Targeted skill instruction and curricular supplements
- Aligned vocabulary, strategies and formulas



LADDERS THAT PROMOTE IMPROVED ACHIEVEMENT AND DIMINISHING GAPS

- **Moderate term – 3 – 5 years**

- Cold, close reads with written response
- Text dependent questions
- Standards-aligned curricula
- Writing to learn strategies
- Self-efficacy and perseverance
- Early childhood education



LADDERS THAT PROMOTE IMPROVED ACHIEVEMENT AND DIMINISHING GAPS

- **Long term – 6 – 15 years**

- Access to learning resources
- Ample exposure, experiences and opportunities
- High expectations and expanded horizons
- Positive long-term relationships
- Ethical, social and emotional development
- Executive functioning and self-regulation



RESOURCES FOR COMBATING YOUR ACHIEVEMENT GAP

- Ladders Planning Sheet
- Tools for Moderate term strategies
- Hill, T. (2017). *Combating the Achievement Gap: Ending Failure as a Default in Schools*. Rowman & Littlefield: Lanham, MD.
 - Book signing @ 1:00pm
- **Dr. Teresa Hill** – tdhilledd@yahoo.com

