



KENTUCKY DEPARTMENT OF EDUCATION

Closing the Achievement Gap

Facilitator's Guide

Objectives	Estimated Time
Welcome and Introductions	10 minutes
Unbridled Learning Overview	50 minutes
Achievement Gap	5 minutes
Expectation 1	25 minutes
Break	10 minutes
Expectation 2	25 minutes
Expectation 3	25 minutes
Expectation 4	25 minutes
Closing, Reflection and Evaluations	5 minutes

Materials Needed

- Closing the Achievement Gap participant's booklet (one for each participant)
- Guidelines for Closing the Achievement Gap for all Students book (one for each participant)
- SBDM Council Achievement Gap Resource Booklet (one for each participant)
- chart paper
- markers
- easel (optional)
- highlighters and Post-It notes (optional)
- PowerPoint presentation (optional)
- Missing Piece of the Proficiency Puzzle Book (optional) – at least one copy for presenter

Welcome and Introductions

Welcome each participant. If working with participants from multiple councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes (if providing). Have each participant introduce themselves and the role that they have on the school council (i.e., administrator, teacher or parent). Thank each participant for their service, especially parents. Encourage each to participate fully and to ask questions. Review the booklets provided to each participant: the Closing the Achievement Gap participant's booklet, the Closing the Achievement Gap book and the Achievement Gap Resource Booklet.

Session Overview/Student Achievement

Read the session overview and the student achievement paragraphs. Rephrase to provide additional guidance. Remind school council members that their main charge is to improve student achievement.

Introduction

Have the participants read silently the introductory letter from Commissioner Holliday on page 2 of the participant's booklet. Advise them that this is the same letter that is in the introductory portion of the Achievement Gap book.

Ask participants the following questions: What are your first thoughts? How does this letter direct your view of analyzing gap data?

Review the four expectations bulleted in the letter. Remind participants that during this module, they will be looking more closely at each of the expectations and that by the end of the session, they will have strategies and ideas that they can take back to their school council to address each of the expectations.

Unbridled Learning Overview

Have participants locate the Unbridled Learning Summary on page 8 in the Achievement Gap Resource booklet. Discuss with the participants how each of the areas of measurement will be used to determine the school's or the district's score. Pages 9 to 13 in the Resource Booklet are a more detailed explanation for Unbridled Learning. Paraphrase the text on pages 3 and 4 of the participant's booklet instead of reading aloud.

Achievement Gap

Have participants find page 4 in the Achievement Gap Resource Book. Note to the participants that this is the Achievement Gap statute and that in section 1 is the "official" definition of "achievement gap." Have participants highlight (underline) in their booklets.

Have participants locate the Executive Summary beginning on page 1 in the Guidelines booklet. Note to them that is a history of the development of the booklet and that it was structured around addressing the achievement gap definition in the statute. The Executive

Summary provides the framework for the expectations and the goals outlined in the rest of the booklet.

Note the acronym CRACGC on chart paper (Commissioner's Raising Achievement/Closing Gaps Council). Explain that this is the group that met and developed the book. A list of these persons begins on page 7. Note that it is an eclectic group of educators, businesspersons and parents.

Review the rest of the booklet. Show that expectations come with goals. Chart out the expectations and goals to show the progression as follow:

Expectation 1

Goals 1, 2, 3

Expectation 2

Goals 4, 5

Expectation 3

Goals 6, 7, 8

Expectation 4

Goals 9, 10

Post this prominently for the remainder of the session. Refer back as needed to keep focus.

Expectation 1

Read Expectation 1; summarize key points. Have participants highlight key words or phrases in either their participant's booklet or in the Guidelines book. (The expectation begins on page 9 in the Guidelines Book.) Remind participants that Goals 1, 2 and 3 all support Expectation 1 referring back to the chart created listing the expectation numbers with the corresponding Goal numbers.

Read Goal 1; rephrase and highlight as needed. Note to the participants that Sample Evidence is provided for each goal and that these are **samples** and not an all-inclusive list. Read through the samples and rephrase/highlight as needed. Have participants complete the reflection with their group/council. Share out as appropriate.

Have participants locate in the Achievement Gap Resource Book (page 6) the regulation for school and district improvement planning components (703 KAR 5:225, Section 9). Look at the section of the regulation. Have participants highlight and note specifics such as:

- (2) Structure and components in an improvement plan
- (4) Other requirements
- (6) Requirements for priority or focus schools

Note to the participants that plans are developed in the online platform, ASSIST (Adaptive System of School Improvement Support Tools). Have participants complete the reflection.

Begin reading the sample strategies. Note to participants that these are sample and not all-inclusive. Highlight as needed. Share out thoughts. Facilitate open discussion of each. Complete reflection.

Facilitate discussions of Goals 2 and 3 in a similar manner. Refer back to 703 KAR 5:225, Section 9, as appropriate. Have participants complete the reflection.

This is the halfway point (time-wise) for a break.

Expectation 2

Welcome participants back. Review the design of the Closing Achievement Gaps book (i.e., expectation numbers and goal numbers).

Read through Expectation 2. Facilitate discussions on first thoughts. What key words stand out? Chart and post in training room. Continue in the same manner as with Expectation 1. Refer to regulation, achievement gap statute, Unbridled Learning and the Missing Piece as appropriate.

Expectation 3

Read through Expectation 3. Highlight or note key words or phrases.

Have the participants read Goal 6. Have each group discuss whether or not they know of or understand the school's intervention plan. Look at the sample evidence and strategies. Have participants complete the reflection. Continue with Goals 7 and 8, discussing and completing reflections.

Expectation 4

Read through Expectation 4. Facilitate discussions on first thoughts. What key words stand out? Chart and post in training room. Continue in the same manner as with Expectation 1. Refer to regulation, achievement gap statute, Unbridled Learning and the Missing Piece as appropriate.

Closing (Next Steps)

Review with participants the four expectations and the 10 goals. Remind participants that they need to prioritize needs and that they cannot do it all at one time or they will be overwhelmed. Have participants work together as a school council to complete the final three-section chart.

Thank participants for their attention and discussion. Provide contact information and EILA certificates for the training.