



Ribas Associates and Publications, Inc.

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**How to Close Pandemic-Related Achievement Gaps and Further Narrow Achievement Gaps for Special Education, Minority, ELL, and Low SES Students (the workshop that can be done online synchronously (4 two hour sessions), live (3 three hour sessions), or a combination of the two. It is designed for all the administrators in the district as well as for teachers, and school clinicians).**

Dr. Paul Ash is a national leader in the area of closing achievement gaps. He has worked with educational experts in this area such as author Karen Chenoweth and Harvard Professor Ron Ferguson. His program provides strategies for raising student achievement for students of color, special education, ELL and low SES students. He has also been a presenter on closing achievement gaps at state principal conferences and superintendent conferences. As a superintendent of schools, Paul successfully closed the achievement gaps in his district. During these past five years, he has helped urban, suburban, and rural New England School Districts with their work to raise achievement for ALL students and close achievement gaps.

When schools closed in March due to COVID 19 all teachers in Massachusetts had to shift their teaching from classroom instruction to online learning, with no time to plan for the transition. Even with high quality/hard working teachers, few teachers were able to ensure that every student was able to learn the planned content and skills through June.

In this program, we will focus on strategies teachers can use next year to make up for the lost essential knowledge in ELA and mathematics from March to June. We will begin the first workshop by discussing how to identify the essential power standards for the content not taught or learned last year and ways teachers can close those gaps.

In addition, during the 6 hours of workshops you will learn 16 high-leverage, research-based strategies to further close achievement gaps for minority, low-income, and special education students in your school. As the former Superintendent of Schools in Lexington, Dr. Ash closed achievement gaps for nearly all low-performing students (see below). These strategies have been shared with school leaders in Everett, Norwood, Greater Lowell Vocational, Nashua (NH), and at MSAA, MASS and RIASP conferences.

#### **Paul's Success Closing Achievement Gaps as a Superintendent:**

- Grade 10 ELA Special Education MCAS scores increased from 79% proficient and advanced to 100%;
- Grade 10 Special Education mathematics scores increased from 81% proficient and advanced to 95%;
- Grade 10 ELA African American MCAS scores increased from 43% proficient and advanced to 100%;
- Grade 10 African American mathematics scores increased from 68% proficient and advanced to 96%; and
- SAT scores for African American students increased by a total of 294 points on the writing, reading, and mathematics tests combined over a seven-year period.

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