

"A Caring School Community Dedicated to Excellence"

**REGIONAL SCHOOL UNIT #38
BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
March 17, 2021, 6:30 p.m.**

AGENDA

Join Zoom Meeting <https://us02web.zoom.us/j/89280771928>

1. Call to order:
2. Presentations:
 - a. Annual Report by District Auditor, HR Smith (10 min.)
 - b. NWEA* (30 min.)
3. Citizens' Comments (not budget related):
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
5. Action Item: (5 min.)
 - a. Approval of Minutes of March 10, 2021*
6. Budget Workshop: (40 min)
 - a. Updates
 - b. Citizens' comments regarding budget
 - c. Deliberations, follow-up and decision making
7. Adjournment:

Any citizen who wishes to add an item to the agenda may do so by notifying the Board Chair or the Superintendent's Office, in writing, ten days prior to the Board's next scheduled meeting.



DON'T REMEDIATE, ACCELERATE!

Effective catch-up learning strategies – evidence from the United States

12 August 2020

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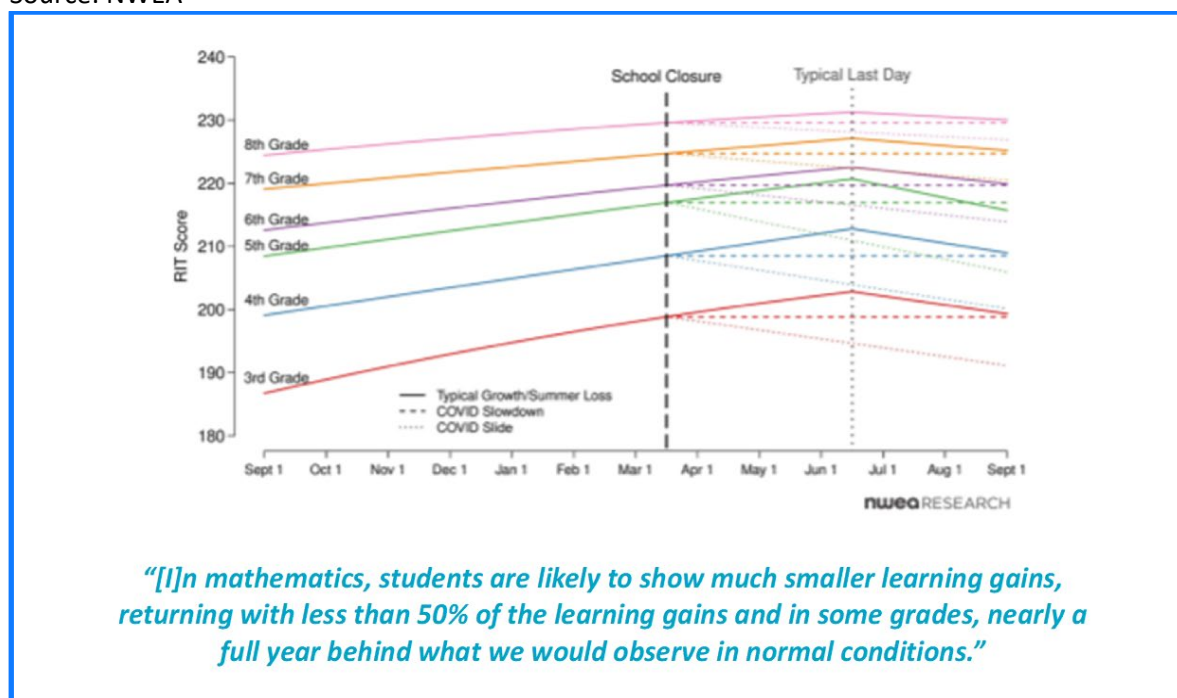
Introduction

The COVID-19 crisis has caused an unprecedented disruption of education when schools all over the world were closed as part of wider efforts to curb the spread of the pandemic. Efforts to ensure learning continuity were made almost immediately, using for example, the internet, television, radio or other means. Yet, millions of students around the world have not been able to benefit from these alternative learning platforms due to lack of connectivity, equipment or other factors. Even for those that were able to connect, learning was compromised.

Most students returned or will return to school with a greater learning loss due to the COVID-19 crisis. In the context of the United States (US), the Northwest Evaluation Association (NWEA) tried to quantify the combination of the usual “summer melt” (what students ordinarily forget over the summer holiday) with the fact that they have learned less from alternative learning options than had they attended school. In mathematics, for example, NWEA estimates that students will experience a learning loss of 50% (Figure 1).¹

Figure 1: Learning loss forecast in mathematics

Source: NWEA



The education disruption caused by COVID-19 has caused new or exacerbated existing learning gaps and inequalities. For instance, students from low-income families were hit even harder as they had far less access to internet and/or the hardware required to access online instruction.² As these students were more likely to be academically behind their more privileged peers, even before COVID-19, they will be further below their grade-level when they return to school.³ The UNESCO advocacy paper *'How many students are at risk of not returning to school?'* states that students who did not benefit from remote learning could become disinterested and are among those facing a higher risk of dropping out of school.⁴

In this context, as countries are reopening or planning to reopen schools for the current or the next academic year, a major concern is how to catch up with learning and how to narrow learning gaps and inequalities. To do so, Ministries of Education are considering various remediation strategies which require investing significant amounts of resources, energy and time, on behalf of both the education system as well as students and their families. It is therefore critical, from both a financial and a learning perspective, to deploy strategies that are effective.

Facing these academic realities, while simultaneously meeting new health challenges, schools may rely on a default approach, such as remediate students' learning gaps by trying to re-teach what had been missed. This paper argues that such remediation strategies are misconceived and that other strategies available are more effective. In order to inform education policy and practice and based on evidence from the US context, this document presents three common, yet ineffective, strategies and three that actually yield results. It also includes some guidance on how to assess which type of instruction to use in order to better assist students to catch up with learning, the challenges to be anticipated and how to address them.

1. Catch-up learning strategies: what does not work

When educating students who are unable to undertake grade-level work, public schools in the US have traditionally selected one of three common strategies: grade repetition (retention), automatic promotion to next grade (social promotion), and remediation (Box 1).⁵ However, compelling evidence from research indicates that none of these three strategies is effective.

Box 1: Common remediation strategies

Source: Presentation for the National Charter Schools (NCSC) Virtual Sessions⁶

Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.

Social Promotion: Students continue with their age peers regardless of their academic performance.

Remediation: At a basic level, remediation (or reteaching) means "teaching again" content that students previously failed to learn.

TNTP the national teacher network / 3

a) Grade repetition (retention)

A summary of available research shows that as a single strategy, grade repetition – students repeating the same grade instead of progressing to the next grade – does not work.⁷ In the earlier grades, it may make a slight initial difference, which, however, dissipates over time.⁸ Evidence also shows that retaining middle-school students is not effective at all, on the contrary it makes them more likely to drop out at high school level.⁹ Furthermore, some limited positive effects of retention seem to come from strategies that go well beyond grade repetition.¹⁰

b) Automatic promotion to next grade (social promotion)

The research on automatic promotion – moving students up from grade to grade with their peers, even if the students have not satisfied academic requirements or met performance standards – shows that this strategy is not effective either. A summary of relevant research clearly states that social promotion does not help low achievers to catch up with their age peers.¹¹ While, comparatively, social promotion may be somewhat less damaging than retention, neither strategy helps low-achieving students to gain ground.

c) Remediation

With both the previous strategies showing no success, educators have turned to remediation – the effort to compensate for students' lack of prior learning by attempting to fill in what they have missed while keeping them in their age-appropriate grade level. There is compelling evidence that this very common pedagogical strategy has not been effective, either. Students who are behind, stay behind.

In the US, an American College Testing (ACT) 2012 report found that only 10%, or fewer, of the students who were off-track in Grade 8 attained the ACT College Readiness Benchmarks® by Grade 12.¹ Research carried by the Institute of Education Policy (IEP) at Johns Hopkins University based on state-developed tests in Grade 4 and Grade 8 in 1651 schools in six states and one district, found that no school completely eliminated the achievement gap during the middle school years and that just 1% of the schools consistently reduced the achievement gap and also improved scores for the lowest-performing students.¹² A recent study by The New Teacher Project (TNTP) showed that giving students simpler, previous grade-level materials results only in their falling further behind the grade-level material.¹³ For example, trying to teach Grade 7 students all that they missed in Grade 6, and often 5 and 4, does not yield any results. On the contrary, students are demoralized, while the material is far too extensive and often insultingly simplistic, especially in English, Language and Arts (ELA) subjects. After the passage of Hurricane Katrina in New Orleans, elementary schools which focused on remediation found that students scored so badly on end-of-year state assessments, that their schools were threatened with closure.¹⁴ However, a subsequent re-emphasis on grade-level instruction improved score performance. It can be concluded that remediation, especially for students that are seriously behind, will lock them into a vicious cycle that ratchets down their learning levels, year after year.

¹ The ACT, along with the SAT test, is one of the two assessments taken by American high-school students for entry into many colleges and universities.

2. Catch-up learning strategies: what works

The prolonged and unprecedented education disruption caused by the current COVID-19 crisis and the risk of widened learning gaps and inequalities call for teaching techniques which are proven to help students catch up with learning. Evidence from the US context shows that certain strategies are particularly effective in doing so. These include acceleration, micro-teaching and tutoring. Usually used to support disadvantage students, these strategies remain relevant during and beyond the COVID-19 crisis. Below is a brief description of each one of them:

a) Acceleration

Acceleration focuses on teaching only what must be learned, at a given level. Instead of trying to teach everything that a student failed to learn in previous grades, schools provide only the most important skills and knowledge for the specific unit the class is studying, focusing on skills and knowledge minimally required for a student to adequately access grade-level material.

What does this mean in practice? For example, in an ELA lesson on inference, if certain students have difficulties, not only with inferences but also with other (unrelated) skills, instead of separating those students for whole-scale remediation, in-class differentiation² can be used and perhaps techniques such as additional response to intervention (RTI)³. The same applies in mathematics instruction. The following real-world example from a mathematics class in Grade 5 at Wayman Academy demonstrates how a teacher implements acceleration:¹⁵

Ms Smith's first lesson to a class of twenty-two students at Grade 5 was on adding unlike fractions. Wayman Academy diagnostic assessment data showed that twelve of the children were at a third-grade level on that skill, that is two years behind. The teacher started the lesson by teaching the Grade 5 concept to the whole class. She then had the class work on fully planned, differentiated independent work that was tailored to each student's mastery of the prerequisite skills – skills meant to be taught in lower grades – which are necessary in order to understand the new concept. Instead of teaching Grade 3 work, the teacher focused on filling the gaps that prevented students from grasping it. She then used RTI hours for those who needed more help.

b) Micro-Teaching and Micro-Schools

Micro-teaching entails teaching a small group of students either on-site or online. Micro-teaching often focuses on micro-learning, defined as learning that occurs in small chunks and in a short span of time.¹⁶ This student-centric learning strategy can be implemented in formal structured teaching programmes or informal self-directed learning programmes. Although micro-teaching has often been used in teacher training¹⁷ rather than in schools prior to COVID-19, teachers working in schools that are entirely online are likely to welcome the opportunity to work with smaller numbers of students. It also works well for teachers who, for example health reasons, need to work remotely. Such teachers can instruct small groups of students whose parents have chosen to keep them at home even if their schools are offering face-to-face instruction. Finally, in the US in July and August 2020, there has been an explosion in the number of parents who do not want to send their children back to school but are worried about the effects of long-term of online learning. These parents are now hiring teachers to teach small groups of

² Differentiation refers to the practice of separating the students in a class into smaller groups for the purpose of teaching each group differently based on their skills and knowledge.

³ RTI is the process of evaluating students' skill and knowledge levels and then designing different educational programmes (usually at three different levels) for those students who are performing below their peers. For students just slightly behind, RTI could mean modest additional teaching, but for students who are far behind, their entire educational programme could look different from other students of the same age group.

children either at their home, the home of another parent, or another safe location. The instruction of these “pods” of children are called “micro-schools”.¹⁸

c) Tutoring

Tutoring refers to one-to-one or one-to-small-group instruction. It may involve one teacher or one teaching assistant (para-professional) working with one student or a very small group of students (usually two to four). Tutoring can be considered as an example of micro-teaching but with a very small number of students. Whether virtual or in-school, tutoring could leverage such innovative models as part of a reconfigured and quite promising instructional design. Well-structured tutoring programmes can produce gains in reading or mathematics that are equivalent to about five months of learning,¹⁹ in addition to students’ ordinary progress. Recognizing its positive impact, both the United Kingdom²⁰ and the Netherlands²¹ have recently announced major investments in national tutoring programmes. An expert in evaluating educational interventions at Johns Hopkins University, Dr Bob Slavin, designer of the well-known Evidence for Every Student Succeeds Act (ESSA) website,²² argues that tutoring is one of the most powerful instructional interventions of all. In their policy brief *‘The Return’*,²³ Chiefs for Change and IEP recommend reconfiguring school staffing models to distribute instructional expertise more effectively, for example, by enabling at-risk teachers to remain at home, where they provide virtual instruction and/or support for students’ social and emotional well-being.

3. What to teach: anticipating and addressing challenges

Teachers will be unable to accelerate their students' learning, no matter how prepared they are, if they are uncertain about what to teach and when to teach it. What they need is actionable information about content and timing. Faced with COVID-19, it is improbable that teachers can expect their students to be ready for all the grade-level content that national or sub-national standards call for.

Implementing accelerated learning can be done in two steps:

- a) The first step is to identify a *smaller number* of key skills and core knowledge for the new academic year. Several US publishers are releasing guidelines to help teachers in this task. One organization (which was responsible for the most-frequently-used academic standards in ELA and Mathematics in the US), Student Assessment Partners (SAP), asks teachers to focus on a selected set of pre-grade skills just before teaching the grade-level skills.²⁴ SAP lays out the priorities in mathematics (K-8) and ELA/literacy (K-12) that should be the focus of instruction for educators in the 2020-2021 academic year. This document provides guidance to districts, schools and teaches about curriculum priorities by leveraging the structure and emphasis of college- and career-ready mathematics and ELA/literacy standards and removing the less essential content from what needs to be taught.
- b) The second step is to identify students' needs, pinpointing what students do not know so that the teacher can plan how to teach exactly what they are missing. SAP²⁴ suggests that teachers can:
 - leverage sources of information such as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials;
 - employ targeted checks of student understanding for very specific subject and grade-level instructional purposes.

There are limits to the use of these informal tools. Faced with a whole school full of children who have experienced a serious loss of learning due to COVID-19, more powerful tools are preferable. The following section lays out the options.

4. Using diagnostic assessments to determine instruction

The use of diagnostic assessments helps teachers identify the specific skills and contents their students need so that they can select the most appropriate teaching strategy and adapt instruction accordingly. End-of-year state assessment results do not work effectively because the information provided comes too late to be used in the current school year and do not provide sufficiently detailed information about individual student learning. Teachers need assessments that give timely, actionable data that allow them to target instruction precisely. Such assessment models, used in the US context, include the following:

- a) *Teacher-created assessments.* These have the advantage of being tailored to exactly what the teacher aims to diagnose. However, these have several disadvantages, especially the lack of professional preparation and support for teachers faced with designing truly strong diagnostic assessments.²⁵
- b) *Subject-based assessments from external vendors.* Assessments such as Measures of Academic Progress (MAP), produced by NWEA,²⁶ and, i-Ready Assessments, produced by Curriculum Associates,²⁷ provide indicators about student achievement that correlate with most States' end-of-year assessments, and generate specific student-level diagnostic data, which teachers can use for differentiated instruction. For example, States such as Nebraska²⁸ are using adapted MAP-Growth assessments extensively as formative tests and intend the assessments to eventually replace end-of-year tests altogether. While clearly of considerable value, the limit of using the MAP/i-Ready assessments, especially in ELA, is that they are curriculum agnostic. For example, while such tests may indicate if students can understand what "inference" means, these tests cannot indicate if students have mastered a particular text or a set of readings.
- c) *Curriculum-integrated assessments.* A number of highly rated curriculum publishers currently provide diagnostic assessments that are integrated within their materials. For instance, Great Minds²⁹ has created Affirm, which is designed to help teachers who are using their mathematics or English curriculum (*Eureka Math*[®] and *Wit & Wisdom*[®] respectively) to better meet the needs of their students. Affirm offers instant scoring and reporting to help track student progress over time. The tool also provides students with additional practice and preparation for standardized assessments. Another highly rated mathematics curriculum, Zearn, recently released guidance³⁰ to help teachers diagnose learning challenges, providing targeted content.

In their selection of assessment models, school districts should take into consideration their system's current practices and the resources available to support professional development. Where teachers have access to assessments mentioned in b) and c) above, the results should be used to target accelerated learning. All else being equal, we recommend the use of curriculum-integrated assessments (see c) above). However, it may not be practical to switch to curriculum and/or diagnostic assessments in the midst of COVID-19. At a minimum, districts should prioritize support for teachers who will face diagnosing the learning levels of their students in the new school year. Such support could include helping teachers use SAP's tools and others that identify key entry skills to the most important grade-level material.

Conclusions and recommendations

This paper presents some of the most common remediation strategies and their effectiveness – or not – in the US context. Research findings show that common strategies, such as grade repetition, automatic promotion to the next grade or remediation are not effective. Instead, scientific evidence points to other policy options that appear to be more effective, such as accelerated learning, micro-teaching and tutoring.

The global economic downturn caused by the COVID-19 crisis poses serious challenges to the availability and use of public expenditure, including education budgets. Ministries of education will have to make smart policy choices to ensure effective investments in learning. Business as usual will not only further burden education budgets, students and teachers, they will also cement in place historically large achievement gaps and inequalities. Ineffective strategies need to be abandoned in favour of more effective practices, which enable learners to continue with their learning, contribute to closing learning gaps and inequalities and ultimately help mitigate the global learning crisis. These strategies can be used individually or in combination, through classroom-based or remote teaching. Certain groups of students would require more attention, particularly the most disadvantaged ones, and in greater need for such strategies as these students are more likely to stay behind.

The transition to these new strategies might entail some initial challenges, depending on the existing practices in any particular school. However, these challenges can be overcome and are worth the investment, as they are effective in helping students catch up with their learning. All efforts must be made to turn the current crisis into an opportunity to do better.

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About this paper

As countries are reopening or preparing to reopen schools following the prolonged closures due to COVID-19 and are considering various strategies to catch up with learning, this paper has been developed in order to assist Ministries of Education in their decisions, offering guidance on the effectiveness – or not – of some of the most common catch-up learning strategies, based on evidence from research in the US context. It will be useful not only for education decision- and policy-makers but also practitioners. It can be particularly useful in teacher training, informing teacher training processes in pre- and in-service training.

Certain limitations are acknowledged, however. This paper is based on research carried out in the US. Though the arguments put forward are probably valid in other contexts, further efforts are needed to analyze findings from similar studies carried out in other parts of the world, which, due to time and other practical constraints, are not included in the current document.

This paper has been developed by the Institute of Education Policy (IEP) at Johns Hopkins University in partnership with Chiefs of Change, with Dr David Steiner, IEP Executive Director, as the lead author. It is part of a series of documents produced by partners of the Global Education Coalition (GEC), which are available online on the GEC's website: <https://gloaleducationcoalition.unesco.org/>

The designations employed and the presentation of material throughout this paper do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

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Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: RSU 38

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

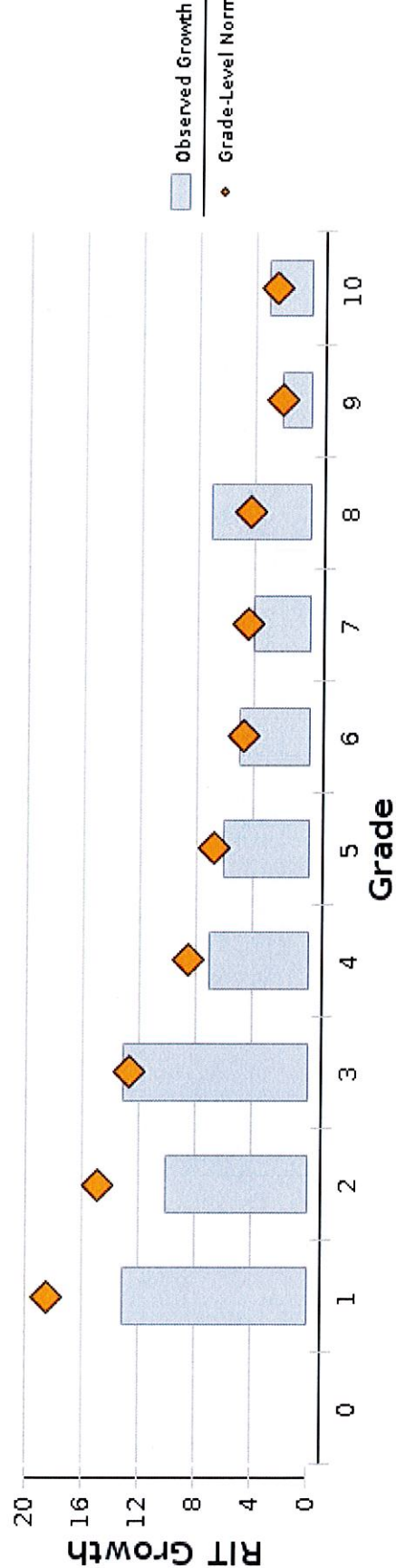
2020 Norms.
Winter 2020 - Win
Start - 20 (Wint
End - 20 (Wint
None
No

Grouping:
Small Group Display:

Language Arts: Reading

Grade (Winter 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against							
		Winter 2020			Winter 2021			Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Me Projector
0	1	*				*						*			
1	69	153.0	11.3	90	166.0	14.2	51	13	1.1	18.4	-2.42	1	69	27	39
2	58	170.2	12.7	77	180.5	18.5	46	10	1.5	14.9	-2.16	2	58	25	43
3	71	181.5	17.0	52	194.9	16.8	56	13	1.1	12.6	0.47	68	71	42	59
4	72	195.9	15.8	61	203.3	15.7	55	7	1.1	8.5	-0.82	21	72	37	51
5	64	205.0	13.4	64	211.2	13.5	62	6	0.9	6.8	-0.39	35	64	34	53
6	75	211.9	13.4	65	217.0	15.2	68	5	1.0	4.7	0.26	60	75	40	53
7	70	216.9	12.2	67	221.1	12.6	71	4	0.9	4.4	-0.16	44	70	41	59
8	66	221.8	16.0	74	228.3	15.9	84	7	0.9	4.3	1.61	95	66	50	76
9	64	228.0	12.2	83	230.2	12.1	85	2	0.9	2.0	0.16	57	64	35	55
10	56	224.6	12.9	67	227.8	12.9	72	3	1.1	2.5	0.48	69	56	30	54

Language Arts: Reading



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.



Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: RSU 38

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

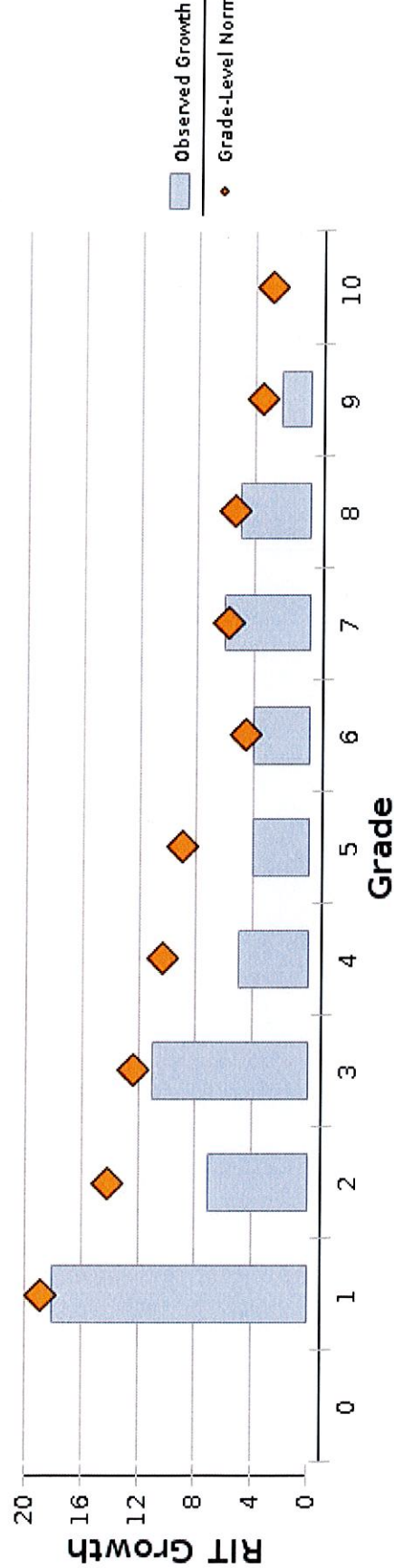
2020 Norms.
Winter 2020 - Win
Start - 20 (Wint
End - 20 (Wint
None
No

Grouping:
Small Group Display:

Math: Math K-12

Grade (Winter 2021)	Comparison Periods										Growth Evaluated Against								
	Winter 2020					Winter 2021					Growth			Grade-Level Norms			Student Norms		
	Growth Count†	Mean RIT	SD	Percentile		Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Me	Percent Me	Percent Me	
0	1	*			*			*						*					
1	69	153.1	12.3	72	170.6	13.1	53	18	1.0	18.8	-0.69	25	69	30	43				
2	58	175.6	14.0	82	182.4	10.0	39	7	1.1	14.2	-4.11	1	58	12	21				
3	72	183.5	11.6	46	194.0	11.8	36	11	0.7	12.4	-1.15	13	72	33	46				
4	72	197.3	10.8	57	202.6	11.3	31	5	1.0	10.3	-3.09	1	72	19	26				
5	65	205.0	10.0	44	208.8	11.7	23	4	0.8	8.9	-2.89	1	65	15	23				
6	75	213.7	11.1	45	217.3	11.5	39	4	0.7	4.5	-0.49	31	75	37	49				
7	71	218.0	16.0	42	224.1	15.1	50	6	0.8	5.8	0.20	58	71	36	51				
8	65	227.1	16.1	63	232.0	15.2	65	5	0.9	5.3	-0.25	40	65	32	49				
9	65	235.1	12.2	76	236.6	12.0	79	2	0.9	3.5	-1.26	10	65	26	40				
10	56	233.3	13.2	68	233.4	13.7	58	0	0.8	2.7	-1.63	5	56	22	39				

Math: Math K-12



Explanatory Notes

† These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability

2020-2021 Winter NWEA Data Comparison (K-5)

Kindergarten: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (85 Testers)	28 students or 33%	57 students or 67%
Winter 2021 (59 Testers)	18 students or 31%	41 students or 69%
Difference (+/-)		

1st Grade: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (80 Testers)	32 students or 40%	48 students or 60%
Winter 2021 (79 Testers)	30 students or 38%	49 students or 62%
Difference (+/-)		

2nd Grade: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (87 Testers)	33 students or 38%	54 students or 62%
Winter 2021 (64 Testers)	30 students or 47%	34 students or 53%
Difference (+/-)		

3rd Grade: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (82 Testers)	31 students or 38%	51 students or 62%
Winter 2021 (80 Testers)	29 students or 36%	51 students or 64%
Difference (+/-)		

4th Grade: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (74 Testers)	22 students or 30%	52 students or 70%
Winter 2021 (80 Testers)	29 students or 36%	51 students or 64%
Difference (+/-)		

5th Grade: Reading	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (79 Testers)	20 students or 25%	59 students or 75%
Winter 2021 (59 Testers)	22 students or 37%	37 students or 63%
Difference (+/-)		

2020 Overall: (487 Testers) 34% Lo-LoAvg (1-40%) 66% Avg-Hi (41-99%)

2021 Overall: (421 Testers) 38% Lo-LoAvg (1-40%) 62% Avg-Hi (41-99%)

Difference: -2% -4%

Kindergarten: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (86 Testers)	35 students or 41%	51 students or 59%
Winter 2021 (49 Testers)	9 students or 18%	40 students or 82%
Difference (+/-)		

1st Grade: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (80 Testers)	30 students or 38%	50 students or 62%
Winter 2021 (78 Testers)	31 students or 40%	47 students or 60%
Difference (+/-)		

2nd Grade: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (84 Testers)	33 students or 39%	51 students or 61%
Winter 2021 (65 Testers)	32 students or 49%	33 students or 51%
Difference (+/-)		

3rd Grade: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (80 Testers)	34 students or 43%	46 students or 57%
Winter 2021 (81 Testers)	30 students or 37%	51 students or 63%
Difference (+/-)		

4th Grade: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (88 Testers)	48 students or 55%	40 students or 45%
Winter 2021 (80 Testers)	41 students or 51%	39 students or 49%
Difference (+/-)		

5th Grade: Math	Lo-LoAvg (1-40%)	Avg-Hi (41-99%)
Winter 2020 (85 Testers)	44 students or 52%	41 students or 48%
Winter 2021 (69 Testers)	38 students or 55%	31 students or 45%
Difference (+/-)		

Overall: 503 Testers	45% Lo-LoAvg (1-40%)	55% Avg-Hi (41-99%)
Overall: 422 Testers	43% Lo-LoAvg (1-40%)	57% Avg-Hi (41-99%)
Difference:	+2%	+2 %

CONFIDENTIAL**NWEA Growth Goal Summary Winter 2020-2021**

- Only 3 at home learners came into test
- A snow (remote) day impacted testing opportunities
- Some students were quarantined for nearly all the testing days and not all make up tests were finished prior to the testing window closing

Current 6th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (88 students)	19	22%	69	88%	+7
Winter 2019/20 (86 students)	25	29%	61	71%	
Current 7th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (students)	15	19%	64	81%	+10
Winter 2019/20 (93 students)	28	29%	75	71%	
Current 8th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (students)	18	20%	70	81%	+1
Winter 2019/20 (87 students)	18	20%	70	80%	
Current 6th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (88 students)	39	44%	45	56%	-2%
Winter 2019/20 (86 students)	36	42%	50	58%	
Current 7th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (80 students)	28	35%	52	65%	+24%
Winter 2019/20 (92 students)	54	59%	38	41%	
Current 8th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)		Difference
Winter 2020/21 (69 students)	18	26%	51	74%	+10%
Winter 2019/20 (87 students)	32	36%	56	64%	

2021 Winter NWEA Data

10th Grade Math	Lo-Lo Avg (< 41%)		Avg- Hi (>41%)		Total Tested
Winter 2021	19	30%	44	70%	63
Winter 2020	23	27%	62	73%	85

10th Grade Reading	Lo-Lo Avg (< 41%)		Avg- Hi (>41%)		Total Tested
Winter 2021	15	23%	49	77%	64
Winter 2020	25	29%	61	71%	86

9th Grade Math	Lo-Lo Avg (< 41%)		Avg- Hi (>41%)		Total Tested
Winter 2021	9	13%	58	86%	67
Winter 2020	29	30%	66	70%	95

9th Grade Reading	Lo-Lo Avg (< 41%)		Avg- Hi (>41%)		Total Tested
Winter 2021	8	12%	58	88%	66
Winter 2020	14	14%	90	86	103

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
March 10, 2021
Minutes of Meeting

Members Present: Chair Gary Carr, Vice Chair Wendy Brotherlin, Patty Gordon, Cathy Jacobs, Rebecca Lambert, Betty Morrell, David Twitchell, Alexander Wright
 Member absent: Kim Bowie, Shawn Roderick, Melissa Tobin, Dane Wing, (one vacant position)
 Administrators: Superintendent James Charette, Technology Director Diane MacGregor, Principals Jeff Boston, Dwayne Conway, Janet Delmar, Abbie Hartford, and Kristen Levesque, Curriculum, Instruction & Assessment Director Nancy Harriman, Special Education Director Ryan Meserve, Adult & Community Education Director Steve Vose, Finance Manager Brigette Williams, Maintenance and Transportation Director Shaun Drinkwater

1. Call to Order: Chair Carr called the meeting to order at 6:30 p.m.

Superintendent Charette stated, in accordance with An Act to Implement Provisions Necessary to the Health, Welfare and Safety of the Citizens of Maine in Response to the Covid-19 Public Health Emergency as enacted to read Sec. G-1 MRSA Subsection 403-A Public proceeding through remote access during declaration of state of emergency due to Covid-19 this business meeting is being held with a mix of in person and virtually, through zoom. The meeting is being recorded and will be posted on the maranacook.org YouTube channel.

This meeting has two public comment portions, Item 2c for budget related comments and Item 3 for general comments. We respectfully ask that the virtual audience with the exception of the board members mute their microphones. The chat box feature in zoom will only be used during the Joint Budget Meeting with the Select Boards and the two public comment periods. If you have questions or comments we respectfully ask that you contact the central office or email the superintendent or any board member and an answer will be provided as soon as possible. We ask for the public's patience during these highly unusual circumstances. Attendance and all votes will be done through roll call.

2. Budget Workshop:

a. Joint Budget Meeting with Select Boards

The following Select Board members were in attendance: Dawn Kliphen, Manchester; Mac Hardy, Mt. Vernon; Bruce Bourgoine and Kathryn Woodsum, Readfield; and Amy Black, Wayne. Superintendent Charette reported that they continue to work on reducing the budget. The draft budget now stands at a 2.75% increase over FY20. The reductions were made by moving the software for online programs (\$55,000), and the network costs that belong with E-Rate (\$78,000) to the ESSERF grant. They also moved \$100,000 for the laptop leases for middle and high school students to the ESSERF grant. Another minor adjustment of \$5,000 for ALICE safety training was removed and they are looking to transition into a more cost effective program.

Superintendent Charette reviewed the first draft of the preliminary Revenue sheet highlighting the increases and decreases. Under property tax revenue, the required match is down a little; the local only debt also shows as being down, but due to the facilities improvement bond being on a separate line now (reclassified to where it belongs), the additional local dollars line is up by \$1,174,950. The total revenue budget is up \$519,753, and the total increase in local dollars \$427,906.

Superintendent Charette responded to questions.

Mr. Bourgoine stated he appreciates all the work that is being done. He asked that they continue to refine the budget. He asked whether the proration to the towns are ready yet. Superintendent Charette stated he will get those emailed to the Towns week.

Superintendent Charette opened a discussion on how the student pro rations are presented. Currently the student proration is based on number of students attending each elementary school, whether or not they are from that specific town, and includes Superintendent

Agreement students. The Board has been discussing charging in-district transfer students to the towns they reside in and removing the Superintendent Agreement students from other districts from the proration. Grades 6-12 students are already prorated out to the towns they reside, and the Superintendent Agreement students are spread among the 4 towns. Tuition students are not considered in the proration since their tuition is paid by their resident towns. The question is whether we should continue with the way it has been done, or whether in-district transfer students should be charged to their resident towns no matter where they attend, and to remove the Superintendent Agreement students completely from the proration. He asked for a consensus on how the Board wants this presented. Mrs. Williams added this would start with FY21; the proration is based on a 3-year rolling average, as required by the Reorganization Plan.

Two scenarios will be prepared and presented at next week's meeting.

Mr. Wright request a third scenario dividing all Superintendent Agreement students equally among the 4 towns.

Chair Carr added his concern that tuition students are coming in at a lower rate than what it costs the 4 towns. Mrs. Williams responded that we are charging the maximum the state allows. There is a formula in the Reorganization Plan that we have to use. He stated that Wayne pays more per student so that cost should be spread among the 4 towns.

Mr. Wright added the Board should continue to pursue changing the Reorganization Plan to see if there are any updates needed.

Further discussion was held about the different ways to show the proration. Many town officials and Board members liked the idea of presenting the proration without the Superintendent Agreement students, especially since that is the way the State does it.

The Board will be presented with 3 scenarios next week to see how the figures compare.

c. Citizens comments regarding the budget

John Harker requested the addition of money to the budget in relation to covid. Since the Board is prioritizing health and wellness for staff and students, he made the following recommendations: adding \$700.00 so that each staff member can be given 7, N95 masks. He also asked the Board to consider providing nutritional supplements to assist in immunity, estimating it would cost a dollar a day for all teachers. If the Board added nutritional supplements for students, he estimates the cost to be \$20,000 for the year. In total it would cost \$30,000 to put this all together and it would go a long way to keep everyone additionally safe.

Chair Carr asked Mr. Harker about the \$5,000 request he brought forward last week for the health curriculum; what does the \$5,000 cover? Mr. Harker responded it would pay for the district to hire a dietician to work under contract with the health teachers and curriculum director to revise the curriculum. Mr. Harker offered to work on a volunteer basis along with them.

3. Citizens comments (not budget related): none
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: none
5. Student Petition Discussion:

High School student Isaiah Barden addressed the Board about the petition drive he organized regarding the high school returning to class time on Wednesdays, stating that he does not agree with the decision to be back in school 5 days a week. He outlined concerns about the additional exposure. Remote Wednesdays serve a lot of functions. Wednesdays have been very helpful for teachers, and students to catch up on work, connecting with teachers for additional help, and some students have been able to work a job to help support their families. Additionally, the uncertainty of schedules makes it harder for everyone, what they need right now is consistency.

Chair Carr noted the Board took what is best for the entire student body under consideration when they made this decision. He offered to meet with Isaiah and Dr. Conway to

help work things out. He also welcomed Isaiah and other students to come and speak with the Board at any time.

Vice Chair Brotherlin read a statement from Manchester Board Member Kim Bowie, thanking Isaiah for the well-organized petition. Other Board members expressed their appreciation for bringing the concerns of this group of students to their attention.

Mr. Twitchell noted that if there are ideas students want to bring to the Board, perhaps the Student Council or the Student Representatives to the Board could help to bring concerns to the Board in a regular way.

6. Action Items:

a. Approval of Minutes of March 3, 2021

MOTION by Brotherlin, second by Wright to approve the minutes of March 3, 2021 as presented. **Roll Call Vote – Motion Carried: unanimous**

b. Acceptance of teacher resignation effective June 30, 2021, Elementary Physical Education, Nancy Martin

MOTION by Brotherlin, second by Wright to accept the resignation of Nancy Martin with regret. **Roll Call Vote – Motion Carried: unanimous**

c. Consideration of Contract for School Privileges (Grades 6-12) between RSU #38 and Fayette School Department

MOTION by Brotherlin, second by Wright to approve the contract for school privileges (Grades 6-12) between RSU #38 and Fayette School Department as recommended by the Superintendent.

Superintendent Charette reported that the current contracts expires this year. The agreement is similar, but Fayette and RSU 38 worked with Drummond Woodsum to update the language of the contract, especially as it relates to special education students. The date for Fayette to inform us any upcoming 6th grade students has been moved up to January.

Roll Call Vote – Motion Carried: unanimous

d. Consideration of District Network Improvements Contract

MOTION by Brotherlin, second by Wright to award the District Switch and Wireless Upgrade to Systems Engineering as recommended by the Superintendent.

Mrs. MacGregor responded to questions specific to the contract and how things will be costed out. The 40% that will be funded locally is being built into the ESSERF grant; the other 60% is E-Rate. This contract should carry the District at least 5 years. Right now we have independent contracts with other people; this should replace those. Also, the MLTI project used to take care of our networks, but the State has shifted these costs to the schools.

Roll Call Vote – Motion Carried: unanimous

7. Adjournment: The meeting adjourned at 8:18 p.m.

Respectfully submitted,
James Charette, Superintendent/Secretary
D. Foster, Recorder