



# Regional School Unit #34

Alton, Bradley, and Old Town

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## **Curriculum, Instruction, and Assessment Highlights**

I'm quite proud of our staff who worked hard to deliver excellent summer programs to our students. We had a healthy mixture of current staff and some "new to us" staff (pre-service educators) who delivered great things for kids. You'll see some of the programming featured in the back-to-school issue of Community Connections. From the outset we sought to create summer programming that was fun and engaging, while being literacy-rich, numeracy-rich, and inquiry-rich. There is a fair amount of research that shows punitive summer programs are ineffective; we asked our applicants what would make kids want to come back the next day, and what would make kids recommend the summer program to their friends.

While quality summer programming is needed by some kids in any year, we think especially now in the context of mitigating the impact of the pandemic. The longest of our programs offered 24 days to students, which is the length of time between our initial cancelled day on March 17<sup>th</sup>, 2020, through April vacation of that year. If we were to again offer students 24-day summer programming next year, that would be the same length of time as April vacation 2020 through the end of May 2020. Comparing summer programming to normal school days is a bit like comparing apples and oranges, but the number of days offered, the smiling faces, and the good attendance rate shows, I think, that we're making a positive impact on kids' needs.

These programs occurred through the hard work of many, from the direct summer staff to their school administrators, custodians, food service, IT, and business office staff. Many thanks.

I have attached a summary of the past several years of data from the NWEA; we've used the NWEA for about 15 years in RSU #34, and for at least the next year it will be the state assessment in math and literacy. These slides show only one facet of our students; that measured by a computer-adaptive standardized assessment. Research in education, with human subjects, many influencing factors, and complex conditions, is always messy and any look at educational data is thick with caveats. As I look at these data, I see a few general trends. I'd be happy to discuss the data with anyone, and we could also schedule time at an upcoming Board CIA Committee meeting to discuss.

Respectfully Submitted,  
Jon Doty

*Every student deserves to make continuous progress in school.*