CGR – (COVID Gap Remediation)

Considerations

Summer 2021

*CGR is a summer program designed to provide remedial instruction in math and language arts for the purpose of closing learning gaps arising from inadequate virtual learning.*

**CHALLENGE:** If a school matriculates any number of new students who are coming from a context of year-long virtual/hybrid learning, the likelihood of COVID-Gaps is probable. IF the school merges those new students into an existing classroom of students who have had the blessing of in-person learning over the past year, teachers will be faced with larger challenges than usual - - meeting the needs of returning students while trying to remediate a group of new students. Trying to do both of these “well” is not likely or will come at a great cost to our teachers.

Talking points for developing remedial summer programs.

- The reality of COVID-Gaps.
  - May vary from state to state or county to county (district to district).
  - Some (not the masses) students have excelled in virtual learning and may not need remediation.
  - Some student instructional gaps may be larger than others.
  - It is important to discriminate between COVID instructional gaps and actual learning exceptionalities.

- Brainstorming Resolution:
  - Collect assessment data for language arts and math on all incoming 1st through 12th graders.
    - Conduct an individual needs assessment in order to determine the size and nature of a COVID-Gap.
    - The feedback will shape the instructional pathway of your summer programs or tutoring recommendations.
    - School-created on-line assessments that parents may supervise seems an optimal way to assess COVID-Gaps. In-person paper and pen assessments are another option.
      - Google Forms, Formative Assessment, Jot Form serve as examples of online.
  - Decisions to be made:
    - Recommend new student repeat the grade or . . .
    - Provide summer program opportunities for remediation or . . .
    - Provide recommendations of summer tutoring with or without the summer program opportunities.

- How many sessions are you able to offer?
  - Offering more than one repeating session will add convenience to family’s vacation schedules.
• What is the maximum number of students that you will place with a teacher for remediation sessions?
  o Suggest 5 or less to optimize needed individualization.
• Do you have staff available to teach the sessions?
• How will you “pre-screen” your incoming students to determine the extent of their gaps in language arts and math?
  o If online assessment, how will you involve your grade level math and language arts staff in constructing the assessment?
    ▪ Developing core competencies?
    ▪ Your existing curriculum guides?
    ▪ Based upon the needs assessed from the screening?
  o If online, consider collecting scanned copies of math work from the assessment to determine how students processed their math answers.
  o If you already have admissions testing in language arts and math, this may be adequate pre-screening to determine extent of COVID-Gaps. If your admissions testing is not adequate and you do additional assessment, be certain not to duplicate your admissions screening with your COVID-Gap pre-screening.
• If students stay from morning through the afternoon, what will lunch and supervision look like outside of the classrooms?
• Consider a statement in your printed materials to protect your ministry from unrealistic parental or student assumptions.
  o Example: *Completion of the CGR program cannot guarantee the student will be academically prepared for the 21-22 HCS classroom. We believe that progress will be realized through the summer remediation program but the COVID-Gap may not be able to be fully addressed. Our CGR staff will provide a progress report/needs assessment at the end of their session for each student. Additional tutoring may be recommended.*
• What will be the cost per student per session?
  o Consider $20.00 per hour minimum for your teaching staff in a 1:1 setting.
  o If instructors teach more than one student at a time, consider blessing your teachers with additional remuneration.
  o Insure that school costs such as electric, curriculum, copy services, and custodial are covered.
• Define a timeline for roll-out (brochure as an example) and clearly define the process for pre-screening and registration.
• Develop a standardized progress report/needs assessment to be completed by CGR instructors for each student as they exit the session
• Additional Thoughts
  o Some students may need remediation in language arts or math, but not both.
  o Some students may need more than 20 hours of remediation in a subject area.
  o A math or language arts CGR teacher may extend their hours for students/families who desire more instruction in that course area.