

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?
 - 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?
 - 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?
 - If online, consider collecting scanned copies of math work from the assessment to determine how students processed their math answers.
 - 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.
 - 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?
 - Consider \$20.00 per hour minimum for your teaching staff in a 1:1 setting.
 - If instructors teach more than one student at a time, consider blessing your teachers with additional remuneration.
 - 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
 - Some students may need remediation in language arts or math, but not both.
 - Some students may need more than 20 hours of remediation in a subject area.
 - A math or language arts CGR teacher may extend their hours for students/families who desire more instruction in that course area.