




Monday, February 26, 2007 12:17:10 PM

Message

From:  Linda Ciampa
Subject: Academic Academy
To:  Ginny Rebar
Cc:  Administrators
 Paul Knowles

Hi Ginny.

I just wanted to send you a note about Academic Academy. I think it is an amazing program that gets to so many kids that need the extra support and learning. Sometimes I think that the added planning time is a pain but as I was doing that planning last night I saw how focused the instruction is and that the kiddos are getting it. The kids in my group needed extra time segmenting and reading words. they can do it now! They also needed to practice 1:1 correspondence in reading. They can do it now!

I also want to thank all the people involved for making this happen. Thank you.

Sincerely,
Linda Ciampa

Academic Tutorial Data Collection

January 29th thru April 27th

This needs to be turned into the principal before May 1st

Teacher Name Laurie Malcolm

Student Name	Common Essential Outcome that is being addressed (your LER team decided these)	Date that this Essential Outcome was Met
[faded]	End of year DRA goal 2/07 level I	★ Met level J 5/07
[faded]	2/07 level E	Met level I 5/07
[faded]	2/07 level E	★ Reached level t 5/07
[faded]	2/07 level E	★ Met level I 5/07
[faded]	★ now on gr. level!	
[faded]		
[faded]		
[faded]		
[faded]		
[faded]		
[faded]		
[faded]		

Academic Tutorial Data Collection

January 29th thru April 27th

This needs to be turned into the principal before May 1st

Teacher Name Laurie Clary

Student Name	Common Essential Outcome that is being addressed (your LER team decided these)	Date that this Essential Outcome was Met
	TO meet the standard of level 7 on the writing rubric.	May 1, 2007
	*April exceeded the standard for the end of year benchmark!	
	TO meet the standard of level 7 on the writing rubric.	May 1, 2007
	*Makayla exceeded the standard for the end of year benchmarks!	

Academic Tutorial Data Collection

January 29th thru April 27th

This needs to be turned into the principal before May 1st

Teacher Name Deb Carey

Student Name	Common Essential Outcome that is being addressed (your LER team decided these)	Date that this Essential Outcome was Met
[Faint handwriting]	25 Kindergarten Journaling Core Word List	4/23
[Faint handwriting]	Letters & Sounds	4/2
D. [Faint handwriting]	Letters	4/2
S [Faint handwriting]	Letters & sounds	4/2
[Faint handwriting]	25 Kindergarten Core Word List	4/9
[Faint handwriting]	Handwriting / s a g	4/9
[Faint handwriting]		
[Faint handwriting]		
[Faint handwriting]		
[Faint handwriting]		
[Faint handwriting]		
[Faint handwriting]		

GRMS

After School Tutorial Summary 2006-2007

Overview:

Once again, after school tutoring was made available to GRMS students through the after school tutorial program. Two teachers served as the tutors for the program, and were supported by the classroom teachers who made referrals throughout the year. Classroom teachers made referrals and provided instructional material to be used during the tutoring sessions. Students received additional academic instruction from 2:00 until 3:30 one day a week for as many weeks as the referral was for.

Participation:

During the 2006-2007 school year, a total of 24 students participated in the after school tutorial program. The number of weeks that an individual attended depended on the classroom teacher's referral and amount of additional instruction required. Of the 24 students, 15 attended between one and five times, 3 attended between six and ten times, and 4 attended more than ten times. Students from all grade levels utilized the program.

Conclusions:

In order to draw conclusions about the success of the students who participated in the tutorial program, classroom teachers were questioned about the student's achievement and grades were compared. The feedback from the classroom teachers can be summed up as follows. The students who participated regularly benefited the most. Other students were able to maintain their averages. When looking at the grade data, it supports that the majority of the students either maintained or improved.

4/13/07
Ryan Cuneo +
Deb Mancini

GRMS

June 14, 2006

Dear Ms. Rebar,


This year, Debora Marceau and I ran the after school tutoring sessions at GRMS. Starting in October, and running until May, we held a total of 29 sessions. Based on teacher referrals, 39 students participated in the program throughout the year. Throughout the year students were discharged for a variety of reasons: fifteen students for failure to attend, eight students for voluntary reasons such as moving or no longer needing additional help, and three for behavioral reasons. Teachers were asked to provide us with background information about each student and send supplemental materials that we could use in our instruction. Each week students were separated into two groups where Debbie and I could provide individualized attention to the students' learning needs. After completing the after school tutorial sessions, Debbie and I surveyed the teachers to collect data on how the students were performing in their academic classes.

Based on our data collection, we discovered that there was a significant number of students who stayed the same or showed improvement as opposed to those who performed worse in their classes. We also noted that there was a small portion of students whose behavior became worse as the year progressed. On the other hand, there was a large number of students whose behavior was noted as improved.

In the targeted areas of math and reading, teachers provided input on how the students were meeting standards on local assessments. It was interesting to see that of the math assessments that were given to our tutorial students, that more were meeting and exceeding the standards than were partially or not meeting standards. In reading, there seemed to be the same number meeting and exceeding as partially or not meeting standards.

For the 2006-07 school year, Debbie and I would like to make the following adjustments. First, the referral process needs to be done prior to students arriving for tutoring. This should include the reasons for referral as well as supplemental materials. All too often we found that we were focusing more on the homework of that day than providing additional instruction time for the students. Second, we would like to implement a quarterly update from classroom teachers. This would give us a better understanding of how the students are doing on an ongoing basis.

Sincerely,



Ryan Avery



Debora Marceau

Attachment: Student data spreadsheet

Cc: Irene MacDougal

After School Tutoring Tracker

P. 4

TO: 95828305

207-582-6823

MIDDLE SCH

FROM: GARDINER

AUG-21-2007 08:36

Date	Name	Subject Area	Grade Level	Tutorial Topics	Frequency	Grade at end of Service/end of year
12/6/06		LA	6(2)	Cloze activities, comprehension		
12/14/06		LA	6(2)	Cloze activities, comprehension		
1/3/07		Reading	6(2)	cloze activities/comprehension		
1/10/07		Reading	6(2)	Cloze/comprehension		
1/17/07		Reading	6(2)	Cloze activities, comprehension		
1/23/07		reading	6(2)	Cloze activities, comprehension		90/87
1/30/07		reading	6(2)	Cloze activities, comprehension	7 times	Reading W-70/72
10/11/06		Writing	7(1)	Outlining		R-77/85
12/6/06		LA	7(1)	apostrophes and editing		
10/18/06		Writing	7(1)	Citizenship writing/organizing	3 times	Writing
1/23/07		math	7(2)	percents/fractions/place value		
1/30/07		math	7(2)	fractions		
2/7/07		math	7(2)	fractions-exponents		
2/28/07		Math	7(2)	metric conversions/fractions		
3/7/07		Math	7(2)	decimals/metrics		
3/21/07		math	7(2)	decimals/metrics		
3/28/07		math	7(2)	fractions		
4/25/07		Math	7(2)	decimals		
5/2/07		Math	7(2)	decimals		
5/9/07		Math	7(2)	estimating/decimals		70/66
5/30/07		math	7(2)	algebra/order of operations	11 times	Math
1/10/07		Math	7(2)	Equations/graphing		

GRMS

After School Tutoring Tracker

P.5

TO: 95828305

FROM: GARDINER MIDDLE SCH 207-582-6823

4/4/07

AUG-21-2007 08:36

1/17/07	Math	7(2)	Adding and Subtracting Fractions		
1/23/07	math	7(2)	percents/fractions/place value		
1/30/07	math	7(2)	fractions		
2/28/07	math	7(2)	metric conversions/fractions		
3/7/07	Math	7(2)	decimals/metrics		
3/21/07	Math	7(2)	decimals/metrics		
3/28/07	math	7(2)	fractions		
4/25/07	math	7(2)	decimals		
5/2/07	Math	7(2)	decimals		
5/9/07	Math	7(2)	estimating/decimals		66/73
5/30/07	Math	7(2)	algebra/order of operations	12 times	Math
3/21/07	math	7(2)	decimals/metrics		
3/28/07	math	7(2)	fractions		
4/25/07	math	7(2)	decimals		55/66
5/2/07	Math	7(2)	decimals	4 times	Math
1/23/07	math	7(2)	percents/fractions/place value		
2/7/07	Math	7(2)	fractions-exponents		
2/28/07	Math	7(2)	fractions/decimals		
3/7/07	Math	7(2)	decimals/metrics		
3/21/07	math	7(2)	decimals/metrics		
3/28/07	math	7(2)	fractions		
4/25/07	Math	7(2)	decimals		
5/2/07	Math	7(2)	decimals		67/71
5/9/07	Math	7(2)	estimating/decimals	9 times	Math
4/4/07	math/history	7(2)	math history		
4/25/07	math	7(2)	fractions		80/79
5/2/07	Math	7(2)	decimals	3 times	Math
3/21/07	Math	7(2)	distributive property		

After School Tutoring Tracker

3/28/07	math	7(2)	fractions		
4/4/07	math	7(2)	Math equations		
5/2/07	Math	7(2)	decimals		80/82
5/9/07	Math	7(2)	decimals	5 times	Math
		7(2)	percents/fractions/place value		
1/23/07	math	7(2)	fractions		
1/30/07	math	7(2)	fractions		
2/7/07	Math	7(2)	fractions-exponents		
3/7/07	Math	7(2)	decimals/metrics		
3/21/07	math	7(2)	decimals/metrics		
3/28/07	math	7(2)	fractions		
4/25/07	Math	7(2)	decimals		
5/2/07	Math	7(2)	decimals		70/71
		7(2)	algebra/order of operations	9 times	Math
5/30/07	Math	7(2)	algebra/order of operations	9 times	Math
3/21/07	math	7(2)	multiplication concepts		
3/28/07	math	7(2)	multiplication concepts		74/75
4/4/07	Math/history	7(2)	reading,math, history	3 times	Math
		8(3)	Comp/rates, data tendency/...		65/67
10/11/06	Math	8(3)	Comp/rates, data tendency/...		65/67
		8(3)	Fact or Fiction assessment	2 times	Math
10/18/06	Math	8(3)	Fact or Fiction assessment	2 times	Math
		8(4)	science concepts - compounds	once	Science 80/79
2/7/07	science	8(4)	science concepts - compounds	once	Science 80/79
1/23/07	science	8(4)	concepts of chemicals	once	moved
1/10/07	Math/history	8(4)	math equations/history		
		8(4)	math equations/history		
10/18/06	Math	8(4)	Math equations		H-74/74
		8(4)	2 step equations/long division with decimals		M-85/78
10/24/06	Math	8(4)	2 step equations/long division with decimals		M-85/78
		8(4)	expressions/equations		S-77/80
11/1/06	Math	8(4)	expressions/equations		S-77/80
		8(4)	rate, area perimeter		
11/8/06	Math	8(4)	rate, area perimeter		
		8(4)	area/perimeter/algebra concepts		
11/16/06	Math	8(4)	area/perimeter/algebra concepts		

After School Tutoring Tracker

P.7

TO: 95828305

207-582-6823

AUG-21-2007 08:36 FROM: GARDINER MIDDLE SCH

12/6/06	History	8(4)	Boston History Assess., Local Assessment "Who Shot First"		
12/14/06	History/Math	8(4)	Local Assessment		
1/3/07	History/Math	8(4)	Science questions, history test preparations		
1/17/07	Math	8(4)	Percents/proportions		
1/23/07	math/history	8(4)	math equations/history		
2/7/07	history	8(4)	integers/inequalities		
2/28/07	Math/history	8(4)	History/math		
3/7/07	History/Math	8(4)	history project		
3/21/07	Math/Science	8(4)	History/math		
3/28/07	History	8(4)	research project		
4/4/07	History/Math	8(4)	explore learning/history project		
4/25/07	History/Math	8(4)	history/social studies/language arts		
5/2/07	science	8(4)	science		
5/9/07	History	8(4)	history project		
5/23/07	Math	8(4)	math lab work		
5/30/07	History	8(4)	Civil war project	22 times	
2/7/07	Science	8(4)	science concepts - compounds	once	moved to alt

After School Tutoring Tracker

2/28/07	Science	8(4)	science concepts - compounds	once	moved to alt
2/7/07	Science	8(4)	science concepts - compounds	once	78/81
1/23/07	science	8(4)	concepts of chemicals	once	move to alt
1/30/07	Science	8(4)	science concepts - compounds		
2/28/07	science	8(4)	science concepts - compounds		
3/7/07	science	8(4)	Science questions, history test preparations		Science 55/67
3/21/07	Science	8(4)	Science questions, history test preparations		
4/4/07	math	8(4)	Math equations	5 times	
12/14/06	History	8(4)	local assessment /reading	once	History 72/73
12/14/06	History/math	8(4)	Local Assessment/Computation	once	math 73/69
3/7/07	History	8(4)	History concepts	once	History 73/72
5/23/07	Science	8(4)	lab	once	Science 77/76
12/14/06	History/math	8(4)	local assessment/percents		
1/3/07	Math/history	8(4)	math equations/history		
1/10/07	Math/history	8(4)	math/history		
1/17/07	Math	8(4)	coordinates/probability		
1/30/07	Math/history	8(4)	constitution principles		
2/7/07	Math	8(4)	integers/inequalities		
2/28/07	Math/history	8(4)	math/history		
3/7/07	Math/history	8(4)	math/history		
3/21/07	science	8(4)	Science questions, history test preparations		
3/28/07	math	8(4)	Math equations		
4/4/07	Math history	8(4)	explore learning/history project		

GRMS

After School Tutoring Tracker

4/25/07	science	8(4)	science	Science 63/71
5/2/07	Math	8(4)	quadrilateral	Math 76/82
5/9/07	Science	8(4)	science	History 67/71
5/23/07	science	8(4)	lab	
5/30/07	Science	8(4)	science lab	10 times

Gardiner Area High School
40 West Hill Road
Gardiner, Maine 04345
Telephone: (207) 582-3150

Jackie Pare
Assistant Principal

Chad Kempton
Principal

Karen Perry
Athletic Director

Jean Powers
Guidance Director

June 28, 2007

Ms. Virginia Rebar
Assistant Superintendent
MSAD#11

Dear Ginny,

Here is the report you requested in regards to the Academic Tutorial program currently being implemented at Gardiner Area High School.

ACADEMIC TUTORIAL REPORT
2006-2007

Assigned Tutorial Program Overview: (Excerpt from the 2006-07 student handbook)

During the 2006-07 school year, the English and Science departments will be using this process with students who do not complete and turn in assigned schoolwork. The philosophy behind the program is based on our belief that each assignment created by a teacher has a purpose of strengthening skills and/or broadening academic experiences, therefore student are expected to complete all assignments in a timely manner. Without structured timeframe for completion of these assignments, teachers are not able to assess their students' progress and continue to help them build their skills. In the event a student does not complete work by an assigned due date, the following process will be followed:

- If the work is not completed by the due date, the teacher will assign the student to a tutorial session where he/she will stay until the work is completed. The teacher will tell the student when and where this tutorial session will be held.
- Academic Tutorial sessions were held on Mondays, Wednesdays, and Fridays after school for an hour each day (approximately 2:15pm to 3:15pm).
- Students were able to attend Academic Tutorials either voluntarily or when referred by their teacher.

During the first semester, if students did not attend the assigned tutorial, they were assigned a three-hour after school detention and were held accountable for both their defiance to do what was being asked of them by their teacher and for completion of the coursework.

During the second semester, this process was changed primarily due to the lack of capacity administration and staff had to keep up with the high number of three-hour detentions being assigned to students for not attending Assigned Tutorial sessions. The three-hour detentions were no longer assigned and the process was stopped at the Assigned Tutorial level with students not receiving credit for the overdue work when they did not attend the Assigned Tutorial.

The data below indicates the decrease in failure rates at Gardiner Area High School due to the implementation of the Academic Tutorial Program in the English and Science departments:

GAHS

	Grade 9	Grade 10	Grade 11	Grade 12
# assigned to English AT	82	39	35	45
# assigned AT & passed English	71	37	34	45
# assigned to Science AT	47	52	27	12
# assigned to AT & passed tutorial	45	48	26	12

	YR 05-06	Q1 06-07	Q2 06-07	Q3 06-07	Q4 06-07	YR 06-07
English	11%	1%	2%	9%	9%	5.25%
Science	13%	10%	2%	19%	18%	12%
Social Studies	23%	22%	4%	29%	35%	22.50%
MCL	13%	0.07%	3%	15%	21%	9.76%
Math	16%	17%	3%	24%	22%	16%
VPA	0.08%	0.72%	2.00%	7%	10%	5%
HPE	11%	1%	3%	14%	18%	9%
Career Prep	2%	17%	3%	15%	18%	13%

Conclusion:

The results:

Having the ability to fund the Academic Tutorial Program for the English and Science departments, our students demonstrated decreased failure rates both content areas. Each of the other six content areas attempted to offer some form of Academic Tutorial the first semester even though funding was only available for English and Science. These other departments were also offered the opportunity to request students be assigned 3-hour detentions for skipped sessions with teachers. As the year progressed, this was less manageable for these six other departments without teachers hired to assist the students during after school hours (Academic Tutorials). The lower failure rates for the first semester are reflective of a solid effort by:

1. Teachers paid to assist students during Academic Tutorials in English and Science.
2. Teachers volunteering some additional time to assist students beyond their contractual day, without pay.
3. A system that held students accountable for their learning with a tiered system that included Assigned Tutorials and 3-hour detentions when the tutorials were skipped.
4. More students completing assignments in the allotted time and/or during tutorial partially due to not wanting to serve the consequences for either not completing the assignment and/or attending the Academic Tutorial.

Summary of what we have learned:

GAHS

The Academic Tutorial program demonstrated to be an important part of helping students learn and succeed at GAHS. The content areas that were afforded the opportunity to offer Academic Tutorials (three days per week) decreased the failure rate of students. The tiered system (semester 1) was far more effective than the one level Assigned Tutorial system (semester 2) alone. We have also learned that if students realize they will continually be held accountable for their learning, they are more likely to complete assignments the first time they are offered assistance. This results in students learning at a much higher level. Finally, the data tells us there is a need to expand the Academic Tutorial program to include other content areas. We feel confident this would reduce the failure rates in any additional content area the program was expanded to and ultimately help our students be more successful learners and more accountable for their education.

Respectfully submitted by:

Jackie Pare

Assistant Principal

Gardiner Area High School