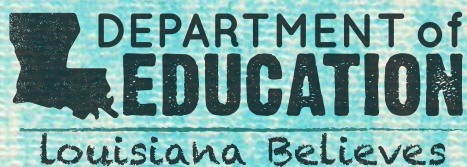




ACCELERATE



Louisiana's Pre-K-High School Tutoring Strategy



Revised August 2021

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Vision, Mission, Priorities, and Purpose

VISION

All students can achieve high expectations regardless of their background, family income, or zip code.

MISSION

Ensure every Louisiana student is on track to a college degree or professional career.

PRIORITIES

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly-effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

PURPOSE

Less than half of Louisiana students demonstrate mastery on third grade and eighth grade content on LEAP 2025 assessments. It is imperative that school systems build a system where all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards. To ensure that this vision is realized for all students, the following things have to be true.

1. All students should access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment.
2. Supports for students should supplement instruction and accelerate student progress by preparing students for new learning.
3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for grade-level content during core instruction.

Louisiana believes that equal-access, effective tutoring is a priority and can improve student achievement. To effectively address and prevent unfinished learning, students must be provided with extra time to learn. Accelerate is designed to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students.

This document provides detailed information about Accelerate's

- Core pillars for implementation,
- Acceleration Cycle,
- Approach in ELA and math,
- ELA and math resources,
- Timeline for a rolling release of supports, and
- Funding supports.

What is Accelerate?

No longer are the days of **remediation**, catch-up, and cramming skills in isolation. Such strategies have proven ineffective and often detrimental to student learning.

Accelerate is an **equal-access**, just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses **unfinished learning** in an equitable way. **Acceleration** means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

Acceleration is accomplished when teachers focus on looking forward through the provision of just-in-time supports that ensure readiness to engage with grade-level content by building knowledge and connecting it to skills in current lessons. When teachers *accelerate* learning, they diagnose where students are on their path to mastery and put students on a fast track to accessing on-grade-level content instead of delaying it through remediation.

Addressing unfinished learning through acceleration stems from the Department's firm belief that mitigating barriers to learning serves students and their diverse needs best when driven by an asset-based mindset, which celebrates the value of all learners. This requires viewing student supports as *opportunities* to build upon and leverage the unique strengths, or assets, that learners bring to the classroom. In contrast, a deficit-based mindset sees student supports as *challenges or problems*, which can perpetuate existing inequities and lead to lower expectations and learning outcomes for students.

ACCELERATION IS

- ✓ Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.
- ✓ A type of intervention.
- ✓ Proactive, deliberate action planning.
- ✓ Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum.

ACCELERATION IS NOT

- ✗ Speeding up teaching or compressing content.
- ✗ Teaching skills in isolation from current, grade-level learning.
- ✗ Grade retention or skipping.
- ✗ A substitution for more intensive interventions students might also need.
- ✗ Computer programs, workbooks, or test preparation.
- ✗ Boot camp or reteaching of previous grade skills at the beginning of the school year.
- ✗ Utilizing resources or programs that are disconnected from the high-quality curriculum.
- ✗ Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.
- ✗ Grouping students by perceived ability.

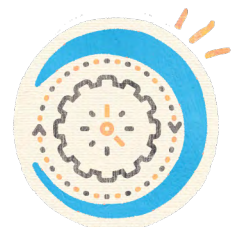
Accelerate has three core pillars outlined in this guidance. The practices identified in each pillar provide the highest academic return on investment.



Intentional Structures



High-Quality Materials



Effective Instruction

Core Pillars

The backbone of this strategy is deeply rooted in strong evidence on best practices for tutoring and addressing unfinished learning that fall into three pillars: **Intentional Structures**, **High-quality Materials**, and **Effective Instruction**. For maximum impact, these pillars must be implemented in tandem.



INTENTIONAL STRUCTURES

There are structures within a school that must exist to support the implementation of Accelerate. School leaders should have these practices reflected in their [master schedule](#).

Access is equal: All students have extra time built into the school day for tutoring.

- Tutoring has far too often been reserved for students whose families have the resources to support private services or provided as a voluntary after school option for some students. This typically results in a lack of content-strong tutors, a lack of coherent supports connected to grade-level instruction, and inconsistent participation by students.
- Implementation of a school-wide tutoring strategy provides an environment in which growth mindsets are fostered and all children in need of additional support can benefit without producing the stigma of tutoring as being only for schools that are low performing or for certain groups of students.
- Tutoring should be scheduled within the master calendar as part of the school day. Separate scheduled time ensures attendance, improves academic culture, and keeps students in core instruction. Intentionally planned tutoring time is the most effective way to boost student performance for all students. Not only does this ensure that tutoring actually takes place, it is providing equal access for all.

Core instruction is sacred: Students receive grade-level ELA, math, science, and social studies instruction.

- Students must remain with their peers in core instruction: ELA, math, science, and social studies. These subjects build academic knowledge and vocabulary and boost comprehension.

Extra time is high-dosage: Tutoring is frequent and consistent.

- Students should meet at least three times a week for at least 30 minutes per session.



HIGH-QUALITY MATERIALS

High-quality materials are the bedrock of quality tutoring. School leaders should ensure that teachers and students have access to and use resources that complement and are directly connected to the high-quality core curriculum to prepare students for new learning.

Materials are aligned: Materials should be aligned to grade-level, high-quality curriculum.

- Supports for students should supplement instruction and accelerate student progress by preparing students for new learning.

Content is delivered just-in-time: Tutoring should be delivered concurrent to on-grade-level instruction.

- The right content must be delivered at the right time. Teachers address unfinished learning by scaffolding content to ensure readiness for every student to access lessons in upcoming weeks.
- The content must be well-coordinated with the core instruction taught.



EFFECTIVE INSTRUCTION

Ongoing formative assessment should drive the instruction for individual students or small groups with common needs. Effective instructional practices delivered by effective educators will substantially accelerate learning in both math and reading for students with unfinished learning.

Instruction is driven by data: Formative assessment data identifies unfinished learning and monitors progress.

- Educators use timely, formative assessments to identify student needs. High-quality, curriculum-embedded diagnostic assessments and tasks provide data for educators to identify learning opportunities connected to upcoming lessons.
- Data also allows educators to flexibly group students by common needs for small group tutoring.
- Using lesson-embedded assessments (e.g., exit tickets) provides educators with timely feedback on student learning.
- Daily student work should be monitored for progress and analyzed for real-time student needs.
- Data should remain at the center of planning for instruction, are instrumental in driving and tracking student progress, and are excellent tools for improving instruction.

Instruction is individualized: Learning is designed for each student's needs.

- Ideally, tutoring is one-on-one since it has the strongest effect, but small groups of students 3-5 elementary school students and 15 high school students with common needs can achieve high results.
- The consistency of the tutor and their knowledge of students' strengths and needs are essential in building an individualized approach.

Tutors are effective teachers: The most effective teachers should be implementing this instruction.

- Tutors are content-strong and rated Highly Effective or Effective: Proficient Effective in the grade and content area they are tutoring.
- Tutors should receive ongoing professional development and on-the-job feedback.

Acceleration Cycle

The Acceleration Cycle should be used as a structure of continuous planning and responding to address student needs. This cycle can also be used to support students with an [Individual Academic Improvement Plan](#).

Diagnose students' unfinished learning of the prerequisite content knowledge and skills.

For math, teachers should administer acceleration tools included within [Accelerate Math](#) resources, or high-quality curriculum-embedded diagnostics. For ELA, teachers should administer a high-quality universal literacy screener for pre-k-2 and a curriculum-embedded diagnostic for grades 3-high school. With the data, teachers should identify the needs of students.

Plan for the timing and content for acceleration support for all students.

School leaders should schedule tutoring time during the school day with effective teachers; however, schools may also plan tutoring time outside of school hours (i.e., before or after school, weekends, intersessions).

Using the data, teachers should plan for one-on-one or small groups of up to three students together with similar needs (e.g., students needing learning opportunities in counting to 100 or reading long vowel sounds).

Teachers will use the Accelerate [ELA](#) or [math](#) resources to prepare students for the upcoming lessons.

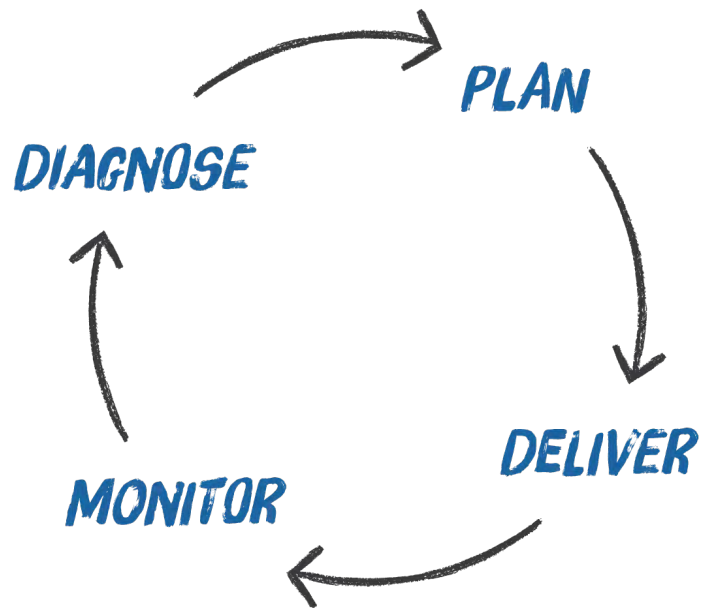
School systems offering summer programming should provide at least five weeks of programming with at least three hours of academic instruction per day to be most impactful. To increase program effectiveness and maximize return on investment, districts should focus on ensuring strong student attendance, productive use of instructional time, and high-quality instruction. Schools should use the [Summer Learning Program Guidance](#) to plan for tutoring and enrichment opportunities during summer.

Deliver just-in-time, curriculum-aligned acceleration support.

Qualified tutors should meet with students one-on-one or with small groups who have common needs to deliver the connected, just-in-time support through mini lessons and activities that accelerate access by scaffolding to the most immediate, directly connected grade-level content that students are learning in class. The Department has provided timely support [resources](#) for tutors for ELA and math.

Monitor progress to adjust supports based on student performance.

Using daily student work from tasks embedded in the curriculum, teachers have timely data as touch points for student learning. Next steps from data can be addressed during tutoring time. Data collected from smaller scale assessments such as tutoring exit tickets (in math) and end-of-unit assessments will provide data on student progress and should inform instructional next steps.



The Acceleration Approach

The context for approaches for ELA grades pre-K-2, ELA grades 3-high school, and math grades pre-K-high school are described below.

ACCELERATE: ELA PRE-K-GRADE 2

To accelerate Pre-K-2 students in ELA, teachers must continue to use high-quality curricula to focus on reading, understanding, and expressing understanding of text. Foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Therefore, in order to address unfinished learning, teachers should support students in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency in a logical and transparent progression. In Pre-K-grade 2, teachers should use formative assessments from their high-quality curriculum or literacy screener results to:

- Individualize instruction and provide necessary explicit, structured phonics and phonemic awareness instruction in a timely manner.
- Guide use of high-quality curriculum for each student by making explicit connections to the on-grade-level content with which students are currently engaging.

ACCELERATE: ELA GRADES 3-HIGH SCHOOL

The Louisiana Student Standards for each grade level are cyclical in nature, with text complexity building at each grade level. There's undisputed evidence showing that the key factor in reading comprehension isn't mastery of strategies; it's how much you know about the topic—background knowledge. Therefore, to accelerate students in grades 3-high school, teachers must focus on supporting students in accessing the features of complex, current grade-level texts by building knowledge, vocabulary, or foundational skills. In addition to the supports provided within the existing high quality curriculum, teachers should:

- Provide explicit, individualized decoding and foundational skills support in grades 3-5
- Provide knowledge building support in grades 3-high school

ACCELERATE: MATH GRADES PRE-K-HIGH SCHOOL

The Louisiana Student [Standards for Mathematics](#) are built in a coherent fashion. This embedded coherence provides teachers an explicit pathway to understand the development of student mathematical understanding. To support students who have unfinished learning in math, educators should scaffold in previous grade-level conceptual understanding using high quality instructional materials. In addition to the supports provided within the existing high quality curriculum, teachers should:

- strategically plan to engage students with previous grade-level content in a timely manner, with explicit connections to the on-grade-level content with which students are currently engaging;
- review data specific to essential prerequisite knowledge and skills for upcoming lessons and determine when and how to act based on the evidence of the unfinished learning in the class.

The Department provides guidance on prerequisite standards to educators through the grade-level [Learning Acceleration Guidance](#). Model tools and guidance to diagnose, plan, deliver, and monitor are also provided within the [Accelerate Math](#) resources.

Resources

The Department is releasing resources for ELA and math tutors for the entire school year on a rolling basis during 2021. In English language arts, these materials are designed to align with the scope and sequence for grades pre-k-2 foundations, and 3-high school ELA Guidebooks. For math, resources are designed to align with the materials and scope and sequences for grades K-8 Eureka Math and grades 6-8 Illustrative Mathematics. For high school Algebra and Geometry, materials are organized by standard and include correlations to the scope and sequences for Eureka Math, Springboard, and Illustrative Mathematics.

Accelerate resources provide teachers with guidance to offer just-in-time core support to struggling students in ELA and math in grades Pre-K-high school. These tutoring resources are designed to provide teachers with high-yield instructional practices and quality materials that will accelerate students' learning in connection with the on-grade-level instruction being taught in the classroom. LDOE continues to work with high-quality curricula providers to develop these resources as part of their packaged curriculum.

ELA

The [Accelerate ELA](#) resources are built to ensure that students are able to access grade level text. Each grade-level includes links to resources that support students in building knowledge, vocabulary, or foundational skills including student materials for each tutoring session. The initial launch of materials includes one unit of teacher and student-facing Foundational Skills supports for grades 3-5 and one teacher and student-facing knowledge pack in grades 3-8 which align to some [ELA Guidebooks units](#). The Foundational Skills materials should be used to work individually with students based on their placement via formative assessments/screener results. The Knowledge Pack materials should be used to build student knowledge and vocabulary ahead of reading of complex texts from the [ELA Guidebook unit](#). Sessions were designed for virtual instruction, but teachers should adjust to the mode of delivery, technology, and resources available to them.

School Systems should access the [text portal](#) as well as the [unit reader portal](#) and order texts for these units to ensure delivery of materials prior to summer instruction.

For Accelerate Summer in ELA grades 3-8, school systems should plan instruction using an [ELA Guidebook](#) unit that was not implemented during the 2020-2021 school year. School Systems should access the [text portal](#) as well as the [unit reader portal](#) and order texts for these units to ensure delivery of materials prior to summer instruction. Information about accessing additional materials for the units can be found on the [ELA Guidebooks landing page](#).

Additional Summer Accelerate ELA guidance and information including content recommendations and sample calendars will be released soon.

For more information, please contact ELAGuidebooks@la.gov.

Resources

MATH

The [Accelerate Math](#) resources are built as proactive support to upcoming classroom content in order to ensure students' readiness for grade level mathematics. Math tutoring resources are designed to provide support on the most essential prerequisite knowledge and skills to support success in next week's upcoming lessons. Materials for each grade-level include diagnostic assessments, correlations to in-class lessons, links to Google slide presentations for each tutoring session, and exit tickets designed specifically for each set of tutoring sessions. Sessions were designed for one hour of virtual instruction for two sessions per week with additional practice included, as well as links to virtual manipulatives and Desmos activities when available. Teachers should adjust to the mode of delivery, time, technology, and resources available. Elements of the Google slide presentations can be delivered as is, written on paper and shown to students through a document camera, imported into other presentation software or platforms, or used with students physically present.

For more information, please contact STEM@la.gov.

Timeline

2021 FALL TIMELINE	
August 2021	Registration Opens for the LA Acceleration Series Webinars hosted by NIET
August 23, 2021	<u>Staffing and Scheduling Best Practice Webinar</u> at 1 p.m.
August 25, 2021	<u>Accelerate Overview Webinar</u> at 3:30 p.m.
August 31, 2021	<ul style="list-style-type: none"> • <u>Staffing and Scheduling Job Alike Support Session for District Leaders</u> at 11 a.m. • <u>Staffing and Scheduling Job Alike Support Session for Diverse Learner Leaders</u> at 1 p.m.
September 1, 2021	<ul style="list-style-type: none"> • <u>Accelerate Math Resources Overview Webinar</u> at 9 a.m. • <u>Staffing and Scheduling Job Alike Support Session for Counselors and Counseling Leadership</u> at 11 a.m. • <u>Staffing and Scheduling Job Alike Support Session for School Leaders</u> at 1 p.m.
September 8, 2021	<u>Accelerate ELA Resources Overview Webinar</u> at 3:30 p.m.
September 15, 2021	<u>Staffing and Scheduling Q&A Session</u> at 1 p.m.
September 29, 2021	<u>Staffing and Scheduling Q&A Session</u> at 1 p.m.

Funding and Support

FUNDING

Multiple funding sources can support the implementation of Accelerate. School systems can use funds from their General Fund, Title I, CARES, CAA, and Direct Student Services allocations. In addition, school systems received a Strong Start Tutoring allocation February 1, 2021 to support the launch of Accelerate this spring.

For more details on funding sources, reference the [Federal Funding Guide](#) or contact LDOE.GrantsHelpDesk@la.gov.

SUPPORT

Website

The [Accelerate website](#) will house guidance documents, presentations, and webinar recordings.

Webinars

Webinars will be provided at key release periods to provide an overview of the resources, updates to Accelerate, and implementation practices. School system leaders, school leaders, and tutors should attend. Webinar details will be provided in monthly calls and newsletters. All webinars will be recorded and posted on the [Accelerate website](#).

Webinar materials from the School Support Institutes: Addressing Unfinished Learning Series will be posted in the [School Improvement Library](#). These are an additional resource for tutors as they understand what unfinished learning is and how to address student needs.

Newsletters

LDOE's weekly and monthly [newsletters](#) will include information and updates about Accelerate.

Email

School systems with questions can contact Em.Cooper@la.gov.

Glossary

Acceleration: connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

Equal-access: access for all students regardless of race, family income, and location to receive tutoring

Just-in-time: refers to providing access to the most immediate, directly connected grade-level content that students are learning in class.

Remediation: instruction that attempts to reteach every missing skill with a deficit-based mindset about students; skills are taught in isolation and not applied to current learning.

Unfinished learning: opportunities to solidify student understanding of a skill, topic, or idea expected in foundational standards due to unfinished instruction and/or emerging understanding.

Targeted intervention for literacy is achieved through prescriptive, intentional planning based on individual student need for students who are not reading on grade level. It involves both looking ahead to upcoming skill development and back to foundational gaps as far as needed for each individual student.