



**Accelerate
Louisiana's Tutoring Strategy:
Diverse Learners**

June 2022

Agenda

- I. Accelerating Learning and RTI
- II. Core Pillars
- III. Acceleration Cycle
- IV. Acceleration Approach
- V. ELA and Math Resources
- VI. Timeline of additional releases
- VII. Support
- VIII. Funding



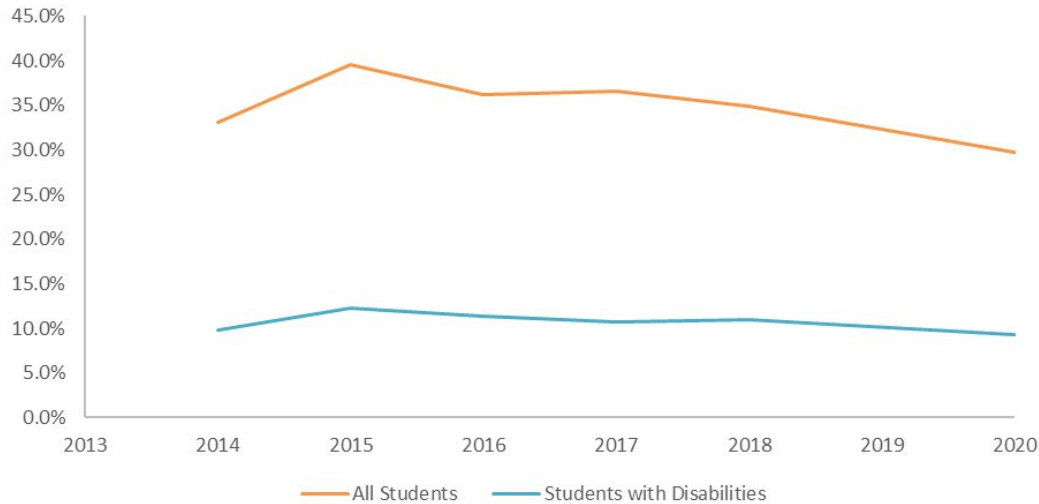
Louisiana's Pre-K-High School Tutoring
Strategy

Our Why

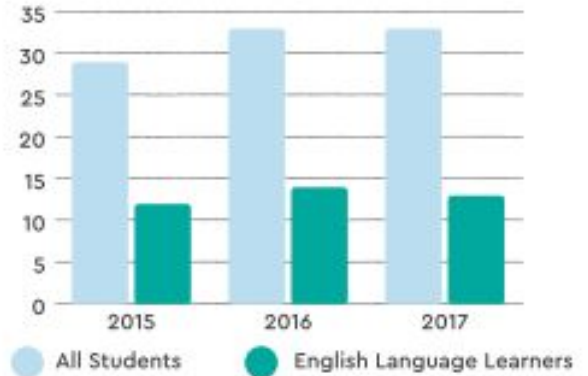


Louisiana Data

**% Mastery LEAP Assessment Results - Combined
ELA, Math and Science, Grade 3-8**



**2017 LEAP Assessment Results:
Percent of Students Scored Mastery and Above
for Subgroups Combining ELA, Math and Science**





Building a Common Language: Accelerating Learning and RTI



Accelerating Learning and Response to Intervention

Prior to the pandemic, support for students with unfinished learning came in many forms and had many names such as Tier 2, Response to Intervention (RTI), intervention, special education, Tier 3, Multi Tier System of Support (MTSS), and more. Since the pandemic, there has been more emphasis on addressing unfinished learning through acceleration.

What is Accelerating Learning?

Accelerating Learning is prioritizing **equitable access to high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. It is the belief that ALL students are bright and capable learners who are worthy of nothing less than learning grade level content alongside peers in the highest quality teaching and learning environment.

This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

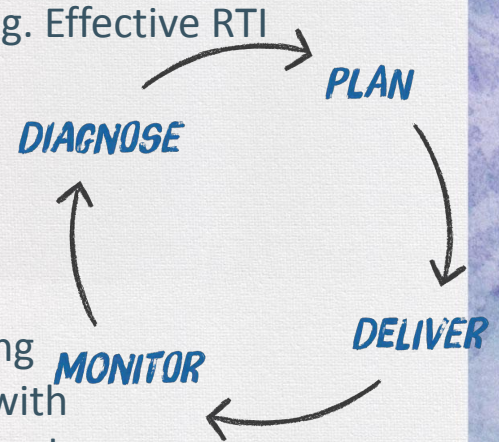
Accelerating Learning and Response to Intervention

Response to Intervention (RTI) is an approach to accelerating learning. Effective RTI includes three essential components that will lead to acceleration.

- Effective, rigorous, high-quality, grade level core instruction
- Scaffolding during core instruction
- Extra-time intervention from content strong teachers

Within the RTI process, educators should use the accelerating learning approach as they provide interventions to increase student success with grade level learning, and both include ongoing progress monitoring and data-driven decisions based on student need.

On a practical level, RTI and the recommended best practices for acceleration are the same.





Accelerate Overview



Overview

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 through equal-access tutoring. Accelerate is designed to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students.

Overview

Accelerating learning is a cyclical instructional approach that connects unfinished learning in the context of new grade-level learning utilizing high quality materials to provide just in time supports based on student needs throughout a variety of flexible instructional settings and groupings (whole group, small group, or individual).

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.

What is Accelerate?

Accelerate 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.	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.
A type of intervention.	Proactive, deliberate action planning.

Accelerate is Not

Accelerate Is Not	
Speeding up teaching or compressing content.	Boot camp or reteaching of previous grade skills at the beginning of the school year.
Teaching skills in isolation from current, grade-level learning.	Utilizing resources or programs that are disconnected from the high-quality curriculum.
A substitution for more intensive interventions students might also need.	Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.
Grade retention or skipping.	Grouping students by perceived ability.
Computer programs, workbooks, or test preparation.	



Core Pillars



Core Pillars

Accelerate has three core pillars with practices identified in each pillar that provide the highest academic return on investment. For maximum impact, these pillars must be implemented in tandem.



Intentional Structures



High-Quality Materials



Effective Instruction

Core Pillar 1: Intentional Structures

Master schedules must support implementation.

- Access is equal: All students have extra time built into the school day for tutoring.
- Core instruction is sacred: Students receive grade-level ELA, math, science, and social studies instruction.
- Extra time is high-dosage: Tutoring is frequent and consistent.

The Department released guidance to support systems and schools with how to tackle staffing and scheduling intentional structures.

Core Pillar 2: High-quality Materials

Teachers and students must use high-quality materials.

- Materials are aligned: Materials should be aligned to grade-level, high-quality curriculum.
- Content is delivered just-in-time: Tutoring should be delivered concurrent to on-grade-level instruction.

Core Pillar 3: Effective Instruction

Effective instructional practices delivered by effective educators will substantially accelerate learning.

- Instruction is driven by data: Teachers and tutors use formative assessment data to identify unfinished learning and monitor progress.
- Instruction is individualized: Learning is designed for each student's needs.
- Tutors are effective teachers: The most effective teachers should be implementing this instruction.

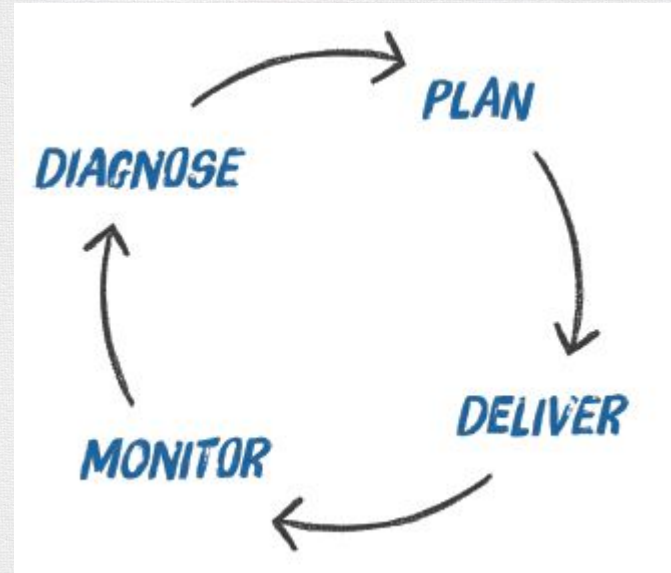


Acceleration Cycle



Acceleration Cycle

The Acceleration Cycle is a structure of continuous planning and responding to address student needs.



Acceleration Cycle in Mathematics

- **Diagnose** unfinished learning by administering Acceleration Tool Diagnostic Assessments or small scale high-quality curriculum-embedded diagnostics, and collect other relevant formative data.
- Analyze data collected from the diagnostics and samples of student work to **plan** tutoring sessions that are tailored to student needs, utilizing the appropriate curricular [resources](#).
- Utilize tutoring sessions to **deliver** just-in-time supports through mini-lessons and activities that scaffold to the most immediate, directly connected grade level content students are learning in class.
- **Monitor** student progress using Tutoring Exit Tickets and/or performance on tasks embedded in the curriculum. Use this information to inform next steps as the cycle continues.

Acceleration Cycle in ELA

- **Diagnose** unfinished learning by administering literacy screeners, high quality, curriculum-embedded diagnostics such as module diagnostic assessments, or reviewing collected classwork.
- Analyze data collected from the literacy screener, Student Skill Checklist, and samples of student work to select, sequence, and **plan** tutoring sessions that are tailored to student needs, utilizing the appropriate [resources](#).
- Utilize tutoring sessions to **deliver** just-in-time supports through mini-lessons and activities that scaffold to the most immediate, directly connected grade level content students are learning in class or build knowledge and vocabulary.
- **Monitor** student progress on tasks embedded in the curriculum and student work from tutoring sessions. Use this information to inform next steps as the cycle continues.



Acceleration Approach



Pre-K Approach

Acceleration is accomplished when teachers build rich learning environments that embed high quality supports and represent individual children's needs. A developmentally appropriate classroom environment that prioritizes quality interactions will provide a safe learning opportunity where children can build autonomy and deepen their inquiry and knowledge, regardless of the content.

Pre-K Accelerate

Pre-K Accelerate IS	Pre-K Accelerate IS NOT
<ul style="list-style-type: none">✓ Intentional integration of high quality supports paired with strategic activities within the context of the child's natural learning environment.✓ Developmentally appropriate✓ Responsive to individual children's needs.✓ Integrated throughout instruction.✓ Ongoing and data-driven.✓ A way to build rich learning experiences throughout the school day.	<ul style="list-style-type: none">X A pull out service.X Teaching skills in isolation from current, developmental learning.X Utilization of resources or programs that are disconnected from the high-quality curriculum.X A tool that does not promote high-quality interactions or hands-on learning.X Computer programs and worksheets.X Rote learning structures.X Grouping students by perceived ability.

ELA Kindergarten-Grade 2 Approach

Using data from curriculum-embedded assessments and literacy screeners, teachers should:

- Provide explicit phonics and phonemic awareness instruction.
- Make explicit connections to content students are currently learning.
- Focus on reading, understanding, and expressing understanding of text.

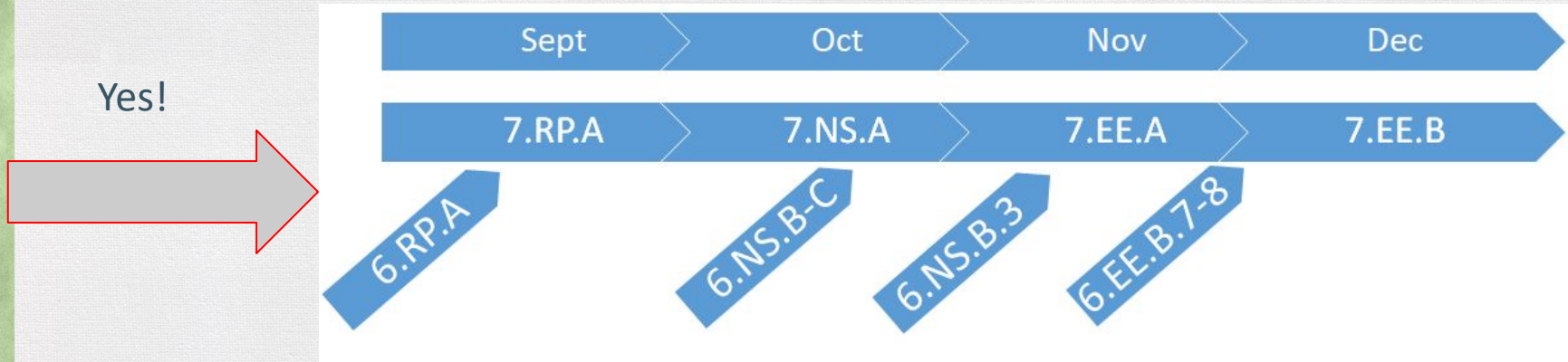
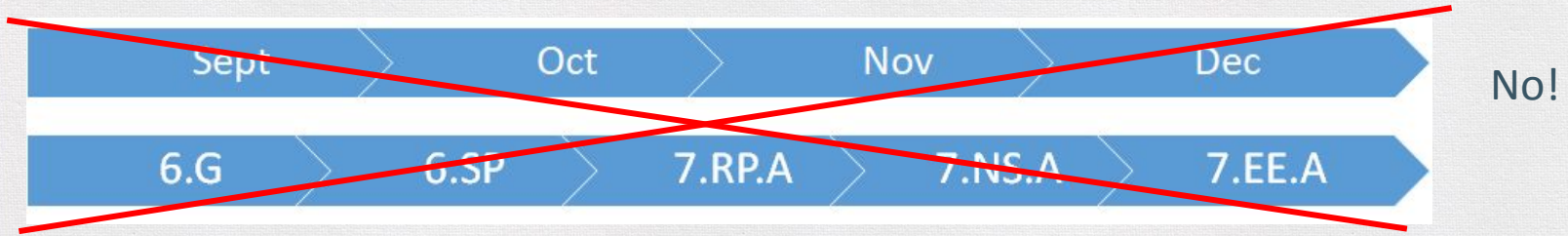
ELA Grades 3-10 Approach

The approach for grades 3 through 10 focuses 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 3-10.

Acceleration



source: [Hawaii Office of Curriculum and Instructional Design](#)

Accelerate Math: Approach

The approach in math focuses on scaffolding relevant previous grade-level conceptual understanding.

In addition to the supports provided within the existing high quality curriculum, teachers should

- engage students with relevant previous grade-level content in a timely manner with explicit connections to the on-grade-level content with which students are learning in class; and
- 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.



ELA and Math Resources



ELA and Math Resources



GUIDANCE

File	Download
2021-2022 Louisiana Acceleration Series	Download
Accelerate - Louisiana's Pre-K-12 Tutoring Strategy	Download
Accelerate ELA Grades 3-10 2021-2022	Download
Accelerate ELA Grades K-2 2021-2022	Download
Accelerate ELA Summer 2022	Download
Accelerate Math	Download
Accelerate Math Summer Learning 2022	Download
Accelerate Pre-K 2022	Download

WEBINARS

File	Download
Accelerate Kick-off Webinar Spring 2022	Download
Math and ELA Accelerate Webinar - May 5, 2022	Download

[Accelerate Math Overview and Approach Video](#)

[Accelerate Summer Resources Webinar](#)

Accelerate ELA Update: K-2

[Accelerate ELA K-2](#) resources include:

- Forty-five 30 minute Foundational Skills Lessons for Kindergarten and First Grade
- Forty 30 minute Foundational Skills Lessons in Second Grade
- Twenty 30 minute Knowledge Building Lessons in grades Kindergarten and First
- Thirty 30 minute Knowledge Building Lessons in Second Grade.
- Best Practices for Embedding Foundational Skills and Language Standards in the Writing Activities of the K-2 Accelerate ELA Knowledge Lessons

Please contact elaguidebooks@la.gov with questions.

Accelerate ELA Update: K-2 Foundational Skills

Accelerate ELA K-2 Foundational Skills Lessons:

- Warm up activity (phonological awareness);
- Fluency passages;
- Sound sorts;
- Comprehension; and
- Writing (guided practice, partner, independent)

Please contact elaguidebooks@la.gov with questions.

The screenshot shows a document titled "Accelerate Grade K ELA Foundational Skills Lesson 1". It is a table with two columns: "Target Skills" and "Instructional Activities".

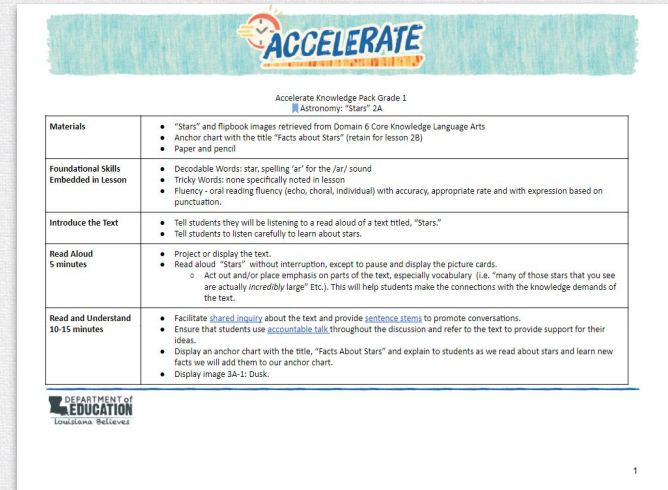
Accelerate Grade K ELA Foundational Skills Lesson 1	
Target Skills	Environmental Sounds, Segmenting Sentences
3 minutes	Warm-Up Environmental Sounds Objective: Prompt student attention to sounds and engage thinking about sounds. Listening: <ul style="list-style-type: none">• Choose a location around the classroom that provides distinct environmental sounds. (For example, pencil sharpening, Teacher clapping.)• Once settled in the environment, have students close their eyes to listen and think about the sounds they hear.• Ask students to share and discuss the sounds heard.• Extend by asking students to listen again for additional sounds not initially identified. (e.g. "You mentioned talking and laughing. What other sounds do you hear?")
9 minutes	Explicit Instruction Environmental Sounds Objective: Ensure familiarity with the target sounds, state the purpose for listening, and model the desired performance. Learning about Environmental Sounds: <ul style="list-style-type: none">• Make several different animal sounds: moo, oink, meow, woof, quack.• Identify each sound. Students repeat.• Tell students the purpose of listening for this lesson is to imitate a sequence of sounds. This means you have to remember what you hear and make the sounds in the same order.• Model the skill. Say, "moo, moo," and repeat, "moo, moo." Point out you copied the right sounds in the right order. Then say, "quack, moo," and follow with, "moo, quack."• If students don't catch your error, point out that you said the right sounds but in the wrong order.• Repeat the item correctly and complete a few more examples using two or three sounds. Animal Noises: 1. moo 2. oink 3. meow 4. woof 5. quack 6. cock-a-doodle-doo 7. hiss 8. neigh 9. bee 10. buzz 11. tweet 12. squeak 13. cluck 14. rabbit 15. roar 16. who-who-who
Materials: Picture Prompt and Word/Phrase Sentence Chart (#1) 5 cubes per student Sound Worksheet	Segmenting Sentences Objective: State the purpose for listening and model the desired performance. Learning about Segmenting Sentences:

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Accelerate ELA Update: K-2 Knowledge Building

Accelerate ELA K-2 Knowledge Building Lessons:

- Multiple read-alouds/close reads from CKLA;
- Text dependent questions;
- Note taking and graphic organizers;
- Vocabulary work;
- Discussion; and
- Writing (shared and independent)



The screenshot shows a lesson plan page from the Accelerate ELA program. At the top, there is a header with the 'ACCELERATE' logo and the text 'Accelerate Knowledge Pack Grade 1' and 'Astronomy: "Stars" 2A'. Below this is a table with four rows: 'Materials', 'Foundational Skills Embedded in Lesson', 'Introduce the Text', 'Read Aloud 5 minutes', and 'Read and Understand 10-15 minutes'. Each row contains specific instructions and materials for the lesson. At the bottom of the page, there is a logo for the Louisiana Department of Education with the tagline 'Louisiana Believes'.

Accelerate Knowledge Pack Grade 1 Astronomy: "Stars" 2A	
Materials	<ul style="list-style-type: none">• "Stars" and flipbook images retrieved from Domain 6 Core Knowledge Language Arts• Anchor chart with the title "Facts about Stars" (retain for lesson 2B)• Paper and pencil
Foundational Skills Embedded in Lesson	<ul style="list-style-type: none">• Decodable Words: star; spelling "ir" for the /ir/ sound• Tricky Words: none specifically noted in lesson• Fluency - oral reading fluency (echo, choral, individual) with accuracy, appropriate rate and with expression based on punctuation.
Introduce the Text	<ul style="list-style-type: none">• Tell students they will be listening to a read aloud of a text titled, "Stars."• Tell students to listen carefully to learn about stars.
Read Aloud 5 minutes	<ul style="list-style-type: none">• Project or display the text.• Read aloud "Stars" without interruption, except to pause and display the picture cards.<ul style="list-style-type: none">◦ Add dots and/or place emphasis on parts of the text, especially vocabulary (i.e. "many of those stars that you see are actually <i>incredibly large</i>" Etc.). This will help students make the connections with the knowledge demands of the text.
Read and Understand 10-15 minutes	<ul style="list-style-type: none">• Facilitate <i>shared inquiry</i> about the text and provide <i>sentence stems</i> to promote conversations.• Ensure that students use <i>accountable talk</i> throughout the discussion and refer to the text to provide support for their ideas.• Display an anchor chart with the title, "Facts About Stars" and explain to students as we read about stars and learn new facts we will add them to our anchor chart.• Display image 3a-1: Dust.

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Please contact elaguidebooks@la.gov with questions.

Accelerate ELA Update: Grades 3-10

Accelerate ELA Grades 3-10 resources include:

- Four additional knowledge-building texts for each of the five ELA Guidebooks units (2018) in grades 3-8;
- Five additional knowledge-building texts for each of the four ELA Guidebooks 9-12 (2020) units in grades 9-10;
- Student-ready tutoring materials with seven lessons for each text; and
- Teacher-ready guidance for each lesson including exemplar responses

Please contact elaguidebooks@la.gov with questions.

Accelerate ELA Update: Grades 3-10

Set of 7
student-
facing
lessons

Teacher
notes and
exemplars

Unit
alignment
guidance

Grade 6 Unit: Steve Jobs

Text Title and Student Copy	Text Title and Teacher Copy	Guidance for When to Teach
"Lessons from Failure: Why We Try, Try Again"	"Lessons from Failure: Why We Try, Try Again"	Students would benefit from reading this text before beginning the unit. This text provides information on how failure impacts the brain, which could help students understand how some people persevere in the face of failure.

Please contact elaguidebooks@la.gov with questions.

Accelerate Math Updates

Accelerate Math resources include:

- Acceleration Tools, which function as screeners to diagnose unfinished learning ahead of a topic of instruction;
- Google Slides for teachers and/or tutors to plan for and deliver individualized supports; and
- Tutoring Exit Tickets to monitor student understanding.

ASSISTments Partnership

The Department has partnered with [ASSISTments](#) to provide electronic access to [Accelerate Math](#) exit tickets and Acceleration Tools (topic level diagnostics) to teachers.

[ASSISTments](#) is a forever free formative assessment math platform that empowers teachers to assign online from their curriculum; providing students with immediate feedback and teachers with actionable data.



Funding



Funding Accelerate

Multiple funding sources can support the implementation of Accelerate. School systems can use funds from their General Fund, ESSER funds, Title I, CAA, Direct Student Services allocations, and IDEA.

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

Support



Resources and Support

[Accelerate](#) landing page (guidance docs, webinars)

- [K-2 ELA Resources](#)
- [3-10 ELA Resources](#)
- [Accelerate Math Resources](#)
- [Accelerate ELA and Math webinar](#)

Accelerating Learning and Rtl Q&A (coming soon)

[Staffing and Scheduling Guidance](#)

School systems with Accelerate questions can contact holly.manson@la.gov.