



# Louisiana Comeback 2.0

## Academic Recovery and Acceleration Plan and Guidance

August 2022  
Office Hours



**VISION** for **SUCCESS**

## Louisiana Department of Education **VISION**



It is our vision that every child can reach their potential, no matter where they're from, how much money their family makes, or where they live.

## Louisiana Department of Education **MISSION**



Our mission is to give all children the opportunities and tools they deserve, so they are prepared to graduate high-school ready for success in a career, college, or service.



# Louisiana Believes



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright



# OUR BELIEFS IN ACTION

## Our Why

We are servant leaders who support all stakeholders to ensure all students have what they need to succeed.

## Our Values

Service | Relationships | Responsibility | Transparency | Authenticity | Belonging

## Our Commitment

1. Our investments must have a **collective impact** - from the state to classrooms.
2. Our planning must be **outcomes, strategic and priorities-based**.
3. We must be **transparent and accountable** for how resources are used.



# Each child's educational journey is focused on **six critical goals**.

## Birth *through* Graduation



1



2



3



4



5



6

Students enter Kindergarten ready.

Students achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.



# Louisiana children receive strong support beyond the walls of the learning environment from **many stakeholders**.

## Families

- partner in their child's educational journey.
- are informed about their child's progress.
- access resources for supporting their child's educational journey.
- choose the setting that is best for their child.

## Communities

- are informed about the quality and progress of their schools and early learning sites.
- participate in the decision-making for their community (through organizations like school board and ready start network coalitions).

## Policy Makers

- are child-centered.
- are informed about the progress of early care networks and sites, school systems and schools.
- have a positive, collaborative working relationship with the Department.

## Partners

- support the local vision and mission.
- align to the Department's Vision for Success.
- expand and enrich the capacity of priority and operational work.



# 2022 LEAP Results

- 99% LEAP participation rate
- 98% engaged in in-person learning
- 80% of traditional school system LEAs improved
- 3% improvement in ELA and Math Mastery rates (3-8)
- 2% improvement in Science Mastery rates (3-8)
- Improvement in many student groups including economically disadvantaged students, AA students, and student with disabilities



# Percent Scoring Mastery and Above By Subject and Grade Level

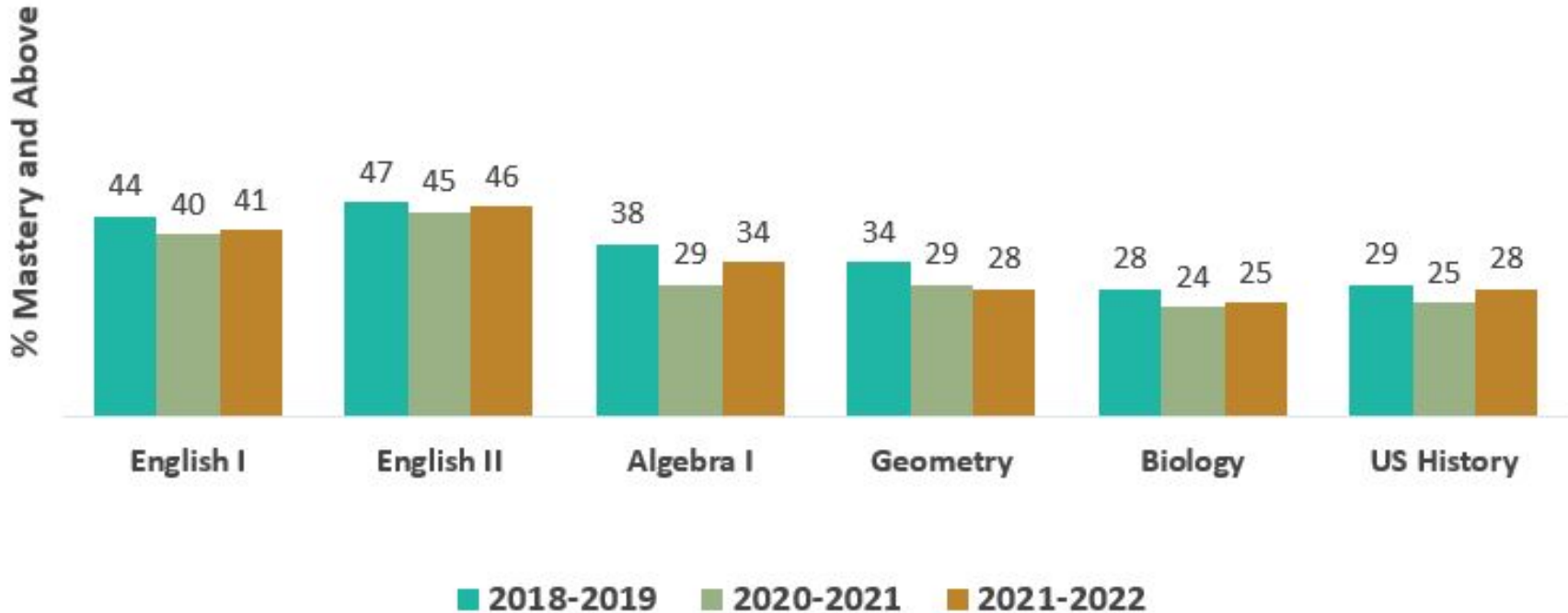
Subject	Grade	2021	2022	Change
ELA	3	39	38	-1
	4	42	44	2
	5	37	40	3
	6	33	38	5
	7	42	45	3
	8	44	47	3
Math	3	34	37	3
	4	32	36	4
	5	26	29	3
	6	24	27	3
	7	22	24	2
	8	21	24	3

Subject	Grade	2021	2022	Change
Science	3	20	23	3
	4	27	30	3
	5	30	31	1
	6	23	23	0
	7	24	26	2
	8	27	29	2
Social Studies	3	20	21	1
	4	20	27	7
	5	23	24	1
	6	22	17	-5
	7	31	32	1
	8	35	32	-3





# Percent Mastery and Above: High School Courses



# 2022 Six Critical Goals Assessment Results

Critical Goal	2020 - 2021	2021- 2022
K- Ready	40%	42%
Fourth Grade Ready	ELA 39% Math 34%	ELA 38% Math 37%
Ninth Grade Ready	ELA 44% Math 21%	ELA 47% Math 24%
Graduate on time	Class of 2020 - 84%	Class of 2021 - 83%
Career/ College Credentials	52%	53%
Tops Award Eligible	66%	66%
Avg. ACT Score	18.7	18.2



# Elementary and Secondary School Emergency Relief Funds


Elementary and Secondary School Emergency Relief (ESSER) Funds are provided to State educational agencies and school districts to:

1. help safely reopen and sustain the safe operation of schools, and
2. address the impact of the coronavirus pandemic on the Nation's students.

The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).



# Elementary and Secondary School Emergency Relief Fund (ESSERF)

Grant Fund	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>
<b>Total ESSER Allocation</b>	\$13.2 billion	\$54.3 billion	\$122 billion
<b>LA Total Award Amount</b>	\$286,980,175	\$1,160,119,378	\$2,605,463,325
<b>Minimum LEA Allocation</b>	\$258,282,158	\$ 1,044,107,100	\$2,344,916,992
<b>Available for Obligation*</b>	9/30/2022	9/30/2023	9/30/2024
<b>LDE Application</b>			

# Multi-Year Plans

It is important to remember that these are **one-time emergency relief funds to prepare for and respond to impacts of the COVID-19 pandemic.**

The Department developed a **multi-year budget** in alignment with the priorities and focus areas outlined in [\*Believe to Achieve: Louisiana's Educational Priorities\*](#), mapping out **support that will be provided to school systems as they work to meet the social, emotional, and academic needs of their students through the fall of 2024.**

<b>Strong Start</b>	<b>ESSER I</b>	April 2020	September 2022
<b>Achieve!</b>	<b>ESSER II</b>	January 2021	September 2023
<b>Achieve!</b>	<b>ESSER III</b>	March 2021	September 2024



# Master Timeline

August 5	Academic Recovery and Acceleration Plan (ARAP) Template released
August 10	Academic Recovery and Acceleration Plan (ARAP) Data Template released
September 30	ARAP template due in eGMS
October 2022	School System Planning Launch / Super App questions live



# Comeback 2.0 Overview

During the 2021-2022 school year, each school system was required to submit an Academic Recovery and Acceleration Plan, detailing how ESSER funds were being invested to support Louisiana's students, particularly those disproportionately impacted by the pandemic. School systems will review their 2022 data and revise their plans to propel academic recovery and accelerate learning for all students.

## Focus areas include:

- Attendance and Well-Being
- Recovery and Acceleration
- Professional Learning
- School Safety Operations

## Data template includes (new):

- Average attendance rates
- Chronic absenteeism
- Science of Reading completion
- LEAP 2025 Senior retesters
- ACT
- FAFSA



## Academic Recovery and Acceleration Plan Guidance


LEAs will use several resources to complete their plan:

1. [2021-2022 Approved ARAP Plan](#)
2. 2022-2023 Data Template
3. [2022-2023 Academic Recovery and Acceleration Plan Template](#)
4. [2022-2023 Key Investment Guiding Questions, Review Criteria, examples, and resources.](#)
5. [Scoring Checklist](#)

PLAN

DATA

Commitment: ATTENDANCE & WELL-BEING ✓✓				
2022-2023 Key Investment: Attendance	ESSER II	\$0	ESSER III	\$0
<a href="#">Guiding Questions</a>				
Click or tap here to enter text.				
2022-2023 Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$0
<a href="#">Guiding Questions</a>				
Click or tap here to enter text.				
The <b>Attendance and Well-Being Commitment</b> can be written as one narrative response in this section. Please be sure to include response criteria from both <b>key investments in the narrative response.</b>				
Click or tap here to enter text.				
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment				\$0



**DEPARTMENT of  
EDUCATION**  
Louisiana Believes

**2022-2023 Academic Recovery and Acceleration Plan**  
[✓LA Comeback](#) [✓Federal Reporting](#) [✓Act 294](#) Investing ESSER Funds

LEAs will use this data and planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#).

LEA:	[LEA code]	[LEA Name]
------	------------	------------

Count of Students (K-12) by October 1 Enrollment by Student Groups <sup>1</sup>												
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD				
2019												
2020												
2021												
2022*												

Count of Students (K-12) by October 1 Enrollment by Grade Bands														
Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2019														
2020														
2021														
2022*														



# Attendance Example Response

According to the 2021-2022 data, the number of chronically absent students decreased from 400 (SY 2020-2021) to 300. The number of truant students decreased from 150 (SY 2020-2021) to 100 (2021-2022). To increase our students' daily attendance, we participated and will continue to participate in the [LDOE Attendance Alliance initiative in partnership with LSU](#). This initiative assisted us with contacting students and parents who we identified with three absences within the first month of school. Once we identified the students, we tracked their daily attendance, assigned attendance monitors to conduct routine check-ins with students and parents, and assigned a student peer mentor and a parent liaison to make weekly positive impact calls. To build upon our increased student attendance rate, we will also use discipline data to determine other root causes of students missing school. Using discipline data will allow us to provide students with restorative methods to reconcile misbehavior with teachers and/or peers. In addition, we will provide PD on the [BE Engaged initiative](#) framework at each school to ensure we move from parental involvement to parental engagement strategies. With the continued use of the strategies we put in place last year (Attendance Alliance) and adding the Be Engaged Framework this year, we will reduce the number of students who are chronically absent by 15% and the number of students identified as truant by 10%, we will track our progress by mid-year and adjust our goals accordingly.

## 2022-2023 Attendance Supports Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students who were chronically absent and truant in SY 2021-2022
- Outcomes described for students who received attendance supports in SY 2020-2021
- Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023
- Description of evidence-based attendance supports that will continue in SY 2022-2023
- Description of data being used to make these decisions



# Before School Program Example Response

In reviewing SY 2021-2022, LEAP 2025 ELA and math Assessment data, 5% of our 4<sup>th</sup>-8<sup>th</sup> grade students improved their achievement levels from basic to mastery, which is an increase from last year. Approximately 3,900 Elementary and 4,440 middle school students did not score mastery and need targeted instruction during the instructional school day. Grades 4-5, received and will continue to receive a minimum of 60 minutes of accelerated instruction embedded within the school day. Grades 6-8, received and will continue to receive a minimum of 25 minutes of accelerated instruction embedded within the school day. All students are taught using high-quality materials daily and is monitored through CIS, implementation of NIET best practices, and utilization of the Instructional Practice Guide. In addition, all teachers are provided with continuing education for teachers to provide quality instruction by external curriculum coaches once a month. To increase the number of students scoring mastery this year by 5%, we will increase the number of accelerated instructional minutes by adding before school and Saturday tutoring opportunities at the elementary and middle school grades for identified students. We will provide transportation, breakfast, snacks, and a 30-minute enrichment period. To determine which enrichments activities to provide, we will conduct an interest inventory for students.

## 2022-2023 Before and After School Program Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing before and after school supports in SY 2022-2023
- Outcomes described for students who received before and after school supports in SY 2021-2022
- Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023
- Description of before and after school supports that will continue in SY 2022-2023
- Description of data being used to make these decisions



# Literacy Professional Development Example Response

In the 2021-2022 academic year, 100 % of our K-3 teachers participated in the foundational literacy course. Beginning in January - July 2022, 160 K-8 teachers, coaches, leaders, and interventionists will be trained in AIMS Pathways to Proficient Reading training. This year we will continue to develop educators who teach or lead grades 4<sup>th</sup> – 8<sup>th</sup> throughout the year and during Summer 23. We are using DIBELS Scores and LEAP 2025 scores to determine our students' needs. Last year, DIBELS scores were K-3, 57% of first grade students, 36% of second grade students, and 57% of third grade students scored below benchmark on the district literacy screener indicate students are struggling in foundational skills. This year our students improved – only 50% (1<sup>st</sup>), 30% (2<sup>nd</sup>), and 54% (3<sup>rd</sup>) students scored below benchmark on the district literary screener. Fewer students are struggling in foundational skills. Hence, 25% of our students who scored below mastery, exhibited growth.

## 2022-2023 Literacy Professional Development Response Criteria

**Narrative response includes a summary of the information referenced below:**

- Identification of educators participating in literacy best practices (literacy content leaders and or literacy coaches) in SY 2021-2022
- Identification of literacy best practices professional learning implemented in SY 2021-2022
- Description of the impact of the literacy professional learning implemented in SY 2021-2022
- Identification of educators participating in literacy best practices professional learning in SY 2022-2023
- Description of the literacy best practices professional learning that will happen in SY 2022-2023 based on data from SY 2021-2022
- Description of data being used to make these decisions



**2022-2023  
Key Investments**

**[Guiding questions, examples, and resources](#)**

**Attendance** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/attendance\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/attendance_arap-guiding-questions-(1).pdf)

**Well-Being** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/well-being\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/well-being_arap-guiding-questions-(1).pdf)

**Targeted Learning Support** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/targeted-learning\\_arap-guiding-questions.pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/targeted-learning_arap-guiding-questions.pdf)

**Before and After School** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/before-and-after-school-programs\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/before-and-after-school-programs_arap-guiding-questions-(1).pdf)

**Summer Learning Programs** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/summer-learning\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/summer-learning_arap-guiding-questions-(1).pdf)

**Extended Instructional Time** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/extended-learning-time\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/extended-learning-time_arap-guiding-questions-(1).pdf)

**Individual Student Plans for Success** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/individual-student-plans-for-success\\_arap-guiding-questions-\(1\).pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/individual-student-plans-for-success_arap-guiding-questions-(1).pdf)

**School Improvement Best Practices** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-improvement-best-practices\\_professional-development\\_arap-guiding-questions.pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-improvement-best-practices_professional-development_arap-guiding-questions.pdf)

**Literacy Professional Development** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/literacy\\_professional-development\\_arap-guiding-questions.pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/literacy_professional-development_arap-guiding-questions.pdf)

**School Safety Operations** [https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-safety\\_arap-guiding-questions.pdf](https://www.louisianabelieves.com/docs/default-source/louisiana-believes/school-safety_arap-guiding-questions.pdf)



# Submission Process

LEAs will submit their Academic and Recovery Plans in eGMS by September 30, 2022, with the following assurances:

1. The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
2. Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
3. Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
4. The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
5. The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
6. Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.



# Review Process

LEAs will submit their Academic and Recovery Plans in eGMS by September 30, 2022.

In compliance with federal and state requirements, the Department must put in place expectations for LEA plans, as well as a process to collect, review, provide feedback, and approve such plans.

To encourage school systems in developing and implementing robust plans that include evidence-based actions to accelerate student achievement, the Department prioritized a review process that:

- includes multiple external reviewers who are current/ former Louisiana educators,
- will provide feedback and guidance throughout the review process, and
- reviewers comments will be sent via eGMS.



# Resources

1. 2022-2023 Academic Recovery and Acceleration Plan guidance and data to support completion of the [template](#).
2. Monthly Federal Support and Grantee Relations call.
3. [LouisianaComeback.com](https://LouisianaComeback.com), where school system's plans will be shared.
4. LDOE's [fiscal dashboard](#), where detailed budget information is provided.
5. LDOE Academic Recovery and Acceleration Plan support office hour calls.
  - a. LA Comeback 2.0 - 2022-2023 Academic Recovery and Acceleration Plan Office Hours [August 8 at 11 a.m.](#)
  - b. LA Comeback 2.0 - 2022-2023 Academic Recovery and Acceleration Plan Office Hours [August 9 at 11 a.m.](#)
  - c. LA Comeback 2.0 - 2022-2023 Academic Recovery and Acceleration Plan Office Hours [August 10 at 11 a.m.](#)



# Improvement Cycle Framework

1. Analyze student, educator, and family trend data to **establish target outcomes**
2. Choose **evidence-based activities** with proven success with your student and educator population
3. Collect and **review data to learn what is working** - continue, stop, and start
4. Design a process to guide **cycles of inquiry** with all stakeholders
5. Track and compare the **cost of improvement strategies**
6. Evaluate and elevate **system barriers, equity issues and needed supports**
7. Assemble and empower cross-functional “strategy teams” to **accelerate improvement**
8. Establish **progress monitoring** data collection systems and processes in schools and LEAs
9. **Share/ Report** progress monitoring data and student work in schools and LEA collaborative structures
10. **Celebrate** improved student outcomes and **repeat the cycle** to establish new target outcomes





# VISION for SUCCESS



Questions?

[Ldoe.grantshelpdesk@la.gov](mailto:Ldoe.grantshelpdesk@la.gov)

*Please place "Academic Recovery Plan" in the subject.*