# Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click "Mute."

- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
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- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.
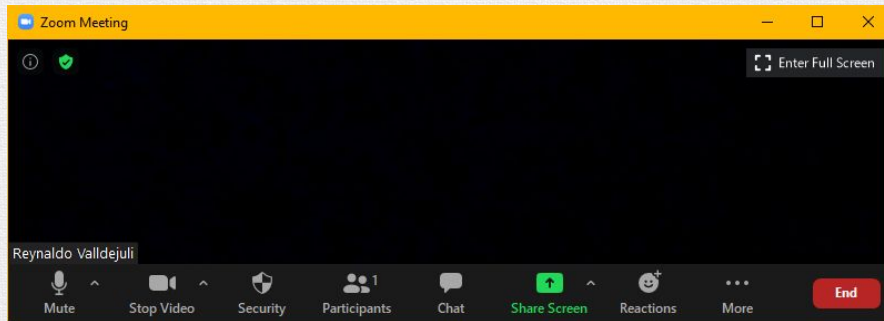
If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.

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

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.

Believes

Questions

Throughout the call, we ask that all questions be submitted through this form, so the Department can compile and develop an FAQ resource to support school systems.

Believes

Academic Recovery and Acceleration

On August 27, Louisiana's ARP ESSER Plan was approved by ED. A few highlights of the plan include supporting students most impacted by the pandemic and addressing the impact of lost instructional time.

The Department released the Academic Recovery and Acceleration Plan and Guidance documents for LEAs on the website.

NEW!
ACADEMIC RECOVERY AND ACCELERATION PLAN & GUIDANCE

Academic Recovery and Acceleration

The Academic Recovery and Acceleration Plan accomplishes three things:

Demonstrating investment in the Louisiana Comeback Commitments	✔ **LA Comeback**
Meeting federal requirements and preparing for federal reporting	✔ **Federal Reporting**
Meeting ACT 294 requirements	✔ **Act 294**

Please contact ldoe.grantshelpdesk@la.gov and put Academic Recovery and Acceleration Plan in the subject.

MASTER TIMELINE

APPLICATION	ACTION	TIMELINE
Achieve!	Achieve! formula funds released (total estimated allocations)	August 12
LEA Plan	Academic Recovery and Acceleration Planning Template and Guidance released	August 20
STEP 1 & 2	Complete Key Actions from Step 1 and 2 of the School System Planning Checklist	September
Planning Guide	LDOE School System Planning Guide released	September 10
Achieve!	Achieve! Incentive questions application round 1 released	September 10
Believe!	Believe! Guidance released for early childhood lead agencies	September 10
LEA Plan	Academic Recovery and Acceleration Plan DUE	September 30
Achieve!	Achieve! formula fund budgets submitted to LDOE	September 30
Achieve!	Achieve! Incentive questions application round 1 DUE	October 7

Believes

Academic Recovery and Acceleration Plan Guidance

LEAs will use two resources to complete their plan.

PLAN

GUIDANCE

Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔					
Key Investment: **Attendance**		ESSER II	$Click or tap here to enter text.	ESSER III	$ Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?					
Click or tap here to enter text.					

Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔		
Key Investment: **Attendance**		
How will the LEA identify students who need to be re-engaged?		
Response Example:	**Approval Criteria**	**Revisions Needed/ Reviewer's Comments**
The TLC LEA collects student attendance data in a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status. TLC disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings: • Overall, the TLC LEA student enrollment decreased from 4,231 in 2019-20 to 3,765 in 2020-21. • Nearly twice as many students (~400) who are ED are considered chronically absent in 2020-21 compared to 2019-2020. • African American and Hispanic/Latino students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (94% dropping to 89%). • Data show that while students with disabilities, much like English learners, have experienced a rise in chronic absenteeism (20.8% in 2019-20 to 32.4% in 2020-21), only 10% of students accessed remote instruction in 2020-21. • Current data indicates that there are 100 students who are not consistently participating in remote instruction and are on an attendance watch and contact list with the CWA office.	☐ LEA references data sources from needs assessment used to identify students who need to be re-engaged. ☐ LEA identifies an approximate number of students who need to be re-engaged by student groups. ☐ LEA identifies students who have missed the most in-person instruction during the 2019-2020, 2020-2021, and 2021-2022 school years ☐ LEA identifies current students who do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.	*Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.*

Believes

Academic Recovery and Acceleration Plan Guidance

The first section of the guidance document includes a response example to assist LEAs.

Question →

Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔		
Key Investment: **Attendance**		
How will the LEA identify students who need to be re-engaged?		
Response Example:	**Approval Criteria**	**Revisions Needed/ Reviewer's Comments**
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Academic Recovery and Acceleration Plan Guidance

All sections of the guidance document include:

- approval criteria,
- examples, and
- resources.

Key Investment: Summer Learning Programs

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Approval Criteria	Revisions Needed/ Reviewer's Comments
Narrative statement clearly summarizing all approval criteria elements: ☐ LEA identifies evidence-based activities which aligns with the needs assessment ☐ LEA prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years. ☐ LEA provides the frequency and timeline of the evidence-based activities. ☐ LEA describes measurable outcomes and progress monitoring for evidence-based activities. ☐ LEA identifies who will provide supports and services for the evidence-based activities indicated..	*Any approval criteria not met will have a response from the reviewer for the LEA to review and submit revisions.*

Examples	Resources
• salary/benefits for LEA coordinator, teachers, and staff • transportation costs • supplies for academic and enrichment activities • field trips • contract with external organizations to facilitate part, or all, of summer programming	• Summer Learning Program Guidance

Submission Process

LEAs will submit their Academic and Recovery Plans in eGMS by September 30, 2021, with the following assurances:

1. The proposed actions in this plan are in compliance with the state board and local rules and regulations pertaining to pupil progression plans.
2. Supporting budgets are in compliance 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.

Questions?

Dr. Quentina Timoll

Chief of Staff

Danielle Mitchell

Deputy Chief of Staff

Ldoe.grantshelpdesk@la.gov

Please place "Academic Recovery Plan" in the subject.