


LEAs will use this 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](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Signature 	Date 9/30/2021

NEEDS ASSESSMENTS   

*required in the plan

NEEDS ASSESSMENT: DATA

***Enrollment/Demographic (Appendix: Table A)**

Total **student enrollment** declined by 1,121 (3%) from 2019-2020 to 2020-2021. **White** student population declined at the highest rate (6%). **Economically disadvantaged** student population increased by approximately 4%. An increase of 5% **hispanic students** was noted while students classified as **English Learner (EL)** decreased by 3.3%.

***Mode of Instruction (Appendix: Table B)**

During the 2020-2021 school year, 23.8% (8,408) of enrolled students received 100% of their instruction through a **virtual platform**. Further review determined that 77.9% (6,549) of those choosing virtual were **black** and the majority were in **grades 4 through 8**. For our youngest learners (**grades K-3**), approximately 2,000 engaged in 100% virtual instruction.

As of September 15, 2021, 810 students have elected to participate in **100% virtual instruction**. Of those students participating in virtual instruction, 78% are **economically disadvantaged** and 14.8% are **students with disabilities**.

Behavioral Data

Community Crime Rates:

The **Shreveport City Violent Crime** (Homicide, Rape, Robbery, Aggravated Assault/Battery) Index as of July 2021 increased by 5% when compared to 2020. This increase is mostly attributed to the increases in homicides (43%) and rapes (25%).

Caddo Parish Schools Suspensions (As of Sept. 23 each year - 2019, 2020, 2021)

Count of referrals resulting in an **at-home suspension**:

2019 = 512 (K-5: 17%, 6th-8th: 34%, 9th-12th: 49%)

2020 = 45 (K-5: 38%, 6th-8th: 20%, 9th-12th: 42%)

2021 = 501 (K-5: 10%, 6th-8th: 41%, 9th-12th: 49%)

***Attendance (Appendix: Table C):**

The **overall attendance** rate decreased by 2.6% from 2019-2020 (95.2) to 2020-2021 (92.6). The largest attendance rate decreases were in **Grades 3-5** (-3.1%) and **Grade 12** (-4%) and with **English Learners** (-3.5%).

As of September 20, 77% of students participating in **virtual** instruction have been in **attendance** less than 80% of the time.

As of September 23, the **count of quarantine days** among students since the start of the 2021-2022 school year is 18,364. Of the total days, the following represents the % at each grade band:

Pre-K-2 = 16.3%

3rd-5th = 22.2%

6th-8th = 34%

9th-12th = 27.5%

***Chronic Absenteeism (Appendix: Table C):**

There were a total of 8,974 students with **15 or more absences** during the 2020-2021 year, which was an increase of 12.5% from the 2019-2020 school year. Of the students who were chronically absent in 2020-2021, 15.7% were **students with disabilities** and 72.5% were students classified as **economically disadvantaged**.

SEL 2020-21 Fastbridge Screener Data: Of the 5200 students who participated in the SEL Screening in February 2021, 18% were identified as some risk and 82% were low risk. Additional SEL data will be collected via the new SEL curriculum platform late Fall 2021.

Internet Safety: During the 2020-2021 school year, 41,412 incidences required a risk assessment as identified by the Relay (Internet Safety system). Further review indicated the incidences were connected to approximately 10% (3,071) of all enrolled students.

Assessment Data (Appendix: Tables D-G):

The district reviewed historical assessment data and compared results from 2019 and 2021 to determine areas disproportionately impacted by COVID-19.

K-2 Literacy: Universal screeners are administered three times throughout each school year to identify students in need of additional interventions and supports. A comparison of end-of-year (EOY) universal screening data from 2019 and 2021 illustrated:

- The percent of students enrolled scoring at or above benchmark decreased most in 2nd grade (-19%). Note: these students were in 1st grade during the 2019-2020 school year and are in **3rd grade this year**.
- **Economically disadvantaged** students experienced the largest losses in 2nd grade, from 52% at/above benchmark in 2019 to 29% at/above benchmark in 2021 (-23%).
- The performance of **black students** also declined the most in 2nd grade (-23%).

LEAP 2025 Statewide Assessments (Grades 3-8): A review of 2019 and 2021 students scoring at the “Mastery” or “Advanced” levels highlighted the following decreases:

- Overall, **ELA** decreased by 4% (35% to 31%) and **math** performance decreased by 7% (27% to 20%).
- In the **students with disabilities** subgroup, **ELA** performance decreased by 3% (9% to 6%) and **math** performance decreased by 3% (8% to 5%).
- In the **economically disadvantaged** subgroup, **ELA** performance decreased by 4% (25% to 21%) and **math** performance decreased by 7% (18% to 11%)
- Pending Data Review: LEAP 2025 Progress Index for ELA and Math (as applicable)

ACT: The district reviewed the scores of graduating seniors’ highest ACT scores in 2019 and 2021, noting the following:

- Overall, the average composite score decreased from 18.7 (2019) to 17.6 (2021).
- The average composite score of students classified as **economically disadvantaged** decreased from 16.7 (2019) to 15.2 (2021)
- The average composite score of **students with disabilities** decreased from 14.6 (2019) to 12.8 (2021).

Early Childhood

Seats:

Per the October 2020 child count for Birth to 5 seats (all funding sources) 859 of 930 (92.4%) were filled. Approximately 250 additional seats have been added for the 2021-2022 school year.

Program Quality:

Based on the Early Childhood Performance Profiles, 11 sites (12%) were identified as “Approaching Proficient” in the 2019-2020 school year. In 2020-2021, 8 sites (9%) were identified as “Approaching Proficient.”

Needs Assessment: Greatest Needs and Goals

LEA leadership have reviewed the data above with school leaders to identify the greatest areas of need and set goals for each. By November 1, 2021, school level improvement goals and interim LEA goals will be determined.

Student Re-Engagement and Behavioral Outcomes:

School level attendance and behavioral data were reviewed. The inclusion of Shreveport city crime statistics in the needs assessment provided additional context when identifying priorities and action steps.

- 1) **Greatest Need:** Attendance of all students in grade K-12
Goal: 2021-2022 = 35% of students will have less than five unexcused absences.
Goal: 2023-2024 = 50% of the students will have less than five unexcused absences.

- 2) **Greatest Need:** All K-8 students currently participating in 100% virtual education with a focus on economically disadvantaged. Additional needs center around social-emotional learning and high school students classified as first year English Learners.
Goal: 100% of students in K-8 return to face to face instruction for the 2022-2023 school year.

- 3) **Greatest Need:** Social emotional learning data will be collected late Fall and this will be used alongside other behavioral data to set an SEL goal.
Goals: 100% of first year high school students classified as EL will attend the Newcomer Center for core instruction and supports prior to attending 100% of the time at their assigned high school.

K-8 Literacy:

Greatest Needs

- 1) All students below grade level and/or identified as not meeting academic expectations per screeners, diagnostics and historical LEAP data.
- 2) Specific subgroup focus: economically disadvantaged and students with disabilities.

Goal 1 (iSTEEP): By the end of the 2023-2024 school year...

- All Students: 51.1% (increase of 9%) will be at or above level.
- ECONDISAD = 44.88% (increase of 9.8%)
- SWD = 29.63% (increase of 9.8%)

Goal 2 (LEAP 2025): By the end of the 2023-2024 school year...

- All Students: 44% (increase of 10.09%) will be at or above Mastery.
- ECONDISAD = 34.69% (increase of 13.88%)
- SWD = 18.69% (increase of 12.92%)

Goal 3 (LEAP 2025): By the end of the 2023-2024 school year, ELA Progress Index will increase from...

- All Students: 88.1 to (to be determined upon receipt of 2021 Progress Index).
- ECONDISAD = 83.4 to (to be determined upon receipt of 2021 Progress Index).
- SWD = 83.1 to (to be determined upon receipt of 2021 Progress Index).

Goal 4 (EC Performance Profiles): By the end of the 2023-2024 school year, less than 5% of sites will be identified as “Approaching Proficient.”

2-8 Math, Algebra I and Geometry:

Greatest Needs:

- 1) All students below grade level and/or identified as not meeting academic expectations per screeners, diagnostics and historical LEAP data.
- 2) Specific subgroup focus: economically disadvantaged and students with disabilities.

Goal 1 (LEAP 2025): By the end of the 2023-2024 school year...

- All Students: 34% (increase of 12.75%) will be at or above Mastery.
- ECONDISAD = 23.46% (increase of 12.75%)
- SWD = SWD = 17.3% (increase of 12.75%)

Goal 2 (LEAP 2025): By the end of the 2023-2024 school year, Math Progress Index will increase from...

- All Students: 78.9 to **(to be determined upon receipt of 2021 Progress Index)**.
- ECONDISAD = 75 to **(to be determined upon receipt of 2021 Progress Index)**.
- SWD = 75 to **(to be determined upon receipt of 2021 Progress Index)**.

High School Student Achievement:

Greatest Needs:

- 1) All HS Students and those in the following: all students with no ACT score and those with an ACT score less than 21.
- 2) Specific subgroup focus: economically disadvantaged and students with disabilities.

Goal 1: By the end of the 2023-2024 school year, the average Composite ACT score for 12th grade students will increase...

- All Students: 18.7 or higher (increase of 1.1)
- ECONDISAD = 17.1 (increase of 1.9)
- SWD = 14.4 (increase of 1.6)

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- X Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- X Student enrollment and attendance data
- X Student chronic absenteeism data
- X Student instructional mode (virtual, hybrid, in-person)
- X Student course enrollment data
- X Other: Social Emotional Data (screeners and internet use/communication)
- X Other: Shreveport Crime Statistics

Criteria Checklist

¹ [ARP ESSER Fact Sheet](#)

- X The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- X Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- X The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- X The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$659,816	ESSER III	\$0
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How will the LEA identify students who need to be re-engaged?

Key ESSER funded actions to support re-engagement of students are below:

- New position (Virtual Program Facilitator) - to support and re-engage **virtual students** (810 students; see Table B for breakdown by student groups)
- 5 new positions (two teachers, translator, para-professional, bi-lingual trauma specialist) at EL Newcomer Center - to support **EL students in their first year of high school** (estimated: 20 students in grade 9)
- Attendance Department actions (see plan linked below) to support families of students identified as **chronically absent** (9,000 students; see Table C for breakdown by student groups)
- When students are not on campus for in-person instruction, they engage with their classes via CANVAS. Attendance/Engagement is measured in a similar manner (using the electronic tools/resources) as if they were attending face-to-face. Teachers communicate with families and school leaders when students are not engaging at the level that is expected.

Approval Criteria:

- 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.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- X Re-engagement supports
- Drop-out early warning systems
- X Other: EL Newcomer Center.
- X Other: Learning Management System (CANVAS)

How will the LEA seek to re-engage students with poor attendance?

The Attendance Department staff developed an Action Plan to address truancy and chronic absenteeism. That action plan is accessible at the following link: <https://drive.google.com/file/d/1hN1n-fhL18CZ5Q2eNRwh4MjzADhK9MJC/view?usp=sharing>

Key Investment: Well-Being	ESSER II	\$236,250	ESSER III	\$38,400
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How will the LEA identify students who need mental and behavioral supports?

Identifying students who need mental and behavioral supports takes place in the following ways:

- SBLC Referral Process
- SEL Screener (Curriculum Platform)
- Internet Safety Monitoring Platform (flags at-risk web-based behavior/language)
- Discipline Reports

As of October 2021, approximately 7% (2,520) of students have at-risk indicators that suggest a need for some level of mental or behavioral support.

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

The SEL Curriculum Platform will be implemented beginning this year with professional development and a screener administered late Fall. The Supervisor of Counseling will support identified SEL School-Level Lead with implementation including data review and use of the tools and resources.

Detailed Implementation Plan (timeline, frequency of activities and staff providing support) is available [HERE](#).

Frequency & Timeline Summary:

Summer/Fall 2021 - Professional Development (all teachers of grades K-8)

Fall 2021 - Administration of screener (all students in grades K-8) and identification of students in need of support

Fall 2021-End of School Year 21-22:

- teachers of grades K-8 provide instruction three time per week, minimum of 15 minutes each
- Supervisor of Counseling conducts monthly check-ins and a mid-year review

Measurable Outcomes and Progress Monitoring:

- **Outcome:** K-8 staff will use the SEL platform with 75%-80% of students engaged during the 2021-2022 .
- **Outcome:** The percent of students identified as having at-risk behaviors will decrease from 7% to 5% by the end of the 2022 school year.
- **Progress Monitoring:**
 - **Monthly** site check-ins to review implementation and engagement data to determine next steps.
 - **Mid-Year** review of implementation and engagement data to determine next steps.
 - **End of year** data collection to determine the count of students identified as having at-risk behaviors.

Who will provide support and services?

- **Executive Director of Curriculum and Instruction:** Lead program planning, implementation and progress monitoring
- **Caddo Parish Counselor Supervisor:** Lead SEL curriculum implementation, job-embedded professional development (curriculum platform and trauma-informed care) and program monitoring
- **SEL Curriculum Vendor (ReThink):** Professional Development
- **Identified School SEL Contacts:** Curriculum implementation support

<ul style="list-style-type: none"> - School Guidance Counselors: Curriculum implementation and support of individual student needs - Classroom Teachers: Screener administration and lesson delivery 	
<p>(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input type="checkbox"/> Mental and Behavioral Health (virtual health coaches)</p> <p>X Other: UpBEAT Teacher Survey</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>	
ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment \$934,466

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓				
Key Investment: Targeted Instruction Support	ESSER II	\$293,313	ESSER III	\$1,560,500
<p>How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)</p> <p>X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status</p> <p>X Student outcome data, such as assessments</p> <p><input type="checkbox"/> State administrative data, such as unemployment claims</p> <p><input type="checkbox"/> Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19</p> <p>X Conversations with community (stakeholder input)</p> <p>X Student enrollment and attendance data</p> <p>X Student instructional mode (virtual, hybrid, in-person)</p> <p>X Student course enrollment data</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p>How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).</p>				
<p>Allocation of funds will ensure students with the greatest identified needs (regardless of the school they attend) have an opportunity to receive targeted support during and outside of the normal school day/year. This includes:</p> <ul style="list-style-type: none"> - K-3 students not yet at or above grade level: Based on 2021 end of year data, approximately 4,123 students are NOT at or above grade level. (See Needs Assessment Table D) - Grades 4-10 students NOT yet at Mastery on ELA and/or Math based on the LEAP 2025 Spring 2021 administration are below with the total count by grade. (See Needs Assessment Table E) <ul style="list-style-type: none"> - Grade 4 students: ELA = 1,828; Math = 1,749 - Grade 5 students: ELA = 1,767; Math = 1,979 - Grade 6 students: ELA = 1,811; Math = 2,000 - Grade 7 students: ELA = 1,974; Math = 2,175 - Grade 8 students: ELA = 1,635; Math = 2,188 				

² [ARP ESSER Fact Sheet](#)

- Grade 9 students: ELA = 1,602; Math = 1,932
- Grade 10 students: ELA = 1,636; Math = 2,285
- Grades 4-8 students scoring Mastery or above in ELA and Math but have NOT reached Mastery on Science or Social Studies LEAP 2025 Spring 2021: approximately 720 students

The following outlines how the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
 - A report will be available that includes the number of students identified, provided support and not yet at Mastery.
3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.

The approximate cost (teacher stipends and benefits) per student for after/before school and summer programs is \$400/student. School level student counts of the identified groups will be used to calculate a per school cost for teacher stipend and benefits as it relates to additional instructional time and professional development. Funds related to other program costs (transportation, etc.) will be provided based on the count of students participating.

Approval Criteria:

- LEA references data sources from needs assessment used to identify students (by student group) most impacted by the Covid-19 pandemic.
- LEA identifies an approximate number of students by student group who have been most impacted by the Covid-19 pandemic.
- 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.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs please use those categories)
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: English Learner Newcomer Center
- Other: Click or tap here to enter text.

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

The following outlines how the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
 - A report will be available that includes the number of students identified, provided support and not yet at Mastery.
3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.

Evidence-based activities include additional time for all students to receive instruction, the use of aligned resources in all classrooms and building the expertise of leaders and teachers.

1. Provide additional time for students to learn:

- Literacy Instruction:
 - K-2 additional 60 minutes during the regular school day x 5 days per week
 - 3-5 additional 60 minutes during the regular school day x 5 days per week

- K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- Math Instruction:
 - K-5 additional 30 minutes during the regular school day x 5 days per week
 - 6-8 math increased by 45-50 minutes during the regular school day x 5 days per week
 - K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- High School Instruction:
 - Credit recovery after school (3 days per week x 2 hours per day) and during the summer (2 sessions to earn up to 2 credits per student)
 - LEAP 2025 remediation after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- EL Newcomer Center:
 - Additional staff to support unique needs of students: two teachers, translator, para-professional, bilingual trauma specialist
 - ELA and Math instruction with support of EL staff (daily x 8 hours per day)
 - Orientation to high school setting (daily x 8 hours per day)

A. Measurable Outcomes (from the needs assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

B. Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Review of school master schedules (each 9 weeks)
- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

2. Use aligned resources included with Tier I curricula and identified **high-quality supplemental resources** (i.e., Accelerate lessons, assessments, etc.)

A. Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

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- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

3. Build expertise through professional development sessions structured to give teachers and leaders the skills, tools and resources to answer the following questions:

- Have students learned? How do we know?
- Who needs support? Who needs more and the most support?
- Why do they need it?
- What support do they need?
- When will they get this support?
- How will I know the support is working?

A cycle of learning using the NIET collaboration structures (ILT/PLC) will take place to support the above:

1. District Staff (monthly through District ILTs): Curriculum and Instruction, Teaching and Learning, Assessment/Accountability, and Executive Directors of Schools
2. School Leadership (monthly through District PLCs, weekly through ILTs): Principals, Assistant Principals, Instructional Coordinators, lead content teachers/literacy coaches
3. Classroom (weekly through PLCs): teachers of students identified as being disproportionately impacted by COVID-19
4. NIET Coaching (quarterly): On-Site coaching visits to support implementation of the Best Practices (ILT/PLC)

A. Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEOP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
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- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

B. Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

Who will provide support and services?

The following staff will provide support for the evidenced-based activities described above:

- **Academic Affairs District Staff:** Executive Directors of Schools, curriculum specialists, data and accountability specialists, EL Supervisor and coaches, and students with disabilities support staff
- **Achievement Zone Schools** (majority of students identified as needing the most support attend these schools): in addition to the above, these schools have access to on-site support from 13 Lead Content Teachers/Literacy Coaches
- **School building level leaders:** principals, assistant principals, instructional coordinators and school counselors
- **Classroom Teachers:** trained in the use of high quality resources aligned to standards and designed to assist students in achieving grade level performance

In addition to increased instructional time, use of Tier I curricula, and building expertise of teachers and leaders, the following is included in the plan:

- Addition of 50 math teacher positions to allow for a double block of math for all students in Grades 6-8
- Teacher recruitment and retention strategies for schools with students identified as being most impacted by the pandemic to increase access to certified and effective teachers:
 - Targeted School Stipends for most hard to staff schools
 - Math teacher incentives for most in need courses (6-8 math, Algebra I, 9th grade Math Essentials and 10th grade Geometry)
- Caddo Gains Incentive Plan which recognizes growth in multiple areas including student performance and teacher expertise. Staff at identified schools (those with the highest number of students impacted by the pandemic) are eligible for a higher payout.

Approval Criteria:

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

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)

The following outlines how the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.

- For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
- A report will be available that includes the number of students identified, provided support and not yet at Mastery.
- 3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
- 4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.
- 5. All students included in this group will be given priority enrollment in after school and summer programs.

Evidence-based activities include additional time for all students to receive instruction, the use of aligned resources in all classrooms and building the expertise of leaders and teachers.

1. Provide additional time for students to learn:

- Literacy Instruction:
 - K-2 additional 60 minutes during the regular school day x 5 days per week
 - 3-5 additional 60 minutes during the regular school day x 5 days per week
 - K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- Math Instruction:
 - K-5 additional 30 minutes during the regular school day x 5 days per week
 - 6-8 math increased by 45-50 minutes during the regular school day x 5 days per week
 - K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- High School Instruction:
 - Credit recovery after school (3 days per week x 2 hours per day) and during the summer (2 sessions to earn up to 2 credits per student)
 - LEAP 2025 remediation after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- EL Newcomer Center:
 - Additional staff to support unique needs of students: two teachers, translator, para-professional, bi-lingual trauma specialist
 - ELA and Math instruction with support of EL staff (daily x 8 hours per day)
 - Orientation to high school setting (daily x 8 hours per day)

A. Measurable Outcomes (from the needs assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

B. Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Review of school master schedules (each 9 weeks)
- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

2. **Use aligned resources** included with **Tier I curricula** and identified **high-quality supplemental resources** (i.e., Accelerate lessons, assessments, etc.)

A. Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

B. Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

3. **Build expertise** through professional development sessions structured to give teachers and leaders the skills, tools and resources to answer the following questions:

- Have students learned? How do we know?
- Who needs support? Who needs more and the most support?
- Why do they need it?
- What support do they need?
- When will they get this support?
- How will I know the support is working?

A **cycle of learning using** the NIET collaboration structures (ILT/PLC) will take place to support the above with the frequency and timeline and support staff outlined below:

- District Staff (monthly through District ILTs): Curriculum and Instruction, Teaching and Learning, Assessment/Accountability, and Executive Directors of Schools
- School Leadership (monthly through District PLCs, weekly through ILTs): Principals, Assistant Principals, Instructional Coordinators, lead content teachers/literacy coaches
- Classroom (weekly through PLCs): teachers of students identified as being disproportionately impacted by COVID-19
- NIET Coaching (quarterly): On-Site coaching visits to support implementation of the Best Practices (ILT/PLC)

A. Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

B. Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

Who will provide support and services?

The following staff will provide support for the evidenced-based activities described above:

- **Academic Affairs District Staff:** Executive Directors of Schools, curriculum specialists, data and accountability specialists, EL Supervisor and coaches, and students with disabilities support staff
- **Achievement Zone School Leaders** (majority of students identified as needing the most support attend these 20 schools): in addition to the above, these schools have access to on-site support from 13 Lead Content Teachers/Literacy Coaches
- **School building level leaders:** principals, assistant principals, instructional coordinators and school counselors
- **Classroom Teachers:** trained in the use of high quality resources aligned to standards and designed to assist students in achieving grade level performance

In addition to increased instructional time, use of Tier I curricula, and building expertise of teachers and leaders, the following is included in the plan:

- Addition of 50 math teacher positions to allow for a double block of math for all students in Grades 6-8
- Teacher recruitment and retention strategies for schools with students identified as being most impacted by the pandemic to increase access to certified and effective teachers:
 - Targeted School Stipends for most hard to staff schools
 - Math teacher incentives for most in need courses (6-8 math, Algebra I, 9th grade Math Essentials and 10th grade Geometry)
- Caddo Gains Incentive Plan which recognizes growth in multiple areas including student performance and teacher expertise. Staff at identified schools (those with the highest number of students impacted by the pandemic) are eligible for a higher payout

Approval Criteria:

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.

Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$3,314,073
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

Students with the greatest identified needs will be offered an opportunity to participate in before and after school programs run by the LEA and staffed by its educators. This includes **K-3 students not yet at or above grade level** and **grades 4-10 students not yet at Mastery** on ELA and/or Math LEAP 2025. Additional details are below:

- approximately 20,000 students for 72 days x 2 hours per day (after school and on weekends) to receive additional instruction in the areas of ELA and math
- certified teachers with Effective Proficient or higher Compass rating and who have completed the Accelerate professional development trainings will provide the instruction
- progress will be monitored through observations, surveys and aligned assessments with data collected via the Illuminate data platform
- district leadership (Chief Academic Officer, Executive School Directors, curriculum and instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress

The following outlines how the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
 - A report will be available that includes the number of students identified, provided support and not yet at Mastery.
3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.
5. All students included in this group will be given priority enrollment in after school programs.

6. Additional communication efforts (direct communication via email, mail, text messages and phone calls) will take place to ensure families of students included in the Targeted Instruction Support group know:
- the availability and timeline of the supports provided to their students through after school programs
 - the specific student needs to be addressed
 - how to enroll in the program

Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

Approval Criteria:

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.

Key Investment: Summer Learning Programs	ESSER II	\$1,449,404	ESSER III	\$7,124,425
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

Students with the greatest identified needs (per the Needs Assessment) will be offered an opportunity to participate in summer programs. This includes **K-3 students not yet at or above grade level and grades 4-10 students not yet at Mastery on ELA and/or Math LEAP 2025**. Additional details are below:

- approximately 20,000 students for 20 days x 4 hours per day to receive additional instruction in the areas of ELA and math that is student specific based on identified needs
- certified teachers with Effective Proficient or higher Compass rating and who have completed the Accelerate professional development trainings will provide the instruction using LDOE and LEA identified resources
- progress will be monitored through observations, surveys and aligned assessments with data collected via the Illuminate data platform
- district leadership (Chief Academic Officer, Executive School Directors, curriculum and instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress

The following outlines how the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
 - A report will be available that includes the number of students identified, provided support and not yet at Mastery.
3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.
5. All students included in this group will be given priority enrollment in summer programs.
6. Additional communication efforts (direct communication via email, mail, text messages and phone calls) will take place to ensure families of students included in the Targeted Instruction Support group know:
 - the availability and timeline of the supports provided to their students through summer programs
 - the specific student needs to be addressed
 - how to enroll in the program

Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEOP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.

- ECONDISAD = 38% (increase of 3%)
 - SWD = 22.64% (increase of 3.26%)
- Year 1 (Grades 3-8 - LEAP 2025):** By the end of the 2021-2022 school year...
- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
 - ECONDISAD = 25.44% (increase of 4.63%)
 - SWD = 10.08% (increase of 4.31%)

Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

Approval Criteria

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.

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*
- Extended school week
- Extended school year
- X Other: After School and Summer Programs.
- Other: Click or tap here to enter text.

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

After School Programs

Students with the greatest identified needs will be offered an opportunity to participate in before and after school programs run by the LEA and staffed by its educators. This includes **K-3 students not yet at or above grade level** and **grades 4-10 students not yet at Mastery** on ELA and/or Math LEAP 2025. Additional details are below:

- approximately 20,000 students for 72 days x 2 hours per day (after school and on weekends) to receive additional instruction in the areas of ELA and math that is student specific based on identified needs
- certified teachers with Effective Proficient or higher Compass rating and who have completed the Accelerate professional development trainings will provide the instruction
- progress will be monitored through observations, surveys and aligned assessments with data collected via the Illuminate data platform
- district leadership (Chief Academic Officer, Executive School Directors, curriculum and instruction leaders, Teaching and

Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress

Summer Programs

Students with the greatest identified needs will be offered an opportunity to participate in summer programs. This includes K-3 students not yet at or above grade level and grades 4-10 students not yet at Mastery on ELA and/or Math LEAP 2025. Additional details are below:

- approximately 20,000 students for 20 days x 4 hours per day
- certified teachers with Effective Proficient or higher Compass rating and who have completed the Accelerate professional development trainings will provide the instruction
- progress will be monitored through observations, surveys and aligned assessments with data collected via the Illuminate data platform
- district leadership (Chief Academic Officer, Executive School Directors, curriculum and instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress

Key Investment: Individual Student Plans for Success	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

Individual Graduation Plan (IGP)

IGP Planning Partner

Other: Fee-based assessments

Other: Click or tap here to enter text.

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

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 13,741,715
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 0	ESSER III	\$ 90,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

X Instructional Leadership Teams (ILT)

X Teacher Collaboration (Common Planning/PLC/ Cluster)

Other: Click or tap here to enter text.

Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

During Summer 2021, Achievement Zone School leaders and district leaders supporting the implementation of School Improvement Best Practices attended four days of PLC and ILT training led by NIET. Super App Competitive dollars funded the NIET contract and stipends were paid to school staff who attended during days outside of their contracted start/end dates. Through the ILT and PLC structures, teachers and leaders will be more equipped to answer the following questions and support students most impacted:

- Have students learned? How do we know?
- Who needs support? Who needs more and the most support?
- Why do they need it?
- What support do they need?
- When will they get this support?
- How will I know the support is working?

How are students in grades 4 through 8 not yet at Mastery being prioritized during the school year?

The ILT and PLC structures are the foundation to answering the question above for the approximately 11,000 students in grades 4-8 who are NOT yet at Mastery are being prioritized. Additional actions steps will be taken to ensure these structures support this group of students.

1. Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
2. In addition to what is normally provided to students, the following will take place:
 - o Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - o Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports will be shared with parents.
 - o Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year
 - o Individual student accelerated learning plans will be progress monitored by the students’ Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - o For students who do not meet Mastery at the end of the 2021-2022 school year, the committee will review data to determine why and define additional expanded supports.
 - o A report will be available that includes the number of students identified, provided support and not yet at Mastery.
3. District staff will define school support and coaching plans based on the number of students in the “Targeted Instruction Support” group. The support provided will be in addition to what is available to all schools and teachers.
4. Funding is set aside to purchase an evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year is being used to review and identify the program that is most aligned to student needs.

Measurable Outcomes (from the Needs Assessment)

Year 1 (Grades K-2 - iSTEEP): By the end of the 2021-2022 school year...

- All Students: 45.1% (increase of 3%) will be at or above level.
- ECONDISAD = 38% (increase of 3%)
- SWD = 22.64% (increase of 3.26%)

Year 1 (Grades 3-8 - LEAP 2025): By the end of the 2021-2022 school year...

- All Students: 37.27% (increase of 3.36%) will be at or above Mastery.
- ECONDISAD = 25.44% (increase of 4.63%)
- SWD = 10.08% (increase of 4.31%)

Progress Monitoring

Student Learning: The assessment overview document available [HERE](#) provides details related to the assessments taking place throughout the year (frequency and timeline) which include:

- Universal screeners
- BOY diagnostics
- beginning and end of unit/module assessments (frequency and timeline aligns to grade/subject specific pacing guides)
- End of year assessments

Instruction:

- Classroom walkthroughs (daily)
- Quarterly review of Individual Student Support Plans and data from classroom walkthroughs and teacher observations

Support structures:

- Academic Affairs District Staff: Executive Directors of Schools, curriculum specialists, data and accountability specialists, and students with disabilities support staff are the first level of support to school leaders. This team analyzes data to reflect and determine next steps for district and school level learning needs.
- Achievement Zone Schools (majority of students identified as needing the most support attend these schools): In addition to the above, these schools have access to on-site support from 13 Lead Content Teachers/Literacy Coaches
- Cycle of learning using the NIET collaboration structures (ILT/PLC) in the following sequence:
 1. District Staff (monthly through District ILTs): Curriculum and Instruction, Teaching and Learning, Assessment/Accountability, and Executive Directors of Schools
 2. School Leadership (monthly through District PLCs, weekly through ILTs): Principals, Assistant Principals, Instructional Coordinators, lead content teachers/literacy coaches
 3. Classroom (weekly through PLCs): teachers of students identified as being disproportionately impacted by COVID-19
 4. NIET (quarterly): On-Site coaching visits to support implementation of the Best Practices (ILT/PLC)

Approval Criteria

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


Key Investment: Literacy Professional Development	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Literacy Content Leaders
- Literacy Coaches
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 90,000
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EARLY CHILDHOOD EDUCATION 				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Lead Agency Led Professional Development <input type="checkbox"/> Other:				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment			\$ 0	

SCHOOL SAFETY & OPERATIONS 				
Safe School Reopening	ESSER II	\$10,080,350	ESSER III	\$0
Provide the URL to the following LEA documents:				

School Reopening Plan for In-Person Learning	https://www.caddoschools.org/wp-content/uploads/2021/08/2021-2022-Caddo-Strong-Start-2.0-Procedures-and-Protocols.pdf
COVID-19 Vaccination policies for staff and students	https://www.caddoschools.org/wp-content/uploads/2021/08/2021-2022-Caddo-Strong-Start-2.0-Procedures-and-Protocols.pdf
Mask wearing policies for staff and students	https://www.caddoschools.org/wp-content/uploads/2021/08/2021-2022-Caddo-Strong-Start-2.0-Procedures-and-Protocols.pdf
Physical distancing, cohorts, or learning pods	https://www.caddoschools.org/wp-content/uploads/2021/08/2021-2022-Caddo-Strong-Start-2.0-Procedures-and-Protocols.pdf

If all information is in the main School Reopening Plan, please enter the same URL for each.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Provide vaccinations to educators, other staff, and students, if eligible
- X Support universal and correct wearing of masks
- X Physical distancing (e.g., including use of cohorts/learning pods)
- X Handwashing and respiratory etiquette
- X Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- X Other: Bottle-filling stations for staff and student use
- X Other: Community Health Clinic in Partnership with David Raines

Continuity of Teaching & Learning	ESSER II	\$10,009,807	ESSER III	\$11,525,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- X Staff Training/Professional Development to support remote learning or safe reopening
- X Educational technology (computers/ laptops)
- X Educational technology (software/ programs)
- X Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- Cost of home internet subscription
- Cost of home internet through LEA-managed wireless network
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment	\$31,615,157
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DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$478,000	ESSER III	\$102,000
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Early warning system to track student progression
- Data security/cybersecurity
- Data storage
- Staff upskilling in data literacy/science/analysis
- Statistical programs or analytics software
- Enterprise data warehouse
- Data dashboards or other activities to improve public transparency
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

ESSER Funds are allocated to support implementation and effective use of data analysis systems. Data is reviewed regularly by district and school leaders with a focus on the three areas outlined below. The NIET Best Practice collaboration structures (ILT and PLC) provide a common data analysis process guided by key questions:

- Have students learned? How do we know?
- Who (teachers/students) needs support? Who needs more and the most support?
- Why do they need it?
- What support do they need?
- When will they get this support?
- How will I know the support is working?

Illuminate’s Achievement Dashboard provides district and school level leaders various data visualizations that guide further review at the teacher, grade, subject and student levels. School leaders and teachers set goals and monitor student achievement progress using the custom reports and dashboards available through Illuminate (DnA and Achievement Dashboard). The Relay Internet Safety monitoring service is in place to support safe and healthy use of district network systems, online platforms and devices.

Student Re-Engagement and Behavioral Outcomes:

- attendance (Achievement Dashboard)
- mode of instruction (Achievement Dashboard)
- discipline (Achievement Dashboard)
- social emotional (DnA)
- internet safety (Relay)

K-8 ELA and Math Achievement (DnA and Achievement Dashboard):

- universal screeners
- diagnostics
- course-based assessments
- RTI and SBLC data tracker
- LEAP 2025 (historical trends, progress toward Mastery)

HS Student Achievement (DnA and Achievement Dashboard):

- universal screener
- diagnostics
- course-based assessments
- LEAP 2025 (historical trends, progress toward Mastery)

- ACT/WorkKeys (all attempts and highest score earned)	
DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment \$547,000

**APPENDIX:
 CADDO PARISH DATA SETS**

TABLE A
Academic Recovery and Acceleration Plan - Data

I. Enrollment

Count of Students (K-12) by October 1 Enrollment by Student Groups								
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	36474	446	22970	1520	10556	25245	569	3920
2020	35353	449	22329	1606	9956	26237	550	3860
2021								

Count of Students (K-12) by October 1 Enrollment by Grade Bands															
Year	PK	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
2019	994	2780	2831	2886	2777	2773	2889	2834	2764	2692	558	2598	2802	2666	2624
2020	800	2526	2728	2657	2748	2726	2667	2765	2749	2679	369	2631	2938	2603	2567
2021	807	2466	2566	2578	2501	2662	2598	2478	2672	2625	370	2690	2766	2701	2432

2021: As of September 17, 2021.

II. Literacy Screeners

Percentage of K Students Performing On/Above Level on All Literacy Screeners								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	41	69	34	43	55	34	30	29
2019	36	63	29	9	53	29	5	16
2020	39	63	31	27	55	31	24	19

III. LEAP

Percentage of Grade 3 Students Performing at Mastery and Above on 2021 LEAP 2025									
		All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	ELA	37	77	27	37	60	29	22	15
2019	ELA	37	79	26	37	60	28	15	12
2021	ELA	31	78	19	32	51	21	2	5
2018	MATH	34	80	24	35	55	26	30	12
2019	MATH	37	83	26	40	59	28	30	16
2021	MATH	26	78	14	24	49	15	9	7
2018	SS	18	57	9	21	37	11	8	5

Percentage of Grade 3 Students Performing at Mastery and Above on 2021 LEAP 2025									
		All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	SS	18	69	9	14	36	10	2	5
2021	SS	15	62	6	16	31	7	0	3
2019	SCI	20	79	10	14	40	11	4	4
2021	SCI	15	65	6	13	32	7	0	3

IV. High School

Cohort Graduation Rate								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	80.9	100	78.8	78.1	83.8	74.8	46.2	58.7
2019	75.7	91.4	73.7	73.4	79.9	70.3	54.2	69
2020	82	96.4	80.6	80.6	84.3	78	62.1	70

Percentage of Cohort earning Basic or Advanced Credentials								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	45.4	76.5	37.2	53.4	57.6	36.3	23.1	20.7
2019	39.5	80	30.9	39.2	57	31.2	29.2	17.8
2020	39.5	85.7	32.9	31.2	51.6	31.3	20.7	18

# of Graduates Eligible for TOPS*		
2018	2019	2020
1093	1083	1010

* Due to limitations in the data received related to TOPS this information is not currently available by subgroup

Average ACT Score								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	19	24.3	16.8	20.4	22.6	17.1	15	14.5
2019	18.7	25.5	16.5	18.1	22.4	16.7	14.1	14.6
2020	18.4	26.4	16.2	18.2	21.9	16.4	14.4	14.3
2021	17.6	26.6	15.1	18	21.3	15.2	13.1	12.8

TABLE B:
MODE OF INSTRUCTION - VIRTUAL STUDENT ENROLLMENT
By Grade

Subgroup	2020-2021	2021-2022	Change
Total K-12 Enrollment	35353	33,996	-1,357
All K-12 Virtual Students	8401	1,006	-7,395
% Virtual	23.76%	2.96%	-20.80%
K	388	42	-346
1	496	69	-427
2	465	76	-389
3	478	78	-400
4	535	92	-443
5	543	108	-435
6	635	97	-538
7	741	132	-609
8	763	116	-647
9	787	48	-739
10	873	60	-813
11	841	50	-791
12	730	38	-692

TABLE B:
MODE OF INSTRUCTION - VIRTUAL STUDENT ENROLLMENT (Cont'd)
By Subgroup

Subgroup		2020-2021	2021-2022	Change
Students w/ Disabilities	Count	1048	149	-899
	% of Virtual	12.47%	14.81%	2.34%
English Learners (EL)	Count	87	6	-81
	% of Virtual	1.04%	0.60%	-0.44%
Economically Disadvantaged (ED)	Count	7085	785	-6,300
	% of Virtual	84.34%	78.03%	-6.30%
White	Count	1408	201	-1,207
	% of Virtual	16.76%	19.98%	3.22%
Black	Count	6549	764	-5,785
	% of Virtual	77.96%	75.94%	-2.01%
Hispanic	Count	218	16	-202
	% of Virtual	2.59%	1.59%	-1.00%
Asian	Count	207	12	-195
	% of Virtual	2.46%	1.19%	-1.27%
Native American or Alaskan Native	Count	19	5	-14
	% of Virtual	0.23%	0.50%	0.27%
Hawaiian or Pacific-Islander	Count	7	0	-7
	% of Virtual	0.08%	0.00%	-0.08%

**TABLE C:
ATTENDANCE**

Subgroup	2019-2020	2020-2021	Change
K	95.2	92.9	-2.3
1	95.7	93.0	-2.7
2	96	93.1	-2.9
3	96.2	93.0	-3.2
4	96.1	93.1	-3.0
5	96.2	93.1	-3.1
6	95.5	93.3	-2.2
7	94.7	93.1	-1.6
8	94.8	92.8	-2.0
9	93.9	91.2	-2.7
10	94.5	91.7	-2.8
11	94.3	91.9	-2.4
12	94	90.0	-4.0
All Grades	95.2	92.6	-2.6
Students w/ Disabilities	95.1	92.8	-2.3
English Learners (EL)	96.6	93.1	-3.5
Economically Disadvantaged (ED)	94.5	92.2	-2.3
White	95.5	93.1	-2.4
Black	94.9	92.2	-2.7
Hispanic	96.1	93.7	-2.4
Asian	97.9	95.9	-2
Native American or Alaskan Native	93.9	92.3	-1.6
Hawaiian or Pacific-Islander	97	95.2	-1.8

TABLE C:
ATTENDANCE (Cont'd)
Chronically Absent

CHRONICALLY ABSENT STUDENTS (15 OR MORE DAYS FOR ANY REASON)				
		2019-2020	2020-2021	Change
K-12 Enrollment		36474	35353	-1121
Chronically Absent	Count	4713	8974	4261
	%	12.92%	25.38%	12.46%
<i>Of the students who were chronically absent, how many and what % were in the following subgroups?</i>				
Students with Disabilities	Count	870	1409	539
	% of CA	18.50%	15.7%	-2.8%
English Learners (EL)	Count	41	129	88
	%	0.87%	1.44%	0.57%
Economically Disadvantaged (ED)	Count	3526	6,502	2,976
	%	74.81%	72.45%	-2.36%
White	Count	1,226	2,290	1,064
	%	26.01%	25.52%	-0.49%
Black	Count	3,343	6,329	2,986
	%	70.93%	70.53%	-0.41%
Hispanic	Count	118	282	164
	%	2.50%	3.14%	0.64%
Asian	Count	13	53	40
	%	0.28%	0.59%	0.31%
Native American or Alaskan Native	Count	12	14	2
	%	0.25%	0.16%	-0.10%

Hawaiian or Pacific-Islander	Count	1	6	5
	%	0.02%	0.07%	0.05%

TABLE D:
End-of-Year K-2 Screener Data

ALL	EOY: % At or Above Level		Change
	2019	2021	
K	69%	55.00%	-14.00%
1	43%	34.00%	-9.00%
2	58%	39.00%	-19.00%
ECON DIS	EOY: % At or Above Level		Change
	2019	2021	
K	65%	48.00%	-17.00%
1	34%	27.00%	-7.00%
2	52%	31.00%	-21.00%
BLACK	EOY: % At or Above Level		Change
	2019	2021	
K	63%	44.00%	-19.00%
1	34%	26.00%	-8.00%
2	52%	29.00%	-23.00%
HISPANIC	EOY: % At or Above Level		Change
	2019	2021	
K	65%	53.00%	-12.00%
1	38%	37.00%	-1.00%
2	57%	40.00%	-17.00%
WHITE	EOY: % At or Above Level		Change
	2019	2021	
K	84%	76.00%	-8.00%
1	61%	47.00%	-14.00%

2	72%	58.00%	-14.00%
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TABLE E:
LEAP 2025 (Grades 3-8)
All Students
ELA

2019 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	185	842	645	603	503	37%
4	213	811	767	683	466	35%
5	84	797	888	735	332	31%
6	151	758	785	794	324	32%
7	333	737	615	549	471	40%
8	203	788	725	538	421	37%
Grand Total	1,169	4,733	4,425	3,902	2,517	35%
2021 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	107	699	514	571	743	31%
4	193	639	633	656	478	32%
5	89	652	673	754	384	29%
6	105	523	640	814	520	24%
7	345	522	654	551	519	33%
8	220	735	648	495	459	37%
Grand Total	1,059	3,770	3,762	3,841	3,103	31%

TABLE E:
LEAP 2025 (Grades 3-8)
All Students
Math

2019 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	185	838	720	686	343	37%
4	63	898	740	712	527	33%
5	90	730	794	864	342	29%
6	89	550	724	910	541	23%
7	68	439	751	1,018	419	19%
8	27	362	450	682	800	17%
Grand Total	522	3,817	4,179	4,872	2,972	27%
2021 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	135	556	587	674	683	26%
4	48	542	579	638	792	23%
5	60	455	637	837	562	20%
6	58	345	566	787	847	15%
7	60	368	656	1005	502	17%
8	26	318	348	621	911	15%
Grand Total	387	2,584	3,373	4,562	4,297	20%

TABLE F:
LEAP 2025 (Grades 3-8)
Students with Disabilities
ELA

2019 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	<10	27	47	85	99	12%
4	<10	33	76	97	87	12%
5	<10	21	54	126	74	8%
6	<10	15	28	119	98	6%
7	<10	14	43	57	155	7%
8	<10	12	30	55	125	6%
Grand Total	15	122	278	539	638	9%
2021 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	<10	12	47	104	123	5%
4	<10	20	39	105	109	9%
5	<10	13	39	96	105	6%
6	<10	<10	18	85	144	4%
7	<10	<10	28	59	158	4%
8	<10	13	28	54	130	6%
Grand Total	15	75	199	503	769	6%

TABLE F:
LEAP 2025 (Grades 3-8)
Students with Disabilities
Math

2019 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	<10	37	43	100	77	16%
4	<10	38	47	101	110	13%
5	<10	21	42	137	74	9%
6	<10	12	26	91	133	5%
7	<10	<10	17	127	119	3%
8	<10	<10	20	45	154	0%
Grand Total	<10	118	195	601	667	8%
2021 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	<10	15	48	93	127	7%
4	<10	22	18	78	159	9%
5	<10	<10	36	105	107	3%
6	<10	<10	11	68	172	3%
7	<10	<10	10	96	141	3%
8	<10	<10	<10	37	173	2%
Grand Total	10	61	132	477	879	5%

TABLE G:
LEAP 2025 (Grades 3-8)
Students Classified as Economically Disadvantaged
ELA

2019 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	59	516	517	522	450	28%
4	55	474	616	594	411	25%
5	21	407	660	631	300	21%
6	40	381	592	668	307	21%
7	105	414	484	448	429	28%
8	62	399	544	445	380	25%
Grand Total	342	2,591	3,413	3,308	2,277	25%
2021 ELA						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	28	387	402	498	677	21%
4	56	374	507	572	443	22%
5	19	363	526	673	360	20%
6	28	247	473	710	475	14%
7	104	322	498	473	471	23%
8	59	404	513	417	409	26%
Grand Total	294	2,097	2,919	3,343	2,835	21%

TABLE G:
LEAP 2025 (Grades 3-8)
Students Classified as Economically Disadvantaged
Math

2019 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	51	516	566	606	316	28%
4	12	490	564	606	475	23%
5	19	402	550	733	299	21%
6	14	228	502	760	486	12%
7	11	159	485	850	365	9%
8	<10	156	299	528	705	10%
Grand Total	112	1,951	2,966	4,083	2,646	18%
2021 Math						Percent Mastery +
Grade Level	Advanced	Mastery	Basic	Approaching Basic	Unsat	
3	32	265	473	584	639	15%
4	<10	263	420	540	720	14%
5	15	221	451	721	533	12%
6	15	119	372	652	776	7%
7	11	142	435	829	451	8%
8	<10	116	224	476	808	7%
Grand Total	86	1,126	2,375	3,802	3,927	11%