

ALABAMA STATE DEPARTMENT *of* EDUCATION

ALSDE Recovery Planning Updates

February 11, 2021





The Case for Urgency

“Existing data on learning loss during long school closures shows that COVID-19 could result in students achieving only 70% of the learning gains in reading and 50% of the learning gains in mathematics (up to a full year behind in some grades) compared to a normal year. Younger grades are likely to suffer even greater losses. Even in cases where students have been able to access remote learning options (which is not universal across or within school systems), there will likely still be significant learning loss to address.”



Focus on Gaps

“COVID-19 will exacerbate existing learning gaps both between students and between schools:

- Gaps **between students**: students who face challenges will fall further behind, especially for students whose families have faced additional challenges
- Gaps **between schools**: teachers in systems with very large class sizes will face challenges following up with students, and schools with weak IT systems may lose time setting up platforms. In addition, gaps may widen between schools due to uneven patterns of school closures (e.g., between public and private schools or across regions in a given system)”



Specific Focus on Equity Gaps

“COVID-19 will also create new gaps. Given that access to and ability to partake in remote learning depends heavily on both connectivity and a child’s home environment, some children will fall further behind.”



PRELIMINARY RECOVERY PLAN TIMELINE

- **January – February 2021: Research & Development of LEA Recovery Plan**
- **February 28, 2021: Release of LEA Blueprint for Recovery Plan Design, Guidance, and Resources Appendix**
- **March – May 2021: LEA Support and Technical Assistance**
- **June 1, 2021: LEA Recovery Plans Submission Due Date**



ALSDE COLLABORATION & RESEARCH

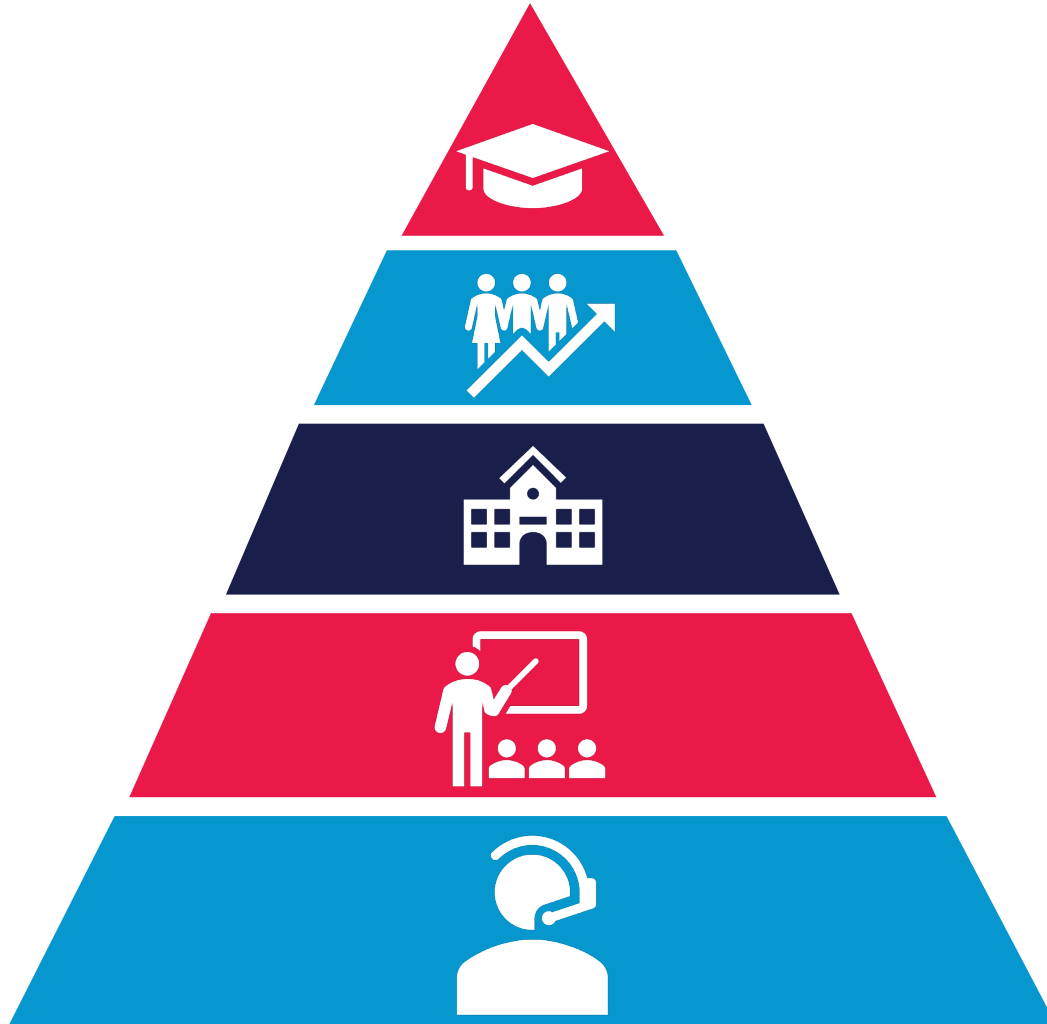
- Council of Chief State School Officers (CCSSO) Collaboratives and *High-Quality OER Curriculum & Resources*
- Council of the Great City Schools: *Addressing Unfinished Learning After COVID-19 School Closures*
- EdResearch for Recovery Briefs
- Other SEAs: Connecticut, Louisiana, Massachusetts, Minnesota, Nebraska, Oklahoma, Ohio, Tennessee, and New Mexico
- UNESCO's COVID-19 Global Education Coalition Launch



GUIDING PRINCIPLES TO RECOVERY



Alabama Achieves: Strategic Plan



Academic Growth & Achievement

College, Career, & Workforce Ready

Safe & Supportive Learning Environment

Highly Effective Educators

Customer Friendly Services



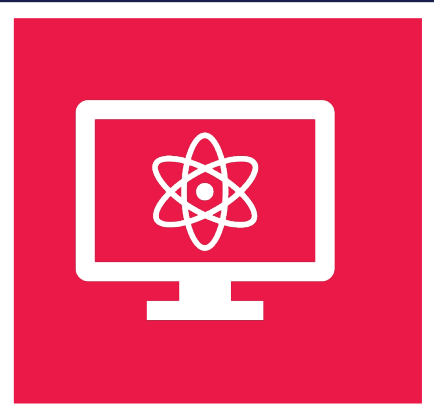
**Every Child.
Every Chance.
Every Day.**

Fundamental Questions

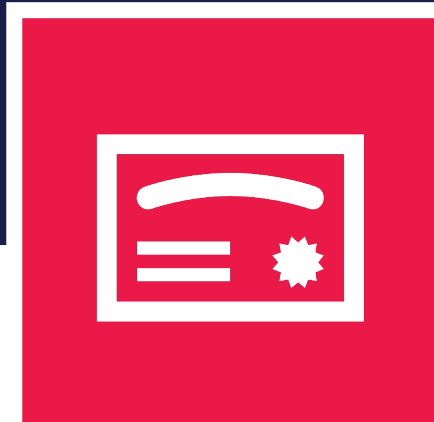
1. Will it help our students become better readers?
2. Will it help our students be better prepared for success in Algebra?
3. Will it help our students become more productive, responsible citizens when they graduate and enter the workforce?



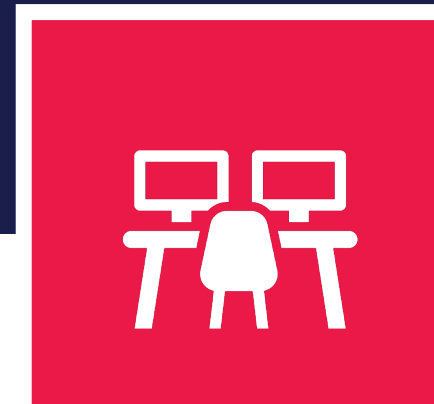
PILLARS TO RECOVERY



**High-Quality
Instructional
Materials**



**High-Quality
Professional
Development**



**Unfinished Learning
Supports**



GUARANTEED & VIABLE CURRICULUM Alignment for LEARNING OPPORTUNITIES



Align Local Curriculum & Assessments to State & District Standards

RIGOR

Streamline Focus to Allow Teachers Adequate Time To Teach Material

SCOPE & SEQUENCE

Provide Opportunities for All Students to Learn Critical Content

EQUALITY

Establish Clear & Measurable Goals that Focus on Critical Needs

HIGH EXPECTATIONS

Regularly Analyze, Interpret, and Utilize Data To Monitor Goals

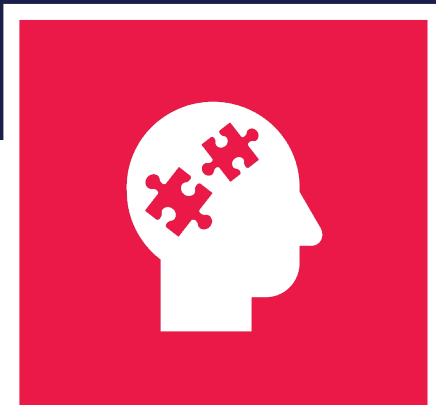
PROGRESS MONITOR

Align School/Classroom Programs & Practices to Meet Individual Student Needs

INTERVENTION



UNFINISHED LEARNING SUPPORTS



Mental Health



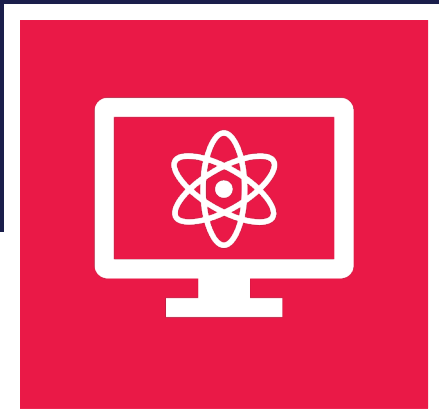
**Remediation
Strategies**



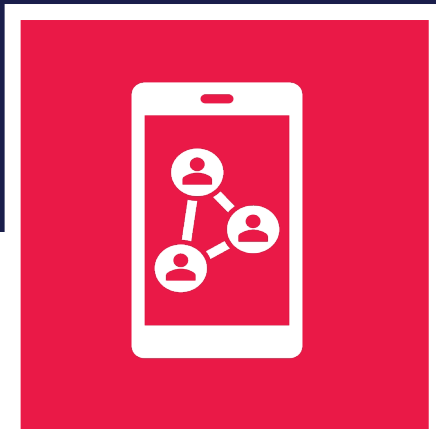
**Targeted Instruction &
Groups For Student
Learning**



RECOVERY PLAN COMPONENTS



UNDERSTAND:
Impact of
Learning Loss



ASSESS:
Academic & Well-
Being Needs



DESIGN:
LEA Recovery Plan &
Aligned Budget



**MONITOR, EVALUATE, &
ADJUST:** Reflection on
Outcomes and Effectiveness



ALIGNING FUNDING ALLOCATIONS TO TARGETED RECOVERY GAPS

CARES Round 1

GEER 1
\$48 Million
Spent by
Sept. 2022

CRF
\$1.8 Billion
Spent by Dec. 2021

ESSER 1
\$216 Million
Spent by
Sept. 2022

\$70 Million
Health & Wellness
Spent in 2020

\$100 Million Remote
Learning Devices
Spent in 2020

\$100 Million
ABC for Students
(ADECA)
Extended through
Spring

CARES Round 2

GEER 2
\$67 Million
(Estimated)
\$21.5M Public
\$45.5M Non-public

OTHER
• FCC Broadband
• Pandemic EBT

ESSER 2
\$899 Million (Estimated)

In addition to authorized uses of ESSER 1 funds, additional authorized uses include:

- Addressing learning loss among students
- Certain school facility repairs and improvements related to virus
- Certain improvements to indoor air quality



Alabama Achieves

Alabama State Department of Education