



A Louisiana Tutoring Success Story: From Implementation to Impact

**MAY 26-28, 2026 | ERNEST N. MORIAL
CONVENTION CENTER | NEW ORLEANS, LA**

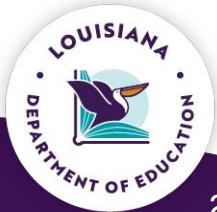


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Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

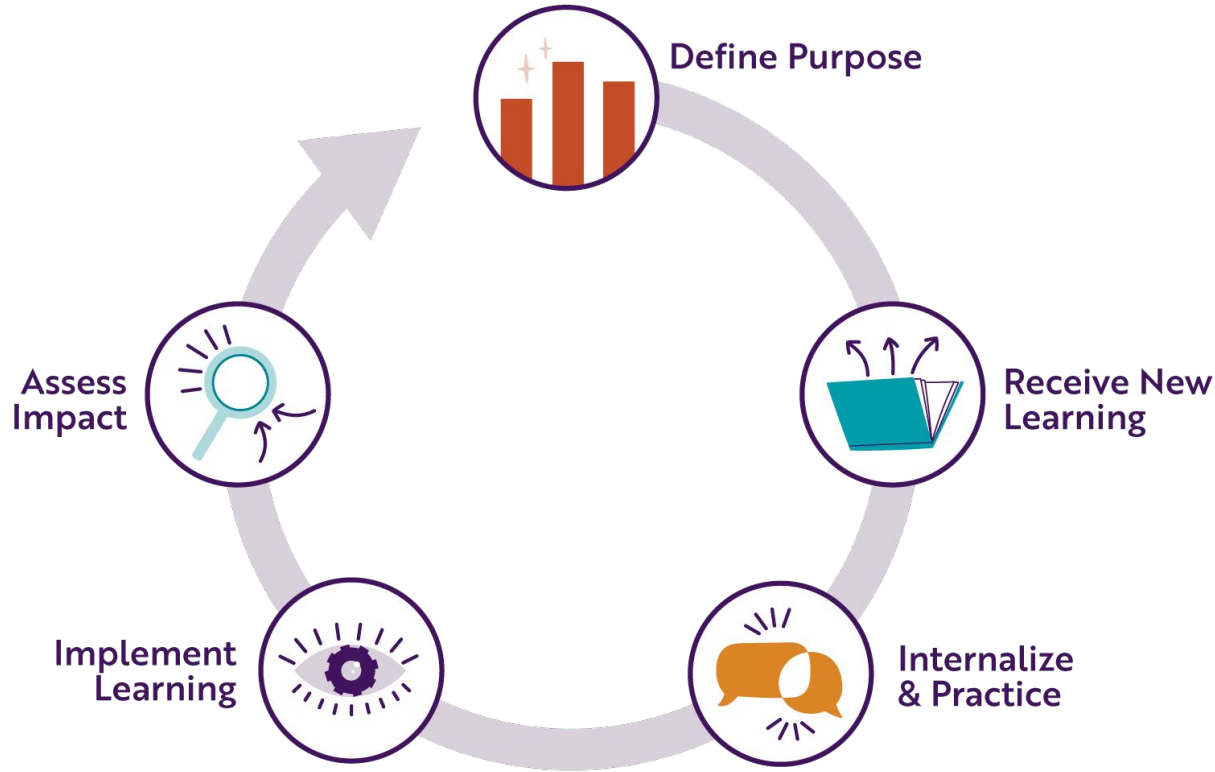
Objectives

By the end of this session, participants will be able to:

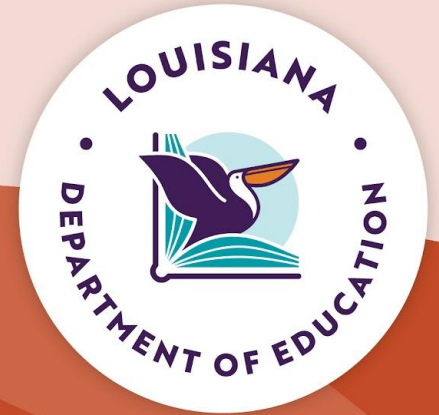
- Identify components of a high-quality tutoring program
- Identify at least two connections between the Louisiana Leader Rubric and your role as an instructional leader
- Develop next steps to improve the quality of high-dosage tutoring



High-Quality Professional Learning Cycle



Define Purpose



The Why



- Act 771 of the 2024 Louisiana Legislative Session requires school day embedded tutoring for certain Kindergarten through 5th-grade students.
- HDT has proven to be an effective intervention for improving student learning outcomes, especially in literacy and math.
- Evidence increasingly confirms that on average, high-dosage tutoring improves student achievement more than any other education intervention.
- “If you always do what you’ve always done, you’ll always get what you’ve always got”

The Why



Louisiana Leader Rubric Domains and Indicators

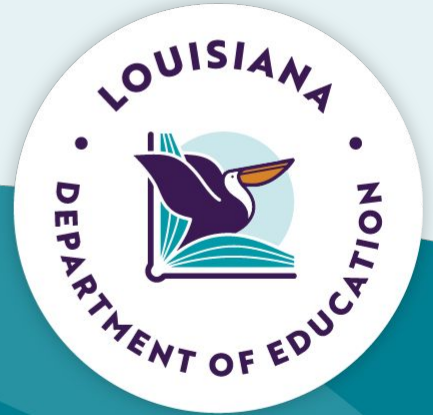
<u>SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING</u>	<u>INSTRUCTIONAL LEADERSHIP</u>	<u>CAPACITY BUILDING</u>
1. Goal-Setting and Monitoring 2. Communication of Mission, Vision, and Goals 3. Expectations	1. Curriculum and Assessment 2. Teacher Effectiveness 3. Meeting Student Needs 4. Instructional Focus	1. Reflective Practices 2. Leadership Development 3. Collaborative Practices 4. Continuous Improvement
<u>SCHOOL & COMMUNITY ENVIRONMENT</u>	<u>PROFESSIONALISM & INTEGRITY</u>	<u>SCHOOL OPERATIONS/MANAGEMENT</u>
1. School Atmosphere 2. Community Engagement 3. Discipline 4. Access to High-Quality Education 5. Responsiveness to Stakeholders	1. Professional Norms 2. Professional Behavior 3. Policy	1. Administrative Operations 2. Fiscal and Physical Management

The Why

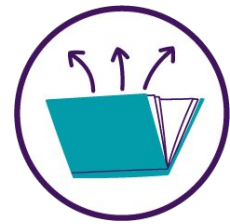


Instructional Focus	The leader consistently and effectively: - Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel. - Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement. - Plans and prioritizes instructional practices based on system and school goals when making decisions. - Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals. - Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	The leader usually: - Implements a schoolwide schedule and routines that maximize instructional time. - Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have access to high-quality instructional materials to instruct all students. - Considers system and school goals when making decisions about instructional practices or priorities. - Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals. - Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	The leader inconsistently and/or ineffectively: - Implements a schoolwide schedule and routines that maximize instructional time. - Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have the resources and materials they need. - Considers school goals when making decisions about instructional practices or priorities. - Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals. - Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.
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Receive New Learning

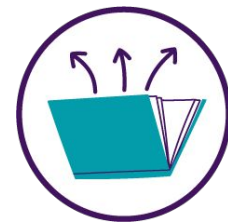


West Feliciana Design Structures



- Scheduling
- Vendors
- Groups
- Progress Monitoring

West Feliciana Design Structures



SCHEDULING

Does your schedule require OR invite every adult to intervene?

In-person First: We make groups for interventionists, then teachers/paras, then vendor partnerships. **EVERYONE IS A TUTOR!**



- Master Schedule for entire grade level
- No overlap for shared grade-level personnel (interventionists, paras, etc.)
- Rooms
- Online Access
- Training

VENDORS

What students will be served best in a different format?

We use vendor (on-line, live tutors) for older students who have not made significant gains in our traditional intervention.



- Ask others about quality partnerships
- Interview vendors
- Give them your expectations
- Require adequate progress monitoring
- Require check-ins and voice concerns

GROUPS

What process are we using to put students in their HDT groups?

Hands-down, this is the most time consuming part of the process. We spent all the time it takes to go kid-by-kid and group students based on a **TARGETED SKILL**.



- Universal Screening Data
- DIBELS/LEAP Data
- Review EVERY student
- Categorize groups by a skill
- Assign Students
- Match the teacher

PROGRESS MONITORING

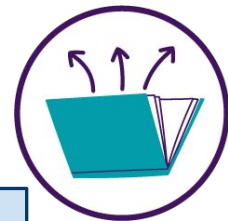
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- Conduct PM
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- Leadership Team reviews
- PLC Data Team with PM data
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- Address teacher, time, materials as needed

West Feliciana Design Structures



SCHEDULING

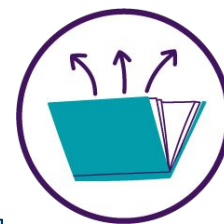
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West Feliciana Design Structures



1st Grade Master Schedule 25-26		
8:00-9:10	ELA / Math #1	70
9:10-10:20	ELA / Math #2	70
10:30-11:30	ANCILLARY / Common Planning	60
11:30-12:30	Lunch / Recess	30 / 30
12:30-1:15	Phonics: Foundational Reading	45
1:15-2:05	Prime Time	50
2:05-3:05	Science or Social Studies	60
2nd Grade Master Schedule 25-26		
8:00-8:45	Phonics: Foundational Reading	45
8:45-9:55	ELA / Math #1	70
9:55-10:25	Recess for All	30
10:25-11:40	ELA / Math #2	70
11:40-12:10	Lunch for All	30
12:10-1:10	ANCILLARY / Common Planning	60
1:10-2:05	Science or Social Studies	55
2:05-3:05	Prime Time	60
3rd Grade Master Schedule 25-26		
8:00-9:30	ELA / Math #1	90
9:30-10:15	Phonics / Prime Time #1 (Dorsey, Rodriguez, Franklin/Bennett)	45
10:15-11:00	ELA / Math #2	45
11:00-11:30	Lunch for All	30
11:30-11:50	Recess for All	20
11:50-12:35	ELA / Math #2	45
12:35-1:15	Phonics / Prime Time #2 (Guidroz, Winn, Cranford, Cazalot)	40
1:15-2:15	ANCILLARY / Common Planning	60
2:15-3:08	Science or Social Studies	53

SCHEDULING

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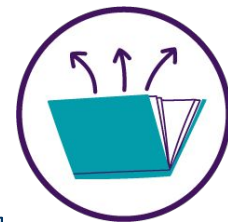


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Receive New Learning



West Feliciana Design Structures



4th Grade Master Schedule 25-26		
8:00-8:45	Prime Time	45
8:45-9:15	ELA / Math #1	30
9:15-10:15	ANCILLARY / Common Planning	60
10:15-11:15	ELA / Math #1	60
11:15-12:15	ELA / Math #2	60
12:15-1:05	Lunch / Recess	50
1:10-1:40	ELA / Math #2	30
1:40-3:08	Science or Social Studies	88
5th Grade Master Schedule 25-26		
8:00-8:05	Homeroom/Attendance	5
8:05-9:05	ANCILLARY / Common Planning	60
9:05-10:35	ELA / Math #1	90
10:40-12:10	ELA / Math #2	90
12:10-1:05	Lunch / Recess	55
1:05-2:25	Science or Social Studies	80
2:27-3:08	Prime Time	41

SCHEDULING

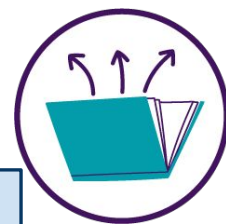
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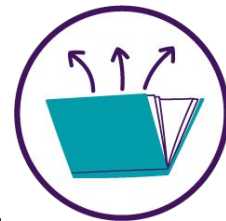
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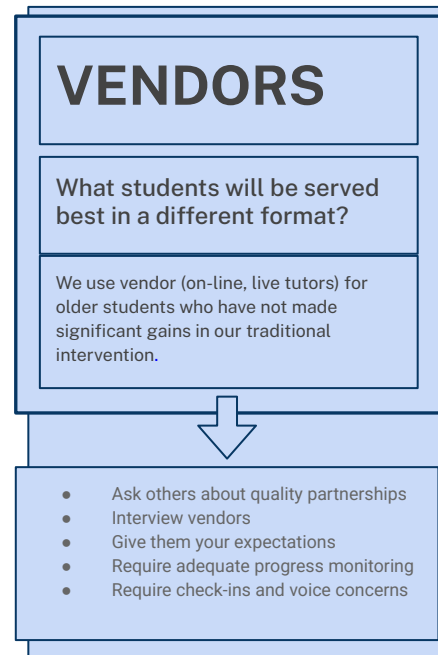
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West Feliciana Design Structures

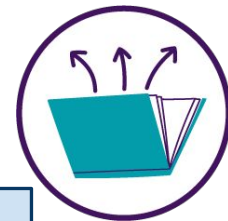


Questions to Interview Vendors:

- Can you guarantee enough tutors at the times my students are available? We will not change our master schedule.
- What is your past record of success?
- How will you progress monitor students?
- What is your guarantee that you can grow students?
- How is what you are providing better than what my teachers can provide?
- How will your tutors be trained to keep students engaged?



West Feliciana Design Structures



GROUPS

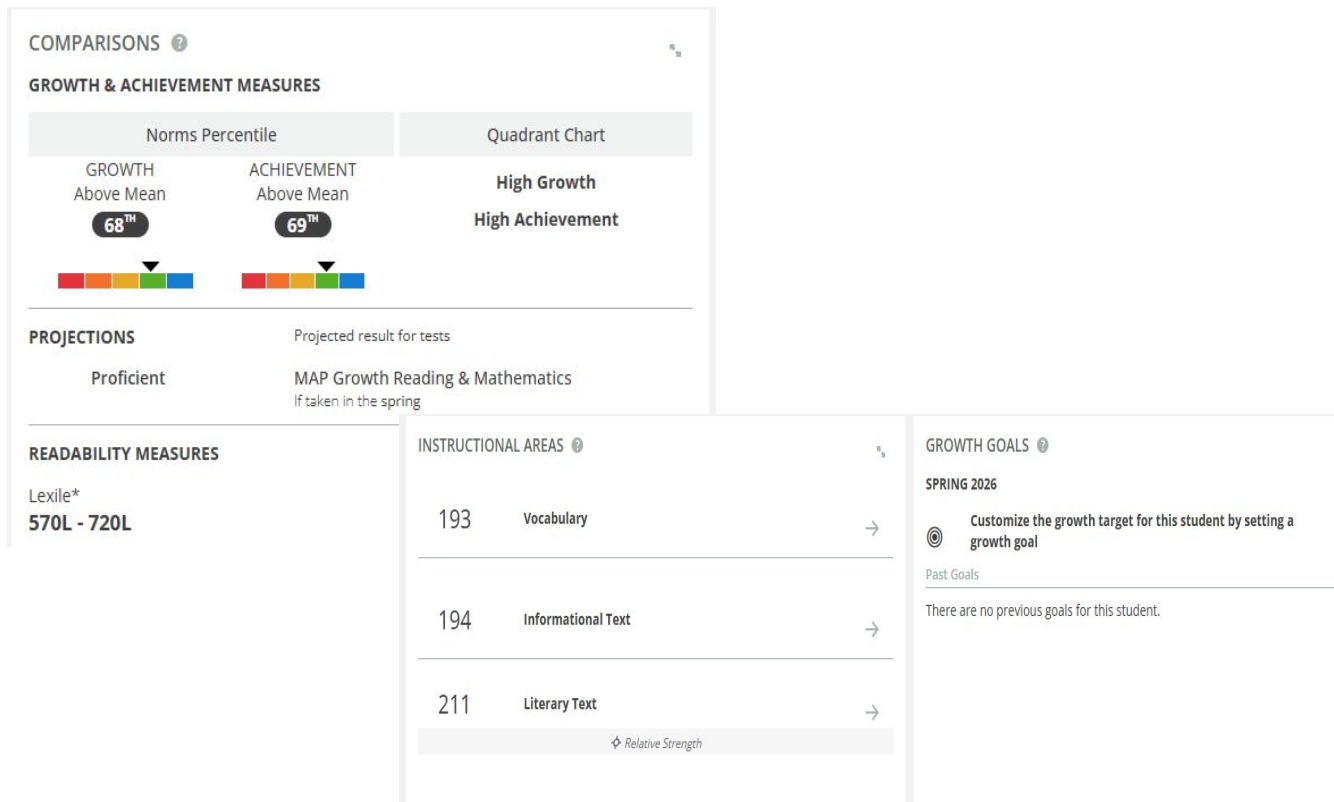
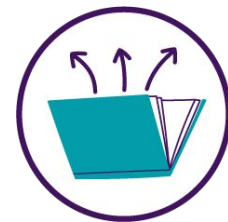
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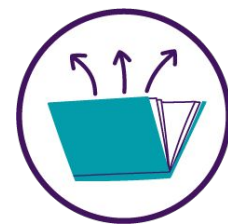
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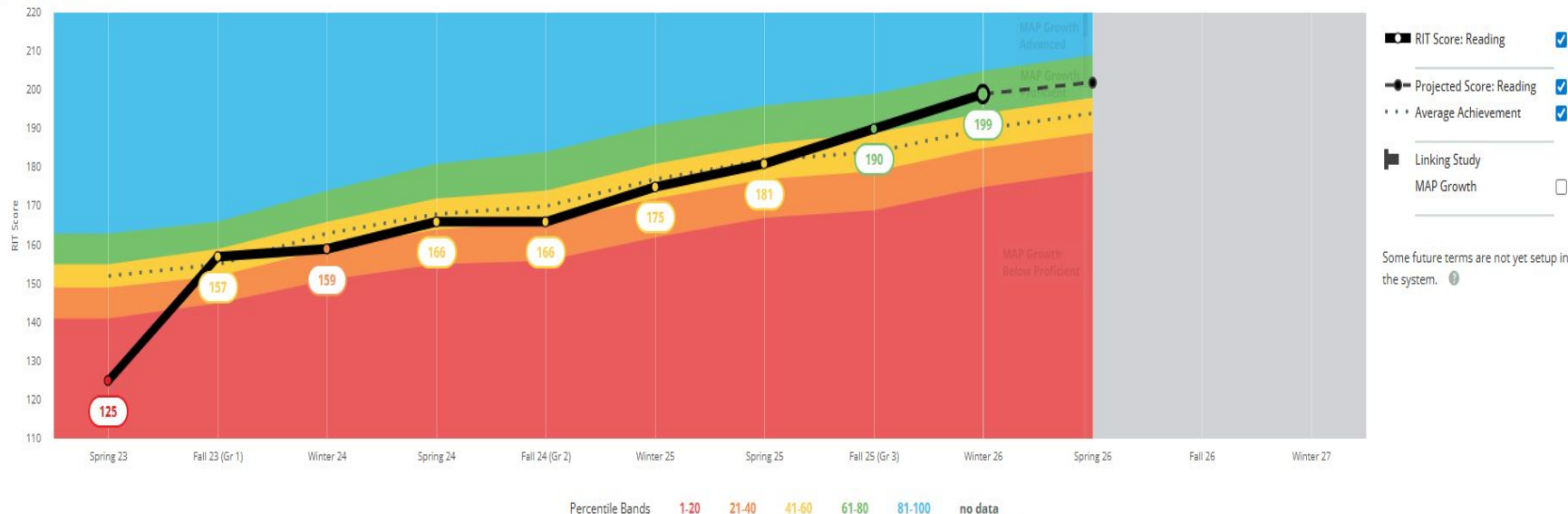


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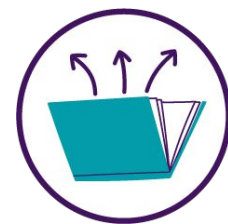
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GROWTH OVER TIME ⓘ



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Composite Goal 393	NWF-CLS Goal 94	NWF-WRC Goal 30	WRF Goal 50	ORF-Accu Goal 96%	ORF Goal 105	Maze Goal 12
386 Below	88 Below	18 Well Below	52 Benchmark	96% Benchmark	94 Below	8.5 Well Below

304 Well Below	Letter Sounds NWF-CLS	33 Well Below	81	77	122	94	65
	Decoding NWF-WRC	6 Well Below	24	19	32	30	19
	Reading Fluency ORF	49 Well Below	72			105	96
	Reading Accuracy ORF-Accu	94% Below	97%			96%	96%
	Word Reading WRF	32 Below	44			50	48

GROUPS

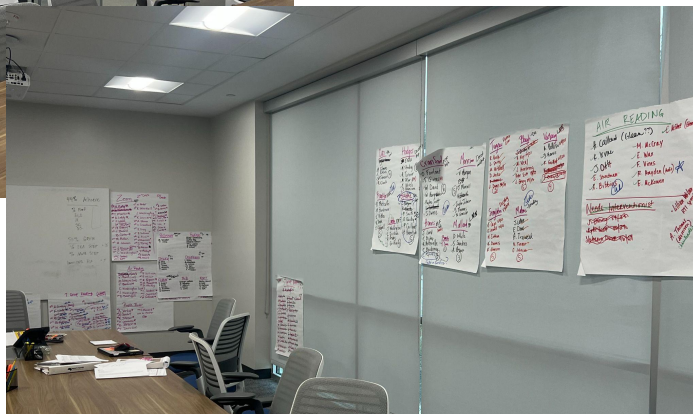
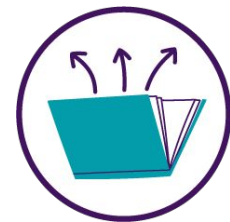
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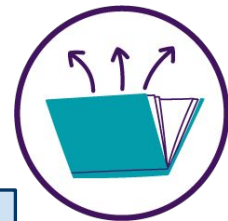
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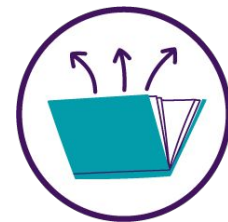
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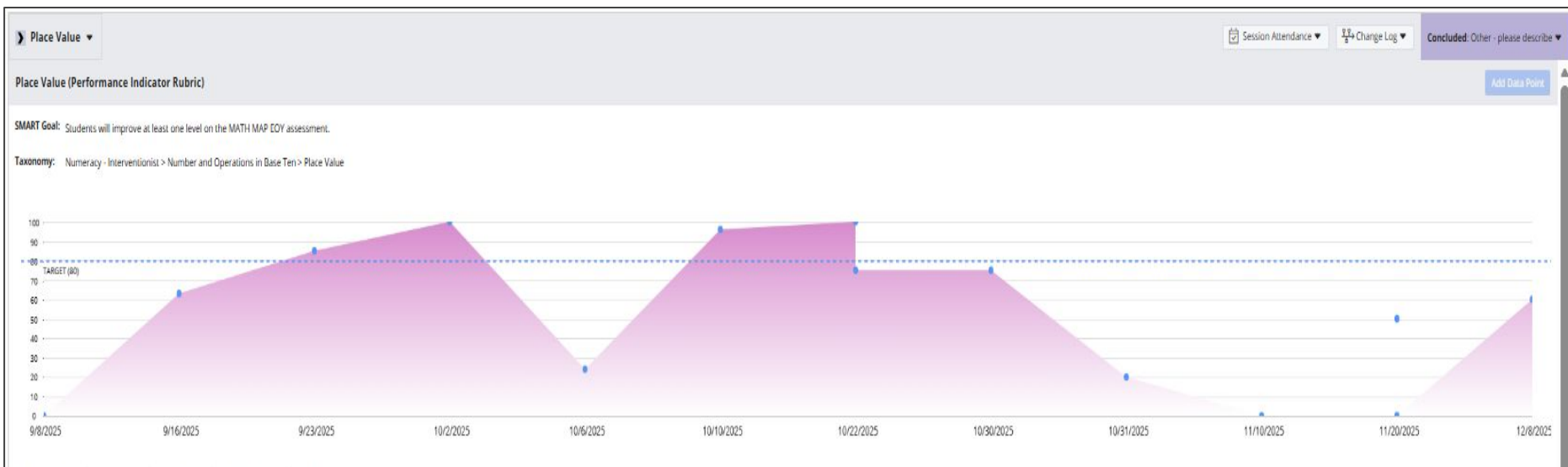
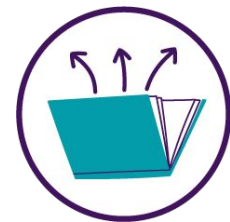
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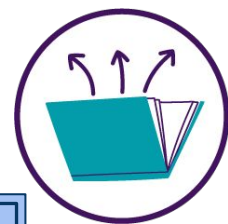


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West Feliciana Design Structures



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Monitoring Date	Score	Target Score	Standing	Comments
12/8/2025	60	80	Goal	Place Value Mid-year (all 4 operations)
11/20/2025	0	80	Not On Track	Using Place Value for Division
11/20/2025	50	72	Not On Track	Using Place Value for addition
11/20/2025	50	80	Not On Track	Using Place Value for Subtraction
11/20/2025	0	80	Not On Track	Using Place Value for Multiplication
11/10/2025	0	80	Not On Track	Using Place Value to Add and Subtract
10/31/2025	20	80	Not On Track	Using Place Value for all 4 operations
10/30/2025	75	64	On Track	Using place value to add/subtract
10/22/2025	100	48	On Track	Place value all forms
10/22/2025	75	56	On Track	Using Place Value to Add/Subtract (Baseline)
10/10/2025	96	40	On Track	Place Value Rounding
10/6/2025	24	32	Not On Track	Place Value Rounding Baseline
10/2/2025	100	24	On Track	All forms
9/23/2025	85	16	On Track	All forms--Student focus value of each digit
9/16/2025	63	8	On Track	All forms--Student focus-Number to word form over 1,000
9/8/2025	0		Baseline	4NBTA1A--Place value to 1 million

New Note
☐ Show Deleted Notes

Created
Created By
Subject

PROGRESS MONITORING

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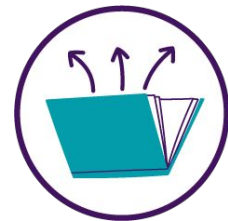
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Receive New Learning



Daily Practice



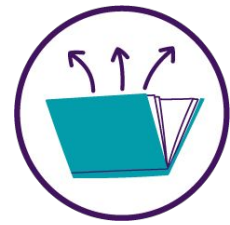
Tier 2: 3 days/week; Progress Monitored every 3 weeks

Tier 3: 5 days/week; Progress Monitored every 2 weeks

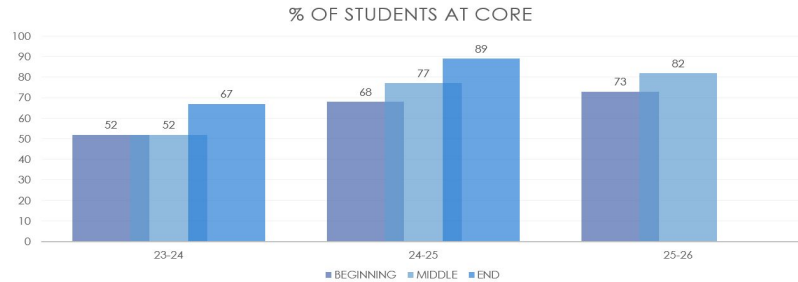
- ★ Entire Grade Level **STOPS** for HDT
- ★ Students move to groups
- ★ Instruction begins — **PRESCRIPTIVE, TARGETED, REPETITIVE**

- ★ Progress Monitoring PLC
 - Every 3 weeks
 - Teachers review data from platforms/team-made tests
 - Enter data in MTSS
 - Make group changes as appropriate

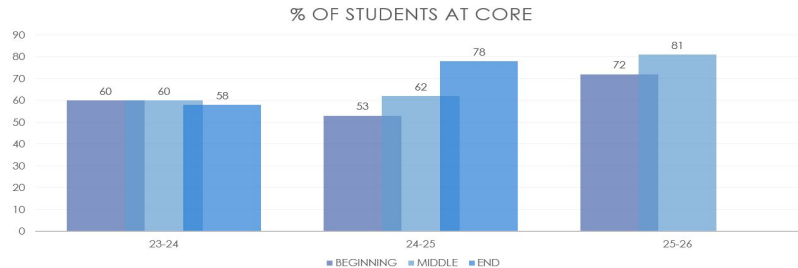
Impact - DIBELS



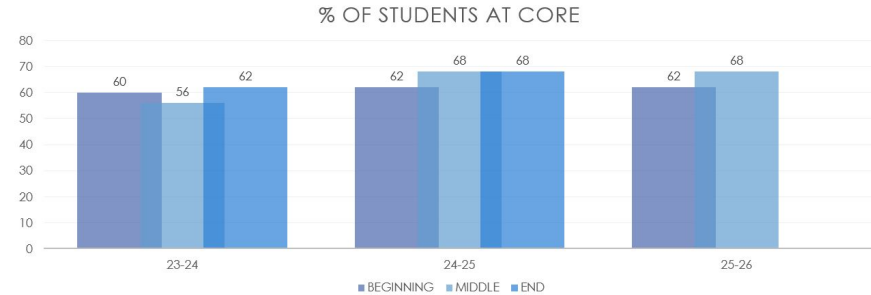
1ST GRADE DIBELS



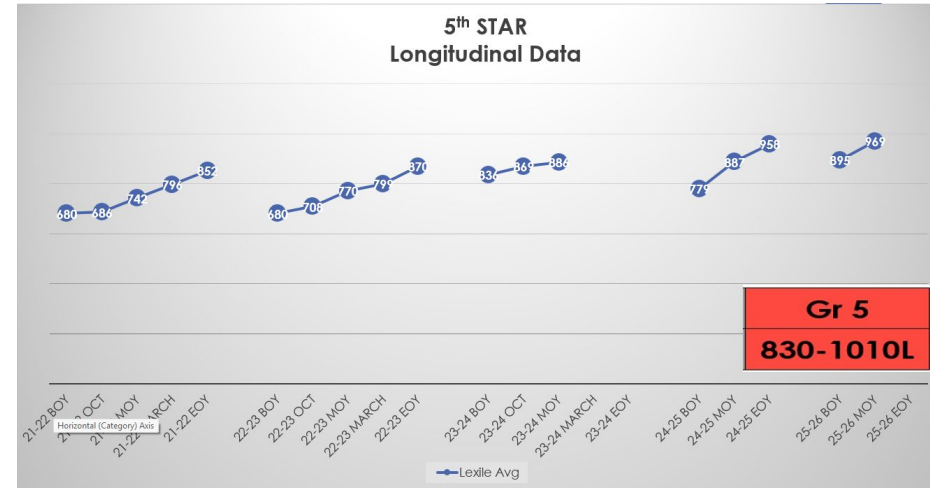
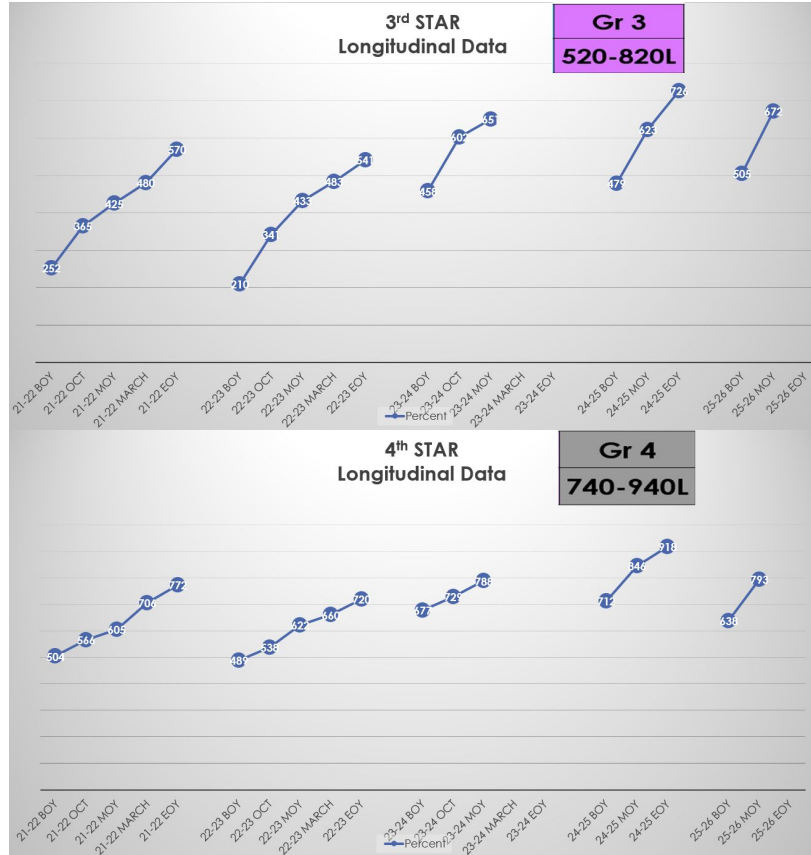
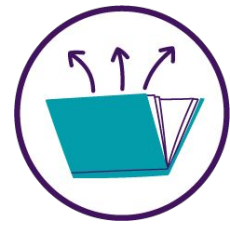
2ND GRADE DIBELS



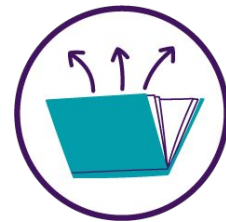
3RD GRADE DIBELS



Impact - LEXILE



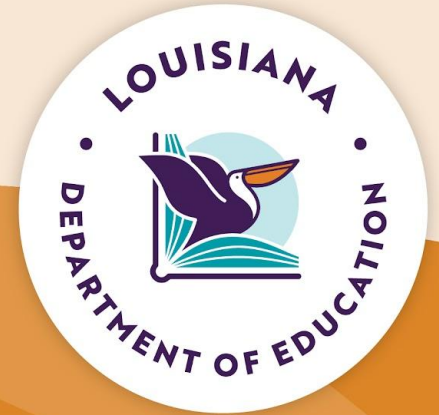
Impact



Receive New Learning



Internalize & Practice

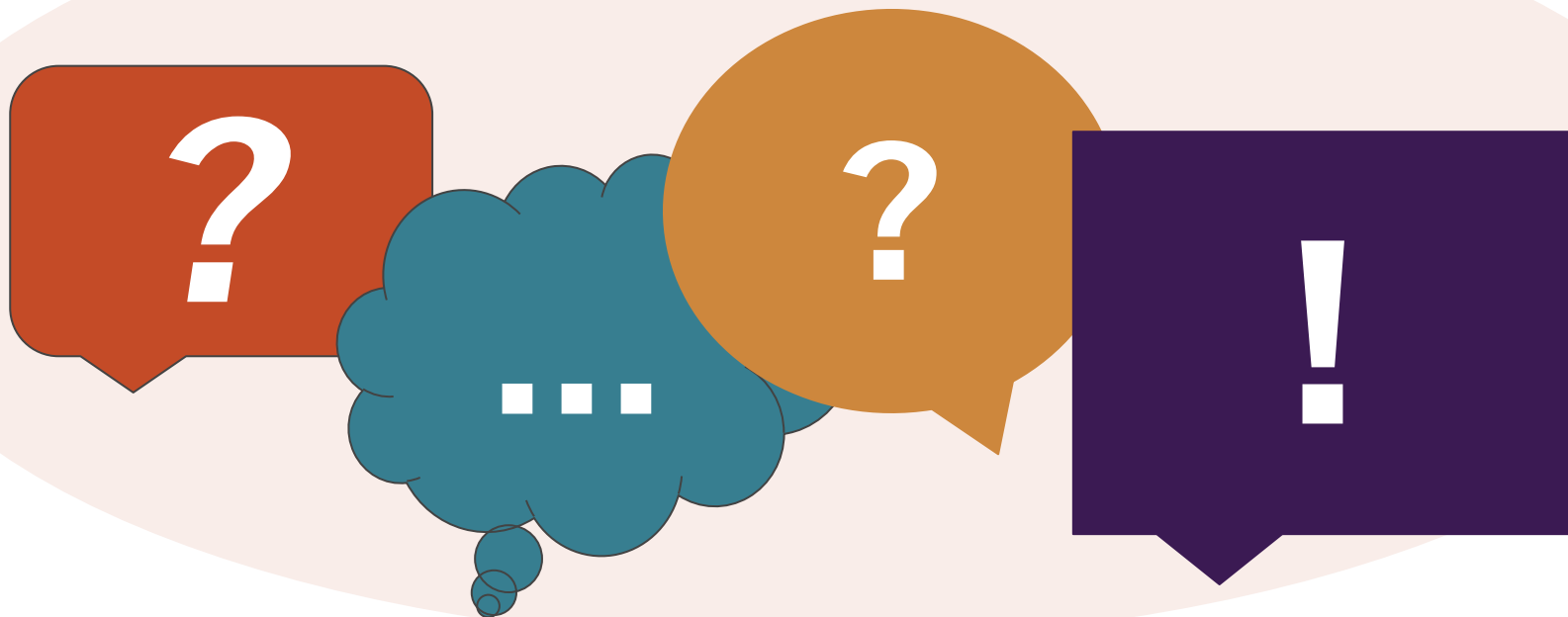


Q&A with West Feliciana Leaders



What is something you heard or saw in the video that you will incorporate in your high-dosage tutoring program for the upcoming school year?

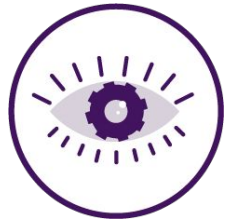
Q&A with West Feliciana Leaders



Implement Learning



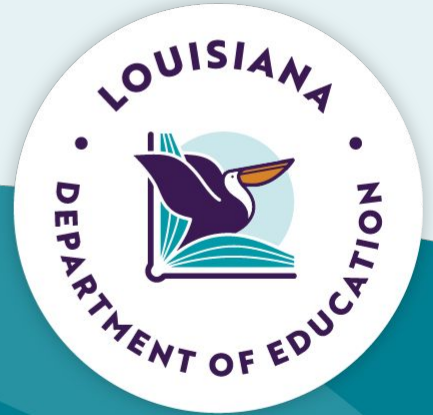
System and School Instructional Leadership Teams



- Note Catcher

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A Louisiana Tutoring Success Story: From Implementation to Impact	
SCHEDULING Does your schedule require OR invite every adult to intervene? In-person First: We make groups for interventionists <u>than</u> teachers/paras, then vendor partnerships. EVERYONE IS A TUTOR! • Master Schedule for entire grade level • No overlap for shared grade-level personnel (interventionists, paras, etc.) • Rooms • Online Access • Training	

Assess Impact



Next Steps



- Based on today's session,
 - what is one change you will make to strengthen your tutoring program, and
 - which component of high-quality tutoring and Louisiana Leader Rubric indicator does it address?

Closing

- High-Dosage Tutoring works when leaders plan intentionally, support implementation, and respond to challenges
- Meeting the law is the starting point; quality implementation drives meaningful student impact
- Continuous reflection, adjustments, and leadership engagement are essential to sustaining success
- Encourage leaders to apply key actions identified during the session



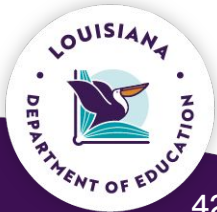
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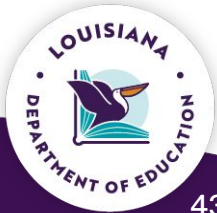
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Principal

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Thank you for attending this session!
**Please take a moment to complete the session
feedback survey in the Cvent app.**

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