



# Utilizing High-Dosage Tutoring as a Lever for Literacy

**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

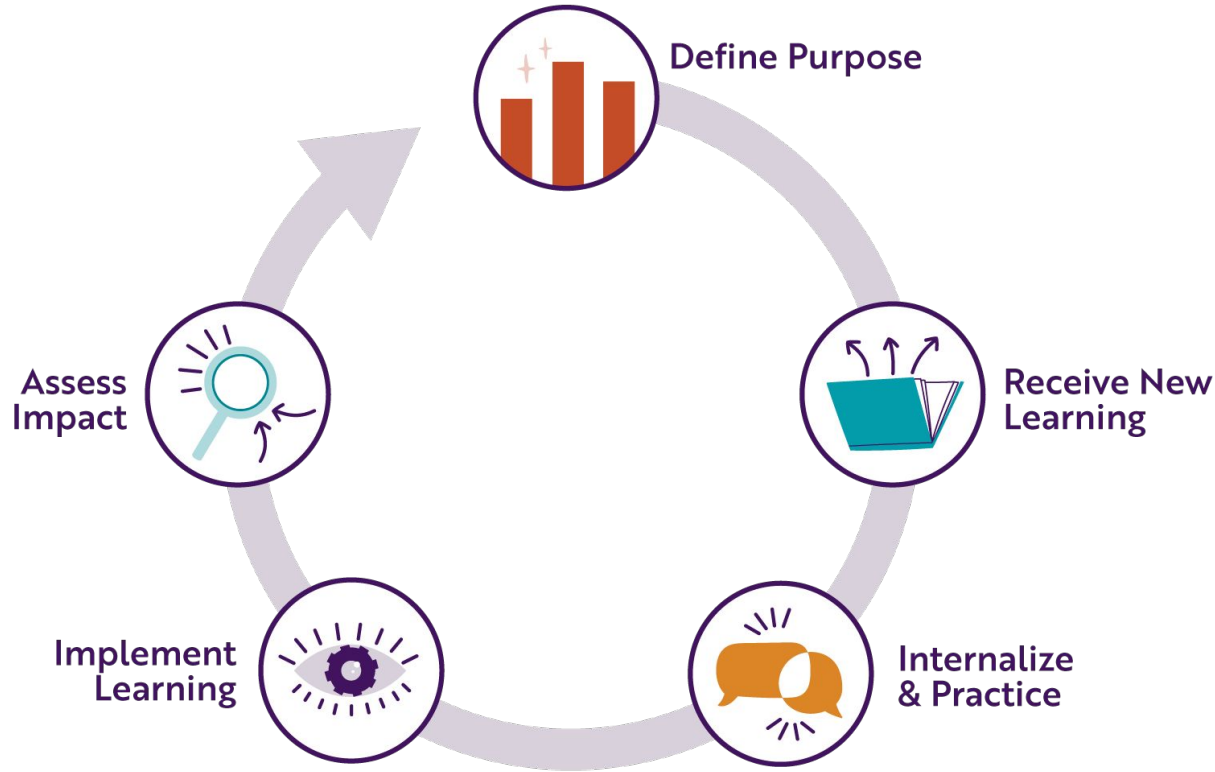
# Objectives

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

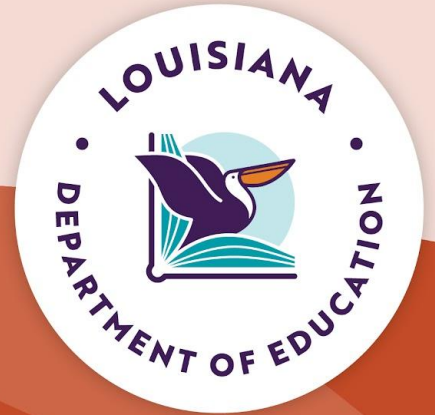
- Examine misconceptions about tutoring as “extra help”.
- Connect tutoring to Louisiana’s Tiered Pathways of Literacy Support (TPLS).
- Identify system actions that ensure tutoring strengthens literacy instruction.



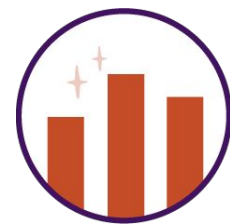
# High-Quality Professional Learning Cycle



# Define Purpose



# Louisiana's Historic Academic Progress

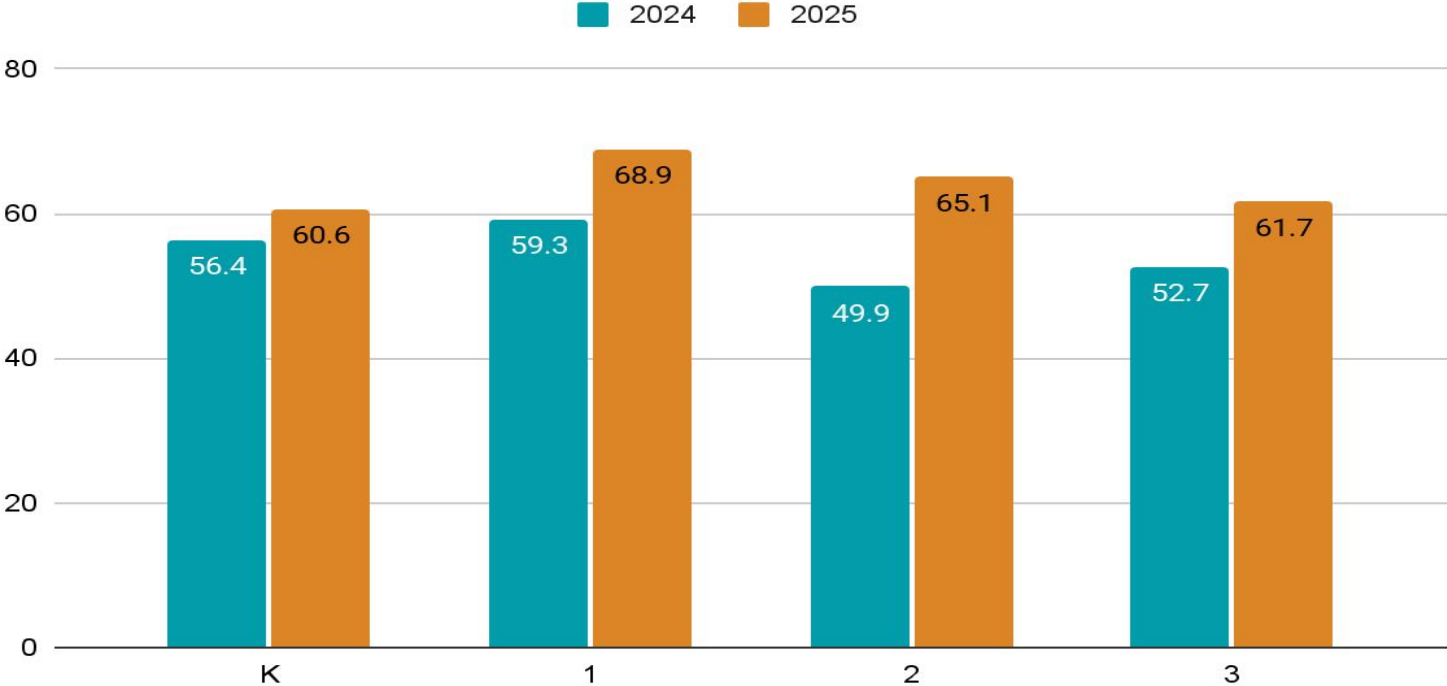


## The Nation's Report Card (NAEP) Ranking: 2013–2024

| Subject           | 2013 | 2015 | 2017 | 2019 | 2022 | 2024 |
|-------------------|------|------|------|------|------|------|
| 4th grade reading | 48   | 44   | 50   | 50   | 42   | 16   |
| 4th grade math    | 50   | 46   | 52   | 50   | 44   | 38   |
| 8th grade reading | 49   | 49   | 49   | 45   | 39   | 29   |
| 8th grade math    | 48   | 50   | 51   | 49   | 45   | 43   |
| Overall average   | 49   | 47   | 51   | 49   | 43   | 32   |

2024 marked  
Louisiana's  
**highest rankings  
ever** on NAEP.

# Comparing 2024–2025 End of Year Results



# High-Dosage Tutoring Research



Research identifies several conditions for effective tutoring:

- Frequent sessions (3–5 times weekly)
- Small groups or 1:1 instruction
- Consistent tutor-student relationships
- Alignment with classroom instruction
- Ongoing progress monitoring

When these conditions are met, tutoring produces significant learning gains.

# Accelerate: High-Dosage Tutoring



**Primary Intent:** Ensure students who are not yet proficient receive targeted, in-school support.

## Act 771 (2024) Requirements for K–5:

- Embedded in the school day, with a minimum of 30 minutes a day, 3 times a week for 10 weeks
- 4:1 or less with a highly trained tutor
- Required progress monitoring
- Focused on accelerating progress toward grade-level literacy and math using approved materials

# Misconceptions Regarding Tutoring



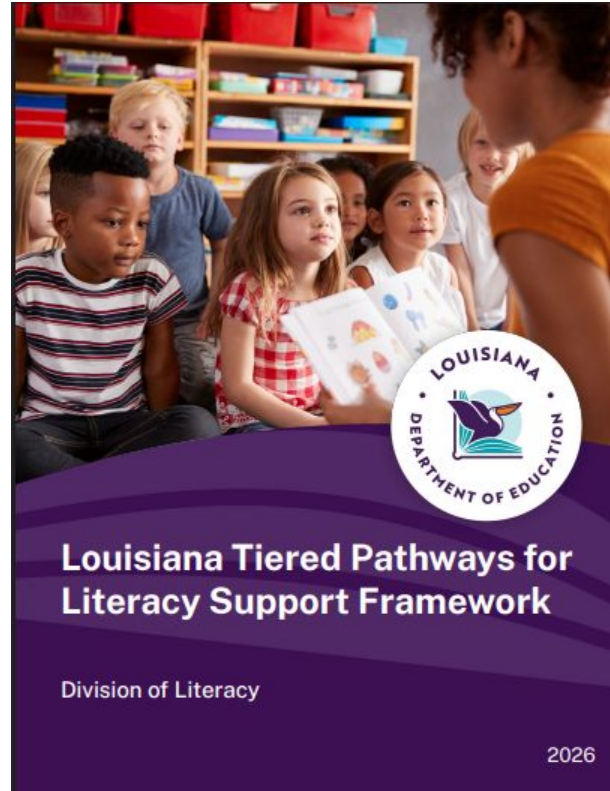
## Tutoring

- is a structure outside of the Tiered Pathways for Literacy Support.
- only uses grade level materials and is not based on data and student need.
- is always in addition to intervention.
- happens only after school.

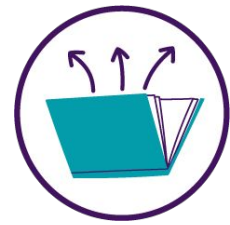
# Receive New Learning



# Louisiana TPLS Framework



# Louisiana Literacy Library



doe.louisiana.gov/educators/instructional-support/louisiana-literacy/literacy-resources

Grants... Literacy Library Bank of America-W... LaGov LEO KeystoLiteracy Foun... DocuSign Sustainability Tools

Literacy Goals

Instruction, Intervention, and Extensions

Professional Growth

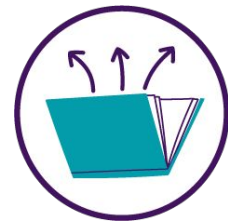
Families

Anita Archer - Explicit Instruction

FIRE Scope and Sequence Documents

Louisiana Tiered Pathway for Literacy Support Framework 2026

# Purpose of TPLS



The Louisiana Tiered Pathways for Literacy Support (TPLS) provides guidance for Louisiana school systems to make critical decisions in support of a shared vision and strategic literacy support for all students. Furthermore, the TPLS framework supports the initiatives outlined in the [Louisiana Comprehensive Literacy Plan](#), which specifies actions for implementation in programs from birth to 12th grade. The framework moves far beyond tiered interventions and represents the cohesive approach to ensure a high-quality education for every student.

**guidance**

**critical  
decisions**

**shared  
vision**

**strategic  
literacy support**

**coherent  
approach**

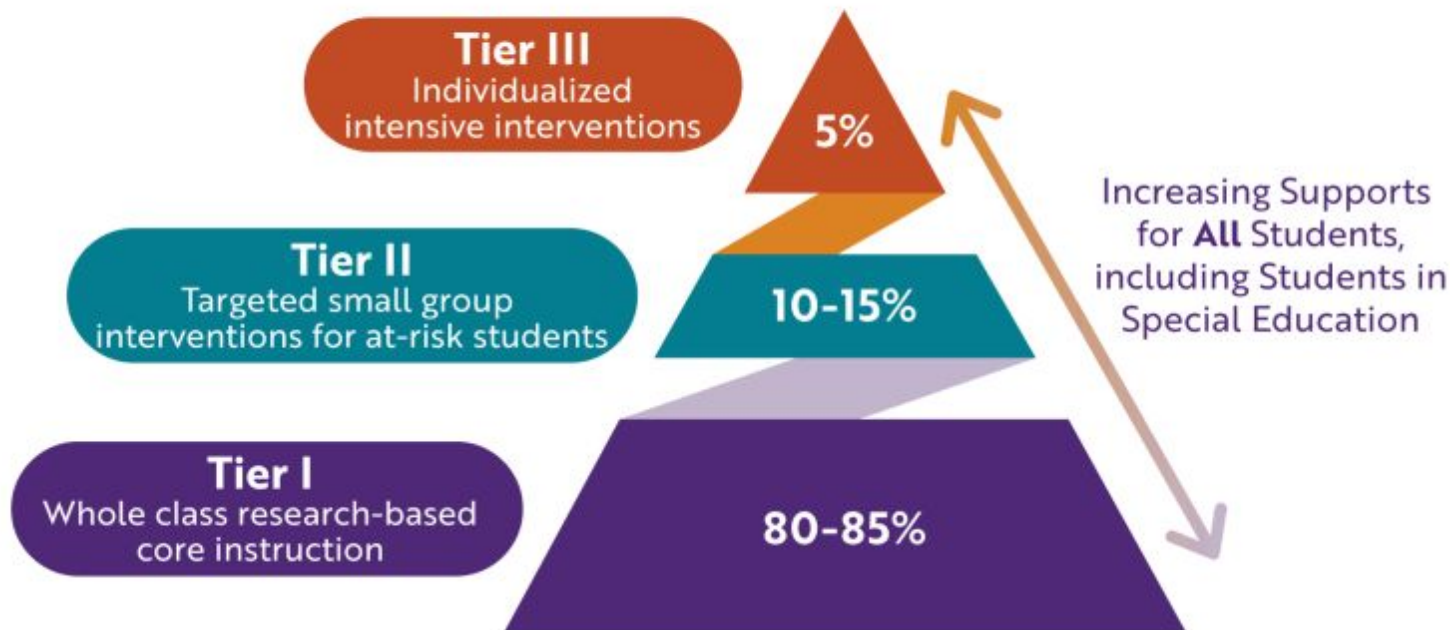
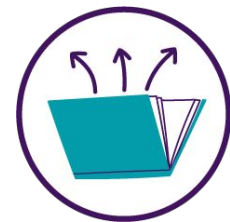
# What is TPLS?



The Louisiana Tiered Pathways for Literacy Support (TPLS) is a comprehensive framework that uses data-driven decision-making to deliver tiered instruction and interventions for all students. The tiered approach includes core instruction using high-quality instructional materials, universal interventions, targeted interventions for at-risk learners, and intensive interventions for students with specific needs. TPLS operates as a comprehensive structure designed to meet the needs of every student, ensuring schools maximize data-driven decision making, continuous progress monitoring, and the implementation of evidence-based support and strategies.

**What are some keywords that resonated with you as you read this definition?**

# Tiered Pathways for Literacy Support



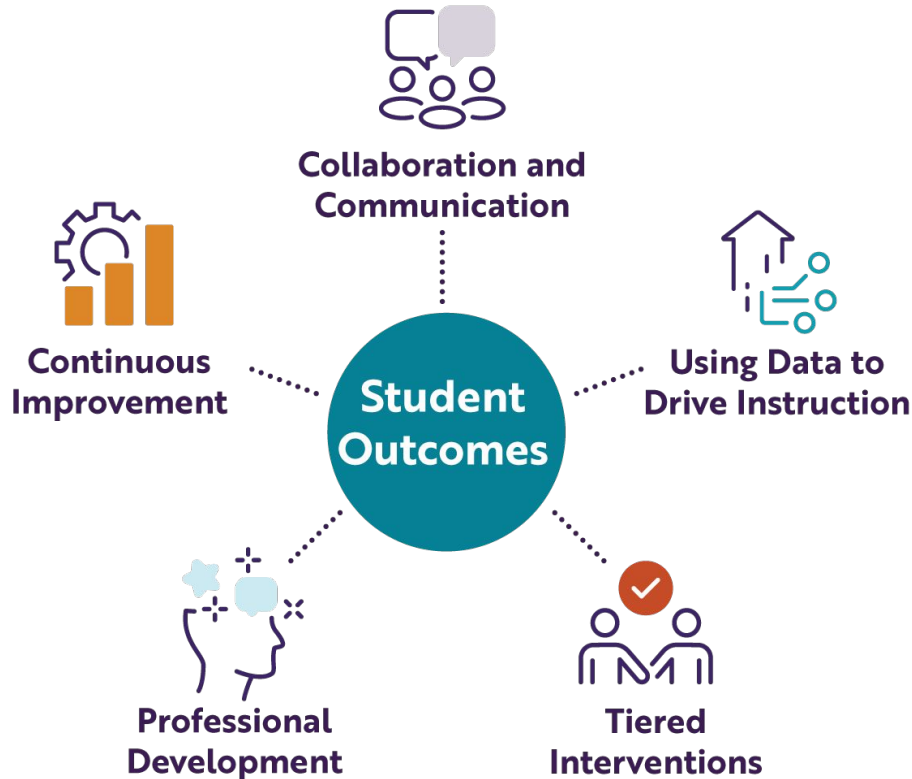
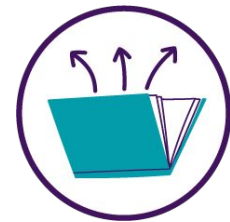
# Who benefits from TPLS?



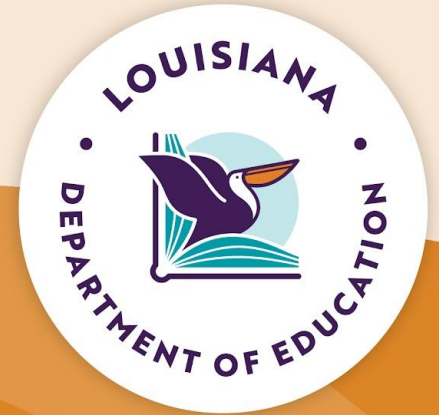
The system of supports are for:

- Students receiving support in the classroom and intervention settings, so their outcomes are accelerated.
- Teachers and staff who need support in using the evidence-based practices, curriculum resources, and assessments.
- Teachers and staff who need support in using the processes and procedures that are established in the schools to flexibly meet the needs of the students.

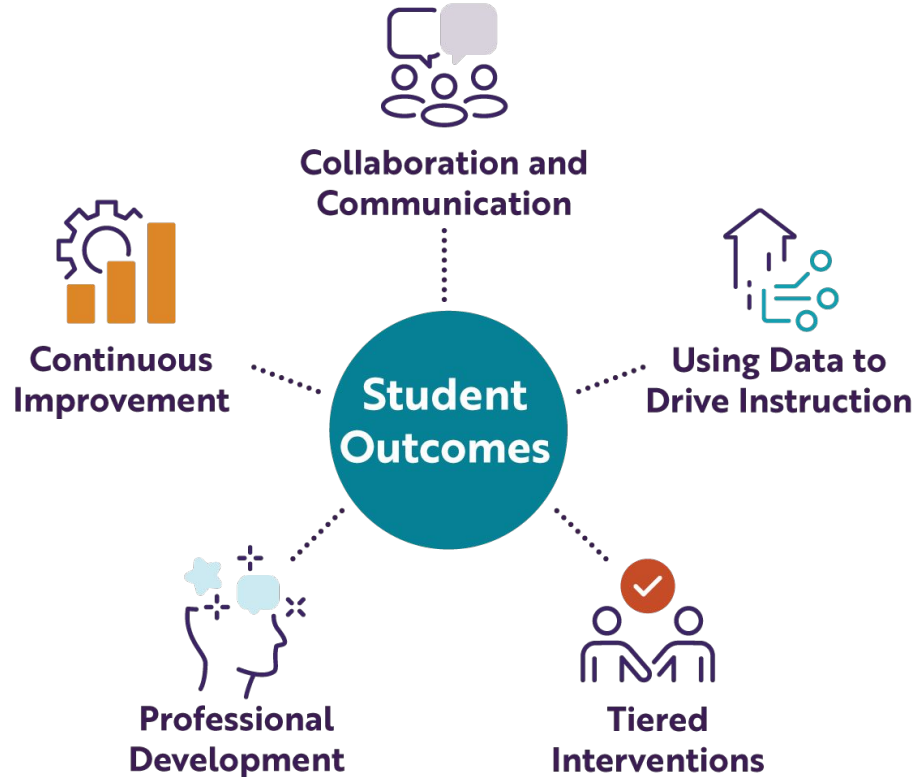
# Components of an Evidence-Based TPLS



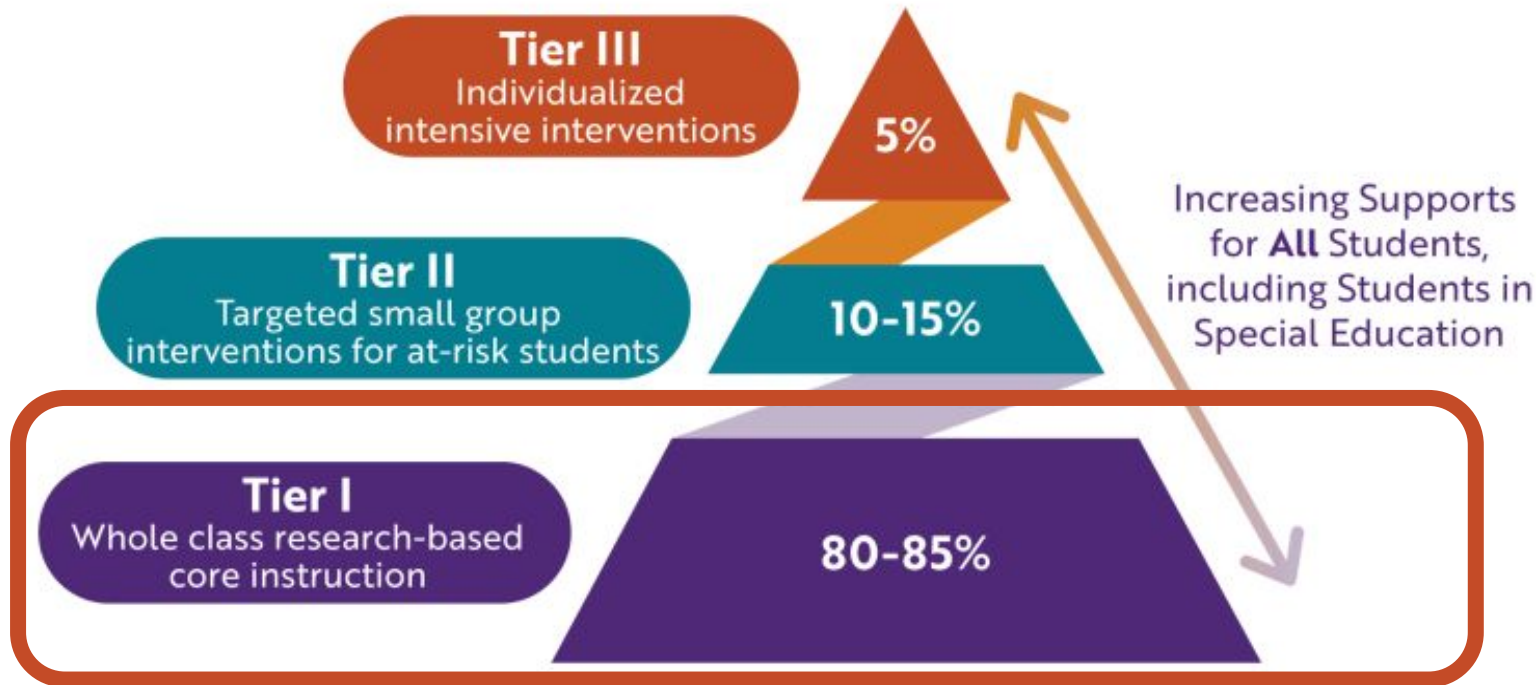
# Internalize & Practice



# Applying Components to Tutoring Framework



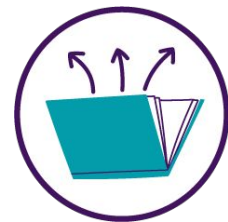
# Tiered Pathways for Literacy Support



Internalize & Practice



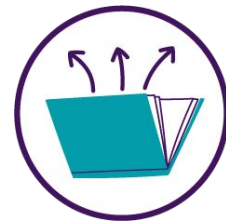
# Tier I: Core Instruction and Supports



- Delivered by a content-strong literacy teacher
- Provides high-quality core instruction for **all** students—including small group instruction
- Utilizes effective teaching practices and high-quality instructional materials
- Prioritizes learning targets to address learning gaps
- Meets the unique needs of **all** students



# Assessing the Health of Core



- Are Tier I instruction and small group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
- Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
- Note: Assessment data should demonstrate at least 80% student mastery.
- [Research](#) has shown that teachers receive only 0.8–1.4 days of professional development tailored to the curriculum they were using.

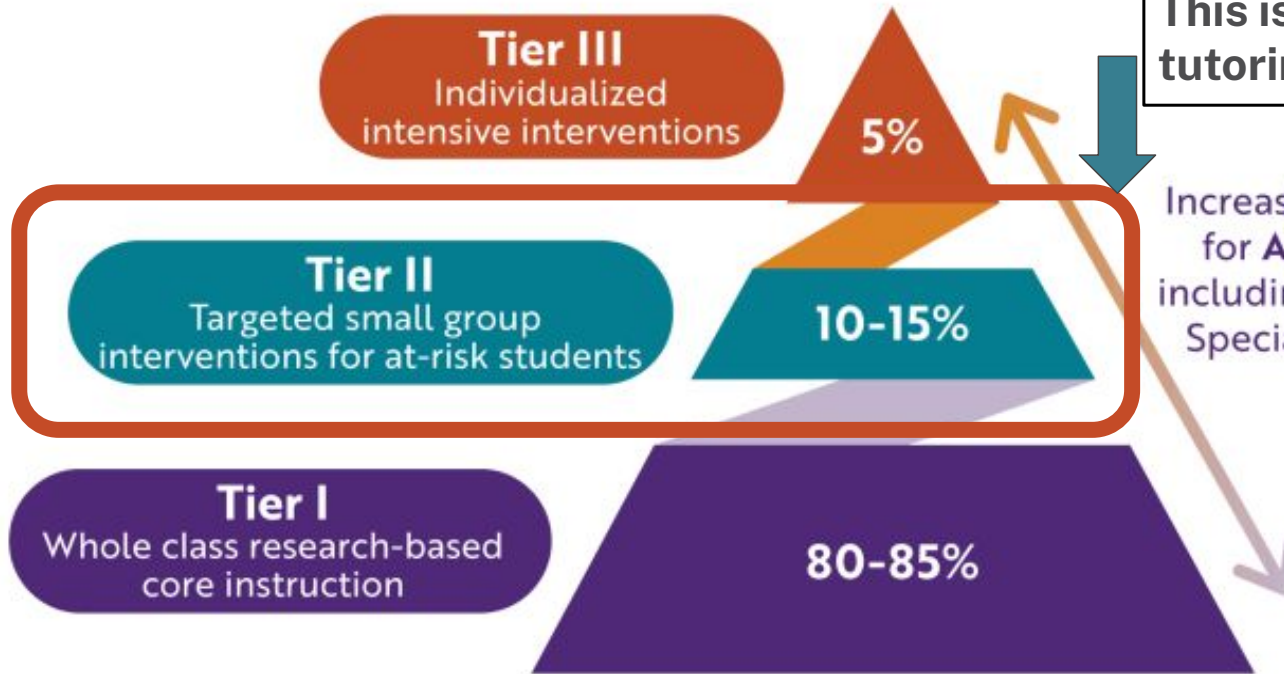


# Tiered Pathways for Literacy Support

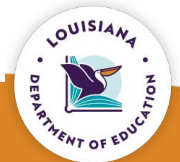


This is where most tutoring structures fit.

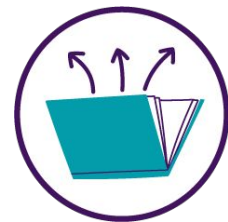
Increasing Supports  
for **All** Students,  
including Students in  
Special Education



Internalize & Practice



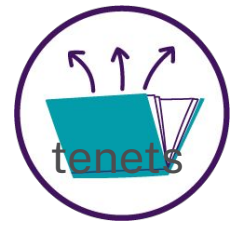
# Tier II



- Delivered by a content-strong literacy teacher
- Provides a second layer of targeted instruction and supports through HQIM with additional modeling, guided practice, and immediate academic feedback
- Provides increased opportunities for explicit modeling, interactions, guided practice, and academic feedback
- Incorporates flexible grouping 3–5 times per week for approximately 20–40 minutes (can include HDT structure)
- Focused on priority learning targets in intervention for students who have not demonstrated adequate progress in response to Tier I support according to assessment data



# Tutoring in Tier II



High-impact tutoring integrates seamlessly and aligns with the central of the TPLS framework rather than serving as an additional layer:

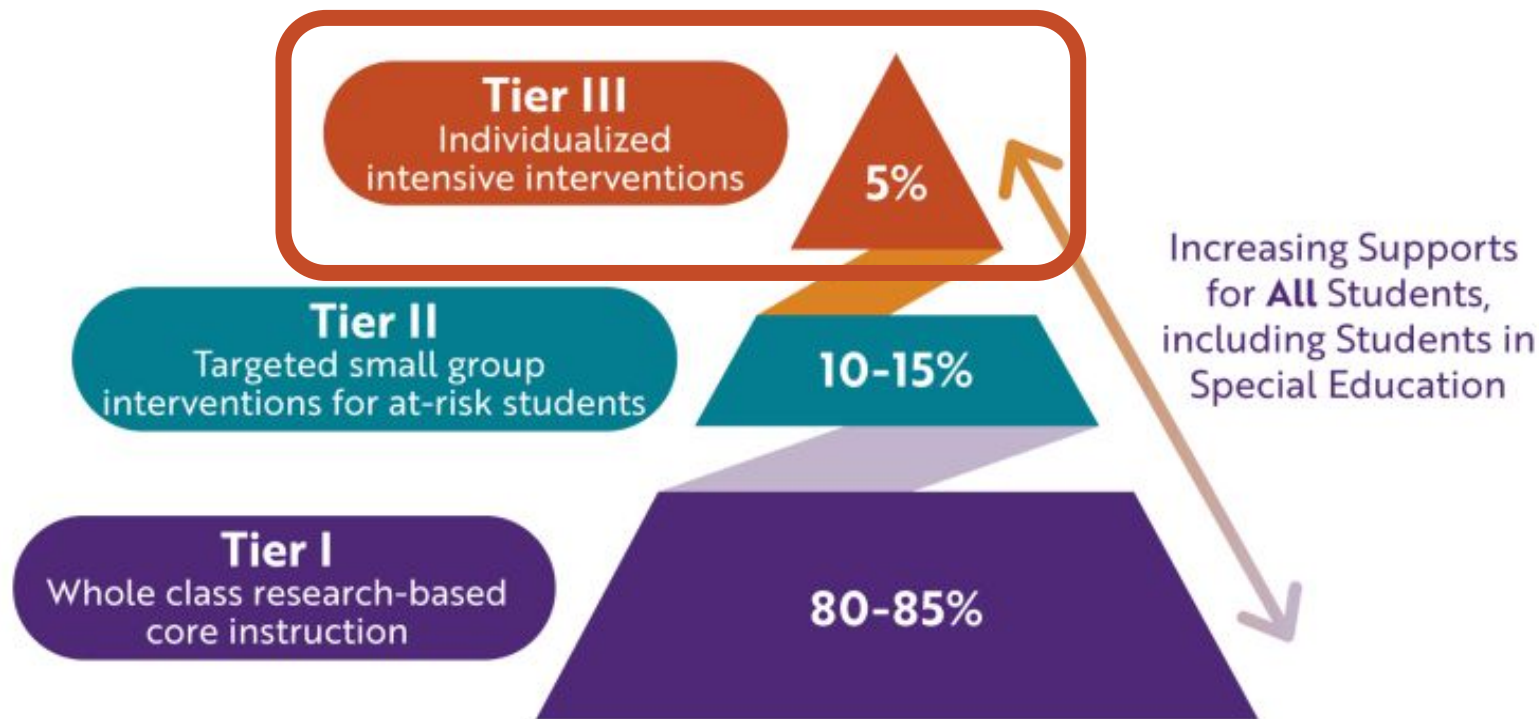
- **High-impact tutoring**, like TPLS, promotes individualized, data-informed instruction, collaboration, and communication among adults to ensure an integrated student learning experience.
- **High-impact tutoring** requires using valid data to understand students' needs, to ensure instruction directly addresses the skills needed for success in grade-level content, and to monitor student growth through progress monitoring to ensure tutoring has the intended impact.
- **High-impact tutoring** requires adjustment as needed, as well as regular engagement with teachers to ensure that tutoring and classroom instruction are cohesive and complementary.

National Student Support Accelerator. (2023). Integrating high-impact tutoring with multi-tiered systems of support (TPLS).  
<https://studentsupportaccelerator.org/sites/default/files/Integrating%20High-Impact%20Tutoring%20with%20TPLS.pdf>

Receive New Learning



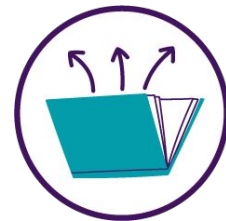
# Tiered Pathways for Literacy Support



Internalize & Practice



# Tier III



- Delivered by a content-strong literacy teacher
- Target deficient sub-skills that have been identified through the analysis of assessment data
- Provide support above and beyond what other students are receiving
- Incorporate flexible grouping **daily** for a minimum of 30 minutes
- Leverage high levels of intensity, time, and support
- Focus on priority learning targets for intervention and extension for students who have not demonstrated adequate progress in response to Tier II supports according to assessment data



# Thinking Through the Components



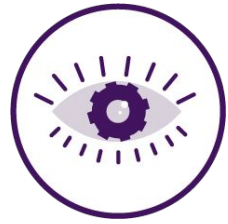
| Component                       | Guiding Question                                                                                                                                                              |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and Collaboration | How do we collaborate with families and stakeholders to develop, implement, and evaluate tutoring, ensuring all students receive the appropriate support?                     |
| Data-driven Decision Making     | How do we facilitate meaningful conversations among stakeholders about literacy data through tutoring?                                                                        |
| Tiered Interventions            | How are clear guidelines established for selecting appropriate interventions and progress monitoring tools within tutoring?                                                   |
| Professional Learning           | Is professional learning available at all system levels–district leaders, school leaders, teachers, and staff–to guide effective decisions regarding tutoring implementation? |
| Continuous Improvement          | Are Instructional Leadership Teams used as a structure for analyzing data and making informed decisions around tutoring?                                                      |



# Implement Learning



# Monitoring Tutoring as Part of the TPLS



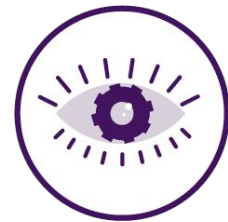
Strong systems monitor:

- Student attendance in tutoring sessions
- Alignment to classroom instruction
- Tutor consistency and preparation
- Student literacy growth

Monitoring ensures tutoring remains focused on student outcomes.



# System-Level Actions that Strengthen Tutoring



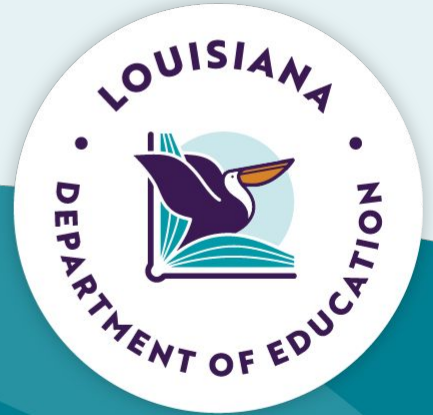
District and school leaders should:

- Align tutoring to HQIM instruction
- Protect time for tutoring within schedules
- Provide training and support for tutors
- Use literacy data to adjust support

Leadership actions determine whether tutoring accelerates learning or simply adds time.



# Assess Impact



# Assess the Impact of Tutoring



Tracking the data:

- Attendance
- Progress monitoring
- Walkthroughs

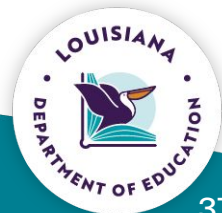


# Closing

High-dosage tutoring is most effective when it:

- strengthens access to Tier 1 instruction.
- functions intentionally as Tier 2 support within TPLS.
- targets specific literacy needs.
- is monitored for quality and impact.

When implemented well, tutoring becomes a powerful lever for literacy improvement.



# Presenter Information

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# References

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2024). *National Assessment of Educational Progress (NAEP), 2000–2024 mathematics assessments*.



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