

# Accelerate: High-Dosage Tutoring (HDT) School System Implementation Guidance

The [High-Dosage Tutoring \(HDT\) initiative](#) is a critical component of Louisiana's efforts to provide additional academic support to Kindergarten to fifth grade students who are not meeting reading and/or math proficiency standards. This document is intended to guide system leaders on implementing HDT programs effectively.

## General Planning Questions

Use the questions listed below to help guide system-level planning for HDT initiatives.

Logistical Planning Questions		
Before Implementation	During Implementation	After Implementation
<ul style="list-style-type: none"> <li>Should certain schools or student groups be prioritized when allocating funding for external partners? What school or cohort data can help to determine prioritization?</li> <li>What funding is available outside of the state appropriation?</li> <li>Will your district contract with an approved tutoring provider?</li> <li>What will your ten-week schedule look like for math and literacy, and how will you track attendance?</li> </ul>	<ul style="list-style-type: none"> <li>How will tutoring providers maintain f records for all HDT students during each HDT cycle?</li> <li>How will teachers receive information regarding student progress during each tutoring cycle?</li> <li>How will families be informed about student progress during each tutoring cycle?</li> </ul>	<ul style="list-style-type: none"> <li>How will students who complete a cycle of HDT be monitored beyond the tutoring cycle?</li> <li>What is the plan for students who need continued intervention after completing the ten-week cycle if additional cycles are unavailable?</li> <li>How will students needing Tier II and Tier III interventions transition from HDT to the tiered intervention?</li> </ul>

<ul style="list-style-type: none"> <li>• How will your tutoring team collect end-of-the-year reporting information?</li> <li>• What scheduling adjustments need to be considered? Where will tutoring take place during the tutoring cycle?</li> <li>• How will tutoring be integrated into the ILT process to assess and monitor effectiveness throughout the cycle(s)?</li> <li>• Who will be the tutoring point of contact at each site?</li> <li>• What will our progress monitoring cycles look like? Dates for checks?</li> <li>• How will we communicate with and train tutoring providers on the HDT initiative? School Leaders?</li> </ul>		<ul style="list-style-type: none"> <li>• How will you evaluate the overall effectiveness of your school's HDT initiatives?</li> </ul>
<b>Instructional Planning Questions</b>		
<b>Before Implementation</b>	<b>During Implementation</b>	<b>After Implementation</b>
<ul style="list-style-type: none"> <li>• What materials will be used for tutoring?</li> <li>• How are the current materials aligned to what students are doing in core and intervention?</li> <li>• What personnel training is needed regarding the effective use of instructional materials for tutoring?</li> <li>• What will be used to determine the need for intervention? (screener and diagnostic)</li> <li>• What system will be put in place to track the effectiveness of interventions?</li> <li>• How often will changes be made to grouping?</li> <li>• How does HDT's instructional approach align with tier II and III support goals in the <a href="#">TPLS framework</a>?</li> </ul>	<ul style="list-style-type: none"> <li>• How will progress monitoring be conducted and tracked?</li> <li>• Who will be part of the data analysis process for student progress data?</li> <li>• How will data inform responsive instructional decisions for specific students?</li> <li>• How will you provide feedback on the effectiveness of the tutoring sessions?</li> </ul>	<ul style="list-style-type: none"> <li>• What instructional materials will be used for students who need intervention beyond their 10-week tutoring cycle?</li> </ul>

# Logistics

The following steps should be followed to plan for logistical considerations of HDT initiatives.

## Step 1: Identify which K-5 students are below proficiency

Tutoring should be at least 30 minutes per session (or shorter if developmentally appropriate), three times a week for a minimum of 10 weeks. Interventions meeting the 4:1 student-to-tutor ratio with approved materials can also fulfill tutoring requirements. Students receive interventions until they reach proficiency, while high-dosage tutoring (HDT) must continue for at least 10 weeks.

### Guiding Questions:

- How many K-3 students scored Below and Well Below on the statewide literacy screener?
- How many K-3 students scored Below Proficiency on a numeracy screener/curriculum-embedded diagnostics?
- How many 4th through 5th grade students scored Unsatisfactory, Approaching Basic, and Basic on LEAP in math and/or ELA?

### Requirements:

- All students below proficiency must have an [Individual Academic Support Plan \(IASP\)](#).
- All K-3 students below proficiency must receive interventions.
- Students below proficiency and not placed with a highly effective teacher must also participate in high-dosage tutoring.

## Step 2: Highly Effective Teachers

[Act 771](#) requires expanded academic support for all K-5 students who did not achieve mastery in reading or math on statewide assessments through one of the following:

- Prioritized placement in a class taught by a highly effective teacher
- High-dosage tutoring (HDT)

### Guiding Questions:

- How many highly effective teachers are available at each site?
- What is the best way to assign students to these teachers?
- Do highly effective teachers need additional support during the school day?
- How many additional staff members can provide high-dosage tutoring?

**Defining Highly Effective Teachers:** A highly effective teacher is determined by the final evaluation from the previous year:

- For the **2024-2025 school year**, this includes teachers with an overall **3.5+ score in COMPASS or LEADs**.
- **Non-VAM teachers** closed out in CIS at the end of 2025 are determined based on **2024-2025** evaluations. **Non-VAM teachers** not closed out in CIS at the end of 2025 are determined based on **2023-2024** evaluations.
- **VAM teachers** are determined based on **2023-2024** evaluations.

**Note:** This step does not eliminate the need for intervention. It only removes the tutoring requirement for students placed with a highly effective teacher.

**\*\*If you can meet the needs of all students with Step 2, you may skip Step 3.**

### Step 3: Utilizing External HDT Partners

Determine how the remaining students will receive high-dosage tutoring through an [external partner](#). If additional funding is needed, explore other available sources. The LDOE's [Federal Funding Guide](#) can help identify eligible funds, and Accelerate's "[Funding for High-Impact Tutoring](#)" guides braiding funds.

#### Prioritization Considerations:

- Classes with teacher vacancies
- Schools with a high number of ineffective teachers
- Schools with a large number of students below proficiency
- Meet with approved external tutoring providers to assess their capacity to meet remaining needs. ([See Appendix A](#) for vendor meeting guiding questions.)

#### Guiding Questions:

- How many students still require high-dosage tutoring after utilizing internal resources?
- If virtual learning is implemented, can students be grouped across sites?

### Step 4: Determine Schedules and Materials for Tutoring

Identify who will provide tutoring sessions, the schedule, and the materials. High-dosage tutoring should not be scheduled in addition to any existing extra learning time designated in the school schedule. Tutoring materials should derive from high-quality instructional materials (HQIM).

#### Guiding Questions:

- Who will provide the tutoring? Internal staff, external partners from the vendor guide, or a combination of both?
- What will the tutoring schedule look like?
- What curriculum will be used, and what progress monitoring data will be collected? How often will this data be gathered?
- Are the tutoring programs/materials aligned with core instruction?

# Instructional Implementation for Internal Tutoring

## Step 1: Determine Materials

Align materials to core instruction when possible to maintain instructional coherence across all tiers of support. Use LDOE-approved curricular materials. View the “Materials” tab on the [2025-2026 Accelerate: High Dosage Tutoring Workbook](#).

### Literacy:

- **For grades K -2**, the core HQIM includes all necessary materials for intervention and tutoring.
  - Provide targeted additional modeling and guided practice for components of the whole-group lesson based on student need identified by the assessment data or observational feedback from the current or previous day’s lesson.
  - Preteach upcoming content from whole-group lessons to anticipate student difficulty based on assessment data and observational feedback.
  - Continue using selected Tier III intervention materials for students requiring intensive support per the [TPLS framework](#).
- **For grades 3-5**, utilize materials on the LDOE ’s approved curriculum list, including materials created or provided by the LDOE.
  - For students requiring Tier III intervention, continue using an approved [Tier III Foundations of Reading Intensive Intervention program](#) for literacy and any materials/programs identified for math.

### Numeracy:

- [Zearn](#) can be used as a resource for High-Dosage Tutoring alongside any core HQIM. [Zearn](#) provides acceleration support while informing the teacher of students' performance and success in grade-level mathematics. [Zearn Implementation in Louisiana](#) guides planning and support with [Zearn](#).
- Core HQIM also includes materials for intervention and tutoring to provide support based on data collected through classroom observation, student work, or assessments.

## Step 2: Determine Data for Entry-Point

Decide on the data to determine the entry point for tutoring. Students who exhibit risk for reading difficulties on a screener should be assessed with a diagnostic to determine specific skills they need support with.

- **Literacy**
  - **Grades K-3:** Use DIBELS to identify the starting point. Refer to the [DIBELS Professional Development Series](#) (August 2024) for more guidance.
  - **Grades 4-5:** A diagnostic assessment may be required. Curricular assessments can also help determine the starting point.
    - Some resources for diagnostic assessments are:
      - [DIBELS](#)
      - [LIFT](#)
      - Diagnostics available from an approved [Tier I Intensive Intervention Program](#).

- **Numeracy**

- As charged by the legislation, the LDOE is developing a statewide numeracy screener. The screener will be available in the fall of 2026. In the interim, systems are encouraged to use locally available tools with which educators are trained and familiar. [Interim Screener Guidance](#) is available to support systems in utilizing locally available tools.

## Step 3: Plan for Training

All personnel involved in tutoring and progress monitoring must be trained on the materials and the progress monitoring process. If using a specific program, consult the [Professional Learning Partner Guide](#) to determine the vendors who offer professional learning support. Free training resources are available in the [Literacy Library](#) for [DIBELS](#), [LIFT](#), [Tiered Pathways for Literacy Support](#) (TPLS), and the [DIBELS 8 Administration and Scoring Guide](#). Additional support can be found in the [Catalog of Literacy Support for Teachers](#).

Initial professional learning should include all stakeholders and clearly communicate the purpose and process of high-dosage tutoring. After initial training, ongoing professional learning should occur through Teacher Collaboration cycles. The leadership team should determine training needs for teachers and staff in their intervention and tutoring programs to develop a cycle. The Teacher Collaboration cycle should include the following

- a student goal for the end of the cycle;
- someone proficient should model how to plan using the materials, as well as the execution of lessons and progress monitoring;
- using data to adjust instruction; and
- critical attributes for teachers to implement as a part of the process.

## Step 4: Group Students

Form flexible groups based on students' specific skill needs, adjusting as they progress. Ensure tutoring personnel receive training on lesson planning to address diverse needs and provide differentiated academic feedback.

## Step 5: Setting Student Goals

Establish student goals based on screener and diagnostic results relative to benchmark targets. Develop a progress monitoring plan, referencing [Progress Monitoring Guidance](#) for best practices on frequency, targeted skills, and tracking progress.

## Step 6: Ongoing Monitoring

Develop a system to check both the quality of the instruction in interventions and progress monitoring data.

# Instructional Implementation for External Tutoring

When planning for tutoring through a vendor, ensure instructional coherence between tutoring sessions and the intervention instruction students receive on alternate days. Use the steps below to help guide decisions in implementing HDT to create instructional coherence across tiers of support.

## Step 1: Identifying Materials Used By Vendor to Create Coherence

When selecting a tutoring vendor, it's critical to identify the materials they use. Look for materials and instructional approaches that align with your core and intervention programs. Ask the vendor how their materials are used and whether they support additional modeling, guided practice, and academic feedback, as outlined in [Step 1](#).

Understanding the scope and sequence of the tutoring materials is essential — particularly for foundational skills, which should be taught systematically and explicitly. Aim to create coherence across tutoring, intervention, and other instructional programs.

## Step 2: Data Used to Determine Entry Point

Identify what data the tutoring vendor uses to place students in a tutoring group and the skills that will be addressed for intervention. If the vendor uses DIBELS as well, it will be aligned to what is already being used in schools.

## Step 3: Accessing Progress Data

Identify what progress data you will have access to from the vendor and triangulate that data with progress monitoring from interventions within the school. Consider what the process will look like for data collection and comparison. Set aside time in ILT to discuss the data system, as well as time to discuss individual students if there is a lack of progress.

## Step 4: Allow Teachers and Staff Time to Analyze Tutoring Data to Adjust Instruction

Determine when and how teachers and staff analyze data to make intervention adjustments and discuss implications for core instruction.

## Step 5: Determine a Long-Range Instructional Plan for When Tutoring Ends

If tutoring ends in ten weeks, determine what instruction will look like past the ten weeks. Determine what intervention will look like to ensure a smooth transition for the student.

## Appendix A: Questions for Leaders to Ask Vendors:

- Can I see your materials?
- What is your approach to instruction? How is instruction scaffolded?
- What does a typical lesson look like? How is it structured?
- Do you have a clearly defined scope and sequence?
- Do you have data to support growth in previous years?
- How do you communicate student progress?
- What assessments/progress monitoring do you use?
- How are you ensuring personalized instruction within the groups?
- What does ongoing training look like for tutors?
- What types of technology/devices are needed to run the program?
- How do you handle when the student's tutor is absent?
- Can you ensure consistency in the tutors?
- What is the connection to our adopted HQIM?

## Resources

- [Act 771 Fiscal Reporting](#)
- [Accelerate: High-Dosage Tutoring Guidance Document](#)
- [Accelerate: High Dosage Tutoring Workbook](#)
- [Vendor Guide](#)
- [eGMS Act 771 user guide](#)
- [Frequently Asked Questions \(FAQ\)](#)
- [Individual Academic Support Plan Guidance](#)
- [Individual Academic Support Plan \(IASP\) Word](#)
- [Interim Guidance for Math Numeracy Screener](#)
- [Federal Funding Guide](#)
- [DIBELS Professional Development Series](#)
- [Catalog of Literacy Instructional Support for Teachers by Grade Band](#)
- [Louisiana Art and Science of Teaching Reading Course FAQ](#)
- [Launching Louisiana Tiered Pathways for Literacy Support for System Leaders Webinar](#)
- [Louisiana Tiered Pathways for Literacy Support Framework](#)

## Contact us:

- For specific literacy questions or concerns, please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov)
- For specific numeracy questions or concerns, please contact [math@la.gov](mailto:math@la.gov)
- For overall tutoring questions or concerns, please contact [tutoring@la.gov](mailto:tutoring@la.gov)