

HDT Foundations: Requirements, Communication, and Planning

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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

Four Session Provider Trainings



HDT Foundations

*Requirements, Eligibility,
Communication & Planning*

Session 1 - June 2

- Describe HDT requirements and eligibility per Act 771
- Identify provider roles in communicating with system and school leaders
- Plan for high-quality HDT



Today's focus



High-Quality Instruction

Gradual Release & Feedback

Session 2 - June 9

- Describe instructional best practices per [HDT Quality Assessment Tool](#)
- Identify instructional engagement expectations and strategies
- Recognize effective feedback practices



Four Session Provider Trainings



Math Best Practices *Conceptual Understanding*

Session 3 - June 16

- Build conceptual understanding in math
- Use student thinking to guide instruction
- Address misconceptions intentionally

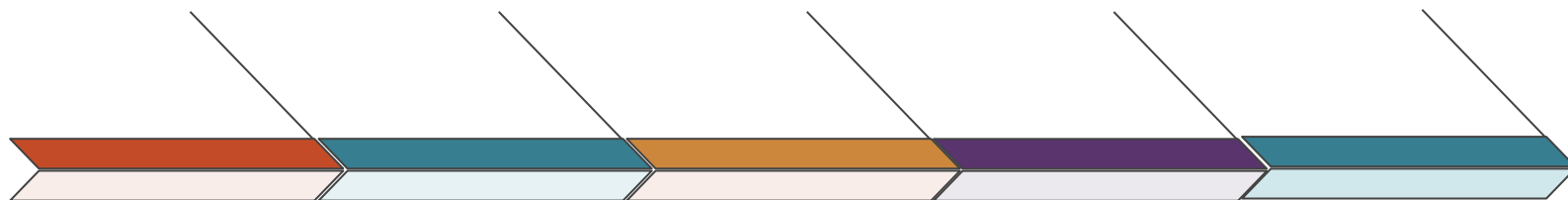


Literacy Best Practices *Science of Reading*

Session 4 - June 23

- Review [LA's TPLS framework](#) for HDT
- Distinguish evidence-based from misaligned practices
- Ensure tutoring reinforces classroom instruction

Agenda



Building a
Shared
Understanding
of HDT
Foundations

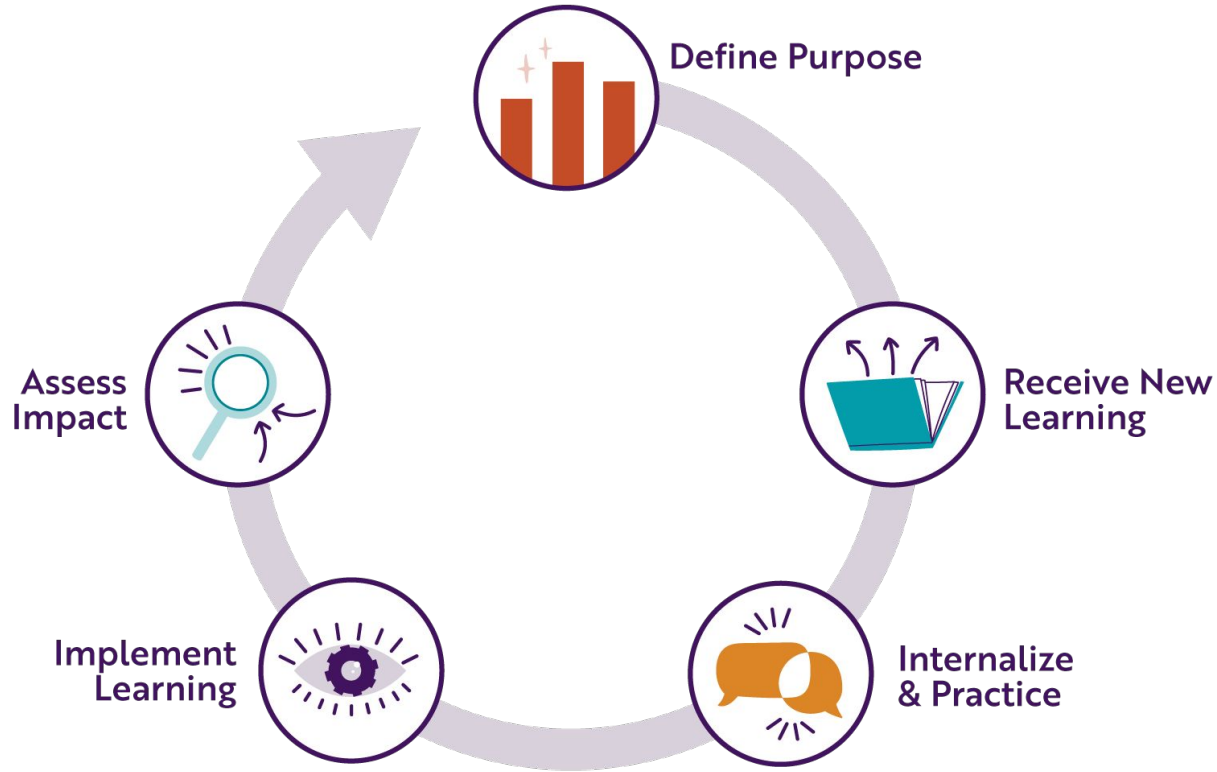
HDT
Requirements,
Eligibility,
Your Role as a
HDT Leader &
Planning

Identifying
Student
Needs and
Grouping
Based on
Data

Building Your
HDT
Continuous
Improvement
Action Plan

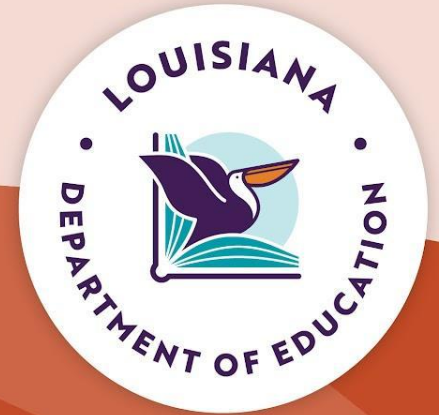
Synthesis &
Next Steps

High-Quality Professional Learning Cycle



Define Purpose

Why Your Leadership Matters for HDT Quality



Building a Shared Understanding of HDT Foundations



Strong implementation starts with a clear understanding of HDT requirements and student eligibility



Planning for HDT includes selecting and aligning approved materials with core instruction and forming tutoring groupings



Alignment and consistent communication with school leaders is essential for tutor impact and high-quality instruction



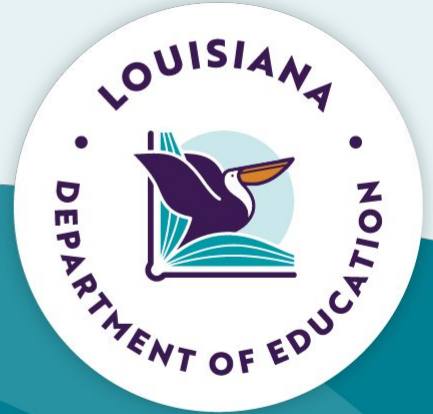
Intentional use of data ensures instruction is targeted for student needs — not generic



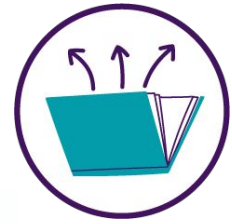
When leaders lead well, providers become a trusted extension of the school system

Receive New Learning

What High-Quality HDT Looks Like and How You Support It



Preparing for Effective HDT



HDT Foundations:
Understanding
Requirements &
Eligibility



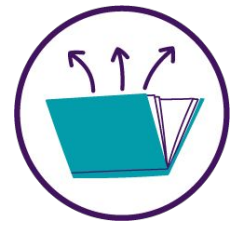
Communication
& Collaboration
of Stakeholders



Planning for
High-Quality HDT



HDT Foundations: Act 771 Requirements



At least 3 times
per week, ~30 min
sessions for 10 weeks



Small groups (at
most 4) led by a
consistent tutor or
small team



Align to Tier I
grade-level content
with ongoing
assessment



Use only [LDOE
approved curricula](#)



Embedded within
the school day;
in-person or virtual
delivery



Who Qualifies for HDT



Grades K–3

Literacy: Students scoring Below or Well Below on the statewide DIBELS literacy screener

Numeracy: Students scoring Below Proficiency on the statewide numeracy screener

Grades 4–5

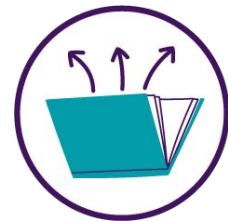
LEAP Performance:

Students scoring:

- Unsatisfactory
- Approaching Basic
- Basic



HDT Foundations: Implementation Challenges Poll



Poll Question: What challenges are you experiencing in effectively implementing the HDT Foundations?

HDT Foundations:

- 3x/week, 30 min, 10 + wks
- Groups ≤ 4
- Having consistent tutors
- Aligning tutoring to Tier 1 grade-level content
- Using formative assessments
- Accessing LDOE-approved materials
- Understanding student eligibility



Communication & Collaboration of Stakeholders



	Role of Provider Leaders
Planning & Logistics	• Train tutors on school-aligned communication and establish recurring school meetings • Proactively update schools on tutor and student attendance, instructional needs, and challenges
Curriculum Alignment	• Align tutoring materials to school core curriculum & scope • Train tutors on high-quality instructional material and effective instructional practices
Data Driven Instruction	• Use school-provided data to group students and target skill gaps • Train and coach tutors to use data and adjust instruction



Communication & Collaboration of Stakeholders



Questions for Reflection

Planning & Logistics

How often do you communicate with school leaders?
What does your communication planning look like?
Do you have a system enabled where system and school leaders can join sessions to observe virtually at will? If that is not yet

Curriculum Alignment

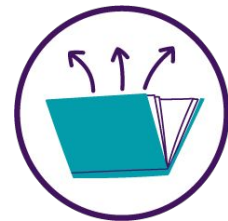
Do you have a system enabled where system and school leaders can join sessions to observe virtually at will? If that is not yet established, think about how you will make that available?

Data Driven Instruction

How often do you communicate with school leaders about progress monitoring and regrouping students according to need?



Planning for HDT: High-Quality Instructional Materials (HQIM)



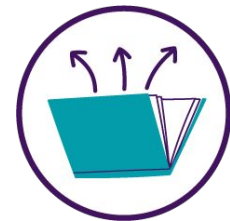
- **Align materials:** Do a crosswalk of HDT and core curriculums scope and sequences with school/system leaders.
- **Train tutors:** Ensure tutors understand alignment with core and are equipped to deliver strong instruction using the selected HQIM.
- **Plan instruction based on student need:** Results from the provider diagnostic should be used to plan instruction based on student need and determine each students' entry point.

Key HQIM Resources

[LDOE Approved Curriculum List](#)



Planning for HDT: Screeners, Diagnostics, and Formative Assessments



Screeners

Who needs support

- Identifies eligible students and establishes baseline growth data



Diagnostics

What to teach

- Aligns instruction around shared skill gaps and highest-impact needs



Formative Assessments

How it's going

- Uses regular progress checks to adjust instruction and regroup students



Planning for HDT: Initial HDT Student Grouping



1



Analyze: Look at trends across school-shared diagnostic data to group students by instructional need.

2



Identify: Identify each student's instructional starting point based on priority skill gaps.

3



Group: Group students based on shared instructional needs, not just similar scores — groups of no more than 4.

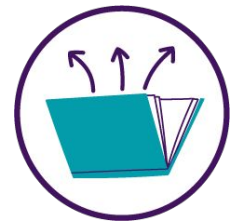
4



Align: Communicate student groupings with leaders and align on progress checkpoints.



Planning for HDT: Model Literacy Student Grouping



YOUR MISSION

- You are a provider supporting a 3rd-grade literacy block
- School leader flags: "Some students are not accelerating fast enough"
- Propose small groups and instructional focus for the next 2 weeks



SKILL FOCUS

Decoding multisyllabic words
(prefix/base/suffix) +
accuracy in connected text



WCPM

Words
Correct Per
Minute



ACC %

Accuracy
Percentage



CFU

Check for
Understan
ding (/10)



Planning for HDT: Model Identifying Students Priority Need

Your Annotation Template

① Skill Gaps

② Entry Point or Priority Need

③ Group Placement

④ Notes for the School, Questions for Core Teacher

Planning for HDT: Model Literacy Student Grouping

Student	Wk 1 WCPM / Acc	CFU Wk 1	Wk 3 WCPM / Acc	CFU Wk 3	Wk 6 WCPM / Acc	CFU Wk 6	Observation Notes
Aaliyah	62 / 92%	6	66 / 93%	7	72 / 94%	8	Uses strategies; improving steadily
Brandon	48 / 86%	3	50 / 85%	3	49 / 84%	2	Guesses on longer words; inconsistent
Camila	70 / 95%	7	76 / 96%	8	82 / 96%	9	Strong accuracy; needs more automaticity
Jada	52 / 88%	4	53 / 87%	4	55 / 88%	3	Inconsistent decoding; regresses w/o support
Elias	58 / 89%	5	61 / 90%	6	67 / 91%	7	Applies chunking with prompting; growing
Nia	44 / 83%	2	46 / 84%	2	47 / 85%	3	Struggles with multisyllabic; heavy scaffolding



Planning for HDT: Model Groups, What the Data Tells Us



Group 1: Fluency & Automaticity

Students: Aaliyah, Camila, Elias

Focus: Accurate but need increased rate and independence. Build fluency with complex words in connected text. Move toward independent strategy application.

Group 2: Foundational Decoding

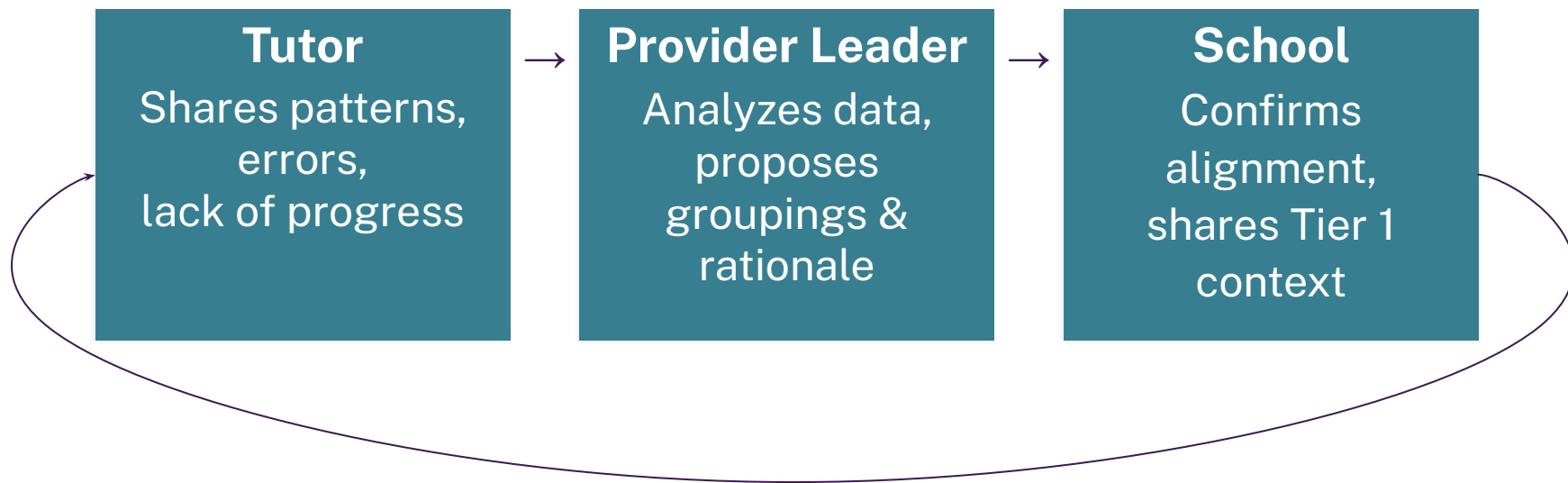
Students: Brandon, Jada, Nia

Focus: Inconsistent or weak decoding. Need explicit, scaffolded instruction in prefix/base/suffix, consistent routines, and corrective feedback.





Planning for HDT: Communication Flow



Internalize & Practice



Your Turn: Practice With a New Literacy Data Set



Student	Wk 1 WCPM/Acc	Wk 3 WCPM/Acc	Wk 6 WCPM/Acc	Notes
Marcus	45 / 85%	51 / 88%	58 / 90%	Utilizing strategies well
Devin	55 / 88%	58 / 89%	60 / 90%	Slow but careful and accurate
Elise	40 / 80%	43 / 82%	46 / 83%	Frequent decoding errors
Mateo	60 / 90%	63 / 90%	66 / 91%	Plateauing, inconsistent strategy application
Sofia	65 / 93%	70 / 94%	76 / 95%	Strong accuracy, needs fluency practice with complex texts
Liam	42 / 82%	44 / 83%	45 / 84%	Minimal growth; decoding errors; guessing often

Literacy Groups: What the Data Tells Us



Group 1: Fluency & Automaticity

Students: Sofia, Devin, Marcus

Focus: Accurate but need increased rate and independence. Build fluency with complex words in connected text. Move toward independent strategy application.

Group 2: Foundational Decoding

Students: Elise, Liam, Mateo

Focus: Inconsistent or weak decoding. Need explicit, direct instruction in prefix/base/suffix, consistent routines, and corrective feedback.

Your Turn: Practice With a Math Data Set

Student	Base line	Check (W3)	Check (W6)	Notes
Aaliyah	4/6	5/6	6/6	Accurately uses number bonds; explains parts and whole
Brandon	2/6	3/6	3/6	Counts all instead of counting on; struggles to decompose
Camila	3/6	4/6	5/6	Understands parts/whole but slow to solve
Jada	2/6	2/6	1/6	Difficulty representing with drawings; inconsistent understanding
Leo	3/6	3/6	4/6	Can model with support; beginning to understand counting on
Nia	1/6	2/6	2/6	Limited understanding of part-part whole; relies on counting all

Math Groups: What the Data Tells Us



Group 1: Fluency

Students: Aaliyah, Camila, Elias

Focus: All students demonstrate understanding of part-part-whole and need fluency and stronger counting on strategies. Next step is to connect number bonds to equations and practice making 10.

Group 2: Foundational Understanding

Students: Brandon, Jada, Nia

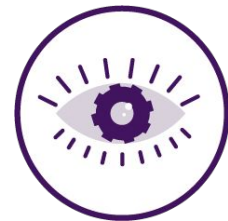
Focus: All students struggle with the core concept of decomposition and rely on counting all or create inconsistent representations. Need concrete modeling and explicit teaching of part-part-whole.

Implement Learning

Building Your HDT Continuous Improvement Action Plan



Continuous Improvement Action Planning

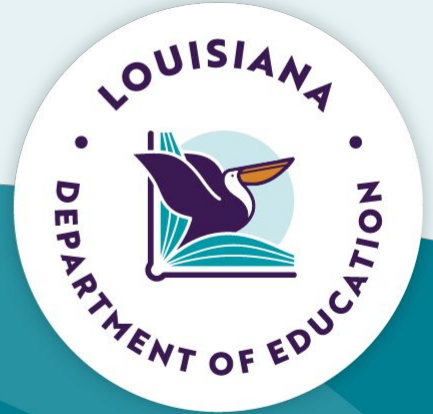


Complete the reflection below independently. Share responses in the [Google form](#).

One bright spot in your current HDT implementation you can build on	One challenge related to instructional quality and data practices you want to improve
One concrete action you can take in the next school year that addresses that challenge ● Include: specific action, owner (role), and timeline (date)	

Assess Impact

Monitoring HDT Impact



From Learning to Impact



Today, you:

- Built a clear understanding of HDT requirements, eligibility, and your role in aligned implementation
- Examined how data, instructional materials, and communication drive high-quality HDT
- Practiced analyzing student data to identify skill gaps, entry points, and instructional priorities
- Applied data-driven thinking to group students and plan targeted instruction

As a next step, you will:

- Outline your plan for data-informed student grouping to support tutors and provider leaders at your organization this year

Next Session

- Session 2 on High-Quality Instruction will be June 9th



Resources

- [LDOE Approved Curriculum List](#)
- [HDT Quality Assessment Tool](#) - Used to informally observe tutors and HDT for continuous improvement
- [LDOE Tutoring Landing Page](#)

Contact tutoring@la.gov with questions.



HDT Foundations: Requirements, Communication, and Planning

Thank you for attending this session!
Please take a moment to complete the [session feedback survey](#).



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