

# Expanded Academic Support Report

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**R.S. 17:100.13**

**July 2025**

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# Overview

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As required by R.S. 17:100.13, each city, parish, or other local public school board shall provide a report by June first of each year to the Louisiana Department of Education (LDOE) on all of the following:

- 1) The number of students identified as needing expanded academic support; the number of students provided each type of academic support and related student metrics including tutoring subject, grade level, attendance, dosage, prior performance on the state assessment, and demographic information; and the number of students who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system during each school year continuing to need additional academic support.
- 2) A list of the high-quality tutoring providers and any teachers used by the local board to offer the expanded academic support.
- 3) A summary of how the school day has been restructured to offer the expanded academic support.
- 4) The amount and source of funds spent on providing expanded academic support.

By July first of each year, LDOE shall publish a report on its website summarizing the above information by school, by school system, and statewide.

# Expanded Academic Support

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Expanded academic support, as outlined in [R.S. 17:100.13](#) as amended by Act 771 of the 2024 Regular Legislative Session, is a program designed to assist specific low-performing students in Louisiana.

## Eligibility

Each school year, this support is provided to students in kindergarten through fifth grade who meet one of the following criteria:

- Failed to achieve mastery on any statewide assessment in reading or math in the previous academic year.
- Performed below grade level on a literacy or numeracy screener in the current academic year.

## Plan and Budget

Each city, parish, or other local public school board shall develop a plan and supporting budget to provide expanded academic support to students identified.

- This plan shall be submitted to the LDOE not later than September 15th of each year for review and approval.
- The LDOE shall review each plan submitted for compliance with applicable federal and state regulations.
- The LDOE shall provide feedback to the local board if necessary to bring the plan into compliance with applicable regulations.

## Student Options for Academic Support

Each student identified in need of expanded academic support shall be provided one of the following options:

- Prioritized placement in a class taught by a teacher labeled as “highly effective” pursuant to the state’s teacher evaluation system, provided that a highly effective teacher is available.
- High-dosage tutoring to commence no later than thirty days after the student is identified as in need of expanded academic support.

## High-Dosage Tutoring

High-Dosage Tutoring shall meet all of the following criteria:

- Incorporate direct instruction by tutors using formative assessments aligned with grade-level content and Tier 1 classroom instruction.
- Sustained for a minimum of ten weeks.

- Be provided at least three times per week, in approximately thirty-minute sessions, which shall be embedded in the school day.
- Use assessments throughout the school year to monitor student progress.
- Be based on high-quality instructional materials that are aligned with state content standards and that are specifically designed for supplemental instruction.
- Be individualized and provided at a ratio not higher than four students to one tutor.
- Be provided by a high-quality tutor.
- Be provided by a consistent tutor or by a limited, consistent set of tutors throughout the student's supplemental instruction period.
- Be provided in accordance with guidelines on research-based best practices and effective accelerated instruction strategies developed and provided by the LDOE.

# High-Dosage Tutoring Reporting by LEA

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[2024-2025 High Dosage Tutoring Reporting Link](#)