

Office of Teaching and Learning

Accelerate: High-Dosage Tutoring Guidance

Purpose: High-Dosage Tutoring (HDT) is a research-based instructional model that explicitly addresses students' unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading. Act 771 of the 2024 Louisiana Legislative Session requires school day embedded tutoring for certain Kindergarten through 5th-grade students. This document serves as a resource for the student eligibility, tutoring requirements, family reporting, scheduling, school system plan submission and reporting, and funding guidance all in alignment with Act 771.

Student Eligibility: The following K-5 students are eligible for the Accelerate: High-Dosage Tutoring program:

- Kindergarten through 3rd-grade students who score Below and Well Below on the statewide literacy screener
- Kindergarten through 3rd-grade students who score Below Proficiency on a numeracy screener/curriculum-embedded diagnostics
- 4th through 5th grade students who score Unsatisfactory, Approaching Basic, and Basic on LEAP in math and/or ELA

Program Requirements: For the eligible students, Act 771 requires one of the following:

- students are placed in the class of a highly effective teacher in that identified content area, **or**
- students receive high-dosage tutoring as outlined below.

Tutoring Requirements: The Accelerate: High-Dosage Tutoring model requires that tutoring should:

- begin no later than 30 days after the student is identified as eligible.
- include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade-level content.
- persist over a period of at least 10 weeks.
- take place at least 3 times a week.
- last for approximately 30 minutes per session (or less if developmentally appropriate).
- consists of groups of no more than 4 students.
- be led by a consistent tutor or a small group of tutors.
- be embedded within the school day.
- be provided in person or virtually.
- utilize materials on the LDOE's approved curriculum list, including materials created or provided by the LDOE.

Tutor Qualifications: Individuals designated as tutors must meet one of the following qualifications:

- Person trained in High-Quality Instructional Materials

- Staff of an approved tutoring provider
- Current or retired teacher
- Trained Para-professional

If school systems choose to utilize an external tutoring provider (vendor) for services, a provider should be selected from the LDOE's approved vendor guide.

Family Reporting: School systems are required to provide parents with information within 15 days of a student being identified as eligible for programming. Parents should be informed if a student is being placed in the class of a highly effective teacher OR will be provided with High-Dosage Tutoring. If the student will be provided with tutoring, parents should be informed of who will be providing the tutoring and when. Regardless of how the program requirements are fulfilled (placed in a highly effective teacher's classroom or provided tutoring), parents should be informed of a student's progress regularly. Materials and resources for parents on how to support their child should also be provided. The following resources are available and may be used to satisfy the parent support requirement:

- LDOE provided resources can be found in the [Literacy Library](#) and [Math Library](#).

Materials: Schools should be intentional with materials used during tutoring sessions. Materials must be on the LDOE's approved curriculum list or have been created or provided by the LDOE. A full list of materials can be found in the [Accelerate: High-Dosage Tutoring Workbook](#) on the Materials tab.

School System Plan and Reporting: School systems will submit a plan to the LDOE by September 15 in the E-Grant Management System (EGMS). The [Accelerate: High-Dosage Tutoring Workbook](#) can be used for planning purposes prior to submitting the school system plan in EGMS. Explicit instructions for how to complete each tab are included on the first tab. The school system plan will outline the identified students and the intentions of the school system for program implementation. Each school system will also submit a report by June 1 with information on what occurred in program implementation throughout the school year. The Workbook notes which information will be included in the June 1 report so that school systems can plan ahead. Accelerate: High-Dosage Tutoring Plans will be submitted to the LDOE for approval. As needed, school systems will receive feedback if adjustments are required.

- Attendance data will be collected based on student demographics and reported using the Edlink 360 extract. Attendance data should be tracked for each cycle and by student. Information on how to report HDT attendance data can be found on pages 4 and 5 of the [2025-2026 LDOE System Enhancement Technical Specifications](#) document. Attendance reporting is due June 1. If you have questions about the extract, please reach out to systemsupport@la.gov. The data will be reported on the LDOE website.
- Fiscal Reporting for Quarter 1 and 2 is due January 31, Quarter 3 is due April 30, and Quarter 4 is due June 30.

Funding Guidance: School systems will receive an allocation notice with a projected amount of funding prior to August BESE. Funds will be distributed as plans are approved. The funds in this allocation may only be used for the following expenses:

- Salary and benefits for full or part time LEA staff (e.g., trained paraprofessionals who are providing high-dosage tutoring sessions for 25% of the school day can have 25% of their salary paid through HDT funding)
- External tutoring provider (on the LDOE vendor guide)

Additional local or federal funds may be used by the school system and should be indicated in the school system plan and subsequent reporting.

Scheduling Guidance: School day embedded tutoring should be indicated in each K-5 school's master schedule. Identified students should receive at minimum 20-30 minutes of tutoring 3 times a week, depending on the age and developmental level of the student. For example, a Kindergarten student may receive a 20 minute tutoring session 3 times a week. Group size should not exceed 4 students per tutor, and students should be grouped based on student need. The tutoring may occur within a classroom or in another alternate setting.

Please refer to the [Accelerate: High-Dosage Tutoring Guidance FAQ](#) document or contact tutoring@la.gov with any questions.