

Office of Teaching and Learning

Accelerate: High-Dosage Tutoring FAQ

Is there a guidance document for Accelerate?

The [Accelerate: High-Dosage Tutoring Guidance](#) document outlines 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 literacy and numeracy.

Is implementing high-dosage tutoring optional or required?

Requirements for implementing high-dosage tutoring are outlined in R.S. 17:100.13 as amended by [Act 771](#) of the 2024 Louisiana Regular Legislative Session.

Who is eligible for Accelerate: High-Dosage Tutoring?

- Kindergarten through 3rd-grade students who score Below and Well Below on the statewide literacy screener
- Kindergarten through 3rd-grade students who are identified as eligible for high-dosage tutoring on the individual student report based on the K-3 Numeracy Screener
- 4th through 5th-grade students who score Unsatisfactory, Approaching Basic, and Basic on LEAP in math and/or ELA

What is the timeline for important dates for high-dosage tutoring?

To stay informed about key deadlines, please review the Accelerate: High-Dosage Tutoring Timeline document under the resources tab on the [tutoring landing page](#).

The plan is due in September, but should we begin implementation in August?

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. Implementation of tutoring should begin as soon as possible in response to the applicable data. For example, LEAP results will be available for some grade levels, but Kindergarten tutoring should begin after those students complete their beginning-of-year screener to determine eligibility.

How are students identified for math high-dosage tutoring for grades K-3?

Students will be identified for math high-dosage tutoring on the individual student report. Students who require additional Numeracy support should use the guidance provided by the LDOE on the [Kite](#) website.

What constitutes a "highly effective" teacher?

A highly effective (HE) teacher is determined by the final evaluation from the previous year. For the 2026-2027 school year, this would be a teacher who scored a 3.5 overall in COMPASS or LEADs in the 2025-2026 school year.

If we can place most or all of our eligible students with a HE teacher, how do we spend the funding?

The funds in this allocation must be used for students who are not being served by a highly effective teacher in the content area of need. Students assigned to highly effective teachers may still receive tutoring services if funding is available. There are two allowable uses of the state funding:

- Salary and benefits for full- or part-time LEA staff, limited to the portion of time spent providing high-dosage tutoring
- External tutoring provider (on LDOE vendor guide)

Do computer programs such as Lexia (grades 3-5), Amira, and Zearn count as tutoring?

These programs are all approved by or provided by the LDOE, meeting the requirements of Act 771, as tutoring materials. Tutors should still be present to monitor data and provide students who are not progressing on the computer programs with direct instruction through small groups, no larger than a 4:1 ratio.

Do students with IEPs/504 plans/EL plans also get high-dosage tutoring?

Yes, all students who fall below proficiency receive high-dosage tutoring. Tutoring should align with literacy/numeracy goals, with individual plans to ensure instructional coherence. For additional guidance, refer to the [Special Education Playbook for System Leaders](#).

Is the high-dosage tutoring requirement in addition to extra time already in the schedule, referred to as intervention, WIN (What I Need), Accelerate, or Remediation?

Time for high-dosage tutoring should not be carved out in addition to any existing blocks for extra time to learn, already designated in the school schedule. The requirements of this legislation are grounded in research-based best practices for implementing extra time to learn (such as appropriate group size). These parameters should be used to refine the structure and practices of any existing intervention or tutoring time in the schedule, or to create a dedicated block of extra time to learn for systems/sites that do not currently have one.

Are the materials listed in the workbook the only allowable materials?

The materials should come from the approved list, which includes high-quality instructional materials, LDOE-approved materials, LDOE-provided materials, and LDOE-created materials. If a tutoring provider is approved on the vendor guide, then the materials they utilize have been reviewed and approved.

Can funding be spent on curriculum, programs, or supplies?

All public schools will receive a system-level allocation based on a per-pupil formula distribution. The funds in this allocation must 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 LDOE [Vendor Guide](#)). Beginning in the 2026-2027 school year, all contracts with external Accelerate: High-Dosage Tutoring (HDT) providers funded with state HDT allocations must use outcomes-based contracting (OBC). Information and resources related to OBC can be found on the [tutoring landing page](#).

The funding must be used for individuals providing tutoring services to children. Other expenditures are not allowed.

Does funding have to be equally distributed across schools in the school system?

No, the needs of each school are different within the system based on the amount of highly effective teachers available, the amount of staffing, and the number of eligible students; therefore, school systems have the flexibility to spend different amounts across schools based on school need.

Can we do additional tutoring at certain grade levels or content areas based on our data?

Yes, as long as the minimum requirements are fulfilled for **all** eligible students (3 times a week for 10 weeks), funding can be spent to provide additional tutoring based on need. For example, a second-grade cohort may receive 20 weeks of literacy tutoring if data for that particular cohort demonstrates a more pronounced need.

Does the school system need to apply to become a tutor in the LDOE tutoring vendor guide?

No, that was a requirement for the REAL tutoring program that involved tutoring outside of the regular school day. This program implementation does not have that requirement.

If a student is eligible for both Math and ELA, does tutoring in both content areas need to take place?

Yes, students eligible for tutoring in both Math and ELA do need to receive a minimum of 3 times a week for 10 weeks for both content areas. It is important to focus intensively on one content area at a time to maximize the impact of tutoring supports. For every tutoring cycle, students should receive tutoring in only one subject. The length of a tutoring cycle will depend on the grade level and local context, but the length does need to fulfill the minimum requirements outlined in Act 771.

What if there is a tutoring provider we want to work with as a school system, but they are not listed in the vendor guide?

Funding can only be used for approved tutoring providers. If there is a tutoring provider not on the list, encourage them to apply as a provider through the Request for Application.

Can school systems use additional funding sources in conjunction with Accelerate HDT funds?

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

Can school systems select multiple tutoring providers for Accelerate: High-Dosage Tutoring?

Yes, school systems can select multiple tutoring providers. For example, school systems may hire an interventionist and a virtual tutoring provider. This should be indicated in the school system plan and subsequent reporting.

Will the Accelerate: High-Dosage Tutoring allocation require us to deduct indirect costs?

No, indirect cost rates are utilized for federal grant programs to supplement LEAs for expenditures that cannot be directly charged to the allocation. Indirect cost rates do not apply to state allocations. Although the allocations may be tracked through the eGMS system, not all awards included in the system have indirect cost rates applied to them.

Do we need to conduct a Request for Proposal to determine an External Tutoring Provider?

La. R.S. 17:100.13(G)(3) states that for state funds, the “approved providers listed by the department shall be exempt from the state procurement laws.” LEAs should always consult their own legal counsel before making any decisions or taking any action regarding entering into contracts.

Where can I find guidance for fiscal monitoring in eGMS?

Guidance can be found in tab two of the [eGMS Act 771 User Guide](#).

Where can I find more information on submitting end-of-year attendance data on the High-Dosage Tutoring extract (Student Interventions/High-Dosage Tutoring in EdLink 360)?

In 2026-2027, LDOE will continue to collect student interventions at the end of the school year to indicate which students received High-Dosage Tutoring and met the 75% intervention attendance requirement. Systems should submit one record per student, per subject (math/English), per site, with the overall attendance yes/no flag; systems should not submit the daily attendance for the entire year. HDT attendance summary data is reported only at the end of the school year during the collection window: March 1 through June 2, 2027. If you have questions about the extract, please reach out to systemsupport@la.gov.