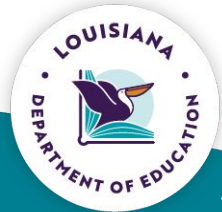
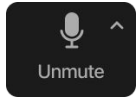


High Dosage Tutoring Office Hours

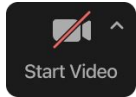
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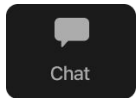
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Agenda

- Act 771 intent and requirements
- Planning Tips
- eGMS and Reporting
- Question and Answers

Please contact tutoring@la.gov with questions.



Act 771 of the 2024 Legislative Session

Act 771 requires all students in grades kindergarten through five who failed to achieve mastery on any statewide assessment in reading or math to be eligible for expanded academic support. It requires one of the following:

- Prioritized placement in a class taught by a teacher labeled as “highly effective”
- **High Dosage Tutoring**

Note: This is required for all K-12 public schools including charter schools.



Requirements

The Accelerate: High Dosage Tutoring program has specific program requirements for the implementation of high dosage tutoring.

The tutoring must:

- begin no later than 30 days after the student is identified as eligible.
 - If a student is identified as needing one content area in the fall (literacy or math), the HDT should begin within 30 days of identification for that content area.
 - If a student is identified as needing two content areas (both literacy and math), the HDT should be implemented in two different 10 week doses.
- 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).



Requirements (cont.)

The tutoring must:

- consist of groups of no more than 4 students.
- be led by a consistent tutor or small group of tutors.
- be embedded within the school day; ***an extended school day does not satisfy the requirements of HDT.***
- be provided in person or virtually.
- utilize materials on the LDOE's approved curriculum list, including materials created or provided by the LDOE.
 - Lexia, S.P.I.R.E, mClass, and an LDOE approved tutor curricula are approved curriculum and will be selectable in eGMS



Planning



Planning-Identification DIBELS and LEAP

- Identify which K-5 students are below proficiency.
 - Use EOY 2024 DIBELS and 2024 LEAP data for rising students.
 - Use BOY DIBELS for kindergarten and any new students to your system.



Planning- Identification Numeracy

During the 2024-2025 school year, systems must use a system-level numeracy screener or curriculum-embedded diagnostics to determine eligibility. An LDOE universal screener will be available in 2026.

- Curriculum Embedded Assessment
 - Eureka Math Squared
 - Illustrative Mathematics
 - iReady Classroom Mathematics
 - ZEARN
- Open Source Numeracy Screener
 - Forefront Education
- A kindergarten entry assessment for math may be used

Resources

- [Interim Guidance for Math Numeracy Screener](#)



Planning-How Will Students Be Served?

- Identify the number of students who can be served by Highly Effective Teachers
 - Example, if all of your identified students are with a HE teacher, this meets the HDT requirement. Students still need to receive appropriate interventions.
- Determine how the remainder of the students will receive high dosage tutoring using an external partner.
 - Determine if there are any other funding sources available. The LDOE's [Federal Funding Guide](#) can assist.
 - Determine where you may prioritize external tutoring providers.
 - Meet with external providers from the approved [vendor guide](#) .
- Determine the schedule and materials that will be used.



Tutor Qualifications

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

- Training in High Quality Instructional Materials
- Staff of a tutoring provider
- Current or retired teacher
- 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](#).



eGMS, Funding, and Reporting



eGMS

- eGMS opened 8/16/24.
- Applications can be submitted any time between 8/16/24 and 9/15/24.
- Applications will be reviewed and once approved, allocations will be disseminated.
- Refer to the [eGMS user guide](#) for a step by step walkthrough of eGMS.
- Counts of identified students are pre-populated in eGMS with the exception of BOY Kindergarten DIBELS and BOY numeracy data.
 - School systems are responsible for matching students' names to the count in eGMS.
- Adjust numbers as needed for the initial eGMS submission. Numbers do not need to be adjusted throughout the year. However, you may adjust numbers again during final June reporting.



Funding Guidance

All schools funded by the MFP will receive a system level allocation based on an equitable per pupil distribution.

- Allocations are not adjustable
- Funds will be distributed as plans are approved

The funds in this allocation must be used for the following expenses:

- Salary and benefits for full or part time LEA staff
- External tutoring provider (on 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.



Documentation

- Individual Academic Support Plan ([IASP](#)).
 - This is an umbrella template which includes the expectations required by the Individual Reading Improvement Plan, the Numeracy Improvement Plan (required by Act 650 of the 2024 legislative session), and the Literacy Plan.
- Logs and attendance rosters



June Reporting in eGMS

At the end of year, school systems will create an amendment to the eGMS application to add some additional reporting data.

- Number of Students Attended
 - Provide by content and grade level
- Number of students below proficiency in math
- Number of student on/above proficiency in math

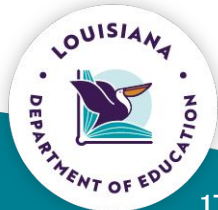
The LDOE already has access to EOY DIBELS and 2025 LEAP data. This will not need to be added to eGMS.



Family Reporting

School Systems must:

- provide parents/guardians information within 15 days of a student being identified as eligible for tutoring.
- inform parents if a student is being placed in the class of a highly effective teacher OR will be provided with tutoring services.
- inform parents that their student will be provided tutoring as well as who will be providing the tutoring and when.
- provide materials and resources for parents on how to support their child.



To Stay Informed

- Quick Links
 - [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 \(IASP\) Word](#)
 - [Interim Guidance for Math Numeracy Screener](#)
- Sign up for the LDOE's [newsletters](#).
- Reference the [monthly calls](#).
- Implement the tools found on the [Louisiana Literacy](#) and [Math Refresh](#) websites.
- For questions, reach out to tutoring@la.gov
- For one-on-one support, reach out to adam.dibenedetto@la.gov.



Best Practices

