

Office of Teaching and Learning

Accelerate: High Dosage Tutoring FAQ

Is there a guidance document for Accelerate?

The [Accelerate: High Dosage Tutoring Guidance Document](#) explains 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.

Is implementing high dosage tutoring optional or required?

Requirements for implementing high dosage tutoring are outlined in [Act 771](#) of the 2024 Louisiana 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 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

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

School systems will submit a plan to the LDOE by September 15th in the E-Grant Management System (EGMS). The [2024-2025 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.

What should school systems use to determine math tutoring eligibility for Kindergarten through grade 3?

A state-wide numeracy screener will be available in subsequent years (Act 650 of 2024). This year, school systems should use their own numeracy screener/curriculum embedded diagnostics to determine eligibility. Examples of curriculum embedded assessments could include Eureka Math Squared Equip assessments, Illustrative "Check your Readiness" assessments, or Ready benchmark assessments. If the system does not currently utilize a diagnostic or screener, [Forefront Education](#) provides an open access version that systems could consider using.

What constitutes a "highly effective" teacher?

A highly effective (HE) teacher is determined by the final evaluation from the previous year. For the 2023-2024 school year, this would be a teacher who scores a 3.5 overall in COMPASS or LEADs.

If we are able to 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 allowabilities of the state funding:

- Salary and benefits for full or part time LEA staff
- External tutoring provider (on LDOE vendor guide)

Do computer programs such as LEXIA, 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 must be present to monitor data and performance and provide students with support. The tutor to student ratio should be no higher than 4:1.

Do we still get other tutoring funding that we may have received in previous years or does this replace those funding sources?

The federal REAL Grant expires in July 2024; therefore, the state level funding from Act 771 is the only tutoring funding source for the 2024-2025 school year.

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 reading and/or math goals with individual plans to ensure instructional coherence.

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 bill are research-based best practices for implementation of extra time to learn (such as group size), so the parameters outlined should refine the structure and practices of any existing time in the schedule or carve out the extra time to learn in the schedule for those who may not already have a designated block.

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

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, amount of staffing, and 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 the minimum 3 times a week for 10 weeks for both content areas. Students should receive tutoring in only one subject per cycle. It is important to go deep, not wide when it comes to 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 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.