

---

The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Mary Frances Aucoin.

---

DIGEST

SB 288 Original

2024 Regular Session

McMath

Present law provides relative to expanded academic support to be offered to certain students, grades three through eight, who failed to achieve mastery on any statewide assessment in reading or math in the previous academic year.

Proposed law expands academic support to certain students in grades kindergarten through 12.

Proposed law provides that failing to achieve mastery on any statewide assessment in reading or math in the previous academic year makes a student eligible for expanded academic support.

Present law defines accelerated instruction to be provided on a one-on-one or small group instruction with five or fewer students, at least three times a week, in 30 minute minimum sessions, offered through a high-quality tutoring provider selected by the school district.

Proposed law redefines accelerated instruction as "high-dosage tutoring."

Proposed law provides for high-dosage tutoring which fits the following criteria:

- (1) Individualized tutoring with a low student-to-tutor ratio.
- (2) Three to five sessions per week, for at least 30 to 60 minutes per session.
- (3) Over up to 40 weeks for the full school year, but lasting for at least 10 weeks with a minimum of 30 total tutoring hours.
- (4) Based on high-quality instructional materials.
- (5) Provided by a high-quality tutor.
- (6) Provided by a consistent tutor or set of tutors.
- (7) Occurring during the day.
- (8) In accordance with guidelines on research-based best practices and strategies developed by the State Department of Education.
- (9) Uses assessments throughout the year to monitor student progress.

Present law requires the State Department of Education to publish a list of high-quality tutoring

providers.

Proposed law retains present law and further provides that the Department of Education provide evidence of impact on student outcomes broken down by student groups according to race, gender, ethnicity, economically disadvantaged students, English language learner status, disability status, and geographic location.

Proposed law requires the Department of Education to create reporting templates, procedures, and definitions for reporting metrics for cities, parishes, or other local public school boards to use in collecting and report tutoring-related data.

Proposed law requires the Department of Education to provide training, technical assistance, and guidance to cities, parishes, or other local public school boards conducting in-school high-dosage tutoring.

Proposed law deletes present law which provides that no state funds or obligated federal funds can be used to implement the provisions of present law and that if funding is unavailable, the state is not obligated to provide funding to continue the expanded academic support.

Effective August 1, 2024.

(Amends R.S. 17:100.13(A), (B) (intro para), and 100.13(B)(2), (D), (E)(1), and (2), (F), (G)(1), and (2), (H), (I), (J), and (K); adds R.S. 17:100.13(G)(2)(f)-(j) and (L))