

RÉSUMÉ DIGEST

ACT 771 (SB 508)

2024 Regular Session

McMath

Existing law requires expanded academic support to be offered to students who failed to achieve mastery on certain statewide assessments in reading or math. New law changes grades of eligibility for such support from three through eight to kindergarten through five.

Prior law required accelerated instruction be provided through one-on-one or small group instruction with five or fewer students, at least three times a week, in 30 minute minimum sessions. New law removes such requirements and redefines accelerated instruction as "high-dosage tutoring".

New law provides for high-dosage tutoring which meets specific criteria.

Existing law requires the state Dept. of Education (DOE) to publish a list of high-quality tutoring providers.

New law retains existing law and further requires DOE to do the following:

- (1) Provide evidence of impact on student outcomes disaggregated by certain data.
- (2) Create reporting templates, procedures, and definitions for reporting metrics for city, parish, and other local public school boards to use in collecting and reporting tutoring-related data.
- (3) Provide training, technical assistance, and guidance to city, parish, and other local public school boards conducting in-school high-dosage tutoring.

Prior law prohibited state funds or obligated federal funds be used to implement the provisions of existing law and that if funding was unavailable, the state was not obligated to provide funding to continue the expanded academic support provided for in existing law. New law removes prior law and instead requires local school boards to utilize available state and federal funds to implement existing law and new law and further provides that if such funding is not available, local school boards are not obligated to provide funding to continue the expanded academic support provided for new law.

(Amends R.S. 17:100.13)