

2026 Regular Session

SENATE BILL NO. 27

BY SENATOR MCMATH

SCHOOLS. Provides relative to high-dosage tutoring. (gov sig)

1 AN ACT

2 To amend and reenact R.S. 17:100.13(A), (D)(1) and (2), (E)(1), (F)(2)(e) and (f), (G)(2)(d),  
3 the introductory paragraph of 100.13(I)(1), and the introductory paragraph of  
4 100.13(I)(2), relative to expanded academic support for certain students; to provide  
5 for high-dosage tutoring; to provide for reporting requirements; to provide for an  
6 effective date; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:100.13(A), (D)(1) and (2), (E)(1), (F)(2)(e) and (f), (G)(2)(d), the  
9 introductory paragraph of 100.13(I)(1), and the introductory paragraph of 100.13(I)(2) are  
10 hereby amended and reenacted to read as follows:

11 §100.13. Expanded academic support

12 A. Each school year, each student in grades kindergarten through ~~five~~ **eight**  
13 who failed to achieve mastery on any statewide assessment administered pursuant  
14 to the state's school and district accountability system in reading, **English language**  
15 **arts, numeracy,** or math in the previous academic year or performed below grade  
16 level on a literacy or numeracy screener in the current academic year shall be  
17 provided expanded academic support as provided in this Section.

\* \* \*

D. Each student identified in need of expanded academic support shall be provided one of the following options:

(1) Prioritized placement in a class taught by a teacher labeled as "highly effective" **or "exemplary"** pursuant to the state's teacher evaluation system, if a ~~highly effective~~ **such** teacher is available in the school.

(2) High-dosage tutoring to commence no later than thirty days after the student is identified in need of expanded academic support **or, for students identified through performance on state summative assessments, no later than thirty days after the beginning of the school year.**

E. High-dosage tutoring provided pursuant to this Section shall meet all of the following criteria:

(1) Incorporate direct instruction by tutors using formative assessments aligned with ~~grade-level content and Tier 1 classroom instruction~~ **based on the specific student needs that are prerequisite to accessing grade-level instruction.**

\* \* \*

F. For purposes of this Section, the following terms shall have the following meanings:

\* \* \*

(2) "High-quality instructional materials" means materials that meet all of the following criteria:

\* \* \*

(e) Are designed to devote the large majority of time to **supporting** the major work of the grade or course.

(f) Help students **in mathematics courses** develop conceptual understanding, procedural skill and fluency, and application **or help students in reading or English language arts courses develop word recognition skills, fluency to promote automaticity, comprehension, and application of skills in literacy standards.**

\* \* \*

1 G.

2 \* \* \*

3 (2) In approving high-quality tutoring providers, the department shall require  
4 the tutoring providers to:

5 \* \* \*

6 (d) Use high-quality tutors who have passed background checks required of  
7 school employees **and completed foundational literacy or numeracy professional**  
8 **learning courses appropriate to the subject for which support will be provided.**

9 \* \* \*

10 I.(1) Each city, parish, or other local public school board shall provide a  
11 report by June ~~first~~ **thirtieth** of each year to the state Department of Education on  
12 the following data regarding eligible and participating students:

13 \* \* \*

14 (2) By ~~July~~ **September** first of each year, the department shall publish the  
15 following report on its website:

16 \* \* \*

17 Section 2. This Act shall become effective upon signature by the governor or, if not  
18 signed by the governor, upon expiration of the time for bills to become law without signature  
19 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If  
20 vetoed by the governor and subsequently approved by the legislature, this Act shall become  
21 effective on the day following such approval.

---

The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Senate Legislative Services. The keyword, summary, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

---

SB 27 Engrossed DIGEST 2026 Regular Session McMath

Present law requires expanded academic support to be offered to students in grades kindergarten through five who failed to achieve mastery on a statewide assessment in reading or math or performed below grade level on a literacy or numeracy screener.

Proposed law changes the grades of eligibility from kindergarten through five to kindergarten through eight and adds failure to achieve mastery on a statewide assessment in English language arts and numeracy as criteria for a student to be provided expanded

academic support.

Present law requires students identified in need of expanded academic support to be placed in a class taught by a teacher labeled as "highly effective" or for high-dosage tutoring to commence within 30 days after the student is identified.

Proposed law adds that the student may also be placed in a class taught by a teacher labeled as "exemplary" and that if a student is identified through performance on a state summative assessment, the high-dosage tutoring must commence within 30 days of the beginning of the school year.

Present law defines "high-quality instructional materials". Proposed law modifies the definition.

Present law requires the state Dept. of Education to require the tutoring providers to use high-quality tutors who have passed background checks required of school employees.

Proposed law adds a requirement for the tutors to complete relevant foundational literacy or numeracy professional learning courses.

Present law requires public school boards to report certain data regarding eligible and participating students to the state Dept. of Education by June first of each year.

Proposed law moves the date from June first to June 30th.

Present law requires the state Dept. of Education to publish a report of the aggregated data received from the school boards along with information on program successes and challenges and recommendations for policy changes by July first of each year.

Proposed law moves the date from July first to Sept. first.

Effective upon signature of the governor or lapse of time for gubernatorial action.

(Amends R.S. 17:100.13(A), (D)(1) and (2), (E)(1), (F)(2)(e) and (f), (G)(2)(d), 100.13(I)(1)(intro para), and 100.13(I)(2)(intro para))