



LEGISLATIVE FISCAL OFFICE
Fiscal Note

Fiscal Note On: **HB 269** HLS 22RS 683
 Bill Text Version: **ORIGINAL**
 Opp. Chamb. Action:
 Proposed Amd.:
 Sub. Bill For.:

Date: April 25, 2022	1:40 PM	Author: NELSON
Dept./Agy.: Education		
Subject: Promotion of Students with Reading Deficiencies		Analyst: Garrett Ordner

STUDENTS OR INCREASE LF EX See Note Page 1 of 1

Prohibits promotion to the fourth grade of certain students whose reading deficiencies have not been remedied by the end of the third grade

Proposed legislation provides that if a student has a reading deficiency that is not remedied by the end of the third grade as demonstrated by the student scoring at the lowest achievement level in reading on the literacy assessment administered pursuant to R.S. 17:24.9 or an assessment provided pursuant to R.S. 17:24.4, the student shall not be promoted to the fourth grade. Proposed legislation requires public school governing authorities to provide such students with certain additional educational services, and to provide the parent or legal guardian of any such student with written notification that the student has not met the reading proficiency level required for promotion, as well as a plan for reading at home outlined in a parental contract. Proposed legislation provides for exceptions to the aforementioned prohibition on promotion. Proposed legislation provides for a process whereby the student who meets the provided exceptions can be promoted by the superintendent. Provides that the parent shall have the option to have such a child retained in third grade even if the principal and superintendent determine otherwise. Proposed legislation requires any student promoted to the fourth grade under the provisions of this subsection to be provided with an individual reading plan.

EXPENDITURES	2022-23	2023-24	2024-25	2025-26	2026-27	5 -YEAR TOTAL
State Gen. Fd.	\$0	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	\$0	INCREASE	INCREASE	INCREASE	INCREASE	\$0
Annual Total	\$0					\$0

REVENUES	2022-23	2023-24	2024-25	2025-26	2026-27	5 -YEAR TOTAL
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	\$0	\$0	\$0	\$0	\$0	\$0
Annual Total	\$0	\$0	\$0	\$0	\$0	\$0

EXPENDITURE EXPLANATION

Beginning in FY 24, there will be increased workload to local school districts to adjust classroom and teacher assignments to account for high levels of retention of third grade students due to the proposed legislation. There will also be increased costs to school districts to provide intensive instructional services, progress monitoring measures, and supports for students who are retained. These costs are indeterminable, but likely to be significant.

The Louisiana Department of Education (LDE) reports that it will require \$313,244 to create three (3) Education Program Consultant 3 positions (\$72,000 salary and \$32,400 related benefits each), as well as \$3,774 in annual operating expenses (\$1,108 travel and \$150 supplies each) to support systems and leaders in the implementation of supports for students reading below grade level. However, it is not apparent that the bill requires any action by the LDE.

The end-of-year reading assessment required by R.S. 17:24.9 will first be administered in the 2022-23 school year. However, in Spring 2021, 19% of the approximately 50,000 third-grade students who took the LEAP 2025 English Language Arts Assessment scored Unsatisfactory. If 9,500 students who scored Unsatisfactory on the assessment were retained in the third grade, the size of the following year's third grade class would increase proportionately. This would likely necessitate reassigning fourth grade teachers to third grade classes. The long-term effects of such large retention rates on school enrollment are unclear.

In FY 22, the LDE allocated \$2.2 M in Elementary and Secondary School Emergency Relief (ESSER) funding to fund regional literacy specialists throughout the state. In addition, the LDE allocated \$5 M from the Education Stabilization Fund Rethinking Education Models (ESF-REM) grant to school districts to provide foundational literacy tutoring and technology to students in grades prekindergarten through three. However, it is likely that additional spending by local school districts will be needed to administer literacy supports to such a large number of third-grade students. The proposed legislation suggests supports including reduced teacher-student ratios; extending the school day, week, or year; offering summer reading camps; and providing highly effective teachers. These supports would impose indeterminable but significant costs on local school districts.

REVENUE EXPLANATION

There is no anticipated direct material effect on governmental revenues as a result of this measure.

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| <p><u>Senate</u></p> <p><input checked="" type="checkbox"/> 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}</p> <p><input type="checkbox"/> 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}</p> | <p><u>House</u></p> <p><input type="checkbox"/> 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}</p> <p><input type="checkbox"/> 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}</p> |
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Evan Brasseaux

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