



**LEGISLATIVE FISCAL OFFICE  
Fiscal Note**

Fiscal Note On: **SB 177** SLS 23RS 108  
 Bill Text Version: **REENGROSSED**  
 Opp. Chamb. Action: **w/ HSE FLOOR AMD**  
 Proposed Amd.:  
 Sub. Bill For.:

<b>Date:</b> June 5, 2023	12:17 PM	<b>Author:</b> MCMATH
<b>Dept./Agy.:</b> Education		
<b>Subject:</b> Expanded academic support for reading and math		<b>Analyst:</b> Julie Silva

SCHOOLS REF SEE FISC NOTE FF EX See Note Page 1 of 2  
 Provides relative to required accelerated instruction for certain students. (8/1/23)

Proposed legislation amends provisions in current law regarding the requirement for public schools to provide accelerated instruction to students who fail to achieve mastery in examinations administered pursuant to the state's school and district accountability system. Proposed legislation adds students in third grade, but limits accelerated instruction to those students who fail to achieve mastery on reading and math statewide assessments. Proposed legislation further provides that accelerated instruction be either through one-on-one or small groups with five or fewer students, at least three times a week for a minimum of 30 minutes either embedded in the school day, or provided outside of it. Proposed legislation additionally allows accelerated instruction be provided through a high-quality tutoring provider selected by the school district. Effective upon appropriation of funds by the legislature.

EXPENDITURES	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>5 -YEAR TOTAL</u>
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Ded./Other	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Federal Funds	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	
Local Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<b>\$0</b>
<b>Annual Total</b>						
REVENUES	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>5 -YEAR TOTAL</u>
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Ded./Other	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Federal Funds	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
Local Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<b>\$0</b>
<b>Annual Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**EXPENDITURE EXPLANATION**

Proposed legislation amends existing law to require expanded academic support be offered to students in the third through eighth grade who fail to achieve mastery in statewide assessments in the previous academic year. Per the Louisiana Department of Education (LDE), in 2021-2022, there were 185,897 students who scored below mastery in the English Language Arts (ELA) and Mathematics content areas on LEAP 2025 exams in the third through seventh grades. There is currently no statewide ELA and math assessment for second graders. LDE reports a literacy screener will be available in the 2023-2024 school year, and the department has plans to develop a math screener the following year. LDE reports stipends may need to be provided for teachers who provide one-on-one or small group instruction for students if such instruction is done outside of school hours. There would also be costs associated with the payment the of contracts with high-quality tutoring providers.

In lieu of offering accelerated instruction, current law provides districts may offer a "highly effective" teacher of record for students who require expanded academic support. According to data from the LDE Compass Information System, 51.5% of teachers were evaluated as "highly effective" for the 2020-2021 school year. It is unknown how many "highly effective" teachers are available within each subject area and grade level. Further, the number of "highly effective" teachers varies by school and district. To the extent that districts utilize this methodology, this will offset or mitigate the cost of offering accelerated instruction.

NOTE: Proposed legislation makes the effectiveness of provisions of the Act contingent on the appropriation of federal funding for such purpose.

**CONTINUED ON PAGE 2**

**REVENUE EXPLANATION**

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

Senate      Dual Referral Rules  
 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}  
 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}

House  
 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}  
 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

*Evan Brasseaux*  
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**Evan Brasseaux**  
**Interim Deputy Fiscal Officer**



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**CONTINUED EXPLANATION from page one:**

LDE reports the proposed law could result in an additional increase in expenditures, as the department may be asked to develop tutoring resources for local use; however, it is not apparent proposed legislation requires LDE provide such supports and resources for tutoring providers. There is currently no funding within the LDE budget to support this cost, and whether LDE will be required to assist in this way is unknown at this time. LDE estimates the initial development of reading and math resources would cost \$500,000 in FY 24, with subsequent years requiring expenditures of \$127,700 for ongoing program updates.

Proposed legislation does require LDE to identify and publish a list of high-quality tutors, and exempts any such tutors on this list from state procurement laws. LDE reports there is no cost associated with developing such a vendor guide. The department has an existing tutoring platform for reading tutors, which they report could be expanded, if needed, to include math tutors. LDE reports there may be an additional cost associated with updating the tutoring platform.

**Senate**  
Dual Referral Rules  
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