2020 Regular Session

HOUSE BILL NO. 714

BY REPRESENTATIVE EDMONSTON

CURRICULA: Provides relative to curriculum, instruction, and training in the area of early
           literacy

1   AN ACT

2   To amend R.S. 17:182(A), to enact R.S. 17:182(D) and (E), and to repeal R.S. 17:182(E),

3   relative to student literacy; to provide relative to curricula and instructional materials

4   used in reading instruction; to require the collection of data relative to student

5   reading skills; to require the training of teachers with respect to reading instruction;

6   to provide relative to funding; to require the state superintendent of education to

7   report to the legislature relative to implementation of these requirements and related

8   funding; and to provide for related matters.

9   Be it enacted by the Legislature of Louisiana:

10   Section 1. This Act shall be known and may be cited as the "Louisiana Literacy Act

11   of 2020".

12   Section 2. R.S. 17:182(A) is hereby amended and reenacted and R.S. 17:182(D) and

13   (E) are hereby enacted to read as follows:

14   §182. Student reading skills; requirements; reports

15   A.(1)(a) ~~Effective beginning with the 1997-1998 school year, each~~ Each

16   governing authority of a public elementary school shall implement a reading

17   program at each elementary school that is designed and intended to teach each

18   student to read ~~at grade level~~ by ~~not later than~~ the end of the first grade and to be a

19   proficient reader by the end of the third grade. The reading program provided for by

20   this Section shall include but need not be limited to a phonics component, and all

1   program curricula and instructional materials shall be based on evidence-based

2   research and the science of reading. Students who have not reached proficiency by

3   the end of the third grade shall be placed in a fourth grade reading intensive

4   intervention program in order to become proficient by the end of the fourth grade.

5   (b) Each public school governing authority shall collect data relative to

6   students who receive instruction through this program beginning in kindergarten to

7   determine their progress towards proficiency at the end of each grade and the

8   percentage of students who read proficiently at the end of third grade.

9   (2) Each public school governing authority shall provide for the training of

10   teachers in grades kindergarten through three in the findings of evidence-based

11   reading research, the science of reading, and the skills needed to provide systematic

12   instruction in phonemic awareness, phonics, fluency, vocabulary, and reading

13   comprehension according to the following implementation schedule, which may be

14   accelerated at the discretion of the governing authority:

15   (a) Training for kindergarten teachers shall be completed by the end of the

16   2020-2021 school year and implemented in classrooms during the 2021-2022 school

17   year.

18   (b) Training for first grade teachers shall be completed by the end of the

19   2021-2022 school year and implemented in classrooms during the 2022-2023 school

20   year.

21   (c) Training for second grade teachers shall be completed by the end of the

22   2022-2023 school year and implemented in classrooms during the 2023-2024 school

23   year.

24   (d) Training for third grade teachers shall be completed by the end of the

25   2023-2024 school year and implemented in classrooms during the 2024-2025 school

26   year.

27   (3) The state Department of Education shall allocate to each public school

28   governing authority the maximum amount of funding for which it is eligible under

1   the terms of the Comprehensive Literacy State Development Program Grant and any

2   other grant program for the purposes of funding such instruction and training.

3   *   *   *

4   D. The state Department of Education shall post the following information

5   on its website relative to the Comprehensive Literacy State Development Program

6   Grant:

7   (1)   The department's application to the United States Department of

8   Education for the grant, titled "Louisiana Comprehensive Literacy State

9   Development Program" and dated June 3, 2019.

10   (2)   The department's grant award notification from the United States

11   Department of Education.

12   E. During each regular session of the Legislature the state superintendent of

13   education shall appear before the House Committee on Education and the Senate

14   Committee on Education, meeting separately or jointly, to present a summary of the

15   reading program, screenings, and training required by the provisions of Subsections

16   A and B of this Section, including a summary of outcomes related to student

17   proficiency and the allocation of any federal grant funds distributed by the state

18   Department of Education to public school governing authorities for the purpose of

19   implementing such provisions.

20   Section 3. R.S. 17:182(E) is hereby repealed in its entirety.

21   Section 4. Section 1, Section 2, and this Section of this Act shall become effective

22 on August 1, 2020. Section 3 of this Act shall become effective on August 1, 2025.

DIGEST

HB 714 Original   2020 Regular Session   Edmonston

Abstract: Provides relative to instruction, training, funding, and reporting with respect to
          student literacy.

Present law requires each public school governing authority to implement a reading program
at each elementary school designed to teach each student to read at grade level by the end

of the first grade. Proposed law retains present law except to remove the specific reference to reading "at grade level" by the end of the first grade; adding that such program shall also be designed to teach each student to be a proficient reader by the end of the third grade; and requiring that students who have not reached proficiency by that time be placed in a fourth grade reading intensive intervention program in order to become proficient by the end of the fourth grade.

Present law requires this reading program to include, at minimum, a phonics component. Proposed law adds that all program curricula and instructional materials shall be based on evidence-based research and the science of reading.

Proposed law further requires:

(1)   Each public school governing authority to provide for training teachers in grades K-3 in the findings of evidence-based research, the science of reading, and skills needed to provide systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension according to a specified implementation schedule that the governing authority may accelerate at its discretion.

(2)   The state Dept. of Education (DOE) to:

(a)   Allocate to each public school governing authority the maximum amount of funding for which it is eligible under the terms of the Comprehensive Literacy State Development Program Grant and any other grant program for the purposes of funding literacy instruction and training.

(b)   Post the following on its website relative to the Comprehensive Literacy State Development Program Grant:

(i)   Application submitted to U.S. Dept. of Education (USDOE).

(ii)   Grant award notification received from USDOE.

(3)   The state superintendent of education to present an annual summary of the reading program, screenings, and training required by present law and proposed law, including student outcomes relative to proficiency and allocations of any related federal grant funds by DOE, to the House and Senate education committees during the 2021-2025 R.S.

Proposed law repeals (3) above effective Aug. 1, 2025.

(Amends R.S. 17:182(A); Adds R.S. 17:182(D) and (E); Repeals R.S. 17:182(E))