



Secondary Education (BESE) revise teacher certification requirements and the requirements of teacher education programs to include foundational literacy skills standards in all educator preparation program of teachers in grades K-3. The foundational literacy skills standards shall include:

- (1) How to effectively teach the foundational literacy skills of phonemic awareness, phonics, fluency, and comprehension.
- (2) How to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia.
- (3) How to implement effective literacy instruction using high-quality instructional materials.
- (4) Behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.
- (5) How to administer literacy assessments to students and use the resulting data to improve literacy instruction for students.

Proposed law requires BESE to adopt rules in accordance with the Administrative Procedure Act to implement the provisions of proposed law and to plan for the coordination of the initiative with existing programs and funding sources within schools and school systems.

Proposed law requires each public school to:

- (1) Provide each student in grades K-3 age-appropriate, systematic foundational literacy skills with instruction based on scientifically researched methods proven to provide a strong literacy foundation.
- (2) Administer the literacy assessment developed and provided by the department to each student in grades K-3 to determine each student's literacy level within the first 30 days of each school year.
- (3) Provide literacy interventions and supports designed to improve the foundational literacy skills of any student identified as having literacy skills below grade level.
- (4) Ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension.

Proposed law requires a school, within fifteen days of identifying that a student in grades K-3 is below grade level, to notify the student's parent or legal guardian, in writing, that the student has been identified as being below grade level, and provide the student's parent with the following:

- (1) Information regarding the importance of being able to read proficiently by the end of 3rd grade.
- (2) Activities that may be used at home to improve literacy proficiency.
- (3) Information regarding the specific interventions and supports that the school will provide to improve the literacy proficiency of the student.

Proposed law requires each school to provide mid-year and end-of-the-year updates to the parent or legal guardian of each student identified as having literacy skills below grade level detailing the student's progress in gaining foundational literacy skills and providing the parent with additional tools to use at home to improve the student's literacy proficiency.

Proposed law requires each school, beginning June 1, 2023, and triennially thereafter, to develop, and submit to the department, a foundational literacy skills plan for students in grades K-3.

Proposed law requires each foundational literacy skills plan to include:

- (1) The amount of time to be devoted daily to foundational literacy skills instruction and a description of how the instructional time will be utilized.
- (2) A list of English language arts textbooks and instructional materials adopted by the school.
- (3) A description of the interventions and supports available to students identified as having literacy skills below grade level.
- (4) A description of the professional development in foundational literacy skills instruction provided to teachers who teach grades K-3.

Proposed law requires each school post to its foundational literacy skills plan and the latest report on the literacy assessment provided to the department on the school's website.

Proposed law requires the BESE to adopt rules in accordance with the Administrative Procedure Act to implement the proposed law.

Present law (R.S. 17:24.11) provides for pilot projects for screening of students for dyslexia.

Proposed law repeals present law.

Present law (R.S. 17:182) provides for reading programs in elementary schools, literacy screenings, and reporting requirement.

Proposed law supersedes and repeals present law.

Effective August 1, 2021.

(Amends R.S. 17:24.9; adds R.S. 17:24.10 and 3996(B)(59) and (60); repeals R.S. 17:24.11 and 182)

Summary of Amendments Adopted by Senate

Committee Amendments Proposed by Senate Committee on Education to the original bill

1. Clarifies how the literacy assessment shall be developed and used.
2. Removes provisions relative to professional development.
3. Clarifies the reporting requirements.
4. Makes technical changes.
5. Requires the use of the assessment results in determining school and district performance scores, but not prior to the 2023-2024 school year.
6. Requires the textbooks and instruction materials used are high-quality and fully aligned to state content standards.