
The original instrument was prepared by Jeanne Johnston. The following digest, which does not constitute a part of the legislative instrument, was prepared by Cheryl Serrett.

SB 234 Engrossed

DIGEST
2021 Regular Session

McMath

Proposed law requires public schools, for the 2021-2022 and 2022-2023 school years, to provide expanded academic support to each student in grades four through eight who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system during the 2020-2021 and 2021-2022 school years.

Proposed law allows a student identified as needing expanded academic support to be provided accelerated instruction or prioritized placement in a class taught by a teacher labeled as "highly effective" pursuant to the state's teacher evaluation system, if a highly effective teacher is available in the school.

Proposed law requires that accelerated instruction provided to a student shall:

- (1) Include targeted instruction.
- (2) Be provided in addition to the normal instruction provided to a student.
- (3) Be provided for not less than 30 total hours.
- (4) Be designed to assist the student in achieving grade level performance.
- (5) Be taught using high-quality instructional materials that are fully aligned with state content standards and that are designed for supplemental instruction.
- (6) Be provided to a student individually or in a group of not more than three students, unless the parent or legal guardian of each student in the group authorizes a larger group.
- (7) Be provided by a person with training in using the instructional materials and who receives ongoing oversight.
- (8) Be provided by the same person, to the extent possible.
- (9) Be provided in accordance with guidelines on research-based best practices and effective accelerated instruction strategies developed by the state Department of Education.

Proposed law requires that an accelerated learning committee be established for each student identified as needing accelerated instruction composed of the student's parent or legal guardian, teacher of record, and the school principal or his designee.

Proposed law provides that a student's accelerated learning committee shall develop an educational plan for the student that provides the accelerated instruction needed to enable the student to perform on grade level by the end of the subsequent school year and provides for instructional time and learning materials.

Proposed law requires the accelerated learning committee to determine, at the end of each school year, whether the student needs additional expanded academic support including accelerated instruction, summer learning programs, or other resources to meet the student's academic needs.

Proposed law requires each city, parish, or other local public school board to provide a report by June 1 of 2022 and 2023, to the state Department of Education (DOE) on the number of students identified as needing expanded academic support, the number of students provided each type of academic support, and the number who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system during the 2021-2022 school year continuing to need additional academic support.

Proposed law requires the DOE to submit a report to the Senate and House committees on education by July 1, 2022 and 2023, summarizing the information received by the school boards by school, by school system, and statewide.

Proposed law prohibits the determination of whether students need additional expanded academic supports to be used in evaluating teacher performance or determining school or district accountability scores or letter grades.

Effective August 1, 2021.

(Adds R.S. 17:100.13 and 3996(B)(59))

Summary of Amendments Adopted by Senate

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

1. Limit duration of program to two years.
2. Clarify terminology.
3. Provide for applicability to charter schools.
4. Prohibit determination of whether students need additional expanded academic supports in evaluating teachers or determining school or district accountability scores and letter grades.
5. Provide for reporting requirements.