



**LEGISLATIVE FISCAL OFFICE
Fiscal Note**

Fiscal Note On: **SB 234** SLS 21RS 439
 Bill Text Version: **ENGROSSED**
 Opp. Chamb. Action:
 Proposed Amd.:
 Sub. Bill For.:

Date: May 7, 2021	2:19 PM	Author: MCMATH
Dept./Agy.: Education		
Subject: Accelerated Instruction		Analyst: Garrett Ordner

SCHOOLS EG INCREASE LF EX See Note Page 1 of 2
 Provides relative to providing accelerated instruction to certain students. (8/1/21)

Proposed legislation requires public schools to provide expanded academic support to each student in grades 4-8 who fails to achieve *Mastery* in any examination administered pursuant to the state's school and district accountability system for the 2021-2022 and 2022-2023 school years. For each student receiving such support, public schools must: (1) allow the student's parent or guardian to choose the student's teacher of record for the subsequent grade or subject; and (2) provide either accelerated instruction or prioritized placement in a class taught by a "highly effective" teacher. Provides requirements for the administration of accelerated instruction, including that it be provided for at least 30 hours over the following summer and school year, and that instruction groups contain no more than three students unless the parent or guardian of each student in the group authorizes a larger group. Requires public schools to establish an accelerated learning committee for each student who qualifies for expanded academic support. The committee will develop an educational plan for the provision of expanded academic support to the student.

EXPENDITURES	2021-22	2022-23	2023-24	2024-25	2025-26	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	SEE BELOW	SEE BELOW	\$0	\$0	\$0	\$0
Local Funds	INCREASE	INCREASE	\$0	\$0	\$0	\$0
Annual Total			\$0	\$0	\$0	\$0

REVENUES	2021-22	2022-23	2023-24	2024-25	2025-26	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

There will be significant increased costs to public school districts associated with providing accelerated instruction to students through an expanded academic support program or to arrange for a highly qualified teacher. Costs will vary by district according to the number of students requiring expanded academic support and the method chosen.

Note: The Department of Education (LDE) reports that local school districts are able to utilize federal funds from the Elementary and Secondary School Emergency Relief (ESSER) fund to implement the proposed legislation; however, per U.S. Department of Education guidance, state educational agencies do not have the authority to limit the uses of ESSER formula funds. To the extent districts choose not to utilize ESSER funding to provide accelerated instruction, districts will need to identify or receive other sources of funding to comply with the proposed legislation.

Per LDE, in spring of 2019, there were over 700,000 *Basic*, *Approaching Basic*, and *Unsatisfactory* scores on the LEAP 2025 exams across all four content areas in 3rd through 7th grades in LA public schools. If accelerated instruction were provided for each student in each content area in which the student scored *Basic*, *Approaching Basic*, or *Unsatisfactory*, and the instruction were provided for 30 hours in groups of 3 over the course of a summer and school year, schools would need to provide over 7,000,000 hours of accelerated instruction per year.

The accelerated instruction will require increased workloads for teachers. For illustrative purposes, the LDE has estimated that the average daily compensation of a teacher is \$286.48 (equivalent to an hourly rate of \$35.81). If teachers were compensated at this rate for each hour of accelerated instruction, the total cost to public school districts would be approximately \$250.7 M per year. Costs may be greater for purchases of instructional materials and if districts choose to provide accelerated instruction that exceeds the 30 hour minimum.

EXPENDITURE EXPLANATION CONTINUED ON PAGE TWO

REVENUE EXPLANATION

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

Senate <input checked="" type="checkbox"/> 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H} <input type="checkbox"/> 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}	House <input type="checkbox"/> 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S} <input type="checkbox"/> 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}	
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Alan M. Boxberger
 Staff Director



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CONTINUED EXPLANATION from page one:

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EXPENDITURE EXPLANATION CONTINUED FROM PAGE ONE

In lieu of offering accelerated instruction, districts may provide a "highly effective" teacher of record for students who require expanded academic support. According to data from the LDE Compass Information System, 43% of teachers were evaluated as "highly effective" for the 2018-2019 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. If there is an insufficient number of "highly effective" teachers available for accelerated instruction, districts will face increased costs to hire such teachers in schools where they are needed, or to provide accelerated instruction in accordance with the proposed 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}

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