
DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 911 Reengrossed

2022 Regular Session

Hughes

Abstract: Provides for additional literacy screenings for students in grades K-3, requires individual reading plans for certain students, and requires literacy coaches for teachers.

Relative to literacy tests for students in grades K-3:

- (1) Present law requires the state Dept. of Education (DOE) to develop an instrument to assess the literacy level of each public school student in grades K-3. Proposed law changes the terminology for this instrument from a literacy assessment to a literacy screener and requires DOE to develop *or select* it.
- (2) Present law provides for students in grades K-3 to take this test within the first 30 days of the school year. Proposed law provides for two additional tests per school year, one in Dec. and one in April.
- (3) Present law requires parental notification when students are identified as having literacy skills that are below grade level based on the results of the test. Proposed law specifies that this notification is required upon such identification based on the results of any of the three tests administered per school year.
- (4) Present law requires the state Dept. of Education (DOE) to submit a report to the legislature on results within the first 90 days of the school year. Proposed law additionally requires a second report to be submitted by June 1st (the first report covering the results of the first test and the second report covering the results of the second and third tests).

Relative to literacy interventions and supports for students identified as having literacy skills below grade level:

- (1) Proposed law requires an individual reading improvement plan for each such student created by school officials and parents.
- (2) Present law requires literacy interventions and supports for these students, which may include small-group interventions, before and after school literacy intervention, and at-home literacy programs. Proposed law adds summer learning opportunities to this list.

Relative to professional development for teachers, present law requires professional development pertaining to early literacy, including a course on foundational literacy skills. Proposed law

additionally requires literacy coaches for on-site teacher training.

(Amends R.S. 17:24.9(B), (C)(5), and (D), 24.10(A)(2) and (3), (B)(1)(intro. para.), and (D)- (F), and 24.12(C) and (D); Adds R.S. 17:24.10(G) and 24.12(E))

Summary of Amendments Adopted by House

The Committee Amendments Proposed by House Committee on Education to the original bill:

1. Revise terminology from literacy assessment to literacy screener throughout present law and proposed law.
2. Revise Dept. of Education's role relative to the literacy screener by providing for the department to either develop *or select* it.