



**LEGISLATIVE FISCAL OFFICE**  
**Fiscal Note**

Fiscal Note On: **HB 269** HLS 22RS 683  
 Bill Text Version: **REENGROSSED**  
 Opp. Chamb. Action: **w/ SEN COMM AMD**  
 Proposed Amd.:  
 Sub. Bill For.:

<b>Date:</b> May 25, 2022	9:49 AM	<b>Author:</b> NELSON
<b>Dept./Agy.:</b> Education		
<b>Subject:</b> Promotion of Students with Reading Deficiencies		<b>Analyst:</b> Garrett Ordner

STUDENTS RE1 INCREASE LF EX See Note Page 1 of 1

Prohibits promotion to the fourth grade of certain students whose reading deficiencies have not been remedied by the end of the third grade

Proposed legislation provides that if a student is determined to have a reading deficiency after being provided literacy interventions pursuant to R.S. 17:24.10 as demonstrated by the student scoring at the lowest achievement level in reading on the literacy assessment administered pursuant to R.S. 17:24.9 or an assessment provided pursuant to R.S. 17:24.4, the student shall be screened for learning impediments pursuant to R.S. 17:392.1. In the spring of each year, each third grade student shall be readministered the literacy assessment. If a student is determined to have a reading deficiency, the student must be provided with certain additional educational services. Such student shall be readministered the assessment prior to the end of the year. If the reading deficiency persists, the student shall not be promoted to the fourth grade. Provides that the student may receive the assessment prior to the start of the next school year, and shall be promoted upon passing. Third grade students retained pursuant to the proposed legislation shall be provided intensive instructional services throughout the school year, and the assessment shall be routinely readministered. Proposed legislation requires public school governing authorities to provide parent or legal guardian of any such student with written notification that the student has not met the reading proficiency level required for promotion, as well as a plan for reading at home outlined in a parental contract. Proposed legislation provides for exceptions to the aforementioned prohibition on promotion. Proposed legislation requires any student promoted to the fourth grade under these exceptions to be provided with an individual reading plan. Effective beginning with the 2023-24 school year.

EXPENDITURES	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>5 -YEAR TOTAL</u>
State Gen. Fd.	\$0	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	\$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	<u>\$0</u>	INCREASE	INCREASE	INCREASE	INCREASE	<u>\$0</u>
<b>Annual Total</b>	<b>\$0</b>					<b>\$0</b>

REVENUES	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>5 -YEAR TOTAL</u>
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	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Annual Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**EXPENDITURE EXPLANATION**

Beginning in FY 24, there will be increased workload to local school districts to adjust classroom and teacher assignments to account for high levels of retention of third grade students due to the proposed legislation. There will likely be increased costs to school districts to provide intensive instructional services, progress monitoring measures, and supports for students who are retained; these costs are indeterminable, but may be significant in some cases.

The Louisiana Department of Education (LDE) reports that it will require \$313,244 to create three (3) Education Program Consultant 3 positions (\$72,000 salary and \$32,400 related benefits each), as well as \$3,774 in annual operating expenses (\$1,108 travel and \$150 supplies each) to support systems and leaders in the implementation of supports for students reading below grade level. However, it is not apparent that the bill requires any action by the LDE.

The end-of-year reading assessment required by R.S. 17:24.9 will first be administered in the 2022-23 school year. However, in Spring 2021, 19% of the approximately 50,000 third-grade students who took the LEAP 2025 English Language Arts Assessment scored Unsatisfactory. If 9,500 students who scored Unsatisfactory on the assessment were retained in the third grade, the size of the following year's third grade class would increase proportionately. This would likely necessitate reassigning fourth grade teachers to third grade classes. The long-term effects of such large retention rates on school enrollment are unclear.

In FY 22, the LDE allocated \$2.2 M in Elementary and Secondary School Emergency Relief (ESSER) funding to fund regional literacy specialists throughout the state. In addition, the LDE allocated \$5 M from the Education Stabilization Fund Rethinking Education Models (ESF-REM) grant to school districts to provide foundational literacy tutoring and technology to students in grades prekindergarten through three. There will likely also be increased costs to school districts to provide intensive instructional services, progress monitoring measures, and supports for students who are retained. This is indeterminable, as while R.S. 17:24.10 currently provides for progress monitoring and literacy interventions and supports for students reading below grade level, some supports suggested in the proposed legislation include reduced student-teacher ratios and lengthening the school year, which would increase costs significantly.

**REVENUE EXPLANATION**

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

Senate  
 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}

*Evan Brasseaux*  
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**Evan Brasseaux**  
 Interim Deputy Fiscal Officer