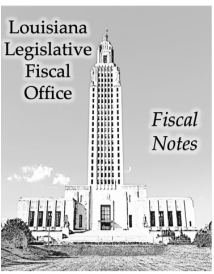


LEGISLATIVE FISCAL OFFICE
Fiscal Note



Fiscal Note On: **SB 288** SLS 24RS 168
 Bill Text Version: **ORIGINAL**
 Opp. Chamb. Action:
 Proposed Amd.:
 Sub. Bill For.:

Date: March 19, 2024 8:33 AM	Author: MCMATH
Dept./Agy.: EDUCATION	
Subject: High dosage tutoring for students in grades k-12	Analyst: Julie Silva

SCHOOLS OR INCREASE GF EX See Note Page 1 of 2
 Provides relative to required high-dosage tutoring for certain students. (8/1/24)

Proposed legislation amends existing law to require expanded academic support be offered to eligible students in kindergarten through twelfth grade who fail to achieve mastery in statewide assessments in reading and math in the previous academic year. Redefines accelerated instruction as high-dosage tutoring and provides for its requirements. Permits the use of state funds for this purpose, removing the previous limitation that only federal funds provided for educational relief due to the COVID-19 pandemic could be used. Instructs the Louisiana Department of Education (LDOE) that high-dosage tutors be able to provide evidence of their impact on student outcomes, disaggregated by specific student groups and demographics, or by having evidence of positive and statistically significant gains in student learning outcomes. Requires LDOE to provide a method by which local boards can submit required data to LDOE for publishing on the department's website.

EXPENDITURES	2024-25	2025-26	2026-27	2027-28	2028-29	5 -YEAR TOTAL
State Gen. Fd.	INCREASE	INCREASE	INCREASE	INCREASE	INCREASE	
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	SEE BELOW	SEE BELOW	SEE BELOW	\$0	\$0	\$0
Local Funds	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	
Annual Total						
REVENUES	2024-25	2025-26	2026-27	2027-28	2028-29	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

Proposed legislation will result in a significant increase in governmental expenditures. The bill expands eligibility for currently provided academic supports to include all grades, kindergarten through twelfth, and removes the prohibition on the use of state funds for the purpose of providing such supports. Expenditures will primarily be a result of providing expanded services to students who failed to achieve mastery on statewide assessments in English Language Arts (ELA) or Math in the previous academic year. Based on data provided by the Louisiana Department of Education (LDOE), 491,696 individual scores were below benchmarks in both ELA and Math assessments completed in the 2022-23 school year. Note that this total may double count students who fell below benchmarks in both subject areas. This analysis assumes such a student would be eligible for the extended academic supports outlined in proposed legislation in both ELA and Math, and includes estimated costs accordingly. Expanded academic support continues to include either placement in the classroom of a highly effective teacher or accelerated instruction, redefined in proposed legislation as high dosage tutoring. LDOE estimates FY 25 expenditures to provide these services will total \$59 M for the 491,696 scores referenced above.

In an attempt to estimate potential expenditures and simulate how the interventions in the proposed legislation may work, calculations are based on LDOE's belief that the lowest-performing students, those scoring "Well Below" on literacy screeners and "Unsatisfactory" on ELA and Math LEAP 2025 assessments, will benefit the most from intensive, and traditionally more costly, intervention methods. Those scoring "Below" on literacy screeners and "Approaching Basic" and "Basic" on ELA and Math LEAP 2025 assessments were calculated at a lower cost per student to account for the less expensive options available, that will still provide the intensive instruction needed to ensure student success. Costs may also be affected as academic supports for students can be included within the traditional school day using strategic scheduling and placement of students with highly effective teachers, which will have little to no impact on overall expenditures. Based on all of this, LDOE estimates that the average cost to provide extended academic support to a single student is \$120. Note that this is an average, and not reflective of the actual costs to provide one-on-one tutoring versus other tutoring options for a single student.

CONTINUED ON PAGE TWO

REVENUE EXPLANATION

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

Patrice Thomas
Deputy Fiscal Officer



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CONTINUED EXPLANATION from page one:

For informational purposes, one asynchronous tutoring program, Amira, is currently offered to 14,000 students in 16 school systems across the state, using pandemic relief funding. LDOE reports Amira licenses cost \$17 per student, but other asynchronous online platforms could be priced differently. LDOE estimates that one-on-one tutoring, like that provided through the Steve Carter Literacy Program, costs an average of \$40 per hour.

Kindergarten through Fifth Grade

Kindergarten through fifth grade students scoring "Below" and "Well Below" proficient on the literacy screener, or "below" Mastery on the LEAP 2025 ELA and math assessments should receive prioritized placement in a class taught by a teacher labeled as "highly effective" pursuant to the state's teacher evaluation system. According to data from the LDOE Compass Information System, 38.8% of teachers were evaluated as highly effective for the 2021-2022 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. If a highly effective teacher is not available in the school, then the student should receive high dosage tutoring. This tutoring is to be provided for a minimum of 30 hours over a 10-week period, though it can be spread across an entire 40-week school year. There are several approved high dosage tutoring options, designed to fit a variety of school and student needs. Tutoring can be provided by a classroom teacher during the school day, in a small group session with a student to teacher ratio of 4:1, by a staff member employed full or part time to provide the tutoring, an external tutoring provider either in person or virtually, or an AI computer program that is designed to provide intensive tutoring support. Applying the average \$120 per student cost provided by LDOE, in order to ensure all 250,520 kindergarten through fifth grade students scoring below mastery on statewide assessments receive intensive instruction as outlined in proposed legislation, expenditures are anticipated to reach \$30 M in FY 25. The 2024-25 MFP proposal approved by the Board of Elementary and Secondary Education on 3/06/24 includes a \$30 M block grant that is intended specifically for this purpose. This funding is for accelerated tutoring for literacy and/or math, focusing on students with the most need, to improve outcomes for kindergarten through fifth grade students. Funding may be used to cover services for any student requiring tutoring to include extra staffing, contracted services, or online programming as deemed appropriate at the local level with guidance from LDOE

Sixth through Twelfth Grade

Sixth through twelfth grade students scoring "below" Mastery on LEAP 2025 should receive 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. These students should also be given the opportunity to receive instructional support via asynchronous tutoring platforms, and intensive high dosage, live tutoring by employees of the school with a student to teacher ratio of 4:1 or external tutoring providers either online or in person. In the 2024-25 school year, for this group of 241,176 students at the same per student high dosage tutoring rate of \$120, proposed legislation could cost LEAs an additional \$29 M.

The estimated total FY 25 cost is \$59 M. If the MFP proposal is adopted and funded by the legislature, then \$30 M would be reduced from this estimate, leaving a delta of \$29 M that has no identified source of funding. It is indeterminable if the same amount of funding would be necessary in future years. The need would depend on test scores and how they evolve from year to year.

Note: In prior fiscal years, LEAs and LDOE were able to provide the services required in R.S. 17.100.13 using federal COVID-related Elementary and Secondary School Emergency Relief (ESSER) funds; however, these funds are set to expire soon, and must be obligated by September 2024. If obligated, funds remain available for expenditure for that purpose through December 2024 and, if an extension is granted, through March 2026. Unexpended and unobligated funds are returned to the federal government. To the extent LEAs have obligated or do obligate funding for this purpose, these funds could be used to provide the expanded academic support services required in proposed legislation through the third quarter of FY 26.

Senate Dual Referral Rules
[X] 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}
[] 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}

House
[X] 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}

Signature of Patrice Thomas
Patrice Thomas
Deputy Fiscal Officer