

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES**

|                                    |   |                                |  |
|------------------------------------|---|--------------------------------|--|
| <b>Person Preparing Statement:</b> | <u>Ashley Townsend</u>                          | <b>Department:</b>             | <u>Louisiana Department of Education, Board of Elementary and Secondary Education</u>  |
| <b>Phone:</b>                      | <u>225.342.3446</u>                             | <b>Office:</b>                 | <u>Governmental, Administrative, and Public Affairs</u>  |
| <b>Return Address:</b>             | <u>P.O. Box 94064<br/>Baton Rouge, LA 70804</u> | <b>Rule Title:</b>             | <u>Part XI. <i>Bulletin 118—Statewide Assessment Standards and Practices</i> (LAC 28:XI.5901, 5903, 5907, and 5909) and Part CXV. <i>Bulletin 741—Louisiana Handbook for School Administrators</i> (LAC 28: CXV.325)</u> |
|                                    |   | <b>Date Rule Takes Effect:</b> | <u>Upon final adoption by BESE</u>   |

**SUMMARY**  
(Use complete sentences)

In accordance with Section 961 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

**I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)**

There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The proposed rule change reduces the number of kindergarten assessments and aligns policy to Louisiana's Education Priorities for literacy and numeracy.

**II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)**

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

**III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)**

The proposed changes benefit educators by reducing the number of required tests for kindergarten students, which results in an increase in the amount of time teachers have to provide focused core and intervention instruction in response to data obtained through the literacy and numeracy screener.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

There is no anticipated effect on competition and employment as a result of the proposed rule change.

Beth Scioneaux  
Signature of Head or Designee  
Beth Scioneaux, Deputy Superintendent for Management and Finance  
Beth Scioneaux, Deputy Superintendent for Management and Finance  
Typed Name & Title of Agency Head or Designee  
4.9.2025  
Date of Signature

Latrice Thomas  
Legislative Fiscal Officer or Designee  
Latrice Thomas, Deputy Fiscal Officer  
4/09/2025  
Date of Signature

#### **Small Business Statement**

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

#### **Provider Impact Statement**

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

#### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 12, 2025, to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES**

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed rule change amends LAC 28:XI in *Bulletin 118—Statewide Assessment Standards and Practices* and LAC 28:CV in *Bulletin 741—Louisiana Handbook for School Administrators* to reduce the number of kindergarten assessments and to align policy to Louisiana's education priorities for literacy and numeracy.

- B. Summarize the circumstances, which require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

The proposed rule change implements policy revisions in an effort to continue to reduce the amount of time and the number of tests administered to students. Students will be screened in literacy and numeracy in accordance with R.S. 17:24.10 and R.S. 17:391.11, which will provide indicators of student readiness for kindergarten-level instruction.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session

- (1) Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

The proposed rule change will not result in an increase in the expenditure of funds. While some school systems choose to purchase a kindergarten readiness screener and will still have the option to do so, an open-source option continues to be available.

- (2) If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) \_\_\_\_\_ YES. If yes, attach documentation.

(b) \_\_\_\_\_ NO. If no, provide justification as to why this rule change should be published at this time

**FISCAL AND ECONOMIC IMPACT STATEMENT  
WORKSHEET**

**I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED**

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

The proposed rule change will have no effect on costs or savings to state agencies.

| COSTS                  | FY 25      | FY 26      | FY 27      |
|------------------------|------------|------------|------------|
| PERSONAL SERVICES      | \$0        | \$0        | \$0        |
| OPERATING EXPENSES     | \$0        | \$0        | \$0        |
| PROFESSIONAL SERVICES  | \$0        | \$0        | \$0        |
| OTHER CHARGES          | \$0        | \$0        | \$0        |
| EQUIPMENT              | \$0        | \$0        | \$0        |
| MAJOR REPAIR & CONSTR. | \$0        | \$0        | \$0        |
| <b>TOTAL</b>           | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |
| <b>POSITIONS (#)</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>   |

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

Not applicable.

3. Sources of funding for implementing the proposed rule or rule change.

Not applicable.

| SOURCE                | FY 25      | FY 26      | FY 27      |
|-----------------------|------------|------------|------------|
| STATE GENERAL FUND    | \$0        | \$0        | \$0        |
| AGENCY SELF-GENERATED | \$0        | \$0        | \$0        |
| DEDICATED             | \$0        | \$0        | \$0        |
| FEDERAL FUNDS         | \$0        | \$0        | \$0        |
| OTHER (Specify)       | \$0        | \$0        | \$0        |
| <b>TOTAL</b>          | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Not applicable.

**B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED.**

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

There are no anticipated impacts to local governmental units as a result of the proposed rule change.

2. Indicate the sources of funding of the local governmental unit, which will be affected by these costs or savings.

Not applicable.

**II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS**

A. What increase (decrease) in revenues can be anticipated from the proposed action?

There is no anticipated effect on the revenue collections of state and local governmental units as a result of the proposed rule change.

| REVENUE INCREASE/DECREASE | FY 25 | FY 26 | FY 27 |
|---------------------------|-------|-------|-------|
| STATE GENERAL FUND        | \$0   | \$0   | \$0   |
| AGENCY SELF-GENERATED     | \$0   | \$0   | \$0   |
| DEDICATED                 | \$0   | \$0   | \$0   |

|               |            |            |            |
|---------------|------------|------------|------------|
| FEDERAL FUNDS | \$0        | \$0        | \$0        |
| LOCAL FUNDS   | \$0        | \$0        | \$0        |
| <b>TOTAL</b>  | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

\*Specify the particular fund being impacted.

**FISCAL AND ECONOMIC IMPACT STATEMENT  
WORKSHEET**

- B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

Not applicable.

**III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS**

- A. What persons, small businesses, or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

The proposed changes benefit educators by reducing the number of required tests for kindergarten students, which results in an increase in the amount of time teachers have to provide focused core and intervention instruction in response to data obtained through the literacy and numeracy screener.

- B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

Not applicable.

**IV. EFFECTS ON COMPETITION AND EMPLOYMENT**

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

There is no anticipated impact on competition and employment as a result of the proposed rule change.



NOTICE OF INTENT

Board of Elementary and Secondary Education

Kindergarten Screeners  
(LAC 28: XI. 5901, 5903, 5907, and 5909)  
(LAC 28: CXV.325)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) *et seq.*, the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:XI in *Bulletin 118—Statewide Assessment Standards and Practices* and LAC 28: CXV *Bulletin 741—Louisiana Handbook for School Administrators*. The proposed revisions reduce the required number of kindergarten assessments and align policy to Louisiana's Education Priorities for literacy and numeracy.

**Title 28**

**EDUCATION**

**Part XI. Accountability/Testing**

**Subpart 3. *Bulletin 118—Statewide Assessment Standards and Practices***

**Chapter 59. Kindergarten Entry Assessment**

**§5901. Statement of Purpose**

A. This Chapter provides for the implementation of a kindergarten entry assessment to identify children's kindergarten readiness. Activities conducted under this Chapter shall be coordinated with other forms of assessment conducted by the school district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1)(b) and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 51:

**§5903. Definitions**

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*Kindergarten Entry Assessment*—the process of measuring student readiness for kindergarten to plan instruction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17:24.4(F)(1)(b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 51:

**§5907. Agency Administrative Participation**

A. Kindergarten Entry Assessments. Each school district shall administer the assessment(s) approved by BESE. The results of this assessment shall be used with the goals of informing efforts to close the school readiness gap at kindergarten entry and informing instruction and services to support children's success in school.

B. Each LEA shall administer the screener(s) in accordance with LAC 28: CXV.2307.

1. – 3. Repealed.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 *et seq.*, and R.S. 17:139 *et seq.*

HISTORICAL NOTE: Promulgated Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 47:566 (May 2021), LR 51:

**§5909. State BESE-Approved Instruments**

A. Instrument approved for use through the 2017-2018 school year:

1. Developing Skills Checklist (DSC); CTB McMillan/McGraw-Hill, publisher.

B. Instruments approved for use during the 2017-2018 through 2024-2025 school years:

1. GOLD Survey; Teaching Strategies, LLC, publisher.

2. Desired Results Developmental Profile Assessments (DRDP) K; California Department of Education, publisher.

C. Screening instruments required for use:

1. K-3 Literacy Screener; 2025-2026 school year and beyond.

2. Numeracy Screener; 2026-2027 school year and beyond.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 43:1523 (August 2017), LR 51:

**Title 28**

**EDUCATION**

**Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators***

**Chapter 3. Operation and Administration**

**§325. Kindergarten and Prekindergarten**

A. – B.1. ...

C. Each LEA shall ensure that every child entering kindergarten be given the screeners required in accordance with LAC 28: CXV.2307. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

1. ...

2. Repealed.

D. – E.3.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8, R.S. 17:151.3, and R.S. 17:391.11.  
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1260 (June 2005), amended LR 39:2196 (August 2013), LR 49:249 (February 2023), repromulgated LR 49:855 (May 2023), LR 51:

## COMPARISON DOCUMENT

### Title 28

### EDUCATION

#### Part XI. Accountability/Testing

#### Subpart 3. *Bulletin 118—Statewide Assessment Standards and Practices*

#### Chapter 59. Kindergarten Entry Assessment

#### §5901. Statement of Purpose

A. This Chapter provides for the implementation of a kindergarten entry assessment to identify children's kindergarten readiness, developmental levels as required by Act 146, Regular Session, 1986. Activities conducted under this Chapter shall be coordinated with other forms of assessment conducted by the school district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(F)(1)(b) and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 51:

#### §5903. Definitions

\*\*\*

*Kindergarten Entry Assessment*—the process of measuring student readiness for kindergarten to plan instruction, identifying the developmental levels of kindergarten children through gathering of information concerning their social-emotional, language and literacy, math, cognitive, and physical development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17:24.4(F)(1)(b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 51:

#### §5907. Agency Administrative Participation

A. Kindergarten Entry Assessments. Each school district shall administer the assessment(s) approved by BESE, select and administer one assessment from among those recommended by the LDE and approved by the SBESE. The results of this assessment shall be used with the goals of informing efforts to close the school readiness gap at kindergarten entry and informing instruction and services to support children's success in school.

B. Each LEA shall administer the screener(s) in accordance with LAC 28: CXV.2307. Administrative Timelines

1. – 3. Repealed.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq., and R.S. 17:139 et seq.

HISTORICAL NOTE: Promulgated Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 44:467 (March 2018), LR 47:566 (May 2021), LR 51:

#### §5909. State BESE-Approved Instruments

A. Instrument approved for use through the 2017-2018 school year: Instruments approved for use beginning with the 2017-2018 academic year. School districts may use any of these instruments:

| Name of Instrument  | Publisher                          |
|---|------------------------------------|
| Developing Skills Checklist (DSC)<br>(authorized through the 2017-2018 school year) | CTB McMillan/McGraw-Hill           |
| GOLD Survey   | Teaching Strategies, LLC           |
| 4Desired Results Developmental Profile Assessments (DRDP) K                         | California Department of Education |

1. Developing Skills Checklist (DSC); CTB McMillan/McGraw-Hill, publisher.

B. Instruments approved for use during the 2017-2018 through 2024-2025 school years:

1. GOLD Survey; Teaching Strategies, LLC, publisher.

2. Desired Results Developmental Profile Assessments (DRDP) K; California Department of Education, publisher.

C. Screening instruments required for use:

1. K-3 Literacy Screener; 2025-2026 school year and beyond.

2. Numeracy Screener; 2026-2027 school year and beyond.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1535 (July 2005), amended LR 43:1523 (August 2017), LR 51:

### Title 28

### EDUCATION

#### Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators*

#### Chapter 3. Operation and Administration

#### §325. Kindergarten and Prekindergarten

A. – B.1.

...

C. Each LEA shall ensure ~~require~~ that every child entering kindergarten for the first time be given the screeners required in accordance with LAC 28: CXV.2307, a nationally-recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

1. ...



2. Repealed.

D. – E.3.b.

...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8, R.S. 17:151.3, and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1260 (June 2005), amended LR 39:2196 (August 2013), LR 49:249 (February 2023), repromulgated LR 49:855 (May 2023), LR 51:

**BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
FAMILY IMPACT STATEMENT  
(LA R.S. 49:953 and 972)**

**Person Preparing Statement:**

Ashley Townsend

**Phone:**

225.342.3446

**Division:**

Governmental, Administrative, and Public Affairs

Part XI. *Bulletin 118—Statewide Assessment Standards and Practices* (LAC 28:XI.5901, 5903, 5907, and 5909) and Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators* (LAC

**Rule Title:**

28: CXV.325)

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the stability of the family? No
2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No
3. Will the proposed Rule affect the functioning of the family? No
4. Will the proposed Rule affect family earnings and family budget? No
5. Will the proposed Rule affect the behavior and personal responsibility of children? No
6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes

Signature of Contact Person: Ashley Townsend

Date Submitted: 03/20/2025

**POVERTY IMPACT STATEMENT  
(LA R.S. 49:973)**

**Person Preparing Statement:**

Ashley Townsend

**Phone:**

225.342.3446

**Division:**

Governmental, Administrative, and Public Affairs

Part XI. *Bulletin 118—Statewide Assessment Standards and Practices* (LAC 28:XI.5901, 5903, 5907, and 5909) and Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators* (LAC

**Rule Title:**

28: CXV.325)

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the household income, assets, and financial authority? No
2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No
3. Will the proposed Rule affect employment and workforce development? No
4. Will the proposed Rule affect taxes and tax credits? No
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No

Signature of Contact Person: Ashley Townsend

Date Submitted: 3/20/2025