

NOTICE OF INTENT

Board of Elementary and Secondary Education

Civics Assessment

(LAC 28:XI.6803; LAC 28:CXV.2318; LAC 28:LXXIX.2111).

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 proposes to amend LAC 28:XI in *Bulletin 118 – Statewide Assessment Standards and Practices*; LAC 28:CXV in *Bulletin 741 – Louisiana Handbook for School Administrators*, and LAC 28:LXXIX in *Bulletin 741(Nonpublic) – Louisiana Handbook for Nonpublic School Administrators*. The proposed revisions provide that, beginning with incoming freshmen in 2024-2025, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment required for graduation. However, the U.S. History assessment will be available through 2026-2027 for students requiring a retest to fulfill graduation requirements.

TITLE 28

EDUCATION

Bulletin 118–Statewide Assessment Standards and Practices

Part XI. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 68. LEAP 2025 Assessments for High School

§6803. Introduction

- A. ...
- B. Beginning in 2017-2018 through 2023-2024, LEAP 2025 assessments for high school will assess student learning in the high school courses:
1. Algebra I;
 2. geometry;
 3. English I;
 4. English II;
 5. biology (beginning Fall 2018); and
 6. U.S. history.
- C. Beginning in 2024-2025 and beyond, LEAP 2025 assessments for high school will assess student learning in the high school courses:
1. Algebra I;
 2. geometry;
 3. English I;
 4. English II;
 5. biology (beginning Fall 2018); and
 6. civics.
- D. Any student enrolled in and/or receiving credit for a LEAP 2025 course, regardless of grade inclusive of middle school students taking high school courses for high school credit, is required to take the LEAP 2025 high school assessment upon completion of that course.
- E. LEAP 2025 high school assessments will be offered at the end of the fall and spring semesters and during the summer.
1. Students completing the course at the end of the fall semester shall participate in the fall test regardless of the grade earned during the fall semester.
 2. Students completing the course at the end of the spring semester shall participate in the spring test regardless of the grade earned during the spring semester.
 3. Students completing the course at the end of the summer semester shall participate in the summer test regardless of the grade earned during the summer semester.
- F. Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 35:214 (February 2009), LR 36:477 (March 2010), amended LR 38:35 (January 2012), LR 40:2514 (December 2014), LR 44:469 (March 2018), LR 44:2129 (December 2018), LR 47:567 (May 2021), LR 48:38 (January 2022); LR 49:

Bulletin 741– Louisiana Handbook for School Administrators

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 23. Curriculum and Instruction

§2318. The TOPS University Diploma

- A. – B.2.a.iii. ...

b. Incoming freshmen in 2017-2018 through 2023-2024 must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or U.S. History.

c. Beginning with incoming freshmen in 2024-2025 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through 2026-2027 for those students requiring a retest to fulfill graduation requirements. Students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or civics.

B.2.d. – D.3.

...

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:24.4, 17:183.2, and 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015), LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016), LR 42:1062 (July 2016), LR 42:1878 (November 2016), LR 42:2176 (December 2016), LR 43:1287 (July 2017), LR 43:2132 (November 2017), LR 43:2483 (December 2017), LR 44:263 (February 2018), LR 44:1868 (October 2018), repromulgated LR 44:1998 (November 2018), amended LR 45:1454 (October 2019), LR 46:556 (April 2020), LR 47:860 (July 2021), amended LR 48:33 (January 2022), LR 48:39 (January 2022), repromulgated LR 48:1092 (April 2022); LR 49:

Bulletin 741(Nonpublic) – Louisiana Handbook for Nonpublic School Administrators

Part LXXIX. Bulletin 741(Nonpublic)—Louisiana Handbook for Nonpublic School Administrators

Chapter 21. Curriculum and Instruction

§2111. State Diploma

A. – B.1.a.

...

b. For incoming freshmen in 2010-2011 through 2016-2017, students must pass three LEAP 2025 high school assessments in the following categories:

- i. English II or English III;
- ii. Algebra I or geometry;
- iii. biology or U.S. History.

c. For incoming freshmen in 2017-2018 through 2023-2024, students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or U.S. History.

d. Beginning with incoming freshmen in 2024-2025 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through 2026-2027 for those students requiring a retest to fulfill graduation requirements. Students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or civics.

B.2. – E.

...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 44:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2351 (November 2003), amended LR 31:636 (March 2005), LR 31:3082 (December 2005), LR 36:1498 (July 2010), LR 39:1446 (June 2013), LR 48:38 (January 2022); LR 49:

COMPARISON DOCUMENT

TITLE 28

EDUCATION

Bulletin 118—Statewide Assessment Standards and Practices

Part XI. Bulletin 118 – Statewide Assessment Standards and Practices

Chapter 68. LEAP 2025 Assessments for High School

§6803. Introduction

- A. ...
- B. Beginning in 2017-2018 through 2023-2024, LEAP 2025 assessments for high school will assess student learning in the high school courses:
1. ~~a~~Algebra I;
 2. geometry;
 3. English I;
 4. English II; ~~and~~
 5. biology (beginning Fall 2018); and
 6. U.S. history.
- a. ~~Beginning with incoming freshmen in 2023-2024 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through 2025-2026 for those students requiring a retest to fulfill graduation requirements.~~
- b. ~~The biology 4-level end-of-course test will continue to be utilized through spring 2018; beginning in the 2018-2019 school year, student knowledge and skills of state academic standards in biology will be measured by the LEAP 2025 Biology assessment for students who are taking the course and are not graduating in 2018-2019; like US History in 2017-2018, students who are retesting and are not repeating the course, and students graduating in 2018-2019 will be allowed to complete the four level Biology EOC for one more year. The end of course exam will continue to be available for students who entered a high school cohort in 2016-2017 or prior.~~
- C. ~~Any student enrolled in and/or receiving credit for a LEAP 2025 course, regardless of grade inclusive of middle school students taking high school courses for high school credit is required to take the LEAP 2025 high school assessment upon completion of that course. Beginning in 2024-2025 and beyond, LEAP 2025 assessments for high school will assess student learning in the high school courses:~~
1. Algebra I;
 2. geometry;
 3. English I;
 4. English II;
 5. biology (beginning Fall 2018); and
 6. civics.
- D. ~~LEAP 2025 high school assessments will be offered at the end of the fall and spring semesters. Any student enrolled in and/or receiving credit for a LEAP 2025 course, regardless of grade inclusive of middle school students taking high school courses for high school credit, is required to take the LEAP 2025 high school assessment upon completion of that course.~~
1. ~~Students completing the course at the end of the fall semester shall participate in the fall test regardless of the grade earned during the fall semester.~~
 2. ~~Students completing the course at the end of the spring semester shall participate in the spring test regardless of the grade earned during the spring semester.~~
 3. ~~Students completing the course at the end of the summer semester shall participate in the summer test regardless of the grade earned during the summer semester.~~
- E. ~~Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests. LEAP 2025 high school assessments will be offered at the end of the fall and spring semesters and during the summer.~~
1. Students completing the course at the end of the fall semester shall participate in the fall test regardless of the grade earned during the fall semester.
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- F. ~~Since these tests are being developed for use in Louisiana schools, any school selected for field tests shall participate in the field tests.~~

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Bulletin 741—Louisiana Handbook for School Administrators

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 23. Curriculum and Instruction

§2318. The TOPS University Diploma

A. – B.2.a.iii. ...

b. Incoming freshmen in 2017-2018 ~~and beyond~~ through 2023-2024 must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. ~~a~~Algebra I or geometry;
- iii. biology or U.S. History.

c. Beginning with incoming freshmen in ~~2023-2024~~ 2024-2025 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through ~~2025-2026~~ 2026-2027 for those students requiring a retest to fulfill graduation requirements. Students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or civics.

B.2.d. – D.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:24.4, 17:183.2, and 17:395.

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Bulletin 741 (Nonpublic)—Louisiana Handbook for Nonpublic School Administrators

Part LXXIX. Bulletin 741 (Nonpublic)—Louisiana Handbook for Nonpublic School Administrators

Chapter 21. Curriculum and Instruction

§2111. State Diploma

A. – B.1.a. ...

b. For incoming freshmen in 2010-2011 through 2016-2017, students must pass three ~~End-of-Course Tests~~ LEAP 2025 high school assessments in the following categories:

- i. English II or English III;
- ii. ~~a~~Algebra I or geometry;
- iii. biology or ~~American~~ U.S. History.

c. For incoming freshmen in 2017-2018 ~~and beyond~~ through 2023-2024, students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. ~~a~~Algebra I or geometry;
- iii. biology or U.S. History.

d. Beginning with incoming freshmen in ~~2023-2024~~ 2024-2025 and beyond, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment as the Social Studies assessment required for graduation. The LEAP 2025 U.S. History assessment will be available through ~~2025-2026~~ 2026-2027 for those students requiring a retest to fulfill graduation requirements. Students must pass three LEAP 2025 assessments in the following categories:

- i. English I or English II;
- ii. Algebra I or geometry;
- iii. biology or civics.

B.2. – E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 44:411.

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**STATE 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
Rule Title: Part XI. *Bulletin 118— Statewide Assessment Standards and Practices* (LAC 28:XI.6803); Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators* (LAC 28:CXV.2318) and Part LXXIX. *Bulletin 741(Nonpublic)—Louisiana Handbook for Nonpublic School Administrators* (LAC 28:LXXIX.2111)

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 TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?

- No
 Yes
 Lacks sufficient information to determine

2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?

- No
 Yes
 Lacks sufficient information to determine.

3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?

- No
 Yes
 Lacks sufficient information to determine

4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?

- No
 Yes
 Lacks sufficient information to determine

5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?

- No
 Yes
 Lacks sufficient information to determine

6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?

- No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: _____

Date Submitted: 1/18/2023

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
POVERTY IMPACT STATEMENT
(LA R.S. 49:973)**

Person Preparing Statement: Ashley Townsend

Phone: 225-342-3446

Division: Governmental, Administrative, and Public Affairs

Rule Title: Part XI. *Bulletin 118— Statewide Assessment Standards and Practices* (LAC 28:XI.6803); Part CXV. *Bulletin 741— Louisiana Handbook for School Administrators* (LAC 28:CXV.2318) and Part LXXIX. *Bulletin 741(Nonpublic)—Louisiana Handbook for Nonpublic School Administrators* (LAC 28:LXXIX.2111)

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 TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?

- No
- Yes
- Lacks sufficient information to determine

2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?

- No
- Yes
- Lacks sufficient information to determine

3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?

- No
- Yes
- Lacks sufficient information to determine

4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?

- No
- Yes
- Lacks sufficient information to determine

5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?

- No
- Yes
- Lacks sufficient information to determine

Signature of Contact Person: _____

Date Submitted: 1/18/2023

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, March 10, 2023, to Shan N. Davis, 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 Shan Davis, 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.

Shan N. Davis
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

Person Preparing Statement: Ashley Townsend Dept.: LA Department of Education
Board of Elementary &
Secondary Education

Phone: (225) 342-3446 Office: Governmental, Admin., and Public Affairs

Return Address: P. O. Box 94064
Baton Rouge, LA Rule Title: Part XI. Bulletin 118 - Statewide
Assessment Standards and Practices
(LAC 28:XI.6803); Part CXV. Bulletin 741
– Louisiana Handbook for School
Administrators (LAC 28: CXV.2318) and
Part LXXIX. Bulletin 741(Nonpublic) –
Louisiana Handbook for Nonpublic School
Administrators (LAC 28:LXXIX.2111)

Date Rule Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 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 revisions. The revisions update the effective date and assessment name of the civics assessment planned to replace the LEAP 2025 U.S. History assessment, beginning with the freshman cohort of the 2024-2025 school year. The cost of test development is not expected to increase and will be incorporated into the ongoing cost of state assessments.

The LDOE currently has a nine-year contract with WestEd in the amount of \$13.9 M for the development of the LEAP 2025 social studies assessments. This includes the development of test items, test forms, assessment frameworks, assessment guides, sample items documents, and related psychometric services. The LDOE anticipates that the cost of the contract will not increase because certain activities such as content development, test forms construction, and field testing already occur on an annual basis, and test items are continuously developed over the life of the assessment.

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

The proposed rule revisions will not have an effect on revenue collections of state or local governmental units.

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

The proposed rule revisions will not result in costs and/or benefits to directly affected persons, small businesses, or non-governmental groups.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule revisions will not have an effect on competition and employment.

Signature of Agency Head or Designee

Legislative Fiscal Officer or Designee

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

Date of Signature

LFO 10/04

Date of Signature

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 revisions provide that, beginning with incoming freshmen in 2024-2025, the LEAP 2025 Civics assessment will replace the LEAP 2025 U.S. History assessment required for graduation; however, the U.S. History assessment will be available through 2026-2027 for students requiring a retest to fulfill graduation requirements. The proposed rule revisions update the date of the shift, the assessment name, and the timeline for offering the assessment.

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

In August 2021, BESE approved the high school social studies requirement shift from U.S. History to civics beginning with the 2024-2025 school year and beyond. The proposed rule revisions bring policy into alignment with the specifics of the initial board approval.

- 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.

No.

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 revisions will have no effect on costs or savings to state agencies.

COSTS	FY 23	FY 24	FY 25
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 Repairs & Constr.	0	0	0
TOTAL	0	0	0
POSITIONS (#)	0	0	0

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.

SOURCE	FY 23	FY 24	FY 25
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
TOTAL	0	0	0

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.

Not applicable.

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

The proposed rule revisions will not impact sources of funding of local governmental units.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

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

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

The proposed rule revisions will not have an effect on revenue collections of state or local governmental units.

REVENUE INCREASE/DECREASE	FY 23	FY 24	FY 25
State General Fund	0	0	0
Agency Self-Generated	0	0	0
Dedicated Funds*	0	0	0
Federal Funds	0	0	0
Local Funds	0	0	0
TOTAL	0	0	0

*Specify the particular fund being impacted.

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 NON-GOVERNMENTAL GROUPS

A. What persons 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 rule revisions will not result in costs and/or benefits to directly affected persons, small businesses, or non-governmental groups.

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.

The proposed rule revisions will not impact competition and employment.