

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 111 – The Louisiana School, District, and State Accountability System* (LAC 28:XI.3503).

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 estimated costs or savings to state or local governmental units as a result of the proposed rule revisions.

The proposed rule revisions make three primary changes in the the way points are awarded for alternative schools in accountability calculations. The revisions adjust the way points are awarded in the Dropout/Credit Accumulation index to allow points based on credits earned in a single semester, remove from the Core Credit Attainment Index seniors in need of minimal core credits to graduate, and update student inclusion rules for the credential attainment index.

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

There are no estimated effects on the revenue collections of state or local governmental units as a result of the proposed rule revisions.

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

There are no estimated costs and/or economic benefits to directly affected persons, small businesses, or non-governmental groups as a result of the proposed rule revisions.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

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



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

11.9.22

Date of Signature

11/9/22

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 adjust the way points are awarded in the Dropout/Credit Accumulation index to allow points based on credits earned in a single semester, remove from the Core Credit Attainment Index seniors in need of minimal core credits to graduate, and update student inclusion rules for the credential attainment index.

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

The proposed rule revisions bring into alignment policy and practice, taking into account the unique needs of students attending alternative schools and of the alternative schools themselves.

- 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, the proposed rule revisions will not result in any increase in the expenditure of funds.

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.

This is not applicable.

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?

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.

There are no anticipated implementation costs or savings to state agencies as a result of the proposed rule revisions

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?

No funds are needed to implement these revisions

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 is no anticipated impact of the proposed rule revisions on local governmental units.

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

This is not applicable.

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?

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.

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

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.

Not applicable.

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 are no estimated impacts on competition and employment in the public and private sectors as a result of the proposed rule revisions.

NOTICE OF INTENT

Board of Elementary and Secondary Education

Part XI. Accountability/Testing

Subpart 1. Bulletin 111 – The Louisiana School, District, and State Accountability System
(LAC 28:XI.3503).

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 111 – The Louisiana School, District, and State Accountability System*. The aforementioned revisions relate to alternative school accountability and adjust the way points are awarded in the Dropout/Credit Accumulation index to allow points based on credits earned in a single semester, remove from the Core Credit Attainment Index seniors in need of minimal core credits to graduate, and update student inclusion rules for the credential attainment index.

Title 28

EDUCATION

Part XI. Accountability/Testing

Subpart 1. Bulletin 111—The Louisiana School, District, and State Accountability System

Chapter 35. Inclusion of Alternative Education Schools and Students in Accountability

**§3503. Alternative Schools Including Alternative Charter Schools
[Formerly LAC 28:LXXXIII.3503]**

A. - D.6.b

...

c. Students who are considered dropouts will be included in the calculation for the semester of drop out and earn 0 points. Calculations will follow the table below with the updated points starting in 2025-2026.

7. - b. ...

c. Points will be allocated according to the following table.

Number of Carnegie Units	Index Point Award
3.5 or more	150
3	125
2.5	100
2	75
1.5	50
1	25
0.5	0
Dropout	0

8. - b. ...

c. Beginning in 2017-2018 (2016-2017 cohort) and through 2022-2023 (2021-2022 cohort), points will be assigned for each student according to the following table.

d. Beginning in 2023-2024 (2022-2023 cohort) and beyond, points shall be assigned for each member of a cohort according to the following table.

Student Result	Points
HS Diploma plus: (a) Associate's Degree OR (b) Fast Forward Apprenticeship Pathway (Advanced Plus) OR (c) Statewide Advanced Plus Level III/IV Jump Start credential	175
HS Diploma plus: (a) At least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge OR (b) Statewide Advanced Jump Start credential or Tech Diploma (TD)	150
HS Diploma plus: (a) At least six (6) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP or IB, or Cambridge OR (b) Statewide Basic Jump Start credential or Certificate of Tech Studies (CTS)	125
Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with any diploma *Five-year graduates who earn at least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge, or a Statewide Advanced Jump Start credential or Tech Diploma (TD) will generate 140 points.	75

Five-year graduates who earn an Associate's Degree will generate 150 points.	
Six-year graduate with any diploma	50
HiSET plus Jump Start credential	40
HiSET	25
Non-graduate without HiSET	0

NOTE: Students that begin the year in the eleventh grade and exit as a twelfth grader with a diploma and/or credential based on the table above will be included in both the numerator and denominator.

e. Students counted in the graduation cohort for the alternative education school will continue to be included in the school system cohort, not the sending school.

9. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended 31:423 (February 2005), LR 34:868 (May 2008), LR 35:1472 (August 2009), LR 37:2119 (July 2011), LR 37:3202 (November 2011), LR 38:1213 (May 2012), LR 39:472 (March 2013), LR 40:2240 (November 2014), LR 45:396 (March 2019), LR 47:449 (April 2021), LR 48:

COMPARISON DOCUMENT

Title 28

EDUCATION

Part XI. Accountability/Testing

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A. - D.6.b

...

c. ~~Students who are considered dropouts will be included in the calculation for the semester of drop out and earn 0 points. Students who are considered dropouts will be included in the calculation for the semester of drop out and earn 0 points. Calculations will follow the table below with the updated points starting in 2025-2026.~~

Number of Core Academic Credits (One Semester)	Index Point Award
3 or more	150
2.5	125
2	100
1.5	75
1	50
0.5	25
0	0
Dropout	0

7. - b. ...

c. Points will be allocated according to the following table.

Number of Carnegie Units	Index Point Award
7 or more 3.5 or more	150
6.5 3	125
6 2.5	100
5.5 2	75
5 1.5	50
4.5 1	25
4 or less 0.5	0
0 or Dropout	0

8. - b. ...

c. ~~Beginning in 2017-2018 (2016-2017 cohort) and through 2022-2023 (2021-2022 cohort), points~~ Points will be assigned for each student according to the following table.

d. ~~Students counted in the graduation cohort for the alternative education school will continue to be included in the school system cohort, not the sending school. Beginning in 2023-2024 (2022-2023 cohort) and beyond, points shall be assigned for each member of a cohort according to the following table.~~

Student Result	Points
HS Diploma plus: (a) Associate's Degree	175

<p style="text-align: center;">OR</p> <p>(b)Fast Forward Apprenticeship Pathway (Advanced Plus)</p> <p style="text-align: center;">OR</p> <p>(c)Statewide Advanced Plus Level III/IV Jump Start credential</p>	
<p>HS Diploma plus:</p> <p>(a)At least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge</p> <p style="text-align: center;">OR</p> <p>(b)Statewide Advanced Jump Start credential or Tech Diploma (TD)</p>	150
<p>HS Diploma plus:</p> <p>(a)At least six (6) Board of Regents-recognized TOPS CORE College credit hours attained vial dual enrollment, AP, CLEP or IB, or Cambridge</p> <p style="text-align: center;">OR</p> <p>(b)Statewide Basic Jump Start credential or Certificate of Tech Studies (CTS)</p>	125
<p>Four-year graduate (includes Career Diploma student with a regional Jump Start credential)</p>	100
<p>Five-year graduate with any diploma</p> <p>*Five-year graduates who earn at least twelve (12) Board of Regents-recognized TOPS CORE College credit hours attained via dual enrollment, AP, CLEP, IB, or Cambridge, or a Statewide Advanced Jump Start credential or Tech Diploma (TD) will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.</p>	75
<p>Six-year graduate with any diploma</p>	50
<p>HiSET plus Jump Start credential</p>	40
<p>HiSET</p>	25
<p>Non-graduate without HiSET</p>	0

NOTE: Students that begin the year in the eleventh grade and exit as a twelfth grader with a diploma and/or credential based on the table above will be included in both the numerator and denominator.

e. Students counted in the graduation cohort for the alternative education school will continue to be included in the school system cohort, not the sending school.

9. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003), amended 31:423 (February 2005), LR 34:868 (May 2008), LR 35:1472 (August 2009), LR 37:2119 (July 2011), LR 37:3202 (November 2011), LR 38:1213 (May 2012), LR 39:472 (March 2013), LR 40:2240 (November 2014), LR 45:396 (March 2019), LR 47:449 (April 2021), LR 48:

**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 111 – The Louisiana School, District, and State Accountability System (LAC 28:XI.3503)

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: 10/20/2022

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

Person Preparing Statement: Ashley Townsend

Phone: 225-342-3446

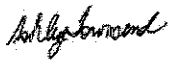
Division: Governmental, Administrative, and Public Affairs

Rule Title: Part XI. Bulletin 111 – The Louisiana School, District, and State Accountability System (LAC 28:XI.3503)

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: 10/20/2022

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, December 12, 2022, 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