



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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October 13, 2025

MEMORANDUM

TO: Senator Cameron Henry, Senate President
Representative Phillip DeVillier, Speaker of the House
Senator Rick Edmonds, Chair, Senate Committee on Education
Representative Laurie Schlegel, Chair, House Committee on Education

FROM: Tavares A. Walker, Executive Director
Board of Elementary and Secondary Education

RE: Summary Report on Board of Elementary and Secondary Education Proposed Rulemaking

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the September 20, 2025, Notice of Intent that was promulgated on pages 1361-1364 of the *Louisiana Register*.

The Board has received no public comments and has not conducted a hearing pursuant to R.S. 49:953(A)(2)(a).

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the December 20, 2025, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

Please contact Max Dupuy at (225) 342-5840 if the Board may be of any assistance to you concerning this Rule.

TAW:med

Attachment (1)

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

- c: Caroline Tyler, Secretary, Senate Committee on Education
Elizabeth Borne, Legislative Analyst, House Committee on Education
Lisa Lovello, Legislative Analyst, House Committee on Education
Ashley Townsend, Policy Director, Louisiana Department of Education
Max Dupuy, Records Management Administrator, BESE

Small Business Analysis

Pursuant to R.S. 49:965.6, methods for reduction of the impact on small business, as defined in the Regulatory Flexibility Act, have been considered when creating this proposed Rule. This proposed Rule is not anticipated to have an adverse impact on small businesses.

Provider Impact Statement

The proposed Rule is not anticipated to have an impact on providers of services as described in HCR 170 of the 2014 Regular Legislative Session.

Public Comments

Interested persons should submit written comments on the proposed Rules to Stephanie Hartman, Louisiana Economic Development, 617 North 3rd Street, 11th Floor, Baton Rouge, LA 70802 or via email to Stephanie.Hartman@LA.GOV. All comments must be received no later than close of business day, October 30, 2025.

Public Hearing

A meeting for the purpose of receiving the presentation of oral comments on the Notice of Intent will be held at 11 a.m. on November 3, 2025 in the La Belle Conference Room at the LaSalle Building, 617 North 3rd Street, Baton Rouge, LA 70802. All interested persons will be afforded an opportunity to submit data, views, or arguments, orally or in writing, at said hearing. Individuals with disabilities who require special services should contact Dawn Thibodeaux at least two working days in advance of the hearing. For assistance, call 225.342.3740 (voice and TDD) or email dawn.thibodeaux@la.gov.

Anne G. Villa
Deputy Secretary/CFO

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Office of Women's Business Enterprise

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

The proposed repeal of the rules is not anticipated to result in any direct material effect on governmental expenditures or savings to state or local governmental units.

The proposed rule change repeals the Office of Women's Business Enterprise (program). The program was initially under the Office of the Governor and later created within Louisiana Economic Development (LED). However, the program has not been implemented within LED for decades. The proposed repeal better aligns Title 19, Part I, as required by the Office of the Governor Executive Order No. 25-038, and aligns with current practices.

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

The proposed repeal is not anticipated to affect revenue collections for state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NONGOVERNMENTAL GROUPS (Summary)

There are no anticipated costs to directly affected persons, small businesses, or non-governmental groups.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

There is no anticipated effect on competition and employment.

Anne G. Villa
Deputy Secretary/CFO
2509#019

Alan M. Boxberger
Legislative Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Accountability System
(LAC 28:XI.405, 5107, 5701, 6115, and 6813)

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 111—The Louisiana School, District, and State Accountability System* and *Bulletin 118—Statewide Assessment Standards and Practices*. Act 472 of the 2025 Regular Legislative Session revises the administration schedule to reduce the number of state assessments in social studies beginning no later than the 2027-2028 school year. Further revisions codify assessment implementation dates, establish cut scores and assessment levels, and make technical edits.

Title 28

EDUCATION

Part XI. Accountability/Testing

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

Chapter 4. Assessment and Dropout/Credit Accumulation Index Calculations

§405. Calculating a K-8 Assessment Index

A. - B.5. ...

a. emerging—receptive modality is 1 and productive modality is 1;

b. progressing 1—score of 1 on receptive modality or productive modality;

c. progressing 2—score of 2 on receptive modality and productive modality;

d. progressing 3—score of 2 on one modality and 3 or 4 on the other modality; and

e. transitioning—score of 3 or 4 on receptive and productive modalities.

C. - J. ...

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 32:1021 (June 2006), amended LR 36:1989 (September 2010), LR 38:3106 (December 2012), LR 41:2579 (December 2015), LR 42:548 (April 2016), LR 42:2172 (December 2016), LR 44:448 (March 2018), LR 45:221 (February 2019), LR 47:445 (April 2021), LR 49:31 (January 2023), LR 49:1698 (October 2023), LR 50:948 (July 2024), LR 51:

Subpart 3. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 51. General Provisions

§5107. Assessment Programs

[Formerly LAC 28:CXI.107]

A. Kindergarten Developmental Readiness Screening Program (KDRSP). Each school district is required to administer an approved entry assessment instrument to each child entering kindergarten for the first time, with the results

to be used for placement and planning instruction. Beginning with the 2025-2026 school year, KDRSP will be consolidated with the literacy and numeracy screeners.

B. Louisiana Educational Assessment Program (LEAP) 2025. Criterion-referenced tests in English language arts, mathematics, science, and social studies in grades 3-8 and tests administered upon completion of English I, English II, Algebra I, geometry, biology, civics, and U.S. history in high school assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. Effective beginning with the 2027-2028 school year, criterion-referenced social studies assessments will be administered in high school and in grades 3, 5, and 8.

1. - 2. ...

C. Repealed.

D. - H. ...

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 32:233 (February 2006), LR 33:255 (February 2007), LR 36:477 (March 2010), LR 40:2509 (December 2014), LR 44:462 (March 2018), LR 47:566 (May 2021), LR 49:44 (January 2023), LR 49:645 (April 2023), LR 51:

Chapter 57. Assessment Program Overview

§5701. Louisiana Assessment Programs

A. National Assessment of Educational Progress (NAEP), Criterion-Referenced Test (CRT), grades 4, 8, and 12, spring 1990 to present.

B. Elementary and Middle School CRTs.

1. LEAP 2025 ELA and Mathematics; grades 3-8; spring 2015 to present.

2. LEAP 2025 Science; grades 3-8; 2019 to present.

3. LEAP 2025 Social Studies; grades 3-8; 2017 to spring 2027.

4. LEAP 2025 Social Studies; grades 3, 5, and 8; beginning spring 2028 and beyond.

5. ELA Innovative Assessment; grades 6, 7, and 8; fall 2022 to present.

6. DIBELS (literacy screener); grades K-3; 2023 to present.

7. Numeracy Screener; grades K-3; 2025 to present.

C. High School CRTs.

1. ACT; grade 11; spring 2013 to present.

2. LEAP 2025 English I, English II; fall 2017 to present.

3. LEAP 2025 Algebra 1, Geometry; fall 2017 to present.

4. LEAP 2025 U.S. History; fall 2017 to 2027.

5. LEAP 2025 Biology; fall 2018 to present.

6. LEAP 2025 Civics; fall 2023 to present.

D. Special Populations Assessments.

1. LEAP Connect ELA and Mathematics; eligible students with an IEP in grades 3-8; spring 2018 to present.

2. LEAP Connect ELA and Mathematics; eligible students with an IEP in grade 11; spring 2019 to present.

3. LEAP Connect Science; eligible students with an IEP in grades 4, 8, and 11; spring 2020 to present.

4. English Language Proficiency Test (ELPT); English learners in grades K-12; spring 2018 to present.

5. English Language Proficiency Test Connect (ELPT Connect); eligible English learners in grades K-12; spring 2023 to present.

E. Historical Kindergarten Screener.

1. Kindergarten Developmental Readiness Screening Program; kindergarten; fall 1987 to 2025.

F. Historical Norm-Referenced Tests (NRT).

1. California Achievement Test (CAT/F); grades 4, 6, and 9; spring 1988, spring 1992, no longer administered.

2. California Achievement Test (CAT/5); grades 4, 6, and 8; spring 1993, spring 1997, no longer administered.

3. Iowa Tests of Basic Skills (ITBS) (form L) and Iowa Tests of Educational Development (ITED) (form M); grades 4, 6, 8, 9, 10, and 11; spring 1998, no longer administered.

4. ITBS, ITED (form M); grades 3, 5, 6, 7, and 9; spring 1999, spring 2002, no longer administered.

5. ITBS, ITED (form B); grades 3, 5, 6, 7, and 9; spring 2003, spring 2005, no longer administered.

6. ITBS; grade 2; spring 2012 to spring 2013, no longer administered.

G. Historical Criterion Referenced Tests.

1. Graduation Exit Examination (GEE); grades 10 and 11; spring 1989 to spring 2003 (state administered), fall 2003 (district administered).

2. GEE ELA and Mathematics; grade 10; spring 2001 to fall 2014 (district administered).

3. GEE Science and Social Studies; grade 11; spring 2002 to fall 2014 (district administered).

4. Louisiana Educational Assessment Program (LEAP) ELA and Mathematics; grades 4 and 8; spring 1999 to 2014.

5. LEAP Science; grades 4 and 8; spring 2000 to spring 2018.

6. LEAP Social Studies; grades 4 and 8; spring 2000 to 2016.

7. End-of-Course Test (EOCT) Algebra I; fall 2007 to summer 2017.

8. EOCT English II; fall 2008 to summer 2017.

9. EOCT Geometry; fall 2009 to summer 2017.

10. EOCT Biology; fall 2010 to spring 2018.

11. EOCT Applied Algebra I form; spring 2011 to summer 2013.

12. EOCT English III; students entering freshmen cohorts prior to 2017-2018 school year; fall 2011 to summer 2019 (state administered), fall 2019 (district administered).

13. EOCT U.S. History; fall 2012 to 2017; 2017-2018 (only graduating seniors and retesters).

14. EXPLORE; grades 8 and 9; spring 2013 to 2015.

15. PLAN; grade 10; spring 2013 to 2015.

H. Historical Integrated NRT/CRT.

1. Integrated LEAP (iLEAP) Science and Social Studies; grades 3, 5, and 7; spring 2006 to 2017.

2. iLEAP ELA and Mathematics; grades 3, 5, and 7; spring 2006 to 2014.

3. iLEAP ELA and Mathematics; grade 9; spring 2006 to 2010.

4. Louisiana Alternate Assessment B (LAA B); out of level test for students with IEPs who met eligibility criteria in grades 3-11; spring 1999, spring 2003, no longer administered.

5. Academic Skills Assessment (ASA) and ASA LAA 2 form; students pursuing a state-approved skills certificate (SASC) or GED; spring 2012 only.

I. Historical Special Populations Assessments.

1. LAA 1; students with IEPs who meet eligibility criteria in grades 3–11; spring 2000 to 2007.

2. LAA 1 ELA and Mathematics; students with IEPs who meet eligibility criteria in grade spans 3/4, 5/6, 7/8, and 9/10; spring 2008 to 2017; spring 2010 last administration of LAA 1 grade 9; 2017-2018 school year (high school only).

3. LAA 1 Science; students with IEPs who meet eligibility criteria in grades 4, 8, and 11; spring 2008 to 2019, no longer administered.

4. LAA 2 ELA and Mathematics; grades 4 and 8; spring 2006 to spring 2014, no longer administered.

5. LAA 2 ELA and Mathematics; grade 10, for eligible students entering freshmen cohort prior to the 2013-2014 school year; spring 2006 to 2014, no longer administered.

6. LAA 2 Science and Social Studies; grade 11, for eligible students entering freshmen cohorts prior to the 2013-2014 school year; spring 2006 to 2014, no longer administered.

7. LAA 2 ELA and Mathematics; grades 5, 6, and 7; spring 2007 to spring 2014, no longer administered.

8. LAA 2 ELA and Mathematics; grade 9; spring 2010, no longer administered.

9. LAA 2 Science and Social Studies; grades 4 and 8; spring 2008 to 2014, no longer administered.

10. English Language Development Assessment (ELDA); limited English proficient (LEP) students in grades K-12; spring 2005 to 2017.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1534 (July 2005), amended LR 32:235 (February 2006), LR 34:66 (January 2008), LR 34:1352 (July 2008), LR 35:218 (February 2009), LR 36:967 (May 2010), LR 37:858 (March 2011), LR 38:34 (January 2012), LR 39:74 (January 2013), LR 39:1019 (April 2013), LR 40:1319 (July 2014), LR 40:2512 (December 2014), LR 44:465 (March 2018), LR 44:2127 (December 2018), LR 46:15 (January 2020), LR 47:566 (May 2021), repromulgated LR 47:721 (June 2021), amended LR 48:38 (January 2022), LR 49:44 (January 2023), LR 49:646 (April 2023), LR 51:

Chapter 61. Louisiana Educational Assessment Program 2025 (LEAP 2025)

Subchapter B. Achievement Levels and Performance Standards

§6115. Performance Standards

A. - A.3. ...

4. Social Studies

Social Studies						
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Advanced	774-850	779-850	779-850	773-850	783-850	780-850
Mastery	750-773	750-778	750-778	750-772	750-782	750-779
Basic	729-749	728-749	731-749	728-749	730-749	730-749
Approaching Basic	707-728	710-727	706-730	702-727	705-729	709-729
Unsatisfactory	650-706	650-709	650-705	650-701	650-704	650-708

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:391.4(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006), LR 42:225 (February 2016), LR 43:2475 (December 2017), LR 44:468 (March 2018), repromulgated LR 44:1424 (August 2018), amended LR 45:1744 (December 2019), LR 51:

Chapter 68. LEAP 2025 Assessments for High School Subchapter B. Achievement Levels and Performance Standards

§6813. Performance Standards

A. Performance standards for LEAP 2025 Algebra I, English I, English II, geometry, biology, civics, and U.S. history tests are finalized in scaled-score form.

B. - B.6. ...

7. Civics

Civics	
Achievement Level	Scaled-Score Ranges
Advanced	777-850
Mastery	750-776
Basic	729-749
Approaching Basic	707-728
Unsatisfactory	650-706

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 35:215 (February 2009), amended LR 36:478 (March 2010), LR 37:820 (March 2011), repromulgated LR 37:1123 (April 2011), amended LR 38:35 (January 2012), LR 39:76 (January 2013), LR 39:2444 (September 2013), LR 44:470 (March 2018), LR 44:2129 (December 2018), LR 45:1745 (December 2019), LR 51:

Family Impact Statement

In accordance with Section 953 and 974 of Title 49 of the 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.

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.

Poverty Impact Statement

In accordance with Section 973 of Title 49 of the 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.

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.

Small Business Analysis

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, October 10, 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.

Tavares A. Walker
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Accountability System

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

The Department of Education is expected to realize an estimated \$1.1 M in savings beginning in FY 28 due to the removal of the three assessments. An estimated \$600,000 of

this savings is due to a reduction in the costs of scoring and psychometrics for the three removed assessments. The remaining \$500,000 in savings is a result of a reduction in the costs of item development and forms construction associated with the three removed assessments. The proposed rule change updates the schedule for the administration of state assessments, removing social studies assessments for students in grades 4, 6, and 7, beginning with the 2027-2028 academic year. This update reduces the total number of assessments given per year by three.

Local education agencies may also realize a cost savings associated with payments made to staff to proctor assessments. The reduction in the number of tests administered each year is also expected to reduce the number of proctors needed during the testing window.

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 OR NONGOVERNMENTAL GROUPS (Summary)

The proposed rule change may result in a loss of revenues for businesses contracted to develop, print, and score, statewide social studies assessments.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule change may result in a reduction in the hiring of temporary staff by local education agencies needed to proctor assessments.

Beth Scioneaux
Deputy Superintendent
2509#063

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 1508—Pupil Appraisal Handbook
Screenings and Evaluations of Students for Special
Education and Related Services
(LAC 28:CI.Chapters 1-15)

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:CI in *Bulletin 1508—Pupil Appraisal Handbook*. The revisions provide comprehensive updates to the evaluation of students with suspected disabilities. The proposed revisions include updates to the following: the definition of Response to Intervention (RTI); addition of licensed specialists in school psychology and licensed psychologists with a school specialty to serve on pupil appraisal teams; autism criteria aligned to current language in diagnostic and statistical manuals; evaluation considerations in alignment with *Bulletin 1903—Louisiana Handbook for Students with Dyslexia*; school health and school nurse services; language regarding prescriptions from a physician licensed in any state; and technical edits. Additional revisions include textual edits for specificity and clarification in response to public comments received during the initial Notice of Intent process.