

COMMITTEE ON LEGISLATIVE RESEARCH
OVERSIGHT DIVISION

FISCAL NOTE

L.R. No.: 4977-01
Bill No.: HB 2214
Subject: Education, Elementary and Secondary; Teachers
Type: Original
Date: March 30, 2010

Bill Summary: This proposal establishes the “Every Child Can Learn Act” which requires personalized learning plans for certain students performing below grade level.

FISCAL SUMMARY

ESTIMATED NET EFFECT ON GENERAL REVENUE FUND			
FUND AFFECTED	FY 2011	FY 2012	FY 2013
General Revenue	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)
Total Estimated Net Effect on General Revenue Fund	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)

ESTIMATED NET EFFECT ON OTHER STATE FUNDS			
FUND AFFECTED	FY 2011	FY 2012	FY 2013
Total Estimated Net Effect on <u>Other</u> State Funds	\$0	\$0	\$0

Numbers within parentheses: () indicate costs or losses.
This fiscal note contains 6 pages.

ESTIMATED NET EFFECT ON FEDERAL FUNDS			
FUND AFFECTED	FY 2011	FY 2012	FY 2013
Total Estimated Net Effect on <u>All</u> Federal Funds	\$0	\$0	\$0

ESTIMATED NET EFFECT ON FULL TIME EQUIVALENT (FTE)			
FUND AFFECTED	FY 2011	FY 2012	FY 2013
Total Estimated Net Effect on FTE	0	0	0

- Estimated Total Net Effect on All funds expected to exceed \$100,000 savings or (cost).
- Estimated Net Effect on General Revenue Fund expected to exceed \$100,000 (cost).

ESTIMATED NET EFFECT ON LOCAL FUNDS			
FUND AFFECTED	FY 2011	FY 2012	FY 2013
Local Government	(Unknown - Could exceed \$100,000)	(Unknown - Could exceed \$100,000)	(Unknown - Could exceed \$100,000)

FISCAL ANALYSIS

ASSUMPTION

According to officials from the **Department of Elementary and Secondary Education (DESE)**, this proposal will require Systems Change, commonly referred to as "Response to Intervention". DESE will be obligated to provide support and consultation to each building in development and implementation of a three-tiered model. DESE assumes estimated costs would include 10 consultants at a cost of \$95,000 per consultant, to work out of the Regional Professional Development Center or other regionally located center.

DESE assumes the cost to the district and charter schools to implement such systems change will be addressed by the district and charter schools in a separate response.

Oversight assumes it is unknown how many students would be affected by this proposal or how many consultants would be needed to carry out the provisions of this proposal. For fiscal note purposes only, **Oversight** will assume a cost of (Unknown - Up to \$950,000).

Officials from the **Department of Social Services** state this proposed legislation has no fiscal impact on their agency.

Officials from the **University of Missouri - St Louis Charter School Liaison** assume there are possible significant financial implications for schools based on these changes. While nearly all schools do reading tests of their students, there are implications that money might need to be spent on testing software for children in kindergarten and first grade. In University of Missouri - St Louis charter schools (who serve a highly "at-risk" population), the number of personal learning plans will add time to a teacher's schedule and may require the hire of additional staff members to help write/implement reports. Also, additional staff may be needed to send letters as notifications to parents for consent to implement the plan.

Officials from the St Louis Public School District or other charter school sponsors in the St Louis metropolitan school district area did not respond to a request for fiscal note. For fiscal note purposes only, **Oversight** will assume costs to be (Unknown - Could Exceed \$100,000).

<u>FISCAL IMPACT - State Government</u>	FY 2011 (10 Mo.)	FY 2012	FY 2013
GENERAL REVENUE			
<u>Cost - Department of Elementary and Secondary Education - Consultants (10)</u>	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)
ESTIMATED NET EFFECT ON GENERAL REVENUE	<u>(Unknown - Up to \$950,000)</u>	<u>(Unknown - Up to \$950,000)</u>	<u>(Unknown - Up to \$950,000)</u>

<u>FISCAL IMPACT - Local Government</u>	FY 2011 (10 Mo.)	FY 2012	FY 2013
LOCAL POLITICAL SUBDIVISIONS			
<u>Cost - Local School Districts, including Charter Schools) - Implementation of learning plans</u>	(Unknown - Could exceed \$100,000)	(Unknown - Could exceed \$100,000)	(Unknown - Could exceed \$100,000)
ESTIMATED NET EFFECT ON LOCAL POLITICAL SUBDIVISIONS	<u>(Unknown - Could exceed \$100,000)</u>	<u>(Unknown - Could exceed \$100,000)</u>	<u>(Unknown - Could exceed \$100,000)</u>

FISCAL IMPACT - Small Business

No direct fiscal impact to small businesses would be expected as a result of this proposal.

FISCAL DESCRIPTION

This proposed legislation establishes the Every Child Can Learn Act which requires, beginning July 1, 2011, all St. Louis public schools to use a response-to-intervention tiered approach to reading instruction for students whom the school determines to be struggling readers. At a minimum, the reading levels of students in kindergarten through tenth grade must be assessed at the beginning and middle of the academic year, and those scoring below district benchmarks will be provided with intensive, systematic reading instruction.

FISCAL DESCRIPTION (continued)

Every St. Louis public school must annually, beginning January 1, 2011, prepare a personalized learning plan for any kindergarten or first grade student whose most recent assessment result shows that the student is reading at less than grade level with certain exceptions specified in the proposal. The student's main teacher must consult with the student's parents or guardian about the plan and must have their consent to implement it. If a student is still performing at less than grade level at the end of the first grade year, the school will refer the student for assessment to determine if an individualized education program is needed. If it is determined that an individualized education program is not needed, the personalized learning plan for the student must remain in place until the student is reading at grade level.

If the student is reading below grade level at the end of second grade, he or she may progress to third grade only if additional summer instruction demonstrates readiness, the school provides a combined second/third grade classroom in which the student continues with the same teacher, or the student's parents or guardian signs a notice that they prefer to have their child promoted although he or she is reading below grade level. The school district, however, will have the final determination on the issue of retention. The proposal specifies the data that must be made available in its annual report card on the numbers and percentages by grade of promotions of students who have been determined as reading below grade level but prohibits the identification of an individual student.

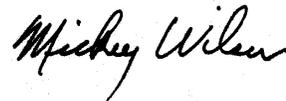
This legislation is not federally mandated, would not duplicate any other program and would not require additional capital improvements or rental space.

SOURCES OF INFORMATION

Department of Elementary and Secondary Education
Department of Social Services
Charter School Sponsors
University of Missouri - St Louis

NOT RESPONDING

**St Louis Public School District
St Louis Charter School Sponsors**



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Director
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