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Bill Analysis

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Version: As Re-reported by Senate Education

Primary Sponsor: Sen. Brenner

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SUMMARY

Academic intervention services and math improvement

- Requires school districts, community schools, and STEM schools to provide evidence-based academic intervention services, free of cost, to students who demonstrate a limited level of skill in state assessments in math or English language arts or diagnostic assessments in math.
- Beginning with the 2026-2027 school year, requires districts and schools to develop a math improvement and monitoring plan for each student who qualifies for math intervention services.
- Beginning with the 2026-2027 school year, requires each district or school to develop a math achievement improvement plan if 51% or less of the district or school's students who took the third grade math achievement assessment attained at least a proficient score on the assessment.
- Beginning with the 2026-2027 school year, and each school year thereafter, requires the Department of Education and Workforce to randomly select 5% of districts and schools for a review of their academic intervention services.

Math curricula, instructional materials, and intervention

- Requires the Department to, by April 15, 2026, review core math curricula and establish a list of high-quality core curriculum and instructional materials in math and a list of

* This analysis was prepared before the report of the Senate Education Committee appeared in the Senate Journal. Note that the legislative history may be incomplete.

evidence-based math intervention programs, that are aligned with state standards and best practices.

- Requires the Department to include in a school building's state report card as nongraded data the reading and math curricula used in the building and whether the curriculum is designated as high-quality by the Department.
- Permits public schools to use Disadvantaged Pupil Impact Aid for professional development on evidence-based strategies for effective math instruction and the implementation of math curriculum from the Department of Education and Workforce's list of high-quality core curriculum and instructional materials.

Advanced learning opportunities in math

- Eliminates current law regarding advanced math courses and learning opportunities and instead requires each public school, beginning July 1, 2026, to:
 - Enroll each seventh-grade student who achieves an accomplished or advanced level of skill on a math achievement assessment in Algebra I in the eighth grade;
 - Enroll each student in grades 3-6 who achieves an accomplished or advanced level of skill on a math achievement assessment in advanced learning opportunities in math; and
 - Adopt a comprehensive math placement policy.
- Requires the Department to provide schools with guidance regarding the placement of students in Algebra I.
- Permits each public school to provide additional students advanced math learning opportunities.

Math teacher proficiency and professional development

- Requires the Department to develop a professional development course focusing on foundational knowledge in math and integrates life skills and, by December 31, 2026, develop a pilot series of professional development programs for school and regional educational leaders on evidence-based math instruction.
- Requires the State Board of Education to assess the math proficiency of each applicant for a new valid educator license with a pre-K-8 grade band and who may be assigned to teach math.

DETAILED ANALYSIS

Academic intervention services

The bill requires each school district, community school, and STEM school to provide, directly or through a contracted vendor, or as a combination of both, evidence-based academic

intervention services, free of cost, to qualifying students.¹ A student qualifies for those services by demonstrating a limited level of skill on a state assessment in math or English language arts, or both, or by demonstrating a level of skill below grade level or below proficient on a math diagnostic assessment. However, students who have an individualized education program (IEP) including services related to a traumatic brain injury and students who attend dropout recovery community schools are exempt from being considered qualifying students under the bill.²

A district or school must annually notify the Department of Education and Workforce, through the education management information system (EMIS), of all of the following:

1. The number of qualifying students enrolled in the district or school;
2. The number of qualifying students receiving academic intervention services in math, English language arts, or both;
3. The number of qualifying students receiving academic intervention services from the district or school directly, through a vendor, or a combination of both options.

The bill clarifies that academic intervention services provided to a student may encompass a variety of evidence-based supports, including:

1. High-dosage tutoring opportunities aligned with classroom instruction through a state-approved vendor or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage opportunities must include instructional time delivered at least three days a week or at least 50 hours over 36 weeks. High-dosage tutoring may be incorporated into a student's regular classroom instruction. To the extent practicable, districts and schools must endeavor to provide each of a student's tutoring supports with the same tutor.
2. Additional instruction time;
3. An extended school calendar;
4. Participation in a learning support program; or
5. Any other academically centered support service that the district or school determines will improve the student's academic performance.³

The bill also permits intervention services to be offered in combination with integrated student supports. Integrated student supports are an evidence-based approach under which schools intentionally and systematically leverage and coordinate resources and relationships available in the school and the surrounding community to address comprehensive student strengths, interests, and needs.⁴

¹ R.C. 3313.6034(B), 3314.03(A)(11)(d), and 3326.11.

² R.C. 3313.6034(A)(1).

³ R.C. 3313.6034(A)(2) and (C)(1).

⁴ R.C. 3313.6034(A)(3) and (C)(1).

The bill also requires that all academic intervention services provided to a qualifying student must align with the academic instruction the student receives. English language arts instruction must specifically align with the science of reading as defined under continuing law.⁵

The bill further requires districts and schools to ensure that academic intervention services provided to qualifying students do not supplant the student's core academic instructional time.⁶

The bill also requires districts and schools to use EMIS to report to the Department the district's or school's core curriculum and instructional materials being used for math in grades kindergarten to 12 and the math intervention programs being used in grades kindergarten to 12.⁷

Math improvement and monitoring plans

The bill requires a district or school, beginning in the 2026-2027 school year and each school year thereafter, to develop a math improvement and monitoring plan for qualifying students within 60 days after receiving the student's results on the math achievement assessment, end-of-course exam, or diagnostic assessment that qualifies the student for math intervention services.⁸ The district or school must involve the student's parent or guardian and classroom teacher in developing the plan.

Under the bill, a math improvement and monitoring plan must include all of the following:

1. Identification of the student's specific math deficiencies;
2. A description of the additional instructional services and support that will be provided to the student to remediate the identified math deficiencies;
3. Opportunities for the student's parent or guardian to be involved in the student's instructional services and support;
4. A process for monitoring the extent to which the student receives the instructional services and support;
5. A math curriculum during regular school hours that assists students in math at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's progress;
6. High-dosage tutoring opportunities aligned with classroom instruction through a state-approved vendor or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage opportunities must include instructional time of at least three

⁵ R.C. 3313.6034(C)(2), also see R.C. 3313.6028, not in the bill.

⁶ R.C. 3313.6034(D).

⁷ R.C. 3301.0714(B)(5).

⁸ R.C. 3302.132, 3314.03(A)(11)(d), and 3326.11.

days a week or at least 50 hours over 36 weeks and may be incorporated into a student's regular classroom instruction.⁹

The bill requires districts or schools to continue to implement a student's math improvement and monitoring plan until the student achieves the required level of skill in math for the student's current grade level. A district or school must report any information requested by the Department about the math improvement and monitoring plans developed under the bill in a manner required by the Department.¹⁰

Parent and guardian notification requirements

The bill requires each district or school to notify the parent or guardian of a qualifying student that the student will receive academic intervention services prior to providing services to the student. This notification must include a description of which intervention or interventions the qualifying student will receive and who will provide services to the student.

The bill also requires each district or school to periodically update the parent or guardian on the academic intervention services provided to the student and must provide resources and recommendations for ways the parent or guardian may assist the student.¹¹

Department review

Beginning with the 2026-2027 school year, and each school year thereafter, the bill requires the Department to randomly select not more than 5% of all schools operated by school districts, community schools, and STEM schools for a review of their academic intervention services for qualifying students. A school may not be selected for review more than once every three years. The review must include, at a minimum, a document review, interviews with district and school staff, and observations of interventions.

The bill requires a review to assess:

1. Whether qualifying students receive academic intervention services in accordance with the bill's requirements;
2. The types and methods of academic intervention services that qualifying students receive; and
3. The quality of the academic intervention services provided by the district or school or the contracted vendor. To determine quality, the Department may consider the length and duration of the intervention, specific programs and curriculum being used, the credentials and training of intervention providers, and data regarding student progress.

Within 75 days of completing a review, the Department must provide a report to the district or school containing the review's results. Each report must include an assessment of the efficacy of the academic intervention services provided to qualifying students and any

⁹ R.C. 3302.132(A).

¹⁰ R.C. 3302.132(B).

¹¹ R.C. 3313.6034(E).

recommendations the Department considers necessary. The Department must also include a school's review as part of the student opportunity profile measure included on the state report card. The bill requires each district and school to post a copy of the report on its website and to make the report available upon request to any person.

The bill expressly permits the Department to contract with an organization that has documented expertise in supporting school improvement and academic intervention services to help with conducting the review.¹²

Eligibility for services

The bill states that a student is no longer a qualifying student for academic intervention services when the student achieves a level of skill higher than limited on a state assessment or diagnostic assessment in math or English language arts taken for the grade level in which the student is enrolled.

But the bill further clarifies that if a qualifying student is receiving academic intervention services in both math and English language arts and demonstrates a skill greater than limited in one, but not both, subject areas, that the student must continue to receive academic intervention services for the subject area in which the student continues to demonstrate a limited level of skill.

Additionally, if a high school student fails to demonstrate a level of skill greater than limited on an end-of-course examination in math or English language arts and is not required to retake the exam, then the student must continue to qualify for intervention services. The bill requires the district or school to align those services with the student's selected graduation pathway.

The bill expressly states that it does not prevent a district or school from providing academic intervention services to students who are not qualifying students.¹³

Math achievement improvement plans

The bill requires a district or school, beginning in the 2026-2027 school year and each school year thereafter, to establish and submit to the Department a math achievement improvement plan if 51% or less of the district's or school's students who took the third grade state assessment in math scored proficient on it. A district's or school's improvement plan must use curriculum from the list of high-quality curricula established by the Department (see "**Math curricula, instructional materials, and intervention**") and the math intervention template developed by the Department under the bill.¹⁴ A district or school is released from the

¹² R.C. 3313.6034(F).

¹³ R.C. 3313.6034(G) and (H).

¹⁴ R.C. 3302.131(A) and (E), 3314.03(A)(11)(d), and 3326.11.

requirement to submit an improvement plan when at least 51% of its students scored at least proficient on the third grade state assessment in math.¹⁵

The bill requires the Department to establish guidelines prescribing the content of, deadlines for, and implementation of math achievement improvement plans. The guidelines must require each plan to include, at a minimum, an analysis of relevant student performance data, measurable student performance goals, strategies to meet specific student needs, a staffing and professional development plan, and instructional strategies for improving student performance.¹⁶ The Department must also develop a student academic intervention template specific to math and post it on its website. Finally, the bill requires the Department to post all improvement plans submitted and all guidelines developed in a prominent location on its website.¹⁷

Advanced learning opportunities in math

The bill eliminates current law regarding advanced math courses and learning opportunities and replaces it with new requirements. Beginning on July 1, 2026, the bill requires each school district, community school, and STEM school to do the following:

1. Enroll each seventh-grade student who achieves an accomplished or advanced level of skill on a math achievement assessment in Algebra I in the eighth grade, unless the student has already completed Algebra I. Each student must take the corresponding required end-of-course exam for Algebra I.
2. Enroll each student in grades 3-6 who achieves an accomplished or advanced level of skill on a math achievement assessment in advanced learning opportunities in math; and
3. Adopt a comprehensive math placement policy that includes a curriculum plan beginning in the third grade that creates a timeline and explanation of how students will be prepared and placed in Algebra I and describes how the district or school will provide advanced learning opportunities in math and accommodate each student in the seventh grade who qualifies for placement in Algebra I.

Advanced learning opportunities in math under the bill mean a course that exceeds the standard math curriculum for the student's grade level, or services or curricula modifications in math, provided either in person or through electronic means, which provide additional rigor or challenge. Advanced learning opportunities may include differentiated instruction in which the depth, breadth, complexity, pacing, and acceleration is tailored to the student's particular needs and readiness, and interdisciplinary work.

Each district or school must notify the parent or guardian of a student who qualifies for enrollment in Algebra I under the bill of that determination. The bill permits a student's parent or guardian to submit a written request for the student to not be enrolled in Algebra I.

¹⁵ R.C. 3302.131(C).

¹⁶ R.C. 3302.131(B).

¹⁷ R.C. 3302.131(D) and (E).

The bill clarifies that each student must take the achievement assessment or end-of-course exam for the advanced math course the student takes as a result of the bill's requirements.

The bill also permits a district or school to provide advanced learning opportunities in math to additional students, including enrollment in advanced courses such as Algebra I, if the district or school determines the student has met that district's or school's requirements for such a course or the student would benefit from those opportunities.

The bill requires the Department of Education and Workforce to provide schools with guidance regarding the placement of students in Algebra I.¹⁸

Finally, the bill requires the Department to include providing advanced learning opportunities in math in its model student acceleration policy.¹⁹

Current law simply requires each school district to provide each student who achieves an advanced level of skill on either a math achievement assessment or an end-of-course exam with advanced math learning opportunities in the following school year.

Math curricula, instructional materials, and intervention

High-quality lists

The bill requires the Department of Education and Workforce, by April 15, 2026, to review core math curricula and establish a list of high-quality core curriculum and instructional materials in math, and a list of evidence-based math intervention programs, that are aligned with state standards and best practices. Each school district, community school, and STEM school may use the core curriculum and instructional materials established by the Department or select different high-quality core curriculum and instructional materials.²⁰

Report card

The bill requires the Department of Education and Workforce to include in a school building's state report card the reading and math curricula used in the building and whether the curriculum is designated as high-quality by the Department. This information must be reported as nongraded data in a form and manner determined by the Department.²¹

Disadvantaged Pupil Impact Aid spending

The bill permits public schools to use Disadvantaged Pupil Impact Aid for professional development on evidence-based strategies for effective math instruction and the

¹⁸ R.C. 3313.6032 (repealed and reenacted), 3314.03(A)(11)(d), and 3326.11.

¹⁹ R.C. 3324.10.

²⁰ R.C. 3313.6035.

²¹ R.C. 3302.03(D)(2)(I).

implementation of math curriculum from the Department of Education and Workforce's list of high-quality core curriculum and instructional materials.²²

Math teacher proficiency and professional development

Proficiency assessment

The bill requires the State Board of Education to assess the math proficiency of each applicant for a new valid educator license with a pre-K-8 grade band and who may be assigned to teach math. The State Board must assess an applicant's proficiency at the time of the application. The Chancellor of Higher Education, in consultation with the Department of Education and Workforce, must define the level of proficiency at which individuals are prepared to provide high-quality math instruction. The Chancellor and Department must collaborate with the State Board to set appropriate benchmarks.

Whether an applicant is proficient in math does not affect the State Board's duty to issue the applicant a license. However, the State Board must certify to each school district or other school that employs that individual whether the individual is proficient in math based on the State Board's assessment. If the individual has not demonstrated proficiency in math, the district or school cannot assign the individual to teach math but can assign the individual to teach other subject areas.

An individual who has not demonstrated proficiency in math according to the State Board's assessment may retake the assessment. If the individual demonstrates proficiency in math in the subsequent assessment, the State Board must certify that proficiency to each school district or other school that employs the individual. Following such certification, the district or school may assign the individual to teach math.

The bill requires the State Board to adopt rules to implement the bill's math proficiency assessment requirements.²³

Professional development

The bill requires the Department of Education and Workforce to develop a professional development course that focuses on foundational knowledge in math and integrates life skills. By December 31, 2026, the Department must develop a pilot series of professional development programs for school and regional educational leaders on evidence-based math instruction.²⁴

²² R.C. 3317.25.

²³ R.C. 3319.2214, 3314.03(A)(11)(d), and 3326.11.

²⁴ R.C. 3319.2311.

HISTORY

Action	Date
Introduced	01-22-25
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Re-reported, S. Education	---
