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Bill Analysis

Version: As Introduced

Primary Sponsor: Sen. Brenner

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SUMMARY

- 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.
- Beginning with the 2024-2025 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.

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.² A district or school must annually notify the Department of Education and Workforce, in a manner established by the Department, 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;

¹ R.C. 3313.6030(B), 3314.03(A)(11)(d), and 3326.11.

² R.C. 3313.6030(A)(1) and (2).

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 wide and open-ended variety of 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 additional instructional time of at least three days a week or at least 50 hours over 36 weeks.
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 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.⁴

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.⁵

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.⁶ 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.⁷

Department review

Beginning with the 2024-2025 school year, and each school year thereafter, the bill requires the Department to randomly select 5% of school districts, community schools, and

³ R.C. 3313.6030(A)(3) and (C).

⁴ R.C. 3313.6030(C), also see R.C. 3313.6028, not in the bill.

⁵ R.C. 3313.6030(D).

⁶ R.C. 3313.6030(E)(1).

⁷ R.C. 3313.6030(E)(2).

STEM schools for a review of their academic intervention services for qualifying students. The review must include, at a minimum, a document review, interviews with district and school staff, and observations of interventions.⁸

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 six weeks of completing a review, the Department must provide a report to the district or school containing the review's results.⁹ Each report must include an assessment of the efficacy of the academic intervention services provided to qualifying students and any recommendations the Department considers necessary. 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.¹⁰

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.¹¹

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.¹²

⁸ R.C. 3313.6030(F)(1).

⁹ R.C. 3313.6030(F)(2).

¹⁰ R.C. 3313.6030(F)(3).

¹¹ R.C. 3313.6030(G)(1).

¹² R.C. 3313.6030(G)(2).

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

HISTORY

Action	Date
Introduced	09-27-23

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¹³ R.C. 3313.6030(H).