



OHIO EDUCATION ASSOCIATION

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

Jeffrey Wensing, President
Daniel P. Greenberg, Vice President
Robert A. McFee, Secretary-Treasurer
Arica Clay, Executive Director

**Ohio Education Association
Senate Bill 19: Opposition Testimony
Ohio House Education Committee
Tuesday, March 3, 2026**

Chair Fowler Arthur, Vice Chair Odioso, Ranking Member Brennan, and members of the House Education Committee. My name is Jeff Wensing. I am a high school math teacher from Parma City Schools and currently serve as President of the Ohio Education Association (OEA). On behalf of the nearly 120,000 members of the OEA, thank you for the opportunity to share our concerns about Senate Bill 19.

SB 19 is aimed at improving student achievement in mathematics. SB 19 requires school districts to provide academic intervention services to students who score limited on state assessments in math, English language arts, or both. These intervention services must be offered free of cost to the student and must not supplant the student's core academic instructional time. The bill establishes that intervention services can be offered directly through the school, through a vendor, or a combination of both. The services can range from tutoring, additional instructional time, an extended school calendar, or other programs.

SB 19 seeks to address a real problem. Too many students are struggling in key academic areas. Every effort should be made to get students up to speed and on a pathway to academic success. OEA fully supports the goals of this legislation. Indeed, OEA members, Ohio's classroom educators, work diligently with their students on a daily basis to help them learn, grow, and succeed.

However, as advocates for our members, OEA cannot in good conscience support SB 19 as currently written. The bill is well-intentioned, but the details matter. My testimony highlights a few key areas that need to be addressed by this committee in order to improve the bill.

Definition of Qualified Students

In its current form, SB 19 relies on a single test on a single day to identify students for academic intervention services. Under the bill, students who score 'limited' on a state assessment in ELA or math, or who score below grade level on a math diagnostic assessment meet the definition of qualified student and must be provided intervention services. These tests provide useful information, but classroom educators have more information about a student's knowledge and abilities in the subject.

A better definition of qualified student was in the "as introduced" version of SB 19. Qualified students were those who scored 'limited' on the ELA or math state assessment, however, a student was exempt if they received at least a grade of 'C' in the subject AND scored at least grade level on the last two diagnostic assessments in the subject. In short, if the preponderance of the evidence showed that the test score was the outlier, a student could be exempted. This language would help to avoid over identification of students and



allow for intervention services to be focused on those who need them the most. OEA recommends an amendment to revert to the language in the “as introduced” version of the bill on this subject.

Math Improvement and Monitoring Plans (MIMPs)

One of my most important jobs as an OEA officer is to listen to our members. In six years as Vice President and since being elected President last year, it has been an honor and a privilege to travel to every corner of the state and talk with Ohio’s professional educators. I can tell you that they are hard-working, dedicated, and care deeply about their students. I can also tell you they are stressed, frustrated, and in many cases, burned out. They feel they were called to the teaching profession to actually teach. They want to engage with students, dive deeper into subjects, and spark the joy of learning. All too often their focus is diverted from time spent on teaching and learning in the classroom.

SB 19 as it stands before this committee today calls for a Math Improvement and Monitoring Plan (MIMP) to be created for every qualifying student beginning next school year. From the experience of Reading Improvement and Monitoring Plans (RIMPs) I can tell you that this is an onerous task that will often fall on classroom teachers. Educators’ time is in too short supply to add more paperwork, administrative tasks, and exercises in compliance. It’s in the interest of students to have teachers focus on providing the instruction and interventions needed and called for in the bill.

At the beginning of this session, several members of this committee voiced opposition to passing additional mandates and were interested in finding things they could take off educators’ plates. In that spirit, I urge removal of the MIMP requirement from the bill—especially given its unrealistic timeline. There are a lot of good things in SB 19. If this body enacts a bill that requires appropriate interventions, district improvement plans, high-quality curriculum and instructional materials, advanced student learning opportunities, and professional development...that’s real progress. Adding MIMPs to teachers’ already overloaded plates is a recipe for sinking that progress.

SB 19 Application to Voucher Students

Finally, OEA will note that since Ohio now has universal eligibility for voucher programs, there is an un-level playing field that needs to be addressed. As written, none of the provisions of this bill would apply to students who attend private schools utilizing a taxpayer funded voucher. It is incongruous to emphasize the need for improved math performance for Ohio’s students and not apply the bill’s provisions across-the-board. OEA urges amending the bill so that private schools accepting voucher students are held to the requirements established by SB 19.

Chair Fowler Arthur, this concludes my testimony. OEA stands ready to offer any assistance in improving SB 19 in these key areas and work with you toward our shared goal of helping Ohio’s students succeed. I welcome questions from the Committee.