

Sub. H. B. No. 96  
As Passed by the Senate  
EDUCD140

\_\_\_\_\_ moved to amend as follows:

Delete lines 47508 through 47586 (remove R.C. 3302.131 and 3302.132)	1
Delete lines 51207 through 51361 (remove R.C. 3313.6035 and	2
3313.6036)	3
In line 54382, delete " <u>3302.131, 3302.132,</u> "	4
In line 54385, delete " <u>3313.6035,</u> "	5
In line 63731, delete " <u>3302.131, 3302.132,</u> "	6
In line 63736, delete " <u>3313.6035,</u> "	7
In line 64149, delete " <u>3302.131, 3302.132,</u> "	8
In line 64151, delete " <u>3313.6035,</u> "	9
Update the title, amend, enact, or repeal clauses accordingly	10

The motion was \_\_\_\_\_ agreed to.

SYNOPSIS

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Legislative Service Commission



<b>Academic intervention services for qualifying students</b>	12
<b>R.C. 3313.6035, 3302.131, 3302.132, and 3313.6036 (all removed); conforming changes in R.C. 3314.03, 3326.11, and 3328.24</b>	13
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Removes provisions of the Senate version that:	16
- Require school districts, community schools, STEM schools, and college-preparatory boarding schools to provide evidence-based academic intervention services, free of cost, to qualifying students who demonstrate a limited level of skill in state assessments in math or English language arts.	17
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- Require DEW to randomly select 5% of districts and schools for a review of their academic intervention services, beginning with the 2025-2026 school year, and each school year thereafter.	22
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- Require districts and schools to develop a mathematics improvement and monitoring plan for each student who qualifies for math intervention services, beginning with the 2025-2026 school year.	26
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- Require each district or school to develop a mathematics 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 2025-2026 school year.	30
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- Require a district or school to involve the student's parent or guardian and classroom teacher in developing the mathematics improvement and monitoring plan and requires the plan to include all of the following:	35
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(1) Identification of the student's specific mathematic	39

deficiencies.	40
(2) A description of the additional instructional services	41
and support to be provided.	42
(3) Opportunities for parent or guardian involvement in	43
the services and support.	44
(4) A process for monitoring the extent to which the	45
student receives the service and support.	46
(5) A mathematics curriculum during school hours that	47
assists students in mathematics at grade level, provides	48
scientifically based and reliable assessment, and provides	49
initial and ongoing analysis of each student's progress.	50
(6) High-dosage tutoring opportunities aligned with the	51
student's classroom instruction through a state-approved vendor	52
or locally approved opportunity that aligns with best practices,	53
including additional instruction time delivered at least three	54
days per week or at least 50 hours over 36 weeks.	55
- Require the district or school to continue to implement	56
the mathematics improvement and monitoring plan until the	57
student achieves the required level of skill in mathematics for	58
the student's current grade level.	59
- Require DEW to review core math curricula and establish	60
a list of high-quality math core curriculum and instructional	61
materials and a list of evidence-based math intervention	62
programs for schools to use in providing math intervention	63
services.	64
- Permit public schools to use the information established	65
by the Department or to select different high-quality core	66
curriculum and instructional materials.	67

- Exempt students who have an individualized education	68
program (IEP) that include services related to a traumatic brain	69
injury or who attend a dropout prevention and recovery (DOPR)	70
school from academic intervention services and mathematics	71
improvement and monitoring plans.	72