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FISCAL IMPACT REPORT

SPONSOR <u>Lanier/Tobaissen/Townsend/Woods</u>	LAST UPDATED _____
	ORIGINAL DATE <u>3/6/25</u>
SHORT TITLE <u>Math & Reading Academic Support</u>	BILL NUMBER <u>Senate Bill 434</u>
	ANALYST <u>Liu</u>

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT* (dollars in thousands)

Agency/Program	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
		\$0.0 -	\$0.0 -	\$0.0 -	Recurring	General Fund
Total		\$35,547.5	\$35,547.5	\$71,095.0		

Parentheses () indicate expenditure decreases.
*Amounts reflect most recent analysis of this legislation.

Relates to Senate Bills 235 and 242

Sources of Information

LFC Files

Agency Analysis Received From
Regional Education Cooperatives (REC)

Agency Analysis was Solicited but Not Received From
Public Education Department (PED)

SUMMARY

Synopsis of Senate Bill 434

Senate Bill 434 (SB434) creates a new section of the Public School Code requiring schools to notify parents if their student is identified as having math or reading deficiency based on the statewide assessment. Schools would need to provide these students with necessary academic support or interventions and accelerated instruction by licensed and trained personnel. The bill further requires schools to provide regular written progress reports to the parents of students receiving accelerated instruction. This bill does not contain an effective date and, as a result, would go into effect 90 days after the Legislature adjourns if enacted, or June 20, 2025.

FISCAL IMPLICATIONS

The bill does not contain an appropriation but requires an extra 90 minutes or more of accelerated instruction each week beyond the minimum instruction required for students who fall in the lowest proficiency categories in math or reading on statewide standardized assessments. In

FY24, about 39.8 thousand students had reading deficiencies (27 percent of assessed students) and 73.2 thousand students (49 percent) had math deficiencies that would need accelerated instruction under provisions of this bill. Assuming a traditional 36-week school year, this would translate to 54 hours of accelerated instruction for 113 thousand students, or about eight additional days of instruction and intervention.

Schools could generate additional funding for this time by adding days to the calendar or rearranging schedules in the existing week if total instructional hours exceed the current required 1,140 hours. Assuming half of schools need to add eight more days to the calendar to generate funding for additional time for these students, the K-12 Plus extended school year program unit cost could be as high as \$35.5 million. Actual costs would vary depending on changes to calendars and student assessment results.

It is likely most students in the lowest performance category on the state assessment are also entitled to receive special education and English learner services. These students may already have dedicated time within a school week for targeted interventions and supports. It is unclear if accelerated instruction time would be inclusive of the time used for these required interventions or be in addition to this time.

SIGNIFICANT ISSUES

Accelerated instruction was a term created during the Covid-19 pandemic, when many schools were closed and achievement gaps grew for students who experienced significant disruptions to their education. To help students recover academically from lost learning time, schools promoted accelerated instruction to reduce the amount of time spent re-teaching below-grade level content, so students could get back on track with grade-level content faster, given heavy remedial needs for many students after a return to in-person learning. Federal pandemic aid (particularly requirements for American Rescue Plan ESSER funds) also promoted the use of funding for accelerated instruction, which was cited in many state plans as a strategy to help students with academic recovery.

The term closely resembles, but is slightly different from, accelerated learning (AL), which traditionally refers to an educational model that compacts curriculum into shorter periods of time to allow more advanced students to progress through requirements faster. Unlike AL, accelerated instruction is focused on re-teaching foundational skills or understandings that may have been missed (due to missed instruction or ongoing gaps in student knowledge) just-in-time to access grade level content. Unlike remediation, which is focused on re-learning lower grade level content, accelerated instruction focuses only on key concepts or prerequisite skills that are essential for students to access their current grade level content without having to reteach all prior grade level standards or delaying introduction of the current standards. In FY21, the Public Education Department (PED) used the term instructional acceleration in its guidance documents during the pandemic to promote this practice statewide, providing the following recommendations:

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level;
2. Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills;
3. Adapt your scope and sequence/pacing guidance for each subject and grade level to reflect where teachers might need to provide acceleration support;

4. Monitor your students' progress on grade appropriate assignments;
5. Adjust your supports for teachers and leaders based on student results;
6. Consider how to address specific learning needs and where targeted intervention may be needed.

PERFORMANCE IMPLICATIONS

This bill is similar to a Texas law that requires all students who have the lowest performance on statewide assessments to be provided accelerated instruction. The law requires these students to be:

- Assigned a TIA designated (highly effective) teacher for the subsequent school year in the applicable subject area; or
- Provided targeted instruction in the state standards for the applicable grade levels and subject area with
 - No less than 15 or 30 hours depending on student performance and provided in the summer or at least once per week in the school year;
 - Limited to two subjects per year, prioritizing math and reading and language arts;
 - Provided in a group of no more than four students, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and including effective instructional materials designed for supplemental instruction; and
 - Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

The state is still evaluating the effects of the new law and expects a report on accelerated instruction to be available in the fall.

ADMINISTRATIVE IMPLICATIONS

Provisions of this bill would require public schools to identify students testing at the lowest level of math or reading performance and provide accelerated instruction within 30 days. The accelerated instruction must be delivered by a licensed school employee with PED-approved training in math and reading intervention or accelerated instruction at least three times per week in at least 30-minute increments throughout the day, using high-quality instructional materials, and be provided in addition to the required minimum instruction for the student's grade.

Schools must notify parents about their student's accelerated instruction plan, including the name of the employee providing the instruction, the subject matter, and the schedule of intervention. Parents will receive written progress reports every 15 days while accelerated instruction is provided and receive information and guidance on how to support student learning at home.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

This bill relates to Senate Bill 235, which requires schools to screen students for math difficulties and provide parental notification on interventions provided, and relates to Senate Bill 242, which requires educator preparation programs to teach the science of reading and provides parental

notification for reading difficulties.

TECHNICAL ISSUES

The bill does not indicate whether students could exit the need for accelerated instruction earlier because the basis of determining the need for this intervention is from an annual statewide assessment administered in the spring. As such, parents would be informed of the need for accelerated instruction after the end of the school year and students would receive this additional time in the following year, presumably until they are reassessed at the end of the year.

SL/sgs/hg