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## FISCAL IMPACT REPORT

<b>SPONSOR</b> <u>Senate Education Committee</u>	<b>LAST UPDATED</b> _____
	<b>ORIGINAL DATE</b> <u>3/11/25</u>
	<b>BILL</b> <u>CS/Senate Bill</u>
<b>SHORT TITLE</b> <u>Math &amp; Reading Academic Support</u>	<b>NUMBER</b> <u>434/SECS/aSFC</u>
	<b>ANALYST</b> <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 - \$6,287.8	\$0.0 - \$6,287.8	\$0.0 - \$12,575.6	Recurring	General Fund
<b>Total</b>						

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

Relates to Senate Bills 235 and 242  
 Relates to appropriation in HAFC Substitute for House Bills 2&3

### Sources of Information

LFC Files

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

Because of the short timeframe between the introduction of this bill and its first hearing, LFC has yet to receive analysis from state, education, or judicial agencies. This analysis could be updated if that analysis is received.

## SUMMARY

### Synopsis of SFC Amendment to the SEC Substitute for Senate Bill 434

The Senate Finance Committee amendment to Senate Education Committee substitute for Senate Bill 434 (SB434) allows the 30-minute tutoring sessions to occur outside of school.

### Synopsis of SEC Substitute for Senate Bill 434

The Senate Education Committee substitute for 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 high-impact tutoring by a high-quality tutor in small groups. The bill further requires schools to provide periodic written progress reports to the parents of students receiving high-impact tutoring.

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 high-impact tutoring each week for at least 10 weeks for students who fall in the bottom quartile of scores in math or reading on statewide standardized assessments. In FY24, slightly over 149 thousand students took the reading and math assessments. While student-level data is unavailable to calculate quartiles, the overall distribution of reading scores is slightly skewed to the right and math scores are significantly skewed to the right. This analysis assumes 32.7 thousand students in reading and 36.6 thousand students in math would receive 15 hours of high-impact tutoring under provisions of this bill. Assuming an average 6.5 hours per school day, this would translate to about 1,918 equivalent days of tutoring for 69.3 thousand students.

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 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 \$6.3 million. Actual costs would vary depending on changes to calendars and student assessment results.

Costs of this bill may be significantly higher due to the 4:1 student-to-tutor ratio. In FY25, PED administered a \$30 million summer reading program that provided small group high-impact tutoring (four students per group) for four weeks at four hours per day (about 80 hours of instruction). The state hired and trained 1,053 instructors to tutor 6,709 student participants for a total investment of \$12.3 million, amounting to about \$1,831 per student. Assuming this bill has a similar cost structure, the prorated cost for 15 hours of tutoring for 69.3 thousand students could be as high as \$23.8 million.

The HAFB substitute for House Bills 2&3 (the General Appropriation Act) includes a \$15 million nonrecurring appropriation to PED for community-based out-of-school time programs and high-dosage tutoring in schools.

## SIGNIFICANT ISSUES

Research has found that targeted tutoring of students can improve outcomes and close achievement gaps. One-on-one tutoring has a greater impact on outcomes than small group tutoring, especially when provided by teachers (rather than paraprofessionals or volunteers). However, some research suggests that volunteers can also be effective, if they are well trained in effective tutoring practices. A meta-analysis of studies on supplemental, one-to-one reading interventions for elementary school students at risk of reading failure found that interventions that used trained volunteers or college students were highly effective in closing the student achievement gap. The U.S Department of Education has identified several characteristics of effective tutoring, including:

- Close coordination with the classroom teacher,
- Intensive and ongoing training for tutors,
- Well-structured tutoring sessions with carefully scripted instruction,

- Careful monitoring and reinforcement of progress,
- Frequent and regular tutoring sessions (10-60 minutes daily), and
- Specially designed interventions for children with severe learning difficulties.

It is likely most students in the bottom quartile 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 high-impact tutoring would be inclusive of the time used for these required interventions or be in addition to this time.

## PERFORMANCE IMPLICATIONS

While small group tutoring is not as effective as one-on-one tutoring at improving student achievement outcomes, it may be a more cost-beneficial model for many schools. For example, of four tutoring models examined in LFC’s 2019 Results First model, the most cost-beneficial is small-group tutoring by trained, but noncertificated adults. The federal Every Student Succeeds Act authorizes states to set aside 3 percent of Title I allocations for direct student services, which can include high-quality tutoring and other individualized support for students.

**Expected Benefit to Cost Ratios of Tutoring Interventions**

Intervention	Benefit-to-Cost Ratio	Chance Benefits Will Exceed Costs	Effect Size on Test Scores
By noncertificated adults, small-group, structured	\$32	78%	0.126
By certificated teachers, small-group, structured	\$15	97%	0.209
By adults, one-on-one, structured	\$7	95%	0.213
By adults, one-on-one, non-structured	\$5	74%	0.061

Source: Results First model, using New Mexico assumptions

Provisions of this bill require schools to deliver high-impact tutoring at least three times per week during the school day for a minimum of 10 weeks at a ratio of no more than four students per tutor. This equates to a minimum of 15 hours of tutoring, which would require schools to hire additional tutors, contract with a tutoring service, or use existing personnel for this purpose. Given the small ratio requirement, it is unlikely schools could use teachers for this purpose without significantly altering the daily schedule and providing parallel programming for other students.

## ADMINISTRATIVE IMPLICATIONS

Provisions of this bill would require public schools to identify students testing at the bottom quartile of math or reading performance and provide high-impact tutoring within 30 days. The tutoring must be delivered by a high-quality tutor at least three times per week in at least 30-minute increments throughout the day, using high-quality instructional materials, and only in ratios of four students per tutor.

Schools must notify parents about their student’s high-impact tutoring plan, including the name of the tutor, the subject matter, and the schedule and duration of tutoring. Parents will receive written progress reports periodically while tutoring 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.

This bill relates to a \$15 million nonrecurring appropriation to PED for community-based out-of-school time programs and high-dosage tutoring in schools in the budget. Language in the HAFC substitute earmarks \$7 million for community-based out-of-school time programs, \$7 million for high-dosage tutoring at in-school programs, and \$1 million for programs serving at-risk students that incorporate literacy and STEM tutoring, social-emotional learning, and community service learning.

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