

**Department of Planning and Budget
2026 General Assembly Session
State Fiscal Impact Statement**

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ORIGINAL

Bill Number: HB704 **Patron:** Tata
Bill Title: Public schools; mathematics and reading in kindergarten through grade eight; certain initiatives.

Bill Summary: Establishes several requirements relating to mathematics and reading proficiency in kindergarten through grade eight, including (i) requiring the Department of Education to establish and administer the math teacher and specialist corps to provide grants on a competitive basis to school divisions in which the mathematics proficiency of students in kindergarten through grade eight indicates a high need for intervention and improvement in order for such school divisions to offer annual stipends to effective educators with endorsements in mathematics or as mathematics specialists and deploy such individuals to the schools with the highest need; (ii) requiring each student in kindergarten through grade three to participate in a mathematics screener approved by the Department and requiring any student whose results on such screener indicate the need for further assessment to participate in a diagnostic mathematics assessment approved by the Department and to receive a mathematics improvement plan if the results on such assessment indicate the need for accelerated interventions to progress toward proficient performance in mathematics; and (iii) prohibiting any student in grade three who receives reading intervention services and whose performance on the statewide literacy screener or the grade-level reading Standards of Learning assessment at the end of the school year demonstrates substantial deficiencies from being promoted to grade four except in certain enumerated cases.

Budget Amendment Necessary: Yes **Items Impacted:** 117,124

Explanation: The Department of Education (DOE) anticipates the need for one-time support under Item 117 to review and approve screeners and diagnostics assessments. This bill establishes a grant program with such funds as may be provided; therefore a budget amendment is necessary under Item 124 only if funding is provided. The Department of Education can absorb any costs to award grants. Any impact to local school divisions is indeterminate.

Fiscal Summary: The Department of Education estimates a one-time cost of \$12,000 general fund in F27 to review and approve screeners and diagnostics assessments as required by the bill. The state fiscal impact of the grant program is indeterminate and depends on any funds provided for this purpose. Any impact to local school divisions to provide the resources required in the bill is indeterminate.

General Fund Expenditure Impact:

<u>Agency</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>	<u>FY2030</u>	<u>FY2031</u>
201 (DOE)	\$0	\$12,000	\$0	\$0	\$0	\$0
197 (Direct Aid)	\$0	indeterminate	indeterminate	indeterminate	indeterminate	indeterminate
TOTAL	\$0	\$12,000	\$0	\$0	\$0	\$0

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Fiscal Analysis: This bill establishes the math teacher and specialist corps with such funds as may be provided. Any funding for grants to school divisions would depend on the amount provided. If funding is provided, the Department of Education (DOE) can absorb any costs to award grants to school divisions.

The bill requires each student in kindergarten through grade three to participate in a mathematics screener approved by DOE and some students to participate in a further diagnostic math assessment approved by DOE. Based on the results of these, local school divisions are required to develop math improvement plans for students in need of accelerated interventions. DOE anticipates one-time costs of \$12,000 general fund in FY27 to support educator review committees to review these diagnostic tools for alignment to Virginia Standards of Learning and the inclusion of research-based best practices in mathematics screening and intervention. If DOE was required to develop standardized tools for local school divisions to use, there would be additional costs. Any costs to local school divisions to provide screeners and to develop and implement math improvement plans is indeterminate.

The bill also requires each local school board to provide high quality professional development for kindergarten through grade eight mathematics teachers and mathematics specialists. Any impact to local school divisions to provide this is indeterminate.

Other: None