279.68A Student progression — mathematics proficiency.

1. Each school district shall assess all students enrolled in kindergarten through grade six at least three times each school year to determine the students' level of mathematics proficiency by administering a mathematics screener that is on the list developed by the department of education pursuant to section 256.9, subsection 74.

2. If, as the result of the assessments administered pursuant to subsection 1, a school district determines that a student is persistently at risk in mathematics, the school district shall do all of the following:

a. Assess the student's level of proficiency in mathematics at least every other week and implement mathematics interventions and supports.

b. Develop, in consultation with the student's parents or guardians, a personalized mathematics plan that identifies interventions and supports that will be used to help the student achieve proficiency in mathematics.

c. If the student is meeting expectations related to increases in the student's level of mathematics proficiency, provide the student with small group interventions.

d. If the student is not meeting expectations related to increases in the student's level of mathematics proficiency, provide the student with intensive interventions.

3. A school district shall provide the assessments, plans, and interventions described in subsection 2 to students enrolled in kindergarten through grade six who are persistently at risk in mathematics until the student performs at benchmark on the statewide summative assessment in mathematics or until the student performs at benchmark on two consecutive assessments administered pursuant to subsection 1, whichever occurs first.

4. For purposes of this section, *"persistently at risk"* means the student has not met the grade-level benchmark on two consecutive assessments administered pursuant to subsection 1.

5. The state board of education shall adopt rules pursuant to chapter 17A to administer this section.

2025 Acts, ch 121, §3
NEW section