

FILED MAR 1 2005

SENATE FILE 245
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SF 46)

Passed Senate, Date 3-23-05 Passed House, Date _____
Vote: Ayes 48 Nays 1 Vote: Ayes _____ Nays _____
Approved 6-7-05

A BILL FOR

1 An Act relating to a secondary school core curriculum, including
2 requiring the state board of education to determine a model
3 core curriculum and set a statewide core curriculum completion
4 rate goal, and requiring school districts and schools to
5 report core curriculum completion percentages annually.

6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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SF 245

1 Section 1. Section 256.7, subsection 21, unnumbered
2 paragraph 1, Code 2005, is amended to read as follows:

3 Develop and adopt rules incorporating accountability for,
4 and reporting of, student achievement into the standards and
5 accreditation process described in section 256.11. The state
6 board shall determine a model core curriculum, taking into
7 consideration the recommendations of the American college
8 testing program, inc. The state board shall set a goal of
9 increasing the number of students graduating from secondary
10 school who have successfully completed a core curriculum, by
11 July 1, 2009, to eighty percent of all students graduating
12 from secondary schools in this state. For purposes of this
13 subsection, "core curriculum" means the minimum number of
14 specific high school courses that a student needs to take in
15 preparation for advanced career and vocational purposes. The
16 rules shall provide for all of the following:

17 Sec. 2. Section 256.7, subsection 21, paragraph c, Code
18 2005, is amended to read as follows:

19 c. A requirement that all school districts and accredited
20 nonpublic schools annually report to the department and the
21 local community the district-wide progress made in attaining
22 student achievement goals on the academic and other core
23 indicators and the district-wide progress made in attaining
24 locally established student learning goals. The school
25 districts and accredited nonpublic schools shall demonstrate
26 the use of multiple assessment measures in determining student
27 achievement levels. The school districts and accredited
28 nonpublic schools shall also report the number of students who
29 enter ninth grade but do not graduate from the school or
30 school district; and the number of students who are tested and
31 the percentage of students who are so tested annually; and the
32 percentage of students who graduated during the prior school
33 year and completed a core curriculum. The board shall develop
34 and adopt uniform definitions consistent with the federal No
35 Child Left Behind Act of 2001, Pub. L. No. 107-110 and any

1 federal regulations adopted pursuant to the federal Act. The
2 school districts and accredited nonpublic schools may report
3 on other locally determined factors influencing student
4 achievement. The school districts and accredited nonpublic
5 schools shall also report to the local community their results
6 by individual attendance center.

7 EXPLANATION

8 This bill requires the state board of education to
9 determine a model core curriculum based on the recommendations
10 of the American college testing program, inc., (ACT) and to
11 set a goal of reaching, by July 1, 2009, a minimum statewide
12 core curriculum completion rate of 80 percent of graduating
13 seniors. The bill also requires school districts and
14 accredited nonpublic schools to report to the department and
15 the local community the percentage of students who graduated
16 during the prior school year and completed a core curriculum.
17 Under the bill, a "core curriculum" consists of the minimum
18 number of high school courses that a student needs to take to
19 prepare for advanced career and vocational purposes.
20 Currently, ACT recommends four years of English and three
21 years each of mathematics, science, and social studies.

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SENATE FILE 245

S-3010

1 Amend Senate File 245 as follows:

2 1. Page 1, by striking lines 1 through 16 and
3 inserting the following:

4 "Section 1. Section 256.7, Code 2005, is amended
5 by adding the following new subsection:

6 NEW SUBSECTION. 26. Develop a model core
7 curriculum, taking into consideration the
8 recommendations of the American college testing
9 program, inc. The state board shall set a goal of
10 increasing the number of students graduating from
11 secondary school who have successfully completed a
12 core curriculum, by July 1, 2009, to eighty percent of
13 all students graduating from secondary schools in this
14 state except that the goal shall be exclusive of
15 students who have special or alternative means for
16 satisfying graduation requirements under
17 individualized educational plans developed for the
18 students. For purposes of this section, "core
19 curriculum" means the minimum number of specific high
20 school courses that a student needs to take in
21 preparation for advanced career and vocational
22 purposes."

23 2. Page 1, line 33, by inserting after the word
24 "and" the following: "who".

By FRANK B. WOOD
BOB BRUNKHORST

S-3010 FILED MARCH 3, 2005

SENATE FILE 245

S-3031

1 Amend Senate File 245 as follows:
2 1. Page 2, by inserting after line 6 the
3 following:
4 "Sec. _____. NEW SECTION. 279.60 STUDENT PROGRESS
5 TOWARD UNIVERSITY ADMISSIONS REPORT.
6 For the school year beginning July 1, 2006, and
7 each succeeding school year, the board of directors of
8 each school district shall report annually to each
9 student enrolled in grades nine through twelve in the
10 school district, and to each student's parent or
11 guardian, the student's progress toward meeting the
12 goal of successfully completing the model core
13 curriculum developed by the state board of education
14 pursuant to section 256.7, subsection 21."
15 2. Title page, line 4, by inserting after the
16 word "goal," the following: "requiring school
17 districts to report student core curriculum progress
18 annually,".

By HERMAN C. QUIRMBACH
BOB BRUNKHORST

S-3031 FILED MARCH 16, 2005

SENATE FILE 245

S-3032

1 Amend Senate File 245 as follows:
2 1. Page 2, by inserting after line 6 the
3 following:
4 "Sec. _____. NEW SECTION. 279.60 STUDENT PROGRESS
5 TOWARD UNIVERSITY ADMISSIONS REPORT.
6 For the school year beginning July 1, 2006, and
7 each succeeding school year, the board of directors of
8 each school district shall report annually to each
9 student enrolled in grades nine through twelve in the
10 school district, and to each student's parent or
11 guardian, the student's progress toward meeting the
12 goal of successfully completing the model core
13 curriculum developed by the state board of education
14 pursuant to section 256.7, subsection 26."
15 2. Title page, line 4, by inserting after the
16 word "goal," the following: "requiring school
17 districts to report student core curriculum progress
18 annually,".

By HERMAN C. QUIRMBACH
BOB BRUNKHORST

S-3032 FILED MARCH 16, 2005

SENATE FILE 245

S-3053

1 Amend Senate File 245 as follows:

2 1. Page 2, by inserting after line 6 the
3 following:

4 "Sec. ____ . Section 257.17, Code 2005, is amended
5 to read as follows:

6 257.17 AID REDUCTION FOR EARLY SCHOOL STARTS.

7 State aid payments made pursuant to section 257.16
8 for a fiscal year shall be reduced by one one-
9 hundred-eightieth for each day of that fiscal year for
10 which the school district begins school before the
11 earliest starting date specified in section 279.10,
12 subsection 1. ~~However, this section does not apply to~~
13 ~~a school district that has received approval from the~~
14 ~~director of the department of education under section~~
15 ~~279.10, subsection 4, to commence classes for~~
16 ~~regularly established elementary and secondary schools~~
17 ~~in advance of the starting date established in section~~
18 ~~279.10, subsection 1.~~

19 Sec. ____ . Section 279.10, subsection 1, Code 2005,
20 is amended to read as follows:

21 1. The school year shall begin on the first day of
22 July and each regularly established elementary and
23 secondary school shall begin no sooner than a day
24 ~~during the calendar week in which the first day of~~
25 ~~September falls~~ August 22 but no later than the first
26 Monday in December. ~~However, if the first day of~~
27 ~~September falls on a Sunday, school may begin on a day~~
28 ~~during the calendar week which immediately precedes~~
29 ~~the first day of September.~~ School shall continue for
30 at least one hundred eighty days, except as provided
31 in subsection 3, and may be maintained during the
32 entire calendar year. However, if the board of
33 directors of a district extends the school calendar
34 because inclement weather caused the district to
35 temporarily close school during the regular school
36 calendar, the district may excuse a graduating senior
37 who has met district or school requirements for
38 graduation from attendance during the extended school
39 calendar. A school corporation may begin employment
40 of personnel for in-service training and development
41 purposes before the date to begin elementary and
42 secondary school.

43 Sec. ____ . Section 279.10, subsection 4, Code 2005,
44 is amended by striking the subsection."

45 2. Title page, by striking line 1 and inserting
46 the following: "An Act relating to requirements for
47 school districts and support for school districts from
48 the department of education, including changing the
49 school start date and eliminating authorization for a
50 school district to request approval for an earlier

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-1-

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Page 2

1 start date,".

2 3. By renumbering as necessary.

By JOHN PUTNEY

S-3053 FILED MARCH 23, 2005

RULED OUT OF ORDER

SENATE FILE 245

S-3057

1 Amend Senate File 245 as follows:

2 1. Page 2, by inserting after line 6 the
3 following:

4 "Sec. ____ . EDUCATIONAL DATA DEFINITIONS WORKING
5 GROUP.

6 1. FINDINGS. The general assembly finds that
7 individuals whose educational endeavors end without
8 the receipt of a high school diploma have a much
9 higher rate of unemployment and are much more likely
10 to need welfare or other forms of government
11 assistance. The economic implications of students'
12 failure to earn at a minimum a high school diploma are
13 staggering, and increasingly so as our economy becomes
14 more dependent on the service and information
15 industries. To understand the current state of
16 educational achievement and future likelihood of
17 success for Iowa's students, it is vital that state
18 and local school district data on graduation rates be
19 collectively understood and accurate.

20 2. The department of education shall coordinate a
21 working group to develop clear, accurate, meaningful,
22 and unambiguous definitions for the key data areas
23 relating to, but not limited to, attrition,
24 completion, and attendance rates, which school
25 districts shall use in compiling state and local
26 report cards. The working group shall determine the
27 baseline data necessary to report on these terms and
28 shall develop a strategy to contact school districts
29 to ensure that the school districts are applying the
30 definitions and consistently submitting data in
31 accordance with the definitions. The working group
32 shall consist of the following members:

33 a. Two senators appointed by the president of the
34 senate after consultation with the majority leader and
35 the minority leader of the senate.

36 b. Two representatives appointed by the speaker of
37 the house after consultation with the minority leader
38 of the house.

39 c. Members representing minority populations.

40 d. A member representing the largest school
41 district in Iowa.

42 e. A member representing a school district with an
43 enrollment of more than one thousand one hundred
44 ninety-nine students but not more than four thousand
45 seven hundred fifty students.

46 f. A member representing a school district with an
47 enrollment of one thousand one hundred ninety-nine
48 students or less.

49 g. Other members representing the education
50 community as needed.

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Page 2

1 3. The working group shall submit its findings and
2 recommendations to the department of education and the
3 chairpersons and members of the committees on
4 education in the senate and the house of
5 representatives not later than January 15, 2006."

6 2. Title page, line 4, by striking the words "and
7 requiring" and inserting the following: "requiring".

8 3. Title page, line 5, by inserting after the
9 word "annually" the following: ", and providing for
10 the coordination of an educational data definitions
11 working group."

12 4. By renumbering, redesignating, and correcting
13 internal references as necessary.

By MIKE CONNOLLY
BOB BRUNKHORST
JACK HATCH

BRAD ZAUN
CHARLES W. LARSON, JR.

S-3057 FILED MARCH 23, 2005
ADOPTED

1 Section 1. Section 256.7, Code 2005, is amended by adding
2 the following new subsection:

3 NEW SUBSECTION. 26. Develop a model core curriculum,
4 taking into consideration the recommendations of the American
5 college testing program, inc. The state board shall set a
6 goal of increasing the number of students graduating from
7 secondary school who have successfully completed a core
8 curriculum, by July 1, 2009, to eighty percent of all students
9 graduating from secondary schools in this state except that
10 the goal shall be exclusive of students who have special or
11 alternative means for satisfying graduation requirements under
12 individualized educational plans developed for the students.
13 For purposes of this section, "core curriculum" means the
14 minimum number of specific high school courses that a student
15 needs to take in preparation for advanced career and
16 vocational purposes.

17 Sec. 2. Section 256.7, subsection 21, paragraph c, Code
18 2005, is amended to read as follows:

19 c. A requirement that all school districts and accredited
20 nonpublic schools annually report to the department and the
21 local community the district-wide progress made in attaining
22 student achievement goals on the academic and other core
23 indicators and the district-wide progress made in attaining
24 locally established student learning goals. The school
25 districts and accredited nonpublic schools shall demonstrate
26 the use of multiple assessment measures in determining student
27 achievement levels. The school districts and accredited
28 nonpublic schools shall also report the number of students who
29 enter ninth grade but do not graduate from the school or
30 school district; and the number of students who are tested and
31 the percentage of students who are so tested annually; and the
32 percentage of students who graduated during the prior school
33 year and who completed a core curriculum. The board shall
34 develop and adopt uniform definitions consistent with the
35 federal No Child Left Behind Act of 2001, Pub. L. No. 107-110

1 and any federal regulations adopted pursuant to the federal
2 Act. The school districts and accredited nonpublic schools
3 may report on other locally determined factors influencing
4 student achievement. The school districts and accredited
5 nonpublic schools shall also report to the local community
6 their results by individual attendance center.

7 Sec. 3. NEW SECTION. 279.60 STUDENT PROGRESS TOWARD
8 UNIVERSITY ADMISSIONS REPORT.

9 For the school year beginning July 1, 2006, and each
10 succeeding school year, the board of directors of each school
11 district shall report annually to each student enrolled in
12 grades nine through twelve in the school district, and to each
13 student's parent or guardian, the student's progress toward
14 meeting the goal of successfully completing the model core
15 curriculum developed by the state board of education pursuant
16 to section 256.7, subsection 26.

17 Sec. 4. EDUCATIONAL DATA DEFINITIONS WORKING GROUP.

18 1. FINDINGS. The general assembly finds that individuals
19 whose educational endeavors end without the receipt of a high
20 school diploma have a much higher rate of unemployment and are
21 much more likely to need welfare or other forms of government
22 assistance. The economic implications of students' failure to
23 earn at a minimum a high school diploma are staggering, and
24 increasingly so as our economy becomes more dependent on the
25 service and information industries. To understand the current
26 state of educational achievement and future likelihood of
27 success for Iowa's students, it is vital that state and local
28 school district data on graduation rates be collectively
29 understood and accurate.

30 2. The department of education shall coordinate a working
31 group to develop clear, accurate, meaningful, and unambiguous
32 definitions for the key data areas relating to, but not
33 limited to, attrition, completion, and attendance rates, which
34 school districts shall use in compiling state and local report
35 cards. The working group shall determine the baseline data

1 necessary to report on these terms and shall develop a
2 strategy to contact school districts to ensure that the school
3 districts are applying the definitions and consistently
4 submitting data in accordance with the definitions. The
5 working group shall consist of the following members:
6 a. Two senators appointed by the president of the senate
7 after consultation with the majority leader and the minority
8 leader of the senate.
9 b. Two representatives appointed by the speaker of the
10 house after consultation with the minority leader of the
11 house.
12 c. Members representing minority populations.
13 d. A member representing the largest school district in
14 Iowa.
15 e. A member representing a school district with an
16 enrollment of more than one thousand one hundred ninety-nine
17 students but not more than four thousand seven hundred fifty
18 students.
19 f. A member representing a school district with an
20 enrollment of one thousand one hundred ninety-nine students or
21 less.
22 g. Other members representing the education community as
23 needed.
24 3. The working group shall submit its findings and
25 recommendations to the department of education and the
26 chairpersons and members of the committees on education in the
27 senate and the house of representatives not later than January
28 15, 2006.
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Fiscal Services Division
Legislative Services Agency
Fiscal Note

SF 245 - CORE Classes Accountability (LSB 1549 SV)

Analyst: Robin Madison (Phone: (515) 281-5270) (robin.madison@legis.state.ia.us)

Fiscal Note Version – As Amended and Passed by the Senate

Requested by Representative Jodi Tymeson

Description

Senate File 245, as amended and passed by the Senate, requires the State Board of Education to determine a model core curriculum based on the recommendations of the American College Testing Program (ACT) and to set a goal of 80.0% of Iowa's high school graduates successfully completing a core curriculum by July 1, 2009. The Bill defines "core curriculum" as the minimum number of specific high school courses needed to prepare for advanced career and vocational purposes.

Local school districts are required to report annually to the Department of Education the percentage of graduates who complete a core curriculum. Districts are also required to report annually to each student in grades 9 through 12, and their parent, the student's progress toward completing a core curriculum.

Senate File 245, as amended and passed by the Senate, also requires the Department of Education to coordinate a working group to define key data areas for school districts to use in compiling State and local report cards. The working group must determine the baseline data necessary and develop a strategy to ensure districts apply the definitions and submit data consistently. The Bill defines the membership of the working group and requires it to submit findings and recommendations to the Department and the Senate and House Education Committees by January 15, 2006.

Background

Senate File 245, as amended and passed by the Senate, requires the State Board of Education to set a goal, but does not require school districts to meet it. It is not known how many districts would meet the goal. It can be assumed that some, if not all, districts would have to add courses to meet the goal. It is not known whether these districts would be able to provide additional courses by reassigning existing staff. Therefore, it is not known how many additional teachers would be needed. The assumptions below do not take the possible reassignment of staff into account. Any additional costs associated with meeting the core curriculum goal would be absorbed through the district's school aid funding.

Assumptions

1. The core curriculum goal will require all 12th grade students to take at least one English course and require all 11th and 12th grade students to take at least one Science course, one Mathematics course, and one Social Studies course.
2. An average class size of 20 and an average teacher assignment of six classes will be maintained.
3. Based on FY 2004 enrollments, the following additional classes will be needed statewide to meet the goal:
 - a. 239 new English classes
 - b. 1,051 new Science classes
 - c. 825 new Mathematics classes
 - d. 192 new Social Studies classes
4. A new teacher will be hired for every six classes added in each curriculum area, or a total of 385 new teachers.

5. The average regular teacher salary is \$38,000 with a FICA/IPERS adjustment of 14.0%, or a total of \$44,000.
6. Districts will incur minimal costs for reprogramming and data entry related to monitoring and reporting requirements.
7. No additional State funding will be provided to school districts to meet the core curriculum goal or reporting requirements.
8. Development of the model core curriculum will involve a number of Department staff across curriculum areas, equivalent to 0.1 FTE position. The Department will not hire additional staff for this purpose.
9. The Department will design, develop, and implement a data collection and reporting system to compile information submitted by school districts regarding core curriculum completion. This will involve a number of Department staff currently responsible for the Basic Education Data Survey (BEDS), equivalent to 0.1 FTE position. The Department will not hire additional staff for this purpose.
10. Coordinating the meetings and efforts of the working group will involve several Department staff, equivalent to 0.5 FTE position. The Department will not hire additional staff for this purpose.
11. Ten members of the working group will be eligible for reimbursement of expenses for six meeting

Fiscal Impact

The impact of SF 245, as amended and passed by the Senate, on the General Fund is estimated to be \$9,000 in FY 2006.

The impact of SF 245, as amended and passed by the Senate, on the budgets of local school districts for monitoring and reporting requirements cannot be estimated but is expected to be minimal.

Senate File 245, as amended and passed by the Senate, does not require school districts to meet the core curriculum goal. The cost of meeting the goal statewide is estimated to be a maximum of \$16.8 million between FY 2006 and FY 2009. The actual cost is likely to be significantly less but cannot be estimated because it is not known how many new teachers will be required.

Sources

Department of Education
Iowa Association of School Boards

/s/ Holly M. Lyons

April 4, 2005

The fiscal note and correctional impact statement for this bill was prepared pursuant to Joint Rule 17 and pursuant to Section 2.56, Code of Iowa. Data used in developing this fiscal note and correctional impact statement are available from the Fiscal Services Division, Legislative Services Agency to members of the Legislature upon request.

SENATE FILE 245

H-1342

- 1 Amend Senate File 245, as amended, passed, and
2 reprinted by the Senate, as follows:
3 1. Page 2, line 7, by inserting after the word
4 "STUDENT" the following: "PLAN FOR".
5 2. Page 2, line 8, by striking the word
6 "ADMISSIONS" and inserting the following: "ADMISSIONS
7 --".
8 3. Page 2, by inserting after line 8 the
9 following:
10 "1. For the school year beginning July 1, 2006,
11 and each succeeding school year, the board of
12 directors of each school district shall cooperate with
13 each student enrolled in grade eight to develop for
14 the student a core curriculum plan to guide the
15 student toward the goal of successfully completing, at
16 a minimum, the model core curriculum developed by the
17 state board of education pursuant to section 256.7,
18 subsection 26, by the time the student graduates from
19 high school."
20 4. Page 2, line 9, by inserting before the word
21 "For" the following: "2."
22 5. By striking page 2, line 17, through page 3,
23 line 28.
24 6. Title page, line 4, by inserting after the
25 word "districts" the following: "to develop a core
26 curriculum plan for eighth grade students and".
27 7. Title page, line 5, by inserting after the
28 word "annually," the following: "and".
29 8. Title page, by striking lines 7 and 8, and
30 inserting the following: "annually".
31 9. By renumbering as necessary.

COMMITTEE ON EDUCATION

TYMESON of Madison, CHAIRPERSON

H-1342 FILED APRIL 7, 2005

HOUSE AMENDMENT TO
SENATE FILE 245

S-3196

- 1 Amend Senate File 245, as amended, passed, and
- 2 reprinted by the Senate, as follows:
- 3 1. Page 2, line 7, by inserting after the word
- 4 "STUDENT" the following: "PLAN FOR".
- 5 2. Page 2, line 8, by striking the word
- 6 "ADMISSIONS" and inserting the following: "ADMISSIONS
- 7 --".
- 8 3. Page 2, by inserting after line 8 the
- 9 following:
- 10 "1. For the school year beginning July 1, 2006,
- 11 and each succeeding school year, the board of
- 12 directors of each school district shall cooperate with
- 13 each student enrolled in grade eight to develop for
- 14 the student a core curriculum plan to guide the
- 15 student toward the goal of successfully completing, at
- 16 a minimum, the model core curriculum developed by the
- 17 state board of education pursuant to section 256.7,
- 18 subsection 26, by the time the student graduates from
- 19 high school."
- 20 4. Page 2, line 9, by inserting before the word
- 21 "For" the following: "2."
- 22 5. By striking page 2, line 17, through page 3,
- 23 line 28.
- 24 6. Title page, line 4, by inserting after the
- 25 word "districts" the following: "to develop a core
- 26 curriculum plan for eighth grade students and".
- 27 7. Title page, line 5, by inserting after the
- 28 word "annually," the following: "and".
- 29 8. Title page, by striking lines 7 and 8, and
- 30 inserting the following: "annually".
- 31 9. By renumbering as necessary.

RECEIVED FROM THE HOUSE

S-3196 FILED APRIL 27, 2005

SENATE FILE 245

S-3209

- 1 Amend the House amendment, S-3196, to Senate File
- 2 245, as amended, passed, and reprinted by the Senate,
- 3 as follows:
- 4 1. Page 1, by striking lines 22 and 23.
- 5 2. Page 1, by striking lines 27 through 30.
- 6 3. By renumbering as necessary.

By BOB BRUNKHORST

S-3209 FILED APRIL 28, 2005

ADOPTED

SENATE AMENDMENT TO HOUSE AMENDMENT TO
SENATE FILE 245

H-1596

- 1 Amend the House amendment, S-3196, to Senate File
- 2 245, as amended, passed, and reprinted by the Senate,
- 3 as follows:
- 4 1. Page 1, by striking lines 22 and 23.
- 5 2. Page 1, by striking lines 27 through 30.
- 6 3. By renumbering as necessary.

RECEIVED FROM THE SENATE

H-1596 FILED APRIL 28, 2005

SENATE FILE 245

AN ACT

RELATING TO A SECONDARY SCHOOL CORE CURRICULUM, INCLUDING
REQUIRING THE STATE BOARD OF EDUCATION TO DETERMINE A MODEL
CORE CURRICULUM AND SET A STATEWIDE CORE CURRICULUM COMPLETION
RATE GOAL, REQUIRING SCHOOL DISTRICTS TO DEVELOP A CORE
CURRICULUM PLAN FOR EIGHTH GRADE STUDENTS AND TO REPORT
STUDENT CORE CURRICULUM PROGRESS ANNUALLY, REQUIRING SCHOOL
DISTRICTS AND SCHOOLS TO REPORT CORE CURRICULUM COMPLETION
PERCENTAGES ANNUALLY, AND PROVIDING FOR THE COORDINATION OF
AN EDUCATIONAL DATA DEFINITIONS WORKING GROUP.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. Section 256.7, Code 2005, is amended by adding
the following new subsection:

NEW SUBSECTION. 26. Develop a model core curriculum,
taking into consideration the recommendations of the American
college testing program, inc. The state board shall set a
goal of increasing the number of students graduating from
secondary school who have successfully completed a core
curriculum, by July 1, 2009, to eighty percent of all students
graduating from secondary schools in this state except that
the goal shall be exclusive of students who have special or
alternative means for satisfying graduation requirements under
individualized educational plans developed for the students.
For purposes of this section, "core curriculum" means the
minimum number of specific high school courses that a student
needs to take in preparation for advanced career and
vocational purposes.

Sec. 2. Section 256.7, subsection 21, paragraph c, Code
2005, is amended to read as follows:

c. A requirement that all school districts and accredited
nonpublic schools annually report to the department and the
local community the district-wide progress made in attaining
student achievement goals on the academic and other core
indicators and the district-wide progress made in attaining
locally established student learning goals. The school
districts and accredited nonpublic schools shall demonstrate
the use of multiple assessment measures in determining student
achievement levels. The school districts and accredited
nonpublic schools shall also report the number of students who
enter ninth grade but do not graduate from the school or
school district; and the number of students who are tested and
the percentage of students who are so tested annually; and the
percentage of students who graduated during the prior school
year and who completed a core curriculum. The board shall
develop and adopt uniform definitions consistent with the
federal No Child Left Behind Act of 2001, Pub. L. No. 107-110
and any federal regulations adopted pursuant to the federal

Act. The school districts and accredited nonpublic schools may report on other locally determined factors influencing student achievement. The school districts and accredited nonpublic schools shall also report to the local community their results by individual attendance center.

Sec. 3. NEW SECTION. 279.60 STUDENT PLAN FOR PROGRESS TOWARD UNIVERSITY ADMISSIONS -- REPORT.

1. For the school year beginning July 1, 2006, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop for the student a core curriculum plan to guide the student toward the goal of successfully completing, at a minimum, the model core curriculum developed by the state board of education pursuant to section 256.7, subsection 26, by the time the student graduates from high school.

2. For the school year beginning July 1, 2006, and each succeeding school year, the board of directors of each school district shall report annually to each student enrolled in grades nine through twelve in the school district, and to each student's parent or guardian, the student's progress toward meeting the goal of successfully completing the model core curriculum developed by the state board of education pursuant to section 256.7, subsection 26.

Sec. 4. EDUCATIONAL DATA DEFINITIONS WORKING GROUP.

1. FINDINGS. The general assembly finds that individuals whose educational endeavors end without the receipt of a high school diploma have a much higher rate of unemployment and are much more likely to need welfare or other forms of government assistance. The economic implications of students' failure to earn at a minimum a high school diploma are staggering, and increasingly so as our economy becomes more dependent on the service and information industries. To understand the current state of educational achievement and future likelihood of success for Iowa's students, it is vital that state and local

school district data on graduation rates be collectively understood and accurate.

2. The department of education shall coordinate a working group to develop clear, accurate, meaningful, and unambiguous definitions for the key data areas relating to, but not limited to, attrition, completion, and attendance rates, which school districts shall use in compiling state and local report cards. The working group shall determine the baseline data necessary to report on these terms and shall develop a strategy to contact school districts to ensure that the school districts are applying the definitions and consistently submitting data in accordance with the definitions. The working group shall consist of the following members:

a. Two senators appointed by the president of the senate after consultation with the majority leader and the minority leader of the senate.

b. Two representatives appointed by the speaker of the house after consultation with the minority leader of the house.

c. Members representing minority populations.

d. A member representing the largest school district in Iowa.

e. A member representing a school district with an enrollment of more than one thousand one hundred ninety-nine students but not more than four thousand seven hundred fifty students.

f. A member representing a school district with an enrollment of one thousand one hundred ninety-nine students or less.

g. Other members representing the education community as needed.

3. The working group shall submit its findings and recommendations to the department of education and the chairpersons and members of the committees on education in the

senate and the house of representatives not later than January 15, 2006.

JOHN P. KIBBIE
President of the Senate

CHRISTOPHER C. RANTS
Speaker of the House

I hereby certify that this bill originated in the Senate and is known as Senate File 245, Eighty-first General Assembly.

MICHAEL E. MARSHALL
Secretary of the Senate

Approved _____, 2005

THOMAS J. VILSACK
Governor