

**House Study Bill 137 - Introduced**

SENATE/HOUSE FILE \_\_\_\_\_  
BY (PROPOSED GOVERNOR BILL)

**A BILL FOR**

1 An Act relating to education, including by modifying provisions  
2 related to mathematics instruction, civics assessments,  
3 practitioner preparation programs, and the duties of the  
4 director of the department of education.  
5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1 DIVISION I  
2 MATHEMATICS

3 Section 1. Section 256.9, Code 2025, is amended by adding the  
4 following new subsections:

5 NEW SUBSECTION. 69. Develop and distribute to school  
6 districts, accredited nonpublic schools, charter schools, and  
7 innovation zone schools family-centered resources to support  
8 student development of mathematics knowledge at home.

9 NEW SUBSECTION. 70. Provide teachers who are employed by  
10 schools most in need of support, as identified by the department,  
11 with evidence-based professional development services related  
12 to implementing high-quality mathematics instruction. When  
13 determining whether a school is in need of support under this  
14 subsection, the director shall consider the level of mathematics  
15 proficiency attained by students enrolled in the school and the  
16 amount of resources available to the department to provide the  
17 professional development services.

18 NEW SUBSECTION. 71. Develop and distribute to school  
19 districts, accredited nonpublic schools, charter schools, and  
20 innovation zone schools a comprehensive state mathematics  
21 plan that is designed to increase the level of mathematics  
22 proficiency attained by students using systematic and sequential  
23 approaches to teaching subitizing, cardinality, object counting,  
24 verbal counting, spatial relationships, benchmark numbers, and  
25 part-part-whole models.

26 NEW SUBSECTION. 72. Develop and publish on the department's  
27 internet site a list of valid and reliable mathematics screeners  
28 that may be used by teachers to identify students enrolled  
29 in kindergarten through grade six who may require additional  
30 instruction or support in mathematics.

31 Sec. 2. Section 256.16, subsection 1, Code 2025, is amended  
32 by adding the following new paragraph:

33 NEW PARAGRAPH. o. Include preparation in methods for  
34 teaching mathematics. A higher education institution providing  
35 practitioner preparation may satisfy this requirement by

1 requiring students admitted to an approved practitioner  
2 preparation program who will be teaching mathematics to students  
3 enrolled in kindergarten through grade twelve to complete  
4 mathematics methods coursework and demonstrate competency in  
5 number sense, learning progressions, conceptual understanding,  
6 and procedural fluency and application in mathematics, including  
7 the implementation of high-quality instructional materials  
8 aligned to Iowa academic standards for mathematics.

9       Sec. 3. NEW SECTION.   **279.68A Student progression —**  
10 **mathematics proficiency.**

11       1. Each school district shall assess all students enrolled in  
12 kindergarten through grade six at least three times each school  
13 year to determine the students' level of mathematics proficiency  
14 by administering a mathematics screener that is on the list  
15 developed by the department of education pursuant to section  
16 256.9, subsection 72.

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

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

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

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

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

34       3. A school district shall provide the assessments, plans,  
35 and interventions described in subsection 2 to students enrolled

1 in kindergarten through grade six who are persistently at risk  
2 in mathematics until the student performs at benchmark on the  
3 statewide summative assessment in mathematics or until the  
4 student performs at benchmark on two consecutive assessments  
5 administered pursuant to subsection 1, whichever occurs first.

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

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

11 DIVISION II

12 CIVICS

13 Sec. 4. Section 256.9, Code 2025, is amended by adding the  
14 following new subsection:

15 NEW SUBSECTION. 73. a. Develop and distribute to school  
16 districts, accredited nonpublic schools, charter schools, and  
17 innovation zone schools a test that consists of the multiple  
18 choice questions contained in the most recent version of the  
19 civics test developed by the United States citizenship and  
20 immigration services.

21 b. Update the test described in paragraph "a" every five  
22 years and distribute the updated test to school districts,  
23 accredited nonpublic schools, charter schools, and innovation  
24 zone schools.

25 Sec. 5. Section 256E.7, subsection 2, Code 2025, is amended  
26 by adding the following new paragraph:

27 NEW PARAGRAPH. Or. Be subject to and comply with the  
28 requirements of section 280.9A, subsection 1A, related to the  
29 administration of a civics test.

30 Sec. 6. Section 256F.4, subsection 2, Code 2025, is amended  
31 by adding the following new paragraph:

32 NEW PARAGRAPH. r. Be subject to and comply with the  
33 requirements of section 280.9A, subsection 1A, related to the  
34 administration of a civics test.

35 Sec. 7. Section 259A.1, Code 2025, is amended to read as

1 follows:

2 **259A.1 Assessment of competency.**

3 The department of education shall cause to be made available  
4 for qualified individuals a high school equivalency diploma.  
5 The diploma shall be issued ~~on the basis of demonstrated to~~  
6 qualified individuals who successfully pass the civics test as  
7 set forth in section 280.9A, and demonstrate competence in all  
8 of the following core areas: reading, language arts, literacy,  
9 mathematics, science, and social studies.

10 Sec. 8. Section 280.9A, Code 2025, is amended by adding the  
11 following new subsection:

12 NEW SUBSECTION. 1A. a. The board of directors of each local  
13 public school district and the authorities in charge of each  
14 accredited nonpublic school shall administer to students enrolled  
15 in grades nine through twelve the most recent version of the  
16 test distributed to the school district or accredited nonpublic  
17 school by the director of the department of education pursuant  
18 to section 256.9, subsection 73, and shall ensure that each  
19 student receives one passing score on the test as a condition  
20 of graduation. The board of directors of a local public school  
21 district and the authorities in charge of an accredited nonpublic  
22 school shall not be required to administer the test to a student  
23 who has received a passing score on the test.

24 b. A student must answer at least sixty percent of the  
25 questions on the test described in paragraph "a" correctly to  
26 attain a passing score. A student who fails to answer at least  
27 sixty percent of the questions on such test correctly may retake  
28 the test as many times as is necessary.

29 c. The board of directors of a local public school district  
30 and the authorities in charge of an accredited nonpublic school  
31 may do all of the following:

32 (1) Modify the test described in paragraph "a" for a student  
33 who has an individualized education program or a plan under  
34 section 504 of the federal Rehabilitation Act, 29 U.S.C. §794.

35 (2) Develop and administer an alternate test to a student who

1 has a significant intellectual disability.

2 (3) Modify the test described in paragraph "a" for a student  
3 who is an English learner as defined in section 280.4.

4 d. On or before June 30 of each year, the board of directors  
5 of each local public school district and the authorities in  
6 charge of each accredited nonpublic school shall submit the  
7 results of the test described in paragraph "a" to the department  
8 of education.

9 DIVISION III

10 STATE MANDATE

11 Sec. 9. STATE MANDATE FUNDING SPECIFIED. In accordance with  
12 section 25B.2, subsection 3, the state cost of requiring  
13 compliance with any state mandate included in this Act shall  
14 be paid by a school district from state school foundation aid  
15 received by the school district under section 257.16. This  
16 specification of the payment of the state cost shall be deemed  
17 to meet all of the state funding-related requirements of section  
18 25B.2, subsection 3, and no additional state funding shall  
19 be necessary for the full implementation of this Act by and  
20 enforcement of this Act against all affected school districts.

21 EXPLANATION

22 The inclusion of this explanation does not constitute agreement with  
23 the explanation's substance by the members of the general assembly.

24 This bill relates to education, including by modifying  
25 provisions related to mathematics instruction, civics  
26 assessments, practitioner preparation programs, and the duties of  
27 the director of the department of education.

28 DIVISION I — MATHEMATICS. The bill requires the director of  
29 the department of education (DE) to develop and distribute to  
30 schools family-centered resources to support student development  
31 of mathematics knowledge at home and a comprehensive state  
32 mathematics plan that is designed to increase the level of  
33 mathematics proficiency attained by students. The bill also  
34 requires the director of DE to provide teachers who are  
35 employed by schools most in need of support with evidence-based

1 professional development services related to implementing  
2 high-quality mathematics instruction. Additionally, the bill  
3 requires the director of DE to develop and publish on DE's  
4 internet site a list of valid and reliable mathematics screeners  
5 that may be used by teachers to identify students enrolled  
6 in kindergarten through grade six who may require additional  
7 instruction or support in mathematics.

8 The bill requires school districts to assess all students  
9 enrolled in kindergarten through grade six at least three times  
10 each school year to determine the students' level of mathematics  
11 proficiency by administering a mathematics screener that is on  
12 the list on DE's internet site. If, as the result of the  
13 assessments, a school district determines that a student is  
14 persistently at risk in mathematics, the school district is  
15 required to take certain specified steps involving additional  
16 assessments, the development of personalized mathematics plans,  
17 and interventions. The school district is required to take these  
18 steps until the student performs at benchmark on the statewide  
19 summative assessment in mathematics or until the student performs  
20 at benchmark on an assessment, whichever occurs first. The bill  
21 defines "persistently at risk" to mean that the student has not  
22 met the grade-level benchmark on two consecutive assessments.  
23 The bill requires the state board of education to adopt rules to  
24 administer these provisions.

25 The bill provides that the state board of education  
26 is required to adopt rules requiring all higher education  
27 institutions providing practitioner preparation to include  
28 preparation in methods for teaching mathematics. The bill  
29 authorizes a higher education institution providing practitioner  
30 preparation to satisfy this requirement by requiring students who  
31 will be teaching mathematics to students enrolled in kindergarten  
32 through grade 12 to complete mathematics methods coursework and  
33 demonstrate competency in certain specified areas.

34 DIVISION II — CIVICS. The bill requires the director of DE to  
35 develop and distribute to school districts, accredited nonpublic

1 schools, charter schools, and innovation zone schools a test  
2 that consists of the multiple choice questions contained in the  
3 most recent version of the civics test developed by the United  
4 States citizenship and immigration services. The director is  
5 also required to update the test every five years and distribute  
6 the updated test to schools.

7 The bill requires the board of directors of each local public  
8 school district, the authorities in charge of each accredited  
9 nonpublic school, charter school, and innovation zone school to  
10 administer the test to students enrolled in grades 9 through 12  
11 and ensure that each student receives one passing score on the  
12 test as a condition of graduation. Schools are not required  
13 to administer the test to a student who has already received  
14 a passing score on the test. A student must answer at least  
15 60 percent of the questions on the test correctly to attain a  
16 passing score. A student who fails to answer at least 60 percent  
17 of the questions on the test correctly may retake the test as  
18 many times as is necessary. The bill authorizes schools to  
19 modify the test for students who have an individualized education  
20 program or a 504 plan, and for students who are English learners,  
21 and the bill authorizes schools to administer an alternate test  
22 to a student who has a significant intellectual disability.  
23 Schools are required to submit the results of the test to DE on  
24 or before June 30 each year.

25 The bill provides that individuals seeking a high school  
26 equivalency diploma must also pass such a test.

27 DIVISION III — STATE MANDATE. The bill may include a state  
28 mandate as defined in Code section 25B.3. The bill requires  
29 that the state cost of any state mandate included in the bill  
30 be paid by a school district from state school foundation aid  
31 received by the school district under Code section 257.16. The  
32 specification is deemed to constitute state compliance with any  
33 state mandate funding-related requirements of Code section 25B.2.  
34 The inclusion of this specification is intended to reinstate the  
35 requirement of political subdivisions to comply with any state

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1 mandates included in the bill.

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