

House Study Bill 554 - Introduced

SENATE/HOUSE FILE _____
BY (PROPOSED DEPARTMENT OF
EDUCATION BILL)

A BILL FOR

1 An Act relating to education, including by modifying provisions
2 related to the Iowa statewide assessment of student progress
3 and programs for gifted and talented children, and by
4 requiring school districts to develop an advanced mathematics
5 pathway and implement procedures for subject acceleration and
6 whole-grade acceleration.
7 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.7, subsection 21, paragraph b,
2 subparagraph (2), subparagraph division (a), Code 2026, is
3 amended to read as follows:

4 (a) That all students enrolled in school districts in grades
5 three through eleven be administered an assessment in mathematics
6 and English language arts, including reading and writing, during
7 the last quarter of the school year and all students enrolled
8 in school districts in grades five, eight, and ~~ten~~ eleven be
9 administered an assessment in science during the last quarter of
10 the school year.

11 Sec. 2. Section 257.42, Code 2025, is amended by adding the
12 following new subsection:

13 NEW SUBSECTION. 01. The board of directors of each school
14 district shall do all of the following:

15 a. (1) Establish systematic and uniform procedures for
16 screening, referring, identifying, and serving gifted and
17 talented children enrolled in kindergarten through grade twelve.

18 (2) The board of directors of a school district shall base
19 the identification of gifted and talented children on a body
20 of evidence from multiple data sources, both objective and
21 subjective, which must include, at a minimum, local comparisons
22 within the school district and, when appropriate, within
23 individual attendance centers, and which may include but are not
24 limited to any of the following:

25 (a) Standardized assessments.

26 (b) Student achievement.

27 (c) Cognitive ability.

28 (d) Creative ability.

29 (e) Qualitative and quantitative data.

30 (f) Teacher and parent input.

31 (g) Observation of gifted characteristics and behaviors.

32 (3) The identification procedures established by the board of
33 directors of a school district shall not provide that any one
34 particular criteria prohibits a student from participating in the
35 school district's program for gifted and talented children.

1 (4) The board of directors of a school district shall make
2 all reasonable efforts to identify gifted and talented children
3 among all student populations, including students participating
4 in special education and students who are English learners. For
5 purposes of this subparagraph, "English learner" means the same
6 as defined in section 280.4.

7 (5) The board of directors of a school district is encouraged
8 to include universal screening within the school district's
9 identification procedures.

10 b. (1) Provide educational service options for gifted and
11 talented children that are based on the areas in which
12 the child is gifted or talented and ensure that the school
13 district provides gifted and talented children with appropriate
14 instructional adaptations and educational services beyond those
15 that are provided in the regular school program.

16 (2) The educational services a school district provides to
17 a gifted and talented child must satisfy all of the following
18 requirements:

19 (a) The educational services must address the cognitive and
20 affective needs of the gifted and talented child.

21 (b) The educational services must be in alignment with the
22 gifted and talented child's identification data.

23 (c) The educational services must correspond to the academic
24 strengths and interests of the gifted and talented child.

25 (3) The board of directors of a school district shall review
26 the progress of gifted and talented children at least annually to
27 ensure that the educational services the school district provides
28 to gifted and talented children meet the academic needs of each
29 gifted and talented child.

30 (4) The board of directors of a school district shall make
31 all reasonable efforts to provide educational services to each
32 gifted and talented child that promotes the academic growth in
33 the gifted and talented child's academic strengths.

34 Sec. 3. NEW SECTION. **279.89 Advanced mathematics pathway.**

35 1. The board of directors of each school district shall

1 develop an advanced mathematics pathway that is designed to do
2 all of the following:

3 a. Increase the number of students who complete higher-level
4 mathematics courses in grades nine through twelve.

5 b. Enable students to be prepared for, and enroll in, algebra
6 I as early as middle school and to complete algebra I no later
7 than by the end of grade nine.

8 2. The board of directors of each school district shall
9 automatically enroll a student in the advanced mathematics
10 pathway if any of the following apply:

11 a. The student attains a score that is within the advanced
12 performance level on the statewide summative assessment in
13 mathematics that was administered to the student when the student
14 was enrolled in grades five, six, or seven.

15 b. The student demonstrated proficiency in mathematics as
16 indicated in the student's mathematics coursework or other local
17 measure when the student was enrolled in grades five, six, or
18 seven.

19 3. For purposes of this section, "advanced mathematics
20 pathway" means a sequence of courses and curricula that
21 accelerates or combines mathematics instruction that is typically
22 provided to students enrolled in grades six through eight.

23 Sec. 4. NEW SECTION. **279.90 Acceleration and automatic**
24 **enrollment in advanced courses.**

25 The board of directors of each school district shall do all of
26 the following:

27 1. Establish and implement procedures for subject
28 acceleration and whole-grade acceleration that satisfy all of the
29 following requirements:

30 a. Describe how the school district will assess a student's
31 readiness for subject acceleration and whole-grade acceleration.

32 b. Correspond to the level, complexity, and pace of the
33 curriculum in order for the student to receive the appropriate
34 acceleration to meet the student's academic needs.

35 c. Provide support to the student to address any possible

1 gaps in learning that may have been created when the subject
2 acceleration or whole-grade acceleration occurred.

3 2. a. Automatically enroll any student who is enrolled in
4 grades four through twelve, and who attains a score that is
5 within the advanced performance level on the statewide summative
6 assessment in mathematics or English language arts that was
7 administered to the student in the immediately preceding school
8 year, in the next most rigorous level of advanced courses or
9 programs offered by the school district.

10 b. Notwithstanding paragraph "a", a school district shall not
11 enroll a student in the next most rigorous level of advanced
12 courses or programs offered by the school district if the
13 student's parent or guardian requests that the student not be
14 enrolled.

15 c. A school district shall use the automatic enrollment
16 described in paragraph "a" as a way to increase student access
17 to, and enrollment in, advanced courses.

18 d. A school district shall notify students and the parents
19 or guardians of students of the advanced courses and programs
20 available to eligible students.

21 e. This subsection shall not be construed to limit other
22 options available to students to participate in advanced courses
23 or programs, including the senior year plus program established
24 pursuant to chapter 261E.

25 3. Allow any student who is enrolled in an accelerated course
26 to take the statewide summative assessment that corresponds to
27 the content and level of the course in which the student is
28 enrolled.

29 Sec. 5. STATE MANDATE FUNDING SPECIFIED. In accordance with
30 section 25B.2, subsection 3, the state cost of requiring
31 compliance with any state mandate included in this Act shall
32 be paid by a school district from state school foundation aid
33 received by the school district under section 257.16. This
34 specification of the payment of the state cost shall be deemed
35 to meet all of the state funding-related requirements of section

1 25B.2, subsection 3, and no additional state funding shall
2 be necessary for the full implementation of this Act by and
3 enforcement of this Act against all affected school districts.

4 EXPLANATION

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

7 This bill relates to education, including by modifying
8 provisions related to the Iowa statewide assessment of student
9 progress (ISASP) and programs for gifted and talented children,
10 and by requiring school districts to develop an advanced
11 mathematics pathway and implement procedures for subject
12 acceleration and whole-grade acceleration.

13 The ISASP is the summative assessment for Iowa students
14 that meets the requirements established under the federal Every
15 Student Succeeds Act. Under current law, ISASP assessments
16 in mathematics and English language arts are administered to
17 students in grades 3 through 11, and ISASP assessments in science
18 are administered to students in grades 5, 8, and 10. The
19 bill modifies the provisions related to the administration of
20 the science assessments to provide that such assessments be
21 administered to students in grades 5, 8, and 11.

22 The bill requires school districts to establish systematic
23 and uniform procedures for screening, referring, identifying,
24 and serving gifted and talented children. School districts
25 are required to base the identification of gifted and talented
26 children on a body of evidence from multiple data sources
27 described in the bill. The identification procedures established
28 by the school district are prohibited from providing that any
29 one particular criteria prohibits a student from participating in
30 the school district's program for gifted and talented children.
31 School districts are required to make all reasonable efforts
32 to identify gifted and talented children among all student
33 populations.

34 The bill requires school districts to provide educational
35 service options for gifted and talented children that are based

1 on the areas in which the child is gifted or talented and ensure
2 that the school district provides gifted and talented children
3 with appropriate instructional adaptations and educational
4 services beyond those that are provided in the regular school
5 program. The bill establishes requirements related to the
6 educational services a school district provides to gifted and
7 talented children. School districts are required to review the
8 progress of gifted and talented children at least annually to
9 ensure that the educational services the school district provides
10 to gifted and talented children meet the academic needs of each
11 gifted and talented child.

12 The bill requires each school district to develop an advanced
13 mathematics pathway that is designed to increase the number of
14 students who complete higher-level mathematics courses in grades
15 9 through 12 and enable students to be prepared for, and enroll
16 in, algebra I as early as middle school and to complete algebra
17 I no later than by the end of grade 9. School districts
18 are required to automatically enroll a student in the advanced
19 mathematics pathway if the student attains a score that is
20 within the advanced performance level on the ISASP assessment
21 in mathematics that was administered to the student when the
22 student was enrolled in grades five, six, or seven, or if the
23 student demonstrated proficiency in mathematics as indicated in
24 other specified ways. The bill defines "advanced mathematics
25 pathway" as a sequence of courses and curricula that accelerates
26 or combines mathematics instruction that is typically provided to
27 students enrolled in grades six through eight.

28 The bill requires each school district to establish and
29 implement procedures for subject acceleration and whole-grade
30 acceleration that satisfy requirements established in the bill.
31 The bill also requires school districts to automatically enroll
32 any student who is enrolled in grades 4 through 12, and who
33 attains a score that is within the advanced performance level
34 on the ISASP assessment in mathematics or English language arts
35 that was administered to the student in the immediately preceding

1 school year, in the next most rigorous level of advanced courses
2 or programs offered by the school district, unless the student's
3 parent or guardian requests that the student not be enrolled.
4 School districts are required to use this automatic enrollment to
5 increase student access to, and enrollment in, advanced courses.
6 Additionally, school districts are required to notify students
7 and the parents or guardians of students of the advanced courses
8 and programs available to eligible students. The bill requires
9 school districts to allow any student who is enrolled in an
10 accelerated course to take the ISASP assessment that corresponds
11 to the content and level of the course in which the student is
12 enrolled.

13 The bill may include a state mandate as defined in Code
14 section 25B.3. The bill requires that the state cost of
15 any state mandate included in the bill be paid by a school
16 district from state school foundation aid received by the
17 school district under Code section 257.16. The specification
18 is deemed to constitute state compliance with any state
19 mandate funding-related requirements of Code section 25B.2. The
20 inclusion of this specification is intended to reinstate the
21 requirement of political subdivisions to comply with any state
22 mandates included in the bill.