

Senate File 450 - Introduced

SENATE FILE 450
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SSB 1092)

A BILL FOR

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

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

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

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

16 NEW SUBSECTION. 71. On or before July 1, 2025, develop and
17 distribute to school districts, accredited nonpublic schools,
18 charter schools, and innovation zone schools a comprehensive
19 state mathematics plan that is designed to increase the level of
20 mathematics proficiency attained by students using systematic and
21 sequential approaches to teaching subitizing, cardinality, object
22 counting, verbal counting, spatial relationships, benchmark
23 numbers, and part-part-whole models.

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

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

31 NEW PARAGRAPH. o. Include preparation in methods for
32 teaching mathematics. A higher education institution providing
33 practitioner preparation may satisfy this requirement by
34 requiring students admitted to an approved practitioner
35 preparation program who will be teaching mathematics to students

1 enrolled in kindergarten through grade twelve to complete
2 mathematics methods coursework and demonstrate competency in
3 number sense, learning progressions, conceptual understanding,
4 and procedural fluency and application in mathematics, including
5 the implementation of high-quality instructional materials
6 aligned to Iowa academic standards for mathematics.

7 Sec. 3. NEW SECTION. **279.68A Student progression —**
8 **mathematics proficiency.**

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

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

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

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

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

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

32 3. A school district shall provide the assessments, plans,
33 and interventions described in subsection 2 to students enrolled
34 in kindergarten through grade six who are persistently at risk
35 in mathematics until the student performs at benchmark on the

1 statewide summative assessment in mathematics or until the
2 student performs at benchmark on two consecutive assessments
3 administered pursuant to subsection 1, whichever occurs first.

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

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

9 Sec. 4. STATE MANDATE FUNDING SPECIFIED. In accordance with
10 section 25B.2, subsection 3, the state cost of requiring
11 compliance with any state mandate included in this Act shall
12 be paid by a school district from state school foundation aid
13 received by the school district under section 257.16. This
14 specification of the payment of the state cost shall be deemed
15 to meet all of the state funding-related requirements of section
16 25B.2, subsection 3, and no additional state funding shall
17 be necessary for the full implementation of this Act by and
18 enforcement of this Act against all affected school districts.

19 Sec. 5. EFFECTIVE DATE. The following, being deemed of
20 immediate importance, takes effect upon enactment:

21 The portion of the section of this Act enacting section 256.9,
22 subsection 71.

23 EXPLANATION

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

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

30 The bill requires the director of the department of education
31 (DE) to develop and distribute to schools family-centered
32 resources to support student development of mathematics knowledge
33 at home. The bill also requires the director of DE to, on
34 or before July 1, 2025, develop and distribute to schools a
35 comprehensive state mathematics plan that is designed to increase

1 the level of mathematics proficiency attained by students.
2 This provision is effective upon enactment. Additionally,
3 the bill requires the director of DE to provide teachers
4 who are employed by schools most in need of support with
5 evidence-based professional development services related to
6 implementing high-quality mathematics instruction. The bill
7 requires the director of DE to develop and publish on DE's
8 internet site a list of valid and reliable mathematics screeners
9 that may be used by teachers to identify students enrolled
10 in kindergarten through grade six who may require additional
11 instruction or support in mathematics.

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

29 The bill provides that the state board of education
30 is required to adopt rules requiring all higher education
31 institutions providing practitioner preparation to include
32 preparation in methods for teaching mathematics. The bill
33 authorizes a higher education institution providing practitioner
34 preparation to satisfy this requirement by requiring students who
35 will be teaching mathematics to students enrolled in kindergarten

1 through grade 12 to complete mathematics methods coursework and
2 demonstrate competency in certain specified areas.

3 The bill may include a state mandate as defined in Code
4 section 25B.3. The bill requires that the state cost of
5 any state mandate included in the bill be paid by a school
6 district from state school foundation aid received by the
7 school district under Code section 257.16. The specification
8 is deemed to constitute state compliance with any state
9 mandate funding-related requirements of Code section 25B.2. The
10 inclusion of this specification is intended to reinstate the
11 requirement of political subdivisions to comply with any state
12 mandates included in the bill.

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