

Senate Study Bill 1092 - 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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