

Senate Study Bill 3042 - 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
3 progress and programs for gifted and talented children,
4 and by requiring school districts to develop an advanced
5 mathematics pathway and implement procedures for subject
6 acceleration and 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
5 grades three through eleven be administered an assessment in
6 mathematics and English language arts, including reading and
7 writing, during the last quarter of the school year and all
8 students enrolled in school districts in grades five, eight,
9 and ~~ten~~ eleven be administered an assessment in science during
10 the last quarter of 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
18 twelve.

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

26 (a) Standardized assessments.

27 (b) Student achievement.

28 (c) Cognitive ability.

29 (d) Creative ability.

30 (e) Qualitative and quantitative data.

31 (f) Teacher and parent input.

32 (g) Observation of gifted characteristics and behaviors.

33 (3) The identification procedures established by the board
34 of directors of a school district shall not provide that any
35 one particular criteria prohibits a student from participating

1 in the school district's program for gifted and talented
2 children.

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

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

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

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

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

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

25 (c) The educational services must correspond to the
26 academic strengths and interests of the gifted and talented
27 child.

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

33 (4) The board of directors of a school district shall make
34 all reasonable efforts to provide educational services to each
35 gifted and talented child that promotes the academic growth in

1 the gifted and talented child's academic strengths.

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

3 1. The board of directors of each school district shall
4 develop an advanced mathematics pathway that is designed to do
5 all of the following:

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

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

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

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

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

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

27 Sec. 4. NEW SECTION. 279.90 **Acceleration and automatic**
28 **enrollment in advanced courses.**

29 The board of directors of each school district shall do all
30 of the following:

31 1. Establish and implement procedures for subject
32 acceleration and whole-grade acceleration that satisfy all of
33 the following requirements:

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

1 acceleration.

2 *b.* Correspond to the level, complexity, and pace of the
3 curriculum in order for the student to receive the appropriate
4 acceleration to meet the student's academic needs.

5 *c.* Provide support to the student to address any possible
6 gaps in learning that may have been created when the subject
7 acceleration or whole-grade acceleration occurred.

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

15 *b.* Notwithstanding paragraph "a", a school district shall
16 not enroll a student in the next most rigorous level of
17 advanced courses or programs offered by the school district if
18 the student's parent or guardian requests that the student not
19 be enrolled.

20 *c.* A school district shall use the automatic enrollment
21 described in paragraph "a" as a way to increase student access
22 to, and enrollment in, advanced courses.

23 *d.* A school district shall notify students and the parents
24 or guardians of students of the advanced courses and programs
25 available to eligible students.

26 *e.* This subsection shall not be construed to limit other
27 options available to students to participate in advanced
28 courses or programs, including the senior year plus program
29 established pursuant to chapter 261E.

30 3. Allow any student who is enrolled in an accelerated
31 course to take the statewide summative assessment that
32 corresponds to the content and level of the course in which the
33 student is enrolled.

34 Sec. 5. STATE MANDATE FUNDING SPECIFIED. In accordance
35 with section 25B.2, subsection 3, the state cost of requiring

1 compliance with any state mandate included in this Act shall
2 be paid by a school district from state school foundation aid
3 received by the school district under section 257.16. This
4 specification of the payment of the state cost shall be deemed
5 to meet all of the state funding-related requirements of
6 section 25B.2, subsection 3, and no additional state funding
7 shall be necessary for the full implementation of this Act
8 by and enforcement of this Act against all affected school
9 districts.

10

EXPLANATION

11
12

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

13

This bill relates to education, including by modifying
14 provisions related to the Iowa statewide assessment of student
15 progress (ISASP) and programs for gifted and talented children,
16 and by requiring school districts to develop an advanced
17 mathematics pathway and implement procedures for subject
18 acceleration and whole-grade acceleration.

19

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

28

The bill requires school districts to establish systematic
29 and uniform procedures for screening, referring, identifying,
30 and serving gifted and talented children. School districts
31 are required to base the identification of gifted and
32 talented children on a body of evidence from multiple data
33 sources described in the bill. The identification procedures
34 established by the school district are prohibited from
35 providing that any one particular criteria prohibits a student

1 from participating in the school district's program for gifted
2 and talented children. School districts are required to make
3 all reasonable efforts to identify gifted and talented children
4 among all student populations.

5 The bill requires school districts to provide educational
6 service options for gifted and talented children that are
7 based on the areas in which the child is gifted or talented
8 and ensure that the school district provides gifted and
9 talented children with appropriate instructional adaptations
10 and educational services beyond those that are provided in the
11 regular school program. The bill establishes requirements
12 related to the educational services a school district provides
13 to gifted and talented children. School districts are required
14 to review the progress of gifted and talented children at least
15 annually to ensure that the educational services the school
16 district provides to gifted and talented children meet the
17 academic needs of each gifted and talented child.

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

35 The bill requires each school district to establish and

1 implement procedures for subject acceleration and whole-grade
2 acceleration that satisfy requirements established in the bill.
3 The bill also requires school districts to automatically enroll
4 any student who is enrolled in grades 4 through 12, and who
5 attains a score that is within the advanced performance level
6 on the ISASP assessment in mathematics or English language
7 arts that was administered to the student in the immediately
8 preceding school year, in the next most rigorous level of
9 advanced courses or programs offered by the school district,
10 unless the student's parent or guardian requests that the
11 student not be enrolled. School districts are required to
12 use this automatic enrollment to increase student access
13 to, and enrollment in, advanced courses. Additionally,
14 school districts are required to notify students and the
15 parents or guardians of students of the advanced courses and
16 programs available to eligible students. The bill requires
17 school districts to allow any student who is enrolled in
18 an accelerated course to take the ISASP assessment that
19 corresponds to the content and level of the course in which the
20 student is enrolled.

21 The bill may include a state mandate as defined in Code
22 section 25B.3. The bill requires that the state cost of
23 any state mandate included in the bill be paid by a school
24 district from state school foundation aid received by the
25 school district under Code section 257.16. The specification
26 is deemed to constitute state compliance with any state mandate
27 funding-related requirements of Code section 25B.2. The
28 inclusion of this specification is intended to reinstate the
29 requirement of political subdivisions to comply with any state
30 mandates included in the bill.