

House _____ Amendment NO. _____

Offered By _____

1 AMEND House Committee Substitute for Senate Bill No. 323, Page 5, Section 160.263, Line 148,
2 by inserting after all of the said section and line the following:

3
4 "160.560. 1. The department of elementary and secondary education shall establish the
5 "Show Me Success Diploma Program".

6 2. Under the show me success diploma program, the department of elementary and
7 secondary education shall develop the "Show Me Success Diploma" as an alternative pathway to
8 graduation for high school students that may be earned at any point between the end of a student's
9 tenth grade year and the conclusion of the student's twelfth grade year.

10 3. By July 1, 2022, the department of elementary and secondary education shall develop
11 detailed requirements for students to become eligible for the show me success diploma that include
12 at least the following:

13 (1) Demonstrated skills and knowledge in English, science, and mathematical literacy to be
14 successful in college level courses offered by the community colleges in this state that count toward
15 a degree or certificate without taking remedial or developmental course work; and

16 (2) Satisfactory grades on approved examinations in subjects determined to be necessary to
17 prepare a student to enter postsecondary education without remedial or developmental course work.

18 4. School districts and charter schools may offer a course of study designed to meet the
19 requirements to obtain a show me success diploma to students entering the ninth grade. Students
20 who elect to pursue a show me success diploma shall participate in a course of study designed by the
21 school district to meet the requirements established under subsection 3 of this section. The show me
22 success diploma shall be available to any such student until the end of that student's twelfth grade
23 year.

24 5. Students who earn a show me success diploma may remain in high school and participate
25 in programs of study available through the school district or charter school until that student would
26 otherwise have graduated at the end of grade twelve. For purposes of calculation and distribution of
27 state aid, the school district or charter school of a pupil having earned a show me success diploma
28 who remains enrolled in the school district or charter school shall continue to include the pupil in
29 the pupil enrollment of each such school district or charter school and shall continue to receive
30 funding for a pupil who earns a show me success diploma until that pupil would otherwise have
31 graduated at the end of grade twelve. Students who elect to remain in high school under this
32 subsection shall be eligible to participate in extracurricular activities, including interscholastic
33 sports, through the end of grade twelve.

34 6. Students who pursue but do not meet the eligibility requirements for a show me success
35 diploma at the end of grade ten or eleven shall receive a customized program of assistance during
36 the next school year that addresses areas in which the student demonstrated deficiencies in the

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1 course requirements. Students may choose to return to a traditional academic program without
 2 completing the show me success diploma.

3 7. The department of elementary and secondary education shall provide training, guidance,
 4 and assistance to teachers and administrators of the schools offering the show me success diploma
 5 and shall closely monitor the progress of the schools in the development of the program.

6 8. Pupils who earn a show me success diploma and do not remain enrolled in the district or
 7 charter school and instead enroll, or show proof that they will enroll, in a postsecondary educational
 8 institution eligible to participate in a student aid program administered by the U.S. Department of
 9 Education shall be included in the district's or charter school's state aid calculation under section
 10 163.031, until such time that the pupil would have completed the pupil's twelfth grade year had the
 11 pupil not earned a show me success diploma. The funding assigned to a pupil under this subsection
 12 shall be calculated as if the pupil's attendance percentage equaled the district's or charter school's
 13 prior year average attendance percentage. For a pupil who, as provided in this subsection, is
 14 included in the district's or charter school's state aid calculation but who is not enrolled in the district
 15 or charter school, an amount equal to ninety percent of the pupil's proportionate share of the state,
 16 local, and federal aid that the district or charter school receives for the pupil under this subsection
 17 shall be deposited by the school district or charter school into an account established under sections
 18 166.400 to 166.455 that lists the pupil as the beneficiary. The state treasurer shall provide guidance
 19 and assist school districts, charter schools, pupils, and parents or guardians of pupils with the
 20 creation, maintenance, and use of an account that has been established under sections 166.400 to
 21 166.455.

22 9. The department of elementary and secondary education shall promulgate all necessary
 23 rules and regulations for the administration of this section. Any rule or portion of a rule, as that
 24 term is defined in section 536.010, that is created under the authority delegated in this section shall
 25 become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if
 26 applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the
 27 powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective
 28 date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of
 29 rulemaking authority and any rule proposed or adopted after August 28, 2021, shall be invalid and
 30 void."; and

31
 32 Further amend said bill, Page 11, Section 161.097, Line 38, by inserting after all of the said section
 33 and line the following:

34
 35 "161.380. 1. Subject to appropriations, the department of elementary and secondary
 36 education shall establish the "Competency-Based Education Grant Program".

37 2. (1) There is hereby created in the state treasury the "Competency-Based Education Grant
 38 Program Fund". The fund shall consist of any appropriations to such fund and any gifts,
 39 contributions, grants, or bequests received from private or other sources for the purpose of providing
 40 competency-based education programs. The state treasurer shall be custodian of the fund. In
 41 accordance with sections 30.170 and 30.180, the state treasurer may approve disbursements of
 42 public moneys in accordance with distribution requirements and procedures developed by the
 43 department of elementary and secondary education. The fund shall be a dedicated fund and, upon
 44 appropriation, moneys in the fund shall be used solely for the administration of this section.

45 (2) Notwithstanding the provisions of section 33.080 to the contrary, any moneys remaining
 46 in the fund at the end of the biennium shall not revert to the credit of the general revenue fund.

47 (3) The state treasurer shall invest moneys in the fund in the same manner as other funds are
 48 invested. Any interest and moneys earned on such investments shall be credited to the fund.

49 3. The department of elementary and secondary education shall award grants from the

competency-based education grant program fund to eligible school districts for the purpose of providing competency based education programs. A school district wishing to receive such a grant shall submit an application to the department of elementary and secondary education addressing:

- (1) A core mission that competency-based education courses shall help achieve;
- (2) A plan that outlines competency-based education courses and key metrics that will show success;
- (3) Resources available to the school and in the community that will assist in creating successful competency-based outcomes; and
- (4) Resources and support needed to help the school succeed in implementing competency-based education courses.

4. The department of elementary and secondary education shall facilitate the creation, sharing, and development of course assessments, curriculum, training and guidance for teachers, and best practices for the school districts that offer competency-based education courses.

5. For purposes of this section, the term "competency-based education program" means an educational program that:

- (1) Affords students flexibility to progress and earn course credit upon demonstration of mastery, including through early high school graduation;
- (2) Provides individual learning and assessment options, including through experiential and project-based learning, online or blended learning, additional remedial education time, and accelerated-pace curricula;
- (3) Assesses student proficiency based on graduate profiles describing meaningful and critical knowledge and skills that students should have upon graduation; or
- (4) Assesses student proficiency through tasks developed both locally and at the state level, performance of which demonstrate mastery.

6. The department of elementary and secondary education shall promulgate all necessary rules and regulations for the administration of this section. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2021, shall be invalid and void.

161.385. 1. There is hereby established the "Competency-Based Education Task Force" to study and develop competency-based education programs in public schools. Task force members shall be chosen to represent the geographic diversity of the state. Task force members shall be appointed for term of two years and may be reappointed. All task force members shall be appointed before October 31, 2021, and every other year thereafter by December thirty-first of that year. The task force members shall be appointed as follows:

- (1) Two members of the house of representatives appointed by the speaker of the house of representatives, with one such member from the majority party and one such member from the minority party;
- (2) Two members of the senate appointed by the president pro tempore of the senate, with one such member from the majority party and one such member from the minority party;
- (3) The commissioner of the department of elementary and secondary education or his or her designee; and
- (4) Four members appointed by the governor. Two members shall each represent a separate school district that offers competency-based education courses.

2. The members of the task force established under subsection 1 of this section shall elect a chair from among the membership of the task force. The task force shall meet as needed to

1 complete its consideration of its objectives as established in subsections 4 and 5 of this section. Any
 2 vacancy on the task force shall be filled in the same manner as the original appointment. Members
 3 of the task force shall serve without compensation, but shall be entitled to reimbursement for actual
 4 and necessary expenses incurred in the performance of official duties.

5 3. The department of elementary and secondary education shall provide such legal, research,
 6 clerical, and technical services as the task force may require in the performance of official duties.

7 4. The task force shall:

8 (1) Work toward implementing competency-based education courses statewide and devising
 9 a plan for Missouri to lead the way in competency-based education courses;

10 (2) Solicit input from individuals and organizations with information or expertise relevant to
 11 the task force's objective, including experts and educators with experience related to competency-
 12 based education programs;

13 (3) Hold at least three public hearings to provide an opportunity to receive public testimony
 14 including, but not limited to, testimony from educators, local school boards, parents, representatives
 15 from business and industry, labor and community leaders, members of the general assembly, and the
 16 general public;

17 (4) Identify promising competency-based education programs, including programs that:

18 (a) Afford students flexibility to progress and earn course credit upon demonstration of
 19 mastery, including through early high school graduation;

20 (b) Provide individual learning and assessment options, including through experiential and
 21 project-based learning, online or blended learning, additional remedial education time, and
 22 accelerated-pace curricula;

23 (c) Assess student proficiency through tasks developed both locally and at the state level,
 24 performance of which demonstrate mastery;

25 (5) Identify obstacles to implementing competency-based education programs in Missouri
 26 public schools;

27 (6) Develop comprehensive graduate profiles that describe meaningful and critical
 28 knowledge skills that students should have upon graduation that can be implemented into a diploma
 29 designation;

30 (7) Develop findings and recommendations for implementing competency-based education
 31 models and practices in Missouri public schools, including recommending changes to existing
 32 legislation, rules, and regulations; and

33 (8) Develop findings and recommendations for implementing a competency-based
 34 performance assessment that:

35 (a) Is consistent with the most effective competency-based education programs identified by
 36 the task force under subdivision (3) of this subsection;

37 (b) Assesses students based on both locally developed and common statewide performance
 38 tasks tied to grade and course competencies aligned with state content standards; and

39 (c) Complies with all applicable federal law, including 20 U.S.C. Section 6311(b)(1)(B), as
 40 amended. To the extent that implementing a competency-based performance assessment would
 41 require the department of elementary and secondary education to obtain innovative assessment and
 42 accountability demonstration authority under 20 U.S.C. Section 6364, as amended, the task force
 43 shall develop findings and recommendations for obtaining such authority.

44 5. The task force shall present its findings and recommendations to the speaker of the house
 45 of representatives, the president pro tempore of the senate, the joint committee on education, and the
 46 state board of education by December first annually.

47 161.890. 1. There is hereby established the "School Accountability Board". Board
 48 members shall be appointed as follows:

49 (1) The commissioner of education shall choose two members from among no more than

1 three individuals from each of the following organizations:

2 (a) The Missouri association of school administrators;

3 (b) The Missouri chapter of the national education association;

4 (c) The Missouri chapter of the Missouri state teachers association;

5 (d) The Missouri School Board Association; and

6 (e) The Missouri Charter Public School Association;

7 (2) The commissioner shall choose one member from among no more than four individuals
8 nominated by the Missouri charter public school commission;

9 (3) The president pro tempore of the senate shall choose four members at large with
10 demonstrated expertise in education policy and school improvement, none of whom shall be
11 employees of a public school district or the immediate family members of such employees within
12 the first degree of consanguinity or affinity, and two of whom shall be researchers with expertise on
13 the impact of education and economic development;

14 (4) The speaker of the house of representatives shall choose:

15 (a) Two members from business and industry with demonstrated commitment to education;
16 and

17 (b) Two members at large with demonstrated expertise in education policy and school
18 improvement, none of whom shall be employees of a public school district or the immediate family
19 members of such employees within the first degree of consanguinity or affinity.

20 (5) Members appointed under subdivisions (1) and (2) of this subsection shall serve at the
21 pleasure of the commissioner of education. Members appointed under subdivision (3) of this
22 subsection shall serve at the pleasure of the president pro tempore of the senate. Members
23 appointed under subdivision (4) of this subsection shall serve at the pleasure of the speaker of the
24 house of representatives.

25 2. The president pro tempore of the senate shall designate the first chair of the school
26 accountability board, and the speaker of the house of representatives shall designate the first vice
27 chair of the school accountability board. The president pro tempore of the senate and the speaker of
28 the house of representatives will alternate the duty for the designation of the chair and vice chair
29 every two years after the first designation.

30 3. Staff members of the department of elementary and secondary education shall provide
31 such legal, research, clerical, technical, and bill drafting services as the school accountability board
32 may require in the performance of its duties.

33 4. The school accountability board shall advise the state board of education and department
34 of elementary and secondary education on matters pertaining to the development and
35 implementation of the state's school improvement program by:

36 (1) Working with department and state board of education staff to develop all rules and
37 regulations related to school and district accountability and improvement prior to adoption;

38 (2) Advising the department and state board of education on policies and practices related to
39 school and district accountability and improvement;

40 (3) Developing and reviewing the results of an annual, department-administered survey of
41 schools and districts receiving technical assistance related to accountability and improvement; and

42 (4) Presenting findings and recommendations pertaining to school and district accountability
43 and improvement to the state board of education.

44 5. The school accountability board shall hold its first meeting by January 1, 2022. The
45 school accountability board shall meet at least quarterly and report a summary of its activities and
46 any recommendations for legislation to the state board of education quarterly."; and
47

48 Further amend said bill, Page 12, Section 162.974, Line 11, by inserting after all of said section and
49 line the following:

1
2 "162.1255. 1. For purposes of this section, the following terms shall mean:

3 (1) "Competency-based credit", credit awarded by school districts and charter schools to
4 high school students upon demonstration of competency as determined by a school district. Such
5 credit shall be awarded upon receipt of "proficient" or "advanced" on an end-of-course assessment;

6 (2) "Prior year average attendance percentage", the quotient of the district or charter school's
7 prior year average daily attendance divided by the district or charter school's prior year average
8 yearly enrollment.

9 2. School districts and charter schools shall receive state school funding under sections
10 163.031, 163.043, 163.044, and 163.087 for resident pupils enrolled in the school district or charter
11 school and taking competency-based courses offered by the school district.

12 3. For purposes of calculation and distribution of state aid under section 163.031, attendance
13 of a student enrolled in a district's or charter school's competency-based courses shall equal, upon
14 course completion, the product of the district or charter school's prior year average attendance
15 percentage multiplied by the total number of attendance hours normally allocable to a
16 noncompetency-based course of equal credit value."; and
17

18 Further amend said bill by amending the title, enacting clause, and intersectional references
19 accordingly.