

House \_\_\_\_\_ Amendment NO. \_\_\_\_\_

Offered By \_\_\_\_\_

1 AMEND House Committee Substitute for Senate Substitute for Senate Committee Substitute for  
2 Senate Bill Nos. 681 & 662, Page 10, Section 160.261, Line 241, by inserting after all of said  
3 section and line the following:  
4

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

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

11 3. Before July 1, 2023, the department of elementary and secondary education shall develop  
12 detailed requirements for students to become eligible for the show-me success diploma that include  
13 at least the following:

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

17 (2) Satisfactory grades on approved examinations in subjects determined to be necessary to  
18 prepare a student to enter postsecondary education without taking remedial or developmental  
19 coursework.

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

26 5. Students who earn a show-me success diploma may remain in high school and participate  
27 in programs of study available through the school district or charter school until that student would  
28 otherwise have graduated at the end of grade twelve. For purposes of calculation and distribution of  
29 state aid, the school district or charter school of a pupil having earned a show-me success diploma  
30 who remains enrolled in the school district or charter school shall continue to include the pupil in

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1 the pupil enrollment of each such school district or charter school and shall continue to receive  
 2 funding for a pupil who earns a show-me success diploma until that pupil would otherwise have  
 3 graduated at the end of grade twelve. Students who elect to remain in high school under this  
 4 subsection shall be eligible to participate in extracurricular activities, including interscholastic  
 5 sports, through the end of grade twelve.

6 6. Students who pursue but do not meet the eligibility requirements for a show-me success  
 7 diploma at the end of grade ten or eleven shall receive a customized program of assistance during  
 8 the next school year that addresses areas in which the student demonstrated deficiencies in the  
 9 course requirements. Students may choose to return to a traditional academic program without  
 10 completing the show-me success diploma.

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

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

29 9. The department of elementary and secondary education shall promulgate all necessary  
 30 rules and regulations for the administration of this section. Any rule or portion of a rule, as that  
 31 term is defined in section 536.010, that is created under the authority delegated in this section shall  
 32 become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if  
 33 applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the  
 34 powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective  
 35 date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of  
 36 rulemaking authority and any rule proposed or adopted after August 28, 2022, shall be invalid and  
 37 void."; and

38  
 39 Further amend said bill, Page 20, Section 161.241, Line 44, by inserting after said section and line  
 40 the following:

1  
2 "161.380. 1. Subject to appropriations, the department of elementary and secondary  
3 education shall establish the "Competency-Based Education Grant Program".

4 2. (1) There is hereby created in the state treasury the "Competency-Based Education Grant  
5 Program Fund". The fund shall consist of any appropriations to such fund and any gifts,  
6 contributions, grants, or bequests received from private or other sources for the purpose of providing  
7 competency-based education programs. The state treasurer shall be custodian of the fund. In  
8 accordance with sections 30.170 and 30.180, the state treasurer may approve disbursements of  
9 public moneys in accordance with distribution requirements and procedures developed by the  
10 department of elementary and secondary education. The fund shall be a dedicated fund and, upon  
11 appropriation, moneys in the fund shall be used solely for the administration of this section.

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

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

16 3. The department of elementary and secondary education shall award grants from the  
17 competency-based education grant program fund to eligible school districts for the purpose of  
18 providing competency-based education programs. A school district wishing to receive such a grant  
19 shall submit an application to the department of elementary and secondary education addressing:

20 (1) A core mission that competency-based education courses will help achieve;

21 (2) A plan that outlines competency-based education courses and key metrics that will show  
22 success;

23 (3) Resources available to the school and in the community that will assist in creating  
24 successful competency-based outcomes; and

25 (4) Resources and support needed to help the school succeed in implementing competency-  
26 based education courses.

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

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

32 (1) Affords students flexibility to progress and earn course credit upon demonstration of  
33 mastery, including through early high school graduation;

34 (2) Provides individual learning and assessment options, including through experiential and  
35 project-based learning, online or blended learning, additional remedial education time, and  
36 accelerated-pace curricula;

37 (3) Assesses student proficiency based on graduate profiles describing meaningful and  
38 critical knowledge and skills that students should have upon graduation; or

39 (4) Assesses student proficiency through tasks developed both locally and at the state level,  
40 performance of which demonstrates mastery.

1       6. The department of elementary and secondary education shall promulgate all necessary  
2 rules and regulations for the administration of this section. Any rule or portion of a rule, as that  
3 term is defined in section 536.010, that is created under the authority delegated in this section shall  
4 become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if  
5 applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the  
6 powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective  
7 date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of  
8 rulemaking authority and any rule proposed or adopted after August 28, 2022, shall be invalid and  
9 void.

10       161.385. 1. There is hereby established the "Competency-Based Education Task Force" to  
11 study and develop competency-based education programs in public schools. Task force members  
12 shall be chosen to represent the geographic diversity of the state. Task force members shall be  
13 appointed for a term of two years and may be reappointed. All task force members shall be  
14 appointed before December 31, 2022, and every other year thereafter by December thirty-first of  
15 that year. The task force members shall be appointed as follows:

16       (1) Two members of the house of representatives appointed by the speaker of the house of  
17 representatives;

18       (2) Two members of the senate appointed by the president pro tempore of the senate;

19       (3) The commissioner of the department of elementary and secondary education or the  
20 commissioner's designee; and

21       (4) Four members appointed by the governor. Two members shall each represent a separate  
22 school district that offers competency-based education courses.

23       2. The members of the task force established under subsection 1 of this section shall elect a  
24 chair from among the membership of the task force. The task force shall meet as needed to  
25 complete its consideration of its objectives as established in subsections 4 and 5 of this section. Any  
26 vacancy on the task force shall be filled in the same manner as the original appointment. Members  
27 of the task force shall serve without compensation, but shall be entitled to reimbursement for actual  
28 and necessary expenses incurred in the performance of official duties.

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

31       4. The task force shall:

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

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

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

1 general public;

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

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

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

8 (c) Assess student proficiency through tasks developed both locally and at the state level,  
9 performance of which demonstrates mastery;

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

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

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

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

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

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

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

29 5. Beginning in 2023, the task force shall present its findings and recommendations to the  
30 speaker of the house of representatives, the president pro tempore of the senate, the joint committee  
31 on education, and the state board of education by December first annually."; and

32  
33 Further amend said bill, Page 40, Section 162.974, Line 12, by inserting after said section and line  
34 the following:

35  
36 "162.1255. 1. As used in this section, the following terms mean:

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

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

4           2. School districts and charter schools shall receive state school funding under sections  
5 163.031, 163.043, 163.044, and 163.087 for resident pupils enrolled in the school district or charter  
6 school and taking competency-based courses offered by the school district.

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

12  
13 Further amend said bill by amending the title, enacting clause, and intersectional references  
14 accordingly.