

SECOND REGULAR SESSION  
HOUSE COMMITTEE SUBSTITUTE FOR  
**HOUSE BILL NO. 1851**  
**102ND GENERAL ASSEMBLY**

3505H.02C

DANA RADEMAN MILLER, Chief Clerk

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**AN ACT**

To repeal sections 160.514, 160.516, 160.518, 160.522, 161.092, 161.1090, 161.1095, and 162.084, RSMo, and to enact in lieu thereof seven new sections relating to the statewide assessment system for public schools.

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*Be it enacted by the General Assembly of the state of Missouri, as follows:*

Section A. Sections 160.514, 160.516, 160.518, 160.522, 161.092, 161.1090,  
2 161.1095, and 162.084, RSMo, are repealed and seven new sections enacted in lieu thereof, to  
3 be known as sections 160.514, 160.516, 160.518, 160.522, 161.092, 161.1090, and 161.1095,  
4 to read as follows:

160.514. 1. By rule and regulation, and consistent with the provisions contained in  
2 section 160.526, the state board of education shall adopt no more than seventy-five academic  
3 performance standards [~~which~~] **that:**

4 **(1) Support local school districts and charter schools in developing and**  
5 **providing engaging, challenging, and relevant curricula and instruction;**

6 **(2) Establish the knowledge, skills, and competencies necessary for students to**  
7 **successfully advance through the public elementary and secondary education system of this**  
8 **state;**

9 **(3) Lead to or qualify a student for high school graduation;**

10 **(4) Prepare students for postsecondary education or the workplace or both; and**

11 **(5) Are necessary in this era to preserve the rights and liberties of the people.**

12 2. Whenever the state board of education develops, evaluates, modifies, or revises  
13 academic performance standards or learning standards, it shall convene work groups  
14 composed of education professionals to develop and recommend such academic performance  
15 standards or learning standards. Separate work groups composed of education professionals

EXPLANATION — Matter enclosed in bold-faced brackets [~~thus~~] in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

16 shall be convened for the following subject areas: English language arts; mathematics;  
17 science; and history and governments. The subject area of history and governments shall  
18 incorporate geography and the history and governments of the United States and the world.  
19 For each subject area in which the state board of education develops, evaluates, modifies, or  
20 revises academic performance standards or learning standards, the state board shall convene  
21 two separate work groups, one work group for standards for grades kindergarten through five  
22 consisting of sixteen members and a second work group for standards for grades six through  
23 twelve consisting of seventeen members. A person may be selected to serve on more than  
24 one work group if he or she is qualified. No work group member shall be required to be a  
25 member of a professional teacher association. An education professional serving on a work  
26 group shall be a Missouri resident for at least three years and have taught in the work group's  
27 subject area for at least ten years or have ten years of experience in that subject area, except  
28 for the parents appointed by the president pro tempore of the senate and the speaker of the  
29 house of representatives. Work group members shall be chosen in such a manner as to  
30 represent the geographic diversity of the state.

31 3. Work group members shall be selected in the following manner:

32 (1) Two parents of children currently enrolled in grades kindergarten through twelve  
33 shall be selected by the president pro tempore of the senate;

34 (2) Two parents of children currently enrolled in grades kindergarten through twelve  
35 shall be selected by the speaker of the house of representatives;

36 (3) One education professional selected by the state board of education from names  
37 submitted to it by the professional teachers' organizations of the state;

38 (4) One education professional selected by a statewide association of Missouri school  
39 boards;

40 (5) One education professional selected by the state board of education from names  
41 submitted to it by a statewide coalition of school administrators;

42 (6) Two education professionals selected by the president pro tempore of the senate in  
43 addition to the members selected under subdivision (1) of this subsection;

44 (7) Two education professionals selected by the speaker of the house of  
45 representatives in addition to the members selected under subdivision (2) of this subsection;

46 (8) One education professional selected by the governor;

47 (9) One education professional selected by the lieutenant governor;

48 (10) One education professional selected by the commissioner of higher education;

49 (11) One education professional selected by the state board of education from names  
50 submitted to it by nationally recognized career and technical education student organizations  
51 operating in Missouri; and

52 (12) One education professional selected by the state board of education from names  
53 submitted to it by the heads of state-approved baccalaureate-level teacher preparation  
54 programs located in Missouri.

55

56 The state board of education shall also appoint to each work group for grades six through  
57 twelve from names submitted to it by a statewide organization for career and technical  
58 education one current or retired career and technical education professional who also serves  
59 or served as an advisor to any of the nationally recognized career and technical education  
60 student organizations identified in subdivision (4) of subsection 2 of section 178.550.

61 4. The state board of education shall hold at least three public hearings whenever it  
62 develops, evaluates, modifies, or revises academic performance standards or learning  
63 standards. The hearings shall provide an opportunity to receive public testimony, including  
64 but not limited to testimony from educators at all levels in the state, local school boards,  
65 parents, representatives from business and industry, labor and community leaders, members  
66 of the general assembly, and the general public. The state board of education shall hold the  
67 first hearing within thirty days of the work groups being convened. The state board of  
68 education shall hold the second hearing approximately six months after it holds the first  
69 hearing. The state board of education shall hold the third hearing when the work groups  
70 submit the academic performance standards they have developed to the state board. The state  
71 board of education shall also solicit comments and feedback on the academic performance  
72 standards or learning standards from the joint committee on education and from academic  
73 researchers. All comments shall be made publicly available.

74 5. The state board of education shall develop written curriculum frameworks that may  
75 be used by school districts. Such curriculum frameworks shall incorporate the academic  
76 performance standards adopted by the state board of education pursuant to subsection 1 of  
77 this section. The curriculum frameworks shall provide guidance to school districts but shall  
78 not be mandates for local school boards in the adoption or development of written curricula as  
79 required by subsection 6 of this section.

80 6. Not later than one year after the development of written curriculum frameworks  
81 pursuant to subsection 5 of this section, the board of education of each school district in the  
82 state shall adopt or develop a written curriculum designed to ensure that students attain the  
83 knowledge, skills and competencies established pursuant to subsection 1 of this section.  
84 Local school boards are encouraged to adopt or develop curricula that are rigorous and  
85 ambitious and may, but are not required to, use the curriculum frameworks developed  
86 pursuant to subsection 5 of this section. Nothing in this section or this act shall prohibit  
87 school districts, as determined by local boards of education, to develop or adopt curricula that

88 provide for academic standards in addition to those identified by the state board of education  
89 pursuant to subsection 1 of this section.

90 7. Local school districts and charter schools may adopt their own education standards,  
91 in addition to those already adopted by the state, provided the additional standards are in the  
92 public domain and do not conflict with the standards adopted by the state board of education.

160.516. 1. Notwithstanding the provisions of section 160.514, the state board of  
2 education and the department of elementary and secondary education shall not be authorized  
3 to mandate and are expressly prohibited from mandating the curriculum, textbooks, or other  
4 instructional materials to be used in public schools. ~~[Each local school board shall be~~  
5 ~~responsible for the approval and adoption of curriculum used by the school district.]~~ The  
6 provisions of this subsection shall not apply to schools and instructional programs  
7 administered by the state board of education and the department of elementary and  
8 secondary education or to school districts that are classified as unaccredited.

9 2. The state board of education and the department of elementary and secondary  
10 education shall not require districts to use any appendix to the common core state standards.

11 **3. Each local school board and charter school governing body shall be**  
12 **responsible for the approval and adoption of curricula used by the school district or**  
13 **charter school including, but not limited to, each individual course curriculum,**  
14 **textbooks, or other instructional materials to be used in public schools.**

15 **4. (1) The curricula and instructional materials shall support the purpose of**  
16 **creating schools that provide students with rich opportunities to learn.**

17 **(2) Nothing in the development of academic standards, assessments, school**  
18 **report cards, or any other provision of sections 160.510 to 160.530 shall be construed to**  
19 **abridge or detract from the state's primary commitment to support local school districts**  
20 **and charter schools in developing and providing engaging, challenging, and relevant**  
21 **curricula and instruction.**

22 **(3) Local school districts and charter schools shall develop a locally based vision**  
23 **of learning that connects with the broad purposes of education under the Missouri**  
24 **Constitution, extends beyond the state standards, and guides all pupil assessment.**

25 **5. Local school curricula and instruction shall:**

26 **(1) Align with best practices in how students learn;**

27 **(2) Highlight key learning goals; and**

28 **(3) Indicate what students and educators should do in classrooms to meet the key**  
29 **learning goals.**

160.518. 1. **(1) For all school years ending before July 1, 2026,** consistent with the  
2 provisions contained in section 160.526, the state board of education shall develop, modify,  
3 and revise, as necessary, a statewide assessment system that provides maximum flexibility for

4 local school districts to determine the degree to which students in the public schools of the  
5 state are proficient in the knowledge, skills, and competencies adopted by such board  
6 pursuant to section 160.514. The statewide assessment system shall assess problem solving,  
7 analytical ability, evaluation, creativity, and application ability in the different content areas  
8 and shall be performance-based to identify what students know, as well as what they are able  
9 to do, and shall enable teachers to evaluate actual academic performance. The statewide  
10 assessment system shall neither promote nor prohibit rote memorization and shall not include  
11 existing versions of tests approved for use pursuant to the provisions of section 160.257, nor  
12 enhanced versions of such tests. After the state board of education adopts and implements  
13 academic performance standards as required under section 161.855, the state board of  
14 education shall develop and adopt a standardized assessment instrument under this section  
15 based on the academic performance standards adopted under section 161.855. The statewide  
16 assessment system shall measure, where appropriate by grade level, a student's knowledge of  
17 academic subjects including, but not limited to, reading skills, writing skills, mathematics  
18 skills, world and American history, forms of government, geography and science.

19 **(2) (a) For the 2026-27 school year and all subsequent school years, the state**  
20 **board of education shall select an available existing statewide assessment that satisfies**  
21 **the federal pupil testing mandates in effect under Pub. L. 114-95, as amended, and any**  
22 **applicable modifications or waivers approved under such federal law, for each school**  
23 **year.**

24 **(b) The assessments shall:**

- 25 **a. Be aligned to state standards;**
- 26 **b. Provide access to national norms;**
- 27 **c. Measure student growth; and**
- 28 **d. Assess student performance relative to grade level.**

29 **(c) Except as otherwise provided in this section or section 160.522, results from**  
30 **assessments created under this subsection shall be used only for the purpose of**  
31 **compliance with the requirements of such federal law and for no other purpose.**

32 **(d) As permitted by federal law and applicable waivers, the state board of**  
33 **education shall ensure that standardized assessments are administered to the minimum**  
34 **extent practicable and reduce instructional time to the minimum extent practicable**  
35 **while still appropriately and effectively assessing the academic achievement of students.**

36 ~~[2. The statewide assessment system shall only permit the academic performance of~~  
37 ~~students in each school in the state to be tracked against prior academic performance in the~~  
38 ~~same school.~~

39 ~~3. The state board of education shall suggest, but not mandate, criteria for a school to~~  
40 ~~demonstrate that its students learn the knowledge, skills and competencies at exemplary~~

41 levels worthy of imitation by students in other schools in the state and nation. Exemplary  
42 levels shall be measured by the statewide assessment system developed pursuant to  
43 subsection 1 of this section, or until said statewide assessment system is available, by  
44 indicators approved for such use by the state board of education. The provisions of other law  
45 to the contrary notwithstanding, the commissioner of education may, upon request of the  
46 school district, present a plan for the waiver of rules and regulations to any such school, to be  
47 known as "Outstanding Schools Waivers", consistent with the provisions of subsection 4 of  
48 this section.

49       4. For any school that meets the criteria established by the state board of education for  
50 three successive school years pursuant to the provisions of subsection 3 of this section, by  
51 August first following the third such school year, the commissioner of education shall present  
52 a plan to the superintendent of the school district in which such school is located for the  
53 waiver of rules and regulations to promote flexibility in the operations of the school and to  
54 enhance and encourage efficiency in the delivery of instructional services. The provisions of  
55 other law to the contrary notwithstanding, the plan presented to the superintendent shall  
56 provide a summary waiver, with no conditions, for the pupil testing requirements pursuant to  
57 section 160.257, in the school. Further, the provisions of other law to the contrary  
58 notwithstanding, the plan shall detail a means for the waiver of requirements otherwise  
59 imposed on the school related to the authority of the state board of education to classify  
60 school districts pursuant to subdivision (9) of section 161.092 and such other rules and  
61 regulations as determined by the commissioner of education, excepting such waivers shall be  
62 confined to the school and not other schools in the district unless such other schools meet the  
63 criteria established by the state board of education consistent with subsection 3 of this section  
64 and the waivers shall not include the requirements contained in this section and section  
65 160.514. Any waiver provided to any school as outlined in this subsection shall be void on  
66 June thirtieth of any school year in which the school fails to meet the criteria established by  
67 the state board of education consistent with subsection 3 of this section.

68       5. The score on any assessment test developed pursuant to this section or this chapter  
69 of any student for whom English is a second language shall not be counted until such time as  
70 such student has been educated for three full school years in a school in this state, or in any  
71 other state, in which English is the primary language.]

72       **2. (1) For the 2026-27 school year and all subsequent school years, local school**  
73 **districts and charter schools shall develop or adopt curriculum-embedded measures of**  
74 **student learning that are authentic and relevant to a student's learning and experiences.**  
75 **Such measures may include portfolios, performance-based assessments, and projects**  
76 **with public demonstrations.**

77           **(2) School districts and charter schools shall create local measures of student**  
78 **learning that are:**

79           **(a) Authentic to student discipline-specific learning, experience, and the**  
80 **demonstration of performance-based learning;**

81           **(b) Anchored in challenging and relevant curricula and designed to enhance**  
82 **student involvement through engaging tasks and opportunities for students to document**  
83 **their learning;**

84           **(c) Evaluated and graded in a manner that provides the student with meaningful**  
85 **feedback that can be used for academic improvement;**

86           **(d) Developed by teachers in consultation with school administrators, students,**  
87 **parents, and the community; and**

88           **(e) Available for demonstration and community inspection.**

89           **(3) Local assessments and assessment systems shall be created in conjunction**  
90 **with teachers, administrators, students, parents, and the community to reflect a**  
91 **complete picture of student learning and shall also be reflective of statewide academic**  
92 **standards. School districts and charter schools are encouraged to support communities**  
93 **of practice and provide the time and resources necessary to create such assessments.**

94           **(4) School districts and charter schools shall create multiple school quality**  
95 **indicators aligned to core areas of school quality and function and appropriate measures**  
96 **for each indicator.**

97           **(5) Local assessments and school quality indicators may be submitted to the**  
98 **department for review and comment. The department shall, by rule, establish a process**  
99 **for such review and comment. The department may support local development of**  
100 **curriculum-embedded assessments by developing model units with embedded**  
101 **assessments, which school districts and charter schools may adopt or adapt to**  
102 **develop their own assessments. The department may also identify and catalog high-**  
103 **quality curricula that include embedded assessments.**

104           **(6) Any local assessment or assessment system or local school quality indicator**  
105 **submitted to the department may be used by any school district or charter school and**  
106 **results may be added to the school report card along with any technical comment from**  
107 **the department's review.**

108           ~~[6-]~~ **3.** The state board of education shall identify or, if necessary, establish one or  
109 more developmentally appropriate alternate assessments for students who receive special  
110 educational services, as that term is defined pursuant to section 162.675. In the development  
111 of such alternate assessments, the state board shall establish an advisory panel consisting of a  
112 majority of active special education teachers residing in Missouri and other education  
113 professionals as appropriate to research available assessment options. The advisory panel

114 shall attempt to identify preexisting developmentally appropriate alternate assessments but  
115 shall, if necessary, develop alternate assessments and recommend one or more alternate  
116 assessments for adoption by the state board. The state board shall consider the  
117 recommendations of the advisory council in establishing such alternate assessment or  
118 assessments. Any student who receives special educational services, as that term is defined  
119 pursuant to section 162.675, shall be assessed by an alternate assessment established pursuant  
120 to this subsection upon a determination by the student's individualized education program  
121 team that such alternate assessment is more appropriate to assess the student's knowledge,  
122 skills and competencies than the assessment developed pursuant to subsection 1 of this  
123 section. The alternate assessment shall evaluate the student's independent living skills, which  
124 include how effectively the student addresses common life demands and how well the student  
125 meets standards for personal independence expected for someone in the student's age group,  
126 sociocultural background, and community setting.

127 ~~[7-]~~ 4. The state board of education shall also develop recommendations regarding  
128 alternate assessments for any military dependent who relocates to Missouri after the  
129 commencement of a school term, in order to accommodate such student while ensuring that  
130 he or she is proficient in the knowledge, skills, and competencies adopted under section  
131 160.514.

160.522. 1. The department of elementary and secondary education shall produce or  
2 cause to be produced, at least annually, a school accountability report card for each public  
3 school district, each public school building in a school district, and each charter school in the  
4 state. The report card shall be designed to satisfy state and federal requirements for the  
5 disclosure of statistics about students, staff, finances, academic achievement, and other  
6 indicators. **The report card shall include, but not be limited to, local assessment results**  
7 **and local school quality indicators.** The purpose of the report card shall be to provide  
8 educational statistics and accountability information for parents, taxpayers, school personnel,  
9 legislators, and the print and broadcast news media in a standardized, easily accessible form.

10 2. **(1)** The department of elementary and secondary education shall develop a  
11 standard form for **local assessment and quality indicator information to be included in the**  
12 school accountability report card. The information reported shall include, but not be limited  
13 to, the ~~[district's]~~ **following information reported by each school district or charter**  
14 **school:**

- 15 (a) **The most recent accreditation rating**[5];  
16 (b) **Enrollment**[5];  
17 (c) **Rates of pupil attendance**[5];  
18 (d) **High school dropout rate and graduation rate**[5];

- 19 (e) The number and rate of suspensions of ten days or longer and expulsions of pupils  
20 [;];
- 21 (f) The district **or charter school** ratio of students to administrators and students to  
22 classroom teachers[;];
- 23 (g) The average years of experience of professional staff and advanced degrees  
24 earned[;];
- 25 (h) Student achievement, **growth, and other indicators** as measured through the  
26 **statewide and local** assessment [system] **systems** developed pursuant to section 160.518[;];
- 27 (i) Student scores on the ACT, along with the percentage of graduates taking the test  
28 [;];
- 29 (j) Average teachers' and administrators' salaries compared to the state averages[;];
- 30 (k) Average per-pupil current expenditures for the district **or charter school** as a  
31 whole and by attendance center as reported to the department of elementary and secondary  
32 education[;];
- 33 (l) The adjusted tax rate of the district[;] **or charter school**;
- 34 (m) **The** assessed valuation of the district[; ~~percent~~];
- 35 (n) **The percentage** of the district **or charter school** operating budget received from  
36 state, federal, and local sources[; ~~the percent~~];
- 37 (o) **The percentage** of students eligible for free or reduced-price lunch[;];
- 38 (p) Data on the [~~percent~~] **percentage** of students continuing their education in  
39 postsecondary programs[;];
- 40 (q) Information about the job placement rate for students who complete district **or**  
41 **charter school** vocational education programs[;];
- 42 (r) Whether the school district **or charter school** currently has a state-approved  
43 gifted education program[;]; and
- 44 (s) The percentage and number of students who are currently being served in the  
45 district's **or charter school's** state-approved gifted education program.
- 46 (2) **The report card shall include, for each school operated by the school district**  
47 **and for each charter school, whether such school is designated under the state's**  
48 **implementation of the federal accountability system as either:**
- 49 (a) **A comprehensive support and improvement school; or**
- 50 (b) **A targeted support and improvement school.**
- 51 3. The report card shall permit the disclosure of data on a school-by-school basis, but  
52 the reporting shall not be personally identifiable to any student or education professional in  
53 the state.
- 54 4. The report card [~~shall identify each school or attendance center that has been~~  
55 ~~identified as a priority school under sections 160.720 and 161.092. The report also~~] shall

56 identify attendance centers that have been categorized under federal law as needing  
57 improvement or requiring specific school improvement strategies **as provided in section**  
58 **160.518**.

59         5. The report card shall not limit or discourage other methods of public reporting and  
60 accountability by local school districts **and charter schools**. Districts **and charter schools**  
61 shall provide information included in the report card to parents, community members, the  
62 print and broadcast news media, and legislators by December first annually or as soon  
63 thereafter as the information is available to the district **or charter school**, giving preference to  
64 methods that incorporate the reporting into substantive official communications such as  
65 student report cards. The school district **or charter school** shall provide a printed [copy]  
66 **summary** of the district-level or school-level report card to any patron upon request and shall  
67 make reasonable efforts to supply businesses such as, but not limited to, real estate and  
68 employment firms with copies or other information about the reports so that parents and  
69 businesses from outside the district who may be contemplating relocation have access.

70         6. For purposes of completing and distributing the annual report card as prescribed in  
71 this section, a school district may include the data from a charter school located within such  
72 school district, provided the local board of education or special administrative board for such  
73 district and the charter school reach mutual agreement for the inclusion of the data from the  
74 charter [schools and the terms of such agreement are approved by the state board of  
75 education] **school**. The charter school shall not be required to be a part of the local  
76 educational agency of such school district and may maintain a separate local educational  
77 agency status.

78         7. (1) **As used in this subsection, the following terms mean:**

79             (a) **"Department", the department of elementary and secondary education;**

80             (b) **"Grade-level equivalence", a metric developed and used by the department**  
81 **to show a student's proximity to doing grade-level work;**

82             (c) **"Parent", a parent, guardian, custodian, or other person with authority to**  
83 **act on behalf of a student.**

84         (2) **Grade-level equivalence, as developed and used under this subsection, shall**  
85 **consist of a student's knowledge of academic subjects by grade level and performance-**  
86 **level descriptors indicating whether such student is ready for the next grade, course, or**  
87 **level of education. The department shall establish panels to review and revise the**  
88 **performance-level descriptors for each academic subject and grade level. Such**  
89 **performance-level descriptors shall consist of the following:**

90             (a) **Advanced, which shall indicate that such student:**

91                 a. **Demonstrates superior performance on challenging grade-level subject**  
92 **matter;**

- 93           **b. Is above such student's current grade or level of education; and**  
94           **c. Is ready for, at a minimum, the next grade, course, or level of education;**  
95           **(b) Proficient, which shall indicate that such student:**  
96           **a. Demonstrates mastery over all appropriate grade-level standards and has**  
97 **introductory-level knowledge for the next grade, course, or level of education;**  
98           **b. May be above such student's current grade or level of education in some**  
99 **areas; and**  
100           **c. Is ready for the next grade, course, or level of education;**  
101           **(c) Grade level, which shall indicate that such student:**  
102           **a. Demonstrates mastery over appropriate grade-level subject matter;**  
103           **b. Is at such student's current grade or level of education; and**  
104           **c. May be ready, with appropriate reinforcement, for the next grade, course, or**  
105 **level of education;**  
106           **(d) Basic, which shall indicate that such student:**  
107           **a. Demonstrates partial mastery of the essential knowledge and skills**  
108 **appropriate to such student's grade, course, or level of education;**  
109           **b. May not be at such student's current grade or level of education; and**  
110           **c. May not be ready, without appropriate remediation, for the next grade,**  
111 **course, or level of education; and**  
112           **(e) Below basic, which shall indicate that such student:**  
113           **a. Has failed to perform, at a minimum, at the limited knowledge level necessary**  
114 **for such student's grade, course, or level of education;**  
115           **b. Is not at such student's current grade or level of education; and**  
116           **c. Has been determined to be at the specific lower grade or level of education**  
117 **measured by and listed in such student's statewide assessment score.**  
118           **(3) For the 2025-26 school year and all subsequent school years, the school**  
119 **accountability report card shall include information about each student's grade-level**  
120 **equivalence as follows:**  
121           **(a) Such grade-level equivalence shall be determined at the same time each**  
122 **student's academic performance is measured by the statewide assessment system**  
123 **developed under section 160.518;**  
124           **(b) Such grade-level equivalence shall be provided at the same time such**  
125 **student's statewide assessment score is reported to such student or such student's**  
126 **parent;**  
127           **(c) Data related to grade-level equivalence shall be searchable on a building-by-**  
128 **building, school-by-school, district-by-district, and statewide basis in the department's**  
129 **electronic school accountability report card;**

130           **(d) Data related to grade-level equivalence shall display the percentage of**  
131 **students whose performance-level descriptor is grade level or above on a building-by-**  
132 **building, school-by-school, district-by-district, and statewide basis; and**

133           **(e) No data related to grade-level equivalence shall be disclosed in any form that**  
134 **allows the personal identification of any student to any individual or entity except such**  
135 **student or such student's parent.**

161.092. The state board of education shall:

2           (1) Adopt rules governing its own proceedings and formulate policies for the  
3 guidance of the commissioner of education and the department of elementary and secondary  
4 education;

5           (2) Carry out the educational policies of the state relating to public schools that are  
6 provided by law and supervise instruction in the public schools;

7           (3) Direct the investment of all moneys received by the state to be applied to the  
8 capital of any permanent fund established for the support of public education within the  
9 jurisdiction of the department of elementary and secondary education and see that the funds  
10 are applied to the branches of educational interest of the state that by grant, gift, devise or law  
11 they were originally intended, and if necessary institute suit for and collect the funds and  
12 return them to their legitimate channels;

13           (4) Cause to be assembled information which will reflect continuously the condition  
14 and management of the public schools of the state;

15           (5) Require of county clerks or treasurers, boards of education or other school  
16 officers, recorders and treasurers of cities, towns and villages, copies of all records required to  
17 be made by them and all other information in relation to the funds and condition of schools  
18 and the management thereof that is deemed necessary;

19           (6) Provide ~~blanks~~ **forms and online tools** suitable for use by officials in reporting  
20 the information required by the board;

21           (7) When conditions demand, cause the laws relating to schools to be published in a  
22 separate volume, with pertinent notes and comments, for the guidance of those charged with  
23 the execution of the laws;

24           (8) Grant, without fee except as provided in section 168.021, certificates of  
25 qualification and licenses to teach in any of the public schools of the state, establish  
26 requirements therefor, formulate regulations governing the issuance thereof, and cause the  
27 certificates to be revoked for the reasons and in the manner provided in section 168.071;

28           (9) **(a) For all school years ending before July 1, 2027**, classify the public schools  
29 of the state, subject to limitations provided by law and subdivision (14) of this section,  
30 establish requirements for the schools of each class, and formulate rules governing the  
31 inspection and accreditation of schools preparatory to classification, with such requirements

32 taking effect not less than two years from the date of adoption of the proposed rule by the  
33 state board of education, provided that this condition shall not apply to any requirement for  
34 which a time line for adoption is mandated in either federal or state law~~].—Such rules shall~~  
35 ~~include a process to allow any district that is accredited without provision that does not meet~~  
36 ~~the state board's promulgated criteria for a classification designation of accredited with~~  
37 ~~distinction to propose alternative criteria to the state board to be classified as accredited with~~  
38 ~~distinction~~], and further provided, that this condition shall not apply to accreditation by  
39 an approved accrediting agency identified under this subdivision; and

40 (b) On or before June 30, 2025, identify and recognize a minimum of two  
41 national school accreditation agencies from which any district may seek to obtain  
42 accreditation and specify that, for the 2027-28 school year and all subsequent school  
43 years, any district with current accreditation from at least one of the identified national  
44 school accreditation agencies shall be considered to have full accreditation status  
45 without provision for all purposes of law and rule. A district that has not obtained  
46 accreditation under this subdivision shall not be considered unaccredited or  
47 provisionally accredited for any purpose of law;

48 (10) Make an annual report on or before the first Wednesday after the first day of  
49 January to the general assembly or, when it is not in session, to the governor for publication  
50 and transmission to the general assembly. The report shall be for the last preceding school  
51 year, and shall include:

52 (a) A statement of the number of public schools in the state, the number of pupils  
53 attending the schools, their sex, and the branches taught;

54 (b) A statement of the number of teachers employed, their sex, their professional  
55 training, and their average salary;

56 (c) A statement of the receipts and disbursements of public school funds of every  
57 description, their sources, and the purposes for which they were disbursed;

58 (d) Suggestions for the improvement of public schools; and

59 (e) Any other information relative to the educational interests of the state that the law  
60 requires or the board deems important;

61 (11) Make an annual report to the general assembly and the governor concerning  
62 coordination with other agencies and departments of government that support family literacy  
63 programs and other services which influence educational attainment of children of all ages;

64 (12) Require from the chief officer of each division of the department of elementary  
65 and secondary education, on or before the thirty-first day of August of each year, reports  
66 containing information the board deems important and desires for publication;

67 (13) Cause fifty copies of its annual report to be reserved for the use of each division  
68 of the state department of elementary and secondary education, and ten copies for  
69 preservation in the state library;

70 (14) Promulgate rules under which the board shall classify the public schools of the  
71 state **subject to the limitations of subdivision (9) of this section**; provided that the  
72 appropriate scoring guides, instruments, and procedures used in determining the accreditation  
73 status of a district shall be subject to a public meeting upon notice in a newspaper of general  
74 circulation in each of the three most populous cities in the state and also a newspaper that is a  
75 certified minority business enterprise or woman-owned business enterprise in each of the two  
76 most populous cities in the state, and notice to each district board of education, each  
77 superintendent of a school district, and to the speaker of the house of representatives, the  
78 president pro tem of the senate, and the members of the joint committee on education, at least  
79 fourteen days in advance of the meeting, which shall be conducted by the department of  
80 elementary and secondary education not less than ninety days prior to their application in  
81 accreditation, with all comments received to be reported to the state board of education;

82 (15) Have other powers and duties prescribed by law.

161.1090. 1. ~~[Subject to appropriation,]~~ The department shall establish a school  
2 turnaround program to assist schools **in need of intervention and** designated by the  
3 ~~[department as in need of intervention]~~ **state accountability system under section 160.518**  
4 **as comprehensive support and improvement schools or targeted support and**  
5 **improvement schools** in accordance with the provisions of sections 161.1080 to 161.1130.

6 2. ~~[The department shall use an outcome-based measure to set criteria for the~~  
7 ~~designation of schools in need of intervention.~~

8 3.] No more than one month after statewide assessment results are made public, the  
9 department shall designate specific schools as in need of intervention~~[-The department shall~~  
10 ~~designate a school as in need of intervention only if sufficient funds are available in the~~  
11 ~~school turnaround fund established in section 161.1105 to pay an independent school~~  
12 ~~turnaround expert].~~

13 ~~[4. The department shall determine the specific criteria that]~~ 3. A school ~~[shall be~~  
14 ~~required to meet in order to]~~ **may** exit the school turnaround program based on ~~[the same~~  
15 ~~outcome-based measure that was used to designate the school as in need of intervention]~~ **no**  
16 **longer being designated by the state accountability system under section 160.518 as**  
17 **either a comprehensive support and improvement school or a targeted support and**  
18 **improvement school.**

19 ~~[5. The department shall not designate any school as in need of intervention before~~  
20 ~~September 1, 2020.~~

21 ~~6. Nothing in this section shall prohibit the criteria established under this section from~~  
22 ~~satisfying a school's requirement for intervention under the every student succeeds act.]~~

161.1095. 1. Before October first of an initial remedial year, the governing board of  
2 any local educational agency with a school in need of intervention shall establish a school  
3 turnaround committee composed of the following members:

4 (1) One member of the governing board;

5 (2) The school principal;

6 (3) Three parents of students enrolled in the school, appointed by the local parent-  
7 teacher association;

8 (4) Four teachers at the school, appointed by the principal; and

9 (5) The district's chief financial officer or equivalent.

10 2. Before October fifteenth of an initial remedial year, the governing board of any  
11 local educational agency with a school in need of intervention shall partner with the school  
12 turnaround committee to select an independent school turnaround expert from the experts  
13 identified by the department under section 161.1100.

14 3. The governing board shall not select an independent school turnaround expert that  
15 is:

16 (1) The local educational agency with the school in need of intervention; or

17 (2) An employee of the local educational agency with the school in need of  
18 intervention.

19 4. A school turnaround committee shall partner with the independent school  
20 turnaround expert selected under subsection 2 of this section to develop and implement a  
21 school turnaround plan that includes:

22 (1) The findings of the analysis conducted by the independent school turnaround  
23 expert on the data described in subdivision (1) of subsection 1 of section 161.1100;

24 (2) Recommendations regarding changes to the school's personnel, culture,  
25 curriculum, assessments, instructional practices, digital tools and other methods for  
26 teaching and learning, governance, leadership, finances, policies, or other areas that may  
27 be necessary to implement the school turnaround plan;

28 (3) Measurable student achievement goals and objectives;

29 (4) A professional development plan that identifies a strategy to address problems of  
30 instructional practice;

31 (5) A leadership development plan focused on proven strategies to turn around  
32 schools in need of intervention that align with administrator standards developed under  
33 section 168.410;

34 (6) A detailed budget specifying how the school turnaround plan will be funded;

35 (7) A plan to assess and monitor progress;

36 (8) A plan to communicate and report data on progress to stakeholders; and

37 (9) A time line for implementation.

38 5. Any local educational agency with a school in need of intervention shall:

39 (1) Prioritize funding and resources to the school in need of intervention; and

40 (2) Grant the school in need of intervention streamlined authority over staff, schedule,  
41 policies, budget, and academic programs to implement the school turnaround plan.

42 6. Before March first of an initial remedial year, a school turnaround committee shall  
43 submit the school turnaround plan to the governing board for approval.

44 7. Except as provided in subsection 8 of this section, before April first of an initial  
45 remedial year, the governing board shall submit the school turnaround plan to the department  
46 for approval.

47 8. If the governing board does not approve the school turnaround plan submitted  
48 under subsection 6 of this section, the school turnaround committee may submit a new or  
49 revised school turnaround plan to the governing board for approval. In order to allow  
50 additional time for the governing board to consider a new or revised school turnaround plan,  
51 the rules may extend the April first deadline for the governing board to submit the school  
52 turnaround plan to the department; **provided that, the governing board shall submit an**  
53 **approved school turnaround plan to the department no later than June first of such**  
54 **school year.** The department shall not approve a school turnaround plan unless such plan has  
55 been approved by the governing board of the school in need of intervention.

2 ~~[162.084. 1. If any individual public elementary or secondary school,  
3 any charter school, or any school district is determined to be in the bottom five  
4 percent of scores on the annual performance report, such school, charter  
5 school, or district shall mail a letter to the parents and guardians of each  
6 student in such school, charter school, or district informing such parents and  
7 guardians:~~

8 ~~(1) That the individual public elementary or secondary school, charter  
9 school, or school district has been determined to be in the bottom five percent  
10 of scores on the annual performance report; and~~

11 ~~(2) What options are available to such students as a result of the  
12 school's, charter school's, or district's current status.~~

13 ~~2. (1) Rules relating to the annual performance report rating shall  
14 require the department of elementary and secondary education to display, in a  
15 clear and easily accessible manner on the department's website, the annual  
16 performance report rating and ranking percentage for each local education  
17 agency and each attendance center within the local education agency, the  
18 accreditation status for each school district, and a list of the bottom five  
19 percent of scores for all schools and for all local education agencies.~~

20 ~~(2) Each local education agency shall display the same information  
21 outlined in subdivision (1) of this subsection for the local education agency  
and each attendance center within the local education agency in a clear and~~

22 ~~easily accessible manner on the local education agency's website. Information~~  
23 ~~required to be posted on websites under this subdivision shall be included in~~  
24 ~~the annual school accountability report card information required under~~  
25 ~~section 160.522.~~

26 ~~3. The requirements to mail a letter under subsection 1 of this section~~  
27 ~~and display information on the local education agency's website under~~  
28 ~~subdivision (2) of subsection 2 of this section shall not apply to any special~~  
29 ~~school district or state-operated school in which all of the students enrolled are~~  
30 ~~students with disabilities.]~~

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