

SENATE AMENDMENT NO. _____

Offered by _____ of _____

Amend SS/SCS/Senate Bill No. 152, Page 1, Section A, Line 5,

2 by inserting after all of said line the following:

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

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

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

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

22 (2) Satisfactory grades on approved examinations in
 23 subjects determined to be necessary to prepare a student to
 24 enter postsecondary education without remedial or
 25 developmental coursework.

26 4. School districts and charter schools may offer a
27 course of study designed to meet the requirements to obtain
28 a show me success diploma to students entering the ninth
29 grade. Students who elect to pursue a show me success
30 diploma shall participate in a course of study designed by
31 the school district to meet the requirements established
32 pursuant to subsection 3 of this section. The show me
33 success diploma shall be available to any such student until
34 the end of that student's twelfth grade year.

35 5. Students who earn a show me success diploma may
36 remain in high school and participate in programs of study
37 available through the school district or charter school
38 until that pupil would otherwise have graduated at the end
39 of grade twelve. For purposes of calculation and
40 distribution of state aid, the school district or charter
41 school of a pupil having earned a show me success diploma
42 who remains enrolled in the school district or charter
43 school shall continue to include the pupil in the pupil
44 enrollment of each such school district or charter school
45 and shall continue to receive funding for a pupil who earns
46 a show me success diploma until that pupil would otherwise
47 have graduated at the end of grade twelve. Students who
48 elect to remain in high school pursuant to this subsection
49 shall be eligible to participate in extracurricular
50 activities, including interscholastic sports, through the
51 end of grade twelve.

52 6. Students who pursue but do not meet the eligibility
53 requirements for a show me success diploma at the end of
54 grade ten or eleven shall receive a customized program of
55 assistance during the next school year that addresses areas
56 in which the student demonstrated deficiencies in the course
57 requirements. Students may choose to return to a

58 traditional academic program without completing the show me
59 success diploma.

60 7. The department of elementary and secondary
61 education shall provide training, guidance, and assistance
62 to teachers and administrators of the schools offering the
63 show me success diploma and shall closely monitor the
64 progress of the schools in the development of the program.

65 8. Pupils who earn a show me success diploma and do
66 not remain enrolled in the district or charter school and
67 instead enroll, or show proof that they will enroll, in a
68 postsecondary educational institution eligible to
69 participate in a student aid program administered by the
70 U.S. Department of Education, shall be included in the
71 district's or charter school's state aid calculation under
72 section 163.031, until such time that the pupil would have
73 completed their twelfth grade year had they not earned a
74 show me success diploma. The funding assigned to a pupil
75 under this subsection shall be calculated as if the
76 student's attendance percentage equaled the district or
77 charter school's prior year average attendance percentage.
78 For a pupil who, as provided in this subsection, is included
79 in the district's or charter school's state aid calculation
80 but who is not enrolled in the district or charter school,
81 an amount equal to ninety percent of the pupil's
82 proportionate share of the state, local, and federal aid
83 that the district or charter school receives for said pupil
84 under this subsection, shall be deposited into an account
85 established under sections 166.400 to 166.455 that lists the
86 pupil as the beneficiary. The state treasurer shall provide
87 guidance and assist school districts, charter schools,
88 pupils, and pupil's parents or guardians with the creation,
89 maintenance, and use of an account that has been established
90 under sections 166.400 to 166.455.

91 9. The department of elementary and secondary
92 education shall promulgate all necessary rules and
93 regulations for the administration of this section. Any
94 rule or portion of a rule, as that term is defined in
95 section 536.010, that is created under the authority
96 delegated in this section shall become effective only if it
97 complies with and is subject to all of the provisions of
98 chapter 536 and, if applicable, section 536.028. This
99 section and chapter 536 are nonseverable and if any of the
100 powers vested with the general assembly pursuant to chapter
101 536 to review, to delay the effective date, or to disapprove
102 and annul a rule are subsequently held unconstitutional,
103 then the grant of rulemaking authority and any rule proposed
104 or adopted after August 28, 2021, shall be invalid and void.

105 161.380. 1. Subject to appropriations, the department
106 of elementary and secondary education shall establish the
107 "Competency-Based Education Grant Program".

108 2. (1) There is hereby created in the state treasury
109 the "Competency-Based Education Grant Program Fund". The
110 fund shall consist of any appropriations to such fund and
111 any gifts, contributions, grants, or bequests received from
112 private or other sources for the purpose of providing
113 competency-based education programs. The state treasurer
114 shall be custodian of the fund. In accordance with sections
115 30.170 and 30.180, the state treasurer may approve
116 disbursements of public moneys in accordance with
117 distribution requirements and procedures developed by the
118 department of elementary and secondary education. The fund
119 shall be a dedicated fund and, upon appropriation, moneys in
120 the fund shall be used solely for the administration of this
121 section.

122 (2) Notwithstanding the provisions of section 33.080
123 to the contrary, any moneys remaining in the fund at the end

124 of the biennium shall not revert to the credit of the
125 general revenue fund.

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

130 3. The department of elementary and secondary
131 education shall award grants from the competency-based
132 education grant program fund to eligible school districts
133 for the purpose of providing competency based education
134 programs. A school district wishing to receive such a grant
135 shall submit an application to the department of elementary
136 and secondary education addressing:

137 (1) A core mission that competency-based education
138 courses shall help achieve;

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

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

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

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

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

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

156 (2) Provides individual learning and assessment
157 options, including through experiential and project-based
158 learning, online or blended learning, additional remedial
159 education time, and accelerated-pace curricula;

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

163 (4) Assesses student proficiency through tasks
164 developed both locally and at the state level, performance
165 of which demonstrate mastery.

166 6. The department of elementary and secondary
167 education shall promulgate all necessary rules and
168 regulations for the administration of this section. Any
169 rule or portion of a rule, as that term is defined in
170 section 536.010, that is created under the authority
171 delegated in this section shall become effective only if it
172 complies with and is subject to all of the provisions of
173 chapter 536 and, if applicable, section 536.028. This
174 section and chapter 536 are nonseverable and if any of the
175 powers vested with the general assembly pursuant to chapter
176 536 to review, to delay the effective date, or to disapprove
177 and annul a rule are subsequently held unconstitutional,
178 then the grant of rulemaking authority and any rule proposed
179 or adopted after August 28, 2021, shall be invalid and void.

180 161.385. 1. There is hereby established the
181 "Competency-Based Education Task Force" to study and develop
182 competency-based education programs in public schools. Task
183 force members shall be chosen to represent the geographic
184 diversity of the state. All task force members shall be
185 appointed before October 31, 2021. The task force members
186 shall be appointed as follows:

187 (1) Two members of the house of representatives
188 appointed by the speaker of the house of representatives;

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

191 (3) The commissioner of the department of elementary
192 and secondary education or his or her designee; and

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

196 2. The members of the task force established under
197 subsection 1 of this section shall elect a chair from among
198 the membership of the task force. The task force shall meet
199 as needed to complete its consideration of its objectives as
200 established in subsections 4 and 5 of this section. Any
201 vacancy on the task force shall be filled in the same manner
202 as the original appointment. Members of the task force
203 shall serve without compensation, but shall be entitled to
204 reimbursement for actual and necessary expenses incurred in
205 the performance of their official duties.

206 3. The department of elementary and secondary
207 education shall provide such legal, research, clerical, and
208 technical services as the task force may require in the
209 performance of its duties.

210 4. The task force shall:

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

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

218 (3) Hold at least three public hearings to provide an
219 opportunity to receive public testimony including, but not
220 limited to, testimony from educators, local school boards,
221 parents, representatives from business and industry, labor

222 and community leaders, members of the general assembly, and
223 the general public;

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

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

229 (b) Provide individual learning and assessment
230 options, including through experiential and project-based
231 learning, online or blended learning, additional remedial
232 education time, and accelerated-pace curricula;

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

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

238 (6) Develop comprehensive graduate profiles which
239 describe meaningful and critical knowledge skills that
240 students should have upon graduation that can be implemented
241 into a diploma designation;

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

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

248 (a) Is consistent with the most effective competency-
249 based education programs identified by the task force
250 pursuant to subdivision (3) of this subsection;

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

254 (c) Complies with all applicable federal law,
255 including 20 U.S.C. Section 6311(b)(1)(B). To the extent
256 that implementing a competency-based performance assessment
257 would require the department of elementary and secondary
258 education to obtain innovative assessment and accountability
259 demonstration authority under 20 U.S.C. Section 6364, the
260 task force shall develop findings and recommendations for
261 obtaining such authority.

262 5. The task force shall present its findings and
263 recommendations to the speaker of the house of
264 representatives, the president pro tempore of the senate,
265 the joint committee on education, and the state board of
266 education by December first annually."; and

267 Further amend said bill, page 3, section 162.720, line
268 65, by inserting after all of said line the following:

269 "162.1255. 1. For purposes of this section, the
270 following terms shall mean:

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

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

280 2. School districts and charter schools shall receive
281 state school funding under sections 163.031, 163.043,
282 163.044, and 163.087 for resident pupils enrolled in the
283 school district or charter school and taking competency-
284 based courses offered by the school district.

285 3. For purposes of calculation and distribution of
286 state aid under section 163.031, attendance of a student

287 enrolled in a district's or charter school's competency-
288 based courses shall equal, upon course completion, the
289 product of the district or charter school's prior year
290 average attendance percentage multiplied by the total number
291 of attendance hours normally allocable to a noncompetency-
292 based course of equal credit value."; and

293 Further amend the title and enacting clause accordingly.