SENATE AMENDMENT NO.

Offered by	Of	
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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.

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         4. School districts and charter schools may offer a
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    course of study designed to meet the requirements to obtain
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    a show me success diploma to students entering the ninth
    grade. Students who elect to pursue a show me success
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    diploma shall participate in a course of study designed by
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    the school district to meet the requirements established
    pursuant to subsection 3 of this section. The show me
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    success diploma shall be available to any such student until
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    the end of that student's twelfth grade year.
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         5. Students who earn a show me success diploma may
    remain in high school and participate in programs of study
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    available through the school district or charter school
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    until that pupil would otherwise have graduated at the end
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    of grade twelve. For purposes of calculation and
    distribution of state aid, the school district or charter
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    school of a pupil having earned a show me success diploma
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    who remains enrolled in the school district or charter
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    school shall continue to include the pupil in the pupil
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    enrollment of each such school district or charter school
    and shall continue to receive funding for a pupil who earns
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    a show me success diploma until that pupil would otherwise
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    have graduated at the end of grade twelve. Students who
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    elect to remain in high school pursuant to this subsection
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    shall be eligible to participate in extracurricular
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    activities, including interscholastic sports, through the
    end of grade twelve.
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         6. Students who pursue but do not meet the eligibility
    requirements for a show me success diploma at the end of
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    grade ten or eleven shall receive a customized program of
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    assistance during the next school year that addresses areas
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    in which the student demonstrated deficiencies in the course
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    requirements. Students may choose to return to a
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    traditional academic program without completing the show me
    success diploma.
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         7. The department of elementary and secondary
    education shall provide training, guidance, and assistance
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    to teachers and administrators of the schools offering the
    show me success diploma and shall closely monitor the
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    progress of the schools in the development of the program.
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         8. Pupils who earn a show me success diploma and do
    not remain enrolled in the district or charter school and
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    instead enroll, or show proof that they will enroll, in a
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    postsecondary educational institution eligible to
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    participate in a student aid program administered by the
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    U.S. Department of Education, shall be included in the
    district's or charter school's state aid calculation under
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    section 163.031, until such time that the pupil would have
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    completed their twelfth grade year had they not earned a
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    show me success diploma. The funding assigned to a pupil
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    under this subsection shall be calculated as if the
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    student's attendance percentage equaled the district or
    charter school's prior year average attendance percentage.
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    For a pupil who, as provided in this subsection, is included
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    in the district's or charter school's state aid calculation
    but who is not enrolled in the district or charter school,
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    an amount equal to ninety percent of the pupil's
    proportionate share of the state, local, and federal aid
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    that the district or charter school receives for said pupil
    under this subsection, shall be deposited into an account
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    established under sections 166.400 to 166.455 that lists the
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    pupil as the beneficiary. The state treasurer shall provide
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    guidance and assist school districts, charter schools,
    pupils, and pupil's parents or quardians with the creation,
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    maintenance, and use of an account that has been established
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under sections 166.400 to 166.455.

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          9. The department of elementary and secondary
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     education shall promulgate all necessary rules and
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     regulations for the administration of this section. Any
     rule or portion of a rule, as that term is defined in
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     section 536.010, that is created under the authority
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     delegated in this section shall become effective only if it
     complies with and is subject to all of the provisions of
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     chapter 536 and, if applicable, section 536.028. This
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     section and chapter 536 are nonseverable and if any of the
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     powers vested with the general assembly pursuant to chapter
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     536 to review, to delay the effective date, or to disapprove
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     and annul a rule are subsequently held unconstitutional,
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     then the grant of rulemaking authority and any rule proposed
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     or adopted after August 28, 2021, shall be invalid and void.
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          161.380. 1. Subject to appropriations, the department
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     of elementary and secondary education shall establish the
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     "Competency-Based Education Grant Program".
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          2. (1)
                   There is hereby created in the state treasury
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     the "Competency-Based Education Grant Program Fund".
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     fund shall consist of any appropriations to such fund and
     any gifts, contributions, grants, or bequests received from
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     private or other sources for the purpose of providing
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     competency-based education programs. The state treasurer
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     shall be custodian of the fund. In accordance with sections
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     30.170 and 30.180, the state treasurer may approve
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     disbursements of public moneys in accordance with
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     distribution requirements and procedures developed by the
     department of elementary and secondary education. The fund
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     shall be a dedicated fund and, upon appropriation, moneys in
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     the fund shall be used solely for the administration of this
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     section.
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               Notwithstanding the provisions of section 33.080
          (2)
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     to the contrary, any moneys remaining in the fund at the end
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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	<pre>based education program" means an educational program that:</pre>
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

limited to, testimony from educators, local school boards,

parents, representatives from business and industry, labor

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and community leaders, members of the general assembly, and	
the general public;	
(4) Identify promising competency-based education	
programs, including programs that:	
(a) Afford students flexibility to progress and earn	
course credit upon demonstration of mastery, including	
through early high school graduation;	
(b) Provide individual learning and assessment	
options, including through experiential and project-based	
learning, online or blended learning, additional remedial	
education time, and accelerated-pace curricula;	
(c) Assess student proficiency through tasks developed	þ
both locally and at the state level, performance of which	
demonstrate mastery;	
(5) Identify obstacles to implementing competency-	
based education programs in Missouri public schools;	
(6) Develop comprehensive graduate profiles which	
describe meaningful and critical knowledge skills that	
students should have upon graduation that can be implemented	<u>k</u>
into a diploma designation;	
(7) Develop findings and recommendations for	
implementing competency-based education models and practices	3
in Missouri public schools, including recommending changes	
to existing legislation, rules, and regulations;	
(8) Develop findings and recommendations for	
implementing a competency-based performance assessment that:	<u>:</u>
(a) Is consistent with the most effective competency-	
based education programs identified by the task force	
pursuant to subdivision (3) of this subsection;	
(b) Assesses students based on both locally-developed	_
and common statewide performance tasks tied to grade and	
course competencies aligned with state content standards; an	ıc.

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          (c) Complies with all applicable federal law,
     including 20 U.S.C. Section 6311(b)(1)(B). To the extent
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     that implementing a competency-based performance assessment
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     would require the department of elementary and secondary
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     education to obtain innovative assessment and accountability
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     demonstration authority under 20 U.S.C. Section 6364, the
     task force shall develop findings and recommendations for
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     obtaining such authority.
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          5. The task force shall present its findings and
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     recommendations to the speaker of the house of
     representatives, the president pro tempore of the senate,
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     the joint committee on education, and the state board of
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     education by December first annually."; and
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          Further amend said bill, page 3, section 162.720, line
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     65, by inserting after all of said line the following:
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          "162.1255. 1. For purposes of this section, the
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     following terms shall mean:
               "Competency-based credit", credit awarded by
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          (1)
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     school districts and charter schools to high school students
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     upon demonstration of competency as determined by a school
     district. Such credit shall be awarded upon receipt of
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     "proficient" or "advanced" on an end-of-course assessment;
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               "Prior year average attendance percentage", the
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     quotient of the district or charter school's prior year
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     average daily attendance divided by the district or charter
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     school's prior year average yearly enrollment.
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          2. School districts and charter schools shall receive
     state school funding under sections 163.031, 163.043,
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     163.044, and 163.087 for resident pupils enrolled in the
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     school district or charter school and taking competency-
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     based courses offered by the school district.
          3. For purposes of calculation and distribution of
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state aid under section 163.031, attendance of a student

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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.