To amend chapters 160 and 161, RSMo, by adding thereto two new sections relating to alternative pathways to graduation for high school students.

Section A. Chapters 160 and 161, RSMo, are amended by adding thereto two new sections, to be known as sections 160.560 and 161.385, to read as follows:

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

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

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

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

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

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

5. Students who earn a show me success diploma may
remain in high school and participate in programs of study
available through the school district or charter school
until that pupil would otherwise have graduated at the end
of grade twelve. For purposes of calculation and
distribution of state aid, the school district or charter
school of a pupil having earned a show me success diploma
who remains enrolled in the school district or charter
school shall continue to include the pupil in the pupil
enrollment of each such school district or charter school
and shall continue to receive funding for a pupil who earns
a show me success diploma until that pupil would otherwise
have graduated at the end of grade twelve. Students who
elect to remain in high school pursuant to this subsection
shall be eligible to participate in extracurricular
activities, including interscholastic sports, through the
end of grade twelve.
6. Students who pursue but do not meet the eligibility requirements for a show me success diploma at the end of grade ten or eleven shall receive a customized program of assistance during the next school year that addresses areas in which the student demonstrated deficiencies in the course requirements. Students may choose to return to a traditional academic program without completing the show me success diploma.

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

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

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

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

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

(2) Two members of the senate appointed by the president pro tempore of the senate;
(3) The commissioner of the department of elementary and secondary education or his or her designee; and

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

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

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

4. The task force shall:

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

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

   (3) Hold at least three public hearings to provide an opportunity to receive public testimony including, but not limited to, testimony from educators, local school boards, parents, representatives from business and industry, labor
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 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 into a diploma designation;

(7) Develop findings and recommendations for implementing competency-based education models and practices 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:

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

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