

FIRST REGULAR SESSION
HOUSE COMMITTEE SUBSTITUTE FOR
HOUSE BILL NO. 49
102ND GENERAL ASSEMBLY

0585H.03C

DANA RADEMAN MILLER, Chief Clerk

AN ACT

To repeal sections 160.518, 160.522, 161.092, 161.1090, and 161.1095, RSMo, and to enact in lieu thereof six new sections relating to the statewide assessment system.

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

Section A. Sections 160.518, 160.522, 161.092, 161.1090, and 161.1095, RSMo, are
2 repealed and six new sections enacted in lieu thereof, to be known as sections 160.518,
3 160.522, 160.523, 161.092, 161.1090, and 161.1095, to read as follows:

160.518. 1. **For school years ending before July 1, 2025**, 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

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.

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. The statewide assessment system shall only permit the academic performance of~~
20 ~~students in each school in the state to be tracked against prior academic performance in the~~
21 ~~same school.~~

22 ~~3. The state board of education shall suggest, but not mandate, criteria for a school to~~
23 ~~demonstrate that its students learn the knowledge, skills and competencies at exemplary~~
24 ~~levels worthy of imitation by students in other schools in the state and nation. Exemplary~~
25 ~~levels shall be measured by the statewide assessment system developed pursuant to~~
26 ~~subsection 1 of this section, or until said statewide assessment system is available, by~~
27 ~~indicators approved for such use by the state board of education. The provisions of other law~~
28 ~~to the contrary notwithstanding, the commissioner of education may, upon request of the~~
29 ~~school district, present a plan for the waiver of rules and regulations to any such school, to be~~
30 ~~known as "Outstanding Schools Waivers", consistent with the provisions of subsection 4 of~~
31 ~~this section.~~

32 ~~4. For any school that meets the criteria established by the state board of education for~~
33 ~~three successive school years pursuant to the provisions of subsection 3 of this section, by~~
34 ~~August first following the third such school year, the commissioner of education shall present~~
35 ~~a plan to the superintendent of the school district in which such school is located for the~~
36 ~~waiver of rules and regulations to promote flexibility in the operations of the school and to~~
37 ~~enhance and encourage efficiency in the delivery of instructional services. The provisions of~~
38 ~~other law to the contrary notwithstanding, the plan presented to the superintendent shall~~
39 ~~provide a summary waiver, with no conditions, for the pupil testing requirements pursuant to~~
40 ~~section 160.257, in the school. Further, the provisions of other law to the contrary~~
41 ~~notwithstanding, the plan shall detail a means for the waiver of requirements otherwise~~
42 ~~imposed on the school related to the authority of the state board of education to classify~~
43 ~~school districts pursuant to subdivision (9) of section 161.092 and such other rules and~~
44 ~~regulations as determined by the commissioner of education, excepting such waivers shall be~~
45 ~~confined to the school and not other schools in the district unless such other schools meet the~~
46 ~~criteria established by the state board of education consistent with subsection 3 of this section~~
47 ~~and the waivers shall not include the requirements contained in this section and section~~
48 ~~160.514. Any waiver provided to any school as outlined in this subsection shall be void on~~
49 ~~June thirtieth of any school year in which the school fails to meet the criteria established by~~
50 ~~the state board of education consistent with subsection 3 of this section.~~

51 ~~5. The score on any assessment test developed pursuant to this section or this chapter~~
52 ~~of any student for whom English is a second language shall not be counted until such time as~~

53 ~~such student has been educated for three full school years in a school in this state, or in any~~
54 ~~other state, in which English is the primary language.]~~

55 **2. For the 2025-26 school year and subsequent school years, the state board of**
56 **education shall select an available existing statewide assessment that satisfies the pupil**
57 **testing mandates in effect for each school year under the federal Every Student**
58 **Succeeds Act, as amended.**

59 **3. The assessment shall:**

60 **(1) Be student centered;**

61 **(2) Use assessments across each school year in the subjects and grade levels**
62 **tested;**

63 **(3) Support teaching, learning, and program improvement;**

64 **(4) Build a summative profile of student learning and proficiency;**

65 **(5) Be aligned to state standards;**

66 **(6) Adapt within, above, and below grade level to reveal student learning level;**

67 **(7) Show student skill evolution;**

68 **(8) Provide an opportunity for all students to be challenged;**

69 **(9) Provide access to national norms;**

70 **(10) Measure growth during and across years;**

71 **(11) Assess student performance relative to grade level; and**

72 **(12) Provide multiple opportunities for students to show proficiency.**

73 **4. Except as otherwise provided in this section or section 160.522, results from**
74 **assessments created under subsection 3 of this section shall be used only for the purpose**
75 **of compliance with the requirements of such federal Every Student Succeeds Act and**
76 **for no other purpose. As permitted by federal law, the state board of education shall**
77 **ensure that standardized assessments are administered to the minimum extent**
78 **practicable and reduce instructional time to the minimum extent practicable while**
79 **appropriately and effectively assessing the academic achievement of students.**

80 **5. (1) To the extent and as required by federal law, the state board of education**
81 **shall create a single statewide accountability system for all public schools and charter**
82 **schools to improve student academic achievement and school success.**

83 **(2) The accountability system shall annually measure the following five**
84 **indicators of student performance:**

85 **(a) Academic achievement;**

86 **(b) Academic progress for elementary schools;**

87 **(c) Graduation rate for high schools;**

88 **(d) Progress in achieving English language proficiency; and**

89 **(e) School quality or student success.**

90 **(3) The academic achievement indicator for high schools and the academic**
91 **progress indicator for elementary schools shall include a growth component. The**
92 **accountability system shall assign much greater weight to the total of the other**
93 **indicators than to the indicator for school quality or student success.**

94 **(4) The accountability system shall create an annual meaningful differentiation**
95 **of all public schools and charter schools into four levels. The overall levels shall specify**
96 **whether annual school performance is considered "Excellent", "Good", "Satisfactory",**
97 **or "Needs Improvement". Schools identified as "Needs Improvement" shall comprise**
98 **those schools determined under the accountability system to meet the federal criteria for**
99 **comprehensive support and improvement schools or targeted support and improvement**
100 **schools. The accountability system shall also specify annual school performance for**
101 **school districts and charter school local education agencies using the same four levels**
102 **applicable to schools.**

103 **(5) For each applicable indicator, the accountability system shall identify**
104 **whether the school is considered to be "Progress Needed", "On-Track", or "Exceeding**
105 **Expectations".**

106 **6. There is hereby established within the department of elementary and**
107 **secondary education the "Office of School Support and Technical Assistance". The**
108 **office shall maintain staff with expertise in supporting school improvement plans,**
109 **programs, and proven measures that help improve struggling students and schools in all**
110 **areas of the state. Subject to appropriation, the office shall support and help implement**
111 **school turnaround measures under sections 161.1080 to 161.1130 for schools identified**
112 **as "Needs Improvement" under the accountability system.**

113 **7. (1) School districts and charter schools may create local assessment systems**
114 **in conjunction with teachers, administrators, students, parents, and the community to**
115 **reflect a complete picture of student learning. The local assessments shall be reflective**
116 **of statewide academic standards and connected to a rich curriculum and shall evaluate**
117 **student learning accordingly.**

118 **(2) School districts and charter schools may create local assessments and**
119 **assessment systems that are:**

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

122 **(b) Related to curriculum taught in the school;**

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

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

127 (e) Available for demonstration and community inspection.

128 (3) Local assessments and assessment systems shall be developed by teachers and
129 school administrators working individually, in grade teams, in discipline teams, and
130 including the community, parents, and students. School districts and charter schools
131 shall make efforts to support communities of practice and provide the time and
132 resources necessary to create such assessments.

133 (4) School districts and charter schools may create multiple school quality
134 indicators aligned to core areas of school quality and function and appropriate measures
135 for each indicator.

136 (5) Local assessments, local assessment systems, and local school quality
137 indicators may be submitted to the department for review, comment, and approval. The
138 department shall, by rule, establish a process for such review and approval. The
139 department shall identify a minimum of five assessment options that school districts and
140 charter schools may use that are aligned to state standards and the approved
141 assessments, collectively, shall span at least all core subject areas and may apply to other
142 subject areas.

143 (6) A local assessment, local assessment system, or local school quality indicator
144 submitted to and approved by the department may be used by any school district and
145 charter school and results may be added to the data dashboard for the school district
146 and charter school.

147 ~~[6.]~~ 8. The state board of education shall identify or, if necessary, establish one or
148 more developmentally appropriate alternate assessments for students who receive special
149 educational services, as that term is defined pursuant to section 162.675. In the development
150 of such alternate assessments, the state board shall establish an advisory panel consisting of a
151 majority of active special education teachers residing in Missouri and other education
152 professionals as appropriate to research available assessment options. The advisory panel
153 shall attempt to identify preexisting developmentally appropriate alternate assessments but
154 shall, if necessary, develop alternate assessments and recommend one or more alternate
155 assessments for adoption by the state board. The state board shall consider the
156 recommendations of the advisory council in establishing such alternate assessment or
157 assessments. Any student who receives special educational services, as that term is defined
158 pursuant to section 162.675, shall be assessed by an alternate assessment established pursuant
159 to this subsection upon a determination by the student's individualized education program
160 team that such alternate assessment is more appropriate to assess the student's knowledge,
161 skills and competencies than the assessment developed pursuant to subsection 1 of this
162 section. The alternate assessment shall evaluate the student's independent living skills, which
163 include how effectively the student addresses common life demands and how well the student

164 meets standards for personal independence expected for someone in the student's age group,
165 sociocultural background, and community setting.

166 [7-] 9. The state board of education shall also develop recommendations regarding
167 alternate assessments for any military dependent who relocates to Missouri after the
168 commencement of a school term, in order to accommodate such student while ensuring that
169 ~~he or she~~ **such student** is proficient in the knowledge, skills, and competencies adopted
170 under section 160.514.

160.522. 1. (1) The department of elementary and secondary education shall
2 produce or cause to be produced, at least annually, a school accountability report card for each
3 public school district, each public school building in a school district, ~~and~~ each charter
4 school ~~in the state~~, **and each virtual school authorized under section 161.670**. The report
5 card shall be designed to satisfy state and federal requirements for the disclosure of statistics
6 about students, staff, finances, academic achievement, and other indicators. The purpose of
7 the report card shall be to provide **convenient and understandable access to federal, state,**
8 **and local** educational statistics and accountability information for parents, taxpayers, school
9 personnel, legislators, and the print and broadcast news media in a standardized, easily
10 accessible form.

11 (2) (a) **Beginning in the 2023-24 school year, the school accountability report**
12 **card shall be established and maintained in the form of an accountability dashboard for**
13 **all public schools, charter schools, and local educational agencies. Such dashboard shall**
14 **be maintained on the department's website and reachable by a clearly labeled link on**
15 **the website home page.**

16 (b) **The department of elementary and secondary education shall include local**
17 **assessments, local assessment system results, and local school quality indicators on the**
18 **dashboard.**

19 2. The department of elementary and secondary education shall develop a standard
20 form for the school accountability ~~report card~~ **dashboard**. The information reported shall
21 include, but not be limited to, the ~~district's~~ **following information reported by each school**
22 **district, charter school, or virtual school:**

23 (1) **The most recent accreditation rating**~~[-]~~;

24 (2) **Accountability system measurements under section 160.518, as applicable,**
25 **including, but not limited to, academic achievement indicators and academic progress**
26 **indicators, which shall contain at least the following:**

27 (a) **The overall level for the public school district, public school, or charter**
28 **school displayed in the most prominent position at the top of the dashboard; and**

29 (b) **The "Progress Needed", "On-Track", or "Exceeding Expectations"**
30 **indication for each specific category considered in the calculation of the overall**

31 **performance rating including, but not limited to, the following five indicators of student**
32 **performance:**

33 **a. Academic achievement;**

34 **b. Academic progress for elementary schools;**

35 **c. Graduation rate for high schools;**

36 **d. Progress in achieving English language proficiency; and**

37 **e. School quality or student success;**

38 **(3) Enrollment**[5];

39 **(4) Rates of pupil attendance**[5];

40 **(5) High school dropout rate and graduation rate**[5];

41 **(6) The number and rate of suspensions of ten days or longer and expulsions of pupils**
42 **[5];**

43 **(7) The ~~district~~ ratio of students to administrators and students to classroom **or****
44 **virtual teachers**[5];

45 **(8) The average years of experience of professional staff and advanced degrees**
46 **earned**[5];

47 **(9) Student achievement, growth, and other indicators** as measured through the
48 **statewide and local assessment ~~system~~ systems** developed pursuant to section 160.518 **by**
49 **each school district, charter school, or virtual school, as applicable;**

50 **(10) Student scores on the ACT, along with the percentage of graduates taking the test**
51 **[5];**

52 **(11) Average teachers' and administrators' salaries compared to the state averages**[5];

53 **(12) Average per-pupil current expenditures for the district, **charter school, or****
54 **virtual school** as a whole and by attendance center as reported to the department of
55 elementary and secondary education[5];

56 **(13) The adjusted tax rate of the district, **charter school, or virtual school;****

57 **(14) The assessed valuation of the district**[~~percent~~];

58 **(15) The percentage of the district, **charter school, or virtual school** operating**
59 **budget received from state, federal, and local sources**[~~the percent~~];

60 **(16) The percentage of students eligible for free or reduced-price lunch**[5];

61 **(17) Data on the ~~percent~~ percentage of students continuing their education in**
62 **postsecondary programs**[5];

63 **(18) Information about the job placement rate for students who complete district,**
64 **charter school, or virtual school vocational education programs**[5];

65 **(19) Whether the school district, **charter school, or virtual school** currently has a**
66 **state-approved gifted education program**[~~and~~];

67 **(20)** The percentage and number of students who are currently being served in the
68 district's, **charter school's, or virtual school's** state-approved gifted education program; **and**

69 **(21) Grade-level equivalence data and performance-level descriptors as**
70 **provided under section 160.523.**

71 3. The report card shall permit the disclosure of data on a school-by-school basis, but
72 the reporting shall not be personally identifiable to any student or education professional in
73 the state.

74 4. ~~[The report card shall identify each school or attendance center that has been~~
75 ~~identified as a priority school under sections 160.720 and 161.092.]~~ The ~~[report also]~~
76 **dashboard** shall identify attendance centers that have been categorized under federal law as
77 needing improvement or requiring specific school improvement strategies **and as required**
78 **under section 160.518.**

79 5. The ~~[report card]~~ **dashboard** shall not limit or discourage other methods of public
80 reporting and accountability by local school districts **and charter schools**. Districts **and**
81 **charter schools** shall provide information included in the ~~[report card]~~ **dashboard** to parents,
82 community members, **and** the print and broadcast news media~~[-and legislators]~~ by December
83 first annually or as soon thereafter as the information is available to the district **or charter**
84 **school**, giving preference to methods that incorporate the reporting into substantive official
85 communications such as student report cards. The school district **or charter school** shall
86 provide a printed ~~[copy]~~ **summary** of the district-level or school-level ~~[report card]~~
87 **dashboard** to any patron upon request and shall make reasonable efforts to supply businesses
88 such as, but not limited to, real estate and employment firms with copies or other information
89 about the reports so that parents and businesses from outside the district who may be
90 contemplating relocation have access.

91 6. For purposes of completing and distributing the annual ~~[report card]~~ **dashboard**
92 **summary** as prescribed in this section, a school district may include the data from a charter
93 school located within such school district, provided the local board of education or special
94 administrative board for such district and the charter school reach mutual agreement for the
95 inclusion of the data from the charter schools ~~[and the terms of such agreement are approved~~
96 ~~by the state board of education]~~. The charter school shall not be required to be a part of the
97 local educational agency of such school district and may maintain a separate local educational
98 agency status.

160.523. 1. As used in this section, the following terms mean:

2 **(1) "Department", the department of elementary and secondary education;**

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

5 (3) "Parent", a parent, guardian, or other person having control or custody of a
6 student.

7 2. Grade-level equivalence, as developed and used under this section, shall
8 consist of a student's knowledge of academic subjects by grade level and performance-
9 level descriptors indicating whether such student is ready for the next grade, course, or
10 level of education.

11 3. The department shall establish panels to review and revise the performance-
12 level descriptors for each academic subject and grade level. Such performance-level
13 descriptors shall consist of the following:

14 (1) Advanced, which shall indicate that such student:

15 (a) Demonstrates superior performance on challenging grade-level subject
16 matter;

17 (b) Is above such student's current grade or level of education; and

18 (c) Is ready for, at a minimum, the next grade, course, or level of education;

19 (2) Proficient, which shall indicate that such student:

20 (a) Demonstrates mastery over all appropriate grade-level standards and has
21 introductory-level knowledge for the next grade, course, or level of education;

22 (b) May be above such student's current grade or level of education in some
23 areas; and

24 (c) Is ready for the next grade, course, or level of education;

25 (3) Grade level, which shall indicate that such student:

26 (a) Demonstrates mastery over appropriate grade-level subject matter;

27 (b) Is at such student's current grade or level of education; and

28 (c) May be ready, with appropriate reinforcement, for the next grade, course, or
29 level of education;

30 (4) Basic, which shall indicate that such student:

31 (a) Demonstrates partial mastery of the essential knowledge and skills
32 appropriate to such student's grade, course, or level of education;

33 (b) May not be at such student's current grade or level of education; and

34 (c) May not be ready, without appropriate remediation, for the next grade,
35 course, or level of education; and

36 (5) Below basic, which shall indicate that such student:

37 (a) Has failed to perform, at a minimum, at the limited knowledge level
38 necessary for such student's grade, course, or level of education;

39 (b) Is not at such student's current grade or level of education; and

40 (c) Has been determined to be at the specific lower grade or level of education
41 measured by and listed in such student's statewide assessment score.

42 **4. Such grade-level equivalence shall be determined at the same time each**
43 **student's academic performance is measured by the statewide assessment system**
44 **developed under section 160.518.**

45 **5. Such grade-level equivalence shall be provided at the same time such student's**
46 **statewide assessment score is reported to such student or such student's parent.**

47 **6. No data related to grade-level equivalence shall be disclosed in any form that**
48 **allows the personal identification of any student to any individual or entity, except such**
49 **student or such student's parent.**

50 **7. For the 2024-25 school year and all subsequent school years, the school**
51 **accountability report card under section 160.522 shall include information about each**
52 **school district's and charter school's grade-level equivalence as follows:**

53 **(1) Such grade-level equivalence shall be determined at the same time each**
54 **student's academic performance is measured by the statewide assessment system**
55 **developed under section 160.518;**

56 **(2) Such grade-level equivalence shall be provided at the same time such**
57 **student's statewide assessment score is reported to such student or such student's**
58 **parent;**

59 **(3) Data related to grade-level equivalence shall be searchable on a building-by-**
60 **building, school-by-school, district-by-district, and statewide basis in the department's**
61 **electronic school accountability report card;**

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

65 **(5) No data related to grade-level equivalence shall be disclosed in any form that**
66 **allows the personal identification of any student to any individual or entity except such**
67 **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 suitable for use by officials in reporting the information required
20 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 school years ending before July 1, 2026,** classify the public schools of
29 the state, subject to limitations provided by law and subdivision (14) of this section, establish
30 requirements for the schools of each class, and formulate rules governing the inspection and
31 accreditation of schools preparatory to classification, with such requirements taking effect not
32 less than two years from the date of adoption of the proposed rule by the state board of
33 education, provided that this condition shall not apply to any requirement for which a time
34 line for adoption is mandated in either federal or state law~~[-Such rules shall include a process
35 to allow any district that is accredited without provision that does not meet the state board's
36 promulgated criteria for a classification designation of accredited with distinction to propose
37 alternative criteria to the state board to be classified as accredited with distinction];~~

38 **(b) Before July 1, 2024, the state board shall identify and recognize a minimum
39 of two national school accreditation agencies from which any district may seek to obtain
40 accreditation; and**

41 **(c) For the 2026-27 school year and subsequent school years, the state board
42 shall specify that any district with current accreditation from at least one of the
43 identified national school accreditation agencies shall be considered to have full
44 accreditation status without provision for all purposes of law and rule;**

45 (10) Make an annual report on or before the first Wednesday after the first day of
46 January to the general assembly or, when it is not in session, to the governor for publication

47 and transmission to the general assembly. The report shall be for the last preceding school
48 year, and shall include:

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

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

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

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

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

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

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

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

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

79 (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 a school shall be required~~
14 ~~to meet in order to exit the school turnaround program based on the same outcome-based~~
15 ~~measure that was used to designate the school as in need of intervention.~~

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

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

20 3. **A school may exit the school turnaround program based on no longer being**
21 **designated by the state accountability system under section 160.518 as either a**
22 **comprehensive support and improvement school or a targeted support and**
23 **improvement school.**

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 not 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.

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