Rules of
Department of Elementary and Secondary Education
Division 50—Division of School Improvement
Chapter 340—School Improvement and Accountability

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5 CSR 50-340.010 Classification and Accreditation of Public School Districts

(Rescinded August 30, 2000)


There is no Missouri statute or rule of the State Board of Education requiring students to take “mass showers” or requiring teachers to include sex education in the curriculum of kindergarten through sixth grade.


As regards the University of Missouri and its branches, Lincoln University and the five state colleges, that—1. Under the constitution and statutes of Missouri a graduate of an accredited high school does not have an absolute right to be admitted. 2. The governing boards of these institutions have the authority to set through rules admissions requirements which are reasonable and not arbitrary. 3. The provisions of neither Article IX, section 1(a), Missouri Constitution of 1945, nor section 160.090(2), RSMo 1959 (1959) prevent the governing boards of these institutions from adopting reasonable and nonarbitrary admission requirements.


PURPOSE: This rule authorizes public school districts for acceptance of high school credit for military service credit.


5 CSR 50-340.019 Military Science Credit

PURPOSE: This rule establishes guidelines for public school districts for the operation of a Junior Reserve Officer Training Corps program.

5 CSR 50-340.020 Instruction for Prekindergarten

PURPOSE: This rule authorizes public schools to provide for the gratuitous education of pupils in prekindergarten.

(1) A public school district may provide for the gratuitous education of pupils in prekindergarten. The gratuitous education, however, shall be provided only out of revenues which are not derived from state aid for the kindergarten through twelve (K–12) program and only with revenues which are not required for establishing and maintaining free public schools for the gratuitous instruction of persons between the ages of five and twenty (5–20) years.

(2) Transportation may be provided at district expense for prekindergarten pupils on the same basis as for pupils in kindergarten through grade twelve (K–12), provided no state funds are used.


5 CSR 50-340.021 Applied Music Credit

PURPOSE: This rule provides guidelines for approving high school credit for instruction given by approved private music teachers.

(1) Teachers desiring to be approved to give private music instruction for high school credit must secure a Teacher's High School Permit in Applied Music from the Department of Elementary and Secondary Education (DESE) and the local superintendent or high school principal.

(2) Students must take a final examination under an examiner approved by the DESE and the applied music board. Credit may be granted in the various fields of applied music as follows: piano, one-half to two (1/2–2) units; violin, one-half to two (1/2–2) units; cello, one-half to two (1/2–2) units; viola, one-half to two (1/2–2) units; and voice, one-half to one and one-half (1/2–1 1/2) units.


5 CSR 50-340.030 Standards for Missouri School Library Media Centers

PURPOSE: The Division of School Improvement in the Department of Elementary and Secondary Education provides guidelines for public school districts, media, and school library media centers.

(1) The Standards for Missouri School Library Media Centers establish guidelines for a variety of print and nonprint resources needed to support the teaching and learning of staff and students. The standards also recommend facility space and expenditures per pupil to maintain and operate library media centers.


5 CSR 50-340.050 Policies and Standards for Summer School Programs

PURPOSE: This rule establishes policies and standards for public school districts and charter schools which choose to conduct summer school programs that will qualify for state aid in accordance with Chapter 163, RSMo.

(1) Summer school programs may be held any time between the close of the regular school term and the beginning of the next regular term and must be approved by the local school board. School districts with a “year-round” regular term schedule may conduct an approved component of summer school during the breaks in the regular term. A summer school program shall consist of a planned schedule of course offerings for resident students at the elementary or high school level. An approved summer school program for students without disabilities must be in session for at least one hundred twenty (120) clock hours. Summer school programs for students with disabilities must be in session for at least sixty (60) clock hours depending upon the hours needed to comply with the Individualized Education Program (IEP).

(2) A school board may authorize the operation of summer school programs at the elementary or high school level, or both. Each approved summer school program shall have at least the required minimum clock hours of instruction. An elementary summer school program may include any combination of grades kindergarten through eight (K–8). A high school summer school program may include any combination of grades seven through twelve (7–12). A school district or charter school may operate one (1) or more summer school programs at any level. Each summer school program that is operated separately with different opening and closing dates must meet the minimum clock hours of instruction requirements. A variety of classes may be offered at either the elementary or secondary level which meet state guidelines and whose total hours of instruction equal at least one hundred twenty (120) clock hours. A second method of meeting the clock hour requirement is to offer a variety of classes at the elementary and secondary level whose combined hours total at least one hundred twenty (120). This method is commonly referred to as “stacking.” Under the “stacking” method, typically sixty (60) hours of instruction are offered at the elementary level with sixty (60) hours of instruction offered at the secondary level for a combined total of one hundred twenty (120) clock hours. The clock hours of regular summer school classes may be combined with the clock hours of special education extended school year programs to reach the one hundred twenty (120)-clock hour requirement. No individual course or
segment of an approved summer school program, other than special education programs, may consist of less than thirty (30) clock hours of classroom instruction. Minimum time requirements exclude break time and lunch time. School districts with "year-round" regular term schedules may include instructional hours offered in a structured summer school program held during breaks in the regular term.

(A) Examples of acceptable combinations are as follows:

1. Sixty (60) hours in grades kindergarten through six (K–6) or kindergarten through eight (K–8) plus sixty (60) hours in grades seven through eight (7–8) or nine through twelve (9–12) in an approved summer school;

2. Sixty (60) hours in a special education extended school year program plus sixty (60) hours in grades kindergarten through eight (K–8) or nine through twelve (9–12) in an approved summer school;

3. Thirty (30) hours in grades kindergarten through six (K–6) plus thirty (30) hours in grades seven through eight (7–8) plus sixty (60) hours in grades nine through twelve (9–12) in an approved summer school; or

4. Sixty (60) hours in grades kindergarten through eight (K–8) offered during breaks in the regular term plus sixty (60) hours in grades nine through twelve (9–12) offered during breaks in the regular term for school districts with year-round regular term schedules.

(B) Title I summer school hours may not be used in the "stacking" method. The district or charter school must demonstrate compliance with the supplement not supplant requirement before federal programs funds may be used for summer services. Prior to obligating federal funds for summer services, the district must complete a Federal Program Proposed Summer School Plan.

(3) The curriculum in an approved summer school program at any level must include one (1) or more of the following academic areas as the major portion of the clock hours of instruction in the program: elementary school—language arts, mathematics, science, social studies; and high school—language arts, mathematics, science, social studies, practical arts.

(A) Any course which may be offered in the regular school term may be approved as part of the summer school with the exception of physical education hours that do not count as credit toward graduation for students in grades nine (9), ten (10), eleven (11) and twelve (12). Special approval must be requested for summer school courses that would require special approval during the regular term.

(B) The following are examples of courses which may be approved as part of the summer school program but must be in addition to, and not in place of, the academic areas: driver education, art, crafts, physical education and music.

(C) Activities such as gymnastics, weight lifting, tennis and swimming lessons conducted under the sponsorship of the school cannot be included as part of the approved summer school program unless they are an integral part of a comprehensive physical education course which is part of the scheduled clock hours of instruction in the approved summer school program.

(D) Activities such as recreation programs, athletic practices, isolated music rehearsals and isolated band practices may be offered by the school but shall not be included as part of the clock hours of instruction in an approved summer school program and shall not be counted for summer school membership and attendance for state aid purposes.

(4) The attendance of resident students between the ages of six and twenty (6–20) in grades one through twelve (1–12) and students who are eligible to attend kindergarten the next fall (must be five (5) before the first day of August of the school year beginning in that calendar year) may be counted for summer school state aid purposes in accordance with Chapter 163, RSMo.

(5) Some high school courses may be offered for credit and some courses for no credit in an approved summer school program. High school students may earn one-half (1/2) unit of high school credit for laboratory courses which meet at least seventy-five (75) clock hours and one-half (1/2) unit of high school credit for other courses which meet for sixty to seventy-five (60–75) clock hours. One-fourth (1/4) unit of high school credit may be granted for driver education classes which provide thirty (30) clock hours of classroom instruction, six (6) clock hours behind the wheel and twelve (12) clock hours as an observer in a driver education car. Minimum time requirements exclude any break time and lunch time.

(6) Summer school teachers must have valid Missouri teacher certification.

(7) Transportation for summer school students with disabilities is reimbursable as provided in 5 CSR 30-261.040 Allowable Costs for State Transportation Aid.

(8) School food services for summer school students are not required but may be provided.

(9) Facilities and equipment used for summer school shall be of a quality equal to that used during the regular term.

(10) Textbooks, library resources and other instructional materials and aids shall be of a quality equal to that used during the regular term.

(11) State Board of Education classification standards pertaining to class size are applicable to summer school programs.

(12) Department of Elementary and Secondary Education (DESE) staff will review applications for approval of summer school programs, consult with local school officials as needed and approve eligible summer school programs for state aid. Approved summer school programs will be visited and reviewed by DESE staff.

(13) School districts and charter schools must keep individual student membership and attendance records for summer school programs. The summer school records shall be audited as required by law.

(14) Summer school program applications and reports shall be submitted in a form and at a time as may be required by DESE.
authorize resident public school students, who are not subject to the provisions of section 167.031, RSMo to attend public school part-time during the regular school term.

(1) A school board may adopt reasonable rules to govern part-time membership and part-time attendance of resident public school students who are not subject to the provisions of section 167.031, RSMo, the compulsory school attendance law. Reasonable rules governing part-time students may preserve the discipline, health and academic standards of the school but these rules may not be such as to place an unreasonable burden on part-time attendance.

(2) A school district that enrolls a resident student, who is eligible to attend full-time but is not subject to the provisions of section 167.031, RSMo for part-time attendance during the regular school term, may count that student for state aid in accordance with sections 163.011 and 163.031, RSMo. The full time equivalent (FTE) membership shall be limited to time enrolled in courses that are counted as part of the regular school curriculum for public school students attending school full-time. The FTE attendance shall be limited to the actual clock hours of attendance in courses that are part of the regular school curriculum for public school students attending school full-time. A resident public school student FTE membership cannot exceed 1.0 and FTE attendance cannot exceed 1.0.


5 CSR 50-340.070 Standards for Part-Time Schools

PURPOSE: The State Board of Education is authorized under section 178.330, RSMo to establish standards for part-time schools. This rule establishes standards for those part-time schools, departments or classes.

(1) Part-time schools, departments or classes for employed children between fourteen and sixteen (14-16) years of age established by school districts under the provisions of section 178.300, RSMo must meet all requirements pertaining to teacher certification as set forth in 5 CSR 80-800.010 and the issuance of credits as set forth in 5 CSR 50-340.010. For the purposes of classification and accreditation, the part-time schools, departments or classes will be considered a part of the regular school district program.

(2) Student attendance in part-time schools, departments or classes provided as required in section 178.300, RSMo and meeting the standards of the classification and accreditation program will be eligible for any applicable federal aid and for state aid on the same basis as other part-time students in regular classes and in accordance with law.


5 CSR 50-340.090 Standards for Innovative and Experimental Programs

PURPOSE: This rule provides specific policies governing off-campus programs and teacher aide programs.

(1) Off-Campus Instruction and Work Experience Programs.

(A) The Department of Elementary and Secondary Education (DESE) recognizes and will approve four (4) types of off-campus programs for students who are sixteen (16) years old or older and juniors or seniors in high school, except that handicapped students must be only sixteen (16) years old or older: academic programs, cooperative vocational education programs, work experience programs for special education students and career exploration programs. School districts may offer other types of off-campus programs without departmental approval but the students enrolled in them may not be counted in membership and attendance for state aid purposes, and the students enrolled in unapproved programs may not be granted high school credit for the off-campus experience.

1. Off-campus academic programs are programs for students who are enrolled in advanced academic or fine arts classes and which have as their goals the acquisition of specialized knowledge and the ability to apply the knowledge to situations which cannot be replicated in a school classroom.

2. Cooperative vocational education programs are programs developed and implemented in accordance with the Handbook for Vocational Education, which is filed as an administrative rule of the Division of Career and Adult Education at 5 CSR 60-120.020.

3. Work experience programs for special education students are programs developed and implemented in accordance with State Plan for Part B of the Education of the Handicapped Act, which is filed as an administrative rule of the Division of Special Education at 5 CSR 70-742.140.

4. Career exploration programs are programs designed to provide students exposure to a variety of occupations as practices on the job site so they may develop their own occupational objectives from direct experience. Students in career exploration programs may spend no more than nine (9) weeks at a particular job site, and then must be rotated through other job sites of interest at least every nine (9) weeks for the duration of the program.

5. Students in cooperative vocational education programs and work experience programs for special education students may be paid for work performed at off-campus locations and will normally be covered by the cooperating sponsors’ Workers’ Compensation insurance and general liability insurance. Students in off-campus academic programs and in career exploration programs are not expected to perform productive work at off-campus assignments and may not receive pay for their experience in the programs. School districts must arrange for liability insurance to cover accidental injury and job-related illness insurance for students and liability insurance to cover any injuries or damages caused by students on the sponsor’s premises. The school district should also provide liability insurance to protect the supervising teacher and any other school district employees who might be exposed to liability risk due to the placement of students in off-campus programs.

(B) Students in off-campus programs must be adequately supervised by appropriately qualified teachers employed by the public school district and must be working or studying under a written instructional plan, cooperatively developed between the supervising teacher or coordinator and appropriate persons at the off-campus site. The written plan must set forth specific measurable objectives to be achieved by the student and describe a plan for evaluating student achievement. Students are considered to be adequately supervised by appropriately qualified teachers if the following standards are met:

1. Teachers supervising off-campus academic programs must be certificated in the subject in which related instruction is provided and must have assigned time for supervision at
the rate of one (1) class period daily for each

ten (10) participating students;

2. Teachers supervising cooperative

vocational education programs must be certifi-
cated in accordance with 5 CSR 60-120.020

and must be provided supervision time in

accordance with that rule;

3. Teachers supervising work experience

programs for special education students must

be certificated in accordance with 5 CSR 70-

742.140 and must be provided supervision

time in accordance with that rule;

4. Teachers supervising off-campus

career exploration programs must be certifi-
cated as secondary social studies teachers or

as guidance counselors and must be provided

supervision time at the rate of one (1) class

period daily for each fifteen (15) participat-

ing students; and

5. If any part of the off-campus program

is scheduled outside the regular six (6)-hour

school day, the school district must pay the

supervising teacher or coordinator for the

outside-of-school-hours time necessary to

provide the required amount of supervision

time.

(C) Off-campus students must be enrolled

in and receiving related classroom instruction

in the regular high school program before

credit may be awarded for off-campus study

or work experience. This restriction does not

apply to handicapped students whose Individ-

ual Education Programs (IEP) indicate full-

time work experience or to students particip-

ating in Option One of the Trade and

Industrial/Health Occupations Internship pro-

gram. Related instruction must be provided

daily for at least one (1) class period for stu-

dents in cooperative vocational education

programs and may be provided less frequent-

ly than daily for other types of off-campus

programs. In every case, the related instruc-

tion must be sufficient to justify the granting

of at least one-half (1/2) unit of credit. In

addition to credit for related instruction, stu-

dents may be granted credit for the off-cam-

pus experiences under the following stan-

dards:

1. Students may be awarded one (1) unit

of credit for ten to nineteen (10–19) hours

weekly of off-campus study or work experi-

ence, which totals between three hundred and

six hundred (300–600) hours during a school

year; or two (2) units of credit for twenty (20)

or more hours weekly of off-campus study or

work experience, which would total over six

hundred (600) hours during a school year;

2. No more than two (2) units of credit, or

twice the number of units of credit grant-

ed for related instruction, whichever is less,

may be awarded for off-campus study or work

experience during any school year for off-
campus academic programs, cooperative

vocational education programs and career

exploration programs;

3. Handicapped students whose IEPs

indicate a need for additional work experi-

ence to make the transition from school to an

occupation may earn up to four (4) units of

credit during an academic year for off-cam-

pus work experience. The additional credit

will be based on increments of twenty to thir-

ty (20–30) hours weekly and from thirty to

forty (30–40) hours weekly of supervised

work experience; and

4. High school credit awarded students

for off-campus programs will be assigned to

subject areas on the basis of the certification

of the supervising teacher or coordinator, the

related regular classroom instruction, and the

nature of the off-campus program. Credit

granted for off-campus instruction or work

experience shall be counted as elective cred-

it. Off-campus credit may be counted toward

meeting the classification and accreditation

standards for curriculum only when approved

in the areas of Trade and Industrial, Techni-

cal, Health Occupations and Cooperative

Occupational Education/Distributive Educa-

tion (COE/DE). Other types of off-campus

credit may not be counted toward meeting the

curriculum standards.

(D) Community Learning Sponsor.

1. A learning sponsor shall have competen-

te, knowledge and skill to provide effective

and worthwhile instruction in the learn-

ing activities; have good facilities which

support the learning activities to be conduct-

ed; make definite commitments to assist

pupils in the learning activities; maintain a

safe and wholesome learning atmosphere for

young people; participate in planning, direct-

ing and evaluating the instructional program;

and make periodic reports to the assigned

teacher on the educational progress of the

pupil.

2. It shall be the responsibility of the

local public school personnel assigned to off-

campus instruction to make the previous
determinations and obtain necessary cooper-

ation and commitments. It is recommended

that agreements be reduced to written form.

(E) Pupils shall meet the minimum age

requirements and other provisions of the laws

for the off-campus learning activity in which

they engage; not replace regular employees at

the off-campus community learning station;

have parent or guardian consent to participate

in the off-campus learning activities; be lim-

ited to off-campus instruction which is relati-

ted to his/her interest, ability and course of

study; attend regularly and demonstrate a

willingness to learn from the off-campus

instruction activities; attend on-campus class-
es of the public school for at least half time;

and be regularly enrolled full-time in the pub-

clic school program.

(F) Instruction.

1. A principal and counselor shall work

with the instructional staff in approval of

pupils participating in appropriate off-campus

activities.

2. The teacher and pupil shall plan an

educational project with written behavioral

objectives relating to the pupil’s course of

study. The educational project shall include a

written plan of learning activities developed

cooperatively by the teacher, learning spon-

sor and pupil. A definite written schedule of

conferences between teacher and pupil and

on-site visits shall be developed and carried

out.

3. A written evaluation plan shall be
developed cooperatively by the pupil, teacher

and learning sponsor prior to initiation of off-
campus instruction.

(G) School districts wishing to establish

and implement off-campus instructional or

work experience programs must submit writ-

ten proposals annually, and in advance of the

beginning date of the program, for review and

action by the appropriate section of the

DESE. Written proposals to establish off-
campus academic programs and career explo-

ration programs must be submitted to the

director, supervision of instruction; proposals
to establish cooperative vocational education

programs must be submitted to the appro-
priate section of the Division of Career and

Adult Education; and written proposals for

work experience programs for special educa-
tion students must be submitted to the Divi-
sion of Vocational Rehabilitation. School dis-

tricts will be notified of the action taken by

the department.

(H) A school district that plans off-campus

educational activities in compliance with

these policies and statutory provisions regu-
lating the school day, compulsory school

attendance, computation of average daily

attendance, etc., will have a program that

would qualify participating pupils to be
counted for regular state aid if they meet all

other requirements. Pupils who simply want
to work part of the day do not qualify for

attendance for state aid.

(2) Teacher Aide Program for High School

Students.

(A) Teacher aide programs for high school

students may be established in accordance

with the provisions for innovation and exper-

imental programs which supplement, improve or

enrich the educational program.

(B) The student teacher aide program must

be closely supervised by the school district’s
5 CSR 50-340—DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

5 CSR 50-340.100 Approval of Utilizing Courses Delivered Primarily Through Electronic Media

PURPOSE: This rule establishes standards and procedures for approving and implementing courses delivered primarily through electronic media and monitored by teachers who are certificated but not fully qualified to teach the courses without the support of electronic media.

(1) Courses delivered primarily through electronic media may be offered by school districts and counted toward meeting the curriculum standards and state minimum graduation requirements if approved and implemented in accordance with this rule.

(2) The Department of Elementary and Secondary Education will accept applications for approval of electronically delivered courses submitted by school districts, developers of courses and sponsors of courses. Each application must be submitted by dates and on forms specified by the department. Each application for approval of a course must show that the course meets the following criteria. The course—

(A) Has been developed on the basis of clearly stated learner outcomes or objectives;

(B) Is logically organized and developmentally suitable for the grade level at which it is intended to be used;

(C) Includes teaching strategies and resource materials which are educationally sound, address a variety of learning modalities and are consistent with the learning styles of the age group for which intended;

(D) Includes both formative and summative tests which are closely aligned with stated learner outcomes or objectives and provides for frequent feedback to students;

(E) Has been demonstrated to be effective in achieving stated learner outcomes;

(F) Has been reviewed by subject matter experts for content validity and objectiveness of presentation;

(G) Meets high standards of quality in production and presentation; and

(H) Includes instructional and technical inservice education for the local classroom teacher.

(3) The department will empanel a committee of curriculum specialists and teachers to review the course, judge it against the criteria in section (2) and make a recommendation to the department. The department will notify the applicant and all public schools of its decision.

(4) Any school district may apply for permission to use an approved course by submitting an application in a form and by a date specified by the department annually. Each application for permission to use an approved course must include enough information to permit the department to determine that—

(A) The local board of education has approved implementing the course;

(B) Each electronically delivered course will be under the direct supervision of a teacher holding a valid Missouri teaching certificate and that the teacher has academic preparation as determined by the department as a result of its review of the approved course, recommendations of the developer or sponsor of the course and the content of related inservice education;

(C) The teacher will participate in instructional and technical inservice education developed and made available by the developer or sponsor of the approved course;

(D) The local district will provide and maintain the equipment and other learning resources prescribed by the developer of the course;

(E) The district will implement the course in a manner which will give students full advantage of the course, including live interactive broadcasts if these broadcasts are essential to the course; and

(F) The district will continuously monitor and evaluate the effectiveness of the course.

(5) Department staff members will review all applications, give applicant school districts an opportunity to correct any deficiencies and notify the districts of approval or disapproval to use the course.

(6) The commissioner of education or a designee has the authority to waive this rule when the course is offered simultaneously at various school sites through two (2)-way interactive video and is taught by a teacher properly certificated in the subject area.

AUTHORITY: section 161.092, RSMo 1994.*


5 CSR 50-340.110 Policies and Standards Relating to Academically Deficient Schools

(Rescinded October 30, 2005)


5 CSR 50-340.150 Priority Schools

PURPOSE: This rule establishes procedures to improve student performance in lower performing schools.
(1) The Department of Elementary and Secondary Education (DESE) shall designate priority school buildings or attendance centers (priority school(s)).

(A) During the first year of implementation, all schools previously designated academically deficient will be designated priority schools.

(B) Designation of priority schools is based upon the following criteria:

1. Beginning September 1, 2006, Title I schools in school improvement which meet any of the following:
   A. Have assessment performance index scores for state required subject areas in the bottom five percent (5%) of the state population for two (2) successive years;
   B. Have a school attendance rate of less than ninety percent (90%) for two (2) successive years;
   C. Have a graduation rate and placement rate below seventy percent (70%) for two (2) successive years;
   D. Are identified persistently dangerous pursuant to state regulation.

(C) Priority schools must exceed the designation criteria for two (2) successive years to have the priority school designation removed.

(2) The board of education of any district that contains a priority school(s) shall submit a school improvement plan for each priority school that provides for the following:

(A) Identification of the areas of academic deficiency in student performance on the required statewide assessments established pursuant to state law by disaggregating scores based upon school, grade, academic content area and student demographic subgroups;

(B) Implementation of research-based strategies to assist the priority school in addressing the areas of deficiency;

(C) Alignment of the priority school’s curriculum to address deficiencies in student achievement;

(D) Reallocation of district resources to address the areas of deficiency, which shall include focusing available funding on high quality professional development in the areas of deficiency.

(3) For priority schools designated as a result of low student achievement, the school improvement plan must include the components outlined above. Priority schools identified for other reasons must submit a school improvement plan which includes the components outlined above with the exception of identification of the areas of academic deficiency in student performance on the required statewide assessment and alignment of the priority school’s curriculum to address deficiencies in student achievement.

(4) The State Board of Education (board) may appoint a team to provide an educational audit of any priority school.

(A) Priority schools may request services for an educational audit upon designation to assist in identification of factors contributing to the designation and make recommendation to address those factors. Any school maintaining priority school status more than two (2) years will be identified for a required educational audit.

(B) The educational audit may coincide with the scheduled Missouri School Improvement Program (MSIP) review for the district in which the building is located. If the priority school is located within a district which has been waived from an on-site MSIP review, the priority school is not waived from the educational audit.

(C) The educational audit team shall report its findings to the board and the local board of education. The board may require all or part of the team’s findings to be addressed in the comprehensive school improvement plan.

(5) Local boards of education in districts with priority schools must submit the school improvement plan(s) to DESE on or before August 15 following the school year of designation. In the case where an educational audit has occurred, the findings of the audit must be addressed in that plan.

(A) DESE shall review and identify areas of concern in the school improvement plan within sixty (60) days of receipt of the plan.

(B) Changes to the school improvement plan shall be forwarded to DESE within sixty (60) days of notice to the district of the areas of concern.

(C) DESE shall withhold funds pursuant to state law from any school district that fails to submit a school improvement plan based upon the standards and timelines.

(6) All school buildings and attendance centers declared to be priority schools must be listed in the district’s annual school accountability report distributed pursuant to state law.