



101ST GENERAL ASSEMBLY

State of Illinois

2019 and 2020

HB4703

Introduced 2/18/2020, by Rep. Rita Mayfield

SYNOPSIS AS INTRODUCED:

See Index

Creates the K-3 Comprehensive Reading and Math Intervention Act. Allows a school district to offer an evidence-based reading or math intervention program to each kindergarten through grade 3 student who exhibits a reading or math deficiency. Provides that any student in kindergarten through grade 3 who exhibits a deficiency in reading or math may receive an individual reading or math improvement plan. Allows a school district to provide a summer reading and math camp to all grade 3 students scoring at the lowest achievement level on the grade 3 statewide assessment and to establish at each school, where applicable, an intensive acceleration class for any student retained in grade 3 who was previously retained in kindergarten, grade one, or grade 2. Allows each school district and charter school to establish an extended-time literacy and math intervention program for students in kindergarten through grade 3 who score basic or below basic on a reading and math screening assessment. Amends the School Code. Provides that, beginning with 2022-2023 school year, grade 3 students must demonstrate sufficient reading and math skills for promotion to grade 4. Provides that if the student cannot demonstrate sufficient reading or math skills, the student must be retained in grade 3, with exceptions. Sets forth provisions concerning parental notification, intensive reading and math intervention, and reporting. Makes other changes.

LRB101 17456 NHT 66866 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the K-3
5 Comprehensive Reading and Math Intervention Act.

6 Section 5. Legislative intent and goal.

7 (a) It is the intent of the General Assembly that:

8 (1) each public school student's progression from one
9 grade to another be based, in part, upon proficiency in
10 reading and math;

11 (2) school board policies facilitate evidence-based
12 reading and math instruction and intervention services to
13 address student reading and math needs; and

14 (3) each student and his or her parent or guardian be
15 informed of that student's reading and math progress.

16 (b) It is the ultimate goal of the General Assembly that
17 every public school student demonstrate reading and math
18 performance at or above his or her grade level by grade 3.

19 Section 10. Reading or math intervention program. A school
20 district may offer an evidence-based reading or math
21 intervention program to each kindergarten through grade 3
22 student who exhibits a reading or math deficiency to ensure the

1 student has reading and math skills at or above his or her
2 grade level by the end of grade 3. A deficiency shall be
3 defined as scoring below grade level or being determined to be
4 at-risk of reading or math failure based upon a screening
5 assessment, diagnostic assessment, standardized summative
6 assessment, or progress monitoring. The State Board of
7 Education shall create a process for reviewing and approving a
8 list of reliable and valid reading and math screening
9 assessments, and each school district may administer one of the
10 Board-approved reading and math screening assessments to all
11 kindergarten through grade 3 students within 45 days after the
12 beginning of the school year to identify students with reading
13 and math deficiencies. The reading or math intervention program
14 may be provided in addition to the core reading or math
15 instruction that is provided to all students in the general
16 education classroom. The reading or math intervention program
17 may:

18 (1) be provided to all kindergarten through grade 3
19 students identified as having a reading or math deficiency
20 as determined by the Board-approved reading and math
21 screening assessment administered within the first 45 days
22 of school;

23 (2) regularly monitor the progress of all kindergarten
24 through grade 3 students who have been identified as having
25 a reading or math deficiency throughout the school year and
26 adjust instruction according to student needs;

1 (3) in the reading intervention program, provide
2 explicit and systematic instruction in phonological
3 awareness, phonics, fluency, vocabulary, and
4 comprehension, as applicable;

5 (4) in the math intervention program, provide explicit
6 and systematic instruction in early numeracy skills, as
7 applicable;

8 (5) be implemented during regular school hours; and

9 (6) subject to available funds, provide professional
10 development for teachers responding to students' reading
11 and math issues and needs.

12 Section 15. Reading or math improvement plan. Any student
13 in kindergarten through grade 3 who exhibits a deficiency in
14 reading or math at any time, based upon the reliable and valid
15 reading and math screening assessment approved by the State
16 Board of Education under Section 10, may receive an individual
17 reading or math improvement plan no later than 45 days after
18 the identification of the reading or math deficiency. The
19 reading or math improvement plan may be created by the teacher,
20 the principal, or other pertinent school personnel, along with
21 the parent or guardian, and may describe the research-based
22 reading or math intervention services the student will receive
23 to remedy the reading or math deficiency. Under the reading or
24 math improvement plan, the student must receive intensive
25 reading or math intervention until the student no longer has a

1 deficiency in reading or math.

2 Section 20. Summer reading and math camp. A school district
3 may provide a summer reading and math camp to all grade 3
4 students scoring at the lowest achievement level on the grade 3
5 statewide English language arts and mathematics assessment. A
6 summer reading and math camp must be staffed with highly
7 effective teachers of reading and math, as demonstrated by
8 student reading and math performance data and teacher
9 performance evaluations. A highly effective teacher of reading
10 or math may provide explicit and systematic reading or math
11 intervention services and support to correct the identified
12 areas of reading or math deficiency. A summer reading and math
13 camp must include, at a minimum, 90 hours of instructional time
14 in reading or math or both. If funding allows, a school
15 district may offer a summer reading and math camp to students
16 in grades one and 2 identified with a reading or math
17 deficiency.

18 Section 25. Intensive acceleration class. A school
19 district may establish at each school, where applicable, an
20 intensive acceleration class for any student retained in grade
21 3 who was previously retained in kindergarten, grade one, or
22 grade 2. The intensive acceleration class may:

- 23 (1) have a reduced teacher-student ratio; and
24 (2) provide explicit and systematic reading or math

1 instruction and intervention for the majority of student
2 contact time each day.

3 Section 30. Extended-time literacy and math intervention
4 program.

5 (a) Each school district and charter school may establish
6 an extended-time literacy and math intervention program for
7 students in kindergarten through grade 3 who score basic or
8 below basic on the fall reading and math screening assessment
9 or alternate reading and math screening assessment approved by
10 the State Board of Education under Section 10. The school
11 district or charter school shall submit the program to the
12 State Board.

13 (b) The program may provide proven and effective
14 research-based substantial intervention and shall include
15 basic mathematics, phonemic awareness, decoding, vocabulary,
16 comprehension, and fluency, as applicable to the student based
17 on a formative assessment designed to, at a minimum, identify
18 weaknesses in those areas. The program may include:

19 (1) online or digital instructional materials or
20 programs or library resources;

21 (2) a minimum of 60 hours of supplemental instruction
22 for students in kindergarten through grade 3 who score
23 below basic on the reading and math screening assessment;
24 and

25 (3) a minimum of 30 hours of supplemental instruction

1 for students in kindergarten through grade 3 who score
2 basic on the reading and math screening assessment.

3 (c) To ensure students receive high quality literacy and
4 math instruction and intervention, the State Board of Education
5 may provide professional development to districts and schools
6 on best practices supporting literacy and math instruction.

7 (d) Each school district and charter school establishing an
8 extended-time literacy and math intervention program under
9 this Section must annually report program participation and
10 effectiveness to the State Board of Education. The State Board
11 shall compile this data in an annual report that is sent to the
12 Governor and the General Assembly, as provided in Section 3.1
13 of the General Assembly Organization Act.

14 Section 90. State Board enforcement, technical assistance,
15 and rulemaking.

16 (a) The State Board of Education has the authority to
17 enforce this Act. However, a school district is exempt from the
18 requirements of this Act if it can prove that it already has an
19 effective program.

20 (b) The State Board may provide technical assistance to aid
21 school districts in implementing this Act.

22 (c) The State Board may adopt any rules necessary to
23 administer this Act.

24 Section 900. The School Code is amended by changing

1 Sections 10-20.9a and 34-18.51 and by adding Sections 2-3.182,
2 10-20.9b, and 34-18.51a as follows:

3 (105 ILCS 5/2-3.182 new)

4 Sec. 2-3.182. Student retention, promotion, and assessment
5 information; report. The State Board of Education may establish
6 a uniform format for school districts to report the information
7 required under subsection (g) of Section 10-20.9b and
8 subsection (g) of 34-18.51a. The format may be developed with
9 input from school boards and may be provided to each school
10 district no later than 90 days prior to the annual reporting
11 due date.

12 The State Board may annually compile the information
13 required under subsection (g) of Section 10-20.9b and
14 subsection (g) of 34-18.51a, along with State-level summary
15 information, and, by October 1 of each year, report that
16 information to the public, the Governor, and the General
17 Assembly, as provided under Section 3.1 of the General Assembly
18 Organization Act.

19 (105 ILCS 5/10-20.9a) (from Ch. 122, par. 10-20.9a)

20 Sec. 10-20.9a. Final grade; promotion.

21 (a) Teachers shall administer the approved marking system
22 or other approved means of evaluating pupil progress. The
23 teacher shall maintain the responsibility and right to
24 determine grades and other evaluations of students within the

1 grading policies of the district based upon his or her
2 professional judgment of available criteria pertinent to any
3 given subject area or activity for which he or she is
4 responsible. District policy shall provide the procedure and
5 reasons by and for which a grade may be changed; provided that
6 no grade or evaluation shall be changed without notification to
7 the teacher concerning the nature and reasons for such change.
8 If such a change is made, the person making the change shall
9 assume such responsibility for determining the grade or
10 evaluation, and shall initial such change.

11 (b) School districts shall not promote students to the next
12 higher grade level based upon age or any other social reasons
13 not related to the academic performance of the students. School
14 ~~On or before September 1, 1998, school~~ boards shall adopt and
15 enforce a policy on promotion as they deem necessary to ensure
16 that students meet local goals and objectives and can perform
17 at the expected grade level prior to promotion. Decisions to
18 promote or retain students in any classes shall be based on
19 successful completion of the curriculum, attendance,
20 performance based on the assessments required under Section
21 2-3.64a-5 of this Code, ~~the Iowa Test of Basic Skills,~~ or other
22 testing or any other criteria established by the school board.
23 Students determined by the local district to not qualify for
24 promotion to the next higher grade shall be provided remedial
25 assistance, which may include, but shall not be limited to, a
26 summer bridge program of no less than 90 hours, tutorial

1 sessions, increased or concentrated instructional time,
2 modifications to instructional materials, and retention in
3 grade. This subsection (b) is subject to Section 10-20.9b.

4 (Source: P.A. 98-972, eff. 8-15-14.)

5 (105 ILCS 5/10-20.9b new)

6 Sec. 10-20.9b. Retention in grade 3 for reading or math
7 deficiency.

8 (a) The parent or guardian of any kindergarten through
9 grade 3 student who exhibits a deficiency in reading or math at
10 any time during the school year must be notified, in writing,
11 no later than 30 days after the identification of the reading
12 or math deficiency, and the written notification must include
13 all of the following:

14 (1) That his or her child has been identified as having
15 a deficiency in reading or math and a reading or math
16 improvement plan may be developed by the teacher, the
17 principal, or other pertinent school personnel, along with
18 the parent or guardian.

19 (2) A description of the current services that are
20 provided to the child.

21 (3) A description of the proposed research-based
22 reading or math intervention services and supplemental
23 instructional services and support that will be provided to
24 the child and that are designed to remedy the identified
25 areas of reading or math deficiency.

1 (4) Notification that the parent or guardian will be
2 informed in writing of his or her child's progress toward
3 grade-level reading or math at least once every 2 weeks.

4 (5) Strategies for the parent or guardian to use at
5 home to help his or her child succeed in reading or math.

6 (6) That if the child's reading or math deficiency is
7 not corrected by the end of grade 3, the child will not be
8 promoted to grade 4 unless a good cause exemption is met.

9 (7) That while the statewide reading and math
10 assessment is the initial determinate for promotion, it is
11 not the sole determinate at the end of grade 3 and students
12 are provided with a test-based student portfolio option or
13 an alternative standardized reading and math assessment
14 option approved by the State Board of Education to
15 demonstrate sufficient reading and math skills for
16 promotion to grade 4.

17 (b) Beginning with 2022-2023 school year, grade 3 students
18 must demonstrate sufficient reading and math skills for
19 promotion to grade 4. Students may be provided with the
20 following options to demonstrate sufficient reading or math
21 skills for promotion to grade 4:

22 (1) scoring above a specific cut score, as determined
23 by the State Board, on the grade 3 statewide English
24 language arts and mathematics assessment;

25 (2) earning an acceptable score, as determined by the
26 State Board, on an alternative standardized reading and

1 math assessment approved by the State Board; or

2 (3) demonstrating mastery of all grade 3 State reading
3 and math standards as evidenced through a test-based
4 student reading and math portfolio.

5 The State Board shall establish criteria for the student
6 reading and math portfolio and to define mastery of all grade 3
7 State reading and math standards.

8 If the student cannot demonstrate sufficient reading or
9 math skills under this subsection (b) and does not qualify for
10 a good cause exemption under subsection (c), the student must
11 be retained in grade 3. However, no student may be retained
12 twice in grade 3.

13 (c) A school board may exempt a student from mandatory
14 retention as provided in subsection (b) only for good cause. A
15 student who is promoted to grade 4 with a good cause exemption
16 may continue to receive intensive reading or math intervention
17 that includes specific reading or math strategies prescribed in
18 the student's reading or math improvement plan until the
19 deficiency is remedied. The school district may assist schools
20 and teachers with the implementation of reading and math
21 strategies that research has shown to be successful in
22 improving reading and math among students with reading and math
23 difficulties. Good cause exemptions may be limited to the
24 following:

25 (1) Students with disabilities whose individualized
26 education program indicates that participation in

1 statewide assessments is not appropriate, consistent with
2 State law.

3 (2) Students identified as English learners who have
4 had less than 2 years of instruction in a transitional
5 bilingual education program.

6 (3) Students with disabilities who participate in the
7 statewide English language arts and mathematics assessment
8 and who have an individualized education program or a
9 federal Section 504 plan that reflects that the student has
10 received intensive reading or math intervention for more
11 than 2 years but still demonstrates a deficiency in reading
12 or math and was previously retained in kindergarten, grade
13 1, grade 2, or grade 3.

14 (4) Students who have received intensive reading or
15 math intervention for 2 or more years but still demonstrate
16 a deficiency in reading or math and who were previously
17 retained in kindergarten, grade 1, grade 2, or grade 3 for
18 a total of 2 years.

19 (d) A request to exempt a student from the mandatory
20 retention requirement using a good cause exemption under
21 subsection (c) may be made consistent with the following:

22 (1) Documentation may be submitted from the student's
23 teacher to the school's administration that indicates that
24 the promotion of the student is appropriate. Such
25 documentation may consist only of the good cause exemption
26 being requested and the existing reading or math

1 improvement plan or individualized education program, as
2 applicable.

3 (2) The school's administration may review and discuss
4 the promotion with the teacher and make a determination on
5 whether the student meets the requirements for a good cause
6 exemption. If the school's administration determines that
7 the student meets the requirements for a good cause
8 exemption based upon the documentation provided, the
9 school's administration may make a recommendation, in
10 writing, to the district superintendent that the student be
11 promoted. The district superintendent may accept or reject
12 the administration's recommendation, in writing.

13 (e) The school district may assist a school with providing
14 written notification to the parent or guardian of any student
15 who is retained. The notification shall state that the child
16 has not met the reading or math level required for promotion,
17 the reasons the child is not eligible for a good cause
18 exemption, and that the child will be retained in grade 3. The
19 notification must include a description of the proposed
20 intervention services and support that will be provided to the
21 child to remedy the identified areas of reading or math
22 deficiency in the retained year.

23 (f) Beginning with the 2022-2023 school year, a student
24 retained under subsection (b) must be provided intensive
25 reading or math intervention to remedy the student's specific
26 reading or math deficiency. The reading or math intervention

1 services must include effective instructional strategies to
2 accelerate student progress. A school district may conduct a
3 review of the reading and math improvement plans of all
4 students retained in grade 3 under subsection (b). The review
5 may address additional support and services, as described in
6 this subsection (f), needed to remedy the identified areas of
7 reading or math deficiency. The district may provide any of the
8 following to retained students:

9 (1) A highly effective teacher of reading or math as
10 demonstrated by student reading or math performance data
11 and teacher performance evaluations.

12 (2) Reading or math intervention services and support
13 to correct the identified areas of reading or math
14 deficiency, including, but not limited to:

15 (A) more dedicated time than in the previous school
16 year to scientifically research-based reading or math
17 instruction and intervention;

18 (B) the use of reading or math strategies or
19 programs that are scientifically research-based and
20 that have proven results in accelerating student
21 reading or math achievement within the same school
22 year;

23 (C) daily targeted small group reading or math
24 intervention based on student needs;

25 (D) explicit and systematic instruction with more
26 detailed explanations, more extensive opportunities

1 for guided practice, and more opportunities for error
2 correction and feedback; and

3 (E) frequent monitoring of the reading or math
4 progress of each student's reading or math skills
5 throughout the school year and an adjustment of
6 instruction according to the student's needs.

7 (3) The option of a transitional instructional
8 setting. Such setting may specifically be designed to
9 produce learning gains sufficient to meet grade 4
10 performance standards in all other core academic areas
11 while continuing to correct the areas of reading or math
12 deficiency.

13 (4) Before-school or after-school supplemental
14 research-based reading or math intervention delivered by a
15 teacher or tutor with specialized reading or math training.

16 (5) An at-home plan outlined in a parental contract,
17 including participation in parent-training workshops or
18 regular parent-guided reading or math activities.

19 (g) On or before September 1 of each year, a school board
20 must report, in writing, to the State Board of Education the
21 following information for the prior school year:

22 (1) The school board's policies and procedures on
23 student retention and promotion.

24 (2) By grade, the number and percentage of all students
25 in kindergarten through grade 3 performing below grade
26 level on local and statewide assessments.

1 (3) By grade, the number and percentage of all students
2 retained in kindergarten through grade 3.

3 (4) The total number and percentage of students in
4 grade 3 who demonstrated sufficient reading or math skills
5 on the test-based student portfolio for promotion.

6 (5) The total number and percentage of students in
7 grade 3 who demonstrated sufficient reading or math skills
8 on the alternative standardized reading and math
9 assessment for promotion.

10 (6) The total number and percentage of students in
11 grade 3 who were promoted for good cause, by each category
12 of good cause listed under subsection (c).

13 (7) In succeeding school years, the performance of
14 students promoted for good cause on the statewide English
15 language arts and mathematics assessment.

16 (h) The State Board of Education may provide technical
17 assistance to aid school boards in implementing this Section.

18 (i) A school district is exempt from the requirements of
19 this Section if it can prove to the State Board that it already
20 has an effective program.

21 (105 ILCS 5/34-18.51)

22 Sec. 34-18.51. Committee on the retention of students.

23 (a) The board may create a committee on the retention of
24 students. The committee shall consist of the general
25 superintendent of schools or his or her designee, a district

1 administrator who directs student instruction and curriculum,
2 a principal from a school of the district, and a teacher from a
3 school of the district.

4 (b) Prior to retention in a grade, a school may submit, by
5 a date as set by the committee on the retention of students,
6 the names of all students determined by the school to not
7 qualify for promotion to the next higher grade and the reason
8 for that determination. Subject to Section 34-18.51a, the ~~The~~
9 committee shall review the school's decision to retain with
10 respect to each student and shall make a final decision
11 regarding whether or not to retain a particular student. The
12 committee shall take into consideration the relevant data and
13 evidence gathered during the Response to Intervention process.
14 The committee may vote to overturn a retention decision if the
15 committee determines that the student should be promoted after
16 examining the student's access to remedial assistance,
17 performance, attendance, and participation and the resources
18 and facilities provided by the school district or due to the
19 student having an undiagnosed learning disability.

20 (Source: P.A. 99-592, eff. 7-22-16; 100-201, eff. 8-18-17.)

21 (105 ILCS 5/34-18.51a new)

22 Sec. 34-18.51a. Retention in grade 3 for reading or math
23 deficiency.

24 (a) The parent or guardian of any kindergarten through
25 grade 3 student who exhibits a deficiency in reading or math at

1 any time during the school year must be notified, in writing,
2 no later than 30 days after the identification of the reading
3 or math deficiency, and the written notification must include
4 all of the following:

5 (1) That his or her child has been identified as having
6 a deficiency in reading or math and a reading or math
7 improvement plan may be developed by the teacher, the
8 principal, or other pertinent school personnel, along with
9 the parent or guardian.

10 (2) A description of the current services that are
11 provided to the child.

12 (3) A description of the proposed research-based
13 reading or math intervention services and supplemental
14 instructional services and support that will be provided to
15 the child and that are designed to remedy the identified
16 areas of reading or math deficiency.

17 (4) Notification that the parent or guardian will be
18 informed in writing of his or her child's progress toward
19 grade-level reading or math at least once every 2 weeks.

20 (5) Strategies for the parent or guardian to use at
21 home to help his or her child succeed in reading or math.

22 (6) That if the child's reading or math deficiency is
23 not corrected by the end of grade 3, the child will not be
24 promoted to grade 4 unless a good cause exemption is met.

25 (7) That while the statewide reading and math
26 assessment is the initial determinate for promotion, it is

1 not the sole determinate at the end of grade 3 and students
2 are provided with a test-based student portfolio option or
3 an alternative standardized reading and math assessment
4 option approved by the State Board of Education to
5 demonstrate sufficient reading and math skills for
6 promotion to grade 4.

7 (b) Beginning with 2022-2023 school year, grade 3 students
8 must demonstrate sufficient reading and math skills for
9 promotion to grade 4. Students may be provided with the
10 following options to demonstrate sufficient reading or math
11 skills for promotion to grade 4:

12 (1) scoring above a specific cut score, as determined
13 by the State Board, on the grade 3 statewide English
14 language arts and mathematics assessment;

15 (2) earning an acceptable score, as determined by the
16 State Board, on an alternative standardized reading and
17 math assessment approved by the State Board; or

18 (3) demonstrating mastery of all grade 3 State reading
19 and math standards as evidenced through a test-based
20 student reading and math portfolio.

21 The State Board shall establish criteria for the student
22 reading and math portfolio and to define mastery of all grade 3
23 State reading and math standards.

24 If the student cannot demonstrate sufficient reading or
25 math skills under this subsection (b) and does not qualify for
26 a good cause exemption under subsection (c), the student must

1 be retained in grade 3. However, no student may be retained
2 twice in grade 3.

3 (c) The board may exempt a student from mandatory retention
4 as provided in subsection (b) only for good cause. A student
5 who is promoted to grade 4 with a good cause exemption may
6 continue to receive intensive reading or math intervention that
7 includes specific reading or math strategies prescribed in the
8 student's reading or math improvement plan until the deficiency
9 is remedied. The school district may assist schools and
10 teachers with the implementation of reading and math strategies
11 that research has shown to be successful in improving reading
12 and math among students with reading and math difficulties.
13 Good cause exemptions may be limited to the following:

14 (1) Students with disabilities whose individualized
15 education program indicates that participation in
16 statewide assessments is not appropriate, consistent with
17 State law.

18 (2) Students identified as English learners who have
19 had less than 2 years of instruction in a transitional
20 bilingual education program.

21 (3) Students with disabilities who participate in the
22 statewide English language arts and mathematics assessment
23 and who have an individualized education program or a
24 federal Section 504 plan that reflects that the student has
25 received intensive reading or math intervention for more
26 than 2 years but still demonstrates a deficiency in reading

1 or math and was previously retained in kindergarten, grade
2 1, grade 2, or grade 3.

3 (4) Students who have received intensive reading or
4 math intervention for 2 or more years but still demonstrate
5 a deficiency in reading or math and who were previously
6 retained in kindergarten, grade 1, grade 2, or grade 3 for
7 a total of 2 years.

8 (d) A request to exempt a student from the mandatory
9 retention requirement using a good cause exemption under
10 subsection (c) may be made consistent with the following:

11 (1) Documentation may be submitted from the student's
12 teacher to the school's administration that indicates that
13 the promotion of the student is appropriate. Such
14 documentation may consist only of the good cause exemption
15 being requested and the existing reading or math
16 improvement plan or individualized education program, as
17 applicable.

18 (2) The school's administration may review and discuss
19 the promotion with the teacher and make a determination on
20 whether the student meets the requirements for a good cause
21 exemption. If the school's administration determines that
22 the student meets the requirements for a good cause
23 exemption based upon the documentation provided, the
24 school's administration may make a recommendation, in
25 writing, to the general superintendent of schools that the
26 student be promoted. The superintendent may accept or

1 reject the administration's recommendation, in writing.

2 (e) The school district may assist a school with providing
3 written notification to the parent or guardian of any student
4 who is retained. The notification shall state that the child
5 has not met the reading or math level required for promotion,
6 the reasons the child is not eligible for a good cause
7 exemption, and that the child will be retained in grade 3. The
8 notification must include a description of the proposed
9 intervention services and support that will be provided to the
10 child to remedy the identified areas of reading or math
11 deficiency in the retained year.

12 (f) Beginning with the 2022-2023 school year, a student
13 retained under subsection (b) must be provided intensive
14 reading or math intervention to remedy the student's specific
15 reading or math deficiency. The reading or math intervention
16 services must include effective instructional strategies to
17 accelerate student progress. The school district may conduct a
18 review of the reading and math improvement plans of all
19 students retained in grade 3 under subsection (b). The review
20 may address additional support and services, as described in
21 this subsection (f), needed to remedy the identified areas of
22 reading or math deficiency. The district may provide any of the
23 following to retained students:

24 (1) A highly effective teacher of reading or math as
25 demonstrated by student reading or math performance data
26 and teacher performance evaluations.

1 (2) Reading or math intervention services and support
2 to correct the identified areas of reading or math
3 deficiency, including, but not limited to:

4 (A) more dedicated time than in the previous school
5 year to scientifically research-based reading or math
6 instruction and intervention;

7 (B) the use of reading or math strategies or
8 programs that are scientifically research-based and
9 that have proven results in accelerating student
10 reading or math achievement within the same school
11 year;

12 (C) daily targeted small group reading or math
13 intervention based on student needs;

14 (D) explicit and systematic instruction with more
15 detailed explanations, more extensive opportunities
16 for guided practice, and more opportunities for error
17 correction and feedback; and

18 (E) frequent monitoring of the reading or math
19 progress of each student's reading or math skills
20 throughout the school year and an adjustment of
21 instruction according to the student's needs.

22 (3) The option of a transitional instructional
23 setting. Such setting may specifically be designed to
24 produce learning gains sufficient to meet grade 4
25 performance standards in all other core academic areas
26 while continuing to correct the areas of reading or math

1 deficiency.

2 (4) Before-school or after-school supplemental
3 research-based reading or math intervention delivered by a
4 teacher or tutor with specialized reading or math training.

5 (5) An at-home plan outlined in a parental contract,
6 including participation in parent-training workshops or
7 regular parent-guided reading or math activities.

8 (g) On or before September 1 of each year, the board must
9 report, in writing, to the State Board the following
10 information for the prior school year:

11 (1) The board's policies and procedures on student
12 retention and promotion.

13 (2) By grade, the number and percentage of all students
14 in kindergarten through grade 3 performing below grade
15 level on local and statewide assessments.

16 (3) By grade, the number and percentage of all students
17 retained in kindergarten through grade 3.

18 (4) The total number and percentage of students in
19 grade 3 who demonstrated sufficient reading or math skills
20 on the test-based student portfolio for promotion.

21 (5) The total number and percentage of students in
22 grade 3 who demonstrated sufficient reading or math skills
23 on the alternative standardized reading and math
24 assessment for promotion.

25 (6) The total number and percentage of students in
26 grade 3 who were promoted for good cause, by each category

1 of good cause listed under subsection (c).

2 (7) In succeeding school years, the performance of
3 students promoted for good cause on the statewide English
4 language arts and mathematics assessment.

5 (h) The State Board may provide technical assistance to aid
6 the board in implementing this Section.

7 (i) The school district is exempt from the requirements of
8 this Section if it can prove to the State Board that it already
9 has an effective program.

1 INDEX

2 Statutes amended in order of appearance

3 New Act

4 105 ILCS 5/2-3.182 new

5 105 ILCS 5/10-20.9a from Ch. 122, par. 10-20.9a

6 105 ILCS 5/10-20.9b new

7 105 ILCS 5/34-18.51

8 105 ILCS 5/34-18.51a new