

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 5. The School Code is amended by changing Section  
5 2-3.25f as follows:

6 (105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)  
7 Sec. 2-3.25f. State interventions.

8 (a) The State Board of Education shall provide technical  
9 assistance to schools in school improvement status to assist  
10 with the development and implementation of Improvement Plans.

11 Schools or school districts that fail to make reasonable  
12 efforts to implement an approved Improvement Plan may suffer  
13 loss of State funds by school district, attendance center, or  
14 program as the State Board of Education deems appropriate.

15 (a-5) (Blank).

16 (b) Schools that receive Targeted Support or Comprehensive  
17 Support designations shall enter a 4-year cycle of school  
18 improvement status. If, at the end of the 4-year cycle, the  
19 school fails to meet the exit criteria specified in the State  
20 Plan referenced in subsection (b) of Section 2-3.25a of this  
21 Code, the school shall escalate to a more intensive  
22 intervention. Targeted Support schools that remain Targeted  
23 for one or more of the same student groups as in the initial

1 identification after completion of a 4-year cycle of Targeted  
2 School Improvement shall be redesignated as Comprehensive  
3 Support schools, as provided in paragraph (2.5) of subsection  
4 (a) of Section 2-3.25d-5 of this Code. Comprehensive Support  
5 schools that remain in the lowest-performing 5% after  
6 completion of a 4-year cycle of Comprehensive School  
7 Improvement shall be redesignated as Intensive Support schools  
8 and shall escalate through more rigorous, tiered support,  
9 developed in consultation with the Balanced Accountability  
10 Measure Committee and other relevant stakeholder groups, which  
11 may ultimately result in the (i) change of recognition status  
12 of the school district or school to nonrecognized or (ii)  
13 authorization for the State Superintendent of Education to  
14 direct the reassignment of pupils or direct the reassignment  
15 or replacement of school or school district personnel. If a  
16 school district is nonrecognized in its entirety, for any  
17 reason, including those not related to performance in the  
18 accountability system, it shall automatically be dissolved on  
19 July 1 following that nonrecognition and its territory  
20 realigned with another school district or districts by the  
21 regional board of school trustees in accordance with the  
22 procedures set forth in Section 7-11 of the School Code. The  
23 effective date of the nonrecognition of a school shall be July  
24 1 following the nonrecognition.

25 (b-5) The State Board of Education shall also develop a  
26 system to provide assistance and resources to lower performing

1 school districts. At a minimum, the State Board shall identify  
2 school districts to receive Intensive, Comprehensive, and  
3 Targeted Support. The school district shall provide the  
4 exclusive bargaining representative with a 5-day notice that  
5 the district has had one or more schools within the district  
6 identified as being in Comprehensive or Intensive School  
7 Improvement Status. In addition, the State Board may, by rule,  
8 develop other categories of low-performing schools and school  
9 districts to receive services.

10 The State Board of Education shall work with districts  
11 with one or more schools in Comprehensive or Intensive School  
12 Improvement Status, through technical assistance and  
13 professional development, based on the results of the needs  
14 assessment under Section 2-3.25d-5 of this Code, to develop  
15 and implement a continuous improvement plan that would  
16 increase outcomes for students. The plan for continuous  
17 improvement shall be based on the results of the needs  
18 assessment and shall be used to determine the types of  
19 services that are to be provided to each Comprehensive and  
20 Intensive School. Potential services may include, but are not  
21 limited to, monitoring adult and student practices, reviewing  
22 and reallocating district resources, developing a district and  
23 school leadership team, providing access to curricular content  
24 area specialists, and providing online resources and  
25 professional development.

26 The support provided by a vendor or learning partner

1 approved to support a school's continuous improvement plan  
2 related to English language arts must be based on the  
3 comprehensive literacy plan for the State developed by the  
4 State Board of Education under Section 2-3.196, as added by  
5 Public Act 103-402.

6 The State Board of Education may require districts with  
7 one or more Comprehensive or Intensive Schools identified as  
8 having deficiencies in one or more core functions of the needs  
9 assessment to undergo an accreditation process.

10 (c) All federal requirements apply to schools and school  
11 districts utilizing federal funds under Title I, Part A of the  
12 federal Elementary and Secondary Education Act of 1965.

13 (Source: P.A. 103-175, eff. 6-30-23.)