

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 10-17a as follows:

6 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

7 Sec. 10-17a. State, school district, and school report
8 cards; Expanded High School Snapshot Report.

9 (1) By October 31, 2013 and October 31 of each subsequent
10 school year, the State Board of Education, through the State
11 Superintendent of Education, shall prepare a State report
12 card, school district report cards, and school report cards,
13 and shall by the most economical means provide to each school
14 district in this State, including special charter districts
15 and districts subject to the provisions of Article 34, the
16 report cards for the school district and each of its schools.
17 Because of the impacts of the COVID-19 public health emergency
18 during school year 2020-2021, the State Board of Education
19 shall have until December 31, 2021 to prepare and provide the
20 report cards that would otherwise be due by October 31, 2021.
21 During a school year in which the Governor has declared a
22 disaster due to a public health emergency pursuant to Section
23 7 of the Illinois Emergency Management Agency Act, the report

1 cards for the school districts and each of its schools shall be
2 prepared by December 31.

3 (2) In addition to any information required by federal
4 law, the State Superintendent shall determine the indicators
5 and presentation of the school report card, which must
6 include, at a minimum, the most current data collected and
7 maintained by the State Board of Education related to the
8 following:

9 (A) school characteristics and student demographics,
10 including average class size, average teaching experience,
11 student racial/ethnic breakdown, and the percentage of
12 students classified as low-income; the percentage of
13 students classified as English learners, the number of
14 students who graduate from a bilingual or English learner
15 program, and the number of students who graduate from,
16 transfer from, or otherwise leave bilingual programs; the
17 percentage of students who have individualized education
18 plans or 504 plans that provide for special education
19 services; the number and percentage of all students who
20 have been assessed for placement in a gifted education or
21 advanced academic program and, of those students: (i) the
22 racial and ethnic breakdown, (ii) the percentage who are
23 classified as low-income, and (iii) the number and
24 percentage of students who received direct instruction
25 from a teacher who holds a gifted education endorsement
26 and, of those students, the percentage who are classified

1 as low-income; the percentage of students scoring at the
2 "exceeds expectations" level on the assessments required
3 under Section 2-3.64a-5 of this Code; the percentage of
4 students who annually transferred in or out of the school
5 district; average daily attendance; the per-pupil
6 operating expenditure of the school district; and the
7 per-pupil State average operating expenditure for the
8 district type (elementary, high school, or unit);

9 (B) curriculum information, including, where
10 applicable, Advanced Placement, International
11 Baccalaureate or equivalent courses, dual enrollment
12 courses, foreign language classes, computer science
13 courses, school personnel resources (including Career
14 Technical Education teachers), before and after school
15 programs, extracurricular activities, subjects in which
16 elective classes are offered, health and wellness
17 initiatives (including the average number of days of
18 Physical Education per week per student), approved
19 programs of study, awards received, community
20 partnerships, and special programs such as programming for
21 the gifted and talented, students with disabilities, and
22 work-study students;

23 (C) student outcomes, including, where applicable, the
24 percentage of students deemed proficient on assessments of
25 State standards, the percentage of students in the eighth
26 grade who pass Algebra, the percentage of students who

1 participated in workplace learning experiences, the
2 percentage of students enrolled in post-secondary
3 institutions (including colleges, universities, community
4 colleges, trade/vocational schools, and training programs
5 leading to career certification within 2 semesters of high
6 school graduation), the percentage of students graduating
7 from high school who are college and career ready, and the
8 percentage of graduates enrolled in community colleges,
9 colleges, and universities who are in one or more courses
10 that the community college, college, or university
11 identifies as a developmental course;

12 (D) student progress, including, where applicable, the
13 percentage of students in the ninth grade who have earned
14 5 credits or more without failing more than one core
15 class, a measure of students entering kindergarten ready
16 to learn, a measure of growth, and the percentage of
17 students who enter high school on track for college and
18 career readiness;

19 (E) the school environment, including, where
20 applicable, high school dropout rate by grade level, the
21 percentage of students with less than 10 absences in a
22 school year, the percentage of teachers with less than 10
23 absences in a school year for reasons other than
24 professional development, leaves taken pursuant to the
25 federal Family Medical Leave Act of 1993, long-term
26 disability, or parental leaves, the 3-year average of the

1 percentage of teachers returning to the school from the
2 previous year, the number of different principals at the
3 school in the last 6 years, the number of teachers who hold
4 a gifted education endorsement, the process and criteria
5 used by the district to determine whether a student is
6 eligible for participation in a gifted education program
7 or advanced academic program and the manner in which
8 parents and guardians are made aware of the process and
9 criteria, the number of teachers who are National Board
10 Certified Teachers, disaggregated by race and ethnicity, 2
11 or more indicators from any school climate survey selected
12 or approved by the State and administered pursuant to
13 Section 2-3.153 of this Code, with the same or similar
14 indicators included on school report cards for all surveys
15 selected or approved by the State pursuant to Section
16 2-3.153 of this Code, the combined percentage of teachers
17 rated as proficient or excellent in their most recent
18 evaluation, and, beginning with the 2022-2023 school year,
19 data on the number of incidents of violence that occurred
20 on school grounds or during school-related activities and
21 that resulted in an out-of-school suspension, expulsion,
22 or removal to an alternative setting, as reported pursuant
23 to Section 2-3.162;

24 (F) a school district's and its individual schools'
25 balanced accountability measure, in accordance with
26 Section 2-3.25a of this Code;

1 (G) the total and per pupil normal cost amount the
2 State contributed to the Teachers' Retirement System of
3 the State of Illinois in the prior fiscal year for the
4 school's employees, which shall be reported to the State
5 Board of Education by the Teachers' Retirement System of
6 the State of Illinois;

7 (H) for a school district organized under Article 34
8 of this Code only, State contributions to the Public
9 School Teachers' Pension and Retirement Fund of Chicago
10 and State contributions for health care for employees of
11 that school district;

12 (I) a school district's Final Percent of Adequacy, as
13 defined in paragraph (4) of subsection (f) of Section
14 18-8.15 of this Code;

15 (J) a school district's Local Capacity Target, as
16 defined in paragraph (2) of subsection (c) of Section
17 18-8.15 of this Code, displayed as a percentage amount;

18 (K) a school district's Real Receipts, as defined in
19 paragraph (1) of subsection (d) of Section 18-8.15 of this
20 Code, divided by a school district's Adequacy Target, as
21 defined in paragraph (1) of subsection (b) of Section
22 18-8.15 of this Code, displayed as a percentage amount;

23 (L) a school district's administrative costs;

24 (M) whether or not the school has participated in the
25 Illinois Youth Survey. In this paragraph (M), "Illinois
26 Youth Survey" means a self-report survey, administered in

1 school settings every 2 years, designed to gather
2 information about health and social indicators, including
3 substance abuse patterns and the attitudes of students in
4 grades 8, 10, and 12; and

5 (N) whether the school offered its students career and
6 technical education opportunities.

7 The school report card shall also provide information that
8 allows for comparing the current outcome, progress, and
9 environment data to the State average, to the school data from
10 the past 5 years, and to the outcomes, progress, and
11 environment of similar schools based on the type of school and
12 enrollment of low-income students, special education students,
13 and English learners.

14 As used in this subsection (2):

15 "Administrative costs" means costs associated with
16 executive, administrative, or managerial functions within the
17 school district that involve planning, organizing, managing,
18 or directing the school district.

19 "Advanced academic program" means a course of study to
20 which students are assigned based on advanced cognitive
21 ability or advanced academic achievement compared to local age
22 peers and in which the curriculum is substantially
23 differentiated from the general curriculum to provide
24 appropriate challenge and pace.

25 "Computer science" means the study of computers and
26 algorithms, including their principles, their hardware and

1 software designs, their implementation, and their impact on
2 society. "Computer science" does not include the study of
3 everyday uses of computers and computer applications, such as
4 keyboarding or accessing the Internet.

5 "Gifted education" means educational services, including
6 differentiated curricula and instructional methods, designed
7 to meet the needs of gifted children as defined in Article 14A
8 of this Code.

9 For the purposes of paragraph (A) of this subsection (2),
10 "average daily attendance" means the average of the actual
11 number of attendance days during the previous school year for
12 any enrolled student who is subject to compulsory attendance
13 by Section 26-1 of this Code at each school and charter school.

14 (3) At the discretion of the State Superintendent, the
15 school district report card shall include a subset of the
16 information identified in paragraphs (A) through (E) of
17 subsection (2) of this Section, as well as information
18 relating to the operating expense per pupil and other finances
19 of the school district, and the State report card shall
20 include a subset of the information identified in paragraphs
21 (A) through (E) and paragraph (N) of subsection (2) of this
22 Section. The school district report card shall include the
23 average daily attendance, as that term is defined in
24 subsection (2) of this Section, of students who have
25 individualized education programs and students who have 504
26 plans that provide for special education services within the

1 school district.

2 (4) Notwithstanding anything to the contrary in this
3 Section, in consultation with key education stakeholders, the
4 State Superintendent shall at any time have the discretion to
5 amend or update any and all metrics on the school, district, or
6 State report card.

7 (5) Annually, no more than 30 calendar days after receipt
8 of the school district and school report cards from the State
9 Superintendent of Education, each school district, including
10 special charter districts and districts subject to the
11 provisions of Article 34, shall present such report cards at a
12 regular school board meeting subject to applicable notice
13 requirements, post the report cards on the school district's
14 Internet web site, if the district maintains an Internet web
15 site, make the report cards available to a newspaper of
16 general circulation serving the district, and, upon request,
17 send the report cards home to a parent (unless the district
18 does not maintain an Internet web site, in which case the
19 report card shall be sent home to parents without request). If
20 the district posts the report card on its Internet web site,
21 the district shall send a written notice home to parents
22 stating (i) that the report card is available on the web site,
23 (ii) the address of the web site, (iii) that a printed copy of
24 the report card will be sent to parents upon request, and (iv)
25 the telephone number that parents may call to request a
26 printed copy of the report card.

1 (6) Nothing contained in Public Act 98-648 repeals,
2 supersedes, invalidates, or nullifies final decisions in
3 lawsuits pending on July 1, 2014 (the effective date of Public
4 Act 98-648) in Illinois courts involving the interpretation of
5 Public Act 97-8.

6 (7) As used in this subsection (7):

7 "Advanced-track coursework or programs" means any high
8 school courses, sequence of courses, or class or grouping of
9 students organized to provide more rigorous, enriched,
10 advanced, accelerated, gifted, or above grade-level
11 instruction. This may include, but is not limited to, Advanced
12 Placement courses, International Baccalaureate courses,
13 honors, weighted, advanced, or enriched courses, or gifted or
14 accelerated programs, classrooms, or courses.

15 "Course" means any high school class or course offered by
16 a school that is assigned a school course code by the State
17 Board of Education.

18 "English learner coursework or English learner program"
19 means a high school English learner course or program
20 designated to serve English learners, who may be designated as
21 English language learners or limited English proficiency
22 learners.

23 "Standard coursework or programs" means any high school
24 courses or classes other than advanced-track coursework or
25 programs, English learner coursework or programs, or special
26 education coursework or programs.

1 By October 31, 2027 and by October 31 of each subsequent
2 year, the State Board of Education, through the State
3 Superintendent of Education, shall prepare a stand-alone
4 report covering high schools, to be referred to as the
5 Expanded High School Snapshot Report. The State Board shall
6 post the Report on the State Board's Internet website. Each
7 school district with a high school shall include on the school
8 district's Internet website, if the district maintains an
9 Internet website, a hyperlink to the Report on the State
10 Board's Internet website titled "Expanded High School Snapshot
11 Report". Hyperlinks under this subsection (7) shall be
12 displayed in a manner that is easily accessible to the public.

13 The Expanded High School Snapshot Report shall include:

14 (A) a listing of all standard coursework or programs
15 offered by a high school;

16 (B) a listing of all advanced-track coursework or
17 programs offered by a high school;

18 (C) a listing of all English learner coursework or
19 programs offered by a high school;

20 (D) a listing of all special education coursework or
21 programs offered by a high school;

22 (E) data tables and graphs comparing advanced-track
23 coursework or programs with standard coursework or
24 programs according to the following parameters:

25 (i) the average years of experience of all
26 teachers in a high school who are assigned to teach

1 advanced-track coursework or programs compared with
2 the average years of experience of all teachers in the
3 high school who are assigned to teach standard
4 coursework or programs;

5 (ii) the average years of experience of all
6 teachers in a high school who are assigned to teach
7 special education coursework or programs compared with
8 the average years of experience of all teachers in the
9 high school who are assigned to teach standard
10 coursework or programs;

11 (iii) the average years of experience of all
12 teachers in a high school who are assigned to teach
13 English learner coursework or programs compared with
14 the average years of experience of all teachers in the
15 high school who are assigned to teach standard
16 coursework or programs;

17 (iv) the number of high school teachers who
18 possess bachelor's, master's, or doctorate degrees who
19 are assigned to teach advanced-track courses or
20 programs compared with the number of teachers who
21 possess bachelor's, master's, or doctorate degrees who
22 are assigned to teach standard coursework or programs;

23 (v) the number of high school teachers who possess
24 bachelor's, master's, or doctorate degrees who are
25 assigned to teach special education coursework or
26 programs compared with the number of teachers who

1 possess bachelor's, master's, or doctorate degrees who
2 are assigned to teach standard coursework or programs;

3 (vi) the number of high school teachers who
4 possess bachelor's, master's, or doctorate degrees who
5 are assigned to teach English learner coursework or
6 programs compared with the number of teachers who
7 possess bachelor's, master's, or doctorate degrees who
8 are assigned to teach standard coursework or programs;

9 (vii) the average student enrollment and class
10 size of advanced-track coursework or programs offered
11 in a high school compared with the average student
12 enrollment and class size of standard coursework or
13 programs;

14 (viii) the percentages of students delineated by
15 gender who are enrolled in advanced-track coursework
16 or programs in a high school compared with the gender
17 of students enrolled in standard coursework or
18 programs;

19 (ix) the percentages of students delineated by
20 gender who are enrolled in special education
21 coursework or programs in a high school compared with
22 the percentages of students enrolled in standard
23 coursework or programs;

24 (x) the percentages of students delineated by
25 gender who are enrolled in English learner coursework
26 or programs in a high school compared with the gender

1 of students enrolled in standard coursework or
2 programs;

3 (xi) the percentages of high school students in
4 each individual race and ethnicity category, as
5 defined in the most recent federal decennial census,
6 who are enrolled in advanced-track coursework or
7 programs compared with the percentages of students in
8 each individual race and ethnicity category enrolled
9 in standard coursework or programs;

10 (xii) the percentages of high school students in
11 each of the race and ethnicity categories, as defined
12 in the most recent federal decennial census, who are
13 enrolled in special education coursework or programs
14 compared with the percentages of students in each of
15 the race and ethnicity categories who are enrolled in
16 standard coursework or programs;

17 (xiii) the percentages of high school students in
18 each of the race and ethnicity categories, as defined
19 in the most recent federal decennial census, who are
20 enrolled in English learner coursework or programs in
21 a high school compared with the percentages of high
22 school students in each of the race and ethnicity
23 categories who are enrolled in standard coursework or
24 programs;

25 (xiv) the percentage of high school students who
26 reach proficiency (the equivalent of a C grade or

1 higher on a grade A through F scale) in advanced-track
2 coursework or programs compared with the percentage of
3 students who earn proficiency (the equivalent of a C
4 grade or higher on a grade A through F scale) in
5 standard coursework or programs;

6 (xv) the percentage of high school students who
7 reach proficiency (the equivalent of a C grade or
8 higher on a grade A through F scale) in special
9 education coursework or programs compared with the
10 percentage of high school students who earn
11 proficiency (the equivalent of a C grade or higher on a
12 grade A through F scale) in standard coursework or
13 programs; and

14 (xvi) the percentage of high school students who
15 reach proficiency (the equivalent of a C grade or
16 higher on a grade A through F scale) in English learner
17 coursework or programs compared with the percentage of
18 high school students who earn proficiency (the
19 equivalent of a C grade or higher on a grade A through
20 F scale) in standard coursework or programs; and

21 (F) data tables and graphs for each race and ethnicity
22 category, as defined in the most recent federal decennial
23 census, and gender category, as defined in the most recent
24 federal decennial census, describing:

25 (i) the total number of Advanced Placement courses
26 taken by race and ethnicity category and gender

1 category, as defined in the most recent federal
2 decennial census;

3 (ii) the total number of International
4 Baccalaureate courses taken by race and ethnicity
5 category and gender category, as defined in the most
6 recent federal decennial census;

7 (iii) for each race and ethnicity category and
8 gender category, as defined in the most recent federal
9 decennial census, the percentage of high school
10 students enrolled in Advanced Placement courses;

11 (iv) for each race and ethnicity category and
12 gender category, as defined in the most recent federal
13 decennial census, the percentage of high school
14 students enrolled in International Baccalaureate
15 courses; and

16 (v) for each race and ethnicity category, as
17 defined in the most recent federal decennial census,
18 the total number and percentage of high school
19 students who earn a score of 3 or higher on the
20 Advanced Placement exam associated with an Advanced
21 Placement course.

22 For data on teacher experience and education under this
23 subsection (7), a teacher who teaches a combination of courses
24 designated as advanced-track coursework or programs, English
25 learner coursework or programs, or standard coursework or
26 programs shall be included in all relevant categories and the

1 teacher's level of experience shall be added to the
2 categories.

3 (Source: P.A. 101-68, eff. 1-1-20; 101-81, eff. 7-12-19;
4 101-654, eff. 3-8-21; 102-16, eff. 6-17-21; 102-294, eff.
5 1-1-22; 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594,
6 eff. 7-1-22; 102-813, eff. 5-13-22.)