



Sen. Kimberly A. Lightford

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10300SB2031sam002

LRB103 26044 RJT 59941 a

1 AMENDMENT TO SENATE BILL 2031

2 AMENDMENT NO. _____. Amend Senate Bill 2031, AS AMENDED,
3 by replacing everything after the enacting clause with the
4 following:

5 "Section 5. The School Code is amended by changing Section
6 10-17a as follows:

7 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

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

10 (1) By October 31, 2013 and October 31 of each subsequent
11 school year, the State Board of Education, through the State
12 Superintendent of Education, shall prepare a State report
13 card, school district report cards, and school report cards,
14 and shall by the most economical means provide to each school
15 district in this State, including special charter districts
16 and districts subject to the provisions of Article 34, the

1 report cards for the school district and each of its schools.
2 Because of the impacts of the COVID-19 public health emergency
3 during school year 2020-2021, the State Board of Education
4 shall have until December 31, 2021 to prepare and provide the
5 report cards that would otherwise be due by October 31, 2021.
6 During a school year in which the Governor has declared a
7 disaster due to a public health emergency pursuant to Section
8 7 of the Illinois Emergency Management Agency Act, the report
9 cards for the school districts and each of its schools shall be
10 prepared by December 31.

11 (2) In addition to any information required by federal
12 law, the State Superintendent shall determine the indicators
13 and presentation of the school report card, which must
14 include, at a minimum, the most current data collected and
15 maintained by the State Board of Education related to the
16 following:

17 (A) school characteristics and student demographics,
18 including average class size, average teaching experience,
19 student racial/ethnic breakdown, and the percentage of
20 students classified as low-income; the percentage of
21 students classified as English learners, the number of
22 students who graduate from a bilingual or English learner
23 program, and the number of students who graduate from,
24 transfer from, or otherwise leave bilingual programs; the
25 percentage of students who have individualized education
26 plans or 504 plans that provide for special education

1 services; the number and percentage of all students who
2 have been assessed for placement in a gifted education or
3 advanced academic program and, of those students: (i) the
4 racial and ethnic breakdown, (ii) the percentage who are
5 classified as low-income, and (iii) the number and
6 percentage of students who received direct instruction
7 from a teacher who holds a gifted education endorsement
8 and, of those students, the percentage who are classified
9 as low-income; the percentage of students scoring at the
10 "exceeds expectations" level on the assessments required
11 under Section 2-3.64a-5 of this Code; the percentage of
12 students who annually transferred in or out of the school
13 district; average daily attendance; the per-pupil
14 operating expenditure of the school district; and the
15 per-pupil State average operating expenditure for the
16 district type (elementary, high school, or unit);

17 (B) curriculum information, including, where
18 applicable, Advanced Placement, International
19 Baccalaureate or equivalent courses, dual enrollment
20 courses, foreign language classes, computer science
21 courses, school personnel resources (including Career
22 Technical Education teachers), before and after school
23 programs, extracurricular activities, subjects in which
24 elective classes are offered, health and wellness
25 initiatives (including the average number of days of
26 Physical Education per week per student), approved

1 programs of study, awards received, community
2 partnerships, and special programs such as programming for
3 the gifted and talented, students with disabilities, and
4 work-study students;

5 (C) student outcomes, including, where applicable, the
6 percentage of students deemed proficient on assessments of
7 State standards, the percentage of students in the eighth
8 grade who pass Algebra, the percentage of students who
9 participated in workplace learning experiences, the
10 percentage of students enrolled in post-secondary
11 institutions (including colleges, universities, community
12 colleges, trade/vocational schools, and training programs
13 leading to career certification within 2 semesters of high
14 school graduation), the percentage of students graduating
15 from high school who are college and career ready, and the
16 percentage of graduates enrolled in community colleges,
17 colleges, and universities who are in one or more courses
18 that the community college, college, or university
19 identifies as a developmental course;

20 (D) student progress, including, where applicable, the
21 percentage of students in the ninth grade who have earned
22 5 credits or more without failing more than one core
23 class, a measure of students entering kindergarten ready
24 to learn, a measure of growth, and the percentage of
25 students who enter high school on track for college and
26 career readiness;

1 (E) the school environment, including, where
2 applicable, high school dropout rate by grade level, the
3 percentage of students with less than 10 absences in a
4 school year, the percentage of teachers with less than 10
5 absences in a school year for reasons other than
6 professional development, leaves taken pursuant to the
7 federal Family Medical Leave Act of 1993, long-term
8 disability, or parental leaves, the 3-year average of the
9 percentage of teachers returning to the school from the
10 previous year, the number of different principals at the
11 school in the last 6 years, the number of teachers who hold
12 a gifted education endorsement, the process and criteria
13 used by the district to determine whether a student is
14 eligible for participation in a gifted education program
15 or advanced academic program and the manner in which
16 parents and guardians are made aware of the process and
17 criteria, the number of teachers who are National Board
18 Certified Teachers, disaggregated by race and ethnicity, 2
19 or more indicators from any school climate survey selected
20 or approved by the State and administered pursuant to
21 Section 2-3.153 of this Code, with the same or similar
22 indicators included on school report cards for all surveys
23 selected or approved by the State pursuant to Section
24 2-3.153 of this Code, the combined percentage of teachers
25 rated as proficient or excellent in their most recent
26 evaluation, and, beginning with the 2022-2023 school year,

1 data on the number of incidents of violence that occurred
2 on school grounds or during school-related activities and
3 that resulted in an out-of-school suspension, expulsion,
4 or removal to an alternative setting, as reported pursuant
5 to Section 2-3.162;

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

9 (G) the total and per pupil normal cost amount the
10 State contributed to the Teachers' Retirement System of
11 the State of Illinois in the prior fiscal year for the
12 school's employees, which shall be reported to the State
13 Board of Education by the Teachers' Retirement System of
14 the State of Illinois;

15 (H) for a school district organized under Article 34
16 of this Code only, State contributions to the Public
17 School Teachers' Pension and Retirement Fund of Chicago
18 and State contributions for health care for employees of
19 that school district;

20 (I) a school district's Final Percent of Adequacy, as
21 defined in paragraph (4) of subsection (f) of Section
22 18-8.15 of this Code;

23 (J) a school district's Local Capacity Target, as
24 defined in paragraph (2) of subsection (c) of Section
25 18-8.15 of this Code, displayed as a percentage amount;

26 (K) a school district's Real Receipts, as defined in

1 paragraph (1) of subsection (d) of Section 18-8.15 of this
2 Code, divided by a school district's Adequacy Target, as
3 defined in paragraph (1) of subsection (b) of Section
4 18-8.15 of this Code, displayed as a percentage amount;

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

6 (M) whether or not the school has participated in the
7 Illinois Youth Survey. In this paragraph (M), "Illinois
8 Youth Survey" means a self-report survey, administered in
9 school settings every 2 years, designed to gather
10 information about health and social indicators, including
11 substance abuse patterns and the attitudes of students in
12 grades 8, 10, and 12; and

13 (N) whether the school offered its students career and
14 technical education opportunities.

15 The school report card shall also provide information that
16 allows for comparing the current outcome, progress, and
17 environment data to the State average, to the school data from
18 the past 5 years, and to the outcomes, progress, and
19 environment of similar schools based on the type of school and
20 enrollment of low-income students, special education students,
21 and English learners.

22 As used in this subsection (2):

23 "Administrative costs" means costs associated with
24 executive, administrative, or managerial functions within the
25 school district that involve planning, organizing, managing,
26 or directing the school district.

1 "Advanced academic program" means a course of study to
2 which students are assigned based on advanced cognitive
3 ability or advanced academic achievement compared to local age
4 peers and in which the curriculum is substantially
5 differentiated from the general curriculum to provide
6 appropriate challenge and pace.

7 "Computer science" means the study of computers and
8 algorithms, including their principles, their hardware and
9 software designs, their implementation, and their impact on
10 society. "Computer science" does not include the study of
11 everyday uses of computers and computer applications, such as
12 keyboarding or accessing the Internet.

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

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

22 (3) At the discretion of the State Superintendent, the
23 school district report card shall include a subset of the
24 information identified in paragraphs (A) through (E) of
25 subsection (2) of this Section, as well as information
26 relating to the operating expense per pupil and other finances

1 of the school district, and the State report card shall
2 include a subset of the information identified in paragraphs
3 (A) through (E) and paragraph (N) of subsection (2) of this
4 Section. The school district report card shall include the
5 average daily attendance, as that term is defined in
6 subsection (2) of this Section, of students who have
7 individualized education programs and students who have 504
8 plans that provide for special education services within the
9 school district.

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

15 (5) Annually, no more than 30 calendar days after receipt
16 of the school district and school report cards from the State
17 Superintendent of Education, each school district, including
18 special charter districts and districts subject to the
19 provisions of Article 34, shall present such report cards at a
20 regular school board meeting subject to applicable notice
21 requirements, post the report cards on the school district's
22 Internet web site, if the district maintains an Internet web
23 site, make the report cards available to a newspaper of
24 general circulation serving the district, and, upon request,
25 send the report cards home to a parent (unless the district
26 does not maintain an Internet web site, in which case the

1 report card shall be sent home to parents without request). If
2 the district posts the report card on its Internet web site,
3 the district shall send a written notice home to parents
4 stating (i) that the report card is available on the web site,
5 (ii) the address of the web site, (iii) that a printed copy of
6 the report card will be sent to parents upon request, and (iv)
7 the telephone number that parents may call to request a
8 printed copy of the report card.

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

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

15 "Advanced-track coursework or programs" means any high
16 school courses, sequence of courses, or class or grouping of
17 students organized to provide more rigorous, enriched,
18 advanced, accelerated, gifted, or above grade-level
19 instruction. This may include, but is not limited to, Advanced
20 Placement courses, International Baccalaureate courses,
21 honors, weighted, advanced, or enriched courses, or gifted or
22 accelerated programs, classrooms, or courses.

23 "Course" means any high school class or course offered by
24 a school that is assigned a school course code by the State
25 Board of Education.

26 "English learner coursework or English learner program"

1 means a high school English learner course or program
2 designated to serve English learners, who may be designated as
3 English language learners or limited English proficiency
4 learners.

5 "Standard coursework or programs" means any high school
6 courses or classes other than advanced-track coursework or
7 programs, English learner coursework or programs, or special
8 education coursework or programs.

9 By October 31, 2025 and by October 31 of each subsequent
10 year, the State Board of Education, through the State
11 Superintendent of Education, shall prepare a stand-alone
12 report covering high schools, to be referred to as the
13 Expanded High School Snapshot Report. The State Board shall
14 post the Report on the State Board's Internet website. Each
15 school district with a high school shall include on the school
16 district's Internet website, if the district maintains an
17 Internet website, a hyperlink to the Report on the State
18 Board's Internet website titled "Expanded High School Snapshot
19 Report". Hyperlinks under this subsection (7) shall be
20 displayed in a manner that is easily accessible to the public.

21 The Expanded High School Snapshot Report shall include:

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

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

26 (C) a listing of all English learner coursework or

1 programs offered by a high school;

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

4 (E) data tables and graphs comparing advanced-track
5 coursework or programs with standard coursework or
6 programs according to the following parameters:

7 (i) the average years of experience of all
8 teachers in a high school who are assigned to teach
9 advanced-track coursework or programs compared with
10 the average years of experience of all teachers in the
11 high school who are assigned to teach standard
12 coursework or programs;

13 (ii) the average years of experience of all
14 teachers in a high school who are assigned to teach
15 special education coursework or programs compared with
16 the average years of experience of all teachers in the
17 high school who are assigned to teach standard
18 coursework or programs;

19 (iii) the average years of experience of all
20 teachers in a high school who are assigned to teach
21 English learner coursework or programs compared with
22 the average years of experience of all teachers in the
23 high school who are assigned to teach standard
24 coursework or programs;

25 (iv) the number of high school teachers who
26 possess bachelor's, master's, or doctorate degrees who

1 are assigned to teach advanced-track courses or
2 programs compared with the number of teachers who
3 possess bachelor's, master's, or doctorate degrees who
4 are assigned to teach standard coursework or programs;

5 (v) the number of high school teachers who possess
6 bachelor's, master's, or doctorate degrees who are
7 assigned to teach special education coursework or
8 programs compared with the number of teachers who
9 possess bachelor's, master's, or doctorate degrees who
10 are assigned to teach standard coursework or programs;

11 (vi) the number of high school teachers who
12 possess bachelor's, master's, or doctorate degrees who
13 are assigned to teach English learner coursework or
14 programs compared with the number of teachers who
15 possess bachelor's, master's, or doctorate degrees who
16 are assigned to teach standard coursework or programs;

17 (vii) the average student enrollment and class
18 size of advanced-track coursework or programs offered
19 in a high school compared with the average student
20 enrollment and class size of standard coursework or
21 programs;

22 (viii) the percentages of students delineated by
23 gender who are enrolled in advanced-track coursework
24 or programs in a high school compared with the gender
25 of students enrolled in standard coursework or
26 programs;

1 (ix) the percentages of students delineated by
2 gender who are enrolled in special education
3 coursework or programs in a high school compared with
4 the percentages of students enrolled in standard
5 coursework or programs;

6 (x) the percentages of students delineated by
7 gender who are enrolled in English learner coursework
8 or programs in a high school compared with the gender
9 of students enrolled in standard coursework or
10 programs;

11 (xi) the percentages of high school students in
12 each individual race and ethnicity category, as
13 defined in the most recent federal decennial census,
14 who are enrolled in advanced-track coursework or
15 programs compared with the percentages of students in
16 each individual race and ethnicity category enrolled
17 in standard coursework or programs;

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

25 (xiii) the percentages of high school students in
26 each of the race and ethnicity categories, as defined

1 in the most recent federal decennial census, who are
2 enrolled in English learner coursework or programs in
3 a high school compared with the percentages of high
4 school students in each of the race and ethnicity
5 categories who are enrolled in standard coursework or
6 programs;

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

14 (xv) 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 special
17 education coursework or programs compared with the
18 percentage of high school students who earn
19 proficiency (the equivalent of a C grade or higher on a
20 grade A through F scale) in standard coursework or
21 programs; and

22 (xvi) the percentage of high school students who
23 reach proficiency (the equivalent of a C grade or
24 higher on a grade A through F scale) in English learner
25 coursework or programs compared with the percentage of
26 high school students who earn proficiency (the

1 equivalent of a C grade or higher on a grade A through
2 F scale) in standard coursework or programs; and
3 (F) data tables and graphs for each race and ethnicity
4 category, as defined in the most recent federal decennial
5 census, and gender category, as defined in the most recent
6 federal decennial census, describing:

7 (i) the total number of Advanced Placement courses
8 taken by race and ethnicity category and gender
9 category, as defined in the most recent federal
10 decennial census;

11 (ii) the total number of International
12 Baccalaureate courses taken by race and ethnicity
13 category and gender category, as defined in the most
14 recent federal decennial census;

15 (iii) for each race and ethnicity category and
16 gender category, as defined in the most recent federal
17 decennial census, the percentage of high school
18 students enrolled in Advanced Placement courses;

19 (iv) for each race and ethnicity category and
20 gender category, as defined in the most recent federal
21 decennial census, the percentage of high school
22 students enrolled in International Baccalaureate
23 courses; and

24 (v) for each race and ethnicity category, as
25 defined in the most recent federal decennial census,
26 the total number and percentage of high school

1 students who earn a score of 3 or higher on the
2 Advanced Placement exam associated with an Advanced
3 Placement course.

4 For data on teacher experience and education under this
5 subsection (7), a teacher who teaches a combination of courses
6 designated as advanced-track coursework or programs, English
7 learner coursework or programs, or standard coursework or
8 programs shall be included in all relevant categories and the
9 teacher's level of experience shall be added to the
10 categories.

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