



Sen. Mary Edly-Allen

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10300SB2337sam001

LRB103 27217 RJT 59453 a

1 AMENDMENT TO SENATE BILL 2337

2 AMENDMENT NO. _____. Amend Senate Bill 2337 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing
5 Sections 10-17a, 14A-17, and 14A-32 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.

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.

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

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

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

1 grades kindergarten through 8, disaggregated by the
2 students demographics described in this paragraph (A), in
3 each of the following categories: (i) those who have been
4 assessed for placement in a gifted education program or
5 accelerated placement, (ii) those who have enrolled in a
6 gifted education program or in accelerated placement, and
7 (iii) for each of categories (i) and (ii), those who
8 received direct instruction from a teacher who holds a
9 gifted education endorsement; the number and the
10 percentage of all students in grades 9 through 12,
11 disaggregated by the student demographics described in
12 this paragraph (A), who have been enrolled in an advanced
13 academic program; the number and percentage of all
14 students who have been assessed for placement in a gifted
15 education or advanced academic program and, of those
16 students: (i) the racial and ethnic breakdown, (ii) the
17 percentage who are classified as low income, and (iii) the
18 number and percentage of students who received direct
19 instruction from a teacher who holds a gifted education
20 endorsement and, of those students, the percentage who are
21 classified as low income; the percentage of students
22 scoring at the "exceeds expectations" level on the
23 assessments required under Section 2-3.64a-5 of this Code;
24 the percentage of students who annually transferred in or
25 out of the school district; average daily attendance; the
26 per-pupil operating expenditure of the school district;

1 and the per-pupil State average operating expenditure for
2 the district type (elementary, high school, or unit);

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

17 (C) student outcomes, including, where applicable, the
18 percentage of students deemed proficient on assessments of
19 State standards, the percentage of students in the eighth
20 grade who pass Algebra, the percentage of students who
21 participated in workplace learning experiences, the
22 percentage of students enrolled in post-secondary
23 institutions (including colleges, universities, community
24 colleges, trade/vocational schools, and training programs
25 leading to career certification within 2 semesters of high
26 school graduation), the percentage of students graduating

1 from high school who are college and career ready, and the
2 percentage of graduates enrolled in community colleges,
3 colleges, and universities who are in one or more courses
4 that the community college, college, or university
5 identifies as a developmental course;

6 (D) student progress, including, where applicable, the
7 percentage of students in the ninth grade who have earned
8 5 credits or more without failing more than one core
9 class, a measure of students entering kindergarten ready
10 to learn, a measure of growth, and the percentage of
11 students who enter high school on track for college and
12 career readiness;

13 (E) the school environment, including, where
14 applicable, high school dropout rate by grade level, the
15 percentage of students with less than 10 absences in a
16 school year, the percentage of teachers with less than 10
17 absences in a school year for reasons other than
18 professional development, leaves taken pursuant to the
19 federal Family Medical Leave Act of 1993, long-term
20 disability, or parental leaves, the 3-year average of the
21 percentage of teachers returning to the school from the
22 previous year, the number of different principals at the
23 school in the last 6 years, the number of teachers who hold
24 a gifted education endorsement, the process and criteria
25 used by the district to determine whether a student is
26 eligible for participation in a gifted education program

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

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

21 (G) the total and per pupil normal cost amount the
22 State contributed to the Teachers' Retirement System of
23 the State of Illinois in the prior fiscal year for the
24 school's employees, which shall be reported to the State
25 Board of Education by the Teachers' Retirement System of
26 the State of Illinois;

1 (H) for a school district organized under Article 34
2 of this Code only, State contributions to the Public
3 School Teachers' Pension and Retirement Fund of Chicago
4 and State contributions for health care for employees of
5 that school district;

6 (I) a school district's Final Percent of Adequacy, as
7 defined in paragraph (4) of subsection (f) of Section
8 18-8.15 of this Code;

9 (J) a school district's Local Capacity Target, as
10 defined in paragraph (2) of subsection (c) of Section
11 18-8.15 of this Code, displayed as a percentage amount;

12 (K) a school district's Real Receipts, as defined in
13 paragraph (1) of subsection (d) of Section 18-8.15 of this
14 Code, divided by a school district's Adequacy Target, as
15 defined in paragraph (1) of subsection (b) of Section
16 18-8.15 of this Code, displayed as a percentage amount;

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

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

25 (N) whether the school offered its students career and
26 technical education opportunities.

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

8 As used in this subsection (2):

9 "Accelerated placement" has the meaning ascribed to that
10 term in Section 14A-17 of this Code.

11 "Administrative costs" means costs associated with
12 executive, administrative, or managerial functions within the
13 school district that involve planning, organizing, managing,
14 or directing the school district.

15 "Advanced academic program" means a course of study,
16 including, but not limited to, accelerated placement, advanced
17 placement coursework, International Baccalaureate coursework,
18 dual credit, or any course designated as enriched or honors,
19 that a student is enrolled in ~~to which students are assigned~~
20 based on advanced cognitive ability or advanced academic
21 achievement compared to local age peers and in which the
22 curriculum is substantially differentiated from the general
23 curriculum to provide appropriate challenge and pace.

24 "Computer science" means the study of computers and
25 algorithms, including their principles, their hardware and
26 software designs, their implementation, and their impact on

1 society. "Computer science" does not include the study of
2 everyday uses of computers and computer applications, such as
3 keyboarding or accessing the Internet.

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

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

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

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

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

26 (6) Nothing contained in Public Act 98-648 repeals,

1 supersedes, invalidates, or nullifies final decisions in
2 lawsuits pending on July 1, 2014 (the effective date of Public
3 Act 98-648) in Illinois courts involving the interpretation of
4 Public Act 97-8.

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

9 (105 ILCS 5/14A-17)

10 Sec. 14A-17. Accelerated placement; advanced academic
11 program. For purposes of this Article, "accelerated placement"
12 means the placement of a child in an educational setting with
13 curriculum that is usually reserved for children who are older
14 or in higher grades than the child. "Accelerated placement"
15 under this Article or other school district-adopted policies
16 shall include, but need not be limited to, the following types
17 of acceleration: early entrance to kindergarten or first
18 grade, accelerating a child in a single subject, and grade
19 acceleration.

20 "Advanced academic program" means a course of study,
21 including, but not limited to, accelerated placement, advanced
22 placement coursework, International Baccalaureate coursework,
23 dual credit, or any course designated as enriched or honors,
24 that a student is enrolled in based on the student's advanced
25 cognitive ability or advanced academic achievement compared to

1 local age peers and in which the curriculum is substantially
2 differentiated from the general curriculum to provide
3 appropriate challenge and pace.

4 (Source: P.A. 100-421, eff. 7-1-18.)

5 (105 ILCS 5/14A-32)

6 Sec. 14A-32. Accelerated placement; school district
7 responsibilities.

8 (a) Each school district shall have a policy that allows
9 for accelerated placement that includes or incorporates by
10 reference the following components:

11 (1) a provision that provides that participation in
12 accelerated placement is not limited to those children who
13 have been identified as gifted and talented, but rather is
14 open to all children who demonstrate high ability and who
15 may benefit from accelerated placement;

16 (2) a fair and equitable decision-making process that
17 involves multiple persons and includes a student's parents
18 or guardians;

19 (3) procedures for notifying parents or guardians of a
20 child of a decision affecting that child's participation
21 in an accelerated placement program; and

22 (4) an assessment process that includes multiple
23 valid, reliable indicators.

24 (a-5) By no later than the beginning of the 2023-2024
25 school year, a school district's accelerated placement policy

1 shall allow for the automatic enrollment, in the following
2 school term, of a student into the next most rigorous level of
3 advanced coursework offered by the high school if the student
4 meets or exceeds State standards in English language arts,
5 mathematics, or science on a State assessment administered
6 under Section 2-3.64a-5 as follows:

7 (1) A student who meets or exceeds State standards in
8 English language arts shall be automatically enrolled into
9 the next most rigorous level of advanced coursework in
10 English, social studies, humanities, or related subjects.

11 (2) A student who meets or exceeds State standards in
12 mathematics shall be automatically enrolled into the next
13 most rigorous level of advanced coursework in mathematics.

14 (3) A student who meets or exceeds State standards in
15 science shall be automatically enrolled into the next most
16 rigorous level of advanced coursework in science.

17 For a student entering grade 12, the next most rigorous
18 level of advanced coursework in English language arts or
19 mathematics shall be a dual credit course, as defined in the
20 Dual Credit Quality Act, an Advanced Placement course, as
21 defined in Section 10 of the College and Career Success for All
22 Students Act, or an International Baccalaureate course;
23 otherwise, the next most rigorous level of advanced coursework
24 under this subsection (a-5) may include a dual credit course,
25 as defined in the Dual Credit Quality Act, an Advanced
26 Placement course, as defined in Section 10 of the College and

1 Career Success for All Students Act, an International
2 Baccalaureate course, an honors class, an enrichment
3 opportunity, a gifted program, or another program offered by
4 the district.

5 A school district may use the student's most recent State
6 assessment results to determine whether a student meets or
7 exceeds State standards. For a student entering grade 9,
8 results from the State assessment taken in grades 6 through 8
9 may be used. For other high school grades, the results from a
10 locally selected, nationally normed assessment may be used
11 instead of the State assessment if those results are the most
12 recent.

13 A school district must provide the parent or guardian of a
14 student eligible for automatic enrollment under this
15 subsection (a-5) with the option to instead have the student
16 enroll in alternative coursework that better aligns with the
17 student's postsecondary education or career goals.

18 Nothing in this subsection (a-5) may be interpreted to
19 preclude other students from enrolling in advanced coursework
20 per the policy of a school district.

21 (b) Further, a school district's accelerated placement
22 policy may include or incorporate by reference, but need not
23 be limited to, the following components:

24 (1) procedures for annually informing the community
25 at-large, including parents or guardians, community-based
26 organizations, and providers of out-of-school programs,

1 about the accelerated placement program and the methods
2 used for the identification of children eligible for
3 accelerated placement, including strategies to reach
4 groups of students and families who have been historically
5 underrepresented in accelerated placement programs and
6 advanced coursework;

7 (2) a process for referral that allows for multiple
8 referrers, including a child's parents or guardians; other
9 referrers may include licensed education professionals,
10 the child, with the written consent of a parent or
11 guardian, a peer, through a licensed education
12 professional who has knowledge of the referred child's
13 abilities, or, in case of possible early entrance, a
14 preschool educator, pediatrician, or psychologist who
15 knows the child;

16 (3) a provision that provides that children
17 participating in an accelerated placement program and
18 their parents or guardians will be provided a written plan
19 detailing the type of acceleration the child will receive
20 and strategies to support the child;

21 (4) procedures to provide support and promote success
22 for students who are newly enrolled in an accelerated
23 placement program; ~~and~~

24 (5) a process for the school district to review and
25 utilize disaggregated data on participation in an
26 accelerated placement program to address gaps among

1 demographic groups in accelerated placement opportunities;
2 and-

3 (6) procedures to promote equity, which may
4 incorporate one or more of the following evidence-based
5 practices:

6 (A) the use of multiple tools to assess
7 exceptional potential and provide several pathways
8 into advanced academic programs when assessing student
9 need for advanced academic or accelerated programming;

10 (B) providing enrichment opportunities starting in
11 the early grades to address achievement gaps that
12 occur at school entry and provide students with
13 opportunities to demonstrate their advanced potential;

14 (C) the use of universal screening combined with
15 local school-based norms for placement in accelerated
16 and advanced learning programs;

17 (D) developing a continuum of services to identify
18 and develop talent in all learners ranging from
19 enriched learning experiences, such as problem-based
20 learning, performance tasks, critical thinking, and
21 career exploration, to accelerated placement and
22 advanced academic programming; and

23 (E) providing professional learning in gifted
24 education for teachers and other appropriate school
25 personnel to appropriately identify and challenge
26 students from diverse cultures and backgrounds who may

1 benefit from accelerated placement or advanced
2 academic programming.

3 (c) The State Board of Education shall adopt rules to
4 determine data to be collected and disaggregated by
5 demographic group regarding accelerated placement, including
6 the rates of students who participate in and successfully
7 complete advanced coursework, and a method of making the
8 information available to the public.

9 (d) On or before November 1, 2022, following a review of
10 disaggregated data on the participation and successful
11 completion rates of students enrolled in an accelerated
12 placement program, each school district shall develop a plan
13 to expand access to its accelerated placement program and to
14 ensure the teaching capacity necessary to meet the increased
15 demand.

16 (Source: P.A. 101-654, eff. 3-8-21; 102-209, eff. 11-30-21
17 (See Section 5 of P.A. 102-671 for effective date of P.A.
18 102-209).)

19 Section 99. Effective date. This Act takes effect upon
20 becoming law."