



99TH GENERAL ASSEMBLY

State of Illinois

2015 and 2016

HB4424

by Rep. Rita Mayfield

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.25f

from Ch. 122, par. 2-3.25f

105 ILCS 5/2-3.51.3 new

Amends the School Code. Requires the State Board of Education to establish a reading initiative in all public elementary schools to ensure that all students, beginning with students entering kindergarten in the 2016-2017 school year, are reading at or above grade level by the time they complete 3rd grade. Provides that, under the initiative, if a student does not read at or above grade level by the time he or she completes 3rd grade, then that student may not be promoted to the next higher grade level until he or she is able to read at or above grade level. Provides that if more than 10% of a school's 3rd grade students are retained at the end of a given school year, then the school district is subject to State intervention, in which the State Board of Education may authorize the State Superintendent of Education to direct the reassignment of students or direct the reassignment or replacement of school district personnel who are relevant to the failure of those students to read at or above grade level. Effective immediately.

LRB099 15159 NHT 39392 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

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 and by adding Section 2-3.51.3 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 assist with the development and implementation of
10 School and District 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) Beginning in 2017, if, after 3 years following its
17 identification as a priority district under Section 2-3.25d-5
18 of this Code, a district does not make progress as measured by
19 a reduction in achievement gaps commensurate with the targets
20 in this State's approved accountability plan with the U.S.
21 Department of Education, then the State Board of Education may
22 (i) change the recognition status of the school district or
23 school to nonrecognized or (ii) authorize the State

1 Superintendent of Education to direct the reassignment of
2 pupils or direct the reassignment or replacement of school
3 district personnel. If a school district is nonrecognized in
4 its entirety, it shall automatically be dissolved on July 1
5 following that nonrecognition and its territory realigned with
6 another school district or districts by the regional board of
7 school trustees in accordance with the procedures set forth in
8 Section 7-11 of the School Code. The effective date of the
9 nonrecognition of a school shall be July 1 following the
10 nonrecognition.

11 (b-2) If, under the reading initiative established under
12 Section 2-3.51.3 of this Code, more than 10% of a school's 3rd
13 grade students are retained at the end of a given school year
14 because they do not read at or above grade level, then the
15 State Board of Education may authorize the State Superintendent
16 of Education to direct the reassignment of students or direct
17 the reassignment or replacement of school district personnel
18 who are relevant to the failure of those students to read at or
19 above grade level.

20 (b-5) The State Board of Education shall also develop a
21 system to provide assistance and resources to lower performing
22 school districts. At a minimum, the State Board shall identify
23 school districts to receive priority services, to be known as
24 priority districts under Section 2-3.25d-5 of this Code. The
25 school district shall provide the exclusive bargaining
26 representative with a 5-day notice that the district has been

1 identified as a priority district. In addition, the State Board
2 may, by rule, develop other categories of low-performing
3 schools and school districts to receive services.

4 Based on the results of the district needs assessment under
5 Section 2-3.25d-5 of this Code, the State Board of Education
6 shall work with the district to provide technical assistance
7 and professional development, in partnership with the
8 district, to implement a continuous improvement plan that would
9 increase outcomes for students. The plan for continuous
10 improvement shall be based on the results of the district needs
11 assessment and shall be used to determine the types of services
12 that are to be provided to each priority district. Potential
13 services for a district may include monitoring adult and
14 student practices, reviewing and reallocating district
15 resources, developing a district leadership team, providing
16 access to curricular content area specialists, and providing
17 online resources and professional development.

18 The State Board of Education may require priority districts
19 identified as having deficiencies in one or more core functions
20 of the district needs assessment to undergo an accreditation
21 process as provided in subsection (d) of Section 2-3.25f-5 of
22 this Code.

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

26 (Source: P.A. 98-1155, eff. 1-9-15; 99-193, eff. 7-30-15;

1 99-203, eff. 7-30-15; revised 10-9-15.)

2 (105 ILCS 5/2-3.51.3 new)

3 Sec. 2-3.51.3. Reading initiative. The State Board of
4 Education shall establish a reading initiative in all public
5 elementary schools to ensure that all students, beginning with
6 students entering kindergarten in the 2016-2017 school year,
7 are reading at or above grade level by the time they complete
8 3rd grade. Under the initiative, if a student does not read at
9 or above grade level by the time he or she completes 3rd grade,
10 then that student may not be promoted to the next higher grade
11 level until he or she is able to read at or above grade level.
12 If more than 10% of a school's 3rd grade students are retained
13 at the end of a given school year because they do not read at or
14 above grade level, then the school district is subject to State
15 intervention as provided in subsection (b-2) of Section 2-3.25f
16 of this Code.

17 Section 99. Effective date. This Act takes effect upon
18 becoming law.