



Rep. Linda Chapa LaVia

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LRB099 16896 MLM 46566 a

1 AMENDMENT TO HOUSE BILL 6044

2 AMENDMENT NO. _____. Amend House Bill 6044 as follows:

3 on page 1, line 5, immediately before "7-2a,", by inserting
4 "2-3.25a,"; and

5 on page 1, immediately below line 6, by inserting the
6 following:

7 "(105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)
8 Sec. 2-3.25a. "School district" defined; additional
9 standards.

10 (a) For the purposes of this Section and Sections 3.25b,
11 3.25c, 3.25d, 3.25e, and 3.25f of this Code, "school district"
12 includes other public entities responsible for administering
13 public schools, such as cooperatives, joint agreements,
14 charter schools, special charter districts, regional offices
15 of education, local agencies, and the Department of Human

1 Services.

2 (b) In addition to the standards established pursuant to
3 Section 2-3.25, the State Board of Education shall develop
4 recognition standards for student performance and school
5 improvement for all school districts and their individual
6 schools, which must be an outcomes-based, balanced
7 accountability measure. The State Board of Education is
8 prohibited from having separate performance standards for
9 students based on race or ethnicity.

10 Subject to the availability of federal, State, public, or
11 private funds, the balanced accountability measure must be
12 designed to focus on 2 components, student performance and
13 professional practice. The student performance component shall
14 count for 30% of the total balanced accountability measure, and
15 the professional practice component shall count for 70% of the
16 total balanced accountability measure. The student performance
17 component shall focus on student outcomes and closing the
18 achievement gaps within each school district and its individual
19 schools using a Multiple Measure Index and Annual Measurable
20 Objectives, as set forth in Section 2-3.25d of this Code. The
21 professional practice component shall focus on the degree to
22 which a school district, as well as its individual schools, is
23 implementing evidence-based, best professional practices and
24 exhibiting continued improvement. Beginning with the 2015-2016
25 school year, the balanced accountability measure shall consist
26 of only the student performance component, which shall account

1 for 100% of the total balanced accountability measure. From the
2 2017-2018 ~~2016-2017~~ school year through the 2022-2023
3 ~~2021-2022~~ school year, the State Board of Education and a
4 Balanced Accountability Measure Committee shall identify a
5 number of school districts per the designated school years to
6 begin implementing the balanced accountability measure, which
7 includes both the student performance and professional
8 practice components. By the 2022-2023 ~~2021-2022~~ school year,
9 all school districts must be implementing the balanced
10 accountability measure, which includes both components. The
11 Balanced Accountability Measure Committee shall consist of the
12 following individuals: a representative of a statewide
13 association representing regional superintendents of schools,
14 a representative of a statewide association representing
15 principals, a representative of an association representing
16 principals in a city having a population exceeding 500,000, a
17 representative of a statewide association representing school
18 administrators, a representative of a statewide professional
19 teachers' organization, a representative of a different
20 statewide professional teachers' organization, an additional
21 representative from either statewide professional teachers'
22 organization, a representative of a professional teachers'
23 organization in a city having a population exceeding 500,000, a
24 representative of a statewide association representing school
25 boards, and a representative of a school district organized
26 under Article 34 of this Code. The head of each association or

1 entity listed in this paragraph shall appoint its respective
2 representative. The State Superintendent of Education, in
3 consultation with the Committee, may appoint no more than 2
4 additional individuals to the Committee, which individuals
5 shall serve in an advisory role and must not have voting or
6 other decision-making rights. The Committee is abolished on
7 June 1, 2023 ~~2022~~.

8 Using a Multiple Measure Index consistent with subsection
9 (a) of Section 2-3.25d of this Code, the student performance
10 component shall consist of the following subcategories, each of
11 which must be valued at 10%:

12 (1) achievement status;

13 (2) achievement growth; and

14 (3) Annual Measurable Objectives, as set forth in
15 subsection (b) of Section 2-3.25d of this Code.

16 Achievement status shall measure and assess college and career
17 readiness, as well as the graduation rate. Achievement growth
18 shall measure the school district's and its individual schools'
19 student growth via this State's growth value tables. Annual
20 Measurable Objectives shall measure the degree to which school
21 districts, as well as their individual schools, are closing
22 their achievement gaps among their student population and
23 subgroups.

24 The professional practice component shall consist of the
25 following subcategories:

26 (A) compliance;

1 (B) evidence-based best practices; and

2 (C) contextual improvement.

3 Compliance, which shall count for 10%, shall measure the degree
4 to which a school district and its individual schools meet the
5 current State compliance requirements. Evidence-based best
6 practices, which shall count for 30%, shall measure the degree
7 to which school districts and their individual schools are
8 adhering to a set of evidence-based quality standards and best
9 practice for effective schools that include (i) continuous
10 improvement, (ii) culture and climate, (iii) shared
11 leadership, (iv) governance, (v) education and employee
12 quality, (vi) family and community connections, and (vii)
13 student and learning development and are further developed in
14 consultation with the State Board of Education and the Balanced
15 Accountability Measure Committee set forth in this subsection
16 (b). Contextual improvement, which shall count for 30%, shall
17 provide school districts and their individual schools the
18 opportunity to demonstrate improved outcomes through local
19 data, including without limitation school climate, unique
20 characteristics, and barriers that impact the educational
21 environment and hinder the development and implementation of
22 action plans to address areas of school district and individual
23 school improvement. Each school district, in good faith
24 cooperation with its teachers or, where applicable, the
25 exclusive bargaining representatives of its teachers, shall
26 develop 2 measurable objectives to demonstrate contextual

1 improvement, each of which must be equally weighted. Each
2 school district shall begin such good faith cooperative
3 development of these objectives no later than 6 months prior to
4 the beginning of the school year in which the school district
5 is to implement the professional practice component of the
6 balanced accountability measure. The professional practice
7 component must be scored using trained peer review teams that
8 observe and verify school district practices using an
9 evidence-based framework.

10 The balanced accountability measure shall combine the
11 student performance and professional practice components into
12 one summative score based on 100 points at the school district
13 and individual-school level. A school district shall be
14 designated as "Exceeds Standards - Exemplar" if the overall
15 score is 100 to 90, "Meets Standards - Proficient" if the
16 overall score is 89 to 75, "Approaching Standards - Needs
17 Improvement" if the overall score is 74 to 60, and "Below
18 Standards - Unsatisfactory" if the overall score is 59 to 0.
19 The balanced accountability measure shall also detail both
20 incentives that reward school districts for continued improved
21 performance, as provided in Section 2-3.25c of this Code, and
22 consequences for school districts that fail to provide evidence
23 of continued improved performance, which may include
24 presentation of a barrier analysis, additional school board and
25 administrator training, or additional State assistance. Based
26 on its summative score, a school district may be exempt from

1 the balanced accountability measure for one or more school
2 years. The State Board of Education, in collaboration with the
3 Balanced Accountability Measure Committee set forth in this
4 subsection (b), shall adopt rules that further implementation
5 in accordance with the requirements of this Section.

6 (Source: P.A. 99-84, eff. 1-1-16; 99-193, eff. 7-30-15; revised
7 10-9-15.)"; and

8 on page 48, by replacing line 7 with the following:

9 "2016, except that this Section and the changes to Section
10 2-3.25a of the School Code take effect upon becoming law."