



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

HB5294

Introduced 1/31/2022, by Rep. Carol Ammons

SYNOPSIS AS INTRODUCED:

105 ILCS 5/14A-32

Amends the School Code. With respect to accelerated placement, provides that for a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics shall be a dual credit course if the student meets the institution of higher learning's dual credit placement standards (instead of only a dual credit course) or specified other courses. Makes a conforming change. Effective immediately.

LRB102 25805 CMG 35143 b

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 14A-32 as follows:

6 (105 ILCS 5/14A-32)

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

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

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

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

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

23 (4) an assessment process that includes multiple

1 valid, reliable indicators.

2 (a-5) By no later than the beginning of the 2023-2024
3 school year, a school district's accelerated placement policy
4 shall allow for the automatic enrollment, in the following
5 school term, of a student into the next most rigorous level of
6 advanced coursework offered by the high school if the student
7 meets or exceeds State standards in English language arts,
8 mathematics, or science on a State assessment administered
9 under Section 2-3.64a-5 as follows:

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

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

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

20 For a student entering grade 12, the next most rigorous
21 level of advanced coursework in English language arts or
22 mathematics shall be a dual credit course, as defined in the
23 Dual Credit Quality Act, if the student meets the institution
24 of higher learning's dual credit placement standards, an
25 Advanced Placement course, as defined in Section 10 of the
26 College and Career Success for All Students Act, or an

1 International Baccalaureate course; otherwise, the next most
2 rigorous level of advanced coursework under this subsection
3 (a-5) may include a dual credit course, as defined in the Dual
4 Credit Quality Act, if the student meets the institution of
5 higher learning's dual credit placement standards, an Advanced
6 Placement course, as defined in Section 10 of the College and
7 Career Success for All Students Act, an International
8 Baccalaureate course, an honors class, an enrichment
9 opportunity, a gifted program, or another program offered by
10 the district.

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

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

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

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

4 (1) procedures for annually informing the community
5 at-large, including parents or guardians, community-based
6 organizations, and providers of out-of-school programs,
7 about the accelerated placement program and the methods
8 used for the identification of children eligible for
9 accelerated placement, including strategies to reach
10 groups of students and families who have been historically
11 underrepresented in accelerated placement programs and
12 advanced coursework;

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

22 (3) a provision that provides that children
23 participating in an accelerated placement program and
24 their parents or guardians will be provided a written plan
25 detailing the type of acceleration the child will receive
26 and strategies to support the child;

1 (4) procedures to provide support and promote success
2 for students who are newly enrolled in an accelerated
3 placement program; and

4 (5) a process for the school district to review and
5 utilize disaggregated data on participation in an
6 accelerated placement program to address gaps among
7 demographic groups in accelerated placement opportunities.

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

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

21 (Source: P.A. 101-654, eff. 3-8-21; 102-209, eff. 11-30-21
22 (See Section 5 of P.A. 102-671 for effective date of P.A.
23 102-209).)

24 Section 99. Effective date. This Act takes effect upon
25 becoming law.