



Sen. Kimberly A. Lightford

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LRB103 26044 RJT 59043 a

1 AMENDMENT TO SENATE BILL 2031

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

4 "Section 5. The School Code is amended by changing Section
5 10-17a 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; Expanded School Snapshot Report.

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 percentage of all students who

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

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

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

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

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

26 (E) the school environment, including, where

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

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

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

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

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

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

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

25 (K) a school district's Real Receipts, as defined in
26 paragraph (1) of subsection (d) of Section 18-8.15 of this

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

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

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

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

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

21 As used in this subsection (2):

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

26 "Advanced academic program" means a course of study to

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

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

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

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

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

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

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

14 (5) Annually, no more than 30 calendar days after receipt
15 of the school district and school report cards from the State
16 Superintendent of Education, each school district, including
17 special charter districts and districts subject to the
18 provisions of Article 34, shall present such report cards at a
19 regular school board meeting subject to applicable notice
20 requirements, post the report cards on the school district's
21 Internet web site, if the district maintains an Internet web
22 site, make the report cards available to a newspaper of
23 general circulation serving the district, and, upon request,
24 send the report cards home to a parent (unless the district
25 does not maintain an Internet web site, in which case the
26 report card shall be sent home to parents without request). If

1 the district posts the report card on its Internet web site,
2 the district shall send a written notice home to parents
3 stating (i) that the report card is available on the web site,
4 (ii) the address of the web site, (iii) that a printed copy of
5 the report card will be sent to parents upon request, and (iv)
6 the telephone number that parents may call to request a
7 printed copy of the report card.

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

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

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

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

25 "English learner coursework or English learner programs"
26 means English learner courses or programs designated to serve

1 English learners, which may be designated as English language
2 learners or limited English proficiency learners.

3 "Standard coursework or programs" means any courses or
4 classes other than advanced-track coursework or programs,
5 English learner coursework or programs, or special education
6 coursework or programs.

7 By October 31, 2024 and October 31 of each subsequent
8 year, the State Board of Education, through the State
9 Superintendent of Education, shall prepare a stand-alone
10 report covering school districts and schools, to be referred
11 to as the Expanded School Snapshot Report. The State Board
12 shall post the Report on the State Board's Internet website.
13 The homepage on each school district's and school's Internet
14 website or on the same webpage on the website that provides a
15 link to the report cards under subsection (5) shall include a
16 hyperlink to the Report on the State Board's Internet website,
17 titled, "Expanded School Snapshot Report". Hyperlinks under
18 this subsection (7) shall be displayed in a manner that is
19 easily accessible to the public.

20 The Expanded School Snapshot Report shall include:

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

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

25 (C) a listing of all English learner coursework or
26 programs offered by a school;

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

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

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

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

17 (iii) the average years of experience of all
18 teachers in a school assigned to teach English learner
19 coursework or programs compared with the average years
20 of experience of all teachers in the school assigned
21 to teach standard coursework or programs;

22 (iv) the number of teachers possessing bachelor's,
23 master's, or doctorate degrees who are assigned to
24 teach advanced-track courses or programs compared with
25 the number of teachers possessing bachelor's,
26 master's, or doctorate degrees who are assigned to

1 teach standard coursework or programs;

2 (v) the number of teachers possessing bachelor's,
3 master's, or doctorate degrees who are assigned to
4 teach special education coursework or programs
5 compared with the number of teachers possessing
6 bachelor's, master's, or doctorate degrees who are
7 assigned to teach standard coursework or programs;

8 (vi) the number of teachers possessing bachelor's,
9 master's, or doctorate degrees who are assigned to
10 teach English learner coursework or programs compared
11 with the number of teachers possessing bachelor's,
12 master's, or doctorate degrees who are assigned to
13 teach standard coursework or programs;

14 (vii) the average student enrollment and class
15 size of advanced-track coursework or programs offered
16 in a school compared with the average student
17 enrollment and class size of standard coursework or
18 programs;

19 (viii) the percentages of students delineated by
20 gender who are enrolled in advanced-track coursework
21 or programs in a school compared with the gender of
22 students enrolled in standard coursework or programs;

23 (ix) the percentages of students delineated by
24 gender who are enrolled in special education
25 coursework or programs in a school compared with the
26 percentages of students enrolled in standard

1 coursework or programs;

2 (x) the percentages of students delineated by
3 gender who are enrolled in English learner coursework
4 or programs in a school compared with the gender of
5 students enrolled in standard coursework or programs;

6 (xi) the percentages of students in each
7 individual race and ethnicity category, as defined in
8 the most recent federal decennial census, who are
9 enrolled in advanced-track coursework or programs
10 compared with the percentages of students in each
11 individual race and ethnicity category enrolled in
12 standard coursework or programs;

13 (xii) the percentages of students in each of the
14 race and ethnicity categories, as defined in the most
15 recent federal decennial census, who are enrolled in
16 special education coursework or programs compared with
17 the percentages of students in each of the race and
18 ethnicity categories who are enrolled in standard
19 coursework or programs;

20 (xiii) the percentages of students in each of the
21 race and ethnicity categories, as defined in the most
22 recent federal decennial census, who are enrolled in
23 English learner coursework or programs in a school
24 compared with the percentages of students in each of
25 the race and ethnicity categories who are enrolled in
26 standard coursework or programs;

1 (xiv) the percentage of students who reach
2 proficiency (the equivalent of a C grade or higher on a
3 grade A through F scale) in advanced-track coursework
4 or programs compared with the percentage of students
5 who earn proficiency (the equivalent of a C grade or
6 higher on a grade A through F scale) in standard
7 coursework or programs;

8 (xv) the percentage of students who reach
9 proficiency (the equivalent of a C grade or higher on a
10 grade A through F scale) in special education
11 coursework or programs compared with the percentage of
12 students who earn proficiency (the equivalent of a C
13 grade or higher on a grade A through F scale) in
14 standard coursework or programs; and

15 (xvi) the percentage of students who reach
16 proficiency (the equivalent of a C grade or higher on a
17 grade A through F scale) in English learner coursework
18 or programs compared with the percentage of students
19 who earn proficiency (the equivalent of a C grade or
20 higher on a grade A through F scale) in standard
21 coursework or programs; and

22 (F) for each race and ethnicity category, as defined
23 in the most recent federal decennial census, and gender
24 category, as defined in the most recent federal decennial
25 census:

26 (i) the total number of Advanced Placement courses

1 taken by race and ethnicity category and gender
2 category, as defined in the most recent federal
3 decennial census;

4 (ii) the total number of International
5 Baccalaureate courses taken by race and ethnicity
6 category and gender category, as defined in the most
7 recent federal decennial census;

8 (iii) for each race and ethnicity category and
9 gender category, as defined in the most recent federal
10 decennial census, the percentage of students enrolled
11 in Advanced Placement courses;

12 (iv) for each race and ethnicity category and
13 gender category, as defined in the most recent federal
14 decennial census, the percentage of students enrolled
15 in International Baccalaureate courses; and

16 (v) for each race and ethnicity category, as
17 defined in the most recent federal decennial census,
18 the total number and percentage of students who earn a
19 score of 3 or higher on the Advanced Placement exam
20 associated with an Advanced Placement course.

21 The data comparison measures and indicators under this
22 subsection (7) for the Expanded School Snapshot Report shall
23 be aggregated at the school level and the district level and be
24 presented in the Report as a data table and a graph at the
25 school level and district level.

26 For data on teacher experience and education under this

1 subsection (7), a teacher who teaches a combination of courses
2 designated as advanced-track coursework or programs, English
3 learner coursework or programs, or standard coursework or
4 programs shall be included in all relevant categories and the
5 teacher's level of experience shall be added to the
6 categories.

7 (Source: P.A. 101-68, eff. 1-1-20; 101-81, eff. 7-12-19;
8 101-654, eff. 3-8-21; 102-16, eff. 6-17-21; 102-294, eff.
9 1-1-22; 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594,
10 eff. 7-1-22; 102-813, eff. 5-13-22.)".