

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 Sections
5 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.
17 Because of the impacts of the COVID-19 public health emergency
18 during school year 2020-2021, the State Board of Education
19 shall have until December 31, 2021 to prepare and provide the
20 report cards that would otherwise be due by October 31, 2021.
21 During a school year in which the Governor has declared a
22 disaster due to a public health emergency pursuant to Section
23 7 of the Illinois Emergency Management Agency Act, the report

1 cards for the school districts and each of its schools shall be
2 prepared by December 31.

3 (2) In addition to any information required by federal
4 law, the State Superintendent shall determine the indicators
5 and presentation of the school report card, which must
6 include, at a minimum, the most current data collected and
7 maintained by the State Board of Education related to the
8 following:

9 (A) school characteristics and student demographics,
10 including average class size, average teaching experience,
11 student racial/ethnic breakdown, and the percentage of
12 students classified as low-income; the percentage of
13 students classified as English learners, the number of
14 students who graduate from a bilingual or English learner
15 program, and the number of students who graduate from,
16 transfer from, or otherwise leave bilingual programs; the
17 percentage of students who have individualized education
18 plans or 504 plans that provide for special education
19 services; the number and the percentage of all students in
20 grades kindergarten through 8, disaggregated by the
21 students demographics described in this paragraph (A), in
22 each of the following categories: (i) those who have been
23 assessed for placement in a gifted education program or
24 accelerated placement, (ii) those who have enrolled in a
25 gifted education program or in accelerated placement, and
26 (iii) for each of categories (i) and (ii), those who

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

22 (B) curriculum information, including, where
23 applicable, Advanced Placement, International
24 Baccalaureate or equivalent courses, dual credit
25 ~~enrollment~~ courses, foreign language classes, computer
26 science courses, school personnel resources (including

1 Career Technical Education teachers), before and after
2 school programs, extracurricular activities, subjects in
3 which elective classes are offered, health and wellness
4 initiatives (including the average number of days of
5 Physical Education per week per student), approved
6 programs of study, awards received, community
7 partnerships, and special programs such as programming for
8 the gifted and talented, students with disabilities, and
9 work-study students;

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

25 (D) student progress, including, where applicable, the
26 percentage of students in the ninth grade who have earned

1 5 credits or more without failing more than one core
2 class, a measure of students entering kindergarten ready
3 to learn, a measure of growth, and the percentage of
4 students who enter high school on track for college and
5 career readiness;

6 (E) the school environment, including, where
7 applicable, high school dropout rate by grade level, the
8 percentage of students with less than 10 absences in a
9 school year, the percentage of teachers with less than 10
10 absences in a school year for reasons other than
11 professional development, leaves taken pursuant to the
12 federal Family Medical Leave Act of 1993, long-term
13 disability, or parental leaves, the 3-year average of the
14 percentage of teachers returning to the school from the
15 previous year, the number of different principals at the
16 school in the last 6 years, the number of teachers who hold
17 a gifted education endorsement, the process and criteria
18 used by the district to determine whether a student is
19 eligible for participation in a gifted education program
20 or advanced academic program and the manner in which
21 parents and guardians are made aware of the process and
22 criteria, the number of teachers who are National Board
23 Certified Teachers, disaggregated by race and ethnicity, 2
24 or more indicators from any school climate survey selected
25 or approved by the State and administered pursuant to
26 Section 2-3.153 of this Code, with the same or similar

1 indicators included on school report cards for all surveys
2 selected or approved by the State pursuant to Section
3 2-3.153 of this Code, the combined percentage of teachers
4 rated as proficient or excellent in their most recent
5 evaluation, and, beginning with the 2022-2023 school year,
6 data on the number of incidents of violence that occurred
7 on school grounds or during school-related activities and
8 that resulted in an out-of-school suspension, expulsion,
9 or removal to an alternative setting, as reported pursuant
10 to Section 2-3.162;

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

14 (G) the total and per pupil normal cost amount the
15 State contributed to the Teachers' Retirement System of
16 the State of Illinois in the prior fiscal year for the
17 school's employees, which shall be reported to the State
18 Board of Education by the Teachers' Retirement System of
19 the State of Illinois;

20 (H) for a school district organized under Article 34
21 of this Code only, State contributions to the Public
22 School Teachers' Pension and Retirement Fund of Chicago
23 and State contributions for health care for employees of
24 that school district;

25 (I) a school district's Final Percent of Adequacy, as
26 defined in paragraph (4) of subsection (f) of Section

1 18-8.15 of this Code;

2 (J) a school district's Local Capacity Target, as
3 defined in paragraph (2) of subsection (c) of Section
4 18-8.15 of this Code, displayed as a percentage amount;

5 (K) a school district's Real Receipts, as defined in
6 paragraph (1) of subsection (d) of Section 18-8.15 of this
7 Code, divided by a school district's Adequacy Target, as
8 defined in paragraph (1) of subsection (b) of Section
9 18-8.15 of this Code, displayed as a percentage amount;

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

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

18 (N) whether the school offered its students career and
19 technical education opportunities.

20 The school report card shall also provide information that
21 allows for comparing the current outcome, progress, and
22 environment data to the State average, to the school data from
23 the past 5 years, and to the outcomes, progress, and
24 environment of similar schools based on the type of school and
25 enrollment of low-income students, special education students,
26 and English learners.

1 As used in this subsection (2):

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

4 "Administrative costs" means costs associated with
5 executive, administrative, or managerial functions within the
6 school district that involve planning, organizing, managing,
7 or directing the school district.

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

17 "Computer science" means the study of computers and
18 algorithms, including their principles, their hardware and
19 software designs, their implementation, and their impact on
20 society. "Computer science" does not include the study of
21 everyday uses of computers and computer applications, such as
22 keyboarding or accessing the Internet.

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

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

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

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

25 (5) Annually, no more than 30 calendar days after receipt
26 of the school district and school report cards from the State

1 Superintendent of Education, each school district, including
2 special charter districts and districts subject to the
3 provisions of Article 34, shall present such report cards at a
4 regular school board meeting subject to applicable notice
5 requirements, post the report cards on the school district's
6 Internet web site, if the district maintains an Internet web
7 site, make the report cards available to a newspaper of
8 general circulation serving the district, and, upon request,
9 send the report cards home to a parent (unless the district
10 does not maintain an Internet web site, in which case the
11 report card shall be sent home to parents without request). If
12 the district posts the report card on its Internet web site,
13 the district shall send a written notice home to parents
14 stating (i) that the report card is available on the web site,
15 (ii) the address of the web site, (iii) that a printed copy of
16 the report card will be sent to parents upon request, and (iv)
17 the telephone number that parents may call to request a
18 printed copy of the report card.

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

24 (Source: P.A. 101-68, eff. 1-1-20; 101-81, eff. 7-12-19;
25 101-654, eff. 3-8-21; 102-16, eff. 6-17-21; 102-294, eff.
26 1-1-22; 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594,

1 eff. 7-1-22; 102-813, eff. 5-13-22.)

2 (105 ILCS 5/14A-17)

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

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

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

23 (105 ILCS 5/14A-32)

24 Sec. 14A-32. Accelerated placement; school district

1 responsibilities.

2 (a) Each school district shall have a policy that allows
3 for accelerated placement that includes or incorporates by
4 reference the following components:

5 (1) a provision that provides that participation in
6 accelerated placement is not limited to those children who
7 have been identified as gifted and talented, but rather is
8 open to all children who demonstrate high ability and who
9 may benefit from accelerated placement;

10 (2) a fair and equitable decision-making process that
11 involves multiple persons and includes a student's parents
12 or guardians;

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

16 (4) an assessment process that includes multiple
17 valid, reliable indicators.

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

26 (1) A student who meets or exceeds State standards in

1 English language arts shall be automatically enrolled into
2 the next most rigorous level of advanced coursework in
3 English, social studies, humanities, or related subjects.

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

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

10 For a student entering grade 12, the next most rigorous
11 level of advanced coursework in English language arts or
12 mathematics shall be a dual credit course, as defined in the
13 Dual Credit Quality Act, an Advanced Placement course, as
14 defined in Section 10 of the College and Career Success for All
15 Students Act, or an International Baccalaureate course;
16 otherwise, the next most rigorous level of advanced coursework
17 under this subsection (a-5) may include a dual credit course,
18 as defined in the Dual Credit Quality Act, an Advanced
19 Placement course, as defined in Section 10 of the College and
20 Career Success for All Students Act, an International
21 Baccalaureate course, an honors class, an enrichment
22 opportunity, a gifted program, or another program offered by
23 the district.

24 A school district may use the student's most recent State
25 assessment results to determine whether a student meets or
26 exceeds State standards. For a student entering grade 9,

1 results from the State assessment taken in grades 6 through 8
2 may be used. For other high school grades, the results from a
3 locally selected, nationally normed assessment may be used
4 instead of the State assessment if those results are the most
5 recent.

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

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

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

17 (1) procedures for annually informing the community
18 at-large, including parents or guardians, community-based
19 organizations, and providers of out-of-school programs,
20 about the accelerated placement program and the methods
21 used for the identification of children eligible for
22 accelerated placement, including strategies to reach
23 groups of students and families who have been historically
24 underrepresented in accelerated placement programs and
25 advanced coursework;

26 (2) a process for referral that allows for multiple

1 referrers, including a child's parents or guardians; other
2 referrers may include licensed education professionals,
3 the child, with the written consent of a parent or
4 guardian, a peer, through a licensed education
5 professional who has knowledge of the referred child's
6 abilities, or, in case of possible early entrance, a
7 preschool educator, pediatrician, or psychologist who
8 knows the child;

9 (3) a provision that provides that children
10 participating in an accelerated placement program and
11 their parents or guardians will be provided a written plan
12 detailing the type of acceleration the child will receive
13 and strategies to support the child;

14 (4) procedures to provide support and promote success
15 for students who are newly enrolled in an accelerated
16 placement program; ~~and~~

17 (5) a process for the school district to review and
18 utilize disaggregated data on participation in an
19 accelerated placement program to address gaps among
20 demographic groups in accelerated placement opportunities;
21 and-

22 (6) procedures to promote equity, which may
23 incorporate one or more of the following evidence-based
24 practices:

25 (A) the use of multiple tools to assess
26 exceptional potential and provide several pathways

1 into advanced academic programs when assessing student
2 need for advanced academic or accelerated programming;

3 (B) providing enrichment opportunities starting in
4 the early grades to address achievement gaps that
5 occur at school entry and provide students with
6 opportunities to demonstrate their advanced potential;

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

10 (D) developing a continuum of services to identify
11 and develop talent in all learners ranging from
12 enriched learning experiences, such as problem-based
13 learning, performance tasks, critical thinking, and
14 career exploration, to accelerated placement and
15 advanced academic programming; and

16 (E) providing professional learning in gifted
17 education for teachers and other appropriate school
18 personnel to appropriately identify and challenge
19 students from diverse cultures and backgrounds who may
20 benefit from accelerated placement or advanced
21 academic programming.

22 (c) The State Board of Education shall adopt rules to
23 determine data to be collected and disaggregated by
24 demographic group regarding accelerated placement, including
25 the rates of students who participate in and successfully
26 complete advanced coursework, and a method of making the

1 information available to the public.

2 (d) On or before November 1, 2022, following a review of
3 disaggregated data on the participation and successful
4 completion rates of students enrolled in an accelerated
5 placement program, each school district shall develop a plan
6 to expand access to its accelerated placement program and to
7 ensure the teaching capacity necessary to meet the increased
8 demand.

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

12 Section 99. Effective date. This Act takes effect upon
13 becoming law.