



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

HB3052

Introduced 2/6/2025, by Rep. Nabeela Syed

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-17a

Amends the School Code. Provides that the State Superintendent, in the determination of indicators and the presentation of the school report card, does not need to include the 5 absences for the mental or behavior health of a student in the percentage of students with less than 10 absences in a school year.

LRB104 09503 LNS 19565 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 10-17a as follows:

6 (105 ILCS 5/10-17a)

7 Sec. 10-17a. State, school district, and school report
8 cards; Expanded High 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.
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 student 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 percentage of students scoring at
7 the "exceeds expectations" level on the assessments
8 required under Section 2-3.64a-5 of this Code; the
9 percentage of students who annually transferred in or out
10 of the school district; average daily attendance; the
11 per-pupil operating expenditure of the school district;
12 and the per-pupil State average operating expenditure for
13 the district type (elementary, high school, or unit);

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

1 students;

2 (C) student outcomes, including, where applicable, the
3 percentage of students deemed proficient on assessments of
4 State standards, the percentage of students in the eighth
5 grade who pass Algebra, the percentage of students who
6 participated in workplace learning experiences, the
7 percentage of students enrolled in post-secondary
8 institutions (including colleges, universities, community
9 colleges, trade/vocational schools, and training programs
10 leading to career certification within 2 semesters of high
11 school graduation), the percentage of students graduating
12 from high school who are college and career ready, the
13 percentage of graduates enrolled in community colleges,
14 colleges, and universities who are in one or more courses
15 that the community college, college, or university
16 identifies as a developmental course, and the percentage
17 of students with disabilities under the federal
18 Individuals with Disabilities Education Act and Article 14
19 of this Code who have fulfilled the minimum State
20 graduation requirements set forth in Section 27-22 of this
21 Code and have been issued a regular high school diploma;

22 (D) student progress, including, where applicable, the
23 percentage of students in the ninth grade who have earned
24 5 credits or more without failing more than one core
25 class, a measure of students entering kindergarten ready
26 to learn, a measure of growth, and the percentage of

1 students who enter high school on track for college and
2 career readiness;

3 (E) the school environment, including, where
4 applicable, high school dropout rate by grade level, the
5 percentage of students with less than 10 absences in a
6 school year (not including the up to 5 absences for the
7 mental or behavior health of the student as provided by
8 Section 26-1 of this Code), the percentage of teachers
9 with less than 10 absences in a school year for reasons
10 other than professional development, leaves taken pursuant
11 to the federal Family Medical Leave Act of 1993, long-term
12 disability, or parental leaves, the 3-year average of the
13 percentage of teachers returning to the school from the
14 previous year, the number of different principals at the
15 school in the last 6 years, the number of teachers who hold
16 a gifted education endorsement, the process and criteria
17 used by the district to determine whether a student is
18 eligible for participation in a gifted education program
19 or advanced academic program and the manner in which
20 parents and guardians are made aware of the process and
21 criteria, the number of teachers who are National Board
22 Certified Teachers, disaggregated by race and ethnicity, 2
23 or more indicators from any school climate survey selected
24 or approved by the State and administered pursuant to
25 Section 2-3.153 of this Code, with the same or similar
26 indicators included on school report cards for all surveys

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

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

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

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

24 (I) a school district's Final Percent of Adequacy, as
25 defined in paragraph (4) of subsection (f) of Section
26 18-8.15 of this Code;

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

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

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

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

17 (N) whether the school offered its students career and
18 technical education opportunities; and

19 (O) beginning with the October 2024 report card, the
20 total number of school counselors, school social workers,
21 school nurses, and school psychologists by school,
22 district, and State, the average number of students per
23 school counselor in the school, district, and State, the
24 average number of students per school social worker in the
25 school, district, and State, the average number of
26 students per school nurse in the school, district, and

1 State, and the average number of students per school
2 psychologist in the school, district, and State.

3 The school report card shall also provide information that
4 allows for comparing the current outcome, progress, and
5 environment data to the State average, to the school data from
6 the past 5 years, and to the outcomes, progress, and
7 environment of similar schools based on the type of school and
8 enrollment of low-income students, special education students,
9 and English learners.

10 As used in this subsection (2):

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

13 "Administrative costs" means costs associated with
14 executive, administrative, or managerial functions within the
15 school district that involve planning, organizing, managing,
16 or directing the school district.

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

26 "Computer science" means the study of computers and

1 algorithms, including their principles, their hardware and
2 software designs, their implementation, and their impact on
3 society. "Computer science" does not include the study of
4 everyday uses of computers and computer applications, such as
5 keyboarding or accessing the Internet.

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

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

15 (2.5) For any school report card prepared after July 1,
16 2025, for all high school graduation completion rates that are
17 reported on the school report card as required under this
18 Section or by any other State or federal law, the State
19 Superintendent of Education shall also report the percentage
20 of students who did not meet the requirements of high school
21 graduation completion for any reason and, of those students,
22 the percentage that are classified as students who fulfill the
23 requirements of Section 14-16 of this Code.

24 The State Superintendent shall ensure that for the
25 2023-2024 school year there is a specific code for districts
26 to report students who fulfill the requirements of Section

1 14-16 of this Code to ensure accurate reporting under this
2 Section.

3 All reporting requirements under this subsection (2.5)
4 shall be included on the school report card where high school
5 graduation completion rates are reported, along with a brief
6 explanation of how fulfilling the requirements of Section
7 14-16 of this Code is different from receiving a regular high
8 school diploma.

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

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

1 State report card.

2 (5) Annually, no more than 30 calendar days after receipt
3 of the school district and school report cards from the State
4 Superintendent of Education, each school district, including
5 special charter districts and districts subject to the
6 provisions of Article 34, shall present such report cards at a
7 regular school board meeting subject to applicable notice
8 requirements, post the report cards on the school district's
9 Internet web site, if the district maintains an Internet web
10 site, make the report cards available to a newspaper of
11 general circulation serving the district, and, upon request,
12 send the report cards home to a parent (unless the district
13 does not maintain an Internet web site, in which case the
14 report card shall be sent home to parents without request). If
15 the district posts the report card on its Internet web site,
16 the district shall send a written notice home to parents
17 stating (i) that the report card is available on the web site,
18 (ii) the address of the web site, (iii) that a printed copy of
19 the report card will be sent to parents upon request, and (iv)
20 the telephone number that parents may call to request a
21 printed copy of the report card.

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

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

2 "Advanced coursework or programs" means any high school
3 courses, sequence of courses, or class or grouping of students
4 organized to provide more rigorous, enriched, advanced,
5 accelerated, gifted, or above grade-level instruction. This
6 may include, but is not limited to, Advanced Placement
7 courses, International Baccalaureate courses, honors,
8 weighted, advanced, or enriched courses, or gifted or
9 accelerated programs, classrooms, or courses.

10 "Course" means any high school class or course offered by
11 a school that is assigned a school course code by the State
12 Board of Education.

13 "High school" means a school that maintains any of grades
14 9 through 12.

15 "Standard coursework or programs" means any high school
16 courses or classes other than advanced coursework or programs.

17 By December 31, 2027 and by December 31 of each subsequent
18 year, the State Board of Education, through the State
19 Superintendent of Education, shall prepare a stand-alone
20 report covering all public high schools in this State, to be
21 referred to as the Expanded High School Coursework Snapshot
22 Report. The State Board shall post the Report on the State
23 Board's Internet website. Each school district with high
24 school enrollment for the reporting year shall include on the
25 school district's Internet website, if the district maintains
26 an Internet website, a hyperlink to the Report on the State

1 Board's Internet website titled "Expanded High School
2 Coursework Snapshot Report". Hyperlinks under this subsection
3 (7) shall be displayed in a manner that is easily accessible to
4 the public.

5 The Expanded High School Coursework Snapshot Report shall
6 include:

7 (A) a listing of all standard coursework or programs
8 that have high school student enrollment;

9 (B) a listing of all advanced coursework or programs
10 that have high school student enrollment;

11 (C) a listing of all coursework or programs that have
12 high school student enrollment by English learners;

13 (D) a listing of all coursework or programs that have
14 high school student enrollment by students with
15 disabilities;

16 (E) data tables and graphs comparing advanced
17 coursework or programs enrollment with standard coursework
18 or programs enrollment according to the following
19 parameters:

20 (i) the average years of experience of all
21 teachers in a high school who are assigned to teach
22 advanced coursework or programs compared with the
23 average years of experience of all teachers in the
24 high school who are assigned to teach standard
25 coursework or programs;

26 (ii) the average years of experience of all

1 teachers in a high school who are assigned to teach
2 coursework or programs that have high school
3 enrollment by students with disabilities compared with
4 the average years of experience of all teachers in the
5 high school who are not assigned to teach coursework
6 or programs that have high school student enrollment
7 by students with disabilities;

8 (iii) the average years of experience of all
9 teachers in a high school who are assigned to teach
10 coursework or programs that have high school student
11 enrollment by English learners compared with the
12 average years of experience of all teachers in the
13 high school who are not assigned to teach coursework
14 or programs that have high school student enrollment
15 by English learners;

16 (iv) the number of high school teachers who
17 possess bachelor's degrees, master's degrees, or
18 higher degrees and who are assigned to teach advanced
19 coursework or programs compared with the number of
20 teachers who possess bachelor's degrees, master's
21 degrees, or higher degrees and who are assigned to
22 teach standard coursework or programs;

23 (v) the number of high school teachers who possess
24 bachelor's degrees, master's degrees, or higher
25 degrees and who are assigned to teach coursework or
26 programs that have high school student enrollment by

1 students with disabilities compared with the number of
2 teachers who possess bachelor's degrees, master's
3 degrees, or higher degrees and who are not assigned to
4 teach coursework or programs that have high school
5 student enrollment by students with disabilities;

6 (vi) the number of high school teachers who
7 possess bachelor's degrees, master's degrees, or
8 higher degrees and who are assigned to teach
9 coursework or programs that have high school student
10 enrollment by English learners compared with the
11 number of teachers who possess bachelor's degrees,
12 master's degrees, or higher degrees and who are not
13 assigned to teach coursework or programs that have
14 high school student enrollment by English learners;

15 (vii) the average student enrollment of advanced
16 coursework or programs offered in a high school
17 compared with the average student enrollment of
18 standard coursework or programs;

19 (viii) the percentages of high school students, by
20 race, gender, and program student group, who are
21 enrolled in advanced coursework or programs;

22 (ix) (blank);

23 (x) (blank);

24 (xi) (blank);

25 (xii) (blank);

26 (xiii) (blank);

1 (xiv) the percentage of high school students, by
2 race, gender, and program student group, who earn the
3 equivalent of a C grade or higher on a grade A through
4 F scale in one or more advanced coursework or programs
5 compared with the percentage of high school students,
6 by race, gender, and program student group, who earn
7 the equivalent of a C grade or higher on a grade A
8 through F scale in one or more standard coursework or
9 programs;

10 (xv) (blank);

11 (xvi) (blank); and

12 (F) data tables and graphs for each race and ethnicity
13 category and gender category describing:

14 (i) the total student number and student
15 percentage for Advanced Placement courses taken by
16 race and ethnicity category and gender category;

17 (ii) the total student number and student
18 percentage for International Baccalaureate courses
19 taken by race and ethnicity category and gender
20 category;

21 (iii) (blank);

22 (iv) (blank); and

23 (v) the total student number and student
24 percentage of high school students who earn a score of
25 3 or higher on the Advanced Placement exam associated
26 with an Advanced Placement course.

1 For data on teacher experience and education under this
2 subsection (7), a teacher who teaches a combination of courses
3 designated as advanced coursework or programs, courses or
4 programs that have high school student enrollment by English
5 learners, or standard coursework or programs shall be included
6 in all relevant categories and the teacher's level of
7 experience shall be added to the categories.

8 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
9 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
10 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
11 eff. 6-30-23; 103-413, eff. 1-1-24; 103-503, eff. 1-1-24;
12 103-605, eff. 7-1-24; 103-780, eff. 8-2-24.)