

**HB3052**



**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

**A BILL FOR**

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;

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

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

(L) a school district's administrative costs;

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

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

(O) beginning with the October 2024 report card, the total number of school counselors, school social workers, school nurses, and school psychologists by school, district, and State, the average number of students per school counselor in the school, district, and State, the average number of students per school social worker in the school, district, and State, the average number of students per school nurse in the school, district, and State,

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.

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

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

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

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

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

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

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

(xv) (blank);

(xvi) (blank); and

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

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

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

(iii) (blank);

(iv) (blank); and

(v) the total student number and student percentage of high school students who earn a score of 3 or higher on the Advanced Placement exam associated 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.)