

HB4902



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB4902

Introduced 2/7/2024, by Rep. Laura Faver Dias

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.25f

from Ch. 122, par. 2-3.25f

Amends the State Board of Education Article of the School Code. In provisions concerning State interventions, provides that the support provided by a vendor or learning partner approved to support a school's continuous improvement plan related to English language arts must be based on the comprehensive literacy plan for the State developed by the State Board of Education.

LRB103 38886 RJT 69023 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 2-3.25f as follows:

6 (105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)
7 Sec. 2-3.25f. State interventions.

8 (a) The State Board of Education shall provide technical
9 assistance to schools in school improvement status to assist
10 with the development and implementation of Improvement Plans.

11 Schools or school districts that fail to make reasonable
12 efforts to implement an approved Improvement Plan may suffer
13 loss of State funds by school district, attendance center, or
14 program as the State Board of Education deems appropriate.

15 (a-5) (Blank).

16 (b) Schools that receive Targeted Support or Comprehensive
17 Support designations shall enter a 4-year cycle of school
18 improvement status. If, at the end of the 4-year cycle, the
19 school fails to meet the exit criteria specified in the State
20 Plan referenced in subsection (b) of Section 2-3.25a of this
21 Code, the school shall escalate to a more intensive
22 intervention. Targeted Support schools that remain Targeted
23 for one or more of the same student groups as in the initial

1 identification after completion of a 4-year cycle of Targeted
2 School Improvement shall be redesignated as Comprehensive
3 Support schools, as provided in paragraph (2.5) of subsection
4 (a) of Section 2-3.25d-5 of this Code. Comprehensive Support
5 schools that remain in the lowest-performing 5% after
6 completion of a 4-year cycle of Comprehensive School
7 Improvement shall be redesignated as Intensive Support schools
8 and shall escalate through more rigorous, tiered support,
9 developed in consultation with the Balanced Accountability
10 Measure Committee and other relevant stakeholder groups, which
11 may ultimately result in the (i) change of recognition status
12 of the school district or school to nonrecognized or (ii)
13 authorization for the State Superintendent of Education to
14 direct the reassignment of pupils or direct the reassignment
15 or replacement of school or school district personnel. If a
16 school district is nonrecognized in its entirety, for any
17 reason, including those not related to performance in the
18 accountability system, it shall automatically be dissolved on
19 July 1 following that nonrecognition and its territory
20 realigned with another school district or districts by the
21 regional board of school trustees in accordance with the
22 procedures set forth in Section 7-11 of the School Code. The
23 effective date of the nonrecognition of a school shall be July
24 1 following the nonrecognition.

25 (b-5) The State Board of Education shall also develop a
26 system to provide assistance and resources to lower performing

1 school districts. At a minimum, the State Board shall identify
2 school districts to receive Intensive, Comprehensive, and
3 Targeted Support. The school district shall provide the
4 exclusive bargaining representative with a 5-day notice that
5 the district has had one or more schools within the district
6 identified as being in Comprehensive or Intensive School
7 Improvement Status. In addition, the State Board may, by rule,
8 develop other categories of low-performing schools and school
9 districts to receive services.

10 The State Board of Education shall work with districts
11 with one or more schools in Comprehensive or Intensive School
12 Improvement Status, through technical assistance and
13 professional development, based on the results of the needs
14 assessment under Section 2-3.25d-5 of this Code, to develop
15 and implement a continuous improvement plan that would
16 increase outcomes for students. The plan for continuous
17 improvement shall be based on the results of the needs
18 assessment and shall be used to determine the types of
19 services that are to be provided to each Comprehensive and
20 Intensive School. Potential services may include, but are not
21 limited to, monitoring adult and student practices, reviewing
22 and reallocating district resources, developing a district and
23 school leadership team, providing access to curricular content
24 area specialists, and providing online resources and
25 professional development.

26 The support provided by a vendor or learning partner

1 approved to support a school's continuous improvement plan
2 related to English language arts must be based on the
3 comprehensive literacy plan for the State developed by the
4 State Board of Education under Section 2-3.196, as added by
5 Public Act 103-402.

6 The State Board of Education may require districts with
7 one or more Comprehensive or Intensive Schools identified as
8 having deficiencies in one or more core functions of the needs
9 assessment to undergo an accreditation process.

10 (c) All federal requirements apply to schools and school
11 districts utilizing federal funds under Title I, Part A of the
12 federal Elementary and Secondary Education Act of 1965.

13 (Source: P.A. 103-175, eff. 6-30-23.)