

Legislative Black Caucus Education Omnibus Legislative Proposals**[HB 2170 \(Ammons/Lightford\), Senate Amendment #3](#)****Summary of the Bill***KIDS Assessment*

The bill codifies the requirement for an annual assessment for all public school students entering kindergarten. While the KIDS Assessment is not specifically named in the legislation, we understand that the KIDS assessment, which is currently being used and was originally authorized by Administrative Rule, is the test that will continue to be used. Essentially, this legislation codifies the Administrative Rule. In addition, this section requires the creation of a committee, appointed by ISBE, to review on an ongoing basis the content and design of the assessment. This committee is required to make periodic recommendations to the State Superintendent and to the General Assembly regarding the KIDS assessment.

Creates the Whole Child Task Force

The Whole Child Task Force is created to assist students, particularly students of color, that have experienced traumatic events and toxic stress, recognizing that those traumatic events have been amplified by the COVID-19 pandemic. The Task Force will make recommendations for a path to recovery and work to establish an equitable, inclusive, safe and supportive environment in all schools for every student in Illinois. The report is due February 1, 2022.

Guarantees High School Students Access to Courses Required for Admission at Illinois's Public Institutions of Higher Education

The State Board of Education and the Illinois Board of Higher Education are required to jointly file a review, by May 1, 2021, that identifies, for each public university in Illinois, the courses the university requires or recommends a high school student take to be admitted to the university as an undergraduate student. The review must also include course requirements or recommendations for undergrad admission into a specific academic major, college, or department of the university. The State Board of Education is required to post the review on their website. Additionally, once the report is

published to ISBE’s website, school districts with students in grades 8-12 are required to share the review filed jointly by ISBE and IBHE with those students and their parents before the student’s course schedule is finalized each year.

The language under this section also requires every public high school, by the 2022-2023 school year, to provide access to each course identified in the review compiled to any of its students who request to enroll into the course for the following academic year. If the high school is unable to offer the course, the high school is then required to find an alternative way to offer the course which may include partnering with another school district, community college, institution of higher education or other private course. If a district will be working with a community college to provide access to a course under this section, the two entities are required to use the Dual Credit Quality Act regarding the details of an MOU and managing costs. No student may be denied access to courses in the review for financial reasons.

New Graduation Requirements

The bill has included a couple of changes to high school graduation requirements. These changes do not apply to students with IEPs or students with disabilities.

- By the 2024-25 school year, each pupil entering the 9th grade must successfully complete the following additional courses 2 years of lab science (while 2 years of “science” is currently required, the “lab” component is new)
- By the 2028-2029 school year, each pupil entering the 9th grade must take 2 years of foreign language (includes the option of ASL).

Computer Literacy

All school districts shall ensure that students receive developmentally appropriate opportunities to gain computer literacy skills beginning in elementary school.

New Instructional and Curriculum Requirements

The bill requires various changes to curriculum offerings and instructional requirements listed below:

- Requires districts with grades 9-12 to offer every high school student at least one computer science course aligned with the ISBE Computer Science Standards.

- Requires ISBE to adopt revised social science learning standards by July 1, 2021 that are inclusive and reflective of all individuals in this country.
- Requires that the instruction of Black history include the teaching of the pre-enslavement of black people from 3000 BCE to SD 1619, the study of the reasons by Black people became enslaved, and the study of the American civil rights renaissance.

Creates the American History Commission under the State Board of Education. The Commission is required to complete the following by December 31, 2021:

- Review available resources for use in school districts that reflect the racial and ethnic diversity in this State and country.
- Provide guidance of each learning standard developed for educators on how to ensure that content and instruction are not biased to the value of specific cultures, time periods, and experiences over other time periods, cultures, and experiences.
- Develop guidance, tools, and support for professional learning on how to locate and utilize resources for non-dominant culture narratives and sources of historical information.

The Commission is required to be composed of the following members:

- one member from each of the four legislative caucuses,
- two history scholars appointed by ISBE,
- eight Illinois public school teachers recommended by unions,
- one member representing ISBE,
- one member representing south suburban schools,
- one member representing west suburban schools,
- one member representing CPS,
- one member from the Illinois Association of School Administrators, and
- one member from Illinois Association of School Boards.

Accelerated Placement

The bill requires that a school district's accelerated placement policy must allow for automatic enrollment if the student meets or exceeds State Standards in ELA, math, or science on a state assessment. The intent of this section is to default students into the next course they are eligible for, while including an opt-out option as well. Details of this program, which is required to be implemented by the 2023-2024 school year, are summarized below:

- The autoenrollment for each course is respective of the subject that the student exceeds in and must occur in the following school term.
- Districts may utilize locally selected, nationally normed assessments to determine eligibility instead of the State assessment.

- For students in grades 12, advanced coursework must be a dual credit course.
- School districts must provide the parent or guardian of a student eligible for auto-enrollment with the option to instead have the student enroll in alternative coursework that better aligns with the student's post-secondary educational or career goals.
- On or before Nov 1, 2021, following review of ISBES accelerated placement report, school districts MUST develop a plan to expand access to its accelerated placement program and to ensure the teaching capacity necessary to meet the increased demand.

New data collection requirements for ISBE under this section includes that any data regarding participation and completion must also be disaggregated by demographic group.

State's Professional Review Panel Required Areas of Study

The passage Evidence-Based Funding Formula included the creation of the Professional Review Panel (PRP) charged with monitoring implementation of the EBF and to provide feedback and recommendations for change to both the State Board of Education and the General Assembly. The education omnibus bill adds additional areas of study to the PRP, listed below:

- Related to the Essential Elements, requires the panel to ensure that
 - the adequacy target calculation accurately reflects the needs of children living in poverty or attending schools located in high areas of poverty,
 - racial equity within the EBF is explicitly explored and advanced, and
 - the funding goals of the formula's distribution system are sufficient to provide adequate funding to every student and to fully fund every school.
- Requires the study of appropriate funding levels for re-enrolling students and high-risk high school students who have previously been out of school.
- Requires the study of evidence-based and research-based practices that are shown to reduce the gaps and disparities experienced by African American students in academic achievement and performance.

The PRP's findings are to be shared with ISBE, the Governor, and the General Assembly by December 31, 2021.

Educator Pipeline Initiatives

The bill removes GPA requirements for endorsement of an Alt Ed License to try to address teacher pipeline issues as well as makes changes to the expand participation in the minority teacher scholarship program.