

HB1629



101ST GENERAL ASSEMBLY

State of Illinois

2019 and 2020

HB1629

by Rep. Allen Skillicorn

SYNOPSIS AS INTRODUCED:

105 ILCS 5/18-8.15

Amends the School Code. With regard to evidence-based funding, provides that an Organizational Unit may not use funds distributed to the Organizational Unit to make a payment toward travel, lodging, or dining expenses. Effective immediately.

LRB101 06261 AXK 51287 b

FISCAL NOTE ACT
MAY APPLY

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 18-8.15 as follows:

6 (105 ILCS 5/18-8.15)

7 Sec. 18-8.15. Evidence-based funding for student success
8 for the 2017-2018 and subsequent school years.

9 (a) General provisions.

10 (1) The purpose of this Section is to ensure that, by
11 June 30, 2027 and beyond, this State has a kindergarten
12 through grade 12 public education system with the capacity
13 to ensure the educational development of all persons to the
14 limits of their capacities in accordance with Section 1 of
15 Article X of the Constitution of the State of Illinois. To
16 accomplish that objective, this Section creates a method of
17 funding public education that is evidence-based; is
18 sufficient to ensure every student receives a meaningful
19 opportunity to learn irrespective of race, ethnicity,
20 sexual orientation, gender, or community-income level; and
21 is sustainable and predictable. When fully funded under
22 this Section, every school shall have the resources, based
23 on what the evidence indicates is needed, to:

1 (A) provide all students with a high quality
2 education that offers the academic, enrichment, social
3 and emotional support, technical, and career-focused
4 programs that will allow them to become competitive
5 workers, responsible parents, productive citizens of
6 this State, and active members of our national
7 democracy;

8 (B) ensure all students receive the education they
9 need to graduate from high school with the skills
10 required to pursue post-secondary education and
11 training for a rewarding career;

12 (C) reduce, with a goal of eliminating, the
13 achievement gap between at-risk and non-at-risk
14 students by raising the performance of at-risk
15 students and not by reducing standards; and

16 (D) ensure this State satisfies its obligation to
17 assume the primary responsibility to fund public
18 education and simultaneously relieve the
19 disproportionate burden placed on local property taxes
20 to fund schools.

21 (2) The evidence-based funding formula under this
22 Section shall be applied to all Organizational Units in
23 this State. The evidence-based funding formula outlined in
24 this Act is based on the formula outlined in Senate Bill 1
25 of the 100th General Assembly, as passed by both
26 legislative chambers. As further defined and described in

1 this Section, there are 4 major components of the
2 evidence-based funding model:

3 (A) First, the model calculates a unique adequacy
4 target for each Organizational Unit in this State that
5 considers the costs to implement research-based
6 activities, the unit's student demographics, and
7 regional wage difference.

8 (B) Second, the model calculates each
9 Organizational Unit's local capacity, or the amount
10 each Organizational Unit is assumed to contribute
11 towards its adequacy target from local resources.

12 (C) Third, the model calculates how much funding
13 the State currently contributes to the Organizational
14 Unit, and adds that to the unit's local capacity to
15 determine the unit's overall current adequacy of
16 funding.

17 (D) Finally, the model's distribution method
18 allocates new State funding to those Organizational
19 Units that are least well-funded, considering both
20 local capacity and State funding, in relation to their
21 adequacy target.

22 (3) An Organizational Unit receiving any funding under
23 this Section may apply those funds to any fund so received
24 for which that Organizational Unit is authorized to make
25 expenditures by law. However, an Organizational Unit may
26 not use funds distributed to the Organizational Unit under

1 this Section to make a payment toward travel, lodging, or
2 dining expenses.

3 (4) As used in this Section, the following terms shall
4 have the meanings ascribed in this paragraph (4):

5 "Adequacy Target" is defined in paragraph (1) of
6 subsection (b) of this Section.

7 "Adjusted EAV" is defined in paragraph (4) of
8 subsection (d) of this Section.

9 "Adjusted Local Capacity Target" is defined in
10 paragraph (3) of subsection (c) of this Section.

11 "Adjusted Operating Tax Rate" means a tax rate for all
12 Organizational Units, for which the State Superintendent
13 shall calculate and subtract for the Operating Tax Rate a
14 transportation rate based on total expenses for
15 transportation services under this Code, as reported on the
16 most recent Annual Financial Report in Pupil
17 Transportation Services, function 2550 in both the
18 Education and Transportation funds and functions 4110 and
19 4120 in the Transportation fund, less any corresponding
20 fiscal year State of Illinois scheduled payments excluding
21 net adjustments for prior years for regular, vocational, or
22 special education transportation reimbursement pursuant to
23 Section 29-5 or subsection (b) of Section 14-13.01 of this
24 Code divided by the Adjusted EAV. If an Organizational
25 Unit's corresponding fiscal year State of Illinois
26 scheduled payments excluding net adjustments for prior

1 years for regular, vocational, or special education
2 transportation reimbursement pursuant to Section 29-5 or
3 subsection (b) of Section 14-13.01 of this Code exceed the
4 total transportation expenses, as defined in this
5 paragraph, no transportation rate shall be subtracted from
6 the Operating Tax Rate.

7 "Allocation Rate" is defined in paragraph (3) of
8 subsection (g) of this Section.

9 "Alternative School" means a public school that is
10 created and operated by a regional superintendent of
11 schools and approved by the State Board.

12 "Applicable Tax Rate" is defined in paragraph (1) of
13 subsection (d) of this Section.

14 "Assessment" means any of those benchmark, progress
15 monitoring, formative, diagnostic, and other assessments,
16 in addition to the State accountability assessment, that
17 assist teachers' needs in understanding the skills and
18 meeting the needs of the students they serve.

19 "Assistant principal" means a school administrator
20 duly endorsed to be employed as an assistant principal in
21 this State.

22 "At-risk student" means a student who is at risk of not
23 meeting the Illinois Learning Standards or not graduating
24 from elementary or high school and who demonstrates a need
25 for vocational support or social services beyond that
26 provided by the regular school program. All students

1 included in an Organizational Unit's Low-Income Count, as
2 well as all English learner and disabled students attending
3 the Organizational Unit, shall be considered at-risk
4 students under this Section.

5 "Average Student Enrollment" or "ASE" for fiscal year
6 2018 means, for an Organizational Unit, the greater of the
7 average number of students (grades K through 12) reported
8 to the State Board as enrolled in the Organizational Unit
9 on October 1 in the immediately preceding school year, plus
10 the pre-kindergarten students who receive special
11 education services of 2 or more hours a day as reported to
12 the State Board on December 1 in the immediately preceding
13 school year, or the average number of students (grades K
14 through 12) reported to the State Board as enrolled in the
15 Organizational Unit on October 1, plus the
16 pre-kindergarten students who receive special education
17 services of 2 or more hours a day as reported to the State
18 Board on December 1, for each of the immediately preceding
19 3 school years. For fiscal year 2019 and each subsequent
20 fiscal year, "Average Student Enrollment" or "ASE" means,
21 for an Organizational Unit, the greater of the average
22 number of students (grades K through 12) reported to the
23 State Board as enrolled in the Organizational Unit on
24 October 1 and March 1 in the immediately preceding school
25 year, plus the pre-kindergarten students who receive
26 special education services as reported to the State Board

1 on October 1 and March 1 in the immediately preceding
2 school year, or the average number of students (grades K
3 through 12) reported to the State Board as enrolled in the
4 Organizational Unit on October 1 and March 1, plus the
5 pre-kindergarten students who receive special education
6 services as reported to the State Board on October 1 and
7 March 1, for each of the immediately preceding 3 school
8 years. For the purposes of this definition, "enrolled in
9 the Organizational Unit" means the number of students
10 reported to the State Board who are enrolled in schools
11 within the Organizational Unit that the student attends or
12 would attend if not placed or transferred to another school
13 or program to receive needed services. For the purposes of
14 calculating "ASE", all students, grades K through 12,
15 excluding those attending kindergarten for a half day,
16 shall be counted as 1.0. All students attending
17 kindergarten for a half day shall be counted as 0.5, unless
18 in 2017 by June 15 or by March 1 in subsequent years, the
19 school district reports to the State Board of Education the
20 intent to implement full-day kindergarten district-wide
21 for all students, then all students attending kindergarten
22 shall be counted as 1.0. Special education
23 pre-kindergarten students shall be counted as 0.5 each. If
24 the State Board does not collect or has not collected both
25 an October 1 and March 1 enrollment count by grade or a
26 December 1 collection of special education

1 pre-kindergarten students as of the effective date of this
2 amendatory Act of the 100th General Assembly, it shall
3 establish such collection for all future years. For any
4 year where a count by grade level was collected only once,
5 that count shall be used as the single count available for
6 computing a 3-year average ASE. School districts shall
7 submit the data for the ASE calculation to the State Board
8 within 45 days of the dates required in this Section for
9 submission of enrollment data in order for it to be
10 included in the ASE calculation. For fiscal year 2018 only,
11 the ASE calculation shall include only enrollment taken on
12 October 1.

13 "Base Funding Guarantee" is defined in paragraph (10)
14 of subsection (g) of this Section.

15 "Base Funding Minimum" is defined in subsection (e) of
16 this Section.

17 "Base Tax Year" means the property tax levy year used
18 to calculate the Budget Year allocation of primary State
19 aid.

20 "Base Tax Year's Extension" means the product of the
21 equalized assessed valuation utilized by the county clerk
22 in the Base Tax Year multiplied by the limiting rate as
23 calculated by the county clerk and defined in PTELL.

24 "Bilingual Education Allocation" means the amount of
25 an Organizational Unit's final Adequacy Target
26 attributable to bilingual education divided by the

1 Organizational Unit's final Adequacy Target, the product
2 of which shall be multiplied by the amount of new funding
3 received pursuant to this Section. An Organizational
4 Unit's final Adequacy Target attributable to bilingual
5 education shall include all additional investments in
6 English learner students' adequacy elements.

7 "Budget Year" means the school year for which primary
8 State aid is calculated and awarded under this Section.

9 "Central office" means individual administrators and
10 support service personnel charged with managing the
11 instructional programs, business and operations, and
12 security of the Organizational Unit.

13 "Comparable Wage Index" or "CWI" means a regional cost
14 differentiation metric that measures systemic, regional
15 variations in the salaries of college graduates who are not
16 educators. The CWI utilized for this Section shall, for the
17 first 3 years of Evidence-Based Funding implementation, be
18 the CWI initially developed by the National Center for
19 Education Statistics, as most recently updated by Texas A &
20 M University. In the fourth and subsequent years of
21 Evidence-Based Funding implementation, the State
22 Superintendent shall re-determine the CWI using a similar
23 methodology to that identified in the Texas A & M
24 University study, with adjustments made no less frequently
25 than once every 5 years.

26 "Computer technology and equipment" means computers

1 servers, notebooks, network equipment, copiers, printers,
2 instructional software, security software, curriculum
3 management courseware, and other similar materials and
4 equipment.

5 "Computer technology and equipment investment
6 allocation" means the final Adequacy Target amount of an
7 Organizational Unit assigned to Tier 1 or Tier 2 in the
8 prior school year attributable to the additional \$285.50
9 per student computer technology and equipment investment
10 grant divided by the Organizational Unit's final Adequacy
11 Target, the result of which shall be multiplied by the
12 amount of new funding received pursuant to this Section. An
13 Organizational Unit assigned to a Tier 1 or Tier 2 final
14 Adequacy Target attributable to the received computer
15 technology and equipment investment grant shall include
16 all additional investments in computer technology and
17 equipment adequacy elements.

18 "Core subject" means mathematics; science; reading,
19 English, writing, and language arts; history and social
20 studies; world languages; and subjects taught as Advanced
21 Placement in high schools.

22 "Core teacher" means a regular classroom teacher in
23 elementary schools and teachers of a core subject in middle
24 and high schools.

25 "Core Intervention teacher (tutor)" means a licensed
26 teacher providing one-on-one or small group tutoring to

1 students struggling to meet proficiency in core subjects.

2 "CPPRT" means corporate personal property replacement
3 tax funds paid to an Organizational Unit during the
4 calendar year one year before the calendar year in which a
5 school year begins, pursuant to "An Act in relation to the
6 abolition of ad valorem personal property tax and the
7 replacement of revenues lost thereby, and amending and
8 repealing certain Acts and parts of Acts in connection
9 therewith", certified August 14, 1979, as amended (Public
10 Act 81-1st S.S.-1).

11 "EAV" means equalized assessed valuation as defined in
12 paragraph (2) of subsection (d) of this Section and
13 calculated in accordance with paragraph (3) of subsection
14 (d) of this Section.

15 "ECI" means the Bureau of Labor Statistics' national
16 employment cost index for civilian workers in educational
17 services in elementary and secondary schools on a
18 cumulative basis for the 12-month calendar year preceding
19 the fiscal year of the Evidence-Based Funding calculation.

20 "EIS Data" means the employment information system
21 data maintained by the State Board on educators within
22 Organizational Units.

23 "Employee benefits" means health, dental, and vision
24 insurance offered to employees of an Organizational Unit,
25 the costs associated with statutorily required payment of
26 the normal cost of the Organizational Unit's teacher

1 pensions, Social Security employer contributions, and
2 Illinois Municipal Retirement Fund employer contributions.

3 "English learner" or "EL" means a child included in the
4 definition of "English learners" under Section 14C-2 of
5 this Code participating in a program of transitional
6 bilingual education or a transitional program of
7 instruction meeting the requirements and program
8 application procedures of Article 14C of this Code. For the
9 purposes of collecting the number of EL students enrolled,
10 the same collection and calculation methodology as defined
11 above for "ASE" shall apply to English learners, with the
12 exception that EL student enrollment shall include
13 students in grades pre-kindergarten through 12.

14 "Essential Elements" means those elements, resources,
15 and educational programs that have been identified through
16 academic research as necessary to improve student success,
17 improve academic performance, close achievement gaps, and
18 provide for other per student costs related to the delivery
19 and leadership of the Organizational Unit, as well as the
20 maintenance and operations of the unit, and which are
21 specified in paragraph (2) of subsection (b) of this
22 Section.

23 "Evidence-Based Funding" means State funding provided
24 to an Organizational Unit pursuant to this Section.

25 "Extended day" means academic and enrichment programs
26 provided to students outside the regular school day before

1 and after school or during non-instructional times during
2 the school day.

3 "Extension Limitation Ratio" means a numerical ratio
4 in which the numerator is the Base Tax Year's Extension and
5 the denominator is the Preceding Tax Year's Extension.

6 "Final Percent of Adequacy" is defined in paragraph (4)
7 of subsection (f) of this Section.

8 "Final Resources" is defined in paragraph (3) of
9 subsection (f) of this Section.

10 "Full-time equivalent" or "FTE" means the full-time
11 equivalency compensation for staffing the relevant
12 position at an Organizational Unit.

13 "Funding Gap" is defined in paragraph (1) of subsection
14 (g).

15 "Guidance counselor" means a licensed guidance
16 counselor who provides guidance and counseling support for
17 students within an Organizational Unit.

18 "Hybrid District" means a partial elementary unit
19 district created pursuant to Article 11E of this Code.

20 "Instructional assistant" means a core or special
21 education, non-licensed employee who assists a teacher in
22 the classroom and provides academic support to students.

23 "Instructional facilitator" means a qualified teacher
24 or licensed teacher leader who facilitates and coaches
25 continuous improvement in classroom instruction; provides
26 instructional support to teachers in the elements of

1 research-based instruction or demonstrates the alignment
2 of instruction with curriculum standards and assessment
3 tools; develops or coordinates instructional programs or
4 strategies; develops and implements training; chooses
5 standards-based instructional materials; provides teachers
6 with an understanding of current research; serves as a
7 mentor, site coach, curriculum specialist, or lead
8 teacher; or otherwise works with fellow teachers, in
9 collaboration, to use data to improve instructional
10 practice or develop model lessons.

11 "Instructional materials" means relevant instructional
12 materials for student instruction, including, but not
13 limited to, textbooks, consumable workbooks, laboratory
14 equipment, library books, and other similar materials.

15 "Laboratory School" means a public school that is
16 created and operated by a public university and approved by
17 the State Board.

18 "Librarian" means a teacher with an endorsement as a
19 library information specialist or another individual whose
20 primary responsibility is overseeing library resources
21 within an Organizational Unit.

22 "Limiting rate for Hybrid Districts" means the
23 combined elementary school and high school limited rates.

24 "Local Capacity" is defined in paragraph (1) of
25 subsection (c) of this Section.

26 "Local Capacity Percentage" is defined in subparagraph

1 (A) of paragraph (2) of subsection (c) of this Section.

2 "Local Capacity Ratio" is defined in subparagraph (B)
3 of paragraph (2) of subsection (c) of this Section.

4 "Local Capacity Target" is defined in paragraph (2) of
5 subsection (c) of this Section.

6 "Low-Income Count" means, for an Organizational Unit
7 in a fiscal year, the higher of the average number of
8 students for the prior school year or the immediately
9 preceding 3 school years who, as of July 1 of the
10 immediately preceding fiscal year (as determined by the
11 Department of Human Services), are eligible for at least
12 one of the following low income programs: Medicaid, the
13 Children's Health Insurance Program, TANF, or the
14 Supplemental Nutrition Assistance Program, excluding
15 pupils who are eligible for services provided by the
16 Department of Children and Family Services. Until such time
17 that grade level low-income populations become available,
18 grade level low-income populations shall be determined by
19 applying the low-income percentage to total student
20 enrollments by grade level. The low-income percentage is
21 determined by dividing the Low-Income Count by the Average
22 Student Enrollment.

23 "Maintenance and operations" means custodial services,
24 facility and ground maintenance, facility operations,
25 facility security, routine facility repairs, and other
26 similar services and functions.

1 "Minimum Funding Level" is defined in paragraph (9) of
2 subsection (g) of this Section.

3 "New Property Tax Relief Pool Funds" means, for any
4 given fiscal year, all State funds appropriated under
5 Section 2-3.170 of the School Code.

6 "New State Funds" means, for a given school year, all
7 State funds appropriated for Evidence-Based Funding in
8 excess of the amount needed to fund the Base Funding
9 Minimum for all Organizational Units in that school year.

10 "Net State Contribution Target" means, for a given
11 school year, the amount of State funds that would be
12 necessary to fully meet the Adequacy Target of an
13 Operational Unit minus the Preliminary Resources available
14 to each unit.

15 "Nurse" means an individual licensed as a certified
16 school nurse, in accordance with the rules established for
17 nursing services by the State Board, who is an employee of
18 and is available to provide health care-related services
19 for students of an Organizational Unit.

20 "Operating Tax Rate" means the rate utilized in the
21 previous year to extend property taxes for all purposes,
22 except, Bond and Interest, Summer School, Rent, Capital
23 Improvement, and Vocational Education Building purposes.
24 For Hybrid Districts, the Operating Tax Rate shall be the
25 combined elementary and high school rates utilized in the
26 previous year to extend property taxes for all purposes,

1 except, Bond and Interest, Summer School, Rent, Capital
2 Improvement, and Vocational Education Building purposes.

3 "Organizational Unit" means a Laboratory School or any
4 public school district that is recognized as such by the
5 State Board and that contains elementary schools typically
6 serving kindergarten through 5th grades, middle schools
7 typically serving 6th through 8th grades, or high schools
8 typically serving 9th through 12th grades. The General
9 Assembly acknowledges that the actual grade levels served
10 by a particular Organizational Unit may vary slightly from
11 what is typical.

12 "Organizational Unit CWI" is determined by calculating
13 the CWI in the region and original county in which an
14 Organizational Unit's primary administrative office is
15 located as set forth in this paragraph, provided that if
16 the Organizational Unit CWI as calculated in accordance
17 with this paragraph is less than 0.9, the Organizational
18 Unit CWI shall be increased to 0.9. Each county's current
19 CWI value shall be adjusted based on the CWI value of that
20 county's neighboring Illinois counties, to create a
21 "weighted adjusted index value". This shall be calculated
22 by summing the CWI values of all of a county's adjacent
23 Illinois counties and dividing by the number of adjacent
24 Illinois counties, then taking the weighted value of the
25 original county's CWI value and the adjacent Illinois
26 county average. To calculate this weighted value, if the

1 number of adjacent Illinois counties is greater than 2, the
2 original county's CWI value will be weighted at 0.25 and
3 the adjacent Illinois county average will be weighted at
4 0.75. If the number of adjacent Illinois counties is 2, the
5 original county's CWI value will be weighted at 0.33 and
6 the adjacent Illinois county average will be weighted at
7 0.66. The greater of the county's current CWI value and its
8 weighted adjusted index value shall be used as the
9 Organizational Unit CWI.

10 "Preceding Tax Year" means the property tax levy year
11 immediately preceding the Base Tax Year.

12 "Preceding Tax Year's Extension" means the product of
13 the equalized assessed valuation utilized by the county
14 clerk in the Preceding Tax Year multiplied by the Operating
15 Tax Rate.

16 "Preliminary Percent of Adequacy" is defined in
17 paragraph (2) of subsection (f) of this Section.

18 "Preliminary Resources" is defined in paragraph (2) of
19 subsection (f) of this Section.

20 "Principal" means a school administrator duly endorsed
21 to be employed as a principal in this State.

22 "Professional development" means training programs for
23 licensed staff in schools, including, but not limited to,
24 programs that assist in implementing new curriculum
25 programs, provide data focused or academic assessment data
26 training to help staff identify a student's weaknesses and

1 strengths, target interventions, improve instruction,
2 encompass instructional strategies for English learner,
3 gifted, or at-risk students, address inclusivity, cultural
4 sensitivity, or implicit bias, or otherwise provide
5 professional support for licensed staff.

6 "Prototypical" means 450 special education
7 pre-kindergarten and kindergarten through grade 5 students
8 for an elementary school, 450 grade 6 through 8 students
9 for a middle school, and 600 grade 9 through 12 students
10 for a high school.

11 "PTELL" means the Property Tax Extension Limitation
12 Law.

13 "PTELL EAV" is defined in paragraph (4) of subsection
14 (d) of this Section.

15 "Pupil support staff" means a nurse, psychologist,
16 social worker, family liaison personnel, or other staff
17 member who provides support to at-risk or struggling
18 students.

19 "Real Receipts" is defined in paragraph (1) of
20 subsection (d) of this Section.

21 "Regionalization Factor" means, for a particular
22 Organizational Unit, the figure derived by dividing the
23 Organizational Unit CWI by the Statewide Weighted CWI.

24 "School site staff" means the primary school secretary
25 and any additional clerical personnel assigned to a school.

26 "Special education" means special educational

1 facilities and services, as defined in Section 14-1.08 of
2 this Code.

3 "Special Education Allocation" means the amount of an
4 Organizational Unit's final Adequacy Target attributable
5 to special education divided by the Organizational Unit's
6 final Adequacy Target, the product of which shall be
7 multiplied by the amount of new funding received pursuant
8 to this Section. An Organizational Unit's final Adequacy
9 Target attributable to special education shall include all
10 special education investment adequacy elements.

11 "Specialist teacher" means a teacher who provides
12 instruction in subject areas not included in core subjects,
13 including, but not limited to, art, music, physical
14 education, health, driver education, career-technical
15 education, and such other subject areas as may be mandated
16 by State law or provided by an Organizational Unit.

17 "Specially Funded Unit" means an Alternative School,
18 safe school, Department of Juvenile Justice school,
19 special education cooperative or entity recognized by the
20 State Board as a special education cooperative,
21 State-approved charter school, or alternative learning
22 opportunities program that received direct funding from
23 the State Board during the 2016-2017 school year through
24 any of the funding sources included within the calculation
25 of the Base Funding Minimum or Glenwood Academy.

26 "Supplemental Grant Funding" means supplemental

1 general State aid funding received by an Organization Unit
2 during the 2016-2017 school year pursuant to subsection (H)
3 of Section 18-8.05 of this Code (now repealed).

4 "State Adequacy Level" is the sum of the Adequacy
5 Targets of all Organizational Units.

6 "State Board" means the State Board of Education.

7 "State Superintendent" means the State Superintendent
8 of Education.

9 "Statewide Weighted CWI" means a figure determined by
10 multiplying each Organizational Unit CWI times the ASE for
11 that Organizational Unit creating a weighted value,
12 summing all Organizational Unit's weighted values, and
13 dividing by the total ASE of all Organizational Units,
14 thereby creating an average weighted index.

15 "Student activities" means non-credit producing
16 after-school programs, including, but not limited to,
17 clubs, bands, sports, and other activities authorized by
18 the school board of the Organizational Unit.

19 "Substitute teacher" means an individual teacher or
20 teaching assistant who is employed by an Organizational
21 Unit and is temporarily serving the Organizational Unit on
22 a per diem or per period-assignment basis replacing another
23 staff member.

24 "Summer school" means academic and enrichment programs
25 provided to students during the summer months outside of
26 the regular school year.

1 "Supervisory aide" means a non-licensed staff member
2 who helps in supervising students of an Organizational
3 Unit, but does so outside of the classroom, in situations
4 such as, but not limited to, monitoring hallways and
5 playgrounds, supervising lunchrooms, or supervising
6 students when being transported in buses serving the
7 Organizational Unit.

8 "Target Ratio" is defined in paragraph (4) of
9 subsection (g).

10 "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined
11 in paragraph (3) of subsection (g).

12 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
13 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate
14 Funding" are defined in paragraph (1) of subsection (g).

15 (b) Adequacy Target calculation.

16 (1) Each Organizational Unit's Adequacy Target is the
17 sum of the Organizational Unit's cost of providing
18 Essential Elements, as calculated in accordance with this
19 subsection (b), with the salary amounts in the Essential
20 Elements multiplied by a Regionalization Factor calculated
21 pursuant to paragraph (3) of this subsection (b).

22 (2) The Essential Elements are attributable on a pro
23 rata basis related to defined subgroups of the ASE of each
24 Organizational Unit as specified in this paragraph (2),
25 with investments and FTE positions pro rata funded based on
26 ASE counts in excess or less than the thresholds set forth

1 in this paragraph (2). The method for calculating
2 attributable pro rata costs and the defined subgroups
3 thereto are as follows:

4 (A) Core class size investments. Each
5 Organizational Unit shall receive the funding required
6 to support that number of FTE core teacher positions as
7 is needed to keep the respective class sizes of the
8 Organizational Unit to the following maximum numbers:

9 (i) For grades kindergarten through 3, the
10 Organizational Unit shall receive funding required
11 to support one FTE core teacher position for every
12 15 Low-Income Count students in those grades and
13 one FTE core teacher position for every 20
14 non-Low-Income Count students in those grades.

15 (ii) For grades 4 through 12, the
16 Organizational Unit shall receive funding required
17 to support one FTE core teacher position for every
18 20 Low-Income Count students in those grades and
19 one FTE core teacher position for every 25
20 non-Low-Income Count students in those grades.

21 The number of non-Low-Income Count students in a
22 grade shall be determined by subtracting the
23 Low-Income students in that grade from the ASE of the
24 Organizational Unit for that grade.

25 (B) Specialist teacher investments. Each
26 Organizational Unit shall receive the funding needed

1 to cover that number of FTE specialist teacher
2 positions that correspond to the following
3 percentages:

4 (i) if the Organizational Unit operates an
5 elementary or middle school, then 20.00% of the
6 number of the Organizational Unit's core teachers,
7 as determined under subparagraph (A) of this
8 paragraph (2); and

9 (ii) if such Organizational Unit operates a
10 high school, then 33.33% of the number of the
11 Organizational Unit's core teachers.

12 (C) Instructional facilitator investments. Each
13 Organizational Unit shall receive the funding needed
14 to cover one FTE instructional facilitator position
15 for every 200 combined ASE of pre-kindergarten
16 children with disabilities and all kindergarten
17 through grade 12 students of the Organizational Unit.

18 (D) Core intervention teacher (tutor) investments.
19 Each Organizational Unit shall receive the funding
20 needed to cover one FTE teacher position for each
21 prototypical elementary, middle, and high school.

22 (E) Substitute teacher investments. Each
23 Organizational Unit shall receive the funding needed
24 to cover substitute teacher costs that is equal to
25 5.70% of the minimum pupil attendance days required
26 under Section 10-19 of this Code for all full-time

1 equivalent core, specialist, and intervention
2 teachers, school nurses, special education teachers
3 and instructional assistants, instructional
4 facilitators, and summer school and extended-day
5 teacher positions, as determined under this paragraph
6 (2), at a salary rate of 33.33% of the average salary
7 for grade K through 12 teachers and 33.33% of the
8 average salary of each instructional assistant
9 position.

10 (F) Core guidance counselor investments. Each
11 Organizational Unit shall receive the funding needed
12 to cover one FTE guidance counselor for each 450
13 combined ASE of pre-kindergarten children with
14 disabilities and all kindergarten through grade 5
15 students, plus one FTE guidance counselor for each 250
16 grades 6 through 8 ASE middle school students, plus one
17 FTE guidance counselor for each 250 grades 9 through 12
18 ASE high school students.

19 (G) Nurse investments. Each Organizational Unit
20 shall receive the funding needed to cover one FTE nurse
21 for each 750 combined ASE of pre-kindergarten children
22 with disabilities and all kindergarten through grade
23 12 students across all grade levels it serves.

24 (H) Supervisory aide investments. Each
25 Organizational Unit shall receive the funding needed
26 to cover one FTE for each 225 combined ASE of

1 pre-kindergarten children with disabilities and all
2 kindergarten through grade 5 students, plus one FTE for
3 each 225 ASE middle school students, plus one FTE for
4 each 200 ASE high school students.

5 (I) Librarian investments. Each Organizational
6 Unit shall receive the funding needed to cover one FTE
7 librarian for each prototypical elementary school,
8 middle school, and high school and one FTE aide or
9 media technician for every 300 combined ASE of
10 pre-kindergarten children with disabilities and all
11 kindergarten through grade 12 students.

12 (J) Principal investments. Each Organizational
13 Unit shall receive the funding needed to cover one FTE
14 principal position for each prototypical elementary
15 school, plus one FTE principal position for each
16 prototypical middle school, plus one FTE principal
17 position for each prototypical high school.

18 (K) Assistant principal investments. Each
19 Organizational Unit shall receive the funding needed
20 to cover one FTE assistant principal position for each
21 prototypical elementary school, plus one FTE assistant
22 principal position for each prototypical middle
23 school, plus one FTE assistant principal position for
24 each prototypical high school.

25 (L) School site staff investments. Each
26 Organizational Unit shall receive the funding needed

1 for one FTE position for each 225 ASE of
2 pre-kindergarten children with disabilities and all
3 kindergarten through grade 5 students, plus one FTE
4 position for each 225 ASE middle school students, plus
5 one FTE position for each 200 ASE high school students.

6 (M) Gifted investments. Each Organizational Unit
7 shall receive \$40 per kindergarten through grade 12
8 ASE.

9 (N) Professional development investments. Each
10 Organizational Unit shall receive \$125 per student of
11 the combined ASE of pre-kindergarten children with
12 disabilities and all kindergarten through grade 12
13 students for trainers and other professional
14 development-related expenses for supplies and
15 materials.

16 (O) Instructional material investments. Each
17 Organizational Unit shall receive \$190 per student of
18 the combined ASE of pre-kindergarten children with
19 disabilities and all kindergarten through grade 12
20 students to cover instructional material costs.

21 (P) Assessment investments. Each Organizational
22 Unit shall receive \$25 per student of the combined ASE
23 of pre-kindergarten children with disabilities and all
24 kindergarten through grade 12 students student to
25 cover assessment costs.

26 (Q) Computer technology and equipment investments.

1 Each Organizational Unit shall receive \$285.50 per
2 student of the combined ASE of pre-kindergarten
3 children with disabilities and all kindergarten
4 through grade 12 students to cover computer technology
5 and equipment costs. For the 2018-2019 school year and
6 subsequent school years, Organizational Units assigned
7 to Tier 1 and Tier 2 in the prior school year shall
8 receive an additional \$285.50 per student of the
9 combined ASE of pre-kindergarten children with
10 disabilities and all kindergarten through grade 12
11 students to cover computer technology and equipment
12 costs in the Organization Unit's Adequacy Target. The
13 State Board may establish additional requirements for
14 Organizational Unit expenditures of funds received
15 pursuant to this subparagraph (Q), including a
16 requirement that funds received pursuant to this
17 subparagraph (Q) may be used only for serving the
18 technology needs of the district. It is the intent of
19 this amendatory Act of the 100th General Assembly that
20 all Tier 1 and Tier 2 districts receive the addition to
21 their Adequacy Target in the following year, subject to
22 compliance with the requirements of the State Board.

23 (R) Student activities investments. Each
24 Organizational Unit shall receive the following
25 funding amounts to cover student activities: \$100 per
26 kindergarten through grade 5 ASE student in elementary

1 school, plus \$200 per ASE student in middle school,
2 plus \$675 per ASE student in high school.

3 (S) Maintenance and operations investments. Each
4 Organizational Unit shall receive \$1,038 per student
5 of the combined ASE of pre-kindergarten children with
6 disabilities and all kindergarten through grade 12 for
7 day-to-day maintenance and operations expenditures,
8 including salary, supplies, and materials, as well as
9 purchased services, but excluding employee benefits.
10 The proportion of salary for the application of a
11 Regionalization Factor and the calculation of benefits
12 is equal to \$352.92.

13 (T) Central office investments. Each
14 Organizational Unit shall receive \$742 per student of
15 the combined ASE of pre-kindergarten children with
16 disabilities and all kindergarten through grade 12
17 students to cover central office operations, including
18 administrators and classified personnel charged with
19 managing the instructional programs, business and
20 operations of the school district, and security
21 personnel. The proportion of salary for the
22 application of a Regionalization Factor and the
23 calculation of benefits is equal to \$368.48.

24 (U) Employee benefit investments. Each
25 Organizational Unit shall receive 30% of the total of
26 all salary-calculated elements of the Adequacy Target,

1 excluding substitute teachers and student activities
2 investments, to cover benefit costs. For central
3 office and maintenance and operations investments, the
4 benefit calculation shall be based upon the salary
5 proportion of each investment. If at any time the
6 responsibility for funding the employer normal cost of
7 teacher pensions is assigned to school districts, then
8 that amount certified by the Teachers' Retirement
9 System of the State of Illinois to be paid by the
10 Organizational Unit for the preceding school year
11 shall be added to the benefit investment. For any
12 fiscal year in which a school district organized under
13 Article 34 of this Code is responsible for paying the
14 employer normal cost of teacher pensions, then that
15 amount of its employer normal cost plus the amount for
16 retiree health insurance as certified by the Public
17 School Teachers' Pension and Retirement Fund of
18 Chicago to be paid by the school district for the
19 preceding school year that is statutorily required to
20 cover employer normal costs and the amount for retiree
21 health insurance shall be added to the 30% specified in
22 this subparagraph (U). The Teachers' Retirement System
23 of the State of Illinois and the Public School
24 Teachers' Pension and Retirement Fund of Chicago shall
25 submit such information as the State Superintendent
26 may require for the calculations set forth in this

1 subparagraph (U) .

2 (V) Additional investments in low-income students.

3 In addition to and not in lieu of all other funding
4 under this paragraph (2), each Organizational Unit
5 shall receive funding based on the average teacher
6 salary for grades K through 12 to cover the costs of:

7 (i) one FTE intervention teacher (tutor)
8 position for every 125 Low-Income Count students;

9 (ii) one FTE pupil support staff position for
10 every 125 Low-Income Count students;

11 (iii) one FTE extended day teacher position
12 for every 120 Low-Income Count students; and

13 (iv) one FTE summer school teacher position
14 for every 120 Low-Income Count students.

15 (W) Additional investments in English learner
16 students. In addition to and not in lieu of all other
17 funding under this paragraph (2), each Organizational
18 Unit shall receive funding based on the average teacher
19 salary for grades K through 12 to cover the costs of:

20 (i) one FTE intervention teacher (tutor)
21 position for every 125 English learner students;

22 (ii) one FTE pupil support staff position for
23 every 125 English learner students;

24 (iii) one FTE extended day teacher position
25 for every 120 English learner students;

26 (iv) one FTE summer school teacher position

1 for every 120 English learner students; and

2 (v) one FTE core teacher position for every 100
3 English learner students.

4 (X) Special education investments. Each
5 Organizational Unit shall receive funding based on the
6 average teacher salary for grades K through 12 to cover
7 special education as follows:

8 (i) one FTE teacher position for every 141
9 combined ASE of pre-kindergarten children with
10 disabilities and all kindergarten through grade 12
11 students;

12 (ii) one FTE instructional assistant for every
13 141 combined ASE of pre-kindergarten children with
14 disabilities and all kindergarten through grade 12
15 students; and

16 (iii) one FTE psychologist position for every
17 1,000 combined ASE of pre-kindergarten children
18 with disabilities and all kindergarten through
19 grade 12 students.

20 (3) For calculating the salaries included within the
21 Essential Elements, the State Superintendent shall
22 annually calculate average salaries to the nearest dollar
23 using the employment information system data maintained by
24 the State Board, limited to public schools only and
25 excluding special education and vocational cooperatives,
26 schools operated by the Department of Juvenile Justice, and

1 charter schools, for the following positions:

2 (A) Teacher for grades K through 8.

3 (B) Teacher for grades 9 through 12.

4 (C) Teacher for grades K through 12.

5 (D) Guidance counselor for grades K through 8.

6 (E) Guidance counselor for grades 9 through 12.

7 (F) Guidance counselor for grades K through 12.

8 (G) Social worker.

9 (H) Psychologist.

10 (I) Librarian.

11 (J) Nurse.

12 (K) Principal.

13 (L) Assistant principal.

14 For the purposes of this paragraph (3), "teacher"
15 includes core teachers, specialist and elective teachers,
16 instructional facilitators, tutors, special education
17 teachers, pupil support staff teachers, English learner
18 teachers, extended-day teachers, and summer school
19 teachers. Where specific grade data is not required for the
20 Essential Elements, the average salary for corresponding
21 positions shall apply. For substitute teachers, the
22 average teacher salary for grades K through 12 shall apply.

23 For calculating the salaries included within the
24 Essential Elements for positions not included within EIS
25 Data, the following salaries shall be used in the first
26 year of implementation of Evidence-Based Funding:

- 1 (i) school site staff, \$30,000; and
2 (ii) non-instructional assistant, instructional
3 assistant, library aide, library media tech, or
4 supervisory aide: \$25,000.

5 In the second and subsequent years of implementation of
6 Evidence-Based Funding, the amounts in items (i) and (ii)
7 of this paragraph (3) shall annually increase by the ECI.

8 The salary amounts for the Essential Elements
9 determined pursuant to subparagraphs (A) through (L), (S)
10 and (T), and (V) through (X) of paragraph (2) of subsection
11 (b) of this Section shall be multiplied by a
12 Regionalization Factor.

13 (c) Local capacity calculation.

14 (1) Each Organizational Unit's Local Capacity
15 represents an amount of funding it is assumed to contribute
16 toward its Adequacy Target for purposes of the
17 Evidence-Based Funding formula calculation. "Local
18 Capacity" means either (i) the Organizational Unit's Local
19 Capacity Target as calculated in accordance with paragraph
20 (2) of this subsection (c) if its Real Receipts are equal
21 to or less than its Local Capacity Target or (ii) the
22 Organizational Unit's Adjusted Local Capacity, as
23 calculated in accordance with paragraph (3) of this
24 subsection (c) if Real Receipts are more than its Local
25 Capacity Target.

26 (2) "Local Capacity Target" means, for an

1 Organizational Unit, that dollar amount that is obtained by
2 multiplying its Adequacy Target by its Local Capacity
3 Ratio.

4 (A) An Organizational Unit's Local Capacity
5 Percentage is the conversion of the Organizational
6 Unit's Local Capacity Ratio, as such ratio is
7 determined in accordance with subparagraph (B) of this
8 paragraph (2), into a cumulative distribution
9 resulting in a percentile ranking to determine each
10 Organizational Unit's relative position to all other
11 Organizational Units in this State. The calculation of
12 Local Capacity Percentage is described in subparagraph
13 (C) of this paragraph (2).

14 (B) An Organizational Unit's Local Capacity Ratio
15 in a given year is the percentage obtained by dividing
16 its Adjusted EAV or PTELL EAV, whichever is less, by
17 its Adequacy Target, with the resulting ratio further
18 adjusted as follows:

19 (i) for Organizational Units serving grades
20 kindergarten through 12 and Hybrid Districts, no
21 further adjustments shall be made;

22 (ii) for Organizational Units serving grades
23 kindergarten through 8, the ratio shall be
24 multiplied by 9/13;

25 (iii) for Organizational Units serving grades
26 9 through 12, the Local Capacity Ratio shall be

1 multiplied by 4/13; and

2 (iv) for an Organizational Unit with a
3 different grade configuration than those specified
4 in items (i) through (iii) of this subparagraph
5 (B), the State Superintendent shall determine a
6 comparable adjustment based on the grades served.

7 (C) The Local Capacity Percentage is equal to the
8 percentile ranking of the district. Local Capacity
9 Percentage converts each Organizational Unit's Local
10 Capacity Ratio to a cumulative distribution resulting
11 in a percentile ranking to determine each
12 Organizational Unit's relative position to all other
13 Organizational Units in this State. The Local Capacity
14 Percentage cumulative distribution resulting in a
15 percentile ranking for each Organizational Unit shall
16 be calculated using the standard normal distribution
17 of the score in relation to the weighted mean and
18 weighted standard deviation and Local Capacity Ratios
19 of all Organizational Units. If the value assigned to
20 any Organizational Unit is in excess of 90%, the value
21 shall be adjusted to 90%. For Laboratory Schools, the
22 Local Capacity Percentage shall be set at 10% in
23 recognition of the absence of EAV and resources from
24 the public university that are allocated to the
25 Laboratory School. The weighted mean for the Local
26 Capacity Percentage shall be determined by multiplying

1 each Organizational Unit's Local Capacity Ratio times
2 the ASE for the unit creating a weighted value, summing
3 the weighted values of all Organizational Units, and
4 dividing by the total ASE of all Organizational Units.
5 The weighted standard deviation shall be determined by
6 taking the square root of the weighted variance of all
7 Organizational Units' Local Capacity Ratio, where the
8 variance is calculated by squaring the difference
9 between each unit's Local Capacity Ratio and the
10 weighted mean, then multiplying the variance for each
11 unit times the ASE for the unit to create a weighted
12 variance for each unit, then summing all units'
13 weighted variance and dividing by the total ASE of all
14 units.

15 (D) For any Organizational Unit, the
16 Organizational Unit's Adjusted Local Capacity Target
17 shall be reduced by either (i) the school board's
18 remaining contribution pursuant to paragraph (ii) of
19 subsection (b-4) of Section 16-158 of the Illinois
20 Pension Code in a given year, or (ii) the board of
21 education's remaining contribution pursuant to
22 paragraph (iv) of subsection (b) of Section 17-129 of
23 the Illinois Pension Code absent the employer normal
24 cost portion of the required contribution and amount
25 allowed pursuant to subdivision (3) of Section
26 17-142.1 of the Illinois Pension Code in a given year.

1 In the preceding sentence, item (i) shall be certified
2 to the State Board of Education by the Teachers'
3 Retirement System of the State of Illinois and item
4 (ii) shall be certified to the State Board of Education
5 by the Public School Teachers' Pension and Retirement
6 Fund of the City of Chicago.

7 (3) If an Organizational Unit's Real Receipts are more
8 than its Local Capacity Target, then its Local Capacity
9 shall equal an Adjusted Local Capacity Target as calculated
10 in accordance with this paragraph (3). The Adjusted Local
11 Capacity Target is calculated as the sum of the
12 Organizational Unit's Local Capacity Target and its Real
13 Receipts Adjustment. The Real Receipts Adjustment equals
14 the Organizational Unit's Real Receipts less its Local
15 Capacity Target, with the resulting figure multiplied by
16 the Local Capacity Percentage.

17 As used in this paragraph (3), "Real Percent of
18 Adequacy" means the sum of an Organizational Unit's Real
19 Receipts, CPPRT, and Base Funding Minimum, with the
20 resulting figure divided by the Organizational Unit's
21 Adequacy Target.

22 (d) Calculation of Real Receipts, EAV, and Adjusted EAV for
23 purposes of the Local Capacity calculation.

24 (1) An Organizational Unit's Real Receipts are the
25 product of its Applicable Tax Rate and its Adjusted EAV. An
26 Organizational Unit's Applicable Tax Rate is its Adjusted

1 Operating Tax Rate for property within the Organizational
2 Unit.

3 (2) The State Superintendent shall calculate the
4 Equalized Assessed Valuation, or EAV, of all taxable
5 property of each Organizational Unit as of September 30 of
6 the previous year in accordance with paragraph (3) of this
7 subsection (d). The State Superintendent shall then
8 determine the Adjusted EAV of each Organizational Unit in
9 accordance with paragraph (4) of this subsection (d), which
10 Adjusted EAV figure shall be used for the purposes of
11 calculating Local Capacity.

12 (3) To calculate Real Receipts and EAV, the Department
13 of Revenue shall supply to the State Superintendent the
14 value as equalized or assessed by the Department of Revenue
15 of all taxable property of every Organizational Unit,
16 together with (i) the applicable tax rate used in extending
17 taxes for the funds of the Organizational Unit as of
18 September 30 of the previous year and (ii) the limiting
19 rate for all Organizational Units subject to property tax
20 extension limitations as imposed under PTELL.

21 (A) The Department of Revenue shall add to the
22 equalized assessed value of all taxable property of
23 each Organizational Unit situated entirely or
24 partially within a county that is or was subject to the
25 provisions of Section 15-176 or 15-177 of the Property
26 Tax Code (i) an amount equal to the total amount by

1 which the homestead exemption allowed under Section
2 15-176 or 15-177 of the Property Tax Code for real
3 property situated in that Organizational Unit exceeds
4 the total amount that would have been allowed in that
5 Organizational Unit if the maximum reduction under
6 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
7 in all other counties in tax year 2003 or (II) \$5,000
8 in all counties in tax year 2004 and thereafter and
9 (ii) an amount equal to the aggregate amount for the
10 taxable year of all additional exemptions under
11 Section 15-175 of the Property Tax Code for owners with
12 a household income of \$30,000 or less. The county clerk
13 of any county that is or was subject to the provisions
14 of Section 15-176 or 15-177 of the Property Tax Code
15 shall annually calculate and certify to the Department
16 of Revenue for each Organizational Unit all homestead
17 exemption amounts under Section 15-176 or 15-177 of the
18 Property Tax Code and all amounts of additional
19 exemptions under Section 15-175 of the Property Tax
20 Code for owners with a household income of \$30,000 or
21 less. It is the intent of this subparagraph (A) that if
22 the general homestead exemption for a parcel of
23 property is determined under Section 15-176 or 15-177
24 of the Property Tax Code rather than Section 15-175,
25 then the calculation of EAV shall not be affected by
26 the difference, if any, between the amount of the

1 general homestead exemption allowed for that parcel of
2 property under Section 15-176 or 15-177 of the Property
3 Tax Code and the amount that would have been allowed
4 had the general homestead exemption for that parcel of
5 property been determined under Section 15-175 of the
6 Property Tax Code. It is further the intent of this
7 subparagraph (A) that if additional exemptions are
8 allowed under Section 15-175 of the Property Tax Code
9 for owners with a household income of less than
10 \$30,000, then the calculation of EAV shall not be
11 affected by the difference, if any, because of those
12 additional exemptions.

13 (B) With respect to any part of an Organizational
14 Unit within a redevelopment project area in respect to
15 which a municipality has adopted tax increment
16 allocation financing pursuant to the Tax Increment
17 Allocation Redevelopment Act, Division 74.4 of Article
18 11 of the Illinois Municipal Code, or the Industrial
19 Jobs Recovery Law, Division 74.6 of Article 11 of the
20 Illinois Municipal Code, no part of the current EAV of
21 real property located in any such project area which is
22 attributable to an increase above the total initial EAV
23 of such property shall be used as part of the EAV of
24 the Organizational Unit, until such time as all
25 redevelopment project costs have been paid, as
26 provided in Section 11-74.4-8 of the Tax Increment

1 Allocation Redevelopment Act or in Section 11-74.6-35
2 of the Industrial Jobs Recovery Law. For the purpose of
3 the EAV of the Organizational Unit, the total initial
4 EAV or the current EAV, whichever is lower, shall be
5 used until such time as all redevelopment project costs
6 have been paid.

7 (B-5) The real property equalized assessed
8 valuation for a school district shall be adjusted by
9 subtracting from the real property value, as equalized
10 or assessed by the Department of Revenue, for the
11 district an amount computed by dividing the amount of
12 any abatement of taxes under Section 18-170 of the
13 Property Tax Code by 3.00% for a district maintaining
14 grades kindergarten through 12, by 2.30% for a district
15 maintaining grades kindergarten through 8, or by 1.05%
16 for a district maintaining grades 9 through 12 and
17 adjusted by an amount computed by dividing the amount
18 of any abatement of taxes under subsection (a) of
19 Section 18-165 of the Property Tax Code by the same
20 percentage rates for district type as specified in this
21 subparagraph (B-5).

22 (C) For Organizational Units that are Hybrid
23 Districts, the State Superintendent shall use the
24 lesser of the adjusted equalized assessed valuation
25 for property within the partial elementary unit
26 district for elementary purposes, as defined in

1 Article 11E of this Code, or the adjusted equalized
2 assessed valuation for property within the partial
3 elementary unit district for high school purposes, as
4 defined in Article 11E of this Code.

5 (4) An Organizational Unit's Adjusted EAV shall be the
6 average of its EAV over the immediately preceding 3 years
7 or its EAV in the immediately preceding year if the EAV in
8 the immediately preceding year has declined by 10% or more
9 compared to the 3-year average. In the event of
10 Organizational Unit reorganization, consolidation, or
11 annexation, the Organizational Unit's Adjusted EAV for the
12 first 3 years after such change shall be as follows: the
13 most current EAV shall be used in the first year, the
14 average of a 2-year EAV or its EAV in the immediately
15 preceding year if the EAV declines by 10% or more compared
16 to the 2-year average for the second year, and a 3-year
17 average EAV or its EAV in the immediately preceding year if
18 the adjusted EAV declines by 10% or more compared to the
19 3-year average for the third year. For any school district
20 whose EAV in the immediately preceding year is used in
21 calculations, in the following year, the Adjusted EAV shall
22 be the average of its EAV over the immediately preceding 2
23 years or the immediately preceding year if that year
24 represents a decline of 10% or more compared to the 2-year
25 average.

26 "PTELL EAV" means a figure calculated by the State

1 Board for Organizational Units subject to PTELL as
2 described in this paragraph (4) for the purposes of
3 calculating an Organizational Unit's Local Capacity Ratio.
4 Except as otherwise provided in this paragraph (4), the
5 PTELL EAV of an Organizational Unit shall be equal to the
6 product of the equalized assessed valuation last used in
7 the calculation of general State aid under Section 18-8.05
8 of this Code (now repealed) or Evidence-Based Funding under
9 this Section and the Organizational Unit's Extension
10 Limitation Ratio. If an Organizational Unit has approved or
11 does approve an increase in its limiting rate, pursuant to
12 Section 18-190 of the Property Tax Code, affecting the Base
13 Tax Year, the PTELL EAV shall be equal to the product of
14 the equalized assessed valuation last used in the
15 calculation of general State aid under Section 18-8.05 of
16 this Code (now repealed) or Evidence-Based Funding under
17 this Section multiplied by an amount equal to one plus the
18 percentage increase, if any, in the Consumer Price Index
19 for All Urban Consumers for all items published by the
20 United States Department of Labor for the 12-month calendar
21 year preceding the Base Tax Year, plus the equalized
22 assessed valuation of new property, annexed property, and
23 recovered tax increment value and minus the equalized
24 assessed valuation of disconnected property.

25 As used in this paragraph (4), "new property" and
26 "recovered tax increment value" shall have the meanings set

1 forth in the Property Tax Extension Limitation Law.

2 (e) Base Funding Minimum calculation.

3 (1) For the 2017-2018 school year, the Base Funding
4 Minimum of an Organizational Unit or a Specially Funded
5 Unit shall be the amount of State funds distributed to the
6 Organizational Unit or Specially Funded Unit during the
7 2016-2017 school year prior to any adjustments and
8 specified appropriation amounts described in this
9 paragraph (1) from the following Sections, as calculated by
10 the State Superintendent: Section 18-8.05 of this Code (now
11 repealed); Section 5 of Article 224 of Public Act 99-524
12 (equity grants); Section 14-7.02b of this Code (funding for
13 children requiring special education services); Section
14 14-13.01 of this Code (special education facilities and
15 staffing), except for reimbursement of the cost of
16 transportation pursuant to Section 14-13.01; Section
17 14C-12 of this Code (English learners); and Section 18-4.3
18 of this Code (summer school), based on an appropriation
19 level of \$13,121,600. For a school district organized under
20 Article 34 of this Code, the Base Funding Minimum also
21 includes (i) the funds allocated to the school district
22 pursuant to Section 1D-1 of this Code attributable to
23 funding programs authorized by the Sections of this Code
24 listed in the preceding sentence; and (ii) the difference
25 between (I) the funds allocated to the school district
26 pursuant to Section 1D-1 of this Code attributable to the

1 funding programs authorized by Section 14-7.02 (non-public
2 special education reimbursement), subsection (b) of
3 Section 14-13.01 (special education transportation),
4 Section 29-5 (transportation), Section 2-3.80
5 (agricultural education), Section 2-3.66 (truants'
6 alternative education), Section 2-3.62 (educational
7 service centers), and Section 14-7.03 (special education -
8 orphanage) of this Code and Section 15 of the Childhood
9 Hunger Relief Act (free breakfast program) and (II) the
10 school district's actual expenditures for its non-public
11 special education, special education transportation,
12 transportation programs, agricultural education, truants'
13 alternative education, services that would otherwise be
14 performed by a regional office of education, special
15 education orphanage expenditures, and free breakfast, as
16 most recently calculated and reported pursuant to
17 subsection (f) of Section 1D-1 of this Code. The Base
18 Funding Minimum for Glenwood Academy shall be \$625,500.

19 (2) For the 2018-2019 and subsequent school years, the
20 Base Funding Minimum of Organizational Units and Specially
21 Funded Units shall be the sum of (i) the amount of
22 Evidence-Based Funding for the prior school year, (ii) the
23 Base Funding Minimum for the prior school year, and (iii)
24 any amount received by a school district pursuant to
25 Section 7 of Article 97 of Public Act 100-21.

26 (f) Percent of Adequacy and Final Resources calculation.

1 (1) The Evidence-Based Funding formula establishes a
2 Percent of Adequacy for each Organizational Unit in order
3 to place such units into tiers for the purposes of the
4 funding distribution system described in subsection (g) of
5 this Section. Initially, an Organizational Unit's
6 Preliminary Resources and Preliminary Percent of Adequacy
7 are calculated pursuant to paragraph (2) of this subsection
8 (f). Then, an Organizational Unit's Final Resources and
9 Final Percent of Adequacy are calculated to account for the
10 Organizational Unit's poverty concentration levels
11 pursuant to paragraphs (3) and (4) of this subsection (f).

12 (2) An Organizational Unit's Preliminary Resources are
13 equal to the sum of its Local Capacity Target, CPPRT, and
14 Base Funding Minimum. An Organizational Unit's Preliminary
15 Percent of Adequacy is the lesser of (i) its Preliminary
16 Resources divided by its Adequacy Target or (ii) 100%.

17 (3) Except for Specially Funded Units, an
18 Organizational Unit's Final Resources are equal the sum of
19 its Local Capacity, CPPRT, and Adjusted Base Funding
20 Minimum. The Base Funding Minimum of each Specially Funded
21 Unit shall serve as its Final Resources, except that the
22 Base Funding Minimum for State-approved charter schools
23 shall not include any portion of general State aid
24 allocated in the prior year based on the per capita tuition
25 charge times the charter school enrollment.

26 (4) An Organizational Unit's Final Percent of Adequacy

1 is its Final Resources divided by its Adequacy Target. An
2 Organizational Unit's Adjusted Base Funding Minimum is
3 equal to its Base Funding Minimum less its Supplemental
4 Grant Funding, with the resulting figure added to the
5 product of its Supplemental Grant Funding and Preliminary
6 Percent of Adequacy.

7 (g) Evidence-Based Funding formula distribution system.

8 (1) In each school year under the Evidence-Based
9 Funding formula, each Organizational Unit receives funding
10 equal to the sum of its Base Funding Minimum and the unit's
11 allocation of New State Funds determined pursuant to this
12 subsection (g). To allocate New State Funds, the
13 Evidence-Based Funding formula distribution system first
14 places all Organizational Units into one of 4 tiers in
15 accordance with paragraph (3) of this subsection (g), based
16 on the Organizational Unit's Final Percent of Adequacy. New
17 State Funds are allocated to each of the 4 tiers as
18 follows: Tier 1 Aggregate Funding equals 50% of all New
19 State Funds, Tier 2 Aggregate Funding equals 49% of all New
20 State Funds, Tier 3 Aggregate Funding equals 0.9% of all
21 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
22 of all New State Funds. Each Organizational Unit within
23 Tier 1 or Tier 2 receives an allocation of New State Funds
24 equal to its tier Funding Gap, as defined in the following
25 sentence, multiplied by the tier's Allocation Rate
26 determined pursuant to paragraph (4) of this subsection

1 (g). For Tier 1, an Organizational Unit's Funding Gap
2 equals the tier's Target Ratio, as specified in paragraph
3 (5) of this subsection (g), multiplied by the
4 Organizational Unit's Adequacy Target, with the resulting
5 amount reduced by the Organizational Unit's Final
6 Resources. For Tier 2, an Organizational Unit's Funding Gap
7 equals the tier's Target Ratio, as described in paragraph
8 (5) of this subsection (g), multiplied by the
9 Organizational Unit's Adequacy Target, with the resulting
10 amount reduced by the Organizational Unit's Final
11 Resources and its Tier 1 funding allocation. To determine
12 the Organizational Unit's Funding Gap, the resulting
13 amount is then multiplied by a factor equal to one minus
14 the Organizational Unit's Local Capacity Target
15 percentage. Each Organizational Unit within Tier 3 or Tier
16 4 receives an allocation of New State Funds equal to the
17 product of its Adequacy Target and the tier's Allocation
18 Rate, as specified in paragraph (4) of this subsection (g).

19 (2) To ensure equitable distribution of dollars for all
20 Tier 2 Organizational Units, no Tier 2 Organizational Unit
21 shall receive fewer dollars per ASE than any Tier 3
22 Organizational Unit. Each Tier 2 and Tier 3 Organizational
23 Unit shall have its funding allocation divided by its ASE.
24 Any Tier 2 Organizational Unit with a funding allocation
25 per ASE below the greatest Tier 3 allocation per ASE shall
26 get a funding allocation equal to the greatest Tier 3

1 funding allocation per ASE multiplied by the
2 Organizational Unit's ASE. Each Tier 2 Organizational
3 Unit's Tier 2 funding allocation shall be multiplied by the
4 percentage calculated by dividing the original Tier 2
5 Aggregate Funding by the sum of all Tier 2 Organizational
6 Unit's Tier 2 funding allocation after adjusting
7 districts' funding below Tier 3 levels.

8 (3) Organizational Units are placed into one of 4 tiers
9 as follows:

10 (A) Tier 1 consists of all Organizational Units,
11 except for Specially Funded Units, with a Percent of
12 Adequacy less than the Tier 1 Target Ratio. The Tier 1
13 Target Ratio is the ratio level that allows for Tier 1
14 Aggregate Funding to be distributed, with the Tier 1
15 Allocation Rate determined pursuant to paragraph (4)
16 of this subsection (g).

17 (B) Tier 2 consists of all Tier 1 Units and all
18 other Organizational Units, except for Specially
19 Funded Units, with a Percent of Adequacy of less than
20 0.90.

21 (C) Tier 3 consists of all Organizational Units,
22 except for Specially Funded Units, with a Percent of
23 Adequacy of at least 0.90 and less than 1.0.

24 (D) Tier 4 consists of all Organizational Units
25 with a Percent of Adequacy of at least 1.0.

26 (4) The Allocation Rates for Tiers 1 through 4 is

1 determined as follows:

2 (A) The Tier 1 Allocation Rate is 30%.

3 (B) The Tier 2 Allocation Rate is the result of the
4 following equation: Tier 2 Aggregate Funding, divided
5 by the sum of the Funding Gaps for all Tier 2
6 Organizational Units, unless the result of such
7 equation is higher than 1.0. If the result of such
8 equation is higher than 1.0, then the Tier 2 Allocation
9 Rate is 1.0.

10 (C) The Tier 3 Allocation Rate is the result of the
11 following equation: Tier 3 Aggregate Funding, divided
12 by the sum of the Adequacy Targets of all Tier 3
13 Organizational Units.

14 (D) The Tier 4 Allocation Rate is the result of the
15 following equation: Tier 4 Aggregate Funding, divided
16 by the sum of the Adequacy Targets of all Tier 4
17 Organizational Units.

18 (5) A tier's Target Ratio is determined as follows:

19 (A) The Tier 1 Target Ratio is the ratio level that
20 allows for Tier 1 Aggregate Funding to be distributed
21 with the Tier 1 Allocation Rate.

22 (B) The Tier 2 Target Ratio is 0.90.

23 (C) The Tier 3 Target Ratio is 1.0.

24 (6) If, at any point, the Tier 1 Target Ratio is
25 greater than 90%, then all Tier 1 funding shall be
26 allocated to Tier 2 and no Tier 1 Organizational Unit's

1 funding may be identified.

2 (7) In the event that all Tier 2 Organizational Units
3 receive funding at the Tier 2 Target Ratio level, any
4 remaining New State Funds shall be allocated to Tier 3 and
5 Tier 4 Organizational Units.

6 (8) If any Specially Funded Units, excluding Glenwood
7 Academy, recognized by the State Board do not qualify for
8 direct funding following the implementation of this
9 amendatory Act of the 100th General Assembly from any of
10 the funding sources included within the definition of Base
11 Funding Minimum, the unqualified portion of the Base
12 Funding Minimum shall be transferred to one or more
13 appropriate Organizational Units as determined by the
14 State Superintendent based on the prior year ASE of the
15 Organizational Units.

16 (8.5) If a school district withdraws from a special
17 education cooperative, the portion of the Base Funding
18 Minimum that is attributable to the school district may be
19 redistributed to the school district upon withdrawal. The
20 school district and the cooperative must include the amount
21 of the Base Funding Minimum that is to be re-apportioned in
22 their withdrawal agreement and notify the State Board of
23 the change with a copy of the agreement upon withdrawal.

24 (9) The Minimum Funding Level is intended to establish
25 a target for State funding that will keep pace with
26 inflation and continue to advance equity through the

1 Evidence-Based Funding formula. The target for State
2 funding of New Property Tax Relief Pool Funds is
3 \$50,000,000 for State fiscal year 2019 and subsequent State
4 fiscal years. The Minimum Funding Level is equal to
5 \$350,000,000. In addition to any New State Funds, no more
6 than \$50,000,000 New Property Tax Relief Pool Funds may be
7 counted towards the Minimum Funding Level. If the sum of
8 New State Funds and applicable New Property Tax Relief Pool
9 Funds are less than the Minimum Funding Level, than funding
10 for tiers shall be reduced in the following manner:

11 (A) First, Tier 4 funding shall be reduced by an
12 amount equal to the difference between the Minimum
13 Funding Level and New State Funds until such time as
14 Tier 4 funding is exhausted.

15 (B) Next, Tier 3 funding shall be reduced by an
16 amount equal to the difference between the Minimum
17 Funding Level and New State Funds and the reduction in
18 Tier 4 funding until such time as Tier 3 funding is
19 exhausted.

20 (C) Next, Tier 2 funding shall be reduced by an
21 amount equal to the difference between the Minimum
22 Funding level and new State Funds and the reduction
23 Tier 4 and Tier 3.

24 (D) Finally, Tier 1 funding shall be reduced by an
25 amount equal to the difference between the Minimum
26 Funding level and New State Funds and the reduction in

1 Tier 2, 3, and 4 funding. In addition, the Allocation
2 Rate for Tier 1 shall be reduced to a percentage equal
3 to the Tier 1 allocation rate set by paragraph (4) of
4 this subsection (g), multiplied by the result of New
5 State Funds divided by the Minimum Funding Level.

6 (9.5) For State fiscal year 2019 and subsequent State
7 fiscal years, if New State Funds exceed \$300,000,000, then
8 any amount in excess of \$300,000,000 shall be dedicated for
9 purposes of Section 2-3.170 of this Code up to a maximum of
10 \$50,000,000.

11 (10) In the event of a decrease in the amount of the
12 appropriation for this Section in any fiscal year after
13 implementation of this Section, the Organizational Units
14 receiving Tier 1 and Tier 2 funding, as determined under
15 paragraph (3) of this subsection (g), shall be held
16 harmless by establishing a Base Funding Guarantee equal to
17 the per pupil kindergarten through grade 12 funding
18 received in accordance with this Section in the prior
19 fiscal year. Reductions shall be made to the Base Funding
20 Minimum of Organizational Units in Tier 3 and Tier 4 on a
21 per pupil basis equivalent to the total number of the ASE
22 in Tier 3-funded and Tier 4-funded Organizational Units
23 divided by the total reduction in State funding. The Base
24 Funding Minimum as reduced shall continue to be applied to
25 Tier 3 and Tier 4 Organizational Units and adjusted by the
26 relative formula when increases in appropriations for this

1 Section resume. In no event may State funding reductions to
2 Organizational Units in Tier 3 or Tier 4 exceed an amount
3 that would be less than the Base Funding Minimum
4 established in the first year of implementation of this
5 Section. If additional reductions are required, all school
6 districts shall receive a reduction by a per pupil amount
7 equal to the aggregate additional appropriation reduction
8 divided by the total ASE of all Organizational Units.

9 (11) The State Superintendent shall make minor
10 adjustments to the distribution formula set forth in this
11 subsection (g) to account for the rounding of percentages
12 to the nearest tenth of a percentage and dollar amounts to
13 the nearest whole dollar.

14 (h) State Superintendent administration of funding and
15 district submission requirements.

16 (1) The State Superintendent shall, in accordance with
17 appropriations made by the General Assembly, meet the
18 funding obligations created under this Section.

19 (2) The State Superintendent shall calculate the
20 Adequacy Target for each Organizational Unit and Net State
21 Contribution Target for each Organizational Unit under
22 this Section. The State Superintendent shall also certify
23 the actual amounts of the New State Funds payable for each
24 eligible Organizational Unit based on the equitable
25 distribution calculation to the unit's treasurer, as soon
26 as possible after such amounts are calculated, including

1 any applicable adjusted charge-off increase. No
2 Evidence-Based Funding shall be distributed within an
3 Organizational Unit without the approval of the unit's
4 school board.

5 (3) Annually, the State Superintendent shall calculate
6 and report to each Organizational Unit the unit's aggregate
7 financial adequacy amount, which shall be the sum of the
8 Adequacy Target for each Organizational Unit. The State
9 Superintendent shall calculate and report separately for
10 each Organizational Unit the unit's total State funds
11 allocated for its students with disabilities. The State
12 Superintendent shall calculate and report separately for
13 each Organizational Unit the amount of funding and
14 applicable FTE calculated for each Essential Element of the
15 unit's Adequacy Target.

16 (4) Annually, the State Superintendent shall calculate
17 and report to each Organizational Unit the amount the unit
18 must expend on special education and bilingual education
19 and computer technology and equipment for Organizational
20 Units assigned to Tier 1 or Tier 2 that received an
21 additional \$285.50 per student computer technology and
22 equipment investment grant to their Adequacy Target
23 pursuant to the unit's Base Funding Minimum, Special
24 Education Allocation, Bilingual Education Allocation, and
25 computer technology and equipment investment allocation.

26 (5) Moneys distributed under this Section shall be

1 calculated on a school year basis, but paid on a fiscal
2 year basis, with payments beginning in August and extending
3 through June. Unless otherwise provided, the moneys
4 appropriated for each fiscal year shall be distributed in
5 22 equal payments at least 2 times monthly to each
6 Organizational Unit. The State Board shall publish a yearly
7 distribution schedule at its meeting in June. If moneys
8 appropriated for any fiscal year are distributed other than
9 monthly, the distribution shall be on the same basis for
10 each Organizational Unit.

11 (6) Any school district that fails, for any given
12 school year, to maintain school as required by law or to
13 maintain a recognized school is not eligible to receive
14 Evidence-Based Funding. In case of non-recognition of one
15 or more attendance centers in a school district otherwise
16 operating recognized schools, the claim of the district
17 shall be reduced in the proportion that the enrollment in
18 the attendance center or centers bears to the enrollment of
19 the school district. "Recognized school" means any public
20 school that meets the standards for recognition by the
21 State Board. A school district or attendance center not
22 having recognition status at the end of a school term is
23 entitled to receive State aid payments due upon a legal
24 claim that was filed while it was recognized.

25 (7) School district claims filed under this Section are
26 subject to Sections 18-9 and 18-12 of this Code, except as

1 otherwise provided in this Section.

2 (8) Each fiscal year, the State Superintendent shall
3 calculate for each Organizational Unit an amount of its
4 Base Funding Minimum and Evidence-Based Funding that shall
5 be deemed attributable to the provision of special
6 educational facilities and services, as defined in Section
7 14-1.08 of this Code, in a manner that ensures compliance
8 with maintenance of State financial support requirements
9 under the federal Individuals with Disabilities Education
10 Act. An Organizational Unit must use such funds only for
11 the provision of special educational facilities and
12 services, as defined in Section 14-1.08 of this Code, and
13 must comply with any expenditure verification procedures
14 adopted by the State Board.

15 (9) All Organizational Units in this State must submit
16 annual spending plans by the end of September of each year
17 to the State Board as part of the annual budget process,
18 which shall describe how each Organizational Unit will
19 utilize the Base Minimum Funding and Evidence-Based
20 funding it receives from this State under this Section with
21 specific identification of the intended utilization of
22 Low-Income, English learner, and special education
23 resources. Additionally, the annual spending plans of each
24 Organizational Unit shall describe how the Organizational
25 Unit expects to achieve student growth and how the
26 Organizational Unit will achieve State education goals, as

1 defined by the State Board. The State Superintendent may,
2 from time to time, identify additional requisites for
3 Organizational Units to satisfy when compiling the annual
4 spending plans required under this subsection (h). The
5 format and scope of annual spending plans shall be
6 developed by the State Superintendent in conjunction with
7 the Professional Review Panel. School districts that serve
8 students under Article 14C of this Code shall continue to
9 submit information as required under Section 14C-12 of this
10 Code.

11 (10) No later than January 1, 2018, the State
12 Superintendent shall develop a 5-year strategic plan for
13 all Organizational Units to help in planning for adequacy
14 funding under this Section. The State Superintendent shall
15 submit the plan to the Governor and the General Assembly,
16 as provided in Section 3.1 of the General Assembly
17 Organization Act. The plan shall include recommendations
18 for:

19 (A) a framework for collaborative, professional,
20 innovative, and 21st century learning environments
21 using the Evidence-Based Funding model;

22 (B) ways to prepare and support this State's
23 educators for successful instructional careers;

24 (C) application and enhancement of the current
25 financial accountability measures, the approved State
26 plan to comply with the federal Every Student Succeeds

1 Act, and the Illinois Balanced Accountability Measures
2 in relation to student growth and elements of the
3 Evidence-Based Funding model; and

4 (D) implementation of an effective school adequacy
5 funding system based on projected and recommended
6 funding levels from the General Assembly.

7 (i) Professional Review Panel.

8 (1) A Professional Review Panel is created to study and
9 review the implementation and effect of the Evidence-Based
10 Funding model under this Section and to recommend continual
11 recalibration and future study topics and modifications to
12 the Evidence-Based Funding model. The Panel shall elect a
13 chairperson and vice chairperson by a majority vote of the
14 Panel and shall advance recommendations based on a majority
15 vote of the Panel. A minority opinion may also accompany
16 any recommendation of the majority of the Panel. The Panel
17 shall be appointed by the State Superintendent, except as
18 otherwise provided in paragraph (2) of this subsection (i)
19 and include the following members:

20 (A) Two appointees that represent district
21 superintendents, recommended by a statewide
22 organization that represents district superintendents.

23 (B) Two appointees that represent school boards,
24 recommended by a statewide organization that
25 represents school boards.

26 (C) Two appointees from districts that represent

1 school business officials, recommended by a statewide
2 organization that represents school business
3 officials.

4 (D) Two appointees that represent school
5 principals, recommended by a statewide organization
6 that represents school principals.

7 (E) Two appointees that represent teachers,
8 recommended by a statewide organization that
9 represents teachers.

10 (F) Two appointees that represent teachers,
11 recommended by another statewide organization that
12 represents teachers.

13 (G) Two appointees that represent regional
14 superintendents of schools, recommended by
15 organizations that represent regional superintendents.

16 (H) Two independent experts selected solely by the
17 State Superintendent.

18 (I) Two independent experts recommended by public
19 universities in this State.

20 (J) One member recommended by a statewide
21 organization that represents parents.

22 (K) Two representatives recommended by collective
23 impact organizations that represent major metropolitan
24 areas or geographic areas in Illinois.

25 (L) One member from a statewide organization
26 focused on research-based education policy to support

1 a school system that prepares all students for college,
2 a career, and democratic citizenship.

3 (M) One representative from a school district
4 organized under Article 34 of this Code.

5 The State Superintendent shall ensure that the
6 membership of the Panel includes representatives from
7 school districts and communities reflecting the
8 geographic, socio-economic, racial, and ethnic diversity
9 of this State. The State Superintendent shall additionally
10 ensure that the membership of the Panel includes
11 representatives with expertise in bilingual education and
12 special education. Staff from the State Board shall staff
13 the Panel.

14 (2) In addition to those Panel members appointed by the
15 State Superintendent, 4 members of the General Assembly
16 shall be appointed as follows: one member of the House of
17 Representatives appointed by the Speaker of the House of
18 Representatives, one member of the Senate appointed by the
19 President of the Senate, one member of the House of
20 Representatives appointed by the Minority Leader of the
21 House of Representatives, and one member of the Senate
22 appointed by the Minority Leader of the Senate. There shall
23 be one additional member appointed by the Governor. All
24 members appointed by legislative leaders or the Governor
25 shall be non-voting, ex officio members.

26 (3) On an annual basis, the State Superintendent shall

1 recalibrate the following per pupil elements of the
2 Adequacy Target and applied to the formulas, based on the
3 Panel's study of average expenses as reported in the most
4 recent annual financial report:

5 (A) gifted under subparagraph (M) of paragraph (2)
6 of subsection (b) of this Section;

7 (B) instructional materials under subparagraph (O)
8 of paragraph (2) of subsection (b) of this Section;

9 (C) assessment under subparagraph (P) of paragraph
10 (2) of subsection (b) of this Section;

11 (D) student activities under subparagraph (R) of
12 paragraph (2) of subsection (b) of this Section;

13 (E) maintenance and operations under subparagraph
14 (S) of paragraph (2) of subsection (b) of this Section;
15 and

16 (F) central office under subparagraph (T) of
17 paragraph (2) of subsection (b) of this Section.

18 (4) On a periodic basis, the Panel shall study all the
19 following elements and make recommendations to the State
20 Board, the General Assembly, and the Governor for
21 modification of this Section:

22 (A) The format and scope of annual spending plans
23 referenced in paragraph (9) of subsection (h) of this
24 Section.

25 (B) The Comparable Wage Index under this Section,
26 to be studied by the Panel and reestablished by the

1 State Superintendent every 5 years.

2 (C) Maintenance and operations. Within 5 years
3 after the implementation of this Section, the Panel
4 shall make recommendations for the further study of
5 maintenance and operations costs, including capital
6 maintenance costs, and recommend any additional
7 reporting data required from Organizational Units.

8 (D) "At-risk student" definition. Within 5 years
9 after the implementation of this Section, the Panel
10 shall make recommendations for the further study and
11 determination of an "at-risk student" definition.
12 Within 5 years after the implementation of this
13 Section, the Panel shall evaluate and make
14 recommendations regarding adequate funding for poverty
15 concentration under the Evidence-Based Funding model.

16 (E) Benefits. Within 5 years after the
17 implementation of this Section, the Panel shall make
18 recommendations for further study of benefit costs.

19 (F) Technology. The per pupil target for
20 technology shall be reviewed every 3 years to determine
21 whether current allocations are sufficient to develop
22 21st century learning in all classrooms in this State
23 and supporting a one-to-one technological device
24 program in each school. Recommendations shall be made
25 no later than 3 years after the implementation of this
26 Section.

1 (G) Local Capacity Target. Within 3 years after the
2 implementation of this Section, the Panel shall make
3 recommendations for any additional data desired to
4 analyze possible modifications to the Local Capacity
5 Target, to be based on measures in addition to solely
6 EAV and to be completed within 5 years after
7 implementation of this Section.

8 (H) Funding for Alternative Schools, Laboratory
9 Schools, safe schools, and alternative learning
10 opportunities programs. By the beginning of the
11 2021-2022 school year, the Panel shall study and make
12 recommendations regarding the funding levels for
13 Alternative Schools, Laboratory Schools, safe schools,
14 and alternative learning opportunities programs in
15 this State.

16 (I) Funding for college and career acceleration
17 strategies. By the beginning of the 2021-2022 school
18 year, the Panel shall study and make recommendations
19 regarding funding levels to support college and career
20 acceleration strategies in high school that have been
21 demonstrated to result in improved secondary and
22 postsecondary outcomes, including Advanced Placement,
23 dual-credit opportunities, and college and career
24 pathway systems.

25 (J) Special education investments. By the
26 beginning of the 2021-2022 school year, the Panel shall

1 study and make recommendations on whether and how to
2 account for disability types within the special
3 education funding category.

4 (K) Early childhood investments. In collaboration
5 with the Illinois Early Learning Council, the Panel
6 shall include an analysis of what level of Preschool
7 for All Children funding would be necessary to serve
8 all children ages 0 through 5 years in the
9 highest-priority service tier, as specified in
10 paragraph (4.5) of subsection (a) of Section 2-3.71 of
11 this Code, and an analysis of the potential cost
12 savings that that level of Preschool for All Children
13 investment would have on the kindergarten through
14 grade 12 system.

15 (5) Within 5 years after the implementation of this
16 Section, the Panel shall complete an evaluative study of
17 the entire Evidence-Based Funding model, including an
18 assessment of whether or not the formula is achieving State
19 goals. The Panel shall report to the State Board, the
20 General Assembly, and the Governor on the findings of the
21 study.

22 (6) Within 3 years after the implementation of this
23 Section, the Panel shall evaluate and provide
24 recommendations to the Governor and the General Assembly on
25 the hold-harmless provisions of this Section found in the
26 Base Funding Minimum.

1 (j) References. Beginning July 1, 2017, references in other
2 laws to general State aid funds or calculations under Section
3 18-8.05 of this Code (now repealed) shall be deemed to be
4 references to evidence-based model formula funds or
5 calculations under this Section.

6 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18;
7 100-582, eff. 3-23-18.)

8 Section 99. Effective date. This Act takes effect upon
9 becoming law.