

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.

26 (4) As used in this Section, the following terms shall

1 have the meanings ascribed in this paragraph (4):

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

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

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

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

1 total transportation expenses, as defined in this
2 paragraph, no transportation rate shall be subtracted from
3 the Operating Tax Rate.

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

6 "Alternative School" means a public school that is
7 created and operated by a regional superintendent of
8 schools and approved by the State Board.

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

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

16 "Assistant principal" means a school administrator
17 duly endorsed to be employed as an assistant principal in
18 this State.

19 "At-risk student" means a student who is at risk of not
20 meeting the Illinois Learning Standards or not graduating
21 from elementary or high school and who demonstrates a need
22 for vocational support or social services beyond that
23 provided by the regular school program. All students
24 included in an Organizational Unit's Low-Income Count, as
25 well as all English learner and disabled students attending
26 the Organizational Unit, shall be considered at-risk

1 students under this Section.

2 "Average Student Enrollment" or "ASE" means, for an
3 Organizational Unit in a given school year, the greater of
4 the average number of students (grades K through 12)
5 reported to the State Board as enrolled in the
6 Organizational Unit on October 1 and March 1, plus the
7 special education pre-kindergarten students with services
8 of at least more than 2 hours a day as reported to the
9 State Board on December 1, in the immediately preceding
10 school year or the average number of students (grades K
11 through 12) reported to the State Board as enrolled in the
12 Organizational Unit on October 1 and March 1, plus the
13 special education pre-kindergarten students with services
14 of at least more than 2 hours a day as reported to the
15 State Board on December 1, for each of the immediately
16 preceding 3 school years. For the purposes of this
17 definition, "enrolled in the Organizational Unit" means
18 the number of students reported to the State Board who are
19 enrolled in schools within the Organizational Unit that the
20 student attends or would attend if not placed or
21 transferred to another school or program to receive needed
22 services. For the purposes of calculating "ASE", all
23 students, grades K through 12, excluding those attending
24 kindergarten for a half day, shall be counted as 1.0. All
25 students attending kindergarten for a half day shall be
26 counted as 0.5, unless in 2017 by June 15 or by March 1 in

1 subsequent years, the school district reports to the State
2 Board of Education the intent to implement full-day
3 kindergarten district-wide for all students, then all
4 students attending kindergarten shall be counted as 1.0.
5 Special education pre-kindergarten students shall be
6 counted as 0.5 each. If the State Board does not collect or
7 has not collected both an October 1 and March 1 enrollment
8 count by grade or a December 1 collection of special
9 education pre-kindergarten students as of the effective
10 date of this amendatory Act of the 100th General Assembly,
11 it shall establish such collection for all future years.
12 For any year where a count by grade level was collected
13 only once, that count shall be used as the single count
14 available for computing a 3-year average ASE. School
15 districts shall submit the data for the ASE calculation to
16 the State Board within 45 days of the dates required in
17 this Section for submission of enrollment data in order for
18 it to be included in the ASE calculation.

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

21 "Base Funding Minimum" is defined in subsection (e) of
22 this Section.

23 "Base Tax Year" means the property tax levy year used
24 to calculate the Budget Year allocation of primary State
25 aid.

26 "Base Tax Year's Extension" means the product of the

1 equalized assessed valuation utilized by the county clerk
2 in the Base Tax Year multiplied by the limiting rate as
3 calculated by the county clerk and defined in PTELL.

4 "Bilingual Education Allocation" means the amount of
5 an Organizational Unit's final Adequacy Target
6 attributable to bilingual education divided by the
7 Organizational Unit's final Adequacy Target, the product
8 of which shall be multiplied by the amount of new funding
9 received pursuant to this Section. An Organizational
10 Unit's final Adequacy Target attributable to bilingual
11 education shall include all additional investments in
12 English learner students' adequacy elements.

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

15 "Central office" means individual administrators and
16 support service personnel charged with managing the
17 instructional programs, business and operations, and
18 security of the Organizational Unit.

19 "Comparable Wage Index" or "CWI" means a regional cost
20 differentiation metric that measures systemic, regional
21 variations in the salaries of college graduates who are not
22 educators. The CWI utilized for this Section shall, for the
23 first 3 years of Evidence-Based Funding implementation, be
24 the CWI initially developed by the National Center for
25 Education Statistics, as most recently updated by Texas A &
26 M University. In the fourth and subsequent years of

1 Evidence-Based Funding implementation, the State
2 Superintendent shall re-determine the CWI using a similar
3 methodology to that identified in the Texas A & M
4 University study, with adjustments made no less frequently
5 than once every 5 years.

6 "Computer technology and equipment" means computers
7 servers, notebooks, network equipment, copiers, printers,
8 instructional software, security software, curriculum
9 management courseware, and other similar materials and
10 equipment.

11 "Core subject" means mathematics; science; reading,
12 English, writing, and language arts; history and social
13 studies; world languages; and subjects taught as Advanced
14 Placement in high schools.

15 "Core teacher" means a regular classroom teacher in
16 elementary schools and teachers of a core subject in middle
17 and high schools.

18 "Core Intervention teacher (tutor)" means a licensed
19 teacher providing one-on-one or small group tutoring to
20 students struggling to meet proficiency in core subjects.

21 "CPPRT" means corporate personal property replacement
22 tax funds paid to an Organizational Unit during the
23 calendar year one year before the calendar year in which a
24 school year begins, pursuant to "An Act in relation to the
25 abolition of ad valorem personal property tax and the
26 replacement of revenues lost thereby, and amending and

1 repealing certain Acts and parts of Acts in connection
2 therewith", certified August 14, 1979, as amended (Public
3 Act 81-1st S.S.-1).

4 "EAV" means equalized assessed valuation as defined in
5 paragraph (2) of subsection (d) of this Section and
6 calculated in accordance with paragraph (3) of subsection
7 (d) of this Section.

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

13 "EIS Data" means the employment information system
14 data maintained by the State Board on educators within
15 Organizational Units.

16 "Employee benefits" means health, dental, and vision
17 insurance offered to employees of an Organizational Unit,
18 the costs associated with statutorily required payment of
19 the normal cost of the Organizational Unit's teacher
20 pensions, Social Security employer contributions, and
21 Illinois Municipal Retirement Fund employer contributions.

22 "English learner" or "EL" means a child included in the
23 definition of "English learners" under Section 14C-2 of
24 this Code participating in a program of transitional
25 bilingual education or a transitional program of
26 instruction meeting the requirements and program

1 application procedures of Article 14C of this Code. For the
2 purposes of collecting the number of EL students enrolled,
3 the same collection and calculation methodology as defined
4 above for "ASE" shall apply to English learners.

5 "Essential Elements" means those elements, resources,
6 and educational programs that have been identified through
7 academic research as necessary to improve student success,
8 improve academic performance, close achievement gaps, and
9 provide for other per student costs related to the delivery
10 and leadership of the Organizational Unit, as well as the
11 maintenance and operations of the unit, and which are
12 specified in paragraph (2) of subsection (b) of this
13 Section.

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

16 "Extended day" means academic and enrichment programs
17 provided to students outside the regular school day before
18 and after school or during non-instructional times during
19 the school day.

20 "Extension Limitation Ratio" means a numerical ratio
21 in which the numerator is the Base Tax Year's Extension and
22 the denominator is the Preceding Tax Year's Extension.

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

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

1 "Full-time equivalent" or "FTE" means the full-time
2 equivalency compensation for staffing the relevant
3 position at an Organizational Unit.

4 "Funding Gap" is defined in paragraph (1) of subsection
5 (g).

6 "Guidance counselor" means a licensed guidance
7 counselor who provides guidance and counseling support for
8 students within an Organizational Unit.

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

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

14 "Instructional facilitator" means a qualified teacher
15 or licensed teacher leader who facilitates and coaches
16 continuous improvement in classroom instruction; provides
17 instructional support to teachers in the elements of
18 research-based instruction or demonstrates the alignment
19 of instruction with curriculum standards and assessment
20 tools; develops or coordinates instructional programs or
21 strategies; develops and implements training; chooses
22 standards-based instructional materials; provides teachers
23 with an understanding of current research; serves as a
24 mentor, site coach, curriculum specialist, or lead
25 teacher; or otherwise works with fellow teachers, in
26 collaboration, to use data to improve instructional

1 practice or develop model lessons.

2 "Instructional materials" means relevant instructional
3 materials for student instruction, including, but not
4 limited to, textbooks, consumable workbooks, laboratory
5 equipment, library books, and other similar materials.

6 "Laboratory School" means a public school that is
7 created and operated by a public university and approved by
8 the State Board.

9 "Librarian" means a teacher with an endorsement as a
10 library information specialist or another individual whose
11 primary responsibility is overseeing library resources
12 within an Organizational Unit.

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

15 "Local Capacity Percentage" is defined in subparagraph
16 (A) of paragraph (2) of subsection (c) of this Section.

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

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

21 "Low-Income Count" means, for an Organizational Unit
22 in a fiscal year, the higher of the average number of
23 students for the prior school year or the immediately
24 preceding 3 school years who, as of July 1 of the
25 immediately preceding fiscal year (as determined by the
26 Department of Human Services), are eligible for at least

1 one of the following low income programs: Medicaid, the
2 Children's Health Insurance Program, TANF, or the
3 Supplemental Nutrition Assistance Program, excluding
4 pupils who are eligible for services provided by the
5 Department of Children and Family Services. Until such time
6 that grade level low-income populations become available,
7 grade level low-income populations shall be determined by
8 applying the low-income percentage to total student
9 enrollments by grade level. The low-income percentage is
10 determined by dividing the Low-Income Count by the Average
11 Student Enrollment.

12 "Maintenance and operations" means custodial services,
13 facility and ground maintenance, facility operations,
14 facility security, routine facility repairs, and other
15 similar services and functions.

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

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

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

25 "Net State Contribution Target" means, for a given
26 school year, the amount of State funds that would be

1 necessary to fully meet the Adequacy Target of an
2 Operational Unit minus the Preliminary Resources available
3 to each unit.

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

9 "Operating Tax Rate" means the rate utilized in the
10 previous year to extend property taxes for all purposes,
11 except, Bond and Interest, Summer School, Rent, Capital
12 Improvement, and Vocational Education Building purposes.
13 For Hybrid Districts, the Operating Tax Rate shall be the
14 combined elementary and high school rates utilized in the
15 previous year to extend property taxes for all purposes,
16 except, Bond and Interest, Summer School, Rent, Capital
17 Improvement, and Vocational Education Building purposes.

18 "Organizational Unit" means a Laboratory School, an
19 Alternative School, or any public school district that is
20 recognized as such by the State Board and that contains
21 elementary schools typically serving kindergarten through
22 5th grades, middle schools typically serving 6th through
23 8th grades, or high schools typically serving 9th through
24 12th grades. The General Assembly acknowledges that the
25 actual grade levels served by a particular Organizational
26 Unit may vary slightly from what is typical.

1 "Organizational Unit CWI" is determined by calculating
2 the CWI in the region and original county in which an
3 Organizational Unit's primary administrative office is
4 located as set forth in this paragraph, provided that if
5 the Organizational Unit CWI as calculated in accordance
6 with this paragraph is less than 0.9, the Organizational
7 Unit CWI shall be increased to 0.9. Each county's current
8 CWI value shall be adjusted based on the CWI value of that
9 county's neighboring Illinois counties, to create a
10 "weighted adjusted index value". This shall be calculated
11 by summing the CWI values of all of a county's adjacent
12 Illinois counties and dividing by the number of adjacent
13 Illinois counties, then taking the weighted value of the
14 original county's CWI value and the adjacent Illinois
15 county average. To calculate this weighted value, if the
16 number of adjacent Illinois counties is greater than 2, the
17 original county's CWI value will be weighted at 0.25 and
18 the adjacent Illinois county average will be weighted at
19 0.75. If the number of adjacent Illinois counties is 2, the
20 original county's CWI value will be weighted at 0.33 and
21 the adjacent Illinois county average will be weighted at
22 0.66. The greater of the county's current CWI value and its
23 weighted adjusted index value shall be used as the
24 Organizational Unit CWI.

25 "Preceding Tax Year" means the property tax levy year
26 immediately preceding the Base Tax Year.

1 "Preceding Tax Year's Extension" means the product of
2 the equalized assessed valuation utilized by the county
3 clerk in the Preceding Tax Year multiplied by the Operating
4 Tax Rate.

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

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

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

11 "Professional development" means training programs for
12 licensed staff in schools, including, but not limited to,
13 programs that assist in implementing new curriculum
14 programs, provide data focused or academic assessment data
15 training to help staff identify a student's weaknesses and
16 strengths, target interventions, improve instruction,
17 encompass instructional strategies for English learner,
18 gifted, or at-risk students, address inclusivity, cultural
19 sensitivity, or implicit bias, or otherwise provide
20 professional support for licensed staff.

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

26 "PTELL" means the Property Tax Extension Limitation

1 Law.

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

4 "Pupil support staff" means a nurse, psychologist,
5 social worker, family liaison personnel, or other staff
6 member who provides support to at-risk or struggling
7 students.

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

10 "Regionalization Factor" means, for a particular
11 Organizational Unit, the figure derived by dividing the
12 Organizational Unit CWI by the Statewide Weighted CWI.

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

15 "Special education" means special educational
16 facilities and services, as defined in Section 14-1.08 of
17 this Code.

18 "Special Education Allocation" means the amount of an
19 Organizational Unit's final Adequacy Target attributable
20 to special education divided by the Organizational Unit's
21 final Adequacy Target, the product of which shall be
22 multiplied by the amount of new funding received pursuant
23 to this Section. An Organizational Unit's final Adequacy
24 Target attributable to special education shall include all
25 special education investment adequacy elements.

26 "Specialist teacher" means a teacher who provides

1 instruction in subject areas not included in core subjects,
2 including, but not limited to, art, music, physical
3 education, health, driver education, career-technical
4 education, and such other subject areas as may be mandated
5 by State law or provided by an Organizational Unit.

6 "Specially Funded Unit" means an Alternative School,
7 safe school, Department of Juvenile Justice school,
8 special education cooperative or entity recognized by the
9 State Board as a special education cooperative,
10 State-approved charter school, or alternative learning
11 opportunities program that received direct funding from
12 the State Board during the 2016-2017 school year through
13 any of the funding sources included within the calculation
14 of the Base Funding Minimum or Glenwood Academy.

15 "Supplemental Grant Funding" means supplemental
16 general State aid funding received by an Organization Unit
17 during the 2016-2017 school year pursuant to subsection (H)
18 of Section 18-8.05 of this Code.

19 "State Adequacy Level" is the sum of the Adequacy
20 Targets of all Organizational Units.

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

22 "State Superintendent" means the State Superintendent
23 of Education.

24 "Statewide Weighted CWI" means a figure determined by
25 multiplying each Organizational Unit CWI times the ASE for
26 that Organizational Unit creating a weighted value,

1 summing all Organizational Unit's weighted values, and
2 dividing by the total ASE of all Organizational Units,
3 thereby creating an average weighted index.

4 "Student activities" means non-credit producing
5 after-school programs, including, but not limited to,
6 clubs, bands, sports, and other activities authorized by
7 the school board of the Organizational Unit.

8 "Substitute teacher" means an individual teacher or
9 teaching assistant who is employed by an Organizational
10 Unit and is temporarily serving the Organizational Unit on
11 a per diem or per period-assignment basis replacing another
12 staff member.

13 "Summer school" means academic and enrichment programs
14 provided to students during the summer months outside of
15 the regular school year.

16 "Supervisory aide" means a non-licensed staff member
17 who helps in supervising students of an Organizational
18 Unit, but does so outside of the classroom, in situations
19 such as, but not limited to, monitoring hallways and
20 playgrounds, supervising lunchrooms, or supervising
21 students when being transported in buses serving the
22 Organizational Unit.

23 "Target Ratio" is defined in paragraph (4) of
24 subsection (g).

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

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

4 (b) Adequacy Target calculation.

5 (1) Each Organizational Unit's Adequacy Target is the
6 sum of the Organizational Unit's cost of providing
7 Essential Elements, as calculated in accordance with this
8 subsection (b), with the salary amounts in the Essential
9 Elements multiplied by a Regionalization Factor calculated
10 pursuant to paragraph (3) of this subsection (b).

11 (2) The Essential Elements are attributable on a pro
12 rata basis related to defined subgroups of the ASE of each
13 Organizational Unit as specified in this paragraph (2),
14 with investments and FTE positions pro rata funded based on
15 ASE counts in excess or less than the thresholds set forth
16 in this paragraph (2). The method for calculating
17 attributable pro rata costs and the defined subgroups
18 thereto are as follows:

19 (A) Core class size investments. Each
20 Organizational Unit shall receive the funding required
21 to support that number of FTE core teacher positions as
22 is needed to keep the respective class sizes of the
23 Organizational Unit to the following maximum numbers:

24 (i) For grades kindergarten through 3, the
25 Organizational Unit shall receive funding required
26 to support one FTE core teacher position for every

1 15 Low-Income Count students in those grades and
2 one FTE core teacher position for every 20
3 non-Low-Income Count students in those grades.

4 (ii) For grades 4 through 12, the
5 Organizational Unit shall receive funding required
6 to support one FTE core teacher position for every
7 20 Low-Income Count students in those grades and
8 one FTE core teacher position for every 25
9 non-Low-Income Count students in those grades.

10 The number of non-Low-Income Count students in a
11 grade shall be determined by subtracting the
12 Low-Income students in that grade from the ASE of the
13 Organizational Unit for that grade.

14 (B) Specialist teacher investments. Each
15 Organizational Unit shall receive the funding needed
16 to cover that number of FTE specialist teacher
17 positions that correspond to the following
18 percentages:

19 (i) if the Organizational Unit operates an
20 elementary or middle school, then 20.00% of the
21 number of the Organizational Unit's core teachers,
22 as determined under subparagraph (A) of this
23 paragraph (2); and

24 (ii) if such Organizational Unit operates a
25 high school, then 33.33% of the number of the
26 Organizational Unit's core teachers.

1 (C) Instructional facilitator investments. Each
2 Organizational Unit shall receive the funding needed
3 to cover one FTE instructional facilitator position
4 for every 200 combined ASE of pre-kindergarten
5 children with disabilities and all kindergarten
6 through grade 12 students of the Organizational Unit.

7 (D) Core intervention teacher (tutor) investments.
8 Each Organizational Unit shall receive the funding
9 needed to cover one FTE teacher position for each
10 prototypical elementary, middle, and high school.

11 (E) Substitute teacher investments. Each
12 Organizational Unit shall receive the funding needed
13 to cover substitute teacher costs that is equal to
14 5.70% of the minimum pupil attendance days required
15 under Section 10-19 of this Code for all full-time
16 equivalent core, specialist, and intervention
17 teachers, school nurses, special education teachers
18 and instructional assistants, instructional
19 facilitators, and summer school and extended-day
20 teacher positions, as determined under this paragraph
21 (2), at a salary rate of 33.33% of the average salary
22 for grade K through 12 teachers and 33.33% of the
23 average salary of each instructional assistant
24 position.

25 (F) Core guidance counselor investments. Each
26 Organizational Unit shall receive the funding needed

1 to cover one FTE guidance counselor for each 450
2 combined ASE of pre-kindergarten children with
3 disabilities and all kindergarten through grade 5
4 students, plus one FTE guidance counselor for each 250
5 grades 6 through 8 ASE middle school students, plus one
6 FTE guidance counselor for each 250 grades 9 through 12
7 ASE high school students.

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

13 (H) Supervisory aide investments. Each
14 Organizational Unit shall receive the funding needed
15 to cover one FTE for each 225 combined ASE of
16 pre-kindergarten children with disabilities and all
17 kindergarten through grade 5 students, plus one FTE for
18 each 225 ASE middle school students, plus one FTE for
19 each 200 ASE high school students.

20 (I) Librarian investments. Each Organizational
21 Unit shall receive the funding needed to cover one FTE
22 librarian for each prototypical elementary school,
23 middle school, and high school and one FTE aide or
24 media technician for every 300 combined ASE of
25 pre-kindergarten children with disabilities and all
26 kindergarten through grade 12 students.

1 (J) Principal investments. Each Organizational
2 Unit shall receive the funding needed to cover one FTE
3 principal position for each prototypical elementary
4 school, plus one FTE principal position for each
5 prototypical middle school, plus one FTE principal
6 position for each prototypical high school.

7 (K) Assistant principal investments. Each
8 Organizational Unit shall receive the funding needed
9 to cover one FTE assistant principal position for each
10 prototypical elementary school, plus one FTE assistant
11 principal position for each prototypical middle
12 school, plus one FTE assistant principal position for
13 each prototypical high school.

14 (L) School site staff investments. Each
15 Organizational Unit shall receive the funding needed
16 for one FTE position for each 225 ASE of
17 pre-kindergarten children with disabilities and all
18 kindergarten through grade 5 students, plus one FTE
19 position for each 225 ASE middle school students, plus
20 one FTE position for each 200 ASE high school students.

21 (M) Gifted investments. Each Organizational Unit
22 shall receive \$40 per kindergarten through grade 12
23 ASE.

24 (N) Professional development investments. Each
25 Organizational Unit shall receive \$125 per student of
26 the combined ASE of pre-kindergarten children with

1 disabilities and all kindergarten through grade 12
2 students for trainers and other professional
3 development-related expenses for supplies and
4 materials.

5 (O) Instructional material investments. Each
6 Organizational Unit shall receive \$190 per student of
7 the combined ASE of pre-kindergarten children with
8 disabilities and all kindergarten through grade 12
9 students to cover instructional material costs.

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

15 (Q) Computer technology and equipment investments.
16 Each Organizational Unit shall receive \$285.50 per
17 student of the combined ASE of pre-kindergarten
18 children with disabilities and all kindergarten
19 through grade 12 students to cover computer technology
20 and equipment costs. For the 2018-2019 school year and
21 subsequent school years, Tier 1 and Tier 2
22 Organizational Units selected by the State Board
23 through a request for proposals process shall, upon the
24 State Board's approval of an Organizational Unit's
25 one-to-one computing technology plan, receive an
26 additional \$285.50 per student of the combined ASE of

1 pre-kindergarten children with disabilities and all
2 kindergarten through grade 12 students to cover
3 computer technology and equipment costs. The State
4 Board may establish additional requirements for
5 Organizational Unit expenditures of funds received
6 pursuant to this subparagraph (Q). It is the intent of
7 this amendatory Act of the 100th General Assembly that
8 all Tier 1 and Tier 2 districts that apply for the
9 technology grant receive the addition to their
10 Adequacy Target, subject to compliance with the
11 requirements of the State Board.

12 (R) Student activities investments. Each
13 Organizational Unit shall receive the following
14 funding amounts to cover student activities: \$100 per
15 kindergarten through grade 5 ASE student in elementary
16 school, plus \$200 per ASE student in middle school,
17 plus \$675 per ASE student in high school.

18 (S) Maintenance and operations investments. Each
19 Organizational Unit shall receive \$1,038 per student
20 of the combined ASE of pre-kindergarten children with
21 disabilities and all kindergarten through grade 12 for
22 day-to-day maintenance and operations expenditures,
23 including salary, supplies, and materials, as well as
24 purchased services, but excluding employee benefits.
25 The proportion of salary for the application of a
26 Regionalization Factor and the calculation of benefits

1 is equal to \$352.92.

2 (T) Central office investments. Each
3 Organizational Unit shall receive \$742 per student of
4 the combined ASE of pre-kindergarten children with
5 disabilities and all kindergarten through grade 12
6 students to cover central office operations, including
7 administrators and classified personnel charged with
8 managing the instructional programs, business and
9 operations of the school district, and security
10 personnel. The proportion of salary for the
11 application of a Regionalization Factor and the
12 calculation of benefits is equal to \$368.48.

13 (U) Employee benefit investments. Each
14 Organizational Unit shall receive 30% of the total of
15 all salary-calculated elements of the Adequacy Target,
16 excluding substitute teachers and student activities
17 investments, to cover benefit costs. For central
18 office and maintenance and operations investments, the
19 benefit calculation shall be based upon the salary
20 proportion of each investment. If at any time the
21 responsibility for funding the employer normal cost of
22 teacher pensions is assigned to school districts, then
23 that amount certified by the Teachers' Retirement
24 System of the State of Illinois to be paid by the
25 Organizational Unit for the preceding school year
26 shall be added to the benefit investment. For any

1 fiscal year in which a school district organized under
2 Article 34 of this Code is responsible for paying the
3 employer normal cost of teacher pensions, then that
4 amount of its employer normal cost plus the amount for
5 retiree health insurance as certified by the Public
6 School Teachers' Pension and Retirement Fund of
7 Chicago to be paid by the school district for the
8 preceding school year that is statutorily required to
9 cover employer normal costs and the amount for retiree
10 health insurance shall be added to the 30% specified in
11 this subparagraph (U). The Public School Teachers'
12 Pension and Retirement Fund of Chicago shall submit
13 such information as the State Superintendent may
14 require for the calculations set forth in this
15 subparagraph (U).

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

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

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

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

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

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

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

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

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

14 (iv) one FTE summer school teacher position
15 for every 120 English learner students; and

16 (v) one FTE core teacher position for every 100
17 English learner students.

18 (X) Special education investments. Each
19 Organizational Unit shall receive funding based on the
20 average teacher salary for grades K through 12 to cover
21 special education as follows:

22 (i) one FTE teacher position for every 141
23 combined ASE of pre-kindergarten children with
24 disabilities and all kindergarten through grade 12
25 students;

26 (ii) one FTE instructional assistant for every

1 141 combined ASE of pre-kindergarten children with
2 disabilities and all kindergarten through grade 12
3 students; and

4 (iii) one FTE psychologist position for every
5 1,000 combined ASE of pre-kindergarten children
6 with disabilities and all kindergarten through
7 grade 12 students.

8 (3) For calculating the salaries included within the
9 Essential Elements, the State Superintendent shall
10 annually calculate average salaries to the nearest dollar
11 using the employment information system data maintained by
12 the State Board, limited to public schools only and
13 excluding special education and vocational cooperatives,
14 schools operated by the Department of Juvenile Justice, and
15 charter schools, for the following positions:

16 (A) Teacher for grades K through 8.

17 (B) Teacher for grades 9 through 12.

18 (C) Teacher for grades K through 12.

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

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

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

22 (G) Social worker.

23 (H) Psychologist.

24 (I) Librarian.

25 (J) Nurse.

26 (K) Principal.

1 (L) Assistant principal.

2 For the purposes of this paragraph (3), "teacher"
3 includes core teachers, specialist and elective teachers,
4 instructional facilitators, tutors, special education
5 teachers, pupil support staff teachers, English learner
6 teachers, extended-day teachers, and summer school
7 teachers. Where specific grade data is not required for the
8 Essential Elements, the average salary for corresponding
9 positions shall apply. For substitute teachers, the
10 average teacher salary for grades K through 12 shall apply.

11 For calculating the salaries included within the
12 Essential Elements for positions not included within EIS
13 Data, the following salaries shall be used in the first
14 year of implementation of Evidence-Based Funding:

15 (i) school site staff, \$30,000; and

16 (ii) non-instructional assistant, instructional
17 assistant, library aide, library media tech, or
18 supervisory aide: \$25,000.

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

22 The salary amounts for the Essential Elements
23 determined pursuant to subparagraphs (A) through (L), (S)
24 and (T), and (V) through (X) of paragraph (2) of subsection
25 (b) of this Section shall be multiplied by a
26 Regionalization Factor.

1 (c) Local capacity calculation.

2 (1) Each Organizational Unit's Local Capacity
3 represents an amount of funding it is assumed to contribute
4 toward its Adequacy Target for purposes of the
5 Evidence-Based Funding formula calculation. "Local
6 Capacity" means either (i) the Organizational Unit's Local
7 Capacity Target as calculated in accordance with paragraph
8 (2) of this subsection (c) if its Real Receipts are equal
9 to or less than its Local Capacity Target or (ii) the
10 Organizational Unit's Adjusted Local Capacity, as
11 calculated in accordance with paragraph (3) of this
12 subsection (c) if Real Receipts are more than its Local
13 Capacity Target.

14 (2) "Local Capacity Target" means, for an
15 Organizational Unit, that dollar amount that is obtained by
16 multiplying its Adequacy Target by its Local Capacity
17 Ratio.

18 (A) An Organizational Unit's Local Capacity
19 Percentage is the conversion of the Organizational
20 Unit's Local Capacity Ratio, as such ratio is
21 determined in accordance with subparagraph (B) of this
22 paragraph (2), into a normal curve equivalent score to
23 determine each Organizational Unit's relative position
24 to all other Organizational Units in this State. The
25 calculation of Local Capacity Percentage is described
26 in subparagraph (C) of this paragraph (2).

1 (B) An Organizational Unit's Local Capacity Ratio
2 in a given year is the percentage obtained by dividing
3 its Adjusted EAV or PTELL EAV, whichever is less, by
4 its Adequacy Target, with the resulting ratio further
5 adjusted as follows:

6 (i) for Organizational Units serving grades
7 kindergarten through 12 and Hybrid Districts, no
8 further adjustments shall be made;

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

12 (iii) for Organizational Units serving grades
13 9 through 12, the Local Capacity Ratio shall be
14 multiplied by 4/13; and

15 (iv) for an Organizational Unit with a
16 different grade configuration than those specified
17 in items (i) through (iii) of this subparagraph
18 (B), the State Superintendent shall determine a
19 comparable adjustment based on the grades served.

20 (C) Local Capacity Percentage converts each
21 Organizational Unit's Local Capacity Ratio to a normal
22 curve equivalent score to determine each
23 Organizational Unit's relative position to all other
24 Organizational Units in this State. The Local Capacity
25 Percentage normal curve equivalent score for each
26 Organizational Unit shall be calculated using the

1 standard normal distribution of the score in relation
2 to the weighted mean and weighted standard deviation
3 and Local Capacity Ratios of all Organizational Units.
4 If the value assigned to any Organizational Unit is in
5 excess of 90%, the value shall be adjusted to 90%. For
6 Laboratory Schools, the Local Capacity Percentage
7 shall be set at 10% in recognition of the absence of
8 EAV and resources from the public university that are
9 allocated to the Laboratory School. The weighted mean
10 for the Local Capacity Percentage shall be determined
11 by multiplying each Organizational Unit's Local
12 Capacity Ratio times the ASE for the unit creating a
13 weighted value, summing the weighted values of all
14 Organizational Units, and dividing by the total ASE of
15 all Organizational Units. The weighted standard
16 deviation shall be determined by taking the square root
17 of the weighted variance of all Organizational Units'
18 Local Capacity Ratio, where the variance is calculated
19 by squaring the difference between each unit's Local
20 Capacity Ratio and the weighted mean, then multiplying
21 the variance for each unit times the ASE for the unit
22 to create a weighted variance for each unit, then
23 summing all units' weighted variance and dividing by
24 the total ASE of all units.

25 (D) For any Organizational Unit, the
26 Organizational Unit's Adjusted Local Capacity Target

1 shall be reduced by either (i) the school board's
2 remaining contribution pursuant to paragraph (ii) of
3 subsection (b-4) of Section 16-158 of the Illinois
4 Pension Code in a given year, or (ii) the board of
5 education's remaining contribution pursuant to
6 paragraph (iv) of subsection (b) of Section 17-129 of
7 the Illinois Pension Code absent the employer normal
8 cost portion of the required contribution and amount
9 allowed pursuant to subdivision (3) of Section
10 17-142.1 of the Illinois Pension Code in a given year.
11 In the preceding sentence, item (i) shall be certified
12 to the State Board of Education by the Teachers'
13 Retirement System of the State of Illinois and item
14 (ii) shall be certified to the State Board of Education
15 by the Public School Teachers' Pension and Retirement
16 Fund of the City of Chicago.

17 (3) If an Organizational Unit's Real Receipts are more
18 than its Local Capacity Target, then its Local Capacity
19 shall equal an Adjusted Local Capacity Target as calculated
20 in accordance with this paragraph (3). The Adjusted Local
21 Capacity Target is calculated as the sum of the
22 Organizational Unit's Local Capacity Target and its Real
23 Receipts Adjustment. The Real Receipts Adjustment equals
24 the Organizational Unit's Real Receipts less its Local
25 Capacity Target, with the resulting figure multiplied by
26 the Local Capacity Percentage.

1 As used in this paragraph (3), "Real Percent of
2 Adequacy" means the sum of an Organizational Unit's Real
3 Receipts, CPPRT, and Base Funding Minimum, with the
4 resulting figure divided by the Organizational Unit's
5 Adequacy Target.

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

8 (1) An Organizational Unit's Real Receipts are the
9 product of its Applicable Tax Rate and its Adjusted EAV. An
10 Organizational Unit's Applicable Tax Rate is its Adjusted
11 Operating Tax Rate for property within the Organizational
12 Unit.

13 (2) The State Superintendent shall calculate the
14 Equalized Assessed Valuation, or EAV, of all taxable
15 property of each Organizational Unit as of September 30 of
16 the previous year in accordance with paragraph (3) of this
17 subsection (d). The State Superintendent shall then
18 determine the Adjusted EAV of each Organizational Unit in
19 accordance with paragraph (4) of this subsection (d), which
20 Adjusted EAV figure shall be used for the purposes of
21 calculating Local Capacity.

22 (3) To calculate Real Receipts and EAV, the Department
23 of Revenue shall supply to the State Superintendent the
24 value as equalized or assessed by the Department of Revenue
25 of all taxable property of every Organizational Unit,
26 together with (i) the applicable tax rate used in extending

1 taxes for the funds of the Organizational Unit as of
2 September 30 of the previous year and (ii) the limiting
3 rate for all Organizational Units subject to property tax
4 extension limitations as imposed under PTELL.

5 (A) The Department of Revenue shall add to the
6 equalized assessed value of all taxable property of
7 each Organizational Unit situated entirely or
8 partially within a county that is or was subject to the
9 provisions of Section 15-176 or 15-177 of the Property
10 Tax Code (i) an amount equal to the total amount by
11 which the homestead exemption allowed under Section
12 15-176 or 15-177 of the Property Tax Code for real
13 property situated in that Organizational Unit exceeds
14 the total amount that would have been allowed in that
15 Organizational Unit if the maximum reduction under
16 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
17 in all other counties in tax year 2003 or (II) \$5,000
18 in all counties in tax year 2004 and thereafter and
19 (ii) an amount equal to the aggregate amount for the
20 taxable year of all additional exemptions under
21 Section 15-175 of the Property Tax Code for owners with
22 a household income of \$30,000 or less. The county clerk
23 of any county that is or was subject to the provisions
24 of Section 15-176 or 15-177 of the Property Tax Code
25 shall annually calculate and certify to the Department
26 of Revenue for each Organizational Unit all homestead

1 exemption amounts under Section 15-176 or 15-177 of the
2 Property Tax Code and all amounts of additional
3 exemptions under Section 15-175 of the Property Tax
4 Code for owners with a household income of \$30,000 or
5 less. It is the intent of this subparagraph (A) that if
6 the general homestead exemption for a parcel of
7 property is determined under Section 15-176 or 15-177
8 of the Property Tax Code rather than Section 15-175,
9 then the calculation of EAV shall not be affected by
10 the difference, if any, between the amount of the
11 general homestead exemption allowed for that parcel of
12 property under Section 15-176 or 15-177 of the Property
13 Tax Code and the amount that would have been allowed
14 had the general homestead exemption for that parcel of
15 property been determined under Section 15-175 of the
16 Property Tax Code. It is further the intent of this
17 subparagraph (A) that if additional exemptions are
18 allowed under Section 15-175 of the Property Tax Code
19 for owners with a household income of less than
20 \$30,000, then the calculation of EAV shall not be
21 affected by the difference, if any, because of those
22 additional exemptions.

23 (B) With respect to any part of an Organizational
24 Unit within a redevelopment project area in respect to
25 which a municipality has adopted tax increment
26 allocation financing pursuant to the Tax Increment

1 Allocation Redevelopment Act, Division 74.4 of the
2 Illinois Municipal Code, or the Industrial Jobs
3 Recovery Law, Division 74.6 of the Illinois Municipal
4 Code, no part of the current EAV of real property
5 located in any such project area which is attributable
6 to an increase above the total initial EAV of such
7 property shall be used as part of the EAV of the
8 Organizational Unit, until such time as all
9 redevelopment project costs have been paid, as
10 provided in Section 11-74.4-8 of the Tax Increment
11 Allocation Redevelopment Act or in Section 11-74.6-35
12 of the Industrial Jobs Recovery Law. For the purpose of
13 the EAV of the Organizational Unit, the total initial
14 EAV or the current EAV, whichever is lower, shall be
15 used until such time as all redevelopment project costs
16 have been paid.

17 (B-5) The real property equalized assessed
18 valuation for a school district shall be adjusted by
19 subtracting from the real property value, as equalized
20 or assessed by the Department of Revenue, for the
21 district an amount computed by dividing the amount of
22 any abatement of taxes under Section 18-170 of the
23 Property Tax Code by 3.00% for a district maintaining
24 grades kindergarten through 12, by 2.30% for a district
25 maintaining grades kindergarten through 8, or by 1.05%
26 for a district maintaining grades 9 through 12 and

1 adjusted by an amount computed by dividing the amount
2 of any abatement of taxes under subsection (a) of
3 Section 18-165 of the Property Tax Code by the same
4 percentage rates for district type as specified in this
5 subparagraph (B-5).

6 (C) For Organizational Units that are Hybrid
7 Districts, the State Superintendent shall use the
8 lesser of the equalized assessed valuation for
9 property within the partial elementary unit district
10 for elementary purposes, as defined in Article 11E of
11 this Code, or the equalized assessed valuation for
12 property within the partial elementary unit district
13 for high school purposes, as defined in Article 11E of
14 this Code.

15 (4) An Organizational Unit's Adjusted EAV shall be the
16 average of its EAV over the immediately preceding 3 years
17 or its EAV in the immediately preceding year if the EAV in
18 the immediately preceding year has declined by 10% or more
19 compared to the 3-year average. In the event of
20 Organizational Unit reorganization, consolidation, or
21 annexation, the Organizational Unit's Adjusted EAV for the
22 first 3 years after such change shall be as follows: the
23 most current EAV shall be used in the first year, the
24 average of a 2-year EAV or its EAV in the immediately
25 preceding year if the EAV declines by 10% or more compared
26 to the 2-year average for the second year, and a 3-year

1 average EAV or its EAV in the immediately preceding year if
2 the adjusted EAV declines by 10% or more compared to the
3 3-year average for the third year.

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

1 plus the equalized assessed valuation of new property,
2 annexed property, and recovered tax increment value and
3 minus the equalized assessed valuation of disconnected
4 property.

5 As used in this paragraph (4), "new property" and
6 "recovered tax increment value" shall have the meanings set
7 forth in the Property Tax Extension Limitation Law.

8 (e) Base Funding Minimum calculation.

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

1 allocated to the school district pursuant to Section 1D-1
2 of this Code attributable to funding programs authorized by
3 the Sections of this Code listed in the preceding sentence;
4 and (ii) the difference between (I) the funds allocated to
5 the school district pursuant to Section 1D-1 of this Code
6 attributable to the funding programs authorized by Section
7 14-7.02 (non-public special education reimbursement),
8 subsection (b) of Section 14-13.01 (special education
9 transportation), Section 29-5 (transportation), Section
10 2-3.80 (agricultural education), Section 2-3.66 (truants'
11 alternative education), Section 2-3.62 (educational
12 service centers), and Section 14-7.03 (special education -
13 orphanage) of this Code and Section 15 of the Childhood
14 Hunger Relief Act (free breakfast program) and (II) the
15 school district's actual expenditures for its non-public
16 special education, special education transportation,
17 transportation programs, agricultural education, truants'
18 alternative education, services that would otherwise be
19 performed by a regional office of education, special
20 education orphanage expenditures, and free breakfast, as
21 most recently calculated and reported pursuant to
22 subsection (f) of Section 1D-1 of this Code. For Specially
23 Funded Units, the Base Funding Minimum shall be the total
24 amount of State funds allotted to the Specially Funded Unit
25 during the 2016-2017 school year. The Base Funding Minimum
26 for Glenwood Academy shall be \$625,500.

1 (2) For the 2018-2019 and subsequent school years, the
2 Base Funding Minimum of Organizational Units and Specially
3 Funded Units shall be the sum of (i) the amount of
4 Evidence-Based Funding for the prior school year and (ii)
5 the Base Funding Minimum for the prior school year.

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

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

18 (2) An Organizational Unit's Preliminary Resources are
19 equal to the sum of its Local Capacity Target, CPPRT, and
20 Base Funding Minimum. An Organizational Unit's Preliminary
21 Percent of Adequacy is the lesser of (i) its Preliminary
22 Resources divided by its Adequacy Target or (ii) 100%.

23 (3) Except for Specially Funded Units, an
24 Organizational Unit's Final Resources are equal the sum of
25 its Local Capacity, CPPRT, and Adjusted Base Funding
26 Minimum. The Base Funding Minimum of each Specially Funded

1 Unit shall serve as its Final Resources, except that the
2 Base Funding Minimum for State-approved charter schools
3 shall not include any portion of general State aid
4 allocated in the prior year based on the per capita tuition
5 charge times the charter school enrollment.

6 (4) An Organizational Unit's Final Percent of Adequacy
7 is its Final Resources divided by its Adequacy Target. An
8 Organizational Unit's Adjusted Base Funding Minimum is
9 equal to its Base Funding Minimum less its Supplemental
10 Grant Funding, with the resulting figure added to the
11 product of its Supplemental Grant Funding and Preliminary
12 Percent of Adequacy.

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

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

1 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
2 of all New State Funds. Each Organizational Unit within
3 Tier 1 or Tier 2 receives an allocation of New State Funds
4 equal to its tier Funding Gap, as defined in the following
5 sentence, multiplied by the tier's Allocation Rate
6 determined pursuant to paragraph (4) of this subsection
7 (g). For Tier 1, an Organizational Unit's Funding Gap
8 equals the tier's Target Ratio, as specified in paragraph
9 (5) of this subsection (g), multiplied by the
10 Organizational Unit's Adequacy Target, with the resulting
11 amount reduced by the Organizational Unit's Final
12 Resources. For Tier 2, an Organizational Unit's Funding Gap
13 equals the tier's Target Ratio, as described in paragraph
14 (5) of this subsection (g), multiplied by the
15 Organizational Unit's Adequacy Target, with the resulting
16 amount reduced by the Organizational Unit's Final
17 Resources and its Tier 1 funding allocation. To determine
18 the Organizational Unit's Funding Gap, the resulting
19 amount is then multiplied by a factor equal to one minus
20 the Organizational Unit's Local Capacity Target
21 percentage. Each Organizational Unit within Tier 3 or Tier
22 4 receives an allocation of New State Funds equal to the
23 product of its Adequacy Target and the tier's Allocation
24 Rate, as specified in paragraph (4) of this subsection (g).

25 (2) To ensure equitable distribution of dollars for all
26 Tier 2 Organizational Units, no Tier 2 Organizational Unit

1 shall receive fewer dollars per ASE than any Tier 3
2 Organizational Unit. Each Tier 2 and Tier 3 Organizational
3 Unit shall have its funding allocation divided by its ASE.
4 Any Tier 2 Organizational Unit with a funding allocation
5 per ASE below the greatest Tier 3 allocation per ASE shall
6 get a funding allocation equal to the greatest Tier 3
7 funding allocation per ASE multiplied by the
8 Organizational Unit's ASE. Each Tier 2 Organizational
9 Unit's Tier 2 funding allocation shall be multiplied by the
10 percentage calculated by dividing the original Tier 2
11 Aggregate Funding by the sum of all Tier 2 Organizational
12 Unit's Tier 2 funding allocation after adjusting
13 districts' funding below Tier 3 levels.

14 (3) Organizational Units are placed into one of 4 tiers
15 as follows:

16 (A) Tier 1 consists of all Organizational Units,
17 except for Specially Funded Units, with a Percent of
18 Adequacy less than the Tier 1 Target Ratio. The Tier 1
19 Target Ratio is the ratio level that allows for Tier 1
20 Aggregate Funding to be distributed, with the Tier 1
21 Allocation Rate determined pursuant to paragraph (4)
22 of this subsection (g).

23 (B) Tier 2 consists of all Tier 1 Units and all
24 other Organizational Units, except for Specially
25 Funded Units, with a Percent of Adequacy of less than
26 0.90.

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

4 (D) Tier 4 consists of all Organizational Units
5 with a Percent of Adequacy of at least 1.0 and
6 Specially Funded Units, excluding Glenwood Academy.

7 (4) The Allocation Rates for Tiers 1 through 4 is
8 determined as follows:

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

10 (B) The Tier 2 Allocation Rate is the result of the
11 following equation: Tier 2 Aggregate Funding, divided
12 by the sum of the Funding Gaps for all Tier 2
13 Organizational Units, unless the result of such
14 equation is higher than 1.0. If the result of such
15 equation is higher than 1.0, then the Tier 2 Allocation
16 Rate is 1.0.

17 (C) The Tier 3 Allocation Rate is the result of the
18 following equation: Tier 3 Aggregate Funding, divided
19 by the sum of the Adequacy Targets of all Tier 3
20 Organizational Units.

21 (D) The Tier 4 Allocation Rate is the result of the
22 following equation: Tier 4 Aggregate Funding, divided
23 by the sum of the Adequacy Targets of all Tier 4
24 Organizational Units.

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

26 (A) The Tier 1 Target Ratio is the ratio level that

1 allows for Tier 1 Aggregate Funding to be distributed
2 with the Tier 1 Allocation Rate.

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

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

5 (6) If, at any point, the Tier 1 Target Ratio is
6 greater than 90%, than all Tier 1 funding shall be
7 allocated to Tier 2 and no Tier 1 Organizational Unit's
8 funding may be identified.

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

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

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

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

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

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

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

23 (D) Finally, Tier 1 funding shall be reduced by an
24 amount equal to the difference between the Minimum
25 Funding level and New State Funds and the reduction in
26 Tier 2, 3, and 4 funding. In addition, the Allocation

1 Rate for Tier 1 shall be reduced to a percentage equal
2 to 50%, multiplied by the result of New State Funds
3 divided by the Minimum Funding Level.

4 (9.5) For State fiscal year 2019 and subsequent State
5 fiscal years, if New State Funds exceed \$300,000,000, then
6 any amount in excess of \$300,000,000 shall be dedicated for
7 purposes of Section 2-3.170 of this Code up to a maximum of
8 \$50,000,000.

9 (10) In the event of a decrease in the amount of the
10 appropriation for this Section in any fiscal year after
11 implementation of this Section, the Organizational Units
12 receiving Tier 1 and Tier 2 funding, as determined under
13 paragraph (3) of this subsection (g), shall be held
14 harmless by establishing a Base Funding Guarantee equal to
15 the per pupil kindergarten through grade 12 funding
16 received in accordance with this Section in the prior
17 fiscal year. Reductions shall be made to the Base Funding
18 Minimum of Organizational Units in Tier 3 and Tier 4 on a
19 per pupil basis equivalent to the total number of the ASE
20 in Tier 3-funded and Tier 4-funded Organizational Units
21 divided by the total reduction in State funding. The Base
22 Funding Minimum as reduced shall continue to be applied to
23 Tier 3 and Tier 4 Organizational Units and adjusted by the
24 relative formula when increases in appropriations for this
25 Section resume. In no event may State funding reductions to
26 Organizational Units in Tier 3 or Tier 4 exceed an amount

1 that would be less than the Base Funding Minimum
2 established in the first year of implementation of this
3 Section. If additional reductions are required, all school
4 districts shall receive a reduction by a per pupil amount
5 equal to the aggregate additional appropriation reduction
6 divided by the total ASE of all Organizational Units.

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

12 (h) State Superintendent administration of funding and
13 district submission requirements.

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

17 (2) The State Superintendent shall calculate the
18 Adequacy Target for each Organizational Unit and Net State
19 Contribution Target for each Organizational Unit under
20 this Section. The State Superintendent shall also certify
21 the actual amounts of the New State Funds payable for each
22 eligible Organizational Unit based on the equitable
23 distribution calculation to the unit's treasurer, as soon
24 as possible after such amounts are calculated, including
25 any applicable adjusted charge-off increase. No
26 Evidence-Based Funding shall be distributed within an

1 Organizational Unit without the approval of the unit's
2 school board.

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

14 (4) Annually, the State Superintendent shall calculate
15 and report to each Organizational Unit the amount the unit
16 must expend on special education and bilingual education
17 pursuant to the unit's Base Funding Minimum, Special
18 Education Allocation, and Bilingual Education Allocation.

19 (5) Moneys distributed under this Section shall be
20 calculated on a school year basis, but paid on a fiscal
21 year basis, with payments beginning in August and extending
22 through June. Unless otherwise provided, the moneys
23 appropriated for each fiscal year shall be distributed in
24 22 equal payments at least 2 times monthly to each
25 Organizational Unit. The State Board shall publish a yearly
26 distribution schedule at its meeting in June. If moneys

1 appropriated for any fiscal year are distributed other than
2 monthly, the distribution shall be on the same basis for
3 each Organizational Unit.

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

18 (7) School district claims filed under this Section are
19 subject to Sections 18-9 and 18-12 of this Code, except as
20 otherwise provided in this Section.

21 (8) Each fiscal year, the State Superintendent shall
22 calculate for each Organizational Unit an amount of its
23 Base Funding Minimum and Evidence-Based Funding that shall
24 be deemed attributable to the provision of special
25 educational facilities and services, as defined in Section
26 14-1.08 of this Code, in a manner that ensures compliance

1 with maintenance of State financial support requirements
2 under the federal Individuals with Disabilities Education
3 Act. An Organizational Unit must use such funds only for
4 the provision of special educational facilities and
5 services, as defined in Section 14-1.08 of this Code, and
6 must comply with any expenditure verification procedures
7 adopted by the State Board.

8 (9) All Organizational Units in this State must submit
9 annual spending plans by the end of September of each year
10 to the State Board as part of the annual budget process,
11 which shall describe how each Organizational Unit will
12 utilize the Base Minimum Funding and Evidence-Based
13 funding it receives from this State under this Section with
14 specific identification of the intended utilization of
15 Low-Income, English learner, and special education
16 resources. Additionally, the annual spending plans of each
17 Organizational Unit shall describe how the Organizational
18 Unit expects to achieve student growth and how the
19 Organizational Unit will achieve State education goals, as
20 defined by the State Board. The State Superintendent may,
21 from time to time, identify additional requisites for
22 Organizational Units to satisfy when compiling the annual
23 spending plans required under this subsection (h). The
24 format and scope of annual spending plans shall be
25 developed by the State Superintendent in conjunction with
26 the Professional Review Panel.

1 (10) No later than January 1, 2018, the State
2 Superintendent shall develop a 5-year strategic plan for
3 all Organizational Units to help in planning for adequacy
4 funding under this Section. The State Superintendent shall
5 submit the plan to the Governor and the General Assembly,
6 as provided in Section 3.1 of the General Assembly
7 Organization Act. The plan shall include recommendations
8 for:

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

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

14 (C) application and enhancement of the current
15 financial accountability measures, the approved State
16 plan to comply with the federal Every Student Succeeds
17 Act, and the Illinois Balanced Accountability Measures
18 in relation to student growth and elements of the
19 Evidence-Based Funding model; and

20 (D) implementation of an effective school adequacy
21 funding system based on projected and recommended
22 funding levels from the General Assembly.

23 (i) Professional Review Panel.

24 (1) A Professional Review Panel is created to study and
25 review the implementation and effect of the Evidence-Based
26 Funding model under this Section and to recommend continual

1 recalibration and future study topics and modifications to
2 the Evidence-Based Funding model. The Panel shall elect a
3 chairperson and vice chairperson by a majority vote of the
4 Panel and shall advance recommendations based on a majority
5 vote of the Panel. A minority opinion may also accompany
6 any recommendation of the majority of the Panel. The Panel
7 shall be appointed by the State Superintendent, except as
8 otherwise provided in paragraph (2) of this subsection (i)
9 and include the following members:

10 (A) Two appointees that represent district
11 superintendents, recommended by a statewide
12 organization that represents district superintendents.

13 (B) Two appointees that represent school boards,
14 recommended by a statewide organization that
15 represents school boards.

16 (C) Two appointees from districts that represent
17 school business officials, recommended by a statewide
18 organization that represents school business
19 officials.

20 (D) Two appointees that represent school
21 principals, recommended by a statewide organization
22 that represents school principals.

23 (E) Two appointees that represent teachers,
24 recommended by a statewide organization that
25 represents teachers.

26 (F) Two appointees that represent teachers,

1 recommended by another statewide organization that
2 represents teachers.

3 (G) Two appointees that represent regional
4 superintendents of schools, recommended by
5 organizations that represent regional superintendents.

6 (H) Two independent experts selected solely by the
7 State Superintendent.

8 (I) Two independent experts recommended by public
9 universities in this State.

10 (J) One member recommended by a statewide
11 organization that represents parents.

12 (K) Two representatives recommended by collective
13 impact organizations that represent major metropolitan
14 areas or geographic areas in Illinois.

15 (L) One member from a statewide organization
16 focused on research-based education policy to support
17 a school system that prepares all students for college,
18 a career, and democratic citizenship.

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

21 The State Superintendent shall ensure that the
22 membership of the Panel includes representatives from
23 school districts and communities reflecting the
24 geographic, socio-economic, racial, and ethnic diversity
25 of this State. The State Superintendent shall additionally
26 ensure that the membership of the Panel includes

1 representatives with expertise in bilingual education and
2 special education. Staff from the State Board shall staff
3 the Panel.

4 (2) In addition to those Panel members appointed by the
5 State Superintendent, 4 members of the General Assembly
6 shall be appointed as follows: one member of the House of
7 Representatives appointed by the Speaker of the House of
8 Representatives, one member of the Senate appointed by the
9 President of the Senate, one member of the House of
10 Representatives appointed by the Minority Leader of the
11 House of Representatives, and one member of the Senate
12 appointed by the Minority Leader of the Senate. There shall
13 be one additional member appointed by the Governor. All
14 members appointed by legislative leaders or the Governor
15 shall be non-voting, ex officio members.

16 (3) On an annual basis, the State Superintendent shall
17 recalibrate the following per pupil elements of the
18 Adequacy Target and applied to the formulas, based on the
19 Panel's study of average expenses as reported in the most
20 recent annual financial report:

21 (A) gifted under subparagraph (M) of paragraph (2)
22 of subsection (b) of this Section;

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

25 (C) assessment under subparagraph (P) of paragraph
26 (2) of subsection (b) of this Section;

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

3 (E) maintenance and operations under subparagraph
4 (S) of paragraph (2) of subsection (b) of this Section;
5 and

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

8 (4) On a periodic basis, the Panel shall study all the
9 following elements and make recommendations to the State
10 Board, the General Assembly, and the Governor for
11 modification of this Section:

12 (A) The format and scope of annual spending plans
13 referenced in paragraph (9) of subsection (h) of this
14 Section.

15 (B) The Comparable Wage Index under this Section,
16 to be studied by the Panel and reestablished by the
17 State Superintendent every 5 years.

18 (C) Maintenance and operations. Within 5 years
19 after the implementation of this Section, the Panel
20 shall make recommendations for the further study of
21 maintenance and operations costs, including capital
22 maintenance costs, and recommend any additional
23 reporting data required from Organizational Units.

24 (D) "At-risk student" definition. Within 5 years
25 after the implementation of this Section, the Panel
26 shall make recommendations for the further study and

1 determination of an "at-risk student" definition.
2 Within 5 years after the implementation of this
3 Section, the Panel shall evaluate and make
4 recommendations regarding adequate funding for poverty
5 concentration under the Evidence-Based Funding model.

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

9 (F) Technology. The per pupil target for
10 technology shall be reviewed every 3 years to determine
11 whether current allocations are sufficient to develop
12 21st century learning in all classrooms in this State
13 and supporting a one-to-one technological device
14 program in each school. Recommendations shall be made
15 no later than 3 years after the implementation of this
16 Section.

17 (G) Local Capacity Target. Within 3 years after the
18 implementation of this Section, the Panel shall make
19 recommendations for any additional data desired to
20 analyze possible modifications to the Local Capacity
21 Target, to be based on measures in addition to solely
22 EAV and to be completed within 5 years after
23 implementation of this Section.

24 (H) Funding for Alternative Schools, Laboratory
25 Schools, safe schools, and alternative learning
26 opportunities programs. By the beginning of the

1 2021-2022 school year, the Panel shall study and make
2 recommendations regarding the funding levels for
3 Alternative Schools, Laboratory Schools, safe schools,
4 and alternative learning opportunities programs in
5 this State.

6 (I) Funding for college and career acceleration
7 strategies. By the beginning of the 2021-2022 school
8 year, the Panel shall study and make recommendations
9 regarding funding levels to support college and career
10 acceleration strategies in high school that have been
11 demonstrated to result in improved secondary and
12 postsecondary outcomes, including Advanced Placement,
13 dual-credit opportunities, and college and career
14 pathway systems.

15 (J) Special education investments. By the
16 beginning of the 2021-2022 school year, the Panel shall
17 study and make recommendations on whether and how to
18 account for disability types within the special
19 education funding category.

20 (K) Early childhood investments. In collaboration
21 with the Illinois Early Learning Council, the Panel
22 shall include an analysis of what level of Preschool
23 for All Children funding would be necessary to serve
24 all children ages 0 through 5 years in the
25 highest-priority service tier, as specified in
26 paragraph (4.5) of subsection (a) of Section 2-3.71 of

1 this Code, and an analysis of the potential cost
2 savings that that level of Preschool for All Children
3 investment would have on the kindergarten through
4 grade 12 system.

5 (5) Within 5 years after the implementation of this
6 Section, the Panel shall complete an evaluative study of
7 the entire Evidence-Based Funding model, including an
8 assessment of whether or not the formula is achieving State
9 goals. The Panel shall report to the State Board, the
10 General Assembly, and the Governor on the findings of the
11 study.

12 (6) Within 3 years after the implementation of this
13 Section, the Panel shall evaluate and provide
14 recommendations to the Governor and the General Assembly on
15 the hold-harmless provisions of this Section found in the
16 Base Funding Minimum.

17 (j) References. Beginning July 1, 2017, references in other
18 laws to general State aid funds or calculations under Section
19 18-8.05 of this Code shall be deemed to be references to
20 evidence-based model formula funds or calculations under this
21 Section.

22 (Source: P.A. 100-465, eff. 8-31-17.)

23 Section 99. Effective date. This Act takes effect upon
24 becoming law.