



Sen. Andy Manar

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1 AMENDMENT TO HOUSE BILL 2505

2 AMENDMENT NO. _____. Amend House Bill 2505 by replacing
3 everything after the enacting clause with the following:

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

1 funding public education that is evidence-based; is
2 sufficient to ensure every student receives a meaningful
3 opportunity to learn irrespective of race, ethnicity,
4 sexual orientation, gender, or community-income level; and
5 is sustainable and predictable. When fully funded under
6 this Section, every school shall have the resources, based
7 on what the evidence indicates is needed, to:

8 (A) provide all students with a high quality
9 education that offers the academic, enrichment, social
10 and emotional support, technical, and career-focused
11 programs that will allow them to become competitive
12 workers, responsible parents, productive citizens of
13 this State, and active members of our national
14 democracy;

15 (B) ensure all students receive the education they
16 need to graduate from high school with the skills
17 required to pursue post-secondary education and
18 training for a rewarding career;

19 (C) reduce, with a goal of eliminating, the
20 achievement gap between at-risk and non-at-risk
21 students by raising the performance of at-risk
22 students and not by reducing standards; and

23 (D) ensure this State satisfies its obligation to
24 assume the primary responsibility to fund public
25 education and simultaneously relieve the
26 disproportionate burden placed on local property taxes

1 to fund schools.

2 (2) The evidence-based funding formula under this
3 Section shall be applied to all Organizational Units in
4 this State. The evidence-based funding formula outlined in
5 this Act is based on the formula outlined in Senate Bill 1
6 of the 100th General Assembly, as passed by both
7 legislative chambers. As further defined and described in
8 this Section, there are 4 major components of the
9 evidence-based funding model:

10 (A) First, the model calculates a unique adequacy
11 target for each Organizational Unit in this State that
12 considers the costs to implement research-based
13 activities, the unit's student demographics, and
14 regional wage difference.

15 (B) Second, the model calculates each
16 Organizational Unit's local capacity, or the amount
17 each Organizational Unit is assumed to contribute
18 towards its adequacy target from local resources.

19 (C) Third, the model calculates how much funding
20 the State currently contributes to the Organizational
21 Unit, and adds that to the unit's local capacity to
22 determine the unit's overall current adequacy of
23 funding.

24 (D) Finally, the model's distribution method
25 allocates new State funding to those Organizational
26 Units that are least well-funded, considering both

1 local capacity and State funding, in relation to their
2 adequacy target.

3 (3) An Organizational Unit receiving any funding under
4 this Section may apply those funds to any fund so received
5 for which that Organizational Unit is authorized to make
6 expenditures by law.

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

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

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

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

15 "Adjusted Operating Tax Rate" means a tax rate for all
16 Organizational Units, for which the State Superintendent
17 shall calculate and subtract for the Operating Tax Rate a
18 transportation rate based on total expenses for
19 transportation services under this Code, as reported on the
20 most recent Annual Financial Report in Pupil
21 Transportation Services, function 2550 in both the
22 Education and Transportation funds and functions 4110 and
23 4120 in the Transportation fund, less any corresponding
24 fiscal year State of Illinois scheduled payments excluding
25 net adjustments for prior years for regular, vocational, or
26 special education transportation reimbursement pursuant to

1 Section 29-5 or subsection (b) of Section 14-13.01 of this
2 Code divided by the Adjusted EAV. If an Organizational
3 Unit's corresponding fiscal year State of Illinois
4 scheduled payments excluding net adjustments for prior
5 years for regular, vocational, or special education
6 transportation reimbursement pursuant to Section 29-5 or
7 subsection (b) of Section 14-13.01 of this Code exceed the
8 total transportation expenses, as defined in this
9 paragraph, no transportation rate shall be subtracted from
10 the Operating Tax Rate.

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

13 "Alternative School" means a public school that is
14 created and operated by a regional superintendent of
15 schools and approved by the State Board.

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

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

23 "Assistant principal" means a school administrator
24 duly endorsed to be employed as an assistant principal in
25 this State.

26 "At-risk student" means a student who is at risk of not

1 meeting the Illinois Learning Standards or not graduating
2 from elementary or high school and who demonstrates a need
3 for vocational support or social services beyond that
4 provided by the regular school program. All students
5 included in an Organizational Unit's Low-Income Count, as
6 well as all English learner and disabled students attending
7 the Organizational Unit, shall be considered at-risk
8 students under this Section.

9 "Average Student Enrollment" or "ASE" means, for an
10 Organizational Unit in a given school year, the greater of
11 the average number of students (grades K through 12)
12 reported to the State Board as enrolled in the
13 Organizational Unit on October 1 and March 1, plus the
14 special education pre-kindergarten students with services
15 of at least more than 2 hours a day as reported to the
16 State Board on December 1, in the immediately preceding
17 school year or the average number of students (grades K
18 through 12) reported to the State Board as enrolled in the
19 Organizational Unit on October 1 and March 1, plus the
20 special education pre-kindergarten students with services
21 of at least more than 2 hours a day as reported to the
22 State Board on December 1, for each of the immediately
23 preceding 3 school years. For the purposes of this
24 definition, "enrolled in the Organizational Unit" means
25 the number of students reported to the State Board who are
26 enrolled in schools within the Organizational Unit that the

1 student attends or would attend if not placed or
2 transferred to another school or program to receive needed
3 services. For the purposes of calculating "ASE", all
4 students, grades K through 12, excluding those attending
5 kindergarten for a half day, shall be counted as 1.0. All
6 students attending kindergarten for a half day shall be
7 counted as 0.5, unless in 2017 by June 15 or by March 1 in
8 subsequent years, the school district reports to the State
9 Board of Education the intent to implement full-day
10 kindergarten district-wide for all students, then all
11 students attending kindergarten shall be counted as 1.0.
12 Special education pre-kindergarten students shall be
13 counted as 0.5 each. If the State Board does not collect or
14 has not collected both an October 1 and March 1 enrollment
15 count by grade or a December 1 collection of special
16 education pre-kindergarten students as of the effective
17 date of this amendatory Act of the 100th General Assembly,
18 it shall establish such collection for all future years.
19 For any year where a count by grade level was collected
20 only once, that count shall be used as the single count
21 available for computing a 3-year average ASE. School
22 districts shall submit the data for the ASE calculation to
23 the State Board within 45 days of the dates required in
24 this Section for submission of enrollment data in order for
25 it to be included in the ASE calculation.

26 "Base Funding Guarantee" is defined in paragraph (10)

1 of subsection (g) of this Section.

2 "Base Funding Minimum" is defined in subsection (e) of
3 this Section.

4 "Base Tax Year" means the property tax levy year used
5 to calculate the Budget Year allocation of primary State
6 aid.

7 "Base Tax Year's Extension" means the product of the
8 equalized assessed valuation utilized by the county clerk
9 in the Base Tax Year multiplied by the limiting rate as
10 calculated by the county clerk and defined in PTELL.

11 "Bilingual Education Allocation" means the amount of
12 an Organizational Unit's final Adequacy Target
13 attributable to bilingual education divided by the
14 Organizational Unit's final Adequacy Target, the product
15 of which shall be multiplied by the amount of new funding
16 received pursuant to this Section. An Organizational
17 Unit's final Adequacy Target attributable to bilingual
18 education shall include all additional investments in
19 English learner students' adequacy elements.

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

22 "Central office" means individual administrators and
23 support service personnel charged with managing the
24 instructional programs, business and operations, and
25 security of the Organizational Unit.

26 "Comparable Wage Index" or "CWI" means a regional cost

1 differentiation metric that measures systemic, regional
2 variations in the salaries of college graduates who are not
3 educators. The CWI utilized for this Section shall, for the
4 first 3 years of Evidence-Based Funding implementation, be
5 the CWI initially developed by the National Center for
6 Education Statistics, as most recently updated by Texas A &
7 M University. In the fourth and subsequent years of
8 Evidence-Based Funding implementation, the State
9 Superintendent shall re-determine the CWI using a similar
10 methodology to that identified in the Texas A & M
11 University study, with adjustments made no less frequently
12 than once every 5 years.

13 "Computer technology and equipment" means computers
14 servers, notebooks, network equipment, copiers, printers,
15 instructional software, security software, curriculum
16 management courseware, and other similar materials and
17 equipment.

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.

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

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

23 "Extended day" means academic and enrichment programs
24 provided to students outside the regular school day before
25 and after school or during non-instructional times during
26 the school day.

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

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

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

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

11 "Funding Gap" is defined in paragraph (1) of subsection
12 (g).

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

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

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

21 "Instructional facilitator" means a qualified teacher
22 or licensed teacher leader who facilitates and coaches
23 continuous improvement in classroom instruction; provides
24 instructional support to teachers in the elements of
25 research-based instruction or demonstrates the alignment
26 of instruction with curriculum standards and assessment

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

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

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

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

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

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

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

26 "Local Capacity Target" is defined in paragraph (2) of

1 subsection (c) of this Section.

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

19 "Maintenance and operations" means custodial services,
20 facility and ground maintenance, facility operations,
21 facility security, routine facility repairs, and other
22 similar services and functions.

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

25 "New Property Tax Relief Pool Funds" means, for any
26 given fiscal year, all State funds appropriated under

1 Section 2-3.170 of the School Code.

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

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

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

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

25 "Organizational Unit" means a Laboratory School, an
26 Alternative School, or any public school district that is

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

8 "Organizational Unit CWI" is determined by calculating
9 the CWI in the region and original county in which an
10 Organizational Unit's primary administrative office is
11 located as set forth in this paragraph, provided that if
12 the Organizational Unit CWI as calculated in accordance
13 with this paragraph is less than 0.9, the Organizational
14 Unit CWI shall be increased to 0.9. Each county's current
15 CWI value shall be adjusted based on the CWI value of that
16 county's neighboring Illinois counties, to create a
17 "weighted adjusted index value". This shall be calculated
18 by summing the CWI values of all of a county's adjacent
19 Illinois counties and dividing by the number of adjacent
20 Illinois counties, then taking the weighted value of the
21 original county's CWI value and the adjacent Illinois
22 county average. To calculate this weighted value, if the
23 number of adjacent Illinois counties is greater than 2, the
24 original county's CWI value will be weighted at 0.25 and
25 the adjacent Illinois county average will be weighted at
26 0.75. If the number of adjacent Illinois counties is 2, the

1 original county's CWI value will be weighted at 0.33 and
2 the adjacent Illinois county average will be weighted at
3 0.66. The greater of the county's current CWI value and its
4 weighted adjusted index value shall be used as the
5 Organizational Unit CWI.

6 "Preceding Tax Year" means the property tax levy year
7 immediately preceding the Base Tax Year.

8 "Preceding Tax Year's Extension" means the product of
9 the equalized assessed valuation utilized by the county
10 clerk in the Preceding Tax Year multiplied by the Operating
11 Tax Rate.

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

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

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

18 "Professional development" means training programs for
19 licensed staff in schools, including, but not limited to,
20 programs that assist in implementing new curriculum
21 programs, provide data focused or academic assessment data
22 training to help staff identify a student's weaknesses and
23 strengths, target interventions, improve instruction,
24 encompass instructional strategies for English learner,
25 gifted, or at-risk students, address inclusivity, cultural
26 sensitivity, or implicit bias, or otherwise provide

1 professional support for licensed staff.

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

7 "PTELL" means the Property Tax Extension Limitation
8 Law.

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

11 "Pupil support staff" means a nurse, psychologist,
12 social worker, family liaison personnel, or other staff
13 member who provides support to at-risk or struggling
14 students.

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

17 "Regionalization Factor" means, for a particular
18 Organizational Unit, the figure derived by dividing the
19 Organizational Unit CWI by the Statewide Weighted CWI.

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

22 "Special education" means special educational
23 facilities and services, as defined in Section 14-1.08 of
24 this Code.

25 "Special Education Allocation" means the amount of an
26 Organizational Unit's final Adequacy Target attributable

1 to special education divided by the Organizational Unit's
2 final Adequacy Target, the product of which shall be
3 multiplied by the amount of new funding received pursuant
4 to this Section. An Organizational Unit's final Adequacy
5 Target attributable to special education shall include all
6 special education investment adequacy elements.

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

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

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

26 "State Adequacy Level" is the sum of the Adequacy

1 Targets of all Organizational Units.

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

3 "State Superintendent" means the State Superintendent
4 of Education.

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

11 "Student activities" means non-credit producing
12 after-school programs, including, but not limited to,
13 clubs, bands, sports, and other activities authorized by
14 the school board of the Organizational Unit.

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

20 "Summer school" means academic and enrichment programs
21 provided to students during the summer months outside of
22 the regular school year.

23 "Supervisory aide" means a non-licensed staff member
24 who helps in supervising students of an Organizational
25 Unit, but does so outside of the classroom, in situations
26 such as, but not limited to, monitoring hallways and

1 playgrounds, supervising lunchrooms, or supervising
2 students when being transported in buses serving the
3 Organizational Unit.

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

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

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

11 (b) Adequacy Target calculation.

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

18 (2) The Essential Elements are attributable on a pro
19 rata basis related to defined subgroups of the ASE of each
20 Organizational Unit as specified in this paragraph (2),
21 with investments and FTE positions pro rata funded based on
22 ASE counts in excess or less than the thresholds set forth
23 in this paragraph (2). The method for calculating
24 attributable pro rata costs and the defined subgroups
25 thereto are as follows:

26 (A) Core class size investments. Each

1 Organizational Unit shall receive the funding required
2 to support that number of FTE core teacher positions as
3 is needed to keep the respective class sizes of the
4 Organizational Unit to the following maximum numbers:

5 (i) For grades kindergarten through 3, the
6 Organizational Unit shall receive funding required
7 to support one FTE core teacher position for every
8 15 Low-Income Count students in those grades and
9 one FTE core teacher position for every 20
10 non-Low-Income Count students in those grades.

11 (ii) For grades 4 through 12, the
12 Organizational Unit shall receive funding required
13 to support one FTE core teacher position for every
14 20 Low-Income Count students in those grades and
15 one FTE core teacher position for every 25
16 non-Low-Income Count students in those grades.

17 The number of non-Low-Income Count students in a
18 grade shall be determined by subtracting the
19 Low-Income students in that grade from the ASE of the
20 Organizational Unit for that grade.

21 (B) Specialist teacher investments. Each
22 Organizational Unit shall receive the funding needed
23 to cover that number of FTE specialist teacher
24 positions that correspond to the following
25 percentages:

26 (i) if the Organizational Unit operates an

1 elementary or middle school, then 20.00% of the
2 number of the Organizational Unit's core teachers,
3 as determined under subparagraph (A) of this
4 paragraph (2); and

5 (ii) if such Organizational Unit operates a
6 high school, then 33.33% of the number of the
7 Organizational Unit's core teachers.

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

14 (D) Core intervention teacher (tutor) investments.
15 Each Organizational Unit shall receive the funding
16 needed to cover one FTE teacher position for each
17 prototypical elementary, middle, and high school.

18 (E) Substitute teacher investments. Each
19 Organizational Unit shall receive the funding needed
20 to cover substitute teacher costs that is equal to
21 5.70% of the minimum pupil attendance days required
22 under Section 10-19 of this Code for all full-time
23 equivalent core, specialist, and intervention
24 teachers, school nurses, special education teachers
25 and instructional assistants, instructional
26 facilitators, and summer school and extended-day

1 teacher positions, as determined under this paragraph
2 (2), at a salary rate of 33.33% of the average salary
3 for grade K through 12 teachers and 33.33% of the
4 average salary of each instructional assistant
5 position.

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

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

20 (H) Supervisory aide investments. Each
21 Organizational Unit shall receive the funding needed
22 to cover one FTE for each 225 combined ASE of
23 pre-kindergarten children with disabilities and all
24 kindergarten through grade 5 students, plus one FTE for
25 each 225 ASE middle school students, plus one FTE for
26 each 200 ASE high school students.

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

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

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

21 (L) School site staff investments. Each
22 Organizational Unit shall receive the funding needed
23 for one FTE position for each 225 ASE of
24 pre-kindergarten children with disabilities and all
25 kindergarten through grade 5 students, plus one FTE
26 position for each 225 ASE middle school students, plus

1 one FTE position for each 200 ASE high school students.

2 (M) Gifted investments. Each Organizational Unit
3 shall receive \$40 per kindergarten through grade 12
4 ASE.

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

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

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

22 (Q) Computer technology and equipment investments.
23 Each Organizational Unit shall receive \$285.50 per
24 student of the combined ASE of pre-kindergarten
25 children with disabilities and all kindergarten
26 through grade 12 students to cover computer technology

1 and equipment costs. For the 2018-2019 school year and
2 subsequent school years, Tier 1 and Tier 2
3 Organizational Units selected by the State Board
4 through a request for proposals process shall, upon the
5 State Board's approval of an Organizational Unit's
6 one-to-one computing technology plan, receive an
7 additional \$285.50 per student of the combined ASE of
8 pre-kindergarten children with disabilities and all
9 kindergarten through grade 12 students to cover
10 computer technology and equipment costs. The State
11 Board may establish additional requirements for
12 Organizational Unit expenditures of funds received
13 pursuant to this subparagraph (Q). It is the intent of
14 this amendatory Act of the 100th General Assembly that
15 all Tier 1 and Tier 2 districts that apply for the
16 technology grant receive the addition to their
17 Adequacy Target, subject to compliance with the
18 requirements of the State Board.

19 (R) Student activities investments. Each
20 Organizational Unit shall receive the following
21 funding amounts to cover student activities: \$100 per
22 kindergarten through grade 5 ASE student in elementary
23 school, plus \$200 per ASE student in middle school,
24 plus \$675 per ASE student in high school.

25 (S) Maintenance and operations investments. Each
26 Organizational Unit shall receive \$1,038 per student

1 of the combined ASE of pre-kindergarten children with
2 disabilities and all kindergarten through grade 12 for
3 day-to-day maintenance and operations expenditures,
4 including salary, supplies, and materials, as well as
5 purchased services, but excluding employee benefits.
6 The proportion of salary for the application of a
7 Regionalization Factor and the calculation of benefits
8 is equal to \$352.92.

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

20 (U) Employee benefit investments. Each
21 Organizational Unit shall receive 30% of the total of
22 all salary-calculated elements of the Adequacy Target,
23 excluding substitute teachers and student activities
24 investments, to cover benefit costs. For central
25 office and maintenance and operations investments, the
26 benefit calculation shall be based upon the salary

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

23 (V) Additional investments in low-income students.
24 In addition to and not in lieu of all other funding
25 under this paragraph (2), each Organizational Unit
26 shall receive funding based on the average teacher

1 salary for grades K through 12 to cover the costs of:

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

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

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

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

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

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

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

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

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

23 (v) one FTE core teacher position for every 100
24 English learner students.

25 (X) Special education investments. Each
26 Organizational Unit shall receive funding based on the

1 average teacher salary for grades K through 12 to cover
2 special education as follows:

3 (i) one FTE teacher position for every 141
4 combined ASE of pre-kindergarten children with
5 disabilities and all kindergarten through grade 12
6 students;

7 (ii) one FTE instructional assistant for every
8 141 combined ASE of pre-kindergarten children with
9 disabilities and all kindergarten through grade 12
10 students; and

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

15 (3) For calculating the salaries included within the
16 Essential Elements, the State Superintendent shall
17 annually calculate average salaries to the nearest dollar
18 using the employment information system data maintained by
19 the State Board, limited to public schools only and
20 excluding special education and vocational cooperatives,
21 schools operated by the Department of Juvenile Justice, and
22 charter schools, for the following positions:

23 (A) Teacher for grades K through 8.

24 (B) Teacher for grades 9 through 12.

25 (C) Teacher for grades K through 12.

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

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

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

3 (G) Social worker.

4 (H) Psychologist.

5 (I) Librarian.

6 (J) Nurse.

7 (K) Principal.

8 (L) Assistant principal.

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

18 For calculating the salaries included within the
19 Essential Elements for positions not included within EIS
20 Data, the following salaries shall be used in the first
21 year of implementation of Evidence-Based Funding:

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

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

26 In the second and subsequent years of implementation of

1 Evidence-Based Funding, the amounts in items (i) and (ii)
2 of this paragraph (3) shall annually increase by the ECI.

3 The salary amounts for the Essential Elements
4 determined pursuant to subparagraphs (A) through (L), (S)
5 and (T), and (V) through (X) of paragraph (2) of subsection
6 (b) of this Section shall be multiplied by a
7 Regionalization Factor.

8 (c) Local capacity calculation.

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

21 (2) "Local Capacity Target" means, for an
22 Organizational Unit, that dollar amount that is obtained by
23 multiplying its Adequacy Target by its Local Capacity
24 Ratio.

25 (A) An Organizational Unit's Local Capacity
26 Percentage is the conversion of the Organizational

1 Unit's Local Capacity Ratio, as such ratio is
2 determined in accordance with subparagraph (B) of this
3 paragraph (2), into a normal curve equivalent score to
4 determine each Organizational Unit's relative position
5 to all other Organizational Units in this State. The
6 calculation of Local Capacity Percentage is described
7 in subparagraph (C) of this paragraph (2).

8 (B) An Organizational Unit's Local Capacity Ratio
9 in a given year is the percentage obtained by dividing
10 its Adjusted EAV or PTELL EAV, whichever is less, by
11 its Adequacy Target, with the resulting ratio further
12 adjusted as follows:

13 (i) for Organizational Units serving grades
14 kindergarten through 12 and Hybrid Districts, no
15 further adjustments shall be made;

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

19 (iii) for Organizational Units serving grades
20 9 through 12, the Local Capacity Ratio shall be
21 multiplied by 4/13; and

22 (iv) for an Organizational Unit with a
23 different grade configuration than those specified
24 in items (i) through (iii) of this subparagraph
25 (B), the State Superintendent shall determine a
26 comparable adjustment based on the grades served.

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

1 Capacity Ratio and the weighted mean, then multiplying
2 the variance for each unit times the ASE for the unit
3 to create a weighted variance for each unit, then
4 summing all units' weighted variance and dividing by
5 the total ASE of all units.

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

24 (3) If an Organizational Unit's Real Receipts are more
25 than its Local Capacity Target, then its Local Capacity
26 shall equal an Adjusted Local Capacity Target as calculated

1 in accordance with this paragraph (3). The Adjusted Local
2 Capacity Target is calculated as the sum of the
3 Organizational Unit's Local Capacity Target and its Real
4 Receipts Adjustment. The Real Receipts Adjustment equals
5 the Organizational Unit's Real Receipts less its Local
6 Capacity Target, with the resulting figure multiplied by
7 the Local Capacity Percentage.

8 As used in this paragraph (3), "Real Percent of
9 Adequacy" means the sum of an Organizational Unit's Real
10 Receipts, CPPRT, and Base Funding Minimum, with the
11 resulting figure divided by the Organizational Unit's
12 Adequacy Target.

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

15 (1) An Organizational Unit's Real Receipts are the
16 product of its Applicable Tax Rate and its Adjusted EAV. An
17 Organizational Unit's Applicable Tax Rate is its Adjusted
18 Operating Tax Rate for property within the Organizational
19 Unit.

20 (2) The State Superintendent shall calculate the
21 Equalized Assessed Valuation, or EAV, of all taxable
22 property of each Organizational Unit as of September 30 of
23 the previous year in accordance with paragraph (3) of this
24 subsection (d). The State Superintendent shall then
25 determine the Adjusted EAV of each Organizational Unit in
26 accordance with paragraph (4) of this subsection (d), which

1 Adjusted EAV figure shall be used for the purposes of
2 calculating Local Capacity.

3 (3) To calculate Real Receipts and EAV, the Department
4 of Revenue shall supply to the State Superintendent the
5 value as equalized or assessed by the Department of Revenue
6 of all taxable property of every Organizational Unit,
7 together with (i) the applicable tax rate used in extending
8 taxes for the funds of the Organizational Unit as of
9 September 30 of the previous year and (ii) the limiting
10 rate for all Organizational Units subject to property tax
11 extension limitations as imposed under PTELL.

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

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

1 \$30,000, then the calculation of EAV shall not be
2 affected by the difference, if any, because of those
3 additional exemptions.

4 (B) With respect to any part of an Organizational
5 Unit within a redevelopment project area in respect to
6 which a municipality has adopted tax increment
7 allocation financing pursuant to the Tax Increment
8 Allocation Redevelopment Act, Division 74.4 of the
9 Illinois Municipal Code, or the Industrial Jobs
10 Recovery Law, Division 74.6 of the Illinois Municipal
11 Code, no part of the current EAV of real property
12 located in any such project area which is attributable
13 to an increase above the total initial EAV of such
14 property shall be used as part of the EAV of the
15 Organizational Unit, until such time as all
16 redevelopment project costs have been paid, as
17 provided in Section 11-74.4-8 of the Tax Increment
18 Allocation Redevelopment Act or in Section 11-74.6-35
19 of the Industrial Jobs Recovery Law. For the purpose of
20 the EAV of the Organizational Unit, the total initial
21 EAV or the current EAV, whichever is lower, shall be
22 used until such time as all redevelopment project costs
23 have been paid.

24 (B-5) The real property equalized assessed
25 valuation for a school district shall be adjusted by
26 subtracting from the real property value, as equalized

1 or assessed by the Department of Revenue, for the
2 district an amount computed by dividing the amount of
3 any abatement of taxes under Section 18-170 of the
4 Property Tax Code by 3.00% for a district maintaining
5 grades kindergarten through 12, by 2.30% for a district
6 maintaining grades kindergarten through 8, or by 1.05%
7 for a district maintaining grades 9 through 12 and
8 adjusted by an amount computed by dividing the amount
9 of any abatement of taxes under subsection (a) of
10 Section 18-165 of the Property Tax Code by the same
11 percentage rates for district type as specified in this
12 subparagraph (B-5).

13 (C) For Organizational Units that are Hybrid
14 Districts, the State Superintendent shall use the
15 lesser of the equalized assessed valuation for
16 property within the partial elementary unit district
17 for elementary purposes, as defined in Article 11E of
18 this Code, or the equalized assessed valuation for
19 property within the partial elementary unit district
20 for high school purposes, as defined in Article 11E of
21 this Code.

22 (4) An Organizational Unit's Adjusted EAV shall be the
23 average of its EAV over the immediately preceding 3 years
24 or its EAV in the immediately preceding year if the EAV in
25 the immediately preceding year has declined by 10% or more
26 compared to the 3-year average. In the event of

1 Organizational Unit reorganization, consolidation, or
2 annexation, the Organizational Unit's Adjusted EAV for the
3 first 3 years after such change shall be as follows: the
4 most current EAV shall be used in the first year, the
5 average of a 2-year EAV or its EAV in the immediately
6 preceding year if the EAV declines by 10% or more compared
7 to the 2-year average for the second year, and a 3-year
8 average EAV or its EAV in the immediately preceding year if
9 the adjusted EAV declines by 10% or more compared to the
10 3-year average for the third year.

11 "PTELL EAV" means a figure calculated by the State
12 Board for Organizational Units subject to PTELL as
13 described in this paragraph (4) for the purposes of
14 calculating an Organizational Unit's Local Capacity Ratio.
15 Except as otherwise provided in this paragraph (4), ~~for an~~
16 ~~Organizational Unit that has approved or does approve an~~
17 ~~increase in its limiting rate,~~ the PTELL EAV of an
18 Organizational Unit shall be equal to the product of the
19 equalized assessed valuation last used in the calculation
20 of general State aid under Section 18-8.05 of this Code or
21 Evidence-Based Funding under this Section and the
22 Organizational Unit's Extension Limitation Ratio. If an
23 Organizational Unit has approved or does approve an
24 increase in its limiting rate, pursuant to Section 18-190
25 of the Property Tax Code, affecting the Base Tax Year, the
26 PTELL EAV shall be equal to the product of the equalized

1 assessed valuation last used in the calculation of general
2 State aid under Section 18-8.05 of this Code or
3 Evidence-Based Funding under this Section multiplied by an
4 amount equal to one plus the percentage increase, if any,
5 in the Consumer Price Index for All Urban Consumers for all
6 items published by the United States Department of Labor
7 for the 12-month calendar year preceding the Base Tax Year,
8 plus the equalized assessed valuation of new property,
9 annexed property, and recovered tax increment value and
10 minus the equalized assessed valuation of disconnected
11 property.

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

15 (e) Base Funding Minimum calculation.

16 (1) For the 2017-2018 school year, the Base Funding
17 Minimum of an Organizational Unit, other than a Specially
18 Funded Unit, shall be the amount of State funds distributed
19 to the Organizational Unit during the 2016-2017 school year
20 prior to any adjustments and specified appropriation
21 amounts described in this paragraph (1) from the following
22 Sections, as calculated by the State Superintendent:
23 Section 18-8.05 of this Code (general State aid); Section 5
24 of Article 224 of Public Act 99-524 (equity grants);
25 Section 14-7.02b of this Code (funding for children
26 requiring special education services); Section 14-13.01 of

1 this Code (special education facilities and staffing),
2 except for reimbursement of the cost of transportation
3 pursuant to Section 14-13.01; Section 14C-12 of this Code
4 (English learners); and Section 18-4.3 of this Code (summer
5 school), based on an appropriation level of \$13,121,600.
6 For a school district organized under Article 34 of this
7 Code, the Base Funding Minimum also includes (i) the funds
8 allocated to the school district pursuant to Section 1D-1
9 of this Code attributable to funding programs authorized by
10 the Sections of this Code listed in the preceding sentence;
11 and (ii) the difference between (I) the funds allocated to
12 the school district pursuant to Section 1D-1 of this Code
13 attributable to the funding programs authorized by Section
14 14-7.02 (non-public special education reimbursement),
15 subsection (b) of Section 14-13.01 (special education
16 transportation), Section 29-5 (transportation), Section
17 2-3.80 (agricultural education), Section 2-3.66 (truants'
18 alternative education), Section 2-3.62 (educational
19 service centers), and Section 14-7.03 (special education -
20 orphanage) of this Code and Section 15 of the Childhood
21 Hunger Relief Act (free breakfast program) and (II) the
22 school district's actual expenditures for its non-public
23 special education, special education transportation,
24 transportation programs, agricultural education, truants'
25 alternative education, services that would otherwise be
26 performed by a regional office of education, special

1 education orphanage expenditures, and free breakfast, as
2 most recently calculated and reported pursuant to
3 subsection (f) of Section 1D-1 of this Code. For Specially
4 Funded Units, the Base Funding Minimum shall be the total
5 amount of State funds allotted to the Specially Funded Unit
6 during the 2016-2017 school year. The Base Funding Minimum
7 for Glenwood Academy shall be \$625,500.

8 (2) For the 2018-2019 and subsequent school years, the
9 Base Funding Minimum of Organizational Units and Specially
10 Funded Units shall be the sum of (i) the amount of
11 Evidence-Based Funding for the prior school year and (ii)
12 the Base Funding Minimum for the prior school year.

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

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

25 (2) An Organizational Unit's Preliminary Resources are
26 equal to the sum of its Local Capacity Target, CPPRT, and

1 Base Funding Minimum. An Organizational Unit's Preliminary
2 Percent of Adequacy is the lesser of (i) its Preliminary
3 Resources divided by its Adequacy Target or (ii) 100%.

4 (3) Except for Specially Funded Units, an
5 Organizational Unit's Final Resources are equal the sum of
6 its Local Capacity, CPPRT, and Adjusted Base Funding
7 Minimum. The Base Funding Minimum of each Specially Funded
8 Unit shall serve as its Final Resources, except that the
9 Base Funding Minimum for State-approved charter schools
10 shall not include any portion of general State aid
11 allocated in the prior year based on the per capita tuition
12 charge times the charter school enrollment.

13 (4) An Organizational Unit's Final Percent of Adequacy
14 is its Final Resources divided by its Adequacy Target. An
15 Organizational Unit's Adjusted Base Funding Minimum is
16 equal to its Base Funding Minimum less its Supplemental
17 Grant Funding, with the resulting figure added to the
18 product of its Supplemental Grant Funding and Preliminary
19 Percent of Adequacy.

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

21 (1) In each school year under the Evidence-Based
22 Funding formula, each Organizational Unit receives funding
23 equal to the sum of its Base Funding Minimum and the unit's
24 allocation of New State Funds determined pursuant to this
25 subsection (g). To allocate New State Funds, the
26 Evidence-Based Funding formula distribution system first

1 places all Organizational Units into one of 4 tiers in
2 accordance with paragraph (3) of this subsection (g), based
3 on the Organizational Unit's Final Percent of Adequacy. New
4 State Funds are allocated to each of the 4 tiers as
5 follows: Tier 1 Aggregate Funding equals 50% of all New
6 State Funds, Tier 2 Aggregate Funding equals 49% of all New
7 State Funds, Tier 3 Aggregate Funding equals 0.9% of all
8 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
9 of all New State Funds. Each Organizational Unit within
10 Tier 1 or Tier 2 receives an allocation of New State Funds
11 equal to its tier Funding Gap, as defined in the following
12 sentence, multiplied by the tier's Allocation Rate
13 determined pursuant to paragraph (4) of this subsection
14 (g). For Tier 1, an Organizational Unit's Funding Gap
15 equals the tier's Target Ratio, as specified in paragraph
16 (5) of this subsection (g), multiplied by the
17 Organizational Unit's Adequacy Target, with the resulting
18 amount reduced by the Organizational Unit's Final
19 Resources. For Tier 2, an Organizational Unit's Funding Gap
20 equals the tier's Target Ratio, as described in paragraph
21 (5) of this subsection (g), multiplied by the
22 Organizational Unit's Adequacy Target, with the resulting
23 amount reduced by the Organizational Unit's Final
24 Resources and its Tier 1 funding allocation. To determine
25 the Organizational Unit's Funding Gap, the resulting
26 amount is then multiplied by a factor equal to one minus

1 the Organizational Unit's Local Capacity Target
2 percentage. Each Organizational Unit within Tier 3 or Tier
3 4 receives an allocation of New State Funds equal to the
4 product of its Adequacy Target and the tier's Allocation
5 Rate, as specified in paragraph (4) of this subsection (g).

6 (2) To ensure equitable distribution of dollars for all
7 Tier 2 Organizational Units, no Tier 2 Organizational Unit
8 shall receive fewer dollars per ASE than any Tier 3
9 Organizational Unit. Each Tier 2 and Tier 3 Organizational
10 Unit shall have its funding allocation divided by its ASE.
11 Any Tier 2 Organizational Unit with a funding allocation
12 per ASE below the greatest Tier 3 allocation per ASE shall
13 get a funding allocation equal to the greatest Tier 3
14 funding allocation per ASE multiplied by the
15 Organizational Unit's ASE. Each Tier 2 Organizational
16 Unit's Tier 2 funding allocation shall be multiplied by the
17 percentage calculated by dividing the original Tier 2
18 Aggregate Funding by the sum of all Tier 2 Organizational
19 Unit's Tier 2 funding allocation after adjusting
20 districts' funding below Tier 3 levels.

21 (3) Organizational Units are placed into one of 4 tiers
22 as follows:

23 (A) Tier 1 consists of all Organizational Units,
24 except for Specially Funded Units, with a Percent of
25 Adequacy less than the Tier 1 Target Ratio. The Tier 1
26 Target Ratio is the ratio level that allows for Tier 1

1 Aggregate Funding to be distributed, with the Tier 1
2 Allocation Rate determined pursuant to paragraph (4)
3 of this subsection (g).

4 (B) Tier 2 consists of all Tier 1 Units and all
5 other Organizational Units, except for Specially
6 Funded Units, with a Percent of Adequacy of less than
7 0.90.

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

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

14 (4) The Allocation Rates for Tiers 1 through 4 is
15 determined as follows:

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

17 (B) The Tier 2 Allocation Rate is the result of the
18 following equation: Tier 2 Aggregate Funding, divided
19 by the sum of the Funding Gaps for all Tier 2
20 Organizational Units, unless the result of such
21 equation is higher than 1.0. If the result of such
22 equation is higher than 1.0, then the Tier 2 Allocation
23 Rate is 1.0.

24 (C) The Tier 3 Allocation Rate is the result of the
25 following equation: Tier 3 Aggregate Funding, divided
26 by the sum of the Adequacy Targets of all Tier 3

1 Organizational Units.

2 (D) The Tier 4 Allocation Rate is the result of the
3 following equation: Tier 4 Aggregate Funding, divided
4 by the sum of the Adequacy Targets of all Tier 4
5 Organizational Units.

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

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

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

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

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

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

20 (8) If any Specially Funded Units, excluding Glenwood
21 Academy, recognized by the State Board do not qualify for
22 direct funding following the implementation of this
23 amendatory Act of the 100th General Assembly from any of
24 the funding sources included within the definition of Base
25 Funding Minimum, the unqualified portion of the Base
26 Funding Minimum shall be transferred to one or more

1 appropriate Organizational Units as determined by the
2 State Superintendent based on the prior year ASE of the
3 Organizational Units.

4 (9) The Minimum Funding Level is intended to establish
5 a target for State funding that will keep pace with
6 inflation and continue to advance equity through the
7 Evidence-Based Funding formula. The target for State
8 funding of New Property Tax Relief Pool Funds is
9 \$50,000,000 for State fiscal year 2019 and subsequent State
10 fiscal years. The Minimum Funding Level is equal to
11 \$350,000,000. In addition to any New State Funds, no more
12 than \$50,000,000 New Property Tax Relief Pool Funds may be
13 counted towards the Minimum Funding Level. If the sum of
14 New State Funds and applicable New Property Tax Relief Pool
15 Funds are less than the Minimum Funding Level, than funding
16 for tiers shall be reduced in the following manner:

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

21 (B) Next, Tier 3 funding shall be reduced by an
22 amount equal to the difference between the Minimum
23 Funding Level and New State Funds and the reduction in
24 Tier 4 funding until such time as Tier 3 funding is
25 exhausted.

26 (C) Next, Tier 2 funding shall be reduced by an

1 amount equal to the difference between the Minimum
2 Funding level and new State Funds and the reduction
3 Tier 4 and Tier 3.

4 (D) Finally, Tier 1 funding shall be reduced by an
5 amount equal to the difference between the Minimum
6 Funding level and New State Funds and the reduction in
7 Tier 2, 3, and 4 funding. In addition, the Allocation
8 Rate for Tier 1 shall be reduced to a percentage equal
9 to 50%, multiplied by the result of New State Funds
10 divided by the Minimum Funding Level.

11 (9.5) For State fiscal year 2019 and subsequent State
12 fiscal years, if New State Funds exceed \$300,000,000, then
13 any amount in excess of \$300,000,000 shall be dedicated for
14 purposes of Section 2-3.170 of this Code up to a maximum of
15 \$50,000,000.

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

1 in Tier 3-funded and Tier 4-funded Organizational Units
2 divided by the total reduction in State funding. The Base
3 Funding Minimum as reduced shall continue to be applied to
4 Tier 3 and Tier 4 Organizational Units and adjusted by the
5 relative formula when increases in appropriations for this
6 Section resume. In no event may State funding reductions to
7 Organizational Units in Tier 3 or Tier 4 exceed an amount
8 that would be less than the Base Funding Minimum
9 established in the first year of implementation of this
10 Section. If additional reductions are required, all school
11 districts shall receive a reduction by a per pupil amount
12 equal to the aggregate additional appropriation reduction
13 divided by the total ASE of all Organizational Units.

14 (11) The State Superintendent shall make minor
15 adjustments to the distribution formula set forth in this
16 subsection (g) to account for the rounding of percentages
17 to the nearest tenth of a percentage and dollar amounts to
18 the nearest whole dollar.

19 (h) State Superintendent administration of funding and
20 district submission requirements.

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

24 (2) The State Superintendent shall calculate the
25 Adequacy Target for each Organizational Unit and Net State
26 Contribution Target for each Organizational Unit under

1 this Section. The State Superintendent shall also certify
2 the actual amounts of the New State Funds payable for each
3 eligible Organizational Unit based on the equitable
4 distribution calculation to the unit's treasurer, as soon
5 as possible after such amounts are calculated, including
6 any applicable adjusted charge-off increase. No
7 Evidence-Based Funding shall be distributed within an
8 Organizational Unit without the approval of the unit's
9 school board.

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

21 (4) Annually, the State Superintendent shall calculate
22 and report to each Organizational Unit the amount the unit
23 must expend on special education and bilingual education
24 pursuant to the unit's Base Funding Minimum, Special
25 Education Allocation, and Bilingual Education 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.

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

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

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

21 (C) application and enhancement of the current
22 financial accountability measures, the approved State
23 plan to comply with the federal Every Student Succeeds
24 Act, and the Illinois Balanced Accountability Measures
25 in relation to student growth and elements of the
26 Evidence-Based Funding model; and

1 (D) implementation of an effective school adequacy
2 funding system based on projected and recommended
3 funding levels from the General Assembly.

4 (i) Professional Review Panel.

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

17 (A) Two appointees that represent district
18 superintendents, recommended by a statewide
19 organization that represents district superintendents.

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

23 (C) Two appointees from districts that represent
24 school business officials, recommended by a statewide
25 organization that represents school business
26 officials.

1 (D) Two appointees that represent school
2 principals, recommended by a statewide organization
3 that represents school principals.

4 (E) Two appointees that represent teachers,
5 recommended by a statewide organization that
6 represents teachers.

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

10 (G) Two appointees that represent regional
11 superintendents of schools, recommended by
12 organizations that represent regional superintendents.

13 (H) Two independent experts selected solely by the
14 State Superintendent.

15 (I) Two independent experts recommended by public
16 universities in this State.

17 (J) One member recommended by a statewide
18 organization that represents parents.

19 (K) Two representatives recommended by collective
20 impact organizations that represent major metropolitan
21 areas or geographic areas in Illinois.

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

26 (M) One representative from a school district

1 organized under Article 34 of this Code.

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

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

23 (3) On an annual basis, the State Superintendent shall
24 recalibrate the following per pupil elements of the
25 Adequacy Target and applied to the formulas, based on the
26 Panel's study of average expenses as reported in the most

1 recent annual financial report:

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

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

6 (C) assessment under subparagraph (P) of paragraph
7 (2) of subsection (b) of this Section;

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

10 (E) maintenance and operations under subparagraph
11 (S) of paragraph (2) of subsection (b) of this Section;
12 and

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

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

19 (A) The format and scope of annual spending plans
20 referenced in paragraph (9) of subsection (h) of this
21 Section.

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

25 (C) Maintenance and operations. Within 5 years
26 after the implementation of this Section, the Panel

1 shall make recommendations for the further study of
2 maintenance and operations costs, including capital
3 maintenance costs, and recommend any additional
4 reporting data required from Organizational Units.

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

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

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

24 (G) Local Capacity Target. Within 3 years after the
25 implementation of this Section, the Panel shall make
26 recommendations for any additional data desired to

1 analyze possible modifications to the Local Capacity
2 Target, to be based on measures in addition to solely
3 EAV and to be completed within 5 years after
4 implementation of this Section.

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

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

22 (J) Special education investments. By the
23 beginning of the 2021-2022 school year, the Panel shall
24 study and make recommendations on whether and how to
25 account for disability types within the special
26 education funding category.

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

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

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

24 (j) References. Beginning July 1, 2017, references in other
25 laws to general State aid funds or calculations under Section
26 18-8.05 of this Code shall be deemed to be references to

1 evidence-based model formula funds or calculations under this
2 Section.

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

4 Section 99. Effective date. This Act takes effect upon
5 becoming law.".