

# HB3917



## 101ST GENERAL ASSEMBLY

### State of Illinois

2019 and 2020

HB3917

Introduced 10/17/2019, by Rep. Kambium Buckner - Delia C. Ramirez

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/18-8.15

Amends the evidence-based funding provisions of the School Code. Provides that funds received by the Chicago school district for low-income, English learner, and special education resources must be distributed to every school of the district in the appropriate amount specified under the Essential Elements component of the funding formula. Makes technical changes having a revisory function. Effective July 1, 2020.

LRB101 14552 NHT 63453 b

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section  
5 18-8.15 as follows:

6 (105 ILCS 5/18-8.15)

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

10 (a) General provisions.

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

1 on what the evidence indicates is needed, to:

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

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

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

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

22 (2) The Evidence-Based Funding ~~evidence-based funding~~  
23 formula under this Section shall be applied to all  
24 Organizational Units in this State. The Evidence-Based  
25 Funding ~~evidence-based funding~~ formula outlined in this  
26 Act is based on the formula outlined in Senate Bill 1 of

1 the 100th General Assembly, as passed by both legislative  
2 chambers. As further defined and described in this Section,  
3 there are 4 major components of the Evidence-Based Funding  
4 ~~evidence-based funding~~ model:

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

11 (B) Second, the model calculates each  
12 Organizational Unit's Local Capacity ~~local capacity~~,  
13 or the amount each Organizational Unit is assumed to  
14 contribute toward ~~towards~~ its Adequacy Target ~~adequacy~~  
15 ~~target~~ from local resources.

16 (C) Third, the model calculates how much funding  
17 the State currently contributes to the Organizational  
18 Unit, and adds that to the unit's Local Capacity ~~local~~  
19 ~~capacity~~ to determine the unit's overall current  
20 adequacy of funding.

21 (D) Finally, the model's distribution method  
22 allocates new State funding to those Organizational  
23 Units that are least well-funded, considering both  
24 Local Capacity ~~local capacity~~ and State funding, in  
25 relation to their Adequacy Target ~~adequacy target~~.

26 (3) An Organizational Unit receiving any funding under

1           this Section may apply those funds to any fund so received  
2           for which that Organizational Unit is authorized to make  
3           expenditures by law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



1 0.5 each. If the State Board does not collect or has not  
2 collected both an October 1 and March 1 enrollment count by  
3 grade or a December 1 collection of special education  
4 pre-kindergarten students as of August 31, 2017 (the  
5 effective date of Public Act 100-465) ~~this amendatory Act~~  
6 ~~of the 100th General Assembly~~, it shall establish such  
7 collection for all future years. For any year in which  
8 ~~where~~ a count by grade level was collected only once, that  
9 count shall be used as the single count available for  
10 computing a 3-year average ASE. Funding for programs  
11 operated by a regional office of education or an  
12 intermediate service center must be calculated using the  
13 Evidence-Based Funding ~~evidence-based funding~~ formula  
14 under this Section for the 2019-2020 school year and each  
15 subsequent school year until separate adequacy formulas  
16 are developed and adopted for each type of program. ASE for  
17 a program operated by a regional office of education or an  
18 intermediate service center must be determined by the March  
19 1 enrollment for the program. For the 2019-2020 school  
20 year, the ASE used in the calculation must be the  
21 first-year ASE and, in that year only, the assignment of  
22 students served by a regional office of education or  
23 intermediate service center shall not result in a reduction  
24 of the March enrollment for any school district. For the  
25 2020-2021 school year, the ASE must be the greater of the  
26 current-year ASE or the 2-year average ASE. Beginning with

1 the 2021-2022 school year, the ASE must be the greater of  
2 the current-year ASE or the 3-year average ASE. School  
3 districts shall submit the data for the ASE calculation to  
4 the State Board within 45 days of the dates required in  
5 this Section for submission of enrollment data in order for  
6 it to be included in the ASE calculation. For fiscal year  
7 2018 only, the ASE calculation shall include only  
8 enrollment taken on October 1.

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

11 "Base Funding Minimum" is defined in subsection (e) of  
12 this Section.

13 "Base Tax Year" means the property tax levy year used  
14 to calculate the Budget Year allocation of primary State  
15 aid.

16 "Base Tax Year's Extension" means the product of the  
17 equalized assessed valuation utilized by the county clerk  
18 in the Base Tax Year multiplied by the limiting rate as  
19 calculated by the county clerk and defined in PTELL.

20 "Bilingual Education Allocation" means the amount of  
21 an Organizational Unit's final Adequacy Target  
22 attributable to bilingual education divided by the  
23 Organizational Unit's final Adequacy Target, the product  
24 of which shall be multiplied by the amount of new funding  
25 received pursuant to this Section. An Organizational  
26 Unit's final Adequacy Target attributable to bilingual

1 education shall include all additional investments in  
2 English learner students' adequacy elements.

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

5 "Central office" means individual administrators and  
6 support service personnel charged with managing the  
7 instructional programs, business and operations, and  
8 security of the Organizational Unit.

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

22 "Computer technology and equipment" means computers  
23 servers, notebooks, network equipment, copiers, printers,  
24 instructional software, security software, curriculum  
25 management courseware, and other similar materials and  
26 equipment.

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

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

18           "Core teacher" means a regular classroom teacher in  
19 elementary schools and teachers of a core subject in middle  
20 and high schools.

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

24           "CPPRT" means corporate personal property replacement  
25 tax funds paid to an Organizational Unit during the  
26 calendar year one year before the calendar year in which a

1 school year begins, pursuant to "An Act in relation to the  
2 abolition of ad valorem personal property tax and the  
3 replacement of revenues lost thereby, and amending and  
4 repealing certain Acts and parts of Acts in connection  
5 therewith", certified August 14, 1979, as amended (Public  
6 Act 81-1st S.S.-1).

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

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

16 "EIS Data" means the employment information system  
17 data maintained by the State Board on educators within  
18 Organizational Units.

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

25 "English learner" or "EL" means a child included in the  
26 definition of "English learners" under Section 14C-2 of

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

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

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

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

25 "Extension Limitation Ratio" means a numerical ratio  
26 in which the numerator is the Base Tax Year's Extension and

1 the denominator is the Preceding Tax Year's Extension.

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

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

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

9 "Funding Gap" is defined in paragraph (1) of subsection  
10 (g).

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

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

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

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

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

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

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

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

18 "Limiting rate for Hybrid Districts" means the  
19 combined elementary school and high school limiting  
20 ~~limited~~ rates.

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

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

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



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

3 "Low-Income Count" means, for an Organizational Unit  
4 in a fiscal year, the higher of the average number of  
5 students for the prior school year or the immediately  
6 preceding 3 school years who, as of July 1 of the  
7 immediately preceding fiscal year (as determined by the  
8 Department of Human Services), are eligible for at least  
9 one of the following low-income ~~low-income~~ programs:  
10 Medicaid, the Children's Health Insurance Program,  
11 Temporary Assistance for Needy Families (TANF), or the  
12 Supplemental Nutrition Assistance Program, excluding  
13 pupils who are eligible for services provided by the  
14 Department of Children and Family Services. Until such time  
15 that grade level low-income populations become available,  
16 grade level low-income populations shall be determined by  
17 applying the low-income percentage to total student  
18 enrollments by grade level. The low-income percentage is  
19 determined by dividing the Low-Income Count by the Average  
20 Student Enrollment. The low-income percentage for programs  
21 operated by a regional office of education or an  
22 intermediate service center must be set to the weighted  
23 average of the low-income percentages of all of the school  
24 districts in the service region. The weighted low-income  
25 percentage is the result of multiplying the low-income  
26 percentage of each school district served by the regional

1 office of education or intermediate service center by each  
2 school district's Average Student Enrollment, summarizing  
3 those products and dividing the total by the total Average  
4 Student Enrollment for the service region.

5 "Maintenance and operations" means custodial services,  
6 facility and ground maintenance, facility operations,  
7 facility security, routine facility repairs, and other  
8 similar services and functions.

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

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

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

18 "Net State Contribution Target" means, for a given  
19 school year, the amount of State funds that would be  
20 necessary to fully meet the Adequacy Target of an  
21 Operational Unit minus the Preliminary Resources available  
22 to each unit.

23 "Nurse" means an individual licensed as a certified  
24 school nurse, in accordance with the rules established for  
25 nursing services by the State Board, who is an employee of  
26 and is available to provide health care-related services

1 for students of an Organizational Unit.

2 "Operating Tax Rate" means the rate utilized in the  
3 previous year to extend property taxes for all purposes,  
4 except, Bond and Interest, Summer School, Rent, Capital  
5 Improvement, and Vocational Education Building purposes.  
6 For Hybrid Districts, the Operating Tax Rate shall be the  
7 combined elementary and high school rates utilized in the  
8 previous year to extend property taxes for all purposes,  
9 except, Bond and Interest, Summer School, Rent, Capital  
10 Improvement, and Vocational Education Building purposes.

11 "Organizational Unit" means a Laboratory School or any  
12 public school district that is recognized as such by the  
13 State Board and that contains elementary schools typically  
14 serving kindergarten through 5th grades, middle schools  
15 typically serving 6th through 8th grades, high schools  
16 typically serving 9th through 12th grades, a program  
17 established under Section 2-3.66 or 2-3.41, or a program  
18 operated by a regional office of education or an  
19 intermediate service center under Article 13A or 13B. The  
20 General Assembly acknowledges that the actual grade levels  
21 served by a particular Organizational Unit may vary  
22 slightly from what is typical.

23 "Organizational Unit CWI" is determined by calculating  
24 the CWI in the region and original county in which an  
25 Organizational Unit's primary administrative office is  
26 located as set forth in this paragraph, provided that if

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

21 "Preceding Tax Year" means the property tax levy year  
22 immediately preceding the Base Tax Year.

23 "Preceding Tax Year's Extension" means the product of  
24 the equalized assessed valuation utilized by the county  
25 clerk in the Preceding Tax Year multiplied by the Operating  
26 Tax Rate.

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

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

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

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

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

22           "PTELL" means the Property Tax Extension Limitation  
23 Law.

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

26           "Pupil support staff" means a nurse, psychologist,

1 social worker, family liaison personnel, or other staff  
2 member who provides support to at-risk or struggling  
3 students.

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

6 "Regionalization Factor" means, for a particular  
7 Organizational Unit, the figure derived by dividing the  
8 Organizational Unit CWI by the Statewide Weighted CWI.

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

11 "Special education" means special educational  
12 facilities and services, as defined in Section 14-1.08 of  
13 this Code.

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

22 "Specialist teacher" means a teacher who provides  
23 instruction in subject areas not included in core subjects,  
24 including, but not limited to, art, music, physical  
25 education, health, driver education, career-technical  
26 education, and such other subject areas as may be mandated

1 by State law or provided by an Organizational Unit.

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

11 "Supplemental Grant Funding" means supplemental  
12 general State aid funding received by an Organizational  
13 ~~Organization~~ Unit during the 2016-2017 school year  
14 pursuant to subsection (H) of Section 18-8.05 of this Code  
15 (now repealed).

16 "State Adequacy Level" is the sum of the Adequacy  
17 Targets of all Organizational Units.

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

19 "State Superintendent" means the State Superintendent  
20 of Education.

21 "Statewide Weighted CWI" means a figure determined by  
22 multiplying each Organizational Unit CWI times the ASE for  
23 that Organizational Unit creating a weighted value,  
24 summing all Organizational Units' ~~Unit's~~ weighted values,  
25 and dividing by the total ASE of all Organizational Units,  
26 thereby creating an average weighted index.

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

5           "Substitute teacher" means an individual teacher or  
6 teaching assistant who is employed by an Organizational  
7 Unit and is temporarily serving the Organizational Unit on  
8 a per diem or per period-assignment basis to replace  
9 ~~replacing~~ another staff member.

10          "Summer school" means academic and enrichment programs  
11 provided to students during the summer months outside of  
12 the regular school year.

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

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

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

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



1 (b) Adequacy Target calculation.

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

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

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

21 (i) For grades kindergarten through 3, the  
22 Organizational Unit shall receive funding required  
23 to support one FTE core teacher position for every  
24 15 Low-Income Count students in those grades and  
25 one FTE core teacher position for every 20  
26 non-Low-Income Count students in those grades.

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

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

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

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

21               (ii) if such Organizational Unit operates a  
22               high school, then 33.33% of the number of the  
23               Organizational Unit's core teachers.

24          (C) Instructional facilitator investments. Each  
25          Organizational Unit shall receive the funding needed  
26          to cover one FTE instructional facilitator position

1 for every 200 combined ASE of pre-kindergarten  
2 children with disabilities and all kindergarten  
3 through grade 12 students of the Organizational Unit.

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

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

22 (F) Core guidance counselor investments. Each  
23 Organizational Unit shall receive the funding needed  
24 to cover one FTE guidance counselor for each 450  
25 combined ASE of pre-kindergarten children with  
26 disabilities and all kindergarten through grade 5

1 students, plus one FTE guidance counselor for each 250  
2 grades 6 through 8 ASE middle school students, plus one  
3 FTE guidance counselor for each 250 grades 9 through 12  
4 ASE high school students.

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

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

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

24 (J) Principal investments. Each Organizational  
25 Unit shall receive the funding needed to cover one FTE  
26 principal position for each prototypical elementary

1 school, plus one FTE principal position for each  
2 prototypical middle school, plus one FTE principal  
3 position for each prototypical high school.

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

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

18 (M) Gifted investments. Each Organizational Unit  
19 shall receive \$40 per kindergarten through grade 12  
20 ASE.

21 (N) Professional development investments. Each  
22 Organizational Unit shall receive \$125 per student of  
23 the combined ASE of pre-kindergarten children with  
24 disabilities and all kindergarten through grade 12  
25 students for trainers and other professional  
26 development-related expenses for supplies and

1 materials.

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

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

12 (Q) Computer technology and equipment investments.  
13 Each Organizational Unit shall receive \$285.50 per  
14 student of the combined ASE of pre-kindergarten  
15 children with disabilities and all kindergarten  
16 through grade 12 students to cover computer technology  
17 and equipment costs. For the 2018-2019 school year and  
18 subsequent school years, Organizational Units assigned  
19 to Tier 1 and Tier 2 in the prior school year shall  
20 receive an additional \$285.50 per student of the  
21 combined ASE of pre-kindergarten children with  
22 disabilities and all kindergarten through grade 12  
23 students to cover computer technology and equipment  
24 costs in the Organizational ~~Organization~~ Unit's  
25 Adequacy Target. The State Board may establish  
26 additional requirements for Organizational Unit

1 expenditures of funds received pursuant to this  
2 subparagraph (Q), including a requirement that funds  
3 received pursuant to this subparagraph (Q) may be used  
4 only for serving the technology needs of the district.  
5 It is the intent of Public Act 100-465 ~~this amendatory~~  
6 ~~Act of the 100th General Assembly~~ that all Tier 1 and  
7 Tier 2 districts receive the addition to their Adequacy  
8 Target in the following year, subject to compliance  
9 with the requirements of the State Board.

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

16 (S) Maintenance and operations investments. Each  
17 Organizational Unit shall receive \$1,038 per student  
18 of the combined ASE of pre-kindergarten children with  
19 disabilities and all kindergarten through grade 12  
20 students for day-to-day maintenance and operations  
21 expenditures, including salary, supplies, and  
22 materials, as well as purchased services, but  
23 excluding employee benefits. The proportion of salary  
24 for the application of a Regionalization Factor and the  
25 calculation of benefits is equal to \$352.92.

26 (T) Central office investments. Each

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

11 (U) Employee benefit investments. Each  
12 Organizational Unit shall receive 30% of the total of  
13 all salary-calculated elements of the Adequacy Target,  
14 excluding substitute teachers and student activities  
15 investments, to cover benefit costs. For central  
16 office and maintenance and operations investments, the  
17 benefit calculation shall be based upon the salary  
18 proportion of each investment. If at any time the  
19 responsibility for funding the employer normal cost of  
20 teacher pensions is assigned to school districts, then  
21 that amount certified by the Teachers' Retirement  
22 System of the State of Illinois to be paid by the  
23 Organizational Unit for the preceding school year  
24 shall be added to the benefit investment. For any  
25 fiscal year in which a school district organized under  
26 Article 34 of this Code is responsible for paying the



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

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

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

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

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

26 (iv) one FTE summer school teacher position

1 for every 120 Low-Income Count students.

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

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

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

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

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

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

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

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

25 (ii) one FTE instructional assistant for every  
26 141 combined ASE of pre-kindergarten children with

1 disabilities and all kindergarten through grade 12  
2 students; and

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

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

15 (A) Teacher for grades K through 8.

16 (B) Teacher for grades 9 through 12.

17 (C) Teacher for grades K through 12.

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

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

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

21 (G) Social worker.

22 (H) Psychologist.

23 (I) Librarian.

24 (J) Nurse.

25 (K) Principal.

26 (L) Assistant principal.

1           For the purposes of this paragraph (3), "teacher"  
2 includes core teachers, specialist and elective teachers,  
3 instructional facilitators, tutors, special education  
4 teachers, pupil support staff teachers, English learner  
5 teachers, extended day ~~extended day~~ teachers, and summer  
6 school teachers. Where specific grade data is not required  
7 for the Essential Elements, the average salary for  
8 corresponding positions shall apply. For substitute  
9 teachers, the average teacher salary for grades K through  
10 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 ~~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 cumulative distribution  
23 resulting in a percentile ranking to determine each  
24 Organizational Unit's relative position to all other  
25 Organizational Units in this State. The calculation of  
26 Local Capacity Percentage is described in subparagraph

1 (C) of this paragraph (2).

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

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

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

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

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

21 (C) The Local Capacity Percentage is equal to the  
22 percentile ranking of the district. Local Capacity  
23 Percentage converts each Organizational Unit's Local  
24 Capacity Ratio to a cumulative distribution resulting  
25 in a percentile ranking to determine each  
26 Organizational Unit's relative position to all other

1 Organizational Units in this State. The Local Capacity  
2 Percentage cumulative distribution resulting in a  
3 percentile ranking for each Organizational Unit shall  
4 be calculated using the standard normal distribution  
5 of the score in relation to the weighted mean and  
6 weighted standard deviation and Local Capacity Ratios  
7 of all Organizational Units. If the value assigned to  
8 any Organizational Unit is in excess of 90%, the value  
9 shall be adjusted to 90%. For Laboratory Schools, the  
10 Local Capacity Percentage shall be set at 10% in  
11 recognition of the absence of EAV and resources from  
12 the public university that are allocated to the  
13 Laboratory School. For programs operated by a regional  
14 office of education or an intermediate service center,  
15 the Local Capacity Percentage must be set at 10% in  
16 recognition of the absence of EAV and resources from  
17 school districts that are allocated to the regional  
18 office of education or intermediate service center.  
19 The weighted mean for the Local Capacity Percentage  
20 shall be determined by multiplying each Organizational  
21 Unit's Local Capacity Ratio times the ASE for the unit  
22 creating a weighted value, summing the weighted values  
23 of all Organizational Units, and dividing by the total  
24 ASE of all Organizational Units. The weighted standard  
25 deviation shall be determined by taking the square root  
26 of the weighted variance of all Organizational Units'

1 Local Capacity Ratio, where the variance is calculated  
2 by squaring the difference between each unit's Local  
3 Capacity Ratio and the weighted mean, then multiplying  
4 the variance for each unit times the ASE for the unit  
5 to create a weighted variance for each unit, then  
6 summing all units' weighted variance and dividing by  
7 the total ASE of all units.

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

26 (3) If an Organizational Unit's Real Receipts are more



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

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

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

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

22 (2) The State Superintendent shall calculate the  
23 equalized assessed valuation ~~Equalized Assessed Valuation~~,  
24 or EAV, of all taxable property of each Organizational Unit  
25 as of September 30 of the previous year in accordance with  
26 paragraph (3) of this subsection (d). The State

1 Superintendent shall then determine the Adjusted EAV of  
2 each Organizational Unit in accordance with paragraph (4)  
3 of this subsection (d), which Adjusted EAV figure shall be  
4 used for the purposes of calculating Local Capacity.

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

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

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

1 allowed under Section 15-175 of the Property Tax Code  
2 for owners with a household income of less than  
3 \$30,000, then the calculation of EAV shall not be  
4 affected by the difference, if any, because of those  
5 additional exemptions.

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

26 (B-5) The real property equalized assessed

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

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

24 (4) An Organizational Unit's Adjusted EAV shall be the  
25 average of its EAV over the immediately preceding 3 years  
26 or its EAV in the immediately preceding year if the EAV in

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

19 "PTELL EAV" means a figure calculated by the State  
20 Board for Organizational Units subject to PTELL as  
21 described in this paragraph (4) for the purposes of  
22 calculating an Organizational Unit's Local Capacity Ratio.  
23 Except as otherwise provided in this paragraph (4), the  
24 PTELL EAV of an Organizational Unit shall be equal to the  
25 product of the equalized assessed valuation last used in  
26 the calculation of general State aid under Section 18-8.05

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

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

21 (e) Base Funding Minimum calculation.

22 (1) For the 2017-2018 school year, the Base Funding  
23 Minimum of an Organizational Unit or a Specially Funded  
24 Unit shall be the amount of State funds distributed to the  
25 Organizational Unit or Specially Funded Unit during the  
26 2016-2017 school year prior to any adjustments and

1 specified appropriation amounts described in this  
2 paragraph (1) from the following Sections, as calculated by  
3 the State Superintendent: Section 18-8.05 of this Code (now  
4 repealed); Section 5 of Article 224 of Public Act 99-524  
5 (equity grants); Section 14-7.02b of this Code (funding for  
6 children requiring special education services); Section  
7 14-13.01 of this Code (special education facilities and  
8 staffing), except for reimbursement of the cost of  
9 transportation pursuant to Section 14-13.01; Section  
10 14C-12 of this Code (English learners); and Section 18-4.3  
11 of this Code (summer school), based on an appropriation  
12 level of \$13,121,600. For a school district organized under  
13 Article 34 of this Code, the Base Funding Minimum also  
14 includes (i) the funds allocated to the school district  
15 pursuant to Section 1D-1 of this Code attributable to  
16 funding programs authorized by the Sections of this Code  
17 listed in the preceding sentence, and (ii) the difference  
18 between (I) the funds allocated to the school district  
19 pursuant to Section 1D-1 of this Code attributable to the  
20 funding programs authorized by Section 14-7.02 (non-public  
21 special education reimbursement), subsection (b) of  
22 Section 14-13.01 (special education transportation),  
23 Section 29-5 (transportation), Section 2-3.80  
24 (agricultural education), Section 2-3.66 (truants'  
25 alternative education), Section 2-3.62 (educational  
26 service centers), and Section 14-7.03 (special education -



1 orphanage) of this Code and Section 15 of the Childhood  
2 Hunger Relief Act (free breakfast program) and (II) the  
3 school district's actual expenditures for its non-public  
4 special education, special education transportation,  
5 transportation programs, agricultural education, truants'  
6 alternative education, services that would otherwise be  
7 performed by a regional office of education, special  
8 education orphanage expenditures, and free breakfast, as  
9 most recently calculated and reported pursuant to  
10 subsection (f) of Section 1D-1 of this Code. The Base  
11 Funding Minimum for Glenwood Academy shall be \$625,500. For  
12 programs operated by a regional office of education or an  
13 intermediate service center, the Base Funding Minimum must  
14 be the total amount of State funds allocated to those  
15 programs in the 2018-2019 school year and amounts provided  
16 pursuant to Article 34 of Public Act 100-586 and Section  
17 3-16 of this Code. All programs established after June 5,  
18 2019 (the effective date of Public Act 101-10) ~~this~~  
19 ~~amendatory Act of the 101st General Assembly~~ and  
20 administered by a regional office of education or an  
21 intermediate service center must have an initial Base  
22 Funding Minimum set to an amount equal to the first-year  
23 ASE multiplied by the amount of per pupil funding received  
24 in the previous school year by the lowest funded similar  
25 existing program type. If the enrollment for a program  
26 operated by a regional office of education or an

1 intermediate service center is zero, then it may not  
2 receive Base Funding Minimum funds for that program in the  
3 next fiscal year, and those funds must be distributed to  
4 Organizational Units under subsection (g).

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

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

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

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

1 Percent of Adequacy is the lesser of (i) its Preliminary  
2 Resources divided by its Adequacy Target or (ii) 100%.

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

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

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

20 (1) In each school year under the Evidence-Based  
21 Funding formula, each Organizational Unit receives funding  
22 equal to the sum of its Base Funding Minimum and the unit's  
23 allocation of New State Funds determined pursuant to this  
24 subsection (g). To allocate New State Funds, the  
25 Evidence-Based Funding formula distribution system first  
26 places all Organizational Units into one of 4 tiers in

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

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

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

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

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

1 Allocation Rate determined pursuant to paragraph (4)  
2 of this subsection (g).

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

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

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

12 (4) The Allocation Rates for Tiers 1 through 4 are ~~is~~  
13 determined as follows:

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

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

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

26 (D) The Tier 4 Allocation Rate is the result of the

1 following equation: Tier 4 Aggregate Funding, divided  
2 by the sum of the Adequacy Targets of all Tier 4  
3 Organizational Units.

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

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

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

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

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

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

18 (8) If any Specially Funded Units, excluding Glenwood  
19 Academy, recognized by the State Board do not qualify for  
20 direct funding following the implementation of Public Act  
21 100-465 ~~this amendatory Act of the 100th General Assembly~~  
22 from any of the funding sources included within the  
23 definition of Base Funding Minimum, the unqualified  
24 portion of the Base Funding Minimum shall be transferred to  
25 one or more appropriate Organizational Units as determined  
26 by the State Superintendent based on the prior year ASE of

1 the Organizational Units.

2 (8.5) If a school district withdraws from a special  
3 education cooperative, the portion of the Base Funding  
4 Minimum that is attributable to the school district may be  
5 redistributed to the school district upon withdrawal. The  
6 school district and the cooperative must include the amount  
7 of the Base Funding Minimum that is to be reapportioned  
8 ~~re-apportioned~~ in their withdrawal agreement and notify  
9 the State Board of the change with a copy of the agreement  
10 upon withdrawal.

11 (9) The Minimum Funding Level is intended to establish  
12 a target for State funding that will keep pace with  
13 inflation and continue to advance equity through the  
14 Evidence-Based Funding formula. The target for State  
15 funding of New Property Tax Relief Pool Funds is  
16 \$50,000,000 for State fiscal year 2019 and subsequent State  
17 fiscal years. The Minimum Funding Level is equal to  
18 \$350,000,000. In addition to any New State Funds, no more  
19 than \$50,000,000 New Property Tax Relief Pool Funds may be  
20 counted toward ~~towards~~ the Minimum Funding Level. If the  
21 sum of New State Funds and applicable New Property Tax  
22 Relief Pool Funds are less than the Minimum Funding Level,  
23 than funding for tiers shall be reduced in the following  
24 manner:

25 (A) First, Tier 4 funding shall be reduced by an  
26 amount equal to the difference between the Minimum



1 Funding Level and New State Funds until such time as  
2 Tier 4 funding is exhausted.

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

8 (C) Next, Tier 2 funding shall be reduced by an  
9 amount equal to the difference between the Minimum  
10 Funding Level ~~level~~ and New ~~new~~ State Funds and the  
11 reduction in Tier 4 and Tier 3.

12 (D) Finally, Tier 1 funding shall be reduced by an  
13 amount equal to the difference between the Minimum  
14 Funding level and New State Funds and the reduction in  
15 Tier 2, 3, and 4 funding. In addition, the Allocation  
16 Rate for Tier 1 shall be reduced to a percentage equal  
17 to the Tier 1 Allocation Rate ~~allocation rate~~ set by  
18 paragraph (4) of this subsection (g), multiplied by the  
19 result of New State Funds divided by the Minimum  
20 Funding Level.

21 (9.5) For State fiscal year 2019 and subsequent State  
22 fiscal years, if New State Funds exceed \$300,000,000, then  
23 any amount in excess of \$300,000,000 shall be dedicated for  
24 purposes of Section 2-3.170 of this Code up to a maximum of  
25 \$50,000,000.

26 (10) In the event of a decrease in the amount of the

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

24 (11) The State Superintendent shall make minor  
25 adjustments to the distribution formula set forth in this  
26 subsection (g) to account for the rounding of percentages

1 to the nearest tenth of a percentage and dollar amounts to  
2 the nearest whole dollar.

3 (h) State Superintendent administration of funding and  
4 district submission requirements.

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

8 (2) The State Superintendent shall calculate the  
9 Adequacy Target for each Organizational Unit and Net State  
10 Contribution Target for each Organizational Unit under  
11 this Section. No Evidence-Based Funding shall be  
12 distributed within an Organizational Unit without the  
13 approval of the unit's school board.

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

25 (4) Annually, the State Superintendent shall calculate  
26 and report to each Organizational Unit the amount the unit

1 must expend on special education and bilingual education  
2 and computer technology and equipment for Organizational  
3 Units assigned to Tier 1 or Tier 2 that received an  
4 additional \$285.50 per student computer technology and  
5 equipment investment grant to their Adequacy Target  
6 pursuant to the unit's Base Funding Minimum, Special  
7 Education Allocation, Bilingual Education Allocation, and  
8 computer technology and equipment investment allocation.

9 (5) Moneys distributed under this Section shall be  
10 calculated on a school year basis, but paid on a fiscal  
11 year basis, with payments beginning in August and extending  
12 through June. Unless otherwise provided, the moneys  
13 appropriated for each fiscal year shall be distributed in  
14 22 equal payments at least 2 times monthly to each  
15 Organizational Unit. If moneys appropriated for any fiscal  
16 year are distributed other than monthly, the distribution  
17 shall be on the same basis for each Organizational Unit.

18 (6) Any school district that fails, for any given  
19 school year, to maintain school as required by law or to  
20 maintain a recognized school is not eligible to receive  
21 Evidence-Based Funding. In case of non-recognition of one  
22 or more attendance centers in a school district otherwise  
23 operating recognized schools, the claim of the district  
24 shall be reduced in the proportion that the enrollment in  
25 the attendance center or centers bears to the enrollment of  
26 the school district. "Recognized school" means any public

1 school that meets the standards for recognition by the  
2 State Board. A school district or attendance center not  
3 having recognition status at the end of a school term is  
4 entitled to receive State aid payments due upon a legal  
5 claim that was filed while it was recognized.

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

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

22 (9) All Organizational Units in this State must submit  
23 annual spending plans by the end of September of each year  
24 to the State Board as part of the annual budget process,  
25 which shall describe how each Organizational Unit will  
26 utilize the Base Funding Minimum ~~Funding~~ and

1 Evidence-Based ~~Funding~~ ~~funding~~ it receives from this State  
2 under this Section with specific identification of the  
3 intended utilization of Low-Income, English learner, and  
4 special education resources. Funds received under this  
5 Section by a school district organized under Article 34 of  
6 this Code for Low-Income, English learner, and special  
7 education resources must be distributed to every school of  
8 the district in the appropriate amount specified in  
9 subparagraphs (V), (W), and (X) of paragraph (2) of  
10 subsection (b) of this Section. Additionally, the annual  
11 spending plans of each Organizational Unit shall describe  
12 how the Organizational Unit expects to achieve student  
13 growth and how the Organizational Unit will achieve State  
14 education goals, as defined by the State Board. The State  
15 Superintendent may, from time to time, identify additional  
16 requisites for Organizational Units to satisfy when  
17 compiling the annual spending plans required under this  
18 subsection (h). The format and scope of annual spending  
19 plans shall be developed by the State Superintendent and  
20 the State Board of Education. School districts that serve  
21 students under Article 14C of this Code shall continue to  
22 submit information as required under Section 14C-12 of this  
23 Code.

24 (10) No later than January 1, 2018, the State  
25 Superintendent shall develop a 5-year strategic plan for  
26 all Organizational Units to help in planning for adequacy

1 funding under this Section. The State Superintendent shall  
2 submit the plan to the Governor and the General Assembly,  
3 as provided in Section 3.1 of the General Assembly  
4 Organization Act. The plan shall include recommendations  
5 for:

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

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

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

17 (D) implementation of an effective school adequacy  
18 funding system based on projected and recommended  
19 funding levels from the General Assembly.

20 (11) On an annual basis, the State Superintendent must  
21 recalibrate all of the following per pupil elements of the  
22 Adequacy Target and applied to the formulas, based on the  
23 study of average expenses and as reported in the most  
24 recent annual financial report:

25 (A) Gifted under subparagraph (M) of paragraph (2)  
26 of subsection (b).

1 (B) Instructional materials under subparagraph (O)  
2 of paragraph (2) of subsection (b).

3 (C) Assessment under subparagraph (P) of paragraph  
4 (2) of subsection (b).

5 (D) Student activities under subparagraph (R) of  
6 paragraph (2) of subsection (b).

7 (E) Maintenance and operations under subparagraph  
8 (S) of paragraph (2) of subsection (b).

9 (F) Central office under subparagraph (T) of  
10 paragraph (2) of subsection (b).

11 (i) Professional Review Panel.

12 (1) A Professional Review Panel is created to study and  
13 review topics related to the implementation and effect of  
14 Evidence-Based Funding, as assigned by a joint resolution  
15 or Public Act of the General Assembly or a motion passed by  
16 the State Board of Education. The Panel must provide  
17 recommendations to and serve the Governor, the General  
18 Assembly, and the State Board. The State Superintendent or  
19 his or her designee must serve as a voting member and  
20 chairperson of the Panel. The State Superintendent must  
21 appoint a vice chairperson from the membership of the  
22 Panel. The Panel must advance recommendations based on a  
23 three-fifths majority vote of Panel ~~panel~~ members present  
24 and voting. A minority opinion may also accompany any  
25 recommendation of the Panel. The Panel shall be appointed  
26 by the State Superintendent, except as otherwise provided



1 in paragraph (2) of this subsection (i) and include the  
2 following members:

3 (A) Two appointees that represent district  
4 superintendents, recommended by a statewide  
5 organization that represents district superintendents.

6 (B) Two appointees that represent school boards,  
7 recommended by a statewide organization that  
8 represents school boards.

9 (C) Two appointees from districts that represent  
10 school business officials, recommended by a statewide  
11 organization that represents school business  
12 officials.

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

16 (E) Two appointees that represent teachers,  
17 recommended by a statewide organization that  
18 represents teachers.

19 (F) Two appointees that represent teachers,  
20 recommended by another statewide organization that  
21 represents teachers.

22 (G) Two appointees that represent regional  
23 superintendents of schools, recommended by  
24 organizations that represent regional superintendents.

25 (H) Two independent experts selected solely by the  
26 State Superintendent.

1 (I) Two independent experts recommended by public  
2 universities in this State.

3 (J) One member recommended by a statewide  
4 organization that represents parents.

5 (K) Two representatives recommended by collective  
6 impact organizations that represent major metropolitan  
7 areas or geographic areas in Illinois.

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

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

14 The State Superintendent shall ensure that the  
15 membership of the Panel includes representatives from  
16 school districts and communities reflecting the  
17 geographic, socio-economic, racial, and ethnic diversity  
18 of this State. The State Superintendent shall additionally  
19 ensure that the membership of the Panel includes  
20 representatives with expertise in bilingual education and  
21 special education. Staff from the State Board shall staff  
22 the Panel.

23 (2) In addition to those Panel members appointed by the  
24 State Superintendent, 4 members of the General Assembly  
25 shall be appointed as follows: one member of the House of  
26 Representatives appointed by the Speaker of the House of

1 Representatives, one member of the Senate appointed by the  
2 President of the Senate, one member of the House of  
3 Representatives appointed by the Minority Leader of the  
4 House of Representatives, and one member of the Senate  
5 appointed by the Minority Leader of the Senate. There shall  
6 be one additional member appointed by the Governor. All  
7 members appointed by legislative leaders or the Governor  
8 shall be non-voting, ex officio members.

9 (3) The Panel must study topics at the direction of the  
10 General Assembly or State Board of Education, as provided  
11 under paragraph (1). The Panel may also study the following  
12 topics at the direction of the chairperson: ~~(4)~~

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

16 (B) The Comparable Wage Index under this Section.

17 (C) Maintenance and operations, including capital  
18 maintenance and construction costs.

19 (D) "At-risk student" definition.

20 (E) Benefits.

21 (F) Technology.

22 (G) Local Capacity Target.

23 (H) Funding for Alternative Schools, Laboratory  
24 Schools, safe schools, and alternative learning  
25 opportunities programs.

26 (I) Funding for college and career acceleration

1 strategies.

2 (J) Special education investments.

3 (K) Early childhood investments, in collaboration  
4 with the Illinois Early Learning Council.

5 (4) (Blank).

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

13 (6) (Blank).

14 (j) References. Beginning July 1, 2017, references in other  
15 laws to general State aid funds or calculations under Section  
16 18-8.05 of this Code (now repealed) shall be deemed to be  
17 references to evidence-based model formula funds or  
18 calculations under this Section.

19 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18;  
20 100-582, eff. 3-23-18; 101-10, eff. 6-5-19; 101-17, eff.  
21 6-14-19; revised 7-1-19.)

22 Section 99. Effective date. This Act takes effect July 1,  
23 2020.