

Senate Bill 1 (Manar/Davis)

Evidence-Based School Funding for Student Success Act

Executive Summary

Senate Bill (SB) 1 creates a new K-12 public education funding formula using an evidence-based model. A unique adequacy funding target, stated in total dollars, for each school district is computed based on the cost of implementing 27 research-based best practices. The greater the student need in a district, the higher the district's adequacy target.

Under SB 1, as new funding for K-12 education is invested, funding goes first to those districts that are the farthest from their adequacy targets. Base minimum funding is calculated for each district and is equal to the sum of the district's Fiscal Year 2017 (FY17) funding. This acts as a hold harmless to total FY17 funding levels.

IEA Position

The Illinois Education Association supports SB 1. Here are a few highlights of the new model.

- The new model ties school funding to those evidence-based best practices the research shows enhance student achievement in the classroom.
- New dollars go to the neediest districts first (those furthest from their adequacy target). This will close the gaps in funding that exist in the current system.
- No district loses money! No exceptions. The starting point is the amount of funding the district has this year. All new state funding going forward is in addition to the district's FY17 funding.
- The evidence-based model in SB1 is designed to alleviate the spending disparities, and the educational inequities produced as a result, by focusing state funding where it is most needed.

Detailed Summary

The evidence-based model (EBM) defined in SB 1 replaces the current General State Aid formula and most other school aid grants. If this bill becomes law, it will become effective in the 2017-2018 school year. The bill combines the funding that school districts currently receive through five programs, General State Aid, bilingual education, special education personnel reimbursement, special education funding for children requiring special education services and special education summer school, into a single, weighted formula.

Calculation of Adequacy

The EBM is designed to identify the level of funding needed to deliver an adequate education to every student using "researched best practices" that have been shown to increase student achievement. These research-based best practices, the 27 essential elements, include class size limits, special education services, EL services, access to appropriate technology, and student access to school counselors and other support personnel. An adequacy target for each school district is computed, based on the number of students entitled to services as defined by the 27 essential elements. Districts are placed in one of four tiers based on how far their current combination of local and state resources is from their adequacy target. The model is adjusted annually to account for changes in district need and in local resources.

Distribution of Funds

99% of new money is allocated to districts in Tiers 1 and 2 (those farthest from their adequacy targets). Tiers 3 and 4 schools generate a combination of state and local revenue that is equal to at least 90% of their adequacy targets and those districts receive 1% of any new money.

A document with [frequently asked questions](#) regarding SB 1 can be found on the IEA website.