

- ✓ Reflects the core principles of the Evidence Based Model & Governor’s Commission
- ✓ Accounts for needs of students with disabilities, English learners and low-income students
- ✓ Ensures that a district’s taxing effort matches the district’s local wealth
- ✓ No district loses money & is a stable, long-term solution

Representative **STEVEN REICK**

**Estimated Funds from SB1\***

SCHOOL DISTRICT NAME	% LOW-INCOME STUDENTS**	% OF ADEQUACY	OVERALL GAIN \$
ALDEN HEBRON SD 19	49%	85%	\$ 12,510
HARRISON SD 36	60%	67%	\$ 40,315
HARVARD C U SD 50	69%	53%	\$ 1,559,190
JOHNSBURG C U SD 12	25%	87%	\$ 60,188
MARENGO COMM HS DIST 154	31%	65%	\$ 75,661
MARENGO-UNION ELEM CONS DIST 165	49%	67%	\$ 73,795
MCHENRY C C SD 15	41%	81%	\$ 137,802
MCHENRY COMM H S DIST 156	32%	70%	\$ 180,228
NIPPERSINK SD 2	21%	97%	\$ 28,587
RICHMOND-BURTON COMM H SC D 157	17%	83%	\$ 23,139
RILEY C C SD 18	26%	112%	\$ 367
WOODSTOCK C U SD 200	43%	69%	\$ 492,551

**EXTRA SUPPORT FOR OUR NEEDIEST DISTRICTS**

- ✓ Funds lower class size for low-income students in all grades
- ✓ Delivers the largest share of new funds to districts furthest from adequacy
- ✓ Shifts more money to districts furthest from adequacy if state appropriation is below threshold
- ✓ Means tests so new dollars go to low-wealth districts with least capacity to increase adequacy locally
- ✓ Sunsets the CPS Block Grants so all districts are treated the same going forward
- ✓ Addresses CPS pension inequities over time

\* Based on ISBE published model. Numbers reflect an FY17 simulation. FY18 Numbers will vary.

\*\*Based on DHS %