

Did growth in student achievement and other student outcome measures occur from the baseline 2017-18 school year through the 2020-21 school year in Illinois public schools?



EBF LEGISLATION

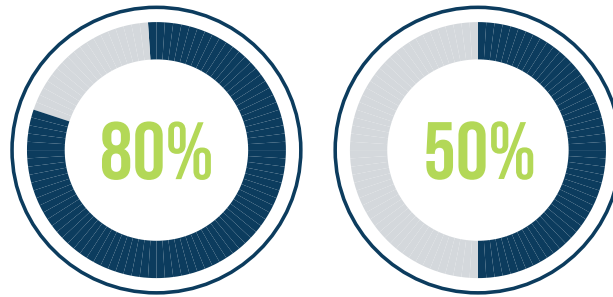
In 2017, the [Evidence-Based Funding for Student Success Act](#) was signed into law. It replaced one of the most regressive funding formulas in the country and was designed to address inequity in Illinois' school funding to ensure that all students have access to a high-quality education.

THE 5-YEAR EVALUATIVE STUDY

The legislation calls for an evaluative study to be completed every five years by the EBF Professional Review Panel and submitted to the State Board of Education, the General Assembly, and the governor. It is intended to assess whether the EBF model is achieving state goals, including whether the formula is leading to the desired outcomes in student achievement, adequacy, and equity. See the full report [here](#).

KEY FINDINGS

More than **80% of white students participated** in the Illinois Assessment of Readiness compared to a **50% participation rate for Black and Hispanic students** in SY 2021.



Certain demographic groups saw greater decreases in assessment participation rates than others, so the demographics of the test participants in SY 2021 did not align with the demographics of the statewide student population. Therefore, **the test results do not represent the achievement of statewide enrollment.** More information on the data limitations (page 44) and the Research Question 2 analysis (**pages 73-82**) can be found in the full report.

Expected delays between the onset of funding and improvement in academic outcomes, which are lagging indicators, have been lengthened by the effects of the COVID-19 pandemic on schools and students, rendering it impossible to draw valid causal conclusions about the impact of EBF funds on student outcomes during this five-year period.

Leading Indicators:

Policy outputs that occur within a few years of implementation.

Examples include student enrollment, attendance, and behavioral data.

Lagging Indicators:

Policy outputs that take longer to materialize; long-term outcomes that measure success in achieving a policy's desired outcomes.

Examples include student performance and graduation rate.

Effects of the COVID-19 pandemic include:

↓ Student enrollment

↓ Assessment participation rates for all demographic groups

↓ Assessment participation rates among Tier 1 and Tier 2 districts

Disruptions to data collection caused by the COVID-19 pandemic and declines in student enrollment and test participation rates prevented any meaningful trend and casual analysis.