

**ILLINOIS STATE BOARD OF EDUCATION  
via Video Conference**



**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor,  
100 W. Randolph Street, Chicago, IL

**Springfield Location:** ISBE Video Conference Room, 3<sup>rd</sup> Floor,  
100 N. First Street, Springfield, IL

**This meeting will also be audio cast on the Internet at [www.isbe.net](http://www.isbe.net)**

**April 18, 2018  
9:00 a.m.**

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- I. Roll Call/Pledge of Allegiance**
  - A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means
- II. Public Participation**
- III. Presentations and Updates**
  - A. Technical Advisory Committee Update **pp. 3-28**
  - B. Public Inquiry for CPS Special Education Issues Update
- IV. Closed Session (as needed)**
- V. Superintendent's Report – Consent Agenda**
  - A. \*Approval of Minutes
    - 1. Plenary Minutes: March 14, 2018 **pp. 29-34**
  - B. \*Rules for Initial Review
    - 1. Part 130 (Determining Special Education Per Capita Tuition Charge) **pp. 35-46**
  - C. \*Rules for Approval
    - 1. Part 203 (Low-Income Students Funds Plan) **pp. 47-54**
  - D. \*Contracts and Grants Over \$1 Million
    - 1. Renewal of Learning Technology Centers **pp. 55-57**
    - 2. Renewal Illinois Virtual School **pp. 58-60**
    - 3. Illinois Early Childhood Asset Map (IECAM) Intergovernmental Agreement **pp. 61-62**
    - 4. Grant with Illinois State University for the National Board Certification Initiative **pp. 63-65**
    - 5. Renewal of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board Professional Preparation and Support System **pp. 66-67**
    - 6. Teach for America Grant **pp. 68-70**

7. Renewal of Contract with International Business Machines (IBM) for ISBE Student Information System Information Technology Support **pp. 71.1-77.3**

8. TAEOP Grant **pp. 72-74**

9. Intergovernmental Agreement with Illinois State University Content **pp. 75-78**

E. \*Special Education Expenditure and Receipts Report **pp. 79-137**

F. ~~\*Statewide Single Audit **pp. 138**~~

***End of Consent Agenda***

**VI. Student Success/School Quality Indicators *pp. 139-152***

**VII. Cut Score Recommendations for Redeveloped Licensure Tests: English Language Arts (207), Mathematics (208), Social Science: Economics (244), Social Science: Geography (245), Social Science: History (246), Social Science: Political Science (247), Social Science: Psychology (248), and Social Science: Sociology and Anthropology (249) *pp. 153-158***

**VIII. Discussion Items**

- A. District Oversight Update
- B. Legislative Update **pp. 159-175**
- C. Budget Update
- D. ESSA Update
- E. Other Items for Discussion

**IX. Announcements and Reports**

- A. Superintendents/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

**X. Information Items**

- A. ISBE Financial and Administrative Monthly Reports available online at <https://www.isbe.net>

**XI. Adjourn**

# Recommendations of the Illinois Accountability Technical Advisory Committee

National Center for the Improvement of Educational Assessment

# Technical Advisory Committee (TAC ) Overview

- Purpose:
  - to provide recommendations that serve to bolster the technical defensibility of the state plan
  - to elaborate on technical components of the model that were only represented at a high level in the plan in order to support implementation
  - to propose potential enhancements and/or improvements to the model

# TAC Members

- Eight members with national expertise, including three who work and reside in Illinois
- Coordinated by Drs. Chris Domaleski and Erika Landl from the National Center for Improvement of Educational Assessment
- Other members:
  - Jeffrey Broom, Chicago Public Schools
  - Dr. David Conley, University of Oregon
  - Dr. Laura Hamilton, RAND
  - Dr. James Pellegrino, University of Illinois at Chicago
  - Dr. Mike Russell, Boston College
  - Dr. Diana Zaleski, Illinois Education Association

# Meeting Schedule

- In person meetings:
  - December 2017
  - March 2018
  - April 2018
- Webinar meetings:
  - January 2018
  - April 2018
  - May 2018
- All meetings were open to the public and broadcast via webinar.
- All meetings provided opportunity for public comment (in person and webinar participants)
- Phase I report in April
- Final report in May

# Process

- To form their recommendations to ISBE the TAC:
  - Carefully reviews the state’s approved ESSA plan
  - Develops criteria to inform the recommendations
  - Reviews prominent research
  - Evaluates promising practices in other states
  - Conducts data analyses as needed to inform the topic

# Recommendations to Date

- To date, the TAC has developed recommendations related to two indicators in the model:
  - Academic Progress (growth)
  - Academic Achievement (proficiency)
- These recommendations are the focus of the Phase I report
- Recommendations on additional model components will be provided in the final report



# Academic Progress Recommendations

- Three growth models were reviewed using Illinois data: Student Growth Percentiles (SGP), linear regression, and value tables.
- SGPs were determined to best meet the core values identified in the ESSA State Plan for Illinois and technical criteria established by the TAC
- The TAC recommends using mean SGP as the basis for computing academic progress (growth)

# Academic Achievement Recommendations

- Award points based on:
  - Meeting long-term goal
  - Meeting interim targets
  - Reducing the percentage of non-proficient students
  - Proportion of interim target achieved
- This approach streamlines the method in the state plan while maintaining a focus on the priorities that informed the design

# Ongoing Topics

- Approaches for calculating progress in English language proficiency
- Evaluating indicators for college and career readiness and school quality/ student success
- Methods for producing for each indicator and overall to place schools into performance tiers

## **Initial Recommendations from the Illinois Accountability Technical Advisory Committee (TAC): A Preliminary Report to the Illinois State Board of Education**

**April 5, 2018**

*This report was prepared by Chris Domaleski and Erika Landl of the National Center for the Improvement of Educational Assessment. The recommendations described in this report are intended to reflect the contributions and perspectives of the full TAC.*

### **Introduction**

Illinois' Consolidated State Plan (CSP) under the Every Student Succeeds Act (ESSA) was approved by the US Department of Education (ED) in August of 2017. The plan outlines the Illinois State Board of Education's (ISBE) goals for student learning and describes a system of school identification, support and improvement focused on achieving those goals. To ensure the system is operationalized in a manner that reflects the state's values and provides valid information about the performance of schools, ISBE worked with the National Center for Assessment (Center for Assessment) to assemble and facilitate an independent technical advisory committee (TAC) with expertise in the design and implementation of accountability systems. Importantly, the TAC was commissioned to work with the existing state ESSA plan, which had been carefully developed by state policy makers and a broad range of stakeholders. The TAC focused on understanding the policy priorities reflected in the plan and providing recommendations to support the state goals and values reflected therein.

This report, provided by the Center for Assessment to ISBE, serves to summarize recommendations made by the TAC related to key aspects of Illinois' proposed school accountability system under ESSA. It also describes the process and rationale used to develop these recommendations. This document is the preliminary installment of a broader report which will include recommendations on topics the TAC has not yet fully addressed.

The purpose of this report is to address the following:

- clarify the role of the TAC and summarize the key topics addressed at each meeting;
- detail the TAC's recommendations and rationale for measuring academic progress;
- describe the TAC's recommendations and rationale for awarding points for academic achievement; and
- list additional topics to be addressed in the phase two report.

### **The Role of the TAC**

The Illinois Technical Advisory Committee comprises eight experts representing technical leaders with a diverse array of perspectives and a broad range of experience, including three members who work and reside within the state of Illinois. The TAC serves as an advisory group to ISBE as they work to refine and operationalize select components of the state's plan under ESSA. Specifically the charge of the TAC can be defined as follows:

- to provide recommendations that serve to bolster the technical defensibility of the state plan
- to elaborate on technical components of the model that were only represented at a high level in the plan in order to support implementation
- to propose potential enhancements and/or improvements to the model in the near and, especially, longer-term

The TAC understands that their recommendations are intended to inform decisions about the state accountability system and that they may be accepted or revised by ISBE as deemed appropriate. The members of the TAC and their affiliations are listed in Table 1. Short bios for each TAC member are provided in the Appendix.

**Table 1. TAC Members and Affiliations**

<b>Name</b>	<b>Affiliation</b>
<b>Jeffrey Broom</b>	Director of School Quality, Measurement, and Research, Chicago Public Schools
<b>Dr. David Conley</b>	Professor of Educational Policy and Leadership in the College of Education at the University of Oregon; Director of Center for Educational Policy Research; Founder of EdImagine
<b>Dr. Chris Domaleski (co-facilitator)</b>	Associate Director at the National Center for the Improvement of Educational Assessment
<b>Dr. Laura Hamilton</b>	Associate Director, RAND Education; Senior Behavioral Scientist, RAND Corporation; Professor, Pardee RAND Graduate School
<b>Dr. Erika Landl (co-facilitator)</b>	Senior Associate at the National Center for the Improvement of Educational Assessment
<b>Dr. James Pellegrino</b>	Co-director of Learning Sciences Research Institute, Liberal Arts and Sciences Distinguished Professor, and Distinguished Professor of Education at the University of Illinois at Chicago
<b>Dr. Mike Russell</b>	Associate Professor, Boston College, Lynch School of Education, Senior Research Associate at the Center for the Study of Testing, Evaluation, and Educational Policy
<b>Dr. Diana Zaleski</b>	Instructional Resource and Professional Development Director Illinois Education Association

### **Meeting Topics**

From December 2017 - April of 2018, the TAC convened four times. Two additional meetings are scheduled to occur in April and May of 2018. Table 2 presents a brief outline of topics addressed at each meeting.

**Table 2. Topics Addressed During IL TAC Meetings**

Meeting Date/ Location	Topics Addressed
December 18-19  Chicago, IL	<ul style="list-style-type: none"> <li>• Core values identified in Illinois’ consolidated state plan under ESSA</li> <li>• Approaches for calculating academic progress</li> <li>• Desired characteristics and features of an academic progress measure</li> <li>• Considerations underlying the development of a progress toward English Language Proficiency indicator</li> </ul>
January 23  Webinar	<ul style="list-style-type: none"> <li>• Growth model analyses - focus on linear regression and value table approaches               <ul style="list-style-type: none"> <li>○ Characteristics of school growth distributions</li> <li>○ Relationship between school growth measures and prior year proficiency rate, sub-group representation and poverty status</li> </ul> </li> </ul>
March 6-7  Chicago, IL	<ul style="list-style-type: none"> <li>• Growth model analyses – comparison of student growth percentiles, linear regression and value table approaches</li> <li>• Establishing expectations for school growth (A-F)</li> <li>• Assigning schools points for different types/degrees of academic achievement</li> <li>• Future school quality/student success indicators               <ul style="list-style-type: none"> <li>○ Content/structure of College and Career Ready Index</li> <li>○ Measures for inclusion in P-2 and 3-8 indicators</li> </ul> </li> </ul>
April 2-3  Chicago, IL	<ul style="list-style-type: none"> <li>• Technical characteristics of the ACCESS 2.0 assessment</li> <li>• IL’ s ELL participation and performance on the ACCESS 2.0</li> <li>• Recommended characteristics and features of a state ELP indicator</li> <li>• Procedures for assigning points to schools for different levels of performance in the areas of academic progress, graduation rate, credit earning, chronic absenteeism, and college and career readiness</li> <li>• Comments on Phase 1 report</li> </ul>

At the December 2017 meeting ISBE shared its core values and the theory of action underlying the development of the state’s ESSA plan with the TAC. In addition to the core values, ISBE emphasized the rich collaboration with stakeholders throughout the development of the plan. In particular, they noted that the accountability system was designed to be:

- **Educative:** provide information that informs continuous improvement;
- **Equitable:** not privilege or disadvantage schools based on factors such as size, geographic location, students served, etc.;
- **Non-punitive:** focused on providing supports and fostering local expertise to promote improvement rather than imposing penalties for poor performance.

The state’s theory of action and core design principles guided the TAC’s discussions and anchored their recommendations throughout each of the meetings. A brief summary of the design priorities reflected in the state plan and the mechanism by which they are intended to support the state in improving outcomes for all students is provided in Table 3.

**Table 3. Summary of Goals and Priorities Represented in the State’s Vision**

Goals and Design Priorities	Mechanism by which Goal will be Achieved
<b>Equity</b>	Provide: <ul style="list-style-type: none"> <li>• fair and easy access to high quality educational opportunities for each and every child</li> <li>• equal access to highly effective educators</li> <li>• equal access to safe schools</li> <li>• a holistic, comprehensive system of supports to schools in need</li> </ul> Identify equity gaps between subgroups that are/are not excelling.
<b>Academic Excellence</b>	<ul style="list-style-type: none"> <li>• Emphasize growth</li> <li>• Ensure rigorous curricula</li> <li>• Establish a universal culture of high expectations for all students</li> <li>• Attend to the <i>Whole Child</i></li> <li>• Identify and provide appropriate supports for schools that are struggling</li> </ul>
<b>Honor Local Expertise and Context</b>	<ul style="list-style-type: none"> <li>• Acknowledge the role of school climate in understanding school/district practices</li> <li>• Leverage high performing districts to support and share best practices</li> <li>• Prioritize stakeholder feedback related to design, implementation and required supports</li> </ul>
<b>Empower Districts and Support Local Improvement Efforts</b>	<ul style="list-style-type: none"> <li>• Provide districts and schools with the tools and resources required to support effective needs assessment and improvement planning/implementation activities</li> <li>• Allow districts/schools to be an active participant in the statewide system of support (e.g., by selecting services/vendors aligned to their needs within IL EMPOWER)</li> <li>• Identify high performing districts so that they are empowered to support districts in need</li> <li>• Establish a non-punitive system that serves to educate, support and inform actions</li> </ul>

### **Structure of the Meetings**

Prior to each TAC meeting, the facilitators from the Center for Assessment worked with ISBE to assemble relevant research, conduct analyses, and prepare presentations reflecting different design options and considerations relevant to the set of topics noted in Table 2.<sup>1</sup>

During the meetings, the facilitators guided discussion on the topics and captured meeting notes to document recommendations reflecting majority perspectives shared across the group, and highlight areas of dissent if applicable. After each meeting, notes were summarized and provided to the TAC for review, edit, and approval<sup>2</sup>.

To ensure transparency, all meetings (both face-to-face and virtual) were open to the public and a period of time was set aside to allow for public comment. During this time members of the public were provided with an opportunity to verbally share their thoughts and opinions with ISBE and the TAC. At no time were meeting attendees denied an opportunity to voice a perspective during public comment.

### **TAC Recommendations**

In this section, the recommendations of the TAC to date are summarized and explained. This section includes only topics the TAC sufficiently evaluated and discussed in order to develop preliminary recommendations. Other topics, many of which are identified in the preceding section, are currently the focus of ongoing review. It is important to note that the recommendations outlined below reflect the TAC's current thinking given the data available. The TAC suggests that these decisions be revisited on an ongoing basis to ensure the values and priorities represented in the state plan are realized.

Each topic is structured to provide contextual information from the CSP, a brief summary of the TAC's recommendation, a description of the process and data considered by the TAC to inform their decision, and a detailed discussion of the rationale underlying the TAC's recommendation. Finally, points or issues identified for future TAC discussion are addressed.

### **Academic Progress**

#### ***Context***

As noted in the introduction, the TAC worked from the extant CSP to develop recommendations for academic progress. The TAC was careful to note that the state plan clearly reflects the importance of academic growth within the accountability system. For grades 3-8, the CSP specifies that academic progress will be weighted 50% for elementary and middle schools.

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<sup>1</sup> The agenda and materials for each meeting are available at:  
<https://www.isbe.net/Pages/AccountabilityTechnicalAdvisoryCommittee.aspx>

<sup>2</sup> The final approved meeting notes document the discussions and deliberations of the TAC in more detail than is provided in this report.



The state plan proposes the use of linear regression (i.e., current test scores are regressed on last year's test scores) to quantify student growth, but also recommends that ISBE simulate and consider additional models. In addition, the CSP requires each school's growth be assigned a grade of A-F based on its performance compared to all other schools in the state and then again in comparison to "like" schools (i.e., those sharing important characteristics identified by ISBE).

### ***Summary of Recommendation***

For technical and practical reasons the TAC recommends using mean Student Growth Percentiles (SGP) as the basis for computing academic progress for grades 3-8 in the Illinois accountability system<sup>3</sup>.

To assign schools grades for growth the TAC recommends dividing the distribution of school mean growth SGPs into quintiles, consistent with that suggested in the CSP. Schools in quintiles five through one will receive a grade of A through F, respectively. This procedure will ensure the top 20% of schools are assigned a grade of A, the next 20% are assigned a B, and so forth. This process should be repeated for all schools, and then again for each subset of "like" schools representing a key informational factor identified by the state (e.g., schools having similar funding levels).

It should be noted that absent a requirement in the plan to produce letter grades for academic growth, the TAC would not have offered this recommendation. In fact, many TAC members expressed concern that the letter grades for growth could be misunderstood or misused due to preconceived notions about what it means to earn a particular grade. The TAC strongly believes these letter grades should not influence a school's overall accountability rating and should only be used to describe a school's relative performance with respect to academic growth<sup>4</sup>. Even then, careful communication and guidance around how growth grades should be interpreted and used will be necessary.

### ***Process***

The TAC began their investigation of academic progress by outlining several criteria and design characteristics they believed should be valued when evaluating the suitability of different approaches to measuring academic growth for school accountability. The TAC agreed that the ideal selected approach should be:

- relatively straightforward to understand and implement
- something educators perceive to be influenced by their actions
- relatively stable with respect to school and group size

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<sup>3</sup> While the data is not currently available to calculate academic progress for high schools, the CSP highlights this as a priority for future versions of the accountability model.

<sup>4</sup> For example, letter grades should not be interpreted or used as standards for sufficient growth for students or schools.

- weakly correlated with prior year status (i.e., percent proficient)<sup>5</sup>
- sufficient to allow for all outcomes, including favorable outcomes, to be available to all types of schools (e.g., high poverty schools, small schools, schools with high concentration of students with disabilities, schools with low proficiency rates, etc.)
- sensitive to changes in student achievement, particularly for students at the low end of the ability distribution
- resistant to ceiling and floor effects
- useful and informative<sup>6</sup>
- able to provide for reliable estimates of school growth within a given year
- resistant to significant fluctuations in year to year performance that would not be considered defensible
- able to detect (not mask) important school level effects<sup>7</sup>
- robust to changes in state assessment and differences in test characteristics<sup>8</sup>

The following summarizes how the TAC reached its recommendation for growth. After learning about the scope and substance of the plan and asking clarifying questions, the TAC established a research plan to explore several of the empirical criteria. The investigations described below represent studies identified as higher priority based upon what ISBE shared and what was operationally feasible.

The TAC determined that linear regression, value tables, and Student Growth Percentiles (SGP) should be investigated. Linear regression was selected because this approach was explicitly identified in Illinois' ESSA plan. Value tables were selected because the state previously developed and approved the use of a value-table approach to measure academic progress for school accountability. Additionally, value tables were viewed as one of the more straightforward approaches to understand and implement. SGPs were selected because they are broadly used among states in ESSA accountability systems and PARCC reports SGPs by default. Additionally, SGPs are seen as relatively straightforward to interpret.

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<sup>5</sup> Academic growth should be attainable for students at all achievement levels. The TAC placed a value on solutions in which the student's prior score did not unreasonably determine their growth score.

<sup>6</sup> The growth outcome should be as instructive as possible (e.g., foster helpful to conversations about improving achievement) as opposed to an outcome that offers no insight.

<sup>7</sup> Growth models can be highly specified to minimize effects of certain school characteristics, such as by adding covariates. Taken to an extreme, this can create lower expectations for some student groups and obscure findings that are important to detect. The TAC cautioned against pursuing models that mask effects that should be detected.

<sup>8</sup> All academic growth models are based to some extent on the tests used to produce outcomes. However some models are more intractable to changes in the tests than others. For example, a model that is tied to a vertical scale or specific performance categories can be more difficult to maintain with new assessments than one that is 'agnostic' to the nature of the scale used by prior assessments.

For each identified approach, the Center for Assessment produced growth estimates in English language arts and mathematics using three years of cohort PARCC data starting with third graders in 2015. Data from this cohort was to estimate growth outcomes for 4<sup>th</sup> grade in 2016 and 5<sup>th</sup> grade in 2017.

- Linear regression was operationalized as a T-score transformation of the regression residual produced from an Ordinary Least Squares (OLS) regression where the prior year test score is used as the predictor and the current year score is the dependent variable<sup>9</sup>.
- Value tables were operationalized using a transition matrix design similar to that previously approved for use in Illinois<sup>10</sup>.
- SGP analyses were conducted using the Illinois-specific SGP values produced by Pearson in support of the PARCC program.

In addition to student and school level descriptive statistics, the TAC evaluated results from the following analyses:<sup>11</sup>

- Correlation of school growth estimates with
  - prior year percent proficient
  - percent of students in the school classified as English language learners (EL)
  - percent of students with disabilities (SWD) at the school
  - percent of students classified as eligible for free/reduced price lunch (FRL)
  - school size
- Distributions of school growth by quartile for each of the factors listed above
- Relationship between school growth and each of the factors listed above for schools demonstrating the greatest variability across models

A central purpose of these analyses was to investigate the extent to which schools with different characteristics, especially those that serve sizable populations of EL, SWD, and FRL students, demonstrate similar patterns of academic growth. In particular, the TAC placed a high priority on selecting an approach that was sensitive to detecting academic growth for all student groups, especially those that may be historically lower achieving.

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<sup>9</sup> The regression residual is the difference between a student's predicted score and the actual score. Students who perform better than predicted receive a positive residual; performance lower than predicted yields a negative residual. The T-score transformation simply rescales the residual to have a mean of 50 and a standard deviation of 10.

<sup>10</sup> A transition matrix is operationalized by awarding 'credit' for moving from a lower performance level to a higher performance level. Because performance levels are broad, they are typically subdivided into multiple smaller units to better detect progress. The term 'value table' reflects the fact that one can assign the points in proportion to the values that one wishes to prioritize (e.g. one can award more credit for moving from non-proficient to proficient than for moving from proficient to advanced.)

<sup>11</sup> All data were anonymized (i.e., no school names or IDs were reported). Data were only reported for groups of 20 or more.

Finally, the TAC examined two different versions of the value-table approach to investigate the extent to which the model is sensitive to different specifications.

The findings of this limited, exploratory analysis suggest:

- Student and school level results for regression, value tables, and SGP are highly correlated. Results from value tables and regression were most similar to one another, in contrast to SGPs which showed lower correlations with the other two methods. This suggests SGPs produce results that are somewhat distinct from the other methods.
- Correlations between school growth and EL, SWD, and FRL representation were generally weak and negative; correlations with prior year achievement were weak and positive. This means that schools with higher concentrations of students in these demographic groups received slightly lower growth scores; schools with higher achieving students in the prior year tended to receive slightly higher growth scores. These findings were well within an expected range based on analyses in other states. Of the three models explored, SGPs were slightly less associated with prior achievement and other school characteristics.
- The value table sensitivity analyses revealed the capability of the approach to provide for different outcomes depending on the values and principles prioritized in the design of the table. In fact, the TAC opined that there may be more variance across results within a model (i.e., for differently specified versions of that model) than was currently observed across the different models (e.g., linear regression and SGP).

### ***Rationale***

Ultimately, the TAC recommended that ISBE use SGPs for the academic progress component of the accountability system. The TAC cited several reasons why SGPs were preferred to using a linear regression or value table approach. Reasons cited for this decision include:

- SGPs are provided by PARCC, which makes this approach straightforward to implement with a high confidence of quality assurance.
- Since SGPs are reported at the student level, it seems logically consistent to also report them at the group and school level<sup>12</sup>.
- There is a history of using SGPs within some districts in the state and some TAC members expressed a positive experience helping stakeholders interpret and use these results appropriately, especially after an initial learning curve is overcome.
- The technical analyses described above, while limited in scope, suggest SGPs will demonstrate many of the technical characteristics desired and may show slightly smaller associations with school characteristics than the other models reviewed (e.g., linear

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<sup>12</sup> Using different measures of academic progress for student-level reporting and school level accountability makes the system unnecessarily complex and – despite observed correlations between models - may result in inconsistent results that confuse interpretations of school-level performance (i.e., if student results are aggregated to a school level and compared across models).

- regression and value tables). However, from a technical standpoint all of the procedures appeared technically defensible.
- SGPs were judged to be more robust to transition over time. That is, if the assessment system changes there are methods and precedent for continuing to produce SGPs with minimal disruption to the academic progress component of the accountability system.
  - The TAC does not recommend using an approach to growth that is confounded with status (i.e., percent proficient) as there is already a separate status indicator in the accountability system (i.e., academic achievement). Some instantiations of the value table model in particular were viewed as too closely tied to status (e.g., awarding points for maintaining a performance level).
  - SGP are more ‘granular’ than value tables, which allows the model to better detect modest gains.

Some areas the TAC proposes to address in the remaining meetings include:

- The TAC discussed whether growth scores should be fixed to a baseline or re-normed each year – this applies both to discussions around the calculation of student-level growth measures for accountability and the assignment of grades to schools for reporting. Establishing a baseline refers to the practice of establishing growth outcomes in future years that are fixed to the values produced in the initial year. The idea is to avoid producing a new distribution of growth each year where, for example, 50% of students will be above the median and 50% below. Theoretically, if the entire distribution improves, more than 50% of students could receive favorable growth scores if they are tied to a baseline. Similarly, if a baseline approach were used to assign grades to schools and the distribution of school mean SGPs shifted from that observed in the baseline year, the percentage of schools receiving each grade would not be 20%. While the TAC generally finds the idea of establishing a baseline appealing, there are tradeoffs to this decision that interact both with the manner in which it is implemented and the way in which results are intended to be used. The TAC indicated that is an area requiring additional review and discussion (i.e., related to the baseline methods available and their potential implications) in order to shape a recommendation.
- Determining procedures for scoring annual school growth on a 0 to 100 scale to support aggregation. The TAC discussed a procedure by which schools earn points based on the degree to which state-defined expectations for school growth are met, but agreed that additional discussion on this topic was necessary.
- Identifying the communication and support initiatives that should be prioritized to encourage best practices in interpretation and use of academic progress results.

## **Academic Achievement**

### ***Context***

The CSP outlines an academic achievement indicator based on proficiency in English language arts, mathematics, and science that is weighted 20% for elementary, middle, and high schools. In addition, it specifies a long term goal of 90% proficiency for all students and each sub-group divided across 15 years into five, 3-year interim target blocks. In the CSP points may be assigned

to schools for academic achievement based on their performance relative to these goals, their performance compared to that of other schools in the state, or a decline in performance (which earns 0 points). Specifically, the method described includes eight different ways to earn points for academic achievement two of which include the application of confidence intervals. The TAC expressed concern that this approach was unnecessarily complex and may impede the clarity and usability of the results.

### ***Summary of Recommendation***

The TAC recommends streamlining the approach for awarding points to schools for academic achievement by assigning points based on 1) meeting the long term goal, or 2) meeting the interim target, or 3) reducing the percentage of not-proficient students, or 4) the proportion of the state-defined interim target achieved that year.

### ***Process***

The TAC closely examined the features and impact of the methods described in the ESSA plan for awarding points for performance on PARCC, DLM, and SAT.

Next, the TAC evaluated impact data produced from simulations of the proposed method. Simulations were produced to represent current patterns of achievement in Illinois with respect to both near and longer-term targets. Analyses of simulation results revealed:

- Most schools obtain favorable outcomes in which mean achievement index scores far exceed proficiency rates
- Some of the performance categories were superfluous (e.g., points awarded for being at the 90<sup>th</sup> percentile were not necessary because schools at this level reach the interim target)
- Confidence intervals around improvement typically reward a wide-range of performance that may not be valued. For example, schools can achieve points even when there is a decline in performance. Additionally, confidence intervals tie performance to n-size, such that two schools with the same performance but different n-sizes would receive different outcomes.

Based in part on these results, the TAC resolved that an alternative approach should be considered.

### ***Rationale***

After carefully evaluating the proposal outlined in the state plan, the TAC was concerned that the method was difficult to explain and may be problematic from a technical standpoint when applied at the sub-group level. The TAC sought to clarify and streamline the plan, while honoring the priorities that informed its development. To advise an alternative approach, the TAC identified design principles that should be reflected in the state's method for scoring school achievement:

- The calculations should be straightforward to understand and implement
- High performing schools that show slight declines should not be penalized
- Retain the focus on long-term goals and interim targets

- Incentivize meaningful progress defined by reduction of percent not proficient, such as a reduction of 10% or more
- Differentiate schools performing below the interim target in terms of the proportion of the target achieved within that year

These principles provide the foundation for the framework and recommended approach described below.

**Framework**

The TAC produced a framework for a revised approach, which is illustrated in Table 4. In subsequent meetings the TAC will further investigate and refine the model based on analyses of impact data.

**Table 4. Illustration of TAC’s Recommendation for Scoring Academic Achievement**

<b>Outcome</b>	<b>Points</b>
Met long term goal or interim target	100
Reduce the percent of students not proficient by 10% or more	70
Proportion of the interim target achieved	Varies (0-99)

In this illustration schools that do not meet the long term goal or interim target would earn 70 points if they decrease non-proficient performance by 10% or a number of points consistent with the proportion of the interim target achieved that year - whichever value is higher. For example if a school had a 50% proficiency rate in Year 1 and a 62% proficiency rate in Year 2, by reducing the non-proficiency rate by 12 percentage points it would be eligible for 70 points; however, if the interim target for that year was 65% the school would also have achieved  $62/65 = 95\%$  of the interim target. Since 95 is greater than 70 a score of 95 would be awarded to this school. This approach provides an opportunity for low performing schools (i.e., those far away from the interim target) to earn significant points for desired improvement, while at the same time protects against penalizing high performing schools that show a minor decrease in performance from one year to the next (e.g., 96 to 94% proficiency).

**Future Topics**

As noted, there are many additional topics the TAC has prioritized for the remaining meetings. These include:

- Determining an approach for calculating measures of progress in English language proficiency
- Determining procedures for scoring school performance on each indicator to support aggregation
  - Define how points will be awarded to high schools for graduation rate in a manner that considers both status and improvement

- Aggregating indicators to produce an overall score to include:
  - the role of subgroups in school determinations
  - establishing thresholds for letter grade performance
- Evaluating the suitability of the proposed indicators related to college and career readiness and school quality/ student success. This will be an initial review and likely focus on a program of research to guide implementation, given that it is advisable to evaluate impact based on multiple years of data prior to implementation.

The TAC's recommendations related to these and any additional topics discussed in Spring of 2018 will be addressed in the phase 2 report, which will be completed in May of 2018.



## Appendix – TAC Member Bios

### Jeffrey Broom

Jeff Broom has served as the Director of School Quality Measurement and Research for Chicago Public School since February 2017. In that role, Jeff works with multiple stakeholder groups to draft, refine and maintain measures of school quality that are transparent, equitable and reflective of best practices in schools. He also leads the district's performance reporting efforts and coordinates both external research partnerships and internal cycles of continuous improvement. Prior to joining CPS in 2012, Jeff worked at Ounce of Prevention Fund in Chicago and received his Masters in Public Policy from the University of Chicago Harris School of Public Policy.

### David Conley

David Conley is Professor of Educational Policy and Leadership in the College of Education at the University of Oregon where directs the Center for Educational Policy Research. He is the founder and president of EdImagine, an educational strategy consulting company. Additionally, he founded and served for 12 years as CEO of the Educational Policy Improvement Center, EPIC. He recently completed an appointment as Senior Fellow for Deeper Learning under the sponsorship of the Hewlett Foundation.

Dr. Conley is a national thought leader in the areas of college and career readiness, student ownership of learning, systems of assessment, social/emotional learning, and new models of educational accountability. He has published multiple articles and policy briefs as well as three books in these areas. His next book, to be published in fall 2018 by Harvard Education Press, is entitled *The Promise and Practice of Next Generation Assessment*.

He is currently a member of the Smarter Balanced Technical Advisory Committee and the Illinois State Board of Education Accountability Technical Advisory Committee. His is a founding board member of New Meridian, which now manages the PARCC assessments. Additionally, he chairs the New Meridian Steering Committee. Previously, he co-chaired the Validation Committee for the Common Core State Standards.

He has conducted major research studies for the SAT, Advanced Placement, International Baccalaureate, and the National Assessment of Educational Progress. He has most recently studied “hard-to-measure” skills including learning strategies and metacognitive factors.

Before entering higher education in 1989, Dr. Conley spent 20 years in the public-school system in a variety of roles including teacher and co-director of two public alternative schools, a site and central-office administrator, and an executive in a state education agency. He is a first-generation college attendee who received his AA from Cabrillo College, his BA from the University of California, Berkeley, and his MA and PhD from the University of Colorado, Boulder. He grew up on the central coast of California, where he spent a great deal of time at the beach.

### Chris Domaleski

Chris Domaleski is Associate Director of the National Center for the Improvement of Educational Assessment. In that capacity he works with education leaders to provide technical guidance for the design and validation of innovative assessment and accountability systems. He serves on several state technical advisory committees; is the coordinator of the Council of Chief State

School Officers (CCSSO) State Collaborative on Accountability Systems and Reporting; and regularly provides technical support to the U.S. Department of Education. He also currently serves as an Associate Editor for the Journal of Educational Measurement, and regularly presents his research at national conferences.

Prior to joining the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state's K-12 testing program and accountability systems. He received a Ph.D. from Georgia State University in Educational Policy Studies, concentrating in Research, Measurement, and Statistics and he has taught numerous graduate courses in measurement and statistics at Georgia State University and the University of Georgia.

### **Laura Hamilton**

Laura Hamilton is a Senior Behavioral Scientist and Associate Director of RAND Education, a faculty member at the Pardee RAND Graduate School, and an adjunct faculty member in the University of Pittsburgh's Learning Sciences and Policy program. Her research addresses topics related to educational assessment, accountability, the implementation of curriculum and instructional reforms, education technology, and students' social and emotional learning. Her current projects examine new high schools that emphasize youth development and personalized learning, a social and emotional learning intervention for elementary school students, performance-based educator evaluation, and the measurement of interpersonal and intrapersonal competencies. She served as a member of the committee that revised the *Standards for Educational and Psychological Testing* and is currently a member of the steering committee for the Center for Academic, Social, and Emotional Learning's Assessment Work Group. She has also served on several state and national panels on topics related to assessment, accountability, and educator evaluation including the National Academy of Sciences Committee on the Evaluation of NAEP Achievement Levels and its Committee on Developing Indicators of Education Equity. She holds a Ph.D. in educational psychology and an M.S. in statistics from Stanford University.

### **Erika Landl**

Erika Landl is a Senior Associate at The National Center for the Improvement of Educational Assessment. Erika chairs, organizes and participates in multiple state Technical Advisory Committees and frequently works with state Departments of Education to design and facilitate stakeholder meetings in support of state policy initiatives. Since joining the Center in July 2012, Erika has worked with several states to articulate coherent, defensible theories of action aligned to state goals and has developed user-friendly resources that support the evaluation and refinement of educator evaluation and school accountability systems. She has consulted on the design of innovative assessments, including those for Career Technical Education; generated papers summarizing current practices related to the evaluation of educators in non-tested grades and subjects, supported individual states and consortia in drafting detailed Requests for Proposal (RFPs) and developed tools and a process to support the evaluation of large scale summative assessments. To meet the needs of her clients and support the Center's mission, Erika frequently generates white papers, presentations, and training sessions for local and national audiences.

Erika previously served as a Senior Research Scientist at Pearson, where she was lead psychometrician for a variety of state and national assessment programs. During her 13 years at

Pearson, she was responsible for the planning, management and coordination of the full array of psychometric activities necessary to sustain a large scale assessment program, including: test design and development, scaling and equating, item and test analysis, parameter estimation, standard setting, the development of reliability and validity research, report design, and the creation of technical documentation. Erika received a Ph.D. in Educational Measurement and Statistics from the University of Iowa.

### **James Pellegrino**

James W. Pellegrino is Liberal Arts and Sciences Distinguished Professor and Distinguished Professor of Education at the University of Illinois at Chicago. He also serves as Co-director of UIC's interdisciplinary Learning Sciences Research Institute. His research and development interests focus on children's and adult's thinking and learning and the implications of cognitive research and theory for assessment and instructional practice. He has published over 300 books, chapters and articles in the areas of cognition, instruction and assessment. His research has been funded by the National Science Foundation, the Institute of Education Sciences, and private foundations. He has served as head of several National Academy of Sciences study committees, including chair of the Study Committee for the Evaluation of the National and State Assessments of Educational Progress, co-chair of the Committee on Learning Research and Educational Practice, and co-chair of the Committee on the Foundations of Assessment which issued the report *Knowing What Students Know: The Science and Design of Educational Assessment*. Most recently he served as a member of the Committee on Science Learning: Games, Simulations and Education, as a member of the Committee on a Conceptual Framework for New Science Education Standards, as chair of the Committee on Defining Deeper Learning and 21st Century Skills, and co-chair of the Committee on Developing Assessments of Science Proficiency in K-12. He is a past member of the Board on Testing and Assessment of the National Research Council, a lifetime National Associate of the National Academy of Sciences, a lifetime member of the National Academy of Education and the American Academy of Arts and Sciences. He has served on the Technical Advisory Committees (TAC) of several states and organizations such as the College Board and the National Center on Education and the Economy, as well as the TACs of the SBAC, PARCC, DLM, and NCSC consortia of states funded under the USDOE Race to the Top assessment initiative.

### **Mike Russell**

Dr. Michael Russell, Professor, Educational Research, Measurement and Evaluation, Boston College, received his Ph.D. from Boston College. His scholarship focuses on validity theory, history of educational measurement, innovative uses of computer-based technologies, applications of Universal Design to enhance educational testing and assessment and large-scale assessment and test design. He was the founder and Chief Editor of the *Journal of Technology, Learning and Assessment* and an co-developer of the Accessible Portable Item Protocol (APIP) standards. He has authored more than 50 articles and four books on educational measurement, educational technology, and computer-based testing. He provided technical support for the Smarter Balanced, PARCC, and NCSC multi-state assessment development projects and currently serves as a technical advisor to several state and national assessment programs.

**Diana Zaleski**

Diana Zaleski is the Instructional Resource and Professional Development Director for the Illinois Education Association and an adjunct faculty member in the Department of Psychology at the University of Illinois Springfield. Dr. Zaleski specializes in adult learning, educational accountability, assessment, data analysis, program evaluation, and policy. She holds a Ph.D. in Educational Psychology, a M.S. in Educational Research and Evaluation, a M.S.Ed. in Educational Psychology, and a Certificate of Graduate Study in Advanced Quantitative Methodology in Education from Northern Illinois University.

**Illinois State Board of Education Meeting  
via video conference**

March 14, 2018

ISBE Springfield  
100 N. First Street, Springfield, IL

**ROLL CALL**

Chairman James Meeks called the meeting to order at 10:31 a.m. Dr. Tony Smith was in attendance and a quorum was present.

**Members Present**

James T. Meeks, Chairman  
Eligio Pimentel, Vice Chairman  
Ruth Cross  
Lula Ford (arrived at 10:58 a.m.)  
Mitchell Holzrichter  
Craig Lindvahl  
Kevin Settle

**PUBLIC  
PARTICIPATION**

Dr. Lori Fanello, regional superintendent of Boone-Winnebago Counties and the fiscal agent for Foundational Services for ROE Area 2, presented on Foundational Services 2.0, a service provided by the Illinois Association of Regional School Superintendents. Dr. Fanello provided testimonials from superintendents as to the value of Foundational Services.

Dr. Diane Cepala, superintendent at Fairmont School District 89, and Mr. Darren Root, superintendent at Auburn Community Unit School District 10, spoke on their experiences with Foundational Services. Dr. Cepala described how Foundational Services standardized the delivery of state standards, regardless of the demographics of the district.

Mr. Root expressed appreciation for the quality of the Foundational Services programming, especially in relationship to the cost. He stated that the district relies on regional office support and Foundational Services.

**RESOLUTIONS AND  
RECOGNITIONS**

**Illinois Arts Education Week Poster Winners**

The Board recognized the winners of the 2018 Illinois Arts Education Week poster contest. The first-place winner, Tejaswi Achanta is an eighth-grade student at Westfield Middle School in Bloomingdale. The second-place winner is Alec Osato is a seventh-grader, also at Westfield Middle School in Bloomingdale. The third-place winner is Audrey Lupton, a seventh-grader at Franklin Middle School in Springfield.

Eligio Pimentel moved that the State Board of Education hereby approve the resolution honoring Tejaswi Achanta as the 2018 Illinois Arts Education Week poster contest winner.

Ruth Cross seconded the resolution and it passed with a unanimous voice vote.

**PRESENTATIONS  
AND UPDATES**

**Student Advisory Council Final Presentation**

The co-chairs of the Student Advisory Council (SAC), Kathleen Rock and Neha Arun, presented the council's research on postsecondary options. The council found that "ineffective methods of delivering information and cultural pressure surrounding students' postsecondary options, college or non-college, lead students to be unprepared or misinformed to make choices for their future."

The SAC also debuted the Student Voices microsite (available at [www.isbe.net/studentvoices](http://www.isbe.net/studentvoices)), which featured contributions by members of the SAC and opportunities for other students to engage with the site.

Members of SAC expressed appreciation for the opportunity to participate in the council.

Eligio Pimentel asked SAC members about how to provide options to students without prematurely moving them into a particular career track. The students responded with a variety of reasons that students struggle to find the right career track, including their school culture, as well as a lack of resources and guidance.

The Board presented certificates of appreciation to seniors leaving the Student Advisory Council.

**CONSENT  
AGENDA**

Ruth Cross moved that the State Board of Education approve the consent agenda as amended by the removal of the Spring Waiver Report. Eligio Pimentel seconded the motion and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion.

**Approval of Minutes**

The State Board of Education approves the minutes for the February 14 Board meeting.

**Rules for Approval**

**Part 1 (Public Schools Evaluation, Recognition and Supervision)**

The proposed rulemaking is the result of Public Act 100-0465, PA 100-0013, and general cleanup needed for Part 1. In each case, the proposed rules will offer greater flexibility to school districts in administering educational programs.

PA 100-0465, known as the Evidence-Based Funding (EBF) or Student Success Act, also made changes to the process by which school districts and other eligible entities are approved for waivers of or modifications to the School Code or rules promulgated by ISBE. It also eliminated the statutory restriction on the number of physical education waivers that an eligible entity may request. In recognition of these statutory changes, the proposed rules eliminate references to restrictions on the number of physical education waivers that may be requested by an eligible entity. Staff further recommend additional rule changes to clarify that waiver or modification requests related to compliance with the Every Student Succeeds Act (ESSA) shall not be honored; to institute formal deadlines by which School Code waiver requests must be filed; and to provide definitions for “waiver” and “modifications.”

The State Board of Education hereby approves the proposed rulemaking for Part 1 (Public Schools, Evaluation, Recognition and Supervision), Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Part 25 (Educator Licensure)**

The proposed rulemaking makes a number of changes implementing four recently enacted Public Acts. Other changes are being made in response to requests from stakeholders. These proposed amendments will reduce barriers that prevented individuals from obtaining a professional educator license, add requirements for endorsements for marriage and family therapists, and make updates to the standards for professional development providers must meet.

The State Board of Education hereby approves the proposed rulemaking for Part 25 (Educator Licensure). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

### **Part 33 (Programs for the Preparation of Superintendents in Illinois)**

The proposed amendments are being made in response to a request from higher education. The amendments remove the two-year, full-time administrative or supervisory experience requirement for candidates to enter a superintendent preparation program. Section 21B25(2)(D) of the School Code requires two years of full-time administrative or supervisory experience in order to receive the superintendent endorsement. Some in higher education asked that this requirement be moved to Section 25.355 (Endorsement for Superintendent [Beginning September 1, 2016]) to better align the administrative rules to the School Code.

The State Board of Education hereby approves the proposed rulemaking for Part 33 (Programs for the Preparation of Superintendents in Illinois). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

### **Part 252 (Driver Education)**

This Part is being modified to align with the enactment of Public Act 100-0465 effective August 31, 2017. Additionally, the Funding and Disbursements Division is making other changes to this Part that will allow school districts flexibility for classroom instruction via other electronic means for students who, in certain circumstances, are at risk of having to repeat driver's education due to an anticipated absence that is not related to qualifying home or hospital instruction or chronic truancy. This change is being made in response to inquiries from driver education teachers that the division has received over the last few years regarding whether electronic participation is acceptable under the current rules. The application of providing electronic instruction shall be under the authority of school district policy. The complete course shall not be provided electronically.

The State Board of Education hereby approves the proposed rulemaking for Part 252 (Driver Education). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

### **Contracts and Grants Over \$1 Million**

#### **Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for School Support Managers**

The purpose of this IGA is to provide 15 School Support Managers to support the work of schools identified for comprehensive supports. Specifically, School Support Managers will work with identified schools to assist in completing the comprehensive needs assessment with multiple data sources, selecting the appropriate learning partner(s), collecting data and producing quarterly reports, overseeing the implementation of the work plan developed between the comprehensive school and learning partner(s), communicating progress with ISBE staff, and grant management.

This request is to enter into an IGA for one year (fiscal year 2019) in the amount of \$2,213,442.82 with ROE 51. The total amount for FY 2018 and FY 2019 will not exceed \$3,262,733.23. The funding is drawn from federal Title I 1003 (a) School Improvement funds.

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with the Sangamon/Menard Regional Office of Education #51 for \$2,213,442.82 for FY 2019.

**END OF THE CONSENT AGENDA**

### **Spring Waiver Report**

The purpose of the agenda item is to request that the State Board of Education move to approve, deny, modify, or decline to act on all waiver requests that were noticed for further consideration by less than three panel members of the General Assembly.

Eligible applicants (school districts, joint agreements, or regional superintendents of schools on behalf of schools and programs operated by the Regional Office of Education) may request waivers or modifications from the School Code or rules of the State Board of Education in order to stimulate innovation, improve student performance or address the intent of the statutory or regulatory mandate in a more effective, efficient, or economical manner.

Jeff Aranowski, executive director of Safe and Healthy Climate, reviewed the new waiver report process enacted by PA 100-0465 and answered questions on the submitted waivers.

Eligio Pimentel expressed concern about the drivers education and physical education waivers.

No action was taken on the Spring Waiver Report.

### **Financial Profile**

Robert Wolfe, chief financial officer at ISBE, presented on the 2018 Financial Profile.

The 2018 Financial Profile (based upon FY 2017 financial data) reflects positive results due to increased EAVs, revenue, and maintaining expenditures. But he pointed out that these accomplishments were also realized through continued borrowing, though at a lesser amount than last year.

It must also be understood that the Financial Profile is statutorily required to be adjusted for delayed state payments. Thus, hardship that districts realize due to delayed state payments is not reflected in the Financial Profile scores nor is the impact that delayed payments have on students' education. Some borrowing denoted in this report is due to districts needing to meet cash flow obligations. Districts realized two delayed payments for mandated categoricals in FY 2017. These MCAT payments were not made to districts until August and October of FY 2018.

Robert Wolfe informed the Board that field staff will be in contact with Financial Watch districts. He also noted that there is a more interactive display of the Financial Profiles online ([www.isbe.net/Pages/School-District-Financial-Profile.aspx](http://www.isbe.net/Pages/School-District-Financial-Profile.aspx)).

### **Legislative Update**

Sarah Hartwick and Amanda Elliott, co-directors of Legislative Affairs, updated the Board on current legislation. They updated the Board on several pieces of legislation, including:

- Educator workforce bills that have been filed. The majority of these bills focus on licensure testing requirements, as well as educator salaries and benefits.
- Student Health and Safety bills that have been filed, which include bills regarding school support personnel, requirements for in-service training on specific topics, and a bill to allow the administration of medical cannabis by a qualified parent or guardian.
- Education Funding Trailer Bill (HB 5812).
- Postsecondary and Workforce Readiness Act Expansion (SB 2941).
- ESSA Bill (HB 5588).



**STUDENT  
SUCCESS/SCHOOL  
QUALITY  
INDICATORS**

Dr. Jason Helfer, deputy superintendent of Teaching and Learning, provided an update on the Student Success and School Quality indicators. He announced that the Board action on these indicators will be postponed until the April meeting as a result of feedback from districts.

Eligio Pimentel asked about the procurement for assessments for the College and Career Readiness indicators.

**DISCUSSION ITEMS**

**Budget Update**

Robert Wolfe, chief financial officer at ISBE, updated the Board on the FY 2019 Recommended Investment to Support Educational Excellence, including testimony made by ISBE in front of the House and Senate Appropriations Committees. He noted that a bill was filed by Senator Andy Manar with the Board's full recommendation.

**Evidence-Based Funding Update**

Robert Wolfe reported on the status of Evidence-Based Funding disbursements. He announced that ISBE has finalized the enrollments and state funding and forecasting is working on the calculation. The final funds are scheduled for distributions in April.

**Every Student Succeeds Act Update**

Dr. Jason Helfer, deputy superintendent of Teaching and Learning, updated the board on the progress of the Technical Advisory Committee, the Arts Indicator working group, and IL-EMPOWER.

Ruth Cross and Kevin Settle stated that it was important for services provided through IL-EMPOWER to be customized to district needs.

**Teacher Workforce Project Update**

Dr. Libi Gil, chief education officer at ISBE, updated the Board on the teacher workforce survey, now called "Teach Illinois: Strong Teachers, Strong Classrooms." She stated that the primary goal is to provide a comprehensive report by the end of August. Dr. Gil spoke on the process of the survey thus far. The team has partnered with Midwest Regional Educational Laboratory Revolution Impact with the support of the Joyce Foundation. They are expecting to conduct two focus groups of parent and community voices at the end of May, at which time they will update the Board.

**Legislative Update**

Sarah Hartwick, co-director of Legislative Affairs, announced to the Board that the Illinois Senate passed HB 5812, ISBE's trailer bill to PA 100-0465, and that we are requesting that Governor Rauner sign the bill quickly.

**CLOSED SESSION**

**Other Items for Discussion**

Kevin Settle moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section 2 (c) (1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity.

Section 2 (c) (11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

Section 2 (c) (21) Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the

body of the minutes or semi-annual review of the minutes as mandated by Section 2.06.

He further moved that Board members may invite anyone they wish to be included in this closed session.

Mitch Holzrichter seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 1:02 p.m. and returned to open session at 1:47 p.m.

**APPROVAL OF  
CLOSED SESSION  
MINUTES**

Lula Ford moved that pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions from November 17, 2017, and that the State Board of Education certifies that the need for confidentiality still exists for the closed session minutes for the time period reviewed. Further, the State Board of Education approves the destruction of all closed session verbatim recordings from September 2016 and prior.

Ruth Cross seconded the motion and it passed with a unanimous roll call vote.

**ANNOUNCEMENTS  
AND REPORTS**

**Superintendent/Senior Staff Announcements**

Stephanie Jones, general counsel at ISBE, updated the Board on the ongoing Public Inquiry into Special Education at Chicago Public Schools, which began in response to comments from the public at the November 17, 2017, Board meeting.

She reported on the opportunities for public input. She also informed the Board that public hearings were scheduled at Chicago-Kent School of Law on March 20, 21, and 27, 2018.

Ms. Jones indicated that the inquiry team will bring a finding of fact to Board meeting in April and will likely come back with recommendations for action in May.

Superintendent Smith also provided an update on the Competency-Based Education pilot, stating that the second cohort will be announced during the week following this Board Meeting.

**Member Reports**

Lula Ford reported on her attendance of the 2018 National Association of School Boards of Education Legislative Conference, at which she presented on a panel with Eliot Regenstein, senior vice president of Advocacy and Policy at the Ounce of Prevention. She also asked if any Board member would like to become of member of the Literacy Advisory Board through the Secretary of State's Office.

Lastly, Ms. Ford shared that five students from Whitney Young, a Chicago public high school, achieved perfect SAT scores.

**Chairman's Report**

**INFORMATION  
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net/>*)

**MOTION FOR  
ADJOURNMENT**

Kevin Settle moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:02 p.m.

Respectfully Submitted,

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Cesilie Price  
Board Secretary

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Mr. James T. Meeks  
Chairman

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AS*  
Robert Wolfe, Chief Financial Officer *RW*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Part 130 (Determining Special Education per Capita Tuition Charge)

**Materials:** Recommended Rules

**Staff Contact(s):** Jeffrey Aranowski, Executive Director, Safe and Healthy Climate  
Tim Imler, Division Administrator, Funding and Disbursements  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The Funding and Disbursements Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The proposed amendments relate to the Board's goal that:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Every school offers a safe and healthy learning environment for all students.

**Background Information**

Public Act 100-465, or the Evidence-Based Funding (EBF) for Student Success Act enacted on August 31, 2017, integrated funding for five programs:

- General State Aid
- English Learner Education
- Special Ed Personnel
- Special Ed Funding for Children
- Special Ed Summer School

The Part 130 Special Education Per Capita Tuition rules require modification due to the sunset of the Special Education Personnel program authorized in Section 14-13.01 of the School Code and the accompanying reimbursement amounts for full-time licensed personnel including paraprofessionals and other nonlicensed personnel (i.e., program aides) as a revenue offset to special education program expenditures. Previous to PA 100-465, the Special Education Personnel program provided reimbursement for a portion of prior year compensation costs for the aforementioned staff who were employed or contracted by a district or special education cooperative. Full-time licensed personnel employed 180 days were reimbursed a maximum of

\$9,000. Full-time licensed paraprofessionals as well as nonlicensed personnel were reimbursed a maximum of \$3,500.

One of the primary amendments to this Part requires that all full-time licensed, licensed paraprofessionals and nonlicensed personnel who are included for computation of special education program costs will have their compensation offset using the Special Education Personnel funding each district or cooperative received as part of their base funding minimum at the traditional amounts of \$9,000 and \$3,500, respectively. This is being done to maintain consistency of special education program costs as EBF is implemented. The per capita expenditures and offsets are integral to the computation of individual student amounts that are billed to other Local Education Agencies or filing state special education claims under Section 14-7.03 (Special Education Individual Orphanage) or Section 14-7.02b (Special Education Excess Cost).

Additionally, this rulemaking adds the following definitions: building, classroom, contractual services, equipment, and supplies. This rulemaking revises the following definitions: Local Education Agency and special school. The threshold for depreciation of equipment is being increased from \$2,500 to \$5,000 to align to the federal definition for equipment in 2 CFR 200.33 of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Finally, the unique Student Information System identification number is being included to the list of items that must be a part of tuition bills.

ISBE staff conducted three stakeholder meetings regarding the proposed rule changes during the month of March. The first meeting on March 1 included representatives from the Illinois Association of School Administrators, Illinois Association of School Business Officials, and the Illinois Alliance of Administrators of Special Education (IAASE). The second meeting was facilitated by IAASE and held on March 15 with school business officials of the Northern Illinois Roundtable. The third and final meeting was held on March 21 with special education cooperative directors who participate as part of the IAASE Cooperative Collaboration Director group. Consensus of the proposed changes was achieved in each of these meetings.

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** The proposal to offset special education compensation expenditures using EBF base funding minimum revenue from the special education personnel program provides consistency, but more importantly, minimizes overall program cost variations from year to year. It is important to note that the proposed change does not require a district or cooperative to allocate revenue by a particular employee or the program for which they provide service or instruction.

The proposed modification to define equipment from \$2,500 to \$5,000 per unit allows a district or cooperative to depreciate equipment purchased for a special education program in one year instead of 20 percent over five years.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see "Next Steps" below.

### **Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules. Additionally, not proceeding with the rulemaking will cause the agency's rules to be in conflict with the School Code in light of changes made in PA 100-465.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Part 130 (Determining Special Education per Capita Tuition Charge)

including publication of the proposed amendments in the *Illinois Register*.

**Next Steps**

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER c: FINANCE

PART 130  
DETERMINING SPECIAL EDUCATION PER CAPITA TUITION CHARGE

Section	
130.10	Definitions
130.20	Applicability
130.30	Allowable Expenditures for Determining Per Capita Cost
130.40	Expenditures Not Allowed in the Per Capita Cost
130.45	Calculation of Individual Cost
130.50	Tuition Billing

AUTHORITY: Implementing and authorized by Sections 14-7.01, 14-7.02b, and 14-7.03 of the School Code [105 ILCS 5/14-7.01, 14-7.02b, and 14-7.03].

SOURCE: Adopted at 11 Ill. Reg. 5942, effective March 23, 1987; amended at 16 Ill. Reg. 9475, effective June 9, 1992; amended at 24 Ill. Reg. 4936, effective March 10, 2000; amended at 30 Ill. Reg. 16614, effective October 5, 2006; amended at 33 Ill. Reg. 2838, effective January 21, 2009; amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 130.10 Definitions**

"Accounting Rules" – 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

"Average Daily Attendance" - The number of full-time equivalent days a pupil is in attendance in a program divided by the number of days school is in session.

"Average Daily Enrollment" - For an individual pupil, the number of days a pupil is enrolled in a program divided by the number of days a program is in session, multiplied by the percentage of the school day the pupil participates in the program. For a program, the ~~average daily enrollment~~Average Daily Enrollment is the total of the ~~average daily enrollment~~Average Daily Enrollment figures for all students enrolled in it.

"Building" – For purposes of Section 130.30(i)(1), a building is a fixed or portable structure owned by a school district or joint agreement that is necessary and used for the delivery of student instruction and related services on a regular basis. A building does not include warehouses; out buildings for vehicles, equipment or storage; or any other structure not used for student instruction.

"Classroom" – A defined physical space in a building where student instruction occurs on a regular basis. For purposes of Section 130.30(i)(1), the number of classrooms cannot be increased due to a movable wall or partition. Classrooms shall not include offices, hallways, libraries, common areas or multipurpose rooms.

"Contractual Services" - Amounts paid for personal services rendered by personnel who are not on the school district or joint agreement's payroll, and other services the school district or joint agreement may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.

"Days in Session" – The number of actual pupil attendance days reported on the final calendar for the school year.

"District Per Capita Tuition Charge" - District expenditures (including allowable depreciation) associated with providing education during the regular school term from local taxes and common school fund monies, calculated by deducting revenues for various state categorical programs as shown on the district's annual financial statement filed in accordance with Section 3-15.1 of the School Code ~~[105 ILCS 5/3-15.1]~~, local user fees, and federal receipts, other than federal impaction aid, from the operating expense; then dividing the result by the annual average daily attendance of the district.

"Equipment" - Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by a district or joint agreement for financial statement purposes, or \$5,000.

"Eligible Pupils" - All children with disabilities as defined in Sections 14-1.02 and 14-1.03a of the School Code ~~[105 ILCS 5/14-1.02 and 14-1.03a]~~ and in 23 Ill. Adm. Code 226 (Special Education).

"Individualized Education Program" or "IEP" – Has the same meaning as ascribed in 23 Ill. Adm. Code 266.85A ~~pupil's individualized education program (see 23 Ill. Adm. Code 226).~~

"Local Education Agency" - A public educational agency at the local level that operates schools or contracts for educational services. This includes school districts, school districts providing services under a joint agreement pursuant to Section 10-22.31a of the School Code ~~[105 ILCS 5/10-22.31a]~~, educational service regions pursuant to Section 3A-1 of the School Code ~~[105 ILCS 5/3A-1]~~, educational (intermediate) service centers pursuant to Section 2-3.62 of the School Code ~~[105 ILCS 5/2-3.62]~~ and 23 Ill. Adm. Code 525 (Regional Offices of Education and Intermediate Services), public university laboratory schools pursuant to Section 18-8.05(K) of the School Code ~~[105 ILCS 5/18-8.05(K)]~~, and governing boards formed pursuant to Section 10-22.31 or Section 3-15.14 of the

School Code ~~[105 ILCS 5/10-22.31 or 3-15.14]~~, and charter schools authorized by the State Charter School Commission pursuant to Section 27A-7.5 of the School Code.

"Local Educational Facilities" - Buildings, including sites and site improvements, operated by a local education agency.

"Program" – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code ~~[105 ILCS 5/14-7.02b and 14-7.03]~~, a combination of special education instructional services, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities designated by a local education agency as meeting the common educational needs of a group of students with disabilities.

"School Code" – 105 ILCS 5.

"Special Education" - Those instructional programs, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities described in Article 14 of the School Code ~~[105 ILCS 5/Art. 14]~~ and 23 Ill. Adm. Code 226 that modify, supplement, support, or are in place of the standard educational program of the public school, and that are needed to meet the needs of eligible pupils.

"Special Educational Facility and Services" – See Section 14-1.08 of the School Code ~~[105 ILCS 5/14-1.08]~~.

"Special Education Per Capita Cost" - The average expenditure per eligible pupil incurred by a local education agency in the implementation and maintenance of each special education program, computed by dividing the allowable program expenditures by the average daily enrollment of all eligible participating pupils in the manner prescribed in this Part.

"Special Education Pupil Transportation" - Those transportation services that are in addition to the regular pupil transportation services provided by the local education agency, and that are required and provided in accordance with the provisions of 23 Ill. Adm. Code 226.

"Special School" - An educational setting that is established by the local education agency or State agency exclusively to meet the needs of students with disabilities~~exceptional pupils~~.

~~"The School Code" – The School Code [105 ILCS 5].~~

"Supplies" - Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.



"Time in Special Education" – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code, the percentage that reflects the amount of time for which a pupil receives special education services under his or her IEP at the time of entry into the special education program as compared to the total amount of time in the pupil's regular instructional day. The instructional school day is not "bell to bell" and should omit passing periods, lunch, and recess unless the pupil's IEP requires support during those times.

"Total Number of Pupils Enrolled" - The total enrollment of the local education agency for the school year, as reported to the State Board of Education as of the last school day in September.

"Total Number of Special Education Pupils Enrolled" - The total number of pupils reported to the State Board of Education as being enrolled in special education programs on December 1 of a particular year. For special education joint agreements and regional programs, this is the sum of all member districts' enrolled special education pupils as of December 1.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 130.30 Allowable Expenditures for Determining Per Capita Cost**

- a) All local education agencies operating special educational facilities shall maintain evidence of their accountability for funds as prescribed in the accounting rules.
- b) Accounting dimensions used to record expenditures used in calculating per capita costs shall include at least the fund, fiscal year, four-digit function number, and object. Functions and objects must correspond to and be traceable to the official budget and annual financial report of the local education agency.
- c) Expenditures for equipment necessary for the operation of a special educational facility either shall be included in the expenditures in the year of purchase, if the total cost is less than ~~\$5,000~~\$2500, or shall be depreciated on a five-year schedule, if the total cost is ~~\$5,000~~\$2500 or more. If equipment is purchased solely for the benefit of one pupil and billed in that manner, the district billed is the owner of the equipment.
- d) Per capita instructional costs recorded in functions 1201-1220 of the accounting rules shall be calculated by dividing the allowable expenditures, minus individual student costs such as individual aides, by the average daily enrollment of the pupils served in the specific special education program.
- e) Per capita expenditures recorded in the functional accounts 2120 (Guidance Services), 2130 (Health Services), 2210 (Improvement of Instruction), and 2220 (Educational Media Services) as specified in the accounting rules shall be calculated as provided in this subsection (e).

- 1) Expenditures in each functional area shall be allocated as follows:
  - A) All expenditures for specific special education programs;
  - B) All expenditures that are incurred in support of all eligible pupils and that cannot be directly allocated to a specific special education program as required in subsection (e)(1)(A) ~~of this Section~~; and
  - C) All expenditures that are incurred in support of the general pupil population, including eligible pupils.
- 2) Per capita pupil support services costs for a specific special education program shall be calculated by dividing the allowable expenditures by the average daily enrollment of the pupils served in the program.
- 3) Per capita pupil support services costs incurred in support of all eligible children shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- 4) Per capita pupil support services costs incurred in support of the general pupil population shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled.
- f) Per capita expenditures recorded in the functional accounts 2113 (Social Work Services), 2140 (Psychological Services), and 2150 (Speech Pathology and Audiology Services) as specified in the accounting rules shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- g) Per capita expenditures for general administrative services recorded in the functional accounts 2310 (Board of Education Services), 2320 (Executive Administrative Services), 2330 (Special Area Administrative Services), 2410 (Office of the Principal Services), 2510 (Direction of Business Support Services), 2520 (Fiscal Services), 2570 (Internal Services), and 2600 (Support Services Central) as specified in the accounting rules shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled.
- h) Per capita special education administration costs recorded in the functional account 2330 (Special Area Administrative Services) shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- i) Operation and Maintenance

- 1) Expenditures for the operation and maintenance of buildings owned by a local education agency shall be allocated to each program according to the number of classrooms used and the average cost per classroom. The average cost per classroom shall be identified by dividing the total amount of expenditures for operations and maintenance, excluding capital outlay, by the total number of classrooms.
- 2) If a privately owned building is used, the portion of the operation and maintenance costs attributable to a specific program shall be determined by dividing the square footage of the portion of the building so used by the square footage of the building or buildings for which operation and maintenance costs are incurred.

j) Depreciation and Rent

- 1) Depreciation of physical facilities owned by the local education agency shall be calculated using the rate provided in Section 14-7.01 of the School Code. The local education agency may not rent facilities from itself. The depreciation rate specified in Section 14-7.01(f) of the School Code must be applied to all owned facilities. Operations and maintenance costs for owned facilities may be claimed as provided in subsection (i) of this Section.
- 2) If the local educational facility is rented by the local education agency, the actual rent paid for the physical facilities is to be divided by the average daily enrollment of the pupils served within the facility. If the rented facility is used for both instructional and administrative functions, the square footage used for instruction shall be divided by the total square footage rented. The result of this division shall be multiplied by the rental fee paid to determine the portion of rent applicable to the program.

k) Interest paid for costs of operating a program approved pursuant to Section [14-7.02b](#) or 14-7.03 of the School Code shall be segregated in the accounts of the local agency and claimed in total. Per capita interest costs shall be computed by dividing the other interest expenditures recorded in the 5000 series of functions, less interest for capital expenditures, by either:

- 1) the total number of pupils enrolled, if the local education agency serves both special and regular education students; or
- 2) the total number of special education pupils enrolled, if the local education agency serves only special education students.

l) Twenty percent of the total cost incurred for special education pupil transportation, or [thesueh](#) total cost minus reimbursement received during the current year from the State of Illinois under Section 14-13.01(b) of the School

Code ~~[105 ILCS 5/14-13.01(b)]~~, whichever is less, may be included in the computation of the per capita cost. However, for pupils claimed under Section 14-7.03 of the School Code, one hundred percent of the transportation costs shall be included in the computation and not claimed for special education pupil transportation reimbursement.

- m) Non-special education (i.e., regular) program costs charged to other districts must be calculated in accordance with Section 10-20.12a of the School Code ~~[105 ILCS 5/10-20.12a]~~ and billed to the district of residence based on a percentage of the student's time spent in non-special education classes.
- n) Social Security and Illinois Municipal Retirement Fund contributions by the employer; the amounts recovered shall be returned to the funds from which the expenditures were made.
- o) Expenditures for liability insurance; the amounts recovered shall be returned to the funds from which the expenditures were made.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### **Section 130.40 Expenditures Not Allowed in the Per Capita Cost**

- a) Food service expenditures may not be claimed for reimbursement under Section ~~14-7.02b or~~ 14-7.03 of the School Code, unless they are directly related to instructional methodology or techniques, for example in homemaking, cooking, or consumer education courses. However, food service expenditures may be billed to the district of residence of a pupil served.
- b) ~~Amounts for employee salary and benefit costs charged to State or federal grants, or special education personnel revenue computed in the Base Funding Minimum for fiscal year 2017 as part of the Evidence-Based Funding for Student Success Act under Section 18-8.15 of the School Code and allocated to full-time licensed personnel, paraprofessionals endorsed pursuant to 23 Ill. Adm. Code 25.510 and other nonlicensed personnel during the current school year. Expenditures from revenue received from state reimbursement during the current year for special education personnel under Section 14-13.01 of the School Code, allocated to each program based on the number of positions in the program divided by the number of positions claimed for special education personnel reimbursement~~
- c) Expenditures that are reimbursed from federal sources, except for health care services as provided in Section 14-7.04 of the School Code ~~[105 ILCS 5/14-7.04]~~; the amount of federal reimbursement for such services need not be deducted.
- d) Expenditures for life-safety building improvements or asbestos abatement.

- e) Expenditures classified (see Table F of the accounting rules) as Capital Outlay (the 500 series of object codes), except specialized equipment purchased for the specific special education program, which may be included based upon a depreciation schedule of five years.
- f) Expenditures for purchased services (the 300 series of object codes) other than those recorded in accounts 1201-1220 (Instruction), 2113 (Social Work Services), 2130 (Health Services), 2140 (Psychological Services), 2150 (Speech Pathology and Audiology Services), 2210 (Improvement of Instruction), 2220 (Educational Media Services), and 2540 (Operation and Maintenance).
- g) Expenditures applicable to one student only.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 130.45 Calculation of Individual Cost**

- a) The individual cost for a specific special education pupil is the per capita cost of the specific special education program in which the pupil is enrolled plus the result of multiplying:
  - 1) the serving district's per capita tuition rate as computed per Section 10-20.12a of the School Code, by
  - 2) the percentage of the school week the pupil spends in the regular education program, as stated in the pupil's Individualized Education Program (IEP) at the time the pupil entered the specific special education program for the school year being billed or claimed, by
  - 3) the average daily enrollment of the pupil.
- b) When the local education agency providing educational services also provides special transportation services to the pupil, the serving local education agency may calculate the pupil's transportation cost and add this transportation cost to the tuition bill. These transportation costs, paid by the school district of residence, may not be claimed by the serving local education agency under Section 14-13.01(b) of the School Code. The school district of residence may claim 20 percent of the transportation cost for the pupil when the pupil's educational costs are claimed for reimbursement under Section 14-7.02b of the School Code. However, if the pupil is claimed for reimbursement under Section 14-7.03 of the School Code, 100 percent of the transportation cost may be claimed.
- c) The individual costs not included in the per capita cost for the program may be included in the individual cost. These costs are limited to:
  - 1) total compensation including benefits for an individual aide for one pupil or if the aide is assigned to serve other pupils, eligible costs are limited to

the total compensation including benefits for the individual aide divided by the total of all students assigned to the aide;

- 2) special equipment for one pupil;
- 3) specific, unique related services provided for a pupil that are not provided to other pupils in the program, that are not a part of the normal program service configuration, and whose costs are not included in the special education per capita cost for the program; and
- 4) legal costs associated with students eligible, served, and claimed under Section 14-7.02b and 14-7.03 of the School Code.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 130.50 Tuition Billing**

- a) Each local education agency shall prepare tuition bills which shall include at least the following:
  - 1) The name and Student Information System unique identification number of the pupil for whom the bill is prepared;
  - 2) The name of the special education programsprogram(s) in which the pupil participated;
  - 3) The number of days the pupil was enrolled in the program;
  - 4) The number of days each program was in session;
  - 5) The per capita cost for each program in which the pupil participated, including the regular education program;
  - 6) The percentage of the school week the pupil participated in the regular education program and the percentages for special education programs, respectively, according to the pupil's current IEP; and
  - 7) The individual service costs.
- b) Each final bill must include a copy of the Special Education Tuition Cost Sheet for the programs in which the pupil participated. Each bill must be calculated in accordance with this Part.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective June \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Robert Wolfe, Chief Financial Officer *RW*  
Libi Gil, Ph.D., Chief Education Officer *JH*

**Agenda Topic:** Part 203 (Low-Income Students Funds Plan)

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Hall, Division Administrator, State Funding and Forecasting  
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

State Funding and Forecasting requests the Board to authorize the State Superintendent to adopt a motion approving the proposed amendments.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The proposed amendments do not relate to the Board's Strategic Goals as there is no longer statutory authority for this Part.

**Background Information**

This Part is being repealed to align with the enactment of Public Act 100-0465 effective August 31, 2017.

Section 18-8.05(H) of the School Code outlined how supplemental general state aid (SGSA) was calculated. School districts that were eligible for SGSA that had 1,000 or more students in average daily attendance were required to file plans with ISBE in accordance with this Part. The requirements of the plans included consistency with the decisions of local school councils and school improvement plans required as part of 34-2.4 of the School Code.

PA 100-0465 sunset Section 18-8.05 in its entirety. SGSA is now part of the Base Funding Minimum or Hold Harmless paid to each district. This is a static amount based on claims paid in fiscal year 2017. In future fiscal years, a district's Base Funding Minimum will increase based on any tier funding it received in the previous fiscal year. Since SGSA low-income funding is no longer a separate and annual calculation, there is no way for a district to report on how it plans to expend the funds. As such, this Part is obsolete and is now being repealed.

The proposed amendments were published in the *Illinois Register* on February 2, 2018, to elicit public comment; no comments were received.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted

The State Board of Education hereby approves the proposed rulemaking for:

Low-Income Students Funds Plan (Part 203)

Further, the Board authorizes the State Superintendent of Education to make any technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the approved amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR’s review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.



TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER e: INSTRUCTION

PART 203

LOW-INCOME STUDENTS FUNDS PLAN ([REPEALED](#))

Section

203.10 School Districts with an Average Daily Attendance of More than 1,000 and Fewer than 50,000 Pupils

203.20 School Districts with an Average Daily Attendance of 50,000 or More Pupils

AUTHORITY: Implementing and authorized by Section 18-8.05(H) of the School Code [105 ILCS 5/18-8.05(H)].

SOURCE: Adopted at 30 Ill. Reg. 4609, effective February 28, 2006; repealed at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 203.10 School Districts with an Average Daily Attendance of More than 1,000 and Fewer than 50,000 Pupils**

Each school district with an average daily attendance of more than 1,000 and fewer than 50,000 pupils that qualifies for supplemental general State aid (SGSA) pursuant to Section 18-8.05(H)(2.10) of the School Code [105 ILCS 5/18-8.05(H)(2.10)] shall submit a plan to the State Board of Education prior to October 30 of each year in accordance with this Section.

- a) The plan shall include the following.
  - 1) The identification of strategies for the improvement of instruction that give priority to meeting the educational needs of low-income students (i.e., students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.)).
  - 2) The relevant budget information to describe the manner in which SGSA shall be used to support the district improvement plan strategies that give priority to meeting the educational needs of low-income students.
- b) The plan may be submitted either:
  - 1) As part of the district improvement plan developed pursuant to 23 Ill. Adm. Code 1.85(b), in which case the district shall, in its submission to the State Board, identify the specific sections of the district improvement plan that meet the requirements of this Section; or

- 2) As a separate document.

**Section 203.20 School Districts with an Average Daily Attendance of 50,000 or More Pupils**

Each school district with an average daily attendance of 50,000 or more pupils that qualifies for supplemental general State aid (SGSA) pursuant to Section 18-8.05(H)(2.10) of the School Code shall submit a plan to the State Board of Education prior to July 15 of each year for the expenditure of no less than \$261,000,000 of its SGSA in accordance with this Section.

- a) The plan required by this Section shall include the following information:
  - 1) For the district as a whole:
    - A) The SGSA allocation, as determined by the State Board of Education pursuant to Section 18-8.05(H)(2.10) of the School Code;
    - B) If applicable, the amount to be allocated from the district's general State aid payment necessary to bring the total SGSA allocation to at least \$261,000,000 (i.e., \$261,000,000 minus the amount specified in subsection (a)(1)(A) of this Section);
    - C) The unexpended SGSA to be carried over from the fiscal year previous to the school year in which the plan is being provided;
    - D) The total SGSA to be distributed to all attendance centers in the school year in which the plan is being provided;
    - E) The number of students enrolled who were eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.) as of December 1 of the immediately preceding school year; and
    - F) The SGSA per-pupil allocation to be used to determine the distribution of SGSA to each attendance center, consisting of the amount specified in subsection (a)(1)(D) of this Section divided by the amount specified in subsection (a)(1)(E) of this Section.
  - 2) For each attendance center in the district to which SGSA is being allocated:
    - A) The total number of students enrolled in the attendance center as of the last school day in September of the immediately preceding school year;

- B) The total number of pupils enrolled who were eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.) as of December 1 of the immediately preceding school year;
  - C) The district's allocation of basic funds to each attendance center for the school year for which the plan is being submitted, to include the total appropriation from local funds, such as the General Fund, Tort Fund, Public Building Commission Fund, and Operations and Maintenance Fund;
  - D) The district's allocation of other categorical funds to the attendance center for the school year for which the plan is being submitted, consisting of all appropriations from any other local, State or federal funds;
  - E) The district's allocation of the SGSA to the attendance center, consisting of the amount specified in subsection (a)(1)(F) of this Section multiplied by the amount specified in subsection (a)(2)(B) of this Section;
  - F) The SGSA funds allocated to the attendance center in prior fiscal years that have not been spent;
  - G) The total SGSA entitlement, consisting of the SGSA allocation and the carryover amount;
  - H) The sum of the basic funds, other categoricals and SGSA for the school year for which the plan is being provided; and
  - I) The per-pupil spending amount, consisting of the amount specified in subsection (a)(2)(H) of this Section divided by the amount specified in subsection (a)(2)(A) of this Section.
- b) By submitting the plan, the district certifies to the State Board of Education that, through a process of review of the school expenditure plans developed in accordance with Section 34-2.3(4) of the School Code [105 ILCS 5/34-2.3(4)], the district has determined the following.
- 1) The plan is consistent with the decisions of local school councils concerning the school expenditure plans.
  - 2) SGSA shall be used by each attendance center solely for the following types of programs and services:

- A) early childhood education;
  - B) reduced class size or improved adult-to-student classroom ratio;
  - C) enrichment programs;
  - D) remedial assistance;
  - E) attendance improvement; or
  - F) other educational beneficial expenditures that supplement the regular and basic programs of the school. These other expenditures cannot include expenditures for:
    - i) political activities, as defined in Section 1-5 of the State Officials and Employees Ethics Act [5 ILCS 430/1-5];
    - ii) any activities associated with inducing federal, State or local legislators to vote in a certain manner, or any expenditures to support or oppose any statute, administrative rule or ordinance;
    - iii) out-of-State travel; or
    - iv) interscholastic sports equipment or uniforms.
- 3) Each program and service described in subsection (b)(2) of this Section constitutes a supplemental, as opposed to a regular and basic, program. For purposes of this subsection (b)(3), a “regular and basic program” means any program, including capital expenditures, that is generally available to students in district attendance centers of the same type (e.g., elementary, secondary, vocational, magnet) or that is made available through a categorical program because of a student’s special needs (e.g., programs for students with disabilities or programs for limited English proficiency students).
  - 4) The plan components give, insofar as possible, priority to meeting the educational needs of low-income students (i.e., students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.)).
  - 5) The distribution of SGSA among attendance centers is *not compensated for or contravened by adjustments of the total of other funds appropriated to any attendance center* [105 ILCS 5/18-8.05(H)(4)(b)].

- c) The State Superintendent of Education shall review the plan to determine whether it complies with the requirements of this Section and Section 18-8.05(H)(4) of the School Code.
  - 1) Within 60 days after receipt of the plan, the State Superintendent of Education shall provide written notification to the district of whether the plan is accepted or rejected. If the plan is rejected, then the State Superintendent of Education shall specify in the written notification the basis for rejection.
  - 2) Within 15 days after receiving the rejection notice, the district shall submit written notice to the State Superintendent of Education of its intent to modify its plan.
  - 3) Within 30 days after the date of the district's notice of intent to modify the plan, the district shall submit a modified plan responding to the State Superintendent's basis for rejection.
  
- d) The district is required to file with the State Superintendent of Education by December 1 of each year a report of expenditure data for the preceding school year. The filing of the report of expenditure data also shall constitute a certification by the district that the determinations set forth in subsection (b) of this Section made at the time of the filing of the plan for the preceding school year remain true and correct. Each report of expenditure data for the preceding school year shall provide:
  - 1) For the district, the information required by subsection (a)(1) of this Section; and
  - 2) For each attendance center:
    - A) the information required by subsection (a)(2) of this Section;
    - B) The amount of SGSA expended in the year for which the report is being submitted; and
    - C) The amount by which the SGSA allocated to the attendance center reported was less or more than the amount of SGSA that was expended.
  - 3) For the current school year, the final plan for SGSA that provides the information required by subsections (a)(1) and (a)(2) of this Section and that describes in a narrative or other format any modifications made to the plan in accordance with subsection (c) of this Section or amendments approved pursuant to subsection (e) of this Section.

- e) The State Superintendent of Education shall review the expenditure report and modifications submitted pursuant to subsection (f) of this Section to determine whether they comply with the expenditure provisions of this Section and Section 18-8.05(H)(4) of the School Code.
  - 1) Within 60 days after receipt of the report, the State Superintendent of Education shall provide written notification to the district and any affected local school council if its review determines that there has been contravention or supplanting.
  - 2) Within 45 days after receiving the written notification, the district shall submit written notice to the State Board of Education of *the remedial or corrective action to be taken, whether by amendment of the current plan, if feasible, or by adjustment in the plan for the following year* (see Section 18-8.05(H)).
  
- f) The district must seek an amendment of the plan whenever the amount of SGSA allocated to an attendance center is to be changed by more than \$1,000 or 20 percent (whichever is larger).
  - 1) All requests for plan amendments shall be approved by the principal, local school council and district to the same extent required for the plan itself.
  - 2) Any requested plan amendment shall be submitted to the State Superintendent of Education for review to determine whether it complies with the requirements of this Section and Section 18-8.05(H)(4) of the School Code.
    - A) Within 30 days after its receipt of the amendment, the State Superintendent of Education shall provide written notification to the district of whether the plan is accepted or rejected. If the amendment is rejected, then the State Superintendent of Education shall specify in the written notification the basis for rejection.
    - B) If the requested amendment is rejected, then the district shall either withdraw the amendment request or, within 30 days after receipt of a rejection notice, submit a modified plan amendment request responding to the State Superintendent's basis for rejection.
  
- g) The district and each attendance center shall retain all records and documentation necessary to demonstrate compliance with Section 18-8.05(H) of the School Code and this Part. The records and documentation shall be made available to the State Board of Education for inspection. Failure to produce the records and documentation may affect the district's recognition status, pursuant to 23 Ill. Adm. Code 1.20.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *SL*

**Agenda Topic:** Learning Technology Centers Intergovernmental Agreement

**Staff Contact(s):** Mary Reynolds, Executive Director of Innovation & Secondary Transformation

**Purpose of Agenda Item**

Innovation and Secondary Transformation requests the Board authorize the State Superintendent to enter into a renewal of the intergovernmental agreement (IGA) with Champaign and Ford Counties Regional Office of Education #9 (ROE 9) to administer the Learning Technology Centers for fiscal year 2019 not to exceed \$1.7 million.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

This proposal supports the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

The Learning Technology Centers (LTCs) provide professional development and support in all aspects of technology integration for teachers, technology coordinators, and administrators. The LTCs also provide technology assistance to schools regarding online testing (PARCC, Illinois Science Assessment, and SAT) and help them deal with infrastructure and connectivity issues.

**Background Information**

The LTCs (then known as Learning Technology Hubs) were established in 1996 as seven regional centers (Palatine Community Consolidated School District #15, LaSalle County ROE, Peoria County ROE, Champaign/Ford County ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence ROE, and the City of Chicago Public Schools #299) and charged with the mission of proactively supporting Illinois public schools by integrating technology and telecommunications in their school improvement plans; helping districts with long-range technology plans; and providing professional development in instructional technology, telecommunications, networking, and distance learning. Additionally, they were charged with helping districts remain current with technology by linking them with initiatives in

higher education, libraries, museums, and business. They also helped districts expand their internet connectivity.

The name of the hubs changed to Learning Technology Centers in 2001 and seven additional centers were added (Kane County ROE, DuPage County ROE, Lake County ROE, Will County ROE, Boone/Winnebago ROE, Carroll/JoDaviess/Stephenson ROE, Rock Island ROE) and the Palatine Community Consolidated School District #15 Hub was moved to Riverside-Brookfield Township School District 208. The funding for the LTCs was decreased in FY 2014 and the number of centers was reduced to seven.

The LTCs were reorganized in FY 2018 to provide services statewide through a centralized ROE. A statewide director and staff were hired to fulfill the deliverables in the agreement. A centralized website (<http://ltcillinois.org/>) has been created that provides resources to help districts in areas such as assessment implementation and professional learning opportunities.

Administering this grant through one ROE provides equitable distribution of technology support services statewide and ensures the most efficient operation. Performance goals for this grant include:

- Increase the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning;
- Ensure that all districts are technically able to successfully offer online PARCC, science assessments, and the SAT;
- Provide technical support that maximizes technology integration and opportunities for students; and,
- Increase the percentage of districts with staff trained to ensure security of student data.

**Financial Background**

It is expected that no more than \$1.7 million will be released to facilitate distribution of services statewide by the LTCs beginning on July 1, 2018, through an IGA.

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$1,400,000					<b>\$1,400,000</b>
FY19				\$1,700,000		<b>\$1,700,000</b>
<b>Total</b>	\$1,400,000			\$1,700,000		<b>\$3,100,000</b>

**Business Enterprise Program (BEP)**

The IGA is exempt from the agency’s BEP goal.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approval of the IGA renewal will allow the LTCs to continue to provide technology services (both instructional technology and technology support) to schools, teachers, and administrators throughout Illinois.

**Budget Implications:** State funding sources currently support this effort.

**Legislative Action:** None.

**Communication:** None.



### **Pros and Cons of Various Actions**

**Pros:** Approval of the IGA with ROE 9 will enable services to be delivered to schools throughout Illinois.

**Cons:** The LTCs work closely with district staff and technology coordinators to support technology integration, infrastructure, and PARCC online administration. District staff will be limited in their options for technology support without the help of the LTCs.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year intergovernmental agreement with the Champaign and Ford Counties Regional Office of Education #9 through June 30, 2019, not to exceed \$1.7 million subject to appropriations. This intergovernmental agreement is for the administration and management of the Illinois Learning Technology Centers.

### **Next Steps**

Upon Board authorization, agency staff will commence the process of executing an IGA in accordance with the approved motion pending appropriations.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Illinois Virtual School Intergovernmental Agreement

**Staff Contact(s):** Mary Reynolds, Executive Director of Innovation & Secondary Transformation

**Purpose of Agenda Item**

Innovation and Secondary Transformation requests the Board authorize the State Superintendent to enter into a renewal of the intergovernmental agreement (IGA) with Peoria County Regional Office of Education #48 (ROE 48) for the Illinois Virtual School (IVS) in the amount of \$2,403,350 for fiscal year 2019.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

Every child in each public school system in the State of Illinois deserves to attend a system wherein . . .

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

The IVS facilitates and coordinates a wide variety of online full-service courses (such as Algebra 1, Middle School Language Arts, Biology, etc.) and credit-recovery courses (such as Geometry, English 1, Chemistry, etc.) that are available to all Illinois schools and are aligned to the Illinois Learning Standards.

The IVS provides a wide variety of content-specific, self-paced and facilitated professional development courses. Professional development courses include courses, such as Reading First for Grades K-3, that examine ways to help children in grades K-3 acquire knowledge, skills, and experiences in literacy. Facilitated professional development available for graduate credit includes courses, such as Inquiry in the Science Classroom, that help teachers learn to include authentic inquiry into their courses.

**Background Information**

The Illinois Virtual High School was established in January 2001, pursuant to Board action. ISBE administered the program from 2001-03. The Illinois Math and Science Academy assumed day-to-day operations in 2003.

ISBE released a Request for Sealed Proposals (RFSP) in 2008 for the administration and management of the IVS, to increase the professional development offerings for teachers as well as continue to offer high-quality, standards-based courses for students in grades 5-12. These courses would be taught by highly qualified, Illinois-certified teachers. ROE 48 was the successful bidder. Since assuming management of the IVS, ROE 48 has completed a full course review; moved to a new learning management system; added enhanced and additional course offerings; worked with districts to design and deliver customized courses; revised teacher selection, training, and competition; and developed online courses for Illinois teachers to support state and regional initiatives. ISBE entered into a new IGA in 2017 with ROE 48 after the expiration of the RFSP contract. IVS will be offering five new semester agricultural courses online beginning in fall 2018.

Requirements within the Every Student Succeeds Act create the opportunity to expand the scope of services of the IVS in order to ensure that each and every child has access to a challenging academic curriculum and a well-rounded education (e.g., access to Advanced Placement/International Baccalaureate courses, enrichment/acceleration opportunities) that may not be available at all school sites.

**Financial Background**

ISBE entered into IGA in FY 2017 with ROE 48 for \$1.2 million through June 30, 2017. The IGA was extended in FY 2018 until June 30, 2018. The Board approved both IGAs.

This request is to renew the IGA created in FY 2018 to operate from July 1, 2018, through June 30, 2019, for up to \$2,403,350, subject to state appropriation. The additional funding of \$1.2 million in FY 2019 would provide support to school districts that currently are unable to provide access for students to participate in AP/IB courses through the IVS. State and District Technology Support and \$3,350 from IDEA discretionary funds for the design, delivery, and facilitation of the online Registered Nursing program will fund this IGA.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY17	\$950,000	\$250,000				<b>\$1,200,000</b>
FY18	\$950,000	\$250,000				<b>\$1,200,000</b>
FY19				\$2,400,000	\$3,350	<b>\$2,403,350</b>
<b>Total</b>	<b>\$1,900,000</b>	<b>\$500,000</b>		<b>\$2,400,000</b>	<b>\$3,350</b>	<b>\$4,803,350</b>

**Business Enterprise Program (BEP)**

Not Applicable.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approval of the IGA with ROE 48 will allow the IVS to operate and provide needed services to the students and teachers of Illinois.

**Budget Implications:** State funding sources currently support this effort. A Request for Proposals is expected to be released during FY 2019.

**Legislative Action:** None required.

**Communication:** None required.

### **Pros and Cons of Various Actions**

**Pros:** Approval of the IGA renewal with ROE 48 will allow for services and support to be delivered by the Illinois Virtual School to students and educators without interruption.

**Cons:** Funding for this IGA is dependent upon state appropriations.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year intergovernmental agreement with Peoria County Regional Office of Education #48 through June 30, 2019, not to exceed \$2,403,350, subject to appropriations. This contract is for the administration and management of the Illinois Virtual School.

### **Next Steps**

Upon Board authorization, agency staff will commence the process of executing an IGA in accordance with the approved motion pending state appropriation.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Libi Gil, Ph.D., Chief Education Officer 

**Agenda Topic:** Illinois Early Childhood Asset Map (IECAM) Intergovernmental Agreement

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning  
Lynn Burgett, Division Supervisor, Early Childhood Education

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (iGA) with The Board of Trustees of the University of Illinois for the provision of the Illinois Early Childhood Asset Map (IECAM). The total award over the five-year period will not exceed \$3,750,000.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The IECAM intergovernmental agreement relates to the Board's goal that:

*Every child in each public school system in the State of Illinois deserves to attend a system wherein...*

- All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

The Illinois Early Childhood Asset Map (IECAM) project provides a comprehensive picture of early care and education services in Illinois by combining up-to-date demographic information with early childhood program information from state agencies, Head Start, and private sector child care. The website uses sophisticated GIS coding/mapping to locate early childhood programs across multiple sectors of the state. In addition to data regarding early care and education services in the state of Illinois, IECAM provides demographic data on population, poverty, English Language Learners, and the unemployment rate among families served. The demographic data in IECAM includes U.S. Census data from the 2000 decennial census, and estimated for each year beginning with 2005 (corresponding to Fiscal Year 2006, the first year for which IECAM reported early care and education data) based on U.S. Census Bureau data.

IECAM supports a "culture of transparency" that contributes to accountability and that clarifies the process of distribution of state funds for early care and education by identifying areas with high needs and the number of services available to those areas. The IECAM website is publicly available and has increased the awareness of early childhood programming in communities statewide. <http://iecam.illinois.edu/>

**Financial Background**

General Revenue Funds (GRF) from the Early Childhood Block Grant appropriation will support the IECAM project. The estimated contract total costs, including renewal, will not exceed \$3,750,000.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19	\$	\$	\$750,000	\$	<b>\$750,000</b>
FY20	\$	\$	\$750,000	\$	<b>\$750,000</b>
FY21	\$	\$	\$750,000	\$	<b>\$750,000</b>
FY22	\$	\$	\$750,000	\$	<b>\$750,000</b>
FY23	\$	\$	\$750,000	\$	<b>\$750,000</b>
<b>Total</b>	<b>\$</b>	<b>\$</b>			<b>\$ 3,750,000</b>

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Information in IECAM is used to demonstrate regional need for entities applying for ECBG funding.

**Budget Implications:** General Revenue Funds are available through the Early Childhood Block Grant

**Legislative Action:** None required

**Communication:** None required

**Pros and Cons of Various Actions**

**Pros:** State Board approval allows the IGA for IECAM to continue. This will allow state agencies and communities to view early childhood data.

**Cons:** Without being able to access the IECAM website and without its continued growth, it will be difficult for agencies to effectively direct resources, researchers will lose one of the largest and most sophisticated GIS mapped data sources of early childhood programs, and schools, teachers and parents lose a valuable resource as well.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with The Board of Trustees of the University of Illinois for the Illinois Early Childhood Asset Map. The initial term of the contract will begin July 1, 2018, and extend through June 30, 2019. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$3,750,000.

**Next Steps**

Upon Board authorization, agency staff will enter into an intergovernmental agreement with The Board of Trustees of the University of Illinois for the Illinois Early Childhood Asset Map (IECAM).

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent *AS*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Grant with Illinois State University for the National Board Certification Initiative

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning  
Emily Fox, Division Administrator, Educator Effectiveness

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to award the National Board Resource Center at Illinois State University (ISU) a grant for \$1 million for fiscal year 2019. Awarding this grant will enable ISU to serve as the fiscal agent for the Illinois Teaching Excellence Program.

**Relationship to/Implications for the State Board's Strategic Plan**

This grant between ISBE and ISU relates to the Board's strategic goal of preparing highly effective teachers and school leaders.

**Background Information**

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, nongovernmental organization created in 1987 to provide voluntary national certification of teachers who meet rigorous, advanced standards through a series of performance-based assessments. This national accreditation process was developed in response to two high-profile reports prepared during the mid-1980s that focused on the necessity for education reforms, including improving teaching as a profession.

Illinois currently ranks sixth in the nation for the total number of National Board Certified Teachers (NBCTs). There are currently 6,374 NBCTs in Illinois. The increase in Illinois' number of NBCTs is due in part to the support systems created by the Illinois General Assembly through the Illinois Teaching Excellence Program. Illinois has used federal and state funds since 1998 to promote interest and participation in the NBPTS certification program and to support professional development for mentoring of classroom teachers throughout the state by NBCTs. In addition, state and federal funds have also supported teachers and school counselors applying for NB candidacy by paying all or a portion of their NB candidacy fees.

In 2011, Public Act 097-0607 changed how funding is used for NB supports. Under the new law, any funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who are employed by school districts and who have or are in the process of obtaining licensure through the National Board for Professional Teaching Standards. The goal of the program is to improve instruction and student performance.

ISU has managed the Illinois National Board for Professional Teaching Standards program since FY 2006. It partners with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties. NBCT coordinators recruit prospective NBCTs in schools that have 50 percent or more students who receive free or reduced-price lunches and schools in counties with no NBCTs. Additional promotional presentations are arranged with NBCTs beyond the targeted schools. NBCT coordinators arrange assessment and application support services and mentor training for NBCTs.

**Financial Background**

Per 105 ILCS 5/21B-70 effective July 1, 2011, the Illinois State Board of Education is required to have a specific budget line for this appropriation. These funds have been awarded to Illinois State University since 2016. Prior to FY 2016, the National Board for Professional Teaching Standards was responsible for the grant.

	Current State Grant Funding	Current Federal Grant Funding		Requested State Grant Funding	Requested Federal Grant Funding	Total Grant per Fiscal Year
<b>FY06</b>	\$4,740,000	0		0	0	\$4,740,000
<b>FY07</b>	\$9,605,000	0		0	0	\$9,605,000
<b>FY08</b>	\$11,485,000	0		0	0	\$11,485,000
<b>FY09</b>	\$11,485,000	0		0	0	\$11,485,000
<b>FY10</b>	\$5,742,500	0		0	0	\$5,742,500
<b>FY11</b>	\$2,756,400	0		0	0	\$2,756,400
<b>FY12</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY13</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY14</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY15</b>	\$977,500	0		0	0	\$977,500
<b>FY16</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY17</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY18</b>	\$1,000,000	0		0	0	\$1,000,000
<b>FY19</b>		0		\$1,000,000	0	\$1,000,000
<b>Total</b>		0		\$1,000,000	0	<b>\$53,791,400.00</b>



**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** None.

**Budget Implications:** Funding for the Illinois National Board initiative is dependent upon the state providing a line item to support educators applying for National Board certification.

**Legislative Action:** None required.

**Communication:** None required.

**Pros and Cons of Various Actions**

**Pros:** Allowing ISU to serve as the fiscal agent for the Illinois Teaching Excellence Program will help simplify the process through which NBCT candidates are funded and supported.

Additionally, this approval will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award a grant to the National Board Resource Center at Illinois State University for \$1 million for FY19, to serve as the fiscal agent for the Illinois Teaching Excellence Program.

**Next Steps**

Upon Board authorization, agency staff will commence the process of awarding the grant in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Renewal of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board Professional Preparation and Support System

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning  
Emily Fox, Division Administrator, Educator Effectiveness

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the National Board Resource Center at Illinois State University (ISU) for FY19.

**Relationship to/Implications for the State Board's Strategic Plan**

This IGA between ISBE and ISU aligns to the Board's strategic goal of preparing highly effective teachers and school leaders.

**Background Information**

In 2011, Public Act 097-0607 changed how funding is used for National Board supports. Under the new law, any funds appropriated for the Illinois Teaching Excellence Program must provide monetary assistance and incentives for qualified educators employed by school districts and who have or are in the process of obtaining licensure through the National Board for Professional Teaching Standards (NBPTS). The goal of the program is to improve instruction and student performance.

This contract provides funds for administrative costs to Illinois State University to support the recruitment, training, and mentoring of teachers who are seeking National Board Certification. This work supports the Illinois Teaching Excellence Program grant, which is a line item in the state budget and required by Illinois School Code. The grant awards up to \$1 million to educators who are undergoing the certification process. Illinois State University serves as ISBE's fiscal agent for the grant.

ISU has managed the Illinois National Board for Professional Teaching Standards program since fiscal year 2006. It partners with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties.

**Financial Background**

ISBE entered into an IGA with ISU on July 30, 2010, to recruit and support Illinois NBPTS candidates.

This request is to renew the IGA to extend the end date of the contract through June 30, 2019, and to request an additional amount of funding for FY 2019 of \$298,000. This amendment would bring the total amount of federal funding to \$2,862,928. The funding will come from Teacher Quality Leadership – Title II Federal Funds.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY11		\$380,624.80			<b>\$380,625.00</b>
FY12		\$372,807.63			<b>\$372,808.00</b>
FY13		\$277,143.00			<b>\$277,143.00</b>
FY14		\$342,352.86			<b>\$342,352.00</b>
FY15		\$297,116.36			<b>\$298,000.00</b>
FY16		\$298,000.00			<b>\$298,000.00</b>
FY17		\$298,000.00			<b>\$298,000.00</b>
FY18		\$298,000.00			<b>\$298,000.00</b>
FY19		\$298,000.00			<b>\$298,000.00</b>
<b>TOTALS</b>		<b>\$2,266,045.65</b>			<b>\$2,862,928.00</b>

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approval of the contract renewal with the National Board Resource Center at Illinois State University will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

**Budget Implications:** Funding for the Illinois National Board Initiative is dependent upon federal Title II money and if the state provides a line item to support educators applying for National Board.

**Legislative Action:** None required.

**Communication:** None required.

**Pros and Cons of Various Actions**

**Pros:** This approval will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

**Cons:** None.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew the intergovernmental agreement with the National Board Resource Center at Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The IGA will be for \$298,000 in FY2019 and the total contract will not exceed \$2,862,928.

**Next Steps**

Upon Board authorization, agency staff will commence the process of renewing the intergovernmental agreement in accordance with the approved motion.

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**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Melissa Oller, Chief Operating and Professional Capital Officer 

**Agenda Topic:** Renewal of International Business Machines Contract for ISBE Student Information System Information Technology Support

**Materials:** None

**Staff Contact(s):** John Shake, Director, Information Systems

**Purpose of Agenda Item**

The Division of Information Technology requests the Board to authorize the State Superintendent to approve a one-year renewal contract not to exceed \$1,200,000 with International Business Machines Corp. (IBM) for system support, enhancements, and knowledge transfer for the Student Information System (SIS). The previous five-year contract, which expires June 30, 2018, was for \$7.5 million. This will bridge the gap between the expiration of the contract and execution of a new contract. Additionally, this contract extension will provide a transition period for a potential new vendor.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The contractors will provide a transition team for the purpose of knowledge transfer and to ensure a transparent and orderly staffing change over to a new SIS vendor. Maintaining the continuity for all process and calendar activities will be critical during a transition. A loss of knowledge during a team transition can negatively affect overall efficiencies as well as increase risks of delay and errors related to key deliverables. Knowledge deficiencies could affect the quality and usability of requested business area deliverables. Program areas include, but are not limited to, Assessment, Fiscal (Evidence-Based Funding), Every Student Succeeds Act (ESSA) implementation, Data Analysis, Early Childhood, and CTE. Accordingly, it is expected that the scope of work provided in this contract will support the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

### **Background Information**

The Illinois State Board of Education Student Information System provides state and federal education entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the State of Illinois. SIS provides secure and appropriate access for applications such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student-related information electronically from school districts.

The collection of individual student records increases the state's capacity to follow a student's progress over time and to conduct longitudinal studies. The use of this data helps educational leaders make better data-driven decisions regarding policies; potentially reduces the amount of data collected from school districts and schools; improves the quality of information gathered from local sources; and enhances the use of state-level data by local school districts to plan and implement educational services and programs.

The contractors will collaborate with other project teams in support of SIS. These applications include, but are not limited to:

- Student Information System
- Illinois Longitudinal Data System
- Entity Profile System
- Electronic Grant Management Systems

The contractor has met all system support requirements necessary to maintain the operational needs for agency reporting of student information. Additionally, the contractor has met all system upgrades in accordance to key due dates.

The contractor will continue to maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractor will provide weekly status reports and schedule weekly project status meetings. The project team's progress and accomplishments will be continually measured/evaluated by ISBE management against set expectations to ensure that each member is performing efficiently.

### **Financial Background**

The Division of Information Technology (IT) entered into a contract with IBM, with the initial term of the contract from July 1, 2013, through June 30, 2018, for \$7.5 million. This contract allows for five one-year renewal options pending satisfactory performance of the contractor and sufficient appropriation for the program. No funds were allocated to the renewal period and a new RSFP is being issued. However, a need exists to bridge the gap between contract expiration and execution of a new contract. Furthermore, in the event a new vendor wins the contract, a transition team is needed for continuity and knowledge transfer. IT is proposing to exercise a one-year renewal option to extend the IBM contract from July 1, 2018, through June 30, 2019, for a maximum of \$1,200,000. This contract is funded by the following sources: Early Childhood Block Grant, Title I – Low Income, Title I – Migrant Education Program, IDEA Discretionary, Perkins – Career and Technical Education, Title III – English Language Acquisition, and GRF- contractual services.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY14	\$ 1,100,000.00	\$ 600,000.00			<b>\$1,700,000.00</b>
FY15	\$ 999,884.50	\$ 599,999.96			<b>\$1,599,884.46</b>
FY16	\$ 950,000.00	\$ 550,000.00			<b>\$1,500,000.00</b>
FY17	\$ 950,000.00	\$ 550,000.00			<b>\$1,500,000.00</b>
FY18	\$ 650,000.00	\$ 550,000.00			<b>\$1,200,000.00</b>
FY19			\$ 500,000	\$ 700,000	<b>\$ 1,200,000.00</b>
<b>Total</b>	<b>\$ 4,649,884.50</b>	<b>\$ 2,849,999.96</b>	<b>\$ 500,000</b>	<b>\$ 700,000</b>	<b>\$ 8,699,884.46</b>

BEP goals are not applicable for this contract.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** None.

**Budget Implications:** The contract will be funded with various state and federal funds.

**Legislative Action:** None.

**Communication:** None.

**Pros and Cons of Various Actions**

**Pros:** Renewal of the contract will allow SIS to continue to operate, expand its capabilities, and provide knowledgeable and professional assistance to districts and schools.

**Cons:** A loss of knowledge during a team transition can negatively affect overall efficiencies as well as increase risks of delay and errors related to key deliverables. Knowledge deficiencies could affect the quality and usability of requested business area deliverables.

Several areas will be impacted if the contract is not extended:

- Statewide SIS training conferences could not be held.
- The Assessment Data Correction Period for PARCC and DLM-AA ACCESS would have to be adjusted.
- Evidenced-Based Funding reports would be affected.
- State Report Card data would be delayed.
- Development work on ESSA implementation would stop.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year renewal contract from July 1, 2018, through June 30, 2019, with IBM for the purpose of knowledge transfer and transitioning to a new SIS vendor. The estimated contract renewal cost will not exceed \$1,200,000.

**Next Steps**

Upon Board authorization, agency procurement staff will present the renewal contract to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will process the renewal contract in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *SL*

**Agenda Topic:** Truants' Alternative and Optional Education Program Grants

**Materials:** None

**Staff Contact(s):** Jeff Aranowski, Executive Director, Safe and Healthy Climate  
Cara Wiley, Director, Regulatory Support and Wellness

**Purpose of Agenda Item**

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to approve the release of a Request for Proposals (RFP) and to award Truants' Alternative and Optional Education Program (TAOEP) grants in the amount of \$14.5 million in fiscal year 2019 to one or more public entities.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

TAOEP grants will support the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

**Background Information**

Section 2-3.66 of the School Code [105 ILCS 5/2-3.66] authorizes the State Board of Education to provide grants for the establishment of Truants' Alternative and Optional Education Programs. These programs, which serve as part-time or full-time options to regular school attendance, offer modified instructional programs or other services designed to prevent students from dropping out of school. Programs funded under this grant can only serve students identified as one of the following:

- A. A truant, defined in Section 26-2a of the School Code as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof;
- B. A chronic or habitual truant, defined in Section 26-2a of the School Code as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days;
- C. A dropout, defined in Section 26-2a of the School Code as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than death, extended illness, graduation, or completion of a program of studies and who has not transferred to another public or private school; and



D. A potential dropout, which is any student subject to compulsory attendance as defined in Article 26 of the School Code and whose school absences or pattern of school attendance impedes the student's learning or contributes to the student's failure to meet the Illinois Learning Standards and/or district learning standards. Attendance problems may include chronic truancy, truancy, selective absences, excessive absences, or a pattern of absences or tardiness.

ISBE's allocation for grants in FY 2018 was \$11.5 million. There are currently 27 active grants in Cohort 17 and 28 active grants in Cohort 18. Cohort 17 and Cohort 18 currently consist of school districts, Regional Offices of Education, and charter schools. The FY 2019 awards will be for one year. There will be two one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. Chicago Public Schools (CPS) will be applying along with other applicants in this RFP process. CPS previously was allocated 26.8 percent of the total award in Block Grant Funding.

**Financial Background**

TAOEP is a line item in the state budget that has been \$11.5 million annually since FY 2009.

The financial background of this grant is illustrated in the table below:

	Current Grant State Funding	Requested Additional State Funding	Total Grant per Fiscal Year
FY 09	\$11,500,000		\$11,500,000
FY 10	\$11,500,000		\$11,500,000
FY 11	\$11,500,000		\$11,500,000
FY 12	\$11,500,000		\$11,500,000
FY 13	\$11,500,000		\$11,500,000
FY 14	\$11,500,000		\$11,500,000
FY 15	\$11,500,000		\$11,500,000
FY 16	\$11,500,000		\$11,500,000
FY 17	\$11,500,000		\$11,500,000
FY18	\$11,500,000		\$11,500,000
FY19		\$14,500,000	\$14,500,000
<b>Total</b>	\$115,000,000	\$14,500,000	\$129,500,000

**Business Enterprise Program (BEP)**

Not applicable.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Funding for TAOEP provides part-time or full-time options to regular school attendance and offers modified instructional programs or other services designed to prevent students from dropping out of school.

**Budget Implications:** Funding is subject to appropriation by the General Assembly.

**Legislative Action:** None.

**Communication:** Notice for the RFP will be made via [www.isbe.net](http://www.isbe.net). The award will be listed on the [Grant and Accountability Transparency Act](#) website.

**Pros and Cons of Various Actions**

**Pros:** Board approval of funds for TAOEP and sufficient appropriation will allow for grant recipients to offer modified or instructional programs or other services designed to prevent students from dropping out of school.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release the TAOEP Request for Proposals and to award successful applicants. The initial term of the grants will begin July 1, 2018, and extend through June 30, 2019. There will be two one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including cohort renewals, will not exceed \$14.5 million in FY 2019.

**Next Steps**

Upon Board authorization, agency staff will prepare and release the RFP for competitive bids in FY 2019 and award funding to successful applicants.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph. D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Intergovernmental Agreement Extension with Illinois State University for Content Specialists

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Marci Johnson, Director of Curriculum and Instruction

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to renew the intergovernmental agreement (IGA) with Illinois State University (ISU) for fiscal year 2019 for \$2 million. Renewal of this contract will support the work of 11 content specialists.

**Relationship to/Implications for the State Board's Strategic Plan**

The IGA will support the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more third-grade students are reading at or above grade level.
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

The IGA with ISU provides support for the work of 11 content specialists. Content Specialists develop and deliver professional learning, instructional resources, and technical assistance aligned to Board goals and the Illinois Learning Standards to administrators and teachers statewide.

Since inception of the partnership in 2013, ISU has been responsive as the needs and demands for state resources, learning supports, and professional learning from districts have changed. During FY 2018, content specialists developed and delivered support services to teachers and administrators across Illinois in districts and at conferences. In addition to the multiple on-demand, face-to-face work mentioned occurring at state and regional conferences (e.g., Connections Conference, Illinois Association of Title I Directors, ESSA Conference, among others). Content specialists also provide supports in districts and schools (e.g., Carbondale

Teachers Institute, Quincy Teachers Institute, O'Fallon Science Leadership committee, CPS Leadership Institute, among others).

More specifically, ISU content specialists in partnership ISBE developed Online Impact, a virtual professional learning space to meet the professional growth needs of educators.

- **In FY 2018, 387 teachers or administrators took courses offered by Online Impact.** The center continues to develop new topics and expand the cadre of trained facilitators to deliver online content. The Online Impact platform for professional learning is popular and powerful. Facilitators are evaluated and monitored to ensure consistent quality, design, and delivery of courses. The center has worked in collaboration with ISBE to house the content on the ISBE server.

ISU's ability to conduct research in best practices enables the ISBE/ISU partnership to provide opportunities to Illinois educators in the form of pilots. To date, content specialists have developed and supported the following pilots:

- **Lesson Study** – Lesson study is a form of long-term professional learning in which teachers engage in the examination of personal instructional practices with the goal of becoming more effective, thus increasing student engagement and achievement. Teachers work collaboratively in small groups to plan, research, teach, observe, and critique a lesson. This process deepens the interaction of colleagues by developing habits of self-reflection and critical thinking. The training and planning meetings occur virtually during the planning and research work and in-person for the teaching, observation, and critique. Facilitation guides for this work are available on the Illinois Classrooms in Action website at [ilclassroomsinaction.org](http://ilclassroomsinaction.org).

Two rounds of lesson studies in math with a total of six teams (three or more teachers per team) from various districts and an additional 27 individual participants have occurred in FY 2018. A third ELA pilot lesson study has just started.

- **Micro-credential Pilot** -- The ISBE/ISU micro-credential pilot is another research-based professional learning opportunity for educators that results in the professional recognition of a skill and/or competency, task, or enhanced understanding of a concept or topic. The pilot is structured to inform the design of micro-credential content, guide the next steps for further developing a system of professional learning to support micro-credentials, and gain insights directly from participants on the value and validity of earning a micro-credential. The following topics were developed for the current micro-credential pilot.
  1. Differentiation in Mathematics
  2. Modifications in Science Instruction Using the NGSS Screener
  3. Effective ELA Formative Assessment Strategies
  4. Guiding Principles for Assessment

The first pilot concluded in February. The next pilot is set to begin in early May.

ISU maintains a library of resources aligned to the Illinois Learning Standards in all academic content areas, including technology, on the Illinois Classrooms in Action website at [ilclassroomsinaction.org](http://ilclassroomsinaction.org). The resources are developed by the content specialists at ISU and reviewed for alignment to state standards. Examples include monthly content area newsletters, back-to-school guides, school improvement packets, lesson study guides, needs assessments,

Danielson correlation guides, Tech for Teachers, technology standards, grade-specific social and emotional descriptor guides, math talks, PARCC and SAT information, curriculum webinars, and videos of teachers in action.

Furthermore, ISU provides:

- Educator Leader Cadres (ELCs), groups of educators who provide input from the field on various topics. For instance, ELCs provided insight on the Ed360 dashboard and resources that should be added to the dashboard.
- Learning supports for professional learning modeling the Learning Forward Standards. ISBE adopted the Learning Forward Standards to ensure alignment of all professional learning in Illinois. This work serves as the state model for districts.
- Expertise and coordination of the Illinois Open Education Resources to help teachers identify lessons aligned to specific Illinois Learning Standards.
- Further, content specialists will lead the development of resources and supports for transitional math in FY 2019.

**Financial Background**

ISBE entered into an IGA with ISU on December 13, 2012, to support statewide implementation of the new Illinois Learning Standards for English language arts and math.

ISBE requests renewal this agreement with ISU for \$2 million. Renewal would bring the total amount of funding since inception to \$8,484,990.65. Federal dollars will fund the agreement.

The financial background of the IGA is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13		\$735,590.00				\$ 735,590.00-
FY14		\$1,064,410.00				\$ 1,064,410.00
FY15		\$900,000.00				\$ 900,000.00
FY16		\$571,473.72				\$ 571,473.72
FY17		\$864,431.24				\$ 864,431.24
FY18		\$2,313,517.00				\$ 2,313,517.00
FY19					\$2,000,000.00	\$ 2,000,000.00
<b>Total</b>						<b>\$ 8,449,421.89</b>

**Business Enterprise Program (BEP)**

Intergovernmental agreements are exempt from the agency’s BEP goal because each state agency and university is subject to its own BEP goal.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** None.

**Budget Implications:** The proposed activities will be funded by federal Title I dollars.

**Legislative Action:** None.

**Communication:** None.

**Pros and Cons of Various Actions**

**Pros:** Approval to renew the IGA with ISU will provide for continuation of all deliverables/services outlined previously and provide for the expansion and growth of future

resources due to statutory requirements (e.g., Postsecondary Workforce Readiness Act -- specifically resources for transitional math).

**Cons:** Funding for this IGA is dependent upon federal money.

**Superintendent's Recommendation**

I recommend the following motion be adopted at the April 2018 Board meeting:

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with Illinois State University for \$2 million for services in FY 2019. The total will not exceed \$8,449,421.89.

**Next Steps**

Upon Board authorization, agency staff will enter into an intergovernmental agreement in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AS*  
Robert Wolfe, Chief Financial Officer *RW*

**Agenda Topic:** Special Education Expenditures and Receipts Report – 2018

**Materials:** 2018 Annual Report (Alphabetical and Descending Order)

**Staff Contact(s):** Deb Vespa, School Business Services

**Purpose of Agenda Item**

School Business Services Division requests the Board to authorize the State Superintendent to submit to the General Assembly and Governor this Special Education Expenditures and Receipts Report, which identifies each school district's special education expenditures, receipts, and net special education expenditures over receipts, per Section 2-3.145 [105 ILCS 5/2.3.145]. This report is due May 1 each year.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

This report is indirectly related to all goals of the State Board's strategic plan, as it continues to demonstrate the high costs that school districts incur to provide necessary special education services to their students.

*Every child in each public school system in the State of Illinois deserves to attend a system wherein...*

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**Background Information**

Section 2-3.145 mandates that the Illinois State Board of Education (ISBE) submit to the General Assembly and the Governor an annual report that designates school districts' special education expenditures, receipts, and net special education expenditures. The receipts are to be specified as local, state, and federal. The calculation utilizes data ISBE receives on school districts' Annual Financial Reports and Pupil Transportation Claims and from the Fall Housing Reports/Student Information System and the Funding and Child Tracking System (FACTS).

The data is limited to data sources delineated above, so this report should not be perceived as reflecting the exact amount of net special education costs incurred by each school district; it should be noted that the methodology utilized has been consistent for all 11 years. Further, the report reflects only the amount of attributed special education expenditures incurred by each

district compared to the amount of attributed special education revenue received as per the methodology described below. The gross expenditures are as reported in each district's 2017 Annual Financial Report. See Appendix B for an example calculation.

Delayed state payments have an impact on this report. Depending upon the timing of the payments, state payments may not be reflected in the fiscal year in which they should have been paid. In Illinois, 690 of 851 school districts that submit Annual Financial Reports are on the cash basis of accounting. This means that revenue receipts are recognized in the fiscal year in which they are actually received. The remaining districts are on the modified accrual basis of accounting, which recognizes revenues in the fiscal year for which they are intended as long as the revenue is received within 60 days of the end of the fiscal year.

Legislative sponsors and educational stakeholders held discussions and agreed to the following assumptions, which have been used in each report since the passage of the legislation in fiscal year 2008.

- The FACTS Report is utilized to calculate the special education child full-time equivalent (FTE) count. This report collects each identified special education student's enrollment in special education and the Educational Environment (EE) for each student. The EE defines a range of time the student receives regular services. For example, a student with an EE code of 02 is defined as "inside the general education classroom no more than 79 percent of the school day and no less than 40 percent of the school day." Thus, all students with an EE code of 02 are counted as receiving 60 percent special education services. The calculation for the Special Education Child Full-time Equivalent Count would be 60 percent times the number of days the student was enrolled divided by the number of days the district was in session (for example  $60\% \times 50 \text{ days enrolled} \div 176 \text{ days in session} = .170$  full-time equivalent count). This calculation is computed for each identified student in the district and summed up to obtain the total Special Education Child Full-Time Equivalent Count for the district.
- Expenditures that are directly related to special education services are allocated 100 percent as special education. These expenditures include special education instructional programs, special education private tuition, speech pathology and audiology services, etc. (See Appendix B of the attached report.)
- For expenditure functions that provide greater support to special education, the ratio of Total Special Education Child Count to Total Child Count is utilized to allocate the expenditures to special education. These costs include health services, office of the principal services, etc. (See Appendix B, 30.927 percent.)
- Expenditure functions related to all students are allocated utilizing the ratio of Special Education Full-Time Equivalent Count to the Total Child Count for each district. These costs include guidance services, assessment and testing, etc. (See Appendix B, 9.277 percent.)
- Revenues that are directly related to special education services are allocated 100 percent as special education. These revenues include special education purposes levy, special education tuition, special education personnel reimbursement, etc. (See Appendix B, 100 percent.)
- Revenues that are not directly related to special education services are allocated utilizing the ratio of Special Education Full-Time Equivalent Count to the Total Child Count for each district. These revenues include general purpose levies, general state aid, etc. (See Appendix B, 9.277 percent.)



- ISBE does not collect the percentage of time ancillary services, such as social work, psychological, and other support services, are utilized for special education purposes. Therefore, these expenditures are allocated as follows: (See Appendix B.)
  - Attendance and Social Work Services—90 percent;
  - Psychological Services—90 percent; and
  - Other Support Services—5 percent.

**Special Education Expenditures and Receipts Report History**

Table 1 reflects the total amount calculated for the estimated net special education expenditures after deduction of a proportionate share of local funds received and specific state and federal funds received. The net special education expenditures continue to increase.

<b>Table 1 Estimated Special Education Net Expenditures (\$ in Billions)</b>					
Fiscal Year	Estimated Special Education Expenditures (A)	Proportionate Share of Local Funds (B)	State Funding (C)	Federal Funding (D)	Net Special Education Expenditures (A – B – C – D)
2008	\$4.0	\$0.9	\$1.4	\$0.4	\$1.3
2009	3.8	0.9	1.4	0.4	1.1
2010	4.4	0.9	1.5	0.7	1.3
2011	4.5	0.9	1.6	0.7	1.3
2012	4.6	0.9	1.7	0.6	1.4
2013	4.8	1.0	1.8	0.5	1.5
2014	4.9	1.1	1.8	0.5	1.5
2015	5.0	1.2	1.7	0.5	1.6
2016	5.1	1.3	1.6	0.5	1.7
2017	5.2	1.2	1.7	0.5	1.8

Chart 1 reflects the amount of allocated special education expenditures compared to the allocated special education revenue, per geographic region.

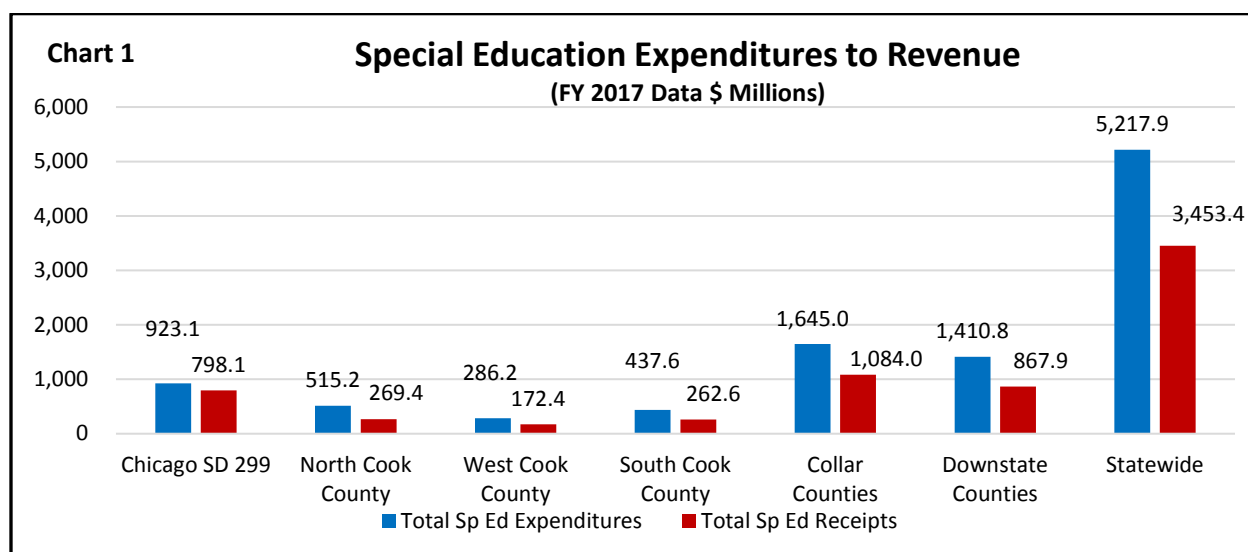
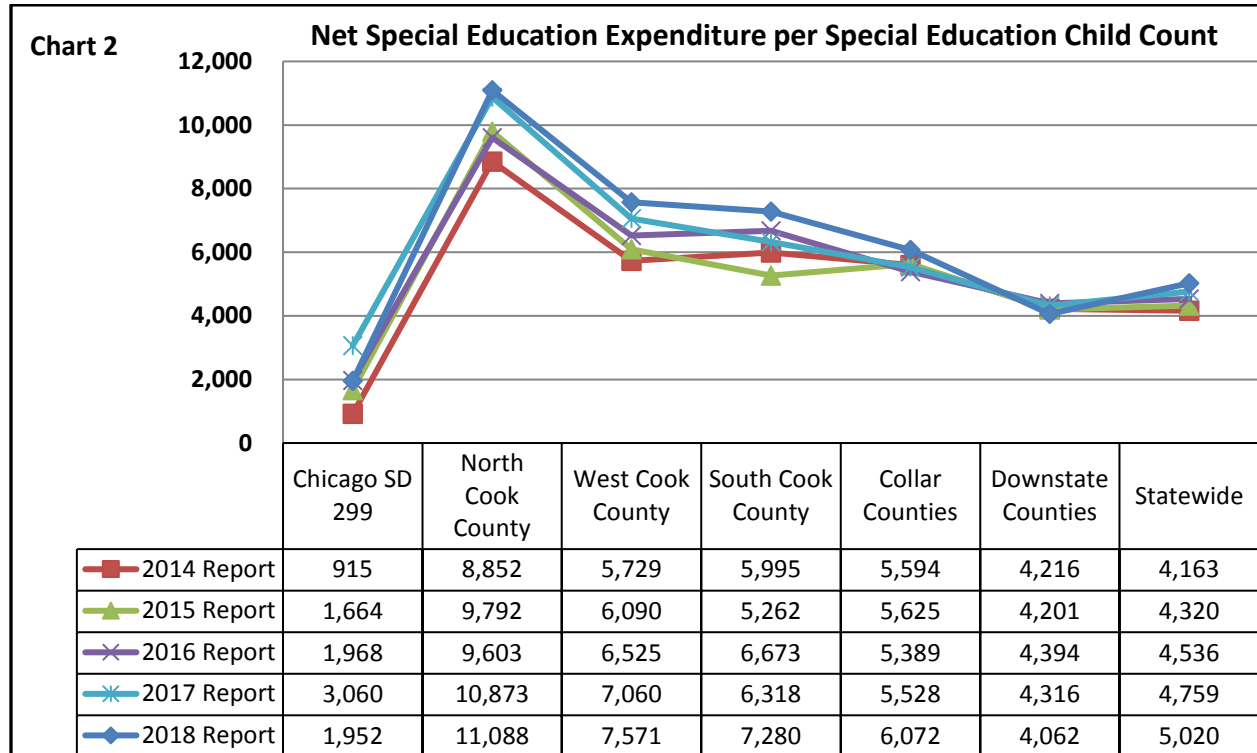
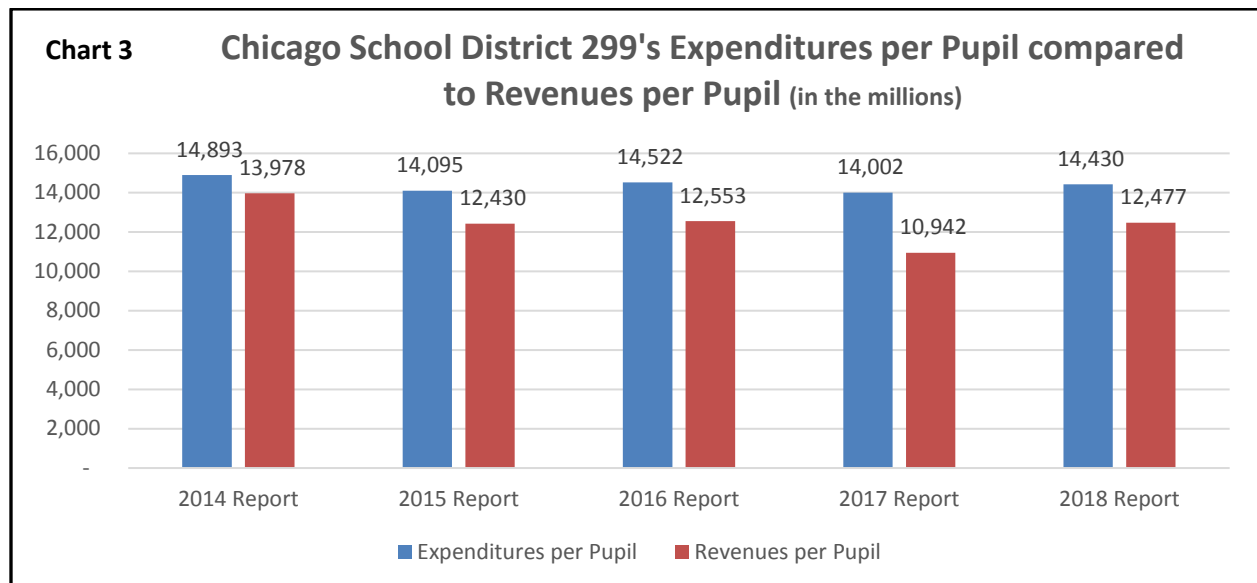


Chart 2 denotes the overall amount of net expenditures districts incur after deducting local, state, and federal revenues allocated to special education, by geographic region.



The substantial increase to Chicago School District 299's 2017 reported net cost per child count was due to decreasing special education child count, decreasing local revenues, and the delay of \$90 million in Educational Services Block Grant payments. The 2018 report decreased to an amount consistent with what was reported in the 2016 report. This is due to increased expenditures and revenues. Chart 3 reflects Chicago School District 299's expenditures and revenues per pupil for the past five reports. The expenditures per pupil have remained fairly consistent compared to the revenue per pupil that ranges from a low of \$10,942 on the 2017 report to a high of \$13,978 on the 2014 report.



### **In Summary**

The calculations for this report are limited to the data collected by ISBE and are based upon special education student counts compared to total student counts unless actual revenue or expenditures are known. This report should not be perceived as reflecting the exact amount of net special education costs incurred by each school district, but it should be noted that the methodology utilized has been consistent for all 11 years. This report is not intended to denote the amount of or type of special education services school districts are providing for their students. However, this report continues to demonstrate the high costs that school districts incur to provide necessary special education services to their students. Each year the amount of net special education expenditures continues to increase.

As per Chart 2, all geographical areas of the state incurred the highest amount of net special education expenditure per child count over the past four years, except Chicago School District 299 and Downstate. This includes the statewide amount at \$5,020 per child count compared to \$4,163 in the 2014 report.

Expenditures in 2017 are greater than revenue for all regions of the state. See Chart 1. With the exception of 2009, the net special education expenditures have consistently increased from \$1.3 billion in 2008 to \$1.8 billion in 2017. See Table 1.

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** This report is based upon data accumulated by ISBE's data collection systems.

**Budget Implications:** None.

**Legislative Action:** The report will be submitted to the General Assembly and Governor by May 1, 2018.

**Communication:** The report will be posted on the ISBE website.

### **Pros and Cons of Various Actions**

**Pros:** This report demonstrates the high costs that school districts incur to provide necessary special education services to meet the needs of their students.

**Cons:** The calculations for this report are limited to the existing ISBE data collection systems and should not be perceived as reflecting the exact amount of net special education costs incurred by each school district. However, consistent calculations have been utilized for all 11 reports, producing consistent outcomes.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to forward the Special Education Expenditures and Receipts Report to the General Assembly and Governor by May 1, 2018.

### **Next Steps**

Upon board authorization, agency staff will forward the report to the General Assembly and Governor and post the report on the ISBE website.

# ILLINOIS STATE BOARD OF EDUCATION

## Special Education Expenditures and Receipts Report School Code, Section 2-3.145 (105 ILCS 5/2-3.145)

May 1, 2018



James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

## FORWARD

The attached report is being submitted to comply with Section 2-3.145 of the School Code [105 ILCS 5/2-3.145] as amended by Public Act 95-0555.

Section 2-3.145 mandates that the Illinois State Board of Education (ISBE) submit to the General Assembly and the Governor an annual report that designates school districts' special education expenditures, receipts, and net special education expenditures. The receipts are to be specified as local, state, and federal. The calculation utilizes data ISBE receives on school districts' Annual Financial Reports and Pupil Transportation Claims and from the Fall Housing Reports/Student Information System and the Funding and Child Tracking System (FACTS).

The data is limited to data sources delineated above, so this report should not be perceived as reflecting the exact amount of net special education costs incurred by each school district; it should be noted that the methodology utilized has been consistent for all 11 years. Further, the report reflects only the amount of attributed special education expenditures incurred by each district compared to the amount of attributed special education revenue received as per the methodology described below. The gross expenditures are as reported in each district's 2017 Annual Financial Report. See Appendix B for an example calculation.

Delayed state payments have an impact on this report. Depending upon the timing of the payments, state payments may not be reflected in the fiscal year in which they should have been paid. In Illinois, 690 of 851 school districts that submit Annual Financial Reports are on the cash basis of accounting. This means that revenue receipts are recognized in the fiscal year in which they are actually received. The remaining districts are on the modified accrual basis of accounting, which recognizes revenues in the fiscal year for which they are intended as long as the revenue is received within 60 days of the end of the fiscal year.

Legislative sponsors and educational stakeholders held discussions and agreed to the following assumptions, which have been used in each report since the passage of the legislation in fiscal year 2008.

- The FACTS Report is utilized to calculate the special education child full-time equivalent (FTE) count. This report collects each identified special education student's enrollment in special education and the Educational Environment (EE) for each student. The EE defines a range of time the student receives regular services. For example, a student with an EE code of 02 is defined as "inside the general education classroom no more than 79 percent of the school day and no less than 40 percent of the school day." Thus, all students with an EE code of 02 are counted as receiving 60 percent special education services. The calculation for the Special Education Child Full-time Equivalent Count would be 60 percent times the number of days the student was enrolled divided by the number of days the district was in session (for example  $60\% \times 50 \text{ days enrolled} \div 176 \text{ days in session} = .170 \text{ full-time equivalent count}$ ). This calculation is computed for each identified student in the district and summed up to obtain the total Special Education Child Full-Time Equivalent Count for the district.
- Expenditures that are directly related to special education services are allocated 100 percent as special education. These expenditures include special education instructional programs,

special education private tuition, speech pathology and audiology services, etc. (See Appendix B of the attached report.)

- For expenditure functions that provide greater support to special education, the ratio of Total Special Education Child Count to Total Child Count is utilized to allocate the expenditures to special education. These costs include health services, office of the principal services, etc. (See Appendix B, 30.927 percent.)
- Expenditure functions related to all students are allocated utilizing the ratio of Special Education Full-Time Equivalent Count to the Total Child Count for each district. These costs include guidance services, assessment and testing, etc. (See Appendix B, 9.277 percent.)
- Revenues that are directly related to special education services are allocated 100 percent as special education. These revenues include special education purposes levy, special education tuition, special education personnel reimbursement, etc. (See Appendix B, 100 percent.)
- Revenues that are not directly related to special education services are allocated utilizing the ratio of Special Education Full-Time Equivalent Count to the Total Child Count for each district. These revenues include general purpose levies, general state aid, etc. (See Appendix B, 9.277 percent.)
- ISBE does not collect the percentage of time ancillary services, such as social work, psychological, and other support services, are utilized for special education purposes. Therefore, these expenditures are allocated as follows: (See Appendix B.)
  - Attendance and Social Work Services—90 percent;
  - Psychological Services—90 percent; and
  - Other Support Services—5 percent.

**Special Education Expenditures and Receipts Report History**

Table 1 reflects the total amount calculated for the estimated net special education expenditures after deduction of a proportionate share of local funds received and specific state and federal funds received. The net special education expenditures continue to increase.

<b>Table 1 Estimated Special Education Net Expenditures (\$ in Billions)</b>					
<b>Fiscal Year</b>	<b>Estimated Special Education Expenditures (A)</b>	<b>Proportionate Share of Local Funds (B)</b>	<b>State Funding (C)</b>	<b>Federal Funding (D)</b>	<b>Net Special Education Expenditures (A – B – C – D)</b>
2008	\$4.0	\$0.9	\$1.4	\$0.4	\$1.3
2009	3.8	0.9	1.4	0.4	1.1
2010	4.4	0.9	1.5	0.7	1.3
2011	4.5	0.9	1.6	0.7	1.3
2012	4.6	0.9	1.7	0.6	1.4
2013	4.8	1.0	1.8	0.5	1.5
2014	4.9	1.1	1.8	0.5	1.5
2015	5.0	1.2	1.7	0.5	1.6
2016	5.1	1.3	1.6	0.5	1.7
2017	5.2	1.2	1.7	0.5	1.8

Chart 1 reflects the amount of allocated special education expenditures compared to the allocated special education revenue, per geographic region.

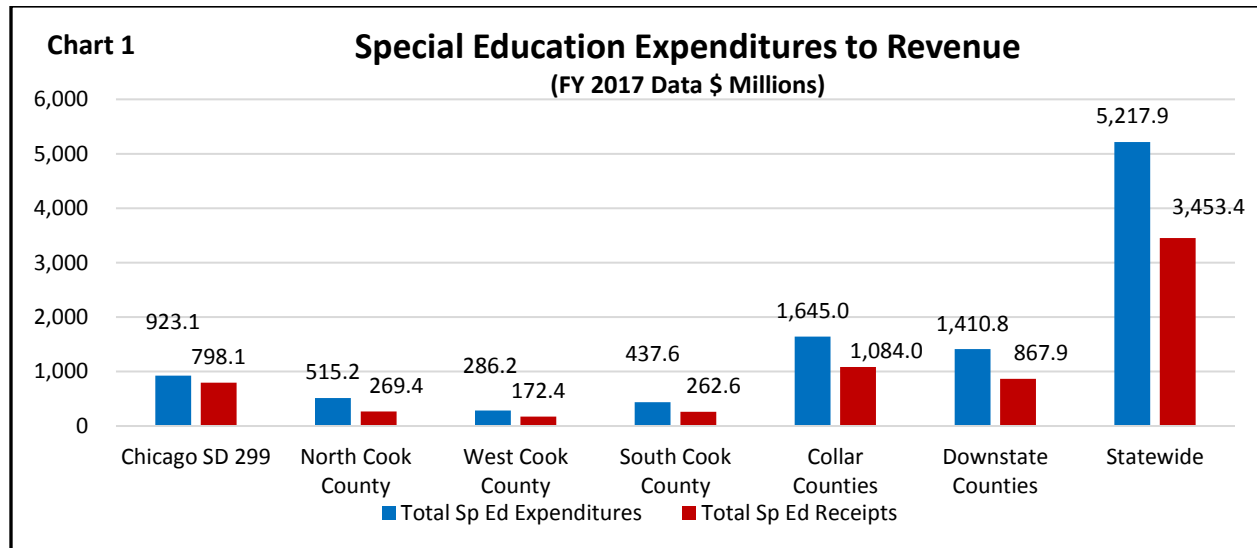
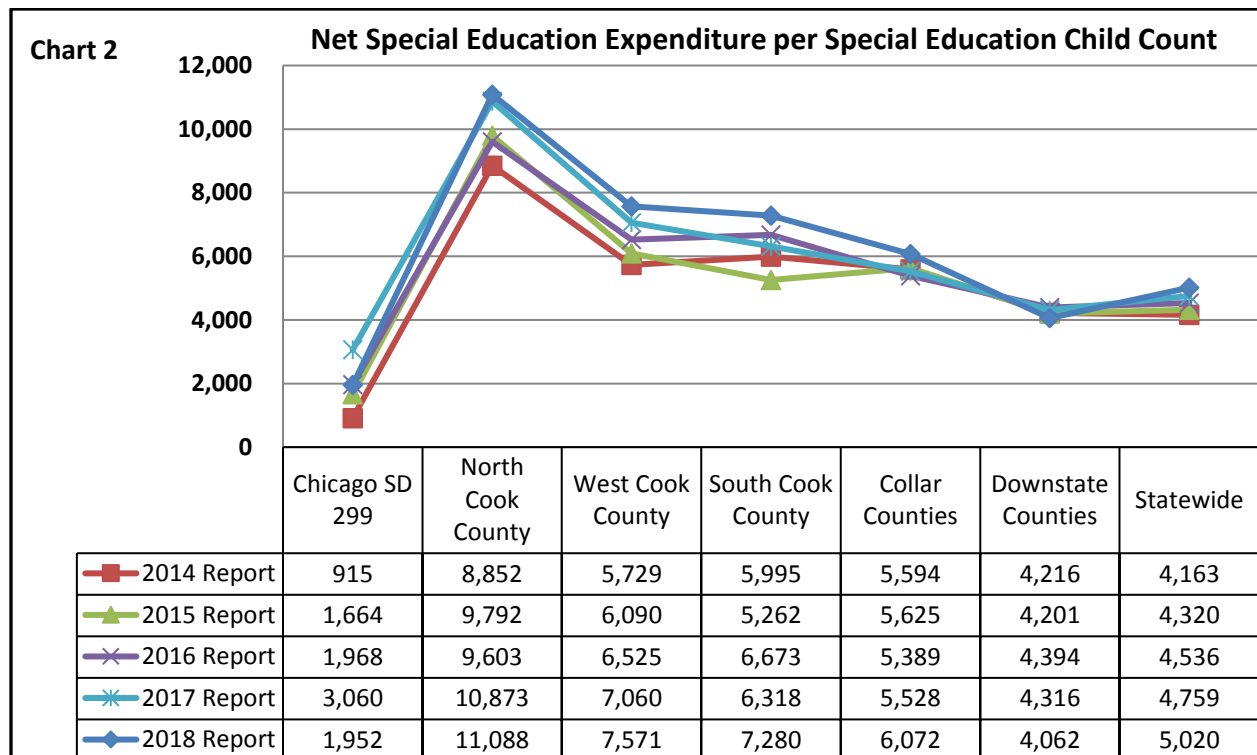
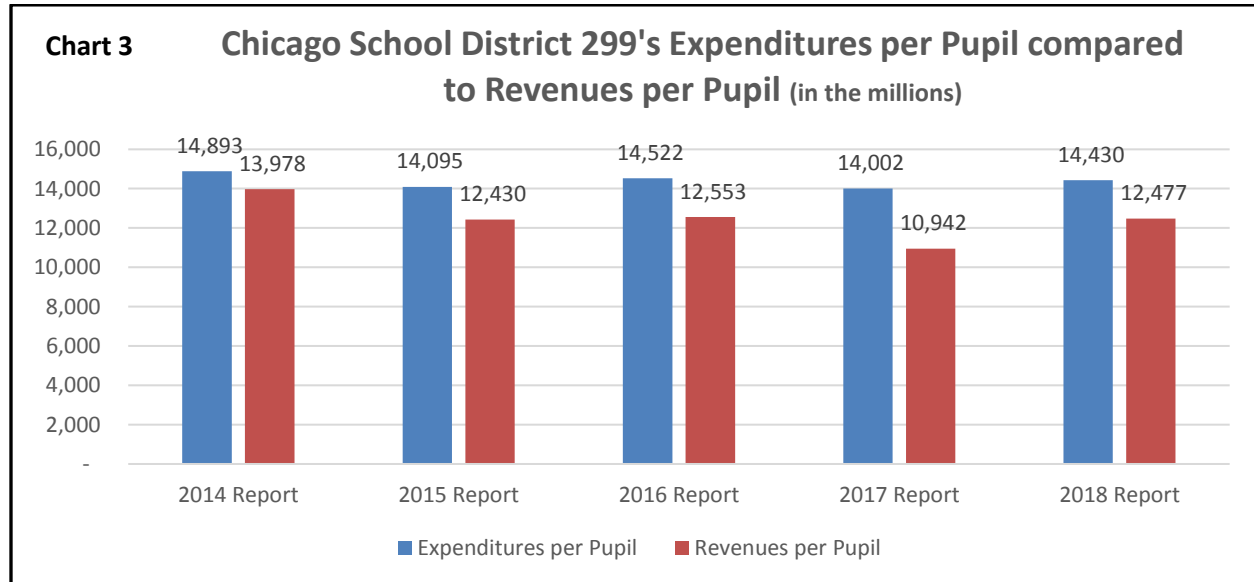


Chart 2 denotes the overall amount of net expenditures districts incur after deducting local, state, and federal revenues allocated to special education, by geographic region.



The substantial increase to Chicago School District 299's 2017 reported net cost per child count was due to decreasing special education child count, decreasing local revenues, and the delay of \$90 million in Educational Services Block Grant payments. The 2018 report decreased to an amount consistent with what was reported in the 2016 report. This is due to increased expenditures and revenues. Chart 3 reflects Chicago School District 299's expenditures and revenues per pupil for the past five reports. The expenditures per pupil have remained fairly

consistent compared to the revenue per pupil that ranges from a low of \$10,942 on the 2017 report to a high of \$13,978 on the 2014 report.



### In Summary

The calculations for this report are limited to the data collected by ISBE and are based upon special education student counts compared to total student counts unless actual revenue or expenditures are known. This report should not be perceived as reflecting the exact amount of net special education costs incurred by each school district, but it should be noted that the methodology utilized has been consistent for all 11 years. This report is not intended to denote the amount of or type of special education services school districts are providing for their students. However, this report continues to demonstrate the high costs that school districts incur to provide necessary special education services to their students. Each year the amount of net special education expenditures continues to increase.

As per Chart 2, all geographical areas of the state incurred the highest amount of net special education expenditure per child count over the past four years, except Chicago School District 299 and Downstate. This includes the statewide amount at \$5,020 per child count compared to \$4,163 in the 2014 report.

Expenditures in 2017 are greater than revenue for all regions of the state. See Chart 1. With the exception of 2009, the net special education expenditures have consistently increased from \$1.3 billion in 2008 to \$1.8 billion in 2017. See Table 1.



# ILLINOIS STATE BOARD OF EDUCATION

## Special Education Expenditures and Receipts Report School Code, Section 2-3.145 (105 ILCS 5/2-3.145)

May 1, 2018

Alphabetical Order



James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
33048276026	Abingdon-Avon CUSD 276	93	47	1,347,440	223,819	415,936	18,487	658,243	689,197	180	3,829
01009262026	A-C Central CUSD 262	93	47	594,084	97,533	163,550	52,025	313,107	280,977	91	3,088
19022004002	Addison SD 4	77	39	10,505,677	1,918,788	3,134,967	1,593,084	6,646,840	3,858,837	785	4,916
34049125013	Adlai E Stevenson HSD 125	59	30	17,978,768	5,332,288	2,083,683	1,613,635	9,029,607	8,949,161	462	19,370
21028091004	Akin CCSD 91	117	59	132,881	57,994	29,513	13,541	101,048	31,833	19	1,675
13014063002	Albers SD 63	108	54	114,087	26,130	57,053	4,603	87,786	26,301	34	774
44063019024	Alden Hebron SD 19	63	32	1,416,090	447,065	336,771	139,726	923,562	492,528	74	6,656
20093017024	Allendale CCSD 17	109	55	135,460	22,578	70,662	1,972	95,213	40,248	40	1,006
35050065004	Allen-Otter Creek CCSD 65	75	38	241,564	63,456	63,453	17,439	144,348	97,216	25	3,889
07016126002	Alsip-Hazlgrn-Oaklwn SD 126	27	14	4,594,682	2,646,239	978,229	286,147	3,910,615	684,067	314	2,179
03025010026	Altamont CUSD 10	107	54	1,140,570	133,518	505,388	107,007	745,912	394,657	160	2,467
41057011026	Alton CUSD 11	111	56	20,588,480	2,461,926	6,349,430	2,154,123	10,965,479	9,623,001	1,570	6,129
28037225026	AlWood CUSD 225	74	37	737,170	130,082	141,385	97,813	369,280	367,891	94	3,914
47052272026	Amboy CUSD 272	90	45	1,191,155	262,880	294,432	59,343	616,655	574,500	110	5,223
30091037004	Anna CCSD 37	115	58	1,192,156	114,912	495,623	71,510	682,046	510,110	212	2,406
30091081016	Anna Jonesboro CHSD 81	118	59	606,299	124,022	251,971	22,817	398,810	207,489	94	2,207
28037226026	Annawan CUSD 226	74	37	433,539	87,722	113,780	4,251	205,753	227,786	54	4,218
34049034004	Antioch CCSD 34	61	31	7,253,287	2,504,586	2,005,886	693,831	5,204,303	2,048,984	471	4,350
34049102004	Aptakisic-Tripp CCSD 102	59	30	7,360,995	1,727,511	1,307,249	474,214	3,508,974	3,852,021	342	11,263
07016145002	Arbor Park SD 145	38	19	3,082,079	246,539	868,822	508,164	1,623,525	1,458,554	230	6,342
11021306026	Arcola CUSD 306	102	51	1,239,406	179,069	474,224	39,315	692,609	546,798	140	3,906
39055001026	Argenta-Oreana CUSD 1	101	51	706,963	184,804	280,168	6,240	471,212	235,751	158	1,492
07016217016	Argo CHSD 217	21	11	8,163,622	3,312,912	1,822,754	385,141	5,520,807	2,642,816	262	10,087
05016025002	Arlington Heights SD 25	53	27	19,008,595	3,794,393	3,868,719	1,592,741	9,255,853	9,752,742	977	9,982
54092225017	Armstrong Twp HSD 225	106	53	114,213	30,964	17,804	0	48,769	65,445	6	10,907
54092061003	Armstrong-Ellis Cons SD 61	106	53	118,688	35,105	43,454	0	78,558	40,129	13	3,087
11021305026	Arthur CUSD 305	102	51	1,775,964	413,763	607,456	74,067	1,095,286	680,678	253	2,690
13095015004	Ashley CCSD 15	115	58	185,026	20,037	68,342	7,739	96,118	88,908	44	2,021
47052275026	Ashton-Franklin Center CUSD 275	90	45	859,391	188,129	237,800	7,955	433,884	425,507	73	5,829
26029001026	Astoria CUSD 1	93	47	512,757	44,817	192,859	24,395	262,071	250,686	72	3,482
51065213026	Athens CUSD 213	87	44	1,477,057	297,614	506,102	108,619	912,335	564,722	209	2,702
07016125002	Atwood Heights SD 125	27	14	2,394,564	768,585	950,662	162,603	1,881,850	512,713	150	3,418
51084010026	Auburn CUSD 10	99	50	1,759,950	220,583	574,230	185,087	979,900	780,050	222	3,514
31045131022	Aurora East USD 131	83	42	37,844,382	2,581,909	15,863,607	3,405,553	21,851,069	15,993,313	2,210	7,237
31045129022	Aurora West USD 129	83	42	34,528,603	12,508,727	12,381,751	4,002,802	28,893,281	5,635,322	2,114	2,666
13014021002	Aviston SD 21	108	54	192,115	23,056	88,687	10,396	122,140	69,975	57	1,228
05016037002	Avoca SD 37	17	9	2,660,182	257,717	376,523	133,612	767,852	1,892,330	93	20,348
51084005026	Ball Chatham CUSD 5	99	50	6,445,535	1,022,829	1,878,943	1,419,047	4,320,819	2,124,716	589	3,607
34049106002	Bannockburn SD 106	58	29	994,212	242,776	120,467	38,402	401,645	592,567	27	21,947
34049220026	Barrington CUSD 220	51	26	29,423,974	6,026,498	7,227,418	3,138,003	16,391,919	13,032,055	1,671	7,799
13014057002	Bartelso SD 57	108	54	60,594	9,623	26,377	5,583	41,583	19,011	26	731

Illinois State Board of Education  
School Business Services Division  
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48072066002	Bartonville SD 66	92	46	485,912	312,614	100,204	18,499	431,317	54,595	63	867
31045101022	Batavia USD 101	49	25	18,267,291	9,674,258	4,635,887	1,974,229	16,284,373	1,982,918	1,001	1,981
34049003004	Beach Park CCSD 3	61	31	7,014,692	2,068,799	2,061,585	509,234	4,639,617	2,375,074	476	4,990
01009015026	Beardstown CUSD 15	93	47	2,440,019	90,708	1,122,729	21,367	1,234,804	1,205,215	321	3,755
03025020026	Beecher City CUSD 20	107	54	326,571	77,715	109,958	20,325	207,998	118,574	56	2,117
56099200U26	Beecher CUSD 200U	34	17	2,550,699	1,352,700	621,290	146,375	2,120,364	430,335	201	2,141
50082119002	Belle Valley SD 119	114	57	2,428,891	289,827	953,829	271,599	1,515,255	913,636	328	2,785
50082118002	Belleville SD 118	113	57	11,260,861	871,744	4,544,721	1,313,991	6,730,456	4,530,405	1,079	4,199
50082201017	Belleville Twp HSD 201	113	57	13,120,570	1,941,739	4,696,313	962,837	7,600,889	5,519,681	969	5,696
06016088002	Bellwood SD 88	7	4	7,928,240	796,907	2,520,193	575,437	3,892,537	4,035,703	451	8,948
04004100026	Belvidere CUSD 100	69	35	21,074,422	4,798,755	7,238,935	2,158,523	14,196,213	6,878,209	1,562	4,403
39074005026	Bement CUSD 5	101	51	356,409	169,795	150,406	2,886	323,088	33,321	86	387
19022025002	Benjamin SD 25	42	21	2,485,423	1,072,025	359,803	56,758	1,488,586	996,838	113	8,822
19022002002	Bensenville SD 2	77	39	6,179,156	3,664,439	978,152	1,116,140	5,758,730	420,426	403	1,043
21028047004	Benton CCSD 47	117	59	2,514,654	165,191	907,036	151,701	1,223,928	1,290,727	286	4,513
21028103013	Benton Cons HSD 103	117	59	1,273,664	270,254	426,937	63,361	760,552	513,112	126	4,072
06016087002	Berkeley SD 87	7	4	10,531,874	1,162,167	2,486,883	782,777	4,431,828	6,100,047	566	10,777
06016098002	Berwyn North SD 98	24	12	9,390,686	487,608	3,582,333	1,204,288	5,274,228	4,116,458	729	5,647
06016100002	Berwyn South SD 100	24	12	10,178,187	520,733	3,509,329	1,471,387	5,501,449	4,676,738	676	6,918
41057008026	Bethalto CUSD 8	111	56	5,170,505	332,809	1,710,419	688,896	2,732,124	2,438,381	460	5,301
13041082002	Bethel SD 82	115	58	242,979	36,862	118,073	22,729	177,664	65,315	54	1,210
34049038002	Big Hollow SD 38	62	31	3,413,717	362,989	840,897	304,812	1,508,698	1,905,020	307	6,205
54092001026	Bismarck Henning CUSD	106	53	949,614	113,131	286,725	6,510	406,365	543,248	101	5,379
07016206017	Bloom Twp HSD 206	80	40	11,811,982	2,051,371	2,871,976	1,102,608	6,025,955	5,786,027	652	8,874
19022013002	Bloomington SD 13	45	23	2,971,508	767,188	396,058	365,272	1,528,518	1,442,990	210	6,871
17064087025	Bloomington SD 87	88	44	10,701,378	2,463,183	2,655,803	1,242,745	6,361,731	4,339,647	968	4,483
17020018026	Blue Ridge CUSD 18	101	51	2,092,548	326,034	471,588	203,142	1,000,763	1,091,785	128	8,530
13041318027	Bluford Unit School District 318	115	58	483,860	45,520	187,749	7,538	240,806	243,054	68	3,574
03003002026	Bond County CUSD 2	107	54	3,712,119	380,903	1,161,144	682,669	2,224,717	1,487,402	474	3,138
32046053002	Bourbonnais SD 53	79	40	4,549,765	624,275	1,676,462	694,368	2,995,106	1,554,660	472	3,294
24032075002	Braceville SD 75	79	40	463,708	42,892	197,627	17,222	257,741	205,967	33	6,241
28088001026	Bradford CUSD 1	73	37	390,029	273,965	144,697	1,492	420,154	(30,125)	49	(615)
32046307016	Bradley Bourbonnais CHSD 307	79	40	4,641,725	826,762	1,337,260	464,752	2,628,774	2,012,951	336	5,991
32046061002	Bradley SD 61	79	40	4,658,668	697,238	1,438,722	506,686	2,642,646	2,016,022	317	6,360
13014012004	Breese ESD 12	108	54	780,208	89,550	227,488	80,923	397,961	382,247	163	2,345
07016228016	Bremen CHSD 228	30	15	19,375,332	6,094,805	5,305,901	1,084,623	12,485,329	6,890,003	907	7,596
48072309026	Brimfield CUSD 309	73	37	1,066,354	403,964	306,451	39,382	749,797	316,557	110	2,878
06016095002	Brookfield Lagrange Park SD 95	24	12	2,891,830	1,341,015	685,153	169,305	2,195,473	696,357	140	4,974
50082188022	Brooklyn UD 188	113	57	212,101	21,749	116,612	3,555	141,916	70,185	18	3,899
07016167002	Brookwood SD 167	29	15	3,046,117	727,212	834,770	317,468	1,879,451	1,166,667	171	6,823
01005001026	Brown County CUSD 1	93	47	1,139,387	120,026	302,605	16,506	439,137	700,250	159	4,404

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School Business Services Division  
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03026201026	Brownstown CUSD 201	107	54	684,021	42,099	283,843	27,963	353,904	330,117	87	3,794
40007042026	Brussels CUSD 42	100	50	207,416	36,394	49,135	8,415	93,944	113,472	32	3,546
21044043003	Buncombe Cons SD 43	118	59	113,627	10,602	48,015	2,317	60,934	52,694	17	3,100
40056008026	Bunker Hill CUSD 8	95	48	808,062	83,950	270,284	75,098	429,332	378,730	129	2,936
07016111002	Burbank SD 111	23	12	8,868,192	2,508,137	2,197,590	330,554	5,036,281	3,831,911	611	6,272
28006340026	Bureau Valley CUSD 340	74	37	2,454,643	309,034	841,578	98,369	1,248,981	1,205,662	263	4,584
07016154502	Burnham SD 154-5	33	17	443,697	41,586	163,016	53,716	258,318	185,379	24	7,724
26062170026	Bushnell Prairie City CUSD 170	93	47	1,589,577	173,662	635,940	68,307	877,909	711,668	175	4,067
19022053002	Butler SD 53	47	24	1,667,607	319,375	158,621	89,189	567,185	1,100,422	64	17,194
47071226026	Byron CUSD 226	90	45	3,913,279	1,225,885	726,107	360,039	2,312,030	1,601,248	270	5,931
50082187026	Cahokia CUSD 187	114	57	11,937,605	431,818	5,843,332	1,386,851	7,662,002	4,275,603	1,006	4,250
30002001022	Cairo USD 1	118	59	1,317,166	61,707	475,223	35,144	572,074	745,092	120	6,209
40007040026	Calhoun CUSD 40	100	50	657,465	76,238	238,023	40,639	354,901	302,565	120	2,521
07016155002	Calumet City SD 155	34	17	4,540,502	258,061	1,268,565	379,395	1,906,021	2,634,481	224	11,761
07016132002	Calumet Public SD 132	28	14	3,062,014	237,610	1,180,915	317,285	1,735,810	1,326,204	170	7,801
28037227026	Cambridge CUSD 227	74	37	632,258	122,173	195,461	34,110	351,744	280,514	73	3,843
26029066025	Canton Union SD 66	91	46	5,535,676	791,700	1,884,699	425,719	3,102,118	2,433,558	557	4,369
49081036002	Carbon Cliff-Barstow SD 36	71	36	748,553	62,120	270,021	70,675	402,815	345,737	69	5,011
30039165016	Carbondale CHSD 165	115	58	2,221,146	678,612	494,055	168,113	1,340,780	880,366	203	4,337
30039095002	Carbondale ESD 95	115	58	3,468,728	653,993	677,260	405,127	1,736,380	1,732,348	314	5,517
40056001026	Carlinville CUSD 1	95	48	1,989,830	348,887	762,239	43,799	1,154,925	834,904	333	2,507
13014001026	Carlyle CUSD 1	108	54	1,734,376	272,556	591,650	254,947	1,119,153	615,223	250	2,461
20097005026	Carmi-White County CUSD 5	109	55	2,806,271	1,457,270	910,823	325,551	2,693,644	112,626	334	337
20083002026	Carrier Mills-Stonefort CUSD 2	118	59	848,890	48,288	341,234	25,416	414,938	433,952	133	3,263
40031001026	Carrollton CUSD 1	100	50	974,113	119,451	338,732	28,455	486,638	487,475	121	4,029
21100005026	Cartersville CUSD 5	117	59	2,081,408	232,551	635,190	15,530	883,271	1,198,137	394	3,041
26034317004	Carthage ESD 317	94	47	638,078	59,283	178,048	19,630	256,961	381,117	58	6,571
44063026004	Cary CCSD 26	52	26	6,944,698	1,669,121	1,820,582	875,227	4,364,930	2,579,768	512	5,039
11012004C26	Casey-Westfield CUSD 4C	110	55	1,390,307	120,444	519,945	170,975	811,363	578,944	194	2,984
19022063002	Cass SD 63	82	41	3,331,029	489,680	317,486	137,657	944,823	2,386,206	123	19,400
07016146004	CCSD 146	38	19	7,515,424	2,835,583	1,512,693	995,943	5,344,219	2,171,205	518	4,192
07016168004	CCSD 168	33	17	4,254,728	422,104	1,411,800	507,410	2,341,314	1,913,414	300	6,378
19022180004	CCSD 180	82	41	3,872,556	509,741	1,000,971	277,532	1,788,244	2,084,312	127	16,412
30073204004	CCSD 204	116	58	121,136	42,061	35,369	5,007	82,437	38,699	31	1,248
05016062004	CCSD 62	55	28	19,235,512	7,589,989	2,988,525	1,789,710	12,368,224	6,867,288	984	6,979
19022089004	CCSD 89	48	24	6,181,554	1,069,520	1,161,011	222,459	2,452,990	3,728,565	334	11,163
19022093004	CCSD 93	45	23	12,755,374	7,252,670	2,438,744	670,999	10,362,414	2,392,960	644	3,716
19022066002	Center Cass SD 66	82	41	2,714,380	344,801	410,662	353,626	1,109,089	1,605,291	135	11,891
11087021026	Central A & M CUD 21	95	48	1,393,528	243,646	840,948	9,716	1,094,310	299,218	141	2,122
13014071016	Central CHSD 71	108	54	914,092	258,132	289,123	56,266	603,521	310,571	93	3,339
13058133002	Central City SD 133	107	54	401,113	25,380	262,402	33,288	321,070	80,044	108	741

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
01001003026	Central CUSD 3	94	47	1,245,011	149,274	476,229	155,588	781,090	463,921	186	2,494
31045301026	Central CUSD 301	70	35	8,556,642	5,887,474	1,939,079	390,468	8,217,022	339,621	581	585
32038004026	Central CUSD 4	106	53	1,947,843	243,757	525,950	327,877	1,097,584	850,259	190	4,475
50082104002	Central SD 104	112	56	1,509,306	232,944	282,319	153,620	668,883	840,424	127	6,618
53090051002	Central SD 51	88	44	1,732,619	254,935	474,755	129,952	859,643	872,977	192	4,547
07016110002	Central Stickney SD 110	1	1	807,917	297,180	158,083	64,476	519,738	288,179	70	4,117
13058200017	Centralia HSD 200	107	54	2,521,449	561,561	1,516,842	132,923	2,211,327	310,122	227	1,366
13058135002	Centralia SD 135	107	54	3,940,737	341,670	1,690,930	468,268	2,500,868	1,439,870	505	2,851
30077100026	Century CUSD 100	118	59	574,667	33,994	274,954	22,399	331,346	243,321	84	2,897
39074100026	Cerro Gordo CUSD 100	101	51	349,493	89,760	138,890	64,632	293,282	56,211	64	878
08008399026	Chadwick-Milledgeville CUSD 399	89	45	514,596	108,679	178,462	8,625	295,766	218,830	77	2,842
09010004026	Champaign CUSD 4	103	52	25,466,104	5,227,467	7,367,818	3,805,995	16,401,279	9,064,825	1,721	5,267
56099088002	Chaney-Monge SD 88	86	43	1,768,220	181,677	537,340	106,594	825,611	942,609	110	8,569
56099017002	Channahon SD 17	86	43	2,131,753	1,257,018	486,500	1,198	1,744,716	387,036	167	2,318
11015001026	Charleston CUSD 1	110	55	6,945,898	1,331,214	2,018,297	409,956	3,759,466	3,186,432	673	4,735
28006092002	Cherry SD 92	76	38	55,051	17,048	17,294	0	34,342	20,709	11	1,883
45079139026	Chester CUSD 139	116	58	1,953,631	206,423	666,895	235,959	1,109,277	844,354	237	3,563
45079122019	Chester N HSD 122	116	58	27,680	17,509	19,792	0	37,301	(9,620)	1	(9,620)
17054061004	Chester-East Lincoln CCSD 61	87	44	487,510	127,039	106,862	87,836	321,737	165,773	58	2,858
07016170002	Chicago Heights SD 170	80	40	7,647,911	1,285,378	3,217,565	1,103,666	5,606,608	2,041,303	602	3,391
07016127502	Chicago Ridge SD 127-5	36	18	4,266,147	845,370	1,673,319	302,890	2,821,579	1,444,568	276	5,234
21028099026	Christopher USD 99	117	59	1,434,587	57,103	657,361	140,842	855,305	579,281	203	2,854
34049117016	CHSD 117	64	32	10,360,600	2,566,479	3,395,700	482,135	6,444,314	3,916,286	406	9,646
34049128016	CHSD 128	59	30	14,924,145	4,099,943	2,224,687	717,365	7,041,995	7,882,150	394	20,005
44063155016	CHSD 155	66	33	15,200,082	5,733,227	3,595,649	1,491,210	10,820,087	4,379,995	836	5,239
07016218016	CHSD 218	36	18	24,220,113	7,196,593	5,671,458	1,053,449	13,921,500	10,298,613	962	10,705
19022094016	CHSD 94	49	25	6,595,469	1,563,170	1,375,621	477,360	3,416,151	3,179,319	282	11,274
19022099016	CHSD 99	81	41	17,301,081	5,980,273	3,458,475	1,278,514	10,717,262	6,583,819	701	9,392
06016099002	Cicero SD 99	24	12	28,644,696	856,591	10,298,249	4,055,437	15,210,277	13,434,419	1,788	7,514
32038006026	Cissna Park CUSD 6	106	53	385,646	77,218	81,343	16,239	174,800	210,846	55	3,834
15016299025	City of Chicago SD 299	5	3	923,013,854	143,244,168	524,676,510	130,203,808	798,124,486	124,889,368	63,966	1,952
12013010026	Clay City CUSD 10	109	55	301,210	54,166	152,399	5,205	211,770	89,440	52	1,720
17020015026	Clinton CUSD 15	101	51	4,110,047	974,450	1,132,346	525,102	2,631,897	1,478,149	458	3,227
24032001026	Coal City CUSD 1	79	40	4,835,296	1,232,782	1,022,525	339,139	2,594,446	2,240,850	347	6,458
30091017022	Cobden SUD 17	115	58	951,597	62,862	450,922	69,809	583,593	368,004	109	3,376
41057010026	Collinsville CUSD 10	112	56	14,851,254	1,836,291	4,884,966	2,046,394	8,767,651	6,083,603	1,226	4,962
28037190002	Colona SD 190	71	36	756,884	73,658	248,231	121,463	443,351	313,533	95	3,300
45067004026	Columbia CUSD 4	116	58	2,125,019	473,157	660,553	550,513	1,684,223	440,796	250	1,763
05016059004	Comm Cons SD 59	55	28	24,999,436	5,633,518	5,367,341	2,006,048	13,006,907	11,992,529	1,174	10,215
07016230013	Cons HSD 230	35	18	29,151,559	8,675,220	5,454,529	1,777,534	15,907,284	13,244,275	1,060	12,495
07016130002	Cook County SD 130	27	14	11,900,492	2,801,884	3,337,730	1,006,173	7,145,787	4,754,706	682	6,972

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
17053426004	Cornell CCSD 426	106	53	195,437	39,013	34,578	4,537	78,128	117,309	26	4,512
45079001022	Coulterville USD 1	116	58	323,124	31,481	138,482	41,263	211,226	111,898	42	2,664
07016160002	Country Club Hills SD 160	38	19	5,365,015	810,185	1,944,227	574,331	3,328,743	2,036,272	211	9,651
30091043004	County of Union Sch Dist No43	115	58	551,778	45,077	281,339	41,615	368,032	183,747	126	1,458
04101320026	County of Winnebago SD 320	69	35	1,928,064	250,062	533,811	367,812	1,151,685	776,379	164	4,734
53102122017	County of Woodford School	73	37	1,470,641	424,502	299,762	269,864	994,128	476,513	99	4,813
11087003A26	Cowden-Herrick CUSD 3A	102	51	715,048	41,933	268,525	230,178	540,636	174,413	66	2,643
21100003026	Crab Orchard CUSD 3	117	59	513,723	66,135	187,806	2,113	256,054	257,669	97	2,656
32038249026	Crescent Iroquois CUSD 249	106	53	82,714	61,367	25,568	0	86,934	(4,221)	19	(222)
47071161004	Creston CCSD 161	90	45	94,292	28,351	19,644	5,028	53,023	41,269	10	4,127
53090076002	Creve Coeur SD 76	91	46	1,737,790	120,099	715,524	198,418	1,034,041	703,749	168	4,189
44063047004	Crystal Lake CCSD 47	64	32	21,414,884	5,269,504	5,570,944	2,120,309	12,960,756	8,454,128	1,363	6,203
11018077026	Cumberland CUSD 77	110	55	1,554,569	124,656	564,505	166,043	855,204	699,365	187	3,740
19022200026	CUSD 200	42	21	42,753,969	10,158,154	11,189,007	4,744,257	26,091,417	16,662,551	2,288	7,283
19022201026	CUSD 201	47	24	6,237,878	2,156,246	1,023,421	409,937	3,589,604	2,648,275	279	9,492
26029003026	CUSD 3 Fulton County	91	46	941,211	122,599	315,141	34,832	472,571	468,639	102	4,595
31045300026	CUSD 300	65	33	57,303,936	30,375,756	16,057,566	5,789,514	52,222,836	5,081,100	3,550	1,431
24047308026	CUSD 308	97	49	44,560,124	15,596,931	13,489,303	3,470,419	32,556,653	12,003,471	2,805	4,279
01001004026	CUSD 4	94	47	1,321,483	158,842	500,179	133,260	792,280	529,203	146	3,625
21044064002	Cypress SD 64	118	59	135,989	7,287	56,874	5,011	69,172	66,816	24	2,784
08089201026	Dakota CUSD 201	89	45	1,010,619	188,722	258,985	223,938	671,645	338,975	114	2,973
26034327004	Dallas ESD 327	94	47	395,038	23,525	114,109	0	137,634	257,404	23	11,191
28006098002	Dalzell SD 98	76	38	72,433	3,213	24,455	2,813	30,482	41,951	15	2,797
13014062002	Damiansville SD 62	108	54	48,408	10,858	25,303	3,653	39,815	8,593	14	614
54092118024	Danville CCSD 118	104	52	11,510,621	850,009	4,716,709	2,134,645	7,701,363	3,809,258	1,125	3,386
19022061002	Darien SD 61	81	41	4,984,387	924,345	1,144,416	196,329	2,265,090	2,719,297	276	9,853
39055061025	Decatur SD 61	96	48	16,788,960	1,700,099	5,353,869	80,834	7,134,802	9,654,158	1,799	5,366
53090701026	Deer Creek-Mackinaw CUSD 701	88	44	2,157,641	227,496	690,924	154,341	1,072,761	1,084,880	167	6,496
35050082004	Deer Park CCSD 82	76	38	233,177	66,674	34,906	8,384	109,964	123,213	20	6,161
34049109002	Deerfield SD 109	58	29	10,357,020	2,275,233	1,544,196	664,294	4,483,723	5,873,298	421	13,951
16019428026	DeKalb CUSD 428	70	35	21,255,063	7,021,292	7,455,561	2,307,804	16,784,657	4,470,407	1,253	3,568
39074057026	Deland-Weldon CUSD 57	101	51	185,204	113,627	78,864	2,316	194,807	(9,603)	39	(246)
53090703026	Delavan CUSD 703	87	44	1,250,128	261,375	411,245	267,277	939,897	310,232	130	2,386
28006103022	DePue USD 103	76	38	777,377	24,669	334,390	31,578	390,637	386,740	90	4,297
30039086003	DeSoto Cons SD 86	115	58	312,315	57,245	180,196	16,831	254,273	58,042	55	1,055
34049076002	Diamond Lake SD 76	51	26	2,956,985	1,056,621	533,938	290,964	1,881,523	1,075,462	187	5,751
03025030026	Dieterich CUSD 30	109	55	563,187	56,805	262,186	28,470	347,461	215,726	84	2,568
35050175004	Dimmick CCSD 175	76	38	217,425	51,914	33,211	16,507	101,631	115,794	15	7,720
53090050002	District 50 Schools	91	46	2,044,391	189,247	857,482	153,519	1,200,248	844,143	179	4,716
47052170022	Dixon USD 170	90	45	6,110,762	1,087,850	2,057,454	372,192	3,517,496	2,593,266	554	4,681
07016148002	Dolton SD 148	30	15	5,978,054	354,295	2,332,897	135,113	2,822,305	3,155,749	381	8,283

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
07016149002	Dolton SD 149	34	17	6,622,709	1,460,140	2,660,794	418,924	4,539,858	2,082,851	464	4,489
30091066022	Dongola USD 66	118	59	679,850	51,342	286,738	33,054	371,134	308,716	93	3,320
32038003026	Donovan CUSD 3	106	53	547,073	106,690	168,699	0	275,388	271,685	66	4,116
19022058002	Downers Grove GSD 58	81	41	15,323,641	2,455,483	3,129,539	1,508,194	7,093,216	8,230,425	862	9,548
30073300026	Du Quoin CUSD 300	115	58	2,424,677	251,308	976,438	286,188	1,513,935	910,743	324	2,811
48072323026	Dunlap CUSD 323	73	37	6,977,403	1,442,450	1,519,643	439,122	3,401,215	3,576,188	695	5,146
19022088016	DuPage HSD 88	77	39	14,264,965	3,674,303	3,252,026	803,382	7,729,711	6,535,253	637	10,259
50082196026	Dupo CUSD 196	116	58	1,993,364	151,239	868,551	329,765	1,349,555	643,808	230	2,799
04101322026	Durand CUSD 322	89	45	1,701,434	1,786,828	404,386	175,375	2,366,589	(665,155)	88	(7,559)
17053232002	Dwight Common SD 232	106	53	1,344,467	264,067	223,050	43,339	530,456	814,012	120	6,783
17053230017	Dwight Twp HSD 230	106	53	680,268	200,723	190,484	10,229	401,437	278,832	41	6,801
35050009026	Earlville CUSD 9	90	45	1,135,366	240,305	285,078	118,972	644,355	491,011	91	5,396
41057013002	East Alton SD 13	111	56	2,172,727	128,143	758,155	258,894	1,145,191	1,027,536	215	4,779
41057014016	East Alton-Wood River CHSD 14	111	56	1,338,550	414,752	334,181	138,773	887,706	450,844	136	3,315
47098020002	East Coloma - Nelson CESD 20	71	36	591,819	94,489	181,700	10,606	286,796	305,023	59	5,170
08043119022	East Dubuque USD 119	89	45	894,703	132,268	288,006	216,340	636,614	258,089	112	2,304
05016063002	East Maine SD 63	20	10	9,877,467	1,570,682	2,126,469	1,134,847	4,831,998	5,045,468	569	8,867
49081037002	East Moline SD 37	72	36	5,824,688	705,954	1,535,735	860,746	3,102,435	2,722,253	510	5,338
53090309016	East Peoria CHSD 309	91	46	3,242,047	664,813	590,217	298,293	1,553,323	1,688,724	206	8,198
53090086002	East Peoria SD 86	91	46	4,408,610	1,134,607	1,069,897	455,057	2,659,560	1,749,050	426	4,106
05016073002	East Prairie SD 73	16	8	1,768,566	632,436	278,907	0	911,343	857,223	73	11,743
50082189022	East St Louis SD 189	114	57	18,386,597	462,201	7,949,666	2,251,825	10,663,692	7,722,905	1,034	7,469
08008308026	Eastland CUSD 308	89	45	883,162	398,175	262,239	13,484	673,899	209,263	92	2,275
11023006026	Edgar County CUD 6	102	51	611,830	167,413	166,752	42,977	377,142	234,688	83	2,828
03011004026	Edinburg CUSD 4	96	48	366,969	81,431	69,149	34,994	185,574	181,395	60	3,023
20024001026	Edwards County CUSD 1	109	55	1,525,064	121,231	617,930	105,385	844,545	680,519	193	3,526
41057007026	Edwardsville CUSD 7	112	56	11,054,858	1,928,490	3,976,292	1,726,935	7,631,716	3,423,142	989	3,461
03025040026	Effingham CUSD 40	107	54	5,070,835	886,615	1,382,528	382,272	2,651,415	2,419,421	606	3,992
30002005026	Egyptian CUSD 5	118	59	594,779	31,441	253,435	2,495	287,371	307,409	92	3,341
53102011026	El Paso-Gridley CUSD 11	106	53	2,248,184	313,295	535,787	232,202	1,081,285	1,166,900	197	5,923
20083004026	Eldorado CUSD 4	118	59	1,762,631	110,534	734,475	36,221	881,230	881,400	255	3,456
19022205026	Elmhurst SD 205	47	24	26,748,772	8,023,693	4,551,720	2,065,961	14,641,374	12,107,398	1,479	8,186
48072322026	Elmwood CUSD 322	73	37	781,798	334,449	252,604	32,105	619,157	162,641	111	1,465
06016401026	Elmwood Park CUSD 401	78	39	9,797,600	3,360,986	2,834,225	751,325	6,946,537	2,851,063	612	4,659
30039196026	Elverado CUSD 196	115	58	970,147	77,590	510,175	18,895	606,660	363,487	127	2,862
56099203004	Elwood CCSD 203	86	43	898,147	154,882	242,880	2,939	400,701	497,446	67	7,425
34049033002	Emmons SD 33	61	31	784,666	135,732	157,157	37,273	330,162	454,504	40	11,363
47098001026	Erie CUSD 1	71	36	1,893,369	650,212	250,483	134,065	1,034,759	858,610	116	7,402
07016159002	ESD 159	38	19	5,547,673	2,011,983	1,078,669	417,912	3,508,565	2,039,108	293	6,959
47071269004	Eswood CCSD 269	90	45	280,187	68,143	62,757	123,807	254,707	25,480	29	879
53102140026	Eureka CUD 140	106	53	2,424,232	351,813	666,703	285,508	1,304,024	1,120,208	176	6,365

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
05016065004	Evanston CCSD 65	18	9	24,703,127	5,347,288	5,510,328	3,368,474	14,226,089	10,477,038	1,166	8,985
05016202017	Evanston Twp HSD 202	18	9	15,685,262	5,159,125	2,378,239	1,918,317	9,455,681	6,229,581	536	11,622
07016231016	Evergreen Park CHSD 231	36	18	4,013,090	2,216,480	1,053,099	209,223	3,478,802	534,287	120	4,452
07016124002	Evergreen Park ESD 124	36	18	5,912,181	2,101,484	1,565,864	284,201	3,951,549	1,960,632	337	5,818
21028115004	Ewing Northern CCSD 115	117	59	286,332	34,449	89,659	16,404	140,512	145,821	40	3,646
20096225016	Fairfield Comm H S Dist 225	109	55	928,885	85,232	268,360	69,277	422,868	506,017	71	7,127
20096112004	Fairfield PSD 112	109	55	1,038,005	106,959	459,331	59,301	625,591	412,414	173	2,384
56099089002	Fairmont SD 89	85	43	1,512,758	426,122	567,794	98,147	1,092,063	420,695	94	4,475
05016072002	Fairview SD 72	16	8	2,608,456	1,406,474	337,258	63,839	1,807,572	800,884	197	4,065
48072265026	Farmington Central CUSD 265	91	46	2,268,690	266,436	709,498	80,859	1,056,793	1,211,897	183	6,622
13041099004	Farrington CCSD 99	115	58	93,866	6,654	41,554	3,427	51,635	42,232	12	3,519
19022100016	Fenton CHSD 100	77	39	5,815,924	1,559,004	728,595	384,635	2,672,234	3,143,690	199	15,797
13041003004	Field CCSD 3	115	58	417,591	29,427	138,606	19,270	187,303	230,288	56	4,112
53102006026	Fieldcrest CUSD 6	106	53	2,722,659	401,972	619,884	282,730	1,304,586	1,418,073	173	8,197
09010001026	Fisher CUSD 1	101	51	957,482	158,549	271,591	17,791	447,930	509,551	86	5,925
17053074027	Flanagan-Cornell Dist 74	106	53	756,293	206,930	200,098	9,487	416,516	339,778	72	4,719
12013035026	Flora CUSD 35	109	55	1,529,538	127,301	632,245	33,446	792,992	736,546	227	3,245
07016161002	Flossmoor SD 161	80	40	6,028,150	2,122,994	1,441,287	558,821	4,123,101	1,905,049	391	4,872
07016169002	Ford Heights SD 169	29	15	1,500,029	132,228	254,693	199,910	586,830	913,198	66	13,836
06016091002	Forest Park SD 91	7	4	4,098,840	2,016,202	610,891	446,081	3,073,175	1,025,665	194	5,287
07016142002	Forest Ridge SD 142	28	14	3,154,826	448,191	830,744	527,502	1,806,437	1,348,389	308	4,378
47071221026	Forrestville Valley CUSD 221	89	45	1,087,981	187,146	405,877	67,911	660,934	427,047	162	2,636
34049114002	Fox Lake GSD 114	64	32	3,238,636	546,533	573,986	256,756	1,377,275	1,861,361	146	12,749
44063003003	Fox River Grove Cons SD 3	52	26	1,609,673	688,534	385,535	123,528	1,197,597	412,075	90	4,579
56099157C04	Frankfort CCSD 157C	80	40	6,032,046	1,030,929	1,138,997	741,655	2,911,581	3,120,465	382	8,169
21028168026	Frankfort CUSD 168	117	59	3,827,906	178,524	1,510,807	729,262	2,418,592	1,409,314	426	3,308
01069001026	Franklin CUSD 1	100	50	665,771	177,465	218,842	9,578	405,885	259,887	74	3,512
06016084002	Franklin Park SD 84	78	39	4,437,820	2,077,459	823,487	351,677	3,252,623	1,185,198	240	4,938
50082070004	Freeburg CCSD 70	114	57	642,757	207,981	310,748	166,641	685,370	(42,613)	137	(311)
50082077016	Freeburg CHSD 77	114	57	1,034,064	273,332	255,929	97,031	626,293	407,772	96	4,248
08089145022	Freeport SD 145	89	45	8,293,728	2,866,257	3,283,847	1,350,963	7,501,067	792,661	773	1,025
34049079002	Fremont SD 79	51	26	5,360,393	1,197,368	987,852	379,800	2,565,020	2,795,373	376	7,435
20083001026	Galatia CUSD 1	118	59	770,093	100,091	238,546	19,655	358,292	411,800	111	3,710
08043120022	Galena USD 120	89	45	1,752,350	700,098	305,605	341,874	1,347,577	404,774	130	3,114
33048205026	Galesburg CUSD 205	74	37	7,036,054	1,110,576	2,182,070	143,880	3,436,526	3,599,528	856	4,205
20030007026	Gallatin CUSD 7	118	59	1,374,580	177,778	500,610	42,213	720,602	653,979	201	3,254
28037224026	Galva CUSD 224	74	37	956,216	183,228	271,791	7,730	462,750	493,466	110	4,486
24032072C04	Gardner CCSD 72C	79	40	475,736	46,677	195,939	41,944	284,560	191,176	54	3,540
24032073017	Gardner S Wilmington Twp HSD 73	79	40	674,562	109,735	319,808	13,465	443,008	231,554	34	6,810
34049037002	Gavin SD 37	62	31	2,619,351	399,340	606,907	183,540	1,189,787	1,429,564	171	8,360
20096014004	Geff CCSD 14	109	55	114,400	6,632	65,705	15,344	87,680	26,719	22	1,215



Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

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07016133002	Gen George Patton SD 133	28	14	635,872	94,511	190,273	190,377	475,161	160,711	50	3,214
28037228026	Geneseo CUSD 228	74	37	3,179,877	538,412	872,227	60,117	1,470,756	1,709,121	347	4,925
31045304026	Geneva CUSD 304	65	33	17,011,847	6,001,863	3,257,446	1,381,011	10,640,319	6,371,528	982	6,488
16019424026	Genoa Kingston CUSD 424	70	35	3,057,173	364,465	931,721	506,810	1,802,995	1,254,177	205	6,118
54092004026	Georgetown-Ridge Farm CUD 4	104	52	1,900,873	167,924	730,999	134,146	1,033,068	867,805	258	3,364
53102069002	Germantown Hills SD 69	73	37	1,417,605	158,598	347,528	186,792	692,919	724,686	89	8,143
13014060002	Germantown SD 60	108	54	194,303	21,641	71,838	21,798	115,277	79,026	49	1,613
30039130004	Giant City CCSD 130	118	59	323,832	55,486	85,866	25,886	167,237	156,595	45	3,480
09027005026	Gibson City-Melvin-Sibley CUSD 5	106	53	1,918,148	356,636	519,839	224,013	1,100,488	817,660	181	4,517
09010188004	Gifford CCSD 188	104	52	157,150	57,443	58,740	6,696	122,879	34,272	26	1,318
40056007026	Gillespie CUSD 7	95	48	2,101,581	164,366	834,120	371,046	1,369,532	732,049	307	2,385
19022041002	Glen Ellyn SD 41	48	24	8,257,178	1,935,756	2,047,324	424,238	4,407,318	3,849,861	527	7,305
19022087017	Glenbard Twp HSD 87	48	24	29,172,639	7,450,488	5,689,362	1,200,885	14,340,735	14,831,904	1,059	14,006
05016035002	Glencoe SD 35	18	9	4,851,821	1,061,265	741,436	219,962	2,022,663	2,829,158	154	18,371
05016034004	Glenview CCSD 34	17	9	17,780,454	2,815,951	2,318,248	1,876,626	7,010,825	10,769,629	823	13,086
05016067002	Golf ESD 67	15	8	1,530,026	417,587	273,395	5,000	695,981	834,045	97	8,598
21044001026	Goreville CUD 1	118	59	539,506	70,846	202,730	29,701	303,277	236,229	83	2,846
19022062002	Gower SD 62	82	41	3,292,564	574,006	364,537	29,938	968,481	2,324,083	131	17,741
13041006004	Grand Prairie CCSD 6	115	58	111,676	12,606	37,216	17,878	67,700	43,976	20	2,199
35050095004	Grand Ridge CCSD 95	76	38	673,781	119,646	136,716	78,737	335,099	338,682	47	7,206
41057009026	Granite City CUSD 9	113	57	16,269,631	2,186,879	6,028,111	2,044,491	10,259,482	6,010,149	1,527	3,936
50082110004	Grant CCSD 110	113	57	2,173,760	533,823	545,037	168,080	1,246,941	926,819	173	5,357
34049124016	Grant CHSD 124	64	32	6,156,056	929,759	1,416,958	603,524	2,950,241	3,205,815	259	12,378
32046006026	Grant Park CUSD 6	34	17	575,003	182,521	201,831	80,821	465,173	109,829	66	1,664
34049036002	Grass Lake SD 36	64	32	931,665	512,332	185,172	50,800	748,304	183,360	30	6,112
34049046004	Grayslake CCSD 46	62	31	12,799,369	2,531,663	3,308,843	892,600	6,733,106	6,066,264	830	7,309
34049127016	Grayslake CHSD 127	62	31	11,207,544	2,911,205	2,979,585	376,049	6,266,839	4,940,705	377	13,105
20097001026	Grayville CUSD 1	109	55	528,837	46,122	186,535	9,275	241,932	286,905	88	3,260
40031010026	Greenfield CUSD 10	100	50	443,352	81,841	186,418	13,626	281,884	161,468	74	2,182
51065200026	Greenview CUSD 200	87	44	347,772	149,386	82,648	30,184	262,218	85,554	61	1,403
01075004026	Griggsville-Perry CUSD 4	100	50	759,589	83,243	311,009	27,498	421,750	337,839	114	2,964
34049056002	Gurnee SD 56	60	30	5,647,538	1,942,385	1,068,134	549,322	3,559,841	2,087,697	431	4,844
28006502017	Hall HSD 502	76	38	700,896	178,760	293,799	31,903	504,462	196,434	72	2,728
26034328024	Hamilton CCSD 328	94	47	874,162	113,318	230,640	36,140	380,098	494,065	107	4,617
20033010026	Hamilton Co CUSD 10	118	59	1,751,788	215,594	693,435	79,337	988,367	763,421	322	2,371
49081029002	Hampton SD 29	71	36	347,697	63,900	89,576	4,043	157,519	190,178	44	4,322
20035001026	Hardin County CUSD 1	118	59	990,966	48,912	484,925	131,941	665,778	325,188	159	2,045
04101122022	Harlem UD 122	68	34	20,486,880	6,196,461	4,908,681	2,793,172	13,898,314	6,588,566	1,286	5,123
50082175002	Harmony Emge SD 175	113	57	1,683,654	186,241	419,797	210,362	816,399	867,255	159	5,454
20083003026	Harrisburg CUSD 3	118	59	3,831,381	374,808	1,641,762	154,955	2,171,525	1,659,856	497	3,340
44063036002	Harrison SD 36	63	32	1,373,359	390,347	287,517	112,878	790,742	582,617	89	6,546

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

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17054021026	Hartsburg Emden CUSD 21	87	44	234,725	66,910	75,640	15,507	158,057	76,668	29	2,644
44063050026	Harvard CUSD 50	63	32	5,940,332	1,940,738	1,759,113	901,220	4,601,071	1,339,261	379	3,534
07016152002	Harvey SD 152	30	15	4,132,860	83,341	1,724,984	554,210	2,362,535	1,770,325	281	6,300
53060126026	Havana CUSD 126	93	47	1,938,474	263,335	561,197	187,593	1,012,124	926,350	200	4,632
34049073004	Hawthorn CCSD 73	59	30	12,721,354	2,408,213	2,213,884	514,248	5,136,345	7,585,008	629	12,059
07016152502	Hazel Crest SD 152-5	30	15	1,834,651	419,125	628,679	291,837	1,339,641	495,010	155	3,194
35059005026	Henry-Senachwine CUSD 5	73	37	1,437,374	387,963	263,827	61,591	713,382	723,993	129	5,612
09010008026	Heritage CUSD 8	102	51	621,640	114,346	167,810	14,009	296,165	325,475	83	3,921
21100004026	Herrin CUSD 4	117	59	3,253,472	329,225	1,311,240	37,005	1,677,471	1,576,002	584	2,699
32046002026	Herscher CUSD 2	79	40	3,981,174	531,254	892,606	631,772	2,055,632	1,925,542	279	6,902
17064004026	Heyworth CUSD 4	101	51	1,969,233	212,601	635,531	266,934	1,115,066	854,167	144	5,932
16019426026	Hiawatha CUSD 426	70	35	960,264	183,228	374,801	140,041	698,070	262,194	103	2,546
50082116002	High Mount SD 116	113	57	962,598	196,332	321,808	104,924	623,064	339,534	95	3,574
41057005026	Highland CUSD 5	108	54	5,978,804	878,599	2,347,885	911,789	4,138,273	1,840,531	674	2,731
03068003026	Hillsboro CUSD 3	95	48	2,118,410	353,509	843,010	35,454	1,231,972	886,438	345	2,569
06016093002	Hillside SD 93	7	4	1,727,359	552,227	312,324	42,769	907,320	820,039	92	8,913
16019429026	Hinckley Big Rock CUSD 429	70	35	2,168,698	1,002,988	539,394	165,538	1,707,920	460,778	119	3,872
19022181004	Hinsdale CCSD 181	82	41	10,969,686	1,291,780	1,517,141	673,299	3,482,219	7,487,467	475	15,763
19022086017	Hinsdale Twp HSD 86	47	24	20,113,615	7,534,653	3,143,439	709,968	11,388,059	8,725,556	539	16,188
48072328003	Hollis Cons SD 328	91	46	162,512	41,143	30,227	7,260	78,629	83,883	17	4,934
56099033C04	Homer CCSD 33C	82	41	12,239,732	3,217,276	2,163,598	681,148	6,062,022	6,177,710	695	8,889
07016233016	Homewood Flossmoor CHSD 233	80	40	10,449,073	4,272,771	2,887,715	768,091	7,928,577	2,520,496	413	6,103
07016153002	Homewood SD 153	29	15	5,188,234	1,602,522	1,454,074	456,029	3,512,625	1,675,608	366	4,578
04101207016	Hononegah CHD 207	69	35	4,192,053	1,505,623	1,125,709	527,432	3,158,764	1,033,289	266	3,885
54092011026	Hoopston Area CUSD 11	106	53	3,029,651	232,708	1,231,867	148,771	1,613,346	1,416,305	322	4,398
07016157002	Hoover-Schrum Memorial SD 157	34	17	3,146,494	558,075	685,486	471,339	1,714,900	1,431,593	168	8,521
44063158022	Huntley Comm Sch Dist 158	66	33	17,269,279	5,447,104	4,985,908	2,219,087	12,652,099	4,617,180	1,402	3,293
12017001026	Hutsonville CUSD 1	110	55	448,058	89,041	173,883	9,733	272,657	175,401	61	2,875
48072321026	Il Valley Central USD 321	73	37	3,964,224	773,395	1,266,327	342,417	2,382,138	1,582,086	381	4,152
48072327026	Illini Bluffs CUSD 327	91	46	1,534,069	401,070	353,625	78,327	833,023	701,047	184	3,810
53060189026	Illini Central CUSD 189	93	47	1,918,494	224,532	448,420	179,261	852,212	1,066,282	196	5,440
26034307016	Illini West H S Dist 307	94	47	416,554	88,994	142,084	21,845	252,923	163,631	46	3,557
16019425026	Indian Creek CUSD 425	90	45	1,769,058	1,068,365	452,192	257,446	1,778,004	(8,946)	129	(69)
19022204026	Indian Prairie CUSD 204	84	42	70,330,190	25,446,102	18,401,004	6,582,175	50,429,281	19,900,909	3,762	5,290
07016109002	Indian Springs SD 109	23	12	8,364,546	581,663	2,414,372	597,497	3,593,532	4,771,013	470	10,151
32038009026	Iroquois County CUSD 9	106	53	1,718,424	237,959	592,522	14,749	845,229	873,194	219	3,987
32038010026	Iroquois West CUSD 10	106	53	2,435,015	316,989	1,621,777	37,933	1,976,699	458,317	249	1,841
13095011004	Irvington CCSD 11	108	54	91,597	30,371	34,194	3,951	68,515	23,082	19	1,215
19022010002	Itasca SD 10	45	23	2,034,270	499,940	253,545	223,438	976,923	1,057,347	170	6,220
13058007004	Iuka CCSD 7	107	54	338,885	30,264	172,919	17,088	220,271	118,614	59	2,010
06016201017	J S Morton HSD 201	24	12	19,391,553	2,396,714	7,385,198	1,731,587	11,513,499	7,878,054	1,084	7,268

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
01069117022	Jacksonville SD 117	100	50	9,367,073	1,805,815	2,579,042	840,335	5,225,192	4,141,881	916	4,522
20096017004	Jasper CCSD 17	109	55	325,406	12,813	140,099	5,207	158,119	167,287	42	3,983
12040001026	Jasper County CUD 1	109	55	2,312,240	328,693	764,120	605,707	1,698,520	613,720	249	2,465
40042100026	Jersey CUSD 100	100	50	4,359,328	480,926	1,355,228	704,721	2,540,875	1,818,453	461	3,945
44063012026	Johnsburg CUSD 12	63	32	3,534,994	2,616,289	1,234,098	612,718	4,463,105	(928,111)	331	(2,804)
21100001026	Johnston City CUSD 1	117	59	1,481,249	202,437	562,660	12,524	777,621	703,628	293	2,401
56099086005	Joliet PSD 86	86	43	33,720,826	2,150,432	12,644,733	4,014,012	18,809,177	14,911,648	1,852	8,052
56099204017	Joliet Twp HSD 204	86	43	22,331,578	4,812,378	6,965,700	1,835,649	13,613,727	8,717,851	1,138	7,661
21061038026	Joppa-Maple Grove UD 38	118	59	417,967	91,342	94,877	2,798	189,017	228,950	41	5,584
31045302026	Kaneland CUSD 302	70	35	13,004,751	5,975,195	3,993,055	1,091,862	11,060,113	1,944,639	698	2,786
32046111025	Kankakee SD 111	79	40	11,840,924	399,812	3,546,222	2,040,776	5,986,810	5,854,114	759	7,713
11023003026	Kansas CUSD 3	110	55	238,797	67,461	97,909	32,666	198,036	40,761	33	1,235
19022020002	Keeneyville SD 20	56	28	3,811,841	685,161	608,657	417,002	1,710,819	2,101,021	261	8,050
13058002003	Kell Cons SD 2	107	54	100,702	11,175	53,406	4,379	68,960	31,742	31	1,024
05016038002	Kenilworth SD 38	18	9	2,149,293	300,700	154,174	92,224	547,098	1,602,195	66	24,276
28037229026	Kewanee CUSD 229	74	37	3,237,837	181,753	1,255,632	375,596	1,812,981	1,424,855	439	3,246
34049096004	Kildeer Countryside CCSD 96	59	30	10,841,217	2,206,606	2,336,014	575,873	5,118,494	5,722,724	427	13,402
47071144003	Kings Cons SD 144	90	45	167,854	41,464	17,384	10,125	68,973	98,881	21	4,709
04101131004	Kinnikinnick CCSD 131	69	35	3,540,584	863,322	937,346	243,907	2,044,576	1,496,009	362	4,133
07016140002	Kirby SD 140	28	14	10,129,250	1,969,002	2,771,820	1,163,330	5,904,152	4,225,098	796	5,308
33048202026	Knoxville CUSD 202	74	37	1,557,435	229,768	498,914	11,880	740,563	816,873	194	4,211
06016094002	Komarek SD 94	8	4	1,783,959	686,063	266,731	23,276	976,069	807,889	92	8,781
06016102002	La Grange SD 102	7	4	8,274,885	1,986,082	1,568,702	862,398	4,417,181	3,857,703	525	7,348
06016105002	La Grange SD 105 South	23	12	4,928,012	2,061,299	979,721	161,811	3,202,831	1,725,180	289	5,969
26034347004	La Harpe CSD 347	94	47	629,906	78,499	188,146	15,702	282,347	347,560	47	7,395
28006303026	La Moille CUSD 303	74	37	611,626	155,270	193,494	19,105	367,869	243,756	56	4,353
35050122002	La Salle ESD 122	76	38	2,691,313	150,123	917,687	212,504	1,280,314	1,411,000	249	5,667
35050120017	La Salle-Peru Twp HSD 120	76	38	2,894,883	599,695	664,043	175,986	1,439,725	1,455,158	190	7,659
28006094004	Ladd CCSD 94	76	38	346,666	42,079	101,961	17,996	162,036	184,630	39	4,734
06016106002	LaGrange Highlands SD 106	82	41	2,705,872	593,419	455,236	77,261	1,125,916	1,579,956	121	13,057
34049065002	Lake Bluff ESD 65	58	29	3,107,021	396,135	459,398	190,289	1,045,823	2,061,199	146	14,118
34049115016	Lake Forest CHSD 115	58	29	5,574,866	1,246,586	822,354	487,376	2,556,316	3,018,550	262	11,521
34049067005	Lake Forest SD 67	58	29	5,234,537	1,025,097	739,584	498,854	2,263,535	2,971,002	288	10,316
19022108016	Lake Park CHSD 108	45	23	7,770,817	2,198,119	1,104,227	725,693	4,028,039	3,742,778	294	12,731
34049041004	Lake Villa CCSD 41	64	32	8,948,068	1,188,408	2,409,195	633,376	4,230,978	4,717,090	556	8,484
34049095026	Lake Zurich CUSD 95	51	26	15,499,056	4,114,395	4,189,765	1,312,841	9,617,001	5,882,055	923	6,373
07016158002	Lansing SD 158	33	17	6,461,202	1,769,383	1,963,803	559,174	4,292,361	2,168,841	621	3,492
56099070C04	Laraway CCSD 70C	86	43	1,972,133	468,155	476,355	98,009	1,042,519	929,614	113	8,227
12051020026	Lawrence County CUD 20	110	55	1,465,834	90,954	635,698	104,422	831,074	634,760	231	2,748
50082009026	Lebanon CUSD 9	114	57	1,749,458	361,227	430,569	168,897	960,693	788,765	159	4,961
35050001026	Leland CUSD 1	90	45	691,060	213,219	155,122	59,597	427,938	263,122	61	4,313

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
07016210017	Lemont Twp HSD 210	82	41	4,736,453	919,090	899,138	299,724	2,117,952	2,618,501	143	18,311
07016113A02	Lemont-Bromberek CSD 113A	82	41	3,903,786	929,574	926,203	610,451	2,466,228	1,437,558	313	4,593
08089202026	Lena Winslow CUSD 202	89	45	1,306,914	163,179	383,948	194,762	741,888	565,025	109	5,184
17064002026	LeRoy CUSD 2	101	51	1,483,753	275,158	414,715	146,893	836,765	646,987	109	5,936
26029097026	Lewistown CUSD 97	91	46	1,092,673	118,080	379,969	38,208	536,257	556,416	124	4,487
17064007026	Lexington CUSD 7	105	53	1,169,418	183,147	253,213	100,324	536,684	632,734	93	6,804
06016212016	Leyden CHSD 212	78	39	15,228,172	11,681,828	3,092,969	748,193	15,522,990	(294,818)	517	(570)
01001002026	Liberty CUSD 2	94	47	1,079,543	110,093	427,832	164,176	702,102	377,442	112	3,370
34049070002	Libertyville SD 70	51	26	5,869,104	862,704	1,182,378	488,058	2,533,141	3,335,963	250	13,344
30091016004	Lick Creek CCSD 16	118	59	90,100	7,934	42,818	2,979	53,731	36,369	25	1,455
48072310016	Limestone CHSD 310	92	46	2,872,890	595,469	999,302	67,353	1,662,124	1,210,766	253	4,786
48072316004	Limestone Walters CCSD 316	91	46	209,789	51,763	32,118	3,188	87,069	122,720	29	4,232
17054404016	Lincoln CHSD 404	87	44	1,775,328	324,502	453,942	239,559	1,018,003	757,325	133	5,694
07016156002	Lincoln ESD 156	33	17	2,527,377	173,903	723,910	287,835	1,185,647	1,341,729	146	9,190
17054027002	Lincoln ESD 27	87	44	2,836,963	440,875	953,066	374,257	1,768,197	1,068,766	245	4,362
56099210016	Lincoln Way CHSD 210	37	19	10,084,040	3,723,531	2,982,794	972,833	7,679,158	2,404,882	904	2,660
34049103002	Lincolnshire-Prairieview SD 103	59	30	6,051,313	994,337	889,436	263,772	2,147,545	3,903,768	275	14,196
05016074002	Lincolnwood SD 74	16	8	4,353,925	1,358,792	695,090	0	2,053,882	2,300,043	199	11,558
06016092002	Lindop SD 92	7	4	1,307,023	549,779	259,080	41,504	850,363	456,660	70	6,524
24047090004	Lisbon CCSD 90	75	38	64,190	13,442	24,281	5,283	43,006	21,184	7	3,026
19022202026	Lisle CUSD 202	48	24	7,873,192	4,554,208	1,272,361	680,309	6,506,878	1,366,314	322	4,243
03068012026	Litchfield CUSD 12	95	48	2,138,057	208,535	790,058	25,557	1,024,150	1,113,907	317	3,514
56099091002	Lockport SD 91	85	43	2,058,898	346,183	420,598	183,177	949,958	1,108,940	150	7,393
56099205017	Lockport Twp HSD 205	85	43	11,679,494	2,873,119	3,021,379	888,744	6,783,242	4,896,251	665	7,363
19022044002	Lombard SD 44	48	24	12,858,637	3,167,070	2,599,491	688,100	6,454,661	6,403,976	543	11,794
35050425026	Lostant CUSD 425	73	37	358,138	117,242	117,621	17,720	252,583	105,555	32	3,299
53102021026	Lowpoint-Washburn CUSD 21	73	37	1,010,643	103,101	270,221	99,109	472,431	538,212	62	8,681
09010142004	Ludlow CCSD 142	101	51	123,422	18,464	31,704	1,721	51,889	71,533	18	3,974
06016103002	Lyons SD 103	21	11	8,013,566	2,527,604	2,343,642	110,161	4,981,408	3,032,159	460	6,592
06016204017	Lyons Twp HSD 204	8	4	14,894,459	3,911,018	2,226,813	919,409	7,057,240	7,837,219	495	15,833
26062185026	Macomb CUSD 185	93	47	3,922,321	795,667	1,146,199	97,268	2,039,135	1,883,187	385	4,891
41057012026	Madison CUSD 12	113	57	2,433,552	148,089	1,040,412	240,713	1,429,214	1,004,338	156	6,438
19022060002	Maercker SD 60	47	24	3,936,195	713,415	631,096	447,998	1,792,509	2,143,685	174	12,320
09010003026	Mahomet-Seymour CUSD 3	101	51	6,067,891	377,639	1,299,788	957,255	2,634,681	3,433,210	354	9,698
05016207017	Maine Township HSD 207	55	28	21,700,827	7,402,357	3,501,295	1,601,991	12,505,643	9,195,184	964	9,539
28006084004	Malden CCSD 84	76	38	173,992	92,957	52,921	25,449	171,327	2,665	15	178
56099114002	Manhattan SD 114	80	40	3,774,811	731,069	721,362	459,088	1,911,520	1,863,291	252	7,394
06016083002	Mannheim SD 83	77	39	9,140,251	5,116,994	1,800,758	684,241	7,601,994	1,538,257	498	3,089
32046005026	Manteno CUSD 5	34	17	4,304,278	1,419,403	1,692,167	318,265	3,429,836	874,442	450	1,943
44063154016	Marengo CHSD 154	63	32	2,517,132	536,343	702,918	426,700	1,665,961	851,172	103	8,264
44063165003	Marengo-Union E Cons D 165	63	32	2,153,532	430,820	529,389	302,286	1,262,495	891,037	156	5,712

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
(By District Name)

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
21100002026	Marion CUSD 2	117	59	4,603,037	1,151,575	1,222,834	48,886	2,423,295	2,179,741	890	2,449
50082040026	Marissa CUSD 40	116	58	1,099,923	118,971	378,705	167,616	665,293	434,630	154	2,822
39055002026	Maroa Forsyth CUSD 2	101	51	1,247,806	238,050	308,970	4,283	551,304	696,502	128	5,441
19022015002	Marquardt SD 15	46	23	8,210,973	3,283,742	1,849,952	355,834	5,489,528	2,721,446	449	6,061
35050150002	Marseilles ESD 150	76	38	1,297,359	115,730	464,405	90,054	670,189	627,170	119	5,270
11012002C26	Marshall CUSD 2C	110	55	2,279,119	281,489	961,003	342,188	1,584,680	694,440	316	2,198
11012003C26	Martinsville CUSD 3C	110	55	455,448	51,466	236,660	48,701	336,827	118,621	106	1,119
50082019026	Mascoutah CUD 19	108	54	7,306,996	405,535	2,209,216	709,319	3,324,070	3,982,926	724	5,501
21061001026	Massac UD 1	118	59	3,866,339	285,806	1,175,094	658,251	2,119,151	1,747,188	449	3,891
07016162002	Matteson ESD 162	38	19	8,585,543	1,871,717	2,774,731	805,558	5,452,006	3,133,537	530	5,912
11015002026	Mattoon CUSD 2	110	55	5,315,993	1,334,654	2,093,015	558,983	3,986,652	1,329,341	716	1,857
06016089002	Maywood-Melrose Park-Broadview 89	77	39	10,218,504	548,845	4,912,800	1,439,649	6,901,294	3,317,210	767	4,325
24032002C02	Mazon-Verona-Kinsman ESD 2C	75	38	878,135	226,872	153,778	41,023	421,673	456,463	76	6,006
13041012004	McClellan CCSD 12	115	58	79,130	18,814	27,274	1,449	47,537	31,593	14	2,257
44063015004	McHenry CCSD 15	63	32	15,329,583	6,288,140	2,707,610	1,986,968	10,982,718	4,346,865	969	4,486
44063156016	McHenry CHSD 156	63	32	7,601,793	1,753,206	1,827,523	551,727	4,132,456	3,469,337	369	9,402
17064005026	McLean County USD 5	105	53	32,043,005	5,050,890	9,183,365	3,441,119	17,675,374	14,367,631	2,373	6,055
19022011002	Medinah SD 11	45	23	2,033,012	391,169	321,175	231,957	944,301	1,088,711	110	9,897
35050289004	Mendota CCSD 289	90	45	2,625,647	347,999	840,714	316,372	1,505,085	1,120,562	290	3,864
35050280017	Mendota Twp HSD 280	90	45	1,384,270	265,202	336,589	273,024	874,816	509,454	82	6,213
33066404026	Mercer County School District 404	74	37	2,129,770	431,964	538,749	276,228	1,246,941	882,829	258	3,422
01069011026	Meredosia-Chambersburg CUSD 11	100	50	501,641	163,978	114,458	21,111	299,547	202,095	54	3,742
30077101026	Meridian CUSD 101	118	59	1,115,777	48,664	475,053	11,176	534,893	580,885	117	4,965
39055015026	Meridian CUSD 15	102	51	422,637	150,553	263,140	9,178	422,871	(234)	143	(2)
47071223026	Meridian CUSD 223	90	45	2,201,259	349,367	791,129	102,918	1,243,414	957,845	230	4,165
53102001004	Metamora CCSD 1	73	37	1,302,771	142,618	324,255	181,186	648,058	654,713	106	6,177
35059007026	Midland CUSD 7	73	37	1,362,986	200,842	413,986	53,684	668,513	694,473	118	5,885
07016143002	Midlothian SD 143	30	15	4,149,700	408,644	1,275,555	411,779	2,095,978	2,053,722	374	5,491
53060191026	Midwest Central CUSD 191	93	47	1,880,359	202,292	671,876	170,409	1,044,577	835,782	214	3,906
32038124026	Milford Area PSD 124	106	53	888,771	187,030	255,584	164,017	606,631	282,139	97	2,909
34049024004	Millburn CCSD 24	61	31	4,023,217	1,286,333	1,204,631	161,354	2,652,318	1,370,899	159	8,622
35050210004	Miller Twp CCSD 210	75	38	428,466	65,271	130,766	25,770	221,807	206,658	51	4,052
50082160004	Millstadt CCSD 160	114	57	1,675,521	239,008	310,669	172,727	722,403	953,118	195	4,888
24032201004	Minooka CCSD 201	75	38	9,872,551	919,791	2,514,522	449,971	3,884,284	5,988,267	704	8,506
24032111016	Minooka CHSD 111	75	38	4,785,798	875,600	1,559,273	198,458	2,633,331	2,152,467	267	8,062
56099159002	Mokena SD 159	37	19	4,479,748	1,111,534	811,612	650,956	2,574,102	1,905,646	227	8,395
49081040022	Moline-Coal Valley CUSD 40	72	36	12,023,860	2,702,049	3,622,292	2,422,718	8,747,059	3,276,801	1,190	2,754
32046001026	Momence CUSD 1	34	17	2,642,112	295,477	870,529	449,835	1,615,841	1,026,271	178	5,766
33094238026	Monmouth-Roseville CUSD 238	94	47	2,421,368	209,122	738,654	186,529	1,134,305	1,287,063	282	4,564
48072070002	Monroe SD 70	92	46	443,588	48,729	99,789	16,143	164,661	278,927	46	6,064
39074025026	Monticello CUSD 25	101	51	2,291,644	622,605	434,950	276,344	1,333,899	957,745	271	3,534

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
(By District Name)

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
47098145004	Montmorency CCSD 145	71	36	401,164	72,551	170,745	12,676	255,972	145,192	54	2,689
24032101016	Morris CHSD 101	75	38	2,426,379	364,312	611,302	167,629	1,143,243	1,283,136	129	9,947
24032054002	Morris SD 54	75	38	2,308,272	234,870	800,949	229,754	1,265,573	1,042,699	236	4,418
47098006026	Morrison CUSD 6	71	36	1,261,965	213,779	452,864	6,498	673,141	588,825	170	3,464
03011001026	Morrisonville CUSD 1	95	48	571,176	101,657	161,460	42,687	305,804	265,373	84	3,159
53090709026	Morton CUSD 709	88	44	5,875,155	1,739,900	1,279,421	606,743	3,626,064	2,249,092	594	3,786
05016070002	Morton Grove SD 70	16	8	3,267,120	552,835	554,304	0	1,107,139	2,159,981	151	14,305
40056005026	Mount Olive CUSD 5	95	48	717,664	51,518	225,109	174,947	451,574	266,090	119	2,236
05016057002	Mount Prospect SD 57	53	27	5,326,006	772,185	944,171	560,203	2,276,559	3,049,446	412	7,402
13041080002	Mount Vernon SD 80	115	58	3,619,921	389,226	1,390,176	268,909	2,048,311	1,571,610	438	3,588
17054023026	Mt Pulaski CUSD 23	87	44	771,106	192,011	207,903	110,096	510,010	261,096	86	3,036
13041201017	Mt Vernon Twp HSD 201	115	58	3,622,896	742,058	1,479,601	65,745	2,287,404	1,335,493	261	5,117
39055003026	Mt Zion CUSD 3	101	51	2,212,380	367,792	776,471	25,478	1,169,740	1,042,640	303	3,441
03003001026	Mulberry Grove CUSD 1	107	54	598,075	42,854	268,053	66,139	377,046	221,029	89	2,483
34049120013	Mundelein Cons HSD 120	59	30	7,207,380	2,471,021	1,580,757	402,926	4,454,704	2,752,676	340	8,096
34049075002	Mundelein ESD 75	59	30	4,345,093	1,977,936	944,193	398,665	3,320,794	1,024,299	355	2,885
30039186026	Murphysboro CUSD 186	115	58	4,907,290	570,473	1,869,391	334,875	2,774,739	2,132,551	541	3,942
53090102002	N Pekin & Marquette Hght SD 102	91	46	934,405	98,851	286,143	103,211	488,205	446,200	131	3,406
19022203026	Naperville CUSD 203	41	21	49,202,134	37,325,296	10,386,001	4,435,474	52,146,771	(2,944,637)	2,285	(1,289)
13095049004	Nashville CCSD 49	108	54	812,651	178,994	231,919	101,292	512,206	300,445	160	1,878
13095099016	Nashville CHSD 99	108	54	608,559	215,628	177,548	24,794	417,971	190,588	89	2,141
26034325026	Nauvoo-Colusa CUSD 325	94	47	849,034	150,528	134,832	8,367	293,726	555,308	46	12,072
11018003026	Neoga CUSD 3	110	55	843,416	176,366	393,509	34,192	604,067	239,349	132	1,813
24032024C04	Nettle Creek CCSD 24C	75	38	161,157	44,084	27,929	6,445	78,458	82,698	13	6,361
50082060026	New Athens CUSD 60	116	58	727,328	124,734	180,715	119,346	424,795	302,532	105	2,881
51084016026	New Berlin CUSD 16	99	50	1,514,491	384,478	398,972	152,942	936,392	578,099	157	3,682
17054088002	New Holland-Middletown ED 88	87	44	115,354	21,678	36,482	19,561	77,721	37,633	21	1,792
20096006004	New Hope CCSD 6	109	55	119,362	16,521	75,728	4,450	96,699	22,663	31	731
56099122002	New Lenox SD 122	37	19	11,222,139	2,729,337	2,420,377	1,210,788	6,360,502	4,861,637	967	5,028
21044032003	New Simpson Hill SD 32	118	59	424,097	14,797	110,261	17,470	142,528	281,569	45	6,257
05016203017	New Trier Twp HSD 203	18	9	18,334,984	6,064,993	2,275,598	2,137,304	10,477,895	7,857,090	639	12,296
24047066004	Newark CCSD 66	75	38	489,228	80,260	110,662	7,903	198,825	290,402	47	6,179
24047018016	Newark CHSD 18	75	38	454,872	134,381	112,711	8,534	255,625	199,247	21	9,488
05016071002	Niles ESD 71	15	8	1,517,036	358,431	279,090	15,473	652,994	864,042	87	9,932
05016219017	Niles Twp HSD 219	15	8	23,239,952	10,351,977	4,340,595	1,741,189	16,433,761	6,806,191	615	11,067
44063002003	Nippersink SD 2	63	32	2,289,455	906,454	806,007	275,284	1,987,745	301,710	185	1,631
03068022026	Nokomis CUSD 22	95	48	817,442	71,155	327,533	12,147	410,835	406,607	127	3,202
06016080002	Norrridge SD 80	20	10	3,219,796	501,074	642,922	288,424	1,432,420	1,787,376	157	11,385
20097003026	Norris City-Omaha-Enfield CUSD 3	109	55	1,148,359	93,306	499,530	35,199	628,036	520,323	149	3,492
04004200026	North Boone CUSD 200	69	35	3,254,472	1,276,829	1,092,919	511,476	2,881,224	373,248	304	1,228
34049187026	North Chicago SD 187	60	30	13,494,180	1,766,384	4,763,702	786,839	7,316,925	6,177,255	676	9,138

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
12013025026	North Clay CUSD 25	109	55	776,757	72,796	342,198	21,213	436,207	340,550	135	2,523
40031003026	North Greene CUSD 3	100	50	2,088,047	165,514	823,828	146,235	1,135,576	952,470	258	3,692
40056034026	North Mac CUSD 34	95	48	2,465,020	289,030	713,522	184,283	1,186,835	1,278,185	309	4,137
07016117002	North Palos SD 117	36	18	8,259,312	1,130,600	1,547,602	858,897	3,537,099	4,722,213	426	11,085
34049112002	North Shore SD 112	58	29	14,211,901	3,127,424	2,869,324	1,472,262	7,469,011	6,742,890	766	8,803
13014186002	North Wamac SD 186	108	54	265,340	27,980	154,110	8,752	190,842	74,497	56	1,330
20096200026	North Wayne CUSD 200	109	55	625,457	100,673	208,046	11,683	320,402	305,056	88	3,467
05016027002	Northbrook ESD 27	57	29	4,890,440	1,128,957	593,974	294,728	2,017,659	2,872,781	288	9,975
05016028002	Northbrook SD 28	18	9	8,019,091	1,458,117	901,761	591,232	2,951,110	5,067,981	284	17,845
05016030002	Northbrook/Glenview SD 30	17	9	3,173,820	1,188,778	559,289	208,138	1,956,205	1,217,615	204	5,969
05016225017	Northfield Twp HSD 225	17	9	22,902,178	5,826,820	2,848,248	2,521,222	11,196,290	11,705,888	673	17,394
40056002026	Northwestern CUSD 2	100	50	938,056	119,493	343,608	61,995	525,096	412,960	107	3,859
48072063002	Norwood ESD 63	91	46	984,712	126,264	319,634	39,473	485,370	499,342	122	4,093
50082090004	O Fallon CCSD 90	114	57	6,519,838	919,368	1,905,377	712,930	3,537,675	2,982,162	755	3,950
50082203017	O Fallon Twp HSD 203	114	57	4,791,997	821,585	1,430,282	688,948	2,940,815	1,851,182	317	5,840
34049068002	Oak Grove SD 68	51	26	2,885,098	491,034	495,731	106,072	1,092,837	1,792,260	148	12,110
48072068002	Oak Grove SD 68	92	46	606,555	97,345	223,829	20,366	341,539	265,016	75	3,534
07016229016	Oak Lawn CHSD 229	36	18	7,323,407	1,469,665	1,400,538	268,461	3,138,664	4,184,743	284	14,735
07016123002	Oak Lawn-Hometown SD 123	36	18	9,283,808	3,316,373	2,012,933	1,105,990	6,435,296	2,848,512	572	4,980
06016200013	Oak Park - River Forest SD 200	78	39	15,480,534	5,261,627	2,663,240	2,311,470	10,236,337	5,244,196	630	8,324
06016097002	Oak Park ESD 97	78	39	19,820,016	4,864,312	6,283,068	1,800,654	12,948,034	6,871,982	1,106	6,213
13095001004	Oakdale CCSD 1	108	54	133,317	13,308	42,363	7,660	63,332	69,985	16	4,374
11015005026	Oakland CUSD 5	110	55	446,547	77,614	196,143	21,696	295,452	151,095	57	2,651
54092076026	Oakwood CUSD 76	104	52	1,376,618	146,313	448,911	47,398	642,622	733,996	142	5,169
12017004026	Oblong CUSD 4	110	55	772,821	72,718	354,990	14,007	441,715	331,106	120	2,759
17053435004	Odell CCSD 435	106	53	438,798	65,768	93,054	10,955	169,777	269,021	32	8,407
13058722026	Odin PSD 722	107	54	392,581	40,398	168,698	15,244	224,340	168,240	67	2,511
35050125002	Oglesby ESD 125	76	38	1,150,967	57,951	364,100	114,602	536,653	614,314	118	5,206
28006017004	Ohio CCSD 17	74	37	262,645	69,366	51,718	17,017	138,101	124,543	19	6,555
28006505016	Ohio CHSD 505	74	37	144,668	101,193	7,752	699	109,644	35,024	15	2,335
11070302026	Okaw Valley CUSD 302	102	51	591,625	148,601	198,125	50,365	397,090	194,535	75	2,594
17064016026	Olympia CUSD 16	88	44	3,824,573	522,786	1,260,339	520,707	2,303,832	1,520,741	328	4,636
13041005004	Opdyke-Belle-Rive CCSD 5	115	58	435,621	47,090	168,977	36,351	252,418	183,203	42	4,362
08089203026	Orangeville CUSD 203	89	45	897,944	115,401	204,121	82,790	402,312	495,632	66	7,510
47071220026	Oregon CUSD 220	90	45	2,294,963	367,811	611,119	308,924	1,287,854	1,007,109	228	4,417
28037223026	Orion CUSD 223	74	37	1,454,055	352,771	450,130	216,836	1,019,737	434,317	184	2,360
07016135002	Orland SD 135	35	18	18,524,994	3,577,180	3,393,004	1,519,848	8,490,032	10,034,962	1,044	9,612
35050141002	Ottawa ESD 141	76	38	5,126,544	895,980	1,222,391	398,365	2,516,736	2,609,808	469	5,565
35050140017	Ottawa Twp HSD 140	76	38	4,245,005	792,893	1,031,507	323,630	2,148,030	2,096,975	247	8,490
05016015004	Palatine CCSD 15	54	27	29,861,476	5,954,027	7,732,004	4,966,417	18,652,449	11,209,027	1,716	6,532
12017003026	Palestine CUSD 3	110	55	402,511	55,678	176,933	9,439	242,051	160,460	61	2,630

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
07016118004	Palos CCSD 118	36	18	6,206,852	2,326,067	1,291,434	613,962	4,231,463	1,975,388	423	4,670
07016128002	Palos Heights SD 128	27	14	2,107,412	463,109	495,332	92,132	1,050,573	1,056,839	140	7,549
03011008026	Pana CUSD 8	95	48	1,817,176	175,624	803,196	196,566	1,175,387	641,789	228	2,815
03068002026	Panhandle CUSD 2	95	48	813,128	134,052	259,175	15,105	408,332	404,797	123	3,291
11023004026	Paris CUSD 4	102	51	507,805	155,435	238,337	67,459	461,231	46,574	103	452
11023095025	Paris-Union SD 95	102	51	1,712,012	206,365	878,798	213,875	1,299,039	412,973	311	1,328
07016163002	Park Forest SD 163	80	40	4,993,323	501,837	1,916,799	770,013	3,188,649	1,804,674	396	4,557
05016064004	Park Ridge CCSD 64	55	28	15,002,808	4,735,796	2,850,984	1,616,504	9,203,284	5,799,524	794	7,304
13058100026	Patoka CUSD 100	107	54	411,660	130,168	116,857	33,144	280,169	131,491	63	2,087
47052271026	Paw Paw CUSD 271	90	45	382,108	129,827	92,287	9,855	231,969	150,139	41	3,662
51084011026	Pawnee CUSD 11	99	50	840,927	299,642	166,896	114,559	581,098	259,829	145	1,792
09027010026	Paxton-Buckley-Loda CUD 10	106	53	3,658,946	534,161	1,007,326	316,987	1,858,474	1,800,471	261	6,898
01001001026	Payson CUSD 1	94	47	675,564	92,158	302,225	87,431	481,815	193,749	113	1,715
08089200026	Pearl City CUSD 200	89	45	723,613	86,688	222,994	120,998	430,680	292,932	74	3,959
04101321026	Pecatonica CUSD 321	89	45	1,951,322	277,180	473,944	223,577	974,701	976,621	151	6,468
53090303016	Pekin CSD 303	91	46	4,272,400	1,060,343	1,088,342	392,062	2,540,747	1,731,653	308	5,622
53090108002	Pekin PSD 108	91	46	8,572,955	1,347,506	2,534,445	771,929	4,653,880	3,919,075	946	4,143
32046259004	Pembroke CCSD 259	79	40	463,485	11,040	211,045	63,421	285,506	177,979	27	6,592
06016079002	Pennoyer SD 79	20	10	723,904	172,395	133,219	72,630	378,244	345,659	52	6,647
48072325026	Peoria Heights CUSD 325	92	46	1,933,811	340,829	429,330	39,637	809,796	1,124,015	181	6,210
48072150025	Peoria SD 150	92	46	35,117,967	5,418,823	14,505,589	6,438,319	26,362,731	8,755,236	2,978	2,940
56099207U26	Peotone CUSD 207U	79	40	4,733,071	584,989	1,292,361	453,315	2,330,665	2,402,405	296	8,116
35050124002	Peru ESD 124	76	38	2,013,142	283,748	431,325	145,666	860,739	1,152,402	184	6,263
01075010026	Pikeland CUSD 10	100	50	2,275,948	273,069	818,600	55,732	1,147,401	1,128,547	267	4,227
30073101016	Pinckneyville CHSD 101	116	58	590,956	108,171	286,754	49,036	443,962	146,994	78	1,885
30073050002	Pinckneyville SD 50	116	58	880,593	76,251	412,611	86,619	575,481	305,113	115	2,653
56099202022	Plainfield SD 202	97	49	65,899,108	13,151,170	21,296,907	5,678,776	40,126,853	25,772,254	4,902	5,257
24047088026	Plano CUSD 88	75	38	5,333,777	1,804,621	1,440,964	16,531	3,262,116	2,071,661	458	4,523
01075003026	Pleasant Hill CUSD 3	100	50	689,310	80,919	221,647	8,980	311,546	377,764	89	4,245
48072069002	Pleasant Hill SD 69	92	46	494,375	16,500	167,978	20,401	204,879	289,496	70	4,136
51084008026	Pleasant Plains CUSD 8	99	50	1,191,603	425,841	294,193	137,636	857,670	333,933	169	1,976
48072062002	Pleasant Valley SD 62	92	46	1,087,597	57,235	458,036	68,156	583,427	504,170	124	4,066
06016107002	Pleasantdale SD 107	82	41	2,844,974	658,607	442,580	12,021	1,113,208	1,731,766	109	15,888
47071222026	Polo CUSD 222	90	45	679,751	107,650	194,497	69,966	372,113	307,638	86	3,577
17053429004	Pontiac CCSD 429	106	53	3,687,712	780,139	1,107,785	465,532	2,353,456	1,334,256	409	3,262
17053090017	Pontiac Twp HSD 90	106	53	1,684,670	979,373	473,544	6,161	1,459,078	225,593	115	1,962
50082105002	Pontiac-W Holliday SD 105	113	57	1,735,297	405,578	355,550	191,392	952,520	782,776	132	5,930
20076001026	Pope Co CUD 1	118	59	596,517	65,055	265,328	16,855	347,238	249,279	113	2,206
51065202026	Porta CUSD 202	87	44	2,017,899	481,849	455,903	212,695	1,150,447	867,452	308	2,816
07016143502	Posen-Robbins ESD 143-5	30	15	3,439,596	64,068	1,328,095	145,633	1,537,796	1,901,799	191	9,957
54092010026	Potomac CUSD 10	106	53	236,411	53,503	134,813	14,624	202,940	33,471	40	837



Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
17053008026	Prairie Central CUSD 8	105	53	5,147,009	693,757	1,557,939	375,197	2,626,894	2,520,116	393	6,413
45079134004	Prairie Du Rocher CCSD 134	116	58	230,921	18,718	62,968	55,657	137,343	93,578	46	2,034
44063046003	Prairie Grove CSD 46	52	26	2,318,129	1,438,073	371,001	225,654	2,034,728	283,401	165	1,718
04101133004	Prairie Hill CCSD 133	69	35	1,028,962	207,436	273,156	143,648	624,240	404,722	132	3,066
07016144002	Prairie-Hills ESD 144	38	19	6,720,800	487,493	1,757,413	752,102	2,997,008	3,723,792	429	8,680
09010197004	Prairieview-Ogden CCSD 197	104	52	189,272	37,109	50,403	2,560	90,072	99,200	24	4,133
28006115002	Princeton ESD 115	74	37	2,146,517	310,533	679,373	184,872	1,174,778	971,739	256	3,796
28006500015	Princeton HSD 500	74	37	820,815	236,157	249,392	14,913	500,463	320,352	95	3,372
48072326026	Princeville CUSD 326	73	37	1,134,824	193,339	297,166	29,351	519,855	614,968	109	5,642
47098003026	Prophetstown-Lyndon-Tampico CUSD3	71	36	1,661,012	314,308	624,513	22,447	961,268	699,744	205	3,413
05016023002	Prospect Heights SD 23	53	27	4,888,320	521,942	681,621	295,309	1,498,872	3,389,448	234	14,485
06016209017	Proviso Twp HSD 209	7	4	21,176,307	4,752,279	5,540,788	216,861	10,509,928	10,666,379	846	12,608
35078535026	Putnam County CUSD 535	76	38	2,483,514	413,873	521,555	212,125	1,147,553	1,335,961	149	8,966
19022016002	Queen Bee SD 16	46	23	6,621,017	1,844,469	1,497,912	286,258	3,628,639	2,992,378	308	9,716
01001172022	Quincy SD 172	94	47	16,067,627	2,390,663	4,512,432	1,339,276	8,242,370	7,825,257	1,581	4,950
33048208026	R O W V A CUSD 208	74	37	997,701	211,276	299,140	86,555	596,971	400,730	103	3,891
13058001003	Raccoon Cons SD 1	107	54	398,627	32,594	127,973	35,657	196,224	202,403	69	2,933
03026204026	Ramsey CUSD 204	107	54	590,880	41,418	330,590	79,752	451,759	139,121	98	1,420
53090098002	Rankin CSD 98	91	46	396,746	79,675	120,191	27,719	227,585	169,161	35	4,833
09010137002	Rantoul City SD 137	104	52	4,698,901	563,363	1,702,795	511,008	2,777,165	1,921,736	427	4,501
09010193017	Rantoul Township HSD 193	104	52	2,335,241	417,838	657,178	131,288	1,206,304	1,128,937	165	6,842
07016220017	Reavis Twp HSD 220	23	12	2,177,614	1,645,470	1,048,262	488,783	3,182,515	(1,004,901)	247	(4,068)
45079132026	Red Bud CUSD 132	116	58	1,971,105	496,487	497,801	245,891	1,240,179	730,926	188	3,888
12051010026	Red Hill CUSD 10	109	55	1,241,982	62,511	433,627	95,665	591,803	650,179	146	4,453
56099255U26	Reed Custer CUSD 255U	75	38	4,610,804	1,716,297	821,565	346,004	2,883,866	1,726,938	274	6,303
06016084502	Rhodes SD 84-5	78	39	2,331,350	970,988	451,657	185,116	1,607,761	723,589	99	7,309
07016227017	Rich Twp HSD 227	38	19	14,786,571	6,921,018	3,391,781	707,465	11,020,264	3,766,307	687	5,482
12080001026	Richland County CUSD 1	109	55	3,390,343	317,826	1,259,668	437,956	2,015,450	1,374,892	456	3,015
56099088A02	Richland GSD 88A	98	49	2,335,770	551,930	470,871	71,624	1,094,424	1,241,346	138	8,995
44063157016	Richmond-Burton CHSD 157	63	32	1,951,562	572,553	648,003	192,390	1,412,945	538,616	89	6,052
07016122002	Ridgeland SD 122	31	16	7,141,680	2,326,230	1,728,745	517,139	4,572,114	2,569,566	435	5,907
17064019026	Ridgeview CUSD 19	105	53	792,222	166,680	212,801	132,003	511,484	280,738	84	3,342
06016234016	Ridgewood CHSD 234	20	10	3,140,569	1,107,332	588,462	114,733	1,810,527	1,330,042	106	12,548
44063018004	Riley CCSD 18	63	32	451,430	213,030	78,238	54,072	345,340	106,091	51	2,080
47098002026	River Bend CUSD 2	71	36	1,316,848	200,593	484,107	164,470	849,169	467,679	145	3,225
06016090002	River Forest SD 90	7	4	5,682,803	2,277,740	1,164,087	533,062	3,974,889	1,707,915	239	7,146
06016085502	River Grove SD 85-5	78	39	1,599,467	254,727	447,885	152,072	854,683	744,784	115	6,476
08043210026	River Ridge CUSD 210	89	45	1,263,631	447,499	226,568	242,541	916,608	347,023	112	3,098
05016026002	River Trails SD 26	57	29	4,451,272	2,268,173	852,847	445,504	3,566,524	884,747	233	3,797
49081100026	Riverdale CUSD 100	71	36	1,601,306	276,488	410,367	214,652	901,508	699,798	183	3,824
06016096002	Riverside SD 96	23	12	7,316,775	2,556,929	1,318,905	178,414	4,054,248	3,262,527	280	11,652

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016208017	Riverside-Brookfield Twp SD 208	23	12	5,264,089	1,007,787	1,072,467	237,623	2,317,876	2,946,212	222	13,271
51084014026	Riverton CUSD 14	87	44	2,936,766	298,168	996,552	488,525	1,783,245	1,153,521	337	3,423
53102002004	Riverview CCSD 2	73	37	558,997	68,960	176,011	0	244,971	314,026	53	5,925
53102060026	Roanoke Benson CUSD 60	106	53	1,166,951	224,734	283,938	124,587	633,259	533,692	73	7,311
53090085002	Robein SD 85	88	44	277,450	94,392	56,533	26,725	177,650	99,800	40	2,495
12017002026	Robinson CUSD 2	110	55	2,441,897	634,295	629,034	253,601	1,516,930	924,967	407	2,273
47071231004	Rochelle CCSD 231	90	45	3,404,442	546,352	1,162,716	171,919	1,880,987	1,523,455	349	4,365
47071212017	Rochelle Twp HSD 212	90	45	2,028,318	585,809	450,265	87,166	1,123,241	905,078	154	5,877
51084003A26	Rochester CUSD 3A	96	48	2,829,000	378,586	995,608	690,791	2,064,985	764,015	344	2,221
47098013002	Rock Falls ESD 13	71	36	1,930,170	83,670	958,226	157,824	1,199,720	730,450	235	3,108
47098301017	Rock Falls Twp HSD 301	71	36	1,152,124	243,923	321,581	37,077	602,580	549,543	120	4,580
49081041025	Rock Island SD 41	72	36	16,554,020	2,513,979	5,066,738	1,811,547	9,392,264	7,161,757	1,262	5,675
56099084002	Rockdale SD 84	86	43	785,941	161,377	197,406	51,966	410,749	375,191	55	6,822
04101205025	Rockford SD 205	67	34	66,881,986	22,372,668	22,837,390	10,289,685	55,499,743	11,382,243	5,092	2,235
49081300026	Rockridge CUSD 300	72	36	1,598,764	418,080	398,220	178,053	994,353	604,412	173	3,494
04101140004	Rockton SD 140	69	35	2,748,222	373,870	635,392	290,141	1,299,403	1,448,820	269	5,386
13041002004	Rome CCSD 2	115	58	499,177	18,910	173,720	21,557	214,187	284,990	67	4,254
34049072002	Rondout SD 72	59	30	835,738	294,978	114,563	41,980	451,521	384,217	49	7,841
17053425004	Rooks Creek CCSD 425	106	53	92,692	28,481	9,127	1,341	38,949	53,743	11	4,886
19022012002	Roselle SD 12	45	23	2,138,286	302,672	279,579	241,197	823,448	1,314,838	107	12,288
06016078002	Rosemont ESD 78	20	10	759,610	219,177	112,733	73,844	405,754	353,856	43	8,229
54092007026	Rossville-Alvin CUSD 7	106	53	670,665	92,141	226,395	1,266	319,801	350,863	91	3,856
34049116026	Round Lake CUSD 116	62	31	21,957,755	3,483,364	8,244,863	1,821,222	13,549,449	8,408,306	1,314	6,399
41057001026	Roxana CUSD 1	111	56	3,700,526	895,610	765,854	553,070	2,214,534	1,485,992	351	4,234
35050230004	Rutland CCSD 230	76	38	200,157	71,703	27,895	11,379	110,977	89,180	21	4,247
13058600016	Salem CHSD 600	107	54	955,520	201,403	418,910	95,959	716,273	239,248	127	1,884
13058111002	Salem SD 111	107	54	1,454,819	154,935	713,619	98,011	966,565	488,253	255	1,915
19022048002	Salt Creek SD 48	77	39	1,600,029	317,466	306,518	197,336	821,320	778,709	84	9,270
54092512026	Salt Fork CUSD 512	102	51	1,668,113	210,482	420,121	153,939	784,542	883,571	183	4,828
13058501026	Sandoval CUSD 501	107	54	983,492	56,661	359,031	53,825	469,516	513,976	150	3,427
07016172002	Sandridge SD 172	33	17	881,345	230,470	357,913	163,396	751,779	129,566	81	1,600
16019430026	Sandwich CUSD 430	90	45	4,506,047	1,209,881	1,531,065	825,671	3,566,617	939,429	354	2,654
39055009026	Sangamon Valley CUSD 9	96	48	1,089,756	247,761	315,421	4,610	567,792	521,964	158	3,304
24032060C04	Saratoga CCSD 60C	75	38	1,538,863	228,256	377,477	120,019	725,752	813,111	128	6,352
17053438004	Saunemin CCSD 438	106	53	232,661	66,191	54,179	214	120,584	112,077	24	4,670
08043211026	Scales Mound CUSD 211	89	45	511,203	151,683	65,712	54,185	271,579	239,623	37	6,476
05016054004	Schaumburg CCSD 54	56	28	44,660,953	7,165,695	7,182,186	4,484,303	18,832,184	25,828,769	1,855	13,924
06016081002	Schiller Park SD 81	20	10	3,521,516	710,344	1,063,301	458,303	2,231,949	1,289,567	209	6,170
26085005026	Schuyler-Industry CUSD 5	93	47	2,372,599	264,312	824,807	117,268	1,206,387	1,166,212	226	5,160
01086002026	Scott-Morgan CUSD 2	100	50	327,241	36,210	137,929	9,492	183,631	143,611	43	3,340
19022045002	SD 45 DuPage County	46	23	13,451,396	2,663,158	3,655,171	1,221,844	7,540,173	5,911,223	798	7,408

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
31045046022	SD U-46	43	22	91,227,950	40,958,898	32,324,512	10,253,810	83,537,219	7,690,730	6,556	1,173
13058010004	Selmaville CCSD 10	107	54	246,017	41,573	105,953	24,658	172,184	73,834	44	1,678
35050170004	Seneca CCSD 170	75	38	1,467,557	399,971	260,018	89,986	749,975	717,582	84	8,543
35050160017	Seneca Twp HSD 160	75	38	1,039,427	421,723	196,233	53,739	671,695	367,731	56	6,567
35050002026	Serena CUSD 2	76	38	2,051,454	453,234	512,463	260,824	1,226,521	824,933	136	6,066
21028196026	Sesser-Valier CUSD 196	117	59	1,015,432	52,515	460,293	49,572	562,380	453,052	132	3,432
30091084026	Shawnee CUSD 84	115	58	882,113	234,587	301,412	59,814	595,813	286,300	108	2,651
11087004026	Shelbyville CUSD 4	102	51	1,602,439	202,861	554,910	132,521	890,292	712,147	175	4,069
49081200026	Sherrard CUSD 200	74	37	1,741,545	257,125	571,112	254,769	1,083,005	658,539	200	3,293
11023001026	Shiloh CUSD 1	102	51	712,511	224,466	227,967	59,360	511,793	200,718	95	2,113
50082085002	Shiloh Village SD 85	114	57	1,259,776	177,586	453,821	104,168	735,574	524,202	146	3,590
04101134004	Shirland CCSD 134	69	35	370,860	85,410	58,236	54,728	198,374	172,486	27	6,388
50082181002	Signal Hill SD 181	113	57	481,301	94,826	264,728	58,729	418,283	63,018	91	693
49081034002	Silvis SD 34	71	36	1,010,801	179,503	326,594	176,803	682,899	327,901	131	2,503
05016068002	Skokie SD 68	17	9	6,423,777	2,415,947	1,048,845	112,077	3,576,870	2,846,908	336	8,473
05016069002	Skokie SD 69	16	8	4,013,969	1,884,408	848,562	510,056	3,243,026	770,943	259	2,977
05016073502	Skokie SD 73-5	16	8	4,973,701	1,757,129	838,212	109,333	2,704,674	2,269,027	193	11,757
50082130004	Smithton CCSD 130	114	57	711,218	128,900	176,544	96,174	401,618	309,600	98	3,159
16019432026	Somonauk CUSD 432	90	45	1,915,128	304,758	736,283	120,015	1,161,056	754,072	140	5,386
13058401026	South Central CUD 401	107	54	1,178,498	127,239	443,630	131,963	702,832	475,666	157	3,030
03011014024	South Fork SD 14	96	48	634,307	42,255	228,769	51,651	322,676	311,631	93	3,351
07016150002	South Holland SD 150	29	15	2,003,173	853,399	453,633	168,552	1,475,584	527,590	103	5,122
07016151002	South Holland SD 151	29	15	4,942,718	1,244,063	1,250,472	660,823	3,155,358	1,787,361	313	5,710
53090137002	South Pekin SD 137	91	46	552,450	28,068	265,223	60,715	354,006	198,443	69	2,876
24032074003	South Wilmington CCSD 74	79	40	237,288	39,065	60,205	9,206	108,476	128,812	19	6,780
26034337026	Southeastern CUSD 337	94	47	1,407,532	136,949	442,883	16,338	596,170	811,362	128	6,339
40056009026	Southwestern CUSD 9	95	48	2,322,748	170,057	885,639	389,236	1,444,932	877,816	214	4,102
45079140026	Sparta CUSD 140	116	58	2,580,556	233,043	851,670	75,975	1,160,688	1,419,868	257	5,525
26029004026	Spoon River Valley CUSD 4	91	46	518,860	136,562	162,556	8,824	307,942	210,918	58	3,637
13041178004	Spring Garden CCSD 178	115	58	396,890	38,482	145,941	63,526	247,949	148,941	56	2,660
53090606004	Spring Lake CCSD 606	91	46	118,416	47,723	51,766	19,181	118,670	(255)	19	(13)
28006099004	Spring Valley CCSD 99	76	38	1,210,062	81,312	454,942	30,745	566,999	643,064	137	4,694
51084186025	Springfield SD 186	99	50	47,056,405	9,438,702	14,439,976	6,451,044	30,329,721	16,726,684	3,807	4,394
32046256004	St Anne CCSD 256	79	40	841,289	67,945	278,605	107,796	454,345	386,944	75	5,159
32046302016	St Anne CHSD 302	79	40	751,783	105,684	332,301	54,416	492,402	259,381	41	6,326
31045303026	St Charles CUSD 303	65	33	30,832,502	20,451,033	7,562,085	2,566,200	30,579,318	253,184	1,931	131
03026202026	St Elmo CUSD 202	107	54	597,458	56,524	217,703	76,522	350,748	246,709	91	2,711
32046258004	St George CCSD 258	34	17	703,525	121,024	302,410	82,266	505,700	197,826	84	2,355
09010169004	St Joseph CCSD 169	102	51	994,758	95,191	269,545	19,111	383,847	610,911	132	4,628
09010305016	St Joseph Ogden CHSD 305	102	51	395,832	108,128	109,117	4,122	221,367	174,466	37	4,715
50082030003	St Libory Cons SD 30	116	58	183,605	19,254	59,780	29,084	108,118	75,487	14	5,392

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
13014141502	St Rose SD 14-15	107	54	92,009	14,453	27,927	7,078	49,458	42,551	18	2,364
28088100026	Stark County CUSD 100	73	37	1,376,622	294,582	341,029	98,872	734,483	642,138	154	4,170
40056006026	Staunton CUSD 6	95	48	1,747,261	181,408	572,273	304,648	1,058,329	688,932	255	2,702
45079138026	Steeleville CUSD 138	116	58	754,613	101,430	271,253	91,845	464,528	290,084	94	3,086
07016194002	Steger SD 194	29	15	3,291,334	289,410	700,027	450,262	1,439,699	1,851,635	217	8,533
47098005026	Sterling CUSD 5	71	36	6,185,939	841,384	2,490,621	313,140	3,645,145	2,540,793	782	3,249
47052220002	Steward ESD 220	90	45	152,556	38,382	21,951	11,695	72,028	80,529	13	6,195
11087005A26	Stewardson-Strasburg CUD 5A	102	51	339,124	73,102	186,857	61,236	321,195	17,929	66	272
08043206026	Stockton CUSD 206	89	45	989,732	292,232	185,114	180,063	657,409	332,323	108	3,077
35050044002	Streator ESD 44	76	38	5,153,154	400,533	2,246,839	339,399	2,986,770	2,166,383	471	4,600
35050040017	Streator Twp HSD 40	76	38	2,650,388	405,488	946,528	411,351	1,763,366	887,021	203	4,370
11070300026	Sullivan CUSD 300	102	51	1,503,087	227,520	550,899	140,498	918,917	584,171	171	3,416
13041079002	Summersville SD 79	115	58	304,462	21,290	106,127	28,236	155,653	148,809	51	2,918
56099161002	Summit Hill SD 161	37	19	7,664,916	1,865,228	1,828,202	602,365	4,295,795	3,369,121	516	6,529
07016104002	Summit SD 104	21	11	4,971,800	1,117,200	1,040,686	322,537	2,480,423	2,491,377	280	8,898
07016171002	Sunnybrook SD 171	33	17	2,870,461	766,410	864,093	372,393	2,002,895	867,566	205	4,232
05016029002	Sunset Ridge SD 29	18	9	2,772,111	707,732	363,235	126,133	1,197,100	1,575,011	87	18,104
16019427026	Sycamore CUSD 427	70	35	9,346,527	4,003,419	2,678,084	869,412	7,550,916	1,795,612	625	2,873
56099090002	Taft SD 90	85	43	1,006,791	184,861	312,762	79,388	577,011	429,780	77	5,582
30073005002	Tamaroa School Dist 5	115	58	194,548	12,993	109,249	21,321	143,563	50,985	43	1,186
03011003026	Taylorville CUSD 3	95	48	3,635,143	493,882	1,573,524	86,999	2,154,406	1,480,737	566	2,616
03025050026	Teutopolis CUSD 50	109	55	1,219,954	175,513	406,106	332,326	913,945	306,009	159	1,925
09010130004	Thomasboro CCSD 130	104	52	351,151	30,034	70,821	21,498	122,353	228,798	43	5,321
21028174026	Thompsonville CUSD 174	117	59	280,627	35,270	165,705	24,836	225,811	54,816	59	929
07016215017	Thornton Fractional Twp HSD 215	33	17	13,865,440	3,614,523	3,538,696	192,911	7,346,130	6,519,310	562	11,600
07016154002	Thornton SD 154	29	15	780,214	159,077	112,759	172,343	444,180	336,035	40	8,401
07016205017	Thornton Twp HSD 205	29	15	25,362,514	7,813,677	7,124,949	754,234	15,692,861	9,669,653	829	11,664
09010007026	Tolono CUSD 7	102	51	2,397,730	360,256	877,794	222,193	1,460,243	937,487	261	3,592
35050079004	Tonica CCSD 79	76	38	598,985	267,294	115,535	21,128	403,957	195,028	32	6,095
05016211017	Township HSD 211	54	27	48,354,418	10,730,957	9,641,729	2,962,719	23,335,405	25,019,012	1,324	18,897
05016214017	Township HSD 214	53	27	39,726,218	9,753,516	7,366,700	2,109,190	19,229,406	20,496,813	1,482	13,831
53090702026	Tremont CUSD 702	87	44	1,828,371	264,568	502,611	137,297	904,477	923,894	140	6,599
51084001026	Tri City CUSD 1	87	44	889,203	208,161	233,281	98,878	540,320	348,883	143	2,440
17053006J26	Tri Point CUSD 6-J	106	53	1,139,588	184,819	258,749	954	444,522	695,065	96	7,240
17064003026	Tri Valley CUSD 3	101	51	1,936,210	436,563	333,900	192,506	962,969	973,241	220	4,424
41057002026	Triad CUSD 2	108	54	6,556,109	941,560	2,344,606	999,270	4,285,436	2,270,674	650	3,493
30039176026	Trico CUSD 176	115	58	1,724,080	250,432	578,865	93,653	922,949	801,131	216	3,709
01069027026	Triopia CUSD 27	100	50	532,395	70,306	163,786	14,767	248,860	283,536	63	4,501
56099030C04	Troy CCSD 30C	98	49	9,497,181	1,571,063	1,970,836	646,512	4,188,411	5,308,770	658	8,068
11021301026	Tuscola CUSD 301	102	51	1,494,355	450,930	464,307	76,700	991,937	502,419	187	2,687
34049113017	Twp HSD 113	58	29	17,600,381	5,807,257	2,230,966	1,633,189	9,671,412	7,928,969	637	12,447

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016086002	Union Ridge SD 86	19	10	973,842	247,549	177,067	119,502	544,117	429,725	102	4,213
56099081002	Union SD 81	86	43	355,793	181,569	50,494	2,162	234,225	121,569	27	4,503
33094304026	United CUSD 304	94	47	1,245,156	371,057	401,370	9,905	782,331	462,825	182	2,543
49081030017	United Twp HSD 30	72	36	2,934,599	558,140	651,207	335,165	1,544,512	1,390,087	270	5,148
30039140004	Unity Point CCSD 140	115	58	950,609	86,737	398,336	13,673	498,747	451,862	140	3,228
09010116022	Urbana SD 116	103	52	14,531,381	2,482,898	5,753,173	1,638,264	9,874,335	4,657,046	960	4,851
26029002026	V I T CUSD 2	93	47	593,728	108,533	172,553	26,522	307,608	286,120	64	4,471
56099365U26	Valley View CUSD 365U	85	43	60,721,676	23,339,072	16,650,187	4,137,970	44,127,229	16,594,447	3,242	5,119
45067003026	Valmeyer CUSD 3	116	58	785,039	151,084	193,540	69,755	414,380	370,660	67	5,532
03026203026	Vandalia CUSD 203	107	54	2,705,581	397,396	1,044,158	280,199	1,721,753	983,828	333	2,954
41057003026	Venice CUSD 3	113	57	707,805	257,347	236,554	49,947	543,848	163,957	22	7,453
21044133017	Vienna HSD 133	118	59	459,832	80,191	191,075	4,598	275,864	183,969	64	2,875
21044055002	Vienna SD 55	118	59	536,921	24,780	168,552	38,726	232,058	304,864	73	4,176
11021302026	Villa Grove CUSD 302	102	51	1,187,243	140,491	446,224	35,304	622,019	565,224	138	4,096
01009064026	Virginia CUSD 64	93	47	298,553	78,950	96,387	37,810	213,147	85,406	68	1,256
07016147002	W Harvey-Dixmoor PSD 147	30	15	5,054,780	384,401	2,309,173	241,122	2,934,696	2,120,084	221	9,593
20093348026	Wabash CUSD 348	109	55	2,581,803	232,201	891,930	133,431	1,257,562	1,324,241	336	3,941
35050195004	Wallace CCSD 195	76	38	1,007,817	200,119	159,566	174,122	533,808	474,009	79	6,000
35050185004	Waltham CCSD 185	76	38	301,279	54,331	69,467	30,199	153,996	147,283	35	4,208
13041001026	Waltonville CUSD 1	115	58	766,423	79,147	238,061	12,958	330,166	436,258	79	5,522
08043205026	Warren CUSD 205	89	45	987,004	307,267	258,262	113,714	679,243	307,762	77	3,997
34049121017	Warren Twp HSD 121	61	31	15,331,217	2,526,867	3,799,530	1,250,049	7,576,447	7,754,771	597	12,990
39055011026	Warrensburg-Latham CUSD 11	101	51	852,457	169,895	291,909	9,589	471,393	381,064	128	2,977
26034316026	Warsaw CUSD 316	94	47	741,073	60,460	172,460	174,150	407,070	334,003	67	4,985
53090308016	Washington CHSD 308	88	44	2,787,454	495,982	534,524	93,935	1,124,441	1,663,014	147	11,313
53090052002	Washington SD 52	88	44	1,515,069	146,418	502,400	127,467	776,285	738,784	152	4,860
45067005026	Waterloo CUSD 5	116	58	4,359,898	807,257	1,124,376	418,463	2,350,096	2,009,802	480	4,187
34049118026	Wauconda CUSD 118	62	31	15,979,455	6,219,899	3,861,998	885,331	10,967,227	5,012,228	774	6,476
34049060026	Waukegan CUSD 60	60	30	46,477,343	7,071,322	16,470,136	4,555,468	28,096,927	18,380,417	2,641	6,960
01069006026	Waverly CUSD 6	100	50	576,443	120,797	183,006	7,855	311,659	264,785	79	3,352
20096100026	Wayne City CUSD 100	109	55	850,904	80,382	296,434	26,442	403,258	447,646	105	4,263
13014003026	Wesclin CUSD 3	108	54	2,107,185	318,114	687,429	341,503	1,347,046	760,138	267	2,847
08008314026	West Carroll CUSD 314	89	45	2,753,046	399,094	834,854	365,535	1,599,482	1,153,564	253	4,560
33036235026	West Central CUSD 235	94	47	1,203,317	225,180	377,398	9,510	612,088	591,228	130	4,548
19022033002	West Chicago ESD 33	49	25	13,136,383	3,617,504	2,857,326	1,987,146	8,461,976	4,674,407	842	5,552
17054092004	West Lincoln-Broadwell ESD 92	87	44	584,223	97,271	169,445	46,724	313,440	270,783	45	6,017
05016031002	West Northfield SD 31	57	29	4,215,357	857,727	536,052	302,766	1,696,545	2,518,812	124	20,313
26062103026	West Prairie CUSD 103	93	47	1,609,038	246,766	354,777	173,834	775,377	833,661	136	6,130
13095010026	West Washington Co CUD 10	108	54	847,046	184,835	266,067	69,569	520,472	326,574	137	2,384
06016092502	Westchester SD 92-5	7	4	4,102,629	977,676	942,163	27,325	1,947,164	2,155,465	192	11,226
01075012026	Western CUSD 12	100	50	822,387	69,839	379,222	15,269	464,330	358,057	113	3,169

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By District Name)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016101002	Western Springs SD 101	47	24	2,742,354	480,306	688,323	49,725	1,218,354	1,524,000	117	13,026
54092002026	Westville CUSD 2	104	52	2,353,210	268,345	870,335	80,953	1,219,633	1,133,577	298	3,804
28037230026	Wethersfield CUSD 230	74	37	714,675	107,861	256,234	23,621	387,716	326,960	98	3,336
05016021004	Wheeling CCSD 21	57	29	21,120,677	7,799,686	3,335,457	1,593,101	12,728,244	8,392,434	1,028	8,164
50082115002	Whiteside SD 115	114	57	2,930,524	573,166	907,595	295,519	1,776,280	1,154,245	371	3,111
56099092002	Will County SD 92	85	43	5,699,921	2,053,986	1,241,400	724,878	4,020,264	1,679,657	297	5,655
33048210026	Williamsfield CUSD 210	74	37	288,575	148,200	71,821	0	220,021	68,554	44	1,558
51084015026	Williamsville CUSD 15	87	44	1,076,559	263,398	567,047	91,856	922,301	154,258	233	662
13014046002	Willow Grove SD 46	108	54	312,810	29,381	127,014	63,373	219,769	93,042	53	1,756
07016108002	Willow Springs SD 108	31	16	1,936,881	498,753	394,401	67,924	961,077	975,803	109	8,952
05016039002	Wilmette SD 39	17	9	11,713,834	2,093,693	2,327,233	1,079,316	5,500,242	6,213,592	590	10,532
56099209U26	Wilmington CUSD 209U	80	40	3,678,067	503,607	830,750	26,445	1,360,802	2,317,265	279	8,306
01086001026	Winchester CUSD 1	100	50	1,305,682	93,577	568,049	15,203	676,829	628,852	139	4,524
11087001026	Windsor CUSD 1	102	51	588,624	93,154	223,555	85,448	402,156	186,468	76	2,454
19022034002	Winfield SD 34	42	21	1,096,378	249,533	163,449	99,819	512,801	583,577	62	9,413
04101323026	Winnebago CUSD 323	89	45	3,285,609	807,646	765,259	265,181	1,838,086	1,447,523	272	5,322
05016036002	Winnetka SD 36	18	9	9,452,726	2,451,679	925,292	493,428	3,870,399	5,582,327	491	11,369
34049001002	Winthrop Harbor SD 1	61	31	1,357,237	625,971	341,675	62,546	1,030,192	327,045	94	3,479
50082113002	Wolf Branch SD 113	113	57	1,166,305	189,876	338,545	137,491	665,912	500,393	122	4,102
19022007002	Wood Dale SD 7	45	23	2,801,423	460,155	448,912	556,522	1,465,589	1,335,834	152	8,788
41057015003	Wood River-Hartford ESD 15	111	56	1,647,668	285,771	392,719	202,961	881,450	766,218	191	4,012
34049050004	Woodland CCSD 50	61	31	16,703,575	4,842,794	4,260,469	1,256,944	10,360,207	6,343,368	873	7,266
17053005026	Woodland CUSD 5	106	53	1,730,538	487,823	460,553	59,657	1,008,033	722,505	124	5,827
13041209027	Woodlawn Unit School District 209	115	58	857,572	176,104	214,559	47,718	438,381	419,190	73	5,742
19022068002	Woodridge SD 68	85	43	9,332,307	4,248,129	1,979,668	844,782	7,072,579	2,259,728	556	4,064
44063200026	Woodstock CUSD 200	63	32	15,787,876	11,384,671	3,462,211	2,217,198	17,064,080	(1,276,204)	945	(1,350)
07016127002	Worth SD 127	35	18	3,185,620	1,003,477	746,209	277,539	2,027,225	1,158,395	232	4,993
24047115026	Yorkville CUSD 115	50	25	18,069,086	8,162,746	5,003,343	983,382	14,149,471	3,919,615	1,137	3,447
21028188026	Zeigler-Royalton CUSD 188	117	59	1,374,557	54,055	589,602	144,206	787,863	586,694	146	4,018
34049006002	Zion ESD 6	61	31	8,165,031	889,515	2,534,905	959,135	4,383,555	3,781,476	558	6,777
34049126017	Zion-Benton Twp HSD 126	61	31	7,974,643	3,830,890	2,639,161	520,447	6,990,499	984,145	409	2,406
<b>Total</b>				<b>5,217,876,972</b>	<b>1,246,526,545</b>	<b>1,684,222,006</b>	<b>522,620,332</b>	<b>3,453,368,882</b>	<b>1,764,508,090</b>	<b>351,499</b>	<b>5,020</b>

# ILLINOIS STATE BOARD OF EDUCATION

## Special Education Expenditures and Receipts Report School Code, Section 2-3.145 (105 ILCS 5/2-3.145)

May 1, 2018

Net Expenditures Per Child Count - Descending Order



James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
05016038002	Kenilworth SD 38	18	9	2,149,293	300,700	154,174	92,224	547,098	1,602,195	66	24,276
34049106002	Bannockburn SD 106	58	29	994,212	242,776	120,467	38,402	401,645	592,567	27	21,947
05016037002	Avoca SD 37	17	9	2,660,182	257,717	376,523	133,612	767,852	1,892,330	93	20,348
05016031002	West Northfield SD 31	57	29	4,215,357	857,727	536,052	302,766	1,696,545	2,518,812	124	20,313
34049128016	CHSD 128	59	30	14,924,145	4,099,943	2,224,687	717,365	7,041,995	7,882,150	394	20,005
19022063002	Cass SD 63	82	41	3,331,029	489,680	317,486	137,657	944,823	2,386,206	123	19,400
34049125013	Adlai E Stevenson HSD 125	59	30	17,978,768	5,332,288	2,083,683	1,613,635	9,029,607	8,949,161	462	19,370
05016211017	Township HSD 211	54	27	48,354,418	10,730,957	9,641,729	2,962,719	23,335,405	25,019,012	1,324	18,897
05016035002	Glencoe SD 35	18	9	4,851,821	1,061,265	741,436	219,962	2,022,663	2,829,158	154	18,371
07016210017	Lemont Twp HSD 210	82	41	4,736,453	919,090	899,138	299,724	2,117,952	2,618,501	143	18,311
05016029002	Sunset Ridge SD 29	18	9	2,772,111	707,732	363,235	126,133	1,197,100	1,575,011	87	18,104
05016028002	Northbrook SD 28	18	9	8,019,091	1,458,117	901,761	591,232	2,951,110	5,067,981	284	17,845
19022062002	Gower SD 62	82	41	3,292,564	574,006	364,537	29,938	968,481	2,324,083	131	17,741
05016225017	Northfield Twp HSD 225	17	9	22,902,178	5,826,820	2,848,248	2,521,222	11,196,290	11,705,888	673	17,394
19022053002	Butler SD 53	47	24	1,667,607	319,375	158,621	89,189	567,185	1,100,422	64	17,194
19022180004	CCSD 180	82	41	3,872,556	509,741	1,000,971	277,532	1,788,244	2,084,312	127	16,412
19022086017	Hinsdale Twp HSD 86	47	24	20,113,615	7,534,653	3,143,439	709,968	11,388,059	8,725,556	539	16,188
06016107002	Pleasantdale SD 107	82	41	2,844,974	658,607	442,580	12,021	1,113,208	1,731,766	109	15,888
06016204017	Lyons Twp HSD 204	8	4	14,894,459	3,911,018	2,226,813	919,409	7,057,240	7,837,219	495	15,833
19022100016	Fenton CHSD 100	77	39	5,815,924	1,559,004	728,595	384,635	2,672,234	3,143,690	199	15,797
19022181004	Hinsdale CCSD 181	82	41	10,969,686	1,291,780	1,517,141	673,299	3,482,219	7,487,467	475	15,763
07016229016	Oak Lawn CHSD 229	36	18	7,323,407	1,469,665	1,400,538	268,461	3,138,664	4,184,743	284	14,735
05016023002	Prospect Heights SD 23	53	27	4,888,320	521,942	681,621	295,309	1,498,872	3,389,448	234	14,485
05016070002	Morton Grove SD 70	16	8	3,267,120	552,835	554,304	0	1,107,139	2,159,981	151	14,305
34049103002	Lincolnshire-Prairieview SD 103	59	30	6,051,313	994,337	889,436	263,772	2,147,545	3,903,768	275	14,196
34049065002	Lake Bluff ESD 65	58	29	3,107,021	396,135	459,398	190,289	1,045,823	2,061,199	146	14,118
19022087017	Glenbard Twp HSD 87	48	24	29,172,639	7,450,488	5,689,362	1,200,885	14,340,735	14,831,904	1,059	14,006
34049109002	Deerfield SD 109	58	29	10,357,020	2,275,233	1,544,196	664,294	4,483,723	5,873,298	421	13,951
05016054004	Schaumburg CCSD 54	56	28	44,660,953	7,165,695	7,182,186	4,484,303	18,832,184	25,828,769	1,855	13,924
07016169002	Ford Heights SD 169	29	15	1,500,029	132,228	254,693	199,910	586,830	913,198	66	13,836
05016214017	Township HSD 214	53	27	39,726,218	9,753,516	7,366,700	2,109,190	19,229,406	20,496,813	1,482	13,831
34049096004	Kildeer Countryside CCSD 96	59	30	10,841,217	2,206,606	2,336,014	575,873	5,118,494	5,722,724	427	13,402
34049070002	Libertyville SD 70	51	26	5,869,104	862,704	1,182,378	488,058	2,533,141	3,335,963	250	13,344
06016208017	Riverside-Brookfield Twp SD 208	23	12	5,264,089	1,007,787	1,072,467	237,623	2,317,876	2,946,212	222	13,271
34049127016	Grayslake CHSD 127	62	31	11,207,544	2,911,205	2,979,585	376,049	6,266,839	4,940,705	377	13,105
05016034004	Glenview CCSD 34	17	9	17,780,454	2,815,951	2,318,248	1,876,626	7,010,825	10,769,629	823	13,086
06016106002	LaGrange Highlands SD 106	82	41	2,705,872	593,419	455,236	77,261	1,125,916	1,579,956	121	13,057
06016101002	Western Springs SD 101	47	24	2,742,354	480,306	688,323	49,725	1,218,354	1,524,000	117	13,026
34049121017	Warren Twp HSD 121	61	31	15,331,217	2,526,867	3,799,530	1,250,049	7,576,447	7,754,771	597	12,990
34049114002	Fox Lake GSD 114	64	32	3,238,636	546,533	573,986	256,756	1,377,275	1,861,361	146	12,749
19022108016	Lake Park CHSD 108	45	23	7,770,817	2,198,119	1,104,227	725,693	4,028,039	3,742,778	294	12,731
06016209017	Proviso Twp HSD 209	7	4	21,176,307	4,752,279	5,540,788	216,861	10,509,928	10,666,379	846	12,608



Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016234016	Ridgewood CHSD 234	20	10	3,140,569	1,107,332	588,462	114,733	1,810,527	1,330,042	106	12,548
07016230013	Cons HSD 230	35	18	29,151,559	8,675,220	5,454,529	1,777,534	15,907,284	13,244,275	1,060	12,495
34049113017	Twp HSD 113	58	29	17,600,381	5,807,257	2,230,966	1,633,189	9,671,412	7,928,969	637	12,447
34049124016	Grant CHSD 124	64	32	6,156,056	929,759	1,416,958	603,524	2,950,241	3,205,815	259	12,378
19022060002	Maercker SD 60	47	24	3,936,195	713,415	631,096	447,998	1,792,509	2,143,685	174	12,320
05016203017	New Trier Twp HSD 203	18	9	18,334,984	6,064,993	2,275,598	2,137,304	10,477,895	7,857,090	639	12,296
19022012002	Roselle SD 12	45	23	2,138,286	302,672	279,579	241,197	823,448	1,314,838	107	12,288
34049068002	Oak Grove SD 68	51	26	2,885,098	491,034	495,731	106,072	1,092,837	1,792,260	148	12,110
26034325026	Nauvoo-Colusa CUSD 325	94	47	849,034	150,528	134,832	8,367	293,726	555,308	46	12,072
34049073004	Hawthorn CCSD 73	59	30	12,721,354	2,408,213	2,213,884	514,248	5,136,345	7,585,008	629	12,059
19022066002	Center Cass SD 66	82	41	2,714,380	344,801	410,662	353,626	1,109,089	1,605,291	135	11,891
19022044002	Lombard SD 44	48	24	12,858,637	3,167,070	2,599,491	688,100	6,454,661	6,403,976	543	11,794
07016155002	Calumet City SD 155	34	17	4,540,502	258,061	1,268,565	379,395	1,906,021	2,634,481	224	11,761
05016073502	Skokie SD 73-5	16	8	4,973,701	1,757,129	838,212	109,333	2,704,674	2,269,027	193	11,757
05016073002	East Prairie SD 73	16	8	1,768,566	632,436	278,907	0	911,343	857,223	73	11,743
07016205017	Thornton Twp HSD 205	29	15	25,362,514	7,813,677	7,124,949	754,234	15,692,861	9,669,653	829	11,664
06016096002	Riverside SD 96	23	12	7,316,775	2,556,929	1,318,905	178,414	4,054,248	3,262,527	280	11,652
05016202017	Evanston Twp HSD 202	18	9	15,685,262	5,159,125	2,378,239	1,918,317	9,455,681	6,229,581	536	11,622
07016215017	Thornton Fractional Twp HSD 215	33	17	13,865,440	3,614,523	3,538,696	192,911	7,346,130	6,519,310	562	11,600
05016074002	Lincolnwood SD 74	16	8	4,353,925	1,358,792	695,090	0	2,053,882	2,300,043	199	11,558
34049115016	Lake Forest CHSD 115	58	29	5,574,866	1,246,586	822,354	487,376	2,556,316	3,018,550	262	11,521
06016080002	Norridge SD 80	20	10	3,219,796	501,074	642,922	288,424	1,432,420	1,787,376	157	11,385
05016036002	Winnetka SD 36	18	9	9,452,726	2,451,679	925,292	493,428	3,870,399	5,582,327	491	11,369
34049033002	Emmons SD 33	61	31	784,666	135,732	157,157	37,273	330,162	454,504	40	11,363
53090308016	Washington CHSD 308	88	44	2,787,454	495,982	534,524	93,935	1,124,441	1,663,014	147	11,313
19022094016	CHSD 94	49	25	6,595,469	1,563,170	1,375,621	477,360	3,416,151	3,179,319	282	11,274
34049102004	Aptakisic-Tripp CCSD 102	59	30	7,360,995	1,727,511	1,307,249	474,214	3,508,974	3,852,021	342	11,263
06016092502	Westchester SD 92-5	7	4	4,102,629	977,676	942,163	27,325	1,947,164	2,155,465	192	11,226
26034327004	Dallas ESD 327	94	47	395,038	23,525	114,109	0	137,634	257,404	23	11,191
19022089004	CCSD 89	48	24	6,181,554	1,069,520	1,161,011	222,459	2,452,990	3,728,565	334	11,163
07016117002	North Palos SD 117	36	18	8,259,312	1,130,600	1,547,602	858,897	3,537,099	4,722,213	426	11,085
05016219017	Niles Twp HSD 219	15	8	23,239,952	10,351,977	4,340,595	1,741,189	16,433,761	6,806,191	615	11,067
54092225017	Armstrong Twp HSD 225	106	53	114,213	30,964	17,804	0	48,769	65,445	6	10,907
06016087002	Berkeley SD 87	7	4	10,531,874	1,162,167	2,486,883	782,777	4,431,828	6,100,047	566	10,777
07016218016	CHSD 218	36	18	24,220,113	7,196,593	5,671,458	1,053,449	13,921,500	10,298,613	962	10,705
05016039002	Wilmette SD 39	17	9	11,713,834	2,093,693	2,327,233	1,079,316	5,500,242	6,213,592	590	10,532
34049067005	Lake Forest SD 67	58	29	5,234,537	1,025,097	739,584	498,854	2,263,535	2,971,002	288	10,316
19022088016	DuPage HSD 88	77	39	14,264,965	3,674,303	3,252,026	803,382	7,729,711	6,535,253	637	10,259
05016059004	Comm Cons SD 59	55	28	24,999,436	5,633,518	5,367,341	2,006,048	13,006,907	11,992,529	1,174	10,215
07016109002	Indian Springs SD 109	23	12	8,364,546	581,663	2,414,372	597,497	3,593,532	4,771,013	470	10,151
07016217016	Argo CHSD 217	21	11	8,163,622	3,312,912	1,822,754	385,141	5,520,807	2,642,816	262	10,087
05016025002	Arlington Heights SD 25	53	27	19,008,595	3,794,393	3,868,719	1,592,741	9,255,853	9,752,742	977	9,982

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
05016027002	Northbrook ESD 27	57	29	4,890,440	1,128,957	593,974	294,728	2,017,659	2,872,781	288	9,975
07016143502	Posen-Robbins ESD 143-5	30	15	3,439,596	64,068	1,328,095	145,633	1,537,796	1,901,799	191	9,957
24032101016	Morris CHSD 101	75	38	2,426,379	364,312	611,302	167,629	1,143,243	1,283,136	129	9,947
05016071002	Niles ESD 71	15	8	1,517,036	358,431	279,090	15,473	652,994	864,042	87	9,932
19022011002	Medinah SD 11	45	23	2,033,012	391,169	321,175	231,957	944,301	1,088,711	110	9,897
19022061002	Darien SD 61	81	41	4,984,387	924,345	1,144,416	196,329	2,265,090	2,719,297	276	9,853
19022016002	Queen Bee SD 16	46	23	6,621,017	1,844,469	1,497,912	286,258	3,628,639	2,992,378	308	9,716
09010003026	Mahomet-Seymour CUSD 3	101	51	6,067,891	377,639	1,299,788	957,255	2,634,681	3,433,210	354	9,698
07016160002	Country Club Hills SD 160	38	19	5,365,015	810,185	1,944,227	574,331	3,328,743	2,036,272	211	9,651
34049117016	CHSD 117	64	32	10,360,600	2,566,479	3,395,700	482,135	6,444,314	3,916,286	406	9,646
07016135002	Orland SD 135	35	18	18,524,994	3,577,180	3,393,004	1,519,848	8,490,032	10,034,962	1,044	9,612
07016147002	W Harvey-Dixmoor PSD 147	30	15	5,054,780	384,401	2,309,173	241,122	2,934,696	2,120,084	221	9,593
19022058002	Downers Grove GSD 58	81	41	15,323,641	2,455,483	3,129,539	1,508,194	7,093,216	8,230,425	862	9,548
05016207017	Maine Township HSD 207	55	28	21,700,827	7,402,357	3,501,295	1,601,991	12,505,643	9,195,184	964	9,539
19022201026	CUSD 201	47	24	6,237,878	2,156,246	1,023,421	409,937	3,589,604	2,648,275	279	9,492
24047018016	Newark CHSD 18	75	38	454,872	134,381	112,711	8,534	255,625	199,247	21	9,488
19022034002	Winfield SD 34	42	21	1,096,378	249,533	163,449	99,819	512,801	583,577	62	9,413
44063156016	McHenry CHSD 156	63	32	7,601,793	1,753,206	1,827,523	551,727	4,132,456	3,469,337	369	9,402
19022099016	CHSD 99	81	41	17,301,081	5,980,273	3,458,475	1,278,514	10,717,262	6,583,819	701	9,392
19022048002	Salt Creek SD 48	77	39	1,600,029	317,466	306,518	197,336	821,320	778,709	84	9,270
07016156002	Lincoln ESD 156	33	17	2,527,377	173,903	723,910	287,835	1,185,647	1,341,729	146	9,190
34049187026	North Chicago SD 187	60	30	13,494,180	1,766,384	4,763,702	786,839	7,316,925	6,177,255	676	9,138
56099088A02	Richland GSD 88A	98	49	2,335,770	551,930	470,871	71,624	1,094,424	1,241,346	138	8,995
05016065004	Evanston CCSD 65	18	9	24,703,127	5,347,288	5,510,328	3,368,474	14,226,089	10,477,038	1,166	8,985
35078535026	Putnam County CUSD 535	76	38	2,483,514	413,873	521,555	212,125	1,147,553	1,335,961	149	8,966
07016108002	Willow Springs SD 108	31	16	1,936,881	498,753	394,401	67,924	961,077	975,803	109	8,952
06016088002	Bellwood SD 88	7	4	7,928,240	796,907	2,520,193	575,437	3,892,537	4,035,703	451	8,948
06016093002	Hillside SD 93	7	4	1,727,359	552,227	312,324	42,769	907,320	820,039	92	8,913
07016104002	Summit SD 104	21	11	4,971,800	1,117,200	1,040,686	322,537	2,480,423	2,491,377	280	8,898
56099033C04	Homer CCSD 33C	82	41	12,239,732	3,217,276	2,163,598	681,148	6,062,022	6,177,710	695	8,889
07016206017	Bloom Twp HSD 206	80	40	11,811,982	2,051,371	2,871,976	1,102,608	6,025,955	5,786,027	652	8,874
05016063002	East Maine SD 63	20	10	9,877,467	1,570,682	2,126,469	1,134,847	4,831,998	5,045,468	569	8,867
19022025002	Benjamin SD 25	42	21	2,485,423	1,072,025	359,803	56,758	1,488,586	996,838	113	8,822
34049112002	North Shore SD 112	58	29	14,211,901	3,127,424	2,869,324	1,472,262	7,469,011	6,742,890	766	8,803
19022007002	Wood Dale SD 7	45	23	2,801,423	460,155	448,912	556,522	1,465,589	1,335,834	152	8,788
06016094002	Komarek SD 94	8	4	1,783,959	686,063	266,731	23,276	976,069	807,889	92	8,781
53102021026	Lowpoint-Washburn CUSD 21	73	37	1,010,643	103,101	270,221	99,109	472,431	538,212	62	8,681
07016144002	Prairie-Hills ESD 144	38	19	6,720,800	487,493	1,757,413	752,102	2,997,008	3,723,792	429	8,680
34049024004	Millburn CCSD 24	61	31	4,023,217	1,286,333	1,204,631	161,354	2,652,318	1,370,899	159	8,622
05016067002	Golf ESD 67	15	8	1,530,026	417,587	273,395	5,000	695,981	834,045	97	8,598
56099088002	Chaney-Monge SD 88	86	43	1,768,220	181,677	537,340	106,594	825,611	942,609	110	8,569
35050170004	Seneca CCSD 170	75	38	1,467,557	399,971	260,018	89,986	749,975	717,582	84	8,543

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
07016194002	Steger SD 194	29	15	3,291,334	289,410	700,027	450,262	1,439,699	1,851,635	217	8,533
17020018026	Blue Ridge CUSD 18	101	51	2,092,548	326,034	471,588	203,142	1,000,763	1,091,785	128	8,530
07016157002	Hoover-Schrum Memorial SD 157	34	17	3,146,494	558,075	685,486	471,339	1,714,900	1,431,593	168	8,521
24032201004	Minooka CCSD 201	75	38	9,872,551	919,791	2,514,522	449,971	3,884,284	5,988,267	704	8,506
35050140017	Ottawa Twp HSD 140	76	38	4,245,005	792,893	1,031,507	323,630	2,148,030	2,096,975	247	8,490
34049041004	Lake Villa CCSD 41	64	32	8,948,068	1,188,408	2,409,195	633,376	4,230,978	4,717,090	556	8,484
05016068002	Skokie SD 68	17	9	6,423,777	2,415,947	1,048,845	112,077	3,576,870	2,846,908	336	8,473
17053435004	Odell CCSD 435	106	53	438,798	65,768	93,054	10,955	169,777	269,021	32	8,407
07016154002	Thornton SD 154	29	15	780,214	159,077	112,759	172,343	444,180	336,035	40	8,401
56099159002	Mokena SD 159	37	19	4,479,748	1,111,534	811,612	650,956	2,574,102	1,905,646	227	8,395
34049037002	Gavin SD 37	62	31	2,619,351	399,340	606,907	183,540	1,189,787	1,429,564	171	8,360
06016200013	Oak Park - River Forest SD 200	78	39	15,480,534	5,261,627	2,663,240	2,311,470	10,236,337	5,244,196	630	8,324
56099209U26	Wilmington CUSD 209U	80	40	3,678,067	503,607	830,750	26,445	1,360,802	2,317,265	279	8,306
07016148002	Dolton SD 148	30	15	5,978,054	354,295	2,332,897	135,113	2,822,305	3,155,749	381	8,283
44063154016	Marengo CHSD 154	63	32	2,517,132	536,343	702,918	426,700	1,665,961	851,172	103	8,264
06016078002	Rosemont ESD 78	20	10	759,610	219,177	112,733	73,844	405,754	353,856	43	8,229
56099070C04	Laraway CCSD 70C	86	43	1,972,133	468,155	476,355	98,009	1,042,519	929,614	113	8,227
53090309016	East Peoria CHSD 309	91	46	3,242,047	664,813	590,217	298,293	1,553,323	1,688,724	206	8,198
53102006026	Fieldcrest CUSD 6	106	53	2,722,659	401,972	619,884	282,730	1,304,586	1,418,073	173	8,197
19022205026	Elmhurst SD 205	47	24	26,748,772	8,023,693	4,551,720	2,065,961	14,641,374	12,107,398	1,479	8,186
56099157C04	Frankfort CCSD 157C	80	40	6,032,046	1,030,929	1,138,997	741,655	2,911,581	3,120,465	382	8,169
05016021004	Wheeling CCSD 21	57	29	21,120,677	7,799,686	3,335,457	1,593,101	12,728,244	8,392,434	1,028	8,164
53102069002	Germantown Hills SD 69	73	37	1,417,605	158,598	347,528	186,792	692,919	724,686	89	8,143
56099207U26	Peotone CUSD 207U	79	40	4,733,071	584,989	1,292,361	453,315	2,330,665	2,402,405	296	8,116
34049120013	Mundelein Cons HSD 120	59	30	7,207,380	2,471,021	1,580,757	402,926	4,454,704	2,752,676	340	8,096
56099030C04	Troy CCSD 30C	98	49	9,497,181	1,571,063	1,970,836	646,512	4,188,411	5,308,770	658	8,068
24032111016	Minooka CHSD 111	75	38	4,785,798	875,600	1,559,273	198,458	2,633,331	2,152,467	267	8,062
56099086005	Joliet PSD 86	86	43	33,720,826	2,150,432	12,644,733	4,014,012	18,809,177	14,911,648	1,852	8,052
19022020002	Keeneyville SD 20	56	28	3,811,841	685,161	608,657	417,002	1,710,819	2,101,021	261	8,050
34049072002	Rondout SD 72	59	30	835,738	294,978	114,563	41,980	451,521	384,217	49	7,841
07016132002	Calumet Public SD 132	28	14	3,062,014	237,610	1,180,915	317,285	1,735,810	1,326,204	170	7,801
34049220026	Barrington CUSD 220	51	26	29,423,974	6,026,498	7,227,418	3,138,003	16,391,919	13,032,055	1,671	7,799
07016154502	Burnham SD 154-5	33	17	443,697	41,586	163,016	53,716	258,318	185,379	24	7,724
35050175004	Dimmick CCSD 175	76	38	217,425	51,914	33,211	16,507	101,631	115,794	15	7,720
32046111025	Kankakee SD 111	79	40	11,840,924	399,812	3,546,222	2,040,776	5,986,810	5,854,114	759	7,713
56099204017	Joliet Twp HSD 204	86	43	22,331,578	4,812,378	6,965,700	1,835,649	13,613,727	8,717,851	1,138	7,661
35050120017	La Salle-Peru Twp HSD 120	76	38	2,894,883	599,695	664,043	175,986	1,439,725	1,455,158	190	7,659
07016228016	Bremen CHSD 228	30	15	19,375,332	6,094,805	5,305,901	1,084,623	12,485,329	6,890,003	907	7,596
07016128002	Palos Heights SD 128	27	14	2,107,412	463,109	495,332	92,132	1,050,573	1,056,839	140	7,549
06016099002	Cicero SD 99	24	12	28,644,696	856,591	10,298,249	4,055,437	15,210,277	13,434,419	1,788	7,514
08089203026	Orangeville CUSD 203	89	45	897,944	115,401	204,121	82,790	402,312	495,632	66	7,510
50082189022	East St Louis SD 189	114	57	18,386,597	462,201	7,949,666	2,251,825	10,663,692	7,722,905	1,034	7,469

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
41057003026	Venice CUSD 3	113	57	707,805	257,347	236,554	49,947	543,848	163,957	22	7,453
34049079002	Fremont SD 79	51	26	5,360,393	1,197,368	987,852	379,800	2,565,020	2,795,373	376	7,435
56099203004	Elwood CCSD 203	86	43	898,147	154,882	242,880	2,939	400,701	497,446	67	7,425
19022045002	SD 45 DuPage County	46	23	13,451,396	2,663,158	3,655,171	1,221,844	7,540,173	5,911,223	798	7,408
05016057002	Mount Prospect SD 57	53	27	5,326,006	772,185	944,171	560,203	2,276,559	3,049,446	412	7,402
47098001026	Erie CUSD 1	71	36	1,893,369	650,212	250,483	134,065	1,034,759	858,610	116	7,402
26034347004	La Harpe CSD 347	94	47	629,906	78,499	188,146	15,702	282,347	347,560	47	7,395
56099114002	Manhattan SD 114	80	40	3,774,811	731,069	721,362	459,088	1,911,520	1,863,291	252	7,394
56099091002	Lockport SD 91	85	43	2,058,898	346,183	420,598	183,177	949,958	1,108,940	150	7,393
56099205017	Lockport Twp HSD 205	85	43	11,679,494	2,873,119	3,021,379	888,744	6,783,242	4,896,251	665	7,363
06016102002	La Grange SD 102	7	4	8,274,885	1,986,082	1,568,702	862,398	4,417,181	3,857,703	525	7,348
53102060026	Roanoke Benson CUSD 60	106	53	1,166,951	224,734	283,938	124,587	633,259	533,692	73	7,311
06016084502	Rhodes SD 84-5	78	39	2,331,350	970,988	451,657	185,116	1,607,761	723,589	99	7,309
34049046004	Grayslake CCSD 46	62	31	12,799,369	2,531,663	3,308,843	892,600	6,733,106	6,066,264	830	7,309
19022041002	Glen Ellyn SD 41	48	24	8,257,178	1,935,756	2,047,324	424,238	4,407,318	3,849,861	527	7,305
05016064004	Park Ridge CCSD 64	55	28	15,002,808	4,735,796	2,850,984	1,616,504	9,203,284	5,799,524	794	7,304
19022200026	CUSD 200	42	21	42,753,969	10,158,154	11,189,007	4,744,257	26,091,417	16,662,551	2,288	7,283
06016201017	J S Morton HSD 201	24	12	19,391,553	2,396,714	7,385,198	1,731,587	11,513,499	7,878,054	1,084	7,268
34049050004	Woodland CCSD 50	61	31	16,703,575	4,842,794	4,260,469	1,256,944	10,360,207	6,343,368	873	7,266
17053006J26	Tri Point CUSD 6-J	106	53	1,139,588	184,819	258,749	954	444,522	695,065	96	7,240
31045131022	Aurora East USD 131	83	42	37,844,382	2,581,909	15,863,607	3,405,553	21,851,069	15,993,313	2,210	7,237
35050095004	Grand Ridge CCSD 95	76	38	673,781	119,646	136,716	78,737	335,099	338,682	47	7,206
06016090002	River Forest SD 90	7	4	5,682,803	2,277,740	1,164,087	533,062	3,974,889	1,707,915	239	7,146
20096225016	Fairfield Comm H S Dist 225	109	55	928,885	85,232	268,360	69,277	422,868	506,017	71	7,127
05016062004	CCSD 62	55	28	19,235,512	7,589,989	2,988,525	1,789,710	12,368,224	6,867,288	984	6,979
07016130002	Cook County SD 130	27	14	11,900,492	2,801,884	3,337,730	1,006,173	7,145,787	4,754,706	682	6,972
34049060026	Waukegan CUSD 60	60	30	46,477,343	7,071,322	16,470,136	4,555,468	28,096,927	18,380,417	2,641	6,960
07016159002	ESD 159	38	19	5,547,673	2,011,983	1,078,669	417,912	3,508,565	2,039,108	293	6,959
06016100002	Berwyn South SD 100	24	12	10,178,187	520,733	3,509,329	1,471,387	5,501,449	4,676,738	676	6,918
32046002026	Herscher CUSD 2	79	40	3,981,174	531,254	892,606	631,772	2,055,632	1,925,542	279	6,902
09027010026	Paxton-Buckley-Loda CUD 10	106	53	3,658,946	534,161	1,007,326	316,987	1,858,474	1,800,471	261	6,898
19022013002	Bloomington SD 13	45	23	2,971,508	767,188	396,058	365,272	1,528,518	1,442,990	210	6,871
09010193017	Rantoul Township HSD 193	104	52	2,335,241	417,838	657,178	131,288	1,206,304	1,128,937	165	6,842
07016167002	Brookwood SD 167	29	15	3,046,117	727,212	834,770	317,468	1,879,451	1,166,667	171	6,823
56099084002	Rockdale SD 84	86	43	785,941	161,377	197,406	51,966	410,749	375,191	55	6,822
24032073017	Gardner S Wilmington Twp HSD 73	79	40	674,562	109,735	319,808	13,465	443,008	231,554	34	6,810
17064007026	Lexington CUSD 7	105	53	1,169,418	183,147	253,213	100,324	536,684	632,734	93	6,804
17053230017	Dwight Twp HSD 230	106	53	680,268	200,723	190,484	10,229	401,437	278,832	41	6,801
17053232002	Dwight Common SD 232	106	53	1,344,467	264,067	223,050	43,339	530,456	814,012	120	6,783
24032074003	South Wilmington CCSD 74	79	40	237,288	39,065	60,205	9,206	108,476	128,812	19	6,780
34049006002	Zion ESD 6	61	31	8,165,031	889,515	2,534,905	959,135	4,383,555	3,781,476	558	6,777
44063019024	Alden Hebron SD 19	63	32	1,416,090	447,065	336,771	139,726	923,562	492,528	74	6,656

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016079002	Pennoyer SD 79	20	10	723,904	172,395	133,219	72,630	378,244	345,659	52	6,647
48072265026	Farmington Central CUSD 265	91	46	2,268,690	266,436	709,498	80,859	1,056,793	1,211,897	183	6,622
50082104002	Central SD 104	112	56	1,509,306	232,944	282,319	153,620	668,883	840,424	127	6,618
53090702026	Tremont CUSD 702	87	44	1,828,371	264,568	502,611	137,297	904,477	923,894	140	6,599
06016103002	Lyons SD 103	21	11	8,013,566	2,527,604	2,343,642	110,161	4,981,408	3,032,159	460	6,592
32046259004	Pembroke CCSD 259	79	40	463,485	11,040	211,045	63,421	285,506	177,979	27	6,592
26034317004	Carthage ESD 317	94	47	638,078	59,283	178,048	19,630	256,961	381,117	58	6,571
35050160017	Seneca Twp HSD 160	75	38	1,039,427	421,723	196,233	53,739	671,695	367,731	56	6,567
28006017004	Ohio CCSD 17	74	37	262,645	69,366	51,718	17,017	138,101	124,543	19	6,555
44063036002	Harrison SD 36	63	32	1,373,359	390,347	287,517	112,878	790,742	582,617	89	6,546
05016015004	Palatine CCSD 15	54	27	29,861,476	5,954,027	7,732,004	4,966,417	18,652,449	11,209,027	1,716	6,532
56099161002	Summit Hill SD 161	37	19	7,664,916	1,865,228	1,828,202	602,365	4,295,795	3,369,121	516	6,529
06016092002	Lindop SD 92	7	4	1,307,023	549,779	259,080	41,504	850,363	456,660	70	6,524
53090701026	Deer Creek-Mackinaw CUSD 701	88	44	2,157,641	227,496	690,924	154,341	1,072,761	1,084,880	167	6,496
31045304026	Geneva CUSD 304	65	33	17,011,847	6,001,863	3,257,446	1,381,011	10,640,319	6,371,528	982	6,488
06016085502	River Grove SD 85-5	78	39	1,599,467	254,727	447,885	152,072	854,683	744,784	115	6,476
08043211026	Scales Mound CUSD 211	89	45	511,203	151,683	65,712	54,185	271,579	239,623	37	6,476
34049118026	Wauconda CUSD 118	62	31	15,979,455	6,219,899	3,861,998	885,331	10,967,227	5,012,228	774	6,476
04101321026	Pecatonica CUSD 321	89	45	1,951,322	277,180	473,944	223,577	974,701	976,621	151	6,468
24032001026	Coal City CUSD 1	79	40	4,835,296	1,232,782	1,022,525	339,139	2,594,446	2,240,850	347	6,458
41057012026	Madison CUSD 12	113	57	2,433,552	148,089	1,040,412	240,713	1,429,214	1,004,338	156	6,438
17053008026	Prairie Central CUSD 8	105	53	5,147,009	693,757	1,557,939	375,197	2,626,894	2,520,116	393	6,413
34049116026	Round Lake CUSD 116	62	31	21,957,755	3,483,364	8,244,863	1,821,222	13,549,449	8,408,306	1,314	6,399
04101134004	Shirland CCSD 134	69	35	370,860	85,410	58,236	54,728	198,374	172,486	27	6,388
07016168004	CCSD 168	33	17	4,254,728	422,104	1,411,800	507,410	2,341,314	1,913,414	300	6,378
34049095026	Lake Zurich CUSD 95	51	26	15,499,056	4,114,395	4,189,765	1,312,841	9,617,001	5,882,055	923	6,373
53102140026	Eureka CUD 140	106	53	2,424,232	351,813	666,703	285,508	1,304,024	1,120,208	176	6,365
24032024C04	Nettle Creek CCSD 24C	75	38	161,157	44,084	27,929	6,445	78,458	82,698	13	6,361
32046061002	Bradley SD 61	79	40	4,658,668	697,238	1,438,722	506,686	2,642,646	2,016,022	317	6,360
24032060C04	Saratoga CCSD 60C	75	38	1,538,863	228,256	377,477	120,019	725,752	813,111	128	6,352
07016145002	Arbor Park SD 145	38	19	3,082,079	246,539	868,822	508,164	1,623,525	1,458,554	230	6,342
26034337026	Southeastern CUSD 337	94	47	1,407,532	136,949	442,883	16,338	596,170	811,362	128	6,339
32046302016	St Anne CHSD 302	79	40	751,783	105,684	332,301	54,416	492,402	259,381	41	6,326
56099255U26	Reed Custer CUSD 255U	75	38	4,610,804	1,716,297	821,565	346,004	2,883,866	1,726,938	274	6,303
07016152002	Harvey SD 152	30	15	4,132,860	83,341	1,724,984	554,210	2,362,535	1,770,325	281	6,300
07016111002	Burbank SD 111	23	12	8,868,192	2,508,137	2,197,590	330,554	5,036,281	3,831,911	611	6,272
35050124002	Peru ESD 124	76	38	2,013,142	283,748	431,325	145,666	860,739	1,152,402	184	6,263
21044032003	New Simpson Hill SD 32	118	59	424,097	14,797	110,261	17,470	142,528	281,569	45	6,257
24032075002	Braceville SD 75	79	40	463,708	42,892	197,627	17,222	257,741	205,967	33	6,241
19022010002	Itasca SD 10	45	23	2,034,270	499,940	253,545	223,438	976,923	1,057,347	170	6,220
06016097002	Oak Park ESD 97	78	39	19,820,016	4,864,312	6,283,068	1,800,654	12,948,034	6,871,982	1,106	6,213
35050280017	Mendota Twp HSD 280	90	45	1,384,270	265,202	336,589	273,024	874,816	509,454	82	6,213

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
48072325026	Peoria Heights CUSD 325	92	46	1,933,811	340,829	429,330	39,637	809,796	1,124,015	181	6,210
30002001022	Cairo USD 1	118	59	1,317,166	61,707	475,223	35,144	572,074	745,092	120	6,209
34049038002	Big Hollow SD 38	62	31	3,413,717	362,989	840,897	304,812	1,508,698	1,905,020	307	6,205
44063047004	Crystal Lake CCSD 47	64	32	21,414,884	5,269,504	5,570,944	2,120,309	12,960,756	8,454,128	1,363	6,203
47052220002	Steward ESD 220	90	45	152,556	38,382	21,951	11,695	72,028	80,529	13	6,195
24047066004	Newark CCSD 66	75	38	489,228	80,260	110,662	7,903	198,825	290,402	47	6,179
53102001004	Metamora CCSD 1	73	37	1,302,771	142,618	324,255	181,186	648,058	654,713	106	6,177
06016081002	Schiller Park SD 81	20	10	3,521,516	710,344	1,063,301	458,303	2,231,949	1,289,567	209	6,170
35050082004	Deer Park CCSD 82	76	38	233,177	66,674	34,906	8,384	109,964	123,213	20	6,161
26062103026	West Prairie CUSD 103	93	47	1,609,038	246,766	354,777	173,834	775,377	833,661	136	6,130
41057011026	Alton CUSD 11	111	56	20,588,480	2,461,926	6,349,430	2,154,123	10,965,479	9,623,001	1,570	6,129
16019424026	Genoa Kingston CUSD 424	70	35	3,057,173	364,465	931,721	506,810	1,802,995	1,254,177	205	6,118
34049036002	Grass Lake SD 36	64	32	931,665	512,332	185,172	50,800	748,304	183,360	30	6,112
07016233016	Homewood Flossmoor CHSD 233	80	40	10,449,073	4,272,771	2,887,715	768,091	7,928,577	2,520,496	413	6,103
35050079004	Tonica CCSD 79	76	38	598,985	267,294	115,535	21,128	403,957	195,028	32	6,095
35050002026	Serena CUSD 2	76	38	2,051,454	453,234	512,463	260,824	1,226,521	824,933	136	6,066
48072070002	Monroe SD 70	92	46	443,588	48,729	99,789	16,143	164,661	278,927	46	6,064
19022015002	Marquardt SD 15	46	23	8,210,973	3,283,742	1,849,952	355,834	5,489,528	2,721,446	449	6,061
17064005026	McLean County USD 5	105	53	32,043,005	5,050,890	9,183,365	3,441,119	17,675,374	14,367,631	2,373	6,055
44063157016	Richmond-Burton CHSD 157	63	32	1,951,562	572,553	648,003	192,390	1,412,945	538,616	89	6,052
17054092004	West Lincoln-Broadwell ESD 92	87	44	584,223	97,271	169,445	46,724	313,440	270,783	45	6,017
24032002C02	Mazon-Verona-Kinsman ESD 2C	75	38	878,135	226,872	153,778	41,023	421,673	456,463	76	6,006
35050195004	Wallace CCSD 195	76	38	1,007,817	200,119	159,566	174,122	533,808	474,009	79	6,000
32046307016	Bradley Bourbonnais CHSD 307	79	40	4,641,725	826,762	1,337,260	464,752	2,628,774	2,012,951	336	5,991
05016030002	Northbrook/Glenview SD 30	17	9	3,173,820	1,188,778	559,289	208,138	1,956,205	1,217,615	204	5,969
06016105002	La Grange SD 105 South	23	12	4,928,012	2,061,299	979,721	161,811	3,202,831	1,725,180	289	5,969
17064002026	LeRoy CUSD 2	101	51	1,483,753	275,158	414,715	146,893	836,765	646,987	109	5,936
17064004026	Heyworth CUSD 4	101	51	1,969,233	212,601	635,531	266,934	1,115,066	854,167	144	5,932
47071226026	Byron CUSD 226	90	45	3,913,279	1,225,885	726,107	360,039	2,312,030	1,601,248	270	5,931
50082105002	Pontiac-W Holliday SD 105	113	57	1,735,297	405,578	355,550	191,392	952,520	782,776	132	5,930
09010001026	Fisher CUSD 1	101	51	957,482	158,549	271,591	17,791	447,930	509,551	86	5,925
53102002004	Riverview CCSD 2	73	37	558,997	68,960	176,011	0	244,971	314,026	53	5,925
53102011026	El Paso-Gridley CUSD 11	106	53	2,248,184	313,295	535,787	232,202	1,081,285	1,166,900	197	5,923
07016162002	Matteson ESD 162	38	19	8,585,543	1,871,717	2,774,731	805,558	5,452,006	3,133,537	530	5,912
07016122002	Ridgeland SD 122	31	16	7,141,680	2,326,230	1,728,745	517,139	4,572,114	2,569,566	435	5,907
35059007026	Midland CUSD 7	73	37	1,362,986	200,842	413,986	53,684	668,513	694,473	118	5,885
47071212017	Rochelle Twp HSD 212	90	45	2,028,318	585,809	450,265	87,166	1,123,241	905,078	154	5,877
50082203017	O Fallon Twp HSD 203	114	57	4,791,997	821,585	1,430,282	688,948	2,940,815	1,851,182	317	5,840
47052275026	Ashton-Franklin Center CUSD 275	90	45	859,391	188,129	237,800	7,955	433,884	425,507	73	5,829
17053005026	Woodland CUSD 5	106	53	1,730,538	487,823	460,553	59,657	1,008,033	722,505	124	5,827
07016124002	Evergreen Park ESD 124	36	18	5,912,181	2,101,484	1,565,864	284,201	3,951,549	1,960,632	337	5,818
32046001026	Momence CUSD 1	34	17	2,642,112	295,477	870,529	449,835	1,615,841	1,026,271	178	5,766

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
34049076002	Diamond Lake SD 76	51	26	2,956,985	1,056,621	533,938	290,964	1,881,523	1,075,462	187	5,751
13041209027	Woodlawn Unit School District 209	115	58	857,572	176,104	214,559	47,718	438,381	419,190	73	5,742
44063165003	Marengo-Union E Cons D 165	63	32	2,153,532	430,820	529,389	302,286	1,262,495	891,037	156	5,712
07016151002	South Holland SD 151	29	15	4,942,718	1,244,063	1,250,472	660,823	3,155,358	1,787,361	313	5,710
50082201017	Belleville Twp HSD 201	113	57	13,120,570	1,941,739	4,696,313	962,837	7,600,889	5,519,681	969	5,696
17054404016	Lincoln CHSD 404	87	44	1,775,328	324,502	453,942	239,559	1,018,003	757,325	133	5,694
49081041025	Rock Island SD 41	72	36	16,554,020	2,513,979	5,066,738	1,811,547	9,392,264	7,161,757	1,262	5,675
35050122002	La Salle ESD 122	76	38	2,691,313	150,123	917,687	212,504	1,280,314	1,411,000	249	5,667
56099092002	Will County SD 92	85	43	5,699,921	2,053,986	1,241,400	724,878	4,020,264	1,679,657	297	5,655
06016098002	Berwyn North SD 98	24	12	9,390,686	487,608	3,582,333	1,204,288	5,274,228	4,116,458	729	5,647
48072326026	Princeville CUSD 326	73	37	1,134,824	193,339	297,166	29,351	519,855	614,968	109	5,642
53090303016	Pekin CSD 303	91	46	4,272,400	1,060,343	1,088,342	392,062	2,540,747	1,731,653	308	5,622
35059005026	Henry-Senachwine CUSD 5	73	37	1,437,374	387,963	263,827	61,591	713,382	723,993	129	5,612
21061038026	Joppa-Maple Grove UD 38	118	59	417,967	91,342	94,877	2,798	189,017	228,950	41	5,584
56099090002	Taft SD 90	85	43	1,006,791	184,861	312,762	79,388	577,011	429,780	77	5,582
35050141002	Ottawa ESD 141	76	38	5,126,544	895,980	1,222,391	398,365	2,516,736	2,609,808	469	5,565
19022033002	West Chicago ESD 33	49	25	13,136,383	3,617,504	2,857,326	1,987,146	8,461,976	4,674,407	842	5,552
45067003026	Valmeyer CUSD 3	116	58	785,039	151,084	193,540	69,755	414,380	370,660	67	5,532
45079140026	Sparta CUSD 140	116	58	2,580,556	233,043	851,670	75,975	1,160,688	1,419,868	257	5,525
13041001026	Waltonville CUSD 1	115	58	766,423	79,147	238,061	12,958	330,166	436,258	79	5,522
30039095002	Carbondale ESD 95	115	58	3,468,728	653,993	677,260	405,127	1,736,380	1,732,348	314	5,517
50082019026	Mascoutah CUD 19	108	54	7,306,996	405,535	2,209,216	709,319	3,324,070	3,982,926	724	5,501
07016143002	Midlothian SD 143	30	15	4,149,700	408,644	1,275,555	411,779	2,095,978	2,053,722	374	5,491
07016227017	Rich Twp HSD 227	38	19	14,786,571	6,921,018	3,391,781	707,465	11,020,264	3,766,307	687	5,482
50082175002	Harmony Emge SD 175	113	57	1,683,654	186,241	419,797	210,362	816,399	867,255	159	5,454
39055002026	Maroa Forsyth CUSD 2	101	51	1,247,806	238,050	308,970	4,283	551,304	696,502	128	5,441
53060189026	Illini Central CUSD 189	93	47	1,918,494	224,532	448,420	179,261	852,212	1,066,282	196	5,440
35050009026	Earlville CUSD 9	90	45	1,135,366	240,305	285,078	118,972	644,355	491,011	91	5,396
50082030003	St Libory Cons SD 30	116	58	183,605	19,254	59,780	29,084	108,118	75,487	14	5,392
04101140004	Rockton SD 140	69	35	2,748,222	373,870	635,392	290,141	1,299,403	1,448,820	269	5,386
16019432026	Somonauk CUSD 432	90	45	1,915,128	304,758	736,283	120,015	1,161,056	754,072	140	5,386
54092001026	Bismarck Henning CUSD	106	53	949,614	113,131	286,725	6,510	406,365	543,248	101	5,379
39055061025	Decatur SD 61	96	48	16,788,960	1,700,099	5,353,869	80,834	7,134,802	9,654,158	1,799	5,366
50082110004	Grant CCSD 110	113	57	2,173,760	533,823	545,037	168,080	1,246,941	926,819	173	5,357
49081037002	East Moline SD 37	72	36	5,824,688	705,954	1,535,735	860,746	3,102,435	2,722,253	510	5,338
04101323026	Winnebago CUSD 323	89	45	3,285,609	807,646	765,259	265,181	1,838,086	1,447,523	272	5,322
09010130004	Thomasboro CCSD 130	104	52	351,151	30,034	70,821	21,498	122,353	228,798	43	5,321
07016140002	Kirby SD 140	28	14	10,129,250	1,969,002	2,771,820	1,163,330	5,904,152	4,225,098	796	5,308
41057008026	Bethalto CUSD 8	111	56	5,170,505	332,809	1,710,419	688,896	2,732,124	2,438,381	460	5,301
19022204026	Indian Prairie CUSD 204	84	42	70,330,190	25,446,102	18,401,004	6,582,175	50,429,281	19,900,909	3,762	5,290
06016091002	Forest Park SD 91	7	4	4,098,840	2,016,202	610,891	446,081	3,073,175	1,025,665	194	5,287
35050150002	Marseilles ESD 150	76	38	1,297,359	115,730	464,405	90,054	670,189	627,170	119	5,270

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
09010004026	Champaign CUSD 4	103	52	25,466,104	5,227,467	7,367,818	3,805,995	16,401,279	9,064,825	1,721	5,267
56099202022	Plainfield SD 202	97	49	65,899,108	13,151,170	21,296,907	5,678,776	40,126,853	25,772,254	4,902	5,257
44063155016	CHSD 155	66	33	15,200,082	5,733,227	3,595,649	1,491,210	10,820,087	4,379,995	836	5,239
07016127502	Chicago Ridge SD 127-5	36	18	4,266,147	845,370	1,673,319	302,890	2,821,579	1,444,568	276	5,234
47052272026	Amboy CUSD 272	90	45	1,191,155	262,880	294,432	59,343	616,655	574,500	110	5,223
35050125002	Oglesby ESD 125	76	38	1,150,967	57,951	364,100	114,602	536,653	614,314	118	5,206
08089202026	Lena Winslow CUSD 202	89	45	1,306,914	163,179	383,948	194,762	741,888	565,025	109	5,184
47098020002	East Coloma - Nelson CESD 20	71	36	591,819	94,489	181,700	10,606	286,796	305,023	59	5,170
54092076026	Oakwood CUSD 76	104	52	1,376,618	146,313	448,911	47,398	642,622	733,996	142	5,169
26085005026	Schuyler-Industry CUSD 5	93	47	2,372,599	264,312	824,807	117,268	1,206,387	1,166,212	226	5,160
32046256004	St Anne CCSD 256	79	40	841,289	67,945	278,605	107,796	454,345	386,944	75	5,159
49081030017	United Twp HSD 30	72	36	2,934,599	558,140	651,207	335,165	1,544,512	1,390,087	270	5,148
48072323026	Dunlap CUSD 323	73	37	6,977,403	1,442,450	1,519,643	439,122	3,401,215	3,576,188	695	5,146
04101122022	Harlem UD 122	68	34	20,486,880	6,196,461	4,908,681	2,793,172	13,898,314	6,588,566	1,286	5,123
07016150002	South Holland SD 150	29	15	2,003,173	853,399	453,633	168,552	1,475,584	527,590	103	5,122
56099365U26	Valley View CUSD 365U	85	43	60,721,676	23,339,072	16,650,187	4,137,970	44,127,229	16,594,447	3,242	5,119
13041201017	Mt Vernon Twp HSD 201	115	58	3,622,896	742,058	1,479,601	65,745	2,287,404	1,335,493	261	5,117
44063026004	Cary CCSD 26	52	26	6,944,698	1,669,121	1,820,582	875,227	4,364,930	2,579,768	512	5,039
56099122002	New Lenox SD 122	37	19	11,222,139	2,729,337	2,420,377	1,210,788	6,360,502	4,861,637	967	5,028
49081036002	Carbon Cliff-Barstow SD 36	71	36	748,553	62,120	270,021	70,675	402,815	345,737	69	5,011
07016127002	Worth SD 127	35	18	3,185,620	1,003,477	746,209	277,539	2,027,225	1,158,395	232	4,993
34049003004	Beach Park CCSD 3	61	31	7,014,692	2,068,799	2,061,585	509,234	4,639,617	2,375,074	476	4,990
26034316026	Warsaw CUSD 316	94	47	741,073	60,460	172,460	174,150	407,070	334,003	67	4,985
07016123002	Oak Lawn-Hometown SD 123	36	18	9,283,808	3,316,373	2,012,933	1,105,990	6,435,296	2,848,512	572	4,980
06016095002	Brookfield Lagrange Park SD 95	24	12	2,891,830	1,341,015	685,153	169,305	2,195,473	696,357	140	4,974
30077101026	Meridian CUSD 101	118	59	1,115,777	48,664	475,053	11,176	534,893	580,885	117	4,965
41057010026	Collinsville CUSD 10	112	56	14,851,254	1,836,291	4,884,966	2,046,394	8,767,651	6,083,603	1,226	4,962
50082009026	Lebanon CUSD 9	114	57	1,749,458	361,227	430,569	168,897	960,693	788,765	159	4,961
01001172022	Quincy SD 172	94	47	16,067,627	2,390,663	4,512,432	1,339,276	8,242,370	7,825,257	1,581	4,950
06016084002	Franklin Park SD 84	78	39	4,437,820	2,077,459	823,487	351,677	3,252,623	1,185,198	240	4,938
48072328003	Hollis Cons SD 328	91	46	162,512	41,143	30,227	7,260	78,629	83,883	17	4,934
28037228026	Geneseo CUSD 228	74	37	3,179,877	538,412	872,227	60,117	1,470,756	1,709,121	347	4,925
19022004002	Addison SD 4	77	39	10,505,677	1,918,788	3,134,967	1,593,084	6,646,840	3,858,837	785	4,916
26062185026	Macomb CUSD 185	93	47	3,922,321	795,667	1,146,199	97,268	2,039,135	1,883,187	385	4,891
50082160004	Millstadt CCSD 160	114	57	1,675,521	239,008	310,669	172,727	722,403	953,118	195	4,888
17053425004	Rooks Creek CCSD 425	106	53	92,692	28,481	9,127	1,341	38,949	53,743	11	4,886
07016161002	Flossmoor SD 161	80	40	6,028,150	2,122,994	1,441,287	558,821	4,123,101	1,905,049	391	4,872
53090052002	Washington SD 52	88	44	1,515,069	146,418	502,400	127,467	776,285	738,784	152	4,860
09010116022	Urbana SD 116	103	52	14,531,381	2,482,898	5,753,173	1,638,264	9,874,335	4,657,046	960	4,851
34049056002	Gurnee SD 56	60	30	5,647,538	1,942,385	1,068,134	549,322	3,559,841	2,087,697	431	4,844
53090098002	Rankin CSD 98	91	46	396,746	79,675	120,191	27,719	227,585	169,161	35	4,833
54092512026	Salt Fork CUSD 512	102	51	1,668,113	210,482	420,121	153,939	784,542	883,571	183	4,828



Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

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53102122017	County of Woodford School	73	37	1,470,641	424,502	299,762	269,864	994,128	476,513	99	4,813
48072310016	Limestone CHSD 310	92	46	2,872,890	595,469	999,302	67,353	1,662,124	1,210,766	253	4,786
41057013002	East Alton SD 13	111	56	2,172,727	128,143	758,155	258,894	1,145,191	1,027,536	215	4,779
11015001026	Charleston CUSD 1	110	55	6,945,898	1,331,214	2,018,297	409,956	3,759,466	3,186,432	673	4,735
04101320026	County of Winnebago SD 320	69	35	1,928,064	250,062	533,811	367,812	1,151,685	776,379	164	4,734
28006094004	Ladd CCSD 94	76	38	346,666	42,079	101,961	17,996	162,036	184,630	39	4,734
17053074027	Flanagan-Cornell Dist 74	106	53	756,293	206,930	200,098	9,487	416,516	339,778	72	4,719
53090050002	District 50 Schools	91	46	2,044,391	189,247	857,482	153,519	1,200,248	844,143	179	4,716
09010305016	St Joseph Ogden CHSD 305	102	51	395,832	108,128	109,117	4,122	221,367	174,466	37	4,715
47071144003	Kings Cons SD 144	90	45	167,854	41,464	17,384	10,125	68,973	98,881	21	4,709
28006099004	Spring Valley CCSD 99	76	38	1,210,062	81,312	454,942	30,745	566,999	643,064	137	4,694
47052170022	Dixon USD 170	90	45	6,110,762	1,087,850	2,057,454	372,192	3,517,496	2,593,266	554	4,681
07016118004	Palos CCSD 118	36	18	6,206,852	2,326,067	1,291,434	613,962	4,231,463	1,975,388	423	4,670
17053438004	Saunemin CCSD 438	106	53	232,661	66,191	54,179	214	120,584	112,077	24	4,670
06016401026	Elmwood Park CUSD 401	78	39	9,797,600	3,360,986	2,834,225	751,325	6,946,537	2,851,063	612	4,659
17064016026	Olympia CUSD 16	88	44	3,824,573	522,786	1,260,339	520,707	2,303,832	1,520,741	328	4,636
53060126026	Havana CUSD 126	93	47	1,938,474	263,335	561,197	187,593	1,012,124	926,350	200	4,632
09010169004	St Joseph CCSD 169	102	51	994,758	95,191	269,545	19,111	383,847	610,911	132	4,628
26034328024	Hamilton CCSD 328	94	47	874,162	113,318	230,640	36,140	380,098	494,065	107	4,617
35050044002	Streator ESD 44	76	38	5,153,154	400,533	2,246,839	339,399	2,986,770	2,166,383	471	4,600
26029003026	CUSD 3 Fulton County	91	46	941,211	122,599	315,141	34,832	472,571	468,639	102	4,595
07016113A02	Lemont-Bromberek CSD 113A	82	41	3,903,786	929,574	926,203	610,451	2,466,228	1,437,558	313	4,593
28006340026	Bureau Valley CUSD 340	74	37	2,454,643	309,034	841,578	98,369	1,248,981	1,205,662	263	4,584
47098301017	Rock Falls Twp HSD 301	71	36	1,152,124	243,923	321,581	37,077	602,580	549,543	120	4,580
44063003003	Fox River Grove Cons SD 3	52	26	1,609,673	688,534	385,535	123,528	1,197,597	412,075	90	4,579
07016153002	Homewood SD 153	29	15	5,188,234	1,602,522	1,454,074	456,029	3,512,625	1,675,608	366	4,578
33094238026	Monmouth-Roseville CUSD 238	94	47	2,421,368	209,122	738,654	186,529	1,134,305	1,287,063	282	4,564
08008314026	West Carroll CUSD 314	89	45	2,753,046	399,094	834,854	365,535	1,599,482	1,153,564	253	4,560
07016163002	Park Forest SD 163	80	40	4,993,323	501,837	1,916,799	770,013	3,188,649	1,804,674	396	4,557
33036235026	West Central CUSD 235	94	47	1,203,317	225,180	377,398	9,510	612,088	591,228	130	4,548
53090051002	Central SD 51	88	44	1,732,619	254,935	474,755	129,952	859,643	872,977	192	4,547
01086001026	Winchester CUSD 1	100	50	1,305,682	93,577	568,049	15,203	676,829	628,852	139	4,524
24047088026	Plano CUSD 88	75	38	5,333,777	1,804,621	1,440,964	16,531	3,262,116	2,071,661	458	4,523
01069117022	Jacksonville SD 117	100	50	9,367,073	1,805,815	2,579,042	840,335	5,225,192	4,141,881	916	4,522
09027005026	Gibson City-Melvin-Sibley CUSD 5	106	53	1,918,148	356,636	519,839	224,013	1,100,488	817,660	181	4,517
21028047004	Benton CCSD 47	117	59	2,514,654	165,191	907,036	151,701	1,223,928	1,290,727	286	4,513
17053426004	Cornell CCSD 426	106	53	195,437	39,013	34,578	4,537	78,128	117,309	26	4,512
56099081002	Union SD 81	86	43	355,793	181,569	50,494	2,162	234,225	121,569	27	4,503
01069027026	Triopia CUSD 27	100	50	532,395	70,306	163,786	14,767	248,860	283,536	63	4,501
09010137002	Rantoul City SD 137	104	52	4,698,901	563,363	1,702,795	511,008	2,777,165	1,921,736	427	4,501
07016149002	Dolton SD 149	34	17	6,622,709	1,460,140	2,660,794	418,924	4,539,858	2,082,851	464	4,489
26029097026	Lewistown CUSD 97	91	46	1,092,673	118,080	379,969	38,208	536,257	556,416	124	4,487

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
28037224026	Galva CUSD 224	74	37	956,216	183,228	271,791	7,730	462,750	493,466	110	4,486
44063015004	McHenry CCSD 15	63	32	15,329,583	6,288,140	2,707,610	1,986,968	10,982,718	4,346,865	969	4,486
17064087025	Bloomington SD 87	88	44	10,701,378	2,463,183	2,655,803	1,242,745	6,361,731	4,339,647	968	4,483
32038004026	Central CUSD 4	106	53	1,947,843	243,757	525,950	327,877	1,097,584	850,259	190	4,475
56099089002	Fairmont SD 89	85	43	1,512,758	426,122	567,794	98,147	1,092,063	420,695	94	4,475
26029002026	V I T CUSD 2	93	47	593,728	108,533	172,553	26,522	307,608	286,120	64	4,471
12051010026	Red Hill CUSD 10	109	55	1,241,982	62,511	433,627	95,665	591,803	650,179	146	4,453
07016231016	Evergreen Park CHSD 231	36	18	4,013,090	2,216,480	1,053,099	209,223	3,478,802	534,287	120	4,452
17064003026	Tri Valley CUSD 3	101	51	1,936,210	436,563	333,900	192,506	962,969	973,241	220	4,424
24032054002	Morris SD 54	75	38	2,308,272	234,870	800,949	229,754	1,265,573	1,042,699	236	4,418
47071220026	Oregon CUSD 220	90	45	2,294,963	367,811	611,119	308,924	1,287,854	1,007,109	228	4,417
01005001026	Brown County CUSD 1	93	47	1,139,387	120,026	302,605	16,506	439,137	700,250	159	4,404
04004100026	Belvidere CUSD 100	69	35	21,074,422	4,798,755	7,238,935	2,158,523	14,196,213	6,878,209	1,562	4,403
54092011026	Hoopston Area CUSD 11	106	53	3,029,651	232,708	1,231,867	148,771	1,613,346	1,416,305	322	4,398
51084186025	Springfield SD 186	99	50	47,056,405	9,438,702	14,439,976	6,451,044	30,329,721	16,726,684	3,807	4,394
07016142002	Forest Ridge SD 142	28	14	3,154,826	448,191	830,744	527,502	1,806,437	1,348,389	308	4,378
13095001004	Oakdale CCSD 1	108	54	133,317	13,308	42,363	7,660	63,332	69,985	16	4,374
35050040017	Streator Twp HSD 40	76	38	2,650,388	405,488	946,528	411,351	1,763,366	887,021	203	4,370
26029066025	Canton Union SD 66	91	46	5,535,676	791,700	1,884,699	425,719	3,102,118	2,433,558	557	4,369
47071231004	Rochelle CCSD 231	90	45	3,404,442	546,352	1,162,716	171,919	1,880,987	1,523,455	349	4,365
13041005004	Opdyke-Belle-Rive CCSD 5	115	58	435,621	47,090	168,977	36,351	252,418	183,203	42	4,362
17054027002	Lincoln ESD 27	87	44	2,836,963	440,875	953,066	374,257	1,768,197	1,068,766	245	4,362
28006303026	La Moille CUSD 303	74	37	611,626	155,270	193,494	19,105	367,869	243,756	56	4,353
34049034004	Antioch CCSD 34	61	31	7,253,287	2,504,586	2,005,886	693,831	5,204,303	2,048,984	471	4,350
30039165016	Carbondale CHSD 165	115	58	2,221,146	678,612	494,055	168,113	1,340,780	880,366	203	4,337
06016089002	Maywood-Melrose Park-Broadview 89	77	39	10,218,504	548,845	4,912,800	1,439,649	6,901,294	3,317,210	767	4,325
49081029002	Hampton SD 29	71	36	347,697	63,900	89,576	4,043	157,519	190,178	44	4,322
35050001026	Leland CUSD 1	90	45	691,060	213,219	155,122	59,597	427,938	263,122	61	4,313
28006103022	DePue USD 103	76	38	777,377	24,669	334,390	31,578	390,637	386,740	90	4,297
24047308026	CUSD 308	97	49	44,560,124	15,596,931	13,489,303	3,470,419	32,556,653	12,003,471	2,805	4,279
20096100026	Wayne City CUSD 100	109	55	850,904	80,382	296,434	26,442	403,258	447,646	105	4,263
13041002004	Rome CCSD 2	115	58	499,177	18,910	173,720	21,557	214,187	284,990	67	4,254
50082187026	Cahokia CUSD 187	114	57	11,937,605	431,818	5,843,332	1,386,851	7,662,002	4,275,603	1,006	4,250
50082077016	Freeburg CHSD 77	114	57	1,034,064	273,332	255,929	97,031	626,293	407,772	96	4,248
35050230004	Rutland CCSD 230	76	38	200,157	71,703	27,895	11,379	110,977	89,180	21	4,247
01075003026	Pleasant Hill CUSD 3	100	50	689,310	80,919	221,647	8,980	311,546	377,764	89	4,245
19022202026	Lisle CUSD 202	48	24	7,873,192	4,554,208	1,272,361	680,309	6,506,878	1,366,314	322	4,243
41057001026	Roxana CUSD 1	111	56	3,700,526	895,610	765,854	553,070	2,214,534	1,485,992	351	4,234
07016171002	Sunnybrook SD 171	33	17	2,870,461	766,410	864,093	372,393	2,002,895	867,566	205	4,232
48072316004	Limestone Walters CCSD 316	91	46	209,789	51,763	32,118	3,188	87,069	122,720	29	4,232
01075010026	Pikeland CUSD 10	100	50	2,275,948	273,069	818,600	55,732	1,147,401	1,128,547	267	4,227
28037226026	Annawan CUSD 226	74	37	433,539	87,722	113,780	4,251	205,753	227,786	54	4,218

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
06016086002	Union Ridge SD 86	19	10	973,842	247,549	177,067	119,502	544,117	429,725	102	4,213
33048202026	Knoxville CUSD 202	74	37	1,557,435	229,768	498,914	11,880	740,563	816,873	194	4,211
35050185004	Waltham CCSD 185	76	38	301,279	54,331	69,467	30,199	153,996	147,283	35	4,208
33048205026	Galesburg CUSD 205	74	37	7,036,054	1,110,576	2,182,070	143,880	3,436,526	3,599,528	856	4,205
50082118002	Belleville SD 118	113	57	11,260,861	871,744	4,544,721	1,313,991	6,730,456	4,530,405	1,079	4,199
07016146004	CCSD 146	38	19	7,515,424	2,835,583	1,512,693	995,943	5,344,219	2,171,205	518	4,192
53090076002	Creve Coeur SD 76	91	46	1,737,790	120,099	715,524	198,418	1,034,041	703,749	168	4,189
45067005026	Waterloo CUSD 5	116	58	4,359,898	807,257	1,124,376	418,463	2,350,096	2,009,802	480	4,187
21044055002	Vienna SD 55	118	59	536,921	24,780	168,552	38,726	232,058	304,864	73	4,176
28088100026	Stark County CUSD 100	73	37	1,376,622	294,582	341,029	98,872	734,483	642,138	154	4,170
47071223026	Meridian CUSD 223	90	45	2,201,259	349,367	791,129	102,918	1,243,414	957,845	230	4,165
48072321026	Il Valley Central USD 321	73	37	3,964,224	773,395	1,266,327	342,417	2,382,138	1,582,086	381	4,152
53090108002	Pekin PSD 108	91	46	8,572,955	1,347,506	2,534,445	771,929	4,653,880	3,919,075	946	4,143
40056034026	North Mac CUSD 34	95	48	2,465,020	289,030	713,522	184,283	1,186,835	1,278,185	309	4,137
48072069002	Pleasant Hill SD 69	92	46	494,375	16,500	167,978	20,401	204,879	289,496	70	4,136
04101131004	Kinnickinnick CCSD 131	69	35	3,540,584	863,322	937,346	243,907	2,044,576	1,496,009	362	4,133
09010197004	Prairieview-Ogden CCSD 197	104	52	189,272	37,109	50,403	2,560	90,072	99,200	24	4,133
47071161004	Creston CCSD 161	90	45	94,292	28,351	19,644	5,028	53,023	41,269	10	4,127
07016110002	Central Stickney SD 110	1	1	807,917	297,180	158,083	64,476	519,738	288,179	70	4,117
32038003026	Donovan CUSD 3	106	53	547,073	106,690	168,699	0	275,388	271,685	66	4,116
13041003004	Field CCSD 3	115	58	417,591	29,427	138,606	19,270	187,303	230,288	56	4,112
53090086002	East Peoria SD 86	91	46	4,408,610	1,134,607	1,069,897	455,057	2,659,560	1,749,050	426	4,106
40056009026	Southwestern CUSD 9	95	48	2,322,748	170,057	885,639	389,236	1,444,932	877,816	214	4,102
50082113002	Wolf Branch SD 113	113	57	1,166,305	189,876	338,545	137,491	665,912	500,393	122	4,102
11021302026	Villa Grove CUSD 302	102	51	1,187,243	140,491	446,224	35,304	622,019	565,224	138	4,096
48072063002	Norwood ESD 63	91	46	984,712	126,264	319,634	39,473	485,370	499,342	122	4,093
21028103013	Benton Cons HSD 103	117	59	1,273,664	270,254	426,937	63,361	760,552	513,112	126	4,072
11087004026	Shelbyville CUSD 4	102	51	1,602,439	202,861	554,910	132,521	890,292	712,147	175	4,069
26062170026	Bushnell Prairie City CUSD 170	93	47	1,589,577	173,662	635,940	68,307	877,909	711,668	175	4,067
48072062002	Pleasant Valley SD 62	92	46	1,087,597	57,235	458,036	68,156	583,427	504,170	124	4,066
05016072002	Fairview SD 72	16	8	2,608,456	1,406,474	337,258	63,839	1,807,572	800,884	197	4,065
19022068002	Woodridge SD 68	85	43	9,332,307	4,248,129	1,979,668	844,782	7,072,579	2,259,728	556	4,064
35050210004	Miller Twp CCSD 210	75	38	428,466	65,271	130,766	25,770	221,807	206,658	51	4,052
40031001026	Carrollton CUSD 1	100	50	974,113	119,451	338,732	28,455	486,638	487,475	121	4,029
21028188026	Zeigler-Royalton CUSD 188	117	59	1,374,557	54,055	589,602	144,206	787,863	586,694	146	4,018
41057015003	Wood River-Hartford ESD 15	111	56	1,647,668	285,771	392,719	202,961	881,450	766,218	191	4,012
08043205026	Warren CUSD 205	89	45	987,004	307,267	258,262	113,714	679,243	307,762	77	3,997
03025040026	Effingham CUSD 40	107	54	5,070,835	886,615	1,382,528	382,272	2,651,415	2,419,421	606	3,992
32038009026	Iroquois County CUSD 9	106	53	1,718,424	237,959	592,522	14,749	845,229	873,194	219	3,987
20096017004	Jasper CCSD 17	109	55	325,406	12,813	140,099	5,207	158,119	167,287	42	3,983
09010142004	Ludlow CCSD 142	101	51	123,422	18,464	31,704	1,721	51,889	71,533	18	3,974
08089200026	Pearl City CUSD 200	89	45	723,613	86,688	222,994	120,998	430,680	292,932	74	3,959

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
50082090004	O Fallon CCSD 90	114	57	6,519,838	919,368	1,905,377	712,930	3,537,675	2,982,162	755	3,950
40042100026	Jersey CUSD 100	100	50	4,359,328	480,926	1,355,228	704,721	2,540,875	1,818,453	461	3,945
30039186026	Murphysboro CUSD 186	115	58	4,907,290	570,473	1,869,391	334,875	2,774,739	2,132,551	541	3,942
20093348026	Wabash CUSD 348	109	55	2,581,803	232,201	891,930	133,431	1,257,562	1,324,241	336	3,941
41057009026	Granite City CUSD 9	113	57	16,269,631	2,186,879	6,028,111	2,044,491	10,259,482	6,010,149	1,527	3,936
09010008026	Heritage CUSD 8	102	51	621,640	114,346	167,810	14,009	296,165	325,475	83	3,921
28037225026	AlWood CUSD 225	74	37	737,170	130,082	141,385	97,813	369,280	367,891	94	3,914
11021306026	Arcola CUSD 306	102	51	1,239,406	179,069	474,224	39,315	692,609	546,798	140	3,906
53060191026	Midwest Central CUSD 191	93	47	1,880,359	202,292	671,876	170,409	1,044,577	835,782	214	3,906
50082188022	Brooklyn UD 188	113	57	212,101	21,749	116,612	3,555	141,916	70,185	18	3,899
21061001026	Massac UD 1	118	59	3,866,339	285,806	1,175,094	658,251	2,119,151	1,747,188	449	3,891
33048208026	R O W V A CUSD 208	74	37	997,701	211,276	299,140	86,555	596,971	400,730	103	3,891
35050065004	Allen-Otter Creek CCSD 65	75	38	241,564	63,456	63,453	17,439	144,348	97,216	25	3,889
45079132026	Red Bud CUSD 132	116	58	1,971,105	496,487	497,801	245,891	1,240,179	730,926	188	3,888
04101207016	Hononegah CHD 207	69	35	4,192,053	1,505,623	1,125,709	527,432	3,158,764	1,033,289	266	3,885
16019429026	Hinckley Big Rock CUSD 429	70	35	2,168,698	1,002,988	539,394	165,538	1,707,920	460,778	119	3,872
35050289004	Mendota CCSD 289	90	45	2,625,647	347,999	840,714	316,372	1,505,085	1,120,562	290	3,864
40056002026	Northwestern CUSD 2	100	50	938,056	119,493	343,608	61,995	525,096	412,960	107	3,859
54092007026	Rossville-Alvin CUSD 7	106	53	670,665	92,141	226,395	1,266	319,801	350,863	91	3,856
28037227026	Cambridge CUSD 227	74	37	632,258	122,173	195,461	34,110	351,744	280,514	73	3,843
32038006026	Cissna Park CUSD 6	106	53	385,646	77,218	81,343	16,239	174,800	210,846	55	3,834
33048276026	Abingdon-Avon CUSD 276	93	47	1,347,440	223,819	415,936	18,487	658,243	689,197	180	3,829
49081100026	Riverdale CUSD 100	71	36	1,601,306	276,488	410,367	214,652	901,508	699,798	183	3,824
48072327026	Illini Bluffs CUSD 327	91	46	1,534,069	401,070	353,625	78,327	833,023	701,047	184	3,810
54092002026	Westville CUSD 2	104	52	2,353,210	268,345	870,335	80,953	1,219,633	1,133,577	298	3,804
05016026002	River Trails SD 26	57	29	4,451,272	2,268,173	852,847	445,504	3,566,524	884,747	233	3,797
28006115002	Princeton ESD 115	74	37	2,146,517	310,533	679,373	184,872	1,174,778	971,739	256	3,796
03026201026	Brownstown CUSD 201	107	54	684,021	42,099	283,843	27,963	353,904	330,117	87	3,794
53090709026	Morton CUSD 709	88	44	5,875,155	1,739,900	1,279,421	606,743	3,626,064	2,249,092	594	3,786
01009015026	Beardstown CUSD 15	93	47	2,440,019	90,708	1,122,729	21,367	1,234,804	1,205,215	321	3,755
01069011026	Meredosia-Chambersburg CUSD 11	100	50	501,641	163,978	114,458	21,111	299,547	202,095	54	3,742
11018077026	Cumberland CUSD 77	110	55	1,554,569	124,656	564,505	166,043	855,204	699,365	187	3,740
19022093004	CCSD 93	45	23	12,755,374	7,252,670	2,438,744	670,999	10,362,414	2,392,960	644	3,716
20083001026	Galatia CUSD 1	118	59	770,093	100,091	238,546	19,655	358,292	411,800	111	3,710
30039176026	Trico CUSD 176	115	58	1,724,080	250,432	578,865	93,653	922,949	801,131	216	3,709
40031003026	North Greene CUSD 3	100	50	2,088,047	165,514	823,828	146,235	1,135,576	952,470	258	3,692
51084016026	New Berlin CUSD 16	99	50	1,514,491	384,478	398,972	152,942	936,392	578,099	157	3,682
47052271026	Paw Paw CUSD 271	90	45	382,108	129,827	92,287	9,855	231,969	150,139	41	3,662
21028115004	Ewing Northern CCSD 115	117	59	286,332	34,449	89,659	16,404	140,512	145,821	40	3,646
26029004026	Spoon River Valley CUSD 4	91	46	518,860	136,562	162,556	8,824	307,942	210,918	58	3,637
01001004026	CUSD 4	94	47	1,321,483	158,842	500,179	133,260	792,280	529,203	146	3,625
51084005026	Ball Chatham CUSD 5	99	50	6,445,535	1,022,829	1,878,943	1,419,047	4,320,819	2,124,716	589	3,607

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
09010007026	Tolono CUSD 7	102	51	2,397,730	360,256	877,794	222,193	1,460,243	937,487	261	3,592
50082085002	Shiloh Village SD 85	114	57	1,259,776	177,586	453,821	104,168	735,574	524,202	146	3,590
13041080002	Mount Vernon SD 80	115	58	3,619,921	389,226	1,390,176	268,909	2,048,311	1,571,610	438	3,588
47071222026	Polo CUSD 222	90	45	679,751	107,650	194,497	69,966	372,113	307,638	86	3,577
13041318027	Bluford Unit School District 318	115	58	483,860	45,520	187,749	7,538	240,806	243,054	68	3,574
50082116002	High Mount SD 116	113	57	962,598	196,332	321,808	104,924	623,064	339,534	95	3,574
16019428026	DeKalb CUSD 428	70	35	21,255,063	7,021,292	7,455,561	2,307,804	16,784,657	4,470,407	1,253	3,568
45079139026	Chester CUSD 139	116	58	1,953,631	206,423	666,895	235,959	1,109,277	844,354	237	3,563
26034307016	Illini West H S Dist 307	94	47	416,554	88,994	142,084	21,845	252,923	163,631	46	3,557
40007042026	Brussels CUSD 42	100	50	207,416	36,394	49,135	8,415	93,944	113,472	32	3,546
24032072C04	Gardner CCSD 72C	79	40	475,736	46,677	195,939	41,944	284,560	191,176	54	3,540
39074025026	Monticello CUSD 25	101	51	2,291,644	622,605	434,950	276,344	1,333,899	957,745	271	3,534
44063050026	Harvard CUSD 50	63	32	5,940,332	1,940,738	1,759,113	901,220	4,601,071	1,339,261	379	3,534
48072068002	Oak Grove SD 68	92	46	606,555	97,345	223,829	20,366	341,539	265,016	75	3,534
20024001026	Edwards County CUSD 1	109	55	1,525,064	121,231	617,930	105,385	844,545	680,519	193	3,526
13041099004	Farrington CCSD 99	115	58	93,866	6,654	41,554	3,427	51,635	42,232	12	3,519
03068012026	Litchfield CUSD 12	95	48	2,138,057	208,535	790,058	25,557	1,024,150	1,113,907	317	3,514
51084010026	Auburn CUSD 10	99	50	1,759,950	220,583	574,230	185,087	979,900	780,050	222	3,514
01069001026	Franklin CUSD 1	100	50	665,771	177,465	218,842	9,578	405,885	259,887	74	3,512
49081300026	Rockridge CUSD 300	72	36	1,598,764	418,080	398,220	178,053	994,353	604,412	173	3,494
41057002026	Triad CUSD 2	108	54	6,556,109	941,560	2,344,606	999,270	4,285,436	2,270,674	650	3,493
07016158002	Lansing SD 158	33	17	6,461,202	1,769,383	1,963,803	559,174	4,292,361	2,168,841	621	3,492
20097003026	Norris City-Omaha-Enfield CUSD 3	109	55	1,148,359	93,306	499,530	35,199	628,036	520,323	149	3,492
26029001026	Astoria CUSD 1	93	47	512,757	44,817	192,859	24,395	262,071	250,686	72	3,482
30039130004	Giant City CCSD 130	118	59	323,832	55,486	85,866	25,886	167,237	156,595	45	3,480
34049001002	Winthrop Harbor SD 1	61	31	1,357,237	625,971	341,675	62,546	1,030,192	327,045	94	3,479
20096200026	North Wayne CUSD 200	109	55	625,457	100,673	208,046	11,683	320,402	305,056	88	3,467
47098006026	Morrison CUSD 6	71	36	1,261,965	213,779	452,864	6,498	673,141	588,825	170	3,464
41057007026	Edwardsville CUSD 7	112	56	11,054,858	1,928,490	3,976,292	1,726,935	7,631,716	3,423,142	989	3,461
20083004026	Eldorado CUSD 4	118	59	1,062,631	110,534	734,475	36,221	881,230	881,400	255	3,456
24047115026	Yorkville CUSD 115	50	25	18,069,086	8,162,746	5,003,343	983,382	14,149,471	3,919,615	1,137	3,447
39055003026	Mt Zion CUSD 3	101	51	2,212,380	367,792	776,471	25,478	1,169,740	1,042,640	303	3,441
21028196026	Sesser-Valier CUSD 196	117	59	1,015,432	52,515	460,293	49,572	562,380	453,052	132	3,432
13058501026	Sandoval CUSD 501	107	54	983,492	56,661	359,031	53,825	469,516	513,976	150	3,427
51084014026	Riverton CUSD 14	87	44	2,936,766	298,168	996,552	488,525	1,783,245	1,153,521	337	3,423
33066404026	Mercer County School District 404	74	37	2,129,770	431,964	538,749	276,228	1,246,941	882,829	258	3,422
07016125002	Atwood Heights SD 125	27	14	2,394,564	768,585	950,662	162,603	1,881,850	512,713	150	3,418
11070300026	Sullivan CUSD 300	102	51	1,503,087	227,520	550,899	140,498	918,917	584,171	171	3,416
47098003026	Prophetstown-Lyndon-Tampico CUSD3	71	36	1,661,012	314,308	624,513	22,447	961,268	699,744	205	3,413
53090102002	N Pekin & Marquette Hght SD 102	91	46	934,405	98,851	286,143	103,211	488,205	446,200	131	3,406
07016170002	Chicago Heights SD 170	80	40	7,647,911	1,285,378	3,217,565	1,103,666	5,606,608	2,041,303	602	3,391
54092118024	Danville CCSD 118	104	52	11,510,621	850,009	4,716,709	2,134,645	7,701,363	3,809,258	1,125	3,386

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
30091017022	Cobden SUD 17	115	58	951,597	62,862	450,922	69,809	583,593	368,004	109	3,376
28006500015	Princeton HSD 500	74	37	820,815	236,157	249,392	14,913	500,463	320,352	95	3,372
01001002026	Liberty CUSD 2	94	47	1,079,543	110,093	427,832	164,176	702,102	377,442	112	3,370
54092004026	Georgetown-Ridge Farm CUD 4	104	52	1,900,873	167,924	730,999	134,146	1,033,068	867,805	258	3,364
01069006026	Waverly CUSD 6	100	50	576,443	120,797	183,006	7,855	311,659	264,785	79	3,352
03011014024	South Fork SD 14	96	48	634,307	42,255	228,769	51,651	322,676	311,631	93	3,351
17064019026	Ridgeview CUSD 19	105	53	792,222	166,680	212,801	132,003	511,484	280,738	84	3,342
30002005026	Egyptian CUSD 5	118	59	594,779	31,441	253,435	2,495	287,371	307,409	92	3,341
01086002026	Scott-Morgan CUSD 2	100	50	327,241	36,210	137,929	9,492	183,631	143,611	43	3,340
20083003026	Harrisburg CUSD 3	118	59	3,831,381	374,808	1,641,762	154,955	2,171,525	1,659,856	497	3,340
13014071016	Central CHSD 71	108	54	914,092	258,132	289,123	56,266	603,521	310,571	93	3,339
28037230026	Wethersfield CUSD 230	74	37	714,675	107,861	256,234	23,621	387,716	326,960	98	3,336
30091066022	Dongola USD 66	118	59	679,850	51,342	286,738	33,054	371,134	308,716	93	3,320
41057014016	East Alton-Wood River CHSD 14	111	56	1,338,550	414,752	334,181	138,773	887,706	450,844	136	3,315
21028168026	Frankfort CUSD 168	117	59	3,827,906	178,524	1,510,807	729,262	2,418,592	1,409,314	426	3,308
39055009026	Sangamon Valley CUSD 9	96	48	1,089,756	247,761	315,421	4,610	567,792	521,964	158	3,304
28037190002	Colona SD 190	71	36	756,884	73,658	248,231	121,463	443,351	313,533	95	3,300
35050425026	Lostant CUSD 425	73	37	358,138	117,242	117,621	17,720	252,583	105,555	32	3,299
32046053002	Bourbonnais SD 53	79	40	4,549,765	624,275	1,676,462	694,368	2,995,106	1,554,660	472	3,294
44063158022	Huntley Comm Sch Dist 158	66	33	17,269,279	5,447,104	4,985,908	2,219,087	12,652,099	4,617,180	1,402	3,293
49081200026	Sherrard CUSD 200	74	37	1,741,545	257,125	571,112	254,769	1,083,005	658,539	200	3,293
03068002026	Panhandle CUSD 2	95	48	813,128	134,052	259,175	15,105	408,332	404,797	123	3,291
20083002026	Carrier Mills-Stonefort CUSD 2	118	59	848,890	48,288	341,234	25,416	414,938	433,952	133	3,263
17053429004	Pontiac CCSD 429	106	53	3,687,712	780,139	1,107,785	465,532	2,353,456	1,334,256	409	3,262
20097001026	Grayville CUSD 1	109	55	528,837	46,122	186,535	9,275	241,932	286,905	88	3,260
20030007026	Gallatin CUSD 7	118	59	1,374,580	177,778	500,610	42,213	720,602	653,979	201	3,254
47098005026	Sterling CUSD 5	71	36	6,185,939	841,384	2,490,621	313,140	3,645,145	2,540,793	782	3,249
28037229026	Kewanee CUSD 229	74	37	3,237,837	181,753	1,255,632	375,596	1,812,981	1,424,855	439	3,246
12013035026	Flora CUSD 35	109	55	1,529,538	127,301	632,245	33,446	792,992	736,546	227	3,245
30039140004	Unity Point CCSD 140	115	58	950,609	86,737	398,336	13,673	498,747	451,862	140	3,228
17020015026	Clinton CUSD 15	101	51	4,110,047	974,450	1,132,346	525,102	2,631,897	1,478,149	458	3,227
47098002026	River Bend CUSD 2	71	36	1,316,848	200,593	484,107	164,470	849,169	467,679	145	3,225
07016133002	Gen George Patton SD 133	28	14	635,872	94,511	190,273	190,377	475,161	160,711	50	3,214
03068022026	Nokomis CUSD 22	95	48	817,442	71,155	327,533	12,147	410,835	406,607	127	3,202
07016152502	Hazel Crest SD 152-5	30	15	1,834,651	419,125	628,679	291,837	1,339,641	495,010	155	3,194
01075012026	Western CUSD 12	100	50	822,387	69,839	379,222	15,269	464,330	358,057	113	3,169
03011001026	Morrisonville CUSD 1	95	48	571,176	101,657	161,460	42,687	305,804	265,373	84	3,159
50082130004	Smithton CCSD 130	114	57	711,218	128,900	176,544	96,174	401,618	309,600	98	3,159
03003002026	Bond County CUSD 2	107	54	3,712,119	380,903	1,161,144	682,669	2,224,717	1,487,402	474	3,138
08043120022	Galena USD 120	89	45	1,752,350	700,098	305,605	341,874	1,347,577	404,774	130	3,114
50082115002	Whiteside SD 115	114	57	2,930,524	573,166	907,595	295,519	1,776,280	1,154,245	371	3,111
47098013002	Rock Falls ESD 13	71	36	1,930,170	83,670	958,226	157,824	1,199,720	730,450	235	3,108

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
21044043003	Buncombe Cons SD 43	118	59	113,627	10,602	48,015	2,317	60,934	52,694	17	3,100
08043210026	River Ridge CUSD 210	89	45	1,263,631	447,499	226,568	242,541	916,608	347,023	112	3,098
06016083002	Mannheim SD 83	77	39	9,140,251	5,116,994	1,800,758	684,241	7,601,994	1,538,257	498	3,089
01009262026	A-C Central CUSD 262	93	47	594,084	97,533	163,550	52,025	313,107	280,977	91	3,088
54092061003	Armstrong-Ellis Cons SD 61	106	53	118,688	35,105	43,454	0	78,558	40,129	13	3,087
45079138026	Steeleville CUSD 138	116	58	754,613	101,430	271,253	91,845	464,528	290,084	94	3,086
08043206026	Stockton CUSD 206	89	45	989,732	292,232	185,114	180,063	657,409	332,323	108	3,077
04101133004	Prairie Hill CCSD 133	69	35	1,028,962	207,436	273,156	143,648	624,240	404,722	132	3,066
21100005026	Carterville CUSD 5	117	59	2,081,408	232,551	635,190	15,530	883,271	1,198,137	394	3,041
17054023026	Mt Pulaski CUSD 23	87	44	771,106	192,011	207,903	110,096	510,010	261,096	86	3,036
13058401026	South Central CUD 401	107	54	1,178,498	127,239	443,630	131,963	702,832	475,666	157	3,030
24047090004	Lisbon CCSD 90	75	38	64,190	13,442	24,281	5,283	43,006	21,184	7	3,026
03011004026	Edinburg CUSD 4	96	48	366,969	81,431	69,149	34,994	185,574	181,395	60	3,023
12080001026	Richland County CUSD 1	109	55	3,390,343	317,826	1,259,668	437,956	2,015,450	1,374,892	456	3,015
11012004C26	Casey-Westfield CUSD 4C	110	55	1,390,307	120,444	519,945	170,975	811,363	578,944	194	2,984
05016069002	Skokie SD 69	16	8	4,013,969	1,884,408	848,562	510,056	3,243,026	770,943	259	2,977
39055011026	Warrensburg-Latham CUSD 11	101	51	852,457	169,895	291,909	9,589	471,393	381,064	128	2,977
08089201026	Dakota CUSD 201	89	45	1,010,619	188,722	258,985	223,938	671,645	338,975	114	2,973
01075004026	Griggsville-Perry CUSD 4	100	50	759,589	83,243	311,009	27,498	421,750	337,839	114	2,964
03026203026	Vandalia CUSD 203	107	54	2,705,581	397,396	1,044,158	280,199	1,721,753	983,828	333	2,954
48072150025	Peoria SD 150	92	46	35,117,967	5,418,823	14,505,589	6,438,319	26,362,731	8,755,236	2,978	2,940
40056008026	Bunker Hill CUSD 8	95	48	808,062	83,950	270,284	75,098	429,332	378,730	129	2,936
13058001003	Raccoon Cons SD 1	107	54	398,627	32,594	127,973	35,657	196,224	202,403	69	2,933
13041079002	Summersville SD 79	115	58	304,462	21,290	106,127	28,236	155,653	148,809	51	2,918
32038124026	Milford Area PSD 124	106	53	888,771	187,030	255,584	164,017	606,631	282,139	97	2,909
30077100026	Century CUSD 100	118	59	574,667	33,994	274,954	22,399	331,346	243,321	84	2,897
34049075002	Mundelein ESD 75	59	30	4,345,093	1,977,936	944,193	398,665	3,320,794	1,024,299	355	2,885
50082060026	New Athens CUSD 60	116	58	727,328	124,734	180,715	119,346	424,795	302,532	105	2,881
48072309026	Brimfield CUSD 309	73	37	1,066,354	403,964	306,451	39,382	749,797	316,557	110	2,878
53090137002	South Pekin SD 137	91	46	552,450	28,068	265,223	60,715	354,006	198,443	69	2,876
12017001026	Hutsonville CUSD 1	110	55	448,058	89,041	173,883	9,733	272,657	175,401	61	2,875
21044133017	Vienna HSD 133	118	59	459,832	80,191	191,075	4,598	275,864	183,969	64	2,875
16019427026	Sycamore CUSD 427	70	35	9,346,527	4,003,419	2,678,084	869,412	7,550,916	1,795,612	625	2,873
30039196026	Elverado CUSD 196	115	58	970,147	77,590	510,175	18,895	606,660	363,487	127	2,862
17054061004	Chester-East Lincoln CCSD 61	87	44	487,510	127,039	106,862	87,836	321,737	165,773	58	2,858
21028099026	Christopher USD 99	117	59	1,434,587	57,103	657,361	140,842	855,305	579,281	203	2,854
13058135002	Centralia SD 135	107	54	3,940,737	341,670	1,690,930	468,268	2,500,868	1,439,870	505	2,851
13014003026	Wesclin CUSD 3	108	54	2,107,185	318,114	687,429	341,503	1,347,046	760,138	267	2,847
21044001026	Goreville CUD 1	118	59	539,506	70,846	202,730	29,701	303,277	236,229	83	2,846
08008399026	Chadwick-Milledgeville CUSD 399	89	45	514,596	108,679	178,462	8,625	295,766	218,830	77	2,842
11023006026	Edgar County CUD 6	102	51	611,830	167,413	166,752	42,977	377,142	234,688	83	2,828
50082040026	Marissa CUSD 40	116	58	1,099,923	118,971	378,705	167,616	665,293	434,630	154	2,822

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
51065202026	Porta CUSD 202	87	44	2,017,899	481,849	455,903	212,695	1,150,447	867,452	308	2,816
03011008026	Pana CUSD 8	95	48	1,817,176	175,624	803,196	196,566	1,175,387	641,789	228	2,815
30073300026	Du Quoin CUSD 300	115	58	2,424,677	251,308	976,438	286,188	1,513,935	910,743	324	2,811
50082196026	Dupo CUSD 196	116	58	1,993,364	151,239	868,551	329,765	1,349,555	643,808	230	2,799
28006098002	Dalzell SD 98	76	38	72,433	3,213	24,455	2,813	30,482	41,951	15	2,797
31045302026	Kaneland CUSD 302	70	35	13,004,751	5,975,195	3,993,055	1,091,862	11,060,113	1,944,639	698	2,786
50082119002	Belle Valley SD 119	114	57	2,428,891	289,827	953,829	271,599	1,515,255	913,636	328	2,785
21044064002	Cypress SD 64	118	59	135,989	7,287	56,874	5,011	69,172	66,816	24	2,784
12017004026	Oblong CUSD 4	110	55	772,821	72,718	354,990	14,007	441,715	331,106	120	2,759
49081040022	Moline-Coal Valley CUSD 40	72	36	12,023,860	2,702,049	3,622,292	2,422,718	8,747,059	3,276,801	1,190	2,754
12051020026	Lawrence County CUD 20	110	55	1,465,834	90,954	635,698	104,422	831,074	634,760	231	2,748
41057005026	Highland CUSD 5	108	54	5,978,804	878,599	2,347,885	911,789	4,138,273	1,840,531	674	2,731
28006502017	Hall HSD 502	76	38	700,896	178,760	293,799	31,903	504,462	196,434	72	2,728
03026202026	St Elmo CUSD 202	107	54	597,458	56,524	217,703	76,522	350,748	246,709	91	2,711
40056006026	Staunton CUSD 6	95	48	1,747,261	181,408	572,273	304,648	1,058,329	688,932	255	2,702
51065213026	Athens CUSD 213	87	44	1,477,057	297,614	506,102	108,619	912,335	564,722	209	2,702
21100004026	Herrin CUSD 4	117	59	3,253,472	329,225	1,311,240	37,005	1,677,471	1,576,002	584	2,699
11021305026	Arthur CUSD 305	102	51	1,775,964	413,763	607,456	74,067	1,095,286	680,678	253	2,690
47098145004	Montmorency CCSD 145	71	36	401,164	72,551	170,745	12,676	255,972	145,192	54	2,689
11021301026	Tuscola CUSD 301	102	51	1,494,355	450,930	464,307	76,700	991,937	502,419	187	2,687
31045129022	Aurora West USD 129	83	42	34,528,603	12,508,727	12,381,751	4,002,802	28,893,281	5,635,322	2,114	2,666
45079001022	Coulterville USD 1	116	58	323,124	31,481	138,482	41,263	211,226	111,898	42	2,664
13041178004	Spring Garden CCSD 178	115	58	396,890	38,482	145,941	63,526	247,949	148,941	56	2,660
56099210016	Lincoln Way CHSD 210	37	19	10,084,040	3,723,531	2,982,794	972,833	7,679,158	2,404,882	904	2,660
21100003026	Crab Orchard CUSD 3	117	59	513,723	66,135	187,806	2,113	256,054	257,669	97	2,656
16019430026	Sandwich CUSD 430	90	45	4,506,047	1,209,881	1,531,065	825,671	3,566,617	939,429	354	2,654
30073050002	Pinckneyville SD 50	116	58	880,593	76,251	412,611	86,619	575,481	305,113	115	2,653
11015005026	Oakland CUSD 5	110	55	446,547	77,614	196,143	21,696	295,452	151,095	57	2,651
30091084026	Shawnee CUSD 84	115	58	882,113	234,587	301,412	59,814	595,813	286,300	108	2,651
17054021026	Hartsburg Emden CUSD 21	87	44	234,725	66,910	75,640	15,507	158,057	76,668	29	2,644
11087003A26	Cowden-Herrick CUSD 3A	102	51	715,048	41,933	268,525	230,178	540,636	174,413	66	2,643
47071221026	Forrestville Valley CUSD 221	89	45	1,087,981	187,146	405,877	67,911	660,934	427,047	162	2,636
12017003026	Palestine CUSD 3	110	55	402,511	55,678	176,933	9,439	242,051	160,460	61	2,630
03011003026	Taylorville CUSD 3	95	48	3,635,143	493,882	1,573,524	86,999	2,154,406	1,480,737	566	2,616
11070302026	Okaw Valley CUSD 302	102	51	591,625	148,601	198,125	50,365	397,090	194,535	75	2,594
03068003026	Hillsboro CUSD 3	95	48	2,118,410	353,509	843,010	35,454	1,231,972	886,438	345	2,569
03025030026	Dieterich CUSD 30	109	55	563,187	56,805	262,186	28,470	347,461	215,726	84	2,568
16019426026	Hiawatha CUSD 426	70	35	960,264	183,228	374,801	140,041	698,070	262,194	103	2,546
33094304026	United CUSD 304	94	47	1,245,156	371,057	401,370	9,905	782,331	462,825	182	2,543
12013025026	North Clay CUSD 25	109	55	776,757	72,796	342,198	21,213	436,207	340,550	135	2,523
40007040026	Calhoun CUSD 40	100	50	657,465	76,238	238,023	40,639	354,901	302,565	120	2,521
13058722026	Odin PSD 722	107	54	392,581	40,398	168,698	15,244	224,340	168,240	67	2,511



Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
40056001026	Carlinville CUSD 1	95	48	1,989,830	348,887	762,239	43,799	1,154,925	834,904	333	2,507
49081034002	Silvis SD 34	71	36	1,010,801	179,503	326,594	176,803	682,899	327,901	131	2,503
53090085002	Robein SD 85	88	44	277,450	94,392	56,533	26,725	177,650	99,800	40	2,495
01001003026	Central CUSD 3	94	47	1,245,011	149,274	476,229	155,588	781,090	463,921	186	2,494
03003001026	Mulberry Grove CUSD 1	107	54	598,075	42,854	268,053	66,139	377,046	221,029	89	2,483
03025010026	Altamont CUSD 10	107	54	1,140,570	133,518	505,388	107,007	745,912	394,657	160	2,467
12040001026	Jasper County CUD 1	109	55	2,312,240	328,693	764,120	605,707	1,698,520	613,720	249	2,465
13014001026	Carlyle CUSD 1	108	54	1,734,376	272,556	591,650	254,947	1,119,153	615,223	250	2,461
11087001026	Windsor CUSD 1	102	51	588,624	93,154	223,555	85,448	402,156	186,468	76	2,454
21100002026	Marion CUSD 2	117	59	4,603,037	1,151,575	1,222,834	48,886	2,423,295	2,179,741	890	2,449
51084001026	Tri City CUSD 1	87	44	889,203	208,161	233,281	98,878	540,320	348,883	143	2,440
30091037004	Anna CCSD 37	115	58	1,192,156	114,912	495,623	71,510	682,046	510,110	212	2,406
34049126017	Zion-Benton Twp HSD 126	61	31	7,974,643	3,830,890	2,639,161	520,447	6,990,499	984,145	409	2,406
21100001026	Johnston City CUSD 1	117	59	1,481,249	202,437	562,660	12,524	777,621	703,628	293	2,401
53090703026	Delavan CUSD 703	87	44	1,250,128	261,375	411,245	267,277	939,897	310,232	130	2,386
40056007026	Gillespie CUSD 7	95	48	2,101,581	164,366	834,120	371,046	1,369,532	732,049	307	2,385
13095010026	West Washington Co CUD 10	108	54	847,046	184,835	266,067	69,569	520,472	326,574	137	2,384
20096112004	Fairfield PSD 112	109	55	1,038,005	106,959	459,331	59,301	625,591	412,414	173	2,384
20033010026	Hamilton Co CUSD 10	118	59	1,751,788	215,594	693,435	79,337	988,367	763,421	322	2,371
13014141502	St Rose SD 14-15	107	54	92,009	14,453	27,927	7,078	49,458	42,551	18	2,364
28037223026	Orion CUSD 223	74	37	1,454,055	352,771	450,130	216,836	1,019,737	434,317	184	2,360
32046258004	St George CCSD 258	34	17	703,525	121,024	302,410	82,266	505,700	197,826	84	2,355
13014012004	Breese ESD 12	108	54	780,208	89,550	227,488	80,923	397,961	382,247	163	2,345
28006505016	Ohio CHSD 505	74	37	144,668	101,193	7,752	699	109,644	35,024	15	2,335
56099017002	Channahon SD 17	86	43	2,131,753	1,257,018	486,500	1,198	1,744,716	387,036	167	2,318
08043119022	East Dubuque USD 119	89	45	894,703	132,268	288,006	216,340	636,614	258,089	112	2,304
08008308026	Eastland CUSD 308	89	45	883,162	398,175	262,239	13,484	673,899	209,263	92	2,275
12017002026	Robinson CUSD 2	110	55	2,441,897	634,295	629,034	253,601	1,516,930	924,967	407	2,273
13041012004	McClellan CCSD 12	115	58	79,130	18,814	27,274	1,449	47,537	31,593	14	2,257
40056005026	Mount Olive CUSD 5	95	48	717,664	51,518	225,109	174,947	451,574	266,090	119	2,236
04101205025	Rockford SD 205	67	34	66,881,986	22,372,668	22,837,390	10,289,685	55,499,743	11,382,243	5,092	2,235
51084003A26	Rochester CUSD 3A	96	48	2,829,000	378,586	995,608	690,791	2,064,985	764,015	344	2,221
30091081016	Anna Jonesboro CHSD 81	118	59	606,299	124,022	251,971	22,817	398,810	207,489	94	2,207
20076001026	Pope Co CUD 1	118	59	596,517	65,055	265,328	16,855	347,238	249,279	113	2,206
13041006004	Grand Prairie CCSD 6	115	58	111,676	12,606	37,216	17,878	67,700	43,976	20	2,199
11012002C26	Marshall CUSD 2C	110	55	2,279,119	281,489	961,003	342,188	1,584,680	694,440	316	2,198
40031010026	Greenfield CUSD 10	100	50	443,352	81,841	186,418	13,626	281,884	161,468	74	2,182
07016126002	Alsip-Hazlgrn-Oaklwn SD 126	27	14	4,594,682	2,646,239	978,229	286,147	3,910,615	684,067	314	2,179
13095099016	Nashville CHSD 99	108	54	608,559	215,628	177,548	24,794	417,971	190,588	89	2,141
56099200U26	Beecher CUSD 200U	34	17	2,550,699	1,352,700	621,290	146,375	2,120,364	430,335	201	2,141
11087021026	Central A & M CUD 21	95	48	1,393,528	243,646	840,948	9,716	1,094,310	299,218	141	2,122
03025020026	Beecher City CUSD 20	107	54	326,571	77,715	109,958	20,325	207,998	118,574	56	2,117

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
11023001026	Shiloh CUSD 1	102	51	712,511	224,466	227,967	59,360	511,793	200,718	95	2,113
13058100026	Patoka CUSD 100	107	54	411,660	130,168	116,857	33,144	280,169	131,491	63	2,087
44063018004	Riley CCSD 18	63	32	451,430	213,030	78,238	54,072	345,340	106,091	51	2,080
20035001026	Hardin County CUSD 1	118	59	990,966	48,912	484,925	131,941	665,778	325,188	159	2,045
45079134004	Prairie Du Rocher CCSD 134	116	58	230,921	18,718	62,968	55,657	137,343	93,578	46	2,034
13095015004	Ashley CCSD 15	115	58	185,026	20,037	68,342	7,739	96,118	88,908	44	2,021
13058007004	Iuka CCSD 7	107	54	338,885	30,264	172,919	17,088	220,271	118,614	59	2,010
31045101022	Batavia USD 101	49	25	18,267,291	9,674,258	4,635,887	1,974,229	16,284,373	1,982,918	1,001	1,981
51084008026	Pleasant Plains CUSD 8	99	50	1,191,603	425,841	294,193	137,636	857,670	333,933	169	1,976
17053090017	Pontiac Twp HSD 90	106	53	1,684,670	979,373	473,544	6,161	1,459,078	225,593	115	1,962
15016299025	City of Chicago SD 299	5	3	923,013,854	143,244,168	524,676,510	130,203,808	798,124,486	124,889,368	63,966	1,952
32046005026	Manteno CUSD 5	34	17	4,304,278	1,419,403	1,692,167	318,265	3,429,836	874,442	450	1,943
03025050026	Teutopolis CUSD 50	109	55	1,219,954	175,513	406,106	332,326	913,945	306,009	159	1,925
13058111002	Salem SD 111	107	54	1,454,819	154,935	713,619	98,011	966,565	488,253	255	1,915
30073101016	Pinckneyville CHSD 101	116	58	590,956	108,171	286,754	49,036	443,962	146,994	78	1,885
13058600016	Salem CHSD 600	107	54	955,520	201,403	418,910	95,959	716,273	239,248	127	1,884
28006092002	Cherry SD 92	76	38	55,051	17,048	17,294	0	34,342	20,709	11	1,883
13095049004	Nashville CCSD 49	108	54	812,651	178,994	231,919	101,292	512,206	300,445	160	1,878
11015002026	Mattoon CUSD 2	110	55	5,315,993	1,334,654	2,093,015	558,983	3,986,652	1,329,341	716	1,857
32038010026	Iroquois West CUSD 10	106	53	2,435,015	316,989	1,621,777	37,933	1,976,699	458,317	249	1,841
11018003026	Neoga CUSD 3	110	55	843,416	176,366	393,509	34,192	604,067	239,349	132	1,813
17054088002	New Holland-Middletown ED 88	87	44	115,354	21,678	36,482	19,561	77,721	37,633	21	1,792
51084011026	Pawnee CUSD 11	99	50	840,927	299,642	166,896	114,559	581,098	259,829	145	1,792
45067004026	Columbia CUSD 4	116	58	2,125,019	473,157	660,553	550,513	1,684,223	440,796	250	1,763
13014046002	Willow Grove SD 46	108	54	312,810	29,381	127,014	63,373	219,769	93,042	53	1,756
12013010026	Clay City CUSD 10	109	55	301,210	54,166	152,399	5,205	211,770	89,440	52	1,720
44063046003	Prairie Grove CSD 46	52	26	2,318,129	1,438,073	371,001	225,654	2,034,728	283,401	165	1,718
01001001026	Payson CUSD 1	94	47	675,564	92,158	302,225	87,431	481,815	193,749	113	1,715
13058010004	Selmaville CCSD 10	107	54	246,017	41,573	105,953	24,658	172,184	73,834	44	1,678
21028091004	Akin CCSD 91	117	59	132,881	57,994	29,513	13,541	101,048	31,833	19	1,675
32046006026	Grant Park CUSD 6	34	17	575,003	182,521	201,831	80,821	465,173	109,829	66	1,664
44063002003	Nippersink SD 2	63	32	2,289,455	906,454	806,007	275,284	1,987,745	301,710	185	1,631
13014060002	Germantown SD 60	108	54	194,303	21,641	71,838	21,798	115,277	79,026	49	1,613
07016172002	Sandridge SD 172	33	17	881,345	230,470	357,913	163,396	751,779	129,566	81	1,600
33048210026	Williamsfield CUSD 210	74	37	288,575	148,200	71,821	0	220,021	68,554	44	1,558
39055001026	Argenta-Oreana CUSD 1	101	51	706,963	184,804	280,168	6,240	471,212	235,751	158	1,492
48072322026	Elmwood CUSD 322	73	37	781,798	334,449	252,604	32,105	619,157	162,641	111	1,465
30091043004	County of Union Sch Dist No43	115	58	551,778	45,077	281,339	41,615	368,032	183,747	126	1,458
30091016004	Lick Creek CCSD 16	118	59	90,100	7,934	42,818	2,979	53,731	36,369	25	1,455
31045300026	CUSD 300	65	33	57,303,936	30,375,756	16,057,566	5,789,514	52,222,836	5,081,100	3,550	1,431
03026204026	Ramsey CUSD 204	107	54	590,880	41,418	330,590	79,752	451,759	139,121	98	1,420
51065200026	Greenview CUSD 200	87	44	347,772	149,386	82,648	30,184	262,218	85,554	61	1,403

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
13058200017	Centralia HSD 200	107	54	2,521,449	561,561	1,516,842	132,923	2,211,327	310,122	227	1,366
13014186002	North Wamac SD 186	108	54	265,340	27,980	154,110	8,752	190,842	74,497	56	1,330
11023095025	Paris-Union SD 95	102	51	1,712,012	206,365	878,798	213,875	1,299,039	412,973	311	1,328
09010188004	Gifford CCSD 188	104	52	157,150	57,443	58,740	6,696	122,879	34,272	26	1,318
01009064026	Virginia CUSD 64	93	47	298,553	78,950	96,387	37,810	213,147	85,406	68	1,256
30073204004	CCSD 204	116	58	121,136	42,061	35,369	5,007	82,437	38,699	31	1,248
11023003026	Kansas CUSD 3	110	55	238,797	67,461	97,909	32,666	198,036	40,761	33	1,235
04004200026	North Boone CUSD 200	69	35	3,254,472	1,276,829	1,092,919	511,476	2,881,224	373,248	304	1,228
13014021002	Aviston SD 21	108	54	192,115	23,056	88,687	10,396	122,140	69,975	57	1,228
13095011004	Irvington CCSD 11	108	54	91,597	30,371	34,194	3,951	68,515	23,082	19	1,215
20096014004	Geff CCSD 14	109	55	114,400	6,632	65,705	15,344	87,680	26,719	22	1,215
13041082002	Bethel SD 82	115	58	242,979	36,862	118,073	22,729	177,664	65,315	54	1,210
30073005002	Tamaroa School Dist 5	115	58	194,548	12,993	109,249	21,321	143,563	50,985	43	1,186
31045046022	SD U-46	43	22	91,227,950	40,958,898	32,324,512	10,253,810	83,537,219	7,690,730	6,556	1,173
11012003C26	Martinsville CUSD 3C	110	55	455,448	51,466	236,660	48,701	336,827	118,621	106	1,119
30039086003	DeSoto Cons SD 86	115	58	312,315	57,245	180,196	16,831	254,273	58,042	55	1,055
19022002002	Bensenville SD 2	77	39	6,179,156	3,664,439	978,152	1,116,140	5,758,730	420,426	403	1,043
08089145022	Freeport SD 145	89	45	8,293,728	2,866,257	3,283,847	1,350,963	7,501,067	792,661	773	1,025
13058002003	Kell Cons SD 2	107	54	100,702	11,175	53,406	4,379	68,960	31,742	31	1,024
20093017024	Allendale CCSD 17	109	55	135,460	22,578	70,662	1,972	95,213	40,248	40	1,006
21028174026	Thompsonville CUSD 174	117	59	280,627	35,270	165,705	24,836	225,811	54,816	59	929
47071269004	Eswood CCSD 269	90	45	280,187	68,143	62,757	123,807	254,707	25,480	29	879
39074100026	Cerro Gordo CUSD 100	101	51	349,493	89,760	138,890	64,632	293,282	56,211	64	878
48072066002	Bartonville SD 66	92	46	485,912	312,614	100,204	18,499	431,317	54,595	63	867
54092010026	Potomac CUSD 10	106	53	236,411	53,503	134,813	14,624	202,940	33,471	40	837
13014063002	Albers SD 63	108	54	114,087	26,130	57,053	4,603	87,786	26,301	34	774
13058133002	Central City SD 133	107	54	401,113	25,380	262,402	33,288	321,070	80,044	108	741
13014057002	Bartelso SD 57	108	54	60,594	9,623	26,377	5,583	41,583	19,011	26	731
20096006004	New Hope CCSD 6	109	55	119,362	16,521	75,728	4,450	96,699	22,663	31	731
50082181002	Signal Hill SD 181	113	57	481,301	94,826	264,728	58,729	418,283	63,018	91	693
51084015026	Williamsville CUSD 15	87	44	1,076,559	263,398	567,047	91,856	922,301	154,258	233	662
13014062002	Damiansville SD 62	108	54	48,408	10,858	25,303	3,653	39,815	8,593	14	614
31045301026	Central CUSD 301	70	35	8,556,642	5,887,474	1,939,079	390,468	8,217,022	339,621	581	585
11023004026	Paris CUSD 4	102	51	507,805	155,435	238,337	67,459	461,231	46,574	103	452
39074005026	Bement CUSD 5	101	51	356,409	169,795	150,406	2,886	323,088	33,321	86	387
20097005026	Carmi-White County CUSD 5	109	55	2,806,271	1,457,270	910,823	325,551	2,693,644	112,626	334	337
11087005A26	Stewardson-Strasburg CUD 5A	102	51	339,124	73,102	186,857	61,236	321,195	17,929	66	272
28006084004	Malden CCSD 84	76	38	173,992	92,957	52,921	25,449	171,327	2,665	15	178
31045303026	St Charles CUSD 303	65	33	30,832,502	20,451,033	7,562,085	2,566,200	30,579,318	253,184	1,931	131
39055015026	Meridian CUSD 15	102	51	422,637	150,553	263,140	9,178	422,871	(234)	143	(2)
53090606004	Spring Lake CCSD 606	91	46	118,416	47,723	51,766	19,181	118,670	(255)	19	(13)
16019425026	Indian Creek CUSD 425	90	45	1,769,058	1,068,365	452,192	257,446	1,778,004	(8,946)	129	(69)

Illinois State Board of Education  
School Business Services Division  
**2018 Special Education Expenditures and Receipts Report**  
**(By Net Expenditure Per Child Count - Decending)**

<u>RCDT No</u>	<u>District Name</u>	<u>House Districts</u>	<u>Senate Districts</u>	<u>Expenditures</u>	<u>Local Receipts</u>	<u>State Receipts</u>	<u>Federal Receipts</u>	<u>Total Receipts</u>	<u>Net Expenditures</u>	<u>Special Education Child Count</u>	<u>Net Expenditure Per Child Count</u>
32038249026	Crescent Iroquois CUSD 249	106	53	82,714	61,367	25,568	0	86,934	(4,221)	19	(222)
39074057026	Deland-Weldon CUSD 57	101	51	185,204	113,627	78,864	2,316	194,807	(9,603)	39	(246)
50082070004	Freeburg CCSD 70	114	57	642,757	207,981	310,748	166,641	685,370	(42,613)	137	(311)
06016212016	Leyden CHSD 212	78	39	15,228,172	11,681,828	3,092,969	748,193	15,522,990	(294,818)	517	(570)
28088001026	Bradford CUSD 1	73	37	390,029	273,965	144,697	1,492	420,154	(30,125)	49	(615)
19022203026	Naperville CUSD 203	41	21	49,202,134	37,325,296	10,386,001	4,435,474	52,146,771	(2,944,637)	2,285	(1,289)
44063200026	Woodstock CUSD 200	63	32	15,787,876	11,384,671	3,462,211	2,217,198	17,064,080	(1,276,204)	945	(1,350)
44063012026	Johnsburg CUSD 12	63	32	3,534,994	2,616,289	1,234,098	612,718	4,463,105	(928,111)	331	(2,804)
07016220017	Reavis Twp HSD 220	23	12	2,177,614	1,645,470	1,048,262	488,783	3,182,515	(1,004,901)	247	(4,068)
04101322026	Durand CUSD 322	89	45	1,701,434	1,786,828	404,386	175,375	2,366,589	(665,155)	88	(7,559)
45079122019	Chester N HSD 122	116	58	27,680	17,509	19,792	0	37,301	(9,620)	1	(9,620)
<b>Total</b>				<b>5,217,876,972</b>	<b>1,246,526,545</b>	<b>1,684,222,006</b>	<b>522,620,332</b>	<b>3,453,368,882</b>	<b>1,764,508,090</b>	<b>351,499</b>	<b>5,020</b>

# ILLINOIS STATE BOARD OF EDUCATION

## Special Education Expenditures and Receipts Report School Code, Section 2-3.145 (105 ILCS 5/2-3.145)

May 1, 2018

Appendices



James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

## Appendix A

# Special Education Expenditures and Receipts Report - 2018

(Based on the FY17 Annual Financial Report Data)

## DEFINITIONS & ASSUMPTIONS

### DEFINITIONS

**Basis of Accounting:** Is either a cash basis or an accrual basis. For purposes of reporting on the AFR (ISBE Form 50-35), cash basis includes a “modified cash” basis and accrual basis includes a “modified accrual” basis.

**Expenditures:** Transactions involving the disbursement of cash or the establishment of an obligation without creating an asset or canceling a liability.

**Net Expenditures:** Expenditures minus the sum of federal, state, and local receipts (Note: negative value indicates receipts exceed expenditures).

**Receipts:** Transactions involving the receipt of cash (or other economic resources) without creating a liability or canceling an asset.

- **Federal Receipts:** Consisting of federal grants, aids and reimbursements (4000 Accounts)
- **State Receipts:** Consisting of state grants, aids and reimbursements (3000 Accounts)
- **Local Receipts:** Consisting of taxes, tuition, charges for services, fees, investment income, and miscellaneous proceeds (1000 Accounts)

**Special Education Child Count:** Are determined from the “Special Education Funding and Child Tracking System” (FACTS) or “Fall Housing Report System” for FY07 “Student Information System” or SIS for FY08 and beyond. Special education students reported must be eligible to receive services or be in a special education program receiving direct or related services, be at least age three through age 21, inclusive, and have an individualized education program (IEP) or individualized services plan (ISP) in place. Applicable categories are:

- A. **Special Education Child Count:** Obtained from the “FACTS Report” submitted to ISBE.
- B. **Special Education Child (Full-time Equivalent) Count:** Calculated from the “FACTS Report” utilizing each student’s beginning & end date and percent of time in special education as determined by the education environment.
- C. **Total Child Count:** Obtained from the “Fall Housing Report” submitted to ISBE.
- D. **Special Education Child Count divided by Total Child Count:** Calculated from information in items A & C above.
- E. **Special Education Child Full-time Equivalent Count divided by Total Child Count:** Calculated from information in items B & C above.

## **ASSUMPTIONS**

- Figures exclude the Municipal Retirement/Social Security Fund. This fund is created if a separate tax is levied to provide resources for the school district's share of retirement benefits for covered employees or a separate tax is levied to provide resources for the district's share of social security and medicare only payments for covered employees. If these taxes are not levied, the payments should be charged to the fund where the salary is charged.
- Figures include expenditures for Bilingual programs, but exclude expenditures from Vocational Education or Title I programs.
- "Flow-Through Receipts from One Local Education Entity to Another Local Education Agency" include only the flow-through monies from federal sources (2200 Account). Similar receipts from state or local sources are excluded (2100 & 2300). However, each school district's related receipts and expenditures will be captured in the calculation.
- The school district AFR may be filed using either the cash or the accrual basis of accounting. Adjustments have not been made for any differences in the recognition/timing of receipts and/or expenditures that result from the basis of accounting used by the school district.
- Chicago Educational Services Block Grant (3767 Account) is included for the Chicago School District 299 with the percent of special education determined annually from the district's total special education funding. This block grant is authorized by the School Code, Section 1D-1.
- The data is limited to the accuracy as reported to ISBE from the districts.
- Attendance/Social Worker and Psychological Services are assumed at 90% special education for all districts. Other Support Services – Pupil are assumed at 5% special education for all districts.
- The percentage of time assumed for special education is the highest percentage allowable for each designated educational environment. For example, if the designated educational environment reports a student is 40 to 79% in the regular classroom, it is assumed that the student is 60% special education.
- The special education pupil transportation expenditures and receipts are obtained from the unaudited Pupil Transportation Claim as submitted by the district.

**Appendix B**

**Illinois State Board of Education  
Tony Smith, Ph.D., State Superintendent of Education**

**School Business Services**

**Data Source for the Summary Report of**

**Special Education Expenditures & Receipts - School Code, Section 2-3.145 (105 ILCS 5/2-3.145) \***

(Based on the FY17 Annual Financial Report Data)

**RCDT Code:**

**District:**

A. Special Education Child Headcount = 150.00

D. Special Education Head Count divided by Total Headcount = 0.30927

B. Special Education Child Full-time Equivalent Count = 45.00

E. Special Education Full-time Equivalent Count divided by Total Headcount = 0.09277

C. Total Child Headcount = 485.00

<u>Fund</u>	<u>Page</u>	<u>Line</u>	<u>Col</u>	<u>LineDesc</u>	<u>Amount</u>	<u>Percent SpecEd</u>	<u>AmountSpEd</u>
<b>A. Total Expenditures</b>							
1. ED	15	8	K	1200 Special Education Programs (1200-1220)	429,593	100%	429,593.00
2. ED	15	9	K	1225 Special Education Programs K-12	75,927	100%	75,927.00
3. ED	15	15	K	1600 Summer School Programs	0	9.277000%	0.00
4. ED	15	18	K	1800 Bilingual Programs	0	9.277000%	0.00
5. ED	15	22	K	1912 Special Education Programs K-12 - Private Tuition	0	100%	0.00
6. ED	15	23	K	1913 Special Education Programs Pre-K - Tuition	0	100%	0.00
7. ED	15	29	K	1919 Summer School Program - Private Tuition	0	9.277000%	0.00
8. ED	15	31	K	1921 Bilingual Programs - Private Tuition	0	9.277000%	0.00
9. ED	15	36	K	2110 Attendance & Social Work Services	0	90%	0.00
10. ED	15	37	K	2120 Guidance Services	49,333	9.277000%	4,576.62
11. ED	15	38	K	2130 Health Services	47,418	30.927000%	14,664.96
12. ED	15	39	K	2140 Psychological Services	0	90%	0.00
13. ED	15	40	K	2150 Speech Pathology & Audiology Services	68,365	100%	68,365.00
14. ED	15	41	K	2190 Other Support Services -- Pupils	9,840	5%	492.00
15. ED	15	44	K	2210 Improvement of Instruction Services	424,130	9.277000%	39,346.54
16. ED	15	45	K	2220 Educational Media Services	23,492	9.277000%	2,179.35
17. ED	15	46	K	2230 Assessment & Testing	12,500	30.927000%	3,865.87
18. ED	15	49	K	2310 Board of Education Services	24,122	9.277000%	2,237.79
19. ED	15	50	K	2320 Executive Administration Services	116,183	9.277000%	10,778.29
20. ED	15	51	K	2330 Special Area Administrative Services	0	9.277000%	0.00
21. ED	16	55	K	2410 Office of the Principal Services	610,867	30.927000%	188,922.83
22. ED	16	59	K	2510 Direction of Business Support Services	0	9.277000%	0.00
23. ED	16	60	K	2520 Fiscal Services	53,873	9.277000%	4,997.79
24. ED	16	61	K	2540 Operation & Maintenance of Plant Services	140,486	9.277000%	13,032.88
25. O&M	17	124	K	2540 Operation & Maintenance of Plant Services	168,313	9.277000%	15,614.39
26. Pupil Transportation Claim Details (ISBE Form 5023)				Line 23 Total Costs - Special Education FY2018:(School Year 2016-2017)	18,156	100%	18,156.00
27. ED	16	64	K	2570 Internal Services	0	9.277000%	0.00
28. ED	16	72	K	2600 Total Support Services - Central	114,174	9.277000%	10,591.92
29. ED	16	79	K	4120 Payments for Special Education Programs	80,150	100%	80,150.00
30. ED	16	86	K	4220 Payments for Special Education Programs - Tuition	0	100%	0.00
31. ED	16	94	K	4320 Payments for Special Education Programs - Transfers	0	100%	0.00
32. ED	17	101	K	4400 Payments to Other Districts & Govt Units (Out of State)	0	100%	0.00
33. Total (Lines 1 through 32)							983,492.23
<b>B. Less Receipts/Revenues or Disbursements/Expenditures Not Applicable To Operating Expense of Regular Program</b>							
34. ED	9	5	C	1110 Designated Purposes Levies (1110-1120)	423,362	9.277000%	39,275.29
35. ED	9	7	C	1140 Special Education Purposes Levy	7,038	100%	7,038.00
36. O&M	9	7	D	1140 Special Education Purposes Levy	0	100%	0.00
37. ED	9	10	C	1170 Summer School Purposes Levy	0	9.277000%	0.00



**Appendix B**

**Illinois State Board of Education  
Tony Smith, Ph.D., State Superintendent of Education**

**School Business Services**

**Data Source for the Summary Report of**

**Special Education Expenditures & Receipts - School Code, Section 2-3.145 (105 ILCS 5/2-3.145) \***

(Based on the FY17 Annual Financial Report Data)

38. ED	9	14	C	1210 Mobile Home Privilege Tax	0	9.277000%	0.00
39. ED	9	15	C	1220 Payments From Local Housing Authorities	0	9.277000%	0.00
40. ED	9	16	C	1230 Corporate Personal Property Replacement Taxes	110,867	9.277000%	10,285.13
41. ED	9	17	C	1290 Other Payments in Lieu of Taxes	0	9.277000%	0.00
42. ED	9	32	C	1341 Special Education Tuition From Pupils or Parents (In State)	0	100%	0.00
43. ED	9	33	C	1342 Special Education Tuition From Other Districts (In State)	0	100%	0.00
44. ED	9	34	C	1343 Special Education Tuition From Other Sources (In State)	0	100%	0.00
45. ED	9	35	C	1344 Special Education - Tuition From Other Sources (Out of State)	0	100%	0.00
46. ED	10	65	C	1510 Interest on Investments	670	9.277000%	62.15
47. ED	11	112	C	2200 Flow-Through Revenue from Federal Sources	0	100%	0.00
48. ED	11	117	C	3001 General State Aid - Sec. 18-8.05	2,521,256	9.277000%	233,896.91
49. ED	11	118	C	3002 General State Aid Hold Harmless/Supplemental	0	9.277000%	0.00
50. ED	11	120	C	3099 Other Unrestricted Grants-in-Aid from State Sources	0	9.277000%	0.00
51. ED	11	124	C	3100 Special Education - Private Facility Tuition	0	100%	0.00
52. ED	11	125	C	3105 Special Education - Extraordinary	50,465	100%	50,465.00
53. ED	11	126	C	3110 Special Education - Personnel	61,453	100%	61,453.00
54. ED	11	127	C	3120 Special Education - Orphanage - Individual	0	100%	0.00
55. ED	11	128	C	3130 Special Education - Orphanage - Summer	0	100%	0.00
56. ED	11	129	C	3145 Special Education - Summer School	0	100%	0.00
57. ED	11	130	C	3199 Special Education - Other	0	100%	0.00
58. ED	11	142	C	3305 Bilingual Education - Downstate - TPI and TBE	0	9.277000%	0.00
59. ED	11	143	C	3310 Bilingual Education - Transitional Bilingual Education	0	9.277000%	0.00
60. ED				Line 47 Prorated Spec. Ed. Pupil Trans. Reimbursement FY2018:(School Year 2016-2017)	13,216	100%	13,216.00
61. ED	13	218	C	4600 Fed - Spec Education - Preschool Flow-Through	2,839	100%	2,839.00
62. ED	13	219	C	4605 Fed - Spec Education - Preschool Discretionary	0	100%	0.00
63. ED	13	220	C	4620 Fed - Spec Education - IDEA - Flow Through/Low Incidence	20,222	100%	20,222.00
64. ED	13	221	C	4625 Fed - Spec Education - IDEA - Room & Board	12,859	100%	12,859.00
65. ED	13	222	C	4630 Fed - Spec Education - IDEA - Discretionary	0	100%	0.00
66. ED	13	223	C	4699 Fed - Spec Education - IDEA - Other	0	100%	0.00
67. ED	13	230	C	4850 General State Aid - Education Stabilization	0	9.277000%	0.00
68. ED	13	236	C	4856 IDEA - Part B - Preschool	0	100%	0.00
69. ED	13	237	C	4857 IDEA - Part B - Flow-Through	0	100%	0.00
70. ED	13	248	C	4870 General State Aid - Other Govt Services Stabilization	0	9.277000%	0.00
71. ED	14	270	C	4991 Medicaid Matching Funds - Administrative Outreach	16,824	100%	16,824.00
72. ED	14	271	C	4992 Medicaid Matching Funds - Fee-For-Service Program	1,081	100%	1,081.00
73. Total (lines 34 through 72)							469,516.48
74. Total (Estimated Unreimbursed Cost of Special Education (Line 33 minus Line 73)							513,975.75

\* These limited calculations are those that were thoroughly discussed and agreed upon with the bill sponsor. This report is not intended to be wholly conclusive of the total cost incurred by districts to educate their special needs students and should not be construed as such. Figures are compiled from the Annual Financial Reports (ISBE Form 50-35) filed pursuant to Sections 3-7 and 3-15.1 of the School Code. Additional information was obtained from the Pupil Transportation Claim Detail (ISBE Form 5023); the Annual Claim for Pupil Transportation Reimbursement Computation Worksheet Summary (ISBE Form 5023); the Student Information System (SIS); and school district enrollment.

\*\* Public Act 99-0523 requires school districts to expend a portion of FY17 General State Aid for Special Education Services. For the amount see ISBE link: <https://www.isbe.net/Pages/Special-Education-Approval-and-Reimbursement.aspx>

**PLACEHOLDER**

**V.F. \*Statewide Single Audit (This item has been removed from the agenda.)**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**Agenda Topic:** Student Success/School Quality Indicators

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Mary Reynolds, Executive Director, Innovation and Secondary Transformation  
A. Rae Clementz, Director of Assessment

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the State Board approve the P-2, 3-8, and College and Career student success/school quality indicators for inclusion in Illinois' accountability system.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

Including the P-2, 3-8, and College and Career student success/school quality indicators as part of the Every Student Succeeds Act (ESSA) accountability system supports the following Board goals:

- All kindergartners are assessed for readiness
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**Background Information**

The accountability system in ESSA consists of two different parts, academic indicators and one or more school quality/student success indicators. The former are identified in ESSA statute.<sup>1</sup> The latter, developed in consultation with stakeholders, must meet the following criteria:

1. The indicator(s) allows for meaningful differentiation in school performance;
2. The indicator(s) must be valid and reliable;<sup>2</sup>

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<sup>1</sup> The academic indicators identified in statute include attainment in English language arts and math, English Learner Proficiency, Growth (in third through eighth grades), and high school graduation rates.

<sup>2</sup> For the P-2 and 3-8 working groups, reliability and validity were often limitations that resulted in an indicator not being recommended. In recent years, a similar concern was raised by states that include "meta-indicators" in

3. The same indicator(s) must be used within each grade span;
4. The indicator(s) must be comparable and applicable statewide;
5. The indicator(s) must be measured and reported annually for all students and disaggregated by subgroup;

Illinois identified the following school quality/student success indicators for inclusion in the accountability system: chronic absenteeism, climate survey, fine arts, 9<sup>th</sup> grade on track (grades 9-12 only), P-2 (P-8 only), 3-8 (P-8 only).

Illinois indicated in its ESSA State Plan that the P-2 and 3-8 indicators require additional work and that ISBE would receive recommendations from stakeholder groups for each indicator no later than December 31, 2017.<sup>3</sup> Stakeholder groups consisting of teachers, administrators, and other education advocates met from May through December 2017. The recommendations for each indicator were shared with the Board at its January 17, 2018, Board meeting and were released for public comment. The public comment period concluded on February 16, 2018.

ISBE received 86 comments. The majority provided feedback on multiple indicators.

### **P-2 Indicator**

The P-2 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The P-2 Indicator Working Group’s final recommendation focuses on three indicators: chronic absenteeism in the K-2 years, provision of required services for K-2 dual language learners (DLLs), and participation in enrichment and acceleration.

#### *P-2 Indicator Working Group Final Recommendations*

<b>Indicator</b>	<b>Weight</b>	<b>Rationale</b>
Chronic Absenteeism <sup>4</sup>	2%/5% (if not enough DLLs) <sup>5</sup>	Research shows that reducing chronic absenteeism in the early grades is correlated with improving numerous longer-term outcomes valued in the ESSA State Plan. Strategies for reducing chronic absenteeism include activities that are consistent with key values identified by the group (such as wrap-around services and family engagement). Overweighting K-2 chronic absenteeism places an additional focus on the K-2 years, which is particularly important given the absence of other indicators for those years. The group is aware that there are challenges with chronic absenteeism as a metric and hopes that ISBE will continue to study the impact of its inclusion in the accountability formula and make any necessary adjustments in the future.

accountability systems (e.g., an indicator like P-2 that is made up of a number of metrics). States using “meta-indicators” must keep in mind the importance of data collection and validation in order to ensure reliability and validity.  
<sup>3</sup> The fine arts indicator is currently under development. Recommendations will be submitted no later than December 31, 2018.

<sup>4</sup> Chang, H. N., & M. Romero. “Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades.” National Center for Children in Poverty, September 2008.

<sup>5</sup> The n size for purposes of accountability is 20. Those schools with an English Learner subgroup population of 19 or fewer would not be included for the accountability calculation for the DLL metric.

Indicator	Weight	Rationale
Dual Language Programs	3%	The K-2 years are an extremely important developmental period for dual language learners, and data shows that DLLs are disproportionately represented in early childhood and the younger grades. Districts and schools are already required to provide specialized services to DLLs meeting certain established criteria and to track data about that service provision. Including the indicator in the accountability formula will create added incentive for districts and schools to meet their obligations. <sup>6</sup>
Participation in Enrichment and Acceleration	0%	The working group recommended that student participation in enrichment and acceleration, with at least 5% of K-2 children participating in either acceleration or enrichment, be used as a metric. Stakeholders felt strongly that improved access to enrichment and acceleration is a value, and many members of the group appreciated that the indicator provided an avenue for low-resource schools to meet the needs of children who are capable of acceleration. The group also recommended that the indicator be revisited in two years and discussed the fact that the potential impact of this indicator will be affected by related conversations about the need for a broad curriculum and greater opportunities for access to arts education.

Public Comment

About 60 of the 86 comments received pertained to the P-2 indicator. The overwhelming majority of comments were in support of the participation in enrichment and acceleration indicator. Rationale for inclusion includes meeting the needs of all students, including those identified as gifted (e.g., acceleration); being “good” for all children (e.g., enrichment); and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of the participation in enrichment and acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Commentators also urged ISBE to not overweight chronic absenteeism at the P-2 grade span. A few commentators recommended that ISBE consider including an indicator for reading at grade level by the end of third grade.

<sup>6</sup> Collier, V. and W.P. Thomas (2004), “The Astounding Effectiveness of Dual Language Education for All,” NABE Journal of Research and Practice, 2:1. Accessed on February 18, 2018: [http://hillcrest.wacoisd.org/UserFiles/Servers/Server\\_345/File/Publications/ELL/Dual%20language%20survey.pdf](http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf)  
 Steele, J., Slater, R., Zamarro, G., et al (2015). *Effects of dual language immersion on students’ academic performance*. Accessed on February 24, 2018, at <http://www.sole-jole.org/16111.pdf> .

### Discussion

Comments on chronic absenteeism for the P-2 indicator identified its importance, but some stakeholders expressed concerns with its overweighting in the system. ESSA requires the accountability system to include only grades 3 through 12. Including chronic absenteeism in the P-2 system extends the grade range for collecting that data without overweighting. Moreover, ISBE currently collects attendance data in grades K-2.<sup>7</sup>

ISBE will revisit the enrichment and acceleration metric in subsequent years as suggested by the P-2 Indicator Working Group and identified in the ESSA State Plan for Illinois.<sup>8</sup>

Research suggests that chronic absenteeism, participation in enrichment and acceleration opportunities, and dual language programs are important in supporting the development of the whole child. Yet, these three indicators are, in effect, inputs. The inclusion of the third-grade literacy metric creates a more robust indicator that provides an indication of how these inputs, over time, impact outcomes in later grades.<sup>9</sup>

ISBE believes the inclusion of third-grade literacy is an important addition to the P-2 indicator because it aligns with the Board goal that “90 percent or more of third-grade students are reading at or above grade level.” It also emphasizes the importance of early literacy as a student matures. Initially, ISBE will use final grades or commensurate standards-based grading in third-grade English language arts (ELA)/reading for this metric. This portion of the indicator will be revised, as appropriate, as additional data is collected and/or becomes available.<sup>10</sup>

### Superintendent’s Recommendation for P-2 Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the P-2 indicator intersects with other portions of the accountability system were all considered. The following modifications to the P-2 stakeholder recommendation are proposed for approval:

<b>Indicator</b>	<b>Weight</b>
Chronic Absenteeism	1.5%
Dual Language Programs	1.5%
Participation in Enrichment and Acceleration	0%
3 <sup>rd</sup> Grade Literacy <sup>11</sup>	2%

<sup>7</sup> HB 5711 and SB 3536 both propose to collect absenteeism data from any public preschool program receiving state funds.

<sup>8</sup> The Accelerated Placement Act (PA 100-0421), effective July 1, 2018, requires that districts have a policy that allows for accelerated placement of students, both those identified for gifted services and those who have not been identified but show high ability and would benefit from such placement.

<sup>9</sup> The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

<sup>10</sup> Attendance Works and Campaign for Grade-Level Reading. (2014). Attendance in the early grades: Why it matters for reading. Accessed February 24, 2018, at <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf>.

<sup>11</sup> Hernandez, D. (2011). *Double Jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

Author (2015). *Why third grade is a pivotal year for mastering literacy*. Center for Public Education.

For the purposes of accountability, data collected for the P-2 indicator will not be used to determine a summative designation or identify a school for support until ISBE has three years of data AND the Accountability Technical Advisory Committee (TAC) has had time to study this information to ascertain its validity and reliability.

This approach is different from what is identified in the ESSA State Plan for Illinois.<sup>12</sup> This approach is recognized practice when including new data in an accountability system and will allow ISBE to collect data and determine a baseline from which performance levels are determined prior to using it for the purposes of accountability.<sup>13</sup>

Data collection for those metrics for which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.

ISBE will test the following questions over the next three years:

- “If a child participates in enrichment activities in P-2, then what is the relationship, if any, between these earlier learning experiences and the student’s third-grade reading grade?”
- “If a child participates in a dual language program in P-2, then what is the relationship, if any, between these earlier learning experiences and the student’s third-grade reading grade?”

In the interim, the P-2 workgroup indicated an interest during the development of recommendations to identify a “well-rounded curriculum” indicator. This work should continue in order to develop the most appropriate indicator that looks at inputs (e.g., access to and participation in) and outputs (e.g., the connectivity between previous experiences and future work).

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<sup>12</sup> Even with this modification of implementation, ISBE still meets the requirements of the law and, in particular, the inclusion of one or more student quality/student success indicators. ISBE currently collects data on chronic absenteeism, student voice in the climate survey, and 9<sup>th</sup> grade on track. This data will be used for identification of schools for comprehensive and targeted supports prior to 2018-19 school as well as in subsequent years. These data meet the requirements identified above for inclusion in an accountability system.

<sup>13</sup> Specifically, until the 2021-22, the school quality and student success indicators in the P-2 system for the purposes of accountability include chronic absenteeism and student voice on a climate survey. For the 9-12 system, indicators for the purposes of accountability include 9<sup>th</sup> grade on track, chronic absenteeism, and student voice on a climate survey.

### **3-8 Indicator**

The 3-8 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The Elementary and Middle Grades Indicator Working Group's final recommendation focuses on two indicators: chronic absenteeism and participation in enrichment and acceleration.

#### **3-8 Indicator Working Group Final Recommendations**

<b>Indicator</b>	<b>Weight</b>	<b>Rationale</b>
Chronic Absenteeism <sup>14</sup>	5%	Chronic absenteeism already is contained as a school quality/student success indicator. It meets the criteria for school quality/student success indicators in ESSA and has a strong research base to support its inclusion.
Participation in Enrichment and Acceleration	0%	Stakeholders recommend that participation in enrichment and acceleration be added to the plan as a 3-8 indicator worth 0% of the school's overall score. ISBE should formally revisit this indicator after the 2019–20 school year and after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

#### **Public Comment**

More than 50 of the 86 comments received pertained to the 3-8 indicator. The overwhelming majority of comments were in support of the participation in enrichment and acceleration indicator. Rationale for inclusion includes meeting the needs of all students, including those identified as gifted (e.g., acceleration); being “good” for all children (e.g., enrichment); and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of the participation in enrichment and acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Some commenters agreed with the explanation in the 3-8 working group document and emphasized the importance of considering how a well-rounded education could be represented in an accountability system.

Of central concern from stakeholders was the overweighting of chronic absenteeism. There is no prohibition in ESSA to using an indicator more than once in the accountability system (and commenters already do support its use as an indicator), but some also view the overweighting chronic absenteeism as problematic.<sup>15</sup>

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<sup>14</sup> U.S. Department of Education. “Chronic Absenteeism in the Nation’s Schools. An Unprecedented Look at an Educational Crisis.” (2016): <https://www2.ed.gov/datastory/chronicabsenteeism.html>. Center, Utah Education Policy. “Research brief: Chronic absenteeism.” Research Brief, University of Utah, College of Education (2012).

<sup>15</sup> For example, one commenter wrote, “While chronic absenteeism is an excellent measure of student engagement, it is also an indicator of a student’s socio-economic status and health. Overweighting this measure will most likely



## Discussion

ISBE agrees with stakeholders who are concerned with the overweighting of chronic absenteeism. That indicator is already part of the P-8 system, so ISBE contemplated identifying an “output” to provide information to districts and schools regarding student outcomes within the elementary years. ISBE believes the inclusion of fifth-grade mathematics is an important addition to the 3-8 indicator because it aligns with the Board goal that “90 percent or more of fifth-grade students meet or exceed expectations in mathematics.” Initially, ISBE will use final grades or commensurate standards in fifth-grade math for this metric.<sup>16</sup> This portion of the indicator will be revisited and revised, as appropriate, as additional data is collected and/or becomes available.<sup>17</sup>

Some research suggests that performance at particular points in middle school is suggestive of a student succeeding in high school.<sup>18</sup> The Middle School Success indicator assumes grades 6-8 and the importance of connectivity between middle school and high school. Ensuring this connection is paramount for those students near or outside of the boundaries of the sphere of success. Using grades in core courses is helpful in ensuring each and every child receives the supports she or he requires in order to be successful.<sup>19</sup> The Middle School Success indicator includes grades or commensurate standards in the core content areas in grades 6 through 8 (e.g., ELA, math, science, and social studies). Specifically, it considers the percentage of students in grades 6, 7, and 8 who have received at least one A or B or commensurate standards-based grading<sup>20</sup> and no grade of D and F or commensurate standards<sup>21</sup> in core content courses. Additionally, this indicator will include discipline data on students in grades 6, 7, and 8 who have experienced a suspension or expulsion. The score that the school receives on the Middle School Success indicator will be determined by equally weighting each part of the indicator (e.g., course grades or commensurate standards and discipline data).

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cause unintended negative outcomes for already low-performing schools.” Another submitted a similar rationale: “Research shows it (chronic absenteeism) to be an indicator of student poverty, which is clearly linked to student health considerations, including asthma, oral health, behavioral health, exposure to violence and trauma, and acute health issues. While chronic absenteeism is a good ‘trigger’ for identifying students in need of additional supports, overweighting this indicator will once again stack the deck against the schools serving our most vulnerable students.”

<sup>16</sup> The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

<sup>17</sup> For instance, some research that suggests participation in career technical education (CTE) activities, wherein a child can learn, practice, and refine knowledge, skills and adaptive competencies, support a higher likelihood of success in high school.

Author. (2017). *Career Exploration in Middle School*. Association on Career and Technical Education.

<sup>18</sup> Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

Allensworth, E., Gwynne, J., Moore, P., and de la Torre, m. (20014). *Middle Grade Indicators of Readiness in Chicago Public Schools*. University of Chicago Consortium of Chicago School Research. Chicago, IL: University of Chicago.

Kieffer, M.J., and Marinell, W.H. (2012). *Navigating the Middle Grades: Evidence from New York City*. New York, NY: Research Alliance for New York City Schools.

Kurlaender, M., Reardon, S.F., and Jackson, J. (2008). *Middle School Predictors of High School Achievement in Three California School Districts*. Santa Barbara, CA: University of California, California Dropout Research Project.

<sup>19</sup> Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

<sup>20</sup> For instance, the commensurate standards for a student receiving an “A” or “B” include “Exceptional” and “Meets Standard.”

<sup>21</sup> For example, the commensurate standard for a “D” or “F” is “Below Standard.”

Research suggests that chronic absenteeism, participation in enrichment and acceleration,<sup>22</sup> academic performance, and student discipline are important in supporting a young person as she or he transitions from middle school to high school. These indicators are, in effect, inputs as a student transitions into high school. The inclusion of the Middle School Success metric provides an indication of how these inputs provide information for the types of support a child may need while transitioning from middle school to high school.

Superintendent’s Recommendation on the 3-8 Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the 3-8 indicator intersects with other portions of the accountability system were considered. The following modifications to the 3-8 Indicator Working Group recommendation are proposed for approval:

Indicator	Weight
Participation in Enrichment and Acceleration	0%
5 <sup>th</sup> Grade Math	2%
Middle School Success	3%

For the purposes of accountability, data collected for the 3-8 indicator will not be used to determine a summative designation or identify a school for support until ISBE has three years of data AND the Accountability TAC has time to study this information to ascertain its validity and reliability. Data collection for those metrics for which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.

ISBE will test the following question over the next three years: “If a child participates in enrichment and/or acceleration activities in 3-8, then what is the relationship, if any, between this experience and the student’s fifth-grade math grade and middle school success?”

In the interim, the 3-8 workgroup indicated an interest during the development of recommendations to identify a “well-rounded curriculum” indicator This work should continue in order to develop the most appropriate indicator that looks at inputs (access to and participation in) and outputs (the connectivity between previous experiences and future work).

**College and Career Readiness Indicator**

The College and Career Readiness (CCR) indicator will receive 6.25 percent of the weight in the accountability system beginning in the 2019-20 school year. The CCR Indicator Working Group’s final recommendation focuses on refining the metric provided in the ESSA State Plan for Illinois as well as developing the definitions to assist in data collection. Working groups identified metrics for the P-2 and 3-8 indicators, but a CCR indicator was developed as part of the ESSA State Plan for Illinois. A central focus during the development was the consideration of an indicator consisting of multiple metrics that attempt to balance the variety of experiences through which a student can demonstrate the knowledge, skills, and adaptive competencies necessary for success in college and career.

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<sup>22</sup> Kim, M., (2016). A meta-analysis of the effects of enrichment programs on gifted students. *Gifted Child Quarterly* 60(2).

Cho, S., Lee, M. S. (2006). Effects of the enrichment program for the economically disadvantaged gifted on their aspirations and satisfaction with the program. *KEDI Journal of Educational Policy*, 3(2), 81-97.

CCR Indicator Working Group Final Recommendations

Please note that the following recommendations modify portions of the CCR indicator submitted as part of the ESSA State Plan for Illinois. Recommended additions or deletions by the CCR working group are indicated by either underline (addition) or ~~strikethrough~~ (deletion).

**Distinguished Scholar**

- GPA: 3.75/4.0
- ACT: ~~30~~ or SAT: 1400
- At least one academic indicator in each ELA and math during junior/senior year (Algebra II at any time)
- Three career ready indicators during junior/senior year [~~Algebra II can be in any year, if they earn an A, B, or C~~]
- 95% attendance in junior and senior year

**College and Career Ready**

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year

**AND**

3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year
- Three career ready indicators during junior/senior year

**Academic Indicators**

<b>ELA</b>	<b>Math</b>
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
<del>IB Exam 4+</del>	<del>IB Exam 4+</del>
<del>College Remedial Transitional English (A, B, or C)</del>	<del>College Remedial Transitional Math (A, B, or C)</del>
	Algebra II (A, B, or C)
<del>Minimum ACT Subject Scores of English 18, Reading</del>	22 Minimum ACT Subject Score of Math 22, + Math in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

### **Career Ready Indicators [Minimum of 3]**

- ~~Workplace Learning~~ career development experience
- Industry credential
- Military service (including ROTC)
- Dual credit career pathway course (college credit earned ~~A or B grade~~)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

#### Public Comment

More than 50 of the 86 comments submitted pertained to the CCR indicator. In particular, concerns were expressed regarding minimum GPA and math requirements and rigor of the requirements in regard to college readiness, as well as questions regarding the definitions of specific metrics within the indicator and the lack of inclusion of specific programs in regard to a student selecting a career area of interest. So, too, some commentators expressed concern that ISBE is requiring an indicator that requires additional study to ascertain if it is, in fact, predictive of college and career success.

A number of commenters expressed concern about the proposed 2.8/4.0 GPA. Many stated that this GPA was “too low” and not necessarily indicative of students who would be able to enter into college without having to complete remedial coursework. Also, some comments focused on GPA in math apart from the other academic indicators appropriate for the demonstration of college and career readiness.<sup>23</sup> Related to this, some commenters stated that students meeting the CCR requirements as currently drafted might not be ready for admission to selective institutions.

Some of the commenters had questions regarding how metrics are defined. For instance, a few commenters asked what “transitional” in transitional math means.<sup>24</sup> In addition, teachers of family and consumer science courses urged ISBE to include their discipline within career area endorsement areas.<sup>25</sup> A few commenters shared questions about if the set of metrics in Illinois’ ESSA State Plan are predictive of success in college and career. Finally, one commentator asked how districts will collect and report this data.

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<sup>23</sup> Sawhill, I., Winship, S., & Searle Grannis, K., (2012). *Pathways to the Middle Class: Balancing Personal and Public Responsibilities*. Center on Children and Families. Brookings Institution. pp. 8-15.

Hondra, M., Lewis, K. (2017). *How well does high school grade point average predict college performance by student urbanicity and timing of college entry?* REL Northwest.

Hondra, M., and Cox. M. (2017). *Developmental Education and College Readiness at the University of Alaska*. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation & Policy Analysis*, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>

<sup>24</sup> In addition to recommending modifications to the CCR indicator, the working group provided recommendations on the definitions for the individual metrics (e.g., career development experience, military experience).

<sup>25</sup> The state endorsement framework identified in the CCR recommendation document does not eliminate any cluster area. It simply organizes the National Career Cluster Framework (<https://careertech.org/career-clusters>) into the seven proposed areas. The National Career Cluster Framework is the foundation for virtually every state’s CTE program administration. Family and consumer science fits under several of the endorsement areas recognized by ISBE.

### Discussion

Unlike the P-2 and 3-8 indicators, the CCR indicator was developed as part of the ESSA State Plan for Illinois approved in August 2017. Business leaders, teachers, school and district administrators, and other advocates worked throughout the drafting of the plan prior to submission to the U.S. Department of Education (ED) to develop an indicator that balanced academic and career ready indicators in order to best ensure that students are college *and* career ready. One commenter indicated that much of the framework for the CCR indicator is grounded upon the *National College and Career Readiness Indicators*.<sup>26</sup> In addition to identifying the metrics for the CCR indicator, the working group also proposed definitions that will assist in clarifying data collection requirements for districts.<sup>27</sup>

In order to include the range of experiences required, a number of metrics must be included that frame the idea of readiness as well as the multiple experiences that a student can undergo to demonstrate readiness for college and career. The proposed CCR indicator for Illinois is not substantively different from what other states have developed.<sup>28</sup>

Other states have used a similar “multiple metric” approach to their CCR indicators. Some states include Advanced Placement (AP) and International Baccalaureate (IB) scores, SAT or ACT performance, receipt of dual credit, qualification for an industry certification,<sup>29</sup> completion of Algebra II (A, B, or C), 2.8 GPA,<sup>30</sup> community service, participation in extra and co-curricular activity, attendance, and military preparation.<sup>31</sup> In addition, some states also include a metric for civic engagement and the Seal of Biliteracy.<sup>32</sup>

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<sup>26</sup> For more information on this and the research supporting the different metrics, please access <https://www.redefiningready.org/>.

<sup>27</sup> Author. (2012). Illuminating college and career readiness: State report cards for districts and schools. *Achieve*.

<sup>28</sup> As of September 2017, 36 states include some form of CCR indicator in their accountability system. Author (2017). How are other states incorporating college and career readiness into their accountability systems under ESSA? Education Commission of the States.

<sup>29</sup> One commenter was concerned that students who earn an Emergency Medical Technician or Certified Nursing Assistant license must have a high school diploma. Thus, clarification of definition proposed by the working group is warranted.

<sup>30</sup> Sawyer, R. (2013). Beyond correlations: Usefulness of high school GPA and test scores in making college admissions decisions. *Applied Measurement in Education*, 26. In particular, data suggest that for students attending non-selective institutions, GPA is more useful for the purposes of admissions and performance whereas test scores (ACT) are more useful than GPA for high selectivity and performance. Both GPA and test scores are important predictors for academic success in college.

<sup>31</sup> This includes things such as JROTC or receiving a specific score on the Armed Services Vocational Aptitude Battery.

<sup>32</sup> Please access <https://www.redefiningready.org/essaupdates/> to see what states with approved ESSA State Plans are including in their CCR indicators.

### Superintendent's Recommendation for the CCR Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the CCR indicator intersects with other portions of the accountability system were considered. The following modifications to the CCR Indicator Working Group recommendation are proposed for approval. (Modifications of the recommendation are identified in [blue text](#).)

#### **Distinguished Scholar<sup>33</sup>**

- GPA: 3.75/4.0
- [ACT: 30<sup>34</sup>](#) or SAT: 1400
- At least one academic indicator in each ELA and math [during junior/senior year \(Algebra II at any time\)](#)
- Three career ready indicators during junior/senior year ~~[Algebra II can be in any year, if they earn an A, B, or C]~~<sup>35</sup>
- 95% attendance junior and senior year

#### **College and Career Ready**

1. GPA: 2.8/4.0<sup>36</sup>
2. 95% attendance in high school junior and senior year<sup>37</sup>

#### **AND**

#### 3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year<sup>38</sup>
- Three career ready indicators during junior/senior year

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<sup>33</sup> Please note that the Distinguished Scholar designation is similar to the Seal of Biliteracy or Global Scholars designation in that a student, in order to obtain such a designation on a high school diploma, must complete a set of requirements. ISBE is responsible for developing and adopting administrative rules in order for the designation to appear on a high school diploma.

<sup>34</sup> Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

<sup>35</sup> The inclusion of this text attached to completion of three career ready indicators in the approved ESSA State Plan for Illinois was in error.

<sup>36</sup> Hondra, M., Lewis, K. (2017). How well does high school grade point average predict college performance by student urbanicity and timing of college entry? REL Northwest.

Hondra, M., and Cox, M. (2017). Developmental Education and College Readiness at the University of Alaska. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation & Policy Analysis*, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>.

<sup>37</sup> Davila, A., & Mora, M. (2007). An assessment of civic engagement and educational attainment. The Center for Information & Research on Civic Learning and Engagement.

<sup>38</sup> Some commentators identified that schools should use the Postsecondary and Career Framework (PaCE). PaCE is part of the Postsecondary and Workforce Readiness Act and can be accessed at [https://www.isbe.net/Documents/PaCE\\_Revisions.pdf](https://www.isbe.net/Documents/PaCE_Revisions.pdf).

### Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+ <sup>39</sup>
<del>College Remedial</del> Transitional English (A, B, or C) <sup>40</sup>	<del>College Remedial</del> Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading	22 Minimum ACT Subject Score of Math 22, + Math in Senior Year <sup>41</sup>
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540, <sup>42</sup> + Math in Senior Year

### Career Ready Indicators [Minimum of 3]

- *Career development* experience<sup>43</sup>
- Industry credential<sup>44</sup>
- Military Service (~~including ROTC~~) or an ASVAB score of 31<sup>45</sup> or higher
- Dual Credit Career Pathway Course (college credit earned ~~A or B grade~~)<sup>46</sup>
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

For the purposes of accountability, data collected for CCR indicator will not be used to determine a summative designation or identify a school for support until ISBE has three years of data AND the Accountability TAC has had time to study this information to ascertain its validity and reliability. Data collection for those metrics for which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.

<sup>39</sup> Currently, ISBE does not collect IB exam data. However, more than 70 schools offer IB programs and 36 of them offer the diploma program. An additional field will be included in SIS in order to capture this information.

<sup>40</sup> The change in language aligns with PA 9-674 (Postsecondary and Workforce Readiness Act).

<sup>41</sup> Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

<sup>42</sup> The score of 540 on the English and math portions of the SAT align with the cut scores/performance levels adopted by ISBE in October 2017.

<sup>43</sup> The change in language aligns with PA-9-674 (Postsecondary and Workforce Readiness Act).

<sup>44</sup> A stakeholder expressed concern regarding the requirement that a student must have a high school diploma for the receipt of an industry credential. Therefore, the definition for meeting the metric will include additional language that reflects that a student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

<sup>45</sup> This is the minimum score required for enrollment in the Army branch of the armed forces.

<sup>46</sup> The identification of an "A or B grade" is redundant.

ISBE will test the questions over the next three years:

- “If a child participates in enrichment activities in 3-8, then what is the relationship, if any, between these earlier learning experiences and graduating high school college and career ready?”
- “If a child receives at least one A or B or commensurate standards-based grade in core content areas in grades 6 through 8 and no discipline referrals in grades 6 through 8, then what is the relationship, if any, between these earlier learning experiences and graduating high school college and career ready?”

### **Financial Background**

N/A

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** The ESSA State Plan for Illinois was approved by ED on August 30, 2017. ISBE indicated in the plan that recommendations for the P-2, 3-8, and CCR indicators would be submitted no later than December 31, 2017. Approving these indicators will allow ISBE to continue moving toward implementation in 2018-19.

**Budget Implications:** A deliberate attempt was made to use data already collected in the Student Information System (SIS) for the purposes of accountability. The new accountability system, however, will require some additional data fields (e.g., IB exam scores, community service, summer employment). In all likelihood, this will have an impact of the cost of this work for ISBE and districts.

**Legislative Action:** The Governmental Affairs staff has worked with ISBE program staff to make necessary modifications to statute in order to implement ESSA.

**Communication:** ISBE continues to share the process of implementing ESSA with stakeholders. Once the indicators are approved, staff will communicate with districts as well as SIS vendors to ensure that these systems are modified to collect the required accountability data.

### **Pros and Cons of Various Actions**

**Pros:** Approving the P-2, 3-8, and CCR indicators will ensure that ISBE is meeting the commitments identified and approved in the state plan required by ESSA.

**Cons:** Not approving the P-2, 3-8, and CCR indicators will result in Illinois being out of compliance with the requirements set forth in ESSA.

### **Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby approves the Superintendent’s recommendations for the P-2, 3-8, and College and Career Ready indicators.

### **Next Steps**

Upon Board authorization, agency staff will communicate the recommendations with the field, Technical Advisory Council, and ISBE Information Technology staff.



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *SL*

**Agenda Topic:** Cut Score Recommendations for Redeveloped Licensure Tests: English Language Arts (207), Mathematics (208), Social Science: Economics (244), Social Science: Geography (245), Social Science: History (246), Social Science: Political Science (247), Social Science: Psychology (248), and Social Science: Sociology and Anthropology (249)

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning  
Emily Fox, Division Administrator, Educator Effectiveness

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve cut score recommendations for the following redeveloped licensure tests: English Language Arts, Mathematics, Social Science: Economics, Social Science: Geography, Social Science: History, Social Science: Political Science, Social Science: Psychology, and Social Science: Sociology and Anthropology.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

Teacher candidates must successfully complete an exam in their respective content area (e.g., English Language Arts, Mathematics, Social Science) prior to receiving a teaching license, among other requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracted with Evaluation Systems Group of Pearson to develop and deliver the various content exams required for licensure. Evaluation Systems Group of Pearson has been working with ISBE during the 2016–18 test administration years to continue redevelopment for 23 Illinois Licensure Testing System (ILTS) test fields in nine phases, which will continue through 2019. New development of the tests in the ILTS program ensures alignment to relevant state and national standards. The last major redevelopment of tests in the ILTS program occurred during the 2001-05 time period. Content specific pedagogy and reading literacy in the content areas are included in the current redevelopment of ILTS tests.

Pearson completed phase 3 of redevelopment by establishing standard-setting panels for each of the following tests: English Language Arts, Mathematics, Social Science: Economics, Social Science: Geography, Social Science: History, Social Science: Political Science, Social Science:

Psychology, and Social Science: Sociology and Anthropology. The standard-setting conference, which was held January 25-28, 2018, resulted in cut score recommendations for each of the eight tests. The panels, which were seeking diversity in ethnicity, gender, and school setting (e.g., urban, rural, small, large), were composed of Illinois public school teachers who are endorsed and practicing in the respective fields and educator preparation faculty who are preparing future Illinois teachers in the eight fields. (See Appendix A: Table 1.)

Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists for all eight fields were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). Panelists were provided with detailed descriptors of JAQC and were asked to refer to the descriptors several times throughout the conference.

Panelists began item-rating activities following the JAQC discussions. This work occurred through multiple rounds. Each round resulted in a more refined judgment on scorable items. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple-choice question considering the expected performance level of “just acceptably qualified” entry-level candidates in Illinois.

Once the Round 1 ratings were complete, Evaluation Systems analyzed the data for each test and provided panelists with summaries of their Round 1 results. After discussing the rating summaries, committee members had an opportunity to make revisions to their Round 1 item-level judgments during Round 2. This same process was used in Rounds 2 and 3 in order to identify the recommended cut scores for each test. (See Appendix A: Table 2.)<sup>1</sup>

The recommended cut scores were shared with the State Educator Preparation and Licensure Board (SEPLB). On April 6, 2018, SEPLB recommended that ISBE adopt a cut score recommendation at one SEM below the panel recommended cut score for the following redeveloped tests: English Language Arts, Mathematics, Social Science: Economics, Social Science: Geography, Social Science: History, Social Science: Political Science, Social Science: Psychology, and Social Science: Sociology and Anthropology. The rationale for this recommendation was that these are new licensure exams in low incidence programs and in order to collect data on the appropriateness of the cut scores, institutions should have a year in which their candidates can complete the exams. In the past with one exception,<sup>2</sup> ISBE has approved the panel recommended scores for all licensure tests. The procedure described in this memo for score setting is rigorous and recognizable as a standard approach in the field. Moreover, it uses teachers and higher education faculty to determine both the JACQ who would take the exam and based upon that, a recommended cut score.

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<sup>1</sup> Appendix A: Table 2 provides information on standard error of measurement (SEM) adjustments for each of the eight tests. The cut scores recommended by the panels are provided for each test, along with cut scores at 1 and 2 SEM adjustments above and below the panel recommendations. Please note that the final approved cut scores will be converted to the 100-300 scale, with a 240-scaled score representing the approved raw cut score for each test.

<sup>2</sup> The middle grade programs leading to licensure and assignability in fifth through eighth grades, did not exist prior to the 2013 school year. In 2013, ISBE, upon the recommendation from stakeholders, approved the standards that institutions would use to apply in order to offer new middle grade programs. In this instance, Pearson, after a panel had recommended a cut score, suggested that ISBE use a cut score one standard error of measurement lower than the recommendation as the program in question was new in Illinois. None of the exams considered in this memo are new programs.

**Financial Background:**

Not applicable.

**Business Enterprise Program (BEP):**

Not applicable.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approving the cut scores will ensure that the licensure tests, which range in cost from \$122-\$162, are aligned to relevant national and state standards outlined in 23 Illinois Administrative Code. Approval of cut scores aligns with the implementation for the tests as they become operational on May 14, 2018.

**Budget Implications:** Not applicable.

**Legislative Action:** Not applicable.

**Communication:** Communication to the field will include dissemination of information regarding the redevelopment of the English Language Arts, Mathematics, Social Science: Economics, Social Science: Geography, Social Science: History, Social Science: Political Science, Social Science: Psychology, and Social Science: Sociology and Anthropology fields and that the tests become operational on May 14, 2018.

**Pros and Cons of Various Actions:**

**Pros:** These tests will become operational May 14, 2018. Approving the scores will allow educators to continue to register for the exams and obtain a score.

**Cons:** Educators who take the exam would not be able to enroll in student teaching until a cut score is approved. A passing score on the content test is required prior to student teaching per 23 Illinois Administrative Code 25.720.

**Superintendent's Recommendation:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the panel-recommended cut scores for the following redeveloped tests: English Language Arts, Mathematics, Social Science: Economics, Social Science: Geography, Social Science: History, Social Science: Political Science, Social Science: Psychology, and Social Science: Sociology and Anthropology.

**Next Steps:**

Upon Board authorization, agency staff will inform Evaluation Systems Group of Pearson that the cut scores have been approved.

## Appendix A

**Table 1: ILTS Phase 3 Standard-Setting Committee Composition**

KEY						
Race/Ethnicity			Region			
H=Hispanic or Latino B=Black or African American (not Hispanic or Latino) W=White (not Hispanic or Latino) NA=Not Answered			CA=Chicago Area NE=Northeast EC=East Central NC=North Central C=Central SE=Southeast SW=Southwest WC=West Central NW=Northwest NA=Not Answered			
Test Field	Faculty	Public School Educator	Race/Ethnicity	Gender	Total	Region
English Language Arts (207)	4	13	H=2 B=2 W=10 NA=3	M=2 F=15	17	CA=4 NE=2 EC=1 SE=3 SW=3 WC=3 NW=1
Mathematics (208)	2	14	H=3 W=8 NA=5	M=3 F=13	16	CA=6 NE=1 EC=1 SE=1 SW=2 WC=4 NA=1
Social Science: Economics (244)	1	9	B=2 W=5 NA=3	M=6 F=4	10	CA=5 EC=1 SE=2 WC=1 NW=1
Social Science: Geography (245)	2	12	W=9 NA=5	M=5 F=9	14	CA=4 NE=1 EC=2 NC=1 C=1 SE=2 WC=1 NW=2
Social Science: History (246)	3	12	H=1 B=2 W=8 NA=4	M=5 F=10	15	CA=6 NE=2 EC=2 C=1 SW=3 WC=1

Social Science: Political Science (247)	1	12	B=1 W=11 NA=1	M=7 F=6	13	CA=3 NE=1 EC=2 SE=3 NW=3 NA=1
Social Science: Psychology (248)	1	8	W=5 NA=4	M=4 F=5	9	CA=2 NE=1 EC=1 WC=2 NW=3
Social Science: Sociology/Anthropology (249)	1	7	H=1 W=7	M=4 F=4	8	CA=4 NE=2 EC=1 NC=1

## Appendix A

**Table 2: Panel-Recommended Cut Scores (PRC) with Standard Error of Measurement (SEM) Adjustments**

**All tests consist of multiple-choice-only fields**

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
English Language Arts (207)	48	52	56/80	60	64
Mathematics (208)	47	51	55/80	59	63
Social Science: Economics (244)	39	44	48/80	52	57
Social Science: Geography (245)	46	50	54/80	58	62
Social Science: History (246)	40	44	49/80	53	58
Social Science: Political Science (247)	44	48	52/80	57	61
Social Science: Psychology (248)	37	41	46/80	50	55
Social Science: Sociology and Anthropology (249)	39	44	48/80	53	57

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 18, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Karen Corken, First Deputy Superintendent *KAC*

**Agenda Topic:** 2018 Legislative Session Update

**Materials:** None

**Staff Contact(s):** Amanda Elliott, Co-Director of Legislative Affairs  
Sarah Hartwick, Co-Director of Legislative Affairs

**Purpose of Agenda Item**

The purpose of the agenda item is to give an update to the Board on the 2018 spring legislative agenda.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**Background Information**

Licensure

- HB 4280 (Pritchard) Requires the State Board of Education to establish and maintain the Growing Future Educators Program to train high school graduates who at one time have been identified as English learners and who are enrolled in an approved educator preparation program, among other qualifications, to become secondary language educators.
- HB 4706 (Scherer) provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider).

- HB 4956 (Cavaletto) provides that, beginning with the 2019-2020 academic year, every public university in this State that offers an educator preparation program must offer to those students enrolled in the educator preparation program a 3-year degree completion program. Provides that prior to implementation of the program, a public university shall submit to the Board of Higher Education the curriculum and requirements of its program for approval. Provides that upon completion of the program, a student shall receive a bachelor's degree and qualify for entitlement for licensure. Requires the Board of Higher Education, in consultation with the State Educator Preparation and Licensure Board and the State Board of Education, to adopt rules to implement the program. Effective immediately.
- HB 5063 (Greenwood) provides that, beginning July 1, 2018, an individual who has not been entitled to teach in this state by an Illinois-approved educator preparation program and obtains an educator license under the Code may apply for a refund of the required application fee after 12 months of issuance and shall be issued a refund from the State Board of Education if the individual provides evidence that he or she has taught at a school district for at least 12 months.
- HB 5110 (Lang) amends the Clinical Social Work and Social Work Practice Act and the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act. Provides that the Department of Financial and Professional Regulation shall (rather than may) issue a license as a clinical social worker, social worker, professional counselor, or clinical professional counselor, without the required examination, to an applicant licensed under the laws of another jurisdiction if the requirements for licensure in that jurisdiction are, on the date of licensure, substantially equivalent to the requirements under the Act or to any person who, at the time of his or her licensure, possessed individual qualifications that were substantially equivalent to the requirements then in force in this state.
- HB 5196 (Greenwood) amends the Educator Licensure Article of the School Code to provide that, beginning July 1, 2018, a licensee who holds a paraprofessional educator endorsement on an Educator License with Stipulations is not required to pay a license renewal fee.
- HB 5754 (Finnie) provides that a principal endorsement shall be affixed to a Professional Educator License of any holder who, in addition to other requirements in the Code, has at least four total years of teaching or four total years of working in the capacity of school support personnel in a school under the supervision of the Illinois Department of Corrections (or in combination with other permitted schools).
- SB 1829 (Hutchinson) provides that, beginning with the 2018-19 school year and until the 2023-24 school year, an individual may teach preschool children in an early childhood program that receives grants under the Code if he or she holds (i) a Professional Educator License with an early childhood education endorsement, (ii) a Professional Educator License with short-term approval for early childhood education, (iii) an ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under the Department of Human Services Act, or (iv) an Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has either passed a foreign language content test in the applicable content area or has completed no fewer than nine semester hours of college coursework in the area of early childhood education.
- SB 2658 (Schimpf) provides that a Professional Educator License with Stipulations with a provisional educator endorsement obtained by a service member or a spouse of a service member is valid until June 30 immediately following three (rather than two) years



of the license being issued. Defines "spouse of a service member." Effective September 3, 2018.

- SB 2838 (Link)/HB 4742 (Ford) provides that, by January 1, 2019, the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms. Outlines requirements and definitions for implementation.
- SB 2844 (Aquino) requires the State Board of Education to establish and maintain the Growing Future Educators Program to train high school graduates who at one time have been identified as English learners and who are enrolled in an approved educator preparation program, among other qualifications, to become secondary language educators. Provides that each school district that chooses to participate in the Program shall partner with one public, regionally accredited institution of higher education in this State that offers a pre-approved educator preparation program and each qualified high school graduate participating in the program through the district must be enrolled at that institution in its educator preparation program. Provides that for each semester that a qualified high school graduate is participating in the program, the State Board shall issue the person a paraprofessional educator endorsement on an Educator License with Stipulations and the person must be employed as a part-time employee by the participating district as a paraprofessional working under the supervision of a district employee with a Professional Educator License. Sets forth provisions concerning funding, submitting program data, reporting to the General Assembly, and rulemaking. Effective immediately.
- SB 2892 (Manar)/ HB 5175 (Hoffman) provides that, beginning July 1, 2019, in fixing the salaries of teachers, a school board shall pay those who serve on a full-time basis a rate not less than \$40,000 per year.
- SB 3045 (Manar) Amends the Downstate Teacher Article of the Illinois Pension Code. For the period beginning July 1, 2018 through June 30, 2020, increases the amount of employment as a teacher that a retired teacher may perform without impairing retirement status; allows 120 paid days or 600 paid hours in a school year, but not more than 100 paid days in the same classroom. Effective immediately.
- SB 3220 (Aquino) provides that the State Board of Education shall not approve a course of study under the Alternative Educator Licensure Program for Teachers unless the State Board can demonstrate that there is a need for a particular type of licensed educator offered by the course of study.

#### School Choice

- HB 4227 (Sosnowski) amends the Invest in Kids Act. Provides that the term "qualified school" also means a nonpublic school that has been registered with the State Board of Education for at least one year and is currently seeking the status of "Nonpublic School Recognition" from the State Board of Education under the School Code.
- SB 2236 (Bertino-Tarrant) amends the Invest in Kids Act. Provides that no credits may be awarded under the Act for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Provides that the carry-forward period for those credits shall be suspended for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Requires the State Board of Education to determine whether or not the state has met the minimum funding level for the fiscal year and to transmit a copy of the determination to the Department of Revenue.

## ISBE

- HB 4284 (Chapa LaVia) provides that, for State Board of Education appointments made after the effective date of the amendatory Act, three of the members of the State Board must represent the educator community. Sets forth the qualifications for these members and makes other changes with regard to the qualifications of members of the State Board.
- HB 4369 (Sommer) provides that the State Board of Education shall develop and maintain a handbook to be made available on its internet website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every four years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook.
- HB 4495 (Thapedi) Creates the Vocational Academy Opportunity Act. Creates 2 vocational academies, one located in Cook County and the other in St. Clair County, which shall be residential institutions. Provides that each academy shall be a State agency, funded by State appropriations, private contributions, and endowments. Provides that the academies shall be governed by a single Board of Trustees for the collective operation and oversight of the academies. Provides for the membership of the Board. Specifies the duties and powers of the Board. Provides that each academy shall be empowered to lease or purchase real and personal property on commercially reasonable terms for the use by the academy.
- HB 5062 (Flowers) provides that, beginning with the 2018-19 school year, the State Board of Education shall develop and maintain a program aimed at facilitating education in advanced manufacturing technical skills. Provides that the program shall be implemented in no less than 12 public high schools, over the span of three years, where the youth unemployment rate is at least twice the national average. Specifies program requirements. Provides that the State Board shall ensure that each high school participating in the program has adequate funding for at least one industry coordinator, tutoring, pre-employment and on-the-job mentoring, professional and leadership development, and life and financial management instruction. Provides that the State Board shall use a program provider to help design, build, and accredit the training program.
- SB 2998 (Althoff) with regard to State assessments, provides that the State Board of Education shall develop a process for the college and career ready assessment that allows a school board to apply to the State Board to utilize the nationally recognized and locally selected assessment option of the federal Every Student Succeeds Act. Requires that the State Board of Education adopt technical criteria under specified federal law and rule to evaluate the proposed assessment.
- SB 3236 (Manar) provides that a school report card shall include the most current data possessed by the State Board of Education relating to a school district's administrative costs; defines "administrative costs."

## School Districts

- HB 536 (Greenwood) Amends the Transportation Article of the School Code. Provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pick-up point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides for the adoption of guidelines by the local law enforcement agency as to what

constitutes a serious safety hazard due to a course or pattern of criminal activity. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Authorizes the local law enforcement agency to determine what constitutes a course or pattern of criminal activity. Makes related changes. Provides that the changes made by the amendatory Act do not apply to the Chicago school district. Effective immediately.

- HB 1252 (Lilly/Cullerton) amends the School Code. Provides that every public elementary school shall include in its 6th, 7th, and 8th grade curriculum, beginning with the 2018-2019 school year, a unit of instruction studying civics.
- HB 4209 (Welch), in a Section concerning kindergartens, provides that, beginning with the 2019-20 school year, each school board must establish a kindergarten with full-day attendance (instead of allowing a school board to establish a kindergarten with half-day attendance or with full-day attendance).
- HB 4232 (Severin) requires a school board to publish a notice that the district's annual statement of affairs is available on the State Board of Education's internet website and in the district's main administrative office (instead of requiring a summary of the statement of affairs to be published).
- HB 4755 (Hoffman) provides that no less than 50 percent of the custodial employees employed by a school board shall be certified as structural pest control technicians by the Department of Public Health. Provides that the school board shall pay any application or examination fee required for the certification of a custodial employee.
- HB 5247 (Pritchard)/SB 3226 (Weaver) provides that, no later than 6 months after the effective date of the amendatory Act, the State Board of Education shall initiate the Rulemaking process to adopt Rules as may be necessary to allow students of any high school in this State who are 16 years of age or older to participate in registered apprenticeship programs; defines "registered apprenticeship program". Provides that the rules shall include the waiver of all non-academic requirements mandated for graduation from a high school under the Code that would otherwise prohibit or prevent a student from participating in a registered apprenticeship program. Makes related changes. Effective immediately.
- HB 5561 (Swanson) provides that a public school student receiving a high school diploma shall have the right to wear a military uniform at the student's high school graduation ceremony if the student has completed basic training for and is an active member of a branch of the United States Armed Forces and is in good standing with his or her branch of the United States Armed Forces. Provides that a school's uniform or dress code policy shall comply with this provision.
- SB 3183 (Jones) amends the Chicago School District Article of the School Code. Provides that if a principal is rated as exceeding expectations in his or her evaluation, the local school council's vote to not renew the principal's contract must be agreed to by a minimum of 90 percent of the council's members. Provides that if the principal is rated as meeting expectations, the vote to not renew the contract must be agreed to by a minimum of 75 percent of the council's members. Provides that in order to not renew the contract of a principal whose school's rating rises at least two levels during his or her tenure at the school, the local school council's vote to not renew must be agreed to by a minimum of 90 percent of the council's members. Provides that in order to not renew the contract of a principal whose school's rating rises one level during his or her tenure at the school, the local school council's vote to not renew must be agreed to by a minimum

of 75 percent of the council's members. Provides that in order to not renew the contract of a principal of a school that has attained the district's highest rating, the local school council's vote to not renew must be agreed to by at a minimum of 70 percent of the council's members.

- HB 4789 (Breen) makes changes with regard to the limitation of administrative costs. Defines "consumer price index," "expenditures per pupil," "general administration expenditures," and "school administration expenditures." Provides that for each school year, beginning with the 2019-20 school year, each school district shall undertake budgetary and expenditure control actions so that the increase in each of administrative expenditures (with the exception of the Chicago School District, whose limit is not changed), general administration expenditures, and school administration expenditures per pupil for that school year over the prior school year do not exceed the percentage increase, if any, in the consumer price index for the 12 months ending on the previous December 31 or 5 percent, whichever one is less. Makes conforming changes.
- HB 4860 (Fortner) removes the end date of the electronic-learning days pilot program for the three school districts in the program.
- HB 4927 (Chapa LaVia) amends the Chicago School District Article of the School Code. Requires the school district to provide all copies of teacher evaluations to the exclusive bargaining representative of the school district's teachers within seven days after issuing the evaluations.
- HB 4930 (Welter) provides that township land commissioners or trustees of schools that have title to any school real estate or lands may authorize by resolution the sale of common school lands to a government entity if two-thirds of the township land commissioners or trustees of schools approve the resolution. Provides that the regional superintendent of schools of the county in which the lands are located shall complete the sale and deliver a certificate of purchase to the government entity. Provides that a government entity that purchases common school lands, or its assigns, may obtain a copy of a certificate of purchase or patent by (1) for a certificate of purchase, filing an affidavit with the regional superintendent in which the lands are located proving the loss or destruction of the original; (2) for a patent, filing an affidavit with the Secretary of State proving loss or destruction of the original; and (3) presenting a copy of the certified resolution approving the sale that has been filed by the township land commissioners or trustees of schools with the county recorder of deeds to the regional superintendent or Secretary of State. Provides that the regional superintendent or the Secretary of State shall issue a replacement certificate or patent, which shall have the effect of the originals and shall reflect the effective date of the transfer of title as the date of the filing of the resolution by the township land commissioners or trustees of schools with the county recorder of deeds.
- HB 5064 (Hoffman) amends the Student Online Personal Protection Act. Provides that a national assessment provider may sell or rent a student's information if the provider secures express written consent from the student or the parent or guardian of the student given in response to a clear and conspicuous notice and the information is used solely to provide access to employment, educational scholarships or financial aid, or postsecondary educational opportunities. Provides that an operator may use or disclose covered information of a student, if no information is used for advertising or to amass a profile on the student for purposes other than K through 12 school purposes, for legitimate research purposes as required or allowed by state or federal law and in furtherance of K through 12 school purposes or postsecondary educational purposes (instead of for legitimate research purposes as required or allowed by state or federal law and under the direction of a school, a school district, or the State Board of Education

if the information is not used for advertising or to amass a profile on the student for purposes other than for K through 12 school purposes).

- HB 5136 (Slaughter) with regard to the development of teacher evaluation plans, provides that, beginning with the first school year following the effective date of the amendatory Act, a joint committee (created by a school district to incorporate the use of data and indicators on student growth as a significant factor in rating teacher performance into the evaluation plan) shall meet no less than one time annually to assess and review the effectiveness of the district's evaluation plan for the purposes of continuous improvement of instruction and evaluation practices.
- HB 5144 (Mayfield) provides that, beginning with the 2018-19 school year, a school board with a pupil attending an area secondary vocational school shall pay the vocational school tuition based upon the vocational school's per capita cost or the school district's per capita cost, whichever one is greater (instead of just the vocational school's per capita cost).
- HB 5195 (Greenwood) provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pickup point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Provides that the changes made by the amendatory Act do not apply to the Chicago School District.
- HB 5347 (Guzzardi) provides that, no later than day 60 of instruction in each school year, a school board shall report to the State Board of Education for kindergarten through grade 12 classes certain information about actively employed teachers, pupil-teacher ratios, class instructors, and class sections; defines terms. Requires the State Board of Education to publish the information contained in the reports on its internet website no later than December 1, 2019, and annually thereafter. Sets forth class size goals to be achieved by the 2020-21 school year.
- HB 5572 (Ives) creates the School District Debt Control and Taxpayer Protection Act. Provides that a school district may not refinance debt past the repayment period of the debt when issued, may not issue debt to be serviced over a period of greater than 20 years, and may not issue capital appreciation bonds. Sets forth provisions calculating and establishing a debt limit and prohibiting new debt. Requires specified bond referendum and bond issuance information to be provided.
- HB 5721 (Harper) amends the Chicago School District Article of the School Code. Adds to the definition of "school action." Provides that, beginning on July 1, 2019, the facility performance standards published by the district must include the performance standards of safety measures in the district. Requires the data, information, and analysis published on the district's internet website regarding the 10-year educational facility master plan to include a brief description of specific plans for special education programs, early childhood education programs, career and technical education programs, and any other programs that are space sensitive to avoid space irregularities, a description of a communications and community involvement plan for each community in the City of Chicago, historical and projected enrollment of each school, and other items. Requires the chief executive officer to publish a procedure for conducting an annual capital improvement hearing that shall discuss the district's annual capital budget. Adds to the

requirements of the capital improvement plan published annually by the chief executive officer. Provides that beginning on June 1, 2019, and annually thereafter, the district shall conduct a regional capital budget hearing that describes planned projects for the year and reviews the five-year capital budget and the educational facility master plan. Adds to the requirements of a school transition plan.

- HB 5750 (Finnie)/SB 2312 (Manar) makes appropriations from the School Infrastructure Fund to the State Board of Education for school district broadband expansion in the amount of \$16.3 million.
- HB 5758 (Bristow) amends the Dual Credit Quality Act. Provides that an institution may not offer a dual credit program with a high school in this state if the institution's main campus is not located in this state. Prohibits the Illinois Community College Board and the Board of Higher Education from approving an institution's offer of dual credit courses if the institution's main campus is not located in this state.
- HB 5820 (Scherer) provides that an approved waiver from or modification to a physical education mandate may remain in effect for a period not to exceed two school years (rather than five school years like other mandate waivers) and may be renewed no more than two times upon application by an eligible applicant. Provides that an approved waiver from or modification to a physical education mandate may be changed within the two-year period by the school board or regional superintendent of schools, whichever is applicable, following the procedure set forth in the Code for the initial waiver or modification request. Provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider). Provides that a school board may determine the schedule or frequency of physical education courses, provided that an elementary school pupil engage in a course of physical education for a minimum of 150 minutes per week and a high school pupil engage in a course of physical education for a minimum of 225 minutes per week (rather than engaging in a course of physical education for a minimum of three days per five-day week).
- SB 2246 (Rezin) provides that township land commissioners or trustees of schools that have title to any school real estate or lands may authorize by resolution the sale of common school lands to a government entity if two-thirds of the township land commissioners or trustees of schools approve the resolution. Provides that the regional superintendent of schools of the county in which the lands are located shall complete the sale and deliver a certificate of purchase to the government entity. Provides that a government entity that purchases common school lands, or its assigns, may obtain a copy of a certificate of purchase or patent by (1) for a certificate of purchase, filing an affidavit with the regional superintendent in which the lands are located proving the loss or destruction of the original; (2) for a patent, filing an affidavit with the Secretary of State proving loss or destruction of the original; and (3) presenting a copy of the certified resolution approving the sale that has been filed by the township land commissioners or trustees of schools with the county recorder of deeds to the regional superintendent or Secretary of State. Provides that the regional superintendent or the Secretary of State shall issue a replacement certificate or patent, which shall have the effect of the originals and shall reflect the effective date of the transfer of title as the date of the filing of the resolution by the township land commissioners or trustees of schools with the county recorder of deeds.

- SB 2428 (Stadleman) Creates the Hunger-Free Students' Bill of Rights Act. Provides that every school in this State shall provide a federally reimbursable lunch to a student of that school who requests the lunch, regardless of whether the student has the ability to pay for the lunch or owes money for earlier lunches. Provides that if a student owes money for 5 or more lunches, a school shall reach out to the parent or guardian of the student to attempt collection of the owed money and to request that the parent or guardian enroll the student in a free or reduced-price lunch program. Provides that a school may not publicly identify or stigmatize a student who cannot pay for a lunch or who owes money for lunches.
- SB 2527 (Weaver) amends the School Code. Prohibits a school board from limiting the number of dual credit courses a student may enroll in or the number of credits a student may receive from dual credit courses. Provides that if a school district establishes an online learning program for students (with exceptions), the school board may not limit (i) which students may participate in the program, (ii) the number of online courses a student may enroll in, or (iii) the number of credits a student may receive from online courses.
- SB 2545 (Manar) pthat the Open Meetings Act does not apply to meetings of a joint committee formed under certain provisions of the Code. Amends the Illinois Educational Labor Relations Act. Provides that negotiating team strategy sessions are included in an exception to the Open Meetings Act.
- SB 2900 (Righter), with regard to the election of school board members of a community unit school district (formed before January 1, 1975) or combined school district (formed before July 1, 1983), provides that if a school board fills a vacancy due to a lack of candidates for election in a congressional township in the most recent election, then the school board shall, by resolution, order submitted to the school district's voters at the next general election a proposition for the election of a board member at large without restriction by area of residence within the district (rather than in accordance with mandatory board representation) and the proposition shall be certified by the school board's secretary for submission.
- SB 3003 (Sandoval) Amends the Illinois Vehicle Code. Adds a state of Mexico to the definition of "state". Provides that an applicant for a school bus driving permit cannot have been convicted of committing or attempting to commit specific offenses under the Criminal Code of 2012. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Cannabis Control Act. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Illinois Controlled Substances Act, the Methamphetamine Control and Community Protection Act, or the Methamphetamine Precursor Control Act. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Liquor Control Act of 1934.
- SB 3190 (Bertino-Tarrant) amends the Dual Credit Quality Act. Requires a public university or community college, jointly with a high school, to grant dual credit to a student who completes a course under the Illinois Articulation Initiative General Education Core Curriculum package adopted by the public university or community college under the Illinois Articulation Initiative Act.
- SB 3201 (Hastings) amends the Illinois School Student Records Act. Provides that upon the discovery of a breach of security that results in the unauthorized release, disclosure, or acquisition of student information contained in a school student record, a school shall, no later than 48 hours after discovery, notify the parent of the student whose record is involved in the breach of security.

- SB 3249 (Steans)/HB 5596 (Moeller) amends the School Code. With regard to the textbook block grant program, provides that the textbooks authorized to be purchased must accurately portray the diversity of our society, including the role and contributions of people protected under the Illinois Human Rights Act, and must be non-discriminatory as to certain characteristics under the Act. Provides that the teaching of history of the United States in public schools shall include a study of the role and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this state. Requires every public elementary school and high school to include in its curriculum a unit of instruction studying the significant role of lesbian, gay, bisexual, and transgender individuals in society. Specifies instruction requirements. Requires the regional superintendent of schools to monitor a school district's compliance with the curriculum requirements.
- SB 3466 (Lightford) requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence includes when a person who has custody or control of a child withholds the child from school due to a bona fide dispute over special education services or placement that is being addressed through the child's individualized education program, federal Section 504 plan, mediation, or a due process hearing. Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the child a fine or fee as punishment for the child's absence from school; defines "local public entity." Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the person a fine or fee for the child's absence from school if all appropriate and available supportive services have been exhausted and the person has knowingly and willfully permitted the child's truant behavior to continue.
- SB 3514 (Hunter)/HB 5241 (Davis) amends the Children with Disabilities Article of the School Code. Provides that, in a school district with a population of more than 500,000 inhabitants, the principal and all school personnel who are regular members of an Individualized Education Program (IEP) team shall determine the special education staffing needs of the school based on IEP minutes, status of the school's least restrictive environment, optimal scheduling protocols, and other relevant factors. Provides that once a staffing level is set, the school board shall provide full staffing for the school and shall fund the total cost of each position. Provides that the school board may not reduce the special education staffing levels of a school in which the general staffing levels are less than 90 percent of the state average. Provides that the school board may require more efficient staff scheduling if the scheduling does not impair or hinder any reasonable goals of the school's general education program. Prohibits the school district from banning the use of any measure that would prevent or delay an individualized education program team from adding a service to the program or creating a time restriction in which a service is prohibited from being added to the program.
- SB 3536 (Collins)/HB 5771 (Chapa LaVia) provides that, beginning July 1, 2018, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence." Sets forth actions that are encouraged. Provides that, on or before July 1, 2020, and annually thereafter, an early



childhood program shall report all the data collected to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.

- SB 3538 (Collins)/ HB 5796 (Chapa LaVia) provides that a school report card prepared by the State Board of Education shall include the most current data on the percentage of students, by grade level, who have IEPs or federal Section 504 plans and who are chronically absent.

#### Wellness

- HB 4193 (Parkhurst) amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 business days after the conclusion of the hearing.
- HB 4205 (Ford) provides that a school board shall require its schools to connect at-risk students in need of behavioral health support and all students with an IEP to either community-based or in-school behavioral health support. If the school board requires in-school support to be provided, such support does not have to be implemented until the beginning of the 2018-19 school year.
- HB 4208 (Welch) With respect to school discipline improvement plans, makes changes to how the State Board of Education determines the top 20% of school districts, when notification is given that a plan must be submitted, which school districts are required to submit a plan, the timeframe for school board approval of a plan and submission of that plan to the State Board, and when additional annual progress reports are required. Establishes the Safe Schools and Healthy Learning Environments Program and grants under the program. Sets forth requirements for grant applicants and provisions for the distribution of funds appropriated for the program. Requires the State Board of Education to issue a yearly report on the results of the program in cooperation with school districts participating in the program. Provides that the State Board may adopt rules necessary for the program. Effective July 1, 2018.
- HB 4226 (Kifowit) provides that, amongst other duties, the regional office of education (rather than the district superintendent or chief school administrator) of a public elementary or secondary school or charter school shall supervise an athletic trainer or other person responsible for compliance with the return-to-play or return-to-learn concussion protocol established under the Code. Provides that the State Board of Education shall (rather than may) adopt rules governing concussion protocol under the Code, including, but not limited to, rules governing the informal or formal accommodation of a student who may have sustained a concussion during an interscholastic athletic activity.
- HB 4409 (Pritchard)/SB 2542 (Lightford) provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education.
- HB 4475 (Fine) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.

- HB 4514 (Pritchard) provides that only persons licensed and endorsed as a school counselor under the Code may use the title "school counselor."
- HB 4658 (Manley) requires a school board to adopt and implement a policy on how to recognize mental health issues and how to properly address them. Provides that, as part of this policy, a school board shall require in-service training of licensed school personnel and administrators to include, at least once every two years, training on the current best practices regarding the identification of and recommended courses of action for mental health issues.
- HB 4704 (Halpin), with respect to the requirement that children in certain grades receive a health examination, provides that the Department of Public Health shall, by rule, extend to November 15 the date by which proof of having the health examination must be presented for children who show an undue burden or a lack of access to a physician licensed to practice medicine in all of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant. Makes related changes.
- HB 4799 (Harper) provides that, in every public school maintaining any of grades kindergarten through 8, there shall be instruction, study, and discussion of effective methods for the prevention and avoidance of traffic injuries related to walking and bicycling. Provides that if a school board provides instruction on safety education under a provision in the Code, the instruction shall include pedestrian and bicycling safety.
- HB 4870 (Lang) requires a school district, public school, charter school, or nonpublic school to authorize a parent or guardian of a student who is a qualifying patient to administer a medical cannabis-infused product to the student on school premises or a school bus if both the student (as a qualifying patient) and the parent or guardian (as a designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act. Defines terms. Provides that a parent or guardian may not administer a medical cannabis infused product if the administration would create disruption to the school's educational environment or would cause exposure of the product to other students. Provides that nothing in the provision requires a member of the school's staff to administer a medical cannabis infused product to a student. Amends the Compassionate Use of Medical Cannabis Pilot Program Act. Makes conforming changes.
- HB 4908 (Moeller) provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of any public, private, or parochial school shall have a dental examination.
- HB 4925 (Breen), with regard to the provision governing concussion protocol during an interscholastic athletic activity, provides that the term "physician" includes a chiropractic physician licensed under the Medical Practice Act of 1987.
- HB 5074 (Bellock) provides that, subject to appropriation, the State Board of Education shall develop, implement, and administer a program to award grants to school districts for the purpose of collaborating with community mental health providers to provide mental health services to the students of a school district. Requires the State Board to adopt any rules necessary to implement the provision.
- HB 5096 (Hernandez) provides that, beginning with the 2018-19 school year, every public high school shall include in its curriculum a unit of instruction on media literacy; defines "media literacy." Provides that the State Superintendent of Education may prepare and make available to school boards instructional materials that may be used as guidelines for the unit of instruction.
- HB 5145 (Mayfield) provides that, beginning with the 2018-19 school year, a student in kindergarten may not receive an out-of-school suspension of three days or less for the student's disruption to other students' learning opportunities and may not receive an out-

of-school suspension of longer than three days for substantially disrupting, impeding, or interfering with the operation of a school.

- HB 5148 (Kifowit) provides that course material and instruction in a sex education course shall include, with an emphasis on the workplace environment and life on a college campus, material and discussion on what constitutes sexual consent and what may be considered sexual harassment or sexual assault.
- HB 5347 (Evans) amends the Early Intervention Services System Act. Requires the Department of Human Services and the Illinois State Board of Education to jointly develop and implement a state policy under which parents of children with disabilities who previously received early intervention services under the Act may choose the continuation of those services until such children reach the age of 5 or enter, or are eligible under state law to enter, kindergarten. Provides that implementation of the new policy shall be contingent on the department (i) holding public hearings as provided under the Act and (ii) complying with all applicable federal requirements.
- HB 5613 (Conyears-Ervin) requires school districts to develop and adopt a trauma response protocol by the 2019-20 school year. Requires the trauma response protocol to include long-term responses to a traumatic incident, long-term care and counseling, and community engagement. Allows school districts to partner with local community providers in establishing and implementing the protocol.
- HB 5770 (Conroy) provides that, beginning with the 2018-19 school year, a school board shall notify students and the parents or guardians of students, electronically or in the form of a letter, that a student may be eligible to receive mental health services from the school district under a federal Section 504 plan.
- HB 5786 (Mayfield) provides that, beginning with the 2018-19 school year, an in-school suspension program provided by a school district for any students in kindergarten through grade 12 shall focus on promoting nonviolent conflict resolution and positive interaction with other students and school personnel. Provides that a school district may employ a substitute teacher to oversee an in-school suspension program in kindergarten through grade 12.
- SB 2468 (Koehler) amends the Children with Disabilities Article of the School Code. With regard to individualized education programs, provides that if a child's IEP team determines that the child does not require assistive technology services or devices, the team shall include a statement in the child's program that informs the child's parent or guardian of the decision and the basis for the decision.
- SB 2545 (Manar) provides that the Open Meetings Act does not apply to meetings of a joint committee formed under certain provisions of the Code. Amends the Illinois Educational Labor Relations Act. Provides that negotiating team strategy sessions are included in an exception to the Open Meetings Act.
- SB 2654 (Hunter) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.
- SB 2889 (Rose) creates the Epinephrine Administration Act. Provides that a health care practitioner may prescribe epinephrine pre-filled syringes in the name of an authorized entity where allergens capable of causing anaphylaxis may be present. Provides that an authorized entity may acquire and stock a supply of undesignated epinephrine pre-filled syringes provided the undesignated epinephrine pre-filled syringes are stored in a specified location. Requires each employee, agent, or other individual of the authorized

entity to complete a specified training program before using a pre-filled syringe to administer epinephrine. Provides that a trained employee, agent, or other individual of the authorized entity may either provide or administer an epinephrine pre-filled syringe to a person whom the employee, agent, or other individual believes in good faith is experiencing anaphylaxis. Provides that training under the Act shall be valid for 2 years. Requires the Department of Public Health to approve training programs, to list the approved programs on the Department's website, and to include links to training providers' websites on the Department's website. Contains provisions concerning costs, limitations, and rulemaking. Defines terms. Amends the School Code. In provisions concerning epinephrine administration, provides that epinephrine may be administered with a pre-filled syringe.

- SB 3015 (Koehler) with regard to the self-administration and self-carry of asthma medication, provides that a school district, public school, charter school, or nonpublic school may authorize a school nurse or trained personnel to (i) provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan to administer to the student that meets the student's prescription on file, (ii) administer an undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan that authorizes the use of asthma medication; and (iii) administer an undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress; defines "undesignated asthma medication" and "respiratory distress."
- SB 3507 (Murphy) requires a school district, public school, or nonpublic school to permit a student diagnosed with a pancreatic insufficiency to self-administer and self-manage his or her pancreatic enzyme replacement therapy if the parent or guardian of the student provides the school with written authorization for the therapy and written authorization for the therapy from the student's physician, physician assistant, or advanced practice registered nurse; defines terms. Requires each school district or school to adopt an emergency care plan and an individualized health care plan for a student subject to the provision; specifies plan requirements.

#### Funding

- HB 4800 (Harper) amends the Tax Increment Allocation Redevelopment Act of the Illinois Municipal Code. Provides that surplus tax revenues may be used to pay for costs of special education, social services, and other costs of a public school district. Provides that for municipalities with a population of more than 1 million, redevelopment project costs include public school district qualified workers, costs of providing special educational facilities and services, school psychological services, and school social work services, and any surplus balance in the special tax allocation fund at the end of the fiscal year shall be used for these workers, facilities, and services. Removes provisions allowing anticipated redevelopment project costs to be deemed surplus funds.
- HB 4835 (Ives) requires the State Board of Education to withhold a school district's Evidence-Based Funding for any given school year in which the chief county assessment officer for any portion of the district intentionally fails to properly and accurately prepare assessments under the Property Tax Code for property within the district for the preceding levy year until such time as the State Board determines that such assessments have been correctly prepared.

- HB 5065 (Finnie) provides that 1 percent of the school facility occupation taxes collected shall be distributed to the regional superintendent of schools (currently, these moneys are deposited into the Tax Compliance and Administration Fund) to cover the costs in administering and enforcing the provisions of the school facility occupation taxes Section of the Code.
- SB 3600 (Manar) Makes appropriations for the ordinary and contingent expenses of the Illinois State Board of Education for the fiscal year beginning July 1, 2018 pursuant to the ISBE Budget Recommendation approved by the Board in January 1018.

#### Mandates

- HB 4292 (Welch) requires a school board to enroll its elementary schools in the Scripps National Spelling Bee program and implement an annual districtwide spelling bee competition for students in the seventh grade. Provides that members of the public must be permitted to attend the competition, and the school district shall publish notice of the date of the competition in a newspaper of general circulation within the district.
- HB 4346 (Jones, T) amends the School Code and various Acts relating to the governance of public universities and community colleges in Illinois. With respect to the requirement that the events of Black History be taught in every public elementary school and high school, provides that a student may not complete the eighth grade or graduate from high school without studying this material and that a school may meet this requirement through an online program or course. Requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course.
- Provides that school districts need not comply with and may discharge any mandate or requirement placed on school districts by the Code or by administrative rules adopted by the State Board of Education that is unfunded; with exceptions. Provides that before a school district may lawfully discharge an unfunded mandate, it must hold a public hearing on the matter; sets forth requirements concerning the hearing. Requires a school board to report each unfunded mandate it has discharged to the State Board of Education, and requires the State Board to compile and report this information to the General Assembly each year.
- HB 4368 (Halbrook) requires a school district to allow the parent or guardian of twins or higher order multiples to request that his or her children be placed in the same classroom or in separate classrooms if the children are in the same grade level at the same school. Provides that the school may recommend classroom placement to the parent or guardian, but the school shall provide the classroom placement requested by the parent or guardian. Provides for the school board to make the classroom placement determination, after a hearing, if the principal determines that placement in the same classroom is disruptive to the classroom environment.
- SB 650 (Connelly) Amends the School Code to provide that certain notices concerning requests for mandate waivers may be made electronically.

#### Charters

- HB 4899 (Guzzardi) provides that there is a moratorium on the establishment of new charter schools in financially distressed school districts, including new campuses of existing charter schools, for such a time as the school district meets the definition of a financially distressed school district.

## Task Forces/Reports/Commissions

- HB 4657 (Manley) creates the Emotional Intelligence Education Task Force under the State Board of Education. Requires the task force to develop curriculum guidelines on emotional intelligence; sets forth provisions concerning its membership, duties, administration, and dissolution. Provides that, beginning with the 2019-20 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying emotional intelligence. Requires this unit of instruction to include teaching how to recognize, direct, and positively express emotions. Permits a school board to use the task force's guidelines in developing this unit of instruction.
- HB 5789 (Conroy) creates the Regional Office of Education Task Force. Provides for the membership of the task force. Provides that the task force shall conduct a study relating to the services provided by the regional offices of education in this state and shall provide the offices with recommendations for improvement. Provides that the task force shall report its recommendations and the findings of the study to the State Board of Education, the Governor, and the General Assembly on or before July 1, 2019, at which time the task force shall be dissolved. Repeals these provisions on July 1, 2020.
- SB 2648 (Bennett) provides that the Agriculture Education Shortage Task Force shall report its findings to the Governor and General Assembly on or before January 1, 2021 (rather than January 1, 2019). Removes a provision providing that the task force is dissolved upon filing the report. Provides that the provision governing the task force is repealed on February 1, 2021 (rather than February 1, 2019).

## 2018 Spring Session ISBE Initiatives

**Subject:** Districts of Innovation (HB 4902 – Wheeler, B)

**Executive Summary:** This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and administrative practices or alternatives to existing ones with the intention of improving student learning and performance.

**Subject:** Obsolete and Duplicative Bill (HB 5170 – Olsen)

**Executive Summary:** This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code.

**Subject:** Licensure (HB 5627 – Bennet)

**Executive Summary:** Amends the School Code to create a short term substitute teaching license, provide for out of state reciprocity, and make other changes throughout the licensure article of the Code.

**Subject:** ESSA (HB 5588 – Crespo)

**Executive Summary:** This proposal will incorporate all the legislative changes necessary to implement Illinois' ESSA State Plan.

**Subject:** Postsecondary and Workforce Readiness Act Expansion (SB 2941 – McGuire)

**Executive Summary:** Expand provisions within the Postsecondary and Workforce Readiness Act to encourage increased participation. Possible expansion provisions include increasing the limit of districts allowed to participate, allow cooperative applications to apply, explore options for incorporating proficiency-based diploma standards, and others with the goal to increase

learning options for children and prepare them for citizenship by engaging the community with the high school experience.

**Subject:** Income Tax Exemption (HB 4738 – Mayfield)

**Executive Summary:** This proposal would allow Illinois teachers to be exempt from state income tax.

**Subject:** At-Risk Student Support (HB 3784 – Sosnowski/Weaver)

**Executive Summary:** This is a redraft of HB 3784. The initiative will address an issue that impacts students considered at risk for dropping out of school. Currently, students who fail to meet minimum academic standards may be dropped from a district's roster. Removing this provision in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that they graduate from high school ready for college and career.

**Subject:** School Construction and School Maintenance Grant (HB 5628- Pritchard)

**Executive Summary:** This bill would incorporate changes into the School Construction Law and School Maintenance Grant to streamline and clarify the process for ISBE and districts.

### **Superintendent's Recommendation**

The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA-Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption
- At-Risk Student Support
- School Construction and School Maintenance Grant.

### **Next Steps**

Legislative Affairs staff will continue to monitor legislative action and update the Board.