

# Leadership Matters

May 2021 Special Edition



**91** Districts Sharing Their Stories

## How Evidence-Based Funding is Helping Illinois Students

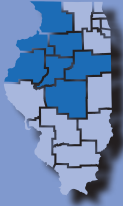


Learn How EBF Helped Schools Prepare  
and Persevere Through COVID-19 Pandemic

**Special  
Edition**

# Special Edition—91 EBF Stories

Thank You to Everyone Who Shared How EBF Is Helping Students



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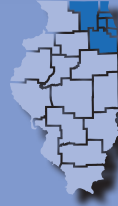
Stories written between August 2018 and May 2019

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Freeport SD #145  
Galesburg CUSD #205  
Havana CUSD #126  
Iroquois County CUSD #9  
Kewanee CUSD #229  
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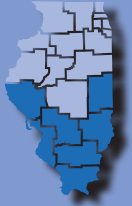
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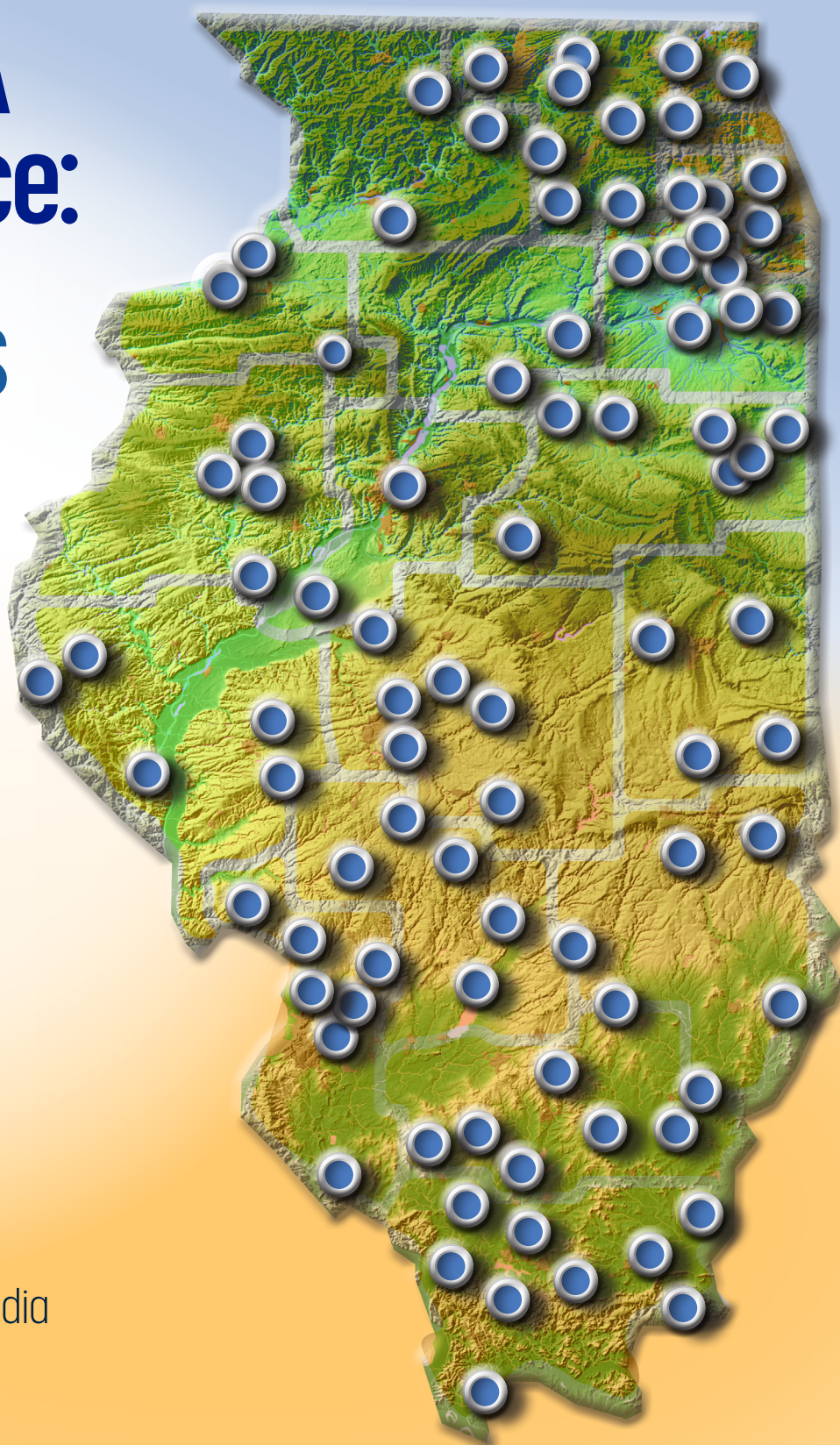
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# Making A Difference:

# 91 Stories of How EBF Is Helping Illinois Students Succeed

By Jason Nevel  
Director of Social Media  
and Publications







## Message From the Executive Director

# EBF Provided Schools a Lifeline and Elevated Success; Continued Support Could Be Transformative

**Dr. Brent Clark**

The passage of Evidence-Based Funding in August, 2017, was a significant achievement that truly was a joint effort by legislators and public education stakeholders, who all agreed Illinois needed to create a more equitable and adequate funding system to meet the needs of a diverse set of students.

Since its passage, how has the new formula made a difference in schools? IASA set out to answer that question in a series we first introduced in August 2018 called Making a Difference.

Over the course of the past three years, IASA has spoken to 91 superintendents from urban, suburban and rural districts to learn how EBF has elevated student success. This magazine is a compilation of 50 stories we first shared with you in May 2019, plus 41 additional stories IASA has written since then.

What is abundantly clear is that EBF has made a profound difference on schools across our state. Superintendents told us the new formula was a “godsend,” a “lifeline” and allowed them to focus on “what we can do for kids and not about what programs we have to get rid of.”

As a result of just three years of additional state funding, classroom sizes were reduced, instruction improved, STEM

programs were created, social workers and counselors were hired, electives were restored, taxes were abated and student safety improved.

However, this past year the overall impact of EBF has crystalized even more. Superintendents shared how much EBF helped them prepare for the COVID-19 pandemic and how instrumental the investment from the state will be in supporting the mental health of students.

But, superintendents also shared their work isn't finished. If school districts were able to accomplish this in just three years of additional funds, just think what could happen if all districts reached adequate funding levels?

These dollars are already making a difference and could be transformative for a diverse set of students across the state if the formula is properly funded over time.

Yours for better schools,

**LM**



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## Leadership Matters

**May 2021**

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Special Edition

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# How Evidence-Based Funding Helped Schools Prepare and Persevere Through COVID-19 Pandemic

By Jason Nevel  
Director of Social Media and Publications

Since January, five school nurses at Bethalto CUSD #8 have administered more than 700 COVID-19 Antigen tests for district staff and students — helping keep students in school and minimize the impact on learning.

The reason Bethalto CUSD #8 could administer such a large-scale testing program, as well as carry out extensive contact tracing, is directly tied to the state's investment into Evidence-Based Funding (EBF).

EBF provided Bethalto CUSD #8, a preK-12 district in Madison County with 2,414 students, the financial resources to hire additional nurses and staff a medical professional at each of the district's five school buildings.

"Using the antigen tests helped us isolate the spread of the virus while minimizing the impact on learning," said Dr. Jill Griffin, superintendent. "EBF has truly been a game changer for us."

## Stronger Infrastructure in Place

Across Illinois, primarily in Tier 1 districts, superintendents point to Evidence-Based Funding as a key reason their

districts could weather the most unprecedented and challenging school year educators have ever faced.

The change in the school funding formula, and yearly investment from the state, has pumped more than \$1 billion into a public education system that was hemorrhaging after years of proration in General State Aid.

The dollars provided Tier 1, and some Tier 2 districts, a lifeline and necessary financial resources to begin to invest in human resources, academic supports, technology and new curriculum. For some districts, it meant adding school nurses, but many more hired social workers, psychologists, reading and math interventionists, as well as utilized EBF dollars to greatly expand technology before remote learning was ever considered.

As a result of EBF, school districts had a much stronger infrastructure in place, and a deeper pool of resources, to respond to the COVID-19 pandemic and the long-term impact on mental health of students from diverse backgrounds.



## Better Support of Mental Health of Students

At Bethalto CUSD #8, the district was also able to staff each of its five schools with a psychologist and social worker.

Another example is in Morris SD #54, an elementary district of 1,173 students in Grundy County. The district added two social workers, another school psychologist and a second nurse — all of whom have been instrumental in helping the district navigate the COVID-19 pandemic

“Every superintendent is concerned about social-emotional support for students during this pandemic,” said Morris SD #54 Superintendent Dr. Shannon Dudek. “I can’t imagine what it would have been like if we didn’t have the in-house staff to provide that support and connection to students and families.”

In Danville CCSD #118, EBF allowed the district to develop numerous partnerships with local and statewide providers. The services include child psychologists, substance abuse counseling and mental health services. In addition, EBF made it possible for the district to hire numerous home-program intervention coordinators who perform much needed wellness checks on students and families.

“The additional support really is a game changer for our students and families,” said Dr. Alicia Geddis, superintendent.

## Technology Expanded

Another area where Evidence-Based Funding has had a dramatic impact is the expansion of technology across the state. Numerous districts purchased Chromebooks and iPads before the pandemic hit. For example, SD #U-46, the state’s second largest school district, used EBF to significantly narrow the digital divide and improve instruction.

“Within the first two years of Evidence-Based Funding, SD #U-46 was able to purchase 26,000 Chromebooks in order to move to 1:1 technology for students from 5th through 12th grade,” said Tony Sanders, superintendent. “We also began to replace outdated computers used by teachers, invest in a new integrated curriculum with online resources and reduce class sizes for our earliest learners where possible. While we remain far from our adequacy target, addressing the pandemic of 2020 would have been significantly more

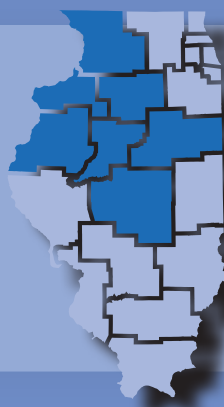
difficult — if not even impossible — without the state’s passage of, and investment in, EBF.”

Many other districts, like River Grove SD #85-5, Cumberland CUSD #77 and Wesclin CUSD #3 in Clinton County, completed the transition to 1:1, where every student has a computer or electronic device, before the pandemic ushered in remote learning.

IASA Executive Director Dr. Brent Clark said EBF was critical in helping schools suddenly pivot to remote learning in March 2020 and will be instrumental in schools providing students who need help the most a proper level of social-emotional support.

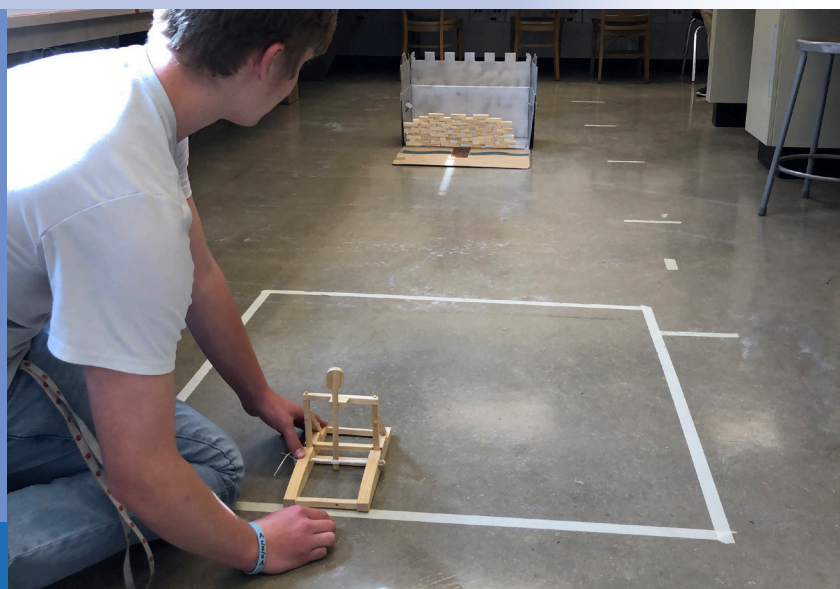
“The COVID-19 pandemic forced school districts to rethink and reimagine public education on the fly,” Dr. Clark said. “The state’s initial investment into EBF helped prepare school districts for this unthinkable challenge, and I believe properly funding the formula over time will be the best way the state can help schools rebound from COVID and prepare districts for the next unimaginable challenge ahead.”





## Northcentral Super Region

August 2018-May 2019



### East Moline SD #37

Enrollment: 2,591    FY18: \$1.3 million  
Type: preK–12    FY19: \$928,979

For the first time in years, East Moline Superintendent Dr. Kristin Humphries said the district isn't in cost-cutting mode.

Like many districts, Humphries said, pro-rata in state funding has been devastating—some years losing over \$1 million in general state aid.

However, the passage of EBM helped stabilize the budget, and the district can now look to bring back and expand opportunities for kids.

The top priority with the EBM funds, Humphries said, is additional reading supports in the elementary schools. East Moline is a diverse district, where almost 40 languages are spoken.

With the new dollars in FY18, East Moline hired an instructional reading coach and reading aides to do direct intervention work with kids struggling to read.

"We knew we needed additional supports for kids," Humphries said.

For FY19, East Moline is looking to provide more support in math with the addition of an instructional coach at the middle school. The EBM funds have also been used to hire two additional social workers and a music teacher, he said.

"It's a feeling that is unexplainable," Humphries said about how budgeting is different under EBM. "The quality of a child's education is less dependent on their zip code."



### Freeport SD #145

Enrollment: 3,957    FY18: \$1.07 million  
Type: preK–12    FY19: \$1.16 million

Academic growth for all students and social-emotional development are target goals Freeport SD #145 has identified with its Evidence-Based Funding dollars, superintendent Dr. Michael Schiffman said.

On the academic end, Schiffman said, EBF has made it possible for the district to undergo a major realignment at the middle school level. Instead of two middle schools housing fifth through eighth graders, the district now has a 5-6 building and 7-8 building.

Doing so required hiring eight additional teachers—a cost the district never would have been able to support without EBF.

"We really think we're going to see good gains both academically and socially and emotionally under this model," Schiffman said.

Other ways EBF is helping Freeport is technology, a new curriculum and more professional development opportunities for teachers. The high school is undergoing a one-to-one initiative with Google Chromebooks.





**“We’re trying to prepare our students for that next step, whether it’s college or career; we know technology is an important...tool for that next step.”**

—Dr. Michael Schiffman, Freeport SD #145

The new curriculum, Schiffman added, is more viable for students and aligned to Common Core and Illinois Next Generation Science standards. It also features both digital and traditional resources.

“We’re trying to prepare our students for that next step, whether it’s college or career,” he said. “We know technology is an important piece and a tool for that next step.”

For social-emotional supports, the district added social workers, making it so each of the district’s 12 buildings is staffed. EBF dollars also allowed the district to hire Behavior Support Personnel, a Family Resource Coordinator and properly fund its PBIS program.

“We continue to see the need for preparing kids socially and emotionally, so they continue to have a growth mindset,” Schiffman said. “It really goes back to taking care of our kids and meeting the needs that they have.”



## Galesburg CUSD #205

Enrollment: 4,200    FY18: \$1.3 million  
Type: preK–12    FY19: \$943,076

New state dollars are allowing the district to reduce the size of elementary classrooms, add instructional coaches and take steps to address the teacher shortage, Galesburg CUSD #205 Superintendent Dr. John Asplund said.

According to Asplund, classroom sizes in Galesburg were sometimes as high as 27 students per room. Thanks to an influx of new state dollars, the district is ramping down classroom sizes to a maximum of 25 students.

Another major plan to boost student performance is adding 10 instructional coaches to work one-on-one with students, Asplund said. The district is currently in the hiring process. A fine arts teacher was also recently hired thanks to EBF, he added.

“We went through \$4 million in cuts and are using the Evidence-Based Funding Model as a template to how we can bring staff back,” Asplund said.

The teacher shortage remains a major concern in Galesburg. One way the district is combatting that, Asplund said, is to offer loan forgiveness to new teachers. Paraprofessionals and nurses, both positions that have been a struggle to fill, are also started out at a higher rate of pay, he added.

“The biggest thing EBF has done is given us the ability to stop cutting,” Asplund said. “We’re now able to put money back into buildings and focus assistance toward the neediest students.”

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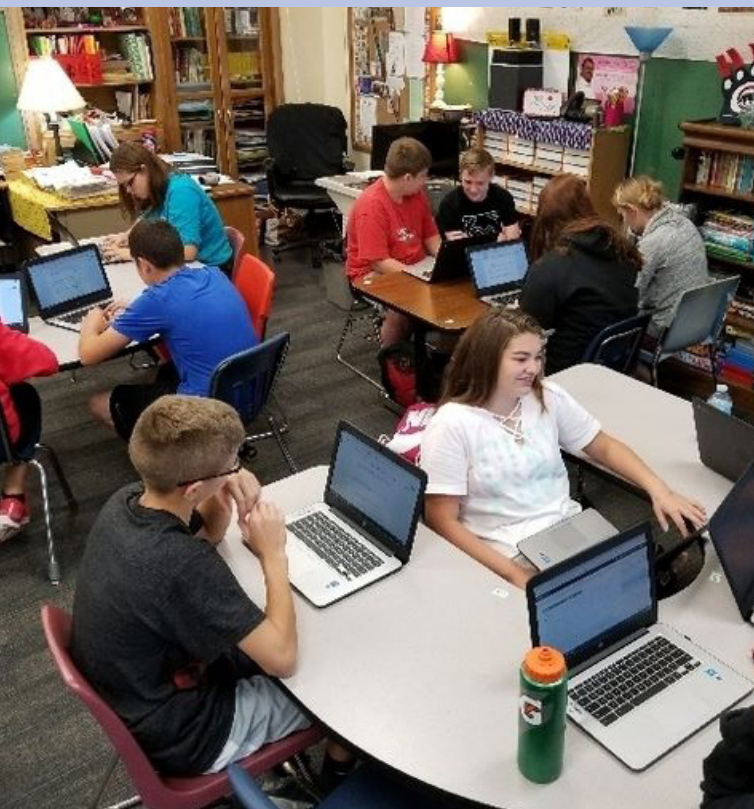


**“The biggest thing EBF has done is given us the ability to stop cutting. We’re now able to put money back into buildings and focus assistance toward the neediest students.”**

—Dr. John Asplund, Galesburg CUSD #205







“Our teachers are now able to spend much more time with each student.”

—Dr. Christopher Sullens, Kewanee CUSD #229

“We had to live with the old stuff because we couldn’t justify spending new money,” Plater said. “We’re catching up for years we skipped.”

Lastly, Plater noted, EBF made it possible for the district to give teachers and staff a higher raise than was previously possible.

“When there is a teacher shortage and your neighbors are paying more than you, it puts you in a bad position,” he said.

## Iroquois County CUSD #9

Enrollment: 1,009    FY18: \$317,944  
Type: preK–12    FY19: \$168,544

Evidence-Based Funding is filling various needs in Iroquois County CUSD #9, from sustaining the district’s early childhood program and maintaining elementary classroom sizes, to offsetting an EAV that is growing marginally due to flooding in Watseka in 2015 and 2018, Superintendent Guy Gradert said.

Last year, many homes in the community, along with the district’s elementary school, Nettie Davis Elementary, suffered flood damage. As a result, the district found itself on the front line of trying to meet the basic needs of families, as well as restore the school from flood damage - a process that ultimately displaced students for 17 days and forced local churches to provide instruction.

Evidence-Based Funding was also instrumental in helping the district maintain adequate levels of revenue as the local EAV experiences slow marginal growth of less than 1 percent annually. Moreover, the annual assessment may show a decrease due to flood mitigated properties.

“Floods devastate communities, and we’ve had two in the last five years,” Gradert said. “We’re not just supporting students’ education needs, but also providing support in other areas, such as food and mental health support.”

Evidence-Based Funding also preserved the district’s early childhood program, which lost its funding (totaling \$135,000) when the state changed its application and distribution process.

“There were never any questions that we weren’t going to fund the early childhood program,” Gradert said.

The district also used Evidence-Based Funding to hire one elementary teacher, which allowed classroom sizes in Iroquois County CUSD #9 to hold steady at 18 students. A director of student services was also hired to help coordinate district initiatives.

## Havana CUSD #126

Enrollment: 946    FY18: \$216,053  
Type: preK–12    FY19: \$86,530

A new math and reading curriculum for kindergarten and first grade, technology updates across the district, a reading interventionist and salary increases are all new initiatives Evidence-Based Funding helped Havana CUSD #126 accomplish, Superintendent Matt Plater said.

“We’ve been in survival mode the last six years and haven’t had a new dime or dollar to spend,” he said. “It’s refreshing to be able to think about improvements and not reductions.”

The new math and reading curriculum for kindergarten and first grade will update material that was outdated, as well as align it to curriculum in later grades. The addition of a reading interventionist at the junior high will provide additional support for students, Plater said.

“We had reading supports for students at the elementary level, but not at the junior high, so we wanted to expand in that area,” he said.

Havana CUSD #126 is a 1:1 district with technology, but some of the equipment—like wireless access points, smart boards and projectors—needed to be updated. The district plans to spend new dollars next school year to update equipment.



Lastly, Gradert noted, Evidence-Based Funding allowed for more budget flexibility because a greater portion of Corporate Personal Property Replacement Tax dollars can be allocated to the O&M Fund for capital improvements. Next year, there are plans to add instructional coaches to the staff.

“Evidence-Based Funding has allowed us to meet the needs of our increasingly diverse student population, while managing to provide a quality education for our students,” Gradert said.



### **Kewanee CUSD #229**

Enrollment: 1,969      FY18: \$1.2 million  
Type: preK–12      FY19: \$918,078

Kewanee CUSD #229 is the poster child for why the Evidence-Based Funding Model passed, Superintendent Dr. Christopher Sullens said. The formula is designed to direct all new dollars invested by the state toward the neediest districts.

“We were at 52 percent of funding adequacy coming into 17–18 school year and this year we’re at 58 percent,” Sullens said. “That’s why EBF has been such a godsend. Our EAV is so low that we just can’t generate as much locally.”

Sullens said the district has invested EBF dollars into hiring staff, building upgrades and giving much needed raises to staff.

Nine new staff members, including teachers, an instructional coach, counselors and a school resource officer, have been hired thanks to EBF. Increasing the number of teachers has not only reduced class sizes to below 20, but also allowed the district to offer art full time at the high school. An instructional coach is also paying dividends, Sullens added.

“Our teachers are now able to spend much more time with each student,” he said.

Being able to hire more counselors has helped immensely, Sullens said, because it adds another level of social-emotional support the district can offer students.

“There are so many students with mental health issues that we need to support them so they can have success academically,” he said.

Furthermore, EBF dollars made it possible to proceed on building projects. The state dollars help with bond payments for a 5,500-square foot addition to an elementary school and a 6,500-square foot addition to the high school. “It would have been hard to generate local dollars for these projects,” Sullens said.



### **Maywood-Melrose Park-Broadview #89**

Enrollment: 4,872      FY18: \$3.1 million  
Type: preK–8      FY19: \$1.5 million

Social-emotional supports available for children at Maywood-Melrose Park-Broadview #89 have increased dramatically as a result of Evidence-Based Funding (EBF), Superintendent Dr. David Negron said.

The district used its influx of EBF dollars to add 10 new positions, including four social workers and six behavior intervention specialists. The new social workers and behavior interventionists are being added across the district at both the middle and elementary schools.

Through meetings with teachers and community members as a part of the strategic planning process, Negron said, the district recognized students need more social-emotional supports if they are to improve academically. Maywood-Melrose Park-Broadview is a diverse district, and the community lacks resources.

“We already feel that these new positions are having a positive impact for our students and communities,” he said.

Adding behavior intervention specialists was another piece to the puzzle, Negron added. The behavior interventionists will help with data collection, analysis and practical implementation of positive behavior management, which leads to a healthy classroom environment where students are encouraged to grow and learn.

Lastly, Negron noted, EBF has allowed the district to focus on providing up-to-date academic resources, such as a new curriculum and technological resources.

“EBF has allowed us to make informed decisions that lead to better educational outcomes for students and address their educational and social needs,” he said.



### **McLean County USD #5**

Enrollment: 13,346      FY18: \$353,687  
Type: preK–12      FY19: \$367,878

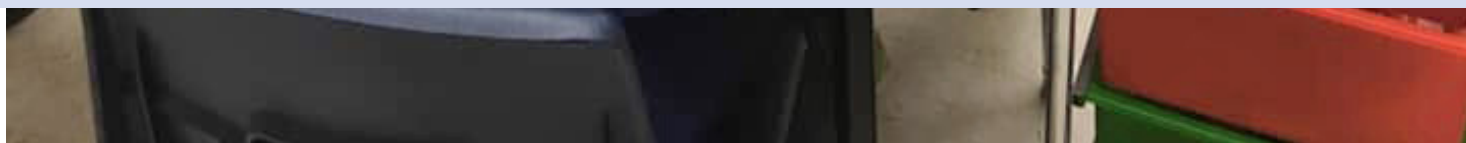
Providing increased social-emotional supports for students has been the primary focus for how McLean County USD #5 is choosing to spend its new Evidence-Based Funding dollars, Superintendent Dr. Mark Daniel said.

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“ Evidence-Based Funding has been a godsend for us. There were a lot of lean years, and we were struggling. This came in and helped level the playing field for us. ”

—Edward Fletcher, Monmouth-Roseville CUSD #238





That decision was based on feedback from teachers, staff and principals.

“Overwhelmingly, the faculty and staff said we need to focus more on social-emotional learning,” Daniel said. “Our students have greater behavior needs and need more help with coping mechanisms and self-regulation.”

The district has identified a number of areas of how it could provide more supports for students. Six social workers were hired. Already, the addition has led to a substantial decrease in referrals, Daniel noted.

Furthermore, two college and career counselors were hired at each of the district’s two high schools. The funding for those positions was previously not available.

A social-emotional learning curriculum coordinator was also a new addition, Daniel said.

However, the district recognized, in order to be successful, teachers have to play a big role in providing social-emotional supports. Therefore, the district collaborated with the teacher’s union to provide training.

Lastly, EBF dollars were used to provide professional development opportunities, which was done in conjunction with the union, for teachers on supporting students who have experienced trauma.

“We need to increase student empathy as well as increase self-control,” Daniel said. “If we can do both of those things then I think we’re on track to prepare our students to truly learn.”



### **Monmouth-Roseville CUSD #238**

Enrollment: 1,692    FY18: \$855,795  
Type: preK–12    FY19: \$520,656

Monmouth-Roseville CUSD #238 started slowly with spending its new Evidence-Based Funding dollars but is ratcheting up efforts to restore programs and bring back staff that were lost due to years of pro-ration in general state aid, Superintendent Edward Fletcher said.

The district made three hires in FY 18 based on what the EBF model says is tied to raising student achievement. Monmouth-Roseville CUSD #238 hired a high school guidance counselor, first grade teacher and high school ESL teacher.

The latter was brought in to help serve English learners, which comprise a surprising 18 percent of the district’s enrollment. In total, 13 different languages are spoken by students, many of which arrive in the district because their families find work at food processing plants in Monmouth.

“We are a very unique district,” Fletcher said. “It’s hard to find a peer across Illinois.”

For next school year, the district plans to add reading and math instructional coaches, an additional third grade teacher, another ESL teacher, two student support specialists and an English Learner Family Coordinator.

“If kids don’t have food, water, light and power, we need try to help those families find resources, which in turn helps their kids succeed in school,” Fletcher said.

In addition, Fletcher noted, the district wants to use EBF dollars to bolster after-school programming for students, provide professional development for teachers and purchase additional curricular resources.

“Evidence-Based Funding has been a godsend for us,” he said. “There were a lot of lean years, and we were struggling. This came in and helped level the playing field for us.”



### **Pana CUSD #8**

Enrollment: 1,305    FY18: \$427,565  
Type: preK–12    FY19: \$273,962

The list of ways Pana CUSD #8 is using its new Evidence-Based Funding dollars ranges from adding staff, updating curriculum to creating a new STEM lab, Superintendent Jason Bauer said.

The additional staff hires have included a director of curriculum and paraprofessional. An elementary guidance counselor and junior high teacher will come on board next school year.

Bauer said the elementary guidance counselor and paraprofessional were hired to improve the level of social-emotional supports for students.

A curriculum director is a new position for Pana CUSD #8. Creating that position was necessary to address curriculum needs, facilitate discussions with staff and free up principals to focus on other duties. The junior high teacher will help alleviate classroom sizes, he added.

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EBF dollars are also being used to update the district's K-5 reading curriculum. The district's old curriculum was outdated and teachers had to piecemeal classroom materials together.

"We are making sure our teachers have the materials they need and facilitating discussions and providing support," Bauer said.

Creating a STEM lab is another initiative made possible because of EBF, Bauer noted. This summer, the district plans to redesign its junior high library and design the lab.

"We are very grateful for Evidence-Based Funding," Bauer said. "It's changed the narrative in our district. We are actually having discussions about what we can do for kids and not about what programs we have to get rid of."



### Peoria SD #150

Enrollment: 13,222    FY18: \$2.5 million  
Type: preK-12    FY19: \$1.3 million

Evidence-Based Funding is filling a variety of needs in Peoria SD #150.

First and foremost, Superintendent Dr. Sharon Desmoulin-Kherat said, it continues to serve as the catalyst and inspiration to elevate the learning journey. This includes providing supports to schools that are interested in implementing a student-focused and career-focused vision, expanding technology, hiring social-emotional teacher aides and raising starting salaries of teachers.

Peoria SD #150 has a goal of being one-to-one, where a computer or tablet is provided for every student. Thanks to EBF, Desmoulin-Kherat said, the district is much closer to that goal.

"As we prepare our students for the 21st Century, a critical skill is the ability to use multimedia," she said.

Providing more academic and social-emotional supports in the classroom for students was also important for Peoria SD #150. Desmoulin-Kherat said the district invested EBF dollars into hiring 13 Social-Emotional teacher aides at the elementary and middle schools.

"The SEL aides assist with de-escalating students so that they can get back on track and access more instruction," she said. A third need EBF helped fill, Desmoulin-Kherat added, is raising the starting salaries of teachers. The



### Pontiac CCSD #429

Enrollment: 1,250    FY18: \$105,605  
Type: preK-8    FY19: \$90,018

Evidence-Based Funding (EBF) dollars have helped Pontiac hire an additional social worker, math interventionist, math coach and part-time school resource officer, superintendent Brian Dukes said.

The additional social worker allows the district to have a social worker at each of the district's four buildings. The move is in conjunction with a new social emotional curriculum the district is piloting to provide better supports for at-risk children.

"Our community has changed over the years, and we really felt like this was a position we needed to add," Dukes said.

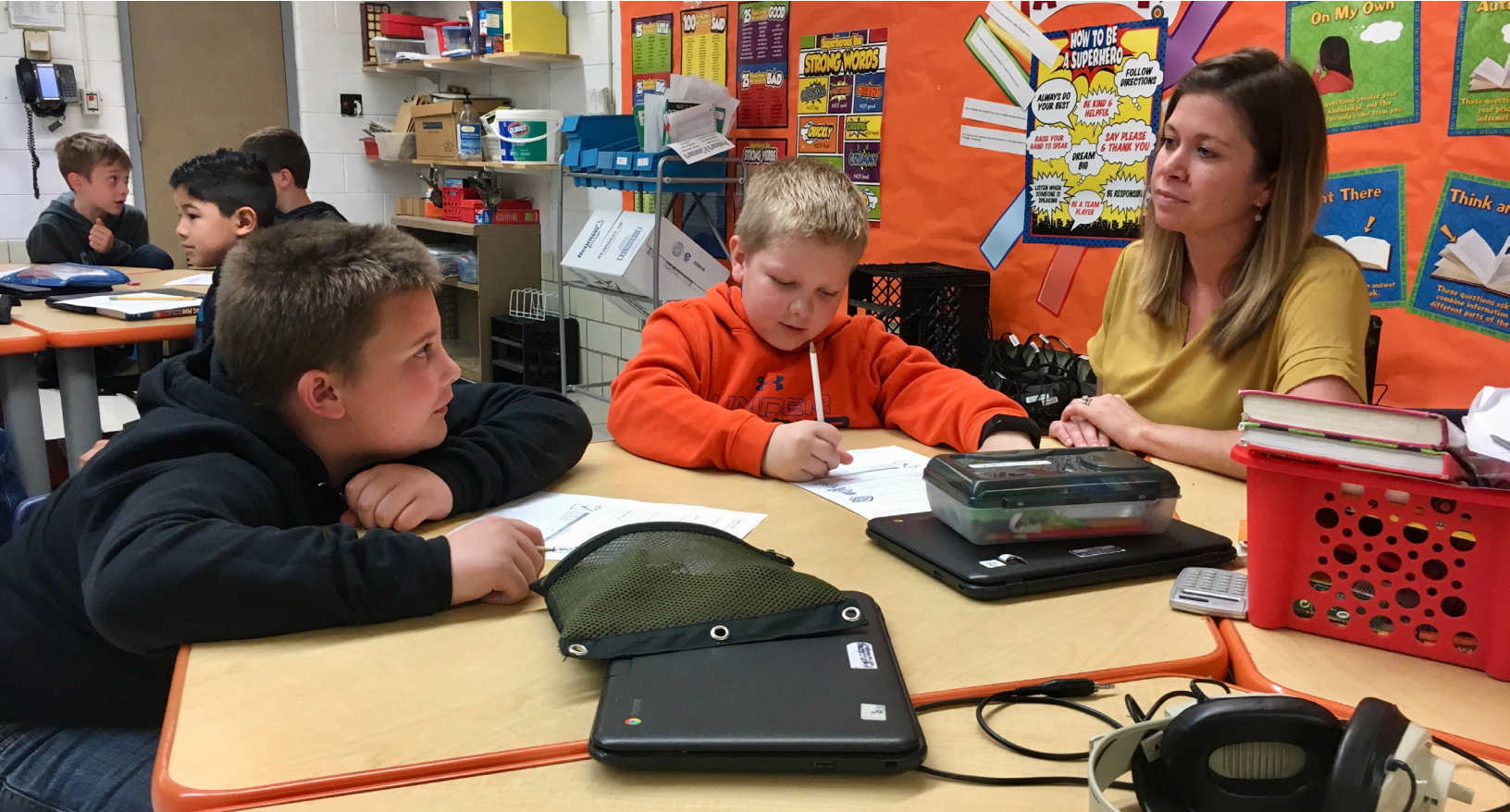
In addition, EBF should help boost the district's math scores, Dukes noted. A new math interventionist is working with sixth, seventh and eighth graders identified as needing extra support.

Meanwhile, a new part-time math coach is providing professional development and classroom assistance for junior high math teachers. The coach will eventually transition to the elementary level.

"We're able to catch kids and identify ones that need more help and then provide them with the support they need," Dukes said.

As for the school resource officer, Dukes said, he will be shared with the high school, adding the officer's





responsibilities will focus on building relationships with kids and educating them about law enforcement.

"EBF is truly allowing us to speed up the process on a number of initiatives and attack certain things as a district that we feel are important for our kids," Dukes said.



### Springfield SD #186

Enrollment: 14,295    FY18: \$1.1 million  
Type: preK–12    FY19: \$887,768

Updating textbooks, especially in the area of science, was one of several ways the Springfield School District is using Evidence-Based Funding (EBF) dollars to improve student achievement, according to Superintendent Jennifer Gill.

The district purchased new textbooks, which include both a hard copy and digital resources, to implement a new science curriculum at the district's middle school (grades 6–8). The district's three high schools also received new textbooks in multiple science courses.

"These textbooks will automatically align us to the Next Generation Science Standards," Gill said. "It will make teaching more fluid and hopefully impact our learning."

In addition, the new state dollars helped the district update textbooks for Advanced Placement courses, which, like the science books, were outdated, Gill said.

Social and emotional learning was also a priority with EBF dollars, Gill added. Springfield has hired five Braided Behavioral Support Coaches to provide support in elementary classrooms.

"We really want this position to integrate work in the classroom with social and emotional learning standards," she said.

Lastly, EBF is helping Springfield maintain classroom sizes and stave off additional cuts to staff or programs.

"EBF has had an immediate impact," Gill said. "Purchasing a new curriculum was a large expense, and it allowed us to move quickly and provide professional development to support teachers."



### Sterling CUSD #5

Enrollment: 3,407    FY18: \$1.2 million  
Type: preK–12    FY19: \$1 million

In his first year as superintendent in Sterling CUSD #5 in 2008, Dr. Tad Everett said 271 certified teachers worked in the district. By the 2015–16 school year, that number plummeted to 199—the result of substantial budget cuts necessitated by a drop in general state aid.

"We were really struggling," Everett said. "When EBF passed, it was a game changer for us."

*continued...*



After the passage of the new formula, Everett said, Sterling CUSD #5 identified key priorities to address with the new dollars. Those included:

- Improve student and staff safety and security.
- Increase supports for students struggling with social-emotional learning.
- Increase supports for struggling learners, with an emphasis on special education, math and class sizes.
- Improve the alignment of the curriculum, instructional practices and assessment system.

Last year, the district hired three elementary teachers, two 6–12 teachers, three special education teachers and a math interventionist. In addition, the district hired four social workers to improve social-emotional supports for students.

“Our education assessment data was telling us a story that our students were not meeting our standards,” Everett said. “We have been really focused on addressing these priorities, and it’s already starting to make a difference.”

The district has also made safety upgrades the past few years that were, in part, funded by EBF, Everett said. That includes bringing in a school resource officer, updating security cameras, hiring two security guards and making entrances safer.

Moving forward, Everett noted, the district also plans to use EBF to help hire a district-wide director of curriculum and instruction.

“The support we received from our state leaders and legislators, to formally approve and fund the EBF, is so appreciated,” Everett said. “This support has improved our building climates and student outcomes, and we have data showing that. At the end of the day though, as plainly as I can say it, our students have been the real winners of Illinois’ Evidence-Based Funding Model.”



## Streator Twp HSD #40

Enrollment: 879      FY18: \$650,611  
Type: 9–12      FY19: \$420,122

Launching a new STEM program was supposed to be a three-year plan, but EBM jumpstarted the process, Superintendent Matt Seaton said.

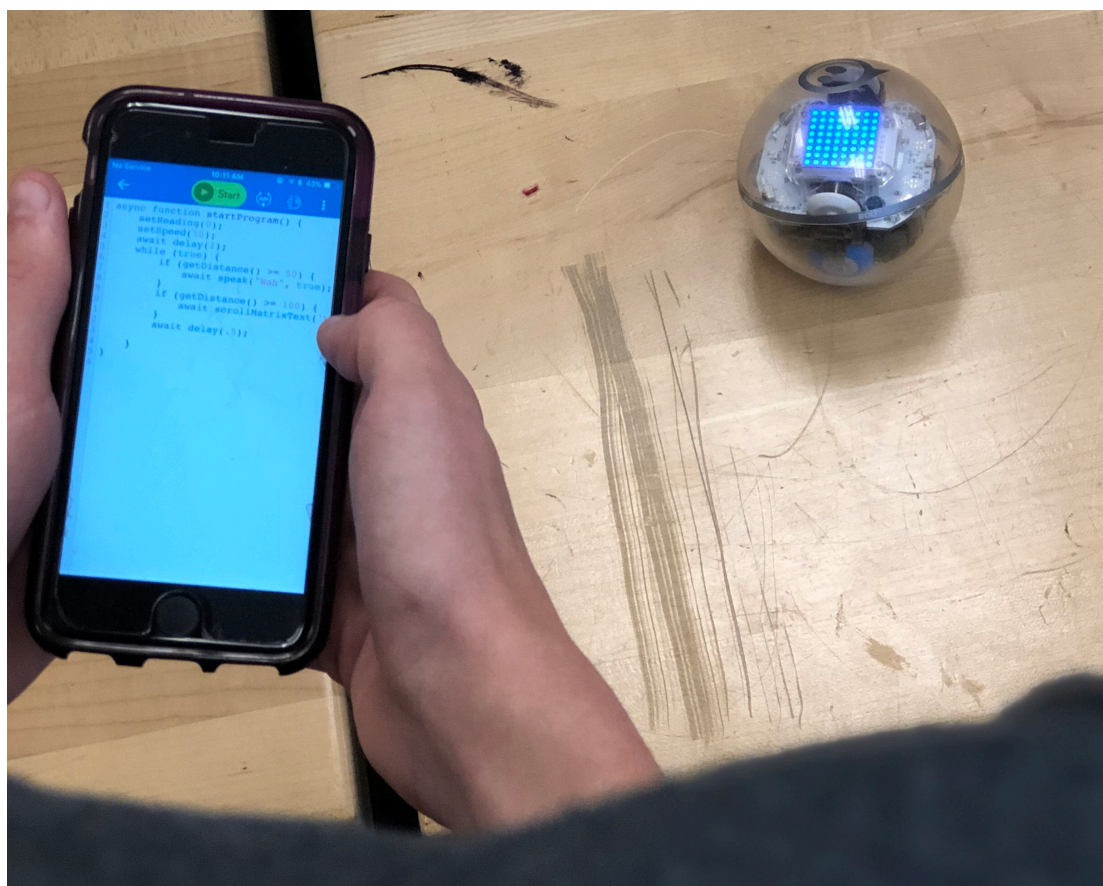
The district is investing the dollars into a new STEM lab and employing math and science teachers to design and oversee the project.

“They’re going to develop the classroom design as they go through this year,” Seaton said. “We feel like it’s a teacher’s dream.”

The new lab will be equipped with robotic equipment, computers, flexible furniture and 21st century work stations, among other things. But even more than the state-of-the-art space, Seaton said, the new program will provide students with job skills needed for a new labor market.

Streator is primarily a blue-collar community that sends as many students into the trades and vocational programs as it does to four-year universities.

“This was the next step for our math and science program,” Seaton said. “We’re providing exposure to students in advanced areas of science and math that interest them.”





“Streator’s new STEM lab will provide students with job skills needed for a new labor market. We were waiting, financially, for retirements or an opportunity to adjust staff. But with EBM coming in, it gave us enough cash on hand to go ahead and do it.”

—Matt Seaton, Streator Twp HSD #40

The goal of the STEM program eventually is to make it student-led, Seaton said, adding the “sky is the limit” on the potential once students see what their predecessors did and build from there.

“We were waiting financially for retirements or an opportunity to adjust staff,” Seaton said on the district’s plan to design a STEM lab. “But with EBM coming in, it gave us enough cash on hand to go ahead and do it.”

### United Twp HSD #30

Enrollment: 1,665    FY18: \$1.1 million  
Type: 9-12    FY19: \$810,221

Before the passage of the Evidence-Based Funding Model, United Township High School District #30 was operating on the margins, Superintendent Dr. Jay Morrow said.

“Our property tax rate was established in the 1950s and hasn’t changed since,” he said. “We had to rely on borrowing during pro-ration of general state aid. EBF helped us stabilize our budget significantly.”

Morrow said the district has focused its EBF dollars on increasing technology and providing more social-emotional supports for students.

The district purchased more than a dozen Google Chromebooks mobile labs to greatly expand the usage of the devices, as well as updated the high school’s digital infrastructure to improve connectivity and internet speeds for students.

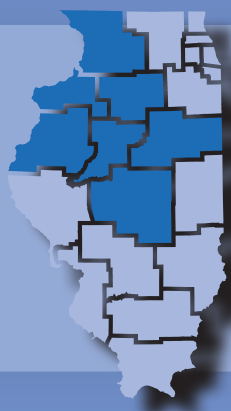
“That has been a very significant thing for us,” Morrow said about increasing the district’s technology budget.

United Twp HSD #30 also used its EBF dollars to hire an additional high school counselor. Thanks to a partnership with social service agencies, the district also added two mental health counselors who will work at the high school.

“So many of our counselors have to focus on career planning and college preparation, so they were just not able to devote enough time to meet as many needs as our students have,” Morrow said. “We felt it was important to dedicate resources so kids could get the help they need.”

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## Northcentral Super Region

September 2019-May 2021



### Abingdon-Avon CUSD #276

Enrollment: 971 FY18: \$169,619

Type: preK-12 FY19: \$132,513 FY20: \$106,990

#### How EBF has made a difference

Additional state funding has been a “game changer” for Abingdon-Avon CUSD #276.

The district has hired seven new staff members since the new formula went into effect, including two math interventionists, a writing instructional coach, a math instructional coach, a STEM teacher and a dean of students.

The interventionists will provide extended support for students who require additional intervention. Meanwhile, the instructional coaches will provide another level of support for teachers as the district implements new curricula and instructional practices.

“Evidence-Based Funding has truly allowed us to tackle our strategic goals for the district by allowing us to hire more staff, which is ultimately going to have the strongest impact on students,” Superintendent Dr. Mike Curry said.

The dean of students will focus primarily on discipline issues, freeing up principals to spend more time as instructional leaders. The STEM teacher – the first of its kind in the district – will open up new doors for students.

“We are really excited our students have the chance to explore robotics and other digital avenues that will allow them to fuel their creativity,” Curry said.

In addition, the increase in state funding allowed the district to purchase new, research proven reading and math curriculums for the early grades.



### Auburn CUSD #10

Enrollment: 1,337 FY18: \$427,008

Type: preK-12 FY19: \$316,231 FY20: \$346,058

#### How EBF has made a difference

The passage of EBF has helped Auburn CUSD #10 dig out of the hole that was created by proration in General State Aid and late payments to school districts.

To get by during that time, the district cut 42 employees over three years. Despite the reductions, Auburn CUSD #10 was still living on an annual deficit budget of \$500,000 to \$600,000 per year.

EBF closed the budget deficit, and Auburn CUSD #10 has now begun to invest dollars back into students and district operations.

“We are heading in the right direction,” Superintendent Darren Root said. “This formula has proven to prioritize the education of school districts that do not have the local tax base to support equality throughout the state.”

EBF dollars have been used to hire a social worker, which has provided students with another level of social-emotional support. The district also hired a librarian to better support student’s reading.

In addition, the district has begun replacing outdated textbooks for more modern, digital versions and invested the dollars to add to the district’s technology inventory.

Lastly, EBF was needed to help fund the purchase of four new buses in the district’s aging bus fleet.



### Continued support of EBF would ...

Continued support of EBF would make it easier for Auburn CUSD #10 to comply with mandatory increases to the minimum wage and minimum teacher salaries without cutting vital programs or reducing staff.



### La Salle-Peru Twp HSD #120

Enrollment: 1,192 FY18: \$163,340 FY20: \$369,698

Type: 9-12 FY19: \$144,690 FY21: Flat Funding

### How EBF has made a difference

Evidence-Based Funding has been “transformational” for La Salle-Peru Twp HSD #120.

The money allowed the district to stabilize its budget, avoid layoffs, update curriculum, improve special education services and hire additional staff that has resulted in lower classroom sizes and additional support for students.

“It truly has been transformational for us,” said Dr. Steven Wroblewski, superintendent of La Salle-Peru Twp HSD #120. “EBF has been grounded in our human resources and ensuring we have the right people in place to provide the experiences our kids need, particularly in defined deficiency areas.”

The district hired a full-time literacy instructor to elevate reading in the district. The literacy instructor provides direct support to students, as well as classroom teachers.

In addition, EBF made it possible for the district to hire a full-time science and full-time social science teacher. Both additions have helped lower classroom sizes and improve the overall learning experience for students.

Improving special education has also been a focus for La Salle-Peru Twp HSD #120. The district purchased a home near the high school that serves as a proper facility for students 18 to 22 years old with cognitive disabilities.

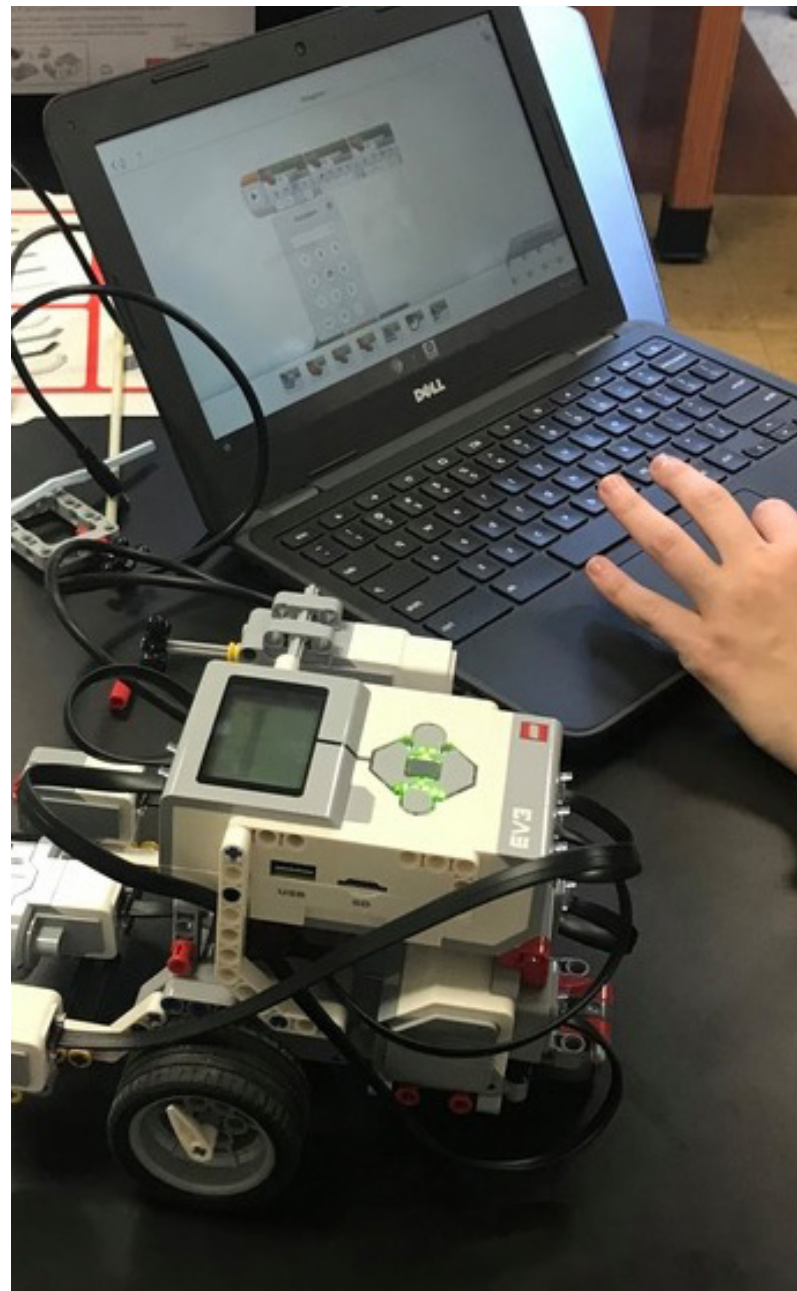
“EBF dollars allowed us to continue to support and grow our transition, life skills, and goals program for students 18 to 22 years of age,” Dr. Wroblewski said.

EBF was also used to purchase new textbooks and update curricular materials. An online reading program the district purchased has greatly expanded literacy support.

### Continued Support of EBF would ...

In the 2021-22 school year, La Salle-Peru Twp HSD #120 plans to bring on a full time math teacher and three special education educators.

If EBF were properly funded, the district would look at how it could continue to invest in human resources and lower classroom sizes and provide additional support for students.





## **Lincoln CHSD #404**

Enrollment: 519    FY18: \$247,585    FY20: \$127,188  
Type: 9-12    FY19: \$135,058    FY21: Flat funding

### **How EBF has made a difference**

Additional funding from the state has allowed Lincoln CHSD #404 to provide additional social-emotional support to students and expand academic opportunities.

The district used the dollars to form a partnership with Chestnut Health Systems to bring in additional social workers to the district. Before EBF, the district's social worker primarily supported students with Individualized Education Plans. The partnership allowed the district to expand social-emotional support to all students.

“They have been critical in working with teachers on how they can support students in their classrooms,” said superintendent Dwight Stricklin.

Evidence Based Funding also allowed Lincoln CHSD #404 to bolster its curriculum. The district invested the dollars into a STEM geometry curriculum. In addition, a STEM robotics curriculum will provide a more engaging and creative curriculum for students.

“We wanted to give students more opportunities and a lot more hands-on interaction,” Stricklin said. “The students have absolutely loved it.”

### **Continued support of EBF would ...**

If the state continued to invest in the EBF formula, Lincoln CHSD #404 would look to expand social-emotional support to students.

“There is just so much more we need to do with this,” Stricklin said. “It would have a tremendous impact on our district if we could just bring in one more person to provide support to students and families.”



## **Macomb CUSD #185**

Enrollment: 2,020    FY18: \$134,519    FY20: \$124,464  
Type: preK-12    FY19: \$126,251    FY21: Flat funding

### **How EBF has made a difference**

The passage of EBF came at a critical time for Macomb CUSD #185. Over the past decade, Macomb has seen a significant increase in the number of students who qualify for free and reduced lunch.

With that has come the need for the district to offer more social-emotional support for students.

“We have made the conscious choice to use EBF to support families and kids in need,” said Dr. Patrick Twomey, superintendent of Macomb CUSD #185.

Macomb CUSD #185 has hired one counselor, two social workers and two psychologists with EBF dollars. Adding the positions has been essential because mental health support is limited in west central Illinois.

“The payback for the support we were able to provide families and students is immeasurable,” Dr. Twomey said. “People now know the services are there and are starting to ask for help because they know they can get support.”

EBF has also offered a much needed lifeline for rural schools, like Macomb CUSD #185. Flat funding, or a cut to EBF, would hit rural schools harder because local resources can't fill in the gaps to meet the needs of all students.

“We can't have less teachers,” Dr. Twomey said.

### **Continued support of EBF would ...**

Properly funding EBF would allow the district to update curriculum and improve support of teaching and learning. Macomb CUSD #185 would seek to hire its first ever curriculum director.

“We need to have someone who can focus their full-time attention on digging into our assessment data and determining where we can place our emphasis in terms of intervention,” Dr. Twomey said.



Macomb CUSD #185 would also look to hire instructional coaches to better support teachers and free up principals to focus on other responsibilities.

"Our first priority was to focus on the basic needs of students," Twomey said. "Now, we need to focus more on teaching and learning because we need to improve student outcomes."



### **Mt. Zion CUSD #3**

Enrollment: 2,394 FY18: \$198,807

Type: preK-12 FY19: \$169,609 FY20: \$355,204

#### **How EBF has made a difference**

Additional state funding has helped Mt. Zion CUSD #3 attract and retain teachers in the midst of a statewide teacher shortage, replace old textbooks and balance the district's budget.

Teachers in Mt. Zion CUSD #3 received a 2 percent annual increase in salary as a result of increased state funding.

"It was hard to keep up with inflation when we were getting the same amount of state aid as 10 years ago," Superintendent Dr. Travis Roundcount said.

The new funding formula also allowed the district to purchase new textbooks for different grade levels and subject areas.

"Some of our textbooks were 20 years old and falling apart," Roundcount said. "I don't think most parents would expect that their children should use the exact same book they used when they were in 5th grade."

Lastly, new state funding allowed the district to balance its budget and avoid overspending.

#### **Continued support of EBF would ...**

Mt. Zion CUSD #3 plans to use its new tier funding to continue to buy new textbooks. The new money will also allow the district to purchase more classroom supplies and help fund other areas that had to be cut when the state decreased funding.



### **Riverton CUSD #14**

Enrollment: 1,387 FY18: \$591,649

Type: preK-12 FY19: \$457,229 FY20: \$421,209

#### **How EBF Has Made A Difference**

The passage of Evidence-Based Funding has halted years of cuts in Riverton CUSD #14 and allowed the district to rehire staff and restore programs that are most effective for students.

With the increase in state funding, Riverton CUSD #14 added back some services to better support a growing special education population.

The district also analyzed where the formula says schools can impact student achievement the most and hired an instructional coach at the middle school. Reducing class sizes was also a priority. The district hired a kindergarten and second grade teacher, bringing class sizes in those grades to below 20.

"We tried to use EBF and focus resources on what is most effective for students," Superintendent Brad Polanin said.

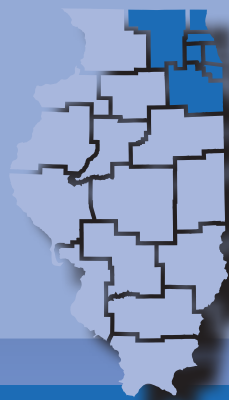
Other improvements made possible in Riverton CUSD #14 because of increased state funding were the addition of a behavioral interventionist and a social studies teacher at the high school. Having a behavioral interventionist on staff frees up principals and assistant principals to focus more on being instructional leaders. Meanwhile, the extra high school teacher provided more flexibility in scheduling to expand elective opportunities for students and add a study hall, where students now have the option to take online courses.

"We really tried to get creative and expand our electives and opportunities for students," Polanin said. "We first needed to be able to bring on the extra staff in order to do that."

#### **Continued EBF Support Would ...**

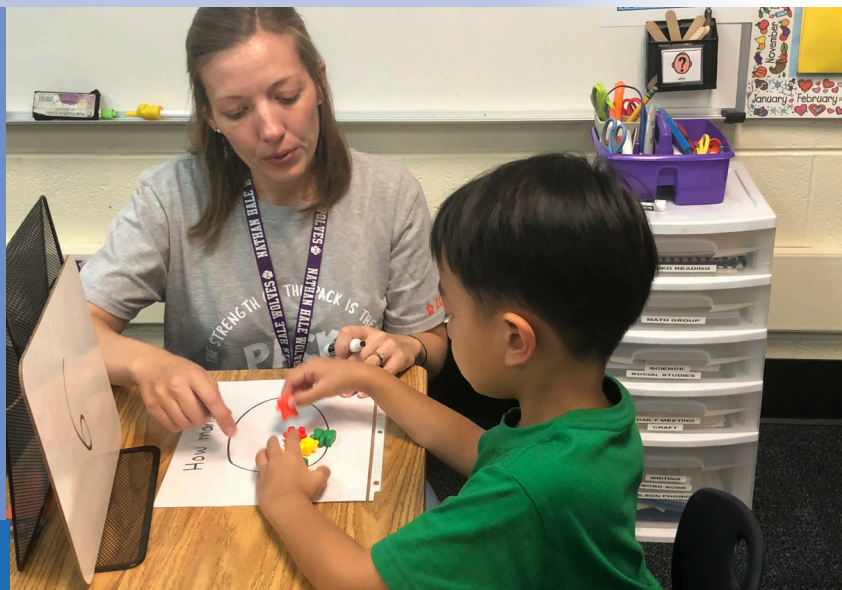
Riverton CUSD #14 plans to survey staff in the coming weeks to determine what programs it can restore or what new opportunities it can create for students in the district. One area the district could address is to continue to align its curriculum and instructional practices throughout the different buildings in the district.

"We have a lot of ideas on the table, and we're going to continue to do that work over the next quarter of the school year," Polanin said.



## Northeastern Super Region

August 2018-May 2019



### Aurora West USD #129

Enrollment: 11,746    FY18: \$5.9 million  
Type: preK–12    FY19: \$4.5 million

EBM dollars are helping keep classroom sizes down and students in their neighborhood elementary school in West Aurora, assistant superintendent Dr. Brent Raby said.

West Aurora has 10 elementary schools spread throughout the community. Students who register on time attend their neighborhood school, but those who register late may have to be shifted to another building because classroom sizes are capped and there is no room.

However, that system had some flexibility this school year because West Aurora had the ability to hire additional teachers to prevent overflow.

“This year we’re able to hold off on making those decisions because we’ll know we will have room and the full-time staff to keep class numbers down and try to avoid overflow situations,” Raby said.

In addition, EBM is allowing West Aurora to shift to a double block math structure at the middle school. Students will now be placed in the level of math they’re comfortable with, rather than just sixth graders taking sixth grade math or seventh grade math in seventh grade, for example.

“That is huge for us,” Raby said. “We know one of the biggest challenges is students having to play catch up when they enter high school. This structure is going to let us head that off.”

EBM is also allowing West Aurora to hire staff to support its new career center, Raby said, which will be focused on creating pathways for students interested in technology, manufacturing and the medical field.

“We want students to be able to walk out of high school with certifications that can get them into entry-level careers,” Raby said. “EBM dollars are going to be used to support that effort.”



### Belvidere CUSD #100

Enrollment: 8,003    FY18: \$2.4 million  
Type: preK–12    FY19: \$1.9 million

An influx in new state funds through the Evidence-Based Funding Model came at a crucial time for Belvidere CUSD #100, Superintendent Dr. Daniel Woestman said.

The district experienced growth in the number of students in need of additional social-emotional supports. With the new dollars, Woestman said, the district hired four additional social workers at the elementary, middle and high school levels.

“For multiple years principals have been coming back saying we need more social workers,” Woestman said. “We hadn’t really been able to move the needle on that until the new funding kicked in.”

In addition, Belvidere CUSD #100 used its new EBF dollars to hire math and reading interventionists to provide support for students who do not hit their growth targets. The district’s special education program has also gotten a boost because the district could afford to hire additional staff, Woestman added.

“We’re no longer trying to do more with the same number of people, but actually adding resources,” he said.

Overall, Woestman noted, the new formula is driving conversations within Belvidere CUSD #100 about how to base spending decisions on what the research says will raise student achievement.



“This is a student-centered approach to funding,” he said. “We’re grateful for the additional resources, and I hope the formula will continue to be funded appropriately.”



### Chicago Ridge SD #127.5

Enrollment: 1,473      FY18: \$1.2 million  
Type: K–8      FY19: \$923,372

With its EBF dollars, Chicago Ridge is taking a multi-faceted approach to improve learning opportunities for students and offer more social and emotional supports, superintendent Dr. Kevin Russell said.

The district hired full time art and music teachers, making it so students could take the courses year-round. In previous years, Russell said, the teachers would flip flop buildings. Physical education was also expanded to four days a week, rather than three, thanks to EBF, Russell said. As a result of the additional staff, the elementary district daily master schedule could be rewritten to incorporate more time for teacher collaboration, Russell added.

The changes at Chicago Ridge didn’t stop there. Russell said the district added three new, state-of-the-art STEM labs, complete with smart boards, a 3-D printer, robotics and computers for students to learn coding.

“Before EBF that was almost unthinkable in our school district,” he said. “The data showed we needed to expand in those areas for our kids to be successful.”

Two social workers also came on board, allowing the district to provide more support and trauma services for students. The additional money also was used to hire assistant principals at each of the three buildings, freeing up building principals from lunchroom supervision and other similar duties. “We’ve been busy,” Russell said about using EBF money. “It really has leveled the playing field for us.”



### Cicero SD #99

Enrollment: 11,874      FY18: \$8.4 million  
Type: preK–8      FY19: \$4.7 million

Superintendent Rodolfo Hernandez said Cicero SD #99 is using its new Evidence-Based Funding dollars to transform the district.

One of the top priorities, he noted, is to eliminate the district’s pre-kindergarten waiting list, as well as sustain a full-day

kindergarten program. To move in that direction, the district opened a new Early Childhood Center, which would not have been possible without EBF.

“In my district, we have a significant number of little ones who need services,” Hernandez said. “We really want to make sure our kids have a solid foundation at the primary grade levels.”

Evidence-Based Funding also made it possible for the district to open and staff two additional elementary STEAM (Science, Technology, Engineering, Art, Math) rooms, along with supplying the rooms with new materials and equipment.

The incorporation of STEAM is part of a larger mentality shift district-wide—supported by EBF—where students take ownership of their own learning, and subject matters are no longer taught in isolation. Furthermore, what’s unique about the expansion of STEAM, Hernandez added, is that parents are often invited to learn alongside their children.

“It’s such a wonderful experience to see the parents and students working together,” he said.

The focus on parental involvement extends beyond STEAM. Cicero SD #99 also used the new state dollars to fund GED classes, host parent leadership camps, and train para-professionals to help parents learn how to better support their children academically.

Lastly, EBF dollars have been instrumental in expanding after-school programming.

“It’s amazing what a few dollars can do,” Hernandez said. “It’s a slow process, but we are off to a good start in the transformation of our district.”



### Crete Monee CUSD #201U

Enrollment: 4,893      FY18: \$664,636  
Type: preK–12      FY19: \$905,483

Crete Monee CUSD #201U is using its Evidence-Based Funding dollars to support its Future Ready initiative that focuses on six areas: STEAM, technology, equity, global and local connections, financial literacy, critical thinking and cultural competency.

Superintendent Dr. Kara Coglianese said the focus area this school year has been global and local connections. As a part of that effort, the district developed

*continued...*

**EBF** (EBF) has provided a ray of hope for our district. It's no longer a matter of wishing we could do that. We can actually do things now, and it's had an immediate impact on our kids. **”**

—Dr. Corey Tafoya, Harvard CUSD #50

a manufacturing program where students can earn certifications needed to work for local manufacturers.

“We’re trying to replenish our businesses with local graduates,” Coglianese said, adding the district started a job fair and local manufacturing advisory committee to support the program. “Our students can secure internships and get hired when they graduate.”

Another aspect has been the creation of a Navy Junior ROTC program, which introduces cadets to the technical areas of naval science, the role of the U. S. Navy in maritime history and the vital importance of the world’s oceans to the continued well-being of the United States.

EBF dollars have also improved equity in the district, Coglianese noted. The district has significantly boosted enrollment of African-American students in AP classes. Crete-Monee High School is now considered an AP Capstone school.

Another part of the equity piece, Coglianese added, was an equity audit conducted across the district. This resulted in training for staff on equitable practices in the classroom, as well as training for board members on cultural sensitivity and developing equitable policies.

For the global component, the district added a Mandarin Chinese class and now participates in a foreign-exchange program where students from China travel to Crete Monee CUSD #201U.

“We are very appreciative of EBF and are seeing such positive changes in our schools and in our community,” she said.



### DeKalb CUSD #428

Enrollment: 6,598      FY18: \$2.8 million  
Type: preK–12      FY19: \$2.8 million

Helping students in the classroom and providing relief for taxpayers were two major priorities for DeKalb CUSD #428 with new Evidence-Based Funding dollars, Superintendent Jamie Craven said.

Enrollment in DeKalb CUSD #428 climbed 75 students last school year, which could have resulted in classroom sizes in the high 20s. However, Craven said, an influx in Evidence-Based Funding allowed the district to hire 11 more teachers, holding any increases at bay.

“Evidence-Based Funding is allowing us to keep pace with our increasing enrollment,” he said.

The district also used EBF to hire additional social workers, bringing the total to 11. The district now has a social worker for each attendance center.

The combination of additional teachers and social workers is providing a much-needed boost in social-emotional supports for students, roughly 60 percent of whom are considered low income.

“We were sharing social workers across our buildings and that just doesn’t work,” Craven said.

DeKalb CUSD #428 also opted to give taxpayers a break by abating a \$1.7 million bond and interest in last year’s levy. Residents in the district were paying a high rate and the board felt they needed some relief, he noted.

“Overall, Evidence-Based Funding is allowing us to explore more options that otherwise wouldn’t have been possible,” Craven said.



### Harvard CUSD #50

Enrollment: 2,700      FY18: \$2.2 million  
Type: preK–12      FY19: \$1.9 million

Harvard CUSD #50 has used new state funding to expand educational opportunities for students, offer more social and emotional supports and improve college readiness.

When the Illinois State Board of Education calculated adequacy scores for each district, Harvard CUSD #50 had a score of 50 percent, making it tied for the third lowest in the state.

“(Evidence-Based Funding) has provided a ray of hope for our district,” said Superintendent Dr. Corey Tafoya. “It’s no longer a matter of wishing we could do that. We can actually do things now, and it’s had an immediate impact on our kids.”

Harvard went from a volunteer art teacher to three full-time art teachers—an addition that Tafoya said will have a drastic impact.

Harvard has also hired two social workers, a dean of students at the junior high, an elementary counselor and a discipline consultant. The moves significantly improve social and emotional supports in place for students—two-thirds of whom come from low-income families, Tafoya said.





**“Our students will become much more acclimated to science, technology, engineering and math because of EBM.”**

—Dr. Kimako Patterson, Prairie Hills ESD #144

In addition, EBM is putting more technology in the hands of students. Beginning this school year, the district will be 1:1 with computers. A new junior ROTC program will also be supported with EBM dollars, Walters said.

“This has been a vision and plan of restructure and redesign the last four years that we have really struggled with without the funding,” she said. “With the additional money, we haven’t had to slow down.”

The district has also been able to afford more professional development for teachers to help move along the district’s literacy initiative for K-5 students.

Another major initiative with EBF, Tafoya added, is to boost college readiness. The district purchased the SAT Suite of Assessments and now tests students in eighth, ninth and 10th grades, which provides measurable data the district can use to track student growth and develop support strategies.

“We are able now to identify student weaknesses and provide individualized supports to address student deficiencies,” Tafoya said.



### **Kankakee SD #111**

Enrollment: 4,662      FY18: \$2 million  
Type: preK–12      FY19: \$1.3 million

Two years ago, Kankakee closed a school, cut central office administrators and combined positions in an effort to balance the budget. The cuts narrowed the gap but didn’t quite close it.

The next step likely would have been reducing the number of social workers—a move nobody wanted to make. However, new dollars from EBM alleviated that concern, Kankakee Superintendent Dr. Genevra Walters said.

“Our students have significant social and emotional needs,” she said. “It would have been a challenge to support their needs and for them to have success in academics.”

In FY19, Walters said, Kankakee is using EBM dollars to proceed with major initiatives that would have been hard to implement fully without funding.

The district is redesigning its educational model to develop a “cradle to career system,” Walters said. Part of that is a competency-based educational model, beginning this year with freshman and eventually expanding to the entire high school.



### **Prairie Hills ESD #144**

Enrollment: 2,549      FY18: \$1.2 million  
Type: preK–8      FY19: \$1.3 million

EBM dollars are allowing students at Prairie Hills to be exposed to new academic and enrichment opportunities that weren’t previously available, Superintendent Dr. Kimako Patterson said.

What she and her staff have found is that the normal school day simply isn’t long enough to fully support the student body, which is 95 percent low income.

The dollars, Patterson said, will essentially allow the district to expand the school day and week for students who need it.

During the week, the district will offer students an after-school STEM program, where students will learn skills such as robotics and coding. There will be an emphasis on encouraging girls to participate, Patterson added.

And on Saturday, the district is using EBM to create an academy, where teachers are available to tutor and help students. EBM will be used to pay teachers a stipend for the extra work.

“Our students will become much more acclimated to science, technology, engineering and math because of EBM,” Patterson said.

In addition, new tier funds fulfill a dream of hers, Patterson said, by expanding foreign language opportunities to include French at the junior high. Students at Prairie Hills were only offered Spanish previously.

“It’s always been important to me to expose minority students to foreign language,” she said. “It gets them ready to be able to continue French once they enter high school.”

Any remaining dollars will be used to help balance the budget.

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## Queen Bee SD #16

Enrollment: 1,777 FY18: \$452,064

Type: preK-8 FY19: \$330,836

Evidence-Based Funding is serving a different role in Queen Bee SD #16 than other districts with more limited resources.

Superintendent Dr. Joseph Williams said the main role the new state funding formula has served is to “validate and protect” the work currently being done to improve student achievement in the district.

“I really appreciate the framework and design of EBF formula,” Williams said. “It’s research supported, so for us, it

truly validates that we have been spending the money where it makes a difference, which is in the classroom.”

In recent years, Williams said, Queen Bee SD #16 has expanded its instructional coaching model and invested in a high-quality curriculum, among other things. That work has made a difference in improving academic scores, he said.

An additional revenue stream to support those efforts helps ensure the district can continue to provide the necessary supports for kids, he added.

“It’s providing extra security for us and, hopefully, will help us expand our instructional coaching, particularly in the area of math,” Williams said. “This money really does matter and make a difference for us.”

**“We see early childhood as a long-term intervention that is a good use of the funds. We can really sustain a program like this because of EBM.”**

— Dr. Ehren Jarrett, Rockford Public Schools #205







## Rockford Public Schools #205

Enrollment: 26,040    FY18: \$8.3 million  
Type: preK–12    FY19: \$8.9 million

The infusion of EBM dollars is supporting major changes at the elementary and pre-K level, as well as preserving Rockford's College and Career Academy, Superintendent Dr. Ehren Jarrett said.

Last year, the district piloted what it calls "innovation zones" to help improve student achievement at elementary schools.

The idea, developed in conjunction with the teacher's union, will lengthen the elementary day by 45 minutes in exchange for additional dollars to be used to meet additional building level staffing needs.

The EBM will also allow Rockford to sustain an early childhood investment that includes an FY19 investment of over \$2 million in local funds. The expansion has allowed a significant increase in all day early childhood seats.

"We see early childhood as a long-term intervention that is a good use of the funds," Jarrett said. "We can really sustain a program like this because of EBM."

Rockford is also using the dollars to hire additional kindergarten teachers to keep classroom sizes at 20 students or below, Jarrett said, as well as add assistant principals at the elementary level.

The extra administration in the building will free up principals from things like cafeteria and recess supervision and allow them to dedicate more time to increase instructional support and leadership.

At the high school level, Jarrett added, EBM helps support its academy, which provides students with real world experiences with local businesses, among other things.

"EBM is really giving Rockford students the chance to have the same opportunities as wealthier districts," he said.



## Schaumburg CCSD #54

Enrollment: 15,003    FY18: \$416,225  
Type: preK–8    FY19: \$404,250

Schaumburg District 54 was one of eleven school districts in the country recognized as a Model PLC for its exemplary work in establishing a high-achieving professional learning community in 2018. The collaborative processes and

*continued...*









results orientation associated with this work correlate to excellent academic and social-emotional results in the district.

However, with Evidence-Based Funding dollars in hand, superintendent Andrew DuRoss said, the district has built on the PLC foundation by allocating resources to close the achievement gap for identified at-risk students.

Professional Learning Community teams in Schaumburg District 54 utilize curriculum-aligned acceleration practices five days a week for a half-hour in both literacy and mathematics.

“These specific and timely interventions are provided by highly qualified teachers in both literacy and mathematics hired using EBF.”

EBF dollars are also being used to provide additional coaching and mentoring supports to teachers who specifically work with at-risk students.

Lastly, the district also utilized EBF to improve social-emotional supports for students. Additional social workers were hired, which was done in conjunction with the rollout of a new social-emotional learning curriculum, DuRoss said.

“The focus on Whole Child success is a critical component of our strategic plan and in fact, it is the most important work we do with children.”



### **West Chicago ESD #33**

Enrollment: 4,328      FY18: \$2.7 million  
Type: preK–8      FY19: \$1.9 million

Sandwiched between Naperville and Elgin, West Chicago ESD #33 has the lowest equalized assessed value in DuPage County.

As a result, the district’s superintendent, Dr. Charles W. Johns, said it has been stretched financially for decades. However, EBF is helping to turn that around with an infusion of new state dollars.

But the largest need was an unexpected expense, Johns said. West Chicago lost nearly \$500,000 in early childhood funding when the Illinois State Board of Education altered its distribution model. EBF salvaged the program, which is both center- and home-based and supports 625 students.

“We’re having to use EBF to make up that shortfall,” Johns said.

Remaining EBF dollars will support improved after-school and summer programming, as well as allow the district to hire more family liaisons and social workers.

West Chicago receives federal dollars for its after-school program, but it needed financial help to offer transportation to all students. Meanwhile, the district’s summer-school program is being revamped to focus more on STEM-based activities, Johns said.

“We want children to be more attached to school and have more of an affiliation to school,” he said. “Students who struggle academically need to find something that brings them joy about school, which we believe will then cross over into academic learning.”



### **Zion ESD #6**

Enrollment: 2594      FY18: \$1.9 million  
Type: preK–8      FY19: \$1.3 million

Thanks to EBF, kindergarten classroom sizes have dropped from more than 30 students to between 11 and 17 students per classroom, Zion ESD #6 Superintendent Dr. Keely Roberts said. Zion accomplished that by hiring 10 additional classroom teachers, allowing the district to create a new section of kindergarten and first grade in each building.

“This is absolutely a dream come true,” Roberts said. “There is zero chance that would ever happen without EBF money.” Reducing classroom sizes is one of three major initiatives in Zion.

Roberts said the district also hired 12 new interventionists, who are certified teachers, to provide classroom support to teachers in the classroom, with a mix of EBF and Title I dollars. The new hires will provide direct instruction for children and work with teachers to analyze student-performance data. “We don’t want to wait for children to fail,” she said. “We felt the right thing to do was to get as much student contact with classroom teachers for our youngest learners.”

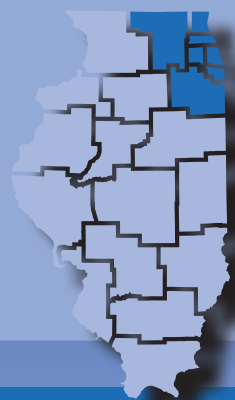
Improving social and emotional supports for children is also a priority, Roberts added. The district created an elementary supervisory aide, a non-traditional role in the school that will focus on relationship building with students and families. The person will serve as a conduit to classroom teachers, as well as oversee responsibilities such as supervising lunch and recess.

“Part of what makes a successful school is having deep relationships with children and their families,” Roberts said.

*continued...*

**I think the biggest thing is that there is hope. I think many of us were starting to lose hope in our state supporting public education.**

— Dr. Terri Bresnahan, Berkeley SD #87



## Northeastern Super Region

September 2019-May 2021



### Berkeley SD #87

Enrollment: 2,733    FY18: \$1.6 million  
Type: preK-8    FY19: \$1.1 million    FY20: \$933,214

#### How EBF has made a difference

An influx of state funds has benefitted Berkeley SD #87 in both measurable and immeasurable ways.

The district has added 21 new staff positions to date, greatly enhancing academic opportunities and social-emotional support for its diverse population.

The district hired social workers, psychologists and counselors. Other areas that have benefitted from the additional personnel include foreign language, STEM, art, music and the district's gifted program. A library media specialist was also added.

In addition, new tier state funding has helped the district support its early childhood program and purchase Chromebooks to facilitate a 1:1 initiative in grades 2 to 8.

Other contributions, however, aren't quite as tangible.

"I think the biggest thing is that there is hope," Superintendent Dr. Terri Bresnahan said about the overall impact of the Evidence-Based Funding Model. "I think many of us were starting to lose hope in our state supporting public education. I feel like for the first time in a long time we now have that support thanks to the passage of the new funding formula."



### Big Hollow SD #38

Enrollment: 1,754    FY18: \$332,853  
Type: preK-8    FY19: \$334,718    FY20: \$493,115

#### How EBF has made a difference

Before the passage of the Evidence-Based Funding Model, Big Hollow SD #38 was on ISBE's Financial Watch list and had classroom sizes well above recommended levels.

Since the new state funding started flowing, the district moved to Financial Recognition, reduced classroom sizes and made significant investments to bolster curriculum and provide additional social-emotional supports for students.

"There has been a shift and a different mindset, where we can now focus on how we can best support teachers and students in the classroom and not what we have to cut," Superintendent Robert Gold said.

Big Hollow SD #38 has added 12 new teachers at the elementary and middle school levels. Kindergarten through second grade classroom sizes are now at or below 20 students and grades 3 - 8 classes are below 25 students.

"That was our primary focus," Gold said. "We had an environment where our classroom sizes and teacher workload were overwhelming."

In addition, Big Hollow SD #38 hired its first Director of Curriculum, Instruction and Assessment, as well as increased social-emotional support for students by hiring one additional social worker and one behavior interventionist.



**“We looked at the indicators in the EBF formula and invested our dollars in the areas that had the most significant impact on student success.”**

— Dr. Donna Leak, CCSD #168 – Sauk Village

“The morale in our district has improved significantly, and we are now steering more resources toward student supports,” Gold said.

### Continued support of EBF would ...

Big Hollow SD#38 intends to provide more supports for students who are struggling academically. The district hopes to accomplish that goal by hiring reading and math interventionists at the middle school.



### Bradley-Bourbonnais CHSD #307

Enrollment: 2,047 FY18: \$896,255

Type: 9-12 FY19: \$735,472 FY20: \$737,551

### How EBF has Made a Difference

Increased state funding has supported Bradley-Bourbonnais CHSD #307’s efforts to implement its strategic plan aimed at guiding students to a successful path to college, career and life readiness.

The funding allowed the district to partner with Equal Opportunity Schools and provide students more access to rigorous curriculum via Advanced Placement courses.

“We are making meaningful changes,” Superintendent Dr. Scott Wakeley said. “We are recruiting students of color and low-income students and getting them excited about taking classes they previously thought were only for other kids.”

EBF has also made it possible for Bradley-Bourbonnais CHSD #307 to hire 10 additional full-time employees. Positions include an additional math teacher, guidance counselor, five safety monitors, dean of students and a data and assessment coordinator.

The guidance counselor will provide much needed social-emotional support for students dealing with stress and anxiety, and the dean of students will focus on issues like attendance and truancy.

Other improvements EBF is helping facilitate are in technology support through the purchase of new Chromebooks and summer-school programming.

“We are using EBF to support our educational programs while also looking at our data and trying to better understand our challenges and make real changes that specifically address the needs of our students,” Wakeley said.



### Continued Support of EBF Would ...

If the state continues to provide proper funding to EBF, Bradley-Bourbonnais CHSD #307 plans to continue to bolster its staffing and find new and innovative ways to support students of color.

“With over 40 percent low income, and 30 percent students of color, we need to continue to raise the bar and give opportunities for our students,” Wakeley said.



### CCSD #168-Sauk Village

Enrollment: 1,346 FY18: \$583,616 FY19: \$405,509

Type: preK-8 FY20: \$306,053

### How EBF has made a difference

CCSD #168 – Sauk Village has seen increases in local assessment scores “across the board” as a result of an increase in state funding.

The district used its EBF dollars to hire two instructional coaches, a reading interventionist, a math interventionist, three social workers, two psychologists and one guidance counselor.

“We looked at the indicators in the EBF formula and invested our dollars in the areas that had the most

significant impact on student success,” said Superintendent Dr. Donna Leak.

The instructional coaches have been pivotal in changing teaching and learning methods throughout the district. Teachers now regularly meet and discuss classroom strategies and use data to better inform decisions.

Adding reading and math interventionists has also provided students with another level of support to help them stay on track.

In order for the new academic supports to be successful, CCSD #168-Sauk Valley needed to address chronic absenteeism.

The combination of social workers, psychologists and a guidance counselor has been pivotal to that effort because it significantly boosted the level of social-emotional support the district could offer students.

“We are able to do so much more than just a phone call,” Leak said.

#### Continued support of EBF would ...

CCSD #168 –Sauk Village’s next goal is to invest in a new curriculum that is more hands on and provides students with increased STEM opportunities.

“We needed to shore up what happened in the classroom and provide more support for our families. The next thing is to provide students with a high level of hands-on activities and curriculum that is engaging and will push students to the next level,” Leak said.



#### Dolton SD #148

Enrollment: 2,089 FY18: \$388,529

Type: preK-8 FY19: \$294,705 FY20: \$274,297

#### How EBF has made a difference

Evidence-Based Funding helped Dolton SD #148 stabilize finances and improve and maintain academic and social-emotional support for students and staff.

The district, which serves about 87 percent low-income students in IASA’s Cook South region, utilizes a Multi-

Tiered Systems of Support (MTSS). EBF allowed the district to maintain its commitment to the continuous improvement framework.

“Being able to do that was key because we have so many students with varying degrees of abilities,” said Deputy Superintendent Dr. Sonya Whitaker. “We are committed to student support and instructional leading.”

EBF also helped stabilize the district’s budget and allow for better positioning of district staff to support short-term and long-term planning. An example of the planning efforts was the purchase of a new math curriculum.

“EBF was combined with other funds to begin the work to determine what curriculum best met the needs of the diverse student population we serve,” Whitaker said. “We did not have to cut corners and were able to buy into a math curriculum which represented our diverse students in a favorable light and showcased rigorous mathematical concepts.”

Dolton SD #148 also expanded social-emotional supports as a result of EBF. The district hired three district-level psychologists and provided extensive professional development training to help students with problem-solving skills and dealing with pressures they may experience outside of school.

Furthermore, EBF dollars were combined with federal funds to help the district close the digital divide during the pandemic. Dolton SD #148 has been fully remote and will continue that approach for the remainder of the 2020-21 school year.

“We were so much more prepared for the pandemic because we had the financial resources to provide every student a laptop or Chromebook as well as a wi-fi hotspot,” Whitaker said.

#### Continued support of EBF would ...

Dolton SD #148 would expand social-emotional support for students by hiring additional social workers and nurses. The district would also look to provide another level of academic support by hiring reading and math interventionists.

“On the academic side, we need another level of expertise to support the work occurring in the district,” Whitaker said. “We could also use more resources in the area of social-emotional support because of the variety of needs our students have.”





## Indian Prairie CUSD #204

Enrollment: 27,408 FY18: \$731,678

Type: preK-12 FY19: \$763,166 FY20: \$970,118

### How EBF has made a difference

The passage of the Evidence-Based Funding Formula brought an influx of new teachers and mental health coordinators to Indian Prairie CUSD #204.

The new state funds made it possible for the fourth largest school district in the state to hire 17 elementary teachers at buildings that house predominantly low-income students. Doing so ensured classroom sizes in those buildings remained below 30 students.

“We looked hard at where the money would have the biggest impact on student achievement,” Superintendent Dr. Karen Sullivan (now retired) said.

Evidence-Based Funding also made it possible for the district to hire three mental health coordinators, one for each of the district’s three high schools. The need for mental health coordinators was in response to an increase in the number of students being hospitalized for mental health issues.

“We really needed someone to work with students and their families on mental health issues and to assist with the transition back to school after hospitalization,” Sullivan said.

On top of the additional staff, EBF brought a level of financial certainty to Indian Prairie CUSD #204 that was lacking under General State Aid.

“The new funding formula really saved us,” Sullivan said. “We were going to end up losing and couldn’t afford to lose. Having that certainty the funding is going to be there has been incredibly positive for our district.”

### Continued support of EBF would ...

If the state continued to invest in EBF, Indian Prairie CUSD #204 would continue to invest in areas the research says has the biggest effect on student achievement.

One possibility the district is considering is hiring instructional coaches for teachers. The district could also continue to hire new classroom teachers to lower the pupil-to-teacher ratio.



## Momence CUSD #1

Enrollment: 1,101 FY18: \$392,447

Type: preK-12 FY19: \$216,274 FY 20: \$165,566

### How EBF Has Made A Difference

Prior to the passage of the Evidence-Based Funding, fund balances dwindled, staff was reduced and programs were cut in Momence CUSD #1. The district also became a mainstay on the state financial watch list.

“Just like so many districts throughout the state, we went through some tough times,” said Superintendent Shannon Anderson. “What we have been able to accomplish in these last couple of years reinforces the belief that EBF would make an impact. We noticed it almost immediately.”

For Momence Schools, the tide is turning. The district passed a balanced budget the past two years and is no longer deficit spending.

In addition, the district has begun to add back programs that are making a significant impact on students. Momence CUSD #1 restored its high school agriculture program to full time, as well as its Family and Consumer Science Program.

Furthermore, the district provided another level of support for students by reinstating a junior high guidance counselor. Two interventionists were also added — one in math and one in English at the junior high and high schools. Two social workers also came on board.

“The social workers are extremely helpful in assisting our students in the social-emotional learning aspect of educating our students,” Anderson said.

### Continued EBF Support Would ...

With the continuation of EBF, Momence is looking to continue the momentum with the reinstatement of a high school English position, which was cut in 2016, as well as a new math curriculum at the junior high. The district would also be able to continue developing its EL program by hiring additional staff and providing more resources and professional development opportunities for staff.



## Morris SD #54

Enrollment: 1,173    FY18: \$343,953    FY20: \$350,368  
 Type: preK-8    FY19: \$319,798    FY21: Flat Funding

### How EBF Has Made A Difference

Evidence-Based Funding helped Morris SD #54 address inequities and recover from a devastating financial hit the district took after the closure of Collins Generating Station in 2004



"When the power plant left, about 45 percent of our EAV (Equalized Assessed Value) left with it," Morris SD #54 Superintendent Dr. Shannon Dudek said. "It left a huge hole in our budget. EBF allowed us to come back to normal."

The state's investment into EBF allowed the district to hire staff in areas that directly support students both inside and outside of the classroom.

Morris SD #54 hired two instructional coaches to provide support and professional development to teachers. The dollars were also used to hire four math and reading interventionists that have helped boost academic achievement. An additional administrator was also added to better support staff and students.

"The instructional coaches have been a Godsend because they have been able to do so many things," Dudek said. "Our teachers now have that direct contact and someone to talk to and work closely with when they're struggling inside the classroom."

The new dollars have also been critical to address student wellness and provide additional social-emotional support.

The district added two social workers, bilingual students supports, another school psychologist, and a second nurse, both of which have been instrumental in helping the district navigate the COVID-19 pandemic. In addition, the state's investment allowed Morris SD #54 to hire additional special education teachers and offer more direct support to students. Hiring a school resource officer offered another touchpoint to students and their families.

"Every superintendent is concerned about social-emotional support for students during this pandemic," Dudek said. "I can't imagine what it would have been like if we didn't have the in-house staff to provide that support and connection to students and families."

### Continued support of EBF would ...

Morris SD #54 would use additional EBF dollars from the state to continue to invest in people. The possibilities include additional instructional coaches, nurses, psychologists and teachers to improve STEM opportunities for students.

"We feel people are the best investment," Dudek said. "We want to use our dollars where they can have the most impact on students."





## River Grove SD #85-5

Enrollment: 752      FY18: \$378,985  
Type: preK-8      FY19: \$446,997      FY20: \$429,625

### How EBF Has Made A Difference

The state's increased investment in public education has provided River Grove SD #85.5 much needed flexibility to move forward on multiple priorities that have resulted in student growth and overall district improvement.

The new state money is part of a mix of federal dollars and competitive grants the district has leveraged to update curriculum, provide professional development to staff, update technology, hire a social worker, provide math intervention, make safety updates and improve the district's financial rating.

The multi-faceted approach was necessary because, being a small Tier 1 district, so many areas needed improvement. For example, the district's K-8 English and language arts curriculum hadn't been updated since 1993. The math curriculum was newer but wasn't aligned with Illinois' new learning standards.

"We have involved our teachers in helping us purchase new materials that are aligned to standards and then also provided teachers with professional development to go along with the new materials," said Superintendent Dr. Janice Rashid. "As a result, we have seen a 6 percentage point increase in both ELA and math from 2018 PARCC to 2019 Illinois Assessment of Readiness."

Technology upgrades include purchasing new Chromebooks in grades 3-8 and iPads for grades K-2. The security updates include new interior and exterior cameras, as well as updated security panels and keyless entry doors.

The district's financial rating went from Review to Recognition status as a result of the combination of EBF and strategic financial planning.

"If we didn't have EBF, the district would have continued to struggle to update curriculum, programs and services for students," (remove-to eliminate programs and reduce staff,)" Rashid said. "Instead, we've been able to move forward on much-needed priorities, so that our opportunities for students, families and staff are in more alignment to what other Illinois school districts provide."

### Continued support of EBF would ...

If the state continues to invest in EBF, River Grove SD #85.5 would seek to improve the learning environment for students. The district's one school was built in 1929 and is in need of updating the heating and air conditioning systems, plumbing, lighting and flooring. EBF dollars would be used as a match for construction grants to update the building.

In addition, the district plans to update its social studies and science curriculum, as well as explore ways to continue to make the building safer.



## SD #U-46

Enrollment: 38,764      FY18: \$22.4 million  
Type: preK-12      FY19: \$21 million      FY20: \$20.5 million

### How EBF Has Made A Difference

The passage of Evidence-Based Funding has provided significant support to the more than 38,000 students in SD #U-46 and has helped the district abate property tax levies for residents.

The increased funding allowed the state's second largest school district to lower class sizes for kindergarten through second-grade students. In addition, the district added more instructional coaches, giving teachers the ongoing guidance needed to improve professional practice in order to reach all learners.

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Last year, SD #U-46 also restored guidance counselors to each of its middle schools and added assistant principals to more buildings, including to 10 of its larger elementary schools this school year.

Additional state funding also made it possible for the district to roll out its 1:1 technology program last year with Chromebooks for all high school students. This year, SD #U-46 expanded the program to fifth- through twelfth-graders, distributing a total of 26,000 Chromebooks since last year.

Finally, SD #U-46 was able to make some long-needed upgrades to its more than 55 school buildings and facilities with new high school libraries, including some much-needed paint, as well as less visible changes that impact heating and cooling, building structures and general maintenance.

"The commitment to funding public education in a fair and equitable manner is already benefiting students in need," Superintendent Tony Sanders said. "The continued focus will benefit the state of Illinois for generations to come."

### Continued Support of EBF Would ...

SD #U-46 plans to continue to make investments that go directly into the classrooms and provide students with more support and opportunities. Future increases will support a new teacher salary schedule that includes a higher starting wage and recognizes teachers financially for engaging in professional learning, collaborating and investing their time in strategies to improve outcomes for students.

The district is also working to implement educational pathways towards college and careers in all five of its high schools, which also will result in a refresh of the district's middle school curriculum.

Other future plans include a review of the district's 57 buildings to develop a long-term facilities master plan in hopes of making significant investments to repair or replace the district's oldest buildings.



### Thornton Fractional Twp HSD #215

Enrollment: 3,415    FY18:\$2.5 million  
Type: 9-12    FY19:\$1.9 million    FY20: \$1.1 million

### How EBF Has Made A Difference

The state's investment into Evidence-Based Funding is

helping Thornton Fractional Twp HSD #215 better prepare students for college while easing the financial burden.

Thornton Fractional Twp HSD #215 hired seven additional teachers, which allowed the district to double its Advanced Placement offerings from seven to 14 classes. As a result, hundreds of additional students who may never have been exposed to rigorous AP courses had a chance to enroll in an AP course and if they passed the AP exam, earn college credit.

"We have enough research out there now that shows the more you expose students to rigorous coursework, the better prepared they are when they enter college," said Superintendent Dr. Teresa Lance (now Assistant Superintendent for Equity and Innovation at SD #U-46).

To maximize the effectiveness of the district's AP program, Thornton Fractional Twp HSD #215 pays for students to take the AP exam. To earn college credit, students have to score threes or better on a five-point scale. By paying for students to take the AP exam, we increase students' likelihood of sitting for the exam because we have taken the financial burden off of families.

Another benefit of expanding AP offerings is it eases the financial burden of student loan debt.

"When you align the level of rigor in high school to college, students will not have to sit in remedial courses when they enter college," Lance said.

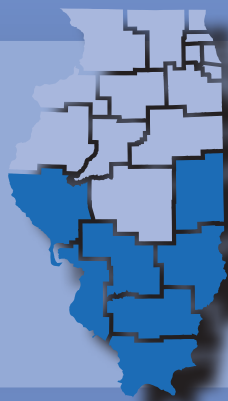
The additional state funding also allowed Thornton Fractional Twp HSD #215 to hire a mental health specialist. The position will allow the district to provide another level of support for students who have suffered from trauma.

### Continued EBF Support Would ...

Thornton Fractional Twp HSD #215 wants to continue to add more AP and dual credit offerings to students and make it possible for students to earn an associate degree before graduation. The district also wants to bolster its AP program by exploring digital textbooks. Additionally, continued EBF dollars would allow Thornton Fractional to offer an AP boot camp to first-time AP students and hopefully expand our summer bridge program for rising 9th graders.

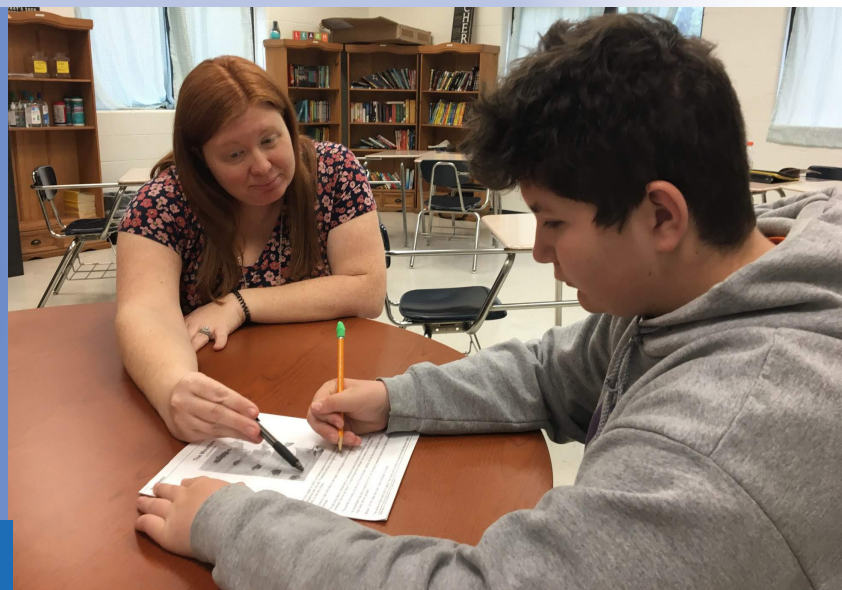
Lastly, continued support of EBF would also allow the district to expand elective course offerings to students, so they increased exposure to a variety of interests.





## Southern Super Region

August 2018-May 2019



### Belleville TWP HSD #201

Enrollment: 4,696      FY18: \$2.4 million  
Type: 9–12              FY19: \$2.3 million

All plans on how to utilize EBF dollars are focused around students, superintendent Jeff Dosier said. The district is using EBF to maintain class sizes and update its instructional materials for students, which were outdated. Increasing social and emotional supports for students is also a priority, Dosier added. The district is in the process of providing additional mental health resources for students.

Other ways the district is using EBF includes adding two more sections of AVID at each high school. AVID helps students with average grades develop higher-level thinking skills and become better organized. Dollars have also been used to revitalize the district's agriculture program and increased offerings for students interested in pursuing a career in the medical field, Dosier said.

"We always had big plans and dreams of what it would be like to offer more, and the evidence-based funding allows us to say how are we going to do that in the most effective way to reach the most students efficiently and powerfully," he said. But because of years of pro-ration from the state, Dosier added, some of the dollars were needed to help balance the budget. "It gives us breathing room, and we don't stress as much," he said.

**“Safety is everyone’s top priority, so we felt we needed to add that level and be able to quickly assess a situation or get students help prior to anything happening.”**

— Dr. Stephen Smith, Benton CCSD #47



### Benton CCSD #47

Enrollment: 1,159      FY18: \$501,856  
Type: preK–8            FY19: \$333,450

Safety, social-emotional supports and curriculum and instruction were the areas Benton CCSD #47 focused on with its Evidence-Based Funding dollars, Dr. Stephen Smith said.

In FY 18, Benton CCSD #47 used EBF dollars to hire a school resource officer and additional social worker. As a result, Smith said, the district immediately developed a risk assessment team to be able to better respond to a crisis.

"Safety is everyone's top priority, so we felt we needed to add that level and be able to quickly assess a situation or get students help prior to anything happening," he said.

Benton CCSD #47 also hired teachers, purchased new curriculum and expanded technology.

To address enrollment and scheduling issues, a middle school math teacher immediately came on board. Seventh grade Advanced Math and Algebra I at the 8th grade level were added in 2018-19. Moving forward, the plan is to add another science and ELA teacher at the middle school for the 2019-20 school year. The additional science teacher will allow the district to expand its STEM offerings, including a new robotics class.

In addition, the district used EBF dollars to purchase a new middle school science curriculum. The reading curriculum is currently being reviewed and will be updated next school year.

"It became pretty our clear reading curriculum was something that needed to be addressed," Smith said. "Our teachers did what good teachers do when resources are cut. They pulled, shared, and developed their own. However, it created a situation where we had some holes. We are now moving toward a curriculum that is sequential and well aligned in grades K–8."

Lastly, Benton CCSD #47 used EBF dollars to purchase additional Chromebooks in an effort to transition into a one-to-one district. That process will be complete in 2020.

“We are trying to do things that are going to result in improved student academic outcomes,” Smith said. “We want to make sure our students are safe, having fun at school, and learning at a level that prepares them for a successful transition to high school and beyond.”



### **Cairo USD #1**

Enrollment: 343      FY18: \$54,262  
Type: preK–12      FY19: \$28,800

Cairo is in a situation like no other across the state. Over the past 14 months, it has lost about 27 percent of its student body due to the forced relocation of people living in two public housing complexes that were infested and crumbling

Dr. Andrea Evers, Cairo’s superintendent, said enrollment has dipped below 400 students, down from around 550 before relocation.

In a period of massive instability, Evers said, the evidence-based funding has helped the district endure and provided a “shot in the arm.”

The district is using the new-tier funds to help keep early primary classrooms small, retain positions and add new ones, she said.

Cairo has hired a full-time speech language pathologist, as well as a retired teacher at the high school to provide additional math and social science electives to students.

The additional money also preserved a counselor position and allowed the district to avoid sending out reduction-in-force notices to teachers and teacher aides.

Cairo is also in a unique situation because 100 percent of its population is considered low-income, which means about 20 percent of its budget is comprised of federal funds. The district relies heavily on those dollars to hire para-professionals. Roughly 70 percent of classrooms have an aide, Evers said.

When the district has a better idea of what enrollment will be, EBF dollars could be used in a variety of ways moving forward, she said, including adding more art and vocational opportunities for students or hiring staff to keep classroom sizes small.

“We want our kids to have rich, encompassing and cutting-edge opportunities like other districts in the state,” Evers said. “Our kids deserve that access. The EBF is going to finally help make that access available to them.”



### **Carmi-White County CUSD #5**

Enrollment: 1,393      FY18: \$345,752  
Type: preK–12      FY19: \$193,530

Carmi-White County CUSD #5 lost \$2.3 million in general state aid from FY12 to FY16, resulting in staff being reduced and one building closing.

Superintendent Brad Lee said 19 support staff, 16 teachers and three administrators were either not replaced after retiring or not rehired due to reduction-in-force. Plus, \$2.2 million was cut from the education fund over a four-year period.

“Class sizes had risen to as high as 29 in some elementary classes and our vocational department took a huge hit at the high school,” Lee said. “I cannot say enough about our faculty and staff. During these difficult times they took a soft freeze for three years and a hard freeze for two years. Yet, they still did an amazing job of providing the best education possible for our students.”

The new Evidenced-Based Funding (EBF) has allowed the district to hire three additional elementary teachers, a part-time special education teacher/part-time special education coordinator, an additional social worker, as well as pay for a new science curriculum for the district, Lee said.

“We were not just a sinking ship; we had sunk to the bottom,” Lee said. “Due to many difficult decisions by our board of education and the passing of the Evidence-Based Funding Model, we have resurfaced stronger than ever.”

Moving forward, Lee wants to hire additional vocational teachers and continue adding back staff, both certified and non-certified, to enhance programs and improve student learning opportunities. Reaching that point, he cautioned, will be contingent on legislators and the governor properly funding the EBF model.





## Collinsville CUSD #10

Enrollment: 6,350    FY18: \$1.5 million  
Type: preK–12    FY19: \$1.5 million

Pro-ration cost Collinsville CUSD #10 about \$20 million in state funding, so the district is using its Evidence-Based Funding dollars to dig out of that hole, Superintendent Dr. Robert Green said.

The first EBF payment last school year helped the district reach a new contract with its teacher's union. With the contract settled, the district is now investing dollars to bring back positions that were cut, Green said.

An assistant principal and ESL teacher were both hired with EBF dollars. EBF dollars were also used to hire some additional teachers to provide more academic support for students.

Furthermore, Collinsville CUSD #10 used EBF dollars, as well as some Title I dollars, to hire instructional and data coaches, Green noted.

"You don't have a lot of flexibility with Title I so EBF really gave us some more flexibility," he said.

In addition to personnel, EBF dollars were dedicated to boosting the district's STEM program.

Moving forward, Green said, the district plans to bring back about three staff members per year. The next position will be a counselor at the high school, a principal and another teacher.

"We're trying to take care of our current instructional needs and get a better handle on the problems we face," Green said. "EBF has really been a great thing for us. Money doesn't solve everything, but it certainly helps."



## CUSD #4

Enrollment: 657    FY18: \$58,652  
Type: preK–12    FY19: \$44,931

As is the case in most rural districts, CUSD #4 Superintendent Scott Riddle said the district relies heavily on the community to help support the educational and extracurricular opportunities for students. When the state pro-rated general state aid, the district saw a reduction in staff and programming and was forced to close two elementary schools and consolidate into one elementary and one middle school/high school building, causing over-crowding and large class sizes.

To cope, Riddle said, the district rented space from a local church for its early childhood program and one section of kindergarten.

Because of EBF, Riddle said, the narrative has changed. CUSD #4 has hired additional staff at the early primary grades to help reduce class size, as well as add a part-time social worker to work with the social emotional needs of our students. In addition, EBF has allowed the district to update its digital math curriculum for K-12, Riddle said.

"Even though our EBF was minimal compared to many districts, the additional funds were stretched as far as possible to give the greatest impact for our students," Riddle said. "This approach has been the norm for most districts for the past decade. It is just nice to have a little more funds to stretch."



### DuQuoin CUSD #300

Enrollment: 1,425    FY18: \$675,707  
Type: preK–12    FY19: \$538,090

The Evidence-Based Funding (EBF) Model is helping reduce class sizes, provide more academic support for students, bolster the district’s gifted program and provide resources for a greater infusion of technology in the classroom, DuQuoin CUSD #300 Superintendent Dr. Gary Kelly said.

Three teachers, one at each school, have been hired with EBF—a move that was done in conjunction with each school’s leadership team. One of the teachers will serve more as an interventionist to help support students at the middle school.

“We’re trying to address each school level,” Kelly said. “The wise use of resources is more important than just receiving the dollars.”

The district’s gifted program will also be enhanced with the addition of a new, targeted curriculum. The previous curriculum was fragmented and having new resources will also allow us to expand this program, Kelly said.

“We’re letting our plan be established at each school level,” he said. “The resources are definitely addressing student learning needs.”

Lastly, Kelly said, EBF—as long as it continues to be funded—will help with both short-term and long-term planning, something that has been elusive for years because of uncertainty in funding at the state level.

“We’re going to continue to enhance programs, improve student learning opportunities and address individual student needs with the anticipation the new formula continues to be properly funded,” Kelly said.



### Edwards County CUSD #1

Enrollment: 931    FY18: \$197,270  
Type: preK–12    FY19: \$110,016

Evidence-Based Funding allowed Edwards County CUSD #1 to replenish funds that were depleted during pro-ration of general state aid and begin to add new staff and services, Superintendent Dave Cowger said.

The district used EBF to hire a social worker for grades K–8, the first Edwards County CUSD #1 has ever had.

“The social-emotional needs of our students needed to be addressed,” Cowger said. “It has been a very worthwhile use of our funds.”

For the next school year, the district hopes to bring back a vocational teacher, restoring a position that was left vacant the past three years after a retirement. Edwards County CUSD #1 is also advertising for a special education teacher, another position the district couldn’t fill because of scarce resources.

“We tried to make our cuts through attrition to reduce hardships for our employees,” Cowger said. “Now, we are trying to put things back to more manageable numbers in terms of class sizes.”

Down the road, Cowger added, the district wants to add a PE teacher at the elementary level. Other positions could be added to provide more opportunities and a better learning environment for students.

“(EBF) has really helped us get back on our feet financially,” Cowger said. “We’re able to look down the road now and see what programs we can bring back to our students versus always looking at what cuts we have to make. We’re very optimistic and pray funds will be there in future years so we are able to hit the targets we’re aiming for.”



### Granite City CUSD #9

Enrollment: 6,160    FY18: \$2.9 million  
Type: preK–12    FY19: \$1.9 million

For the first time in five years, Granite City CUSD #9 is adding staff, Superintendent Jim Greenwald said.

Because of Evidence-Based Funding, the district hired 10 teachers before the start of this school year. The teachers cover a variety of needs for the district, including special education, kindergarten, elective courses and science classes.

Many of those positions were eliminated over the years due to pro-ration in general state aid.

“We had to cut electives, and we were in a situation where we were offering the basic, core curriculum and little else,” Greenwald said. “That’s just no way to educate kids.”

Technology was also a major focus for Granite City CUSD #9. Greenwald said the district used the new funding to purchase more than 2,200 Google Chromebooks.

“Before, we were just deploying carts to classrooms,” he said. “In this day and age, you have to better incorporate technology to properly meet student’s needs.”

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Overall, Greenwald noted, EBF has had a significant impact on student learning, as well as being able to plan ahead and budget.

“I really do feel this is allowing us to operate as a good, solid school district,” he said. “I tip my cap to the legislature and everyone else for making this happen.”



### Hamilton County CUSD #10

Enrollment: 1,230      FY18: \$428,465  
Type: preK–8      FY19: \$238,673

Evidence-Based Funding has helped Hamilton County CUSD #10 stabilize after years of pro-ration in general state aid, superintendent Jeff Fetcho said.

The district used the infusion of new state dollars to bring back positions that were cut, balance the budget and maintain classroom sizes. New hires include a classroom aide at the elementary level, three paraprofessionals to support special education programs, a vocational teacher at the high school, school resource officer and a building principal.

The principal was added to have an administrator at each of the district's four buildings.

“We’ve always put an emphasis on where the achievement gap is occurring and tried to put interventions in place to help students most in need,” Fetcho said.

Hamilton County CUSD is also updating its K-3 reading curriculum and 5-8 science curriculum with EBF. The latter is now aligned to Illinois’ new science standards. Enhanced classroom resources for science classrooms, such as virtual reality goggles and 3-D printers, have also been purchased.

Lastly, Fetcho noted, the stability EBF brings will help the district maintain classroom sizes below 15 students per classroom at the kindergarten level and renew its NWEA Map Assessment contract.

“It used to be very hard to do any long-term planning,” Fetcho said. “We’re very pleased with the new EBF structure and what it means for the students in our district.”



### Highland CUSD #5

Enrollment: 2,868      FY18: \$146,477  
Type: preK–12      FY19: \$115,483

Reducing elementary class sizes and re-implementing a building trades program have been the primary focus of Evidence-Based

Funding at Highland CUSD #5, Superintendent Mike Sutton said.

Highland, like most school districts in Illinois, was forced to make cuts to staff and programs to stay afloat during years of state pro-ration. That resulted in an uptick in classroom sizes at the kindergarten- and first-grade levels to 26 students, in some instances.

However, the influx of EBF dollars allowed the district to address that issue by adding two teachers, Sutton said, bringing those class sizes down to 21 or 22 students.

At the high school level, Sutton noted, the district made cuts to the building trades program—a blow to the community because employers were in need of workers with vocational skills.

Because of EBF, the district is looking for a building trades teacher. It will also partner next year with the Collinsville Area Vocational Center, he added.

“There is a real focus in our area on preparing kids for job opportunities available right now in our community,” Sutton said. “We feel if we build some of those skills into kids, it’s going to open up a lot of doors for them.”

If lawmakers continue to invest in the formula, the money will make a difference in Highland.

“The money we’re getting may not seem like a lot, but it really gives us a positive outlook,” Sutton said.



### Jacksonville SD #117

Enrollment: 3,372      FY18: \$313,482  
Type: preK–12      FY19: \$257,425

Jacksonville SD #117 is using its Evidence-Based Funding dollars to help recruit teachers by raising starting salaries, Superintendent Steve Ptacek said.

Despite being the largest district in Morgan County, the starting salary (including benefits) for teachers in Jacksonville SD #117 was \$33,255 in 2017.

“We were losing teachers to other districts in the county, and we are by far the largest district,” Ptacek said. “It was a situation where teachers had larger class sizes and less pay.”

Thanks to EBF, Ptacek said, the district boosted the starting salary for new teachers to \$36,483—a move that is already starting to help with teacher recruitment.

“When our new pay chart came out, the interest definitely increased,” he said.

While raising starting salaries, Ptacek noted, administration and the board were adamant about maintaining fiscal responsibility. Rather than just boost the starting salary of teachers, the district re-negotiated its contract with teachers and restructured the pay chart.

Ptacek added if it were not for the state pumping more dollars into the Evidence-Based Funding Formula, Jacksonville SD #117 would have had to cut programs to fill teaching positions.

“We would have had to look elsewhere to find the money,” he said.

Moving forward, the district’s goal is to continue to raise the starting salary for teachers. Adding an interventionist to work with at-risk students in reading and math has also been identified as a priority.

“For us right now, it’s all about teachers,” he said.



### **Mahomet-Seymour CUSD #3**

Enrollment: 3,113      FY18: \$262,334  
Type: preK–12      FY19: \$224,887

The passage of the Evidence-Based Funding Formula kick started a recovery process for Mahomet-Seymour CUSD #3.

Superintendent Dr. Lindsay Hall said pro-ration in general state aid hit the district hard, making it difficult to put staff and programs in place that are necessary to boost student achievement.

One of the district’s first acts with the new EBF dollars, she said, was to create the position of a K–5 instructional coach.

“We knew what the research said about instructional coaching and realized it was an area where we clearly fell short,” Hall said.

Mahomet-Seymour is also using its new resources to reduce elementary classroom sizes. Two certified teachers were hired with the new dollars, which has kept classroom sizes from reaching the high 20s.

“We are at a number we are more comfortable with,” she said.

Because pro-ration in general state aid lasted years, Hall noted, it will take some time for Mahomet-Seymour to fully climb out of the hole that was dug.

The plan for next school year will be to bring back a counselor at the high school.



### **Nokomis CUSD #22**

Enrollment: 563      FY18: \$159,741  
Type: preK–12      FY19: \$105,717

When he was hired as superintendent in 2010, Scott Doerr had to cut about \$450,000 to balance the budget.

Since then, the district operated on modest budgets that didn’t feature much wiggle room for additional spending. Now with the EBM, Doerr said, he is able to bring back important positions he had to cut and expand services for kids.

Nokomis added an elementary guidance counselor and teacher, the latter to keep class sizes down.

Doerr noted the money will help the district purchase new textbooks for the elementary school, as well as science and social studies books at the high school—something that is long overdue. More Google Chromebooks are also being acquired, speeding up the district’s efforts to be 1:1 from third to 12th grade.

Perhaps most exciting, Doerr noted, is how the funds will provide materials and professional development opportunities for Nokomis’ new high school advocacy class.

During the 30-minute class, students set the agenda on what they want to focus on, including figuring out a career, job shadowing or just using the time to catch up on homework or study for a test.

The class will be available to freshmen and sophomores this year and will be expanded throughout the high school in the future, Doerr said.

“The EBM is allowing us to think outside the box and bring back services and new opportunities to kids,” Doerr said.



### **Pikeland CUSD #10**

Enrollment: 1,186      FY18: \$335,701  
Type: preK–12      FY19: \$178,761

For the first time in about five years, Paula Hawley, Pikeland’s superintendent, said she will have close to a balanced budget and can look at hiring staff.

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Pro-ration from the state put the western Illinois school district in a big hole that has been difficult to climb out of. With the FY19 EBM funds, Hawley said, the district plans to hire a full-time guidance counselor and part-time nurse.

The additional counselor will put someone in each building, freeing up counselors to work with students more on academics and college preparation.

It also provides another person to help students with social and emotional needs—an area staff, parents and community members gave feedback on as a priority because Pikeland is a rural community that has few mental health resources.

“Schools have changed so much in the past 10 years with the social-emotional piece,” Hawley said. “You have to have the social-emotional part first. If those needs are not met there is no chance at academics.”

Hawley added she is excited to hire a part-time nurse to be in lock step with the ratio of nurses to students the EBM formula suggests. The plan was also to add a kindergarten teacher to help reduce class size, but the district couldn’t find a qualified candidate.

“If the EBM formula continues to be funded at appropriate levels, it will have a tremendous impact on what we can do,” Hawley said. “We’re starting to get our kids on a level playing field.”



### **Pinckneyville CHSD #101**

Enrollment: 451      FY18: \$219,837  
Type: 9–12      FY19: \$175,951

Investments from the Evidence-Based Funding formula is allowing Pinckneyville CHSD #101 to bring back staff and programs, Superintendent Keith Hagene said.

Pro-ration in state funds was “brutal,” Hagene said, resulting in cuts that included eliminating the district’s agriculture classes as part of eliminating 12 full-time positions.

“We had to get that program going again for students,” Hagene said. “Agriculture is vital for our community.”

In addition to bringing back an agriculture instructor, the district used EBF to expand its art program to full-time from part-time and adding a ELA/Reading Specialist.

“There was a population of our students that we

were not meeting the needs of,” Hagene said. “It is vital for students to have a place to be creative and learn.”

Other moves included hiring two paraprofessionals, one to support students in math and the other with reading. The latter also has a background in social work, which provides another level of social-emotional support for students.

As a result of hiring back staff and giving students more options, class sizes in Pinckneyville CHSD #101 have been reduced by 16 percent.

“EBF is allowing everybody to breathe a sigh of relief,” Hagene said. “We no longer are cutting, but rather expanding and growing.”



### **Quincy SD #172**

Enrollment: 6,469      FY18: \$439,803  
Type: K–12      FY19: \$320,011

Evidence-Based Funding helped stabilize Quincy SD #172’s budget and address the social-emotional needs of students by hiring school administrative managers (SAM) and family liaisons, Superintendent Roy Webb said.

Prior to school funding reform, Quincy SD #172 was deficit spending and made significant cuts to the budget. The combination of cuts and the influx of new state dollars led to a small surplus.

“It really helped keep us afloat and stabilize our finances,” Webb said about EBF.

In addition, the district used its EBF dollars to address the social-emotional needs of students. Quincy SD #172 serves a student population that is 60 percent low income.

“We have students with a lot of risk factors, so we wanted to address that and meet the needs of all students,” Webb said.

Quincy hired social and emotional school administrative managers (SAM) and student support family liaisons for each of the district’s five elementary schools and junior high. A SAM was also hired for the high school.

The liaison helps building principals by working with students, parents and the community to provide more support to at-risk students. The SAM, Webb said, are a frontline response if there is a disruption in the classroom. They also work directly with students on social-emotional needs and work with teachers.

Having that extra level of support not only helps students directly, but also benefits other students across the district.

Right out of the gate it has had an immediate impact on teaching and learning for kids. We're also digging out of a hole and having discussions about what we do and what we offer that benefit our students and kids. That has been the most inspiring. »

— Dan Cox, Staunton CUSD #6



"If we're able to get students who had an outburst out of the classroom and talk with them and work with them on their social-emotional needs, we can keep an instructional environment that allows all the other students to continue to learn," Webb said.

But because of years of pro-ration from the state, Cox added, EBF dollars were also needed to help balance the budget. "Right out of the gate it has had an immediate impact on teaching and learning for kids," Cox said. "We're also digging out of a hole and having discussions about what we do and what we offer that benefit our students and kids. That has been the most inspiring."

### Staunton CUSD #6

Enrollment: 1,322    FY18: \$418,070  
Type: preK–12    FY19: \$352,485

While the Evidenced-Based Funding Model was nearing passage in the General Assembly, Staunton Superintendent Dan Cox said the district decided right away it would put the new dollars to good use.

One year later, the district has used EBF to hire an interventionist at the junior high to help students who need the most help with language arts and math.

Another major initiative, Cox said, was to reduce class sizes. The district hired an elementary teacher, with the goal of getting all class sizes below 30. "We're pushing our dollars to students most in need first," he said.

In addition, Cox said, the district wanted to improve culture and climate in the district, so it hired a part-time counselor. The district made that decision because it shared a counselor with a neighboring district previously.

Technology in the district is also improving as a result of EBF. The one-to-one Chromebooks initiative in fifth through ninth grades has been piloted, he said.

### Vandalia CUSD #203

Enrollment: 1,460    FY18: \$546,897  
Type: preK–12    FY19: \$417,550

Evidence-Based Funding dollars served as a life raft for the cash-strapped Vandalia CUSD #203.

Dr. Jennifer Garrison, who is in her first year as superintendent, said pro-ration in general state aid decimated the district's finances, leading to several years of budget deficits of about \$500,000.

Therefore, when the General Assembly approved the Evidence-Based Funding Model in 2017 and routed additional dollars to needy schools, the most pressing need was obvious.

"Our first priority was to balance the budget," Garrison said. "Through pro-ration, we had to sell working cash bonds, which only puts more burden on local taxpayers. We really wanted to ease that burden."





**“We’re hoping in the next five years that we continue to see additional Evidence-Based Funding dollars, so we can make steps to enhance student outcomes by putting personnel and support services in place for students.”**

—Dr. Jennifer Garrison, Vandalia CUSD #203

However, Garrison added, the district was able to find enough money to hire an elementary teacher and begin to reduce classroom sizes.

Looking forward, she noted, the district wants to continue to reduce elementary class sizes. It also is looking to hire another school nurse, bring back elective courses at the high school and expand mental health supports for students.

For that to happen, it will require lawmakers to properly fund the formula.

“We’re hoping in the next five years that we continue to see additional Evidence-Based Funding dollars, so we can make steps to enhance student outcomes by putting personnel and support services in place for students,” Garrison said.



### Vienna HSD #13.3

Enrollment: 380      FY18: \$235,948  
Type: 9–12      FY19: \$225,085

The old funding formula created an extreme burden on Vienna High School that caused the district to cut and reduce programs and offerings, as well as delay capital

maintenance projects, Superintendent Joshua Stafford said. Vienna High School actually ranked as the third least adequately funded district in the state.

With the release of the second year of EBM dollars, Stafford said, the district is enhancing programs and catching up on capital maintenance to provide a better learning environment for students.

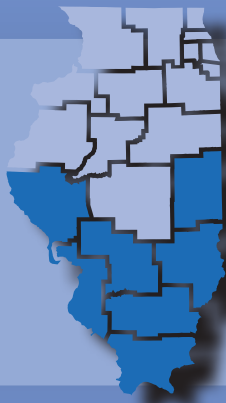
Vienna High School has restored a full-time chemistry/physics position to its science department, as well as a full-time principal. In addition, the high school has added another part-time foreign language teacher.

Vocational offerings are also being expanded, thanks to a partnership with the local community college that allows students to participate in a construction trade program.

Furthermore, Stafford noted, Vienna High School has replaced outdated and worn textbooks.

“Many of these initial steps have been intentionally aimed at reducing class sizes, which were trending at over 30 students,” Stafford said. “As we move forward, our primary focus will be on enhancing instruction and addressing support services for students.”

Beyond impacting areas related directly to student instruction, Stafford said, EBM dollars were used to replace an HVAC system. Moving forward, the district is eyeing other essential capital projects, such as the replacement of a leaky roof.



## Southern Super Region

September 2019-May 2021



### Bethalto CUSD #8

Enrollment: 2,414 FY18: \$855,665 FY20: \$798,378  
Type: preK-12 FY19: \$679,179 FY21: Flat funding

#### How EBF Has Made A Difference

Evidence-Based Funding offered a lifeline to Bethalto CUSD #8 and put the district in a much stronger position to meet the challenges of the COVID-19 pandemic.

Six years ago, proration in General State Aid crippled Bethalto CUSD #8 to the point where the district faced a \$2.3 million budget deficit and had only 26 days of cash on hand when General State Aid stopped flowing the following year.

"It was probably one of the most challenging times of my life professionally," said Dr. Jill Griffin, who took over as superintendent in 2016. "We cut positions in every single category and had to take classroom sizes up and cut from the district office. EBF was the lifeline that gave us an opportunity to add positions back and provide additional resources to our students."

Bethalto hired six elementary teachers, a middle school counselor, two special education teachers, a math interventionist, a curriculum director, a middle and high school dean, a part-time teacher at the high school, psychologists, social workers and nurses. The district was able to make the investment into staffing because EBF is a sustainable funding source and not a one-time influx of dollars.

Adding six elementary teachers lowered classroom sizes and improved the overall learning experience for younger students. The middle school counselor has also played an essential role in helping eighth grade students begin to think

about specific career pathways and help them make a more successful transition into high school.

Furthermore, EBF allowed Bethalto CUSD #8 to staff each of the district's five schools with a psychologist and social worker in every building.

"We had no idea the pandemic was coming, but I can't imagine what we would have done without having the people in place to support the social-emotional needs of our students," Dr. Griffin said. "Having that level of support for our students has made a significant impact on everyone while taking some of that burden off of the teachers during such a demanding time in the classroom."

EBF also made it possible for Bethalto CUSD #8 to have a school nurse in each building. As a result, the district had the manpower to deploy COVID-19 antigen tests to students and staff during the pandemic.

"Using the antigen tests helped us isolate the spread of the virus while minimizing the impact on learning," Dr. Griffin said. "EBF has truly been a game changer for us."

#### Continued Support of EBF would ...

If the state properly funded EBF, Bethalto CUSD #8 would have the resources it needs to create systemic change across the organization. Combining EBF with federal funds, the district hopes to implement a new coaching model for teachers and foster Professional Learning Communities. Additional EBF dollars are needed to hire the additional staff needed to make this vision a reality.



### Brownstown CUSD #201

Enrollment: 394 FY18: \$166,212  
Type: preK-12 FY19: \$113,166 FY20: \$142,803

#### How EBF Has Made A Difference

A boost in state funding has been transformative for Brownstown CUSD #201.

Due to proration in General State Aid, the district eliminated its music program, scaled back its art program to part time, slashed agricultural and vocational programs, as well as reduced teaching positions.

With its new EBF dollars, the district hired a full time music



teacher and full time art teacher. Restoring the music program and rejuvenating the art program has provided students with a creative outlet they desperately needed.

“It’s unfortunate that when you are forced to make cuts that those programs are one of the places you have to look,” Superintendent Michael Shackelford said. “Art and music are such an outlet for kids and being able to bring those back has taken us from an institutionalized feeling to much more of an educational environment.”

The district also used new state funding to hire a fourth grade teacher, reducing the classroom size from 35 to 17 students. A junior high math and science teaching position was also restored, providing the district with much needed flexibility.

Other pressing needs EBF allowed the district to address included hiring another custodian and replacing the driver’s education vehicle.

“EBF has had a huge impact and has relieved the need to pinch pennies just to keep the doors open,” Shackelford said.

#### Continued support of EBF would ...

The continued investment by the state into EBF would allow Brownstown CUSD #201 to respond to needs in the community by restoring agricultural and vocational programs that had been cut due to proration in General State Aid.

The district also plans to add more elementary teachers to keep classroom sizes down. Lastly, the investment by the state would free up money to replace old school buses.

“It’s been so huge for our kids,” said Superintendent Dee Scott (now retired). “We were in the mode of cut, cut, cut, and now we’re adding back positions and providing our students with the support they need.”

Other improvements include increasing the district’s industrial technology program to full-time at the Jr/Sr High School, replacing a retiring speech language pathologist, adding a social worker and partnering with the city to add a school resource officer.

Adding a social-worker to address the social-emotional needs of students was critical.

“The mental health needs everywhere across the state have exploded and we saw that in our district,” Scott said.

Overall, the increase in state funding provided the district with much-needed financial stability. Having that confidence made it possible for the district to add back transportation service for preschool students. Due to limited financial resources, parents were responsible for dropping off and picking their children up from school.

#### Continued support of EBF would ...

Continued state funding would allow Casey-Westfield CUSD #4C to hire an art teacher at the elementary level and add a second music instructor. The district would also like to expand foreign language opportunities for students, as well as provide more opportunities for students to learn coding and robotics.

In addition, the district has maintenance needs throughout the two school buildings that will need to be addressed.



#### Casey-Westfield CUSD #4C

Enrollment: 933    FY18: \$268,468  
Type: preK-12    FY19: \$170,801    FY20: \$126,295

#### How EBF Has Made A Difference

The passage of EBF lifted Casey-Westfield CUSD #4C out of survival mode.

Two elementary teachers were added to reduce classroom sizes, which were as high as 31. In addition, the district hired two special education teachers to help students with learning disabilities and students in need of additional social-emotional support.



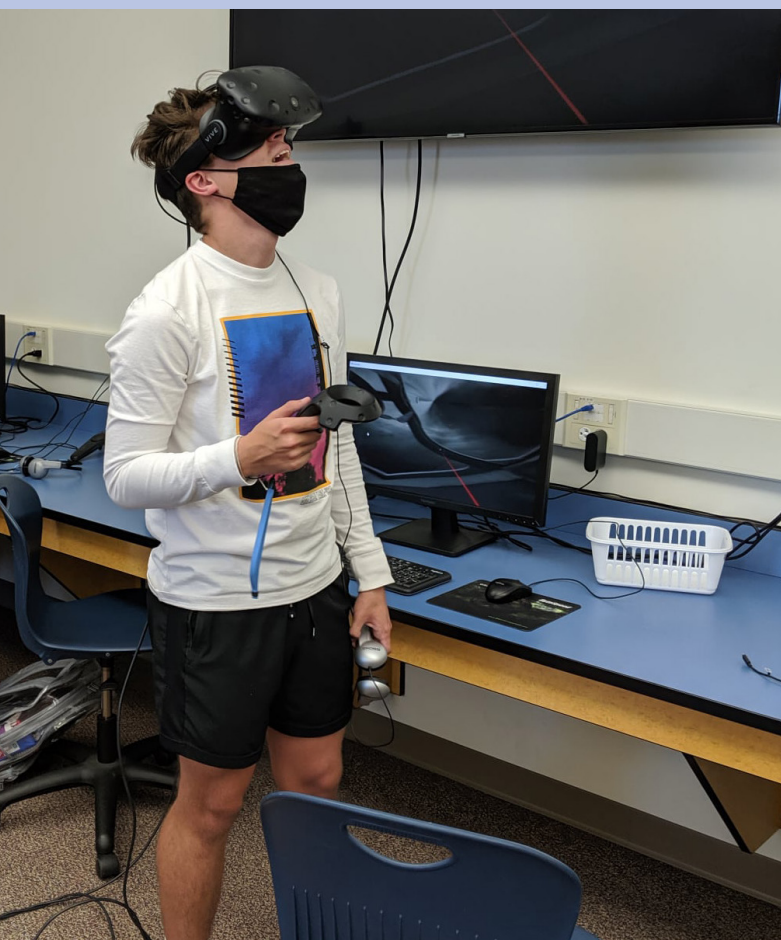
#### Centralia HSD #200

Enrollment: 897    FY18: \$656,724  
Type: 9-12    FY19: \$404,567    FY20: \$323,918

#### How EBF Has Made A Difference

The impact EBF has had on Centralia HSD #200 goes beyond the technology upgrades and staff the district has been able to hire.

Centralia HSD #200 was one of the most cash-strapped districts in the state — funded at a mere 51 percent of adequacy — and had to open a \$1 million line of credit to keep the doors open.



"Proration took a toll on class sizes, morale and everything at school," Superintendent Chuck Lane said. "We couldn't replace teachers, invest in technology or add new programs."

After three years of EBF, Centralia HSD #200 has paid down its line of credit and transitioned out of survival mode.

A new math teacher was hired, allowing the district to provide more interventions for students who might be behind.

Technology was also a priority. Centralia HSD #200 purchased hundreds of new Chromebooks and zSpace, virtual reality computers. The investment has made learning more engaging for students and is helping to better prepare them for the future.

"We were barely scrapping the surface with technology because we couldn't afford it," Lane said. "Our kids can now do all kinds of things with virtual reality and are much more prepared when they leave here."

#### Continued support of EBF would ...

Continued support of EBF would make a "monumental" difference in Centralia HSD #200.

The state funding would allow the district to develop an after-school program that would provide students with

tutoring, a third meal, a warm place to stay and enrichment activities.

"That would make a significant difference not only in school but in our community," Lane said.

In addition, the district could add more social-emotional supports for students and continue to invest in technology.



#### Chester CUSD #139

Enrollment: 992    FY18: \$272,189  
Type: 9-12    FY19: \$376,079    FY20: \$436,229

#### How EBF Has Made A Difference

Increased funding from the state has helped Chester CUSD #139 balance its budget, reduce kindergarten and first grade classroom sizes and provide better support to English Learners and special education students.

Kindergarten and first grade classroom sizes dropped to around 15 students this school year because the district hired an additional elementary teacher, a move that wouldn't have been possible under the old general state aid formula.

"Lowering class sizes should have a big effect going forward," Superintendent Brian Pasero said. "We want to follow what the research says about what class sizes are needed to best educate our students."

The district also used its new Evidence-Based Funding dollars to hire an EL teacher full time to support a growing number of Spanish-speaking students.

"It got to the point where we needed it," Pasero said. "The EL teacher will be in the classroom, pull students out for more focused small groups and provide more individualized instruction for EL students, as well as help translate for their families."

A part-time special education teacher at the high school was also hired to make classroom sizes more manageable.

"Overall, increased state funding has allowed us to have more teachers and more staff available to help students, which is what they really need," Pasero said. "We're at a place now where we don't feel like the bottom is going to drop out."



### Continued support of EBF would ...

Continued support from the state would allow Chester CUSD #139 to build upon its success. Pasero said the plan moving forward is to address needs as the district seems fit while being cautious to not overspend on new staff or programs due to concerns financial gains under EBF will be offset by raising the minimum wage and increasing the starting salary of new teachers.

### Continued support of EBF would ...

Cumberland CUSD #77 plans to continue to study areas of need, such additional course offerings at the high school level. One possible area would be adding more career and technical education opportunities for students.

In addition, the district would like to add more academic and social-emotional supports for middle school students. Another possibility is to explore adding additional special education classes.

## Cumberland CUSD #77

Enrollment: 1,044 FY18: \$347,561  
Type: preK-12 FY19: \$235,889 FY20: \$219,960

### How EBF Has Made A Difference

Additional state funding has helped Cumberland CUSD #77 reduce classroom sizes and bring back programs that were lost due to years of proration in General State Aid.

With limited state resources, Cumberland CUSD #77 did not replace teachers and staff who had retired, causing its pupil-to-teacher ratio in third and fourth grades to balloon to 28:1.

Once the district began to receive its EBF payments, it used the new money to hire two additional teachers in third and fourth grades. By doing so, the pupil-to-teacher ratio dropped to 20:1.

In addition, EBF allowed the district to hire a guidance counselor for its preK-8 building, as well as expand the number of hours student had access to a school psychologist.

The district also purchased law enforcement services from Cumberland County to address school security needs.

Technology was also a focus. With EBF dollars, the district invested in technology upgrades and replaced every Chromebook to bolster its 1:1 initiative. Lastly, the district purchased new instructional materials for elementary students, as well as software subscriptions throughout the district.

"We feel very fortunate to receive the additional EBF dollars that help Cumberland take steps towards adequate State funding," said Superintendent Todd Butler. "It has been beneficial for our community and the students who attend Cumberland."

## Danville CCSD #118

Enrollment: 5,363 FY18: \$2 million FY20: \$1.1 million  
Type: preK-12 FY19: \$1.2 million FY21: Flat Funding

### How EBF Has Made A Difference

The state's investment into Evidence Based Funding allowed Danville CCSD #118 to greatly expand social-emotional supports and offer summer school at an elementary school that serves the district's neediest students.

Dr. Alicia Geddis said the district needed to rethink school and seek new ways to support students in response to extensive needs in the community. Danville CCSD #118 is located in Vermillion County, which was ranked by a 2019 University of Wisconsin Population Health Institute study as the least healthy county in the state of Illinois.

"The need here is huge, and we felt the need to step up," Geddis said. "Our district is now the second largest health services provider in our county, only trailing the veterans hospital."

The additional funding allowed Danville CCSD #118 to develop numerous partnerships with local and statewide providers. The services include child psychologists, substance abuse counseling and mental health services.

In addition, EBF made it possible for the district to hire numerous home-program intervention coordinators that perform much-needed wellness checks on students and families.

"The additional support really is a game changer for our students and families," Geddis said.



Another outside-the-box approach EBF allowed the district to undergo was a partnership to offer telemedicine services to students and families.

Academic support has also been expanded as a result of EBF. The district offered summer school at Meade Park Elementary two summers ago.

“Our teachers were willing to give up their time in the summer and make a full investment in our students, who face incredibly challenging circumstances,” Geddis said. “We have never seen anything like that before, and it has truly made a difference.”

#### Continued support of EBF would ...

Danville CCSD #118 would continue to expand the social-emotional support offered to students if the state continued to invest dollars into EBF.

“EBF has enabled us to invest in services and supports that have really transformed both the learning experience for our children and their home lives,” Geddis said. “We absolutely need to continue to grow.”

and intervention programs and offer more extra-curricular activities for students.

Eleven new full-time employees have been hired, including two school psychologists, two special education teachers, four instructional assistants, a kindergarten teacher, a fourth grade teacher and a speech pathologist.

Adding psychologists provides another level of social-emotional support for students. The additional special education teachers will keep classroom sizes down, and the instructional assistants will help special education teachers in the classroom with students who are navigating cognitive challenges.

“We are offering more of a life skills-based program and can now offer more individualized instruction because our class sizes are much smaller and our teacher-student ratio is lower,” Superintendent Emily Warnecke said.

Meanwhile, the additional kindergarten teacher will keep classroom sizes below 20 instead of at 24 students. Fourth grade classroom sizes are also much more manageable at 20 students rather than 26 students.

All of the new hires were based on what the research in the EBF says has the largest impact on student learning.

“In our first year, we put all of our money into people because we understood that is really what our students need,” Warnecke said. “In the second year, we added curriculum and made program additions.”

The curriculum enhancements were in the areas of writing and social-emotional learning. Reading and intervention programs were also added. Lastly, the increase in state funding allowed the district to add an art club and drama club as well as a middle school baseball team.



#### East Alton SD #13

Enrollment: 775      FY18: \$345,057  
Type: preK-8      FY19: \$239,427      FY20: \$216,249

#### How EBF Has Made A Difference

A boost in state funding allowed East Alton SD #13 to hire additional staff, update its curriculum, add reading



### Continued Support of EBF Would ...

Additional state funding would allow East Alton SD #13 to continue to provide more social-emotional support for students and better professional development for teachers. The district also plans to add more personnel. The needs the district has identified are four reading and math interventionists and three instructional coaches.

Long term, once the district moves closer to its adequacy target, the board will look at lowering property taxes to ease the burden on taxpayers.

### Continued support of EBF would ...

If the General Assembly continued to fund EBF, Eldorado Unit #4 could lower elementary and preschool class sizes by hiring additional teachers.

The district would also like to update math, reading and other curriculum to make sure students are learning from materials that are updated and aligned to Illinois Learning Standards. Lastly, the district would continue to invest in technology and purchase new Chromebooks to move closer to 1:1.



## Eldorado Unit #4

Enrollment: 1,149    FY18: \$556,099  
Type: preK-12    FY19: \$383,469    FY20: \$331,121

### How EBF Has Made A Difference

The passage of EBF has transformed Eldorado Unit #4.

The district stretched its dollars to offer full-day preschool, restore art at the elementary school, hire a second music teacher, hire three teacher aides, add a truancy interventionist and support transportation and building needs.

“EBF saved our district,” said Superintendent Ryan Hobbs. “We had a barebones operation during proration. It was stressful because people’s careers were on the line. We now have some peace of mind and can invest dollars back into our kids.”

The dollars Eldorado Unit #4 received through the Early Childhood Block Grant weren’t enough to offer preschool full time. EBF allowed the district to hire two additional preschool teachers and expand the program, greatly benefiting early learners and parents in the community.

Art and music programs at the elementary school have also been restored — marking the first time in over 20 years the district could offer the programs to students.

“It’s been so great for our younger students to have that opportunity,” Hobbs said. “Unfortunately, it was one of those things that were cut years ago for budgetary reasons.”

The addition of a truancy interventionist is also helping the district boost its attendance rates, which in turn has led to some academic gains. Lastly, the district used EBF to help with the purchase of new school buses and pay for some maintenance projects.



## Fairfield PSD #112

Enrollment: 670    FY18: \$236,722  
Type: preK-8    FY19: \$141,817    FY20: \$138,283

### How EBF Has Made A Difference

Fairfield PSD #112 provided students with more social-emotional support, better access to technology and STEM resources, as well as help in math thanks to an increase in state funding.

The district added a guidance counselor this year and implemented a new social-emotional curriculum in an effort to become more trauma sensitive and trauma informed.

The passage of EBF also allowed the district to bolster its technology by expanding to 1:1 with Google Chromebooks.

Access to STEM resources was improved through the purchase of several 3D printers, as well as new robotics and coding programs and an expansion of Lego Education tools.

“If you look at the careers of what our students are going to be going into, it’s not what I saw when I was in school,” said Superintendent Dr. Scott England. “They need to be given a chance to create. That’s one of our highest orders of thinking. This is a chance for us to give them that.”

Lastly, the district was able to add a seventh grade math position and double block the schedule to give students extra time in math.

### Continued support of EBF would ...

Fairfield PSD #112 wants to continue to add more social-

emotional supports for students by hiring more staff in the areas of social work and counseling.

In addition, continued support of EBF would allow the district to bring back a full-time art program that was lost due to proration in General State Aid.



### Flora CUSD #35

Enrollment: 1,413    FY18: \$563,357  
Type: preK-12    FY19: \$417,460    FY20: \$420,589

#### How EBF Has Made A Difference

Additional state funding has allowed Flora CUSD #35 to provide more support for students at the elementary, junior high and high school levels.

The district hired two elementary teachers in order to keep classroom sizes at or below 20 students. The numbers could have jumped to 25 or 26 students without the ability to hire more teachers.

The junior high has been an even bigger focus. Flora CUSD #35 hired a full-time guidance counselor, a special education teacher, an English teacher and a math instructional aide.

"The junior high was definitely an area where our scores needed to improve, so we have added a variety of things that have had a significant impact on students," said Superintendent Joel Hackney.

The district needed more help with the implementation of MTSS (Multi-Tier System of Support) at the high school so it hired a part-time staff member to assist teachers. MTSS is a framework that many schools use to provide targeted support to struggling students.

In addition to personnel, the district used EBF to update textbooks and instructional materials in order to adopt new reading programs at the elementary and junior high levels.

Lastly, the additional state funding freed up other resources to help with the implementation of a 1:1 technology initiative.

"EBF has had a significant impact," Hackney said. "Like every district, we did as much as we could with limited resources during the pro-ration of general state aid. "At some

point, every district has to have the resources. We have gotten back to that level and we're going beyond it by making an investment in the education of our students."

#### Continued Support of EBF Would ...

With continued investment into EBF, Flora CUSD #35 will continue to try and reduce classroom sizes to match levels suggested in the formula.

Another priority would be to hire more counselors to provide students with more social-emotional support. Furthermore, the district is looking at adding more elective courses to provide students with more opportunities to be career and college ready.



### Galatia CUSD #1

Enrollment: 443    FY18: \$65,172  
Type: preK-12    FY19: \$73,294    FY20: \$95,250

#### How EBF Has Made A Difference

Additional funding from the state has transformed teaching and learning in Galatia CUSD #1.

Evidence-Based Funding allowed the district to hire an additional part-time agricultural instructor and an extra elementary teacher, dropping elementary classroom sizes from nearly 40 students to 20 in the affected grade.

"Once we lowered class sizes, it became so much more manageable for everyone," Superintendent Shain Crank said. "Our teachers can now devote more time to individual students and help them succeed."

Galatia CUSD #1 also used EBF dollars to hire two extra paraprofessionals, providing students with another level of support.

In addition, EBF made it possible to hire a consultant to provide in-house professional development to teachers. The consultant, coupled with the additional staff, helped push Galatia CUSD #1's school designation from the Illinois State Board of Education from Underperforming to Commendable at the junior high level and increased the overall scores of Galatia CUSD#1 on the Illinois Assessment of Readiness.



“For a small community with about 450 kids that is a great accomplishment,” Crank said. “The students are what we are all here for, and to see the kids benefit from better instruction and smaller class size has been tremendous to watch.”

### Continued Support of EBF Would ...

Galatia CUSD #1 plans to continue to look for new ways to provide additional supports for students. The district plans to continue to provide instructional coaching for staff, professional development and potentially add new staff.



### Hardin County CUSD #1

Enrollment: 519    FY18: \$287,141    FY20: \$129,273  
Type: preK-12    FY19: \$171,581    FY21: Flat Funding

### How EBF Has Made A Difference

Evidence Based Funding has helped level the playing field for students in Hardin County CUSD #1.

As a result of the funding, the rural district in southern Illinois added staff and was able to bring back choir to students in grades K-8. The district hired a second high school math teacher, which allowed the teacher in that position to slide over to her first love of teaching music.

“It makes school come back to life when you can have the arts again,” said superintendent Andy Edmondson. “That was a big boost for our community. It’s something we haven’t had in 10 years.”

EBF also made it possible for the district to hire a second middle school English teacher. Social-emotional supports were also improved when the district hired a full-time counselor and part-time social worker.

“We have many kids who come from tough situations so just to be able to provide them with the opportunity to talk with someone and deal with those feelings, trials and tribulations has helped our kids immensely,” Edmondson said.

The investment from the state has also helped Hardin County CUSD #1 retain staff by making it possible for the district to raise base salaries for staff.

“To retain and recruit new teachers is incredibly hard when you’re competing with districts across the river in Kentucky,” Edmondson said.

### Continued support of EBF would ...

Hardin County CUSD #1 would bring back more vocational programs, such as shop and automotive class, if the state continued to invest into EBF.

“Our students see what other schools have and they are aware of what we don’t have, which makes it easy for them to question, ‘Why can’t we do this or that?’” Edmondson said. “The bottom line is it comes down to funds.”



### Herrin CUSD #4

Enrollment: 2,513    FY18: \$1.2 million  
Type: preK-12    FY19: \$831,923    FY20: \$793,007

### How EBF Has Made A Difference

The impact increased state funding has had on Herrin CUSD #4 has been “dramatic,” highlighted by Herrin Elementary jumping from Underperforming to Exemplary in ISBE School Designations.

The district studied EBF indicators and invested the new dollars into instructional coaches, tutoring, professional development, new curriculum, summer school, technology and school resource officers.

“Our school district was on life support, and we were worried about what we would have to cut next,” Superintendent Dr. Terry Ryker said. “EBF has made a dramatic overall impact on our district and has truly been a blessing.”

Eight instructional coaches were named to work with classroom teachers on lesson planning and delivery, classroom management and to analyze testing data and help teachers identify students’ learning weak spots.

Tutoring is now also available to students in grades K-8 and high school students have more credit-recovery options, including summer school. In addition, the district invested EBF dollars into professional development for staff.

Other areas of improvement include purchasing new Chromebooks so there is at least one computer for every two students in grades K-8, as well as hiring three school resource officers.

"I think it gave everyone more of a sense of safety," Ryker said about adding three additional school resource officers. "If someone doesn't feel safe, they're not going to learn well."

### Continued support of EBF would ...

Herrin CUSD #4 plans to purchase new math curricula for grades K-12 next school year with EBF dollars.

The district also wants to continue to add more instructional coaches and possibly make some instructional coaches full time. Currently, six of the eight are part time.

Other areas the district has identified as needs include adding additional teachers at the junior high and continued professional development for staff.



## Hutsonville CUSD #1

Enrollment: 306      FY18: \$88,791      FY20: \$38,869  
Type: preK-12      FY19: \$32,073      FY21: Flat funding

### How EBF Has Made A Difference

As a result of Evidence-Based Funding, students in Hutsonville CUSD #1 have increased access to music, vocational and family consumer science classes.

"We were making up to \$460,000 in cuts during pro-ration of General State Aid," Superintendent Julie Kraemer said. "We were doing away with positions and not replacing them unless it was a core class. EBF came in and we were no longer bleeding."

Due to limited resources, Hutsonville CUSD #1 did not have a music teacher for students in grades K-4. Music classes at the junior high and high school were limited.

EBF made it possible for the district to hire a full-time music teacher for school next year. The addition will impact the district twofold. The art teacher, who had doubled as the music teacher, could focus on art time full time and music could be offered in grades K-4 for the first time in years.

"It's been big for us," Kraemer said. "Some kids excel at music and we need to be able to support them. Research also shows how helpful music can be for our young students learning math."

Hutsonville CUSD #1 also used EBF dollars to create an agriculture program for high school students. The district has since expanded the program and built a greenhouse thanks to a grant.

"Offering the agriculture program has been one of the most positive things," Kraemer said. "It has really brought our community together."

In addition, Hutsonville CUSD #1 brought back a small engine repair and welding course. EBF dollars were used to hire a teacher and help provide a budget for the program as well as update some equipment and create a shop for students.

Hiring a full time family consumer science teacher will also provide students with life skills that will help them be more successful after high school.



"Learning how to cook, parenting and sewing — those are all important skills that our students were losing out on that we can now offer as a result of EBF," Kraemer said.

#### Continued Support of EBF would ...

If EBF was properly funded, Hutsonville CUSD #1 would use the dollars to lower classroom sizes in classes where it matters, like kindergarten. In addition, the district would bring back previous cut programs and add programs where necessary to ensure students continue to graduate with skills that ensure their success.

"Research has shown that lower class sizes in the early grades can have a significant impact," Kraemer said.



### Johnston City CUSD #1

Enrollment: 1,148    FY18: \$499,158  
Type: preK-12    FY19: \$302,734    FY20: \$344,485

#### How EBF Has Made A Difference

Additional state funding has resulted in lower classroom sizes, additional academic and social-emotional support for students, a new math curriculum, the option of summer school and the chance for middle and high school students in Johnston City CUSD #1 to learn robotics.

"The impact has been huge," said Superintendent Kathy Clark. "We are investing in our students and planning for the future. Instead of talking about how we can trim programming and serve more kids with fewer resources, we are improving and expanding our student offerings."

Johnston City CUSD #1 has hired additional teachers at the elementary, middle and high school levels, filling positions that were previously cut due to a lack of available funds. The elementary schools now have a full-time PE teacher for the first time. Elementary teachers have been hired to keep classroom sizes below 20 students at the K-4 buildings. At the middle school, two additional teachers have helped keep classroom sizes in check while an additional math teacher has been hired for the 20-21 school year at the high school to increase the level of support for students and create an additional math offering.

In addition, new state funding allowed the district to hire paraprofessionals at the elementary and middle schools to provide more support for students that struggle to meet academic benchmarks.

Furthermore, the district invested EBF dollars to better support an influx in the number of students who arrive at school having experienced some form of childhood trauma. That has included hiring two full time social workers, adopting a new social-emotional curriculum and hiring an assistant principal.

"We have a lot of kids who have unmet physical and emotional needs," Clark said. "This often interferes with their ability to learn. You have to address that first."

Lastly, EBF allowed the district to replace its K-4 math curriculum, offer a credit-recovery program over the summer and provide robotics programming to middle and high school students.

#### Continued support of EBF would ...

Continued funding of EBF would also Johnston City CUSD #1 to expand middle and high school offerings, especially in the area of career and technical education.

In addition, the district would like to hire full time art and music teachers at the elementary school to provide students with more opportunities.



### Marshall CUSD #2C

Enrollment: 1,306    FY18: \$378,970  
Type: preK-12    FY19: \$219,505    FY20: \$209,154

#### How EBF Has Made A Difference

A change in the state's funding formula came at the right time for Marshall CUSD #2C.

The district avoided layoffs or reductions in programs when general state aid was pro-rated. However, due to financial constraints, the district lacked the resources to address certain needs.

With increased state funding, Marshall CUSD #2C hired an

additional fourth grade teacher to keep classroom sizes in the low 20s.

"Being able to add that fifth teacher has made a huge difference for us," Superintendent Kevin Ross said.

Evidence-Based Funding also allowed the district to address security needs by helping fund the salary and benefits of a liaison police officer. In addition, the funding enhanced professional development opportunities for teachers, especially in the area of special education.

"We want to be able to do the best we can for our low income and special education population and now we were able to bring in more heavy-hitting professional development for our staff, particularly at the junior high level," Ross said.

New state dollars will also help the district meet new minimum salary level thresholds for teachers and keep up with increases in the minimum wage.

"Evidence-Based Funding really took the pressure off of us," Ross said. "We have a history of being cost effective, and we want to continue that while we also keep moving things forward."

### Continued EBF Support Would ...

Marshall CUSD #2C plans to provide more social-emotional support for students by adding additional counselors and social workers at the district's different buildings.



### Mount Vernon SD #80

Enrollment: 1,691 FY18: \$244,401 FY20: \$470,392  
Type: preK-8 FY19: \$273,316 FY21: Flat funding

### How EBF Has Made A Difference

Evidence-Based Funding has been a "game changer" for Mount Vernon SD #80.

The district used EBF to address social-emotional learning. The funds have paid for ongoing professional development for staff that has greatly enhanced how the district supports the social-emotional needs of students.

"We have some students who have experienced a lot of trauma and our teachers were struggling providing

the support they needed," said Superintendent Aletta Lawrence. "Those extra EBF funds have helped us tackle such a huge issue."

EBF has also provided budget stability to Mount Vernon SD #80 and allowed for better planning.

### Continued Support of EBF would ...

Lawrence said properly funding EBF would allow the district to maintain essential programs.

"Students need social workers and counselors and we need to be able to provide professional development to staff," Lawrence said. "If all that goes away, it will be very difficult."



### North Greene CUSD #3

Enrollment: 881 FY18: \$236,569  
Type: preK-12 FY19: \$112,670 FY20: \$194,454

### How EBF Has Made A Difference

The passage of EBF allowed North Greene CUSD #3 to address critical needs that would have otherwise gone unmet.

The additional state dollars were used to hire a special education coordinator, an additional social worker, full-time math interventionist and junior high STEM teacher.

Having someone dedicated full time to special education has not only been beneficial for students who rely on those services, but it also frees up building administrators to focus more on the needs of all students and staff.

"We have a high special education population, and our principals were spending too much time in special education meetings and not in classrooms," said Superintendent Mark Scott.

Adding a second social worker has also gone a long way into providing better social-emotional support for students. Before, the district had one social worker for more than 800 students.

The district is already seeing some academic gains after it hired a math interventionist to provide more support for elementary students who are not at grade level.

Lastly, the STEM teacher at the junior high has provided



students with enrichment opportunities that were previously unavailable.

“We are able to provide services that we identified as high need, and if not for EBF dollars, we wouldn’t have been able to do that,” Scott said.

### Continued support of EBF would ...

Additional state funding will allow North Greene CUSD #3 to invest dollars back into its teachers and meet the \$40,000 minimum teacher salary. The district currently does not have the financial resources to keep up with the salary increases mandated by legislation.



### Trico CUSD #176

Enrollment: 964    FY18: \$454,104  
Type: preK-12    FY19: \$218,420    FY20: \$253,528

### How EBF Has Made A Difference

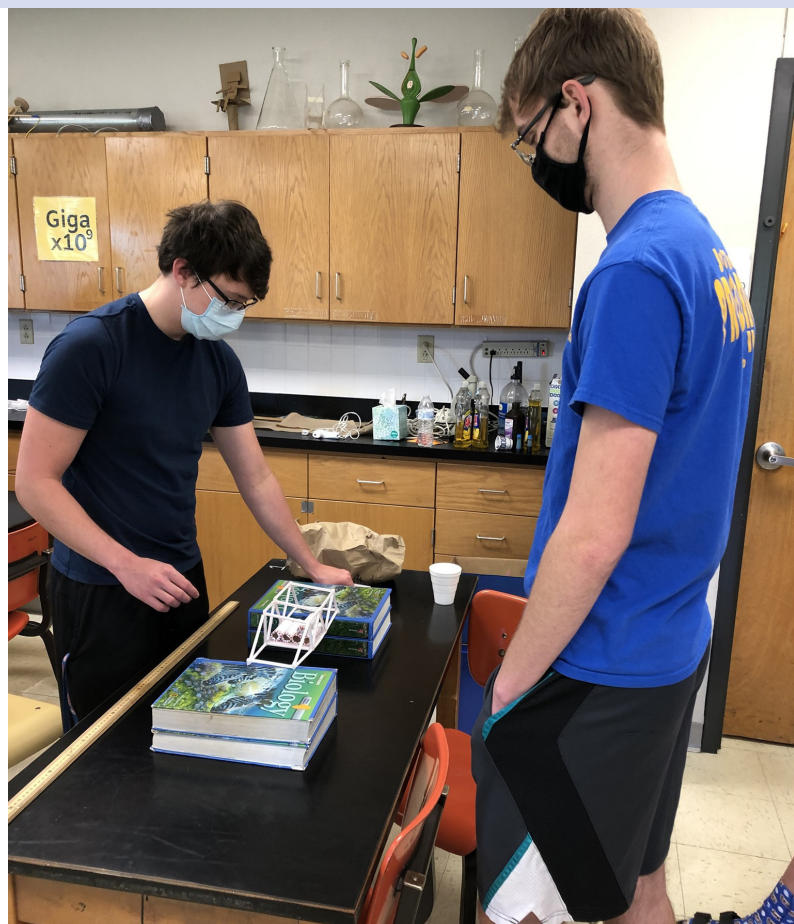
An increase in state funding has reversed years of financial distress and helped Trico CUSD #176 flourish.

The investment from the state allowed the district to develop a student-centered plan that includes the addition of personnel and the creation/expansion of programs.

Trico CUSD #176 hired a first grade teacher to lower classroom sizes, brought back an industrial arts teacher, made the art teacher full-time, hired a bilingual teacher to further support EL students, hired a consultant to create a STEAM program, hired a dean for the junior high and high school, created the position of Coordinator of Student Success to support social-emotional needs of students and hired an additional special education teacher to expand collaborative classroom efforts.

“The initiatives we’ve been able to implement, like the STEAM program, would have been a pipe dream under the old funding formula,” Superintendent Larry Lovel said. “These are all things that are going to move the needle on supporting social/emotional support and student growth.”

In addition to personnel, Trico CUSD #176 used its Evidence-Based Funding dollars to purchase updated math and reading instructional materials, as well as



allocated money to replace outdated lab equipment.

Lastly, the district created financial incentives for teachers to become and remain National Board Certified Teachers.

“Evidence-Based Funding has allowed the Trico District to successfully rebound from significant cuts to vital district programs, develop new learning opportunities for all Trico students and allowed our district to once again develop long-ranging strategic plans,” Lovel said.

### Continued support of EBF would ...

With continued support from the state, Trico CUSD #176 plans to build on the successes it has achieved in two years. As part of its three-year strategic plan, the district has outlined a number of goals, including hiring an instructional coach, bi-lingual aides, a technology integration specialist or “tech coach” and social workers. Other goals include curriculum enhancements, and investing in the career and technical education programs to provide new opportunities for students.



### Wabash CUSD #348

Enrollment: 1,500 FY18: \$289,290  
Type: preK-12 FY19: \$128,762 FY20: \$230,761

#### How EBF Has Made A Difference

An increase in state funding allowed Wabash CUSD #348 to address critical needs and bring back positions that were slashed due to proration in general state aid.

The staff hires include a new assistant principal/special education coordinator, kindergarten teacher, first grade teacher and dean of students at the high school.

The assistant principal/special education coordinator filled a huge need, not only providing more support to the district's special education students, but also helping the principal, who was overtaxed overseeing nearly 400 students and 51 faculty and staff members.

"There was just too much for the principal to handle," said Superintendent Dr. Chuck Bleyer. "We were very fortunate to find the right person to fill both positions and help us address some of the gaps we had."

The additional teachers were needed to address a growth in the district's early learning population.

Kindergarten classrooms have remained around 20 students per classroom instead of ballooning to 28 students. First grade classrooms are also more manageable.

Lastly, the dean of students was hired as part of an overall restructuring at the junior high and high school intended to streamline administrative operations.

"EBF has allowed us to manage personnel much more effectively instead of looking at everything through the lens of pennies and dollars," Bleyer said.

#### Continued support of EBF would ...

Continued commitment from the state would allow Wabash CUSD #348 to continue to add teachers and keep classroom sizes down.

The district will need to hire a second grade teacher next year, third grade teacher the following year and fourth grade teacher the year after that to accommodate the large group of early learners as they advance through the system.

In addition, EBF dollars could be part of the pool of funding needed to construct a new school building.



### Wesclin CUSD #3

Enrollment: 1,370 FY18: \$183,611  
Type: preK-12 FY19: \$282,049 FY20: \$329,010

#### How EBF Has Made A Difference

The passage of EBF allowed Wesclin CUSD #3 to address numerous needs that directly benefit students, parents and teachers.

The district hired a second social worker to better support the social-emotional needs of students. A new high school math and K-8 reading curriculum were also purchased, both of which are aligned to Illinois' Learning Standards.

"We really noticed the past few years our writing scores were going down at the high school so we knew we needed to add a curriculum that was current and incorporated technology," said Superintendent Jennifer Filyaw.

In addition, the district hired several paraprofessionals to better support students in special education courses. Access to technology also improved. The district purchased numerous Chromebooks, bringing the district much closer to its goal of being 1:1.

Another pressing need the district had to address was school parking lots, which were littered with potholes.

Lastly, the district used EBF to give teachers a raise. The salary increase helped the district attract and retain teachers by bringing the new amounts in line with surrounding districts.

"The impact EBF has had on our district has been extremely positive," Filyaw said. "We are now being so much more proactive rather than being reactive."

#### Continued support of EBF would ...

Continued support from the state would allow Wesclin CUSD #3 to update its K-8 math curriculum so the material teachers use in the classroom is aligned to Illinois Learning Standards. In addition, EBF dollars could be used to replace sociology and psychology textbooks.

Lastly, the district plans to continue to explore ways to provide better social-emotional support for students.





The Illinois Association of School Administrators is the state's premier advocacy organization for school administrators with about 1,750 members and a history of promoting excellence in education dating back to 1946. The guiding principles of the IASA are expressed by its vision of "Maximum Educational Success for all Students," and its mission statement, "To support school leaders in the pursuit of educational excellence through continued school improvement."

### **What We Do:**

The IASA is a state-chartered association of the American Association of School Administrators (AASA), and we work cooperatively on educational issues of national, state and local importance.

As a statewide association, we are a united voice for superintendents in the Illinois General Assembly. We work tirelessly to advocate for legislation that will improve education in our state and benefit our members.

IASA offers members high-quality professional development that strengthens the work of superintendents and prepares future leaders for the superintendency. Mentoring for early-career superintendents is included as part of membership. Whether it is through one-on-one contact with the IASA Executive Director or through one of the Field Services Directors, members have quick access to experienced school administrators.

IASA also provides members with legal services, including help with superintendent contracts. Members enjoy networking opportunities, access to a statewide conference and assistance with communications needs.

In addition, IASA partners with like-minded organizations to offer essential services and assistance that improve school districts.

### **Leadership:**

IASA is led by an executive director and a Board of Directors composed of active superintendents across Illinois. Dr. Brent Clark has served as executive director since 2006.

### **Vision:**

Maximum Educational Success for All Students.

### **Mission Statement:**

The Illinois Association of School Administrators will support school leaders in the pursuit of educational excellence through continued school improvement.

### **Goals:**

for the IASA to be the most respected and effective educational association in Illinois.

for the IASA to be the best school administrators' association in the country.

