



# Illinois State Board of Education

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Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

## MEMORANDUM

**TO:** The Honorable Pat Quinn, Governor  
The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

**FROM:** Christopher A. Koch, Ed.D.  
State Superintendent of Education

A handwritten signature in blue ink, appearing to read "C Koch", next to the printed name.

**SUBJECT:** Illinois State Board of Education Biennial Charter School Report

This report is submitted in compliance with Section 27A-12 of the Illinois Charter Schools Law (105 ILCS 5/27A-12) by the Illinois State Board of Education. It provides information on the Illinois charter school sector for school years 2011-2012 and 2012-2013. The report was first submitted in January 2014, but is being resubmitted with some minor corrections to data and the inclusion of several charter school campuses that were inadvertently omitted from the initial report.

If you have any questions or comments, please contact Jennifer Saba, Assistant General Counsel/Charter Schools Program Director, at 312-814-2223.

Enclosure

# **ILLINOIS STATE BOARD OF EDUCATION**



## **2011-2012 and 2012-2013 Illinois Charter School Biennial Report**

**Submitted January 2014**

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## **1. Background**

Charter schools are public schools governed by an independent board of directors that come into existence through a contract with an authorized public chartering agency. The charter — or contract — establishes the framework within which the school operates and provides public support for the school for a specified period of time. At the end of the contract period, the charter must be renewed.

Charter schools have been part of the Illinois public education landscape since April 1996, when the General Assembly passed its first charter law, the twentieth in the nation.<sup>i</sup> Under the Illinois Charter Schools Law, Public Act 89-450, codified at 105 ILCS 5/27A-1 et seq. (eff. April 10, 1996), school districts are the primary authorizers of charter schools. Section 105 ILCS 5/27A-2 sets forth the intent of the Charter Schools Law as follows:

*[T]o create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children within the public school system. The General Assembly seeks to create opportunities within the public school system of Illinois for development of innovative and accountable teaching techniques.*

To help them meet their goals, charter schools are afforded significant flexibility under the Charter Schools Law. The law exempts charter schools from nearly all mandates and restrictions applicable to public schools and school districts, except for those that are designed to protect the well-being and privacy of students and staff. Charter schools are operated by an independent governing board, and each charter school has complete autonomy over its educational plan and operations, provided that it adheres to the terms and conditions of its charter. Key components of the charter school's education plan, such as curriculum, staffing, professional development, length of school day and year, and "seat time," are left to the discretion of the charter school. In exchange for autonomy and flexibility in operations, charter schools are subject to rigorous accountability standards and can be closed if they are not performing.

The Illinois State Board of Education monitors charter schools and authorizers on an ongoing basis and by statute must compile information and data on the charter school sector into a single report every two years. Known as the Illinois Charter School Biennial Report, this report provides law and policy makers, educators, and the general public with information regarding the state of the charter school sector. In compliance with Section 27A-12 of the Charter Schools Law, it contains information that (i) compares the academic performance of charter school students to the performance of their peers in traditional public schools; (ii) analyzes whether or not exemption from certain regulations allows charter schools to better meet their stated goals and objectives; and (iii) recommends any changes to the Charter Schools Law. For the first time, the 2014 Illinois Charter School Biennial Report (the "2014 Report") will also include authorizer-specific information for each authorizer in the state, including (i) the authorizer's strategic vision for chartering and progress toward achieving that vision; (ii) the status of each authorizer's charter school portfolio; and (iii) the authorizing functions provided by the authorizer to the charter schools under its purview, including its operating costs and expenses.

## Section 1.1 – Charter Landscape: State Charter School Commission

The most significant development in the Illinois charter sector of the last two years was the creation of a State-level entity to hear and process appeals of charter school proposals that have been denied by a local school board.

Public Act 96-105, effective July 30, 2009, charged the Illinois State Board of Education with convening an Independent Charter School Authorizer Task Force to study the need, if any, for an independent charter school authorizer in Illinois. After considering charter laws in other states and the types of authorizers in each state, a majority of task force members recommended that the Charter Schools Law be amended to create a “quasi-independent statewide public charter school commission that would review charter applications in certain scenarios.” (Independent Charter School Authorizer Task Force Report, March 23, 2010).

Less than two years later, the General Assembly adopted these recommendations in statute. Public Act 97-0152, effective July 1, 2011, amended the Charter Schools Law to create the State Charter School Commission (the “Commission”). As an independent state commission with statewide chartering jurisdiction and authority, the Commission is tasked with: (i) promulgating best practices in charter school authorizing; (ii) hearing, investigating, and deciding appeals in cases where a school district fails to act on a charter application or denies the application; (iii) overseeing charter schools authorized by the Commission; and (iv) submitting biennial reports to the State Board of Education and local school boards on best practices in charter school authorizing, oversight, and renewal.

The Commission comprises nine members nominated by the Governor and appointed by the State Board of Education. Collectively, Commissioners should represent the geographic diversity of Illinois and possess experience and expertise across various fields, including public and nonprofit governance, management and finance, public school leadership, higher education, assessments, curriculum and instruction, and public education law. The statute also requires that at least three Commissioners have prior experience with urban charter schools. Commissioners typically serve terms of four years, but to ensure staggered terms of office, three of the inaugural members were appointed for initial terms of three years and another three members were appointed for initial terms of two years. The remaining three Commissioners have initial terms of four years.

The State Board made its initial nine appointments to the Commission on September 28, 2011, and each Commissioner’s term went into effect November 1, 2011. Since that time, the Commission has received 38 appeals from charter school development teams. It denied one appeal and approved two others. The remaining 35 appeals were withdrawn by the applicant before the Commission had rendered a decision. The three appeals that reached Commission decision all pertained to proposals for charter schools to be located within the boundaries of City of Chicago Public School District 299 (CPS). At a public meeting on March 19, 2013, the Commission denied an appeal from Pathways in Education, an alternative school provider. Pathways had proposed to open 5 alternative schools for about 800 students in Chicago. At the same public meeting, the Commission overturned CPS’s decision to deny a proposal from Concept Schools, a charter management company seeking to open two charter schools in Chicago in fall 2013. With the Commission’s approval, the Horizon Science Academy—McKinley Park Charter School and Horizon

Science Academy—Belmont Charter School opened in Chicago in September 2013. At capacity these two schools will serve 1500 students in grades K-12.

The Commission also acts as the authorizer of two charter schools previously approved by the State Board of Education. Oversight of Prairie Crossing Charter School in Grayslake and Southland College Prep Charter High School in Richton Park automatically transferred to the Commission by operation of Public Act 97-0152. The Commission negotiated amendatory contracts with both of these schools at the time of transfer.

In addition to its authorization activities, in 2013 the Commission has provided administrative support for two groups studying various aspects of the Charter Schools Law. Effective May 31, 2013, House Joint Resolution 36 mandated the creation of a Task Force on Charter School Funding. The task force's objectives are to: (i) compile a comparative analysis of charter school funding practices across the United States; (ii) examine the current funding provisions in the Charter Schools Law for the purpose of ensuring funding equity; and (iii) review the effects of State-authorized charter schools on the students served by the charter, the students in the home school district, and the home school district's budget. The task force is composed of 24 members who must submit a report to the Governor, the State Superintendent of Education, the Commission, and the Chief Executive Officer of CPS by January 15, 2014. This report will include recommendations regarding changes to the way in which charter schools are now funded. Under the current Charter Law, charter schools receive between 75 and 125 percent of the district's per capita student tuition, multiplied by the number of students enrolled in the charter school who reside in the district. It is worth noting that there is another legislatively-created advisory committee—the Advisory Committee on Education Funding—that is currently investigating the state's education system as a whole and that is independent of the Task Force on Charter School Funding.

The Virtual Schooling Advisory Group is an offshoot of Public Act 98-0016, which imposed a one-year moratorium on new charter schools with virtual-schooling components in districts outside of Chicago. The Act defines virtual-schooling as the teaching of courses through online methods with online instructors, rather than the instructor and student being at the same physical location. Under this legislation, the Commission must submit a report with recommendations for virtual-schooling to the General Assembly by March 1, 2014. These recommendations must address the effects of virtual-schooling, including its effect on student performance, its associated costs, and issues with its oversight. Although not required by statute, the Commission convened the Virtual Schooling Advisory Group—a group of stakeholders with expertise in this area—to study the issue and make recommendations for the report.

Virtual-schooling came to the forefront of attention in 2013. In February 2013, Virtual Learning Solutions (VLS), a nonprofit organization, submitted applications to 18 different suburban school districts to open a single virtual charter school known as the Illinois Virtual Charter School @ Fox River Valley. Under the proposal, K12 Inc., a for-profit organization, would have provided the curriculum and the management system for the virtual charter school. The local school boards of all 18 districts rejected the proposal. VLS exercised its legal right under the Charter Schools Law to appeal those decisions to the Commission, submitting appeals on May 8, 13, and 14, 2013. The moratorium on charter schools with virtual-schooling components, introduced by members of the

General Assembly in part to respond to public backlash against the VLS proposal, became law ten days later. On June 10, 2013, VLS elected to withdraw its appeals and the Commission accepted its withdrawal the next day. The Commission had intended to deny the appeals on the basis that the proposal violated the moratorium.

## **Section 1.2 – Charter Landscape: Other Significant Legislation**

In 2009, the Charter Schools Law was amended in some significant ways, including an increase to the number of charter schools permitted to operate at one time in the state. The non-State agency parties<sup>ii</sup> engaged in the negotiation of Public Act 96-105 (the vehicle used to amend the Charter Schools Law) later agreed by written MOU not to propose any changes to the law through June 30, 2013. As a result, the number of bills pertaining to charter schools filed with the General Assembly waned over the last two years.

Notwithstanding, several groups not a party to the MOU have recently introduced charter legislation, especially in the area of charter school funding. For example, House Bill 2660 (Rep. Will Davis), introduced during the Spring 2013 legislative session, would shift the cost of funding state-authorized charter schools from the local school district where the charter school is located to the state. The primary proponents of this legislation were the school districts with existing state-authorized charter schools: Woodland School District 50; Fremont School District 79; and Rich Township High School District 227. ISBE opposed this legislation because it would create new obligations for the state during a time when the state is already prorating state aid payments to local school districts. Another funding-related charter bill filed during the Spring 2013 legislative Session, House Bill 980 (Rep. Burke/Sen. Steans), would limit local school board discretion in determining how much to pay a charter school on a per pupil basis. Both bills were re-referred to the House Rules Committee at the time of session closure.

In November 2013, Representative Linda Chapa LaVia and Senator Kimberly Lightford introduced identical bills (HB3754 and SB2627, respectively) that would repeal all sections of the Charter Schools Law added by Public Act 97-0152, thus dismantling the State Charter School Commission; transferring the authority to authorize charter schools at the State level back to ISBE; and limiting the circumstances under which a charter proposal may be heard by a state entity.

Because the 2009 MOU expired June 30, 2013, we expect to see a spike in charter school activity during the upcoming legislative session. While the bills to dismantle the State Charter Commission will likely dominate charter work, charter funding bills generated by the Charter Funding Taskforce and elsewhere, and bills regarding the flexibilities afforded to charters under the current Charter Schools Law, are also expected. For its part, ISBE plans to pursue legislation to amend Article 27A to make it explicit that charter schools are subject to all state laws, regulations and rules regarding Special Education and English Language Learning instruction. The legislation will also include necessary clean-up language to the Charter Schools Law.

## Section 1.3 – Charter Landscape: Facts at a Glance

Charter schools are a continuously growing sector of Illinois' public education system. There are currently 64 charter schools and 143 charter school campuses operating across the state, with a total student enrollment of just under 60,000.

### Charter Schools by the Numbers (as of the 2013-2014 school year)

- Charter schools can be established by creating a new school or converting an existing public school or attendance center to charter school status (known as conversion schools). Of the 64 charter schools in current operation, 54 are start-up charter schools and 10 have been converted from existing contract public schools. Two of the 10 conversion schools—Urban Prep Bronzeville and Instituto Health Sciences Career Academy, converted from contract to charter school prior to commencing operations.
- Under the Charter Schools Law, schools *outside* of Chicago have the ability to create new campuses under an existing charter (i.e., to “replicate”) if authorized under their negotiated charter contract. No charter schools outside of Chicago have replicated to date. Conversely, a 2003 amendment to the Charter Schools Law restricts charter schools within Chicago to one campus per charter, but this did not apply to charter schools granted replicating status prior to 2003. There are now 13 charter schools in Chicago with the ability to create multiple campuses under the same charter. Including all campuses of these multi-campus charter schools, there are 143 charter school campuses in current operation.
- There are currently 59,925 charter school students.
- Statewide, just fewer than 3 percent of public school students are enrolled in charter schools.
- Within Chicago, 13.6 percent (rounded) of public school students are enrolled in charter schools. This number includes students enrolled in the two Commission-authorized schools located within the City of Chicago: Horizon Science Academy – Belmont Charter School and Horizon Science Academy – McKinley Park Charter School.

### Charter School Academic Performance

- In 2011-2012, the state's Adequate Yearly Progress (AYP) target for the percent of students meeting or exceeding State standards in reading and math was 85%. Percent of schools making AYP in SY2012:
  - Among all charters: 12% rounded (6 of 49 charters)
  - Among Chicago charters only: 11% (4 of 32 charters)
  - Among traditional public schools (excluding charters): 33% (1,235 of 3,737 schools)
- In 2012-2013, the state's Adequate Yearly Progress (AYP) target for the percent of students meeting or exceeding State standards in reading and math was 92.5%. Percent of schools making AYP in SY2013:
  - Among all charters: 13% rounded (7 of 56 charters)
  - Among Chicago charters only: 15% (6 of 41 charters)
  - Among traditional public schools (excluding charters): 16% (591 of 3,711 schools)



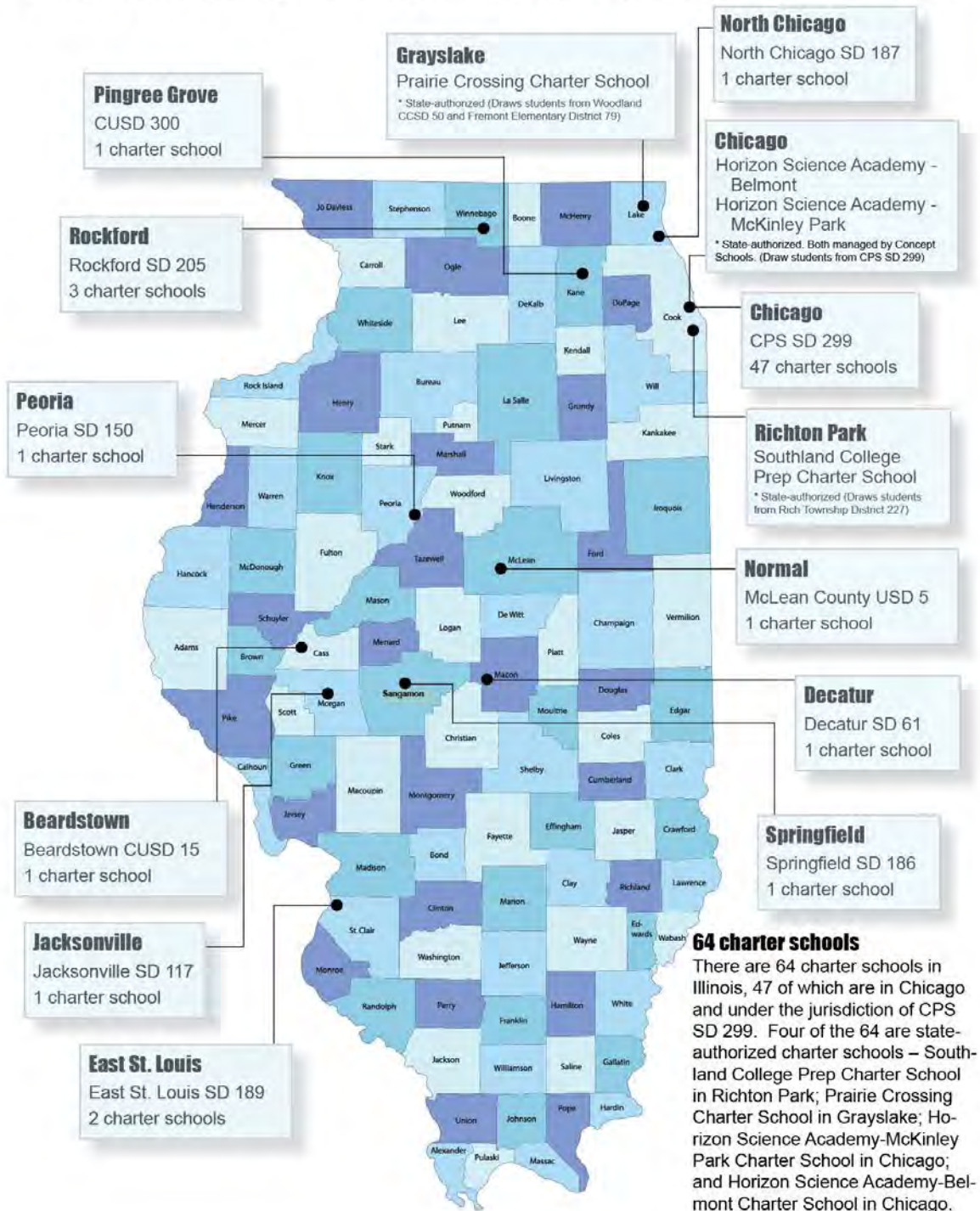
- 2013 4-Year Graduation Rate:
  - Among all charters: 60.4%
  - Among Chicago charters only: 60.7%
  - Among traditional public schools (excluding charters): 84.0%
- 2013 5-Year Graduation Rate:
  - Among all charters: 66.4%
  - Among Chicago charters only: 66.9%
  - Among traditional public schools (excluding charters): 87.7%
- 2013 High School Dropout Rate:
  - Among all charters: 9.4%
  - Among Chicago charters only: 9.2%
  - Among traditional public schools (excluding charters): 2.1%

### Charter School Landscape

- Fourteen school districts currently have at least one charter school. This number includes three school districts — Rich Township High School District 227, Woodland School District 50 and Fremont School District 79 — served by state-authorized charter schools.
- The vast majority of charter schools are located in Chicago.
- During the 2013 RFP cycle (proposals set for CPS Board vote on January 22, 2014), CPS District 299 received:
  - 3 proposals to create 9 new campuses of existing charter schools (6 of the 9 proposed “campuses” are from charter schools that do not have replicating status; technically, therefore, each such proposal is for a “new charter” that would count against the overall charter cap);
  - 1 proposal to expand the grades of an existing charter school from K-8 to 9-12;
  - 4 proposals to create 7 new charter schools classified as “new starts”;
  - 1 proposal for an alternative charter school; and
  - No proposals to convert an existing public school or attendance center to charter school status.
- Outside of Chicago, charter development teams submitted charter proposals to Maywood-Melrose Park-Broadview School District 89 (Mastery Academy Charter School proposal); Thornton School District 205 (Life Academy Charter High School proposal); Rockford School District 205 (GreenTek proposal); 18 school districts in the Illinois Fox River Valley (Illinois Virtual School @ Fox River Valley); and 10 school districts in South Suburban Cook County (Urban Prep Southland Charter School proposal). Decatur Public Schools District 61 reports that they received one new charter school proposal during the 2011-2012 school year that was rejected by the local school board.<sup>iii</sup>
- New charter schools opening in 2013-2014:
  - Four new charter schools opened in CPS District 299. Three of these new charter schools—Chicago Collegiate Charter School, Intrinsic Charter School, and Christopher House Charter School—are traditional new starts. The fourth charter school, Frazier Preparatory Academy Charter School, opened as a contract school in Fall 2007 and converted to a charter school in Fall 2013.

- Eight new charter school campuses opened in CPS District 299: LEARN Charter School Network (2 new campuses, 7 campuses total in 2013-2014); Noble Network of Charter Schools (2 new campuses, 14 campuses total in 2013-2014); Instituto Justice Leadership Academy (1 new alternative campus, 2 alternative campuses total in 2013-2014); KIPP Chicago Schools (1 new campus, 2 campuses total in 2013-2014); and UNO Charter School Network (2 new campuses, 15 campuses total in 2013-2014).
- The State Charter School Commission opened two new schools in Fall 2013: Horizon Science Academy – Belmont Charter School, and Horizon Science Academy – McKinley Park Charter School. These two schools are located in Chicago and managed by Concept Schools, a not-for-profit charter management organization. As Commission-authorized charter schools, the Horizon Science Academies have no formal relationship with the local school district (CPS District 299) and are regarded as independent local education agencies.
- Future openings:
  - Chicago Public Schools District 299 anticipates opening two new start-up charter schools — Orange Charter School (to serve grades K through 8) and Foundations College Prep Charter School (to serve grades 6 through 12) — as well as seven new charter campuses to open during the 2014-2015 school year. New campuses include: LEARN Charter School Network (1 new campus, 8 campuses total); KIPP Chicago (1 new campus, 3 campuses total); ASPIRA Charter School (1 new campus, 4 campuses total); UNO Charter School Network (2 new campuses, 17 campuses total); and Pathways in Education (2 new alternative campuses).
  - Outside of Chicago, no new charters are currently scheduled to open in 2014-2015 or beyond.

# Charter schools in Illinois

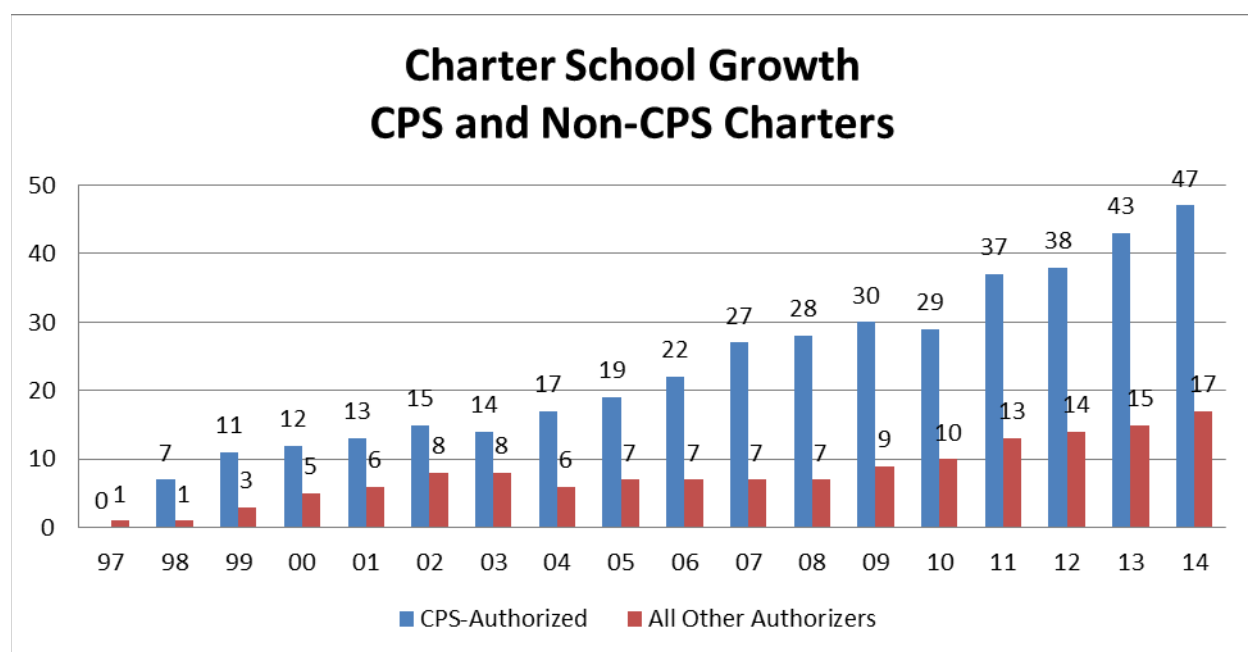


## 2. Number of Charter Schools and Enrollment Trends

### Section 2.1 – Charter School Growth

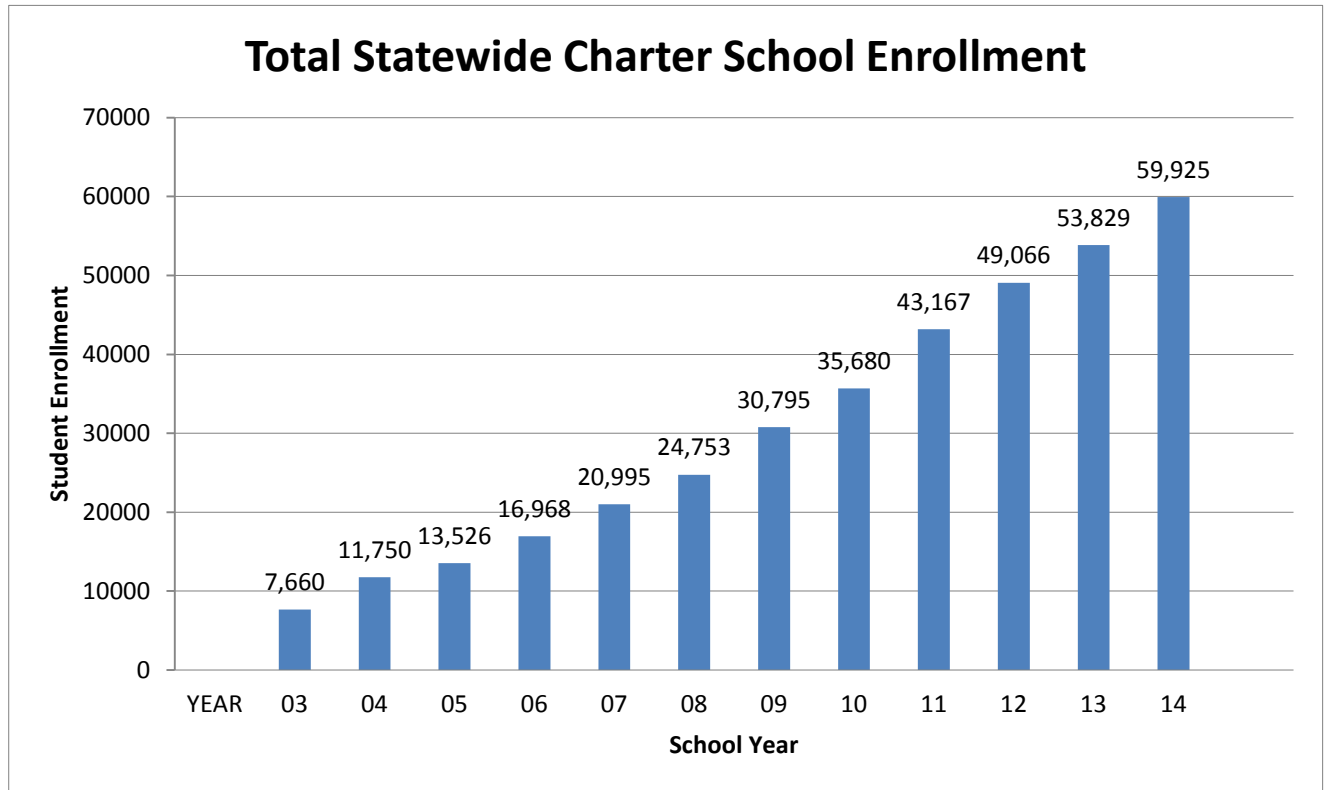
The Illinois Charter Schools Law is structured to establish separate “caps” for the number of charter schools that may operate at one time in Chicago and in the remainder of the state. Since the law passed, the Illinois General Assembly has voted twice to increase the charter cap for CPS District 299 (from 15 to 30 in 2003 and from 30 to 75 in 2009, including five charters devoted exclusively to re-enrolled high school dropouts and students at risk of dropping out) in response to Chicago reaching the cap in the preceding years. In 2009 the cap also increased outside of Chicago, from 30 to 45. As a result, the number of charter schools in Illinois has grown steadily, from one charter school in 1996-1997 to 64 charter schools (47 schools under City of Chicago SD 299 and 17 schools authorized by either a local school board or the State Charter Commission) and 143 campuses operating during the 2013-2014 school year. This data comes from ISBE’s School Directory.

**Table 2A: Growth in Number of Charters Since 1997**



In 2011, ISBE for the first time collected data from each individual charter school *campus* for purposes of creating a campus-level report card. The public can now evaluate and compare the performance of charter schools as a whole, as well as the performance of campuses within each charter network. Previously, ISBE did not disaggregate data by charter campus, so this Report does not include a chart showing charter campus growth, which would be a more complete picture of the growth of charter schools in Illinois. However, Table 2B below shows charter school student enrollment since 2003, which is more illustrative of growth in the charter sector over time than is the number of charters. Data in Tables 2B and 2C below come from the statewide Student Information System.

**Table 2B: Growth in Charter School Enrollment Since 2003**



**Table 2C: District and Charter 5-Year Enrollment Trends**

District/Charter Schools (# of campuses 2013-2014)	2009-2010	2010-2011	2011-2012	2012-2013	Estimated 2013-2014
<b>CHICAGO PUBLIC SCHOOLS DISTRICT 299</b>	404,589	403,770	400,931	395,071	405,456
Academy for Global Citizenship (AGC) Charter School		176	246	293	347
Alain Locke Charter Academy Charter School	511	572	588	584	570
Amandla Charter School	216	298	344	310	351
Architecture, Construction, and Engineering (ACE) Tech Charter School	507	479	502	468	474
Aspira Charter School (3 campuses)	1,333	1,489	1,483	1,454	1,295
Betty Shabazz International Charter School (3 campuses)	879	1,012	995	917	837
Bronzeville Lighthouse Charter School	457	470	454	468	482
Catalyst Elementary Charter School - Circle Rock		491	520	525	519
Catalyst Charter School – Howland	389	495	507	493	471
Catalyst Maria Charter School				557	828
Chicago Collegiate Charter School					112
Chicago International Charter School (CICS) (15 campuses)	8,076	8,586	8,879	8,793	8,686
Chicago Math & Science Academy (CMSA) Charter School	599	586	588	589	605

District/Charter Schools (# of campuses 2013-2014)	2009-2010	2010-2011	2011-2012	2012-2013	Estimated 2013-2014
Chicago Talent Development Charter High		212	206	276	178
Chicago Virtual Charter High School	553	564	590	594	689
Christopher House Charter School					95
EPIC Academy Charter High School		244	362	481	478
Erie Elementary Charter School	247	297	350	414	422
Frazier Preparatory Academy Charter School					459
Galapagos Charter School	316	350	350	341	340
Henry Ford Academy: Power House Charter High School	260	373	454	338	177
Instituto Health Sciences Career Academy (IHSCA) Charter High School		181	336	532	763
Instituto Justice Leadership Academy (IJLA) Charter High School (2 campuses)				160	241
Intrinsic Charter High School					182
KIPP Ascend Charter School	320	430	546	661	739
KIPP Chicago Schools (formerly Academy of Communications & Technology (ACT) Charter High) (2 campuses)	(296)			78	250
Kwame Nkrumah Charter Academy			214	243	217
L.E.A.R.N. Charter School (7 campuses)	957	1,351	1,888	2,055	2,629
Legacy Charter School	368	442	512	503	496
Legal Prep Academy Charter High School				194	224
Montessori Englewood Charter School				91	193
Namaste Charter School	370	419	452	465	478
Noble Street Charter School (14 campuses)	3,683	5,330	6,544	7,842	9,010
North Lawndale College Preparatory Charter High School (2 campuses)	741	882	875	863	842
Passages Charter School	291	373	424	418	432
Perspectives Charter School (4 campuses)	2,201	2,224	2,313	2,211	2,181
Polaris Charter Academy	244	280	335	381	438
Prologue - Joshua Johnston Charter School for Fine Art and Design		95	190	198	238
Providence Englewood Charter School	415	392	404	452	472
Rowe Elementary Charter School		248	349	481	588
University of Chicago Charter School (UCCS) (4 campuses)	1,563	1,695	1,707	1,799	1,893
UNO Charter School (15 campuses)	3,428	4,328	5,373	6,518	7,592
Urban Prep Academy for Young Men Charter High School – Bronzeville		136	268	403	497
Urban Prep Academy for Young Men Charter High School – Englewood	565	517	482	493	449
Urban Prep Academy for Young Men Charter High School – West		226	370	415	471
Young Women’s Leadership Charter School (YWLCS)	334	325	323	345	329
Youth Connection Charter School (YCCS) (20 “locations”)	3,408	3,513	3,669	3,763	3,991
HORIZON SCIENCE ACADEMY (HSA) – BELMONT					287
HORIZON SCIENCE ACADEMY (HSA) – MCKINLEY PARK					438



District/Charter Schools (# of campuses 2013-2014)	2009-2010	2010-2011	2011-2012	2012-2013	Estimated 2013-2014
<b>BEARDSTOWN CUSD 15</b>	1,464	1,422	1,439	1,479	1,685
Beardstown Charter Academy	25	26	31	36	35
<b>CUSD 300</b>	19,680	20,274	20,566	20,525	20,907
Cambridge Lakes Charter School	477	584	738	827	938
<b>DECATUR SD 61</b>	8,739	8,624	8,547	8,613	9,013
Robertson Charter School	236	299	335	376	332
<b>EAST ST. LOUIS SD 189</b>	7,374	7,275	6,820	6,392	6,329
Southern Illinois University Edwardsville - East St. Louis Charter School	106	113	109	118	114
Tomorrow's Builders YouthBuild Charter School	76	123	80	63	98
<b>JACKSONVILLE SD 117</b>	3,418	3,499	3,462	3,419	3,694
8 Points Charter School			83	96	96
<b>MCLEAN CUSD 5</b>	12,855	13,031	13,214	13,538	13,715
YouthBuild McLean County Charter School	34	40	45	43	48
<b>NORTH CHICAGO SD 187</b>	3,972	3,988	3,814	3,681	3,824
L.E.A.R.N. 6 – North Chicago Campus				248	360
<b>PEORIA SD 150</b>	13,021	14,266	14,042	13,976	13,775
Quest Charter Academy		219	299	377	445
<b>FREMONT SD 79</b>	2,125	2,256	2,206	2,213	2,230
<b>WOODLAND CCSD 50</b>	6,840	6,713	6,549	6,508	6,347
<b>PRAIRIE CROSSING CHARTER SCHOOL</b>	362	392	391	390	384
<b>ROCKFORD SD 205</b>	27,181	27,579	26,980	27,249	29,217
CICS Jackson (formerly CICS Rockford Patriots)		251	350	395	516
Galapagos Rockford Charter School	94	208	255	273	295
Legacy Academy of Excellence Charter School	269	266	337	381	443
<b>RICH TOWNSHIP HSD 227</b>	4,032	4,031	3,905	3,656	3,465
<b>SOUTHLAND COLLEGE PREP CHARTER HIGH SCHOOL</b>		122	249	370	470
<b>SPRINGFIELD SD 186</b>	14,543	14,561	14,328	14,367	15,331
Springfield Ball Charter School	446	443	377	377	376

As public schools, charter schools must be open to all students who reside in the school district served, and if there are more applications to the school than spaces available, enrollment must be determined by lottery. Preference is allowed under the Charter Schools Law only under the following limited circumstances: for siblings of pupils enrolled in the charter school and pupils who were enrolled in the charter school the previous school year. The law also allows for several enrollment preferences exclusive to Chicago. Specifically:

- CPS District 299 is permitted to create a limited number of attendance boundaries for charter schools — as needed to relieve overcrowding or to better serve low-income and at-risk students — and students within such attendance boundaries may receive preference in the lottery process.

- The Charter Schools Law allows for up to five charter schools in Chicago devoted exclusively to re-enrolled high school dropouts and students at risk for dropping out.

Finally, Public Act 98-0474 (effective July 1, 2013) created a new enrollment preference specific to school districts that contain all or part of a federal military base. Any district that meets this definition may set aside up to 33 percent of its open charter seats to students with parents assigned to the federal military base, with the remaining 67 percent of seats subject to the general enrollment and lottery requirements of the Charter Schools Law. LEARN 6 –North Chicago Campus is currently the only charter school in Illinois that exercises this enrollment preference.

Table 2D provides lottery information for the 2011-2012 and 2012-2013 school years. The lottery data was self-reported by charter schools on annual surveys. The “grades served” and “number of campuses” data is also self-reported on the surveys, but gaps for non-reporting schools were filled by data from CPS District 299 and/or ISBE School Report Card data. In some cases, although the school technically offered the grade, no students at that grade level were enrolled in the school for that school year. In such cases, the grade level is still listed in “grades served” in the Table below.

**Table 2D: Grades Served, Number of Campuses and Lottery Results, 2011-2013**

Charter School	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
<b>CPS DISTRICT 299</b>	PK-12	PK-12	607	611	N/A	N/A
AGC	K-4	K-5	1	1	29/311	54/244
Alain Locke	PK-8	PK-8	1	1	40/643	50/337
Amandla	5-8	5-9	1	1	No lottery	No lottery
ACE Tech	9-12	9-12	1	1	150/200	150/306
Aspira	6-12	6-12	3	3	No lottery	No lottery
Betty Shabazz	K-12	K-12	3	3	By campus	By campus
Bronzeville Lighthouse	K-8	K-8	1	1	N/R	N/R
Catalyst - Circle Rock	K-8	K-8	1	1	116/391	66/338
Catalyst – Howland	K-8	K-8	1	1	72/137	31/31
Catalyst – Maria		K-5, 9		1		500/1266
Chicago Collegiate						
CICS	K-12	K-12	15	15	1468/3629	3097/6901
CMSA	6-12	6-12	1	1	120/600	123/355
Chicago Talent	9-11	9-12	1	1	486/486	No lottery
Chicago Virtual	K-12	K-12	1	1	104/323	83/1087
Christopher House						
EPIC	9-11	9-12	1	1	150/457	200/492
Erie Elementary	K-7	K-8	1	1	59/205	66/205
Frazier Prep						
Galapagos – Chicago	K-8	K-8	1	1	76/321	49/365
Henry Ford Academy	9-12	10-12	1	1	N/R	N/R



Charter School	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
IHSCA Charter High	9-10	9-11	1	1	195/479	200/479
IJLA Charter High		9-12		1		No lottery
Intrinsic						
KIPP Ascend	K-1, 5-8	K-2, 5-8	1	1	139/344	129/259
KIPP Chicago (f/k/a ACT)		5		1		11/127
Kwame Nkrumah	K-4	K-5	1	1	66/154	62/132
L.E.A.R.N.	K-8	K-8	5	5	By campus	By campus
Legacy – Chicago	PK-8	PK-8	1	1	160/241	65/291
Legal Prep		9		1		No lottery
Montessori Englewood		K-2		1		75/75
Namaste	K-8	K-8	1	1	54/494	52/412
Noble Street	6, 9-12	6, 7, 9-12	10	12	By campus	By campus
North Lawndale	9-12	9-12	2	2	250/1191	By campus
Passages	PK-8	PK-8	1	1	No lottery	N/R
Perspectives	6-12	6-12	5	5	1954/3131	1489/2672
Polaris	K-6	K-7	1	1	68/126	64/112
Prologue – Joshua Johnston	9-12	9-12	1	1	14/132	No lottery
Providence Englewood	K-8	K-8	1	1	26/106	152/152
Rowe Elementary	K-4	K-5	1	1	90/213	120/196
UCCS	PK-12	PK-12	4	4	287/1678	342/1918
UNO	K-12	K-12	11	13	By campus	By campus
Urban Prep – Bronzeville	9-10	9-11	1	1	252/417	200/720
Urban Prep – Englewood	9-12	9-12	1	1	272/448	300/628
Urban Prep – West	9-11	9-12	1	1	251/329	200/492
YWLCS	7-12	7-12	1	1	150/422	227/445
YCCS	10-12	10-12	22	22	4348/8095	4256/8303
HSA – BELMONT						
HSA – MCKINLEY PARK						
BEARDSTOWN CUSD 15	K-12	K-12	4	4	N/A	N/A
Beardstown Charter	9-12	9-12	1	1	No lottery	No lottery
CUSD 300	PK-12	PK-12	25	25	N/A	N/A
Cambridge Lakes	K-12	K-12	1	1	No lottery	No lottery
DECATUR SD 61	PK-12	PK-12	21	21	N/A	N/A
Robertson	K-8	K-8	1	1	62/362	54/285
EAST ST. LOUIS SD 189	K-12	K-12	15	11	N/A	N/A
SIUE - East St. Louis Charter School	9-12	9-12	1	1	No lottery	48/75
Tomorrow's Builders	9-12	9-12	1	1	No lottery	No lottery

Charter School	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
JACKSONVILLE SD 117	K-12	K-12	10	9	N/A	N/A
8 Points	5-7	5-8	1	1	No lottery	No lottery
MCLEAN CUSD 5	PK-12	PK-12	23	23	N/A	N/A
YouthBuild McLean County	9-12	9-12	1	1	No lottery	No lottery
NORTH CHICAGO SD 187	PK-12	PK-12	9	9	N/A	N/A
L.E.A.R.N. 6 – North Chicago		K-2, 6-7		1		N/R
PEORIA SD 150	PK-12	PK-12	25	24	N/A	N/A
Quest	5-8	5-9	1	1	95/352	118/403
FREMONT SD 79	PK-8	PK-8	3	3	N/A	N/A
WOODLAND CCSD 50	PK-8	PK-8	4	4	N/A	N/A
PRAIRIE CROSSING	K-8	K-8	1	1	44/205	44/238
ROCKFORD SD 205	PK-12	PK-12	45	46	N/A	N/A
CICS Jackson (f/k/a Rockford Patriots)	K-6	K-6	1	1	60/155	N/R
Galapagos - Rockford	K-5	K-6	1	1	50/203	96/277
Legacy – Rockford	K-7	K-8	1	1	No lottery	No lottery
RICH TOWNSHIP HSD 227	9-12	9-12	3	3	N/A	N/A
SOUTHLAND COLLEGE PREP	9-10	9-11	1	1	150/272	169/291
SPRINGFIELD SD 186	PK-12	PK-12	34	33	N/A	N/A
Springfield Ball Charter	K-8	K-8	1	1	79/296	63/324

N/R - no response from charter school N/A – not applicable (public school district)

### Charter Network Snapshot<sup>iv</sup>

Charter School	Charter Campus	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
CPS DISTRICT 299		PK-12	PK-12	607	611	N/A	N/A
ASPIRA	Early College H.S.	9-12	9-12	1	1	No lottery	No lottery
	Haugan Middle	6-8	6-8	1	1	No lottery	No lottery
	Mirta Ramirez	9-12	9-12	1	1	No lottery	No lottery
Betty Shabazz	Barbara Sizemore	K-7	K-8	1	1	No lottery	No lottery
	Betty Shabazz Academy	K-8	K-8	1	1	No lottery	28/130
	DuSable Leadership	9-12	9-12	1	1	139/231	135/268
CICS	Avalon	K-8	K-8	1	1	N/R	246/536
	Basil	K-8	K-8	1	1	N/R	236/319
	Bucktown	K-8	K-8	1	1	N/R	143/415
	ChicagoQuest	6-7	6-8	1	1	N/R	141/199
	Irving Park	K-8	K-8	1	1	N/R	164/586
	Larry Hawkins	7-12	7-12	1	1	N/R	52/115

Charter School	Charter Campus	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
	Lloyd Bond	K-6	K-6	1	1	N/R	133/189
	Longwood	3-12	3-12	1	1	N/R	235/650
	Loomis Primary	K-2	K-2	1	1	N/R	N/R
	Northtown	9-12	9-12	1	1	N/R	224/657
	Prairie	K-8	K-8	1	1	N/R	184/381
	Ralph Ellison	9-12	9-12		1	N/R	N/R
	Washington Park	K-8	K-8	1	1	N/R	203/366
	West Belden	K-8	K-8	1	1	N/R	117/502
	Wrightwood	K-8	K-8	1	1	N/R	294/597
L.E.A.R.N.	Charles Campbell	K-5	K-6	1	1	139/289	55/363
	Excel	K-5	K-6	1	1	84/282	30/332
	Hunter Perkins	K-3	K-4	1	1	153/236	81/428
	Romano Butler	K-8	K-8	1	1	76/592	80/537
	South Chicago	K-4	K-5	1	1	84/236	84/236
Noble Street	Bulls College Prep	9-11	9-12	1	1	No lottery	688/978
	DRW College Prep		9		1		No lottery
	Gary Comer College Prep	6, 9-12	6, 7, 9-12	1	1	242/441	N/R
	Golder College Prep	9-12	9-12	1	1	No lottery	No lottery
	Hansberry College Prep		9		1		No lottery
	Johnson College Prep	9-10	9-11	1	1	No lottery	No lottery
	Muchin College Prep	9-11	9-12	1	1	251/794	300/796
	Noble St. College Prep	9-12	9-12	1	1	345/834	345/798
	Pritzker College Prep	9-12	9-12	1	1	300/570	259/500
	Rauner College Prep	9-12	9-12	1	1	No lottery	No lottery
	Rowe-Clark Academy	9-12	9-12	1	1	No lottery	No lottery
	UIC College Prep	9-12	9-12	1	1	290/1,243	290/1,447
North Lawndale	Christiana	9-10	9-12	1	1	N/R	125/909
	Collins	9-12	9-12	1	1	N/R	125/909
UCCS	Donoghue	PK-5	PK-5	1	1	81/207	80/1,918
	North Kenwood	PK-5	PK-5	1	1	52/615	50/1,918
	Woodlawn	6-12	6-12	1	1	103/756	157/1,918
	Woodson	6-8	6-8	1	1	51/100	54/1,918
UNO	Bartolome de las Casas	K-8	K-8	1	1	36/140	33/169
	Carlos Fuentes	K-8	K-8	1	1	83/187	73/238
	Esmeralda Santiago	K-8	K-8	1	1	224/224	52/143
	Maj. Hector P. Garcia	9-12	9-12	1	1	180/385	180/335
	Ofc. Donald J. Marquez	K-8	K-8	1	1	72/574	69/530
	Rufino Tamayo	K-8	K-8	1	1	38/181	33/187
	Octavio Paz	K-8	K-8	1	1	51/125	85/199
	PFC Omar Torres	K-8	K-8	1	1	74/776	72/675

Charter School	Charter Campus	Grades Served		Number of Campuses		Lottery Used # Students Selected/ # of Apps Received	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
	Roberto Clemente		K-8		1		576/730
	Rogers Park Elem.		K-8		1		512/703
	Sandra Cisneros	K-8	K-8	1	1	76/282	78/198
	Soccer Academy	K-8	K-8	1	1	576/1,223	68/1,562
	SPC Daniel Zizumbo	K-8	K-8	1	1	78/896	72/868

## Section 2.2 – Charter School Closures

Under the Charter Schools Law, a charter may be revoked or not renewed by its authorizer in cases where the charter school failed to comply with any of the requirements of Article 27A, or in the following specifically-enumerated circumstances: (1) the charter committed a material violation of its charter agreement; (2) the charter failed to meet or make reasonable progress toward achievement of the goals and objectives set forth in its charter; (3) the charter failed to meet generally accepted standards of fiscal management; and/or (4) the charter violated any other provision of law from which it was not exempted. A charter school may also terminate operations by mutual agreement with the authorizer. As shown in Table 2E, 11 charter schools and three campuses of a multi-campus charter school (Youth Connections) have closed since the 1996-97 school year. One additional charter school, ACT Charter High School, voluntarily suspended operations as further explained below.

**Table 2E: Charter Schools That Have Closed/Suspended Operations Since 1997**

School Year	Total # Closed	CPS	Non-CPS	School Name(s)/Authorizer
98-99	2	1	1	- Chicago Preparatory Charter School (CPS District 299) - Peoria Alternative Charter School (Peoria SD 150)
99-00	0			
00-01	0			
01-02	1		1	Governor's State University Charter School (Crete-Monee District 201-U)
02-03	4	2	2	- Nuestra America Charter High School (CPS District 299) - Global Villages Charter School (CPS District 299)* - Thomas Jefferson Charter School (ISBE)** - KEYS (Keep Every Youth Successful) Charter School (Edwardsville SD 7)
03-04	0			
04-05	1	1		Triumphant Charter Middle School (CPS District 299)
05-06	0			
06-07	1		1	Lincoln Charter School (Venice, IL)
07-08	0			
08-09	2	1	1	- Children's Choir Academy Charter School (CPS District 299) - Ft. Bowman Charter School (Cahokia CUSD 187)
09-10	1	1		Academy of Communications & Technology (ACT) Charter High School (CPS District 299)***

<b>10-11</b>	0			
<b>11-12</b>	0			
<b>12-13</b>	0			- YCCS, Options Laboratory (CPS District 299) - YCCS, Howard Leadership Academy (CPS District 299) - YCCS, Paul Simon Academy (Job Corps) (CPS District 299)
<b>Future</b>	4	4		- ASPIRA Charter School, Mirta Ramirez High School (CPS District 299) (phase out complete after SY2014-2015) - Betty Shabazz Charter School, DuSable Leadership (CPS District 299) (phase out complete after SY2014-2015) - Chicago Talent Development Charter School (CPS District 299) (phase out complete after SY2013-2014) - Henry Ford Academy Power House High (CPS District 299)****

With the exception of Chicago Preparatory Charter School, Nuestra America Charter High School, and YCCS, Paul Simon Academy (Job Corps), each of these charter schools closed at the end of the school year indicated. Chicago Prep, Nuestra America, and YCCS, Paul Simon Academy (Job Corps) each closed mid-school year. This data comes from ISBE's Public School Directory.

\* Global Villages closed after 2003 and became: Passages Charter School (still open) and Children's Choir Academy Charter School (closed after 2008-2009 school year).

\*\* The 2012 Biennial Report mistakenly listed Community Consolidated School District 59 (Des Plaines) as the authorizer of Thomas Jefferson Charter School. In fact, ISBE authorized Thomas Jefferson on appeal from District 59's decision to deny the charter proposal. The school operated from SY1999 through SY2003, and was ordered by ISBE to close in August 2003.

\*\*\* ACT Charter School did not technically close. Rather, it suspended operations at the end of SY2010 for a two-year period (school years 2011 and 2012), and was renewed by CPS in 2012 under new management. The Charter School is now referred to as KIPP Chicago Schools.

\*\*\*\* Henry Ford Academy: Power House High entered into a turnaround partnership with Noble Network of Charter Schools beginning in fall 2012. Noble now works with Power House to oversee the existing school's rising 10<sup>th</sup> through 12<sup>th</sup> graders, and launched a new Noble public high school on the campus, beginning in fall 2012 with 9<sup>th</sup> grade enrollment only. The Noble Street - DRW College Prep campus will phase up to serve grades 9 through 12 by the 2015-2016 school year, and Power House will wind down its operations over the same time period.

### **3. Charter School Demographics**

One of the primary goals of the Illinois Charter Schools Law is to increase learning opportunities for all pupils, with a special emphasis on expanded learning opportunities for at-risk pupils. The Law provides the only definition for “at-risk pupils” found in the Illinois School Code, defining the term as pupils who, because of physical, emotional, socioeconomic or cultural factors, are less likely to succeed in a conventional educational environment. Likewise, under the law, local school boards and the State Charter School Commission must give preference to charter proposals that are designed to enroll and serve a substantial proportion of at-risk children.

At the same time, as public schools of choice, the student body of a charter school is determined by parent selection plus a lottery process when the school is oversubscribed. The orientation of charter schools in Illinois varies widely, and such orientation may drive the student population (e.g., a charter school whose mission is to educate English Language Learner (ELL) students may have a higher population of Hispanic students than another school within the same district). With the confluence of these factors, a charter school’s demographics may not necessarily mirror the district’s population.

#### **Section 3.1 – Racial Composition of Charter Schools**

The following tables show student demographic data by charter school and as compared to student demographics of the school district where the charter schools are located and the state overall. As shown in Table 3A, charter schools overall serve a much higher percentage of minority students, especially black and Hispanic students, than the state overall. Specifically, in school year 2012, Illinois charter schools served a minority student population of 95.9 percent, almost twice the minority student population served by all public schools in Illinois (49 percent). This was similar to school year 2013, when charter schools served a minority student population of 96 percent as compared to the minority student population across all Illinois public schools of 49.4 percent. This is partly explained by the fact that the majority of charter schools are located in Chicago, where the percentage of minority students served by the school district is nearly twice as large as the statewide percentage (90.9 percent versus 49.4 percent for 2013, respectively). Within Chicago, charter schools serve a much higher percentage of black students than CPS (57.8 percent to the District’s 40.5 percent for 2013), but a lower percentage of Hispanic students than CPS District 299 (36.9 percent to the District’s 45.0 percent for 2013). Including all racial demographic groups, charter schools in Chicago serve a larger percentage of minority students than the school district (98.2 percent versus 90.9 percent for 2013, respectively).

**Table 3A: Overall Student Demographic Data, all schools and charters**

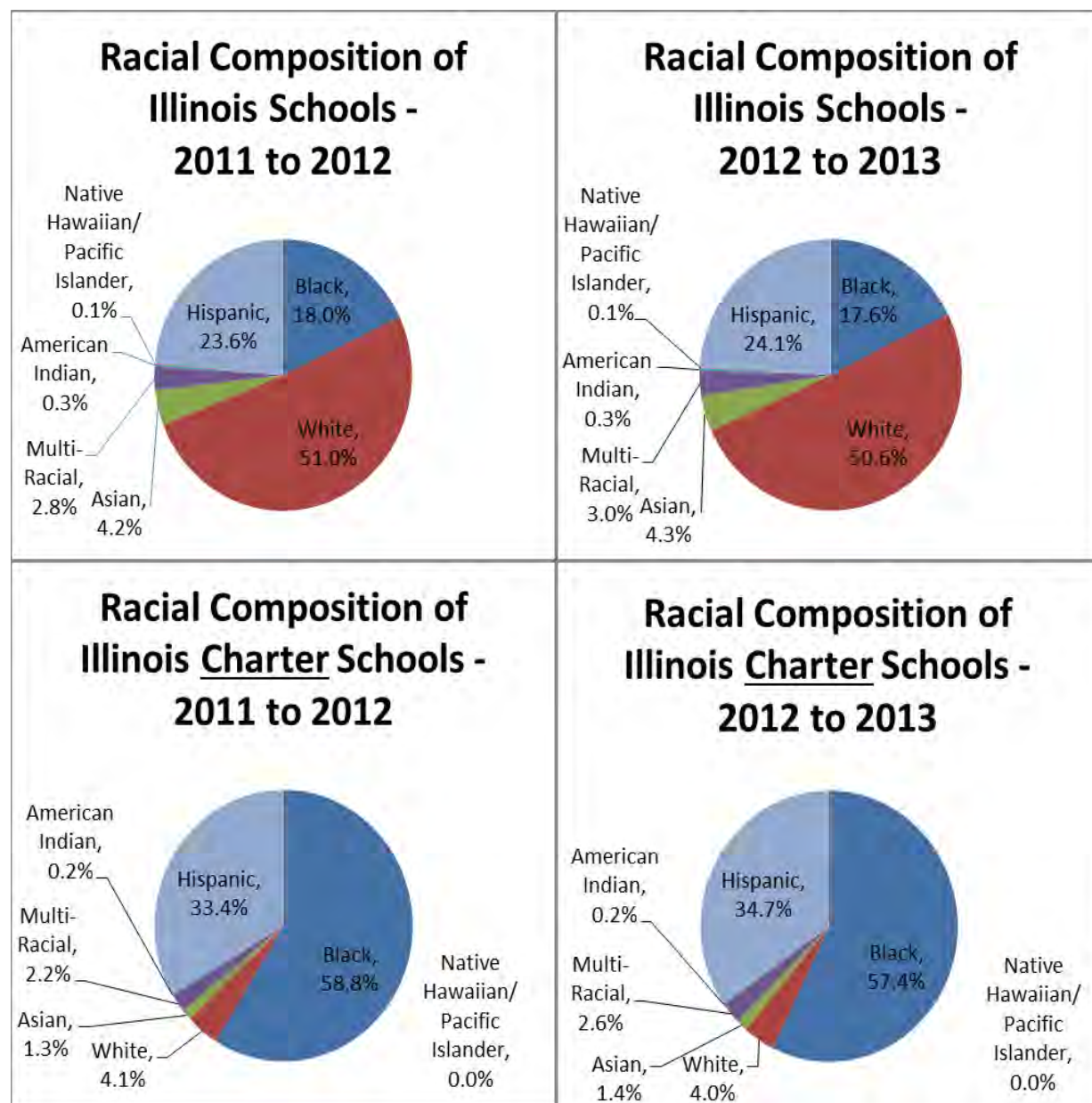


Table 3B identifies the racial composition of each charter school in Illinois, by school district. Within CPS, 76 percent of charter schools operating in 2011-2012 (29 of 38), and 79 percent of charter schools operating in 2012-2013 (34 of 43), served a larger percentage of black students than the District. Chicago charter schools generally served a smaller percentage of Hispanic students than the District in both 2011-2012 (only 9 of 38 charters, or 24 percent, serving a larger population of Hispanic students) and 2012-2013 (11 of 43 charters, or 26 percent, serving a larger population of Hispanic students). Outliers include:

- Academy for Global Citizenship Charter School (81.2 percent Hispanic student population in '12-13);



- Aspira Charter School (90.5 percent Hispanic student population in '12-13);
- Chicago Math Science Academy (57.0 percent Hispanic student population in '12-13);
- Erie Elementary Charter School (76.1 percent Hispanic student population in '12-13);
- Instituto Health Sciences Career Academy (92.3 percent Hispanic student population in '12-13);
- Instituto Justice Leadership Academy (94.4 percent Hispanic student population in '12-13);
- Namaste Charter (84.3 percent Hispanic student population in '12-13);
- Noble Street Charter (54.8 percent Hispanic student population in '12-13);
- Rowe Elementary Charter (79.6 percent Hispanic student population in '12-13); and
- UNO Charter School (94.3 percent Hispanic student population in '12-13).

Again, these student demographics may largely be a function of the charter school's location and orientation. Another interesting anomaly is Chicago Virtual Charter School; Chicago Virtual is one of three online charter schools in Illinois and serves the highest percentage of non-minority students among Chicago charter schools, at 16.1 percent white in 2011-2012 and 19.0 percent white in 2012-2013. It is interesting to note that all of these "outlier" schools are exactly the same schools identified as outliers in the previous (2012) Charter Biennial Report, with the exception of Instituto Justice Leadership Academy, which wasn't yet operating at the time of that report.

Outside of Chicago, minorities are sometimes overrepresented in charter schools when compared to the feeder school districts, and in other cases underrepresented. For example:

- In 2012-2013, Cambridge Lakes Charter School in Pingree Grove, Illinois, served a smaller percentage of black students (redacted due to cell size) and Hispanic students (21.4 percent) than the charter school's feeder district, CUSD 300 (5.0 percent and 33.1 percent, respectively).
- Beardstown Charter School had underrepresentation of both black and Hispanic students in both 2011-2012 and 2012-2013. All numbers except black student population in 2012 (0 students) have been redacted due to cell size.
- LEARN 6 Campus – North Chicago had underrepresentation of Hispanic students in its first year of operation (26.6 percent to the District's 48.7 percent).
- Finally, Prairie Crossing Charter School in Grayslake, Illinois, had underrepresentation of minority students, with a minority student population of 21.3 percent in 2012-2013, as compared to the minority student population for Woodland CCSD 50, the larger of the charter school's two feeder districts, of 50.7 percent.

On the opposite end of the spectrum, 8 Points Charter School in Jacksonville, Robertson Charter School in Decatur, YouthBuild McLean County Charter in McLean County Unit School District 5, and all three charter schools in Rockford (CICS-Rockford Patriots, Galapagos Rockford, and Legacy Rockford), all served a significantly higher percentage of minority students than the school district. Of particular note are Robertson Charter School, which had a minority student population of 95.5 percent in 2012-2013, compared to the District's minority student population of 60.0 percent; and YouthBuild McLean County Charter in McLean County Unit School District 5, which had a minority student population of 62.8 percent in 2012-2013, compared to the District's minority student population of 32.1 percent.



**Table 3B: Student Demographics – Ethnicity and District Comparison**

Charter School	White		Black		Hispanic		Asian		Hawaiian/ Pacific Islander		American Indian		Multi- Racial	
	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13
CPS DISTRICT 299	8.8	9.1	41.7	40.5	44.3	45.0	3.3	3.4	0.1	0.1	0.4	0.3	1.4	1.5
AGC	9.8	10.2	6.1	6.5	82.1	81.2	0	0	0	0	*	*	*	*
Alain Locke	*	*	98.1	97.9	*	*	0	0	0	0	*	0	*	*
Amandla	0	*	100	97.7	0	*	0	0	0	0	0	0	0	*
ACE Tech	*	2.6	64.1	69	27.1	24.1	0	0	0	0	*	*	2.6	*
Aspira	2.4	1.7	6.5	5	88.3	90.5	1.8	1.3	0	0	*	*	*	*
Betty Shabazz	*	*	96.9	93	*	*	0	0	0	0	0	0	2.4	6.2
Bronzeville Lighthouse	*	*	97.6	97.2	*	*	*	*	0	0	0	0	*	*
Catalyst - Circle Rock	0	0	94	89	*	*	0	0	*	*	0	*	5.6	10.3
Catalyst - Howland	0	0	98.8	*	*	*	0	0	0	0	0	0	*	0
Catalyst - Maria		*		45.4		45.8		0		0		*		7.2
Chicago Collegiate														
CICS	3.4	3.3	69.5	68.1	23.8	25	1.6	1.8	*	0	*	*	1.5	*
CMSA	3.4	3.7	25.7	27.7	59.5	57	7.8	8.8	*	*	*	*	2.7	2
Chicago Talent	0	0	96.6	97.8	*	*	0	0	0	0	0	0	*	*
Chicago Virtual	16.1	19	50.8	50.7	15.4	14.6	7.5	8.4	*	*	*	*	9.8	6.7
Christopher House														
EPIC	*	*	60.5	60.5	35.1	36.8	*	0	0	0	*	*	2.8	*
Erie Elementary	2.9	*	19.4	19.3	76	76.1	*	*	0	0	0	0	*	*
Frazier Prep														
Galapagos – Chicago	0	*	97.7	95.9	*	*	0	0	0	0	0	0	*	*
Henry Ford Academy	0	*	98	95	*	3.6	0	0	0	0	0	0	*	*
IHSCA Charter High	3.3	2.6	3.9	4.3	92.3	92.3	*	*	0	0	*	*	0	*
IJLA Charter High		*		*		94.4		0		0		*		*
Intrinsic														
KIPP Ascend	*	*	91.9	92.9	5.7	5.1	0	0	0	0	*	*	*	*
KIPP Chicago (f/k/a ACT)		0		*		*		0		0		0		0
Kwame Nkrumah	0	0	99.1	98.4	*	*	0	0	0	0	0	0	*	*
L.E.A.R.N.	*	*	93.2	91.1	2.9	2.1	0	0	0	0	*	*	3.8	6.5
Legacy - Chicago	*	*	96.7	97	2	*	0	0	0	0	*	*	*	*
Legal Prep		0		97.9		*		0		0		0		*
Montessori Englewood		0		91.2		*		0		0		0		*
Namaste	9.3	9	5.3	4.5	83	84.3	*	*	0	*	*	*	*	*
Noble Street	1.5	1.4	35.6	40.6	59.2	54.8	1.3	1.4	0	0	0.4	0.4	2	1.4
North Lawndale	0	0	98.2	98.1	1.5	1.4	0	0	*	*	0	0	*	*
Passages	5.9	5.5	54.2	51	17	17.9	14.9	17.5	*	*	*	*	7.3	6.5
Perspectives	0.8	0.8	92.5	91.9	5.4	5.6	*	*	0	0	0	0	*	*
Polaris	0	0	90.7	90	*	*	0	0	0	0	0	0	*	*
Prologue – Joshua Johnston	*	0	98.9	98.5	0	*	0	0	0	0	0	0	*	*
Providence Englewood	0	0	97	90.7	*	*	0	0	*	0	0	0	*	*
Rowe Elementary	*	2.9	17.2	15.4	77.9	79.6	*	*	0	0	*	*	*	*
UCCS	0.6	*	97.7	96.7	0.8	0.7	*	0	*	*	0	0	0.8	2.1
UNO	0.5	0.7	1.9	2.3	95	94.3	0.2	0.2	0	0	0.3	0.3	2.1	2.2
Urban Prep - Bronzeville	0	0	97	97.8	*	*	0	0	0	0	0	0	*	*
Urban Prep - Englewood	0	0	91.5	85.4	*	*	0	0	0	0	0	0	*	*
Urban Prep - West	0	0	97.8	94	*	*	0	0	0	0	0	0	*	*
YWLCs	5.3	4.6	78.9	78.6	10.5	9	0	0	0	0	*	*	*	*
YCCS	1.6	1.5	71	73.4	26.4	23.8	0.3	*	*	*	*	*	0.5	0.9

Charter School	White		Black		Hispanic		Asian		Hawaiian/ Pacific Islander		American Indian		Multi- Racial	
	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13	'12	'13
HSA – BELMONT														
HSA – MCKINLEY PARK														
BEARDSTOWN CUSD 15	45.9	44.8	5.4	6.4	46.2	46.1	*	*	0	0	*	*	2.2	2.2
Beardstown Charter	77.4	80.6	0	*	*	*	*	0	0	0	0	0	0	*
CUSD 300	53.5	52.9	5.2	5	32.5	33.1	5.6	5.9	0.2	0.1	0.2	0.1	3.0	2.9
Cambridge Lakes	54.1	51.8	3.8	*	19.2	21.4	19.1	19	*	*	*	0	3.4	4.5
DECATUR SD 61	40.9	40.0	45.7	45.9	2.6	2.7	0.8	0.8	0	0	0.3	0.3	9.8	10.3
Robertson	3.6	4.5	86.9	86.2	*	*	0	0	0	0	0	0	*	*
EAST ST. LOUIS SD 189	0.5	0.5	98.4	98.4	1.0	0.9	0	0	0	0	0	0	0.1	0.2
SIUE - East St. Louis Charter School	0	0	*	100	*	0	0	0	0	0	0	0	0	0
Tomorrow's Builders	*	*	*	*	0	0	0	0	0	0	0	0	0	0
JACKSONVILLE SD 117	81.9	80.8	7.6	7.9	2.7	3.2	*	0.6	0	0	*	0	7.3	7.5
8 Points	53	63.5	26.5	14.6	*	*	0	0	0	0	0	0	*	*
MCLEAN COUNTY USD 5	68.8	67.9	12	11.9	6.6	6.6	6.8	7.6	0.2	0.2	0.3	0.3	5.3	5.5
YouthBuild McLean County	*	37.2	73.3	*	*	*	0	0	0	0	0	0	*	0
NORTH CHICAGO SD 187	6.9	6.5	40.9	40.6	48	48.7	1.2	0.8	*	0.3	*	0.3	2.3	2.7
LEARN 6 - North Chicago		16.5		52.4		26.6		*		*		0		*
PEORIA SD 150	25	24.3	56.3	56.4	8.3	9.1	1.7	1.7	0.2	0.2	0.4	0.4	8.1	8
Quest	21.4	21.5	58.2	58.9	*	*	*	*	0	0	0	0	13.7	11.1
FREMONT SD 79	71.2	72.5	2.2	2.4	8.4	9.6	11.2	12.1	0	*	0.5	*	6.4	2.4
WOODLAND CCSD 50	51.2	49.3	6.5	7.1	25.5	26.6	12	11.9	*	*	*	*	4.3	4.6
PRAIRIE CROSSING	76	78.7	*	2.8	4.6	*	11.5	16.4	*	*	*	*	5.6	*
ROCKFORD SD 205	34.3	34	29.7	29.6	25.8	26	4	4.1	0	0	0.3	0.2	5.9	6.1
CICS Jackson (f/k/a Rockford Patriots)	11.4	10.6	68.3	70.9	*	*	*	*	0	0	0	0	12.9	9.4
Galapagos – Rockford	9.8	11.4	61.6	63.7	19.2	17.6	0	0	0	0	*	*	*	*
Legacy – Rockford	15.1	16.3	68.5	66.1	10.7	12.1	*	0	0	0	*	*	4.7	*
RICH TOWNSHIP HSD 227	3.8	3.8	89.9	90	3.5	3.5	0.3	0.2	*	*	*	*	2.3	2
SOUTHLAND COLLEGE PREP	*	*	96	95.4	*	*	*	*	0	0	*	0	*	*
SPRINGFIELD SD 186	49.1	48.2	37.8	38.3	2.4	2.6	1.9	1.9	0.1	0.1	0.3	0.2	8.4	8.8
Springfield Ball Charter	46.9	45.1	42.7	42.2	*	3.7	*	*	0	*	0	0	7.4	8.5

\* Redacted due to cell size

## Section 3.2 – Socioeconomic Composition of Charter Schools

A number of interrelated socioeconomic factors impact student achievement. Perhaps the most documented indicator for student achievement is poverty. In order to assist educationally disadvantaged students and other students meet Illinois academic content standards and student achievement standards, ISBE has supported the development of high-quality charter schools as

schools of choice in areas of the state with some of the highest concentrations of low-income students.

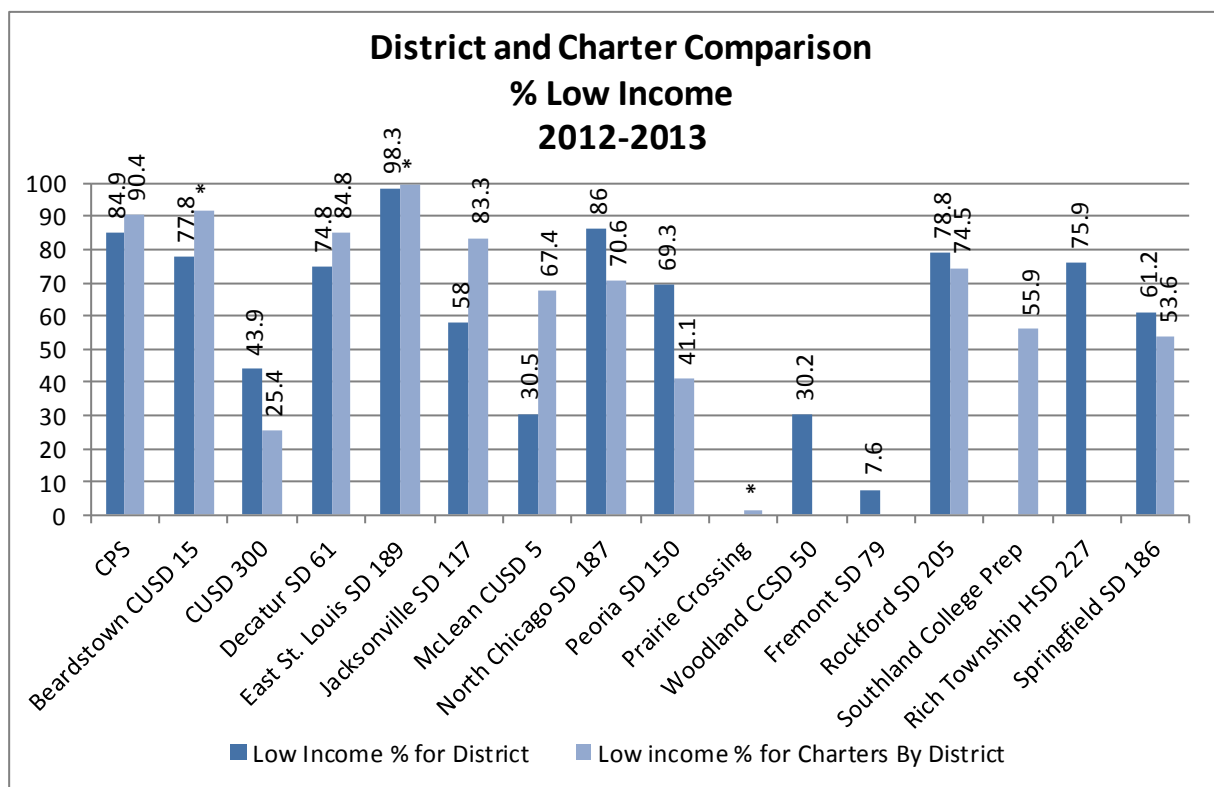
As reflected in the following charts, the percentage of low-income students in charter schools in Chicago is generally reflective of the school district. Outside of Chicago, the proportionality varies widely from district to district. Some charter schools served a significantly smaller proportion of low-income students than the district in which they are located:

- Cambridge Lakes Charter School in Pingree Grove (25.4 percent in 2012-2013 to the District's 43.9 percent);
- CICS Jackson in Rockford (50.4 percent in 2012-2013 to the District's 78.8 percent);
- LEARN 6 Campus in North Chicago (70.6 percent in 2012-2013 to the District's 86 percent);
- Prairie Crossing Charter School in Grayslake (redacted due to cell size);
- Quest Charter Academy in Peoria (41.1 percent in 2012-2013 to the District's 69.3 percent);
- Southland College Prep in Richton Park (55.9 percent in 2012-2013 to the District's 75.9 percent); and
- Springfield Ball Charter School in Springfield (53.6 percent in 2012-2013 to the District's 61.2 percent).

At the opposite end of the spectrum, the following charter schools had significant overrepresentation of low-income students as compared to the school district in which they are located:

- 8 Points Charter School in Jacksonville (83.3 percent in 2012-2013 to the District's 58 percent);
- Beardstown Charter School in Beardstown (redacted due to cell size);
- Galapagos Charter School in Rockford (90.1 percent in 2012-2013 to the District's 78.8 percent);
- Legacy Academy of Excellence in Rockford (88.2 percent in 2012-2013 to the District's 78.8 percent); and
- YouthBuild McLean County Charter School in McLean County CUSD 5 (67.4 percent in 2012-2013 to the District's 30.5 percent).

**Table 3C: Comparison of District and Charter School Low-Income Student Populations**



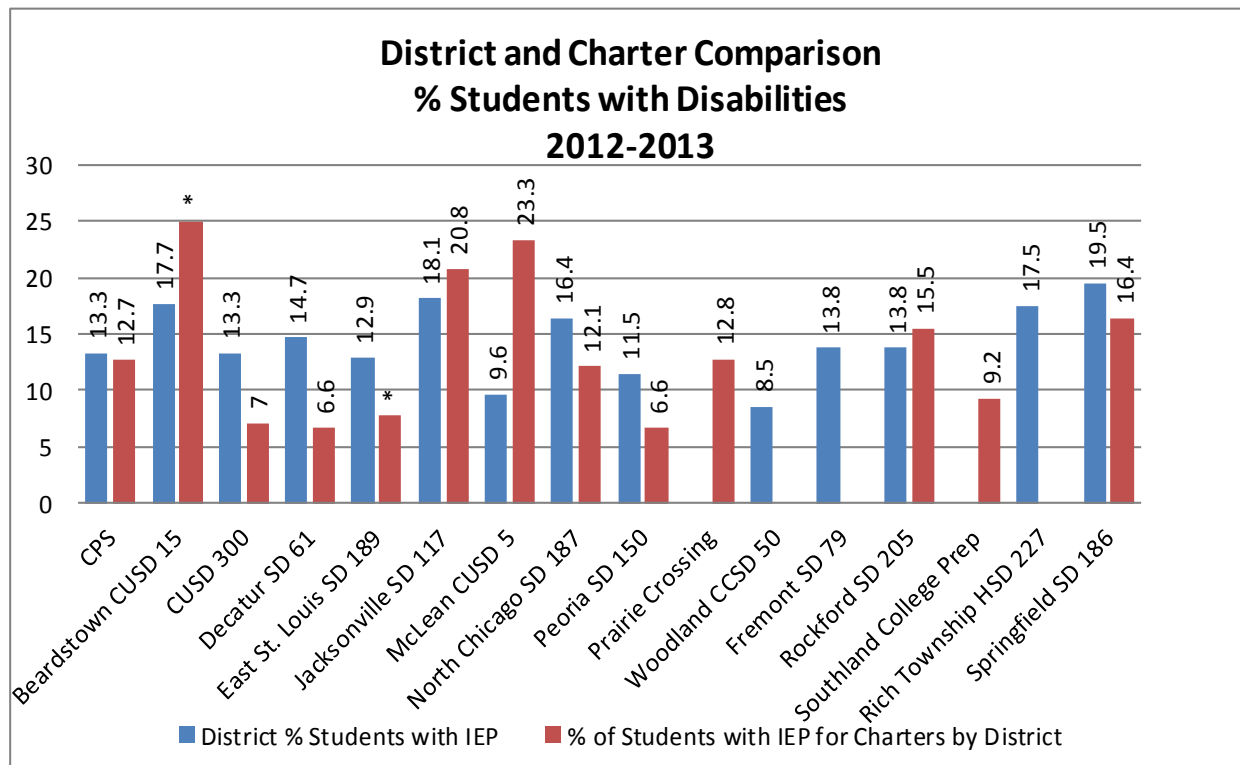
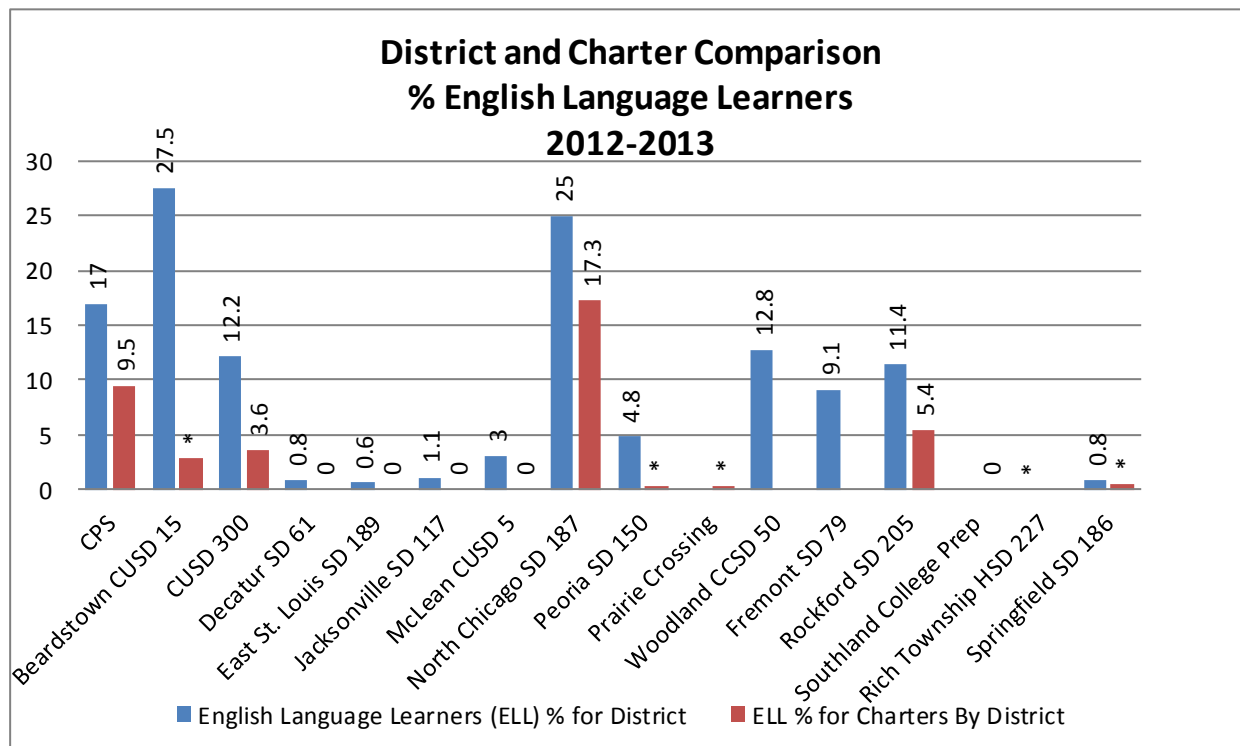
\* Redacted due to cell size

### Section 3.3 – Special Student Populations in Charter Schools

As shown in Table 3D, across the board charter schools are serving a disproportionately smaller number of English Language Learners than the school district where they are located. This ranges from differences as stark as Cambridge Lakes Charter School (3.6 percent ELL student population in 2012-2013 to the District's 12.2 percent); CPS charter schools (9.5 percent to the District's 17.0 percent); and the Rockford charter schools (5.4 percent to the District's 11.4 percent), down to less statistically significant differences in Decatur, East St. Louis, and Springfield, districts that each serve a very small percentage of ELL students overall.

The data with respect to students with disabilities is more mixed: charters are sometimes overrepresented, sometimes underrepresented, and sometimes reflective of the district where they are located. Outliers include on one end of the spectrum Southland College Prep Charter High School (9.2 percent IEP student population in 2012-2013 to the District's 17.5 percent) and Robertson Charter School (6.6 percent to the District's 14.7 percent), and on the other end Beardstown Charter Academy, which served a significantly higher percentage of students with disabilities than the District in 2013 (precise value redacted due to cell size); and YouthBuild McLean County Charter School (23.3 percent IEP student population in 2012-2013 to the District's 9.6 percent).

**Table 3D: Comparison of District and Charter School Other Special Student Populations**



\* Redacted due to cell size

**Table 3E: School-By-School Comparison of Low-Income, English Language Learners and Students with Disabilities, Results 2011-2012 and 2012-2013**

Charter School	Percent Low-Income		Percent English Language Learners		Percent Students with Disabilities	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
CPS DISTRICT 299	86.6	84.9	16.6	17	13.2	13.3
AGC	82.5	78.8	35	29.7	14.2	13.7
Alain Locke	91	94.2	0	0	7.1	6.5
Amandla	94.2	94.5	0	0	14.2	15.5
ACE Tech	94.4	96.6	4	3.2	16.7	19
Aspira	97.6	96.1	21.1	21.2	15.3	15.7
Betty Shabazz	91.6	93.6	*	*	9.6	11.3
Bronzeville Lighthouse	95.4	91.7	0	0	13.9	13.5
Catalyst - Circle Rock	95.2	94.7	0	0	9.8	9.5
Catalyst – Howland	*	*	0	0	9.7	13.2
Catalyst - Maria		95.3		18		12.4
Chicago Collegiate						
CICS	88.4	87.4	5.5	5.5	12.6	13.6
CMSA	93.5	92.7	14.8	14.9	11.7	11.4
Chicago Talent	*	95.7	0	0	22.3	24.6
Chicago Virtual	62.9	64.1	4.1	3	8.3	10.6
Christopher House						
EPIC	96.4	96.9	8.3	7.3	15.7	18.7
Erie Elementary	89.7	87.2	33.4	33.1	12.9	16.4
Frazier Prep						
Galapagos – Chicago	95.4	95.6	0	0	7.7	9.4
Henry Ford Academy	96	*	0	0	18.7	20.4
IHSCA Charter High	94.9	96.1	17.3	16.5	13.4	12
IJLA Charter High		93.1		9.4		10.6
Intrinsic						
KIPP Ascend	94.5	94.9	*	1.7	11.7	10.3
KIPP Chicago Schools (f/k/a ACT)		*		0		*
Kwame Nkrumah	79.9	82.3	0	0	8.9	8.6
L.E.A.R.N.	96.5	94	*	1.4	7.6	9.1
Legacy – Chicago	91.2	92.4	0	0	12.9	12.7
Legal Prep		89.7		*		14.9
Montessori Englewood		*		0		20.9
Namaste	85.4	83.9	29.6	29.5	19.7	20
Noble Street	89.5	89	4.4	4.1	12	12.5
North Lawndale	94.7	91	0	0	9.3	10.5
Passages	88.4	88.8	34.7	30.6	8.3	11
Perspectives	90.3	91.4	0.5	*	15.1	15.6
Polaris	94.6	92.7	0	0	14.3	12.6
Prologue – Joshua Johnston	85.3	84.3	0	0	10	9.6
Providence Englewood	78	75.7	*	*	9.7	10.2
Rowe Elementary	87.4	87.5	32.1	29.1	8.3	8.5
UCCS	83.2	82	0	0	9.3	10.1
UNO	95.5	96.5	36.4	37.4	8.4	8.7
Urban Prep - Bronzeville	77.2	73.7	*	*	14.6	15.6
Urban Prep - Englewood	81.3	84.6	0	0	19.1	20.1
Urban Prep – West	93.5	87.2	0	0	20.3	19.5
YWLCS	90.7	84.1	*	*	12.1	11.6
YCCS	93.3	91.7	2.6	2.4	15.5	16.3

Charter School	Percent Low-Income		Percent English Language Learners		Percent Students with Disabilities	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
HSA – BELMONT						
HSA – MCKINLEY PARK						
BEARDSTOWN CUSD 15	75	77.8	28.6	27.5	17.7	17.7
Beardstown Charter	*	*	*	*	*	*
CUSD 300	39.4	43.9	12.3	12.2	13.3	13.3
Cambridge Lakes	16.3	25.4	4.3	3.6	8.3	7
DECATUR SD 61	66.1	74.8	0.8	0.8	12.4	14.7
Robertson	25.1	84.8	0	0	*	6.6
EAST ST. LOUIS SD 189	97.2	98.3	0.5	0.6	13.8	12.9
SIUE - East St. Louis Charter School	74.3	100	0	0	10.1	8.5
Tomorrow's Builders	52.5	*	0	0	*	*
JACKSONVILLE SD 117	55.0	58.0	0.7	1.1	19.2	18.1
8 Points	83.1	83.3	0	0	31.3	20.8
MCLEAN CUSD 5	28.6	30.5	2.8	3.0	13.3	9.6
YouthBuild McLean County	60	67.4	0	0	0	23.3
NORTH CHICAGO SD 187	77.6	86.0	24.4	25.0	16.4	16.4
L.E.A.R.N. 6 – North Chicago		70.6		17.3		12.1
PEORIA SD 150	68.9	69.3	4.3	4.8	17.2	11.5
Quest	28.1	41.1	*	*	19.7	6.6
FREMONT SD 79	7.8	7.6	10.2	9.1	12.9	13.8
WOODLAND CCSD 50	29.1	30.2	12.5	12.8	11.8	8.5
PRAIRIE CROSSING	*	*	*	*	13.8	12.8
ROCKFORD SD 205	78.7	78.8	11.7	11.4	13	13.8
CICS Jackson (f/k/a Rockford Patriots)	57.1	50.4	*	5.1	11.4	18.5
Galapagos - Rockford	92.5	90.1	8.2	6.2	11.8	15
Legacy - Rockford	86.1	88.2	4.7	5.2	10.4	12.9
RICH TOWNSHIP HSD 227	74.6	75.9	0.3	*	16.6	17.5
SOUTHLAND COLLEGE PREP	60.6	55.9	0	0	7.6	9.2
SPRINGFIELD SD 186	60	61.2	0.7	0.8	19.5	19.5
Springfield Ball Charter	50.7	53.6	*	*	13.8	16.4

\* Redacted due to cell size

#### 4. Charter School Operations

Charter schools are afforded significant flexibility under the Illinois Charter Schools Law. The law exempts charter schools from almost all state laws and regulations in the School Code governing public schools and local school boards except for those designed to protect the well-being and privacy of students and staff, such as Sections 10-21.9 and 34-18.5 of the School Code regarding criminal background investigations of applicants for employment, and sections 24-24 and 34-84A of the School Code regarding discipline of students.

Charter schools are operated by independent governing boards, and each charter school has complete autonomy over its educational plan and operations, provided that it adheres to the terms and conditions of the approved charter agreement. Key components of the charter school's education plan, such as curriculum, staff, professional development, length of school day and year, and "seat time" are left to the discretion of the charter school. In this way, charter schools may serve as testing grounds for innovative educational approaches that address the unique needs of students who may not succeed in a conventional educational environment.

In both 2011-2012 and 2012-2013, each charter school received a survey from the Illinois State Board of Education asking the school to report certain data for that academic year. The 2013 survey, identical in all respects to the 2012 survey except for the year being surveyed, is attached to this report as attachment A. In 2011-2012, 50 of 52 charter schools (96 percent rounded) responded to the survey.<sup>v</sup> In 2012-2013, 56 of 58 charter schools (97 percent rounded) responded to the survey.<sup>vi</sup> Among other data pieces, the surveys asked each charter school to identify the key areas of flexibility the charter school utilized in that school year with a brief explanation of how that exemption assisted or impeded the charter school's stated goals and objectives. Results are aggregated in Table 4A below, as well as in the narrative that follows.

**Table 4A: Key Areas of Flexibility Utilized by Illinois Charter Schools, 2011-2012 and 2012-2013**

Area of Flexibility	Number of Charters Reporting Use	
	2011-2012 (50)	2012-2013 (56)
Teacher Certification	34	39
Administrator Certification	30	29
Autonomy to set educational priorities	41	44
Autonomy to design curriculum independent from the school district	47	49
Autonomy to allow teaching methods that are new or different from the school district	39	46
Autonomy to design different, additional performance standards	28	31
Autonomy to set unique school day and school year schedules	45	51
Autonomy to manage fiscal affairs independent of the school district	40	48
Autonomy to set employee compensation rates and/or bonuses	39	45
Autonomy to contract with external providers for various services	33	39
Other	0	1



## Section 4.1 – Curriculum Design

As noted in Table 4A, a primary area of flexibility used by charter schools in both 2011-2012 and 2012-2013 was autonomy to design a curriculum independent from the school district. Forty-seven of 50 charter schools responding to the 2011-2012 survey, and 49 of 56 charter schools responding to the 2012-2013 survey, reported using this area of flexibility. Charter schools report that autonomy in developing and implementing curriculum allows them to incorporate Illinois learning standards in innovative ways to best address the instructional needs of their unique student populations. For example:

- *Academy for Global Citizenship (Chicago) reports that the school designs its curriculum to use global education and environmental sustainability as a lens through which to teach. Teachers have autonomy and ownership over how they implement their curriculum.*
- *Kwame Nkrumah Academy (Chicago) reports that they have implemented African-centered teaching and learning/curriculum development.*
- *Namaste Charter School (Chicago) reports that the autonomy to design its own curriculum has allowed the school to implement a dual language program and integrate health and wellness practices.*
- *Perspectives Charter School (Chicago) reports that the school has created a social-emotional learning curriculum called “A Disciplined Life” that the school will soon begin sharing with other schools thanks to a \$400,000 federal Charter Schools Program grant.*
- *8 Points Charter School (Jacksonville) reports that curricular independence has allowed the school to provide unique academic programming in all content areas, including increased and personalized literacy instruction, hands-on FOSS science, inquiry-based mathematics (Connected Math) and a Community & Leadership program.*

## Section 4.2 - Staff Licensure

Under the Illinois Charter Schools Law, charter schools have the ability to hire administrators who do not hold an administrative license under Article 21B of the School Code, as well as a certain percentage of instructional personnel who do not hold a teaching license under Article 21B of the School Code but meet other rigorous requirements, including: graduation with a bachelor’s degree from an accredited institution of higher education; employment of at least five years in an area requiring application of the individual’s education; and successfully passing the required basic skills and subject matter knowledge tests necessary for teacher licensure. Between 2003 and 2009, the law required that at least 75 percent of instructional staff in Chicago charter schools established before April 16, 2003 hold teaching licenses, and 50 percent of instructional staff in Chicago charter schools established on or after April 16, 2003; there were no teacher licensure requirements for individuals employed in instructional positions in charter schools outside of Chicago. Effective July

30, 2009, the law now provides that beginning in 2012-2013 (for charter schools established before July 30, 2009), or by the beginning of the fourth year of the charter school's operations (for charter schools established after July 30, 2009), at least 75 percent of individuals employed in instructional positions in all charter schools — both within and outside of Chicago — must hold teaching licenses.

Charter schools report that the flexibility to hire individuals who do not hold teaching licenses for certain instructional positions has enabled them to recruit and retain instructors in areas of high need, such as math, science, fine arts and foreign language. They also report that this flexibility allows charters to hire individuals who have developed specific content area expertise in their previous careers and/or bring skills that benefit the particular charter school's model. For example, for the 2012-2013 school year:

- *EPIC Academy (Chicago) reports that the school hired two teachers with professional backgrounds for fitness and health courses. They also used this flexibility to hire two career-based teachers who advise students on future pathways.*
- *Prologue – Joshua Johnston Charter (Chicago), a school that focuses on the arts and its practical application, reports that they seek out professional working artists for the purpose of providing real-life experience and advice for students. The school works with these artists to ensure that they obtain licensure.*
- *Robertson Charter School (Decatur) has teachers that came to the school with degrees in areas like social work, business administration, organizational leadership, and elementary education, but do not hold teaching licenses. The school creates an “Alternative Certification Plan” for each teacher who does not hold a teaching license that provides professional development, a mentor, and a timeline for becoming licensed in Illinois.*

Some charters also reported that while they relied upon this flexibility in the last two school years, they generally seek to hire licensed instructional staff and/or are moving toward 100 percent licensure for instructional staff. Table 4B details the number and percentage of instructional staff with teaching licenses in the 2011-2012 and 2012-2013 school years, by charter school. All of this data was self-reported by the charter schools on the 2011-2012 and 2012-2013 surveys.

The table shows that many charter schools and individual charter campuses, both within and outside of Chicago, exceeded the 75 percent teacher licensure threshold in 2011-2012 and 2012-2013. However, the table also shows that a handful of charter schools were apparently not in compliance with teacher licensure requirements in effect for that year:

- Youth Connection Charter School (68 percent of teachers licensed in 2011-2012);
- Bronzeville Lighthouse Charter School (52 percent of teachers licensed in 2012-2013);
- KIPP Ascend (71 percent of teachers licensed in 2012-2013);
- Urban Prep – West (45 percent of teachers licensed in 2012-2013);
- Beardstown Charter School (50 percent of teachers licensed in 2012-2013); and
- YouthBuild McLean County Charter School (67 percent of teachers licensed in 2012-2013).

**Table 4B: Instructional and Administrative Staff Qualifications (Charter Network Level)**

Charter School	School Year	Number of Licensed Instructional Staff	Total Number of Instructional Staff	% of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Administrative Staff	Is Staff Unionized?
<b>CPS DISTRICT 299</b>							
AGC	11-12	24	26	92%	3.6	5	NO
	12-13	27	29	92%	3.5	4	NO
Alain Locke	11-12	24	24	100%	10	5	NO
	12-13	24	24	100%	8	5	NO
Amandla	11-12	25	26	96%	3	6	NO
	12-13	27	27	100%	3	5	NO
ACE Tech	11-12	37	41	90%	2.6	8	NO
	12-13	39	44	89%	5	14	NO
Aspira	11-12	79	147	54%	5	25	YES
	12-13	* See campus-level breakdown for 2013					
Betty Shabazz	11-12						
	12-13	* See campus-level breakdown for 2013					
Bronzeville Lighthouse	11-12	N/R	N/R	N/R	N/R	N/R	N/R
	12-13	15	29	52%	4	8	NO
Catalyst - Circle Rock	11-12	25	25	100%	5.12	2	NO
	12-13	25	25	100%	3	3	NO
Catalyst - Howland	11-12	21	26	81%	4.3	3	NO
	12-13	0	N/R	N/A	3	4	NO
Catalyst - Maria	11-12						
	12-13	35	36	97%	2	4	NO
Chicago Collegiate	11-12						
	12-13						
CICS	11-12	500	538	93%	5	43	Varies by campus
	12-13	558	618	90%	2.45	27	
CMSA	11-12	40	49	82%	7	6	NO
	12-13	44	51	86%	7	5	NO
Chicago Talent	11-12	14	16	88%	3.5	3	YES
	12-13	20	26	77%	5.1	2	YES
Chicago Virtual	11-12	26	26	100%	7.26	3	NO
	12-13	25	25	100%	11	6	NO
Christopher House	11-12						
	12-13						
EPIC	11-12	25	30	83%	4	10.5	NO
	12-13	32	37	86%	4	5	NO
Erie Elementary	11-12	14	21	67%	6.81	2	NO
	12-13	31	41	76%	6	3	NO
Frazier Prep	11-12						
	12-13						
Galapagos - Chicago	11-12	25	27	93%	3	4	NO
	12-13	26	27	96%	2.8	6	NO
Henry Ford Academy	11-12	N/R	N/R	N/R	N/R	N/R	N/R
	12-13	N/R	N/R	N/R	N/R	N/R	N/R
IHSCA Charter High	11-12	25	30	83%	6.7	14	YES
	12-13	40	51	78%	3.3	4	NO
IJLA Charter High	11-12						
	12-13	14	17	82%	4	2	YES

Charter School	School Year	Number of Licensed Instructional Staff	Total Number of Instructional Staff	% of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Administrative Staff	Is Staff Unionized?
Intrinsic	11-12						
	12-13						
KIPP Ascend	11-12	36	40	90%	5	5	NO
	12-13	29	41	71%	2.5	7	NO
KIPP Chicago (f/k/a ACT)	11-12						
	12-13	4	5	80%	4	2	NO
Kwame Nkrumah	11-12	11	19	58%	7	3	NO
	12-13	15	20	75%	5	2	NO
L.E.A.R.N.	11-12						
	12-13	* See campus-level breakdown for 2013					
Legacy - Chicago	11-12	33	39	85%	6.6	4	NO
	12-13	29	37	78%	8.25	4	NO
Legal Prep	11-12						
	12-13	12	15	80%	3	9	NO
Montessori Englewood	11-12						
	12-13	5	7	71%	5	2	NO
Namaste	11-12	33.5	42.5	79%	5	5.5	NO
	12-13	29.5	30.5	97%	6	5	NO
Noble Street	11-12						NO
	12-13	* See campus-level breakdown for 2013					
North Lawndale	11-12	64	69	93%	7	7	NO
	12-13	* See campus-level breakdown for 2013					
Passages	11-12	40	40	100%	3-4	5	NO
	12-13	N/R	N/R	N/R	N/R	N/R	N/R
Perspectives	11-12	154	167	92%	4	65	NO
	12-13	144	157	92%	3	75	NO
Polaris	11-12	16	17	94%	7.7	3	NO
	12-13	20	20	100%	7.8	3.5	NO
Prologue – Joshua Johnston	11-12	6	10	60%	12.2	3	NO
	12-13	8	13	62%	12	3	NO
Providence Englewood	11-12	21	23	91%	4	7	NO
	12-13	23	26	88%	3	3	NO
Rowe Elementary	11-12	33	37	89%	3.19	8	NO
	12-13	34	39	87%	3.59	7	NO
UCCS	11-12	87	107.31	81%	7	13	NO
	12-13	98	117	84%	7	13	NO
UNO	11-12						NO
	12-13	* See campus-level breakdown for 2013					
Urban Prep - Bronzeville	11-12	7	18	39%	2.5	2	NO
	12-13	15	17	88%	5	2	NO
Urban Prep - Englewood	11-12	29	36	81%	4	2	NO
	12-13	30	33	91%	4	2	NO
Urban Prep – West	11-12	20	27	74%	2	2	NO
	12-13	10	22	45%	2.5	2	NO
YWLCS	11-12	26	28	93%	4.6	18	NO
	12-13	23	26	88%	3	22	NO
YCCS	11-12	179	262	68%	5	178	Varies by campus.
	12-13	40	40	100%	5	0	
HSA – BELMONT							

Charter School	School Year	Number of Licensed Instructional Staff	Total Number of Instructional Staff	% of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Administrative Staff	Is Staff Unionized?
HSA – MCKINLEY PARK							
BEARDSTOWN CUSD 15							
Beardstown Charter	11-12	2	4	50%	35 <sup>vii</sup>	1	NO
	12-13	2	4	50%	35	0	NO
CUSD 300							
Cambridge Lakes	11-12	61	61	100%	4.27	6	NO
	12-13	65.5	65.5	100%	5.4	4	NO
DECATUR SD 61							
Robertson	11-12	12	17	71%	10.5	4	NO
	12-13	14	18	78%	10.5	4	NO
EAST ST. LOUIS SD 189							
SIUE-East St. Louis Charter School	11-12	9	13	69%	4.3	3	YES
	12-13	10	12	83%	6	2	YES
Tomorrow's Builders	11-12	4	6	67%	5	3	NO
	12-13	N/R	7	N/A	N/R	N/R	NO
JACKSONVILLE SD 117							
8 Points Charter	11-12	5.5	5.5	100%	8.5	3	NO
	12-13	5	5	100%	8.5	2	NO
MCLEAN COUNTY USD 5							
YouthBuild - McLean County	11-12	3	5	60%	2	4	NO
	12-13	2	3	67%	4	4	NO
NORTH CHICAGO SD 187							
L.E.A.R.N. 6 – North Chicago	12-13	24	24	100%	3	3	NO
PEORIA SD 150							
Quest	11-12	19	20	95%	6	4	NO
	12-13	27	28	96%	6	6	NO
FREMONT SD 79							
WOODLAND CCSD 50							
PRAIRIE CROSSING	11-12	22	24	92%	10	5	YES
	12-13	21	24	88%	10.1	5	YES
ROCKFORD SD 205							
CICS Jackson (f/k/a/ Rockford Patriots)	11-12	20	23	87%	3	6	NO
	12-13	24	26	92%	4	5	NO
Galapagos –	11-12	16	17	94%	3	2	NO

Charter School	School Year	Number of Licensed Instructional Staff	Total Number of Instructional Staff	% of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Administrative Staff	Is Staff Unionized?
Rockford	12-13	18	19	95%	2	4	NO
Legacy – Rockford	11-12	18	18	100%	2	10	NO
	12-13	19	19	100%	2	4	NO
RICH TOWNSHIP HSD 227							
SOUTHLAND COLLEGE PREP	11-12	16	16	100%	4	3	NO
	12-13	26	26	100%	5	3	NO
SPRINGFIELD SD 186							
Springfield Ball Charter	11-12	29	29	100%	9.5	3	YES
	12-13	29	29	100%	10.5	3	YES

**Table 4B: Instructional and Administrative Staff Qualifications (Campus Level, SY2013 Only)**

Charter School	Campus	Number of Licensed Instructional Staff	Total Number of Instructional Staff	Percentage of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Admin. Staff	Is Staff Unionized? (Y/N)
CPS SD 299							
ASPIRA	Early College H.S.	31	32	97%	4	3	YES
	Haugan Middle	36	39	92%	4	3	YES
	Mirta Ramirez	22	26	85%	4	3	YES
Betty Shabazz	Barbara A. Sizemore	15	20	75%	7.68	5	NO
	Betty Shabazz Academy	15	16	94%	12.35	5	NO
	DuSable Leadership	16	26	62%	9.2	5	NO
CICS	Avalon	24	28	86%	3	3	NO
	Basil	43	49	88%	2	3	NO
	Bucktown	39	39	100%	7	5	NO
	ChicagoQuest	16	16	100%	7	5	YES
	Irving Park	37	37	100%	5	5	NO
	Larry Hawkins	31	31	100%	3	1	NO
	Lloyd Bond	23	23	100%	3.5	2	NO
	Longwood	91	93	98%	3.9	3	NO
	Loomis Primary	32	32	100%	3	N/R	NO
	Northtown	71	71	100%	10	7	YES
	Prairie	23	23	100%	5	4	NO
	Ralph Ellison	45	45	100%	11	8	YES
	Washington Park	23	30	77%	3	3	NO
	West Belden	22	31	71%	6	5	NO
	Wrightwood	33	33	100%	13.5	8	YES
L.E.A.R.N.	Charles Campbell	32	48	67%	4	5	NO
	Excel	35	40	88%	5	2	NO
	Hunter Perkins	N/R	30	N/A	3.13	2	NO
	Romano Butler	N/R	48	N/A	6.3	4	NO
	South Chicago	14	30	47%	3.39	3	NO
Noble Street	Bulls College Prep	N/R	N/R	N/R	N/R	N/R	N/R
	DRW College Prep	9	12	75%	2.56	2	NO
	G Comer College Prep	N/R	N/R	N/R	N/R	N/R	N/R
	Golder College Prep	26	34	76%	4.81	3	NO
	Hansberry College Prep	7	12	58%	4.81	1	NO

Charter School	Campus	Number of Licensed Instructional Staff	Total Number of Instructional Staff	Percentage of Licensed Instructional Staff (rounded)	Average Number Years of Teaching Experience	Total Number of Admin. Staff	Is Staff Unionized? (Y/N)
	Johnson College Prep	27	32	84%	4.81	7	NO
	Muchin College Prep	37	48	77%	4.81	7	NO
	Noble St. College Prep	31	37	84%	4.86	8	NO
	Pritzker College Prep	34	46	74%	N/R	10	NO
	Rauner College Prep	23	33	70%	4.81	4	NO
	Rowe-Clark Academy	33	39	85%	4.81	10	NO
	UIC College Prep	37	46	80%	4.81	8	NO
North Lawndale	Christiana	33	35	94%	6.7	6	NO
	Collins	32	34	94%	6.7	5	NO
UCCS	Donoghue	28	32	88%	5.23	3	NO
	North Kenwood	14	20	70%	11	3	NO
	Woodlawn	36	44	82%	4.6	5	NO
	Woodson	20	21	95%	7.6	4	NO
UNO	Bartolome de las Casas	14.5	15.5	94%	4.33	2	YES
	Carlos Fuentes	24.5	25.5	96%	4.8	3	YES
	Esmeralda Santiago	14.5	14.5	100%	5.29	3	YES
	Maj. Hector P. Garcia	33	40	83%	3.49	3	YES
	Ofc. Donald J. Marquez	23	26.5	87%	3.74	3	YES
	Rufino Tamayo	15	15.5	97%	4.78	2	YES
	Octavio Paz	23.5	24.5	96%	5	3	YES
	PFC Omar Torres	26.5	29.5	90%	4.31	3	YES
	Roberto Clemente	25.5	28.5	89%	1.97	3	YES
	Rodgers Park Elem.	24	25	96%	2.52	3	YES
	Sandra Cisneros	25.5	26.5	96%	4.41	3	YES
	Soccer Academy	24	27.5	87%	2.68	3	YES
	SPC Daniel Zizumbo	27.5	27.5	100%	4.47	3	YES
	Scholastic Achievement	7	8	88%	10	3	NO
YCCS	Ada S. McKinley Lakeside	9	9	100%	15	3	NO
	Aspira Antonia Pantoja	7	7	100%	5	3	YES
	Association House	10	10	100%	3	3	NO
	Austin Career Ed Center	10	10	100%	8	3	NO
	CCA Academy	10	12	83%	8	3	NO
	Charles Hamilton	7	10	70%	6	2	NO
	Chatham Academy	6	7	86%	4	3	NO
	Community Youth	6	10	60%	6	3	NO
	Howard Leadership	9	10	90%	5	3	YES
	Innovations HS of Arts	10	11	91%	5	4	NO
	Jane Addams Alternative	11	11	100%	3	3	NO
	Latino Youth Alternative	11	11	100%	5	3	YES
	Leadership Academy	11	12	92%	4	3	YES
	Olive-Harvey	9	9	100%	8	3	YES
	Little Black Pearl	6	7	86%	3	3	NO
	Dr. Pedro Albizu Campos	9	12	75%	6	4	NO
	Sullivan House	13	14	93%	12	2	NO
	Truman Middle College	13	13	100%	2.5	4	YES
	Virtual HS-K12	4	4	100%	3	3	NO
	Westside Holistic	8	9	89%	3	2	NO
	West Town Academy	9	12	75%	7	4	NO

N/R – not reported by charter school

## Section 4.3 - School Calendar

The freedom to set school hours and calendars that differ from those of the public school districts has allowed charter schools to create unique educational opportunities through field studies, internships, mentoring programs and community service experiences. Such scheduling freedom also provides charter schools with the ability to provide for increased professional development.

Table 4C below compares the schools hours of operation, average number of instructional minutes per day, and average class size for each charter school and the school district. An important caveat is that the charter school data was all self-reported by the schools on the ISBE surveys and has not otherwise been verified by ISBE or the school district.

Conversely, the data reported for each of the school districts comes from ISBE's Public School Calendar System. That system collects only one official district calendar, so if a district has more than one building within the district that provides student instruction, the User Guide instructs the administrator to enter the Start and End Time of the building which provides the *shortest* instructional day. Administrators are directed not to include lunch, passing time, or recess. Thus, certain buildings within each district below may have longer hours of operation or a higher average number of instructional minutes per school day than is reported in the Table. Likewise, charter schools completing the surveys may not have followed exactly the same guidance when determining what to include as instructional time on the 2011-2012 and 2012-2013 surveys.

Overall the number of instructional minutes per day in charter schools is rather comparable to district averages. Note that between 2012 and 2013, CPS extended its instructional day by one full hour. Although not necessarily anomalous data, outliers for "seat time" include Springfield Ball Charter School, which reported an average of 260 instructional minutes (or 4 hours and 20 minutes) per day in 2012 and 2013; and Southland College Prep Charter High School, which reported an average of 495 instructional minutes (or 8 hours and 15 minutes) per school day in 2012 and 2013.

Table 4C also shows average class sizes by charter and school district.<sup>viii</sup> Research indicates that smaller class sizes allow schools to maximize instructional learning time.

**Table 4C: School Operation Information, 2011-2012 and 2012-2013**

Charter School	School Hours of Operation		Average Instructional Minutes Per School Day		Average Class Size	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
<b>CPS DISTRICT 299</b>	6 hrs. 30 min.	7 hrs.	308	368	N/R except by grade level	23.1
<b>AGC</b>	8:00-4:00	8:00-4:00	8hrs	410	25	25
<b>Alain Locke</b>	8:00-5:00	8:00-5:00	420	420	30	N/R (22.5)
<b>Amandla</b>	7:25-3:30	7:30-3:15	367	380	23	22
<b>ACE Tech</b>	7:40-3:22	7:40-3:22	454.6	454.6	25	25
<b>Aspira</b>	n/R	See campus-level data	390	See campus-level data	25	See campus-level data
<b>Betty Shabazz</b>	See campus-level data					
<b>Bronzeville Lighthouse</b>	N/R	N/R	N/R	N/R	N/R	N/R (17.2)
<b>Catalyst - Circle Rock</b>	8:00-3:30	8:00-3:30	390	395	29	29
<b>Catalyst - Howland</b>	8:00-3:30	8:00-3:30	340	340	29	29



Charter School	School Hours of Operation		Average Instructional Minutes Per School Day		Average Class Size	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Catalyst - Maria		7:45-4:00		432		30
Chicago Collegiate						
CICS	8:00-3:30	8:00-3:30	390	408.5	26	26.7
CMSA	8:15-3:05	8:15-3:05	384	380	30	28
Chicago Talent	8:15-3:45	8:20-3:15	390	373	17	16.3
Chicago Virtual	9:00-3:00	9:00-3:00	330	330	15(k-8) 30(hs)	15(k-8) 30(hs)
Christopher House						
EPIC	8:45-3:35	8:05-3:50	410	440	30	25
Erie Elementary	8:00-3:30	8:00-3:30	390	390	22	23
Frazier Prep						
Galapagos – Chicago	8:00-4:30	8:00-4:30	355	355	18	19
Henry Ford Academy	N/R	N/R	N/R	N/R	N/R (21.6)	N/R (20)
IHSCA Charter High	8:00-3:45	8:00-3:45	400	400	26	26
IJLA Charter High		8:30-3:15		N/R		20
Intrinsic						
KIPP Ascend	8:00-5:00	7:45-4:00	472	435	30	27
KIPP Chicago		7:45-4:00		435		27
Kwame Nkrumah	8:00-3:30	8:00-3:45	375	420	23	21
L.E.A.R.N.	See campus-level data					
Legacy - Chicago	8:00-3:30	8:00-3:45	360	360	51	26
Legal Prep		8:00-4:00		392		22
Montessori Englewood		8:00-3:45		420		20
Namaste	8:30-4:00	8:30-4:00	375	400	25	25
Noble Street	See campus-level data					
North Lawndale	8:00-3:30	See campus-level data	369	See campus-level data	19	See campus-level data
Passages	7:55-3:30	N/R	400	N/R	25	N/R (22.7)
Perspectives	8:30-3:45	8:15-3:45	385	360	25	21
Polaris	7:50-4:00	7:50-4:00	420	420	25	24
Prologue – Joshua Johnston	8:30-4:10	8:30-3:55	460	400	20	20
Providence Englewood	7:45-3:10	7:30-3:10	430	430	20	25
Rowe Elementary	7:50-4:00	7:50-4:00	440	445	26	25.8
UCCS	8:00-3:30	8:00-3:30	330	360	27	30
UNO	See campus-level data					
Urban Prep - Bronzeville	8:00-4:00	8:00-4:00	450	405	25	28
Urban Prep – Englewood	8:30-4:30	8:30-4:30	450	405	25	28
Urban Prep - West	8:00-4:00	8:00-4:00	450	405	25	28
YWLCS	8:00-3:30	8:00-3:30	391	400	25	25
YCCS	8:30-3:30	8:30-3:30	300	300	20	18
HSA - Belmont						
HSA – McKinley Park						

Charter School	School Hours of Operation		Average Instructional Minutes Per School Day		Average Class Size	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
BEARDSTOWN CUSD 15	7 hrs.	7 hrs.	325	325	N/R except by grade level	10
Beardstown Charter	8:00-3:00	8:00-3:00	349	349	13	13
CUSD 300	6 hrs. 15 min.	6 hrs. 15 min.	345	315	N/R except by grade level	25.3
Cambridge Lakes	8:00-3:30	8:00-3:30	420	420	28	26
DECATUR SD 61	7 hrs. 15 min.	7 hrs. 15 min.	315	315	N/R except by grade level	21.1
Robertson	8:25-3:30	8:25-3:30	400	400	25	25
EAST ST. LOUIS SD 189	7 hrs.	7 hrs.	360	360	N/R except by grade level	17.2
SIUE - East St. Louis Charter	7:45-4:15	7:45-4:15	420	420	6.9	16
Tomorrow's Builders	8:30-3:30	8:00-3:30	300	300	15	N/R (17.4)
JACKSONVILLE SD 117	6 hrs. 50 min.	6 hrs. 50 min.	315	315	N/R except by grade level	18.1
8 Points Charter School	8:05-4:30	8:00-4:00	439	407	23	25
MCLEAN COUNTY USD 5	7 hrs. 15 min.	7 hrs. 15 min.	350	350	N/R except by grade level	23.9
YouthBuild McLean County	8:30-1:30	8:30-1:30	300	300	10	15
NORTH CHICAGO SD 187	6 hrs. 45 min.	6 hrs. 15 min.	345	345	N/R except by grade level	17.6
Learn 6 – North Chicago		8:30-4:00		450		27
PEORIA SD 150	7 hrs.	7 hrs.	360	360	N/R except by grade level	18.5
Quest	7:30-3:10	7:30-3:00	377	377	25	25
FREMONT SD 79	6 hrs. 48 min.	6 hrs. 48 min.	363	363	N/R except by grade level	23.4
WOODLAND CCSD 50	7 hrs.	7 hrs.	350	350	N/R except by grade level	23.7
PRAIRIE CROSSING	8:00-3:30	8:00-3:30	390	390	22	22
ROCKFORD SD 205	6 hrs.	6 hrs. 30 min.	330	360	N/R except by grade level	20
CICS Jackson (f/k/a Rockford Patriots)	8:00-3:30	7:30-3:00	390	455	26	28
Galapagos - Rockford	8:00-3:45	8:00-3:45	404	430	19.5	20
Legacy - Rockford	8:30-3:30	8:30-3:30	405	405	28	29
RICH TOWNSHIP HSD 227	7 hrs. 20 min.	6 hrs. 45 min.	340	342	N/R except by grade level	15.1
SOUTHLAND COLLEGE PREP	8:00-5:00	8:00-5:00	495	495	25	25
SPRINGFIELD SD 186	6 hrs. 42 min.	6 hrs. 42 min.	315	315	N/R except by grade level	18.9
Springfield Ball Charter	9:00-3:30	9:00-3:30	260	260	24	22

N/R – Not reported

## Charter Network Snapshot

Charter School	Charter Campus	School Hours of Operation		Average Number of Instructional Minutes Per School Day		Average Class Size	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
<b>CPS DISTRICT 299</b>		6 hrs. 30 min.	7 hrs.	308	368	N/R except by grade level	23.1
<b>ASPIRA</b>	Early College H.S.	N/R	8:00-3:30	390	399	25	30
	Haugan Middle	N/R	8:00-3:30	390	392	25	23
	Mirta Ramirez	8:00-3:30	8:00-3:17	390	360	25	23
<b>Betty Shabazz</b>	Barbara Sizemore	8:00-3:30	8:00-3:30	388	388	26	30
	Betty Shabazz Academy	8:00-3:30	8:00-3:30	388	388	29	30
	DuSable Leadership	8:00-3:54	8:00-3:54	440	440	25	25
<b>CICS</b>	Avalon	N/R	8:00-3:30	N/R	345	N/R	25.8
	Basil		8:00-3:30/1:50		6.67 (hrs.)		25
	Bucktown	N/R	7:55-3:30	N/R	384	N/R	26
	ChicagoQuest	N/R	8:00-3:30	N/R	420	N/R	26
	Irving Park	N/R	8:00-3:30	N/R	N/R	N/R	26
	Larry Hawkins	N/R	7:35-3:30	N/R	385	N/R	N/R
	Lloyd Bond	N/R	7:45-3:15	N/R	420	N/R	25
	Longwood	N/R	7:45-3:15	N/R	N/R	N/R	28
	Loomis	N/R	7:45-3:15	N/R	N/R	N/R	25
	Northtown	N/R	8:00-3:30	N/R	420	N/R	28
	Prairie	N/R	8:00-3:30	N/R	405	N/R	27
	Ralph Ellison	N/R	8:00-3:30	N/R	420	N/R	28
	Washington Park	N/R	8:00-3:30	N/R	420	N/R	27
	West Belden	N/R	8:00-3:30	N/R	455	N/R	28
	Wrightwood	N/R	8:00-3:30	N/R	420	N/R	28
<b>LEARN</b>	Charles Campbell	8:30-4:00	8:30-4:00	370	370	25	27
	Excel	8:30-4:00	8:30-4:00	370	370	27	27
	Hunter Perkins	8:30-4:00	8:30-4:00	370	370	27	27
	Romano Butler	8:30-4:00	8:30-4:00	370	370	27	27
	South Chicago	8:30-4:00	8:30-4:00	370	370	27	27
<b>Noble Street</b>	Bulls College Prep	7:30-3:30	7:30-3:35	429	429	22.5	23.31
	DRW College Prep		8:00-4:00		430		22.82
	G Comer College Prep	8:20-3:55	N/R	401	N/R	22.2	N/R
	Golder College Prep	8:00-3:30	8:00-3:30	400	400	24.5	24.4
	Hansberry College Prep		8:00-4:00		400		27.33
	Johnson College Prep	7:30-4:00	7:45-3:35	454	399	21.4	22.82
	Muchin College Prep	7:45-4:00	8:50-3:55	438	401	21.7	24.79
	Noble St. College	7:30-4:00	8:30-4:00	411	410	23.8	26.16
	Pritzker College Prep	8:15-3:50	8:00-3:25	406	411	24.4	26.16
	Rauner College Prep	8:35-4:05	8:30-4:05	404	410	26.2	24.59
	Rowe-Clark Academy	8:30-4:00	8:30-4:00	400	411	19.7	22.62
<b>North Lawndale</b>	UIC College Prep	8:00-4:00	8:00-3:50	430	401	24.8	25.53
	Christiana		8:00-3:30		388		18.9
	Collins		8:00-3:30		388		17.3
<b>UCCS</b>	Donoghue	8:15-3:00	8:30-3:30	330	330	27	27
	North Kenwood	8:00-3:00	8:00-3:30	335	330	27	27
	Woodlawn	8:00-3:40	8:00-3:30	360	360	20-25	30
	Woodson	8:00-2:35	8:00-3:30	325	330	27	27

Charter School	Charter Campus	School Hours of Operation		Average Number of Instructional Minutes Per School Day		Average Class Size	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
UNO	Bartolome de las Casas	8:00-3:30	8:00-3:30	420	420	32	32
	Carlos Fuentes	8:00-3:30	8:00-3:30	420	420	32	31.2
	Esmeralda Santiago	8:00-3:30	8:00-3:30	420	420	27.5	29.6
	Maj. Hector P. Garcia	8:00-4:00	8:00-3:30	420	420	24	26.8
	Ofc. Donald J. Marquez	8:00-3:30	8:00-3:30	420	420	32	31.9
	Rufino Tamayo	8:00-3:30	8:00-3:30	420	420	31.6	32
	Octavio Paz	8:00-3:30	8:00-3:30	420	420	28	28
	PFC Omar Torres	8:00-3:30	8:00-3:30	420	420	32	32
	Roberto Clemente		8:00-3:30		420		30.7
	Rodgers Park Elem.		8:00-3:30		420		30.37
	Sandra Cisneros	8:00-3:30	8:00-3:30	420	420	31	31.7
	Soccer Academy	8:00-3:30	8:00-3:30	420	420	31.8	31.9
	SPC Daniel Zizumbo	8:00-3:30	8:00-3:30	420	420	32	32

N/R – not reported

## Section 4.4 – Employee Compensation and/or Bonuses

Charter schools also rely heavily upon the ability to set independent employee compensation rates and/or to provide bonuses. In many cases, charter schools tailor their compensation schedules or bonuses to student achievement benchmarks. On both the 2011-2012 and 2012-2013 surveys, charter schools were asked if they distributed performance bonuses for instructional staff. In 2011-2012, 15 of 50 charter schools responding to the survey reported that they distributed performance bonuses for that school year. In 2012-2013, 21 of 56 charter schools responding to the survey indicated that they had distributed performance bonuses.<sup>ix</sup> Noble Street Charter School, for example, reports that across its campuses, each campus principal has the authority to establish the bonus practices that will result in the highest student learning at his or her campus. Principals create individual, grade-level, and school-wide goals and invest all staff members in achieving them through their ability to motivate and differentiate bonuses for staff.

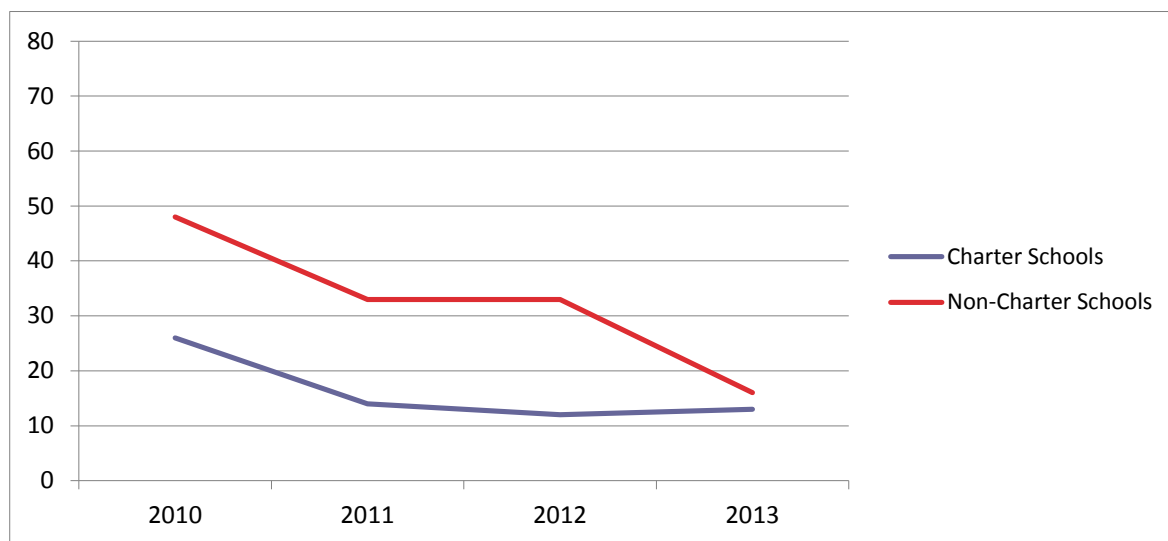
## 5. Charter School Student Performance

The federal No Child Left Behind Act of 2001 requires states to measure each public school's and district's achievement and establish achievement targets for the state. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014. The state calculates a school's or district's Adequate Yearly Progress (AYP) to see if students are improving their performance based on established annual targets. AYP calculations in Illinois are now based on three (3) factors, beginning in 2003:

- i. Meeting Target Math & Reading Scores, which must meet or exceed the state's annual targets:
  - In 2010, the reading and math score targets were 77.5 percent.
  - In 2011, the reading and math score targets were 85 percent.
  - In 2012, the reading and math score targets were 85 percent.
  - In 2013, the reading and math score targets were 92.5 percent.
- ii. Participation Rates: The requirement is a 95 percent participation rate of students in all measurable subgroups taking state assessments.

- iii. Other Indicators: The attendance rates of students in elementary and middle schools, and the graduation rates of students in high schools, which must meet or exceed the state's annual targets.
- In 2010, the performance target for attendance rates was 91 percent.
  - In 2010, the performance target for graduation rates was 80 percent.
  - In 2011, the performance target for attendance rates was 91 percent.
  - In 2011, the performance target for graduation rates was 82 percent.
  - In 2012, the performance target for attendance rates was 91 percent.
  - In 2012, the performance target for graduation rates was 82 percent.
  - In 2013, the performance target for attendance rates was 92 percent.
  - In 2013, the performance target for graduation rates was 85 percent.

**Table 5A: Percentage of Schools Making Adequate Yearly Progress**



AYP targets increase each year, moving toward the goal of all students meeting or exceeding standards in reading and mathematics by 2014. As reflected in Table 5A, the percentage of both charter and non-charter schools making AYP has decreased as the standards have increased, indicating that AYP targets are rising faster than many schools can boost achievement levels.

Tables 5B, 5C, and 5D show a breakdown of state assessments among charter schools by school district. Table 5B shows the overall percent of charter school students meeting or exceeding standards in ISAT and PSAT reading, math and composite scores, by district. The strongest areas of growth are seen in the ISAT reading and math scores, including among CPS charter schools.

Tables 5C and 5D show the meet and exceed rate by charter school and school district. As shown by snapshot in Table 5E, the data shows a much stronger performance by the charter school sector relative to its regular public school counterparts on the ISAT exam (grades 3-8), than on the PSAT exam (grade 11). Asterisked cells indicate redaction due to cell size. Blank cells or cells marked N/A (not applicable) indicate that the school of district did not administer the assessment in that school year.

**Table 5B: Overall Percent of Charter School Students Meeting or Exceeding Standards by District, and State Comparison**

		STATE AVERAGE (ALL SCHOOLS)	Rockford SD 205	CPS District 299	Jacksonville SD 117	McLean CUSD 5	CUSD 300	Prairie Crossing	Decatur SD 61	Beardstown CUSD 15	East St. Louis SD 189	Springfield SD 186	North Chicago SD 187	Peoria SD 150	Southland College Prep
ISAT - Reading	2011	73	44.9	72.8	-	-	85.2	95	69.9	-	-	81.9	-	75.1	-
	2012	73.6	52	73.3	55.9	-	85.2	95.3	78.9	-	-	83.3	-	77.6	-
	2013	47.6	31.9	46.9	25.5	-	67.3	84.4	59.4	-	-	52.6	57.1	47.1	-
ISAT - Math	2011	80.1	57.8	79.9	-	-	92.7	98.1	74.4	-	-	88.3	-	80.8	-
	2012	81.7	63.8	81.8	57.4	-	93.1	98.1	74.4	-	-	86.6	-	83	-
	2013	48.1	26.8	47.8	25.5	-	66.4	82.5	45.6	-	-	50	61	50	-
ISAT - Composite	2011	76.5	51.4	76.4	-	-	89	96.5	72.1	-	-	85.1	-	77.9	-
	2012	77.6	57.9	77.6	56.6	-	89.2	96.7	76.7	-	-	85	-	80.3	-
	2013	47.8	29.3	47.3	25.5	-	66.8	83.4	52.5	-	-	51.3	59	48.6	-
PSAE - Reading	2011	25.4	-	25.7	-	*	-	-	-	-	4.4	-	-	-	-
	2012	25.2	-	25.3	-	-	-	-	-	*	20.8	-	-	-	-
	2013	29.5	-	29.2	-	*	-	-	-	30	19.1	-	-	-	57.1
PSAE - Math	2011	27	-	27.4	-	*	-	-	-	-	2.2	-	-	-	-
	2012	30.3	-	30.5	-	-	-	-	-	*	14.6	-	-	-	-
	2013	29.5	-	29.7	-	*	-	-	-	*	10.6	-	-	-	36.9
PSAE - Composite	2011	26.2	-	26.6	-	*	-	-	-	-	*	-	-	-	-
	2012	27.7	-	27.9	-	-	-	-	-	*	17.7	-	-	-	-
	2013	29.5	-	29.4	-	*	-	-	-	*	14.9	-	-	-	47

\* Redacted due to cell size

- A dash indicates that no charter school in that district administered the assessment in that school year, or the school had so few students participate in the exam that results are not reported.

**Table 5C: Student Assessment Results for All Tests, 2011-2012 and 2012-2013**

Charter School	Percent Minority		Percent Low-Income		Overall Meet/Exceed % – All State Tests		Academic Growth	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Reading	Math
CPS DISTRICT 299	91.2	90.9	86.6	84.9	69.2	47.4	101.8	102.5
AGC	90.2	89.8	82.5	78.8	76.8	52.8	96.9	95.8
Alain Locke	*	*	91.0	94.2	86.5	68.6	105.7	109.1
Amandla	100	*	94.2	94.5	71.4	33.7	92	90.9
ACE Tech	*	97.4	94.4	96.6	17.3	26.7	N/A	N/A
Aspira	97.6	98.3	97.6	96.1	57.4	37.6	103.6	106.2
Betty Shabazz	*	*	91.6	93.6	57.6	33.3	102.6	97.8
Bronzeville Lighthouse	*	*	95.4	91.7	74.9	39.6	102.7	95.5
Catalyst - Circle Rock	100	100	95.2	94.7	72.5	37.8	98.3	103.3
Catalyst - Howland	100	100	*	*	57.2	24.3	97.7	95.7
Catalyst - Maria		*		95.3		36.1	96.2	98.8
Chicago Collegiate								
CICS	96.6	96.7	88.4	87.4	72.5	44.8	98.2	95.4
CMSA	96.6	96.3	93.5	92.7	71.2	45.9	100.2	97.6
Chicago Talent	100	100	*	95.7	*	5.2	N/A	N/A
Chicago Virtual	83.9	81	62.9	64.1	75.3	59.8	105.2	99.6
Christopher House								
EPIC	*	*	96.4	96.9	15.2	15	N/A	N/A
Erie Elementary	97.1	*	89.7	87.2	79.7	48.2	101.9	100.9
Frazier Prep								
Galapagos – Chicago	100	*	95.4	95.6	63.6	35.2	94.1	97.5
Henry Ford Academy	100	*	96	*	7.1	17.8	N/A	N/A
IHSCA Charter High	96.7	97.4	94.9	96.1	N/A	23.9	N/A	N/A
IJLA Charter High		*		93.1		14.9	N/A	N/A



Charter School	Percent Minority		Percent Low-Income		Overall Meet/Exceed % – All State Tests		Academic Growth	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Reading	Math
Intrinsic								
KIPP Ascend	*	*	94.5	94.9	75.9	43.5	102	103.6
KIPP Chicago (f/k/a/ ACT)		100		*		34	100.1	91.1
Kwame Nkrumah	100	100	79.9	82.3	83.6	61.7	94.8	96
L.E.A.R.N.	*	*	96.5	94	80.4	50	99	102.9
Legacy - Chicago	*	*	91.2	92.4	82.1	50.5	102.1	103.3
Legal Prep		100		89.7		N/A	N/A	N/A
Montessori Englewood		100		*		N/A	N/A	N/A
Namaste	90.7	91.0	85.4	83.9	87.5	62	98.5	102.7
Noble Street	98.5	98.6	89.5	89	56.3	57.6	118.9	118.5
North Lawndale	100	100	94.7	91	25.3	20.7	N/A	N/A
Passages	94.1	94.5	88.4	88.8	83.2	58.5	103.4	104.7
Perspectives	99.2	99.2	90.3	91.4	58.1	36.5	97.7	101.6
Polaris	100	100	94.6	92.7	80.3	47.2	105	96.1
Prologue – Joshua Johnston	*	100	85.3	84.3	*	5.6	N/A	N/A
Providence Englewood	100	100	78	75.7	87.4	53.5	100.5	99.6
Rowe Elementary	*	97.1	87.4	87.5	87.4	43.7	86.3	79.8
UCCS	99.4	*	83.2	82	77.7	49.1	101.3	98.9
UNO	99.5	99.3	95.5	96.5	77.8	49	102.5	101.7
Urban Prep - Bronzeville	100	100	77.2	73.7	N/A	27.5	N/A	N/A
Urban Prep – Englewood	100	100	81.3	84.6	19.2	26.8	N/A	N/A
Urban Prep - West	100	100	93.5	87.2	27.4	19.7	N/A	N/A
YWLCS	94.7	95.4	90.7	84.1	53.4	22.1	97.1	85.7
YCCS	98.4	98.5	93.3	91.7	7.8	6.6	N/A	N/A
HSA - BELMONT								

Charter School	Percent Minority		Percent Low-Income		Overall Meet/Exceed % – All State Tests		Academic Growth	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Reading	Math
HSA – MCKINLEY PARK								
BEARDSTOWN CUSD 15	54.1	55.2	75	77.8	63.9	35.4	102.4	95.5
Beardstown Charter	22.6	19.4	*	*	*	*	N/A	N/A
CUSD 300	46.5	47.1	39.4	43.9	79.6	58.9	103.8	99.9
Cambridge Lakes	45.9	48.2	16.3	25.4	89.2	66.6	104.2	105.3
DECATUR SD 61	59.1	60	66.1	74.8	65.2	39.9	97.1	94.5
Robertson	96.4	95.5	25.1	84.8	76.7	52.5	107.4	98.3
EAST ST. LOUIS SD 189	99.5	99.5	97.2	98.3	57	18.1	81.5	79.7
SIUE - East St. Louis Charter School	100	100	74.3	100	29.3	20.6	N/A	N/A
Tomorrow's Builders	*	*	52.5	*	0.0	*	N/A	N/A
JACKSONVILLE SD 117	18.1	19.2	55	58	76.4	53.4	100.8	97.6
8 Points	47.0	36.5	83.1	83.3	56.6	25.5	85.1	84.3
MCLEAN CUSD 5	31.2	32.1	28.6	30.5	84.3	68.3	104.7	103
YouthBuild McLean County	*	62.8	60.0	67.4	N/A	*	N/A	N/A
NORTH CHICAGO SD 187	93.1	93.5	77.6	86	54.7	26	94.1	91.5
L.E.A.R.N. 6 – North Chicago		83.5		70.6		59	111.4	110.7
PEORIA SD 150	75	75.7	68.9	69.3	63.9	40.6	94.9	95.7
Quest	78.6	78.5	28.1	41.1	80.3	48.6	97.8	96.6
FREMONT SD 79	28.8	27.5	7.8	7.6	93.5	76.8	108.4	103.4
WOODLAND CCSD 50	48.8	50.7	29.1	30.2	85.5	63	101.1	101.6
PRAIRIE CROSSING	24	21.3	*	*	96.7	83.4	108	106.2
ROCKFORD SD 205	65.7	66	78.7	78.8	64	41	95.8	97.5
CICS Jackson (f/k/a Rockford Patriots)	88.6	89.4	57.1	50.4	48.5	18.5	89.3	77.1
Galapagos - Rockford	90.2	88.6	92.5	90.1	67.4	40.9	101.2	103

Charter School	Percent Minority		Percent Low-Income		Overall Meet/Exceed % – All State Tests		Academic Growth	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Reading	Math
Legacy – Rockford	84.9	83.7	86.1	88.2	60	31.6	105	96.7
RICH TOWNSHIP HSD 227	96.2	96.2	74.6	75.9	31.3	29.8	N/A	N/A
SOUTHLAND COLLEGE PREP	*	*	60.6	55.9	N/A	47	N/A	N/A
SPRINGFIELD SD 186	50.9	51.8	60	61.2	69.3	48.1	99.7	99.2
Springfield Ball Charter	53.1	54.9	50.7	53.6	85	51.3	99.9	98.6

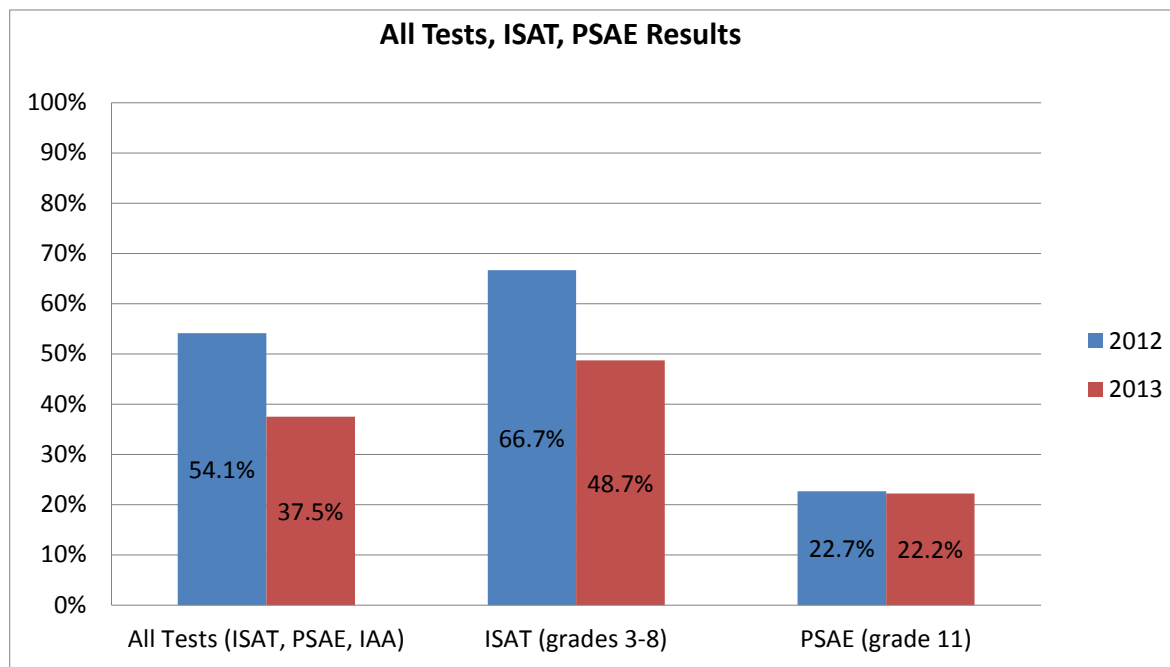
\* Redacted due to cell size

**Table 5D: ISAT and PSAE School and District Comparison**

Charter School	Enrollment		Test Taken	Overall Meet/Exceed % – ISAT		Overall Meet/Exceed % – PSAE	
	2012	2013		2012	2013	2012	2013
CPS District 299	400,931	395,071	ISAT/PSAE	74.8	49.1	32	34.7
AGC	246	293	ISAT	76.8	52.8	N/A	N/A
Alain Locke	588	584	ISAT	86.5	68.6	N/A	N/A
Amandla	344	310	ISAT	71.7	32.8	N/A	N/A
ACE Tech	502	468	PSAE	N/A	N/A	17.3	26.7
Aspira	1,483	1,454	ISAT/PSAE	69.3	46.1	21.3	15.6
Betty Shabazz	995	917	ISAT/PSAE	68.5	36.3	6.9	13.8
Bronzeville Lighthouse	454	468	ISAT	74.8	39.4	N/A	N/A
Catalyst - Circle Rock	520	525	ISAT	72.5	37.7	N/A	N/A
Catalyst - Howland	507	493	ISAT	57.2	24.3	N/A	N/A
Catalyst - Maria		557	ISAT		36		N/A
Chicago Collegiate							
CICS	8,879	8,793	ISAT/PSAE	78	46.4	23.4	29.1
CMSA	588	589	ISAT/PSAE	81.2	45.1	40.8	48.6
Chicago Talent	206	276	PSAE	N/A	N/A	*	5.2
Chicago Virtual	590	594	ISAT/PSAE	78.9	62	35.5	36.7
Christopher House							
EPIC	362	481	PSAE	N/A	N/A	15.2	15
Erie Elementary	350	414	ISAT	79.7	48.2	N/A	N/A
Frazier Prep							
Galapagos – Chicago	350	341	ISAT	63.6	35.2	N/A	N/A
Henry Ford Academy	454	338	PSAE	N/A	N/A	7.1	17.8
IHSCA Charter High	336	532	PSAE	N/A	N/A	N/A	23.9
IJLA Charter High		160	PSAE		N/A		14.9
Intrinsic							
KIPP Ascend	546	661	ISAT	75.6	43	N/A	N/A
KIPP Chicago (f/k/a ACT)		78	ISAT		34		N/A
Kwame Nkrumah	214	243	ISAT	83.6	61.7	N/A	N/A
L.E.A.R.N.	1,888	2,055	ISAT	80.4	49.9	N/A	N/A
Legacy – Chicago	512	503	ISAT	82.1	50.5	N/A	N/A
Legal Prep		194	None		N/A		N/A
Montessori Englewood		91	None		N/A		N/A
Namaste	452	465	ISAT	87.8	61.8	N/A	N/A
Noble Street	6,544	7,842	ISAT/PSAE	87.9	75.4	54.8	55.9

Charter School	Enrollment		Test Taken	Overall Meet/Exceed % – ISAT		Overall Meet/Exceed % – PSAE	
	2012	2013		2012	2013	2012	2013
North Lawndale	875	863	PSAE	N/A	N/A	25.3	20.7
Passages	424	418	ISAT	83.1	58.6	N/A	N/A
Perspectives	2,313	2,211	ISAT/PSAE	73.5	41.6	22.1	24.2
Polaris	335	381	ISAT	80.3	47.2	N/A	N/A
Prologue – Joshua Johnston	190	198	PSAE	N/A	N/A	*	5.6
Providence Englewood	404	452	ISAT	87.4	53.5	N/A	N/A
Rowe Elementary	349	481	ISAT	87.4	43.3	N/A	N/A
UCCS	1,707	1,799	ISAT/PSAE	81.3	50.6	23.8	27.5
UNO	5,373	6,518	ISAT/PSAE	79.2	49.4	40.2	39.2
Urban Prep - Bronzeville	268	403	PSAE	N/A	N/A	N/A	27.5
Urban Prep – Englewood	482	493	PSAE	N/A	N/A	19.2	26.8
Urban Prep - West	370	415	PSAE	N/A	N/A	26.6	19.7
YWLCS	323	345	ISAT/PSAE	67.1	25	29.1	17.6
YCCS	3,699	3,763	PSAE	N/A	N/A	7.8	6.6
HSA – BELMONT							
HSA – MCKINLEY PARK							
BEARDSTOWN CUSD 15	1,439	1,479	ISAT/PSAE	69.3	36.1	28.4	29.8
Beardstown Charter	31	36	PSAE	N/A	N/A	*	*
CUSD 300	20,566	20,525	ISAT/PSAE	84.1	59.3	49.8	54.9
Cambridge Lakes	738	827	ISAT	89.2	66.8	N/A	N/A
DECATUR SD 61	8,547	8,613	ISAT/PSAE	69.1	40.4	30.5	28.5
Robertson	335	376	ISAT	76.7	52.5	N/A	N/A
EAST ST. LOUIS SD 189	6,820	6,392	ISAT/PSAE	64.3	18.2	8.7	10.6
SIUE - East St. Louis Charter	109	118	PSAE	N/A	N/A	29.3	18.2
Tomorrow's Builders	80	63	PSAE	N/A	N/A	0	*
JACKSONVILLE SD 117	3,462	3,419	ISAT/PSAE	80.8	54.5	47.5	40.5
8 Points	83	96	ISAT	56.6	25.5	N/A	N/A
MCLEAN CUSD 5	13,214	13,538	ISAT/PSAE	87.9	69.3	62.9	62.4
YouthBuild McLean County	45	43	PSAE	N/A	N/A	N/A	*
NORTH CHICAGO SD 187	3,814	3,681	ISAT/PSAE	58.2	27.2	17.4	15.1
L.E.A.R.N. 6 – North Chicago		248	ISAT		59		N/A
PEORIA SD 150	14,042	13,976	ISAT/PSAE	68.9	40.3	31.2	39
Quest	299	377	ISAT	80.3	48.6	N/A	N/A
FREMONT SD 79	2,206	2,213	ISAT	93.8	76	N/A	N/A
WOODLAND CCSD 50	6,549	6,508	ISAT	85.8	62.9	N/A	N/A
PRAIRIE CROSSING	391	390	ISAT	96.7	83.4	N/A	N/A
ROCKFORD SD 205	26,980	27,249	ISAT/PSAE	67.6	40.9	35	38.6
CICS Jackson (f/k/a Rockford Patriots)	350	395	ISAT	48.5	18.4	N/A	N/A
Galapagos - Rockford	255	273	ISAT	67.4	40.9	N/A	N/A
Legacy – Rockford	337	381	ISAT	60	31.6	N/A	N/A
RICH TOWNSHIP HSD 227	3,905	3,656	PSAE	N/A	N/A	30.4	29.1
SOUTHLAND COLLEGE PREP	249	370	PSAE	N/A	N/A	N/A	47
SPRINGFIELD SD 186	14,328	14,367	ISAT/PSAE	73	48.8	39.5	40.6
Springfield Ball Charter	377	377	ISAT	85	51.3	N/A	N/A

**Table 5E: Percentage of Charter Schools with a Meet & Exceed Rate Greater than or Equal to the District's Rate**



Another interesting way to slice the data is to look at the percent of schools in various categories making gains when compared to a statewide control group. Table 5F below shows average statewide gains from 2012 to 2013 in the “all students” category and by subgroups. Against this control group, schools that had gains in reading and math from 2012 to 2013 that exceeded the statewide control group gains in the “all students” category *and* in each subgroup are considered “making progress.” Among (1) Schools in Federal Improvement Status, (2) All Non-Charter Schools, and (3) Charter Schools, the charter school group had the highest percentage of schools making progress in both reading and math.

### Reading

- Schools in Federal Improvement Status: 1,574 schools with 2012 and 2013 data/266 schools making progress = **16.9%** of Schools in Federal Improvement Status made progress from 2012 in “all students” group and each subgroup.
- Non-Charter Schools: 3,603 schools with 2012 and 2013 data/639 schools making progress = **17.7%** of Non-Charter Schools made progress from 2012 in “all students” group and each subgroup.
- Charter Schools: 48 schools with 2012 and 2013 data/9 schools making progress = **18.8%** of Charter Schools made progress from 2012 in “all students” group and each subgroup.

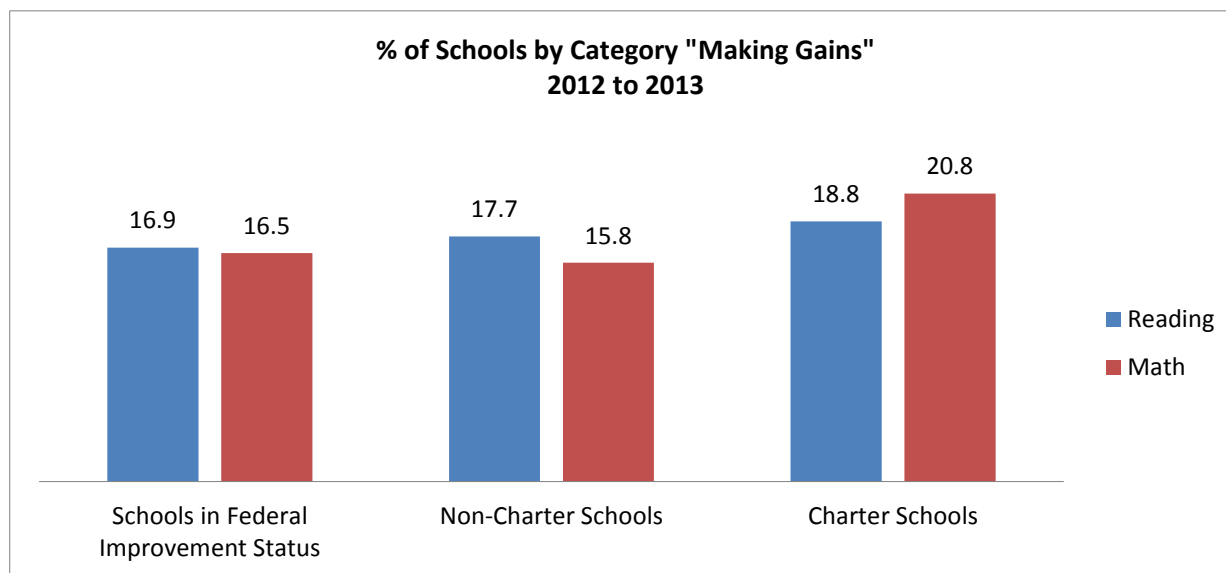
## Math

- Schools in Federal Improvement Status: 1,574 schools with 2012 and 2013 data/260 schools making progress = **16.5%** of Schools in Federal Improvement Status made progress from 2012 in “all students” group and each subgroup.
- Non-Charter Schools: 3,603 schools with 2012 and 2013 data/569 schools making progress = **15.8%** of Non-Charter Schools made progress from 2012 in “all students” group and each subgroup.
- Charter Schools: 48 schools with 2012 and 2013 data/10 schools making progress = **20.8%** of Charter Schools made progress from 2012 in “all students” group and each subgroup.

**Table 5F: Average Statewide School Gains '12 to '13 in “All Students” Category and Subgroups**

*Statewide Control Group:*

Student Group	Reading	Math
Overall	0.8	-0.9
White	0.7	-1.0
Black	1.3	-0.7
Hispanic	0.5	-0.4
Asian	1.1	-0.2
Native American	1.3	-2.5
Multi-Racial	0.8	-0.6
ELL	-1.1	-1.4
Migrant	5.3	-0.8
IEP	0.1	-0.8
Economically Disadvantaged	1.0	-0.5



**Table 5G: Student Retention and Graduation <sup>x</sup>**

The data below is self-reported by charter schools on the annual surveys, and graduation percentages come from the statewide Student Information System.

Charter School	# Students Transferring to Another School Within the District		# Students Transferring to Another School Outside the District		# Students No Longer Attending School		4-Year Graduation Rate <sup>xi</sup>	
	2012	2013	2012	2013	2012	2013	2012	2013
<b>CPS DISTRICT 299</b>	Student Mobility 2012: 18.4% Student Mobility 2013: 19.0%						68.5	69.7
<b>AGC</b>	N/R	*	N/R	*	N/R	0	N/A	N/A
<b>Alain Locke</b>	22	35	18	10	0	0	N/A	N/A
<b>Amandla</b>	49	53	19	53	*	0	N/A	N/A
<b>ACE Tech</b>	34	*	14	32	0	*	81.4	90.9
<b>Aspira</b>	46	Campus-level data	*	Campus-level data	14	Campus-level data	71	61.9
<b>Betty Shabazz</b>	Campus-level data	N/R	Campus-level data	N/R	Campus-level data	N/R	71.7	74
<b>Bronzeville Lighthouse</b>	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A
<b>Catalyst - Circle Rock</b>	28	17	22	15	0	0	N/A	N/A
<b>Catalyst – Howland</b>	31	68	84	28	N/R	N/A	N/A	N/A
<b>Catalyst – Maria</b>		*		10		13		N/A
<b>Chicago Collegiate</b>								
<b>CICS</b>	697	659	232	279	10	150	85	83.6
<b>CMSA</b>	N/R	N/R	N/R	N/R	N/R	N/R	64.5	72.9
<b>Chicago Talent</b>	*	14	*	*	0	0	N/A	76.1
<b>Chicago Virtual</b>	95	32	29	22	*	11	33.3	18.8
<b>Christopher House</b>								
<b>EPIC</b>	28	76	11	30	14	16	N/A	77.3
<b>Erie Elementary</b>	12	*	38	20	N/A	0	N/A	N/A
<b>Frazier Prep</b>								
<b>Galapagos – Chicago</b>	30	57	12	*	N/R	0	N/A	N/A
<b>Henry Ford Academy</b>	N/R	N/R	N/R	N/R	N/R	N/R	0	6.8
<b>Intrinsic</b>								
<b>IHSCA Charter High</b>	23	22	*	*	N/R	0	N/A	N/A
<b>IJLA Charter High</b>		*		*		49		6.5
<b>KIPP Ascend</b>	45	31	18	74	0	0	N/A	N/A
<b>KIPP Chicago (f/k/a ACT)</b>		*		*		0		N/A
<b>Kwame Nkrumah</b>	N/R	34	27	15	N/R	*	N/A	N/A
<b>L.E.A.R.N.</b>	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	N/A	N/A
<b>Legacy – Chicago</b>	43	77	15	25	N/A	N/R	N/A	N/A
<b>Legal Prep</b>		24		17		23		N/A
<b>Montessori Englewood</b>		12		N/R		N/R		N/A
<b>Namaste</b>	*	*	17	13	0	N/R	N/A	N/A
<b>Noble Street</b>	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	90.4	87.3
<b>North Lawndale</b>	108	Campus-level data	18	Campus-level data	*	Campus-level data	87.2	88.6



Charter School	# Students Transferring to Another School Within the District		# Students Transferring to Another School Outside the District		# Students No Longer Attending School		4-Year Graduation Rate <sup>xi</sup>	
	2012	2013	2012	2013	2012	2013	2012	2013
Passages	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A
Perspectives	298	285	110	98	50	38	13.2	79.5
Polaris	12	15	*	*	0	0	N/A	N/A
Prologue–Joshua Johnston	31	43	*	*	N/R	21	34.5	24.4
Providence Englewood	33	57	12	*	0	N/A	N/A	N/A
Rowe Elementary	14	11	*	*	0	0	N/A	N/A
UCCS	75	131	30	76	46	N/R	85.5	72.9
UNO	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	0.9	95
Urban Prep – Bronzeville	19	12	11	*	*	*	N/A	N/A
Urban Prep – Englewood	14	37	*	10	13	*	0	70.3
Urban Prep - West	37	18	18	15	*	*	N/A	66
YWLCS	59	60	*	17	0	0	76.4	86
YCCS	441	516	79	69	1,756	1,763	25.8	29.7
HSA – BELMONT								
HSA – MCKINLEY PARK								
BEARDSTOWN CUSD 15	Student Mobility 2012: 34.3% Student Mobility 2013: 24.9%						77.3	76.2
Beardstown Charter	*	*	*	*	25	18	41.4	42.9
CUSD 300	Student Mobility 2012: 11.9% Student Mobility 2013: 9.3%						87.8	88.7
Cambridge Lakes	21	31	42	16	0	0	N/A	N/A
DECATUR SD 61	Student Mobility 2012: 24.1% Student Mobility 2013: 16.9%						60.4	66.2
Robertson	*	*	*	*	0	0	N/A	N/A
EAST ST. LOUIS SD 189	Student Mobility 2012: 19.7% Student Mobility 2013: 23.1%						61.9	65.4
SIUE - East St. Louis Charter School	*	*	N/R	0	N/R	0	86.7	96.4
Tomorrow's Builders	*	*	*	*	*	*	32.3	*
JACKSONVILLE SD 117	Student Mobility 2012: 22.0% Student Mobility 2013: 18.8%						85	88.5
8 Points	37	*	*	*	0	*	N/A	N/A
MCLEAN CUSD 5	Student Mobility 2012: 13.2% Student Mobility 2013: 13.0%						83.9	85.4
YouthBuild McLean County	N/R	0	N/R	*	16	10	0	30.8
NORTH CHICAGO SD 187	Student Mobility 2012: 40.5 Student Mobility 2013: 38.9						58.3	63.3
L.E.A.R.N. 6 – North Chicago		*		24		N/R		N/A
PEORIA SD 150	Student Mobility 2012: 55.0% Student Mobility 2013: 29.7%						69.4	71
Quest	*	36	*	24	0	10	N/A	N/A
FREMONT SD 79	Student Mobility 2012: 5.1% Student Mobility 2013: 4.1%						N/A	N/A
WOODLAND CCSD 50	Student Mobility 2012: 5.6% Student Mobility 2013: 6.5%						N/A	N/A
PRAIRIE CROSSING	*	11	12	*	N/A	*	N/A	N/A
ROCKFORD SD 205	Student Mobility 2012: 15.8% Student Mobility 2013: 14.5%						61.7	63.6
CICS Jackson (f/k/a Rockford	*	15	19	*	0	0	N/A	N/A

Charter School	# Students Transferring to Another School Within the District		# Students Transferring to Another School Outside the District		# Students No Longer Attending School		4-Year Graduation Rate <sup>xi</sup>	
	2012	2013	2012	2013	2012	2013	2012	2013
Patriots)								
Galapagos - Rockford	77	35	*	14	0	0	N/A	N/A
Legacy – Rockford	21	76	*	*	0	0	N/A	N/A
RICH TOWNSHIP HSD 227	Student Mobility 2012: 19.4% Student Mobility 2013: 21.4%						86.5	85.9
SOUTHLAND COLLEGE PREP	0	0	15	44	0	0	N/A	N/A
SPRINGFIELD SD 186	Student Mobility 2012: 29.9% Student Mobility 2013: 19.5%						68.2	67.3
Springfield Ball Charter	*	*	*	11	0	0	N/A	N/A

\* Redacted due to cell size

### Charter Network Snapshot

Charter School	Charter Campus	# Students Transferring to Another School Within the District		# Students Transferring to Another School Outside the District		# Students No Longer Attending School	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
CPS DISTRICT 299	Student Mobility 2012: 18.4% Student Mobility 2013: 19.0% 4-Year Graduation Rate 2012: 68.5% 4-Year Graduation Rate 2013: 69.7%						
ASPIRA	Early College H.S.	31	78	*	*	*	19
	Haugan Middle	12	56	*	15	16	0
	Mirta Ramirez	*	116	*	24	*	29
Betty Shabazz	Barbara Sizemore	N/R	N/R	N/R	N/R	N/R	N/R
	Betty Shabazz Academy	N/R	N/R	N/R	N/R	N/R	N/R
	DuSable Leadership	N/R	N/R	N/R	N/R	N/R	N/R
CICS	Avalon	N/R	38	N/R	13	N/R	N/A
	Basil	N/R	120	N/R	33	N/R	N/A
	Bucktown	N/R	15	N/R	*	N/R	0
	ChicagoQuest	N/R	30	N/R	0	N/R	0
	Irving Park	N/R	N/A	N/R	N/A	N/R	0
	Larry Hawkins	N/R	11	N/R	35	N/R	46
	Lloyd Bond	N/R	60	N/R	35	N/R	95
	Longwood	N/R	229	N/R	77	N/R	*
	Loomis Primary	N/R	N/R	N/R	N/R	N/R	N/R
	Northtown	N/R	19	N/R	22	N/R	*
	Prairie	N/R	*	N/R	21	N/R	0
	Ralph Ellison	N/R	58	N/R	34	N/R	0
	Washington Park	N/R	77	N/R	*	N/R	N/R
	West Belden	N/R	10	N/R	*	N/R	N/R
	Wrightwood	N/R	43	N/R	23	N/R	0
L.E.A.R.N.	Charles Campbell	36	87	*	*	0	N/R
	Excel	17	23	24	38	*	N/R
	Hunter Perkins	*	0	12	*	20	N/R
	Romano Butler	48	98	17	*	20	N/R
	South Chicago	N/R	78	N/R	27	N/R	N/R
Noble Street	Bulls College Prep	105	54	21	23	17	*
	DRW College Prep		18		*		*
	G Comer College Prep	76	N/R	17	N/R	11	N/R
	Golder College Prep	41	10	20	*	*	*

Charter School	Charter Campus	# Students Transferring to Another School Within the District		# Students Transferring to Another School Outside the District		# Students No Longer Attending School	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
	Hansberry College Prep		26		*		0
	Johnson College Prep	56	28	14	13	16	*
	Muchin College Prep	40	36	11	13	15	*
	Noble St. College Prep	26	13	*	*	*	*
	Pritzker College Prep	39	16	10	*	*	0
	Rauner College Prep	27	13	*	*	10	*
	Rowe-Clark Academy	58	19	23	17	12	*
	UIC College Prep	63	19	26	10	*	*
North Lawndale	Christiana	N/R	40	N/R	19	N/R	*
	Collins	N/R	39	N/R	27	N/R	*
UCCS	Donoghue	20	28	17	22	*	N/R
	North Kenwood	0	*	0	*	0	N/R
	Woodlawn	43	52	*	30	18	N/R
	Woodson	12	44	*	15	18	N/R
UNO	Bartolome de las Casas	11	15	*	*	0	0
	Carlos Fuentes	*	44	*	24	0	0
	Esmeralda Santiago	29	34	*	*	0	0
	Maj. Hector P. Garcia	33	65	*	10	0	0
	Ofc. Donald J. Marquez	13	17	10	*	0	0
	Rufino Tamayo	*	*	*	*	0	0
	Octavio Paz	29	55	18	32	0	0
	PFC Omar Torres	*	21	12	19	0	0
	Roberto Clemente		19		*		0
	Rodgers Park Elem.		60		24		0
	Sandra Cisneros	21	31	10	17	0	0
	Soccer Academy	*	13	*	18	0	0
	SPC Daniel Zizumbo	10	12	13	21	0	0

\* Redacted due to cell size    N/R – not reported

## Section 5.1 – CREDO’s Research on Illinois Charter Schools

The Center for Research on Education Outcomes (CREDO) is an independent education research organization based at Stanford University. The organization conducts extensive research and statistical analyses to guide and inform educators and policymakers on the effectiveness of education initiatives.

In spring 2013, the Illinois State Board of Education and CREDO entered into a partnership to examine the performance of Illinois charter schools. ISBE provided historical sets of student-level administrative records and assisted with any technical issues related to the data. However, CREDO used its own methodologies to analyze the data and developed its findings and conclusions totally independently. CREDO has done the same work in other states, which will allow the performance of Illinois charters to be benchmarked against charter school performance nationally and in other states. A summary of the Illinois report is provided herein.<sup>xii</sup>

### Methodology

The study compares the academic progress of students enrolled in Illinois charter schools to students enrolled in traditional public schools (hereinafter referred to as TPS). To make this comparison, the CREDO researchers created a “Virtual Control Record” (VCR) for each charter school student. A VCR is a synthesis of the academic performance of those students who are “identical” (virtual twins) to the charter student across certain demographics, with the exception of the school attended; the VCR is composed of students who attend the traditional public schools that feed into the charter school attended by the charter school student. The demographics used by the CREDO researchers to identify virtual twins include grade-level, gender, race/ethnicity, free or reduced-price lunch status, English Language Learning status, special education status, and test scores on the Illinois achievement tests for the year prior to the test year of interest. The year-of-interest test scores of a given charter student’s “twin” are then averaged to create the virtual twin or VCR. The result is a paired comparison of growth in a charter school against growth in the traditional public school setting.

The report evaluates the average one-year growth of charter school students, relative to the VCR-based comparison. Each one-year growth score is calculated by comparing the test score from the spring of one year with the test score from the following spring. Test scores are then converted to “bell curve” standardized scores to make year-to-year computations of growth. Scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation to the bell curve. (A z-score of zero denotes a student at the 50<sup>th</sup> percentile in the state). Each score is then transformed to a measure of deviation around that new score of 0, so that scores that fell below the original average score are expressed as negative numbers and those above it are given positive values. New values are assigned so that in every subject-grade-year test, 68 percent of the former scores fall within a given distance, referred to as the standard deviation. A growth score is then calculated from these z-scores. A student who maintains his relative place from year to year would have a growth score of zero; students who make larger gains relative to their peers will have positive growth scores; and students who make smaller academic gains than their peers will have negative growth scores in that year.

For the analysis, the researchers followed 18,689 charter school students from 65 charter school campuses across three growth periods. Students were drawn from grades 3 through 8, since these are the continuous grades covered by the Illinois achievement-testing program for reading and

math. Using the methodology above, researchers identified a VCR for 92 percent of the tested charter school students in both reading and math.

### **Findings**

Data is analyzed in growth by unit of standard deviations, for purposes of statistical accuracy. While the researchers transformed these results to more accessible units (i.e., “gain in months of learning”) they caution that this transformation is challenging and cannot be done with a high degree of precision. Therefore, their translation of various outcomes “should be interpreted cautiously.” The researchers made the following general findings:

- Charter students in Illinois gain an approximate additional two weeks of learning in reading over their TPS counterparts. In math, the advantage for charter students is about one month of additional learning in one school year.
- For growth periods 2010, 2011 and 2012, charter students learned “significantly more” in reading than their virtual peers in two of the three periods analyzed. Charter students learned significantly less in reading than their virtual peers in reading in the 2012 growth period. The researchers found that this negative growth was partially explained by the performance of new charter schools, but they could not fully explain the departure from the growth trend. Conversely, growth results were positive and significant for all three periods of math, meaning that charter students learned significantly more than their virtual peers in math in all three growth periods analyzed.
- The researchers analyzed charter impacts for students at schools that work with a charter management organization (CMO) in comparison to schools with no CMO affiliation. They found that in reading, students in CMO-affiliated charter schools learn significantly more than their TPS counterparts, but students in charter schools not affiliated with a CMO receive no learning gains or losses compared to their TPS counterparts. Students in both CMO and non-CMO charters were found to learn significantly more than their TPS peers in math.

The researchers also evaluated the impact of charter schools on certain subgroups of students. They found the following:

- **Race**
  - Black and Hispanic students in both TPS and charter schools have significantly smaller learning gains in reading than the “average white student” in TPS. There is no significant benefit or loss in reading based on attendance in a charter school.
  - Black and Hispanic students in traditional public schools have significantly smaller learning gains in math than average white students in TPS.
  - Hispanic students in charter schools have significantly higher growth than both white and Hispanic students in TPS. According to the researchers, this result means “Illinois charter schools have erased the learning gap and are closing the achievement gap for Hispanic students in math.”

- **Poverty**

- Students in poverty perform significantly worse than their non-poverty peers, whether they attend a TPS or a charter school. When comparing students in poverty in TPS to students in poverty in charter schools, the researchers found that students in poverty who are enrolled in charter schools performed significantly better in reading compared to students in poverty in TPS. Learning gains in math were similar whether the student attended a charter school or a TPS.

- **Special Education**

- The researchers noted that due to the small numbers of test special education students, results should be viewed with an extreme amount of caution and skepticism. With that caveat, the researchers found that special education students enrolled in both TPS and charter schools performed significantly worse than students not receiving special education services, and had similar learning gains whether they attended a charter or TPS.

- **English Language Learners (ELL Students)**

- The researchers found that ELL students enrolled in both TPS and charter schools performed significantly worse than native/fluent English speakers in both reading and math. There was no significant difference in performance noted among ELL students between the TPS and charter sectors.

- **School-Level Analysis**

- In reading, 20 percent of charter schools perform significantly better than their traditional public school market; in math, 37 percent of charter schools perform significantly better than their traditional public school market. These numbers are better than the national average proportion of better-performing charters (17%). However, 21 percent of charter schools have academic growth that is significantly worse than TPS in both reading and math.
- Nearly 41 percent of Illinois charter schools have below-average growth and below-average achievement in reading, and the same is true for nearly 37 percent of the charter schools in math.
- In both reading and math, a majority of charter schools have academic growth that is above their market average. For reading the proportion is about 56 percent and for math it exceeds 61 percent. If these trends continue, the researchers project that the share of schools that lag behind the statewide average for absolute achievement will decline.

## **6. Suggested Statutory Changes**

The biennial report must include “suggested changes in State law necessary to strengthen charter schools.” To address this required element, charter schools were asked to review a list of suggested amendments to the Illinois Charter Schools Law and indicate which suggested amendments they would support. As evidenced from the below chart, the number one requested amendment by charter schools—cited by 46 of 50 charter schools responding to the 2011-2012 survey, and 48 of 55 charter schools responding to the 2012-2013 survey—is to mandate at least 100 percent per capita funding from the authorizer.

Under the law, charter schools must receive not less than 75 percent and not more than 125 percent of the school district’s per capita student tuition, multiplied by the number of students enrolled in the charter school who are residents of the school district. All four state-authorized charter schools—Prairie Crossing Charter School, Southland College Prep Charter High School, and the Horizon Science Academies—receive a reimbursement rate of 100 percent of the resident school district’s per capita student tuition. On surveys returned by charter schools, CPS charter schools indicated that they receive toward the bottom end of the statutory range for per capita funding, or in some cases reported a belief that they receive less per capita funding than is required by statute. Outside of Chicago, the per capita funding provided to charter schools varies considerably from district to district, from the lowest-possible funding level (75 percent reimbursement in East St. Louis) to 100 percent tuition reimbursement in CUSD 300, Decatur SD 61, McLean County USD 5, North Chicago SD 187, and Rockford SD 205.

The Charter Schools Law provides for transition impact aid for school districts during the initial term of a new charter school, in order to offset the impact of the charter school on the district’s budget. Specifically, the law provides that a school district with a new charter school is entitled to receive aid equal to 90 percent of the per capita funding paid to the charter school during the first year of its initial charter term, 65 percent of the per capita funding paid to the charter school during the second year of its initial term, and 35 percent of the per capita funding paid to the charter school during the third year of its initial term. Unfortunately, because of the current fiscal climate, transition impact aid has not been available to school districts since fiscal year 2009. The absence of transition impact aid may in part account for lower charter funding levels and the reluctance of school districts outside of Chicago, especially smaller school districts, to consider a charter option for their districts.

Survey respondents also indicated in high numbers that they would support a change in the Charter Schools Law to provide additional operational funding in the forms of facilities financing, transportation funding, and state start-up grants.

Under the category of “authorization” a large number of charter schools (31 schools in 2012 and 35 schools in 2013) indicated their support for a change in the law that would allow authorizers to renew charter schools for terms of up to 10 years. The Charter Schools Law currently provides that a charter school may be renewed in terms of up to 5 years.

Finally, and not surprisingly, many charters indicated their support for changes to the law that would allow for the further expansion of charter schools, either through increasing the cap to allow more charter schools to open, or allowing all schools to expand to multiple campuses without applying for new charters.



**Table 6A: Suggested Statutory Changes**

Suggested Amendment		Number of Charters Requesting Change	
		2011-2012 (50)	2012-2013 (55 <sup>xiii</sup> )
<b>Charter School and Authorizer Finances</b>			
1	Mandate at least 100% per capita funding from the authorizer.	46	48
2	Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.	30	34
3	Increase the amount of state start-up grants to \$1,000 per enrolled student.	33	30
4	Provide state grants to all schools, including those in renewal periods.	26	28
5	Allow charter school revolving loan repayment after initial charter term.	15	14
6	Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.	24	25
7	Allocate funds to provide incentive grants to districts that approve charter schools.	17	21
8	Providing transportation funding.	32	36
9	Provide facilities financing.	40	38
10	Prohibit districts from charging rent for district buildings used by charter schools.	26	27
<b>Admissions/Enrollment</b>			
1	Allow children classified as “at-risk” to have preference in the lottery in all charter schools.	13	5
2	Allow children of employees to attend regardless of their home district.	23	22
3	Allow additional enrollment preferences (specify).	11	8
<b>Authorization</b>			
1	Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.	25	28
2	Allow statewide RFPs for charter schools.	17	20
3	Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.	2	2
4	Permit authorizers to renew charter schools for up to 10 year terms.	31	35
<b>Expansion of Charter Schools</b>			
1	Increase the cap to allow more charter schools to open.	27	28
2	Allow multiple campuses for all schools.	24 <sup>xiv</sup>	26
3	Prohibit multiple campuses for all schools.	1	1
<b>Increased Autonomy/Flexibility</b>			
1	Remove the requirement that charter schools give the same standardized tests as the authorizing district.	13	15
2	Eliminate the teacher certification requirements included in Public Act 093-0003 and 096-0105.	13	16
3	Allow for-profit management companies for all schools.	5	3
	<i>Other :</i>	0	1

## **7. Charter Authorizing Organizations in Illinois**

The term “charter school authorizer” is generally understood as an entity authorized under a state’s laws to review charter school proposals, decide whether to approve or reject them, enter into charter contracts with charter school applicants, oversee charter schools, and decide whether to renew, not renew, or revoke a charter. Each state with a charter law allows for different entity types to act in this capacity, ranging from local school boards, to universities, to municipal officials such as the Mayor of Indianapolis.

In Illinois, local school boards are the primary authorizers of charter schools. The Illinois State Charter School Commission, an independent state commission with statewide chartering jurisdiction and authority, serves an appellate function and can authorize a charter school on appeal that was denied, revoked, or not renewed by a local school board. The Commission can also authorize charter schools that were approved by referendum vote.

Authorizer powers and duties are defined in the Charter Schools Law as follows: soliciting and evaluating charter school applications; approving quality charter applications; declining to approve weak or inadequate charter applications; negotiating and executing sound charter contracts with each approved charter school; monitoring, in accordance with charter contract terms, the performance and legal compliance of charter schools; and determining whether each charter contract merits renewal, nonrenewal, or revocation. Authorizers are required to develop and maintain policies and practices consistent with recognized principals and standards for quality charter authorizing in all of these areas.

Within the 2014 Illinois Charter School Biennial Report, the Illinois State Board of Education seeks to provide information regarding several aspects of the charter school authorizing organizations in the state. The areas of specific interest are listed statutorily as follows:

- 1) The authorizer’s strategic vision for chartering and progress towards achieving that vision;
- 2) The academic and financial performance of all operating charter schools overseen by the authorizer, according to the performance expectations for charter schools;
- 3) The status of the authorizer’s charter school portfolio, identifying all charter schools in each of the following categories: approved (but not yet open), operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened; and
- 4) The authorizing functions provided by the authorizer to the charter schools under its purview, including the authorizer’s operating costs and expenses.

In order to provide a clear and concise snapshot of each authorizing organization in Illinois, the 2014 Report profiles each local school board with at least one charter school, as well as the State Charter School Commission. All information included in these profiles was collected from authorizers on an Authorizer Report Information form, attached hereto as Attachment B. Two local school board authorizers did not submit a report by the statutory deadline: North Chicago Community Unit School District 187 and Rockford School District 205.

**BEARDSTOWN CUSD 15**  
Superintendent – Reggie Clinton  
Authorizer Address – 5500 East 15<sup>th</sup> Street, Beardstown, IL 62618

**Strategic Vision and Progress**

- The strategic vision of this authorizer is as follows: To provide students with an alternative solution for educational and moral growth and arm them with a high school diploma to enable them to lead productive, meaningful lives as adults.
- To achieve this vision and support the charter school, the District offers low building rent, maintenance services, and other services as needed.
- In terms of progress toward achieving its vision, the authorizer reports that 73 charter school students have earned a high school diploma since the charter opened, and at least 90 percent of those students would state that if not for the charter school program, they would not have completed high school.

**Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

**Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	32	1	38
Renewed	—	—	1	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	32	1	38

**Authorizing Functions**

- Negotiating and executing sound charter contracts with each approved charter school.
  - o The governing boards meet to review the program and negotiate contract terms.
- Providing transportation.

**Authorizer's Operating Costs and Expenses**

- This authorizer currently has one (1) FTE designating 10% of his time to authorizing work.
- The authorizer supports its authorizing work through its general operating budget.
- The authorizer reports that it does not maintain a budget dedicated to authorization of charter schools.
- Estimate of authorizer's direct costs for authorizing: \$1000 in fiscal years 2012 and 2013.

## **CITY OF CHICAGO SCHOOL DISTRICT 299**

Chief Innovation and Incubation Officer - Jack Elsey  
Authorizer Address – 125 South Clark, Chicago, Illinois 60603

### **Strategic Vision and Progress**

- The strategic vision of this authorizer is as follows:
  - o To authorize only the highest quality new charter, district, and contract schools and to hold those schools accountable to high standards for academics, governance and fiscal and operational compliance. This authorizer also serves as the primary point of entry to CPS for charter leaders and families of charter students. Ultimately, the Chicago Board of Education's chief goal is to ensure high-quality educational options for students and families in Chicago.
- Many policies are aimed at achieving the above vision. Said policies include:
  - o Defining the term "high-quality charter school" to guide authorization decisions.
    - The authorizer has defined new school criteria and existing charter school expansion criteria. See [www.cps.edu/NEWSCHOOLS/Pages/Process.aspx](http://www.cps.edu/NEWSCHOOLS/Pages/Process.aspx).
    - In making renewal determinations, the authorizer seeks to answer whether the charter school has met the terms set forth in the charter agreement. The authorizer has developed a single-site renewal rubric and the definition of "high quality" is embedded within that criteria.
  - o Promoting the replication and expansion of existing charter schools.
    - If an existing charter school meets the replication criteria and is looking to expand its network to 3 schools or more, that charter can seek to replicate by submitting a streamlined business plan application.
  - o Expanding alternative charter schools.
    - The Options Schools Network, within the Office of Innovation and Incubation, proposes to expand options (alternative) charter school programs by:
      - a) Implementing a new Options Schools Academic Performance Policy to clearly identify the highest performing options charter schools for replication;
      - b) Launching a spring 2014 Options Schools Request for Proposals for new option charter school proposals with a 2015-2016 start year; and
      - c) Seeking applications from high quality options charter schools seeking to expand starting in fall 2014.
- The progress of charter goals under this authorizer is evident in several areas:
  - o CPS Office of New Schools (ONS) is working with SchoolWorks Inc. and New Schools for Chicago to execute its annual renewals and new school authorization processes. They are on track to bring all recommendations to the CPS Board of Education for approval in January and February 2014 (see Section 1.3 of 2014 Biennial Report, "Facts at a Glance," for information regarding number of proposals received in each category of school).
  - o ONS recently finalized clear and transparent criteria and processes through which to invoke revocation for those schools failing to meet the standards outlined in their contracts.

- In August 2013, the Chicago Board of Education approved the School Quality Rating Policy (SQRP) as the framework to assess a campus' academic performance, and hold all CPS campuses to the same performance standards.
- ONS is on track to launch a streamlined compliance document routing system by February 1, 2014, that will allow for more timely monitoring of each charter school's legal compliance.
- ONS is on track to publish FY13 Financial Performance Scorecards by February 1, 2014; launch a financial dashboard; and set the criteria and process through which revocation is invoked when a school fails to meet the financial standards outlined in its contract.
- The Office of Accountability has launched the new Options Schools Academic Performance Policy through the adoption of the School Quality Review Policy.
- The Options Schools Network is on track to launch the spring 2014 Request for Proposals and Material Modification Application process to accept applications for new options school expansion.

### **Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

### **Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	38 (126 campuses)	45,478	41 (135 campuses)	50,200
Renewed	5	—	10	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	1	—	2	—
<b>Total</b>	<b>38</b>	<b>45,478</b>	<b>41</b>	<b>50,200</b>

### **Authorizing Functions**

- Soliciting and evaluating charter applications on a defined cycle as shown in the charter school agreement.
  - The Request for Proposals application requests information that assesses an applicant's academic capacity, operational capacity, fiscal soundness, and parent and community engagement. A team of internal and external experts evaluate proposals using transparent evaluation criteria.
  - ONS, in partnership with New Schools for Chicago, has facilitated the formation and training of Neighborhood Advisory Councils (NACs) in identified priority

communities. The NACs are the primary liaison between the community, CPS, and new charter school development teams.

- Negotiating and executing sound charter contracts with each approved charter school.
  - o CPS uses a template charter agreement, updated annually to reflect current policies, then personalized for each school. The school receives the contract 1-2 months prior to the Board vote for review and negotiations are conducted.
- Conducting formal site visits of all charter schools in the portfolio.
  - o Schools may receive a site visit during the charter renewal process at the end of the contract term. Only schools that fail to meet contractual academic standards in the most recent two years of the contract receive a site visit.
- Conducting a formal renewal process.
  - o The process considers the school's renewal application, annual academic performance, comparison school academic performance, financial accountability program, 5-year budget, renewal site visit (if applicable), special education compliance, facility compliance, parental issues reported to the authorizer, and a governance review, as well as additional information as needed. A comprehensive evaluation team reviews the evidence and creates a term recommendation based on the renewal rubric, with outcome-based conditions as needed. That recommendation is then reviewed by CPS leadership, commented on by the public during a public hearing, and brought before the Board for a vote.
- Centralizing student accounting.
  - o Per their charter agreements, schools are required to use the CPS IMPACT Student Information System for Student Registration, Enrollment and Attendance.
- Providing an information system that details school characteristics and performance.
  - o For the general public, CPS provides information on its website, [www.cps.edu](http://www.cps.edu).
  - o For schools, performance information is available on an internal dashboard.
  - o Annually, each school receives contractual academic, financial and legal compliance performance reports.
- Providing transportation.
  - o CPS's Student Transportation Services provides bus transportation for charter school students with disabilities who are eligible for bus service as a related service per their Individualized Education Program (IEP).
- Adjudicating disputes related to student transfers.
  - o Where there is a dispute between charter-to-charter and charter-to-CPS school, CPS serves as the liaison to make certain that the student is properly enrolled in the school that he/she wishes to attend.
- Treatment of specialized populations (i.e., students with disabilities, English Language Learners, homeless children and youth, etc.).
  - o CPS provides a full continuum of supports and services for students with disabilities; the Office of Diverse Learner Supports & Services provides support and monitoring for charter school programs. CPS supports students in temporary living situations and protects their rights under federal and state law.
- Other: Fiscal monitoring, legal compliance monitoring, resolving parent issues, support and services to charter schools located in a CPS facility.

### **Authorizer's Operating Costs and Expenses**

- This authorizer currently has nine (9) FTE designating their time to authorizing work.
- The authorizer delegates certain core authorization functions to contractors. Specifically, the CPS Office of New Schools partners with SchoolWorks for both the charter renewal and new school Request for Proposals processes.
- The authorizer supports its authorization work solely through its general operating budget.
- The authorizer maintains a budget specific to the authorization of charter schools.
- Estimate of authorizer's direct costs for authorizing:
  - o Fiscal Year 2012 – \$1,802,680.00
  - o Fiscal Year 2013 – \$1,802,680.00



## CUSD 300 CARPENTERSVILLE

Superintendent – Dr. Michael Bregy

Authorizer Address – 300 Cleveland Avenue, Carpentersville, IL 60110

### Strategic Vision and Progress

- The strategic vision of this authorizer is to provide families of the District with a school of choice that facilitates high achievement learning. Northern Kane Educational Corp. (the not-for-profit that manages the school) and the school continually look for ways and means of heightening achievement, as they have in offering blended e-learning.
- To achieve its vision, the authorizer has defined the term “high-quality charter school” to guide authorization decisions. Such definition is embedded within the charter and pursued and controlled by the charter school’s administration.
- To assess its progress toward achieving its vision, the authorizer considers two questions:
  - o Do CUSD 300 families find the “school of choice” an attractive alternative? The authorizer answers this question in the affirmative. Fall enrollment at Cambridge Lakes has 904 seated students and 32 in blended e-learning, for a total enrollment of 936.
  - o Does this school continue to perform well? The authorizer answers this question in the affirmative. Students who graduate from the eighth grade continually perform well in their local high school, and the charter performs as one of the highest achieving schools within the District.

### Academic and Financial Performance

Refer to Section 5 - Charter School Student Performance.

### Charter School Portfolio

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	746	1	837
Renewed	1	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	746	1	837

### Authorizing Functions

- Soliciting and evaluating charter applications on a defined cycle as shown in the charter school agreement.
  - o There are both annual reviews and third-year renewal reviews in place.
- Negotiating and executing sound charter contracts with each approved charter school.

- Conducting formal site visits of all charter schools in the portfolio.
  - o Visits are conducted annually by the District’s safety personnel, and quarterly by finance and special education personnel.
- Conducting a formal renewal process.
  - o The renewal process is undertaken every three years, providing two years for remediation of any known issues and additional study of any changes.
- Centralizing student accounting.
  - o Cambridge Lakes Charter School subscribes to Infinite Campus and all reports are centralized.
- Treatment of specialized populations (i.e., students with disabilities, English Language Learners, homeless children and youth, etc.).
  - o The Charter School generally follows the authorizer’s protocols, except in special education cases where the school follows district protocols and defers to district staff’s judgment as needed.

#### **Authorizer’s Operating Costs and Expenses**

- The authorizer has not assigned any FTE to authorizing work.
- The authorizer does not identify any funding sources that support its authorizing work.
- The authorizer does not maintain a budget dedicated to authorization of charter schools.

## DECATUR PUBLIC SCHOOL DISTRICT 61

Superintendent – Gloria J. Davis

Authorizer Address – 101 West Cerro Gordo St., Decatur, IL 62523

### Strategic Vision and Progress

- Decatur Public School District 61 is not currently actively seeking to expand its charter school programs. The District responds to applications received.
- To support its existing charter school—Robertson Charter School serving grades K through 8—the District responds to requests made by the charter school based upon capacity limitations of the school.

### Academic and Financial Performance

Refer to Section 5 - Charter School Student Performance.

### Charter School Portfolio

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	N/R	1	N/R
Renewed	—	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	N/R	1	N/R

### Authorizing Functions

- Soliciting and evaluating charter applications on a defined cycle as shown in the charter school agreement.
  - o The District evaluates charter applications in timely fashion based upon submission.
- Negotiating and executing sound charter contracts with each approved charter school.
  - o The District's charter contract is negotiated and renewed on cycle as defined in the charter contract. The contract is reviewed by district administration, district legal counsel, and the Decatur School District Board of Education based upon the merits of the charter.
- Conducting formal site visits of all charter schools in the portfolio.
  - o The District conducts periodic site observations. The District has an understood calendar noting specific documents that are to be submitted by the Charter School to the District.
- Conducting a formal renewal process.

- The District's charter contract is negotiated and renewed on cycle as defined in the charter contract. The contract is reviewed by District administration, District counsel, and the Board of Education based upon the merits of the charter.
- Centralizing student accounting.
  - The District enrolls the students in the State's Student Information System (SIS). The District acts as a pipeline for reporting information to SIS. In addition, the District stores the student cumulative folders. Regarding testing issues, individual student scores are funneled through the District; however, the resulting data is reported directly to the Charter School. The District receives the respective summative data.
- Providing an information system that details school characteristics and performance
  - Students at the Charter School are not enrolled in the District's student management system. The student enrollment data is collected and reported to the Illinois State Board of Education for the purpose of General State Aid.
- Treatment of specialized populations (i.e., Students with Disabilities, English Language Learners, Homeless children and youth, etc.).
  - The District provides appropriate services to the Charter School through the Macon-Piatt Special Education District.

#### **Authorizer's Operating Costs and Expenses**

- This authorizer currently has a 0.05 FTE assigned to authorizing work.
- The authorizer delegates legal work to its Legal Counsel: Robbins, Schwartz, Nicolas, Lifton and Taylor.
- The authorizer supports its authorizing work through its general operating budget.
- The authorizer reports that it does not maintain a budget dedicated to authorization of charter schools.

**EAST ST. LOUIS DISTRICT SCHOOL DISTRICT 189**  
Assistant Superintendent – Sue McGown  
Authorizer Address – 1005 State Street, East St. Louis, IL 62201

**Strategic Vision and Progress**

- The strategic vision of this authorizer is to provide an alternative setting for achieving academic success.
  - o Each charter agreement contains a more specific mission statement. The District supports its charter schools as they work diligently to achieve their goals in performance, academic settings, professional development, and school culture.
- Many policies are aimed at achieving the above vision, including but not limited to:
  - o Setting enrollment targets based on targeted performance goals, facility access, and the charter agreement.
  - o Defining the term “high-quality charter school” to guide authorization decisions.
    - The District expects all teachers to be highly qualified in their certification areas, and the District establishes clear expectations for student performance, access to professional development, and metrics to measure criteria set for overall success.
  - o Promoting the replication and expansion of existing charter schools.
    - The District conducts weekly site visits, assigns district teams to each charter for support, provides access to students within the District, and makes its district liaison available to provide overall support.
  - o Promoting conversion of low-performing neighborhood, contract or other school types to charter school status.
    - The District continues to look at a variety of options for overall support of all students. There is an open-door policy that allows access to the District superintendent for charter proposals and conversations about this topic.
  - o Selecting locations for new charter schools based upon need.
  - o Granting preference to charter school proposals with programs not otherwise available in the district.
    - The District will explore viable programs to support East St. Louis students, and demonstrate open access, community involvement, and higher visibility within the community.
- The authorizer’s progress toward achieving its vision is reported as follows:
  - o Student performances indicate growth in reading and math;
  - o Professional development strategies are being implemented in classrooms and witnessed through site visits. Professional development is also documented through Title I funding;
  - o Enrollment continues to be at 90% or higher based on allotment defined in the agreement; and
  - o Staff has been stable for the past two years as evidenced in personnel information.

## **Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

### **Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2011-2012	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	2	191	2	184
Renewed	1 (SIUE-E St. Louis)	—	1 (Tomorrow's Builders)	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	2	191	2	184

### **Authorizing Functions**

- Soliciting and evaluating charter applications on a defined cycle as shown in the charter school agreement.
  - o Evaluation cycles for each charter school are clearly defined in the charter school agreement.
- Negotiating and executing sound charter contracts with each approved charter school.
  - o Based upon the charter school proposal.
  - o Attorney for charter school and District review; District attorney submits contracts to an ISBE attorney, Jennifer Saba.
- Conducting formal site visits of all charter schools in the portfolio.
  - o Formal site visits are conducted in fall and spring of each year of the agreement.
- Conducting a formal renewal process.
  - o Dates are specified in each agreement. Walk-through forms using this process were included in charter and district collaboration. Formal biannual site visits are conducted and used to make decisions during this process. AOIS (now Epicenter) is the data collecting system used to maintain records based upon the agreement.
- Centralizing the lottery for all choice schools.
  - o A lottery has been held at one campus.
- Establishing curriculum and instruction.
  - o The authorizer states that it offers professional development for curriculum and instruction to its charters and further makes curriculum maps available to its charters.
- Centralizing student accounting.
  - o AOIS and the upgraded Epicenter have been used. The Skyward program is utilized to maintain student attendance, grades, transcripts, etc.
- Providing an information system that details school characteristics and performance.

- All charter schools have clearly defined characteristics and performance goals and expectations outlined in the agreement plan for each campus.
- Recruiting, screening, and selecting personnel.
  - The charters hire their own personnel. The District is, however, responsible for hiring special education staff for the Tomorrow's Builders Charter School. The human resources office receives a personnel allocation from the Director of Special Education and provides district employees as required. Pursuant to its contract, the SIUE East St. Louis Charter School is reimbursed for special education services.
- Hiring personnel to be assigned to the charter school (see above).
- Adjudicating disputes related to student transfers.
  - The authorizer ensures that all schools use the state's transfer form. The District wants each center to be advised of changes in enrollment that are affected by the movement of the child, and parents to be involved with the transfer so that the District can determine if the child should be dropped from enrollment or reenrolled.
- Treatment of specialized populations (i.e., students with disabilities, English Language Learners students, homeless children and youth, etc.).
  - Students who currently have or are suspected of having special education eligibility are afforded the same opportunities for evaluation, reevaluation, and services when eligibility for special education is identified as they would have within the school district. The District will uphold the Child Find obligation and the evaluation and IEP policy and procedures within its charter schools. Students with special education eligibility will be provided services within the charter school as outlined in the State Board of Education special education rubric application.
  - The authorizer provides homeless student support through the assignment of one of its building homeless liaisons to the charter schools. Outreach services and transportation are provided as needed.
- Providing technical assistance.
  - The District assists with technical support regarding reporting applications and has also assisted in completing interactive whiteboard installations when purchased for the charter schools using Title 1 funding.

#### **Authorizer's Operating Costs and Expenses**

- The authorizer supports its authorizing work through its general operating budget.
- The authorizer reports that they do not maintain a budget dedicated to authorization of charter schools.
- Estimate of authorizer's direct costs for authorizing:
  - Fiscal Year 2012 – \$72,000
  - Fiscal Year 2013 – \$72,000

**JACKSONVILLE SCHOOL DISTRICT 117**  
Superintendent – Steven A. Ptacek  
Authorizer Address – 516 Jordan Street, Jacksonville, IL 62650

**Strategic Vision and Progress**

- The authorizer reports that its one charter school, 8 Points Charter School, was created in response to a community effort to provide an alternative education option for students.
- One policy the authorizer follows to achieve its above vision is limiting enrollment at the Charter School—via its charter contract—to 135 students.
  - o This number was determined to set each class at a maximum of 33 students (in grades 5-8) and not economically burden the District.
- The authorizer reports that they are still in the early stages of collecting and compiling data regarding progress toward achievement of their strategic vision, and so cannot yet report on it; they further report that the Charter School submits an annual progress report to JSD 117 Board of Education.

**Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

**Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	93	1	95
Renewed	—	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	93	1	95

**Authorizing Functions**

- Conducting a formal renewal process.
  - o General terms in the contract/agreement for a 5-year renewal.
- Providing an information system that details school characteristics and performance.
  - o This is done via an annual report to the local board of education.
  - o All special education staff are school district employees.
- Providing transportation through the District.
- Treatment of specialized populations (i.e., students with disabilities, English Language Learners, homeless children and youth, etc.).
  - o The District provides special education services for charter school students.



**Authorizer's Operating Costs and Expenses**

- The authorizer reports 1 full-time employee (FTE) assigned to authorizing work.
- The authorizing office is supported via the authorizer's general operating budget.
- The authorizer reports that they do not maintain a budget dedicated to authorization activities.

**MCLEAN COUNTY UNIT DISTRICT 5**  
Superintendent – Dr. Gary Niehaus  
Authorizer Address – 1809 West Hovey Avenue, Normal, IL 61761

**Strategic Vision and Progress**

- The authorizer has not provided a strategic vision for chartering. The mission of the Charter School (YouthBuild McLean County Charter School) is defined as follows: To engage and re-engage educationally and economically disadvantaged students. The Charter School was developed to focus on drop-out recovery and at-risk students as identified by a school or parent, and will endeavor to serve a unique population of very low income young people aged 16-21 who have had educational problems in the public or other school systems they have attended. Community involvement in the Charter School will be extensive, as tutors and mentors.
- The authorizer has not reported any specific policies toward achieving its strategic vision.
- The authorizer has not reported on progress toward achieving its strategic vision.

**Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

**Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	43	1	47
Renewed	—	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	43	1	47

**Authorizing Functions**

None reported.

**Authorizer's Operating Costs and Expenses**

Not reported.

**PEORIA PUBLIC SCHOOLS DISTRICT 150**  
Superintendent – Dr. Grenita Lathan  
Authorizer Address – 3202 N Wisconsin Avenue, Peoria, IL 61603

**Strategic Vision and Progress**

- The authorizer reports that it does not currently have a strategic vision for chartering, as its first charter opened in August 2010 and the authorization process is new to the District. A strategic vision will be discussed during the 2014-2015 school year.
- The authorizer has not reported any specific policies toward achieving its strategic vision.
- The authorizer has not reported on progress toward achieving its strategic vision.

**Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

**Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	293	1	378
Renewed	—	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	293	1	378

**Authorizing Functions**

None reported.

**Authorizer's Operating Costs and Expenses**

- The authorizer has not assigned any FTE to authorizing work.
- The authorizer does not identify any funding sources that support its authorizing work.
- The authorizer does not maintain a budget dedicated to authorization of charter schools.

**SPRINGFIELD PUBLIC SCHOOL DISTRICT 186**  
Superintendent – Robert A. Leming  
Authorizer Address – 1900 West Monroe, Springfield, IL 62704

**Strategic Vision and Progress**

- The strategic vision of this authorizer is as follows:
  - o The creation of a safe, nurturing environment that fosters learning through the development of high-quality, research-based academic programs, attention to the learning needs of individual children, and the involvement of parents in their children's education.
- Several policies are aimed at achieving the above vision. Said policies include:
  - o Setting enrollment targets.
    - Maximum enrollment for the current charter school may not exceed 488 students, including pre-kindergarten classes.
  - o Defining the term "high-quality charter school" to guide authorization decisions.
    - The authorization decisions for the authorizer's current charter school are based on the following areas of focus: literacy, mathematics, multi-aged grouping, and professional development.
- The authorizer believes that its charter school and program are successful and intends to maintain the authorization of the charter.

**Academic and Financial Performance**

Refer to Section 5 - Charter School Student Performance.

**Charter School Portfolio**

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	1	371	1	378
Renewed	—	—	1	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	1	371	1	378

**Authorizing Functions**

- Negotiating and executing sound charter contracts with each approved charter school.
  - o Springfield Ball Charter provides an annual report to the District board of education each year. The authorizer negotiates and executes a contract with its charter school during the renewal process every 5 years.
- Conducting formal site visits of all charter schools in the portfolio.

- Informal site visits are conducted monthly and formal site visits occur twice a year.
- The District also names a district administrator to the Charter School's governing board to act as a liaison.
- Conducting a formal renewal process.
  - Every five years a formal renewal process is conducted. The Charter School presents its requests to district staff and the Springfield School District Board of Education. Negotiation sessions are held regarding funding changes, enrollment and other significant factors. The updated contract is then approved by both governing boards.
- Centralizing student accounting.
  - Springfield Ball Charter uses the District's accounting system to maintain school records, student attendance, and grades.
- Providing an information system that details school characteristics and performance.
  - The District's website and information system is used to detail school characteristics and performance.
- Providing transportation.
- Treatment of specialized populations (i.e., students with disabilities, English Language Learners, homeless children and youth, etc.).
  - The District provides qualified special education teachers and services for students with disabilities and other specialized groups.
- Providing technical assistance.
  - The District assists with technical assistance for the network, student information system, website, and district-owned computers.
- Other:
  - Food services are provided by the District.
  - Charter school administrators participate in district-provided professional development with other district administrators.

#### **Authorizer's Operating Costs and Expenses**

- The authorizer has no FTE assigned to authorizing work.
- The authorizer does not have a budget dedicated to authorization of its charter schools and identifies \$0 as the estimated amount of direct costs of authorizing in fiscal years 2012 and 2013.

## ILLINOIS STATE CHARTER SCHOOL COMMISSION

Greg Richmond – Commission Chair

Authorizer Address – 160 North LaSalle St., Suite S-601, Chicago, IL 60601

### Strategic Vision and Progress

- The Illinois State Charter School Commission has adopted a Vision Statement, Mission Statement, and Governing Principles, which can be reviewed on the Commission’s website, [www.isbe.net/scsc](http://www.isbe.net/scsc).
- Many policies are aimed at achieving the above vision. Said policies include:
  - o Defining the term “high-quality charter school” to guide authorization decisions. See Commission “Accountability System for Charter Schools Authorized by the Illinois State Charter School Commission,” available on the Commission’s website, [www.isbe.net/scsc](http://www.isbe.net/scsc).
  - o Promoting the replication and expansion of existing charter schools.
    - The Commission has encouraged its well-working schools to replicate, expand enrollment and/or continue to apply to serve other areas.
- The Commission points to the following as evidence of the extent to which it is making progress toward achievement of its strategic vision for charter authorization:
  - o The Commission authorized two schools in March 2013; by June 2013; they were both oversubscribed.
  - o The Commission is developing more extensive administrative rules, non-regulatory guidance, rubrics and other information regarding its administration of appeals and other authorizer functions, such as renewals.

### Academic and Financial Performance

Refer to Section 5 - Charter School Student Performance.

### Charter School Portfolio

Status	Total Number 2011-2012	2011-2012 Student Enrollment	Total Number 2012-2013	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	—	—	2	641
Renewed	—	—	—	—
Transferred	—	—	—	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	—	—	—	—
Total	—	—	2	641

### **Authorizing Functions**

- Negotiating and executing sound charter contracts with each approved charter school.
  - o The Commission uses best practice model contracts and works with its general counsel to negotiate contracts with all of its schools.
  - o The Commission endeavors to enter into its contracts in timely fashion (i.e., within 30-90 days following approval of the charter school).
  - o The Commission timely submits all contracts to the State Board of Education for certification.
- Conducting formal site visits of all charter schools in the portfolio.
  - o The Commission is developing its site visit protocols and plans to implement them in the 2013-2014 school year.
- Conducting a formal renewal process.
  - o The Commission is developing its site visit protocols and plans to implement them in the 2013-2014 school year.
- Providing an information system that details school characteristics and performance.
  - o The Commission intends to publish school information at the end of the 2013-2014 school year.
- Providing technical assistance.
  - o The Commission provides advice and consultation regarding questions of governance, bylaws, board criteria and composition, lottery, and similar matters.

### **Authorizer's Operating Costs and Expenses**

- This authorizer currently has two (2) full-time employees assigned to authorizing work. These employees perform all core functions of the Commission.
- To fund its authorization activities, the Commission collects an administrative fee from each school it has authorized. The fee is 2.5 percent of the school's general revenue funds. In addition, the Commission receives foundation grants.
- The Commission is assisted by consultants who work under the direction and supervision of the Executive Director and Deputy Director. Some functions performed by contractors over the last two years include the following:
  - o Reviewing appeals and renewal applications;
  - o Drafting RFPs and renewal frameworks;
  - o Providing intergovernmental advice and counsel, and
  - o Managing the Commission's books regarding revenues and expenses.
- The Commission maintains a budget dedicated to the authorization of charter schools.
- Estimate of authorizer's direct costs for authorizing:
  - o Fiscal Year 2012 – \$100,000
  - o Fiscal Year 2013 – \$300,000

## **Illinois Charter Schools Division Contact Information**

### **Illinois State Board of Education**

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<sup>i</sup> Charter School Laws Across the State 2012, Center for Education Reform, available at [http://www.edreform.com/wp-content/uploads/2012/04/CER\\_2012\\_Charter\\_Laws.pdf](http://www.edreform.com/wp-content/uploads/2012/04/CER_2012_Charter_Laws.pdf). This does not include six other states that like Illinois adopted new charter laws in 1996.

<sup>ii</sup> The non-State agency parties to this agreement included the Alternative Schools Network, the Chicago Public Schools, the Chicago Teachers Unions, the Illinois Education Association, the Illinois Federal of Teachers, and the Illinois Network of Charter Schools.

<sup>iii</sup> This list of downstate applications may not be exhaustive. The Charter Schools Law requires local school boards and the State Charter School Commission to report on any action with respect to a charter school proposal within 7 days of the decision. However, if the board or Commission fails to comply with this requirement and the charter applicant does not file an appeal, ISBE may not be aware that a charter proposal was filed. Likewise, if a charter applicant withdraws its application prior to a board or Commission decision, ISBE may not be aware of the application.

<sup>iv</sup> In 2011-2012, charter schools providing data for the Biennial Report were asked for the first time to report data at the charter campus level. Not all multi-campus charter schools complied with the request. We have included such information when available and as appropriate to provide additional information regarding the Illinois charter school sector.

<sup>v</sup> Non-responding charter schools were Bronzeville Lighthouse Charter School (CPS 299) and Henry Ford Academy: Power House Charter High School (CPS 299).

<sup>vi</sup> Non-responding charter schools were Henry Ford Academy Power House Charter High School (CPS 299) and Passages Charter School (CPS 299).

<sup>vii</sup> This data was clearly anomalous and likely reflects a misunderstanding of the question by the Charter School respondent.

<sup>viii</sup> The data regarding average class size was self-reported by charter schools on the annual surveys. It reflects average class size for the general education classroom, and may not reflect any pull-out special education classrooms. Where such data was not reported on the survey, data was pulled from the school report card. The report card class size figure was generated by collecting number of classes and enrollment data through the e-Report Card data collection system.

<sup>ix</sup> Some multi-campus charter schools reported that performance bonuses were distributed at certain campuses and not at others. In such cases, these charters were included in the total number of charters reported as distributing performance bonuses.

<sup>x</sup> Student mobility rate is based on the number of times students enroll in or leave a school during the school year.

<sup>xi</sup> ISBE collects and reports both 4-year and 5-year graduation rates, but for space issues only 4-year graduation rate is included herein. The 5-year graduation rates can be viewed by school and school district on ISBE's eReport Card Public Site, <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>.

<sup>xii</sup> The full CREDO *Charter School Performance in Illinois* report can be accessed on CREDO's website at <http://credo.stanford.edu/documents/IL2013FinalReport.pdf>.



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<sup>xiii</sup> In addition to the non-responding charter schools noted in footnote six (vi), the 2013 report submitted by Bronzeville Lighthouse Charter School (CPS 299) was missing the pages where charters were asked to identify suggested statutory changes.

<sup>xiv</sup> One charter school marked approval both for an amendment to allow multiple campuses for all schools, and an amendment to prohibit multiple campuses for all schools. We considered these responses as cancelling each other out.