

ILLINOIS STATE CHARTER SCHOOL COMMISSION

COMMISSION MEETING

TUESDAY, JANUARY 21, 2014

3:00 to 6:00 P.M.

Horizon Science Charter Academy, Belmont Campus
5035 West North Ave.
Chicago, IL 60639
(773) 237-2702

AGENDA BOOK

Dated January 17, 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

MEETING AGENDA

**Horizon Science Charter Academy – Belmont Campus
5035 West North Ave.
Chicago, IL 60639
(773 237-2702)**

**Tuesday, January 21, 2014
3:00 – 6:00 P.M.**

NOTE: Future Meetings of the Commission will rotate throughout the State of Illinois, and notice of such meetings will be posted on the Commission's and the Illinois State Board of Education's web site.

I. Roll Call/Pledge of Allegiance

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Consent Agenda (5 minutes including Roll and Pledge above)

- A. Approve Minutes of November 19, 2013 Commission Meeting (**Agenda Book**)

III. Public Participation (15 minutes)

- A. All speakers related to any pending appeals or renewals
B. All other speakers

IV. Reports (45 minutes)

- A. Chair's Report (Richmond)
1. Welcome to New Commissioner Robbins
2. Update re Press Coverage and Commission Response
3. Update re Recent Meetings Regarding Legislation concerning the Commission
4. Update on Virtual Schooling Advisory Group and Draft Recommendations Coming in February
- B. Report of Chair of School Committee (Guzman)
1. Preview and Walk-through of Anticipated Action on PCCS Renewal in February
- C. Report of Chair of Operations Committee (Jacoby)
1. Update regarding Stakeholder Survey
- D. Report of General Counsel (Scruggs)
1. TRS/SERS Negotiations with ISBE: Update
2. By Laws' Code of Conduct Signature of Commissioners Required (**Agenda Book**)
- E. Executive Director: (Nowaczewski)
1. Charter School Funding Task Force Report: Update (**Agenda Book**)(Williams)
2. Legislative Update: Format and Distribution List (**Agenda Book**)
3. Review inaugural Biennial Report and its release in January 2014 (**Agenda Book**)
4. Update: ISBE omnibus "clean-up" bill & amendments to administrative rules (**Agenda Book**)(Saba)
5. Commission's Planning & Finance Retreat: Proposal to Extend March Commission Date
6. Administrative Update: ISBE Admin Support; Commission Audit; Conference Presentations
7. On-Boarding of New Commissioners: Update
- F. Report of Deputy Director (Washington)
1. Presentation by Concept Schools as Hosting School
2. Schools Update (**Agenda Book**)

V. Action Items (60 minutes)

- A. Approve Slate of Officers as Provided by Nominating Committee (**Agenda Book**)(Nominating Committee)
B. First Reading: Approve Proposed Amendment to Commission's Accountability System (**Agenda Book**)(Guzman)
C. First Reading: Approve Policy re Commissioner Travel (**Agenda Book**)

VI. New Business

VII. Announcements and Reports

VIII. Information Items

- A. Press Packet (**Agenda Book**)
B. State Board of Education Biennial Report on Charter Schools, January 2014 (**Agenda Book**)
C. INCS Conference Presentation Evaluation (**Agenda Book**)
D. Revised 2014 Commission Meeting Schedule (**Agenda Book**)

IX. Adjourn

II.A. Consent Agenda:

- 1) Minutes from November 19, 2013

**Minutes of the Meeting of the
Illinois State Charter School Commission**

Tuesday, November 19, 2013

3:00 p.m. to 6:00 p.m.

Concept Horizon Science Charter School, McKinley Park Campus

2245 W Pershing Road, Chicago, IL

A. Section I. Roll Call

1. Chairman Greg Richmond called the meeting to order at 3:08 pm and took roll.
2. Present in person: Six Commissioners were present, including Angela Rudolph, Bill Farmer, Jaime Guzman, Michael Jacoby, Milton Wharton, and Chair Greg Richmond. Staff present included Jeanne Nowaczewski and Karen Washington. Kathryn Hunt Muse was also present representing General Counsel Lisa Scruggs. Jen Saba was present representing the Illinois State Board of Education. Charlie Rose was present representing counsel for the Urban Prep appeal. Sign-in sheets for Commissioners and guests are attached hereto as Exhibits.

B. Section II. Consent Agenda

1. Section IIA. The Chair called for a Motion to approve the minutes for the September 17, 2013.

MOTION: Commissioner Jacoby moved that the minutes of the October 15, 2013 meeting of the Commission be approved. The motion was seconded by Commissioner Farmer. Chair Richmond called for a voice vote. The Motion passed unanimously (6 ayes, 0 nays), and the October 15 minutes were approved as presented.

C. Section III. Public Participation

1. *Jill Gottfred, policy manager for the Illinois Network of Charter Schools:* Ms. Gottfred reported on the upcoming statewide charter school conference hosted by INCS, as well as an upcoming charter school design institute. She reported that INCS is strongly opposing the legislation that seeks to eliminate the Commission.
2. *Salim Ucan, vice president at Concept Schools:* Mr. Ucan welcomed everyone to the school and thanked the Commission for authorizing the two Concept schools.

D. Section IV. Reports

1. Section IV A. Chairman's Report (Greg Richmond)
 - a. *Welcome to New Commissioners:* Chairman Richmond welcomed new commissioner, Judge Milton Wharton and asked if he would like to say anything to the Commission about his reasons for joining. Commissioner Wharton stated that

he joined the Commission due to an interest in charter schools and their ability to influence the school system. He described failing first grade in public school and being placed in Catholic school for the next year. In Catholic school, he told how an observant nun helped him become a successful as a reader, and described his hope for how the success of charter schools to have an effect on the rest of the education system. Chairman Richmond thanked Commissioner Wharton and welcomed him.

- b. *Formal Call for Volunteers to Serve on Nomination Committee:* Chairman Richmond called on volunteers from the Commission to serve on a nominating committee and explained that the Commission would return to the nominating committee later in the agenda.
- c. *Recent Legislation concerning the Commission:* Chairman Richmond stated that there have been two bills introduced in Springfield, noting that they will not be acted upon until next session. The Chairman explained that the bills, filed in the House and Senate, would eliminate the Commission, as well as make other smaller changes unrelated to Commission. Chairman Richmond stated that he and Executive Director Nowaczewski have begun initial conversations, and that tomorrow he will be speaking with Rep. Linda Chapa LaVia to explain more of what the Commission does. Commissioner Jacoby noted that he thinks there is a general misunderstanding about the Commission. He said he believes the Commission's track-record as an authorizer is strong. Commissioner Rudolph asked Chairman Richmond if he needs any assistance from Commissioners to continue outreach efforts. The Chairman responded that he feels comfortable for tomorrow, but will share results following the meeting. He said that he and Mr. Guzman have been discussing reaching out to sponsors of Senate bill. Commissioner Rudolph volunteered Commissioner Jacoby as a representative for the Commission who can illuminate what representatives are thinking and respond to their concerns. Commissioner Jacoby stated that he is happy to be involved in any way he can.

2. Section IV B. Report of Chair of Commission's School Operations Committee (Jaime Guzman)

- a. *Renewal of PCCS Update: PCCS' Renewal Application Received:* Commissioner Guzman reported on the Prairie Crossing Charter School renewal. He stated that the Commission has adopted a renewal framework and has released a re-application to Prairie Crossing Charter School. He also reported that Prairie Crossing has submitted an application, currently under review by the Commission. Commissioner Guzman said that the Commission will be conducting interviews and site visits in order to report back to the Commission with a renewal recommendation early next year. He concluded by saying that accountability is important to Commission and that he feels confident about the renewal process.
- b. *Developing a Policy on Intervention & Revocation at Next Committee Meeting:* Commissioner Guzman explained that the Schools Committee in past had overseen the transfer of Illinois State Board of Education schools and created an accountability system for schools to be held accountable. He said the committee's

next step is creating an intervention and revocation process for schools authorized by the Commission. Chairman Richmond encouraged Commissioners to be engaged in the process and thanked Commissioner Guzman for the School Committee's important work.

3. Section IV C. Report of the Chair of the Commission's Operations Committee (Michael Jacoby)
 - a. *Development of Executive Director Performance Review Rubric and Stakeholder Survey*: Commissioner Jacoby reported that the Operations Committee has developed a performance review framework that will be in place by the December Commission meeting. He stated that stakeholder surveys have also been developed and will be sent out to the Illinois State Board of Education and participants in appeals to give feedback on work of Commission and the performance of its staff members, most particularly Executive Director Nowaczewski.
4. Report of General Counsel (Kathryn Hunt Muse, representing Lisa Scruggs)
 - a. *TRS/SERS Negotiations*: Ms. Hunt Muse reported that General Counsel continues to work with the State Board on TRS/SERS negotiations. She also explained that in addition to acting as General Counsel, she also serves as the Commission's Ethics Officer. Ms. Hunt Muse welcomed the new Commissioners and offered them a training packet on ethics.
5. Report of Executive Director (Nowaczewski)
 - a. Executive Director Nowaczewski began by noting for the record that though the Commission does employ two paid staff, the Commissioners all have day jobs and volunteer their time, including monthly meetings, Commission meetings, and other capacities, such as traveling to Springfield to testify before representatives. The Executive Director stated that the Commissioners are all hardworking individuals and it is her pleasure to serve them.
 - b. *INCS Conference: Plan for Session on Dec. 2, 2013*: Executive Director Nowaczewski stated that she, Commissioner Williams, and Deputy Director Washington will be presenting at the conference. In addition, the Executive Director will also be presenting with Mr. Leonard at another conference about funding charter schools in the state.
 - c. *Commission's Planning & Finance Retreat*: Executive Director Nowaczewski reported that the Planning and Finance retreat would be rescheduled for a date in January.
 - d. *Commission Audit update*: Executive Director Nowaczewski stated that the Inspector General's audit has been occupying a significant portion of staff time, but I will most likely be completed by the end of the month. She also noted that the charge for the audit has been rescinded.
 - e. *Task Forces and Studies*: The Executive Director reported that the Charter School Funding Task Force is due to issue a report in January. She stated that members of the task force engaged in discussion for over three hours at the meeting the day before. Executive Director Nowaczewski reminded Commissioners that Commission

staff is assisting with Virtual Schooling Study, assigned by the legislature on the effects, benefits, concerns, and costs of virtual schools. Chair and Commission staff have convened advisory group of persons interested in virtual schools, and that many viewpoints were expressed at the October 31 meeting. The Chairman added that the bill that created the virtual school moratorium also directed Commission to produce policy recommendations. Though the legislation did not specify process, the Chairman commented that Commission staff and Commissioners felt the wisest course would be to form an advisory group, including districts that participated in the virtual school appeal, as well as a number of others. He said that the Commission has also retained a consultant to facilitate the process. Chairman Richmond said he the found initial conversation to be interesting and that the advisory group will convene one more time, review a first draft by January, and vote in February in order to meet deadline. He welcomed Commissioners to become more involved and the Executive Director reported that Commissioner Farmer wishes to be part of group. Finally, Executive Director Nowaczewski reported that the Commission due to produce biennial report, and that a draft exists and will be published soon.

- f. Finally, Executive Director reported on an introductory meeting with the League of Women Voters and stated the Commission's hope to be in continued dialogue to help them in whatever way the Commission can on issues of charter schools in Illinois.
6. Report of Deputy Director (Washington)
 - a. *Presentation by Concept Schools as Hosting School:* Deputy Director Washington thanked Concept Schools for welcoming the Commission and commented that every time she attended an event at a Concept schools, her visit has been phenomenal. She reported that with each visit, Concept staff provided a tour of the school, as well as sharing extensive information with those who come. The Deputy Director noted that she had the opportunity to see robotics class where students receiving instruction and that every student seemed engaged.
 - b. *Schools Update:* Deputy Director Washington reported that Prairie Crossing Charter School submitted its renewal application on November 12 and that the application will be evaluated using a renewal application team, including staff and consultants. She stated that a visit on December 4 will include site visit and a community forum and invited Commissioners to from 6:30 – 8:00 pm. The Deputy Director added that interviews would take place a week later to clarify unanswered questions. She also reported that Southland has been in the news for outperforming neighboring district high school in terms of students meeting standards. Commissioner Guzman asks if this was the first year for PSAE scores. Deputy Director Washington answers yes.

E. Section V: Action Items

1. Section V A. Second Reading: Approve Proposed Bylaws Changes

- a. The Chairman explained that the second reading was an opportunity to review proposed bylaw changes, and that according to Commission practice, Commissioners present changes for a first reading, and then present for a vote after reviewing changes a second time. Commissioner Jacoby clarified changes to the nominating process for officers, explaining that would change to January of even numbered years from this point forward. He stated that the changes also give information about what the Commission expects for Commissioner to endeavor to do. In terms of voting procedures, Commissioner Jacoby explained that previously if the Commission did not have 5 members present, the Commission could not take any action. He stated that the committee felt that it was important that there should be a minimum number of Commissioners present and that the new bylaws are written so there can be action with small dissent. Commissioner Jacoby said that Article 6 references Committees, naming existing Committees and adding the Committee External Relations, in order to relieve the Operations Committee of additional requests outside of its scope.

Motion: Commissioner Jacoby moves that the Commission approve the proposed bylaw changes, and Commissioner Guzman seconds the motion.

- b. The Chairman asked if there is any discussion. Commissioner Farmer asks about the rationale in Section 4 for not limiting the Chairman's term. Commissioner Jacoby responds that the continuation of the Chairman's position is helpful for continuity, and that there is a renewal of his or her appointment at a regular interval. The Executive Director reported that Commissioner Valdez would like it stated on his behalf that he worked with the Committee to develop changes to bylaws and on reflection still felt that they were a solid addition and supported passage although not here today to vote. The Chairman then reiterated his understanding of the quorum rule, that a quorum remains a majority of appointed Commissioners. He explained that if the Commission contains 9 or 8 appointed Commissioners, a motion needs 5 votes to pass, and that if the Commission contains 5, 6, or 7 appointed Commissioners, a motion needs a vote of 4 to pass.

A roll call vote was taken on the motion to approve the proposed bylaw changes as presented and the Commission unanimously (6 ayes, 0 nays) approved the proposed bylaw changes.

2. Section V B. Approve Proposed Nominating Committee

- a. Commissioner Guzman, Commissioner Jacoby, and Commissioner Farmer volunteer to serve on nominating committee.

Motion: Commissioner Rudolph moves that the Commission create a Nominating Committee with Commissioners Guzman, Jacoby, and Farmer to compile and present to the Commission names for

officers to the Illinois State Charter School Commission, and Dr. Jacoby seconds. A voice vote was taken and the Commission unanimously (6 ayes, 0 nays) approved the proposed bylaw changes.

3. Section V C. Approve Substitute Urban Prep Motion

- a. The Executive Director provided context for the Commission, stating that at October Commission meeting Commissioners approved jurisdiction of Urban Prep appeals for 10 proposals submitted for 10 districts in Chicago suburbs – the vote authorized the Commission to assume jurisdiction of all appeals. Executive Director Nowaczewski stated that that occurred and Urban Prep subsequently filed 9 appeals, with one appeal conditionally approved. She continued that at the October meeting the Commission also approved a timeline for due diligence and investigation of proposals and Commission Staff moved forward with independent experts and counsel on the Urban Prep appeal. Executive Director Nowaczewski that the Commission prepared for and conducted interviews in the presence of parties but not the public, as well as conducting additional case management calls to ensure communication occurring between parties and Commission due to the short timeline. She stated that the Commission is required to hold a public meeting for every appeal filed, just like any district, no later than 45 days after receipt of appeal, and it is Commission policy to hold hearings in or around places where charter schools sought to be created. These meetings, she said, were set to begin on November 20 and convene at South Holland and Dolton. The Executive Director reported that on Sunday night the Commission staff received by email a letter of withdrawal copied to all parties. The letter states that Urban Prep is withdrawing its appeals in order to give districts and the Commission prompt notice of withdrawal. Executive Director Nowaczewski then asked Chairman Richmond for the opportunity to submit a replacement motion to accept the withdrawal of the 9 appeals.

Motion: Commissioner Jacoby moved to make a substitute motion and Commissioner Rudolph seconded the motion.

- b. Commissioner Wharton asked if Urban Prep gave any reason for the withdrawal of the appeals. Executive Director Nowaczewski responded that no reasons were offered, other than stated in the letter. Chairman Richmond stated that there were many questions at the interview to which the applicant did not have answers. He stated that Urban Prep's response was not submission of answers but a submission of withdrawal. Counsel on the Urban Prep appeal Charlie Rose stated that it is important for Commission to know that the process of the Urban Prep appeal was the same process followed in each and every Commission case. He explained that there was nothing different in the types of questions or the nature of the appeal, other than that it was a multi-district appeal.

A roll call vote was taken on the motion to approve the substitute recommendation to accept the withdrawal of Urban Prep's nine appeals. The motion passed unanimously (6 ayes, 0 nays) and the Commission accepted the withdrawal of the appeals.

- c. Chairman Richmond complimented the Commission staff on initiating strong evaluation practices, asking good questions, and having strong expectations. He observed that many applicants have filed appeals with the Commission only to withdraw after the Commissioner interview, and that only three applicants have thus far continued with the process to a vote. He noted that a great deal of staff time was spent evaluating proposals where applicants did not have answers and district time where applicants did not have answers. He stated that it was worthwhile to reflect more on how to increase efficiency of evaluations. Executive Director Nowaczewski responded that she was pleased to have hired a deputy, Karen Washington, who possessed the ability to understand academic student achievement. She also complimented both the district and Urban Prep attorneys. She reported that after two full days of interviews everyone remained remarkably pleasant and conducted himself or herself with good will. She said the appeal had sparked genuine discussions with districts about disaggregating data around gender and race and that parties involved represented many people who care about children. The Executive Director also added that Noble Street Charter School was denied two times before accepted, and that she would like to emphasize that "no doesn't mean no never it means not yet." She noted that charter school proposals are enormously hard and that the districts involved analyzed the proposals well. She ended by saying all of the people involved worked very hard.

F. Section VI: New Business

1. The Executive Director wished Chairman Richmond a "Happy Birthday" and the Commissioners sang "Happy Birthday" to him.

G. Section VII: Announcements. None

H. Section VIII: Information Items

1. Section VIII A. Proposed State Board "Clean-up" Amendments to Illinois Charter Law
 - a. ISBE Charter Schools Program Director Jennifer Saba reported that every year the state board introduces an omnibus cleanup bill to address non-substantive changes. She said one such change reflects the Commission's new function by changing the law to read that the Commission will now authorize charter schools approved by referendum. She reported that another change involved the fiscal year of charter schools; currently the law states that the fiscal year cannot begin earlier than July 15, although districts where charter schools are located often begin July 1. She said the law change would allow districts and charter schools to have the same fiscal year, July 1.

2. Section VIII B. Proposed State Board amendments to Administrative Code
 - a. Ms. Saba also reported that the state board was planning to develop rules around removing from authorizers the power to authorize and developing rules around what would prompt the State Board to take action.
3. Section VIII C. Press Packet
 - a. Executive Director Nowaczewski explained to Commissioners that there were three articles in the press packet: a favorable article on Concept schools, a blog post reporting about the proposed legislation surrounding the Commission from the Illinois Institute of Policy, and article about the bill from Progress Illinois. She said articles would be posted to the Commission website.

I. Section IX: Adjourn

- a. Chairman Richmond expressed thanks to Concept Schools for hosting the Commission, and commented that he loved seeing the classrooms and that the school building is beautiful. He offered a second thanks to Charlie Rose for serving as second pro-bono counsel on Urban Prep appeal, stating he performed work that was important and valuable. He thanked Aviva Rosman for taking minutes and helping with Commission, Jen Saba and other people at the State Board for assisting Commission, and the audience who joined the Commission for being interested in public education and attending the Commission meeting.

Motion: Commissioner Jacoby moved to adjourn. Bill Farmer seconded the motion. A voice vote was taken and the motion passed unanimously (6 ayes, 0 nays).

Commissioner Richmond adjourned the meeting at 4:35 p.m.

DRAFT as of November 24, 2013. For Commission review and vote at the January 21, 2014 meeting.

IV.D. General Counsel's Report:

- 1) Bylaws Code of Conduct Signature Page

BYLAWS, EXHIBIT A

STATE CHARTER SCHOOL COMMISSION CODE OF CONDUCT

Reaffirmed October 15, 2013

The Illinois State Charter School Commission recognizes its responsibility to lead the effort to provide an excellent education for every child in Illinois. The task demands the highest standards of professional and ethical conduct to inspire confidence that this Commission will meet the goal. As a member of this Commission, I shall do my best to meet these standards:

1. To devote the time, thought and study needed to perform in an exemplary manner my responsibilities as an educational leader, state policy maker and steward of public funds, all in compliance with standards set forth in Article IV.B.4 of the Commission's By-Laws.
2. To work with fellow Commission members in a spirit of harmony and cooperation in spite of difference of opinion that may arise during vigorous debate.
3. To base my personal decisions upon all available facts and upon the best thinking that emerges from Commission debate; to vote my honest conviction in every case, un-swayed by partisan, regional, or other bias; and once the decision has been made, to abide by and uphold the final majority of the Commission.
4. To remember that I have no legal authority as an individual outside the meetings of the Commission; to conduct my relationships with Commission staff, the public and the media in a manner which is consistent with this fact; and to avoid speaking or giving the appearance of speaking for the Commission except when either representing an adopted position of the Commission or when designated as its spokesperson.
5. To avoid circumstances that present conflicts of interest or even the appearance of impropriety with respect to my position as a member of the State Charter School Commission.
6. To maintain strict confidentiality regarding Commission information and executive session matters until privileged information becomes public knowledge.
7. To acknowledge that in the event that I willingly, or as forced by circumstance, fail to adhere to the letter and spirit of the Commission's Code of Conduct, that the Chairperson of the Commission may report said matters to the Governor and the State Board of Education with recommendations for removal or other appropriate action.

Signature of Commissioner & Date

IV.E. Executive Director's Report:

- 1) Funding Task Force Report
- 2) Legislative Update
- 3) Biennial Report *(to be distributed at meeting)*
- 4) Summary of ISBE Legislative Proposals

Illinois State Charter School Funding Task Force Report

Mandated by House Joint Resolution 36

February 15, 2014

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

Illinois State Charter School Funding Task Force Report
Mandated by House Joint Resolution 36
Final Report to be Dated: February 15, 2014

Draft Dated January 13, 2014

Table of Contents

1. Background
 - a. History of Charter Law in Illinois
 - b. Formation and Directives of the Illinois Charter Funding Task Force
2. Relevant Illinois Charter Law Provisions
3. National Perspective on Charter School Funding
 - a. Analysis of Charter School Funding in Featured States
 - b. Analysis of Per Capita Funding Issues
 - c. Analysis of Facilities Funding Issues
4. Analysis of Charter Funding Among Illinois Authorizers
 - a. Analysis of Charter Funding in District 299
 - b. Analysis of Charter Funding in Other Districts
 - c. Analysis of Funding Commission Authorized Charter Schools
 - d. Impact of Commission Authorized Schools on Host Districts
5. Recommendations of the Task Force:
 - a. Per Capita Funding Range
 - b. Facilities Access & Funding
 - c. Commission-Authorized Schools
 - d. Transition Impact Aid
 - e. Transparency, Predictability, and Enforcement of Funding
 - f. Virtual Schools and Statewide Education Funding
6. Conclusion
7. Appendices
 - a. Appendix A – Task Force Members
 - b. Appendix B – Bibliography of Presentations
 - c. Appendix C – Roster of Meetings & Attendees
 - d. Appendix D – Key Provisions of Illinois Charter School Law
 - e. Appendix E -- ISBE PCTC Calculation
 - f. Appendix F – Southland Charter School Recommendation and Legal Analysis
 - g. Appendix G – Prairie Crossing Letter of Support
 - h. Appendix H -- Woodland District 50 Proposal
 - i. Appendix I – Executive Summary of 2005 Fordham Report
 - j. Appendix J – Executive Summary of 2010 Ball State Study

- k. Appendix K -- Statement Regarding Current National Study Underway
- l. Appendix L -- National Alliance Summary of Key Best Practices from Other States with Charter Laws
- m. Appendix M – IFF Recommendation
- n. Appendix N – Selected Excerpts of Provisions Related to Funding Charter Schools from Selected States
- o. Other Appendices TBD

DRAFT

1. BACKGROUND

a. **History of Charter School Law in Illinois**

The first charter schools law in Illinois was passed in 1996. At that time, the legislature stated that the purposes of the law were:

“The General Assembly finds and declares as follows:

(1) Encouraging educational excellence is in the best interests of the people of this State. (2) There are educators, community members, and parents in Illinois who can offer flexible and innovative educational techniques and programs, but who lack an avenue through which to provide them within the public school system. (3) The enactment of legislation authorizing charter schools to operate in Illinois will promote new options within the public school system and will provide pupils, educators, community members, and parents with the stimulus to strive for educational excellence.

(b)The General Assembly further finds and declares that this Article is enacted for the following purposes:

(1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance. (2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils, consistent, however, with an equal commitment to increase learning opportunities for all other groups of pupils in a manner that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services.”

In the 16 years since the passage of the Illinois Charter Schools Law 67 charters have been issued throughout the state. 52 of those charters have schools operating in Chicago and 15 charters have been issued elsewhere in the State. At the present time the State has established caps on the number of charters. According to the charter law, there are still 53 charters under the cap that have yet to be granted, 23 in the City of Chicago and 30 in the remainder of the State. Collectively, charter schools serve 59,537 students in Illinois¹.

The current charter schools law gives latitude to charter authorizers, (school districts and the State Charter School Commission), to set the funding rates for charter schools between 75% and 125% of the host district’s Per Capita Tuition Charge (“PCTC”). As a result there is significant variation in the rates of funding charter schools receive, both compared to charters in other districts, and compared to district schools.

¹ These figures include all available charters available in Illinois, including ‘Drop-out Recovery’ charters.

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

b. Formation and Directive of the Illinois Funding Task Force

To further study the issue of charter schools funding, the Illinois legislature, through House Joint Resolution 36 (HJR 36), named a Charter School Funding Task Force, (“the Task Force”), in July 2013.

The Illinois Legislature charged the Task Force with the following goals:

- i. “Compile comparative analysis of charter school funding practices across the United States; and
- ii. Examine the current funding provisions in the Charter Schools Law for the purpose of ensuring funding equity, specifically the provision allowing school districts to provide charter schools funding in the range of 75% to 125% of the district’s per capita tuition charge; 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, and
- iv. Issue a report that makes recommendations on any changes in state law with regard to charter funding on or before January 15, 2014.”

The Task Force membership was established by HJR36, and is comprised of 22 appointed diverse members, including state legislators, representatives of charter schools, teachers’ unions, business leaders, charter advocates, and school district officials. Note that the Task Force called for 24 appointments, but only 22 were made. A full list of the Task Force members can be found in Appendix A. The Task Force elected State Senator Iris Martinez, and Commissioner DeRonda Williams, of the Illinois State Charter School Commission (“the Commission”), to serve as Co-Chairs of the Task Force. The Resolution explicitly directed that administrative support be provided by the Commission to the Task Force; accordingly Commission General Counsel Lisa Scruggs, and Executive Director Jeanne Nowaczewski provided support for the work of the Task Force. The Task Force met a total of xxx times on the following dates in Chicago and, in some instances, by video-conferencing with Springfield:

- September 23, 2013
- October 7, 2013
- October 28, 2013
- November 18, 2013
- December 9, 2013
- December 16, 2013
- January 13, 2014
- January 27, 2014
- February 3, 2014

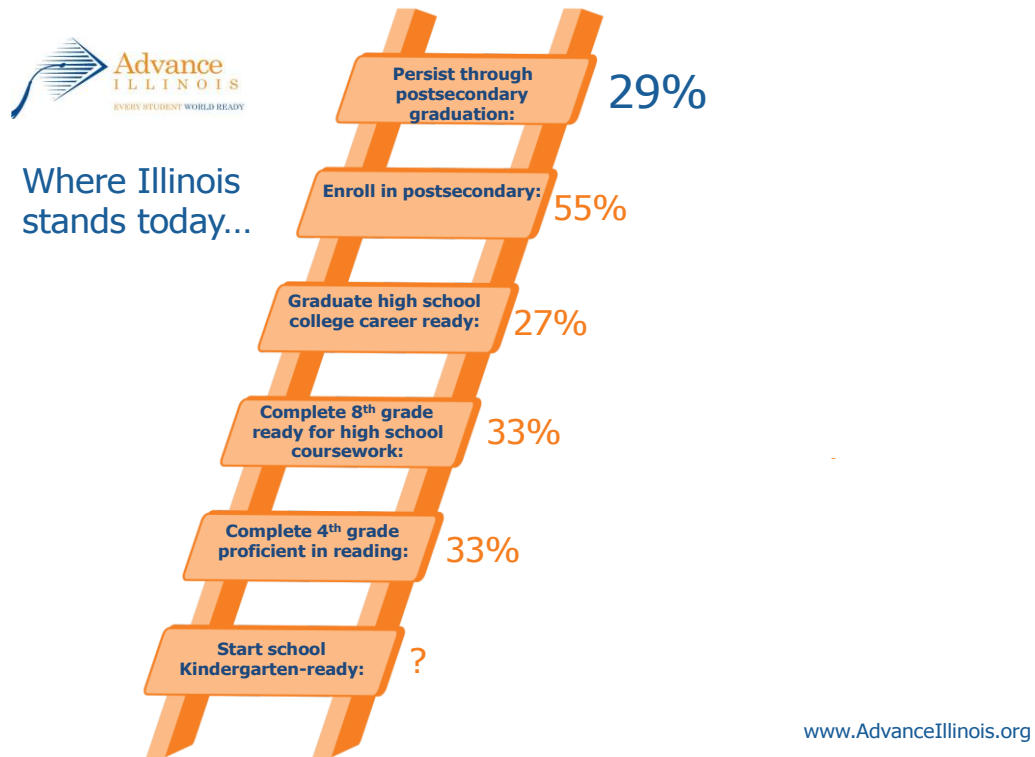
- February 10, 2014
- Other dates TBD

The Task Force meetings were planned with the charge from the legislature in mind and allowed Task Force members to gather and identify issues, analyze relevant data, solicit input from national experts on charter school funding, and formulate the recommendations that are reflected in this Report. The Task Force Meetings were held in public, with agendas and materials posted on the Commission's and the State Board of Education's websites. Over the course of the (TBD) Task Force meetings, members received presentations on charter school funding from diverse groups representing various perspectives including school districts, charter schools, districts that have Commission authorized charter schools, and national experts. A full description of presentations is listed in the bibliography in Appendix B and the full list of meetings and roster of attendees can be found in Appendix C.

The presentations were designed to establish a shared knowledge base for the Task Force members on, among other matters, charter funding in comparable states, the current situation of charter funding in Illinois, specific charter funding issues in the Chicago Public Schools (District 299), the impact of charter funding on districts in Illinois, and an overview of charter funding best practices from across the nation, including an on-going national research study, not yet concluded. The information presented represented diverse view points and backgrounds and task force members had the opportunity to repeatedly ask questions of presenters to gather additional information. As much as possible, Task Force members' questions were collected electronically between meetings, and answers were provided at subsequent meetings.

The Education of Illinois' Children Continues to Present Significant Challenges

The Task Force has engaged in this work with the belief that the state of education in Illinois presents significant challenges to meeting the State's goal of preparing all children to be prepared for college and career. The acknowledgment of the possibility that charter schools can provide a quality education for the state's children is what originally motivated, in part, the Illinois legislature's enactment of Illinois' charter school law, and is still at the core of legislation regarding the charter schools. The Task Force, thus, followed the directives of HJR 36 to "ensuring funding equity" so that the ultimate goal of improved academic outcomes for the State's students can be promoted and met. According to Advance Illinois's 2012 "The State We're In" study, Illinois' public education system is not succeeding for every child. As reflected in the graphic below, only 33% of students complete the 4th grade proficient in reading. By the time students leave 8th grade, only 33% are ready for high school-level coursework. The trend continues and upon graduation only 27% of Illinois graduates are considered college/career-ready. 55% of Illinois students enroll in postsecondary education but only 29% persist through graduation.



Charter Schools Have Been Delivering on Their Promise in Illinois

As noted above, Illinois lags behind many other states in preparing all children to graduate from school prepared for college or a career. This is a difficult challenge to meet and there is no singular solution to the problem. There are, however, several strategies already underway in Illinois to address these issues, including, for the past 16 years, the establishment and growth of high quality charter schools. Although, like traditional public schools, the results of charter schools have been mixed; there have been significant signs of success, particularly for the most challenged student populations. According to the Illinois Network of Charter Schools website, charters in Illinois serve a student population that is 63% African-American, 32% Latino, and 86% low-income. In Chicago, charters serve an even greater percentage of minority and at-risk students. In 2013 charters in Chicago served students who were 95% African American and 91% low-income. The demand for charters in Chicago continues to grow and currently approximately 10% of students in Chicago attend a charter school.

Chicago charters have showed some impressive academic achievements for their students. . Based on student performance on the ACT in 2013, 11 of the top 11 non-selective high schools in CPS were charter schools (two charters tied for 10th place). Though even the top-performing charters are falling short meeting college-ready standards, they continue to provide a high quality option for families. Similarly, Chicago charter schools have posted five-year cohort graduation rates above the district average for the last five years.

Further, in addition to high school graduation rate, and college attainment, the 2013 CREDO studied the impact of charter schools on student learning and the report found academic gains for certain groups in Illinois charter schools. In particular, the CREDO report noted that students in Chicago charter schools showed gains in learning equal to an additional two weeks of reading instruction and an additional month of math instruction when compared to their traditional public school counterparts. It is with these successes and struggles in mind that the Task Force sought to examine the issue of equitable funding for charter schools in Illinois. *(more data regarding charter school performance on measures of daily attendance and average school day and year to be included in next version of report)*

State-Authorized Charter Schools Have Been Delivering Success for Students

Charter schools authorized by the Commission, and/or previously, by the State Board, have also achieved academic success for their students. Southland College Prep Charter School serves a student population that is 95% African American, 60% of students are eligible for free or reduced-price lunch, and 9.5% of students have disabilities. In its first year of operation, Southland achieved 57% ‘meets/exceeds’ on the Prairie State Achievement Examination. District 227 (the local traditional public high school district) by comparison, achieved 29% ‘meets/exceeds’. The Commission also oversees Prairie Crossing Charter School in Gray’s Lake. Prairie Crossing, with a student population that is 76% Caucasian, 2% low-income, and 13.8% students with disabilities, achieved 97% ‘meets/exceeds’ on the Illinois State Achievement Test.

2. RELEVANT ILLINOIS CHARTER LAW PROVISIONS

In planning its meetings, in collecting and considering the information presented, and in drafting recommendations, the Task Force considered its work in the context of a number of relevant sections of Illinois Charter Law including those related to economic soundness, distribution of funds, and funding levels among others. The report makes references throughout the report to various, relevant sections of the Charter Law and considers the research and recommendations included herein in the context of the law. A full list of the relevant provisions can be found in Appendix D.

3. NATIONAL PERSPECTIVE ON CHARTER SCHOOL FUNDING

a. Analysis of Charter Funding in Featured States

Charter schools have been in existence for more than 20 years, and currently, 42 states have passed charter school laws. Across the nation, approximately 6,000 charter schools are in

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

existence today and educate nearly 3.2 million students. There are many similarities in the laws of these states, but also some key differences. This section provides an overview of the variations in charter funding nationally and a deeper look at the laws in a select number of states.

The Task Force received a presentation by Todd Ziebarth, a Task Force member and a Senior Vice President at the National Alliance for Public Charter Schools, on key findings from two comprehensive national studies on charter school funding. An overview of findings from Mr. Zeibarth's presentation is included below, along with links to the full report (hyperlink from report titles). Executive summaries from the reports can be found in Appendices I and J. In addition, the Task Force received a briefing on an on-going national study regarding charter school funding scheduled to be published later in 2014.

- [“Charter School Funding: Inequity’s Next Frontier”](#) was published by the Thomas B. Fordham Institute in 2005, (“2005 Fordham Report”). The 2005 Fordham Report studied charter school funding at the state level, (16 states and the District of Columbia). Key findings from that report included that, on average, charter schools receive 81% of the funds that their district counterparts receive. This disparity amounted to approximately \$1800 less per pupil in the charter schools. The 2005 Fordham Report also considered funding at the city level, (27 cities surveyed), and found that charter schools fared even worse in that comparison, receiving only 76% of the funds of their district counterparts. This disparity amounted to approximately \$2200 less per charter student.
- [“Charter School Funding: Inequity Persists.”](#) (“2010 Ball State Study”) was published by Ball State University in 2010 and examined charter funding at the district and state levels. Key findings from this report highlighted significant disparities between charter and district funding. At the state level, (24 states and District of Columbia), charters received a higher percentage of funds on a per pupil basis: 81% of what district students receive. However, the disparity in the dollar amount found by the 2010 Ball State Study was greater, amounting to \$2200 less per charter student. In reviewing funding for charter schools in 40 cities, the 2010 Ball State Study found charters receive only 72% of the funds or \$3,700 less per pupil on average in the cities studied.
- Updated Information on Upcoming National Study (The final report will contain information from the current national study on charter schools)

In addition to gathering a high-level, national perspective on charter school funding, the Task Force also considered information and data from several specific states who have demonstrated best practices in charter school policy over the past decade. The states chosen for focus were two Midwestern neighbors to Illinois: Michigan and Indiana, who have had charter schools laws for a similar period of years, but who have more charter schools and different authorizing

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

structures than Illinois, and two non-Midwest states: Louisiana and New Mexico, also known for best practices in charter schools law and policy. The Task Force examined each of these four states' charter funding laws and compared them to Illinois' funding provisions. The chart below provides an 'at-a-glance' look at the charter environment in these states and the relevant provisions of these states' charter laws can be found in Appendix N.

Overview of Featured States Analysis				
State	Population	Number of Charters	Authorizer(s)	Per Pupil Funding
Indiana	6.5 million	75	Multiple first look authorizers	Same formula for district and charter
Louisiana	4.6 million	103	Multiple first look authorizers	Same formula for district and charter
Michigan	9.9 million	280	Multiple first look authorizers	Lesser of two state funding formulas
New Mexico	2 million	96	Multiple first look authorizers	Not less than 98% of the school-generated program cost
Illinois	13 million	67	In Illinois only local districts can authorize in the first instance; the Commission can authorize only on appeal	75%-125%

i. Indiana

Indiana, with a population of approximately 6.5 million, currently has 75 charters statewide. Indiana state law provides that a variety of entities are able to call for and authorize charter schools in Indiana, including local school boards, public four-year universities or their designated representative, the Mayor of Indianapolis, a state charter board, and a nonprofit college or university that provides a four-year educational program for which it awards a baccalaureate or more advanced degree. State law in Indiana, (Appendix N), requires that public charter schools adhere to the same funding formula as traditional public schools and receive their funding at the same time and in the same manner as the state provides funding to school districts. Indiana law allows all authorizers except local school boards to withhold up to 3% of a school's funding as an administrative fee.

ii. Louisiana

Louisiana, with a population of approximately 4.6 million, has 103 charter schools operating statewide. Authorizers approved by Louisiana state law which can call for and authorize charters in the first instance include local school boards, the state board of education, and local charter authorizers. In Louisiana, charters receive the same revenue using the same funding formula that is used for local school districts. (See Appendix N for relevant provisions in law). Authorizers are permitted to assess an annual authorizing fee to charter schools of 2% of per-pupil funding to cover costs associated with the authorizing and oversight of those schools.

iii. Michigan

Michigan, with a population of nearly 9.9 million, has 280 charter schools in operation. Local school boards, intermediate school boards, community colleges, and public state universities all have authorizing power in the first instance according to Michigan's state charter school law. Charter schools in Michigan receive the lesser of the two state funding formulas: the foundation grant amount of the local school district or the foundation allowance of \$7,160. (See Appendix N for relevant provisions in law). The law also provides for authorizers to receive an administrative fee of up to 3% of the total state school aid received by charter schools.

iv. New Mexico

There are 96 charter schools open in New Mexico, serving a total state population of approximately 2 million. Both local school boards and the state Public Education Commission have first-level authorizing power pursuant to New Mexico state law. State law in New Mexico stipulates that charter schools must not receive less than 98% of the school-generated program cost. (See Appendix N for relevant provisions in law). The State of New Mexico also permits an authorizing fee and allows an authorizer to withhold 2% of the school-generated program cost to use for costs associated with authorizing and oversight of its charter schools.

v. Comparison to Illinois

There are currently 67 charters in Illinois which has a total state population of nearly 13 million. In Illinois, only school districts have the authority to call for and authorize charter schools in the first instance. There is a State Charter School Commission, but the Commission cannot issue a request for charter applications and can only authorize a charter school on appeal after the local district has denied or failed to act in a timely manner on a charter school proposal. The funding formula of charters schools is discussed in greater detail in subsequent sections, but allows districts and the Commission to determine a rate of funding between 75% and 125% of the host school district's Per Capita Tuition Charge. The law permits an authorizer fee of up to 3% for

Commission authorized schools but does not explicitly address the issue of a fee for district authorized schools.

b. Analysis of Per Capita Funding Issues

One of the issues that came up repeatedly during Task force meetings was that in Illinois the range of allowable payment is too broad. Illinois' overbroad range for payment of the per capita amount to charter schools is an anomaly among all other states, and leads to inequitable results for Illinois' charter schools. No other state, among the 42 states with charter laws, allows for so broad a range (75 to 125%): the vast majority of other states adhere tightly to a formula that purports to provide an equitable amount of funding, keeping the range near, or within 5% of, the 100% target. Most states set by law a clear, fixed formula for charter school funding that aligns closely with the funding received by the school districts, often with the stated goal to achieve equity for the children served in both charter and traditional district schools.

Further, most of these 42 states are more explicit regarding the assessment of an authorizer fee by all authorizers in the state. Illinois, by contrast, provides for an authorizer fee to be administered by the Commission (see Section 27A-7.5(j) in Appendix D), but it does not explicitly address an authorizer fee for district authorizers. This inconsistency regarding an authorizer fee can work as a "disincentive" to authorizers, since it can fail to acknowledge that it takes time and effort by any authorizer to monitor and supervise its charter schools. Illinois charter law states that such "disincentives" are to be discouraged. (Citation)

The Source of Funding For Public Schools in Illinois: The Primacy of Local Property Tax

Like most states across the country, Illinois funds its public schools through a combination of local, state, and federal dollars. In Illinois, local revenues consist of local property taxes and the Corporate Personal Property Replacement Tax (CPPRT) Revenues. The CPPRT is a state-collected tax on the net income of business and the invested capital of public utilities and is distributed to local taxing bodies in proportion to the relative share of business taxes they received before Illinois prohibited the tax in 1979. These local property tax dollars are the primary and dominant source of funding for public schools. Further, as many law suits over the past decade in Illinois and other states have highlighted, the use of property taxes to fund schools results in significant inequities between "poor" and "rich" districts: Illinois is no different. In Illinois, the per capita amount spent on students in each district among the 862 districts is as low as \$5,000 in the poorest districts, and exceeds \$20,000 in the wealthiest districts. The average amount spent, per capita, is \$9,000+.

The Source of Funding for Public Schools in Illinois: State Sources

The State also contributes to the funding of all public schools in Illinois, primarily through General State Aid (GSA), as well as mandated categorical funding such as bilingual and early childhood education, and, finally, other state grants. In allocating its funding of General State

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

GSA, the State Board of Education is required by law to consider several factors and employ multiple methodologies. Each district or school is guaranteed a foundational amount of aid from the State. (Legal Citation to be provided.) Additional dollars distributed by the State reflect the district's local sources of funding as well as the concentration of students living in poverty. These additional considerations serve as the basis by which the State Board of Education attempts to annually "equalize" funding, or at least, remediate in some manner, the effects of poverty, across the 862 districts of the State of Illinois.

The Source of Funding for Public Schools in Illinois: Federal Sources

The Federal Government also contributes funds to support public education. These are often provided to the State to deliver based on block grants or other methodologies. Additionally, the Federal Government sometimes offers program-specific grant opportunities for which only Local Education Authorities can apply.

Special Funding Issues for Charter Schools In Illinois Related to State and Federal Dollars

With regard to funding for charter schools in Illinois, the State also provides reimbursements for mandated "categoricals" and state grants if the charter school is providing programs and services to eligible students. Charters in Illinois receive access to federal dollars through reimbursement from the state for eligible students. This includes funds for Title I, Title II, Individuals with Disabilities Education Act, National School Lunch Program, and Career and Technical Education.

Utilizing the Per Capita Tuition Charge in Illinois as a Basis for Charter School Funding

Funding for charter schools in Illinois is calculated based, by law, (see Appendix D) upon the host district's Per Capita Tuition Charge. According to the State Board, which is responsible for determining and publishing annually, the PCTC for every Illinois district, the Tuition Charge is defined by law as:

"The amount a local school district charges as tuition to nonresident students as defined by Sections 18-03 and 10-20.12a of the School Code. The per capita tuition charge is determined by totaling all expenses of a school district in its Educational, Operations and Maintenance, Debt Service, Transportation, Municipal Retirement / Social Security, and Tort Funds for the preceding school year less expenditures not applicable to the regular K-12 program (such as adult education and summer school), less offsetting revenues from state sources, except those from the Common School Fund, less offsetting revenues from federal sources except those from federal Impactation Aid, less revenues from student and community services, plus a depreciation allowance and dividing this amount by the nine-month ADA for the year."

As noted earlier, the Illinois charter schools law states that charter schools must be funded at a level that is between 75% and 125% of the host district's PCTC (see Appendix D for full

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

citation). PCTC is a funding formula that the State Board of Education uses to quantify the amount a school district pays from its own resources for each student. The formula is as follows:

$$\frac{\text{(District's total operating expenses - offsetting receipts and revenues)} \\ \text{+ an allowance for appreciation}}{\text{(divided by)}} \\ \text{District's nine-month Average Daily Attendance (ADA).}$$

The PCTC is calculated by the State Board of Education based on the previous year's Annual Financial Reports and thus results in a two-year "lag." Further details of the calculation are presented in Appendix E. Suffice it to say that each year, for each of the State of Illinois' 862 districts, the State Board of Education publishes a PCTC list in the spring, which then serves as a basis for the calculation of charter school funding, and other school funding matters, for the next school year. The PCTC is also used by the State Board and others for the following purposes: *(Information to be provided by the State Board)*

PCTC has been the measurement for calculating charter school payments since the Charter School Law was passed 16 years ago. Although some Task Force members raised concerns about its relevance for charter payments, the recommendations contained in this report are based on the continued use of PCTC to fund charters, (with the possible exception of current explorations of a different type of formulation by District 299). Given the PCTC calculation's established history for funding charters schools and that it is an amount defined, verified, and published annually by the State Board for all school districts, the Task Force did not present a recommendation to define a methodology or measure to replace PCTC.

Under consideration pending outcome of CPS analysis and information to be provided to Task Force: *CPS and its charter partners have reached an agreement to fund all students in Chicago equitably using a consistent per-pupil rate for all students regardless of school type. The calculation and amount were determined with input from the District and charters and allow for an equitable distribution of funds to district and charter students based on all eligible revenue received by the District. As such, a recommendation is included in this report to allow the equitable funding work of CPS and its charter partners to continue.*

c. Analysis of Facilities Funding Issues

Illinois' current charter school law presently contains no provision for facilities funding for charter schools, with a few minor exceptions including provisions for the negotiation between a charter and a district or other state agency for the use of space to locate a school and any associated rent (105 ILCS 5/27A-5(h)). Yet, the 2010 Ball State study presented to the Task

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

Force concluded that the chief driver of the inequitable disparity between funding for district schools and charter schools was charter schools' lack of access to local funds and to capital dollars. The Illinois Facilities Fund, a Chicago-based, nationally recognized nonprofit Community Development Financial Institution concurred with the findings noted above. The IFF, which supports nonprofits including charter schools through loans and real estate, noted in a letter to the Task Force that facilities continue to be the largest obstacle to charter school establishment and growth and that the lack of facilities funding for charters continues to disadvantage charter students by forcing the school to divert operational dollars to cover capital expenses – a diversion not necessary in district schools. The letter from IFF is included in Appendix M.

However, the national survey of state charter laws revealed that some states are attempting to address the inequity in the access to facilities and facilities financing with a variety of different measures.

The Task Force examined the different legal remedies being piloted in other states, and observed the following best practices in this area including:

- i. **Providing direct funding to charter schools for the cost of their facilities:** Some authorizers provide access via a direct payment for facilities. (In D.C. this payment is \$2,940 per pupil.) Others provide a state-run facilities grant program. (New York State has contributed ~\$3.1 million to its facilities grant.)
- ii. **Allowing charter schools to borrow additional dollars at better rates:**
 - a. Public Charter School Facility Revolving Loan Program: Utah law provides for a charter school revolving loan fund that provides loans to charter schools for the costs of constructing, renovating, and purchasing charter school facilities. This fund is capitalized at ~ \$6,000,000.
 - b. Bond Financing: Connecticut has provided \$20 million in bond financing to support charter school facilities, dispersed through a competitive application process.
 - c. Credit Enhancement: Colorado provides a mechanism for limited credit enhancement for eligible, highly rated bond transactions by charter schools by using the state's "moral" obligation to back up to \$400 million in debt.
- iii. **Mandating equal access to district and state surplus buildings and existing state facilities programs:**
 - a. In Indiana, the law requires school districts to provide a list of buildings that are closed, unused, or unoccupied for a period of two years to the state Department of Education and make these buildings available for lease for \$1 a year or purchase for \$1 to any charter school.

- b. In Colorado, the law allows charter schools to apply for competitive grants from the state's public school facility financing program and provides state loans for qualified schools to meet any required matches under the state's public school facility financing program.

DRAFT

4. ANALYSIS OF CHARTER FUNDING AMONG ILLINOIS AUTHORIZERS

In most instances, charter school authorizers in Illinois start by providing each charter school its funding based the school's enrollment multiplied by some percentage of the PCTC, usually on a quarterly basis. In some instances the district and charter will negotiate the provision of additional funds, or services or goods, such as transportation and food services. These funds may be paid out of the per-pupil amount, or other arrangements may be made. See Appendix D for relevant citations.

Range of PCTC Percentage Currently Utilized by Illinois Charter Authorizers.

An analysis of funding rates conducted by the Illinois State Board of Education for purposes of this Task Force study, found that generally, funding levels for charter school authorizers in Illinois are within the 75% and 125% range stipulated by law. However, to date, the State Board of Education has been unable to verify the funding level provided by the Chicago Public Schools, (District 299). The table below shows the funding levels by authorizer.

As stated in Section 3.a. above, the nationwide analysis shows that on average, charters are funded at a lower rate than their district counterparts and this trend appears to hold true in Illinois as well where charters are funded, according to the ___ study, on average, at 81% of district school rates, based on the following information:

Authorizer	FY12 PCTC	# of Charters	PCTC % to charter schools
Beardstown CUSD 15	\$6,974	1	87%
City of Chicago SD 299	\$9,462	52	?
Community Unit School District 300	\$8,349	1	100%
Decatur SD 61	\$9,056	1	100%
East St. Louis SD 189	\$12,050	2	75%
Jacksonville SD 117	\$7,566	1	82%
McLean County USD 5	\$8,407	1	100%
North Chicago SD 187	\$11,555	1	100%
Peoria SD 150	\$9,710	1	85%
Rockford SD 205	\$8,529	3	100%

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

Springfield SD 186	\$9,937	1	75%
State Charter School Commission	Varies by district	4	100%

DRAFT

a. Analysis of Charter Funding in District 299

Chicago currently has 130 charter campuses operating under 52 charters. Chicago Public Schools (CPS) is by far the largest school district in the State of Illinois, and the largest authorizer of charter schools (there are only 15 non-CPS authorized charters statewide). Given the size and complexity of District 299, and its budget, there are issues related to the funding of charter schools that are unique and worthy of special consideration in this Report. The Task Force received presentations from CPS, The Illinois State Board of Education and the Chicago charter community which highlighted the funding complexities and discrepancies in Chicago. The Illinois Education Association and the Chicago Teachers' Union also presented information on these funding issues.

CPS has been engaged in ongoing conversations about funding equity and transparency with the charter community and has increased and focused those efforts through their participation in the Task Force. Specifically, CPS has recently transitioned to a Student-Based Budgeting (SBB) methodology for the distribution of core instructional dollars to all schools, including charters. By using SBB, District 299 is, by definition, not using PCTC to calculate its payments to charter schools. District 299 presented information to the Task Force stating that PCTC is not a practical methodology for allocating resources in a district as large and complex as District 299. District 299 noted several reasons for its decision to move to SBB including the two year lag that results from PCTC, the lack of flexibility to allocate resources based on student needs and district priorities, and the reduced ability to target funds to students in poverty.

Note: CPS and charter representatives will be providing additional content for this section and it will be made available to the full Task Force when it is submitted

b. Analysis of Charter Funding in Other Districts

Although District 299 is by far the largest authorizer in the State, the Task Force wanted to examine the funding practices of other district authorizers to present a more comprehensive view of charter funding statewide. In addition to Chicago, there are nine additional districts that have authorized charter schools as noted in the PCTC table above.

The Task Force selected Rockford, Peoria, and Springfield to conduct a more detailed analysis of district charter school funding practices. Rockford is the next largest district authorizer in the state behind Chicago and Peoria and Springfield provide geographic diversity to our analysis and vary in both size and funding level for charters. They also utilize different methods regarding the provision of other supports or the assessment of different costs.

The following subsections will be updated in the next version of the report when the following data has been furnished by the districts: method/frequency of payment to charters, supplemental funding or service available to charters, access to grants.

Rockford

The Rockford School District has approximately 27,000 students with approximately 1,100 students enrolled in charter schools serving students in grades K-6, making it the fourth largest district in the State. According to the State Board, charter schools in Rockford receive 100% of the district's PCTC which for FY12 was \$8,529.

Peoria

The Peoria School District serves approximately 13,500 students with approximately 377 students enrolled in its one charter school, Quest Charter Academy in grades 5-8. The State Board reports that in FY2012 the charter school in Peoria received 85% of the district's PCTC of \$9,710.

Springfield

The Springfield School District serves approximately 13,000 students in 32 schools and has approximately 377 students enrolled in the Springfield Ball Charter School in grades Pre-K-8. According to the State Board the charter school was funded at 75% of the district's PCTC in FY12. That amount was \$9,937.

c. Analysis of Funding Commission Authorized Schools

In Illinois, only local school districts may authorize charter schools in the first instance. The Illinois State Charter Commission may only authorize schools on appeal, and not in the first instance of application. 95% of charter schools in Illinois are authorized by districts and CPS alone has authorized 78% of the charter schools in the state.

Presently, the Commission is the authorizer for only four schools in Illinois, or 6% of all charter schools in Illinois. Two of these schools were transferred from the authorization jurisdiction of the State Board to the Commission in 2012 by the law which created the Commission, and two were authorized directly on appeal in 2013.

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

The funding methodology for the two types of authorizers, (districts and the Commission), is the same in Illinois law and both must adhere to the 75% to 125% PCTC range. Both authorizers are obligated to pay for the education of the children who choose to attend a charter school based on the funding methodology in Illinois that relies on local property taxes as the basis for public education funding (Section 3.b. above). These property taxes are (keep rest of this sentence.) Thus, when a district pays for a charter school it authorized, it is using its local property tax dollars, diverting them from the traditional public school system to the school the parents and child have chosen: the charter school. At its essence, the theory behind charter school funding is that the local property tax funding follows the child to the public school that the family has chosen, whether a traditional public school or a charter.

The only difference between district-authorized charter schools and state-authorized charter schools is the exact source of the local funding for those children of taxpayers in that district. When the district authorizes the school, it sends payments for those children attending the charter schools directly from its property tax revenues, or whatever other alternative revenues the district chooses to utilize, to the charter schools. In the case of state-authorized schools, which in Illinois are authorized over the objection of the district on appeal, the state legislature chose by law to require the payments to be made by the State to the charter school on behalf of the district. While the State could have chosen to “bill” the district for the funds from its property tax revenues, it instead takes the same amount from a funding source it controls, which is the General State Aid. The district keeps the property taxes paid by the families of the students who attend the charter school. This is set forth in **Section 27A-9(f)** which states “...The State Board shall withhold from funds otherwise due the district the funds authorized by this Article to be paid to the charter school and shall pay such amounts to the charter school.”

The directives to the Task Force included a requirement that this funding methodology be examined, particularly with respect to its impact on the host district.

Access to Local Tax Dollars, or their Equivalent, for Schools Authorized by Non-District Authorizers

The issue of funding charter schools using local dollars when the schools are not authorized by the local district is not unique to Illinois. In fact, many other states are presented with this situation, when there are diverse authorizers with the ability to authorize new charters statewide without prior approval from the local district. For example, in Indiana, xx schools are authorized by non-local authorizers; in Michigan, (statistics tbd) the percentage is xx.

Accordingly, across the 42 states with charter laws, there are examples of how states use their laws to guarantee equity to students whose families have chosen to attend schools authorized by the state or other non-district entity, such as a university, rather than by the district. This section of the report provides a quick survey of these laws, and what Illinois can learn from them.

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

In the information reviewed for all states studied, the Task Force presentations showed that state authorized charters typically have full access to state-generated operating dollars. However, access to local operating (usually property tax) dollars was found to be an administrative challenge to some of these schools, particularly in the collection of funding amounts available. States' approaches to attempting to ensure timely and equitable access to local district tax dollars for state-authorized charter schools varies.

For instance, in Louisiana and Indiana, the states provide non-district-authorized charter schools access to some local dollars and require districts to send directly to the non-district-authorized charter schools the local funds, (i.e., in most instances, property taxes), to which they are entitled. See Appendix N for the precise wording of this legislation.

In Colorado, non-district-authorized schools are not given direct access to local funds such as property taxes, and districts are not required to pay the state authorized charters from the local property taxes that support the rest of the public schools in the district. In states where the districts are not required to pay the charters directly from the local property taxes, the state replaces these local dollars with other existing state funds to which the states have access and can control. Usually, these states direct a portion of the district's share of the state's "poverty fund equalizer payments" equal to the amount of the local share tax dollars for the non-district-authorized charter schools. This method is used by some states because it is believed to be the only certain way that the State can guarantee that the state-authorized charter schools fully receive in a timely manner the payments for the students they are educating who reside in that district and, thus, for whom the district is financially responsible.

An analysis by the Illinois State Board of Education for purposes of this Task Force, showed that in Illinois charter schools authorized at the state level were historically funded at the 100% PCTC rate of the schools' respective host districts to ensure equity for students at district and charter schools in the area. The schools were paid by the State Board for the past 15 years in the case of Prairie Crossing and for the past 3 years for Southland, and the Commission's two newly authorized schools which opened in 2013 were both contracted to receive 100% of the host district's PCTC as well, by vote of the Commission in March, 2013.

To make payments to Commission authorized schools, the State Board of Education is mandated by Illinois law, (see Section 27A-9(f) in Appendix D), to withhold funds from the resident district's General State Aid payments pursuant to the formula of enrollment times PCTC noted above, and to make these quarterly payments directly to the Commission authorized charter school. Meanwhile, the host districts keep the property taxes generated by these students and their families.

The State Board of Education for Illinois also collects monthly attendance data for each Commission-authorized charter school at the end of the school year. In order to be most fair to the district, this figure is combined with the attendance at the appropriate resident district to properly “inflate” such district’s General State Aid claim in preparation for then taking out the charter school’s quarterly per capita tuition payments in the following fiscal year.

d. Impact of Commission Authorized Schools on Host Districts

To assess the impact of state-authorized charter schools on their host districts, the Task Force considered reports from Woodland District, Southland District, as well as the current judicial interpretation of this provision of the Illinois Charter School Law.

The Task Force received and considered information submitted by Woodland District 50, from which the Prairie Crossing Charter School draws students, in its November meeting, and from the Southland School District at the December 16, 2013, meeting. The information submitted by District 50 set forth the economic impact that that District has experienced due to the Commission authorized school. In a letter and subsequent presentation to the Task Force, District 50 claimed that the charter school was impacting the fiscal soundness of the district because approximately \$3 million of state aid are diverted from the district annually to fund the Prairie Crossing Charter School. The District also noted in its letter to the task force that the result of the loss of state aid has been the reduction of 70 staff members, delayed technology and curriculum updates, and the inability to provide after school programming for low-income students.

As one recommendation for changing this impact, Woodland District 50 called for direct state funding of Commission authorized schools and stated that “state dollars received per student by the local school should follow the student to the state chartered school and the state should bear the financial responsibility as the chartering entity to fund the balance of the tuition cost.” This proposal is reflected in HB 2660, which was presented to the Illinois legislature in the spring of 2013 but then withdrawn.

The Southland Charter School and Impact on the Host District

At its December 16, 2013 meeting the Task Force received a report from Southland as well as a presentation from the Superintendent of District 162 and CEO of Southland College Prep, Dr. Blondean Davis. Southland College Prep is a charter high school that was created by an elementary district (District 162) to provide an alternative high school option to the families in the district. The report submitted to the Task Force highlights the unique circumstances of the charter school’s creation as well as the ongoing partnership between the charter school and the elementary school district. The full report is included as Appendix “E”.

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

The report submitted by Southland College Prep set forward a recommendation for the funding of Commission authorized charter schools. The report recommends that the Commission authorized schools receive “no less than 100% of the PCTC spent to educate students in the school district, with this funding being provided via the re-allocation of State aid from the school district to the charter school in the full amount necessary to provide 100% of the PCTC for each student who enrolls in the charter school.” See Appendix F for full presentation from Southland. The Southland submission notes that even with funding at 100% of PCTC, charter schools still receive less funding than their district counterparts because they do not have access to capital dollars. In the instance of Southland College Prep, a facility was only able to be purchased through a strong and symbiotic relationship with District 162. The Task Force also received a letter of support for this recommendation from the Prairie Crossing Charter School.

Richton Park Case and Its Holding Regarding the Economic Soundness Provision and the Question of Impact on the District

In addition to receiving presentations and information from districts impacted by State Authorized charter schools, the Task Force also looked to relevant case law, and was briefed by counsel on the opinion and holding of the Illinois Appellate Court of the First Circuit, in the matter of Richton Park vs. Southland Charter School, dated December 2011.

In Richton Park, the State Board’s Superintendent examined the operating funds and budget for the District and, where the District had no short term debt outstanding, found a sufficient fund balance existed in the District such that reallocation of funds to the Charter would leave both schools financial solvent and secure. The Superintendent additionally took note of the District’s ability to adjust its staffing and expenditure levels downward following migration of the students to the Charter. The State Board’s recommendation was affirmed at both appellate levels.

(Quotes/citations tbd.)

5. RECOMMENDATIONS OF THE TASK FORCE

Note for consideration: the proposals below are in draft form but have been updated to reflect feedback received during the December 9 and 16 2013 and January 13, 2014, 2013 Task Force meetings.

The recommendations set forth in this section reflect the intent and goals of the legislature in establishing this task force as stated above in Section 1.b. of this report. It is the goal of the Task Force that the recommendations provided in this report serve as possible amendments to Illinois’ current charter law. As such, the recommendations are structured to align to existing sections of the Illinois charter law and relevant citations are included. In instances where a recommendation proposes a *new* section of the law, this is made clear as well.

Process for Developing Recommendations

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

After reviewing all of the information presented to the Task Force, Co-Chairs Martinez and Williams developed the following list of recommendations and provided it to the full Task Force for review. Over the course of several meetings (12/2/13, 12/16/13, 1/13/14...) the Task Force dedicated its public meetings to discussing the merits of the individual recommendations as well as the content included throughout the report. Following each meeting, the report and its recommendations were revised to reflect the comments received from the Task Force. Updated versions of the report were distributed at each subsequent meeting and included a guide to the revisions made.

At the January 13, 2014 meeting the Task Force reviewed and considered in detail the voting process to be used for reaching final recommendations. The Task Force received guidance during that process from counsel, Lisa Scruggs. Feedback was received on the voting rules presented and a vote to approve those rules was scheduled for the January 27, 2014 Task Force meeting. A full list of the voting rules can be found in Appendix X.
)

a. Per Capita Funding Range

The Task Force shares the belief widely expressed in Illinois, that all schools in the state need more funding in order to prepare students to be ready for college and career. The overall level and structure of statewide education funding was not in the purview of this Task Force and as such our recommendations follow our charge in Goal ii: “*Examine the current funding provisions in the Charter Schools Law **for the purpose of ensuring funding equity**, specifically the provision allowing school districts to provide charter schools funding in the range of 75% to 125% of the district’s per capita tuition charge.” (emphasis added)*

Option A: Maintain Status Quo

Current Illinois Law:

Section 27A-11(b) states that: “In no event shall the funding be less than 75% or no more than 125% of the school district’s per capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school.”

OR

Option B: Adopt Proposed Amendment:

“Funding shall be provided to all charter schools by any authorizer in the state at a rate yielding the equivalent of 100% of the per capita tuition for the host district(s) and in no event shall the funding be less than 97% or no more than 103% of the school district’s per capita student tuition

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

multiplied by the number of students residing in the district who are enrolled in the charter school, such that an authorizer may withhold up to 3% to recover the costs of authorizing activities.”

This proposed amendment to Section 27A-11(b) would establish that all authorizers shall provide all Illinois charter schools with access to 100% of the PCTC amount and may withhold up to 3% to cover authorizing work. To ensure access to 100% of PCTC, the range for funding shall be 97% to 103% of the district’s PCTC.

Support for proposed change:

- Using PCTC is the correct basis for calculation because: (1) it has worked in Illinois for the past 16 years as a fair, publicly transparent, and reliable number on which charter schools and districts can rely; (2) the PCTC number is used for many other purposes in Illinois besides charter schools, thus it has multiple verifications of its reliability; (3) the method by which the State Board calculates the PCTC is publicly available, transparent, and has been in use many years, whereas other calculations done on a district basis may be difficult to present in a public, verifiable manner; (4) many other states use similar calculations like Illinois’ PCTC.
- The present wide percentage range is inequitable to charter schools, allowing charter school students to receive less funding than their traditional public school counterparts for no reason other than their status as charter school students.
- The present wide percentage range is an anomaly in the national law: no other state has so wide a range; most ranges are no wider than a XX% spread. (The Task Force is conducting research on this and the next version of the report will include data on the average variance)
- The proposed change specifies that any authorizer, district or Commission, may assess a fee of up to 3%, rather than limiting the ability to assess a fee only to the state-level authorizer.
- This range would allow to district to adjust funding rate to account for the particular circumstances of the charter school, for instance if the concentration of poverty were substantially lower than the district, then the authorizer may adjust PCTC to reflect that

Concerns expressed regarding proposed change:

- PCTC is not the right basis for charter school calculations because in some districts do not fund all categories, such as transportation, while others disproportionately fund some categories, such as pension.
- Range should not be narrowed because legislative reasoning behind range indicated need for range.

- PCTC is not the right basis for the calculation if a district uses student based budgeting, and can show equity in its calculations.
- PCTC would be better if expressed in a high school and an elementary PCTC in those districts which are unified districts; then, percentages from the PCTC would be more precise depending on the grade level of the charter school. (See Additional Recommendation Below for Discussion at 2014 Meetings.)
- The narrower percentage range in the proposed change does not give districts the flexibility to align with and balance between the needs of the charter school and the district.

And/Or

Option C: Adopt Proposed Amendment

Current Illinois charter law does not provide for a distinction on the payment of the per capita tuition charge when the district is a “unit” district maintaining both elementary and secondary schools. The State Board has indicated that extracting a fair number for the elementary PCTC of a unified district from a fair high school number for the same district would be a difficult analysis. Nonetheless, the Task Force heard evidence that in such cases, there may be situations where a unit district is paying a higher per capita than it should to an elementary charter school, or a lower per capita than it should for a high school charter. Accordingly, the Task Force makes the following recommendation for an amendment to the current law:

Proposed Amendment:

“In those unit districts, where a charter school is authorized by the district or a state-level authorizer, the State Board of Education shall, before certifying said contract, determine, through the use its own staff or that of an independent outside auditor,, a fair and equitable determination based on grade level, for said district. Alternatively, the State Board and the District may agree to use grade level weights already established in another District. The State Board shall require said the charter contract to comply with the percentage terms set forth. In order to provide the State Board with time to develop that expertise to develop this analytic tool and/or consulting experts, this portion of the law shall not become effective for any contracts other than those entered into after July 1, 2015.

Support for Proposed Change:

- The provision seeks to fulfil the “ensuring equity” that is at the core of the Task Force’s directive, while also ensuring that districts are not “overpaying” some of their charter schools.

- The provision's one-year lead time allows the State Board to develop the necessary expertise to perform the analytics sought here in the name of funding equity.
- District 299 already has established grade level weights that have been in use for several years for its schools.

Concerns Regarding the Proposed Change:

- The State Board is already overburdened with the mechanics of certifying and otherwise monitoring authorizers and their payments throughout the state, and this adds an undue burden to the Board, without much measurable benefit to either districts in the case of overpayments or charter schools in the case of underpayments in those unified districts at issue.

b. Facilities Access & Funding

The current law touches on aspects of charters use of facilities but the law does not explicitly call for equitable funding or access to facilities. The proposed amendment would make clearer the State and authorizer's role in providing equitable access to facilities for charter schools. This recommendation is based on best practices observed in other states and is in line with "Goal i." of the Task Force: "*Compile comparative analysis of charter school funding practices across the United States,*" and "Goal ii.", to "*ensure funding equity.*"

Option A: Maintain Status Quo; or

Adopt Proposed Amendment(s)

Option B:

The State and authorizers shall seek to provide equitable funding and access to facilities for charter schools. ; and/or

(The Task Force is currently conducting research on the practices proposed in options C-E and the next version of the report will cite specific examples for each option as well as more specific proposed language)

Option C:

The State or the authorizer shall provide direct funding to charter schools for facilities; and/or

Option D: Allow charters to borrow additional dollars for facilities costs at rates better than they would otherwise receive; and/or

Option E: Provide equal access to district surplus buildings.

Support for proposed change:

- Students in charter schools should have access to the same resources as their district counterparts, on every front: there is no rational basis to not include at least some form of facilities support.
- As evidenced in the information considered by the Task Force, access to facilities is greatest driver of inequitable funding between district and charter schools across the nation.
- The current law has no provision now for facilities funding so the adoption of A, B, and/or C would be a strong first step toward providing equitable funding and improved access to facilities for charter schools – and the students who attend them --in Illinois.
- Support for these recommendations is provided by IFF, the leading organization in the Midwest for real estate and financing matters for nonprofits.

Concerns expressed regarding proposed change:

- Any proposed amendment should include language about accountability and transparency of financial dealings of charter schools, including real estate transactions.
- The language in the proposed amendment should address the impact of in-kind facilities or reduced rate borrowing in the district's PCTC calculation for charter payments.
- There are not currently funds in the state budget to support additional facilities funding for charter schools, even if such funds would aid in establishing equity.

c. Commission Authorized Schools

This recommendation is in line with “Goal iii.” of the Task Force: *“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.”*

Current Illinois Law:

Section 27A-9(f) states that “ The State Board shall withhold from funds otherwise due the district the funds authorized by this Article to be paid to the charter school .”

Section 27A-9(h) states that “For charter schools authorized by the Commission, the State Board shall pay directly to a charter school any federal or State aid attributable to a student with a disability attending the school.” ; and

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

Section 27A-11(b) states that: “In no event shall the funding be less than 75% or no more than 125% of the school district’s per capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school.”; and

Section 27A-7.5(j) states that “The Commission may charge a charter school that it authorizes a fee, not to exceed 3% of the revenue provided to the school, to cover the cost of undertaking the ongoing administrative responsibilities of the eligible chartering authority with respect to the school. This fee must be deposited into the State Charter School Commission Fund.”

Option A: Maintain Status Quo:

The Task Force concluded that the funding of Commission Authorized schools as described in Illinois state law is aligned with best practices and should remain as it currently is. No amendment is proposed for these sections. Note: If the legislature were to adopt the proposed amendment to narrow the range of PCTC funding to 97-103% the Commission would continue to be bound by that provision. Similarly, if the legislature were to adopt the proposed amendment to allow districts who fund schools equitably using a student-based budgeting model, the Commission would adhere to that funding levels set forth for schools approved on appeal in those districts.

Support for Status Quo:

- The students who attend state- authorized schools are entitled to be treated equitably for all funding purposes as compared to other charter schools in Illinois and as compared to the students receiving education from the traditional schools in the host districts where such state-authorized schools are located
- The consideration of impact on the host district’s budgets and schools has already been considered and addressed in the case of Richton Park vs. Southland, and both district and state authorizers should use that court’s holding as the guide in determining whether the impact of a charter school on the district is not within the precedent established by this 2011 appellate decision.
- Provisions for authorizing fees are recognized as a national best practice, because these fees help offset the cost of carrying out administrative functions of charter school authorizing such as application review, renewals, ongoing monitoring, and parent support, and thus, the fee should remain in place. Letters of support for this recommendation were furnished by the Commission’s two oldest charter schools, Southland College Prep and Prairie Crossing Charter School.

Concerns about proposed language:

- One host district noted concerns on this issue regarding maintaining the current funding structure and source of payments to Commission authorized schools, and submitted a proposal to “share” that cost at a state level.
- Some members of the task force proposed an amendment to this language that would permit the Authorizer to consider the relative poverty of a charter school’s student population when determining the percentage of PCTC to be used for funding that charter school.

Option B: Adopt Proposed Amendment

“State dollars received per student by the local school should follow the student to the state chartered school and the state should bear the financial responsibility as the chartering entity to fund the balance of the tuition cost”

Support for Proposed Amendment:

- Districts would not be held responsible for full financing of charter school that it did not approve

Concern with Proposed Amendment:

- Students should have access to the property tax dollars that fund the local district schools
- Placing funding for state charters as a line item in the budget would make it vulnerable to cuts each budget cycle.

e. Transition Impact Aid

This recommendation is in line with “Goal iii.” of the Task Force: “*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.*”

Current Illinois Law:

Section 27A-11.5(1) states that “From a separate appropriation made to the State Board for purposes of this subdivision (1), the State Board shall make transition impact aid available to school districts that approve a new charter school or that have funds withheld by the State Board to fund a new charter school that is chartered by the State Board. The amount of the aid shall equal 90% of the per capita funding paid to the charter school during the first year of its initial charter term, 65% of the per capita funding paid to the charter school during the second year of its initial term, and 35% of the per capita funding paid to the charter school during the third year of its initial term...”

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

The history behind this now-dormant provision of the Illinois law began with its implementation in FY 05. Approximately \$3 million in transition aid was awarded until a decrease in revenue caused the item to be eliminated from the Governor's budget in FY09.:

Option A: Status Quo; or

Option B: Proposed Amendment

The Task Force recommends that legislature fund transition impact aid to school districts that approve a new charter school or that have funds withheld by the State Board of Education to fund a new charter school that is chartered by the State Charter School Commission in the manner set forth in Section 27A-11.5(1) beginning July 1, 2015 for a pilot period of no less than 5 years, and that the legislature assess at the end of this period whether such transition aid stimulated the further creation of innovative and successful charter schools in districts receiving such aid.

Support for proposed change:

- Funding transition aid would help offset the decrease in funds to the district when the district itself approves a charter and also when a charter is authorized by the state on appeal.
- Such funding would smooth the transition as the district adjusts to its new enrollment levels.

Concerns about proposed change:

- The state may not currently have the resources to fund transition aid.
- Funding transition aid now would not assist districts who currently have Commission charter schools. Recommendation would only support districts going forward unless provision were added a) for back payment to districts with existing Commission authorized schools or b) a smaller, ongoing transition aid payment to districts.

f. Transparency, Predictability and Enforcement of Funding

The current law does not address the transparency, predictability and enforcement of funding for charter schools. This would be a new section of the law and is in line with "Goal i." of the Task Force: "*Compile comparative analysis of charter school funding practices across the United States,*" and "Goal ii.", to "*ensure funding equity.*"

Option A: Status Quo; or

Option B: Adopt Proposed Amendments:

- i. Increase transparency and predictability for charter funding by requiring all charter authorizers to include the funding percentage based on PCTC in the charter contract. The annual funding percentage must be outlined for the entire term of the charter contract.
- ii. If an authorizer does not include funding amounts which are in compliance with the charter school funding range set forth in Recommendation “A” above, in the charter contracts between the authorizer and the charter school that are submitted to the State Board for certification, the State Board of Education shall not certify those contracts until such assurances of compliance are received.

Support for proposed changes:

- The charter contracts are public documents and including funding levels would increase transparency on charter funding to the charter school and other interested stakeholders.
- The language as proposed would give ‘teeth’ to the existing law and allow the State Board to have some recourse for authorizers who fail to comply.
- Agreeing to the terms of funding in a charter contract helps ensure that charters can plan accordingly based on anticipated revenue over the typical 5 year course of the charter and that the funding methodology will not be open to re-interpretations in that period.

Concerns expressed on proposed changes:

- The PCTC range alone would not guarantee predictability because district revenue varies from year to year based on state allocations and other sources of funding to the district.
- Districts and charters should be able to agree to a method of equitable funding that is clearly articulated in the charter contract and should be allowed to substitute that funding methodology for PCTC.
-

And/or

Option C: Proposed Amendment

Next version of the report will include language from the National Charter School Alliance's Model Law that addresses issues of charter school transparency including contracts between charter schools and EMOs, reporting, and disclosure of management fees.

g. Virtual Schools Funding

The Task Force limited its research and recommendations to 'brick and mortar' charter schools. However, the Task Force acknowledges that the recommendations regarding the funding of 'brick and mortar' charter schools may not be fully applicable to the funding of virtual schools. Particularly in the case of charter school that entirely virtual, the Task Force notes that special funding considerations may be warranted. Furthermore, as part of the moratorium on virtual schooling imposed by the State Legislature in May 2013 the State Charter School Commission was charged with conducting research on the topic and issuing a report of their findings by March 1, 2014. In support of that charge, the Commission has convened an advisory group to consider the issue. That advisory body held meetings in October and December of 2013 and they are scheduled to meet again in January 2014. This group will address aspects related to virtual schools, including their funding. As such, the Task Force agrees to defer all recommendations and proposed amendments to the law to the Commission and its advisory body and is not issuing recommendations on virtual schools as part of this report.

g. Statewide Education Funding

Although this Task Force was specifically tasked with examining issues related to and offering recommendations on charter school funding, many of the issues raised during task force meetings were relevant to other public schools as well. The Task Force defers consideration of those issues to the committee convened by Senate Joint Resolution 32(SJR 32). SJR 32 calls for a 12 member committee to study funding for education in Illinois and to make recommendations to the legislature based on its findings by February 1, 2014. Given the parallel work of that committee, this report intentionally limits its recommendations on funding exclusively to charter schools.

Conclusion

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

The Task Force is pleased to have been asked to address the important issue of charter school funding in Illinois, and all members worked assiduously over the course of seven months to research this issue, discuss the benefits and risks of various aspects of this issue, and, finally, to issue these recommendations. The Task Force stands ready, at the call of the legislature, to provide further exploration of these issues.

DRAFT

APPENDIX A
Task Force on Charter School Funding Members

Member Description	Organization	Representative
(1) one member appointed by the President of the Senate;	Senate (D)	Iris Martinez
(2) one member appointed by the Minority Leader of the Senate;	Senate (R)	Pamela Althoff
(3) one member appointed by the Speaker of the House of Representatives;	House (D)	Daniel Burke
(4) one member appointed by the Minority Leader of the House of Representatives;	House (R)	Joe Sosnowski
(5) the State Superintendent of Education or his or her designee;	ISBE	Jen Saba, ISBE
(6) the chairperson of the State Charter School Commission or his or her designee;	State Charter School Commission	DeRonda Williams, Commissioner and Principal at DW INC Consulting
(7) the chief executive officer of a school district in a city having a population exceeding 500,000 or his or her designee;	Chicago Public Schools	Ginger Ostro, Budget and Grants Officer

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

<p>(8) one member appointed by the Governor, upon recommendation of an organization representing teachers in a school district in a city having a population exceeding 500,000;</p>	<p>Chicago Teacher's Union</p>	<p>Stacy Davis Gates, Political Director</p>
<p>(9) one member appointed by the Governor, upon recommendation of the largest statewide organization representing teachers;</p>	<p>Illinois Education Association</p>	<p>Sean Denney, Lobbyist</p>
<p>(10) one member appointed by the Governor, upon recommendation of the second-largest statewide organization representing teachers;</p>	<p>Illinois Federation of Teachers</p>	<p>Kathy Shaevel, Professional Issues Director</p>
<p>(11) one member appointed by the Governor, upon recommendation of a statewide organization representing charter schools in this State;</p>	<p>INCS</p>	<p>Andrew Broy, President</p>
<p>(12) one member appointed by the Governor <u>who is familiar with virtual charter schools</u>, upon recommendation of an organization representing downstate and suburban school boards;</p>	<p>Batavia Public School District</p>	<p>Kris Monn, Assistant Superintendent of Finance</p>

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

<p>(13) a principal of a currently operating, high-performing, charter school in this State, appointed by the State Superintendent of Education;</p>	<p>Alain Locke Charter School</p>	<p>Patrick Love, Principal</p>
<p>(14) <u>one member appointed by the Governor, upon recommendation of a statewide education policy organization that supports education policy priorities designed to provide a world-class education to all Illinois youth;</u></p>	<p>Advance Illinois</p>	<p>Robin Steans, Executive Director</p>
<p>(15) one member appointed by the Governor, upon recommendation of the largest charter school in this State;</p>	<p>Chicago International Charter School</p>	<p>Dan Anello, Chief of Strategy and External Relations</p>
<p>(16) one member appointed by the Governor who is a representative of a community organization that operates charter schools, upon recommendation of that community organization;</p>	<p>?</p>	<p>TBD</p>
<p>(17) one member appointed by the Governor, upon recommendation of an organization representing the business community in this State;</p>	<p>Illinois Business Roundtable</p>	<p>Jeffrey Mays, President</p>

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

<p>(18) one member appointed by the Governor, upon recommendation of an education advocacy group that organizes parents and supports high-quality, public school options, including high-quality, public charter schools; and</p>	<p style="text-align: center;">Stand for Children</p>	<p style="text-align: center;">Jessica Handy, Policy Director</p>
<p>(19) one member appointed by the Governor representing one of the two currently-operating Commission-approved charter school in this State, upon recommendation of the leadership of the Commission-approved charter schools;</p>	<p style="text-align: center;">Southland College Prep</p>	<p style="text-align: center;">Blondean Davis, CEO of Southland College Prep, and Matteson District 162 Superintendent</p>
<p>(20) <u>one member appointed by the Governor, upon recommendation of a statewide 501(c)3 organization that supports school choice, with a focus on innovation in education and next generation learning models;</u></p>	<p style="text-align: center;">Illinois Policy Institute</p>	<p style="text-align: center;">Matt Paprocki, Senior Director of Government Affairs</p>
<p>(21) <u>one member appointed by the Governor, upon recommendation of a district outside Chicago that has a state approved charter;</u></p>	<p style="text-align: center;">Springfield Ball</p>	<p style="text-align: center;">Kenley Wade, Board President of Springfield Ball Charter School</p>

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

<p>(22) <u>one member appointed by the Governor, upon recommendation of a union representing teachers in charter schools; and,</u></p>	<p>ACTS</p>	<p>Monty Adams, Teacher</p>
<p>(23) <u>one member appointed by the Governor who is a nationally recognized expert on charter schools and charter school funding issues; and be it further</u></p>	<p>National Alliance</p>	<p>Todd Ziebarth, Senior VP of State Advocacy and Support</p>

DRAFT

APPENDIX B

Bibliography of all Presentations to the Task Force

- I. **Meeting 1: Introductions and Overview of Task Force**
September 23, 2013
 - i. **Charter School 101:** Illinois State Board of Education
 - ii. **Commission Overview:** Illinois State Charter School Commission
 - iii. **House Joint Resolution 36:** Handouts provided for reference

- II. **Meeting 2: Charter Funding in Illinois Overview**
October 7, 2013
 - i. **Review of Charter School Case Law:** Jenner & Block
 - ii. **State of Public Education in Illinois:** Advance Illinois
 - iii. **Charter School Funding-Per Capita Tuition Charge:** Illinois State Board of Education
 - iv. **Charter School Funding-Student Based Budgeting:** Chicago Public Schools
 - v. **Charter School Funding-Funding Disparities:** Chicago International Charter Schools/Alain Locke Charter School
 - vi. **Illinois State Charter School Law:** Handouts provided for reference
 - vii. **Illinois State Board of Education Charter School Biennial Report:** Handouts provided for reference

- III. **Meeting 3: Charter Funding in Illinois and Comparisons to Other States**
October 28, 2013
 - i. **Per Capita Tuition Charge and Teacher Salary Analysis:** Illinois Network of Charter Schools
 - ii. **National Perspective on Charter School Funding:** National Alliance of Public Charter Schools
 - iii. **Commission Accountability Framework:** Illinois State Charter School Commission

- IV. **Meeting 4: Different Types of Charter Schools: Commission-Authorized Charters**
November 18, 2013
 - i. **National Perspective on Charter School Funding Follow Up:** National Alliance of Public Charter Schools
 - ii. **Charter School Transparency and Accountability:** Ostrow, Reisin, Berk, & Abrams, LTD (ORBA) & Polaris Charter School
 - iii. **Charter School Funding:** Illinois Education Association & Chicago Teachers Union
 - iv. **Commission-Authorized Schools Funding:** Illinois State Charter School Commission
 - v. **Commission Authorized Charter School Funding:** Prairie Crossing Charter School
 - vi. **Commission Authorized Charter School Funding:** Concept Schools

- vii. **Commission Authorized Charter School Funding:** Woodland School District 50
 - viii. **Chicago Charter School Funding Follow Up:** Chicago Public Schools and Chicago International Charter Schools
 - ix. **Previous Report from 2010 Charter School Task Force Report:** Illinois Network of Charter Schools
- V. **Meeting 5: Discuss Proposed Draft of Task Force Report**
December 9, 2013
- i. **Draft Task Force Report:** Handouts provided for reference and discussion
 - ii. **Charter Funding Impact on District:** Woodland District 50

APPENDIX C
Roster of all Task Force Meetings, with Attendees

DRAFT

APPENDIX D

Relevant Provisions of IL Charter School Law

Economic Soundness

Section 27A-7(9) states that charter school proposals must contain: “Evidence that the terms of the charter as proposed are economically sound for both the charter school and the school district, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, are to be conducted, and a plan for the displacement of pupils teachers, and other employees who will not attend or be employed in the charter school.”

Fees for Commission Schools

Section 27A-7.5(j) states that “The Commission may charge a charter school that it authorizes a fee, not to exceed 3% of the revenue provided to the school, to cover the cost of undertaking the ongoing administrative responsibilities of the eligible chartering authority with respect to the school. This fee must be deposited into the State Charter School Commission Fund.”

Distribution of Funds for Commission Authorized Schools

Section 27A-9(f) states that “The State Board shall report the aggregate number of charter school pupils resident in a school district to that district and shall notify the district of the amount of funding to be paid by the Commission to the charter school enrolling such students. The Commission shall require the charter school to maintain accurate records of daily attendance that shall be deemed sufficient to file claims under Section 18-8.05 notwithstanding any other requirements of that Section regarding hours of instruction and teacher certification. The State Board shall withhold from funds otherwise due the district the funds authorized by this Article to be paid to the charter school

Section 27A-9(h) states that “For charter schools authorized by the Commission, the State Board shall pay directly to a charter school any federal or State aid attributable to a student with a disability attending the school and shall pay such amounts to the charter school.”

Section 27A-11(a) states that “For purposes of the School Code, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which the pupil resides. Each charter school (i) shall determine the school district in which each pupil who is enrolled in the charter school resides, (ii) shall report the aggregate number of pupils resident of a school district who are enrolled in the charter school to the school district in which those pupils reside, and (iii) shall maintain accurate records of daily attendance that shall be deemed sufficient to file claims under Section 18-8 notwithstanding any other requirements of that Section regarding hours of instruction and teacher certification.”

DRAFT Illinois Charter School Funding Task Force Report Feb. 2014

Funding Levels and Sources

Section 27A-11(b) states that: “In no event shall the funding be less than 75% or no more than 125% of the school district’s per capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school.”

Section 27A-11(b) states that with regard to charter contracts: “Except for a charter school established by referendum under Section 27A-6.5, as part of a charter school contract, the charter school and the local school board shall agree on funding and any services to be provided by the school district to the charter school. Agreed funding that a charter school is to receive from the local school board for a school year shall be paid in equal quarterly installments with the payment of the installment for the first quarter being made not later than July 1, unless the charter establishes a different payment schedule.

All services centrally or otherwise provided by the school district including, but not limited to, rent, food services, custodial services, maintenance, curriculum, media services, libraries, transportation, and warehousing shall be subject to negotiation between a charter school and the local school board and paid for out of the revenues negotiated pursuant to this subsection (b); provided that the local school board shall not attempt, by negotiation or otherwise, to obligate a charter school to provide pupil transportation for pupils for whom a district is not required to provide transportation under the criteria set forth in subsection (a)(13) of Section 27A-7.

In no event shall the funding be less than 75% or more than 125% of the school district's per capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school.

It is the intent of the General Assembly that funding and service agreements under this subsection (b) shall be neither a financial incentive nor a financial disincentive to the establishment of a charter school.”

Section 27A-11(c) states that: “the proportionate share of State and federal resources generated by students with disabilities or staff serving them shall be directed to charter schools enrolling those students by their school districts or administrative units. The proportionate share of moneys generated under other federal or State categorical aid programs shall be directed to charter schools serving students eligible for that aid.”

Section 27A-11(c) states that “Notwithstanding subsection (b) of this Section, the proportionate share of State and federal resources generated by students with disabilities or staff serving them shall be directed to charter schools enrolling those students by their school districts or administrative units. The proportionate share of moneys generated under other federal or State

categorical aid programs shall be directed to charter schools serving students eligible for that aid.”

Transition Impact Aid

Section 27A-11.5(1) states that “From a separate appropriation made to the State Board for purposes of this subdivision (1), the State Board shall make transition impact aid available to school districts that approve a new charter school or that have funds withheld by the State Board to fund a new charter school that is chartered by the State Board. The amount of the aid shall equal 90% of the per capita funding paid to the charter school during the first year of its initial charter term, 65% of the per capita funding paid to the charter school during the second year of its initial term, and 35% of the per capita funding paid to the charter school during the third year of its initial term...”

Illinois State Charter School Commission
Bimonthly Legislative Update

State law charges the Charter School Commission with many responsibilities and duties, including but not limited to “authorizing high-quality charter schools throughout this State.” 105 ILCS 5/27A-7.5(b). The Commission has decided to release a legislative update every other month, in order to provide legislators and other stakeholders in the charter school sector with information about the Commission’s recent actions related to its statutory responsibilities.

In January 2014, the inaugural edition of the bimonthly legislative update was sent to key legislators, Commission schools, Commission funders, and others with interest in the charter school sector, including members of the Charter School Funding Task Force and the Virtual Schooling Advisory Group. A copy of the inaugural edition of the legislative update is attached hereto for Commissioner review.

TE/ 17 January 2014



Illinois State Charter School Commission

BIMONTHLY LEGISLATIVE UPDATE January 2014

ISCSC COMMISSIONERS

Greg Richmond — Chair
*President and CEO, National Association of Charter School Authorizers
 Chicago, Illinois*

Bill Farmer
*Teacher, Evanston High School
 Evanston, Illinois*

Jaime Guzmán
*Senior Director of Outreach, Big Shoulders Fund
 Chicago, Illinois*

Dr. Michael A. Jacoby
*Executive Director, Illinois Association of School Business Officials
 DeKalb, Illinois*

Dr. Kathryn Robbins
*Former Superintendent, Leyden High School
 District 212
 Franklin Park, Illinois*

Angela Rudolph
*President, Think. Plan. Do. Consulting
 Chicago, Illinois*

Dr. Rudy Valdez
*EIS Systems Engineering Lead
 Aftermarket, Hamilton Sundstrand
 Rockford, Illinois*

Judge Milton Wharton
*(Ret.) Circuit Judge, 20th Judicial Circuit
 East St. Louis, Illinois*

DeRonda Williams
*Principal, DW, Inc. Consulting
 Long Grove, Illinois*

ISCSC STAFF

Jeanne Nowaczewski
Executive Director

Dr. Karen Washington
Deputy Director

Welcome to the inaugural edition of the Illinois State Charter School Commission Legislative Update. We are sending this update to you because we believe many legislators would appreciate receiving information about the Commission's statutory responsibilities and actions. We plan to send a short, basic update like this once each month. If you would like further information about the Commission, please do not hesitate to contact us.

Multi-District Appeal Withdrawn

In the last 90 days, the Commission received and processed a multi-district appeal filed by Urban Prep Academies (UPA). UPA runs three single gender charter high schools in Chicago District 299, and in July filed a charter school proposal to run a middle-school/high school for boys in District 205 and ten adjoining elementary districts in Illinois. The Commission received nine appeals in October. Commission staff assembled an evaluation team with experts in single gender schools, curriculum and instruction, governance, and finance. Commission staff and the evaluation team conducted two days of charter school interviews: both the applicant and each district were interviewed by the evaluation team. A week after the interview, UPA chose to withdraw its nine appeals from the Commission. The case permitted the Commission to investigate new processes for multi-district appeals and to learn more about another area of Illinois in Chicago's southern suburbs.

Frequently Asked Questions about the Commission

How many appeals has the Commission decided and what have been their outcomes?

From November 2011 to present, the Commission processed 38 appeals from districts throughout Illinois. Of those appeals, 35 were withdrawn, one was denied, and two were granted.

How is the Commission funded?

Sec. 27A-7.5. of the Charter Schools Act authorizes the Commission to "receive and expend gifts, grants, and donations" and stipulates that the Commission "operate with dedicated resources and staff qualified to execute the day-to-day responsibilities of charter school authorizing." To date, no state funding has ever been appropriated to the Commission. Illinois law also permits the Commission to charge an administrative fee to schools that it authorizes. Currently, half of the Commission's budget comes from the fees from the four Commission schools of 2.5% of the revenue provided to the school. The other half of the budget comes from grants and donations.

How are Commissioners appointed and are they paid for their work?

The nine Commissioners are volunteers. Commissioners are nominated to serve by the Governor and are appointed by the State Board of Education. Terms are for four years.

Upcoming Commission Meetings

Tuesday, Jan. 21 from 3 - 6pm, Horizon Science Charter Academy — Belmont Campus, 5035 W. North Ave, Chicago, IL 60639

Tuesday, Feb. 18 from 3 - 6pm, Southland College Prep, 4601 Sauk Trail, Richton Park, IL 60471

Illinois State Charter School Commission
 Michael A. Bilandic Building
 160 N. LaSalle Street, Suite S-601, Chicago, IL 60601
 Office: 312.814.1258 or Jeanne.Nowaczewski@illinois.gov

Illinois State Charter School Commission Biennial Report

The legislation that created the State Charter School Commission charged the Commission with writing a report every two years that describes “best practices in charter school authorizing, including without limitation evaluating applications, oversight of charters, and renewal of charter schools.” 105 ILCS 5/27A-7.5i. The Commission has recently prepared its inaugural biennial report.

The Commission used the report as an opportunity to offer commentary on current issues in the charter school sector, publicize the ongoing innovation occurring in charter schools across the state, and issue recommendations for the future. Specifically, the Commission invited leaders throughout the field of charter schools and authorizing to contribute to this report, pursuant to the plan outlined and approved at the June Commission meeting. The report includes a variety of authorial voices, coupled with engaging art, photos, and graphs, which the Commission hopes will be read and used by schools, districts, policy makers, and legislators throughout Illinois.

A draft of the biennial report will be distributed to Commissioners at the January 21, 2014 meeting. Commission staff hopes to gather input from Commissioners before releasing the final report later in January 2014.

TE/ 17 January 2014

Illinois State Charter School Commission Meeting **ISBE Legislative Proposals**

ISBE will be proposing the following legislative changes this Spring:

Obsolete/Duplicative Bill: This initiative would be a continuation of ISBE's efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years. Changes may include:

- Home/Hospital Reimbursement – legislation to align the amount of home/hospital reimbursement for each eligible teacher from \$8,000 to \$9,000 as currently provided in Section 14-13.01
- Special Education Reimbursement – legislation to strike obsolete language as to how special education students are reimbursed in group orphanage settings. Since fiscal year 2002, eligible special education students served in group homes are claimed individually instead of via a group program budget application through the regional superintendent. All eligible students are claimed individually with appropriate eligible costs and reimbursed fully.
- Multi-Function School Activity Bus (MFSAB) – legislation to align Section 29-6.3 regarding the definition of a multi-function school activity bus (MFSAB) to mirror the Illinois Vehicle Code (IVC) in 625 ILCS 5/1-148.3a-5 which defines such vehicle. Currently, the School Code in Section 29-6.3 limits a MFSAB to 15 passengers while the IVC defines the same vehicle as those manufactured to carry 11 or more persons including the driver.
- Reorganization – changes are needed to the various reorganization articles in the School Code. When the new performance evaluation language was enacted, the section on contractual continued service protection in a reorganization was moved from Section 24-12 of the School Code to Section 24-11(h) of the School Code. Due to this, the references within the reorganization articles dealing with this topic need to be updated.
- Minor changes to the Charter School Law to clean up sections pertaining to the Charter School Commission.

Charter Schools: This proposal will amend Article 27A to make it explicit that charters are subject to all state laws, regulations and rules regarding Special Education and English Language Learning instruction.

Under the Charter Law, charter schools are exempt from all requirements of the Illinois School Code except for those specifically enumerated therein. Nothing in the Charter Law expressly provides that Article 14 (“Children With Disabilities”) and Article 14C (“Transitional Bilingual Education”) are applicable to charter schools. Notwithstanding, ISBE Legal has taken the position that all special education requirements set forth in Article 14 of the School Code and Part 226 of the 23 Illinois Administrative Code apply to charter schools. The rationale is that IDEA establishes a broad framework to define and regulate special education programs in the United States, but leaves to the states the responsibility for developing and executing educational programs for students with disabilities. Put another way, IDEA compliance presupposes compliance with all State statutes, regulations and rules concerning special education. The Illinois State Charter Commission has challenged this position, asserting that charter schools are not subject to any State-imposed requirement that exceeds Federal special education statute and regulation [20 U.S.C. § 1408(1)(2)].

ISBE Legal has recently considered extending this position to State requirements for English Language Learning. Again, the rationale is that federal law (including Title VI of the Civil Rights Act of 1964, Title III Part A of NCLB, and the Equal Educational Opportunities Act of 1974) establishes broad sweeping requirements for equal access to educational opportunities, leaving it to the states to develop and execute the necessary programs to guarantee these rights, including with respect to English Language Learners.

IV.F. Deputy Director's Report:

- 1) Schools Update

Illinois State Charter School Commission
Deputy Director's Report – January 17, 2013

Key Dates:

- School Committee Meeting: February 6, 2014
 - 3:00 – 5:00 p.m. Commission Offices Chicago, Illinois

Information on All Schools: Each school has provided its first and second quarterly payments. Also, fluctuations in student enrollment have been nominal.

Prairie Crossing Charter School Renewal Process

For the past six months, Commission staff has worked on the renewal process for Prairie Crossing Charter School. During this process, staff has frequently interacted with PCCS and has regularly updated as well as received input from the Schools Committee. Many activities have been performed while implementing the renewal process. The activities from September until November included providing PCCS with a workshop on the renewal process, informing PCCS administrators and the School Board of renewal findings, issuing a renewal application, and reviewing a completed renewal application. Activities for the month of December consisted of performing a formal site visit which consisted of a school evaluation, a community forum, and a formal interview.

Commission staff and consultants performed a site visit for Prairie Crossing Charter School on Wednesday – December 7th. The evaluation team observed classrooms as well as other areas inside/outside of the school buildings; interviewed administrators, faculty, and parents; and debriefed based upon observations from approximately 7 a.m. until 6:00 p.m. After the site visit, parents, staff, and others from the community participated in a community forum from 6:30 p.m. until 8:00 p.m. Most comments were positive and in support of PCCS being renewed. Two of the comments that were not positive were given by the President of Woodland School District 50 and the superintendent of the Freemont School District. Each school district requested that the Commission revisit the pay structure for per capita tuition. After parents, staff, and others finished their speeches, Executive Director Geoff Deigan requested renewal for the next five years. One week after the forum, PCCS administration addressed questions regarding the site visit, community forum, renewal application, and renewal findings that were material to the renewal recommendation. This happened during the formal interview that was held on December 11th. Recently, staff submitted a draft report to the Schools Committee. The report included the findings and a recommendation based upon the due diligence performed during previous months. This report is being revised, with input from the Schools Committee, in preparation for submission to the Commission in February.

Meeting with Concept Schools

The Director and Deputy held a meeting with the Vice President of Concept Schools and with the Superintendent for the Belmont Campus and the McKinley Park Campus of Horizon Science Academy. The meeting, held on January 14th at 9:00 a.m., took place at Concepts' headquarters in Des Plaines, Illinois. There multiple purposes for holding the meeting. Some of the purposes included gaining in-depth knowledge of student achievement results for Concept Schools, achieving an understanding of Concepts' affiliations, acquiring additional information about School Board/Committee members, and ensuring that the Belmont and McKinley Campuses will receive the same quality of oversight if additional campuses are added. Also, Commission staff requested a timeframe for expanding or moving the Belmont Campus. The meeting was informative and comprehensive. In addition to answering questions, the Vice President showed gave a PowerPoint presentation that included Concepts' overall structure and an explanation of how they began. More information is available to any Commissioner who requests a more detailed account of the meeting.

Advisory Group on Virtual Schooling

The Advisory Group on Virtual Schooling has met on multiple occasions since its first meeting in October. This group, composed of approximately twenty stakeholders, is providing input that will be included in the Commission report that is to be submitted to the General Assembly on the effect of virtual schooling. March 1, 2014 is when the report will be submitted. The actual effect of virtual schooling is inclusive of student performance, the costs associated with virtual schooling, as well as issues of oversight. The Commission has been directed to include policy recommendations for virtual schooling in the report. L.B. Stanton Consulting has devised a draft report with staff input that was provided during various meetings that linked information from the advisory group to data found in reports about virtual schools.

Commission staff and members of the advisory group visited the Chicago Virtual Charter School, for a scheduled tour on Thursday – January 16th. This tour encompassed an information session, classroom observations, as well as a question and answer session. Scheduled activities for the tour were helpful for accessing information that studies either omit or provide scant data. The information session incorporated information on the computer system used for educating students online. Participants saw a recorded session of a teacher instructing students and the communication tools used for interactions. Also, the school stressed that a significant amount of parental support is required from kindergarten through twelfth grade. During the tour, participants were able to see students actually working in classroom settings and observe teaching methods along with student engagement. The tour ended with a question and answer session that consisted of parents, students, teachers, and administrators who answered questions. Some of the questions that Commission staff asked included:

1. How well does the virtual school environment help to promote diversity?
2. How does CVCS help to develop students who are at primary levels, such as kindergarten and first grade?

3. Describe the transition, for a high school graduate from CVCS, to a traditional college setting.

Often, parents and students answered the questions informing tour participants that the school consists of a diverse group of students who accept each other due to the established culture. They also explained that the parents create play groups for students and attend numerous activities together, including scheduled field trips. Last, a student indicated that CVCS high school graduates are well prepared academically and socially upon entering college. Although this was not researched data, it was interesting to hear the perspectives of students and parents.

Southland College Preparatory Charter High School

Southland College Preparatory Charter High School has helped numerous students, from the 2014 graduating class, to gain acceptance into colleges and earn large amounts of scholarship money. According to the Tinley Park Tribune, half the graduating class received early admission into colleges and universities. By the middle of December, students had received a total of at least \$1.2 million in scholarship money. In fact, twelve students received four year scholarships. Southland students, who must earn 32 credit hours before receiving a diploma. The first graduating class will participate in Southland's Commencement Ceremony on May 24, 2014 at the Harris Theater of Millennium Park in Chicago.

Horizon Science Academy – McKinley Campus and Belmont Campus

Horizon Science Academy Charter School – McKinley Park Campus and the Belmont Campus competed in the Concept Schools Spellbound Spelling Bee on December 7th. The event was held at University of Illinois in Chicago. This was a major event where thirty Concept Schools nationwide competed. The Belmont Campus returned with exciting news because one of their fifth grade students won first place out of the sixty-four contestants against whom she competed. The two schools also competed in a robotics competition on Saturday – December 14th. Both schools prepared extensively for the event. Student created robots are doing practical things such as picking up items and placing them in a can. Through each creation, students learn the fundamentals of robotics and extend their view of what is possible in a career.

V.A. Action Item- Slate of Officers

- 1) Motion to Approve the Slate of Officers
- 2) Slate of Officers
- 3) List of Committee Members

January 21, 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

**APPROVE THE SLATE OF OFFICERS
AS PROPOSED BY THE NOMINATING COMMITTEE**

The Executive Director recommends that the Commission:

Approve the slate of officers proposed by the nominating committee.

Oversight Responsibility: Nominating Committee

Description: The Commission approved amendments to the Bylaws in October 2013. As amended, the Bylaws provide: “A nominating committee appointed by the Board Chairperson shall recommend a slate of elective officers in January of even-numbered years.” Article IV.A.4. Thereafter, election of the officers “shall take place biennially in February of even-numbered years.” Article IV.A.2. The following officers will be elected and serve for two years:

- Chairperson
- Vice-Chairperson
- Secretary

In accordance with the amended bylaws, the Nominating Committee, consisting of Commissioners Farmer, Guzman, and Jacoby, met in January to prepare a slate of recommended candidates. This list of recommended officers is attached hereto and presented for discussion and vote. The Commission may vote to approve the candidates today, or may postpone the vote until no later than the next meeting, February 18, 2014.

Also, for convenience and reference, attached hereto is a list of the current chairpersons and members on each committee.

Accordingly, Commission hereby approves the slate of elective officers as proposed by the nominating committee.

Nominating Committee

Dated: January 21, 2014

Illinois State Charter School Commission

Nominating Committee's

Recommended Slate of Officers

For Consideration by the State Charter School Commission

January 21, 2014

Chairman: Greg Richmond

Vice-Chair: Angela Rudolph

Secretary: William Farmer

Dated 21 January 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

Current Committees: Chairpersons and Members

As of January 21, 2014

Operations Committee

Chair: Dr. Mike Jacoby (Term: 2011-2015)

Member: Angela Rudolph (Term: 2011-2014)

Member: Rudy Valdez (Term: 2011-2015)

Member: DeRonda Williams (Term: 2013-2017)

School Operations Committee

Chair: Jaime Guzman (Term: 2013-2017)

Member: Bill Farmer (Term: 2011-2014)

Member, just appointed: Dr. Kathy Robbins (Term: 2013-2017)

Member, just appointed: Judge Milton Wharton (Term: 2013-2014)

New: External Affairs Committee – Chair and Members to be named.

Chairman Greg Richmond (Term: 2011-2015) is an *ex officio* member of all Committees.

Dated 21 January 2014

V.A. Action Item- Amendments to the Accountability System

- 1) Motion to approve the amendments
- 2) Additional information on the proposed amendments

January 21, 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

**APPROVE THE PROPOSED AMENDMENTS TO THE ACCOUNTABILITY SYSTEM
(FIRST READING)**

The Director and Deputy recommend that the Commission:

Approve the proposed amendments to the Commission's accountability system to include appropriate use of Illinois' new growth metrics as a part of the Commission's Accountability System.

Oversight Responsibility: Jaime Guzman, Chair of the Schools Committee

Description: In June 2013, the Commission adopted an Accountability System to allow for consistent assessment of Commission-authorized schools. This system lays out goals and outcome measures across three domains: academic, financial, and operational. At the time the Accountability System was adopted, the State of Illinois was planning to but had not yet released its new Growth Model. The Commission decided that the Growth Model measures would be incorporated into the academic domain at a later date.

In October 2013, the State of Illinois released its Growth Model and results for all schools, though the data is not yet disaggregated by subgroup. Together with the expert consultants from Public Impact who have been assisting the Commission with the development of its Accountability System, Commission staff proposed corresponding changes to the Accountability System. These changes were then discussed and approved by the Schools Committee.

The details of the proposed growth targets and more information about the Illinois Growth Model are attached to this motion. To summarize, the following measures are proposed:

- Measure 2.a: Student Growth

What percentage of students are making expected growth according to the Illinois Growth Model?

Recommended Targets (applied separately for reading and math):

-Exceeds Standard: Average school growth values are in the top 10 percent for schools statewide.

-Meets Standard: Average school growth values meet or exceed the state average for schools statewide but are below the top 10 percent of schools statewide.

-Below Standard: Average school growth values are below the state average for schools statewide, but are above the bottom 20 percent of schools statewide.

-Far Below Standard: Average school growth values are in the lowest 20 percent of schools statewide.

- Measure 3.b: Subgroup Growth

What percentage of students in subgroups are making expected growth in reading and math according to the Illinois Growth Model?

Recommended Targets (applied separately for reading and math to all eligible subgroups meeting State Board reporting thresholds.):

-Exceeds Standard: Average school growth values for subgroup are in the top 10 percent for schools serving the subgroup statewide.

-Meets Standard: Average school growth values for the subgroup meet or exceed the state average for schools serving the subgroup statewide but are below the top 10 percent of schools statewide.

-Below Standard: Average school growth values for subgroup are below the state average for schools serving the subgroup statewide, but are above the bottom 20 percent of schools statewide.

-Far Below Standard: Average school growth values for the subgroup are in the lowest 20 percent of schools serving the subgroup statewide.

Additionally, the following measures are proposed *for informational purposes only*, until the next 2-3 years of data have been collected:

- Measure 2.b: Student Growth - ASC Comparison

Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?

Recommended Targets (applied separately for reading and math):

-Exceeds Standard: Average school growth value exceeds the ASC by xx or more points, and meets or exceeds the state average growth value.

-Meets Standard: Average school growth value meets or exceeds the ASC by up to xx points, and meets or exceeds the state average growth value.

-Below Standard: Average school growth value falls below the ASC by up to xx points.

-Far Below Standard: Average school growth value falls far below the ASC by xx or more points.

- Measure 2.c: Student Growth – Similar Schools Comparison

How does the school’s growth compare to schools serving similar student populations?

Recommended Targets (applied separately for reading and math):

- Exceeds Standard: Average school growth value exceeds schools serving similar populations by xx or more points, and meets or exceeds the state average growth value.
- Meets Standard: Average school growth value meets or exceeds schools serving similar populations by up to xx points, and meets or exceeds the state average growth value.
- Below Standard: Average school growth value falls below schools serving similar populations by up to xx points.
- Far Below Standard: Average school growth value falls far below schools serving similar populations by xx or more points.

Accordingly, the Commission approves and adopts the proposed amendments to the accountability system.

Chair of the Schools Committee

Dated: January 21, 2014

Illinois State Charter School Commission

Staff Recommendations for Revisions to the
Academic Performance Framework to
Include Results of the Illinois Growth Model

January, 2014

Overview

- Background – Illinois Growth Model
- Staff Recommendations for Academic Framework Growth Targets (Measure 2a, 3b)

Appendix - Summary of 2012-13 Statewide Growth Results

Background - Illinois Growth Model

- The State Board implemented the new Illinois Growth Model for the 2012-13 school year.
- The Academic Performance Framework, adopted by the Commission in June 2012, left **placeholders for growth targets for measures 2a and 3b**, to be developed after the release in October 2013 of the new Illinois Growth Model statewide results.
- In October 2013, the State Board released growth results for all schools, but has not released growth results disaggregated by subgroup.

Illinois Growth Model

Description

- The Illinois Growth Model is a value table model, which awards points to students based on two years of performance on state assessments.
- Students earn points based on their performance levels in the prior and current school years.
- Students who maintain proficiency or move to a higher performance level (for example, a student who moves from “Meets Standard” to “Exceeds Standard”) earn more points than students who remain non-proficient or move to a lower performance level on the state assessment.
- Schools are evaluated based on the average growth points earned by students enrolled in the school.

Source: The Illinois State Board of Education. (2013). *Fact Sheet: New Growth Model Using Value Tables*.

Available at www.isbe.state.il.us/GMWG/pdf/gmvt-fact-sheet-0813.pdf

Staff Recommendations

DRAFT

Measure 2.a. Student Growth

What percentage of students are making expected growth according to the Illinois Growth Model?

Staff Recommended Targets (applied separately for reading and math) :

1. Student Achievement

2. Student Progress

3. Performance of Subgroups

4. State and Federal Accountability

5. Mission-Specific Goals

6. Postsecondary Readiness and Success

Exceeds Standard: Average school growth values are in the top 10 percent for schools statewide.

Meets Standard: Average school growth values meet or exceed the state average for schools statewide but are below the top 10 percent of schools statewide.

Below Standard: Average school growth values are below the state average for schools statewide, but are above the bottom 20 percent of schools statewide.

Far Below Standard: Average school growth values are in the lowest 20 percent of schools statewide.

- These proposed targets are consistent with the approach used to evaluate overall proficiency in Measure 1a.
- Proposed targets are not impacted by changes in state assessment.

Measure 3.b. Subgroup Growth

What percentage of students in subgroups are making expected growth in reading and math according to the Illinois Growth Model?

Staff Recommended Targets: (applied separately for reading and math to all eligible subgroups meeting State Board reporting thresholds.)

1. Student Achievement

2. Student Progress

3. Performance of Subgroups

4. State and Federal Accountability

5. Mission-Specific Goals

6. Postsecondary Readiness and Success

Exceeds Standard: Average growth values for subgroup are in the top 10 percent for schools serving the subgroup statewide.

Meets Standard: Average growth values for subgroup meet or exceed the state average for schools serving the subgroup statewide but are below the top 10 percent statewide.

Below Standard: Average school growth values for subgroup are below the state average for schools serving the subgroup statewide, but are above the bottom 20 percent statewide.

Far Below Standard: Average school growth values for subgroup are in the lowest 20 percent of schools serving the subgroup statewide.

- The first results of the Illinois Growth Model were released in October 2013 as part of the annual school report cards, but did not include results disaggregated by subgroup.

Additional Growth Measures

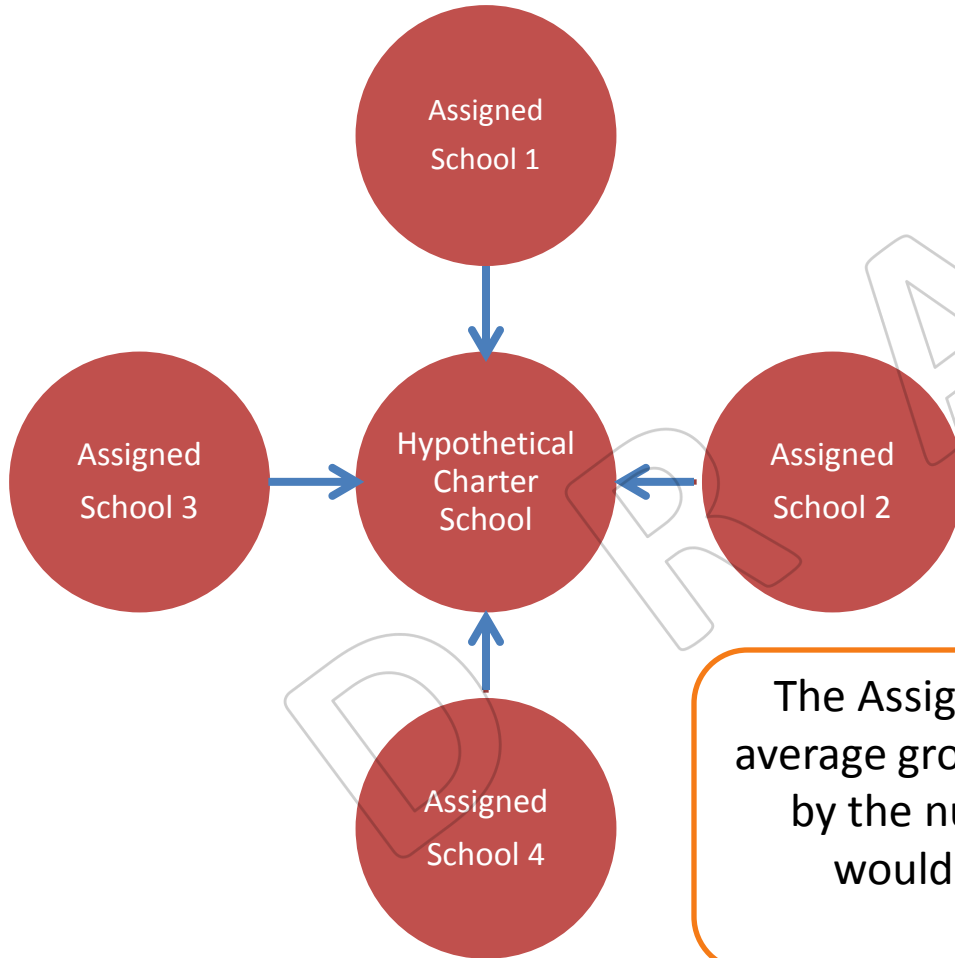
D
R
A
F
T

Additional Growth Measures

- Staff recommends that the Commission add the following growth comparisons to the framework. These measures would be presented in the annual and renewal reports ***for informational purposes*** until targets are finalized using two to three years of state growth data:
 - Comparison to student growth in schools that students would otherwise attend (Assigned School Composite)
 - Comparison to student growth in schools serving similar populations
- These same school comparison metrics are used to evaluate school proficiency in Measures 1b and 1c.
- Multiple years of growth data are required for the calculation of target ranges for the “Exceeds” and “Far Below Standard” categories.

Assigned School Composite

Hypothetical Elementary School Example



	Average Growth Value	Percentage of Charter Schools Students "Assigned" to School
Assigned School 1	98	10%
Assigned School 2	104	35%
Assigned School 3	101	50%
Assigned School 4	102	5%

The Assigned School Composite is the average of the average growth values of the assigned schools, weighted by the number of students at each grade level who would otherwise attend the traditional school.

Measure 2.b. Student Growth

ASC Comparison

Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?

Staff Recommended Targets (applied separately for reading and math) :

Exceeds Standard: School average growth value exceeds the ASC by xx or more points, and meets or exceeds the state average growth value.

Meets Standard: School average growth value meets or exceeds the ASC by up to xx points, and meets or exceeds the state average growth value.

Below Standard: School average growth value falls below the ASC by up to xx points.

Far Below Standard: School average growth value falls below the ASC by xx or more points.

Targets cannot be finalized and applied until Commission staff analyzes three years of results of the new Illinois Growth Model.

Measure 2.c. Student Growth

Similar Schools Comparison

How does the school's growth compare to schools serving similar student populations?

Staff Recommended Targets (applied separately for reading and math) :

Exceeds Standard: School average growth value exceeds schools serving similar populations by xx or more points, and meets or exceeds the state average growth value.

Meets Standard: School average growth value meets or exceeds schools serving similar populations by up to xx points, and meets or exceeds the state average growth value.

Below Standard: School average growth value falls below schools serving similar populations by up to xx points.

Far Below Standard: School average growth value falls below schools serving similar populations by xx or more points.

Targets cannot be finalized and applied until Commission staff analyzes three years of results of the new Illinois Growth Model.

Weighting Recommendation

Indicator	Weight		Measure	Weight	
	K-8	HS		K-8	HS
Student Achievement (Proficiency)	40%	20%	1a. Proficiency	20%	10%
			1b. Proficiency - Geographic Comparison	10%	5%
			1c. Proficiency – Similar Schools Comparison	10%	5%
Student Progress Over Time (Growth)	35%	15%	2a. Student Growth	25%	5%
			2b. Student Growth – Geographic Comparison	5%	5%
			2c. Student Growth – Similar Schools Comparison	5%	5%
Performance of Subgroups	20%	20%	3a.1. Subgroup Proficiency – State Comparison	10%	5%
			3a.2. Subgroup Proficiency – Geographic Comparison		5%
			3b. Subgroup growth	10%	10%
State and Federal Accountability	5%	5%	4a. AYP	5%	5%
Mission-Specific Goals*	--	--	5a. School-Specific Academic Goals	--	--
Postsecondary Readiness and Success	NA	40%	6a.1. ACT Performance	NA	5%
			6a.2. ACT – Geographic Comparison		5%
			6b.1. High School Graduation – 4 yr and 5 yr cohorts	NA	10%
			6b.2. Graduation Rate – Geographic Comparison		10%
			6c. College Attendance	NA	10%
			6d. Postsecondary Employment	NA	--
			6e. College Remediation	NA	--

*Weights for mission-specific academic goals are set as part of the approval process.

Appendix – Additional Detail, Illinois Growth Model

Illinois Growth Model

Assignment of Points Based on Two Years of Individual Student State Assessment Results

Points are assigned to each student based on year-to-year performance.			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceed Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

Source: The Illinois State Board of Education

- Example: A student that was in Academic Warning (1A) in year 1, who moved to Below Standards (2A) in year 2, would earn 140 points.
- A school's **Average Growth Value** is the average number of points assigned to all students.

Hypothetical School Example

	Performance Level Year 1	Performance Level Year 2	Growth Points Earned <small>(see chart on previous slide)</small>
Student 1	1b	1b <small>(no change)</small>	85
Student 2	2b	3a <small>(positive growth)</small>	130
Student 3	3a	2a <small>(negative growth)</small>	40
Student 4	3a	3a <small>(no change)</small>	100
Student 5	3b	4a <small>(positive growth)</small>	135
Student 6	4a	4b <small>(positive growth)</small>	135
School Average Growth Value			104

Illinois Growth Model

2012-13 Statewide Results

School Average Growth Values

	School		District	
	Reading	Math	Reading	Math
100% Max	127.4	126.2	117.7	118.6
99%	114.3	118.3	112.6	112.1
95%	110.3	113.4	108.7	108.9
90%	108.6	110.7	107.6	106.5
75% Q3	105.2	106	104.7	103.4
50% Median	101.8	101	101.7	99.7
25% Q1	98.2	96.3	99.1	96.1
10%	94.4	91.7	95.9	93.1
5%	91.9	89.2	93.9	90.6
1%	86.5	83.2	89.1	85.3
0% Min	60.6	62.5	81.5	74.5

Source: [The Illinois State Board of Education](#)

V.A. Action Item- Travel Policy

- 1) Motion to approve the travel policy
- 2) Commissioner travel policy

January 21, 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

***APPROVE THE COMMISSIONER TRAVEL POLICY
(FIRST READING)***

The Executive Director recommends that the Commission:

Approve the Commissioner Travel Policy.

Oversight Responsibility: Mike Jacoby, Chair of the Operations Committee

Description: The Illinois School Code grants to the Commission “*statewide* chartering jurisdiction and authority. 105 ILCS 5/27A-7.5(a) (emphasis added). Because the Commission covers and represents the entire state, the Commission has committed to holding its meetings at various locations throughout the state. For example, past Commission meetings have been held in Chicago, Rockford, and Peoria. Commissioners from Chicago, Rockford, and East St. Louis travel to these meetings. In light of the fact that the Commissioners’ service is voluntary, it seems reasonable that the Commissioners should at least be reimbursed for the ordinary and necessary expenses associated with travel for their duties.

Since its creation in 2011, the Commission has adopted various policies to ensure efficiency and transparency in its operations, including the Gifts and Grants Policy (May 2013) and the Expenditure Authority Policy (May 2013). Now, the Commission seeks to adopt a travel reimbursement policy for Commissioners. Because the Commission receives administrative support from ISBE (see 105 ILCS 5/27A-7.5(a)), the Commission staff reviewed ISBE’s travel reimbursement policy for Board members, and drafted a policy for the Commission that reflects a revision of ISBE’s policy.

The Commissioner Travel Policy, attached hereto, provides as follows:

- Commissioners are reimbursed for “ordinary and necessary” expenses associated with their duties, as consistent with state laws, policies, and requirements regarding such expenditures.
- Commissioners are authorized for in-state travel related to education meetings, and may travel out-of-state for education meetings with permission from the Chair.

- Commissioners may be reimbursed for travel expenses including reasonable meals and hotel stays associated with travel for Commission duties. The reimbursement amount is capped at two times the limit for ISBE/ Commission employees.
- Claims for reimbursement should be submitted with receipts, following the procedure and timeline outlined in the travel regulations for ISBE/ Commission employees.

Accordingly, the Commission approves and adopts the Commissioner Travel Policy.

Chair of the Operations Committee

Dated: January 21, 2014

ILLINOIS STATE CHARTER SCHOOL COMMISSION

POLICY REGARDING COMMISSIONER TRAVEL

Introduced: January 21, 2014

Adopted (anticipated): January 21, 2014

Effective Date (anticipated): January 21, 2014

PURPOSE:

On occasion, Commissioners of the Illinois State Charter School Commission (the "Commission") are required to travel in order to conduct official business on behalf of the Commission. The Illinois School Code provides that the Commission "shall be under the [Illinois] State Board [of Education] for administrative purposes only." 105 ILCS 5/27A-7.5(a). The State Board has promulgated a policy regarding travel for employees and a travel policy for State Board members. Travel by Commission staff is currently governed by the State Board's policy for State Board employees. This policy aims to provide Commissioners with guidelines for travel that are similar to those outlined in the State Board travel policy for members of the State Board.

SCOPE OF THE POLICY:

This policy shall apply only to Commissioners of the Illinois State Charter School Commission and not to staff or employees of the Commission.

POLICY:

I. REIMBURSEMENT FOR ORDINARY AND NECESSARY TRAVEL EXPENSES

- A. Commissioners shall be reimbursed for ordinary and necessary expenses incurred in performing their duties on the Illinois State Charter School Commission.
- B. Expenses shall be approved by the Commission and be consistent with the laws, policies, and requirements of the State of Illinois regarding such expenditures.
- C. Any member may include in his or her claim for expenses \$50 per day for meeting days.

II. APPROVAL FOR COMMISSIONERS TO TRAVEL

- A. Commissioners are authorized to travel to any education or education-related meeting, conference or workshop within the State of Illinois. Prior approval is not required.
- B. Commissioners are authorized to travel to any education or education-related meeting, conference or workshop outside of the State of Illinois with the prior approval of the Chairperson of the Commission.

- C. The Chairperson of the Commission shall authorize travel outside of the State of Illinois either in writing or by an announcement at an official Commission meeting, where it shall be entered in the minutes.

III. COMMISSIONER TRAVEL EXPENSES ELIGIBLE FOR REIMBURSEMENT

- A. Commissioners shall be eligible for reimbursement of all meals including lunch, single hotel accommodations, and incidental costs of travel, including meeting registration, incurred in performing their duties. Eligibility for meal reimbursement shall not be restricted by time of day. No claim shall be made for liquor.
- B. Claims are eligible for reimbursement if they are less than two times the rate allowed in the Travel Regulations for Illinois State Board of Education employees; are consistent with Illinois State Board of Education or Commission contracts for services; or are approved by the Chairperson of the Commission.
- C. Approval of participation in national organization committees, task forces, etc. shall be considered approval of all travel and other costs associated with that participation.
- D. If an organization pays a portion of the travel expenses for a Commissioner, this amount shall be deducted from the amount eligible for reimbursement.

IV. APPROVAL OF REIMBURSEMENT FOR COMMISSIONER TRAVEL EXPENSES

- A. Commissioner claims for reimbursement of travel expenses shall be submitted with receipts documenting the expenses to the Executive Director.
- B. The Commission staff shall review Commissioner claims for reimbursement and the associated documentation and shall be authorized to forward for payment those that are eligible for reimbursement.
- C. The Chairperson of the Commission shall review and may approve Commissioner claims for reimbursement that are in excess ordinary expenses.

V. TRAVEL CONTROL

At his discretion, the Chairperson of the Commission is authorized to recommend to the Commission and to implement, consistent with the direction of the Commission, actions to assure budget control related to travel.

VI. POLICY REVIEW AND EFFECTIVE DATE

This policy is effective immediately. The policy shall remain in place unless or until it is repealed or amended by the Commission.

VIII. Information Items

A. Press Packet

- 1) Chicago Sun-Times, Original Print Article
- 2) Commissioner Richmond's response to the Chicago Sun-Times article
- 3) Chicago Sun-Times, Corrected Online Article
- 4) Rockford Register Star
- 5) Austin Talks.Org
- 6) Summary of HB 4237

B. ISBE Biennial Report on Charter Schools

C. INCS Conference Presentation Evaluation

D. Revised 2014 Commission Meeting Schedule

THE WATCHDOGS

This week by Dan Mihalopoulos

MADIGAN'S SCHOOLS OF C

When Concept Schools Inc. wanted to open two charter schools in Chicago last year, it sought permission from Chicago Public Schools officials.

The answer was no. CPS officials have allowed the rapid expansion of charters. But they turned down Concept. They said the charter operator, headquartered in Des Plaines, didn't merit being allowed to expand based on test scores at its one city school, the Chicago Math and Science Academy in Rogers Park.

Concept Schools appealed to a higher authority: the little-known Illinois State Charter School Commission. The state agency was created in 2011 by lawmakers including House Speaker Michael Madigan, the South Side Democrat who's a powerful advocate of Concept and the faith-based Gulen movement to which the schools are connected.

This time, the answer was yes. As the first, and so far only, charter operator to benefit from the decisions of the 2-year-old state agency, Concept is getting 33 percent more funding per pupil for those two new schools than the city school system gives other charters.

Madigan, who's also the Illinois Democratic Party chairman, visited Concept's Chicago Math and Science Academy last year. In a video the school posted on YouTube, Madigan praised the school, founded and run by Turkish immigrants.

The speaker's son Andrew Madigan also visited and filmed an endorsement of the CMSA campus at 7212 N. Clark St. Andrew Madigan works for Mesirow Insurance Services Inc., whose clients include CMSA and the two new, state-approved Concept schools in McKinley Park and Austin, according to records obtained by the Chicago Sun-Times.

The elder Madigan has ties to other Chicago Turkish immigrant groups that, like Concept, have connections to a worldwide



House Speaker and state Democratic Party chair Michael Madigan, left, shakes hands with Mustafa Demir, the mayor of Fatih district in Istanbul, Turkey, during Madigan's 2012 trip. | MUNICIPALITY OF FATIH

movement led by Fethullah Gulen. He's a politically powerful Muslim cleric from Turkey who moved to this country in 1999 shortly before being implicated in a plot to overthrow Turkey's secular rulers and install an Islamic government — charges that were later dropped.

Madigan has taken four trips in the past four years to Turkey as the guest of the Chicago-based Niagara Foundation — whose honorary president is Gulen — and the Chicago Turkish American Chamber of Commerce, according to disclosure reports the speaker has filed.

State records show Madigan's visits were among 32 trips lawmakers took to Turkey from 2008 through 2012. The speaker and members of his House Democratic caucus took 29 of those trips, which they described as "educational missions."

Turkey was the destination of 74 percent of all foreign trips Illinois legislators reported receiving as



Chicago Math and Science Academy, a Concept Schools charter school. MICHAEL R. SCHMIDT/FOR SUN-TIMES MEDIA

gifts during the five-year period.

On his weeklong trip to Turkey in November 2012, Madigan's delegation included Liz Brown-Reeves, a former Madigan aide who lobbied for the state charter commission

this year in Springfield.

The politicians and other guests on the trips have to pay for their travel to and from Turkey. Niagara and the Turkish chamber paid for meals and hotels, Madigan and

EDDOGS

This week by Dan Mihalopoulos

N'S SCHOOLS OF CHOICE



Speaker and state Democratic Party chair Michael Madigan, left, shakes hands with Mustafa Demir, the mayor of Fatih in Istanbul, Turkey, during Madigan's 2012 trip. | MUNICIPALITY OF FATIH

ment led by Fethullah Gulen. politically powerful Muslim from Turkey who moved to country in 1999 shortly before implicated in a plot to overthrow Turkey's secular rulers and an Islamic government — es that were later dropped. Madigan has taken four trips in the past four years to Turkey as a guest of the Chicago-based Fara Foundation — whose primary president is Gulen — and Chicago Turkish American Chamber of Commerce, according to a disclosure reports the speaker led. State records show Madigan's trips were among 32 trips lawmakers took to Turkey from 2008 through 2012. The speaker and members of his House Democratic caucus took 29 of those trips, which they described as “educational missions.” Turkey was the destination of 74 percent of all foreign trips Illinois legislators reported receiving as



Chicago Math and Science Academy, a Concept Schools charter school. MICHAEL R. SCHMIDT/FOR SUN-TIMES MEDIA

gifts during the five-year period. On his weeklong trip to Turkey in November 2012, Madigan's delegation included Liz Brown-Reeves, a former Madigan aide who lobbied for the state charter commission

this year in Springfield. The politicians and other guests on the trips have to pay for their travel to and from Turkey. Niagara and the Turkish chamber paid for meals and hotels, Madigan and the

CHARTER OFFICIAL MADE \$100,000 ON DEAL

Like most charter schools, Concept Schools' Chicago Math and Science Academy relies on local taxpayers for more than 92 percent of its \$6 million-a-year budget.

CMSA sold its building in Rogers Park two years ago to a related not-for-profit company called New Plan Learning, which went to Wall Street to borrow \$33.1 million through a bond issue to buy the North Side campus, add a gym and expand three other Concept schools in Ohio.

CMSA is on the hook to pay about \$40 million in rent to New Plan Learning over 30 years to pay its share of the debt. Their only other option, school officials said, was to default on loans they took out in 2009 to buy the school's current building in Rogers Park.

The school's current board president, Edip Pektas, was treasurer at the time and recused himself from the bond-deal votes. School records show New Plan Learning paid \$100,000 to Pektas as a financial adviser.

Pektas' role with New Plan Learning was identified in bond documents. But those statements — given to potential bond buyers — did not disclose his CMSA board position.

Larry Adelson, the lawyer who represented the school, said disclosing that dual role wasn't necessary: “I'm going to guess the bond markets don't care.”

Adelson is with Chico & Nunes PC, former Chicago Board of Education president Gery Chico's law firm, which was paid more than \$67,000 by CMSA. Chico's wife, schools consultant Sunny Penedo-Chico, was on the school's board from its foundation in 2003 until 2007.

other legislators reported. The Chicago Turkish chamber disbanded in February. Niagara vice president Mevlut “Hilmi”



Jeanne Nowaczewski, executive director of the Illinois State Charter School Commission, with Salim Ucan at a December workshop. | MICHAEL R. SCHMIDT/FOR SUN-TIMES MEDIA

VIDEO ONLINE

See interview video at suntimes.com

Cinar said his organization didn't pay for the trips, that the costs were borne by non-governmental organizations in Turkey.

Madigan spokesman Steve Brown said the speaker paid for "all known expenses" for his travels. He still listed the four trips on his gift-disclosure statements because "there might be expenses that Niagara had that he was not aware of," said Brown, who went with Madigan last year to Istanbul, Ankara and Ephesus.

Other politicians who toured Turkey on Niagara trips included Ald. Joe Moore (49th), whose ward includes the CMSA campus. Moore said he went twice at the urging of Concept's vice president, Salim Ucan, though Cinar said Niagara didn't authorize Ucan to extend invitations.

Concept has run CMSA since 2004. It's one of the 30 publicly financed, privately run schools Concept operates in six Midwest states. The organization recently applied to Chicago school officials to approve its fourth and fifth schools here to open next year, in South Chicago and Chatham.

Concept officials declined interview requests. In a written statement, Ucan said their "sole mission is to raise the bar of public education by opening high-quality college-prep charter schools in underserved communities."

Last year, when Concept ap-

plied to open two more campuses in Chicago, CPS officials denied Concept, citing concerns over "fluctuations in its academic performance" in recent years and also because CMSA test scores didn't outperform the average scores of schools in its section of the city by at least 10 percent — the benchmark CPS uses to decide whether current charter operators will be allowed to expand.

A spokeswoman said the Chicago Board of Education must "decline to approve weak and inadequate applications."

But the state commission overruled the board and ordered the city school system to give higher per-pupil funding to the two new Concept schools.

Asked why, Jeanne Nowaczewski, the state commission's executive director, said, "This organization runs really remarkable schools."

She said the two new Concept schools "were approved in March, and, by July, they had waiting lists. Parents are smart consumers."

Concept officials boast that 90 percent of the students at CMSA are accepted to colleges. Data from the National Student Clearinghouse, though, show 50 percent of CMSA graduates actually enroll in college, compared to the public school system's average of 57 percent.

CMSA's average ACT score of 19.1 is higher than the CPS average but below the 21.3 average considered a standard for college

readiness.

Most of Concept's schools are in Ohio, where the network was started. Of its 19 schools there, 12 were given D grades by state officials, 4 got Cs and 3 received Bs this year. Concept's Indiana Math and Science Academy in Indianapolis got an F, according to state officials.

The Illinois charter commission's decision to overrule CPS and allow the Concept schools in McKinley Park and Austin was made with the minimum five "yes" votes that were needed. Two commission members voted "no," another was absent, and one spot was vacant then.

Glen Barton, retired chairman and chief executive of Caterpillar Inc., was among the commission members who voted yes. Barton is president of the board of a Peoria school that's managed by Concept, but commission officials decided before the vote that Barton's ties to Concept didn't prevent him from voting on the plans.

Concept's Peoria school had helped many low-income, minority students who otherwise were "destined to be on food stamps or be incarcerated," Barton said.

More than half of the state charter commission's budget has come from private contributions, Nowaczewski said. That includes \$200,000 from the Walton Family Foundation, linked to the family of the founders of Wal-Mart, and \$115,000 from the Joyce Foundation in Chicago. The groups are major financial backers of charter schools.

Though lawmakers allowed the state commission to seek private funding, state Rep. Linda Chapa-LaVia, D-Aurora, calls that situation "incestuous" and says it makes the panel partial to charter applicants. She has introduced legislation that would shut down the agency.

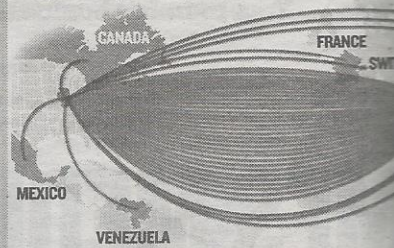
A CPS spokeswoman said "the current process creates confusion ... and a fix is needed."

Madigan spokesman Brown said "it doesn't appear there was any effort" by Madigan to aid Concept's successful appeal to the state charter panel and that the speaker doesn't see a need to repeal the commission.

Email: dmihalopoulos@suntimes.com
Twitter: @dmihalopoulos

FROM SPRINGFIELD TO TURKEY

From 2008 through 2012, Illinois state lawmakers reported to Turkey. Nearly all of these trips to Turkey were sponsored by the Chicago Turkish American Chamber of Commerce and the Chicago Turkish American Chamber of Commerce Democrats. House Speaker Michael Madigan took four — Trips to Turkey — Trips elsewhere



To see which lawmakers traveled, where they went, and who sponsored their trips, see page 10. SOURCE: State records, Sun-Times interviews

CONCEPT LINKED TO TURKEY

The Turkish immigrants who lead Concept's "Gülenist" schools.

But records show extensive ties between Concept and the influential Turkish Muslim cleric Fethullah Gulen, the Niagara Foundation and the Chicago Turkish American Chamber of Commerce, which sponsored trips to Turkey.

The three Concept schools in Chicago are tied to the work of Joshua D. Hendrick, a senior advisor to Gov. Bruce Rauner, a Maryland and author of a book on Turkey.

"They're absolutely related to the other Turkish schools and the other Turkish community."

Among the ties:

- ◆ The board president of the State Science Academy, Edip Pektas, is a member of the Federation of Midwest Academies and the Turkish American Foundation and the Turkish American community is a smaller community. "there's an activity, my name is on the list, my name is on the list, my name is on the list."

- ◆ CMSA's former treasurer, Hasan Ali Yurtsever, was a close family friend of Gulen in a 2007 interview.

- ◆ Another former CMSA board member, Murat Surucu, was moving to Chicago.

- ◆ Yavuz Burak Canbolat, a former CMSA board member, was at the same time he was on the board of a Gulenist school.

- ◆ Concept vice president Edip Pektas is a member of the Science Academy of Chicago.

That private school was started by Niagara Foundation and the Niagara Foundation.

Niagara Foundation officials say they broke ties with Concept in 2009. But records show the Niagara Foundation's former board member were on the Niagara Foundation's board and owed loan payments by Concept's real estate to a Concept school in Ohio.

Despite the connections with Gulenists, Ucan said he is not affiliated with, nor does it promote, any political or religious agenda.

Concept's ties to Turkey are extensive. From 2008 through 2012, Illinois state lawmakers reported to Turkey. Nearly all of these trips to Turkey were sponsored by the Chicago Turkish American Chamber of Commerce and the Chicago Turkish American Chamber of Commerce Democrats. House Speaker Michael Madigan took four — Trips to Turkey — Trips elsewhere

Concept's ties to Turkey are extensive. From 2008 through 2012, Illinois state lawmakers reported to Turkey. Nearly all of these trips to Turkey were sponsored by the Chicago Turkish American Chamber of Commerce and the Chicago Turkish American Chamber of Commerce Democrats. House Speaker Michael Madigan took four — Trips to Turkey — Trips elsewhere

Concept's ties to Turkey are extensive. From 2008 through 2012, Illinois state lawmakers reported to Turkey. Nearly all of these trips to Turkey were sponsored by the Chicago Turkish American Chamber of Commerce and the Chicago Turkish American Chamber of Commerce Democrats. House Speaker Michael Madigan took four — Trips to Turkey — Trips elsewhere



Illinois State Charter School Commissioner
MICHAEL R. SCHMIDT/FOR SUN-TIMES MEDIA

to open two more campuses in Chicago, CPS officials denied the request, citing concerns over "situations in its academic performance" in recent years and also because CMSA test scores didn't perform the average scores of public schools in its section of the city by at least 10 percent — the benchmark CPS uses to decide whether to approve charter operators will be allowed to expand.

A spokeswoman said the Chicago Board of Education must continue to approve weak and inadequate applications." But the state commission overruled the board and ordered the school system to give higher per-pupil funding to the two new charter schools.

Asked why, Jeanne Nowaczynski, the state commission's executive director, said, "This organization runs really remarkable schools."

She said the two new Concept schools "were approved in March, and by July, they had waiting lists. Parents are smart consumers."

Concept officials boast that 90 percent of the students at CMSA are accepted to colleges. Data from the National Student Clearinghouse, though, show 50 percent of CMSA graduates actually enroll in college, compared to the public school system's average of 77 percent.

CMSA's average ACT score of 21.3 is higher than the CPS average of 20.5 but below the 21.3 average considered a standard for college

readiness.

Most of Concept's schools are in Ohio, where the network was started. Of its 19 schools there, 12 were given D grades by state officials, 4 got Cs and 3 received Bs this year. Concept's Indiana Math and Science Academy in Indianapolis got an F, according to state officials.

The Illinois charter commission's decision to overrule CPS and allow the Concept schools in McKinley Park and Austin was made with the minimum five "yes" votes that were needed. Two commission members voted "no," another was absent, and one spot was vacant then.

Glen Barton, retired chairman and chief executive of Caterpillar Inc., was among the commission members who voted yes. Barton is president of the board of a Peoria school that's managed by Concept, but commission officials decided before the vote that Barton's ties to Concept didn't prevent him from voting on the plans.

Concept's Peoria school had helped many low-income, minority students who otherwise were "destined to be on food stamps or be incarcerated," Barton said.

More than half of the state charter commission's budget has come from private contributions, Nowaczynski said. That includes \$200,000 from the Walton Family Foundation, linked to the family of the founders of Wal-Mart, and \$115,000 from the Joyce Foundation in Chicago. The groups are major financial backers of charter schools.

Though lawmakers allowed the state commission to seek private funding, state Rep. Linda Chapa LaVia, D-Aurora, calls that situation "incestuous" and says it makes the panel partial to charter applicants. She has introduced legislation that would shut down the agency.

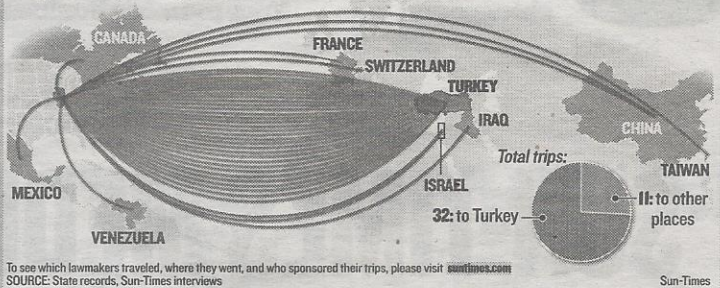
A CPS spokeswoman said "the current process creates confusion ... and a fix is needed."

Madigan spokesman Brown said "it doesn't appear there was any effort" by Madigan to aid Concept's successful appeal to the state charter panel and that the speaker doesn't see a need to repeal the commission.

Email: dmihalopoulos@suntimes.com
Twitter: @dmihalopoulos

FROM SPRINGFIELD TO TURKEY

From 2008 through 2012, Illinois state lawmakers reported receiving 43 foreign trips as gifts. Of those, 32 were to Turkey. Nearly all of these trips to Turkey were sponsored by two groups, The Niagara Foundation and the Chicago Turkish American Chamber of Commerce, and were taken almost entirely by House Democrats. House Speaker Michael Madigan took four of these Turkish trips, the most of any lawmaker.



CONCEPT LINKED TO TURKISH CLERIC

The Turkish immigrants who lead Concept Schools reject the idea that they run "Gülenist" schools.

But records show extensive ties between Concept and organizations affiliated with the influential Turkish Muslim cleric Fethullah Gulen. The organizations include the Niagara Foundation and the Chicago Turkish American Chamber of Commerce, which sponsored trips to Turkey for Illinois politicians.



Fethullah Gulen

The three Concept schools in Chicago are among more than 150 U.S. schools tied to the worldwide Gulen movement, according to Joshua D. Hendrick, a sociology professor at Loyola University Maryland and author of a recent book on the movement.

"They're absolutely related," Hendrick said of the charter schools and the other Turkish groups in Chicago.



Edip Pektas

Among the ties:

- ◆ The board president for Concept's Chicago Math and Science Academy, Edip Pektas, is secretary of the Turkic American Federation of Midwest, an umbrella group for the Niagara Foundation and the Turkish chamber. "The Turkish American community is a smaller community in the region, and whenever there's an activity, my name comes up," Pektas said to questions about ties between the school and other groups.



Hasan Ali Yurtsever

- ◆ CMSA's former treasurer Hasan Ali Yurtsever was president of the Gulen-affiliated Rumi Forum in Washington, D.C. In a 2007 interview at Georgetown University, Yurtsever said Gulen was a close family friend.



Murat Surucu

- ◆ Another former CMSA board member, Murat Surucu, was on the board of a Gulen-inspired group in California before moving to Chicago.

- ◆ Yavuz Burak Canbolat was the Turkish chamber's treasurer at the same time he was CMSA president, from 2009 to 2011.

- ◆ Concept vice president Salim Ucan was principal of the Science Academy of Chicago, now located in Mount Prospect.

That private school was started by Niagara Educational Services, which created the Niagara Foundation.

Niagara Foundation officials say they broke with Niagara Educational Services in 2009. But records show the Niagara Foundation's president and another current board member were on the Niagara Educational Services board while it was owed loan payments by Concept's real estate arm and while it leased a building to a Concept school in Ohio.

Despite the connections with Gulenists, Ucan said, "Concept Schools is not affiliated with, nor does it promote, any political or religious agendas."

Illinois State Charter School Commission

January 2, 2014

Mr. Steve Warmbir
Metro Editor
Chicago Sun-Times
Via e-mail

Dear Mr. Warmbir,

Abraham Lincoln is credited with saying, "How many legs does a dog have if you call the tail a leg? Four. Calling a tail a leg doesn't make it a leg." Mr. Lincoln's wisdom came to mind as I read the Sun-Times' December 23 story about the State Charter School Commission and two Concept charter schools. Much of the information in that story was either false or seriously misleading; it was the equivalent of calling a tail a leg. As Chairman of the Commission, I am writing to provide you with accurate information.

False: The story begins with the headline, "CPS says no to charter schools, but Michael Madigan says yes."

Facts: Speaker Madigan had no role in the approval of Concept schools by the State Charter School Commission. He did not communicate with the Commission about Concept. He did not pressure the Commission to approve Concept. To my knowledge, he has had no communication with the State Charter School Commission. The Commission's decision to authorize the two Concept schools was made based on a rigorous review process as per the Illinois Charter School law, and a majority of Commissioners believed that it merited approval.

Misleading: The Sun-Times wrote, "Concept is getting 33% more funding per pupil for those two new schools than the city system gives other charter schools."

Facts: The above sentence is true but misleads the reader to believe that the Concepts schools are getting more than they are entitled to receive. That is not true. The two Concept schools are getting what they are entitled to under state law, an amount equal to the per capita tuition rate for Chicago. This amount, calculated by the State Board of Education, not the Commission, is what is called for under law. Neither the State Board of Education nor the Chicago Public Schools has suggested that the funding level of these two Concept schools is inappropriate in any way.

The two Concept schools are receiving more than charter schools approved by CPS because CPS takes advantage of a provision in the state law to provide its charter schools with significantly less than the per capita tuition. (State law allows a school district to pay as little as 75% or as much as 125% of per capita tuition to a charter school.) This has been a source of contention between CPS and charter schools for years, pre-dating the existence of the Commission.

Misleading: The Sun-Times story provides an assortment of mixed data about the Concept school network's performance, opening with the assertion by CPS that Concept was denied because of the academic performance of its one Chicago school.

Facts: Concept's original charter high school in Chicago is rated as Level 1 by CPS, the highest rating in the CPS system. That is considerably better than the neighborhood high school in that area, which is rated as Level 3, the lowest level. Thus, within Chicago's own system, there could not be a bigger gap between the performance of Concept's school and the neighborhood high school. Concept's other school in Illinois, in Peoria, performs very well on a variety of measures. When the State Charter School Commission looked at student achievement results at Concepts schools in other states for 2011-2012, we found that its schools outperformed the districts in which they were located on two-thirds of the available data points. Is Concept perfect? No, there are opportunities for improvement, but it is providing a better education on most measures.

Misleading: The Sun-Times wrote, "More than half of the state charter commission's budget has come from private contributions [including] \$200,000 from the Walton Family Foundation, linked to the family of the founders of Wal-Mart, and \$115,000 from the Joyce Foundation in Chicago. The groups are major financial backers of charter schools."

Facts: The Commission receives no state funds for its operations and the legislation that created the Commission explicitly permits the Commission to receive private contributions to support its work. The Walton Family Foundation and Joyce Foundation have generously supported the Commission's initial expenses. They support many causes in public education, including but not limited to charter schools. Each has given generously to the Chicago Public Schools to support non-charter school initiatives. Last year, the Walton Family Foundation gave nearly a half million dollars to the CPS Children's First Fund and the Joyce Foundation gave a quarter million dollars. Despite the breadth and depth of these foundations' generosity, the Sun-Times mis-labels them as if they are biased or single-interest organizations. Further, it is not unusual for government entities, including school districts, to accept charitable contributions. For example, school districts in Chicago, Rockford, Aurora, Naperville, Elgin and in many other communities maintain foundations to receive philanthropic contributions.

The following are more facts that did not appear in your story. Members of the Commission – all volunteers – are nominated by the Governor and appointed by the State Board of Education. Commissioners include former school district superintendents, a local teachers union representative, a retired judge, business/non-profit leaders and individuals, like myself, who previously worked for the Chicago Public Schools. Commissioners, as a whole, bring many decades of experience and commitment to public education in Illinois.

During its two-year existence, the Commission has established high standards for charter school applicants. **We have received 38 appeals seeking approval of 13 schools** (some schools proposed to serve students from multiple districts) **and have approved only 2 of them.** This approval rate demonstrates that the Commission is being careful and judicious in its work. Both *applicants* and *districts* who have come before the Commission have complimented us for our professionalism.

All of the Commission's meetings are conducted in compliance with the Open Meetings Act; we have complied in a timely fashion with all Freedom of Information Act requests, maintain thorough records on

our web site, comply with state ethics requirements, and have established strong conflict of interest guidelines.

In short, I believe the Commission is doing the job the legislature directed us to do and is doing it well.

Because your story contains false and misleading information, I am asking you to remove it from your web site and to run a correction in your print edition indicating that the Sun-Times has no information that suggests that Speaker Madigan played any role in the approval of the Concept schools.

Please let me know if you will take these steps or if you would like to discuss any other elements of this situation.

Sincerely,

A handwritten signature in black ink that reads "Greg Richmond". The signature is written in a cursive style with a large, looping "G" and "R".

Greg Richmond
Chairman, State Charter School Commission
(312)376-2322

cc: Kate Grossman

CPS says no to charter schools, but state commission says yes

By DAN MIHALOPOULOS

Staff Reporter

Last Modified: Jan 10, 2014 05:48PM

When Concept Schools Inc. wanted to open two charter schools in Chicago last year, it sought permission from Chicago Public Schools officials.

The answer was no.

CPS officials have allowed the rapid expansion of charters. But they turned down Concept. They said the charter operator, headquartered in Des Plaines, didn't merit being allowed to expand based on test scores at its one city school, the Chicago Math and Science Academy in Rogers Park.

Concept Schools appealed to a higher authority: the little-known Illinois State Charter School Commission. The state agency was created in 2011 by lawmakers including House Speaker Michael Madigan, the South Side Democrat who's a powerful advocate of Concept and the faith-based Gulen movement to which the schools are connected.

This time, the answer was yes.

As the first, and so far only, charter operator to benefit from the decisions of the 2-year-old state agency, Concept is getting 33 percent more funding per pupil for those two new schools than the city school system gives other charters.

Madigan, who's also the Illinois Democratic Party chairman, visited Concept's Chicago Math and Science Academy last year. In a video the school posted on YouTube, Madigan praised the school, founded and run by Turkish immigrants.

The speaker's son Andrew Madigan also visited and filmed an endorsement of the CMSA campus at 7212 N. Clark St. Andrew Madigan works for Mesirow Insurance Services Inc., whose clients include CMSA and the two new, state-approved Concept schools in McKinley Park and Austin, according to records obtained by the Chicago Sun-Times.

The elder Madigan has ties to other Chicago Turkish immigrant groups that, like Concept, have connections to a worldwide movement led by Fethullah Gulen. He's a politically powerful Muslim cleric from Turkey who moved to this country in 1999 shortly before being implicated in a plot to overthrow Turkey's secular rulers and install an Islamic government — charges that were later dropped.

Madigan has taken four trips in the past four years to Turkey as the guest of the Chicago-based Niagara Foundation — whose honorary president is Gulen — and the Chicago Turkish American Chamber of Commerce, according to disclosure reports the speaker has filed.

State records show Madigan's visits were among 32 trips lawmakers took to Turkey from 2008 through 2012. The speaker and members of his House Democratic caucus took 29 of those trips, which they described as “educational missions.”

Turkey was the destination of 74 percent of all foreign trips Illinois legislators reported receiving as gifts during the five-year period.

On his weeklong trip to Turkey in November 2012, Madigan's delegation included Liz Brown-Reeves, a former Madigan aide who lobbied for the state charter commission this year in Springfield.

The politicians and other guests on the trips have to pay for their travel to and from Turkey. Niagara and the Turkish chamber paid for meals and hotels, Madigan and the other legislators reported.

The Chicago Turkish chamber disbanded in February. Niagara vice president Mevlut “Hilmi” Cinar said his organization didn't pay for the trips, that the costs were borne by non-governmental organizations in Turkey.

Madigan spokesman Steve Brown said the speaker paid for “all known expenses” for his travels. He still listed the four trips on his gift-disclosure statements because “there might be expenses that Niagara had that he was not aware of,” said Brown, who went with Madigan last year to Istanbul, Ankara and Ephesus.

Other politicians who toured Turkey on Niagara trips included Ald. Joe Moore (49th), whose ward includes the CMSA campus. Moore said he went at the urging of Concept's vice president, Salim Ucan, though Cinar said Niagara didn't authorize Ucan to extend invitations.

Concept has run CMSA since 2004. It's one of the 30 publicly financed, privately run schools Concept operates in six Midwest states. The organization recently applied to Chicago school officials to approve its fourth and fifth schools here to open next year, in South Chicago and Chatham.

Concept officials declined interview requests. In a written statement, Ucan said their “sole mission is to raise the bar of public education by opening high-quality college-prep charter schools in underserved communities.”

Last year, when Concept applied to open two more campuses in Chicago, CPS officials denied Concept, citing concerns over “fluctuations in its academic performance” in recent years and also because CMSA test scores didn’t outperform the average scores of schools in its section of the city by at least 10 percent — the benchmark CPS uses to decide whether current charter operators will be allowed to expand.

A spokeswoman said the Chicago Board of Education must “decline to approve weak and inadequate applications.”

But the state commission overruled the board and ordered the city school system to give higher per-pupil funding to the two new Concept schools.

Asked why, Jeanne Nowaczewski, the state commission’s executive director, said, “This organization runs really remarkable schools.”

She said the two new Concept schools “were approved in March, and, by July, they had waiting lists. Parents are smart consumers.”

Concept officials boast that 90 percent of the students at CMSA are accepted to colleges. Data from the National Student Clearinghouse, though, show 50 percent of CMSA graduates actually enroll in college, compared to the public school system’s average of 57 percent.

CMSA’s average ACT score of 19.1 is higher than the CPS average but below the 21.3 average considered a standard for college readiness.

Most of Concept’s schools are in Ohio, where the network was started. Of its 19 schools there, 12 were given D grades by state officials, 4 got C’s and 3 received B’s this year. Concept’s Indiana Math and Science Academy in Indianapolis got an F, according to state officials.

The Illinois charter commission’s decision to overrule CPS and allow the Concept schools in McKinley Park and Austin was made with the minimum five “yes” votes that were needed. Two commission members voted “no,” another was absent, and one spot was vacant then.

Glen Barton, retired chairman and chief executive of Caterpillar Inc., was among the commission members who voted yes. Barton is president of the board of a Peoria school that’s managed by Concept, but commission officials decided before the vote that Barton’s ties to Concept didn’t prevent him from voting on the plans.

Concept’s Peoria school had helped many low-income, minority students who otherwise were “destined to be on food stamps or be incarcerated,” Barton said.

More than half of the state charter commission’s budget has come from private contributions, Nowaczewski said. That includes \$200,000 from the Walton Family Foundation, linked to the family of the founders of Wal-Mart, and \$115,000 from the Joyce Foundation in Chicago. The groups are major financial backers of charter schools.

Though lawmakers allowed the state commission to seek private funding, state Rep. Linda Chapa LaVia, D-Aurora, calls that situation “incestuous” and says it makes the panel partial to charter applicants. She has introduced legislation that would shut down the agency.

A CPS spokeswoman said “the current process creates confusion . . . and a fix is needed.”

Madigan spokesman Brown said “it doesn’t appear there was any effort” by Madigan to aid Concept’s successful appeal to the state charter panel and that the speaker doesn’t see a need to repeal the commission.

Email: dmihalopoulos@suntimes.com

Twitter: [@dmihalopoulos](https://twitter.com/dmihalopoulos)

Copyright © 2014 — Sun-Times Media, LLC

Rockford Register Star

December 06, 2013 12:01AM

Our View: 2013 Excalibur winner energizes our community



PHOTO/ BRENT LEWIS/RRSTAR.COM

Excalibur winner Rudy Valdez poses with his family after the Excalibur and Excelsior award ceremony Thursday, Dec. 5, 2013, at Giovanni's Restaurant & Convention Center in Rockford.

Whenever [Rudy Valdez](#) enters a room, you can feel the increase in energy. He is so enthusiastic about everything he's involved with — and he's involved with a lot — that you can't help but getting excited with him.

Valdez cares so much about Rockford that he seems to belong to almost every organization in town. The list of groups he volunteers for is so lengthy, it could almost fill this space.

And when he's not at a board meeting or volunteering somewhere, he finds time to speak to educational, community and professional organizations.

Those are just some of the reasons Valdez was named the winner Thursday night of the Rockford Register Star's [Excalibur Award](#) for community service. The Excalibur Award, established in 1971, is given every year to the individual whose outstanding community service and commitment have made the Rock River Valley a better place to live, work and raise a family.

One of the people who nominated Valdez wrote: "Our running joke is that he is cloned and that is the only way he manages to be involved in everything!"

If so, we wish he would share that cloning process with the rest of us.

Valdez learned about the importance of community service through the example his father set.

“My father instilled in his kids the desire to help others in any way we can,” he told us during an online Q&A a couple of months ago. “He described to us how we were helped when he first came to America. Helping others not only gives back for the help we received as a family, but we also learn from others in the process.”

Valdez’s three daughters also are active in the community. It’s an example all parents should try to emulate.

Valdez recently added to his list of responsibilities by becoming involved with Transform Rockford, a group of businessmen, civic officials and residents who want to turn Rockford from what Forbes magazine calls a miserable city into an enviable one.

“We all matter,” he said during a presentation Nov. 14 at the Coronado Performing Arts Center. “Everyone has something to offer.”

True, Rudy, but you’re offering more than most. For that, we congratulate you on the Excalibur Award and thank you for making this a better place to live.

New charter school welcomes community

Students at the new [Horizon Science Academy Belmont](#) led a group of community members around their building earlier this month, showing off Austin's newest charter school.

Among the visitors was [Ald. Emma Mitts \(37th\)](#), who joined the group halfway through the tour and has a grandson at Horizon.

Two student ambassadors took the guests through the halls and inside classrooms of the K-5th grade school.

Students in music class performed a song for the tour, while the technology class – stocked with new computers – continued its work. The ambassadors explained student projects on the walls, like the “Life Cycle of a Pumpkin.”

The school opened inside the former Banner Academy West High School in August after undergoing a \$100,000 renovation, said Principal Serdar Kartal. Updates included new paint, furniture, lighting and electrical work, he said.

Students won't be staying long, as the school's permanent home will be built near the corner of Grand and LeClaire avenues.

“We didn't want to wait,” Kartal said.

The school is managed by Concept Schools, a non-profit consulting firm based in Chicago. This is one of two Horizon schools in Chicago; the other is located in [McKinley Park](#) and [opened last month](#).

Kartal said the new building will have a 700-student capacity, with a plan to expand to a K-12 building.

The Banner building holds 288 students right now, all kindergarten to fifth grades, Kartal said. Next year's program will be K-8 and has about 432 students enrolled so far.

Ald. Mitts said she's all for the new school because its STEM, science-based system is refined – something she said CPS schools are still catching up to.

When dozens of elementary schools were closed this past spring, CEO Barbara Byrd-Bennett announced that 10 “welcoming” schools will have the STEM program, according to a [press release](#).

Ald. Mitts [recently faced criticism](#) for her support of a proposed charter school across the street from Charles Allen Prosser Career Academy, 2148 N. Long Ave. Residents say the school isn't needed so close to where there's already a neighborhood high school.

But when asked about this criticism, Mitts replied, “I just tell people, ‘Try it. You might like it.’”

Mitts added that the atmosphere at Horizon is more friendly than she's seen at other schools. She said her grandson said he was bullied at his old school.

“There needs to be a change – a higher standard for our children,” Mitts told her tour group.

Pastor Angel Roman of Kingdom Voice Ministries said he expected to see a traditional school during the tour but thinks Horizon is advanced with its technological emphasis. He pointed to the robotics team in the school, which builds a Lego robot for competition in the spring.

The two student ambassadors who gave the Oct. 17th tour say they're happy at the school. Fifth-grader Khiyla Pitt said she enjoys all the after-school clubs, specifically band, where she plays the flute.

Fifth grader Isabel Abarca said she likes the challenge at Horizon to get good grades.

"I feel like I have to earn my good grades here," she said.

Summary of HB 4237

Amends the Charter Schools Law of the School Code. Provide that if the State Charter School Commission or any other State entity to which an appeal may be submitted under the Law reverses a local school board's decision to deny, revoke, or not renew a charter, the reversal may not be implemented unless the question of whether a charter school shall be established or continue operating has been submitted to the electors of the school district at a regular election and approved by a majority of the electors voting on the question. Sets forth requirements for the referendum.

**Illinois State Board of Education
Biennial Report on Charter Schools**

The Illinois State Board of Education monitors charter schools and authorizers on an ongoing basis. Every two years, it also compiles information and data on the charter school sector into a single report, the *Illinois Charter School Biennial Report*.

The report is prepared in compliance with the Charter Schools Law, which mandates that “all local school boards with at least one charter school, as well as the Commission, shall submit to the State Board any information required by the State Board pursuant to applicable rule. On or before the second Wednesday in January of every even-numbered year, the State Board shall issue a report to the General Assembly and the Governor on its findings for the previous 2 school years.” 105 ILCS 27A-12.

In compliance with the statute, the report provides law and policy makers, educators, and the general public with information regarding the state of the charter school sector. Specifically, the report 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 also includes 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.

The Illinois Charter School Biennial Report is attached hereto so that the State Charter School Commissioners can review for their information.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Rod Blagojevich
Governor

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

DATE: January 8, 2014

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

C. Koch

SUBJECT: Illinois State Board of Education Annual 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. The first report was submitted in January 1997, and each subsequent report has built on the last. The report of January 2014 reflects school years 2011-2012 and 2012-2013.

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

Enclosure

cc: Tim Anderson, Secretary of the Senate
Tim Mapes, Clerk of the House
Legislative Research Unit
State Government Report Center

ILLINOIS STATE BOARD OF EDUCATION



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

Submitted January 2014

Table of Contents

Table of Contents.....	2
1. Background	3
Section 1.1 – Charter Landscape: State Charter School Commission	4
Section 1.2 – Charter Landscape: Other Significant Legislation	6
Section 1.3 – Charter Landscape: Facts at a Glance	7
2. Number of Charter Schools and Enrollment Trends.....	11
Section 2.1 – Charter School Growth.....	11
Section 2.2 – Charter School Closures	19
3. Charter School Demographics	20
Section 3.1 – Racial Composition of Charter Schools	20
Section 3.2 – Socioeconomic Composition of Charter Schools	25
Section 3.3 – Special Student Populations in Charter Schools	26
4. Charter School Operations.....	30
Section 4.1 – Curriculum Design	31
Section 4.2 - Staff Licensure.....	31
Section 4.3 - School Calendar.....	38
Section 4.4 – Employee Compensation and/or Bonuses	42
5. Charter School Student Performance	42
Section 5.1 – CREDO’s Research on Illinois Charter Schools.....	55
7. Charter Authorizing Organizations in Illinois	60

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.ⁱ 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 partiesⁱⁱ 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 State authority power 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 under 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%

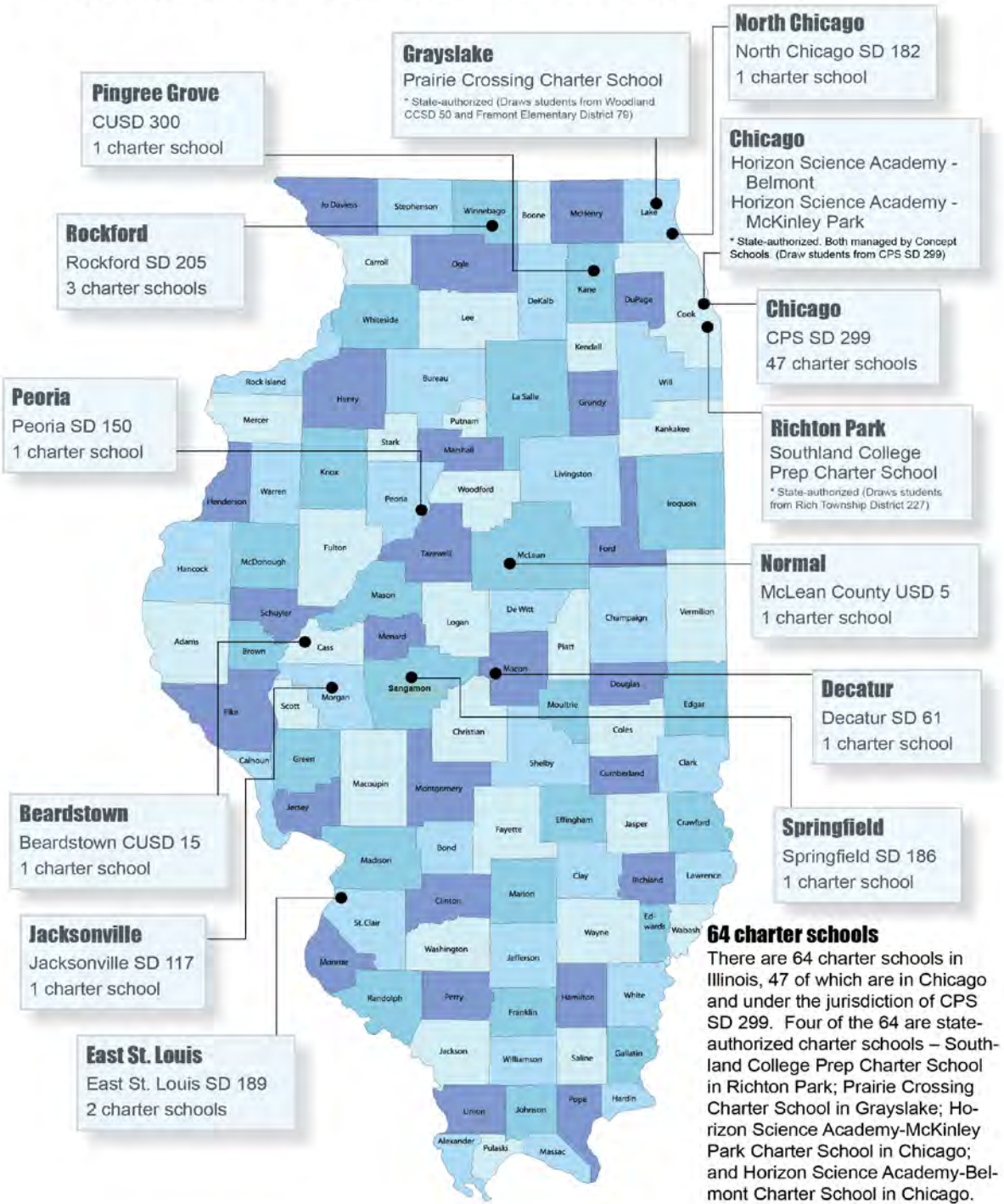
Charter School Landscape

- 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).ⁱⁱⁱ
- 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); 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

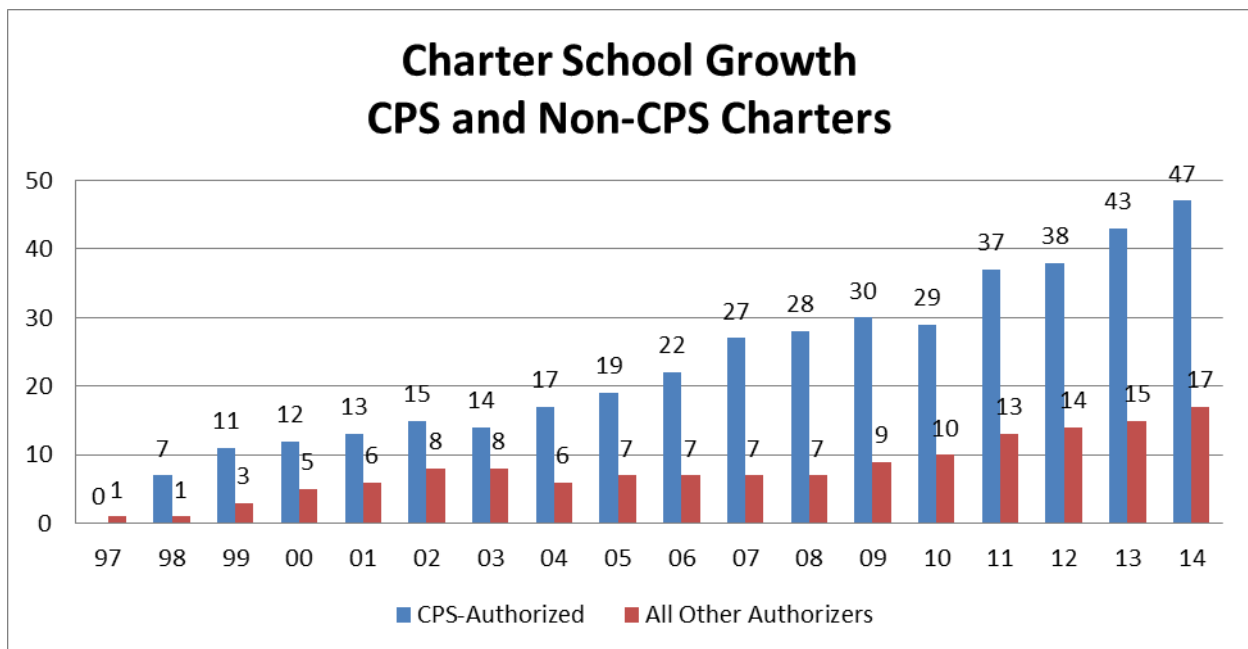


2. Number of Charter Schools and Enrollment Trends

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

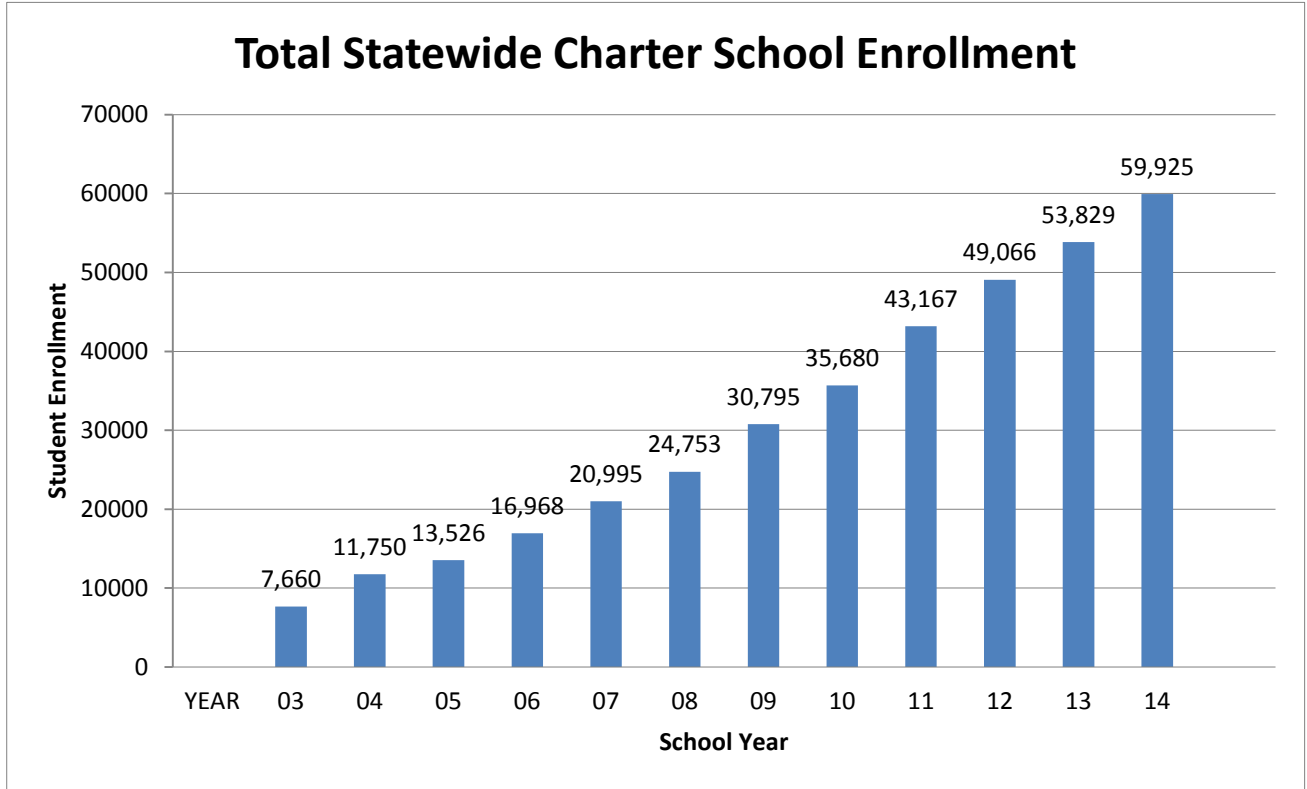


Table 2C: District and Charter 5-Year Enrollment Trends

District/Charter Schools (# of campuses 2013-2014)	2009-2010	2010-2011	2011-2012	2012-2013	Estimated 2013-2014
CHICAGO PUBLIC SCHOOLS DISTRICT 299	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	166
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
BEARDSTOWN CUSD 15	1,464	1,422	1,439	1,479	1,685
Beardstown Charter Academy	25	26	31	36	35
CUSD 300	19,680	20,274	20,566	20,525	20,907
Cambridge Lakes Charter School	477	584	738	827	938
DECATUR SD 61	8,739	8,624	8,547	8,613	9,013
Robertson Charter School	236	299	335	376	332
EAST ST. LOUIS SD 189	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
JACKSONVILLE SD 117	3,418	3,499	3,462	3,419	3,694
8 Points Charter School			83	96	96
MCLEAN CUSD 5	12,855	13,031	13,214	13,538	13,715
YouthBuild McLean County Charter School	34	40	45	43	48
NORTH CHICAGO SD 187	3,972	3,988	3,814	3,681	3,824
L.E.A.R.N. 6 – North Chicago Campus				248	360
PEORIA SD 150	13,021	14,266	14,042	13,976	13,775
Quest Charter Academy		219	299	377	445
FREMONT SD 79	2,125	2,256	2,206	2,213	2,230
WOODLAND CCSD 50	6,840	6,713	6,549	6,508	6,347
PRAIRIE CROSSING CHARTER SCHOOL	362	392	391	390	384
ROCKFORD SD 205	27,181	27,579	26,890	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
RICH TOWNSHIP HSD 227	4,032	4,031	3,905	3,656	3,465
SOUTHLAND COLLEGE PREP CHARTER HIGH SCHOOL		122	249	370	470
SPRINGFIELD SD 186	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 sites” 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. Where there were discrepancies between charter self-reported data and ISBE Report Card data, the former is provided.

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

Charter School	Grades Served		Number of Sites		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
CPS DISTRICT 299	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	5-8	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	28/130
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	By campus
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
IHSCA Charter High	9-10	9-11	1	1	195/479	200/479

Charter School	Grades Served		Number of Sites		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
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.	PK-8	PK-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	9-12	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	23	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-8	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	PK-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
JACKSONVILLE SD 117	K-12	K-12	10	9	N/A	N/A

Charter School	Grades Served		Number of Sites		Lottery Used # Students Selected/ # of Apps Received	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
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	11-12	10-12	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	No lottery	No lottery
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	2	2	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^{iv}

Charter School	Charter Campus	Grades Served		Number of Sites		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.	6-12	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
	Irving Park	K-6	K-8	1	1	N/R	164/586
	Larry Hawkins	7-12	7-12	1	1	N/R	52/115
	Lloyd Bond	K-8	K-6	1	1	N/R	133/189
	Prairie	K-8	K-8	1	1	N/R	184/381

Charter School	Charter Campus	Grades Served		Number of Sites		Lottery Used # Students Selected/ # of Apps Received	
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
		Washington Park	K-8	K-8	1	1	N/R
West Belden	K-8	K-8	1	1	N/R	117/502	
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	9-12	N/R	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
North Lawndale	UIC College Prep	9-12	9-12	1	1	290/1,243	290/1,447
	Christiana	9-10	9-12	1	1	N/R	125/909
UCCS	Collins	9-12	9-12	1	1	N/R	125/909
	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
UNO	Woodson	6-8	6-8	1	1	51/100	54/1,918
	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
	Roberto Clemente		K-8		1		576/730
	Rodgers 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	72/86857 6/730	

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)***
10-11	0			
11-12	0			
12-13	0			- YCCS, Options Laboratory (CPS District 299) - YCCS, Howard Leadership Academy (CPS District 299) - YCCS, Paul Simon Academy (Job Corps) (CPS District 299)
Future	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, 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 10th through 12th graders, and launched a new Noble public high school on the campus, beginning in fall 2012 with 9th 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” 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 Limited English Proficient (LEP) 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. 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

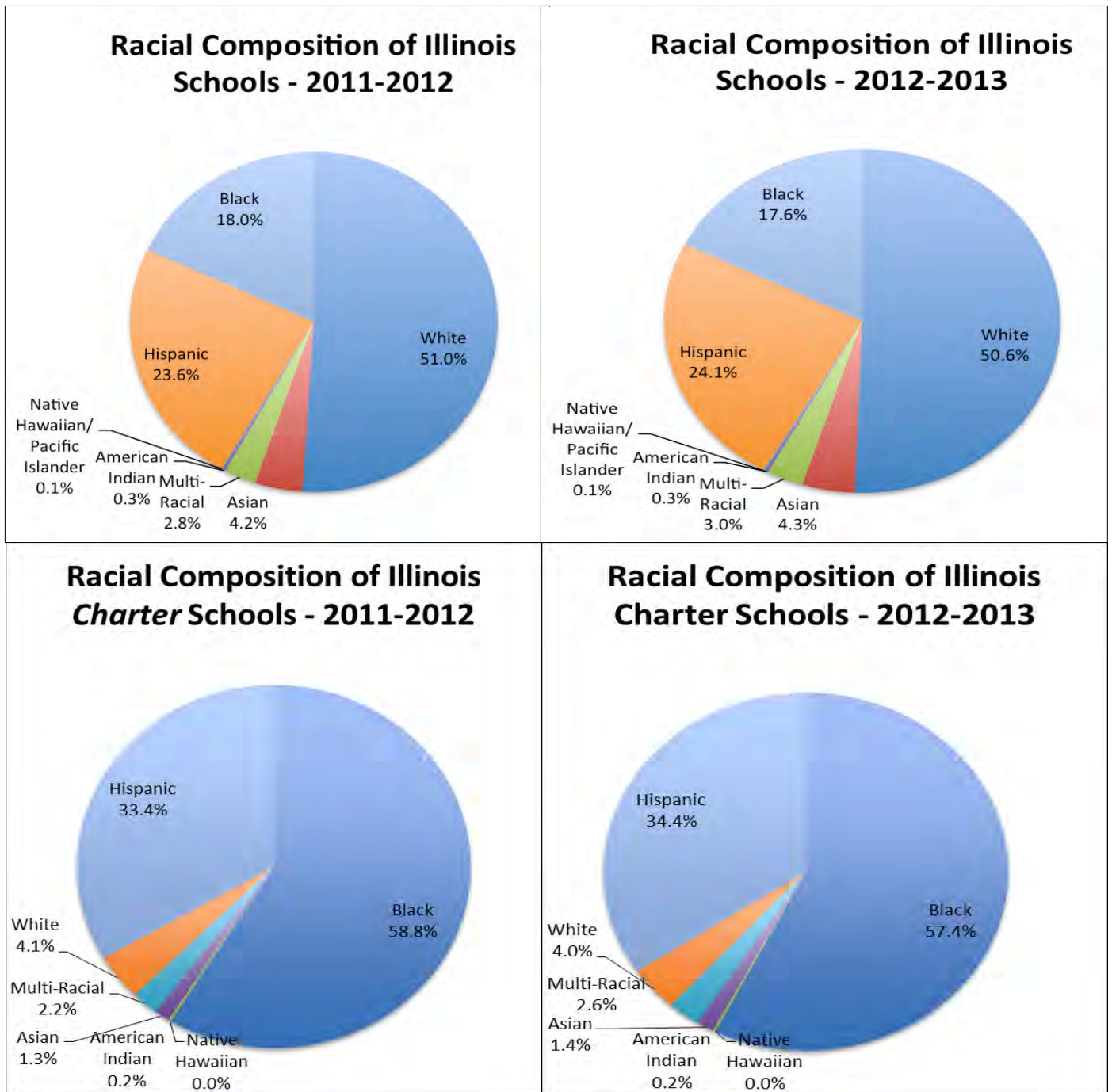


Table 3B identifies the racial composition of each charter school in Illinois, by school district. Within CPS, 76 percent of charter schools operating in 2011-2012 (29 of 38), and 79 percent of charter schools operating in 2012-2013 (34 of 43), served a larger percentage of black students than the District. Chicago charter schools generally served a smaller percentage of Hispanic students than the District in both 2011-2012 (9 of 38 charters, or 24 percent) and 2012-2013 (11 of 43 charters, or 26 percent). 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, has 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	*	*	6.5	5	88.3	90.5	1.8	1.3	0	0	*	*	0.7	0.9
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	*	*	92.5	91.9	5.4	5.6	*	*	0	0	0	0	1	1.4
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	*	*	*	*

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
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
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
WOODLAND CCSD 50	51.2	49.3	6.5	7.1	25.5	26.6	12	11.9	*	*	*	*	4.3	4.6
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
PRAIRIE CROSSING	76	78.7	1.3	2.8	4.6	0.5	11.5	16.4	0.5	0.5	0.5	0.8	5.6	0.3
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	1.2	1.4	96	95.4	1.2	1.6	0.4	0.5	0	0	0.4	0	0.8	1.1
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.

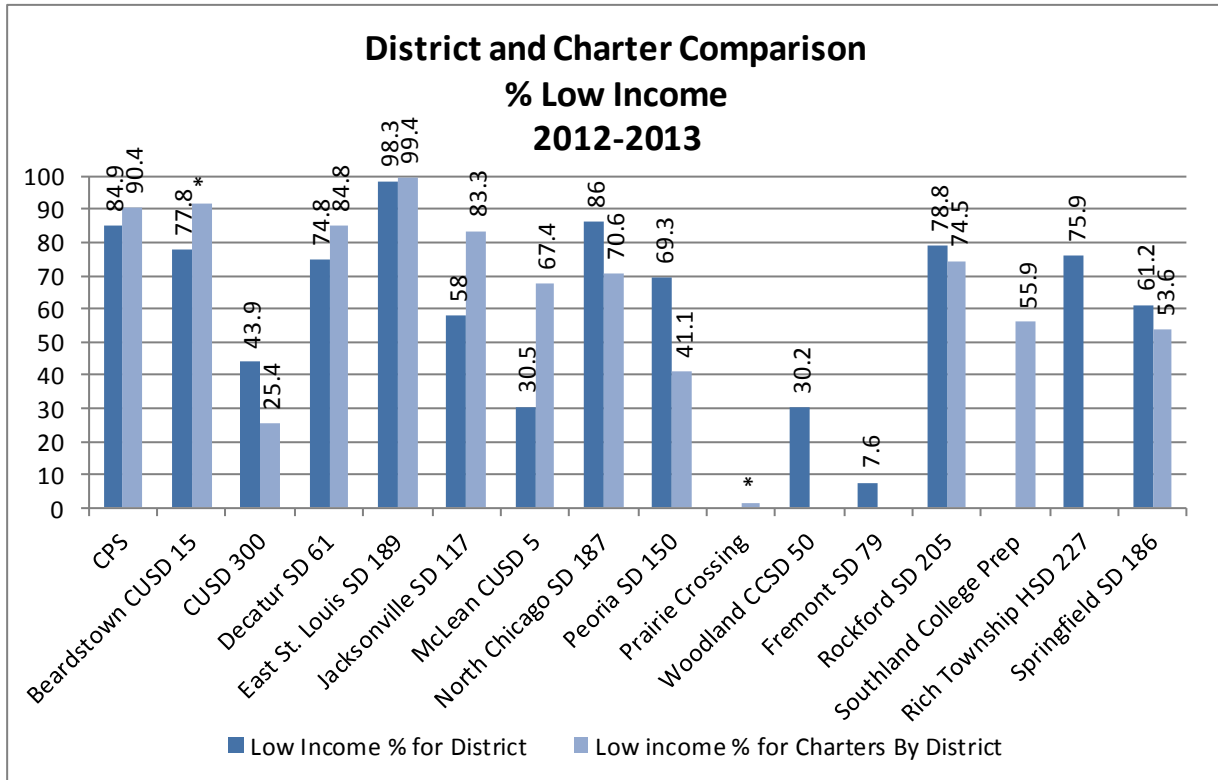
As reflected in the following charts, the percentage of low-income students in charter schools in Chicago is generally reflective of the school district. Outside of Chicago, the proportionality varies widely from district to district. Some charter schools served a significantly smaller proportion of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



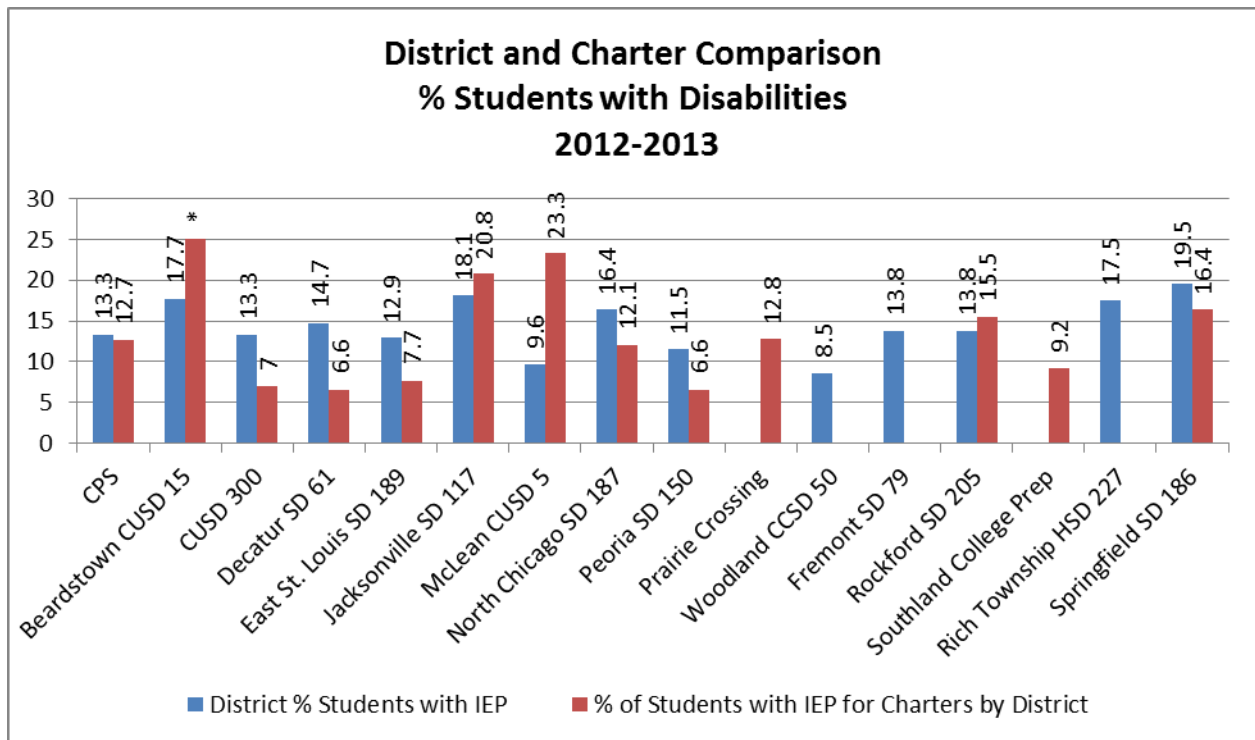
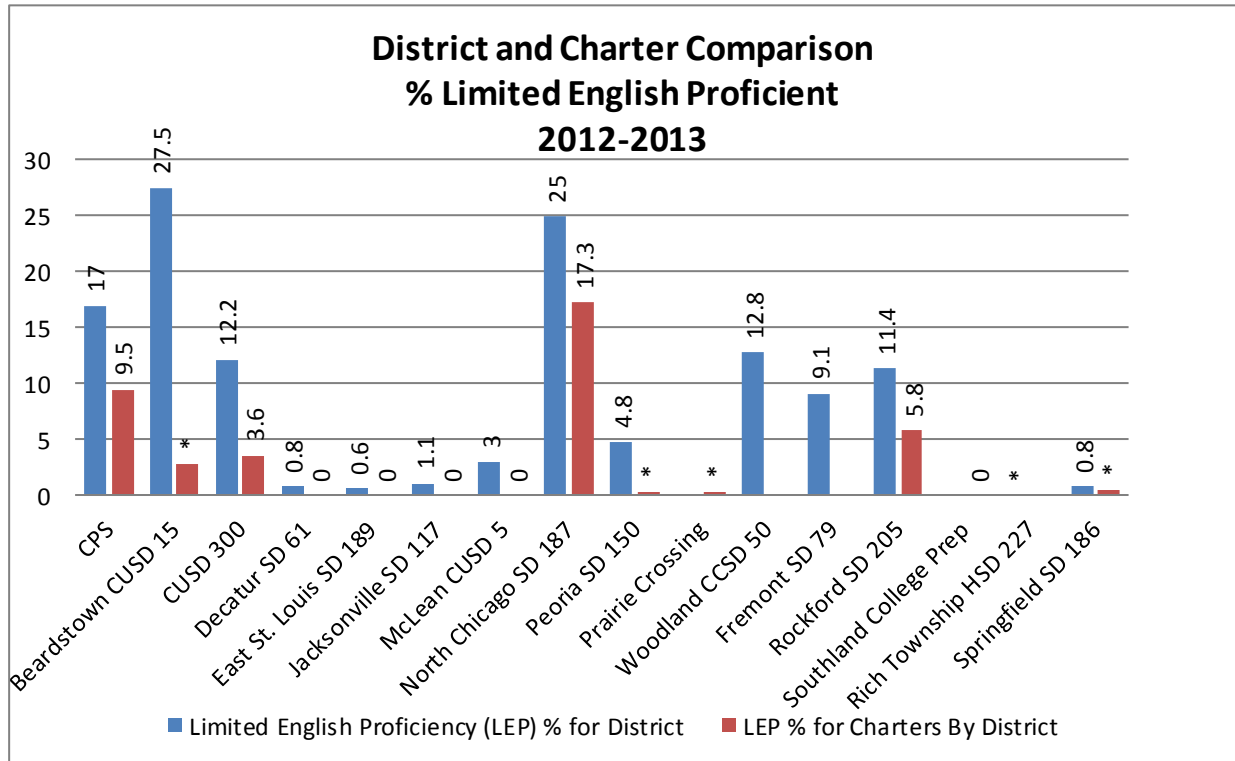
* Redacted due to cell size

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 Limited English Proficient students than the school district where they are located. This ranges from differences as stark as Cambridge Lakes Charter School (3.6 percent LEP 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, Limited English Proficiency and Students with Disabilities, Results 2011-2012 and 2012-2013

Charter School	Percent Low-Income		Percent Limited English Proficient		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

Charter School	Percent Low-Income		Percent Limited English Proficient		Percent Students with Disabilities	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
YWLCS	90.7	84.1	*	*	12.1	11.6
YCCS	93.3	91.7	2.6	2.4	15.5	16.3
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.^v In 2012-2013, 56 of 58 charter schools (97 percent rounded) responded to the survey.^{vi} Among other data pieces, the surveys asked charter schools 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	45
Autonomy to design different, additional performance standards	28	31
Autonomy to set unique school day and school year schedules	45	50
Autonomy to manage fiscal affairs independent of the school district	40	47
Autonomy to set employee compensation rates and/or bonuses	39	44
Autonomy to contract with external providers for various services	33	37
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 did 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?
CPS DISTRICT 299							
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	16	75%	5	5	NO
	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	YES
	12-13	* See campus-level breakdown for 2013					
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
Intrinsic	11-12						

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?
	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 info. for 2013					
North Lawndale	11-12	64	69	93%	7	7	NO
	12-13	* See campus-level info. 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 info. 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	NO
	12-13	40	40	100%	5	0	See campus-level info.
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	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							
PEORIA SD 150							
Quest	11-12	19	20	95%	6	4	NO
	12-13	27	28	96%	6	6	NO
WOODLAND CCSD 50							
FREMONT SD 79							
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 DISTRICT 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
	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
	Prairie	23	23	100%	5	4	NO
	Washington Park	23	30	77%	3	3	NO
	West Belden	22	31	71%	6	5	NO
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
	North Chicago	24	24	100%	3	3	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
	Johnson College Prep	27	32	84%	4.81	7	NO
	Muchin College Prep	37	48	77%	4.81	7	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)
	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	
YCCS	Scholastic Achievement	7	8	88%	10	3	NO
	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 only collects 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. 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
CPS DISTRICT 299	6 hrs. 30 min.	7 hrs.	308	368	N/R except by grade level	23.1
AGC	8:00-4:00	8:00-4:00	8hrs	410	25	25
Alain Locke	8:00-5:00	8:00-5:00	420	420	30	N/R
Amandla	7:25-3:30	7:30-3:15	367	380	23	22
ACE Tech	7:40-3:22	7:40-3:22	454.6	454.6	25	25
Aspira	See campus-level data					
Betty Shabazz	See campus-level data					
Bronzeville Lighthouse	N/R	N/R	N/R	N/R	N/R	N/R
Catalyst - Circle Rock	8:00-3:30	8:00-3:30	390	395	29	29
Catalyst - Howland	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	See campus-level data	390	See campus-level data	26	See campus-level data
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	
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	N/R
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
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	See campus-level data					
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						

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
HSA – McKinley Park						
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
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		
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
WOODLAND CCSD 50						
FREMONT SD 79						
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	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						
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
CPS DISTRICT 299	6 hrs. 30 min.	7 hrs.	308	368	N/R except by grade level	23.1	6 hrs. 30 min.
ASPIRA	Early College H.S.	N/A	8:00-3:30	390	399	25	30
	Haugan Middle	N/A	8:00-3:30	390	392	25	23
	Mirta Ramirez	8:00-3:30	8:00-3:17	390	360	25	23
Betty Shabazz	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	8:00-3:45	440	440	25	25
CICS	Avalon		8:00-3:30		345		25.8
	Basil		8:00-3:30/1:50		6.67 (hrs.)		25
	Bucktown		7:55-3:30		384		26
	Irving Park		8:00-3:30		N/R		26
	Larry Hawkins		7:35-3:30		385		N/R
	Lloyd Bond		7:45-3:15		420		25
	Prairie		8:00-3:30		405		27
	Washington Park		8:00-3:30		420		27
LEARN	West Belden		8:00-3:30		455		28
	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
	North Chicago	8:30-4:00	8:30-4:00	450	450		27
	Romano Butler	8:30-4:00	8:30-4:00	370	370	25	27
Noble Street	South Chicago	8:30-4:00	8:30-4:00	370	370	25	27
	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
North Lawndale	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
UCCS	Collins		8:00-3:30		388		17.3
	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
UNO	Woodson	8:00-2:35	8:00-3:30	325	330	27	27
	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

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
	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 the charter school 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. 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.

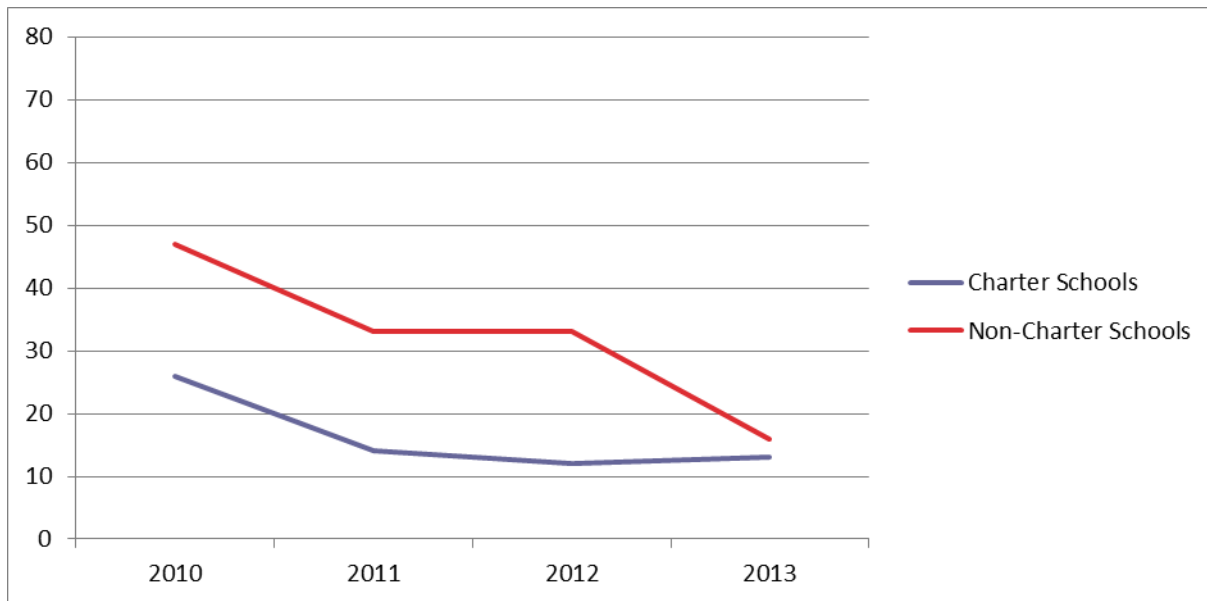
5. Charter School Student Performance

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 PSAE 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 PSAE exam (grade 11). Asterisked cells indicate redaction due to cell size. Blank cells or cells marked N/A (not applicable) indicate that the school 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	-	77.0	-
	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	-	*	-	-	-	-	3.3	-	-	-	-
	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	95.2	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	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	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	*	*	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	*	*	*	*	*	*	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
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
WOODLAND CCSD 50	48.8	50.7	29.1	30.2	85.5	63	101.1	101.6
FREMONT SD 79	28.8	27.5	7.8	7.6	93.5	76.8	108.4	103.4
PRAIRIE CROSSING	24	21.3	*	*	97.7	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

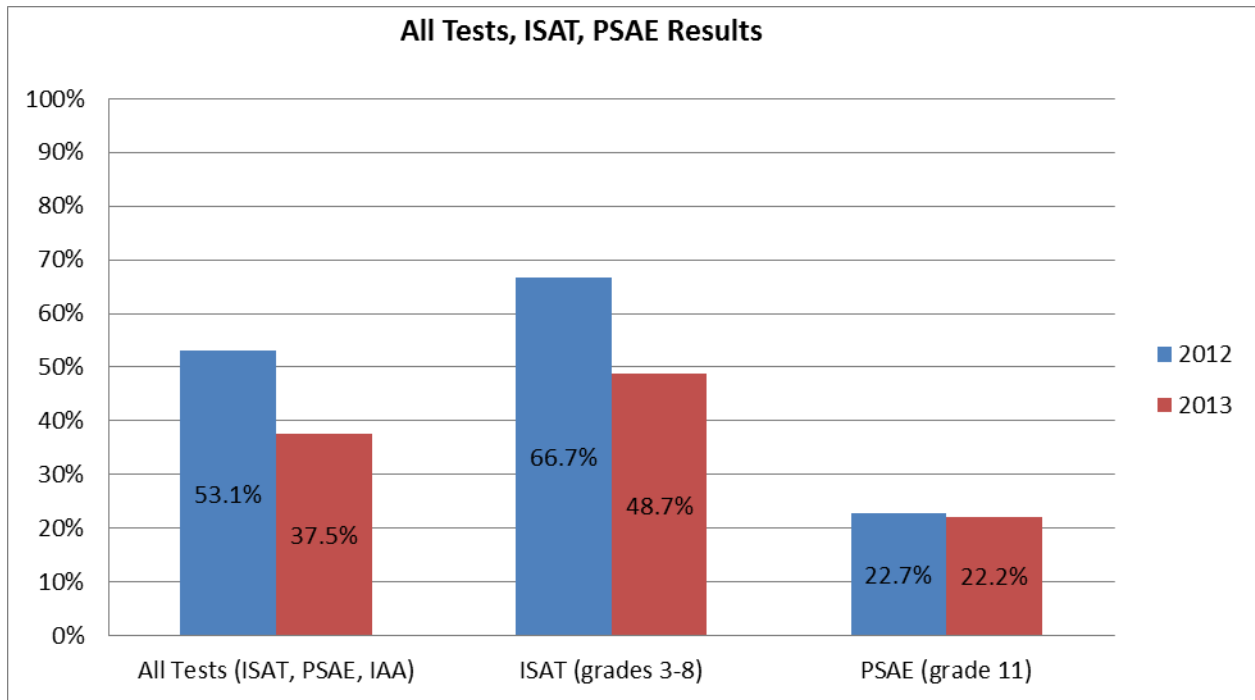
* Redacted due to cell size

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
WOODLAND CCSD 50	6,549	6,508	ISAT	85.8	62.9	N/A	N/A
FREMONT SD 79	2,206	2,213	ISAT	93.8	76	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. The chart on the left in Table 5E 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

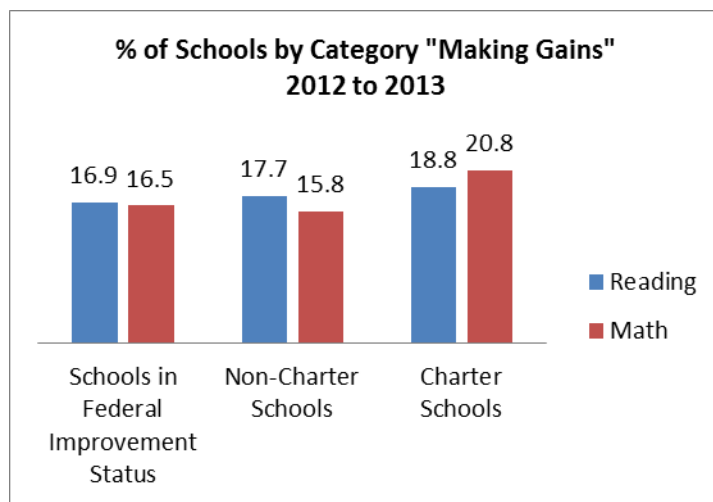
- Schools in Federal Improvement Status: 1,574 schools with 2012 and 2013 data/266 schools making progress = **16.9%** of Schools in Federal Improvement Status made progress from 2012 in “all students” group and each subgroup.
- Non-Charter Schools: 3,603 schools with 2012 and 2013 data/639 schools making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

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
LEP	-1.1	-1.4
Migrant	5.3	-0.8
IEP	0.1	-0.8
Economically Disadvantaged	1.0	-0.5



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

Table 5G: Student Retention and Graduation ^{vii}

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 ^{viii}	
	2012	2013	2012	2013	2012	2013	2012	2013
CPS DISTRICT 299	Student Mobility 2012: 18.4% Student Mobility 2013: 19.0%						68.5	69.7
AGC	N/R	*	N/R	*	N/R	0	N/A	N/A
Alain Locke	22	35	18	10	0	0	N/A	N/A
Amandla	49	53	19	53	*	0	N/A	N/A
ACE Tech	34	*	14	32	0	*	81.4	90.9
Aspira	46	Campus-level data	*	Campus-level data	14	Campus-level data	71	61.9
Betty Shabazz	Campus-level data	N/R	Campus-level data	N/R	Campus-level data	N/R	71.7	74

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 ^{viii}	
	2012	2013	2012	2013	2012	2013	2012	2013
Bronzeville Lighthouse	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A
Catalyst - Circle Rock	29	17	22	15	0	0	N/A	N/A
Catalyst – Howland	31	68	84	28	N/R	N/A	N/A	N/A
Catalyst – Maria		*		10		13		N/A
Chicago Collegiate								
CICS	697	Campus-level data	232	Campus-level data	10	Campus-level data	85	83.6
CMSA	N/R	N/R	N/R	N/R	N/R	N/R	64.5	72.9
Chicago Talent	*	14	*	*	0	0	N/A	76.1
Chicago Virtual	95	32	29	22	*	11	33.3	18.8
Christopher House								
EPIC	28	76	11	30	14	16	N/A	77.3
Erie Elementary	12	*	38	20	N/A	0	N/A	N/A
Frazier Prep								
Galapagos – Chicago	30	57	12	*	N/R	0	N/A	N/A
Henry Ford Academy	N/R	N/R	N/R	N/R	N/R	N/R	0	6.8
Intrinsic								
IHSCA Charter High	23	22	*	*	N/R	0	N/A	N/A
IJLA Charter High		*		*		49		6.5
KIPP Ascend	45	31	18	74	0	0	N/A	N/A
KIPP Chicago (f/k/a ACT)		*		*		0		N/A
Kwame Nkrumah	N/R	34	27	15	N/R	*	N/A	N/A
L.E.A.R.N.	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	N/A	N/A
Legacy – Chicago	43	77	15	25	N/A	N/R	N/A	N/A
Legal Prep		24		17		23		N/A
Montessori Englewood		12		*		N/R		N/A
Namaste	*	*	17	13	0	N/R	N/A	N/A
Noble Street	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	Campus-level data	90.4	87.3
North Lawndale	108	Campus-level data	18	Campus-level data	*	Campus-level data	87.2	88.6
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/R	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

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 ^{viii}	
	2012	2013	2012	2013	2012	2013	2012	2013
HSA – BELMONT								
HSA – MCKINLEY PARK								
BEARDSTOWN CUSD 15	Student Mobility 2012: 34.3%						77.3	76.2
	Student Mobility 2013: 24.9%							
Beardstown Charter	*	*	*	*	26	18	41.4	42.9
CUSD 300	Student Mobility 2012: 11.9%						87.8	88.7
	Student Mobility 2013: 9.3%							
Cambridge Lakes	21	31	42	16	0	0	N/A	N/A
DECATUR SD 61	Student Mobility 2012: 24.1%						60.4	66.2
	Student Mobility 2013: 16.9%							
Robertson	*	*	*	*	0	0	N/A	N/A
EAST ST. LOUIS SD 189	Student Mobility 2012: 19.7%						61.9	65.4
	Student Mobility 2013: 23.1%							
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%						85	88.5
	Student Mobility 2013: 18.8%							
8 Points	37	*	*	*	0	*	N/A	N/A
MCLEAN CUSD 5	Student Mobility 2012: 13.2%						83.9	85.4
	Student Mobility 2013: 13.0%							
YouthBuild McLean County	N/R	0	N/R	*	16	10	0	30.8
NORTH CHICAGO SD 187	Student Mobility 2012: 40.5						58.3	63.3
	Student Mobility 2013: 38.9							
L.E.A.R.N. 6 – North Chicago		*		24		N/R		N/A
PEORIA SD 150	Student Mobility 2012: 55.0%						69.4	71
	Student Mobility 2013: 29.7%							
Quest	*	36	*	24	0	10	N/A	N/A
WOODLAND CCSD 50	Student Mobility 2012: 5.6%						N/A	N/A
	Student Mobility 2013: 6.5%							
FREMONT SD 79	Student Mobility 2012: 5.1%						N/A	N/A
	Student Mobility 2013: 4.1%							
PRAIRIE CROSSING	*	11	12	*	N/A	*	N/A	N/A
ROCKFORD SD 205	Student Mobility 2012: 15.8%						61.7	63.6
	Student Mobility 2013: 14.5%							
CICS Jackson (f/k/a Rockford Patriots)	*	15	19	*	0	0	N/A	N/A
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%						86.5	85.9
	Student Mobility 2013: 21.4%							
SOUTHLAND COLLEGE PREP	0	0	15	44	0	0	N/A	N/A
SPRINGFIELD SD 186	Student Mobility 2012: 29.9%						68.2	67.3
	Student Mobility 2013: 19.5%							
Springfield Ball Charter	*	*	*	11	0	0	N/A	N/A

* Redacted due to cell size

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%					68.5	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
	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
	Prairie	N/R	*	N/R	21	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
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	*	*	*
	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	*
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
Rodgers Park Elem.		60		24		0	

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
		Sandra Cisneros	21	31	10	17	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.^{ix}

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, Limited English Proficiency 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 50th 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 16,689 charter school students from 65 charter school campuses across three growth periods. Students were drawn from grades 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 test 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” than their virtual peers in two of the three periods analyzed. Charter students learned significantly less 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.
- **Limited English Proficient (LEP) Students**
 - The researchers found that LEP 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 LEP 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 ^a)
Charter School and Authorizer Finances			
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
Admissions/Enrollment			
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
Authorization			
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	3
4	Permit authorizers to renew charter schools for up to 10 year terms.	31	35
Expansion of Charter Schools			
1	Increase the cap to allow more charter schools to open.	27	26
2	Allow multiple campuses for all schools.	24	26
3	Prohibit multiple campuses for all schools.	1	1
Increased Autonomy/Flexibility			
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 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.

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 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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 JSD 117 Board of Education.
- Hiring personnel to be assigned to the charter school.
 - o All special education staff are JSD district employees.
- Providing transportation through JSD 117.
- Treatment of specialized populations (i.e., students with disabilities, Limited English Proficient students, homeless children and youth, etc.).
 - o JSD 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.

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, provides access to professional development, and sets 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 authorizer’s progress toward achieving its vision is reportedly 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 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).
- Providing transportation.
- Adjudicating disputes related to student transfers.
 - The district ensures that all schools use the state’s transfer form. The authorizer wants each center to be advised of changes in enrollment that are affected by the movement of the child.
- Treatment of specialized populations (i.e., students with disabilities, Limited English Proficient 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 the 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 district supports its authorizing work through its general operating budget.
- The district 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

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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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 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, Limited English Proficient students, 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.

BEARDSTOWN CUSD 15
 Superintendent – Reggie Clinton
 Authorizer Address – 5500 East 15th 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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, Chicago Board of Education’s chief goal is to ensure high-quality educational options for students and families in Chicago. The authorizer also seeks to expand and improve educational options for students who are out of school or at risk of dropping out, while implementing district-wide systems that facilitate drop-out prevention and recovery.
- 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.
 - o Promoting the replication and expansion of existing charter schools.
 - If a potential 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 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 School Request for Proposal for schools with a 2014-2015 start year.
- The progress of charter goals under this authorizer is evident in several areas:
 - o CPS is working with SchoolWorks Inc. and New Schools for Chicago and executing 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 Office of New Schools (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.
 - o 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	2012-2013 Student Enrollment
Approved (not yet open)	—	—	—	—
Operating	38 (126 campuses)	45,478	41 (135 campuses)	50,200
Renewed	5	—	10	—
Transferred	—	—	7	—
Revoked	—	—	—	—
Not Renewed	—	—	—	—
Voluntarily Closed	—	—	—	—
Never Opened	1	—	2	—
Total	38	45,478	41	50,200

Authorizing Functions

- Soliciting and evaluating charter applications on a defined cycle as shown in the charter school agreement.
- Negotiating and executing sound charter contracts with each approved charter school.
 - 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 to review and negotiations are conducted.
- Conducting formal site visits of all charter schools in the portfolio.
 - 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.

- 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 our office, 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.
 - Per the 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.
 - For the general public, CPS provides information on its website, www.cps.edu.
 - For schools, performance information is available on an internal dashboard.
 - Annually, each school receives contractual academic, financial and legal compliance performance reports.
- Providing transportation.
 - 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.
 - Where there is a dispute between charter-to-charter and charter-to-CPS school, ONS 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, Limited English Proficient students, homeless children and youth, etc.).
 - 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. Chicago Public Schools supports students in temporary living situations and protect 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.

Authorizers Operating Costs and Expenses

- This authorizer currently has nine (9) FTE designating their time to authorizing work.
- 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
 - Fiscal Year 2012 – \$1,802,680.00
 - 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 enrolment 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. This 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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.

- Visits are conducted annually by the district’s safety personnel, and quarterly by finance and special education personnel.
- Conducting a formal renewal process.
 - 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.
 - Cambridge Lakes subscribes to Infinite Campus and all reports are centralized.
- Treatment of specialized populations (i.e., students with disabilities, Limited English Proficient students, homeless children and youth, etc.)
 - 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.

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 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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.

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 Guiding Principles, which can be reviewed on the Commission’s website, 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 “Performance Framework,” available on the Commission’s website, 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 over-subscribed.
 - 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 as of October 1, 2011	2011-2012 Student Enrollment	Total number as of October 1, 2012	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.

- The Commission endeavors to enter into its contracts in timely fashion (i.e., within 30-90 days following approval of the charter school.
- 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.
 - The Commission is developing its site visit protocols and plans to implement them in the 2013-2014 school year.
- Conducting a formal renewal process.
 - 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.
 - The Commission intends to publish school information at the end of the 2013-2014 school year.
- Providing technical assistance.
 - 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.
- 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 maintains a budget dedicated to the authorization of charter schools.
- Estimate of authorizer's direct costs for authorizing:
 - Fiscal Year 2012 – \$100,000
 - Fiscal Year 2013 – \$300,000
- 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:
 - Reviewing appeals and renewal applications;
 - Drafting RFPs and renewal frameworks;
 - Providing intergovernmental advice and counsel, and
 - Managing the Commission's books regarding revenues and expenses.

Illinois Charter Schools Division Contact Information

Illinois State Board of Education

Attn: Jennifer M. Saba, Assistant General Counsel/Charter Schools Program Director

100 West Randolph Street

Suite 14-300

Chicago, IL 60601

(312) 814-2223

(312) 814-8871 (Fax)

ⁱ 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. This does not include six other states that like Illinois adopted new charter laws in 1996.

ⁱⁱ 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.

ⁱⁱⁱ This list may 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.

^{iv} 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.

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

^{vi} Non-responding charter schools were Henry Ford Academy Power House Charter High School (CPS 299) and Passages Charter School (CPS 299).

^{vii} Student mobility rate is based on the number of times students enroll in or leave a school during the school year.

^{viii} 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>.

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

^x In addition to the non-responding charter schools noted in footnote five (v), the 2013 report submitted by Bronzeville Lighthouse Charter School (CPS 299) was missing the pages where charters were asked to identify suggested statutory changes.

**2012-2013
 CHARTER SCHOOL REPORT INFORMATION**

INSTRUCTIONS: Complete this form for each campus of your charter school and return by **September 30, 2013**. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@isbe.net. **Please do not type beyond the space provided.**

A. DIRECTORY INFORMATION. Provide the most recent information in each box.

NAME OF CHARTER SCHOOL	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)	NUMBER OF SCHOOL SITES IN 2012-2013 Note that a separate ISBE Form 87-13 must be completed for each campus in operation in 2012-2013 _____	
NAME OF PERSON COMPLETING THIS FORM	TELEPHONE OF PERSON COMPLETING THIS FORM (Include Area Code)	
NAME OF CHARTER SCHOOL DIRECTOR	E-MAIL OF CHARTER SCHOOL DIRECTOR	
NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT	SCHOOL'S WEBSITE ADDRESS	

OTHER SOCIAL MEDIA (Please check appropriate box and give username.)

Facebook Username: _____ Twitter Username: _____ Other Username: _____

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013? Yes No
2. How many student enrollment applications were received for 2012-2013? _____
3. From these applications, how many students were selected via lottery? _____
4. How many students were on waiting list 2012-2013 on 20th day of school? _____
5. Grades served in 2012-2013. _____
6. Student enrollment in 2012-2013 on 20th day of school. _____
7. Student enrollment in 2012-2013 by grade on 20th day of school (**Check all that apply and fill in total number of students at grade level.**)

K _____	2 _____	4 _____	6 _____	8 _____	10 _____	12 _____	Total enrollment: _____
# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	
# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	
1 _____	3 _____	5 _____	7 _____	9 _____	11 _____	Other _____	
# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	# Male _____	
# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	# Female _____	

8. What was the max capacity for student seats at each grade level in 2012-2013?

K _____	2 _____	4 _____	6 _____	8 _____	10 _____	12 _____	Max capacity total: _____
1 _____	3 _____	5 _____	7 _____	9 _____	11 _____	Other _____	

9. What is the estimated enrollment for 2013-2014 on 20th day of school?

K _____	2 _____	4 _____	6 _____	8 _____	10 _____	12 _____	Estimated enrollment total: _____
1 _____	3 _____	5 _____	7 _____	9 _____	11 _____	Other _____	

10. What is the max capacity for student seats at each grade level in 2013-2014?

K _____	2 _____	4 _____	6 _____	8 _____	10 _____	12 _____	Max capacity total: _____
1 _____	3 _____	5 _____	7 _____	9 _____	11 _____	Other _____	

B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: _____

12. School day in 2012-2013: From _____ a.m. to _____ p.m. Average number of instructional minutes per day: _____

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male _____ # Female _____
Do not include students who completed last grade available at charter school.

14. Student discipline during 2012-2013. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled. "Total Number of Suspension Days Served" for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

NUMBER/PERCENT OF STUDENTS DISCIPLINED		
Number and % Suspended	Number and % Expelled	Total Number of Suspension Days Served
_____ / _____ %	_____ / _____ %	_____
Raw # Male _____ # Female _____	Raw # Male _____ # Female _____	Raw # Male _____ # Female _____

15. Student Retention during 2012-2013. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

NUMBER OF STUDENTS LEAVING THE CHARTER SCHOOL		
Transferring to another school in the district	Transferring to another school outside the district	No longer attending school
_____	_____	_____
# Male _____ # Female _____	# Male _____ # Female _____	# Male _____ # Female _____

16. Number of high school graduates during 2012-2013. _____ # Male _____ # Female _____

17. Average class size for general education classrooms only. _____ # Male _____ # Female _____

18. Average class size for pull-out special education classrooms (if applicable). _____ # Male _____ # Female _____

19. Average class size for all classrooms (include special education pull-out classes). _____ # Male _____ # Female _____

20. Does your school require community service as a graduation requirement? _____

21. How many hours of community service are required each year? _____

22. Average entering test scores at lowest grade served or lowest grade tested.
Grade: _____ Name of test: _____ (ISAT, NWEA, EPAS, etc.) Score: _____

23. Average comparable exiting test scores at highest grade served or highest grade tested.
Grade: _____ Name of test: _____ (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: _____

C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2011-2012. _____
2. Total number of instructional personnel (in FTE) in 2012-2013. _____
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year. _____
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates? _____
5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. _____
List name of program. _____
Common schools/program(s): _____
6. Number of instructional personnel who completed neither alternative nor traditional certification. _____
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field. _____ / _____ %
8. Number and percentage of instructional personnel with at least a PhD in relevant field. _____ / _____ %
9. Average number of years experience in classroom for instructional staff. _____
10. Average number of years experience in classroom at current charter school for instructional staff. _____
11. Is your staff unionized? _____
If Yes, what union? _____ Yes No
12. Number of full staff development days included in 2012-2013 school year. _____
13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year? Yes No
14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013? _____
15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff? _____
16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. _____
Please list positions included in count.

17. Of these, how many (in FTE) maintain Illinois administrative certificates? _____
18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year? Yes No
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013? _____
20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel? _____

E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

- 1. Mandate at least 100% per capita funding from the authorizer.

- 2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.

- 3. Increase the amount of state start-up grants to up to \$1,000 per enrolled student.

- 4. Provide state grants to all schools including those in renewal periods.

- 5. Allow charter school revolving loan repayment after initial charter term.

- 6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

- 7. Allocate funds to provide incentive grants to districts that approve charter schools.

- 8. Provide transportation funding.

- 9. Provide facilities financing.

- 10. Prohibit districts from charging rent for district buildings used by charter schools.

E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

2. Allow children of employees to attend regardless of their home District.

3. Allow additional enrollment preferences (specify).

Authorization

1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

2. Allow statewide RFPs for charter schools.

3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

4. Permit authorizers to renew charter schools for up to 10 year terms.

E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

1. Increase the cap to allow more charter schools to open.

2. Allow multiple campuses for all schools.

3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):

F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

- 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2012-2013.

- 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: _____).

- 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

- 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: _____).

- 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:

G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Does the school submit a written performance report to the authorizer each year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Does the school submit a written performance report to the authorizer only for renewal? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Does the school communicate the results of its performance reports to student families each year?
If Yes, give the date and nature of communication: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Does the school communicate the results of its performance reports to community members each year?
If Yes, give date and nature of communication: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Does the authorizer make an on-site visit to the school each year?
If Yes, list the dates of 2012-2013 visits: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Does the authorizer make an on-site visit to the school only for renewal? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Does your school have a board of directors?

If Yes, how many members are on the board? _____

What is the frequency of board meetings? _____ |

H. MISSION AND GOALS

1. State the mission and goals of your school.

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. ***Attach additional pages if necessary.***

I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. **Attach additional pages as necessary.**

For example:

- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:

J. BUDGET

List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget. **Please report actuals for Fiscal Year 2013 rather than budgeted.**

- 1. Public funds from federal government. \$ _____ %
- 2. Public funds from state government. \$ _____ %
- 3. Public funds from local government. \$ _____ %
- 4. Private donations from individuals. \$ _____ %
- 5. Private donations from corporations. \$ _____ %
- 6. Private donations from non-profits or foundations. \$ _____ %
- 7. Other sources (please explain). \$ _____ %

- 8. Total revenue/funding. \$ _____ %
- 9. Are your facilities independent from district ownership? Yes No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

- 10. Administrative costs (clerical supplies, office machine rental/use, etc). \$ _____ %
- 11. Facilities rental/lease. \$ _____ %
- 12. Facilities maintenance and upkeep. \$ _____ %
- 13. Instructional personnel salaries. \$ _____ %
- 14. Instructional personnel performance based bonuses. \$ _____ %
- 15. Administrative non-clerical personnel salaries. \$ _____ %
- 16. Administrative, non-clerical personnel performance bonuses. \$ _____ %
- 17. Support staff salaries (maintenance, clerical, etc.). \$ _____ %
- 18. Program supplies (books, computers, student instructional aides). \$ _____ %
- 19. Professional development. \$ _____ %
- 20. Public relations / advertising. \$ _____ %
- 21. Student programs and activities (non-athletic). \$ _____ %
- 22. Student programs and activities (athletic). \$ _____ %
- 23. Other (please explain broadly): \$ _____ %

- 24. Total expenses. \$ _____ %

K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process.
- Summarize the results of any parent surveys conducted in the past year.
- Describe any “success stories” from your school.
- Describe any “lessons learned” for those interested in starting a charter school.
- Describe the greatest challenge your school faced in the past year.
- Provide any additional information not covered above.

Comments:

ILLINOIS STATE BOARD OF EDUCATION

Legal Division

100 West Randolph Street, Suite 14-300

Chicago, Illinois 60601-3268

Telephone: 312.814.2223 Fax: 312.814.8871

2011-2012 and 2012-2013
AUTHORIZER REPORT INFORMATION

DIRECTORY INFORMATION

Instructions: Complete this form and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871 or e-mail to jsaba@isbe.net. Please do not type beyond the space provided.

NAME OF AUTHORIZING ORGANIZATION TELEPHONE (Include Area Code) FAX (Include Area Code)

ADDRESS (Street, City, State, Zip Code)

NAME OF PERSON COMPLETING THIS FORM TITLE TELEPHONE (Include Area Code)

NAME OF PRINCIPAL CHARTER LIAISON E-MAIL

NAME OF GOVERNING BOARD CHAIR/PRESIDENT WEBSITE ADDRESS

OTHER SOCIAL MEDIA:

Twitter: Facebook: Other:

A. CHARTER SCHOOL GENERAL DATA

- 1. Total number of operating charter schools open on October 1, 2011
a. Number of multi-campus charter schools...
b. Number of virtual charter schools.
c. Number of charter schools devoted exclusively to students from low-performing or overcrowded schools.
d. Number of charter schools devoted exclusively to re-enrolled high school dropouts and/or students at risk of dropping out.
2. Total number of operating charter schools open on October 1, 2012
a. Number of multi-campus charter schools...
b. Number of virtual charter schools.
c. Number of charter schools devoted exclusively to students from low-performing or overcrowded schools.
d. Number of charter schools devoted exclusively to re-enrolled high school dropouts and/or students at risk of dropping out.
3. Total number of operating charter school campuses open on October 1, 2011 (Chicago only).
4. Total number of operating charter school campuses open on October 1, 2012 (Chicago only).
5. Charter school student enrollment in 2011-2012 on the 20th day of school.
6. Charter school student enrollment in 2012-2013 on the 20th day of school.

B. NEW CHARTER APPLICATION PROCESSES

1 Does your organization release a request for new charter applications annually? Yes No

If Yes, specify when the organization completed its application review process in each of the last two school years:

- a. School Year 2011-2012 (August 1, 2011 through July 31, 2012) _____
- b. School Year 2012-2013 (August 1, 2012 through July 31, 2013) _____

If No, specify when the organization completed its most recent charter review process. _____

2. List the total number of applications for new charter schools that your authorizing office received between August 1, 2011 and July 31, 2012. _____

Of this total, how many applications:

- a. Were withdrawn by the applicant after submission _____
- b. Were approved by your organization
(Please attach a list of newly-approved schools that includes contact information and the charter school's term.) _____
- c. Were denied by your organization _____
- d. Other: _____

3. List the total number of applications for new charter schools that your authorizing office received between August 1, 2012 and July 31, 2013. _____

Of this total, how many applications:

- a. Were withdrawn by the applicant after submission _____
- b. Were approved by your organization
(Please attach a list of newly-approved schools that includes contact information and the charter school's term.) _____
- c. Were denied by your organization _____
- d. Other: _____

4. List the total number of applications for new campuses of existing charter schools that your authorizing office received between August 1, 2011 and July 31, 2012. _____

Of this total, how many applications:

- a. Were withdrawn by the applicant after submission _____
- b. Were approved by your organization
(Please attach a list of newly-approved campuses that includes contact information and the charter school's term.) _____
- c. Were denied by your organization _____
- d. Other: _____

5. List the total number of applications for new campuses of existing charter schools that your authorizing office received between August 1, 2012 and July 31, 2013. _____

Of this total, how many applications:

- a. Were withdrawn by the applicant after submission _____
- b. Were approved by your organization
(Please attach a list of newly-approved campuses that includes contact information and the charter school's term.) _____
- c. Were denied by your organization _____
- d. Other: _____

B. NEW CHARTER APPLICATION PROCESSES (Continued)

6. List the total number of applications approved to open in Fall 2011 that did not open. Please provide an explanation for the decision, including the new planned opening date, if applicable. _____

Comments:

7. List the total number of applications approved to open in Fall 2012 that did not open. Please provide an explanation for the decision, including the new planned opening date, if applicable. _____

Comments:

C. CHARTER SCHOOL RENEWAL AND CLOSURE DECISION-MAKING

RENEWAL

1. During the 2011-2012 school year (August 1, 2011 through July 31, 2012), did your office review any charter schools for renewal? Yes No

If Yes, please provide the dates when the renewal process occurred. _____

2. During the 2011-2012 school year (August 1, 2011 through July 31, 2012), did your office renew any charter schools? Yes No

If Yes, please list the names of any renewed charter schools and their renewal terms:

Name *Term*

Name *Term*

Name *Term*

Name *Term*

3. During the 2012-2013 school year (August 1, 2012 through July 31, 2013), did your office review any charter schools for renewal? Yes No

If Yes, please provide the dates when the renewal process occurred. _____

4. During the 2012-2013 school year (August 1, 2012 through July 31, 2013), did your office renew any charter schools? Yes No

If Yes, please list the names of any renewed charter schools and their renewal terms:

Name *Term*

Name *Term*

Name *Term*

Name *Term*

C. CHARTER SCHOOL RENEWAL AND CLOSURE DECISION-MAKING (Continued)

RENEWAL (Continued)

5. In the space provided below, please specify the typical length of a charter renewal term (if one exists) as well as any term ranges. Please explain the conditions leading to the granting of different renewal term lengths.

6. Please list criteria used by the authorizing entity to make renewal decisions. Separate documentation (such as a performance framework or similar instrument) may be submitted in lieu of a response below.

NONRENEWAL/REVOCAATION

7. During the 2011-2012 school year (August 1, 2011 through July 31, 2012), did your office revoke or not renew any charter agreements? Yes No

If Yes, please list the names of any charter schools revoked or not renewed, and the effective date of non-renewal or revocation:

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

8. During the 2012-2013 school year (August 1, 2012 through July 31, 2013), did your office revoke or not renew any charter agreements? Yes No

If Yes, please list the names of any charter schools revoked or not renewed, and the effective date of nonrenewal or revocation:

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

 Name Effective Date of NonRenewal or Revocation

C. CHARTER SCHOOL RENEWAL AND CLOSURE DECISION-MAKING (Continued)

NONRENEWAL/REVOCAION (Continued)

- 9. Please list criteria used to make nonrenewal or revocation decisions. Separate documentation (including a performance framework or similar instrument) may be submitted in lieu of a response below.

VOLUNTARY CLOSURE

- 10. During the 2011-2012 school year (August 1, 2011 through July 31, 2012), did any charter schools voluntarily close? Yes No

If Yes, please list the names of any charter schools that surrendered their charters, and the effective date of closure:

Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____

- 11. During the 2012-2013 school year (August 1, 2012 through July 31, 2013), did any charter schools voluntarily close? Yes No

If Yes, please list the names of any charter schools that surrendered their charters, and the effective date of closure:

Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____
Name _____ Effective Date of Closure _____

D. TRANSFER OF AUTHORIZATION

- 1. During the 2011-2012 school year (August 1, 2011 through July 31, 2012), did your authorizing office transfer any charter school within your portfolio to another local school board or the State Charter School Commission? Yes No

If Yes, please list the name of the charter school, the name of the new authorizer, and the effective date of transfer:

Name _____ Name of Authorizer _____ Effective Date of Transfer _____
Name _____ Name of Authorizer _____ Effective Date of Transfer _____
Name _____ Name of Authorizer _____ Effective Date of Transfer _____
Name _____ Name of Authorizer _____ Effective Date of Transfer _____

E. MISSION AND GOALS (Continued)

e. Selecting locations for new charter schools based upon need (In your response, specify criteria used to determine need.)

f. Granting preference to charter school proposals with programs not otherwise available in the district

g. Expanding virtual charter schools

h. Expanding alternative charter schools

i. Other:

3. Describe the extent to which you are making progress toward achievement of your strategic vision for charter authorization. Be sure to use specific examples and data. (Attach additional pages as necessary.)

F. AUTHORIZER FUNCTIONS

A charter school authorizer provides resources, monitors its charters, and holds its charters accountable to the terms of their charter agreements to ensure that students have access to high quality public school options. The following is a non-exhaustive list of authorizer functions. **Check all that apply.** For each area you check, please include a brief explanation of how you perform that function.

- 1. Soliciting and evaluating charter applications on a defined cycle.

- 2. Negotiating and executing sound charter contracts with each approved charter school.

- 3. Conducting a formal site visit of all charter schools in your portfolio. If checked, please specify the audit cycle. If this is not the practice, please specify on what criteria the authorizer might base a decision to conduct an audit or monitoring visit (e.g., assessments, referrals, dollar amount of funding, prior years' findings, changes in personnel or other indicators, etc.)

- 4. Conducting a formal renewal process.

- 5. Centralizing the lottery for all choice schools.

- 6. Establishing curriculum and instruction.

- 7. Centralizing student accounting (i.e., record school placements and student progress).

- 8. Providing an information system that details school characteristics and performance.

F. AUTHORIZER FUNCTIONS (Continued)

9. Recruiting, screening and selecting personnel.

10. Hiring personnel to be assigned to the charter school.

11. Providing transportation.

12. Adjudicating disputes related to student transfers.

13. Treatment of specialized populations (i.e., Students with Disabilities, English Language Learners, Homeless children and youth, etc.).

14. Providing technical assistance.

15. Other:

G. AUTHORIZER'S OPERATING COSTS AND EXPENSES

1. How many FTE in your organization are assigned to authorizing work? _____

2. Does your authorizing office delegate any of its core functions to contractors? Yes No

If Yes, please identify what functions have been delegated and identify the contractor(s):

3. What funding sources support the work of your authorizing office?

Check all that apply:

- a. Authorization fees deducted from each charter school's revenue (specify amount) \$ _____
- b. Transition Impact Aid
- c. State appropriations designated for authorizer functions
- d. The authorizer's general operating budget
- e. State or federal grants
- f. Foundation grants
- g. Other: _____

4. Does your organization have a budget dedicated to authorization of charter schools? Yes No

If Yes, separately attach breakdown of such budget for FY12 and FY13.

If No, provide an estimate of your organization's direct costs for authorizing FY12 \$ _____

FY13 \$ _____

H. OPTIONAL INFORMATION

Providing information on the points below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the charter approval process as defined in law.
- Describe any "success stories" from the previous two years of authorization.
- Describe any "lessons learned" for local school boards considering a charter proposal.
- Describe the greatest challenges you have faced in the past two years as an authorizer.
- Provide any additional information not covered above.

**2013 INCS Statewide Charter School Conference
December 1-3, 2013**

Session 203

Session Name: *Illinois State Charter School Commission*

Jeanne Nowaczewski, Salim Ucan, DeRonda Williams, Jennifer Saba

Presenters: Moderator: Andrew Broy

Total Attendees: 40

	Strongly Agree	%	Somewhat Agree	%	No Opinion	%	Somewhat Disagree	%	Strongly Disagree	%	Total Responses
This activity increased my knowledge and skills in my areas of certification, endorsement, or teaching assignment.	7	35%	6	30%	6	30%	0	0%	1	5%	20
The relevance of this activity to ISBE teaching standards was clear.	4	20%	2	10%	13	65%	0	0%	1	5%	20
It was clear that the activity was presented by persons with education and experience in the subject matter.	17	85%	1	5%	0	0%	0	0%	0	0%	20
The material was presented in an organized, easily understood manner.	15	75%	3	15%	1	5%	0	0%	0	0%	20
This activity included discussion, critique, or application of what was presented, observed, learned, or demonstrated.	16	80%	4	20%	0	0%	0	0%	0	0%	20

The best features of this activity**were:**

Expert panelists (2)

Hearing from the panelists (2)

Experience and composite of panel

The commissions presentation

Interactive- informative!

Hearing from members of the commission (2)

Gained insight into philosophy and purpose of state charter school commission

Good questions for moderator

Detail explanation of starting charter school

Giving detailed idea about the function of state commission

The panelists were diverse and perfect for the topic

Suggestions for improvement**include:**

More time

More concrete information on the application process

Perhaps include information on where charter schools are needed and why have INCS not move forward

Have the panel sit in the center of the room off to one side

None (3)

Maybe better balance. Prepared remarks and Q&A

Other comments and reactions I wish to**offer:**

Very good idea to bring a person that had the charter approved by the commission. Able to listen to real life experience.

Appreciated the information given in this session

Very helpful!

**Illinois State Charter School Commission
Michael A. Bilandic Building
160 North LaSalle Street, Suite S-601
Chicago, IL 60601
312.814.1258**

Proposed Draft 2014 Meeting Schedule For The Illinois State Charter School Commission

(Third Tuesday Proposed Schedule)

All Meetings at Commission Offices begin at 3:00 p.m. and end at 6:00 p.m.

All Meetings at Charter Schools begin with a Tour at 1:00 p.m.
Followed by the Commission Meeting at 3:00 to 6:00 p.m.

- January 21, 2014 Horizon Science Charter Academy
- February 18, 2014 Southland College Prep Charter School
- March 18, 2014 Springfield Ball Charter School
- April 15, 2014 Commission Offices
- May 20, 2014 North Chicago LEARN Charter School
- June 17, 2014 Prairie Crossing Charter School
- July 15, 2014 Commission Offices
- August 19, 2014 Commission Offices
- September 16, 2014 Commission Offices
- October 21, 2014 East St. Louis, Exact Location TBD
- November 18, 2014 Noble Charter School Original Campus
- December 16, 2014 Commission Offices

Page One of One

Revised 2014 Meeting Calendar for the Illinois State Charter School Commission
Draft as of January 17, 2014/JLN