

**IN THE ILLINOIS STATE  
CHARTER SCHOOL  
COMMISSION**

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In re Prairie Crossing Charter School     )  
Renewal Application                             )                     No. 2019-01  
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**FINAL DECISION OF THE COMMISSION**

Prairie Crossing Charter School (“PCCS”) is located in Grayslake, Illinois and serves approximately 432 students in grades Kindergarten through 8. The school offers an academic program focused on the environment and espouses the belief that “children are our best hope to improve the world.” Students who attend PCCS reside in Fremont School District 79 (“Fremont”) or Woodland School District 50 (“Woodland”). PCCS was initially granted a charter by the Illinois State Board of Education (“ISBE”) in 1999.

On January 24, 2019, the Illinois State Charter School Commission (“the Commission”) voted to renew the charter of PCCS for a term of five years, with an enrollment capacity of 444 students at a funding level of 100% per capita tuition charge (PCTC) of the charter school’s two host districts Woodland and Fremont. The Commission finds that PCCS’s application for charter renewal complies with the provisions of the Charter Schools Law, 105 ILCS 5/27A, *et seq.*, and that continued operation of PCCS is warranted under the Commission’s Accountability Plan. The Commission’s grant of renewal is premised on the incorporation of accountability measures related to ensuring “at-risk” students have adequate access to enroll and attend PCCS.

**I. JURISDICTION**

The Commission exercises jurisdiction in this matter pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A, *et seq.* The Illinois Charter Law (the Law) requires that a charter school file a renewal proposal with its authorizer. *See* 105 ILCS 5/27A-9(b). The Law also requires that the proposal contain a “report on the progress of the charter school” and a “financial statement.” *Id.* The Commission serves as the authorizer for PCCS and has adopted a specific framework for renewal which includes consideration of data evidencing the charter school’s progress and financial condition, including a financial statement. The Commission renewal framework was applied to PCCS.


The existing charter held by the PCCS governing board is set to expire on June 30, 2019. The Charter Law does not include explicit timelines for the consideration of a renewal application. However, the PCCS charter agreement with the Commission requires PCCS to submit an application for renewal between September 1, 2018 and January 1, 2019. On August 30, 2018, the Commission issued Initial Renewal Findings.

On October 5, 2018, PCCS submitted its application for renewal seeking a five-year charter term. PCCS's application and the Renewal Findings, which PCCS incorporates by reference, contain information relating to the progress of the charter school and a financial statement as required under the law. Accordingly, the PCCS renewal application was timely submitted and the Commission's exercise of jurisdiction to consider the renewal application is proper.

## II. PROCEDURAL BACKGROUND

The Commission adopted an Accountability System which contains the Commission's framework for renewal on June 11, 2013. It was amended in February 2014 and November 2017. Pursuant to the Accountability System and resulting renewal framework, the Commission staff began conducting due diligence activities in August 2018. The Initial Renewal Findings were based on the application of the Commission's Accountability System to PCCS' performance over the past three years in the three key domains of the System: Academics, Financial and Organizational. After the issuance of Initial Renewal Findings and PCCS's submission of its application in October 2018, the Commission staff: (1) conducted a site visit utilizing an evaluation team with independent experts, which included classroom observations, faculty and parent interviews, interviews with members of the Board, Executive Director and Leadership team; (2) held a Public Hearing at PCCS to receive public comments and testimony on PCCS's application, (3) collected additional information and data from PCCS, and (5) engaged an expert to conduct an analysis of PCCS's finances and to perform an economic soundness assessment.

The Public Hearing was held on October 30, 2018 and was led by Commissioners Bill Farmer and Lisa Schuchart as well as Commission staff. Representatives from PCCS and the host districts, Woodland District 50 and Fremont District 79, as well as other members of the community made comments to the Commissioners during the meeting. Comments from the public were also accepted via electronic mail during an extended comment period after the Public Hearing. Additionally, counsel conducted a legal compliance review, and throughout the due diligence period, Commission staff requested and obtained additional information from PCCS.

At the conclusion of the due diligence process, Commission staff prepared a renewal recommendation and issued a final set of Renewal Findings ("Renewal Findings"). *See* Renewal Findings: December 2018, attached hereto as Exhibit A. Commission staff recommended that the Commission renew the PCCS charter for a five year term, an enrollment capacity of 444 students, and a funding level of 100% PCTC of the two host districts Woodland and Fremont. The recommendation for renewal includes a requirement that the Accountability Plan incorporate measures for PCCS to ensure "at-risk" students have adequate access to enroll and attend the charter school. The recommendation was ultimately presented to the Commission for consideration at its January 24, 2019 meeting. *See* Exhibit B, Motion to Approve Renewal of Prairie Crossing Charter School. 

On January 24, 2019, the Commissioners met and heard presentations from Commission staff, PCCS representatives as well as representatives from Woodland and Fremont school districts. The Commissioners then debated the merits of the renewal application and the Commission staff recommendation and voted. Seven Commissioners participated in the vote.

Five Commissioners voted to approve the application and two Commissioners voted to deny it. Therefore, the motion to accept the staff recommendation carried and the Commission granted PCCS's application for charter renewal.

### III. FINDINGS OF FACT

#### A. Background on Commission Accountability System, Renewal Process and Findings.

Under its Accountability System, the Commission engages in a renewal process with each school it authorizes to evaluate the school's performance and arrive at a merit-based renewal decision. Renewal typically begins nine months to one year before the date a school's charter contract is set to expire. The process involves five, sometimes overlapping phases: (1) analysis of data and information regarding the school by Commission Staff and a Renewal Evaluation Team; (2) development and presentation of Initial Renewal Findings; (3) application for renewal by the school; (4) post-application due diligence by Commission staff and (5) collection of public comment.

The centerpiece of the renewal process is the renewal framework and the Renewal Findings that result. The framework is designed to answer the following questions: (1) Is the school's academic program a success? (2) Is the school financially sound and demonstrating responsible stewardship? (3) Is the school meeting its legal and ethical requirements? At the start of the process, Commission staff accumulates data and evidence over the charter term submitted by the school, as well as other public data to answer these questions and prepare the Initial Renewal Findings.

The Renewal Findings offer a comprehensive picture of the school's performance during the preceding four years of the school's existence on the metrics set forth in the Accountability System across the three separate domains: academic, financial and organizational. Within each domain, there are a number of different measures the Commission uses to assess the charter school's progress. Performance targets allow the Commission to rate schools separately on each measure. The targets in the academic framework result in four performance categories, while the financial and organizational frameworks use three categories. A school exceeds, meets, or falls below the standards required on a particular measure.<sup>1</sup>

#### B. Summary of PCCS Renewal Findings.

A review of the data collected over the PCCS charter term reveals that PCCS achieved the highest performance rating possible on the overwhelming majority of measures across all

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<sup>1</sup> The four performance categories are: (1) Exceeds standard: Acknowledges the performance of the most successful schools. (2) Meets standard: Identifies schools meeting Commission expectations for performance or compliance. (3) Below standard: Highlights schools that need improvement and provides the Commission an opportunity to discuss performance or compliance concerns with schools. (4) Far below standard: Indicates failing performance or non-compliance with legal or ethical requirements. Consistent performance at this level indicates need for high-stakes review and possible non-renewal or revocation of charter. The "exceeds" standard is used only in the academic performance framework. In the other domains, "meets" is the highest standard achievable.

three domains. *See Renewal Findings*, attached hereto as Ex. A.

### *Academic Domain*

1. The renewal framework contains measures intended to evaluate academic performance based on student proficiency, student growth, performance of students in subgroups and for high schools, college and career readiness. After a review of data covering a four year period, Commission staff found that PCCS achieved the rating of exceeds standards on 19 measures, meets standards on 13 measures and was only rated below standards on four (4) measures.
2. Over the term of the charter, PCCS either exceeded or met standards established by the Commission on 88% of the academic measures. Over the last two years of the charter term, PCCS met or exceeded the standard on 100% of the academic measures.
3. Specifically, PCCS scores on statewide assessments show that its students consistently outperformed those schools its students would be zoned to attend in math and reading on statewide assessments. Over the term of the charter, PCCS outperformed the schools it students would otherwise be assigned to attend, with an average proficiency of 64.8% in ELA and 56% in math compared to an average proficiency of 47.4% in ELA and 32.4% in math for the Assigned School Composite Comparison.
4. PCCS continues to raise the bar on ELA performance. It demonstrated consistent gains over the term. However, student math performance has remained stagnant for the last four years with an average overall proficiency rate of 56%. This stagnation is consistent across all subgroups for the last four years suggesting student growth in math is limited.
5. PCCS students classified as belonging to eligible subgroups<sup>2</sup> (Hispanic, low income students and students with IEPs) met or exceeded standards established by the Commission in reading and math, as compared to the state’s proficiency. This remains true when PCCS students are compared against similar students statewide and against similar students in schools from host districts or “assigned schools”. Analysis shows that the school’s intentional focus on serving the best interests of at-risk subgroups resulted in movement from below ratings in subgroup categories (in 2014-2016) to *meeting or exceeding* academic performance standards across all subgroups in 2017-18.
6. As reported by PCCS in its application, listed below are a few of the accolades the school received over the term of charter.
  - **2018** Two PCCS teacher receive ISBE Teacher of Recognition.

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<sup>2</sup> Eligible subgroups include only those categories of students where the State Board reports PCCS had PARCC results for ten or more students.

- **2018** earned Platinum Awards by the *Midwest PBIS Network* for positive behavior interventions
  - **2017** with the *Niche Award* as top 7% of Elementary schools in the Nation
  - **2017** with the *Niche Award* as top 8% of Middle schools in the Nation
  - **2017** as the Best of Green Schools K-12 in the Country by the *USGBC and the Green Schools National Network*
  - **2014** PCCS is named one of the top 50 School Districts in Illinois (#29).
  - **2013-2018** for 5 consecutive years PCCS is distinguished as being in the top 6% of all schools in Lake County for student attendance by the *Regional Office of Education*
7. PCCS’s performance fell below the standard established by the Commission on only two academic measures – similar schools proficiency<sup>3</sup> in ELA and math.

*Financial Domain*

8. The Financial Performance Framework evaluates schools’ financial viability in the near and long-term. The measures are organized as Near Term or Sustainability indicators and enable the Commission to identify those schools that are currently in, or trending towards, financial difficulty. To that end, the Renewal Findings include eight interconnected measures designed to assess a school’s financial position from both cash and an accrual basis. PCCS met standards established by the Commission on 96% of the financial measures over the past four years.
9. For the near term, schools meeting the desired standards demonstrate a low risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk of financial hardship in the near term. Near Term measures include: current ratio, unrestricted days cash, enrollment variance and debt default. PCCS met 100% of the standards established by the Commission on all Near Term measures.
10. Sustainability measures depict a school’s financial position and viability over time. Schools that meet the desired standards demonstrate a low risk of financial distress in the future. Schools that fail to meet the standards may be at high risk for financial hardship in the future. Sustainability measures include: total margin, debt to asset ratio, cash flow and debt service coverage ratio. PCCS met the standards on each of the Sustainability measures except the cash flow measure in 2014-15. Since receiving a below rating in the 2014-15, PCCS consistently met the standard for all other years of the charter term.

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<sup>3</sup> In 2017, the Commission amended the Accountability System, including the Academic Performance Framework and eliminated the Similar Schools Proficiency rating.

### *Organizational Domain*

11. The Organizational Performance Framework consists of six major indicators (educational program, financial oversight, governance & reporting, students and employees, school environment and additional obligations) designed to analyze the extent to which a school is complying with its various legal and ethical responsibilities and to determine whether a school is respecting the rights of students, staff, and families, as well as the interests of the general public, by meeting its legal obligations. Expectations are derived from state and federal law and operating terms outlined in the charter contract and charter application. Overall, PCCS met the standards in 100% of the Organizational Domain measures established by the Commission.
12. As a result of the renewal conditions imposed in 2014, PCCS created robust outreach plan to increase enrollment of educationally disadvantaged students. PCCS attributes the outreach plan it implemented to the increase, 2% to 6% (more than 100%) of enrolled low income students over the charter term. The PCCS outreach plan consisted of Organizational Initiatives, evaluation of PCCS' lottery, assessment of PCCS' transportation Plan, and an expansion of the outreach model. PCCS convened a Lottery Task Force to assess the feasibility of amending the lottery protocol to increase opportunities for at-risk student populations. The lottery process has been amended to include videotaping the lottery to make the process more transparent; increasing class sizes to 24 students to allow or more students to be enrolled; and removing the requirement for supporting documentation until children are selected through lottery.
13. Enrollment access is an area of concern, and has been over the charter's history. The site visit and joint capacity interview revealed that the school has carefully managed for minimum amount of broad-based family input, only surveying families when mandated to do so.

#### C. PCCS Renewal Application.

14. PCCS submitted its renewal application to the Commission on October 5, 2018. In its application, PCCS indicated that it intends to continue its pursuit of the same academic program and to use nearly the same organizational and financial systems during the next five years that it has used during the current charter term and since its inception, with a few exceptions. Those exceptions are driven by concerns raised by Commission staff during the renewal due diligence process.

#### D. Responses to PCCS's Renewal Application.

### *Woodland District 50*

15. Woodland School District 50 ("Woodland") submitted a brief to the Commission objecting to the renewal of PCCS's charter. Specifically, Woodland asks the Commission to either deny PCCS's renewal application outright or upon renewal, reduce PCCS's per student funding to 97% instead of 100%.

In support of its request, Woodland argues that (1) PCCS materially violates the Charter Law by failing to educate at-risk students in the same proportion as Woodland and (2) PCCS's charter is not economically sound for Woodland in violation of the Charter Law.

16. Woodland offered public comment at the Public Hearing and the public participation portion of the January 24, 2019 Commission meeting. During both public meetings, Woodland representatives expressed their opposition to the renewal of the PCCS charter and made arguments similar to those expressed in Woodland's written statement to the Commission.
17. Counsel for the Commission performed an analysis of the arguments presented by Woodland and concluded that they were not supported by prevailing law or the facts gathered by the Commission Staff.

#### *Fremont District 79*

18. Fremont District 79 ("Fremont"), the other host district from which PCCS draws its students, did not formally object to the renewal of PCCS's charter. At the Public Hearing, Counsel for Fremont (same individual for Woodland), offered public comment and expressed concerns about the funding received to support PCCS students and those who attend Fremont schools. Counsel indicated his representation for Fremont at the January 24, 2019 Commission meeting and spoke during the public participation session, raising the same objection.

#### *PCCS Community*

19. The Public Hearing, which was published by legal notice, was held on October 30, 2018 to receive public comment on PCCS's renewal application, Commissioners heard twenty-one (21) speakers. Fourteen (14) of the speakers expressed support for renewal, while seven (7) raised concerns about the operation of the school and the effect the school has on neighboring districts.
- E. PCCS Response to Issues Raised.
20. In addition to questions posed during the interview of Board and School Leadership, Commission staff raised questions regarding (1) the perceived lack of access, specifically for students considered as "at-risk," and (2) detail related to research-based curriculum and interventions currently being used to target and increase overall math performance.
  21. Commission staff determined that PCCS had complied with its outreach conditions of the last charter term; however, there was not any specified goal or target tied to its Accountability Plan (the organizational performance framework) to measure effectiveness or achieved outcomes.
- F. Commission Staff Recommendation.
22. On December 18, 2019, Commission staff issued a final recommendation to the

Commission based on its analysis of the Renewal Findings and additional due diligence it conducted with the assistance of the Renewal Evaluation Team.

23. Specifically, Commission staff recommended that the Commission renew the Charter School Agreement with the Prairie Crossing Charter School for a term of 5 years at the rate of 100% of the PCTC of each of the host districts, Woodland and Fremont, with an enrollment cap of 444 students. The recommendation also specified a set of strategic actions to be included in PCCS' Accountability Plan and therein, the charter agreement, and that staff monitor these actions as part of the annual performance review of PCCS' organizational performance. Strategic Actions recommended include the following:

- a) Regular analysis and promulgation of academic data to drive student growth and monitor progress towards annual goals in math at the subgroup, grade level, classroom, and individual student levels.
- b) Specific targets and goals to identify access points and address perceived barriers for "at-risk" student populations, as commonly defined as "a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional setting. This population also includes low-income students, students with disabilities, homeless students, migrant students, and English Language Learners.

#### **IV. DECISION**

##### **A. Applicable Legal Standards.**

The Illinois Charter Law expressly states when and under what conditions an authorizer may decide *not* to renew a school's charter. The Law provides that a "charter may be . . . not renewed if . . . the Commission, as the chartering entity, clearly demonstrate[s] that the charter school did any of the following, or otherwise failed to comply with the requirements of this law":

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (2) Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter.
- (3) Failed to meet generally accepted standards of fiscal management.
- (4) Violated any provision of law from which the charter school was not exempted.

105 ILCS 5/27A-9(c).

The Charter Law, however, does not provide explicit guidance as to when renewal must be granted. Therefore, in addition to the Charter Law, the Commission's renewal decision is guided by the Accountability System the Commission adopted and the Accountability System documents, which are based in substantial part on the standards for charter school authorizing set by the National Association of Charter School Authorizers.



Specifically, in the Charter Renewal Application the Commission published for the 2018-19 Renewal Cycle, the Commission states that it “will grant renewal only to schools that achieved appropriate performance standards, are organizationally and fiscally viable and have been faithful to the terms of the contract and applicable law.” *See* Charter Renewal Application For 2018-19 Renewal Cycle.<sup>45</sup>

Moreover, consistent with the Charter Law, the Commission Accountability Plan states that, “[t]he agreement between an authorizer and its charter schools is such that a charter school can and will be closed *unless* the school demonstrates that it is achieving the academic, financial, and organizational outcomes to which it committed in the charter contract.” *Id.* at 8-9.

B. The PCCS Application Meets Requirements For Renewal and Denial Is Unwarranted.

The Renewal Findings and additional information presented provide no basis for the Commission to conclude that the conditions for nonrenewal set forth in 105 ILCS 5/27A-9(c) exist. First, the Commission’s renewal process did not uncover any violation of the charter contract, Charter Law or any other unlawful conduct. Second, the Renewal Findings indicate that PCCS has sound fiscal management. Although it had a negative finding in 2014 with regard to its cash flow, PCCS has since improved its financial status. Moreover, over the last four years, the school met standards established by the Commission on 96% of the financial measures. Third, and perhaps most critically, a review of the school’s academic performance of the last four years demonstrates that PCCS exceeded or met standards established by the Commission on 88% of the Renewal Framework’s academic measures. PCCS is achieving the academic, financial, and organizational outcomes that the accountability provisions of its charter contract obligate it to meet. In most instances, PCCS is exceeding expectations on those outcomes.

Based upon its review and analysis of the Renewal Findings, the PCCS application, comments received from the public during the Renewal process and other information gathered as part of the due diligence and the Commission staff recommendation, the Commission also concludes that the arguments made in opposition to PCCS renewal do not justify denial of PCCS’s application. The Commission found no material violation of the Charter Law, and as ISBE determined when it approved a charter for PCCS initially in 1999 and renewed the charter in 2004 and 2009, and with the Commission’s renewal of the charter in 2014, operation of PCCS is economically sound for the host districts Woodland and Fremont.

1. *The Commission Found No Material Violation of the Charter Law.*

Although the renewal process generated concern by the Commission about the low enrollment of at-risk students at PCCS relative to the students enrolled in one of the host districts, Woodland, the renewal process did not uncover any unlawful policies or practices being enforced by PCCS that would cause or perpetuate such low enrollment.

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<sup>45</sup>Both the Accountability Plan and the Charter Renewal Application referenced above are available on the Illinois State Charter School Commission website at <http://www.isbe.state.il.us/SCSC/default.htm>.

The Charter Law does not require every charter school to enroll and educate a majority of at-risk children or even the same number of at-risk children as those enrolled in the host district schools. Instead, it encourages charter schools generally to educate at-risk children:

In evaluating any charter school proposal submitted to it, . . . the Commission shall give preference to proposals that are designed to enroll and serve a substantial proportion of at-risk children; provided that nothing in the Charter Schools Law shall be construed as intended to limit the establishment of charter schools to those that serve a substantial portion of at-risk children or to in any manner restrict, limit, or discourage the establishment of charter schools that enroll and serve other pupil populations under a nonexclusive, nondiscriminatory admissions policy.

105 ILCS 5/27A-8(a)(3). *See also* 105 ILCS 5/27A-2; 105 ILCS 5/27A-7.5(b).

As long as a school maintains a nonexclusive, nondiscriminatory admissions policy, the Law does not intend that it be penalized for failure to serve a specific student population. The Commission investigated claims regarding PCCS's Transportation Plan and its enrollment policies and found that both were lawful and appropriate. First, the Charter Law does not require a charter school to provide door-to-door bus service for all its students. Instead, it requires that a proposal to establish a charter school (not to renew a charter) include "[a] description of how the charter school plans to meet the transportation needs of low-income and at-risk pupils." 105 ILCS 5/27A-7(a)(13). PCCS has a reasonable transportation plan in place, which was formulated before ISBE last authorized PCCS. Second, PCCS's blind lottery system for enrollment complies with the Charter Law mandate that "if there are more eligible applicants for enrollment in a charter school than there are spaces available, successful applicants shall be selected by lottery." 105 ILCS 5/27A-4(h).

Furthermore, to address its concern about the low numbers of at-risk students enrolled at PCCS, the Commission in conjunction with PCCS will engage in discussions with ISBE and the Office of the Attorney General to develop a Weighted Lottery.

## 2. *Operation of PCCS Continues To Be Economically Sound.*

Under Illinois Charter Schools law, a proposal to establish a charter school must include "[e]vidence that the terms of the charter as proposed are economically sound for both the charter school and the school district." 105 ILCS 5/27A-7(a)(9). "[E]vidence that the charter school proposal is economically sound . . . must realistically require consideration of the school district's finances." *Comprehensive Community Solutions*, 216 Ill. 2d at 477. Thus, the financial terms of the charter "must leave both the charter school and the school district financially secure and solvent." *Id.* The Commission reviewed allegations that the operation of PCCS threatens the economic soundness of host districts Woodland and Fremont and has determined that they are without merit.

In *Comprehensive Community Solutions*, the Illinois Supreme Court made clear that the economic soundness inquiry focuses on the overall financial health and stability of the district and the charter school. *See Comprehensive Community Solutions, Inc. v. Rockford School District No. 205*, 216 Ill. 2d 455, 472 (2005). The Court ruled that the charter school in question should not be allowed to open because it "failed to establish that the proposal

was economically sound for the district because the district was in financial difficulty.” *Id.* at 479. In so deciding, the Court considered that:

- The district was in “grave financial condition.” *Id.* at 478.
- “An independent audit stated that the district's financial condition raised a ‘substantial doubt’ about its ability to continue as an ‘ongoing concern.’” *Id.*
- To pay for the charter school, the district “would have to borrow money or cut programs.” If it borrowed money, it would add to a large deficit, which an independent audit stated already “threatened its future.” *Id.* at 480.
- “[I]f the district cut programs to pay for the charter school, its other students would suffer. The local board's list of contingent budget cuts included closing schools, shortening days at other schools, and eliminating staff, programs, and funding for books and computers.” *Id.*

The Court also stated that courts will “not hold that any school district experiencing a budget deficit may deny a charter school proposal with impunity.” *Id.* at 481. See also *Bd. of Educ. of Rich Twp. High Sch. Dist. No. 227 v. Ill. State Bd. of Educ.*, 965 N.E. 2d 13 (Ill. App. Ct. 1st Dist. 2011) (manifest weight of the evidence did not support district’s claim that operation of charter school was not economically sound).

The Commission has found no objective evidence to support the argument that operation of PCCS has caused either Woodland or Fremont such actual financial harm such that either district can claim the renewal of PCCS’s charter would not be economically sound. Instead, the Commission’s analysis indicates that both Woodland and Fremont appear to be financially secure and solvent, notwithstanding the use of a large portion of the districts’ GSA to fund PCCS.

Table 1: Woodland District 50 – Financial Performance

Year	ISBE Designation	Fund Balance	Total Revenue	Total Expenditure	Net Income (Revenue - Expense)
2017	Recognition	\$37,103,685	\$73,916,879	\$72,146,437	\$1,770,442
2016	Recognition	\$34,957,538	\$72,991,016	\$70,861,109	\$2,129,907
2015	Recognition	\$36,469,846	\$71,056,138	\$68,851,939	\$2,204,199
2014	Recognition	\$34,802,070	\$67,748,771	\$67,688,355	\$60,416

Table 2: Fremont District 79 – Financial Performance

Fiscal Year	ISBE Financial Designation *	Fund Balance	Total Revenues	Total Expenditures	Net Cash Flow (Revenue - Expenditures)
2017	Recognition	\$31,104,538	\$31,476,271	\$32,527,280	(\$1,051,009)
2016	Recognition	\$31,370,918	\$31,171,466	\$32,787,331	(\$1,615,865)
2015	Recognition	\$32,762,196	\$30,994,728	\$33,159,643	(\$2,164,915)
2014	Recognition	\$35,871,005	\$39,856,489	\$28,926,028	\$10,930,461

As depicted on Tables 1 and 2, Woodland District 50 and Fremont District 79 have continued to have strong financial performance despite PCCS's enrollment of students from the districts. Both districts have consistently received the highest financial designation from ISBE, Recognition, despite the re-direction of GSA funds from Woodland and Fremont to PCCS. Further, Woodland District 50's fund balance has increased on average, over the last four years.

For these reasons and those detailed above, the Commission agrees with Commission staff that renewal of PCCS's charter, with the inclusion of specific accountability measures, is warranted. Accordingly, the Commission's grant of renewal for another five-year term shall be set at a funding level of 100% PCTC of the two host districts, Woodland and Fremont. Renewal shall include a set of strategic actions and measures in the organizational framework, specifically tied to ensuring access for at-risk students. Those specific requirements shall also be set forth in PCCS's charter agreement.

## **V. CONCLUSION**

On the basis of the information presented to the Commission, the Commission approves PCCS's application for renewal and agrees to renew the Prairie Crossing Charter School charter contract for a period of five years, with an enrollment cap of 444 students, at a funding level of 100% per capita tuition charge of the two host districts Woodland District 50 and Fremont District 79, on the conditions set forth above.

Dated: February 1, 2019

# EXHIBIT A

EST. 1999

# PRAIRIE CROSSING CHARTER SCHOOL



CREATING NATURAL LEADERS

## 2018-19

# Initial Charter Renewal Findings

The Illinois State Charter School Commission (Commission) serves as an independent body with “statewide chartering jurisdiction and authority.” (105 ILCS 5/27A7.5) Annually the Commission conducts an annual performance review to measure the *academic success, financial health, and organizational compliance*, for each of the schools it authorizes.

The first stage of renewal is the preparation by the Commission of Initial Renewal Findings.

The Initial Renewal Findings constitute the record of the charter school’s academic, financial and organizational performance in relation to the criteria for renewal as set forth in the Accountability Plan and the Charter Agreement. The Commission holds itself accountable for accumulating all of the evidence submitted by the school for the past four years, as well as other public data gathered by the Commission, to prepare the Initial Findings, which are typically provided to the school in the last year of the school’s 5 year term.

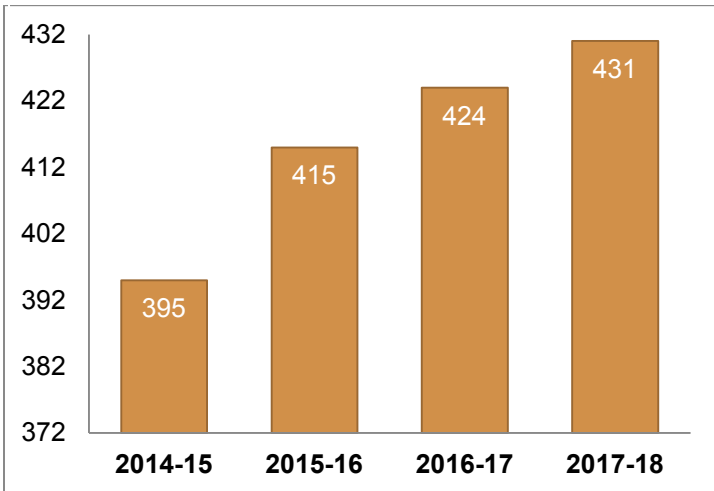
The Commission will make every effort to provide a comprehensive picture of school performance according to the Accountability Plan.

# Illinois State Charter School Commission



<b>SCHOOL OVERVIEW</b>			
<b>Mission Statement</b>	We believe that children are our best hope to improve the world.		
<b>Location</b>	1531 Jones Point Rd, Grayslake, IL 60030		
<b>Year Authorized</b>	1999	<b>Year Opened</b>	1999
<b>Host District(s)</b>	Woodland School District 50 Fremont School District 79		
<b>Leadership</b>	Geoff Deigan, Executive Director Tony Zamiar, Dean of Faculty and Students		

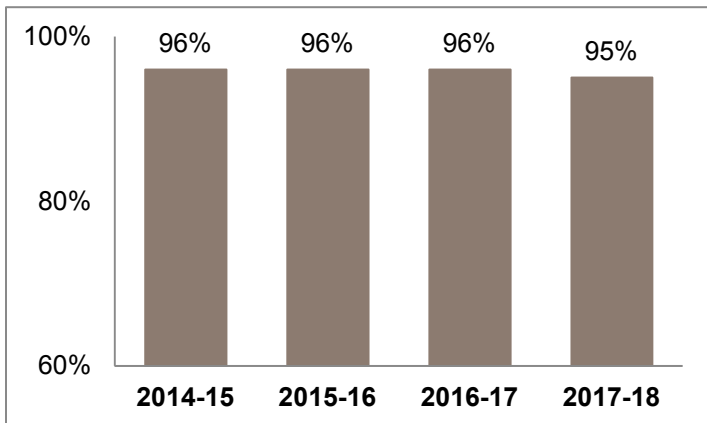
### Student Enrollment



### Student Demographics

	2014-15	2015-16	2016-17	2017-18
<b>Race/Ethnicity</b>				
White	67%	67%	69%	67%
Black	3%	2%	3%	3%
Hispanic	6%	7%	6%	7%
Asian	18%	19%	18%	17%
American Indian	0%	1%	1%	0.5%
Two or More Races	6%	5%	5%	5%
Pacific Islander	0%	0%	0%	0.5%
<b>Special Populations</b>				
Low Income	3%	4%	4%	6%
English Learners	5%	6%	7%	7%
With IEP	14%	12%	13%	13%
Homeless	0%	0%	0%	0%

### Student Attendance Rate



## OVERVIEW OF FINDINGS

Academic Findings Summary																				
School Year	Proficiency						Growth						Subgroup Proficiency						Overall Rating	
	State		ASC		Similar		2a		2b		2c		State		ASC		Growth			4a
	1a	1b	1c	2a	2b	2c	3a1	3a2	3b	4a										
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	AYP	
2014-15	M	E	M	E	F	F							M	M	E	E				Meets
2015-16	E	E	E	E	F	F							M	M	M	M				Meets
2016-17	E	E	E	E									E	M	M	M				Exceeds
2017-18	E	M	E	E									E	M	E	E				Exceeds

Financial Findings Summary								
School Year	Near Term				Sustainability			
	1a	1b	1c	1d	2a	2b	2c	2d
2014-15	M	M	M	M	M	M	B	M
2015-16	M	M	M	M	M	M	M	M
2016-17	M	M	M	M	M	M	M	M
2017-18	M	M	M	M	M	M	M	M

Organizational Findings Summary																					
School Year	Education Program				Financial Management & Oversight		Governance & Reporting			Students & Employees							School Environment				Other
	1a	1b	1c	1d	2a	2b	3a	3b	3c	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	6a
2014-15	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2015-16	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2016-17	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

Organizational Findings Summary (New Framework)													
School Year	Student Rights				Governance & Management			Reporting & Compliance			School Environment		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	4a	4b	4c
2017-18	M	M	M	M	M	M	M	M	M	M	M	M	M



## ACADEMIC PERFORMANCE

The results of the Academic Performance Framework provide the Commission an annual balanced assessment of school academic quality, based on multiple outcome measures of student performance. Consideration of Academic Performance Framework reports performance based on student proficiency, student growth, subgroup performance and college and career readiness (for high schools). Schools also have the opportunity to request school or mission-specific academic measures.

1a. Proficiency Statewide Comparison						
School Year	Measure 1a.	Rating	Overall School Proficiency Rate	Statewide Proficiency Rates for Schools Serving the Same Grades		
				Lowest 20% of Schools	Average School Proficiency Rate	Top 10% of Schools
2014-15	ELA	Meets	60.6%	17.0%	35.5%	64.0%
	Math	Exceeds	54.1%	9.7%	26.8%	54.2%
2015-16	ELA	Exceeds	63.4%	15.6%	34.4%	62.9%
	Math	Exceeds	57.5%	11.0%	29.1%	57.5%
2016-17	ELA	Exceeds	64.3%	16.0%	35.0%	63.7%
	Math	Exceeds	56.4%	10.8%	28.8%	56.4%
2017-18	ELA	Exceeds	71.2%	15.7%	35.2%	64.4%
	Math	Meets	56.0%	11.6%	29.7%	57.5%

1b. Proficiency Assigned School Composite Comparison							
School Year	Grades Served	Rating		Prairie Crossing		ASC Comparison	
		ELA	Math	ELA	Math	ELA	Math
2014-15	K-8	Meets	Exceeds	60.6%	54.1%	51.5%	40.5%
2015-16	K-8	Exceeds	Exceeds	63.4%	57.5%	48.9%	41.4%
2016-17	K-8	Exceeds	Exceeds	64.3%	56.4%	46.2%	39.6%
2017-18	K-8	Exceeds	Exceeds	71.2%	56.0%	43.3%	40.5%

1c. Similar Schools Comparison							
School Year	Grades Served	Rating		Prairie Crossing		Similar Schools Average	
		ELA	Math	ELA	Math	ELA	Math
2014-15	K-8	Far Below	Far Below	60.6%	54.1%	78.6%	64.0%
2015-16	K-8	Far Below	Far Below	63.4%	57.5%	75.2%	71.6%
2016-17	K-8						
2017-18	K-8						

3a.1 Subgroup Proficiency Statewide Comparison											
School Year	Subgroup	ELA				Math				Rating	
		School Proficiency Rate	Lowest 20% of Schools	Average	Top 10% of Schools	School Proficiency Rate	Lowest 20% of Schools	Average	Top 10% of Schools	ELA	Math
2014-15	White	58%	27%	45%	72%	51%	17%	36%	62%	Meets	Meets
	Black										
	Hispanic	32%	15%	29%	50%	20%	9%	20%	38%	Meets	Meets
	Asian	77%	50%	65%	88%	75%	55%	71%	92%	Meets	Meets
	Two or More Races										
	Low-Income										
	IEP	26%	0%	10%	26%	24%	0%	10%	26%	Exceeds	Meets
	EL										
	<b>Overall 2014-15 3a.1 Rating</b>									<b>Meets</b>	<b>Meets</b>
2015-16	White	65%	26%	44%	71%	56%	20%	38%	65%	Meets	Meets
	Black										
	Hispanic	47%	14%	28%	51%	47%	10%	23%	43%	Meets	Exceeds
	Asian	72%	53%	67%	90%	72%	51%	68%	91%	Meets	Meets
	Two or More Races	46%	15%	38%	72%	46%	10%	31%	67%	Meets	Meets
	Low-Income	33%	10%	24%	44%	25%	7%	18%	37%	Meets	Meets
	IEP	27%	0%	8%	22%	30%	0%	8%	22%	Exceeds	Exceeds
	EL	25%	1%	6%	16%	8%	2%	9%	20%	Exceeds	Below
	<b>Overall 2015-16 3a.1 Rating</b>									<b>Meets</b>	<b>Meets</b>
2016-17	White	61%	27%	44%	68%	57%	21%	40%	67%	Meets	Meets
	Black										
	Hispanic	61%	13%	26%	45%	39%	10%	23%	44%	Exceeds	Meets
	Asian	84%	40%	52%	72%	69%	46%	62%	87%	Exceeds	Meets
	Two or More Races	30%	17%	38%	72%	40%	10%	33%	68%	Below	Meets
	Low Income	53%	11%	23%	42%	40%	7%	19%	38%	Exceeds	Exceeds
	IEP	34%	0%	8%	21%	16%	0%	8%	21%	Exceeds	Meets
	EL	53%	1%	7%	17%	47%	2%	8%	18%	Exceeds	Exceeds
	<b>Overall 2016-17 3a.1 Rating</b>									<b>Exceeds</b>	<b>Meets</b>

3a.1 Subgroup Proficiency Statewide Comparison (continued)											
	Subgroup	ELA				Math				Rating	
		2017-18	White	72%	27%	45%	72%	55%	21%	39%	66%
Black											
Hispanic	76%		14%	29%	53%	41%	10%	22%	41%	Exceeds	Exceeds
Asian	78%		52%	67%	90%	70%	51%	67%	89%	Meets	Meets
Two or More Races	55%		19%	40%	74%	64%	12%	31%	59%	Meets	Exceeds
Low Income	60%		12%	26%	47%	35%	8%	20%	38%	Exceeds	Meets
IEP	29%		6%	14%	28%	22%	6%	14%	27%	Exceeds	Meets
EL											
<b>Overall 2017-18 3a.1 Rating</b>										<b>Exceeds</b>	<b>Meets</b>

3a.2 Subgroup Proficiency Assigned School Composite (ASC) Comparison							
School Year	Subgroup	ELA		Math		Rating	
		School Proficiency	ASC Proficiency	School Proficiency	ASC Proficiency	ELA	Math
2014-15	White	58%	60%	51%	48%	Below	Meets
	Black						
	Hispanic	32%	20%	20%	12%	Exceeds	Meets
	Asian	77%	56%	75%	69%	Exceeds	Exceeds
	Two or More Races						
	Low Income						
	IEP	26%	11%	24%	10%	Exceeds	Exceeds
	EL						
	<b>Overall 2014-15 3a.2 Rating</b>						<b>Exceeds</b>
2015-16	White	65%	57%	56%	50%	Meets	Meets
	Black						
	Hispanic	47%	32%	47%	22%	Exceeds	Exceeds
	Asian	72%	69%	72%	66%	Meets	Meets
	Two or More Races	46%	53%	46%	43%	Below	Meets
	Low Income	33%	25%	25%	18%	Meets	Meets
	IEP	27%	9%	30%	7%	Exceeds	Exceeds
	EL	25%	5%	8%	6%	Exceeds	Meets
	<b>Overall 2015-16 3a.2 Rating</b>						<b>Meets</b>

3a.2 Subgroup Proficiency Assigned School Composite (ASC) Comparison (continued)							
	Subgroup	ELA		Math		Rating	
		2016-17	White	61%	54%	60%	47%
Black							
Hispanic	61%		28%	39%	20%	Exceeds	Exceeds
Asian	84%		49%	69%	64%	Exceeds	Meets
Two or More Races	30%		58%	40%	46%	Far Below	Below
Low-Income	53%		25%	40%	16%	Exceeds	Exceeds
IEP	34%		9%	16%	8%	Exceeds	Meets
EL	53%		12%	47%	8%	Exceeds	Exceeds
<b>Overall 2016-17 3a.2 Rating</b>						<b>Meets</b>	<b>Meets</b>
2017-18	White	72%	52%	55%	51%	Exceeds	Meets
	Black						
	Hispanic	76%	27%	41%	20%	Exceeds	Exceeds
	Asian	78%	65%	70%	66%	Exceeds	Meets
	Two or More Races	55%	48%	64%	44%	Meets	Exceeds
	Low-Income	60%	22%	35%	17%	Exceeds	Exceeds
	IEP	29%	10%	22%	8%	Exceeds	Exceeds
	EL						
	<b>Overall 2017-18 3a.2 Rating</b>						<b>Exceeds</b>

## FINANCIAL PERFORMANCE

The Financial Performance Framework evaluates schools' financial viability in the near and long-term and provides the Commission with tools to recognize schools that are currently in, or trending towards, financial difficulty. To that end, the Financial Performance Framework utilizes eight interconnected measures to assess a school's financial position from both cash and an accrual basis. These measures are organized as Near Term or Sustainability indicators.

### *Near Term*

The portion of the framework that tests a school's near-term financial health is designed to depict the school's financial position and viability in the upcoming year. Schools meeting the desired standards demonstrate a low risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk for financial hardship in the near term.

### *Sustainability*

The framework also includes longer term financial sustainability measures and is designed to depict a school's financial position and viability over time. Schools that meet the desired standards demonstrate a low risk of financial distress in the future. Schools that fail to meet the standards may be at high risk for financial hardship in the future.

The Commission will utilize the financial performance framework on an annual basis to proactively monitor school finances and address any areas of concern. The financial framework uses three target categories:

- **Meets standard** - The school's performance on this component does not signal a financial risk to the school and meets the authorizer's standard.
- **Below Standard** - The school's performance on this component signals a financial risk to the school and does not meet the authorizer's expectation. If a school falls below standards based on an initial review of the school's financials, the authorizer should follow up to determine if the school is truly a financial risk for the purposes of annual reporting, intervention, and high-stakes decision making.
- **Far Below Standard** - The school's performance on this component signals a significant financial risk to the school and does not meet the authorizer's expectations.

Indicator	Measure
Near Term	1a. Current Ratio
	1b. Restricted Days Cash
	1c. Enrollment Variance
	1d. Debt Default
Sustainability	2a. Total Margin
	2b. Debt to Asset Ratio
	2c. Cash Flow
	2d. Debt Service Coverage Ratio

Measure	Metric	2014-15	2015-16	2016-17	2017-18
<b>1a. Current Ratio</b>	Current Assets Current Liabilities Current Ratio	Meets	Meets	Meets	Meets
<b>1b. Restricted Days Cash</b>	Unrestricted Cash Expenses Days Cash	Meets	Meets	Meets	Meets
<b>1c. Enrollment Variance</b>	Project Enrollment Actual Enrollment Percent of Target Met	Meets	Meets	Meets	Meets
<b>1d. Debt Default</b>	Debt Default	Meets	Meets	Meets	Meets
<b>2a. Total Margin</b>	Revenue Change in Net Assets Three-Year Total Margin Total Margin	Meets	Meets	Meets	Meets
<b>2b. Debt to Asset Ratio</b>	Total Liabilities Total Assets Debt to Asset Ratio	Meets	Meets	Meets	Meets
<b>2c. Cash Flow</b>	Cash Flow	Below	Meets	Meets	Meets
<b>2d. Debt Service Coverage Ratio</b>	Net Income Depreciation Interest Expense Principal, Interest and Lease Payments Debt Service Coverage Ratio	Meets	Meets	Meets	Meets

## ORGANIZATIONAL PERFORMANCE

Although a school's performance with regard to measures in the Academic and Financial Performance Frameworks is critical to understanding whether a school is successful and sustainable, the Charter Law also requires that, as a governing body with duties to the public, as an employer and a corporate citizen, a school demonstrate that it is a responsible, law-abiding member of the community. The Organizational Performance Framework consists of six major categories, or Indicators. These Indicators allow the public to comprehensively analyze the extent to which a school is complying with its various legal and ethical responsibilities. Each Indicator consists of subareas known as measures. The measures delineate the specific area being analyzed.

The Organizational Performance Framework measures are designed to treat all schools the same in terms of meeting minimum legal and ethical requirements. Expectations are derived from state and federal law and operating terms outlined in the charter contract and charter application. The purpose of the Organizational Performance Framework is to protect the public interest and to determine whether schools are respecting the rights of students, staff, and families, as well as the interests of the general public, by meeting all state and federal legal obligations.

For each measure, a school receives one of three ratings:

- **Meets Standard:** The school materially meets the expectations outlined within the measure.
- **Below Standard:** The school has failed to implement the program in the manner described; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance.
- **Far Below Standard:** The school failed to implement the program in the manner described; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance.

Indicator	Measure
1. Education Program	1a. Implementation
	1b. Applicable Education Requirements
	1c. Rights of Students with Disabilities
	1d. Rights of English Language Learner (ELL) Students
2. Financial Management and Oversight	2a. Financial Reporting and Compliance Requirements
	2b. Generally Accepted Accounting Principles (GAAP)
3. Governance and Reporting	3a. Governance Requirements
	3b. Management Accountability
	3c. Reporting Requirements
4. Students and Employees	4a. Protection of Student Rights
	4b. Attendance Goals
	4c. Admission and Enrollment Practices
	4d. Attrition Rates and Enrollment Stability
	4e. Credentialing Requirements
	4f. Employee Rights
	4g. Background Checks
5. School Environment	5a. Parents and Community Engagement
	5b. Facilities and Transportation
	5c. Health and Safety Compliance
	5d. Handling of Information
6. Additional Obligations	6a. Compliance with Additional Obligations

Indicators and Measures	2014-15	2015-16	2016-17
<b>Education Program</b>			
1a. Implementation	Meets	Meets	Meets
1b. Applicable Education Requirements	Meets	Meets	Meets
1c. Rights of Students with Disabilities	Meets	Meets	Meets
1d. Rights of English Language Learner (ELL) Students	Meets	Meets	Meets
<b>Financial Management and Oversight</b>			
2a. Financial Reporting and Compliance Requirements	Meets	Meets	Meets
2b. Generally Accepted Accounting Principles (GAAP)	Meets	Meets	Meets
<b>Governance and Reporting</b>			
3a. Governance Requirements	Meets	Meets	Meets
3b. Management Accountability	Meets	Meets	Meets
3c. Reporting Requirements	Meets	Meets	Meets
<b>Student and Employee Rights and Requirements</b>			
4a. Protection of Student Rights	Meets	Meets	Meets
4b. Attendance Goals	Meets	Meets	Meets
4c. Admissions & Enrollment Practices	Meets	Meets	Meets
4d. Attrition Rates & Enrollment Practices	Meets	Meets	Meets
4e. Credentialing Requirements	Meets	Meets	Meets
4f. Employee Rights	Meets	Meets	Meets
4g. Background Checks	Meets	Meets	Meets
<b>School Environment</b>			
5a. Parents and Community Engagement	Meets	Meets	Meets
5b. Facilities and Transportation	Meets	Meets	Meets
5c. Health and Safety Compliance	Meets	Meets	Meets
5d. Handling of Information	Meets	Meets	Meets
<b>Additional Obligations</b>			
6a. Compliance with Additional Obligations	Meets	Meets	Meets

Indicator	Measure
1. Student Rights	1a. Rights of Students with Disabilities
	1b. Rights of English Language Learner (ELL) Students
	1c. Protection of Student Rights
	1d. Admissions and Enrollment Practices
	1e. Discipline Policy and Practices
2. Governance and Management	2a. Governance Requirements
	2b. Management Accountability
	2c. Employee Rights, Retention and Evaluation
3. Reporting and Compliance	3a. Reporting Requirements
	3b. Health and Safety Compliance
	3c. Compliance with Additional Obligations
4. School Environment	4a. Attendance Goals
	4b. Attrition Rates
	4c. 5 Essential Survey



Indicators and Measures	2017-18
<b>Student Rights</b>	
1a. Rights of Students with Disabilities	Meets
1b. Rights of English Language Learner (ELL) Students	Meets
1c. Protection of Student Rights	Meets
1d. Admissions and Enrollment Practices	Meets
1e. Discipline Policy and Practices	Meets
<b>Governance and Management</b>	
2a. Governance Requirements	Meets
2b. Management Accountability	Meets
2c. Employee Rights, Retention and Evaluation	Meets
<b>Reporting and Compliance</b>	
3a. Reporting Requirements	Meets
3b. Health and Safety Compliance	Meets
3c. Compliance with Additional Obligations	Meets
<b>School Environment</b>	
4a. Attendance Goals	Meets
4b. Attrition Rates	Meets
4c. 5 Essential Survey	Meets

# EXHIBIT B

# ILLINOIS STATE CHARTER SCHOOL COMMISSION

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January 24, 2019

## APPROVE RENEWAL OF PRAIRIE CROSSING CHARTER SCHOOL

*The Chair of the Illinois State Charter School Commission (“the Commission”) recommends that the Commission adopt the staff’s recommendation to renew the Prairie Crossing Charter School (“Prairie Crossing”) agreement for a term of five (5) years at a funding level of 100% of its host district’s per capita tuition charge, (“PCTC”), as detailed below.*

### **Oversight Responsibility:**

**DeRonda Williams, Commission Chair**

Description: The Illinois State Charter School Commission (“the Commission”) is required by the Illinois State Charter Schools Law to conduct renewal investigations of the charter schools for which it serves as authorizer at the end of each charter’s five year term, and if the investigation so merits, to renew the charter.

Prairie Crossing is a K-8 grade school currently serving 432 students in Grayslake, Illinois. Originally chartered in 1999 by the Illinois State Board of Education (ISBE), Prairie Crossing opened with 59 students in grades kindergarten through second grade. In 2004 and 2009, ISBE granted renewals for five-year terms increasing enrollment capacity at each renewal. In 2012, the Prairie Crossing charter was transferred to the Illinois State Charter School Commission. In 2014, the Commission renewed the Prairie Crossing charter for a five-year term, to serve a maximum of 432 students in grades K-8.

On Thursday, October 4, 2018, the Commission received a formal request for renewal from Prairie Crossing. **Prairie Crossing Charter School is requesting a fourth renewal of its charter for a five-year term, July 1 – 2019 to June 30, 2024, with an enrollment capacity of 444 students (2.8% increase) in grades kindergarten to eight, at a funding level of 100% of its host district’s PCTC.**

Based on the application of the Commission’s Accountability System and in accordance with the Illinois Charter Schools Law, the renewal evaluation process began in October 2018. Illinois Charter Law requires that a charter school file a renewal proposal with its authorizer (105 ILCS 27A-9(b)). The law also requires that the proposal contain a “report on the progress of the charter school” and a “financial statement.” Prairie Crossing’s Renewal Findings and renewal application contain information and data related supporting the progress of the charter school and a financial statement as required under the law. Accordingly, Prairie Crossing’s renewal application was timely submitted and the Commission’s exercise of jurisdiction to consider the renewal application is proper.

A review of the four years of data collected reveals that Prairie Crossing has Met the standard for renewal. Overall, Prairie Crossing has met or exceeded the standard on measures across all three domains- academic, financial and organizational. Based on analysis of data and evidence, considered by Commission staff and an independent team of experts, collected via the written renewal application, focus groups, a capacity interview, site visit, and classroom observations, Commission staff finds that the renewal of the charter for the Prairie Crossing Charter School

# ILLINOIS STATE CHARTER SCHOOL COMMISSION

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*January 24, 2019*

complies with the provisions of the Illinois Charter Schools law and is in the best interest of the students it intends to serve, and thus recommends to the Commission as follows:

**Renew the Charter School Agreement with Prairie Crossing Charter School, located at 1531 Jones Point Road, Grayslake, Illinois, for a term of five (5) years at a funding level of 100% of the PCTC of the host districts, Woodland and Fremont, with an enrollment capacity of 444 students in grades k through 8.**

Accordingly, the Commission hereby grants the renewal of Prairie Crossing as set forth herein. A written decision of the Commission containing further explanation of the reasons for these actions will be timely provided following the vote of the Commission.

Further, the Commission's General Counsel is authorized to include relevant terms and commitments in the Charter School Agreement, its incorporated Accountability Plan, and to work with staff to execute such Charter School Agreement, which then will be forwarded to the State Board of Education for certification in advance of the June 30, 2019 contract expiration date.