

**IN THE ILLINOIS STATE  
CHARTER SCHOOL COMMISSION**

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In re Prairie Crossing Charter School )  
Renewal Application ) No. 2014-01  
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**FINAL DECISION OF THE COMMISSION**

Prairie Crossing Charter School (“PCCS”) is located in Grayslake, Illinois and serves approximately 384 students in grades Kindergarten through 8. The school offers an academic program focused on the environment and has as its mission the transformation of children through academic discovery and interaction with the school’s unique natural, ecological and community resources. 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 April 15, 2014, the Illinois State Charter School Commission (“the Commission”) voted to renew the charter of PCCS for a term of five years at a funding level of 100% per capita tuition charge (PCTC) of the charter school’s two host districts Woodland and Fremont. The Commission’s grant of renewal is premised on PCCS’s satisfaction of two conditions: (1) development of a robust outreach plan to attract more educationally disadvantaged students over the next 5 years and (2) establishment of an evaluation system for management for implementation in Fiscal Year 2015.<sup>1</sup> 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.

**I. JURISDICTION**

The Commission exercises jurisdiction in this matter pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A, *et seq.* Illinois Charter Law requires that a charter school file a renewal proposal with its authorizer. *See* 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.” *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

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<sup>1</sup> During the renewal process, Commission staff recommended the imposition of another condition. PCCS was asked to develop a policy designed to ensure the delivery of services to English Language Learner (ELL) students. PCCS has already complied with that condition as the PCCS board adopted a policy that satisfied the concerns raised by Commission staff.

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, 2014. 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, 2013 and January 1, 2014. In September 2013, the Commission issued initial Renewal Findings. On November 12, 2013, 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 is 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. Pursuant to the Accountability System and resulting renewal framework, the Commission staff began conducting due diligence activities in August 2013. The initial Renewal Findings were based on the application of the Commission's Accountability System to PCCS' performance over the past five 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 November 2013, the Commission staff: (1) conducted a site visit utilizing an evaluation team with independent experts, and which included classroom observations, faculty and parent interviews, interviews with members of the Board, Executive Director and Leadership team; (2) held a Community Forum at PCCS to receive comments on PCCS's application from the public, (3) conducted further interviews of PCCS administration members, (4) collected additional information and data from PCCS, (5) retained an expert to conduct an analysis of PCCS's facilities and (6) engaged an expert to conduct an analysis of PCCS's finances and to perform an economic soundness assessment.

The Community Forum was held on December 4, 2013 and was led by Commissioners Bill Farmer and DeRonda Williams 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 Community Forum. 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: February 2014, attached hereto as Exhibit A. Commission staff recommended that the Commission renew the PCCS charter for a five year term, at a payment level of 100% PCTC of the two host districts Woodland and Fremont. The recommendation for renewal was provided

only on the agreement that PCCS satisfy two express conditions, that: (1) PCCS develop a detailed plan for robust outreach to the educationally disadvantaged and (2) PCCS develop an evaluation system for management. The recommendation was ultimately presented to the Commission for consideration at its April 15, 2014 meeting. *See* Exhibit B, Motion to Approve Renewal of Prairie Crossing Charter School.

On April 15, 2014, 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. All nine Commissioners participated in the vote. Five Commissioners voted to approve the application with conditions and four 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 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 publication 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 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 information submitted by the school for the preceding four years, 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 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>2</sup>

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<sup>2</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

## B. Summary of PCCS Renewal Findings.

A review of the four years of data collected reveals that PCCS achieved the highest performance rating possible on the overwhelming majority of measures across all 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 33 measures, meets standards on 15 measures and was only rated below standards on two (2) measures.
2. PCCS either exceeded or met standards established by the Commission on 96% of the academic measures.
3. Specifically, PCCS scores on statewide assessments show that its students consistently outperformed even those students attending the top 10% of other Illinois public schools in math and reading on statewide assessments. In its application, PCCS reported that the U.S. Department of Education awarded PCCS a National Blue Ribbon Schools Award for academic achievement in 2013.
4. The percentage of students at PCCS who made expected growth according to the Illinois Growth Model for 2012-2013 met the standard established by the Commission. Data for prior years was unavailable on the measure as the State Board only began to collect and disseminate the applicable growth data recently with the 2012-13 Illinois Growth Model data.
5. PCCS students classified as students belonging to eligible subgroups<sup>3</sup> (Hispanic, Asian-American, students with IEPs) met or exceeded standards established by the Commission in reading and math, across all eligible subgroups. This remains true when PCCS students are compared against similar students statewide and against similar students in schools from host districts or “assigned schools”.

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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.

<sup>3</sup> Eligible subgroups include only those categories of students where the State Board reports PCCS had ISAT results for ten or more students. At PCCS, the number of African-American, economically disadvantaged and ELL students taking the ISAT was less than ten. *See* [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm).

6. PCCS's performance fell below the standard established by the Commission on only two academic measures:
  - a. In 2012-13, PCCS's proficiency rates in math fell below the proficiency rates at schools serving similar populations by less than 2 percent.
  - b. In 2012-13, PCCS's achieved average proficiency rates of 84.4% in reading and 82.5% in math, but did not meet adequately yearly progress (AYP).<sup>4</sup>

### *Financial Domain*

7. 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 a cash and an accrual basis. PCCS met standards established by the Commission on 93.75% of the financial measures over the past four years.
8. 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 for financial hardship in the near term. Near Term measures include: current ratio, unrestricted days cash, enrollment variance and debt default. PCCS met the standard established by the Commission on all Near Term measures but one. In Fiscal Year 2010, PCCS had unrestricted days cash between 15-30 days instead of 60 days. PCCS met the standard for unrestricted days cash in 2011 and all other years the Commission examined.
9. 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 total margin in a single year, Fiscal Year 2010.

### *Organizational Domain*

10. 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.

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<sup>4</sup> ISBE reports that proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT. However, AYP targets were not adjusted to reflect the new proficiency benchmarks. See <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>.

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 93% of the Organizational Domain measures established by the Commission.

11. PCCS met the standard on each of the Organizational Domain measures relating to the following indicators: financial management and oversight, students and employees, school environment and additional obligations.
12. PCCS scored ratings below the standard established by the Commission on a single measure from the educational program indicator and a measure from the governance and reporting indicator.
  - a. For each year examined by the Commission, from the 2009-10 to 2012-13 academic year, PCCS achieved a rating below standard on the question of whether it was protecting the rights of English Language Learner (ELL) students.
  - b. For the academic years from 2009-2010 to 2011-12, PCCS rated below standard for holding management accountable. PCCS improved its rating to meets [the standard] in 2012-13.

C. PCCS Renewal Application.

13. PCCS submitted its renewal application to the Commission on November 12, 2013. In its application, PCCS indicates 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*

14. Woodland School District 50 ("Woodland") submitted a statement 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 75% 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.
15. Woodland offered public comment at the Community Forum and the public participation portion of the April 15, 2014 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.

16. 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*

17. 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 Community Forum, representatives offered public comment and expressed concerns about the funding received to support PCCS students and those who attend Fremont schools. A representative from Fremont also attended the April 15, 2014 Commission meeting and spoke during public participation. The Fremont representative asked that in the future, PCCS be transparent and share information regarding those students who enroll at PCCS from the Fremont district.

*PCCS Community*

18. At the Community Forum held on December 4, 2013 to receive public comment on PCCS’s renewal application, Commissioners heard nineteen (19) speakers. Fourteen (14) of the speakers expressed support for renewal, while five raised concerns about the operation of the school and the effect the school has on neighboring districts. A few parents raised questions about the opportunity diverse students in the community have to attend PCCS and the extent to which the PCCS administration responds to parent concerns.

E. PCCS Response to Issues Raised.

19. Commission staff raised questions regarding (1) PCCS’s efforts to enroll students from diverse backgrounds, including racial and ethnic minority students and students who are classified as economically disadvantaged or English Language Learners; (2) the governing board’s system for holding the PCCS administration accountable (3) parent involvement and the administration’s responses to concerns raised by parents and (4) PCCS policies in place to ensure delivery of services to English Language Learner (ELL) students.
20. Although Commission staff determined that PCCS had complied with its outreach mandates during the entire charter term and has served existing educationally disadvantaged students relatively well, PCCS was asked additional questions regarding its efforts to enroll a more diverse student population. In response, PCCS noted that in prior years it submitted annual outreach plans designed to increase the diversity of the PCCS student population and had agreed to implement any changes required by ISBE upon the agency’s review of the plans. Further, PCCS noted that its efforts to impact student enrollment directly are adversely affected by the Charter Law requirement that student admission be conducted by blind lottery in the event that there are more applicants than seats available.
21. During the due diligence period, Commission staff concluded that PCCS did not have an appropriate system or tool available to evaluate its Executive Director and that the tool used to evaluate the three-member educational leadership team was inadequate.

After the matter was raised with PCCS administrators, the school made plans to change the evaluation system to include clear performance goals.

22. Commission staff found that PCCS parents are actively involved in the school's parent organization, fundraising efforts, and other activities at the school. However, Commission staff also asked PCCS to address questions raised by some parents who have indicated that the administration is not responsive to parent concerns and need for involvement. In response, PCCS noted that parents are involved in governance as members of the PCCS Board, Board committees and task forces. In addition, PCCS notes that ISBE has reported increased parental contact rates at PCCS from 96% in 2010 to 100% in 2013.
23. PCCS rated below standard on the organizational domain measures aimed at determining whether it was protecting the rights of English Language Learner (ELL) students. The findings stemmed principally from PCCS's failure to adopt and implement an ELL policy that ensures the delivery of services to ELL students and protects their rights. The PCCS Board noted that it had not previously enrolled students requiring ELL services but agreed to develop an ELL policy that was adopted on February 25, 2014. Commission staff and counsel reviewed the PCCS ELL policy and found it to be satisfactory to address the initial Renewal Findings.

F. Commission Staff Recommendation.

24. On April 15, 2014, 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.
25. Specifically, Commission staff recommended that the Commission renew the Charter School Agreement with the Prairie Crossing Charter School, with certain conditions, for a term of 5 years at the rate of 100% of the PCTC of each of the host districts, Woodland and Fremont, with enrollment once again capped at 432 students. The two conditions to be included in the new contract require PCCS to: (1) Develop A Detailed Plan for Robust Outreach to the Educationally Disadvantaged by May 2014 and (2) Develop an Evaluation System for Management by May 2014 for implementation in Fiscal Year 2015.



## 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. *See* Illinois State Charter School Commission: Accountability Plan at 4.

Specifically, in the Charter Renewal Application the Commission published for the 2013-14 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 2013-14 Renewal Cycle.<sup>5</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 2010 with regard to its unrestricted days cash, PCCS has since improved its financial status. Moreover, over the last four years, the school met standards established by the Commission on 93.75% of the financial measures. Third, and perhaps most critically, a review of the school's academic performance of

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<sup>5</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 last four years demonstrates that PCCS exceeded or met standards established by the Commission on 96% of the Renewal Framework's academic measures. PCCS is achieving the academic, financial, and organizational outcomes that the accountability provisions of its charter contract obligates 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, submissions by the host districts, 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, 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 African-American, Hispanic, economically disadvantaged and English Language Learner students at PCCS relative to the students 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. 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).

To address its concern about the low numbers of educationally disadvantaged students enrolled at PCCS, the Commission has conditioned renewal of the PCCS charter on the development of a robust outreach plan that will enable PCCS to attract and enroll more educationally disadvantaged students over the next five years. The Commission also asked PCCS to develop a policy to ensure the delivery of appropriate services to ELL students.

## 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)
2012	Recognition	33,348,117	74,823,855	74,298,768	525,087
2011	Review	31,449,294	75,842,158	80,213,671	(4,371,513)
2010	Recognition	27,800,646	79,600,465	83,613,363	(4,012,898)

Table 2: Fremont District 79 – Financial Performance<sup>6</sup>

Year	ISBE Designation	Fund Balance	Total Revenue	Total Expenditure	Net Income (Revenue - Expense)
2012	Recognition	22,468,805	28,014,147	29,369,777	(1,355,630)
2011	Recognition	22,800,612	26,630,013	23,656,855	2,973,158
2010	Recognition	19,987,981	26,028,590	24,264,868	1,763,722

As Tables 1 and 2 show, 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 significantly increased their fund balances over the five year period from 2008-2012. In 2012 and 2013, both districts received the highest financial designation from ISBE, Recognition, despite the re-direction of GSA funds from Woodland and Fremont to PCCS.

For these reasons and those detailed above, the Commission agrees with Commission staff that renewal of PCCS's charter, with conditions, 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 be conditioned on PCCS's ability to meet specific requirements that it (1) develop a robust outreach plan to attract more educationally disadvantaged students over the next 5 years by May 2014 and (2) establish an evaluation system for PCCS management by May 2014 for implementation in Fiscal Year 2015. Those specific requirements shall also be set forth in PCCS's charter agreement.

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<sup>6</sup> The data from Tables 1 and 2 have been taken from the ISBE Financial Profiles reported for Woodland District 50 and Fremont District 79. The Financial Profiles may be found on ISBE's website at <http://www.isbe.net/sfms/P/profile.htm>.

## **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, 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: May 1, 2014

## **Exhibit A**

# Illinois State Charter School Commission

## Final Renewal Findings: Academic, Financial and Organizational Prairie Crossing Charter School Grayslake, Illinois

March 2014

# Executive Summary of All Renewal Findings

## **Prairie Crossing Charter School**

March 2014



# Overview of Academic Measures

## Prairie Crossing Charter School

Year	1a		1b		1c		2a		3a.1		3a.2		3b		4a	Overall Rating
	Proficiency Statewide Comparison		Proficiency ASC Comparison		Proficiency Similar Schools Comparison		Student Growth* Statewide Comparison		Subgroup Proficiency Statewide Comparison		Subgroup Proficiency ASC Comparison		Subgroup Growth*		AYP	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math		
2009-10	E	E	M	E	E	E	N/A	N/A	M	E	M	E	N/A	N/A	M	E
2010-11	E	E	M	E	E	E	N/A	N/A	M	E	E	E	N/A	N/A	M	E
2011-12	E	E	E	E	E	E	N/A	N/A	E	E	E	E	N/A	N/A	M	E
2012-13***	E	E	E	E	M	B	M	M	M	M	E	M	N/A	N/A	B	M

\*The State Board did not calculate growth results prior to the 2012-13 academic year, so growth data are not included in the overall rating.

\*\*The State Board has not released growth results disaggregated by subgroup.

\*\*\*2012-13 results, including the overall rating, were impacted by the 2012-13 change in ISBE proficiency standards.

<b>E</b>	Exceeds Standard	<b>M</b>	Meets Standard	<b>B</b>	Below Standard	<b>F</b>	Far Below Standard
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# Overview of Financial Measures

## Prairie Crossing Charter School

Year	1				2			
	Near Term				Sustainability			
	Current Ratio	Unrestricted Days Cash	Enrollment Variance	Debt Default	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio
	1a	1b	1c*	1d	2a	2b	2c	2d
FY10	M	B	M	M	F**	M	M	M
FY11	M	M	M	M	M	M	M	M
FY12	M	M	M	M	M	M	M	M
FY13	M	M	M	M	M	M	M	M

<b>M</b>	Meets Standard	<b>B</b>	Below Standard	<b>F</b>	Far Below Standard	-	TBD
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\*Note the data for the enrollment variance (1c) were reported by Prairie Crossing Charter School and were not verified by a third party.

\*\*Note that the total margin for FY10 was positive, however, this metric analyzes a three year trend and in the two previous years the total margin was negative.

# Overview of Organizational Measures

## Prairie Crossing Charter School

Year	1				2		3			4							5				6	
	Educational Program				Financial Management and Oversight		Governance and Reporting			Students and Employees							School Environment				Additional Obligations	
	1a	1b	1c	1d	2a	2b	3a	3b	3c	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	6a	
2009-10	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2010-11	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2011-12	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2012-13	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
<b>M</b>	Meets Standard		<b>B</b>	Below Standard		<b>F</b>	Far Below Standard		-	TBD												

# Final Academic Renewal Findings Prairie Crossing Charter School

## March 2014

# Academic Performance Framework

Indicator	Measure	Prairie Crossing Renewal
1.Student Achievement (Proficiency)	1a. Proficiency – Statewide Comparison	Included
	1b. Proficiency – ASC Comparison	Included
	1c. Proficiency – Similar Schools Comparison	Included
2.Student Progress Over Time (Growth)	2a. Student Growth	Included
3.Performance of Subgroups	3a.1. Subgroup Proficiency – State Comparison 3a.2. Subgroup Proficiency – ASC Comparison	Included
	3b. Subgroup Growth	Pending State Board release of 2012-13 disaggregated school reports
4.State and Federal Accountability	4a. AYP	Included
5.Mission-Specific Goals	5a. School-Specific Academic Goals	Not applicable
6.Postsecondary Readiness and Success	6a.1. ACT Performance 6a.2. ACT – ASC Comparison	Not applicable, K-8
	6b.1. High School Graduation – 4 year and 5 year rates 6b.2. Graduation Rate – ASC Comparison	
	6c. College Attendance	
	6d. Postsecondary Employment	
	6e. College Remediation	

## ISAT Changes 2012-13

- As part of the transition to the Common Core Standards, the Illinois State Board of Education raised performance benchmarks for the Illinois Standards Achievement Test (ISAT).
- ISAT assessments for Spring 2013 evaluated students against more rigorous proficiency cut points.
- The new performance expectations resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

For more information, visit:

<http://www.isbe.state.il.us/assessment/htmls/isat-cut-scores13.htm>

# Measure 1a. Proficiency

*Are students meeting or exceeding proficiency in 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:** School proficiency rates are in the top 10 percent for schools statewide serving the same grades.

**Meets Standard:** School proficiency rates meet or exceed the state average for schools serving the same grades but are below the top 10 percent of schools statewide.

**Below Standard:** School proficiency rates are below the state average for schools serving the same grades, but are above the bottom 20 percent of schools statewide.

**Far Below Standard:** School proficiency rates are in the lowest 20 percent of schools statewide serving the same grades.

# Measure 1a. Proficiency - Reading

## *Are students meeting or exceeding proficiency in reading?*

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

Year	Overall School Proficiency Rate - Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Reading		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2009-10	94.0%	62.5%	75.7%	93.3%
2010-11	95.0%	65.2%	77.3%	93.8%
2011-12	95.4%	65.4%	77.6%	94.1%
2012-13*	84.4%	42.2%	58.0%	81.5%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>



# Measure 1a. Proficiency - Math

## *Are students meeting or exceeding proficiency in 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

Year	Overall School Proficiency Rate - Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Math		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2009-10	98.4%	73.8%	83.5%	97.0%
2010-11	98.0%	75.4%	84.5%	97.3%
2011-12	98.1%	75.6%	84.6%	97.3%
2012-13*	82.5%	39.9%	57.5%	82.4%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

# Measure 1b. Proficiency *ASC Comparison*

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

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

**Exceeds Standard:** School proficiency rates exceed the ASC by 10 or more percentage points and meet or exceed the state average proficiency rate for schools serving the same grades OR the school and ASC rates are both above 90% and the school rate meets or exceeds the ASC rate.

**Meets Standard:** School proficiency rates meet or exceed the ASC by up to 9 percentage points OR the school and ASC rates are both above 90% and the school rate is less than the ASC rate.

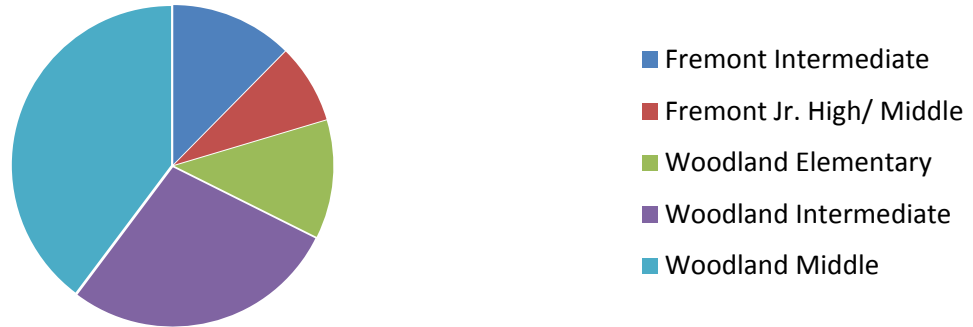
**Below Standard:** School proficiency rates are below the ASC by up to 9 percentage points.

**Far Below Standard:** School proficiency rates are below the ASC by 10 or more percentage points.

# Assigned School Composite (ASC) Methodology

The ASC is the average proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade\*.

Percentage of Charter School’s Students “Assigned” to School



School Name	Percentage of Charter School’s Students “Assigned” to School					
	3	4	5	6	7	8
Fremont Intermediate	5.6%	4.0%	2.8%	-	-	-
Fremont Jr. High/ Middle	-	-	-	3.6%	3.6%	0.8%
Woodland Elementary	12.0%	-	-	-	-	-
Woodland Intermediate	13.1%	14.3%	-	-	-	-
Woodland Middle	-	-	-	12.0%	13.5%	14.7%

\*Weighting based on 2011-2012 school assignment

# Measure 1b. Proficiency

## ASC Comparison – Reading



School Name	2009-10	2010-11	2011-12	2012-13*
	Proficiency Rate - Reading			
Prairie Crossing Charter School	94.0%	95.0%	95.4%	84.3%
Assigned School Composite (ASC)	85.2%	85.7%	84.7%	65.1%
Fremont Intermediate	88.5%	90.5%	89.8%	73.0%
Fremont Jr. High/ Middle	94.6%	95.9%	94.7%	80.5%
Woodland Elementary	81.0%	79.5%	80.2%	63.5%
Woodland Intermediate	80.8%	81.6%	81.9%	63.7%
Woodland Middle	86.8%	87.1%	84.4%	61.5%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “ASC” is the average proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

# Measure 1b. Proficiency

## ASC Comparison – 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

School Name	2009-10	2010-11	2011-12	2012-13*
	Proficiency Rate - Math			
Prairie Crossing Charter School	98.4%	98.0%	98.1%	82.5%
Assigned School Composite (ASC)	91.5%	90.7%	90.0%	65.6%
Fremont Intermediate	96.3%	95.1%	95.6%	73.5%
Fremont Jr. High/ Middle	94.7%	94.9%	95.2%	76.7%
Woodland Elementary	91.8%	89.9%	89.9%	58.6%
Woodland Intermediate	88.6%	87.6%	88.2%	59.0%
Woodland Middle	91.3%	90.7%	88.7%	67.5%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “ASC” is the average proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

# Measure 1c. Proficiency

## *Similar Schools Comparison*

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

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

**Exceeds Standard:** School proficiency rates exceed proficiency rates at schools serving similar populations by 10 or more percentage points and meet or exceed the state average proficiency rate for schools serving the same grades OR the school and similar school rates are both above 90% and the school rate meets or exceeds the similar school rate.

**Meets Standard:** School proficiency rates meet or exceed proficiency rates at schools serving similar populations by up to 9 percentage points OR the school and similar school rates are both above 90% and the school rate is less than the similar schools rate.

**Below Standard:** School proficiency rates are below proficiency rates at schools serving similar populations by up to 9 percentage points.

**Far Below Standard:** School proficiency rates are below proficiency rates at schools serving similar populations by 10 or more percentage points.

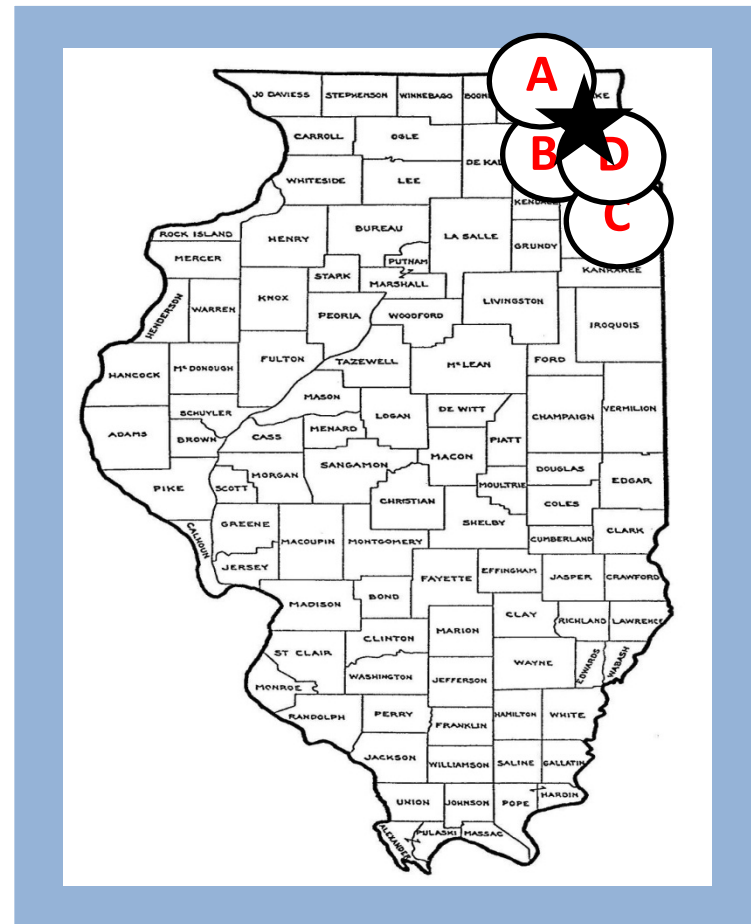
# Similar School Selection Methodology

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

Similar schools were analyzed for the 2011-12 school year and matched on:

- Percentage of Economically Disadvantaged students
- Percentage of English language learners
- Percentage of students with disabilities
- Percentage of students in Hispanic, Black and Asian subgroups
- Geographic region, based on NCES locale code\*.

Because Prairie Crossing serves K-8 grades, both elementary and middle similar schools were selected. The similar school comparison is a weighted average, based on enrollment, of the elementary and middle schools selected as similar schools.



Source: <http://nces.ed.gov/surveys/sdds/ed/index.asp>

\*National Center for Education Statistics

# Detail of Selected Similar Schools

## 2011-12 Match Criteria Categories

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

	Prairie Crossing	A: Oakland Elementary	B: Meadowview School	C: Maple School <sup>1</sup>	D: Twin Groves <sup>1</sup>
<b>White</b>	76.0%	79.4%	72.0%	70.6%	71.3%
<b>Black</b>	1.3%	1.5%	3.2%	1.5%	1.4%
<b>Hispanic</b>	4.6%	10.0%	12.8%	3.2%	3.4%
<b>Asian</b>	11.5%	5.2%	8.4%	22.1%	22.5%
<b>Economically Disadvantaged</b>	2.0%	11.3%	5.9%	3.6%	3.9%
<b>English Language Learners</b>	0.5%	2.8%	12.8%	1.5%	2.1%
<b>Special Education</b>	13.8%	9.3%	12.8%	12.7%	13.3%
<b>City</b>	Grayslake	Lake Villa	Grayslake	Northbrook	Buffalo Grove
<b>District</b>	-	Antioch CCSD 34	Grayslake CCSD 46	Northbrook/ Glenview SD 30	Kildeer Countryside CCSD 96
<b>Grades Served</b>	K-8	2-5	K-4	6-8	6-8
<b>Enrollment</b>	391	461	407	411	565

Notes: Match criteria are not mutually exclusive. American Indian and Multiracial ethnic subgroups were not included as match criteria, therefore the percentages of students in the ethnic backgrounds above do not sum to 100%.

Similar schools were matched based on 2011-12 demographic information.

<sup>1</sup> Locale code is Suburb, Large rather than Suburb, Midsize.

Source: <http://iirc.niu.edu/CompareSchoolList.aspx>



# Measure 1c. Proficiency

## Similar Schools Comparison - Reading

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

School Name	2009-10	2010-11	2011-12	2012-13*
	Proficiency Rate – Reading			
<b>Prairie Crossing Charter School</b>	94.0%	95.0%	95.4%	84.3%
<b>Similar Schools Proficiency Rate</b>	92.5%	93.2%	92.7%	81.9%
Oakland Elementary School	85.8%	88.3%	87.9%	74.6%
Meadowview School	90.1%	89.0%	88.2%	78.1%
Maple School	98.4%	97.1%	95.9%	87.5%
Twin Groves Middle School	96.9%	98.7%	99.1%	87.5%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

# Measure 1c. Proficiency

## Similar Schools Comparison - 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

School Name	2009-10	2010-11	2011-12	2012-13*
	Proficiency Rate – Math			
<b>Prairie Crossing Charter School</b>	98.4%	98.0%	98.1%	82.5%
<b>Similar Schools Proficiency Rate</b>	96.3%	97.4%	97.3%	84.4%
Oakland Elementary School	93.0%	94.7%	94.1%	69.9%
Meadowview School	96.1%	97.8%	98.8%	84.1%
Maple School	98.9%	98.6%	97.8%	92.6%
Twin Groves Middle School	97.9%	98.8%	98.4%	91.1%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

# Illinois Growth Model



- The Illinois Growth Model is a value table model, which awards points to students based on two years of performance on state assessments in grades 3 through 8.
- 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](http://www.isbe.state.il.us/GMWG/pdf/gmvt-fact-sheet-0813.pdf)

# 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.

## Measure 2a. Student Growth

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



- In 2012, the State Board adopted a Value Table Model that assesses how many students move performance levels on state assessments from year to year.
- The first results of the Illinois Growth Model were released in October 2013 as part of the annual school report cards.

**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 but are below the top 10 percent of schools statewide.

**Below Standard:** Average school growth values are below the state average, 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 2a. Student Growth

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



Year	Average Growth Value- Reading	Statewide School Growth Value- Reading		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2012-13	108.0	97.2	101.6	108.6

Year	Average Growth Value- Math	Statewide School Growth Value- Math		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2012-13	106.2	95.3	101.1	110.7

**Note: Growth values are available only for 2012-13.**

# Measure 3a.1 Subgroup Proficiency

## Statewide Comparison

*Are students in subgroups meeting or exceeding proficiency in 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:***

⇒ School average subgroup proficiency rate is in the top 10 percent of statewide subgroup performance in schools serving the same grades.

### ***Meets Standard:***

⇒ School average subgroup proficiency rate meets or exceeds the statewide average subgroup performance of schools serving the same grades but is below the top 10 percent.

### ***Below Standard:***

⇒ School average subgroup proficiency rate is below the statewide average subgroup performance of schools serving the same grades but is above the bottom 20 percent.

### ***Far Below Standard:***

⇒ School average subgroup proficiency rate is in the bottom 20 percent of statewide subgroup performance of schools serving the same grades.

Note: Includes all eligible subgroups. Eligible subgroups meet State Board reporting thresholds for number of students participating in ISAT assessments.

# Eligible Subgroups Based on Number of Students Tested

- 1. Student Achievement
- 2. Student Progress
- 3. Performance of Subgroups
- 4. State and Federal Accountability
- 5. Mission-Specific Goals
- 6. Postsecondary Readiness and Success

Year	Students participating in state assessments:						Total Tested
	Hispanic		Asian		IEP		
	Number	%	Number	%	Number	%	
2009-10	-	-	29	12.3%	39	16.6%	235
2010-11	15	5.8%	25	9.7%	49	18.9%	259
2011-12	13	5.0%	27	10.5%	44	17.1%	258
2012-13	-	-	37	14.5%	39	15.3%	255

Note: The table above presents those subgroups eligible for reporting. The State Board reports ISAT results for all groups with 10 or more **students tested**. Black, Economically Disadvantaged, and ELL subgroups did not have at least 10 students tested at Prairie Crossing Charter School.

Sources: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)  
<http://iirc.niu.edu/>



# Measure 3a.1 Subgroup Proficiency – *Reading and Math (Hispanic)*



Year	School Subgroup Proficiency Rate - Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Reading		
		Lowest 20 %	Average	Top 10 %
2009-10	-	-	-	-
2010-11	80.0%	61.2%	72.4%	89.1%
2011-12	100.0%	62.5%	73.3%	90.2%
2012-13*	-	-	-	-

Year	School Subgroup Proficiency Rate - Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Math		
		Lowest 20 %	Average	Top 10 %
2009-10	-	-	-	-
2010-11	100.0%	73.5%	82.3%	96.7%
2011-12	100.0%	74.1%	82.5%	96.15
2012-13*	-	-	-	-

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)

# Measure 3a.1 Subgroup Proficiency – *Reading and Math (Asian)*



Year	School Subgroup Proficiency Rate - Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Reading		
		Lowest 20 %	Average	Top 10 %
2009-10	93.0%	84.0%	91.3%	100.0%
2010-11	96.0%	86.9%	92.0%	100.0%
2011-12	96.0%	86.8%	92.3%	100.0%
2012-13*	92.0%	69.5%	80.7%	96.9%

Year	School Subgroup Proficiency Rate - Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Math		
		Lowest 20 %	Average	Top 10 %
2009-10	100.0%	92.0%	95.4%	100.0%
2010-11	100.0%	92.1%	95.4%	100.0%
2011-12	100.0%	92.2%	95.8%	100.0%
2012-13*	89.0%	73.1%	83.6%	100.0%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)

# Measure 3a.1 Subgroup Proficiency – *Reading and Math (IEP)*



Year	School Subgroup Proficiency Rate - Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Reading		
		Lowest 20 %	Average	Top 10 %
2009-10	69.0%	20.2%	41.1%	71.8%
2010-11	80.0%	22.6%	42.5%	72.6%
2011-12	84.0%	20.8%	41.8%	71.4%
2012-13*	59.0%	6.8%	20.4%	44.5%

Year	School Subgroup Proficiency Rate - Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Math		
		Lowest 20 %	Average	Top 10 %
2009-10	95.0%	34.9%	55.4%	84.0%
2010-11	90.0%	38.3%	57.4%	84.2%
2011-12	91.0%	37.1%	56.5%	84.0%
2012-13*	67.0%	7.7%	23.6%	48.3%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)

# Measure 3.a.2 Subgroup Proficiency

## *Assigned School Composite (ASC)*

*Are students in subgroups meeting or exceeding proficiency in reading and math?*



### ***Exceeds Standard:***

⇒ School subgroup proficiency rate exceeds the subgroup ASC rate by 10 or more percentage points and meets or exceeds the state average subgroup proficiency rate for schools serving the same grades OR the school and ASC subgroup rates are both above 90% and the school rate meets or exceeds the ASC rate.

### ***Meets Standard:***

⇒ School subgroup proficiency rate meets or exceeds the subgroup ASC rate by up to 9 percentage points OR the school and ASC subgroup rates are both above 90% and the school rate is below the ASC rate.

### ***Below Standard:***

⇒ School subgroup proficiency rate is below the subgroup ASC by up to 9 percentage points .

### ***Far Below Standard:***

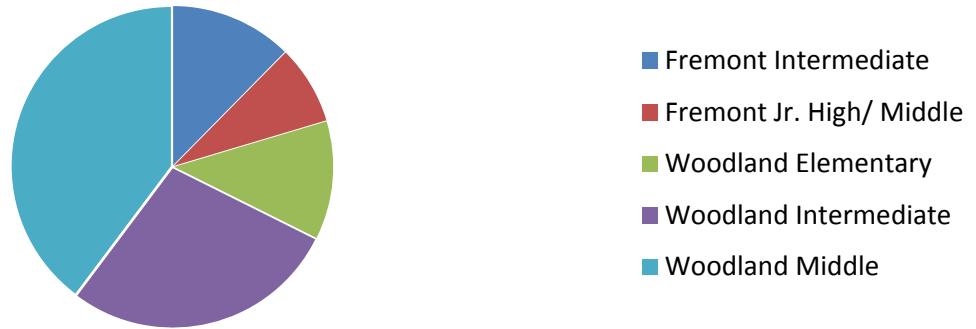
⇒ School subgroup proficiency rate is below the subgroup ASC by 10 or more percentage points.

Note: Includes all eligible subgroups. Eligible subgroups meet State Board reporting thresholds for number of students participating in ISAT assessments.

# Assigned School Composite (ASC) Methodology

The ASC is the subgroup proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade\*.

Percentage of Charter School’s Students “Assigned” to School



School Name	Percentage of Charter School’s Students “Assigned” to School					
	3	4	5	6	7	8
Fremont Intermediate	5.6%	4.0%	2.8%	-	-	-
Fremont Jr. High/ Middle	-	-	-	3.6%	3.6%	0.8%
Woodland Elementary	12.0%	-	-	-	-	-
Woodland Intermediate	13.1%	14.3%	-	-	-	-
Woodland Middle	-	-	-	12.0%	13.5%	14.7%

\*Weighting based on 2011-2012 school assignment

# Measure 3.a.2 Subgroup Proficiency *Assigned School Composite (ASC)*



Year	Hispanic			
	School Subgroup Proficiency Rate - Reading	ASC Subgroup Proficiency Rate - Reading	School Subgroup Proficiency Rate - Math	ASC Subgroup Proficiency Rate - Math
2009-10	-	-	-	-
2010-11	80.0%	71.1%	100.0%	80.8%
2011-12	100.0%	69.1%	100.0%	80.6%
2012-13*	-	-	-	-

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “subgroup ASC” is the average subgroup proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)

## Measure 3.a.2 Subgroup Proficiency *Assigned School Composite (ASC)*



Year	Asian			
	School Subgroup Proficiency Rate - Reading	ASC Subgroup Proficiency Rate - Reading	School Subgroup Proficiency Rate - Math	ASC Subgroup Proficiency Rate - Math
2009-10	93.0%	95.0%	100.0%	97.6%
2010-11	96.0%	94.4%	100.0%	96.4%
2011-12	96.0%	93.2%	100.0%	97.7%
2012-13*	92.0%	77.9%	89.0%	81.7

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “subgroup ASC” is the average subgroup proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)

# Measure 3.a.2 Subgroup Proficiency *Assigned School Composite (ASC)*

- 1. Student Achievement
- 2. Student Progress
- 3. Performance of Subgroups
- 4. State and Federal Accountability
- 5. Mission-Specific Goals
- 6. Postsecondary Readiness and Success

Year	IEP			
	School Subgroup Proficiency Rate - Reading	ASC Subgroup Proficiency Rate - Reading	School Subgroup Proficiency Rate - Math	ASC Subgroup Proficiency Rate - Math
2009-10	69.0%	53.2%	95.0%	67.6%
2010-11	80.0%	52.7%	90.0%	64.8%
2011-12	84.0%	48.5%	91.0%	60.4%
2012-13*	59.0%	23.3%	67.0%	24.5%

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “subgroup ASC” is the average subgroup proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

Source: [http://www.isbe.state.il.us/assessment/report\\_card.htm](http://www.isbe.state.il.us/assessment/report_card.htm)



# Subgroup Proficiency Summary Results

- 1. Student Achievement
- 2. Student Progress
- 3. Performance of Subgroups
- 4. State and Federal Accountability
- 5. Mission-Specific Goals
- 6. Postsecondary Readiness and Success

## Measure 3a.1 – Statewide Comparison

Year	Hispanic		Asian		IEP		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2009-10	-	-	M	E	M	E	M	E
2010-11	M	E	M	E	E	E	M	E
2011-12	E	E	M	E	E	E	E	E
2012-13*	-	-	M	M	E	E	M	M

## Measure 3a.2 – Assigned School Composite (ASC)

Year	Hispanic		Asian		IEP		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2009-10	-	-	M	E	E	E	M	E
2010-11	M	E	E	E	E	E	E	E
2011-12	E	E	E	E	E	E	E	E
2012-13*	-	-	E	M	E	E	E	M

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments.

Note: The “subgroup ASC” is the average subgroup proficiency rate of the assigned schools, weighted by the percentage of charter students assigned to each school by grade.

## 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?*



- In 2012, the State Board adopted a Value Table Model that assesses how many students move performance levels on state assessments from year to year.
- The first results of the Illinois Growth Model were released in October 2013 as part of the annual school report cards.

Note: Disaggregated subgroup growth model results are not yet available from the State Board.

# Measure 4. AYP

## *Is the school meeting AYP?*

1. Student Achievement	2. Student Progress	3. Performance of Subgroups
4. State and Federal Accountability	5. Mission-Specific Goals	6. Postsecondary Readiness and Success

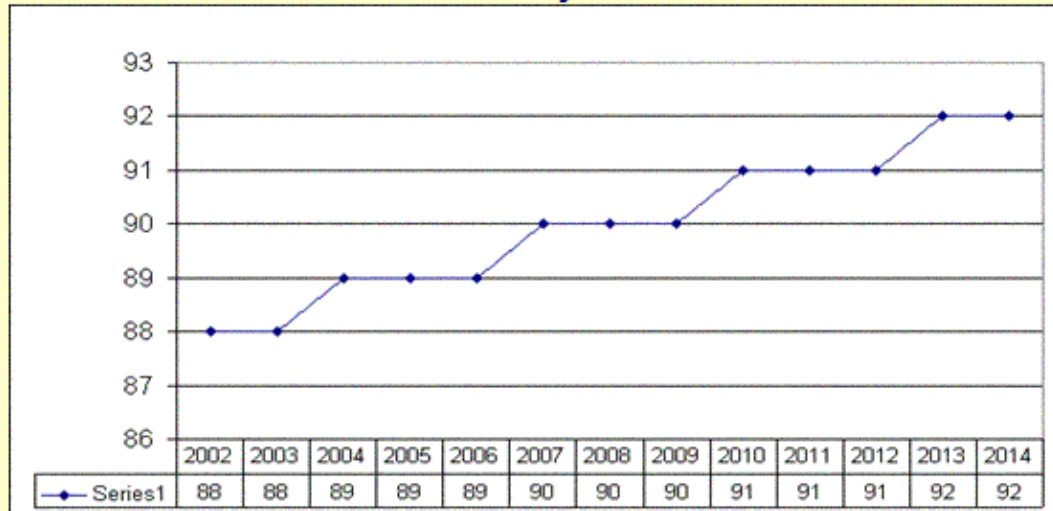
### **Meets Standard:**

⇒ The school met AYP. (Includes schools that meet AYP with Safe Harbor.)

### **Below Standard:**

⇒ The school did not meet AYP.

*Approved Annual Adequate Yearly Progress (AYP) Targets for Attendance Rates  
Illinois Public Elementary and Middle Schools*



AYP targets increase each year, but were not adjusted based on the 2012-13 change in State Board proficiency standards.

Source: [isbe.net/ayp](http://isbe.net/ayp)

# Measure 4. AYP

## *Is the school meeting AYP?*



Prairie Crossing AYP			
Year	Proficiency Rate Reading	Proficiency Rate Math	Met AYP
2009-10	94.0%	98.4%	Yes
2010-11	95.0%	98.0%	Yes
2011-12	95.4%	98.1%	Yes
2012-13*	84.4%	82.5%	No

\*New State Board proficiency benchmarks implemented in 2012-13 resulted in a statewide decrease in the number of students meeting or exceeding proficiency on the Spring 2013 ISAT assessments, while AYP targets remained unchanged.

Source: <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

**Meets Standard:** The school met AYP. (Includes schools that meet AYP with Safe Harbor.)

**Below Standard:** The school did not meet AYP.

# Overview of Academic Measures

## Prairie Crossing Charter School

Year	1a		1b		1c		2a		3a.1		3a.2		3b		4a	Overall Rating
	Proficiency Statewide Comparison		Proficiency ASC Comparison		Proficiency Similar Schools Comparison		Student Growth* Statewide Comparison		Subgroup Proficiency Statewide Comparison		Subgroup Proficiency ASC Comparison		Subgroup Growth*		AYP	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math		
2009-10	F	F	M	F	F	F	N/A	N/A	M	E	M	E	N/A	N/A	M	F
2010-11	E	E	M	E	E	E	N/A	N/A	M	E	E	E	N/A	N/A	M	E
2011-12	E	E	E	E	E	E	N/A	N/A	E	E	E	E	N/A	N/A	M	E
2012-13***	E	E	E	E	M	B	M	M	M	M	E	M	N/A	N/A	B	M

\*The State Board did not calculate growth results prior to the 2012-13 academic year, so growth data are not included in the overall rating.

\*\*The State Board has not released growth results disaggregated by subgroup.

\*\*\*2012-13 results, including the overall rating, were impacted by the 2012-13 change in ISBE proficiency standards.

<b>E</b>	Exceeds Standard	<b>M</b>	Meets Standard	<b>B</b>	Below Standard	<b>F</b>	Far Below Standard
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# Supplemental Data

## NWEA Growth

- Prairie Crossing Charter School voluntarily submitted Northwest Evaluation Association (NWEA) Growth Results for the school years 2009-10 through 2012-13.
- NWEA provides Prairie Crossing with reports detailing the percentage of students meeting expected growth targets on the NWEA Measures of Academic Progress (MAP) in reading and math.
- Expected growth targets for individual students are based on the average NWEA MAP growth of students nationwide in the same grade with the same baseline performance\*.
- Because NWEA growth targets are based on average student growth, the expected school-level growth performance would result in 50% of students meeting NWEA growth targets.

\*For more information, refer to NWEA Kingsbury Center:

<http://www.kingsburycenter.org/blog/natejensen/2012/11/28/using-percentage-students-meeting-or-exceeding-their-growth-projections-e>

# 2012-13 NWEA Growth

## *Percentage of Students Meeting Growth Projections - Reading*

Supplemental  
Academic Data

	Percentage of Students Meeting NWEA MAP Growth Projections Reading						
Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009-10	36.6%	53.7%	59.0%	61.0%	69.2%	51.2%	53.6%
2010-11	61.0%	76.7%	69.8%	54.8%	59.5%	57.1%	45.0%
2011-12	50.0%	66.7%	35.7%	77.5%	60.0%	37.2%	53.5%
2012-13	56.8%	74.4%	63.6%	61.9%	53.7%	47.6%	50.0%

**Source: Prairie Crossing Charter School**

Note: Because NWEA growth targets are based on average student growth, the expected school-level growth performance would result in 50% of students meeting NWEA growth targets.

# 2012-13 NWEA Growth Percentage of Students Meeting Growth Projections - Math

Supplemental  
Academic Data

	Percentage of Students Meeting NWEA MAP Growth Projections Math						
Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009-10	52.4%	56.1%	53.8%	65.9%	57.5%	65.9%	50.0%
2010-11	73.2%	62.8%	69.8%	69.0%	69.8%	64.3%	70.0%
2011-12	52.4%	78.6%	59.5%	65.0%	75.6%	65.1%	65.1%
2012-13	70.5%	58.1%	45.5%	50.0%	65.0%	61.9%	60.5%

**Source: Prairie Crossing Charter School**

Note: Because NWEA growth targets are based on average student growth, the expected school-level growth performance would result in 50% of students meeting NWEA growth targets.



# Final Financial Renewal Findings Prairie Crossing Charter School

## March 2014

# Financial Performance Framework

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

# Measure 1a. Current Ratio

1. Near Term

2. Sustainability

## *Current Assets divided by Current Liabilities*

	FY10	FY11	FY12	FY13
Current Assets	\$489,217	\$983,398	\$1,096,621	\$1,492,016
Current Liabilities	\$382,057	\$604,899	\$404,826	\$657,129
Current Ratio	1.28	1.63	2.71	2.27

<p><b><i>Meets Standard</i></b>                  Current Ratio is greater than or equal to 1.1 OR                  Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)                  Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</p>
<p><b><i>Below Standard</i></b>                  Current Ratio is between 0.9 and 1.0 or equals 1.0 OR                  Current Ratio is between 1.0 and 1.1 and one-year trend is negative</p>
<p><b><i>Far Below Standard</i></b>                  Current ratio is less than or equal to 0.9</p>

# Measure 1b. Unrestricted Days Cash

*Unrestricted Cash divided by ([Total Expenses minus Depreciation Expense]/365)*

1. Near Term

2. Sustainability

	FY10	FY11	FY12	FY13
Unrestricted Cash	\$255,293	\$716,369	\$1,000,099	\$1,426,016
Expenses	\$3,888,631	\$3,880,276	\$3,877,459	\$4,139,430
Days Cash	23.96	67.39	94.14	125.74

<p><b><i>Meets Standard</i></b>          60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive.  <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p>
<p><b><i>Below Standard</i></b>          Days Cash is between 15–30 days OR          Days Cash is between 30–60 days and one-year trend is negative</p>
<p><b><i>Far Below Standard</i></b>          Fewer than 15 Days Cash</p>

# Measure 1c. Enrollment Variance

1. Near Term

2. Sustainability

*Actual Enrollment divided by Enrollment*

*Projection in Charter School Board-Approved Budget*

	FY10	FY11	FY12	FY13
Projected Enrollment	359	390	392	391
Actual Enrollment	361	390	389	391
Percent of Target Met	101%	100%	99%	100%

<p><b><i>Meets Standard</i></b>                      Percent of target met equals or exceeds 95 percent in the most recent year</p>
<p><b><i>Below Standard</i></b>                      Percent of target met is between 85–95 percent in the most recent year</p>
<p><b><i>Far Below Standard</i></b>                      Percent of target met is less than 85 percent in the most recent year</p>

# Measure 1d. Debt Default

1. Near Term

2. Sustainability

	FY10	FY11	FY12	FY13
Debt Default	Meets Standard	Meets Standard	Meets Standard	Meets Standard

<p><b><i>Meets Standard</i></b>                  School is not in default of loan covenant(s) and/or is not delinquent with debt service payment</p>
<p><b><i>Below Standard</i></b>                  Not applicable</p>
<p><b><i>Far Below Standard</i></b>                  School is in default of loan covenant(s) and/or is delinquent with debt service payments</p>

# Measure 2a. Total Margin

1. Near Term

2. Sustainability

*Net Income divided by Total Revenue;*

*Aggregated Total Margin:*

*Total Three-Year Net Income divided by Total Three-Year Revenues*

	FY10	FY11	FY12	FY13
Revenue	\$3,910,609	\$4,154,542	\$4,372,631	\$4,195,591
Change in Net Assets	\$100,678	\$356,055	\$314,173	\$168,598
Three-Year Total Margin	-3.6%	-0.2%	6.2%	6.6%
Total Margin	3%	9%	7%	4%

<p><b><i>Meets Standard</i></b>                  Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive OR                  Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years,                  and the most recent year Total Margin is positive  <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p>
<p><b><i>Below Standard</i></b>                  Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not “Meet Standard”</p>
<p><b><i>Far Below Standard</i></b>                  Aggregated Three-Year Total Margin is less than or equal to -1.5 percent OR                  The most recent year Total Margin is less than -10 percent</p>

# Measure 2b. Debt to Asset Ratio

*Total Liabilities divided by Total Assets*

1. Near Term

2. Sustainability

	FY10	FY11	FY12	FY13
Total Liabilities	\$9,973,759	\$9,793,180	\$9,474,203	\$9,405,539
Total Assets	\$11,322,125	\$11,497,601	\$11,492,797	\$11,592,731
Debt to Asset Ratio	0.88	0.85	0.82	0.81

<p><b><i>Meets Standard</i></b>                  Debt to Asset Ratio is less than 0.9</p>
<p><b><i>Below Standard</i></b>                  Debt to Asset Ratio is between 0.9 and 1.0</p>
<p><b><i>Far Below Standard</i></b>                  Debt to Asset Ratio is greater than 1.0</p>



# Measure 2c. Cash Flow

1. Near Term

2.Sustainability

***Change in cash balance from one period to another (June 30 snapshot).***

	FY10	FY11	FY12	FY13
Cash Flow	\$68,893	\$461,076	\$283,730	\$425,917

<p><b><i>Meets Standard (in one of two ways)</i></b>            Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR            Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and            Cash Flow in the most recent year is positive            Note: Schools in their first or second year of operation must have positive cash flow.</p>
<p><b><i>Below Standard</i></b>            Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”</p>
<p><b><i>Far Below Standard</i></b>            Multi-Year Cumulative Cash Flow is negative</p>

# Measure 2d. Debt to Service Coverage Ratio

*(Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest, and Lease Payments)*

1. Near Term

2. Sustainability

	FY10	FY11	FY12	FY13
Net Income	\$285,851	\$356,055	\$314,173	\$168,598
Depreciation	\$340,712	\$286,386	\$341,445	\$342,742
Interest Expense	\$552,215	\$458,869	\$366,217	\$358,696
Principal, Interest and Lease Payments	\$734,004	\$645,771	\$806,669	\$560,730
Debt Service Coverage Ratio	1.61	1.71	1.27	1.55

<b><i>Meets Standard</i></b> Debt Service Coverage Ratio is equal to or exceeds 1.1
<b><i>Below Standard</i></b> Debt Service Coverage Ratio is less than 1.1
<b><i>Far Below Standard</i></b> Not applicable

# Overview of Financial Measures

## Prairie Crossing Charter School

Year	1				2			
	Near Term				Sustainability			
	Current Ratio	Unrestricted Days Cash	Enrollment Variance	Debt Default	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio
	1a	1b	1c*	1d	2a	2b	2c	2d
FY10	M	B	M	M	F**	M	M	M
FY11	M	M	M	M	M	M	M	M
FY12	M	M	M	M	M	M	M	M
FY13	M	M	M	M	M	M	M	M

<b>M</b>	Meets Standard	<b>B</b>	Below Standard	<b>F</b>	Far Below Standard	-	TBD
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\*Note the data for the enrollment variance (1c) were reported by Prairie Crossing Charter School and were not verified by a third party.

\*\*Note that the total margin for FY10 was positive, however, this metric analyzes a three year trend and in the two previous years the total margin was negative.

# Final Organizational Renewal Findings Prairie Crossing Charter School

## March 2014

# Organizational Performance Framework

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

# Organizational Performance Framework

## Measures and Metrics

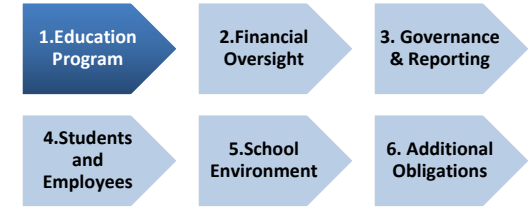
The Organizational Performance Framework consists of six major categories, or Indicators. These Indicators allow the authorizer to comprehensively analyze the degree of quality and compliance that a school is providing. Each Indicator consists of subareas known as measures. The measures delineate the specific area being analyzed.

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.

# 1. Educational Program

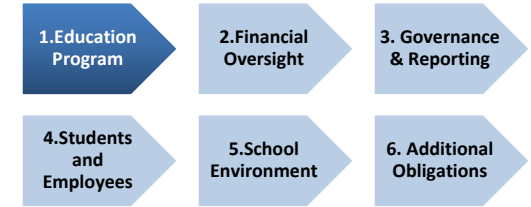
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
1a. Is the school implementing the material terms of the education program as defined in the current charter contract?	Meets	Meets	Meets	Meets
1b. Is the school complying with applicable education requirements?	Meets	Meets	Meets	Meets
1c. Is the school protecting the rights of students with disabilities?	Meets	Meets	Meets	Meets
1d. Is the school protecting the rights of English Language Learners (ELL) students?	Below standard	Below standard	Below standard	Below standard

# 1. Educational Program

## *Detail of Sources and Review*

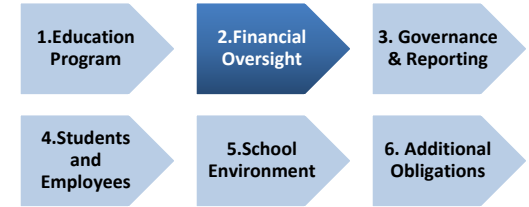


Measure	Data Sources
1a. Is the school implementing the material terms of the education program as defined in the current charter contract?	Charter School Agreement: #4 Ed. Program pg. 3-5; AR: Enrollment Policy, Enrollment of Students with Disabilities, Curriculum, Transportation Plan; Publically-disseminated information regarding: Calendar, Grade Range, Mission, Curriculum Overview; Parent Student Handbook: School Year/School Days/Hours of Operation, Student Discipline, Assessment, Sped. Evaluation and Intervention; BDPP: Governance and Operation
1b. Is the school complying with applicable education requirements?	ISAT results; Curriculum; BDPP: Series 500 (Discipline Policy, ADA/504 Policy, Admissions, Student Records, Abused & Neglected Child Reporting), Exec. Dir. Job Description - Series 400, Director Job Description - Policy 400.6
1c. Is the school protecting the rights of students with disabilities?	AR - Enrollment of Students with Disabilities, BDPP: Series 600 (Referrals, Sped. Program, Procedures), Series 400 (Teacher Job Descriptions), Director Job Description - Policy 400.6
1d. Is the school protecting the rights of English Language Learner (ELL) students?	RTI, Enrollment Policy, Outreach Policy & Procedures, Site Visit, Interviews



# 2. Financial Management and Oversight

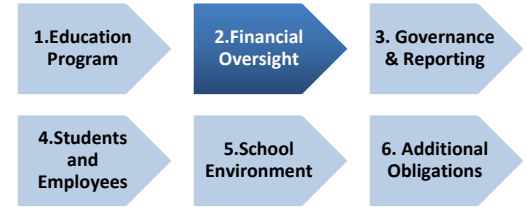
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
2a. Is the school meeting financial reporting and compliance requirements?	Meets	Meets	Meets	Meets
2b. Is the school following Generally Accepted Accounting Principles (GAAP)?	Meets	Meets	Meets	Meets

# 2. Financial Management and Oversight

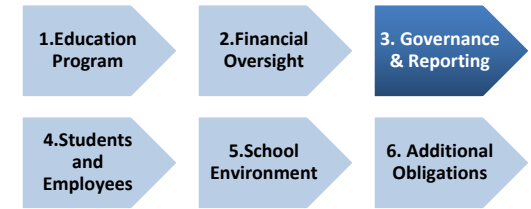
## *Detail of Sources and Review*



Measure	Data Sources
2a. Is the school meeting financial reporting and compliance requirements?	Financial audits
2b. Is the school following Generally Accepted Accounting Principles (GAAP)?	Financial audits

# 3. Governance and Reporting

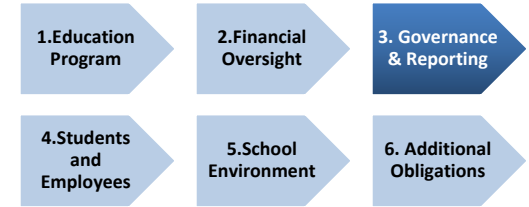
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
3a. Is the school complying with governance requirements?	Meets	Meets	Meets	Meets
3b. Is the school holding management accountable?	Below standard	Below standard	Below standard	Meets
3c. Is the school complying with reporting requirements?	Meets	Meets	Meets	Meets

# 3. Governance and Reporting

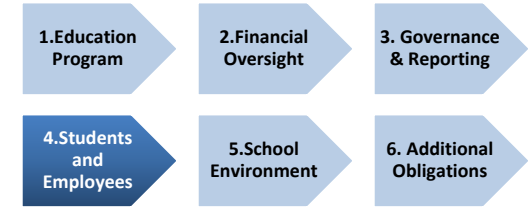
## *Detail of Sources and Review*



Measure	Data Sources
3a. Is the school complying with governance requirements?	BDPP: Series 200 (Responsibilities, Conflict of Interest); Publically-disseminated information regarding: Postings, Frequency of Meetings, Admin./Teacher Salary & Benefits
3b. Is the school holding management accountable?	BDPP: Series 400 (Job Descriptions of Managers), Evaluations, Interviews
3c. Is the school complying with reporting requirements?	Publically-disseminated information regarding: Board Meetings, Minutes, School Calendar; AR: Enrollment, Teacher Qualifications

# 4. Students and Employees

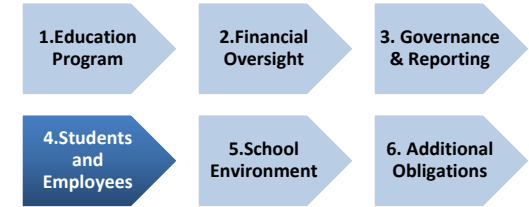
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
4a. Is the school protecting the rights of all students?	Meets	Meets	Meets	Meets
4b. Is the school meeting attendance goals?	Meets	Meets	Meets	Meets
4c. Are the school’s admissions and enrollment practices fair and equitable, as required by law?	Meets	Meets	Meets	Meets
4d. Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?	Meets	Meets	Meets	Meets
4e. Is the school meeting teacher and other staff credentialing requirements?	Meets	Meets	Meets	Meets
4f. Is the school respecting employee rights?	Meets	Meets	Meets	Meets
4g. Is the school completing required background checks?	Meets	Meets	Meets	Meets

# 4. Students and Employees

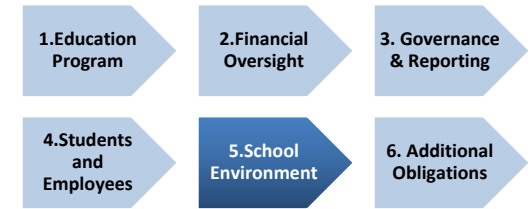
## *Detail of Sources and Review*



Measure	Data Sources
4a. Is the school protecting the rights of all students?	BDPP - Uniform Grievance Policy, Student Records 500.17
4b. Is the school meeting attendance goals?	Charter School Agreement, School Report Card
4c. Are the school’s admissions and enrollment practices fair and equitable, as required by law?	AR: Enrollment Policy, Enrollment of Students with Disabilities
4d. Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?	Interviews, Charter School Agreement, Analysis of District Attrition Rates
4e. Is the school meeting teacher and other staff credentialing requirements?	BDPP: Teacher/Staff Job Descriptions (Qualifications Section); Employee Certification Evidence, Interviews
4f. Is the school respecting employee rights?	BDPP - Uniform Grievance Policy, Ethics Act, Exec. Dir. Job Description, Collective Bargaining Agreements, Interviews
4g. Is the school completing required background checks?	Background Check Results

# 5. School Environment

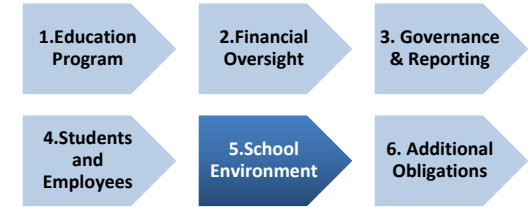
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
5a. Does the school provide meaningful opportunities for parent and community engagement?	Meets	Meets	Meets	Meets
5b. Is the school complying with facilities and transportation requirements?	Meets	Meets	Meets	Meets
5c. Is the school complying with health and safety requirements?	Meets	Meets	Meets	Meets
5d. Is the school handling information appropriately?	Meets	Meets	Meets	Meets

# 5. School Environment

## *Detail of Sources and Review*

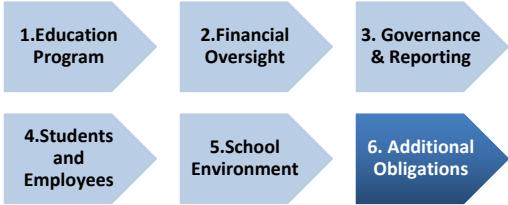


Measure	Data Sources
5a. Does the school provide meaningful opportunities for parent and community engagement?	Publically-disseminated information regarding: Parent Staff Organization, Fundraising, Newsletters, Volunteer Policy, Strategic Plan: 6.3
5b. Is the school complying with facilities and transportation requirements?	Publically-disseminated information regarding: LEED Certified Building, BDPP (Buildings & Sites Series 500: Fire Drills, Tornado Drills, Hazardous Material Training), ROE Building Inspections, Occupancy Permit
5c. Is the school complying with health and safety requirements?	ROE Building Inspections, BDPP (Buildings & Sites Series 500: Infectious Disease Policies & Rules, Policy on Medication)
5d. Is the school handling information appropriately?	BDPP (Student Records, Uniform Grievance Admin. Procedures - 400.1), Collective Bargaining Agreements: Evaluations



# 6. Additional Obligations

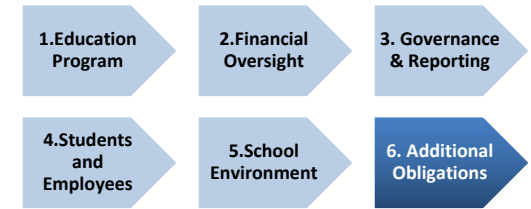
## *Summary of Results*



Measure	2009-10	2010-11	2011-12	2012-13
6a. Is the school complying with all other obligations?	Meets	Meets	Meets	Meets

# 6. Additional Obligations

## *Detail of Sources and Review*



Measure	Data Sources
6a. Is the school complying with all other obligations?	BDPP, AR - Lesson Plans, Teacher Performance Assessment, Teacher Evaluation System, Site Visit, Interviews

# Overview of Organizational Measures

## Prairie Crossing Charter School

Year	1				2		3			4							5				6	
	Educational Program				Financial Management and Oversight		Governance and Reporting			Students and Employees							School Environment				Additional Obligations	
	1a	1b	1c	1d	2a	2b	3a	3b	3c	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	6a	
2009-10	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2010-11	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2011-12	M	M	M	B	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	
2012-13	M	M	M	B	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
<b>M</b>	Meets Standard		<b>B</b>	Below Standard		<b>F</b>	Far Below Standard		-	TBD												

## Key Dates

November 12, 2013	Application Due
December 4, 2013	Site Visit
December 4, 2013	Community Forum
December 11, 2013	Interview
December through January	Further Analysis and Compilation of Recommendations
February through March	Staff Recommendations to Commission

If you have questions, please contact  
Dr. Karen Washington at 312-814-1259

## **Exhibit B**

*April 15, 2014*

**ILLINOIS STATE CHARTER SCHOOL COMMISSION**

**APPROVE RENEWAL WITH CONDITIONS  
OF PRAIRE CROSSING CHARTER SCHOOL**

***The Chair of the Schools Committee of the Commission recommends that the Commission:***

Adopt staff's recommendation regarding the conditional renewal of Prairie Crossing Charter School for 5 years at 100% PCTC, as detailed below.

Oversight Responsibility: Jaime Guzman Chair, Schools Committee.

Description: The Commission is required by the Illinois 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.

As noted in previous Commission meetings, the Commission received a formal request for renewal from the Prairie Crossing Charter School, ("PCCS"), on November 12, 2013. PCCS is a K-8 elementary charter school serving 391 students in the Grayslake, Illinois community, and has been in existence since 1999. PCCS has been renewed previously by the State Board of Education, and was transferred, pursuant to Illinois State Charter Law, to the authorizing jurisdiction of the Commission as of July 1, 2012. PCCS's current contract with the Commission expires on June 30, 2014.

Commission staff began the analysis of the performance of PCCS in August 2013 based on the application of the Commission's Accountability System, as adopted June, 2013, and as amended February 2014. The summary of PCCS' performance on the Commission's Accountability System, (see Exhibit A), shows that PCCS either exceeded or met **96% of the academic, 93.75% of the financial, and 92% of the organizational findings**. Based on this analysis, and on additional due diligence conducted by staff and an expert evaluation team retained by staff, staff now makes the following recommendation with regard to the renewal of PCCS.

*Renew the Commission's Charter School Agreement with the Prairie Crossing Charter School, with certain conditions enumerated below, at the 1531 Jones Point Road location in Grayslake, Illinois, for a term of 5 years at the rate of 100% of the PCTC of each of the host districts, Woodland and Fremont, with enrollment capped at 432 students.*

Staff recommends that the following two conditions be included in the new contract for July 2014-June 2019 to be executed with the school by staff and counsel:

1. Develop A Detailed Plan for Robust Outreach to the Educationally Disadvantaged by 5/14
2. Develop an Evaluation System for Management by 5/2014.

The Prairie Crossing Charter School has agreed to these conditions, and has already begun to take steps to execute and implement these conditions.

Staff will review the Findings in more detail, and review other due diligence conducted, when this matter is presented to the Commission at the March 2014 Meeting for full discussion and vote.

Based upon a review of the proposal submitted for renewal, the application of the Accountability System, and all other due diligence conducted by staff and its evaluation team, the Commission finds that the conditional renewal of PCCS as described herein complies with the provisions of the Illinois Charter Schools Law.

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

Further, the Commission's General Counsel is authorized to include relevant terms and conditions in the written Charter School Agreement, which shall reflect resolution of any and all outstanding issues between the Commission and the governing body of the Prairie Crossing Charter School, including, but not limited to, the conditions set forth herein, and to work with staff to execute such Charter School Agreement with all deliberate speed, such that it can be forwarded to the State Board of Education for certification, which shall be duly notified of the action taken by the Commission

Chair of the Schools Committee of the Commission

Dated: April 15, 2014