

**IN THE ILLINOIS STATE
CHARTER SCHOOL COMMISSION**

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In re Southland College Prep
School Renewal Application

No. 2015-001R

FINAL DECISION OF THE COMMISSION

Southland College Preparatory Charter High School (“Southland”) is a high school located in Richton Park, Illinois serving students in grades nine through twelve who reside in the Rich Township School District 227. Originally chartered by the Illinois State Board of Education in 2010, for a five year term, by January 2015, Southland had enrolled 490 students. Southland offers an academic curriculum that supports its mission of preparing all students for academic success in college and helping to ensure college graduation.

On February 24, 2015, the Illinois State Charter School Commission (“the Commission”) voted unanimously to renew the charter of Southland for a term of five years at a funding level of 100% per capita tuition charge (PCTC) of Rich Township School District 227. The Commission finds that Southland’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 Southland 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 Southland and has adopted a specific framework for renewal which includes consideration of data evidencing the charter school’s progress and financial condition, including a financial statement. The Commission renewal framework was applied to Southland.

The existing charter held by the Southland governing board is set to expire on June 30, 2015. The Charter Law does not include explicit timelines for the consideration of a renewal application. However, the Southland charter agreement with the Commission requires Southland to submit an application for renewal between September 1, 2014 and January 1, 2015. In November 2014, the Commission issued Preliminary Initial Renewal Findings. On November 20, 2014, Southland submitted its application for renewal seeking a five year charter term.

Southland's application and the Preliminary Initial and Final Renewal Findings, contain information relating to the progress of the charter school and a financial statement as required under the law. Accordingly, the Southland renewal application is timely submitted and the Commission's exercise of jurisdiction to consider the renewal application is proper.

II. BACKGROUND

A. 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 the summer of 2014. The initial Renewal Findings were based on the application of the Commission's Accountability System to Southland's 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 Southland's submission of its application in November 2014, 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, the Chief Executive Officer and Leadership team; (2) held a Community Forum at Southland to receive comments on Southland's application from the public, (3) conducted further interviews of Southland administration members, (4) collected additional information and data from Southland, (5) retained an expert to conduct an analysis of Southland's facilities and (6) engaged an expert to conduct an analysis of Southland's finances and to perform an economic soundness assessment.

The Community Forum was held on December 4, 2014 and was led by Commissioners Jaime Guzman and Dr. Kathryn Robbins as well as Commission staff. Representatives from Southland and the host district, Rich Township School District 227, were present, as well as other members of the community, and 25 persons 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 Southland.

At the conclusion of the due diligence process, Commission staff prepared a renewal recommendation and issued a final set of Renewal Findings ("Final Renewal Findings"). *See* Final Renewal Findings: February 2015, attached hereto as Exhibit A. Commission staff recommended that the Commission renew the Southland charter for a five year term, at a payment level of 100% PCTC of host District 227. The recommendation was ultimately presented to the Commission for consideration at its February 24, 2015 meeting. *See* Exhibit B, Motion to Approve Renewal of Southland College Prep Charter School.

On February 24, 2015, the Commissioners met and heard presentations from Commission staff and Southland representatives. The Commissioners then debated the merits of the renewal application and the Commission staff recommendation and voted. Seven of the nine (7 of 9) Commissioners present participated in the discussion and vote and those seven Commissioners voted unanimously to approve Southland's application. Therefore, the motion to accept the staff

recommendation carried and the Commission granted Southland's application for charter renewal.

B. 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 the renewal framework and the Renewal Findings that result. The framework is designed to answer the following questions: (1) Is the school's academic program a success? (2) Is the school financially sound and demonstrating responsible stewardship? (3) Is the school meeting its legal and ethical requirements? At the start of the process, Commission staff reviews accumulated information submitted by the school during 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.¹

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

III. FINDINGS OF FACT

A. Summary of Southland Renewal Findings.

A review of the four years of data collected reveals that Southland achieved the highest performance rating possible on the overwhelming majority of measures (85%) 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 Southland met or exceeded eighty-eight percent (88%) of the academic targets.
2. Southland achieved the rating of exceeds standards on twelve (12) measures, meets standards on ten (10) measures and was only rated below standards on four (4) measures and was not rated far below on any of the twenty-six (26) measures.
3. Southland's academic performance exceeded that of the high schools in host District 227 and comparable high schools serving similar populations in Illinois.
4. Southland students classified as students belonging to eligible subgroups met or exceeded standards established by the Commission for academic performance in the subject of reading. This remains true when Southland students are compared against students in "similar schools" and against students from the host district's "assigned schools."
5. Southland exceeded standards established by the Commission on graduation rate and college attendance.

Financial Domain

6. 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. Southland met standards established by the Commission on 92% of the financial measures over the past four years.
7. 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. Southland met the standards on each of the Sustainability measures all four years.

Organizational Domain

8. The Organizational Performance Framework consists of six major indicators (educational program, financial oversight, governance & reporting, students and employees, school environment and additional obligations) designed to analyze the extent to which a school is complying with its various legal and ethical responsibilities and to determine whether a school is respecting the rights of students, staff, and families, as well as the interests of the general public, by meeting its legal obligations. Expectations are derived from state and federal law and operating terms outlined in the charter contract and charter application. Overall, Southland met the standards in 95% of the Organizational Domain measures established by the Commission.
9. Southland met the standard on each of the Organizational Domain measures relating to the following indicators: financial management and oversight, governance and reporting, students and employees, school environment and additional obligations.
10. Southland scored ratings below the standard established by the Commission on a single measure from the educational program indicator. For each year examined by the Commission, from the 2010-11 to 2013-14 academic year, Southland achieved a rating far below standard on the question of whether it was protecting the rights of English Language Learner (ELL) students because Southland had no policy concerning the rights of ELL students during this time. Southland did not enroll any ELL students throughout the 2010-2014 period. However, in 2014, Southland did establish a policy aimed at protecting the rights of ELL students.

B. Southland's Renewal Application.

11. Southland submitted its renewal application to the Commission on November 20, 2014. In its application, Southland indicated that it intended 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 had used during the current charter term, with a few modifications based upon what it had learned through due diligence and renewal application process.

C. Public Comment on Southland's Renewal Application.

12. At the Community Forum held on December 4, 2014 to receive public comment on Southland's renewal application, Commissioners and staff heard twenty-five (25) speakers, which included public officials from the community, Southland parents, Board members, employees, students and representatives from the Illinois Network of Charter Schools. All twenty-five speakers expressed support for renewal. Although there were other attendees at the hearing, no alternative or opposing views were presented at the public meeting. Nor were any additional comments provided at any time throughout the renewal process, including the week-long email forum offered by the Commission as an additional opportunity for public comment. The Commission did not receive any comment on the renewal application from host District 227.

D. Commission Staff Recommendation.

13. On February 24, 2015, Commission staff issued a final recommendation to the Commission based on its analysis of the Renewal Findings and additional due diligence which staff conducted with the assistance of the Renewal Evaluation Team.
14. Specifically, Commission staff recommended that the Commission renew the Charter School Agreement with Southland, for a term of 5 years at the rate of 100% of the PCTC of each of the host District 227, with enrollment once again capped at 500 students.

IV. DECISION

A. Applicable Legal Standards.

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 Commission’s charter agreement with Southland fully incorporates these standards in Sections 11 and 12. Section 11 states in part that “the Commission may refuse to renew the Amended Agreement upon a finding that any cause for revocation exists under Section 12 hereof.” The following paragraph of the Amended Agreement, Section 12 quotes the language above from Section 27A-9(c) directly.

B. The Southland Application Meets Requirements For Renewal.

Through the implementation of its rigorous renewal application process, the Commission has concluded that none of its Findings “clearly demonstrate” any of the above conduct by Southland. The Commission’s review and due diligence did not uncover any violation of the charter contract, Charter Law or any other unlawful conduct.

No Material Violation of the Charter Agreement. A review of the Findings, as well as additional due diligence conducted, substantiates the conclusion that throughout the current charter term, Southland has substantially complied with its obligations under the Charter Agreement. During the renewal process, Commission staff learned that Southland did not have a policy and general procedures in place designed protect the rights of English Language Learners. However, before the conclusion of the process, Southland’s Board adopted an English Language Learners policy that satisfied staff’s concerns and met the requirements of the Charter Schools Law. Thus, there is no evidence that Southland engaged in any material violation of the charter contract that would warrant non-renewal.

Reasonable Progress Made Towards Standards Identified In Charter. The Renewal Findings include over twenty (20) measures intended to help the Commission assess whether Southland made reasonable progress toward academic achievement standards. The measures examine the proficiency of 11th grade Southland students in reading and math as captured on the statewide assessment in comparison to students statewide, in comparison to the schools which Southland’s enrolled students would have been otherwise assigned to attend (“ASC” comparisons), and in comparison to “similar schools” as defined by the framework. The Findings also measure the growth of Southland students’ performance on those tests, the performance of subgroups of students as well as Adequately Yearly Progress (AYP), performance on the ACT, graduation rate and college attendance. Southland met or exceeded the standards for performance on a significant majority (88%) of the academic measures. Accordingly, it is evident that Southland made reasonable progress towards the standards identified in the Charter and the Commission’s Accountability Plan.

No Clear Demonstration That Southland Has Not Met Generally Accepted Standards of Financial Management. As part of the renewal process, the Commission staff reviewed twenty-four (24) different measures aimed at understanding Southland’s financial health and determining whether Southland’s financial operations met generally accepted standards of management. Southland met the standard on every financial measure except two. The first below standard measure was in relation to its ratio of assets to liabilities in its first year of operation (2010-2011) and the second related to a small enrollment variance where actual enrollment was 94% of the original targeted enrollment of 500 for the 2013-14 academic year. Neither of these below standard measures present a material threat to Southland’s financial health or suggest there has been a substantial departure from accepted standards of financial management.

In addition, Southland’s charter has not caused its host school district, District 227, actual financial harm such that the school is not 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.*

District 227, Southland’s host district, has carried a fund balance of over \$36 million for the past three (3) years and has received the highest possible designation from ISBE for its financial condition in two of the past three academic years. Accordingly, renewal of Southland’s charter for an additional five year term with an enrollment cap of 500 students at 100% of the PCTC is economically sound for both Southland and District 227.

No Clear Demonstration That Southland Has Violated A Provision of Applicable Law. There is no evidence that Southland has engaged in conduct that amounts to a violation of any provision of applicable law. The Organizational measures included in the Renewal Findings evaluate the extent to which Southland complies with applicable laws, regulations and rules. Southland met the standard on eighty (80) of the eighty-four (84) measures. As noted above, the four (4) far below standard ratings relate to Southland’s failure to adopt a policy for English Language Learners (a far below standard rating each year from 2010-2014). However, when

Southland learned that the school is required to have a policy devoted to English Language Learners, even if it does not have students enrolled who need ELL services, the Board adopted a policy to address the problem. Therefore, Southland's action cured any temporary non-compliance and such temporary non-compliance does not amount to a material violation of applicable law.

Accordingly, the Commission's Findings and application review process provide no basis for the Commission to conclude that the conditions for nonrenewal set forth in 105 ILCS 5/27A-9(c) exist.

V. CONCLUSION

Southland is achieving the academic, financial, and organizational outcomes that the accountability provisions of its charter contract, and the Commission's Accountability Plan, obligate it to meet. On the basis of the information presented to the Commission, the Commission approves Southland's application for renewal and agrees to renew the Southland College Prep Charter High School charter contract for a period of five years with an enrollment cap of 500 students, at a funding level of 100% of the per capita tuition charge of the host Rich Township High School District 227.

Dated: March 26, 2015

EXHIBIT A

Illinois
State Charter School Commission
Final Renewal Findings:
Academic, Financial and Organizational
Southland College Prep Charter
High School

February, 2015



Illinois State Charter School Commission

Southland College Prep Final Renewal
Findings, February 2015

Executive Summary of All Final Renewal Findings Southland College Prep Charter High School February, 2015

There are over two hundred metrics discussed in these findings. Each metric is discussed individually on its own slide. However, for an executive summary of all the metrics utilized, please see slides 4, 5, and 6. For detail, see slides 7 through 83.

Overview of Findings

Southland College Prep Charter High School

Year	Academic Findings Summary																					
	1a		1b		1c		2		3a.1		3a.2		3b		4a		6a		6b		6c	
2010-11*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M	B	E	M	E	M	N/A	N/A	E	M	E	E	N/A	N/A	B	N/A	N/A	N/A	N/A	N/A	N/A	M
2013-14	M	B	E	M	E	M	N/A	N/A	M	B	E	M	N/A	N/A	N/A	M	E	E	E	E	E	M

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12.

Note: AYP was not calculated by the State Board in 2013-14. It will be replaced by a Multiple Measures Index in 2015-16.

Year	Financial Findings Summary							
	Near Term				Sustainability			
	1a	1b	1c*	1d	2a	2b	2c	2d
2010-11	B	M	M	NA**	M	M	M	NA***
2011-12	M	M	M	NA**	M	M	M	NA***
2012-13	M	M	M	NA**	M	M	M	NA***
2013-14	M	M	B	NA**	M	M	M	NA***

Year	Organizational Findings Summary																				
	1a	1b	1c	1d	2a	2b	3a	3b	3c	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	6a
2010-11	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2011-12	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2012-13	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2013-14	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

E	Exceeds Standard	M	Meets Standard	B	Below Standard	F	Far Below Standard
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Overview of Academic Measures

Southland College Prep Charter High School

Year	1a		1b		1c		2a		3a.1		3a.2		3b		4a	6a		6b		6c	
	Proficiency Grade 11 PSAE Statewide Comparison		Proficiency Grade 11 PSAE ASC Comparison		Proficiency Grade 11 PSAE Similar Schools Comparison		Student Growth* Statewide Comparison		Subgroup Proficiency Grade 11 PSAE Statewide Comparison		Subgroup Proficiency Grade 11 PSAE ASC Comparison		Subgroup Growth*		AYP	ACT – College Ready Benchmark	ACT ASC Comparison	Graduation Rate – 4-year and 5-year performance	Graduation Rate ASC Comparison	College Attendance	Overall Rating
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math							
2010-11**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M	B	E	M	E	M	N/A	N/A	E	M	E	E	N/A	N/A	B	N/A	N/A	N/A	N/A	N/A	M
2013-14	M	B	E	M	E	M	N/A	N/A	M	B	E	M	N/A	N/A	N/A	M	E	E	E	E	M

*As of October 2014, the State Board has not developed and released high school growth results.

**Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12.

Note: AYP was not calculated by the State Board in 2013-14. It will be replaced by a Multiple Measures Index in 2015-16.

E	Exceeds Standard	M	Meets Standard	B	Below Standard	F	Far Below Standard
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Overview of Financial Measures

Southland College Prep Charter High 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
2010-11	B	M	M	NA**	M	M	M	NA***
2011-12	M	M	M	NA**	M	M	M	NA***
2012-13	M	M	M	NA**	M	M	M	NA***
2013-14	M	M	B	NA**	M	M	M	NA***

M	Meets Standard	B	Below Standard	F	Far Below Standard
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*Data for the enrollment variance were reported by Southland Charter School.

**Southland does not carry any long-term debt and therefore the debt default is not applicable.

***Southland does not carry any long-term debt and therefore debt service coverage ratio is not applicable.

Overview of Organizational Measures

Southland College Prep Charter High 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
2010-11	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2011-12	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2012-13	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2013-14	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

M	Meets Standard	B	Below Standard	F	Far Below Standard
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Final Academic Renewal Findings Southland College Prep Charter High School

February, 2015

(Revised to include 2013-14 academic findings)

Academic Indicators and Data Availability

Indicator	Measure	Southland College Prep Charter High School Renewal
1.Student Achievement (Proficiency)	1a. Proficiency – Statewide Comparison	2012-13 and 2013-14 grade 11 PSAE results are included.
	1b. Proficiency – ASC Comparison	
	1c. Proficiency – Similar Schools Comparison	
2.Student Progress Over Time (Growth)	2a. Student Growth	Not available – pending State Board implementation of high school growth measures
3.Performance of Subgroups	3a.1. Subgroup Proficiency – State Comparison 3a.2. Subgroup Proficiency – ASC Comparison	2012-13 and 2013-14 results are included.
	3b. Subgroup Growth	Not available – pending State Board implementation of high school growth measures
4.State and Federal Accountability	4a. AYP	2012-13 results are included. The State Board did not calculate AYP for 2013-14.
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	The 2013-14 results are included for College Attendance, ACT, and Graduation Rate. (ACT results are reported by the State Board for seniors in the 2013-14 school year and include the results of the ACT administration in those students' junior year.)
	6b.1. Graduation Rate – 4 year and 5 year rates 6b.2. Graduation Rate – ASC Comparison	
	6c. College Attendance	
	6d. Postsecondary Employment	Postsecondary Employment and College Remediation rates are not currently available to the Commission.
	6e. College Remediation	

Note: Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12.

Southland College Prep Final Renewal

Findings, February 2015

Academic Data Sources

All of the academic results presented in this report have been drawn from the following State Board sources:

- ISBE Data Analysis and Accountability Data Files
 - www.isbe.net/research/
- ISBE 2012-13 eReport Cards
 - webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
- ISBE 2013-14 Illinois Report Card
 - Illinoisreportcard.com

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 – Grade 11 PSAE Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Reading		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	57.2%	35.9%	51.4%	72.9%
2013-14	53.1%	37.6%	52.3%	73.9%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

Sources: Illinois State Board of Education, www.isbe.net/research/
 2012-13 eReport Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
 2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

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 - Grade 11 PSAE Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Math		
		Lowest 20 % of Schools	Average	Top 10 % of Schools
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	36.9%	28.9%	46.8%	71.4%
2013-14	32.7%	28.7%	46.5%	71.3%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

Sources: Illinois State Board of Education, www.isbe.net/research/

2012-13 eReport Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx

2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

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.

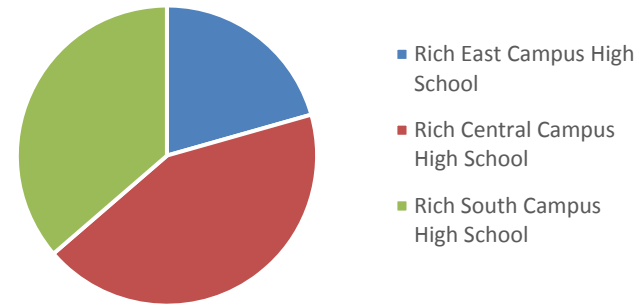
Below Standard: School proficiency rates are below the ASC by up to 9 percentage points.

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	Number of Charter School's Students "Assigned" to School			
	Grade 9	Grade 10	Grade 11	Grade 12
Rich East Campus High School	31	24	22	12
Rich Central Campus High School	51	48	48	39
Rich South Campus High School	62	44	36	15

Source: 2013-14 enrollment files provided by Southland College Prep.

Measure 1b. Proficiency

ASC 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	2010-11*	2011-12*	2012-13	2013-14
	Proficiency Rate - Grade 11 PSAE Reading			
Southland College Prep Charter High School	N/A	N/A	57.2%	53.1%
Assigned School Composite (ASC)	-	-	32.8%	31.9%
Rich East Campus High School	-	-	29.9%	37.2%
Rich Central Campus High School	-	-	30.3%	30.5%
Rich South Campus High School	-	-	37.5%	30.6%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

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.

Sources: Illinois State Board of Education, www.isbe.net/research/2012-13_eReport_Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
 2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

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	2010-11*	2011-12*	2012-13	2013-14
	Proficiency Rate - Grade 11 PSAE Math			
Southland College Prep Charter High School	N/A	N/A	36.9%**	32.7%**
Assigned School Composite (ASC)	-	-	25.8%	28.0%
Rich East Campus High School	-	-	24.1%	33.3%
Rich Central Campus High School	-	-	28.0%	26.4%
Rich South Campus High School	-	-	24.2%	26.8%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

**Although the proficiency rate for Southland exceeds the ASC comparison by more than 10 percentage points, Southland receives a “Meets” rating because the proficiency rate is below the state average.

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.

Sources: Illinois State Board of Education, www.isbe.net/research/

2012-13 eReport Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx

2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

Southland College Prep, Final Renewal Findings, February 2015

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 Schools” 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

The Commission’s Accountability System requires a comparison to “real” schools with “similar” student populations. This type of metric is commonly used by charter school authorizers and provides another view of performance to complement the comparison to the Assigned School Composite (ASC).

Using the standard methodology adopted by the Commission in the Academic Performance Framework, “similar schools” are matched to the charter school based on the following criteria:

- Percentage enrollment of the following student groups are each within 10 percentage points of the charter school: Low income students, English language learners, students with disabilities, Hispanic students, Black students, and Asian-American students.
- Similar school is located in the same geographic region.
- Similar school has the same NCES* locale code (ie. suburb versus rural).

The Accountability System Methodology stipulates that up to the four best matches are used for comparison. If fewer than two matches are found, the 10 percentage point requirements are modified for “similar” subgroup populations until two match schools are identified. In addition, the Commission did not include school size as a selection criteria.

Due to changes in annual demographic enrollment of schools, the matching process is carried out separately for each year of charter school performance.

For more information, see the **Academic Framework Methodology Guidance**, available at <http://www.isbe.net/SCSC/pdf/iscsc-academic-methodology-guid.pdf>

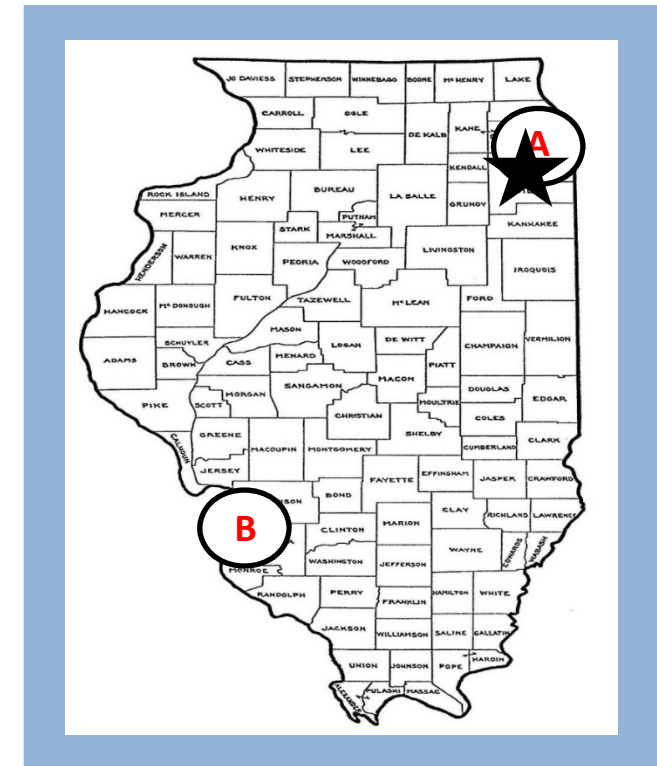
*The National Center for Education Statistics (NCES) establishes locale codes that range from “large city” to “rural”.

2012-13 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

Using the standard selection criteria outlined on slide 18, similar schools could not be selected for Southland College Prep for the 2012-13 school year without the following modifications to the selection process:

- 1. Extended percentage points.** The requirement for enrollment of students with disabilities was expanded from a range of 10 percentage points to a range of 13 percentage points from the charter school enrollment.
- 2. Extended percentage points.** The requirement for enrollment of low income students was expanded from a range of 10 percentage points to a range of 12 percentage points from the charter school enrollment.
- 3. Different geographic range.** Cahokia High School was selected from a different geographic region but with a similar NCEC locale code (Suburb, Large).



A: Hillcrest High School
B: Cahokia High School

Details of the 2012-13 charter and similar school characteristics are presented on slide 20.

Detail of Selected Similar Schools

2012-13 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

	Southland College Prep Charter High School	A: Hillcrest High School	B: Cahokia High School
White	1.4%	1.1%	6.7%
Black	95.4%	94.1%	91.5%
Hispanic	1.6%	3.6%	0.9%
Asian	0.5%	0.7%	0.0%
Low Income*	55.9%	57.8%	67.7%
English Language Learners	0.0%	0.2%	0.3%
Students with Disabilities*	9.2%	20.4%	21.7%
City	Richton Park	Country Club Hills	Cahokia
District*	-	Bremen CHSD 228	Cahokia CUSD 187
Locale Code	Suburb, Large	Suburb, Large	Suburb, Large
Grades Served	9-12	9-12	9-12
Enrollment	370	1,233	1,061

*Similar schools could not be selected for the 2012-13 school year without modification to the Academic Performance Framework criteria: 1) Hillcrest High School and Cahokia High School enrollment of students with disabilities are not within 10 percentage points of Southland College Prep enrollment but are within 13 percentage points, 2) Cahokia High School enrollment of low income students is not within 10 percentage points of Southland College Prep but is within 12 percentage points, and 3) Cahokia High School is in a different geographic region than Southland College Prep but does have the same NCES locale code (large suburb).

Note: 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%.

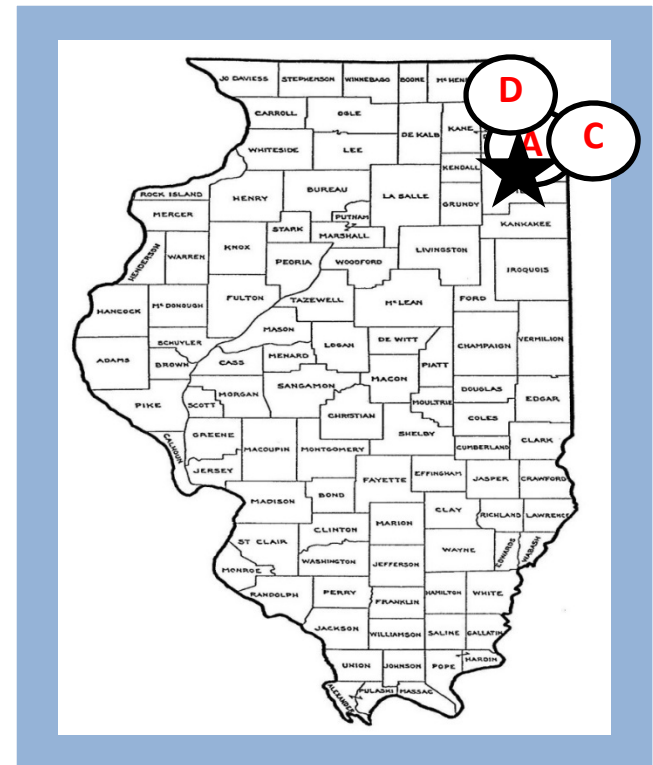
Source: Illinois State Board of Education, www.isbe.net/research/

2013-14 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

For the 2013-14 school year, three similar schools were selected for Southland College Prep using the standard selection process outlined on slide 17.

Details of the charter and similar school characteristics are presented on slide 22.



- A: Hillcrest High School**
- C: Thornridge High School**
- D: Thornwood High School**

Detail of Selected Similar Schools 2013-14 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

	Southland College Prep	A: Hillcrest High School	C: Thornridge High School	D: Thornwood High School
White	1.3%	1.4%	0.1%	1.6%
Black	95.5%	95.4%	97.6%	86.4%
Hispanic	1.1%	1.6%	1.4%	10.1%
Asian	0.2%	0.3%	0.1%	0.2%
Low Income	51.2%	54.7%	59.4%	49.1%
English Language Learners	0.2%	0.3%	0.2%	2.5%
Students with Disabilities	10.4%	20.6%	13.8%	15.3%
City	Richton Park	Country Club Hills	Dolton	South Holland
District	-	Bremen CHSD 228	Thornton Twp HSD 205	Thornton Twp HSD 205
Locale Code	Suburb, Large	Suburb, Large	Suburb, Large	Suburb, Large
Grades Served	9-12	9-12	9-12	9-12
Enrollment	471	1,179	1,244	1,898

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%.

Source: Illinois State Board of Education, www.isbe.net/research/
Southland College Prep Final Renewal Findings, February 2015

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	2010-11*	2011-12*	2012-13	2013-14
	Proficiency Rate – Grade 11 PSAE Reading			
Southland College Prep Charter HS	N/A	N/A	57.2%	53.1%
Similar Schools Proficiency Rate	-	-	21.5%**	24.9%
Hillcrest High School	-	-	19.9%**	24.1%
Cahokia High School	-	-	23.3%**	N/A
Thornridge High School	-	-	N/A	22.5%
Thornwood High School	-	-	N/A	28.2%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

** Similar schools could not be selected for Southland College Prep for the 2012-13 school year without modifications to the selection process. Refer to slide 19 for detail.

Sources: Illinois State Board of Education, www.isbe.net/research/
 2012-13 eReport Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
 2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

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	2010-11*	2011-12*	2012-13	2013-14
	Proficiency Rate – Grade 11 PSAE Math			
Southland College Prep Charter HS	N/A	N/A	36.9%**	32.7%**
Similar Schools Proficiency Rate	-	-	16.7%***	18.9%
Hillcrest High School	-	-	17.0%***	17.5%
Cahokia High School	-	-	16.0%***	N/A
Thornridge High School	-	-	N/A	21.0%
Thornwood High School	-	-	N/A	18.1%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

**Although the proficiency rate for Southland exceeds the similar schools comparison by more than 10 percentage points, Southland receives a “Meets” rating because the proficiency rate is below the state average.

*** Similar schools could not be selected for Southland College Prep for the 2012-13 school year without modifications to the selection process. Refer to slide 19 for detail.

Sources: Illinois State Board of Education, www.isbe.net/research/

2012-13 eReport Cards. Available at: webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx

2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

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 for elementary and middle schools in October 2013 as part of the annual school report cards. The State Board has not yet implemented the growth model for high schools.

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.

Note: High School growth model results are not yet available from the State Board.

Measure 2a. Student Growth

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

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

N/A – High School growth model results are not yet available from the State Board.

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, except gender. Eligible subgroups meet State Board reporting thresholds for number of students participating in State assessments.

Eligible Subgroups Based on Number of Students Tested on 11th Grade PSAE

- 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	Number tested on 11 th grade PSAE:														Total Tested	
	White		Black		Hispanic		Asian		Low Income		English Language Learners		Students with Disabilities			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2010-11*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	<10 students**		82	97.6%	<10 students**		<10 students**		47	56.0%	<10 students**		<10 students**		84	
2013-14	<10 students**		108	95.6%	<10 students**		<10 students**		61	54.0%	<10 students**		12	10.6%	113	

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12.

**The State Board reports performance results for all groups with 10 or more *students tested*. For the 2012-13 school year, the only eligible subgroups, based on the number of students tested on the 11th grade PSAE, were Black and Low Income. For the 2013-14 school year, eligible subgroups were Black, Low Income, and Students with Disabilities.

Note: Subgroups are not mutually exclusive, therefore the percentages of students in subgroups above do not sum to 100%.

Source: Illinois State Board of Education, www.isbe.net/research/

Measure 3a.1 Subgroup Proficiency – (Black)

- 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	School Subgroup Proficiency Rate Grade 11 PSAE Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Reading		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	56.1%	16.6%	30.6%	53.6%
2013-14	53.7%	16.0%	31.2%	53.3%

Year	School Subgroup Proficiency Rate Grade 11 PSAE Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Math		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	36.6%	8.3%	22.4%	42.4%
2013-14	32.4%	8.3%	23.5%	45.6%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

Measure 3a.1 Subgroup Proficiency – (Low Income)

- 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	School Subgroup Proficiency Rate Grade 11 PSAE Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Reading		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	63.8%	27.0%	39.5%	58.4%
2013-14	49.2%	28.6%	41.1%	60.0%

Year	School Subgroup Proficiency Rate Grade 11 PSAE Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Math		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	36.1%	20.2%	33.9%	53.8%
2013-14	27.9%	20.2%	33.6%	54.5%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

Measure 3a.1 Subgroup Proficiency – (IEP- Students with Disabilities)

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	School Subgroup Proficiency Rate Grade 11 PSAE Reading	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Reading		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13**	N/A	-	-	-
2013-14	16.6%	4.8%	17.2%	36.3%

Year	School Subgroup Proficiency Rate Grade 11 PSAE Math	Statewide Proficiency Rates for Schools Serving the Same Grades - Grade 11 PSAE Math		
		Lowest 20 %	Average	Top 10 %
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13**	N/A	-	-	-
2013-14	8.3%	0.0%	11.2%	27.3%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

**The number of students with disabilities tested on the Grade 11 PSAE in 2012-13 was less than 10.

Southland College Prep Final Renewal

Findings, February 2015

Source: Illinois State Board of Education, www.isbe.net/research/

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 .

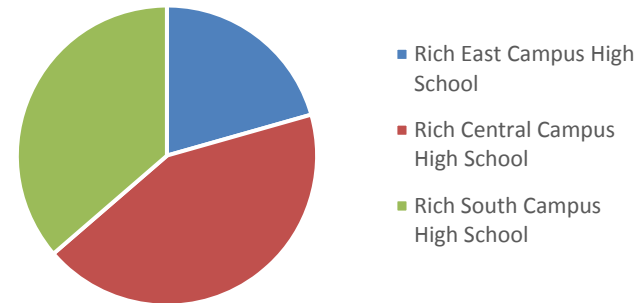
Far Below Standard: School subgroup proficiency rate is below the subgroup ASC by 10 or more percentage points.

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

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	Number of Charter School’s Students “Assigned” to School			
	Grade 9	Grade 10	Grade 11	Grade 12
Rich East Campus High School	31	24	22	12
Rich Central Campus High School	51	48	48	39
Rich South Campus High School	62	44	36	15

Source: 2013-14 enrollment files provided by Southland College Prep.

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	Black			
	School Subgroup Proficiency Rate - Grade 11 PSAE Reading	ASC Subgroup Proficiency Rate – Grade 11 PSAE Reading	School Subgroup Proficiency Rate - Grade 11 PSAE Math	ASC Subgroup Proficiency Rate - Grade 11 PSAE Math
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	56.1%	30.1%	36.6%	23.3%
2013-14	53.7%	30.4%	32.4%	25.6%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

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: Illinois State Board of Education, www.isbe.net/research/

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



Year	Low Income			
	School Subgroup Proficiency Rate - Grade 11 PSAE Reading	ASC Subgroup Proficiency Rate – Grade 11 PSAE Reading	School Subgroup Proficiency Rate - Grade 11 PSAE Math	ASC Subgroup Proficiency Rate - Grade 11 PSAE Math
2010-11*	N/A	-	-	-
2011-12*	N/A	-	-	-
2012-13	63.8%	29.4%	36.1%	24.8%
2013-14	49.2%	29.8%	27.9%	25.9%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

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: Illinois State Board of Education, www.isbe.net/research/

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



Year	IEP (Students with Disabilities)			
	School Subgroup Proficiency Rate - Grade 11 PSAE Reading	ASC Subgroup Proficiency Rate – Grade 11 PSAE Reading	School Subgroup Proficiency Rate - Grade 11 PSAE Math	ASC Subgroup Proficiency Rate - Grade 11 PSAE Math
2010-11*	N/A	-	N/A	-
2011-12*	N/A	-	N/A	-
2012-13**	N/A	-	N/A	-
2013-14	16.6%	3.9%	8.3%	4.3%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

**The number of students with disabilities tested on the Grade 11 PSAE in 2012-13 was less than 10.

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: Illinois State Board of Education, www.isbe.net/research/

Subgroup Proficiency Summary Results

Grade 11 PSAE

Measure 3a.1 – Statewide 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

Year	Black		Low Income		IEP		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2010-11*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	E	M	E	M	N/A	N/A	E	M
2013-14	E	M	M	B	M	B	M	B

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

Year	Black		Low Income		IEP		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2010-11*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	E	E	E	E	N/A	N/A	E	E
2013-14	E	M	E	M	E	M	E	M

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12 and comparison values are not presented.

**The number of students with disabilities tested on the Grade 11 PSAE in 2012-13 was less than 10.

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 for elementary and middle schools in October 2013 as part of the annual school report cards. The State Board has not yet implemented the growth model for high schools.

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

Measure 4. Adequate Yearly Progress

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

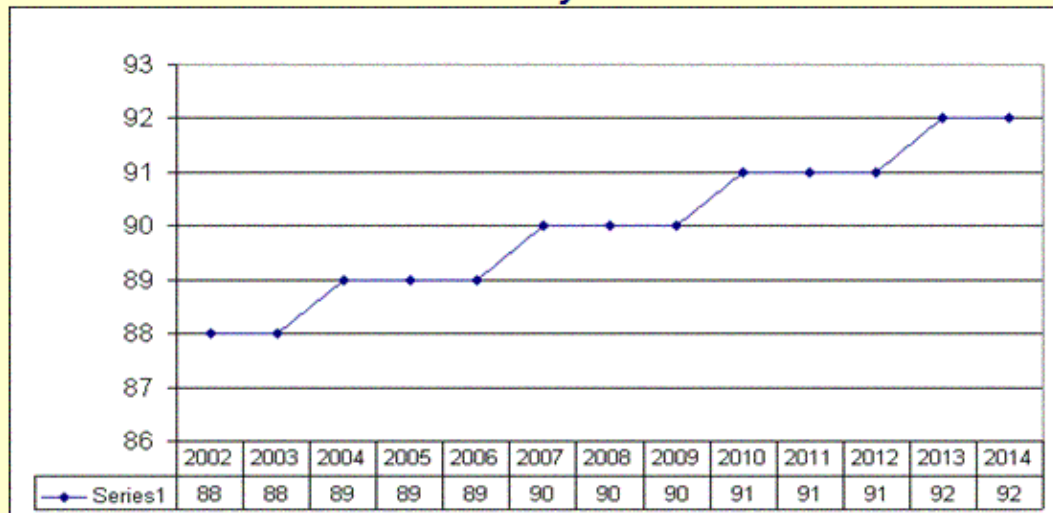
Meets Standard:

⇒ 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**



Source: isbe.net/ayp

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

AYP was not calculated by the State Board in 2013-14. It will be replaced by a Multiple Measures Index in 2015-16.

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

AYP			
Year	Proficiency Rate Reading	Proficiency Rate Math	Met AYP
2010-11**	N/A	N/A	N/A
2011-12**	N/A	N/A	N/A
2012-13	No	No	No
2013-14	Not Calculated by State Board*		

***AYP was not calculated by the State Board in 2013-14. It will be replaced by a Multiple Measures Index in 2015-16.**

See: <http://www2.ed.gov/policy/eseaflex/il.pdf> for more details.

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

Below Standard: The school did not meet AYP.

Measure 6a.1. ACT Performance

Does students' performance on the ACT reflect college readiness?

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: At least 60% of seniors achieved a composite ACT score of 21.

Meets Standard: 40% to 59% of seniors achieved a composite ACT score of 21.

Below Standard: 20% to 39% of seniors achieved a composite ACT score of 21.

Far Below Standard: Fewer than 20% of seniors achieved a composite ACT score of 21.

Measure 6a.1. ACT Performance

Does students' performance on the ACT reflect college readiness?

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	Percentage of Seniors Achieving a Composite Score of 21 on the ACT
2010-11*	N/A
2011-12*	N/A
2012-13*	N/A
2013-14**	43.4%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Because the State Board reports ACT results for the *current class of 12th grade students*, prior performance results are not available for 2010-11, 2011-12, and 2012-13.

**ACT results are reported by the State Board for seniors in the 2013-14 school year and include the results of the ACT administration in those students' junior year.

Source: Illinois State Board of Education, 2013-14 Illinois Report Card. Available at: Illinoisreportcard.com

Measure 6a.2. ACT – ASC Comparison

How does average students' performance on the ACT compare to the schools they would otherwise attend—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

Exceeds Standard: The average school ACT composite score exceeds the ASC average ACT score by 3 or more points OR the school and ASC average scores are both above 23 and the school meets or exceeds the ASC score.

Meets Standard: The average school ACT composite score meets or exceeds the ASC average ACT score by up to 2 points OR the school and ASC average scores are both above 23 and the school is below the ASC score.

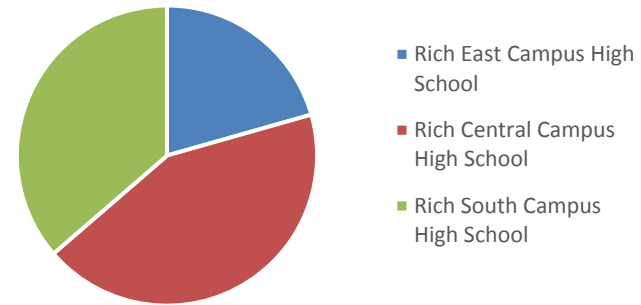
Below Standard: The average school ACT composite score is up to 2 points below the ASC average ACT score.

Far Below Standard: The average school ACT composite score is 3 or more points below the ASC average ACT score.

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	Number of Charter School's Students "Assigned" to School			
	Grade 9	Grade 10	Grade 11	Grade 12
Rich East Campus High School	31	24	22	12
Rich Central Campus High School	51	48	48	39
Rich South Campus High School	62	44	36	15

Source: 2013-14 enrollment files provided by Southland College Prep.

Measure 6a.2. ACT – ASC Comparison

Average ACT Composite Score

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	2010-11*	2011-12*	2012-13*	2013-14**
	Average ACT Composite Score			
Southland College Prep Charter High School	N/A	N/A	N/A	20.0
Assigned School Composite (ASC)	-	-	-	17.3
Rich East Campus High School	-	-	-	17.0
Rich Central Campus High School	-	-	-	17.4
Rich South Campus High School	-	-	-	17.3

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Because the State Board reports ACT results for the *current class of 12th grade students*, prior performance results are not available for 2010-11, 2011-12, and 2012-13 and comparison results are not presented.

**ACT results are reported by the State Board for seniors in the 2013-14 school year and include the results of the ACT administration in those students' junior year.

Note: The "ASC" is the average performance of the assigned schools, weighted by the percentage of charter students assigned to each school.

Measure 6b.1. Graduation Rate

Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?

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:

At least 90% of students graduated based on a four-year cohort method OR
At least 92% of students graduated based on a five-year cohort method.

Meets Standard:

80% to 89% of students graduated based on a four-year cohort method OR
82% to 91% of students graduated based on a five-year cohort method.

Below Standard:

70% to 79% of students graduated based on a four-year cohort method OR
72% to 81% of students graduated based on a five-year cohort method.

Far Below Standard:

Less than 70% of students graduated based on a four-year cohort method OR
Less than 72% of students graduated based on a five-year cohort method.

Measure 6b.1. Graduation Rate

Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?

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	4-Year Graduation Rate	5-Year Graduation Rate
2010-11*	N/A	N/A
2011-12*	N/A	N/A
2012-13*	N/A	N/A
2013-14	98.6%	N/A

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 12 students until 2013-14, therefore the first graduation class at Southland graduated in 2013-14. Only a 4-year graduation rate is available; a 5-year graduation rate will be available in 2014-15.

Note: The State Board graduation rates are based on the percentage of students starting 9th grade who receive a regular diploma within 4 or 5 years.

Source: Illinois State Board of Education, 2013-14 Illinois Report Card.

Available at: Illinoisreportcard.com

Measure 6b.2. Graduation Rate

ASC Comparison

How does the graduation rate compare to the schools students would otherwise attend—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

Exceeds Standard:

School graduation rate exceeds ASC graduation rate by 10 or more percentage points OR School and ASC rates are both above 90% and the school meets or exceeds the ASC rate.

Meets Standard:

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

Below Standard:

School graduation rate is 1 to 9 percentage points below the ASC rate.

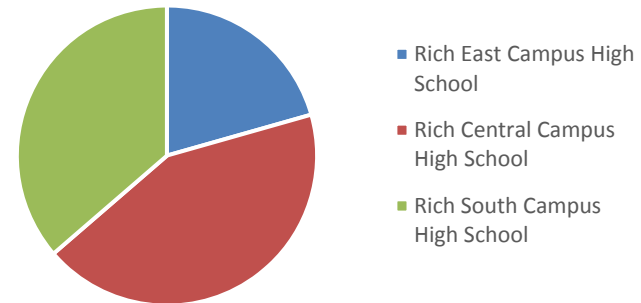
Far Below Standard:

The school graduation rate is 10 or more percentage points below the ASC rate.

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	Number of Charter School's Students "Assigned" to School			
	Grade 9	Grade 10	Grade 11	Grade 12
Rich East Campus High School	31	24	22	12
Rich Central Campus High School	51	48	48	39
Rich South Campus High School	62	44	36	15

Source: 2013-14 enrollment files provided by Southland College Prep.

Measure 6b.2. Graduation Rate

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

School Name	2010-11*	2011-12*	2012-13*	2013-14	2010-11*	2011-12*	2012-13*	2013-14*
	4-Year Graduation Rate				5-Year Graduation Rate			
Southland College Prep Charter High School	N/A	N/A	N/A	98.6%	N/A	N/A	N/A	N/A
Assigned School Composite (ASC)	-	-	-	82.3%	-	-	-	-
Rich East Campus HS	-	-	-	77.0%	-	-	-	-
Rich Central Campus HS	-	-	-	84.6%	-	-	-	-
Rich South Campus HS	-	-	-	82.7%	-	-	-	-

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 12 students until 2013-14, therefore 4-year graduation rates are not available for 2010-11, 2011-12, 2012-13, 5-year graduation rates are not available for any of the reported years, and comparison values are not presented.

Note: The State Board graduation rates are based on the percentage of students starting 9th grade who receive a regular diploma within 4 or 5 years.

Source: Illinois State Board of Education, 2013-14 Illinois Report Card.

Available at: Illinoisreportcard.com

Measure 6c. College Attendance

Are charter school graduates enrolling in college? (Includes both 2- and 4-year institutions) ?

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: At least 80% of charter school graduates were enrolled in college in the fall after high school graduation.

Meets Standard: 60% to 79% of charter school graduates were enrolled in college in the fall after high school graduation.

Below Standard: 40% to 59% of charter school graduates were enrolled in college in the fall after high school graduation.

Far Below Standard: Less than 40% of charter school graduates were enrolled in college in the fall after high school graduation.

Measure 6c. College Attendance

Are charter school graduates enrolling in college? (Includes both 2- and 4-year institutions)

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	College Attendance Rate
2010-11*	N/A
2011-12*	N/A
2012-13*	N/A
2013-14	91%

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 12 students until 2013-14, therefore prior performance results are not available for 2010-11, 2011-12, 2012-13.

**National Student Clearinghouse reports confirm that 84% of the 68 2014 Southland graduates enrolled in college within six months of graduation. Southland provided documentation verifying that an additional five students enrolled in college in the fall of 2014, bringing the total percentage to 91%.

Post-Secondary Enrollment ASC and Statewide Comparison Informational Only

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	Class of 2012 (Source: ISBE 2014 Illinois Report Card)		Class of 2014
	Enrolled within 12 months	Enrolled within 16 months	Enrolled within 6 months
Southland College Prep Charter HS	*	*	91%
Rich East Campus High School	59%	62%	**
Rich Central Campus High School	70%	74%	**
Rich South Campus High School	68%	72%	**
State of Illinois	69%	73%	**

*Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore post-secondary enrollment results are not available for a class of 2012.

**Class of 2014 results will not be released on ISBE Illinois Report Cards until 2016. Southland results for the class of 2014 were provided by the charter school. See slide 52 for detail.

**Sources: Illinois State Board of Education, www.isbe.net/research/
2013-14 Illinois Report Card. Available at: Illinoisreportcard.com**

Overview of Academic Measures

Southland College Prep Charter High School

Year	1a		1b		1c		2a		3a.1		3a.2		3b		4a	6a		6b		6c	
	Proficiency Grade 11 PSAE Statewide Comparison		Proficiency Grade 11 PSAE ASC Comparison		Proficiency Grade 11 PSAE Similar Schools Comparison		Student Growth* Statewide Comparison		Subgroup Proficiency Grade 11 PSAE Statewide Comparison		Subgroup Proficiency Grade 11 PSAE ASC Comparison		Subgroup Growth*		AYP	ACT – College Ready Benchmark	ACT ASC Comparison	Graduation Rate – 4-year and 5-year performance	Graduation Rate ASC Comparison	College Attendance	Overall Rating
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math							
2010-11**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M	B	E	M	E	M	N/A	N/A	E	M	E	E	N/A	N/A	B	N/A	N/A	N/A	N/A	N/A	M
2013-14	M	B	E	M	E	M	N/A	N/A	M	B	E	M	N/A	N/A	N/A	M	E	E	E	E	M

*As of October 2014, the State Board has not developed and released high school growth results.

**Southland opened with a single 9th grade class in 2010-11 and added a grade per year. Southland did not enroll grade 11 students until 2012-13, therefore prior performance results are not available for 2010-11 and 2011-12.

Note: AYP was not calculated by the State Board in 2013-14. It will be replaced by a Multiple Measures Index in 2015-16.

E	Exceeds Standard	M	Meets Standard	B	Below Standard	F	Far Below Standard
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Weights Applied to Overall Academic Rating

Indicator	Measure	High School Weight
1.Student Achievement (Proficiency)	1a. Proficiency – Statewide Comparison	10%
	1b. Proficiency – ASC Comparison	5%
	1c. Proficiency – Similar Schools Comparison	5%
2.Student Progress Over Time (Growth)	2a. Student Growth	15%
3.Performance of Subgroups	3a.1. Subgroup Proficiency – State Comparison	5%
	3a.2. Subgroup Proficiency – ASC Comparison	5%
	3b. Subgroup Growth	10%
4.State and Federal Accountability	4a. AYP	5%
5.Mission-Specific Goals	5a. School-Specific Academic Goals	Not applicable
6.Postsecondary Readiness and Success	6a.1. ACT Performance	5%
	6a.2. ACT – ASC Comparison	5%
	6b.1. Graduation Rate – 4 year and 5 year rates	10%
	6b.2. Graduation Rate – ASC Comparison	10%
	6c. College Attendance	10%
	6d. Postsecondary Employment	Not currently available
6e. College Remediation		

The Academic Performance Framework applies an overall rating, calculated using the weights presented in the table above. For more information, please refer to the ***Academic Framework Methodology Guidance***, available at <http://www.isbe.net/SCSC/pdf/ispsc-academic-methodology-guid.pdf>

Final Financial Renewal Findings Southland College Prep Charter High School

February, 2015

Financial Indicators and Data Availability

Indicator	Measure	Southland College Prep Charter High School Renewal
1. Near Term	1a. Current Ratio	Included
	1b. Unrestricted Days Cash	Included
	1c. Enrollment Variance*	Included
	1d. Debt Default	NA**
2. Sustainability	2a. Total Margin	Included
	2b. Debt to Asset Ratio	Included
	2c. Cash Flow	Included
	2d. Debt Service Coverage Ratio	NA***

*Data for the enrollment variance were reported by Southland Charter School and were not verified by a third party.

**Southland does not carry any long-term debt and therefore the debt default is not applicable.

***Southland does not carry any long-term debt and therefore debt service coverage ratio is not applicable.

Measure 1a. Current Ratio

1. Near Term

2. Sustainability

Current Assets divided by Current Liabilities

	2010-11	2011-12	2012-13	2013-14
Current Assets	692,541	1,188,687	1,281,485	1,643,918
Current Liabilities	645,490	846,381	609,322	883,346
Current Ratio	1.07	1.40	2.10	1.86

<p><i>Meets Standard</i> 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><i>Below Standard</i> 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><i>Far Below Standard</i> 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)

	2010-11	2011-12	2012-13	2013-14
Unrestricted Cash	688,237	1,182,570	1,214,649	1,569,041
Expenses	2,474,048	4,270,858	6,143,998	8,530,219
Days Cash	101.54	101.07	72.16	67.14

<p><i>Meets Standard</i> 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><i>Below Standard</i> Days Cash is between 15–30 days OR Days Cash is between 30–60 days and one-year trend is negative</p>
<p><i>Far Below Standard</i> 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

	2010-11	2011-12	2012-13	2013-14
Projected Enrollment	125	250	375	500
Actual Enrollment	121	245	362	469
Percent of Target Met	97%	98%	97%	94%

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

Measure 1d. Debt Default

1. Near Term

2. Sustainability

	2010-11	2011-12	2012-13	2013-14
Debt Default	NA	NA	NA	NA

Note: Southland does not carry any long-term debt and therefore the debt default is not applicable.

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

	2010-11	2011-12	2012-13	2013-14
Revenue	2,664,773	4,642,437	6,569,218	8,608,411
Change in Net Assets	190,725	371,579	425,220	78,192
Three-Year Total Margin	N/A	N/A	.07	.04
Total Margin	0.07	0.08	0.06	0.01

<p>Meets Standard 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>Below Standard Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not “Meet Standard”</p>
<p>Far Below Standard 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
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	2010-11	2011-12	2012-13	2013-14
Total Liabilities	684,913	866,092	609,322	883,346
Total Assets	875,638	1,428,396	1,596,846	1,949,062
Debt to Asset Ratio	0.78	0.61	0.38	0.45

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

Measure 2c. Cash Flow

1. Near Term

2.Sustainability

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

	2010-11	2011-12	2012-13	2013-14
Cash Flow	688,237	494,333	32,079	354,392

<p><i>Meets Standard (in one of two ways)</i> 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><i>Below Standard</i> Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”</p>
<p><i>Far Below Standard</i> 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

	2010-11	2011-12	2012-13	2013-14
Net Income	NA	NA	NA	NA
Depreciation	NA	NA	NA	NA
Interest Expense	NA	NA	NA	NA
Principal, Interest and Lease Payments	NA	NA	NA	NA
Debt Service Coverage Ratio	NA	NA	NA	NA

Note: Southland does not carry any long-term debt and therefore debt service coverage ratio is not applicable.

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

Overview of Financial Measures

Southland College Prep Charter High 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
2010-11	B	M	M	NA**	M	M	M	NA***
2011-12	M	M	M	NA**	M	M	M	NA***
2012-13	M	M	M	NA**	M	M	M	NA***
2013-14	M	M	B	NA**	M	M	M	NA***

M	Meets Standard	B	Below Standard	F	Far Below Standard
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*Data for the enrollment variance were reported by Southland Charter School and were not verified by a third party.

**Southland does not carry any long-term debt and therefore the debt default is not applicable.

***Southland does not carry any long-term debt and therefore debt service coverage ratio is not applicable.

Final Organizational Renewal Findings Southland College Prep Charter High School

February, 2015

(Updated based on due diligence activities)

Organizational Indicators and Data Availability

Indicator	Measure	Southland College Prep Charter High School 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

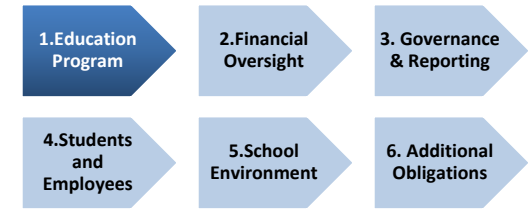
The Organizational Performance Framework consists of six major categories, or Indicators. These Indicators allow the authorizer to comprehensively analyze the degree of quality and compliance that a school is providing. Each Indicator consists of subareas known as measures. The measures delineate the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

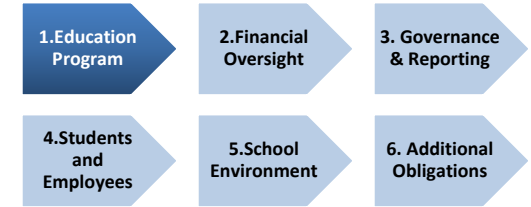
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
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?	Far Below Standard	Far Below Standard	Far Below Standard	Far Below Standard

1. Educational Program

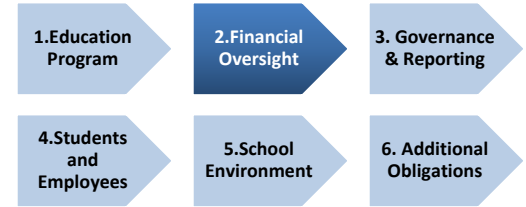
Detail of Sources and Review



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. 4-8; Student and Parent Handbooks 2010-2014 (grade range, transfers, school calendar, hours of operation, discipline, pupil transportation); school website (governance and operation); bylaws and list of board of directors with roles (governance and operation); Plan for Evaluating Pupils
1b. Is the school complying with applicable education requirements?	Curriculum; Student Records; Student and Parent Handbooks 2010-2014 (licensed and highly qualified faculty, emergency procedures, transportation safety guidelines, Special Education, 504 Services, blood-borne pathogens, hearing and vision screening, immunization, medication, sexual harassment policy, course requirements for graduation, and the Illinois/US Constitution Tests)
1c. Is the school protecting the rights of students with disabilities?	Student and Parent Handbooks 2010-2014 (Special Education Services, Section 504 Services); Special Education Handbook; Special Education Policies and Procedures
1d. Is the school protecting the rights of English Language Learner (ELL) students?	English Language Learners Policy 2014

2. Financial Management and Oversight

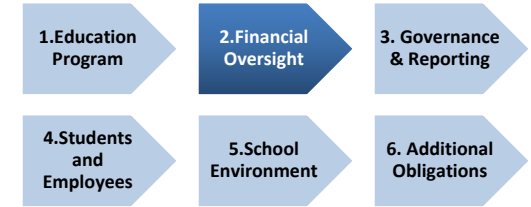
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
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

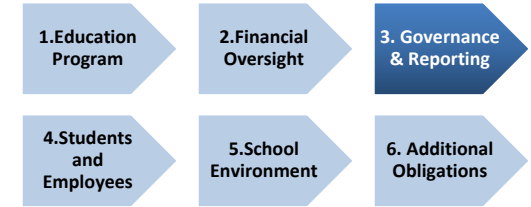
Detail of Sources and Review



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

3. Governance and Reporting

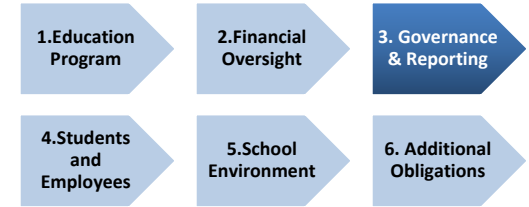
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
3a. Is the school complying with governance requirements?	Meets	Meets	Meets	Meets
3b. Is the school holding management accountable?	Meets	Meets	Meets	Meets
3c. Is the school complying with reporting requirements?	Meets	Meets	Meets	Meets

3. Governance and Reporting

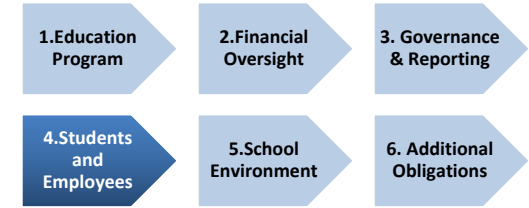
Detail of Sources and Review



Measure	Data Sources
3a. Is the school complying with governance requirements?	Website; Bylaws
3b. Is the school holding management accountable?	Evaluations
3c. Is the school complying with reporting requirements?	Website (Board agendas, Board minutes, lottery); School calendar; and teacher qualifications

4. Students and Employees

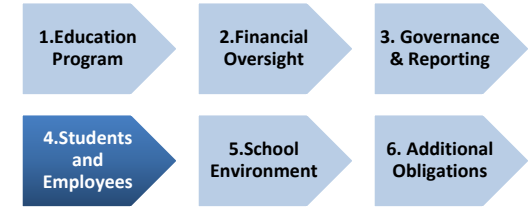
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
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

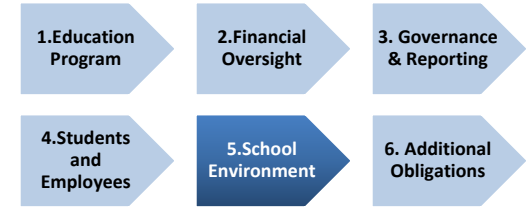


Measure	Data Sources
4a. Is the school protecting the rights of all students?	Student and Parent Handbooks (student records, due process, Search and Seizure Board Policy, and student pictures in media)
4b. Is the school meeting attendance goals?	Attendance Data from 2010-2014
4c. Are the school’s admissions and enrollment practices fair and equitable, as required by law?	Website (enrollment procedures and lottery); newspaper advertisements (slots available and lottery)
4d. Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?	Quarterly Student Enrollment Data; Attendance Data; Targeted versus Actual Enrollment; Exit Surveys
4e. Is the school meeting teacher and other staff credentialing requirements?	Faculty License Data
4f. Is the school respecting employee rights?	Parent and Student Handbooks 2010-2014 (abuse of school personnel, disrespect of school personnel, Sexual Harassment Policy); Interviews
4g. Is the school completing required background checks?	Background Check Results

Southland College Prep Final Renewal

5. School Environment

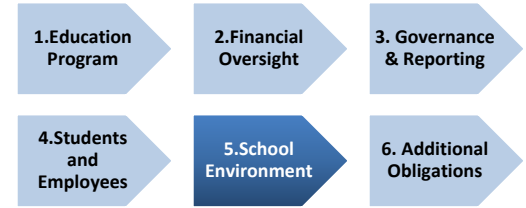
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
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

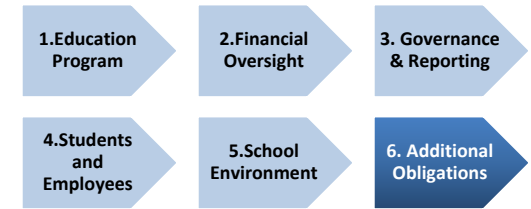
Detail of Sources and Review



Measure	Data Sources
5a. Does the school provide meaningful opportunities for parent and community engagement?	Website (Parent Teacher Student Organization, Board Meetings, Parent Resources)
5b. Is the school complying with facilities and transportation requirements?	Parent and Student Handbook (Pesticide Exposure, Asbestos Plan, Transportation and Safety Guidelines)
5c. Is the school complying with health and safety requirements?	Parent and Student Handbook (Accident and Illness, Blood-Borne Pathogens, Communicable/Infectious Disease and Pests, Hearing and Vision Screening, Asbestos Plan, Immunization, Medication, and Pesticide Exposure)
5d. Is the school handling information appropriately?	Employee Records; Student Records

6. Additional Obligations

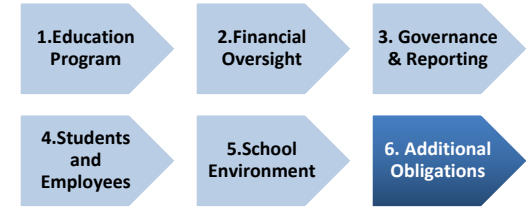
Summary of Results



Measure	2010-11	2011-12	2012-13	2013-14
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?	Parent and Student Handbooks (Home/School Communications, RTI, Homeless Children, Non-Discrimination Policy, Free & Reduced Lunch, Student Work Permits, Anti-Bullying Policy, Student Safety and Use Policy For Internet and Technology)

Overview of Organizational Measures

Southland College Prep Charter High 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
2010-11	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2011-12	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2012-13	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2013-14	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

M	Meets Standard	B	Below Standard	F	Far Below Standard
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Key Dates

November 25 th , 2014	Application Due
December 3 rd , 2014	Site Visit
December 4 th , 2014	Community Forum
December 11 th , 2014	CET Interview
February – March, 2015	Targeted Decision Date

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

EXHIBIT B

February 24, 2015

ILLINOIS STATE CHARTER SCHOOL COMMISSION

***APPROVE RENEWAL
OF SOUTHLAND COLLEGE PREP CHARTER HIGH SCHOOL***

The Interim Executive Director of the Commission recommends that the Commission:

Adopt staff's recommendation regarding the renewal of Southland College Prep Charter School for 5 years at 100% of its host district's Per Capita Tuition Charge, ("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 Southland College Prep Charter High School, ("Southland"), on November 21, 2014. Southland is a 9th to 12th grade college prep charter high school serving nearly 500 students in the Richton Park, Illinois community. Southland opened in 2010 with 9th grade students only. The school's original authorizer was the State Board of Education, which had granted Southland's appeal from the denial of its charter proposal from High School District 227. Southland was transferred, pursuant to the Illinois Charter Schools Law, to the authorizing jurisdiction of the Commission as of July 1, 2012. This is Southland's first renewal. Southland's current contract with the Commission expires on June 30, 2015.

Commission staff began the analysis of the performance of Southland in July 2014 based on the application of the Commission's Accountability System, as adopted June 2013, and as amended February 2014. The summary of Southland's performance on the Commission's Accountability System, (see Exhibit A), shows that Southland received the highest possible rating on **85% of the Commission's measures**, and specifically received **the highest possible rating in 88% of the academic, 92% of the financial, and 95% 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 Southland.

Renew the Commission's Charter School Agreement with the Southland College Prep Charter High School, located at 4601 West Sauk Trail, Richton Park, Illinois, for a term of 5 years at the rate of 100% of the PCTC of the host district, High School District 227, with enrollment capped at 500 students in grades 9 through 12.

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 renewal of Southland College Prep Charter High School as described herein complies with the provisions of the Illinois Charter Schools Law and is in the best interest of the students Southland intends to serve.

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

Further, the Commission's General Counsel is authorized to include relevant terms and commitments in the written Charter School Agreement, and to work with staff to execute such Charter School Agreement, so that it can be forwarded to the State Board of Education for certification in advance of the June 30, 2015 contract expiration date.

Chair of the Schools Committee of the Commission

Dated: February 24, 2015