This entity has identified exceptions to the Illinois State Board of Education's contractual terms and provisions.

Please refer to page 31 of the proposal or page 32 of this PDF for the exceptions.

Organization: Academy for Urban School Leadership 3400 N. Austin Ave, Chicago IL 60634 Phone: (773) 534-0129 Fax: (773) 283-0903 FEIN: 36-4447457

Contact Information: Bridget Altenburg Email: baltenburg@ausl-chicago.org Phone: (773) 534-0136

Lead Partner Regions: I-A, I-B-B, I-B-C, I-B-D, II, III, IV Grades: $Pre-K - 12^{th}$

Signed:

Donald Feinstein Executive Director

Date: _____

Executive Summary

The Academy for Urban School Leadership (AUSL) is seeking to become a Lead Partner for Turnaround school (i.e., "Restart model") school interventions, both in Chicago and elsewhere in the Illinois Partnership Zone. AUSL's model for intervention involves a whole-school transformation for schools in which performance is significantly and persistently unacceptably poor, based on criteria established by the district. The school turnaround process is a dramatic reform intervention to comprehensively reset failing schools.

AUSL, founded in 2001 and based in Chicago, is an established and nationally recognized Educational Management Organization which has implemented and refined the Turnaround school model for intervening in the most poorly performing Chicago Public Schools. AUSL's mission is to improve student achievement in Chicago's high-poverty, chronically failing schools through its disciplined transformation process, built on a foundation of specially trained AUSL teachers.

AUSL currently manages 14 elementary and secondary schools in Chicago, serving more than 7,500 students. Eight of these schools are "Turnaround schools" in which AUSL and CPS have partnered to intervene, using the model that AUSL describes in this proposal. AUSL also runs a Teacher residency training program to provide a pipeline of talent for Turnaround schools. AUSL believes that its models can be implemented successfully outside Chicago, and would welcome the opportunity to participate in Turnaround school interventions elsewhere in Illinois.

In the Turnaround school model, the district closes the school at the end of a school year and reopens it after the summer under AUSL's management. Admission is open to any former student who wishes to attend, as well as all students in the school's geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL as well as the district, and also brings in a cohort of specially trained new teachers from AUSL's Teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. We expect that more than half of the school's incumbent teachers and staff would be replaced.

Service area/capacity: AUSL proposes to be a Lead Partner with the Chicago district to continue to transform schools in Chicago. AUSL has already proposed, and received CPS Board approval for, a contract to manage six additional Turnaround schools in Chicago to re-open in 2010 (four elementary plus two high schools). Our proposal to CPS for 2010 Turnaround schools dated July 2009 is attached to this proposal.

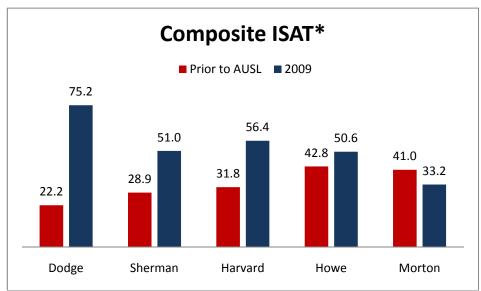
We also propose to export our model to become a Lead Partner with other Illinois districts for elementary Turnaround schools to open in fall 2011. Toward this end, we are open to partnership discussions with any interested district in the state *except* those located in Regions V and VI, due to the challenge of their distance from AUSL's central office in Chicago.

Record of effectiveness. Since 2002 AUSL has launched eight Turnaround elementary schools plus one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement (see appendix). For AUSL, the performance metric that matters most is student achievement, and the goal is to narrow and ultimately erase the "achievement gap" between a Turnaround school's students and students in

well-performing schools. AUSL's expectations for Turnaround elementary school performance gains are:

- Turnaround Intervention (years 1 to 3): Narrow pre-turnaround achievement gap by onethird (e.g., reduce a 60 percentage-point gap to a 40-point gap)
- Continued Improvement (years 3 to 5): Narrow remaining achievement gap by half (e.g., improve by 20 points more)
- Sustain change (ongoing): Students achieve greater than 1 year of growth per school year, until the achievement gap is closed.

The table below summarizes the performance gains of AUSL's elementary Turnaround schools in Chicago. Dodge Renaissance Academy has reached Phase 3; Sherman and Harvard are close to Phase 2; and AUSL's Turnaround schools started since 2008-09 are still in Phase 1. In 2009-10, AUSL has launched three additional elementary Turnaround schools (not shown), with the first test results since AUSL's management to come in mid-2010.



*Percentage of students meeting or exceeding the state standard. AUSL has been managing the schools above since: Dodge 2003, Sherman 2006, Harvard 2007, Howe 2008, Morton 2008.

Fiscal and Management Capacity: AUSL has diversified sources of funding, including individual and foundation donors, government grants, and management fees from the Chicago Public Schools. AUSL's senior management team includes highly experienced urban educators, including former principals of highly successful schools in high-poverty neighborhoods. AUSL's five-year plan calls for growth in its network from 14 schools in 2009-10 to 38 schools in 2013-14.

Service Area and Capacity Limitations

Service Area. AUSL seeks to continue to serve the City of Chicago district (Region I-A), and to expand our scope to serve up to two elementary schools in one additional district in any of the following regions: West Cook County (Region I-B-B) South Cook County (Region I-B-C) North Cook County (Region I-B-D) Northwest Illinois (Region II) West Central Illinois (Region III) East Central Illinois (Region IV)

Capacity Limitations. An essential element of AUSL's elementary Turnaround school model is that 50 percent or more of the core classroom teachers employed to serve in new Turnaround schools are graduates of AUSL's teacher residency training program. Because of this, there is a long lead time for implementing the Turnaround school model; for example, the teachers who will serve in Chicago Turnaround schools that we will launch in Fall 2010 were recruited in spring 2009 and are currently in our training program during the 2009-10 school year. If we started tomorrow to recruit "state residents" to train for later placement in a district outside Chicago, these teachers would be in training during the 2010-11 school year and would not be ready for employment in a Turnaround school until summer 2011.

Therefore, AUSL has the capacity to apply as a Lead Partner to implement the Turnaround school model as follows:

Within the City of Chicago: four Turnaround (Restart model) elementary schools, plus two Turnaround high schools, to launch in Fall 2010.

PLUS

Outside the City of Chicago: Up to two Turnaround elementary school(s) to restart in Fall 2011.

If a Lead Partner or school district outside the City of Chicago is interested in an intervention for school year 2010-11 rather than for 2011-12, or to plan for additional turnaround schools for 2012 and beyond, see AUSL's Supporting Partner application for how AUSL would be able to support and assist by making its knowledge and experience with Turnaround school management available to others.

Priority for services. If there is more demand than supply for AUSL's Lead Partner Turnaround management services outside the City of Chicago, the priority for delivering our services will be determined based on these criteria:

- School(s) must be significantly and persistently underperforming relative to the expectations of the district and the state.
- District must be willing to offer autonomy for AUSL to implement substantial changes in people and programs, including replacing the principal and half or more of the school staff.

- District must arrange for financing for the turnaround intervention, including fees to AUSL as well commitments to make other one-time and ongoing district expenditures through the intervention period.
- District's proximity to the Chicago metro area, which will facilitate recruitment and placement of new teachers who will be trained in AUSL's Chicago Training Academies, and make it easier for AUSL's central office staff to simultaneously support schools both in and outside Chicago.
- Degree to which the district is urban or suburban (preferred) vs. rural (not as good a fit for AUSL's model).

Work Plan

Needs assessment - Describe how you will analyze a school's current programs.

AUSL Turnaround school model. An AUSL-managed school is not a charter school, but a district school with autonomy for AUSL as the contract manager on staff hiring decisions and on curricular and budgetary policies. School-based employees are union members (if there is a union in the district). AUSL Turnaround schools continue to use district services for many operational supports (e.g., facilities project management, transportation, food service).

AUSL's model for school improvement involves replacing programs and many employees in a failing school with new leadership, people, and programs. AUSL will visit the school, review data, and analyze school programs to assess their effectiveness and to determine which should be retained or replaced. AUSL would replace a school's principal, and would require the autonomy to observe, evaluate, and potentially replace any teachers or staff applying to continue. AUSL would expect to release half or more of the school's pre-turnaround teachers and staff.

Planning and implementation timelines. AUSL submitted its proposal to Chicago Public Schools in July 2009 for additional Turnaround schools to open in 2010, and AUSL was authorized at the October 28, 2009 Chicago Board of Education meeting to be the manager of four elementary plus two high school Turnaround schools. The specific schools are to be announced in early 2010. Key milestones for AUSL's timeline for Chicago Turnaround schools opening in fall 2010 are:

October 2009	Principal recruitment begins							
January 2010	Principals hired to begin full-time incubation work							
January 2010	District announcement recommending specific schools for turnaround,							
	followed by public hearings							
February 2010	Final district approval of schools and of AUSL as operator							
March 2010	Begin advertising and screening for new teachers and staff; hire Assistant							
	principal; develop plan for facility upgrades							
April-May 2010	Community and parent meetings to introduce AUSL and principal, and to							
	listen to community and parent desires for their school							
July 2010	Summer Professional Development (6 weeks) begins for teachers and							
	staff							
August 2010	Facilities work completed							
Late August	Community outreach: open house picnic, teacher and staff calls on							
	parents at their homes							
September 2010	School re-opens with upgraded facilities, new staff							

For a partnership between AUSL and one or more districts *outside* Chicago, the timeline would be moved back by one year with a September 2011 date for school to re-open under AUSL management. The reason for this is that AUSL-trained teachers are a critical ingredient for an AUSL Turnaround school, and the teachers who would serve in a district outside Chicago need to be recruited in spring 2010, trained in 2010-11, and not available for placement until summer 2011.

The timeline for an elementary Turnaround school partnership between AUSL and a new district partner outside Chicago is below.

December 2009AUSL is approved as Lead Partner and engaged by districtDecember 2009- January 2010District leaders visit to observe AUSL Turnaround schools in Chicago, meet key AUSL staff, and begin joint planningJanuary 2010AUSL begins recruiting State Residents to train during 2010-11 for placement as teachers in fall 2011January 2010Joint planning between AUSL and senior district leaders begins, to develop the implementation timeline and to work on gaining key agreements needed for autonomy, e.g., collective bargaining agreement waiversMay 2010District confirms its final approval of needed autonomies and of AUSL a an operator to manage school(s) as of fall 2011, including confirmation of funding for state residents begin their residency training in ChicagoJune 2010State residents begin their residency training in ChicagoSummer 2010Principal recruitment begins; AUSL hires District Officer and continues planning with district staff
January 2010meet key AUSL staff, and begin joint planningJanuary 2010AUSL begins recruiting State Residents to train during 2010-11 for placement as teachers in fall 2011January 2010Joint planning between AUSL and senior district leaders begins, to develop the implementation timeline and to work on gaining key agreements needed for autonomy, e.g., collective bargaining agreement waiversMay 2010District confirms its final approval of needed autonomies and of AUSL a an operator to manage school(s) as of fall 2011, including confirmation of funding for state residents begin their residency training in ChicagoJune 2010State residents begin their residency training in ChicagoSummer 2010Principal recruitment begins; AUSL hires District Officer and continues
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planning with district staff
January 2011 District announcement recommending specific schools for turnaround,
followed by public hearings
January 2011Principal(s) hired and begin full-time incubation work with District
Officer and AUSL team
February 2011Final district approval of schools and of AUSL as operator
March 2011 District Officer, new principal, and AUSL staff begin evaluations of
incumbent teachers and staff to determine which employees will be
renewed
March 2011 Begin advertising and screening for new teachers and staff; AP(s)hired;
develop plan for facility upgrades
April-May 2010 Community and parent meetings to introduce AUSL and principal, and t
listen to community and parent desires for their school
July 2011 Summer Professional Development (6 weeks) begins for teachers and
staff
August 2011 Facilities work completed
Late August 2011 Community outreach: open house picnic; teachers visit families at their
homes
September 2011 School re-opens with upgraded facilities, new principal and many new
staff (including state residents), and new AUSL programs
September 2012 Summer Professional Development (2 weeks) begins for teachers and
staff

Community Involvement and Engagement - Describe how you will involve parents and community members.

AUSL's community engagement experience. AUSL has accumulated experience engaging with parents and the local community through its management of Chicago public schools located in various communities in the south and west sides of Chicago. AUSL manages these elementary Turnaround schools, listed by the year AUSL took over management and indicating the school's neighborhood:

2006: Sherman School of Excellence (Englewood)
2007: Harvard School of Excellence (Auburn-Gresham)
2008: Howe School of Excellence (Austin), Morton School of Excellence (East Garfield Park), and Orr Academy High School (Humboldt Park)
2009: Dulles School of Excellence (Greater Grand Crossing) Bethune School of Excellence (East Garfield Park), and Johnson School of Excellence (North Lawndale)

In all of our experiences, initial objections by parents and community members to the turnaround of their school did not persist long after the new school opened. Parents from each of these communities have volunteered to speak in public about their appreciation of what the new Turnaround school has meant for them and for their children, and these testimonials have been helpful in forums with parents of prospective new Turnaround schools. In the course of engaging the community in a new district, AUSL would expect to bring some of these voices from Chicago to key share their experiences with non-Chicago community audiences, if the district thinks this would be helpful.

Roles and responsibilities for community engagement. A school's principal has a key leadership role to play in engaging the community, and AUSL puts the principal of new Turnaround schools in front of community and parent audiences as soon as the school's turnaround is approved. AUSL also supports its newly designated principals by providing an AUSL staff member who can introduce and coordinate the principal's interactions with the community. In Chicago, this is AUSL's Community Engagement Coordinator; in a new district, it would be AUSL's District Officer. This person is responsible for identifying and building relationships with individuals in the community who can influence the community's view of AUSL and school leadership, and/or who can help the school's principal make connections in the local neighborhood to better support the needs of the children and youth who attend the school. Examples of helpful connections to make: school's parent organization leaders, leaders of local businesses, management of retail/food service establishments in the vicinity of the school, pastors, leaders of community-based organizations, social service organization offices, elected officials, and law enforcement personnel.

AUSL also works closely with district central office communications and community relations staff, communicating very frequently at critical points in the calendar to coordinate public announcements about Turnaround schools. For example, in a new district, AUSL's District Officer, local school district staff, and AUSL home office communications staff would work closely together to plan for the announcement of a new Turnaround school, strategize about who would attend public hearings and meetings, etc.

Community engagement strategies at each phase of the Turnaround school process. In our experience, some families, members of the community, and older students react very negatively to the announcement that their school will be turned around. They do not trust "the system," they resent being labeled as "failing," and they do not appreciate how poorly the failed school has been serving its students. A further challenge is the presence of incumbent teachers and staff, who continue to work in the school for several months after a turnaround is announced. Both the district and AUSL need to be aligned and prepared to listen to these objections, build relationships and trust, and make a firm, but

compassionate, case for the need for dramatic change to serve the best interests of the children. Examples of some of our strategies:

Establish and maintain relationships with key influencers in the community, in advance of Turnaround school announcements. During the planning period, AUSL staff members and the new principal reach out to set up in-person meetings with community leaders in areas with poorly performing schools (e.g., elected officials, pastors, leaders of community-based social services organizations, etc.). At these meetings, we introduce ourselves and listen to what the community wants for their school.

The District Superintendent/Board, not AUSL, announces the decision to intervene to transform an underperforming school. When a Turnaround school is first named and announced, it is the local district (not AUSL) who engages with the community to make the case for change. In Chicago, the school district leadership has set policies for objective, published criteria for specifying how poorly, and for how long, a school needs to perform in order to be subject to turnaround intervention. The announcement is followed by a public comment period (about 1 month) and public Board of Education hearings prior to a final vote to approve the Turnaround and AUSL as the school's operator. AUSL is careful not to presume approval (for example, by starting to recruit teachers) during this time.

Prompt visibility for AUSL and new school leaders. As soon as possible after AUSL is approved to operate a Turnaround school, AUSL announces and hosts public events on "neutral territory" in the community (i.e., not at the school, but at a facility in the community like a church or other public space). The Turnaround school's new principal and representatives from AUSL leadership attend to introduce ourselves and to describe our vision and plans. At these meetings, we ask parents what matters to them, what they have been disappointed with in the school, and other questions which give us valuable information to use in designing the school and determining priorities for investments in programs and facilities. These interactions set an early tone for school-community collaboration and planning; in the past, parents' suggestions have guided AUSL's choices about facilities improvements and after-school programming.

References and testimonials. Parents, community leaders, and even older students with experience at prior AUSL Turnaround schools have been willing to speak out with testimonials about their positive experiences. Our Community Engagement Coordinator helps organize these individuals and enlarge their ranks. Parent testimonials are very effective with prospective parents, elected officials, and prospective donors. AUSL organizes periodic "See our Schools" events to display successful turnaround schools.

Outreach by teachers and school leaders. During the summer before school begins, the new Turnaround school's teachers and school leaders call on families personally, going door-to-door to introduce themselves. A community picnic and Open House shortly before school opens allows us to show off renovations to the facility.

Engaging parents to support their children's success. Once school is open, AUSL communicates clearly to parents what is expected from them to help their child succeed. Our mantra is, "this is not a choice – you *must* be involved in the academic life of your child." Parents are expected to support good attendance every day, ask their children what has happened at school; ask what homework needs to be done daily; help their children set aside time for work to get done at home; continually support and challenge their children to strive for success in all areas of study; encourage their children to join in after-school sports, arts, and school clubs; set aside time to discuss each child's individual progress with the principal and teachers; use the school's "open door policy"; telephone and visit the school when questions or concerns arise; attend monthly meetings with the principal to offer suggestions; report topics of interest; and

receive information about school matters. In each school community, AUSL enlists willing parents to interact with other parents to promote understanding the role parents play in advancing the academic lives of their children.

Many events and initiatives to connect parents with the school. Leaders within individual schools also reach out to their communities, especially to parents and families, in many ways. For example:

- Regular monthly meetings of the principal with a parent advisory committee
- Parent and student satisfaction surveys (building on whatever the district already does)
- Assigned Teacher Assistant or other staff member as the Parent Involvement Coordinator to network with families and plan programs
- Establishing a "Parent Patrol" of volunteers to greet students and create a positive, wellsupervised environment during morning entry and afternoon dismissal
- Publishing a school handbook, monthly newsletter, and calendar with a strong emphasis on school policies, programs, curriculum and instruction
- Making parents feel welcome by providing a space in the school where they can meet and have access to a telephone, a computer and other supplies and equipment
- Using the school as a "lighthouse" for the community, providing GED courses and parenting training for adults
- Using the exterior message board to share information with local residents
- Open invitation for parents to visit and participate in activities such as the Student of the Month Luncheon, after school tutorial programs, field trips, sports and all other extracurricular activities
- Encouraging parents to share their skills and experiences with students as part of classroom activities
- Quarterly programs designed especially for parents such as Math Workshops, Literacy Nights, Open Houses, Increasing the Role of Fathers, Parenting Skills, Learning at Home, Decision Making, Family Fitness and other events focusing specifically on parents
- Inviting parents to attend AUSL special events, such as meetings with parents of prospective Turnaround schools.

Intervention Plan – Address transformation criteria from Appendix A of the RFSP

In Chicago, AUSL's proposes to be a Lead Partner in intervening in both elementary schools (PK-8) and high schools (9-12). The broad outlines of the intervention approach are similar for both types of schools; see AUSL's July 2009 proposal to Chicago Public Schools for more details.

Outside Chicago, AUSL proposes to be a Lead Partner in intervening in one or two elementary or middle school(s), encompassing any or all of grades PK-8.

AUSL is prepared to accept the school(s) assigned by the district(s). We have a preference, but not an absolute requirement, for schools with enrollment of at least 400 students. In AUSL's prior experiences with interventions using its Turnaround school model, school enrollment following the intervention was typically similar to, or slightly greater than, enrollment prior to the intervention.

In Chicago, AUSL has already completed a detailed proposal for 2010 Turnaround schools. A copy of AUSL's proposal and the CPS October 2009 Board Report approving AUSL as a

contract manager are enclosed with this proposal. This detailed proposal addresses many of the same topics as are included in the RSFP Appendix A questions, so it should be reviewed along with our responses below. The balance of this section will supplement the CPS proposal, responding to the Appendix A Transformation Criteria and other work plan questions. Responses below will supplement the Chicago proposal by focusing on additional information needed to describe how AUSL would work with an Illinois district *other than* the Chicago district.

Turnaround school model. An AUSL-managed school is not a charter school, but a district school with autonomy for AUSL as the contract manager on staff hiring decisions and on curricular and budgetary policies. School-based employees are maintained as union members (if there is a union). AUSL Turnaround schools continue to use district services for many operational supports (e.g., facilities project management, transportation, food service).

With a new district partner, AUSL would use the Chicago Performance School model as a baseline for a discussion about roles and responsibilities across AUSL, the individual school's leaders, and the local district staff, but would be open to negotiating mutually agreeable variations from that model. See above, for the high-level timeline for planning and implementation of AUSL's Lead Partner collaboration with a district to undertake a new Turnaround school.

AUSL has launched new elementary Turnaround schools each school year since 2006, and our senior AUSL central office staff has recruited principals and coached them through the school planning process in four successive school years. This same team, supplemented by a full-time District Officer, would perform the same selection and coaching roles with new non-Chicago principals as they have and will with Chicago principals. During the incubation period, all of the principals of upcoming turnaround schools work together with AUSL's full-time coach, collaborating with and assisting one another and building lasting relationships, while benefiting from the experience and guidance of AUSL central office staff who have supported Turnaround school incubation in previous years.

Research foundations for the Turnaround school model. Mass Insight Education and Research Institute's 2007 work *The Turnaround Challenge* distinguishes between marginal efforts and the whole school transformation efforts needed to improve the nation's lowest performing schools. According to this study, successful turnarounds:

- Are much more challenging than school improvement
- Require whole school transformation
- Produce achievement improvement within two years
- Are empowered to make decisions about staff, schedule, budget, etc.
- Require new partners and structures within the state and district

PASSAGE: AUSL's unique approach to developing high-performing schools. Building on research from Mass Insight and others, as well as from our own experience, AUSL has codified the key components of our work to provide a "roadmap" for each Turnaround effort. Our PASSAGE framework summarizes and makes memorable what characterizes an AUSL school. New principals and all school staff learn about the PASSAGE framework and use it to guide their detailed planning. The PASSAGE framework is very similar to the Transformation Criteria required in the RSFP. Therefore, we will refer to the various elements of PASSAGE in the responses below.



Positive School Culture

- Safe and orderly school and classroom environment
- Effective recruitment, attendance and discipline policies



Action Against Adversity

- Engaged parents and community partners
- Proactive social supports that meet student needs



Setting Goals and Getting it Done

- Aggressive, transparent goals for schools, teams, and individuals
- Performance management systems with cycles of inquiry

Shared Responsibility for

Achievement

- Strong leadership with high-functioning teams
- Relentless efforts to recruit, retain, and motivate high-quality staff



Guaranteed and Viable Curriculum

- Standards-based, college prep K-12 curriculum
- Aligned assessment system that identifies student academic needs

Engaging and Personalized Instruction

- Focused professional development that ensures teacher effectiveness
- Deliberate use of Danielson framework and signature strategies

1. Transformation Criterion: School culture and climate

- a. Establish a safe, orderly environment
- b. Create a climate of high expectations
- c. Staff commitment to mission and goals
- d. Parents understand and support school
- e. Provide social, emotional services for low-income students

For a new AUSL Turnaround school, ensuring a positive school culture begins months before the school re-opens.

Facilities upgrades. All too often, facilities in underperforming schools have been neglected. Turnaround school buildings must signal high expectations to students and families by being safe, in compliance with codes, clean, in good repair, and adequately equipped. Also, AUSL needs the flexibility to evaluate and, if necessary, replace any or all of the school's on-site facilities staff.

As soon as a school is identified for turnaround intervention, and no later than six months prior to the opening of school, AUSL staff (including the new principal) and district representatives walk





through the facility together to develop an agenda for needed repairs and improvements. The agreed-upon projects are funded and implemented speedily, over the summer, by the district's facilities organization. When school opens in the fall, these noticeable improvements to the physical plant create a more positive learning environment and signal to students, parents and the community that "times have changed."

The extent and cost of needed improvements will vary depending on the initial condition of the facility, but they can be considerable. In Chicago, CPS's expenditures for AUSL turnaround school facilities have ranged from \$750,000 to \$2 million or more.

Additional discretionary capital projects. In some AUSL turnaround schools, AUSL's Development office has assembled donors to fund major capital projects, which provide a further boost to the programming options and image of the school. For example, in previous Chicago Turnaround schools, donors from the local business community funded upgrades ranging from new classroom whiteboards, to a new playground, to a brand-new \$2.6 million high school athletic field.

Clear, highly detailed checklists for how AUSL schools and classrooms should look, and clarity on key policies and processes (e.g., entry/exit procedures, uniforms, silent and orderly lines in the hallways during class transitions, etc.). See AUSL's July 2009 Chicago proposal, Exhibit 21 for AUSL's school and classroom environment checklist. Principals, teachers and staff receive a copy of "The AUSL Way" with detailed guidelines for Day 1 routines and procedures. To ensure accountability, AUSL's central office team conducts a fall "audit" of every school and every classroom to provide feedback to principals and teachers about whether AUSL's expectations are being met.

School-wide practices to reinforce a culture of high expectations and success. School leaders specify hallway posters and create bulletin board displays to communicate expectations, build school spirit, and celebrate success. All teachers receive training on, and use, AUSL's "Signature Strategies" for classroom management and instruction. Beginning with summer professional development, and also reinforced by the presence of a cohort of AUSL residency graduates, teachers and all school staff are expected to be consistent, positive, and respectful with students, and to expect such behavior in return.

Summer professional development is required for all school leaders, teachers, and staff (including all school support staff such as security, lunchroom, etc.). This investment in common planning and preparation time ensures that all adults in the building are aligned, committed, and well prepared for Day 1 and beyond. Six weeks of Summer PD before the turnaround school reopens includes time for the team to discuss and gain alignment about what the school's mission and policies will be, and to plan in detail how they will together set a new tone of high expectations. Summer PD also includes training for teachers on AUSL's curriculum and assessment tools and protocols. See AUSL's July 2009 Chicago proposal, exhibit 22 for the AUSL 2009 Turnaround Training Academy summer schedule.

The AUSL turnaround school model also calls for two weeks of Summer PD prior to the opening of the Turnaround school's *second* year of operation under AUSL management. This investment realigns all adults in the building to review and refresh school expectations and procedures, and also includes some professional development for teachers.

Action Against Adversity is part of AUSL's framework because the poorest-performing schools are almost always in high-poverty, high-mobility communities. AUSL welcomes the challenge for the school to provide and to coordinate the extra supports that poor and sometimes homeless children need, such as:

- Well-organized, non-bureaucratic procedures for welcoming and quickly enrolling new students throughout the school year
- School uniform policy, including a supply of "loaner" uniforms so kids who show up without theirs will not miss school time
- Supplemental services from nearby social service providers. Chicago partners include Youth Guidance, UCAN. AUSL has partnered with City Year to provide after-school tutoring in most AUSL elementary schools
- Donated school supplies
- Breakfast for all children
- Frequent communication from multiple media to keep parents and guardians informed

As described above, AUSL's new principal and teachers reach out to parents and the community before school starts, and continue to engage them throughout the year. Some of these community-building strategies also contribute to our "action against adversity." Some creative examples of how AUSL schools enlist parent and community support to create a better school experience for the children include:

- "Parent Patrol" of parent volunteers to mingle with and offer positive greetings to children as they wait to enter school in the morning. Fighting is less frequent and students enter school calmer and ready to learn
- Agreement by near-school food retailers to suspend sales of unhealthy snacks during certain times of the day.

After-school arts and sports programs are another AUSL "Action Against Adversity" strategy. Parents in AUSL school communities consistently ask for programming to keep their children supervised and learning after the school day. Also, after-school arts and sports activities can inspire and develop students with different talents, and motivate them to come to school and behave well in order to keep the privilege of participating. For example, in the first year of its turnaround, the 8th grade boys' wrestling team at AUSL's Howe School of Excellence won the Chicago city championship – a huge source of pride for the boys involved and the school, neither of whom had felt like "winners" for a long time.

AUSL employs two full-time staff in Chicago, one to coordinate Visual and Performing Arts programs and another for sports. These individuals would work with the District Officer and local district staff in a new district to arrange for teaching artists, coaches, buses, etc. and to seek funding for these enrichment activities.

2. Transformation Criterion: Developing teacher and school leader effectiveness

- a. Designate a principal who is the instructional leader
- b. Transition to distributed leadership
- c. Evaluate teachers and leaders performance
- d. Provide high quality professional development
- e. Recruit, place and retain high quality staff

District Officer. Soon after AUSL and a non-Chicago district agree to work together, AUSL would recruit a District Officer to be the project manager and leadership coach for the Turnaround school(s) in a new district. This position would report to Dr. Jarvis Sanford, AUSL's Managing Director – Elementary Schools. The District Officer would coordinate AUSL senior management and central office staff interactions with district and school staff throughout the planning and implementation of each new Turnaround school, and would be responsible for ensuring that the district and schools follow the AUSL model closely, including any agreed-upon deviations from it.

Principal and Assistant Principal. In AUSL's Turnaround school model, the principal of the poorly-performing school is always replaced by a new principal hired by AUSL. AUSL recruits locally and nationally for principals, using New Leaders for New Schools and other sources. Principals are expected to have some experience in school leadership, but AUSL emphasizes leadership qualities over length of experience in its selection criteria. AUSL principals typically also have at least some prior experience in school leadership in a school with a high-needs student population.

An AUSL Turnaround school principal is an employee of the district, but AUSL requires that the position be an "at-will" employment arrangement, not a multi-year contract. (In Chicago, this is accomplished by having AUSL principals be "Interim principals" appointed by the district CEO.). AUSL has, in the past, replaced principals when the performance of their schools did not meet AUSL's expectations. AUSL elementary principals will report to AUSL's Managing Director – Elementary Schools.

AUSL also requires that all of its schools have a full-time, non-teaching Assistant Principal to support the principal in both operational and instructional leadership. A school's Assistant principal is hired by the principal, subject to approval by AUSL senior staff. One of the teachers in each grade-level team is also designated as the grade level team leader, but this role does not include extra compensation and could be shared or rotated among team members.

The principal is hired to begin full-time work in January or February prior to the opening of school, and the Assistant principal is hired to begin full time in April. Sometimes the school clerk/business manager is also hired early if the right person is available. These individuals are coached, trained, and supported by the District Officer and by AUSL's Director of Special Projects, an experienced former elementary school principal who has partnered with each of the principals to plan for all of AUSL's previous Turnaround elementary schools.

Principal evaluation and compensation. In AUSL schools, principals and teachers are formally evaluated and compensated according to the district's collective bargaining agreement. However, AUSL's model includes variable incentive compensation for principals (only), in the range of about \$5,000 to \$11,000 annually. It is paid in two installments and calculated according to a "balanced scorecard" review of school and individual performance, including weighting achieving academic growth targets at 25 percent. See Exhibit 18 of AUSL's Proposal for Chicago Public Schools 2010 Turnaround schools.

School organization structure and staffing model. The staffing models for AUSL schools vary depending on school size, numbers of students requiring special education, etc. All school staff report to the principal. If this is typical in the district, staff in some support service areas (e.g., food service) may report to central district or third-party operators. In such cases, however,

AUSL would expect that the principal would have the opportunity to evaluate and potentially reject a proposed new or continuing employee to be placed in the building by the central district office or a third party.

Selection of teachers and staff. Teachers for AUSL schools are recruited from two sources: AUSL teacher residency training program graduates, and all other sources (including those returning teachers and staff who are invited to stay). New graduates of the AUSL program typically make up 50% or more of a Turnaround elementary school's core classroom teachers (K-8, not including "specials" like PE, Art, Special Education etc.).

In a new district, AUSL would recruit "State residents" to train during 2010-11 for positions in a new 2011 Turnaround school. Please see AUSL's Supporting Partner proposal, for a more complete description of AUSL's teacher residency program and its results

AUSL's teacher residency graduates are a critical and distinctive component of AUSL's Turnaround school human capital strategy because they are:

- Rigorously screened and selected (fewer than 10 percent of applicants to the residency program are accepted)
- Trained for a full year, full time, and prepared with a Master's degree (M.A.T or M. Ed.)
- Trained as a resident in an AUSL-managed school and intimately familiar with AUSL school processes, including expectations for school culture and climate, tools for using formative assessment data, teaching strategies, etc.
- Well known to their "cohort" of fellow trainees, and already the nucleus of a professional learning community even before they are hired for their first teaching position
- Available to be hired in time for pre-turnaround Summer PD, and committed by a contract to work at an AUSL school for four years following their training year.

Turnaround school principals observe and interview residents in March and extend offers in April.

Incumbent teachers and staff in a Turnaround school would also be evaluated early in the hiring season. All may re-apply, or opt out if they choose. The new principal interviews, observes, and selects only those who the principal believes are well qualified and prepared to adjust to the dramatic changes that will be made to the school's programs, policies, processes, and culture.

Finally, the principal and district recruiting staff recruit any remaining people to complete the team, if desired with support (at the district's discretion and expense) from a recruiting specialist partner such as The New Teacher Project.

AUSL Coaches. To supplement and support school-based staff, AUSL employs a team of talented former teachers to serve as full-time coaches in Turnaround schools. The typical allocation for a 500-student elementary school would be two full-time coaches, who would be hired by July 1 prior to the school's re-opening. A school's AUSL coaches observe and coach all teachers, with particular emphasis on providing induction support to newer teachers. Coaches report to AUSL's central office Coaches Team Leader, not to the school's principal.

AUSL professional development. AUSL believes, and this is supported by research, that whether a student's classroom teacher is effective or ineffective is the single most critical factor

affecting student achievement growth. AUSL has high expectations for teachers and invests heavily to help every teacher develop rapidly. AUSL's programs for teacher development include:

Summer PD (described above) prior to the start of school. Every adult who will work in the school attends six weeks of summer PD together before the school re-opens, and becomes a new and cohesive school team during that time. Before Year 2, two weeks of all-staff summer PD include additional time for teacher skill-building, grade level and school-wide analysis of the prior year's data, and joint planning.

One hour per week of paid, after-school time for all teachers. This time is programmed by the AUSL coach, and sometimes includes all-school gatherings but is more often used for grade-level team time for joint planning and analysis of student data.

A menu of **90-minute PD modules**, designed and led by AUSL coaches across the network, to disseminate our key frameworks: Charlotte Danielson's *Framework for Teaching* rubric, and AUSL "Signature Strategies" for instruction and classroom management. See appendix for a list and brief descriptions of these strategies. These modules are typically delivered to teachers during Professional Development Days built into the school calendar (typically three days prior to the start of school, plus about one day per quarter through the year).

Structured, regular **observations and "verbal feedback"** for every teacher from the school's principal, Assistant principal, and AUSL coach. An AUSL norm is that the principal/AP gives specific, Danielson-based feedback to a teacher at least once a day, and that the AUSL coach does this at least twice a day. These conversations create a regular drumbeat of feedback, goal-setting, and practice that support teachers as they work to continuously improve their craft.

Danielson Dialogues, which are meetings held twice a year during which a school's principal, AP, coaches, the District Officer, and an AUSL facilitator meet to discuss and rate the teacher's proficiency in each of Danielson's four domains: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. This process, which is developmental, is conducted in addition to whatever evaluation processes are mandated by the district's collective bargaining agreement.

Review of student performance data by teacher. Using AUSL's Linkit! reporting system, school leaders and the school's coach review and discuss the student achievement levels and growth rates of each teacher's students.

Because AUSL teachers are participants in district collective bargaining agreements, their formal evaluation and compensation policies are governed by those agreements. Aside from the ability to review and replace teachers and staff when the school is initially turned around, AUSL's model operates within the district's existing human capital polices. However, collective bargaining agreements usually include some provisions favorable to management, such as: ability to specify non-standard employment conditions as part of the teacher's initial hiring offer. For example, AUSL's offer letters to Turnaround school teachers includes provisions (such as participating in paid summer and after-school professional development) that are not part of the collective bargaining agreement, but that may be made mandatory as a condition of their acceptance of their offer.

Attention to probationary teachers. Most collective bargaining agreements grant more flexibility to replace a poorly performing teacher early in the teacher's career, so AUSL principals can act when necessary when a junior teacher does not perform up to their potential. Attention to the **continuing professional development of all teachers** and staff. AUSL's summer PD, coaching, regular feedback, and professional development throughout the year are designed to support all teachers and to help them improve their practice. Also, AUSL's systems

for providing data on student achievement progress (described in more detail below) give teachers and coaches the data they need to monitor progress, differentiate instruction, and employ strategies to help students accelerate their learning. We believe the overwhelming majority of teachers want to grow and succeed for their students, and that supportive systems, structures, staff, and tools will help them do so even in the absence of performance-based financial incentives.

Participation in the AUSL network of schools. AUSL principals, teachers, and staff are members of the AUSL community of practice as well as of the teams of their school and district. AUSL reinforces this community through regular (monthly) meetings of all principals, all APs, all Coaches, and all home office staff, and by hosting an annual three-day planning summit in June for all of these groups together. Teachers also benefit from AUSL's network scale; for example, PD sessions on teaching strategies assembled teachers from across the network, and were very well received (see appendix). AUSL schools in a new district would be included in as many AUSL network activities as travel and calendar constraints would allow.

Serving the needs of all students. All AUSL schools have special education teachers, and comply with all requirements for special education supports and services. AUSL's home office curriculum and assessment experts would work with district leadership and staff to tailor our curriculum and assessment approach to adapt to any special requirements of the new district. AUSL Turnaround elementary schools in Chicago do not typically have large ELL student populations, but we are prepared to work with a new district to put appropriate supports in place if a school designated for Turnaround needs them.

3. Transformation Criterion: Comprehensive instructional reform strategies

- a. Use data to identify implement instructional programs
- **b.** Differentiate instruction
- c. Integrate programs that impact instruction

AUSL's curriculum and assessment programs. AUSL will apply the curriculum and assessment programs used in its existing Turnaround schools in Chicago to new Turnaround schools added to the network, both in and outside Chicago. AUSL schools use a rigorous, standards-based curriculum, with frequent formative and summative assessments. AUSL's two Directors of Curriculum and Assessment (one each for elementary and high schools) lead teams for network teachers and coaches to develop common network-wide standards-based pacing guides, assessment tools, and assessment calendars. Teachers in all AUSL schools receive training and coaching support to use the network's resources (coaches, data, etc.) to ensure that their planning and instruction are informed by standards and by frequent feedback about progress of each student.

Network-wide curriculum for elementary Turnaround schools. Beginning in 2009-10, all new AUSL elementary Turnaround schools are using a common curriculum. Curriculum design teams, composed of experienced teachers from schools across our network and led by home office curriculum coordinators, design curriculum tools specifically for new Turnaround schools, in which it is often necessary to adapt the pacing of instruction and provide for more differentiated instruction to support a student population that is significantly further behind grade level than is the case in a non-Turnaround school.

For published resources, K-5 uses Everyday Math from the University of Chicago. Most schools use Math Thematics for grades 6-8. Each of our current elementary schools uses a different set of publisher materials for literacy; one commonality is the implementation of balanced literacy following a Fountas & Pinnell or a Calkins model. Lucy Calkins delivered a week of PD in summer 2009 to several teams of teachers and coaches to strengthen AUSL teachers' ability to teach Literacy. All new Turnaround elementary schools use the basal reading series *Reading Street* by Pearson.

Formative and summative assessments. All AUSL elementary schools administer the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress). AUSL schools also administer the ISAT, but we have added NWEA to provide summative data more frequently than once a year, and to use a recognized, nationally normed test. All AUSL elementary schools will give the NWEA assessments three times per year – September, December, and May. These summative (Computer Adaptive), nationally normed assessments give rich, specific, real-time data that allows teachers to target instruction to student needs, and have been shown to be strong predictors of ISAT performance. See appendix for a sample of an NWEA teacher report.

Classroom Diagnostic Assessment System (CDAS)TM. AUSL schools also use the Classroom Diagnostic Assessment System (CDAS) for Math and Reading. This system for data-driven instruction, developed for AUSL with the support of consultants from Lifelong Learning, provides for frequent formative assessments (every few weeks) to enable teachers to closely monitor the progress of their students and to re-teach as needed to appropriately differentiate instruction and leave no children behind. Each assessment system consists of interrelated components:

- **Unpacked benchmarks** to clarify and align the learning targets implied in the state benchmarks between grades, and to identify learning targets at different levels of cognitive rigor, namely knowledge, skills & understanding, and reasoning.
- **Benchmark assessments**, which are sets of forced-choice diagnostic questions which test student attainment of the learning targets at the 3 levels of cognitive rigor.
- **Pacing guides** indicating how to modify published materials (by supplementing or deleting lessons) in order to adequately address the benchmarks, and how to pace instruction throughout the year.
- **Diagnostic assessments** comprised of the diagnostic questions rearranged into sets according to the level of cognitive rigor of the benchmarks taught during a given time period, as specified on the pacing guides.

The CDAS assessment tools for Math were complete and fully implemented in all schools in 2008-09, in 2009-10, Literacy CDAS are being rolled out network-wide while teachers will pilot and revise Science tools. Teachers receive PD on how to use the information from CDAS to target their lesson planning and re-teaching priorities.

Strong gains in Math ISAT scores across the board in AUSL schools (see appendix) give testimony to the usefulness of these tools for teachers. We are also beginning the practice of maintaining portfolios of student writing and interim assessments that will follow students from grade to grade, to allow teachers to examine students' writing development across school years.

Linkit! Teachers in all AUSL schools use Linkit!, a web-based software package for managing and reporting student progress on assessments at the student, classroom, school, and network

level. CDAS, NWEA, and ISAT assessment data are loaded into Linkit!, and teachers use its flexible, easy-to-use reporting tools to inform analysis and planning sessions involving teachers, coaches, and school leaders. Sample Linkit! reports are in AUSL's July 2009 proposal for Chicago, Exhibit 13.

Power of 5 tutoring. An AUSL elementary school employs at least one, ideally two, instructional assistants to work with small groups of students (about five, thus the name) to provide extra practice and more focused attention to specific small groups with common needs for re-teaching as identified by the CDAS or other assessments. Tutors would be school employees, with training provided by AUSL's home office curriculum team and by the AUSL school-based coaches.

High school curriculum and assessment. Beginning in 2009-10, all AUSL high schools will follow a common curriculum map that outlines the specific ACT College Readiness Standards to be taught and assessed (Interims and CDAS) each quarter in all English, Math, Science, and History courses. This represents a transition from the CPS High School Transformation Instructional Delivery Systems materials, in order to align our curriculum more closely with the ACT standards (rather than the Illinois Learning Standards). Also, the ACT College Readiness Standards for Reading are embedded across all content areas at AUSL high schools.

High schools are continuing to use the EPAS system (Explore, PLAN, ACT) and quarterly Interim Assessments, and capturing data using the LinkIt! system. AUSL high schools will also use our Class Diagnostic Assessment System (CDAS) beginning in 2009-10 to assess student progress on the English, Reading, Math, and Science ACT College Readiness Standards.

AUSL school educational programs are attentive to the needs of our many at-risk high school students who are achieving below grade level. The following supports are in place:

- High schools use the Freshmen Watch Lists from CPS to identify incoming freshmen who enter high school needing extra academic supports.
- Throughout the year, when new students arrive to enroll in AUSL high schools they will take an entry assessment (NWEA) in reading and math to determine their current performance level. These scores, generated within 24 hours, will allow schools to place students with low performance levels in classes with additional academic supports.
- We offer online courses to students for credit recovery.
- Students who fall behind in two or more academic classes receive in-school interventions during the regular school day.
- Quarterly Student Success Reports from CPS are used to identify students at-risk for ending the year "off-track" for promotion and/or graduation.

College readiness. Each AUSL high school has a post-secondary coach to engage all students and families in the necessary components related to getting into and paying for college. AUSL high school students have seminar classes at each grade level: study skills for high school (9th); individual learning styles (10th); preparation for high-stakes college entrance exams (11th) and career and college preparation through projects and internships (12th).

4. Transformation Criterion: Extending learning time

- a. Provide more time for students to learn content
- b. Provide more time for teacher to collaborate
- c. Provide more time for student enrichment

AUSL has in some cases extended the instructional day at our turnaround schools. The purpose of this additional instruction is to close the achievement gap more quickly. However, since this requires a significant investment by the district, we do not make this a standard component of our turnaround model. AUSL will work with the district team, school principal, parents and community to determine if this step is necessary in each school.

AUSL does always provide one hour per week of extended time to provide additional weekly professional development for teachers. See the description of professional development in transformation criteria #2.

Finally, AUSL invests in programs in the fine arts, music, dance and sports – both during the school day and after school - to provide additional enrichment opportunities for students. See the description of these programs in transformation criteria #1.

5. Transformation Criterion: Providing operating flexibility

- a. Authority to select and assign school staff
- b. Control over school calendar and scheduling
- c. Control over financial resources

School calendar. While AUSL is prepared to work with a new district using the district's standard calendar, we would like to discuss the possibility of modifying the calendar for Turnaround schools in years 2 and beyond. In Chicago, AUSL elementary Turnaround schools all operate on either the standard CPS calendar (early September to mid-June, for 169 school days) for their first year, since the summer prior to the opening of school is needed to complete facilities improvements and for school team PD and planning. Beginning in Year 2, AUSL Turnaround schools switch to the CPS "Track E" calendar, which provides for the same number of total school days but has a school start date in mid-August with longer breaks during the school year. AUSL prefers an extended calendar for Turnaround schools after their first year to reduce the loss of learning momentum over the summer break, and to create meaningful windows for mid-year planning, professional development, and renewal for administrators and staff.

School day. In Chicago, AUSL schools operate with the standard instructional day of 6 hours and 15 minutes. For a Turnaround school in a new district, we would seek flexibility for a longer school day than this (as appropriate and funded by the district), and possibly even a longer school day than is standard for the district, to give the children the additional instructional time they need to close the achievement gap. In addition to the regular school day, AUSL Turnaround schools include supplementary programs to increase children's supervised learning time, for example:

- After-school arts and sports programming
- Power of 5 tutoring (pull-out instruction for small groups of students, during the school day; see below for a description)
- Tutoring provided by City Year program members
- SES and other community programs.

Operating flexibility related to staffing and scheduling. As described above, AUSL would have the authority as Lead Partner to replace the school's principal and to select the school's teachers and staff (including evaluation of all interested incumbents with the option to release them). AUSL would work within the district's standard school calendar, although we would like to discuss flexibility for an extended calendar after year 1. Other elements of operating flexibility include Summer PD, a longer instructional day if possible, one hour per week of paid teacher PD time, and a handful of paid, required teacher professional development days throughout the school year.

Financial resources necessary to implement the intervention model. Over and above a district's regular budget for a school, the costs of implementing AUSL's model for dramatic transformation of a school include one-time and annual fees to AUSL, plus commitments on the part of the district to make special investments in the school's people, programs and facilities in accordance with the AUSL model's design. The main types of expenses are summarized in the table below; also see the Cost Proposal for this RFSP.

	Included in fee to AUSL as Lead Partner	Covered by district/school budgeting (including supplemental funds raised)
One-time planning period costs	Recruiting state residents Salary, stipend, insurance, and mentor costs for state residents	Summer PD compensation for all staff (6 weeks before year 1 plus 2 weeks before year 2) Principal and AP compensation during planning period Facility repairs and upgrades Costs to recruit teachers and staff (other than residents)
Annual costs for five years	Full-time District Officer compensation Full-time AUSL coach(es) compensation Part-time services and oversight from AUSL senior management and central office staff	One hour per week paid PD for teachers Power of 5 tutor Principal incentive pay Extended daily instructional time (if possible) After-school arts and sports programs

For AUSL's proposal to be a Lead Partner for one or two elementary Turnaround schools outside Chicago, we have not included any fee to contribute to covering the costs of AUSL's home office staff and services or residency program leadership. Historically, AUSL has not used Chicago district funds for these costs, but has raised funds from individuals, foundations, and other government sources to cover them. These services include:

- As Lead Partner, coordinate services and manage the Turnaround school project
- Recruit, train, and manage District Officer and Coach(es)
- Teacher residency program overhead (indirect costs of training state residents)
- Delivery of PD to teachers by AUSL home office coaches
- Data analysis and reporting tools, frameworks and systems, including from AUSL's vendor Linkit!

- AUSL home office staff support to facilitate Data Dialogues and Danielson Dialogues, and to capture data
- Intellectual capital: PASSAGE framework, PD content, checklists
- Quality control and performance management activities: School visits from AUSL senior staff; District Officer and principal performance management
- Other AUSL home office indirect costs: Development/communications team; Recruiting staff and marketing expenses (residents and experienced teachers); Human Resources; Finance; IT; professional services; insurance; and office administrative expenses. AUSL staff offices are housed rent-free in AUSL schools.
- School and district staff access to participation in the AUSL network of schools: network-wide convening and PD, exchange of best practices.

Building Capacity for Sustained Improvement - Describe how the Lead Partner intends to phase out the need for its services

AUSL network of schools. AUSL has, at this point in its history, never been phased out of any school that it has begun to manage. With the exception of Dodge Renaissance Academy, AUSL's Chicago Turnaround school interventions are all less than five years old. Dodge Renaissance Academy has become an AUSL teacher residency training site, under AUSL management without an expiration date. The growing network of AUSL-managed schools within the Chicago district supports our model of increasing teacher training capacity for new Turnaround schools, with a vision that AUSL-managed schools which have moved through the critical early years of turnaround could potentially become teacher training sites and remain in the network.

Phase-out plan. Outside Chicago, AUSL would not necessarily seek to remain engaged with a district and one or two AUSL-managed school(s) beyond five years. It would not be difficult for AUSL to disengage; the only AUSL staff proposed to be dedicated to a non-Chicago district would be the District Officer and one or two coaches. These employees could be hired by the district or school, or be redeployed to serve other districts, or leave. All other employees working in and supporting the Turnaround school (including the principal) are employees of the local school district, not AUSL, from the outset of AUSL's intervention.

After five years, a Turnaround school's local school leadership and staff will be experienced and confident with the implementation of AUSL's PASSAGE elements, and the school should be a stable and high-performing school. If AUSL's involvement is to be phased out, AUSL will work with the local school staff and the district to ensure a smooth transition to district and school staff for other AUSL supports such as coaches, recruitment support, vendor relationships (e.g., Linkit!), PD programs for teachers, and ongoing leadership development for principals and other administrators. Or, AUSL could continue to provide selected services and/or advice as a Supporting Partner.

Options for longer-term AUSL involvement. If a district (perhaps in combination with other nearby districts) decided to build its own network of AUSL schools by creating a residency teacher training program and/or more Turnaround schools in school years after 2011, then AUSL could remain involved for a longer time. Such an extended relationship would, as is the case in Chicago, require both ongoing district support and funding for AUSL's overhead and home office expenses from philanthropy and grants.

Outcomes-Based Measurement Plan – Describe development of 5-year measurement plan

Turnaround phases as defined by student achievement progress. For AUSL, the performance metric that matters most is student achievement, and the primary goal of our Turnaround school intervention is to narrow and ultimately erase the "achievement gap" between a Turnaround school's students and students in high-performing schools. AUSL's expectations for Turnaround elementary school performance are:

- Turnaround Intervention (years 1 to 3): Narrow pre-turnaround achievement gap by half (e.g., to 30 percentage points from 60)
- Rapid Improvement (years 3 to 5): Narrow remaining achievement gap by half again (e.g., improve by 15 percentage points more)

• Sustain change (ongoing): Students achieve greater than 1 year of growth per school year, until the achievement gap is closed and the school is high-performing.

As described above, Dodge Renaissance Academy has reached Phase 3; Sherman and Harvard are close to Phase 2; and AUSL's Turnaround schools started since 2008-09 are still in Phase 1.

Performance management systems and structures. A cornerstone of AUSL's performance management approach is the Data Dialogue, which is a discussion involving a school's administrative leadership team plus the AUSL Managing Director responsible for the school. (Outside Chicago, the District Officer, who will report to AUSL's Managing Director for Elementary schools, would also attend.) These meetings are held at least six times per year. Before each meeting, AUSL's home office Knowledge Management staff creates a report of the school's performance on a number of indicators, including student achievement, student and teacher attendance, disciplinary incidents, and school culture and climate. During the meeting, the Managing Director and school leaders review and commit to action plans for improving performance. These conversations establish the agenda for continuous improvement and adjustments to the school's plans, and monitor progress.

Collegial visits. These are day-long visits to AUSL schools are coordinated by the school management team. A group of AUSL employees and some invited guests visit the designated school from 7 AM until 6 PM. They are briefed about the school's progress and challenges. They visit classrooms and interview teachers and staff. At the end of this observation, the group compiles their findings and shares the feedback with the school leadership team. These visits are a powerful way to share best practices across the AUSL network of schools.

Nonoperational Support Functions - If applicable, describe any non-operational support functions

Not applicable.

Fiscal Status Reporting - Describe the plan for how the applicant will report on the fiscal status of the implementation to ISBE and the school district

AUSL's Chicago-based Finance and Administration team is prepared to work with partner districts and ISBE to meet their requirements for fiscal reporting. Also, each individual AUSL school complies with all reporting requirements of the school's district.

See Fiscal Management plan below.

Demonstrated Record of Effectiveness

Research behind turnarounds. Mass Insight's 2007 work *The Turnaround Challenge* distinguishes between marginal efforts and the whole school transformation efforts needed to improve the nation's lowest performing schools. According to this study, successful turnarounds: Are much more challenging than school improvement Require whole school transformation Produce achievement improvement within two years Are empowered to make decisions about staff, schedule, budget, etc. Require new partners and structures within the state and district

AUSL was involved in the study outlined above. Sherman and Harvard, AUSL's first two turnaround schools were studied by the research team to draw conclusions about the turnaround model. The study has become a call to action to states and districts to effect change in chronically failing schools.

AUSL's Record of Academic Improvement. The table below summarizes "before and after" student achievement performance for all of AUSL's Turnaround elementary schools. Also see appendix for detailed performance data for each AUSL school.

AUSL has launched, and still manages, eight Turnaround elementary schools. The first, Dodge Renaissance Academy, was closed for an entire school year (2002-03) and re-opened under AUSL management. For subsequent Turnaround schools beginning with Sherman School of Excellence in 2006, AUSL has used a turnaround model that does not disrupt students. Students finish a school year at their failing school, and when the same students return in the fall, they are greeted by a new principal, staff, curriculum and renovated facilities. This model has been implemented at the other four turnaround elementary schools listed below.

Sherman School of Excellence was AUSL's first turnaround school under the new model of whole school transformation over summer break. In 2006, before AUSL managed the school, only 28.9% of students met the Illinois state standard on the ISAT composite metric. In 2009, after three years of AUSL management, Sherman has over 51% of students meeting the state standard.

Harvard School of Excellence was AUSL's second turnaround school. In 2007, only 31.8% of students met the state standard, ranking Harvard as one of the four worst elementary schools in Illinois. After just two years, 56.4% of students are meeting the state standard.

Howe School of Excellence's student achievement scores have improved by over seven percentage points in just one year.

Morton School of Excellence's student achievement scores dipped during the first year of AUSL's turnaround. We have been disappointed by Year 1 results, and we are committed to getting the school's performance on track. For 2009-10, we have changed

the school's principal and AP, as well as five of the school's teachers. We are confident that academic performance will be much stronger this year, and we already see a dramatic improvement in the school climate and culture at Morton.

Bethune, Dulles and Johnson Schools of Excellence are the three elementary Turnaround schools that AUSL has begun managing in the 2009-10 school year.

Parents in our Turnaround schools appreciate the impact of our people and programs, not just on their children's academic success but on the culture and climate of the school, where incidents of misconduct and violence are reduced. Today, Harvard, Sherman, Howe and Morton have positive school cultures and high expectations (see parent testimonials in appendix).

Record of Establishing Partnerships. AUSL has a long track record of success in developing and strengthening strong collaborative partnerships to support our mission. We continually seek ways to deepen the impact of these partnerships in four ways:) to expand services from existing partnerships to more students through AUSL-managed schools; 2) to expand partnerships to include more organizations that could offer services to our students; 3) to utilize existing and new partnerships for more targeted recruiting of highly qualified candidates for the residency program; and 4) to facilitate collaboration among existing and forthcoming urban residency programs in Illinois and nationally.

Key partners include:

- Chicago Public Schools (CPS). CPS is AUSL's primary partner in delivering the turnaround school model.
- Serve Illinois (AmeriCorps). AUSL is a new AmeriCorps program and joins the Serve Illinois network of more than 30 programs in the state. Through the residency program, AUSL's AmeriCorps members have the opportunity to earn an education award while serving in AUSL's network schools.
- New Leaders for New Schools. AUSL uses a variety of sources for leadership talent, with New Leaders for New Schools as one such source. We have worked closely with New Leaders to prepare principals to specifically work in our turnaround schools. New Leaders has also shared data-driven instruction resources with AUSL.
- City Year. City Year (also an AmeriCorps program) corps members serve at all AUSL elementary turnaround schools to implement essential school-based interventions in order to: 1) provide literacy tutoring for underperforming children and youth in grades 1-3; 2) establish a positive school climate for students, and 3) operate a skills-and civics-based after-school program.
- UCAN. AUSL also started a neighborhood-specific pilot project with UCAN (a social service organization that focuses on healing trauma, educating children and families, and preventing violence), for a cluster of schools (two elementary high-need schools and one training academy). UCAN provides a range of programs, such as in-class violence prevention workshops, a youth leadership development institute, and in-home services for families of students at-risk for dropout or expulsion due to truancy, academic or behavioral problems. AUSL and UCAN plan to expand the program to all new AUSL-network schools.

- Urban Teacher Residency United (UTRU). AUSL is a founding partner of UTRU and has been active participants in the sharing, analysis, and codification of best practices in teacher residencies. AUSL participates in UTRU's Residency for Residencies Program, by participating in panel discussions and hosting site visits for school district's seeking to start a residency program.
- University Partners National Louis University, Erikson Institute, and the University of Illinois at Chicago. All university partners support AUSL by co-developing and delivering innovative and tailored programs and calendars to align university master's degree coursework with in-school apprenticeship experiences; supporting AUSL residents financially with discounted tuition and assistance in securing financial aid; and assisting AUSL in our processes to select and provide orientation to new residents, and to evaluate their performance.

References.

- Andre Cowling, Principal of the Harvard School of Excellence Email: accowling@cps.k12.il.us Phone: 773-535-3045 Address: 7525 S. Harvard Ave, Chicago, IL 60620
- Keisha Campbell, Principal of the Howe School of Excellence Email: ksrobinson@cps.k12.il.us Phone: 773-534-6060 Address: 730 N. Lorel Ave, Chicago, IL 60634
- Barbara Eason-Watkins, Chief Education Officer, Chicago Public Schools Email: bewatkins@cps.k12.il.us Phone: 773-553-1485 Address: 125 S. Clark St, Chicago, IL 60610
- Ron Huberman, Chief Executive Officer, Chicago Public Schools Email: huberman@cps.edu Phone: 773-553-1510 Address: 125 S. Clark St, Chicago, IL 60610
- Melissa Megliola-Zaikos, Performance Schools Officer, Chicago Public Schools Email: mzaikos@cps.k12.il.us Phone: 773-553-2902 Address: 125 S. Clark St, Chicago, IL 60610

Fiscal and Management Capabilities

Organization Description. AUSL is a tax-exempt organization under section 501(c)(3) and classified as a public charity under 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code (see appendix for tax-exempt determination letter and Illinois determination letter). AUSL is incorporated in the state of Illinois.

AUSL was founded in 2001 by Mike Koldyke, venture capitalist and philanthropist. AUSL was founded as a teacher training organization, started one of the first residency programs in the country. Since then AUSL has trained over 310 new teachers and managed 14 schools. Eight of these schools are turnaround schools. The Executive Director of AUSL is Dr. Don Feinstein, an

18-year veteran of Chicago Public Schools and former principal of AUSL's first school, the Chicago Academy.

Staff Qualifications. AUSL's staff consists of highly qualified educators and business people. Executive Director, Dr. Don Feinstein, is a school principal of over 20 years in Chicago Public Schools and led the first residency training academy. Managing Director of Elementary Schools, Dr. Jarvis Sanford, served as a teacher and principal in CPS for over 15 years. As the principal of Dodge, Dr. Sanford was responsible for the highest achievement gains in the state. Managing Director of High Schools, Brian Sims, opened the first high school training academy in Chicago. Managing Director of Finance and Administration, Tim Cawley, left a 30 year business career with a Fortune 500 company to join AUSL. See appendix for resumes of all key staff.

Executive Director, Dr. Don Feinstein earned a Ph.D. in Foundations of Education in 1984 from Loyola University. In 2001, Dr. Feinstein stepped down as Principal of R. Nathaniel Dett Elementary School after seventeen years to become Principal of The Chicago Academy, the Academy for Urban School Leadership's first teacher training academy. Prior to serving in the role of Principal, Dr. Feinstein worked for five years in Chicago Public Schools' central office as the City-wide Administrator of Programs for Emotionally Disturbed Students. At the beginning of his career, Dr. Feinstein taught grades four, six, and special education. Since 2003, Dr. Feinstein has served as Executive Director of AUSL.

Managing Director of Elementary Schools, Dr. Jarvis Sanford began his professional career in 1993 as a *Student Development Coordinator* for the University of Wisconsin in Milwaukee. Promotion to several other administrative positions enabled Dr. Sanford to consistently demonstrate his outstanding leadership skill and ability. Dr. Sanford's administrative career with the Chicago Public Schools began after he successfully completed the prestigious New Leaders for New Schools Program. In 2003, Jarvis became principal at Dodge Renaissance Academy. By the end of 2004-05 school year, Dodge was recognized locally and nationally for the highest academic achievement gains in the state of Illinois. In 2007 Dr. Sanford was promoted to oversee all 11 AUSL elementary schools.

Managing Director of High Schools, Brian Sims, joined AUSL in 2003 with responsibility for designing and launching AUSL's first training high school, which opened in the fall of 2004. He served as principal of the Chicago Academy High School from 2004-2007. Prior to joining AUSL, Brian was an assistant principal at an award-winning charter high school in San Francisco. Brian began his career in education as a middle and high school social studies and English teacher in Lafayette, Louisiana and Newark, New Jersey. He has Master's degrees in History and Education from Stanford University and a B.A. from Dartmouth College. Brian received his Principal Certification from National-Louis University and is a graduate of New Leaders for New Schools.

Managing Director of Finance and Administration, Tim Cawley, left a 30 year business career with a Fortune 500 company to join AUSL. He is responsible for the oversight of finance, accounting, development, information technology, human resources, communications, teacher recruitment, and physical infrastructure improvements. Most recently, Cawley served as senior vice president of Global Logistics and Fulfillment for Motorola's Integrated Supply Chain, which comprised all transportation, storage, and distribution fulfillment for all of Motorola's businesses worldwide. Prior to joining Motorola in 2001, Cawley held management positions with SBC/Ameritech Inc., beginning in 1993 as vice president of marketing and later as president of its

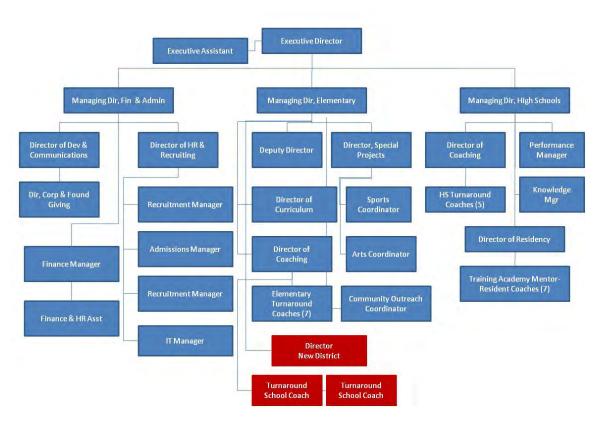
Small Business Services unit. Cawley was appointed president of SBC/Ameritech International in 1997, and was based in Brussels, Belgium, where he served on the boards of several European telecom companies. Cawley also served as chief executive officer for Revell-Monogram, world leader in hobby model kits. He began his career with Procter & Gamble, the world's largest consumer packaged-goods company.

Financial Resources. AUSL's programs are funded by private donors, foundations, management fees from the Chicago Public schools, and government grants. In FY 2009 ended June 30, AUSL's revenues were \$12.2 million, of which \$6.1 million were from sources other than Chicago Public Schools. AUSL currently has a surplus of \$2.9 million, sufficient to run operations for six months prior to receiving partnership funds. See appendix for audited financials and tax filings. AUSL is audited by Mann.Weitz & Associates L.L.C on an annual basis. Our fiscal year runs from July 1 until June 30.

Organizational Resources. In 2007, using funds from a Bill and Melinda Gates Foundation grant, AUSL undertook a strategic review with Bridgespan, a highly regarded non-profit consulting firm. This strategic review set out growth goals and corresponding organizational and financial needs. AUSL has built financial and management capacity in line with the recommendations of that review, and is now operating in accordance with a five-year plan that anticipates that AUSL will steadily grow its capacity to manage schools from a network of 14 schools in 2009-10 to a network of up to 38 schools by 2013-14. See appendix for current five year financial plan.

After this strategic review, AUSL hired new staff to take on the complexities of managing a network of schools. Since 2007, AUSL's central staff has almost doubled. This added capacity also brought much needed skills including financial and human resource expertise. The result is a skilled and experienced team capable of managing a large network of schools.

The current central office organization is sufficient for the added schools proposed here. As described above, we would add three additional positions if we are selected to manage schools in a district other than Chicago. Below is our proposed organization chart (for central staff, school principals report directly to the managing director of elementary schools or high schools). Blue indicates current positions, red indicates new positions. These positions are detailed in the budget and work plan.



Our implementation timeline for hiring and training new staff (including school staff) is detailed in the work plan above.

Exceptions to RSFP

AUSL will ask for the following exceptions to appendix F, attachment 10:

- 1. Section 4a. AUSL would like ISBE to agree not to *unreasonably* withhold consent to the use of a qualified subcontractor.
- 2. Section 6. AUSL would like to reserve the right to retain copies of custom work product, embedded software and generic components.
- 3. Section 7b. AUSL requests the covenant to keep information confidential be qualified to allow any disclosures *required by any applicable laws*.
- 4. Section 8. AUSL requests exception to correct any defective or deficient services *of which Contractor has been notified.*
- 5. Section 9. AUSL requests exception to the 10 days termination notice requirement to limit termination for cause. If a short termination notice is required, AUSL would like ISBE and/or the district to fulfill financial commitments already agreed upon.

Contracts with ISBE

AUSL was awarded an Induction Coaching Pilot grant from ISBE for the period of April 1 through August 31, 2009. The grant award number is ISBE 09-3982-00-65-108-0790-51. AUSL currently has no other contracts with ISBE.

Appendix

- 1. Existing performance data worksheet (RSFP Appendix E)
- 2. 2008 IRS 990
- 3. 2007 IRS 990
- 4. 2009 audited financials
- 5. Illinois Articles of Incorporation
- 6. Illinois Tax-Exempt Status
- 7. Resumes
 - a. Tim Cawley
 - b. Laura Couchman
 - c. Don Feinstein
 - d. Jarvis Sanford
 - e. Brian Sims
 - f. Michael Whitmore
- 8. Parent testimonials
- 9. AUSL "Signature Strategies"
- 10. Example of NWEA teacher report
- 11. AUSL's CPS Turnaround School Proposal
- 12. AUSL's CPS Turnaround School Proposal Exhibits 13, 18, 21 and 22
- 13. AUSL's CPS Turnaround School Pre-Qualification

ACADEMY FOR URBAN SCHOOL LEADERSHIP - EXISTING PERFORMANCE DATA WORKSHEET

	AUSL Elementary Schools															
	School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
	Summary	5107	3100	3109	3107	3100	3109	3107	3100	3109	5107	3100	3109	5107	3100	3109
	School Name:	Chicado	Academ	w.	u			5			Sherman Chicago District 299			Harvard Chicago District 299		
	School District/Location:1	•	District 2													
	Year Opened:	2001	District 2		2003	District 2		2005	District 2	.00	2006	District 2		2007	District 2	00
	Current Grades Served:	PK-8			PK-8			PK-8			PK-8			PK-8		
	Current Enrollment:	590			471			1111			520			466		
	School Model															
	(Public/Charter/Other):	Public			Public			Public			Public			Public		
	School Type (New															
	Start/Turnaround):	New Sta	art		Turnaro	und (Clos	ed FY03)	New Sta	art		Turnaro	und		Turnaro	und	
	Current Status (Academic Early															
	Warning Status (AES), Academic															
	Watch Status (AWS),															
	Restructuring):	None			None			None			Restruc	turing		Restruc	turing	
	Demographic & Socio-Economic															
	% Students Eligible for															
	Free/Reduced Lunch:	65.0%			86.0%			94.0%			94.0%			97.0%		
	% Students Limited English															
Š	Proficient:	9.3%			0.0%			26.0%			0.3%			0.0%		
	%Students with Disabilities:	16.3%			11.9%			10.2%			11.0%			6.7%		
	% Students Eligible for															
lict	% Students Eligible for Free/Reduced Lunch: % Students Limited English	82.7%			82.7%			82.7%			82.7%			82.7%		
list	% Students Limited English	4 - 404			45 404			4 - 404			45 404			4 - 404		
	Proficient:	15.1%						15.1%			15.1%			15.1%		
	% Students with Disabilities State Assessments	12.2%			12.2%			12.2%			12.2%			12.2%		
	Assessment Name (Reading,															
	Math):	ISAT			ISAT			ISAT			ISAT			ISAT		
	% Students Scoring "Meets" or	10/11						10/11			10, 11					
	above – Reading:	82.7%	85.1%	83.7%	62.8%	69.7%	72.4%	61.9%	68.5%	65.2%	33.2%	40.3%	46.5%	31.8%	36.2%	51.8%
8	% Students Scoring "Meets" or															
	above – Math:	91.6%	91.6%	92.1%	74.3%	79.4%	84.4%	70.2%	74.2%	74.9%	39.1%	46.4%	58.8%	33.9%	47.4%	64.2%
	% Students Scoring "Meets" or															
	above – Composite	86.2%	88.3%	90.0%	64.9%	72.5%	77.2%	65.7%	69.6%	72.3%	34.9%	40.2%	51.0%	31.8%	40.1%	56.4%
	% Students Scoring "Meets" or															
ಕ	above – Reading:	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%
	% Students Scoring "Meets" or	CO CO/		70.00/	CO C0/		70.00/	<u> </u>		70.00/	CO CO/	70 50/	70.00/	CO CO/		70.00/
ā	above – Math: % Students Scoring "Meets" or	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%
	above – Composite	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%
	% White Students Scoring "Meets"	51.170	01.070	00.070	51.170	01.070	00.070	51.170	01.070	00.070	51.170	01.070	00.070	51.170	01.070	55.570
	or above – Reading:		93%	94%												
	% White Students Scoring "Meets"															
	or above – Math:		95%	93%												

School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
% Black Students Scoring "Meets"															
or above – Reading:		62%	78%		69%	72%		57%	58%		40%	46%		36%	51%
% Black Students Scoring "Meets"															
or above – Math:		70%	85%		79%	84%		60%	63%		46%	59%		47%	64%
% Hispanic Students Scoring															
"Meets" or above – Reading:		83%	87%					74%	75%						
% Hispanic Students Scoring															
"Meets" or above – Math:		96%	95%					82%	82%						
% Asian Students Scoring "Meets"															
or above – Reading:		91%	91%												
% Asian Students Scoring "Meets"															
or above – Math:		90%	90%												
% ELL Students Scoring "Meets" or															
above – Reading:			85%					13%	31%						
% ELL Students Scoring "Meets" or															
above – Math:			94%					34%	31%						
% IEP Students Scoring "Meets" or															
above – Reading:		20%	55%			3%		24%	15%		7%	14%			8%
% IEP Students Scoring "Meets" or															
above – Math:		45%	50%			40%		29%	33%		12%	18%			18%
% Low Income Students Scoring															
"Meets" or above – Reading:		78%	85%		65%	71%		67%	68%		32%	42%		35%	51%
% Low Income Students Scoring															
"Meets" or above – Math:		88%	90%		78%	84%		73%	75%		47%	59%		38%	64%
Student Attendance Rates:		95%	96%		96%	93%		96%	96%		91%	92%		92%	93%
5															
O Teacher Retention Rates:		90%	93%		90%	84%		95%	93%		80%	90%		90%	96%
To Obudant Attandance Dates															
5 Student Attendance Rates		000/	000/		0.00/	0.00/		0.00/	0.00/		000/	0.00/		000/	000/
.던 Student Attendance Rates 		90%	90%		90%	90%		90%	90%		90%	90%		90%	90%
Teacher Retention Rates:	NA														

ACADEMY FOR URBAN SCHOOL LEADERSHIP - EXISTING PERFORMANCE DATA WORKSHEET

AUSL Elementary Schools

	AUSL Elementary Schools												
	School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09			
	Summary												
	School Name:	National T	eachers Acade	emy	Howe			Morton					
	School District/Location:1	Chicago D			Chicago D	istrict 299		Chicago D	Chicago District 299				
	Year Opened:	2007			2008 ັ			2008 ັ					
	Current Grades Served:	PK-8			PK-8			PK-8					
	Current Enrollment:	427			548			279					
	School Model												
	(Public/Charter/Other):	Public			Public			Public					
	School Type (New												
	Start/Turnaround):	Other			Turnaroun	d		Turnarour	nd				
	Current Status (Academic Early												
	Warning Status (AES), Academic												
	Watch Status (AWS),												
	Restructuring):	Corrective	Action		Restructu	ing		Restructu	ring				
	Demographic & Socio-Economic												
	% Students Eligible for												
=	Free/Reduced Lunch:	98.0%			97.0%	97.0%			92.0%				
ч	% Students Limited English												
Ō	Proficient:	0.6%			0.0%			0.5%					
	%Students with Disabilities:	11.3%			13.5%			13.1%					
	% Students Eligible for												
<u>i</u> c	Free/Reduced Lunch:	82.7%			82.7%			82.7%					
isti	Free/Reduced Lunch: % Students Limited English Proficient:												
		15.1%			15.1%			15.1%					
	% Students with Disabilities	12.2%			12.2%			12.2%					
	State Assessments												
	Assessment Name (Reading,												
	Math):	ISAT			ISAT			ISAT					
	% Students Scoring "Meets" or	45.00/		50.00/	00.00/	40.00/	40.00/	00.00/	00.00/	04.4.0/			
0	above – Reading:	45.0%	56.5%	56.2%	33.6%	49.6%	48.9%	36.2%	39.9%	31.1.%			
School	% Students Scoring "Meets" or		50.00/	C4 40/	40.00/	40.00/	50.00/	00.40/	40.00/	07 70/			
ŝ	above – Math:	55.5%	56.6%	64.1%	40.2%	40.2%	58.8%	32.4%	42.8%	37.7%			
	% Students Scoring "Meets" or	40 40/		FO 70/	00 70/	40.00/		22.00/	44.00/	22.00/			
	above – Composite	48.4%	55.9%	59.7%	36.7%	42.8%	50.6%	32.8%	41.0%	33.2%			
	% Students Scoring "Meets" or	CO 00/	CC 70/	C7 00/	CO 00/	CC 70/	C7 00/	CO 00/	CC 70/	07.00/			
ರ	above – Reading:	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%	60.9%	66.7%	67.8%			
District	% Students Scoring "Meets" or	60.60/		72 00/	69.00/		70 00/	69.00/		72.60/			
Ö	above – Math:	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%	68.6%	70.5%	73.6%			
	% Students Scoring "Meets" or	6/ 10/	67 00/	60.99/	64 10/	67 00/	60.99/	64 19/	67 00/	60.99/			
	above – Composite	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%	64.1%	67.8%	69.8%			

School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
% White Students Scoring "Meets"									
or above – Reading:									
% White Students Scoring "Meets"									
or above – Math:									
% Black Students Scoring "Meets"		500/	500/		400/	400/		000/	000/
or above – Reading:		56%	56%		49%	48%		39%	29%
% Black Students Scoring "Meets" or above – Math:		56%	C 40/		40%	F0 0/		400/	070/
% Hispanic Students Scoring		50%	64%		40%	58%		42%	37%
"Meets" or above – Reading:									
% Hispanic Students Scoring									
"Meets" or above – Math:									
% Asian Students Scoring "Meets"									
or above – Reading:									
% Asian Students Scoring "Meets"									
or above – Math:									
% ELL Students Scoring "Meets" or									
above – Reading:									
% ELL Students Scoring "Meets" or									
above – Math:									
% IEP Students Scoring "Meets" or									
above – Reading:		15%	6%			10%			10%
% IEP Students Scoring "Meets" or									
above – Math:		12%	15%			17%			14%
% Low Income Students Scoring									
"Meets" or above – Reading:		54%	55%			47%			31%
% Low Income Students Scoring									
"Meets" or above – Math:		56%	64%			58%			38%
Student Attendance Rates:		93%	93%		93%	93%		92%	92%
Taacher Detention Detect		C00/	000/			0.00/			CE0/
Teacher Retention Rates:		60%	86%			82%			65%
Student Attendance Rates									
Student Attendance Rates (includes elementary & high school)	90%	90%		90%	90%		90%	90%
	/	0070	0070		0070	0070		0070	0070
Teacher Retention Rates:									

ACADEMY FOR URBAN SCHOOL LEADERSHIP - EXISTING PERFORMANCE DATA WORKSHEET AUSL High Schools

		1		AUSL H	igh Schools			1		
	School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
	Summary									
	School Name:	Chicago Ac	cademy High S	chool	Collins Aca	ademy High Scl	hool	Orr Acaden	ny High School	
	School District/Location:1	Chicago Di			Chicago D			Chicago Di		
	Year Opened:	2004			2007			2008		
	Current Grades Served:	9-12				be 9-12 in 2010))	9-12		
	Current Enrollment:	497			350		/	1139		
	Current Ernomment.	497			330			1139		
	School Model (Public/Charter/Other):	Public			Public			Public		
	School Type (New Start/Turnaround):	New Start			Phase-Out	t		Turnaround	I	
	Current Status (Academic Early									
	Warning Status (AES), Academic									
		None			None			Restructuri	ng	
	Demographic & Socio-Economic								3	
	% Students Eligible for Free/Reduced									
-		81.0%			98.0%			95.0%		
School	% Students Limited English	01.070			00.070			00.070		
SC	Proficient:	20/			0%			10/		
55		2%						4%		
	%Students with Disabilities:	18%			21%			29%		
	% Students Eligible for Free/Reduced									
ict		82.7%			82.7%			82.7%		
District	% Students Limited English									
ē	Proficient:	15.1%			15.1%			15.1%		
	% Students with Disabilities	12.2%			12.2%			12.2%		
	State Assessments									
	Assessment Name (Reading, Math):	PSAE			PSAE			PSAE		
	% Students Scoring "Meets" or above	. 0, 12								
	- Reading:		32.0%	32.0%						14.0%
0			32.0%	32.0%						14.0%
School	% Students Scoring "Meets" or above		00.00/	00.00/						0.007
S	– Math:		33.0%	28.0%						2.0%
	% Students Scoring "Meets" or above – Composite									
	% Students Scoring "Meets" or above									
	– Reading:		30%	34%					30%	34%
District	% Students Scoring "Meets" or above		2270	0.70					00,0	01/0
istr	– Math:		28%	27%					28%	27%
ā			2070	21 /0					2070	21 70
	% Students Scoring "Meets" or above – Composite									
	% White Students Scoring "Meets" or									
	above – Reading:		47%	54%						
	% White Students Scoring "Meets" or			0170						
	above – Math:		130/	270/						
			43%	27%						
	% Black Students Scoring "Meets" or		0051	0001						
	above – Reading:		23%	29%						14%
					1					
	% Black Students Scoring "Meets" or above – Math:		23%	12%						3%

	School Year	SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
	% Hispanic Students Scoring "Meets"									
	or above – Reading:		28%	22%						16%
	% Hispanic Students Scoring "Meets" or above – Math:		30%	35%						0%
	% Asian Students Scoring "Meets" or		30%	33%						0%
	above – Reading:									
	% Asian Students Scoring "Meets" or									
	above – Math:									
	% ELL Students Scoring "Meets" or									
	above – Reading:									
	% ELL Students Scoring "Meets" or									
	above – Math:									
	% IEP Students Scoring "Meets" or above – Reading:		10%	11%						0%
	% IEP Students Scoring "Meets" or		10%	1170						076
	above – Math:		1%	0%						0%
	% Low Income Students Scoring									
	"Meets" or above – Reading:		32%	30%						14%
	% Low Income Students Scoring									
	"Meets" or above – Math:		32%	27%						2%
	Student Attendance Rates:		90%	93%		89%	89%			73%
	Student Graduation Rates (1 year):		96%	98%						71%
School										
	Student College Attendance Rates:			95%						
	Teacher Retention Rates:		91%	100%		73%	33%			89%
	Student Attendance Rates (includes									
District	elementary & high school)		90%	90%		90%	90%		90%	90%
listi	Student Graduation Rates (5 year):		55%	54%		55%	54%		55%	54%
	Student College Attendance Rates:									
	Teacher Retention Rates:									

efi	ile GR	APHIC	print - D	O NOT PROCESS	As Filed Data -					DLN	: 93490318017668
	00			Return of Ore	ganization Exem	ot Fro	om	Incor	ne Tax		OMBNº 1545-0047
Forn	.99	U	Under		or 4947(a)(1) of the Inter						2007
					benefit trust or private fo						2007
	artmen asury	nt of the	► The or	ganızatıon may have t	o use a copy of this return	i to satis	sfy st	tate repo	orting requ	irements	Open to Public
Inte	rnal Re	evenue			.,		•	•			Inspection
Serv		2007 ca	lendar veai	r, or tax year beginnin	g 07-01-2007 and endin	a 06-30	-2008	2			
		pplicable		C Name of organization		g 00 50	2000	J	DE	mployer i	identification number
_	ddress ch		Please use IRS	ACADEMY FOR URBAN S	SCHOOL LEADERSHIP				3	6-44474	457
	ame cha	_	label or print or		0 box if mail is not delivered	to street a	addres	ss) Room,	/suite E Te	elephone	number
_	ntial retu	-	type. See Specific	3400 N AUSTIN AVENUE					(7	73)534	4-0129
	nal retur		Instruc- tions.	City or town, state or co CHICAGO, IL 60634	ountry, and ZIP + 4					-	nethod 🔽 Cash 🔽 Accrual
_	mended		cions.							Other (sp	pecify) 🕨
_		n pending									
I A	phication	n penung	Section	501(c)(3) organization	s and 4947(a)(1) nonexemp	t charita	ble	H and	I are not ap	plicable to	section 527 organizations
					Schedule A (Form 990 or 99						or affiliates? 🔽 Yes 🔽 No
GΥ	Veb sit	e: 🕨 www	vausl-chica	ago org							of affiliates 🕨
-				- 25				H(c)	Are all affilia		ed? Yes No See instructions)
<u>ס ר</u>	Organiza	ation type	e (check only	one) 🕨 🔽 501(c) (3) ◀ (insert no)	l) or 🦵	527	н(ч)			rn filed by an organization
					porting organization and its gros it if the organization chooses to				covered by		
			nplete return	n return is not required, Dt	achi the organization chooses to	me a jetu	111,	I	Group Exe	emption I	· · · · · ·
								м	Check 🕨 🖡	If the on	ganization is not required to
-					line 12 ► 18,140,572	. F	Del				90, 990-EZ, or 990-PF)
Pa	art I 1			s, grants, and similar is	ges in Net Assets or amounts received	Funa	ват	ances	(See th	e Instru	(ctions.)
	a			onor advised funds		1a					
	Ь			ort (not included on li		1b		1	4,209,76	6	
	c	•	••	oport (not included on		1c				-	
	d		•	ibutions (grants) (not	·	1d			3,908,62	5	
				a through 1d) (cash \$				\ \	, ,	- 1e	18,118,391
	е 2				noncash \$ rnment fees and contracts		Part \) /II line	93)	2	
	3									3	
	4				investments					4	
	5									5	19,901
	6a	Gross r	ents			6a					,
	ь	Less re	ental expen	ises		6b					
	с	Net ren	tal income	or (loss) subtract line	6b from line 6a					6c	
Щ	7	O ther II	nvestment	ıncome (describe 🕨)						7	
Revenue	8a	Gross a	mount from	n sales of assets	(A) Securities			(B) 0	ther		
ď		other th	an invento	ry		8a					
	Ь	Less cos	t or other bas	sis and sales expenses		8b					
	c	Gaın or	(loss) (atta	ach schedule)		8c					
	d				mns (A) and (B)					8d	
	9	Special	events and	d activities (attach sc	hedule) If any amount is f	rom gar	ning,	check h	ere 🕨 🦵		
	a	Gross r	evenue (no	t including \$	of						
				rted on line 1b) 😼 🔒		9a				0	
	Ь		-		ising expenses	9b			23,39		
	c		•		s Subtract line 9b from line	1	•	• •		9c	-23,394
	10a .				nd allowances	10a				_	
	b					10b	10-			10-	
	с 11				ach schedule) Subtract line 10b					10c	2,280
	11		-		c, 7, 8d, 9c, 10c, and 11					11	18,117,178
	12				(B))					12	7,742,232
2	14	-			column (C))					14	655,860
iy na	15									15	200,106
Е×р	16									16	
	17				lumn (A)					17	8,598,198
	18				line 17 from line 12					18	9,518,980
sleset	19				g of year (from line 73, col					19	2,657,674
	20			5	ances (attach explanation)	• • •				20	0
Nel	21		-		ar Combine lines 18, 19,					21	12,176,654
For					e, see the separate instru			at No 1			Form 990 (2007)

Form 990 (2007)

Part II Statement of Functional Expenses

All organizations must complete column (A) Columns (B), (C), and (D) are required for section 501(c)(3) and (4) organizations and section 4947(a)(1) nonexempt charitable trusts but optional for others *(See the instructions.)*

	Do not include amounts reported on line 6b, 8b, 9b, 10b, or 16 of Part I.		(A) Total	(B) Program services	(C) Management and general	(D) Fundraising
22a	Grants paid from donor advised funds (attach Schedule) (cash \$) If this amount includes foreign grants, check here F	22a				
22Ь	O ther grants and allocations (attach schedule) (cash \$noncash \$) If this amount includes foreign grants, check here	22Ь				
23	Specific assistance to individuals (attach schedule)	23				
24	Benefits paid to or for members (attach schedule)	24				
25a	Compensation of current officers, directors, key employees etc Listed in Part V-A (attach schedule)	25a	137,008	61,654	61,653	13,701
Ь	Compensation of former officers, directors, key employees etc listed in Part V - B (attach schedule)	25b				
С	Compensation and other distributions not icluded above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) (attach schedule)	25c				
26	Salarıes and wages of employees not ıncluded on lınes 25a, b and c	26	3,567,142	3,231,679	270,603	64,860
27	Pension plan contributions not included on lines 25a, b and c	27				
28	Employee benefits not included on lines 25a - 27	28	114,073	90,925	21,344	1,804
29	Payroll taxes	29	259,335	217,754	35,582	5,999
30	Professional fundraising fees	30				
31	Accounting fees	31	40,310		40,310	
32	Legal fees	32				
33	Supplies	33	22,140	13,311	8,617	212
34	Telephone	34				
35	Postage and shipping	35				
36	Occupancy	36				
37	Equipment rental and maintenance	37	7,298	750	6,548	
38	Printing and publications	38	13,421	773	12,345	303
39	Travel	39	16,281	11,975	3,814	492
40	Conferences, conventions, and meetings	40	78,804	51,169	2,614	25,021
41	Interest	41				
42	Depreciation, depletion, etc (attach schedule) 🔂	42	12,241		12,241	
43	Other expenses not covered above (Itemize)					
а	See Additional Data Table	43a				
Ь		43b				
С		43c				
d		43d				
e		43e				
f		43f				
g		43g				
44	Total functional expenses. Add lines 22a through 43g (Organizations completing columns (B)-(D), carry these totals to lines 13-15)	44	8,598,198	7,742,232	655,860	200,106
Arean If "Ye	Costs. Check ► 「 If you are following SOP 98-2 ny joint costs from a combined educational campaign and fundraisin s," enter (i) the aggregate amount of these joint costs \$ ne amount allocated to Management and general \$, a	, (ii) the amount a	llocated to Pro-	gram services \$	- Yes No ,

Page **2**

Part III Statement of Program Service Accomplishments (See the instructions.)

Form 990 is available for public inspection and, for some people, serves as the primary or sole source of information about a particular organization. How the public perceives an organization in such cases may be determined by the information presented on its return. Therefore, please make sure the return is complete and accurate and fully describes, in Part III, the organization's programs and accomplishments.

Wha	at is the organization's primary exempt purpose? F The academy for urban school leadership (ausl) will improve student achievement in chicago's high-	Program Service
	poverty, chronically failing schools through its	Expenses
	disciplined transformation process, built on a	(Required for 501(c)(3) and
	foundation of specially trained AUSL teachers	(4) orgs , and 4947(a)(1) trusts, but optional for
pub	rganizations must describe their exempt purpose achievements in a clear and concise manner. State the number of clients served, ications issued, etc. Discuss achievements that are not measurable. (Section 501(c)(3) and (4) organizations and 4947(a)(1) nonexempt itable trusts must also enter the amount of grants and allocations to others.)	others)
а	Teaching Academies-AUSL trains new teachers through an innovative urban teacher's residency program at one of our six teacher training academies. Residents take most of their masters' degree coursework in the summer When school starts, they are paired with a master teacher who guides them through an entire school year of "student teaching". Residents commit to 4 yrs in an underperforming Chicago public school in return for a \$32,000 stipend during their training yr. They also receive intense induction coaching during during their first two years as a new teacher. AUSL trained teachers are placed in turnaround schools to create a team of "turn-around ready" teachers prepared to change the culture of a once failing school. Over 240 residents have been trained.	
	(Grants and allocations \$) If this amount includes foreign grants, check here 🕨 🦵	5,332,323
b	Turnaround Schools- AUSL turns around failing Chicago public schools through a disciplined transformation process built on a foundation of specially trained AUSL teachers. Under our turnaround model, the adults in the building are asked to leave and the children stay. AUSL hires a new principal and works with the principal to hire the new team of teachers, leaders and staff for the school. The principal also manages the complete renovation of the school as well as the implementation of a new curriculum. When students return from summer break, they are met by a new staff, faculty, curriculum, after school program, and a renovated building. This total school transformation is beginning to show results in some of the lowest performing schools in Chicago. Over 6,000 students served in 11 schools, 10% improvement in state testing standards in 2007-2008 school year.	
	(Grants and allocations \$) If this amount includes foreign grants, check here 🕨 🦵	465,287
С	Central Program - As part of its mission, AUSL uses Central Program staff to provide support to both Turnaround Schools & Teacher Training Academies This includes principal recruitment, curriculum development & assessment, summer professional development, coaching assistance, community initiatives, administration of curricular enhancement programs, & recruitment, admission & management of residents	
	(Grants and allocations \$) If this amount includes foreign grants, check here 🕨 🦵	1,944,622
d e	(Grants and allocations \$) If this amount includes foreign grants, check here ▶ ┌─ O ther program services (attach schedule)	
	(Grants and allocations \$) If this amount includes foreign grants, check here 🕨 🦵	
f	Total of Program Service Expenses (should equal line 44, column (B), Program services) 🕨	7,742,232
		Form 990 (2007)

Part IV Balance Sheets (See the instructions.)

Where required, attached schedules and amounts within the description (A) (B) Note: column should be for end-of-year amounts only. End of year Beginning of year 599.779 1,155,366 45 45 46 46 Savings and temporary cash investments 47a Accounts receivable . 47a b Less allowance for doubtful accounts 47b 57 973 47c Pledges receivable 48a 11 218 075 48a Less allowance for doubtful accounts 48b 2.282.370 **48c** 11.218.075 b 49 49 50a Receivables from current and former officers, directors, trustees, and 50a key employees (attach schedule) Receivables from other disgualified persons (as defined under section h 4958(c)(3)(B) (attach schedule) 50h 51a Other notes and loans receivable (attach schedule) 51a Ь Less allowance for doubtful accounts 51b 51c Assets 52 Inventories for sale or use 52 . 59 712 141 411 53 Prepaid expenses and deferred charges 53 54a Investments—publicly-traded securities . ► Cost FMV 54a Ь Investments—other securities (attach schedule) 🕨 🦵 Cost 🖵 FMV 54b 55a Investments-land, buildings, and equipment basis 55a Less accumulated depreciation (attach h schedule) 55b 55c 56 Investments—other (attach schedule) . 56 57a Land, buildings, and equipment basis 57a 418.279 Less accumulated depreciation (attach b 247,456 47,104 170,823 57b 57c 仞 schedule) 58 Other assets, including program-related investments (describe 🕨 0 \mathcal{D} 4,015 58 3.046.938 12,689,690 59 59 Total assets (must equal line 74) Add lines 45 through 58 . . . 190.574 222,883 60 60 Accounts payable and accrued expenses . . . 61 61 Grants payable 100,000 62 62 63 Loans from officers, directors, trustees, and key employees (attach Ŷ schedule) 63 64a :: 64a Tax-exempt bond liabilities (attach schedule) Mortgages and other notes payable (attach schedule) . . . 64h b 198.690 190.153 65 Other liablilities (describe 🕨 65 ਿ 389.264 513.036 66 Total liabilities Add lines 60 through 65 66 Organizations that follow SFAS 117, check here 🕨 🔽 and complete lines 67 through 69 and lines 73 and 74 666 726 529 429 Balances 67 Unrestricted 67 1 990 948 11,647,225 68 Temporarily restricted 68 69 Permanently restricted 69 . Fund Organizations that do not follow SFAS 117, check here 🕨 🦵 and complete lines 70 through 74 70 Capital stock, trust principal, or current funds 70 Ъ As sets 71 Paid-in or capital surplus, or land, building, and equipment fund . 71 72 Retained earnings, endowment, accumulated income, or other funds 72 73 Total net assets or fund balances Add lines 67 through 69 or lines 70 Net through 72 (Column (A) \boldsymbol{must} equal line 19 and column (B) \boldsymbol{must} equal 2,657,674 12,176,654 line 21) 73 3,046,938 12,689,690 74 74 Total liabilities and net assets / fund balances Add lines 66 and 73 Form **990** (2007)

Form 9	990 (2007)						Page 5
Part	tiv-A Reconciliation of Reven the instructions.)	ue per Audited Fina	ncial Sta	tements \	With Reven	ue per	Return (See
а	Total revenue, gains, and other suppor	t per audited financial sta	tements			а	18,184,572
b	A mounts included on line a but not on	Part I, line 12		_			
1	Net unrealized gains on investments		b1				
2	Donated services and use of facilities		b2		44,000		
3	Recoveries of prior year grants		b3				
4	Other (specify)		b4		23,394		
	Add lines b1 through b4		- <u> </u>			ь	67,394
с	Subtract line b from line a					с	18,117,178
d	Amounts included on Part I, line 12, b	ut not on line a					
1	Investment expenses not included on	Part I, line					
	6b		d1				
2	Other (specify)		d2				
	Add lines d1 and d2		-				67.204
_					•••	d	67,394
e	Total revenue (Part I, line 12) Add lin d					e	18,117,178
Part	IV-B Reconciliation of Expens		ancial St	atements	With Expe	nses pe	r Return
а	Total expenses and losses per audited					a	8,665,592
b	A mounts included on line a but not on	Part I, line 17					
1	Donated services and use of facilities		b1		44,000		
2	Prior year adjustments reported on Pa	rt I, line					
	20		b2				
3	Losses reported on Part I, line 20		b3				
4	Other (specify)		ь4		23,394		
	Add lines b1 through b4					ь	67,394
с	Subtract line b from line a					c	8,598,198
d	A mounts included on Part I, line 17, b	ut not on line a:					
1	Investment expenses not included on						
	6b		d1				
2	Other (specify)		d2				
	Add lines d1 and d2					d	
е	Total expenses (Part I, line 17) Add li						8,598,198
•	d					e	0,000,100
Pari	V-A Current Officers, Directo director, trustee, or key em <i>instructions.</i>)	rs, Trustees, and Ke ployee at any time dur	ring the y	yees (List ear even if	each person they were r	not comp	as an officer, bensated.) <i>(See the</i>
	(A) Name and address	(B) Title and average hours per week devoted to position		npensation d, enter -0)	employee ben deferred com plan	efit plans & pensation	(E) Expense account and other allowances
See A	ddıtıonal Data Table						

Page 6 Current Officers, Directors, Trustees, and Key Employees (continued) Part V-A Yes No 75a Enter the total number of officers, directors, and trustees permitted to vote on organization business at board **b** Are any officers, directors, trustees, or key employees listed in Form 990, Part V-A, or highest compensated employees listed in Schedule A, Part I, or highest compensated professional and other independent contractors listed in Schedule A, Part II-A or II-B, related to each other through family or business relationships? If "Yes," attach a statement that identifies the individuals and explains the relationship(s) . 75b Νo c Do any officers, directors, trustees, or key employees listed in Form 990, Part V-A, or highest compensated employees listed in Schedule A, Part I, or highest compensated professional and other independent contractors listed in Schedule A, Part II-A or II-B, receive compensation from any other organizations, whether tax exempt or taxable, that are related to the organization? See the instructions for the definition of "related 75c Νo If "Yes," attach a statement that includes the information described in the instructions 75d Νo

Form 990 (2007)

Former Officers, Directors, Trustees, and Key Employees That Received Compensation or Other Part V-B Benefits (If any former officer, director, trustee, or key employee received compensation or other benefits (described below) during the year, list that person below and enter the amount of compensation or other benefits in the appropriate column. See the instructions.)

(A) Name and address	(B) Loans and Advances	(C) Compensation (If not paid enter -0-)	(D) Contributions to employee benefit plans and deferred compensation plans	(E) Expense account and other allowances

Par	t VI Other Information (See the instructions.)	Y€	es I	No
76	Did the organization make a change in its activities or methods of conducting activities? If "Yes," attach a			
	detailed statement of each change	6	1	No
77	Were any changes made in the organizing or governing documents but not reported to the IRS? 7	7	1	No
	If "Yes," attach a conformed copy of the changes			
78a	Did the organization have unrelated business gross income of \$1,000 or more during the year covered by this retum? • • • • 78	3a	1	No
Ь	If "Yes," has it filed a tax return on Form 990-T for this year?	3b		
79	Was there a liquidation, dissolution, termination, or substantial contraction during the year? If "Yes," attach			
	a statement	9	n	No
80a	Is the organization related (other than by association with a statewide or nationwide organization) through common membership,			
	governing bodies, trustees, officers, etc , to any other exempt or nonexempt organization?	Da	1	No
b	If "Yes," enter the name of the organization 🕨			
	and check whether it is 🔽 exempt or 🔽 nonexempt			
81a	Enter direct or indirect political expenditures (See line 81 instructions) 81a			
b	Did the organization file Form 1120-POL for this year?	Lb	1	No

Form 990 (2007)

Form	990 (2007)			Page 7
Par	t VI Other Information (continued)		Yes	No
	Did the organization receive donated services or the use of materials, equipment, or facilities at no charge or at substantially less than fair rental value?	82a	Yes	<u> </u>
Ь	If "Yes," you may indicate the value of these items here Do not include this amount as revenue			<u> </u>
	In Part I or as an expense in Part II (See instructions in Part III)			
83a	Did the organization comply with the public inspection requirements for returns and exemption applications?	83a	Yes	
	Did the organization comply with the disclosure requirements relating to quid pro quo contributions?	83b		<u> </u>
	Did the organization solicit any contributions or gifts that were not tax deductible?	84a		No
	If "Yes," did the organization include with every solicitation an express statement that such contributions or			
-	gifts were not tax deductible?	84b		
85	501(c)(4), (5), or (6) organizations. a Were substantially all dues nondeductible by members?			<u> </u>
	Did the organization make only in-house lobbying expenditures of \$2,000 or less?	85b		<u> </u>
	If "Yes," was answered to either 85a or 85b, do not complete 85c through 85h below unless the organization received a waiver for proxy tax owed the prior year			
с	Dues assessments, and similar amounts from members			
	Section 162(e) lobbying and political expenditures			
	Aggregate nondeductible amount of section 6033(e)(1)(A) dues notices 85e	-		
	Taxable amount of lobbying and political expenditures (line 85d less 85e) 85f			
	Does the organization elect to pay the section 6033(e) tax on the amount on line 85f ²	85g		
-	If section $6033(e)(1)(A)$ dues notices were sent, does the organization agree to add the amount on line 85f to its reasonable estimate of dues allocable to nondeductible lobbying and political expenditures for the following tax year?			
86	501(c)(7) orgs. Enter a Initiation fees and capital contributions included on line 12 86a			
b	Gross receipts, included on line 12, for public use of club facilities 86b			
87	501(c)(12) orgs. Enter a Gross income from members or shareholders 87a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them)			
88a	At any time during the year, did the organization own a 50% or greater interest in a taxable corporation or partnership, or an entity disregarded as separate from the organization under Regulations sections 301 7701-2 and 301 7701-3? If "Yes," complete Part IX	88a		No
Ь	At any time during the year, did the organization directly or indirectly own a controlled entity within the meaning			
	of section 512(b)(13)? If yes complete Part XI			
		88b		No
89a	501(c)(3) organizations Enter A mount of tax imposed on the organization during the year under			<u> </u>
	section 4911 - 0 , section 4912 - 0 , section 4955 - 0			
Ь	501(c)(3) and 501(c)(4) orgs. Did the organization engage in any section 4958 excess benefit transaction during the year or did it become aware of an excess benefit transaction from a prior year? If "Yes," attach a statement explaining each transaction	89b		No
с	Enter A mount of tax imposed on the organization managers or disqualified persons during the year under sections 4912, 4955, and 4958			
d	Enter Amount of tax on line 89c, above, reimbursed by the organization			
е	All organizations. At any time during the tax year was the organization a party to a prohibited tax shelter			
	transaction?	20-		Ne
£	All organizations. Did the organization acquire direct or indirect interest in any applicable insurance contract?	89e		No
1	An organizations. Dru the organization acquire unect or munect interest in any applicable insurance contract?			
		89f		No
g	For supporting organizations and sponsoring organizations maintaining donor advised funds. Did the supporting organization, or a fund maintained by a sponsoring organization, have excess business holdings at any time during the year?			
		89g		No
9 0 2	List the states with which a copy of this return is filed 🕨 IL	org		
	Number of employees employed in the pay period that includes March 12, 2007 (See 90b instructions)			72
91a		534-0	1136	
	The books are in care of Lare Sullivan Telephone no Lare Sullivan Telephone no Lare Sullivan	554-0	,100	
	3400 N AUSTIN AVENUE Located at Located at CHICAGO, IL ZIP + 4 60634			
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority		Yes	No
	over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	91b		No
	If "Yes," enter the name of the foreign country 🌬			+
	See the instructions for exceptions and filing requirements for Form TD F 90-22.1 , Report of Foreign Bank and			
	Financial Accounts			

Form **990** (2007)

art VI Other Information (cor	ntinued)							Yes	Page No
c At any time during the calendar yea	r, dıd the organizatio	n maintain a	n office outside	of the United	States	?	91c		No
If "Yes," enter the name of the foreig									1
2 Section 4947(a)(1) nonexempt charita		990 in lieu o	F Form 1041 —C	heckhere .					▶ Г
and enter the amount of tax-exempt	_					92			- ,
art VIII Analysis of Income-Pr									
te: Enter gross amounts unless otherwis			business income	Excluded by s	ection 5	12, 513,	or 514	(E)
-		(A) Business	(B)	(C) Exclusion		(D)		Relate exempt f	
		code	Amount	code		Amount		incor	
B Program service revenue									
a									
Ь									
c									
d									
e									
f Medicare/Medicaid payments .									
g Fees and contracts from governme	nt agencies								
Membership dues and assessment	:s	1							
Interest on savings and temporary cash in	vestments								
Dividends and interest from securi	ties			14		1	9,901		
Net rental income or (loss) from re	alestate								
a debt-financed property									
b non debt-financed property									
Net rental income or (loss) from personal	property								
Other investment income	L								
00 Gain or (loss) from sales of assets other th	nan inventory								
)1 Net income or (loss) from special e				01		-2	3,394		
D2 Gross profit or (loss) from sales of	inventory								
Other revenue a Other income				01			2,280		
b									
c									
d									
e									
94 Subtotal (add columns (B), (D), and							1,213		
5 Total (add line 104, columns (B), (D		• • • • •			• •				-1,21
te: Line 105 plus line 1e, Part I, should e					(C	+6.			- \
ne No. Explain how each activity for wh									
of the organization's exempt pur					portar	,		p.i.s.i.i.i	
	a Tawahla Cuhai			d = d = = + : + : = :	- /6-			-	.
art IX Information Regardin (A)	(B)	idiaries a			s (Se		<u>Instru</u>	<u>CTIONS.</u> (E	
Name, address, and EIN of corporation,	Percentage of		(C) Nature of activities	S	Tot	(D) al incorr	e	End-of	-year
partnership, or disregarded entity	ownership interest							asse	ets
	%								
	%								
	%	<u> </u>			<u> </u>		<u> </u>		
Part X Information Regardin instructions.)	g Transfers Ass	ociated w	nth Persona	I Benefit Co	ontra	cts (S	ee the		
									✓ No
Did the organization, during the year, received	e any funde directly or i	ndurectly to per	/ nremiume on a n	ersonal henefit or	ntract?			Tes	- IACI

Part XI Information Regarding Transfers To and From Controlled Entities Complete only if the organization is a controlling organization as defined in section 512(b)(13)

					Yes	No			
106	.06 Did the reporting organization make any transfers to a controlled entity as defined in section 512(b)(13) of the Code? if "Yes," complete the schedule below for each controlled entity								
	(A) Name and address of each controlled entity	(B) Employer Ident if icat ion Number	(C) Description of transfer	() A mount o	D) of transf	fer			
а									
b									
с									
	Totals								

					Yes	No
107	Did the reporting organization receive any transfers from a controlled entity as defined in section 512(b)(13) of the Code? if "Yes," complete the schedule below for each controlled entity					
	(A)	(B)	(C)		• •	

	(A) Name and address of each cont rolled ent it y	(B) Employer Ident if icat ion Number	(C) Description of transfer	(D) Amount of transfer
а				
b				
с				
	Totals			

								Yes	No
		-	a binding written contract ii scribed in question 107 abo	-	t 17, 200	6 covering the in	terests, rents,		
Please			I declare that I have examined th t, and complete Declaration of pr				of which preparer has an		
Sign Here		Signature of officer Date donald feinstein executive director Type or print name and title							
Paid Prepar	er's		STEINDLER	Date		Check If self- empolyed F	Preparer's SSN or PTIN (See Gen	Inst W)
Use Only		Firm's name (or yours if self-employed), address, and ZIP + 4	MANN WEITZ & ASSOCIATES LLC	EIN F		EIN 🕨			
	111 DEER LAKE ROAD SUITE 125 DEERFIELD, IL 60015				Phone no 🕨 (847) 267	-3400			

	Organi	zation Exempt Unde	r Section 501(3490318017668 DMBNo 1545-0047
SCHEDULE A (Form 990 or 990EZ)	(Ēxcepi Suppleme	t Private Foundation) and Secti 501(n), or 4947(a)(1) Nonexem ntary Information—(Sec	ion 501(e), 501(f), 501 npt Charitable Trust e separate instru	ctions.)	2007
epartment of the reasury nternal Revenue ervice	<u>_</u>	d by the above organizations a	nd attached to their Fo	I	
lame of the organizati CADEMY FOR URBAN SCH				Employer identific	at ion number
Part I Comper	nsation of the Five	Highest Paid Employee	s Other Than Offic	36-4447457 cers, Directors, a	nd Trustees
(See pag	ge 1 of the instruction	ns. List each one. If there a	re none, enter "Nor		1
	ess of each employee han \$50,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans & deferred compensation	(e) Expense account and other allowances
Brian Sims 3400 N AUSTIN AVE CHICAGO,IL 60634		Mng Dır - HS 40 00	147,115	o	o
Michael Whitmore 3400 N AUSTIN AVE CHICAGO,IL 60634		Dır of Res Prog 40 00	124,323	0	o
Madeline Maraldi 3400 N AUSTIN AVE CHICAGO,IL 60634	E	Dir of Spec Proj 40 00	109,731	0	o
Diane Deckert 3400 N AUSTIN AVE CHICAGO,IL 60634	E	Dir Curr & Assess 40 00	84,654	27	0
Colleen Fulkerson 3400 N AUSTIN AVE CHICAGO,IL 60634	E	Dır Curr & Assess 40 00	81,731	8,044	c
	employees paid over	15	;		
	e page 2 of the instru	ive Highest Paid Indepe Ictions. List each one (wheth			
(a) Name and addres		ontractor paid more than \$50,0	000 (b) Typ	e of service	(c) Compensation
PO BOX 2804 BLUE JAY, CA 9231			PROFESSIONAL	DEVELOPMENT	181,021
BLOL JAT, CA 9231	/				
Total number of other professional services	s receiving over \$50,00	00 for			
Part II-B Com (List	pensation of the I each contractor who	Five Highest Paid Indepe performed services other enter "None". See page 2 f	than professional se		
		contractor paid more than \$50,0		e of service	(c) Compensation
Total number of other	contractors receiving o	ver			
\$50,000 for other ser	rvices	Instructions for Form 990 and C	at No 112855	Schodula A	(Form 990 or 990-FZ)

Schedule A (Form 990 or 990-EZ) 2007

1

2

year

Part III Statements About Activities (See page 2 of the instructions.) Yes No During the year, has the organization attempted to influence national, state, or local legislation, include any attempt to influence public opinion on a legislative matter or referendum? If "Yes," enter the total expenses paid or incurred in connection with the lobbying activities **b**\$ 42,000 (Must equal amounts on line 38, Part VI-A, or line i of Part VI-B) 1 Yes Organizations that made an election under section 501(h) by filing Form 5768 must complete Part VI-A Other organizations checking "Yes" must complete Part VI-B AND attach a statement giving a detailed description of the lobbying activities During the year, has the organization, either directly or indirectly, engaged in any of the following acts with any substantial contributors, trustees, directors, officers, creators, key employees, or members of their families, or with any taxable organization with which any such person is affiliated as an officer, director, trustee, majority owner, or principal beneficiary? (If the answer to any question is "Yes," attach a detailed statement explaining the transactions.) Sale, exchange, or leasing property? Νo 2a Lending of money or other extension of credit? 2b Νo Furnishing of goods, services, or facilities? 2c Νo С Payment of compensation (or payment or reimbursement of expenses if more than \$1,000)? 🍠 2d Yes d Transfer of any part of its income or assets? 2e No Did the organization make grants for scholarships, fellowships, student loans, etc ? (If "Yes," attach an explanation 3a of how the organization determines that recipients qualify to receive payments) 3a No Did the organization have a section 403(b) annuity plan for its employees? 3b Yes c Did the organization receive or hold an easement for conservation purposes, including easements to preserve open 3c No space, the environment , historic land areas or structures? If "Yes" attach a detailed statement Did the organization provide credit counseling, debt management, credit repair, or debt negotiation services? 3d Νo Did the organization maintain any donor advised funds? If "Yes," complete lines 4b through 4g If "No," complete lines 4a 4a No 4fand 4a Did the organization make any taxable distributions under section 4966? 4b Did the organization make a distribution to a donor, donor advisor, or related person? 4c Enter the total number of donor advised funds owned at the end of the tax year d Enter the aggregate value of assets held in all donor advised funds owned at the end of the tax year f Enter the total number of separate funds or accounts owned at the end of the tax year (excluding donor advised funds included on line 4d) where donors have the right to provide advice on the distribution or **b** 0 investment of amounts in such funds or accounts Enter the aggregate value of assets held in all funds or accounts included on line 4f at the end of the tax

b 0

Page 2

P	art I	Reason for Non-Private	Foundation Status	s (See pages 4 th	rough 7 of the	instructions.))
Icer 5	tify th	at the organization is not a private four A church, convention of churches, or	•	•	••	ox)	
5	I			s Section 170(b)(1	.)(A)(I)		
6	Г	A school Section 170(b)(1)(A)(ii) (Also complete Part V)					
7	Γ	A hospital or a cooperative hospital s	ervice organization Se	ection 170(b)(1)(A)	(111)		
8	Г	A federal, state, or local government	or governmental unit S	Section 170(b)(1)(A)(v)		
9	Г	A medical research organization oper	ated in conjunction wit	h a hospital Sectio	n 170(b)(1)(A)(ı	II) Enter the ho	spital's name, city
10	Г	An organization operated for the bene Section 170(b)(1)(A)(iv) (Also comp	-		ated by a goverr	imental unit	
11a	v	An organization that normally receive Section 170(b)(1)(A)(vi) (Also comp			overnmental uni	t or from the ge	neral public
11b	Г	A community trust Section 170(b)(1)(A)(vı) (Also complet	e the Support Scheo	dule ın Part IV - A)	
12	Г Г	An organization that normally receive receipts from activities related to its its support from gross investment inc acquired by the organization after Jur An organization that is not controlled requirements of section 509(a)(3) C	charitable, etc., functio ome and unrelated bus e 30, 1975 See section by any disqualified per	ons—subject to cert iness taxable incor on 509(a)(2) (Also rsons (other than fo	aın exceptions, a ne (less section complete the Su undation manage	and (2) no more 511 tax) from b Ipport Schedule ers) and otherwi	e than 331/3% of ousinesses in Part IV-A)
		Г Туре I ГТуре II ГТур	e III - Functionally Int	egrated 🦵 -	Type III - Other		
		Provide the following informa	tion about the support	ed organizations. (s	see page 7 of the	e instructions.)	1
(a) Name(s) of supported organization(s)		• •	(b) Employer organization(s) identification number		(d) Is the supported organization listed in the supporting organization's governing documents?		(e) A mount of support?
				12 above or IRC section)	Yes	No	
				-			
				-			
Tota						•	
14	Г	An organization organized and operat	ed to test for public sat	fety Section 509(a)(4) (See page 7	' of the instruct	ions)

Schedule A (Form 990 or 990-EZ) 2007

Schedule A ((Form 990	or 990-EZ	2007

Part IV-A Support Schedule (Complete only if you checked a box on line 10, 11, or 12) Use cash method of accounting. Note: You may use the worksheet in the instructions for converting from the accrual to the cash method of accounting.

Cale	ndar year (or fiscal year beginning in) 🕨 🕨	(a) 2006	(b) 2005	(c) 2004	(d) 2	2003	(e) Total
15	Gifts, grants, and contributions received (Do not	4,403,814	4,505,443	4,655,726		4,231,628	17,796,611
	include unusual grants See line 28)	1,103,011	1,505,115	1,033,720		1,231,020	
16	Membership fees received						0
17	Gross receipts from admissions, merchandise sold or services performed, or furnishing of						
	facilities in any activity that is related to the	5,840	17,468	10,280		11,676	45,264
	organization's charitable, etc , purpose						
18	Gross income from interest, dividends, amounts						
	received from payments on securities loans (section 512(a)(5)), rents, royalties, and						
	unrelated business taxable income (less section						0
	511 taxes) from businesses acquired by the						
	organization after June 30, 1975						
19	Net income from unrelated business activities						0
20	not included in line 18 Tax revenues levied for the organization's benefit					<u> </u>	
20	and either paid to it or expended on its						0
	behalf						
21	The value of services or facilities furnished to						
	the organization by a governmental unit without charge Do not include the value of services or						0
	facilities generally furnished to the public without						0
	charge						
22	Other income Attach a schedule Do not include						0
	gain or (loss) from sale of capital assets	4 400 654	4 522 014	4.555.005		4 242 204	
23	Total of lines 15 through 22	4,409,654	4,522,911	4,666,006		4,243,304	17,841,875
24	Line 23 minus line 17	4,403,814	4,505,443			4,231,628	17,796,611
25	Enter 1% of line 23	44,097	45,229		26-	42,433	
26	Organizations described on lines 10 or 11: a En				26a		355,932
b	Prepare a list for your records to show the name of	and amount cont	ributed by each p	erson (other			
	than a governmental unit or publicly supported org	anızatıon) whose '	total gifts for 200	2 through			
	2005 exceeded the amount shown in line 26a $$ Do $$	not file this list w	r ith your return. E	Enter the total			
	of all these excess amounts			▶	26b		1,485,340
с	Total support for section 509(a)(1) test Enter line	e 24, column (e)		•	26c		17,796,611
d	Add Amounts from column (e) for lines 18	() 19	0			
	22 -		26b	1,485,340	26d	İ	1,485,340
е	Public support (line 26c minus line 26d total)		_	•	26e		16,311,271
f	Public support percentage (line 26e (numerator) d	ivided by line 26c	(denominator))	▶	26f	1	9165 38 %
27	Organizations described on line 12: a For amou			7 that were receiv	l /ed from	ia "disqual	
	prepare a list for your records to show the name of,						
	Do not file this list with your return. Enter the sun			,		····	
	(2006) (2005)		(2004)		(2003)		
L.	For any amount included in line 17 that was received	ed from each ners	· · ·		· · ·	nare a list f	for your
U	records to show the name of, and amount received						
	or (2) \$5,000 (Include in the list organizations de	• •					
					-		-
	return. After computing the difference between the these differences (the excess amounts) for each ye		and the larger ar	nount described if	(1) 01 0	ZJ , enter ti	ne sum or
		ear	(2004)		(2002)		
	(2006) (2005)		(2004)		(2003)		
			1.0				
с	Add Amounts from column (e) for lines 15		16			l	
	17 20		21			27c	
	Add Line 27a total	and line 27b tot	al		•	27d	
	Public support (line 27c total minus line 27d total)				•	27e	
f	Total support for section 509(a)(2) test Enter am	ount from line 23,	column (e) 🕨	27f			
g	Public support percentage (line 27e (numerator) d	ivided by line 27f	(denominator))	•	27g		
h	Investment income percentage (line 18, column (e) (numerator) div	ided by line 27f ((denominator)) 🕨	27h		
28	Unusual Grants: For an organization described in lin	ne 10, 11, or 12 t	hat received any	unusual grants du	uring 20	02 through	2005,
	prepare a list for your records to show, for each yea	ar, the name of th	e contributor, the	date and amount	of the a	rant, and a	brief
	description of the nature of the grant Do not file tl	his list with your	r eturn . Do not inc	lude these grants	in line 1	15	

Page **4**

Sche	dule A (Form 990 or 990-EZ) 2007		Pa	age 5
Ра	rt V Private School Questionnaire (See page 7 of the instructions.)			
29	(To be completed ONLY by schools that checked the box on line 6 in Part IV) Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws,		Yes	No
	other governing instrument, or in a resolution of its governing body?	29		
30	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its			
	brochures, catalogues, and other written communications with the public dealing with student admissions,			
	programs, and scholarships?	30		
31	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during			
	the period of solicitation for students, or during the registration period if it has no solicitation program, in a way			
	that makes the policy known to all parts of the general community it serves?	31		
	If "Yes," please describe, if "No," please explain (If you need more space, attach a separate statement)			
32	Does the organization maintain the following Records indicating the racial composition of the student body, faculty, and administrative staff?	32a		
	Records documenting that scholarships and other financial assistance are awarded on racially nondiscriminatory	524		
Ľ	basis?	 32b		
	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing			
-	with student admissions, programs, and scholarships?	32c		
c	Copies of all material used by the organization or on its behalf to solicit contributions?	32d		
	If you answered "No" to any of the above, please explain (If you need more space, attach a separate statement)			
		-		
33	Does the organization discriminate by race in any way with respect to			
a	Students' rights or privileges?	33a		
Ł	Admissions policies?	33b		
-				
c	: Employment of faculty or administrative staff?	33c		
c	Scholarships or other financial assistance?	33d		
e	Educational policies?	33e		
-				
f	Use of facilities?	33f		
ç	Athletic programs?	33g		
ł	Other extracurricular activities?	33h		
	If you answered "Yes" to any of the above, please explain (If you need more space, attach a separate statement)			
34a	Does the organization receive any financial aid or assistance from a governmental agency?	34a		
Ł	Has the organization's right to such aid ever been revoked or suspended?	34Ь		
	If you answered "Yes" to either 34a or b, please explain using an attached statement			
35	Does the organization certify that it has complied with the applicable requirements of sections 4 01 through 4 05			
	of Rev Proc 75-50, 1975-2 C B 587, covering racial nondiscrimination? If "No," attach an explanation	35		

Schedule A (Form 990 or 990-EZ) 2007

Schedule A (Form 990 or 990-EZ) 2007			Page b			
Part VI-A Lobbying Expenditures by Electing Public Charities (See page 9 of the instructions.) (To be completed ONLY by an eligible organization that filed Form 5768) Check a if the organization belongs to an affiliated group Check b if you checked "a" and "limited control" provisions apply						
(The term "expenditures" means amounts paid or incurred)		(a) Affiliated group totals	(b) To be completed for all electing			
	36		organizations			
37 Total lobbying expenditures to influence a legislative body (direct lobbying)	37					
38 Total lobbying expenditures (add lines 36 and 37)	38					
39 Other exempt purpose expenditures	39					

- 40 Total exempt purpose expenditures (add lines 38 and 39)
- 41 Lobbying nontaxable amount Enter the amount from the following table-

00
0

42 Grassroots nontaxable amount (enter 25% of line 41)

- 43 Subtract line 42 from line 36 Enter -0- if line 42 is more than line 36
- 44 Subtract line 41 from line 38 Enter -0- if line 41 is more than line 38

Caution: If there is an amount on either line 43 or line 44, you must file Form 4720.

4-Year Averaging Period Under Section 501(h)

(Some organizations that made a section 501(h) election do not have to complete all of the five columns below See the instructions for lines 45 through 50 on page 11 of the instructions)

40

41

42

43

44

		Lobbying Expenditures During 4-Year Averaging Period					
	Calendar year (or fiscal year beginning in) Þ	(a) 2007	(b) 2006	(c) 2005	(d) 2004	(e) Total	
45	Lobbying nontaxable amount						
46	Lobbying ceiling amount (150% of line 45(e))						
47	Total lobbying expenditures						
48	Grassroots nontaxable amount						
49	Grassroots ceiling amount (150% of line 48(e))						
50	Grassroots lobbying expenditures						

Part VI-B Lobbying Activity by Nonelecting Public Charities

	(For reporting only by organizations that did not complete Part VI-A) (See page 11	l of th	e inst	ructions.) 🕲 👘
	ng the year, did the organization attempt to influence national, state or local legislation, including any npt to influence public opinion on a legislative matter or referendum, through the use of	Yes	No	A mount
а	Volunteers		No	
b	Paid staff or management (Include compensation in expenses reported on lines ${f c}$ through ${f h}.)$		No	
с	Media advertisements		No	0
d	Mailings to members, legislators, or the public		No	0
е	Publications, or published or broadcast statements		No	0
f	Grants to other organizations for lobbying purposes		No	0
g	Direct contact with legislators, their staffs, government officials, or a legislative body	Yes		42,000
h	Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means		No	0
i	Total lobbying expenditures (Add lines c through h.)			42,000
	If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activit	ies		

Schedule A (Form 990 or 990-EZ) 2007

	Part VII	Information Regarding Transfers To and Transactions and Relationships With Nonch	arita	ble
		Exempt Organizations (See page 12 of the instructions.)		
51	. Did the re	eporting organization directly or indirectly engage in any of the following with any other organization described in	sectio	'n
	501(c) of	of the Code (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?		
	- Transfors	s from the reporting organization to a noncharitable exempt organization of	Vee	Ne

nsfers from the reporting organization to a noncharitable exempt organization of

a i ransfers from the reporting organization to a noncharitable exempt organization of		Yes	No
(i) Cash	51a(i)		No
(ii) Other assets	a(ii)		No
b Other transactions			
(i) Sales or exchanges of assets with a noncharitable exempt organization	b(i)		No
(ii) Purchases of assets from a noncharitable exempt organization	b(ii)		No
(iii) Rental of facilities, equipment, or other assets	b(iii)		No
(iv) Reimbursement arrangements	b(iv)		No
(v) Loans or loan guarantees	b(v)		No
(vi) Performance of services or membership or fundraising solicitations	b(vi)		No
${f c}$ Sharing of facilities, equipment, mailing lists, other assets, or paid employees	с		No

d If the answer to any of the above is "Yes," complete the following schedule Column (b) should always show the fair market value of the goods, other assets, or services given by the reporting organization. If the organization received less than fair market value in any transaction or sharing arrangement, show in column (d) the value of the goods, other assets, or services received

(a) Line no	(b) A mount involved	(c) Name of noncharitable exempt organization	(d) Description of transfers, transactions, and sharing arrangements

52a Is the organization directly or indirectly affiliated with, or related to, one or more tax-exempt organizations

described in section 501(c) of the Code (other than section 501(c)(3)) or in section 527?		Yes	~	No
h If "Yes," complete the following schedule				

"Yes," complete the following schedule

(a) Name of organization	(b) Type of organization	(c) Description of relationship

Software ID:

Software Version:

EIN: 36-4447457

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Form 990, Part II, Line 43 - Other expenses not covered above (itemize):

Do not include amounts reported on line 6b, 8b, 9b, 10b, or 16 of Part I.		(A) Total	(B) Program services	(C) Management and general	(D) Fundraising
a teaching academy expenses - CPS	43a	3,167,000	3,167,000		
b computer equipment & software	43b	35,301	28,510	5,200	1,591
c resident recruitment	43c	8,421	8,421		
d curricular enhancements	43d	235,986	235,986		
e payroll fees	43e	11,646		11,646	
f insurance	43f	6,046		6,046	
g professional development	43g	236,128	234,180	100	1,848
h professional services	43h	322,655	260,463	62,192	
i lobbyıst	43i	42,000			42,000
j miscellaneous	43j	558	185	310	63
k capital improvements	43k	38,118	38,118		
I website development	431	10,758			10,758
m engagement & recognition	43m	56,239	56,239		
n marketing and public relations	43n	33,992	2,538		31,454
• bad debt loss	43o	19,117	19,117		
p temp & recruiting fees	43p	106,180	11,485	94,695	

Form 990, Part V-A - Current Officers, Directors, Trustees, and Key Employees:

(A) Name and address	(B) Title and average hours per week devoted to position	(C) Compensation (If not paid, enter -0- .)	(D) Contributions to employee benefit plans & deferred compensation plans	(E) Expense account and other allowances
DONALD FEINSTEIN 3400 N AUSTIN AVE chicago,IL 60634	EXECUTIVE DIRECTOR 40 00	136,981	27	0
MERRICK AXEL 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
DOMINIC BELMONTE 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 300	0	0	0
SUSAN M BENTON 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 300	0	0	0
MARSHALL M BOUTON 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 300	0	0	0
MARY ELLEN CARON 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 300	0	0	0
MICHAEL KEISER 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 300	0	0	0
ROBERT E KING 3400 N AUSTIN AVE Chicago,IL 60634	TREASURECHAIR OF FINANCE COMMITTEE 3 00	0	0	0
MARTIN KOLDYKE 3400 N AUSTIN AVE Chicago,IL 60634	CHAIRMAN EMERITUS 3 00	0	0	0
REV DR WALTER W MATTHEWSSRBST 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0

Form 990, Part V-A - Current Officers, Directors, Trustees, and Key Employees:

(A) Name and address	(B) Title and average hours per week devoted to position	(C) Compensation (If not paid, enter -0- .)	(D) Contributions to employee benefit plans & deferred compensation plans	(E) Expense account and other allowances
JORDAN MERANUS 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
CORDELIA C DEA MEYER 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
KENNETH WMILLER 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
DR RICHARD PAPPAS 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
JULIAN POSADA 3400 N AUSTIN AVE Chicago,IL 60634	CHAIR-GOVERNANCE COMMITTEE 3 00	0	0	0
KIMBERLY QUERREY 3400 N AUSTIN AVE Chicago,IL 60634	CHAIR-SCHOOL OPERATIONS COMMITTEE 3 00	0	0	0
RALPH RYDHOLM 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
GREG SIMONCINI 3400 N AUSTIN AVE Chicago,IL 60634	DIRECTOR 3 00	0	0	0
DR LOUIS W STERN 3400 N AUSTIN AVE Chicago,IL 60634	CHAIR- COMMUNICATIONS 3 00	0	0	0
DAVID VITALE 3400 N AUSTIN AVE Chicago,IL 60634	CHAIRMAN 20 00	0	0	0

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TY 2007 Depreciation and Depletion Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP EIN: 36-4447457

Asset	Amount
equipment	532
leashold improvements	2,111
leashold improvements	3,720
laptops	1,538
Equipment-Brady gadget machine	1,159
Equipment-Blackbaud	3,181

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TY 2007 Land etc. Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Category/Item	Cost/Other Basis	Accumulated Depreciation	Book Value
equipment	25,109	23,720	1,389
leashold improvements	204,219	198,220	5,999
leashold improvements	20,423	14,880	5,543
laptops	7,690	5,716	1,974
Equipment-Brady gadget machine	5,795	1,739	4,056
Equipment-Blackbaud	19,083	3,181	15,902
Software - Link It System	135,960		135,960

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TY 2007 Other Assets Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Description	Beginning of Year Amount	End of Year Amount
MISCELLANEOUS RECEIVABLES	0	4,015

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TY 2007 Other Expenses Included Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Description	Amount
cost related to fundraising event	23,394

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TY 2007 Other Liabilities Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Description	Beginning of Year Amount	End of Year Amount
funds held for chicago academy high school	198,690	190,153

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TY 2007 Other Revenues Included Schedule

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

Description	Amount
fundraising expenses netted against contributions	23,394

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DLN: 93490318017668

TY 2007 Non Electing Public Charities Statement

Name: ACADEMY FOR URBAN SCHOOL LEADERSHIP

EIN: 36-4447457

Statement: lobbyist strived to secure state funding for the continuation of a teachertraining program.

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Form 8	453-EO	Exe	mpt Organiza	tion Declara Electronic F	tion and Signal	ure for		OMB No. 1544	<u>-18</u> 70
		Fat calendar yayı 200'			. 2007, and stokey . <u>JU</u>	N 30	• <u>08</u>		_
lecertment c	S the Treatury		use with Forms	990, 990-EZ, 99	0-PF, 1120-POL, ar		-	2007	7
lame of c	of the Treasury rule Service Mempt organiza	l		See instruction	<u>s. </u>	Fm	ntowar	identification hu	
			FOR URBAN	SCHOOL	LEADERSHIP			4447457	
Part I] Type of I	Return and Retu	im Informatio	n (Whole Dollars	Only)				
on line 1a, or 5b, whi	, 2a, 3a, 4a, or l	um for which you are fis below and the ame able, blank (do not e	ount on that line fo	or the return for v	which you are filling t	nis form was b	lank, th	en leave line 15, 5	6 , 96, 4
	990 check here	🕨 🕨 🛣 b Totel	revenue, if any (F	Form 990, line 19)		16		.171
	990-EZ oheck l	here 🕨 🛄 b T	otal revenue, if a	ny (Form 990-EZ	, line 9)		2b		
	1120-POL char 990-PF check (çk here 🏲 🛄 bi hara 🖿 🔽 bi T	Total tax (Form 1	120-POL, line 2)	?) (Form 990-PF, Part \		3b		
	8868 check her				() VIII SADEF, FAIL			-	
Part II	🗌 Declarat	ion of Officer							
	executed the eli	retum is being filed v actronic disclosure oc dentified in Part I abo	rbenistros treend	within this return	allowing dissionure	ie IRS Fed/Sta by the IRS of t	te prog his Fon	rem, i certify that m 990/990 EZ/99	। भृष्-(
tatamanta en lactronia retu	es of perjury, I declar Id to the best of my fi Im.) consent to allow	e that I am an obliger of the a movie dee and baller, they a Y my informatics service pro ten for rejection of the trans	ro true, concet, and com vider, transmitter, of eit	n and inat i have any plate. I further debian xaronic ratum original ri of any refund offer, /	nined a copy of the organiz (t)at the amount in Part I a sr (ERC) to send the organi (c) the reason for any delay	ove is the emolint ration's return to th	ettown en e ift5 end) the capy of the organiz (to receive from the IRS	ation'a (d) en
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artmer	990 Int of the Treasu	The organization may have to use a copy of this return to satis	nue)	Code (except black	lung			2006 Open to Public Inspection
		andar year, or tax year beginning JUL 1, 2006 and e			_	007		mapecuoli
Check		C Name of organization			· · · · · · · · · · · · · · · · · · ·			ation number
applica	able use IF	e						
cha	dress label inge print o	ACADEMY FOR URBAN SCHOOL LEADERSHIP			3	6-4	4474	57
Nar Cha	nge See	Number and Street (of F.C. box if mains not derivered to street address)		Room/suite			number	
retu	Jrn Speci	3400 N. AUSTIN AVENUE					<u> </u>	0129
ireti Am	ended	City or town, state or country, and ZIP + 4 CHICAGO, IL 60634				ounting mi Other (specify		Cash X Accrua
	olication .	Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts	ĪH	and lare not app				7 organizations
	long	must attach a completed Schedule A (Form 990 or 990-EZ).	1	(a) Is this a group r				Yes XN
Webs	site: > WW	W.AUSL-CHICAGO.ORG		(b) If "Yes," enter nu				<u>N/A</u>
Orgai	· · · · ·	e (check only one) ► 🗶 501(c) (3) ◀ (insert no) 🛄 4947(a)(1) or 📃 527	Z H	(c) Are all affiliates (If "No," attach a		ed?	N/A	Yes N
		If the organization is not a 509(a)(3) supporting organization and its gross	Н	(d) is this a separat	e retur			
		ally not more than \$25,000. A return is not required, but if the organization eturn, be sure to file a complete return.	\vdash	ganization cover		- v		
-100			+	I Group Exemption				N/A not required to attact
Gross	s receipts: A	dd lines 6b, 8b, 9b, and 10b to line 12 ► 5, 584, 309.		Sch. B (Form 99		-		
art		nue, Expenses, and Changes in Net Assets or Fund Bala	an					
1	Contrib	utions, gifts, grants, and similar amounts received:						
	a Contrib	utions to donor advised funds				ł		
	•	bublic support (not included on line 1a)		3,252,0	53.	{		
		t public support (not included on line 1a)	+-	2,326,4	16	{		
		ment contributions (grants) (not included on line 1a) <u>1d</u> add lines 1a through 1d) (cash \$ <u>5,578,469</u> noncash \$		2,320,4	<u>10.</u>	1e	5	5,578,469
2		n service revenue including government fees and contracts (from Part VII, line 93)			.)	2		5,840
1 3	-	rship dues and assessments				3		
4		on savings and temporary cash investments				4		
5	i Dividen	ds and interest from securities	,			5		
6	a Grossi	ents <u>6a</u>				1		
		ental expenses 6b						
		tal income or (loss). Subtract line 6b from line 6a			、	<u>6</u>		
8		Investment income (describe Imount from sales of assets other (A) Securities	Т	(B) Other		7		
	than in		┿			1		
		ost or other basis and sales expenses 8b	╈					
		(loss) (attach schedule) 8c	-					
	d Netoau	n or (loss). Combine line 8c, columns (A) and (B)				8d		
B	ECEN	ments and activities (attach schedule). If any amount is from gaming, check here						
	a Gross reve	nue (not including \$ of contributions reported on line 1b) 9a	+			-		
	b Less: d	rect expenses bither than fundraising expenses 9b						
		ales of inventery, less returns and allowances	1			90		
+				· · ·				
0	ĢDEN	pst pigpods sold rotit or (loss) from sales of inventory (attach schedule). Subtract line 10b from line	e 10	a		10c		
11	Other r	evenue (from Part VII, line 103)				11		
12	Total r	evenue. Add lines 1e, 2, 3, 4, 5, 6c, 7, 8d, 9c, 10c, and 11				12		5,584,309.
13	Progra	m services (from line 44, column (B))				13	4	<u>,491,331</u>
14		ement and general (from line 44, column (C))				14		<u>563,474</u>
14 15 16		ising (from line 44, column (D))				15		221,496.
		nts to affiliates (attach schedule)				<u>16</u> 17	c	5,276,301.
17		xpenses. Add lines 16 and 44, column (A) or (deficit) for the year. Subtract line 17 from line 12				17		308,008.
2 19		ets or fund balances at beginning of year (from line 73, column (A))				19	2	2,349,666
19 20		hanges in net assets or fund balances (attach explanation)				20		0.
21		ets or fund balances at end of year. Combine lines 18, 19, and 20				21	2	2,657,674.
001 8-07		For Privacy Act and Paperwork Reduction Act Notice, see the separate instructio	ns.					Form 990 (2006

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	Do not include amounts reported on line		(A) Total	(B) Program	(C) Management	(D) Fundraising
	6b, 8b, 9b, 10b, or 16 of Part I.		(A) Total	services	and general	
22a	Grants paid from donor advised funds					
	(attach schedule)					
	(cash \$0 •_ noncash \$0 •_)					
	• • • • • • • • • • • • • • • • • • •	<u>22a</u>				
	Other grants and allocations (attach schedule) (cash \$ 0 • noncash \$ 0 •)					
		22b				
	Specific assistance to individuals (attach	220				
	schedule)	23				
24	Benefits paid to or for members (attach					
-	schedule)	24				
25a	Compensation of current officers, directors, key					
	employees, etc. listed in Part V-A	25a	96,115.	0.	96,115.	0
b	Compensation of former officers, directors, key					
	employees, etc. listed in Part V-B	25b	0.	0.	0.	0
C	Compensation and other distributions, not included					
	above, to disqualified persons (as defined under					
	section 4958(f)(1)) and persons described in					
	section 4958(c)(3)(B)	25c				
26	Salaries and wages of employees not			1 016 435	165 407	116 500
	included on lines 25a, b, and c	26	2,198,454.	1,916,437.	165,437.	116,580
27	Pension plan contributions not included on					
	lines 25a, b, and c	27				
28	Employee benefits not included on lines		05 407	77,351.	12,488.	5,568
~~	25a - 27	28 29	<u>95,407.</u> 204,948.	173,252.	21,924.	9,772
	Payroll taxes	30	204,940.			,,114
	Professional fundraising fees Accounting fees	31	42,827.		42,827.	
	Legal fees	32	42,027.	<u>.</u>	12/02/1	
	Supplies	33				[_]
	Telephone	34				
	Postage and shipping	35				
	Occupancy	36				
	Equipment rental and maintenance	37				
	Printing and publications	38				
	Travel	39	13,333.	3,820.	9,363.	150
40	Conferences, conventions, and meetings	40				
41	Interest	41				
42	Depreciation, depletion, etc (attach schedule)	42	9,760.	<u> </u>		
43	Other expenses not covered above (Itemize)					
a		43a				
b		<u>43b</u>				
C		<u>43c</u>				
d		43d				
e	······	43e				
f		<u>43f</u>				
g	SEE STATEMENT 1	<u>43g</u>	2,615,457.	2,310,711.	215,320.	89,426
44	Total functional expenses. Add lines 22a through					
	43g. (Organizations completing columns (B)-(D),		E 276 201	4 401 221	EC2 474	221 405
	carry these totals to lines 13-15)	44	5,276,301.	4,491,331.	563,474.	221,496
	nt Costs. Check If you are following			ented in (D) Drogrom conu	••••2	Yes X No
	any joint costs from a combined educational campaig			ii) the amount allocated to		<u>N/A</u> ;
	es," enter (i) the aggregate amount of these joint cos th <u>e amount allocated to Management and general</u>	ιS Φ		ii) the amount allocated to iv) the amount allocated to		<u>N/A</u> , N/A,
			1006 87.00	ive the annually allocated to	า นาเนเฉเอแเน ฮ	AT / AA

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Form	990 ((2006)	

Form 990 is available for public inspection and, for some people, serves as the primary or sole source of information about a particular organization How the public perceives an organization in such cases may be determined by the information presented on its return. Therefore, please make sure the return is complete and accurate and fully describes, in Part III, the organization's programs and accomplishments

wr	nat is the organization's primary exempt purpose? SEE STATEMENT 2	Program Service
		Expenses
All clie org	(Required for 501(c)(3) and (4) orgs., and 4947(a)(1) trusts; but optional for others.)	
а	RESIDENT PROGRAM-SEE ATTACHED	
	· · · · · · · · · · · · · · · · · · ·	
	(Grants and allocations \$) If this amount includes foreign grants, check here	3,125,258.
b	NEW SCHOOLS-SEE ATTACHED	
	· · · · · · · · · · · · · · · · · · ·	
_	(Grants and allocations \$) If this amount includes foreign grants, check here	942,760.
С	CURRICULAR ENHANCEMENTS-SEE ATTACHED	
	(Grants and allocations \$) If this amount includes foreign grants, check here	152,409.
d	PROFESSIONAL DEVELOPMENT-WORKSHOPS, CLASSES AND RESOURCES	
	FOR STAFF TO ENHANCE AND UPDATE THEIR PROFESSIONAL SKILLS.	
	(Grants and allocations \$) If this amount includes foreign grants, check here	270,904.
е	Other program services (attach schedule)	
f	(Grants and allocations \$) _ If this amount includes foreign grants, check here ▶ Total of Program Service Expenses (should equal line 44, column (B), Program services)	4,491,331.
		4,491,331.

Form **990** (2006)

623021 01-18-07

Form	1 990 (RBAN	SCHOOL LEADE	RSHIP	36-4	447457 Page 4
Pa	rt IV	Balance Sheets (See the instructions.)					
Note		ere required, attached schedules and amounts wi uld be for end-of-year amounts only	thin the	e description column	(A) Beginning of year		(B) End of year
					1 1 ()) 1)		
	45	Cash - non-interest-bearing			1,162,212	1 1	599,779.
	46	Savings and temporary cash investments		46			
	47 .	Accounts receivable	47a	92,973.			
	47 a b	Less' allowance for doubtful accounts	47a 47b	35,000.	35,950	. 47c	57,973.
			410	<u> </u>			<u> </u>
	48 a	Pledges receivable	48a	2,282,370.			
	b	Less' allowance for doubtful accounts	48b		1,129,738	. 48c	2,282,370.
	49	Grants receivable		49			
	50 a	Receivables from current and former officers, d					
		key employees		<u>50a</u>			
	b	Receivables from other disqualified persons (as	define	d under section			
ets	1	4958(f)(1)) and persons described in section 49		50b			
Assets	51 a	Other notes and loans receivable	<u>51a</u>				
4	b	Less: allowance for doubtful accounts	51b			<u>51c</u>	
	52	Inventories for sale or use			110.055	52	<u> </u>
	53	Prepaid expenses and deferred charges			140,856		59,712.
	54 a	Investments - publicly-traded securities		Cost FMV		54a	
	b		•	Cost FMV		<u>54b</u>	····
	55 a	Investments - land, buildings, and	1				
		equipment: basis	<u>55a</u>				
	.	Less. accumulated depreciation	55b			55c	
	56	Investments - other	000	I		56	···· <u>-</u> · · ·
	57 a		57a	282,319.			
			57b	235,215.	31,986	57c	47,104.
	58	Other assets, including program-related investments					
		(describe 🕨	31,030	• 58			
	59	Total assets (must equal line 74) Add lines 45	throug	h 58	2,531,772		<u>3,046,938.</u>
	60	Accounts payable and accrued expenses	173,561	. 60	190,574.		
	61	Grants payable		61			
s	62	Deferred revenue		62			
	63	Loans from officers, directors, trustees, and ke		63			
Liabilitie		a Tax-exempt bond liabilities		64a			
Li		Mortgages and other notes payable	0.545	64b	100 000		
	65	Other liabilities (describe SI	8,545	• 65	198,690.		
			182,106	. 66	389,264.		
	66	Total liabilities. Add lines 60 through 65 anizations that follow SFAS 117, check here	102,100	• 00			
	Orga	67 through 69 and lines 73 and 74.	and complete lines				
es	67	Unrestricted			1,163,966	. 67	666,726.
Net Assets or Fund Balances	68	Temporarily restricted			1,185,700		1,990,948.
Bal	69	Permanently restricted			69		
Б		anizations that do not follow SFAS 117, check					
Ŀ	J	complete lines 70 through 74.					
s	70	Capital stock, trust principal, or current funds		70			
set	71	Paid in or capital surplus, or land, building, and		71			
As	72	Retained earnings, endowment, accumulated in	ncome,		72		
Net	73	Total net assets or fund balances. Add lines 67 thro					
-		(Column (A) must equal line 19 and column (B) must	2,349,666		2,657,674.		
	74	Total liabilities and net assets/fund balances	s. Add In	nes 66 and 73	2,531,772	. 74	3,046,938.
							Form 990 (2006)

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623031 01-20-07 ¢

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	m 990 (2006) ACADEMY FOR URBAN SCH art IV-A Reconciliation of Revenue per Audited Fina (instructions)	IOOL LEADERSHI ncial Statements W	[P /ith Revenue p	<u>36-4447</u> er Return (S	157 Page 5 ee the
а	Total revenue, gains, and other support per audited financial stateme	ents		a 5	,606,309.
b	Amounts included on line a but not on Part I, line 12:				
1	Net unrealized gains on investments		b1		
2	Donated services and use of facilities		<u>b2 22,0</u>	00.	
3	Recoveries of prior year grants	ļ	b3		
4	Other (specify):	l	b4		
	Add lines b1 through b4		•	. b	<u>22,000.</u>
C	Subtract line b from line a			c 5	<u>,584,309.</u>
d	Amounts included on Part I, line 12, but not on line a:	1	1		
1	Investment expenses not included on Part I, line 6b		d1		
2	Other (specify)	L	d2		0
	Add lines d1 and d2				<u> </u>
Pa	Total revenue (Part I, line 12) Add lines c and d art IV-B Reconciliation of Expenses per Audited Fina	ancial Statements	Vith Expenses	per Return	,584,309.
a	Total expenses and losses per audited financial statements			a 5	<u>,298,301.</u>
D	Amounts included on line a but not on Part I, line 17:	1	ul 22 0		
1	Donated services and use of facilities	·	b1 22,0 b2	00.	
2	Prior year adjustments reported on Part I, line 20		b3		
3 4	Losses reported on Part I, line 20 Other (specify)	· · ·	b3		
4	Add lines b1 through b4	L	U4	ь	22,000.
•	Subtract line b from line a	•			,276,301.
d	Amounts included on Part I, line 17, but not on line a:		•		, 210, 301.
1	Investment expenses not included on Part I, line 6b		d 1		
2	Other (specify)		d2		
-	Add lines d1 and d2	L		a	0.
е	Total expenses (Part I, line 17) Add lines c and d				,276,301.
	rt V-A Current Officers, Directors, Trustees, and Ke	ey Employees (List ea	ch person who was		
	or key employee at any time during the year even if they we				
	(A) Name and address	(B) Title and average hours per week devoted to position	(C) Compensation (If not paid, enter -0)	(D) Contributions t employee benefit plans & deferred compensation plan	 (E) Expense account and other allowances
		EXECUTIVE DIN	ECTOR		
<u>34</u>	00 N. AUSTIN AVE,CHICAGO, IL	40.00	96,115.	0	. 0.
SE	E ATTACHED FOR BOARD AND HOURS				
		0.00	0.	0	. 0.
		· · ·	· · · · · · · · · · · · · · · · · · ·		
	<u></u>			·	
<u> </u>	·		+		+
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			L	L <u></u>	Form 990 (2006)

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Form 990 (2006)	ACAD	EMY	FOR	URB/	AN SCH	100L 1	LEADERSH1	.P	36-4447	457		age 6
Part V-A C	Current Officers, D	irecto	rs, Tr	ustees	s, and K	ey Emp	loyees (continu	Jed)			Yes	No
75 a Enter the te	otal number of officers,	director	s, and t	rustees	permitted	to vote or	n organization bu	siness at board				ĺ
meetings								▶	18			
h Are any off	ficers, directors, trustee	s. or key	emplo	vees list	ed in Form	990. Par	t V-A, or highest (compensated emp	lovees			
	chedule A, Part I, or high											
	II-B, related to each oth		-	ily or bu	siness rela	ationships	? If "Yes," attach	a statement that i	dentifies			
the individu	uals and explains the re	lationsh	ıp(s)							75b	<u> </u>	X
c Do any offi	icers, directors, trustees	s, or key	employ	vees liste	ed in Form	990, Part	V-A, or highest c	ompensated empl	ovees			
listed in Sc	hedule A, Part I, or high	nest com	pensat	ed profe	essional ar	nd other in	dependent conti	ractors listed in Sc	hedule A,			
	II-B, receive compensation						tax exempt or tax	able, that are relat	ted to the			
organizatio	on? See the instructions	for the	definitio	on of "rel	lated orga	nization "				75c		X
	tach a statement that in					in the ins	tructions.					
	rganization have a writt						ave a That F	Dessived Com	nenetien	75d		X
	ormer Officers, Di Benefits (If any former											nna
	he year, list that person l											
<u>.</u>						T		(C) Compensation	(D) Contributions	to (E) Expe	
	(A) Name and	address	270	``		(B) Loa	ns and Advances	(If not paid,	 employee benef plans & deferred 	3 " ^a	ccount	
<u></u> .			INC	ONE				enter -0-)	compensation pla	<u>ns 011</u>	er allow	ances
			· – – –									
			· – – –									
				·····						_		
			· – – –									
						1						
_ _	· -		· – – –									
						1						
												
Part VI Otl	her Information (Se	ee the in	structio	xns)						T	Yes	No
76 Did the org	janization make a chang	ge in its i	activitie	s or met	thods of co	onducting	activities? If "Ye	s," attach a detaile	ed			
statement	of each change									76	 	X
	changes made in the org		•		ocuments	but not re	ported to the IRS	57		77_	 	x
	tach a conformed copy		•									
-	anization have unrelate		U U			00 or more	during the year	covered by this re-		78a	$\mid $	<u>x</u>
	as it filed a tax return on								. N/A	78b	\mid	
	a liquidation, dissolution						• •			79	┥───┤	<u>x</u>
-	nization related (other th						-		on			
	ip, governing bodies, tru				-	exempt o	r nonexempt org	anization?		80a	┥───┤	X
b If "Yes," er	nter the name of the org	anızatıo	n 🏲	<u>N/</u>	<u>A</u>	<u> </u>	r	·				
						-	ck whether it is [] exempt or L				
	t or indirect political exp		•		instruction	าร)		81a	0.			
b Did the org	anization file Form 112	0-POL f	or this y	/ear?						81b		X

Form 9	990	(2006)
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Form	990 (2006) ACADEMY FOR URBAN SCHOOL LEADERSHIP 36-4447	457	P	age 7
Pa	rt VI Other Information (continued)		Yes	No
82 a	Did thè organization receive donated services or the use of materials, equipment, or facilities at no charge or at substantially			
	less than fair rental value?	82a	X	
b	If "Yes," you may indicate the value of these items here. Do not include this			
	amount as revenue in Part I or as an expense in Part II			ł
	(See instructions in Part III.) 82b 22,000.	1 I		
	Did the organization comply with the public inspection requirements for returns and exemption applications?	83a	<u>X</u>	
b	Did the organization comply with the disclosure requirements relating to quid pro quo contributions? N/A	83b		
84 a	Did the organization solicit any contributions or gifts that were not tax deductible?	84a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? N/A	84b		
85	501(c)(4), (5), or (6) organizations. a Were substantially all dues nondeductible by members? N/A	85a		
b	Did the organization make only in-house lobbying expenditures of \$2,000 or less? N/A	85b		
	If "Yes" was answered to either 85a or 85b, do not complete 85c through 85h below unless the organization received a			
	waiver for proxy tax owed for the prior year			
C	Dues, assessments, and similar amounts from members . 85c N/A			
d	Section 162(e) lobbying and political expenditures 85d N/A			
e	Aggregate nondeductible amount of section 6033(e)(1)(A) dues notices 85e N/A			
f	Taxable amount of lobbying and political expenditures (line 85d less 85e) 85f N/A			
g	Does the organization elect to pay the section 6033(e) tax on the amount on line 85f? N/A	85g		
h	If section 6033(e)(1)(A) dues notices were sent, does the organization agree to add the amount on line 85f			
	to its reasonable estimate of dues allocable to nondeductible lobbying and political expenditures for the			
	following tax year?	85h		
86	501(c)(7) organizations. Enter a Initiation fees and capital contributions included on	1		
	line 12			
b	Gross receipts, included on line 12, for public use of club facilities	-		
87	501(c)(12) organizations. Enter: a Gross income from members or shareholders 87a N/A	-		
b	Gross income from other sources (Do not net amounts due or paid to other sources			
	against amounts due or received from them.) 87b N/A	{ }		
88 a	At any time during the year, did the organization own a 50% or greater interest in a taxable corporation or partnership,			
	or an entity disregarded as separate from the organization under Regulations sections 301 7701-2 and 301 7701-3?			
_	If "Yes," complete Part IX	88a		X
b	At any time during the year, did the organization, directly or indirectly, own a controlled entity within the meaning of	0.01		v
	section 512(b)(13)? If "Yes," complete Part XI	<u>88b</u>		X
89 a	501(c)(3) organizations Enter Amount of tax imposed on the organization during the year under			
	section 4911▶ <u>0.;</u> section 4912▶ <u>0.</u> ; section 4955▶ <u>0.</u>			
D	501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit	.		1
	transaction during the year or did it become aware of an excess benefit transaction from a prior year?	90L		x
-	If "Yes," attach a statement explaining each transaction	89b		
C	Enter. Amount of tax imposed on the organization managers or disqualified persons during the year under sections 4912, 4955, and 4958			
ير				
đ	All organizations At any time during the tax year, was the organization a party to a prohibited tax shelter transaction?	89e		x
e f	All organizations Did the organization acquire a direct or indirect interest in any applicable insurance contract?	89f		X
g	For supporting organizations and sponsoning organizations maintaining donor advised funds. Did the supporting organization,		- -	- <u></u>
A	or a fund maintained by a sponsoring organization, have excess business holdings at any time during the year?	89g		x
90 a	List the states with which a copy of this return is filed \blacktriangleright IL	<u> </u>	·	·····
	Number of employees employed in the pay period that includes March 12, 2006 90b 90b			55
	The books are in care of \blacktriangleright KATHY HORNING Telephone no. \blacktriangleright 773-53	4 - 0	136	
	Located at ► 3400 N. AUSTIN AVENUE, CHICAGO, IL ZIP+4 ► 6			
þ	At any time during the calendar year, did the organization have an interest in or a signature or other authority over		Yes	No
2	a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	91b		Х
	If "Yes," enter the name of the foreign country N/A			
	See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank			
	and Financial Accounts.		l <u></u>	
		Form	990	(2006)

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Form 990 (2006) ACADEMY FOR URBAN SCHOOL LEADERSHIP 36-4447457 P Part VI Other Information (continued) Yes	age 8 No
c At any time during the calendar year, did the organization maintain an office outside of the United States? 91c	X
If "Yes," enter the name of the foreign country N/A	
92 Section 4947(a)(1) nonexempt chantable trusts filing Form 990 in lieu of Form 1041- Check here	
and enter the amount of tax-exempt interest received or accrued during the tax year 92 N/A	
Part VII Analysis of Income-Producing Activities (See the Instructions)	
Note: Enter gross amounts unless otherwise Unrelated business income Excluded by section 512, 513, or 514 (E)	
indicated (A) (B) (C) (D) Related or exemp	t
93 Program service revenue: Code Amount Sion Amount function income	
a APPLICATION FEES 5,8	<u>40.</u>
b	
c	
d	
e	
f Medicare/Medicaid payments	
g Fees and contracts from government agencies	
94 Membership dues and assessments	
95 Interest on savings and temporary cash investments	
96 Dividends and interest from securities	
97 Net rental income or (loss) from real estate	
a debt-financed property	
b not debt-financed property	
98 Net rental income or (loss) from personal property	
99 Other investment income	
100 Gain or (loss) from sales of assets	
other than inventory	
101 Net income or (loss) from special events	
102 Gross profit or (loss) from sales of inventory	
102 Choss pront of (loss) non sales of inventory	
a	
e	
104 Subtotal (add columns (B), (D), and (E)) 0. 0. 5, 8	40
105 Total (add line 104, columns (B), (D), and (E))	
Note: Line 105 plus line 1e, Part I, should equal the amount on line 12, Part I.	<u> </u>
Part VIII Relationship of Activities to the Accomplishment of Exempt Purposes (See the instructions.)	
Line No. Explain how each activity for which income is reported in column (E) of Part VII contributed importantly to the accomplishment of the organization's	
exempt purposes (other than by providing funds for such purposes).	
93A APPLICATION FEES ARE PAID BY RESIDENTS WHICH HELP SUPPORT THE TRAIN	TNC
PROGRAM AND FURTHER THE PURPOSE OF THE ORGANIZATION.	110
FROGRAM AND FORTHER THE FORTODE OF THE ORGANIZATION:	
Part IX Information Regarding Taxable Subsidiaries and Disregarded Entities (See the instructions)	
(A) (B) (C) (D) (E)	
Name, address, and EIN of corporation, Percentage of Nature of activities Total income End-of-year	
partnership, or disregarded entity ownership interest assets	
<u> </u>	
<u>N/A %</u>	
<u> </u>	
Part X Information Regarding Transfers Associated with Personal Benefit Contracts (See the instructions.)	<u> </u>
	1
	No
	No
Note: If "Yes" to (b), file Form 8870 and Form 4720 (see instructions) Form 990 (2006)

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Form 990 (2006) ACADEMY FOR URBAN SCHOO Part XI Information Regarding Transfers To and From	Controlled Entitie	S. Complete only if the oraa	47457 Page S
controlling organization as defined in section 512(b)(13)	N/A		
			Yes No
106 Did the reporting organization make any transfers to a controlled entity	as defined in section 5	12(b)(13) of the Code? If "Ye	es,"
complete the schedule below for each controlled entity.			
(A) Name, address, of each	(B) Employer	(C) Description of	(D) Amount of
controlled entity	Identification Number	transfer	transfer
	Number		
a			
b			
°			
	1		
Totals			
			Yes No
107 Did the reporting organization receive any transfers from a controlled e	ntity as defined in sect	ion 512(b)(13) of the Code?	lf "Yes,"
complete the schedule below for each controlled entity.			
- (A)	(B)	(C)	(D)
Name, address, of each controlled entity	Employer Identification	Description of transfer	Amount of transfer
	Number	uansier	uansiei
a			
b			
c			
	l		·····
Totals			
108 Did the organization have a binding written contract in effect on August	17 2006 coverna the	unterest repts revelties and	Yes No
annuities described in question 107 above?	17, 2000, covening the	anterest, rents, royantes, and	
Under penalties of periody, I declarownat I have examined this return, including accompar and complete Deparation of perpared (other than officer us based on all information of wi	ying schedules and statement	s, and to the best of my knowledge an	d belief, it is true, correct,
	nch preparer has any knowledg		
Please		12/18/07	
Sign Signature of officer		Date	
		<u> </u>	· · · · · · · · · · · · · · · · · · ·
Type or print name and title	Date	Check If Preparer's S	SN or PTIN (See Gen Inst X
Paid Preparer's Recent Cleat	s la la la s	self-	
Preparer's Firm's name (or MANN WETTZ & ASSOCTATES	L.L.C.	EIN ►	
Use Only yours if MAININ. WEIIZ & ASSOCIATES			
address, and ZIP+4 DEERFIELD, IL 60015-5109		Phone no. ► (84	7)267-3400
		1	Form 990 (2006

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SCHEDULE A

(Form 990 or 990-EZ)

Organization Exempt Under Section 501(c)(3)

(Except Private Foundation) and Section 501(e), 501(f), 501(k), 501(n), or 4947(a)(1) Nonexempt Charitable Trust

Supplementary Information-(See separate instructions.)

▶ MUST be completed by the above organizations and attached to their Form 990 or 990-EZ

Employer identification number

OMB No 1545-0047

2006

Department of the Treasury Internal Revenue Service Name of the organization

ACADEMY FOR URBAN SCHOOL			36 4447	
Part I Compensation of the Five Highest Paid Em		Officers, Dire	ctors, and T	rustees
(See page 2 of the instructions. List each one. If there are none, e		·····	Ita on the second	
(a) Name and address of each employee paid more than \$50,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans & deferred compensation	 (e) Expense account and other allowances
M. MARALDI	DIR SPEC. PRJ	r		
3400 N. AUSTIN AVE, CHICAGO, IL	40.00	96,000.		
N. RICHARD	DIR OF RES PF	ROG		
3400 N. AUSTIN AVE, CHICAGO, IL	40.00	79,808.		
K. HORNING	MANAGING DIR			
3400 N. AUSTIN AVE, CHICAGO, IL	40.00	96,000.		
A. LISTAK	DIR DEV.			
3400 N. AUSTIN AVE, CHICAGO, IL	40.00	80,856.		
R. HENDRICKSON	ASSOC DIR, GF	AD SPT		
3400 N. AUSTIN AVE, CHICAGO, IL	40.00	69,808.		
Total number of other employees paid over \$50,000	6			
Part II-A Compensation of the Five Highest Paid Inde	-	rs for Profess	ional Servic	es
(See page 2 of the instructions. List each one (whether individuals				
(a) Name and address of each independent contractor paid more th		(b) Type of s		(c) Compensation
· · · · · · · · · · · · · · · · · · ·				(c) compensation
LIFE LONG LEARNING ASSOCIATION		ROFESSION		
P.O. BOX 2804, BLUE JAY, CA 92317	<u>I</u>	DEVELOPMEN	IT	226,442.
	1			
Total number of others receiving over				
\$50,000 for professional services	0			
Part II-B Compensation of the Five Highest Paid Inde	•		ervices	
(List each contractor who performed services other than profession		uals or		
firms. If there are none, enter "None." See page 2 of the instruction	1S.)			
(a) Name and address of each independent contractor paid more th	an \$50,000	(b) Type of s	service	(c) Compensation
NONE	·			
	<u></u>	<u> </u>		
·				
	· ···			
Total number of other contractors receiving over			I	
\$50,000 for other services	0			
	<u>* · · · · · · · · · · · · · · · · · · ·</u>		·····	

623101/01-18-07 LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 and Form 990-EZ. Schedule A (Fo

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Schedule A (Form 990 or 990-EZ) 2006

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2006.06010 ACADEMY FOR URBAN SCHOOL LE 04519_1

Schedule A (Form 990 or 990-EZ) 2006	ACADEMY	FOR	URBAN	SCHOOL	LEADERSHIP

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P	Part III Statements About Activities (See page 2 of the instructions.)		Yes	No
1	During the year, has the organization attempted to influence national, state, or local legislation, including any attempt to influence			
	public opinion on a legislative matter or referendum? If "Yes," enter the total expenses paid or incurred in connection with the			
	lobbying activities \$ \$ 42,000. (Must equal amounts on line 38, Part VI-A, or			
	line i of Part VI-B.) VI-B, LINE I	1	X	
	Organizations that made an election under section 501(h) by filing Form 5768 must complete Part VI-A. Other organizations			
	checking "Yes" must complete Part VI-B AND attach a statement giving a detailed description of the lobbying activities.			
2	During the year, has the organization, either directly or indirectly, engaged in any of the following acts with any substantial contributors, trustees, directors, officers, creators, key employees, or members of their families, or with any taxable organization with which any such person is affiliated as an officer, director, trustee, majority owner, or principal beneficiary? (If the answer to any question is "Yes," attach a detailed statement explaining the transactions.)			
í	a Sale, exchange, or leasing of property?	2a		X
1	b Lending of money or other extension of credit?	2b		X
	c Furnishing of goods, services, or facilities?	2c		X
(d Payment of compensation (or payment or reimbursement of expenses if more than \$1,000)? SEE PART V-A, FORM 990	2d	X	
	e Transfer of any part of its income or assets?	2e		X
3 a	a Did the organization make grants for scholarships, fellowships, student loans, etc.? (If "Yes," attach an explanation of how			1
	the organization determines that recipients qualify to receive payments.)	3a		X
I	b Dd the organization have a section 403(b) annuity plan for its employees?	<u>3b</u>	X	
	c Did the organization receive or hold an easement for conservation purposes, including easements to preserve open space,			1
	the environment, historic land areas or historic structures? If "Yes," attach a detailed statement	<u>3c</u>		X
(d Did the organization provide credit counseling, debt management, credit repair, or debt negotiation services?	<u>3d</u>	I	X
4 a	a Did the organization maintain any donor advised funds? If "Yes," complete lines 4b through 4g. If "No," complete lines 4f			
	and 4g	4a		X
1	b Did the organization make any taxable distributions under section 4966? N/A	4b		<u> </u>
(${f c}$ Did the organization make a distribution to a donor, donor advisor, or related person? ${f N/A}$	4c	 N/	L
(d Enter the total number of donor advised funds owned at the end of the tax year			
(e Enter the aggregate value of assets held in all donor advised funds owned at the end of the tax year		<u>N/</u>	<u>A</u>
ſ	f Enter the total number of separate funds or accounts owned at the end of the year (excluding donor advised funds included on			
	line 4d) where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts			0.
(g Enter the aggregate value of assets in all funds or accounts included on line 4f at the end of the tax year			0.

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Schedule A (Form 990 or 990-EZ) 2006

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Schedule A (I	Form 990 or 990-EZ) 2006 ACADEMY FOR U	RBAN SCHOO	LEADERSHIP	·	36-44	47457	Page 3 _		
Part IV	Reason for Non-Private Foundation S	Status (See pages 4	through 7 of the instruction	ins.)					
	he organization is not a private foundation because it is: (A church, convention of churches, or association of ch A school. Section 170(b)(1)(A)(ii). (Also complete Part A hospital or a cooperative hospital service organizatio A federal, state, or local government or governmental it A medical research organization operated in conjunction and state ▶ An organization operated for the benefit of a college or (Also complete the Support Schedule in Part IV-A.) An organization that normally receives a substantial pa Section 170(b)(1)(A)(vi). (Also complete the Support A community trust. Section 170(b)(1)(A)(vi). (Also cor	Please check only ONE nurches. Section 170(b)(t V.) in. Section 170(b)(1)(A) unit. Section 170(b)(1)(A) on with a hospital. Section university owned or opion art of its support from a Schedule in Part IV-A.) mplete the Support Sch	applicable box.) 1)(A)(I). (III). (III). In 170(b)(1)(A)(III). Enter erated by a governmental governmental unit or from edule In Part IV-A.)	the hospital's unit. Section in the general p	170(b)(1)(A)(w)).			
12 <u> </u>	An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its charitable, etc., functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Also complete the Support Schedule in Part IV-A.)								
13	An organization that is not controlled by any disqualifie 509(a)(3). Check the box that describes the type of sup Type I Type II	pporting organization: Type III-Fi	unctionally Integrated		Type III-O		tion		
	Provide the following information al			1		(a)			
	(a) Name(s) of supported organization(s)	(b) Employer identification number (EIN)	(c) Type of organization (described in lines 5 through 12 above or IRC section)	(d) Is the supported organization listed in the supporting organization's governing documents?		(e) Amount suppo			
				Yes	No				
						· · · · · ·			
Total			I	l	►				

14 An organization organized and operated to test for public safety. Section 509(a)(4). (See page 7 of the instructions.)

Schedule A (Form 990 or 990-EZ) 2006

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Schedule A (Form 990 or 990-EZ) 2006 ACADEMY FOR URBAN SCHOOL LEADERSHIP

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36-4447457 Part IV-A Support Schedule (Complete only if you checked a box on line 10, 11, or 12) Use cash method of accounting. Note: You may use the worksheet in the instructions for converting from the accrual to the cash method of accounting.

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Page 4

Cale	endar year (or fiscal year inning in)	(a) 2005	(b) 2004	(c) 2003	(d) 2002	(e) Total
15	Gifts, grants, and contributions received. (Do not include unusual		<u> </u>		(+,	
	grants. See line 28.)	4,505,443.	4,655,726.	4,231,628.	1,570,172.	14,962,969.
16	Membership fees received		······			
17	Gross receipts from admissions, merchandise sold or services					
	performed, or furnishing of					
	facilities in any activity that is related to the organization's					
	charitable, etc., purpose	17,468.	10,280.	11,676.		39,424.
18	Gross income from interest, dividends, amounts received from payments on securities loans (sec- tion 512(a)(5)), rents, royalties, and unrelated business taxable income (less section 511 taxes) from businesses acquired by the organization after June 30, 1975					
19	Net income from unrelated business					
20	activities not included in line 18 Tax revenues levied for the					
20	organization's benefit and either paid to it or expended on its behalf					
21	The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge					
22	Other income. Attach a schedule. Do not include gain or (loss) from sale of capital assets					
23	Total of lines 15 through 22	4,522,911.	4,666,006.	4,243,304.		
24	Line 23 minus line 17 Enter 1% of line 23	4,505,443.	4,655,726.	4,231,628.		14,962,969.
25 26	Organizations described on lines 10	<u>45,229.</u>	<u>46,660.</u>	42,433.	<u>15,702.</u> ▶ 26a	299,259.
20 b						<u> </u>
-	unit or publicly supported organization		• •			
	Do not file this list with your return.	Enter the total of all thes	e excess amounts		► <u>26b</u>	933,705.
C		-			► <u>26c</u>	14,962,969.
d	Add: Amounts from column (e) for li			022 50	<u> </u>	
	Public support (line 26c minus line 2		26b	933,70	<u>5.</u> ► <u>26d</u> ► 26e	<u>933,705.</u> 14,029,264.
e f	Public support percentage (line 266	•	line 26c (denominator))		► <u>26</u>	93.7599%
27	Organizations described on line 12:					
	records to show the name of, and to					•
	such amounts for each year:	N/A				
	(2005)	(2004)	•	003)	(2002)	
b	• • • • • •				-	
	and amount received for each year, the described in lines 5 through 11b, as		• • •		• • •	-
	the larger amount described in (1) or					amount received and
	(2005)	(2004)		003)	(2002)	
C	Add: Amounts from column (e) for li	nes: 15	·	16	· · ·	
	17			21	► 27c	N/A
d	Add: Line 27a total	an	d line 27b total	<u> </u>	▶ <u>27d</u>	<u>N/A</u>
e	Public support (line 27c total minus l	•		<u> </u>	► <u>27e</u>	<u>N/A</u>
f	Total support for section 509(a)(2) to				N/A	NT / N ~
9 b	Public support percentage (line Investment income percentage				tor)) – 27g	<u>N/A %</u> N/A %
28	Unusual Grants: For an organization	described in line 10, 11,	or 12 that received any u	nusual grants during 200	2 through 2005, prepare	a list for your records to
	show, for each year, the name of the co return. Do not include these grants in li 31 01-18-07	ontributor, the date and an ine 15.	nount of the grant, and a	brief description of the na	ature of the grant. Do not	file this list with your
5201			13			10 7 (2 0111 000 01 000-EZ) 2000

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Pa	rt V Private School Questionnaire (See page 9 of the instructions.) • (To be completed ONLY by schools that checked the box on line 6 in Part IV)	N/	Α	
29	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing		Yes	No
	instrument, or in a resolution of its governing body?	29		
30	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues,			
	and other written communications with the public dealing with student admissions, programs, and scholarships?	30		
31	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of			
	solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known			
	to all parts of the general community it serves?	31		
	If "Yes," please describe; if "No," please explain. (If you need more space, attach a separate statement.)	_		
		_		
32	Does the organization maintain the following: Records indicating the racial composition of the student body, faculty, and administrative staff?			
a b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	32b		
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student	020		
v	admissions, programs, and scholarships?	32c		
h	Copies of all material used by the organization or on its behalf to solicit contributions?	32d		
-	If you answered "No" to any of the above, please explain. (If you need more space, attach a separate statement.)			
33	Does the organization discriminate by race in any way with respect to:	-		
а	Students' rights or privileges?	<u>33a</u>		<u> </u>
b	Admissions policies?	<u>33b</u>		<u> </u>
C	Employment of faculty or administrative staff?	<u>33c</u>		
d	Scholarships or other financial assistance?	<u>33d</u>		<u> </u>
e -	Educational policies?	<u>33e</u>		<u> </u>
t	Use of facilities?	33f		<u> </u>
9	Athletic programs?	33g		
h	Other extracurricular activities?	<u>33h</u>		<u> </u>
	If you answered "Yes" to any of the above, please explain. (If you need more space, attach a separate statement.)	_		
34 a	Does the organization receive any financial aid or assistance from a governmental agency?	— — 34a		
b. 5	Has the organization's right to such aid ever been revoked or suspended?	34b	İ	
-	If you answered "Yes" to either 34a or b, please explain using an attached statement.			
35	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50,			
	1975-2 C.B. 587, covering racial nondiscrimination? If "No," attach an explanation	35		

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Schedule A (Form 990 or 990-EZ) 2006

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Schedule A (Form 990 or 990-EZ) 2006 ACADEMY FOR URBAN SCHOOL LEADERSHIP

N/A

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Part VI-A Lobbying Expenditures by Electing Public Charities (See page 10 of the instructions.)

. (]	To be completed ONLY by	an eligible organization that f	illed Form 5768)				
Check 🕨 a 🔲	if the organization belon	gs to an affiliated group.	Check 🕨	b 🛄 I	f you ch	ecked "a" and "limited contr	ol" provisions apply.
		Lobbying Expendit				(a) Affiliated group totals	(b) To be completed for all electing organizations
						N/A	
36 Total lobbying	expenditures to influence	public opinion (grassroots lol	bbying)		36		
37 Total lobbying	expenditures to influence	a legislative body (direct lobb	ying)		37		
38 Total lobbying	expenditures (add lines 3	6 and 37)			38		
39 Other exempt p	ourpose expenditures				39		
40 Total exempt p	urpose expenditures (add	lines 38 and 39)			40		
41 Lobbying nonta	axable amount. Enter the	amount from the following tab	ole -				
If the amount o	on line 40 is -	The lobbying nontaxabl	e amount is -				
Not over \$500,000	D	20% of the amount on line 40)	۲			
Over \$500,000 bu	it not over \$1,000,000	\$100,000 plus 15% of the ex	cess over \$500,000				
Over \$1,000,000 b	but not over \$1,500,000	\$175,000 plus 10% of the ex	cess over \$1,000,000	}	41		
Over \$1,500,000 b	but not over \$17,000,000	\$225,000 plus 5% of the exc	ess over \$1,500,000				
Over \$17,000,000)	\$1,000,000		ر			
42 Grassroots non	ntaxable amount (enter 25	% of line 41)			42	· · · · · · · · · · · · · · · · · · ·	
43 Subtract line 42	2 from line 36. Enter -0- if	line 42 is more than line 36			43		

Subtract line 41 from line 38. Enter -0- if line 41 is more than line 38 44

Caution: If there is an amount on either line 43 or line 44, you must file Form 4720.

4-Year Averaging Period Under Section 501(h)

44

(Some organizations that made a section 501(h) election do not have to complete all of the five columns below. See the instructions for lines 45 through 50 on page 13 of the instructions.)

Calendar year (or fiscal year beginning in) 2006 (b) (c) (d) (e) fiscal year beginning in) 2006 2005 2004 2003 Total 45 Lobbying nontaxable amount 0. 0. 0. 46 Lobbying celling amount (150% of line 45(e)) 0. 0. 47 Total lobbying expenditures 0. 0. 48 Grassroots nontaxable amount 0. 0. 49 Grassroots celling amount (150% of line 43(e)) 0. 0. 50 Grassroots lobbying expenditures 0. 0. 60 Grassroots lobbying expenditures 0. 0. 100 0. 0. 0. 50 Grassroots lobbying expenditures 0. 0. 101 Ubobying Activity by Nonelecting Public Charities (for reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) 0. During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of: a Volunteers X X b Paid staff or management (include compensation in expenses reported on line			Lobbying Exp	enditures During 4-Year Ave	raging Period		N/A
amount 0. 46 Lobbying celling amount (150% of line 45(e)) 0. 47 Total lobbying expenditures 0. 48 Grassroots nontaxable amount 0. 49 Grassroots celling amount (150% of line 48(e)) 0. 0. 6. 0. 49 Grassroots celling amount (150% of line 48(e)) 0. 0. 6. 0. 6. Grassroots celling amount (150% of line 48(e)) 0. 0. For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) 0. During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opnion on a legislative matter or referendum, through the use ot: a Volunteers X X b Paid staff or management (Include compensation in expenses reported on lines c through h.) X X c Madia advertisements X X X d Malings to members, legislators, or the public X </th <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>(e)</th>							(e)
(150% of line 45(e)) 0. 47 Total lobbying 0. expenditures 0. 48 Grassroots nontaxable 0. amount 0. 49 Grassroots celling amount 0. (150% of line 48(e)) 0. 50 Grassroots celling amount 0. (150% of line 48(e)) 0. 50 Grassroots lobbying 0. expenditures 0. Part VI-B Lobbying Activity by Nonelecting Public Charities (For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of: a Volunteers X b Paid staff or management (Include compensation in expenses reported on lines c through h.) X c Media advertisements X d Makings to members, legislators, or the public X e Publications, or published or broadcast statements X f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. </td <td>• •</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0.</td>	• •						0.
expenditures 0. 48 Grassroots nontaxable amount 0. 49 Grassroots ceiling amount (150% of line 48(e)) 0. 50 Grassroots lobbying expenditures 0. Part VI-B Lobbying Activity by Nonelecting Public Charities (For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) 0. During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public optimion on a legislative matter or referendum, through the use of: a Volunteers Yes No Amount b Paid staff or management (Include compensation in expenses reported on lines c through h.) X X X c Media advertisements X <							0.
amount 0. 49 Grassroots ceiling amount (150% of line 48(e)) 0. 50 Grassroots lobbying expenditures 0. Part VI-B Lobbying Activity by Nonelecting Public Charities (For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) 0. During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of: Yes No Amount a Volunteers X X X X X X X X X X X X X X Yes X <							0.
(150% of line 48(e)) 0. 50 Grassroots lobbying expenditures 0. Part VI-B Lobbying Activity by Nonelecting Public Charities							0.
expenditures 0. Part VI-B Lobbying Activity by Nonelecting Public Charities (For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) 0. During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of: Yes No Amount a Volunteers X X X b Paid staff or management (Include compensation in expenses reported on lines c through h.) X X c Media advertisements X X d Mailings to members, legislators, or the public X X e Publications, or published or broadcast statements X 42,000. g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Railles, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. if "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. SEEE STATEMENT 5							0.
(For reporting only by organizations that did not complete Part VI-A) (See page 13 of the instructions.) During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of: a Volunteers b Paid staff or management (Include compensation in expenses reported on lines c through h.) c Media advertisements d Mailings to members, legislators, or the public e Publications, or published or broadcast statements f Grants to other organizations for lobbying purposes g Direct contact with legislators, their staffs, government officials, or a legislative body h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means i Total lobbying expenditures (Add lines c through h.) if "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. Yes No Amount	expenditures				···· <u></u> · · · · · · · · · · · · · · · · · ·		0.
Influence public opinion on a legislative matter or referendum, through the use of: Yes No Amount a Volunteers X X X b Paid staff or management (include compensation in expenses reported on lines c through h.) X X c Media advertisements X X d Mailings to members, legislators, or the public X X e Publications, or published or broadcast statements X X f Grants to other organizations for lobbying purposes X 42,000. g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5			-		s.)		
b Paid staff or management (Include compensation in expenses reported on lines c through h.) X c Media advertisements X d Mailings to members, legislators, or the public X e Publications, or published or broadcast statements X f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5				n, including any attempt to	Yes	No	Amount
c Media advertisements X d Mailings to members, legislators, or the public X e Publications, or published or broadcast statements X f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5	a Volunteers						
d Mailings to members, legislators, or the public X e Publications, or published or broadcast statements X f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5		clude compensation in expe	enses reported on lines c thi	rough h.)			
e Publications, or published or broadcast statements X f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5					· · · · ·		
f Grants to other organizations for lobbying purposes X g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5		, ,					
g Direct contact with legislators, their staffs, government officials, or a legislative body X 42,000. h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X 42,000. i Total lobbying expenditures (Add lines c through h.) 42,000. SEE STATEMENT 5 If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. SEE STATEMENT 5							
h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means X i Total lobbying expenditures (Add lines c through h.) 42,000. If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. SEE STATEMENT 5	·	5 61 1	<i>"</i>			X	40.000
i Total lobbying expenditures (Add lines c through h.) If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. SEE STATEMENT 5	•		,		<u> </u>		<u>42,000.</u>
If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities.			s, lectures, or any other me	ans			40.000
		- /	a a data lad dagarinting of th	a labburga aatuutusa	L	000	
623151 01-18-07 Schedule A (Form 990 or 990-EZ) 2006	623151	iso attacii a statement givin	y a detailed description of th				

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Schedule A (Form 990 or 990-EZ) 2006 ACADEMY FOR URBAN SCHOOL LEADERSHIP

No X Х

> Х х Х Х Х х

Part VII Information Regarding Transfers To and Transactions and Relationships With Noncharitable Exempt Organizations (See page 13 of the instructions.)

51 Did the reporting organization directly or indirectly engage in any of the following with any other organization described in section 501(c) of the Code (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?

	to repaire orde to the function of restor of restored or a section of the section of the point of gamerations.		
a	Transfers from the reporting organization to a noncharitable exempt organization of:		Yes
		51a(i)	
	(ii) Other assets	a(ii)	
b	Other transactions:		
	(i) Sales or exchanges of assets with a noncharitable exempt organization	b(i)	
	(ii) Purchases of assets from a noncharitable exempt organization	b(ii)	
	(iii) Rental of facilities, equipment, or other assets	b(iii)	
	(iv) Reimbursement arrangements	b(iv)	
	(v) Loans or loan guarantees	b(v)	
	(vi) Performance of services or membership or fundraising solicitations	b(vi)	
c	Sharing of facilities, equipment, mailing lists, other assets, or paid employees	C	Х

d If the answer to any of the above is "Yes," complete the following schedule. Column (b) should always show the fair market value of the goods, other assets, or services given by the reporting organization. If the organization received less than fair market value in any transaction or sharing arrangement, show in column (d) the value of the goods, other assets, or services received:

(a) Line no.	(b) Amount involved	(c) Name of noncharitable	exempt organization	Descripti) on of transfers, transac	(d) ctions, and sharing arrai	ngements
51C	22,000.	CHICAGO PUBLIC	SCHOOLS	SEE	STATEMENT	6	
	· · · · · · · · · · · · · · · · · · ·					·	
	······································						
				· · · ·		·····	
	······································					-	
				· · · · · ·			
			······································				
			· · · · · · · · · · · · · · · · · · ·				
52 a Is	the organization directly or in	l directly affiliated with, or related to			described in section 50	11(c) of the	
	ode (other than section 501(c)		o, one of more lax-exempt of ge		Jeschbed in Section 30	Yes	X No
	Yes," complete the following :		A			· · · · · · · · · · · · · · · · · · ·	
	(a) Name of or)	(b) Type of organization		Description	(c) of relationship	
	······						

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Current Year Deduction	710	2,110	3,720.	2,640	580		9,760	
Current Sec 179							.0	
Accumulated Depreciation	22,478.	193,999.	7,440.	1,538.			225,455.	
Basis For Depreciation	25,109.	204,219.	20,423.	7,690.	5,795.	19,083.	282,319.	
Reduction In Basis		-				-	.0	
Bus % Excl								
Unadjusted Cost Or Basis	25,109.	204,219.	20,423.	7,690.	5,795.	19,083.	282,319.	
No	16	16	16	16	16	16		
Lıfe	5.00	4.00	5.00	5.00	5.00	5.00		
Method	SL	SL	ISI.	SL	SL	'SL		
Date Acquired	VARIESSL	VARIESSL	123104SL	07010551	083106SL	07010751		
Description	2EQUI PMENT	3LEASHOLD IMPROVEMENTS	IMPROVEMENTS			AUD	IUIAL 770 FAGE EPR	
Asset No		(7)	Ъ	ш) 	Û	~		

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(D) - Asset disposed

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* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

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36-4447457

FORM 990	OTHEI	STATEMENT 1		
•	(A)	(B) PROGRAM	(C) MANAGEMENT	(D)
DESCRIPTION	TOTAL	SERVICES	AND GENERAL	FUNDRAISING
TRAINING ACADEMY				, <u>_</u>
EXPENSES	1,503,558.	1,503,558.		
RESIDENT BOOKS	22,652.	22,652.		
RESIDENT RECRUITMENT	9,525.	9,525.		
OTHER RESIDENT	·	·		
EXPENSES	3,757.	3,757.		
GRADUATE SUPPORT	43,900.	43,900.	0.	
ENRICHMENT PROGRAMS	149,045.	149,045.		
PROFESSIONAL	·			
DEVELOPMENT	261,266.	260,446.	820.	
PROFESSIONAL	·	·		
SERVICES	97,441.	28.	92,350.	5,063.
LOBBYIST	42,000.			42,000.
MISCELLANEOUS	131,565.	65,321.	48,712.	17,532.
ADMINISTRATIVE				
EXPENSE	52,744.	<12,232.>	70,538.	<5,562.
DEVELOPMENT	30,393.	·		30,393.
BUILDING	·			
IMPROVEMENTS	0.			
WEBSITE DEVELOPMENT	2,900.		2,900.	
INCENTIVES	75,000.	75,000.	-	
OTHER COACHES COSTS	12,386.	12,386.		
YEAR 1 PROF	·	·		
DEVELOPMENT	177,325.	177,325.		
TOTAL TO FM 990, LN 43	2,615,457.	2,310,711.	215,320.	89,426.

FORM 990 STATEMENT OF ORGANIZATION'S PRIMARY EXEMPT PURPOSE STATEMENT 2 PART III

EXPLANATION

THE ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL) IMPROVES STUDENT ACHIEVEMENT IN CHICAGO'S PUBLIC SCHOOLS BY ATTRACTING, TRAINING, AND RETAINING CHICAGO'S NEXT GENERATION OF EXCEPTIONAL TEACHERS AND SCHOOL LEADERS.

FORM 990 · DEPRECIATION OF ASSETS NOT HELD FOR INVESTMENT STATEMENT 3 . COST OR ACCUMULATED DESCRIPTION OTHER BASIS DEPRECIATION BOOK VALUE 23,188. 1,921. EQUIPMENT 25,109. 8,110. 196,109. LEASHOLD IMPROVEMENTS 204,219. 9,263. LEASHOLD IMPROVEMENTS 20,423. 11,160. LEASHOLD IMPROVEMENTS AND 7,690. 4,178. 3,512. EQUIPMENT 5,795. 5,215. 580. EQUIPMENT-BRADY GADGET MACHINE EQUIPMENT-BLACKBAUD 19,083. 0. 19,083. 235,215. TOTAL TO FORM 990, PART IV, LN 57 282,319. 47,104. FORM 990 OTHER LIABILITIES STATEMENT 4 AMOUNT DESCRIPTION FUNDS HELD FOR CHICAGO ACADEMY HIGH SCHOOL 198,690. 198,690. TOTAL TO FORM 990, PART IV, LINE 65, COLUMN B STATEMENT OF LOBBYING ACTIVITIES - PART VI-B STATEMENT 5 SCHEDULE A

LOBBYIST STRIVED TO SECURE STATE FUNDING FOR THE CONTINUATION OF A TEACHER TRAINING PROGRAM.

10561211 787606 04519

SCHEDULE A INVOLVEMENT WITH NONCHARITABLE ORGANIZATIONS STATEMENT 6 PART VII, LINE 51, COLUMN (D)

• •

NAME OF NONCHARITABLE EXEMPT ORGANIZATION

CHICAGO PUBLIC SCHOOLS

DESCRIPTION OF TRANSFERS, TRANSACTIONS, AND SHARING ARRANGEMENTS

SHARING OF FACILITIES

A. Hachinut 990 70 36 - 4447457

Academy for Urban School Leadership 2007 Board of Directors (Rev. June 2007)

2-4 hours/week

Board members

Dominic Belmonte

President & CEO Golden Apple Foundation 8 S. Michigan Avenue, Suite 700 Chicago, IL 60603-3318 Phone: 312-407-0006 Fax: 312-407-0344 <u>belmonte@goldenapple.org</u> Committee(s): Academic Affairs

Susan M. Benton

Partner Winston & Strawn 35 W. Wacker Drive Chicago, IL 60601 Phone: 312-558-5957 Fax: 312-558-5700 <u>sbenton@winston.com</u> Committee(s): Chair, Development; Executive

Mary Ellen Caron

Commissioner Chicago Department of Children & Youth Services 1615 W. Chicago Avenue Chicago, IL 60622 Phone: 312-743-0100 Fax: 312-743-0400 mecaron@cityofchicago.org orivera@cityofchicago.org Committee(s): Academic Affairs

Dr. Donald Feinstein Executive Director Academy for Urban School Leadership 3400 N. Austin Avenue Chicago, IL 60634 Phone: 773-534-0129 Fax: 773-534-0109 <u>dfeinstein@ausl-chicago.org</u> Committee(s): Chair, Academic Affairs;

Executive

Michael Keiser

President Bandon Dunes Golf Resort 2450 Lakeview Avenue Chicago, IL 60614 Phone: 773-348-6410 Fax: 773-929-7123 <u>keiser@recycled.com</u> Committee(s):

Robert E. King (Treasurer)

Chairman Salt Creek Ventures 745 McClintock Drive, Suite 105 Burr Ridge, IL 60527 Phone: 630-789-0033 Fax: 630-789-0497 robert.king@rasmussen.edu jackie.chmieleski@rasmussen.edu Committee(s): Chair, Finance

Martin J. Koldyke (Chairman) _ aprox 20 hows /~

Founder and Retired Chairman Frontenac Company 135 S. LaSalle St., Suite 3800 Chicago, IL 60603 Phone: 312-368-0044 Fax: 312-759-0792 <u>mkoldyke@frontenac.com</u> <u>glaposa@frontenac.com</u> Committee(s): Chair, Executive

Madeleine Maraldi

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Cordelia C. "Dea" Meyer

Vice President Civic Committee of The Commercial Club 21 S. Clark, Suite 3120 Chicago, IL 60603-2006 Phone: 312-853-1208 Fax: 312-853-1209 dmeyer@civiccom.org sscherf@civiccom.org Committee(s): Development

Kenneth W. Miller

Partner Katten Muchin Zavis Rosenman 525 W. Monroe, Suite 1600 Chicago, IL 60661-3693 Phone: 312-902-5261 Fax: 312-557-8747 Kenneth.Miller@kattenlaw.com pamela.kendal@kattenlaw.com Committee(s): Governance and Finance

James O'Connor

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Dr. Richard Pappas

President National-Louis University 122 S. Michigan Avenue Chicago, IL 60603 Phone: 312-261-3227 rpappas@nl.edu blance@nl.edu Committee(s): Academic Affairs

Julian Posada

VP of Business Development and General Manager Hoy (Tribune Publishing) 435 N. Michigan Avenue Chicago, IL 60611-4041 Phone: 312-527-8429 Fax: 312-527-8493 jposada@tribune.com Committee(s):

Kimberly Querrey

Querrey Enterprises 800 N. Michigan Avenue, #4501 Chicago, IL 60611 Phone: 312.751.9424 Cell: 858.354.5833 kquerrey@kqent.com Committee(s):

Greg Simoncini

Vice President The Scofield Company 730 North Franklin, Suite 310 Chicago, IL 60610 Phone: 312 280 7702 Cell: 312 399 9226 greg@scocomm.com Committee(s): Development

Bruce Toth

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National Advisory Board

Dr. Barnett Berry

Executive Director Center for Teaching Quality 500 Millstone Drive, Suite 102 Hillsborough, NC 27278 Phone: 919.241.1575 Fax: 919.241.1576 Bberry10@earthlink.net

Martin R. Castro

Vice President, External Affairs Aetna, Inc. 100 N. Riverside Plaza 20th floor Chicago, IL 60606 Phone: 312.928.3000 <u>CastroM3@aetna.com</u> Committee(s): Chair, Governance

Mellody Hobson

President Ariel Capital Management 200 E. Randolph Drive, Suite 2900 Chicago, IL 60601 Phone: 312-726-0410 Fax: 312-726-7473 <u>mhobson@arielcapital.com</u> <u>mbenson@arielcapital.com</u>

Dr. Curtis L. McCray

1213 Hedgerow Drive Grayslake, IL 60030 Phone: 847-209-1636 mccraygray@aol.com

Bruce Rauner

Principal GTCR Golder Rauner, LLC 233 S. Wacker Drive, 6100 Sears Tower Chicago, IL 60606 Phone: 312-382-2230 Fax: 312-382-2201 brauner@gtcr.com dgonzalez@gtcr.com

Jonathan Schnur CEO

New Leaders for New Schools 30 W. 26th Street, 2nd Floor New York, NY 10010 Phone: 646-792-1060 Fax: 646-792-1071 jschnur@nlns.org mawi@nlns.org .

Attachinund +0 990 EIN#: 36-4447457

Academy for Urban School Leadership Form 990, Return of Organization Exempt from Income Tax June 30, 2007

Part III, Statement of Program Service Accomplishments

Exempt Purpose Achievements

Thirty-seven aspiring teachers graduated from AUSL's 12-month training program in June 2007. AUSL "Residents" are engaged in a leadership development and an urban teacher preparation program that includes master's degree coursework provided in partnership with National-Louis University, and a ten-month Teaching Residency. Residents are matched with an accomplished Mentor Teacher with whom they collaborate, plan, and engage in reflective dialogue daily. Residents are experiencing a real school year in its entirety for the most solid base of "student teaching." They are building a repertoire of core teaching practices with a strong focus on critical thinking, problem-solving and decision making. Residents also participate in weekly grade-level and vertical grade-level team meetings, student study team meetings, and teacher learning teams. The Director of Resident Program works closely with both Mentor Teachers and Residents to ensure that each Resident is developing the proficiencies of an effective urban teacher.

Upon graduation, the Residents commit to a compulsory five-year placement in high-poverty, low-performance CPS schools. AUSL provides professional development and field coaching support and induction including onsite classroom observation and feedback, continuous training, and career-progression support. AUSL graduates not only have the skills, experience, and support needed to make an impact on the educational lives of children, but they will also be entering a community of like-minded educators who are committed to teaching where excellence is needed most.

AUSL also provided for the management of The Chicago Academy, Dodge Academy, and The Tarkington School of Excellence, which have a combined total enrollment of about 2,150 pre-K through eighth-grade students, and Chicago Academy High School which has about 500 9th- 12th grade students. The academies serve a dual mission as neighborhood schools and CPS's first school-based teacher preparation program for aspiring teachers. In lieu of a Local School Council, AUSL serves as the governing board. The goal of the CPS-AUSL collaboration is to improve student achievement in Chicago Public Schools by attracting, training and retaining Chicago's next generation of exceptional teachers and school leaders. The students will be expected to meet objective test standards under the Pupil Accountability Plan developed by the Chicago Public School system.

In addition to the above, AUSL opened Chicago's first NCLB Turnaround School, The Sherman School of Excellence with enrollment of about 650 pre-K thru 8th grade students. A chronically underperforming school, Sherman was one of the two lowest performing elementary schools within CPS. Under the Turnaround model, all teachers were removed, AUSL hired a new principal approved by CPS, and then worked with the principal to hire the complete team of teachers, leaders, and building staff. The intensely trained graduates of our urban Residency program are part of the pipeline of exceptional teachers needed to accomplish the Turnaround model with enduring success.

Form 8868 (Rev. April 2007)	Application for Ex Exempt O
Department of the Treasury Internal Revenue Service	► File a separa
, -	omatic 3-Month Extension, complete o ditional (not automatic) 3-Month Exten

tension of Time To File an rganization Return

ate application for each return.

OMB No. 1545-1709

► X

only Part I and check this box

sion, complete only Part II (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

Section 501(c) corporations required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete Part I only

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Electronic Filing (e-file). Generally, you can electronically file Form 8868 if you want a 3-month automatic extension of time to file one of the returns noted below (6 months for section 501(c) corporations required to file Form 990-T). However, you cannot file Form 8868 electronically if (1) you want the additional (not automatic) 3-month extension or (2) you file Forms 990-BL, 6069, or 8870, group returns, or a composite or consolidated Form 990-T. Instead, you must submit the fully completed and signed page 2 (Part II) of Form 8868. For more details on the electronic filing of this form, visit www.irs gov/efile and click on e-file for Charities & Nonprofits

Type o	r Name of Exempt Organization	Employer identification number
print	ACADEMY FOR URBAN SCHOOL LEADERSHIP	36-4447457
File by th due date filing you return Se	for Number, street, and room or suite no. If a P.O. box, see instructions.	
instructio		
Check	type of return to be filed (file a separate application for each return):	
	Form 990 Form 990-T (corporation) Form 43	
	Form 990·BL Form 990-T (sec. 401(a) or 408(a) trust) Form 52	
	Form 990-EZ Grow 990-T (trust other than above)	
	Form 990·PF	370
	books are in the care of KATHY HORNING	
	Pephone No. ► <u>773-534-0136</u> FAX No. ►	\
	e organization does not have an office or place of business in the United States, check this box	
	IIS IS for a Group Return, enter the organization's four digit Group Exemption Number (GEN) If th └ If it is for part of the group, check this box. ► and attach a list with the names and EINs of all	
1	request an automatic 3-month (6-months for a section 501(c) corporation required to file Form 990-T) extens $FEBRUARY$ 1.5, 2008, to file the exempt organization return for the organization named a	
- I:	s for the organization's return for:	
1	calendar year or	
I	► X tax year beginning JUL 1, 2006 , and ending JUN 30, 2007	•
2	f this tax year is for less than 12 months, check reason 🗌 Initial return 📃 Final return	Change in accounting period
	f this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a \$
ы	f this application is for Form 990-PF or 990-T, enter any refundable credits and estimated	
<u>t</u>	ax payments made. Include any prior year overpayment allowed as a credit.	ЗЬ \$
c l	Balance Due. Subtract line 3b from line 3a. Include your payment with this form, or, if required,	
C	deposit with FTD coupon or, if required, by using EFTPS (Electronic Federal Tax Payment System).	
	See Instructions.	N/A
Cautio	on. If you are going to make an electronic fund withdrawal with this Form 8868, see Form 8453-EO and Form	8879 Epror pathent instructions.
LHA	Salance Due. Subtract line 3b from line 3a. Include your payment with this form, or, if required, deposit with FTD coupon or, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions. With this Form 8868, see Form 8453-EO and Form For Privacy Act and Paperwork Reduction Act Notice, see instructions. Mon. On. On. For Privacy Act and Paperwork Reduction Act Notice, see instructions. Mon. On.	$\begin{array}{c} 1 \\ 1 \\ 4 \\ \hline \\ 2007 \\ \hline \\ 04_{1}33C \\ \hline \\ 1 \\ 33C \\ \hline \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1 \\ 1$
	Oq.	Grove
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Academy for Urban School Leadership

Financial Statements

Year Ended June 30, 2009

MANN . WEITZ & ASSOCIATES L.L.C.

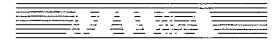
Certified Public Accountants & Consultants

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Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 14



MANN . WEITZ & ASSOCIATES L.L.C.

Certified Public Accountants & Consultants 111 Deer Lake Road, Suite 125 Deerfield, IL 60015-9578 PHONE 847.267.3400 FAX 847.267.3401 Email: info@mannweitz.com

INDEPENDENT AUDITORS' REPORT

August 24, 2009

Board of Directors Academy for Urban School Leadership Chicago, Illinois

We have audited the accompanying statement of financial position of the Academy for Urban School Leadership (AUSL) as of June 30, 2009, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of AUSL's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Academy for Urban School Leadership as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

Mann Ulit samiter 2.2. C.

STATEMENT OF FINANCIAL POSITION JUNE 30, 2009

ASSETS

Cash	\$	1,003,137
Pledges receivable - Note 3		8,778,361
Other receivables		78,703
Prepaid expenses		121,210
Leasehold improvements, equipment and software, net - Note 4		110,614
Total Assets	\$	10,092,025
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$	71,195
Accrued expenses		482,115
Funds held for others	. <u></u>	81,670
Total Liabilities		634,980
NET ASSETS		
Unrestricted		1,290,862
Temporarily restricted - Note 5		8,166,183
Total Net Assets		9,457,045
Total Liabilities and Net Assets	· <u>\$</u>	10,092,025

The accompanying notes are an integral part of this statement.

STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2009

	Unrestricted	Temporarily Restricted	Total
REVENUES AND OTHER SUPPORT			
Contributions	\$ 589,339	\$ 1,932,083	\$ 2,521,422
CPS funding - Note 2	2,701,454	3,376,500	6,077,954
State and Federal funding		790,085	790,085
Capital project - Note 7		2,600,000	2,600,000
Dividend and interest income	16,466	_	16,466
Total Revenues	3,307,259	8,698,668	12,005,927
Net assets released from restrictions - Note 6	12,179,710	(12,179,710)	
Total Revenues and Other Support	15,486,969	(3,481,042)	12,005,927
EXPENSES			
School Management			
Teaching Academies	5,979,600		5,979,600
Turnaround Schools	2,536,287		2,536,287
Capital project - Note 7	2,600,000		2,600,000
Total School Management	11,115,887		11,115,887
Central Program			
Curriculum assessment	589,281		589,28 1
Leadership	779,866		779,866
Residency coaching and administration	316,172		316,172
Coaches	253,125		253,125
Curricular enhancements administration	182,548		182,548
Recruiting and admissions	141,015		141,015
Total Central Program	2,262,007		2,262,007
Administration			
Leadership	603,067		603,067
Development/Communications	292,157		292,157
Support	452,418		452,418
Total Administration	1,347,642		1,347,642
Total Expenses	14,725,536		14,725,536
CHANGE IN NET ASSETS	761,433	(3,481,042)	(2,719,609)
NET ASSETS			
Beginning of year	529,429	11,647,225	12,176,654
End of year	\$ 1,290,862	\$ 8,166,183	\$ 9,457,045

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The accompanying notes are an integral part of this statement.

STATEMENT OF FUNCTIONAL EXPENSES YEAR ENDED JUNE 30, 2009

	School Management	na cement.		Total School Management				
	Teaching Academies	Turnaround Schools	Central Program	and Central Program	Administration	Fundraising	Total	Percentage
EXPENSES Compensation and Benefits CPS staff - Note 2 AUSL staff Resident training Incentives	\$ 3,071,350 2,655,792 66,850	\$ 2,189,835 115,400	S 1,608,498	\$ 3,071,350 3,798,333 2,655,792 182,250	\$ 706,180	\$ 197,624	\$ 3,975,154 3,798,333 2,655,792 182,250	
Total Compensation and Benefits	5,793,992	2,305,235	1,608,498	9,707,725	706,180	197,624	10,611,529	72.1%
Direct Expenses Curriculum development services Professional development Curricular enhancements Professional services Recruiting expenses Travel, meals and events Marketing and events Marketing and events Marketing and verois Community engagement and recognition Office rent - Note 2 Office supplies Computer equipment and software Anortization and depreciation - Note 4 Other direct	185,608	31,317 191,411 8,324 2,600,000	311,125 117,415 15,000 12,826 107,303 14,838 7,643 7,643 19,618 45,320 2,421	311,125 148,732 377,019 15,000 12,826 107,303 23,162 23,162 23,162 107,643 23,162 24,162 24,1	842 70,161 82,649 9,399 23,649 9,399 2,569 27,072 14,889 14,889 14,889	3,918 990 7,244 150 3,399 4,187 2,396	311,125 153,492 377,019 86,151 95,475 123,946 72,249 23,518 99,000 38,114 2,545 60,209 42,545	
Total Direct Expenses	185,608	2,831,052	653,509	3,670,169	349,305	94,533	4,114,007	27.9%
Total Expenses	\$ 5,979,600 40.6%	\$ 5,136,287 34.9%	\$ 2,262,007 15.3%	S 13,377,894 90.8%	S 1,055,485 7.2%	\$ 292,157 2.0%	\$ 14,725,536 100.0%	100.0%

The accompanying notes are an integral part of this statement.

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STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2009

CASH FLOWS FROM OPERATING ACTIVITIES Change in net assets Adjustments to reconcile change in net assets	\$	(2,719,609)
to net cash used for operating activities		
Depreciation		60,209
Net (increase) decrease in assets		
Pledges receivable		2,439,714
Other reveivables		(74,688)
Prepaid expenses		20,201
Net increase (decrease) in liabilities		
Accounts payable		27,808
Accrued expenses		302,619
Deferred revenue		(100,000)
Funds held for others		(108,483)
NET DECREASE IN CASH		(152,229)
CASH		
Beginning of year	_\$	1,155,366
End of year		1,003,137

The accompanying notes are an integral part of this statement.

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF ACTIVITIES AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

NATURE OF ACTIVITIES AND ORGANIZATION

The Academy for Urban School Leadership (AUSL) is an Illinois non-stock, not-for-profit corporation established on January 17, 2001. AUSL provides school management services partnering with the Chicago Public Schools (CPS). AUSL's mission is to improve student achievement in Chicago's high-poverty, chronically failing schools through a disciplined transformation process, built on a foundation of specially trained AUSL teachers.

In carrying out its mission, AUSL has partnered with National-Louis University and the University of Illinois, Chicago, to develop a graduate-level Urban Teacher Residency training program. AUSL admitted the first class of participants (residents) to the program in July 2002. As of June 30, 2009, AUSL has graduated 311 teachers.

AUSL currently manages four elementary and two high school Teaching Academies for AUSL's Residency Program as described further in Note 2. As part of its mission, AUSL also manages four elementary school Turnarounds and one high school Turnaround as described in Note 2. Three additional elementary school Turnarounds were opened by AUSL in the fall of 2009.

AUSL's operations are funded primarily through its partnership with CPS and donations from foundations and corporations in the Chicago area and nationally.

BASIS OF ACCOUNTING

The accompanying financial statements have been prepared on the accrual basis of accounting. Using this method, revenues are recognized when earned and expenses are recognized when incurred.

NET ASSET ACCOUNTING

Restricted net assets, the use of which has been limited by the donor or grantor, are used to differentiate resources from unrestricted net assets, on which the donor or grantor places no restriction or which arise as a result of the operations of AUSL. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts restricted by the donor for specific purposes or designated for future periods are reported as increases in temporarily restricted support. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported as net assets released from restrictions in the statement of activities.

NOTES TO FINANCIAL STATEMENTS

1. <u>NATURE OF ACTIVITIES AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u> - <u>Continued</u>

CONCENTRATION OF CREDIT RISK

AUSL maintains cash balances in one financial institution that at certain times may be in excess of the insurable limits provided by the Federal Deposit Insurance Corporation (FDIC).

PLEDGES RECEIVABLE

Unconditional promises to give cash and other assets to AUSL are reported at fair value at the date the promise is received. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received.

Conditional promises to give are not included as support until the conditions are substantially met.

ALLOWANCE FOR DOUBTFUL PLEDGES

The allowance for doubtful pledges is determined by management based on AUSL's historical losses, specific circumstances, and general economic conditions. Periodically, management reviews pledges receivable and records an allowance for specific pledges based on current circumstances and charges off the receivable against the allowance when all attempts to collect the pledge have failed. At June 30, 2009, management has estimated that no allowance is necessary.

LEASEHOLD IMPROVEMENTS, EQUIPMENT AND SOFTWARE

Assets are recorded at cost, or if donated to AUSL, at fair market value on the date of donation. Expenditures for maintenance are charged to operations as incurred and renewals or betterments in excess of \$5,000 are capitalized. Equipment purchased over \$1,500 is capitalized. Depreciation is provided on the straight-line method over the estimated useful asset lives. The useful lives used to compute depreciation for equipment are 5 to 10 years. Leasehold improvements are amortized over the shorter of the lease term or the estimated useful lives of the improvements which is currently estimated to be 10 years.

CONTRIBUTED GOODS AND SERVICES

If significant, AUSL recognizes the estimated fair value of contributed goods and services as contributed support and related assets or expenses.

NOTES TO FINANCIAL STATEMENTS

1. <u>NATURE OF ACTIVITIES AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u> - <u>Continued</u>

FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing the program and other activities have been summarized on a functional basis in the statement of functional expenses. Expenses of AUSL are easily associated with the program or supporting services and are reflected in that functional category.

USE OF ESTIMATES IN THE PREPARATION OF FINANCIAL STATEMENTS

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, gains and expenses during the reporting period. Actual results could differ from those estimates.

INCOME TAXES

AUSL is a nonprofit organization which has been granted a tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. AUSL is required to pay Federal and State income taxes only on its net unrelated business income. During the year ended June 30, 2009, there was no unrelated business income and, accordingly, no income tax liability. In addition, AUSL received a determination that it is not a "private foundation" under Section 509(a) of the Internal Revenue Code.

2. AUSL AND THE BOARD OF EDUCATION OF THE CITY OF CHICAGO RELATIONSHIP

TEACHING ACADEMIES

AUSL and the Board of Education of the City of Chicago (the Board of Education) have an agreement (the Agreement) to establish and operate public schools within the CPS system which will serve as Teaching Academies and provide high quality education for CPS students. The elementary school Teaching Academies managed by AUSL on behalf of CPS include:

The Chicago Academy; opened fall 2001; located in Portage Park Dodge Renaissance Academy; opened fall 2003; located in East Garfield Park Tarkington School of Excellence; opened fall 2005; located in Marquette Park National Teachers Academy; opened fall 2007; located in the South Loop

The high school Teaching Academies managed by AUSL on behalf of CPS include:

NOTES TO FINANCIAL STATEMENTS

2. <u>AUSL AND THE BOARD OF EDUCATION OF THE CITY OF CHICAGO RELATIONSHIP</u> - <u>Continued</u>

TEACHING ACADEMIES - Continued

Chicago Academy High School; opened fall 2004; located in Portage Park Collins Academy; opened fall 2007; located in North Lawndale

Under the terms of the Agreement, AUSL is responsible for providing day-to-day management of the above-named elementary and high school Teaching Academies. This includes hiring and oversight of the principal, curriculum development and assessment, enrollment monitoring, budget preparation, and related activities. Additionally, AUSL is responsible for its Residency program that combines graduate-level coursework, classroom experience, and ongoing professional development.

The Board of Education is responsible for providing and paying for all financial, physical, administrative, and educational resources for the previously named elementary and high school Teaching Academies on a basis consistent with that provided to other CPS schools. These resources include: classroom and office facilities; faculty, administrative, security and support personnel; instructional media and materials; furniture, fixtures, and equipment; food and security services; and all other programs and services available to other CPS schools.

CPS committed an additional \$3.3 million in professional development funds to AUSL to support its mission during the 2008-2009 school year. This funding went directly to the Teaching Academies to support the extended day for teachers, extra administrative and teaching positions. The \$3.3 million has been recorded in revenue as CPS Funding and has also been recorded as Teaching Academy expense to reflect the incremental cost associated with having schools participate as AUSL Teaching Academies.

For fiscal year 2009, AUSL has recorded \$99,000 in temporarily restricted contributed services, consisting of donated administrative office space from The Chicago Academy and the Morton School of Excellence. AUSL has recognized rent expense of \$99,000 for the year ended June 30, 2009, and thus released those amounts from restriction.

TURNAROUND SCHOOLS

AUSL has received approval from, and entered into an agreement with, the Board of Education to manage and operate the following elementary school Turnarounds:

Sherman School of Excellence; opened fall 2006; located in the Englewood neighborhood Harvard School of Excellence; opened fall 2007; located in the Auburn-Gresham neighborhood Howe School of Excellence; opened fall 2008; located in the Austin neighborhood Morton School of Excellence; opened fall 2008; located in the Austin neighborhood Orr Academy High School; opened fall 2008; located in the Austin neighborhood

NOTES TO FINANCIAL STATEMENTS

2. <u>AUSL AND THE BOARD OF EDUCATION OF THE CITY OF CHICAGO RELATIONSHIP</u> - <u>Continued</u>

TURNAROUND SCHOOLS - Continued

AUSL provides school turnaround services at the above Turnaround schools which include curriculum development and assessment, support of after-school and extracurricular enhancements, assistance with parental involvement and community initiatives, coaching assistance, and professional development. In 2008-2009, AUSL received \$1.6 million for such services which are included in revenue as CPS funding.

In the first year of a Turnaround School, AUSL provides additional services related to principal recruitment, planning positions for the principals and key staff, and summer professional development, etc. In 2008–2009, AUSL received \$1.1 million for these services provided to the three new Turnarounds which is included in revenue as CPS funding.

The Board of Education is responsible for providing and paying for all financial, physical, administrative, and educational resources for the elementary school Turnarounds described above. These resources include: classroom and office facilities, faculty, administrative, security and support personnel, instructional media and materials, furniture, fixtures and equipment, food and security services and all other programs and services available to other CPS schools.

3. <u>PLEDGES RECEIVABLE</u>

At June 30, 2009, pledges receivable include unconditional promises to give that have been restricted by donors to use for expenses incurred in the AUSL 2009-2010 program, 2010-2011 program, 2011-2012 program, designated activities of the AUSL program, acquisition of instructional equipment and materials and various other activities. All pledges are considered fully collectible.

The pledges receivable at June 30, 2009 are expected to be collected as follows:

Less than one year	\$ 6,228,821
One to four years	2,721,110
Less: Discount to present value	 (171,570)
Net Pledges Receivable	\$ 8,778,361

AUSL used a rate of 6.5% to calculate the present value of pledges receivable.

Although AUSL has many donors, \$6,806,249 of the gross pledges receivable are from two supporters of the organization.

NOTES TO FINANCIAL STATEMENTS

4. LEASEHOLD IMPROVEMENTS, EQUIPMENT AND SOFTWARE

Leasehold improvements and equipment consist of the following at June 30, 2009:

Leasehold improvements	\$ 228,190
Equipment	54,127
Curriculum software	 135,960
	418,277
Less: Accumulated depreciation	 307,663
Net Leasehold Improvements	
and Equipment	\$ 110,614

Depreciation expense for the year ended June 30, 2009 was \$60,209.

5. <u>TEMPORARILY RESTRICTED NET ASSETS</u>

AUSL reports gifts of cash, grants, and other assets as temporarily restricted if they are received with donor stipulations limiting the use of the donated assets or designated for future periods. When a restriction is satisfied, temporarily restricted net assets are transferred to unrestricted net assets and are reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets of \$8,166,183 at June 30, 2009 are restricted for the following purposes:

	Amount		
Strategic planning and capacity building	\$	4,526,249	
Residency program		3,097,682	
Curricular enhancements		262,822	
Coaching program development		143,000	
Expiration of time		283,000	
Other		25,000	
Discount to present value of			
pledge receivable		(171,570)	
Net Temporarily Restricted			
Net Assets	\$	8,166,183	

NOTES TO FINANCIAL STATEMENTS

6. NET ASSETS RELEASED FROM RESTRICTIONS

Net assets were released from donor restrictions by incurring expenses satisfying the following restricted purposes or expiration of time restrictions:

	Amount	
Capital project	\$	2,600,000
Strategic planning and capacity building		2,905,290
Coaching program development		195,000
Curricular enhancements		331,064
Residency program		5,288,569
Turnaround school support		630,787
Expiration of time		130,000
Office rent		99,000
Total Net Assets Released		
from Restrictions	\$	12,179,710

7. <u>CAPITAL PROJECTS AT TURNAROUND SCHOOLS</u>

AUSL raised \$2.6 million of private and public funding for the construction of a new synthetic turf field and track at Orr Academy High School. This property is located adjacent to the school and is owned by CPS. AUSL will not retain ownership interest in or future liability for the field. The field was completed in August 2009.

8. <u>CONTINGENT FEDERAL AWARD</u>

AUSL received a \$190,000 award from the U.S. Department of Housing and Urban Development (HUD) for facilities improvement. Management of AUSL is investigating how the award could best be utilized on behalf of one of its Turnaround Schools. The amount may be insufficient without obtaining matching funds which would have to be raised in the future. Until such time that it is determined that the award can be used, the grant is considered to be contingent and is therefore not recorded as either a pledge receivable or in revenue as a contribution.

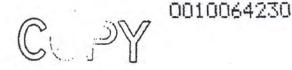
9. <u>VOLUNTEER SERVICES</u>

A significant amount of donated services is contributed to AUSL to support its program and supporting services. These volunteer activities include participating on the Board of Directors and numerous other committees. The value of these services has not been included in the financial statements.

NOTES TO FINANCIAL STATEMENTS

10. <u>SUBSEQUENT EVENTS</u>

Chicago Public Schools, subsequent to year end, committed approximately \$6 million to support AUSL during the 2009-2010 school year. AUSL expects that all of these funds will be used on behalf of the Teaching Academies and Turnaround Schools to provide the same support as described previously for the 2008-2009 school year.



File Number 6142-100-9

State of Illinois Office of The Secretary of State

Whiles, Articles of incorporation of CENTER FOR URBAN SCHOOL LEADERSHIP INCORPORATED UNDER THE LAWS OF THE STATE OF ILLINOIS HAVE BEEN FILED IN THE OFFICE OF THE SECRETARY OF STATE AS PROVIDED BY THE GENERAL NOT FOR PROFIT CORPORATION ACT OF ILLINOIS, IN FORCE JANUARY 1, A.D. 1987.

Now Therefore, I, Jesse White, Secretary of State of the State of Illinois, by virtue of the powers vested in me by law, do hereby issue this certificate and attach hereto a copy of the Application of the aforesaid corporation.

In Testimony Whereof, I hereto set my hand and cause to be affixed the Great Seal of the State of Illinois,



*

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at the City of Springfield, this 17TH day of JANUARY A.D. 2001 and of the Independence of the United States the two hundred and 25TH .

2, 10;

Secretary of State

NFP-102.10 (Rev. Lan. 1999) http://www.solstaE1.D JAN 172001 JESSE WHITE	SUBMIT Payment must be cashier's check, illir C.P.A.'s check or "Secretary of State."	ARTICLES OF INCORPORATION SUBMIT IN DUPLICATE Payment must be made by certified check, cashier's check, Illinois attorney's check, Illinois C.P.A.'s check or money order, payable to "Secretary of State." DO NOT SEND CASHI		(Do Not Write in This Space Date /-/7-01 Filing Fee \$50 Approved Lugg		
SECRETARY OF STATE TO: JESSE WHITE, Secr	etary of State					
Pursuant to the provisions of adopt the following Articles		rofit Corporation A	ct of 1986," the	e undersigned in	corporator(s) he	
Article 1. The name of t	he corporation is: Cente	r for Urban S	chool Lead	dership		
Article 2. The name and	address of the initial reg	istered agent and r	egistered offic	e are:		
Registered Agent Ma	artin	J.		Koldyke		
F	irst Name	Middle Name		Last Name		
Registered Office 1	The second	N. Lake Shor	re Drive,			
	lumber	Street		(Do not use F		
	hicago	IL 606			Cook	
Article 3. The first Board follows:	d of Directors shall be (Not le	4 in numb ss than three)			addresses bein	
Director's Names	Number	Street	Address City	;	State	
Martin J. Koldyka	1500 N. Lake 1	Shore Drive,	Unit 9A C	hicago, Ill	inois 60610	
Betty Castor Na	tional Board for	Professional Su	Teaching S lite 500, 7	tandards, 1 Arlington, V	525 Wilson Arginia 22:	
Mellody Hobson Ar	iel Capital Manag	ement, Inc.,	200 E. Ran	dolph Dr.,	Suite 2900, llinois 606	
Bruce V. Rauner G	older Thoma Cre	Rou Pauper	The	-		
Bruce V. Rauner G	order, mona, cre.	ssey, nauner,			s 60606-640	
Article 4. The purposes	for which the corporation	is organized are:	Andrew Control of Cont	and Street Science	*********	
					,	
See attached						

Is this corporation a Condominium Association as established under the Condominium Property Act?

Is this corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? Yes X No (Check one)

Is this a Homeowner's Association which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? Yes Xi No

.

Article 5. Other provisions (please use separate page):

See attached

STF R.33631F.1

1 . A . A . A

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Article 6.

1

NAMES & ADDRESSES OF INCORPORATORS

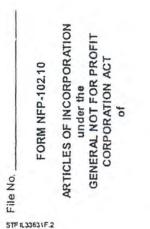
The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of incorporation are true.

	(Montif & Day) (Year)				
1.	SIGNATURES AND NAMES	1.		ST OFFICE ADDRESS National Plaza, Ste.	4300
	Signature James R. Hellige		Street Chicago	Illinois	60602
2.	Name (please print)	2.	City/Town	State	ZIP
	Signature		Street		
3.	Name (please print)	3.	City/Town	State	ZIP
	Signature		Street		
4.	Name (please print)	4.	City/Town	State	ZIP
	Signature		Street		
5.	Name (please print)	5.	City/Town	State	ZIP
	Signature	54	Street	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Name (please print)		City/Town	State	ZIP

(Signatures must be in <u>BLACK INK</u> on original document. Carbon copied, photocopied or rubber stamped signatures may only be used on the true copy.)

- If a corporation acts as incorporator, the name of the corporation and the state of incorporation shall be shown and the
 execution shall be by its President or Vice-President and verified by him, and attested by its Secretary or an Assistant
 Secretary.
- · The registered agent cannot be the corporation itself.
- The registered agent may be an individual, resident in this State, or a domestic or foreign corporation, authorized to act as a registered agent.
- . The registered office may be, but need not be, the same as its principal office.
- A corporation which is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that it will comply with the State and local laws and ordinances relating to alcoholic liquors.

FOR INSERTS - USE WHITE PAPER - SIZE 8 1/2 × 11



SECRETARY OF STATE DEPARTMENT OF BUSINESS SERVICES CORPORATION DIVISION SPRINGFIELD, ILLINOIS 62756 TELEPHONE (217) 782-9522 782-9523 782-9523 782-9523 (These Articles Must Be Executed and Filed in Duplicate)

Filing Fee \$50

ATTACHMENT TO ARTICLES OF INCORPORATION FOR CENTER FOR URBAN SCHOOL LEADERSHIP

ARTICLE 4 PURPOSES

This corporation is organized and shall at all times be operated exclusively for educational purposes, or such other purposes as may be provided in section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provisions of subsequent federal tax laws).

ARTICLE 5 OTHER PROVISIONS

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, officers, members, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 4. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would adversely affect its status as an organization described in section 501(c)(3) or as an organization to which contributions are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of subsequent tax laws).

Upon dissolution or liquidation of the corporation, after payment or provision for its debts and liabilities, all of its assets (except any assets conveyed to this corporation upon condition requiring return, transfer, or conveyance, which condition occurs by reason of the dissolution of this corporation) shall be transferred or conveyed pursuant to law to one or more organizations described in section 501(c)(3). of the Internal Revenue Code of 1986 (or corresponding provisions of any subsequent federal tax laws) for one or more of the purposes described in Article 4, as the directors of this corporation shall determine.

J59797-1

?



Illinois Department of Revenue

Office of Local Government Services Sales Tax Exemption Section, 3-520 101 W. Jefferson Street Springfield, Illinois 62702 217 782-8881 EXHIBIT 6.3

November 21, 2008

ACADEMY FOR URBAN SCHOOL LEADERSHIP 3400 N AUSTIN AVE

CHICAGO IL 60634

We have received your recent letter; and based on the information you furnished, we believe

ACADEMY FOR URBAN SCHOOL LEADERSHIP

of

CHICAGO, IL

is organized and operated exclusively for educational purposes.

Consequently, sales of any kind to this organization are exempt from the Retailers' Occupation Tax, the Service Occupation Tax (both state and local), the Use Tax, and the Service Service Use Tax in Illinois.

We have issued your organization the following tax exemption identification number: E9940-5512-02. To claim the exemption, you must provide this number to your suppliers when purchasing tangible personal property for organizational use. This exemption may not be used by individual members of the organization to make purchases for their individual use.

This exemption will expire on December 1, 2013, unless you apply to the Illinois Department of Revenue for renewal at least three months prior to the expiration date.

> Office of Local Government Services Illinois Department of Revenue

STS-49 (R-2/98) IL-492-3456 11-0000121

DAVIN LESLIE AUBLE

EDUCATION

August 2001	Concordia University, Teaching	MA
June 1991	University of Chicago, Divinity (Religion and	MA
	the Human Sciences)	
August 1988	Northwestern University, Speech	BS
	(Interdepartmental Studies)	

PROFESSIONAL EXPERIENCE

2007-present	Academy for Urban School Leadership, Chicago IL, Elementary Coach Team
	Leader
2006-2007	Academy for Urban School Leadership, Chicago IL, Field Coach
2001-2006	Chicago Public Schools, Francisco I. Madero Middle School, Chicago IL,
	Classroom Teacher
1999-2001	Chicago Public Schools, Walter Reed Elementary School, Chicago, IL,
	Classroom Teacher
1996-1999	Cooney and Conway, Attorneys at Law, Chicago IL, New Case Department
	Manager
1996-1999	Cooney and Conway, Attorneys at Law, Chicago IL, Project Manager
Spring 1995	Cooney and Conway, Attorneys at Law, Chicago IL, Personal Assistant to
	Senior (Founding) Partner
1988-1990	C.G. Jung Institute for Analytical Psychology, Evanston IL, Educational
	Audiotape Coordinator and Librarian

WORKSHOPS AND PRESENTATIONS

Auble, D. L. (January, 2004) <u>Teaching Big Idea Projects</u>. Presented at GEARUP Teacher Leadership Conference.

Auble, D.L. (2006 and 2007) <u>Taking Care of Yourself: Avoiding teacher burnout.</u> Presented at AUSL Summer Academy.

Auble, D.L. (March, 2007) <u>Utilizing Popular Song Lyrics Intelligently in your Classroom</u>. Presented for for AUSL graduates.

Auble, D.L. (2007) <u>Getting Ready for the First Day of School.</u> Presented at AUSL Spring Academy.

Auble, D.L. (August, 2007) <u>Introduction to Cognitive Coaching.</u> Presented for new AUSL mentor teachers and coaches.

Auble, D.L. (June, 2009) <u>Signature Strategies: Strong Voice and Positive Framing</u>. Presented for AUSL network lead and mentor teachers.

Auble, D.L. (2009) <u>An Overview of Engaging and Personalized Instruction for the 2009-10</u> <u>School Year</u>. Presented at AUSL Leadership Summit.

TIMOTHY J. CAWLEY

700 Blackthorn Rd. Winnetka, IL 60093 (T) 847-501-5226

EDUCATION

1977	University of Notre Dame, Notre Dame, IN	BBA
1994	University of Michigan, Global Leadership	Cert.
	Program, Ann Arbor, MI	

PROFESSIONAL EXPERIENCE

2008-present	Managing Director, Finance & Administration, The Academy for Urban
	School Leadership, Chicago, IL
2006-2007	Senior Vice President, Global Logistics, Motorola, Inc., Schaumburg, IL
2005-2006	Senior Vice President, Mobile Devices Supply Chain, Motorola, Inc.,
	Schaumburg, IL
2003-2004	Senior Vice President and General Manager CDMA Product Line, Personal
	Communication Sector, Motorola, Inc., Schaumburg, IL
2001-2002	Corporate Vice President and General Manager North America, Personal
	Communications Sector, Motorola, Inc., Schaumburg, IL
1998-2001	President, Ameritech International
1995-1997	President, Ameritech Small Business Services
1993-1995	Vice President, Marketing, Small Business Services, Ameritech International
1991-1993	Chief Executive Officer, Board of Directors, Revell-Mongram, Inc., Morton
	Grove, IL
1990-1991	Senior Vice President, Marketing, Revell-Mongram, Inc., Morton Grove, IL
1988-1989	Vice President, Sales & Marketing, TEKNA, Redwood City, CA

ADDITIONAL EXPERIENCE

1987 Co-Manager, San Francisco Mayoral Campaign for Roger Boas

COMMUNITY AFFILIATIONS

Board of Advisors, University of Notre Dame, Nanovic Institute for European
Studies
Board of Directors, Northwestern University Settlement Association
Board of Advisors, Massachusetts Institute of Technology, Leaders for
Manufacturing Program
Board of Directors, The Wireless Foundation
Board of Trustees, International School of Brussels
Board of Directors, United Fund for Belgium

1996-1998 Co-Chairman of Small Business Council, Chicagoland Chamber of Commerce

LAURA D. COUCHMAN

1245 W. Wellington Ave. Chicago, IL 60657 (T) 773-534-0146 (F) 773-283-0903

EDUCATION

1983	Harvard Graduate School of Business	MBA
	Administration, Cambridge, MA	
1979	Yale University, Economics, New Haven, CT	BA

PROFESSIONAL EXPERIENCE

2008-present Director of Recruiting and Human Services, The Academy for Urban School Leadership, Chicago, IL
 1983-2008 McKinsey & Company, Inc., Chicago, IL
 Director of Administration and Client Service Support, Midwest Office Director of Professional Development, Midwest Office Administrative Principal Senior Engagement Manager Associate

SERVICE TO THE PROFESSION

1999-present Member, Board of Trustees, Finance Committee, Frances Xavier Warde School, Chicago, IL

DONALD FEINSTEIN

847-910-9399

EDUCATION

1982	Loyola University, Foundations in Education	PhD
1973	Northeastern University, Special Education	MA
1968	University of Illinois, Business Administration	BS

PROFESSIONAL EXPERIENCE

2004 – present	Executive Director, Academy for Urban School Leadership
2001 - 2006	Principal, The Chicago Academy (PK – 8)
	The first Teacher Training Academy at Chicago Public Schools
1984 - 2001	Principal, R. Nathaniel Dett Elementary School
1979 – 1984	Central Office Administrator, Program for ED/BD, Chicago Public Schools
1976 – 1979	District Supervisor in Special Education, Chicago Public Schools
1968 – 1976	Teacher, Chicago Public Schools

SERVICE TO THE PROFESSION

2001 - present	Helped support the opening of 14 CPS/AUSL schools
2000 - 2001	Probation Manager for West Park Academy
1996 - 2001	Mentored new CPS principals
1979 -1984	Administered development of 2 CPS schools for special education students
	Formulated first CPS programs for autistic children
	Established citywide BD/ED school programs

AWARDS

2009	New Schools Venture Fund – Entrepreneur of the Year Award

- 2005 CPS Outstanding School Partnership Award
- 2001 Phi Delta Kappa (Northeastern Illinois University) Principal Award
- 1992CPS Principal Excellence Award

JARVIS T. SANFORD

EDUCATION

2002	Northern Illinois University, Curriculum and	EdD
	Instruction	
1993	Northern Illinois University	MBA
1991	Morehouse College	BS

PROFESSIONAL EXPERIENCE

2003-present	Chicago Public Schools, Wendell Smith Elementary School, Chicago, IL, Principal
2002-present	Chicago Public Schools, Burnham Anthony Mathematics and Science
	Inclusive Academy, Chicago, IL, Principal Intern – New Leaders for New
	Schools
1994-present	Anti-Defamation League, Chicago, IL, Cultural Diversity Consultant
2001-2002	Chicago Public Schools, Chicago, IL, Fifth Grade Teacher
2000-2001	District 148, Dolton Public Schools, Dolton, IL, Eighth Grade Teacher
1998-2000	Chicago Public Schools, Chicago, IL, Middle School Teacher
1996-2002	Elgin Community College, Elgin, Illinois, Part-Time Instructor
1993-1996	Concordia University, Mequon, Wisconsin, Instructor
1995-1996	University of Wisconsin-Milwaukee, Milwaukee, WI, Equal Opportunity
	Specialist
1993-1995	University of Wisconsin-Milwaukee, Milwaukee, WI, Coordinator of Student
	Development

PRESENTATIONS

Sanford, J.T. (Fall, 2002) <u>Testing, Data and Student Achievement.</u> Presented at Burnham Anthony Academy Faculty In-service, Chicago Public Schools, Chicago, IL.

Sandford, J.T. (Summer, 2002) <u>No Child Left Behind</u>. Presented at Burnham Anthony Inclusive Academy Faculty In-service, Chicago Public Schools, Chicago, IL.

Sanford, J.T. (June, 2002) <u>The Power of Pray.</u> Presented at Christian Education Department, Progressive Baptist Church, Chicago, IL.

Sanford, J.T. (September, 2001) <u>Serving Jesus Is da' Bomb</u>. Presented at Christian Education Department, Progressive Baptist Church, Chicago, IL.

Sanford, J.T. (June, 1994) <u>Mary's Maya's, Martin's, and Malcolm's are still being Made: Catch the Vision</u>. Presented at Annual ACUHO-I Conference, San Antonio, TX.

Sanford, J.T. (1994) <u>Keynote Address</u>. Presented at Grant Towers South 1994 Leadership and Academic excellence Awards Program; Northern Illinois University, DeKalb, IL.

Sanford, J.T. (February, 1993) <u>Strategic Business Plans and There Impact on Small Business</u> <u>Development.</u> Presented at Northern Illinois University Business Symposium, DeKalb, IL.

Sanford, J.T. (1993) <u>Ethnocentrism</u>. Presented at Spring Training Conference, Northern Illinois University, DeKalb, IL.

Sanford, J.T. (Fall, 1991) <u>The Challenge of Entering Graduate School.</u> Presented at request of faculty, served as co-presenter on African American males entering graduate school.

BRIAN D. SIMS

3400 N. Austin Ave. Chicago, IL 60634 (T) 773-534-0146

EDUCATION

2003	National-Louis University - New Leaders for	Cert.
	New Schools	
1999	Stanford University, Palo Alto, CA,	MA
	American History and Social Sciences in	
	Education	
1993	Dartmouth College, Hanover, NH, History	BA

PROFESSIONAL EXPERIENCE

2004-present	Principal, Chicago Academy High School, Chicago Public Schools, Chicago,
-	IL
2003-present	Director of High School Programs, The Academy for Urban School
-	Leadership, Chicago, IL
2001-2003	Dean of Studies, Dean of Students, Teacher, Project Week Director, Gateway
	Charter High School, San Francisco, CA
1999-2001	Teacher, Summer Semester Director, Scheduler, Advisor, The Link
	Community School, Newark, NJ
1998-1999	Consultant, Bill Traylor Foundation, Evanston, IL
1994-1997	Teacher, Assistant College Counselor, Coach, The Episcopal School of
	Acadiana, Lafayette, LA

SERVICE TO THE PROFESSION

2003-present Director of High School Programs, The Academy for Urban School Leadership: Part of leadership team of this nonprofit organization that trains new teachers and runs six Chicago public schools. In 2003, led AUSL's effort to launch Chicago Academy High School (CAHS), the high school model for its unique teacher-training program. Wrote successful school design proposal that was awarded start-up funds from the Gates Foundation and the Chicago High School Redesign Initiative. Worked with Executive Committee to develop three-year strategic plan for overall organization, including budget, recruitment, training, and placement. Currently oversee secondary education operations for AUSL, including replication of CAHS and operations of teacher-training program. Partner with National-Louis University to refine and implement residency-based teacher training program at CAHS. Also currently co-leader of an extensive assessment project involving thirteen high schools in the city using data to inform instruction.

OTHER

	Endorsed by the Illinois State Board of Education with a Type 75 General
	Administrative Certificate
	Invited presenter at major conferences organized by the Gates Foundation,
	New Leaders for New Schools, New Schools Venture Fund
1998-1999	School assessment consultant at San Francisco's Leadership High School
1998-1999	College and SAT prep counselor at Achieva College Prep Centers
1997-1999	Tutor and communications consultant for African-American youth
	development program (R.I.S.E.) at Menlo Atherton (CA) High School
1998	Consultant to Vice President at Score@Kaplan, San Francisco

MICHAEL WHITMORE

2310 N. Monticello Avenue Chicago, IL 60647 773-384-7464

PROFESSIONAL EXPERIENCE

 2006 - present Academy for Urban School Leadership Director, Urban Teacher Residency Program
 1993 - 2006 District 201, J. Sterling Morton East High School (Four Small Schools - Business and Finance, Science and Technology, Health and Human Services, and Arts and Communications) – approximately 800 students, 40 teachers, and one assistant principal per school.

Assistant Principal/Director of Health and Human Services Small School (2004 – 2006)

Served as Small schools restructuring coordinator, SIP committee chairman, and Dean's Office Director. Roles included Operations, Teacher evaluation and professional development, Special Education IEP, and Parent/community coordinator

Director of English, History, and Fine Arts Departments for all four schools (2004–present)

Roles included Department Coordination, Master Schedule creation, Staff Development, Budget Creation, and grant writing

English Department Coordinator (2002-2004)

Developed curriculum and technology (Including Textbooks, E-Technology, and Literacy). Roles included test-prep development and programming, Post-secondary planning, Professional Development, and literacy training and development

English Teacher (1993-2004)

Taught Senior AP English and Humanities to all grade and ability levels

Senior Trip Advisor (1999-2002)

Successfully completed four student tours: England, Greece and Rome, Spain, and Mexico

Club Advisor and Athletic Sponsor (1999-2001)

Served as advisor and sponsor for Morton East Gay and Straight Alliance and Intramural basketball

SERVICE TO THE PROFESSION

2002 - 2004	Organized The Chicago Area Reading and Writing Workshop
1999 - 2002	Golden Apple Scholars Committee, Academy Committee
	Evaluated, interviewed, and selected aspiring teachers
	Helped determine the philosophical direction of the Golden Apple Foundation
1999 - 2003	Golden Apple Foundation Summer Scholars Program, DePaul University
	and Elmhurst College
	Designed and taught Reflective Seminar in teaching to future teachers
	Observed and evaluated Golden scholars at local Chicago Schools
	Provided advanced instructional training to graduating Scholars
1991 – 1993	University of Illinois at Chicago, Teaching Assistantship
	Taught two sections of Research writing and the American Mythos
	Taught Introduction to Composition

EDUCATION

2009	National-Louis University	EdD Candidate
2003	University of Illinois at Chicago, Education (Leadership and	MA
1996 1990	Administration) University of Illinois at Chicago, English Literature Wheaton College, History and Secondary Education	MA BA

AWARDS

1998	Golden Apple award for excellence in teaching
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Catonya Withers, mother of four children at Harvard, chairperson of the Local Advisory School Council:

I opposed the turnaround. I'd made friends with the teachers and had a bond with them. Then we had a meeting with the AUSL people and they said, "If we don't do this right, you let us know." They gave me their business cards, and said to contact them directly. I emailed Dr. Feinstein and he got back to me. By July of the turnaround year, I was sold because of the interaction, and how they said "Hold us accountable." Before the school opened the staff walked through the neighborhood and the first stop was my house. Our children only have one chance at education.

Before the turnaround, every day there was a police paddy wagon, a fire truck or an ambulance at the school. Kids would throw books out the third story window. Seventh and eighth graders ran the school. On a daily basis you'd see blood.

The change, it seemed like overnight. It was amazing.

My daughter on a daily basis used to get put out of the classroom. The first week after the turnaround she got detention, but since then I haven't had any problems and she's more of a leader now. She couldn't make up her mind, there's so much stuff to do here now. Basketball, reading after school, girl scouts, college-bound clubs, science club. Before she was only in pee wee cheerleading. That was all there was.

When my eighth grader was in fourth grade, she was struggling, but was passed into the next grade. I asked the school, "Why not hold her back?" and they said, "She's too nice." After the school turned around, and she was in seventh grade, she got extra help after school. The teachers worked with her and she went up 20 percent on her scores.



Wanda Wilburn, mother of three children at Harvard

I thought they might as well tear Harvard down and make it a parking lot. It was a war zone. I was afraid to bring my babies here. I actually put it an application for them to go to another school, and they had been accepted.

(The new principal) Mr. Cowling did it for me. It just seemed a more caring atmosphere. The administrators and teachers said, "We care, let's join together and come up with the solution."

In just two short months, a miracle was performed here. When I walked in the first day of school I was like a little child on Christmas. I was "Oh, wow, look what they did!" It was so beautiful. And the kids, said "Oh man we got new everything!" They had new desks, new chairs, computers, they had a science lab, computer lab, they had art, music, basketball. Our kids were like "Yeah yeah! We're Harvard Cougars!"

My baby was in first grade and couldn't read. In second grade, she was embarrassed because she wasn't where the other children were. I explained this to the teacher and she guaranteed me, "Don't worry, we know where she's at, and she'll get there. She's going to be fine." For the first time this year, my baby sat down beside me and said, "Momma, can I sit down and read to you?" She blew me away. And I said, "Of course you can!" I was cleaning, but I put down the rag and I sat down and she read to me.



Andre Cowling, principal, Harvard School of Excellence

I was here a few times before Harvard turned around and it was disturbing. The building was in total chaos. It was OK for the kids to get up and walk out of class when they felt like it, to talk back to the teacher. It was troubling to witness. I don't like chaos or noise. The only thing I want to hear is the chatter of minds. I wanted to restore order. There was no order. I let students know if there's a problem, I'll walk you home to your front door. I'll show up at 8 at night to see your parents. I'm going to see someone who cares for you. We hold students accountable. We hold their parents accountable. Our parents know that we are in their corner. We are not *around* the corner.

The parents tell me the police used to be at the school almost every single day. After the turnaround, the beat officer said he thought that they had closed the building because the police never received calls. The police never have to come to this school anymore.

We're seeing the academic gap lessen every year. Before the turnaround, 28 percent of students were meeting the state standard. In the first year of the turnaround, 40 percent met the standard. Our goal was just to get order in the school, and we found that we were able to start teaching.

We visited a lot of suburban and successful out-of-state schools. I wanted to see what were the differences in our schools. We sweat the small stuff – kids wearing uniforms, no trash on the floor or outside, no kids chewing gum, no cell phones in school. We sweat the small stuff to get to the big stuff.

What makes Harvard special is the staff. They really care about the kids sitting in front of them every day. We have staff members who, if I would let them, would work seven days a week.

~ AUSL "Signature" Instructional Strategies ~



Think-Pair-Share

A collaborative learning structure to increase engagement, student-to-student interaction and accountability in every classroom.

- Teacher pairs students intentionally and provides a question prompt
- Students are given individual thinking time
- Students share thinking with designated partner
- Teacher cold-calls students to share their own and their partners' ideas with the class

Chunk-Chew-Check for Understanding

A model for planning and delivering instruction to improve student engagement, comprehension and retention of new material.

- Teacher inputs ideas, skills or other information for students in "chunks" of no more than 8-10 minutes
- After every chunk, students are given opportunities to "chew" on, work with, and process new information
- Chewing activities may be designed for individuals, partners or small groups of students
- Teacher checks for understanding before moving on to new chunks
- Broad variety of techniques employed at all three stages

Socratic Questioning

An approach to structuring classroom discussion and interaction to build student accountability, active listening, and higher order thinking skills.

- Teacher begins discussion with a rich, open-ended question which requires rigorous thinking from students
- Teacher allows wait time and maintains neutrality while multiple students answer question and extend thinking
- Probing and follow-up questions are utilized
- Teacher or students regularly summarize one another's contributions
- May be formally utilized in the structured activity "Socratic Seminar"

Talking to the Text

A literacy strategy which supports students in developing deep, interactive thinking about text, and metacognitive "conversation" with the materials they read.

- Teacher introduces concept of "making thinking visible" and helps students analyze their own reading processes
- Students annotate or code text in a variety of ways, often using journals or post-it notes
- A scaffolded approach that may be utilized in any subject/content area

List-Group-Label

A categorization activity for pairs or small groups of students to build reasoning skills at the levels of application, analysis, and synthesis of ideas.

- Teacher prepares an assortment of words or phrases on note cards or post-its for each group
- Students discuss then make decisions about how to group the terms into categories, moving cards and post-its to experiment with different possibilities
- Students select a label for each category then create a chart or other artifact to share thinking with the class



 "100%" - The only acceptable percentage of students in compliance with a teacher's classroom communications Proceeding with less than 100% engagement sends the message that compliance is optional Continuum of interventions Non-confrontational, calm finesse 	 What to Do - Giving directions to students in a way that provides clear and useful guidance Give students SOCS: sequential, observable, concrete, specific directions Non-compliance is usually the result of confusion or incompetence, not defiance If necessary, repeat directions with even more specificity Don't tell students what not to do
 Strong Voice - Confidence and poise to establish who is in control of the classroom Economy of language: less is more Do not talk over Do not engage Square up/ stand still: nonverbal messages Quiet power: slow down, drop volume 	 Do it Again - Setting the expectation for excellence, practicing every detail until perfect; do it again, better! Provides immediate feedback Group accountability: class must work together to meet expectations Ends with success: we are finished when we get it right Logical consequences
 Positive Framing – Don't ignore misbehavior; always correct consistently and positively Live in the now: don't dwell on negatives Assume the best Allow plausible anonymity: recognize good-faith efforts Build momentum/narrate the positive Challenge students to always do better Talk expectations and aspirations 	 Call and Response – An energizing, motivational tool for classroom interactions Academic review and reinforcement High energy fun Behavioral reinforcement: great practice for 100% Not simplistic echoing: students can repeat, report, reinforce, review, or solve Teacher uses consistent cues and signals
 Cold Call – Students know that teacher may call on anyone to answer any question at any time Increases engagement and accountability while checking for understanding Quickens the pace of instruction Systematic, not punitive All students know their input is valued 	 No Opt Out- Not participating is not an option! Teacher finds ways to allow every student to contribute Every student's participation is important Scaffolded support including follow-up questions, think time then try again, building on peer comments and questions

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		Me	מומח א		181					Median:	180	175	180	186	

Teacher Report - Reading Fall 2009

Goal Performance

Lests shown is gray are excluded from summary statistics. Either the test occurred outside the testing window for a new, had an invelti score, was a repeat test for a student within a term, or was a MAP for Drimary Grades test segment. Report Created: 11-03-2009 (version 2.06.003) NWE

NWEA MAP Report

Page 2



Class Breakdown By Goal for Reading Morton Elementary Career Academy - Fall 2009

The following table shows how the class is broken down by RIT and goal.

Test Name: Reading Survey w/ Goals 2-5 IL V2

211 +		(191)		
201-210	(187) (1201) (206)	(201) (2066)	(206)	(197)
191-200	(191) (191) (191) (191)	(191) (191) (191)	(187) (197) (197)	Effect (188) (190) (191) (191) (201)
181-190	(112) (112) (1181) (1181) (1181) (1181) (1181) (1191) (1191)			(191) (191) (191) (191)
171-180		(162) (177) (177) (177) (188)	(172) (177) (177) (177) (176) (177) (176) (181) (182) (186)	1 1 2 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1
161-170	A 153) (162) (164) (164) (165) (165) (165) (165)	1911 (161) (164) (164) (165) (165) (165)	(161) (164) (164) (164) (165)	(153) (153) (165) (165) (172)
151-160	(161)	(153) (176)	(162) (165)	(164) (165)
141-150	(153)	(165)	(153) (153)	(162)
< 141				(153)
	Literary Works	Literature	Reading Strat / Comprehension	Word Analysis Vocabulary

Invalid tests, plus survey, practice and decision test types are not shown on this report. Consult the class report for information on students who have tested but are not shown on this report.



Class Breakdown by Overall RIT Score for Morton Elementary Career Academy Morton Elementary Career Academy - Fall 2009

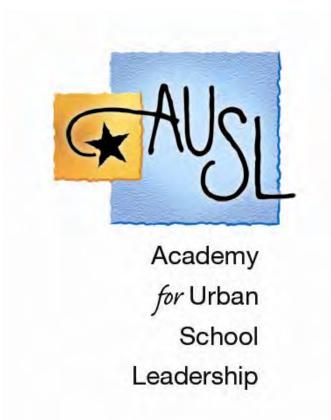
The following table shows how the class is broken down by RIT and subject.

1.00	al	T
211+	(213)	
201-210	(203)	(206)
191-200	R R (192) (194) (198) (198)	(191) (191) (191) (191)
181-190	Jeff (182) (183) (183) (183) (183) (185) (187) (187) (187) (187)	(181) (185) (185) (185) (186) (186) (187) (187) (190)
171-180	(173) (173) (178) (179) (179)	(172) (176)
161-170	(167)	(161) (162) (164) (164) (165) (165) (165)
< 161	(160)	(153) (153)
	Mathematics	Reading

Invalid fests, plus survey, practice and decision test types are not shown on this report. Consult the class report for information on students who have tested but are not shown on this report.

NWEA Class Breakdown by Overall RIT Report. Version 1,01.00

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Academy for Urban School Leadership (AUSL)

Proposal for 2010 CPS Turnaround schools

July 15, 2009

Design Team Information

Primary Contact Name:	Laura Couchman
Mailing Address:	3400 North Austin Avenue - AUSL office, Room 120 Chicago IL 60634
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Secondary Contact Name:	Laura Smith
Secondary Contact Name: Mailing Address:	Laura Smith 3400 North Austin Avenue,- AUSL office, Room 120 Chicago IL 60634
	3400 North Austin Avenue,- AUSL office, Room 120
Mailing Address:	3400 North Austin Avenue,- AUSL office, Room 120 Chicago IL 60634
Mailing Address: Phone (day):	3400 North Austin Avenue,- AUSL office, Room 120 Chicago IL 60634 773-534-0121

Legal Name of Design Team or Entity Applying (the name of Design Team should be the same as the name submitted for filing a 501 (c) 3 Status and for application for incorporation in Illinois):

Academy for Urban School Leadership (AUSL)

CMO(s) or EMO(s) that your team is planning to partner with for the proposed schools(s): None

Does applying entity operate any other schools? Yes

School Portfolio: List the total number of schools that your organization currently operates in and outside of Chicago.		Chicago School Portfolio: List the total number of schools that your organization currently operates in Chicago.	
Total schools:	14	Total schools:	14
High schools:	3	High schools:	3
Middle schools:	0	Middle schools:	0
Elementary schools:	11	Elementary schools:	11
Total students served:	7,529	Total students served:	7,52 9
New start schools planned to open in 2010:		6	

New start schools planned to open in 2011: 7

Proposed School Information

Name of Proposed School:	AUSL Elementary Turnaround School #1 for 2010
Type of School Proposed:	Elementary School
Model or Focus of the Proposed School:	Turnaround
Grades Served:	preK or K to 8
This proposal seeks:	Performance School

For Charter and Contract Schools:

Incorporation:

501-c-3 Status:

Proposed School Information

Name of Proposed School:AUSL Turnaround Elementary School #2 for
2010Type of School Proposed:Elementary SchoolModel or Focus of the Proposed School:TurnaroundGrades Served:preK or K to 8This proposal seeks:Performance School

Incorporation:

501-c-3 Status:

Name of Proposed School:AUSL Turnaround Elementary School #3 for
2010Type of School Proposed:Elementary SchoolModel or Focus of the Proposed School:TurnaroundGrades Served:preK or K to 8This proposal seeks:Performance School

For Charter and Contract Schools:

Incorporation:

501-c-3 Status:

Proposed School Information

••••	
Name of Proposed School:	AUSL Turnaround Elementary School #4 for 2010
Type of School Proposed:	Elementary School
Model or Focus of the Proposed School:	Turnaround
Grades Served:	preK or K to 8
This proposal seeks:	Performance School
For Charter and Contract Schools:	

Incorporation:

501-c-3 Status:

Indicate the proposed school's desired oversight structure (See RFP for school oversight options/requirements): Appointed Local School Council Page 2 of 4

School Facility & Location Information

CPS Facility

School Type(s): For Elementary School Applicants Only

THORP 8914 S. Buffalo Avenue Chicago IL 60617 Not applicable - Tunaround schools as assigned by CPS Community: SOUTH CHICAGO

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
2010-2011	500	500	PK or K to 8
2011-2012	500	500	PK or K to 8
2012-2013	500	500	PK or K to 8
2013-2014	500	500	PK or K to 8
2014-2015	500	500	PK or K to 8
At Capacity	500	500	PK or K to 8

Target is 500 per school; expectation is for no fewer than 300 per school.

Design Team Information

Primary Contact Name:	Laura Couchman
Mailing Address:	3400 North Austin Avenue - AUSL office Chicago IL 60634
Phone (day):	773-534-0123
(Cell/Evening):	773-706-8623
E-Mail Address:	lcouchman@cps.k12.il.us
Fax:	773-283-0903
Secondary Contact Name:	Laura Smith
Secondary Contact Name: Mailing Address:	Laura Smith 3400 North Austin Avenue,- AUSL office Chicago IL 60634
	3400 North Austin Avenue,- AUSL office
Mailing Address:	3400 North Austin Avenue,- AUSL office Chicago IL 60634
Mailing Address: Phone (day):	3400 North Austin Avenue,- AUSL office Chicago IL 60634 773-534-0121

Legal Name of Design Team or Entity Applying (the name of Design Team should be the same as the name submitted for filing a 501 (c) 3 Status and for application for incorporation in Illinois):

Academy for Urban School Leadership (AUSL)

CMO(s) or EMO(s) that your team is planning to partner with for the proposed schools(s): None

Does applying entity operate any other schools? Yes

School Portfolio: List the total number of schools that your organization currently operates in and outside of Chicago.		Chicago School Portfolio: List the total number of schools that your organization currently operates in Chicago.	
Total schools:	14	Total schools:	14
High schools:	3	High schools:	3
Middle schools:	0	Middle schools:	0
Elementary schools:	11	Elementary schools:	11
Total students served:	7,529	Total students served:	7,529
New start schools planned to open in 2010:		6	
New start schools planned to open in 2011:		7	

Proposed School Information

Name of Proposed School:	AUSL Turnaround High School #1 for 2010
Type of School Proposed:	High School
Model or Focus of the Proposed School:	Turnaround
Grades Served:	9 to 12
This proposal seeks:	Performance School

For Charter and Contract Schools:

Incorporation:

501-c-3 Status:

с. Су

Proposed School Information

Name of Proposed School:	AUSL Turnaround High School #2 for 2010
Type of School Proposed:	High School
Model or Focus of the Proposed School:	Turnaround
Grades Served:	9 to 12
This proposal seeks:	Performance School

For Charter and Contract Schools:

Incorporation:

501-c-3 Status:

Indicate the proposed school's desired oversight structure (See RFP for school oversight options/requirements): Appointed Local School Council

https://secure.cps.k12.il.us/Ren2010/PrintP5.aspx?id=251

School Facility & Location Information

CPS Facility

School Type(s): For High School Applicants Only

CARVER MIDDLE 801 E. 133rd Place Chicago, N. 60827

Community: RIVERDALE

Not applicable -Turnaround schools as assigned by CPS

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Leveis
2010-2011	1000	1000	9 to 12
2011-2012	1000	1000	9 to 12
2012-2013	1000	1000	9 to 12
2013-2014	1000	1000	9 to 12
2014-2015	1000	1000	9 to 12
At Capacity	1000	1000	9 to 12

Target is 1000 per school; expectation is for no fewer than 800 per school.

ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL) Campus/School Level Summary – Elementary schools July 2009

1. Summary: Provide a high-level overview of the campus/school, including the proposed grade structure, community, and any new themes or design components.

AUSL is applying to operate four elementary (PK-8) schools for CPS as 2010 Turnaround schools. The schools would be CPS Performance schools, using the same model as has been used for previous AUSL Turnaround schools.

We are prepared to accept the schools selected by CPS for reconstitution on the basis of their prior poor performance. However, in light of the significant per-school costs and effort for both AUSL and CPS, AUSL would expect that each elementary school designated for turnaround by AUSL have enrollment of at least 300 students.

2. Education Program: Provide a brief summary of the planned education program for the proposed campus/school. If the plan will be the same as other schools within your portfolio (i.e., curriculum, assessments, PD, etc.), include a statement that confirms this.

AUSL's education plan will be the same for new Turnaround schools as it is for the other turnaround elementary schools in the AUSL network:

Sherman School of Excellence (2006) Harvard School of Excellence (2007) Howe School of Excellence (2008) Morton School of Excellence (2008) Bethune School of Excellence (2009) Dulles School of Excellence (2009) Johnson School of Excellence (2009)

3. Performance Goals: Include a table that details the campus/school's achievement goals, including targeted ISAT/PSAE scores, attendance levels, operational goals and additional metrics for each of the school's first five years of operation.

During the first two years of our elementary Turnaround schools, as a result of all of the strategies described elsewhere in this proposal, we expect to perform better on the ISAT than comparable schools, with the specific targets delineated in the table below. In Years 3 through 5, we expect to exceed the district average on the ISAT. We plan for continued growth beyond year five as we look to become a leader in the state.

Five-Year ISAT Performance Goals for AUSL Turnaround Schools				
Percent of students meeting or exceeding standards				
	Year 1	Year 2	Years 3-4	Year 5
ISAT scores at meet or exceed in	40%	50%	70%	80%
reading, math, and science				
ISAT composite scores at exceed for	5%	5%	15%	25%
reading, math, and science				
ISAT composite scores at <i>exceed</i> for	5%	5%	15%	25%
the highest grade level				

AUSL expects significant and sustained improvement in performance on all key academic and operational metrics from all new turnaround schools. The specific gains to be expected from any particular school would depend on the school's baseline and historical pre-turnaround performance. AUSL also expects all of our network schools, including AUSL Training academies, to continue to improve their performance year over year.

See Exhibit 1 for a summary of the preliminary ISAT composite results for AUSL elementary schools through the 2008-09 school year, and Exhibit 2 for more detailed results.

4. Community Involvement: Provide a brief rationale for the community you seek to serve. Describe your outreach strategy to engage parents and community partners in the development and ongoing success of the proposed campus/school.

AUSL seeks to serve the community by giving the students in persistently failing CPS neighborhood schools an opportunity for a substantially better school experience without having to change to a different school. However, reconstituting a school is bold and controversial. Our experience suggests that it is likely that some families, members of the community, and even students will not appreciate how poorly the failed school has been serving its students, and will object to CPS's decision to reconstitute and turn around their school. In the most recent season, these objections were organized, supported by displaced teachers, and resulted in reversals of some decisions to reconstitute schools.

In all of our experiences, however, parent and community objections to the turnaround of their school do not persist long after the new school opens. As in the past, we will use the following strategies in each community to help each community come to terms with the transformation of their school.

- **Prompt visibility for AUSL and new school leaders.** As soon as possible after AUSL is approved to operate a Turnaround school, we announce and host public events on "neutral territory" in the community (i.e., not at the school, but at a facility in the community like a church or other public space). The Turnaround school's new principal, AUSL leadership, and parents from previously turned around AUSL schools attend to introduce ourselves, and describe our vision and plans. We also bring parents from previous Turnaround schools, who give testimonials to our effectiveness with their children. Importantly, we also listen to the community and invite their ideas and participation in our planning for the school.
- References and testimonials. A growing number of parents, community leaders, and even older students with experience at prior AUSL Turnaround schools have been willing to speak out with testimonials about their positive experiences in previously turned-around schools. Our Community Engagement Coordinator helps organize these individuals and enlarge their ranks. Parent testimonials are especially effective with prospective parents.
- **Outreach.** During the summer before school begins, the new Turnaround schools' teachers and school leaders call on families personally, going door-to-door to introduce themselves. A community picnic shortly before school opens allows us to show off renovations to the facility.

- **Media relations.** The Turnaround model has received a lot of press, both locally and even nationally. AUSL has engaged professional public relations advisors to assist us with communications.
- Government relations. In early 2009, with support from an organized group of displaced teachers, the Soto bill (HB 303) was put before the Illinois legislature. This bill proposed a moratorium on Turnaround schools. AUSL enlisted parents and other supporters to mount a challenge, resulting in the passage of a bill with much less adverse impact on the prospects for our model than the one originally proposed.

We also look forward to benefiting from continuing efforts by CPS to help communities experience a smoother transition when their failing schools need to be reconstituted and turned around.

5. School Level Committees: Describe any advisory councils or committees you plan to have at the new campus/school. Explain the role, planned membership, and reporting structure of these councils or committees as they relate to the Governing Board and school leadership.

Each Turnaround school will have a traditional Local School Council, advisory in nature.

6. Partnerships. Discuss any unique partnerships (community, philanthropic, etc.) or resources that will be secured for the new campus/school. Provide context for how such partnerships and resources will effectively support the school's mission, vision and long-term sustainability.

AUSL's partnership with CPS brings significant resources to the CPS schools operated by AUSL, through AUSL's experienced staff and financial support from foundations, non-CPS government funds, and individuals.

In addition, individual AUSL Turnaround schools have benefited from targeted community and philanthropic support. Examples of community partnerships include UCAN, City Year, YMCA, and After School Matters. We will continue to seek opportunities to develop similar sources of support for new Turnaround schools, once they are identified. We require that all such programs or facilities improvements are fully funded by donor pledges before they are started.

7. School Leadership. Identify the Principal candidate(s), if known, and explain why this individual is well qualified to lead the new school. If selected, attach and label the Principal candidate's resume in the appendix. If the candidate is unknown at this time, describe the strategy and timeline for recruiting, hiring and developing the proposed Principal(s). If school leadership characteristics/qualifications are different than prior campuses/schools, please describe; if not please indicate that there are no changes.

New principals for AUSL 2010 Turnaround elementary schools will be recruited to begin full-time work by February 1, 2010. The qualifications/characteristics for principal candidates are the same as for principals previously selected for AUSL Turnaround school leaders.

See the business plan, page 19 for more on AUSL's principal recruitment process.

8. Student Enrollment: Describe any enrollment preferences that will be granted at the new campus/school. Indicate whether you propose an Overlay or Citywide boundary, and include a description of the proposed boundary. If you are proposing an Overlay boundary, identify the other CPS schools within that boundary with a similar grade structure. Please see page 15 of the Round VI RFP for definitions of Overlay and Citywide boundaries.

AUSL Turnaround schools are neighborhood schools, open to all in their attendance boundaries.

9. Facility. (question language omitted to save space).

AUSL-operated Turnaround schools are located in CPS facilities. As in the past, CPS and AUSL will collaborate to develop plans for renovations and investments at each school, which will be funded and implemented by CPS.

10. Fiscal Management: Complete the 5-year Financial Forms for the proposed 2010-11 campus/school (Appendix C). Include a budget narrative detailing how revenues and expenditures will be distributed at the new school. ONS will also accept site-level multiyear financial forms in the organization's existing format to the extent it addresses the same criteria found in sample forms.

See selected pages from AUSL's 5-year plan, Exhibit 3, and AUSL's 2009-10 budget, Exhibit 4.

11. Additional Addendum Items: Please include the following in your appendix.

- a. Audited Financial Statements. See Exhibit 5.
- b. RSF Funding. Not applicable
- c. Bylaws, Articles of Incorporation and 501(c)3 status. See Exhibit 6.

ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL) Campus/School Level Summary – High schools July 2009

1. *Summary:* Provide a high-level overview of the campus/school, including the proposed grade structure, community, and any new themes or design components.

AUSL is applying to operate two secondary (9-12) schools for CPS as 2010 Turnaround schools. The schools would be CPS Performance schools, using the same model as has been used for previous AUSL Turnaround schools.

AUSL would consider adapting the grade level structure of a Turnaround high school to grades 7 through 12, if that is suitable for the situation of the particular school chosen for reconstitution. This is not a requirement, however.

We are prepared to accept the schools selected by CPS for reconstitution on the basis of their prior poor performance. However, in light of the significant per-school costs and effort for both AUSL and CPS, AUSL would expect that each high school designated for turnaround by AUSL have enrollment of at least 800 students. Also, if possible we would welcome the opportunity to add a South Side high school (or two) to enable Sherman, Harvard, Dulles, and other potential South Side elementary schools to be part of a K-12 cluster of AUSL schools.

2. Education Program: Provide a brief summary of the planned education program for the proposed campus/school. If the plan will be the same as other schools within your portfolio (i.e., curriculum, assessments, PD, etc.), include a statement that confirms this.

AUSL's education plan will be the same for new Turnaround schools as it is for the other high schools in the AUSL network:

Chicago Academy High School (new start, 2006) Collins Academy High School (new start, 2007) Orr Academy High School (Turnaround, 2008)

The program will also build on AUSL's experience with seven elementary Turnaround schools previously undertaken by AUSL:

Sherman School of Excellence (2006) Harvard School of Excellence (2007) Howe School of Excellence (2008) Morton School of Excellence (2008) Bethune School of Excellence (2009) Dulles School of Excellence (2009) Johnson School of Excellence (2009)

3. Performance Goals: Include a table that details the campus/school's achievement goals, including targeted ISAT/PSAE scores, attendance levels, operational goals and additional metrics for each of the school's first five years of operation.

AUSL expects significant and sustained improvement in performance on all key academic and operational metrics from all new turnaround schools. The specific gains

to be expected from any particular school would depend on the school's baseline and historical pre-turnaround performance.

AUSL also expects all of our schools, including Turnaround schools from earlier years and AUSL Training academies, to continue to improve their performance year over year.

The academic performance goals for Orr Academy High school are attached as Exhibit 7. Academic achievement results are not available yet; but attendance and other measures show improvement relative to prior years and relative to comparable CPS neighborhood high schools (Exhibit 8).

Also see Exhibit 1 for a summary of the preliminary ISAT composite results for AUSL elementary schools, and Exhibit 2 for more detailed results.

4. Community Involvement: Provide a brief rationale for the community you seek to serve. Describe your outreach strategy to engage parents and community partners in the development and ongoing success of the proposed campus/school.

AUSL seeks to serve the community by giving the students in persistently failing CPS neighborhood schools an opportunity for a substantially better school experience without having to change to a different school. However, reconstituting a school is bold and controversial. Our experience suggests that it is likely that some families, members of the community, and even students will not appreciate how poorly the failed school has been serving its students, and will object to CPS's decision to reconstitute and turn around their school. In the most recent season, these objections were organized, supported by displaced teachers, and resulted in reversals of some decisions to reconstitute schools.

In all of our experiences, however, parent and community objections to the turnaround of their school do not persist long after the new school opens. As in the past, we will use the following strategies in each community to help each community come to terms with the transformation of their school.

- **Prompt visibility for AUSL and new school leaders.** As soon as possible after AUSL is approved to operate a Turnaround school, we announce and host public events on "neutral territory" in the community (i.e., not at the school, but at a facility in the community like a church or other public space). The Turnaround school's new principal, AUSL leadership, and parents from previously turned around AUSL schools attend to introduce ourselves, and describe our vision and plans. We also bring parents from previous Turnaround schools, who give testimonials to our effectiveness with their children. Importantly, we also listen to the community and invite their ideas and participation in our planning for the school.
- References and testimonials. A growing number of parents, community leaders, and even older students with experience at prior AUSL Turnaround schools have been willing to speak out with testimonials about their positive experiences in previously turned-around schools. Our Community Engagement Coordinator helps organize these individuals and enlarge their ranks for example, by energizing parent volunteer opportunities like Orr's Parent Patrol. Parent testimonials are especially effective with prospective parents.

- **Outreach.** During the summer before school begins, the new Turnaround schools' teachers and school leaders call on families personally, going door-to-door to introduce themselves. A community picnic shortly before school opens allows us to show off renovations to the facility.
- **Media relations.** The Turnaround model has received a lot of press, both locally and even nationally. AUSL has engaged professional public relations advisors to assist us with communications.
- **Government relations.** In early 2009, with support from an organized group of displaced teachers, the Soto bill (HB 303) was put before the Illinois legislature. This bill proposed a moratorium on Turnaround schools. AUSL enlisted parents and other supporters to mount a challenge, resulting in the passage of a bill with much less adverse impact on the prospects for our model than the one originally proposed.

We also look forward to benefiting from continuing efforts by CPS to help communities experience a smoother transition when their failing schools need to be reconstituted and turned around.

5. School Level Committees: Describe any advisory councils or committees you plan to have at the new campus/school. Explain the role, planned membership, and reporting structure of these councils or committees as they relate to the Governing Board and school leadership.

Each Turnaround school will have a traditional Local School Council, advisory in nature.

6. *Partnerships.* Discuss any unique partnerships (community, philanthropic, etc.) or resources that will be secured for the new campus/school. Provide context for how such partnerships and resources will effectively support the school's mission, vision and long-term sustainability.

AUSL's partnership with CPS brings significant resources to the CPS schools operated by AUSL, through AUSL's experienced staff and financial support from foundations, non-CPS government funds, and individuals.

In addition, individual AUSL Turnaround schools have benefited from targeted community and philanthropic support. Examples of community partnerships include UCAN, Youth Guidance, UMOJA, and Near North Development, plus additional partnerships supporting fine and performing arts. Also, private philanthropy funded the \$2 million cost of the new field at Orr Academy High School. We will continue to seek opportunities to develop similar sources of support for new Turnaround schools, once they are identified. We require that all such programs or facilities improvements are fully funded by donor pledges before they are started.

7. School Leadership. Identify the Principal candidate(s), if known, and explain why this individual is well qualified to lead the new school. If selected, attach and label the Principal candidate's resume in the appendix. If the candidate is unknown at this time, describe the strategy and timeline for recruiting, hiring and developing the proposed Principal(s). If school leadership characteristics/qualifications are different than prior campuses/schools, please describe; if not please indicate that there are no changes.

New principals for AUSL 2010 Turnaround high schools will be recruited to begin fulltime work by January 1, 2010. The qualifications/characteristics for principal candidates are the same as for principals previously selected for AUSL Turnaround school leaders.

See the business plan, page 19 for more on AUSL's principal recruitment process.

8. Student Enrollment: Describe any enrollment preferences that will be granted at the new campus/school. Indicate whether you propose an Overlay or Citywide boundary, and include a description of the proposed boundary. If you are proposing an Overlay boundary, identify the other CPS schools within that boundary with a similar grade structure. Please see page 15 of the Round VI RFP for definitions of Overlay and Citywide boundaries.

AUSL Turnaround schools are neighborhood schools, open to all in their attendance boundaries.

9. Facility. (question language omitted to save space).

AUSL-operated Turnaround schools are located in CPS facilities. As in the past, CPS and AUSL will collaborate to develop plans for renovations and investments at each school, which will be funded and implemented by CPS.

10. Fiscal Management: Complete the 5-year Financial Forms for the proposed 2010-11 campus/school (Appendix C). Include a budget narrative detailing how revenues and expenditures will be distributed at the new school. ONS will also accept site-level multiyear financial forms in the organization's existing format to the extent it addresses the same criteria found in sample forms.

See selected pages from AUSL's 5-year plan, Exhibit 3, and AUSL's 2009-10 budget, Exhibit 4.

11. Additional Addendum Items: Please include the following in your appendix.

- a. Audited Financial Statements. See Exhibit 5
- b. **RSF Funding**. Not applicable
- c. Bylaws, Articles of Incorporation and 501(c)3 status. See Exhibit 6.



ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL) Invited Operator Proposal for 2010 Turnaround Schools July 15, 2009

BUSINESS PLAN

1. Executive Summary

In our 2008 proposals for new 2009 Turnaround elementary and high schools, we emphasized our commitment to CPS, capacity, experience with incubation and school management, and the unique human capital pipeline for teacher talent associated with our Urban Teacher Residency training program. See the Executive Summary of our 2008 proposals.

AUSL's 2009 results are encouraging. A year later, we have more experience and more results. Preliminary 2009 ISAT data show student achievement gains in seven of our eight elementary schools and three of our four turnaround schools (Exhibits 1 and 2). Our model seems to be working.

2009 Preliminary ISAT Performance Results for AUSL Turnaround Schools (July 8)				
Table shows percentage for 2009, and change from pre-turnaround percentage				
	Sherman	Harvard	Howe	Morton
	(Year 3)	(Year 2)	(Year 1)	(Year 1)
ISAT composite scores at <i>meet</i> or	51.0%	56.4%	50.6%	33.2%
exceed	(+21.1)	(+24.6)	(+7.8)	(-7.8)
ISAT composite scores at exceed	3.8%	6.2%	3.3%	1.3%
	(+2.3)	(+4.8)	(+1.0)	(-1.5)

We have been disappointed by Year 1 results at Morton School of Excellence, and we are committed to getting the school's performance on track. For 2009-10, we have changed the school's principal and AP, as well as five of the school's teachers,

2008-09 academic performance results are not yet available for our high schools, but some important indicators show positive trends. Also see Exhibit 8 for more details on how performance at these schools compares with comparable schools.

2008-09 Attendance and Misconducts results for AUSL High Schools Table shows percentage for 2008-09, and change from 2007-08					
	Chicago	Collins			
	Academy	Academy			
	HS	HS	Orr Academy HS		
	(Year 5)	(Year 2)	(Year 1)		
Student attendance	93.2%	89.3%	73.7%		
	(+2.7)	(+0.0)	(+4.8)		
Teacher attendance	96.0%	97.0%	95.9%		
	(-0.2)	(-0.6)	(+4.0)		
Level 4/5/6 misconducts	54	40	105		
	(-29)	(0)	(-55)		

Finally, the non-turnaround elementary schools in AUSL's network have all shown improved performance from 2007-08 to 2008-09.

2009 Preliminary ISAT Performance Results for AUSL Turnaround Schools (July 8)				
Table shows percentage for 2009, and change from pre-turnaround percentage				
	Chicago			
	Academy			
	Elem.	Dodge	Tarkington	NTA
	(Year 8)	(Year 6)	(Year 4)	(Year 2)
ISAT composite scores at <i>meet</i> or	90.0%	77.2%	72.3%	59.7%
exceed	(+1.7)	(+4.7)	(+2.7)	(+3.8)
ISAT composite scores at <i>exceed</i>	35.1%	18.3%	10.7%	5.9%
	(-2.1)	(+6.4)	(+0.5)	(+1.2)

In addition to the recently reported student achievement gains, we have experienced good support for our efforts from parents and in the media throughout the year.

We continue to add capacity and systems. During 2008-09, we have continued to invest in capacity and systems, and to build and extend our institutional knowledge through pilots and roll-outs of new network-wide supports and resources for our schools. Some examples:

- PASSAGE (Exhibit 9). This acronym defines for principals and all in the AUSL community what the AUSL model for a school requires, establishing a vision for network-level initiatives and a guide for the exchange of best practice. Its themes are embedded in our network's performance management tools and forums. For the 2009-10 school year planning, our particular focus has been on "P" (Positive school culture), "G" (Guaranteed and viable curriculum), and "E" (Engaging and personalized instruction).
- Data-driven instruction. AUSL's Classroom Diagnostic Assessment System (CDAS), which was completed for Math and in use in all AUSL elementary schools in 2008-09, will be developed for Literacy and Science in 2009-10. Notably, our biggest student achievement gains were in Math (Exhibit 2). The CDAS approach (with high-school level content) will also be introduced at all AUSL high schools in 2009-10.

- Network supports for teaching excellence. In 2008-09, AUSL enriched our Urban Teacher Residency program (UTR) curriculum, introducing Charlotte Danielson's *Framework for Teaching* in combination with AUSL-developed "Signature Strategies." These tools and frameworks will be used to support the development of all teachers in all AUSL schools beginning in 2009-10.
- Human capital. AUSL added two full-time positions at the network level to support recruitment for turnaround schools. While we did not need this much capacity for just our three elementary turnaround schools in 2009, we have built a team that is in place to help principals with the bigger recruiting challenge we expect for 2010, especially for high school teachers and staff. Also, we added the Erikson Institute as a new university partner for our residency program beginning in 2008-09.
- **Development strategy.** We continue to broaden our outreach for funding, especially in light of the weak economy and its pressure on philanthropy. We have received government funding as a new Americorps program and are seeking more through the Department of Education.

Our teacher training and Turnaround school missions and programs are increasingly interdependent and mutually reinforcing. Our Turnaround school results have convinced us more than ever that our UTR is a critical factor in our ability to deliver performance gains in our schools.

- While we don't have hard data linking student achievement results with teacher behavior (yet), we believe that AUSL-trained teachers make Turnaround schools more effective. For example, all of the 18 AUSL-trained new teachers hired for Orr in 2008-09 have been renewed. We will be continuing to expand our financial and mentor capacity to train additional residents, especially for secondary certification.
- The human and intellectual capital we have developed in our staff of UTR Director, Mentor-resident coaches, and Induction coaches is being tapped to benefit all of AUSL's teachers, not just UTR residents and new teachers. Without our UTR, we would not have this intellectual capital and professional development capacity.
- CPS leaders are encouraging us to build capacity for more high school Turnarounds. These involve hiring very large numbers of teachers, so having a pipeline of specifically trained, committed talent to cover part of the need helps ensure quality and cohesiveness of the entire new teaching staff.

We thank ONS and CPS for their consideration of our proposal, and we look forward to continuing to serve the children and youth of Chicago.

2. Vision and Theory of Change

- What is the vision of your organization?
- Define your organization's desired impact on the city of Chicago in concrete terms, i.e.:
 - Additional seats in high performing schools
 - Student achievement
 - o % of population served
 - College acceptance & graduation rates, etc.
- If you are adding new school types, models or grades, please explain your rationale.
- Identify targeted markets and criteria for choosing selected markets.

Mission and vision. AUSL's mission and vision has not changed since our prior Turnaround school RFP submissions. Our mission statement:

"AUSL will improve student achievement in Chicago's high-poverty, chronically failing schools through its disciplined transformation process, built on a foundation of specially trained AUSL teachers."

AUSL is focused on improving the performance of the lowest-performing Chicago Public Schools. When CPS decides to reconstitute failing schools under its NCLB authority, AUSL seeks to partner with CPS to manage newly reconstituted schools. Specific schools are selected by CPS; the scale of the potential opportunity for failing-school transformation is suggested by the facts below.

- 86 elementary schools serving 38,241 students had fewer than 50 percent of students meeting or exceeding state standards on the 2008 ISAT composite.
- 41 high schools serving 27,183 students had fewer than 10 percent of students meeting or exceeding state standards on the PSAE. An additional 41 high schools serving 46,586 students had between 10 and 29 percent of students meeting or exceeding standards.
- Please describe the organization's proposed scope of growth over the next 5 years (years, number and type of schools)

5-year growth plan. AUSL's growth plan is to extend our impact by adding new CPS Turnaround schools to our network each year, while continuing to operate and improve the performance of all schools in our network. We plan to add both elementary and high school Turnaround schools each year, but in response to CPS's needs we will seek to add capacity to operate high school Turnaround schools at a faster rate. See Exhibit 3 for our 5-year forecast.

AUSL operates four elementary Training academies to train new teachers for Turnaround schools. We do not anticipate increasing the number of elementary training schools. We may, however, seek to make future Turnaround high schools Training academies following their first turnaround year, to allow us to increase our capacity to train high school teachers.

AUSL's growth plan is subject to regular review by our Board of Directors. We have established a "greenlighting timetable" in recognition that AUSL must make decisions and commitments of resources to support a new Turnaround school beginning 18-24 months before the new school opens. A key cost of our Turnaround school model is the cost of recruiting and training about 50 percent of the teachers placed in Turnaround elementary schools and 15 to 30 percent (or more, ideally) of the teachers placed in Turnaround high schools. See Exhibit 10.

AUSL's growth plan will also be affected by our ability to scale up our development of funding for the portion of our model's costs that are funded by non-CPS resources (individuals, foundations, state and local government grants).

• What are the key non-negotiables of your school model?

AUSL school model. AUSL will use the same school model for new 2010 Turnaround schools that has been used for the eight previous Turnaround schools launched over the past four school years. See AUSL's 2008 proposals to ONS for more detailed descriptions of our model. The key non-negotiables of our model are:

- CPS Performance School. All AUSL schools are governed and operated under the CPS Performance School model. Teachers and staff are CPS employees subject to collective bargaining agreements; Principals are approved/appointed by the CPS CEO and accountable to AUSL's leadership; CPS (not AUSL) departments support our schools in key areas like facilities, procurement, food service, etc.
- 2. Whole-school transformation of failing schools. AUSL specializes in launching and operating Turnaround schools, i.e., "re-birthing" schools which have failed and are being reconstituted by CPS. Other schools in our network support our teacher training mission, but we anticipate that all new schools added to our network will be Turnaround schools.
- **3. AUSL's Urban Teacher Residency program (UTR) as a pipeline** for Turnaround school teacher talent. We launched our 2008-09 and 2009-10 elementary Turnaround schools with about 50% of the teachers consisting of graduates of AUSL's own teacher preparation program. We are still ramping up our capacity to provide a similar complement of AUSL-trained teachers for future Turnaround high schools. We are currently training 28 high school teachers in the UTR class of 2010 and expect them to fill 15% to 30% of the positions at 2010 Turnaround high schools, depending on the size of the schools selected.
- 4. AUSL-operated supports for schools, funded with both AUSL and CPS resources. Turnaround school principals (selected by AUSL) and their teams are guided and supported by AUSL staff, experience, and resources through many phases of the re-birth of the school, including:
 - School incubation and planning support for new principals (e.g., with school design guidance, leadership coaching, AUSL resident placement/new teacher recruitment, community engagement support)
 - Summer start-up planning (Summer PD funding, design, and PD delivery)

- Extra staff and services as the school is operated (e.g., embedded AUSL coaches; PD for teachers; tutors to support differentiated instruction for children)
- Curriculum and assessment structures and resources (common network curriculum and assessments; systems and tools for data-driven instruction; data analysis and transparency for multi-level performance dialogues; extended school day)
- Funding and coordination for after-school arts and sports programming; special donor-funded facilities projects.
- 5. Performance expectations of principals from AUSL, defined broadly by AUSL's PASSAGE planning and accountability framework (See Exhibit 10 and page 7). Expectations are reinforced by regular data-driven dialogues between each principal and their AUSL Managing Director, semi-annual principal evaluations, performance-based principal incentive payments, and AUSL's ability to recommend changes in principals at any time, since they are all Interim principals appointed by the CPS CEO.

3. Metrics and Milestones

- Please complete the table in Appendix A outlining the organization's short- and long-term academic, financial and operational goals and metrics
- How will the organization track its progress toward goals, and how often will the organization formally assess this progress?
- How will the organization and its Board of Directors leverage these targets to ensure readiness for replication?

AUSL's PASSAGE framework for school-level effectiveness. Transforming a failing school, or continuing to improve a good one, is a complex endeavor. "Improved student achievement" is a goal and it is measurable, but it is not a framework for action. In 2008, AUSL's Managing Directors introduced to our principals an AUSL-developed framework for what is expected from all AUSL schools. This framework, made more memorable by the acronym PASSAGE, is in Exhibit 10. Also see pages 26-27 of AUSL's 2008 elementary proposal for more information about the research, from Mass Insight and others, upon which this framework was based.

During AUSL's three-day Leadership Summit in 2008 and again in 2009, principals and their APs used the framework to structure their specific action plans. In AUSL high schools, a "Targeted Outcomes Document" is a planning tool used by AUSL's Managing Director and each principal that combines transparency about quantitative goals linked to several of the PASSAGE with clear guidance on what are the AUSL network "non-negotiables." See Exhibit 11 for an example.

Monitoring progress. Monitoring progress towards goals is represented by the first "S" in PASSAGE (<u>S</u>etting Goals and Getting it Done). This happens all the time in AUSL schools. At the student and classroom level, coaches and teachers collect and review (via our assessment reporting system Linkit!) student achievement data from AUSL's Class Diagnostic and Assessment System (CDAS) and interim assessments, and hold data-driven discussions at least monthly to adjust actions and strategies. The data to be gathered using the Danielson tool will also support individualized feedback, coaching, and PD participation decisions for teachers. Every administrator is expected to give constructive coaching and feedback to at least one teacher, every day.

At AUSL's home office, AUSL's Knowledge Manager compiles monthly and quarterly reports for Managing Directors to review and discuss with each of their principals during monthly data dialogues. On alternate months, "Dashboard" meetings focus on other school performance metrics including student attendance, teacher attendance, student misconducts, and student on-track rates. Examples of reports used in these meetings are in Exhibit 12. Before each of these meetings, principals review the data and work with their teams to develop recommendations for actions to improve performance.

On months with no Dashboard meeting, AUSL's Managing Director joints the school's instructional leadership team (principal, APs, and coaches) for a "Data Dialogue" focusing on recent student achievement data from CDAS/NWEA (elementary) or CDAS/Interim/EPAS (high schools). Linkit! reports are used, and the system allows flexibility for various comparisons to be displayed during discussions (Exhibit 13). Coaches may join Data Dialogue meetings, where their knowledge of teachers'

strengths and development needs can be connected to results from specific teachers' classrooms to help identify opportunities for improvement.

AUSL's Executive Director and three Managing Directors review summaries of this information, for all 14 AUSL schools, during their weekly meetings. For the purposes of these discussions, results from each AUSL schools are compared to two or three "control schools," which are other CPS schools located near our schools and serving student populations of similar size and student demographics to those of the corresponding AUSL school. We expect every AUSL school to outperform its corresponding control schools. See Exhibits 2 and 8 for examples of this reporting, which is also shared with AUSL's Board of Directors. AUSL's Board, through its responsibility for annual "greenlighting," has the final say about AUSL's expansion plans (see Exhibit 10)

4. Historical Performance and Priorities to Drive Further Success

- Please explain any performance that did not meet the organization's expectations, and how that underperformance was or is being addressed.
- What are the key areas in which existing schools need to improve, and what are the priorities to drive further success?
- What are the key areas in which the organization needs to improve, and what are the priorities to drive further success?

Performance of AUSL schools. Preliminary ISAT results were just released in early July, and we are very encouraged by our results and progress. Three of our four Turnaround elementary schools, **Harvard, Howe,** and **Sherman**, had 50 percent or more of their students meeting or exceeding state standards on the composite test, an average gain of about 15 points. Seven of AUSL's eight elementary schools improved their performance. See Exhibits 1 and 2.

In AUSL's 2008 elementary proposal, we were asked to set five-year performance goals for Turnaround schools. Our response:

"During the first two years of our elementary Turnaround schools, as a result of all of the strategies described elsewhere in this proposal, we expect to perform better than comparable schools on the ISAT, with the specific targets delineated in the table below. In Years 3 through 5, we expect to outperform the district average on the ISAT. We plan for continued growth beyond year five as we look to become a leader in the state."

Five-Year ISAT Performance Goals for AUSL Turnaround Schools Percent of students				
	Year 1	Year 2	Years 3-4	Year 5
ISAT scores at <i>meet</i> or <i>exceed</i> in reading, math, and science	40%	50%	70%	80%
ISAT composite scores at <i>exceed</i> for reading, math, and science	5%	5%	15%	25%
ISAT composite scores at <i>exceed</i> for the highest grade level	5%	5%	15%	25%

This table, for comparison, shows the 2009 ISAT preliminary results of our four elementary Turnaround schools on the first two of these metrics. The number to

elementary Turnaround schools on the first two of these metrics. The number to compare to the table above is first, followed by the school's cumulative gain/loss from its pre-turnaround level.

2009 Preliminary ISAT Performance Results for AUSL Turnaround Schools (July 8)					
Table shows percentage for 2009, and change from pre-turnaround percentage					
	Howe	Morton	Harvard	Sherman	
	(Year 1)	(Year 1)	(Year 2)	(Year 3)	
ISAT composite scores at meet or	50.6%	33.2%	56.4%	51.0%	
exceed	(+7.8)	(-7.8)	(+24.6)	(+21.1)	
ISAT composite scores at exceed	3.3%	1.3%	6.2%	3.8%	
	(+1.0)	(-1.5)	(+4.8)	(+2.3)	

At **Morton School of Excellence**, the first-year ISAT results showed a decline in performance. We have had concerns about Morton for the past several months, which led to our decision to appoint a new leadership team as of July 1, 2009 Terrance Little will be principal, and Angel Turner will be Assistant Principal. Both of these individuals have prior experience in their roles, and both have been part of AUSL for a year or more. We have also replaced several of Morton's teachers. We are committed to achieving significant improvements at Morton.

While **Sherman School of Excellence**'s results are not yet at the ambitious 70 percent Year 3 target, the 10-point gain between 2008 and 2009 is encouraging, especially for a school with over 50 percent mobility. Sherman's "control schools" Holmes and Libby saw 2-point gains, and Parkman a 3-point decline.

We do not yet have student achievement data for 2008-09 for AUSL's high schools. Interim results, while helpful as formative assessments, do not typically align with EPAS gains because interims are designed to get progressively more difficult relative to standards as the school year goes on. However, data on attendance and misconducts shows positive progress for our schools (see Exhibit 8). Orr Academy High School's agenda for improvement is described on pages 37 to 39 of this document.

Performance improvement agenda for AUSL's central organization. In terms of supporting our schools, the emphasis for 2009-10 for AUSL's leadership and central program staff is on "P" (Positive school culture), "G" (Guaranteed and viable curriculum), and "E" (Engaging and personalized instruction). Specific initiatives are described in various places elsewhere in this document.

Perhaps the biggest challenge we face at the AUSL network level relates to ensuring that we bring in enough high-quality talent, and that we develop people rapidly enough, to meet our challenging expansion targets. We have been asked by CPS to accelerate the development of our capacity to accept Turnaround high schools. Because trained residents are key to our model, we need to recruit and train future mentor teachers so they can in turn train more secondary residents. In 2009-10, all of AUSL's three high schools will be training sites for residents.

Another challenge for AUSL is to generate new sources of non-CPS funding. We are applying for a sizable federal grant for our UTR program, which would reduce our reliance on philanthropy to fund the growth of our teacher residency program. Foundations and individuals are enthusiastic about our model and performance, but as we get larger our needs will exceed the amounts they typically give to new, innovative ventures.

AUSL's central organization also needs to continue to develop its own systems and structures, in particular to get our technology infrastructure more codified to better support internal communications and access to information by multiple individuals and teams.

5. Academic Plan

- Describe the organizational assessment strategy. Identify the organization's plan for monitoring academic performance and progress.
- For high schools: please describe your "college readiness" program and standards.
- Please describe any changes to the following school design proposal since your last school proposal. If there are no changes to components below, please submit a statement confirming this.
 - o Educational philosophy
 - Clarity on key, non-negotiable components of school design and on school-level autonomies
 - o Any innovative features of model
 - Curriculum and standards
 - o Class size, structure and school staffing model
 - Plans for monitoring, intervention and support (remediation)
 - o Plans for meeting needs of advanced, accelerated learners
 - o Extra-curricular programming and support
 - o Non-academic supports
 - o Parental and community involvement expectations

AUSL's academic plan for 2010 Turnaround elementary and high schools is not expected to change significantly, and will be aligned with plans in other Turnaround schools in our network. Some key features of our plan, and some of the recent changes we have made, are described below.

Overview. AUSL's academic plan uses a rigorous, standards-based curriculum, with frequent formative and summative assessments. AUSL's two Directors of Curriculum and Assessment (one each for elementary and high schools) lead teams for network teachers and coaches to develop common network-wide standards-based pacing guides, assessment tools, and assessment calendars. The AUSL network's approach to ensuring a "Guaranteed and Viable Curriculum," is summarized in Exhibit 14 with pages from our recent Leadership Summit and described in more detail by a document prepared in early 2009 by our outside consultants, the Bridgespan Group.

Beginning in 2009-10, all AUSL elementary schools will give the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress). AUSL piloted NWEA assessments at two schools in 2008-09, and they will be rolled out network-wide in 2009-10. All AUSL elementary schools will give the NWEA assessments three times per year – September, December, and May. AUSL high schools will also use NWEA (as a diagnostic for all entering students). These summative (Computer Adaptive), nationally normed assessments give rich, specific, real-time data that allows teachers to target instruction to student needs, and have been shown to be strong predictors of ISAT performance.

Network-wide curriculum for elementary schools. All AUSL elementary schools do not use precisely the same curriculum, but we are moving towards greater alignment, and new Turnaround schools will adopt common curriculum. Curriculum design teams, composed of teachers from Training academies as well as Turnaround schools in their second year or beyond, design curriculum tools for general use across the network.

They also design tools specifically for new Turnaround schools, which usually involve suggestions for modifying the pacing of instruction for the first year of a Turnaround.

We have decided to maintain the same expectations for all schools regarding the scope of the content and the cognitive rigor. We are also working towards more common components between Turnaround schools and Training academies, so that residents are trained in these components in anticipation of using them in their own classrooms when hired at a new Turnaround school.

For published resources, K-5 uses Everyday Math from the University of Chicago. Most schools use Math Thematics for grades 6-8. Each of our current elementary schools uses a different set of publisher materials for literacy; one commonality is the implementation of balanced literacy following a Fountas & Pinnell or a Calkins model. Lucy Calkins herself has been engaged to deliver a week of PD in summer 2009 to several teams of teachers and coaches to strengthen AUSL teachers' ability to teach Literacy.

Beginning in 2008-09, new Turnaround elementary schools will all use the basal reading series *Reading Street* by Pearson. Sherman has also elected to adopt this for 2009-10.

Class Diagnostic Assessment System (CDAS). All AUSL elementary schools are continuing to use the Class Diagnostic Assessment System (CDAS) for Math and Reading, plus quarterly Interim assessments for Writing. Each assessment system consists of interrelated components:

- **Unpacked benchmarks** to clarify and align the learning targets implied in the state benchmarks between grades, and to identify learning targets at different levels of cognitive rigor, namely knowledge, skills & understanding, and reasoning.
- **Benchmark assessments**, which are sets of forced-choice diagnostic questions which test student attainment of the learning targets at the 3 levels of cognitive rigor.
- **Pacing guides** indicating how to modify published materials (by supplementing or deleting lessons) in order to adequately address the benchmarks, and how to pace instruction throughout the year, keeping the ISAT dates in mind.
- **Diagnostic assessments** comprised of the diagnostic questions rearranged into sets according to the level of cognitive rigor of the benchmarks taught during a given time period, as specified on the pacing guides.

The CDAS assessment tools for Math were complete and fully implemented in all schools in 2008-09, while Literacy and Science tools were being developed; in 2009-10, Literacy CDAS will be rolled out network-wide while teachers will pilot and revise Science. Rollout plans also include PD for teachers on how to use the information from CDAS to target their lesson planning and re-teaching priorities.

Strong gains in Math ISAT scores across the board in AUSL schools (Exhibit 2) give testimony to the usefulness of these tools for teachers. We are also beginning the practice of maintaining portfolios of student writing and interim assessments that will follow students from grade to grade, to allow teachers to examine students' writing development across school years.

Linkit! In spring 2008, AUSL purchased Linkit!, a web-based software package for managing and reporting student progress on assessments at the student, classroom, school, and network level. Beginning in 2008-09, all AUSL schools loaded CDAS and ISAT assessment data into Linkit! and used its flexible, easy-to-use reporting tools during data analysis and planning sessions involving teachers, coaches, and school leaders. Chicago Academy Elementary and Harvard also used NWEA assessments in 2008-09 and captured these results in Linkit! as well. Sample Linkit! reports are in Exhibit 13.

High school curriculum and assessment. Beginning in 2009-10, all AUSL high schools will follow a common curriculum map that outlines the specific ACT College Readiness Standards to be taught and assessed (Interims and CDAS) each quarter in all English, Math, Science, and History courses. This represents a transition from the CPS High School Transformation Instructional Delivery Systems materials, in order to align our curriculum more closely with the ACT standards (rather than the Illinois Learning Standards). Also, the ACT College Readiness Standards for Reading are embedded across all content areas at AUSL high schools.

High schools are continuing to use the EPAS system (Explore, PLAN, ACT) and quarterly Interim Assessments, and capturing data using the LinkIt system. All AUSL high schools will also use our Class Diagnostic Assessment System (CDAS) beginning in 2009-10 to assess student progress on the English, Reading, Math, and Science ACT College Readiness Standards. Teachers will give CDAS diagnostics approximately once every two weeks.

We are attentive to the needs of our many at-risk high school students who are achieving below grade level. The following supports are in place:

- High schools use the Freshmen Watch Lists from CPS to identify incoming freshmen who enter high school needing extra academic supports.
- Throughout the year, when new students arrive to enroll in AUSL high schools they will take an entry assessment (NWEA) in reading and math to determine their current performance level. These scores, generated within 24 hours, will allow schools to place students with low performance levels in classes with additional academic supports.
- We offer online courses to students for credit recovery.
- Students who fall behind in two or more academic classes receive in-school interventions during the regular school day.
- Quarterly Student Success Reports from CPS are used to identify students atrisk for ending the year "off-track" for promotion and/or graduation.

College readiness. Each AUSL high school has a post-secondary coach to engage all students and families in the necessary components related to getting into and paying for college. AUSL high school students have seminar classes at each grade level: study skills for high school (9th); individual learning styles (10th); preparation for high-stakes college entrance exams (11th) and career and college preparation through projects and internships (12th).

Also see page 7 plan for a description of how assessment results are reported and reviewed using Data Dialogues, as part of AUSL's school-level performance management process. For more background, see AUSL's 2008 elementary proposal pages 28-34 and AUSL's 2008 high school proposal pages 29-36.

Engaging and Personalized Instruction is the "E" of our PASSAGE framework. In addition to the services required by law (such as special education and resource support, speech, ESL/bilingual classrooms and resource), the strategies that we have used to support students in elementary schools are:

- **Power of 5**. Targeted by their ISAT, CDAS, and NWEA results, a group of five students from each class in grades 3 to 8 receives tutoring during the school day in Math and Reading that is targeted at their specific weaknesses. AUSL employs, trains, and supervises one full-time tutor for each Turnaround school, and the school budget also provides resources for additional part-time tutoring support.
- **City Year.** At Turnaround schools, a team of 5 City Year program members tutor students in grades K to 2 on an individual basis in reading, with a focus on word solving, fluency, vocabulary, and comprehension.
- **Saturday School.** Small groups of students who scored at *Academic Warning* or *Below Standards* receive additional instruction in Math and Reading from certified teachers on Saturday mornings during specific months.
- Coaches. Each Turnaround elementary school has one FTE of a full-time coach (some proximate elementary schools share coaches who specialize by grade level cluster). These coaches support all new teachers through biweekly observation and coaching, and also deliver workshops and PD network-wide. Orr Academy High School had 4.3 FTE of coaches in 2008-09, and will add a full-time special education coach in 2009-10. We expect new Turnaround schools to be supported with coaches at similar levels.
- Specially-trained AUSL residents as teachers. See pages 21-22 for information about the special preparation that AUSL's Urban Teacher Residency (UTR) provides for the individuals who hold many of the teaching positions at Turnaround schools.

Besides the additional instruction, we also provide clear expectations and generate excitement about academic achievement. Schools also use different kinds of incentive systems to motivate students.

Also see pages 22-23 of this business plan for a description of new 2009-10 initiatives to strengthen teachers' instructional skills using the Danielson diagnostic tool.

After-school arts and sports curricular enhancement programs. AUSL employs fulltime Athletics and Fine/Performing Arts Coordinators (one of each) to develop resources to support after-school arts and sports programs, and to coordinate coaches, teaching artists, and partner program scheduling with our schools. AUSL supports all the CPS elementary school sports programs such as basketball, girls' volleyball and track and field. AUSL sometimes runs AUSL leagues when the sport is not supported by CPS, such as for elementary football, baseball and lacrosse. In the high schools we seek to ensure high-quality coaching, facilities (we have funded the upgrade of two synthetic turf athletic fields and one natural turf football field), and attention to supporting satisfactory academic status of our student athletes.

AUSL's Fine and Performing Arts Coordinator has developed a large number of partners for our schools for after-school fine and performing arts programs. Each principal may choose a mix that suits the interests of his or her students and that is complementary with the arts programming available through full-time or half-time teachers on the school staff. See Exhibit 15 for activities and programs for 2008-09, including planned programming for AUSL's three new Turnaround schools.

Track E calendar. Beginning in 2009-10, four additional AUSL elementary schools (Harvard, Morton, NTA and Sherman) will join Dodge in adopting the CPS year-round Track E school calendar. More schools (e.g., Howe, Bethune, Johnson, Dulles) may follow in future years. We do not expect new Turnaround schools to adopt Track E beginning in Year 1, due to facilities renovations and because summer planning time is so critical prior to the initial opening of the reconstituted school.

6. Governance and Organizational Structure (including transition over time)

- Describe the organization's governance structure:
 - Composition of Board of Directors
 - o Board's roles and responsibilities
 - o Key skill sets represented
 - Board's relationship to schools
- Specifically describe how the organization's Board of Directors will support the organization's proposed 5-year growth plan. Identify any Board development requirements relative to the organization's proposed growth and governance needs.

Board of Directors. Exhibit 16 lists AUSL's Board of Directors, which currently includes 22 diverse and highly qualified members from the Chicago business, philanthropic, and education community. AUSL's Board has only one member from AUSL's management team, AUSL's Executive Director. AUSL's full Board meets quarterly, with committee work between meetings. AUSL's Board committees are: Development and Communications; Executive; Finance; Governance; and School Performance.

AUSL's Board of Directors supports the organization in many ways. Board members contribute financially to AUSL's mission, providing \$330,000 in FY 2009. Some Board members and their firms have provided valuable in-kind pro bono services, and use their personal and professional networks to introduce others who have provided important advice and support to AUSL.

- Provide the following organization charts:
 - o Current
 - Vision for organization in three years
 - Vision for organization in five years
- Identify the organization's leadership team and their specific roles and responsibilities.
- Please describe the services to be provided to the schools by the management organization and any pre-service goals. How does the organization know whether it is successfully delivering these services?

AUSL staff organization and leadership team. See AUSL's current staff organization chart and summary profiles of AUSL senior staff in Exhibit 17. The last page of AUSL's 5-year plan (Exhibit 3) shows the expected growth of AUSL's staff over the next several years. We anticipate growth in our staff of coaches commensurate with growth in the number of new Turnaround schools, and more modest growth in home office and UTR program staff.

Also see page 2 for more on how the AUSL central organization supports AUSL schools, and our PASSAGE framework in Exhibit 9.

• Please define school- and organization-level decision-making authority as it relates to key functions, including curriculum, professional development, culture, staffing, etc. For a sample table, please see Appendix B.

School and organizational decision-making authority. AUSL school principals have the same authority to make decisions on behalf of their school and CPS as other CPS principals. Principals make all school staff hiring decisions, and are responsible for the portion of their school budget funded by core CPS per-pupil funding. AUSL's Board of Directors and Managing Directors make decisions about how to invest funds received from public and private sources (including additional CPS funding) to benefit the schools.

The autonomy afforded to AUSL principals is accompanied by accountability and performance management systems. All AUSL principals are appointed by the CPS CEO as Interim principals, making them at-will employees (not employed via the typical 4-year contract with a Local School Council). AUSL's Managing and Executive Directors can ask CPS to replace an AUSL principal without waiting until a 4-year term ends. On the positive side, AUSL principals are also eligible for incentive compensation paid by AUSL, based on their school's results on a "balanced scorecard" of metrics (see Exhibit 18). This compensation, which has been in the range of \$10,000 annually for each principal, is paid in addition to their annual compensation according to the Collective Bargaining Agreement.

- Describe the organization's approach to technology and data management:
 - What is the organization's existing infrastructure related to technology? What infrastructure development is being planned?
 - How will technology support the organization's 3-5
 - o year growth plan?
 - What is the organization's data management plan? How is student information tracked across campuses?
 - Describe the organization's staffing needs specific to technology, and describe how it will build additional capacity to support new growth.

Technology. AUSL schools use the CPS technology infrastructure and comply with all CPS requirements for capturing and tracking information. We have also obtained access to some key systems (e.g., Oracle, downloads of REA data) for use by AUSL home office personnel supporting financial, HR/staffing, and performance management services for our schools and network. We purchase laptops for our staff through CPS, and CPS systems provide the source data for many of the metrics we use to track whole-school performance.

AUSL purchased the Linkit! system and began using it in 2008-09 in all schools to support data-driven instruction and performance management. Linkit! is used to capture and report results from Classroom Diagnostic and Assessment System (CDAS) assessments, as well as high school interim assessments. Linkit! reports are used in all AUSL schools to capture and manage information at the student, classroom, school, and network level. As we adopt the NWEA interim assessments in 2009-10, results will also be captured in Linkit!. This technology supports data-driven reflection and conversation for teachers, teacher teams, coaches, school leaders, and AUSL network leadership. Also see the Academic Plan section of this business plan beginning on page 11.

AUSL also uses a variety of other externally available technology-based supports for various aspects of our program, for example in teacher recruitment (Applitrack) and for collaboration between residents and mentors in our UTR program (Google Groups, Google Calendar, and Vimeo).

AUSL's staff currently includes one technology specialist, who is a contractor. We are currently receiving pro bono assistance from a team at The Revere Group to advise us on our overall technology strategy as we seek to meet the infrastructure and communications needs of our growing staff, make our technology interfaces with CPS as efficient as possible, all while keeping our technology support costs low.

7. Human Capital

- Please complete the table in Appendix C indicating your projected staffing needs for the entire network over the next five years.
- Please complete the table(s) in Appendix D outlining your school staffing roll-out plan for both a "typical" elementary school and a "typical" high school (as applicable)

Projected staffing needs. See Exhibit 3 for forecasted 5-year staffing needs for staff to be funded from AUSL's budget (home office staff, UTR program staff, coaches, and extra APs).

AUSL Turnaround schools use per-pupil funding and adapt the staffing model to the needs of each school's student population. See AUSL's 2008 elementary proposal to ONS, page 40 for typical staffing for a Turnaround elementary school, and AUSL's 2008 high school proposal to ONS, page 44 for typical staffing for a Turnaround high school.

• What is your process for identifying and developing leaders? Who will lead this process? What are its phases and associated costs?

Identifying and developing school leaders. AUSL uses a variety of sources for leadership talent, and we search nationally for principal candidates. Past principals have come from positions within the AUSL network, from principal preparation programs including UIC and New Leaders for New Schools, from other CPS schools, and from non-CPS schools within and outside Chicago. For example, one of the three 2009 Turnaround principals was previously at another CPS school; the others were employed as principals outside the district.

AUSL's Director of Recruiting and HR, Director of Special Projects, and Manager of Recruiting – Schools collaborate to source and screen candidates, reaching out locally (e.g., CPS e-bulletin, networking) and nationally through leading education and general internet job posting services. Final principal screening and selection is conducted by AUSL's Executive Director and Managing Directors.

Prospective principal candidates are interviewed year round, with particular emphasis on reviewing candidates in the fall. High school principals are employed full-time as soon as possible after AUSL is approved by ONS as an eligible operator, and no later than January. Elementary school principals are employed as of about February 1. Our principals typically start working with us before they know the name of the school they will be leading, to ensure that we are ready to go as soon as Turnaround schools are announced.

Principals are responsible for hiring their assistant principals, with support in generating candidates from the team above as well as from the team that supports teacher recruitment. Assistant principals begin full-time incubation work after spring break.

Elementary Turnaround school principals and APs are supported, coached and developed during the incubation planning period primarily by two senior AUSL staff: AUSL's Director of Special Projects, an experienced former CPS principal who has provided incubation support to the principals of all of AUSL's previous elementary

Turnaround schools; and AUSL's Director of School Effectiveness – Elementary schools. New Turnaround high school principals are supported, coached and developed by AUSL's Managing Director, High Schools and our Director of Performance Management, High schools. Central program staff also support teacher and ESP recruitment, and to design and deliver a good portion of summer turnaround PD.

- What is the organization's approach to teacher recruitment and hiring?
 - What is managed at the school level? At the organization level?
 - Who within the organization is responsible for managing the process?
 - What key partnerships will support the acquisition of staff? Identify known sources of teachers and leaders.

Teacher recruitment roles and responsibilities. Principals and their APs are responsible for selecting teachers and staff for new Turnaround schools. Elementary principals and APs work as a team to screen and evaluate candidates; they collaborate with one another and do not make competing offers. To help ensure high quality, AUSL's veteran Director of Special Projects meets (or observes) all elementary Turnaround teacher candidates before they receive offers. All prospective teachers are observed teaching before they are hired. We expect a similar model for high school teacher hiring for 2010.

The Turnaround leadership teams are supported by members of AUSL's home office staff and various recruiting partners who manage activities and advertising to generate applications and pre-screen candidates. With overall leadership from AUSL's Director of Recruiting and Human Resources, AUSL employs a full-time Manager of Recruiting for AUSL Schools, and in spring 2010 this individual will be assisted by a full-time recruiting intern plus temporary clerical help.

Turnaround teacher offer letters are standardized and ensure that teachers accepting positions in Turnaround schools understand our expectations for their participation in paid summer PD and a paid one-hour extension of the school day for four days per week.

Partnerships. AUSL's key partnerships for teacher and key staff recruitment are:

- AUSL's own Urban Teacher Residency program, which is expected to provide 50% or more of elementary Turnaround teacher hires and 15% to 30% of high school teacher hires. These teacher candidates are all observed and interviewed by principals during March, with final selections are made before spring break. This frees up principals and APs to focus on selecting their non-AUSL teachers and ESPs beginning immediately after spring break.
- Chicago Public Schools. We advertise in the CPS e-bulletin as soon as AUSL is officially confirmed as the operator for specified Turnaround schools. We are represented at all CPS-sponsored job fairs. TNTP staff have also worked to "mine" CPS's databases of applicants to the district (12,000 annually) and displaced teachers to screen candidates and target AUSL's recruitment outreach. For example, we were able to get names of schools where high-needs positions were being displaced in June, and we called these specific principals to ask for referrals.

- The New Teacher Project (TNTP). CPS's Department of Recruitment and Workforce Planning, along with AUSL, engaged TNTP beginning in 2008 to support recruitment for both CPS and AUSL Turnaround schools. TNTP staff members screened hundreds of candidates and sent qualified prospects to AUSL for review. Their advertising, Teacher Track database, access to CPS data, and capacity to review and screen candidates added to the size and quality of the pool available to us. Also, they will bring lessons learned about high school hiring based on their experience supporting hiring for Orr (2008), Harper (2008), and Fenger (2009).
- **Others.** AUSL's recruiting staff have made connections, reviewed resume books, and attended job fairs sponsored by a variety of organizations including the Illinois Network of Charter Schools, the U of Chicago School of Social Service Administration, Teach for America, and the Erikson Institute.

Results. As of July 1, two of the three 2009 Turnaround schools each have one teaching position left to fill, and the other is fully staffed. Orr Academy High School's hiring for 2009-10 is complete except for three special education vacancies for the 2009-10 school year (total roster of 80+ teachers, over 25 of whom are special education). Other network Turnaround schools are all fully staffed. We do expect the 2010 season to be more challenging, of course, with six schools rather than three and including two high schools.

- What is the organization's plan to meet professional development needs?
 - What is the school's vs. organization's responsibility with regard to providing professional development?
 - How will the organization provide professional development for new campus induction?
 - What is the process for identifying and coordinating ongoing common professional development needs across schools?
 - What is the method for determining the effectiveness of professional development at the organizational and school level?

The "E" of AUSL's PASSAGE framework stands for "Engaging and Personalized Instruction." AUSL's core belief is that teachers make the difference in driving student achievement gains, and we invest substantial resources in initiatives to continuously strengthen the professional knowledge, skills, and dispositions of all of our teachers.

Urban Teacher Residency as a talent pipeline. We have mentioned the importance of our UTR to ensure adequate numbers of teachers for new Turnaround schools. But of greater importance than their number is the quality and suitability of these teachers for Turnaround schools, because they bring knowledge, skills, and dispositions that are critical to the success and cohesiveness of Turnaround schools. Specifically:

- They competed for a spot in the AUSL program (fewer than 1 in 10 applicants were selected for the Class of 2010), and they have signed a contract to work for four years in a high-needs AUSL school.
- They have spent a full year immersed in AUSL tools, frameworks, and language – e.g., Danielson, Signature Strategies (more below). All residents understand AUSL's expectations for a "turnaround-ready graduate," which are linked to

Danielson components (Exhibit 19). And all who are selected for Turnaround schools exhibit at least a "Basic" level of proficiency according to the Danielson performance continuum.

- They have intensive, turnaround-focused preparation. All have Master's degrees; many will have special ed endorsements; and all those selected for Turnaround schools will train together with their new team and principal for several weeks prior to graduation (see Exhibit 19). Also, beginning in 2008-09, AUSL will train residents for Type 04 early childhood certification with our new university partner, the Erikson Institute.
- They know one another personally from their year training together, which predisposes them to help and support one another.

Danielson and Signature Strategies as network-wide frameworks supporting

teacher effectiveness. In 2008-09, our UTR program team and external partners (Lifelong Learning, others) developed PD and coaching tools using some of the best available tools and frameworks (Danielson, Uncommon Schools, Marzano, Fred Jones, others) to give AUSL residents and their mentors common tools and frameworks to learn and practice together. The Danielson framework (widely admired and also being piloted elsewhere in CPS) is used for diagnosing teacher effectiveness. Thirteen "Signature Strategies" borrowed and synthesized by AUSL from other sources offer approaches for teachers on how to minimize non-instructional time, engage students in higher-order thinking, and increase the effectiveness of their classroom environment. See Exhibit 20 for documents related to this process: process overview page, AUSL's Danielson-based observation tool, brief descriptions of our Signature Strategies, and a matrix to help coaches and teachers customize each teacher's development plan to for PD to learn strategies in the areas where the Danielson diagnosis suggests it is most needed.

In the spring of 2009, we began integrating these frameworks into centrally designed and delivered, paid professional development workshops and coaching for new mentors, coaches, lead teachers, and ultimately (beginning in Fall 2009) all AUSL teachers. We centrally manage and coordinate content, PD session scheduling, trainers, and coaches at the AUSL network level for the benefit of all schools, in support of our network goal to develop all of our teachers beyond Danielson's "Basic" performance level and to make "Proficient" and "Distinguished" teaching the hallmark of AUSL classrooms. Coaches will lead staff development workshop sessions, and will reinforce what is taught using observations and one-on-one and small-group coaching. Intensive, individualized classroom coaching is available to all teachers in AUSL turnaround schools for the first three years (and beyond), including extensive support in deepening teachers' pedagogical "toolboxes" through mastery of the AUSL Signature Strategies for classroom management and instruction. We have already begun the roll-out of this process, introducing all AUSL principals and APs to the Danielson and Signature Strategies material during the spring of 2009 and at our summer 2009 Leadership Summit.

Beginning in 2009-10, coaches and administrators will capture their observations using the consistent language of the Danielson observation tool. We will collect this data to enable us to validate the effectiveness of using this rubric and the Signature Strategies by correlating CDAS and Interim assessment data on the achievement progress of a teacher's students with his or her level of proficiency as observed using the Danielson rubric. We are also excited by the opportunity to institutionalize more common language for the practice of teaching, especially language like the Danielson which sets a high

"bar" for good performance. For example, see Exhibit 21 for a document using the Danielson framework to establish expectations for how teachers should set up their classrooms for the first day of school. We believe this framework and will help all of our teachers, coaches and school leaders elevate their expectations of themselves, become more transparent about their practice, and help one another more. And, AUSL Class of 2009 residency program graduates will reinforce this as they arrive in Turnaround schools already speaking Danielson's language and practicing a number of the Signature Strategies.

AUSL principals appreciate the centrally provided frameworks, PD, and coaching their teachers get from the AUSL network. Resources are available, but nothing is "mandatory" and the costs are borne by AUSL's central organization, not the principal's budget. Principals, APs, and coaches received PD on Danielson and the Signature Strategies in spring 2009 and during our recent three-day Leadership Summit, and principals will be incorporating several hours of introductory Danielson/Signature Strategy workshops into their Teacher Institute Days at the beginning of the school year. Also, one after-school hour per week, every week, is earmarked for teacher planning and PD. This time is paid for out of AUSL's budget, not the school's, and will be used sometimes for data-driven reviews by teacher teams and other times for professional development.

Summer professional development for new Turnaround schools. AUSL uses a portion of Turnaround school CPS funding for paid summer PD and planning for teachers and staff of new Turnaround schools. For six weeks during the summer (4 days/week, 4 hours/day), all of the school-based staff (administrators, teachers, and ESPs) participate together in PD designed and delivered jointly by the school's administrators and by AUSL home office staff. The school team uses these weeks to get aligned and to prepare highly detailed plans for how the school will operate, especially as it relates to ensuring a positive school culture and climate and high expectations from Day 1. See Exhibit 22 for a draft of this season's schedule and for samples of some of the material that will be covered.

Additional summer professional development for targeted teams of AUSL and school staff. In the summer of 2009, we will continue to add to our calendar of PD and planning sessions for various AUSL school teams. AUSL home office staff and coaches all work 12 months a year, and are available to design and lead these programs which include:

- AUSL Leadership Summit (2 days): principals, assistant principals, all AUSL coaches, and home office staff
- AUSL Signature Strategies training: lead teachers (HS department chairs plus 2-3 lead teachers per elementary school), all coaches, and school leaders
- Training for new AUSL UTR mentors (4 days)
- High School Curriculum Tools training: lead teachers and coaches (HS only)
- Reading CDAS and Writing Interim Assessments training: lead teachers and coaches (Elem only)
- LinkIt training: "power users" at all AUSL schools
- Data-Driven Instruction Policies and Protocols: school leadership teams

All AUSL-provided PD is train-the-trainer with attendees expected to train all faculty and staff, targeting the specific needs of the school.

- What is the organization's approach to staff performance evaluations?
 What are the key elements driving evaluations?
 - With what frequency are evaluations conducted and by whom?
 - What is the process for addressing development needs and concerns?

Performance evaluations. AUSL has developed a process for mid-year and year-end performance reviews of all of our **principals**, based on mutually-agreed goals between the principal and his or her Managing Director. See Exhibit 18 for a sample (disguised) review form. These reviews are reinforced by semi-annual incentive compensation payments to principals, with the potential for a principal to earn up to \$11,000 in additional compensation each year based on their evaluation results.

In addition, all AUSL principals are nominated by AUSL for CPS employment and appointed by the CPS CEO as Interim principals; they do not have a four-year LSC contract. Therefore, if the leadership at an AUSL school is not meeting expectations, that leader may be replaced.

Performance reviews for **teachers and staff in AUSL schools** are based on CPS collective bargaining agreement protocols, and use CPS forms. However, the new and more structured tools and rubrics for coaching and PD described above will help teachers and administrators develop a common language for discussing teachers' professional practice, and will structure and guide teachers' efforts to master new knowledge and skills.

The AUSL UTR program's **residents** also receive semi-annual, written formative and summative assessments during their training year. These evaluations are based on the Danielson rubric, and include input from the resident's mentor, principal, and the Mentor-Resident Coach responsible for the program at their training site. Residents whose progress is unsatisfactory, or who fail to meet university requirements, are separated from the program. The use of Danielson-based observation and evaluation tools during the 2008-09 school year at the UTR program has been a good "pilot" for refining tools and processes that will be used with all AUSL teachers beginning in 2009-10.

Coaches and other employees of AUSL are evaluated annually by their managers with oversight from AUSL's Executive and Managing Directors. AUSL's employees are not unionized, and are all at-will employees.

Collective Bargaining Agreement guidelines and CPS policies establish discipline and performance feedback protocols for all CPS employees. Others (e.g., residents, coaches, and AUSL staff) receive formal and informal feedback, including written warning letters if necessary.

• What is the organization's strategy to retain high-performing teachers?

Retaining high-performing teachers. AUSL and principals in our schools employ many strategies to retain high-performing teachers:

- AUSL's selection of inspiring, motivating, and collegial principals who are suited to the Turnaround school leadership challenge. Our criteria for principal selection weigh heavily the candidates' experience and vision for selecting teachers and staff, as well as his or her inspirational leadership skills and track record.
- Extra resources and supports for teachers and students. AUSL Turnaround schools have coaches, tutors, data-driven instruction tools, extra PD, curricular enhancement programs, and refurbished facilities.
- AUSL network career ladder opportunities. AUSL network teachers have some special opportunities. For example, teachers all AUSL high schools can aspire and train to become a mentor teacher (with extra 0.2 pay), since we will be expanding our capacity for secondary mentors. Elementary teachers can aspire to be lead teachers (a position which also includes a \$1000 annual stipend). AUSL's UTR program Mentor-Resident Coaches are all former teachers. Since the AUSL network continues to add schools, teachers and APs can aspire to fill available leadership positions as the network expands.
- **Contractual commitment (AUSL UTR graduates).** In exchange for their paid year of training, participants in AUSL's Urban Teacher Residency program sign a contract to teach in a high-needs CPS school selected by AUSL for four years following completion of the one-year training program. If they do not, they are expected to repay AUSL for a portion of their training expenses.
- **CPS/CTU school.** AUSL teachers and ESP staff benefit from the attractive compensation, benefits, work hours, and job security provisions of the Collective Bargaining Agreement.

Separating poor performers. Ensuring a high-quality school staff also sometimes requires separating, rather than retaining, some teachers or other staff. Not every hire succeeds. AUSL Turnaround schools have a higher proportion of non-tenured teachers than the typical CPS school. This gives principals greater flexibility to separate poor performers, including any poorly performing AUSL graduates, who are released from their contract if they are non-renewed by an AUSL principal. AUSL's ability to separate poor performers is also facilitated by the presence of AUSL data-driven instruction tools (which help make poor teacher performance more transparent) and coaches (whose role in giving struggling teachers coaching and feedback more promptly can help principals distinguish which teachers are progressing and which are not willing or able to progress).

8. Facilities

- Identify the organization's core requirements for a facility (elementary and high school as appropriate) to accommodate the organization's stated growth plan, e.g.,
 - Square footage
 - Number and type of classrooms
 - o Amenities, etc.
- Identify anticipated facility sources in terms of priority and mix, e.g.,:
 - o CPS
 - Leases from private sources
 - Purchase from private sources
 - New construction
- Identify contingency plans if desired facility strategy is not achieved.
- Describe the organization's capacity and experience in managing these strategies, including required renovation.

As a CPS performance school using the Turnaround school model, AUSL relies on CPS to ensure that our facilities meet CPS requirements. After Turnaround schools are identified, AUSL principals and home office staff will work with CPS to identify needs for renovations, upgraded furniture and equipment, etc.

As part of AUSL's mission, we also seek philanthropic contributions to fund facilities improvements (for example, new \$2.6 million track and field at Orr Academy High School). Such investments are not the same for every school, but depend on the school and community needs, as well as the availability of donors. We will continue to seek such opportunities for existing and future Turnaround schools.

9. Financing and Philanthropic Need

- Submit a multi-year financial plan, including revenue and expenditure projections that reflect proposed growth and development needs over time. The projections should:
 - o Include a separate budget for each school
 - Include a back-office budget
 - o Indicate per pupil management fees
 - o Incorporate financial implications of facilities plans
 - Explicitly detail major assumptions including, but not limited to, those listed in Appendix E
- How will the organization reach its fundraising goals over the next 5 years? Please provide a development plan including staffing needs.
- What financial controls does the organization have in place at the central- and school-level to ensure long-term financial viability?

(all numbers below are thousands of dollars)

Financial plan. Exhibit 4 is a copy of the April 21, 2009 presentation to AUSL's Board of Directors of projected financial results for FY2009 and the financial plan for FY 2010. By way of explanation, AUSL's financial planning addresses three streams of funds: "green box" funding which flows from CPS directly to the CPS schools in the AUSL network, based on CPS's typical per-pupil formulas; "yellow box" (or CPS premium) funds which represent additional funding from CPS to AUSL to support part of the cost of its activities related teacher training and to management of Turnaround schools; and "red box" funding, which is raised by AUSL from non-CPS sources and which is used to invest in additional resources and activities in our schools, as well as to cover all of AUSL's central program and "overhead" costs.

This presentation can be updated with these key facts: AUSL's projected operating surplus for the fiscal year ended June 30, 2009 shown in the April 21 presentation was \$947.1. The current preliminary surplus amount is \$687.0. The difference resulted from delays in receiving funds from two confirmed grants.

AUSL's 5-year financial plan in Exhibit 3 summarizes the financial impact of a possible 5-year trajectory for growth. To support the cost of scaling up, AUSL is seeking increased federal government funding for our program (e.g., Department of Education Teacher Quality Partnership grant) and would also need increased CPS funding. AUSL does not expect funding from individuals and foundations to increase in proportion to the planned scale-up of our activities, and we do not receive (or expect) significant near-term increases in funding from the State of Illinois. AUSL's UTR for secondary residents was recently approved as an Americorps program.

Financial controls and long-term viability. As CPS performance schools, financial decisions of AUSL principals ("green box") are governed by all regular CPS policies and controls. Expenditures controlled by AUSL are managed through annual revenue, expense, and development planning, with regular reviews of results relative to plan. AUSL's Managing Director of Finance and Administration and our Financial Manager have implemented disciplined processes and procedures, including budget

accountability for AUSL managers. Annual audit results have all been satisfactory (see Exhibit 5)

As AUSL's scale increases, and depending on how well other non-CPS sources of funding develop, it may become necessary for AUSL and CPS to discuss an increase in the historically fixed rates for the fees that AUSL receives for Turnaround school and Training Academy activities, including per-resident subsidies. A significant portion of the costs these fees support are incurred as compensation to CPS-payroll employees supporting AUSL's mission, i.e., mentor teacher 0.2 payments, Training Academy AP position costs, compensation for Turnaround school incubation personnel, and our UTR Director and mentor-resident coaches. CPS's recent policy change to increase its budget assessment for pension pick-up, combined with normal lane and step adjustments, has accelerated the escalation of these costs. We will need to work closely with CPS to ensure that the funding formulas for resident training and Turnaround schools are sufficient, especially in light of regular and significant annual increases in position costs

10. Risk Management

- What are the greatest anticipated risks to achieving the organization's desired outcomes over the next 5 years?
- How will the organization develop capacity to mitigate anticipated risks?

Risks. We are pleased with the performance of our organization so far as it relates to driving rapid and sustained improvements in student achievement in the schools we turn around. While there have been a few disappointments, our model (especially for elementary schools) seems to be working, and we look forward to building on a good start at Orr to continue to refine and extend our impact with failing high schools. Our organizational capacity is also stable and strong.

However, we do see these risks to achieving our goals at the ambitious pace we have outlined in our 5-year plan:

Unpredictability and/or inconsistency in the number of new Turnaround schools assigned to us by CPS, with resulting adverse impact on our teacher pipeline. Because of the need to train residents, AUSL begins to commit significant resources to new Turnaround schools 12 to 18 months before the schools are confirmed by CPS for AUSL management. Specifically, we will begin accepting applications for our UTR class of 2011 (prospective teachers for Turnaround schools opening in September 2011) in September 2009.

- In 2009, AUSL had no new Turnaround high school (despite having been previously recommended by ONS for one). 28 secondary residents completed our program in the class of 2009, but only 13 of them will join AUSL schools (in a few middle school Turnaround positions, plus a few openings at Orr and Collins). The other 15 we invested in to train will go elsewhere (mostly in Chicago) and will not serve together in a cohort in an AUSL school. We hope their disappointed expectations will not adversely affect future recruiting.
- Also, the opportunity to add another high school to strengthen our capacity to train high school residents for future Turnaround schools has been deferred by a year. We are now training 28 residents for positions in Turnaround high schools beginning in fall 2010. If we got one high school instead of two, that would be unfortunate; but if we were to get *no* new Turnaround high school at all for 2010, the 2-year gap in Turnaround school placement opportunities for our graduates would present a serious problem for ensuring and expanding the continuity of our pipeline for "turnaround-ready" secondary school teachers.
- If CPS and/or the State of Illinois put an end to whole-school transformation interventions entirely, we would need to reassess our entire organization and model.

We mitigate this risk as follows:

• Regular dialogue with CPS decision-makers at ONS and the office of the CEO to help ensure that our plans for Turnaround school management capacity stay aligned with CPS's plans to use the Turnaround school model for reform of failing schools.

- Investments in PR and community outreach initiatives to help the media understand our story and to help organize and support the parent and community voices that support what we do, to help reduce the risk that organized opposition to the Turnaround model will prevail.
- Contingency placement plans and a flexible contract for our residents. We do
 not commit to our residents that they are guaranteed to get positions at new
 Turnaround schools. We do, however, require even residents who are not
 selected for AUSL schools to repay the investment that CPS and AUSL make in
 their development by teaching in a high-needs Chicago public or charter school,
 and we assist them in finding positions.

Insufficient non-CPS funding to keep up with our capacity for growth. With President Obama and Secretary Duncan in Washington, we hope for and expect significant federal funding for our innovative model for preparing teachers for high-need schools. If federal funding does not come through as expected, we may need to slow our growth plans and/or increase the share of our support coming from CPS; we do not think it is reasonable to expect that our support from philanthropy will increase significantly from its current level of \$6 million to \$7 million annually.



ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL) Invited Operator Proposal for 2010 Turnaround Schools July 15, 2009

TARGETED SUBMISSIONS

1. As part of the Invited evaluation process, ONS seeks insight on current schools' performance and data-driven improvements. How are your interim assessments indicating student progress towards the organization's performance goals, and what are you learning from the use of the Linkit system? What is the predictability between interim and summative assessments? What is the organization's process to address performance below the target at the student, classroom, and school level?

Building capacity for data-driven instruction has been a critical priority for the AUSL network all along. We have now completed (in Math, for all network elementary schools) a full program involving the development and use of standards-based curriculum and pacing guides, frequent assessments, and a user-friendly technology tool for making results transparent to teachers, schools, and the network. Work is continuing to complete and extend our capacity to do this to other content areas, and to all of our elementary and high schools.

The regular, frequent feedback on teacher and school effectiveness has enabled us to undertake a number of initiatives to accelerate student achievement growth. For example:

- Re-teaching. AUSL believes that students can only demonstrate mastery on summative assessments if their teachers are checking for student understanding of standards on a frequent basis. Students who are below the achievement level receive re-teaching. Coaches and team lead teachers have results meetings to get to the quick answers regarding what standards are immediately re-teachable. Typically, students who fall between 50% and 70% on a standard are poised in a position to receive re-teaching and reassessment in the hopes of demonstrating mastery in another check for understanding within a week or two of re-teaching.
- Feedback to teachers to improve their effectiveness. Because students can be categorized by missed standards, teachers can differentiate quite easily based on the Linklt! data. Frequent, accessible, and detailed formative data for elementary classroom teachers gives teachers real-time feedback about the effectiveness of their individual lessons and allows them to reteach strategically several times a week so that student misconceptions are cleared up well in advance of interim and summative assessments

- Increased teacher accountability for student progress. At the school level, the schools are sharing data transparently by grade level and we're working with LinkIt! to refine their system so that all teachers can see how each student is progressing on all assessments and standards, to reinforce messages to students that their growth matters.
- Earlier action to address problems. At Chicago Academy High School, for example, we have piloted on-line credit recovery, which we are investigating for the other schools as well.

From using LinkIt!, in our schools, we have also been able to make other discoveries less directly related to individual students' progress.

- Teacher professional development and engagement. Much of the work to develop CDAS assessments is done by our teachers, who receive hourly pay for this extra work. We have been able to compare student performance of students whose teachers who have participated in unpacking standards and developing assessment items, versus the performance of students whose teachers are not participating in the development of these tools. While certainly many mitigating factors exist in contemplating this data, there appears to be correlation, with the teachers who participated in the projects producing student achievement greater than their colleagues' students on the interim assessments.
- Refinement of assessment tools. We've undertaken some realignment of the Interim assessments this year to help the assessments give teachers more direct information regarding how their students achieved on the standards embedded in the curriculum for the quarter. We anticipate (although it is still too early as we have used LinkIt! for only one summative assessment in February) that we will see correlations between performance on Interim assessments, teachers' abilities to re-teach skills, and student achievement.

Linkit! has allowed AUSL to collect assessment results from CDAS, NWEA/Interims, and ISAT/EPAS in a single system, thus aiding analysis of patterns and trends. It is still too early to confirm the predictive value of formative assessments, in part because Interim assessments are designed to get progressively more difficult (so scores could decline even as students progress) and because AUSL has been "tweaking" the assessments to better align them with standards and curriculum in ways that could limit their comparability over time.

For more information on how AUSL uses data to assess progress at the classroom and school level, see pages 7, 8, 12, and 13.

2. Please describe how the organization addresses school level requests for programmatic flexibility versus creating centralized supports at scale (i.e. with curriculum coaches with multiple math curriculums across campuses)?

As a network, AUSL is still small enough that our senior central program staff members are close to what happens in our schools and can adapt our network programs and processes in a nimble way. Also, our PASSAGE framework and performance management dialogues provide high-level vision and guidance for what is expected and non-negotiable, without micro-managing principals.

As we grow, we expect our schools to be more alike than different. Many of our schools were either newly started or newly turned around by AUSL, so there are typically no issues with "legacy" school cultures, curricula, etc. School leaders and teachers value the resources and supports provided by the AUSL network and embedded AUSL coaches and tutors, and are willing to accept the standardization that accompanies them.

At the elementary school level, we are moving towards increased network-wide standardization of the curriculum, with support from principals and teachers. Our curriculum and pacing guides are standards-based, and do not draw from any single textbook. However, standardization of all curricula is not an absolute requirement for our approaches to work. For example, at Chicago Academy Elementary, which has a "legacy" school culture and curriculum built up over its eight years of existence, AUSL has made considerable progress in moving teachers and schools towards standards-based curriculum while also allowing some choice in the teaching materials that are used. This is especially true of literacy and science instruction, where schools are expected to use CDAS to vertically and horizontally align their curriculum to IL benchmarks while continuing to use their site-specific publisher materials or teacher-prepared materials.

At the high school level, we also strongly believe that standards need to drive the curriculum and not any one program, book, or series. When we initially brought the history curriculum that was piloted at Chicago Academy High School to Orr Academy High School, even though the curriculum was based in standards, we found that teachers had a difficult time seeing past content that they were not personally interested in teaching. For example, while one teacher at one school took joy in teaching current events around war, another took joy in developing a unit around the environment. When the content becomes flexible and the standards remain from school to school, teachers become responsible for linking the standards to the skill and, therefore, creating relevant and meaningful instruction for their students. The coaches at the high school level are adept at coaching teachers around merging the chosen content for that school site with the standards common across all schools. We are confident that teacher buy-in around teaching standards through their chosen content will be a key lever to increase student achievement.

There are also a few school-specific variations from the core AUSL curriculum. For example, Orr Academy High School has Education To Careers programming, and Abbott Skill-building, while Chicago Academy High School (smaller enrollment, different student demographic) does not. Also, after-school curricular enhancement programs are not uniform for every school; for example, a school with its own music teacher but no art teacher would use AUSL curricular enhancement offerings more for art, and less for

music. Principals have discretion on how they use a budgeted amount of funds allocated to them for curricular enhancements. In an example from the elementary schools, Chicago Academy Elementary provides pre-algebra for all of its eighth grade students, Dodge and Tarkington place eighth grade students in either regular math or a pre-algebra program, and other schools plan to offer pre-algebra in the future.

Finally, AUSL is able to accommodate different school calendars. Five of AUSL's elementary schools (Dodge, Harvard, Morton, NTA, and Sherman) will be on the Track E calendar beginning in 2009-10. Other schools may adopt this in future years.

3. Following the recent report by Access Living called "Renaissance 2010 and Students with Disabilities," Renaissance schools are under particular scrutiny regarding their services to students with disabilities. Please provide an update on AUSL's strategy for providing services to students with special needs and its expected outcomes, especially at the high school level.

Our schools are staffed with special education teachers in accordance with the needs of their students. The table below, based on the latest data in the CPS CEO school reports (2006-07), shows the percentage of students with IEPs in each of AUSL's schools:

School	IEP %, 2008-09
Chicago Academy HS	18%
Collins Academy HS	21%
Orr Academy HS	29%
Bethune*	9% (2006-07)
Chicago Academy Elementary	11%
Dodge	9%
Dulles*	9% (2006-07)
Harvard	8%
Howe	12%
Johnson*	13%
Morton	14%
National Teachers Academy	14%
Sherman	9%
Tarkington	11%

* Not under AUSL management in 2008-09.

As CPS Performance schools, AUSL schools are subject to the same compliance requirements, and have access to the same centralized OSS resources, as other CPS schools. AUSL high schools take advantage of CPS's school-to-career programs, including ETC courses and counseling services for students with disabilities.

None of the schools profiled in the Access Living report were AUSL schools, and many were not CPS performance schools. Nevertheless, we appreciate the concerns raised in the report and we are committed to support all of our students. Each school has begun the process of School Based Problem Solving to identify students with special needs and to provide additional help for struggling students.

In addition to CPS requirements and resources, we have also added some AUSLspecific features to help us to identify and support students with special needs. Some examples of initiatives in our high schools, where the special education populations are large, include:

 In AUSL high schools, all entering students (and all students for new turnaround schools) will be assessed at the beginning of the school year using the NWEA assessment. Since many students arrive with skills well below high school grade level, this initial assessment of elementary-level skills will help us place all students in the right classes.

- High school special education teachers are members of the content-area teams in their schools.
- AUSL has created a new position, a full-time Special Education Coach, who will support Orr Academy High School beginning in the 2009-10 school year.
- At Chicago Academy High School and Collins, we will begin in 2009-10 to offer pullout classes for some students with severe needs. Orr Academy High School has had this in place, but smaller CAHS and Collins have not until now.
- With support from National-Louis University, we have arranged for all of our residents getting their M.A.T. through our program to elect course work for either a Middle Grades endorsement or an LBS 1 certification to be completed during their residency training year. Thirteen of our 29 residents in the current class elected the special education track and will have this important training and credential.

4. What are the organization's most important lessons learned from the Orr experience? How are you addressing unforeseen challenges, institutionalizing successes, and how will this knowledge drive improvement in future high school Turnarounds?

Orr's results. We are pleased with Orr's preliminary results as its first year ends. We do not yet have student achievement results data for 2008-09; see Exhibit 7 for the academic goals we have set for the school and for each class. However, interim assessment results improved between October and March, 95 percent of juniors took the PSAE, and 76 percent of Orr's graduating class of 2009 have been accepted to college, earning over \$1 million in scholarships (across 150+ college-accepted seniors). Orr's results for student and teacher attendance and for student misconducts (Exhibit 8) are all meaningfully improved between 2007-08 and 2008-09, and on all metrics Orr is outperforming the two "control schools" (Crane and Marshall) that we monitor as points of comparison.

Successes. Some of the factors that we credit for this good start are:

- **Pipeline of teachers from AUSL's residency program.** Orr's 2008-09 staff of 80+ core classroom teachers included 18 AUSL-trained teachers. All of them have been retained at Orr for 2009-10, and we are adding six more from the Class of 2009. They have been successful beginning teachers and have stepped up as leaders in the school.
- Systems, structures, and tools borrowed from many other AUSL network schools. Through regular dialogue and the PASSAGE framework, principals across the AUSL network learn from one another's experiences. Orr has adopted proven systems, structures, and tools from Chicago Academy HS (e.g., bell schedule, Learner's Life, Small Learning Communities). AUSL's elementary schools have been the model for many other approaches: for example, Orr will pilot CDAS standards-based assessments beginning in 2008-09; and Orr teachers and coaches use AUSL's Linkit! system for collecting and reporting interim assessment results at the student, classroom, school, and network level. AUSL's centralized school performance reporting supports regular "dashboard discussions" in which the school's administrative team and AUSL's Managing Director review results and develop plans.
- **Coaches.** Orr has a team of 4.3 FTEs of embedded AUSL coaches, and will add a sped coach in 2009-10. This team reports to AUSL's Director of Curriculum and Assessment for high schools. These resources have been hugely valuable in supporting and developing teachers and in supporting data-driven instruction cycles and in obtaining resources for teachers, freeing up administrators to focus on the heavy Year 1 Turnaround school demands for attention to school culture and climate and to the design and implementation of new school-wide systems, structures, policies, and management processes.
- Data dialogues after interim assessments. Each quarter, a 3-hour meeting of Orr's principal, APs, all coaches, and AUSL home office's Curriculum and Assessment Director and Managing Director was held to review interim assessment results across the entire school and develop recommendations for interventions. Peter Goddard and his colleagues from CPS's Office of Performance Management observed one such meeting in May 2009.
- **Facility.** Orr's ESP team has done an outstanding job of keeping the facility nurturing, hospitable, orderly, and well-kept. This has contributed significantly to

the important Year 1 Turnaround school priority of establishing a positive school culture and climate. In this respect, Orr is a model for other high schools in the AUSL network.

• **Expanded after-school curricular enhancement programs.** Orr has 75 afterschool programs in arts, athletics, leadership, and academic support and enrichment, many of which are new this year. Fifty percent of Orr's students are enrolled/engaged in academic and/or social after-school activities.

"Lessons learned." A few unforeseen challenges/opportunities taught us important lessons from this experience that we will take to future high school turnaround schools are:

- Appreciate the challenge of, and ensure leadership capacity for, designing and implementing the many non-instructional systems and structures needed in a high school. In this respect a Turnaround school is like a new start school, except harder because the students need to un-learn old ways and because the school is full from the start, not building up one grade at a time.
- Appreciate the difficulty of recruiting the entire teaching staff in one year. Finding 80+ highly qualified teachers plus nearly 50 ESPs is overwhelming for any principal. The Orr experience has reinforced the value of the pipeline of talent from AUSL's UTR. We made a few mistakes with the many non-AUSL staff we hired for Orr, which we are correcting, and we are increasing our capacity for home office support for high school hiring to give future principals more support.
- Embedded AUSL coaches have been extremely valuable. Orr's five AUSL coaches were able to support the teachers while the administrators dealt with other pressing matters. Orr's administrators have the skills to be instructional leaders, but in Year 1 of a turnaround they did not have the time.

Year 2 agenda. We did not expect Orr's turnaround to be fully accomplished in one year, and it is still a work in progress. The near-term agenda includes continuing attention to culture/climate and management processes, but also increased emphasis on strengthening the instructional capacity of our teachers.

- Codifying management and operational processes. In Year 1 at a Turnaround school, dozens of non-academic processes and policies need to be reviewed and adapted to the new school's requirements: attendance, lunch forms, safety and security, backup coverage for staff absences, counseling department, etc. Orr continues to work on these, and has hired a new Director of Performance Management as a senior member of the administrative team to focus on this agenda. Also, AUSL and CPS have jointly engaged McKinsey & Company to perform pro bono work during the summer of 2009, using Orr as a pilot for redesigned systems and structures for managing student attendance.
- Developing more capacity to address high levels of student mobility. Orr, like many high-poverty Turnaround schools, has high turnover in its student population. Mobility for 2007-08 was more than 40 percent on average for the 3 pre-AUSL schools. In 2009-10, Orr will launch a "welcome center" for new arrivals. Each new arrival will spend a full day getting an orientation to the school, taking NWEA diagnostic tests in Reading and Math, having his/her transcript carefully reviewed, and getting an introduction to the school's policies and norms about dress, conduct, Learner's Life, etc.

- **CDAS pilot.** In 2009-10, Orr will be launching the development of high schoollevel data-driven instruction tools and protocols modeled after the standardsbased, LInkit!-supported Classroom Diagnostic and Assessment System used in AUSL elementary schools. These will give teachers and coaches formative assessment results every few weeks, shortening the teach-test-reteach cycle and complementing quarterly interim assessments.
- **Staff changes.** Orr filled close to 100 teacher positions all in the same season, and some of them have not proven to be good fits. Ten PAT teachers have not been renewed for 2009-10 (none of these were AUSL graduates), and one other teacher was terminated. As of early July 2009, all but 3 special education positions for 2009-10 are now filled
- **Teacher professional development.** Along with all AUSL network schools, Orr will be launching a teacher professional development initiative designed to use the Danielson framework to assess teacher performance, accompanied by PD and coaching related to AUSL Signature Strategies for classroom management and instruction.
- Orr as an AUSL Training academy in Year 2. Beginning in 2009-10, Orr will become a Training academy for AUSL Residents. This will help AUSL to accelerate the development of our capacity to prepare teachers for future Turnaround high schools. By adding Orr as a training site in 2009-10, we start now to ramp up capacity for training more secondary residents.

Institutionalizing successes. AUSL has operated Training academies since 2002-03 and Turnaround schools since 2006-07. As of the end of 2008-09 we have accumulated 27 school years' worth of experience managing elementary schools plus eight school years' worth of experience managing high schools. Our PASSAGE framework, strong capacity and skills from AUSL's central program staff, and our accumulated experiences have equipped us to continue to add value to all of the schools we manage for CPS.

Orr has benefited from the experiences of *all* of its predecessor AUSL network schools (elementary and secondary), as well as from AUSL home office resources, performance management dialogues, and the talent pipeline and professional development leadership capacity associated with AUSL's Urban Teacher Residency program. Specific lessons from Orr's first year are significant, but are only part of the accumulated institutional knowledge that AUSL brings to future Turnaround schools.

5. What are the risks to the quality of your teacher pipeline associated with your growth plan, and how will you address these risks?

See responses to the Targeted Submissions sub-questions below, which focus on teacher retention and recruitment. AUSL will also address the effectiveness of all continuing teachers in our schools through new teacher assessment and professional development tools. For example:

- Charlotte Danielson's *Framework for Teaching* will provide the rubric for regular diagnostic assessments, and will help us "raise the bar" by communicating high expectations for the specific knowledge and skills teachers need.
- Based on development needs identified using the Danielson tool, AUSL's own coaches and UTR program staff will deliver targeted PD to help teachers learn and practice proven "Signature Strategies" for Instruction and Classroom Management. These diagnostic and PD supports will be available to all teachers in our schools, not just to residents and new teachers.

See pages 22-23 for more on these strategies to improve our teacher quality.

Specifically:

• What is the retention rate of teachers across the portfolio of schools?

A study published recently by the Consortium for Chicago School Research at the University of Chicago reported that the average teacher turnover rate across CPS schools was 20 percent (percent of teachers who were not at the same school after 1 year). The table below shows AUSL's record on that metric for the percent of teachers who were teaching in 2008-09 and who, according to their principals as of June 25, will not be returning in 2009-10.

Total 2008-09 regular teachers excl AP, prin	Not returning in 2009- 10, per principal	# we're disappointed to be losing, per principal	% turnover (total departures as % of base)	% turnover of teachers we're disappointed to lose
33	0	0	0%	0%
		-		17%
96	11	0	11%	0%
141	19	2	13%	1%
29	2	1	7%	3%
31	5	2	16%	6%
28	1	0	4%	0%
28	5	2	18%	7%
17	6	1	35%	6%
28	4	1	14%	4%
30	3	3	10%	10%
55	4	4	7%	7%
217	28	13	13%	6%
	2008-09 regular teachers excl AP, prin 33 12 96 141 29 31 28 28 17 28 30 55	2008-09 Not regular returning teachers in 2009- excl AP, 10, per prin principal 33 0 12 8 96 11 141 19 29 2 31 5 28 1 28 5 17 6 28 4 30 3 55 4	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

2008-09 to 2009-10 turnover of teachers at AUSL schools

Sources: Oracle pull for teacher lists (March 2009).

Principals self-reports at summit re non-returning and reasons.

Note: 1 at NTA, 1 at TCA departed due to budget cuts, departures included above.

All AUSL schools except Collins and Morton have teacher retention that is better than the CPS average. Morton's overall performance has been disappointing in Year 1 of its turnaround, and our decisions to change five of its 17 teachers (plus the school's principal and AP) are part of our strategy to redirect the school. Teacher turnover at Collins, a relatively small AUSL new start school, has also been disappointing this year. We will seek to get Collins' capacity to train new teachers back up to a satisfactory level as soon as possible. • What is the current pipeline of elementary and high school teachers from the AUSL teacher training institute?

The pipeline of teachers from AUSL's Urban Teacher Residency program has been critical at Orr. We wish there could have been even more; these teachers performed well in their classrooms and were leaders in the school. See AUSL's 2008 elementary proposal, pages 9 and 10, for a description of our program.

AUSL's UTR Class of 2010 has already started their pre-residency summer training. The Class of 2010 has 43 elementary residents and 29 secondary residents. A few key facts about the class:

- 12 residents already have their initial Illinois teaching certificate, and have chosen our program for the extra apprenticeship and mentoring to become "turnaround-ready." They will obtain an M.Ed from UIC.
- One resident will obtain her Master's degree and Type 04 Early Childhood certificate through the Erikson Institute, AUSL's newest university partner.
- All of the 60 National-Louis University residents will earn either a Middle Grades endorsement or an LBS 1 special education endorsement in addition to their M.A.T. and initial teaching certificate. 20 of the elementary residents and 13 of the secondary residents have elected the special education track.
- 32 percent of the residents are men.
- 39 percent of the residents are non-white (28 percent are African-American)
- Every resident has signed a contract committing to teach in a CPS high-needs school selected by AUSL for four years following their completion of our program.
- What is best practice for the ratio of AUSL trained vs. non AUSL trained teachers in Turnaround elementary and high schools?

AUSL Turnaround elementary school principals are expected to select at least 50 percent of their core classroom teachers from graduates of the AUSL residency program, and in 2008 and 2009 these targets were met or exceeded.

While we are still ramping up capacity to recruit and train high school residents, our ultimate aspiration is that in a few years our new Turnaround high schools will be able to fill about half of their core classroom teaching positions with AUSL graduates too. For 2010, and depending on the size of the school, the cohort could be 15 to 30 percent of the school's teachers. Orr Academy High School had 18 AUSL-trained teachers in 2008-09 and will add 6 more in 2009-10 (of a total teacher population of 80+, including special education).

Our 5-year plan calls for no growth in the number of elementary residents we train, but considerable growth in the number of secondary residents. Our capacity in the near term is constrained in part by recruitment, and in part by the number of experienced secondary teachers we have available to be mentors, especially in light of a few key teaching staff departures at Collins. We are working to increase our capacity:

- We are exploring new approaches to expand the number of secondary residents who apply to our program, especially in high-needs content areas like Math and Science.
- We have decided to have Orr Academy High School be an AUSL Training Academy for 2009-10, somewhat earlier than expected for a new Turnaround school.
- Our recruitment of teachers to fill open positions at Collins includes assessment of candidates based on their potential to become AUSL mentor teachers.
- The Director of our UTR program is developing optional PD and other resources available to encourage strong-performing secondary teachers who are not already AUSL mentors to put themselves forward to be considered for the opportunity to perform the mentor role in a future school year.
- What is the pipeline for the support roles like coaches, social workers, etc.? How are these employees integrated into the AUSL model?

Most support roles (counselors, social workers, special education teachers, deans, etc.) are employed by principals as CPS employees, using resources from the principal's budget. AUSL's central program staff employs two people who work year round to cultivate sources, advertise, and screen talent for all school-based positions (including AUSL coaches and tutors), including specialized support personnel.

Turnaround schools also have "embedded" AUSL employees, who are employees of AUSL (not CPS) and who sometimes serve multiple schools. These include:

- Elementary Turnaround Coaches (on average about 1 per school, although they are typically deployed to serve a grade level cluster of teachers across a couple of schools). See the business plan pages 22-23 for more information about how these coaches support teacher effectiveness.
- Elementary Tutors (1 per school, supplemented with part-time tutors hired by the principal). See page 14 describing their work with our Power of 5 program.

AUSL only needs to recruit a few such people each year, and we have had a good pipeline of candidates including former teachers and even principals. We modified our employee benefits package to make it more competitive relative to CPS's benefits. We also have some talented individuals in these roles who want to work in Chicago, but who do not live in the city and are thus not eligible for CPS employment.

• Do teacher and principal staffing plans include any movement from existing AUSL schools (or the district)? What are the corresponding succession plans to ensure that there is a net increase in the number of teachers and leaders?

All of the AUSL program graduates are net new teachers to the district via AUSL's program. AUSL's 7 graduating classes have produced 312 new teachers. Of the 242 graduates of the classes of 2003 through 2008, 80 percent were classroom teachers with CPS in 2008-09. Two Class of 2003 graduates, Andre Cowling (Harvard) and Edward Morris (Dodge), are now AUSL principals.

We have not compiled the data on the prior employment of non-AUSL teachers and staff recruited for Turnaround schools. They include a mix of talent from charter schools, other CPS schools, and teachers new to Illinois.

AUSL principals include many who are new to the district; however, some principals have come to AUSL schools from other CPS schools. We choose the best people from the pool of applicants. One of the three 2009 Turnaround principals came from another CPS school, the other two from outside the district.

6. What efficiencies have resulted from clustering of feeder elementary and high school Turnarounds, and what have been the benefits of geographically proximate schools on student performance?

Clustering AUSL schools is "nice to have" but is not central to AUSL's effectiveness or our operating model. Decision-making, policies and accountability are at the level of individual schools, and at the level of all elementary (or secondary) schools in the network. Membership in a geographically clustered network- within-the-AUSL-network is not a key element of the AUSL model.

Nevertheless, there are some advantages to having AUSL-operated schools clustered in one or a few contiguous communities. Some of the benefits:

Elementary schools: Schools in the same general area turned around the same year can plan to share staff when they hire teachers. For example, Bethune and Johnson are sharing both an Art teacher and a Music teacher, with each person at 0.5 on each of the school's budgets. Also, beginning in 2009-10 AUSL's elementary coaches will be specialized by grade level cluster to support two nearby schools, rather than having a coach dedicated to a single site.

High schools: A potential benefit of having AUSL elementary schools close to an AUSL high school would be the opportunity for AUSL high schools to enroll a significant number of students who were prepared in AUSL elementary schools. But because schools to be reconstituted are selected based on their historically poor performance, not their proximity to other schools in the AUSL network, we don't count on AUSL-operated feeder elementary schools when we accept a new Turnaround high school. We would like to have an AUSL high school on the South Side, to be available for its neighborhood as well as to be part of a K-12 cluster including Sherman, Harvard, Dulles, and prospective new Turnaround elementary schools in the area.

All schools: Having multiple, successful AUSL-operated schools in a community helps AUSL become better known, which could help mitigate the initial resistance from some communities when new Turnaround schools are announced. Also, proximity can facilitate certain community partnerships to bring resources into the schools. As an example, UCAN is providing grant-funded social-emotional wraparound services to our students at Bethune School of Excellence, Johnson School of Excellence, and Collins Academy High School.



Orr Academy - Grade 10 Science - sample student report

State: Illinois District: Chicago AUSL District Schools: Orr Academy High School

Students: Alexander, Charles (37801496)

Grade-Subjects: Grade 10 Science Tests: G10-Q1-Science 1323A, G10-Q2-Science 1323B, G10-Q3-Science 1627A, G10-Q4-Science 1627B

Period covered: All to All Report Date: Mon Jul 6 2009

Торіс	All	G10-Q1-Science	G10-Q2-Science	G10-Q3-Science	G10-Q4-Science
Evaluation of Models	16%	0%	33%	0%	22°0
Interpretation of Data	44%0	47%	42%	47%	40%
Scientific Investigatic	48%	43%	60%	56%	33%

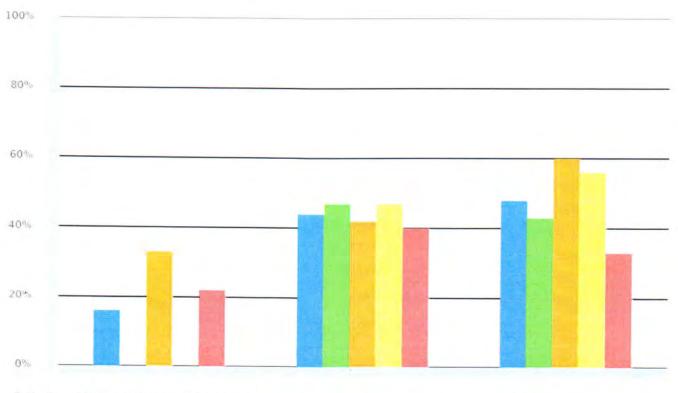












Evaluation of Models Inferences and Experimental Result:

Scientific Investigation

Interpretation of Data



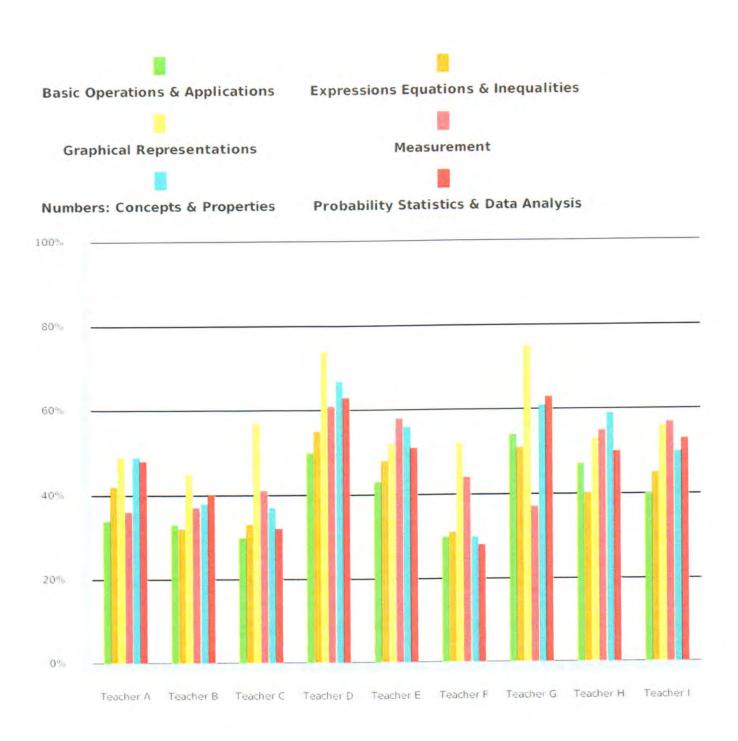
Orr Academy - Grade 9 Math - Quarter 3 Interim by Topic

State: Illinois District: Chicago AUSL District Schools: Orr Academy High School

Students: All

Topics: Basic Operations & Applications. Expressions Equations & Inequalities, Graphical Representations, Measuremer Numbers: Concepts & Properties, Probability Statistics & Data Analysis

Period covered: All to All Report Date: Mon Jul 6 2009





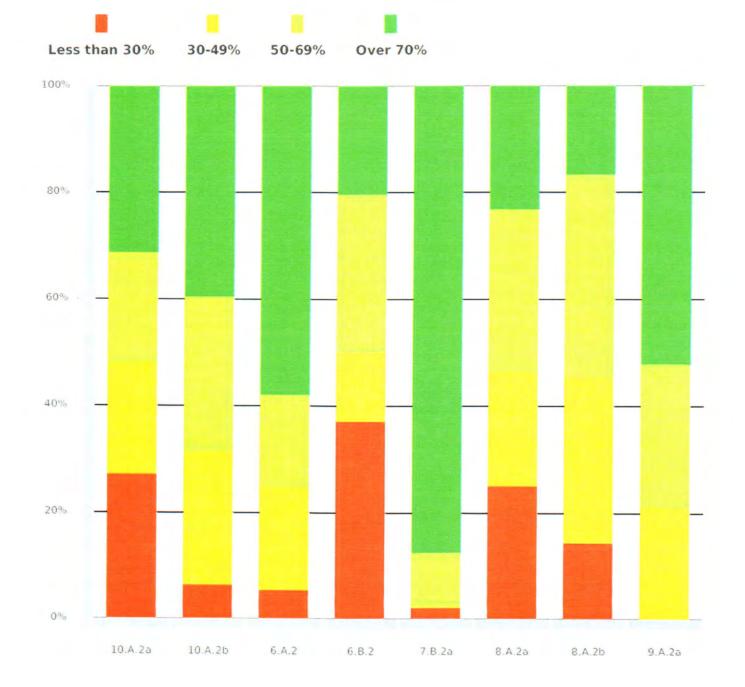
Howe Grade 4 Math - by Standard - first 10 weeks of school

State: Illinois District: Chicago AUSL District Schools: Howe School of Excellence

Students: All

Grade-Subjects: Grade 4 Math Tests: G4-Week 01-02-Math, G4-Week 03-04-Math, G4-Week 05-06-Math, G4-Week 07-08-Math, G4-Week 09-10-Math

Period covered: All to All Report Date: Mon Jul 6 2009





Name, School

Meeting targets as agreed upon by Principal and Managing Director, \$5,000 Academic Growth Targets (ISAT/PSAE) Not yet applicable - will be based on Fall 09 EPAS \$2500* \$0** \$0*** Goal = 92.5%; current = 91.4% Student Attendance Though the school is not on track to meet its goals in this \$1000 \$350 \$250 area, it has devoted significant time and attention, helping it reach its current level. Teacher attendance was high for the beginning of the year. Teacher Attendance well above the school goal. Recent numbers have been \$500 \$200 \$200 unavailable. The school has set a high standard for dress code Student and Teacher Dress Code implementation and has met it to date. Very impressive. \$200 \$500 \$200 Other than a few disgruntled phone calls, parents appear Parent Satisfaction overall very pleased with the service provided by the school. \$500 \$200 \$200 **Overall Observations:** The culture and climate at the school appear to be very strong. As we've discussed, the main area for growth is \$950 \$850 around Engaging and Personalized Instruction, as well as stronger implementation of Data Driven Instruction. Areas for Future Focus: 1. Teacher hiring process: XXX will provide a plan for this year by February 1st 2. Continue to develop management processes for attendance 3. Continue to develop school routines for DDI and high quality instruction

School Performance

*=maximum possible amount for the year

**=maximum amount for mid-year



Contributions and Alignment toward the AUSL Mission

Participation in AUSL events, such as recruitment, funding, graduation, etc.	An overall strong commitment to the network and its events and initiatives has been evident.	\$1000	\$350	\$350
Attendance and punctuality at AUSL meetings	On time and in place this year.	\$500	\$200	\$200
Acknowledge and adhere to AUSL policies and professional practices, including assessment systems	Overall faithful implementation, though there have been some bumps in the road (history IAs, for example).	\$500	\$200	\$150
Integration of AUSL curricular enhancements	Commitment to AUSL curricular enhancement has been strong, despite some low students numbers in music.	\$500	\$200	\$200
XXX's thorough processing and/or com	ts collective success is almost always present, though there are tim munication style leaves some in the organization feeling otherwise le throughout AUSL that we're all in this together will help engen- es.	. A	\$950	\$900



Operations and Systems

Maintain a school facility that is conducive to learning (clean, welcoming, orderly; displays student work and reinforces school mission)	Many of the building's deficiencies are out of XXX's control; however, in the areas that are (halls, walls, etc.) there are still some areas for suggested improvement that need to be addressed.	\$1000	\$350	\$300
Complete CPS documents accurately and on time; includes SIPAAA, safety and emergency plans, monthly financial summaries, etc.	History of delayed communication has improved, but there are still times when slow responses have hurt the school's situation, financially or otherwise.	\$1000	\$350	\$250
Create detailed calendars and schedules aligned to instructional vision	A thorough sense of planning and organization permeates throughout the school and has the trains running on time.	\$500	\$200	\$200
Overall Observations: XXX has developed significantly in the ar- growth A more gentle communication to:	ea of external communications this year, though there are still a ne, coupled with increased delegation and follow up, will help h	reas for	\$900	\$750
the next level of management effectivenes	s.	ler reach	Total	\$2500



Personal Goals

Communication Style	Greater attention to praise and thanks; increased opportunities to share the vision of the school with others; be transparent with others about strengths, tendencies, etc.	\$500	N/A
Time Management	Creating blocks of time for thinking, analyzing, etc. Developing patterns to ensure time is well used and focused on what will take advantage of your strengths the most and help increase student achievement at XXXX School the most	\$500	N/A
Overall Observations:			N/A

Managing Director	Signature:	

Principal Signature:

Date Discussed: _____

AUSL Network Classroom Environment Checklist

AUSI
JU. 7
A CONTRACT OF A CONTRACT OF

Teacher

Date _____

Room # _____

Exhibit 21

Grade/Subject _____

The following checklist outlines expectations for all AUSL network classrooms. AUSL teachers and staff should create and maintain inviting and stimulating environments that are conducive to optimal learning opportunities for students.

Plann	ing and Preparation	Classroom Environment			
	Student seats situated for purposeful learning including cooperative activities	Student greeters are assigned and properly greet visitors			
	Window dressing/lamps visibly pleasing to create a warm and welcoming environment	 Daily agenda is posted with date and lessons/objectives (MBC is meeti standards) 			
	Clocks decorated with creative message	□ Classroom supplies are organized and accessible (e.g., table boxes, cup			
	Plants positioned throughout room	of sharpened pencils, etc.)			
	Additional decorations to create an open learning environment	Everyday procedures and interactions are clearly posted, marked and e			
	Furniture arrangement allows for clear lines of sight and movement	to follow (e.g., homework, passes, materials, voice levels, etc.)			
	Functioning classroom technology (e.g., overhead/LCD projector, smart board) positioned for use	 Systems for incentives and consequences is posted with classroom rules/expectations 			
	Computer usage rules/instructions visibly posted in student computer area	Student make-up/missing work instructions/routines are clear			
	Textbooks, manipulatives and other instructional materials unpacked, well-	Procedure for students without supplies is clear			
	organized and easily accessible Classroom is neat, organized, and overall appearance in compliance with	Completed work/work in progress system is clear and accessible (e.g., folders, student mail box, binders, etc.)			
	safety codes and free of hazards (e.g., storage boxes, damaged books)	□ Student/parent contracts are filed and readily available			
	Rug area for whole-class activities (K-4)	Routine for tardy students is clear			
	Library area with a check-out system and books clearly organized and labeled by genre	□ List of classroom jobs is posted (regularly rotated between students)			
nstru	iction	Professional Responsibilities			
	Word Wall easy to read and visible with appropriate grade-level vocabulary	□ School mission/vision/goals/core values/Learner's Life is posted			
	Current student work displayed with grading rubric reflecting high expectations for academic achievement	Display section for information/motivational announcements that apply high school and/or college are displayed			
	Differentiation is clear and evident (e.g., workstations, guided reading rotation, student work contracts, etc.)	 School information is posted (bell schedules/calendars, emergency procedures, newsletter) 			
	Lesson plans/QCs/unit plans are updated and easily accessible Student-and teacher-generated charts, graphs, etc. are posted	 Student/classroom achievement data is posted and updated (academics attendance, etc.) 			
-	Sudent une teuter generated enanci, graphis, etc. ale posted	□ Student interests/personalities are expressed and posted			
		□ Student pictures are posted and visible around the classroom			
		 Updated coordinating bulletin boards (background, borders, framed displays) 			
		College Readiness Standards poster is visible			
ICOD	1 = Unsatisfactory 86% and below 2 = Basic 87% - 93%	Key: High School and Elementary			
SCOR	$\frac{4E}{34/32} = \frac{\%}{34/32} = \frac{\%}{3} = \frac{2}{3} = \frac{9}{9} = \frac{3}{3} = \frac{9}{9} = \frac{3}{3} = \frac{9}{9} = \frac{9}{3} = \frac{9}{$	Elementary School Only High School Only			

Summary Message:



Ar Urban

Elementary Summer Turnaround Training Academy 2009 Sessions last from 8:30 a.m.-12:30 p.m. (teachers paid for 4 hours)

Dates	Topics	Planning and delivery	
		AUSL and Turnaround Leadership Teams	
Monday, July 13	8:30-9:30 AUSL mission and track record 9:45-12:30 PRINCIPALS: Individual school mission & vision, teambuilding etc.	1 hour AUSL 3 hours principals	
Tuesday, July 14	Teambuilding @ Irons Oaks	Principals	
Wednesday, July 15 Character to Close the Achievement Gap: Culturally competent teachers for high performing, high poverty schools"		AUSL	
Thursday, July 16	School-driven PD – continued building of vision, mission, and high-functioning teams	Principals	
		Steve Ramirez and Wendy Chalk, AUSL Curriculum Team	
WEEK 2: 7/20-7/23 Location: Tarkington School of Excellence		AUSL Curriculum Team & Chicago Literacy Group	
Friday July 24Lucy Calkins Keynote address & networking event (unpaid day, open to all AUSL teachers)		Lucy Calkins	
WEEK 3: 7/27-7/30 Location: Tarkington School of Excellence	Monday – Concluding Literacy Week Session Tuesday-Thursday – Math Training Sessions	AUSL Curriculum Team	
WEEK 4: 8/3-8/6 Location: Tarkington School of Excellence	"THE AUSL WAY"- All staff Putting the pieces together before teacher break	AUSL Coaching Team	
Monday-Wednesday, August 3-5	Building your classroom the AUSL way: community, culture & climate; classroom routines, procedures, behavior management, divided into grade level groups	AUSL Coaching Team	
Thursday, August 6	Special education & differentiating instruction	AUSL Coaching Team	
STAFF VACATION WEEK: 8/10-8/14	Concurrent with start dates for Track E schools		

WEEK 5: 8/17-8/20 Location: To be announced (based on building readiness)	Putting the pieces together - Preparing each school and school team for dramatic success in year 1	Turnaround Leadership Teams
Monday, August 17	PBIS Overview and Universal Rules	Principals
Tuesday, August 18 Creating the School-Wide Matrix		Principals
Wednesday, August 19	Teaching Universal Rules to Students	Principals
Thursday, August 20 Creating a Logic Model and Action Plan – Beyond Discipline		Principals
Friday, August 21	No sessions—building open to all staff	N/A
WEEK 6: 8/24-8/27 Location: To be announced (based on building readiness)	Putting the pieces together – preparing to receive students and scaffold dramatic results from day 1	Turnaround Leadership Teams
Monday, August 24	PBIS	Principals
Tuesday, August 25	sday, August 25 Student Policies/School Practices	
Wednesday, August 26 Staff Policies/Procedures/Expectations		Principals
Thursday, August 27 Building Walkthroughs		Principals
Friday, August 28	No sessions—building open to all staff	
Saturday, August 29	Community BBQs	Principals & leadership coaches
CPS Institute Week: 8/31-9/4 Location: Bethune, Dulles, and Johnson Schools of Excellence	Institute week (Wednesday, Thursday, Friday are official Institute days, paid by CPS)	N/A
Mon. August 31	No sessions—building open to all staff	
Tues. Sept. 1	No sessions-building open to all staff	
Wed. Sept. 2 Institute Day 1	Principal directed	Principals
Thurs. Sept. 3 Institute Day 2	Principal Directed	Principals
Fri. Sept. 4 Institute Day 3	Principal directed	Principals

APPROVE THE PRE-QUALIFICATION STATUS OF THE ACADEMY FOR URBAN SCHOOL LEADERSHIP TO PROVIDE TURNAROUND SERVICES

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Approve the pre-qualification status of the Academy for Urban School Leadership to provide turnaround services beginning in the 2010-2011 school year. Academy for Urban School Leadership was selected on a competitive basis pursuant to a Request for Proposals for Turnaround Services. If awarded a subsequent agreement authorized by the Board, the Academy for Urban School Leadership and the Board will negotiate a School Management Consulting Agreement. No services shall be provided by and no payment shall be made to the school operator prior to the execution of the School Management Consulting Agreement. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Academy for Urban School Leadership

3400 N. Austin Avenue Chicago, Illinois 60634 Phone: (773) 534-3885 Contact Person: Laura Couchman School Type and Grade: Performance, high school and elementary

OVERSIGHT: Office of New Schools (ONS) 125 S. Clark, 5th Floor Chicago, IL 60603 773-553-1530 Contact Person: Jaime Guzman, Interim Executive Officer

BACKGROUND:

In the sixth year of launching the Renaissance 2010 review process, ONS issued a Request for Proposals on May 7, 2009 that featured an evaluation process (called the Turnaround RFP) for school operators experienced in successful school turnaround services. The purpose of the Turnaround RFP is to enhance the District's ability to efficiently employ multiple strategies to turnaround low-performing schools. By creating a pipeline of experienced school operators and consultants, each pre-qualified to provide turnaround services, the District will have the flexibility to designate identified school operators to handle such situations in an efficient and strategic manner.

Measured on academic and operational performance criteria, ONS extended invitations to select school operators and consultants to submit proposals to provide turnaround services beginning in 2010. School "Turnaround" refers to a situation where an operator or consultant with strong leadership, experience, and infrastructure is asked to partner with the District to transform a school that has been historically underperforming. The school operator or consultant will serve an existing school population in an existing CPS building with all grades operating in the first turnaround year. The school operator and consultant identified in this Board Report is being recommended based upon a review and evaluation of the submitted proposals.

TERM OF PRE-QUALIFICATION: The term of this pre-qualification period shall commence on January 1, 2010 and shall end December 31, 2011. The Board shall have the right to terminate the pre-qualification status of a school operator or consultant in its discretion.

USE OF PRE-QUALIFIED POOL OF SCHOOL OPERATORS: Award of a subsequent agreement to a school operator or consultant may be contingent upon the school operator or consultant participating in community forums and public hearings and providing any other information requested by the Board. The award of an agreement and the provision of turnaround services is also contingent upon further Board approval via a Board Report and such other contingencies including, but not limited 09-1028-EX3 FINAL

to, District needs, demographics, the school operator's or consultant's continued demonstration of organizational, educational and financial capacity, and satisfaction of eligibility criteria. A school operator or consultant is not guaranteed the award of an agreement, and if awarded an agreement is not guaranteed any given number of seats in any given year or any community as such matters are based on community input, available CPS resources, and other such conditions. A subsequent agreement with each school operator or consultant will be negotiated only after Board authorization pursuant to a Board Report is obtained.

FINANCIAL: There is no cost to the Board as a result of designating the school operator and consultant as pre-gualified.

PUBLIC HEARING: If the Board decides to proceed with the award of an agreement and the provision of turnaround services, the school operator or consultant will be required to participate in a public hearing prior to the award of that agreement. Any additional public hearings required by state law or district policy prior to the utilization of any seats referenced herein shall be held in a timely and compliant manner.

AUTHORIZATION: Authorize the Chief Executive Officer to conduct abbreviated request for proposal, request for additional information, or similar processes subject to further Board review and approval prior to award.

AFFIRMATIVE ACTION: Not Applicable

LCS REVIEW: Local School Council approval is not applicable to this report.

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness – The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in subsequent fiscal year budget(s).

Approved:

Barbara Eason Watkens

Barbara Eason-Watkins Chief Education Officer

Within Appropriation:

Christina Herzog

Acting Chief Financial Officer

Respectfully submitted:

Ron Huberman Chief Executive Officer

Approved as to Legal Form

Patrick J. Rocks General Counsel

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