



Academy for Urban School Leadership  
3400 North Austin Avenue | Chicago, Illinois | 60634  
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## Planning and Pre-Implementation

With 27 turnaround schools in Chicago, AUSL is the largest manager of restart schools in the country. Our work is primarily in Chicago, but we have served as a lead partner for the SIG-funded transformation work at North Chicago High School. AUSL's vast experience with various models for intervention have been successful or schools which are significantly and persistently low performing. AUSL's model for school improvement can include consulting with the district on such topics as replacing programs and employees in a failing school and infusing the school/s with new leadership, people, and programs. AUSL will visit the school, interview current leadership and staff, review data, and analyze school programs to assess their effectiveness.

AUSL would conduct a thorough analysis of a prospective SIG school partner using our Collegial Visit protocol as a guide. Collegial Visits are immersive school visits, followed by immediate feedback offered in a collegial and constructive way in order to inform school improvement efforts. At the beginning of the visit, the AUSL team meets with school leadership briefly to discuss the schedule, and then the team circulates throughout the school conducting observations and taking notes. The team will examine everything from school entry to hallway and classroom environment to instructional practice and social interaction. They will also request (in advance of the visit) to conduct brief individual interviews of a cross-section of school faculty and staff and, if possible, a focus group of students. Prior to the visit, we request that the following information be provided to the visiting team: A brief, written principal reflection (we will provide the template for this), current staff organization chart and map/sketch of the school, achievement data, as well as attendance, enrollment, tardies, misconducts (current and up to three years prior as available). Unlike most organizations that engage in this type of consulting work, AUSL has the added perspective of being school managers which informs our lens, shapes our feedback, and enables us to assist with the complex reality of implementation.

Building on research and publications from Mass Insight and others including Robert Marzano, Doug Lemov, Charlotte Danielson, Lee Cantor, and The Bridgespan Group as well as from our own experience, AUSL has codified the key components of our work to provide a "roadmap" for school transformation. Our PASSAGE framework summarizes and makes memorable the features that uniquely characterize an AUSL school, and we use this framework as our model for school improvement (see below).

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

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## Governance

For partner organizations, AUSL works directly with leadership including principals and superintendents. Meetings would occur before, during, and after the process of assessing the needs of the organization, as to keep all parties abreast of proposed changes. We work in collaboration with these leaders to tease out areas of improvement and priorities. AUSL operates with a highly experienced and successful management team, responsible for the effective implementation of transforming failing schools into schools of excellence. Some of these individuals include:

Donald Feinstein, Ph.D., Executive Director. Dr. Feinstein earned a Ph.D. in Foundations of Education from Loyola University. In 2001, he stepped down as Principal of R. Nathaniel Dett Elementary School after seventeen years to become Principal of The Chicago Academy, AUSL's first teacher training academy. Prior to serving in the role of Principal, Dr. Feinstein worked in Chicago Public Schools' central office as the City-wide Administrator of Programs for Emotionally Disturbed Students. Since 2003, he has served as AUSL's Executive Director.

Jarvis Sanford, Ed.D. Managing Director of AUSL Network Schools. Dr. Sanford's professional career began in 1993 as a Student Development Coordinator for the University of Wisconsin in Milwaukee. In 2003, Dr. Sanford 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 appointed as Managing Director, and now oversees all 32 AUSL network schools. Dr. Sanford earned his Doctorate in Curriculum and Instruction from Northern Illinois University.

Michael Whitmore, Managing Director of Teaching and Learning. Currently, Mr. Whitmore is responsible for the management and oversight of network wide Professional Learning and Support, Coaching, the CTR, and Performance Management. While in his previous role as the Director of the CTR, he led the pre-service and clinical experience of residents, managed university partnerships, and supervised a team of mentor coaches who provide professional support to teachers and residents. Prior to joining AUSL, Mr. Whitmore taught for fourteen years and received a Golden Apple award for teaching. Mr. Whitmore is currently pursuing his doctorate in education.

AUSL recently restructured the management of schools and principals to better support and develop school leaders. Five Directors of School Leadership (DSLs) oversee a portfolio 5-8 schools each. DSLs are responsible for managing school leaders to deliver truly excellent student outcomes. The DSL coaches, develops and supports school leaders in achieving AUSL's goals, and partners with the entire DSL team to ensure consistent, high quality operations and teaching and learning across the network.

AUSL brings a myriad of areas of expertise to partnering organizations including coaching, recruiting, human resources, climate & culture, and safety & security. AUSL has created codified systems for best practices across all areas, creating frameworks to standardize practices and share these systems with partnering organizations.

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## Operational Flexibility

While we operate autonomously, as a network of CPS schools, we adhere to CPS policies, the union contract, the academic calendar, and district mandates. While AUSL follows the CPS code of conduct, a close look at disciplinary procedures is necessary to ensure that all rules and regulations support student learning opportunities for all students. School-based employees are union members (if there is a union in the district). Additionally, AUSL network schools set their own curriculum, provide additional extracurricular resources, and set their own culture and climate.

AUSL values seizing all opportunities to maximize student learning opportunities. Creating additional time for student learning in the school day or after school is important for student growth. Using the schedule to create spaces for both adult and student learning are essential to school transformation.

As an organization, we ask a lot of our teachers. As many schools around the country, with the adoption of the Common Core State Standards in English/Language Arts and math, we all must raise the bar on what students must master. The real challenge for teachers is to emphasize new standards while teaching fewer topics, but in greater depth, and focusing more on hands-on learning and dynamic projects than direct instruction. For students to flourish, with the new rigorous standard teachers must plan creative assignments that necessitate students to demonstrate their understanding, use their knowledge and skills to solve problems, and complete real-world tasks.

The Common Core means that teachers must shift their practice and teach more advanced materials to their students in more successful ways. We believe the answer lies in greater teacher collaboration. Creating a schedule that allows for improve teacher proficiency around the student experience is imperative for greater student outcomes. The teacher's role as a coach/facilitator, must design student experiences to build specific skills, providing substantive feedback, and continually adjust lessons based on student understanding. Through professional development, teachers learn how to assess and give meaningful feedback and share what works with their peers. AUSL values a strong instructional focus that results in student having many post-secondary options. Course offerings must reflect a push for college.

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### **Teacher/Principal Evaluation with Student Growth Component**

AUSL recognizes that student’s academic growth and success, as college readiness and success is the ultimate goal for students. In the past year, AUSL has codified a path to this goal with the “AUSL Way for Teaching and Learning.” Developed with the Bridgespan Group, AUSL has realigned the organization to better support the goal of preparing all students for college and career. Teachers and principals are held responsible to goals and standards for student growth. AUSL will use this codified and developed system of frameworks to provide partner organizations with the toolkits to assess teacher and school leadership on trends in student growth.

Throughout the school year, principals and assistant principals meet and collaborate to touch base on school successes and means of improvement. As a data driven network, AUSL’s Performance Management (PM) team disseminated collected data (from test scores, grades, attendance, assessments, among others) to provide analysis to ensure teachers and school leaders are progressing towards academic growth for students. The PM team delivers a data drumbeat for monitoring and internal program decision-making, assists with developing actionable recommendations from student, school and network performance trends, and prepares data for reports.

While AUSL recognizes that not all schools or networks has a team dedicated to disseminating data, our own PM team can provide the knowledge and consultation of how to take student inputs (whether it’s attendance, test scores, grades, behavior incidents, etc.) and provide recommendations based on previously set goals.

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## **Recruitment, Hiring, and Retention Incentives and Strategies**

Teachers for AUSL schools are recruited from two sources: AUSL teacher residency training program (The Chicago Teacher Residency) graduates, and all other sources. New graduates of the CTR program typically make up 50% or more of an AUSL elementary school's core classroom teachers. We aspire to create teachers to have high content knowledge, a strong pedagogical toolbox, and ability to form strong relationships with students.

Our CTR 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.

Coaching is a crucial ingredient of AUSL's retention strategy. The DSL and their lead coach collaborate for a bi-weekly coach development session. The regular sessions include a co-observation followed by a co-debrief; a caseload consultation; as well as general troubleshooting and brainstorming. Each coach meets 3-6 time per year with the Director of Coaching, creating a regular check-in schedule to support the practice of goal alignment. All of this trickles down to a deeply personalized and engaged plan for coaches and the teachers they oversee. Coaches are creating a streamlined system of parameters to clarify the impact of coaching on teacher practice.

Mentor teachers are teachers who train up to two residents in their classrooms, and are compensated an additional 20% for their time and expertise. Mentor teachers are continuing to reevaluate their methods and looking for new means of improvement. Focus groups are being formed to better share practices. For further development, they are looking at successful mentor rubrics from organizations such as Leading Educators that carve out successful and innovative pathways for areas of development. They are analyzing such areas as what is missing from their current efforts, what are the needs of the mentors, what are the needs of the teachers, how to become more efficient with in the moment mentoring, and how to use lesson rehearsals, among others. By strengthening and tightening up the practice of the mentors, teachers will be able to develop on a greater scale.

The nature of structure of AUSL naturally creates avenues of opportunities for both advancement and leadership. Whether their personal path leads them to become a teacher leader, coach, mentor, or administrative staff, the opportunities for growth at AUSL are expansive and available depending on the personal interest of the teacher.

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### **Rewards Associated with (Improving Student) Achievement or Graduation Rate**

AUSL uses incentives as a way to push students towards achieving their highest goals and meeting targets and expectations. We believe in acknowledging students, teachers, admin who exemplify excellence. Metrics such as student attendance, Freshman on-track, students meet and exceed growth targets on EPAS and NWEA MAP assessment are a focus of our culture. We want to create an environment where all parties want to do well on our achievement metrics.

Elementary school students are offered rewards such as special t-shirts (to be worn in-school instead of uniforms), pizza parties, and field trips that have attendance or academic requirements. High schools students are given similar incentives for tasks such as finishing their college entry checklist (FAFSA completion, letter of intent completed, etc).

Achievement Network (ANet) achievement data/NWEA map- teachers are recognized for whether students are meeting growth targets OR have mastered skills set as a benchmark. NWEA gives growth targets to students referred to as Expected Gains. Within our network, an attendance cup trophy travels between schools each month acknowledge the highest student attendance for the month.

For school leaders we developed a system of support, performance-based evaluation, and compensation with two major components: (1) an annual opportunity for a bonus based primarily on principals' performance on a rubric that is administered by network leadership and that measures practices in several areas and (2) an annual bonus based primarily on School Quality Performance Rating.

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### **Extended Time**

AUSL recognizes the benefit of providing additional time to students, whether that is creating before or after school opportunities, as well as summer programming. The purpose of this additional instruction is to create additional content that will work with student's in-school experience to close the achievement gap. Likewise, for partner organizations, AUSL will assess what resources are available to students in school to determine where gaps exist and what capacities exist to outside of regular school hours to fill these needs. We can help to provide counsel on what programs may exist through local partners or by utilizing staff to provide the needed out of school hours for the students. This applies not only to students, but to school staff who may require additional professional development or time to share resources to increase their practice. AUSL will work with the district team, school principals, parents and community to determine what steps are necessary in each school. Examples of providing additional supports within the AUSL network include providing summer resources that are available to students transitioning into AUSL high schools to attend information sessions, networking, and college campus field trips. High school students are offered a summer opportunity to attend leadership trainings, as well. For school staff, time is provided to meet for professional development. Resources and opportunities are available on Saturdays for professional development. For partner organizations, AUSL would assess what resources are already available, how they can be used for full potential, and where opportunities for growth exist.

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## Comprehensive Instructional Reform

AUSL schools use a rigorous, standards-based curriculum, with frequent formative and summative assessments. AUSL's K-12 Alignment team leads our coaches and teachers 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 networks resources to ensure that their planning and instruction are informed by standards and by frequent feedback about progress of each student. When necessary, we utilize small group pullouts during class to remediate student skills or introduce new topics. Many of our schools supplementary reading programs such as Read 180 and Compass Learning as a tier 2 intervention for students.

AUSL uses clear, highly detailed checklists for how network schools and classrooms should look, and clarity on key policies, processes, and routines (e.g., entry/exit procedures, uniforms, silent and orderly lines in the hallways during class transitions, etc.) To ensure accountability, AUSL's central office team conducts fall and spring "audits" of every school providing feedback to principals, and principals visit every classroom to provide feedback to teachers, regarding whether network expectations are being met. We also encourage our school leaders to create hallway banners and bulletin board displays to communicate expectations, build school spirit, and celebrate success. Beginning with summer professional development, teachers and all school staff are expected to be consistent, positive, and respectful with students, and to expect such behavior in return.

Action Against Adversity is part of AUSL's framework because the poorest-performing schools are almost always in high-poverty, high-mobility communities. As part of the vision for the turnaround, leaders must embrace the need for the school to provide and 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
- Donated school supplies

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.

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## **Job-embedded Professional Development**

AUSL is built on an understanding that we are all lifelong learners. Staff at all levels participate in frequent, ongoing professional development.

AUSL coaches participate in the following professional development and training to strengthen their practice: New Coach On-boarding; A two week training for first year Coaches; Coach Academy- The coaching team spends two days diving deep into the data, tools, and strategies that make up their coaching repertoire; Summer Professional Development-Turnaround coaches participate in 3 intensive weeks of professional development which focus on adult learning, AUSL Signature Strategies, and coaching strategies; Student Interim Assessment training- the AUSL network implements uniform student interim assessments. Coaches receive training on how to utilize and leverage results from the ANet (Achievement Network) assessment for grades 2-8 in order to position them to support teachers throughout the year as needed. Coaches will also be trained on how to similarly utilize and leverage the uniform student assessments for grades K-1 and high school.

AUSL's model is built on the belief that quality teachers are key to accelerating student impact. AUSL Coaches play a critical role in transforming student outcomes in the lowest performing schools by establishing a cohesive, PreK-12 student experience across the network through a model of consistent teacher development for AUSL teachers. Coaches are experienced educators who leave the classroom to help improve teacher practice beyond basic, to proficient. A team of 24 Coaches work with 3 schools each, engaging teachers in three 8-11 week cycles of 60-90 minutes of weekly coaching during the school year. During each cycle Coaches provide one-to-one support to 12-14 teachers to deepen the teachers' repertoire of classroom strategies, including the use of student achievement data to drive differentiated instruction, and bring relentless focus on accelerating student learning. Coaches develop and lead school-based PD at the request of Directors of School Leadership (AUSL employs 5 DSLs who each manage 5-7 AUSL schools and provide professional development support to AUSL principals), and partner with Mentor-Resident Coaches to support the professional development of AUSL resident teachers enrolled in our Chicago Teacher Residency (CTR) program.

Common planning time among educators is a crucial element in the success of a school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to add meaningfully to curriculum development and implementation, focused time should be built into the schedule. We expect teams to meet as course teams, grade-level teams, and content teams

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## Use of Data to Drive Instruction

AUSL is a data-driven organization, and utilizes various resources to gather information to best understand where we are succeeding and where we can grow. Results from standardized tests drive a large part of assessing what curricular resources are needed to increase instructional effectiveness. All AUSL elementary schools administer the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress). We have added NWEA to provide summative data more frequently than once a year, and to use a recognized, nationally normed test. 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 academic performance. AUSL would recommend similar strategies to partnering organizations as an indicator on the current pulse of student success.

Data is monitored and analyzed by AUSL's Performance Management (PM) team. The PM team uses test scores, grades, attendance, high school and college acceptance and enrollment, as well as feedback surveys and other methods to collect data to understand the successes and needs of students, teachers, coaches, school leaders, and leadership staff. PM team members regularly meet with AUSL staff members to present trends, gaps in data, and successful outcomes to continue to push our staff to perform at their highest level, with the ultimate goal of supporting student achievement. This same data craving culture would be developed and nurtured in the schools we would work with.

Schools within the AUSL network operate with transparency around results as a way to increase motivation and set standards of accountability. Individual classrooms post their goals around topics such as attendance, with school-wide results posted throughout AUSL schools as a reminder of past success and to create motivation and awareness on moving forward in a positive trajectory. For any schools or districts AUSL would work with, we would use their own climate and culture practices to create similar examples of transparency.

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## Program Monitoring

AUSL has developed protocols for Data Deep Dives and provides consulting support on principal identified opportunities/challenges (as determined by school data). The consulting projects have ranged from student attendance, enrollment, and students performing at the higher or lower end of their achievement band. Our Data Analysts review best practices in the field and in our own network of schools to identify solutions.

Similar to creating transparency around data and results, AUSL looks at results within the network, and shares them out for accountability. We are incredibly proud of our track record of success. Prior to AUSL takeover, 90% of our schools scored Level 3 on CPS's School Quality Rating Policy (SQRP), the lowest level of achievement, and included some of the lowest performing schools in the state. AUSL schools have made significant progress since that time, as now 90% of our schools score Level 2 or better on the SQRP scale. Our schools have also outpaced the national average rate of growth on the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment in both reading and math for the most recent school year.

Parents and guardians of AUSL students have also recognized positive impact AUSL is having. In order to collect feedback and gain insights from our student's families, parents and guardians of AUSL students are asked to complete an annual family satisfaction survey. Annually, AUSL administers a family satisfaction survey to gauge school progress and culture through the personal experience of parents. In the fall of 2014, 4,641 parents completed the survey (a 26% response rate.). Parents reported feeling positive and informed on the happenings at the school, reporting they feel the schools offer a safe and welcoming environment for them and their students. Network-wide, 97% of parents reported feeling satisfied or highly satisfied with their child's school; 95% of parents agree or strongly agree that their child's school is safe, clean, and orderly; 91% of parents feel AUSL improvements in the school have made the community a better place; and 94% of parents would strongly recommend their child's school to others.

AUSL's Performance Management (PM) team continues to analyze data, tied to the AUSL Beacons. The Beacons are a continuum of benchmark grade level metrics, focusing on student success in grades 3, 6, 8, 9, 11, 12, and beyond high school graduation with the ultimate goal of college graduation. In those key years, AUSL students have set academic goals that are indicators of success along the trajectory provided by the Beacons. The PM team downloads this data on "Data Day" to share out with schools and leadership about progress and areas of improvement.

For external partners, assessing data and administering surveys to track success are systems we have codified to monitor efficacy of programs. These are easily adaptable to partnering organizations, and we would work with them to find out what practices are already in motion that could be better implemented through our systems and processes.

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## Family and Community Engagement

AUSL's family and community engagement is carried out through a multitude of avenues, including a Parent Ambassador Academy, a highly dedicated and trained Community Engagement Team, additional in-school resources and supports, and maximizing the involvement of school leaders with families and the communities their school serves. 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. In all of our experiences, initial objections by parents and community members to the turnaround of their school did not persist after the new school opened. Parents from each of these communities have volunteered to speak in public about their appreciation of what AUSL management 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.

AUSL employees two full time Community Engagement staff members. The two Community Engagement team members help build, manage, and lead numerous parent school-based councils such as the Bilingual Advisory Council (BAC), Local School Council (LSC), and the Parent Advisory Council (PAC). Working with these councils ensures compliance with district and state mandates, as well as creates the capacity to maximize resources (such as funding allocations for parent trainings and workshops). The 2014-2015 school year brought upon the first year of Parent Ambassador Academy, a "parent university" that meets four times throughout the year to engage parents of happenings throughout the network, provide a platform for parent voices, bring a level of understanding for the high school and college acceptance and enrollment process, along with other topics of interest throughout the school year. For parents that cannot attend the Parent Ambassador Academy, the Community Engagement team utilizes social media to keep parents connected and informed of happenings throughout the network and essential, timely information.

Within AUSL schools, partner organizations such as City Year, Citizen Schools, UCAN, LAMP, and SGA work with school leaders, teachers, and coaches to provide supports such as additional tutoring and social/emotional support. These external resources work with schools and families to understand the specific needs of individual students, creating a network of support that exists beyond academic help.

Additionally, a school's principal has a key leadership role to play in engaging the community, and AUSL puts our principals in front of community and parent audiences as soon as the school's turnaround is approved. 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 would work with local school district staff to plan for the announcement of the SIG grant, strategize about who would attend public hearings and meetings, etc.

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## Sustainability

The AUSL approach relies on building the capacity of its own teachers (more than 1000 currently), teacher leaders, principals and assistant principals, school managers, and instructional coaches to drive student achievement. We believe the central lever for achieving sustainability beyond the Lead Partner period is through the development of "experts" in the "AUSL Way." These experts, through the grant period, have practiced the implementation of AUSL protocols and strategies and, post grant period, will use them as their own key lever to drive student achievement.

The Academy for Urban School Leadership ("AUSL") worked with North Chicago Community School District #187 and North Chicago Community High School to provide consulting and professional development services. The purpose of these services was to substantially improve student achievement at North Chicago Community High School. As a result of our partnership with North Chicago Community High School, the school saw the following impact:

- An increase in graduation rate
- An increase on composite ACT
- An increase in attendance
- A decrease in student mobility

AUSL's turnaround restart model involves 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.

For staff members, AUSL places an urgent focus on the continued instructional improvement of our teachers and works closely with school leaders and coaches to support teacher development. Professional development is offered throughout the year to share best practices and lessons learned, inspiring staff members to continue to improve their craft as they rely on their network of peers.

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## Lead Partner

AUSL's team will ideally include two full-time staff, a Project Director and a Coach. These individuals will be assigned full time to this effort, and will be on site. In addition, AUSL's project plan calls for the part-time participation of about 20 other AUSL experts across the range of school transformation topics including curriculum design, professional development delivery, performance management, special education, community engagement, school safety and security, etc. The Project Director will coordinate the participation of these experts as needed over the course of the project.

AUSL's role is advisory, and will provide information and recommendations that the District and school leaders can consider in their decision making. AUSL will also assist as District and school personnel implement processes, such as curriculum development. AUSL's services will also include professional development, observations, and coaching to build the skills and capacity of High School teachers, staff, and school leaders. AUSL, in its capacity as an advisor, may provide feedback to District leadership and/or the High School principal about the performance of High School teachers and Classified staff. AUSL team members will, if requested by District or High School leaders, participate in interviews of prospective new hires and offer recommendations to District or High School decision makers.

AUSL is a Chicago nonprofit school management organization that creates schools of excellence by developing highly effective teachers and transforming educational outcomes for students in the lowest performing schools. AUSL has been dedicated to school improvement since 2001, when we launched the Chicago Teacher Residency (CTR). AUSL created our residency program to improve student achievement by training the best teachers to teach successfully in the lowest performing schools. AUSL has grown from a single teacher-training academy to a network of 32 schools serving more than 18,000 students.

## Current Programs:

**Whole School Transformation Through Comprehensive Turnaround:** The transformation begins with new leadership, new teachers (many of them trained through the CTR), new curriculum, additional after school programs, and newly renovated facilities. The same students return in the fall to the school, with a new climate and culture focused on success for every student. AUSL manages these turnaround schools under contract with Chicago Public Schools. AUSL schools are, and continue to be, public neighborhood schools.

**The Chicago Teacher Residency (CTR):** Teachers are central to our theory of change. Through professional development for our teachers and the CTR, AUSL develops highly effective teachers for the challenging urban environment. The majority of teachers at our turnaround schools are graduates of the CTR, a yearlong program in which residents train under the guidance of mentor teachers in the classroom and through coursework at National Louis University to obtain a Master's Degree. AUSL has developed numerous support structures within the Teacher Development Process (TDP) to guide CTR teachers through the urban educational landscape.

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