



Academy for Urban School Leadership
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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.

Reference: North Chicago Community High School
1717 17th Street
North Chicago, IL 60064

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