



Academy for Urban School Leadership
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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.

Reference: North Chicago Community High School
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