

Academy for Urban School Leadership School Improvement Technical Assistance Partner Profile

I. Background

- Academy for Urban School Leadership
- 3400 N Austin Ave Chicago IL 60634
- Martin Green, mgreen@auslchicago.org, (312) 720-8549
- Academy for Urban School Leadership's Advisory Services Team partners with and support districts committed to building their capacity to find, grow, and retain a diverse, high quality teacher force that transforms schools at scale by providing consistent access to equitable, high quality learning experiences.

II. Areas(s) that AUSL supports

- Effective Leaders
- Ambitious Instruction
- Collaborative Teachers

III. Approach

Describe your organization's school improvement services

Our work with clients includes strategic consulting with district leaders and a variety of job-embedded professional learning experiences for district and school-based talent that are coherently aligned to our purpose and value proposition. Specific project focus areas include but are not limited to teacher residency program development, holistic teacher development program design and implementation, and school leadership coaching. Our work remains grounded in social justice, equity, and high expectations for every student.

Differentiated Services

The latest research has proven that most students of color and low-income students in public school districts around the country do not have regular opportunities to productively engage with grade-level content, leading to a lack of preparedness for college, career, and life. AUSL believes that this wide-spread inequity stems from how we prepare our teachers. Teachers in high poverty districts typically lack a model for what rigorous, equitable instruction looks like and a coherent roadmap for getting there over time. We believe that every teacher, school leader, and coach needs to know the bar for mastery, where they currently are in relation to it, and what the highest leverage coaching focus should be to progress them to the next level on their journey.

Through our nearly two decades of experience managing and supporting high poverty schools around the country, AUSL has developed a customizable, research-based Teacher Development Roadmap framework that, with the right combination of supporting conditions, drives rapid teacher and student growth. AUSL leverages our framework as a starting point to guide a highly collaborative and differentiated design process with district and school leaders that results in a clear north star for equitable instruction as well as a teacher development roadmap and implementation plan that is tailored to the district and school context. We then tailor professional

learning and coaching support to teachers, school leaders, and coaches to meet districts and schools where they are.

In short, AUSL's teacher development approach is firmly rooted in the latest research about what matters most for unlocking student potential and progressing all students to proficiency; however, we intentionally create the space in our work to engage our partners in fleshing out differentiated approaches to design and implementation that fit the context.

Ideal partner district and/or school

AUSL's ideal partner district and/or school is one that has leaders at the district and school levels who are truly committed to equity and doing what's best for all students. These leaders are willing to hold their teams accountable for a shared vision and serve as true sponsors for the work that we do collectively. They work with AUSL to build capacity and instill ownership within their team around the work along the way. Outside of that, we take an asset-based approach to working with our partner districts and schools. We believe that every partnership and individual partner brings with it its own strengths that can be leveraged to achieve our objectives.

While not required, where possible, we prefer to work with districts and schools that have adopted common, standards-aligned curricula and a standards-aligned formative assessment system to fuel data-driven instruction. This also allows us to further align and adjust on an ongoing basis our coaching and professional learning efforts in alignment with the Teacher Development Roadmap.

IV. Impact

Track record of dramatically improving schools or systems and/or radically increasing outcomes for targeted subgroups of students

The AUSL program is a school intervention model based on evidence based practices for teaching and learning, leadership development and support, data management systems, family engagement, and wraparound supports for our most vulnerable students. The AUSL model has fully been implemented in 31 schools in Chicago since 2001. Portions of the model, noted above, have been used in our advisory services since 2010. Implementation of the AUSL program have resulted in significant gains in student achievement in a variety of schools. Prior to AUSL involvement, none of our schools were in "good standing" with CPS, and 90% of our schools scored Level 3 on SQRP, the lowest level of achievement. Many of these schools were among the persistently lowest performing schools in the state of Illinois. Today, over 70% of AUSL Elementary Schools (19/26) scored in Good Standing. School climate and culture has dramatically improved with the AUSL intervention program. In the past three years, AUSL's K-8th grade attendance rate closed the gap with and then surpassed Chicago Public Schools, with an attendance rate of over 96% in 2018. Across the 5Essentials, AUSL has seen consistent growth with 26 of our schools meeting the "Organized" threshold, with over 60% meeting the highest threshold of "Well Organized."