



2016

PROGRESS REPORT

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"Everyone in the school is learning something new every day. This year, I will work harder until I reach my goals and will not let anyone stand in my way of doing that."

-Maya, Fuller School of Excellence Student

OUR ANNUAL LETTER

Dear Friends and Supporters,

Since AUSL began our mission in 2001 to transform educational outcomes in Chicago's lowest-performing schools, our network has demonstrated significant success in helping our students close the achievement gap. Today, the AUSL network is comprised of 31 neighborhood public schools serving nearly 17,000 Chicago students - 92.5% of which qualify for free or reduced price lunch - who are receiving a high-quality education as a result of AUSL school improvements and supports.

Ten years ago, in 2006, AUSL began our transformative strategy of managing schools starting with the Sherman School of Excellence in Englewood. Since that time, AUSL has improved Sherman from one of the lowest-performing schools in the State of Illinois to a Level 1+ school, the highest rating possible under Chicago Public School's School Quality Rating Policy (SQRP).



These results have been replicated across our network, with 68% of our schools scoring either Level 1 or Level 1+ under SQRP. In addition, 77% of our schools are now in "good standing" with the district (at least Level 2+), compared to only 10% prior to AUSL management. Our network has also trained over 950 teachers through the Chicago Teacher Residency program, and dozens of school systems throughout the country have sought and received guidance from our Advisory Services consulting department.

AUSL has made lasting change in our schools through the hard work and dedication of our teachers, school leaders, coaches, education support personnel, families, communities, donors, and of course - our students. Through building a college-going culture and climate, our staff has set a high bar for the academic results of our students, and our students have stepped up to meet this challenge.

The following report is dedicated to honoring the progress made by our school network, as well as the many programs that our supporters and partners make possible. On behalf of the AUSL Board of Directors, we thank our donors and community partners for their dedication and support of our students. Through your generous commitment to AUSL, you ensure that our students receive effective teaching and learning and the extra-curricular programs needed to help them thrive.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary E. McCullough".

Gary E. McCullough
Board Chairman

A handwritten signature in black ink, appearing to read "Donald Feinstein".

Donald Feinstein, Ph.D.
Executive Director

BY THE NUMBERS

ACADEMY FOR URBAN SCHOOL LEADERSHIP

Created in 2001, the Academy for Urban School Leadership is a Chicago non-profit school management organization that creates schools of excellence by developing highly effective teachers and transforming educational outcomes for students in what were once the lowest performing schools. AUSL improves those schools through a comprehensive transformation process built on a foundation of specially trained teachers.

CHICAGO PUBLIC SCHOOLS

Chicago Public Schools (CPS) is the third largest school district in the United States. Their mission is to provide a high-quality public education to every child in every neighborhood that prepares them for success in college, career, and community.

AUSL
Number of
Students:

16,882

AUSL
Number of
Schools:

31

92.5%
of Students
Qualify for Free &
Reduced Price
Lunch

Number of
Teachers:

963

Mobility
Rate:

34%

CPS
Number of
Students:

381,349

CPS
Number of
Schools:

652

80.2%
of Students
Qualify for Free &
Reduced Price
Lunch

Number of
Teachers:

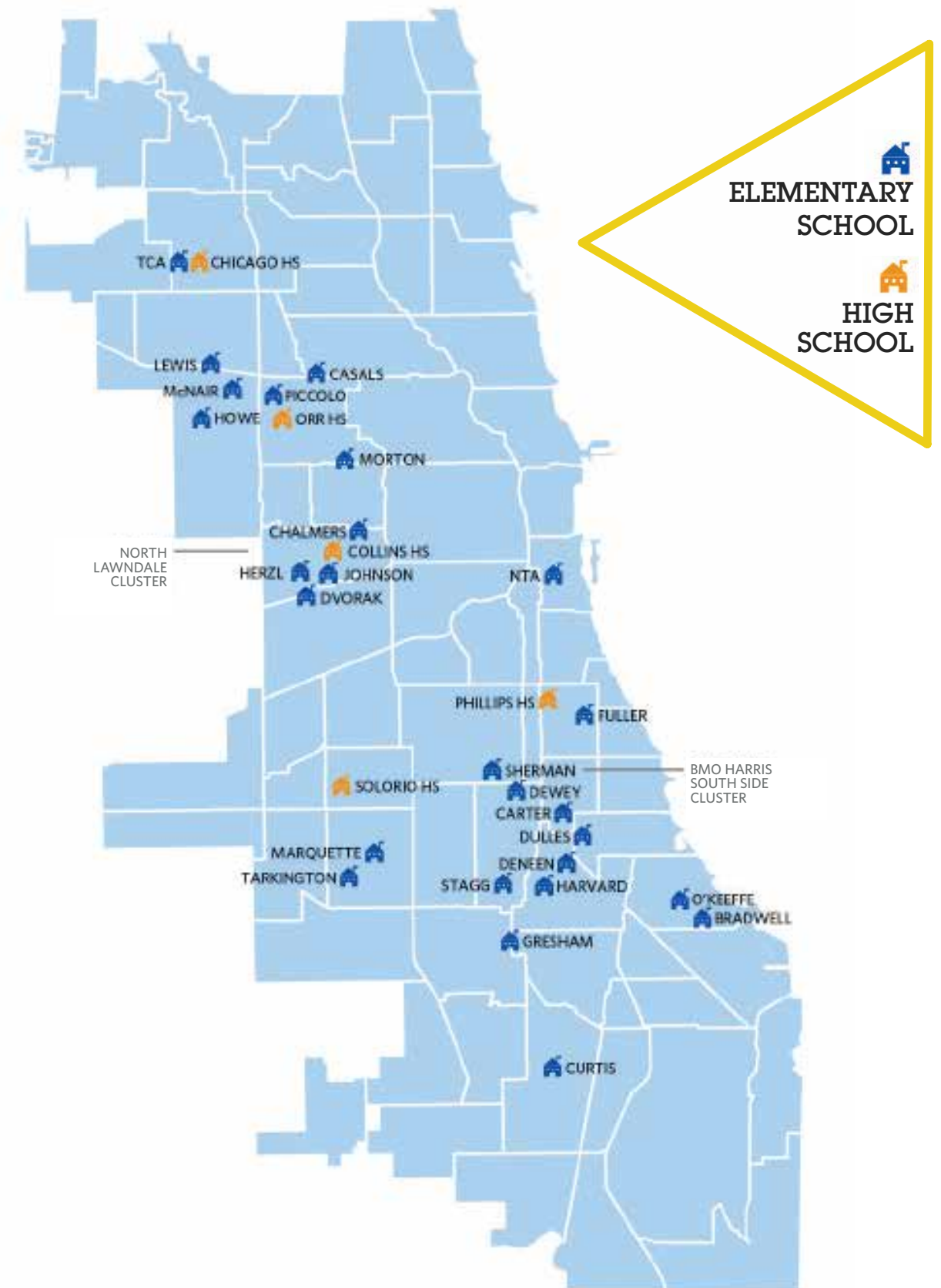
20,915

Mobility
Rate:

19%

*School year 2017 data

AUSL NETWORK SCHOOLS



A PROVEN MODEL

10 YEARS OF SCHOOL TRANSFORMATION



At its inception, AUSL's primary goal was to provide CPS with high-quality teachers prepared to succeed within the demanding conditions of failing urban schools through the Chicago Teacher Residency. To better serve the needs of Chicago's students, AUSL expanded its operations to include school management in 2006. CPS selected AUSL to implement a revolutionary model of whole school transformation at Sherman Elementary, one of the lowest performing schools in the city.

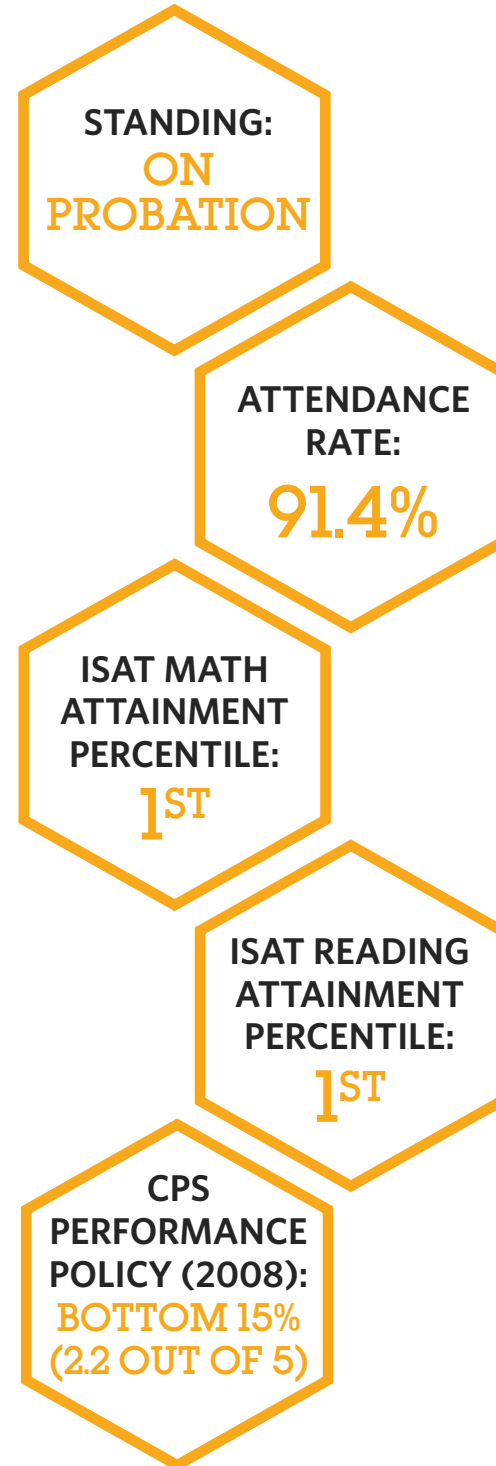
In the fall of 2006, AUSL was thrilled to re-open the doors to the Sherman School of Excellence with a new staff of AUSL-trained teachers, National Board Certified Teachers, Golden Apple Fellows, and a highly qualified, energetic principal leader and administrative team, while still remaining a neighborhood public school. As part of the transformation process, AUSL introduced higher standards for students and educators, new curriculum, additional after school programs, and renovated facilities.

The last ten years have brought tremendous growth and positive change to the Sherman School of Excellence. Today, Sherman is a Level 1+ school, the district's highest SQRP score. These results have been primarily driven by strong gains in student achievement, particularly in math. Sherman math NWEA MAP growth for the 2016 school year was in the 99th percentile - the highest possible score - and 73% of Sherman students met their math growth target! For the first time, math attainment at Sherman is above the national average, and 56% of students are at or above grade level. The future looks even better--our second grade students are achieving higher math percentiles, preparing them for lifelong academic success.

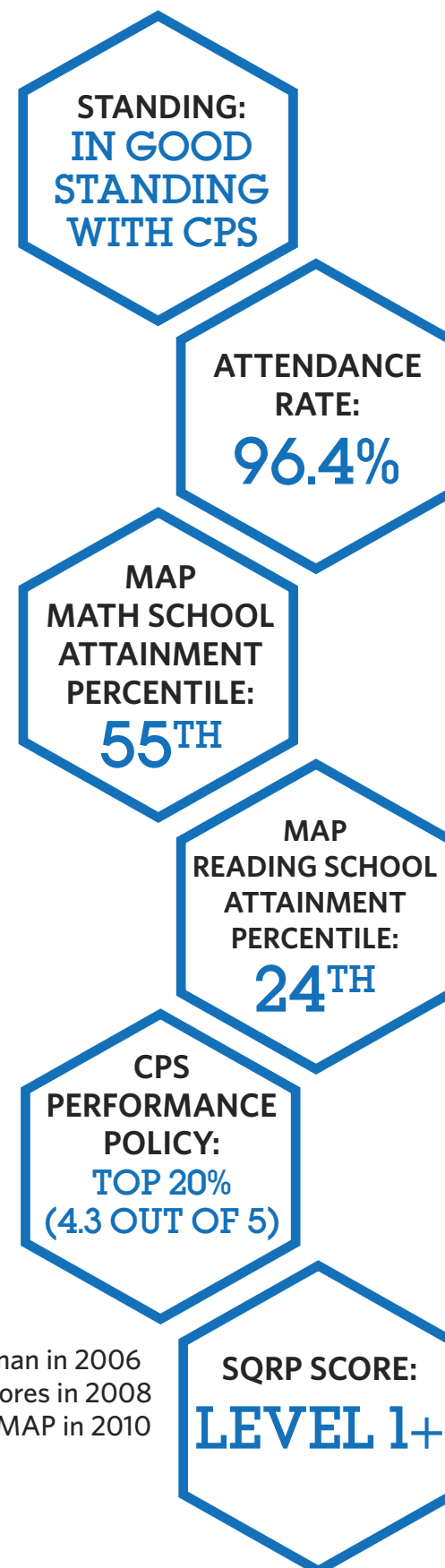


CASE STUDY: SHERMAN UNDER AUSL

PRIOR TO AUSL

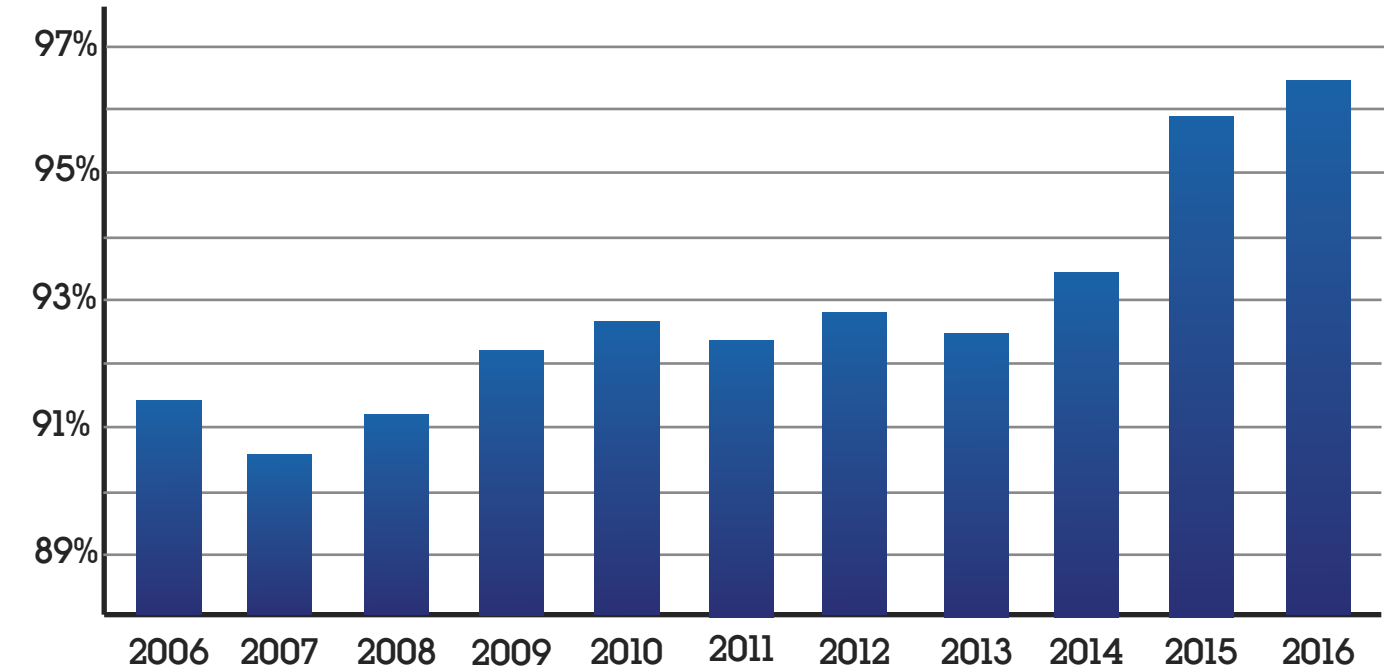


SCHOOL YEAR 2016 RESULTS



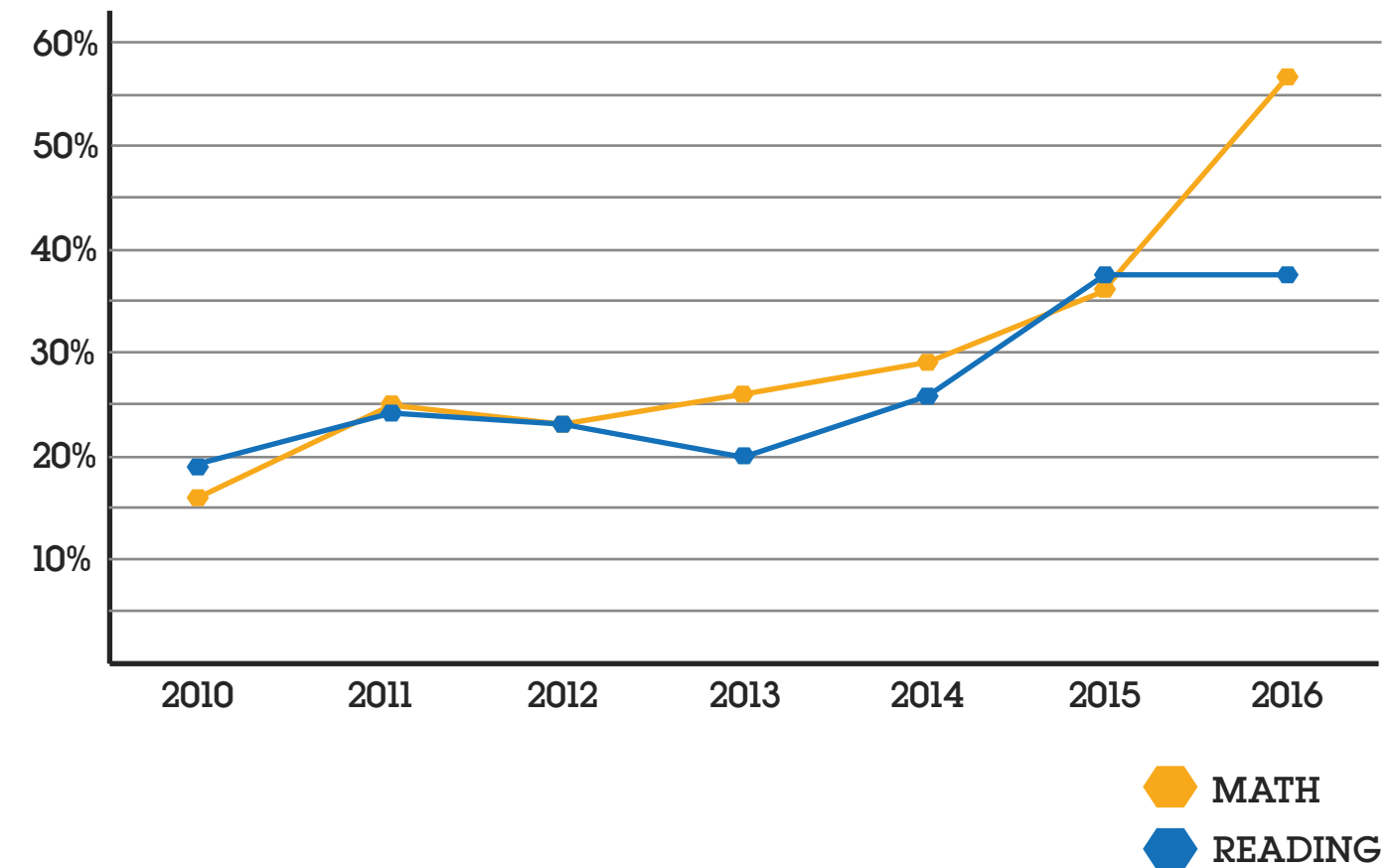
*AUSL began school management of Sherman in 2006
 **CPS implemented performance policy scores in 2008
 ***AUSL transitioned from ISAT to NWEA MAP in 2010

ATTENDANCE RATE, 2006-2016



NWEA MAP STUDENT ATTAINMENT, 2010-2016

PERCENT OF STUDENTS AT OR ABOVE GRADE LEVEL



A LOOK INSIDE SHERMAN

A CONVERSATION WITH MELLODIE BROWN,
PRINCIPAL AT SHERMAN SCHOOL OF EXCELLENCE



A LITTLE ABOUT MELLODIE.

Mellodie Brown is a passionate advocate for her students to receive the highest quality of education possible. Her mantra of "Every Child, College Bound!" is echoed in the halls of Sherman Elementary every single day. An educator since 1997, Mellodie became principal of the Sherman School of Excellence in 2011 after 4 years of being an AUSL Mentor Teacher. Under her leadership, Sherman Elementary has earned a Level 1+ SQRP rating. She is currently pursuing her Doctorate in Education at National Louis University.

WHAT IS THE MISSION AND VISION AT SHERMAN?

Sherman's mission is to provide a rigorous academic environment where students and staff celebrate diversity while cultivating life-long learners. We promote accountability and involvement among teachers and parents, while promoting high personal and academic standards among students. Our hope is to develop critical thinkers, productive citizens, and future leaders.

"The resources that AUSL provides are crucial to the success of the students we serve."

SHERMAN RECEIVED A LEVEL 1+ STATUS THIS SCHOOL YEAR!

WHAT WERE THE PIVOTAL MOMENTS OF TRANSFORMATION?

Most importantly, our instructional and school culture is consistent. The consistency has allowed our students to do school successfully because they know what to expect class to class, grade to grade. This team really sees the value in data-driven and differentiated instruction which allows them to provide the best educational supports for each child on an individual basis. The EngageAUSL curriculum has also given us a boost because it exposes our students to grade level content and pushes them to persevere through the material.

WHAT WERE THE KEY STRATEGIES FOR SUCCESS?

Small group instruction plays a major part in advancing our students to grade level. Using a matrix system, we tier our students based on academic level in three of our main instructional blocks (i.e. English, Math, and Intervention) and it has been enormously successful. Developing a phenomenal leadership team is also a crucial strategy for success. Identifying great teacher leaders that can have courageous conversations with their peers and motivate their students and colleagues is essential for developing a well-rounded leadership team.

"Annise Lewis (an AUSL Director of School Leadership) has been so helpful. She is always willing to brainstorm with me and be a thought partner in the work."

WHAT ARE THE ESSENTIAL SUPPORTS AUSL PROVIDES?

With AUSL, we have access to amazing curricular enhancements like VMath, LLI, and Common Core support coach books which have really given us a lift in increasing academic achievement. Beyond these supports, having access to AUSL's pipeline of highly effective teachers is crucial to achieving academic success.

IN YOUR TIME AT SHERMAN, WHAT IS THE BIGGEST CHANGE YOU HAVE SEEN WITH STUDENTS?

We worked really hard to change the mindset of our students and provide them with strategies and various methods to address conflict and social emotional issues. Our school counselor regularly implements relevant support groups for our students that has helped immensely with school culture and climate. Working with our school counselor to implement various support groups for our students has helped with the school culture and climate.

"Our instructional and school culture is consistent. The consistency has allowed

our students to do school successfully because they know what to expect class to class, grade to grade."

WHAT WOULD YOU SAY TO THE DONORS AND SUPPORTERS OF AUSL IF YOU HAD THE OPPORTUNITY?

The resources that support us are crucial to the success of the students we serve, especially in low-income neighborhoods who aren't normally exposed to resources that allow them to be a well-rounded individual.

"Thank you for all you do to support our schools!"



2016 PROGRAM HIGHLIGHTS



White House Talent Show

The North Lawndale Cluster schools Chalmers, Collins, Dvorak, Herzl, and Johnson performed at the White House and visited Washington, D.C. as part of the Turnaround Arts Program. The North Lawndale Cluster is graciously supported by the Crown Family Philanthropies, whose guidance and contributions have paved the way for the cluster model.

Seven Years of Arts Festivals

AUSL hosted the 7th annual AUSL Festival of the Arts, which included musical performances, poetry, school choirs, and more.

The BMO Harris South Side Cluster

To build a thriving Phillips Academy, AUSL created our second cluster of schools, the BMO Harris South Side Cluster. The Cluster designates Phillips as the destination high school for 7 surrounding elementary schools: Sherman, Dewey, Carter, Dulles, Deneen, Harvard, and Stagg. This initiative would not be possible without the sponsorship of BMO Harris Bank, who provides arts, athletics, and social-emotional programs which drive collaboration between our schools.



Battle of the Choirs

AUSL hosted the 1st annual Battle of the Choirs at Collins Academy, where 9 schools competed in both elementary and high school categories. Fuller School of Excellence and Solorio Academy emerged victorious.

Artists Champion AUSL Schools

Turnaround Artists Josh Groban, Irvin Mayfield, Kerry James Marshall, and Keb' Mo' visited and performed for AUSL schools.

Science Fair Grows

175 students from 30 schools competed in the 5th Annual AUSL STEAM (Science, Technology, Engineering, Art as Design, and Mathematics) Fair.



Expansion of Individual Support Programs

The SGA Social Work Intern and City Year programs both expanded to the South Side Cluster, which include individual coaching for students, as well as therapy and crisis intervention across 8 schools.

State of Illinois 4A Football Champions

Phillips Academy High School became the city of Chicago's first public school to win a state football championship!



CHICAGO TEACHER RESIDENCY



AUSL believes quality teachers are key to accelerating student impact. AUSL works to develop highly effective teachers for challenging urban environments through our Chicago Teacher Residency (CTR) program, an innovative model for transforming schools predicated on developing a world-class pipeline of human capital talent. The CTR is a yearlong program in which residents train under the guidance of mentor teachers in AUSL classrooms and obtain a master's degree in teaching through coursework at National Louis or DePaul University. To date, the CTR program has graduated over 950 residents. With 70% of our CTR graduates in the past five years working in education, we know that we are creating a sustainable, effective program to meet the demand of high-quality teaching in what were Chicago's lowest performing schools.

"I wanted to serve my community and make a difference in the lives of children. AUSL helped me reach my goal." - Marla Reid



A CONVERSATION WITH MARLA REID, CLASS OF 2016

Born and raised in Chicago, CTR Alumna Marla Reid knew she wanted to make a difference in her community. Her path to becoming a teacher began after owning and operating a daycare and later becoming a substitute teacher in the Chicago Public School district. After two long-term placements in Diverse Learner classrooms, Marla realized she wanted to maximize her impact as an educator and enrolled in the Chicago Teacher Residency. After successfully completing her residency in 2016, Marla now teaches at Harvard School of Excellence in the Greater Grand Crossing neighborhood.



WHY DID YOU CHOOSE THE CTR?

The CTR offered hands-on teaching experience while attending classes at DePaul University. No other program I researched could offer that. That was the "it" factor I needed to enroll. The CTR allowed me to receive my training in AUSL network schools and allowed me to pursue the field I'm so passionate about, special education and diverse learning.

HOW DID THE CTR TRAINING UNIQUELY PREPARE YOU FOR YOUR OWN CLASSROOM?

The CTR trained me to think critically and taught me the importance of differentiated learning. Every student is different and there is no one size fits all teaching method. The CTR gave me the experience I needed to gain skills, knowledge, and confidence to succeed. Observing my mentor teacher in action and teaching alongside her was so beneficial to my teaching practice. I learned that small interactions can make a big impact like addressing each student by name as they walk through the door. Those daily, meaningful interactions really set the tone for the climate and culture of my classroom.

WHAT SURPRISED YOU THE MOST ABOUT YOUR EXPERIENCE IN THE CTR?

I was surprised by how important the support of my co-residents was to my success, especially as it relates to the DePaul coursework. The structure of the program created a sense of community that fostered both individual and collective growth. Even after the CTR program ended, the power of my CTR network helps me everyday.

WOULD YOU RECOMMEND THE CTR TO YOUR PEERS?

I would definitely recommend the CTR to my peers. In my opinion, I don't think anything else compares to getting on-the-job training alongside an effective mentor teacher and a new professional network.

INSTRUCTIONAL SUPPORTS

AUSL instructional supports are led by the Teaching & Learning department, an experienced team of educators who direct the growth and instructional capacity of our residents, mentors, and teachers by designing and delivering network-wide professional development.

2016 instructional support enhancements include:

EngageAUSL

AUSL implemented a new Common Core-aligned curriculum, EngageAUSL, across all 26 of our elementary schools. To implement and support the resource, AUSL hosted a robust schedule of professional development services, created new assessment systems, and developed in-depth guides for educators. Over the last year, we have trained over 1,000 educators, including our teachers, resident teachers, principals, and administrators on the resource.

Next Generation Science Standards

In addition to aligning our network to the Common Core through EngageAUSL, we also transitioned to the Next Generation Science Standards. These standards are designed to create active learning environments in our science classrooms using the Model-Based Inquiry instructional strategy. This approach engages students by explaining real world phenomena, developing their understanding of science and engineering practices, as well as critical thinking skills.

Professional Learning Teachers

Alongside the launch of EngageAUSL, our network began a new program of developing veteran teachers into leaders at their school to guide implementation of the resource and deepen teachers' content knowledge school-wide. These teachers, known as Professional Learning Teachers, serve on the Instructional Leadership Team at their school, and with their principal and coaches, design their school's professional development transition to EngageAUSL.



She [my teacher] always tells me to do my best and believes that I can do anything."

— Herzl School of Excellence Student

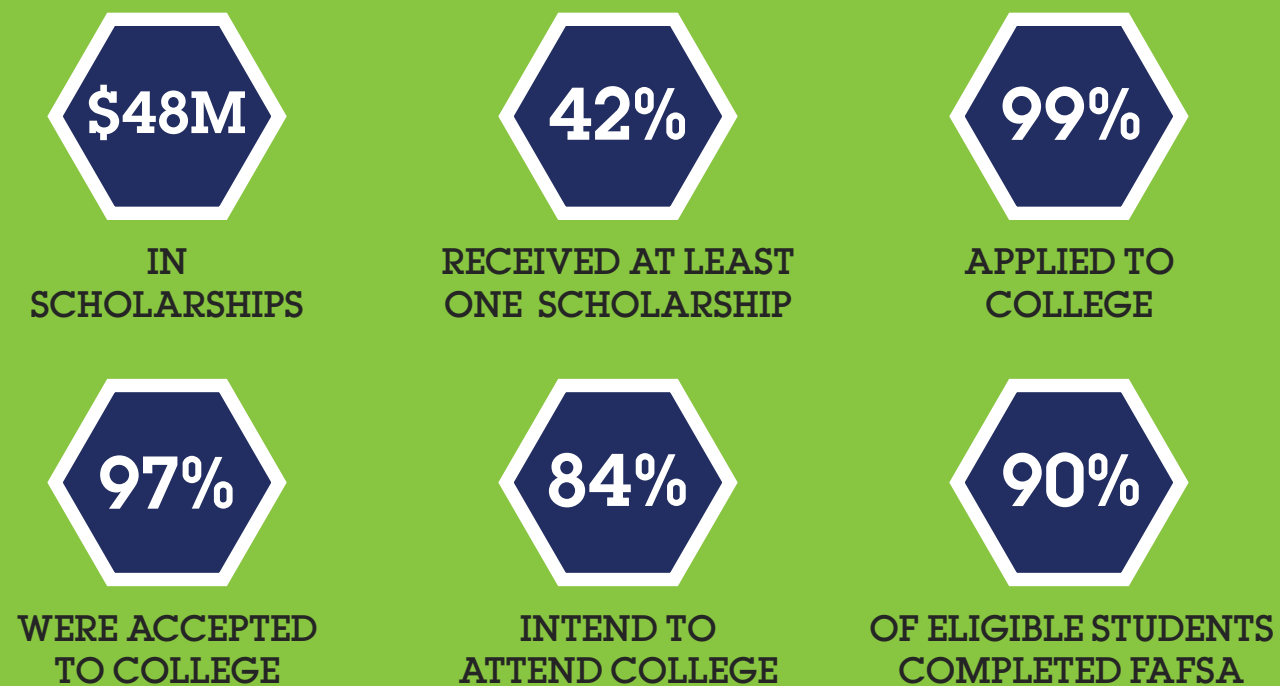
COLLEGE-GOING CULTURE

AUSL places a strong focus on the importance of post-secondary access. AUSL students are encouraged to develop strong, college-ready habits as early as kindergarten, as the road to college begins the moment a student steps in an AUSL school. Some strategies used to promote college-going include college-style seminars and campus trips. AUSL continues these services into high school, as we assist students with enrollment, applications, scholarships, and FAFSA forms. Our network has demonstrated a great deal of impact from this work, including improvements in college acceptances, college enrollment, and scholarship dollars awarded.

Success Project

A significant contributor to the progress of our high schools has been the implementation of the University of Chicago's 6to16 Success Project. This college readiness program focuses on educating students at a young age on college options to help them plan for their futures. The partnership has reshaped the way our middle school students think about high school, and as a result, more of our 8th graders apply to schools that are the best fit for them, which include selective enrollment and IB high schools. In addition, our high schools also benefit from these program outcomes, and are enhancing their college-going cultures, as well as creating opportunities for student exposure to college.

GRADUATING CLASS OF 2016



"I will always be grateful to Solorio for pushing me to be the best version of myself and for the opportunities it brought. The amazing staff goes above and beyond to get to know their students and truly believes in them. This was what gave me the confidence to step out of my comfort zone and prepared me so that I could get two scholarships to cover my tuition for a four year university...."



"...The best part about Solorio is that it isn't only a place to explore new ideas, but it's a place that many, including myself, call home."

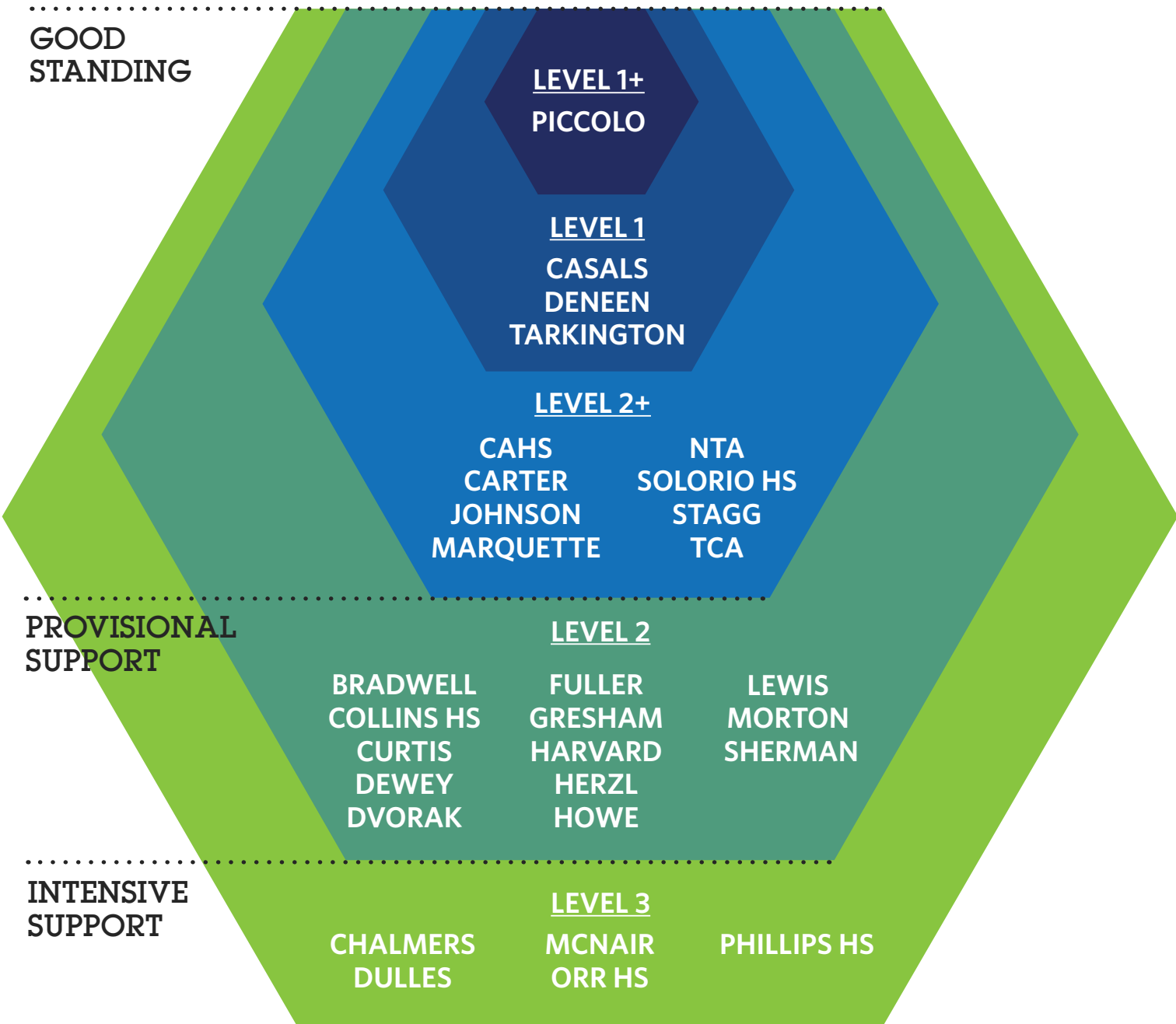
-Vanessa, Solorio class of 2016, Posse Scholar, Wentcher scholarship recipient, Denison University class of 2020.

AUSL'S SQRP SCORES

Three years ago, CPS initiated the School Quality Rating Policy (SQRP), which places schools into one of five rating scales (from highest to lowest: 1+, 1, 2+, 2, 3) to gauge the overall effectiveness of a school. SQRP is based on multiple measures of school results, including standardized assessment scores and attendance rates. Level 2+ is the current threshold to be considered in “good standing” with CPS.

The charts below demonstrate the improvement our network has made under SQRP since CPS implemented the policy in School Year 2014.

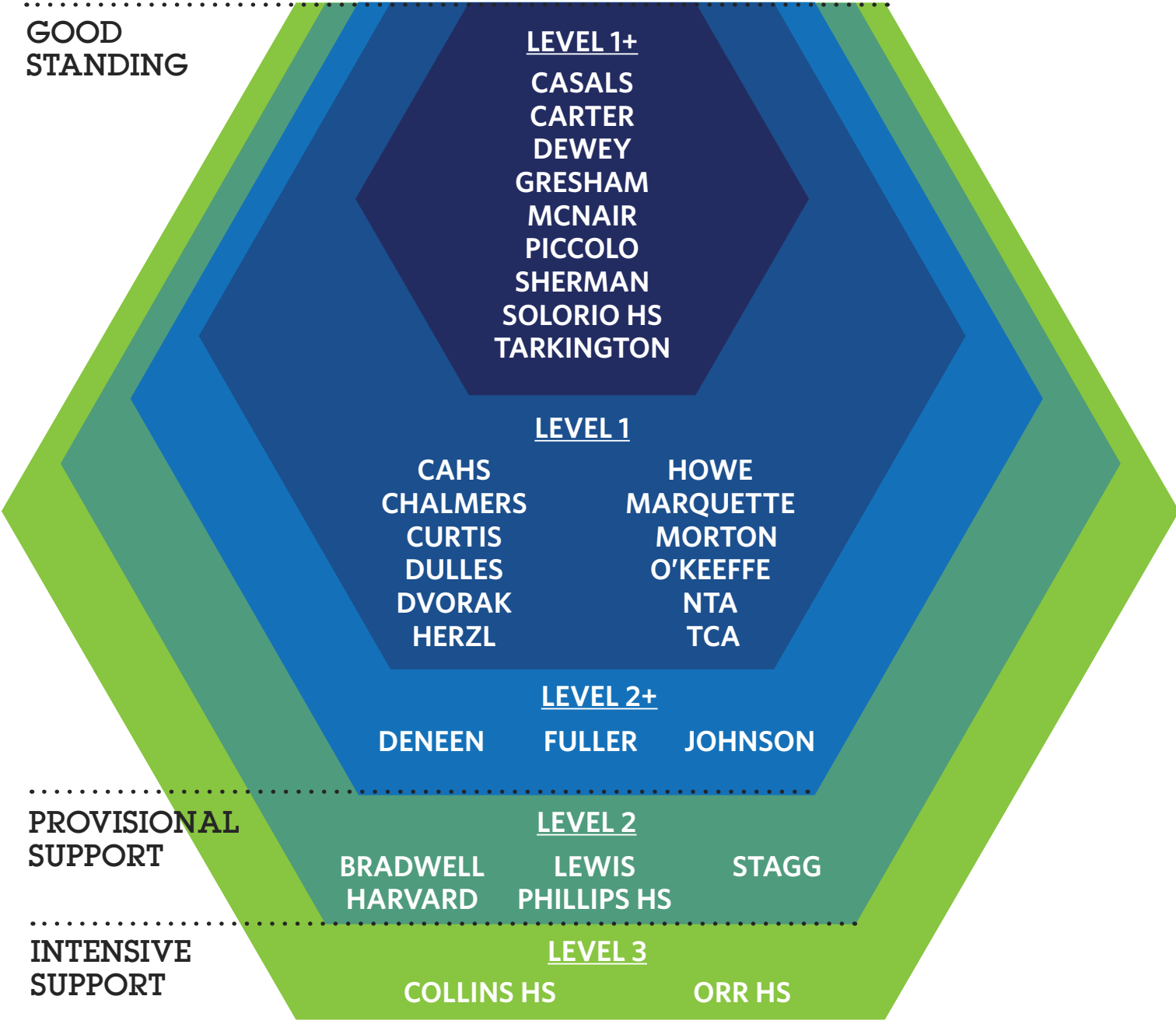
SCHOOL YEAR 2014 SCORES:



77% OF AUSL SCHOOLS (24 OUT OF 31) SCORED INTO “GOOD STANDING” WITH CPS

68% (21 OUT OF 31) ARE NOW AT LEVEL 1 OR LEVEL 1+

SCHOOL YEAR 2016 SCORES:



ELEMENTARY SCHOOL PERFORMANCE

KEY:



AUSL



CPS

STUDENT COMPARISON

32%

MOBILITY
RATE

19%

89.9%

QUALIFY FOR FREE
& REDUCED LUNCH

79.2%

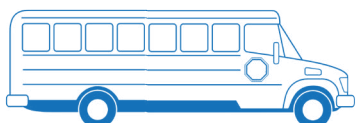
14,640

NUMBER OF
STUDENTS

281,118

ATTENDANCE RATE

2015

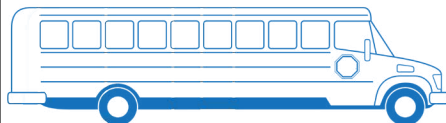


94.7%



95.1%

2016

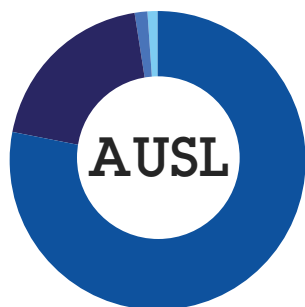


95.6%

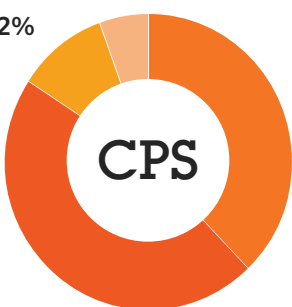


95.5%

STUDENT DEMOGRAPHICS



AFRICAN AMERICAN: 78.2%
HISPANIC: 19.3%
WHITE: 1.4%
OTHER: 1.1%

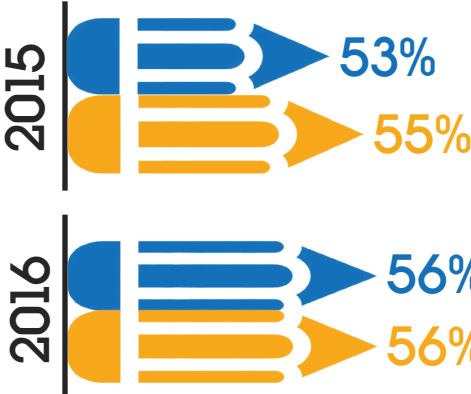


AFRICAN AMERICAN: 37.8%
HISPANIC: 46.6%
WHITE: 10.2%
OTHER: 5.4%

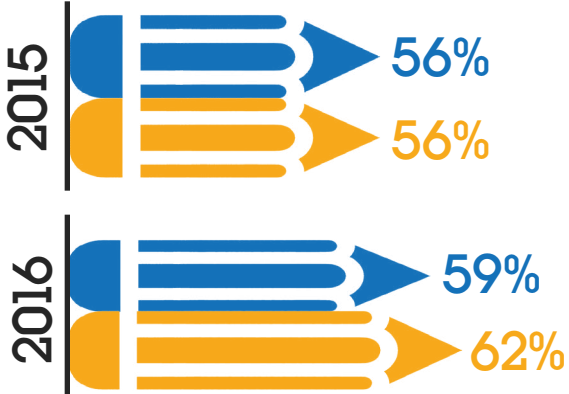
*School year 2016 data

MAP GROWTH (PERCENT MEETING GROWTH TARGETS, GRADES 3-8)

MATH

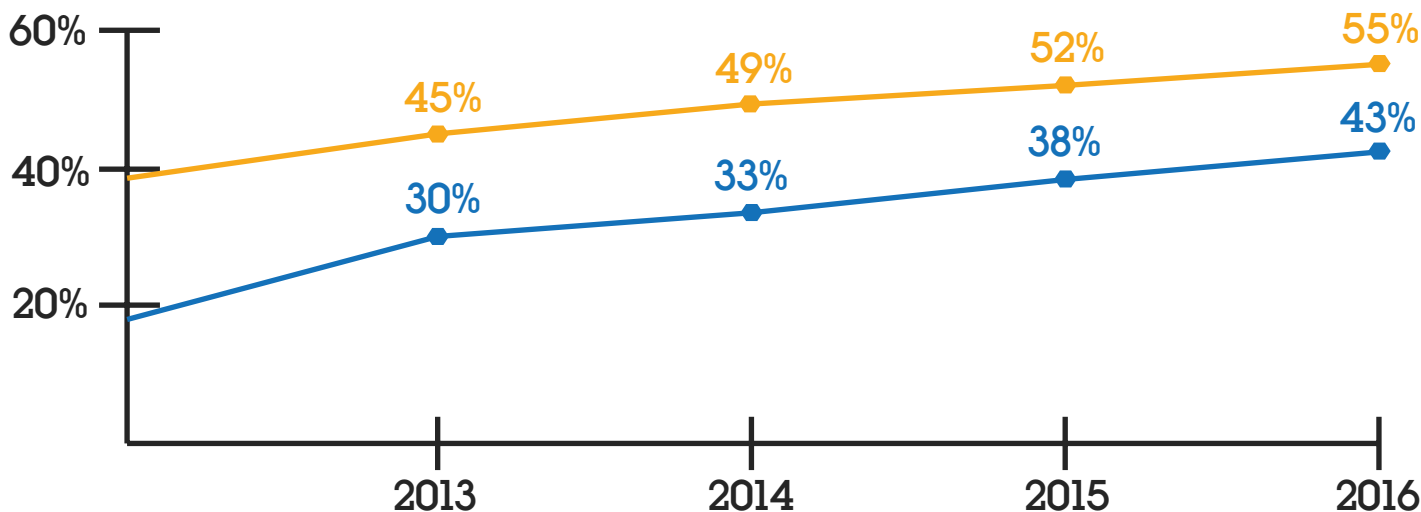


READING

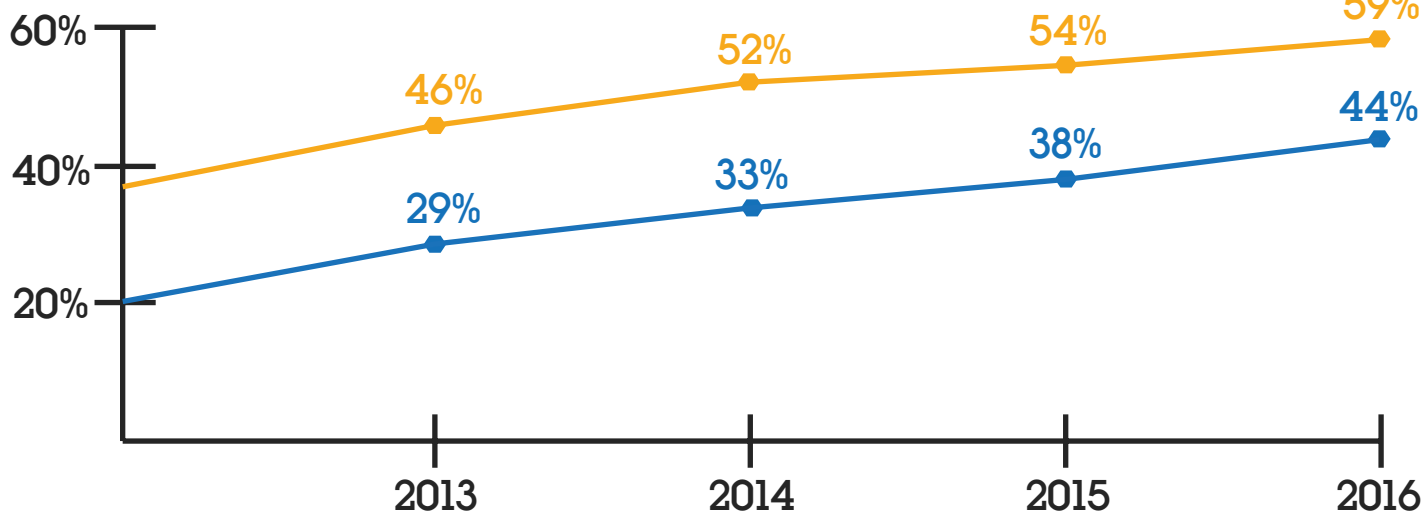


MAP ATTAINMENT (PERCENT AT OR ABOVE GRADE LEVEL, GRADES 2-8)

MATH



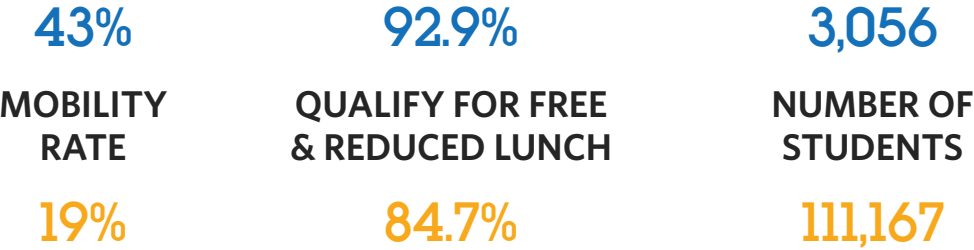
READING



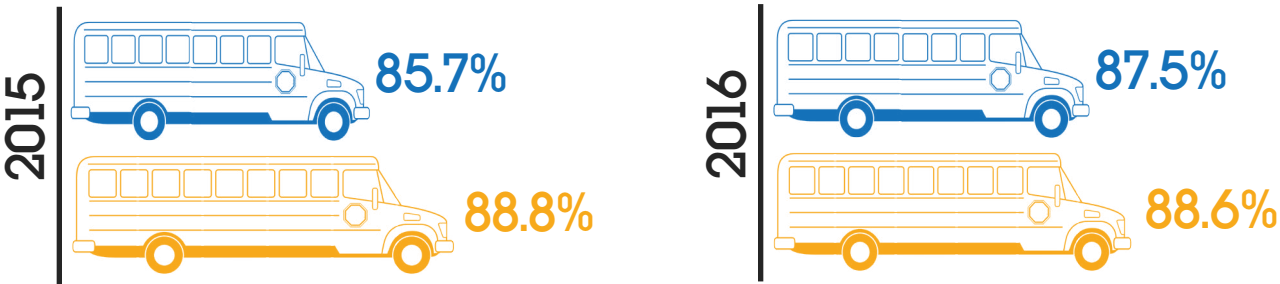
HIGH SCHOOL PERFORMANCE



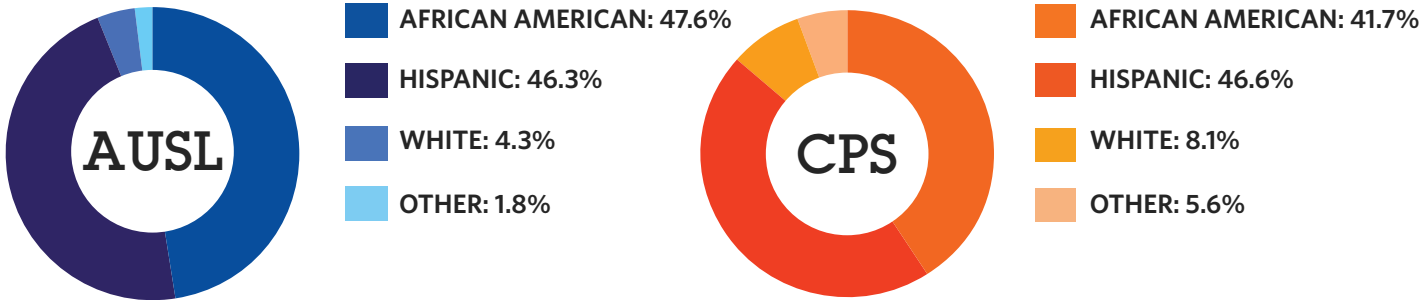
STUDENT COMPARISON



ATTENDANCE RATE



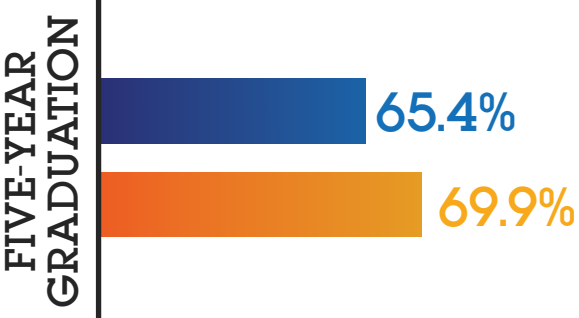
STUDENT DEMOGRAPHICS



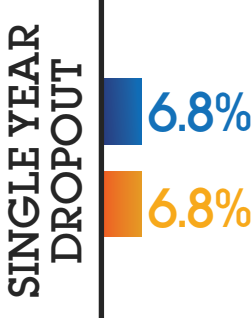
ACT COMPOSITE SCORES



GRADUATION RATES



DROPOUT RATES



AUSL INSTITUTE

Since launching in 2011, AUSL Institute has served over 40 organizations across the nation and worldwide with our comprehensive consultancy services. Our expertise is partnering with low-achieving schools and districts to set them on a path to educational excellence and transform outcomes for the students they serve.

AUSL partners with clients to offer training, support, and tools to improve school culture, student academic performance, and teacher training. In collaboration with our clients, we guide them in developing the capacity to bring these practices in house through our robust set of tools.

Special thanks to the Satter Foundation, whose continuous funding has allowed the AUSL Institute to grow into a program that has reached organizations that serve over 250,000 students.

166
INSTITUTE
PARTICIPANTS
SERVED IN
2015-2016

614
TOTAL INSTITUTE
PARTICIPANTS
SERVED FROM
2011-2016

98%
OF PARTICIPANTS AGREED OR
STRONGLY AGREED THAT THEY
WILL BE ABLE TO IMPLEMENT
IDEAS LEARNED FROM INSTITUTE
IN THEIR OWN WORK

WHAT WAS THE MOST VALUABLE ASPECT OF INSTITUTE FOR YOU?

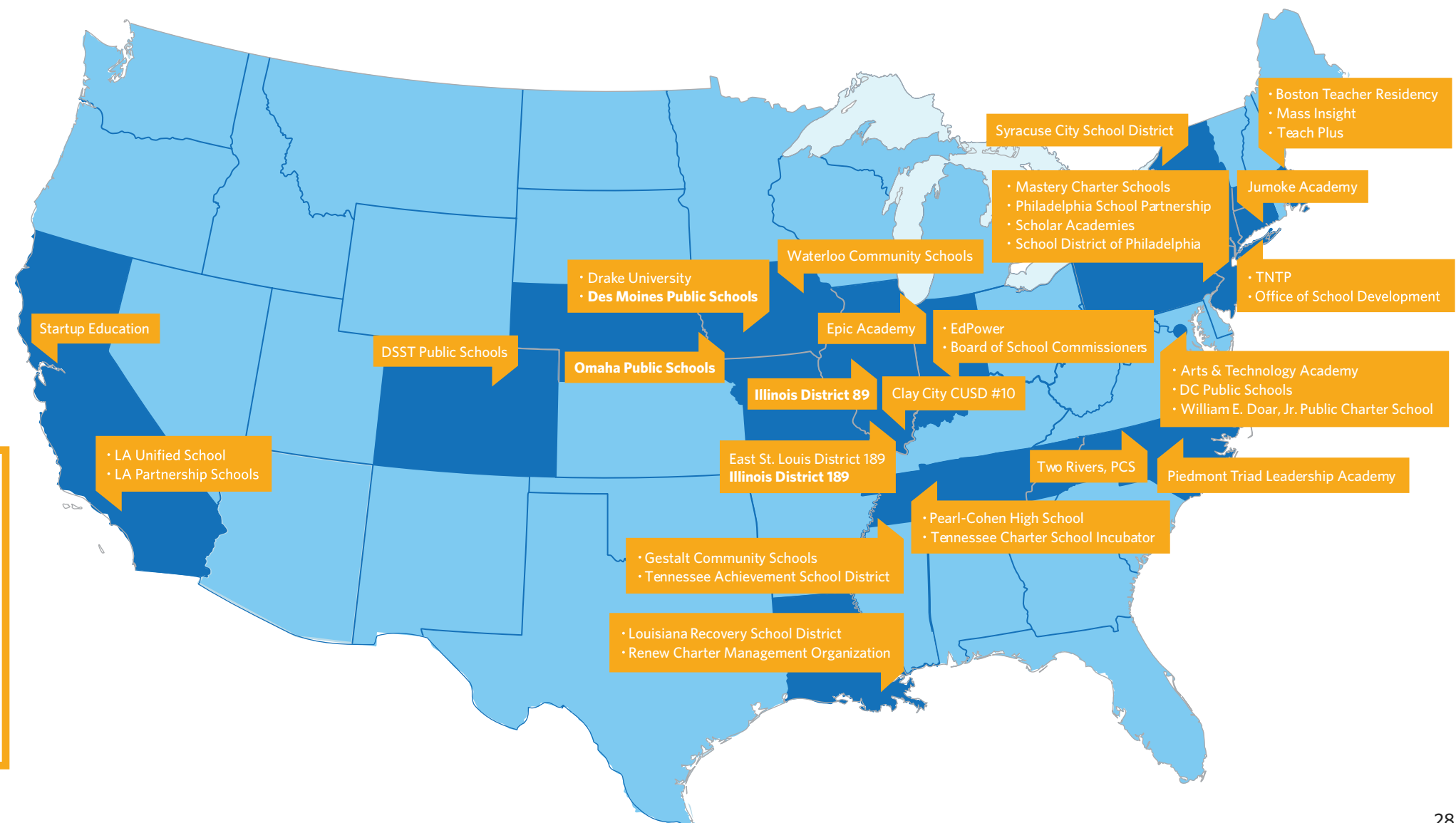
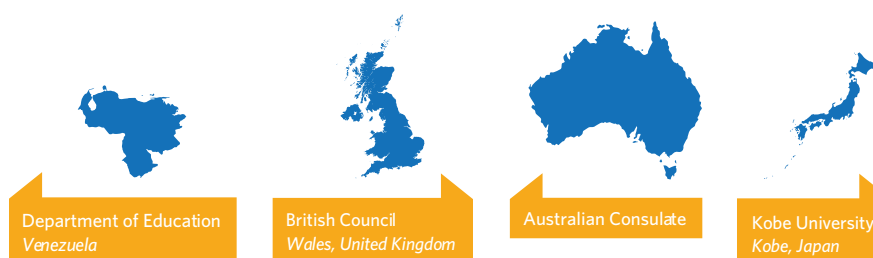
"I learned so much in three days - all being extremely beneficial. Specifically, I enjoyed observing AUSL's classrooms and interacting with their students."

"Hearing about the successes of AUSL's instructional techniques, gathering ideas for changes our schools can implement, and providing time to put together a plan to make those changes."

CLIENTS SERVED IN SCHOOL YEAR 2016:

- Des Moines Public Schools
- Omaha Public Schools
- Illinois District 89 (Maywood)
- Illinois District 189 (East St. Louis)

INTERNATIONAL



FAMILY FEEDBACK SURVEY

AUSL recognizes the value and importance of the views from the families we serve. In the spirit of continuous improvement and to better understand the student and family experience in AUSL schools, we ask parents and guardians to participate in our annual survey.

BASED ON 4,500 SURVEYS, WE FOUND:

98%

ARE SATISFIED OR
HIGHLY SATISFIED
WITH THEIR CHILD'S
SCHOOL

96%

WOULD STRONGLY
RECOMMEND THEIR
CHILD'S SCHOOL TO
OTHERS

92%

BELIEVE THAT THE
CHANGES MADE BY
AUSL HAVE MADE
THEIR COMMUNITY
A BETTER PLACE

97%

AGREE OR STRONGLY
AGREE THAT THEIR
CHILD'S TEACHER
WANTS THEIR CHILD
TO SUCCEED

95%

AGREE OR STRONGLY
AGREE THAT THEIR
CHILD'S TEACHER
PROVIDES EXTRA HELP

97%

AGREE OR STRONGLY
AGREE THAT THEIR
CHILD'S SCHOOL IS
SAFE, CLEAN, AND
ORDERLY



"I love Piccolo because we have a wonderful, compassionate, and caring staff that cares about our students' education and their achievement."

**-Erika Lane,
Parent,
Piccolo School
of Excellence**



PUBLIC-PRIVATE PARTNERSHIP

AUSL’s public-private partnership with Chicago Public Schools demonstrates an innovative model for urban education reform that is proving effective in revitalizing low-performing schools.

Longitudinal studies of children growing up in high-needs areas, like the neighborhoods AUSL schools are located, consistently reveal that these students are at a high risk of educational underachievement as early as first grade. AUSL raises substantial funding from foundations, corporations, government agencies, and committed individuals to provide our students with extra support structures above and beyond the resources CPS provides for general school operating budgets. These services range from teacher coaches to afterschool programming and everything in between.

Chicago Mayor Rahm Emanuel has described the AUSL model as a “good return on taxpayer investment,” going on to say that “with AUSL, I get every dollar back.”

FISCAL YEAR 2016 EXPENSES	
CHICAGO TEACHER RESIDENCY	\$6,677,503
NETWORK SCHOOLS	\$6,505,603
NETWORK EDUCATIONAL SERVICES*	\$2,960,976
ADMINISTRATION AND FINANCIAL DEVELOPMENT	\$1,919,188
NETWORK CURRICULAR ENHANCEMENTS	\$690,433
TOTAL	\$18,753,703
*Includes coaching, professional learning, performance management, and advisory services	

PARTNERSHIPS

AUSL recognizes that developing and learning do not - and should not - begin and end when children walk through the doors of the school. In addition to forming strong relationships with parents and community members, AUSL establishes partnerships with many community-based organizations and local agencies that provide vital in-school and out-of-school services to our students. From tutoring to fine arts programming, AUSL's partners offer our students an incredible range of life experiences.

PROGRAM PARTNERS



COMMUNITY PARTNERS



DONORS

THANK YOU TO OUR GENEROUS DONORS FOR SUPPORTING AUSL WITH THE FOLLOWING GIFTS IN FISCAL YEAR 2016

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