

What is Aspire University?

Aspire University was at first ...

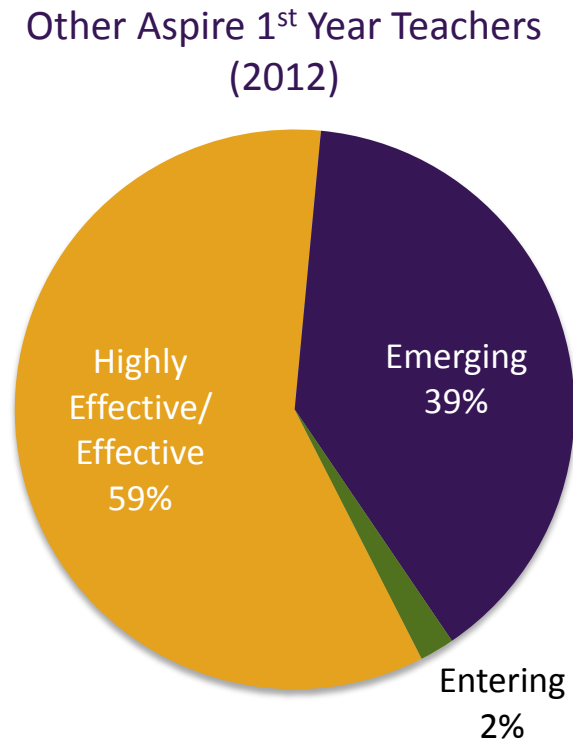
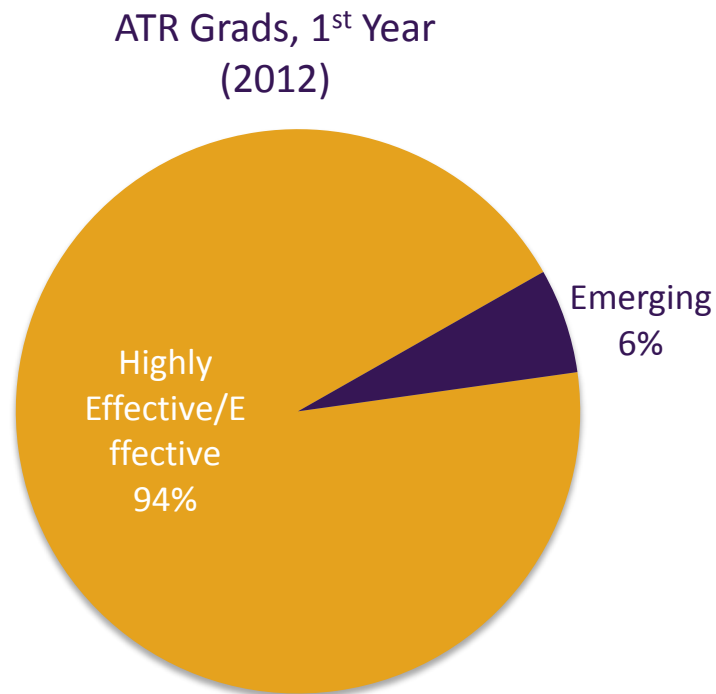
Our answer to Aspire Principals' requests
for better first year teachers

EIGHT YEARS AGO WE SET OUT TO ACCOMPLISH THREE GOALS WITH WHAT BECAME ASPIRE U

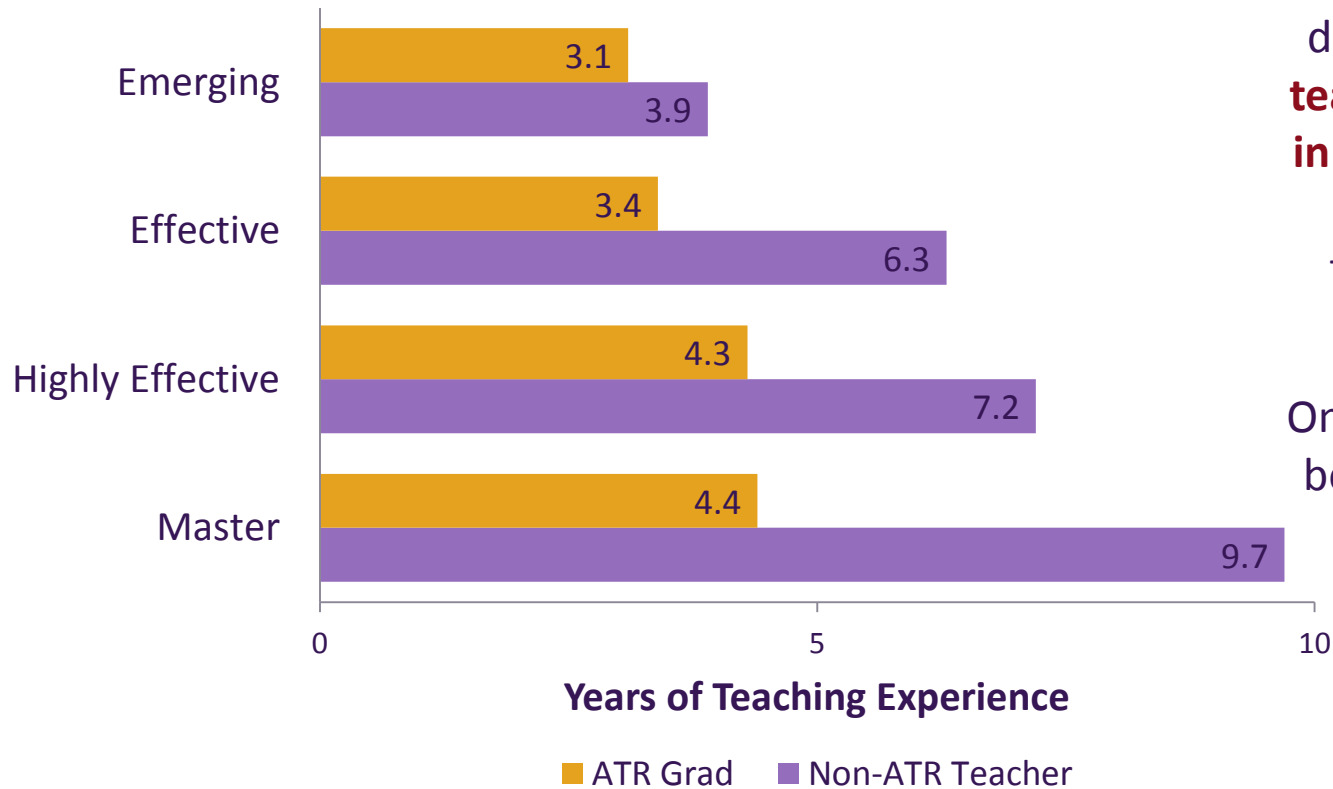
1. Create a pipeline of more effective teachers & principals ready to help students achieve in their first year as teachers
2. Increase our teacher & principal retention rates (banking on the research that says that when teachers feel effective they stay)
3. Recruit and train teachers & principals who more closely mirror the demographics of our students

ATR GRADUATES ARE MORE EFFECTIVE FIRST-YEAR TEACHERS

Performance based on the Aspire Teacher Effectiveness Framework indicates that graduates of the Aspire Teacher Residency are more effective first-year teachers than their non-Residency counterparts.



ATR GRADUATES BECOME MORE EFFECTIVE, FASTER



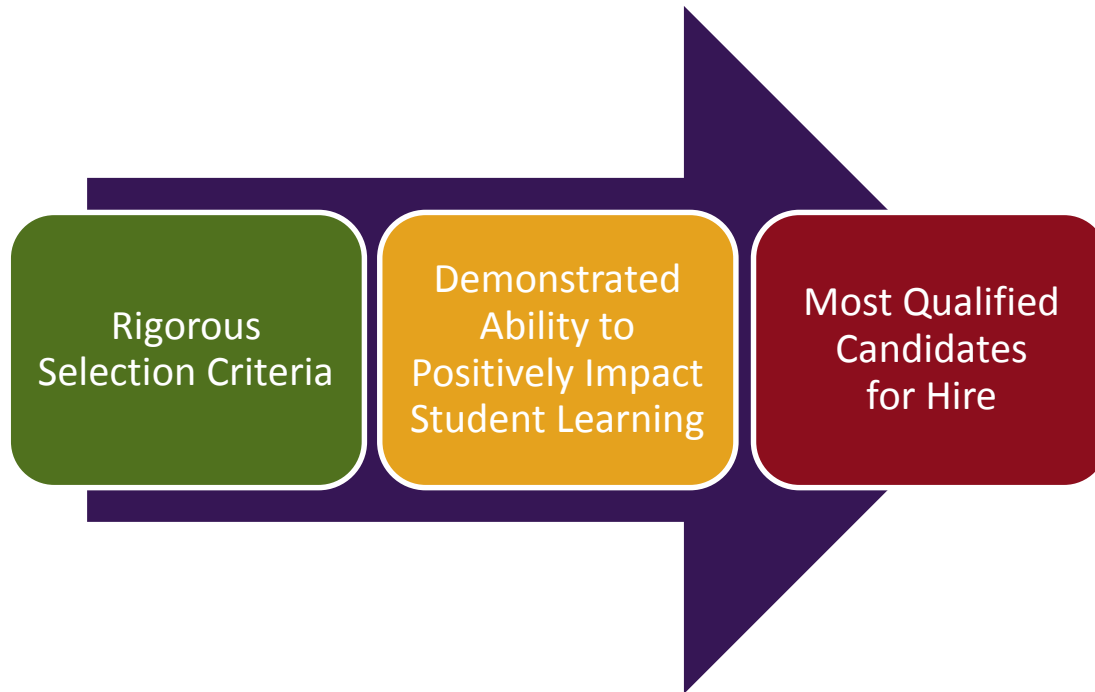
On average, ATR graduates demonstrate **greater teaching effectiveness in their first five years** in the classroom than non-Resident teachers

On average, ATR graduates become Master Teachers more than **2x FASTER** than non-ATR prepared teachers

*Performance based on the Aspire Teacher Effectiveness Framework

ATR GRADUATES & HIRES ONLY THE STRONGEST CANDIDATES

Only residents who demonstrate the ability to positively impact student learning and achievement graduate from the ATR. The program is designed to maximize teacher effectiveness, and does not guarantee employment.



ATR GRADUATES & HIRES ONLY THE STRONGEST CANDIDATES

88%

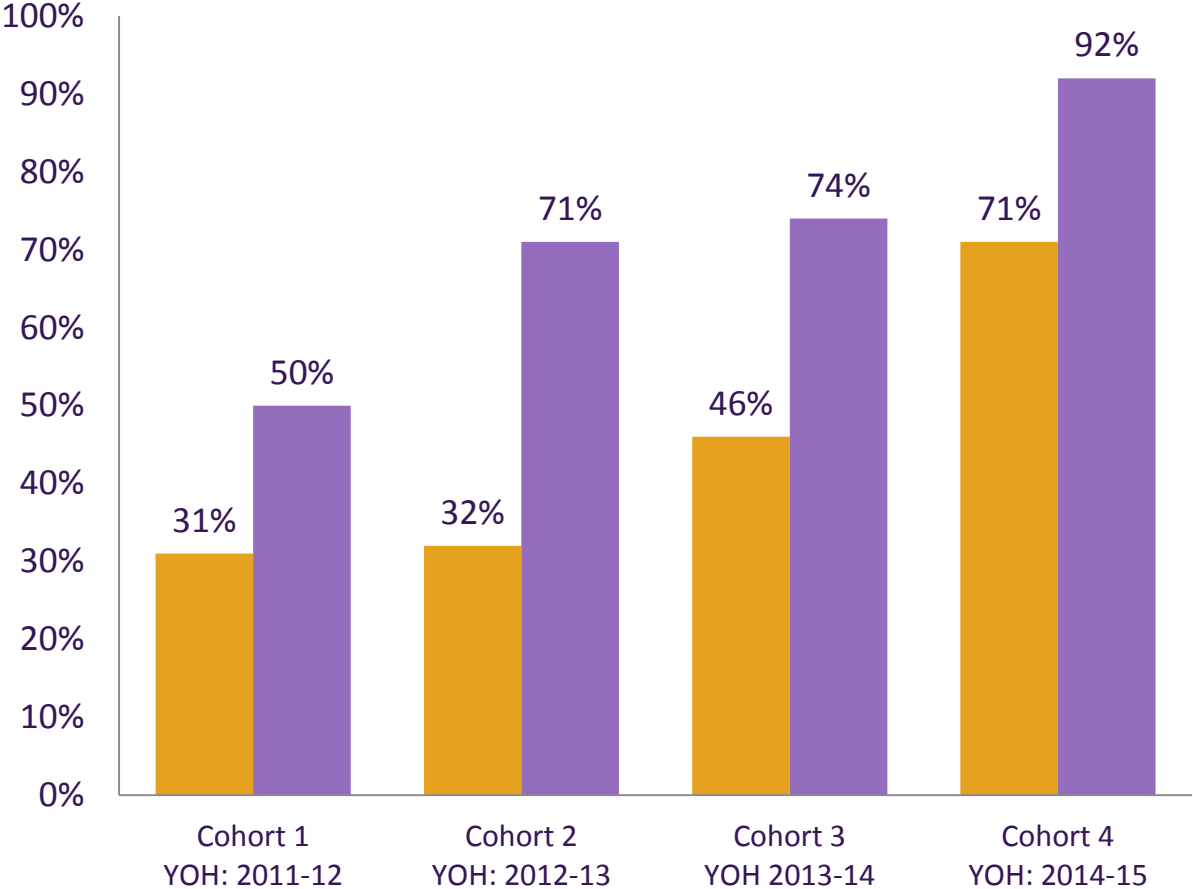
of enrolled
Residents
completed
the ATR

94%

of Residents
who completed
the ATR were
hired by Aspire

* Data from ATR Cohorts 1-5 (2010-2015). Cohort 6 data forthcoming.

ATR GRADUATES STAY AT ASPIRE



Residency graduates are retained at higher rates than their non-Residency counterparts.

■ Non-Resident Retention
■ Resident Retention

* Cohort 5 data forthcoming

A DIVERSE TEACHING FORCE MATTERS

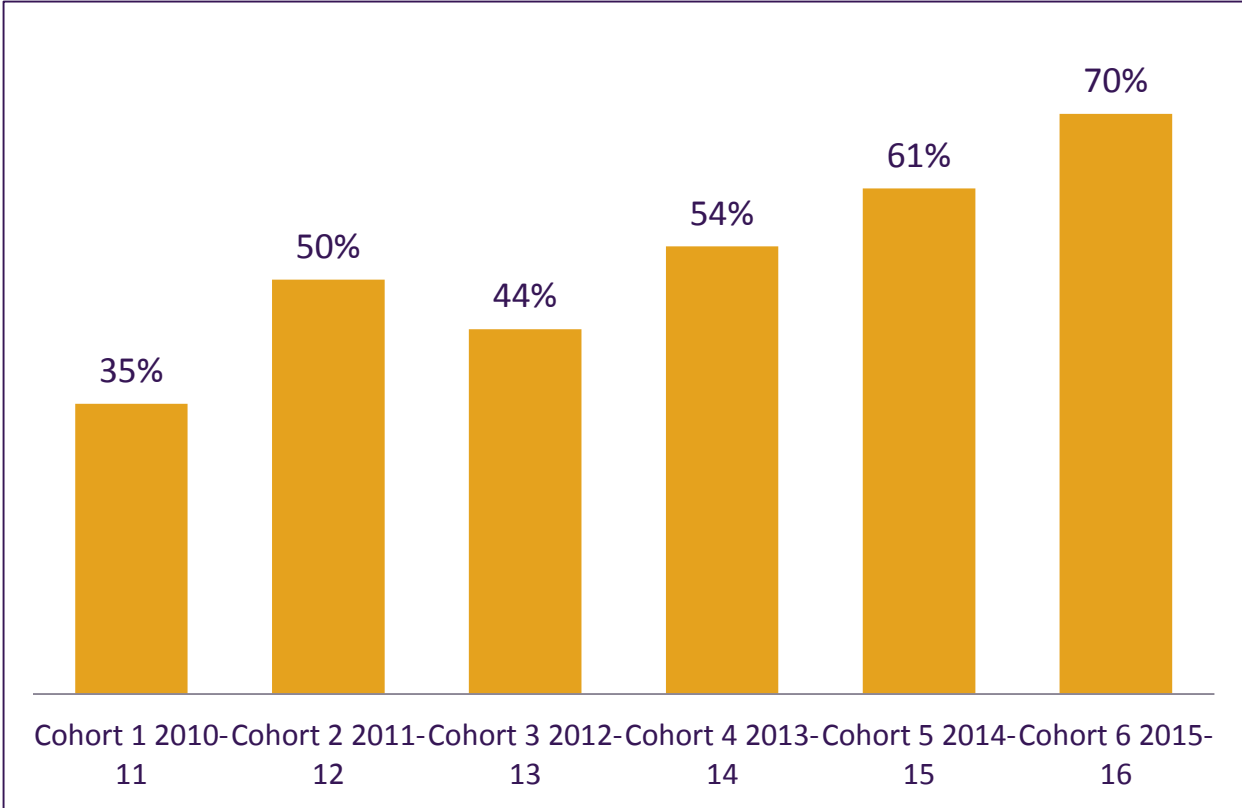
Studies indicate that “students of color accrue academic benefits when taught by a same-race teacher or when exposed to a teaching force (at the school or district level) that is racially/ethnically representative of the student population.”

- Villegas & Irvine, 2010



ATR RECRUITS & PREPARES DIVERSE TEACHERS

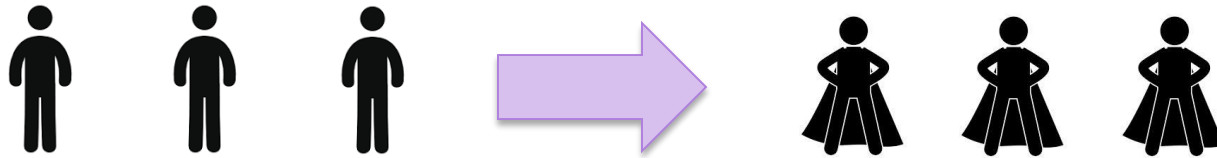
Percentage of Non-White Aspire Teacher Residents by Cohort



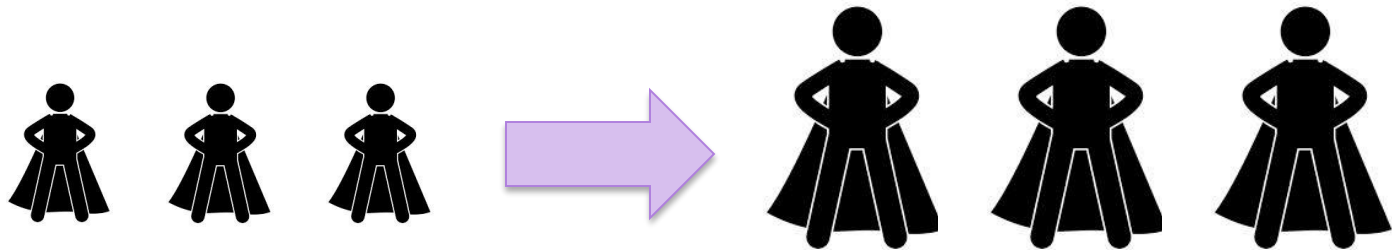
* Does not include Residents who did not report their race/ethnicity

AU IS BUILDING THE TALENT PIPELINE AT TWO CRITICAL POINTS

1. Preparing new teachers and leaders exceptionally well



2. Elevating the best teachers and leaders



FINANCIAL SUSTAINABILITY WITH FIVE YEAR PHILANTHROPIC BRIDGE



During the BRIDGE years we must raise philanthropy to:

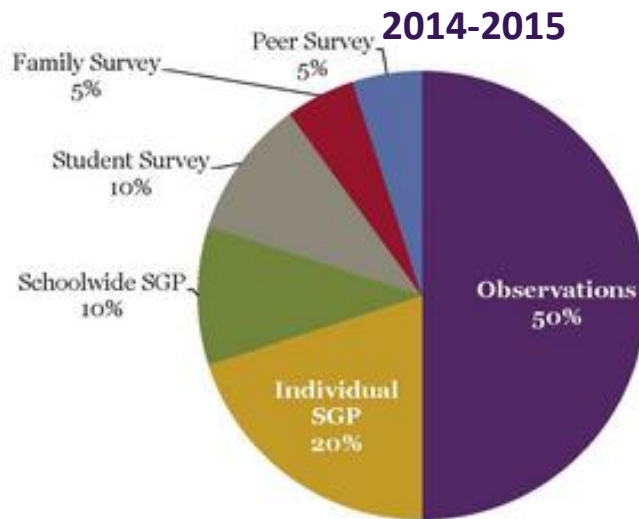
- Secure accreditation
- Grow ATR cohort size from 50 residents in 2015-16 to 120 residents
- Perfect the ATR model: explore, test, and deepen our understanding of key success factors

Once accredited, Aspire U is financially sustainable with almost no philanthropic investment

APPENDIX

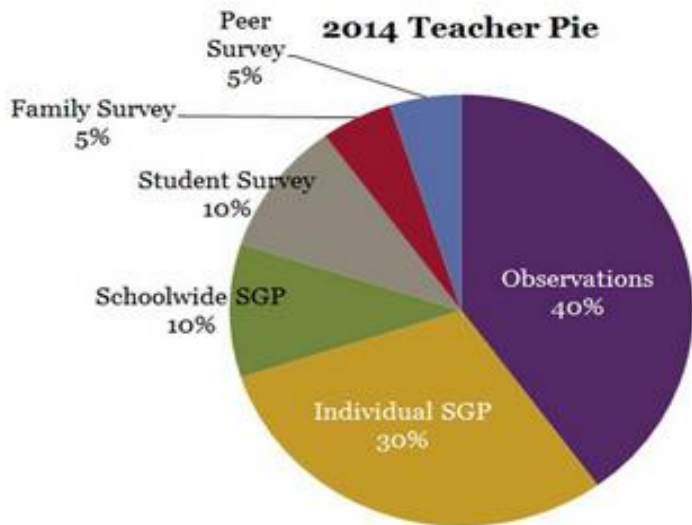
TEACHER EFFECTIVENESS IS MEASURED ON MULTIPLE VARIABLES

2014-2015



2013-2014

2014 Teacher Pie



2012-2013

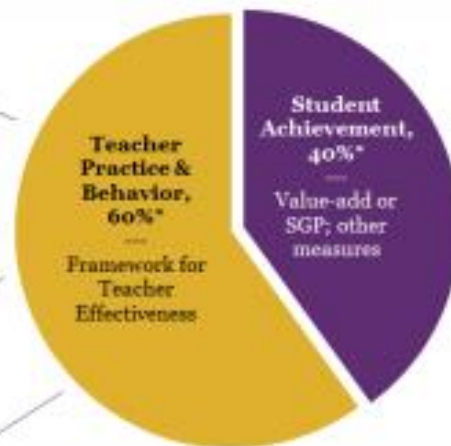
Evidence

Principal Classroom Observation 40%

Peer Feedback 5%

Student Survey 10%

Parent Survey 5%



Evidence

Individual SGP 30%

School-wide SGP 10%

