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***Management and Residency
Agreements`***

May 26, 2021



Overview

AUSL is a non-profit school management organization supporting a network of 31 schools and operating a teacher training program called the Chicago Teacher Residency. CPS began to partner with AUSL in 2006 to implement a model of whole school transformation and teacher training.

The district is proposing a phased transition that would place AUSL schools back into CPS geographic networks over the course of three years.



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AUSL Residency Program

Management Transition



Gradual Transition Process for All AUSL Schools

Gradual Transition Process for All AUSL Schools	Gradual Transition Process for All AUSL Schools
3 years (SY22, SY23, SY24)	3 years (SY22, SY23, SY24)
SY22-16 schools, SY23-9 schools, SY24-6 schools <u>Major Factors:</u> school accountability status, principal contracting authority, geographic location, existing AUSL programming, and stakeholder feedback	SY22-16 schools, SY23-9 schools, SY24-6 schools <u>Major Factors:</u> school accountability status, principal contracting authority, geographic location, existing AUSL programming, and stakeholder feedback
Continue to receive services and oversight by AUSL	Continue to receive services and oversight by AUSL
CPS will sustain, replace, or modify AUSL services at each of the transitioned schools (determined on a case-by-case basis considering school need and stakeholder input)	CPS will sustain, replace, or modify AUSL services at each of the transitioned schools (determined on a case-by-case basis considering school need and stakeholder input)



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<p><aMjZ Ü Üä yvannj</p>	<p>All schools with contract principals</p>		



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46 stakeholder engagement sessions were held across the 16 Phase 1 schools
All staff members at the 15 Phase 2 & 3 schools were invited to attend a staff engagement session. 96 school staff members joined.
All LSC members, families of the 15 Phase 2 & 3 schools, were invited to join a town hall, along with community members. 84 participants joined.
During the Phase 2 and 3 sessions, on a scale of 1-5 (5 being very dear), participants rated the clarity of the proposal a 4.2 and LSC, families and community rated it a 4.4.

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Benefits stakeholders anticipate as a result of the transition:
Opportunities for improving school culture/climate and restorative justice implementation
Opportunities to collaborate with more high schools
Further growth due to working with new leaders and colleagues at other school

Areas of focus for the transition planning based on stakeholder feedback:
Ensuring continuity of valued programs and supports: sports , after school and enrichment programming, vendor provided tutoring services.



UW-Madison Zephyrus Network

ONS has been collaborating with Phase 1 school leaders to detail a Resource Profile outlining the supports and programs a school is needing and requesting based on their data, goals, and past trends. Final Resource Profiles will incorporate staff, student, family, and community input.

- ONS is working with each network team to provide supports for the transition by ensuring the receiving networks are prepared to meet the needs of additional schools
- The district is developing a resource plan to maintain or replace professional development and programmatic supports to transitioned schools based on an evaluation of the value and impact as informed by school data, principals, staff, and stakeholder input.

