

**Academy of Urban School  
Leadership  
*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.
- CPS is seeking to continue to provide teacher training and professional development services, while transitioning AUSL's management services role.



# Separate Agreements

- We are proposing **separate agreements for the residency program and the management transition**
  - AUSL Residency Program
  - Management Transition



# Extending CPS' Partnership with the AUSL Teacher Residency Program Aligns with Key Talent Priorities

## Proposed Contract Extension:

- 3-year agreement to train teachers through the AUSL Chicago Teacher Residency
- Price: \$42.7k per resident for cohorts of 75 residents per year; annual total of \$3.2M (cost is the same as the current agreement)

## Alignment with Key Talent Priorities:

- Increasing the supply of teachers in hard-to-staff subject areas (including special education, STEM, PE, and bilingual education) and in low-income communities where positions are most likely to be vacant
- Diversifying our teacher workforce (in alignment with our ambitious goal of hiring 3,000 Black and Latinx teachers by 2024)
- Ensuring that incoming teachers are receiving rigorous and extensive training so that they are ready to provide high quality instruction on Day 1
- Improving the retention of early stage career teachers



# Gradual transition of AUSL managed schools to geographic networks

<b>Contract Terms</b>	Gradual Transition Process for All AUSL Schools
<b>Duration</b>	3 years (SY22, SY23, SY24)
<b># of Schools Transitioning Each Year</b>	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
<b>Schools Not Yet Transitioned to CPS</b>	Continue to receive services and oversight by AUSL
<b>Schools Transitioned to CPS</b>	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)



# School List by Transition Phase

<u>Phase</u>	<u>Criteria</u>	<u>List of Schools</u>	<u># by Network</u>
<b>Phase 1</b> 16 schools	<ul style="list-style-type: none"> <li>All schools with contract principals (8)</li> <li>Additional schools in Good Standing with LSC contracting authority(8)</li> </ul>	<p><u>N3</u>: Lewis, Mcnair  <u>N5</u>: Casals,Piccolo  <u>N7</u>: Dvorak, Herzl  <u>N8</u>: Sherman, Dewey  <u>N9</u>: Carter, Fuller  <u>N10</u>: Marquette  <u>N11</u>: Gresham, Harvard, Stagg  <u>N12</u>: Bradwell, Deneen</p>	<ul style="list-style-type: none"> <li>N3:2</li> <li>N5: 2</li> <li>N7: 2</li> <li>N8: 2</li> <li>N9: 2</li> <li>N10: 1</li> <li>N11: 3</li> <li>N12: 2</li> </ul>
<b>Phase 2</b> 9 schools	<ul style="list-style-type: none"> <li>All schools under CEO Governance (5)</li> <li>All schools in Provisional Support or Intensive Support with interim principals (4)</li> </ul>	<p><u>N3</u>: Howe,  <u>N5</u>: Morton, Chalmers, Johnson  <u>N9</u>: Dulles  <u>N12</u>: O'keefe  <u>N13</u>: Curtis  <u>N15</u>: Orr HS  <u>N17</u>: Phillips HS</p>	<ul style="list-style-type: none"> <li>N3:1</li> <li>N5: 3</li> <li>N9: 1</li> <li>N12: 1</li> <li>N13: 1</li> <li>N15: 1</li> <li>N17 1</li> </ul>
<b>Phase 3</b> 6 schools	<ul style="list-style-type: none"> <li>All schools with ALSCs (6) <ul style="list-style-type: none"> <li>All AUSL Training Academies</li> </ul> </li> </ul>	<p><u>N1</u>: Chicago Academy Es  <u>N6</u>: National Teachers  <u>N10</u>: Tarkington  <u>N14</u>: Chicago Academy HS  <u>N15</u>: Collins HS, Solorio HS</p>	<ul style="list-style-type: none"> <li>N1: 1</li> <li>N6: 1</li> <li>N10: 1</li> <li>N14: 1</li> <li>N15: 2</li> </ul>



# Transition Engagement

To ensure school leaders, students and families receive the necessary support to transition from AUSL management to district management, CPS is leveraging the Elevated framework to inform, consult, and collaborate with school communities.

- **AUSL and CPS Leadership (Involve, Collaborate):** A working group including senior leaders of AUSL and CPS including network chiefs, Law, and FACE
- **Receiving Network Chiefs (Involve, Collaborate):** Network Chiefs are part of the transition team and have shaped the plan.
- **Principals (Inform, Consult, Involve, Collaborate):** Principals are informed about the proposed transition, rationale, and timeline. They are involved in developing the transition plan for the school.
- **Teachers and staff (Inform, Consult):** To ensure a smooth transition, each school held a town hall meeting specifically for staff and received feedback.
- **Parents, LSCs, BACs, PACs (Inform and Consult):** In partnership with principals, CPS hosted town hall meetings with school communities to inform parents of the transition and invite feedback.
- **Students (Consult):** To ensure students do not lose critical supports and programmatic offerings, CPS will administer a student survey.
- **Community Partners (Inform):** Partners and vendors have been informed of the transition and engaged in discussions about any potential impact the transition has on pre-existing partnerships, including non-fee-based services as well as procured services.



# Summary of Staff, Family, LSC, and Community Engagement Efforts Thus Far

## Quantitative Summary

- 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 clear), participants rated the clarity of the proposal a 4.2 and LSC, families and community rated it a 4.4.

## Qualitative Summary

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.



# Supporting schools transitioning back into geographic networks

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.

