

Summary

In the 2018-19 school year, The Fund is providing tailored supports to 283 principals across almost every neighborhood in the city, representing over 150,000 students. Each year, we refine our flagship programming to be responsive to principal need. We also utilize pilot programs to test new approaches to principal support. Below is a chart summarizing our programs, a map showing the location of participants and a narrative description of each program we offer.

		Excellent	Growing	Priority	Total
All Chicago Principals		146	332	175	653
Principals engaged during the 2018-19 school year					
Core Programs	Summer Design Program	10	39	21	70
	Northwestern Fellowship	7	13	0	20
	Cahn Fellowship	2	4	1	7
	Professional Learning Community Leader	14	6	0	20
	Professional Learning Community Participant	34	59	42	135
	Educator Advisory Committee	8	8	4	20
Pilot Programs	Opportunity Schools PLC	1	11	19	31
	Sensible Innovation	8	16	11	35
	Harvard Graduate School of Education Course	4	11	6	21
	Executive Principal Program	2	2	2	6
	South Side Education Alliance Pilot	0	3	5	8
Total Program Slots		90	172	111	373
Principals Participating In Multiple Programs		19	47	31	97
Total Unique Principals Engaged		77 (27%)	133 (47%)	73 (26%)	283 (100%)

	Principals Engaged During the 2018-19 School Year	Excellent	Growing	Priority	Total Number	Percentage of total principals engaged in Fund programming	Fund program participants as percentage of 653 total Chicago principals
	Elementary School Principals	70	99	60	229	81%	35%
	High School Principals	7	34	13	54	19%	8%
	Total Principals	77	133	73	283	100%	43%
CPS-Operated Schools	<i>African-American Principals</i>	10	53	50	113	45%	17%
	<i>Latinx Principals</i>	6	19	19	44	18%	7%
	<i>White principals</i>	48	31	9	88	35%	13%
	<i>Principals with Other Race/Ethnicity</i>	4	3	0	7	3%	1%
	Total CPS Operated	71	116	64	251	89%	38%
	Total Charter Principals	6	17	9	32	11%	5%
	Total Principals	77	133	73	283	100%	43%

Program Impact

Throughout Fund 4, we set ambitious goals for improving principal quality and designed, tested and scaled programs to ensure that more students across the city benefit from strong school leader and teacher teams. The Boston Consulting Group (BCG) recently found that principals who participated in our programs – including SDP – were **60 percent more likely to improve** than their non-participating peers.

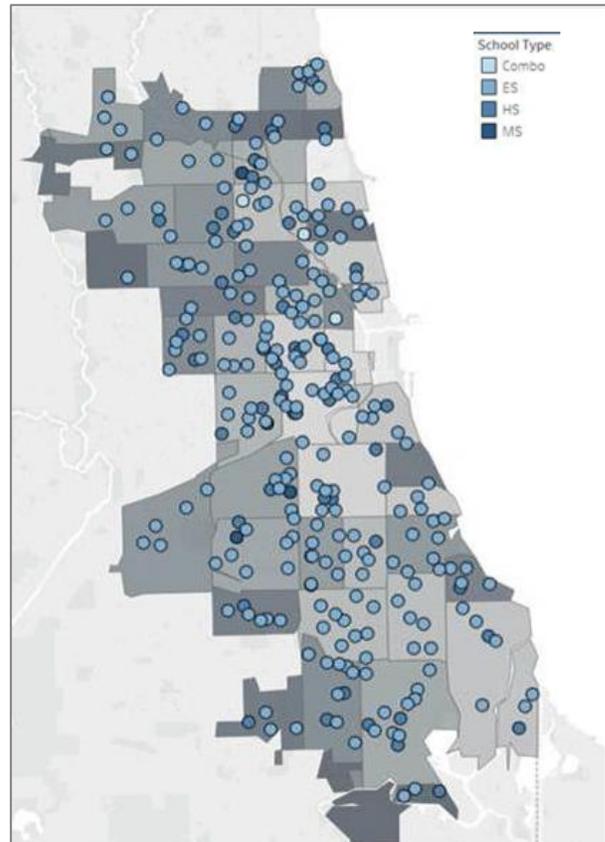
The BCG study also found that our Fund 4 programming contributed to the retention of top principals over time. In 2014, Fund research suggested that Chicago principals reach peak effectiveness around their fifth year, but noted that more than 60 percent of principals left the profession or the city before this mark. Since we launched retention-focused programming, the average tenure of Chicago principals **has risen from five years to five-and-a-half years**, and Chicago’s principal retention rate has stabilized above national and state averages.

Our program slots are filled with principals who represent the overall principal population, including geographic and ethnic representation, as well as school type diversity (elementary, high school, charter and district). Some of our principals, especially those leading priority schools, are being offered access to more than one Fund program simultaneously, taking into account their needs and school contexts. We anticipate our programming in the 2018-19 school year will continue to have a positive impact on principal quality.

The 2018-19 Fund Program Offerings include:

- **The Summer Design Program (SDP)** | We will support 70 principals in SDP this year. SDP is a year-long professional development program for principal-led school teams. SDP aims to help principals improve school culture and contribute to a positive teaching and learning environment in participating schools. Currently, we are working with two nationally recognized partners: the UChicago Impact team and the National SAM Innovation Project. These organizations – and the many others who have provided supports via SDP since its inception in 2014 – work with us to apply research-supported strategies in Chicago’s public schools. To date, more than 200 principal-led school teams have completed SDP.

SDP is responsive to principal need. Each year, The Fund leverages real-time data to identify expert partners based on capacity and principal need and implement the most effective SDP tracks for our participating principals. We conduct an annual Principal Engagement Survey of all Chicago principals to determine satisfaction regarding professional development and leadership experience. Each year, we pull from this survey data to determine the kind of professional support that principals need to create strong and collaborative cultures in their schools.



The 279 principal participants represent schools in neighborhoods across Chicago, demonstrating the breadth of The Fund’s reach.

- **Principal Fellowships** | We will support 27 principals through two fellowship programs in the 2018-19 school year. The Chicago Principals Fellowship and the Cahn Fellows Program provide a full year of executive leadership support to Chicago’s most talented principals. The larger of our two fellowship programs, The Chicago Principals Fellowship is a year-long executive leadership program designed and delivered by top faculty at Northwestern University’s Kellogg School of Management. Fellows also participate in monthly policy advisory sessions with CPS CEO Dr. Janice Jackson and present policy recommendations to district leaders at the conclusion of the program, several of which have been formalized into Board policy or adopted as district-wide practice

Chicago principals also have access to a national leadership development opportunity. The Cahn Fellows Program serves principals from New York, Chicago, Newark and Charlotte through a 15-month program led by faculty at Teachers College, Columbia University. Through the program, Fellows design and implement a leadership project in their school. They also choose an “ally” – another educator in their school, whom they are cultivating for leadership – to participate alongside them. Fellows and Allies attend an intensive summer institute and participate in virtual study groups.

- **Professional Learning Communities** | We will support 155 principals through Professional Learning Communities (PLCs) in the 2018-19 school year. PLCs are year-long, principal-led peer study groups for Chicago’s school leaders, led by the city’s top principals. The Fund’s PLC program helps principals learn best

practices from one another. Each year, The Fund team uses our principal survey to identify trends in principal needs and offers principals the opportunity to work together on shared problems of practice. Each PLC has a principal “expert” who creates a curriculum for engaging six to eight peers on a particular topic. The PLC serves both to elevate the practice of the expert principal with an aim to retain him/her and to improve performance in participating schools.

Each PLC has differentiated measures for outcomes and objectives. For example, as the expert principal leader of the Balanced Literacy PLC, Principal Heather Yutzy of Belding Elementary School helped participating principals conduct a self-assessment aligned to the balanced literacy framework, which consists of nine categories of practice. At the end of the school year, all seven participating principals experienced growth in one or more categories of practice, and four schools increased the percent of students exceeding the national average in NWEA Reading Growth.

- **Educator Advisory Committee** | We will engage 20 principals through principal advisory committees in the 2018-19 school year. Each year, The Fund invites experienced principals to collaborate with their peers and lend their expertise to our work in an advisory capacity. Since 2013, nearly 100 principals have served on our Educator Advisory Committee (EAC), collaborating around key issues facing schools and educators in Chicago. This year, the EAC will provide ideas and input around two key projects: Principal Success Profile and School Funding. Members will help The Fund develop tools for thoughtful, intentional transition planning for principals leading all school types and improve the current district funding structure with a lens toward equitable fund distribution.
- **Scaled Supports for Networks of Principals** | We will support 31 principals in CPS’ Opportunity Schools Network by implementing promising hiring and retention strategies for teachers in hard-to-staff schools. Like our PLCs, outcomes for network supports are measured on an individual basis for each support strand. Projections for the Opportunity Schools program indicate an increase in teacher retention in hard-to-staff schools from 55 percent to 70 percent in the 2018-19 school year.

Additionally, we are working with national expert Sensible Innovation to provide 35 school teams with creative scheduling consultation so that principals can increase learning and collaboration time for teachers and align their master schedules to their school’s priorities, vision and model. Starting in 2017, The Fund partners with CPS Network Chiefs and Sensible Innovation to provide two-day scheduling workshops through a network strategy to allow for schools to dive into work and implement quickly.

- **Pilot Programs** | In addition to the principals served in proven Fund programs, another 35 principals will receive pilot supports in partnership with CPS. Pilot supports are data-informed efforts designed to test the impact of specific interventions in specialized contexts. SDP, for example, started as a pilot with 16 schools in 2013. As the program demonstrated results, we invested additional resources and eventually brought the effort to scale. Pilots for the 2018-19 school year include: a principal leadership program for top-performing Executive Principals who will work with Partner Principals in chronically underperforming schools and online leadership coursework through the Harvard Graduate School of Education. Fund staff mapped each of these pilots to the Urban Excellence Framework and will monitor outcomes before each pilot is stopped or scaled in the 2019-20 school year and beyond.

Our most ambitious pilot for the 2018-19 school year will focus on a small geographic cluster of very high-need schools (“priority schools”) in the Bronzeville and Stony Island neighborhoods of Chicago. Our 2017 analysis from the Boston Consulting Group (BCG) revealed that a strong principal in a school serving particularly high-need students can make a big difference – climate and culture is stronger, student growth is

accelerated and students are more likely to graduate. Unfortunately, BCG data also revealed that not enough of our priority schools are led by strong principals. While 30 percent of all CPS schools are led by a strong principal, only 17 percent of the city's highest-poverty schools have access to this level of leadership.

In response, we are currently partnering with 11 other organizations to provide layered supports to eight elementary schools, collectively serving 4,400 students. This group, recently named the South Side Education Alliance, will share data, define common outcomes and test solutions in partnership with schools and communities. The Fund is taking a leadership role among the eight pilot schools to test whether multiple, layered supports in priority schools can accelerate outcomes in student growth. We will build on that learning to introduce more robust partnerships and programs for priority schools in the 2019-20 school year and beyond.