

CHICAGO  
PUBLIC  
EDUCATION  
**THE  
FUND**

25 YEARS



**Program  
Summary**

2024-25



# Introduction

School leaders shape the student experience in Chicago Public Schools (CPS). They spearheaded academic recovery from the pandemic and continue accelerating student outcomes today.

Chicago principals are instructional leaders in every sense of the word, and our 2024 Principal Engagement Survey revealed that principals place a huge emphasis on time for instructional leadership, autonomy in hiring, and budget decisions. It also showed the need for continued access to high-quality professional development opportunities.

Informed by this context, The Fund's programming and policy work is designed to provide consistent support to aspiring leaders, principals, principal supervisors, and Local School Councils (LSCs).<sup>1</sup>

The Chicago Public Education Fund (The Fund) is a nonprofit organization dedicated to improving Chicago's public schools by investing in the talented educators who lead them. The 2024-25 school year marks The Fund's 25th anniversary; we are proud to reinforce and expand our commitment to strong school leadership.

<sup>1</sup> LSCs are elected bodies that provide governance for almost every CPS school. Composed of parents, community members, staff, and students, LSCs hold significant authority over school budgets, improvement plans, and principal evaluation and selection.



# Program Participant Summary

Participants in our programming represent 260 district-operated schools and seven charter schools. Over half identify as people of color, with Latino/a/x leaders comprising 29% of participants and Black leaders representing 42%, closely mirroring the district average. We are excited to welcome new and past participants with additional pilots and programs offered in the second half of the school year.

<sup>2</sup> Aspiring principals include assistant principals, instructional leaders, and teacher leaders.  
<sup>3</sup> Includes demographic data that was either unavailable or unknown at the time of data collection, individuals who identify with multiple ethnicities, and participants who are American Indian or Alaskan Native.  
<sup>4</sup> Priority Schools are those experiencing high churn or high student mobility, as defined in research from the University of Illinois Chicago, and low culture and climate scores, as measured by the University of Chicago 5Essentials Survey. About 280 schools in Chicago fall within this category.

## PROGRAM PARTICIPATION

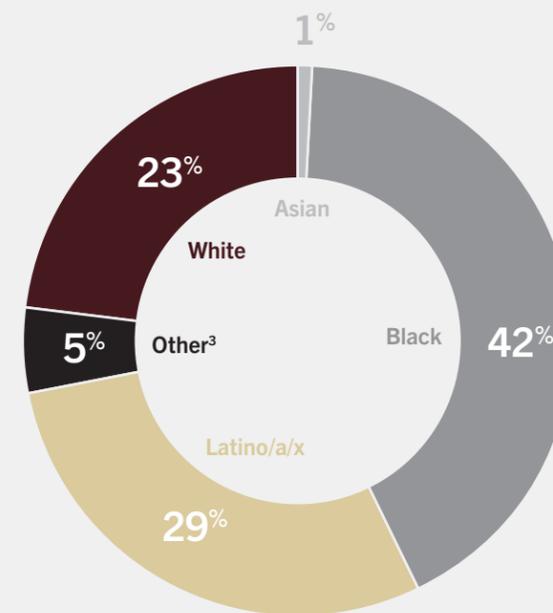
175  
Principals

199  
Aspiring Principals<sup>2</sup>

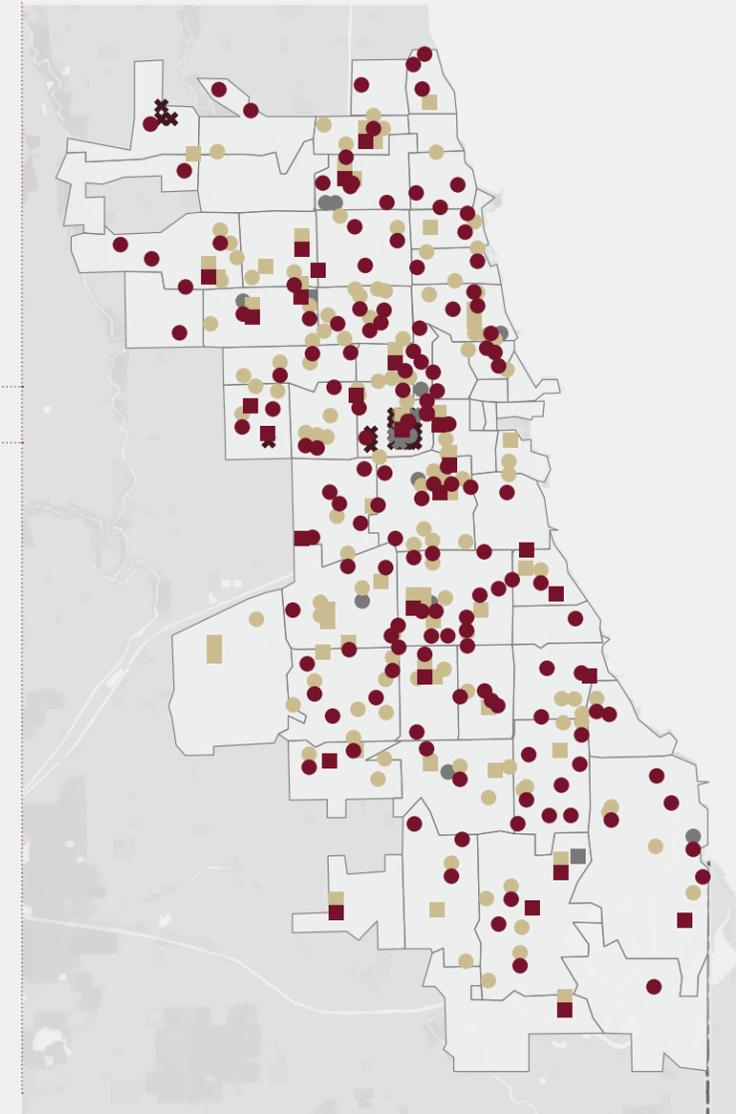
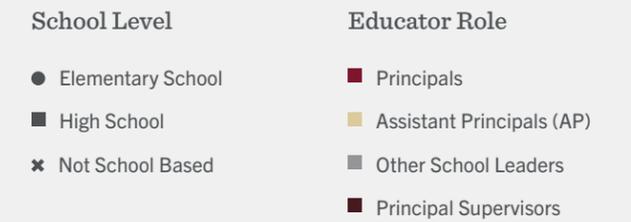
23  
Principal Supervisors

149K  
Students Impacted

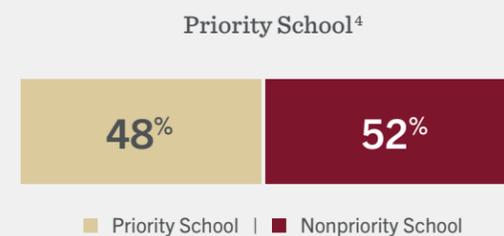
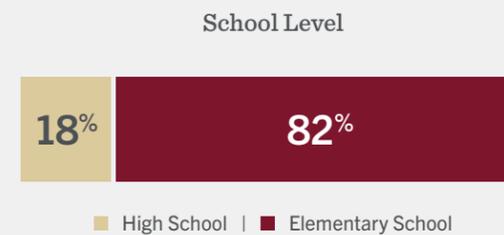
## PARTICIPANT ETHNICITY



## EDUCATORS SERVED



## SCHOOL CHARACTERISTICS



# Program Investment Detail

	Program <sup>5</sup>	Cost	Cost per Participant	Total Slots	Student Data				School Data			
					Disabled Students	Economically Disadvantaged	English Language Learners	Temporary Living Situations	90%+ Black or Latino/a/x	Student Mobility Rate	Teacher Retention	
PILOT PROGRAMS & NEW OPPORTUNITIES	The Affinity Groups Program	\$100,000	\$5,882	17	17.3%	77.0%	47.9%	6.9%	0.0%	23.0%	86.5%	
	Malott Educator Fellowship	\$440,000	\$17,600	25	18.1%	79.5%	27.1%	9.8%	24.0%	20.8%	82.6%	
	LSC Mentorship Program	\$27,000	\$1,350	20	17.1%	65.0%	21.9%	6.6%	25.0%	12.2%	84.8%	
	Community Engagement Accelerator	\$62,500	\$8,929	7	14.6%	82.7%	34.3%	5.9%	14.3%	13.9%	80.6%	
	Tier 1 Network Supports	\$80,000	\$6,667	12	-	-	-	-	-	-	-	
	Network Programming	Tier 2 Network Supports	\$201,000	\$13,400	15 <sup>6</sup>	19.3%	84.2%	23.6%	8.8%	23.3%	16.6%	85.1%
	Tier 3 Network Supports	\$100,000	\$14,286	7	16.0%	87.3%	29.4%	17.0%	0.0%	24.3%	81.9%	
	Design Suite	Design Coaching to Implement	\$220,000	\$5,641	39 <sup>7</sup>	15.0%	76.3%	28.6%	9.2%	13.5%	16.5%	86.7%
	Summer Design Program	\$49,800	\$3,320	15	16.2%	60.1%	18.6%	6.8%	14.3%	12.9%	86.4%	
	Fall Semester Professional Learning Communities (PLCs)	\$280,000	\$1,772	158	17.1%	70.6%	34.3%	9.9%	10.3%	16.8%	84.0%	
Fall Semester Masterclass	\$110,000	\$601	183	17.0%	71.1%	26.1%	7.1%	19.9%	16.3%	85.9%		
Leadership Bridge	\$350,000	\$13,462	26	15.5%	79.5%	24.0%	7.4%	20.8%	12.1%	85.2%		
Chicago Average					16.4%	71.6%	27.3%	10.0%	21.4%	18.1%	80.2%	
Total Program Slots				524								

<sup>5</sup> This table includes programs launched in or before October 2024. Programs with later launch dates, such as the LSC Masterclass Series and Black Affinity Groups, are not included.

<sup>6</sup> These eight networks (eight chiefs; seven deputies) serve a total of 232 school.

<sup>7</sup> 39 principals and assistant principals across 24 school teams.



## Our Programs

Our programs provide resources, strategies, and peer learning for educators at all levels to accelerate their development and improve the experience of Chicago's students. In 2024-25, we are providing support for 175 principals, helping develop 199 aspiring principals, and working directly with 23 principal supervisors and 22 LSC members to increase their impact.



# Heidi Moran

After serving as assistant principal for four years, Heidi Moran was named principal of Carl Schurz High School in August 2022. Heidi's leadership reflects her experience immigrating to the United States as a young child. She is committed to ensuring newcomer students have the support they need to learn a new language in a new country. Propelled by that mission, Heidi led CPS' first high school dual-language program at Schurz.

The program quickly proved successful — one graduate went on to attend Harvard University. Motivated by this potential, Heidi and her team expanded the program to serve even more English learners at Schurz. Today, dual-language students can earn Career and Technical Education certifications and International Baccalaureate diplomas, enabling rich post-secondary opportunities beyond high school.

In 2024-25, Heidi is co-leading the PLC Strengthening Secondary Dual-Language/Bilingual Education Programs with CPS Deputy Chief of Multilingual-Multicultural Education Olimpia Bahena. Together, they are helping middle and high school leaders better understand the principles of dual-language education, evaluate their programs, and identify strategies to improve curriculum, instruction, and assessment.

Heidi aims for participants to have concrete tools to implement by the end of the program. She encourages them — as she does her own team — to embrace the adage, "Go slow to go fast." She said, "If you truly go slow with intentionality, the impact is that much greater." ●

## Carl Schurz High School

**1,127**  
Students

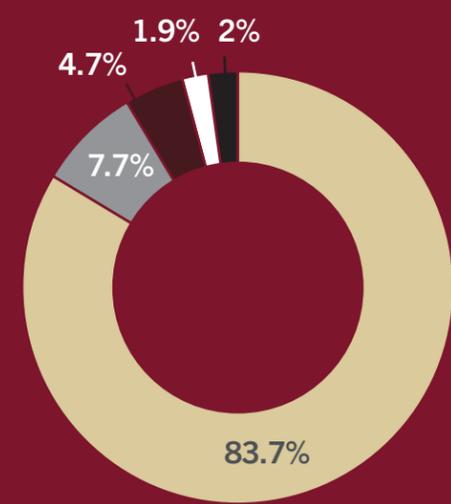
**Irving Park**  
Community Area

**53.9%**  
English Language Learners

**21.7%**  
Disabled Students

**84.2%**  
Economically Disadvantaged

### Student Ethnicity



Latino/a/x   Black   White   Asian   Other

## PROGRAMS FOR PRINCIPALS

### Professional Learning Communities

- + 93 Unique School Leaders<sup>8</sup> | 12 PLC Leaders
- + Launched in 2016

Professional Learning Communities (PLCs) are peer study groups for current and aspiring principals led by the city's top educational leaders. Since 2016, PLCs have helped school leaders expand their networks, learn new approaches, and strengthen their leadership effectiveness.

Now offered on a semester basis, PLCs allow school leaders to engage in multiple topics throughout the year while earning Illinois Administrator Academy credits, which help fulfill annual certification requirements. PLC topics are designed to support principals in improving their schools' performance on the Effective Leaders components of the 5Essentials Survey,<sup>9</sup> which measures key areas such as trust-building, instructional leadership, and program coherence.

In 2024-25, PLCs focus on areas like preventing burnout, leveraging instructional support staff, and strengthening dual-language programs. Additionally, PLC Leaders enhance their facilitation skills through a Community of Practice facilitated by Lead by Learning from Mills College.

### Masterclass Learning Series

- + 73 Principals | 93 Aspiring Principals
- + 6 Masterclass Leaders
- + Launched in 2022

Our Masterclass Learning Series offers responsive professional development tailored to school leaders' changing needs. Since 2022, 256 principals and aspiring principals have signed up for Masterclasses.

Masterclasses require a shorter time commitment than other Fund programs, allowing us to adapt to participant needs throughout the year. This program is ideal for assistant principals and principals who are new to The Fund or seeking to re-engage with our programming. Participants are also eligible for personalized support through one-on-one office hours with Masterclass Leaders.

In fall 2024, 166 principals and aspiring principals signed up for Masterclasses on reducing chronic absenteeism, improving grading practices, and effective time management. In spring 2025, we anticipate serving up to 100 school leaders through Masterclasses.

<sup>8</sup> School leaders can lead and participate in more than one PLC.

<sup>9</sup> The 5Essentials, used in Chicago schools for over 25 years, focuses on five key factors: Effective Leaders, Collaborative Teachers, Ambitious Instruction, Supportive Environment, and Involved Families, with the goal to improve school culture and student outcomes.



# Rafael Jiménez

Since 2019, Rafael Jiménez has served as principal of Edward E. Sadlowski Elementary School in Chicago's East Side neighborhood. Rafael has deep ties to the area: He has lived there since he immigrated to the United States at age Nine. His experience at school — feeling welcomed even as he learned a new language — inspired his education career. He has cultivated a similar culture at Sadlowski.

As a Malott Educator Fellow, Rafael receives dedicated coaching and time-management support, which has helped him identify strategic goals for his school and recover more time every week for instructional leadership. He also finds immense value in problem-solving with his Priority School principal peers through monthly sessions dedicated to specific topics.

In one session, Rafael shared strategies he had implemented at Sadlowski to address chronic absenteeism. His team now communicates students' attendance data with their families and asks them to identify barriers preventing children from coming to school. The team also created inclusive attendance incentives. For example, they planned a zoo trip in the first quarter of 2024-25 that was open to all students with a 95% attendance rate or higher, or with perfect attendance in October. This meant that even students who faced challenges early in the year but were trying to improve could attend.

These strategies are yielding strong results: Sadlowski's chronic absenteeism rate dropped from 49% in 2022-23 to 35% in 2023-24. With the coaching and peer support he receives via the Malott Educator Fellowship, Rafael expects more improvement in 2024-25. ●

## Edward E. Sadlowski Elementary School

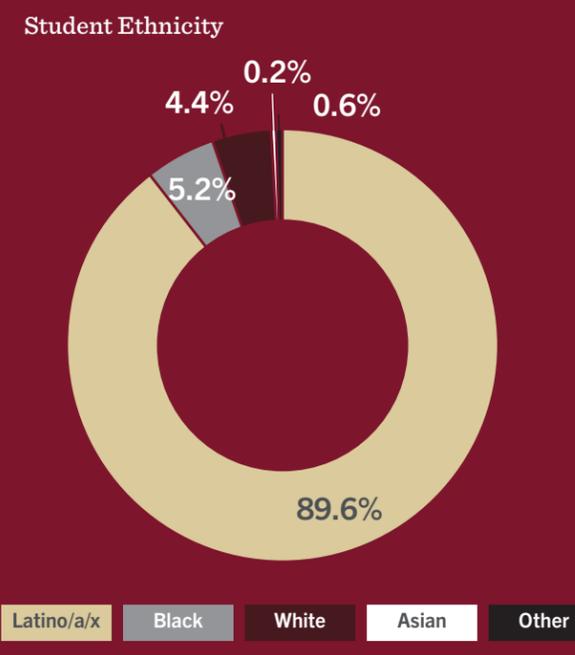
**656**  
Students

**East Side**  
Community Area

**47.1%**  
English Language Learners

**23%**  
Disabled Students

**78%**  
Economically Disadvantaged



### Malott Educator Fellowship

- + 25 Principals
- + Launched in 2023

Principals in Priority Schools face unique challenges, including high student mobility, that require specialized support. In partnership with the University of Illinois Chicago's Center for Urban Education Leadership and Wise Leadership Consulting, the Malott Educator Fellowship provides intensive professional development and coaching tailored to these needs.

Now in their second year, Malott Fellows collaborate in small-group PLCs within monthly full-day learning labs and receive individualized coaching. Together, they surface challenges specific to Priority Schools, learn effective strategies, and work toward solutions. In 2023-24, Malott Fellows increased their 5Essentials Effective Leaders scores by 5.5 points.

In 2023-24, Malott Fellows increased their 5Essentials Effective Leaders scores by 5.5 points. Continuing its focus on principal self-efficacy, practice, and retention, the Fellowship supports 25 principals in 2024-25, aiming to improve organizational and student learning outcomes in schools led by Malott Fellows.

### Design Suite

- + 54 Principal or Aspiring Principal-Led Teams
- + Launched in 2013

Our Design Suite supports educator teams in creating innovative solutions to student-centered challenges. Teams can participate in any or all of our three design-thinking programs:

**THE SUMMER DESIGN PROGRAM** is a one-day workshop, in partnership with Leadership+Design, that introduces school teams to design thinking and guides them through using empathy interviews and data to better serve a student group.

**DESIGN COACHING TO IMPLEMENT** partners with Leadership EDGE and EduSigner to provide a yearlong coaching opportunity for school teams to plan and implement initiatives. In 2024-25, school teams are developing new supports for newcomer students, building parent engagement initiatives, and creating targeted interventions for priority groups.

**THE DESIGN CHALLENGE** competition has school teams pitch solutions developed using design thinking. It was open to all CPS schools for the first time in 2024. In partnership with Leadership+Design, noncompeting educators, students, and CPS leaders judge these solutions, and winning schools receive up to \$10,000 to implement their solutions.



**PROGRAMS FOR ASPIRING PRINCIPALS**

**Leadership Bridge**

- + 26 Aspiring Principals
- + Launched in 2019

Leadership Bridge, in partnership with New Leaders and the University of Illinois Chicago, addresses the critical need for high-quality, diverse school leaders in CPS. Through professional development, expert coaching, and collaboration with current principals, Leadership Bridge ensures aspiring principals are prepared for CPS principal roles within three years.

Central to its mission is planning for smooth leadership transitions, which mitigates the disruption schools experience when transitions are poorly managed. Since 2019, Leadership Bridge has prioritized self-assessment, collaborative planning, and seamless transitions. The 2024-25 cohort includes 26 aspiring principals, focusing on increasing Black and Latino/a/x school leadership.

**Affinity Groups Program**

- + 17 Aspiring Principals<sup>10</sup>
- + Launched in 2023

The Affinity Groups Program prepares Black and Latino/a/x educators for CPS leadership roles, including the principalship, by empowering them to embrace their cultural identity as the foundation for impactful leadership. In 2023-24, participants experienced growth in confidence and in their careers, with one Latino/a/x Affinity Group participant earning superintendent certification and another achieving principal eligibility.

In partnership with the Latino Leadership Pipeline and Impactful Pathways, we have enhanced our hybrid cohort model. Building on 2023-24 learnings, we further integrated community-building, personalized leadership development plans, and mentorship into monthly sessions throughout 2024-25.

<sup>10</sup> Includes only aspiring school leaders in the Latino/a/x Affinity Group; the Black Affinity Group launched in January 2025.



**Joyce Pae**

The winner of our 2024 Design Challenge, Principal Joyce Pae has led The Chicago Academy Elementary since 2020. Her leadership is characterized by her belief in design thinking and its potential to solve issues in classrooms and schools. “Our greatest lever for understanding system problems is empathy, especially when we feel we already have all the answers,” Joyce reflected. When she saw our Design Challenge, she knew it was the perfect opportunity to address a pressing issue at her school: male overrepresentation in student behavioral referrals.

Chicago Academy’s teaching staff is predominantly female, and staff interviews suggested that they needed to learn more about the experiences of boys in school. When Joyce organized “shadow days” for teachers to observe students in their daily routines, they yielded surprising insights: Female students were just as likely to be off-task as male students, but their behavior was less disruptive. Meanwhile, students shared a desire for more hands-on learning and collaborative work in empathy interviews.

Instead of implementing another one-size-fits-all solution, teachers developed grade-specific prototypes. Implementation was immediate and enthusiastic. After one semester, male middle-schooler behavioral referrals decreased in all but one grade where prototypes were implemented, from 80% to 65%. Joyce is making shadow days a cornerstone of professional development, ensuring that student voices remain central to school improvement efforts.

Joyce and her team will use the Design Challenge prize money to continue revising policies and enhancing teacher training to foster a supportive environment for all students. ●

**The Chicago Academy Elementary**

550  
Students

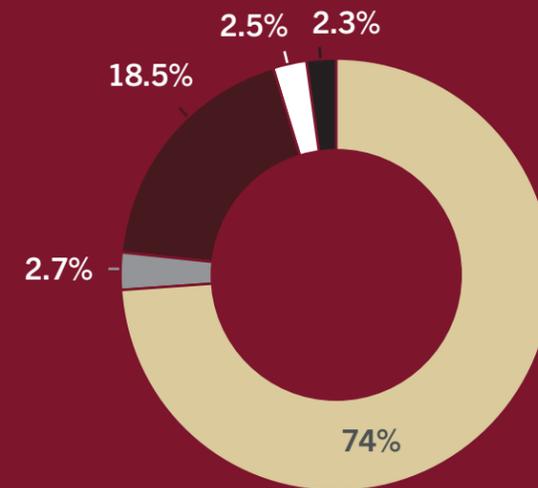
Dunning  
Community Area

34.7%  
English Language Learners

18.9%  
Disabled Students

64%  
Economically Disadvantaged

**Student Ethnicity**



Latino/a/x   Black   White   Asian   Other



SPOTlight

## Jeff Mosley

Jeff Mosley has dedicated 22 years to education, finding his calling after unexpected life situations led him to substitute teaching. This began his journey to teaching, leading, and caring for not only his students, but also his staff and administrators. Jeff oversees the elementary school network in the Office of Network Support as CPS Deputy Chief of Elementary Schools, inspired to bring joy to student-centered education.

His leadership philosophy centers on continuously filling others' buckets, ensuring that the school leaders he supports can create positive change and improve instructional practices. "A lot of times we get in positions and roles, and we just continue to pour out," he said. "We don't let anyone pour into us." This belief in mutual support drives him to prioritize relationships, recognizing that by investing in others, he empowers them to support their students and each other.

Jeff applied this philosophy to his work with network leaders, helping reshape the second year of The Fund's professional learning program with UWCEL. Over half of his deputy chiefs are successful former principals now bringing their skills and expertise to build the Principal Support Framework.<sup>11</sup> Through coaching sessions, these new principal supervisors learn to shift evaluation from an assessment tool to a partnership opportunity, focused on equitable leadership and co-creating a shared vision. Jeff wants this coaching to help them take a more strategic and collaborative approach to leadership development.

Jeff believes the success of this coaching means principals experiencing such joy that "they don't want to leave because they feel so supported." He envisions veteran principals saying, "You know what? I don't want to leave because I'm still experiencing joy at 34 years." Jeff strives to create an environment that improves student achievement, teacher retention, and principal satisfaction while maintaining joy. This is what gets him up daily to do it all over again. ●

### Elementary School Networks

171,476

Students

377

Schools

13

Networks



<sup>11</sup> Developed by UWCEL, the Principal Support Framework is a research-based model that guides central office leaders in supporting principals to lead for equity and improve student outcomes.



### PROGRAMS FOR NETWORKS AND PRINCIPAL SUPERVISORS

Principal supervisors play a pivotal role in principals' satisfaction and retention. Recognizing this, we deepened our decade-long partnership with the CPS Office of Network Support (ONS) and partnered with the University of Washington Center for Educational Leadership (UWCEL) to strengthen the capacity of network chiefs and deputies, who directly shape principals' growth and development. Simultaneously, we are piloting a tiered strategy to provide flexibility and resources in the post-COVID era. This approach is designed to ensure support is based on each network's unique needs.

### Tiered Network Strategy Supports

- + 12 Deputy Chiefs (Tier 1)
- + 9 Networks (Tiers 2 & 3)
- + Launched in 2023

**TIER ONE** sustains quarterly data work with 34 network chiefs and deputies. In collaboration with UWCEL, Deputy Chief Jeff Mosley also co-facilitates a professional learning community for 12 deputy chiefs. This pilot program aims to improve student outcomes through targeted learning and coaching.

**TIER TWO** pilots a network professional development grant. Eight networks received grants to support initiatives that enhance principal practice, satisfaction, diversity, and retention. This work aims to address the diverse needs of selected network leaders and their principals, impacting up to 123 principals across elementary and high schools.

**TIER THREE** enables one network to dive deeper into an identified problem of practice. The selected network's deputy chief and an external partner are facilitating a professional learning community with seven high school principals. This pilot aims to improve student outcomes by focusing on time-management strategies to allow the school leaders to prioritize instructional leadership.



SPOTlight

# Chief Devon LaRosa and Deputy Chief Anthony Rodriguez

“We believe in student-centered decisions where we act as advocates for our students,” explained Chief Devon LaRosa, who, along with Deputy Chief Anthony Rodriguez, leads Network 16, comprised of 16 high schools and one elementary school.

Devon, who spent eight years as a principal before becoming network chief, was driven to education after watching his siblings not graduate high school “due to a system that was designed to operate exactly as it did.” Anthony, inspired by his high school English teacher, began his journey teaching at Juarez High School in 2002. His connection with The Fund started as a participant in the Executive Principal Program<sup>12</sup> and later continued when his assistant principal participated in the Leadership Bridge program. Together, they “both lead with love,” a philosophy that guides their network leadership.

The Fund’s Network Professional Development Grant has enabled their partnership with Harvard’s Deeper Learning Dozen (DLD) to support school leaders in new ways. Through the grant, they have launched monthly DLD coaching sessions, created a new principals’ professional learning community where experienced leaders mentor newer ones, and established seven assistant principal leadership labs. “I wanted to pilot something that honored the role of the assistant principal as an instructional leader in the building,” Anthony explained.

The grant has also funded valuable learning opportunities beyond Chicago. Dr. CPT Yashika Tippet from Air Force Academy and Principal Rufino Bustos from Goode High School recently attended a DLD convening in Connecticut focused on teacher professional learning, with three more principals headed to New York schools in March for experiential school visits. So far, Devon and Anthony have sent seven of their principals to DLD convenings, with the goal of sending 10 by the end of the year.

**“I wanted to pilot something that honored the role of the assistant principal as an instructional leader in the building.”**

— Anthony Rodriguez

Their network is seeing gains in students accessing advanced coursework and earning college credits. They aim to strengthen this success by connecting all their ninth through 12th grade students with trusted adults who can support their journey. ●

<sup>12</sup> The Executive Principal Program, a multi-year partnership with CPS’ Department of Principal Quality that concluded in 2022–23, paired experienced school leaders with rising stars for a year of intensive coaching and mentoring.



## Network 16

12,075

Students

16

High Schools

1

Elementary School

## South/Southwest Side

Community Area

29.2%

English Language Learners

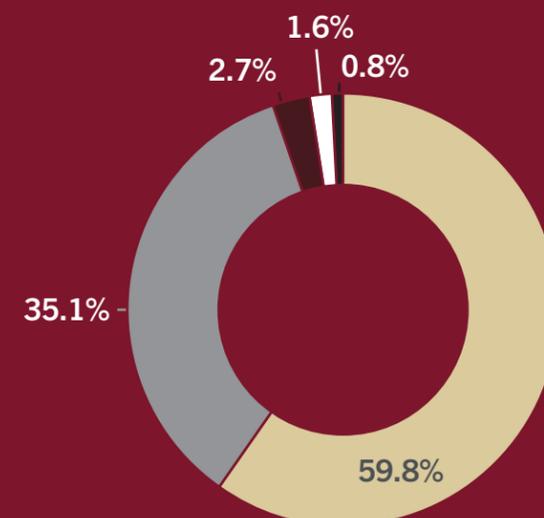
19.6%

Disabled Students

84%

Economically Disadvantaged

## Student Ethnicity



Latino/a/x Black White Asian Other






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#### PROGRAMS FOR COMMUNITY AND LSC ENGAGEMENT

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LSCs partner with school leaders to provide community insight that strengthens decision-making and school leadership. In 2023-24, we gathered actionable data on LSC needs, beginning with our first citywide LSC Member Engagement Survey. While LSC members generally reported positive relationships with their principals, they expressed a need for additional support, particularly with running effective meetings and chairperson training. The survey also revealed that filling parent vacancies on LSCs is a significant challenge. Further analysis of LSC vacancies across Chicago confirmed this to be a citywide issue, particularly impacting schools serving economically disadvantaged students.

Survey responses and data insights continue to inform our resource development and programs, ensuring our support aligns with real needs in schools. In 2024-25, our work with LSCs focuses on helping principals build stronger relationships with their LSCs, and engaging directly with LSC members to co-create solutions.

### Community Engagement Accelerator

- + 7 Schools
- + Launched in 2023

The Community Engagement Accelerator helps school leaders increase their engagement with families, students, LSC members, and community partners, focusing on strengthening the Involved Families component of the 5Essentials Survey. Launched in fall 2024, the program builds on the Reimagine With Community Toolkit pilot, which showed positive engagement impacts.

Principals participate in three half-day professional development sessions to master the CPS Community Toolkit, receive coaching calls, and gain support for planning community events. In our 2023-24 pilot, schools saw success in strengthening community partnerships and implementing new methods for family engagement, leading to the filling of LSC vacancies. Building on these outcomes, the Community Engagement Accelerator program is now expanding to benefit seven additional schools.

### LSC Working Group

- + 22 LSC Members

The LSC Working Group represents our commitment to learning directly from LSC members across Chicago. Meeting five times throughout 2024-25, this diverse group of LSC community, parent, and staff members from various schools and networks come together to share experiences and develop solutions. Twenty-two schools across 13 CPS networks are represented. Building on two years of focus groups and informational sessions, the Working Group is focused on creating practical tools for LSC success, including an LSC Effectiveness Self-Assessment Tool that will help councils evaluate their practices and identify areas of growth.

### LSC Mentorship and Masterclass Series

- + 6 Principal Mentors, 14 Principals, 3 Masterclass Leaders
- + Launched in 2024

**THE LSC MENTORSHIP PROGRAM**, launched in partnership with the CPS Department of Principal Quality, pairs principals with experienced colleagues from similar school contexts. These mentors provide personalized guidance on building collaborative LSC relationships through visits to LSC meetings, debriefing sessions, and action planning.

**THE LSC MASTERCLASS SERIES** features three exceptional principals who have built strong LSC partnerships in their schools. Through intensive four-to-six-hour sessions, these leaders share strategies for effective communication, transparent decision-making, and meaningful community engagement. This practical knowledge helps principals build their LSC relationships into genuine partnerships for school improvement.

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#### ELEVATING SCHOOL LEADER VOICE

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### Educator Advisory Committee

- + 26 Principals | 13 Assistant Principals
- + Launched in 2013

The Fund's Educator Advisory Committee (EAC) is a yearlong initiative. We convene school leaders regularly to provide feedback on our work and identify the conditions required for strong school leadership. The EAC shapes The Fund's policy agenda, generates programming recommendations, builds connections among leaders across the city, and leads The Fund's School Leader Innovation Awards, which recognize a principal and AP; the EAC launched this in 2024. In appreciation of their commitment, participating leaders receive a stipend.

# Conclusion

For 25 years, The Fund has supported strong school leadership in Chicago. We remain committed to this investment as schools navigate today's education landscape.

Principals are the bedrock of a successful school, fostering positive cultures and climates and ultimately driving strong student outcomes. To support them, The Fund provides ongoing support through coaching, professional development resources, and a collaborative network for principals.

Our investment in network chiefs strengthens leadership conditions, while pipeline programs cultivate the next generation of educational leaders, ensuring a bright future for Chicago's students. Our work with LSCs aims to strengthen the relationships between school leaders and communities.

No matter what happens in the broader context, we remain committed to two core beliefs: Students thrive when supported by adults who prioritize their learning, and investing in principals remains one of the best ways to advance student success.

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## ACKNOWLEDGMENTS

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We would like to thank Fund team members Ashton Yurk, Eytan Cohen, Patricia Mota, Savannah Payne, Tatyana Parks, TaNiya Bellamy, and Zachary Jacobs, as well as consultants Lauren B. Rapp and Michael Karter, for their contributions to this report. We would also like to thank our partners at Chicago Public Schools. Most importantly, we thank the school leaders who shared their insights for this report.



# Program Summary

2024-25

**THE** CHICAGO PUBLIC EDUCATION **FUND**

25 YEARS

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Learn more about The Fund and the innovative educators in our network.

