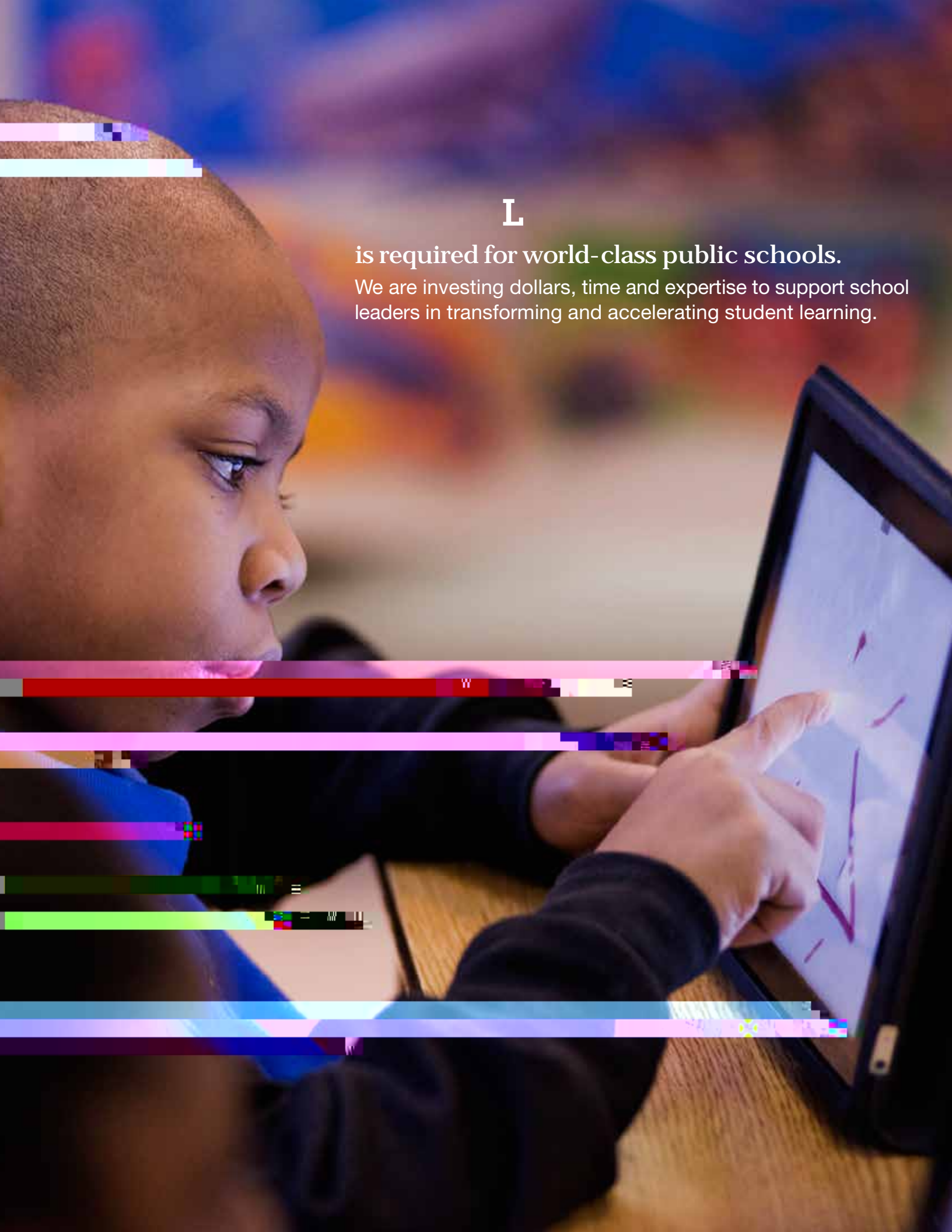


# SCHOOL LEADERSHIP IN CHICAGO:

L



THE CHICAGO  
UNIVERSITY  
FUN



L

is required for world-class public schools.

We are investing dollars, time and expertise to support school leaders in transforming and accelerating student learning.



## L

No great school exists without great leadership, and principals are the leaders of Chicago's public schools. Among school-related impacts on student learning, principal leadership is second only to teaching and accounts for 25 percent of the total school influence on a child's academic performance.<sup>2</sup> This is because – like the leaders in all industries – principals are a major contributor to the retention or turnover of their teachers. Our best principals



In the first year of Fund 4, we reviewed available data on principal performance and retention in Chicago's public schools. That analysis suggests that principals are most effective in their fourth year and beyond. However, retaining principals past this milestone is a challenge.

40% of principals leave their roles within the first year.<sup>5</sup>

To better understand what principals need, we conducted:

- An engagement survey to collect feedback from principals returning to their roles for school year 2014-15, and
- An exit survey to collect feedback from principals transitioning out of their roles.

Over a three-month period, both groups of principals had the

Clear trends emerged from the principals' anonymous responses – aspects of the position principals value most, the areas in which principals would like more support, and suggestions for increasing overall principal job satisfaction.

93 percent of principals who responded are satisfied with current compensation.

- 86 percent of principals who responded say they have a good relationship with their community, including Local School Councils in district-managed schools.
- 60 percent of principals who responded say they have a positive working relationship with their direct manager.

It was also clear that all principals appreciate and would like more differentiated professional development and support – regardless of satisfaction level or school type. This finding is consistent with general employee satisfaction surveys in other sectors.<sup>6</sup>

Key findings from the survey include:

- 01** Tailored, streamlined professional development opportunities and tools that respond to their schools' individual needs.
- 02** Practical tools that help increase the quality of teaching and learning in schools, especially as it relates to instruction, implementation of the Common Core State Standards and strategic budgeting.
- 03** Greater flexibility in their roles to implement the instructional leadership practices that will most benefit their unique schools, teams and communities.

## A PRINCIPAL'S WORDS

**“No one has told me recently that I am doing a good job or that they want me to stay in my role.”**

*– High performing principal in Garfield Park*

## TAKEAWAY 01

Hjā [āYā'ōYfI'e gj] 'IYājj] \ 'hjjg' kkaḡfYd\ n] ḡhe ] fI'ghhgjImf āā k' Yf\ 'lggā' I' YI j] khgf\ 'lg' I' ] ā' k[ ' ggā' Ōā' \āā mYdf ] ] \k&

Principals suggested an [independent review](#) that covers fewer topics in a more in-depth manner and fosters coordination among professional development providers; [a series of options](#) that meet their individual needs and allow for self-selection among multiple choices; and professional development that illuminates [the current state of practice](#) within Chicago Public Schools (CPS) and speaks to current needs.

## TAKEAWAY 02

Hjā [āYā'ōYfI'hjY[Iā Ydlggā' I' YI' ] ḡā' [j] Yk] I' ] i mYāq'g^ I] Y[ ' ā\_ Yf\ 'd Y] fā\_ 'ā' k[ ' ggā\$] kh] [ ā' ḡYk' ā' j] ḡI] k'lg' ā' kljm[ Iāḡf \$ æ hāe ] fIYIāḡf 'g^I' ] ; ge e gf ; gj] 'KIYI] 'KIYf\Yj\k'Yf\ 'kljYI] \_ā' Zmā\_] Iā\_&

devImSnT6u2 Tw od blic Sch.pilnools pmen(practice)TJ/0007()0.5(s; ITw od )6(t)-1i5rn41.blic Schools o0.5(cws; lrs; lr,TFeac



Over the past 15 years, The Fund has seeded more than 30 programs and organizations dedicated to recruiting, supporting and retaining great educators in every type of public school in Chicago. This vibrant nonprofit community has trained and developed 25 percent of principals citywide today. During school year 2014-15, The Fund supported initiatives that respond directly to the feedback of our principals.

education, ca, e:

- Used our \_\_\_\_\_ to provide workshops around immediately



## LOO

We believe that highly effective principals are best poised to successfully lead change in public education. It is the shared responsibility of CPS, charter, city and community leaders to do all that we can to retain them. This belief was the impetus for the engagement and exit surveys, which will provide a space for principals to voice their feedback and offer ideas for improvement. The results of this annual survey offer significant insight into how The Fund and others can partner with CPS and charter networks to increase principal satisfaction and, ultimately, better retain high-performing principals in Chicago.

We deeply appreciate the hard work of our city's best principals and will continue to ask them how we can better meet their needs. We hope you will join us in listening and responding in ways that help foster a citywide culture of outstanding leadership in our schools. If you are interested in learning more about our commitment to principal quality in all of Chicago's public schools, please contact us at [info@thefundchicago.org](mailto:info@thefundchicago.org).





1. To identify high-quality principals, The Fund uses the Chicago Public Schools (CPS) principal evaluation system and the student-growth focuses Schools Quality Rating Policy.
2. CHURN: The High Cost of Principal Turnover (2014). Report. School Leaders Network. Retrieved from [http://connectleadsucceed.org/sites/default/files/principal\\_turnover\\_cost.pdf](http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf).
3. Allensworth, Elaine, Stephen Ponisciak, and Christopher Mazzeo (June 2009). The Schools Teachers Leave. Teacher Mobility in Chicago Public Schools. Consortium on Chicago School Research at the University of Chicago Urban Education Institute. Retrieved from: [http://ccsr.uchicago.edu/sites/default/files/publications/CCSR\\_Teacher\\_Mobility.pdf](http://ccsr.uchicago.edu/sites/default/files/publications/CCSR_Teacher_Mobility.pdf).
4. <http://www.newleaders.org/impact/leadership-matters/>
5. Analysis of publicly available CPS personnel data from 2007-08 through 2012-13; completed April 2014.
6. For example, a recent Gallup study suggests that employees whose managers help them establish individualized performance goals are 17 times more likely to be engaged in their work. Furthermore, companies with a large percentage of highly engaged employees are 21 percent more productive and have 22 percent higher profitability. Those same companies have 65 percent less turnover.

The Fund would especially like to thank team members Brianne Dotson, Anna Piepmeyer, Mark Koski and Lauren B. Rapp for their contributions to this report.



