



ABOUT HIS REPORT

The Chicago Public Education Fund
is a 501(c)(3) nonprofit organization
dedicated to improving public education
in Chicago. For more information, visit
www.chicagopubliceducationfund.org

Principals



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PRINCIPALS

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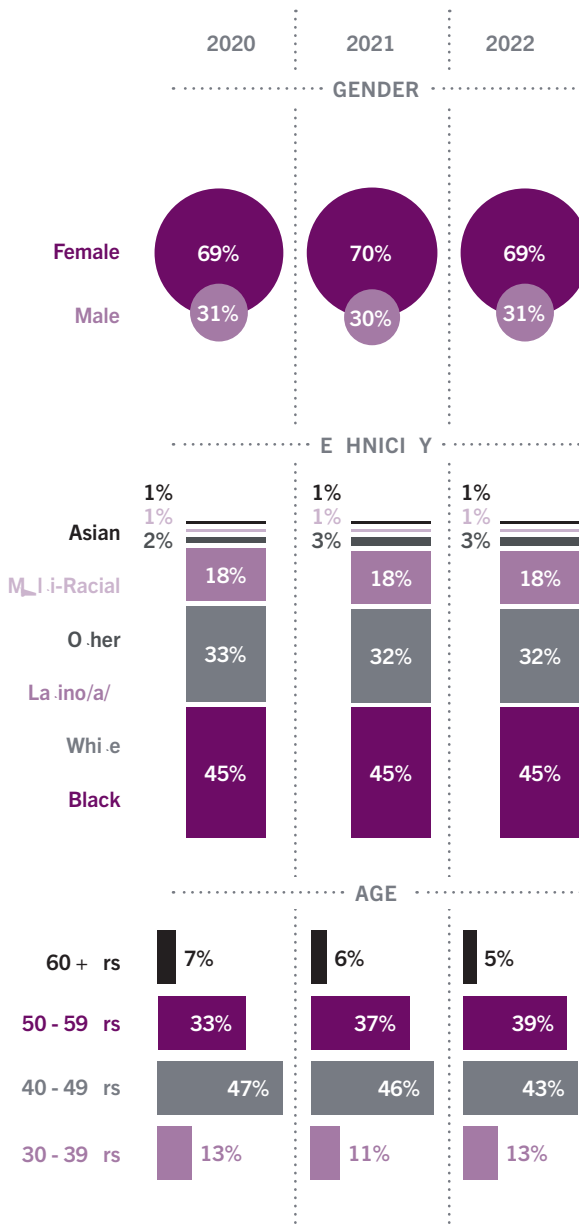
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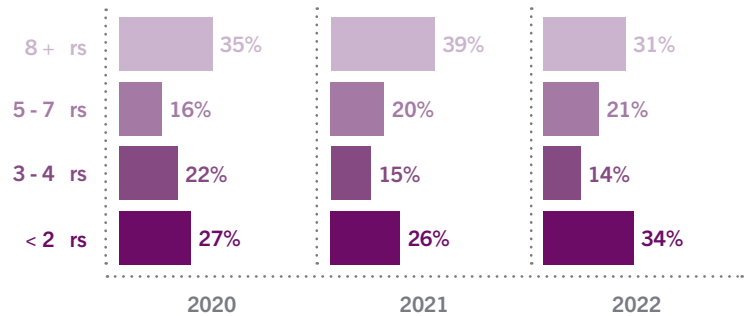


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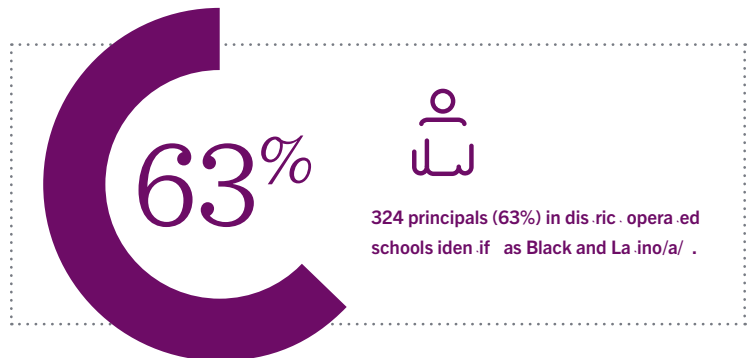
Public schools are the backbone of the Chicago Public Education Fund. They are the heart of the community, providing a safe and supportive environment for students to learn and grow. The Chicago Public Education Fund is committed to supporting our public schools and ensuring that every student has the opportunity to succeed.

Chicago Public Education Fund is a 501(c)(3) non-profit organization. Our mission is to support the Chicago Public Education Fund and ensure that every student has the opportunity to succeed. We are committed to providing a safe and supportive environment for students to learn and grow.

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Assistant Principals



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ASSISTANT PRINCIPALS

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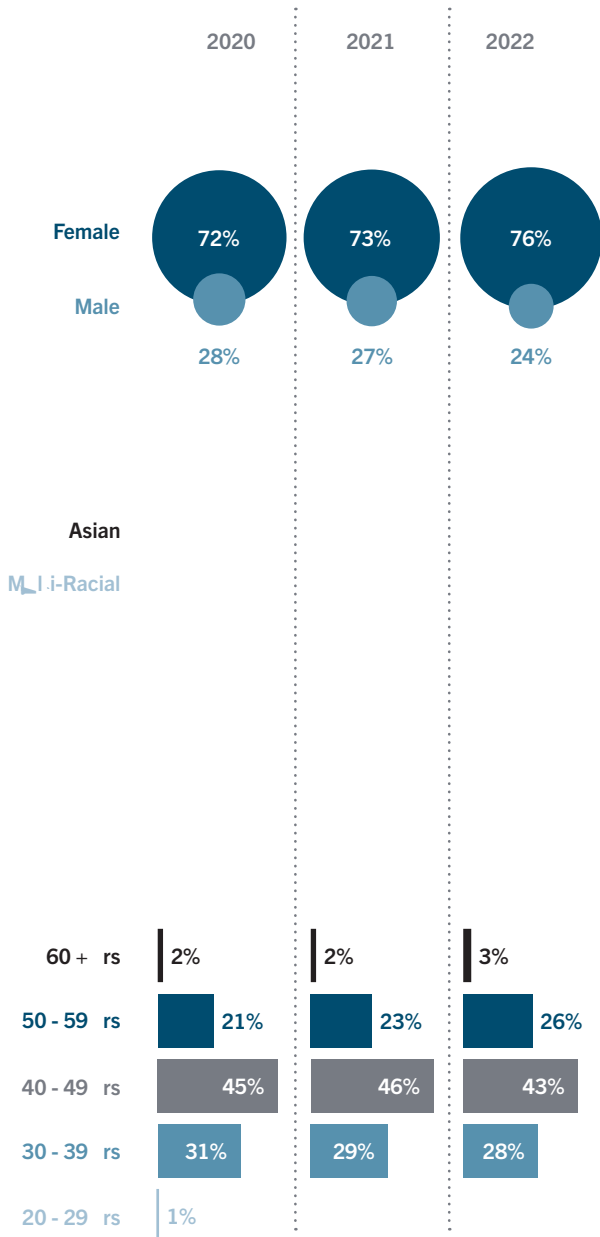
STUDENTS

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SCHOOL TYPES

Demographic



Trends

The number of Assistant Principals in Chicago has increased from 536 in 2020 to 578 in 2022. This growth is driven by an increasing number of APs serving in schools across the city. The demographic profile of APs remains largely consistent, with a high percentage of females (72-76%) and a concentration in the 40-49 age range (43-46%).

A critical next step for leadership

Appendix A | Leading

Figure 1: Chicago Public Schools (CPS) Principal and Assistant Principal Demographics, 2007-08 through 2015-16. This chart displays the number of principals and assistant principals in various roles across different school years. The data is categorized by role (Principal or Assistant Principal) and school type (Traditional or Charter). The Y-axis represents the number of individuals, ranging from 0 to 100. The X-axis represents the school year from 2007-08 to 2015-16. The chart shows a general increase in the number of principals and assistant principals over time, with a notable increase in assistant principals in the later years. The data is as follows:

School Year	Principal	Assistant Principal
2007-08	10	5
2008-09	12	8
2009-10	15	12
2010-11	18	15
2011-12	22	18
2012-13	25	22
2013-14	30	25
2014-15	35	30
2015-16	40	35

ENDNOTES

1. Staffing data, including school size, principal and AP demographics, principal turnover and retention, and prior roles of new principals are available for district-operated schools only.
2. We calculate principal turnover for a given school year as the total number of new principals between the dates of July 1st and June 30th of that school year. The count does not include Administrators-in-Charge (AICs) or Acting Principals with 2 months or less of service or interruptions due to leave.
3. National data on principal turnover and retention are available from the U.S. Department of Education, National Center for Education Statistics National Teacher and Principal Survey (NTPS). Most recent data are from 2016-17, reported in Table 212.30 of the 2019 Digest of Education Statistics. Available: https://nces.ed.gov/ipeds/data/digest/d19/tables/d19_212.30.asp.
4. Steinberg, M., & Yang, H. (2019). Principal mobility in Philadelphia traditional and charter public schools, 2007-08 through 2015-16. Philadelphia: The Philadelphia Education Research Consortium. Available: <https://phil.edresearch.org/principal-mobility-in-philadelphia-traditional-and-charter-public-schools-2007-08-through-2015-16/>.