



# 2020-21 Program Summary

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A fall update on how we are supporting Chicago's public school leaders.

NOVEMBER 2020

THE CHICAGO  
PUBLIC  
EDUCATION  
**FUND**  
**20** YEARS of  
REDEFINING  
LEADERSHIP

“When my principal announced her retirement, I felt ready to fill that role, in large part due to The Fund’s programming. We were ready to start the school year strong—regardless of whether it was in-person or remote.”

**YALIL NIEVES**  
Principal, Peterson ES  
Leadership Bridge, 2019-20

## About this Report

The Chicago Public Education Fund (The Fund) is a nonprofit organization that improves public schools in Chicago by investing in the talented educators who lead them. We are a catalyst for accelerating student learning and a long-standing leader in identifying and scaling what works. For 20 years, we have worked with our partners in the education, nonprofit, civic, corporate and philanthropic communities to redefine what it means to lead in Chicago’s public schools.

In March 2020, the COVID-19 pandemic forced Chicago’s schools to close. Students began learning from home then and they continue to do so today. Creating positive learning environments remotely is a new challenge for all of our leaders, and our work continues to evolve in response to their changing needs. This report provides additional insight into those shifts and into our planned path forward.

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## INTRODUCTION

### In an unprecedented year, The Fund continues to support school leaders.

This report aims to highlight how The Fund's investment in leadership development programs has continued to support Chicago's principals and assistant principals, even during this challenging year. In March 2020, Chicago Public Schools (CPS) closed all schools as a result of the COVID-19 pandemic. That closure, along with a teacher strike in October 2019, meant that most of our students lost 40% of their in-person instructional days during the 2019-20 school year. They also lost the routines, security and joy of being in school.

In the summer, school leaders planned for multiple potential scenarios for the 2020-21 school year, including a fully remote start and a return to in-person learning with strict health protocols. On August 18,

CPS announced the decision to begin the year entirely with remote instruction.

Following the announcement of remote learning, principals across the city jumped into action. They ensured that teachers were ready to deliver remote instruction, created schedules for remote teaching and learning, worked tirelessly to provide students the technology necessary for participation—and so much more.

As principals worked to prepare for the year, our team pushed to redesign existing programs and launch new ways to support Chicago's leaders. We expanded programming to serve 362 educators in over 275 schools, with additional programs launching in the coming months to meet changing needs.

#### IN THE 2020-21 SCHOOL YEAR, WE WILL SERVE AT LEAST:



214  
principals



148  
aspiring principals



275  
schools



150,000  
students

### We are serving 362 school leaders throughout Chicago.

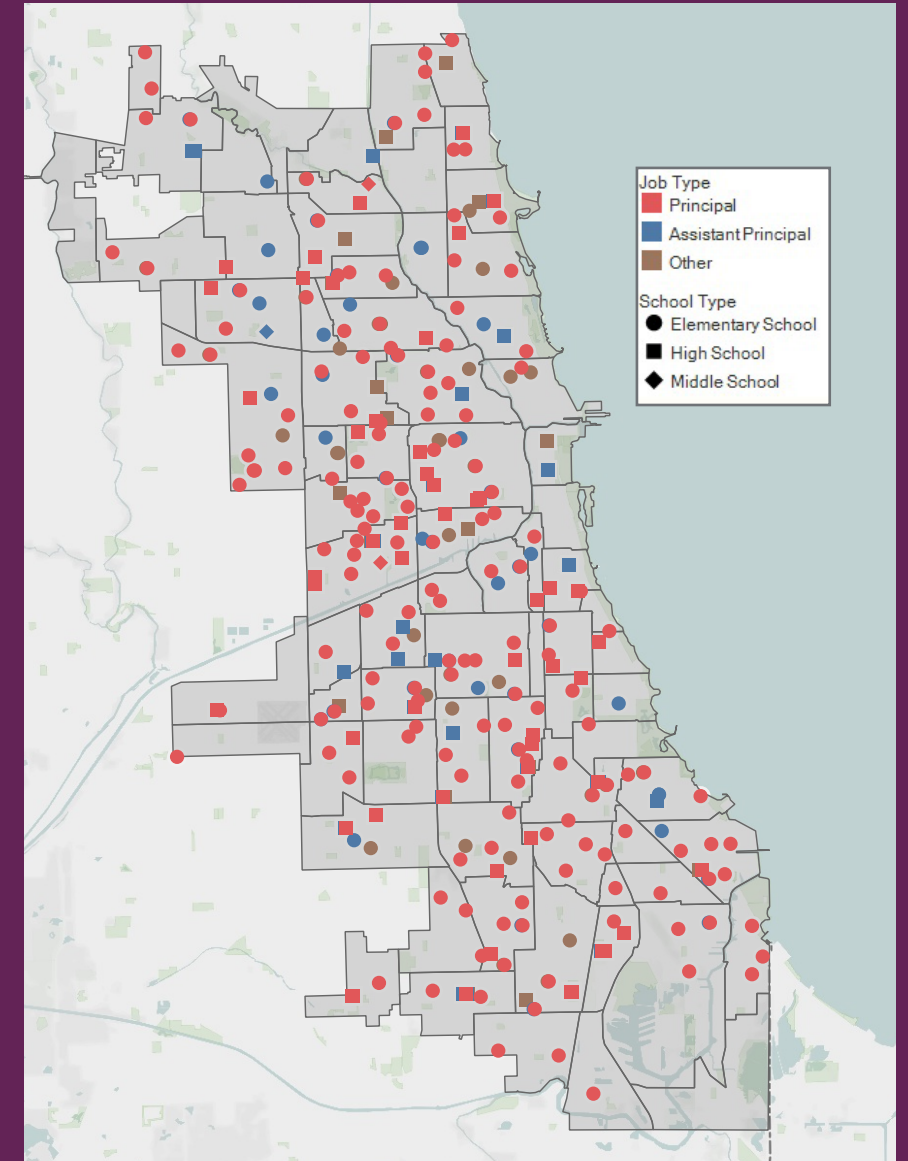
To ensure that our programs met the needs of leaders in schools, we started as we always do: by asking educators directly. We interviewed 48 principals and summarized their recommendations. We also did research into previous school disaster and recovery efforts and our conversations with nearly 50 other school-support and systems-change organizations nationwide. We talked to our program partners and leaders from other school districts and state agencies.

Overall, we learned that school leaders wanted increased flexibility in programming, toolkits and resources for remote learning, and support maximizing school time for the next school year. To better meet principal needs, we then started by taking all our programming

online through the work of our skilled program partners.

As of November 2020, we are serving leaders in 275 (43%) Chicago public schools across 66 community areas. We expect to serve an additional 150 school leaders before the end of the school year.

Outside traditional program investments, we also partnered with 10 funders, including Crown Family Philanthropies and the Joyce Foundation, to create a COVID-19 Comeback Fund, which gave \$2.15 million in grants directly to schools with the highest need. Schools are using these grants to increase teacher and staff planning time, adapt materials for virtual instruction, connect with students, and engage parents and families.



**PROGRAM SUMMARY**

# The Fund’s diverse program participants lead in all school types across Chicago.

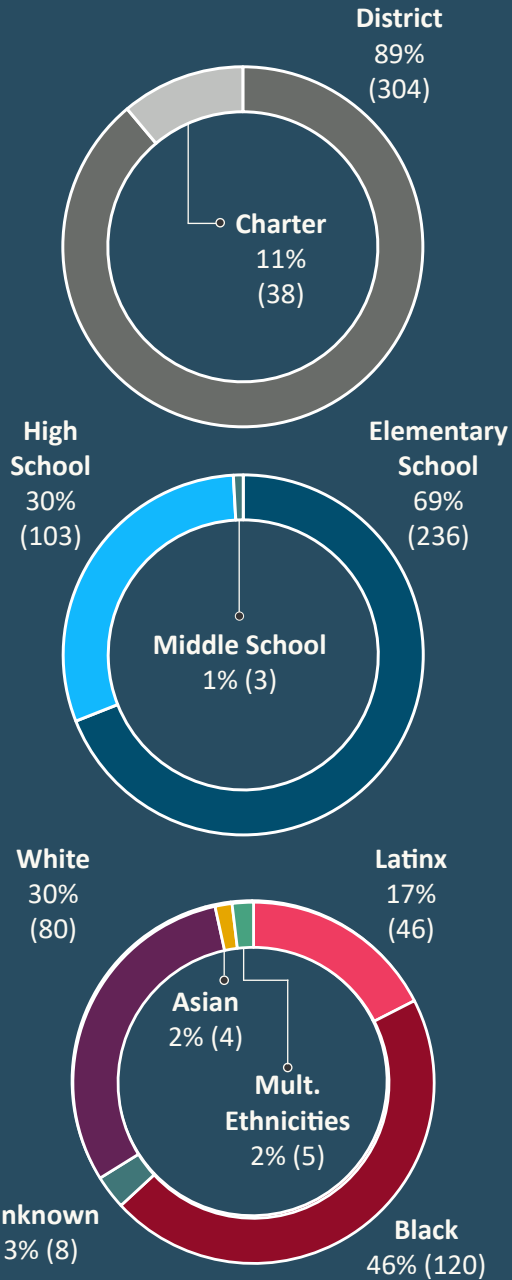
The Fund remains committed to serving schools and leaders in historically marginalized communities. To ensure that our programs support leaders at schools where our investment can have the greatest impact, we look at a number of equity-focused metrics aligned to the CPS Office of Equity’s recently developed index. The index considers the school environment—the number of Diverse Learners and English Learners, student demographics, budget — as well as other community factors.

We support school leaders from all Chicago public schools —both district and charter— with opt-in programming that enhances their leadership skills to better meet the needs of students. During the 2020-21 school year, The Fund is supporting 304 district leaders and 38 charter leaders. For every 10 participants, seven lead in elementary schools and three lead in high schools. These leaders also come from diverse racial backgrounds, with 46% identifying as Black, 17% as Latinx and 30% as white.

During the 2020-21 school year, The Fund is supporting 304 district leaders and 38 charter leaders.<sup>1</sup>

For every 10 participants, seven lead in elementary schools and three lead in high schools.

These leaders come from diverse racial and ethnic backgrounds.<sup>2</sup>



1: There are an additional 20 aspiring leaders not in CPS schools. School type and governance breakdown is only available for principals, assistant principals and aspiring principals in CPS schools.

2: Demographic data is only available for the 263 principals and assistant principals in district-operated schools.

CATEGORY	PROGRAM	TOTAL SLOTS	COST PER LEADER	TOTAL COST	STUDENT DEMOGRAPHICS <sup>1</sup>				SCHOOL DATA			COMMUNITY DATA	
					STUDENTS WITH IEPs	FRL	BILINGUAL	TEMP. LIVING SITUATIONS	TEACHER RETENTION	90%+ BLACK OR LATINX	AVG. 2-YEAR BUDGET CHANGE	LOCATED IN SOUTH/WEST NEIGHBORHOODS	COMMUNITY LIFE EXPECTANCY (YEARS)
<b>CPS AVERAGE</b>					.15%	.64%	.19%	.04%	.82%	.51%	.14%	.27%	.77.8
<b>PROGRAM PARTICIPANT AVERAGE</b>					.16%	.69%	.18%	.05%	.80%	.52%	.15%	.30%	.76.9
<b>PROGRAMS FOR PRINCIPALS</b>	Professional Learning Communities (PLCs)	124	\$1.5k	\$215k	18%	66%	18%	3%	83%	50%	16%	23%	77.5
	Executive Principal	13	\$8.1k	\$105k	17%	80%	24%	4%	82%	54%	13%	31%	76.1
	Chicago Principals Fellowship	16	\$19.0k	\$305k	16%	63%	25%	4%	87%	38%	22%	6%	77.9
	Cahn Fellows Program	8	\$14.4k	\$115k	16%	64%	23%	12%	73%	50%	8%	0%	81.3
	Summer Design Program (3 tracks)	68	\$4.8k	\$681k	17%	73%	16%	6%	79%	59%	16%	44%	75.7
	South Side Education Alliance	8	\$19.6k	\$137k	14%	85%	1%	10%	81%	100%	17%	25%	72.7
	Harvard Graduate School of Education	50	\$0.5k	\$25k	16%	72%	17%	7%	68%	66%	7%	40%	76.2
<b>PROGRAMS FOR ASPIRING PRINCIPALS</b>	APs Rising: Leadership Bridge & AP PLCs	61	\$5.7k	\$352k	16%	64%	19%	3%	87%	33%	18%	30%	77.7
	Chicago Principal Endorsement Partnership	72	\$0.3k	\$20k									

<b>Total Program Slots</b>	420
<b>Leaders in One Program</b>	309
<b>Leaders in More than One Program</b>	53

**Does The Fund plan to offer more programming this year?**

Yes! In addition to the program slots listed above, we also plan to offer an additional 150 program slots throughout the 2020-21 school year. This will include an additional 75 principals invited to participate in Tegy - SDP programming and up to 80 principals invited to Relay Graduate School of Education workshops.

1: For more information on data elements listed here, refer to the the last page of this report.



## PROGRAMS FOR PRINCIPALS

### The Fund's PLCs

- Anti-Bias and Anti-Racist Teaching
- Aspiring Principals Cohorts 1, 2 and 3
- Building Collective Efficacy
- E for Equity means E for Everyone
- Effective Student Supports through Strategic MTSS
- Equity through the Lens of SEL and Trauma Instruction during the COVID-19 Pandemic
- Finding Solutions to Our Unique Circumstances
- Improving Grading Practices and Grading for Equity
- Learn to Lead Cohorts 1, 2 and 3
- Personal Leadership and Self-Care
- Strategic Budgeting for School Success and Personalized Learning in a Remote Environment
- Supporting Second- and Third-Year Principals
- Systems and Structures for Professional Development
- Universal Design for Learning
- Unpacking Balanced Literacy
- Virtual Goal-Setting with Teachers and Students

### Professional Learning Communities (PLCs) | 106 participating principals; 18 principal leaders

Professional Learning Communities are year-long peer study groups for Chicago's school leaders, led by the city's top principals. The Fund's PLC program helps principals learn and implement best practices from one another. Each PLC has a principal "expert" who facilitates the learning experience for the participants in their cohort. The PLC serves both to elevate the practice of the expert principal and to improve performance in participating schools. In 2020-21, The Fund is supporting 20 PLCs across 16 topics, all of which are centered around the idea of "COVID-19 Comeback." Leaders are focused on a range of topics, including action planning around learning loss, leading school-wide anti-racist initiatives, leveraging community partnerships, and ensuring student safety. A complete list PLC topics for the 2020-21 school year can be found to the left. PLCs will meet virtually for the 2020-21 school year.

### Executive Principal | 13 principals

In partnership with CPS' Department of Principal Quality, the Executive Principal program is a multi-year mentorship opportunity for Chicago's top leaders (Executive Principals) and rising stars (Partner Principals). Partner and Executive Principals are thoughtfully matched based on their strength areas and aspirations for their schools. Throughout the school year, Executive Principals provide up to 300 hours of coaching and mentoring, which include weekly virtual school visits and observations, collaborative planning time and networking opportunities.

2020-21 is the third year of the Executive Principal pilot and will focus on codifying learnings and best practices to scale future impact.

*Note: One Executive Principal transitioned at the end of the 2019-20 school year. Their partner principal is still participating in the cohort with a trusted external coach serving as her mentor.*

## PROGRAMS FOR PRINCIPALS

“It has been tremendously helpful and inspiring to thought-partner with and learn from colleagues that I might not have otherwise gotten to talk with and the experts we have encountered thus far. The professional development is energizing. I wish we could encounter this type of learning all the time.”

**ALTHEA HAMMOND**

Principal, Plamondon ES  
Chicago Principals Fellowship,  
2019-20

### Principal Fellowships | 24 principals

The Chicago Principals Fellowship and Cahn Fellows program are designed to provide executive leadership support to Chicago's most talented principals.

#### The Chicago Principals Fellowship | 16 principals

The Chicago Principals Fellowship is a hands-on policy and leadership experience for Chicago's top principals, led by Northwestern University's Kellogg School of Management and CPS' Department of Principal Quality. Fellows participate in academic sessions with celebrated Northwestern faculty and monthly policy advisory sessions with CPS CEO Dr. Janice K. Jackson. At the end of the Fellowship, groups of participants present policy recommendations on a topic of their choice to district leaders. In 2020-21, the program evolved from a one-year to a two-year model, and academic and policy sessions will focus on school sustainability and system-level leadership. The next cohort of Fellows will meet from January 2021 to May 2022.

#### The Cahn Fellows Program | 8 principals

The Cahn Fellows program is a 15-month-long national leadership development opportunity led by faculty at Teachers College, Columbia University. Fellows design and implement leadership projects in their schools with guidance from professors and practitioners. Each Fellow chooses an "ally" – another educator in their school whom they are cultivating for leadership – to participate alongside them. Fellows participate in sessions around personal leadership, stakeholder engagement, and diversity, equity and inclusion. Fellows began meeting virtually in October, and will meet monthly through June 2021.

**How do we incorporate school leader voice in our programming?**

In a typical school year, The Fund has an Educator Advisory Committee with about 20 principals who are given the monthly opportunity to share their voice and perspective on critical issues related to The Fund’s program design and policy work. In 2020-21, in order to be more flexible and responsive given the COVID-19 pandemic, we are getting regular feedback from a broader range of school leaders. As a result, we will seek to engage school leaders in a series of focus groups and conversations related to key policy issues such as school accountability, principal evaluation and new principal readiness. We will also continue to collect principal voices through our annual Principal Engagement Survey.

**Summer Design Program (SDP) | Up to 143 principal-led teams**

The Fund’s Summer Design Program is a celebrated development opportunity for principal-led school teams to bolster their leadership skills and address school challenges. Since its inception in 2013, SDP has served hundreds of principal-led teams and featured multiple partners. SDP focus areas, known as “tracks,” change every few years in response to principal feedback and need. In 2020-21, we offer three SDP tracks, delivered by three expert partners:

**Tegy | Up to 108 principal-led teams and 13 network teams**

Tegy Inc. is a national school design firm that specializes in effective school scheduling practices. Tegy teaches school teams how to leverage their most precious asset: time. In recognition of the scheduling challenges imposed by the COVID-19 pandemic, The Fund is currently partnering with CPS’ Office of Network Support (ONS) to scale Tegy’s resources to all district-managed elementary schools. In addition, Tegy will directly coach around 100 schools to adapt their remote, hybrid or in-person schedules to better meet their students’ needs. Tegy will also train network support staff on scheduling best practices and disseminate universal tools, models and resources.

**Fulcrum Education Solutions | 18 principal-led teams**

Fulcrum is a Chicago-based leadership development organization. This year, Fulcrum is focused on helping school teams adapt their instructional routines for remote or hybrid scenarios, with a special focus on delivering impactful instructional feedback and redesigning distributed leadership systems to meet staff and student needs.

**National SAM Innovation Project (NSIP) | 17 principal-led teams**

NSIP is a national organization dedicated to helping principals understand and leverage their time to advance teaching and learning in their schools. This year, NSIP is focused on giving principals new tools to track their time, set goals, establish roles for their team members and constantly improve.

*Note: Although SDP is typically a one-year opportunity, NSIP and Fulcrum are providing a second year of support to 17 and 18 school teams, respectively, continuing from the 2019-20 year, in acknowledgment of the increased burden on principals due to COVID-19.*

“I felt we had to kick (our delivery of instruction) up a notch. I ask my teachers to attend professional development to continue to grow. I realized that I needed to lead by example so I participated in professional development with the staff so I could help them help students.”

**CLYDE KING**

Principal, Ashe ES  
South Side Education Alliance,  
2018-19 to 2020-21

**South Side Education Alliance (SSEA) | 8 principal-led teams**

The South Side Education Alliance is a suite of instructional leadership and time management supports for eight elementary schools on Chicago’s South Side, collectively serving 4,400 students. This two-year pilot program was extended into a third year to support schools during the COVID-19 pandemic. In 2020-21, SSEA supports will mirror SDP supports: Fulcrum, a leadership development partner, is focused on helping school teams in the remote learning scenario establish updated routines to deliver and monitor instructional feedback and adapt their distributed leadership systems. NSIP, a time management coaching partner, is focused on giving principals new tools to track their time, set goals, establish roles for their team members, and constantly improve.

**Harvard Graduate School of Education: Leading Change (HGSE) | 50 principals**

The Harvard Graduate School of Education and Harvard Business School collaborate to offer *Leading Change*, which is a four-week online course in adaptive leadership within their Certificate in School Management and Leadership. This school year, the Fund is sponsoring a cohort of principals from across the city to participate, helping equip them with the skills they need to drive school change and establish priorities with diverse stakeholders to improve practice. In 2020-21, half of participants took the course in August and the other half in October.

**Relay Graduate School of Education: Instructional Leadership Workshops (Relay GSE) | Up to 80 principals**

The Relay Graduate School of Education is an accredited higher-education organization focused on teacher and principal preparation. This year, The Fund is partnering with Relay GSE to deliver virtual workshops to principals and their teams. The sessions will kick off in December 2020, and teach school teams how to use new tools and strategies to deliver high-quality remote instruction which bolsters student engagement.

## PROGRAMS FOR ASPIRING PRINCIPALS

**Vanderbilt Assessment of Leadership in Education (VAL-ED)** | *APs Rising* is powered by the VAL-ED, an online 360-degree leadership diagnostic tool. All *APs Rising* program participants are invited to take the assessment, which helps aspiring principals gain a deeper understanding of their leadership strengths and growth areas.

### **APs Rising | 63 assistant principals (APs)**

*APs Rising* is a suite of targeted opportunities designed to develop strong assistant principals into excellent future principal candidates. During the 2020-21 school year, *APs Rising* includes:

**Leadership Bridge Program** | This program includes on-the-job professional development for 27 AP and principal pairs. Through individualized coaching sessions from school leadership experts at New Leaders, University of Illinois at Chicago and Accelerate Institute, APs work in close collaboration with their principals to prepare for their future role.

**Aspiring Principal Professional Learning Communities** | In 2020-21, three experienced CPS principals will lead 36 APs through nine learning sessions to develop practical knowledge about how to become a principal. An additional 14 APs are participating in The Fund's PLCs for principals, which cover a broader range of school leadership topics and are detailed on the previous pages.

**AP Resident Principal Program** | Although this program is run independently by the CPS Department of Principal Quality, it is the final component of *APs Rising*. AP Residents serve for 12 to 18 months in schools that need new talent the most. The program currently serves one resident and will launch an additional cohort for the 2021-22 school year.

### **Chicago Principal Endorsement Partnership | 72 aspiring leaders; 3 principal leaders**

Together with CPS and university partners,<sup>1</sup> this special Professional Learning Community supports candidates enrolled in degree programs that award the General Administrative Endorsement, Illinois' statewide license for school leadership. The Learn to Lead PLC is led by two expert principals and includes teachers, network staff and other school support staff who are interested in pursuing school leadership opportunities. Cohort sessions will focus on school leadership experiences and networking opportunities, with the aim of elevating the profile of aspiring leaders within the district.

<sup>1</sup>: Partners include: University of Illinois at Chicago, DePaul University, National Louis University, Roosevelt University, Northeastern Illinois University and Governors State University.

## MEASURING IMPACT

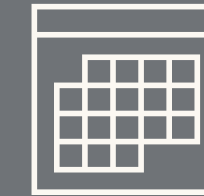
### Measuring the impact of our programs will look different during the 2020-21 school year.

Traditionally, The Fund has relied on standard end-of-year assessments and surveys including the NWEA MAP assessment and the 5Essentials Survey, to measure the impact of our programs at a school and system level. In the 2019-20 school year, those assessments were canceled — meaning that we have had to reconsider how we evaluate the success of our programs.

This year, we will focus on a combination of longstanding metrics while also looking to measure the impact of remote learning. We will continue to track program satisfaction and principal retention to ensure job satisfaction and stability across our schools. We will also

track student engagement and attendance to learn more about the impact on remote and hybrid learning. Additionally, student engagement data will help us understand which students are accessing the critical instruction they need to meet or exceed grade-level expectations.

Our programs are designed to help school leaders learn and grow so that they can support their students to learn and grow. While many outcome data that we traditionally use to measure impact in our program were not available for the 2019-20 school year, we will continue to rigorously evaluate our programs and support educators across the city.



Principal retention predicts systemwide stability.



Principal satisfaction rates are a leading indicator for retention.



Remote engagement statistics are early indicators of student learning.

# Data Definitions

STUDENT DEMOGRAPHICS	STUDENTS WITH IEPs	The percentage of students who are identified as Diverse Learners and have an Individualized Education Program (IEP).
	FRL	Free or Reduced Lunch (FRL): Students that come from families whose income is within 185 percent of the federal poverty line.
	BILINGUAL	“Bilingual” refers to the state’s definition of students who are English learners.
	TEMPORARY LIVING SITUATIONS	Temp. Living Situations: Defined as children/youth who lack a fixed, regular, and adequate nighttime residence.
SCHOOL DATA	TEACHER RETENTION	Three (3) year average percentage of full-time teachers returning to the same school year to year as shown on the 2019 Illinois State Board of Education report card.
	90%+ BLACK OR LATINX STUDENTS	Percent of schools with more than 90% of the student population that identifies as Black or Latinx.
	AVG. 2-YEAR BUDGET CHANGE	Percent change in CPS school budgets from 2017-18 to 2020-21.
COMMUNITY DATA	LOCATED IN INVEST SOUTH/WEST NEIGHBORHOODS	INVEST South/West is a community improvement initiative under Mayor Lori E. Lightfoot to marshal the resources of multiple city departments, community organizations, and corporate and philanthropic partners toward 10 communities on Chicago’s South and West sides.
	COMMUNITY LIFE EXPECTANCY (YEARS)	2010 life expectancy data by community area.