What do Chicago’s principals have to say?

Eighty-two percent of Chicago’s principals responded to The Fund’s Principal Engagement Survey in 2018. Of that total, 76 percent are satisfied in their roles, the highest in The Fund’s four-year history of administering the survey.
The survey asked Chicago’s principals to rate their satisfaction.

- Extremely Satisfied: 17.3%
- Satisfied: 58.3%
- Neutral: 17.1%
- Dissatisfied: 6.0%
- Extremely Dissatisfied: 1.2%
The survey asked Chicago’s principals to rate their satisfaction compared to last year (2016-17).
The survey asked Chicago’s principals which areas, if improved, would make them stay in their roles longer.

- My school’s available funding: 45.1%
- The amount of time and effort needed for compliance requirements: 44.5%
- Access to quality professional learning that meets my specific needs: 38.2%
- My own compensation: 37.5%
- Support received from parents or the community: 28.6%
- Responsiveness and support from CPS central office teams that support my work: 20.0%
- My authority to flexibly spend the dollars I have: 17.8%
- Responsiveness and support from my CPS network, charter network or ISP team: 16.5%
- My authority over my instructional staff’s professional development: 15.7%
- My authority to hire and organize my staff: 15.1%
- The frequency of assessment: 14.5%
- Other (please explain): 14.1%
- Communication and transparency on non-academic topics (i.e., budget): 11.8%
- Additional opportunities for recognition by CPS or charter school: 10.2%
- Efficiency and transparency of procurement and payment processes: 8.6%
The survey asked Chicago’s principals how much longer would they stay in their roles if improvements were made.

- 5 or more years: 57.0%
- 3 to 5 years: 20.9%
- 2 to 3 years: 11.2%
- 1 to 2 years: 7.6%
- 4 months to 1 year: 1.6%
- 3 months: 1.6%
The survey asked Chicago’s principals if the support and feedback they receive from their immediate manager is key to improving their performance.
The survey asked Chicago’s principals to rate the quality of their professional development experience this year.

- Very Good: 17.8%
- Good: 39.8%
- Neutral: 32.4%
- Poor: 7.8%
- Very Poor: 3.2%
The survey asked Chicago’s principals which four professional development opportunities would be most impactful to their work.

Implementing MTSS in my school: 32.4%
Supporting social and emotional learning in my school: 31.2%
Using data strategically: 30.0%
Mobilizing my school team and community to improve student outcomes: 28.1%
Developing my own leadership: 27.7%
Coaching and developing teachers in particular content areas: 27.5%
Managing my time and my team’s time more efficiently: 27.3%
Supporting students with IEPs: 26.7%
Improving culture and climate in my school: 25.9%
Designing and implementing professional learning for my teachers and staff: 24.5%
Opportunities for my team to take on leadership roles and responsibilities: 20.6%
Supporting ELL students: 18.6%
Budgeting strategically: 13.0%
Evaluating teachers toward instructional improvement: 12.6%
Implementing Common Core and College and Career Readiness Standards effectively: 10.1%
Managing LSC or charter board relationships: 7.3%
Hiring teachers: 4.5%
Other (please explain): 4.0%
The survey asked Chicago’s principals if CPS, AUSL or their Charter School/Network communicates a vision that is motivating.

- **Strongly Agree**: 29.0%
- **Agree**: 45.8%
- **Neutral**: 16.2%
- **Disagree**: 6.8%
- **Strongly Disagree**: 2.1%
The survey asked Chicago’s principals if they would like to be involved in shaping policy decisions at the city level.

- Strongly Agree: 32.1%
- Agree: 40.6%
- Neutral: 18.8%
- Disagree: 6.6%
- Strongly Disagree: 1.9%
Supporting Chicago’s School Leaders

Overall, principals are more satisfied and motivated by their management network’s vision than in years past. There is more work to be done around promoting quality professional development, effective support and growth opportunities for school leaders.

Parents and community members can play an important role in supporting their principals. Thanking principals for their efforts can go a long way, as can showing up to participate in school events and meetings.

Nonprofits and program providers can improve the professional training and development they provide principals by differentiating their supports for what each principal needs.

Philanthropic partners can accelerate principal quality efforts across the city by investing in strategies that we know support their leadership, such as The Fund’s Summer Design Program.

CPS and charter networks can streamline their compliance requests and connect behind the scenes to reduce the number of duplicative requests principals receive. When compliance requests are needed, providing principals with enough time to complete them is key.

If you want to support Chicago’s principals or have other ideas, please send your recommendations to thefund@thefundchicago.org.

Thank You For Supporting Chicago’s Principals.
Celebrate your principal using #PrincipalPrideChi on Twitter and Facebook