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Build community understanding and support through a transparent search process that engages stakeholders.

Identify a general consensus on the perceived strengths and challenges of CPS that can inform applicants who are considering the position.

Identify the desired skills and characteristics the next Chief Executive Officer should possess and demonstrate for success.

The creation of a "Leadership Profile" generated from this engagement to guide the selection of the next Chief Executive Officer.

Planning and Implementation

- Planning with City Officials, the CPS Board and Administration for the search process
- Creation of a timeline
- Identifying search committee members
- Developing and implementing communication strategies
- Organizing and implementation of stakeholder activities

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- Flexible calendar adjusted by one week - June 3
- May 4 - June 11: Community engagement activities
- June 16-23: Community Engagement and Profile Report
- May 13 - June 25: Application submittal and review
- Week of July 6: Candidate slate presentation; Search Committee review; "Interview Protocol" training
- Week of July 12-19: Semi-finalist interviews; presentation to decision makers
- Week of July 26: selection of the finalist and contract review
- New CEO: start date to be determined

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What are the strengths and challenges of Chicago Public Schools (CPS)?

- What are the strengths of Chicago Public Schools (CPS)?
- What are the greatest challenges or issues facing CPS?
- What specific skills and characteristics will the next Chief Executive Officer (CEO) need to possess to be successful in CPS?
- What other factors should the decision makers use in reviewing, screening and selecting the next CEO?

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- A total of 4,615 stakeholders feedback comprise the qualitative and quantitative data collected
- 16 one-on-one interviews with city officials, Board members, union leadership
- 34 scheduled focus groups; 1,394 community members applied; 160 community members in attendance representing staff, parents, students and community organizations
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- 45% of the survey participants were parents; 38% were employees, 20% were students
- 51% of the employees were teachers; 70% of the students are in high school; 43% in elementary school
- Of 59 zip codes listed only 2 had no respondents

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- 34% of the respondents were White; 22% were Black; 22% were Latino
- The top 20% - 60% of prompt responses for each category identified the strengths, challenges and skills/characteristics composite
- Information about the process and survey were mostly provided through the CPS website, social

What We Value

- Excellent teachers and staff - 56%
- Supportive parents and community - 41%
- Educational options and programs - 29%

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- Variety of programs and extracurricular activities
- Commitment to equity – the Equity Framework
- Resources for students
- Management system organization
- Diversity in and of the district

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Allocation of Resources - 38%

- Allocation of Resources - 38%
- Engaging Parents - 35%
- Closing the Achievement Gap - 33%

Trust and Equity

- Response and repairing trust over the closure schools
- Declining enrollment – impact on funding
- Equity of resources – funding
- Addressing the gap between schools – continue equity work
- Damaged community – trust deficit

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- Catch up coming out of COVID
- Building infrastructure issues
- Pending legislation regarding elected school board
- Political environment – relationship with Board and city officials
- Tension between city officials and educators unions

Leadership & Diversity

- Replacing top leadership diversity of staff
- Achievement gaps of underserved students

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- Doctorate – nice but is not essential
- Educator – has served at all levels in the profession
- Seated superintendent do not limit the pool – expertise is valued
- Educator with a proven track record of success
- Chicago connection not required but preferred

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- Consider internal candidates
- Consider Bilingual candidate
- Has worked in a large urban diverse district
- Can have educational independence versus political allegiance

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- Communicator - 54%
- Cultural competency - 47%
- Organizational skills - 46%

- Prioritizes students - 58%
- Has integrity - 51%
- Community commitment - 42%


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1ZMZYyabw' <xn_bjZ©Visionary Instructional Leader

- Is an educator who promotes the whole child, is student and child focused for all students and has a track record of leading with a strong racial equity lens
- Has a deep understanding of teaching and learning with the ability to assess effective instruction
- Has a strong instructional background with “boots on the ground” and extensive experience practicing in the field with documented successes in improving student achievement

Collaborative Effective Communicator

- Is an active listener communicating effectively both inside and outside the system and committed to work with city officials, Board, staff, families and the entire community
 - An innovative leader with the ability to think creatively and “outside the box” to solve complex problems and stay calm under pressure
 - An inclusive and collaborative leader who understands and
- 

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- Demonstrates courage and is effective in working in a large urban environment
- Is a politically savvy leader/manager who can

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There were approximately four thousand six hundred fifteen (4,615) individuals who participated in the interviews, focus groups, and surveys which were used to identify the aforementioned themes and develop the recommended Leadership Profile.

The consultants received a number of positive responses regarding the process and community engagement component from stakeholders. We appreciated the opportunity to conduct these activities with a very engaging, forth right, and cooperative community.

The CPS community should be proud of the extent to which multiple segments of the population participated in this search process.