

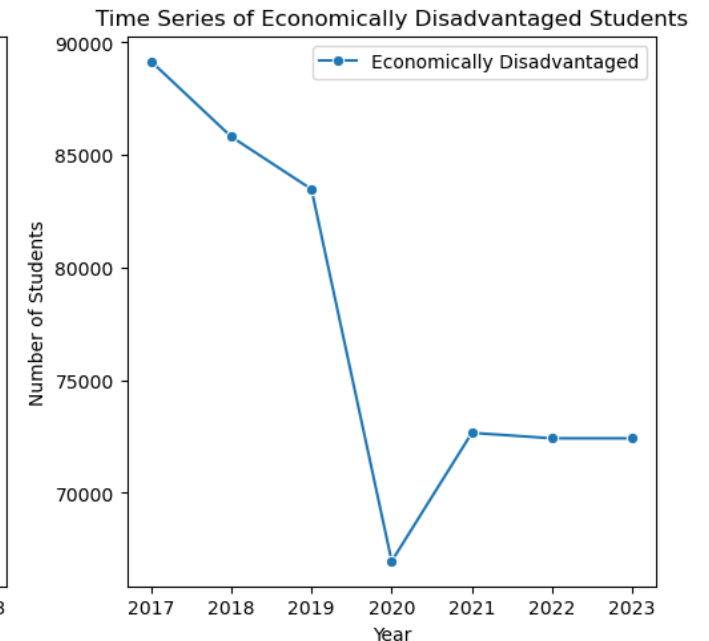
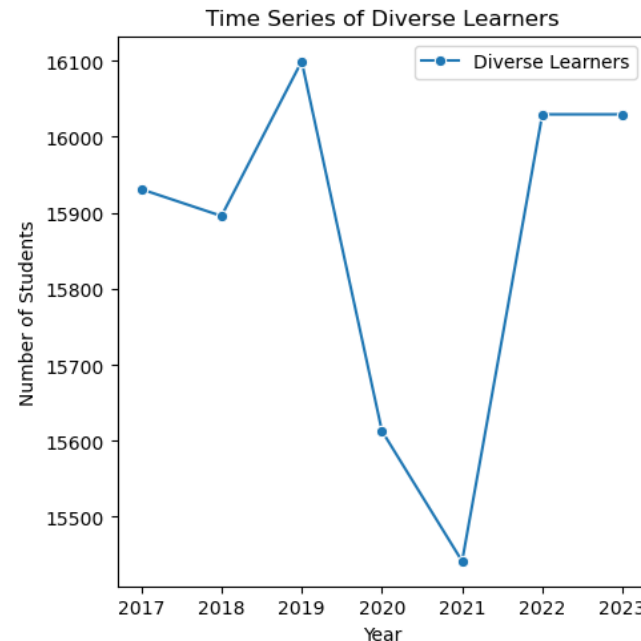
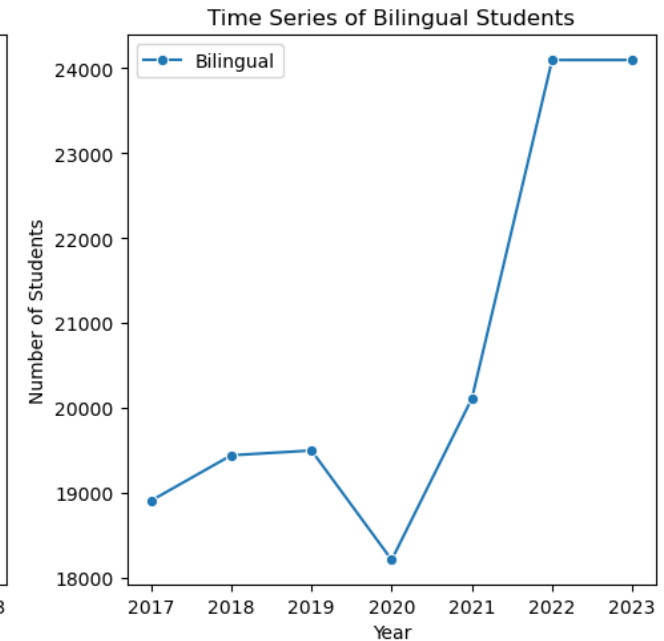
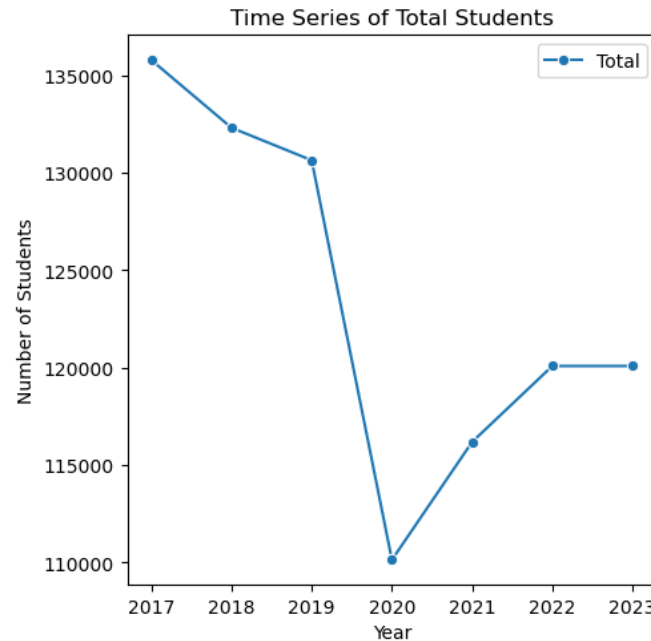
# Chicago Public School District Strategy

By Pedro Huet

# Post Pandemic trends

Having transitioned from a global pandemic, the panorama for students in Chicago Public Schools seems changed:

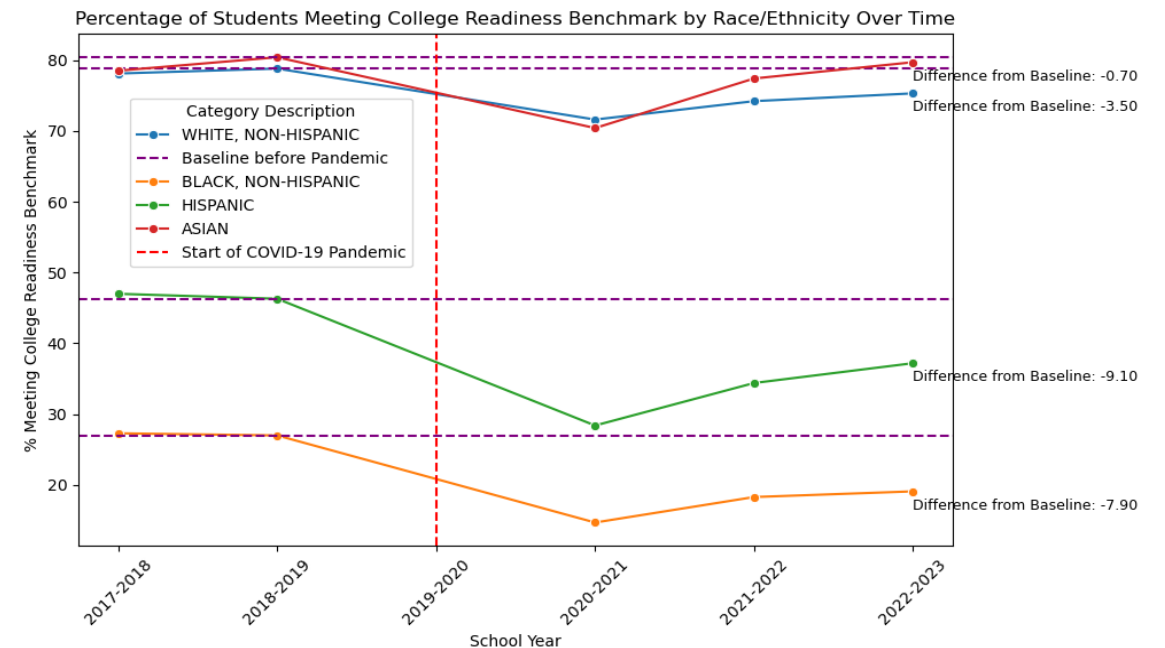
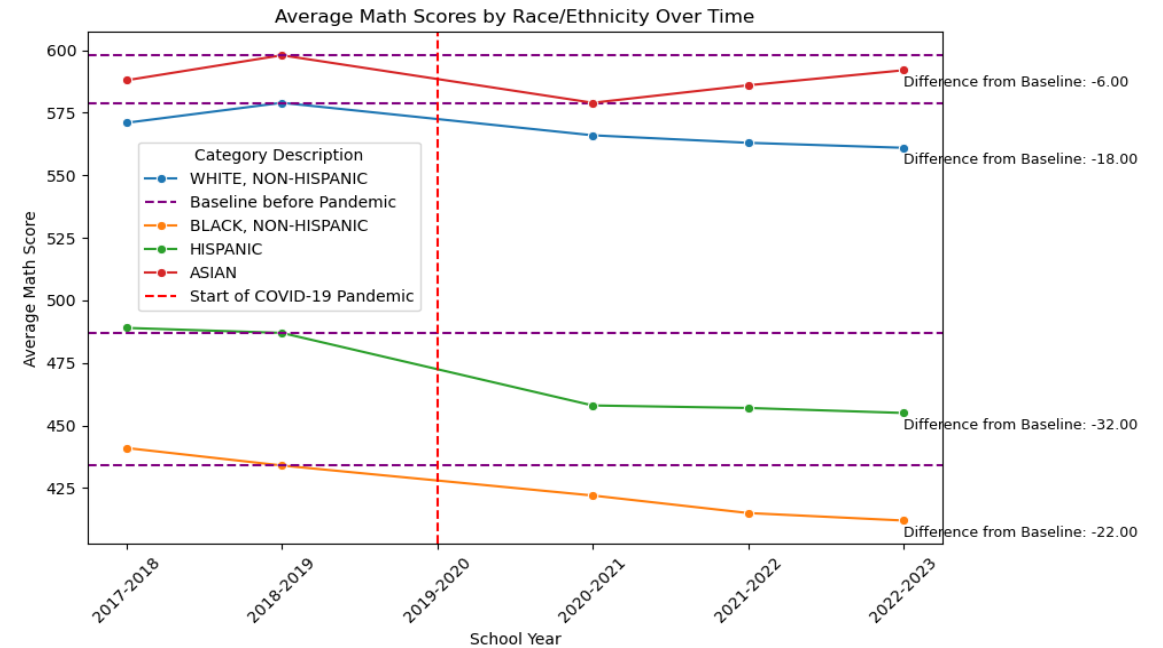
- There has been a sizeable reduction of the total student population after the pandemic (around 100,000 less).
- The volume of bilingual students has increased exponentially, likely due to the rising migration trends in the city.
- Economically disadvantaged students seem to be relatively stable, as opposed to showing a decreasing trend prior to the pandemic.
- Diverse learners remain relatively high.

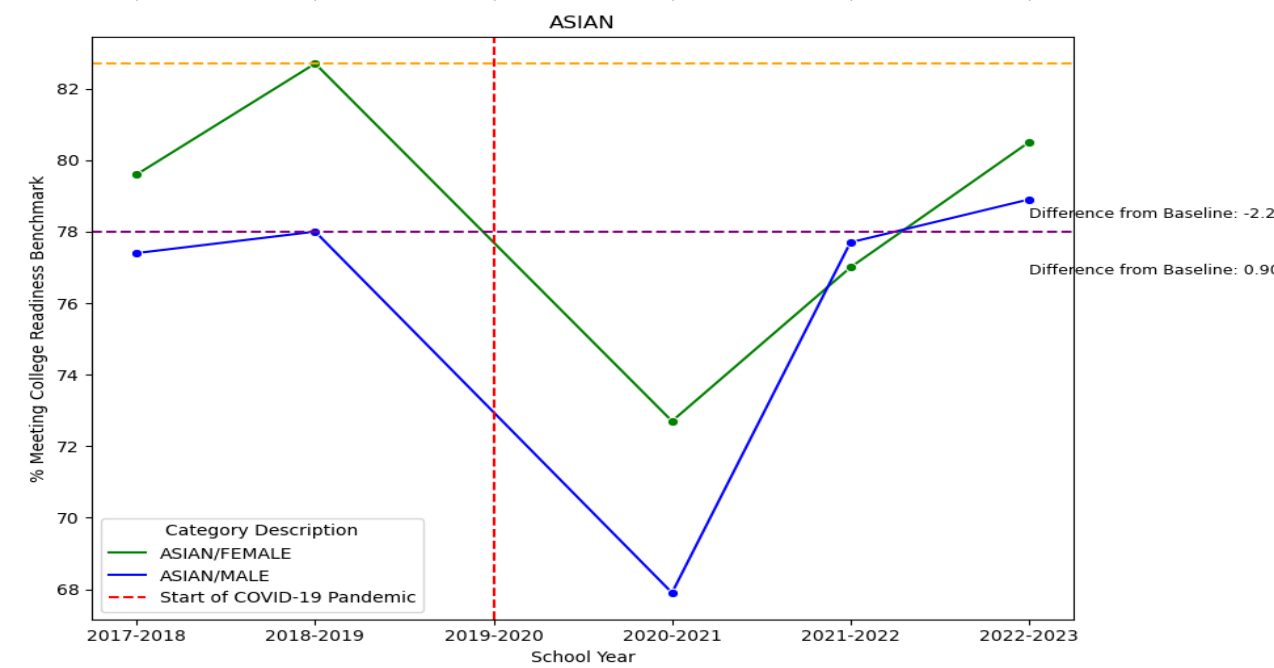
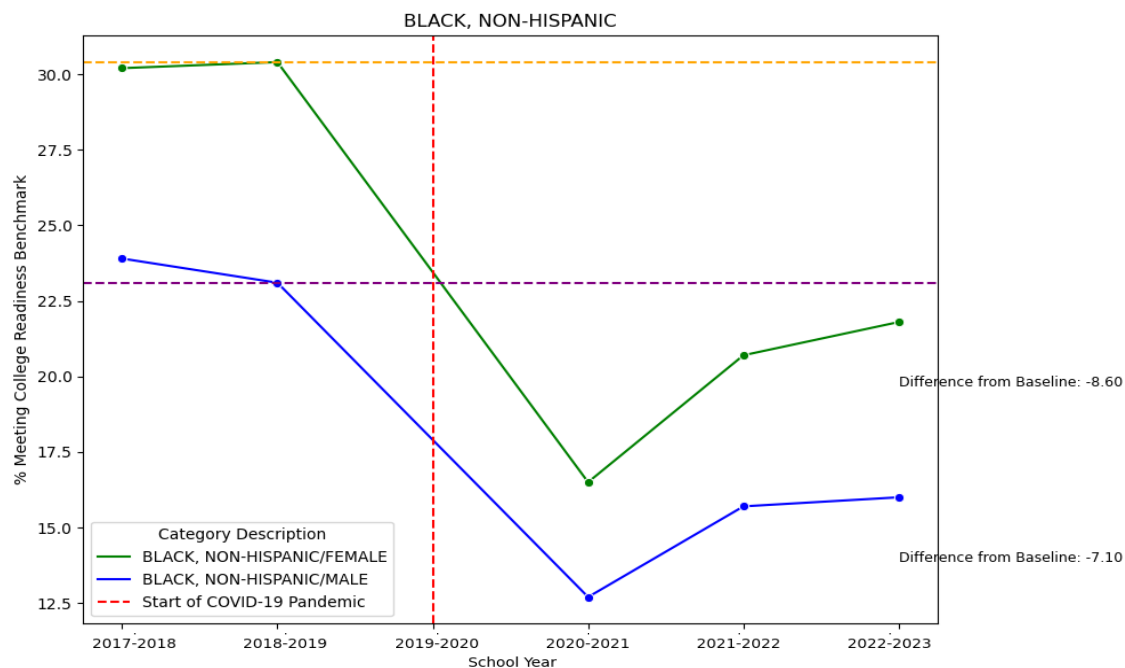
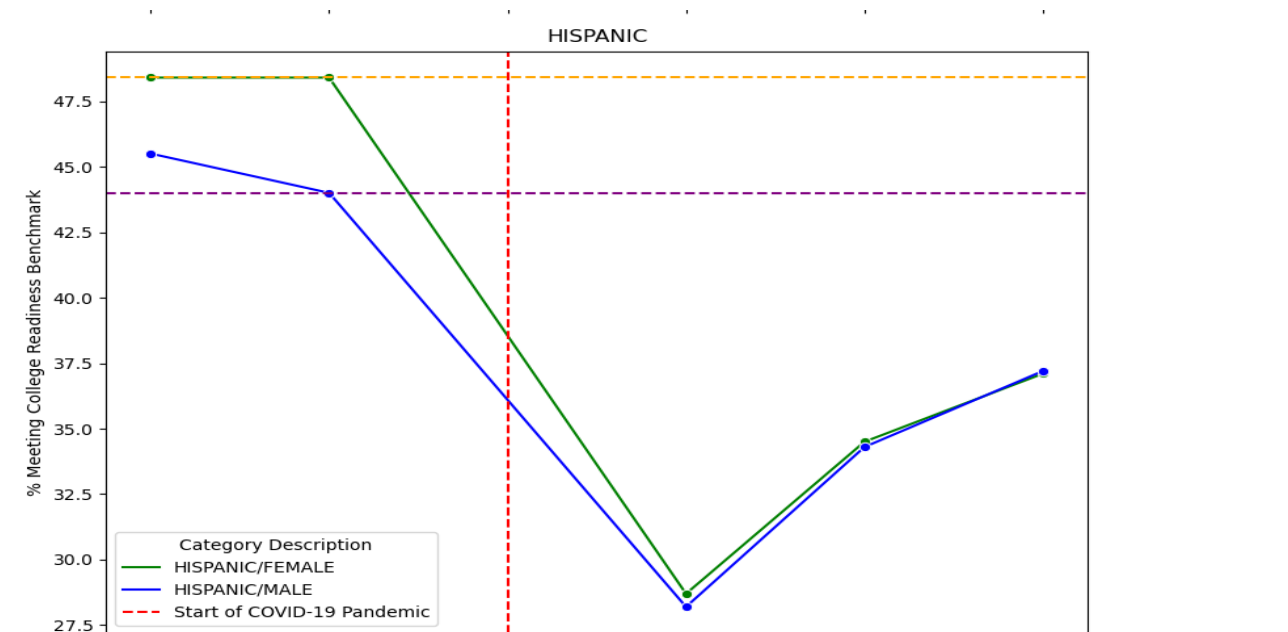
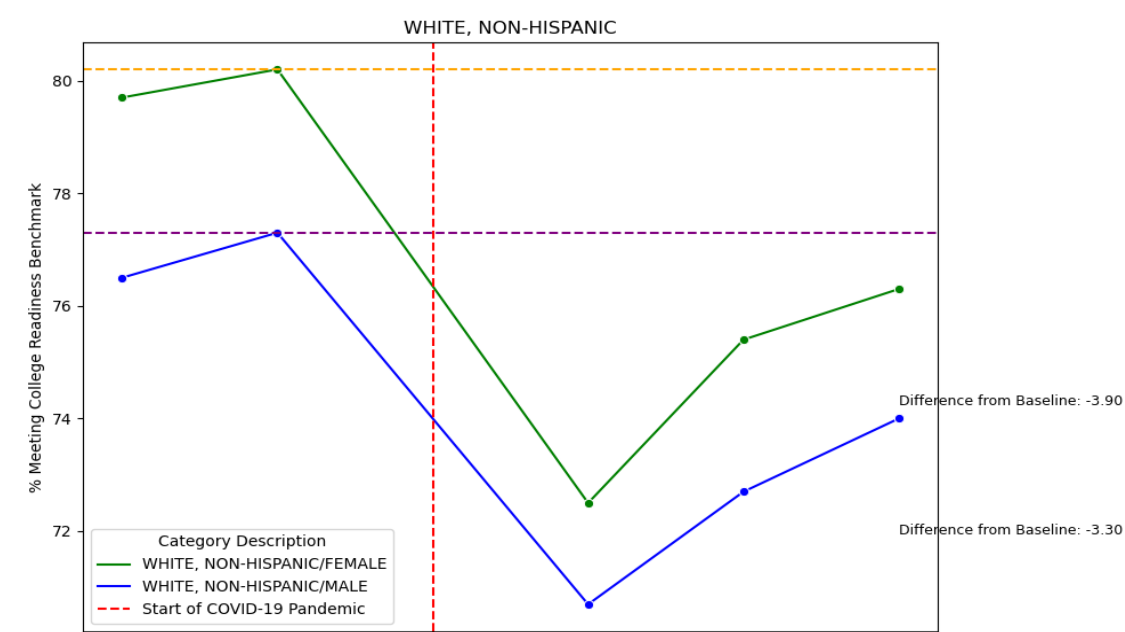


# Trends by demographic group

When disaggregating the data and looking into the trends by demographic group, the picture seems different, as the test results of ninth to eleventh grade students shows staunch differences:

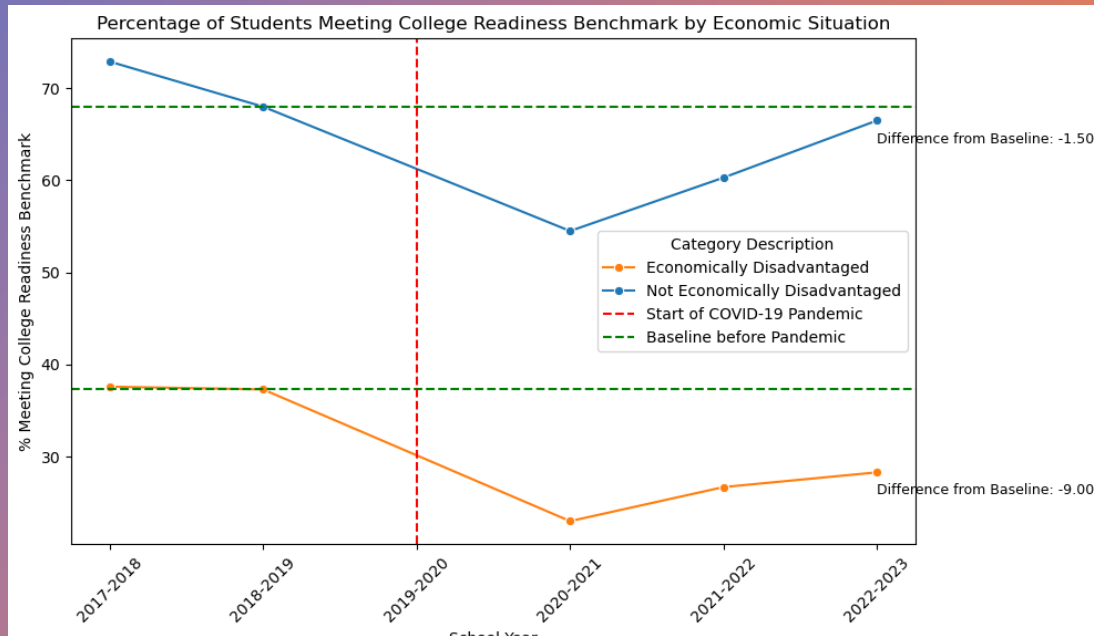
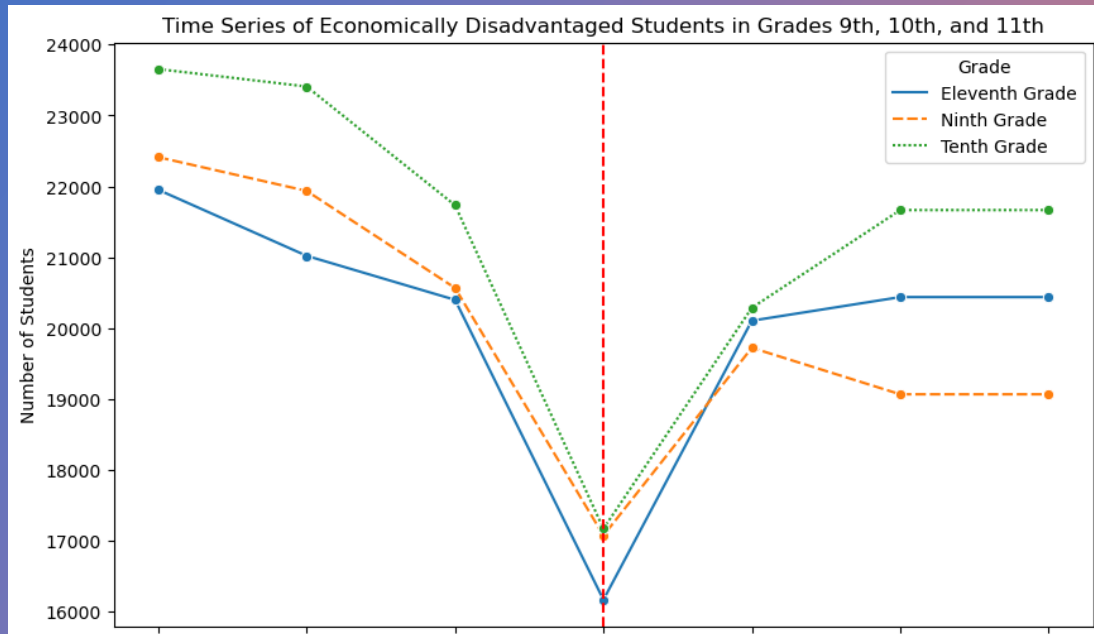
- The Caucasian and Asian students did not experience large decrease in their readiness for college during the pandemic, and here able to recuperate relatively fast.
- Caucasian and Asian students experienced a relatively tamed reduction in their math scores, yet these remained relatively high (above 550).
- African American and Hispanic students experienced a massive reduction in their performance on tests and readiness in college (a reduction of more than 7% each) and have not been able to regain their performance.





When further disaggregating the data, we observe that female students among minority groups had the situation worse after the pandemic, as their performance fell to match their male counterparts among the Latino and African Americans and ended up below their male counterparts among Asians.

# Consequences of Economic Disadvantage



- The group that seems to have experienced the worst performance drop after the pandemic was students at an Economic Disadvantage.
- These students had a reduction in their readiness for college of about 6 times larger than their non-disadvantaged students, and currently have not managed to recuperate.
- Trends also show that these types of students are no longer on the decline for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, as the pandemic seems to have stagnated the negative trend.

# Remarks

- **Based on the information above, the evidence points towards:**

- Although much of the COVID-19 pandemic has already passed, the phenomenon has generated noticeable structural changes in the general trends of CPS students. Other processes, like the influx of migrants in Chicago, could have also been catalysts to these new trends.
- Disaggregating the data shows that the process did not affect the district's students equally:
  - Students from the Hispanic and African American demographic groups have been more negatively affected by the Covid-19 Pandemic in terms of their learning outcome, compared to Caucasian and Asian students.
  - There are reasons to believe that there is an interaction between the race and gender gap in the learning loss among Chicago Public School Students, as female students among the 3 most numerous minority groups in Chicago experienced a noticeably greater learning losses than their male counterparts.
  - Economically disadvantaged students seem to be in the most precarious position, as their learning losses still amount to six times that of their counterparts, and there seems to be a stagnation in pulling students out of this group.

- **Some policy solutions to ameliorate the situation come to mind:**

- A good first step would be to observe the allocation of funds and teacher feedback among schools in the district; could there be some correlation between the funding or professor feedback that goes into public schools and their students' performance? If not, what other variables could be affecting the situation (food deserts, lack of public infrastructure)?
- To incentivize a stronger performance, would it be viable to offer economically vulnerable students an additional stipend for their performance? This could motivate parents to continue nurturing the education of their child and mitigate their household expenses.
- A more ambitious strategy could be considering schools to offer optional extended hours to economically disadvantaged or non-well performing students during the week, as this could allow them to catch up on concepts and allow their parents to have more time to work with the comfort of knowing their child is being taken care of.