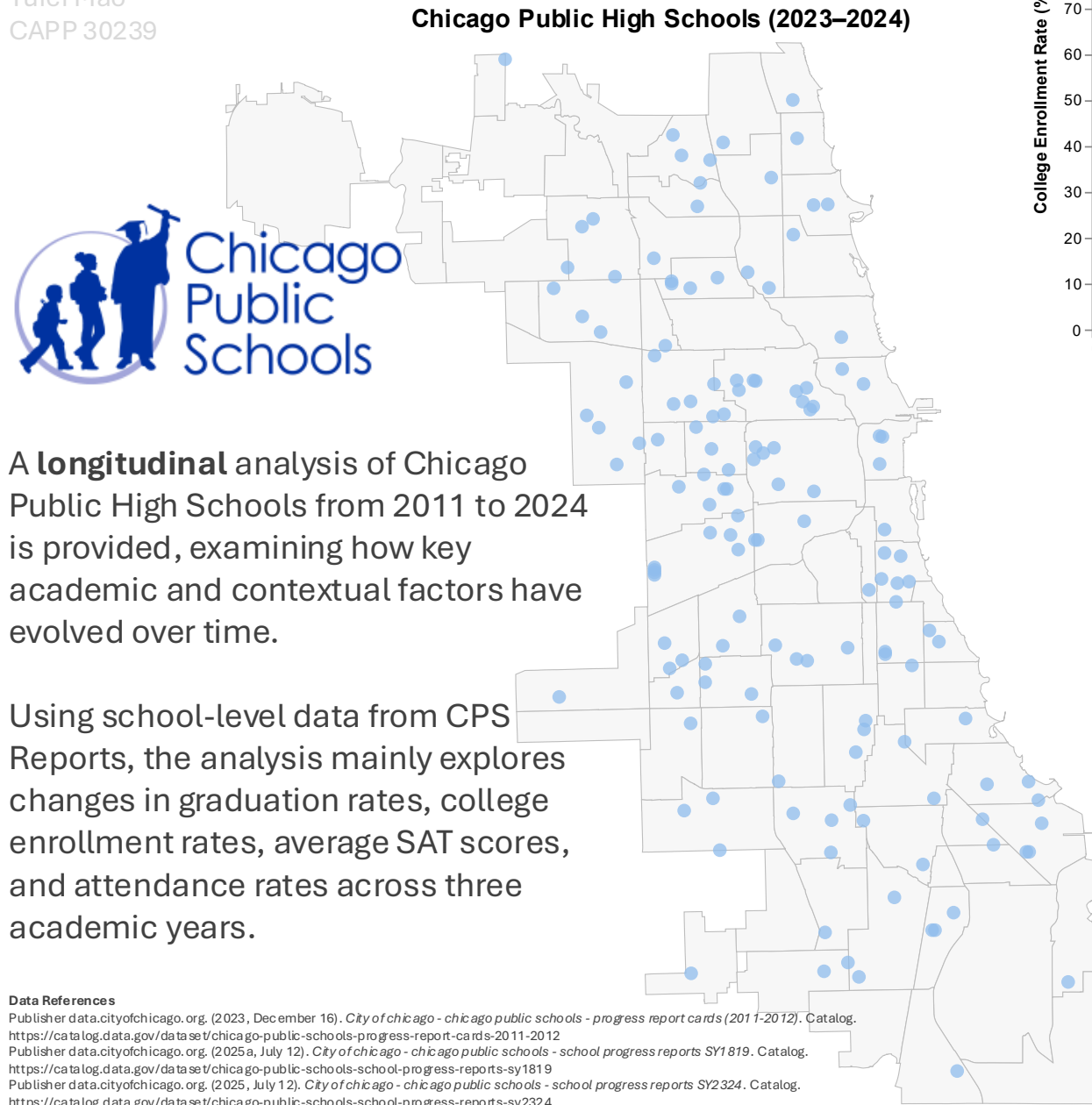


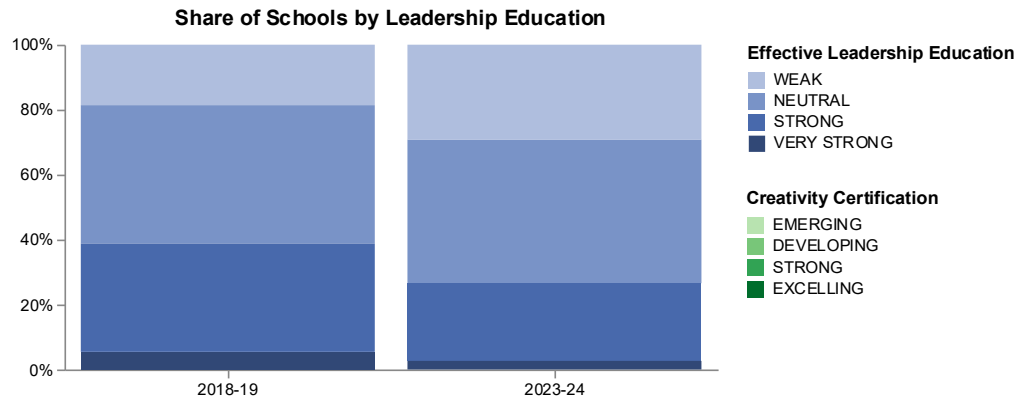
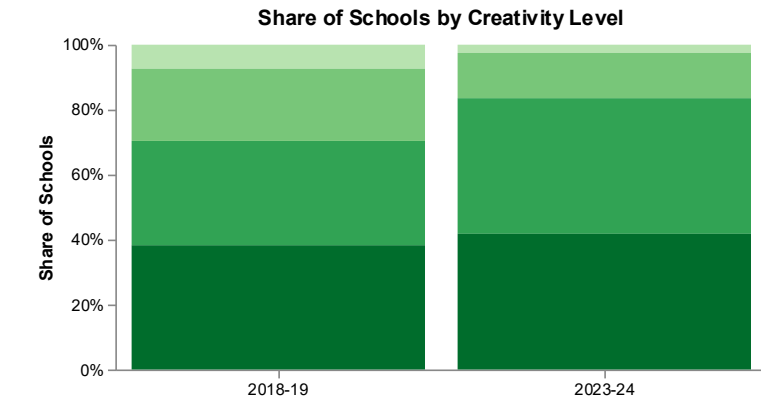
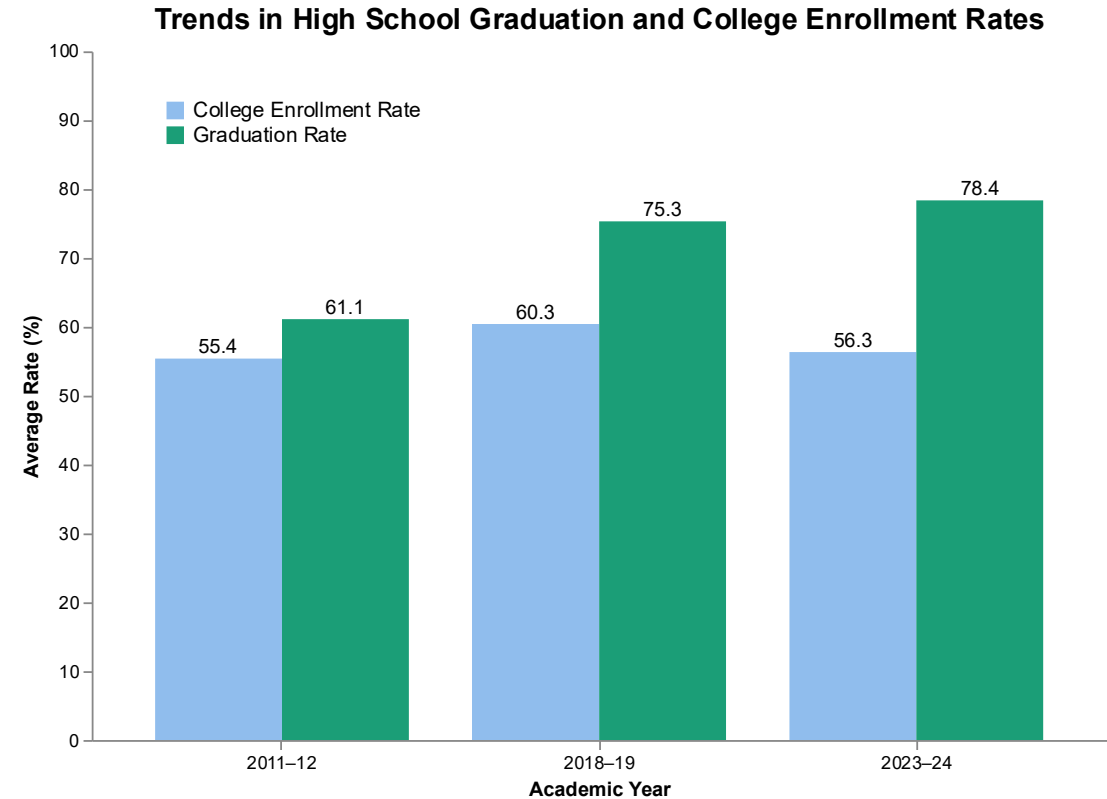
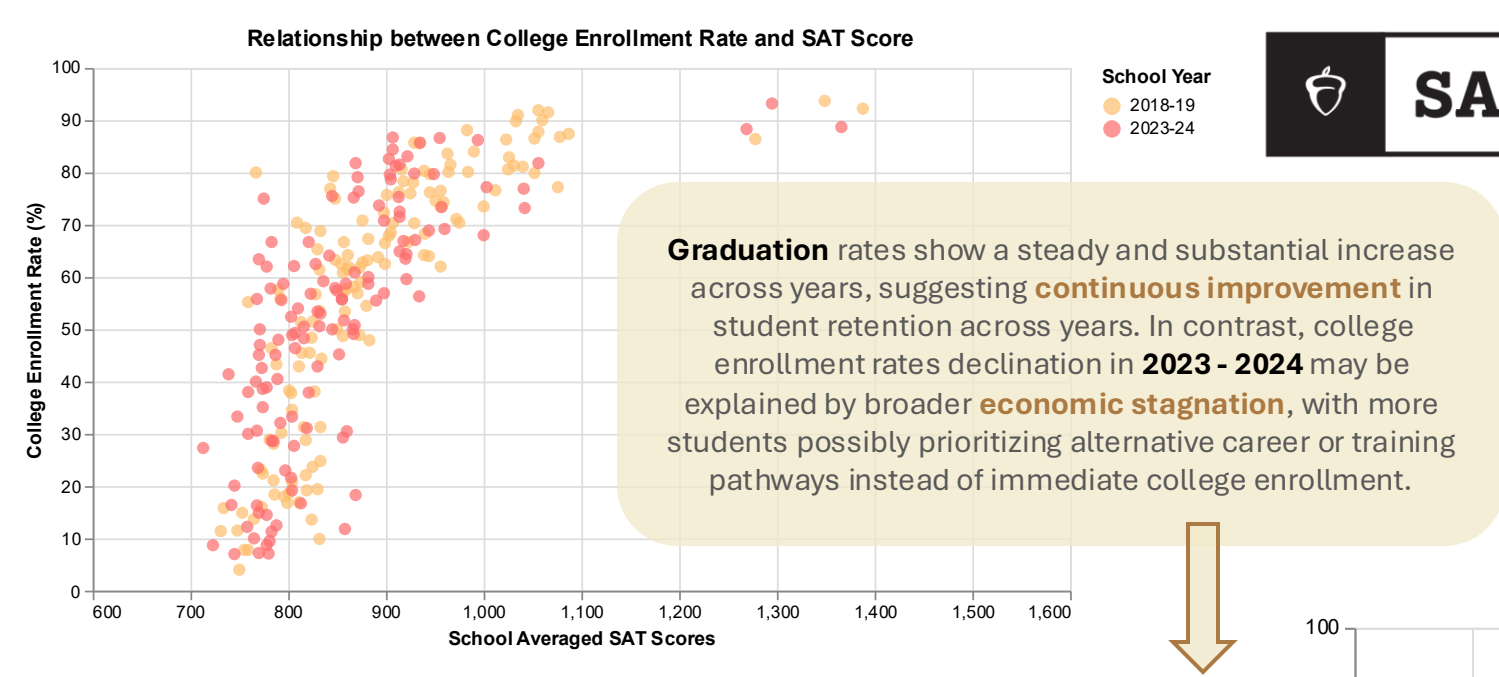
Tracking Educational Trends in Chicago Public High Schools

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CAPP 30239

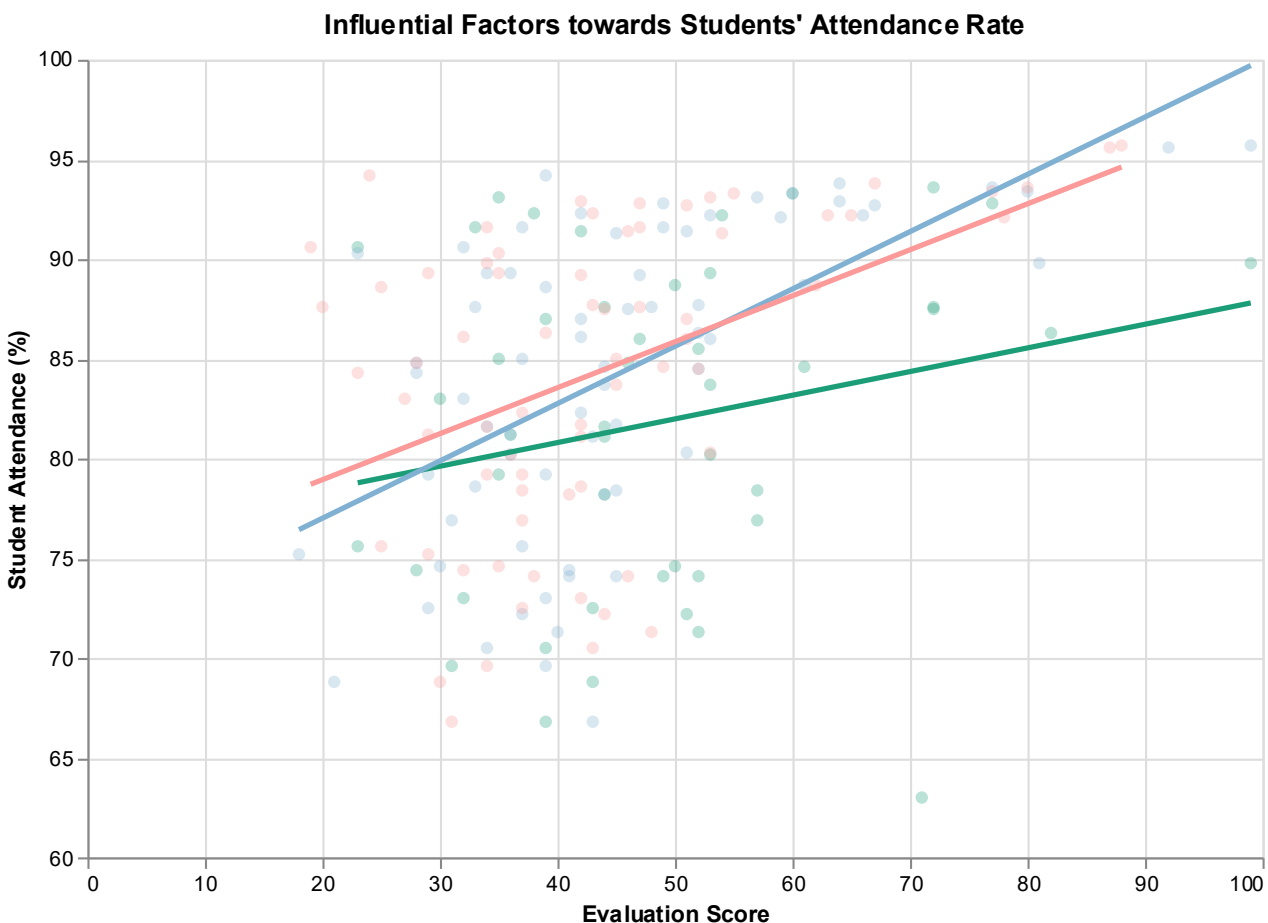


A **longitudinal** analysis of Chicago Public High Schools from 2011 to 2024 is provided, examining how key academic and contextual factors have evolved over time.

Using school-level data from CPS Reports, the analysis mainly explores changes in graduation rates, college enrollment rates, average SAT scores, and attendance rates across three academic years.



Beyond quantifiable outcomes such as SAT scores and graduation rates, the data suggest that Chicago public high schools have shown greater progress and emphasis on **creativity education** compared to **leadership development**.



While all three factors positively relate to student attendance, **instruction quality** and **school environment** exert stronger influences than family involvement.

Following the onset of **COVID-19 in 2020**, both groups experienced a noticeable decline in attendance, reflecting the broader disruptions to in-person learning and school participation after the pandemic period.

