

## Chicago Public Schools: A Case for Resource Distribution Improvement

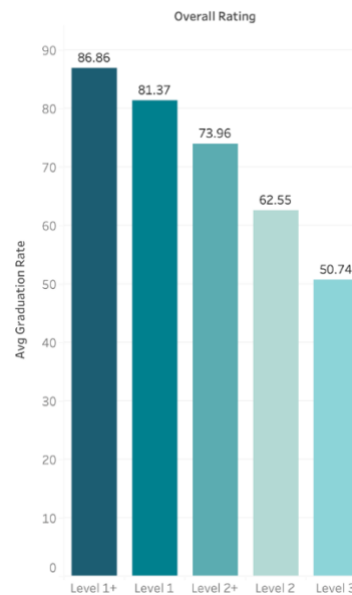
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### | Executive Summary |

How might resource distribution for students across Chicago Public Schools (CPS) be improved? Across the 635 schools in the CPS district, there currently lies a deep disparity in resources and support available for students compared to the other large district systems in the US (Vevea & Peña, 2022). And within the CPS system, there continues to be further inequity in resources and support available for its students. For the 2016-2017 school year, stronger rated schools were more likely to have higher graduation rates (Figure 1).

**Fig 1**

Graduation Rate by School Rating



Graduation rates may be a strong indicator of a school's performance, meaning such steep differences should not exist. It is indubitable that every child attending a CPS school should be given every means for success that their more privileged counterparts have. This policy brief analyzes the disparities across resources and uncovers which groups may be more at risk of being victim to this disparity, particularly focusing on data from the school year 2016-2017. After introducing these data points, recommendations for the betterment

of resources of Chicago Public Schools are also discussed.

### | Inequity in Resources |

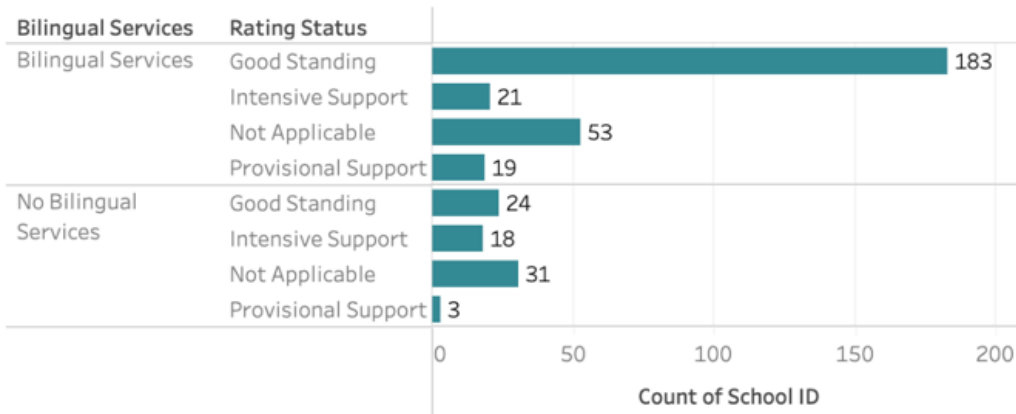
Across the schools within CPS district, there are many different backgrounds of students including diverse racial backgrounds, multilingualism, refugee status, disability status and income level. Though these differences should not impact what resources

are provided, it does. Better schools hold the monopoly over several resources.

For one, bilingual resources are more likely to be in a higher ranked school than not (Figure 2). The number of bilingual services is greater for higher ranked schools, even when lower ranked schools will likely be in more use of such services for its students (Maguigad, 2020).

Fig 2

Number of Schools with Bilingual Services by Rating

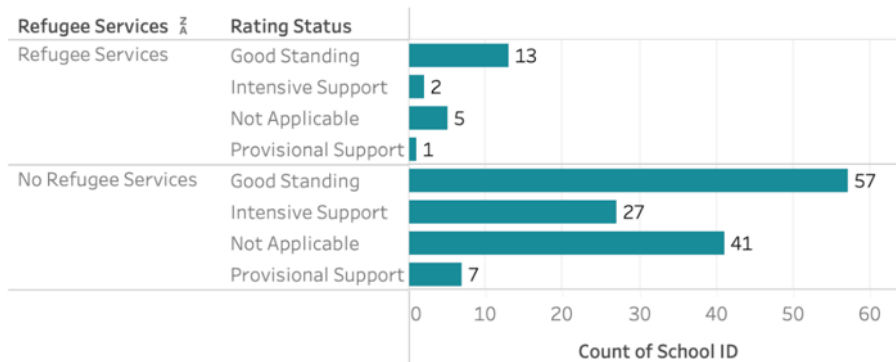


A growing number of refugees are also entering schools (Chicago Sun Times, 2022). Even with this growing number, little to no resources are provided, as can be seen in Figure 3. While the number of students with this status may be low, the disparity among

the rankings of schools are still seen, with better ranked school given a far greater number of these services.

**Fig 3**

Number of Schools with Refugee Services by Rating



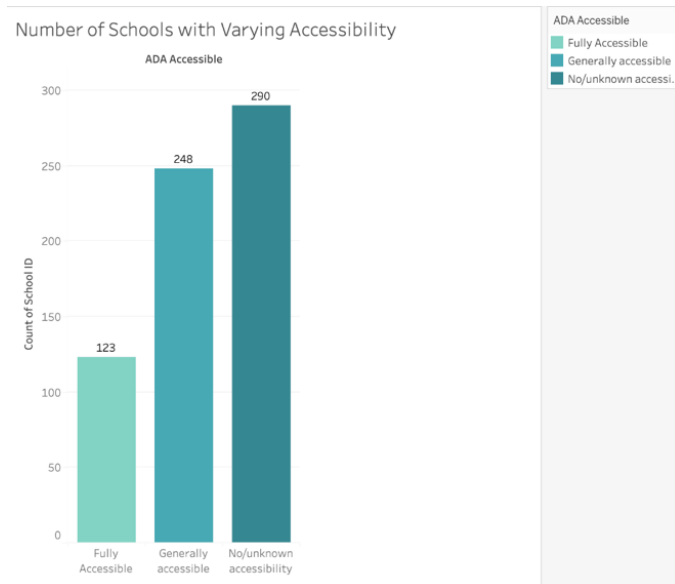
access to school as they possibly can (Chicago

Public Schools, n.d.). Yet again, the numbers do not align with the group which needs

accessibility for schools. This data point deals with accessibility among schools, and clearly indicates how most schools, regardless of ranking level of inaccessible (Figure 4). This data alone should bring action for change for schools across CPS.

With 15.3% of students in recent years receiving special education, it is only appropriate that students receive the best

**Fig 4**



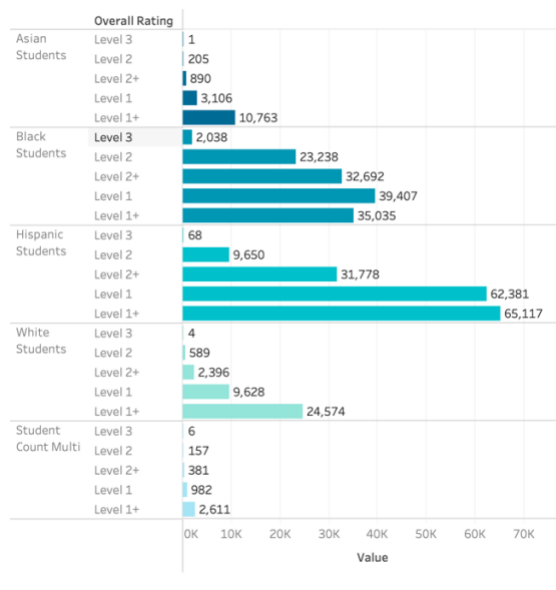
From all the data seen in the inequity or lack of resources, it is evident that change will benefit the students in the Chicago Public Schools district. At an alarming rate, families can be seen leaving CPS schools, and something must be done about it ((Vevea & Peña, 2022)).

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## | A Look at Demographics |

**Fig 5:**

Number of Students in Ranked Schools by Demographic



*\*Asian Pacific Islander students and Native American students were excluded due to low numbers*

With any given observance of data, it is important to look at the big picture as well. The data in Figure 5 illustrates how most students are in higher ranked schools, but there are still differences in how many students are in the worst ranked category of 3. Black students are the vast majority of

attendees for such schools, with Latino students the second highest number. As such, these observations provide more insight into the groups which are more steeply hit with the inequalities mentioned previously in resources. With future actions, both schools and students' lives will be greatly improved.

## | Limitations of the Dataset |

Given that this dataset covers the school year 2016-2017, the data points above do not

indicate represent CPS overall, but rather the statistics specific to that year. Additionally, the dataset is not compared to other years, indicating no means for analysis of whether

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that year had positive rates of resource distribution. Future research may be done with consideration for timespan data to account for these limitations.

## | Recommendations |

A closer look at the data above tells all the story – there is much to be improved for the distribution of Chicago Public Schools resources. The following three recommendations provide methods to tackle the issue of inequity of resources:

### Include More English Learning (EL) & Transitional Bilingual Education (TBE)

Doing so will allow for more resources across schools for bilingual students. Screenings for entry into such programs should also be more accurate to the student's needs as well as consider what the families wish.

### Include More Refugee Services

Based on what each area code looks like, more services should be offered to the incoming number of refugee students. An evaluation of each refugee student should also be given a case analysis and discussed

according to what elements would best support the student's success.

### Make Schools More Accessible

Each school should consider adopting ramps, fences, and space in classrooms such that students with disabilities have the same

means for success as their peers. This can be done through further federal funding and budget apportioning as well as obtaining resources such as local business which are non-profit. Each school should have an analysis of their level of accessibility and create a plan of action to support their students.

## | References }

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