



 **Briefing for Chicago Public Schools
Elected School Board Candidates**

- Tuesday, October 1st from 3:30pm – 4:30pm CT
- Wednesday, October 2nd from 9:00am – 10:00am CT

Objectives

- 1 Understand who we are, what we do, and how we can support your work

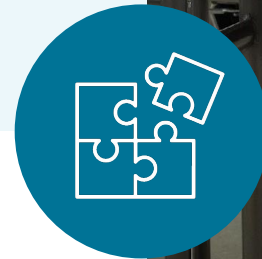
- 2 Hear about how we have partnered with CPS

- 3 Learn about what resources exist around data and research in Chicago and how school board members can leverage those resources

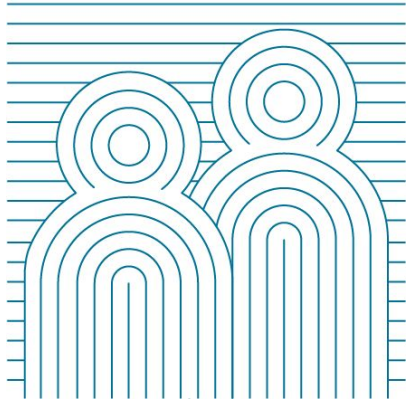


Education Insights, Real-World Impact

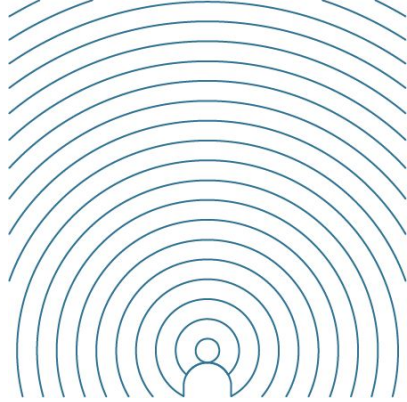
The Education Lab partners with school districts to **design**, **test**, and **scale** programs to ensure all students have the opportunity for success.



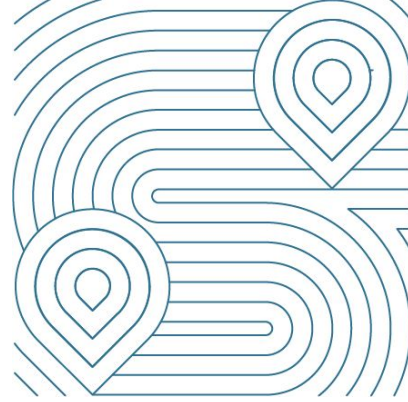
Some of our focus areas



**Mentoring and
Counseling
Interventions**



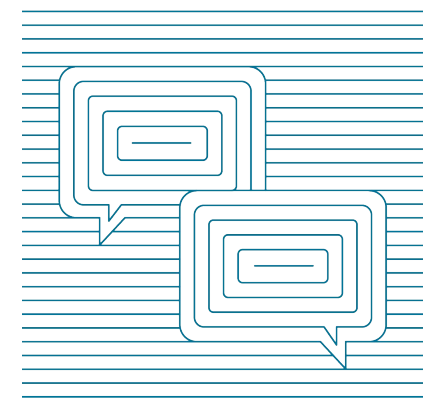
**Personalized
Learning**



**Post-Secondary
Pathways**



**Restorative
Practices**



**Student
Re-Engagement**



Example of our Theory of Change in Action



Identify a question

Team up with partner to work on challenges identified by them



Design, test, and scale

Ed Lab analyzes program to evaluate impact



Inform public investment

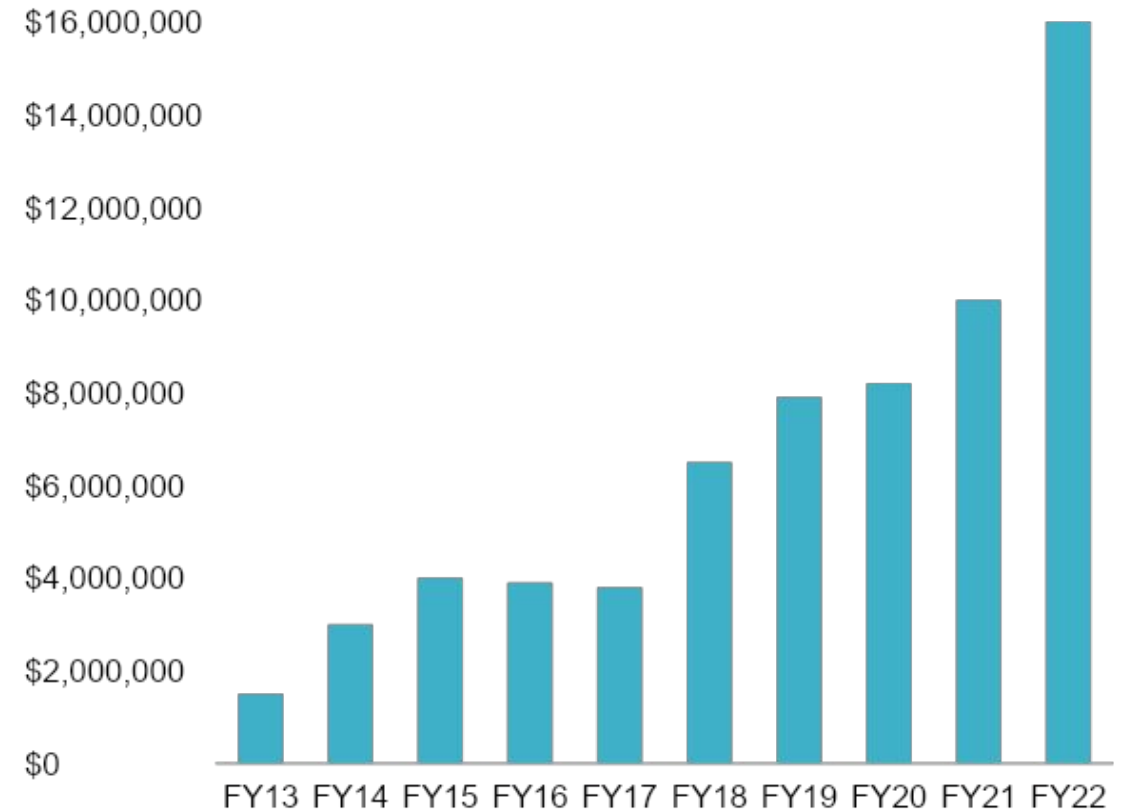
Public sector makes data-driven improvements to programs and investments



More impact per dollar spent

Policy changes lead to increased funding for programs that work

Scale of Becoming A Man Programming in Chicago





Our team



Monica Bhatt
Senior Research Director
mbhatt@uchicago.edu



John Wolf
Associate Director
wolfj@uchicago.edu



Trayvon Braxton
Portfolio Director
tbraxton@uchicago.edu



Dar'tavous Dorsey
*Director of Partnerships and
Community Engagement*
ddorsey1@uchicago.edu



Sadie Stockdale Jefferson
Executive Director
ssjefferson@uchicago.edu



Luke Karner
Senior Embedded Analyst
karnerluke@uchicago.edu

Areas of focus for today's conversation



Accelerate student
learning



Support student
engagement



- **Building a decade + research agenda with CPS: A Case Study of Tutoring**

○ **Pandemic exacerbated what teachers say is hardest part of teaching**



Differentiating instruction



Classroom management



In high school, when a teacher is teaching a math problem that looks like this:

**For all a and b ,
 $6a^2b^3 - 3a^2b$ is equivalent
to which of the expressions?**

If $3x - 9 = 24$, then $x = ?$

A student might be still be working to understand problems that look like this:

$$8 + 14 - 7$$

$$7 \times 4$$

$$\frac{1}{2} + \frac{3}{4}$$

Left unchecked, this kind of academic mismatch can reinforce structural inequality

Number of private tutoring centers
per 1,000 students



Kim, Edward, Joshua Goodman, and Martin R. West. (2021). Kumon In: The Recent, Rapid Rise of Private Tutoring Centers. (EdWorkingPaper: 21-367). Retrieved from Annenberg Institute at Brown University: <https://edworkingpapers.com/sites/default/files/ai21-367.pdf>

What we **ideally** want



Tutoring

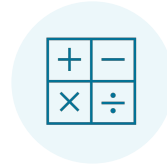


Public school prices,
available to all

“High Dosage Tutoring” partnership: CPS, Ed Lab, nonprofit Saga Education



Designed by
Match Education, now
Saga Education



Scheduled credit-bearing
course in school –
“Math Lab”



50 minute
daily sessions



2 students:
1 tutor



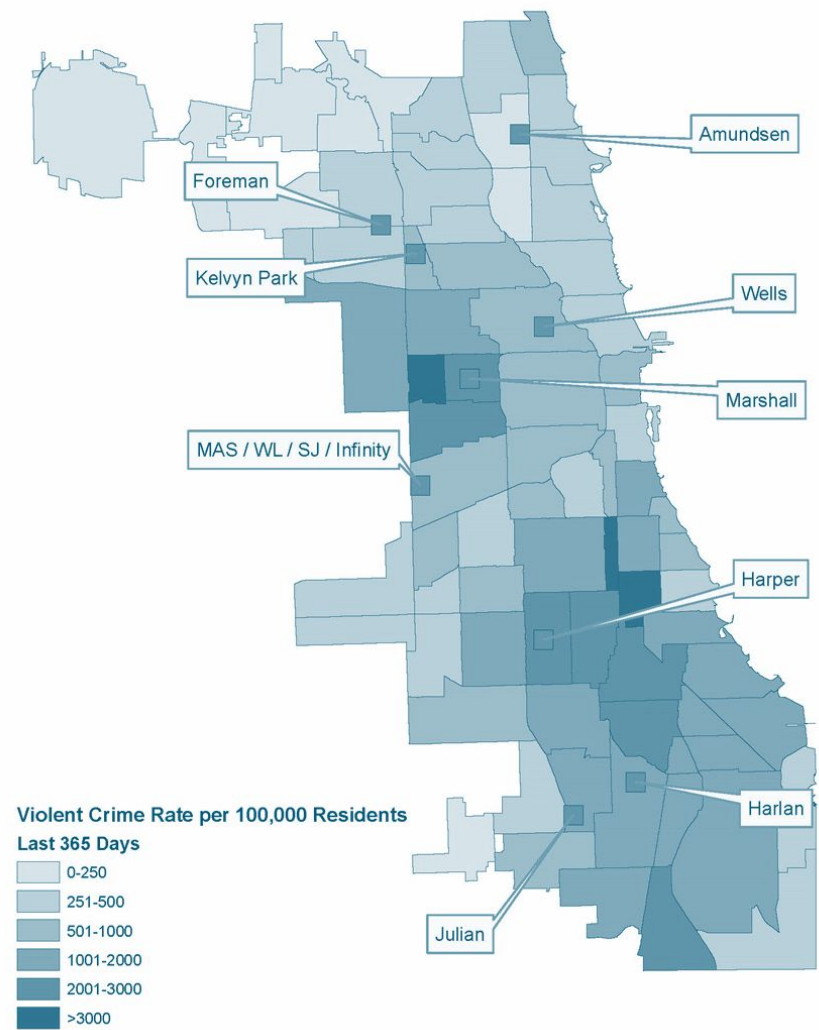
Tutors are
trained and paid



Structured
curriculum

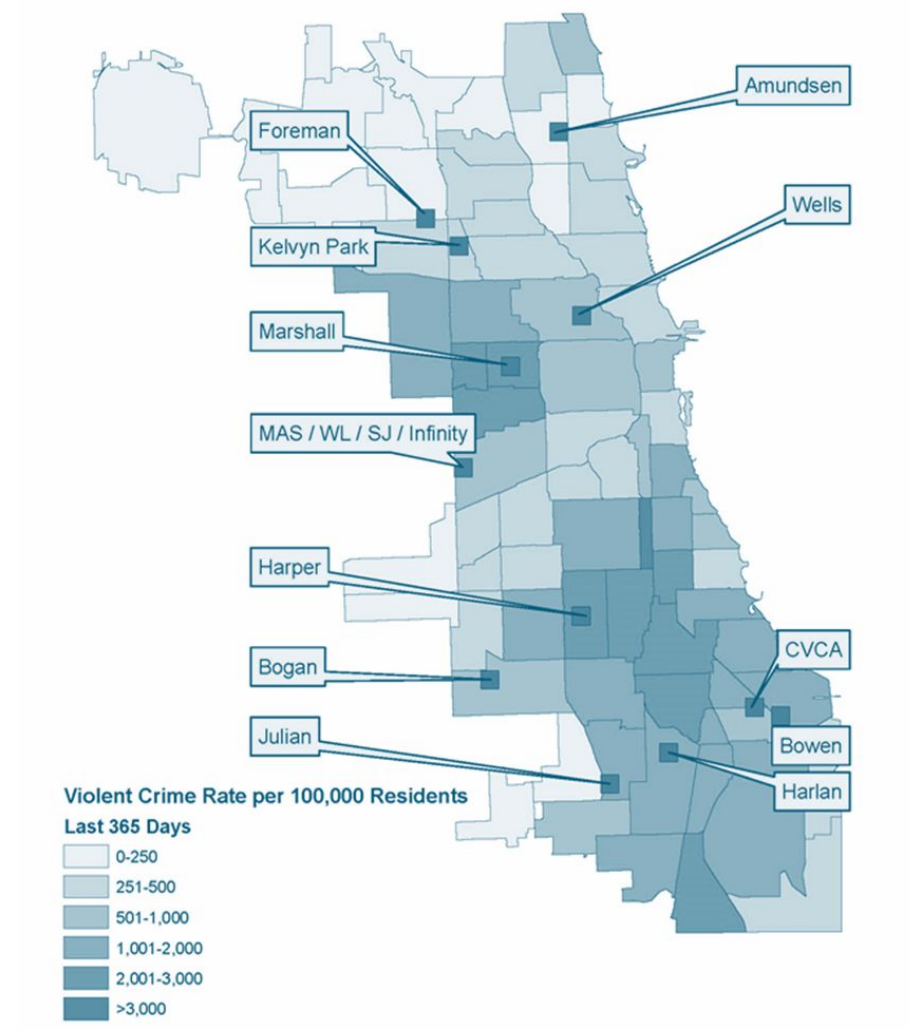
Study 1, SY2013-14

2,633 9th and 10th graders



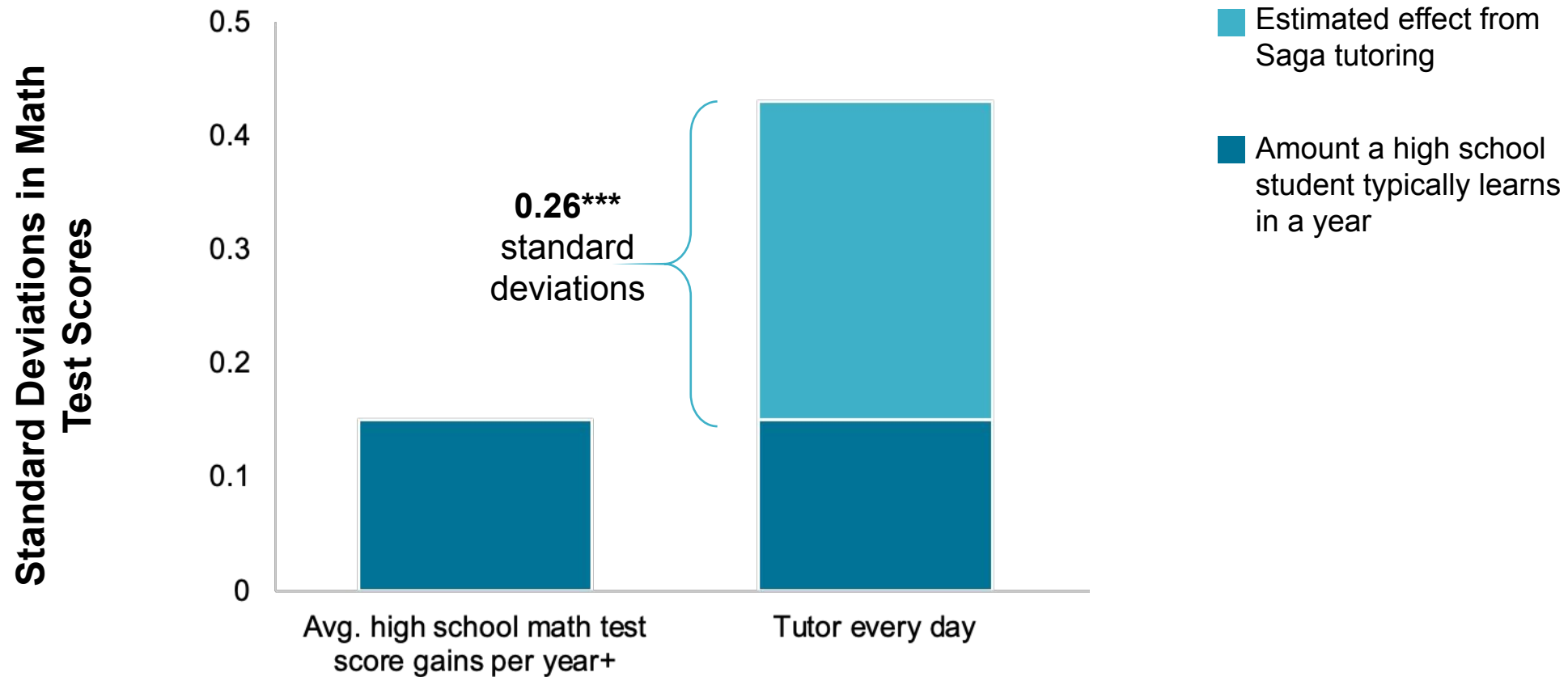
Study 2, SY2014-15

2,711 9th and 10th graders





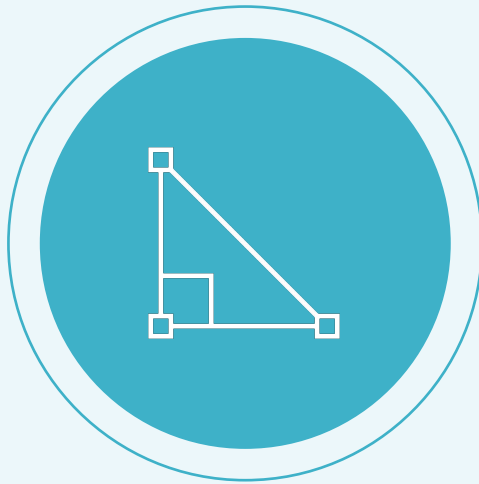
Students gained an extra 1 to 2.5 years of math learning compared to peers



Source: Guryan, Jonathan, Jens Ludwig, Monica P. Bhatt, Philip J. Cook, Jonathan MV Davis, Kenneth Dodge, George Farkas et al. "Not too late: Improving academic outcomes among adolescents." *American Economic Review* 113, no. 3 (2023): 738-765. (p 53)



We also find statistically significant effects on other outcomes...



47%
reduction in math
course failures



20%
reduction in non-math
course failures



.5 point
increase in core-course
GPA (about half a letter
grade)

Source: Guryan, Jonathan, Jens Ludwig, Monica P. Bhatt, Philip J. Cook, Jonathan MV Davis, Kenneth Dodge, George Farkas et al. "Not too late: Improving academic outcomes among adolescents." *American Economic Review* 113, no. 3 (2023): 738-765. (p 53)

...And no strong evidence of fade out



.22 SD or **1.5 additional years of learning** for Saga participants in 11th grade

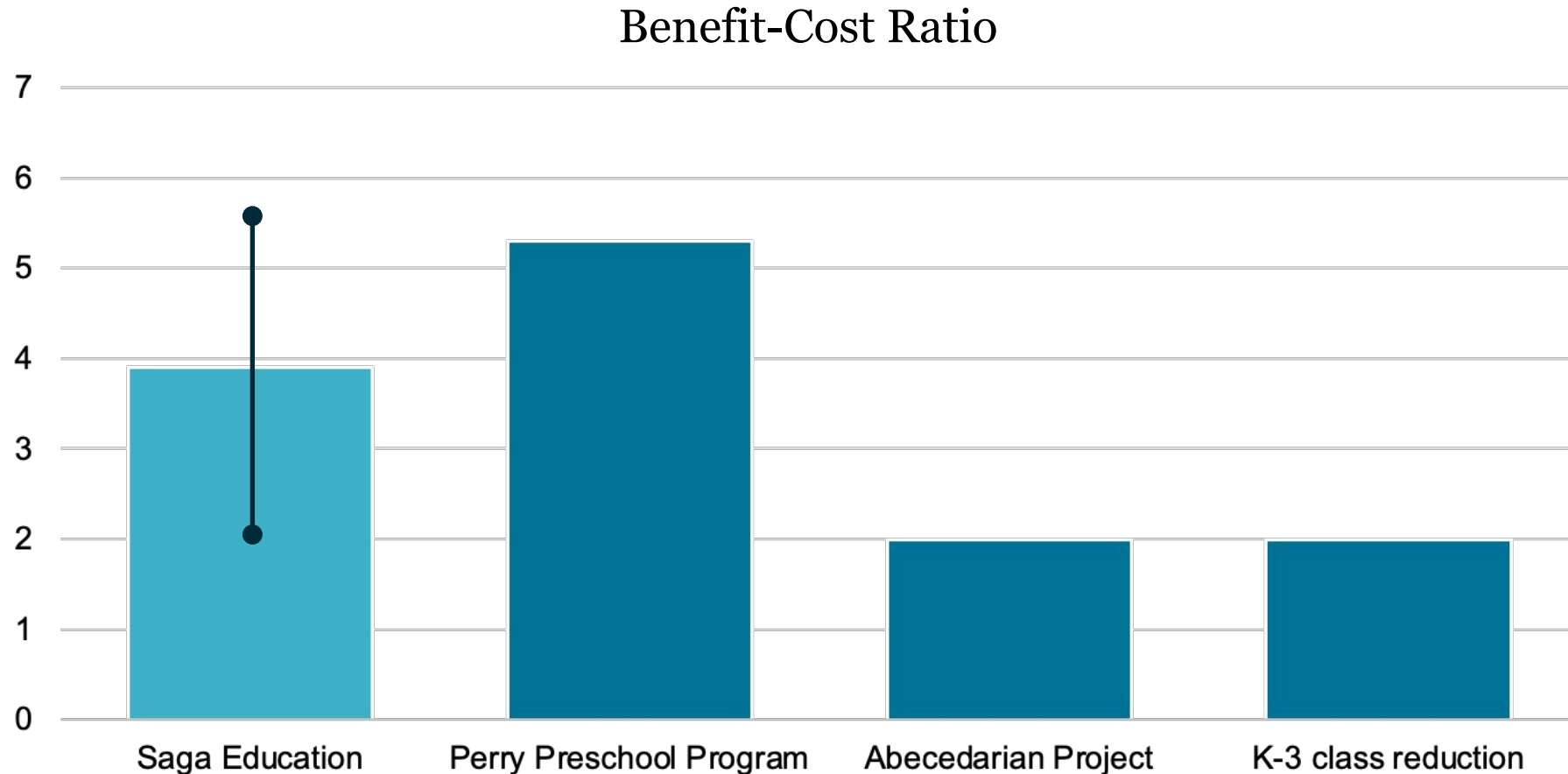


1.3 percentage point increase in on-time graduation (not statistically significant)

Source: Guryan, Jonathan, Jens Ludwig, Monica P. Bhatt, Philip J. Cook, Jonathan MV Davis, Kenneth Dodge, George Farkas et al. "Not too late: Improving academic outcomes among adolescents." *American Economic Review* 113, no. 3 (2023): 738-765. (p 8)



The results make high-dosage tutoring one of the most cost-effective solutions studied in education to date



Source: Barnett, W. Steven, and Leonard N. Masse. "Comparative benefit-cost analysis of the Abecedarian program and its policy implications." *Economics of education review* 26, no. 1 (2007): 113-125 (p 116); Borman, Geoffrey D., Gina M. Hewes, Laura T. Overman, and Shelly Brown. "Comprehensive school reform and student achievement: A meta-analysis." 2002. (p 18).

Over the past decade, the Ed Lab has continued to partner with CPS to scale (and study) tutoring

2012-2015
Saga Education
High school math

2018-2020
Saga Education
Blended learning model

2016-2018
Saga Education
Elementary school literacy
Tutoring scale-up

2020
CPS Tutor Corps
K-5 literacy and 6-12 math

○ What we know works... and where to next?

We know some things that work:

- Tutoring that takes place during the school day
- Consistent time for tutor and student to meet as part of how a class runs to avoid stigma (“high dosage”)
- Uses a structured curriculum that can be easily individualized and adapted, and is aligned with core instruction

But we still don't know many things...

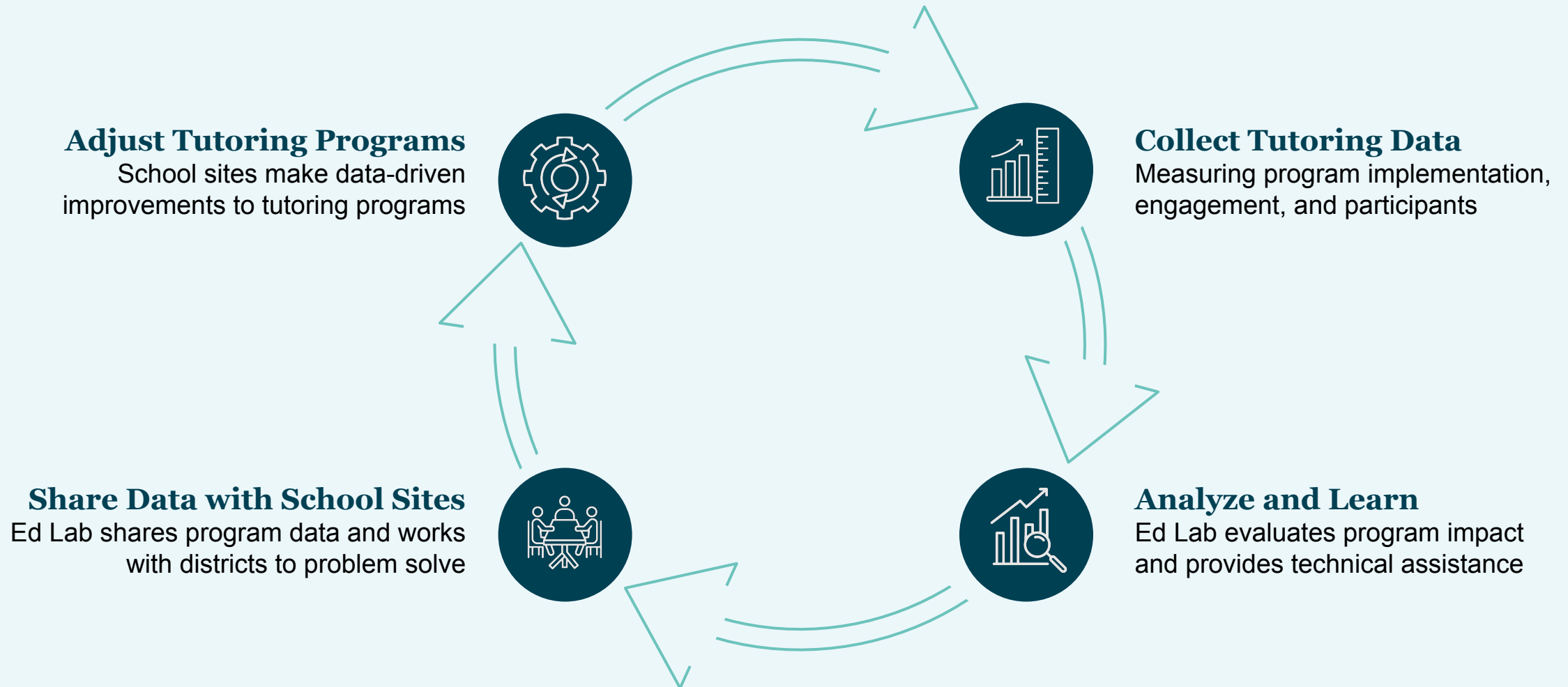
- Which students benefit most from which types of interventions? In which contexts?
- Does virtual work just as well as in-person? If not, why not?
- Who should tutors be? How should they be trained?
- Is it better to do tutoring “in-house” or through a vendor?



Based on evidence, CPS Tutor Corps Model Launched in 2020

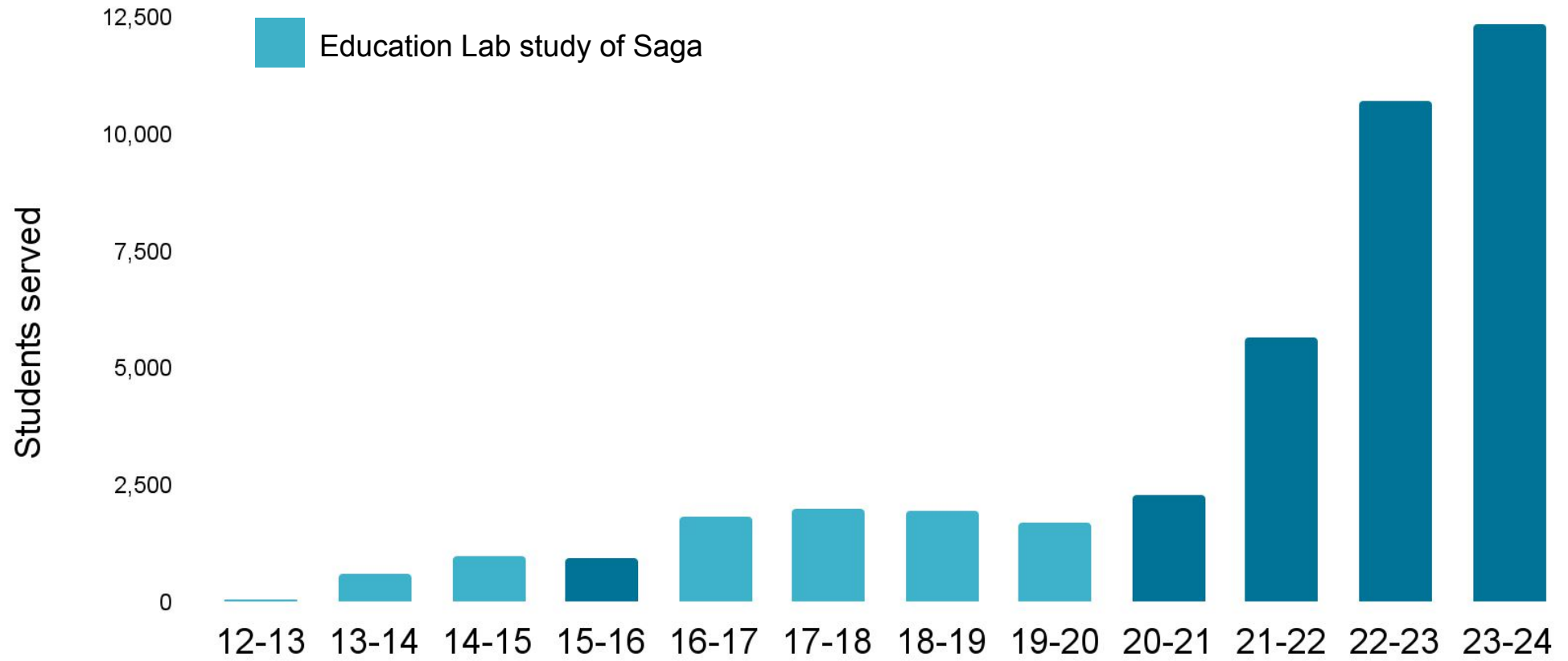
Subjects	Minimum Minutes Per Week	Student to Tutor Ratio
Literacy Tutoring (grades 1-6) Math Tutoring (grades 6-9)	90 min 3 sessions at 30 minutes each	4:1
Length of Service	Scheduling	Delivery
September-June	Built into the school schedule and not occurring ad hoc	Pull out + Dedicated space

Our partnership measures outcomes, but also focuses on continuous improvement





Number of students participating in tutoring with Saga Education & CPS Tutor Corps (2012-2024)





- **Applying Research to Real-World District Needs: Restorative Practices**



Zero tolerance policies led to ~3.5M U.S. public school students suspended in SY 2012—**more than the entire population of Chicago.**



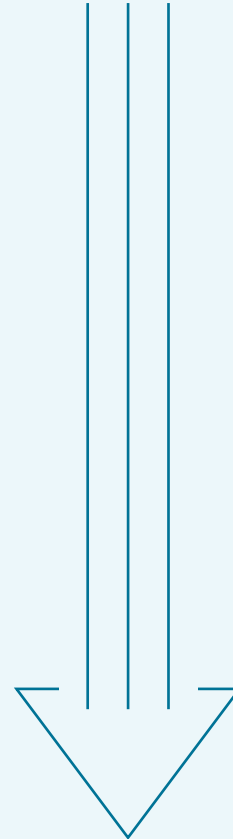
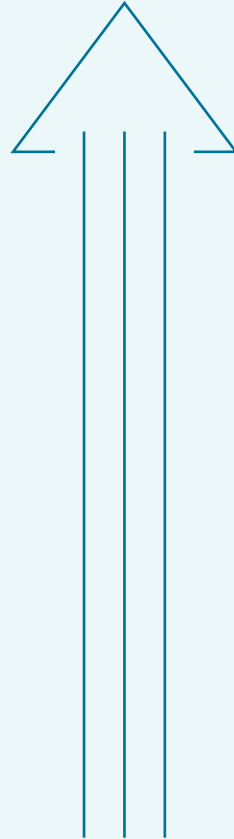
What we know about the consequences of punitive school policies



**Increased incidence
of misconduct**



**Increased likelihood of criminal
legal system involvement**



**Decreased educational
attainment**



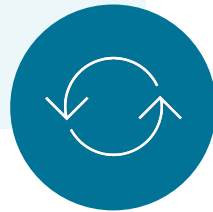
How to shift the punishment paradigm?

- Classroom management and discipline are among **the most difficult problems** teachers face
- 80% of public schools report violence, theft, or other crimes, totaling 1.4M incidents (NCES 2019)
- 80% of surveyed teachers believe suspensions are useful to improve learning and safety (Griffith & Tyner 2019)
- How do we reduce the harms of punitive policies while keeping students safe?
- One potential solution: **restorative practices**



Restorative practices might provide a third pathway

Goal: Supporting schools to develop internal leadership capacity to maintain sustainable system-wide RP



RP Coaching: Coaches trained staff using a flexible model designed to support schools in developing a menu of restorative practices most appropriate for their school context.

- Originally funded by DOJ grant, coaches came in **2-3 days a week**; after grant ended (SY16), coaches came in **1 day a week**
- Used in a **variety of contexts**: property damage, conflict resolution, etc



Study design

Examined gradual rollout of RP programs in 73 high schools in the Chicago Public Schools (CPS) beginning in SY 2013-2014

Criminal Legal Outcomes

- 1 Arrests by Location
- 2 Arrests by Violence Type

Perceived School Climate Outcomes

- 1 Student Response to Survey

Behavioral/Disciplinary Outcomes

- 1 In-School Suspension
- 2 Out-of-School Suspension
- 3 Attendance

Academic Outcomes

- 1 GPA
- 2 Test Scores



Changes in behavior

Behavioral/Disciplinary Outcomes

-18%

Out-of-school suspension days

No significant effect

on in-school suspension
and attendance

Criminal Legal System Outcomes

-18%

Arrests for violent offenses

-35%

In-school arrests

-15%

Out-of-school arrests

-20%

Arrests for non-violent offenses



Changes in student learning and school climate

Academic Outcomes

No significant effect
on GPA

No significant effect
on test scores overall

Perceived School Climate Outcomes

**Improved perception
of school climate**

ex: peers' classroom behavior,
psychological sense of school
membership, school safety,
school-wide future orientation

○ Disruption effects

No evidence found that restorative practices increases classroom disruption.



- **One possibility:** students at risk of suspension benefit academically from RP, but gains are offset by declining performance among those not at risk
- In that case, magnitude of disruption-induced decline among those not at risk should be growing alongside the decrease in at-risk classmates' suspension days
- **We do not see that happening here.**



Differences in outcome by student group

- **Race:** Black male students experienced the greatest declines in suspensions and arrests with a corresponding increase in reading and math scores
- **English-learning status:** Reductions in out-of-school suspensions are concentrated among native English speakers
- **Grade level:** The largest declines in out-of-school suspensions and arrests were concentrated among 9th and 10th graders
- **Disability status:** Declines in arrests are notably larger for students with disabilities





Chicago is a data rich city

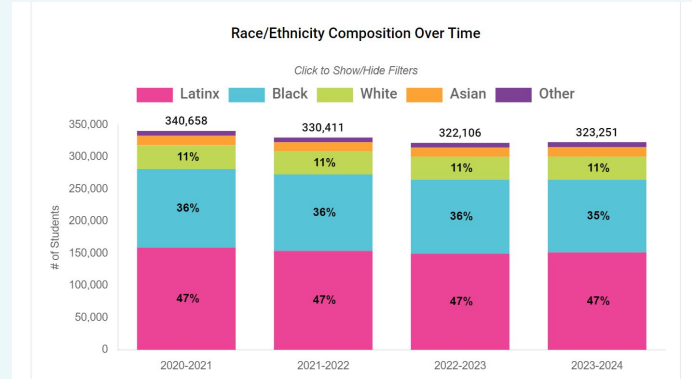
Milestones Tool

EXPLORE MILESTONES BY:

- HIGH SCHOOL
- COMMUNITY AREA
- ELEMENTARY SCHOOL

Select a lens to explore Chicago Public education milestones at the district

To&Through Data Tool



CPS Annual Regional Analysis

What's Hot

Read some of the UChicago Consortium's most popular reports. [See our full list of our publications here.](#)

- Most Recent Publications
- For Families
- For Teachers

June 2024 Brief

Removing Police Officers from Chicago Schools: Trends and Outcomes

December 2023 Report

The Four Years Fallacy: Southwestern Six-Year Bachelor's Degree Completion Rates

April 2023 Report

Investing in Adolescents: High School Climate and Organizational Context, Grade, Student Development and Educational Attainment

April 2022 Brief

Improving School-Family Communication and Engagement: Lessons from Business Schooling during the Pandemic

December 2019 Report

English Learners in Chicago Public Schools: A New Perspective

June 2019 Report

Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Strategy of Action

March 2018 Snapshot

How Do Principals Influence Student Achievement?

June 2015 Report

Foundations for Young Adult Success: A Developmental Framework for Learning, Family Engagement, and Career Readiness

UChicago Consortium on School Research

OUR YOUTH OPPORTUNITY DASHBOARD PROVIDES A HOLISTIC VIEW OF CRITICAL YOUTH OUTCOMES ACROSS CHICAGO

The YOD is a youth-focused tool to guide investments at the community level, serving the needs of a diverse range of community stakeholders—from school and nonprofit leaders to community advocates.

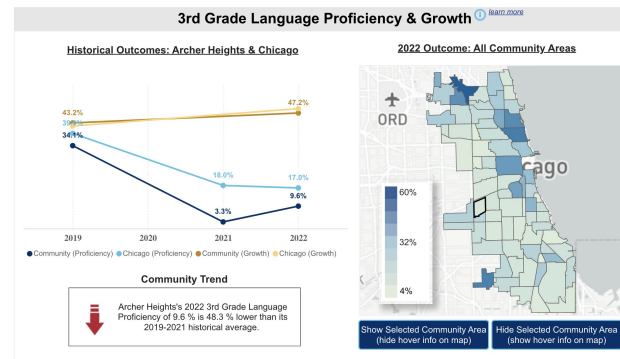
STEP 1:
Select a Milestone



STEP 2:
Select an Indicator



STEP 3:
Select a Community Area



The YOD is an asset to inform strategic investments across target communities and elected school board districts

OUR VISION FOR ACTIONABLE DATA

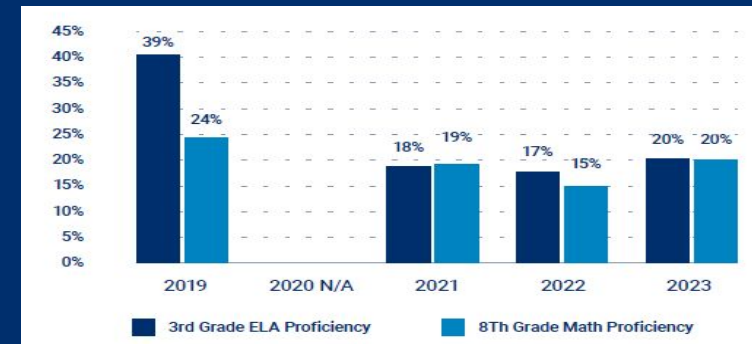
Chronic Absenteeism & Contributing Factors

- In 2023, nearly 40% of Chicago Public School students were chronically absent, with Black and Latinx students disproportionately affected.
- High youth homelessness and a surge in out-of-school suspensions also exceeded pre-pandemic levels
- **Priority communities:** Englewood, North Lawndale, West Garfield Park



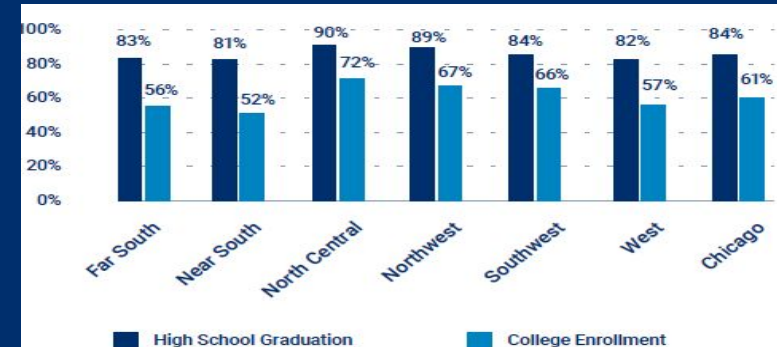
Literacy & Math Proficiency

- Recent research indicates that CPS students have returned to pre-pandemic reading levels and outperformed many large school districts. However, 3rd grade reading and 8th grade math outcomes remain significantly below pre-pandemic levels.
- **Priority communities:** S. Chicago, Douglas, N. Lawndale



Educational outcomes of Black male students

- College enrollment rates for Black high school graduates have remained steady since 2007, while Latino graduates have increased enrollment by 22 percentage points. Black males have the lowest graduation rate at 78%, prompting organizations to focus on targeted interventions to address this achievement gap.
- **Priority communities:** Chatham, West Garfield Park





Q&A





Thank You!

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