



# AM SLIDES (Part 1)



Chicago Public Schools



Beginning-Of-Year  
Student Data Summary:

# 20th-Day Enrollment and Attendance

## SY 2026-27



Chicago Public Schools

A blue-tinted photograph of a basketball game in progress. A player in a dark jersey is jumping high towards the hoop, with a basketball suspended in the air just below the rim. Other players are visible in the background, watching the play. The scene is set outdoors on a basketball court with a city skyline visible in the distance.

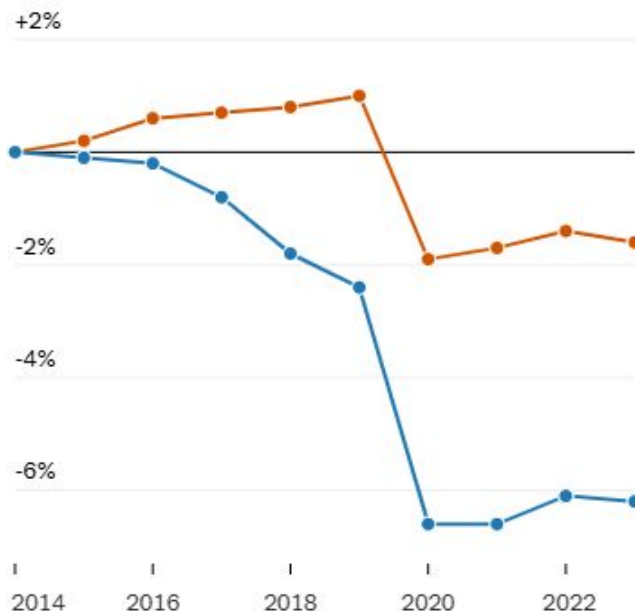
# National, State, and Local Trends



# National Public School Enrollment

2014-2024

Enrollment change since 2014 in  
all grades and elementary school



National data on public school enrollment shows a decline over the last several years and a continued projected decline. The steepest declines have been observed in cities and remote areas.

## Largest Enrollment Declines, 2014-2024

|                           |        |
|---------------------------|--------|
| Los Angeles Unified       | -20.1% |
| Houston                   | -17.9% |
| Chicago Public Schools    | -17.4% |
| Dallas ISD                | -12.8% |
| Philadelphia              | -10.6% |
| Broward (Fla.)            | -8.5%  |
| Hawaii Dept. of Education | -8.4%  |
| Clark County (Nev.)       | -6.9%  |
| Miami-Dade                | -6.6%  |
| New York City             | -6.1%  |

# National and State Declines

The New York Times

## ***U.S. Schools Face a Crisis as the Number of Children Drops***

With fewer students, many public school districts are confronting unfilled classrooms, and hard choices about school closures.

Education

## **Miami-Dade County Schools shrunk by about 19,000 students at start of school year, data shows**

## **LAUSD's dramatic decline in enrollment reflects trend impacting schools across California**



By [Kevin Ozebek](#)

Thursday, August 13, 2026



## **IPM NEWS**

**Enrollment at Illinois public K-12 schools is down 10% over the past decade.**

## **Gothamist**

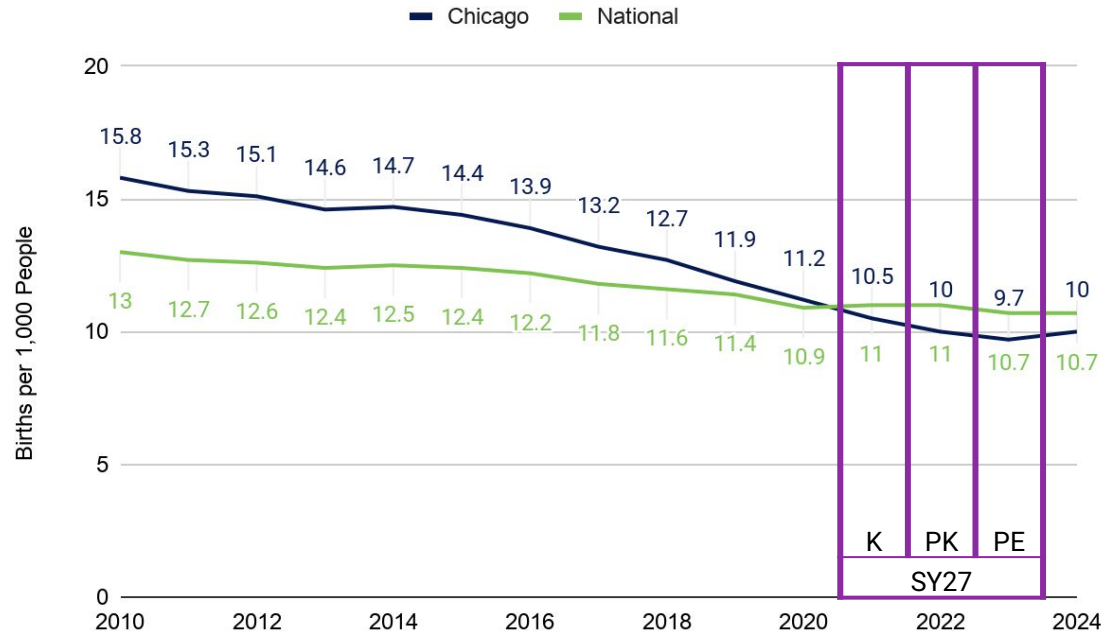
**Enrollment in NYC schools declines, continuing post-pandemic trend**

Chicago Public Schools is part of a national trend of major urban school districts experiencing significant enrollment declines.

Public school enrollment across Illinois has also declined by approximately 200,000 students — or 10% — since 2017.

# City of Chicago and National Birth Rates

2010-2024



Locally and nationally, birth rates have been on the decline over the last 15 years. The decline has been more notable in Chicago relative to the nation, with the most recent rates in Chicago dipping below the national average over the last five years.

The lowest rates between 2020 and 2023 represent children who would be incoming preschoolers and kindergarteners in CPS this year.

# International Migration Patterns

## THE WALL STREET JOURNAL.

### Americans Are Leaving the U.S. in Record Numbers

In its 250th year, is America, land of immigration, becoming a country of emigration?

Last year the U.S. experienced something that hasn't definitively occurred since the Great Depression: More people moved out than moved in. The Trump

**U.S., for first time in 50 years, experienced negative net migration in 2025, report finds**



United States®  
**Census**  
Bureau

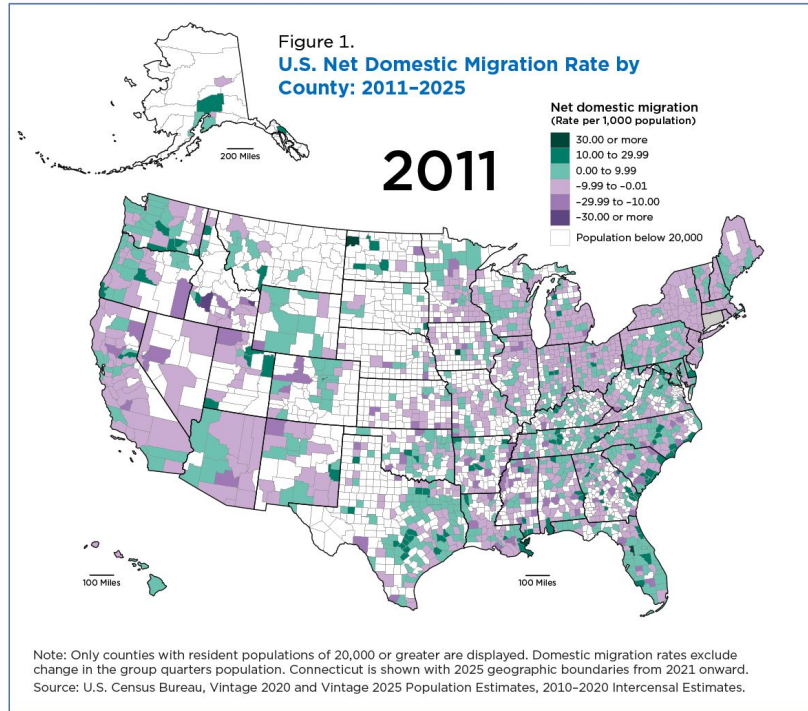
For Immediate Release: Tuesday, January 27, 2026

### U.S. Population Growth Slows Due to Historic Decline in Net International Migration

As U.S. federal immigration enforcement and policies have changed, fewer people are coming to the U.S., and more people are leaving the U.S.

# Regional Migration Trends

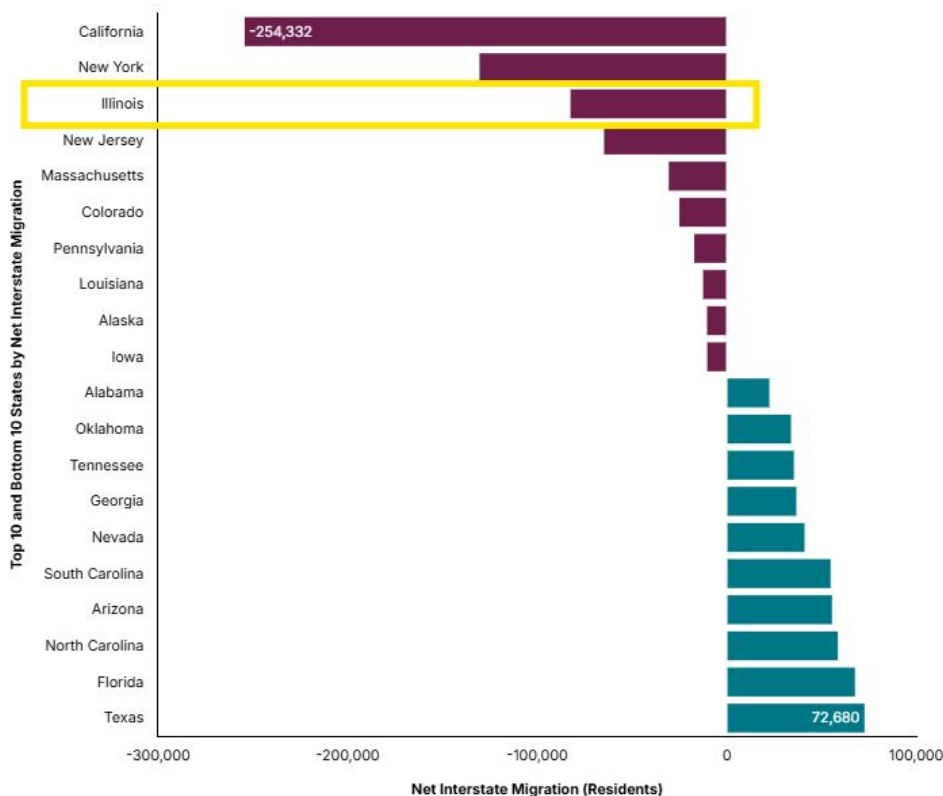
2011-2025



Since 2011, by-and-large, the Northeast and Midwest regions are either losing population or growing slower than the Southeast and Western regions of the U.S.

# Interstate Migration

2023-2024



The most recent data on state to state migration shows Illinois as one of the top 3 states experiencing population exodus.

# Population Decline in Chicago



Institute for Research on  
Race and Public Policy

MacArthur Foundation

## Historical Population

| Census | Pop.      | %±     |
|--------|-----------|--------|
| 1840   | 4,470     | —      |
| 1850   | 29,963    | 570.3% |
| 1860   | 112,172   | 274.4% |
| 1870   | 298,977   | 166.5% |
| 1880   | 503,185   | 68.3%  |
| 1890   | 1,099,850 | 118.6% |
| 1900   | 1,698,575 | 54.4%  |
| 1910   | 2,185,283 | 28.7%  |
| 1920   | 2,701,705 | 23.6%  |
| 1930   | 3,376,438 | 25.0%  |
| 1940   | 3,396,808 | 0.6%   |
| 1950   | 3,620,962 | 6.6%   |
| 1960   | 3,550,404 | -1.9%  |
| 1970   | 3,366,957 | -5.2%  |
| 1980   | 3,005,072 | -10.7% |
| 1990   | 2,783,911 | -7.4%  |
| 2000   | 2,896,016 | 4.0%   |
| 2010   | 2,695,598 | -6.9%  |
| 2020   | 2,746,388 | 1.9%   |
| 2023   | 2,665,000 | -3.0%  |

City Population

Chicago's population peaked in 1950, but between 1950-2023 the city lost one million residents. This is one of, if not the highest, population loss of any major city in America over the last five decades.

### White Population Decline

Mostly Lost To:

Chicago Area Suburbs, Arizona



(2,250,942)  
1950 - 2023

### Black Population Decline

Mostly Lost To:

Chicago Area Suburbs, Atlanta



(399,617)  
1980-2023

### Birth Rate Decline

Mostly Due To:

High Costs, Families Later, Teen Support



(33%)  
2012-2022

### Hispanic Population Shift

Mostly Lost To:

Chicago Area Suburbs, Houston



(Shift in Areas)  
2000-2023

(~1,000,000) - Net Loss in Total City Population



# Population Decline & Unfilled Seats

## Historical Population

| Census | Pop.      | %±     |
|--------|-----------|--------|
| 1840   | 4,470     | —      |
| 1850   | 29,963    | 570.3% |
| 1860   | 112,172   | 274.4% |
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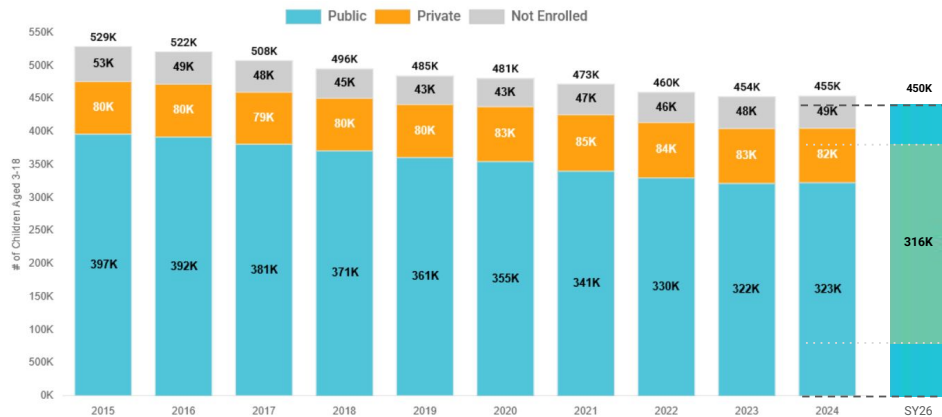
## City Population



ARA



## School-Aged Population Over Time (Ages 3-18)



## Impact On Student Population

- The cumulative effect of this population loss has left Chicago with a dramatically shrinking baseline of school-aged children to draw from for enrollment.
- As documented in CPS' online demographic study called the Annual Regional Analysis:
  - There were only 455,000 school aged children left in the city of Chicago as of 2024, likely even less now.
  - CPS has 450,000 available seats for students, which means the district would have to enroll virtually every living school-aged child in the city to break even in any given school year.
  - This is a practical and statistical impossibility, which means that Chicago simply does not have enough children in the city to fill all of its public school seats.
  - When you factor that the levels of students attending private school or not enrolling in school have remained virtually the same over the last decade, the district is left with 135,000+ seats with no children available to put in them.

# Ten Year Changes in CPS Residing Population

Broken out by census tract and community area

Communities with the largest **decreases** in CPS student population:

**-53%** Lower West Side

**-42%** South Lawndale

**-40%** Avondale

**-38%** Brighton Park

**-36%** Gage Park

**-35%** McKinley Park

Communities with the largest **increases** in CPS student population:

**+29%** O'Hare

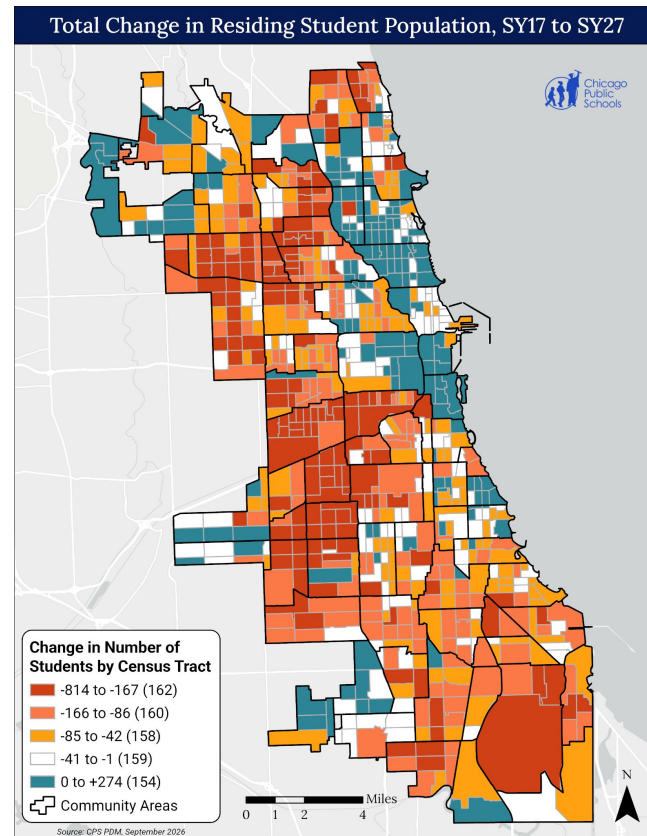
**+28%** Loop

**+19%** Lincoln Park

**+15%** Near South Side

**+10%** Kenwood

**+8%** North Center



\*Data for SY27 is as of 9/16/26



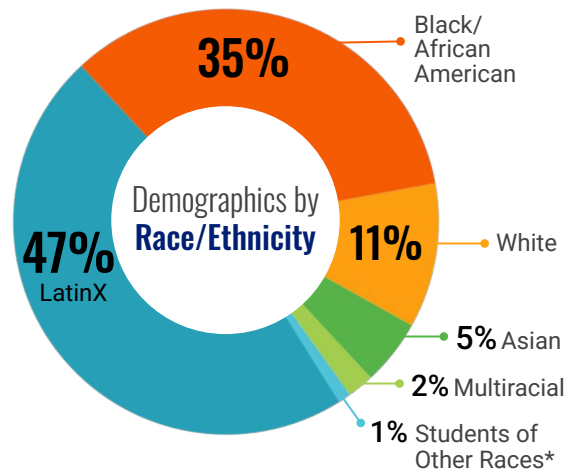
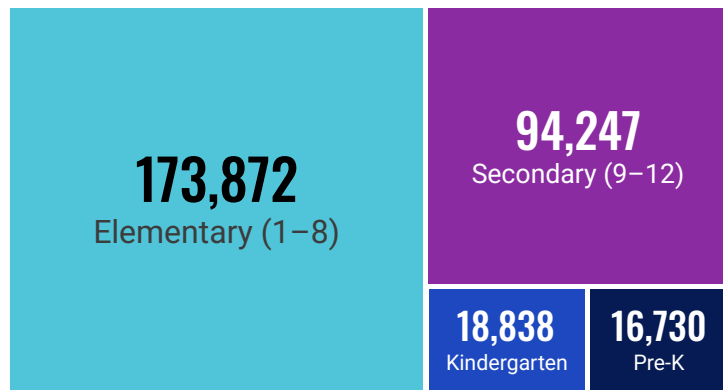
# ENROLLMENTS:

## Official 20th Day

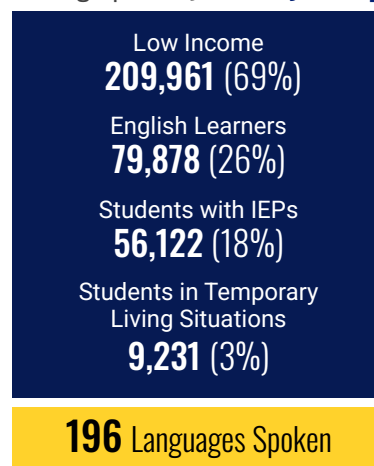


# District Overview – Student Enrollment and Demographics\*

Total Students Enrolled: **304,687**



## Demographics by **Priority Group**



Number of  
Schools:  
**626 total**



**473**  
Elementary Schools



**153**  
High Schools

## Number of Schools by **Governance Type**



**520**  
District Schools  
(428 ES, 92 HS)



**99**  
Charter Schools  
(45 ES, 54 HS)



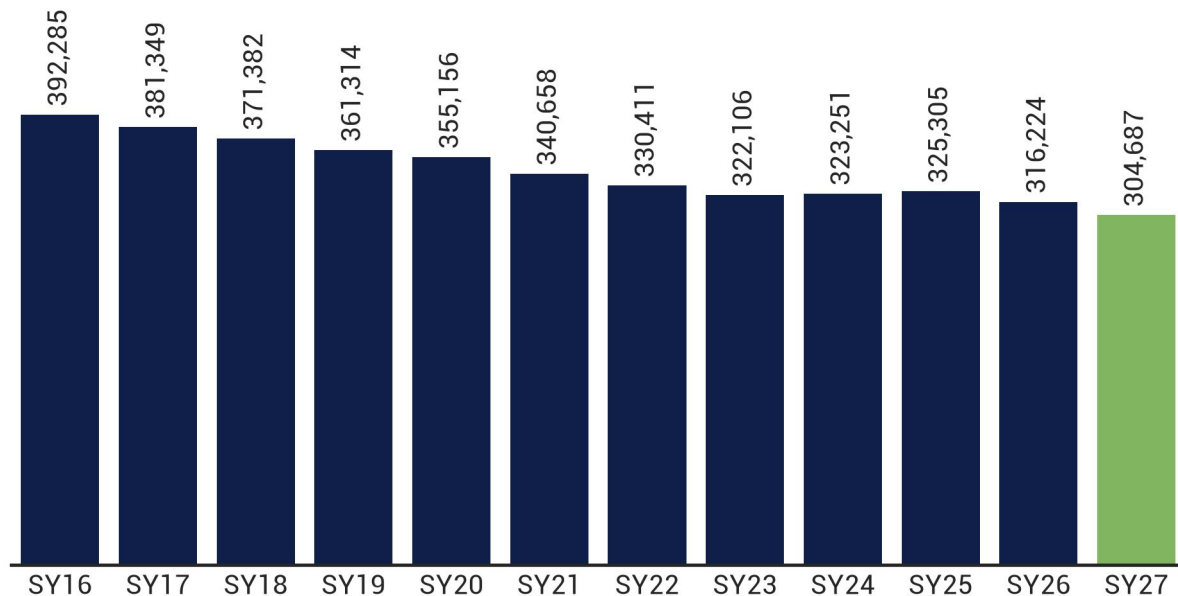
**5**  
Contract Schools  
(5 HS)



**2**  
Safe Schools

# Number of Students Enrolled

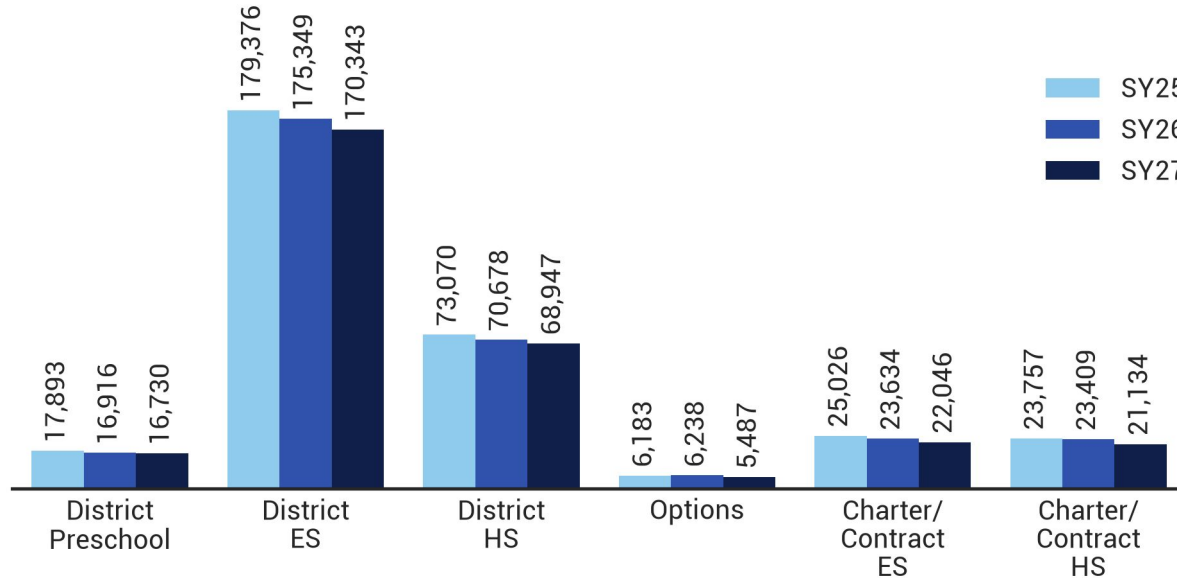
Broken out by **School Year**



The official enrollment for the 2026–27 school year is 304,687 students. This is a decline of 11,537 students compared to last year.

# Number of Students Enrolled

Broken out by **School Type**

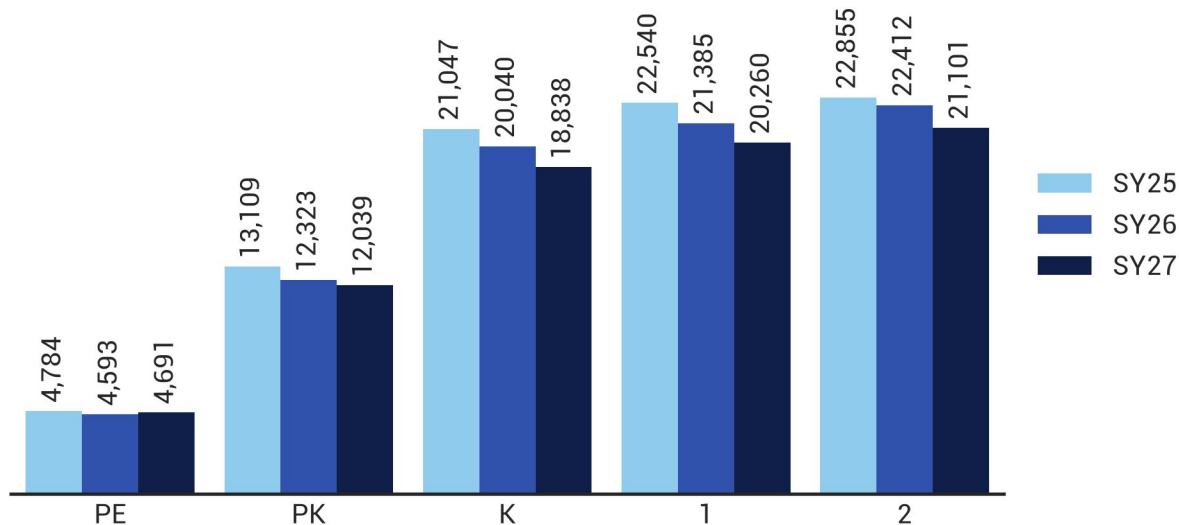


Enrollment declines are visible across all of the different school types in the district.

The rate of decline in enrollment in Charter/Contract schools is greater than the rate of enrollment decline in district operated schools. One factor in this is the transition of five Acero schools and the former ChiArts school to district management this year.

# Number of Students Enrolled

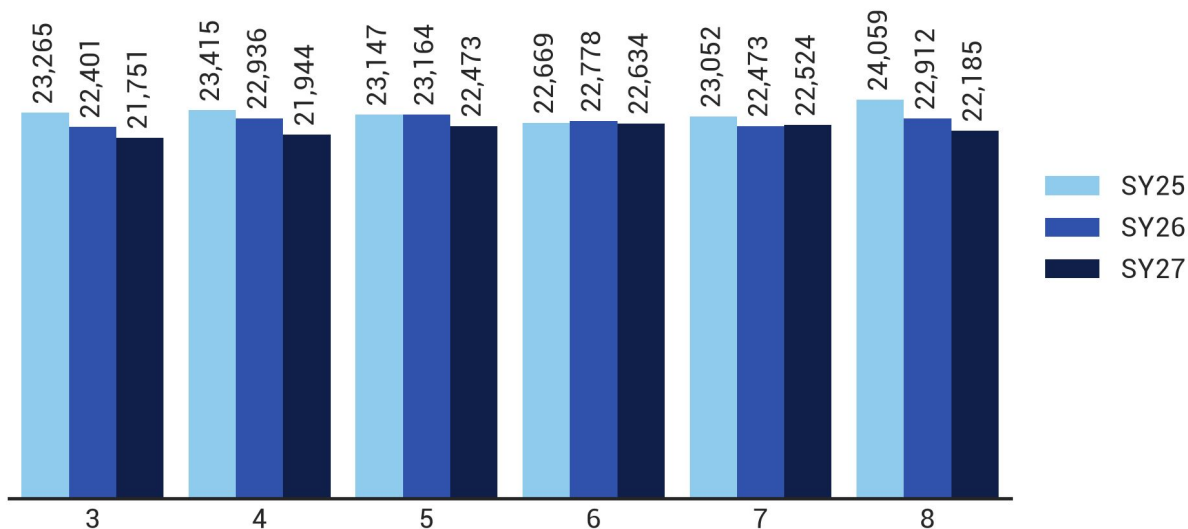
Broken out by **Grade Level, PE-2**



With the exception of 3-year old preschool (PE), enrollment declines are present at all of the district's early grade levels.

# Number of Students Enrolled

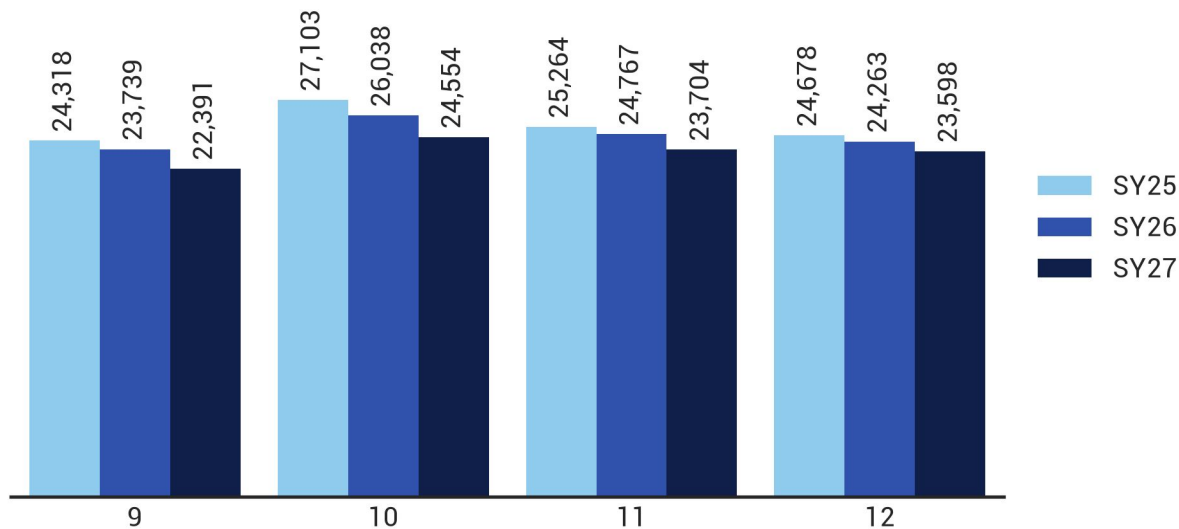
Broken out by **Grade Level, 3–8**



Elementary grade levels are also showing declines, though less so in 6th and 7th grades.

# Number of Students Enrolled

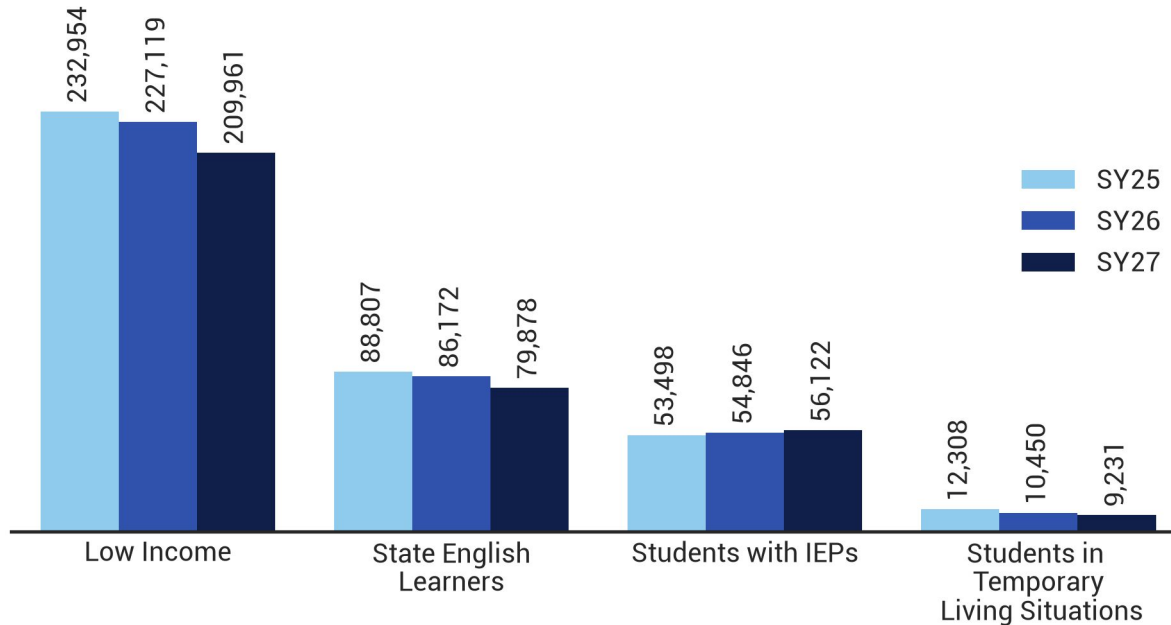
Broken out by **Grade Level, 9–12**



Enrollment is declining  
at all grade levels in  
high school.

# Number of Students Enrolled

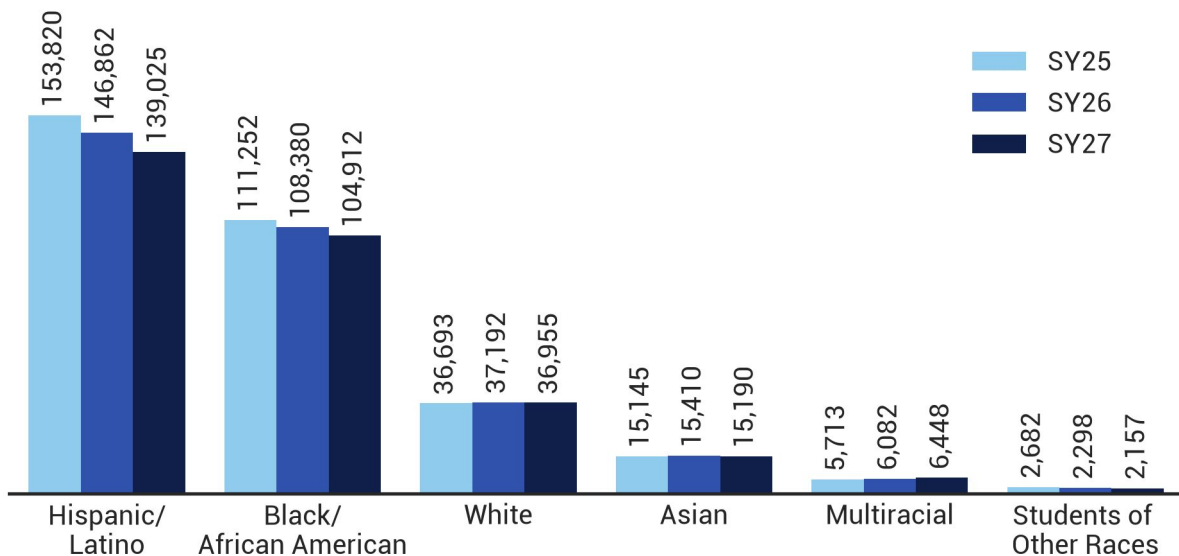
Broken out by **Priority Group**



Despite declining enrollment numbers, the number of students with IEPs has continued to increase compared to prior years.

# Number of Students Enrolled

Broken out by **Race/Ethnicity**



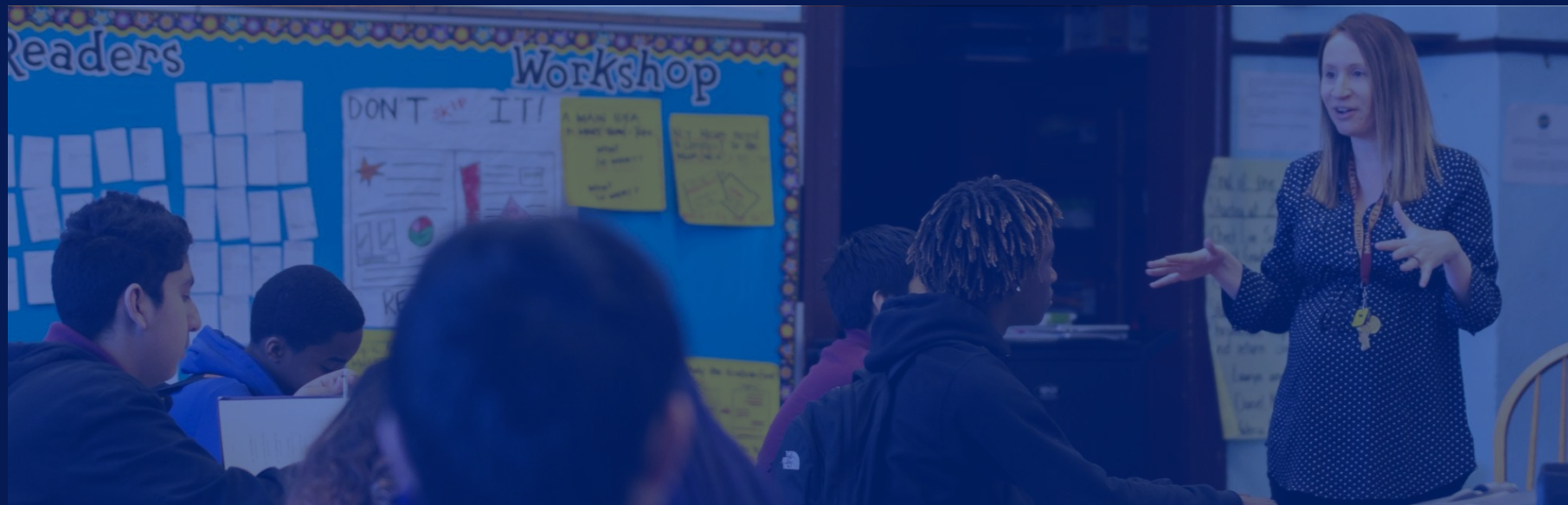
The declines in enrollment are most notable and at higher rates amongst Hispanic/Latino and Black/African American students.

Overall this has not significantly changed the makeup of students served in the district.

## Percent of Total Students

| Student Race/Ethnicity   | SY25 | SY26 | SY27 |
|--------------------------|------|------|------|
| Hispanic/Latino          | 47%  | 46%  | 46%  |
| Black/African American   | 34%  | 34%  | 35%  |
| White                    | 11%  | 12%  | 12%  |
| Asian                    | 5%   | 5%   | 5%   |
| Multiracial              | 2%   | 2%   | 2%   |
| Students of Other Races* | 1%   | 1%   | 1%   |

\*Students of Other Races\* include American Indian/Alaska Native, Hawaiian or Pacific Islander, and N/A.

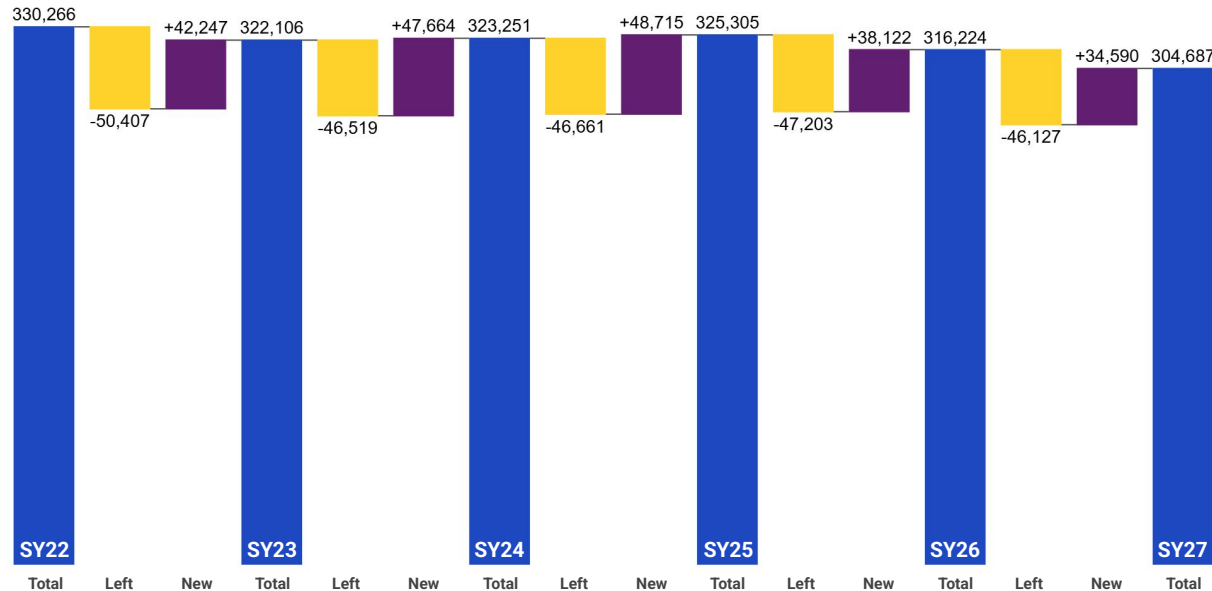


# ENROLLMENTS TRENDS OVER TIME

20th Day Compared to 20th Day

# Year-Over-Year Students In and Students Out

SY22–27 20th Day



This graph shows the number of students enrolled as of the 20th day each year along with the number of students who left from one year to the next and the number of students who joined the district from one year to the next.

The number of students leaving the district has been relatively consistent over the past several years; however, the number of students joining the district year over year has declined significantly over the last couple of years.

# Supporting All Schools

CPS is committed to providing a high-quality education for all students, regardless of their school's size or location.

In addition to serving our current students — we strive to provide high-quality options to retain students through graduation and attract new families to the district.

You will hear more about attendance and enrollment this afternoon.





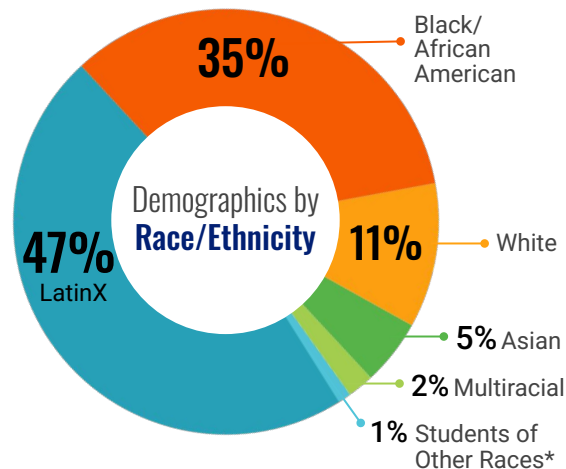
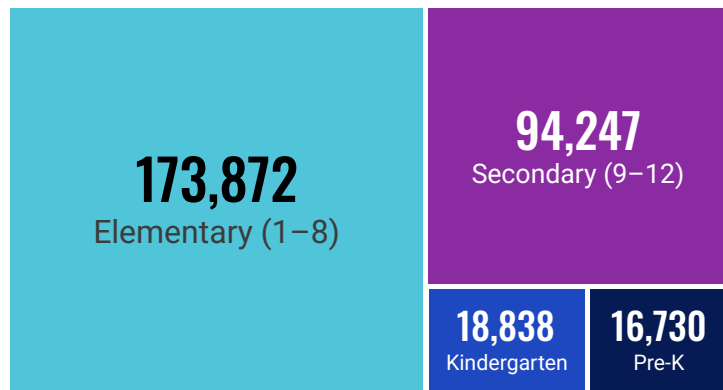
# PM SLIDES (Part 2)



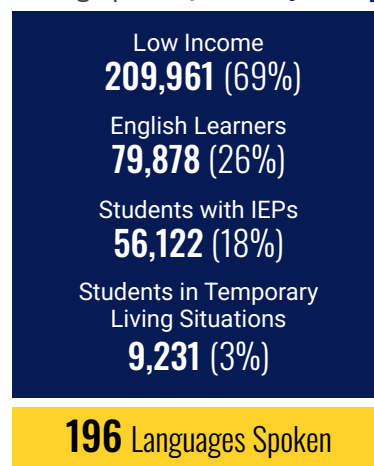
Chicago Public Schools

# District Overview – Student Enrollment and Demographics\*

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## Demographics by **Priority Group**



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Elementary Schools



High Schools

## Number of Schools by **Governance Type**



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(428 ES, 92 HS)



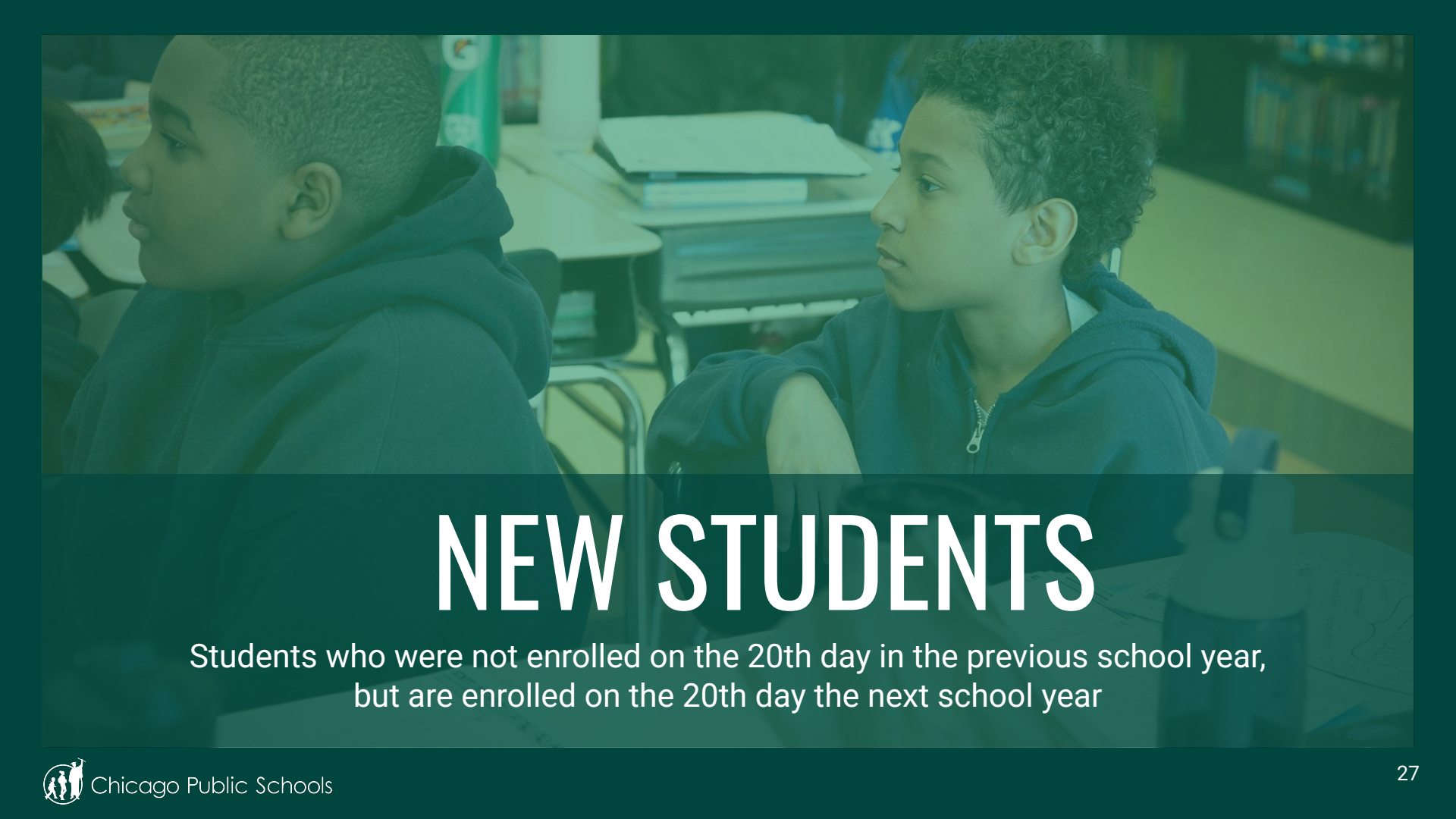
Charter Schools  
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Contract Schools  
(5 HS)



Safe Schools

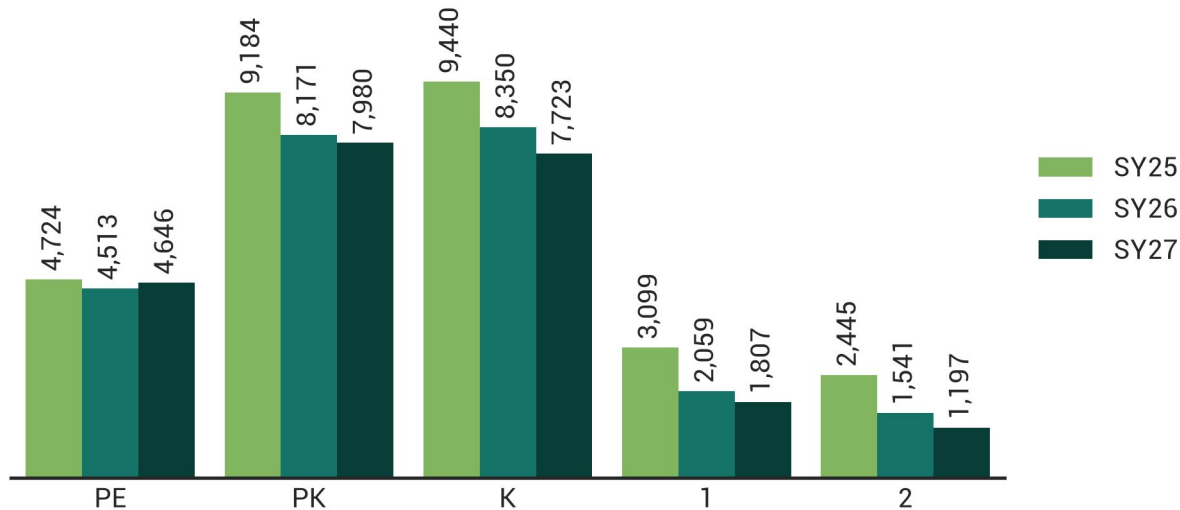
A photograph of two young students, a boy and a girl, sitting at a desk in a classroom. They are both looking towards the left side of the frame. The boy is on the left, wearing a dark hoodie. The girl is on the right, also wearing a dark hoodie. The background shows a typical classroom setting with desks, books, and a bookshelf. The entire image has a teal/green color overlay.

# NEW STUDENTS

Students who were not enrolled on the 20th day in the previous school year,  
but are enrolled on the 20th day the next school year

# Number of New Students

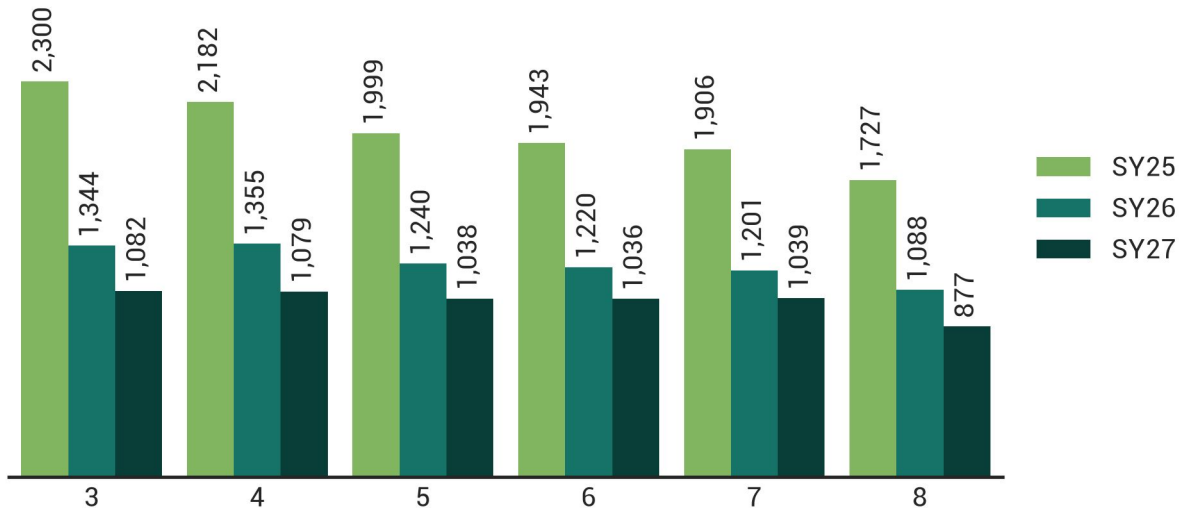
Broken out by **Grade Level, PE-2**



The number of students joining the district has declined across most of the early grade levels, with the exception of 3 year old preschool students (PE).

# Number of New Students

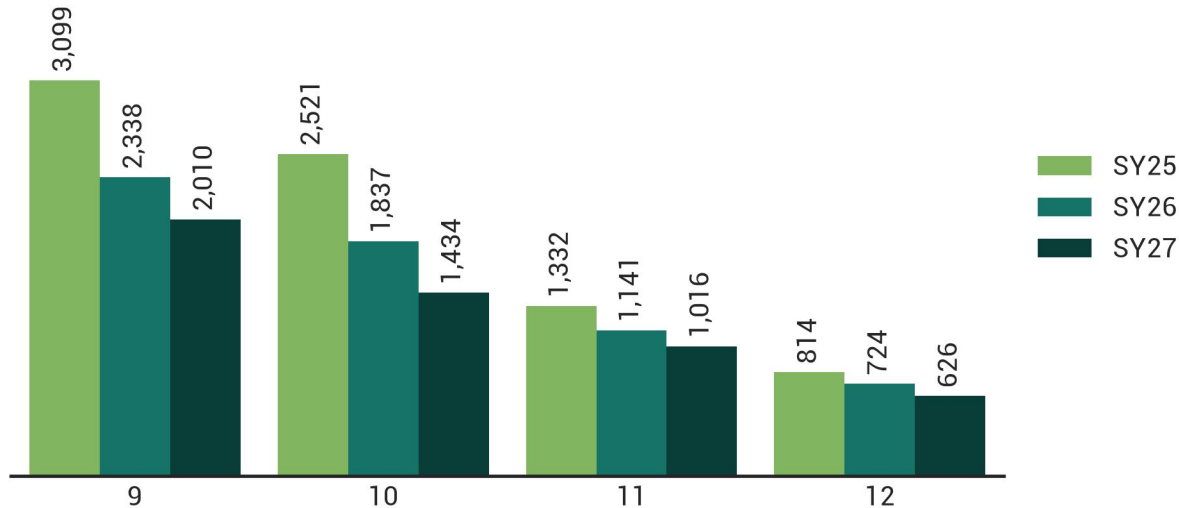
Broken out by **Grade Level, 3–8**



The elementary grades show substantial decreases in the number of new students joining the district from the peak of new students in SY25.

# Number of New Students

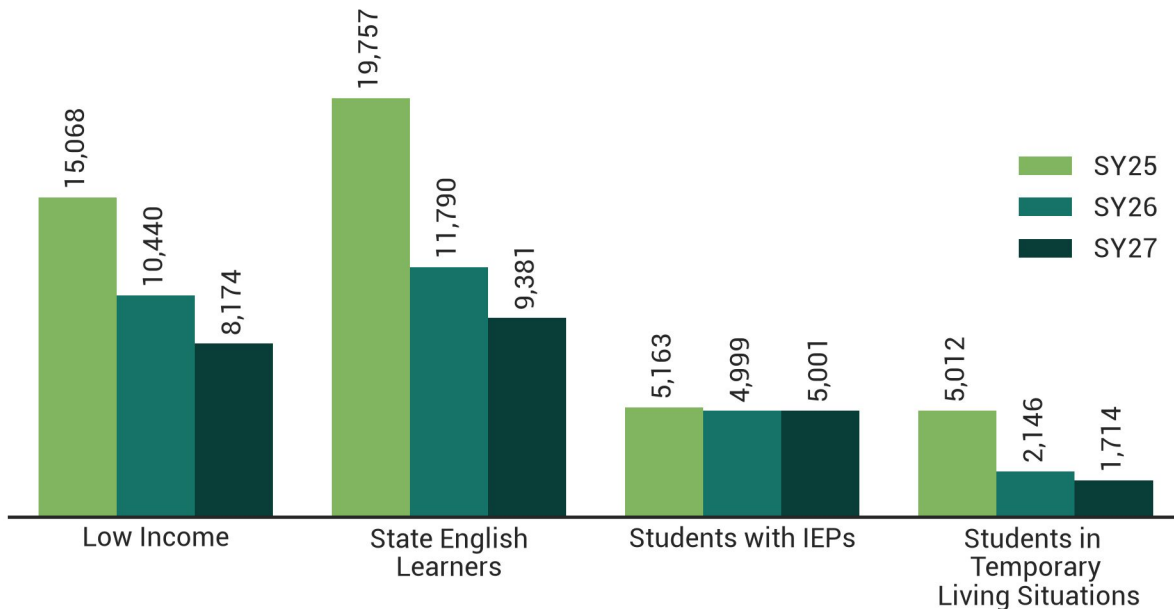
Broken out by **Grade Level, 9–12**



Fewer new students are joining the district in high school over the last three years, but unlike the elementary grade levels the decline has been less extreme.

# Number of New Students

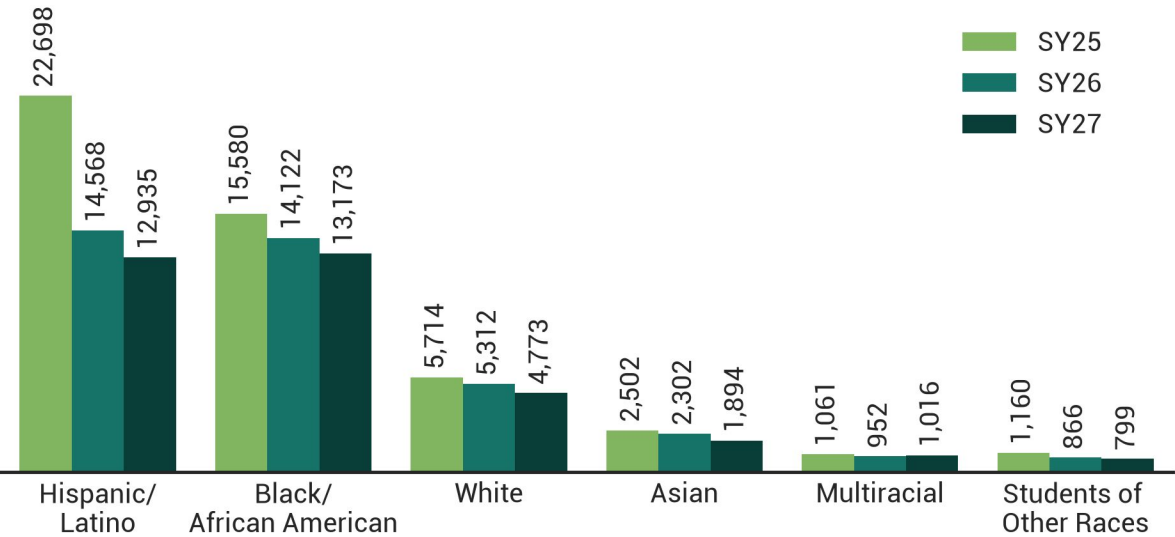
Broken out by **Priority Group**



Despite fewer students joining the district overall, the number of new students with IEPs has been relatively consistent over the last 3 years, indicating a greater proportion of students with IEPs joining the district. Among other priority groups the number of new students in those groups has declined.

# Number of New Students

Broken out by **Race/Ethnicity**



'Students of Other Races' include American Indian/Alaska Native, Hawaiian or Pacific Islander, and Middle Eastern or North African, & N/A. Counts represent the number of students who were new to the district from the 20th day of the first year to the 20th day of the second year. Grade level represents the students' grade level on the 20th day in the second year.

Across all racial/ethnic groups the number of new students enrolling in CPS is declining, with the exception of multi-racial students.

The table below shows the shift from SY25 in the proportion of new students by race/ethnicity, which has stabilized since SY26.

| Percent of Total Students |      |      |      |
|---------------------------|------|------|------|
| Student Race/Ethnicity    | SY25 | SY26 | SY27 |
| Hispanic/Latino           | 47%  | 38%  | 37%  |
| Black/African American    | 32%  | 37%  | 38%  |
| White                     | 12%  | 14%  | 14%  |
| Asian                     | 5%   | 6%   | 5%   |
| Multiracial               | 2%   | 3%   | 3%   |
| Students of Other Races*  | 2%   | 2%   | 2%   |

A photograph of three students in a classroom, overlaid with a semi-transparent orange filter. In the foreground, a student with long dark hair is seen in profile, resting their chin on their hand. Behind them, another student is partially visible. To the right, a male student in a red shirt is seated at a desk, looking down. The background shows classroom windows and shelves.

# DEPARTING STUDENTS

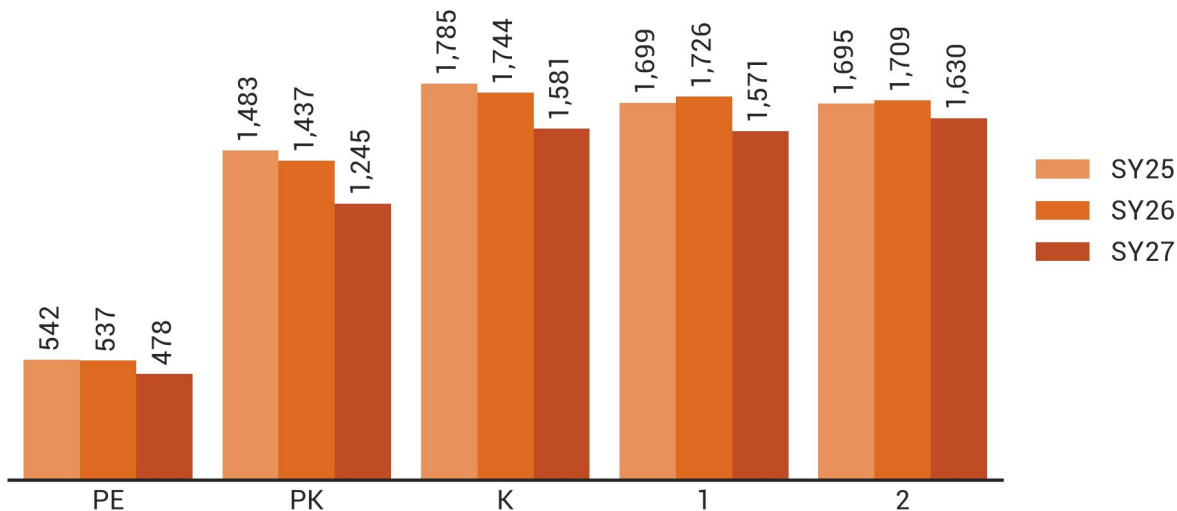
Students who were enrolled on the 20th day in the previous school year,  
but left the district by the 20th day of the next school year

**Excluding high school graduates.**



# Number of Students that Left the District

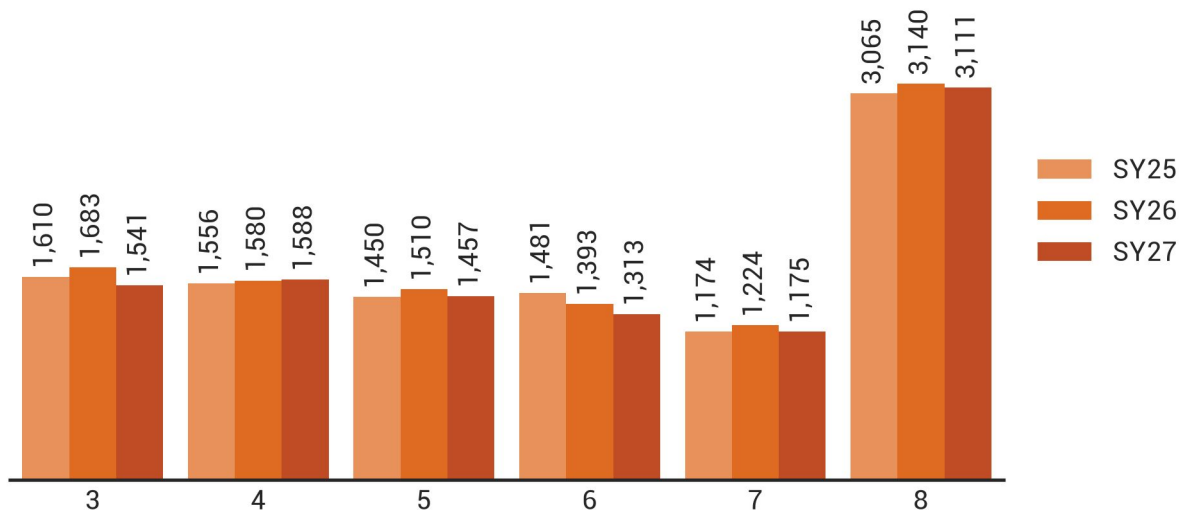
Broken out by **Grade Level, PE-2**



The number of departing students in the primary grades did decrease this year.

# Number of Students that Left the District

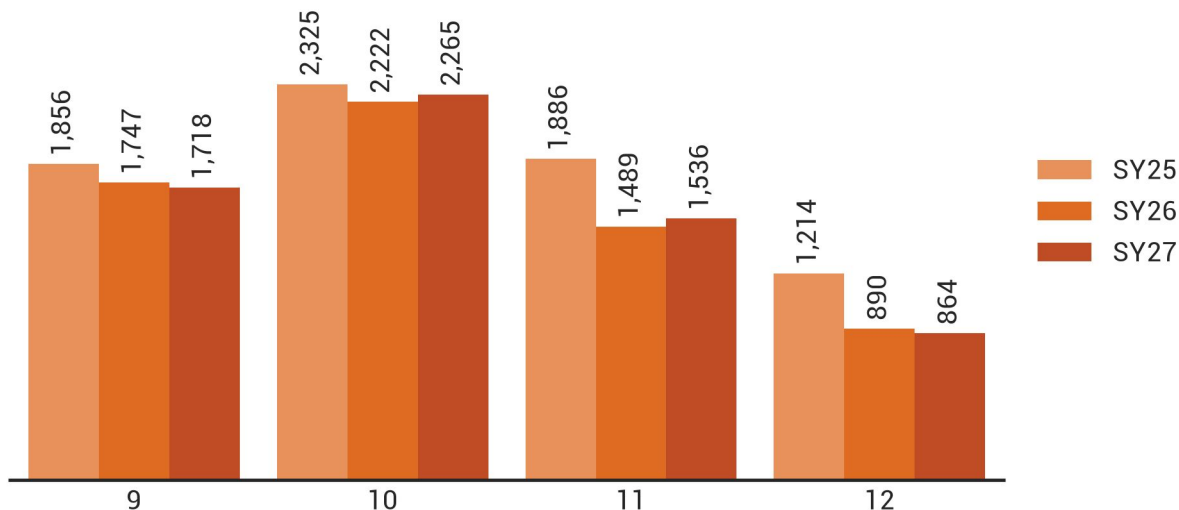
Broken out by **Grade Level, 3–8**



The number of students leaving in elementary school grade levels was relatively consistent with prior years.

# Number of Students that Left the District

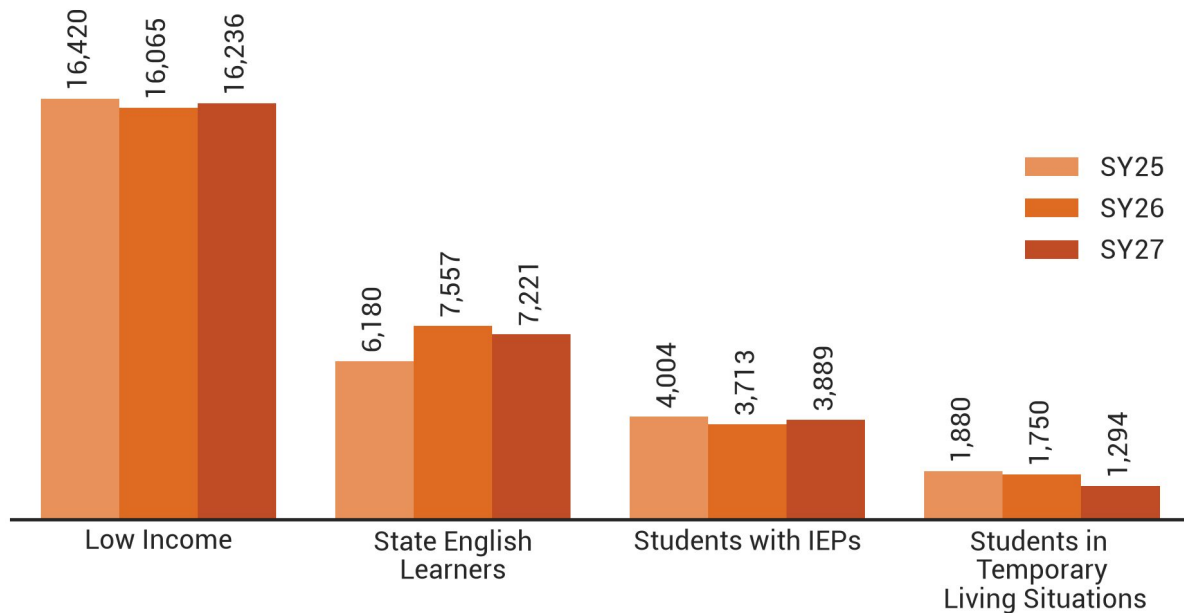
Broken out by **Grade Level, 9–12**



The number of high school students leaving the district has been relatively consistent compared to SY26.

# Number of Students that Left the District

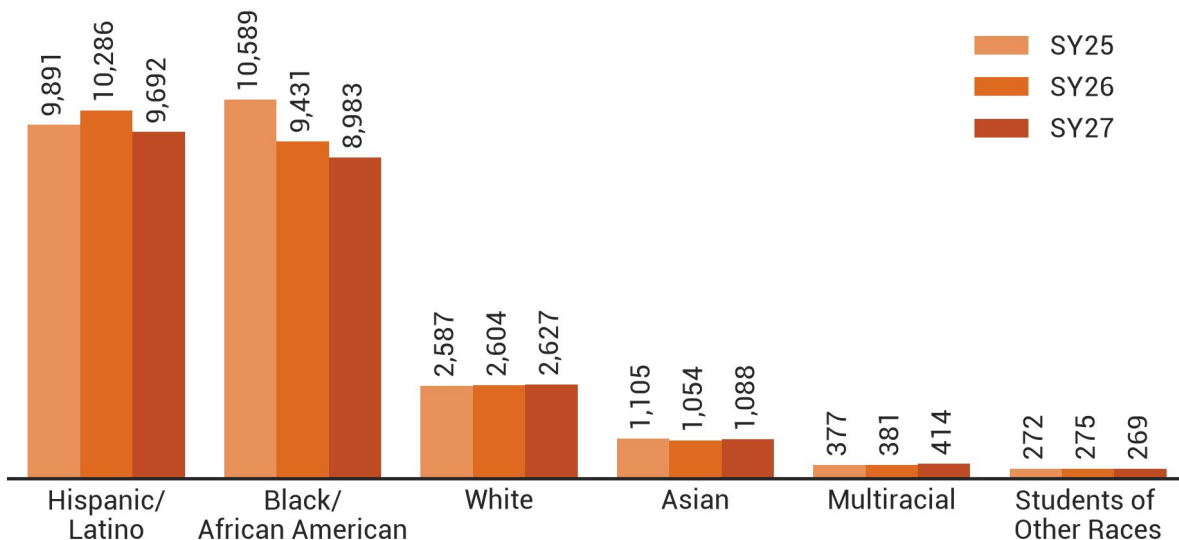
Broken out by **Priority Group**



Across priority groups in the district, comparable numbers of students left the district compared to the prior year.

# Number of Students that Left the District

## Broken out by Race/Ethnicity



Fewer Hispanic/Latino and Black/African American students left the district this past year compared to prior years. The number of students in other racial and ethnic groups departing the district has been fairly consistent these last three years.

### Percent of Total Students

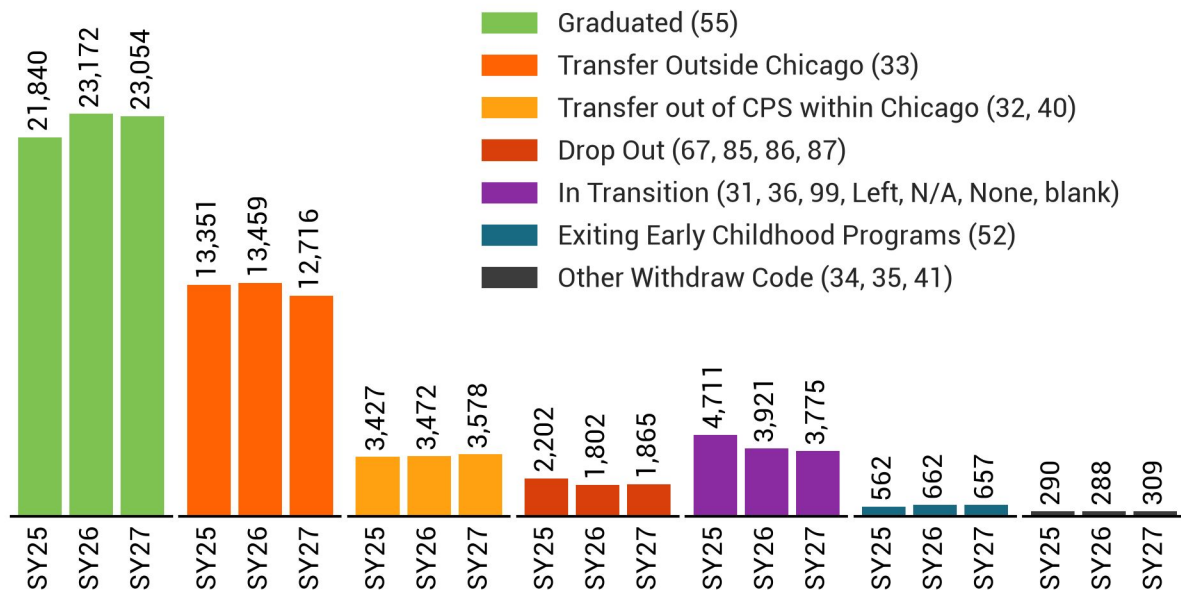
| Student Race/Ethnicity   | SY25 | SY26 | SY27 |
|--------------------------|------|------|------|
| Hispanic/Latino          | 40%  | 43%  | 42%  |
| Black/African American   | 43%  | 39%  | 39%  |
| White                    | 10%  | 11%  | 11%  |
| Asian                    | 4%   | 4%   | 5%   |
| Multiracial              | 2%   | 2%   | 2%   |
| Students of Other Races* | 1%   | 1%   | 1%   |



\*Students of Other Races include American Indian/Alaska Native, Hawaiian or Pacific Islander, and Middle Eastern or North African, & N/A. Counts represent the number of students who were active on the 20th day of the first year but not active on the 20th day of the second year, excluding graduates.

# Number of Students that Left the District

Broken out by **Leave Code Reason**



Graduates account for the largest share of students leaving the district.

The number of students transferring outside of Chicago decreased this year, while the number of students transferring to a private school in Chicago has been very slowly rising the last few years.



The 'Graduated' category does not represent the official graduate count, and the 'Transfer' categories do not distinguish whether transfers are verified. The "In Transition" category represents students pending a transfer within the district, those expected but did not arrive on the first day, and those with no leave codes. The 'Other' category includes students committed to an institution and students who have passed away.

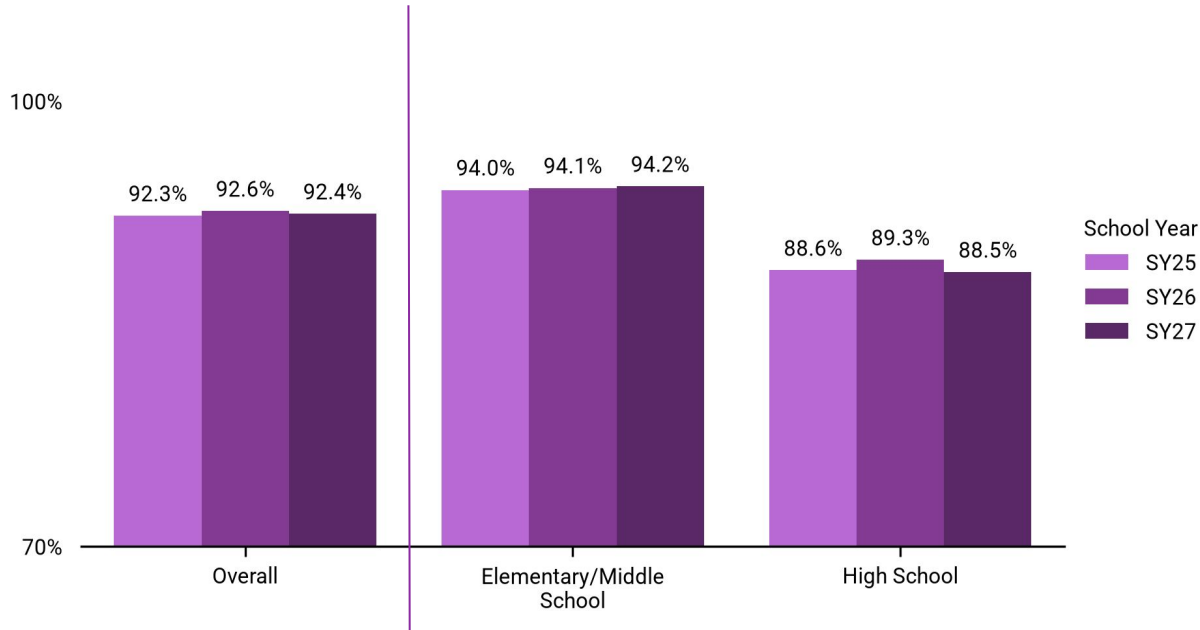


# ATTENDANCE

## DAYS 1–20

# Attendance through Day 20

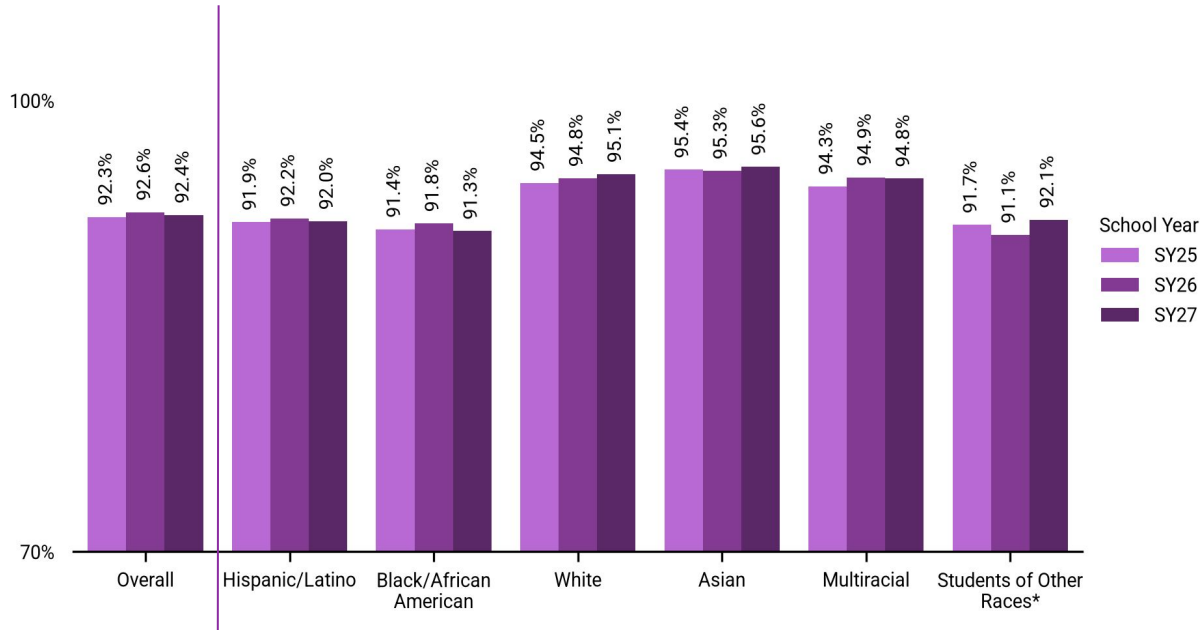
Broken out by **Grade Level**



Attendance for the first 20 days of school has risen since SY26 for elementary school, but decreased for high school.

# Attendance through Day 20

Broken out by **Race/Ethnicity**



Attendance is down from SY26 for Hispanic/Latino, Black/African American, and Multiracial students, while it has risen for White students, Asian students, and Students of Other Races\*.

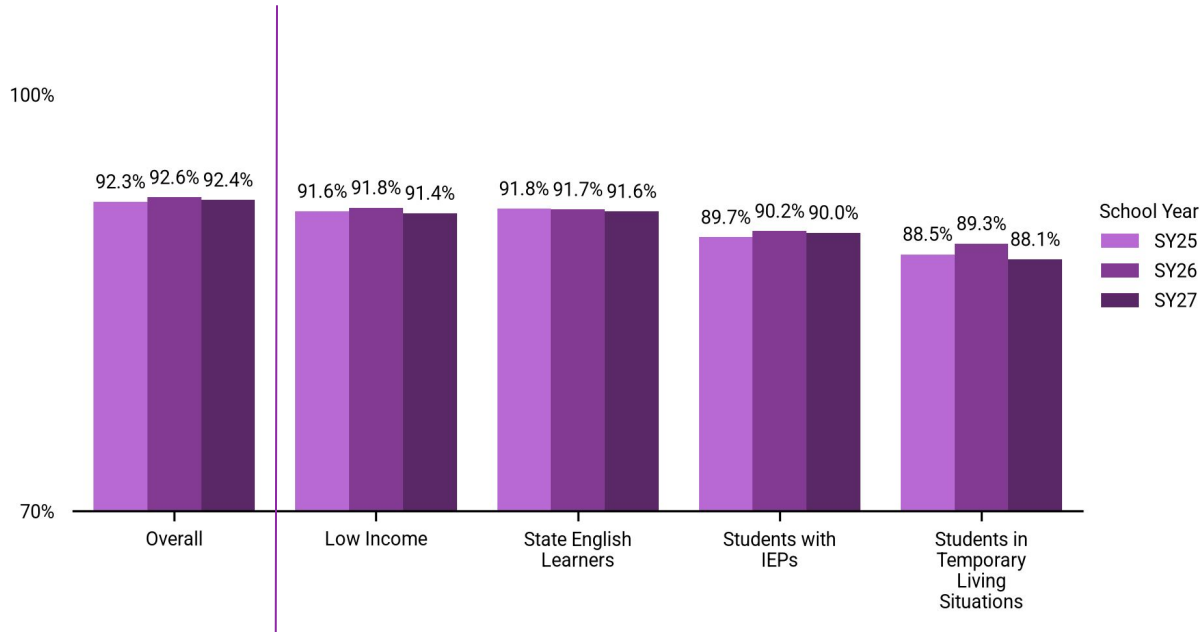


Attendance analyses include all students enrolled through Day 20 at open schools. Due to data quality issues, ChiArts HS was excluded from these calculations for SY25.

\*'Students of Other Races' includes American Indian/Alaska Native, Hawaiian or Pacific Islander, and N/A.

# Attendance through Day 20

Broken out by **Priority Groups**



Attendance has decreased since SY26 for all priority groups, with Students in Temporary Living Situations experiencing the largest decrease (1.2 percentage points).

# Every Day Counts!

## Regular Attendance Helps Students Learn and Grow

When students come to school every day, they have more opportunities to:



### Build Strong Learning Habits

- Learn new skills and concepts each day
- Participate in classroom activities
- Stay on track with assignments and projects



### Build Friendships

- Connect with classmates
- Work together in groups
- Feel like part of the school community



### Build Confidence

- Be prepared for class discussions and activities
- Reach personal goals
- Feel proud of their progress and achievements



# THANK YOU

