

**June 27, 2024 Board Meeting Written Comments
Received between Tuesday, June 25th and Friday, June 28th
Submitted via Written Comments Form**

1	Greetings, My name is Keith Kysel. I would like to suggest if not too late for this school year that schools with low enrollment and a high amount of ESL students could be used as ESL hubs for students outside of boundaries. In this manner, CPS can consolidate resources and reach more students. Too many schools don't have the resources including one high school that outright told me when I inquired about a student that moved within its boundaries not to send him there because they didn't have the staff for him. Also, CPS can do more international recruiting for other languages such as Portuguese many newcomers are speaking.. Also, CPS School Bus drivers who are also certified substitute teachers should be allowed to sub at a school even if it's part of the school day in between runs.
2	My name is Kevin Higgins, I am student AH's father. You are voting today to confirm my son's placement at Shrub Oak International School. You are aware of the dangers this unlicensed and unregulated facility proposes to my son's Physical and Mental Health. PLEASE do not send him here, or at least pause to revisit this issue until the many government agencies now involved have fully completed their investigations into the numerous cases that have come to light around Shrub Oak Internationals' intense history of physical and mental health abuse and neglect of their students. Knowingly sending a vulnerable sweet child into harm's way would be irresponsible and inhumane. I AM BEGGING YOU, save my son!
3	AH is my cousin and I am a CPS teacher. Please do not approve to spend this absorbant amount of money to send him to this problematic school with a known history of neglect. His father is vehemently opposed and CPS has the resources to support this child.
4	Do not waste your assets on Shrub Oak.My Grandson A H does not need to be sent to such an unsafe place,it will damage him irreparably
5	Do NOT vote to spend \$600,000 a year to send AH to Shrub Oak International School. It is an unsafe and unsanitary facility known for abuse and neglect. The dangers of this facility have been investigated and other families have shared similar concerns. These allegations should be taken very seriously and sending a vulnerable and sweet child to such a place is irresponsible at best and a grave disservice to his well-being and humanity. Please do not vote to send him there.
6	Do NOT SPEND 600,000 To SEND AH TO SHRUB INTERNATIONAL SCHOOL IN NEW YORK. IT IS UNSAFE
7	I strongly suggest further vetting of the facility being considered for minor AH in light of the current investigation into its practices for autistic children. Every child matters, every child deserves the right kind of help. Respectfully, AG. https://www.propublica.org/article/shrub-oak-international-autism-connecticut-washington-massachusetts
8	DO NOT VOTE TO SPEND 600,000 TO sEND AH TO SHRUB iNTERNATIONAL SCHOOL IN NEW YORK . YOU AND EVERYONE ELSE KNOW ITS UNSAFE. THEY ABUSE AND NEGLECT THE CHILDREN
9	Do NOT vote to spend \$600,000 a year to send student AH to Shrub Oak International School. It is an unsafe and unsanitary facility that is famous for abuse and neglect. There are resources locally for this student and his family are actively trying to prevent what will absolutely turn into a tragic outcome if this student is allowed to be sent to this institution. There are no qualified educators or lesson plans for these children, there is no working

kitchen so they eat takeout for every meal, and several reports and arrests of abuse of “teachers” and staff. Several states have already come out banning their students to be sent here due to the results of the ongoing investigations. Please do not send this student now and allow more time to be given towards vetting this institution. Thank you.

10	This action is extremely detrimental to this beautiful child. Surely there must be common sense used to investigate allegations of abuse to vulnerable children in this country. The health and well-being of children is in the best interest of all. Where is the oversight of these for profit organizations? STOP this now!
11	See Attachment

ATTACHMENTS

Student Safety and the Student Code of Conduct

CPS is going to update the Student Code of Conduct (24-0627-PO7) to support “our schools in maintaining safe, nurturing, participatory and productive learning environments.” The safety of our students is critical, so it is important to address problems with this new policy. The policy does not provide accountability and oversight regarding student discipline.

The updated policy still fails to establish best practices for students that are survivors of sexual abuse and violence. The updated policy states that “appropriate intervention and consequences that do not exclude the student from their regular educational schedule must be attempted first.” The available interventions and consequences for the student who committed the legal transgression include talking, detention, and other measures with additional approvals. However, the Student Code of Conduct makes no mention to services and support for the victims of violent crime, including sexual assault. The lack of support for survivors of sexual assault and harassment is a Title IX violation. I have repeatedly raised issues with the Board over the lack of proper instruction and support. This policy fails to address the safety of students who are the victims of trauma that occurs by their peers or in our schools.

Student Academic Performance and Post-Pandemic Recovery

CPS does not accurately report student outcomes and is championing a severely flawed study by Harvard and Stanford which misrepresents student performance.

References:

Educational Recovery Scorecard: Federal Pandemic Research and Academic Recovery, Dan Dewey, Erin Fahle, Thomas J. Kane, Sean F. Reardon, Douglas O. Staiger.

https://edopportunity.org/papers/June_24_ERS_Report_20240625.pdf

Educational Opportunity Project at Stanford University

<https://edopportunity.org/> (additional reference below available at <https://edopportunity.org/research/#technical>)

Using Pooled Heteroskedastic Ordered Probit Models to Improve Small-Sample Estimates of Latent Test Score Distributions

Can Repeated Aggregate Cross-Sectional Data Be Used to Measure Average Student Learning Rates? A Validation Study of Learning Rate Measures in the Stanford Education Data Archive

Reardon, S. F., Ho, A. D., Shear, B. R., Fahle, E. M., Kalogrides, D., Saliba, J. (2024). Stanford Education Data Archive (Version 5.0). Retrieved from <https://purl.stanford.edu/cs829jn7849>

Reardon, S. F., Fahle, E. M., Ho, A. D., Shear, B. R., Min, J., Kalogrides, D., & Kane, T. J. (2024). Stanford Education Data Archive (Version SEDA 2023). Retrieved from <https://purl.stanford.edu/xt779fj2637>.

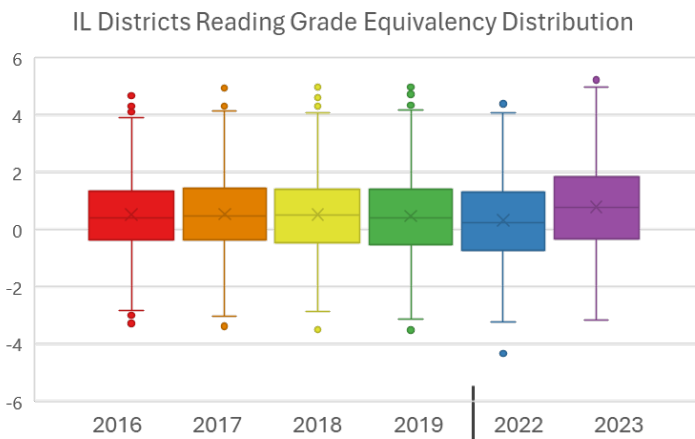
Beyond the references and descriptions available on their website, I downloaded their available datasets and compared it with analysis I performed using datasets from the Illinois State Board of Education and Chicago Public Schools. The results reported by Harvard and Stanford are not supported by actual student testing data. A table summarizing their Grade Year Standardized (GYS) Scale is below.

Subject	Subgroup	2016	2017	2018	2019	2022	2023
Math	All	-0.894	-0.832	-0.949	-0.940	-1.638	-1.287
Math	Black	-1.828	-1.858	-1.990	-2.052	-2.767	-2.352
Math	Latino	-0.932	-0.868	-0.986	-0.972	-1.716	-1.472
RLA	All	-0.614	-0.607	-1.023	-1.086	-1.265	-0.587
RLA	Black	-1.527	-1.553	-2.032	-2.040	-2.223	-1.328
RLA	Latino	-0.664	-0.690	-1.039	-1.185	-1.474	-0.957

*RLA = Reading & Language Arts

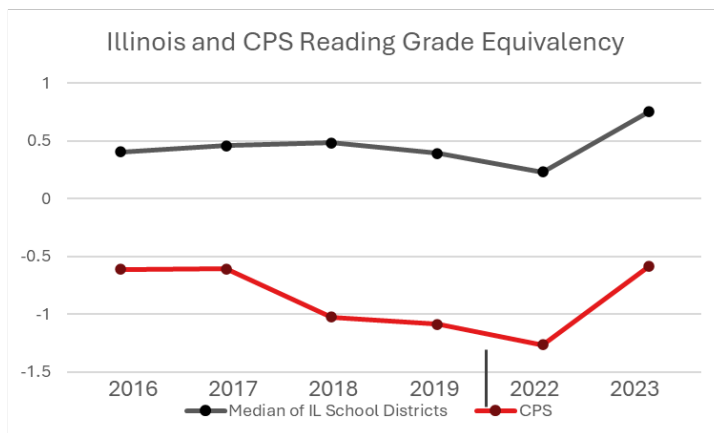
Why the Stanford/Harvard Study CPS references is wrong

The study uses a metric of grade equivalency rather than direct test results. The approach is innovative but leads to inaccurate conclusions. According to the Stanford/Harvard study, grade equivalency across Illinois school districts varies greatly across the State. Although differences



in academic performance do vary significantly across districts, the degree reported should be cause for caution, especially because such variations are district-wide, not school-level, differences across the State (figure compiled for all Illinois schools using SEDA data).

My analysis of actual testing data does show significant variation between Districts. However, grade equivalency projections are problematic and require extensive validation, and CPS has opted to ignore and put forth misleading claims about post-pandemic academic gains.



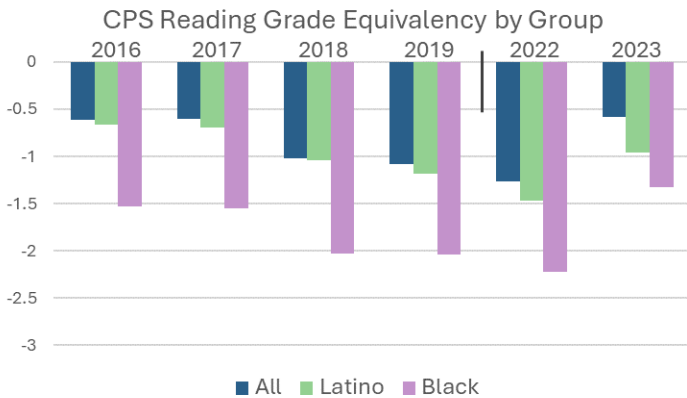
According to the Stanford/Harvard study, CPS students experienced >3x the learning loss in 2018 than from the pandemic by 2022 and >30x the variance in performance prior to the pandemic compared to other Illinois Districts.

Essentially, CPS is supporting results that show the pandemic hurt student learning,

but the vast majority of schools in Illinois after the pandemic are still much better than CPS ever was. That is offensive reflects a level of ignorance that should be eliminated.

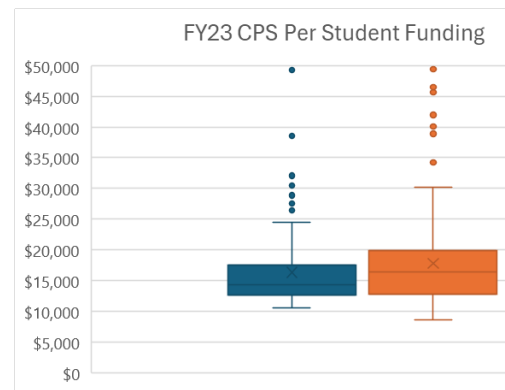
My analysis of actual testing data does shows learning loss from the pandemic and not from being in CPS in 2018. The actual District testing records does not support the results of the Stanford/Harvard study. In putting forth this

According to Stanford/Harvard study, All students, including Black and Latino/Hispanic students are exceeded pre-pandemic academic performance. The results from their study show that students are exceeding their 2019 performance but Black and Latino students are still not near where they were functioning in 2017. The drop in performance in 2018 is not based in reality and should cause alarm for anyone who actually cares about accurately measuring student learning.



My analysis of actual testing data does not support this. However, my analysis does show that Latino students have made the least gains compared to other racial and ethnic groups. I maintain that actual disparities in Latino student performance are rooted in disparities in school funding.

CPS Schools that serve Latino students are significantly underfunded relative to other schools. Moreover, school funding numbers do not match what is submitted to the State.



The funding formulas and budgets of schools should be released.

Be well,
Dr. Alvarez